4TH GRADE

Instructional Packet

Week 5

U.S. Presidents: George Washington

by ReadWorks

George Washington is regarded as the Father of Our Country. He guided America and helped it evolve into the nation that it is today. Before becoming President, Washington led the Continental Army to victory, winning American independence from Britain during the Revolutionary War. After the war ended, he was a key player at the convention that drafted the United States Constitution. Finally, as President, Washington's leadership solved many problems. It showed people that the Constitution could work to govern a new nation.

America was a very different place back in Washington's time. The nation was small and weak. There were only 11 states in the U.S. when Washington took office. When he left after two terms there were 16. The country only stretched as far as the Mississippi River. Most people farmed and struggled to make a living. Many children never went to school. Most

adults could not read or write. Communication and transportation were slow and difficult. It took days for Washington to travel the distance covered in a couple of hours by car today.

Most Americans loved Washington for the way he handled hardship. As a general, he lost many battles and suffered greatly. Washington never gave up, even during the bitter winters when he and his troops had barely enough food or supplies to survive. Washington's officers admired his loyalty and strength so much that they wanted to make him king. Washington refused.

Today, George Washington is honored in many ways. His face adorns America's dollar bill and its quarter. Both Washington state and our nation's capitol, Washington, D.C., are named after the first President. The bridge that stretches across the Hudson River from New Jersey to New York is named the George Washington Bridge. It is located exactly where Washington crossed the Hudson with his troops to defeat British forces. Perhaps one of Washington's officers expressed America's feelings about Washington best: "He was first in war, first in peace, and first in the hearts of his countrymen."

Name: _____ **Date:** _____

1. George Washington led soldiers in which war?

A. World War I

B. the Civil War

C. the Revolutionary War

D. World War II

2. What does the author describe at the end of the passage?

A. how George Washington became president

B. how America was different during Washington's time

C. how George Washington is honored today

D. how Washington helped win the Revolutionary War

3. America was very different during George Washington's lifetime. What evidence from the passage supports this conclusion?

A. Most adults could not read or write. Many children never went to school.

B. George Washington helped America evolve into the nation it is today.

C. Today Washington's face adorns America's dollar bill and its quarter.

D. The George Washington Bridge spans the Hudson River from New Jersey to New York.

4. How can America's feelings about George Washington best be described?

A. intimidated

B. divided

C. appalled

D. respectful

5. What is this passage mostly about?

A. how the United States was different during the time of George Washington

B. George Washington, the first President of the United States

C. why George Washington's face is on the dollar bill and the quarter

D. how George Washington helped defeat the British in the Revolutionary War

6. Read the following sentence: "[George Washington's] face adorns America's dollar bill and its quarter."

What does the word "**adorns**" mean as used in this sentence?

A. loves
B. peels
C. shocks
D. decorates

7. Choose the answer that best completes the sentence below.

George Washington's officers admired him so much that they wanted to make him king, ____ Washington refused.

A. so
B. namely
C. after
D. but

8. Why did most Americans love George Washington?

_____

_____

_____

9. What did Washington's presidential leadership show the people of America?

_____

_____

_____

10. Explain how George Washington helped America evolve into the nation it is today. Support your answer with two examples from the passage.

WRITING PROMPT

Week 5

Write about something that makes you special. Tell how you use that to help others.

Prime Suspects

A **prime number** is a natural number greater than 1 that has no positive divisors except 1 and itself.

Follow these steps to find all primes up to 100:

1. Cross out 1, since prime numbers must be greater than 1.
2. The first prime number is 2. Cross out all multiples of 2 (the even numbers).
3. The next prime number is 3. Cross out all multiples of 3.
4. The next prime is 5 (4 has already been crossed out). Cross out all multiples of 5.
5. The next number remaining is 7 (the next prime). Cross out all remaining multiples of 7.
6. All remaining numbers are prime numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This method for finding prime numbers is called the **sieve of Eratosthenes**, after the Greek mathematician Eratsothenes of Cyrene.

