Home

Independent

Curriculum Packet

Grade 4

Packet 1

May 4 – May 15

Curriculum Packet Instructions and Overview

Dear CVESD Families,

The Chula Vista Elementary School District (CVESD) is committed to ongoing learning and continued success for each and every student. During this time of school closures, we are engaged in distance learning. Distance learning means that the teacher and student are not in the same space for instruction. Distance learning may include technology such as computer, iPads, phones, etc. or it can include paper/pencil work. This curriculum packet may be used with/without technology. Each packet is intended to last two weeks (10 school days).

- ***Establish a daily routine*** for your child with a schedule. Plan for times in the day when the child will work on the packet, when they will have a break, when they will use technology, when they will have snacks and lunch.

- ***Create a plan for work completion.*** Divide up the work for the packet day by day for 10 days.

- ***Engage with your teacher*** *via phone, email, or another method for support.* Your teacher wants to help! Contact your teacher if you have any questions.

- **Additional Support** - Learning can be challenging, especially when one is trying to learn a new language or help with accessing the student curriculum packet due to language needs, special education needs, or access needs (i.e. a 504 plan), please connect with your general education teacher or special education teacher.

Curriculum Packets Instructions- Packet 1

Math
- **Complete one worksheet** per day. There are extra worksheets that can be used for additional practice. Grade 6 will complete one worksheet every two days (5 tasks for the two weeks).
- **Select one of the following activities** to do in addition to the one worksheet per day.
    - *Be the Teacher!* Select one problem from the worksheet each day. Teach someone in your house (brother, sister, mom, dad) how to solve the problem. Ask them how you did as a teacher. What did you do well? What might you do better next time?
    - *Multiple Representations:* Select one problem from the worksheet and show it in multiple ways. Write a word problem. Draw how you solved it. Write a number sentence (equation). Write a word sentence (your answer in a complete sentence).
    - *Prove It!* Select one problem from the worksheet and explain how you know your answer is correct. How can you prove it? Convince someone in your house that your answer is correct.
    - *Compare and Connect:* Select one problem from the worksheet. Solve it a different way. Explain how the two ways you solved it are the same and/or different.
    - *Reflect-* What was easy about today's math lesson? What was hard? What did you learn? How might you use what you learned today in the future or in real life?
- **Play the Family Game** multiple times throughout the two weeks. Think about what you are learning, what strategies you are using, what strategies you modified, is it a fair game?

English Language Arts
- **Complete Benchmark tasks**
- **Select one of the following activities** to do in addition to the Benchmark task each day.
    - Read a book.
    - Write a story about your adventures at home.
    - Create a comic book.
    - Find parts of speech or high frequency words in junk mail.
    - Write a Choose Your Own Adventure story.
    - Document how you are spending your time.
    - If able to watch television, turn on captions and watch for errors. (Turn on subtitles and learn another language.) Turn the sound off and read the captions to follow along.
    - Write quizzes to go with your favorite movie or show.
    - Practice public speaking. Give presentations to family members on favorite topics.

Science

Physical Science

1. Select a toy in your house that has moving parts.
2. In your journal, record why you chose this toy. Why is this toy important to you? Draw a detailed picture of your toy.
3. Play with the toy for two minutes. Explore how the toy works.
4. **Grades K-3**
   a. What do you notice? What do you wonder?
   b. Record (write and draw) your observations. How does your toy move?
   c. Share your thinking with your family.
      i. What do they think? How does your thinking compare to theirs?
      ii. How many parts does your toy have? Count the parts.
      iii. What parts does your toy have? Label the parts on your drawing.
5. **Grades 4-6**
   a. What do you notice? What do you wonder?
   b. Record your observations. Share with your thinking with your family.
      i. What do they think? How does your thinking compare to theirs?
      ii. Think of your toy as a system. What are the parts (components) of the system? How are the components within the system interacting (working together)?
      iii. Can you identify any subsystems in the toy system? If so, describe one subsystem.
      iv. Share your thinking with your family. What do they think? How does your thinking compare to theirs?
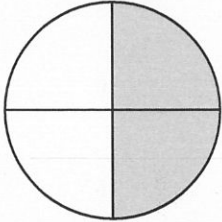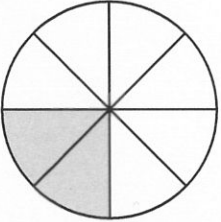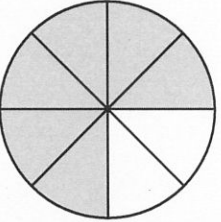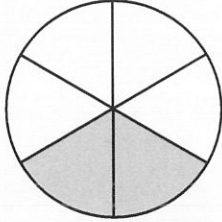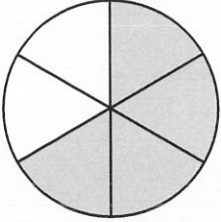
Social Studies
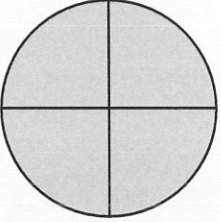
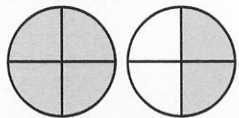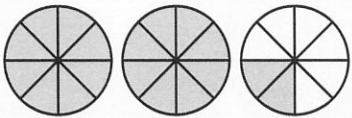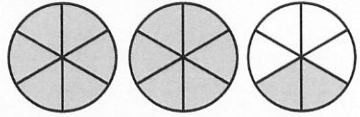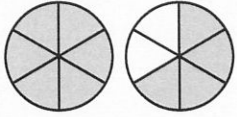Complete the first 5 pages of COVID 19 journal over the two weeks.

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Fractions & Mixed Numbers

1 The circles below are divided into equal parts. Write two fractions to show what part of each circle is filled in.

example	a	b
$\frac{1}{2}$ $\frac{2}{4}$		
c	d	e

2 The circles below are divided into equal parts. Write a fraction and a mixed number to show how many circles are filled in.

