WEEK ONE

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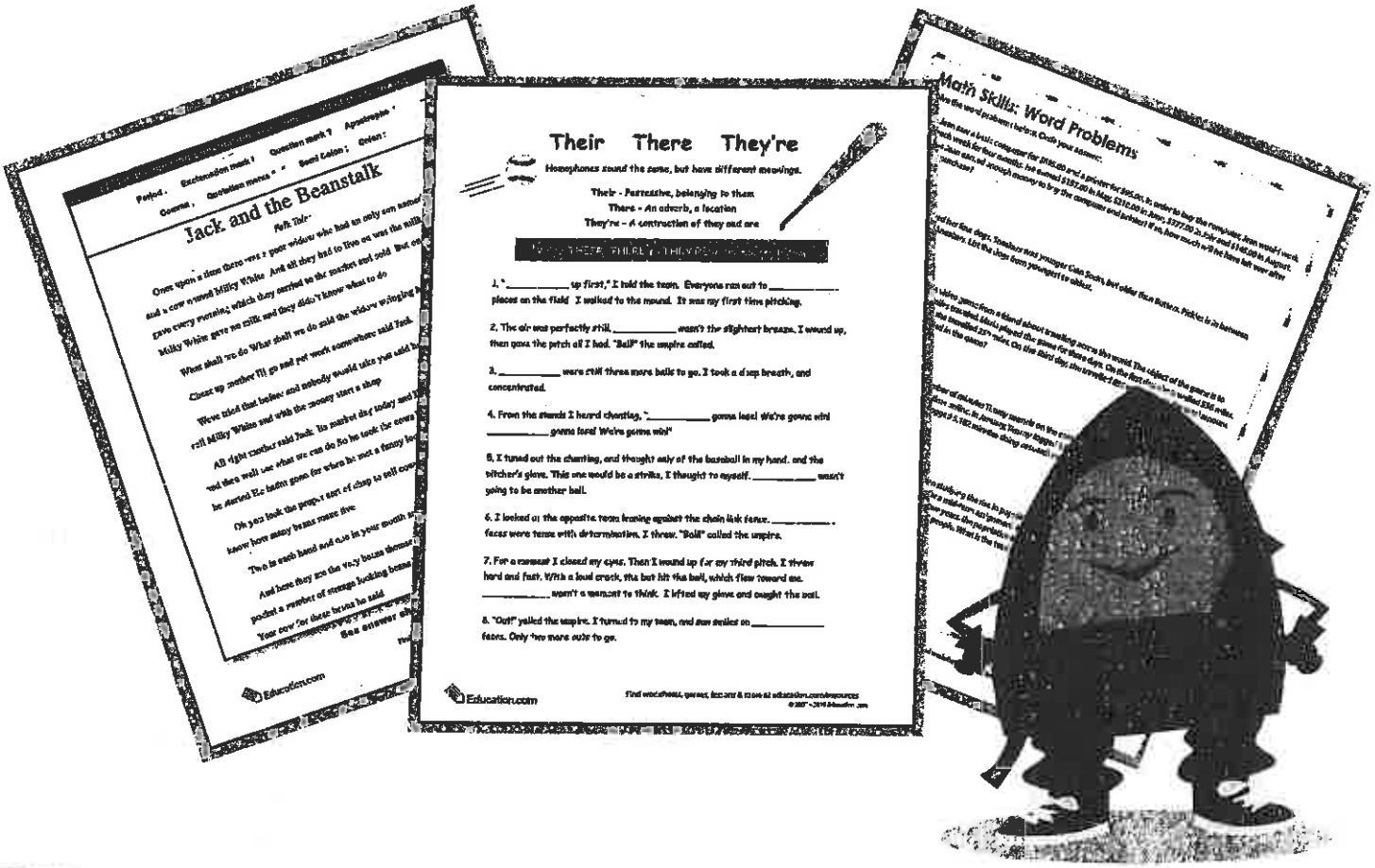
4th Grade

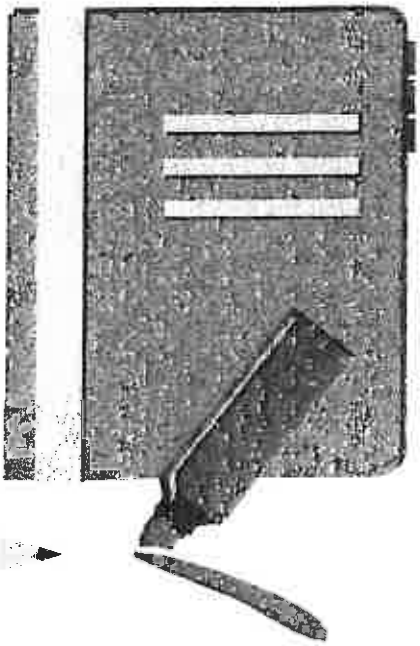
# Independent Study Packet




## 5 Days of Independent Activities in Reading, Writing,

# Helpful Hints for Students and Families

## Materials You Will Need:

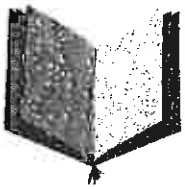


- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities

## Directions & Tips

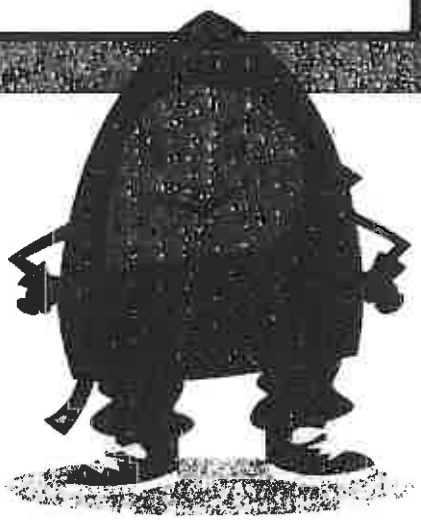
- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

# Activity Menu

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Reading**  | Read for 20 minutes | | | | |
| | **Short and Sweet Summaries** | **Comparing Two Fiction Texts** | **Reading Comprehension:** Drawing Conclusions | **Comparing Two Nonfiction Texts:** A Female Freedom Fighter | **The Author's Viewpoint vs. My Viewpoint** |
| **Grammar Practice** ? ; ! | **Jack and the Beanstalk Punctuation** | **Their, There, They're** | **Its or It's** | **Adding Punctuation** | **Reading Response Letter Interactive** |
| | OPTIONAL / CHALLENGE | | | | |
| **Math** | **Road Trip Word Problems** | **Family Vacation Multiplication**<br>**What's My Sign?** | **Math Skills: Word Problems** | **Word Problems in Winter:** Multi-Step Mixed Operations | **What's My Number? Boxes** |

# Day 1

| | |
|---|---|
| Reading | Short and Sweet Summaries |
| Grammar Practice | Jack and the Beanstalk Punctuation |
| Math | Road Trip: Word Problems |



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# Short and Sweet Summaries

**A summary is a short and sweet retelling of a text. It only includes the most important details. Use the writing strategy of "Somebody Wanted But So Then" to help you write a short fiction summary!**

Part 1

**Directions: Read the passage and write a short summary.**

Elias was assigned a big project in his social studies class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn't even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished product. Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.

| | |
|---|---|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

Part 2

**Directions: Write a 3-sentence summary on the lines below. Use the information from the Part 1 chart.**

_____

_____

_____

_____

_____



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**Fill in the missing punctuation. Use some or all of the following:**

**Period .** **Exclamation mark !** **Question mark ?** **Apostrophe '**

**Comma ,** **Quotation marks " "** **Semi Colon ;** **Colon :**

# Jack and the Beanstalk

*Folk Tale*

Once upon a time there was a poor widow who had an only son named Jack and a cow named Milky White And all they had to live on was the milk the cow gave every morning which they carried to the market and sold But one morning Milky White gave no milk and they didn't know what to do

What shall we do What shall we do said the widow wringing her hands

Cheer up mother Ill go and get work somewhere said Jack

Weve tried that before and nobody would take you said his mother We must sell Milky White and with the money start a shop

All right mother said Jack Its market day today and Ill soon sell Milky White and then well see what we can do So he took the cows halter in his hand and off he started He hadnt gone far when he met a funny looking old man

Oh you look the proper sort of chap to sell cows said the man I wonder if you know how many beans make five

Two in each hand and one in your mouth said Jack as sharp as a needle

And here they are the very beans themselves he went on pulling out of his pocket a number of strange looking beans I dont mind doing a swap with you Your cow for these beans he said

**See answer sheet to check work.**



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Name _____ Date _____

# Solve the word problems. Show your work and circle your answers.

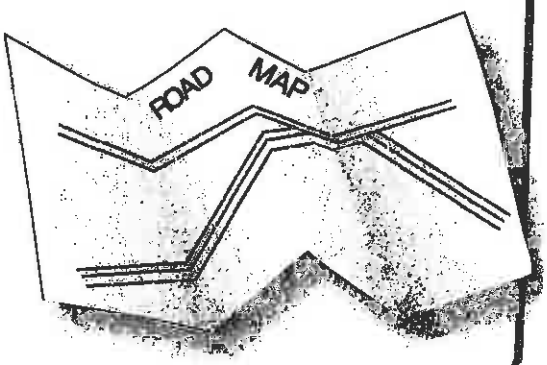
[redacted]

1. Joey and his family are taking a road trip. On Monday, they travel 68 miles. On Tuesday, they travel 25. On Wednesday, they travel 33 miles. What is the average number of miles they drove per day?

2. Joey has three brothers: Jonathan, Jacob, and Jack. Jacob is older than Jonathan but younger than Joey. Jack is younger than Jonathan. List the four boys in order from oldest to youngest.

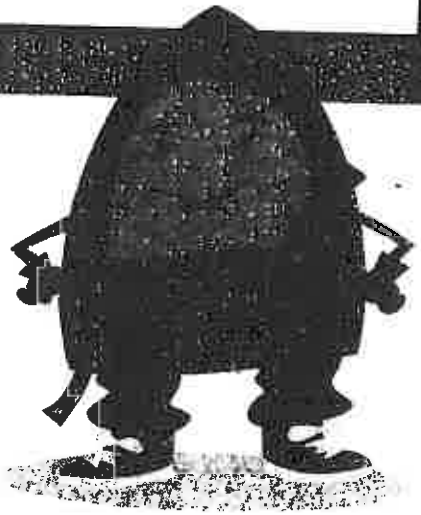
3. Joey wants to figure out how many minutes his family has spent on the road. On Monday, they traveled for 3 hours. They drove for 1 1/2 hours on Tuesday and another 1 1/2 hours on Wednesday. How many minutes have they traveled in all?

4. Joey and his family plan to visit the Grand Canyon, Yellowstone National Park, and the Washington Monument. They will travel 1,323 miles to get to the Grand Canyon. From there, they'll drive 846 miles to Yellowstone. Finally, they will travel 2,166 miles to get to the Washington Monument. How many miles will they travel altogether?



# Day 2

| | |
|---|---|
| Reading | Comparing Two Fiction Texts |
| Grammar Practice | Their, There, They're |
| Math | Family Vacation Multiplication<br><br>What's My Sign? |



Name: _____ Date: _____

# Comparing Two Fiction Texts

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT. What do the stories have in common? What is different about the stories?

DIRECTIONS: Read the texts below and answer the questions that follow.

## TEXT 1

Today was the Valentine's Party at school. Marcela had decorated her box so she could store her candy and cards in it. When she got home from school, her sister Janet was waiting anxiously. Janet stayed home from school because she was sick. She missed her class party. She couldn't wait to hear about Marcela's party. She hoped she would share some candy, too.

Marcela walked right past her sister. She had no plan to give her any of the candy that she had earned herself. If Janet wanted candy, she would have to use her allowance money. Then she could buy some for herself.

"Get out of my way," Marcela said to Janet. She went straight to the kitchen table to dump out her box. She loved going through the candy and reading the cards. This was the best part! Janet watched as Marcela smiled and talked about the Valentine's Party. Marcela put her arm out so her sister could not touch any of the candy.

Just then, their mother walked into the kitchen. She noticed that Marcela was being rude. She noticed that Janet's feelings were hurt.

"Marcela," their mother said. " You need to think about sharing with Janet. She was home sick today and didn't get to go to her class party. How would you feel if that were you?"

## TEXT 2

Jason was the star soccer player for his team, and games were every Thursday after school. Today was game day and he was eager to continue his scoring streak. Playing forward meant that he had many opportunities to control the ball. He scored in every game of the season so far. The only problem was that he never let anyone else get a chance to shine.

"Pass! Jason! I'm ready," shouted Marco as he ran down the field. None of the other team's players were near him. He wanted to score a goal, but Jason wouldn't pass the ball. Marco grew frustrated as he ran and yelled. Why didn't Jason want him to have the ball?

Jason kept the ball close to his feet as he ran past his opponents. He heard Marco yelling, but he ignored him. Jason was so close to scoring a goal, and he loved the feeling when he scored.

The referee blew her whistle and announced that it was halftime. The players ran to the team benches where they would drink water and take a rest as they gathered as a team to listen to their coach.

"Gosh, Jason," whispered Marco. "Don't be such a ball hog. It's not fun being on a team with you."

"Listen guys," Coach Terry said. "I need you to pass the ball. Soccer is a team sport. If you can't be a team player, you can't be on this team. In order to win this game, we have to play together. That means paying attention to who is open and passing the ball."

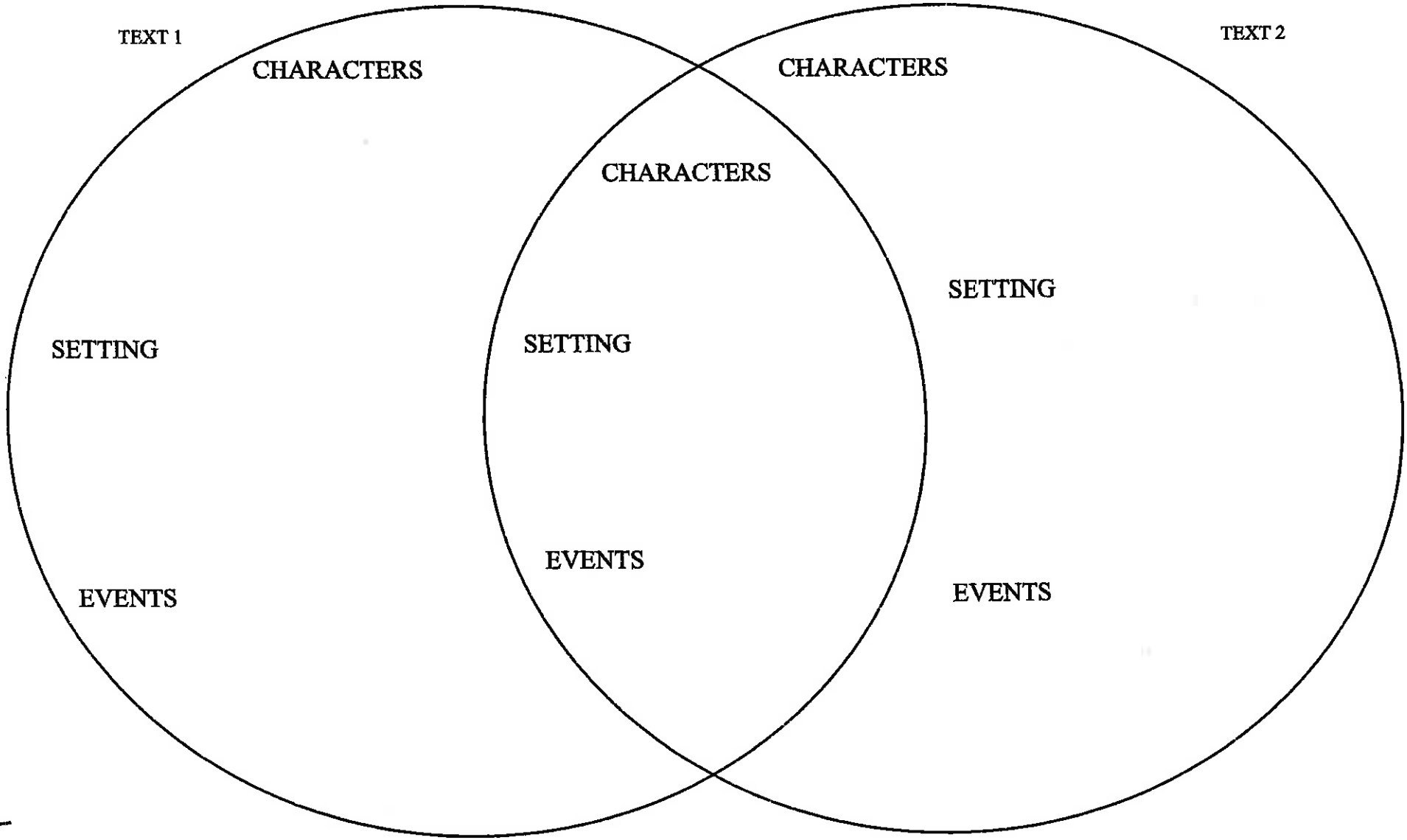
Jason hung his head as he realized that Marco and Coach Terry were right. He needed to change his style as a soccer player and be a better sport. When he got back in the game, he would pass the ball to his teammates. It was time to give them a chance to know how great it feels to score a goal.

1-6

Name: Date:

# Comparing Two Fiction Texts

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT.
What do the stories have in common? What is different about the stories?

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# Their There They're

Homophones sound the same, but have different meanings.

**Their** - Possessive, belonging to them

**There** - An adverb, a location

**They're** - A contraction of they and are

**Write THEIR, THERE or THEY'RE in the spaces below.**

1. " _____ up first," I told the team. Everyone ran out to _____ places on the field. I walked to the mound. It was my first time pitching.

2. The air was perfectly still. _____ wasn't the slightest breeze. I wound up, then gave the pitch all I had. "Ball!" the umpire called.

3. _____ were still three more balls to go. I took a deep breath, and concentrated.

4. From the stands I heard chanting, "_____ gonna lose! We're gonna win! _____ gonna lose! We're gonna win!"

5. I tuned out the chanting, and thought only of the baseball in my hand, and the pitcher's glove. This one would be a strike, I thought to myself. _____ wasn't going to be another ball.

