4th Grade Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including genre, text features, antonyms, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:
https://classroommagazines.scholastic.com/support/learnathome.html
https://www.education.com/
http://www.sheppardsoftware.com/
https://www.funbrain.com/

Week 1 At A Glance	
Day 1	☐ Read for 20 minutes ☐ Genre/Text Feature Page 236
Day 2	☐ Read for 20 minutes ☐ Read "What is a Spacewalk?" and answer questions
Day 3	☐ Read for 20 minutes ☐ Antonyms Page 237 ☐ Using Antonyms for Context Clues
Day 4	☐ Read for 20 minutes ☐ Read "Reading to Max" and answer questions
Day 5	☐ Read for 20 minutes ☐ Fix the Story with Antonyms

Name _____

Scott Aldrich's Micro Art

Scott Aldrich is an artist. He uses microscopes and light. Aldrich trained to be a chemist, or someone who works with chemicals. He used microscopes to look at chemicals. The shapes he saw looked like art. Aldrich uses light filters. The filters let certain colors pass through chemicals. Then he takes pictures of the chemicals. He uses a camera with a microscope in it. The pictures look like familiar things!

Siri Stafford

In his photography Aldrich reveals the world as seen through a microscope.

Answer the questions about the text.

1. **How do you know this is expository, or informational, text?**

_____

2. **What does the photograph show? Why is the photograph important?**

_____

_____

3. **What is another text feature in this text?**

_____

4. **What does the caption tell you about Aldrich's art?**

_____

_____

Beginning/Intermediate Read the directions. Pair students to answer the questions using basic and content vocabulary. Then share their answers with the group.

Name: _____ Class: _____

What Is a Spacewalk?

By NASA

In this informational text provided by NASA, the author discusses what spacewalks are and how astronauts stay safe when they leave their spacecraft. As you read, take notes on the steps astronauts take to go on a spacewalk.

Why Do Astronauts Go on Spacewalks?

[1] Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things.

Spacewalks also let astronauts test new equipment. They can repair satellites[1] or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix.

"EdWhiteFirstAmericanSpacewalker.1965.ws" by NASA / James McDivitt is in the public domain.

How Do Astronauts Go on Spacewalks?

When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink.

Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen.

[5] Once in their suits, astronauts breathe pure oxygen for a few hours. Breathing only oxygen gets rid of all the nitrogen in an astronaut's body. If they didn't get rid of the nitrogen, the astronauts might get gas bubbles in their body when they walked in space. These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees. This pain is called getting "the bends" because it affects the places where the body bends, Scuba divers can also get “the bends.”

1. an object placed in orbit around the Earth, moon, or another planet in space to collect information or communicate

Astronauts are now ready to get out of their spacecraft. They leave the spacecraft through a special door called an airlock. The airlock has two doors. When astronauts are inside the spacecraft, the airlock is airtight so no air can get out. When astronauts get ready to go on a spacewalk, they go through the first door and lock it tight behind them. They can then open the second door without any air getting out of the spacecraft. After a spacewalk, astronauts go back inside through the airlock.

How Do Astronauts Stay Safe During Spacewalks?

When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft. Tethers are like ropes. One end is hooked to the spacewalker. The other end is connected to the vehicle. The safety tethers keep astronauts from floating away into space. Astronauts also use tethers to keep tools from floating away. They tether their tools to their spacesuits.

Another way astronauts stay safe during spacewalks is by wearing a SAFER. SAFER stands for Simplified Aid for EVA Rescue. SAFER is worn like a backpack. It uses small jet thrusters to let an astronaut move around in space. If an astronaut were to become untethered and float away, SAFER would help him or her fly back to the spacecraft. Astronauts control safer with a small joystick, like on a video game.

Text-Dependent Questions

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

1. PART A: What does the word "thrusters" mean as it is used in paragraph 8 of the passage?
    A. ropes that connect
    B. machines that power
    C. spacesuits that protect
    D. bags that hold tools

2. PART B: Which details from the passage helps the reader understand the meaning of "thrusters"?
    A. "hooked to the spacewalker." (Paragraph 7)
    B. "is worn like a backpack." (Paragraph 8)
    C. "fly back to the spacecraft." (Paragraph 8)
    D. "with a small joystick" (Paragraph 8)

3. Why are two doors needed to create an airlock on a spacecraft?
    A. to make it safe for astronauts to enter and exit the spacecraft on Earth
    B. to let the astronauts do scientific experiments to see how air in space affects living things
    C. to allow astronauts to go into space without letting oxygen out of the spacecraft
    D. to provide a place where the astronauts can connect their ropes to a spacecraft so they do not float away

4. PART A: What is the main idea of the passage, "What Is a Spacewalk?"
    A. Astronauts wear spacesuits that allow them to breathe and move in space.
    B. Astronauts need special machines to study outer space.
    C. Astronauts go on spacewalks to do important experiments.
    D. Astronauts have special tools to stay safe and work in space.

5. PART B: Which two details from the passage support the answer to Part A?
    A. "Astronauts go on spacewalks for many reasons." (Paragraph 1)
    B. "This lets scientists learn how being in space affects different things." (Paragraph 1)
    C. "They can repair satellites or spacecraft that are in space." (Paragraph 2)
    D. "Once in their suits, astronauts breathe pure oxygen for a few hours." (Paragraph 5)
    E. "This pain is called getting 'the bends' because it affects the places where the body bends." (Paragraph 5)
    F. "When on a spacewalk, astronauts use safety tether to stay close to their spacecraft." (Paragraph 7)

6. PART A: What is one kind of important work that astronauts do when they are on a spacewalk?

    A. Astronauts fly through space to explore during spacewalks.
    B. Astronauts hook tools onto their spacecraft during spacewalks.
    C. Astronauts can make repairs to objects during spacewalks.
    D. Astronauts do scientific tests on their bodies during spacewalks.

7. PART B: Which detail from the passage supports the answer to Part A?

    A. “let scientists learn how being in space affects different things.” (Paragraph 1)
    B. “fix things instead of bringing them back to Earth to fix.” (Paragraph 2)
    C. “can cause astronauts to feel pain in their shoulders, elbows, wrists and knees.” (Paragraph 5)
    D. “to let an astronaut move around in space.” (Paragraph 8)

Name _____

Words that have opposite meanings are called **antonyms**. For example, the words *rough* and *smooth* are antonyms. You can find out if a word has an antonym by looking in a **thesaurus**. A thesaurus is a book that lists words in alphabetical order. Following each word is a list of its synonyms and antonyms.

Read each pair of sentences. Choose an antonym for the underlined word from the box below. Write the antonym on the line.

specific	identical	entire	detailed

1. I only wanted to eat half of the apple. But the apple was so delicious that I ate the _____ thing!

2. Exercising is a general activity. Jumping rope is a more _____ activity.

3. We asked him for a short, simple answer. Instead, he gave us an answer that was long and _____.

4. These two puppies do not look different. They look the same because they are _____.

Beginning/Intermediate Read the directions and model the first item. Review the antonyms and their meanings. Have students work with partners to complete the other three items.

Using Antonyms for Context Clues

Name: _____

Circle the letter of the word that most closely matches the underlined word in the sentence. Use the antonym in blue as a clue to the correct meaning.

1. While she was indifferent to golf, he husband was an avid fan.

A. boring B. likeable C. eager D. pleasant

2. I thought it was a fresh idea, but the teacher thought it was trite.

A. special B. loud C. happy D. common

3. Stacey was suspicious when the clown handed them a box, but her gullible little brother opened it anyway.

A. trusting B. sad C. doomed D. careful

4. While James is very outgoing, his older brother is very reclusive.

A. withdrawn B. athletic C. popular D. hungry

5. The woman abhorred cleaning house, but she loved a spotless home.

A. often B. demanded C. enjoyed D. hated

6. George is adept with crossword puzzles, while his sister is a failure at solving them.

A. miserable B. skilled C. close D. bored

7. Instead of a grimace, Claudia had a big smile across her face.

A. grin B. hat C. frown D. mask

8. She was an agile dancer, although her partner was quite clumsy.

A. quiet B. nimble C. shy D. stiff

COMMONLIT

Name: _____ Class: _____

Reading to Max

By Heather Klassen
2016

Heather Klassen has written for Highlights. *In this short story, a boy reads to a cat at an animal shelter. As you read, take notes on the relationship between the boy and the cat.*

[1] "This Saturday, we'll be visiting cats at the animal shelter. If you'd like to join us, here's a flyer,"[1] said Ms. Delgado, the school librarian.

Ben loved cats, and he had always wanted one. He hurried to grab a flyer. Then Ms. Delgado added, "We'll be reading to the cats." Ben stopped. Reading was hard. Still, he really wanted to visit the cats, so he took a flyer anyway.

After school, Ben showed the flyer to Dad.

"Ben started reading, and Max purred." by Renee Kurilla is used with permission.

"That sounds great," Dad said. On Saturday, Ben and Dad met some of Ben's classmates and their parents at the shelter.

[5] "This is Max," the shelter worker told Ben as she handed him a gray cat.
Ben carried Max to a beanbag chair. When Ben sat down, Max settled onto his lap.

"Here's my book," Ben told Max. He had taken a book he'd been working on. He started reading, and Max purred. After a few minutes, Ben looked up. Some of the cats stayed on his classmates' laps, but other cats roamed[2] the room while the kids read.

Ben stroked Max's back. *I'm glad Max is staying and listening to me read*, he thought.

On the way home, Ben told Dad, "Max is the best cat ever."

"I'm glad you two are buddies," Dad said. All week, Ben waited for Saturday. When it arrived, Ben got to read to Max again. Ben read and read while Max purred and purred.

[10] "What if someone adopts Max?" Ben asked Dad later.

"I guess you'd read to a different cat," Dad said.

But I don't want a different cat, Ben thought.

Ben even told his next-door neighbor, Mrs. Patel, about Max.

1. a piece of paper advertising something
2. **Roam** ***(verb):*** to go from place to place without purpose

"Max sounds like a special cat," said Mrs. Patel.

[15] Ben agreed.

Every Saturday, Ben read to Max. "I wish we could adopt Max," Ben said to Dad. He knew they couldn't. Mom had allergies.

Dad nodded. "But it's nice you can see Max at the shelter, right?"

"Yeah," said Ben.

One day at school, Ben realized that reading seemed easier. Still, he was surprised when Ms. Delgado gave him the Most Improved Reader award. "I want to show my award to Max," Ben told Dad.

[20] But on Saturday, Ben couldn't find Max at the shelter. "Someone must have adopted Max. What if I never see him again?" Ben said, frowning. Just then, Mrs. Patel walked into the visitors' room, carrying Max.

"Max *is* a special cat," Mrs. Patel said.

"So I'm adopting him. You can come over every day to visit him."

Having Max next door will be almost like having him as my own cat, Ben thought. He smiled at Mrs. Patel.

"Now we can read every day," Ben told Max as he stroked the cat's back.

[25] Max purred.

