



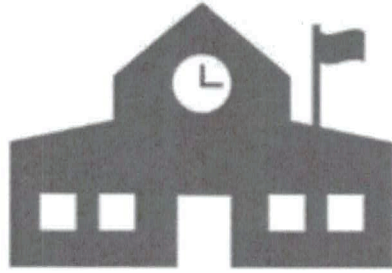
Whiteriver Unified School District

Fourth Grade Packet

Week 2

School:

Teacher:



DISTANCE LEARNING PACKET

**DON'T STRESS;
JUST DO YOUR BEST!**

Students and Parents,

The first few pages are the "must-do's."

After those pages, you'll find a Choice Board.

You can use the Choice Board to decide which extra activities the student will complete each day.

You will choose at least 5 activities each day. Then, find the worksheet that goes with the activity.

If you need help, just reach out to us.

Your Teachers

Background What do mysteries have that other stories don't? A crime, clues, and someone who is suspected of the crime. In this mystery, you'll read about a group of kids who discover a few changes at a local pond. After following the clues and doing some research, they solve the mystery.

Setting a Purpose Read the text to follow the clues and solve the mystery of the strange new turtles that appear at Reed's Pond.

MYSTERY at Reed's Pond

Mystery by Zoe Zolbrod

1 Read As you read, collect and cite text evidence.

- Circle the main characters in the story.
- Underline text that describes the story's setting.
- Circle the changes that the students notice at Reed's Pond.

assigned:

Once a week, Ms. Cabrera's science class spent an afternoon outside, working in teams to observe different habitats. Adrian, Mara, and Nicole were assigned pond patrol. Adrian wondered if his
5 team had gotten the best assignment because of his extra-sharp eyes.

Reed's Pond lay at the end of a shady, sloping path. Pine trees towered overhead. Bushes and moss-covered rocks rimmed the shore. Adrian had been the first one in class to
10 spot the turtle at the pond—even though its brown shell and wrinkled skin blended in perfectly with its surroundings.

“Here, Brownie . . . here, Brownie,” Adrian whispered as he approached the water's edge. But today, the turtle that
15 peeked from the water looked different. Instead of a little brown face, this one had streaks of red near each eye.

“Brownie? Are you wearing makeup?” From what Adrian could see, the turtle's shell looked different, too. Today it was green with yellow stripes.

20 The girls hurried over. When the turtle came up for another breath, Nicole noticed the changes, too.

“That's not Brownie. That's a different kind of turtle,” she said. “Its name should be Red Dot.”

“Maybe Brownie's somewhere else,” said Mara.

25 They continued their pond patrol, but Adrian had a strange feeling that something wasn't right. Sure enough, his hunch was correct.

“Look!” Mara shouted. She was pointing at a bird's nest or what used to be a bird's nest.

2 Reread Reread lines 13–29. Summarize the changes that Adrian, Mara, and Nicole discover at Reed's Pond.

3 Read As you read, collect and cite text evidence.

- Underline the clue Mara finds and the questions the characters ask as they try to solve the mystery.
- Circle what the boy puts into the pond.

30 Just last week they had written about the nest in their logs. It was a carefully made cup of sticks nestled in a low-hanging branch. There had been three brown eggs in it. Now the branch was broken. The bowl was squashed into a messy ball.

35 “Where are the eggs?” asked Nicole.

Adrian crouched under the branch, which jutted out over some rocks at the water’s edge. He saw one egg smashed into a **crevice** between two rocks. He couldn’t see any sign of the other two eggs.

crevice:

40 “Do you think an animal did this to the nest?” Nicole wondered.

“An animal couldn’t have turned Brownie into Red Dot,” said Adrian.

“And an animal wouldn’t have left this,” said Mara.

45 She held up a shopping bag that she had found. “There’s lettuce in it. Maybe it’s a clue.”

“A clue to what?” asked Nicole.

Ms. Cabrera’s whistle blew. It was time to go back to class. “We need to do some more investigating,” said

50 Mara. “Let’s meet here Saturday, when we have more time.”

basking:

The weather on Saturday was sunny and warm, but no one else was at the pond. Nicole, Mara, and Adrian scanned the area. Adrian soon found the new turtle. It

55 sat **basking** on a rock at the edge of the water. When it saw the three children, it quickly slid into the water. The

ripples spread and soon faded. Then Adrian, Mara, and Nicole went to investigate the bird's nest. The clump of sticks remained, but there were no new clues about what
60 had destroyed the nest or where the two eggs had gone.

ripples:

"This is the case of the missing turtle and eggs," Mara said.

"Shh," whispered Adrian. He could hear leaves crunching on the path. "Someone's coming. Hide!"

65 The three crouched in the bushes. Through the leaves, they could see a teenaged boy wearing a blue backpack. At the edge of the pond, the boy swung it from his shoulder and knelt down. Adrian held his breath. He could hear his heart beating. Had the boy noticed them?

