

Week 4 At Home Learning Activities



Frequently Asked Questions – At Home Learning Activities

1. What are “At Home Learning” activities?

These are fun and easy learning activities created by BPS teachers. They’re designed for students to do with their family or caregiver at home after CampED ends for the day.

2. When do the activities need to be done?

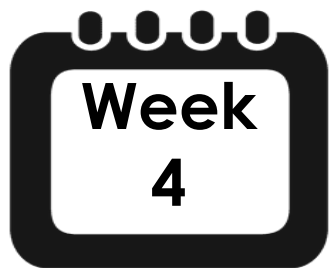
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

3. What do we need to do the activities?

You’ll get everything you need through a link. The link includes instructions, printable pages, and links to watch videos or listen to books online. Most activities use simple supplies you probably already have at home—like paper, pencils, crayons, or small items to count. You don’t need a computer to do the activities. If you need a printed copy, just ask your CampED teacher.

4. What kinds of activities are included?

Each week you’ll get a set of activities. There are five short (15-minute) reading and math activities, plus some fun family activities and questions to talk about together.



Reading

	Directions/Materials
Standards	ELA-04.R.03b Summarize the story by including major story elements after reading a literary text or passage. ELA-04.F.11 Accurately interpret general academic and domain-specific words and phrases.
Monday	Read Lizzie Escapes Page 1 , Page 2 , Page 3 , and Page 4 with your student. Ask them to give a short summary using the “Somebody wanted, but, so, then” strategy. Then, complete the Lizzie Escapes Vocabulary Questions activity.
Tuesday	Read The Spookiest Attic Page 1 , Page 2 , and Page 3 with your student. Have them write a short summary using the “Somebody wanted, but so then” strategy again. Then, complete The Spookiest Attic Vocabulary Questions activity.
Wednesday	Read The Inside Scoop Page 1 , Page 2 , and Page 3 with your student. Have them type or write a short summary of the story. Then, complete The Inside Scoop Vocabulary Questions activity.
Thursday	Read Temporary Employment Page 1 , Page 2 , and Page 3 with your student. Have them tell you a short summary out loud. Then, complete the Temporary Employment Vocabulary Questions activity.
Friday	Read I Want a Phone Page 1 and Page 2 with your student. Have them write or type a short summary of the story. Then, complete the I Want a Phone Vocabulary Questions activity.

W4 Reading - (Monday)

Lizzie Escapes

by ReadWorks



Lizzie vowed that she would not return to summer camp. The first year at camp had been intolerable. The next year had been even worse. And last year was the absolute pits. Silently, she swore an oath to her dearly departed cat, Felinious Monk, that she would find a way out.

"Now, Sugar Plum," her mother said, rubbing Lizzie's back. "I know you don't want to go back to camp, but think how much fun you'll have. All your friends from last year will be there. "

"What friends?" asked Lizzie. "I don't have friends at camp. "

"What about Brittany? She was so nice. "

"Mom, Brittany was my bunkmate. She didn't choose to live with me. We had nothing in common. "

"Nothing?" Her mother winced. "But she seemed so outgoing. "

"Nothing. She hadn't even heard of Saul Bellow. " Her mother winced again.

Lizzie's idea of an exciting summer was sitting in an air-conditioned library and systematically devouring a high stack of novels. She'd graduated from 7th grade two weeks earlier and since then had been showing up at the library at a quarter to nine in the morning, fifteen minutes before it opened. As soon as the doors opened, she'd sprint to a table on the second floor, right next to the big window. It was an equal distance from the water fountain and the fiction section. For the next eight hours, she'd sit at the table and read. It was heavenly.

W4 Reading - (Monday)

Lizzie Escapes Page 2

"I heard the camp added knitting as a new activity this year," her mother said. "And archery." Lizzie frowned. "Aren't kids supposed to stay away from weapons?"

"Archery is a sport, dear."

"Sure," said Lizzie. "So is bowling. And croquet. And baseball." Her mother sighed.

As they drove to the camp, Lizzie sat in the front seat, staring out the window. Her suitcase was sitting in the back seat. She'd packed it last night, but her mother had had a flaming fit when she discovered Lizzie hadn't packed any clothes. Lizzie had tried to argue that a pair of flip-flops and the collected novels of Henry James were all you really needed for three weeks in upstate New York, but her mom wasn't having it and had made her re-pack.

"Sweetie, look," her mom said, giving Lizzie a pleading expression. "I love that you're such a little bookworm. I do. I really do. But being outside and making friends with people your own age is really important, too."

"Why?" asked Lizzie.

"Because it makes you well-adjusted and happy."

"Camp is forced labor. You know, last year they made us weave baskets? I weaved a basket, and now where is it? The camp director probably sold it for poker money."

"Mr. Scottadino did not sell your basket for poker money," said Lizzie's mom, absently checking her makeup in the rearview mirror. "It's sitting on top of my dresser, and it's beautiful."

"Yeah, well."

