

Artesia Public Schools

Fourth Grade Packet

Week 4

April 27th – May 1st



APS 4th Grade Week 4

	Reading & Writing/Language	Math
Monday	<p>Skill 1: Determine the Main Idea of a Passage (7XV) Skill 2: Determine the Themes of Myths, Fables, & Folktales (6PW) Article (Packet): Old Mother West Wind – Read the passage, then complete the vocabulary and the main idea pages. Main Idea – Read each paragraph, then choose the main idea.</p>	<p>Skill 1: Multiply Unit Fractions by Whole Numbers using Number Lines (XKJ) Skill 2: Multiply Unit Fractions by Whole Numbers using Models (8J3)</p>
Tuesday	<p>Skill 1: Compare & Contrast information in Informational Texts (YBU) Skill 2: Match Causes & Effects in Informational Texts (Z9L) Article (Packet): Can You Tell a ‘Gator From a Croc? - Read the passage, then complete the questions, vocabulary, and writing prompt. Cause & Effect: Match Them! - Match the cause to the effect.</p>	<p>Skill 1: Multiply Unit Fractions: Find the Missing Numbers (VYG) Skill 2: Multiply Unit Fractions by Whole Numbers (EXQ)</p>
Wednesday	<p>Skill 1: Identify Text Structures (HR6) Skill 2: Identify Story Elements (SRQ) Article (Packet): Old Mother West Wind – Reread the passage, then answer the questions, complete the writing prompt, and (for fun!) do the word search. Text Structure – Read each short passage, then label how it is structured.</p>	<p>Skill 1: Multiply Unit Fractions by Whole Numbers: Word Problems (DSB) Skill 2: Multiply Fractions by Whole Numbers using Number Lines (Q7B)</p>
Thursday	<p>Skill 1: Compare & Contrast Characters (GYD) Skill 2: Make Predictions about a Story (TXS) Article (Packet): Rikki Tikki Tavi Characters Description – Read the descriptions of the characters, then answer the questions. Ecosystems - Read the passage, then answer the questions.</p>	<p>Skill 1: Multiple Fractions by Whole Numbers using Models: Complete the Equation (CZ7) Skill 2: Multiples of Fractions: Find the Missing Numbers (RSY)</p>
Friday	<p>Skill 1: Determine the Order of Events in Informational Texts (99D) Skill 2: Read Passages about Art, Music, & Traditions (ZSE) Article (Packet): Cielito Lindo (Pretty Darling) - Read the folk song, then answer the question. Elijah McCoy - Read the passage, then answer the questions.</p>	<p>Skill 1: Multiply Fractions by Whole Numbers (JLH) Skill 2: Multiply Fractions by Whole Numbers: Word Problems (LX8)</p>

All skills can be accessed on IXL for additional practice via the codes provided after each skill.

Please continue to read online through **Tumblebooks** or **Epic** and take AR tests through **Renaissance**.

- Read with a parent. You read a page, they read a page. Ask each other questions!
- Read aloud to a younger sibling. Explain what is happening!
- Read to a pet or stuffed animal.
- Read aloud to an older sibling. Have them ask you questions about what you read!
- Read, then write down three things you liked about the story.
- Read, then write down three things you learned from the story.
- Read, then write down three questions you have about the story. Look up the answers online!
- Listen to a story (Tumblebooks, Epic, Storyline Online, Audible Stories).

	Leyendo y Idioma de escritura	Matemáticas
lunes	<p>Habilidad 1: Determine the Main Idea of a Passage (7XV) Habilidad 2: Determine the Themes of Myths, Fables, & Folktales (6PW) Artículo: Old Mother West Wind – Lea el pasaje, luego complete el vocabulario y las páginas de ideas principales. Main Idea – Lea cada párrafo, luego elija la idea principal.</p>	<p>Habilidad 1: Multiplica Fracciones Unitarias por Números Enteros usando Rectas Numéricas (XKJ) Habilidad 2: Multiplica Fracciones Unitarias por Números Enteros usando Modelos (8J3)</p>
martes	<p>Habilidad 1: Compare & Contrast information in Informational Texts (YBU) Habilidad 2: Match Causes & Effects in Informational Texts (Z9L) Artículo: Can You Tell a ‘Gator From a Croc? - Lea el pasaje, luego complete las preguntas, el vocabulario y el mensaje de escritura. Cause & Effect: Match Them! - Relaciona la causa con el efecto.</p>	<p>Habilidad 1: Multiplica Fracciones de Unidad: Encuentra los Números que Faltan (VYG) Habilidad 2: Multiplica Fracciones Unitarias por Números Enteros (EXQ)</p>
miércoles	<p>Habilidad 1: Identify Text Structures (HR6) Habilidad 2: Identify Story Elements (SRQ) Artículo: Old Mother West Wind – Vuelva a leer el pasaje, luego responda las preguntas, complete el mensaje de escritura y (¡por diversión!) Haga la búsqueda de palabras. Text Structure – Lea cada breve pasaje, luego etiquete cómo está estructurado.</p>	<p>Habilidad 1: Multiplica Fracciones Unitarias por Números Enteros: Problemas Verbales (DSB) Habilidad 2: Multiplica Fracciones Unitarias por Números Enteros (Q7B)</p>
jueves	<p>Habilidad 1: Compare & Contrast Characters (GYD) Habilidad 2: Make Predictions about a Story (TXS) Artículo: Rikki Tikki Tavi Characters Description – Lea las descripciones de los personajes, luego responda las preguntas. Ecosystems - Lee el pasaje y luego responde las preguntas.</p>	<p>Habilidad 1: Multiplica Fracciones por Números Enteros usando Modelos: Completa la ecuación (CZ7) Habilidad 2: Múltiplos de Fracciones: Encuentra los Números que Faltan (RSY)</p>
viernes	<p>Habilidad 1: Determine the Order of Events in Informational Texts (99D) Habilidad 2: Read Passages about Art, Music, & Traditions (ZSE) Artículo: Cielito Lindo (Pretty Darling) - Lea la canción popular, luego responda la pregunta. Elijah McCoy - Lee el pasaje y luego responde las preguntas.</p>	<p>Habilidad 1: Multiplica Fracciones por Números Enteros (JLH) Habilidad 2: Multiplica Fracciones por Números Enteros: Problemas Verbales (LX8)</p>

Se puede acceder a todas las habilidades en IXL para practicar más a través de los códigos provistos después de cada habilidad.

Continúe leyendo en línea a través de Tumblebooks o Epic y realice las pruebas de AR a través de Renaissance.

- Lea con un padre. Lee una página, ellos leen una página. ¡Pregúntense unos a otros!
- Léale en voz alta a un hermano menor. ¡Explica lo que está sucediendo!
- Léale a una mascota o animal de peluche.
- Lea en voz alta a un hermano mayor. ¡Pídales que le hagan preguntas sobre lo que lee!
- Lea, luego escriba tres cosas que le gustaron de la historia.
- Lea, luego escriba tres cosas que aprendió de la historia.
- Lea, luego escriba tres preguntas que tenga sobre la historia. ¡Busque las respuestas en línea!
- Escucha una historia por medio de uno de estos sitios (Tumblebooks, Epic, Storyline Online, Audible Stories).

Old Mother West Wind

Thornton Burgess loved nature and liked to write about how beautiful it is. He wrote Old Mother West Wind in 1910. The book has many stories about interesting characters, including Peter Rabbit, Jimmy Skunk, and of course, Old Mother West Wind, who is the wind that blows from the west. Below is a passage from the book about one of her children.

Old Mother West Wind

Chapter V: The Willful Little Breeze

Old Mother West Wind was tired—tired and just a wee bit cross—cross because she was tired. She had had a very busy day. Ever since early morning she had been puffing out the white sails of the ships on the big ocean so that they could go faster; she had kept all the big and little wind mills whirling and whirling to pump water for thirsty folks and grind corn for hungry folks; she had blown away all the smoke from tall chimneys and engines and steamboats. Yes, indeed, Old Mother West Wind had been very, very busy.

Now she was coming across the Green Meadows on her way to her home behind the Purple Hills, and as she came she opened the big bag she carried and called to her children, the Merry Little Breezes, who had been playing hard on the Green Meadows all the long day. One by one they crept into the big bag, for they were tired, too, and ready to go to their home behind the Purple Hills.

Pretty soon all were in the bag but one, a willful little Breeze, who was not quite ready to go home; he wanted to play just a little longer. He danced ahead of Old Mother West Wind. He kissed the sleepy daisies. He shook the nodding buttercups. He set all the little poplar leaves dancing, too, and he wouldn't come into the big bag. So Old Mother West Wind closed the big bag and slung it over her shoulder. Then she started on towards her home behind the Purple Hills.

When she had gone, the willful little Breeze left behind suddenly felt very lonely—very lonely indeed! The sleepy daisies didn't want to play. The nodding buttercups were cross. Great round bright Mr. Sun, who had been shining and shining all day long, went to bed and put on his nightcap of golden clouds. Black shadows came creeping, creeping out into the Green Meadows.

The willful little Breeze began to wish that he was safe in Old Mother West Wind's big bag with all the other Merry Little Breezes.



