# BSD Fourth Grade Remote Learning Packet 2 (English)





## Fourth Grade Calendar



May 11-29

	Week 1							
	Activities from the packet	Other Activities						
Day 1	Book Club Social Studies: Geography Mini Project	Play a math or strategy game Read Aloud to your child for 20 minutes						
Day 2	Math Lesson 7 Social Emotional Learning Lesson 1	Read 20 minutes						
Day 3	Book Club Health: Setting Goals	Play a math or strategy game						
Day 4	Math Lesson 8 Social Emotional Learning Lesson 2	Read 20 minutes						
	Week 2							
	Activities from the packet	Other Activities						
Day 5	Book Club Science: Weathering Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes						
Day 6	Math Lesson 9 Social Emotional Learning Lesson 3	Read 20 minutes						
Day 7	Book Club Health: Keeping Clean in the Kitchen	Play a math or strategy game						
Day 8	Math Lesson 10 Social Emotional Learning Lesson 4	Read 20 minutes						
	Week 3							
	Activities from the packet	Other Activities						
Day 9	Book Club Social Studies: Economics/Financial Literacy Mini Project	Play a math or strategy game Read Aloud to your child for 20 minutes						
Day 10	Math Lesson 11 Social Emotional Learning Lesson 5	Read 20 minutes						
Day 11	Book Club Health: Looking Good	Play a math or strategy game						
Day 12	Math Lesson 12 Social Emotional Learning Lesson 6	Read 20 minutes						

## 4th Grade Book Club 🕮

Hello Parents/Guardians,

An **Historical Fiction Book Club** will be the focus for the next three weeks of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead.  $\gtrsim$  Spend 20 minutes reading each day.

#### Learning Activity #1:

- 1. **<u>Reading</u>**: Get started reading your historical fiction book. Pay close attention to clues that show you about the setting: When? Where? What?
- 2. Jot down some ideas about how the author sets up the setting, the mood, and details that hint that trouble is brewing in your book.

- 3. <u>Writing</u>: You will have an opportunity to write your own historical fiction story.
  - a. Start thinking about possible time periods that you would like to base your historical fiction story in.
  - b. Make a list of a few very basic historical fiction story ideas/possibilities.
  - c. Share your ideas with someone.

**Optional Drawing**: Draw a character or scene from your book and add details so we can tell it is a historical drawing.

## Grades 4-5 Social Studies: Geography 😚

\*this is 1-2 week mini-project. \*SeeSaw link here

A map shows where things are located, both big and small. You could have a map of the world or a map of your classroom. Usually a map shows places from above, though some newer technology like GoogleEarth can do lots of cool new things too.

Maps are one way for people to learn about and move around their communities and world. People have been using maps for a long time. You may have seen maps of the "Oregon Trail" or Lewis & Clark and their journey west, or of the 13 colonies during the American Revolution. However, who makes maps?

Maps can tell stories, but they can also leave out stories depending on how much detail they have, and who the creator is. For example, the Oregon map to the right only has 2 of Oregon's 9 federally-recognized Native American tribal nations. What & who do you think maps should include? Have you ever *made* a map?

#### Your learning - choose one and go!



1. **Community mapmaking**: If you can, walk around your neighborhood with your family. While you are on your walk, pay attention to natural things (trees, flowers, animals) and human-made things (streets, houses). Also, think about the natural and human-made things and how they affect your community and how they may affect people in other places too. When you get home, draw (or build) and label your map with details.

or...

2. State of Oregon mapmaking: Oregon has the ocean, mountains, valleys, high desert, cities, small towns, 9 tribal nations, and more. When creating your map of Oregon, think about physical features (mountains, rivers) and human features (cities/towns/ reservations). Also think about natural spaces and human-made spaces. How will your map represent all of that? Also label any places you have traveled to!

#### **More cool ideas!** (maybe with some help!)

- <u>GoogleEarth</u>! You can look up Oregon, your school, or home! Try it!
- Pay attention to how cities, streets, schools, and parks in Beaverton are named. What stories and histories are behind the names? Do a little research.

\*Note to parent: You may read aloud this formative assessment to your child, but students should do the work themselves to help their teacher get an idea of what other support or extension they may need.

**Directions:** Look at the sample data below. Use it to create and label a line plot graph. Then, think about a real-life scenario that could fit the data.

