



# PLANNED INSTRUCTION LESSON MATERIALS

**4th Grade: Carman/Barger**

**DUE DATE: FRIDAY, MAY 8TH**

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) during food distribution Tuesdays and Fridays from 10:00am – 12:00noon, or turned in when the next week's materials are delivered to your home.

If you need assistance in completing the attached materials, please reach out to your classroom teacher via email, the school's website or Facebook page, or Class Dojo. You may also call the school directly Monday – Friday from 9:00am – 11:00am at 814-520-6468

Mrs. Veronica Will, Principal 814 873-5158

Mr. Aubrey Favors, Interim CEO 814 812-3026



**Genre** Fantasy  
**Essential Questions**  
 What is a treasury? Why did the United States need a mint?

# Mice in the Mint

by *Karen Martin* • illustrated by *Gerald Kelley*

"Welcome to the **Mint!**" Penny Mouse cried as she hugged her grandson Bill and ushered him into the three-story brick building. "I can't wait to give you a tour of the place . . . right after you settle in and we have a nice cup of tea."



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Moments later, Bill was nestled in a comfortable old chair in Penny's cozy hidey-hole, a cup of steaming brew in hand. "How do you like the new place, Grandma?" he asked. "Is it fun living here?"

"Oh, yes," Penny said with enthusiasm. "I miss my old place sometimes, but life is interesting here at the Mint."

As Bill took a long sip of tea, his eyes scanned the room, pausing at a portrait of a man hanging on the wall. "Who is the man in the painting?" Bill asked.

"That's my good friend, Alexander Hamilton," she answered, rocking contentedly in her chair. "Hamilton and I go way back—all the way back to the Revolutionary War."

1 2



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"You have known him since the Revolutionary War? Now I am curious. Will you tell me more?" Bill asked. He loved hearing stories about the remarkable people his grandma had known and the exciting places she had been in her life.

"Alexander Hamilton was a Revolutionary War hero, and now he has a very important job! He is the **Secretary of the Treasury**."

"The Treasury? You mean his job is to make treasure?" Bill looked excited, and Penny chuckled.

"Yes, in a way. The Treasury makes the money people use to buy things, and it also collects taxes and manages government debts. Alexander Hamilton is in charge of all of that for the entire nation."

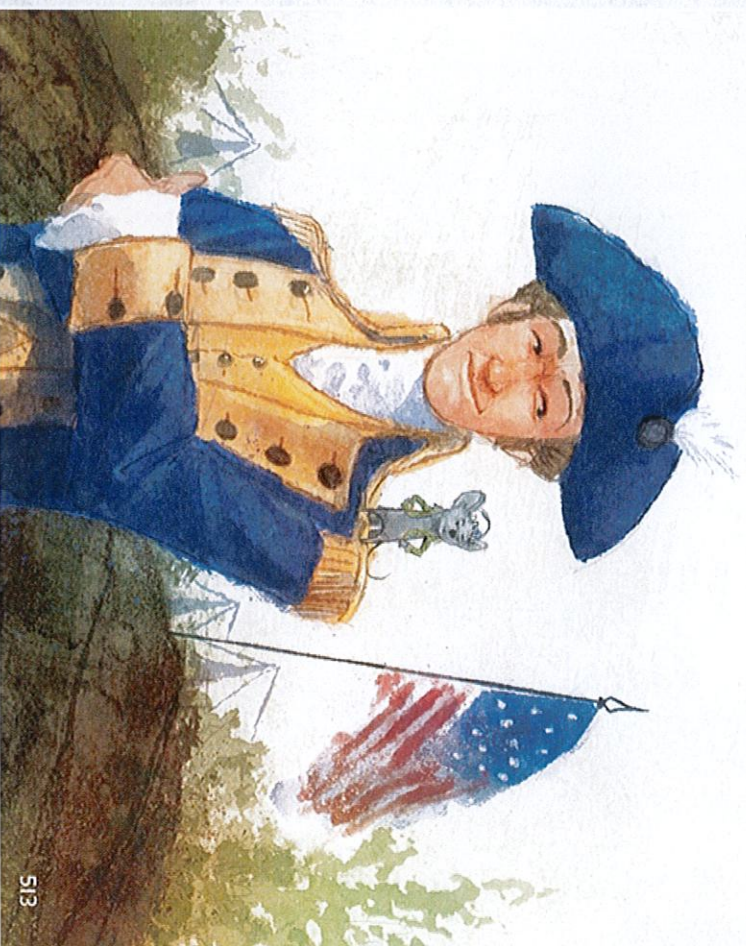
Bill's eyes widened with interest. "That sounds important. Will you tell me how you met him, Grandma?" asked Bill. She smiled fondly and replied, "Let me dig out some old mementoes, and I will tell you the story." **3**