Text-Dependent Questions

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

1. PART A: What is the main theme of the short story?
    A. There's nothing harder than losing a close friend.
    B. With enough practice, you can improve at anything.
    C. It's important to help animals in need, when you can.
    D. Humans and animals can offer each other support and friendship.

2. PART B: Which detail from the story best supports the answer to Part A?
    A. "Ben stopped. Reading was hard. Still, he really wanted to visit the cats, so he took a flyer anyway." (Paragraph 2)
    B. "When it arrived, Ben got to read to Max again. Ben read and read while Max purred and purred." (Paragraph 9)
    C. "'I wish we could adopt Max,' Ben said to Dad. He knew they couldn't. Mom had allergies." (Paragraph 16)
    D. "Still, he was surprised when Ms. Delgado gave him the Most Improved Reader award." (Paragraph 19)

3. How does Ben feels about Max getting adopted?
    A. He doesn't want to lose his reading buddy.
    B. He wants Max to find a good family.
    C. He thinks that Max would miss him a lot.
    D. He doesn't want Max to be taken from the other cats.

4. How does reading to Max affect Ben?
    A. He learns to develop better social skills.
    B. He realizes how much he loves animals.
    C. He decides he wants to work with animals when he grows up.
    D. He becomes much better at reading.

5. Why is it important to the story that Ben talks to Mrs. Patel about Max?

Name _____

Knowing **Greek roots** can help you figure out the meanings of unfamiliar words. Look at the example in the sentence below.

The four seasons are part of a *cycle*.

The Greek root *cycl-* means "circular." The word *cycle* means "a series of events that happen over and over again in the same order."

Below are some other familiar Greek roots and their meanings.

tele = far

auto = self

techn = art, skill

Read the sentences below. The word in bold in each sentence has a Greek root. Use the Greek roots and their meanings from the box above to figure out the best definition of the word in bold. Then circle the letter of the correct answer.

1. He even helped make the largest **telescope** in the world!

a. an instrument used to see something that is close

b. an instrument used to see something that is far away

2. An **automatic** computer voice says the word.

a. done with a person's control

b. works by itself

3. The armed forces use a communication **technique** that involves silent hand movements out in the field.

a. a skillful way of bringing about a result

b. an easy way to get a result

Name _____

When two vowels appear together in a word, they work as a vowel team to form one vowel sound.

boat plain tree

A syllable that includes a vowel team is called a vowel-team syllable.

lead as in *mislead* **maid** as in *maiden*

A. Read the words in each row. Write the word that contains a vowel team. The first one has been done for you.

1. brake	state	speed	**speed**
2. filed	sneak	dinner	_____
3. trainer	smoke	return	_____
4. secret	repeat	became	_____
5. summer	basic	staircase	_____

Many English words include Greek and Latin roots. Knowing the meanings of these roots can help you understand the meaning of unfamiliar words.

- The Greek root *scop* means "see."
- The Greek root *bio* means "life."
- The Greek root *photo* means "light."
- The Latin root *ped* means "foot."
- The Latin root *aud* means "listen."

B. Read each word. Circle the Greek or Latin root in the word. The first one has been done for you.

1. (ped)estrian

2. photocopy

3. auditorium

4. biography

5. telescope

Beginning/Intermediate Review decoding and syllabication patterns. Read and point to the words with vowel teams. Have students repeat. Review Greek and Latin roots. Pair students to say the words and identify the roots.

4th Grade Week 2

Dear Parent/Guardian,

During Week 2, your child will review a variety of skills, including genre, text features, Greek/Latin roots, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

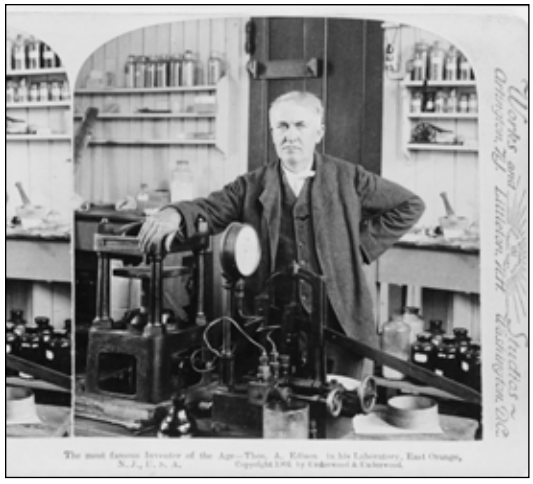
Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:
https://classroommagazines.scholastic.com/support/learnathome.html
https://www.education.com/
http://www.sheppardsoftware.com/
https://www.funbrain.com/

Week 2 At A Glance	
Day 1	☐ Read for 20 minutes ☐ Genre/Text Feature Page 226
Day 2	☐ Read for 20 minutes ☐ Read "Baseball's Girl Umpire" and answer questions
Day 3	☐ Read for 20 minutes ☐ Greek Roots Page 227 ☐ Greek/Latin Roots Page 228
Day 4	☐ Read for 20 minutes ☐ Read "Why the Sky is Far Away" and answer questions
Day 5	☐ Read for 20 minutes ☐ Greek/Latin Roots Page 288

Name _____

Thomas Edison

Thomas Edison was a great inventor. He was born in Ohio in 1847. As a child, Edison asked many questions. He was curious about the way things worked. Many of Edison's inventions led to machines that we still use today. In 1877, he invented the phonograph. This later became the record player. In 1879 he made a long-lasting light bulb. His Kinetograph of 1891 later became the movie camera.



Library of Congress, Prints and Photographs Division

Thomas Edison thought up over 1,000 inventions.

Answer the questions about the text.

1. **A biography is the story of a real person's life written by another person. How can you tell that Thomas Edison did not write this?**

_____

2. **When did Edison invent the phonograph?**

_____

3. **What is one text feature in this text?**

_____

4. **What information do the photo and caption give you?**

_____

_____

COMMONLIT

Name: _____ Class: _____

Baseball's Girl Umpire

By Glenna Marra
2017

In this informational text, Glenna Marra tells the story of Amanda Clement, the first woman who was paid to umpire a baseball game. As you read, take notes on how Amanda was treated as a female umpire.

[1] Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota. She couldn't wait to join her brother, Hank, and the boys for a game of baseball.

"High School Girls JV Softball" by mark6mauno is licensed under CC BY 2.0.

Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her. She would probably have to umpire again. At least she'd be part of the game. Amanda knew all the rules, and the boys could count on her.

Over the next few years, local teams began asking her to call their games, too. One summer day in 1904, Amanda and her mother traveled to Hawarden, Iowa, to watch Hank pitch in the championship semiprofessional game. Two local teams were scheduled to play a game before the semipro teams. Amanda agreed to be the umpire. Little did she know she'd be making baseball history that day.

As Amanda finished the morning game, she saw two men walking toward her. To her surprise, they were the managers of the semipro teams. They were impressed[1] with her umpiring and wanted her to call the afternoon championship game. They would even pay her.

Making History

[5] The large crowd watched in disbelief[2] as the 5-foot-10-inch 16-year-old took her position behind the pitcher's mound, where umpires stood. She was about to become the first female paid to umpire a baseball game.

"Strike!" "Ball!" "Safe!" "Out!" Amanda was calm and confident and made her calls fairly. She was "right on the spot," watching closely as each play was made.

News of Amanda's expert umpiring spread. Newspaper reporters said that she "knows her baseball book," is "the possessor of an eagle eye," and "is absolutely fair." Managers began to ask for her first when they needed an umpire.

1. **Impress** ***(verb):*** to make someone feel respect
2. **Disbelief** ***(noun):*** difficulty accepting something as real

Amanda was popular with the fans, too. She "makes a hit with the crowd when she throws up her right arm and shouts, 'Stee-rike,'" wrote a reporter. At one game, the spectators[3] weren't happy with the umpire and insisted on replacing him with Amanda. They decided to collect the money to pay her and hired a car to take her to the game.

Amanda became a big attraction. Posters that said "The Only Lady Umpire in the World" drew large crowds to games. She made "an inspiring sight on the baseball diamond."[4] Her uniform was a white blouse, blue ankle-length skirt, cap, and black necktie. Later she wore a shirt with "UMPS" on the front.

[10] In those early days of baseball, crowds threw bottles at male umpires and shouted insults like "Kill the umpire!" But Amanda usually received polite comments such as "Beg your pardon, Miss Umpire, but wasn't that one a bit high?" And if a player was unruly,[5] she wasn't afraid to stand up to him or take action. Once, she threw out six players in a game.

A Tough Job

Being an umpire was hard work. Amanda made all the calls for the entire game. She couldn't take a break and go to the dugout[6] as the players did.

And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 innings[7] on a day when the heat reached 100 degrees. The game ended in a tie at sundown.

Umpiring suited[8] Amanda. "It isn't as easy as it looks, but for all that, there is a good deal of enjoyment in the work. Of course the players kick sometimes, just awfully, but not when I'm umpiring… You've got to have confidence in your ability or you won't do well at anything."

Amanda's career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game. With her earnings, Amanda paid for college, where she studied physical education.

[15] Many years later, other women followed in Amanda's footsteps as umpires. Today, women are referees in professional soccer, basketball, football, and tennis.

3. someone who watches a game or event
4. a baseball field
5. **Unruly** ***(adjective):*** difficult to control
6. a low shelter by the field where players and coaches sit
7. a division of a game during which each team has a chance to score until three outs are made against them
8. **Suited** ***(adjective):*** right for a person

Text-Dependent Questions

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

1. PART A: Which sentence describes the central idea of the text?
    A. People usually assumed Amanda's calls were wrong because of her gender.
    B. Amanda had to work harder than the boys to become an umpire.
    C. Women often make better umpires than men in baseball because their calls are more fair.
    D. Amanda's success as an umpire challenged people's views on the role of women in baseball.

2. PART B: Which detail from the text best supports the answer to Part A?
    A. "Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her." (Paragraph 2)
    B. "In those early days of baseball, crowds threw bottles at male umpires and shouted insults like 'Kill the umpire!'" (Paragraph 10)
    C. "Amanda's career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game." (Paragraph 14)
    D. "Today, women are referees in professional soccer, basketball, football, and tennis." (Paragraph 15)

3. PART A: What is the meaning of "eagle eye" in paragraph 7?
    A. good vision
    B. pretty eyes
    C. limited vision
    D. an angry expression

4. PART B: Which quote from the text best supports the answer to Part A?
    A. "Amanda was calm and confident and made her calls fairly." (Paragraph 6)
    B. "watching closely as each play was made." (Paragraph 6)
    C. "Newspaper reporters said that she 'knows her baseball book'" (Paragraph 7)
    D. "Managers began to ask for her first when they needed an umpire." (Paragraph 7)

5. How was Amanda treated as an umpire in comparison to male umpires?

Name _____

Knowing **Greek roots** can help you figure out the meanings of unfamiliar words. Look at the example in the sentence below.

The four seasons are part of a *cycle*.

The Greek root *cycl-* means "circular." The word *cycle* means "a series of events that happen over and over again in the same order."