Math
Algebra

Prime Factorization

Factors are numbers that you multiply together to get another number. When a factor is a prime number, it is called a prime factor. For example, the prime factors of 12 are 2 x 2 x 3. So 2, 2, and 3 are prime factors of 12.

Find the prime factors of the numbers below. See the example.

16 = 2 x 8

= 2 x 2 x 4

= 2 x 2 x 2 x 2

---

36 = 4 x 9

= ☐ x ☐ x ☐ x ☐

---

48 = 4 x 12

= ☐ x ☐ x ☐ x ☐

= ☐ x ☐ x ☐ x ☐ x ☐

---

56 = 7 x ☐

= ☐ x ☐ x ☐

= ☐ x ☐ x ☐ x ☐

Name: _____ Date: _____

Which Numbers Are Prime?

Circle the prime numbers and add them together. Remember: A Prime Number is a number that is divisible only by one and itself.

17 21 13 7 1 3 5 9 11 14 18 2 17

TOTAL ____

Is the total a prime number? _____

Solve the equations and circle the answers that are prime.

1 14 + 5 =	2 6 x 7 =	3 30 ÷ 2 =
4 37 - 28 =	5 54 ÷ 9 =	6 8 + 19 =
7 12 x 4 =	8 11 + 56 =	9 25 - 8 =
10 49 ÷ 7 =	11 19 x 3 =	12 102 - 5 =
13 15 + 23 =	14 60 - 17 =	15 128 ÷ 4 =

Name _____ Date _____

Math Review Part 1
Let's Soar

Directions: Choose a multiplication strategy to find the product for each problem. Show your work and write each product on its corresponding answer line.

1. 25 x 13

2. 1027 x 6

3. 827 x 4

Answer:_____ Answer:_____ Answer:_____

Directions: Choose a division strategy to find the quotient for each problem. Show your work and write each quotient on its corresponding answer line.

4. 225 ÷ 5

5. 2457 ÷ 7

6. 116 ÷ 8

Answer:_____ Answer:_____ Answer:_____

Directions: Find the product using the partial products method. If you have not learned this method, then show your work using the standard algorithm.

7)

	X	7	3
		2	
+			

8)

	X	9	6
		6	2
+			

Directions: You will find missing factors, quotients, divisors, and products in the equations below. Balance these equations by writing the correct missing values.