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Penny began to speak as she crossed the room to retrieve a small trunk packed with souvenirs from a lifetime of adventures. "I was a young field mouse when I first encountered Hamilton. It was during the early days of the Revolutionary War, in 1775. He was only eighteen years old."

She said, "I would watch Hamilton and his friends as they performed drills and prepared to fight the British." Penny pulled a green jacket out of the trunk. "Here is the jacket I made to blend in, so I could move among the soldiers."

"I decided to leave the field and travel with Hamilton," she said. "By the time he was nineteen years old, he was captain of an artillery company defending New York City against the British."



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"He was a brilliant commander," Penny continued, "and it wasn't long before people took notice. One of those people was General Washington."

"Do you mean George Washington, the president?" asked Bill.

"That's right, the very man who was sworn in for his second term last week. But he wasn't president then," Penny said. "He was the commander in chief of the Continental army. Washington singled out Hamilton for his intelligence, his clever ideas, and his many skills. Washington made Hamilton his personal aide-de-camp. That's a soldier who works as an assistant to a high-ranking military officer. This picture shows the two of them in the field," she said, taking a paper out of the worn trunk and pointing to a sketch of two figures in uniform.



"Hamilton spent the next four years of the war by Washington's side. He advised the general on battle tactics and military strategy, wrote letters for him, and delivered important messages. Sometimes even I would help deliver messages! These two great men developed a deep loyalty that continues to this day.

"After four years, though, Hamilton was not happy working behind the scenes anymore. He was aching to go back into battle, but Washington did not want to let him go—he was too valuable as his aide-de-camp. After many requests, Washington finally relented, and Hamilton took command of his own battalion.

"When we arrived in Yorktown, Virginia, it was the eve of what was called the Battle of Yorktown. The entire army was tense with nervous energy, but Hamilton was focused and ready for the battle. He once wrote, 'There is a certain enthusiasm in liberty, that makes human nature rise above itself in acts of bravery and heroism.' We won that battle at Yorktown, and it was the last one of the war. The British General Cornwallis surrendered, and our country was truly independent at last. What an exciting time!"

"Wow, Grandma! What happened after the war?" asked Bill.



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"After the war, Hamilton decided to return to New York to practice law, and of course I went with him. I did not want to miss any of the action! And I was not disappointed. Hamilton jumped into politics with both feet after we arrived in New York. In fact, in 1787 he became a New York delegate to the Constitutional Convention. Hamilton thought it was important to address the problems the government faced under the **Articles** of Confederation and to help write a new guiding document. For that, we traveled to Philadelphia.



"During the Constitutional Convention," Penny continued, "delegates argued about who should hold the power in this new country: the individual states or a central government. Some people wanted the states to have the power to govern themselves. Other people wanted the federal government to hold the power. Hamilton was one of those—a Federalist!"

"Why did he want the government to hold the power?" asked Bill.

"Well, above all, Hamilton didn't want the country to fail. If the country failed, we could lose the liberty we had fought to win. Hamilton worried the United States would fall apart if it didn't have a strong central government. For him, maintaining the Union was more important than providing for individual states' rights, and he believed the Constitution would help **uphold** the Union."

