



Whiteriver Unified School District

Fourth Grade Packet

Week 1

School:

Teacher:



Weekly Packet



4th Grade MATH

April 13-17, 2020

MATH

Dear Parents/ Guardians,

This week's packet is a review of Fractions and Decimals. Students will work on 2 activities each day. Review notes are also provided to help you answer this week's packet.

Day 1: Equivalent Fractions and Comparing Fractions

Day 2: Adding and Subtracting Fractions and Multiplying Fractions by Whole Numbers

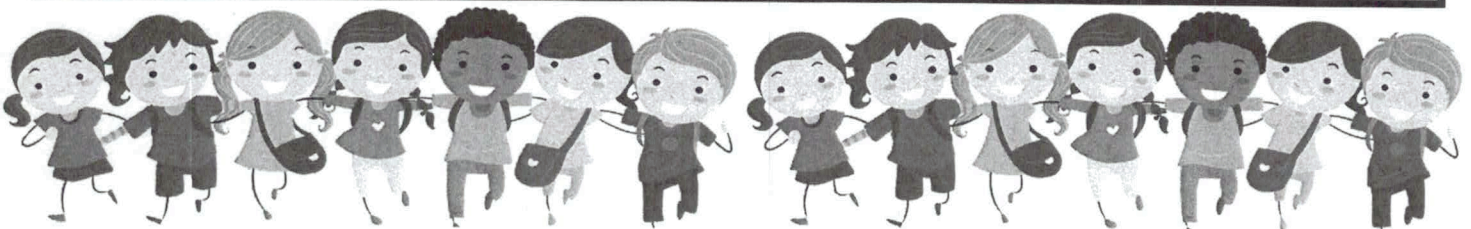
Day 3: Fractions with Denominators of 10 and 100 and Fractions and Decimals

Day 4: Comparing Decimals

Day 5: Fractions and Decimals Review Pages

Some more reminders:

1. Weekly packets are available for pick up Mondays and Tuesdays.
2. Students can log on to their **Study Island**, **Prodigy** and **SumDog** for lesson reference, games, and review.
3. Practice multiplication and division facts every day.



Name: _____

This is the list for April, there are 15 words, they need to write them down 5 times each, remember parents in Apache Language, the i in Apache language sounds like the long e sound, will every vowel will have the short sound to it. A, E, O, U, will all have the short sound.

The letter L,l, will look like this ł, you have that slur sound with it.

Since we are in Spring. Apache Grandparents, parents, almost everyone in the family are getting ready to plant, corn, squash, sugar cane, help they would get it done in a day, so I decided to have Aprils Apache words on planting. Here we go!

Write 5 times each, just the Apache words only.

Flower- Chil

Leaf- Bit'aá

Roots= Bike'ghad

Grow- Hajeeh

Soil- Łeezh

Farm- Ki'yaa

Seed- K'edilzii

Peel- Binɗdeh

Black Corn- Nadá' Dithif

Blue Corn- Nadá' Dot'izhi

Yellow Corn- Nadá' ɓitsogi

White Corn- Nadá' ɓigai

Red Corn- Nadá' ɓich'i

Gray Corn- Nadá' ɓibahi

Spotted or Stripe Corn- Nadá' ɓik'izhi

Fun Music Company Curriculum-at-home

Grade 4 - Lesson 2
Percussion accompaniment

Teacher's note:

Dear Parents/Caregivers,

This is a lesson where students create a percussion accompaniment using simple on/off buttons. Students should record their compositions. They may do this by simply recording the screen with a mobile phone camera, or they can use a screen capture tool if they wish.

Take care and stay safe.

Mrs. Serrano

Dear Grade Four students,

Today we will be creating a percussion accompaniment to a melody and recording it.

Step 1: Watch this short video:

<https://funmusicmembers.com/at-home/4l2-1/>

Step 2: Practice creating your accompaniment.

Visit this page:

<https://funmusicmembers.com/at-home/4l2-2/>

And practice starting and stopping the percussion instruments. Listen to the effect they have on the sound of the music. What does it sound like with only one instrument playing? How does it compare when all six instruments are playing?

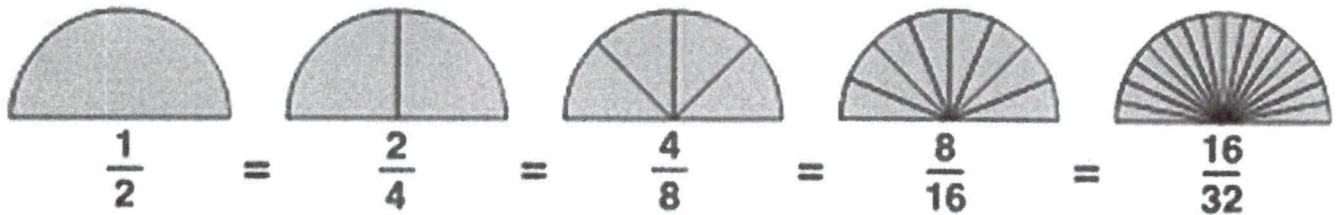
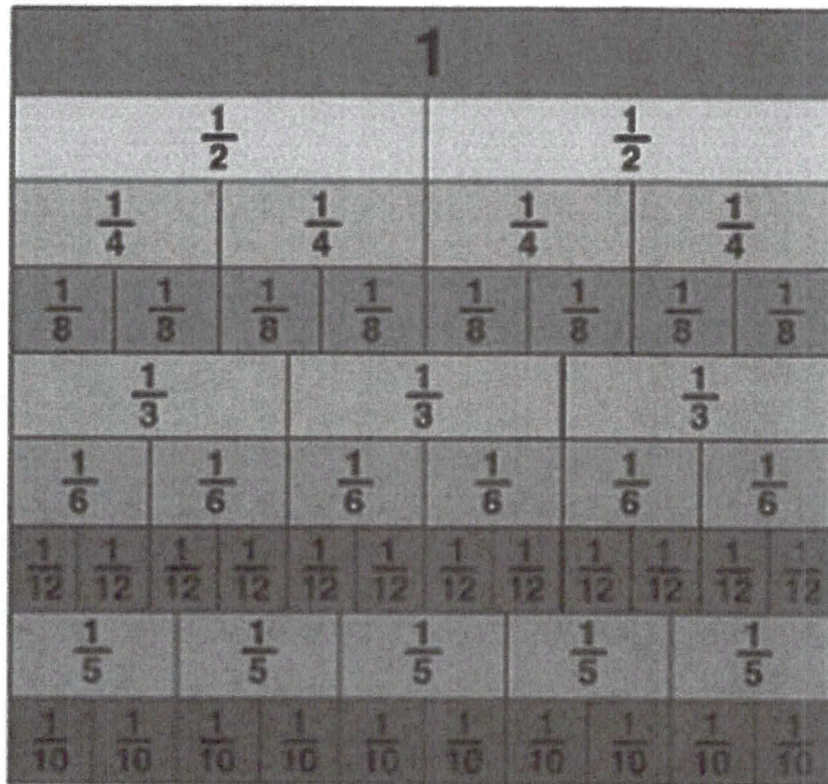
Step 3: Record your composition.