Name: _____

Vocabulary in Old Mother West Wind

Part I. Meaning in the Text

Below are phrases from the text. Circle the correct meaning of the underlined word.

1. "He set all the little poplar leaves dancing, too..."
A. liked or admired B. old book C. green D. a tree
2. "He shook the nodding buttercups."
A. dishes B. yellow flowers C. cows D. cookies
3. "...whirling to pump water for thirsty folks..."
A. raise from under the ground B. steal C. fill a glass D. save for the future
4. "...went to bed and put on his nightcap..."
A. a light that shines at night B. a head covering worn in bed C. a shade to block out light D. a gown worn in bed
5. "...she had been D out the white sails of the ships"
A. cutting B. washing C. blowing D. pulling

II. Vocabulary Match

Match each word in Column A with its meaning in Column B

Column A

1. _____ breeze
2. _____ cross
3. _____ grind
4. _____ crept
5. _____ willful
6. _____ merry
7. _____ wee
8. _____ whirling

Column B

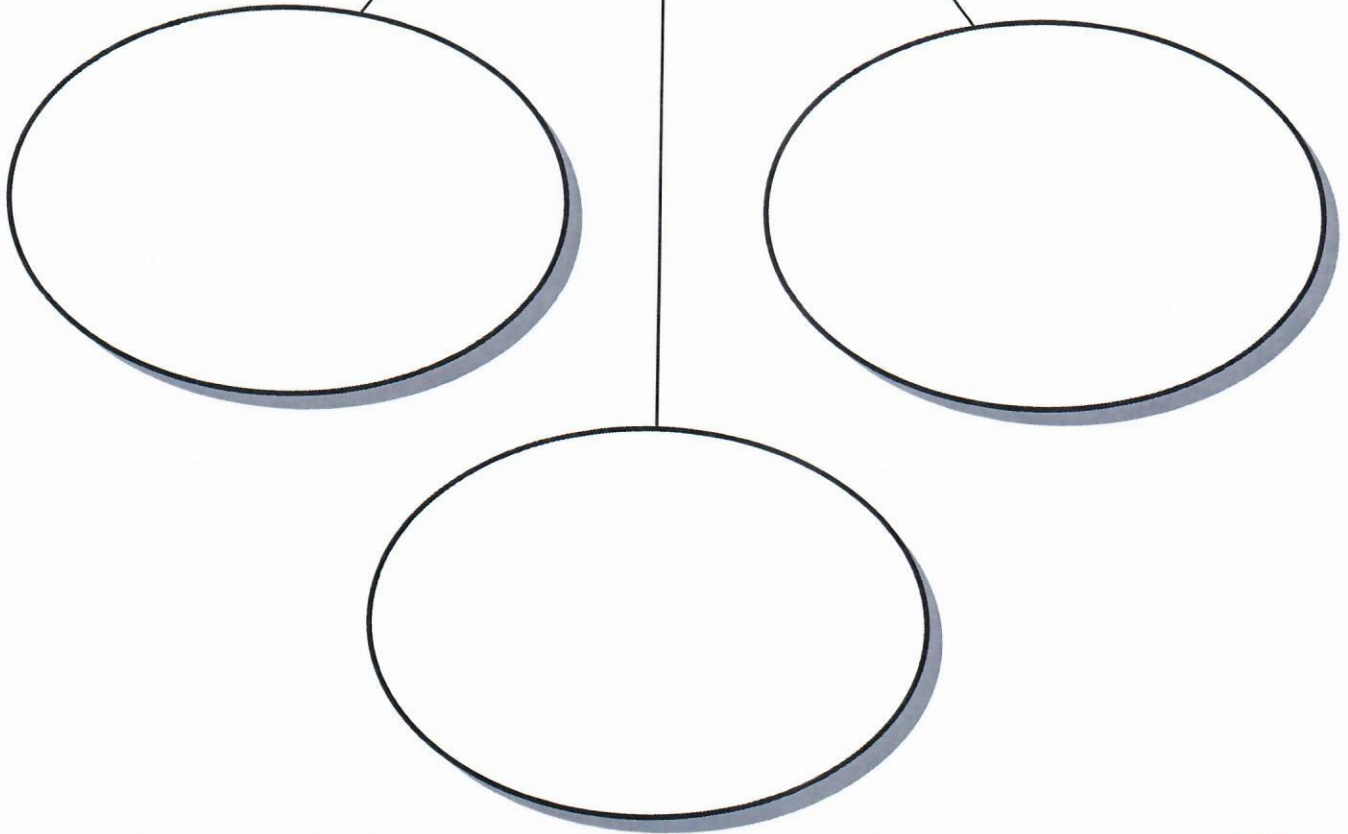
- A. cheerful or carefree
- B. crawled or moved carefully
- C. cranky or angry
- D. small or tiny
- E. crush into a powder
- F. spinning or turning
- G. a small gust of wind
- H. stubborn

Name: _____

Find the Supporting Evidence

Below is one of the main ideas of the passage. Write three ideas from the passage that support this main idea.

The willful little Breeze behaved badly.



Day 1

Name: _____

Finding the Main Idea

Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, "Dance, Boots", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- a. Boots is my dog.
- b. Boots can sit.
- c. Boots is very smart.
- d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

The main idea of this paragraph is:

- a. Todd had a great birthday.
- b. Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents don't like the carpet.
- c. Peter likes to make a mess.
- d. Peter's parents made new rules so the new carpet stays clean.

Standard: 4.NF.4A



Name:

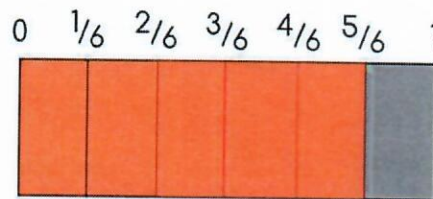
Assigned on 2020-04-20

Students must explain how a fraction a/b is a multiple of $1/b$ using visual ...

I. Multiple Choice

Circle the correct answer.

1. Which multiplication problem does the image show?



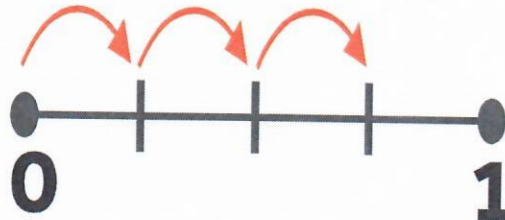
$6 \times \frac{1}{5}$

$5 \times \frac{1}{6}$

$1 \times \frac{1}{6}$

$3 \times \frac{1}{6}$

2. Which multiplication problem does the image show?



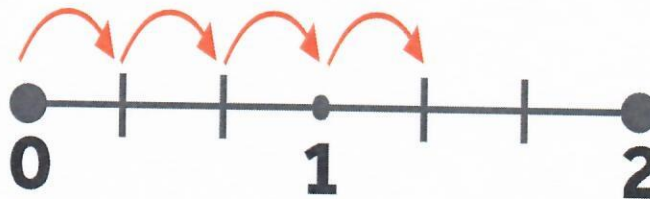
$3 \times \frac{1}{2}$

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

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

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

3. Which multiplication problem does the image show?



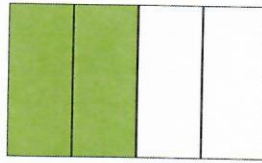
$1 \times \frac{1}{4}$

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

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

$4 \times \frac{1}{2}$

4. Which equation does this picture represent?



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

$$2 \times \frac{1}{4}$$

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

$$2 \times \frac{1}{2}$$

5. Which equation matches this addition sentence?

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

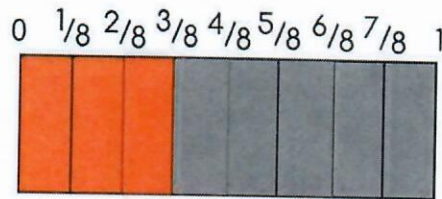
$$4 \times \frac{1}{24}$$

$$6 \times \frac{1}{6}$$

$$4 \times \frac{1}{6}$$

$$1 \times \frac{1}{6}$$

6. Which multiplication problem does the image show?



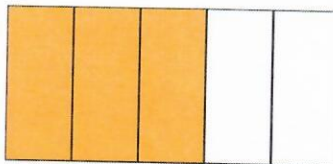
$$8 \times \frac{1}{3}$$

$$3 \times \frac{1}{5}$$

$$3 \times \frac{1}{8}$$

$$5 \times \frac{1}{8}$$

7. Which equation does this picture represent?



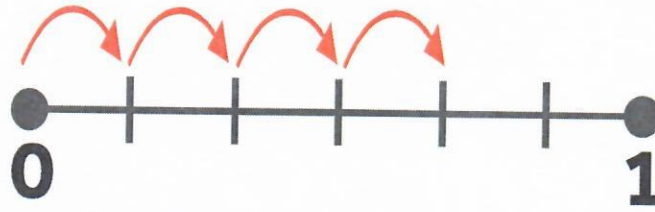
$$2 \times \frac{1}{5}$$

$$3 \times \frac{1}{5}$$

$$3 \times \frac{1}{2}$$

$$4 \times \frac{1}{5}$$

8. Which multiplication problem does the image show?



$1 \times \frac{1}{6}$

$2 \times \frac{1}{6}$

$3 \times \frac{1}{6}$

$4 \times \frac{1}{6}$

Standard: 4.NF.4A



Name:

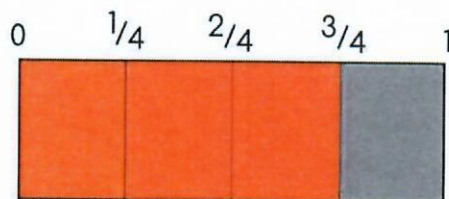
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Students must explain how a fraction a/b is a multiple of $1/b$ using visual ...