Below are some other familiar Greek roots and their meanings.

tele = far

auto = self

techn = art, skill

Read the sentences. Look at the Greek roots and their meanings in the box above. Underline the word in each sentence that has a Greek root. Circle the letter of the correct definition of the underlined word.

1. He even had a part in making what became the largest telescope in the world!

a. an instrument used to see something that is hot

b. an instrument used to see something that is far away

c. an instrument used to see something that is close

2. An automatic computer voice says the word.

a. controlled by a person **b.** loud and clear **c.** works by itself

3. They use a communication technique that involves silent hand movements out in the field.

a. a skillful way of bringing about a result

b. group of people

c. an easy way to get a result

Name _____

When two vowels appear together in a word, they work as a vowel team to form one vowel sound.

boat plain tree

A syllable that includes a vowel team is called a vowel-team syllable.

lead as in *mislead* **maid** as in *maiden*

A. Read each word in bold. Then circle the vowel team syllable and write the vowel team on the line. The first one has been done for you.

1. between	be	(tween)	**ee**
2. trainer	train	er	_____
3. repeat	re	peat	_____
4. staircase	stair	case	_____

Many English words include Greek and Latin roots. Knowing the meanings of these roots can help you understand the meaning of unfamiliar words.

- The Greek root *scop* means "see."
- The Greek root *bio* means "life."
- The Greek root *photo* means "light."
- The Latin root *ped* means "foot."
- The Latin root *aud* means "listen."

B. Read each word. Underline the Greek or Latin root. Then write the meaning of the root on the line. The first one has been done for you.

1. pedal	**foot**	**4.** telescope	_____
2. biography	_____	**5.** pedestrian	_____
3. auditorium	_____	**6.** photographer	_____

COMMONLIT

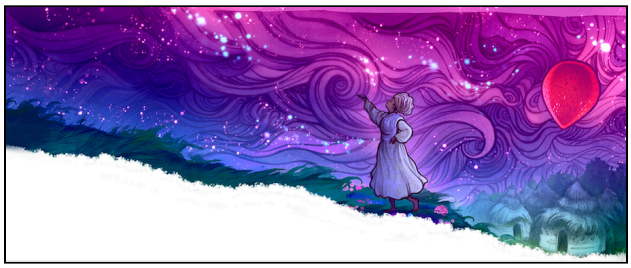
Name: _____ Class: _____

Why the Sky Is Far Away

By Tina Tocco
2017

Tina Tocco has written for Highlights*. In this story, Tocco retells a Nigerian folktale about why the sky is so far away. As you read, take notes on how the people treat the Sky.*

[1] The Sky was born close to the Earth, and for years it remained[1] close to the Earth and to all people everywhere.



"The Sky gladly gave, and the people gladly took." by Cory Godbey is used with permission.

Gazing[2] down on the people, the Sky said, "I will feed you. I can nourish[3] every generation. You may take all that you need from me."

The Sky was barely an arm's stretch away, and people reached into it, pulling their daily meals from its vastness. They did not need to plow or sow[4] or harvest. The Sky gladly gave, and the people gladly took. They took spicy morsels[5] of high noon, cold scoops of white winter morning, and sharp snippets of starlight.

They took and took — until soon they were slicing off colossal chunks and tossing aside what they did not need.

[5] "What's a little waste?" they'd say. "The Sky can spare it."

The Sky gladly gave, and the people gladly took.

But one day, the Sky fumed[6] with clouds. It crashed with thunder and tore itself with lightning. "I have offered you the greatest gift!" the Sky roared. "And you thank me by wasting it! You throw me away into ditches and streams! If I am of such little value, I will leave forever."

The people listened. They promised to take from the Sky only what they needed.

And they kept their promise.

[10] They kept it even during the Great Festival. They danced around plates of cold evening plum and beat drums around bowls of thick chocolaty storms. All the people shared and ate, but they ate only their share.

1. **Remain** ***(verb):*** to stay in the same place
2. **Gaze** ***(verb):*** to look with great interest
3. **Nourish** ***(verb):*** to provide someone with what is necessary for life, health, and growth
4. to plant the seeds of a plant
5. a small amount of food
6. to show anger

All but Osato.

Osato was never satisfied. Her wrists jangled[7] with the most beautiful brass bracelets, yet she haggled[8] in the marketplace for the brightest coral. She draped herself in the most exquisite[9] cotton robes, yet she wanted ones of scarlet silk. Whatever she had, she always wanted more.

So while her neighbors played and sang, Osato continued nibbling from every platter and throwing away what she didn't want. She took no notice as she dribbled blobs of tart cherry sunrise on the grass, sprayed flecks of coconut stars across the soil, or allowed sour gooseberry twilight to puddle at her feet.

As Osato walked home, she looked up. The Sky was so big! There was so much to take! Would the deep night taste of currants?[10] Would the moonlight feel like a lemon zing on her tongue?

[15] *Just a taste!* she thought. Osato sank her fingers deep and plucked a great wedge from the Sky's sweet center — molasses and berry and fudge.

Osato chewed and gulped and chewed and gulped. Then, she stopped. She could not eat one more bite. She was about to drop the rest to the ground when the Sky gave a low roll.

Osato hurried home. "Husband!" she squealed. "You must help me eat this Sky!"

"Eat?" he replied. "I am stuffed!" But, remembering the Sky's threat, he ate.

"Children!" she squealed. "You must help me eat this Sky!"

[20] "Eat?" they replied. "We are stuffed!" But, remembering the Sky's threat, they ate.

"Neighbors!" she squealed in the streets. "You must help me eat this Sky!"

"Eat?" they replied. "We are stuffed!" But, remembering the Sky's threat, they ate.

And they ate.

And they ate.

[25] Yet one piece of Sky remained on the ground. "It's just a smidge,"[11] said Osato with a smile.

"It won't matter!"

But Osato lay awake that night, gazing through the window at the deep hole she had made in the blackness. The next morning, the Sky did not offer itself. It rumbled and darkened and clashed. People stood hungry in the streets and fields.

7. to make a ringing sound
8. to argue about the price of something
9. **Exquisite** ***(adjective):*** extremely beautiful
10. a small dried fruit
11. a small amount of something

"I am sorry!" Osato cried.

But the Sky flew up above the tallest trees.

[30] "We'll become hungry!" Osato cried.

But the Sky flew up above the tallest mountains.

"We will starve!" Osato cried.

But the Sky continued until not one fingerful was within reach.

Osato's tears poured down her face and into the Earth. Finally, the Earth said, "I will feed you. But you must learn new ways. You must plow and sow and harvest. And you must take only what you need. If you do this, I will feed you forever."

[35] "I promise!" said Osato. "I will never break my promise again!"

And she never did.

Text-Dependent Questions

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

1. PART A: Which sentence describes the theme of the folktale?
    A. The Earth has endless gifts to give the humans that inhabit it.
    B. Whenever you take something, it's important to also give something in return.
    C. If people are not careful with nature's gifts, they will eventually disappear.
    D. It is not polite to take something without expressing your thanks.

2. PART B: Which detail from the text best supports the answer to Part A?
    A. "the Sky said, 'I will feed you. I can nourish every generation. You may take all that you need from me.'" (Paragraph 2)
    B. "the Sky roared. 'And you thank me by wasting it! You throw me away into ditches and streams! If I am of such little value, I will leave forever.'" (Paragraph 7)
    C. "Osato sank her fingers deep and plucked a great wedge from the Sky's sweet center — molasses and berry and fudge." (Paragraph 15)
    D. "Osato's tears poured down her face and into the Earth. Finally, the Earth said, 'I will feed you. But you must learn new ways. You must plow and sow and harvest.'" (Paragraph 34)

3. Which of the following describes what motivated Osato to eat from the Sky in paragraph 15?
    A. She was still hungry.
    B. She didn't eat at the festival.
    C. She didn't believe the Sky's threats.
    D. She wanted to taste more of the sky.

4. Why is it important to the story that the Sky moves away from the people?

Name _____

A suffix is a group of letters added to the end of a word that changes the word's meaning. Review the following suffixes and their meanings:

-less = lacking: *hopeless*

-ful = having the quality of: *hopeful*

-ness = the quality or state of: *fullness*

-y or *-ly* = in a certain way: *fully*

A. Read each word and circle the suffix. Then write the suffix on the line. The first one has been done for you.

1. c o r d (l e s s) **less**

2. p u r e l y _____

3. f i t n e s s _____

4. f o g g y _____

5. j o y f u l _____

6. t a s t e l e s s _____

The Greek and Latin roots of many English words are clues to their meaning.

- The Greek root *astr* or *aster* means "star."
- The Greek root *log, logo*, or *logy* means "word, topic, or speech."
- The Latin root *port* means "carry."
- The Latin root *vis* or *vid* means "see."

B. Draw a line from each word to its root. The first one has been done.

1. catalog	logy
2. transport	vis
3. astronomy	port
4. vision	astr
5. apology	log

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4th Grade

Week 1:	
☐ Pages 43-44	MAFS.4.NF.2.4a
☐ Pages 45-46	MAFS.4.NF.2.4b
☐ Pages 47-48	MAFS.4.NF.2.4c

Week 2:	
☐ Pages 49-50	MAFS.4.NF.3.5
☐ Pages 51-52	MAFS.4.NF.3.6

Week 3:	
☐ Pages 53-54	MAFS.4.NF.3.7
☐ Pages 57-58	MAFS.4.MD.1.2

Week 4:	
☐ Pages 71-72	MAFS.4.G.1.1
☐ Pages 73-74	MAFS.4.G.1.2
☐ Pages 75-76	MAFS.4.G.1.3

MATH

WEEK 1

Name _____

Standards-Based Practice
MAFS.4.NF.2.4a

1 Which fraction is a multiple of $\frac{1}{5}$?

Ⓐ $\frac{2}{6}$ Ⓒ $\frac{3}{5}$

Ⓑ $\frac{4}{8}$ Ⓓ $\frac{5}{2}$

2 Eliza is writing the multiples of the fraction $\frac{1}{4}$. She starts the list with $\frac{1}{4}$. What is the multiple she should write next?

_____

3 Jeremy writes multiples of $\frac{1}{6}$. Which fractions are multiples he should have in his list?

Select **all** the correct answers.

Ⓐ $\frac{1}{12}$

Ⓑ $\frac{2}{6}$

Ⓒ $\frac{3}{8}$

Ⓓ $\frac{5}{6}$

Ⓔ $\frac{6}{5}$

4 Which fractions are multiples of $\frac{1}{8}$?

Place an X in the table to show if each fraction is a multiple of $\frac{1}{8}$ or not.

	Multiple of $\frac{1}{8}$	Not a Multiple of $\frac{1}{8}$
$\frac{2}{8}$		
$\frac{2}{16}$		
$\frac{4}{8}$		
$\frac{8}{8}$		

Name _____

5 Gianna wrote the fractions $\frac{3}{12}$ and $\frac{6}{12}$ as multiples of the same fraction.

What fraction are they a multiple of?