Sample	1	2	3	4	5	6	7	8	9	10	11	12
Length (inches)	$\frac{7}{8}$	<u>3</u> 8	<u>6</u> 8	<u>5</u> 8	<u>8</u> 8	$\frac{2}{8}$	<u>5</u> 8	$\frac{3}{8}$	$\frac{7}{8}$	$\frac{1}{8}$	$\frac{4}{8}$	<u>8</u> 8

Sample	13	14	15	16	17	18	19	20	21	22	23	24
Length (inches)	$\frac{1}{8}$	$\frac{7}{8}$	<u>3</u> 8	$\frac{4}{8}$	<u>8</u> 8	<u>2</u> 8	<u>5</u> 8	<u>3</u> 8	<u>8</u> 8	$\frac{7}{8}$	<u>5</u> 8	<u>6</u> 8

Create a line plot with the data:

What is a real life situation that could fit this data? Write how you think it was collected:

Sample Data:



## 4th Grade Book Club 🕮

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead.  $\gtrsim$  Spend 20 minutes reading each day.

#### Learning Activity #2:

- <u>Reading</u>: Continue reading your historical fiction book. Pay close attention to clues that the author gives you to fit the pieces together: Who? What? Where? When? Why? How?
- 2. Jot down some ideas for each one of these questions. Be sure that your notes are organized in each category.

3. **Writing**: Start thinking about possible time periods that you would like to base your story in. Make a list of a few very basic historical fiction story ideas/possibilities by using the historical fiction checklist. Share those ideas with others.

## 4th Grade Historical Fiction Checklist

My Historical Fiction Story	YES	NO		My Historical Fiction Story Has			NO
Has Characters may be real people				Lead	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.		
from the past					I showed how much time went by with words and phrases that mark time such as just then and		
Characters dress, speak, and act like people from the time				Transitions	suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).		
perioa.				Ending	I wrote an ending that connected to the beginning or the middle of the story.		
The story is set in a specific time period from the past.				Precise Language	I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.		
The setting is real or realistic.			Elaboration	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.			
Some or all of the events may have really happened				Craft	I made some parts of the story go quickly, some slowly.		
Made up events are realistic.			I used what I knew about word families and Spelling spelling rules to help me spell and edit. I use word wall and dictionaries when needed.				

Writing - list of ideas for your historical fiction

4. **Optional Drawing**: Draw a possible setting for your story.





Copyright © 2019 The Children's Health Market, Inc.

Directions: Read the	Hints: If one tape measure is 60 inches long, can you figure out how many
story and help Patricio	inches 6 measuring tapes would be laid end to end? If 12 inches is one
solve his problem.	foot, how many feet are in one tape measure? How many in 6 tape
	measures?
	Challenge: Write an argument convincing your answers are correct.

Patricio wants to know how long the line of customers is outside of the truffle shop. He uses a tape measure and finds out that the line is 6 tape measures long. But he doesn't know how long that is.



He looks at his tape measure and notices that it ends at 60 inches. And he used it 6 times. What do you notice and wonder about the conversion tables below?

How can you use these conversion tables to help Patricio figure out the length of the line in all of the measurements?

Using the drawing above and the conversion tables, answer the following questions about the whole length of the curvy line of customers and show how you know:

How many **feet** is the line? How many **yards** is the line? How many **inches** is the line?

Inches	Feet	Feet	Yards
12	1	3	1

## Social Emotional Learning Lesson 2



## MINDFUL BREATHING:

Think of something that you love or that is a blessing in your life. Use your 5 senses to think about it more deeply. Does it have a smell, a taste, or a feeling? Can you hear or see it? Think of those things for a moment.

Now, take in a deep breathe while repeating the name of this blessing.

Breathe out slowly while imagining this thing that brings you joy.

Repeat this each day with a new blessing

## IN - HOLD - OUT BREATHING

Inhale through your nose while counting to 5 Hold it while counting to 6 Exhale through your mouth while counting to 7

### SQUEEZE AND BREATHE

- Find a stress ball, play doh, or other soft object to squeeze.
- Take in a deep breath as you squeeze.
- Breathe out slowly as you let go.

#### STARFISH BREATHING:

Breathe in as you trace up the star. Hold at the tip. Breathe out as you trace down. Go slowly.



Trace your finger around the race track. Breathe in while tracing the left side and out slowly while tracing the right side. (repeat daily)



BREATHE IN

BREATHE OUT



## BELLY BREATHING:

Switch the focus of your breathing from your chest to your belly. Place one hand on your chest and one on your belly. Take a deep breathe. Notice your belly rise. Breathe out. Notice your belly fall.

#### BREATHE THE RAINBOW Imagine the color of the rainbow.



Take a deep breath while imagining you are breathing in each color. Red: Breathe deeply through your pose, the warming calm of the

<u>Red</u>: Breathe deeply through your nose, the warming calm of the color red. Hold it and feel the warmth in your chest. Blow that warmth back into the room, slowly with your mouth.

<u>Orange</u>: Breathe in the zesty excitement of the color orange in through your nose.. Hold it and feel the tingling joy in your heart. Blow that joy slowly back into the room with your mouth.

<u>Yellow</u>: Breathe deeply through your nose, the glowing rays of the color yellow. Hold it like surshine beaming down on your face. Blow those rays back into the room, slowly with your mouth.