I. Multiple Choice

Circle the correct answer.

1. Which multiplication problem does the image show?



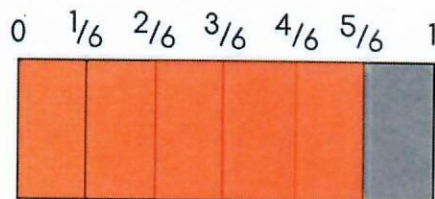
$2 \times \frac{1}{4}$

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

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

$5 \times \frac{1}{4}$

2. Which multiplication problem does the image show?



$6 \times \frac{1}{5}$

$5 \times \frac{1}{6}$

$1 \times \frac{1}{6}$

$3 \times \frac{1}{6}$

3. Which equation matches this addition sentence?

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$$

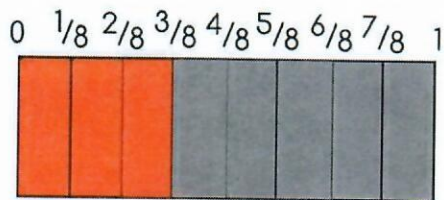
$1 \times \frac{1}{8}$

$3 \times \frac{1}{8}$

$4 \times \frac{1}{24}$

$4 \times \frac{1}{8}$

4. Which multiplication problem does the image show?



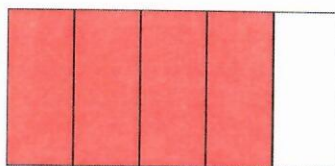
$8 \times \frac{1}{3}$

$3 \times \frac{1}{5}$

$3 \times \frac{1}{8}$

$5 \times \frac{1}{8}$

5. Which equation does this picture represent?



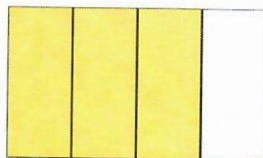
$1 \times \frac{1}{4}$

$3 \times \frac{1}{5}$

$4 \times \frac{1}{5}$

$5 \times \frac{1}{5}$

6. Which equation does this picture represent?



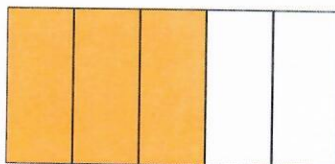
$1 \times \frac{1}{4}$

$2 \times \frac{1}{4}$

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

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

7. Which equation does this picture represent?



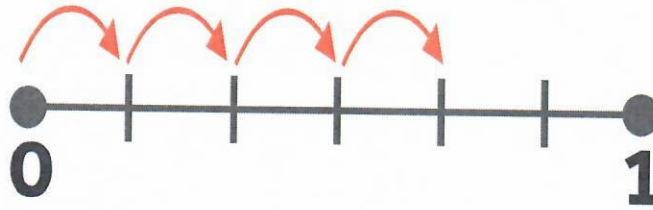
$2 \times \frac{1}{5}$

$3 \times \frac{1}{5}$

$3 \times \frac{1}{2}$

$4 \times \frac{1}{5}$

8. Which multiplication problem does the image show?



$1 \times \frac{1}{6}$

$2 \times \frac{1}{6}$

$3 \times \frac{1}{6}$

$4 \times \frac{1}{6}$

Day 2

Name: _____

Can You Tell a 'Gator From a Croc?

by Guy Belleranti

Look closely at the reptiles pictured below. Can you tell which one is the crocodile and which is the alligator?



Many people confuse crocodiles and alligators, and it's no wonder - the two animals are closely related. However, if you know a few facts about each animal, I think you'll be able to tell them apart.

First, let's examine how the two creatures are alike.

- Both crocodiles and alligators are large, 4-legged reptiles that live primarily in warm tropical swamps and rivers.
- Both have good eyesight and good night vision. Having their eyes on the top of their head helps them see prey when they're swimming underwater.
- Both have a special additional eyelid called a nictitating membrane. This clear eyelid keeps their eyes moist and clean. Since it is clear, crocs and gators can see through this eyelid even when it's closed.
- Both have excellent hearing and senses of smell. Their ears and nostrils have flaps that close when they dive underwater.
- How long can alligators and crocodiles stay underwater? While they usually stay under for a half hour or less, they can hold their breath much longer. Alligators and crocodiles can spend two hours or more underwater while resting.
- Both animals have huge, powerful tails that help them swim and fight predators. But the tails serve another function as well. Their tails store fat that can be used for nourishment when food is scarce.

Day 2

- Mother alligators and crocodiles guard their eggs and take good care of their hatchlings. Most other reptiles, including turtles and snakes, lay their eggs and move on. They do not watch after or care for their young like alligators and crocodiles do.

While these facts may be interesting, they're not helping you determine which picture is the alligator and which one is the crocodile. To help you tell them apart, let's discuss how these two animals are different.

- While both are crocodylians, they are in different groups or families. In fact, there are three families of crocodylians. There's an alligator family, which includes alligators and caiman. There's also a crocodile family. And there's a third group called gharials, which are an endangered group of crocodylians from India.
- Alligators and caiman have u-shaped, rounded snouts. Crocodile snouts are more pointed and v-shaped. Gharial snouts are very long and slender. In fact, the gharial's snout is so slender that it can only catch and eat fish. Alligators and crocodiles eat all sorts of animals.

Since you're probably wondering what a gharial looks like, here's a picture:



As you can see, it's neither an alligator nor crocodile, but in a group all its own. Its snout is very thin, so it can't catch and eat large, strong animals like alligators and crocodiles can.

It is estimated that only 5,000 or so gharials are alive in the world today.

- An alligator's wider upper jaw overlaps its lower jaw when it closes its mouth. Because of this its teeth don't show. A crocodile's upper and lower jaw, however, are about the same width. So when a crocodile closes its mouth some of its teeth still show.
- While many crocodiles live in freshwater, some also live in saltier sea water. The largest crocodylian of all, the Estuarine Crocodile of Australia and Asia, is an example of a species that can be found in both fresh and saltwater. Alligators are found only in freshwater habitats.

Look back at the two pictures on the first page. Now that you know your crocodylians, you should be able to tell which picture is the croc and which one's the 'gator. To the left, you see an American Alligator. (You can tell by the shape of its snout.) To the right, a Saltwater Crocodile.

About the Author

Guy Belleranti works as a docent at Reid Park Zoo in Tucson, Arizona. The information in this article comes from his experiences working with animals and teaching others.

Day 2

Name: _____

Can You Tell a 'Gator From a Croc?

by Guy Belleranti

1. Correctly label each picture as an alligator, a crocodile, or a gharial.



2. Crocodiles live...

- a. only in saltwater b. only in freshwater
c. in both saltwater and freshwater d. only in India

3. According to the article, how are mother alligators and crocodiles different from mother turtles and snakes?

4. Explain what a nictitating membrane is and what it does?

5. Tell whether each fact about gharials is true or false.

_____ Gharials live in South America.

_____ Gharials are an endangered species.

_____ Gharials are a type of alligator.

_____ Gharials only eat fish.

Day 2

Name: _____

Can You Tell a 'Gator From a Croc?

by Guy Belleranti



Match each vocabulary word from the article to its definition.

- | | |
|----------------------|---|
| _____ 1. confuse | a. thin, skinny |
| _____ 2. prey | b. long nose and jaws of an animal's head |
| _____ 3. nourishment | c. measure of how wide something is |
| _____ 4. hatchlings | d. mix up |
| _____ 5. caiman | e. things that must be eaten for growth and health |
| _____ 6. slender | f. animal that is hunted and eaten |
| _____ 7. snout | g. at risk of extinction |
| _____ 8. width | h. animals that have recently hatched from eggs |
| _____ 9. endangered | i. layer of skin or tissue that protects body parts |
| _____ 10. membrane | j. type of animal similar to an alligator |

Cause and Effect: Match Them!

Match the cause to the effect.

Cause

1. _____ The car ran a red light.
2. _____ Ben stayed up late.
3. _____ The students were quiet in class.
4. _____ It rained.
5. _____ Lydia skipped breakfast.
6. _____ It was very hot outside.
7. _____ Lucy's shoes weren't tied.
8. _____ The boat had a leak.
9. _____ The puppy chased its tail.
10. _____ There was too much water in the pot.