70 The boy seemed to think he was alone, however. He reached into his backpack and pulled out a turtle whose shell was as big as a plate. It was bright green, with yellow and green markings on the belly. Suddenly the turtle's head shot out of the shell and snapped at the boy's wrist. The boy
75 dropped the turtle into the pond. The splash rang out as loud as a slap. Adrian saw the red dashes on the turtle's face.

The boy **darted** back up the path and quickly vanished.

darted:

"So that's where Red Dot came from," whispered Nicole.

"Red Dot was already here on Thursday, though," said
80 Adrian. "This is the same kind of turtle, but it's not the *same* turtle. Also, what about Brownie? Where's he?"

"We've got to talk to that boy," said Mara. "Come on." Adrian wasn't sure it was a good idea, but Mara was already running up the path. He and Nicole followed.

4 Reread and Discuss Reread lines 57–84. Discuss the mysteries. What do you think happened to the brown turtle and the bird's nest? And why did the boy leave the turtle? Cite evidence from the text in your discussion.

5 Read As you read, collect and cite text evidence.

- Circle facts that the students learn from their research.
- Underline text that describes what the officer does about the turtles.

striding:

85 “Excuse me!” Mara called out when she reached the field. The boy turned to look but kept **striding** toward his bike. “I just want to ask you about the turtle,” Mara said.

“I don’t know what you’re talking about,” the boy
90 said. “I don’t know anything about turtles.” He got on his bike.

“We just saw you drop one into the pond!” Mara shouted. It didn’t matter. The boy pedaled off without looking back.

95 “Something fishy is going on,” Nicole said.

“Something turtle-y, you mean,” replied Adrian.

“I think it’s time for a little research,” said Mara.

search engine:

On Monday, they told Ms. Cabrera what they had seen. During science, she gave them time to research on
100 the computer. Mara typed the words *red dot turtle* into the **search engine**. Links for turtleneck sweaters, Turtle Island, and a video game came up.

“This won’t help,” said Nicole.

“Don’t give up yet,” said Mara. She typed in *red*
105 *turtle*. That was better. Lots of listings appeared for a turtle called a red-eared slider. The first thing Mara did was to click on the images.

“That’s it!” said Adrian, as a photo appeared. “That’s Red Dot, all right.”

110 With a few more mouse-clicks, the students learned that the turtles were common pets. They also learned

that the red-eared slider’s natural habitat was east of the Rocky Mountains. “So what is one doing in a pond in California?” asked Nicole.

115 Mara typed *red-eared slider in California* into the search engine.

Among the listings of turtles for sale and questions about pet turtles, they saw an article from a California paper. The three of them read silently.

120 The article told about people dumping their pet turtles into local waters and the problems that occurred as a result. “Mystery solved!” said Mara.

“Ms. Cabrera!” they called.

125 “It looks like the pond patrol might have uncovered some illegal activity,” Ms. Cabrera said when they told her what they had learned. “Let’s report it to the water **district.**”

district:

That Thursday, Ms. Cabrera’s class had a special observation day at the pond. Mr. Roberts, an officer from the water district, was with them. He had brought nets for
130 capturing the red-eared sliders. Adrian spotted the first one, basking near the ruined bird’s nest. Working together, the class helped Mr. Roberts catch two more.

135 “We’ll take them to a turtle sanctuary,” Mr. Roberts explained. “It’s a place where they keep the turtles safe until someone can adopt them.”

6 Reread Reread lines 110–126. How is the mystery solved? Cite evidence from the text in your answer.

7 Read As you read, collect and cite text evidence.

- Underline details about each kind of turtle.
- Circle text that explains what might have happened to the bird's nest.

While Mr. Roberts talked, Adrian was looking for his old friend.

“Brownie!” said Adrian when he saw the head peek up. “Look, Mr. Roberts. That’s the turtle I’m used to
140 seeing.”

“That’s a western pond turtle. It’s just the kind of turtle we want to see around here.”

“I never knew what kind he was. I just knew I liked him,” said Adrian. *Western pond turtle*, he wrote in his
145 log.

“We got the sliders out just in time. Red-eared sliders are big. They eat the same things as the western pond turtles, and the western pond turtles can’t compete,” said Mr. Roberts.

150 “What about the bird eggs?” asked Nicole. “Did the turtles have anything to do with those?”

“Probably, but we can’t be sure,” said Mr. Roberts. “Red-eared sliders like to bask on nests. They can squash the nests and crush the eggs.”

155 “That’s another reason why people shouldn’t leave their pets here,” said Ms. Cabrera. She was posting a sign on a tree. DON’T DUMP YOUR PETS. BRING PET TURTLES TO VALLEY TURTLE SANCTUARY.

native:

160 “Thanks for helping us save the **native** species,” Mr. Roberts told the class. “I have something for Adrian, Mara, and Nicole.” He handed them each an envelope

and a patch that said *Water District* with a picture of a river.

“The water district invites you to be its first junior officers,” Mr. Roberts said. “We’d also like to offer each of
165 you a scholarship to **ecology** camp this summer. You can talk it over with your parents.”

ecology:

“Thanks!” said Adrian. He’d never thought his sharp eyes would actually help wildlife survive.

