



# Enrichment Package 2020 VOLUME 2







#### Learning Enrichment Booklet Project for Grade 4

#### Volume II

Spring 2020

Dear Parents and Caregivers,

The OU BOCES Instructional Specialists have assembled ELA and Math Enrichment booklets for grades K, 1, 2, 3, 4, and 5 based on resources developed by NYSED and by OU BOCES. There is a Volume I and Volume II for each grade level. With the NYS Next Generation Standards in mind, we selected ELA and Math focused activities. We made an effort to choose reading passages that address social studies and science learning standards as well. It was our goal to offer learning and review tasks that students who are on grade level could do fairly independently. Ten days of learning enrichment have been designed to be completed while school is closed due to the COVID-19 outbreak.

In order to complete the work in this booklet one needs a pencil/pen, crayons, and sometimes a scissor. We have tried to include types of activities that should seem familiar to your child. We believe that each section could be completed within one day. Please help your child pace themselves. This booklet is designed to be completed over 10 days. One section of activities per day should feel comfortable for most students. If a child cannot complete a full section in day, he or she can do part of a section. As educators, we believe it is important to do some academic work each day.

Sincerely,

The Instructional Support Services Team

Dear Students,

We hope you find these activities interesting. We hope they help you keep your school skills sharp. Each section is designed for one day. If you have trouble finishing a section, ask an adult or friend for help. Please do your best work. Thank you for working on this enrichment book and practicing your academic skills and knowledge. Please also make time to read while you are home.

Sincerely,

The Instructional Support Services Team

www.ouboces.org

# DAY 1

This story is based on a folktale from Australia.

# **The Scarlet Ribbon**

by Emily Hoffman

- 1 Long ago, in Australia, there lived a girl named Kanikiya. From the time she was small, Kanikiya loved to dance. She moved as gracefully as the brolgas, the tall, slender cranes that courted along the riverbank. The people in the camp would often see Kanikiya dancing down by the water, for she wore a scarlet ribbon around her neck, and it floated as she moved. People believed she danced like moonlight shining on the running river.
- 2 Dancing was fine for a young child, but by the time she was twelve, the people in the camp did not approve of such frivolity in a young woman. She should be working, they insisted. Only the youngest children danced away the day.

# frivolity = carefree behavior

- 3 Kanikiya's mother, hearing disapproval around the camp, warned her that she must stop dancing. "Remember the story of the lazy girl who would not work," she said. "She turned into a dingo. The rest of her life she ran with packs of wild dogs, preying on sheep at night."
- 4 Kanikiya, who knew the camp legends, shivered at her mother's words. Such tales frightened her. But she knew she wasn't lazy. It wasn't laziness that made her forget her work. The need to dance surged through her. She could not stop dancing any more than she could stop breathing. She feared that if she stopped doing either, she would die.
- 5 Flocks of silvery gray brolgas stopped near Kanikiya's camp during their migration in the spring and fall of each year. Then, more than any other time, Kanikiya would forget her work, steal to the river, and watch the birds dance as the day darkened. As if impelled by a strong, mysterious force, Kanikiya would join in their dance at the river's edge, her scarlet ribbon flying behind her. If only I could dance with the cranes all my life, thought Kanikiya as she trudged back to the camp, then I would be at peace. One spring evening Kanikiya's mother found her daughter dancing near the river before she had finished gathering cabbage palms for their evening meal.

impelled = moved or driven into action

- 6 "I can do nothing with you, Kanikiya!" her mother shouted. "I have decided. You must not leave the camp until the brolgas have left. I feel they have powers over you that must be broken." While her mother spoke, Kanikiya felt tears gather. She sensed the eyes of the brolgas upon her. Glancing up, she marveled as they dipped their heads and danced a slow, mournful dance. They understand my sorrow, Kanikiya thought, the knowledge warming her.
- 7 Her mother grabbed her arm, pulling her toward the camp. Within Kanikiya's heart something died as she left the river that evening. Plodding up the bank, she felt her life begin to ebb away. The next day, instead of going out to gather food, Kanikiya stayed in the camp. She wove baskets from the reeds the other children collected. Day followed day in a mournful blur. She couldn't eat. She wouldn't smile. The heaviness in her heart grew, and because of that she became weaker. As she worked, she listened to the happy calls of the brolgas and imagined herself dancing with them, twirling, dipping, and free. At night she danced with the birds in her dreams.
- 8 If only I could dance with them again, she'd think each morning upon waking, then I would find rest for my soul. Soon the call of the brolgas became too strong for Kanikiya to deny. One morning before dawn she heard them calling her. Slipping out of the camp, she rushed down to the riverbank to dance with the cranes.
- 9 Just this one time, she thought as she whirled, her scarlet ribbon floating behind her. Just this once, then peace will visit me again. Later that morning, she was not found at her weaving. Her mother looked for her throughout the camp and, not finding her there, searched near the river.
- 10 As Kanikiya's mother neared the water, she found dozens of wild brolgas dancing and dipping to the sound of the wind in the trees. Fearful of their savage dance, she turned to go. But before she started up the path, she noticed one graceful crane in the center of the flock, a scarlet ribbon tied around her neck, dipping her head in greeting.

## The Scarlet Ribbon Questions

- 1. Which detail from paragraph **1 best** supports a theme of the story?
  - a. The folktale takes place long ago
  - b. Kanikyia likes to wear a scarlet ribbon
  - c. The brolgas are birds that live along the river
  - d. Kanikiya has a talent that is recognized by others
- 2. Read this sentence from paragraph 6.

### They understand my sorrow, Kanikiya thought, the knowledge warning her.

What does the phrase "the knowledge warning her" suggest?

- a. A feeling of comfort
- b. Sadness and disappointment
- c. A feeling of anger
- d. Wisdom and clear thinking

3. What does the work "mournful" mean as it is used in paragraph 7?

- a. Angry
- b. Bored
- c. Nervous
- d. Sad

4. Which sentence from the story **best** shows how a character's actions help to develop the story?

- a. "You must not leave the camp until the brolgas have left (paragraph 6)
- b. "She wore baskets from the reeds the other children collected." (paragraph 7)
- c. "Slipping out of the camp, she rushed down to the riverbank to dance with the cranes." (paragraph 8)
- d. "Her mother looked for her throughout the camp and, not finding her there, searched near the river." (paragraph 9)

5. Which statement **best** describes how Kanikiya changes from the beginning to the end of the story?

- a. She realizes that she must keep her home to find happiness
- b. She learns that the most important thing is to obey the rules
- c. She discovered that the birds love her more than she loves them
- d. She is frightened by camp tales and then sees that they are untrue
- 6. Which detail would be **most** important to include in a summary of the story?
  - a. Kanikiya is often seen near the river by others
  - b. Kanikiya's mother tells her a story about a girl
  - c. Kanikiya feels like she must dance
  - d. Kanikiya weaves blankets.

#### Math

1. Last year the Happy Apple Orchard experienced a drought and did not produce many apples. But this year, the apple orchard produced 45 thousand Granny Smith apples, which is 10 times as many apples as last year. How many apples did the orchard produce last year?

2. Write the number 73,549 in word form.

3. Write the number 12, 856 in expanded form.

4. Use <, >, or = to compare the two numbers.

600, 015 \_\_\_\_ 60, 015 409,004 \_\_\_ 440,002 342,001 \_\_\_94,981

500,000 + 80,000 + 9,000 + 100 \_\_\_\_\_\_ five hundred eight thousand, nine hundred one

5. Arrange these numbers from greatest to least: 728,000 708,200 720,800 87,300

6. Use each of the digits 5, 4, 3, 2, 1 exactly once to create two different five-digit numbers. Use your 2 numbers to fill in the following:

\_\_\_\_\_ > \_\_\_\_\_

# 7. Complete the chart

Standard Form	Word Form	Expanded Form
	two thousand, four hundred eighty	
		20,000 + 400 + 80 + 2
	sixty-four thousand, one hundred six	
604,016		
960,060		

9. Round 16,495 to the nearest thousand. Draw a number line to model your thinking.

10. Round 739,499 to the nearest ten-thousand. Draw a number line to model your thinking

# **External Structures of Plants and Animals**

Many plants and animals have physical attributes and external structures to protect them from harm. These attributes can include physical coloring and plant/body parts. Look at the pictures below and answer the questions for each one.



Look at the image of the rose bush above and think about your prior knowledge of roses. What are the physical attributes and external features that protect roses from harm? What might happen to the rose if those things weren't there?