Ⓐ $\frac{12}{1}$

Ⓑ $\frac{1}{2}$

Ⓒ $\frac{1}{4}$

Ⓓ $\frac{1}{12}$

6 Which expression is equal to $\frac{3}{8}$?

Ⓐ $\frac{1}{3} \times 8$

Ⓑ $\frac{1}{8} \times 3$

Ⓒ $\frac{3}{1} \times 8$

Ⓓ $\frac{8}{3} \times 1$

7 Lin made a list of multiples of $\frac{1}{10}$. Which three fractions come after $\frac{7}{10}$ in the list?

Fill in the blanks with the correct fractions from the list.

Not all the answers will be used.

$\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, _____, _____, _____

$\frac{2}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$	$\frac{14}{20}$

8 Reggie wrote three fractions that are all multiples of a unit fraction.

$\frac{3}{5}$, $\frac{2}{5}$, $\frac{4}{5}$

Which fraction are these three fractions a multiple of?

Ⓐ $\frac{1}{5}$

Ⓑ $\frac{1}{4}$

Ⓒ $\frac{4}{10}$

Ⓓ $\frac{5}{1}$

9 Jason creates multiples of each fraction shown. What number did he multiply each fraction by to create the multiple?

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

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

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

10 Charlotte multiplies a fraction by 7 to get $\frac{7}{12}$. Which fraction did she multiply?

Ⓐ $\frac{1}{7}$

Ⓑ $\frac{1}{12}$

Ⓒ $\frac{7}{1}$

Ⓓ $\frac{12}{1}$

1 Carlos lives $\frac{3}{8}$ mile from his school. He walks to school each morning and gets a ride home after school. Which expression is used to find the number of miles Carlos walks in 5 days?

Ⓐ $3 \times \frac{1}{8}$

Ⓑ $5 \times \frac{1}{8}$

Ⓒ $1 \times \frac{3}{8}$

Ⓓ $5 \times \frac{3}{8}$

2 Marko runs $\frac{3}{5}$ miles 3 times a week. Which expression is equal to the distance Marko runs each week?

Ⓐ $3 \times \frac{1}{5}$

Ⓑ $6 \times \frac{1}{5}$

Ⓒ $9 \times \frac{1}{5}$

Ⓓ $15 \times \frac{1}{5}$

3 What number is needed to complete each equation?

$4 \times \frac{3}{5} = \_\_\_\_ \times \frac{1}{5}$

$6 \times \frac{2}{3} = \_\_\_\_ \times \frac{1}{3}$

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

4 Larry practices with his guitar $\frac{5}{6}$ hour on 4 different days each week. Which expression shows the number of hours Larry practices each week?

Ⓐ $4 \times \frac{1}{6}$

Ⓑ $9 \times \frac{1}{6}$

Ⓒ $20 \times \frac{1}{6}$

Ⓓ $24 \times \frac{1}{6}$

5 Donna buys some fabric to make placemats. She makes 9 different placemats. She needs $\frac{1}{5}$ yard of fabric for each placemat.

What is the missing number in the equation that represents how much fabric she needs?

$\frac{9}{5} = \_\_\_\_ \times \frac{1}{5}$

6 Which of these equations are true? Select the **three** correct answers.

Ⓐ $2 \times \frac{7}{5} = 10 \times \frac{1}{5}$

Ⓑ $3 \times \frac{6}{5} = 9 \times \frac{1}{5}$

Ⓒ $4 \times \frac{5}{3} = 20 \times \frac{1}{3}$

Ⓓ $5 \times \frac{3}{4} = 15 \times \frac{1}{4}$

Ⓔ $6 \times \frac{3}{2} = 18 \times \frac{1}{2}$

Name _____

7 Each of the fractions can be written as a product of a whole number and a fraction. What numbers correctly complete the equations?

Fill in the boxes with the correct numbers from the list.

$\frac{7}{5} = \square \times \square$

$\frac{10}{5} = \square \times \square$

$\frac{1}{5}$	$\frac{2}{5}$	$\frac{5}{5}$	5	7	10

8 What is the missing number in the equation?

$5 \times \frac{7}{12} = \square \times \frac{1}{12}$

Ⓐ 12
Ⓑ 17
Ⓒ 35
Ⓓ 60

9 What numbers will correctly complete the equation?

$4 \times \frac{3}{10} = \frac{\square \times \square}{10}$

10 Which expression is equivalent to $2 \times \frac{3}{100}$?

Ⓐ $5 \times \frac{1}{100}$
Ⓑ $5 \times \frac{3}{100}$
Ⓒ $6 \times \frac{1}{100}$
Ⓓ $6 \times \frac{3}{100}$

Name _____

1 Jason's soccer practice lasts for $\frac{2}{3}$ hour. He goes to practice 5 days a week. How many hours does Jason spend at soccer practice each week?

Ⓐ $7\frac{1}{2}$ hours

Ⓑ $5\frac{2}{3}$ hours

Ⓒ $4\frac{1}{3}$ hours

Ⓓ $3\frac{1}{3}$ hours

2 Mrs. Tokala uses $\frac{9}{10}$ of a can of coffee beans each week. How many cans of coffee beans does she use in 6 weeks?

Ⓐ $\frac{9}{60}$

Ⓑ $4\frac{5}{10}$

Ⓒ $5\frac{4}{10}$

Ⓓ $6\frac{9}{10}$

3 Maddie makes a batch of popcorn balls. She uses $\frac{3}{4}$ cup of raisins. She uses 5 times as much popcorn as raisins.

How many cups of popcorn does Maddie need?

_____

4 Mr. Tuyen uses $\frac{5}{8}$ of a tank of gas each week to drive to and from his job. How many tanks of gas does Mr. Tuyen use in 7 weeks?

Ⓐ $1\frac{4}{8}$

Ⓑ $3\frac{5}{8}$

Ⓒ $4\frac{3}{8}$

Ⓓ $7\frac{5}{8}$

5 Mimi recorded a play that lasted $\frac{2}{3}$ hour. She watched it 3 times over the weekend to study the lines.

How many hours did Mimi spend watching the play?

Ⓐ 2

Ⓑ $2\frac{1}{3}$

Ⓒ 3

Ⓓ $3\frac{2}{3}$

6 Tamal used $\frac{7}{8}$ bag of soil for his vegetable garden. He used 6 times as much soil for his flower garden.

How many bags of soil did Tamal use for his flower garden?

_____

Name _____

7 Rudi is comparing shark lengths. Shark A is $4\frac{1}{2}$ feet long. Shark B is 3 times as long as shark A. She draws a bar model to show this information.

Shark A ☐

Shark B ☐ ☐ ☐

Fill in the blanks with the correct answers from the list to complete the statements.

Each block in the model equals _____ feet.

The length of shark B is _____ feet.

$1\frac{1}{2}$	3	$4\frac{1}{2}$	$7\frac{1}{2}$	$13\frac{1}{2}$

8 Trevor's pet goat weighed $6\frac{3}{8}$ pounds when it was born. By age 3, the goat weighed 8 times as much. Write an equation that shows how much the goat weighed, w, at age 3.

Fill in the blanks with the correct number or symbol from the list to complete the equation.

$w =$ ☐ ☐ ☐

$8\frac{3}{8}$	8	3	$6\frac{3}{8}$	+	×

9 Mrs. McGlashan is making paint for her class. She needs $\frac{3}{4}$ cup of water for each batch. Mrs. McGlashan has a 1-cup measure that has no other markings. Which number of batches of paint can she make using only the 1-cup measure?

Ⓐ 10 Ⓒ 6

Ⓑ 8 Ⓓ 5

10 Hannah is baking 3 batches of health bars. She needs $1\frac{2}{3}$ cups of carob chips for each batch of bars. Hannah completed the multiplication below and used 6 cups of carob chips for 3 batches of bars.

$$3 \times 1\frac{2}{3} = 3 \times \frac{6}{3} = \frac{18}{3} = 6$$

What is Hannah's error?

Ⓐ Hannah multiplied 3×2 incorrectly when renaming the mixed number.

Ⓑ Hannah multiplied 3×2 instead of adding when renaming the mixed number.

Ⓒ Hannah completed the multiplication incorrectly.

Ⓓ Hannah renamed the fraction as a whole number incorrectly.

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4th Grade

Week 1:	
☐ Pages 43-44	MAFS.4.NF.2.4a
☐ Pages 45-46	MAFS.4.NF.2.4b
☐ Pages 47-48	MAFS.4.NF.2.4c

Week 2:	
☐ Pages 49-50	MAFS.4.NF.3.5
☐ Pages 51-52	MAFS.4.NF.3.6

Week 3:	
☐ Pages 53-54	MAFS.4.NF.3.7
☐ Pages 57-58	MAFS.4.MD.1.2

Week 4:	
☐ Pages 71-72	MAFS.4.G.1.1
☐ Pages 73-74	MAFS.4.G.1.2
☐ Pages 75-76	MAFS.4.G.1.3

MATH

WEEK 2

1 Mateo walks $\frac{4}{10}$ of a mile to Zack's house. What is the distance to Zack's house as a fraction in hundredths?

Ⓐ $\frac{1}{40}$ Ⓒ $\frac{40}{100}$

Ⓑ $\frac{4}{100}$ Ⓓ $\frac{100}{4}$

2 Jessie added $\frac{5}{10} + \frac{25}{100}$. What sum did she get?

$\square$
$\square$

3 Carlos completed the following number sentence.

$\frac{6}{10} + \_\_\_\_ = \frac{80}{100}$

Which fraction did he write for the missing addend?

Ⓐ $\frac{20}{10}$ Ⓒ $\frac{2}{100}$

Ⓑ $\frac{74}{100}$ Ⓓ $\frac{20}{100}$

4 Julian is building a birdhouse. The house is $\frac{25}{100}$ meter high without the roof. The roof is $\frac{2}{10}$ of a meter high. What is the height of the birdhouse with the roof?

Fill in the blanks with the correct answers from the list.

_____ + _____ = _____

$\frac{2}{100}$	$\frac{20}{100}$	$\frac{25}{100}$	$\frac{27}{100}$	$\frac{45}{100}$	$\frac{100}{20}$

5 Complete this equation.

$\frac{6}{10} + \frac{x}{100} = \frac{87}{100}$

Ⓐ $x = 17$ Ⓒ $x = 51$

Ⓑ $x = 27$ Ⓓ $x = 81$

Name _____

6 Which fraction is equivalent to $\frac{90}{100}$?

Ⓐ $\frac{9}{100}$ Ⓒ $\frac{90}{10}$

Ⓑ $\frac{9}{10}$ Ⓓ $\frac{900}{100}$

7 Emily checked to see if the fractions were equivalent.

Place an X in the table to show if they are equivalent or not.

	Equivalent	Not Equivalent
$\frac{3}{10} = \frac{3}{1}$		
$\frac{5}{10} = \frac{50}{100}$		
$\frac{7}{10} = \frac{1}{7}$		
$\frac{1}{10} = \frac{10}{100}$		

8 Roberto walked $\frac{6}{10}$ mile to his friend's house. Together, they walked $\frac{25}{100}$ mile to school.

How far did Roberto walk?