ⓘ

"That makes sense. I guess, but I can see how the states would be nervous about it. They had won their independence from the British, so giving lots of power and control to the federal government might be scary."





"Right," said Penny. "That was Thomas Jefferson's stance, along with many others. Jefferson did not take part in the Constitutional Convention at all. Neither did several of the men who were deeply involved in the Revolution, such as John Adams, Samuel Adams, Patrick Henry, and John Hancock. They were all absent from the convention. Even Hamilton's fellow delegates from New York left the convention early, because they did not agree with what was being written."

"You mean the states didn't want the rules to change?" asked Bill.

"Some did, but not all of them," answered Penny. "Remember, the United States was founded by thirteen individual states, each with its own ideas about how the country should be run. Convincing them to all work together has sometimes been like trying to herd thirteen cats!"

Bill giggled, and his grandmother grinned. **5**

"The delegates at the convention were determined to produce a constitution that would unite the thirteen colonies, so they kept working on the document. Almost everyone agreed on one point: the country needed one national currency."

Bill interrupted and said, "The country had different kinds of money? That had to be confusing."

"Very confusing," said Penny. "Before the war, each state had its own money, and afterward, under the Articles of Confederation, the country had federal notes too. The entire financial system was a mess. The humans were all very frustrated by it."

"What did they do?" asked Bill. "Mice do not have much use for human money. However, Bill was always curious about everything. He enjoyed learning, simply for the sake of knowing something new."

"Hamilton," continued Penny, "and the other delegates took the first steps toward fixing this problem as they drafted the United States Constitution. They included a clause that called for one national currency, and they also gave only Congress, not the states, the right to produce money."

Bill nodded and said, "That sounds like a smart idea. Then what happened?"







Use the different sections of this letter to begin conversations with your child about what he or she is learning.

## Big Idea: What makes a national treasure?

Ask your child how this week's reading selection helps him or her answer this question.

## This week's reading selection: *Mice in the Mint*

**Summary:** Penny, a clever field mouse, befriends Alexander Hamilton and accompanies him from the Revolutionary War through his time as the leader of the Department of the Treasury. She recounts the events that led to the country's national bank and the Mint, the first federal building constructed under the United States Constitution.

► **DISCUSS** with your child the purpose and importance of the United States Mint.

**Vocabulary** Read aloud a definition and ask your child to identify the correct vocabulary word.

mint	noun	a place where coins are made
secretary	noun	a person who is the head of a government department
tactics	noun	methods planned and used to win a competition or achieve a goal
strategy	noun	the planning and directing of actions used to win a competition or achieve a goal
delivered	verb	took to the proper place or person
command	noun	the ability to use or control
articles	noun	separate sections of a formal document
uphold	verb	to support or defend
stance	noun	a position or opinion
cement	noun	something serving to unite firmly
bind	verb	to tie together; fasten
specifically	adverb	in regard to something mentioned explicitly or in detail
complex	adjective	hard to understand or do
item	noun	a single thing in a group or list

**Spelling** Practice these words with your child.

- |                |                |                |
|----------------|----------------|----------------|
| 1. abbreviate  | 8. dedicate    | 15. likelihood |
| 2. accelerate  | 9. falsehood   | 16. nature     |
| 3. adventure   | 10. feature    | 17. originate  |
| 4. brotherhood | 11. fracture   | 18. picture    |
| 5. captivate   | 12. girlhood   | 19. sisterhood |
| 6. capture     | 13. irritate   | 20. statehood  |
| 7. complicate  | 14. knighthood |                |

### Challenge

1. daughterhood 2. procrastinate 3. treasure

## Language Arts

**Writing:** Your child will plan, draft, revise, edit, and publish a news story.

**Grammar:** Your child will learn about and practice using commas and quotation marks in direct quotations and dialogue.

► **DISCUSS** a news story in a newspaper or magazine. Ask your child to identify the answers to the six basic questions *who*, *what*, *when*, *where*, *why*, and *how*.

## #3 Suffixes -hood, -ate, and -ure

The suffix -hood mean "state or quality of."