6. I looked at the opposite team leaning against the chain link fence. _____ faces were tense with determination. I threw. "Ball!" called the umpire.

7. For a moment I closed my eyes. Then I wound up for my third pitch. I threw hard and fast. With a loud crack, the bat hit the ball, which flew toward me. _____ wasn't a moment to think. I lifted my glove and caught the ball.

8. "Out!" yelled the umpire. I turned to my team, and saw smiles on _____ faces. Only two more outs to go.

1-8


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# Family Vacation Multiplication

**The Smiths are going on a family vacation. Use multiplication, addition, and subtraction to solve the following problems. Perform other operations as needed to help find the answers. Show your work.**

Driving to the airport, the Smiths needed to fill up on gasoline. Gasoline costs 3 dollars for one gallon. If their tank holds 16 gallons, and they already have 3 gallons filled, how much money will it cost to fill the car's tank completely?

_____

The Smiths want to visit a museum and must pay to park. They are going to be gone for 4 hours. The price of parking is as follows:

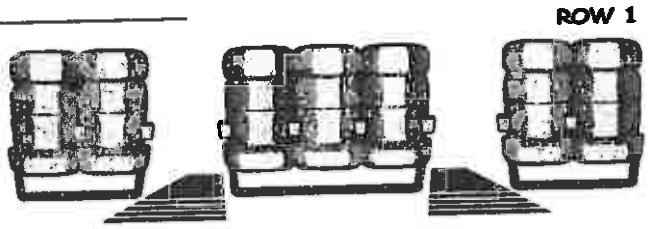
1 Quarter = 15 minutes
1 Dime = 5 minutes
1 Nickel = 2 minutes

The Smiths have 8 quarters, 12 dimes and 14 nickels. Do they have enough to park for 4 hours? (Remember: 60 minutes = 1 hour)

_____

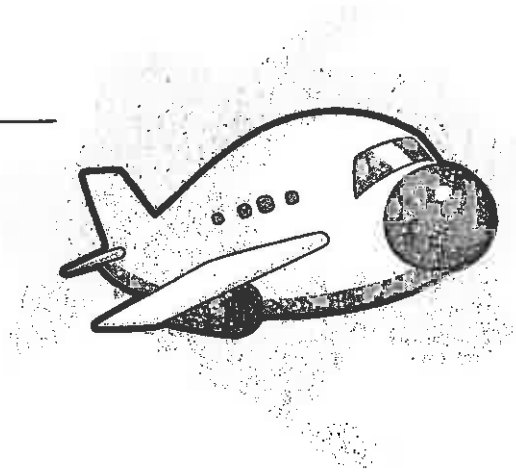
The Smiths board the airplane to head back home. The flight attendant wants to count how many passengers are on board. Every row consists of 2, 3, and 2 seats each (see picture below). If there are 51 horizontal rows, and 13 seats are empty, how many passengers are on board?

_____




In total, the Smiths were flying in an airplane for 14 hours. If the airplane cruises at approximately 512 miles per hour, abou how many miles did they travel all together?

_____



1-9

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# What's My Sign?

Determine the mathematical operation needed to make the equation true. Write your answer in the space provided. Choose from addition, subtraction, multiplication or division.

1. 7 ◯ 3 = 10
2. 8 ◯ 8 = 16
3. 9 ◯ 5 = 4
4. 4 ◯ 5 = 20
5. 7 ◯ 2 = 5
6. 9 ◯ 8 = 17
7. 9 ◯ 3 = 3
8. 5 ◯ 5 = 25
9. 6 ◯ 3 = 2
10. 15 ◯ 3 = 5
11. 12 ◯ 17 = 29
12. 25 ◯ 10 = 15
13. 18 ◯ 9 = 2
14. 36 ◯ 16 = 20
15. 12 ◯ 12 = 24

1-10

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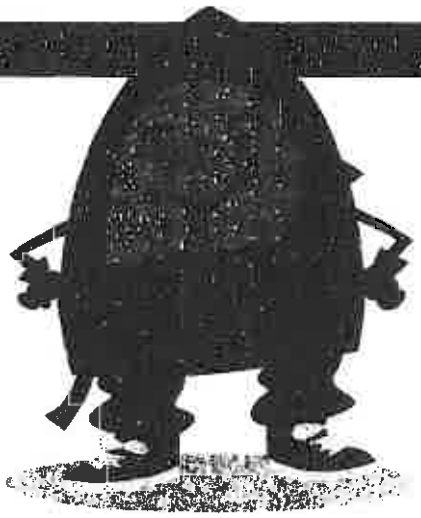
# Day 3

| | |
|---|---|
| **Reading** | **Reading Comprehension: Drawing Conclusions** |
| **Grammar Practice** | **Its or It's** |
| **Math** | **Math Skills: Word Problems** |



Name _____ Date _____

Reading Comprehension

# Drawing Conclusions

**Great readers draw conclusions based on hints from the author in a story. When you draw conclusions, you use the information from the passage to make a guess about something. Readers use the author's hints, or evidence, to support their conclusion.**

**Directions:** Read each passage. Then, draw a conclusion about the story based on the details in the passage. Underline the hints the author gives in the passage.

| | Passage | Draw a Conclusion |
|---|---|---|
| 1. | Preparations were set and the violinist was ready. Anxious faces stared at the clock, wondering exactly what was taking her so long. The groom fiddled his thumbs and combed his hair back nervously. Finally, the violinist began a sweet-sounding melody and everyone rose in their seats. | **Where are they?** |
| 2. | My bags were ready and the only thing left to pack were the food provisions. Who knew what we'd need, especially since my parents were coming too. They always brought enough food to feed an army. I checked the lantern to make sure the batteries worked, and I called Tempest to the car. She wagged her tail happily. She was ready for her first overnight adventure in nature. | **Where are they going?** |
| 3. | Mia wiped sweat from her brow and looked down at the script one last time. She had rehearsed every waking moment and knew she was prepared, but she couldn't help the gnawing feeling in her stomach. Thoughts of doubt raced through her head, but she shoved them aside. She was ready. She walked on stage left, determined to show them just how hard she had worked to get this right | **What did she rehearse?** |
| 4. | The buses raced around the neighborhood. They made an unfamiliar sound after the long, blisteringly hot summer. The bustle of kids with their shiny new backpacks put smiles on parents' faces. The nervous chatter at the bus stop eased some of the tension of the new adventure. | **What time of year is it?** |
| 5. | Santiago determined that he was going to have a blast, even if he didn't know anyone. He stood at the front door and took a deep breathe. Earlier this morning, he'd wrapped his gift in superhero wrapping paper and was sure his cousin would love it. What he doubted was whether anyone else would think the present was cool. He straightened his shoulders and rang the bell. He guessed he would find out soon enough. | **Why did Santiago have a present?** |



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# Its or It's?

Circle the correct word in each sentence.

**Its** is a **possessive** pronoun.
**It's** is a **contraction** that means it is.

The tiger licked its it's paw.

I wonder if its it's going to rain tomorrow.

Its It's time to go to school.

My cat and its it's kittens are taking a nap.

Its It's going to be a long walk to the train.

That dress is beautiful! Its It's color is perfect for you.

I'm glad its it's sunny outside today.

Your puppy is so cute, what's its it's name?

Hurry up and catch the train! Its It's coming!

Have you seen my toy? Its It's not in its it's box.

1-13


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# Math Skills: Word Problems

Solve the word problems below. Circle your answers.

1. Jean saw a basic computer for $695.00 and a printer for $95.00. In order to buy the computer, Jean would work each week for four months. He earned $157.00 in May, $210.00 in June, $377.00 in July and $145.00 in August. Has Jean earned enough money to buy the computer and printer? If so, how much will he have left over after the purchase?

2. Susan loved her four dogs. Sneakers was younger than Socks, but older than Butters. Pickles is in between Socks and Sneakers. List the dogs from youngest to oldest.

3. Maria borrowed a video game from a friend about travelling across the world. The object of the game is to keep track of the miles traveled. Maria played the game for three days. On the first day, she travelled 536 miles. On the second day, she travelled 259 miles. On the third day, she travelled 632 miles. What is the total amount of miles Maria travelled in the game?

4. Mrs. Anderson logs the number of minutes Timmy spends on the computer each day. She wants to make sure he isn't spending too much time online. In January, Timmy logged 1,525 minutes. In February, Timmy was assigned several essays . He logged 5,182 minutes doing research online. How many more minutes did Timmy log in February?

5. The Social Studies students have been studying the rise in population in a nearby city over the past ten years. They are working on creating graphs for a mid-term assignment. In the first four years, the population increased by 5,765 people. In the next two years, the population increased by 2,789 people. In the last four years, the population increased by 8,723 people. What is the total number of people the city's population has increased by in the past ten years?

1-14


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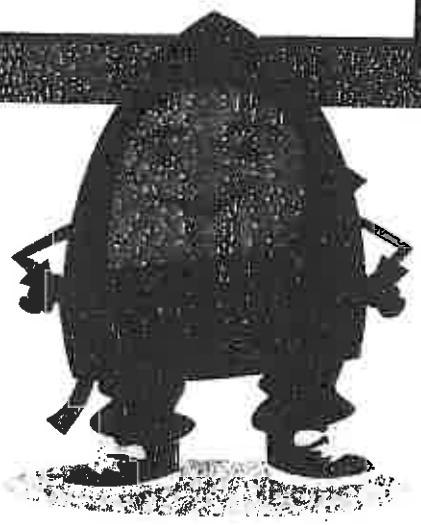
# Day 4

| | |
|---|---|
| Reading | Comparing Two Nonfiction Texts: A Female Freedom Fighter (graphic organizer) |
| Grammar Practice | Adding Punctuation |
| Math | Word Problems in Winter: Multi-Step Mixed Operations |



Name: _____ Date: _____

# Comparing Two Nonfiction Texts: A Female Freedom Fighter

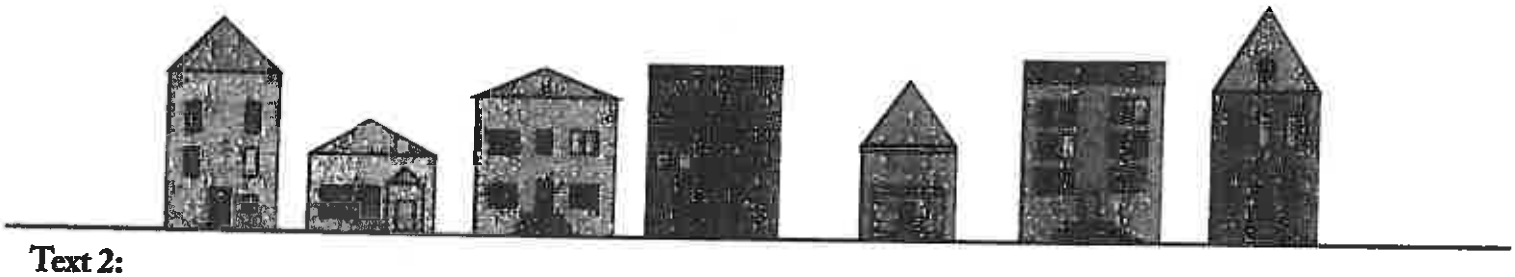
**Directions:** Using two informational texts on the same topic, complete the graphic organizer.

**Text 1:**

Have you ever taken a risk? A risk is something that could be dangerous. It could cause harm or loss. Harriet Tubman took many risks for herself, her family, and other slaves.

Harriet Tubman was born a slave in Maryland around 1820. In 1849, she escaped to Pennsylvania, which was a free state, meaning slavery was not legal there. The following year, she returned home in secret to help family members escape slavery. By 1857, she had rescued her mother, her father and one of her brothers. After that, she helped as many as 70 slaves escape to free states, risking her own life to save others. In 1863, she led a raid that freed 750 South Carolina slaves.

The Underground Railroad was a network, or group, of people who worked together to bring slaves to freedom. It was not an actual railroad that you could see. Instead, it was a secret route, or path, that slaves could follow. They would have safe houses and places to stay as they traveled. The people who guided the slaves from place to place were called "conductors." Harriet Tubman was the most famous conductor on the Underground Railroad.



**Text 2:**

Harriet Tubman was born as a slave on a plantation in Maryland around 1820. No one, not even Harriet, knew what day she was born – slave families often weren't allowed to celebrate birthdays. She worked in her owner's house and in their fields for her entire childhood. When she was older, she married a man named John Tubman.

A few years later, she heard news that the slaves on the plantation she lived on were going to be sold. She did not want to go to another owner, so she decided to run away. Running away was dangerous for slaves in the 1800s. If a runaway slave was found, their owners would often hurt them and punish them.

Once she escaped, she met a friendly woman who helped her hide. At night, she went north, toward states where slaves could be free. She made it all the way to Philadelphia, where she was able to find work. Once she had saved up some money, she went back to Maryland to help her family and friends escape, too. Pretty soon, she was taking slaves of all kinds through the Underground Railroad.

The Underground Railroad was a network of houses owned by people who did not agree with slavery and had promised to hide slaves and keep them safe as they tried to escape north. Slaves traveling on the railroad hid during the day and traveled to the next house at night, until they reached a free state.

By 1860, she had made 19 trips from the South to the North and had helped over 70 slaves and their families escape slavery. Soon afterward, she worked for the Union Army as a cook, a nurse, and even a spy. When the war was over, she spoke about injustice toward African-Americans and opened a home for elderly people. She cared for others her entire life.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Name: _____ Date: _____

# Comparing Two Nonfiction Texts: A Female Freedom Fighter

| | Text 1 Differences | Similarities | Text 2 Differences |
|---|---|---|---|
| **Topic**<br>What topic is being explored in these two texts?<br>How are the topics different? | | | |
| **Main Idea**<br>What is the main idea or main focus of each of the texts? | | | |
| **Supporting Details**<br>List at least two details that the texts have in common.<br>List at least two details that are different in the texts. | | | |
| **Written Response:**<br>Which text would be better to find information about Harriet Tubman's escape? How do you know? | | | |



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# Adding Punctuation

Help Henry the Hiker add the correct punctuation, including , commas, periods and question marks, to his journal entry.

Today on my first hike I saw many animals such as squirrels deer and birds, I wonder if I will see anymore tomorrow. I plan to hike up to Mount Happy. In order to get there I must first cross the river go through the woods and pass the tall tree. Tomorrow is a new day and I should have plenty of time to have fun I really look forward to setting up my tent. I brought marshmallows graham crackers and chocolate for my favorite snack smores. Should I get firewood now or later. For now I'll just rest and enjoy the sunset.

1-18


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Name: _____ Date: _____

**Directions: Solve. Be sure to show your work!**

| | |
|---|---|
| 1. On Saturday, 4 groups of people went to the restaurant at the ski resort. Each group had 5 people in it. Everyone ordered a cup of hot chocolate. Rebecca, Malaki, and Jeffrey each ordered an extra cup of hot chocolate. How many cups of hot chocolate did the people drink that day? | 2. On the snow day, 8 kids from the neighborhood gathered to build snowmen. The kids used two buttons as the eyes on each snowman. 7 more kids joined to make snowmen and used buttons for the eyes, too. How many buttons were used to make the snowmen? |
| 3. The 9 boys in Mr. Ackerman's class went outside for recess. They wore their gloves. Isaiah and Michael each lost a glove while outside. How many gloves did the boys bring back into the classroom? | 4. The Jerico family went ice skating on the frozen lake. The 2 parents and 4 children each had ice skates. They brought an extra pair of ice skates in case anyone else wanted to join them. How many ice skates did the family bring? |
| 5. It snowed 3 inches each day for a week. By the next Monday, 6 inches had melted away. How many inches of snow were still on the ground? | 6. Sheena baked 112 cookies. She kept 16 cookies at home for her family and shared the rest evenly with her 8 friends. How many cookies did each friend get? |

1-19


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# Day 5

| | |
|---|---|
| **Reading** | **The Author's Viewpoint vs. My Viewpoint** |
| **Grammar Practice** | **Reading Response Letter Interactive** |
| **Math** | **What's My Number?** |

Name _____ Date _____

# The Author's Viewpoint vs. My Viewpoint

**Point of view** or **viewpoint** is the way we feel about the topic or events in a piece of text.

- **Opinions, beliefs,** and **reasons** are clues in the text that help us recognize the author's personal attitude or feelings on the subject.

| Example | Author's Viewpoint | Text Evidence |
|---|---|---|
| Watching too much television is connected to poor eating habits. | Too much television is not good for you. | The text says that poor eating habits can happen because of watching too much television. |

**Directions:** Read the passages below and complete the chart.

| Passage | Author's Viewpoint<br>What does the author think about the topic? | Text Evidence<br>What clues tell you about the author's viewpoint? | My Viewpoint<br>What do you think about the topic? |
|---|---|---|---|
| It is hard for scientists to know how many West Indian manatees there are. They estimate between 2,000 to 5,000. The West Indian manatee has been listed as an endangered species. This means that the population is so low that the West Indian manatee is in danger of becoming extinct. Many die because of accidents with ships or other human causes, such as pollution. Federal and state laws protect the manatee. Scientists are working to find ways to help the manatee survive. | | | |

Name:_____ Date:_____

# Reading Response Letter Interactive

Read the letter below and complete the following tasks. You will need different colored markers.

_____ Add commas in the greeting and closing/signature.
_____ Underline the book genre, title, and author in BLUE.
_____ Underline the book summary in YELLOW.
_____ Underline the setting of the story in RED.
_____ Circle the juicy thinking paragraph with a GREEN marker.
_____ Underline the closing statement in PURPLE.
_____ Underline the question for the reader in ORANGE.

Dear Ms. Franklin

I am almost done with the book *Bud, Not Buddy* by Christopher Paul Curtis. It is a Newbery Medal historical fiction novel. I'm really enjoying it so far!

This book is set during the 1930s during the Great Depression. Bud Caldwell, a 10-year-old African American boy, is the main character. He starts out at an orphanage only to get placed with a nasty foster family. He escapes that family and travels hundreds of miles on his own looking for his father.