As they pulled up to the camp entrance, Lizzie strained her mind for last-minute strategies that could free her. In a panic, she briefly considered faking a severe illness, but figured that if it were severe enough to force her mother to pull her out of camp, then it would be severe enough to keep her home from the library. This wouldn't be the worst thing in the world, but the thought of spending all day with her mom was enough to make her retch.

As her mother pulled to a stop, she turned to look at Lizzie. Lizzie saw that her mother's forehead had the little lines it got when she was worried.

"Promise me you'll make a friend," her mother said. "Mom..."

W4 Reading - (Monday)

Lizzie Escapes Page 3

"Please? Promise me." Her mother suddenly looked quite sad. Lizzie worried she might start crying. "OK," Lizzie sighed. "I'll make a friend. "

"I love you, Sugar Plum. "

"I know. "

As Lizzie dragged her luggage to the camp's main lodge, she started creating an imaginary friend that she could tell her mother about in three weeks, when she came to pick her up. She had to think up a whole character in her head, someone whom she knew everything about, what she looked like, what she dressed like, what she acted like. If her mother asked her any question about her imaginary friend, she'd be able to answer. She might even start planting seeds by dropping her imaginary friend's name in the letter the camp would make her write and send home next week. And then, when her mom came to pick her up, she'd just tell her that her imaginary friend had left a day early, to travel with her family to do aid work in Africa. Her mom would like that. It was perfect.

The camp director, Mr. Scottadino, stepped out of the lodge. "Hello, Lizzie. And hello, Ms. Lockwood. Nice to see you again. "

"And nice to see you again, Mr. Scottadino," said her mother, blushing. "Lizzie, say hi to Mr. Scottadino. " Lizzie shrugged.

"Lizzie, it's wonderful to have you back," said Mr. Scottadino.

Lizzie was already lost in thought. She needed to make her imaginary new friend someone her mother could imagine her being friends with, but also someone her mother would like. She'd have to be a bookworm, like her, but have other interests too-interests that could, in her mother's words, "broaden" her. Maybe she liked knitting? No, she would never be friends with someone who knits.

Lizzie hugged her mother goodbye. Her mother blew her a kiss. "Have fun, Sugar Plum. "

Mr. Scottadino picked up her suitcase and walked her to her cabin.

"Now, I remember how much you like to read," Mr. Scottadino said as they walked. "So, I was wondering if you might do a special job for me this summer. "

Lizzie cocked an eye at the camp director. "What kind of job?

W4 Reading - (Monday)

Lizzie Escapes Page 4

"I want you to be the camp librarian." Lizzie stopped in her tracks. "The camp has a library?"

"It's brand new. One of our former campers died and left us his library in his will. It's quite a collection-classics, nonfiction, and a lot of contemporary authors too. He was 80 when he died, but he tried hard to keep up with the hot new talent. Do you think you could sort it?"

Lizzie began hyperventilating. "I can do that."

"Excellent," Mr. Scottadino smiled. "Let me lead you to it."

Mr. Scottadino, still carrying Lizzie's bag, led her to a small building behind the dining room. He opened the door. "Now, you can arrange them anyway you like, but-oh, hello, Jenny. I didn't know you were here."

Lizzie walked through the doorway to find several heaping columns of books and, at their bottom, a girl her age. The girl was wearing glasses and a baseball jersey and reading a well-thumbed copy of Don DeLillo's *Underworld*.

"Hey, Mr. Scottadino," said Jenny. She turned to Lizzie. "What's your name?" "Lizzie."

"Do you like Don DeLillo?" Jenny asked. For a moment, Lizzie was too surprised to speak. Then she gathered herself. "I like early DeLillo."

"Me too. The early novels are funnier than the big, long, serious ones." She held up *Underworld*. "But this one has some good parts."

Lizzie sat down next to Jenny. "Do you want to help me sort these?" she asked quietly.

W4 Reading - (Monday)

Lizzie Escapes Vocabulary Questions

1. Which word means "a place where books are kept for reading or borrowing"?
 - a) Library
 - b) Museum
 - c) Hospital
 - d) School
2. What does the word "enormous" mean?
 - a) Very quiet
 - b) Very small
 - c) Very big
 - d) Very fast
3. Choose the best definition for "journey."
 - a) A small animal
 - b) A trip from one place to another
 - c) A type of food
 - d) A kind of music
4. What word means "to look carefully at something"?
 - a) Jump
 - b) Listen
 - c) Watch
 - d) Run
5. Which word means "happy and smiling"?
 - a) Angry
 - b) Sad
 - c) Tired
 - d) Cheerful

Answers:

1. a) Library
2. c) Very big
3. b) A trip from one place to another
4. c) Watch
5. d) Cheerful

W4 Reading - (Tuesday)

The Spookiest Attic

by W.M. Akers



I hear sounds coming from up above my head. I try to sleep, but the tighter I close my eyes, the louder the noises seem to get. It sounds like someone dragging a rake across a chalkboard. Or...no, it's more like a bunch of marbles falling onto a linoleum floor. No, not that either. Tonight, the sound could be two dozen maracas, rolling back and forth on a lazily tossing boat.