# **DAY 2**

Emily lives in Washington, D.C., in 1908. This afternoon she has been invited by her friends to see her first motion picture. In 1908, motion pictures were silent, so piano music was played in the theater to help the audience understand what was happening on the screen.

# **Excerpt from Wheels of Change**

by Darlene Beck Jacobson

- 1 We're bundled under wool blankets to keep most of the chill off. With a jug of hot chocolate and a sack of Mrs. Cook's sugar cookies, I hardly feel the cold.
- 2 Charlie does most of the talking, telling us about the things we'll see. He's been a couple times already, and since Rose and I are first timers, we nod our heads, nibble cookies, and listen. Charlie's excitement captures us like lightning bugs until we're glowing and buzzing with anticipation. Before I know it, we pull up in front of a store on Seventh Street. A huge sign in the window says: SEE THE WONDERS OF THE WORLD. HAVE SOME LAUGHS. ENJOY THE FINEST SONG AND DANCE ACTS AND MUCH MORE FOR ONLY 5 CENTS.
- 3 "Are we really going to see singing, dancing, and action all at once?" I ask. It's hard to imagine so many exciting things at the same time.
- 4 "Just wait until you see!" Charlie crows.
- 5 Mr. Cook ties up the horse and helps us all out of the wagon. "Bring the hot chocolate and cookies," he says.
- 6 "We can eat and drink while we watch the show," Charlie explains.
- 7 To say it is unlike anything I've ever seen only tells part of the story.
- 8 We enter a room nearly the size of the carriage barn. There are some benches up front, but they're taken. We sit in some straight-back chairs half-way down the room. No sooner do we sit than the lights dim, and a spotlight shines on the white wall in front of us. An enormous photograph fills up the light on the wall and starts to move.
- 9 It moves faster.
- 10 When a train moves past open fields, mountains, and lakes, I gasp. I can almost feel the wind on my face as the train rushes by. There are comedy skits with famous folks from vaudeville telling jokes, slipping on banana skins, and singing funny songs. I watch dance pictures, and one about the American Revolution with people dressed in costumes.

vaudeville = a type of entertainment that was popular in the United States at the time of this story

- I'm dizzy, wide-eyed and breathless, watching it all. When I think it can't be any more exciting, a piano player begins music that starts out slow and easy. Once the action on the wall speeds up, the music does too, so I have the feeling I'm right in the middle of the fight between the cowboys and Indians. Then I'm chasing bank robbers down a city street. It's as if it's happening right now before us. Stories are told with signs spelling out what's happening, and, through it all, the piano music fills the room.
- 12 The sights make me want to jump from my seat, but the piano music makes me want to dance, soar, and fly. It's almost as good as being in the forge.
- 13 Almost—but not quite.
- 14 Still, I can't take my eyes off the piano player. In the dark it's hard to see what he looks like. His music makes the crowd laugh, cry, shout, and swoon, at just the right moments.
- 15 When it's over and the lights come back on, the piano player faces the crowd and takes a bow.
- 16 My mouth falls open and I can't stop staring at what I see.
- 17 A woman.
- 18 "Well, what do you think?" Charlie asks.
- 19 "I loved the song and dance parts," Rose says, smiling.
- 20 "Did you see the woman playing the piano? I didn't know girls could have such a job." I'm so excited I feel like it's my birthday and Mama made my favorite applesauce spice cake.
- 21 "It was a lady?" Charlie scratches his head.
- 22 Rose, Mr. Cook, and I all laugh at his confused expression.
- 23 "How could you not know that?" I say.
- 24 Charlie shrugs. "I was so caught up in the action, I didn't pay attention to anything else."
- 25 "She made the action," I say as we gather our coats and empty cups and head for the exit.
- 26 "You're crazy," says Charlie.
- 27 "What do you mean?" asks Rose.
- 28 "Do you think it would have been anywhere near as exciting to watch with no sound?" I say.
- 29 They all look at me, and Mr. Cook laughs and says, "By golly, Emily, that's something I never considered. The moving pictures were entertaining, but that piano told you when there was danger, or tragedy, or just plain fun."

### **Excerpt from Wheels of Change Questions**

1. Why does Emily say that she and her friends are "glowing and buzzing with anticipation in paragraph 2 of "Excerpt from Wheels of Change"? Use **two** details from the passage to support your response.

2. What theme is supported by paragraphs 12 through 17 of "Excerpt from Wheels of Change"? Use **two** details from the passage to support your response.

3. How are Rose's and Charlie's reactions to the piano music different in "Excerpt from Wheels of Change"? Use **two** details from the passage to support your response.



### Math

1. This number was rounded to the nearest ten thousand. List the possible digits that could go in the thousands place to make this statement correct. Use a number line to show your work. 13\_,644 rounds to 130,000

2. Estimate the sum of 544,817 + 356,445. To what place value did you estimate? Why?

3. The Renegades Stadium sells hamburgers and hot dogs. On opening day attendees purchased 2,817 burgers and 3,986 hot dogs. How many more hot dogs then hamburgers were sold?

4. Artist Michelangelo was born on March 6, 1475. Author Mem Fox was born on March 6, 1946. How many years after Michelangelo was born was Fox born?

5. The high school office supply closet had 25,473 large paper clips, 13,648 medium paper clips, and 15,306 small paper clips. How many paper clips were in the closet?

6. Jim bought a used car. After driving exactly 9,059 miles, the odometer read 118,064 miles. What was the odometer reading when Jim bought the car?

7. Tickets to the school play were sold to students, parents and teachers. Students purchased 564 tickets, parents purchased twice the amount of tickets that students purchased, and teachers purchased 320 tickets. If the play is held in an auditorium that has 2000 seats, are there enough seats for everyone that purchased a ticket?

8. In January, Sam earned \$8,999. In February, he earned \$2,387 more than in January. In March, Sam earned the same amount as in February. How much did Sam earn altogether during those three months?

9. What number must be added to 1,575 to result in a sum of 8,625?

10. A construction company was building a stone wall on Main Street. 100,000 stones were delivered to the site. On Monday, they used 15,631 stones. How many stones remain for the rest of the week? Write your answer as a statement.

# **Historical Markers**

**Historical Markers**: You have seen the historic markers at locations around our county. They indicate locations, celebrate people and events and help us remember the people, places and things of importance in our region. Below are two markers - at the right of the markers explain why you think markers are of interest and importance.





Create a marker related to where you live - what things would you like people to remember about the people, the place or things that surround you and your life.

# DAY 3

# **Meerkat Chat**

### by Karen de Seve

- 1 The afternoon sun bakes the hot desert sand. It's too hot to hunt—or even move. In the shade of a tree is a pile of brown fur, skinny tails, and tiny feet. A mob of 20 meerkats naps, waiting for the temperature to cool down so they can return to foraging for food.
- 2 No one notices that one curious youngster is more interested in exploring than sleeping. He scurries through the tall grass toward the edge of the family's four-square-mile home base. Then he stops, stands up on his hind legs, and looks around. Something is watching him.
- 3 A nearby goshawk eyes the meerkat and launches into flight. It can easily swoop down and nab the furry pup in its orange claws. The meerkat sounds the alarm. He squeals "danger, danger" into the air. The urgent call alerts his family, which runs to his rescue. The goshawk flies away, realizing that it can't win against a big group.
- 4 As meerkats know, danger lurks everywhere in the Kalahari Desert of South Africa. Strength in numbers is a survival skill for these burrowing animals. Another key to survival—out in the world or within the family—is communication. Meerkats have a collection of chirps, squeaks, and growls that mean different things.
- <sup>5</sup> "Meerkats have more than 30 different calls or vocalizations. These are different things they want to say," says Simon Townsend, a researcher at the Kalahari Meerkat Project in South Africa. The organization's scientists have spent years studying wild meerkat mobs. They're cracking the communication code to figure out what meerkats are saying—and how much they understand.

### Making the Call

- 6 Lookouts in a meerkat mob constantly scan the surroundings for danger. Up on hind legs, head in the air, looking, listening. Maybe it will be a bird in the sky or a snake in the grass. Maybe a wild cat is stalking from the bushes.
- 7 Suddenly a shadow moves across the grass. A lookout gives a high-pitched call and everyone runs for the burrow. From the safety of the entrance, they all look at the sky to see the incoming threat. An eagle flies over the tunnels that the meerkat family calls home. But the eagle is a mile away and not interested in meerkats today.
- 8 To figure out if that alarm call had a specific meaning, researchers watch what the lookout saw and how the mob responds to his alarm. They also record the call with a microphone. The team has been collecting different calls to see what they mean. "We know a certain call is always made when they see something dangerous in the air or on the ground," Townsend says. "One call might mean, 'Look, danger on the ground.' Another might mean, 'Look, danger in the air.'"