Effect

- A. The horses were thirsty.
- B. She fell down.
- C. She was hungry at lunch.
- D. He was sleepy the next day.
- E. It boiled over.
- F. Everyone laughed.
- G. It sank.
- H. Chris got wet.
- I. The teacher gave them a reward.
- J. Another car hit it.

Standard: 4.NF.4A



Name:

Assigned on 2020-04-20

Understand a fraction a/b as a multiple of $1/b$. For example, use a visua...

I. Multiple Choice

Circle the correct answer.

1. Solve the expression below.

$$\frac{1}{8} \times 4$$

$\frac{4}{32}$

$\frac{4}{8}$

$\frac{8}{32}$

$\frac{8}{4}$

2. Solve the expression below.

$$\frac{1}{5} \times 8$$

$\frac{8}{40}$

$\frac{5}{8}$

$\frac{5}{40}$

$\frac{8}{5}$

3. Every time that Jared goes running, he runs $\frac{1}{5}$ of a mile. If Jared runs 6 times each week, how many miles does Jared run in one week?

$\frac{6}{5}$ miles

$\frac{5}{6}$ mile

$\frac{5}{30}$ mile

$\frac{6}{30}$ mile

4. Solve the expression below.

$$\frac{1}{12} \times 7$$

$\frac{7}{12}$

$\frac{7}{84}$

$\frac{12}{84}$

$\frac{12}{7}$

5. Solve the expression below.

$$\frac{1}{2} \times 5$$

$\frac{2}{5}$

$\frac{5}{2}$

$\frac{5}{10}$

$\frac{2}{10}$

II. Short Answer

File failed to load: /extensions/MathZoom.js

6. Solve.

$$\frac{1}{12} \times 9$$

Answer:

7. Solve.

$$\frac{1}{4} \times 2$$

Answer:

8. Solve.

$$\frac{1}{8} \times 2$$

Answer:

File failed to load: /extensions/MathZoom.js

Standard: 4.NF.4A

Name: _____

Assigned on 2020-04-20

Understand a fraction a/b as a multiple of $1/b$. For example, use a visual f...

I. Multiple Choice

Circle the correct answer.

1. Solve the expression below.

$\frac{1}{6} \times 5$

$\frac{5}{30}$

$\frac{6}{30}$

$\frac{5}{6}$

$\frac{6}{5}$

2. Solve the expression below.

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

$\frac{4}{12}$

$\frac{4}{3}$

$\frac{4}{7}$

$\frac{3}{12}$

3. Solve the expression below.

$\frac{1}{8} \times 4$

$\frac{4}{32}$

$\frac{4}{8}$

$\frac{8}{32}$

$\frac{8}{4}$

4. Every time that Connor goes running, he runs $\frac{1}{3}$ of a mile. If Connor runs 4 times each week, how many miles does Connor run in one week?

$\frac{4}{12}$ mile

$\frac{3}{4}$ mile

$\frac{4}{3}$ miles

$\frac{8}{3}$ miles

5. Solve the expression below.

$\frac{1}{8} \times 7$

$\frac{7}{56}$

$\frac{8}{56}$

$\frac{8}{7}$

$\frac{7}{8}$

6. Solve the expression below.

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

7. Every time that Kylie goes running, she runs $\frac{1}{6}$ of a mile. If Kylie runs 5 times each week, how many miles does Kylie run in one week?

II. Short Answer

Write your answer in the box.

8. Solve.

$$\frac{1}{4} \times 2$$

Answer:

Day 3 - Use Old Mother West Wind from Day 1

Name: _____

Old Mother West Wind: Do You Understand?

Part I. Short Answer

Answer each question below.

1. Who were Old Mother West Wind's children?

2. Where did she put her children when it was time to go home?

3. Why didn't the little Breeze want to go home?

4. What did Old Mother West Wind do when the little Breeze wouldn't obey her?

5. Where did Old Mother West Wind and the Merry Little Breezes live?

II. Who Was It?

For each event below, write the correct character: Old Mother West Wind, the willful little Breeze, and Mr. Sun for each event below.

1. _____ Blew away smoke from the chimneys.

2. _____ Put on a nightcap.

3. _____ Shook the buttercups.

4. _____ Helped all the ships go faster.

5. _____ Made the leaves dance.

Name: _____

Old Mother West Wind Word Search

Circle each word from the list in the puzzle. The words can go in any direction.

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

BAG
BREEZE

BUTTERCUPS
HILLS

MERRY
MOTHER


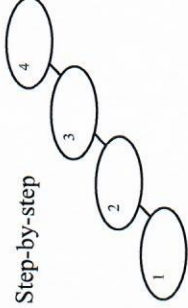
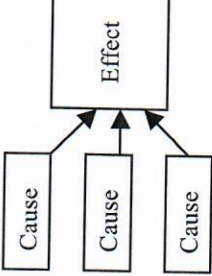
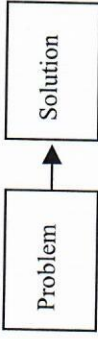
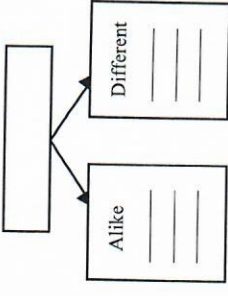
PURPLE
WEST

WILLFUL
WIND

Name: _____

Text Structure Worksheet 13

Directions: Read the passages and determine how each is mainly structured.

Chronological	Sequence	Cause and Effect	Problem and Solution	Compare and Contrast
 <p>Timeline</p>	 <p>Step-by-step</p>	 <p>Cause and Effect</p>	 <p>Problem and Solution</p>	 <p>Compare and Contrast</p>

1. Having a dog in your home can serve many purposes, but living with a poorly trained dog is not worth the mess. These mangy mutts will go potty inside of your home. This can stain your floors and make your house smell bad. In order to prevent this you have to teach your dog to go potty outside. This may require you to go on a lot more walks with your dog. You may have to sit outside for long periods of time while you are waiting for your dog to use it. But it will be worth it to not have a bunch of dog mess all over your house. So if you love your dog but hate cleaning dog-doo off of the rug, teach your dog the right way to go.

2. If you want to form a strong relationship with your dog, try playing fetch. It's fun and easy to do, and if everything goes well your dog should do most of the fetching. Just find something that your dog wants to retrieve, such as a stick, a thick rope tied in knots, or a squeaky toy. Show it to your dog to get his or her interest. Shake it around in your hand and call out the dog's name. Once they are paying attention, throw the object as far as you can. Be careful not to throw it anywhere that you wouldn't want your dog to go, like the middle of the road or under a china cabinet. Hopefully your dog will bring the object back to you. When he or she does, praise your dog and command him or her to drop the object. Pick it up and repeat the process for the next 10 to 15 years.

3. The lion is often thought of as the king of the jungle, but the African wild dog may be a better hunter. Both lions and African wild dogs are pack animals and have females lead their hunts, but they have different hunting styles. Although lions are very fast, they do not have much stamina. They attack in short, ferocious bursts because they get tired quickly. On the other hand, African wild dogs are not very fast, but they have incredible stamina. They can run for hours and often chase their prey to exhaustion. Dr. George Schaller studied African wild dogs in the Serengeti and found that 9 out of 10 of their hunts ended in kills, while lions are only successful in 3 out of 10 hunts. So you see, it's not always good to be king.

4. I started working on my history project right after I came home. I spent over six hours building the Great Pyramid of Giza out of sugar cubes. It took a long time but it looked beautiful when I was done. I went to sleep around midnight feeling good about my work, but when I woke up the next morning, I was shocked to find that my sugar cube pyramid had been completely destroyed. Much of it was crushed and melted and there was a trail of sugar cubes leading out of my room. I followed the trail across the hallway and down the stairs, where it led to my dog. He was curled up in pain. I wanted to punish him for what he did, but he looked so sick from eating all of that glue and sugar. I figured that he had already received his punishment and would think twice about eating my homework again.

5. There's a reason why dogs are called "man's best friend." The good friendship that we have with dogs is thousands of years old and, as with most good friendships, was formed by mutual benefit. Dogs are of great value to people because they use their keen senses to detect threats and alert their owners by barking. You may find your dog's yapping to be quite annoying, but under some circumstances it can be quite helpful. But people are of great value to dogs too. Dogs who live with people usually have easier access to food and a safer place to stay than they would on their own, and that truly is what friends are for.

Standard: 4.NF.4C



Name:

Assigned on 2020-04-20

Solve word problems involving multiplication of a fraction by a whole nu...

I. Multiple Choice

Circle the correct answer.

1. Trevor bought 16 candies and ate $\frac{1}{4}$ of them. Paige bought 8 candies and ate $\frac{1}{2}$ of them. Who ate more candies?

Trevor

Paige

Same Amount

2. In a relay race, each runner runs $\frac{2}{3}$ of a mile. If there are 4 runners on a team, how many miles does the team run altogether?

1 $\frac{2}{3}$ miles2 $\frac{1}{3}$ miles2 $\frac{2}{3}$ miles

3 miles

3. In a relay race, each runner runs $\frac{2}{5}$ of a mile. If there are 4 runners on a team, how many miles does the team run altogether?