The suffix -ate means "to act on in a certain way."

The suffix -ure means "the act, process, or result of."

Please choose the correct word for each definition.

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What is your name? \*

Your answer

1. to completely get rid of \*

1 point

Choose

2. the act of taking possession of by force \*

1 point

Choose

3. to make someone feel angry or upset \*

1 point

Choose





4. to make someone feel ashamed or embarrassed \*

1 point

Choose

5. the state of being a father \*

1 point

Choose

6. the act or result of signing one's name \*

1 point

Choose

7. the condition of being a state \*

1 point

Choose

8. the act or process of having a spasm or convulsion \*

1 point

Choose

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## ELA #4 Suffixes -hood, -ate, and -ure

The suffix -hood means "state or quality of."

The suffix -ate means "to act on or in a certain way."

The suffix -ure means "the act, process, or result of."

Click the correctly spelled word.

\* Required

12) \*

- fracture
- frackture

5) \*

- dedicate
- deadicate

4) \*

- nature
- natur





8) \*

 picshur picture

3) \*

 complicate complichait

7) \*

 irritate earitate

9) \*

 axcelerate accelerate

10) \*

 capshur capture

11) \*

 feetshur feature



2) \*

abbreviate

abbreviate

What is your name? \*

Your answer

1) \*

falshood

falsehood

6) \*

adventshur

adventure

Page 1 of 1

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## #5 Suffixes -hood, -ate, and -ure Quiz

The suffix -hood mean "state or quality of."

The suffix -ate means "to act on in a certain way."

The suffix -ure means "the act, process, or result of."

Read each item carefully. Choose the correct answer.

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Your answer

1. Which word contains the suffix meaning state or quality of? \*

2 points

- sisterhood
- motionless
- original
- piercing

2. Which word contains the suffix meaning to act in a certain way? \*

2 points

- reasoning
- seldom
- pollinate
- tornado



3. Which word contains the suffix meaning the processor result of? \*

2 points

- relative
- departure
- aircraft
- waterproof

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## #2 Writing: Describing an Event

You will be writing a description of an event this week. Your description will be in the form of a news story such as what you have seen on TV or read in a paper or online. A news story is a type of informational writing, because its purpose is to inform the reader or listener about a topic. News stories give facts and details, and their topics are often descriptions of events that have happened locally, nationally, or internationally. News stories are based on real events, and they provide facts that answer the basic questions who, what, when, where, why, and how. Each of the questions is addressed briefly in the introductory paragraph of the news story. The remainder of the news story provides further details.

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What is your name? \*

Your answer

Include an introductory paragraph that briefly describes the most important details. Include sensory details to create vivid descriptions. Maintain a neutral, unbiased viewpoint. Use correct punctuation when including quotes. Sensory details describe sights, sounds, smells, and even tastes. When describing an event, sensory details will help the reader see more clearly what happened. Be sure to add vivid and precise adjectives to their sentences. Sensory details will make their writing more informative and enjoyable to read. \*

10 points

Your answer

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## Non Numeric Patterns

A **pattern** is something that **repeats**.

Non numeric means that it is not the numbers that **repeats**, but a figure or items that will **repeat**.

Numbers may or may not be involved.

It is also used to find out a large amount, by using a beginning **pattern**.

This **pattern** is used to describe the "**rule**".

The **rule** is what is done to continue the **pattern** and then to figure out the larger or final amount.

**Patterns** with **rules** can then be put into tables, input and output.

There are already multiple examples and practices.

Follow along, find the **rule**, draw it or write it out.



## Problem of the Day

Abby has 75 stuffed animals in her collection. She wants to display them equally on 5 shelves. How many stuffed animals will be on each shelf?

Slide 3: Problem of the Day

Slide 1: Title

### Chapter 7 Lesson 1

# Nonnumeric Patterns

## Problem of the Day

Abby has 75 stuffed animals in her collection. She wants to display them equally on 5 shelves. How many stuffed animals will be on each shelf?