<u>Green</u>: Breathe in the morning dew of the color green through your nose. Hold it and feel the feeling of a new morning in my arms. Blow the freshness of a new start back into the room with your mouth.

<u>Blue</u>: Breathe in the calming waves of the color blue. Hold it like you are floating on the top of that wave. Let that wave crash as you blow it's calmness back into the room with your mouth.

<u>Purple</u>. Breathe in the loving embrace of the color purple. Hold it like a tight hug for a moment. Blow the love of that hug slowly out of your mouth, back into the room.

## 4th Grade Book Club 🕮

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead.  $\gtrsim$  Spend 20 minutes reading each day.

#### Learning Activity #3:

- 1. <u>Reading</u>: Continue reading your historical fiction book. Take a few minutes out to do some research about life during that time period. You can ask others for information about that time period and write down what you already know.
- 2. Jot down some notes about what you have learned that really happened in history then.

3. **Writing**: Start planning your historical fiction story by filling in the chart below. Share your story plan with others and get their input.

Historical Fict	ion Story Planner
<ul><li>Characters</li><li>Who are the characters?</li><li>Are they real or made up?</li></ul>	
<ul> <li>Setting</li> <li>Where is the story set?</li> <li>Is it a real place?</li> <li>When does the story take place?</li> </ul>	
<ul> <li>Plot</li> <li>What is the character's problem or goal?</li> <li>What steps are being taken to solve the problem?</li> <li>What is the climactic moment?</li> </ul>	
<ul> <li>History</li> <li>What part of the story really happened?</li> <li>What do we learn about history in this story?</li> </ul>	

**Optional Drawing**: Draw a picture of something from your period in history. A building? Mode of transportation? Clothing? Tools? A town? Whatever you'd like.



## How can water change the landscape over time? Scientists investigate.

Materials needed:

- Pie tin, cookie sheet, or paint tray
- Dirt, soil, or sand to fill the tray halfway.
- A cup of water.

Put the soil or sand on the top half of the tray and angle the tray by resting it on a step or other object. You can do this experiment outside!





**Predict:** What do you think will happen when you pour the water on the dirt? What might happen to the water? To the dirt?

**Observe:** Pour the water slowly on one side of the pan. Try to pour the water in the same spot. What are you seeing? Draw what you observe.

**Change one thing:** What happens if you put the edge of the pan on a step or rock to make the angle of the pie tin steeper? What if you pour the water faster? What size dirt in your tin moves the farthest, which do not move much at all?

Explain: Where in nature might you see something like this happening?

**Challenge:** Erosion moves soil or rock from one place to another. What could you do to minimize the effects of erosion in your landscape?

## Where are there examples of weathering in my neighborhood? Scientists investigate.

**Mechanical weathering** is a process that breaks apart rocks without changing the chemical composition of the rocks. This process is occurring all around us. When you walk in your neighborhood, look for cracks in the sidewalks and for plants that are growing in cracks. This is evidence of weathering!





Predict: Where do you think you will see weathering occuring?

**Observe:** Go outside or look through your window. Draw the weathering examples that you see. Take notes about where they are occuring. If you can, pull the plant out of the crack. What do the roots look like? What do you notice about the amount of dirt on the roots?

**Explain:** How do you think that a plant this small can change the landscape over long periods of time? What makes a plant better adapted to growing in cracks? How can you test that?

**Challenge:** Look closely at the entire plant and especially the roots that you pulled from the sidewalk. Draw what you see. What do you notice?

Directions:	Hints: There are 60 seconds in a minute and 60 minutes in an hour. If there is 60
Read the story	seconds in 1 min, how many seconds in 2 min? 3 min? 10 min?
and help Patricio	
solve his problem.	<b>Challenge:</b> Label a column for yards and hours and include those conversions in the ratio table.

Now that Patricio knows how to use and solve problems with measuring tapes, he has a new problem he wants to solve for his customers. The line gets very long and he knows it might be helpful if customers knew how long it would take for them to reach the counter. He watched one customer move 120 inches in 10 minutes. Each 120-inch section of the line could be marked like this:



And, he observed that each 120-inch section fit 6 customers. **Count the next 6 people and** draw another line. How many minutes would it take for the 12th customer to reach the counter?

Your job is to help Patricio complete the table below so that he has detailed information about how long it will take his customers to reach the counter (in minutes, seconds and hours) depending on where they are in the line.

# of Customers	Inches	Feet	Minutes	Seconds	
6	120		10		
	240				
	360				
	480				
	600				
	720				

Social Emotional Learning Lesson 3 论



## 4th Grade Book Club 🕮

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead.  $\gtrsim$  Spend 20 minutes reading each day.