Use a phone video camera or your computer's screen recorder to record your performance of your piece. Add the buttons gradually, and start and stop the music to create a recording which is no more than two minutes long.

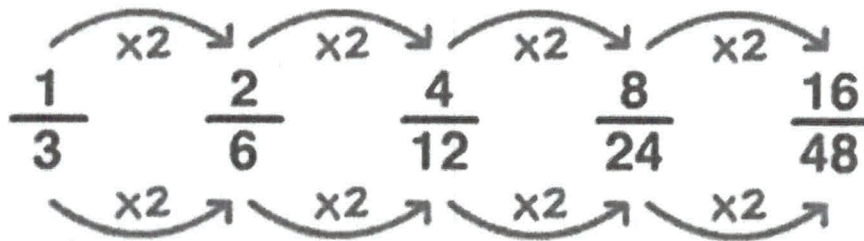
When you have your recording, email it back to me. (rserrano@wusd.us)

Day 1 Notes

equivalent fractions



You can make equivalent fractions by multiplying or dividing the numerator and denominator by the same number.



Comparing Fractions

All fractions have value. You can compare two or more fractions using the following symbols.

Greater Than $>$	Less Than $<$	Equal To $=$
----------------------------	-------------------------	------------------------

Remember these rules when comparing fractions!

Same Numerator	Same Denominator
$\frac{3}{4} > \frac{3}{6}$ The smaller denominator is the greater fraction.	$\frac{3}{5} < \frac{4}{5}$ The larger numerator is the greater fraction.

Different Numerators and Denominators

If you are comparing two fractions with different numerators and denominators, find equivalent fractions with the same denominator.

$$\frac{12}{20} = \frac{4}{5} \times \frac{3}{5} > \frac{2}{4} \times \frac{5}{5} = \frac{10}{20}$$

$\frac{3}{5}$ is greater than $\frac{2}{4}$ because when you multiply to get the common denominator of 20, 12 is greater than 10.

You can also use the butterfly method. Cross multiply and then compare the products. The larger product is the side of the greater fraction.

$$3 \times 4 = 12 \quad \begin{array}{c} 3 \quad 2 \\ \diagdown \quad \diagup \\ > \\ \diagup \quad \diagdown \\ 5 \quad 4 \end{array} \quad 5 \times 2 = 10$$

12 is greater than 10 so $\frac{3}{5}$ is greater than $\frac{2}{4}$.

Equivalent Fractions

4.NF.A.1

Name _____

Date _____

1. Juanita wants to split some granola bars into equal pieces. She kept $\frac{3}{4}$ of a granola bar for herself. She wants to give her friend Amy an equal amount. Which fraction is equal to $\frac{3}{4}$?

A. $\frac{4}{3}$

B. $\frac{6}{9}$

C. $\frac{6}{8}$

D. $\frac{2}{6}$

2. Jane did $\frac{1}{3}$ of her homework before dinner. Sam did a fraction of his homework that is equivalent to $\frac{1}{3}$. Which of the fraction below could be the fraction of homework Sam completed?

A. $\frac{3}{9}$

B. $\frac{3}{1}$

C. $\frac{1}{6}$

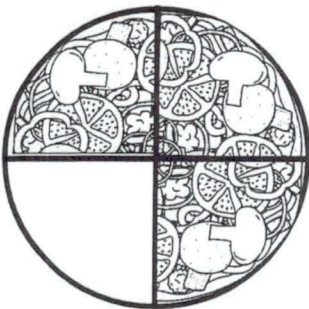
D. $\frac{2}{9}$

3. Sally wants to give her friend $\frac{1}{4}$ of a pie, but she cut the pie into more than 3 pieces. Write at least 2 fractions that are equivalent to $\frac{1}{4}$.

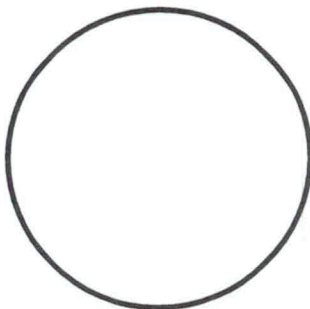
4. The students in Mrs. Stewart's class completed part of an assignment and they made a chart showing the amount of the assignment they completed. Which students completed an equivalent amount?