Ⓐ $\frac{31}{100}$ mile Ⓒ $\frac{85}{100}$ mile

Ⓑ $\frac{35}{100}$ mile Ⓓ $\frac{95}{100}$ mile

9 Brian added a fraction to $\frac{3}{10}$ to get an answer of $\frac{45}{100}$.

What fraction did he add to $\frac{3}{10}$?

$\frac{\square}{\square}$

10 James tossed a coin $\frac{1}{10}$ meter as part of an experiment. He then tossed it $\frac{75}{100}$ meter during the second part of the experiment.

What was the combined distance he tossed the coin?

Ⓐ $\frac{76}{100}$

Ⓑ $\frac{76}{1000}$

Ⓒ $\frac{85}{10}$

Ⓓ $\frac{85}{100}$

1 What is $\frac{67}{100}$ in decimal form?

Ⓐ 0.67
Ⓑ 6.7
Ⓒ 67
Ⓓ 670

2 What is $2\frac{77}{100}$ written as a decimal?

_____

3 What is a fraction that is equivalent to 0.2?

Select the **two** correct answers.

Ⓐ $\frac{2}{10}$
Ⓑ $\frac{20}{10}$
Ⓒ $\frac{10}{2}$
Ⓓ $\frac{2}{100}$
Ⓔ $\frac{20}{100}$

4 Which of these equations is correct?

Ⓐ $\frac{27}{100} = 2.7$
Ⓑ $4.81 = 4\frac{81}{10}$
Ⓒ $\frac{63}{10} = 6.3$
Ⓓ $0.59 = \frac{59}{10}$

5 What is $3\frac{54}{100}$ written in decimal form?

Ⓐ 0.354
Ⓑ 3.54
Ⓒ 35.4
Ⓓ 354

6 How can the number $12\frac{20}{100}$ be written in decimal form?

Select the **two** correct answers.

Ⓐ 0.122
Ⓑ 1.22
Ⓒ 12.2
Ⓓ 12.02
Ⓔ 12.20

7 How can each of the fractions be written in decimal form?

Fill in the blanks with the correct answer.

$\frac{85}{100} =$ _____

$\frac{47}{10} =$ _____

$5\frac{2}{10} =$ _____

Name _____

8 What is the missing number in the equation?

$\frac{\square}{100} = 0.47$

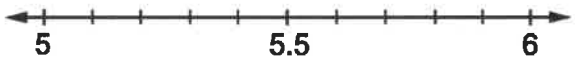
Ⓐ 0.47

Ⓑ 4.7

Ⓒ 47

Ⓓ 470

9 Plot and label each fraction from the list at the correct location on the number line.



$\frac{55}{10}$	$\frac{570}{100}$	$\frac{52}{10}$

10 Which of these equations are correct?

Select **all** the correct equations.

Ⓐ $\frac{42}{10} = 4.2$

Ⓑ $\frac{51}{100} = 5.1$

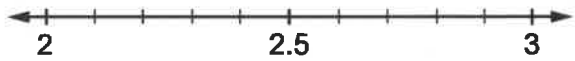
Ⓒ $0.75 = \frac{75}{10}$

Ⓓ $2.32 = 2\frac{32}{100}$

Ⓔ $6.78 = 6\frac{78}{10}$

11 Where are the numbers $2\frac{4}{10}$ and $2\frac{70}{100}$ located on a number line?

Plot and label the points on the number line to show where the numbers are located.



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Complete the assignments below.

4th Grade

Week 1:
☐ Skills Scientists Use (SC.4.N.1.1; SC.4.N.1.6) ☐ Why Scientists Compare Results (SC.4.N.1.2; SC.4.N.1.5) ☐ Observations and Evidence (SC.4.N.1.3; SC.4.N.1.7)

Week 2:
☐ The Sun, Earth, Moon, and Stars (SC.4.E.5.1; SC.4.E.5.2; SC.4.E.5.3) ☐ Rocks and Minerals (SC.4.E.6.1; SC.4.E.6.2)

Week 3:
☐ Natural Resources (SC.4.E.6.3; SC.4.E. 6.6) ☐ Weathering and Erosion (SC.4.E.6.4)

Week 4:
☐ Physical Properties of Matter (SC.4.P.8.1) ☐ Magnets (SC.4.P.8.4)

Science Week 1

Name _____ Date _____

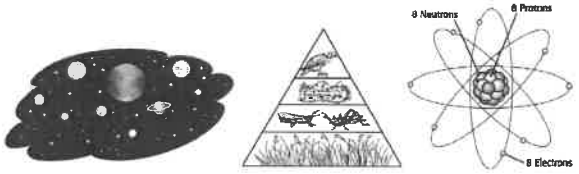
Benchmark Review
SC.4.N.1.1, SC.4.N.1.6

SC.4.N.1.1 Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. **SC.4.N.1.6** Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

Skills Scientists Use

What Do Scientists Do?

Scientists ask questions and study the natural world. The study of science can be broken into different categories of Earth, life, and physical science. Earth science is the study of rocks and minerals, weather, and planets. Physical science studies matter and energy. Life science studies living things. Scientists may work alone or in teams, but they share ideas and discoveries with other scientists.



Scientists Observe and Ask Questions

Scientists make observations of the world around them. An observation is information collected using all five senses during free explorations and systematic **investigations**. Then, scientists ask questions about what they observe. To find answers, scientists conduct investigations that may include asking more questions, making more observations, finding more information through reading or talking to experts. When their investigation is finished, scientists describe what they learned, or draw a **conclusion**. Scientists may base these conclusions on actual observations or on **inferences** that they make about their observations. To infer means to draw a conclusion that was not directly observed but makes sense based on what was observed.

Investigate Using Scientific Methods

In a formal investigation, scientists can work alone or with a team to ask a question and then make a **hypothesis**, or statement about what they think the answer to the question is. They base their hypothesis on what they know. Every hypothesis can be tested. To test the hypothesis, scientists conduct an experiment, which is a fair test using one variable. Often scientists conduct multiple trials as part of the experiment. They record the results of trials. These results, or **data**, make up evidence that scientists use to support their claims. Often data is the result of measuring. A **claim** is a statement that can be supported by evidence. When the scientist shares the results with other scientists, they look at the evidence to see if the claims and conclusions are correct.

Investigations Without Experiments

Sometimes answers can be found by researching information that other scientists have shared. Some of this information is shared in science journals. Sometimes it is in books called **field guides**. Field guides have pictures and information about different topics, like flowers or snakes. Answers can also be found by making and using a **model**. Models are useful when the actual object is too big to hold, too small to see, or too difficult to reach. Sometimes scientists study recorded data, like weather reports, and look for a pattern. The pattern helps them predict what will likely happen.

Name _____ Date _____

Benchmark Review
SC.4.N.1.1, SC.4.N.1.6

Student-Response Activity

1. Define these terms about scientific investigations:

Observation _____

Investigation _____

Hypothesis _____

Experiment _____

Data _____

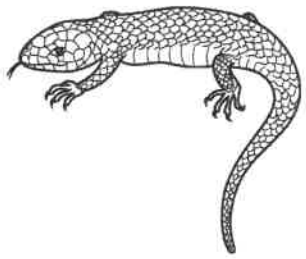
Claim _____

Model _____

Evidence _____

Conclusion _____

2. Classify each statement about the lizard as an *observation*, *hypothesis*, *data,* or *claim*.



The lizard's tail is 5 cm long. _____

The lizard will be more active as its environment becomes warmer. _____

Since the lizard's activity increased with temperature, it will be more active in warm climates.

_____

The lizard is green and a has a red tongue. _____

The lizard's mass is 310 grams. _____

3. What would you use to investigate each question—a model, a field guide, an experiment, or a pattern?

Which type of bird am I observing? _____

How can a submarine both float and sink? _____

What is the difference in the amount of rainfall in fall and in spring? _____

At what temperature does chocolate melt? _____

Name _____ Date _____

SC.4.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups. **SC.4.N.1.5** Compare the methods and results of investigations done by other classmates.

Why Scientists Compare Results

Scientists Gather and Share Evidence

Scientists often learn from other scientists through **research**. When scientists conduct research, they use reference materials like encyclopedias, books, articles, reliable websites, museums, or even interviews with other scientists. Sometimes sources do not agree. When this happens, scientists conduct more research to determine which data are correct.

Tools for Gathering Evidence

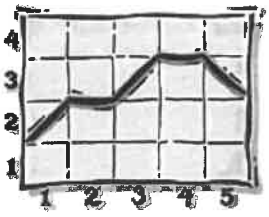
Scientists use tools to help them make observations and accurate measurements. Each tools has a specific purpose. Scientists must choose the correct tools for gathering evidence.

- **Telescopes** help scientists view objects that are far away. **Microscopes** help them view tiny objects.
- **Graduated cylinders** measure the volume of liquids or anything that can be poured.
- **Pan balances** measure mass in grams.
- **Spring balances** measure force in newtons.
- **Thermometers** measure temperature in degrees in Celsius or Fahrenheit.

Recording and Comparing Evidence

The information scientists gather from observations and measurements is called **data**. Scientists use this data as **evidence**. **Claims** are statements that are supported by evidence. After scientists analyze data, they draw **conclusions** that can then be communicated to other team members or even other scientists.

Data can be recorded in **data tables,** which make reading the data easier. **Graphs** can also be used to display the data and to help reveal patterns and relationships in the data. Graphs help scientists communicate their results and compare their results with others.



Scientists also communicate their results to others by giving talks, writing reports, or publishing articles. Sometimes this leads to new questions scientists want to investigate.

Different Results

Scientists like to compare their results with other scientists. Similar results tell the scientists that their results are probably right. Different results force scientists to explore further. They want to determine why the results are different. First they make sure that they used the same procedure. Different procedures can have different results. They also explore the possibility that they made errors in their measurements or in recording their data incorrectly. They may even repeat the experiment to see if they can get the same results the next time.

Name _____ Date _____

Benchmark Review
SC.4.N.1.2, SC.4.N.1.5

Student-Response Activity

1. What is the purpose of each of the following in an experiment?

   tools _____

   data _____

   data tables _____

   graphs _____

   evidence _____

2. Two scientists compare their results and find that they are different. Why might this happen? Why do they want their results to be the same?