**15 stuffed animals**

Slide 4: Problem of the Day Answers



**ESSENTIAL QUESTION**  
How are patterns used in mathematics?

Slide 2: Essential Question

## Quick Check

2. **Test Practice** Alydia rode her bike three days this week. She rode her bike 5 miles on Monday and 3 miles on Tuesday. The total number of miles she rode her bike during the week was 12 miles. How many miles did she ride her bike on Wednesday?
- A. 9 miles
  - B. 3 miles
  - C. 7 miles
  - D. 4 miles

Slide 7 Quick Check Exercise 2

## Quick Check

Solve.

1. Morgan has \$36 saved from her allowance. She earns \$5 per week. She spends \$2 of her allowance on a treat and saves the rest. How many weeks has Morgan been saving her money?

Slide 5 Quick Check Exercise 1

## Quick Check

2. **Test Practice** Alydia rode her bike three days this week. She rode her bike 5 miles on Monday and 3 miles on Tuesday. The total number of miles she rode her bike during the week was 12 miles. How many miles did she ride her bike on Wednesday?
- A. 9 miles
  - B. 3 miles
  - C. 7 miles
  - D. 4 miles

Slide 8 Quick Check Exercise 2 Answers

## Quick Check

Solve.

1. Morgan has \$36 saved from her allowance. She earns \$5 per week. She spends \$2 of her allowance on a treat and saves the rest. How many weeks has Morgan been saving her money? **12 weeks**

Slide 6 Quick Check Exercise 1 Answers



## INVESTIGATE the Math



Use counters or draw the next three rows in the pattern shown below. How many circles will there be in Row 8?



There will be 8 circles in Row 8.

Slide 11: Investigate the Math-Model Answers

Slide 9: Investigate the Math-Explore

## INVESTIGATE the Math



What is a nonnumeric pattern?

## INVESTIGATE the Math



Use at least two of the shapes below to create a pattern of your own. Your pattern unit should be at least 4 shapes in length. Show two extensions of your pattern unit. Then describe how you created it.



## INVESTIGATE the Math



Use counters or draw the next three rows in the pattern shown below. How many circles will there be in Row 8?



There will be      circles in Row 8.

Slide 12: Investigate the Math-Extend

Slide 10: Investigate the Math-Model



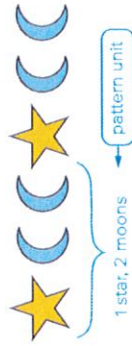
## Math in My World

### Example 1

Edgar's room has a border of stars and moons. The stars and moons show a repeating pattern. How many figures are in this pattern unit? Copy and extend the pattern one time.



Find the pattern unit.



Each pattern unit has **1** star and **2** moons.  
The pattern repeats.

## INVESTIGATE the Math



Use at least two of the shapes below to create a pattern of your own. Your pattern unit should be at least 4 shapes in length. Show two extensions of your pattern unit. Then describe how you created it.



Sample answers given.

I used heart, star, heart, plus, and repeated.



## Math in My World

### Example 1

Edgar's room has a border of stars and moons. The stars and moons show a repeating pattern. How many figures are in this pattern unit? Copy and extend the pattern one time.



Extend the pattern.

Copy the pattern as shown above. Then draw another star and two moons.



So, there are \_\_\_\_\_ figures in this pattern unit.



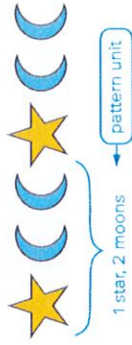
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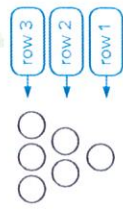
# Math in My World

## Example 2

Sal uses billiard balls to show a growing pattern. Use counters to model and describe the pattern. Then make an observation about the pattern.

Use counters to model the pattern. Begin with one counter.

Each row adds one more billiard ball. So, place **two** counters in the second row and **three** counters in the third row.



# Math in My World

## Example 1

Edgar's room has a border of stars and moons. The stars and moons show a repeating pattern. How many figures are in this pattern unit? Copy and extend the pattern one time.