	Fraction	Mixed Number		Fraction	Mixed Number
example	$\frac{3}{2}$	$1\frac{1}{2}$	a		
b			c		

3 Fill in the missing fractions or mixed numbers.

CHALLENGE

Fractions	ex $\frac{5}{2}$	a $\frac{9}{2}$	b $\frac{9}{4}$	c $\frac{14}{4}$	d	e	f $\frac{62}{3}$	g
Mixed Number	$2\frac{1}{2}$				$3\frac{1}{2}$	$2\frac{3}{4}$		$30\frac{1}{3}$

NAME _____   DATE _____

Pizza Problems

1 The pizzas at Little Tom's are cut into 8 pieces. Lucy ate $\frac{1}{2}$ of a pizza and Alex ate $\frac{3}{8}$ of a pizza. Who ate more pizza? How much more? Use pictures, numbers, and/or words to explain how you know.
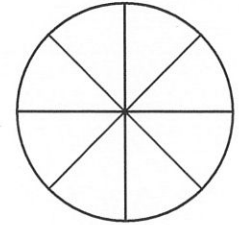
2 On Friday night, the Suarez family ate $2\frac{3}{4}$ pizzas. Their neighbors, the Johnson family, ate $\frac{17}{8}$ of a pizza. Which family ate more pizza? How much more? Use pictures, numbers, and/or words to explain how you know.
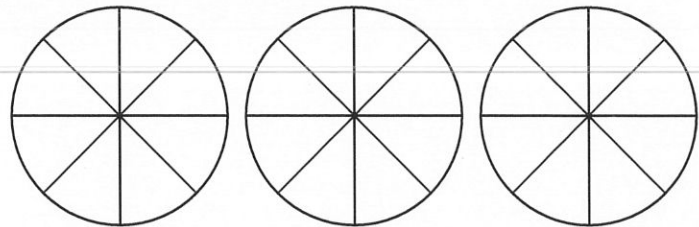
⚡ CHALLENGE

3 Which is greater, $\frac{82}{8}$ or $\frac{37}{4}$? Explain how you know. Hint: *Think about how many eighths and how many fourths are in one whole.*

NAME _____ DATE _____

Using Fractions on a Number Line to Solve Problems

1 Use the number line above to help answer these questions.

a Celia ran $\frac{5}{6}$ of a mile. Jade ran $1\frac{1}{4}$ mile. Who ran farther?

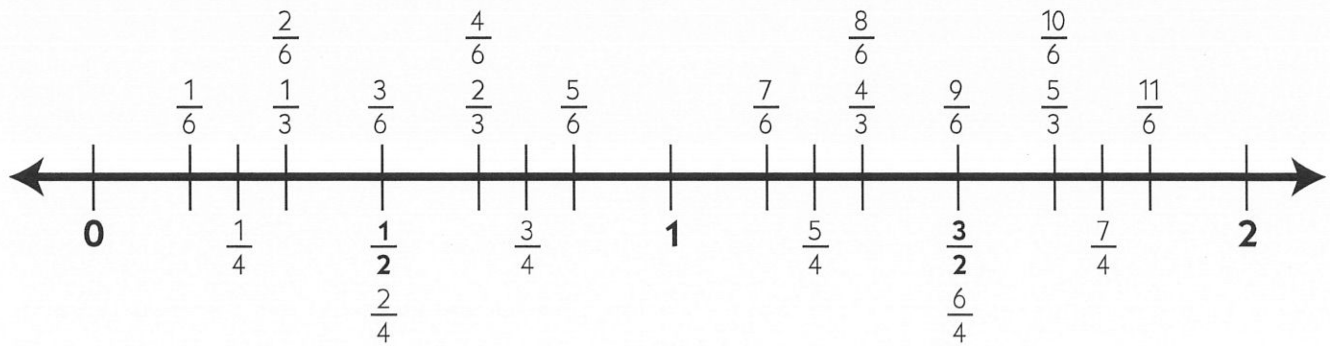**b** Lester has a piece of rope that is $\frac{9}{6}$ of a foot long. Dario has a piece of rope that is $1\frac{1}{3}$ of a foot long. Whose piece of rope is longer?

c Table A is $1\frac{2}{3}$ of a yard long. Table B is $\frac{11}{6}$ of a yard long. Which table is longer?

2 Put the following fractions in order from smallest to greatest. Hint: *Think about landmarks. Which fractions are less than one-half? Which fractions are close to 1?*

| $\frac{1}{4}$ | $\frac{7}{6}$ | $\frac{3}{4}$ | $\frac{1}{2}$ | $\frac{1}{12}$ | $\frac{7}{8}$ |

_____ _____ _____ _____ _____ _____
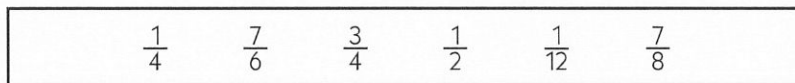
Least   Greatest

3 Think about landmarks like one-half and one to compare the fractions below. Use a greater than (>) or less than (<) sign to compare them.

ex $\frac{3}{4}$ > $\frac{1}{3}$	**a** $\frac{3}{6}$ $\quad$ $\frac{3}{4}$	**b** $\frac{5}{6}$ $\quad$ $\frac{3}{4}$	**c** $\frac{5}{6}$ $\quad$ $\frac{2}{3}$
d $\frac{5}{4}$ $\quad$ $\frac{5}{6}$	**e** $\frac{5}{4}$ $\quad$ $\frac{4}{3}$	**f** $\frac{11}{6}$ $\quad$ $\frac{5}{3}$	**g** $\frac{10}{9}$ $\quad$ $\frac{101}{100}$

NAME _____ DATE _____

Time Conversions

1 Fill in the following equivalencies for measurements of time.

a There are _____ seconds in 1 minute. **d** There are _____ days in 1 week.

b There are _____ minutes in 1 hour. **e** There are _____ days in 1 year.

c There are _____ hours in 1 day. **f** There are _____ weeks in 1 year.

2 How many seconds are in 1 hour? Show your work.

3 How many minutes are in 1 day? Show your work.

4 How many hours are in a day and a half? Show your work.

5 Today is Luis's birthday. He is turning 12 years old. How many days has it been since he was born? Show your work.

CHALLENGE

6 Today is also Luis's grandfather's birthday. He is turning 78 years old. How many days has it been since he was born? Show your work.
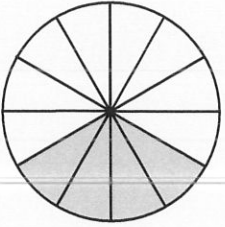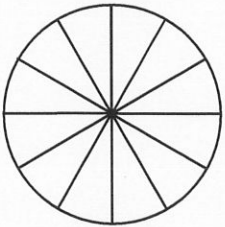
NAME _____   DATE _____
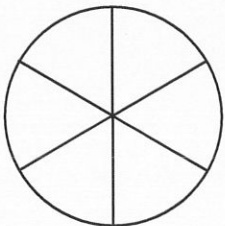
Showing Fractions in Simplest Form

1 Write all the factors of each number below. Think of the factors in pairs.

example 2 ___1, 2___   **a** 4 _____   **b** 8 _____

c 3 _____   **d** 6 _____   **e** 12 _____

2 Factors can help you think about equivalent fractions. When you can divide the numerator and the denominator by the same number, you can simplify a fraction. If you divide the numerator and denominator by the greatest factor they have in common (the greatest common factor), you can show the fraction in its simplest form. Look carefully at the example below. Then fill in the rest of the table.