Student	Fraction of assignment
Sam	$\frac{3}{6}$
Jen	$\frac{1}{3}$
Lissa	$\frac{2}{8}$
Kei	$\frac{3}{9}$

5. Kaite bought 2 pizza that are the same size. She cut one pizza into 4 equal sized pieces and gave 3 of the pieces to Jim. She cut the other pizza into a different number of equal sized pieces and gave the same amount to Jacob. What is one possible fraction of the pizza she gave to Jacob? Explain your answer.



Jim's fraction of pizza



Pizza 2

Comparing Fractions

4.NF.A.2

Name _____

Date _____

1. Which statement is true?

A. $\frac{1}{2} < \frac{2}{9}$

B. $\frac{3}{4} > \frac{5}{8}$

C. $\frac{1}{6} > \frac{2}{8}$

D. $\frac{1}{2} = \frac{4}{6}$

2. Will biked $3\frac{1}{4}$ miles yesterday. Today he biked more. Which of the distances below could be the amount he biked?

A. $3\frac{2}{3}$ miles

B. $2\frac{5}{6}$ miles

C. $3\frac{1}{8}$ miles

D. $3\frac{2}{8}$ miles

3. Mr. Martinez's class tracked the snowfall and put the amount it snowed on the the chart below. Which day did it snow the **least**?

Day	Fraction of an Inch of snow
Monday	$\frac{1}{6}$
Tuesday	$\frac{2}{5}$
Wed.	$\frac{1}{3}$
Thursday	$\frac{4}{6}$

4. Josh measured the distance that he and his friends live from the park and they made this chart. Who lives furthest from the park?

Friend	Fraction of a mile from the park
Kira	$\frac{3}{4}$
Josh	$\frac{5}{10}$
Kelli	$\frac{2}{3}$
Nate	$\frac{2}{5}$

5. The fourth grade grew bean plants. Alice's plant was $\frac{2}{3}$ of a meter tall. Juan's plant was of a meter tall. Whose plant was the tallest? Explain your answer.

Day 2 Notes

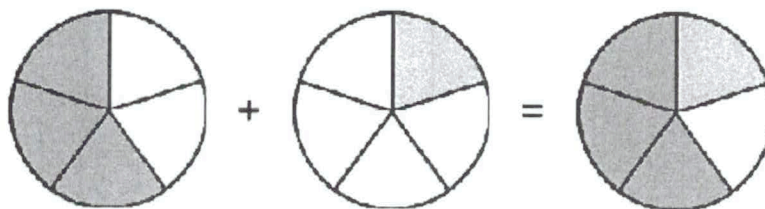
Adding and subtracting simple fractions

When fractions have the same denominator it is quite easy to add them together and to subtract them.

For example,

$$\frac{3}{5} + \frac{1}{5} = \frac{3+1}{5} = \frac{4}{5}$$

We can show this calculation in a diagram:



Denominator – The bottom number of a fraction.

Numerator – The top number of a fraction.

Multiplying Fractions

Fractions \times Whole #s

$$\frac{1}{4} \times 3$$

→ I've got one-fourth three times ←

REPEATED ADDITION:

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$$

PICTURES:

$\frac{3}{4}$ shaded →

Adding and Subtracting Fractions

4.NF.B.3

Name _____

Date _____

1. Which number sentence shows a way to decompose $1\frac{3}{4}$?

A. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

B. $\frac{2}{4} + \frac{2}{4} + \frac{2}{4} + \frac{2}{4}$

C. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

D. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

2. Which number sentence below shows a way to decompose $\frac{5}{6}$?

A. $\frac{1}{6} + \frac{1}{6}$

B. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

C. $\frac{3}{6} + \frac{3}{6} + \frac{3}{6}$

D. $\frac{2}{6} + \frac{2}{6} + \frac{2}{6}$

3. Mrs. Lopez had $\frac{7}{8}$ of a liter of orange juice before breakfast. After drinking some at breakfast she had $\frac{2}{8}$ of a liter left. How much orange juice did she drink at breakfast?

4. Before dinner Max completed $\frac{2}{6}$ of his homework. After dinner he completed $\frac{3}{6}$ more of his homework. What fraction of his homework does he still have to complete?

5. Mrs. Smith bought two baskets of strawberries that weighed $4\frac{4}{5}$ pounds combined. The baskets of strawberries each weighed a different amount. Name the possible weights of the original baskets of strawberries that when combined they weigh $4\frac{4}{5}$ pounds. Explain your answer.

Multiplying Fractions and Whole Numbers

4.NF.B.4

Name _____

Date _____

1. There are 5 members of the baking club. Each of the members brought in $\frac{1}{8}$ of a cup of flour for a project. Which fraction below is the amount of flour they brought in altogether?

- A. $\frac{3}{8}$ of a cup B. $\frac{8}{5}$ of a cup
C. $\frac{5}{8}$ of a cup D. $\frac{10}{8}$ of a cup

2. Sara is making cookies. She needs $\frac{1}{4}$ of a cup of chocolate chips for each batch. She is going to make 7 batches. Which fractions below could be the amount of chocolate chips she will use?

- A. $\frac{3}{4}$ of a cup B. $3\frac{1}{4}$ cups
C. $2\frac{1}{4}$ cups D. $1\frac{3}{4}$ cups

3. Kent is doing an art project. For each project he needs 8 pieces of ribbon that are $\frac{2}{3}$ of a foot long. How many feet of ribbon does he need in all?

4. Every day for 9 days, Marvin ran $\frac{3}{8}$ of a mile. How many miles did he run altogether?

5. In PE the 4th graders ran around the track 7 times. The track is $\frac{5}{6}$ of a mile. What distance did the 4th graders run in all? Please express your answer as a mixed number and explain your answer using words, pictures, or numbers.