9) 11 x ____ = 77

10) ____ x 4 = 32

11) 6 x 3 = _____

12) 64 ÷ 8 = _____

13) 2 x 4 = 24 ÷ ___

14) ___ x 8 = 4 x 6

15) 42 ÷ ___ = 3 x 2

16) 3 x 3 = ___ ÷ 4

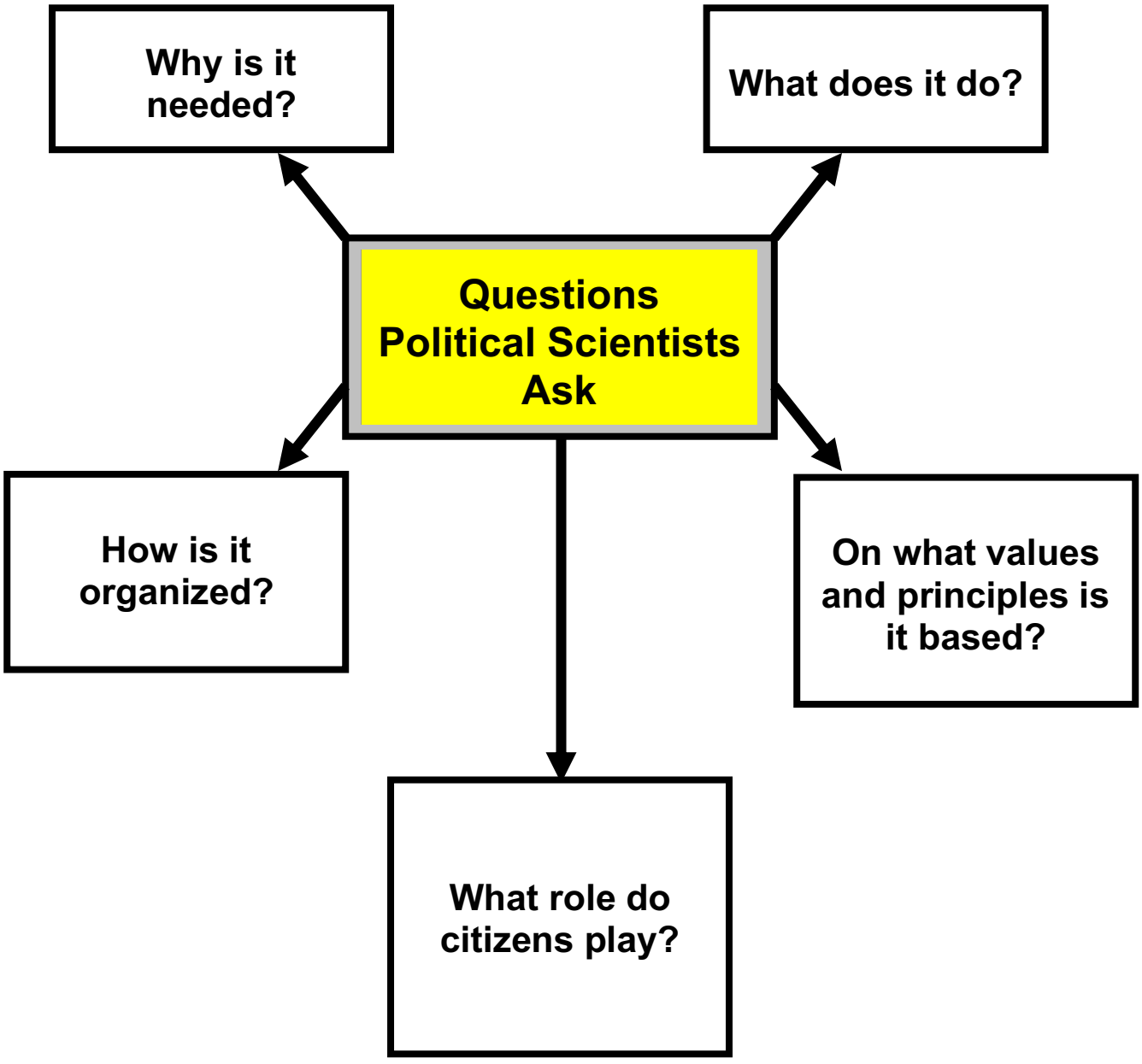
The Social Studies Goal for this week is to review and improve your understanding of questions that political scientists ask and review what you learned in previous weeks.

Read through the graphic organizer and the Big Idea Card. Then, with an adult family member and using whatever resources you have available, read each question a political scientist asks and talk about possible answers and write them in the space provided.

Using the "Core Values Activity" table, fill in the right-side of the table with a description of each term. After you are finished, compare your answers with the sample answer sheet.

Toward the end of the week, fill out the table "Check for Understanding". Afterwards use the answer sheet to see how well you did.

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 4, Unit 1

1. Government is a system people use to exercise authority, distribute power, and regulate conduct of people.
2. Civics is the study of the rights and duties of citizens.
3. Political scientists study government and how people interact with them (civics).
4. Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.
5. Historians, geographers, economists, and political scientists ask different questions, but all help us learn about human society and the human experience, past and present.

Questions Political Scientists Ask

Overhead #1

Why is a government needed?

What does the government do?

How is the government organized?

On what values and principles is the government based?

What role do citizens play in the government?

Core Values Activity

Freedom	
Fairness	
The Common Good	
Equality	
Diversity	
Patriotism	

Check for Understanding Activity

Social Studies Discipline	What do they study?	An example of a question they might ask about Michigan or the United States?
History and Historians		
Geography and Geographers		
Economics and Economists		
Civics and Government / Political Scientists		

Can you bag it?

Background knowledge

Polyethylene is used to make plastic food bags in factories. Some food bags are see-through, so that you can see what is inside them. Others are thicker to protect food in the freezer. Millions of plastic grocery bags are made each day, and most are thrown away after use.