#### Learning Activity #4:

1. **<u>Reading</u>**: Continue reading your historical fiction book. Pay close attention to clues about events in time for both the characters and the historical events. Create a timeline for your book showing the events happening so far and include real events or dates in history if you can too.

- 2. <u>Writing</u>: Start thinking about life during this time in history. Write down details from these questions and more:
  - a. What did the people wear?
  - b. How did they speak?
  - c. How did they travel?
  - d. What did they do for jobs?
  - e. What did they eat?
  - f. What did they do for fun?

**Optional Drawing**: Draw a picture of the main character in your story with as much detail as possible.

#### Health ☆



your family can help to keep your kitchen cleaner and healthier. Take a good look at this kitchen. Where do you think bacteria are hiding? Show this page to a parent. Walk through your own kitchen. Talk about ways you can all help to keep it clean.

- Bacteria are on counter tops, knives, cutting boards, and anything else used for preparing food. After using these things, they should be washed with hot, soapy water to get rid of bacteria.
- Flies and other bugs can carry bacteria from garbage to food. Food left out should be covered.
- Garbage should be covered so flies can't enter.
- Boxes and jars of food should be wiped clean before you put them away. Lids should be on tightly.

- 5. Anyone preparing or eating food should "rub and scrub" hands with soap and warm water first.
- Pet litter boxes should not be kept in the kitchen! They contain thousands of bacteria and other germs.
- 7. Phones, door knobs, and refrigerator handles should be wiped clean often.
- There should be a tight seal between the counters and wall. That way, bugs can't hide in cracks.



Copyright © 2019 The Children's Health Market, Inc.

Parent/Child TG406 Worksheet Activity 13: page 41

60

Directions: Read the problem, add	Hints: Can you compare sizes when they are in different units?
numbers to the chart using what you know, and then answer the questions. 1 yard = 3 feet = 36 inches 1 foot = 12 inches	<b>Challenge:</b> What would each student be in feet with fractional amounts for inches? What is the difference between the tallest person and the shortest person in fractions of feet?

Mr. Liu asked the students in his fourth grade class to measure their heights. Here are some of the heights they recorded:

Student	Height	In Inches
Sarah	50 inches	50
Jake	4 ¼ feet	
Andy	1 ½ yards	
Emily	4 feet and 4 inches	

Complete the table and then list the four students from tallest to shortest.

Tallest student

Shortest student





## 4th Grade Book Club 🕮

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead.  $\gtrsim$  Spend 20 minutes reading each day.

#### Learning Activity #5:

- 1. **<u>Reading</u>**: Continue reading your historical fiction book. Pay close attention to times when your character reacts differently than you would.
- 2. Jot down some notes sharing when that happens and ask yourself why they reacted that way considering the time period and situation.

3. <u>Writing</u>: Start writing your historical fiction story today. Be sure to use all of your notes so far and this checklist to be sure to include all these elements. Have fun!

## 4th Grade Historical Fiction Checklist

My Historical Fiction Story	YES	NO	My Historical Fiction Story Has			YES	NO	
Has Characters may be real people				Lead	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.			
from the past					I showed how much time went by with words and phrases that mark time such as just then and			
Characters dress, speak, and act like people from the time				Transitions	suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).			
perioa.			Ending	I wrote an ending that connected to the beginning or the middle of the story.				
The story is set in a specific time period from the past.	s set in a specific d from the past.			Precise Language	Precise I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.			
The setting is real or realistic.				Elaboration	oration I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.			
Some or all of the events may have really happened				Craft	I made some parts of the story go quickly, some slowly.			
Made up events are realistic.	ade up events are realistic.			Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.			





\*this is a 1 week mini-project

Many people are staying home right now to help themselves and others stay healthy and safe. When at home, or maybe when out shopping for groceries, families think about the things they need and want to take care of each other.

Look at the pictures below. Some may be things you <u>need</u> to live a healthy life, and others may be things you don't necessarily need, but that might be nice to have (<u>wants</u>).

As you look through these ask yourself - <u>does *everyone* have access to this? If not, why not?</u>



Pick some of the pictures above and talk about them with someone at home or a classmate on the phone/computer. Then start to divide them into two different columns in a chart like the one below. Use both words and pictures.

Needs	Wants

#### Also think about:

- Where do the above things come from? Are they human-made or natural?
- Do you need money for these things? Why/why not?
- Does everyone have access to them? Are they fairly shared? If not, why not?
- What are some things you can do to help others who may have less than you?
- What things are missing from the pictures above? Are they needs or wants?

<b>Directions:</b> Read the story and solve to see if Kim will advance to the final round of the fishing tournament.	Hints: How many ounces would there be if you add just the ounces together? How many pounds can you make out of those ounces? Beware of the common mistake of thinking ounces are like ones - it takes 16 ounces to make a pound, not 10!
There are 16 ounces in a pound.	<b>Challenge:</b> Depending on how you answered the question, calculate <b>either</b> , How many extra ounces did she have <b>or</b> How many more ounces would she need to advance to the final round?