1 $\frac{3}{5}$ miles1 $\frac{4}{5}$ miles2 $\frac{1}{5}$ miles2 $\frac{2}{5}$ miles

4. Dominic bought 9 apples and ate $\frac{1}{3}$ of them. Jenna bought 12 apples and ate $\frac{1}{4}$ of them. Who ate more apples?

Dominic

Jenna

Same Amount

5. In a relay race, each runner runs $\frac{3}{4}$ of a mile. If there are 5 runners on a team, how many miles does the team run altogether?

2 $\frac{2}{4}$ miles2 $\frac{3}{4}$ miles3 $\frac{1}{4}$ miles3 $\frac{3}{4}$ miles

6. Shayne bought 4 bananas and ate $\frac{1}{2}$ of them. Cameron bought 6 bananas and ate $\frac{1}{3}$ of them. Who ate more bananas?

Shayne

Cameron

Same Amount

7. In a relay race, each runner runs $\frac{1}{3}$ of a mile. If there are 5 runners on a team, how many miles does the team run altogether?

$1\frac{2}{3}$ miles

2 miles

$2\frac{1}{3}$ miles

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

8. In a relay race, each runner runs $\frac{4}{5}$ of a mile. If there are 6 runners on a team, how many miles does the team run altogether?

$3\frac{4}{5}$ miles

$4\frac{1}{5}$ miles

$4\frac{3}{5}$ miles

$4\frac{4}{5}$ miles

Standard: 4.NF.1



Name:

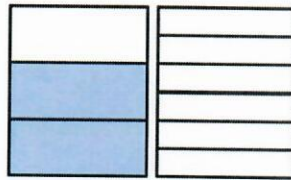
Assigned on 2020-04-21

Students must use visual fraction models (e.g., number lines, objects, dra...

I. Multiple Choice

Circle the correct answer.

1. Use the area models below to find a fraction equivalent to $\frac{2}{3}$.



$\frac{4}{6}$

$\frac{3}{4}$

$\frac{3}{6}$

$\frac{4}{8}$

II. Short Answer

Write your answer in the box.



2. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?



Answer:

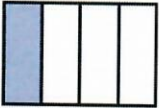
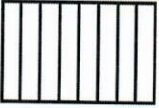
3. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?

Answer:



4. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?

Answer:

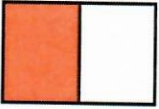

5. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?

Answer:

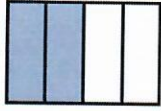



6. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?

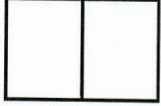
Answer:

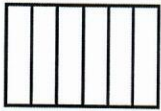
7. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?



Answer:



8. How many parts of the unshaded figure have to be shaded to make the two fractions equivalent?



Answer:



Character Description: Characters from Rikki-Tikki-Tavi

Below are the descriptions of two characters in the short story "Rikki-Tikki-Tavi" by Rudyard Kipling. Read each description and answer the questions below.

Rikki-Tikki-Tavi

He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry as he scuttled through the long grass, was: "Rikk-tikk-tikki-tikki-tchk!"

Nag

Then inch by inch out of the grass rose up the head and spread hood of Nag, the big black cobra, and he was five feet long from tongue to tail. When he had lifted one-third of himself clear of the ground, he stayed balancing to and fro exactly as a dandelion-tuft balances in the wind, and he looked at Rikki-tikki with the wicked snake's eyes that never change their expression, whatever the snake may be thinking of.

Questions:

1. What kind of animal is Rikki?

2. What kind of animal is Nag?

3. What is a word from Rikki's description that tells the reader that Rikki moves around a lot?

4. What is a word from Nag's description that tells the reader that Nag is scary?

5. Who do you think is bigger: Rikki or Nag?

Ecosystems

Cross-Curricular Focus: Life Science



An **ecosystem** is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called **organisms**, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

Day 4

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is one example of a non-living thing in an ecosystem? _____

2) What are three of the life processes that living organisms do? _____

3) What does population mean in a community? _____

4) When does an organism thrive? _____

5) Why does a temperate zone support many varieties of organisms? _____

Standard: 4.NF.4A



Name: _____

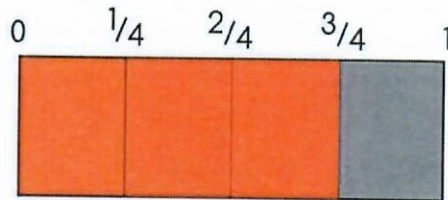
Assigned on 2020-04-20

Students must explain how a fraction a/b is a multiple of $1/b$ using visual ...

I. Multiple Choice

Circle the correct answer.

1. Which multiplication problem does the image show?



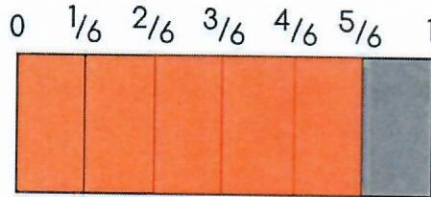
$2 \times \frac{1}{4}$

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

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

$5 \times \frac{1}{4}$

2. Which multiplication problem does the image show?



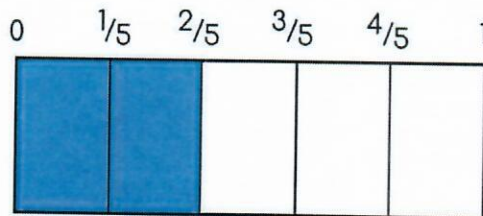
$6 \times \frac{1}{5}$

$5 \times \frac{1}{6}$

$1 \times \frac{1}{6}$

$3 \times \frac{1}{6}$

3. Which multiplication problem does the image show?



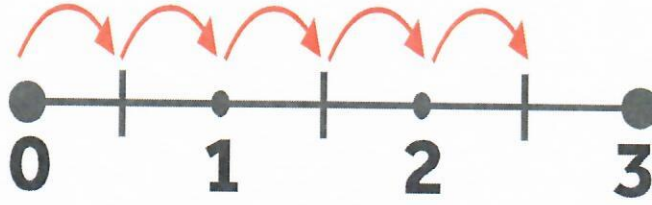
$2 \times \frac{1}{5}$

$3 \times \frac{1}{5}$

$4 \times \frac{1}{5}$

$5 \times \frac{1}{5}$

4. Which multiplication problem does the image show?



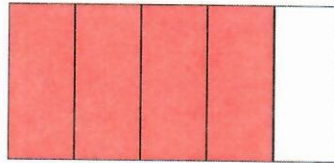
$5 \times \frac{1}{2}$

$2 \times \frac{1}{5}$

$3 \times \frac{1}{2}$

$1 \times \frac{1}{5}$

5. Which equation does this picture represent?



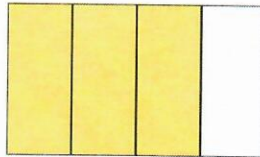
$1 \times \frac{1}{4}$

$3 \times \frac{1}{5}$

$4 \times \frac{1}{5}$

$5 \times \frac{1}{5}$

6. Which equation does this picture represent?



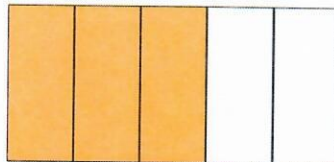
$1 \times \frac{1}{4}$

$2 \times \frac{1}{4}$

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

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

7. Which equation does this picture represent?



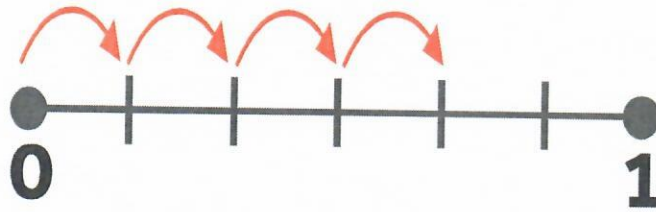
$2 \times \frac{1}{5}$

$3 \times \frac{1}{5}$

$3 \times \frac{1}{2}$

$4 \times \frac{1}{5}$

8. Which multiplication problem does the image show?



$1 \times \frac{1}{6}$

$2 \times \frac{1}{6}$

$3 \times \frac{1}{6}$

$4 \times \frac{1}{6}$

Standard: 4.NF.4B

Name: _____

Assigned on 2020-04-20

Understand a multiple of a/b as a multiple of $1/b$, using this understandi...

I. Short Answer

Write your answer in the box.

1. Fill in the blank.

$$3 \times \frac{5}{8} = \underline{\quad} \times \frac{1}{8}$$

Answer:

2. Fill in the blank.

$$3 \times \frac{4}{5} = \underline{\quad} \times \frac{1}{5}$$

Answer:

3. Fill in the blank.

$$18 \times \frac{1}{8} = \underline{\quad} \times \frac{3}{8}$$

Answer:

4. Fill in the blank.

$$5 \times \frac{2}{6} = \underline{\quad} \times \frac{1}{6}$$

Answer:

5. Fill in the blank.

$$4 \times \frac{3}{5} = \underline{\quad} \times \frac{1}{5}$$

Answer:

6. Fill in the blank.

$$25 \times \frac{1}{6} = \underline{\quad} \times \frac{5}{6}$$

Answer:

7. Fill in the blank.

$$6 \times \frac{1}{4} = \underline{\quad} \times \frac{2}{4}$$

Answer:

8. Fill in the blank.

$$14 \times \frac{1}{3} = \underline{\quad} \times \frac{2}{3}$$

Answer:

Cielito Lindo (Pretty Darling)

This famous Mexican folk song became popular in the late 19th century. It is now considered the unofficial anthem of Mexico, and it has been recorded by many popular artists. It is often sung at sporting events. Below is an English translation of the words.