Fraction	Factors of the Numerator (top number)	Factors of the Denominator (bottom number)	Greatest Common Factor	Divide to Get the Simplest Form	Picture and Equation
ex $\frac{4}{12}$	1, 2, ④	1, 2, 3, ④ 5, 6	4	$\frac{4}{12} \div \frac{4}{4} = \frac{1}{3}$	$\frac{4}{12} = \frac{1}{3}$
a $\frac{8}{12}$				$\frac{8}{12} \div \frac{}{} =$	$\frac{8}{12} =$
b $\frac{4}{6}$				$\frac{4}{6} \div \frac{}{} =$	$\frac{4}{6} =$

NAME _____ DATE _____

Weight Conversions

1 Fill in the following equivalencies for measurements of weight.

a There are _____ ounces in 1 pound.   **b** There are _____ pounds in 1 ton.

2 Solve the problems below. Show all your work for each one.

a Ming has a very big cat that weighs 15 pounds. How many ounces does his cat weigh?

b Esperanza's baby sister weighs 11 and a half pounds. How many ounces does she weigh?

c Mr. Chang weighs 175 pounds. How many ounces does he weigh?

d An average male African elephant weighs 5 tons. How many pounds does it weigh?

CHALLENGE

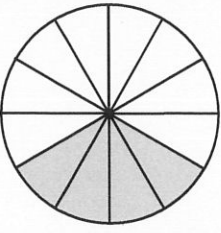**e** How many ounces does an average male African elephant weigh?
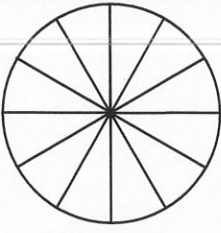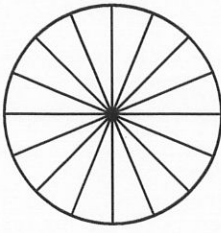
f A blue whale can weigh up to 300,000 lbs. How many tons is that?

NAME _____ DATE _____

Simplifying Fractions

1 When you can divide the numerator and the denominator by the same number, you can simplify a fraction. If you divide the numerator and denominator by the greatest factor they have in common (the greatest common factor), you can show the fraction in its simplest form. Look carefully at the example below. Then fill in the rest of the table.

Fraction	Factors of the Numerator (top number)	Factors of the Denominator (bottom number)	Greatest Common Factor	Divide to Get the Simplest Form	Picture and Equation
ex $\frac{4}{12}$	1, 2, ④	1, 2, 3, ④ 6, 12	4	$\frac{4}{12} \div \frac{4}{4} = \frac{1}{3}$	$\frac{4}{12} = \frac{1}{3}$
a $\frac{9}{12}$				$\frac{9}{12} \div =$	$\frac{9}{12} =$
b $\frac{10}{16}$				$\frac{10}{16} \div =$	$\frac{10}{16} =$

2 Use what you know about factors to write the fractions below in simplest form.

ex $\frac{5}{15} \div \frac{5}{5} = \frac{1}{3}$	**a** $\frac{9}{15} \div =$	**b** $\frac{6}{16} \div =$	**c** $\frac{8}{12} \div =$

NAME _____   DATE _____

Capacity Conversions

1 Fill in the following equivalencies for measurements of capacity.

a There are _____ fluid ounces in 1 cup   **b** There are _____ cups in 1 pint.

c There are _____ pints in 1 quart.   **d** There are _____ cups in 1 quart.

e There are _____ quarts in 1 gallon.   **f** There are _____ pints in 1 gallon.

2 Solve the problems below. Show all your work for each one.
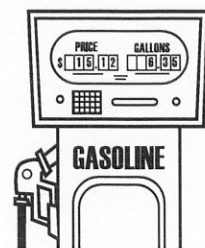
a I have a full gallon of milk in my refrigerator. How many cups are in it?

b How many fluid ounces are in 1 gallon?

c Anthony's grandpa drives a semi truck for work. It has two gas tanks. Each gas tank holds 75 gallons of gasoline. How many quarts of gasoline does the truck hold altogether?

d How many fluid ounces of gasoline does the truck hold?

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Fraction Practice

1 Fill in the four missing numbers on the fraction number line below.

$10\frac{1}{3}$ $10\frac{2}{3}$

10 $\square$ $10\frac{1}{2}$ $\square$ 11 $11\frac{1}{4}$ $11\frac{1}{2}$ $11\frac{3}{4}$ 12

$10\frac{2}{4}$ $11\frac{2}{4}$
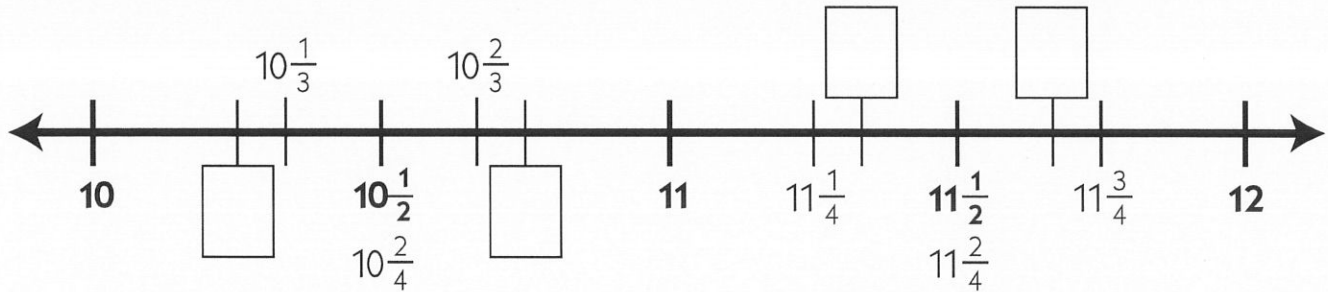
2 Use the number line above to help answer these questions.

a Alicia ran $10\frac{2}{3}$ miles. Did she run closer to 10 miles or 11 miles?

b Erica ran $11\frac{1}{4}$ miles. She said she ran about 12 miles. Was she accurate? Explain why or why not.

c Frank ran $10\frac{2}{3}$ miles. Cameron ran $10\frac{2}{4}$ miles. Who ran farther?