Kim is participating in a bass fishing tournament. In order to advance to the final round, the total weight of the fish she catches must be more than 5 pounds.

Kim caught 4 fish that weighed as follows: 1 lb 6 oz, 13 oz, 1 lb 7 oz, and 1 lb 4 oz.

Will Kim advance to the final round of the competition? Explain why or why not.



Social Emotional Learning Lesson 5

## 4th Grade Book Club 🕮

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead.  $\gtrsim$  Spend 20 minutes reading each day.

#### Learning Activity #6:

- 1. **<u>Reading</u>**: Continue reading your historical fiction book. Look for a passage that is worth pondering (a section that is significant for the whole text).
- 2. Jot down some notes answering these questions:
  - a. What is this story really about?
  - b. What is the author really saying about life?

3. **Writing**: Continue writing your historical fiction story today. The goal is to be finished with the rough draft before Monday of next week. Be creative! Have fun!

## 4th Grade Historical Fiction Checklist

My Historical Fiction Story	YES	NO	My Historical Fiction Story Has			NO
Has Characters may be real people			Lead	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.		
from the past			Transitions	I showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly)		
Characters dress, speak, and act like people from the time period				or after a while and a little later (to show when a little time passed).		
			Ending	I wrote an ending that connected to the beginning or the middle of the story.		
The story is set in a specific time period from the past.			Precise Language	l included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.		
The setting is real or realistic.			Elaboration	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.		
Some or all of the events may have really happened			Craft	I made some parts of the story go quickly, some slowly.		
Made up events are realistic.			Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.		

4. **Optional Drawing**: Draw an important scene in your story

Health  $\bigstar$ 

	Looking Good	
Name:		
Date: _		
Part A: Fill	in the blanks with health habits that make you look good and feel great.	

My teeth look good when I

My hair looks good when I

My skin looks good when I

Other things I do to keep clean and look great are

Part B: Write ten things about yourself that you like. Be sure to list at least three positive things about your own special body, as well as special talents. (Use the back of this page if you need more room.)

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	)



Objective: To develop a realistic body image by listing positive features and health habits

Copyright © 2019 The Children's Health Market, Inc.

61

Math Lesson 12 (Adapted from Georgia Department of Education)

<b>Directions:</b> Read the story. Answer the following questions about the punch for the party. Show all work and explain	Hints: How many batches of the recipe will you need and how do you know?
how you know your answers are accurate. 1 gallon is the same as 4 quarts <u>or</u> 8 pints <u>or</u> 16 cups <u>or</u> 128 fluid ounces. 1 cup = 8 fluid ounces.	<b>Challenge:</b> If each serving is 12 fluid ounces instead of 8 ounces, how many servings can be made with the ingredients for one batch?

We are making punch for a fourth grade party. A little more than 100 students will attend the party. The recipe below will serve 16 students. The class will need multiple batches of the recipe for everyone to have a cup.

#### Party Punch

Serves 16 (serving size: 8 fluid ounces)

Ingredients: 2 Pints Strawberry Sherbet 2 Quarts Fruit Punch, chilled 32 Fluid Ounces Lemon-Lime flavored carbonated beverage, chilled

How much of each ingredient needs to be purchased to serve punch at the party? Rewrite the recipe to serve over 100 students.

How many total gallons of punch will be made for the party (serving 100 kids)? (Hint: How many cups does one batch of the recipe make? And, how many gallons does one batch of the recipe make?)







Name:

Class:

## The Poetry Quilt

By Deirdre Mundy 2014

Deirdre Mundy has written for Highlights. In this short story, a Puritan girl is discouraged from writing poetry by her sister. As you read, take notes on how Charity feels about poetry.

[1] Charity stood by the house. Across the road, Andover's weathervane<sup>1</sup> spun in the wind.

> Charity whispered, "The vane on the meeting house is turning to and fro. The first breeze of April whips across the melting snow."

That may be a fine addition to my poetry quilt, she thought. In fact, that poem will finish it. She repeated her rhyme aloud and smiled.

Her older sister, Prudence, overheard. "Charity, when are you going to grow up? Making rhymes is for babies. No one marries a girl for her poems. You should practice tending the house instead."

[5] Charity's throat tightened. "I know, Prudence. I'll work harder."

> Prudence smiled and handed her the broom. "You can start by sweeping the walk. I'm going inside to help Mother with the baking."



""I'm not a baby, and I write poems."" by Craig Orback is used with permission.

Charity kept her head down as she swept. She tried to ignore the warm breeze. Prudence was right. Only babies made rhymes.