   _____

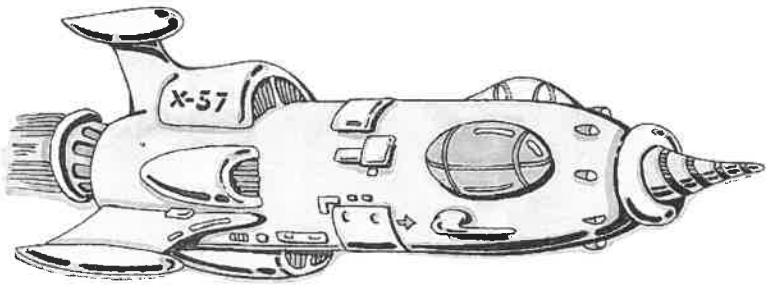
   _____

   _____

   _____

   _____

3. Name two resources you can use to research space travel. Explain what you should do if the sources disagree.



   _____

   _____

   _____

   _____

   _____

   _____

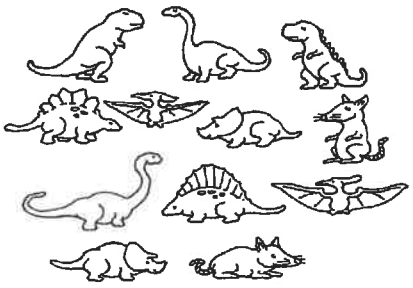
Name _____ Date _____

SC.4.N.1.3 Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
SC.4.N.1.7 Recognize and explain that scientists base their explanations on evidence.

Observations and Evidence

Using Evidence

Not all scientific questions can be answered through experiments alone. What questions do you think came up when the first dinosaur fossils were found long ago? Through **observation**, or information collected using their senses, scientists could not match the fossils to any animal they knew. In fact, these scientists concluded that these fossils were from an oversized man! Since the 1700s, more fossil evidence has been found and scientists have general agreement that dinosaurs ruled the earth about 150 million years ago. Scientists studied and compared the fossil evidence from many scientists in different countries over a long period of time to reach this conclusion.



Investigation Methods

In the example above, you can have an investigation without an experiment. In an investigation, you still have a hypothesis, but the evidence to support your conclusions comes from different sources. Scientists may use identification guides as evidence when it comes to determining a type of living thing. Pictures and descriptions in the guide can support the scientist's claim.

In other cases, such as why there are different phases of the moon, the best method to gather evidence is to construct a model. Scientists cannot make Earth, the moon, and the sun move at their command, but they can use models of Earth and the moon and a light for the sun to see how the shadows can cause the different moon phases. **Models** are particularly helpful when the objects being studied are very large or very small. Sometimes, models are used because it might be too dangerous to gather data directly.

Scientists also use existing reports to gather evidence. For example, weather data is collected for the purpose of predicting the weather. However, scientists also analyze it to find evidence of seasonal weather patterns.

Research Sources

Another great way to answer scientific questions is to find **research**, or conclusions that other scientists have already reached through their own investigations. When scientists discover something new, they often publish their results in science journal articles, write books, or give talks about their findings. Encyclopedias contain information about a large number of scientific subjects. Museums also contain large amounts of evidence and other findings in one building. Of course, you can also use your computer to find information on reliable websites through Internet searches. All of these sources help scientists and can help you answer scientific questions.

Name _____ Date _____

Student-Response Activity

1. Explain how scientists can gather evidence without doing an experiment.

_____

_____

_____

_____

_____

2. Which is the **best** method (*model, identification guide, data patterns*) a scientist should follow to gather evidence in support of each hypothesis? The answers can be used more than once.

The sun rises in the east due to Earth's rotation. _____

The bird is a male mockingbird. _____

The altitude in Colorado will lead to more home runs in their stadium. _____

The plant is a type of fern. _____

The shape of a cruise boat is what allows it to float. _____

3. Describe how you would use an encyclopedia, books, websites, and museums for a science project.

_____

_____

_____

_____

_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Complete the assignments below.

4th Grade

Week 1:
☐ Skills Scientists Use (SC.4.N.1.1; SC.4.N.1.6)
☐ Why Scientists Compare Results (SC.4.N.1.2; SC.4.N.1.5)
☐ Observations and Evidence (SC.4.N.1.3; SC.4.N.1.7)

Week 2:
☐ The Sun, Earth, Moon, and Stars (SC.4.E.5.1; SC.4.E.5.2; SC.4.E.5.3)
☐ Rocks and Minerals (SC.4.E.6.1; SC.4.E.6.2)

Week 3:
☐ Natural Resources (SC.4.E.6.3; SC.4.E. 6.6)
☐ Weathering and Erosion (SC.4.E.6.4)

Week 4:
☐ Physical Properties of Matter (SC.4.P.8.1)
☐ Magnets (SC.4.P.8.4)

Science Week 2

Name _____ Date _____

Benchmark Review
SC.4.E.5.1, SC.4.E.5.2, SC.4.E.5.3, SC.4.E.5.4

SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift. **SC.4.E.5.2** Describe the changes in the observable shape of the moon over the course of about a month. **SC.4.E.5.3** Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. **SC.4.E.5.4** Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

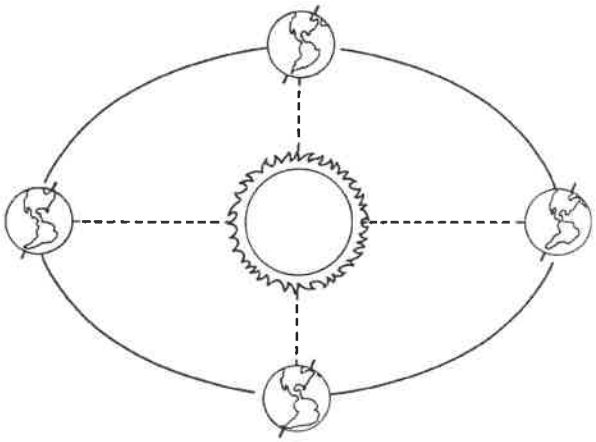
The Sun, Earth, Moon, and Stars

Patterns and Cycles

Many events on Earth take place in cycles. A **cycle** is a series of events that takes place over and over again. There are many cycles in Earth's movement in space.

The Sun in the Sky

One of the most obvious patterns on Earth occurs every day. You are so used to it that you probably don't even notice it. Every day, the sun appears to rise in the east, to be high in the sky at midday, and to set in the west in the evening. This pattern is so regular that we can predict the exact time that the sun will rise and set at any place on Earth. This cycle of day and night is actually caused by the spinning of Earth on its axis, which is called **rotation**.



Earth rotates on its axis once every 24 hours. It is daytime for the half of Earth that faces the sun. It is nighttime for the other half of Earth, which faces away from the sun. Earth is constantly spinning, so the parts of Earth experiencing day and night are constantly changing.

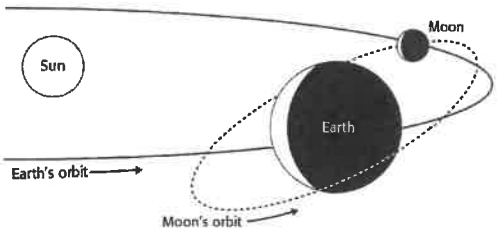
Apparent Motion

People used to think that the sun traveled around Earth each day. This explained why the sun seemed to move across the sky. We now know that the sun does not move across the sky. If you stand in place and spin in a circle, you will see objects appear to move around you. The same thing happens each day with the sun, moon, and stars in the sky. Due to Earth's rotation, the sun, stars, and moon appear to move from east to west in the sky.

Earth Movement Around the Sun

As Earth rotates, it also travels around the sun. The movement of one object around another is called a **revolution**. When Earth completes one trip around the sun, that is one revolution. It takes Earth one year, or about 365 days, to complete one revolution around the sun.

Name _____ Date _____



The path that Earth takes around the sun is an **orbit**. Earth travels around the sun in an elliptical orbit, similar to an oval. As Earth travels around the sun, its distance from the sun changes. Due to the oval-like shape of its orbit, Earth is farther from the sun at some points than others.

The Moon's Patterns

When you look at the night sky and observe the moon, you are looking at another cycle. The moon's appearance changes from day to day. Some nights the moon looks like a bright circle. Other nights you only see it as a small sliver. The different shapes the moon appears to have are called **moon phases**.

The moon does not give off its own light. You see the moon because it reflects light from the sun. The sun gives off its own light. Light travels from the sun to the moon and bounces off of it. Some of that light is reflected toward Earth.

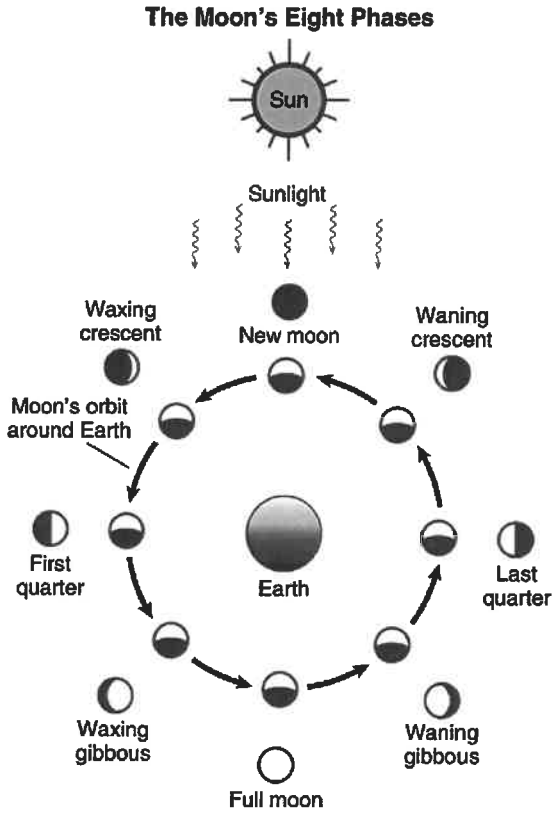
Like Earth, half of the moon is lit by the sun at any time. However, you can't always see the part of the moon that is lit. That's because the moon revolves around Earth. It takes just less than one month for the moon to orbit Earth one time. A full moon occurs once every 29½ days. Many calendars mark when a full moon occurs.

The moon's phases are constantly changing. When the moon looks like a large circle in the sky, it is called a full moon. If you are outside during a full moon, it provides light for you to see. Nights with a full moon are not as dark as other nights. A full moon occurs when Earth is between the moon and the sun. You can see the entire lighted part of the moon.

Each night over the next two weeks, you see less and less of the lit half of the moon. A new moon occurs when the moon is between the sun and Earth. The entire lit side of the moon is facing away from Earth, and you cannot see the moon in the sky. Nights when there is a new moon are very dark. Then, over the next two weeks, the moon slowly returns to being full.

Name _____ Date _____

Benchmark Review
SC.4.E.5.1, SC.4.E.5.2, SC.4.E.5.3, SC.4.E.5.4



Star Patterns

For thousands of years, people have observed patterns of stars in the night sky. As Earth rotates on its axis, stars appear to move across the sky. And, as Earth revolves around the sun, the star patterns appear to move.

Some star patterns are visible only during certain seasons. For example, Orion is a bright star pattern that occurs during winter in the Northern Hemisphere. During the summer Orion is below the horizon and is not visible.

Orion is a star pattern that many people recognize in the night sky.

In the Northern Hemisphere, Polaris, or the North Star, appears in the night sky above the North Pole. As Earth spins on its axis, the stars around Polaris appear to revolve around it.