This books is so powerful. The thing that impacted me most was his quest to belong. He really wanted to find his people—his family. There are flashbacks to moments with his mother where he felt deeply cared for and he longs to have that again. The way the author describes the scene where he thinks he finds his dad actually made me cry. I also LOVED the way the author wrote the story so that you really believe a ten-year-old is telling it. The word choice and the kinds of things Bud notices and thinks about really made this character come alive.

I can see why this book won a Newbery Medal! Have you ever read a book that made you cry?

Your student,
Anita Break

1-22

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# NUMBER RIDDLES

**What's my number?**

Read each clue and follow the math to find the answer.

*Hint*: try reading the clue backward.

**1.** Add 9 to me. Then multiply by 3. If you subtract 16 and then add 7, you get 27. What number am I?

**2.** Add 5 to me. Then divide by 7. If you add 12 and then subtract 7, you get 10. What number am I?

**3.** Multiply me by 4. Then subtract 13. If you divide me by 3 and add 17, you get 22. What number am I?

**4.** Subtract 6 from me. Then multiply by 2. If you subtract 40 and then divide by 4, you get 8. What number am I?

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# Week 2

4th Grade

# Independent Study Packet

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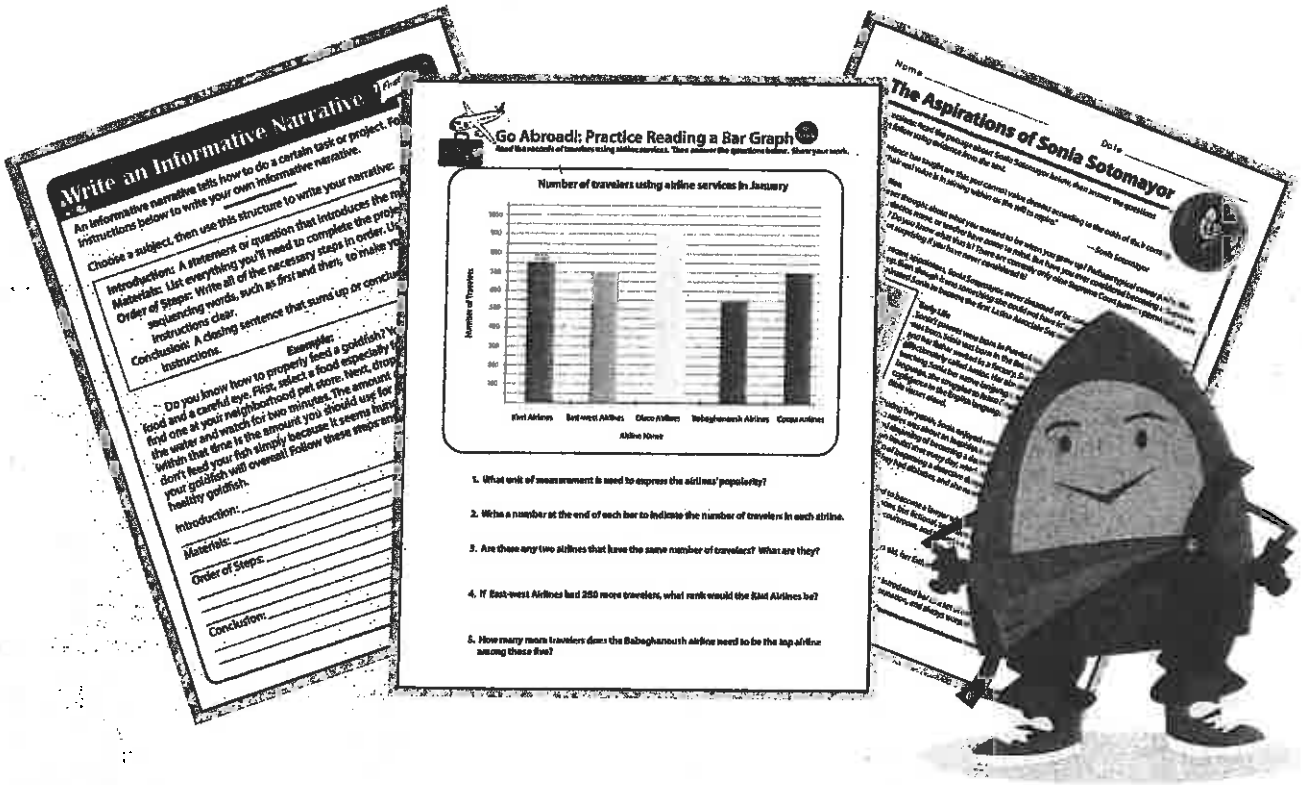



## 5 MORE Days of Independent Activities in Reading, Writing, Math, Science, and Social Studies

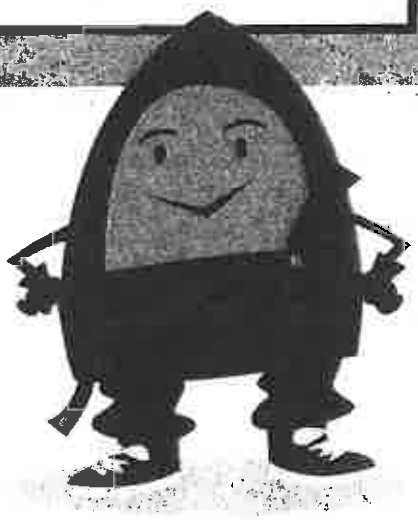
# Activity Menu

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Reading** | Read for 20 minutes | | | | |
| | **Short and Sweet Summaries** | **Comparing Two Fiction Texts** | **Reading Comprehension:** Drawing Conclusions | **Comparing Two Nonfiction Texts:** A Female Freedom Fighter | **The Author's Viewpoint vs. My Viewpoint** |
| **Grammar Practice** ? ; ! | **Jack and the Beanstalk Punctuation** | **Their, There, They're** | **Its or It's** | **Adding Punctuation** | **Reading Response Letter Interactive** |
| | OPTIONAL/CHALLENGE | | | | |
| **Math** | **Road Trip Word Problems** | **Family Vacation Multiplication**<br>**What's My Sign?** | **Math Skills: Word Problems** | **Word Problems in Winter:** Multi-Step Mixed Operations | **What's My Number? Boxes**<br>**Math Puzzle Boxes** |

Week 2

# Day 1

| | |
|---|---|
| **Reading** | Discover the challenges Supreme Court Justice Sonia Sotomayor faced in her childhood. |
| **Grammar Practice** | Complete a Frayer Model with a word that describes Sonia Sotomayor. |
| **Math** | Find the missing digits, then place your answers in the boxes provided. |



Name _____ Date _____

# The Aspirations of Sonia Sotomayor

Directions: Read the passage about Sonia Sotomayor below, then answer the questions that follow using evidence from the text.

"Experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring within us the will to aspire."

— Sonia Sotomayor

**Introduction**

Have you ever thought about what you wanted to be when you grow up? Perhaps typical career paths, like becoming a doctor, nurse, or teacher have come to mind. But have you ever considered becoming a Supreme Court justice? Do you know what that is? There are currently only nine Supreme Court justices permitted at one time, so it is not surprising if you have never considered it!

One of the most recent appointees, Sonia Sotomayor, never dreamed of becoming a Supreme Court justice when she was growing up. Even though it was something she could not have imagined as a child, in 2009, President Barack Obama nominated Sonia to become the first Latina Associate Supreme Court justice in U.S. history.

Puerto Rico is an island located southeast of Florida. It is a territory of the United States. People born there are United States citizens.

**Early Life**

Sonia's parents were born in Puerto Rico, and moved to New York before Sonia was born. Sonia was born in the Bronx on June 25, 1954. Her mother was a nurse, and her father worked in a factory. She had a younger brother who she affectionately called Junior. Her abuelita, her father's mother, helped raise her, teaching Sonia her native language, Spanish. Since Spanish was Sonia's first language, she struggled to learn English while growing up. To build her confidence in the English language, she joined a Bible-reading group and read Bible verses aloud.

During her youth, Sonia enjoyed reading all types of books, from comic books to encyclopedias. One of her favorite series was about an inquisitive, crime-solving detective named Nancy Drew. When Sonia was seven years old and dreaming of becoming a detective, she was diagnosed with Type 1 diabetes. In order to survive, she had to take an insulin shot every day, which she quickly learned to give to herself. This was frightening for her because her dream of becoming a detective disappeared with her diagnosis. At the time, people could not be police officers if they had diabetes, and she needed to become a police officer before becoming a detective.

Not long after her diagnosis, Sonia decided to become a lawyer who stood up for people who needed help. She arrived at this decision after watching a famous, but fictional, television lawyer, Perry Mason. Sonia loved watching Perry Mason argue his cases in the courtroom, and thought it was amazing that there were people who worked to help others in this way.

Sadly, while Sonia was still young, only nine years old, her father passed away.

**Education**

Sonia's education began at home when her mother introduced her to a set of encyclopedias, which Sonia read daily. She became fascinated with the words and information, and always wanted to learn more.



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Name _____ Date _____

# The Aspirations of Sonia Sotomayor

Sonia graduated high school with honors and applied to an Ivy League college on her guidance counselor's recommendation. Though she was unfamiliar with Princeton, she chose to attend this prestigious university with the help of a scholarship.

While studying at Princeton, she was unafraid to ask questions, even if they made her seem unknowledgeable. When describing her experience at the school, she said the university seemed like a different world. For example, when a friend commented that Sonia sounded like Alice, Sonia didn't understand the reference. Even though she knew it would make her appear to be uninformed, she asked her friend who this Alice was. Her friend kindly explained that she meant Alice, from the book Alice in Wonderland. At the time, Sonia had never heard of the story, but by asking the question, she learned more about Lewis Caroll's classic work of literature.

Much of her time at Princeton was filled with studying hard and adapting to her new environment. With the new surroundings came new ideas. Sonia had the ability to share her own ideas, shaped by her childhood upbringing, with people who did not look or sound like her.

The U.S. Supreme Court was established by the Constitution to provide a checks and balance to the President and to Congress. The Supreme Court interprets U.S. laws by way of court cases.

**Prosecuting Her Way to the Supreme Court**

After becoming a lawyer in 1980, Sonia joined the District Attorney's office in Manhattan. Sonia worked as an Assistant District Attorney (ADA), interviewing victims and witnesses and evaluating the evidence surrounding crimes. As the ADA, she worked as a prosecutor, which is someone who brings cases against people who have broken the law. She worked as an ADA for four years, before joining the law firm Pavia & Harcourt in 1984.

Even while working for the private sector, she still did pro bono work, where she would represent people for free. Sonia served on the board of the Puerto Rican Legal Defense and Education Fund, the New York City Campaign Finance Board, and the State of New York Mortgage Agency. A few years after she joined the private firm, Senators Ted Kennedy and Daniel Patrick Moynihan noticed her pro bono work and helped her get nominated as a judge.

There are many levels in the court system. President George H.W. Bush nominated her to become the youngest U.S. District Court judge for the Southern District of New York City in 1992. After she served in that position for five years, President Bill Clinton nominated her to become a judge in the U.S. Second Circuit Court of Appeals in 1997. While working in the court of appeals, Sonia began teaching law as an adjunct professor at New York University in 1998, and at Columbia Law School in 1999. Then, in 2009, President Barack Obama nominated Sonia Sotomayor to become a Supreme Court Justice.

**Supreme Ideas as a Judge**

After all her work as a student, lawyer, and judge, she was prepared to make decisions on landmark cases. The Supreme Court makes decisions that can affect the whole country, since they settle disputes between the federal government and citizens, or handle controversial cases.

While the odds of a Latina who did not speak English well as a child becoming a Supreme Court Justice might have seemed unlikely in the past, Sonia's appointment changed that. She paved the way for other women to

2-3


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Name: _____ Date: _____

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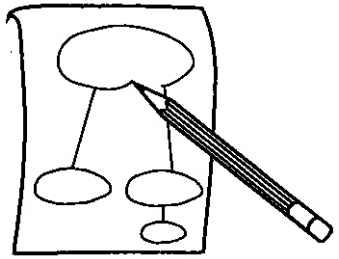
# Frayer Model



**Directions:** Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.

**Definition:**

**Sentence:**

**Vocabulary Term:**

**Examples:**

**Non-Examples:**

**Image Representation:**



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# Missing Digits: Addition and Subtraction

**Directions:** Find the missing digits in the following problems. Place your answers in the boxes provided.

1.
$$\begin{array}{r} 2\,\square\,5\,6 \\ +\quad 2\,\square\,1 \\ \hline \square\,5\,9\,7 \end{array}$$

2.
$$\begin{array}{r} \square\,8\,6 \\ -\quad 3\,4\,\square \\ \hline 3\,\square\,9 \end{array}$$

3.
$$\begin{array}{r} 7\,9\,6 \\ +\ 3\,\square\,\square \\ \hline 1\,\square\,8\,0 \end{array}$$

4.
$$\begin{array}{r} 3\,7\,2 \\ -\quad 5\,\square \\ \hline 3\,\square\,6 \end{array}$$

5.
$$\begin{array}{r} 4\,\square\,\square \\ +\ 3\,9\,\square \\ \hline \square\,7\,0 \end{array}$$

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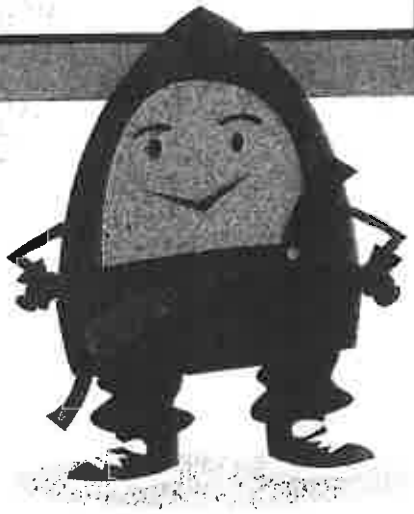
# Day 2

| | |
|---|---|
| **Reading** | Answer questions about the aspirations of Sonia Sotomayor |
| **Grammar Practice** | Hone your skills at identifying sentences and fragments, then practice making revisions to make sentences complete. |
| **Math** | Get a fun review with this division crossword! |



Name _____ Date _____

# The Aspirations of Sonia Sotomayor

pursue their dreams, including aspiring to be in the highest court of the United States. No matter the obstacles she encountered, like language barriers, a health crisis, and the death of her father, Sonia continued to aspire to new heights and pave new pathways to her success. It was not with luck, but with hard work and perseverance that she reached the position she currently holds.

| Who is Sonia Sotomayor? | What year was she born? |
|---|---|
| What experiences did Sonia have throughout her life? | |
| What is an important obstacle she overcame?<br><br>How did she overcome the obstacle?<br><br>How does this obstacle connect to why she is famous? | |
| What changes has Sotomayor made in the world that makes her influential? | |



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# Recognize a Fragment When You See One!

**Read each example below. Circle whether it is a sentence or fragment. If it is a fragment, make revisions to turn it into a complete sentence.**

| | |
|---|---|
| After the doctor examined the broken arm, which was broken in two places. | Sentence Fragment |
| **FIX:** | |
| During the baseball game, in the third inning to be exact. | Sentence Fragment |
| **FIX:** | |
| We took the short way to get to the store. | Sentence Fragment |
| **FIX:** | |
| His ex-girlfriend Samantha, the one he dated five years ago. | Sentence Fragment |
| **FIX:** | |
| A meteor from a galaxy 67 light years away. | Sentence Fragment |
| **FIX:** | |

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# Math Crossword Puzzle

Fill in the blanks of each crossword puzzle to make the division equations true.

| | | | | |
|---|---|---|---|---|
| 64 | ÷ | | = | 8 |
| ÷ | | | | ÷ |
| | ÷ | | = | 2 |
| = | | | | = |
| 32 | | | | |

| | | | | |
|---|---|---|---|---|
| | ÷ | 2 | = | 27 |
| ÷ | | | | ÷ |
| | ÷ | 2 | = | |
| = | | | | = |
| | | | | 9 |

| | | | | |
|---|---|---|---|---|
| | | | | |
| ÷ | | | | |
| 12 | | 81 | ÷ | |
| = | | | | = |
| 12 | ÷ | | = | 4 |

| | | | | |
|---|---|---|---|---|
| | | 36 | ÷ | |
| | | ÷ | | ÷ |
| | | | = | |
| | | = | | = |
| | | | | |

| | | | | |
|---|---|---|---|---|
| | = | 2 | | 68 |
| | | | | ÷ |
| | | | | |
| | | | | = |
| | ÷ | 1 | = | |

2-9


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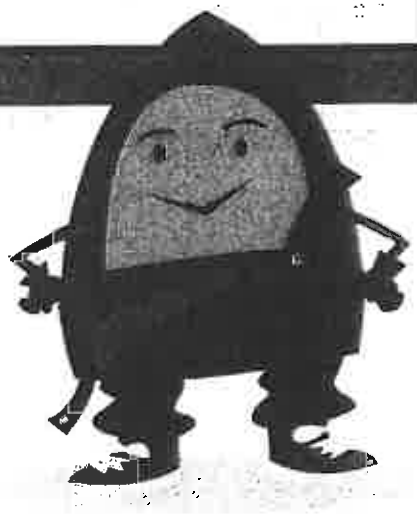
# Day 3

| | |
|---|---|
| **Reading** | Figure out what is true and what is a lie about Sonia Sotomayor |
| **Grammar Practice** | Do you know your articles? Articles are often overlooked words, but they're important! |
| **Math** | Can you find the line or lines of symmetry? Draw the line of symmetry in a variety of different 2D shapes. |



Name _____ Date _____

# Two Truths and One Lie: Sonia Sotomayor

Read the three statements about Sonia Sotomayor. Can you figure out which two statements are true and which one is false? Research using books, articles, or websites to confirm your answer. Circle the lie.

1. When she was seven years old, Sonia Sotomayor was diagnosed with diabetes, ending her dream of becoming a detective.

2. As a Puerto Rican descendent born in New York, she learned how to speak Spanish before struggling to learn English.

3. On August 8, 2019, Sonia Sotomayor became the first Latina to assume the role of Associate Justice to the Supreme Court.

Answer these questions after doing some research.