That evening, Charity embroidered<sup>2</sup> her last poem, the one about the weathervane. Then she finished the quilt and put it in her dowry<sup>3</sup> chest. She was done with poems.

Weeks passed. Charity worked hard. She cooked and cleaned, and she didn't make any rhymes.

- [10] One night, she took out her poetry quilt and looked at it. She'd embroidered 35 poems. It had been a lot of work, but she'd loved it. She sighed. "Prudence is right. I need to grow up. Only babies make rhymes about everything they see."
  - 1. a turning pointer to show the direction of the wind
  - 2. to decorate cloth by sewing on it with thread

<sup>3.</sup> a box filled with blankets and other items that a wife brings to her husband when they marry



She was so tired that she didn't put the quilt back. Instead, she left it folded on her bed.

That night, Charity tossed and turned. When she woke up in the morning, the air was hazy.<sup>4</sup>

She glanced at the foot of her bed.

The poetry quilt was missing!

[15] Charity dressed and hurried to the kitchen, where she found her father sitting at the table. Soot<sup>5</sup> coated his face.

Charity gasped. "What happened? And where are Prudence and Mother?"

"The Bradstreets' house burned down last night," her father replied. "They lost everything. Prudence and your mother took them food and blankets."

"Blankets? Oh no!" Charity dashed<sup>6</sup> out the door. The Bradstreets were among the most respected people in the colony.<sup>7</sup> She couldn't let them see her poetry quilt. It was too embarrassing.

She met her mother and sister in the street. They'd already delivered the blankets.

[20] "I have to get my quilt back," Charity cried.

"The Bradstreets have nothing left! You can't begrudge<sup>8</sup> them a blanket," her mother scolded<sup>9</sup> her.

"Yes, Mother," Charity said forlornly.<sup>10</sup>

Later that afternoon, Charity knelt in the garden to weed. She glanced up and saw Mistress Bradstreet talking to her mother. She was holding the poetry quilt.

Charity blushed. Mistress Bradstreet probably didn't like the quilt. Prudence was right. She shouldn't have made those rhymes.

[25] Charity stood quickly when she noticed Mistress Bradstreet walking over to the garden. She brushed dirt from her apron. Her legs shook as she curtsied. "Good day, Mistress Bradstreet. I'm sorry for the fire at your house."

"I'm thankful no one was hurt," Mistress Bradstreet said softly. "But I fear that your mother may have accidentally given me this." She held out the quilt.

"It's all right," Charity replied. "It's just a silly old quilt. Some of my baby work. I'm sorry for the poems."

<sup>4.</sup> covered by fog or smoke

<sup>5.</sup> a black powder that is created by burning something

<sup>6.</sup> Dash (verb): to run somewhere quickly

<sup>7.</sup> an early type of state in the United States

<sup>8.</sup> to give unwillingly

<sup>9.</sup> Scold (verb): to point out someone's fault or wrongdoing

<sup>10.</sup> to do something in a sad manner



"Why are you sorry? I enjoyed the poems. Your work shows great promise."

"But Prudence says poems are for babies."

[30] Mistress Bradstreet smiled. "I'm not a baby, and I write poems. I've even published a book."

Charity's jaw dropped.

"In fact," the woman continued, "I make poems all the time. I'm working on one now about the fire. It's how I remind myself to be grateful for what I have. Otherwise I might waste my days bemoaning<sup>11</sup> what I've lost."

"I'm thankful for warm breezes in springtime," Charity said.

Mistress Bradstreet nodded.

[35] "I could tell from your poems."

Charity took a deep breath. "Mistress Bradstreet, may I show you more poems someday? And would you let me hear your poems?"

"I'd love that, Charity." Mistress Bradstreet handed her the quilt. "Your poems helped me smile after the fire. But you should keep this. It's a beautiful addition to your dowry chest."

"Thank you, Mistress Bradstreet!" Charity curtsied, then ran to put the quilt inside the house before returning to the garden. After all, she had an idea for a poem about radishes.

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.



#### **Text-Dependent Questions**

#### Directions: For the following questions, choose the best answer or respond in complete sentences.

- 1. PART A: Which sentence describes a theme of the short story?
  - A. Poetry is useful and important.
  - B. Poetry is easy to read and often considered to be for babies.
  - C. Not everyone can understand the beauty of poetry.
  - D. Writing poems is not as useful as other skills.
- 2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Making rhymes is for babies. No one marries a girl for her poems. You should practice tending the house instead." (Paragraph 4)
  - B. "The Bradstreets were among the most respected people in the colony. She couldn't let them see her poetry quilt. It was too embarrassing." (Paragraph 17)
  - C. "I make poems all the time. I'm working on one now about the fire. It's how I remind myself to be grateful for what I have." (Paragraph 31)
  - D. "Charity curtsied, then ran to put the quilt inside the house before returning to the garden. After all, she had an idea for a poem about radishes." (Paragraph 37)
- 3. What does the phrase 'Charity's jaw dropped' suggest about her at this moment in the story?
  - A. She is surprised by what Mistress Bradstreet tells her.
  - B. She is jealous that Mistress Bradstreet is a published poet.
  - C. She is embarrassed that Mistress Bradstreet read her poems.
  - D. She is excited to be talking to a fellow poet.
- 4. How is Charity affected when Mistress Bradstreet reveals that she also writes poetry?