### **Meerkat Chat Questions**

1. Based on the article "Meerkat Chat," why is communication important to meerkats? Use **two** details from the passage to support your response.

2. Based on the article "Meerkat Chat," What is one problem that Meerkats face? How do they try to solve the problem? Use **two** details from the article to support your response.

### Math

1. A gas station had two pumps. Pump 1 dispensed 241,752 gallons. Pump 2 dispensed 113,916 less gallons than Pump 1. How many gallons did both pumps dispense?

2. At a parade, 853 people sat in bleachers, and 547 people stood along the street. How many fewer people were in the bleachers than standing on the street?

3. A piece of ribbon was 230 inches long. After 90 inches had been cut from it, the piece of ribbon was twice as long as a piece of blue yarn. At first, how much longer was the ribbon than the blue yarn?

4. In the first week of June, a restaurant sold 345 omelets. In the second week, 96 fewer omelets were sold than in the first week. In the third week, 200 more omelets were sold than in the first week. How many omelets were sold in the three weeks?



6. Given the rectangle's area, find the unknown side length.



7. Each of the following rectangles has whole number side lengths. Given the area and perimeter, find the length and width.



8. At the school cafeteria, each student who orders lunch gets 4 chicken nuggets. The cafeteria staff prepares enough for 300 kids. How many chicken nuggets does the cafeteria staff prepare altogether?

9. In the high school auditorium there are 40 seats per row, how many seats are in 80 rows?

10. To print a comic book, 50 pieces of paper are needed. How many pieces of paper are needed to print 40 comic books?

# **Plate Tectonics**

The outside of Earth's surface is made up of large plates that move back and forth. The boundaries of each of these plates are often "hot zones" for earthquakes and volcances. Scientists know where each plate sits on the earth. Look at the map of the earth below that shows each plate's boundaries. How do you think that scientists can use this information to predict natural disasters?



# DAY 4

Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

# **Excerpt from Stunt Performers**

by Tony Hyland

1 Do you want to be a stunt performer?

- 2 Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?
- 3 Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.



4 We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day's work. They'll be back doing more spectacular stunts the following day.

- 5 Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.
- 6 Perhaps you could be a stunt performer one day.

## Stunt actor or circus performer?

- 7 Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.
- 8 Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.
- 9 Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

## Life as a stunt performer

- 10 Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.
- Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.

12 Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

# **Circus** life

- 13 Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.
- 14 Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents' act. Circus children don't usually go to school. They study by correspondence, or have a teacher who travels with the circus.

# **Risks and dangers**

15 Stunt performers of all types know that their jobs are risky. They don't let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:

16	Falls	Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.
17	Sports injuries	Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.
18	Fire and explosions	Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.
19	Accidents	A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That's why performers practice their stunts and check their equipment closely.
20	Bad weather s.	Wind and rain on a movie set can create unexpected hazards for stunt actors.

# **Excerpt from Stunt Performers Questions**

- 1. Sentence from the article **best** explains why stand performers are willing to do such a dangerous job?
  - A. "For the stunt performer is, this is the day's work." (paragraph 4)
  - B. "But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts." (paragraph 5)
  - C. "They work hard to make it look as if someone else is doing the stunt." (paragraph 7 )
  - D. "This means filming in remote places such as deserts, jungles, and mountains." (paragraph 12)
- 2. Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?
  - A. They must work to get their bodies ready for action and in good shape.
  - B. They must live in far off places.
  - C. They must learn to be either a gymnast or a martial artist.
  - D. They must become specialists in horse riding, working with explosives, and scuba diving.
- 3. Based on the article, why do some stunt actors spend long periods of time away from home?
  - A. They need to live in different parts of the world to be able to help the actors.
  - B. They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.
  - C. They need to travel to the different places where movies and television shows are filmed.
  - D. They need to go to different places to learn new skills from experts.
- 4. Based on the article, music helps circus performers by
  - A. Calming their fears when they are in front of an audience
  - B. Reminding them of home when they are performing in new places
  - C. Letting them know when to begin and end parts of their shows
  - D. Allowing them to relax during difficult stunts
- 5. How do you paragraphs 15 through 19 support the authors main points?
  - A. They show that stunt performing has too many dangers.
  - B. They give details about how stunt performer is train their bodies.
  - C. They show how stunt performing is something everyone can do.
  - D. They give details about the types of danger stunt performers face.
- 6. Which paragraph **best** supports a main idea of the article?
  - A. Paragraph 7
  - B. Paragraph 10
  - C. Paragraph 13
  - D. Paragraph 19

### Math

1. Every day at the bagel factory, Carl makes different kinds of bagels. If she makes 144 of each kind, what is the total number of bagels that he makes?

2. Pedro jogs around a park every day. If the path around the park is 966 m how many meters does he jog in 7 laps?

3. There are 365 days in a non-leap year. How many days are in 3 non-leap years?

4. Jake ran 4 miles. There are 5,280 feet in a mile. How many feet did Jesse run?

5. A restaurant sells 57 pounds of spaghetti every week. How many pounds of spaghetti are sold in one year? (52 weeks = 1 year)

6. Scott has 312 marbles. Ron has 4 times as many as Scott. Phil has 799 fewer than Ron. How many marbles does Phil have?

7. In one month, Chad read 814 pages. In the same month, his mom read 4 times as many pages as Chad. His father read 2 times as many as Chad. What was the total number of pages read by Chad and his parents?

8. A pair of pants costs \$29. A shirt costs twice as much. Write an equation that can be solved to find the total cost of a shirt and 3 pairs of pants?

9. The high school art teacher has 9 cases of crayons with 52 boxes in each case. The elementary school art teacher has 6 cases of crayons with 104 boxes in each case. Who has more crayons? How do you Know?

10. If it takes 8 inches of ribbon to make a bow, how many bows can be made from 3 feet of ribbon (1 foot = 12 inches)? Will any ribbon be left over? If so, how much?

# Science in the News for Grade 4

# What Is the Coronavirus (COVID-19)?

At the end of 2019, a new type of virus began making people sick with flu-like symptoms. The illness is called coronavirus disease-19 — COVID-19 for short. The first cases were diagnosed in people who had visited a market in Wuhan, China that sold live seafood and animals. The virus spreads easily and has now affected people in many countries.

# What Are the Signs & Symptoms of Coronavirus (COVID-19)?

COVID-19 causes a fever, cough, and trouble breathing. Symptoms are a bit like those people have with a cold or the flu. The virus can be more serious in some people and may lead to illnesses like pneumonia.

# How Does Coronavirus (COVID-19) Spread?

Experts are still investigating how COVID-19 spreads. In general, coronaviruses spread through droplets sent into the air when people cough or sneeze. The virus can spread in communities from one person to another and through contact with surfaces that have germs on them. When people are close together the virus quickly spreads from one person to another person.

# Do Children Get Coronavirus (COVID-19)?

Scientists and doctors are still learning about COVID-19, so we don't have enough information about it yet. There are far fewer cases of the virus reported in children than adults. Most of the children who have gotten COVID-19, caught the infection from a family member or someone who lives nearby. The virus seems to cause a milder infection in children than in adults or older people. It is a good idea to call the doctor if you or someone in your family has a fever, cough, or other flu-like symptoms. The doctor can help you make a plan to get better.

## How Is Coronavirus (COVID-19) Treated?

Most people with COVID-19, including children, do not have serious problems. They usually get better with rest and fluids. But it is important to keep children with COVID-19 away from very old people who may have a harder time with the virus. Older people are more likely to have underlying health conditions like lung disease or diabetes which make it harder to fight off viruses. People who are very ill with COVID-19 get treatment in a hospital. Treatment may include breathing help, IV fluids, and other treatments.

# How Can I Protect Myself From Coronavirus (COVID-19)?

The best ways to protect yourself and your family are:

- Stay home and away from public places as much as possible.
- Avoid people who are sick. COVID-19 may be contagious before a person has any symptoms. So avoid large gatherings and busy places until the outbreak is under control.

- Try to stay at least 6 feet (2 meters) away from other people. This is called social distancing. It probably would have made more sense to call it physical distancing.
- Wash your hands well and often. Wash for at least 20 seconds with soap and water.
- Try not to touch your eyes, nose, and mouth.

Experts around the world are studying and tracking COVID-19 and are taking steps to prevent it from spreading.