Whatever it is, it's scaring me to death. My name is Drew, and I sleep in the bedroom just underneath the attic. At least, I'm supposed to sleep there. Ever since the noise started, I can barely catch four winks, much less 40 of them. It's not the sound that bothers me so much as the pictures it puts in my head. Stuff like a rake on a chalkboard. Who could sleep while that's running through their brain?

Well, as my mother likes to say, I've had enough of this nonsense. Tonight I'm getting to the bottom of this. The only problem is, even before the noises started, the attic wasn't my favorite part of the house. In fact, it was my least favorite place-not just in the house, but in the whole world. A lot of people have spooky attics, but ours is the spookiest.

We live in a big old house- my dad says it's "rambling"-and the attic is way bigger than it needs to be. The lights don't work very well, and there are all sorts of shadowy corners behind clothes, chests, and boxes that have been there since long before we moved in. We really have no idea what is up there, and I can't imagine anything scarier than that.

The Spookiest Attic Page 2

Except, except...except whatever it is that's making these noises.

Tonight I'm not going to let my imagination run wild. I grip my dad's most powerful flashlight with my hand and check to make sure the batteries are working. I have spares in my backpack, just in case they run out. I also have a water bottle, a sandwich, some chips, and a few cookies in case I get stranded up there. Most importantly, I have my music player. This is crucial because everyone knows that monsters can't get at you as long as you've got music to keep you safe. I jam the headphones into my ears and turn the music up loud.

My parents have been asleep for hours when I open the creaky attic door and climb the steps into the darkness. The flashlight beam sweeps ahead of me, illuminating trunks and piles of junk and who knows what else. I creep across the dusty floor, moving slowly and making sure not a single part of the attic escapes my flashlight's glare. I ignore my sweaty palms, pounding heart, and the sickening sensation in my stomach that I am making a very bad mistake. This isn't about facing my fears, I tell myself. It's about getting some sleep. If I can't sleep, I can't study. If I can't study, I'll flunk out of school and have to join the circus. And the fact is, I don't like the circus one bit.

I'm thinking so hard about how much I don't want to join the circus that I space out a little and am shocked to find myself all the way at the other end of the attic. I didn't find anything at all. If there are monsters up here, they must be better at hiding than I am at looking. Only now do I realize how far I am from the stairs. This attic is long, dark, and full of secrets. And I have to walk back across. More importantly, I have to find out what's making the skittering noise, or this whole trip was a waste. I take out my headphones and wait for the monsters to strike. They leave me alone...for now.

I hear the noise coming from far away. It's not just right above my bedroom, but seems to be coming from several different directions at once. My ears are playing tricks on me, I think. This is what happens when you don't get enough sleep. I walk toward the place where the noise is the loudest, my quivering flashlight held straight out in front of my body.

There are three boxes stacked on top of one another, with writing too small for me to read. I get closer, and the noise gets louder. A label on the box, written in faded marker, reads "Toys."

The Spookiest Attic Page 3

Of course! It's a box of old toys, probably from a hundred years ago or more. There are probably some wind-up toys in there, and somehow they've gotten wound up. Each night they rattle up against each other, and each night they keep me awake. All I have to do is take the toys out of the box, and they'll quiet down.

I stand on my tiptoes, trying to reach the upper box of toys. I'm just getting a grip on it when it slips out of my sweaty palms. It flips over, dumping its contents all over me. My head takes the blow from a bunch of heavy old toys, and my body is covered in 15 or 20 thousand creepy, crawly, fuzzy spiders.

Sometimes, it's not possible to scream loud enough. I run as fast as I can back to the stairs, knocking spiders off my body with both hands. I must have dropped the flashlight along the way, because it's dark when I get back downstairs, and I can't see whether I've gotten all the spiders off me until my mom turns on the hallway light.

"Andrew!" she says. "What's wrong?"

"I want to switch bedrooms," I tell her. "And you need to hire an exterminator."

W4 Reading - (Tuesday)

The Spookiest Attic Vocabulary Questions

1. Which word means "a large area covered mostly with trees"?
 - a) Desert
 - b) Forest
 - c) Ocean
 - d) Mountain
2. What does the word "predict" mean?
 - a) To guess what might happen in the future
 - b) To remember something from the past
 - c) To explain how something works
 - d) To show something clearly
3. Choose the best definition for "ancient".
 - a) Very old
 - b) Very fast
 - c) Very colorful
 - d) Very small
4. What word means "to fix or repair something"?
 - a) Break
 - b) Build
 - c) Mend
 - d) Throw
5. Which word means "a person who studies the stars and planets"?
 - a) Biologist
 - b) Astronomer
 - c) Chef
 - d) Farmer

Answers

1. b) Forest
2. a) To guess what might happen in the future
3. a) Very old
4. c) Mend
5. b) Astronomer

The Inside Scoop

by Michael Stahl



In New York City, one of the most popular brands of ice cream comes from a company called Mister Softee. Mister Softee sells ice cream to children and adults alike right out of a large blue-and-white truck. One particular Mister Softee truck driver is named Gus Elefantis. He has not only made Mister Softee ice cream his career, but the tasty, smooth ice cream has helped him make a few friends, too, since he first bought a truck in the mid-1980s.