3 There are 4 fourths in 1 whole, so there are 40 fourths in 10 wholes. Therefore, we can say $\frac{4}{4} = 1$ and $\frac{40}{4} = 10$. Think about how many thirds and fourths are in a whole, and look at the number line above, to help fill in the blanks below.

$\frac{44}{4} = \underline{\ 11\ }$ $\frac{2}{2} = \underline{\qquad}$ $\frac{20}{2} = \underline{\qquad}$ $\frac{22}{2} = \underline{\qquad}$

$\frac{3}{3} = \underline{\qquad}$ $\frac{30}{3} = \underline{\qquad}$ $\frac{33}{3} = \underline{\qquad}$ $\frac{35}{3} = \underline{\qquad}$

$\frac{23}{2} = \underline{\qquad}$ $\frac{31}{3} = \underline{\qquad}$ $\frac{42}{4} = \underline{\qquad}$ $\frac{29}{3} = \underline{\qquad}$

4 Write the following fractions in simplest form.

ex $\frac{12}{15} \div \frac{3}{3} = \frac{4}{5}$	**a** $\frac{6}{21} \div \frac{\ }{\ } =$	**b** $\frac{8}{36} \div \frac{\ }{\ } =$

NAME _____   DATE _____

Length Conversions

1 Fill in the following equivalencies for measurements of length and distance.

a There are _____ inches in 1 foot.   **b** There are _____ feet in 1 yard.

c There are _____ inches in 1 yard.   **d** There are _____ feet in 1 mile.

2 Solve the problems below. Show all your work.

a The pool is 12 feet deep at its deepest part. How many inches deep is it?

b We run a 50-yard-dash on Field Day. How many feet are in 50 yards?

c How many inches are there in 50 yards?

d The cross country team ran 8 miles for practice yesterday. How many feet did they run?

CHALLENGE

e *About* how many yards are there in a mile? Write your best estimate.

f *Exactly* how many yards are there in a mile? Show all your work.

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Decimals & Fractions

1 Write the place value of the underlined digit in each number. The place values are spelled for you here:

hundreds	tens	ones	tenths	hundredths

example 2.0<u>3</u> ___hundredths___   **a** 3.<u>1</u>7 _____

b 12<u>0</u>.4 _____   **c** <u>5</u>06.92 _____

d 54.2<u>9</u> _____   **e** 32.<u>7</u> _____

2 Write each decimal number.

ex a Twenty-three and two-tenths: _____23.2_____

ex b One hundred thirty and five-hundredths: _____130.05_____

a Six and seven-hundredths: _____

b Two-hundred sixty-five and eight-tenths: _____

3 Write each fraction or mixed number as a decimal number.

ex a $5\frac{3}{10}$ = 5.3	**ex b** $12\frac{4}{100}$ = 12.04	**ex c** $3\frac{17}{100}$ = 3.17
a $\frac{7}{10}$ =	**b** $3\frac{5}{100}$ =	**c** $\frac{4}{100}$ =
d $4\frac{38}{100}$ =	**e** $1\frac{9}{100}$ =	**f** $1\frac{9}{10}$ =

4 Use a greater than (>), less than (<), or equal sign to show the relationship between the decimal numbers below.

ex 1.09 < 1.9	**a** 1.12 1.2	**b** 3.5 3.48
c 23.81 23.85	**d** 4.50 4.5	**e** 3.06 3.65

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Running Problems

1a Steven is a runner training for the Olympics. Yesterday he ran 100 meters in 9.86 seconds. He ran 200 meters in 19.42 seconds. How much longer (in seconds) did it take him to run 200 meters? Show all your work.

b Did it take him more than twice as long or less than twice as long to run 200 meters than 100 meters? Use numbers and words to explain your answer.

2 Jamaican runner Asafa Powell set the men's world record for running 100 meters in 2007. He ran 100 meters in 9.74 seconds. How close is Steven to tying this world record? Show all your work.

3 In 1988, Florence Griffith Joyner set the women's world record for running the 100 meters. She ran it in 10.49 seconds. How much longer did it take her to run 100 meters than it took Asafa Powell? Show all your work.
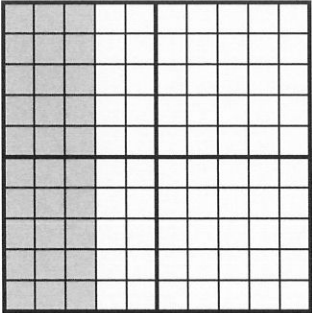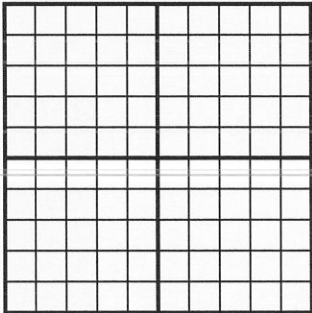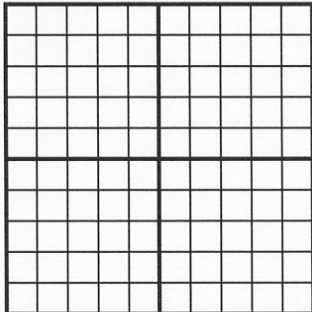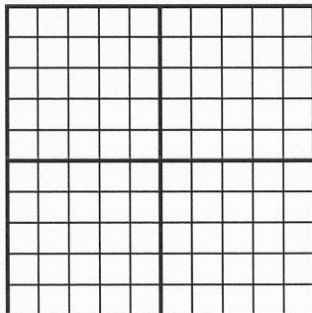
NAME _____ DATE _____

Using Pictures to Compare Decimals & Fractions

Each grid below is divided into 100 equal squares. Fill in squares to show a picture of each decimal number. Then compare the decimal number to certain fractions using <, > or =.

Decimal Number	Picture	Compare the decimal number to these fractions.
example 0.3		0.3 $>$ $\frac{1}{4}$ 0.3 $<$ $\frac{1}{2}$ 0.3 $<$ $\frac{3}{4}$
1 0.46		0.46 $\qquad$ $\frac{1}{4}$ 0.46 $\qquad$ $\frac{1}{2}$ 0.46 $\qquad$ $\frac{3}{4}$
2 0.52		0.52 $\qquad$ $\frac{1}{4}$ 0.52 $\qquad$ $\frac{1}{2}$ 0.52 $\qquad$ $\frac{3}{4}$
3 0.87		0.87 $\qquad$ $\frac{1}{4}$ 0.87 $\qquad$ $\frac{1}{2}$ 0.87 $\qquad$ $\frac{3}{4}$

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From Home to School & Back

1a Last Friday, Ray went home with his cousin Jewel after school. They took the city bus to Jewel's house. It costs $1.65 to ride the bus. Ray had 5 quarters, a dime, and 3 nickels. How much more money did he need to ride the bus? Show all your work.

b How much did it cost Ray and Jewel to ride the bus altogether? Show all your work.