Name _____ Date _____

Benchmark Review
SC.4.E.5.1, SC.4.E.5.2, SC.4.E.5.3, SC.4.E.5.4

Student-Response Activity

1. Write a definition for each term below.

rotation _____

_____

revolution _____

_____

orbit _____

_____

2. Explain how Earth's rotation causes day and night.

_____

_____

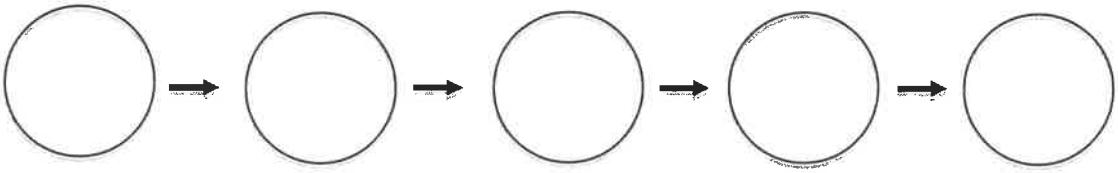
_____

_____

3. Complete the cause-and-effect graphic organizer below.

Cause	→	Effect
		The stars appear to move in the sky.

4. Shade to show how the appearance of the moon changes over a month.



Name _____ Date _____ Benchmark Review SC.4.E.6.1, SC.4.E.6.2

SC.4.E.6.1 Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure). **SC.4.E.6.2** Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

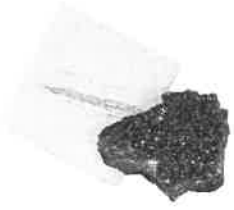
Rocks and Minerals

A **mineral** is a nonliving solid with a crystal form. Diamonds are minerals, and so is salt. Metals, such as copper, silver, and gold, are minerals. Minerals form in nature. They can be found under the ground, in caves, and in rocks. Earth has more than 4,700 minerals.

Not all minerals are shiny or clear or the same shape. Mineral crystals may have different shapes, but each kind of mineral always has the same crystal form because the particles in a crystal pattern are repeated. The repeated form is what determines a crystal. Salt crystals do not look like diamond crystals or pyrite crystals.

Physical Properties of Minerals

Minerals have many physical properties, such as color, hardness, streak color, cleavage, crystal structure, luster, and magnetism.



Hardness is one of the best properties to use to figure out what kind of mineral you are studying. Hardness is a mineral's ability to scratch another mineral. You can scratch talc easily, but you cannot scratch a diamond. Hardness is measured on the Mohs scale. The softest minerals, such as talc, score a 1. The hardest minerals, such as diamonds, score a 10.

Mohs' Hardness Scale	
1	Talc
2	Gypsum
3	Calcite
4	Fluorite
5	Apatite
6	Feldspar
7	Quartz
8	Topaz
9	Corundum
10	Diamond

Color is the color the mineral appears. Rubies are red, and quartz is usually white or pink. **Streak** color is the color of the line left when rubbing a mineral over a streak plate. Graphite, the mineral in pencil lead, leaves a black or gray streak. The streak color is not always the same as the mineral's color. **Luster** is how shiny a mineral is. Luster is the way a mineral reflects light. Gold is shiny even when it is only specks in a rock.

Name _____ Date _____

Cleavage describes minerals that break with sides that are smooth and straight. It also tells you the shape of the cleavage surfaces. These surfaces carry geometry names, such as square prism or hexagonal prism. Mica is a mineral that breaks in thin sheets or cleavage lines.

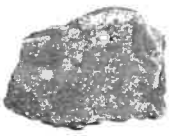
Rocks

Minerals combine to make up rocks. There are three types of rocks: igneous, metamorphic, and sedimentary. Each type of rock forms differently.

Igneous Rocks

Rock formed by a volcano is **igneous** rock. This type of rock begins as molten rock, called **magma**, deep inside Earth. Magma can move upward toward Earth's surface. Igneous rocks form when the magma cools and hardens.

Volcanic lava cools and forms several kinds of igneous rock. Common igneous rocks include pegmatite and granite. Lava rocks include pumice and obsidian. Pumice is rough and is the only rock that floats. Obsidian is like glass. Long ago, humans broke off pieces of obsidian to use as spear tips and cutting tools.



Metamorphic Rocks

Metamorphic rocks are rocks that have been changed by high heat and pressure. High heat and pressure change the way a rock looks, and may change the minerals that make the rock into other minerals.

Both igneous rocks and sedimentary rocks can become metamorphic rocks. Shale is a common, gray sedimentary rock. Under heat and pressure it becomes slate. Add more heat and pressure, and slate becomes schist.

Marble is a metamorphic rock that began as limestone. It has the same color as limestone, but it is much harder.

Changes take place deep under Earth's surface to form metamorphic rocks. Mountains often contain metamorphic rock because they form when two large land masses push together. The land rises up, twists, and breaks. The pressure and heat make the metamorphic rock, and more pressure breaks the rock.

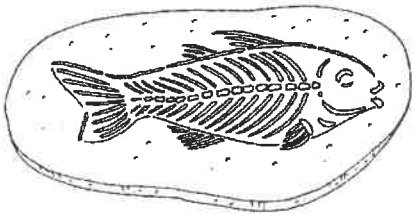
Name _____ Date _____

Benchmark Review
SC.4.E.6.1, SC.4.E.6.2

Sedimentary Rocks

About three-fourths of all rocks on Earth's surface are sedimentary rocks. Wind, water, ice, plants, and animals break down rock exposed on Earth's surface. The particles broken off rock are called sediment. Sediment collects in river and lake bottoms, and sea and ocean floors. Over time, pressure increases and particles become glued or cemented into rock.

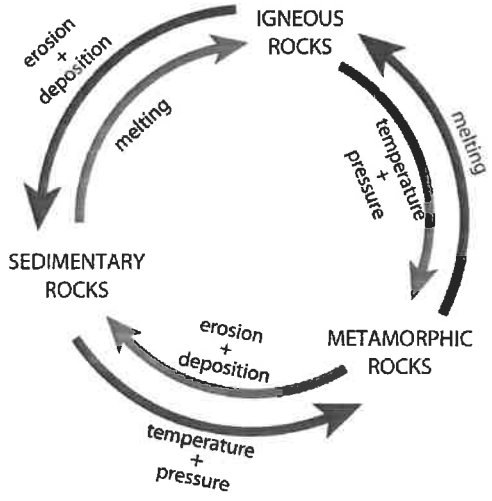
Common sedimentary rocks include limestone and shale. Because of the way sedimentary rock is formed, the remains of dead animals and plants may be found pressed into the rock. These remains, called **fossils**, are only found in sedimentary rock.



With sedimentary rock, the bottom or lower layers are usually older than the upper layers. If you look at a cliff and see several layers of rock, you will know two things. First, each layer represents a different period of time when sediment collected. Second, unless something unusual happened, the top layer is the newest layer. Every layer that you move down from the top is older than the one above it.

The Rock Cycle

Rock is continuously recycled. A volcano erupts and new igneous rock forms. Wind, water, and other agents break down the rock into particles. The particles are eroded and deposited elsewhere. The particles, over time, become sedimentary rock. Earth has an earthquake, or folding, of sedimentary rock. That rock goes deep under Earth's crust. There, under heat and pressure, it melts, and eventually becomes magma for either igneous rock or metamorphic rock. Once the changed rock reaches Earth's surface, the process of wearing the rock down, eroding it, and depositing it begins again.



Name _____ Date _____

Benchmark Review
SC.4.E.6.1, SC.4.E.6.2

Student-Response Activity

1. Explain how each type of rock is formed.

Igneous rock _____

_____

Metamorphic rock _____

_____

Sedimentary rock _____

_____

2. You have an unknown mineral. What are three ways you could test this sample to find out what mineral you have?

_____

_____

_____

3. Feldspar is a mineral, and so is quartz. When they form together, they make a rock. How would you explain the difference between minerals and rocks?

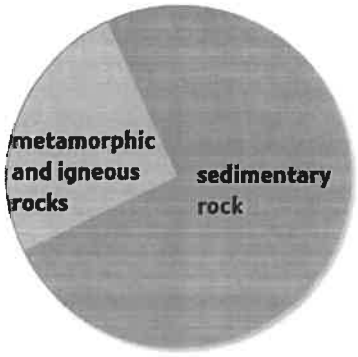
_____

_____

_____

_____

4. Observe the circle graph. Why do you think there is so much more sedimentary rock on Earth's surface than metamorphic and igneous rocks?



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NAME_____ SCHOOL_____

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Grade 4

Geography

Multicultural/ Women's History Reading

Standards:

SS.4.G.1.1 Identify physical features of Florida.
SS.4.G.1.2 Locate and label cultural features on a Florida map.
SS.4.G.1.3 Explain how weather impacts Florida.
SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Florida Statutes (1003.42):

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(q) The study of women's contributions to the United States.