Cielito Lindo (Pretty Darling)

From Sierra Morena,
Pretty darling, coming down are
A pair of little black eyes,
Pretty darling, sneaking by.

Refrain:

Ay, ay, ay, ay,
Sing and don't cry,
Because by singing they get happy,
Pretty darling, our hearts.

A bird that abandons,
Pretty darling, his first nest,
If he later finds it occupied,
Pretty darling, he deserves it.

(Refrain)

That beauty mark that you have
Pretty darling, next to your mouth,
Don't give it to anyone,
Pretty darling, for it is mine.

(Refrain)

An arrow in the air
Pretty darling, Cupid launched.
If he shot it while playing,
Pretty darling, then he has hit me.

(Refrain)

Questions

1. Why should we sing and not cry?

2. What does the writer mean when he says Cupid "has hit me"?

3. The writer says the bird deserves to lose his nest. Why?

4. Who is the writer speaking to?

African American Inventors:


Elijah McCoy



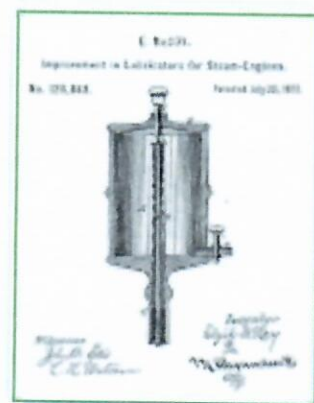
Elijah McCoy

Elijah J. McCoy was born in Canada in 1844. His parents had been slaves in Kentucky, but they escaped. The anti-slavery volunteers of the Underground Railroad helped them get to Canada. After the Civil War was over in 1865, the family returned to the U.S. and lived in Michigan.

As a teenager Elijah went to Scotland to study. He became a mechanical engineer. When the family moved to Michigan, he could not find work as a mechanical engineer, so he worked for the railroad. During this time, he designed a device for oiling engines on trains and ships. In 1872, he received a patent for his device. It was very important for the transportation industry, as engines had to be oiled to stay running.

Elijah McCoy continued to develop new inventions. Most of his inventions involved the oiling of machines. However some were quite different. He also invented a lawn sprinkler and a folding ironing board. By the time he died in 1929 in Michigan, he had received 57 patents on his inventions.

Many people consider Elijah McCoy an important inventor. He has been honored for his contributions. There are historical markers at his home and workshop. He was also named to the National Inventors Hall of Fame in 2001.



Elijah McCoy's first patent

Questions and Answers: Answer the following questions.

1. Where was Elijah McCoy born? _____
2. Who helped Elijah McCoy's parents escape to freedom? _____
3. When did Elijah McCoy receive his first patent? _____
4. How many patents did Elijah McCoy receive? _____
5. Name something Elijah McCoy invented. _____

Standard: 4.NF.4B

Name: _____

Assigned on 2020-04-20

Students must know that adding unit fractions is the same as multiplying...

I. Short Answer

Write your answer in the box.

1. Fill in the blank.

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \underline{\quad} \times \frac{1}{6}$$

Answer:

2. Fill in the blank.

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \underline{\quad} \times \frac{1}{8}$$

Answer:
_____3. How many times would you have to add $\frac{1}{4}$ with itself to get the answer to the multiplication problem below?

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

Answer:

4. How many times would you have to add $\frac{1}{3}$ with itself to get the answer to the multiplication problem below?

$$2 \times \frac{1}{3}$$

Answer:

5. Fill in the blank.

$$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \underline{\quad} \times \frac{1}{3}$$

Answer:

6. Fill in the blank.

$$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \underline{\quad} \times \frac{1}{2}$$

Answer:

7. How many times would you have to add $\frac{1}{5}$ with itself to get the answer to the multiplication problem below?

$$4 \times \frac{1}{5}$$

Answer:

8. How many times would you have to add $\frac{1}{12}$ with itself to get the answer to the multiplication problem below?

$$8 \times \frac{1}{12}$$

Answer:

Standard: 4.NF.4B



Name:

Assigned on 2020-04-20

Understand a multiple of a/b as a multiple of $1/b$, and use this understand...

I. Multiple Answers

Circle all of the correct answers.

1. Which of the expressions below are equal to $\frac{9}{12}$? Select all that apply.

A) $\frac{3}{4} \times 3$ B) $\frac{1}{12} \times 9$ C) $\frac{3}{12} \times 3$ D) $\frac{1}{2} \times 9$

 A B C D

II. Short Answer

Write your answer in the box.

2. Solve.

$7 \times \frac{2}{3}$

Answer:

3. Liam has completed $\frac{2}{8}$ of his homework. If Emma has finished 3 times as much of her homework as Liam, what fraction has she finished?Answer:

4. Fill in the blank.

$$3 \times \frac{2}{4} = \underline{\quad} \times \frac{1}{4}$$

Answer:

5. Fill in the blank.

$$6 \times \frac{3}{8} = \underline{\quad} \times \frac{1}{8}$$

Answer:

6. Fill in the blank.

$$5 \times \frac{2}{6} = \underline{\quad} \times \frac{1}{6}$$

Answer:

7. Solve.

$$6 \times \frac{3}{8}$$

Answer:

8. Solve.

$$5 \times \frac{5}{6}$$

Answer:

Week 4

(April 27, 2020 - May 1, 2020)

Answer Key

MATH ANSWER KEYS

DAY 1

Standard: 4.NF.4A

Assigned on 2020-04-20

1)	$5 \times \frac{1}{6}$	2)	$3 \times \frac{1}{4}$	3)	$4 \times \frac{1}{3}$	4)	$2 \times \frac{1}{4}$
5)	$4 \times \frac{1}{6}$	6)	$3 \times \frac{1}{8}$	7)	$3 \times \frac{1}{5}$	8)	$4 \times \frac{1}{6}$

Standard: 4.NF.4A

Assigned on 2020-04-20

1)	$3 \times \frac{1}{4}$	2)	$5 \times \frac{1}{6}$	3)	$4 \times \frac{1}{8}$	4)	$3 \times \frac{1}{8}$
5)	$4 \times \frac{1}{5}$	6)	$3 \times \frac{1}{4}$	7)	$3 \times \frac{1}{5}$	8)	$4 \times \frac{1}{6}$

DAY 2

Standard: 4.NF.4A

Assigned on 2020-04-20

1)	$\frac{4}{8}$	2)	$\frac{8}{5}$	3)	$\frac{6}{5}$ miles	4)	$\frac{7}{12}$
5)	$\frac{5}{2}$	6)	9/12, 3/4	7)	2/4, 1/2	8)	2/8, 1/4

Standard: 4.NF.4A

Assigned on 2020-04-20

1)	$\frac{5}{6}$	2)	$\frac{4}{3}$	3)	$\frac{4}{8}$	4)	$\frac{4}{3}$ miles
5)	$\frac{7}{8}$	6)	$\frac{3}{4}$	7)	$\frac{5}{6}$ mile	8)	2/4, 1/2

DAY 3

Standard: 4.NF.4C

Assigned on 2020-04-20

1)	Same Amount	2)	$2\frac{2}{3}$ miles	3)	$1\frac{3}{5}$ miles	4)	Same Amount
5)	$3\frac{3}{4}$ miles	6)	Same Amount	7)	$1\frac{2}{3}$ miles	8)	$4\frac{4}{5}$ miles

Standard: 4.NF.1

Assigned on 2020-04-21

1)	$\frac{4}{6}$	2)	2, 2/6	3)	1, 1/3	4)	2, 2/8
5)	6, 6/12	6)	2, 2/4	7)	1, 1/2	8)	4, 4/6

MATH ANSWER KEYS

DAY 4

Standard: 4.NF.4A

Assigned on 2020-04-20

1)	$3 \times \frac{1}{4}$	2)	$5 \times \frac{1}{6}$	3)	$2 \times \frac{1}{5}$	4)	$5 \times \frac{1}{2}$
5)	$4 \times \frac{1}{5}$	6)	$3 \times \frac{1}{4}$	7)	$3 \times \frac{1}{5}$	8)	$4 \times \frac{1}{6}$

Standard: 4.NF.4B

Assigned on 2020-04-20

1)	15	2)	12	3)	6	4)	10
5)	12	6)	5	7)	3	8)	7

DAY 5

Standard: 4.NF.4B

Assigned on 2020-04-20

1)	4	2)	5	3)	3	4)	2
5)	5	6)	5	7)	4	8)	8

Standard: 4.NF.4B

Assigned on 2020-04-20

1)	B, C	2)	$14/3, 4 \frac{2}{3}$	3)	$6/8, 3/4$	4)	6
5)	18	6)	10	7)	$18/8, 9/4, 2 \frac{1}{4}$	8)	$25/6, 4 \frac{1}{6}$

Day 1 Answer Key

Name: _____ KEY

Vocabulary in Old Mother West Wind

Part I. Meaning in the Text

Below are phrases from the text. Circle the correct meaning of the underlined word.