# Science in the News Comprehension Questions

1. Who can get COVID-19?

2. When did the virus first start making people sick?

3. How is COVID-19 spread from person to person?

4. Doctors suggest that you stand 6 feet away from others to avoid getting the virus. This is called "social distancing." What might be a better name for this strategy for avoiding the virus? Why do you think this is true?

5. Explain TWO different ways to try to avoid getting COVID-19.

6. Who is more likely to get COVID-19, adults or children?

7. Why does social distancing help stop COVID-19 from spreading? Give at least 2 specific reasons why it works.

# DAY 5

Kids who live on Ali's block like to play in a vacant lot on their street. Ali shows treasures that she finds on the lot to her neighbor, Ms. Snoops, to see if she knows the stories behind them.

# **Excerpt from One Day and One** Amazing Morning on Orange Street

by Joanne Rocklin

- 1 "I had the most wonderful idea yesterday, while I was watering the tree in the empty lot," Ms. Snoops said.
- 2 "Yes! That happens to me all the time! It just happened this morning!" said Ali. "What was your idea?"
- 3 Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten "M." "As soon as I got the idea, I wrote this note to myself, just so I wouldn't forget. I'm embarrassed to tell you I can't remember what the 'M' is for."
- 4 "'M' is for mystery," said Ali, "but that doesn't help you much. How about muffins? Maybe you were thinking of baking your delicious orange muffins. You haven't made those in a while."
- 5 "No," said Ms. Snoops. "It was more important than that."
- 6 "Money? Medicine?" asked Ali.
- 7 "No, it had something to do with you, I believe."
- 8 "Me?"
- 9 "That's right, but I'm not sure how. Well, let's not let this spoil our gettogether! What treasures have you brought this afternoon?"
- 10 From her bag, Ali pulled out the round metal disk, the icy-blue stone shaped like a heart, the iron nails, the woolen sock, and the rusty cookie tin with the head inside of it. She spread everything out on the coffee table.
- 11 Ms. Snoops placed the disk, the nails, and the sock in a separate pile. "These are common household items," she said. She picked up the scratched metal disk. "This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have

orange trees in their yards, they make marmalade. I may be the only one around who still puts up her own preserves, however. "She tapped on the iron nail. "A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm... But this is interesting".

12	She held up the icy-blue stone.It twinkled in the sun from the window."I would bet dolla	light rs to	preserves = a sweet food made of fruit cooked in sugar		
	oughnuts this was one of Pug's stones. He collected nusual ones. That boy's pockets were so full of stones, sometimes his pants ragged. Pug would probably say this one looked like a heart."				
13	"But it does!" said Ali. "Don't you think so?"				
14	Ms. Snoops peered at the stone. "I guess you could say that," she said. "Funny little guy. He drew pictures, too, like his mother. His father didn't approve much of his artistry. He had an older brother who was good in sports, if my memory serves me."				
15	"How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."				
16	"I used to love the old stories when I was your age," would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking."		," said Ms. Snoops. "I metaphorically=comparing one thing to another to help explain something		
17	"That's just what I like to do!" said Ali.				
18	"That's what all writers do when they create stories. They steal, disguise, and make things up."				
19	"I'm actually planning on becoming an archaeologist, not a writer," Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.	archaeologist = a scientist who studies objects from the past to understand ancient peoples and how they lived			
20	"No reason you couldn't be both," said				
21	Ms. Snoops. When I— Ms. Snoops stopped in mid-sentence. She reached for the rusty metal cookie tin. "What do we have here? Oh, my goodness! Can it be?" She opened the box slowly, then peered inside. "It is! It is! Shirley! Dear old Shirley! It's so good to				

slowly, then peered see you again!"

22 She lovingly removed the head from the box and laid it in her lap. The doll looked up at her with its one good eye, and its smile seemed to say, *Likewise*, *I'm sure*.

<sup>23</sup> "I knew this doll when I was a young girl," murmured Ms. Snoops. "Oh, Shirley, the memories I have of you!"

Suddenly Ms. Snoops jumped from the couch, still clutching the doll's head. "That's it!" she cried. "Memories! 'M' is for memoirs! My wonderful idea was to write my memoirs! All these treasures you've shown me have brought back my memories, and I am so grateful."

- 25 "It's been a lot of fun," Ali said.
- 26 Ms. Snoops had begun to pace the room. "I will write down all my stories about Orange Street, before I forget them."
#### Excerpt from One Day and One Amazing Morning on Orange Street

- 1. What does paragraph 3 reveal about Ms. Snoops?
  - A. She rarely gets great ideas
  - B. She is an organized person
  - C. She sometimes forgets things
  - D. She wishes Ali were her daughter
- 2. Which detail **best** reveals what Ali wants to be when she grows up?
  - A. Ali thinks of things starting with "M" to try and help Ms. Snoops remember.
  - B. Ali collects old objects to show to Ms. Snoops.
  - C. Ms. Snoops explains to Ali that making things up is writers do.
  - D. Ms. Snoops thanks Ali for bringing her treasures.
- 3. According to the story what does the phrase "fill in the holes myself" (paragraph 16) mean?
  - A. Rely on memory to finish a true story
  - B. Find evidence for the most likely explanation for a story
  - C. Ask someone questions to figure out the whole story
  - D. Create details to complete an unfinished story
- 4. Which sentence expresses something important that Ali and Ms. Snoops have in common?
  - A. They both like old-fashion fruit preserves
  - B. The icy-blue stone is a mystery to both of them
  - C. They both enjoy making up stories
  - D. Shirley the doll means a lot to both of them
- 5. Which theme is **best** supported by paragraph 21?
  - A. Childhood toys should be kept forever
  - B. Important lessons can be learned from the past
  - C. Nothing brings more joy than a talk with a friend
  - D. Something that seems worthless maybe special to someone
- 6. Which detail would be **most** important to include in a summary of the story?

A. "Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten "M". (paragraph 3)

B. "Maybe you were thinking of baking your delicious orange muffins. You haven't made those in a while." (paragraph 4)

C. "I would bet dollars to donuts this was one of Pug's stones. He collected unusual ones." (paragraph 12)

D. "All these treasures you've shown me have brought back my memories, and I am so grateful." (paragraph 24)

#### Math

1. Bella has 76 apples. She wants to bake as many pies as she can. If it takes 8 apples to make each pie, how many apples will she use? How many apples will not be used?

2. Fifty-three students are going on a field trip. The students are divided into groups of 6 students. How many groups of 6 students will there be? If the remaining students form a smaller group, and one chaperone is assigned to every group, how many total chaperones are needed?

3. A trainer gives his horse, Caballo, 7 gallons of water every day from a 57-gallon container. How many days will Caballo receive his full portion of water from the container? On which number day will the trainer need to refill the container of water?

4. What does it mean when Jessica tells her father that she wants to make 5 equal trays of cookies, but after cutting out the cookies she placed 16 on each tray and had 4 that did not fit?

5. Alfonso solved a division problem by drawing an area model. What was the division problem?



6. Solve 72 ÷ 4 using an area model. Explain, pictures, or numbers, the connection of the distributive property to the area model.

7. Carolina solved the following division problem by drawing an area model. What division problem did she solve?



8. List all the factor pairs for the number 18. Is 18 prime or composite? How do you know?

9. Sheila has 28 stickers to divide evenly among 3 friends. She thinks there will be no leftovers. Use what you know about factor pairs to explain if Sheila is correct.

10. At a yard sale Isabella buys 729 stickers. If she shares the stickers equally with her two friends, how many stickers will the three girls have each?

#### Social Studies

Look at the following pictures. Write one caption for each picture, along with three thoughts, two questions, and one thing it reminds you of.

	Thought 1:
	Thought 2:
	Thought 3:
	Question 1:
El :	Question 2:
Caption:	Reminds me of:
	Thought 1:
	Thought 2:
	Thought 3:
Caption:	Question 1:
	Question 2:
	Reminds me of:



### Where and when did you think these pictures were taken?

**Playland** often called **Rye Playland** and also known as **Playland Amusement Park** is an amusement park located in Rye, New York along the Long Island Sound. Built in 1928, the 280 acre park is owned by the Westchester County government.