8 Reread and Discuss Reread lines 146–158. Discuss the problem with dumping pets. Why might people do it? How does it affect the environment? Cite evidence from the text in your discussion.

SHORT RESPONSE

Cite Text Evidence Mr. Roberts says they got the red-eared sliders out “just in time.” What does he mean? What might have happened if they hadn’t gotten the sliders out? Cite text evidence in your response.

CLOSE READING

1ST READ: GET THE GIST

- Can you state the main idea of the text?
- Can you summarize the text?
- What do you notice right away?
- Do you have any questions?
- Circle words you do not understand.

2ND READ: DIG DEEPER

- Do you know the text structure that is being used?
- Are there any text features to look at?
- Underline key vocabulary being used.
- What is the author's purpose, and how does he/she feel about the text?
- Circle words you do not understand.

3RD READ: ONE MORE TIME

- Can you make any inferences about the text?
- Can you connect to the text in any way?
- Use the text to answer the questions.



MARK IT UP!

Use the marks below while reading the text.

1,2,3

NUMBER THE PARAGRAPHS.

?

PUT A QUESTION MARK NEAR ANYTHING YOU HAVE A QUESTION ABOUT OR FIND CONFUSING.

!

PUT AN EXCLAMATION POINT NEAR ANYTHING YOU FIND EXCITING OR INTERESTING.

X

PUT AN "X" NEAR ANYTHING YOU DON'T UNDERSTAND.

UNDERLINE

UNDERLINE KEY VOCABULARY & DETAILS

CIRCLE

CIRCLE ANY WORDS YOU DON'T UNDERSTAND

PUT A STAR NEXT TO ANYTHING YOU THINK IS IMPORTANT.

Name:

Date:

MRS. MARSHALL'S CLASS

"We need to help Earth!" Johnny said during silent reading time. He closed his book and stood up.

"I agree with you, but what makes you say this, Johnny?" Mrs. Marshall asked.

"I'm reading a book right now about our amazing world. It's so beautiful, but people are ruining it with trash and wasting so much! They're acting as if Earth is their garbage can," replied Johnny.

"You're right! We all need to do our part to protect Earth!" Mrs. Marshall exclaimed.

"We need to come up with a game plan!" Johnny shouted, and everyone nodded in agreement.

For the next few minutes, the students in Mrs. Marshall's class discussed how they could help our planet. They came up with a bunch of great ideas.

"We could collect our juice boxes and recycle them instead of discarding them in the waste basket," Susan decided.

"I only live down the street. I could bike to school," Johnny stated.

"When we leave the classroom, I can make sure that the lights are turned off," Kiara said.

"These are all fabulous ideas!" Mrs. Marshall said as she smiled. "Let's all do our part to help Earth."

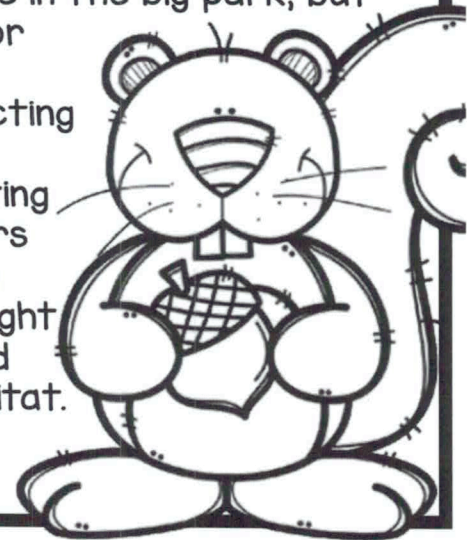
PENELOPE THE SQUIRREL

I jumped into the green pile of leaves that lined the hollow of the enormous oak tree that I call home. I nuzzled up close to my babies and offered them the berries and nuts I had collected for their morning meal. "This is good," I thought to myself. I poked my furry head out of the hole to take a glance at the world below.

There were families playing in the park, dogs barking as humans threw frisbees to them, and some kids chasing each other around the tree. I smiled. "My babies have such a great home to grow up in. I hope the humans take care of it for us," I thought.

As time passed, my babies grew and began to explore outside the safety of the hollow. I taught my young about how to stay safe in the big park, but this was a challenge because my young were **inquisitive**, or curious, asking questions about everything in the park. Unfortunately, the human visitors were no longer respecting the park.

Several times, my young and I became ill after eating garbage that humans had left on the ground. The flowers and garden spaces were trampled, and natural food was **scarce**. One time, I even got tangled in garbage and thought I would be stuck forever. Eventually, my young and I had to leave the park because it was no longer a proper habitat. The humans had destroyed the park with their garbage.



Name: _____

Date: _____

PAIRED LITERATURE PASSAGES

Directions: Read the passage. Then, answer the questions. When finished, use your answers here to help you color the mystery grid.