Gus Elefantis's summer days begin at about 8 a.m. when he and his wife, Lola, wake up to make breakfast for their two daughters. Once breakfast is finished, Gus and Lola leave their daughters at home (the oldest daughter is 18 years old and capable of babysitting) and drive 20 minutes to a very special parking lot. It is there where Gus parks his very own Mister Softee ice cream truck every night alongside about a dozen others.

As soon as they arrive, Lola begins cleaning and stocking his truck, inserting all of the local favorite types of ice cream pops and flavored frozen ices into specific freezer compartments to be sold once Gus drives along his route. "Everything's in the same place every day," says the short, blonde lady. "This way, my husband doesn't even have to think! "

Gus agrees, saying he won't even need to glance inside the freezer as he fills orders for the long lines of customers waiting on the sidewalks.

Watching his wife wipe down the sink, the refrigerator, and the slushy machine, Gus explains that Lola has cleaned the truck for over 20 years, ever since they were first married. "She's the best at it," he says with a heavy Greek accent.

W4 Reading - (Wednesday)

The Inside Scoop Page 2

"I've tried to clean the truck plenty of times before, but I'm no good at it. When Lola cleans, it is spotless. "

Gus's morning duty is to "go shopping" and purchase any new stock the truck needs for the day. He buys these items from his old friend Dimitri Tsirkos, who got Gus into the business and now runs the Mister Softee station. The station consists of a few parking lots for the trucks and a store where drivers buy supplies. Into a shopping cart, Gus loads a few cartons of chocolate and vanilla ice cream mix, which will later freeze up inside the truck's dispenser machine. He adds a can of whipped cream, some blue paper cups, and a gallon of strawberry syrup.

Lola has finished cleaning Gus's truck. Tupperware containers of sprinkles are filled. Gallons of milk are placed just behind a steel refrigerator door at Gus's feet. Chocolate sauce that hardens when chilled is poured into a bowl for Dip Cones. The truck is finally ready.

After unplugging the back of the truck from a wall outlet that is used to keep the refrigerators and freezers inside running overnight, then starting up and revving the engine for a while to warm it up (the truck itself is over 30 years old), Gus drives out of the garage to sell ice cream in the neighborhood he's called home for over 40 years: Astoria, New York. Gus will spend between nine and ten hours driving around, jumping from the driver's seat to the serving window countless times. This takes a toll on a big man's body. "You're walking on steel all day," he says. "Talk to any Mister Softee driver and they'll tell you that their legs from the knees down are a problem. "

Though there is an air conditioner in the truck that isn't completely useless, its work is made more difficult by the heat coming from the refrigerators, not to mention the sweltering humidity in New York City's summer air. The back of the truck is searing on days when temperatures climb above 95 degrees, which are also some of the least profitable days because customers stay inside their air-conditioned homes. Naturally, rainy days hurt business as well. How much money the drivers make changes from year to year, depending on the weather. Gus remembers one year, though, when the weather was so cooperative, he started driving in February and didn't stop until Thanksgiving! "I made a lot of money that year," he says with a nod of his head.

The Inside Scoop Page 3

Usually, Gus doesn't drive the Mister Softee truck for more than six months a year. He works every day; it doesn't rain between April and October, unless there is an important family event or holiday like Greek Easter. A day spent inside his home is a day he's not making money, so he'll put in 12-hour days as often as he possibly can. On those days, he misses his daughters, Joann, the older one, and Nora, who is eight.

After a long summer season and parking his truck for winter, Gus searches for a new winter job to provide for his family. "Once I drove a cab, but that was too much driving in one year for me," he laughs. "Usually, I work part-time in construction or at a restaurant, just like when I was young." In some ways, he would love a stable, everyday job, he says. But with Mister Softee, he's his own boss, which has its perks.

"I eat ice cream every day," Gus says, admitting that he dips into his own supply, usually after accidentally making something a customer didn't ask for, like a cone with chocolate sprinkles instead of a rainbow. "I feel like I have to eat the mistakes. I don't want them to go to waste! "

When he's had enough ice cream for the day, he gives his errors away, no charge. Gus loves giving away free ice cream, which has gotten him a lot of fans. However, the people of Astoria don't go to his truck just for ice cream-whether it's free or not-they also go to see their friend.

"My husband loves everyone," says Lola. "Adults, kids, pets. It doesn't matter. "

The side windows of the truck have few stickers, making it easy to see into the back where Gus works. This was done on purpose. He feels it makes parents much more comfortable dealing with him because it shows he has nothing to hide. Gus doesn't drive his route late at night because he knows the truck's song will get kids to jump out of bed. During the daytime, he plays the song only once per block to limit the disturbance.

"My mother always told me that if you live in a glass house, don't throw stones at your neighbors, and I live in a glass house," he says, referring to his windowed truck. He calls the job "easy," despite the long hours away from his daughters while they're on summer vacation, the heat, the hurt in his legs, and the requirement of a new job every winter. But Gus isn't going anywhere, to the delight of the many Astorians with whom he comes into daily summer contact. "Unless I hit the lotto," he says, "which I don't play, I'm not going to stop."