To see more photos of rides and ways people had fun at Playland go to: Westchester Historical Archives

https://collections.westchestergov.com/digital/search/collection/ppc!ppl!pls!pjg!plpostcard/search term/amusement%20rides!playland%20(rye%2C%20n.y.)!Playland/field/subjec!subjec!all/mode/ exact!exact!all/conn/and!and!and/order/nosort/ad/asc

# DAY 6

### You CAN Run a Mile!

by Betsy Dru Tecco

1 Have you ever tried to run a mile? If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test. One of the five activities in that test is the endurance run/walk. That activity asks you to complete a 1-mile distance as fast as you can. As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

#### **Prepare Yourself**

2

"Running a mile is a great accomplishment—no matter how long it takes. But to perform your best in the mile run, and to feel good doing it, you really need to

prepare properly," says Larry Greene. He is an exercise science expert, a former professional distance runner and coach, and a coauthor of *Training for Young Distance Runners*.

3 One way to start running is to join a school team or a local running club that has a good coach, advises Greene. A coach can teach you correct running form—that's how you hold your body and move your arms and legs. Good form is important for avoiding injuries and doing your best, Greene says, but it's not something you can learn completely on your own. A coach can also remind you to pace yourself. "If you start too fast, you'll have to slow down or stop due to fatigue," he explains. "If you start too slowly, you might not achieve your time goal."

#### Fun Run

To make your run more fun, add a silly challenge after each lap. For example, run one lap, and then stop and dance like a rock star for a minute. Then continue running. After your second lap, pretend you are a monkey climbing a tree.

Come up with new challenges to do after each lap. What are some other goofy things you could do after each lap? What are some ways you can add other types of exercise between each lap? 4 The library and the Internet can improve your running. "When I first started competing in track and cross country at age 12, I benefited so much from reading... about the sports," Greene says. "Learn as much as you can by reading running books, magazines, and Web site articles."

#### Start With Short Distances

To train for a mile run, start by running a short distance, such as one-quarter mile. Over the next few weeks, slowly increase the distance by one-eighth or one-quarter of a mile at a time. That gives your body time to adjust to each new challenge. (It can also lower your risk of injury.) Don't forget to congratulate yourself after you complete each new distance—with a big gulp of water.

#### Stay Safe

If you ever feel too tired to keep going, stop. "Don't push yourself when running becomes painful," Greene says. And never run outside alone have a workout partner who will run with you. Warm up, stretch, and cool down together. Check each other's posture as well as your running form. Having someone else watch you run

#### First Place Finish!

Demian L. started running about a year and a half ago at his school in Brooklyn, N.Y., and then he joined another running program, called the Mighty Milers. He's come a long way. This past spring, Demian qualified for a national running event: the USA Track and Field National Youth Indoor Track and Field Championships in Chicago. Demian, now in fifth grade, took first place in the 1,500-meter race for his age group. He ran the distance, which is nearly 1 mile, in 5 minutes and 44 seconds. That is superfast! "It felt really good and was a big confidence builder," he says. To train for the race, Demian ran three times a week and did stretching exercises and other sports. He likes the way running keeps him fit and feeling good. "Running makes me happy!" he says.

will help you make sure you are running both safely and efficiently. It helps to pass the time too!

6

5

#### You CAN Run a Mile Questions

- 1. In paragraph 2, the details about Larry Greene are important because they suggest why
  - A. Coaches need running experience
  - B. His book is full of good ideas for running
  - C. Young people need special training
  - D. His advice about training can be trusted
- 2. Based on the article, what is the main reason it is helpful to join a team or club?
  - A. You can have fun running with people
  - B. You can improve by working with a coach
  - C. You can learn to change your time goals
  - D. You can learn to run far without getting tired
- 3. Why is the text box "Fun Run" included in the article?
  - A. It provides ideas for training that add to suggestions given in the article
  - B. It gives an opinion about training that is different from the rest of the article
  - C. It suggests a silly approach to running is better than the article's serious approach
  - D. It provides evidence to support the article's claim that people can become better runners
- 4. Which sentence best expresses the main idea of the article?
  - A. "If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test." (paragraph 1)
  - B. "But to perform your best in the mile run, and feel good about doing it, you really need to prepare yourself properly,' says Larry Greene." (paragraph 2)
  - C. "To train for a mile run, start by running a short distance, such as one-quarter mile." (paragraph 5)
  - D. "Don't push yourself when running becomes painful,' Greene says." (paragraph 6)
- 5. Based on information in the text box "First Place Finish" what can the reader conclude about racing?
  - A. Running races can encourage people to work hard
  - B. Competing in races is something every runner must try
  - C. Training three days a week is necessary to win races
  - D. Winning championship races requires joining a program

#### Math

1. Select the choice(s) that are factor pairs for the number 75.8 and 105 and 157 and 113 and 25

2. List all the multiples of 6 from the selection of numbers below: 8 9 12 18 26 36 42 50 57 59

3. In the number 114,974 how is the value 4 in the thousands place related to the value of the 4 in the ones place.

4. A vase can hold nine flowers. If a florist had eight hundred seventy-eight flowers she wanted to put equally into vases, how many flowers would be in the last vase that isn't full?

5. A school had six hundred ninety students sign up for the trivia teams. If they wanted to have nine teams, with the same number of students on each team, how many more students would need to sign up?

6. A movie theater needed nine hundred eighty popcorn buckets. If each package has nine buckets in it, how many packages will they need to buy?

7. Without multiplying determine if the answer shown is reasonable. Explain your thinking.

428 × 2 = 856 415 × 5 = 2,077 10 × 724 = 7,242 850 × 5 = 4,250

8. A library checks out four fiction books an hour. They check out five times as many non-fiction books per hour. How many non-fiction books do they check out per hour

9. A new fast food restaurant opened 5 months ago. The table belows shows the number of burgers they've sold so far. After spending some money on an ad they sold 4 times as many as they had sold in the previous 5 months. How many more burgers did they sell after running the ad?

Month	Burgers Sold				
1	3,545				
2	2,782				
3	1,481				
4	3,095				
5	3,385				

10. An electric saw cost four times as much as a manual saw. A manual saw cost sixty-five dollars. How much does an electric saw cost?

#### **External Structures of Plants and Animals**

Many plants and animals have physical attributes and external structures to protect them from harm. These attributes can include physical coloring and plant/body parts. Look at the pictures below and answer the questions for each one.



Look at the image of the iguana above and think about your prior knowledge of iguanas. What are the physical attributes and external features that protect iguanas from harm?

# DAY 7

On Saturday, Gabe's dad bought him an aquarium and fish.

## Excerpt from Underwater

by Debbie Levy

I spend a lot of Sunday watching the fish. I invite Evan to come look at them, and he thinks they're cool. On the computer room floor, we make a giant setup of an underwater battle station, using action figures and all kinds of vehicles and weapons from different action figure sets. The good guys are protecting the endangered species ecosystem, which is the aquarium. They are commanded by me, Jacques Cousteau. The bad guys are trying to invade the ecosystem so they can mine all the uranium-rich gravel, which is worth thousands of dollars per pebble.

- 2 It's a terrific game. Of course, we don't touch the tank. Once, when Evan was playing the bad guys, he had one of the action figures tap on the front of the aquarium. I told him that really bothers the fish, and he didn't do it again.
- <sup>3</sup> "Good night, guys," I whisper Sunday night. "Thanks for being here." I turn out their light. I no longer feel silly talking to them. I bet Jacques Cousteau talked to fish, too.
- 4 Back at school on Monday, before class begins, Sam asks me about my weekend. He's not really a friend of mine, but he's not a bad kid, so I tell him about the new aquarium.
- 5 "That sounds cool," Sam says.
- 6 "Yeah, it is," I say.
- 7 "Really cool," Sam says. "It'd be neat to see."
- 8 "Yeah," I say. "Well, anyway...."
- 9 Sam nods. "I was at Zach's house last week. He had a new video game he wanted to show me."
- 10 Now I nod. And Sam is telling me this because?

- <sup>11</sup> "Well, anyway," he says, "if you want to show me your fish someday . . ." and then he trails off.
- 12 I'd never thought about inviting Sam over before. Is that what he was getting at? It might be okay. But what would we do?
- 13 I worry about things like that. It's one thing to have Evan come over. But what if some new kid came over and wanted just to hang outside the whole time kicking a soccer ball or riding bikes? I know kids who can do that for hours. I'm bored after fifteen minutes. With Evan I know that's okay. With someone new, what if it's not?
- 14 By now Sam is organizing his folders for the morning's science and math classes. I don't have to think about this right now. I see Amy Wheeler come in. She usually walks right to her seat, but today, to my surprise, she walks right over and stands in front of me.
- 15 "Gabe, did I see you coming out of Tanks for You on Saturday?" she asks.
- 16 Her question stumps me for a second. I mean, I don't know whether she saw me or not. On the other hand, I was there so if she thinks she saw me, she probably did.
- 17 "You probably did," I say. "I was there with my dad buying stuff to set up an aquarium." And I tell her about my new hobby.
- 18 Amazingly, she's interested. "What size tank did you get?" she asks. "Glass or acrylic? Real or fake plants? Salt- or freshwater?" When she sees how shocked I am at her questions, she adds, "Oh, my father keeps a huge aquarium in our living room. It's awesome."
- 19 "Oh," I say. Then, not sure what else to say, I ask, "How big is it?"
- 20 "A hundred and twenty-five gallons," she says. "It's five feet long."
- 21 My eyes must be popping out of my head, because Amy laughs and says, "You'll have to come see it sometime. Dad loves to show it off."
- 22 "Okay," I say.
- 23 Look how easy it was for Amy Wheeler to invite me over to see her dad's fish.