1ST READ QUESTIONS

1	Which sentence gives the best summary of "Mrs. Marshall's Class"?	Students are doing a project on Earth and find ways to help it. WHITE	A student is reading about Earth and gets upset with the way people treat it. BLUE	A teacher is teaching her students ways they can help Earth. GREEN
2	Read this sentence from the passage: "We could collect our juice boxes and recycle them instead of discarding them in the waste basket." What does the word discarding mean?	Get rid of LIGHT BLUE	Keep ORANGE	Save RED
3	As used in the passage, what do you think the meaning of the word <i>inquisitive</i> is?	To ignore BLUE	To look for trash WHITE	To ask questions GREEN
4	Whose point of view is the story "Penelope the Squirrel" told from?	Narrator RED	Mother Squirrel BLUE	Young Squirrels GREEN
5	What is the overall theme of the two stories?	Take good care of Earth for people and animals. BLUE	Earth is a beautiful place. TAN	Always try to come up with new ideas. GRAY

Name:

Date:

PAIRED LITERATURE PASSAGES

2ND READ QUESTIONS

6	What was the effect of people not caring for Earth in "Penelope the Squirrel"?	There was a lot of trash not being put in the correct place. WHITE	Humans were not respecting the park. BLUE	The squirrel family had to find a new place to live. GREEN
7	Which was one major difference between the two stories?	One was told in 1 st person and the other in 3 rd person. TAN	One took place on Earth and the other on another planet. GREEN	One had people in it, and the other did not. BLACK
8	In "Mrs. Marshall's Class", one student stated that he would help Earth by riding his bike to school. How does doing this help Earth?	He gets to school faster. ORANGE	It helps to reduce pollution since he didn't use a car. BLUE	It makes him happier. WHITE
9	What is an antonym for the word <i>scarce</i> as used in the passage?	Limited YELLOW	Plentiful BLUE	Sufficient GREEN
10	Which could be another title for "Penelope the Squirrel"?	Trouble in the Park TAN	Squirrels and Their Families GREEN	Penelope Saves the Day LIGHT BLUE

Name:

Date:

PAIRED LITERATURE PASSAGES

Directions: Read the passage. Then, answer the questions.

1ST READ QUESTIONS

1	Which sentence gives the best summary of "Mrs. Marshall's Class"?	Students are doing a project on Earth and find ways to help it.	A student is reading about Earth and gets upset with the way people treat it.	A teacher is teaching her students ways they can help Earth.
2	Read this sentence from the passage: "We could collect our juice boxes and recycle them instead of discarding them in the waste basket." What does the word discarding mean?	Get rid of	Keep	Save
3	As used in the passage, what do you think the meaning of the word <i>inquisitive</i> is?	To ignore	To look for trash	To ask questions
4	Whose point of view is the story "Penelope the Squirrel" told from?	Narrator	Mother Squirrel	Young Squirrels
5	What is the overall theme of the two stories?	Take good care of Earth for people and animals.	Earth is a beautiful place.	Always try to come up with new ideas.

Name:

Date:

PAIRED LITERATURE PASSAGES

2ND READ QUESTIONS

6	What was the effect of people not caring for Earth in "Penelope the Squirrel"?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7	What is one major difference between the two stories?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
8	In "Mrs. Marshall's Class", one student stated that he would help Earth by riding his bike to school. How does doing this help Earth?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
9	What is an antonym for the word <i>scarce</i> as used in the passage? Use details to support your answer.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
10	What would be another good title for "Penelope the Squirrel"?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name:

Date:

PAIRED LITERATURE PASSAGES PROMPT

Compare and contrast the point of view of the two stories, "Mrs. Marshall's Class" and "Penelope the Squirrel". Use specific details to support your response.



ELA 4th Grade Bingo Choice Board

Hello, students!

For your ELA work from home, you will use this Choice Board.

Each day, you will pick 5 activities to complete from this board (if you choose to do more, that's great!).

You'll have a different packet each week. Each packet will work with these choices.

Post whatever you can in our Google Classroom! I'd love to see it.

Love, your teacher.