Fractions With Denominators of 10 and 100

4.NF.C.5

Name _____

Date _____

1. Ethan got $\frac{6}{10}$ correct on his math test. Which fraction below is equivalent to Ethan's score?

A. $\frac{6}{100}$

B. $\frac{600}{100}$

C. $\frac{60}{100}$

D. $\frac{40}{100}$

2. Julie completed $\frac{3}{10}$ of a project on Monday and $\frac{25}{100}$ of her project on Tuesday. How much of her project did she complete on Monday and Tuesday combined?

A. $\frac{28}{100}$

B. $\frac{28}{10}$

C. $\frac{55}{10}$

D. $\frac{55}{100}$

3. At Camp Tall Oak, $\frac{8}{10}$ of the campers earned a swimming badge. Complete the fraction below so it is equivalent to $\frac{8}{10}$.

100

4. In the morning, Alex picked $\frac{3}{10}$ of a pound of strawberries. In the afternoon, he picked $\frac{8}{100}$ of a pound of strawberries. What is the total weight of strawberries he picked in the morning and afternoon combined?

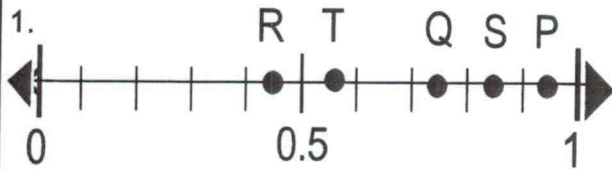
5. Margo knitted $\frac{47}{100}$ of a meter of a scarf last week. This week she knitted $\frac{3}{10}$ of a meter. How much did she knit this week and last week combined? Explain your answer using words, pictures, or numbers.

Fractions and Decimals

4.NF.C.6

Name _____

Date _____



Wendy plotted some points on a number line. Which letter is at 0.75?

- A. T B. Q
C. S D. P

2. On a math test Trent got 0.7 of the problems correct. What is that number represented as a fraction?

- A. $\frac{70}{10}$ B. $\frac{700}{100}$
C. $\frac{7}{10}$ D. $\frac{7}{100}$

3. In May it rained $\frac{89}{100}$ of a meter. What is that number as a decimal?

4. Last year $\frac{7}{10}$ students were tardy for school at least once. What is that number as a decimal?

5. The art club is making bows to sell at the school carnival. It takes 0.4 meters of ribbon to make each bow. What are 2 fractions that equal 0.4? Explain your answer using words, pictures, or numbers.

Comparing Decimals

4.NF.C.7

Name _____

Date _____

1. Which number sentence below correctly compares the two decimals?

- A. $0.4 < 0.17$
- B. $0.7 > 0.75$
- C. $0.4 > 0.37$
- D. $0.77 < 0.5$

2. Marcie was measuring some sticks to the nearest meter and comparing the length. Which number sentence below correctly compares the lengths?

- A. $4.1 > 4.08$
- B. $1.01 < 0.9$
- C. $5.17 < 4.99$
- D. $0.9 < 0.19$

3. In Mrs. Sable's class the students are growing bean plants. Marcus' grew 0.7 of a meter, Ellen's grew 0.55 of a meter, and Sammy's grew 0.48 of a meter. Whose grew the most?

4. Mark and his friends measured the distance from their houses to the park and they made this chart. Who lives closest to the park?

Student	Kilometers to the park
Sam	0.3
Tim	0.29
Alex	0.08
Lissa	0.18

5. It took Stephan 19.8 seconds to complete a math problem. It took Ali 19.37 seconds to complete the problem. Who completed it the fastest? Explain your answer.

Number and Operations - Fractions Review

NF Review

Name _____

Date _____

1. Marty completed $\frac{2}{3}$ of his homework. His sister completed more of her homework. Which number below could be the fraction of homework his sister completed?

A. $\frac{1}{6}$

B. $\frac{4}{8}$

C. $\frac{3}{9}$

D. $\frac{3}{4}$

2. Matt attended $\frac{1}{3}$ of the Science Club meetings. What fraction is equivalent to $\frac{1}{3}$?

A. $\frac{3}{1}$

B. $\frac{3}{9}$

C. $\frac{3}{6}$

D. $\frac{2}{9}$

3. Kate is making blueberry muffins. Each batch has $\frac{3}{4}$ of a cup of blueberries. She is making 6 batches. How many cups of blueberries will she need in all? Express your answer as a mixed number.

4. In May, Ben's palm tree grew $\frac{24}{100}$ of a meter. In June, it grew $\frac{4}{10}$ of a meter. How much did it grow in May and June combined?

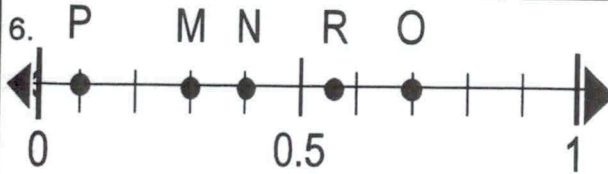
5. Max travels 0.57 of a kilometer from his house and Ned travels 0.6 kilometers from home to school. Who travels the furthest? Explain your answer.

Number and Operations - Fractions Review

Name _____ T _____

NF Review

Date _____



Brock plotted some points on a number line. Which point is at 0.3?

- A. M B. N C. O
D. P E. R

7. Max cut a piece of rope that was 0.8 of a meter long. Which fraction below is equivalent to 0.8?

- A. $\frac{800}{100}$ B. $\frac{8}{100}$
C. $\frac{80}{100}$ D. $\frac{800}{100}$

8. Ryan picked $\frac{6}{10}$ of a quart of blueberries on Monday and $\frac{42}{100}$ of a quart of blueberries on Tuesday. How much more did he pick on Monday?

9. Kim caught a fish that was 0.73 meters long. What fraction represents 0.73?

10. The art teacher bought 8 different types of fabric. She bought $\frac{1}{3}$ of a yard of each type of fabric. How many yards of fabric did she buy in all? Explain your answer.