1. In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use **two** details from the passage to support your response.

2 What does paragraph 22 rougal about Caba2. Use two datails from the paragraph to

2. What does paragraph 23 reveal about Gabe? Use **two** details from the passage to support your response.

#### Math

1. Determine 2 fractions equal to 34. Draw diagrams to justify your answer.

2. Circle the fractions that are less than one-half? How c
--

1	9	2	5	5	3
4	12	6	12	10	4

3. A carton of milk contains 128 ounces. Sara's son drinks 4 ounces of milk at each meal. How many 4-ounce servings will one carton of milk provide?

4. The Dollar Store ordered small posters and large posters to promote their opening. 16 times as many small posters were ordered as large posters. If there were 48 large posters, how many more small posters were ordered than large posters?

5. Draw and shade a tape diagram to show 712. Record the decomposition of this fraction in three different ways using number sentences.

6. Solve the below problems. Show your work.

$$8\frac{2}{4} - 6\frac{3}{4} = 5\frac{7}{8} + 5\frac{4}{8} =$$

7. Plot the following points on the number line without measuring. One-third Seven-twelfths five-sixths



### Using and Creating Maps

#### Roadways in San Diego, California



Use this map to find the way to the San Diego Zoo, where you can see animals like this polar bear.

#### **Finding Your Way**

When using a map, one thing all travelers need to know is the **direction** in which they must travel. Look at the map titled Southern California Highways. Find the symbol with four arrows pointing in different directions. This symbol is called the **compass rose**. It shows you which way north, south, east, and west are. In which direction will you be traveling from your

#### Vocabulary

direction, n. where a person or object is facing or moving toward

#### compass rose, n.

a symbol on a map that shows the directions for north, south, east, and west home in Barstow to San Diego? If you said south, you're ready to travel in the right direction!

It's 9:00 a.m. when you leave Barstow. Your mother asks, "What is the best way to get to San Diego?" She hands you two maps. It's up to you to find the way!

First, find Barstow on the map of Southern California. Put your finger there. Then find San Diego and put another finger there. Next, look at the roads connecting the two. What is the shortest way to get from one city to the other?

You see that Interstate 15, or I-15, goes all the way from Barstow to San Diego. Interstate highways are a type of road. Interstates, as they are called, have no crossing traffic, no sharp turns, and no stoplights. They cross over or under



other roadways. This means cars can travel faster than on other types of roads. You suggest that your mother get on Interstate 15 heading south.

After a few hours of driving, you approach San Diego. You put away the map of Southern California. You pull out the San Diego map.

Look at the map titled Roadways in San Diego, California. You will see that the green area shows the city limits. As you enter the city on I-15, you pass signs that show exits from the highway. The exits allow drivers to leave the highway and get onto the many smaller roads that criss-cross the city. One exit is for Balboa Avenue. Another is for Aero Drive. How do you find these exits on the map? Look for the white circles. You'll see them where I-15 crosses Balboa Avenue and Aero Drive. Interstate highways do not have exits for every road they cross over or under. For example, you can see on the map on page 9 that there is no exit from I-15 at El Cajon Boulevard.

Tell your mother to keep going south on I-15. Soon she will see signs for Interstate 8. She will follow these signs leading her onto I-8 heading west. After a few miles on I-8, she will come to state highway 163. She will take this road south directly to the San Diego Zoo.

Almost all of the roads on the map from Barstow to San Diego are highways. This map shows interstate highways and state highways. Some places have other types of roads and highways, too, How many different routes can you find between Barstow and San Diego? <u>Directions:</u> Using what you already know about maps and what you have learned here, draw a map of your town. Label as many streets as you can. Be sure your map has a compass rose. Then, write directions on how to get from your house to the grocery store or somewhere else you go in your town. <u>Map:</u> Directions:

# DAY 8

Lien Huan and Shani are on an outing with the Biology Club when the group sees a pilot whale coming toward the beach. The club advisor, Mr. Manning, asks Lien and Shani to help turn the whale toward the open sea, but the whale keeps heading toward shore.

### Excerpt from A Daughter of the Sea

by Maureen Crane Wartski

- 1 "Why does he keep *doing* that?" Lien asked as they splashed toward it.
- 2 Wiping away the salt spray from his eyes, Mr. Manning explained that no one really knew why pilot whales beach themselves. "Their guidance system might get disoriented by a storm or by some kind of geomagnetic field sent out by submerged rocks," he said. "Anyway, this little guy has double trouble. Pilot whales are social creatures who live in a pod—a community of whales. They depend on each other for help and company. Junior probably couldn't even survive without his friends."
- 3 "Then even if we get 'Junior' back into the sea, he'll die," Shani said unhappily.
- 4 "He'll certainly die if he's beached. Whales are mammals, but they're made to float in the water. On dry land, Junior's internal organs would very likely be crushed by his own weight." Mr. Manning added, "But don't give up hope, crew. The New England Aquarium has saved whales like our Junior before this. We just have to keep him from beaching himself until they get here."
- 5 He broke off as the whale's tail whapped down on the water, practically drowning its would-be rescuers. "One more time, group!" Mr. Manning ordered. "Let's try to get him turned around!"
- 6 Lien dug her toes into the sand and grabbed hold of the young whale's flipper. "You *have* to try!" she shouted at him. "You're a son of the sea, darn it."

- 7 Junior tried to dive in the shallow water. The others let go, but Lien stayed with him. "Brave whale, big whale, go back to the sea," she commanded.
- 8 Her words ended in a shriek as Junior shook loose and knocked her off her feet into the water. Lien came up, sputtering, and saw the young whale heading for shore once again.
- 9 Lien lost track of time. Over and over, they caught and pointed Junior in the right direction, only to have him swim back toward the shore. They tried the exercise until Lien's arms ached, and she was exhausted by the time a police cruiser arrived. With it was a truckful of men and women in wet suits.
- 10 "Reinforcements," Mr. Manning groaned, thankfully. "About time, too."
- 11 Mr. Manning stayed back to talk with the volunteers, but the others waded to shore and huddled into blankets that the police had brought along. Lien took a paper cup of hot coffee in almost numb hands and went to sit on a rock nearest the sea. After a few moments, Shani joined her.
- 12 "I don't think I'll ever be warm again," Shani complained through chattering teeth, "and I ache everywhere."
- 13 "My arms and legs feel like they're going to fall off," Lien agreed. "How long were we in there with Junior, anyway?"
- 14 Shani shook her head. Then she asked, "What was all that weird stuff you were talking about back there?"
- 15 Lien felt embarrassed. "Grandpa says things like that all the time," she mumbled. "I guess I was thinking aloud, trying to psych Junior out."
- 16 "Poor guy. He just wants to go home." Shani sighed. "He just doesn't know how."
- 17 As she spoke, a van bearing a familiar logo drove onto the beach. Scientists from the New England Aquarium had arrived! When a veterinarian waded into the surf to check Junior's condition, Lien threw off her blanket and followed him.
- 18 She held her breath with the rest until the vet declared, "I think we can save this one. We'll take him back to the Aquarium's Animal Care Center."
- 19 "All *ri-ight*!" Shani exulted, while the others whooped aloud.
- 20 The veterinarian was beaming, too. "We got lucky this time. This whale is very young. If all goes well, we'll keep him till he matures and eventually release him."
- 21 Lien remembered Junior's mournful, frightened cries. "But will he be able to survive away from his pod?" she asked anxiously.
- 22 "We'll release him near another whale community that will take him in," the veterinarian explained. He then added, "It's a good thing you found him when you did and kept him from actually beaching and hurting himself."