<p>DOODLE BOOK REVIEW</p> <ol style="list-style-type: none"> 1. READ A CHAPTER BOOK 2. WRITE A REVIEW 3. COLOR IT IN 4. TAKE A PHOTO WITH IT 5. POST IT ON THE STREAM OF YOUR GOOGLE CLASSROOM, IF YOU CAN! 	<p>READ FOR 30 MINUTES</p> <p>THIS WOULD BE AN EASY TASK TO COMBINE WITH THE DOODLE BOOK REVIEW!</p> 	<p>PERFORM A PLAY WITH YOUR FAMILY!</p> <p>YOU CAN CHOOSE BETWEEN ANY OF THE GIVEN READER'S THEATER SCRIPTS.</p> 	<p>READ AND WRITE ABOUT VARIOUS TOPICS</p> <p>THIS ACTIVITY IS A GOOD MATCH WITH THE READER'S THEATER!</p> 
<p>MAPS AND MORE</p> <p>PRACTICE YOUR GEOGRAPHY THROUGH MAP ACTIVITIES!</p> 	<p>WRITE AN ACROSTIC POEM</p> <p>CHOOSE 3 STATES TO BE THE SUBJECTS OF YOUR POEMS</p> 	<p>PRACTICE ABBREVIATIONS</p> <p>CHOOSE A WORKSHEET TO REVIEW AND PRACTICE</p> 	<p>PRACTICE CAPITALIZATION</p> <p>CHOOSE A WORKSHEET TO REVIEW AND PRACTICE</p> 
<p>START AND KEEP A JOURNAL!</p> <p>CHOOSE A PROMPT AND WRITE ABOUT IT.</p>  <p>POST YOUR WORK IN GOOGLE CLASSROOM IF YOU CAN!</p>	<p>FACT OR OPINION?</p> <p>CHOOSE A WORKSHEET TO REVIEW AND PRACTICE.</p> 	<p>GET THE MAIN IDEA</p> <p>CHOOSE A WORKSHEET TO REVIEW AND PRACTICE.</p> 	<p>WORK WITH HOMOPHONES AT HOME</p> <p>CHOOSE A WORKSHEET TO REVIEW AND PRACTICE.</p> 



Read for 30 Minutes (Choice Board Activity)

Students,

You have so many choices when it comes to this choice board activity.

You can choose to read:

1. **A leveled reader**, which will be given out with meals from your school.
2. **A classroom library book**, if you borrowed one from your teacher.
3. **Your school library book**, if you brought it home with you.
4. **Books on Get Epic**. You'll have free home access for students through June 30th, 2020! All I need to do is add your parent's email, so *please make sure that your parents send their email addresses to me!*

The GetEpic class code for Ms. Roberts' class is **JLX5946**. If you want your teacher to create a GetEpic account for you, let them know!

5. **Books on OpenLibrary.org**. You'll find a ton of free books on this website.
6. **Books on Overdrive.com**. This is another online library with a ton of options.
7. **A chapter book you have in your home**. Ask your older brothers, sisters or cousins to borrow their books!

Book REVIEW

Name _____

OVERVIEW

- TITLE: _____
- AUTHOR: _____
- RATING (out of 5 stars):



EXPLAIN YOUR RATING



WRITE THE TITLE & AUTHOR on the BOOK shape.
Then, COLOR IN THE STARS FOR YOUR RATING.

“ Find a QUOTE from the book that you found interesting, intriguing or inspiring. ”

WRITE THE QUOTE ON THE LINES NEXT TO THE OWL.

What are 3 words to describe this book?
Write them in the boxes below.

--	--	--

WRITE THE WORDS INSIDE THE PENCIL SHAPES.

SUMMARY!

1. What is the book about?
2. Where does the book mainly take place?
3. Who is the book mainly about?
4. What happens in the book?
5. What does the book teach the reader?

Combine your answers to create a quick summary of the book.

WRITE ON THE SUMMARY LINES.

Book Review

Name _____

Book _____

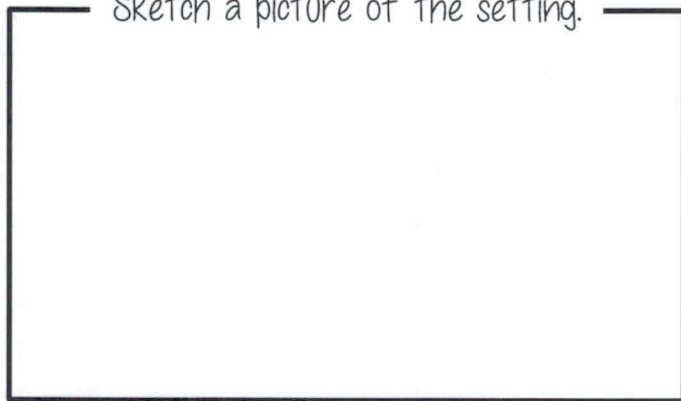
Author _____



What is one important setting in the book?

What does the setting look like?

Sketch a picture of the setting.



SKETCH THE SETTING IN THE HOUSE SHAPE. ADD LABELS

AWARD TIME

Imagine that you can give this book an award. What would it be?

AWARD: _____

Why is the book worthy of the award?

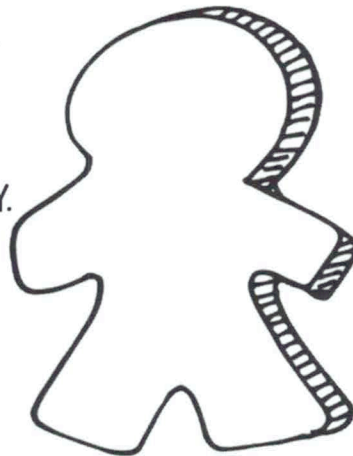


WRITE YOUR BOOK'S AWARD ON THE TROPHY.

CHARACTER ANALYSIS

Who is one of the main characters in the book? _____

- Describe the character's **APPEARANCE**.
- Describe the character's **PERSONALITY**.
- Describe the character's **ACTIONS**.