Home Based
Learning Packet

4th Grade
ELA

Week
of
April 13-17, 2020

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)

Directions & Tips:

- * There is a schedule for each day. You may complete the activities in any order
- * 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.

Day 1

Day 2

Day 3

Day 4

Day 5

	Read for 20 minutes and answer three text-dependent questions from the sheet on the other piece of paper or in a journal. Challenge. Try not to repeat a question.				
Reading	<input checked="" type="checkbox"/> I can change from 3rd person narrative to 1st person Point of View Practice: Two Misbehaved Moths	<input checked="" type="checkbox"/> I can read a different form of narrative. Then, write your own, Narrative Poetry	<input checked="" type="checkbox"/> I can read the narrative about Vacation part 1 & 2 Read My Vacation 1 My Vacation 2	<input checked="" type="checkbox"/> I can read the narrative about Vacation part 1 & 2 Read My Vacation 3	<input checked="" type="checkbox"/> I can read the narrative. The Crab that Played with the Sea
	<input checked="" type="checkbox"/> I can identify the Key Features of a narrative. What is a Narrative? Key Features	<input checked="" type="checkbox"/> I can consider some events from my life as I plan to write my own narrative. Now, What seems to be the problem?	<input checked="" type="checkbox"/> I can complete the graphic organizer Time Organizer	<input checked="" type="checkbox"/> I can write and search for transition words and then consider how they are used to connect ideas. Transition Word Hunt	<input checked="" type="checkbox"/> I can answer the questions that follow Order of Events Who was it?
Writing	<input checked="" type="checkbox"/> I can learn how to correctly use quotation marks in your dialogue Quotations Marks	<input checked="" type="checkbox"/> I can practice with dialogue. Look who's Talking	Parent/Guardian Signature:		
	Name and Signature			Date	
Grammar Practice					

Name: _____ Date: _____

Point of View Practice: Two Misbehaved Moths

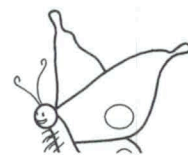
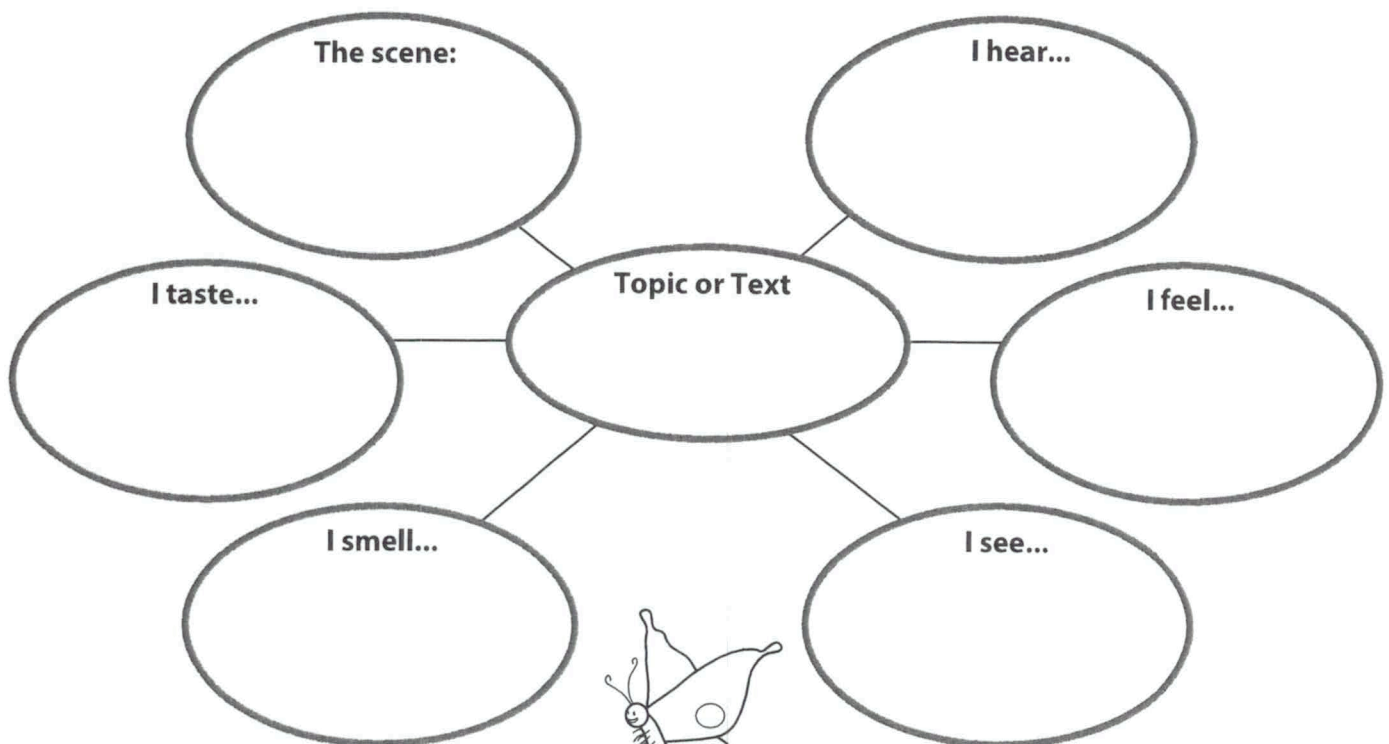
Pronouns	Point of View	Who is the narrator?
I, me, we, us, our, my, myself, ourselves	first person	The narrator is a character in the story.
He, she, it, him, her, himself, herself, they, their, them, themselves	third person	The narrator is not a character in the story.

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.