1. What is a theme of "Excerpt from a Daughter of the Sea?" How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to:

- Identify a theme of the story
- Explain how events help develop this theme
- Use details from the story to support your response

#### Math

1. Write an addition of fractions problem whose answer could be represented by the below picture.



2. Create 3 fractions equal to 214.

3. Use the visual model to help solve the problem.



4. Rename the fractions, as needed, using multiplication in order to compare each pair of fractions by writing >, <, or =.



5. Jon walks everyday. On Monday he walked 214miles, on Tuesday 234miles, and on Wednesday 3 miles. How many miles did he walk on the three days?

6. Ron spent 38of his money on candy and saved the rest. What fraction of his money did he save?

- 7. Mark the location of 145
  0 1 2
- 8. Write three fractions equal to the number 8.

9. For a project, a builder purchased 7 boxes of bolts with each box containing 11 bolts. He ended up finishing the project 6 days early and with 3 bolts left over. How many bolts did he use for the project?

10. Scott has a job mowing lawns around his neighborhood. Each month he spends \$19 on gas and mowes 3 lawns (charging \$12 per lawn mowed). How much profit does Scott earn each month?

Animal and Plant Physical Attributes Many plants and animals have physical attributes and external structures to protect them from harm. These attributes can include physical coloring and plant/body parts. Look at the pictures below and answer the questions for each one.



Look at the image of the porcupine above and think about your prior knowledge of porcupines. What are the physical attributes and external features that protect porcupines from harm?

# DAY 9

*Three friends are photographing animals in Yellowstone National Park when Troy sees something.* 

### Excerpt from Wolf Stalker

by Gloria Skurzynski and Alane Ferguson

- 1 "What? Deer?" Ashley asked.
- 2

Troy shook his head. He dropped to his knees and crouched behind the fallen log. Following the direction of Troy's intense stare, Jack saw—wolves! Two of them. One black and one gray.

- 3 The four large mule deer and the younger, smaller one had seen the wolves, too. They started to move away, at first ambling slowly, then running faster as the two wolves loped diagonally across the meadow toward them. The deer circled while the wolves chased them, almost lazily, like sheepdogs herding a flock.
- 4 "Get on this side of the log and scrunch down," Jack said softly to Ashley, pulling her belt until she toppled backward, almost on top of him. "Keep your head low," he told her.
- 5 "I want to see!"
- 6 "You can see—just stay down. And keep quiet!"
- 7 The young deer hurtled across the meadow toward the steep hillside, changing direction as the two wolves bounded after it, separating it from the rest of the small herd. The wolves seemed to be playing with the deer, trying to scare it rather than zeroing in for a kill.
- 8 "I wish I had my binoculars," Ashley whispered.
- 9 "I've got mine," Jack murmured. "But you couldn't spot them—they're running too fast."
- 10 With the wolves in pursuit, the young mule deer doubled back to race across the meadow, heading for the creek. Suddenly the black wolf broke away to chase the four adult deer once again as they sprinted around the trampled grass. Only the gray wolf kept after the young deer, which crashed into the creek, its eyes wide and white with fear.
- 11 The deer was heading straight toward where Jack, Troy, and Ashley crouched behind the log, as if humans—even three of them—were less threatening than one large wolf.
- 12 Jack picked up his camera. "Don't move a muscle," he whispered to Ashley.

look :

- 13 It took only seconds for the young deer to explode into the brush above the bank, right next to them. Jack tried to fire off a few pictures, but it was like trying to photograph lightning—the deer was just too swift.
- Across the creek, the gray wolf stopped at the bank. After stepping gingerly into the shallow ripples that edged the creek, it paused and looked around. It almost seemed to be considering whether to follow the deer and get wet, or to forget the whole adventure and stay dry.
- 15 "Wow!" Jack whispered softly. "Look at him!"
- 16 The big wolf stood less than forty feet from them. A black leather radio collar showed through the ruff of fur around his neck.
- 17 This was a young but full-grown male, a hundred-plus pounds of powerful muscle and thick gray fur.
- 18 Carefully, holding his breath, Jack raised his camera. At that slight motion the wolf snapped to attention, bouncing backward in surprise. For a brief moment the animal stood stiff-legged, staring straight at Jack, its yellow eyes gleaming. Then he pivoted and ran back across the meadow toward the rising hills. Loping halfway up the hill, he stopped, threw one brief, scornful glance toward Jack, and turned his attention to the other wolf, the black one, still running after the herd of deer.
- 19 Troy breathed, "That was—that was—"
- 20 He didn't finish saying what it was, but Jack understood, even though he couldn't have put words to it either. Nothing could adequately describe the thrill of seeing what they'd just seen, of being close enough that they'd actually been a part of it.
- 21 "Please, Jack, let me have your binoculars," Ashley begged. "He's standing still now and I want to get a good look."
- 22 "Okay," Jack agreed.
- 23 Right then he was feeling so good he would have given just about anything to just about anyone. Elation filled him, because he knew he'd clicked the shutter at just the right second. Not only once, but three times. Three pictures that should turn out to be outstanding, of the gray wolf staring right into the camera with those intense yellow eyes.
- 24 Jack couldn't wait to get home to his father's darkroom.

darkroom = a room used for making photographs and that is lit with a special kind of red light

#### **Excerpt from Wolf Stalker Questions**

1. In paragraph 13, why do the authors say the wolf stepped "gingerly"? Use **two** details from the passage to support your response.

2. How does the narrator's point of view affect how the characters and events are described in the story? Use **two** details from the passage to support your response.

#### Math

1. A toy company had an order of 7 boxes to ship. Unfortunately this was 13 pounds over the shipping weight limit per order. If each box weighs 9 pounds, what is the maximum shipping weight per order?

2. Amy had 8 16 cups of flour. If she used 3 56 cups baking, how much flour did she have left? Write your answer two different ways.

3. Which symbol should replace the ? to create a true number sentence. (< , > or =)

4	5	6	3	;	4	2	2	7	6	3
$\frac{10}{10}$ +	$\frac{10}{10}$	$\frac{?}{10}$	7	7	?	7	8	8	8	8

4. Use the number line to solve.



5. Ava wrote a letter that was 1 14 pages long. Bella wrote a letter that was 34 page shorter than Ava's letter. How long was Bella's letter?

6. Draw a number line to model the addition. Solve and write an equation.

 $\frac{5}{8} + \frac{2}{4}$ 

7. Draw a number line to model this multiplication. Solve and write an equation.

 $3 \times \frac{4}{5} =$ 

8. A chef cooked seven kilograms of mashed potatoes for a dinner party. If the guests only ate three-quarters of the amount he cooked, how much did they eat?

9. Marc stacked six pieces of wood on top of one another. If each piece was threequarters of a foot tall, how tall was his pile?

10. Robin needed two-thirds of a cup of water for 1 flower. If she had three flowers how many cups would she need?
### **United States Constitution**

### Success at Last!

The Constitutional Convention neared the end of its work. A committee was appointed to put all of the convention's agreements into language that would be right for a constitution. On September 12, the delegates assembled to hear the proposed Constitution read aloud. "We, the People of the United States," a committee member began. What words those were! Not, "We the States." Not, "We the People of the states of New York and Pennsylvania and Georgia." No. *"We, the People of the United States."* Then, the delegates heard the purposes and principles of the new national government:

We, the People of the United States, in order to form a more perfect union [to have a better government than we had under the Articles of Confederation], establish justice, insure domestic tranquility [to keep peace within the country], provide for the common defense,

promote the general welfare, and secure the blessings of liberty to ourselves and our **posterity**, do ordain and establish this Constitution for the United States of America.

**Vocabulary posterity,** n. descendants, or future generations

As they listened, the delegates marveled at what they had achieved during those four months in Philadelphia. It was, George Washington later said, "little short of a miracle." **Directions:** Think of what you read and what you know about the United States Constitution. The US Constitution provides a list of rules for how our government should function. Since it was written in the 1700s, it was written on parchment which was specially treated animal skin. It looks like yellowish paper. Think about how you might make a constitution for your classroom. What would you want included? Write your class constitution below on this pretend parchment.



### **DAY 10**

### Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood

by Veronica Chambers

1 Tahira Reid was an eight-year-old girl living in the Bronx, a borough of New York City, when she came up with her first invention. There was a poster contest for kids in the third grade, and the theme was: "What would you like to see in the future?" It was the year the Space Shuttle Challenger was launched, and almost everyone drew a picture of astronauts, rockets, or people who lived on the moon. But Tahira thought an invention should be practical, as well as imaginative. Although she was just a little girl, she had already grasped the credo of history's finest inventors.