2a Ray's school is 1.7 miles from his house. He walks to and from school every day. How many miles does he walk each day? Show all your work.

![lightning bolt] **CHALLENGE**

b How many miles does he walk in a 5-day school week? Show all your work.

3 The bus ride to Jewel's house is 4.65 miles long. How much farther is the bus ride to Jewel's house than the walk to Ray's house? Show all your work.

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Ordering Decimals & Fractions

1 Write the decimal number that is equal to each fraction below.

ex $\frac{25}{100}$ = 0.25	**a** $\frac{5}{10}$ =	**b** $\frac{50}{100}$ =	**c** $\frac{75}{100}$ =
d $\frac{1}{4}$ =	**e** $\frac{1}{2}$ =	**f** $\frac{3}{4}$ =	**g** $\frac{10}{10}$ =

2a Write each decimal number in the box where it belongs.

0.28   0.06   0.92   0.3   0.8   0.6   0.15   0.71

less than $\frac{1}{4}$	between $\frac{1}{4}$ and $\frac{1}{2}$	between $\frac{1}{2}$ and $\frac{3}{4}$	greater than $\frac{3}{4}$

b Write the decimal numbers above in order from least to greatest.

_____ _____ _____ _____ _____ _____ _____ _____

least   greatest

3 Write the following fractions and decimals in order from least to greatest.

0.3 $\frac{9}{10}$ 0.78 $\frac{1}{4}$ 0.08   0.23 $\frac{3}{4}$

_____ _____ _____ _____ _____ _____ _____

least   greatest

4 Write the following fractions and decimals in order from least to greatest.

3.6 $\frac{5}{4}$ $\frac{1}{3}$ 0.02 $1\frac{1}{2}$ 2.25 $\frac{10}{4}$

_____ _____ _____ _____ _____ _____ _____

least   greatest

Math Scavenger Hunt

Object of the Game

Are you ready for a scavenger hunt?
Find 15 of the 18 items from the list to be a
Scavenger Scholar!

Materials

- Scavenger Hunt List
  *Print the record sheet ▮ or write the numbers
  1–18 on paper.*

- Something to write with (a pen, pencil,
  crayon, or marker)

- A curious mind

Skills

This game helps us practice

- Recognizing math in our world

Grade 4 Math Scavenger Hunt

Item	Draw or Describe	Item	Draw or Describe
Something with 4 right angles		4 groups of 6 objects	
a number that rounds to 650		a triangle with an obtuse angle	
two numbers that have a sum greater than 1,000		an array with 3 or more rows	
an object less than 6 inches long (record the length to the nearest quarter inch if you have a ruler)		an object more than 6 inches but less than 1 foot long (record the length to the nearest quarter inch if you have a ruler)	
an object with an area greater than 24 square inches		an object with a perimeter greater than 24 inches	

How to Play

1. Let's begin. Search your home for examples of the items on the list.

2. Draw a picture or describe where you find each item.
   Hint: *If you can't find an item, try arranging household objects to make it.*

3. Find or make 15 of the 18 items to win.

4. For an extra challenge, try to find every one.
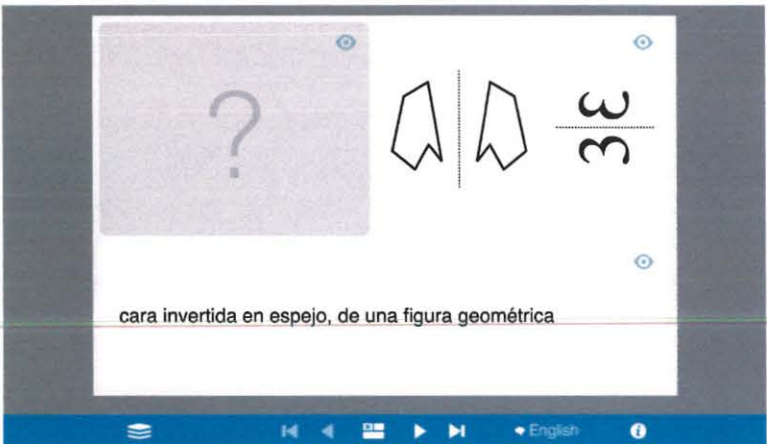
5. Have fun!

Tips for Families

- If you don't have a copy of the record sheet or can't print a copy right now, have your child make a numbered list from 1 to 18 on paper.

- You don't have to complete the scavenger hunt all at once. You can come back to it later.

- If you can't find something, remember that it's okay to make it by arranging household objects.

- If you don't have a ruler, use your best estimation skills. Ask someone else if they agree with you.

- If you need help remembering what some math words mean, check out the free Math Vocabulary Cards app. You can download the app or use the web version in your browser.

The free app is available for iPad, Web, and Chrome.

You can get it here: **Math Vocabulary Cards**

cara invertida en espejo, de una figura geométrica

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Set a timer! How long does it take you to find 15 items? Did it take you more or less than 20 minutes?

- Make your own math scavenger hunt list. Help your family members find the items.

- Make a list of several objects in your home that you see math in. Help your family members guess the math it shows.

Grade 4 Math Scavenger Hunt

Draw or Describe the following

Something with 4 right angles

a triangle with an obtuse angle

4 groups of 6 objects

two numbers that have a sum greater than 1,000

a number that rounds to 650

an array with 3 or more rows

Grade 4 Math Scavenger Hunt (continued)

Draw or Describe the following

an object less than 6 inches long
(record the length to the nearest quarter inch
if you have a ruler)

an object with a perimeter greater than
24 inches

an object more than 6 inches but less than
1 foot long (record the length to the nearest
quarter inch if you have a ruler)

a shape that is divided into 3 or less equal parts

an object with an area greater than
24 square inches

a shape that is divided into 4 or more
equal parts

Grade 4 Math Scavenger Hunt (continued)

Draw or Describe the following

An object with 2 lines of symmetry

an object that holds about 1 liter

An object with 4 lines of symmetry

Two sets of coins that equal the same amount

an object that is about 1 kilogram

a grid, like a tile floor (record the number of shapes in the grid and how you found the total)

Directions: Read and annotate the text to find the key details.