What is a Narrative? Key Features

Name: _____

Date: _____

Write each term next to the definition that matches it and then give an example from a book you have read. Use the completed row as an example to get you started.

Terms	Character	Conflict
	Plot	Rising Action
	Setting	Resolution
	Theme	Dialogue

Narrative Feature	Definition	Example
Theme	The main idea or underlying meaning of a story.	The primary theme of Harry Potter is the triumph of good over evil.
	The sequence of events that, in order, tell a story.	
	The time and place where a story occurs.	
	A person or other being (e.g. animal) in a story. These can be based on real or fictional people.	
	A series of events in a story that create suspense, interest and tension.	
	The verbal exchange of two characters in a story.	
	The unfolding or solution to the main issue in the story.	
	The main struggle in the story that needs to be resolved.	

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.



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!

Now, What Seems to be the Problem?

Just like fictional stories, personal narratives involve some kind of a problem, or conflict. Personal narratives are filled with feelings and emotions that often change throughout the story.

Problems could relate to:

- a disagreement you had with someone
- an obstacle you faced
- the challenge of learning something new
- getting through a tough time in your life
- something unexpected happened

Feelings and Emotions:

serious happy scared furious sad annoyed
frustrated thrilled excited hurt unwelcome
anxious determined confused surprised
confident shocked warm safe inspired



Use the space below to brainstorm some ideas from your own life. Try to think of an instance where you experienced each type of problem described above and describe it below. Then write two or three feelings or emotions you felt during each experience. You can use the ideas from the box to help you, or come up with your own.

1. Once, I had a disagreement with _____ about

Feeling _____ Feeling _____ Feeling _____

2. An obstacle I had to overcome was _____

Feeling _____ Feeling _____ Feeling _____

3. Even though it was really challenging, I finally learned how to _____

Feeling _____ Feeling _____ Feeling _____

4. I once had an unexpected _____

Feeling _____ Feeling _____ Feeling _____

5. I went through a tough time in my life when _____

Feeling _____ Feeling _____ Feeling _____

6. Once, I helped my _____ deal with _____

Feeling _____ Feeling _____ Feeling _____

7. I was really surprised when _____

Feeling _____ Feeling _____ Feeling _____

8. I once failed at _____ but then learned _____

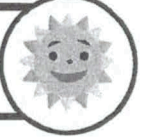
Feeling _____ Feeling _____ Feeling _____

9. There was a time when I had to learn _____

Feeling _____ Feeling _____ Feeling _____



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!



Name: _____

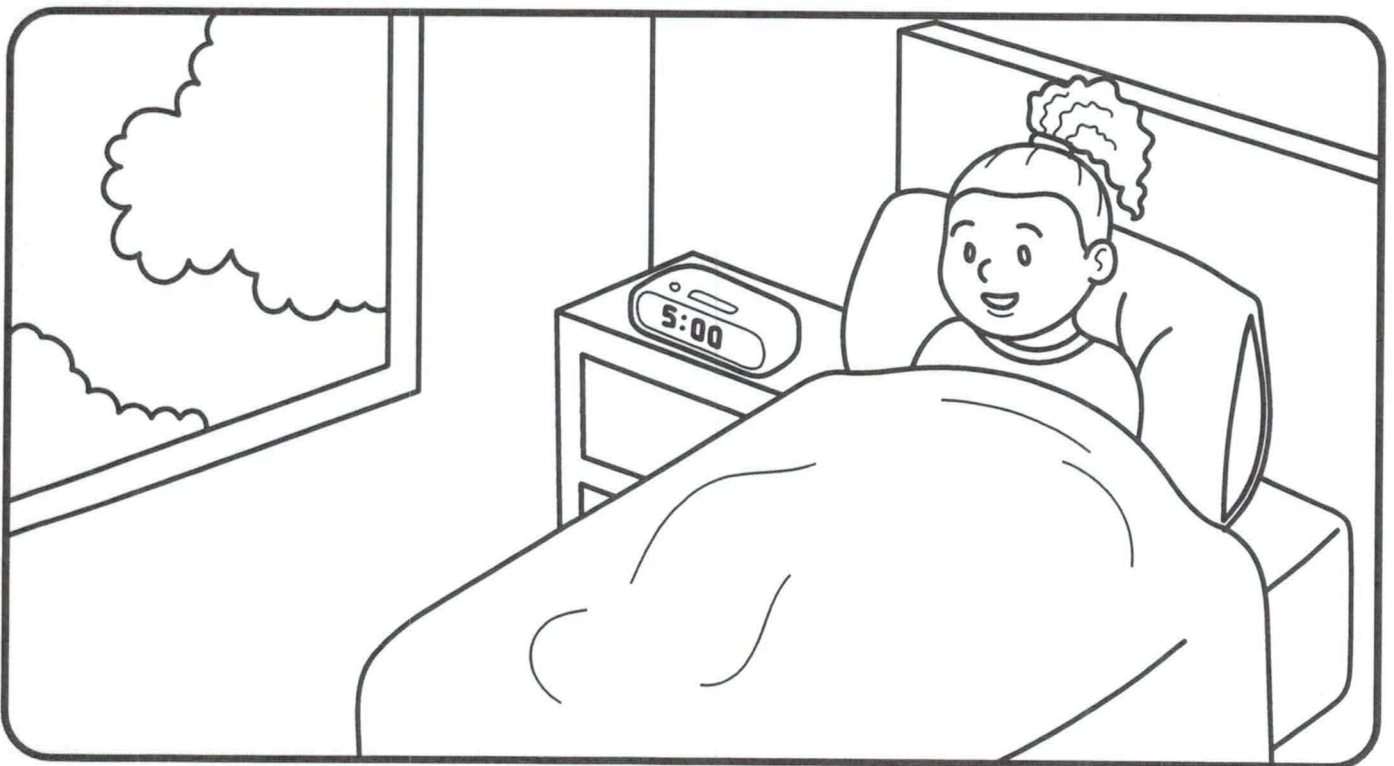
Date: _____

My Vacation: Part 1

Directions: Read Part 1 of "My Vacation" and answer the questions on the following page.