FILL THE CHARACTER SHAPE WITH YOUR ANALYSIS

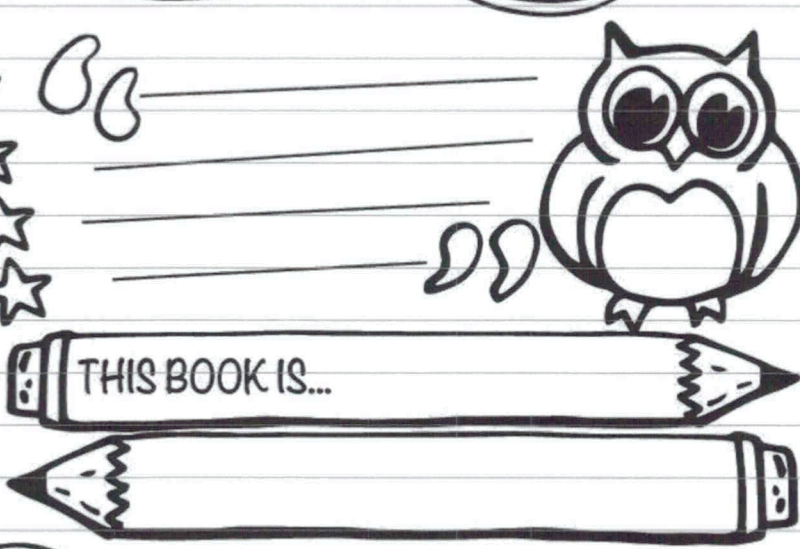
PLOT

What was one major plot event in the book?
What happened? Why was it important?

WRITE ON THE EVENT LINES.

Name _____

BOOK REVIEW



SUMMARY



Background When you are asked to speak or write about current events, do you think only about national events or do you also consider local ones? This readers' theater shows how four students research a local topic that matters to them and then work to change what is happening in their community.

Setting a Purpose Read the text to learn why the students want to save Timber Woods.

Save Timber Woods!

Readers' Theater by Lillian Dietrich

1 Read As you read, collect and cite text evidence.

- Underline the stage directions that show what Gina does and feels.
- Circle the reason why Gina behaves this way.

Cast of Characters

Narrator

Lucas

Laura

Gina

Hector

Scene I

Setting: The kitchen in Gina’s home on the edge of the woods

Narrator: Laura, Gina, Hector, and Lucas are researching a **current event** for school. Gina is searching on a laptop. The others are looking through newspapers.

current event:

Lucas: What if we do our report on gas prices?

5 **Laura:** Boring!
(Suddenly, Gina sees a deer outside in the yard. She jumps up from her chair and dashes to the kitchen door, shouting.)

Gina: Get out of there! Scram!
(Grabbing a broom, Gina charges out the door, waving the broom and yelling as the deer runs away.)

10 **Laura:** Why did you yell at that deer, Gina? It was so cute.
Gina: *(Outraged)* Cute? Maybe, if you only see them once in a while; but they’ve started to show up in our yard every day. They are eating the tree we planted when my little
15 sister was born!

Narrator: Gina points at a small tree on the lawn. Its branches are nearly bare.

Gina: *(Calming down)* Those deer and our neighborhood don’t go together.

2 Reread Reread lines 1–19. Based on Gina’s actions, feelings, and statements, what might you conclude about her? Cite evidence from the text to support your answer.

3 Read As you read, collect and cite text evidence.

- Underline dialogue that shows what characters value.
- Circle Gina's response to Hector's explanation for why deer are showing up in people's backyards.

20 **Hector:** We have deer at my house, too. My dad says it's because the deer have no place to go. People are building homes where the deer used to live. Now they have to find food somewhere else.

Gina: (*In an annoyed voice*) Well, not in my backyard.

25 **Lucas:** The poor deer lost their homes, Gina.

Gina: Well, my poor family is losing our favorite tree.

Hector: (*Holding up the newspaper he's been looking through, excitedly*) Hey! Listen to this! Here's an article that says the deer problem is going to get worse. Land

developers:

30 **developers** plan to cut down Timber Woods, by the school. Our town government has been renting the woods from a private owner. Now the owner plans to sell it to a developer who plans to build one hundred townhouses.

35 **Laura:** Timber Woods? That's where we do fieldwork for science class. That's where we camp and have picnics.

Lucas: What about the animals who live there? More animals will get kicked out of their homes.

Gina: More yards will be ruined by deer!

40 **Hector:** Well, at least we found a current event to report on.

Laura: I wish we could stop them from cutting down Timber Woods.

council:

Hector: Maybe it's not too late. The paper says that

45 people can talk about the development plan at next week's town **council** meeting. Let's ask our parents if we

can go. Right now, let's find more information to put into our current events report.

Gina: Let's get all the facts. That way we'll have a good
50 report for class and good ideas for the council meeting.

Lucas: Maybe our friends will come to the meeting.