President Obama's Back-to-School Event Speech, 2009

Excerpt from: Prepared Remarks of President Barack Obama: Back-to-School Event

1   But at the end of the day, the circumstances of your life—what you look like, where you come from, how much money you have, what you've got going on at home—that's no excuse for neglecting your homework or having a bad attitude. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. That's no excuse for not trying.

2   Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you. Here in America, you write your own destiny. You make your own future.

3   That's what young people like you are doing every day, all across America.

4   Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Hardly anyone in her hometown went to college, and neither of her parents had gone either. But she worked hard, earned good grades, got a scholarship to Brown University, and is now in graduate school, studying public health, on her way to being Dr. Jazmin Perez.

President Obama's Back-to-School Event Speech, 2009 (page 2)

5   I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's endured all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer—hundreds of extra hours—to do his schoolwork. But he never fell behind, and he's headed to college this fall.

6   And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods, she managed to get a job at a local health center; start a program to keep young people out of gangs; and she's on track to graduate high school with honors and go on to college.

7   Jazmin, Andoni, and Shantell aren't any different from any of you. They faced challenges in their lives just like you do. But they refused to give up. They chose to take responsibility for their education and set goals for themselves. And I expect all of you to do the same.

8   That's why today, I'm calling on each of you to set your own goals for your education—and to do everything you can to meet them. Whatever you resolve to do, I want you to commit to it. I want you to really work at it.

Directions: Analyze the prompt.

Opinion Planning Guide 1

Prompt: President Obama's position is that students can make their own future by setting goals and working towards them. In your opinion, did he provide convincing reasons and evidence to support his position? Support your thinking with evidence from the text.

Analyze the Prompt

Sentence from Prompt	What the Prompt Says
Sentence 1	
Sentence 2	
Sentence 3	

Opinion, Reasons, and Evidence

My Opinion:	
My Reason:	
Evidence:	**Paragraph:**
Evidence:	**Paragraph:**

Directions: Now that you have analyzed the prompt, use the following pages to write a rough draft. You may look at the text and your charts to help you.

Prompt: President Obama's position is that students can make their own future by setting goals and working towards them. In your opinion, did he provide convincing reasons and evidence to support his position? Support your thinking with evidence from the text.

Directions: Use the checklist below to help you edit and revise your writing.

Opinion Checklist

Title _____

	Yes	No	Not Sure
1. I introduce my topic with a lead that gets my readers' attention.	___	___	___
2. I state my opinion at the beginning of my paper.	___	___	___
3. I include reasons for my opinion based on my own thoughts about the topic.	___	___	___
4. I group connected ideas together.	___	___	___
5. I use evidence from the text to support my opinion.	___	___	___
6. I use linking words and phrases to connect reasons and evidence.	___	___	___
7. I include a concluding sentence or paragraph that makes my readers think.	___	___	___
8. My opinion follows an organized structure.	___	___	___
9. I choose words that make sense and make my opinion interesting.	___	___	___
10. I do not change my opinion.	___	___	___
11. I use different types of sentences.	___	___	___
12. I use my voice to show people how much I care about my opinion.	___	___	___

Quality Writing Checklist
I looked for and corrected . . .

	Yes	No	Not Sure
sentence fragments and run-ons.	___	___	___
parts of speech (pronouns, auxiliaries, adjectives, prepositions).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Directions: Read and annotate the text to find the key details.

President Reagan's State of the Union, 1986

From President Ronald Reagan's State of the Union after the shuttle Challenger disaster, 1986

1   For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge, and I'll meet it with joy." They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

2   And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's takeoff. I know it's hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we'll continue to follow them.

3   I've always had great faith in and respect for our space program. And what happened today does nothing to diminish it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute.

President Reagan's State of the Union, 1986 (page 2)

4   We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue.

5   I want to add that I wish I could talk to every man and woman who works for NASA, or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish. We share it."

6   There's a coincidence today. On this day three hundred and ninety years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and a historian later said, "He lived by the sea, died on it, and was buried in it." Well, today, we can say of the Challenger crew: Their dedication was, like Drake's, complete.

7   The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."

Directions: Analyze the text.

Opinion Planning Guide 2

Prompt: You have just read a speech President Reagan made following the Challenger disaster. In your opinion, did Reagan provide convincing reasons and evidence to support his position that people will continue to explore new horizons despite the dangers they face? Support your thinking with evidence from the text.

Analyze the Prompt

Sentence from Prompt	What the Prompt Says
Sentence 1	
Sentence 2	
Sentence 3	

Opinion, Reasons, and Evidence

My Opinion:	
My Reason:	
Evidence:	**Paragraph:**
Evidence:	**Paragraph:**

Directions: Now that you have analyzed the prompt, use the following pages to write a rough draft. You may look back at the text and your charts to help you.

Prompt: You have just read a speech President Reagan made following the Challenger disaster. In your opinion, did Reagan provide convincing reasons and evidence to support his position that people will continue to explore new horizons despite the dangers they face? Support your thinking with evidence from the text.

Directions: Use the checklist below to help you edit and revise your writing.

Opinion Checklist

Title _____

	Yes	No	Not Sure
1. I introduce my topic with a lead that gets my readers' attention.	___	___	___
2. I state my opinion at the beginning of my paper.	___	___	___
3. I include reasons for my opinion based on my own thoughts about the topic.	___	___	___
4. I group connected ideas together.	___	___	___
5. I use evidence from the text to support my opinion.	___	___	___
6. I use linking words and phrases to connect reasons and evidence.	___	___	___
7. I include a concluding sentence or paragraph that makes my readers think.	___	___	___
8. My opinion follows an organized structure.	___	___	___
9. I choose words that make sense and make my opinion interesting.	___	___	___
10. I do not change my opinion.	___	___	___
11. I use different types of sentences.	___	___	___
12. I use my voice to show people how much I care about my opinion.	___	___	___

Quality Writing Checklist
I looked for and corrected . . .