W4 Reading - (Wednesday)

The Inside Scoop Vocabulary Questions

1. Which word means “to move from one place to another, usually for a season”?
 - a) Migrate
 - b) Explore
 - c) Build
 - d) Collect
2. What does the word “fragile” mean?
 - a) Very Strong
 - b) Easy to break
 - c) Very heavy
 - d) Very fast
3. Choose the best definition for “community”.
 - a) A type of plant
 - b) A type of animal
 - c) A group of people living in the same area
 - d) A large building
4. What word means “to speak or write about something in detail”?
 - a) Build
 - b) Listen
 - c) Jump
 - d) Describe
5. Which word means “to shine with a gentle, soft light”?
 - a) Glow
 - b) Shout
 - c) Run
 - d) Hide

Answers

1. a) Migrate
2. b) Easy to break
3. c) A group of people living in the same area
4. d) Describe
5. a) Glow

W4 Reading - (Thursday)

Temporary Employment

by ReadWorks



What I speak is the truth-the whole truth and nothing but the truth. You can believe what you'd like.

I was working at a regular Italian restaurant, nothing too fancy. They hired me as a busboy, and I intended to work my way up. I had just set out on my own, and I was full of plans, big plans, plans that all ended up in the same place: a swimming pool full of money, metaphorically speaking, of course.

They had me doing all kinds of work, none of it pretty. There were the standard busboy duties: clearing plates off tables, taking out the trash, and hauling the dirty dishes back to be washed. But I think they noticed my zeal and desire to please and decided to take advantage of it. Because whenever a job popped up that was too difficult, too boring, too gross, or just "plain beneath the other employees," well, they gave it to me.

And you know what I said? "Yes, sir. Thank you, sir."

Franco was the manager. He was nice enough, but he was terrified of Debra, who owned the place. Debra only popped in once in a while, but when she was coming, we'd know. First, Franco's eyes would get really wide. He'd start to tremble, and then he'd start yipping like a Chihuahua, except instead of barks, he would yip orders. "Wash the bathroom!" he'd say, even though it was spotless. "Double-check the menus! Clean the sinks! Polish the table bases! Polish the silverware! Polish the countertops and the tabletops and the tops of the heads of the bald men! "

Maybe I made that last one up.

But the rest is true. He'd work himself up into a frenzy. Debra was intimidating, I give her that. Her eyes were like lasers, and her voice was sharp.

Temporary Employment Page 2

It was even worse when she didn't speak. Franco would say something dumb, and she'd just glare, which made him so nervous he'd say something even dumber, and the situation would continue like this until she spun around on her heels and strode through the double doors, pushing both open at once like some frontier desperado. She made people cower. Except for me, but as a busboy, it wasn't hard to stay out of her path.

That is, except for this one time, the time I'm trying to tell you about. Like I said, I was the designated dirty work go-to guy. Someone threw up in the bathroom? I'm on it. Garbage is piling up in the basement? Boxes and boxes of inventory need counting and restocking? Those boxes are infested with spiders? I'm your man.

On the fateful afternoon in question, I was on something of a cleaning spree. Franco had asked me to clean the staff toilets, which were tucked away in a damp corner of the basement, out of the customers' sight, and for good reason. The situation called for a wagon full of cleaning supplies. I went to the supply closet only to find cleaning supplies so grimy and full of spider webs that they couldn't even be used without a good scour and scrub.

I needed cleaning supplies for my cleaning supplies.

I left the restaurant, just for a minute, to buy what I considered necessary. I was gung-ho about the whole cleaning enterprise. I was ready to give that basement the makeover of its long and foul-smelling life. Was I overly enthusiastic? Was I overly passionate?

It wasn't as though I stormed wild-eyed through the doors, frothing at the mouth. I didn't yell out a war cry or start spraying all-purpose cleaner with bleach above my head like some sort of lunatic. There was no chanting, no war dance.

I filled a shopping cart with cleaning supplies. Thinking the lunch hour was over, I used that shopping cart to barrel through the doors, and that shopping cart crashed into someone eating lunch, and that person-seated with her back to me, whose face I couldn't see until she rose from the carpeted floor with penne a la vodka in her lap and a nightmare from the depths of the inferno in her eye-was Debra.

W4 Reading - (Thursday)

Temporary Employment Page 3

She said nothing at first, but rose with dignity and fury to her feet. She didn't wipe the pasta from her blouse, but let it fall off its own accord. It did, with a splatter. She stared into my eyes. I could feel my mouth opening and closing. I couldn't stop it- open, close, open, close. Without thinking, I said something. I said, "How fortunate, I have cleaning supplies." And I whirled around and grabbed a spray-on fabric cleaner from the cart's heaping bounty and whirled back around to see Debra's shoulders rising as she inhaled, falling as she exhaled. She breathed heavily, and the rise and fall of her shoulders reminded me of the engine movements of an old-fashioned steam locomotive, one that would shortly flatten me.