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.



Name: _____

Date: _____

My Vacation: Part 2

Directions: Read Part 2 of "My Vacation" and do the activities on the following worksheets.

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!



Name: _____

Date: _____

My Vacation: Part 3

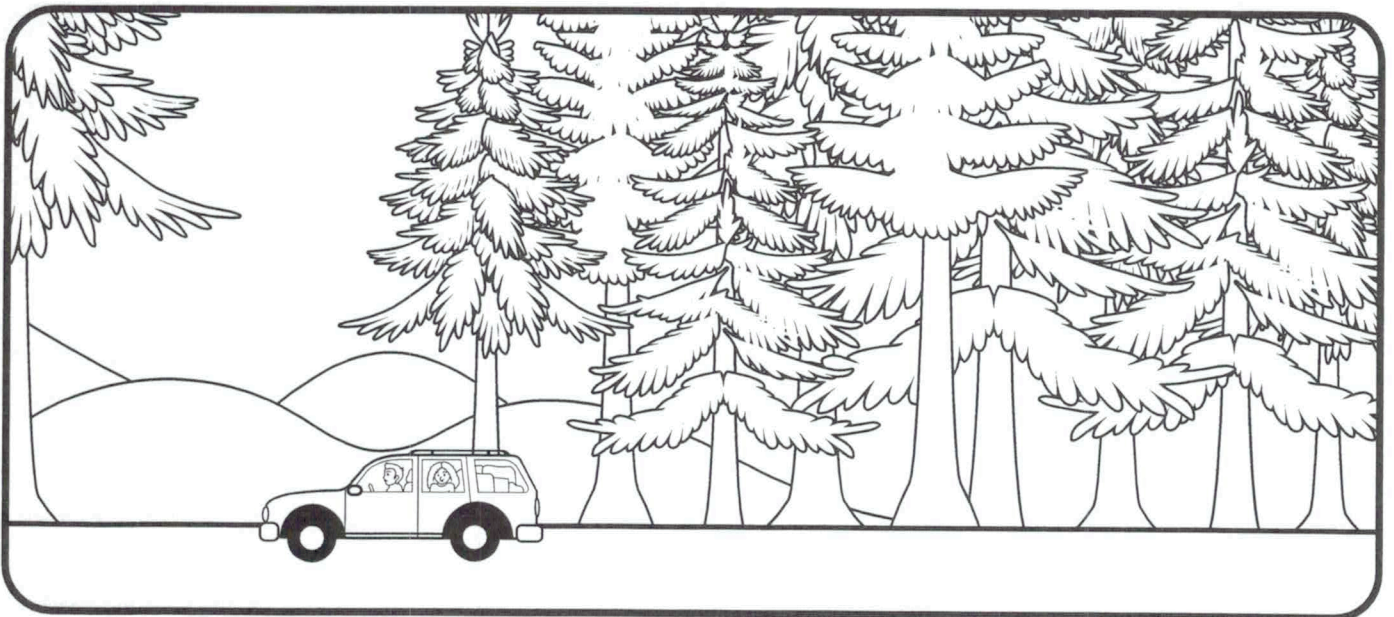
Directions: Read Part 3 of "My Vacation" and do the activities at the end.

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.