|			
sentence fragments and run-ons.	___	___	___
parts of speech (pronouns, auxiliaries, adjectives, prepositions).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Directions: Now that you have used the Opinion Checklist to check your writing, choose one of your rough drafts to rewrite as a final draft. You can choose your writing about President Obama or your writing about President Regan. You will have 2 days to complete this writing.
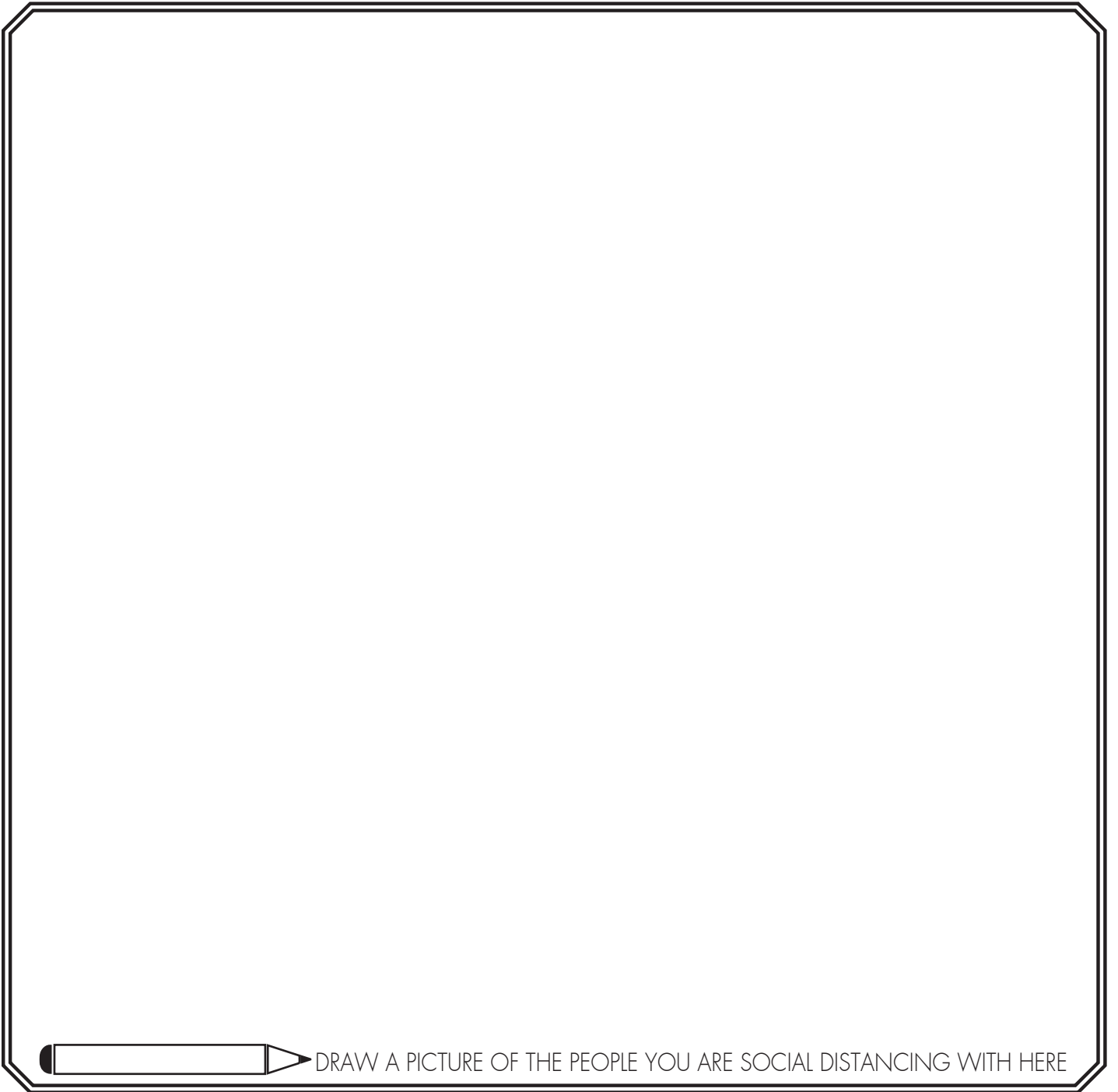
MY 2020 COVID-19 TIME CAPSULE
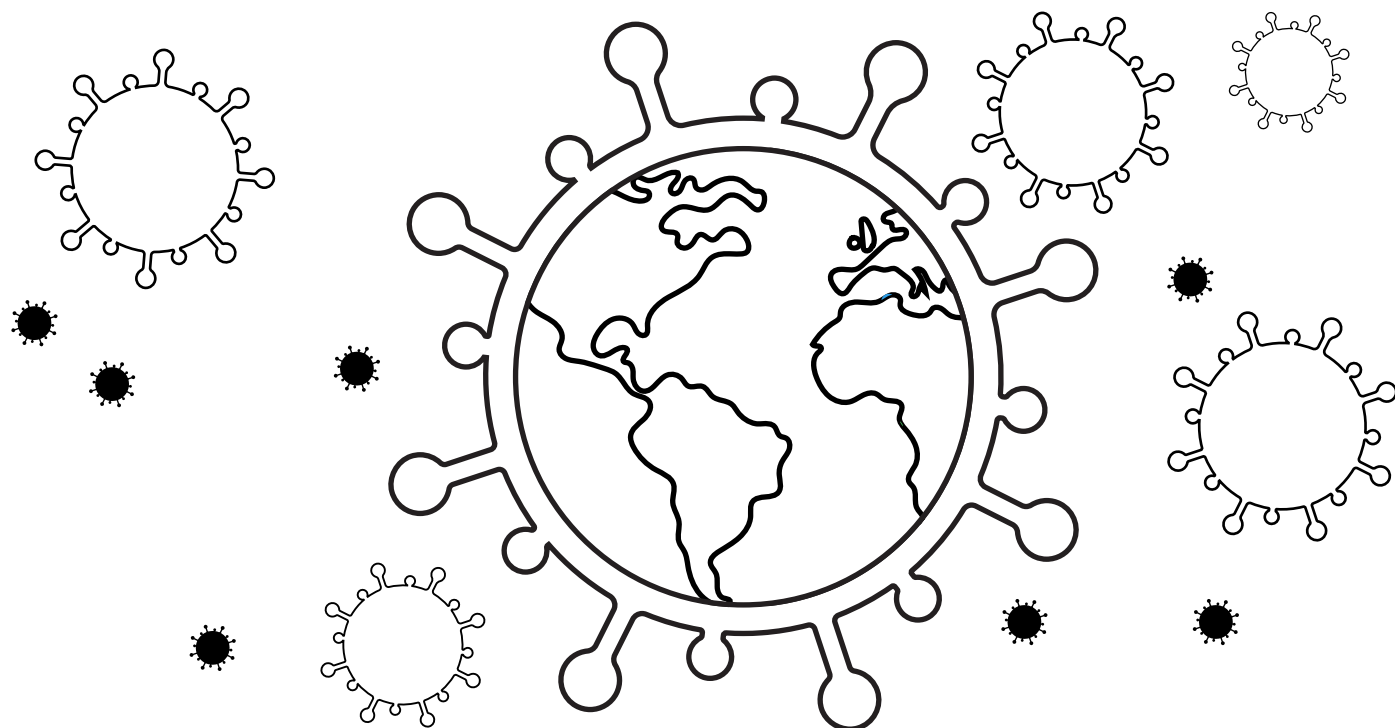
BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- [ ] SOME PHOTOS FROM THIS TIME
- [ ] A JOURNAL OF YOUR DAYS
- [ ] LOCAL NEWSPAPER PAGES OR CLIPPING
- [ ] ANY ART WORK YOU CREATED
- [ ] FAMILY / PET PICTURES
- [ ] SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♡ ♡ ALL ABOUT ME ♡ ♡