1. Fix the false statement so that it is now true.

2. Choose a fact about Sonia Sotomayor you think is important.

3. Explain why you chose that fact to share.

4. On a separate sheet of paper, write a paragraph about Sonia Sotomayor using more than two sources for information (like a website and an article).

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Name _____ Date Extra Fun! (Optional)

# Graphic Organizer: Research an Influential Person

Conduct research on an influential person. Use more than one source of evidence to fill in this graphic organizer.

| Who is the person? | What year was this person born? |
|---|---|

What experiences did this person have throughout their life?

What is an important obstacle this person overcame?

How did the person overcome the obstacle?

How does this obstacle connect to why this person is remembered?

What changes has this person made in the world that makes them influential?

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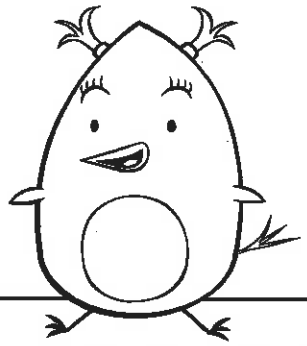
# Awesome Articles

Articles are the words **a**, **an**, and **the**. They are a type of adjective because they tell whether the noun that comes after it is a specific object or an undefined one. If you want to refer to something specific you use **the**, as in "I want **the** book." If you want to say that any book will do, you say, "I want a book," because it doesn't matter which book. If the noun afterward starts with a vowel sound, rather than using **a**, use the article **an**.

| **When referring to a specific noun:** | **When referring to a noun that is not specific:** |
|---|---|
| The game | A game |
| The ball | A ball |
| The apple | **An** apple (the noun starts with a vowel sound) |
| The teacher | A teacher |
| The invitation | **An** invitation (the noun starts with a vowel sound) |



**Now, examine the quotes from the Newbery Medal winning book *Bud, Not Buddy* by Christopher Paul Curtis. In each one, circle the articles (a, an, the) and underline the noun that they are describing. The first one is done for you.**

"There comes@time when you're losing a fight that it just doesn't make sense to keep on fighting. It's not that you're being a quitter, it's just that you've got the sense to know when enough is enough."

"A bud is a flower-to-be. A flower in waiting. Waiting for just the right warmth and care to open up. It's a little fist of love waiting to unfold and be seen by the world. And that's you."

"As soon as I got into the library I closed my eyes and took a deep breath. I got a whiff of the leather on all the old books, a smell that got real strong if you picked one of them up and stuck your nose real close to it when you turned the pages. Then there was the smell of the cloth that covered the brand-new books, books that made a splitting sound when you opened them. Then I could sniff the the paper, that soft, powdery, drowsy smell that comes off the page in little puffs when you're reading something or looking at some pictures, kind of hypnotizing smell."

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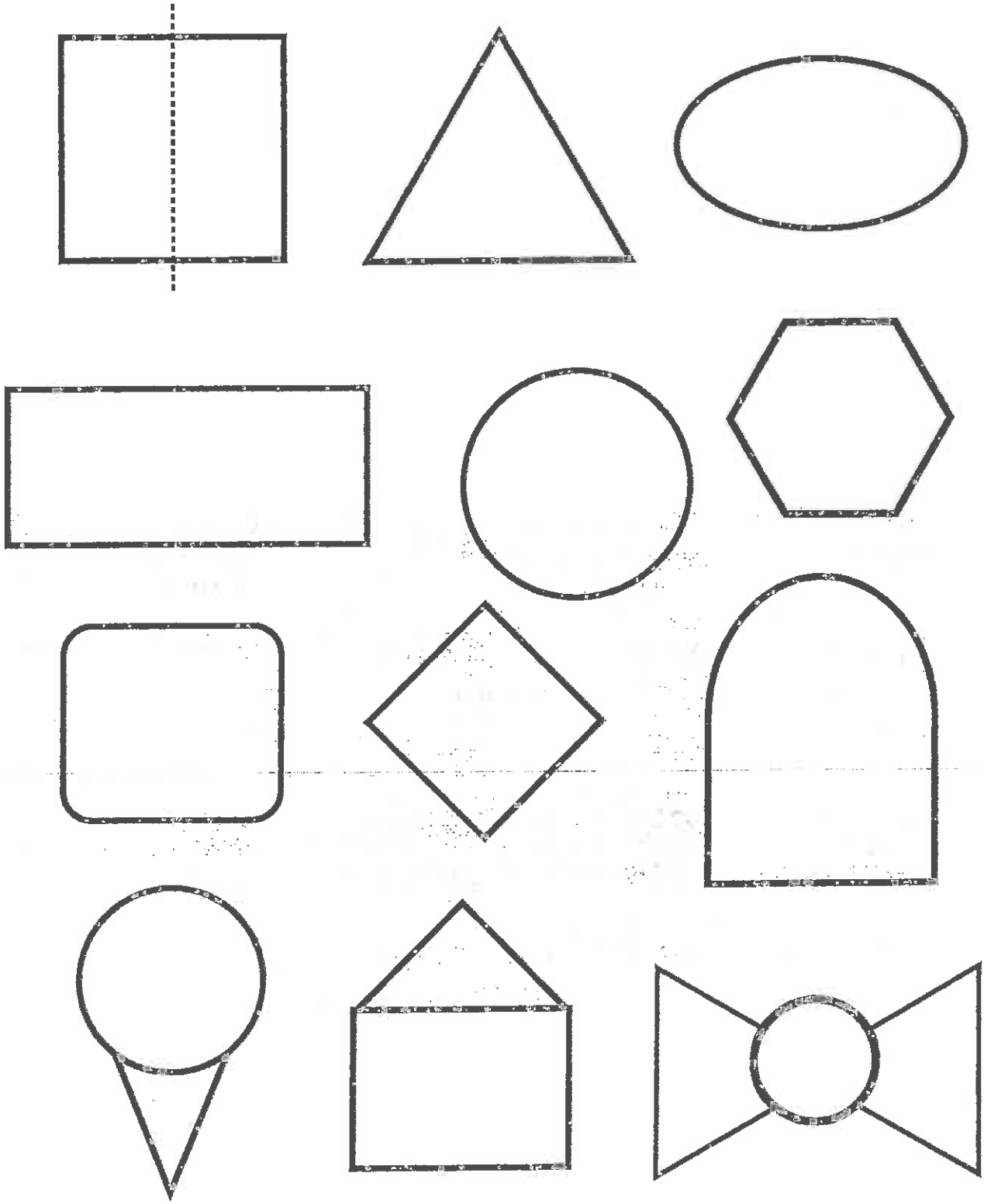
# Your Half, My Half

**Can you draw a line to divide these shapes in half evenly?**
**Some shapes can be divided two different ways.**



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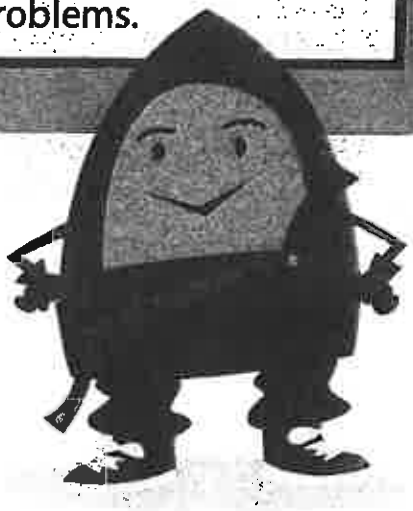
# Day 4

| | |
|---|---|
| **Reading** | Use a timeline to answer questions about Sonia Sotomayor |
| **Grammar Practice** | Adverbs can express location, time, frequency, manner, or degree. Identify at least seven adverbs of each kind and sort them into a graphic organizer. |
| **Math** | Read and interpret data in a bar graph about airlines and use its information to answer a set of word problems. |



Name _____ Date _____

# Timeline of Sonia Sotomayor's Life (So Far)

Sonia Sotomayor is the first Latina Supreme Court Justice in United States history. The Supreme Court is the highest court in the country, meaning its decisions on court cases are final. The Justices are nominated by the President and serve a lifetime appointment after the Senate approves their nomination.

**Directions:** Use the timeline about Sonia Sotomayor's life to answer questions about her.

1. What event happened after Sonia Sotomayor joined the law firm of Pavia & Harcourt?

2. How many years was Sonia Sotomayor a lawyer before becoming a judge?

3. In what year did Sonia Sotomayor become a judge in the Southern District of New York?

4. What do you wonder about Sonia Sotomayor that you cannot find on the timeline?

| | |
|---|---|
| Born on June 25 | 1954 |
| Diagnosed with Diabetes | 1961 |
| Father died | 1963 |
| Got a set of encyclopedias | 1966 |
| Graduated from high school | 1972 |
| Graduated from Princeton University | 1976 |
| Graduated from Yale Law School | 1979 |
| Became an Assistant District Attorney in New York County | 1979 |
| Joined the law firm of Pavia & Harcourt | 1984 |
| Became a U.S. District Court Judge for the Southern District of New York | 1992 |
| Joined the U.S. Court of Appeals for the Second Circuit as a Judge | 1998 |
| Nominated by President Barack Obama to be a U.S. Supreme Court Associate Justice on May 28 | 2009 |
| Sworn in as the 111th Justice of the Supreme Court on August 8 | 2009 |

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Name _____ Date _____

# Timeline of Sonia Sotomayor's Life (So Far)

4. Write on the lines the missing information from this piece of the timeline.

| | |
|---|---|
| Graduated from Princeton University | _____ |
| Graduated from Yale Law School | 1979 |
| _____ | 1979 |
| _____ | |
| Joined the _____ of Pavia & Harcourt | 1984 |
| Became a U.S. District Court Judge for the Southern District of New York | 1992 |
| Joined the U.S. Court of Appeals for the Second Circuit as a Judge | _____ |
| Nominated by _____ to be a U.S. Supreme Court Associate Justice on May 28 | _____ |
| Sworn in as the _____ Justice of the Supreme Court on August 8 | 2009 |

5. Do some research about Sonia Sotomayor. What events would you like to add to the timeline? What events would you eliminate? Explain your choices.

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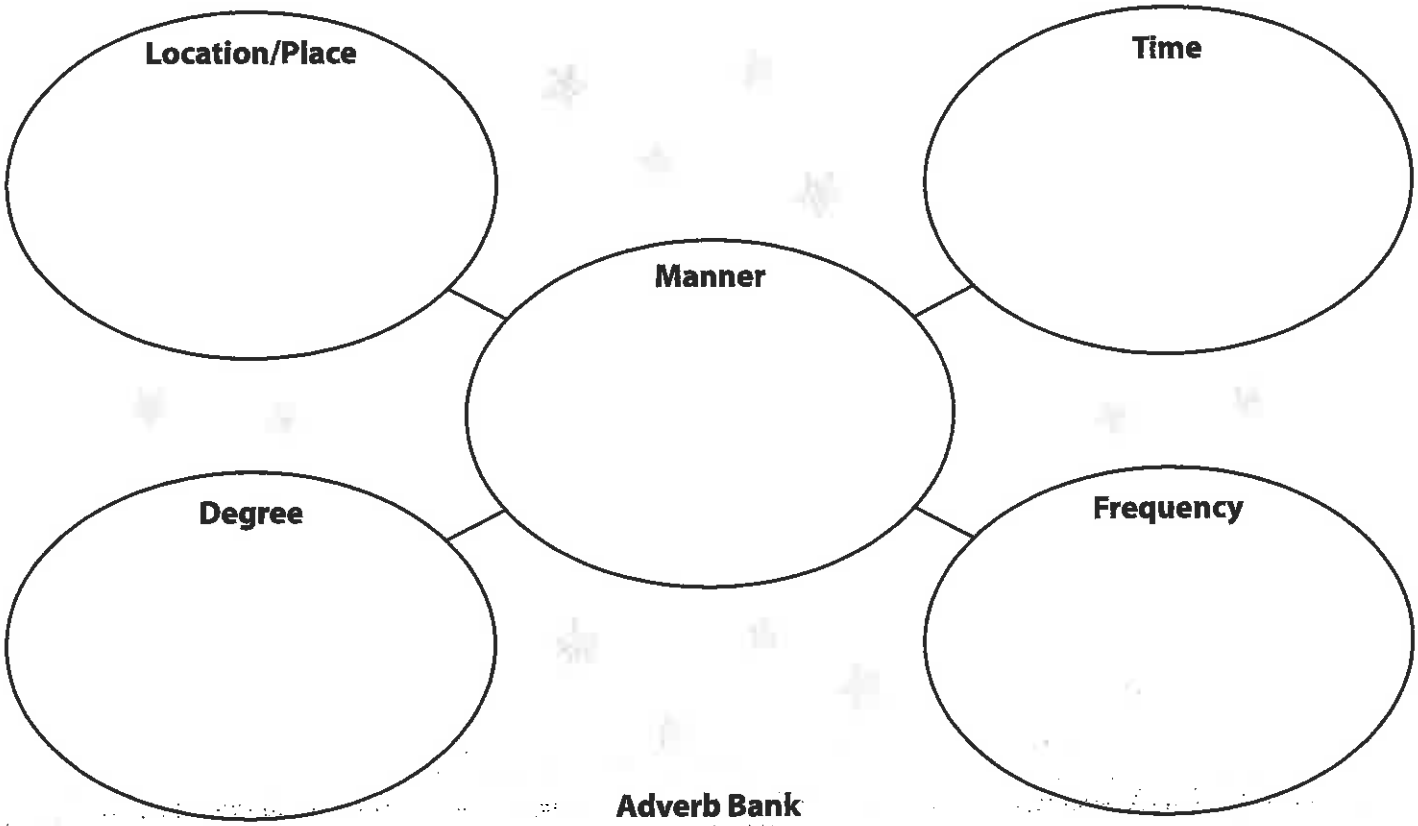
Name: _____ Date: _____

# Sorting Out Adverbs

Adverbs are words that add more description to adjectives, verbs, or other adverbs expressing a location, time, frequency, manner, degree. Sort the adverbs in the word bank below into the five different kinds of adverbs. Sort until you have found at least seven adverbs of each kind.




**Adverb Bank**

| | | | |
|---|---|---|---|
| accidentally | always | angrily | anxiously |
| awkwardly | badly | blindly | boastfully |
| boldly | bravely | brightly | cheerfully |
| coyly | crazily | defiantly | deftly |
| deliberately | devotedly | doubtfully | dramatically |
| dutifully | eagerly | elegantly | enormously |
| evenly | eventually | exactly | faithfully |
| finally | foolishly | fortunately | frequently |
| gleefully | gracefully | happily | hastily |
| honestly | hopelessly | hourly | hungrily |
| innocently | inquisitively | irritably | jealousy |
| justly | kindly | lazily | loosely |
| madly | merrily | mortally | mysteriously |
| nervously | never | obediently | obnoxiously |
| occasionally | often | only | perfectly |
| politely | poorly | powerfully | promptly |
| quickly | rapidly | rarely | regularly |
| rudely | safely | seldom | selfishly |
| seriously | shakily | sharply | silently |
| slowly | solemnly | sometimes | speedily |
| sternly | technically | tediously | unexpectedly |
| usually | victoriously | vivaciously | warmly |
| wearily | weekly | wildly | yearly |

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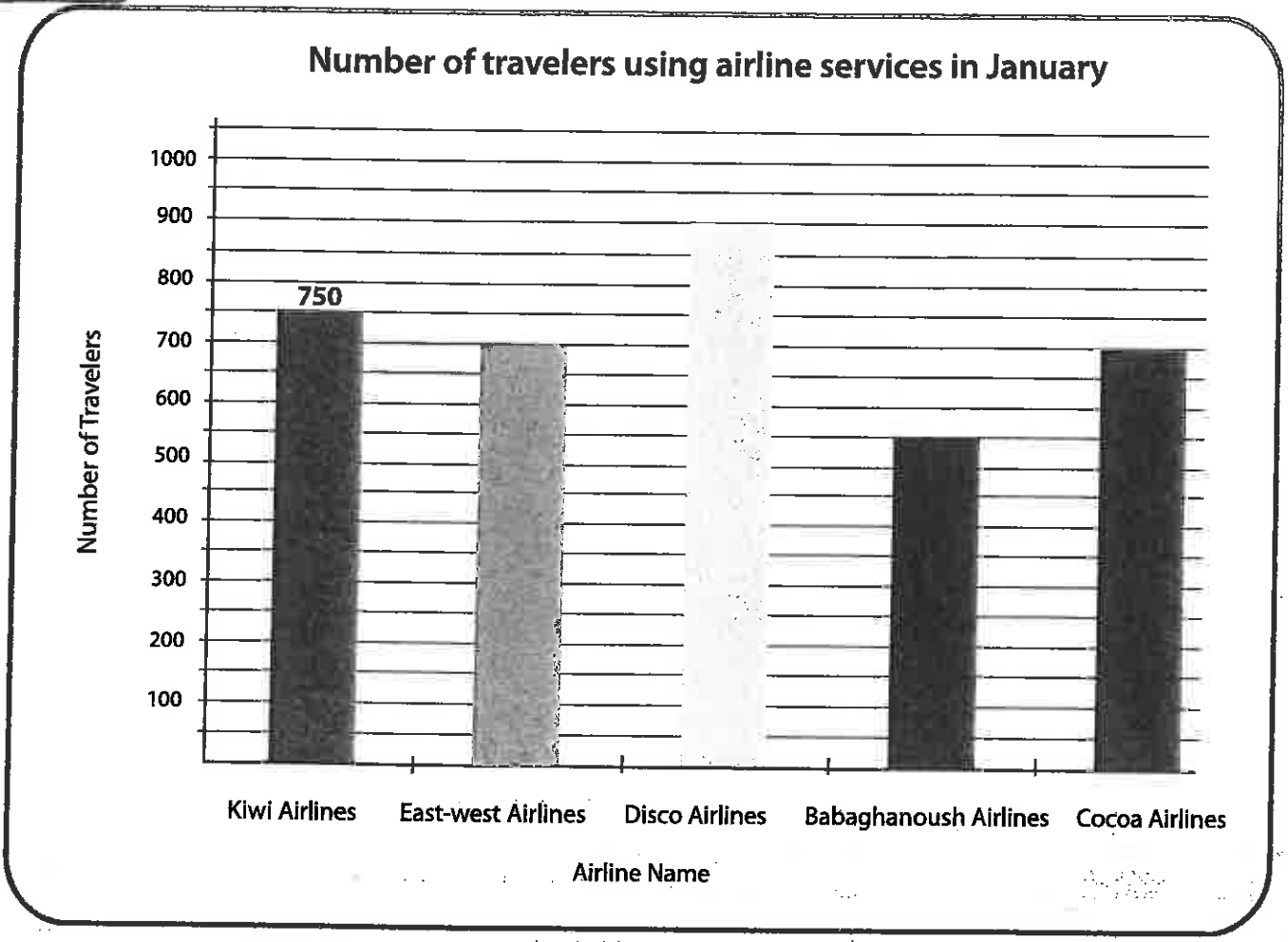
# Go Abroad!: Practice Reading a Bar Graph

4th Grade

Read the records of travelers using airline services. Then answer the questions below. Show your work.