Science activity

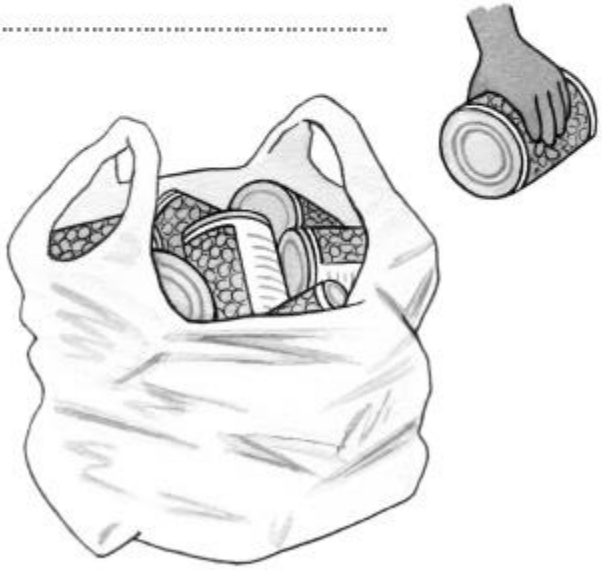
Before ordering new grocery bags, a supermarket manager and her staff tested different types of bags to see which one was the strongest. They carefully added cans of beans to each bag until the handles began to tear. Here are their results.

Bag	Number of cans
Type A	23
Type B	20
Type C	40
Type D	12
Type E	20

Which bag do you think they ordered for their store? Explain.

.....

.....



Science investigation

Is a paper bag stronger than a plastic bag? Design and conduct an experiment to answer this question. Use the Internet to see which type of bag is better for the environment.

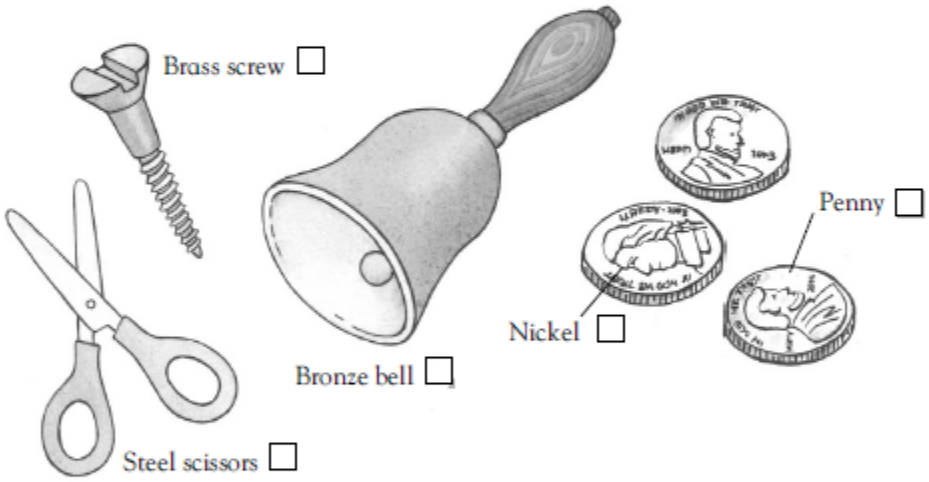
Attractive alloys

Background knowledge

An *alloy* is a solid mixture of metals, or of metals and nonmetals. Brass is an alloy of copper and zinc. It is used to make screws that do not rust. Bronze is an alloy of copper and tin. It is used to make bells and statues. Pennies are alloys made mostly of zinc and coated with copper. Nickels are made mostly of copper, and coated with nickel to make them silver. Stainless steel is an alloy of iron and chrome that is strong and slow to rust. Many baseball bats, golf clubs, and tennis rackets are made of alloys, which manufacturers use to make them strong but lightweight.

Science activity

Magnets will attract only the metals iron, nickel, and cobalt. The five objects below are all made from different alloys. Place a check mark in the box beside each one that you think will be attracted to a magnet.