Debra raised one trembling finger and pointed it between my eyes, looking as though she wished it were the barrel of a gun. She opened her mouth, but I cut her off with a raised finger of my own. "Hold that thought," I said. And without so much as a sidelong glance, I strode past her to Franco, who thought he could hide behind a large bushy ficus plant. I threw down my apron and simply said, in the angriest voice I could muster, "I quit."

W4 Reading - (Thursday)

Temporary Employment Vocabulary Questions

1. Which word means “to carefully examine and judge something”?
 - a) Predict
 - b) Analyze
 - c) Ignore
 - d) Explore
2. What does the word “confident” mean?
 - a) Feeling sure about yourself
 - b) Feeling tired and weak
 - c) Feeling scared or nervous
 - d) Feeling sad or lonely
3. Choose the best definition for “responsibility”.
 - a) A task or duty that someone should do
 - b) A place where people live
 - c) A type of weather
 - d) A kind of food
4. What word means “to make something new or better”?
 - a) Construct
 - b) Improve
 - c) Destroy
 - d) Borrow
5. Which word means “a natural event that causes damage, like a flood or earthquake”?
 - a) Celebration
 - b) Disaster
 - c) Festival
 - d) Adventure

Answers

1. *b) Analyze*
2. *a) Feeling sure about yourself*
3. *a) A task or duty that someone should do*
4. *b) Improve*
5. *b) Disaster*

I Want a Phone!

by ReadWorks



"I want a phone!" said Myrna.

"I bet you do," said her dad.

"No, but, Dad. You don't understand. I really, really, really want a phone. "And I really, really, really want a boat. It's not going to happen."

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning, traffic. When he picked her up in the afternoon traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored because the traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

"I want a phone. "

"No."

"What if I were stuck in a cave?"

"What?" asked her dad, trying not to laugh.

"What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and-"

I Want a Phone Page 2

"And then you were stuck in the cave." Myrna nodded the way she did when she won an argument, but her dad wasn't through fighting. "Is this a momma bear? I hear they're the fiercest. "

"Yes. It's a momma bear, and she's very upset, and she's going to eat me unless I have a phone to call for help. "

"If it's a momma bear, then you can use her phone. Everyone knows that moms always carry phones. "

Dad was laughing as he said this. Myrna didn't think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn't very hard. Now she was angry.

"If I had a phone, I could play games on it! "

"If I had a boat, I could eat steaks on it. That doesn't mean I'm getting one. "

"No, but I mean..." Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. "If I could play games, I wouldn't be so bored when we were in traffic. I wouldn't bother you! "

"I don't mind being bothered. I like talking to you. "

"Then I won't say anything at all! "

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead. "

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even. "

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good.

W4 Reading - Friday

I Want a Phone Vocabulary Questions

Which word means “to explain something clearly so others understand it”?

- a) Confuse
- b) Clarify
- c) Forget
- d) Hide

1. What does the word “persistent” mean?
 - a) Giving up quickly
 - b) Moving very fast
 - c) Being very quiet
 - d) Continuing firmly despite difficulty
2. Choose the best definition for “interaction”.
 - a) A type of animal
 - b) The way people or things act with each other
 - c) A place to live
 - d) A kind of weather
3. What word means “to take something without permission”?
 - a) Borrow
 - b) Find
 - c) Share
 - d) Steal
4. Which word means “to think about something carefully before making a decision”?
 - a) Consider
 - b) Celebrate
 - c) Anger
 - d) Avoid

Answers

1. *b) Clarify*
2. *d) Continuing firmly despite difficulty*
3. *b) The way people or things act with each other*
4. *d) Steal*
5. *a) Consider*



Math

	Directions/Materials
Standards	MAT-04.NO.NF.06 Solve authentic word problems by adding and subtracting fractions and mixed numbers with like denominators (proper and improper fractions limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100). MAT-04.AR.OA.03 Solve multi-step authentic word problems using the four operations, including problems with interpreting remainders. Represent problems using equations, including a symbol as an unknown.
Monday	Your student will complete 3 fraction story problems and 3 multi-step word problems on Practice Page 1. Check your student's answers. NF.6 1.) 1 km 2.) $14 \frac{3}{3} = 15$ hrs 3.) 3 lbs. OA.3 1.) $\\$337.50 + \\$77.40 = \\$414.90$ 2.) 36 yds 3.) $63 - 49 = 14$ pts.
Tuesday	Your student will complete 3 fraction story problems and 3 multi-step word problems on Practice Page 2. Check your student's answers. NF.6 1.) $13 \frac{3}{4}$ boxes 2.) $2 \frac{8}{9}$ in. 3.) $16 \frac{2}{2} = 17$ in. OA.3 1.) $420 - 130 = 290$ lbs. 2.) $401 - 15 = 386$ hens 3.) $745 - 612 = 133$ gal
Wednesday	Your student will complete 3 fraction story problems and 3 multi-step word problems on Practice Page 3. Check your student's answers. NF.6 1.) 2 mi. 2.) $11 \frac{6}{5} = 12 \frac{1}{5}$ kg. 3.) 6 km. OA.3 1.) $742 - 460 = 282$ lbs. 2.) $32 \times 3 = 96$ lbs. 3.) $2.50 + 7.00 = \\$9.50$
Thursday	Your student will complete 3 fraction story problems and 3 multi-step word problems on Practice Page 4. Check your student's answers. NF.6 1.) 4 in. 2.) $8 \frac{3}{4}$ lb. 3.) 2 in. OA.3 1.) $56 \div 8 = 7$ groups 2.) $35 \div 5 = 7$ pictures 3.) $24 \div 8 = 3$
Friday	Your student will complete 3 fraction story problems and 3 multi-step word problems on Practice Page 5. Check your student's answers. NF.6 1.) $13 \frac{7}{8}$ in. 2.) $1 \frac{2}{10}$ or $1 \frac{1}{5}$ km. 3.) $7 \frac{8}{6} = 8 \frac{2}{6}$ or $8 \frac{1}{3}$ ft OA.3 1.) $3 \times 6 = 18$ min. 2.) $2 \times 5 = \\$10.00$ 3.) $9 \times 6 = \\$56.00$