1. What unit of measurement is used to express the airlines' popularity?

2. Write a number at the end of each bar to indicate the number of travelers in each airline.

3. Are there any two airlines that have the same number of travelers? What are they?

4. If East-west Airlines had 250 more travelers, what rank would the Kiwi Airlines be?

5. How many more travelers does the Babaghanoush airline need to be the top airline among these five?

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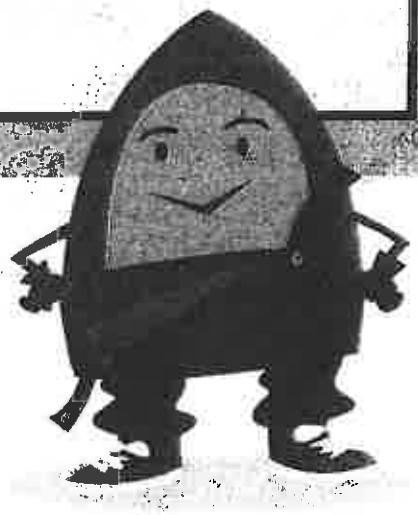
# Day 5

| | |
|---|---|
| **Reading** | Read directions for creating an at-home project, and then put all the different steps in order. |
| **Grammar Practice** | Review your language art skills! |
| **Math** | Learn probability with playing cards. |



Name _____ Date _____

# Reading for Comprehension: Following Directions

**Directions:** Can you follow the directions for this fun activity? Read the directions carefully, and then number the steps below in the correct order.

Have you ever seen a tornado on the news on television? They are really dangerous! But you can make a tornado safely in your own home. You'll need two plastic bottles, some glue, a large nail, water, food coloring, glitter, and some help from an adult.

First, get two plastic bottles with screw-on caps. Glue the caps together so the tops are back-to-back. Ask an adult to help you make a hole through the glued bottle caps using a large nail. Then, fill one bottle about three-quarters full with water. Add food coloring of your choice and some glitter so the tornado will be easy to see. After that, screw the double cap onto the bottle with water in it. Screw on the empty bottle at the top.

Next, see if your tornado works! Turn the two bottles upside down. Be sure to use both hands to hold the bottom bottle carefully. Move your wrists in a circular motion as if you were drawing circles in the air. This will turn the bottles, and the water inside the bottles will start to swirl. Now, you should see a tornado-like funnel form in the water. But don't worry! You don't need to take shelter with this tornado.

**Directions:** Put the steps below in order. Use numbers 1–10 to show the sequence.

_____ Add food coloring and glitter.

_____ Glue the caps together.

_____ Screw the double cap on the bottle with water.

_____ Move the bottles in a circular motion to make the water swirl.

_____ Watch the tornado-like funnel form in the water.

_____ Use a large nail to make a hole in the caps.

_____ Screw the empty bottle on top.

_____ Fill one bottle until it is about ¾ full with water.

_____ Find two plastic bottles with screw-on caps.

_____ Turn the double bottles upside down.

2-21



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Name _____ Date _____

# Mixed Review Language Arts Assessment
## Let's Soar in Grade 4

**Directions: Record the parts of each prepositional phrase below.**

example: Sarah sprinted down the hill.

Preposition = down Object = the hill

down + the hill = down the hill

1. I cleaned during the commercials.

Preposition = _____ Object = _____

_____ + _____ = _____

2. I have homework on the weekends.

Preposition = _____ Object = _____

_____ + _____ = _____

3. My mom is cheerful in the morning.

Preposition = _____ Object = _____

_____ + _____ = _____

**Directions: Use context clues to choose a compound word to complete each sentence.**

**WORD BANK**

blockbuster gatekeeper freshwater greenhouse

4. The animated film that was released by Fun Films last fall was a _____.

5. At least one _____ stands guard at the castle at all times.

6. There are _____ fish in Lompoc Lake.

**Directions: Circle the hyperbole in each sentence.**

example: She cried a river of tears.

7. I'm so hungry I could eat a horse.

8. They have a ton of money.

9. My feet are killing me.

**Directions: Read each sentence and underline the two words that can be combined to make a contraction. Write the contraction on the line.**

10. I know he will return to his car on time.

_____

11. Ellie did not want to take the exam.

_____

**Directions: Underline the words that need to be capitalized. Then, rewrite each sentence using correct capitalization.**

12. On july 4, 1776, the declaration of independence was issued.

_____

13. The mississippi and missouri rivers combine to form the longest river system in the U.S.

_____

2-22



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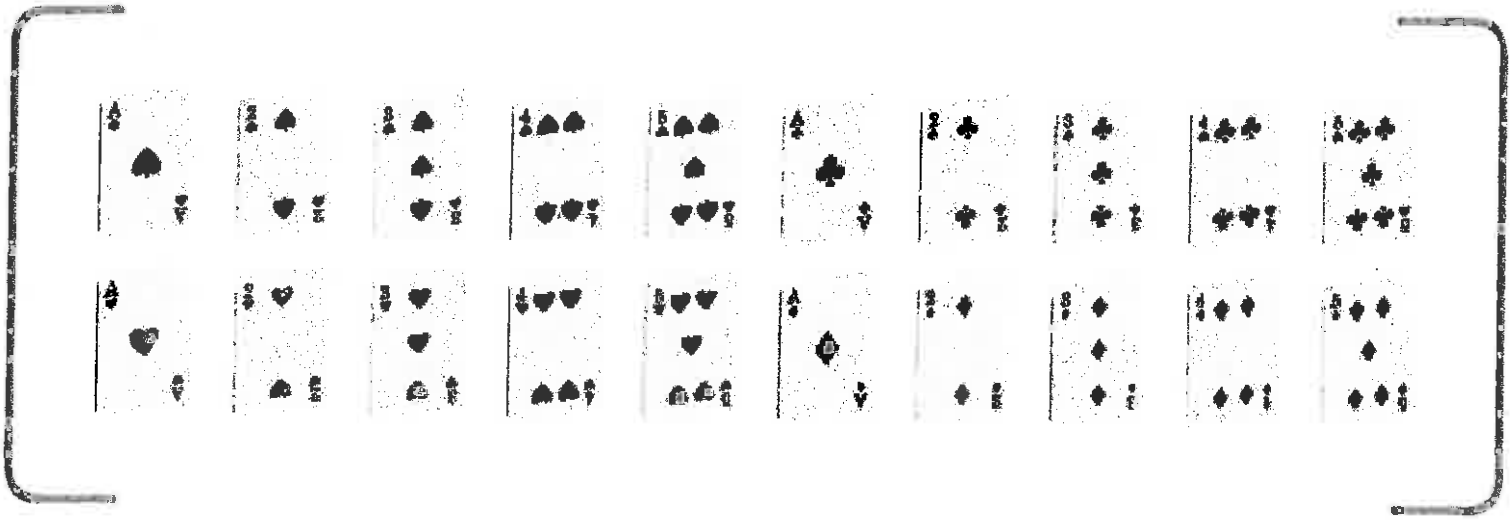
# Bag O' Stuff: Cards



*There is a bag of items.*
*Answer the questions using the pictures of what's in the bag.*

1. What is the probability of pulling a **card of hearts** out of the bag? 5/20 = 1/4

2. What is the probability of pulling a **black card** out of the bag? _____

3. What is the probability of pulling an **Ace** out of the bag? _____

4. What is the probability of pulling a **red four** out of the bag? _____

5. What is the probability of pulling either a **card of spades or clubs** out of the bag?

_____

6. What is the probability of pulling a **three of diamonds** out of the bag?

_____

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# Week 3

4th Grade

# Independent Study Packet

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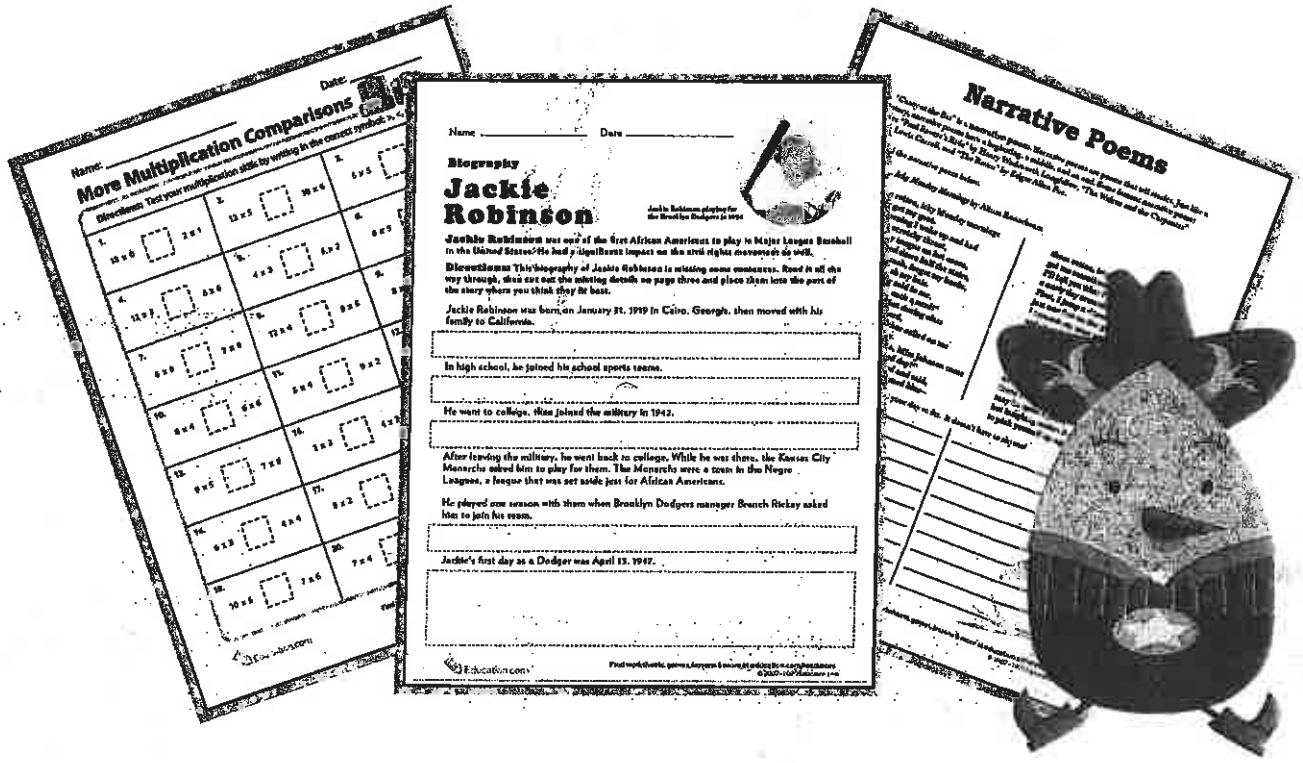
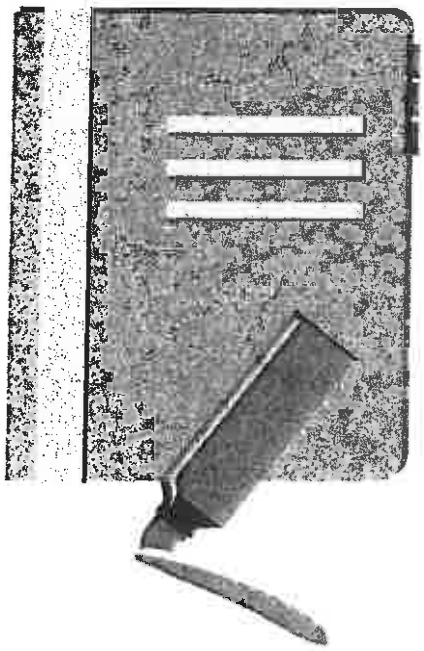



## 5 MORE Days of Independent Activities in Reading, Writing, Math, Science, and Social Studies

# Helpful Hints for Students and Families

## Materials You Will Need:

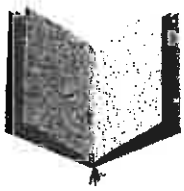


- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Internet access to conduct research for some activities
- You will need different materials for the optional Design Challenge

## Directions & Tips

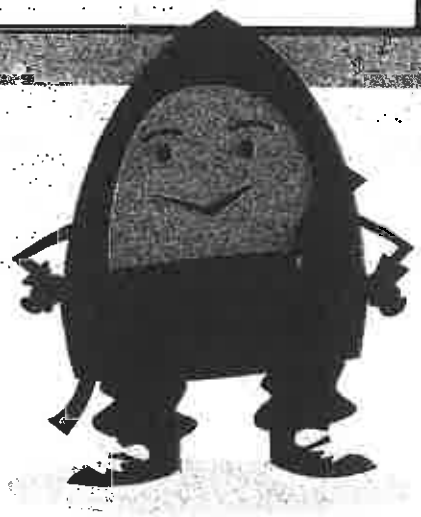
- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

# Activity Menu

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Reading**  | Read for 20 minutes | | | | |
| | **Point of View Practice: Two Misbehaved Moths** | **Narrative Poetry** | **A New Paragraph Narrative** | **My Vacation and Timeline Organizer Part 1**<br>**My Vacation Part 2**<br>**My Vacation Part 3**<br>**Timeline Organizer** | **The Crab that Played with the Sea** |
| **Grammar Practice** ? ; ! | **Quotation Marks** | **Quotation Marks: Say What?** | **Look Who's Talking** | **Transition Word Hunt** | **What Are Commas?** |
| | OPTIONAL/CHALLENGE | | | | |
| **Math** | **Space Fractions**<br>**Multiplication Comparisons** | **Intro to Probability: Fruit**<br>**Intro to Probability:** | **Area and Perimeter of a Rectangle**<br>**What Do You Know About Area & Perimeter?** | **Find the Area: Compound Shapes**<br>**Calculating Area in the Kitchen** | **Comparing Pictographs: Tulips and Daisies** |

# Day 1

| | |
|---|---|
| **Reading** | Practice changing from third person narrative to first person. |
| **Grammar Practice** | Dialogue is important to narratives. Learn how to correctly use quotation marks in your dialogue. |
| **Math** | Write a fraction that shows the ratio of different numbers of aliens for each problem, and then simplify the fraction.<br>Compare fractions! |



3-1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Name: _____ Date: _____

# Point of View Practice: Two Misbehaved Moths

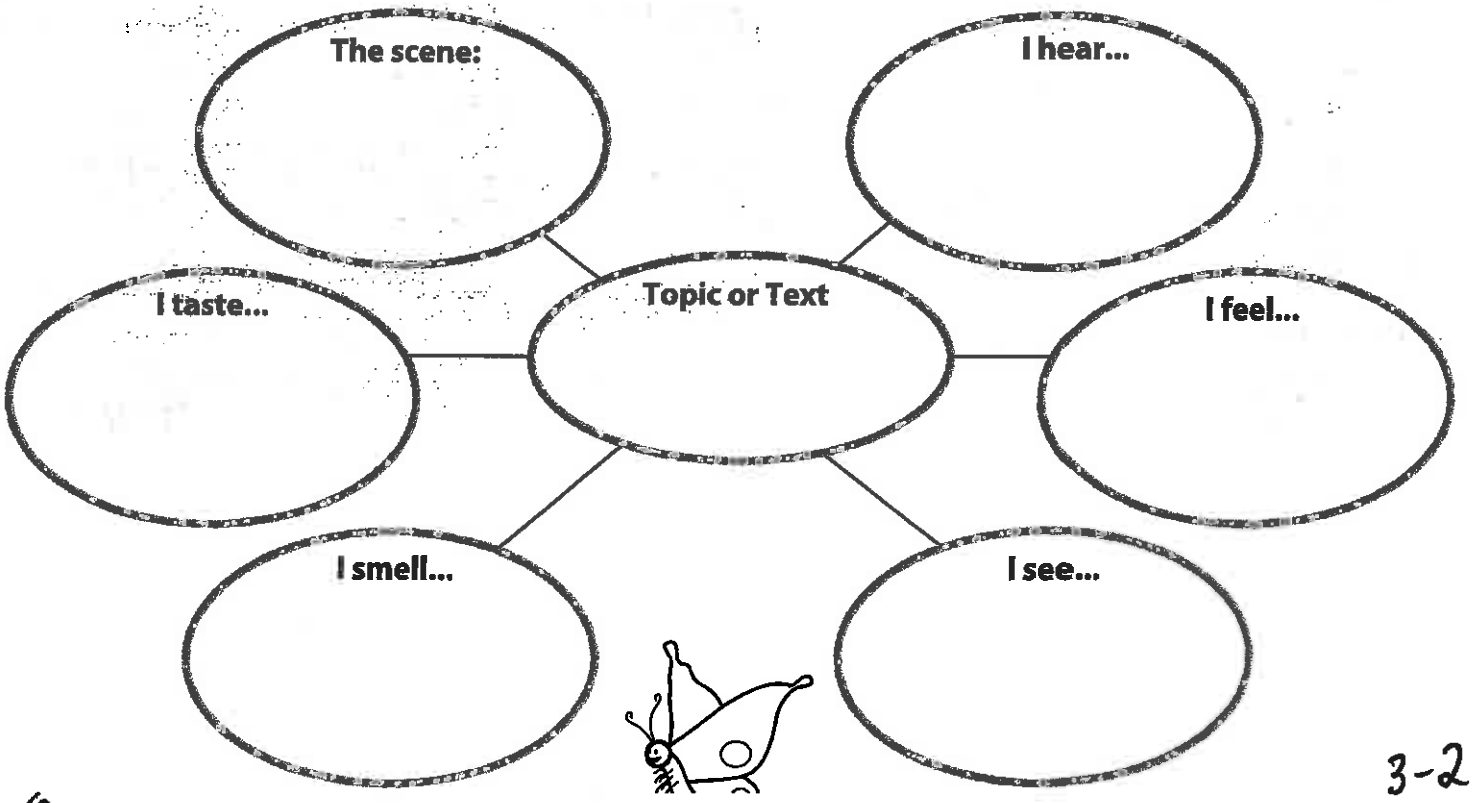
| Pronouns | Point of View | Who is the narrator? |
|---|---|---|
| I, me, we, us, our, my, myself, ourselves | first person | The narrator is a character in the story. |
| He, she, it, him, her, himself, herself, they, their, them, themselves | third person | The narrator is not a character in the story. |

**Directions:** Read the paragraphs. Highlight the pronouns and identify the point of view narration.

**Daylight came. The moths were sleeping in the dark tunnel with soft, hanging blankets. It seemed like they were underground because it was so dark. All of a sudden, a giant hand hovered above them and grabbed one of the blankets. In an instant, the moths were tilted and they tried to climb up the blanket. The moths were wide awake and anxious when they were tossed off the blanket. They flew through an opening in the tunnel to escape.**

**The scout led the way to find a new place to explore. His head was spinning. A noticeable bright light and a crackling sound got his attention. He saw a cylinder with a brown lake inside. He flew back and forth before diving in. The moth paddled and bobbed up and down in the lake before a loud noise and spinning started.**

**Directions:** Complete the sections of the concept web graphic organizer to describe a first person narrative based on the paragraph.