Science investigation

Collect samples of different solid objects. Can you tell by looking at them if they are alloys? Examine each object. Observe the properties of the object and record this information in a data table with three columns. In the first, record the name of the object. In the second, make a check mark if you think it is an alloy. In the third, explain your decision.

Cool and not-so-cool materials

Background knowledge

Some materials, such as metal, feel cold when you touch them because they take heat away from your hand. When heat is taken away from you, you feel cooler. These materials are said to be good *thermal conductors*, as they are able to conduct heat. Other materials, such as wood, do not feel cold to the touch. They do not take heat away from your hand. These materials are *thermal insulators*. They are poor conductors of heat.

Science activity

Five spoons made of different materials were placed in a bowl. Five people each held a spoon while hot water was poured into the bowl. When a spoon became too hot to hold, the holder let go and said, "Now." Here are the results.

Type of spoon	How long it took to say "Now"
Plastic spoon	Did not say "Now"
Steel spoon	15 seconds
Wooden spoon	Did not say "Now"
Porcelain spoon	Did not say "Now"
Aluminium ladle	30 seconds

Which spoon is the best thermal conductor? Explain.

.....

.....

Science investigation

(!) Take extra care - ask an adult to supervise you.

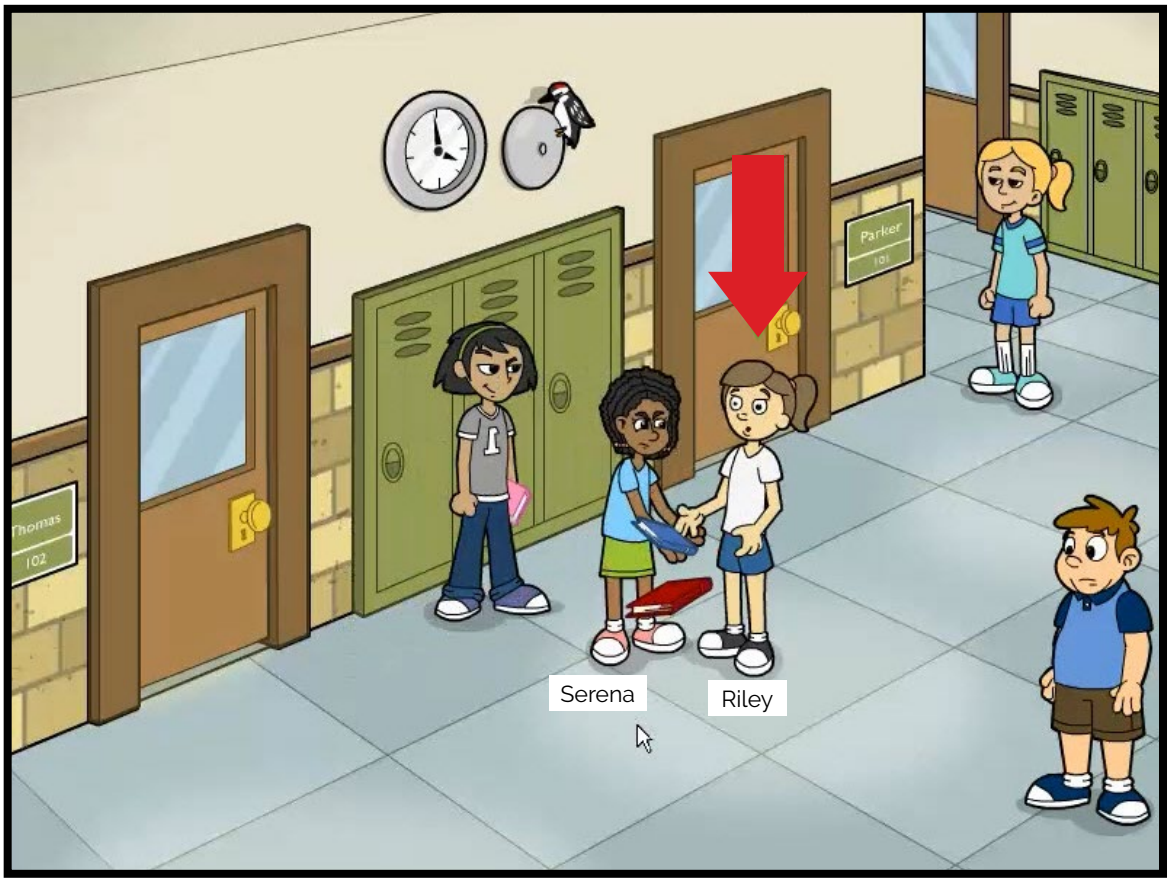
Obtain five ice cubes of the same size. Use tongs to handle them so the heat of your hands does not melt them. Wrap each one in a different type of material and then place each ice cube in as mall plastic bag. Rank the materials from best to poorest thermal insulator.