As a third grader, Tahira's biggest problem was that she didn't have anyone to turn double Dutch for her when she came home from school. Before, in between, and after classes, she could jump whenever she wanted, surrounded by girls who also loved to turn and jump. In her neighborhood, however, there weren't any kids her age, and Tahira couldn't jump double Dutch alone. She came up with the idea for a machine that would turn the ropes for you. You just push a button, and *voilà*! Two ropes would spin like eggbeaters before you. Tahira's poster won first place in the contest. She was too little to figure out how to make the machine, though, and just had to jump when she was at school.

Ten years later, Tahira was a student at Rensselaer Polytechnic Institute in Troy, New York, studying mechanical engineering. In one of her first design courses, she was again presented with an inventing problem. Her professor asked her to draw up plans for a machine that challenged the limits of sports. At first, Tahira was stumped. She kept thinking about traditional games such as football and basketball, and she came up with nothing at all. Then she remembered her third-grade poster project. What she knew about football she could squeeze on the head of a pin, but what she knew about double Dutch could fill an entire book.

With a team of fellow students, Tahira invented the automatic double-Dutch machine—a real-life embodiment of her third-grade dream. With this device, ropes are connected to two wheels on opposing metal posts. After an engine is turned on, the ropes spin into action. Although it took more than a year to get the machine to actually work, Tahira got an A in the course. Even better,

her device has been exhibited at museums such as the Smithsonian Institution and featured in newspapers and on television shows across the country. She even holds a patent for her invention. If you go to the U.S. Patent Office in

embodiment = something that is a perfect example of an idea

Washington, D.C., you can find her name in the registry: Tahira Reid, inventor of the automatic double-Dutch device. To this day, the thought makes her dreamy. "Everyone paid attention," she says. "I remember thinking, This is a historic moment—no one's ever jumped double Dutch without turners before."

Even now that she's grown up, Tahira still loves to stop and watch when girls

in her old neighborhood are playing double Dutch. "It's like a sorority," she says. "You are sisters in this love of double Dutch. When

sorority = a club of females

you get together, there are no pretenses or barriers. You all share these happy memories of being girls in the rope."

3

4

5

#### **Excerpt from Double Dutch Questions**

1. In paragraph 3, of "Excerpt of Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use **two** details from the passage to support your response.

2. In Excerpt of Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double dutch as an adult? Use **two** details from the passage to support your response.

#### Math

1. If each person at a party will eat 38 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?

2. A pitcher could hold two-thirds of a gallon of water. If Ron filled up seven pitchers, how much water would he have? Draw a diagram to help you solve the problem.

3. Determine which letter best represents the volume.



Paint in a can

A. 3 Ounces

- B. 0.5 Pint
- C. 1 Cup
- D. 1 Gallon



Ketchup in a packet

- A. 2 Quarts
- B. Less than 1 Cup
- C. 0.5 Gallon
- D. 1.5 Pints



4. Nino, Lorenzo, and Cello each had identical containers of worms. Nino used 38 container. Lorenzo used 68 container, and Cello used 78 container. How many total containers of worms did they use?

5. Determine which measurement would be most appropriate: Does a fire truck most likely carry 1,000 cups or 1,000 gallons of water? Robbie was putting in a fish pond in her backyard. Would it most likely hold 10,000 cups or 10,000 gallons of water?

### 6. Determine which choice best answers each question.

Which choice best		Which choice best		Which choice best	
represents the height of		represents the length of		represents the length of	
an adult horse?		a toothbrush?		a bug?	
A.	2 yards	А.	7 yards	А.	1 foot
B.	2 miles	B.	7 miles	В.	1 mile
C.	2 feet	C.	7 inches	C.	1 yard
D.	2 inches	D.	7 feet	D.	1 inch

7. A piece of plywood was cut so its length was 8 feet by 4 feet. How do the area and perimeter of this piece of plywood compare?

8. A rectangle swimming pool was 9 meters wide with a surface area of 90 square meters. What is the length of the pool?

9. Wendy bought some wrapping paper for Christmas that was 5 feet long and 4 feet wide. What is the area of the wrapping paper she bought?

10. An envelope from the post office is 6 inches wide and 8 inches long. Which is larger: the perimeter or the area of the envelope?

# Chapter 1 Changing Times

**Roads Lead to Rome** You may have heard the expression, "All roads lead to Rome." During the glory days of the Roman **Empire**, that saying was true. Rome was the center of the empire, and roads from all over Europe led there.

### **The Big Question**

What changes led to the decline of the Western Roman Empire?

**Vocabulary empire,** n. a group of countries controlled by a single authority These roads allowed the emperor to spread Roman ideas and laws throughout the vast empire. With the system of roads, the emperor could send messengers to carry instructions to the regional governors. Roads

also allowed goods and taxes to travel across the empire into Rome. These goods and taxes kept the powerful Roman Empire running. More important, perhaps, was that Roman soldiers used the roads. Their job was to enforce the law and put down any rebellions or attacks on the empire.



The roads helped hold the Roman Empire together, but they also played a role in its **decline**. Other armies could use these roads, too. The same roads that carried the Roman army out of Rome made it easy for outside **invaders** to march into the city. Beginning around 200 CE, some non-Roman groups of people wanted to do just that.

At this time, Rome was still a vast and powerful empire, but it faced some serious problems. Powerful Roman generals were fighting each other. Each general wanted to gain enough power to become emperor. This conflict was harmful for the health and well-being of the empire. The Roman government's main purpose was to provide law and order so that people could conduct business and live in safety. However, the

### Vocabulary

**decline,** n. gradual loss of importance and power

**invader,** n. a person or group that comes into a country by force

**boundary,** n. the edge of a country or of an area; its outside limits

fights among the generals undermined Roman law and order. The warring interrupted business, trade, and government.

In addition, this large empire needed money to build roads, bridges, and buildings, as well as to pay administrators and soldiers. Over time, it became impossible to pay for everything. Managing the Roman Empire well became impossible.

### People on the Move

The Roman Empire grew weak enough in the 200s and 300s that it began to attract the attention of various groups that lived on the edges of the empire, or outside its **boundaries**. Rome had conquered some of these groups of people and had sent armies to guard the borders against others.

The Romans, who mostly spoke Greek and Latin, looked down on these people who spoke different languages and had different cultures. They labeled them "barbarians." The word *barbarian* comes from a Greek word meaning foreigner. The Romans dismissed these non-Greek- and non-Latin-speaking barbarians as primitive, **uncultured**, and inferior. However, many barbarian groups were not **uncivilized**. For example, many had skilled metal workers who created beautiful art, jewelry and coins.

The Romans referred to a number of groups as barbarians, including the Angles, the Saxons, the Huns, the Vandals, and the Goths (including the Ostrogoths and the Visigoths). Several of these groups of people were Germanic. They lived in northern Europe. The Angles and the Saxons lived in what is now Denmark and northern Germany. They eventually drove the Romans out of England. The Goths and Vandals attacked and eventually **sacked** the city of Rome

### Vocabulary

**uncultured,** adj. showing poor manners and bad taste; crude

**uncivilized,** adj. not advanced socially or culturally

**sack**, v. to destroy and steal things in a city or building, usually with an army

itself. From the Roman point of view, the Vandals caused so much destruction that, even today, we still use the word *vandalism* to describe acts of destruction.

However, the barbarians who left the longest memory of fear and destruction were not Germanic people. They were a nomadic people from central Asia called the Huns. The Huns lived on the



**Barbarian Invasions of the Roman Empire** 

At its height, the Roman Empire covered parts of Europe, Africa, and Asia. Over time, non-Roman groups seized Roman lands. The beige area shows lands outside its boundaries.

steppe, a flat, grassy, treeless area that stretched across what is now Ukraine, southern Russia, and Kazakhstan.

The Huns raised sheep, cattle, and horses on the steppe. As the seasons changed, and the available grasses dried up, the groups moved in search of new grazing lands for their livestock.

The Huns were skilled horsemen and experts with bows and arrows. As young children, they learned to ride horses. So good was their horsemanship that one Roman historian described the Huns this way: "They are unable to put their feet on the ground. They live and sleep on their horses."

6

In the 300s, the Huns, tired of trying to survive on the steppe, began to move westward across Europe. Thanks to their skill in warfare and their excellent horsemanship, the Huns easily conquered other groups of people and moved onto their land. 1. How were roads helpful to Ancient Rome in building an empire?

2. How did the roads in Ancient Rome also lead to its decline?

3. What does the word sack mean? How did this word apply to Ancient Rome?

# **Congratulations!**

## You've completed the at home Enrichment Program Volume 2!