Narrator: The group presents its current events report and the whole class gets excited. The class decides to ask the town's leaders to buy Timber Woods and preserve the land
55 for both animals and people.

Scene II

Setting: The next day, in the dining room of Gina's home

Narrator: The four friends are making signs for the meeting. Gina and Lucas are working on a large sign.

Laura: What is your sign going to say?

Gina and Lucas: "Save Timber Woods."

60 **Lucas:** "Save the animals from us . . ."

Gina: ". . . and save our yards from the animals!"

Hector: It's about the woods, too. Remember that book we read about the water cycle? It said that natural areas, such as woods, help absorb water and prevent flooding when heavy
65 rains fall or snow melts. But how can I put that on a sign?

Laura: How about: "Woods and water—important partners. Ask me why."

Hector: Good idea! Then I can talk about it when I give our statement.

4 Reread Reread lines 20–69. Which characters care more about the woods and animals than about their backyards? Cite text evidence to support your answer.

5 Read As you read, collect and cite text evidence.

- Circle the key point Lucas realizes and how Hector thinks they should respond to it.
- Underline the clues that show Hector speaks well at the town council meeting.

70 **Gina:** It's cool that the town council said you could present a statement from us, Hector. But how will the town ever get enough money to buy the woods? I also heard my mom talking about how much money the city will get from new taxpayers who move into the new
75 houses.

Lucas: But the problems caused by cutting the woods will cost money. We have to help them see that.

ignoring:

Hector : (*Pointing at Lucas*) You're right. Instead of **ignoring** the issue of money, we should show that we

80 understand it. Let's do some more research so we know the facts. And how about this for a sign: "Saving Timber Woods saves dollars and makes sense."

Laura: At least the town will know how we feel.

Scene III

Setting: A meeting room with rows of folding chairs, inside the town hall

Hector: I'm nervous .

85 **Laura:** You're going to be great, Hector. Look, I think that's the developer!

warehouses:

Hector: Maybe he could tear down those old Smithfield **warehouses** and build homes there. Nobody has used those buildings for a long time.

90 **Lucas:** Good idea. (*Turning around*) I think the meeting's about to start.

Narrator: The town council members soon introduce the main topic: the sale of Timber Woods. People take turns talking about the plan to build townhouses. Finally, it's
95 **Hector's** turn to speak. The audience listens closely as he explains why the woods are so important, and what the students want the council to do.

Hector: (*In a firm voice*) So, we ask the adults in town to join us in finding a way to turn Timber Woods into
100 protected parkland. (*He sits down as many people applaud.*)

Narrator: After more debate, the council decides to delay the sale of Timber Woods for three months. During that time, the town will try to raise enough money to buy the woods. After the meeting, the students get together.

105 **Gina:** (*In an excited voice*) They listened to us after all.

Laura: Now we have to help find ways to raise money.

Lucas: How about a bake sale?

Hector: That's a good idea, but we'll need to do more than that.

110 **Laura:** Let's meet tomorrow.

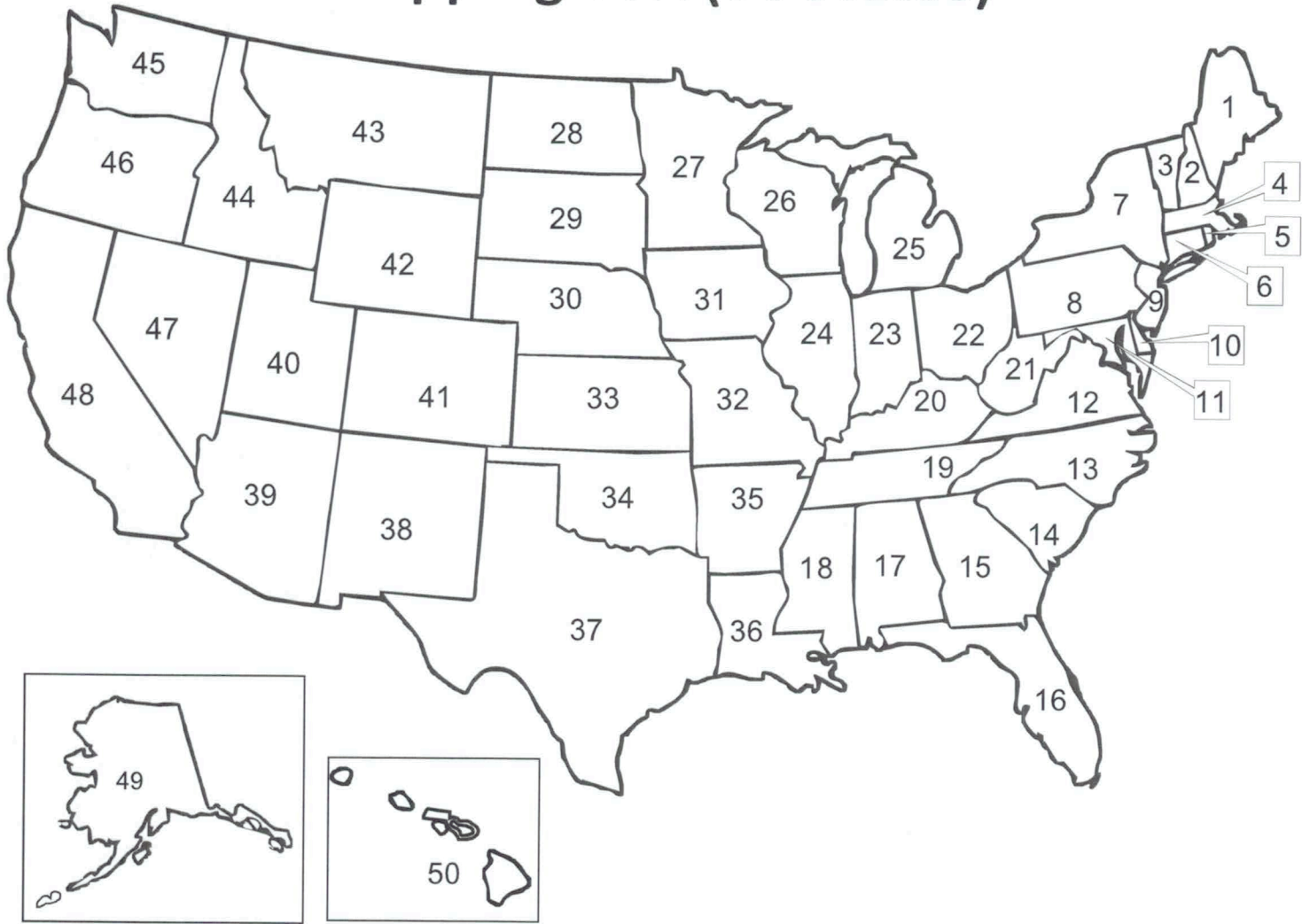
Gina: Let's involve the whole class. Everyone will benefit if we can save Timber Woods, so we should all work together.