I AM
( ) YEARS OLD

I STAND
( ) INCHES TALL

I WEIGH
( ) POUNDS

SHOE SIZE
( )

——— MY FAVORITES ———

TOY: _____

COLOR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:
_____

_____

_____

WHEN I GROW UP I WANT TO BE:
_____

_____

DATE:

HOW I'M FEELING
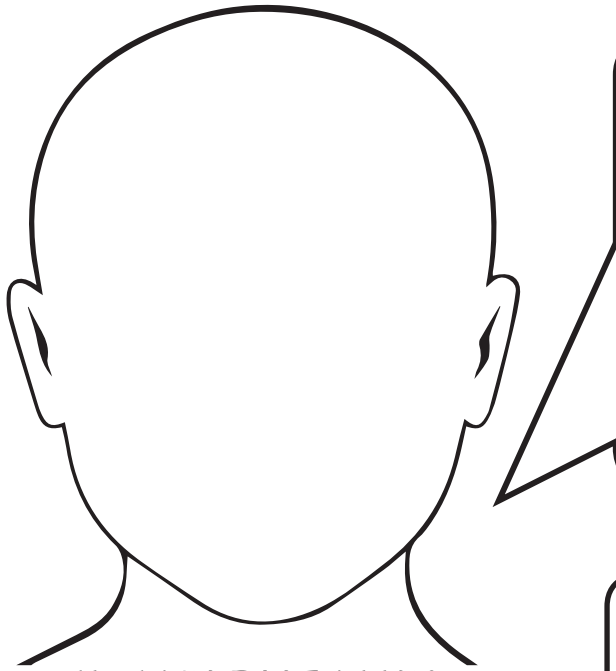
WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

☺ ☺ ☺ ☹ ☹

WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE:

_____

_____

_____

_____

I AM MOST THANKFUL FOR

_____

_____

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1 _____   **2** _____   **3** _____

_____   _____   _____

_____   _____   _____

MY COMMUNITY
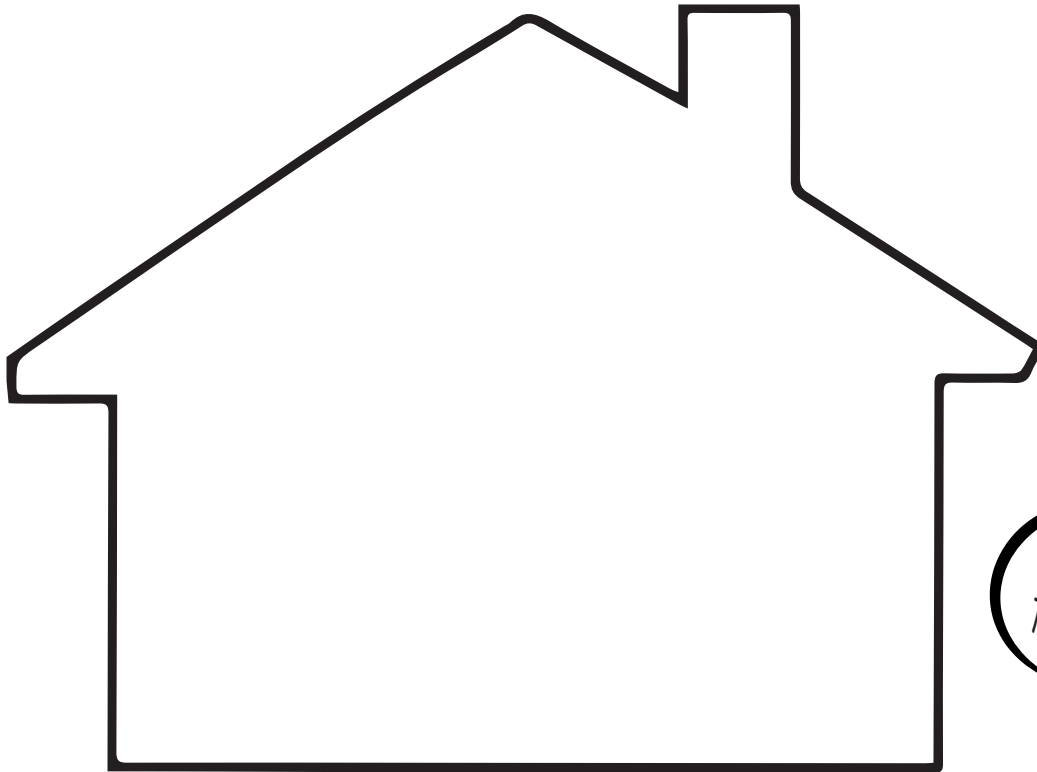
COLOR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

_____
_____
_____
_____

HOW ARE YOU CONNECTING WITH OTHERS?

_____

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!

WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLORS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

_____

DEAR, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOVE, _____
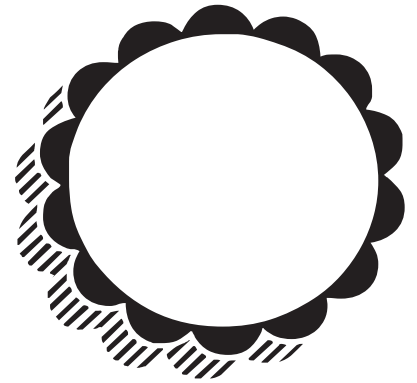
INTERVIEW YOUR HOUSEHOLD

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVORITE INSIDE HOUSEHOLD ACTIVITY:

_____

FAVORITE FOOD TO BAKE: _____

FAVORITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR HOUSEHOLD

_____

DEAR, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOVE, _____