## **Discussion Questions**

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

 Miss Bradstreet's encouragement gives Charity the self-confidence to continue writing poetry. When was a time you gained self-confidence because others were encouraging you?

2. Miss Bradstreet thinks that poetry is important. Do you think poetry is still important and valuable today? Consider the poetry that you hear in songs and music.



Name:

Class:

#### Black Blizzard By Maurine V. Eleder 2015

Maurine V. Eleder has written for Highlights. In this short story, Eleder explores the experiences of those who lived through the Dust Bowl, a time period of severe dust storms during the 1930s in parts of Kansas, Oklahoma, Colorado, and neighboring states. As you read, take notes on the effects of the black blizzard.

 "Ooooh, Betty. Come quick!" said four-year-old Mary Ann. Paper dolls lay forgotten on the floor as she stared out the window.

> Betty felt her stomach muscles tighten as she joined Mary Ann. On the horizon loomed a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.

> "It's another dust storm, Mary Ann," Betty said, trying to stay calm. How many more would there be, she wondered.



"We'll never make it to the barn." by James Watling is used with permission.

For the last four years — since 1932 — Oklahoma and nearby states had endured<sup>1</sup> dozens of such storms. Betty knew the routine. "Let's get some towels from the kitchen," she said.

[5] The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but Betty knew that powdery dust would cover everything — dishes in cupboards and clothes in closets — long after the storm had passed.

"I'm scared," said Mary Ann.

"I know," said Betty, "but we'll be safe if we stay in the house."

"What about Mommy and Daddy?" Mary Ann asked.

"They're probably on their way home from the bank. They won't be able to drive in the storm. I expect they'll stop at a neighbor's home."

[10] The dust cloud hid the sun and brought an eerie<sup>2</sup> darkness, even though it was the middle of the afternoon. The wind howled. Tiny particles of soil pelted the window glass.

No wonder they call these storms "black blizzards," thought Betty. She stared out the window.

"Oh no!" she said suddenly.

<sup>1.</sup> Endure (verb): to suffer something painful or difficult

<sup>2.</sup> Eerie (adjective): strange and frightening



"What's wrong?" asked Mary Ann.

"I thought I saw Fancifoot. See there — near the fence," Betty said. In a momentary lull<sup>3</sup> of the wind, she had glimpsed Fancifoot's white markings.

[15] Betty remembered other dust storms. Sometimes, even though there was no rain, there was thunder and lightning. That would frighten Fancifoot.

Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall. Fancifoot would stumble around trying to find shelter. What if he stumbled into the dry creek bed and broke a leg?

Suddenly Betty picked up Mary Ann and set her in the rocker.

"I'm going to get Fancifoot back into the barn," Betty said. "You stay in this chair and don't move."

Mary Ann nodded solemnly.4

[20] Betty jammed on her old straw hat and pulled the brim low over her forehead. She wound a scarf around it so her nose and mouth were covered. In the storeroom near the kitchen, she found her mother's long clothesline. She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm.

The wind almost whipped the clothesline from her hand. Sandy grit<sup>5</sup> pounded her face. Betty closed her eyes and groped her way to the porch railing. Bracing herself against it, she tied the free end of the clothesline firmly to one of the posts. Bending against the wind, she trudged along the house, then turned left to follow the fence.

The fence ended. No Fancifoot. Betty couldn't see more than a few yards in the swirling blackness. Then she heard him whinny, and she stumbled toward the sound.

"Fancifoot!" Betty called. Where was he? Again she heard a low whinny. She turned and stepped forward. Now she thought she heard him to her right. She walked backward to keep the grit from hitting her face.

Maybe the wind is playing tricks, she thought. Maybe I didn't really see or hear him. But then she smacked right into him.

[25] "Fancifoot," she said with relief, "you're OK." She glided her hands over his ears and neck. Quickly, she looped the slack of the clothes-line around his neck.

"We'll never make the barn," she said. "I've turned around so many times I can't tell where it is. You're coming home with me."

5. small, loose particles of sand

<sup>3.</sup> Lull (noun): a moment of quiet or lack of activity

<sup>4.</sup> Solemn (adjective): not cheerful or smiling; serious



Hand over hand, Betty guided Fancifoot along the clothesline, back to the end she had fastened to the porch.