W4 Math - Monday

Practice Page 1

NF.6

1. Adam jogged $8\frac{1}{2}$ kilometers on Monday and $7\frac{1}{2}$ kilometers on Tuesday. What is the difference between these two distances?
2. On Monday George spent $10\frac{2}{3}$ hours studying. On Tuesday he spent another $4\frac{1}{3}$ hours studying. What is the combined time he spent studying?
3. A coach filled up a cooler with water until it weighed $14\frac{1}{3}$ pounds. After the game the cooler weighed $11\frac{1}{3}$ pounds. How many pounds lighter was the cooler after the game?

OA.3

1. Calvin paints pictures and sells them at art shows. He charges \$56.25 for a large painting. He charges \$25.80 for a small painting. Last month he sold six large paintings and three small paintings. How much did he make in all?
2. Jennie makes quilts. She can make 7 quilts with 21 yards of material. How many yards of material would be required to make 12 quilts?
3. Brayden and Gavin were playing touch football against Cole and Freddy. Touchdowns were worth 7 points. Brayden and Gavin's team scored 7 touchdowns. Cole and Freddy's team scored 9 touchdowns. How many more points did Cole and Freddy have than Brayden and Gavin?

W4 Math - Tuesday

Practice Page 2

NF.6

1. Carol's class recycled $5\frac{2}{4}$ boxes of paper in a month. If they recycled another $8\frac{1}{4}$ boxes the next month what is the total amount they recycled?
2. A king size chocolate bar was $11\frac{7}{9}$ inches long. The regular size bar was $8\frac{8}{9}$ inches long. What is the difference in length between the two bars?
3. A small box of nails was $10\frac{1}{2}$ inches tall. If the large box of nails was $6\frac{1}{2}$ inches taller, how tall is the large box of nails?

OA.3

1. On Thursday the Meat King Market sold 210 pounds of ground beef. On Friday they sold twice that amount. On Saturday they only sold 130 pounds. How much more meat did they sell on Friday than Saturday?
2. Uncle Ben has 440 chickens on his farm. 39 are roosters and the rest are hens. 15 of his hens do not lay eggs. The rest lay eggs. How many egg-laying hens does Uncle Ben have on his farm?
3. Aunt May milks her Holstein cows twice a day. This morning she got 365 gallons of milk. This evening she got 380 gallons. She sold 612 gallons to the local ice cream factory. How many gallons of milk does she have left?

W4 Math - Wednesday

Practice Page 3

NF.6

1. Lana had planned to walk $5\frac{1}{2}$ miles on Wednesday. If she walked $3\frac{1}{2}$ miles in the morning, how far would she need to walk in the afternoon?
2. Mike bought a box of fruit that weighed $2\frac{3}{5}$ kilograms. If he bought a second box that weighed $9\frac{3}{5}$ kilograms, what is the combined weight of both boxes?
3. While exercising Victor traveled $16\frac{1}{2}$ kilometers. If he walked $10\frac{1}{2}$ kilometers and jogged the rest, how many kilometers did he jog?

OA.3

1. Mr. Parker has 982 pounds of grain. He feeds 240 pounds to his pigs and 460 to his cows. How much grain does he have left?
2. Peter has four horses. Each one eats 4 pounds of oats, twice a day. How many pounds of oats does he need to feed his horses for 3 days?
3. Jonah and his sister are going to the amusement park. They each purchase 2 tickets at \$1.25 each. Then, they each get a soda for \$3.50 a piece. How much did they spend all together?

W4 Math - (Thursday)

Practice Page 4

NF.6

1. During a blizzard it snowed $12 \frac{2}{4}$ inches. After a week the sun had melted $8 \frac{2}{4}$ inches of snow. How many inches of snow is left?
2. For Halloween, Carol received $3 \frac{2}{4}$ pounds of candy in the first hour and another $5 \frac{1}{4}$ pounds the second hour. How much candy did she get total?
3. A king size chocolate bar was $9 \frac{1}{4}$ inches long. The regular size bar was $7 \frac{1}{4}$ inches long. What is the difference in length between the two bars?