3-2

# Quotation Marks

Use the following rules when using quotation marks. Use these rules to properly place quotation marks in the sentences below.

**RULES**

1. Use quotation marks when you are quoting what someone else said or wrote. Use a comma before the quotation mark. At the end of the quoted sentence, keep the punctuation mark inside the end quotation mark. The first letter of the quoted text must be capitalized.

   Ex: My mom said, "Have a wonderful day!"

2. Use quotation marks for titles such as poems, songs, and news articles.

   Ex: My favorite song is "Over the Rainbow".

3. Use a single quotation mark for quotes within quotes.

   Ex: "The weatherman on the news just said, 'Look out, folks, there's a 75% chance of rain on Saturday'. Maybe we can go to the beach another day."

Place quotation marks and proper punctuation where needed in the sentences below.

1. Don't run across the street! my mom warned us.

2. Debbie asked Do you want to go to the movies tomorrow?

3. The doctor said Take this medicine twice a day.

4. This month we will read Of *Mice and Men* my teacher announced.

5. Have you heard her new song Run Away on the radio? Ryan asked.

6. I told my sister Grandma told us not to do that when she's not here. Her exact words were Don't go into that room!

7. On Halloween, the children at our door screamed Trick or Treat!

8. When we felt the building shake, someone yelled Earthquake! Duck and cover!

9. During the exam, the proctor instructed Please place all belongings under your chair.

10. Please fasten your seat belt the flight attendant politely asked.

11. The waiter asked Can I get you something to drink?

12. Read the poem on page 72 entitled Fury for Monday's discussion, the professor said to the class.

13. Mom told me to tell you Make your bed and clean your room my sister said to me.

14. My boss said Be there at 12 pm sharp.

3-3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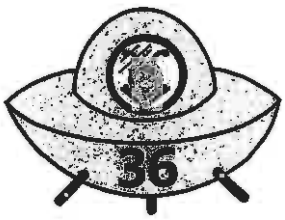
Name: _____ Date: _____

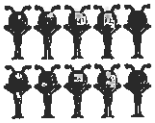
# SPACE FRACTIONS

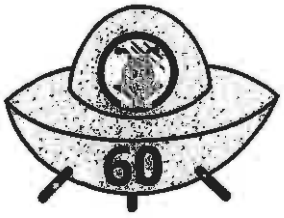
**Fractions** are everywhere, even in space! Write a fraction that shows the ratio of the solar systems for each problem, then simplify the fraction. Be sure to show your work.

## Blue Aliens

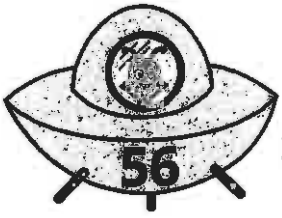



12 blue aliens






15 blue aliens




24 blue aliens

**Example:** $\frac{\text{blue aliens}}{\text{total number of aliens}} = \frac{12}{36} \div \frac{12}{12} = \frac{1}{3}$

*Divide by a common factor to simplify*

_____ _____

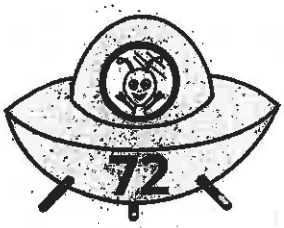
## Yellow Aliens

7 yellow aliens

_____

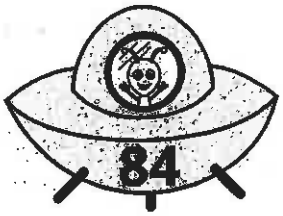
8 yellow aliens

_____




18 yellow aliens

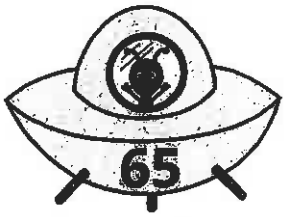
_____




16 yellow aliens

_____

## Red Aliens




13 red aliens

_____

21 red aliens

_____

35 red aliens

_____

26 red aliens

_____

3-4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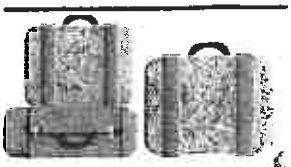
Name: _____ Date: _____

# More Multiplication Comparisons



**Directions:** Test your multiplication skills by writing in the correct symbol: >, <, or =.

| | | |
|---|---|---|
| 1. 13 x 0 ☐ 2 x 1 | 2. 12 x 5 ☐ 10 x 6 | 3. 5 x 5 ☐ 6 x 4 |
| 4. 12 x 3 ☐ 6 x 6 | 5. 4 x 3 ☐ 5 x 2 | 6. 6 x 5 ☐ 7 x 3 |
| 7. 6 x 9 ☐ 7 x 8 | 8. 12 x 4 ☐ 9 x 5 | 9. 8 x 3 ☐ 6 x 4 |
| 10. 8 x 4 ☐ 6 x 6 | 11. 5 x 4 ☐ 9 x 2 | 12. 13 x 0 ☐ 2 x 1 |
| 13. 9 x 5 ☐ 7 x 8 | 14. 3 x 3 ☐ 4 x 2 | 15. 11 x 6 ☐ 7 x 9 |
| 16. 6 x 3 ☐ 4 x 4 | 17. 5 x 2 ☐ 7 x 1 | 18. 7 x 7 ☐ 6 x 8 |
| 19. 10 x 5 ☐ 7 x 6 | 20. 7 x 4 ☐ 14 x 2 | 21. 9 x 4 ☐ 5 x 8 |

3-5



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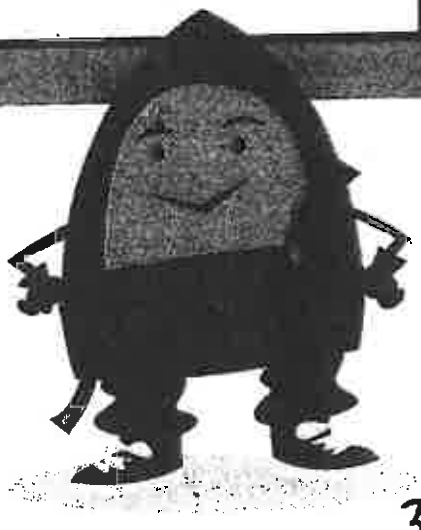
# Day 2

| | |
|---|---|
| **Reading** | Read a different form of narrative: narrative poetry. Then, write your own. |
| **Grammar Practice** | More practice with dialogue! |
| **Math** | Practice your probability skills with these activities. |



3-6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# Narrative Poems

"Casey at the Bat" is a **narrative poem**. Narrative poems are poems that tell stories. Just like a story, narrative poems have a beginning, a middle, and an end. Some famous narrative poems are "Paul Revere's Ride" by Henry Wadsworth Longfellow, "The Walrus and the Carpenter" by Lewis Carroll, and "The Raven" by Edgar Allan Poe.

Read the narrative poem below.

***Rotten, Icky Monday Mornings*** by Alison Roozeboom

**Those rotten, icky Monday mornings**
**always get my goat.**
**This morning I woke up and had**
**an itchy, scratchy throat,**
**I burnt my tongue on hot cocoa,**
**then tripped down half the stairs,**
**forgot my lunch, forgot my books,**
**forgot to brush my hair.**
**At recess Billy said to me,**
**"Ha-ha, you're such a nerd!"**
**I was so upset that during class**
**I didn't hear a word,**
**and when the teacher called on me**
**I had nothing to say.**
**When class was done, Miss Johnson came**
**to me and asked, "Bad day?"**
**I nodded, so she smiled and said,**
**"I thought that you seemed blue—**
**those rotten, icky Monday mornings**
**get me sometimes, too.**
**I'll tell you what I do to turn**
**a nasty day around:**
**First, I jump a dozen times**
**just one foot on the ground.**
**I scrunch my nose and purse my lips**
**and shut my eyes so tight,**
**I flap my arms like chicken wings**
**and roar with all my might."**
**And sure enough, the silly jig**
**was like a magic cure.**
**I did it all the way back home**
**and I can say for sure,**
**those rotten, icky Monday mornings**
**may be quite a pain,**
**but laughing makes it easier**
**to pick yourself up again.**

Write a narrative poem about your day so far. It doesn't have to rhyme!



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# Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, Let's go to the park after school.

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill's mom.

Is the school play tomorrow? asked Ellie.

Matt said, The roller coaster was a lot of fun.

Abe asked, What's your brother's name?

You should wear a hat. It's cold today, said Andrew's dad.

3-8


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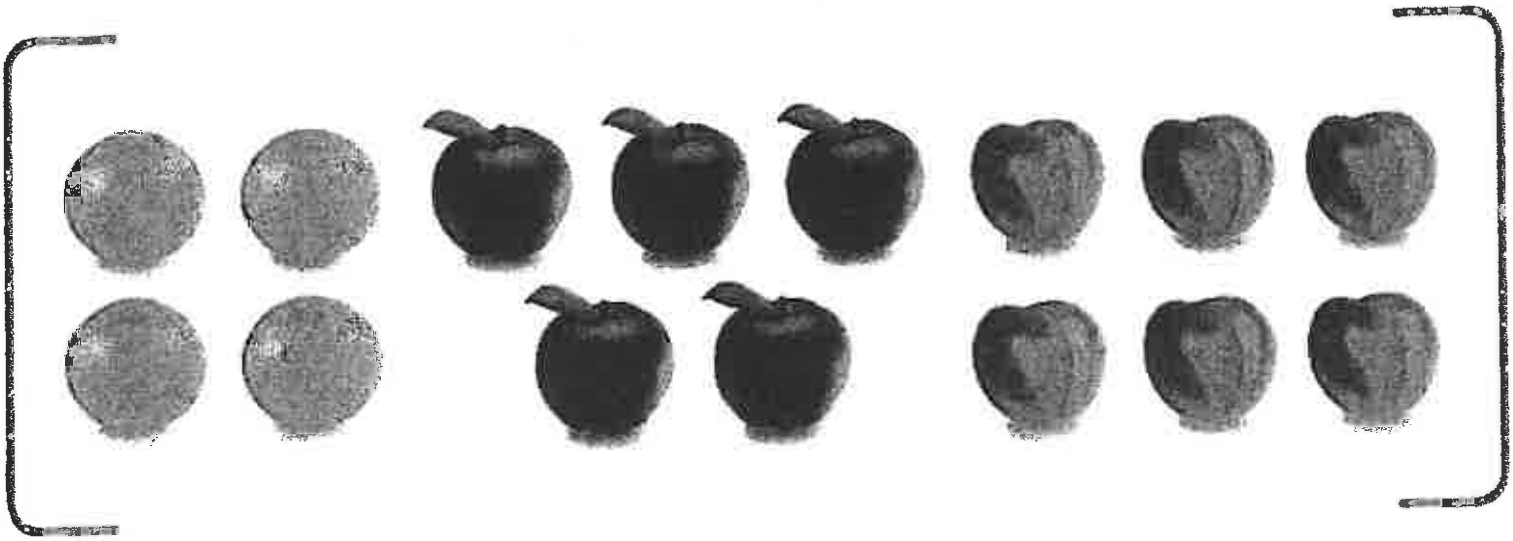
# Bag O' Stuff: *Fruit*



*There is a bag of items.*
*Answer the questions using the pictures of what's in the bag.*

1. What is the probability of pulling an **orange** out of the bag? 4/15

2. What is the probability of pulling an **apple** out of the bag? _____

3. What is the probability of pulling a **peach** out of the bag? _____

4. What is the probability of pulling either an **orange** or an **apple** out of the bag?

   _____

5. What is the probability of pulling either an **apple** or a **peach** out of the bag?

   _____

6. What is the probability of pulling either a **peach** or an **orange** out of the bag?

   _____

3-9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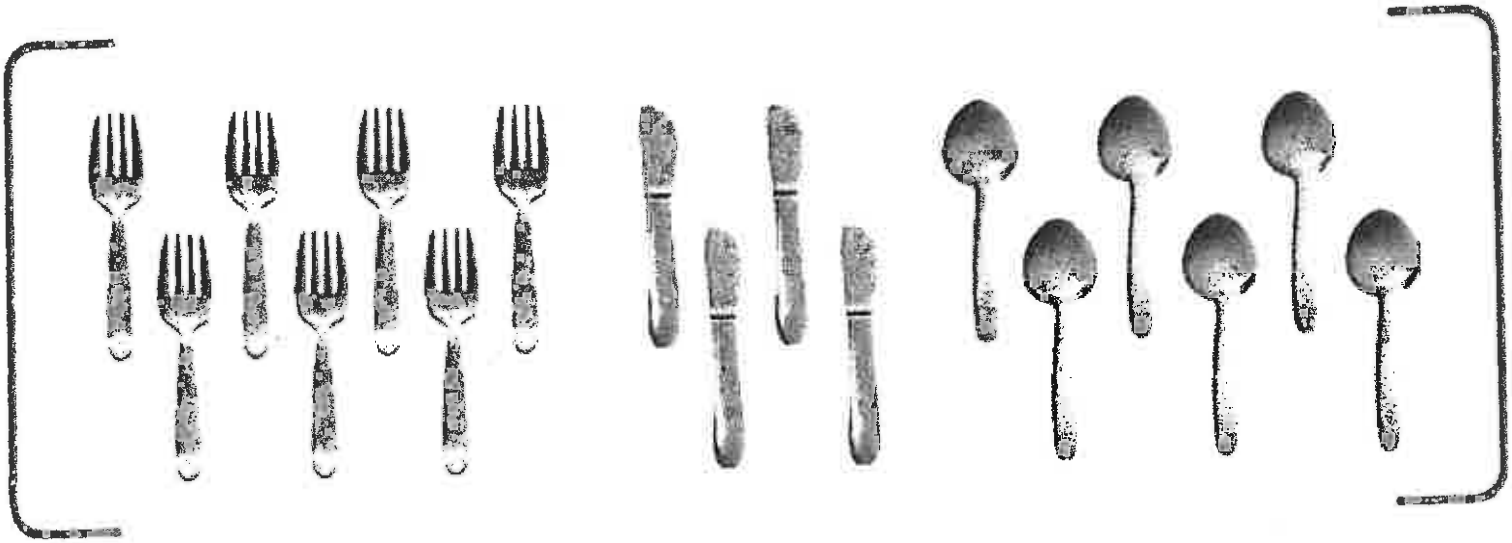
# Bag O' Stuff: *Utensils*



*There is a bag of items.*
*Answer the questions using the pictures of what's in the bag.*

1. What is the probability of pulling a **fork** out of the bag? 7/17

2. What is the probability of pulling a **knife** out of the bag? _____

3. What is the probability of pulling a **spoon** out of the bag? _____

4. What is the probability of pulling either a **fork** or a **spoon** out of the bag?

   _____

5. What is the probability of pulling either a **knife** or a **fork** out of the bag?

   _____

6. What is the probability of pulling either a **spoon** or a **knife** out of the bag?

   _____

3-10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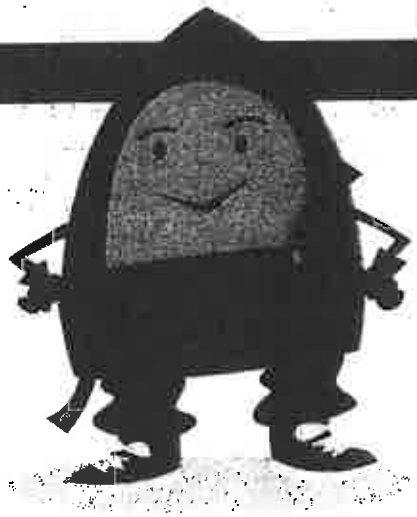
# Day 3

| | |
|---|---|
| **Reading**<br><br>**Grammar Practice** | Pay special attention to paragraphs in this narrative.<br><br>Add quotation marks and commas to the sentences about ice cream sundaes. Yum! |
| **Math** | Practice calculating area and perimeter. |



3-11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Name:_____ Date:_____

# A New Paragraph Narrative

During a story, a writer often begins a new paragraph when certain changes take place. This might include a change in time, a change in place, a change in an event, or a change of character.

Read the paragraph below. Look for the changes and use the paragraph symbol ¶ before each word that should start a new paragraph. Use a different color to shade the sentences in each paragraph. In the questions below, explain the changes that occurred between each paragraph.