6 Reread and Discuss Reread lines 84–112. What ideas do the students come up with to help save the woods? Discuss the pros and cons of each idea.

SHORT RESPONSE

Cite Text Evidence Analyze Hector's character. What is he like? Cite evidence from the text to support your analysis.

Mapping USA (50 States)



Mapping USA (50 states)

Name: _____

Directions: Match the number from the map. Print the number for each state on the line.

1. Alabama	<u>17</u>	14. Indiana	_____	27. Nebraska	_____	40. South Carolina	_____
2. Alaska	_____	15. Iowa	_____	28. Nevada	_____	41. South Dakota	_____
3. Arizona	_____	16. Kansas	_____	29. New Hampshire	_____	42. Tennessee	_____
4. Arkansas	_____	17. Kentucky	_____	30. New Jersey	_____	43. Texas	_____
5. California	_____	18. Louisiana	_____	31. New Mexico	_____	44. Utah	_____
6. Colorado	_____	19. Maine	_____	32. New York	_____	45. Vermont	_____
7. Connecticut	_____	20. Maryland	_____	33. North Carolina	_____	46. Virginia	_____
8. Delaware	_____	21. Massachusetts	_____	34. North Dakota	_____	47. Washington	_____
9. Florida	_____	22. Michigan	_____	35. Ohio	_____	48. West Virginia	_____
10. Georgia	_____	23. Minnesota	_____	36. Oklahoma	_____	49. Wisconsin	_____
11. Hawaii	_____	24. Mississippi	_____	37. Oregon	_____	50. Wyoming	_____
12. Idaho	_____	25. Missouri	_____	38. Pennsylvania	_____		
13. Illinois	_____	26. Montana	_____	39. Rhode Island	_____		

A

B

C

D

Mapping USA (Answers)

1. Alabama	17
2. Alaska	49
3. Arizona	39
4. Arkansas	35
5. California	48
6. Colorado	41
7. Connecticut	6
8. Delaware	10
9. Florida	16
10. Georgia	15
11. Hawaii	50
12. Idaho	44
13. Illinois	24

A

14. Indiana	23
15. Iowa	31
16. Kansas	33
17. Kentucky	20
18. Louisiana	36
19. Maine	1
20. Maryland	11
21. Massachusetts	4
22. Michigan	25
23. Minnesota	27
24. Mississippi	18
25. Missouri	32
26. Montana	43

B

27. Nebraska	30
28. Nevada	47
29. New Hampshire	2
30. New Jersey	9
31. New Mexico	38
32. New York	7
33. North Carolina	13
34. North Dakota	28
35. Ohio	22
36. Oklahoma	34
37. Oregon	46
38. Pennsylvania	8
39. Rhode Island	<u>5</u>

C

40. South Carolina	14
41. South Dakota	29
42. Tennessee	19
43. Texas	37
44. Utah	40
45. Vermont	3
46. Virginia	12
47. Washington	45
48. West Virginia	21
49. Wisconsin	26
50. Wyoming	42

D