- "He set all the little poplar leaves dancing, too..."
A. liked or admired B. old book C. green **(D)** a tree
- "He shook the nodding buttercups."
A. dishes **(B)** yellow flowers C. cows D. cookies
- "...whirling to pump water for thirsty folks..."
(A) juice from under the ground B. steal C. fill a glass D. save for the future
- "...went to bed and put on his nightcap..."
A. a light that shines at night **(B)** head covering worn in bed C. a shade to block out light D. a gown worn in bed
- "...she had been D out the white sails of the ships"
A. cutting B. washing **(C)** blowing D. pulling

II. Vocabulary Match

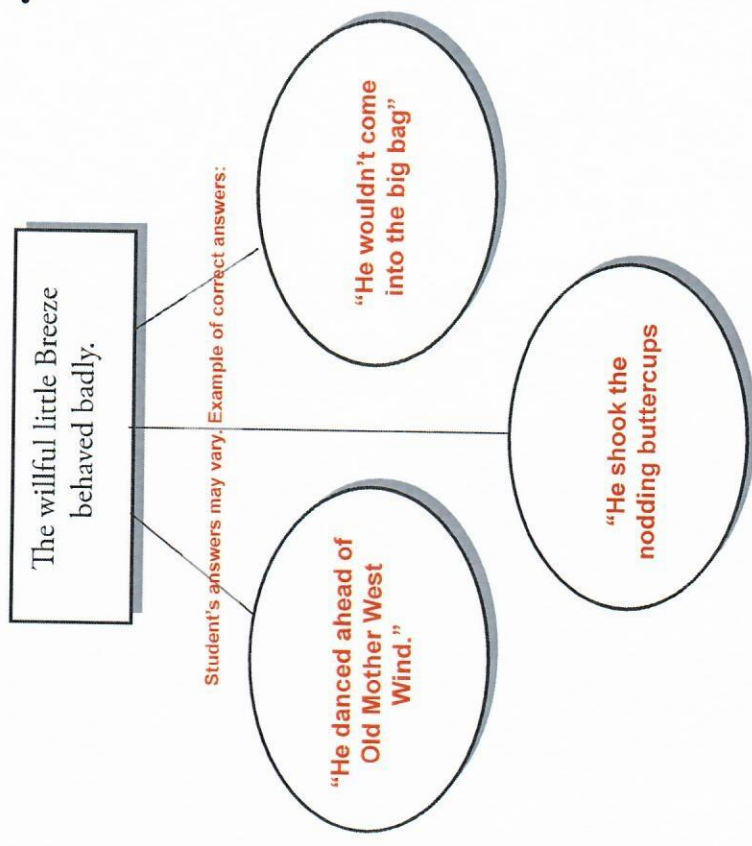
Match each word in Column A with its meaning in Column B

- | | |
|----------------------|-------------------------------|
| Column A | Column B |
| 1. <u>G</u> breeze | A. cheerful or carefree |
| 2. <u>C</u> cross | B. crawled or moved carefully |
| 3. <u>E</u> grind | C. cranky or angry |
| 4. <u>B</u> crept | D. small or tiny |
| 5. <u>H</u> willful | E. crush into a powder |
| 6. <u>A</u> merry | F. spinning or turning |
| 7. <u>D</u> wee | G. a small gust of wind |
| 8. <u>F</u> whirling | H. stubborn |

Name: _____ KEY

Find the Supporting Evidence

Below is one of the main ideas of the passage. Write three ideas from the passage that support this main idea.



Day 1 Answer Key

ANSWER KEY

Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, "Dance, Boots", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- a. Boots is my dog.
- b. Boots can sit.
- c. Boots is very smart.
- d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

The main idea of this paragraph is:

- a. Todd had a great birthday.
- b. Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents don't like the carpet.
- c. Peter likes to make a mess.
- d. Peter's parents made new rules so the new carpet stays clean.

Day 2 Answer Key

ANSWER KEY

Can You Tell a 'Gator From a Croc?

by Guy Bellera

1. Correctly label each picture as an **alligator**, a **crocodile**, or a **gharial**.



crocodile



gharial



alligator

2. Crocodiles live...

- a. only in saltwater
- b. only in freshwater
- c. **in both saltwater and freshwater**
- d. only in India

3. According to the article, how are mother alligators and crocodiles different from mother turtles and snakes?

Mother alligators and crocodiles watch over and protect their young.

4. Explain what a nictitating membrane is and what it does?

A nictitating membrane is a clear eyelid. It cleans and moistens the eyes of alligators and crocodiles. It also allows them to see underwater.

5. Tell whether each fact about gharials is **true** or **false**.

- false** Gharials live in South America.
- true** Gharials are an endangered species.
- false** Gharials are a type of alligator.
- true** Gharials only eat fish.

ANSWER KEY

'Gator From a Croc?

by Guy Bellera



Match each vocabulary word from the article to its definition.

- | | |
|-------------------------|---|
| d 1. confuse | a thin, skinny |
| f 2. prey | b long nose and jaws of an animal's head |
| e 3. nourishment | c measure of how wide something is |
| h 4. hatchlings | d mix up |
| j 5. caiman | e things that must be eaten for growth and health |
| a 6. slender | f animal that is hunted and eaten |
| b 7. snout | g at risk of extinction |
| c 8. width | h animals that have recently hatched from eggs |
| g 9. endangered | i layer of skin or tissue that protects body parts |
| i 10. membrane | j type of animal similar to an alligator |

Cause and Effect: Match Them!

Match the cause to the effect.

Cause

Effect

- | | |
|--|------------------------------------|
| 1. <u> J </u> The car ran a red light. | A. The horses were thirsty. |
| 2. <u> D </u> Ben stayed up late. | B. She fell down. |
| 3. <u> I </u> The students were quiet in class. | C. She was hungry at lunch. |
| 4. <u> H </u> It rained. | D. He was sleepy the next day. |
| 5. <u> C </u> Lydia skipped breakfast. | E. It boiled over. |
| 6. <u> A </u> It was very hot outside. | F. Everyone laughed. |
| 7. <u> B </u> Lucy's shoes weren't tied. | G. It sank. |
| 8. <u> G </u> The boat had a leak. | H. Chris got wet. |
| 9. <u> F </u> The puppy chased its tail. | I. The teacher gave them a reward. |
| 10. <u> E </u> There was too much water in the pot. | J. Another car hit it. |

Day 3 Answer Key



Name: _____ KEY

Old Mother West Wind: Do You Understand?

Part I. Short Answer

Answer each question below.

Student's answers will vary. Example of correct answers:

- Who were Old Mother West Wind's children?
the Merry Little Breezes
- Where did she put her children when it was time to go home?
in a bag
- Why didn't the little Breeze want to go home?
He wanted to play some more.
- What did Old Mother West Wind do when the little Breeze wouldn't obey her?
She left him alone and went home.
- Where did Old Mother West Wind and the Merry Little Breezes live?
behind the Purple Hills

II. Who Was It?

For each event below, write the correct character: Old Mother West Wind, the willful little Breeze, and Mr. Sun for each event below.

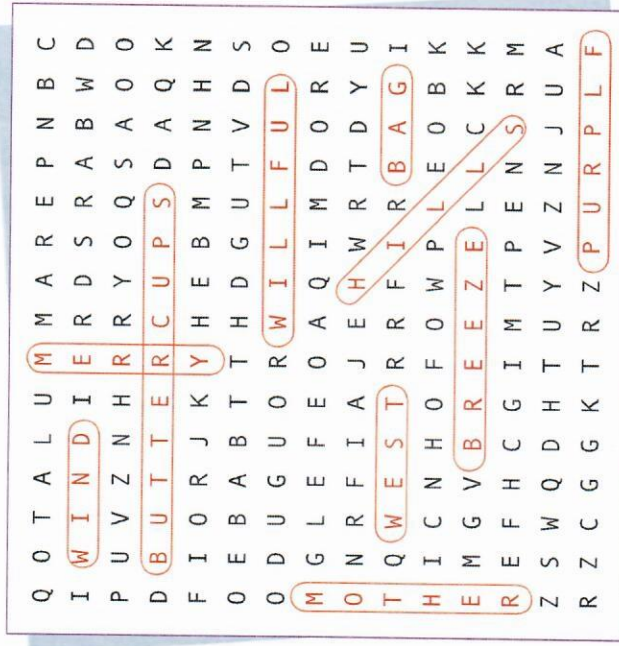
- Old Mother West Wind Blew away smoke from the chimneys.
- Mr. Sun Put on a nightcap.
- little Breeze Shook the buttercups.
- Old Mother West Wind Helped all the ships go faster.
- little Breeze Made the leaves dance.