Name: _____

HELPING OTHERS ACTIVITY:

TO THE RESCUE

Directions: This activity will help you think about how other people may be feeling. Look at the picture below and read what it says about what's happening. The red arrow lets you know which character to focus on. If you were right there in the room, what could you say to make the situation better?



Serena knocked the books out of Riley's hands.

Riley might feel... _____

I can tell because... _____

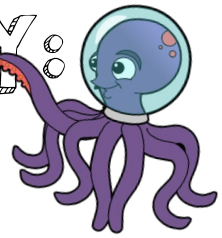
Riley might feel better if I said... _____

_____

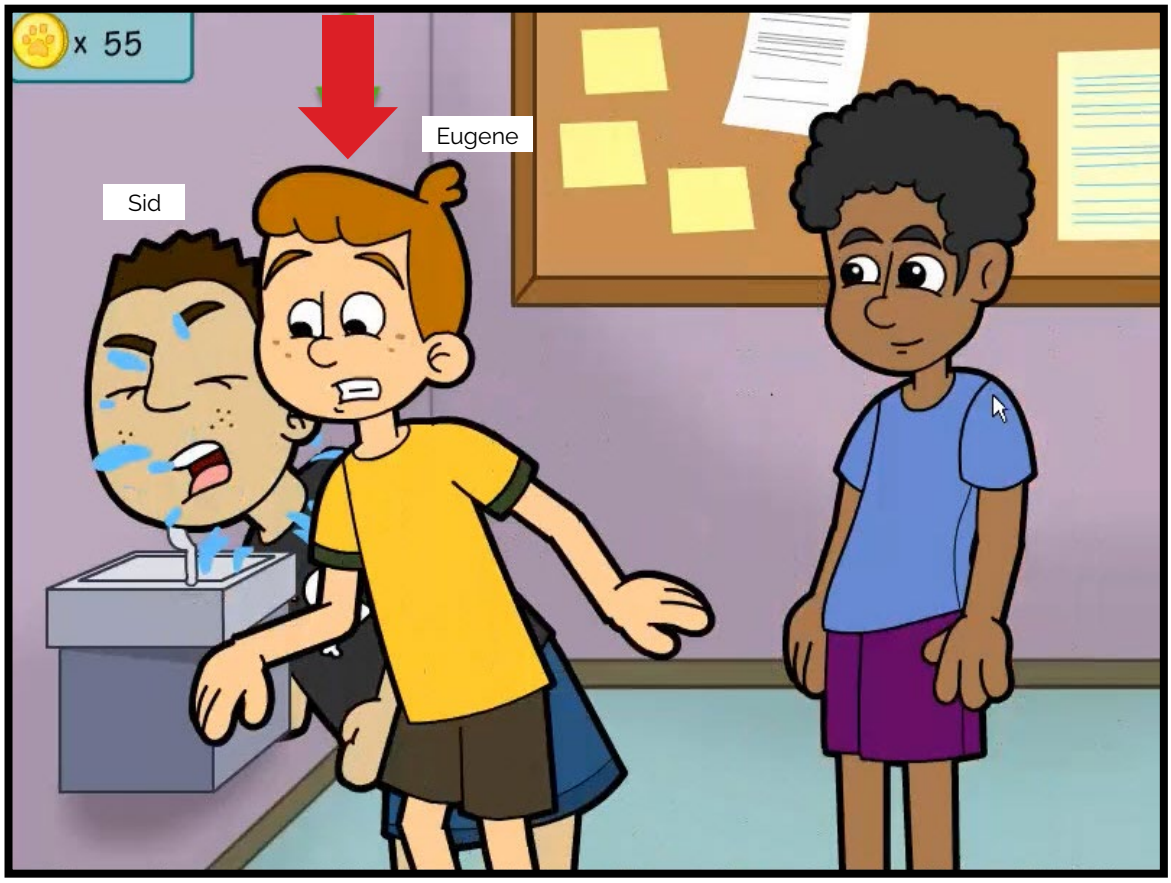
Name: _____

HELPING OTHERS ACTIVITY:

TO THE RESCUE



Directions: This activity will help you think about how other people may be feeling. Look at the picture below and read what it says about what's happening. The red arrow lets you know which character to focus on. If you were right there in the room, what could you say to make the situation better?



Eugene accidentally bumped into Sid while he was drinking from the water fountain. Sid's face got all wet.

Sid might feel... _____

I can tell because... _____

I could help the situation if I said... _____

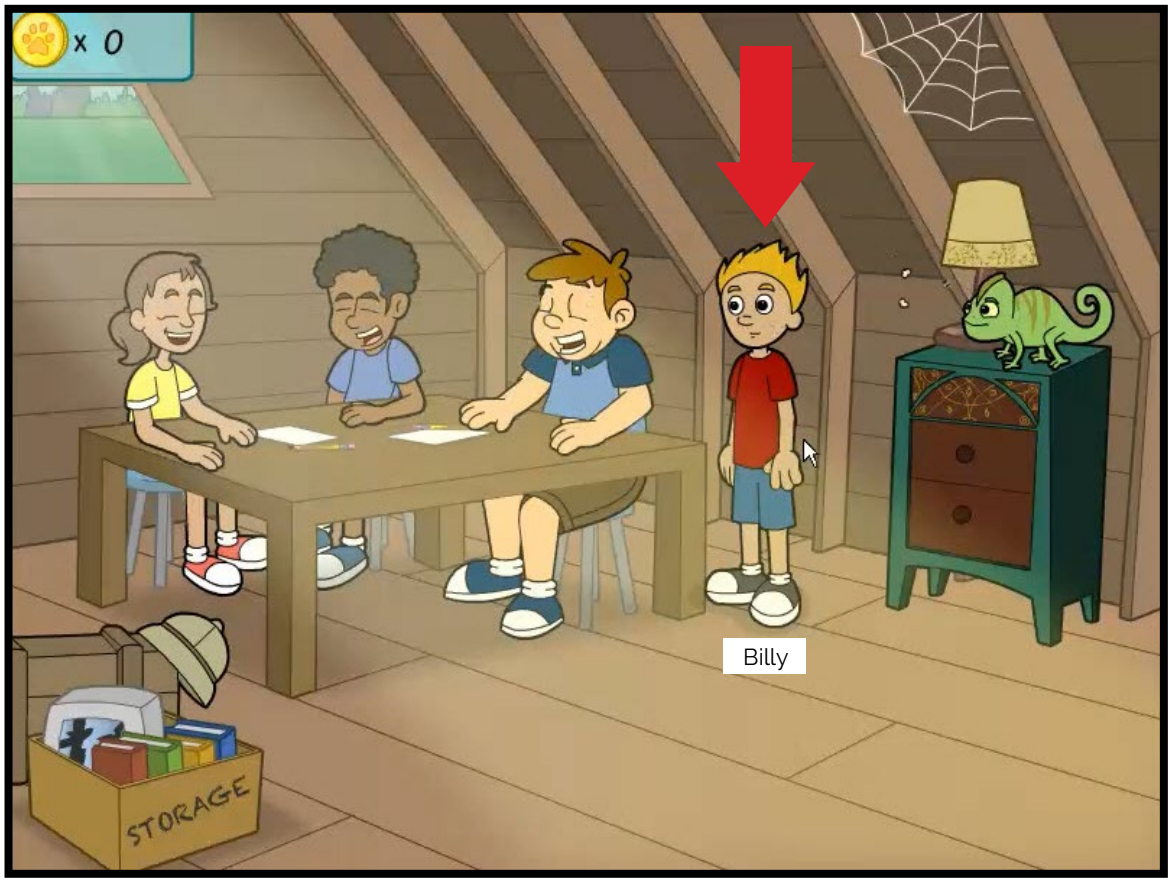
_____

Name: _____

HELPING OTHERS ACTIVITY:

TO THE RESCUE

Directions: This activity will help you think about how other people may be feeling. Look at the picture below and read what it says about what's happening. The red arrow lets you know which character to focus on. If you were right there in the room, what could you say to make the situation better?



Billy told his classmates a joke, and they all started laughing.

Billy might feel... _____

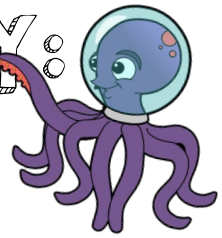
A good thing for me to say might be... _____

_____

Name: _____

HELPING OTHERS ACTIVITY:

TO THE RESCUE



Directions: This activity will help you think about how other people may be feeling. Look at the picture below and read what it says about what's happening. The red arrow lets you know which character to focus on. If you were right there in the room, what could you say to make the situation better?

It's Destiny's first day at Zoo U, and she isn't sure who to sit with at the picnic tables.

Destiny might feel... _____

I can tell because... _____

A good thing for me to say might be... _____

_____

Name: _____

HELPING OTHERS ACTIVITY:

TO THE RESCUE

Directions: This activity will help you think about how other people may be feeling. Look at the picture below and read what it says about what's happening. The red arrow lets you know which character to focus on. If you were right there in the room, what could you say to make the situation better?

Brandon won both games at field day. Nick said there's no way he could have beat him in both games, so Brandon must have cheated.

Nick might feel... _____

I can tell because... _____

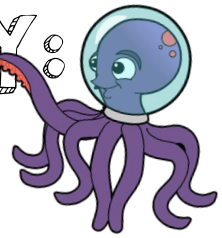
I could make the situation better if I said... _____

_____

Name: _____

HELPING OTHERS ACTIVITY:

TO THE RESCUE



Directions: This activity will help you think about how other people may be feeling. Look at the picture below and read what it says about what's happening. The red arrow lets you know which character to focus on. If you were right there in the room, what could you say to make the situation better?

Lester dropped a piece of fruit from the tree, and it broke over Eugene's head.

Eugene might feel... _____

I can tell because... _____

I could make Eugene feel better by saying... _____

_____

Career Choices

Use the clues below to circle the names of different careers in the puzzle. The names go across and down.

helps students learn
works in a library
keeps neighborhoods safe
takes care of teeth
treats sick people
takes care of pets
puts out fires
delivers mail
drives students to school
serves food at a restaurant
sells things at a store
cooks food at a restaurant

n	m	i	t	m	a	n	f	w	y	f	u	c	m	t	v	p	q	b
o	a	a	z	l	d	b	x	i	e	i	o	h	c	h	e	f	r	u
l	i	b	r	a	r	i	a	n	j	r	n	f	l	s	e	g	p	s
i	l	a	g	c	k	j	k	l	i	e	o	d	e	m	q	w	n	d
c	c	v	d	o	c	t	o	r	s	f	u	y	r	t	x	a	w	r
e	a	h	e	i	g	z	f	b	j	i	c	l	k	d	m	i	e	i
m	r	r	n	b	k	o	z	d	p	g	e	t	n	x	g	t	w	v
a	r	a	t	p	m	y	j	s	n	h	i	o	u	f	v	e	h	e
n	i	x	i	m	c	r	b	q	v	t	e	a	c	h	e	r	u	r
z	e	k	s	a	p	o	l	i	c	e	o	f	f	i	c	e	r	g
y	r	h	t	w	n	v	e	t	e	r	i	n	a	r	i	a	n	v

On another sheet of paper, write about what you want to be when you grow up. Give three reasons why.