Mindy was thrilled about her first day at a new school. She loved school and this would be the first day of third grade. On the night before the first day of school, she gathered all of her school supplies and put them into her backpack. She was so excited! The next morning Mindy awoke before her alarm clock even went off so that she could get ready for school. She jumped out of bed and brushed her teeth. Mindy put on her new dress, ate breakfast, and said goodbye to her mother as she walked outside to wait for the bus. When she got on the bus, she saw her friend Amber. Amber motioned for her to come sit beside her. They chatted happily all the way to school. When they got to school, the girls walked to their classrooms, which were next door! Mrs. Tullock greeted Mindy and helped her find her desk and cubby. Throughout the day, Mindy loved every moment of the orientation to third grade. It was going to be a great year! When it was time to leave, Mindy gathered her belongings. After a short bus ride, Mindy arrived at her bus stop and saw that her mom was waiting there for her. She couldn't wait to tell her mom all about the day! Third grade was even better than she had ever expected!

What changed between the first and second paragraph?_____

_____

What changed between the second and third paragraph?_____

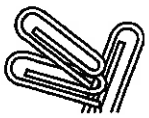
_____

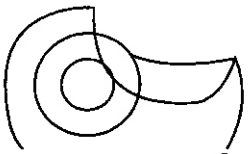
What changed between the third and fourth paragraph?_____

_____

What changed between the fourth and fifth paragraph?_____

_____





3-12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# Look Who's Talking

Name:_____ Date:_____

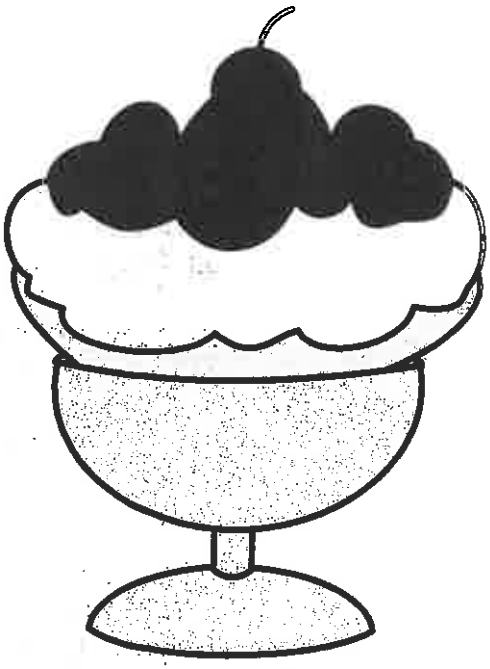
**Directions:** Add punctuation to the sentences below.

**Remember:** Quotation marks only go around the talking part (the words that are coming out of a person's mouth). You need to use a comma to separate the talking part from the non-talking part.

**Example:** The waiter asked What would you like for dinner?
The waiter asked, "What would you like for dinner?"

1. Jacob said I'd like a triple fudge sundae, please.

2. No ice cream for dinner! scolded Grandma Lou.



3. The chicken is very good suggested the waiter.

4. I'll have a slice of chocolate cake replied Jacob.

5. Oh alright sighed grandma.

6. The waiter said I'll bring it right away.

7. Jacob exclaimed This is the best birthday ever!

3-13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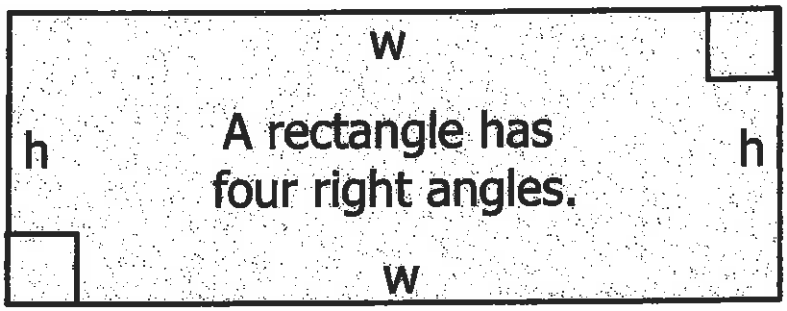
# The Secrets of the Rectangle

The opposite sides of a rectangle are equal in length.

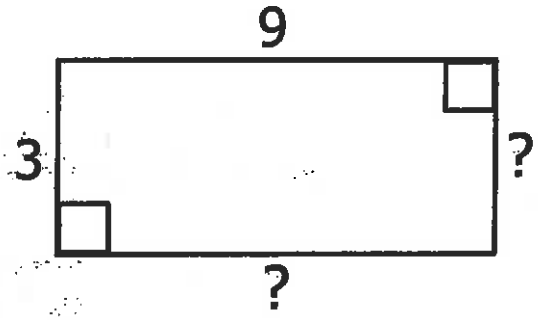



The sum of all sides equals the perimeter.

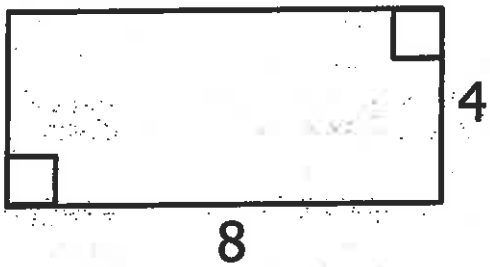
The area of a rectangle equals the height (h) times the width (w).

*Using the above information, answer the following problems.*

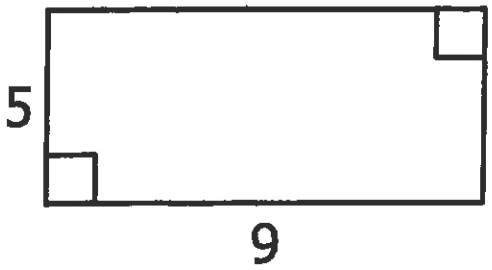
1. What is the height and width of each side?



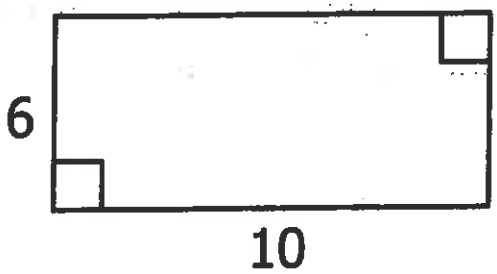

2. What is the perimeter?




3. What is the area?




4. What is the area?




3-14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Name:_____ Date:_____

# What Do You Know About
# Area & Perimeter?

Find the area and perimeter of the rectangle.

Area= _____

Perimeter= _____

6 feet

9 feet

Old MacDonald is installing a fence around the field where his cows graze, but he needs to figure out how much fencing to buy. Should he find the area or the perimeter of the field?

_____

Why?

_____

_____

_____

Picasso is planning a new painting and he needs to know how much paint he will need to cover the entire surface of his canvas. Should he find the area or perimeter of his canvas?

_____

Why?

_____

_____

_____

The US Women's Soccer Team just built a new practice field that is 100 meters long and 67 meters wide. What is the area and perimeter of the new field?



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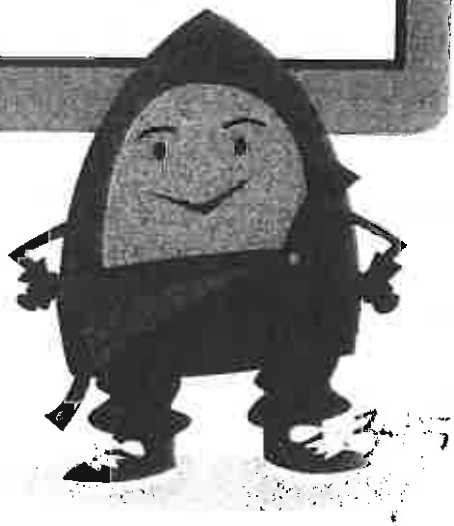
# Day 4

| | |
|---|---|
| **Reading** | Read the narrative about a vacation and complete the graphic organizer. |
| **Grammar Practice** | Use nonfiction texts to search for transition words and then consider how they are used to connect ideas. |
| **Math** | Complete more practice with area. |

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3-15½

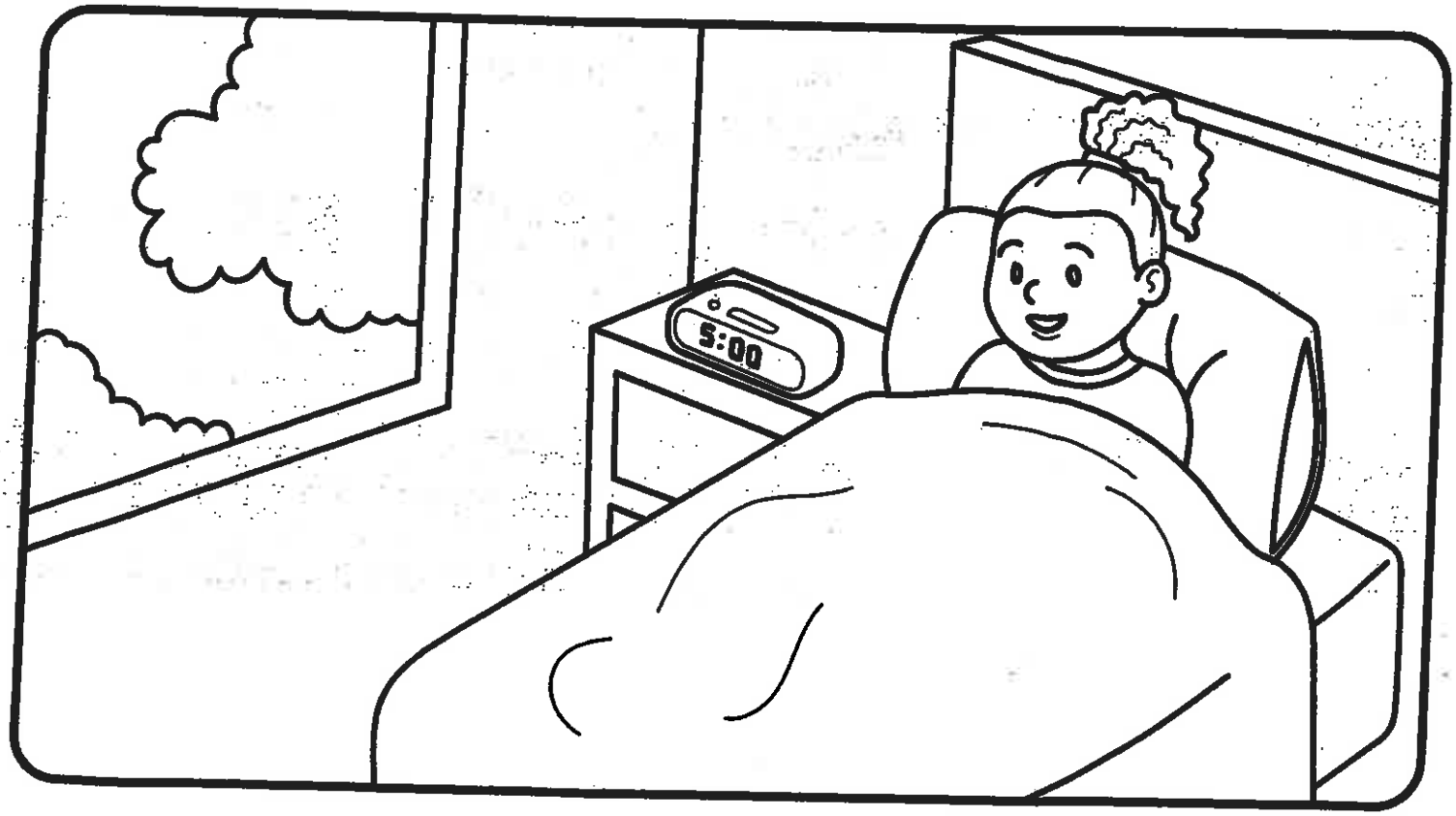
Date: _____

# My Vacation: Part 1

***Directions:*** *Read Part 1 of "My Vacation" and ~~answer the questions on the following page.~~*
fill in Timeline organizer using ALL 3 parts.

I woke up long before my alarm clock. This was not normal for me because I loved being tucked in my warm, comfy bed. But today was no ordinary day. I was too excited to sleep because it was vacation day! I was so excited that I hardly slept a wink. Mom said I'd better get some rest because otherwise I'd be crabby. Dad told me that I'd need a lot of energy to do all things he had planned for our camping trip.

This would be my first time camping. My friend Hilary told me that when her family goes camping they swim in a big lake. My grandpa told me that he loves taking long walks through the forest when he goes camping. My cousin Edward said that when his family goes camping they make a campfire, roast marshmallows, and tell funny stories. I wasn't sure what my parents had in store for us, but I knew that it would be fun.



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# My Vacation: Part 2

***Directions:*** *Read Part 2 of "My Vacation" and ~~do the activities on the following worksheets~~.*
fill in timeline organizer using all 3 parts.

I stayed in my room for a little while thinking about what the camping trip would be like. When I smelled pancakes and coffee I knew it was safe to go downstairs. The pancakes were for me—the coffee was for Dad. After eating a delicious breakfast, I quickly showered, brushed my teeth, and combed my hair.

Next, it was time to pack the car. I never knew that packing a car could take so long! I also had no idea why we needed so much stuff just for a weekend away! By the time the car was packed, I wondered if there would be enough room for me. Mom said not to worry, but I was a little uneasy about fitting in the backseat.

By 10:00 it was finally time to leave. Dad checked the car for what seemed like the millionth time to make sure we had everything. I smashed myself in between a cooler and a pile of blankets and buckled my seatbelt. I wasn't very comfortable but I didn't want to say anything. I didn't want Mom to think I was crabby. Then she might know that I didn't sleep much the night before and tell me to take a nap. I didn't want to miss a thing—not even the car ride!

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Date: _____

# My Vacation: Part 3

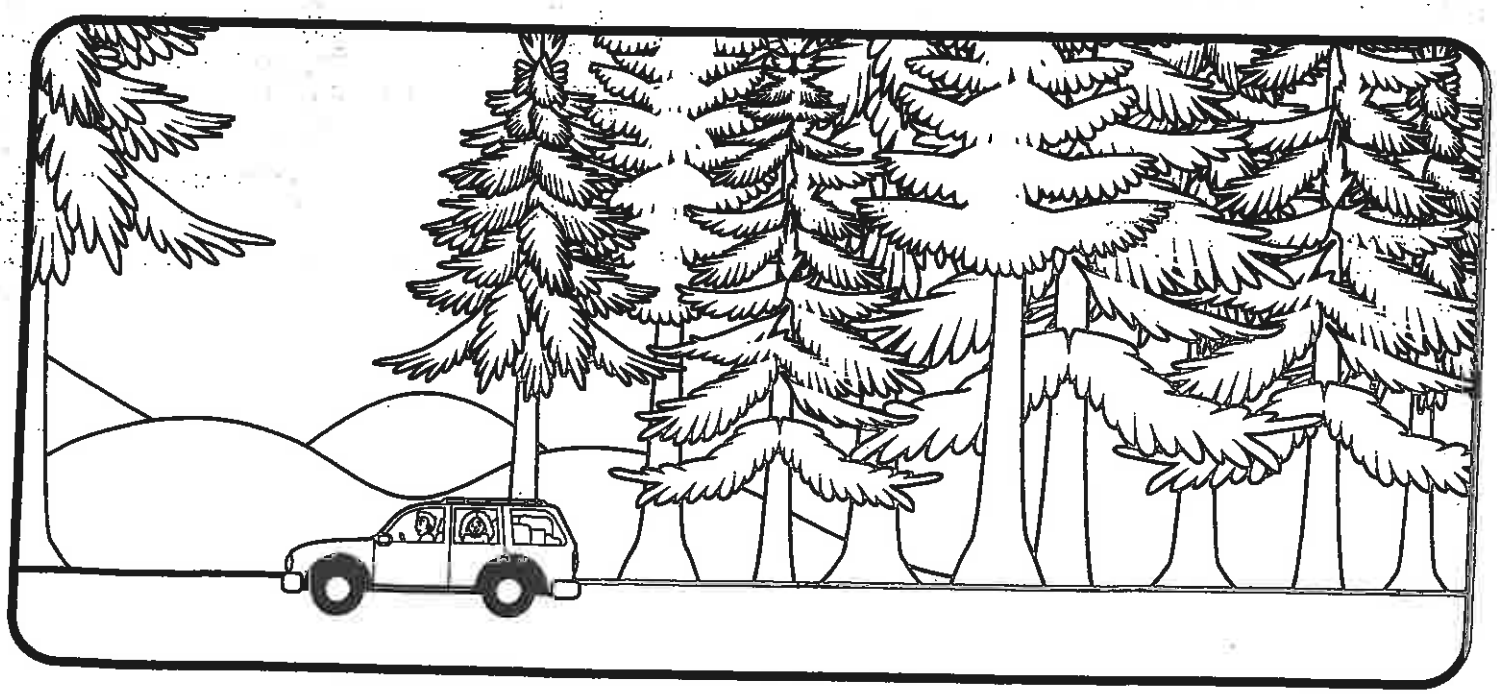
***Directions:*** *Read Part 3 of "My Vacation" and ~~do the activities at the end.~~* fill in timeline organizer using all 3 parts.

We drove away from the house. We passed by my friend Hilary's home. Next we drove by my school. Then we went by my favorite restaurant. Before long, we were driving down roads I no longer recognized.

Dad listened to the radio and Mom read a book. My eyes were burning and I could feel them getting heavier and heavier. Mom said I looked tired and should close my eyes for a little bit. As long as she wasn't asking me to take a nap, I figured it was okay to close them. Of course, I fell asleep pretty quickly. I wondered if Mom knew that I'd fall asleep if I closed my eyes.

When I woke up I looked out the window. I was worried that I'd missed the drive. Dad told me we still had about an hour left before we arrived, so I knew that I hadn't missed anything important.

We were no longer driving through cities or towns, but were out in nature. Tall pine trees lined both sides of the road. We were surrounded by green grass, rolling hills, trees, and a big, blue sky. I decided to count how many trees I saw. I quickly realized that there were too many to count. We hadn't even reached the campground yet and I already felt like I was a million miles away from home. I didn't feel worried or crabby anymore. I didn't know if it was the nap that helped me feel at peace or if it was the storybook surroundings, but all I knew was that I was happy.