Name: _____ KEY

Old Mother West Wind Word Search

Circle each word from the list in the puzzle. The words can go in any direction.


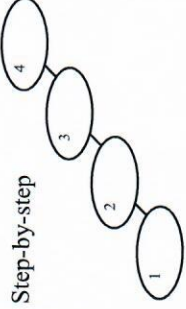
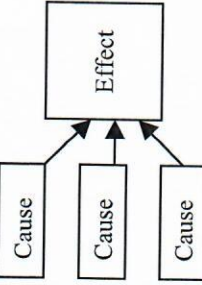
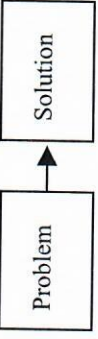
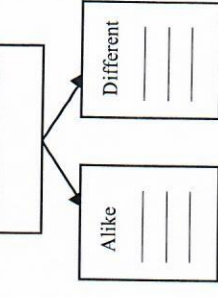


Answer Key Day 3

Text Structure Worksheet 13

Name: _____

Directions: Read the passages and determine how each is mainly structured.

Chronological	Sequence	Cause and Effect	Problem and Solution	Compare and Contrast
 <p>Timeline</p>	 <p>Step-by-step</p>			

1. Having a dog in your home can serve many purposes, but living with a poorly trained dog is not worth the mess. These mangy mutts will go potty inside of your home. This can stain your floors and make your house smell bad. In order to prevent this you have to teach your dog to go potty outside. This may require you to go on a lot more walks with your dog. You may have to sit outside for long periods of time while you are waiting for your dog to use it. But it will be worth it to not have a bunch of dog mess all over your house. So if you love your dog but hate cleaning dog-doo off of the rug, teach your dog the right way to go.

Problem and Solution

2. If you want to form a strong relationship with your dog, try playing fetch. It's fun and easy to do, and if everything goes well your dog should do most of the fetching. Just find something that your dog wants to retrieve, such as a stick, a thick rope tied in knots, or a squeaky toy. Show it to your dog to get his or her interest. Shake it around in your hand and call out the dog's name. Once they are paying attention, throw the object as far as you can. Be careful not to throw it anywhere that you wouldn't want your dog to go, like the middle of the road or under a china cabinet. Hopefully your dog will bring the object back to you. When he or she does, praise your dog and command him or her to drop the object. Pick it up and repeat the process for the next 10 to 15 years.

Sequence

3. The lion is often thought of as the king of the jungle, but the African wild dog may be a better hunter. Both lions and African wild dogs are pack animals and have females lead their hunts, but they have different hunting styles. Although lions are very fast, they do not have much stamina. They attack in short, ferocious bursts because they get tired quickly. On the other hand, African wild dogs are not very fast, but they have incredible stamina. They can run for hours and often chase their prey to exhaustion. Dr. George Schaller studied African wild dogs in the Serengeti and found that 9 out of 10 of their hunts ended in kills, while lions are only successful in 3 out of 10 hunts. So you see, it's not always good to be king.

Compare and Contrast

4. I started working on my history project right after I came home. I spent over six hours building the Great Pyramid of Giza out of sugar cubes. It took a long time but it looked beautiful when I was done. I went to sleep around midnight feeling good about my work, but when I woke up the next morning, I was shocked to find that my sugar cube pyramid had been completely destroyed. Much of it was crushed and melted and there was a trail of sugar cubes leading out of my room. I followed the trail across the hallway and down the stairs, where it led to my dog. He was curled up in pain. I wanted to punish him for what he did, but he looked so sick from eating all of that glue and sugar. I figured that he had already received his punishment and would think twice about eating my homework again.

Chronological

5. There's a reason why dogs are called "man's best friend." The good friendship that we have with dogs is thousands of years old and, as with most good friendships, was formed by mutual benefit. Dogs are of great value to people because they use their keen senses to detect threats and alert their owners by barking. You may find your dog's yapping to be quite annoying, but under some circumstances it can be quite helpful. But people are of great value to dogs too. Dogs who live with people usually have easier access to food and a safer place to stay than they would on their own, and that truly is what friends are for.

Cause and Effect

Character Description: Characters from Rikki-Tikki-Tavi

Below are the descriptions of two characters in the short story "Rikki-Tikki-Tavi" by Rudyard Kipling. Read each description and answer the questions below.

Rikki-Tikki-Tavi

He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry as he scuttled through the long grass, was: "Rikk-tikk-tikki-tikki-tchk!"

Nag

Then inch by inch out of the grass rose up the head and spread hood of Nag, the big black cobra, and he was five feet long from tongue to tail. When he had lifted one-third of himself clear of the ground, he stayed balancing to and fro exactly as a dandelion-tuft balances in the wind, and he looked at Rikki-tikki with the wicked snake's eyes that never change their expression, whatever the snake may be thinking of.

Answers: Student's answers will vary; examples of correct answers:

Questions:

1. What kind of animal is Rikki? a mongoose
2. What kind of animal is Nag? a snake or cobra
3. What is a word from Rikki's description that tells the reader that Rikki moves around a lot? scuttled
4. What is a word from Nag's description that tells the reader that Nag is scary? wicked
5. Who do you think is bigger: Rikki or Nag? Nag

Ecosystems

Cross-Curricular Focus: Life Science



An **ecosystem** is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called **organisms**, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

Day 4 Answer Key

Name: **Key**

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Actual wording may vary.

1) What is one example of a non-living thing in an ecosystem? **light, air, water or soil**

2) What are three of the life processes that living organisms do? **take in nutrients, use energy to**

grow, release energy, release waste, react to their environment or reproduce.

3) What does population mean in a community?

one specific type of organism living in a community

4) When does an organism thrive?r.

when its needs are met

5) Why does a temperate zone support many varieties of organisms? **because the conditions**

are not too hot and not too cold

Day 5 Answer Key

Name: _____ **Key**

Cielito Lindo (Pretty Darling)

This famous Mexican folk song became popular in the late 19th century. It is now considered the unofficial anthem of Mexico, and it has been recorded by many popular artists. It is often sung at sporting events. Below is an English translation of the words.

Cielito Lindo (Pretty Darling)

From Sierra Morena,
Pretty darling, coming down are
A pair of little black eyes,
Pretty darling, sneaking by.

Refrain:

Ay, ay, ay, ay,
Sing and don't cry,
Because by singing they get happy,
Pretty darling, our hearts.

A bird that abandons,
Pretty darling, his first nest,
If he later finds it occupied,
Pretty darling, he deserves it.

(Refrain)

That beauty mark that you have
Pretty darling, next to your mouth,
Don't give it to anyone,
Pretty darling, for it is mine.

(Refrain)

An arrow in the air
Pretty darling, Cupid launched.
If he shot it while playing,
Pretty darling, then he has hit me.

(Refrain)

Questions **Student's answers will vary;
examples of correct answer:**

1. Why should we sing and not cry?

Because when we sing, our hearts

become happy.

2. What does the writer mean when he says Cupid
"has hit me"?

The writer means he has been hit by

Cupid's arrow and has fallen in love

with "pretty darling."

3. The writer says the bird deserves to lose his nest.
Why?

The bird deserves to lose its nest

because he left it.

4. Who is the writer speaking to?

Someone he calls "pretty darling"

African American Inventors:

Elijah McCoy



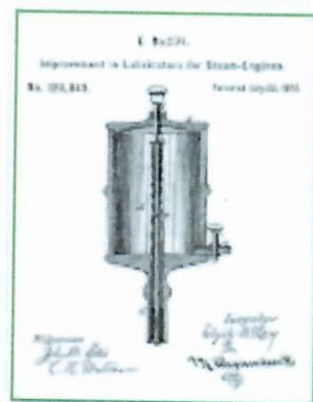
Elijah McCoy

Elijah J. McCoy was born in Canada in 1844. His parents had been slaves in Kentucky, but they escaped. The anti-slavery volunteers of the Underground Railroad helped them get to Canada. After the Civil War was over in 1865, the family returned to the U.S. and lived in Michigan.

As a teenager Elijah went to Scotland to study. He became a mechanical engineer. When the family moved to Michigan, he could not find work as a mechanical engineer, so he worked for the railroad. During this time, he designed a device for oiling engines on trains and ships. In 1872, he received a patent for his device. It was very important for the transportation industry, as engines had to be oiled to stay running.

Elijah McCoy continued to develop new inventions. Most of his inventions involved the oiling of machines. However some were quite different. He also invented a lawn sprinkler and a folding ironing board. By the time he died in 1929 in Michigan, he had received 57 patents on his inventions.

Many people consider Elijah McCoy an important inventor. He has been honored for his contributions. There are historical markers at his home and workshop. He was also named to the National Inventors Hall of Fame in 2001.



Elijah McCoy's first patent

Questions and Answers: Answer the following questions.

1. Where was Elijah McCoy born? Canada
2. Who helped Elijah McCoy's parents escape to freedom? the volunteers of the Underground Railroad
3. When did Elijah McCoy receive his first patent? 1872
4. How many patents did Elijah McCoy receive? 57
5. Name something Elijah McCoy invented. Correct answer will vary; example of correct answer: a device for oiling engines