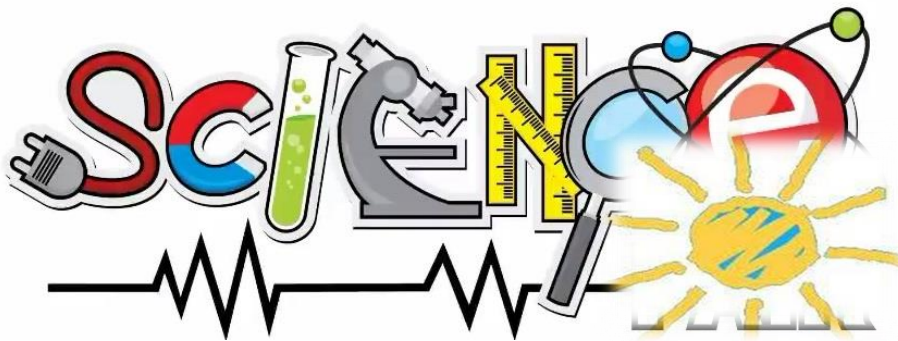




Name \_\_\_\_\_

# 4<sup>th</sup> Grade Science Remote Learning Packet

## Week 10



---

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

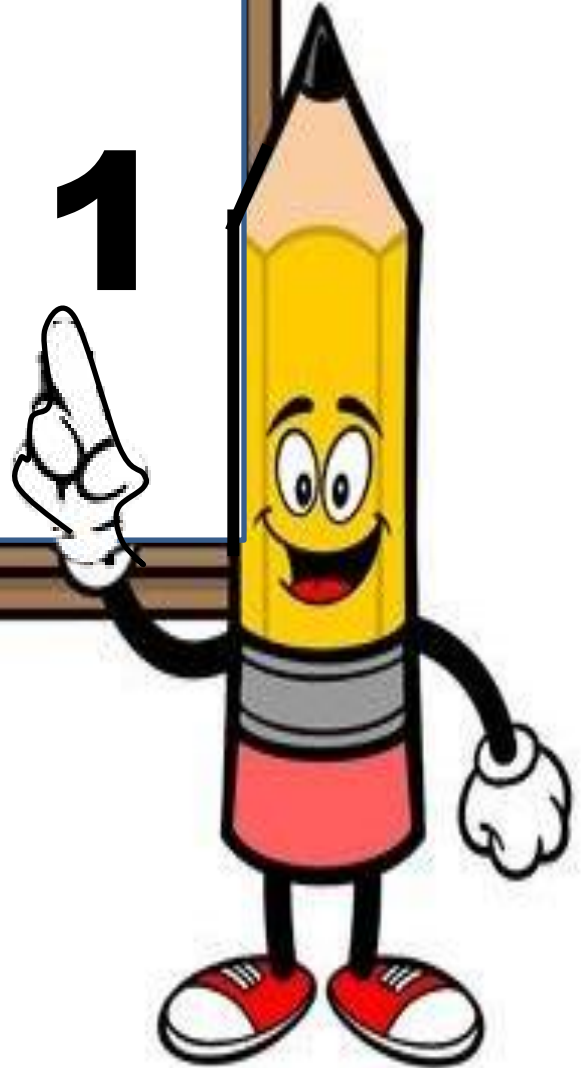
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



# Day # 1



Name: \_\_\_\_\_ Week 10 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard

Morehouse

Hampton

## Guided Notes: How does your brain control your body?

**The question:** Answer the following question with complete sentences.

How does your brain control your body? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Vocabulary:** Fill in the blank with the colored word from the PowerPoint presentation.

1. **Illusion:** something that \_\_\_\_\_ or \_\_\_\_\_ from what it is; something that is \_\_\_\_\_ or \_\_\_\_\_ but that seems to be true or real
2. **Sensory Nerves:** send \_\_\_\_\_ from the \_\_\_\_\_ to the brain
3. **Movement Nerves:** send \_\_\_\_\_ from the brain to the \_\_\_\_\_

**Video:** As Doug is teaching about the brain, take notes of things you feel is important and will help you to answer the mystery question, how does your brain control your body. When we get to a discussion question, be sure to take a moment to write down your response and wait in silent STAR until I ask for volunteers to answer the question.

Today we will be doing some mini experiments during the exploration video portion of today's lesson. Please ensure that you listen to the directions fully before trying the experiment out. I will demonstrate for you for one before you do it. So, make sure you are observing what to do.

**Exploration 1:** Notes- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Exploration 2:** Roll your guided notes paper so you can look out of it like a spyglass with one eye. Put your paper to your eye. Keep both eyes open. Place your free hand in front of your free eye—keep both eyes open. Now move your hand so it is touching the paper down the paper until you see the hole in your hand.

**Exploration 3:** Discuss-Why did it look like there was a hole in your hand, any ideas? HINT: Try the experiment again. This time, find out what each eye sees by closing each eye one at a time (while keeping the other eye open.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Exploration 4: Notes-** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Exploration 5: Experiment-** Watch as one scholar reads the words out loud.