OA.3

1. The school's baseball team had three new players and fifty-three returning players. If the coach put them into groups with eight players in each group, how many groups would there be?
2. Robin uploaded twenty-one pictures from her phone and fourteen from her camera to Facebook. If she sorted the pics into five different albums with the same amount of pics in each album, how many pictures were in each of the albums?
3. Rachel's old washing machine could only wash eight pieces of clothing at a time. If she had to wash fifteen shirts and nine sweaters how many loads would she have to do?

W4 Math - (Friday)

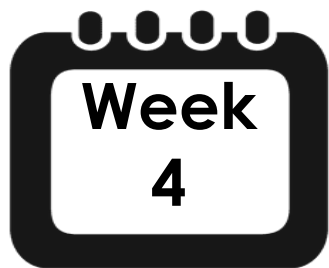
Practice Page 5

NF.6

1. Will drew a line that was $9 \frac{6}{8}$ inches long. If he drew a second line that was $4 \frac{1}{8}$ inches longer, what is the length of the second line?
2. While exercising Kaleb travelled $3 \frac{5}{10}$ kilometers. If he walked $2 \frac{3}{10}$ kilometers and jogged the rest, how many kilometers did he jog?
3. At the beach, Victor built a sandcastle that was $4 \frac{3}{6}$ feet high. If he added a flag that was $3 \frac{5}{6}$ feet high, what is the total height of his creation?

OA.3

1. A chef needs six potatoes for a meal. He has already cooked three. If each potato takes six minutes to cook, how long will it take him to cook the rest?
2. Dave earned five dollars for each lawn he mowed. If he had four lawns to mow, but forgot to mow two of them, how much money did he actually earn?
3. Oliver had three action figures, but needed twelve total for a complete collection. If each one costs \$6, how much money would he need to finish his collection?



Family Connections

Kindness, Empathy, and Differences Activities

Family Journal

Family journaling supports social-emotional development by creating a safe space for expression, promoting empathy, and helping children see how their thoughts and experiences matter. It also encourages families to slow down and reflect together in meaningful ways.

Family Journal: Students and their families come together to create a shared journal that captures thoughts, feelings, stories, and memories from the week. Family members can take turns writing, drawing, or even adding photos or mementos. The journal becomes a living record of the family's shared experiences, helping children develop writing and reflection skills while deepening emotional connections at home.

Family Interview or Family Tree

Exploring your family history helps students develop listening and communication skills while also building pride in their family's history. It fosters empathy, appreciation for diversity within and across families, and a sense of belonging. Students choose one of two ways to explore their family's story:

Family Interview: Students will select a family member—such as a parent, grandparent, aunt, uncle, or sibling—to interview. Using simple, age-appropriate questions (e.g., “What was your favorite game when you were my age?” or “What is something you're proud of?”), students will gather and record interesting facts, stories, and memories.

Family Tree: Students will work with their family to create a family tree that shows the names and relationships of their family members. They can include pictures, drawings, and fun facts (like favorite foods or hobbies) for each person to make it more personal and engaging.

Volunteer

Volunteering encourages compassion, strengthens communication, and builds a shared sense of purpose. Children learn that their actions can make a difference—and that doing good is even more meaningful when done together.

Volunteering: Students and their families choose a simple volunteer project to do together, such as picking up litter at a local park, donating clothes or toys, writing kind notes for neighbors or seniors, or helping at a community event. The goal is to spend time helping others while learning more about your family member's values, interests, and strengths.

Kindness Chain

This challenge shows students that kindness is a family value and that small actions can create big change. It builds emotional awareness, encourages generosity, and strengthens the bond between family members as they work toward a shared goal of doing good together.

Kindness Chain: Students and their families will complete a series of simple kind acts together over the course of a week. Each act—like baking cookies for a neighbor, writing thank-you notes, donating items, or helping a friend—will be recorded on a colorful strip of paper and then joined end to end to make a chain link. With each kind act completed, the family adds a link to their Kindness Chain, watching it grow as they spread positivity.

Kindness Questions

Use these questions to guide conversations about kindness, empathy and appreciating differences with your children.

Showing Kindness

- What is something kind you did for someone today?
- Can you think of a time someone was really kind to you? How did it make you feel?
- If you saw someone sitting alone at recess, what could you do?
- What does it mean to be a kind friend?
- Can you name three kind words you can say to someone?

Building Empathy

- How do you think your friend felt when that happened?
- What can you do when you notice someone is sad or upset?
- Have you ever felt left out? What helped you feel better?
- How would you feel if someone did that to you?
- What does “putting yourself in someone else’s shoes” mean?

Appreciating Differences

- What makes you unique? What makes your friends unique?
- Why is it good that everyone is different?
- Can you think of something special about someone who isn’t like you?
- Have you ever learned something new from someone who does things differently?
- How can we include someone who looks or acts differently than we do?