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# Timeline Organizer

Name: _____ Date: _____

*Use this graphic organizer to show the order of events in the text you read.*

**FIRST**

**NEXT**

**THEN**

**LAST**

3-19



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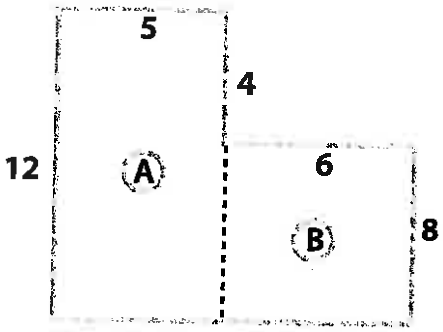
# Find The Compound Shape Area

**Calculate the area of each compound shape. Remember, area = L x W. See the example.**




1. Divide the compound shape into rectangles.
2. Calculate the area of each shape.
3. The area of shape A = 12 x 5
   = 60 sq. inches
4. The area of shape B = 6 x 8
   = 48 sq. inches
5. Combine the two areas = 60 + 48 = 108 sq. inches
   Therefore, the area of this compound shape is 108 sq. inches

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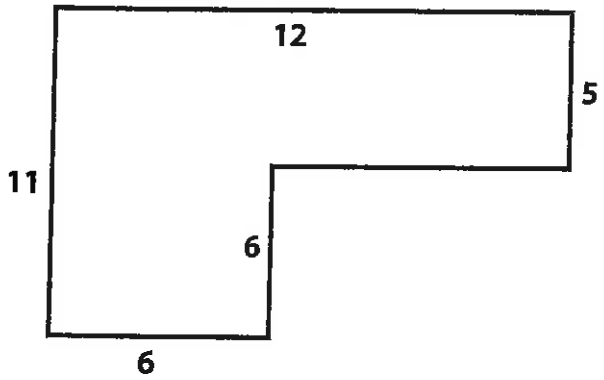
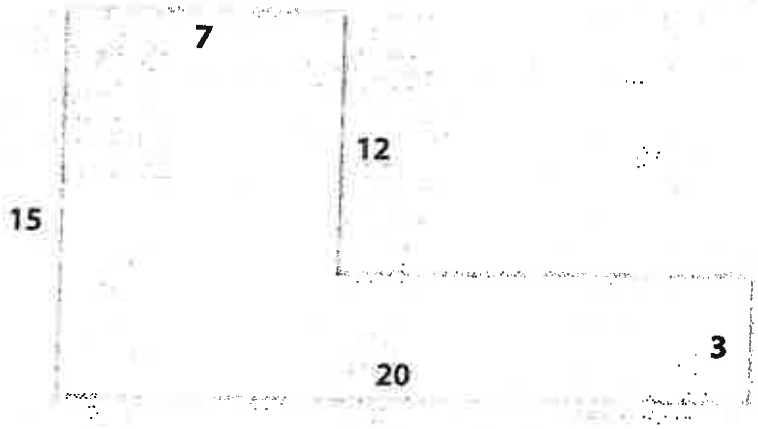
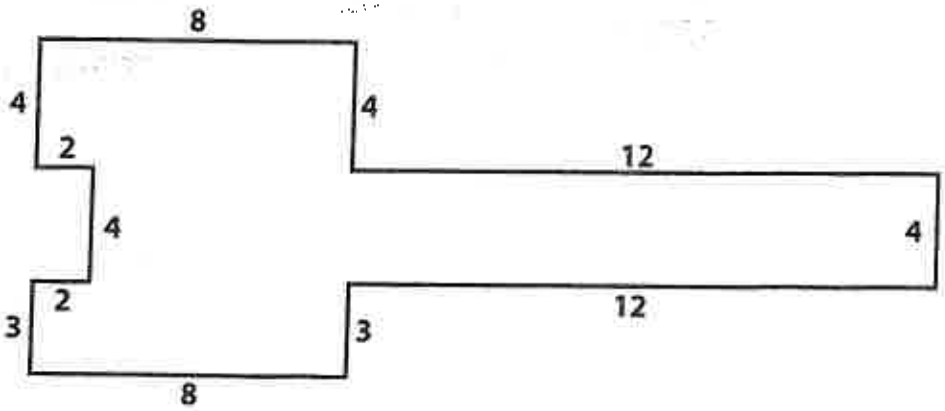



Challenge




3-20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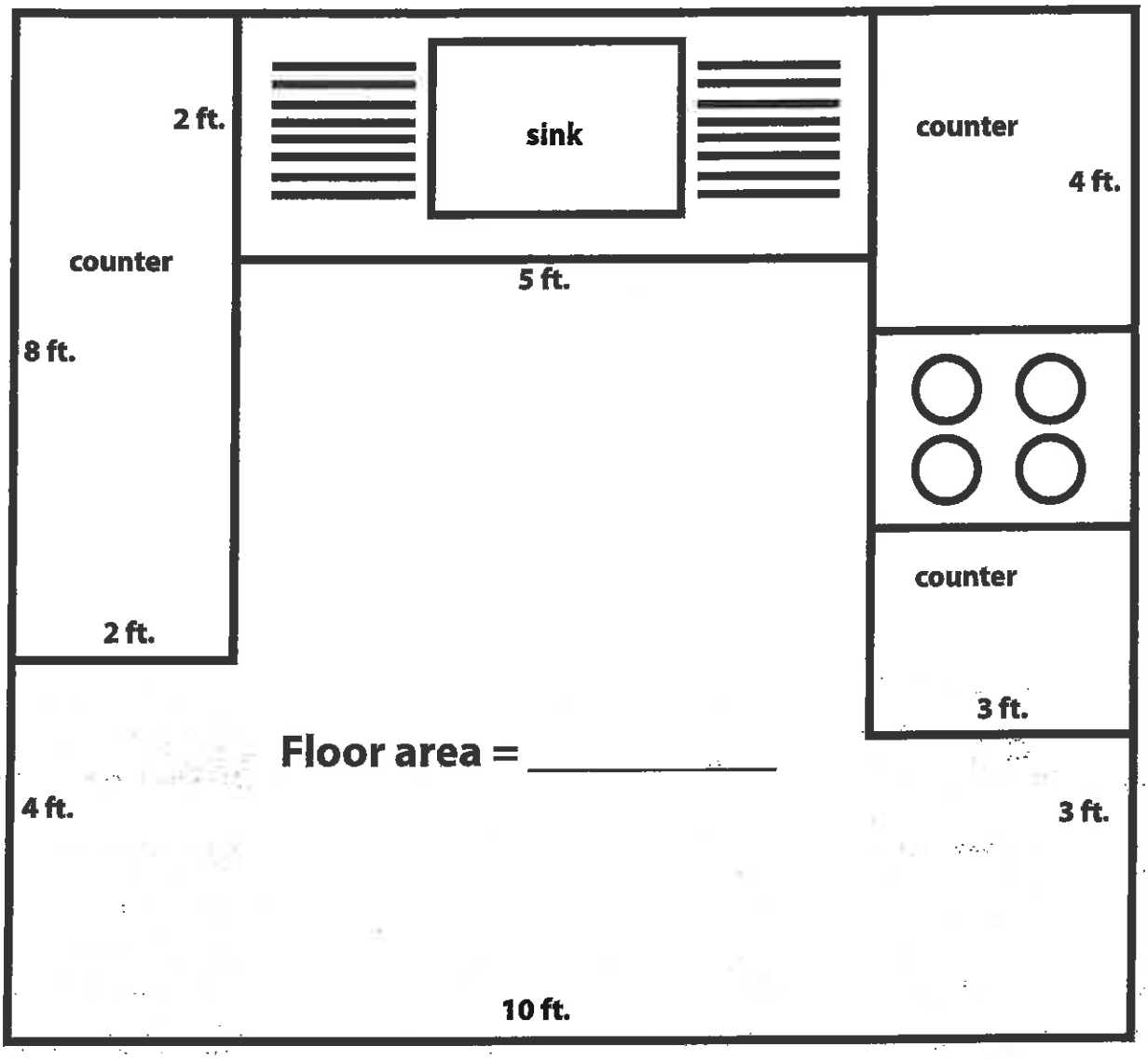
# Kitchen Renovation: Calculating Area

**Help Aunt Marie renovate her kitchen.**
**Help her compare the cost of three different types of flooring.**
**Don't forget to subtract the area of the counters and oven. Review: Area = Length x Width**




## Challenge!

**Each floor material costs a different amount. Which one's total is closest to $450?**

| Marble | Granite | Wood |
|---|---|---|
| $7 per sq.ft. | $6 per sq.ft. | $5 per sq.ft. |

3-21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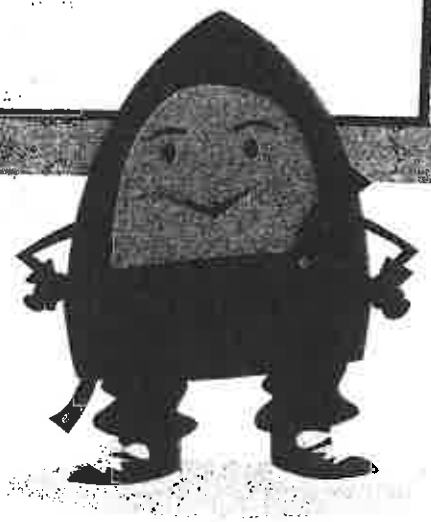
# Day 5

| | |
|---|---|
| **Reading** | Read the narrative and answer the questions that follow. |
| **Grammar Practice** | Practice the correct placement of commas and semicolons in sentences. |
| **Math** | Try comparing data between these two pictographs. Read the directions carefully! |





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# The Crab That Played with the Sea

by Rudyard Kipling

In the Time of the Very Beginning, the Eldest Magician was getting everything ready. He made the Earth ready and the Sea ready. When all was as it should be, he called all the Animals to come out and play.

"What shall we play?" asked each Animal. "Play at being an Elephant," the Eldest Magician told the Elephant. "Play at being a Turtle," he told the Turtle.

The Eldest Magician continued telling each Animal how he should play. As evening came, the Man arrived with his small Daughter.

"What is this play?" the Man asked.

"It is the play of the Very Beginning," said the Eldest Magician. "But you are too wise for this play."

"Yes, I am," said the Man. "But make sure all the Animals are obedient to me."

Next in line was the Crab, who had grown tired and restless with all the waiting. He scuttled off sideways into the Sea, saying to himself "I will play as I like, and I will not have to be obedient to the Man."

No one saw the Crab go into the Sea except the Daughter, who said nothing.

After some time, the Eldest Magician came to check on how the world was doing. He went to the Man and asked "How goes it with you? Are all obedient to you?"

"All are obedient except the Sea," answered the Man. "Once a day the Sea comes flooding in and covers my house. And once a day the Sea runs back out. All I have left is mud."

Something was wrong. The Eldest Magician, the Man and the Daughter got into the canoe to visit each Animal. The Eldest Magician asked each one if they were playing as he told them and each one said yes.

The Daughter said "Eldest Magician, at the Very Beginning while you talked to my father, I saw the Crab go into the Sea before you could tell him how to play."

"How wise you are, little child!" cried the Eldest Magician. "I know where to find him!"

The Eldest Magician went directly to a large island. He reached under the Wonderful Tree, with its two coconuts, and touched the Crab.

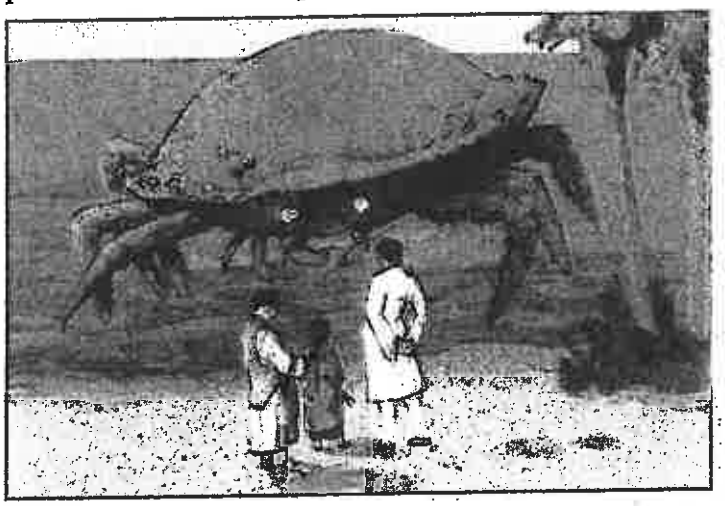
"You have been playing with the Sea" said the Eldest Magician. "Each day, the waters dry up when you leave your home and flood again when you return. You are making trouble for all the Animals and the Earth."

"I did not know I was so important!" said the Crab. "From now on, I will do it seven times a day."

"I cannot make you play as you should, since you escaped me on that first day." said the Eldest Magician. "If you are not afraid, then come out and we will talk."

The Crab came out from his home and he was huge; as big as the Wonderful Tree!

"You are not as important as you think. To prove this, I will remove your hard shell and you will have no protection from the Elephant or the Crocodile."



"Please give me back my shell!" cried the Crab when his shell vanished. "I promise I will play as I should."

"You may have your shell eleven months of the year," said the Eldest Magician. "The other month will remind you of your promise. I will also make the weeds and rocks a safe home for you and your children."

"I will make it so you can live in deep water or dry land," said the Man.

"I will give you my scissors, so you can eat the coconuts from the Wonderful Tree," said the Daughter.

"I will take all the gifts and play as I should," said the Crab. With that, the Crab grew smaller and smaller, until he was just a tiny Crab. After that, he always played as he should in the Sea.

3-2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## Order of Events

Put the events from the story "The Crab That Played with the Sea" in the correct order by placing a 1 in front of the first thing that happened, a 2 in front of the second, and so on.

_____ The Crab promised to play as he should.

_____ The Man told The Eldest Magician the Sea is flooding and drying up.

_____ The Daughter gave the Crab her scissors.

_____ The Eldest Magician told the Animals how to play.

_____ The Eldest Magician took the Crab's shell away.

_____ The Man talked to the Eldest Magician.

_____ The Eldest Magician, the Man and the Daughter found the Crab.

_____ The Crab slipped into the Sea while the Man and the Eldest Magician talked.

## Letter Maze

**Find your way from the Green C to the Orange C, by connecting ONLY the letters C.**

```
BFGACCCCCSTUFSSTDZYXWQEARAZ
AGGACADPCCRACCCCCCCCCCCCALBA
RAGLCRAZFGTVCRIACABCZACEHOA
ACCCCKQGACCCCCTACARCUHCASOK
ACTICRPAACAACQALCPMCCCCCCZA
AVBMCAJAICHUCPYAWGACAYARCAL
CCCCCCCCCCDAQGJKTRSCANYACJA
CDFACAVACYATAJCCCCCCXATACAX
CAGACAXACZARTLCAJKARTFACCRR
AMBCACCCCCCCLACCCACCNAMCCBQ
CEAWCCAXCAQRAJCAOGCAMAVCARL
CCCCCCAGLBIRCACDTGCDSAMPORI
CLLAFOCCCCCCCCCCKIACATCCCCCC
CCCACCCCWAWOCCPAGRGAZCAIHAC
ONMXAWACAACCCCPWACAKACOMPUC
AACCCCCCAQPAAXCCACCCCCANCAC
AACACAACCCCCCCCCALHAPACTAPIC
CCCCCUACAWACIACCCCCCCCCOAPY
```

## Who Was It?

Circle the correct answer.

Who saw the Crab go into the Sea?
- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who told the Animals how to play?
- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who made the water go higher and lower?
- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who was too wise to play?
- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

## Word Meanings

Circle the correct meaning of the word.

scuttled
- A. walked slowly
- B. rolled
- C. ran quickly
- D. jumped

obedient
- A. polite and friendly
- B. generous
- C. funny
- D. willing to follow orders

vanished
- A. turned blue
- B. disappeared
- C. exploded
- D. became soft

3-24


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4th Grade

# COMMAS and SEMICOLONS

**Commas** are used in lists,

*We need eggs, milk, butter, and sugar to make the cookies.*

to break up long sentences,

*But, since I had forgotten to bring my lunch with me, and since my sister didn't have any money to lend me, I had to call my Dad and ask him to bring it to school.*

after quotes,

*"Let's take a break from homework and get a snack," my mom suggested.*

and to break up quotes.

*"Hey," she said, "That roller coaster wasn't so scary after all!"*

**Semicolons** are used in place of conjunctions

*I exercise three days a week ~~because~~ it helps me stay in shape. I exercise three days a week; it helps me stay in shape.*

*We went to the movies ~~but~~ they were closed.*
*We went to the movies; they were closed.*

or to combine short sentences that are related to one another.

*My aunt loves to cook; she makes dinner for us every week.*

Figure out whether these sentences need commas or semicolons.
Write them into each sentence.

1. " Remember it's your turn to do the dishes " said my dad.
2. I like pepperoni olives and mushrooms on my pizza.
3. I didn't need braces like my sister I have very straight teeth.
4. Our dog has short legs and a long body he is part dachshund.
5. We were told the test was canceled we all cheered.

3-25


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# Flower Nursery: Reading a Pictograph

These two pictographs are comparing two types of flowers imported from Europe. Answer the questions below using information from the pictographs.
Note: each tulip in the pictograph stands for 1,000 tulips. Each daisy in the pictograph stands for 1,200 daisies.

| Country | Number of Tulips Imported |
|---|---|
| Holland | |
| France | |
| Denmark | |
| Italy | |

| Country | Number of Daisies Imported |
|---|---|
| Holland | |
| France | |
| Denmark | |
| Italy | |

= 1,000 = 1,200

## Questions:

1. How many tulips did Holland and France import?

Answer: _____

2. How many daisies did Holland and Italy import?

Answer: _____

3. What country imported the same amount of tulips and daisies?

Answer: _____

4. Write the countries that imported the most flowers to the least flowers, in order.

Answer: _____

5. If Denmark wants to import 3,000 more daisies, how many would you draw in the table above?

Answer: _____

3-26