## 2 Extend the pattern.

Copy the pattern as shown above. Then draw another star and two moons.



So, there are **3** figures in this pattern unit.



# Math in My World

## Example 2

Continue adding counters until you have 5 rows. The pattern is add \_\_\_\_\_.

The number of billiard balls in each row alternates between odd and \_\_\_\_\_.



Row	1	2	3	4	5
Number of Billiard Balls	1	2	3	4	5



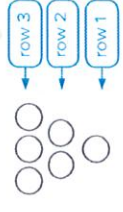
# Math in My World

## Example 2

Sal uses billiard balls to show a growing pattern. Use counters to model and describe the pattern. Then make an observation about the pattern.

Use counters to model the pattern. Begin with one counter.

Each row adds one more billiard ball. So, place \_\_\_\_\_ counters in the second row and \_\_\_\_\_ counters in the third row.







# Lesson 1 Reteach

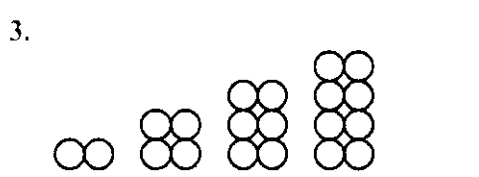
## Nonnumeric Patterns

A **nonnumeric pattern** is a pattern that does not use numbers.

Nonnumeric patterns can be repeating patterns or growing patterns.

Repeating Pattern	Growing Pattern
 <p>The pattern shows triangle, triangle, heart, triangle, triangle, heart.</p> <p>So, 2 triangles and 1 heart is the pattern that is repeated.</p> <p>To extend the pattern, add 2 triangles and 1 heart.</p> 	 <p>The pattern shows half circle, 2 half circles, 3 half circles, 4 half circles.</p> <p>So, the pattern is growing since 1 half circle is added to the pattern each time.</p> <p>To extend the pattern, add 1 half circle.</p> 

Extend each pattern.



5. Nico practices math after school on Mondays and Wednesdays. He practices reading on Tuesdays and Thursdays. On Fridays, he practices soccer. Draw a picture to show the pattern of Nico's practice schedule for 2 weeks.



# Properties of Minerals

Minerals are naturally occurring, inorganic, uniform materials that have definite chemical and physical properties. Minerals can be found in soil and rocks.

The properties of minerals are used to determine the kind of minerals.

Properties	Description
Cleavage	When a mineral sample is broken with a hammer, it breaks along planes of weakness that are part of its crystalline structure. These breaks are cleavages. Some structures for example can be cubic or hexagonal,.
Color	Some minerals can be identified by their colors. However, color alone can not be used to identify a mineral. Chemical impurities can change a mineral's color.
Hardness	A mineral's hardness is determined by the ability of one mineral to scratch another. The Mohs scale is used to tell how hard a mineral is. The scale rates the hardness of minerals from 1 to 10.
Luster	Luster is the way the surface of a mineral reflects light. There are two general types of luster : metallic and non-metallic. Non-metallic luster is described as glassy, pearly, waxy and earthy/dull.
Streak	When a mineral is rubbed onto a hard, rough, white surface it will leave a streak of the mineral in powdered form. A minerals streak will always be the same color.
Texture	The texture of a mineral describes the way it feels. Gritty minerals feel sandy while waxy minerals feel smooth and sticky.

## #3 How are minerals classified? Quiz

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What is your name? \*

Your answer

1. The way the surface of a mineral reflects light is called \*

1 point

Choose



2. Naturally occurring, inorganic, uniform materials that have definite chemical and physical properties that make up rocks are called \*

1 point

Choose



3. The color of the powder that a mineral leaves when it is scratched across a special plate is known as the \*

1 point

Choose



4. Which property might you test by rubbing one mineral directly against another? \*

1 point

Choose





5. Another name for breaking down the material is \*

1 point

Choose 

6. Color alone can not be used to identify a mineral \*

1 point

Choose 

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