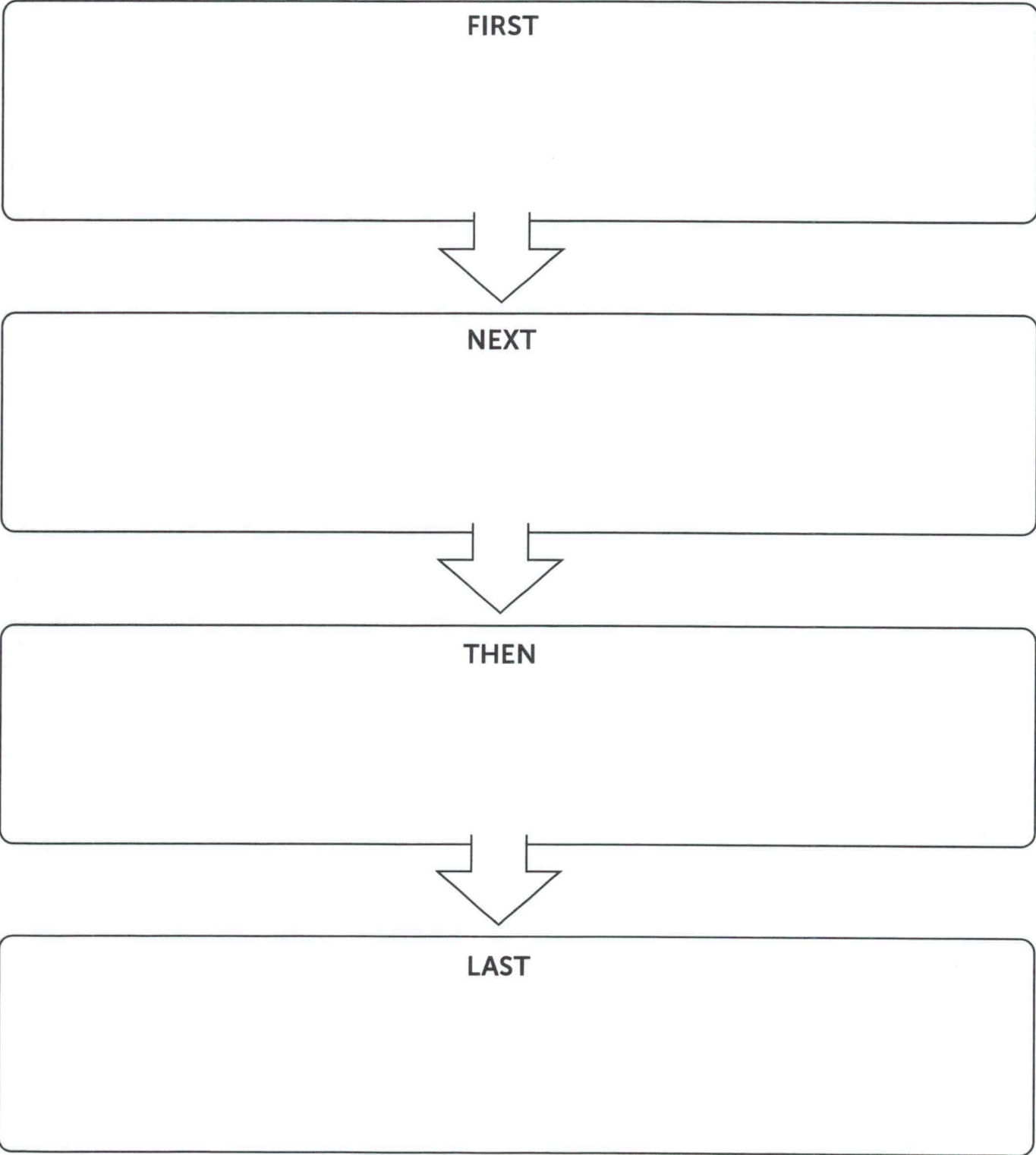


Timeline Organizer

Name: _____

Date: _____

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



Name: _____

Date: _____

Transition Word Hunt

Transition words help you move smoothly from one idea to the next. It's like taking the reader by the hand and showing them how the main ideas and details fit together and how they support your larger thesis, or statement.

Find a nonfiction text to use as a reference. Go through the text and find sentences that start with transition words. Think about how it is used and write it, and a few words that come after it, in the correct section below. Underline the transition words. Use the examples to get you started.

Words that show time or order

Others:

Last
After two weeks

Next, she went to college and began to send money home to her family.
In 2007, she went on to visit the United States.
First, she set her sights on

Words used to compare/contrast

Others:

However
Conversely
Alternatively

Similarly, the Western Bank returned...
Nevertheless, the temperature is still increasing.

Words to add ideas

Others:

Furthermore
Also

Also, she wrote a letter to the embassy to get her visa.
In addition, there were several other legal hurdles to jump.

Name: _____

Date: _____

Transition Word Hunt (Continued)

<p>Words that show something is rare or common</p> <p>Others: Frequently</p>	<p><u>Seldom</u>, there is a glitch in the system that allows a traveler to enter the country without documentation.</p>
<p>Words that help you give examples</p> <p>Others: Specifically For instance</p>	<p><u>For example</u>, you might apply for a job and then reach out to the people who work there.</p>
<p>Words that help show strong evidence</p> <p>Others: ___ illustrates that ___ demonstrates that ___ emphasizes that</p>	<p>The first trip she took <u>shows that</u> she had courage from the within.</p>

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.

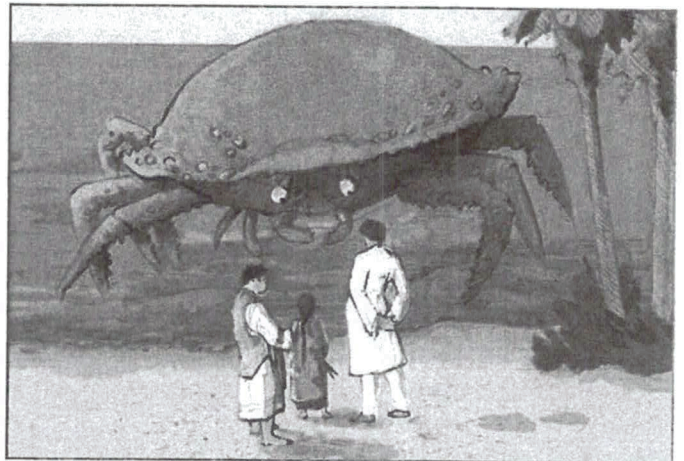
"You have been playing with the Sea" said the Eldest Magician. "Each day, the waters dry up when you leave your home and flood again when you return. You are making trouble for all the Animals and the Earth."

"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.

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.

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B F G A C C C C S T U F S S T D Z Y X W Q E A R A Z
A G G A C A D P C C R A C C C C C C C C C C C A L B A
R A G L C R A Z F G T V C R I A C A B C Z A C E H O A
A C C C C K Q G A C C C C C T A C A R C U H C A S O K
A C T I C R P A A C A A C Q A L C P M C C C C C C Z A
A V B M C A J A I C H U C P Y A W G A C A Y A R C A L
C C C C C C C C C D A Q G J K T R S C A N Y A C J A
C D F A C A V A C Y A T A J C C C C C C X A T A C A X
C A G A C A X A C Z A R T L C A J K A R T F A C C R R
A M B C A C C C C C C L A C C C A C C N A M C C B Q
C E A W C C A X C A Q R A J C A O G C A M A V C A R L
C C C C C C A G L B I R C A C D T G C D S A M P O R I
C L L A F O C C C C C C C C C C K I A C A T C C C C C C
C C C A C C C C W A W O C C P A G R G A Z C A I H A C
O N M X A W A C A A C C C C P W A C A K A C O M P U C
A A C C C C C C A Q P A A X C C A C C C C C A N C A C
A A C A C A A C C C C C C C C A L H A P A C T A P I C
C C C C C U A C A W A C I A C C C C C C C C O A P Y C
    
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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