"Come on, Fancifoot. Up two steps and we'll be safe. Come on, boy," Betty coaxed<sup>6</sup> as she pulled him into the house.

"All safe," Betty gasped to a surprised Mary Ann.

[30] "We'll put him in the storeroom until the storm is over," Betty said.

The storm continued to blow as Betty prepared supper. She sliced bread and cheese and found an apple for Fancifoot. Then she lugged Daddy's chair over to the storeroom.

"Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time," Betty said. Soon Mary Ann was asleep.

Betty noticed that the wind was not as strong as it had been. Then she, too, fell asleep.

Ai-ooga-ai-ooga! Betty sat up, wide awake. Then she heard it again. Ai-ooga!

[35] "What is it?" Mary Ann asked.

"Our car! They're home!" Betty answered.

They raced to the front door. A hazy rising sun shone on drifts of dirt piled against the house.

"Are you all right?" Mommy and Daddy asked as they hugged and kissed the girls. "We were passing Schuler's farm when the storm hit, and had to stay there overnight. We were so worried."

"Thank goodness you're all right," said Daddy. He looked uncertainly at Betty. "I noticed the barn door was open. I'm afraid we may find that Fancifoot got out of the barn and —"

[40] He stopped as Mary Ann and Betty giggled.

"He did get out of the barn, but he's OK. He's right there," Betty said, pointing to the storeroom where Fancifoot stood — munching Betty's old straw hat.

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.



#### **Text-Dependent Questions**

#### Directions: For the following questions, choose the best answer or respond in complete sentences.

- 1. PART A: Which statement expresses the main theme of the short story?
  - A. Animals and children should be taken to safety first in an emergency.
  - B. The bond between humans and animals is unbreakable.
  - C. It's easier to respond to emergencies when you don't let fear control you.
  - D. Panicking during a life-threatening situation can lead to more problems.
- 2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "The dust cloud hid the sun and brought an eerie darkness, even though it was the middle of the afternoon." (Paragraph 10)
  - B. "Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall." (Paragraph 16)
  - C. "She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm." (Paragraph 20)
  - D. "Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time" (Paragraph 32)
- 3. How do paragraphs 12-14 contribute to the overall structure of the story?
  - A. They introduce an important character in the story, Fancifoot.
  - B. They develop Betty's character by showing how much she cares for animals.
  - C. They introduce the main obstacle in the story, getting Fancifoot to safety.
  - D. They emphasize the dangers that the storm presents.
- 4. How do Betty and Mary Ann's emotions compare to their parents at the end of the story?
  - Betty and Mary Ann are just as worried to see that their parents are safe as their parents are.
  - B. Betty and Mary Ann are light-hearted after surviving the storm, while their parents are nervous to make sure everyone is ok.
  - C. Betty and Mary Ann are shaken after the storm, while their parents are calm, as they knew everyone would be safe.
  - D. Betty and Mary Anne are proud of their actions during the storm, while their parents are surprised that everyone is safe.



5. How would you describe Betty's actions during the black blizzard? What does it reveal about Betty?



#### **Discussion Questions**

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

 In the story, Betty and her sister have to stay in the house during the dust storm. How do you think a dust storm could be dangerous to people caught in it? Describe a time when you have experienced a dangerous or scary storm.

 During the storm, Betty decides to go get her horse. Do you think her actions were foolish or brave? Why? Describe a time when you helped someone or something in need.



**SHAPEAmerica** 

# heal&h.moves.minds.)

## **Mind and Body Bingo**

Mark with an "X" the different activities you complete over the course of a week. How many different variations of BINGO can you get?

В		Ν	G	0
Go outside for a walk and find 10 things that start with the letter of your name.	Try a new healthy recipe.	Do a Mindful Minute.	Complete three tasks from the Mind & Body Calendar.	Call a friend or family member to check in.
Drink eight glasses of water.	Make a list of things for which you are grateful.	Back in the Day: Play a game you used to like when you were smaller.	Write a compliment to yourself and keep it to look at later.	Take three movement breaks in a day.
Write a letter to a friend or family member.	Complete all the yoga poses on the At Home Physical Activity Chart.	FREE	Draw or color a picture.	Find an object that you feel represents kindness.
Clean up your room before bed.	Device Detox: don't use any technology for three consecutive hours.	Put on some music and dance for five minutes.	Complete five exercises from the At Home Physical Activity Chart.	Try a new activity.
Share your feelings with someone or journal about school being closed.	Physical activity of your choice.	Complete a chore around the house.	10 jumping jacks 10 squats 10 bell jumps	Leave a kind note somewhere for somebody to find.

© 2020, SHAPE America – Society of Health and Physical Educators • <u>www.shapeamerica.org</u> PO Box 225, Annapolis Junction, MD 20701 • 800.213.9527 • <u>healthmovesminds@shapeamerica.org</u>