**Exploration 6: Experiment-** Watch as the same scholar now reads the color of the words.  
What did you notice as he was doing this? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Exploration 7: Experiment-** Now you are going to try. With your neighbor, read the words out loud, one at a time. Then switch jobs.

**Exploration 8: Experiment-** Now listen as your partner says the COLOR of each word. Make sure they get them all right! Then switch jobs!

**Exploration 9: Discuss-** Which task was harder—reading the words or saying the colors? Why do you think that one was so hard to do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

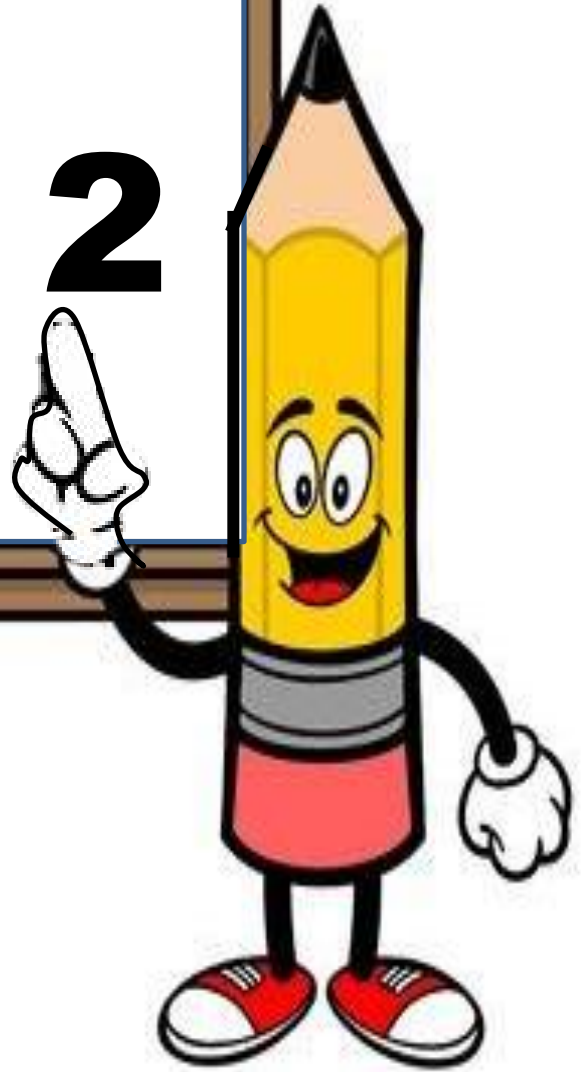
**Exploration 10: Notes-** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXIT TICKET:** Explain why it appeared there was a hole in your hand when you did the mini experiment.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why was it so difficult to make the switch from reading the words to saying the color of the words?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Day # 2



Name: \_\_\_\_\_ Week 10 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard

Morehouse

Hampton

## Guided Notes

Day 2: Exploration 11: Notes- \_\_\_\_\_

---

---

---

**EXIT TICKET:** So now that we've completed the experiment and had our discussion, why did it take you so long to catch the ruler? \_\_\_\_\_

---

---

Why couldn't you catch it as soon as you saw the ruler being dropped? \_\_\_\_\_

---

---

---

Do you think you can catch a dollar bill (or a paper the same shape and size) before it drops to the ground, explain your answer? Be sure to think of the experiment and use the words sensory nerves and movement nerves. \_\_\_\_\_

---

---

---

Name: \_\_\_\_\_ Week 10 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard

Morehouse

Hampton

# THINK

## Record your results

| Trial    | Number on ruler |
|----------|-----------------|
| Trial #1 | _____ cm        |
| Trial #2 | _____ cm        |
| Trial #3 | _____ cm        |

### RULE #1

Droppers must hold the ruler so the 1 cm mark is between the Catchers' fingers.

### RULE #2

Catchers can't move until they see the ruler drop.

## Circle the picture by your fastest reaction time

| Picture   | Distance on ruler | Time it takes for the ruler to fall this far | That's the same time it takes...           |
|---|-------------------|--|--|
|  | 0 - 5 cm          | less than 100 milliseconds                   | ...for a ROCKET SHIP to travel a 1/2 mile  |
|  | 6 - 10 cm         | 100 to 140 milliseconds                      | ...for a BLINK of an eye                   |
|  | 11 - 15 cm        | 140 to 180 milliseconds                      | ...for a LIGHTNING BOLT to travel 10 miles |
|  | 16 - 20 cm        | 180 to 200 milliseconds                      | ...for a CHEETAH to run 20 feet            |
|  | 21 - 25 cm        | 200 to 230 milliseconds                      | ...for a SNAP of the fingers               |
|  | 26 -30 cm         | 230 to 250 milliseconds                      | ...for a RACE CAR to drive 85 feet         |