Resources:
Worksheetswork.com
fcit.usf.edu
education.com

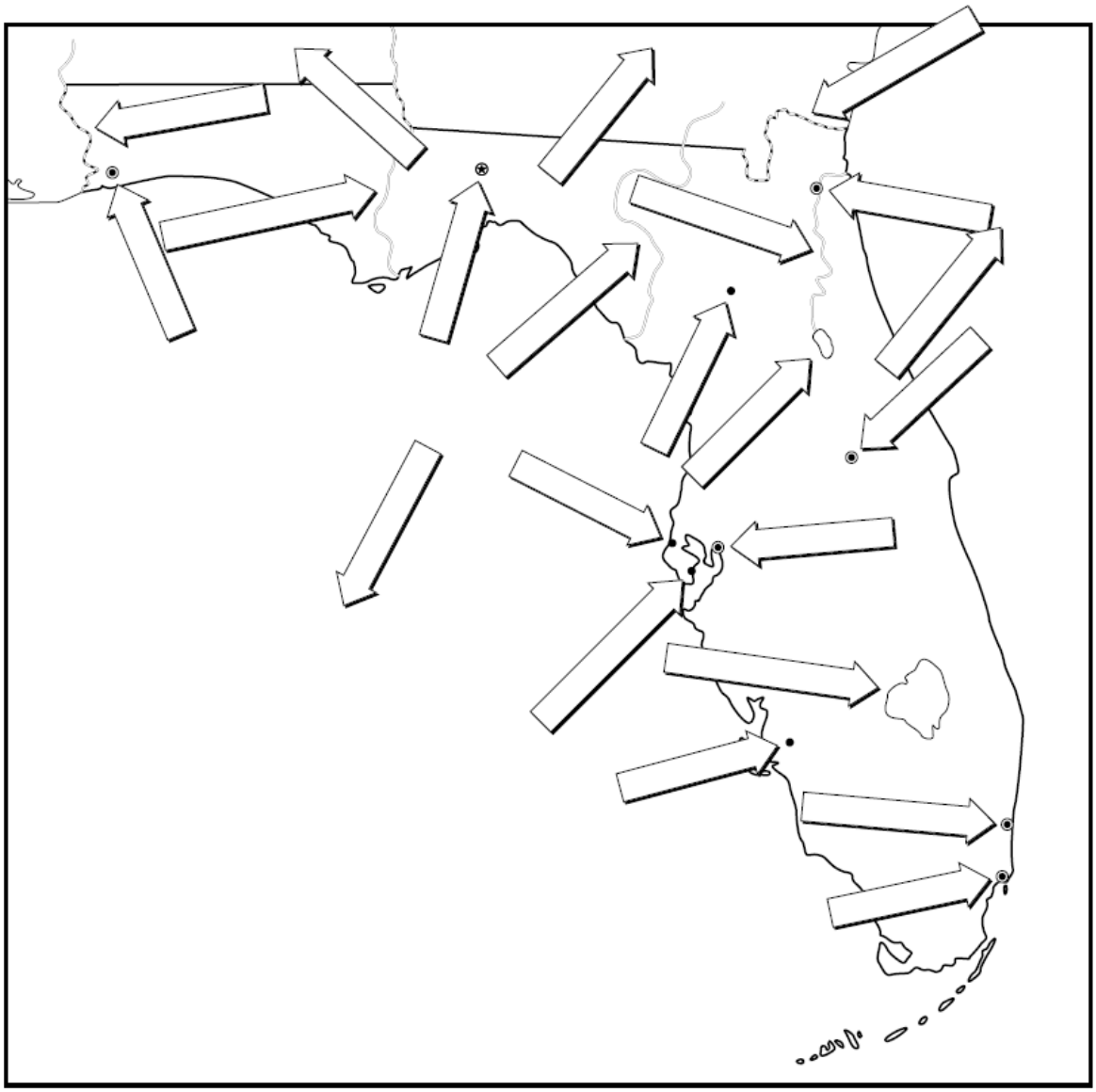
NAME_____ SCHOOL_____

Geography of Florida

A Label-Me Map

Name: _____ **Date:** _____

Fill in the arrows with the names of the places they point to.



Fort Myers Gainesville Lake George Miami Perdido River Clearwater Jacksonville
Fort Lauderdale Apalachicola River Saint Petersburg Tallahassee Lake Okeechobee
Suwanee River St. Marys River St. Johns River Atlantic Ocean Gulf of Mexico
Pensacola Georgia Orlando Tampa Alabama

NAME_____ SCHOOL_____

FL History

Hurricanes in Florida

Florida has quite a history with hurricanes. Because it is near the tropics and westerly winds blow off the African coasts along the equator, Florida is vulnerable.

What does the word hurricane mean?

The word hurricane probably comes to us by way of the Spanish explorers. They picked up the term from the Taino Indian word huracan (evil spirit). The word probably came to the Taino from the Maya word Huraken (God of Storms or bad weather).

What are hurricanes?

Hurricanes are severe tropical storms that form over warm ocean waters—usually starting as storms in the Caribbean or off the west coast of Africa. As the storms drift slowly westward, they gather heat and energy through contact with warm ocean waters. Evaporation from the seawater increases their power.

Warm, moist air moves toward the center of the storm and spirals upward. This is similar to the "dust devils" that form on a hot afternoon along a sandy beach. Hurricanes rotate in a counter-clockwise direction around an "eye." The most violent part of a hurricane is at the edges of its eye, called the eye wall.

Hurricanes are defined as having winds of at least 74 miles per hour. Hurricanes strengthen until they come into contact with land or cooler water. When they come onto land, the heavy rain, strong winds, and heavy waves can damage buildings, trees, and cars. The heavy waves are called a storm surge.

Can hurricanes be predicted?

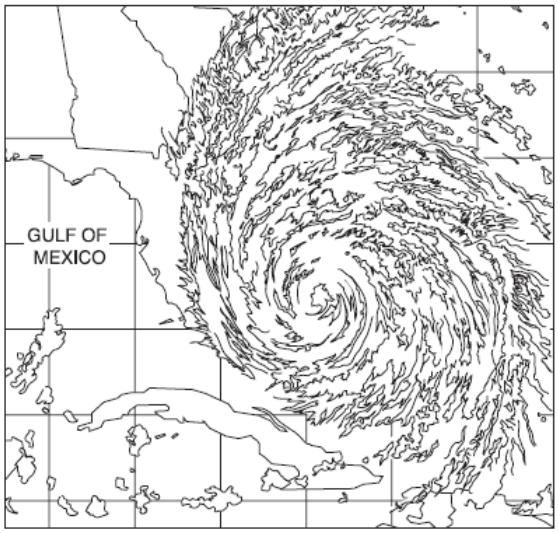
Although the Army Signal Corps had been attempting to issue storm warnings as far back as 1873, there was no official tracking of hurricanes in the United States until 1890. Following a bad storm in 1899, a more comprehensive system was established. Today, the National Hurricane Center is located in Miami. Experts there are particularly busy during the Atlantic hurricane season from June 1 through November 30. Specially strengthened and electronically equipped aircraft are sent into the eye of a hurricane to help in the analysis of a hurricane's strength.

If a hurricane is possible within 36 hours, the Hurricane Center issues a Hurricane Watch. This means they are tracking the storm and trying to predict where it may come ashore. People in the area should stay tuned to the radio and television for more information.

If a hurricane is expected within 24 hours, the Hurricane Center issues a Hurricane Warning. This means that people may be told to evacuate. People in the area should begin making preparation to leave.

How are hurricanes named?

Since 1953, Atlantic tropical storms have been named from lists produced by the National Hurricane



NAME_____ SCHOOL_____

Center. The Atlantic is assigned six lists of names, with one list used each year. Each name on the list starts with a different letter. The first hurricane of the season starts with the letter "A," followed by "B," and so forth alphabetically. When an unusually destructive hurricane hits, that hurricane's name is never used again.

How are hurricanes classified?

Hurricanes are classified into five categories, based on their wind speeds and potential to cause damage.

- Category 1: Winds 74-95 miles per hour
- Category 2: Winds 96-110 miles per hour
- Category 3: Winds 111-130 miles per hour
- Category 4: Winds 131-155 miles per hour
- Category 5: Winds greater than 155 miles per hour

What are some of Florida's worst hurricanes?

1906
The worst hurricane in 170 years killed one hundred railroad workers in the Keys. The eye passed over Miami. At least 34 people were killed when it reached the Pensacola area.

1909, 1910, 1919
A series of bad hurricanes hit the Keys. They damaged the Seven Mile Bridge and caused major damage in Key West.

1921
The last major hurricane to hit Tampa and the Florida central west coast caused over a million dollars in damage. The storm passed across the state and exited at Jacksonville.

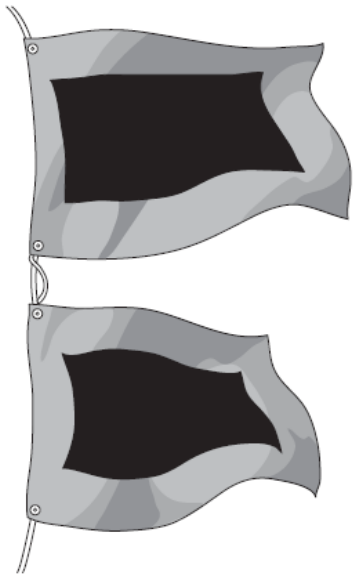
1926
The eye passed over Miami. Wind gusts were estimated at 150 miles per hour. Most buildings in Dade and Broward Counties were damaged or destroyed. There was major flooding of all coastal sections, downtown Miami, and downtown Ft. Lauderdale.

(1928) Okeechobee Hurricane
The eye of the hurricane moved ashore near Palm Beach causing widespread destruction. Nearly 2,000 people died when the dikes broke on Lake Okeechobee, causing massive flooding.

(1935) Florida Keys Labor Day Hurricane
This was the strongest storm ever to hit the United States. The winds were estimated up to 250 miles per hour. This small but intense storm (category 5) caused significant damage. Hundreds of World War I veterans who had been sent to the Keys to help build the U.S. Highway One were killed. The storm surge floated an entire train away.

(1960) Hurricane Donna
This hurricane had 150 mile per hour winds. It caused major damage in the Keys.

(1992) Hurricane Andrew
This hurricane hit Miami. It was the most costly natural disaster to hit a United States city in modern times. It caused $30 billion in damage.



NAME_____ SCHOOL_____

Student _____ Date _____ Class _____

Hurricanes in Florida

Answer the following questions after discussing the article in class.

1. Why are hurricanes dangerous? Used details and information from the article to sup port your answer.

READ
THINK
EXPLAIN

2. Read the following sentence from the article: *Because it is near the tropics and westerly winds blow off the African coasts along the equator, Florida is vulnerable.* What does the word vulnerable mean?

   (A) invincible
   (B) valuable
   (C) at risk
   (D) to run

3. How was Hurricane Donna classified?

   (F) Category 2
   (G) Category 3
   (H) Category 4
   (I) Category 5

4. What was the strongest hurricane to ever hit the United States?

   (A) Okeechobee Hurricane
   (B) Florida Keys Labor Day Hurricane
   (C) Hurricane Donna
   (D) Hurricane Andrew

NAME_____ SCHOOL_____

Name _____ Date _____

African American Communities: Eatonville, Florida

Established in 1887, Eatonville is a town in the state of Florida, six miles north of the city of Orlando. It was one of the first all-black towns formed after the 13th Amendment passed, making slavery illegal. Since the town had its own government, it was able to create its own police force to help protect the civil rights of all residents.

The town is named after Josiah C. Eaton, a white landowner who was willing to sell land to African Americans in order to start a town. It was hard for African Americans to purchase land at the time because many people were unwilling to sell it to them. Additionally, formerly enslaved African Americans did not have much money to purchase property.

Notable Residents
Zora Neale Hurston, folklorist and author; Deacon Jones, football defensive end; Norm Lewis, actor and baritone singer.

Eatonville's most famous resident was folklorist and anthropologist Zora Neale Hurston, who wrote the popular book *Their Eyes Were Watching God* in 1937. Zora lived in Eatonville as a child. She described the city as a place where African Americans could live as they desired, independent of white society.

According to the 2020 Census, Eatonville boasts an 80.35% African American population. Every winter, Eatonville holds the Zora Neale Hurston Festival of the Arts and Humanities (ZORA! Festival). At the event, participants can purchase African-inspired arts and crafts, listen to music, and participate in a lunch with traditionally African American cuisine.

Directions: Answer the questions using text evidence. Underline the text evidence and then write the paragraph number next to your answer.

1. Which of Eatonville author Zora Neale Hurston's books was published in 1937?
   a) *Their Eyes Were Watching God*
   b) *I Know Why the Caged Bird Sings*
   c) *Not Without Laughter*
   d) *The Blacker the Berry*

2. Based on the first paragraph, why might people want to live in an all-black community?
   a) To have family members close by
   b) To have a job
   c) To create a police force that could protect residents
   d) To run their own festivals

3. Why was it hard for African Americans to purchase land after the 13th Amendment?
   a) They did not know where to buy land
   b) Many people were unwilling to sell land to African Americans
   c) Not enough people wanted to buy the land
   d) The land was too expensive

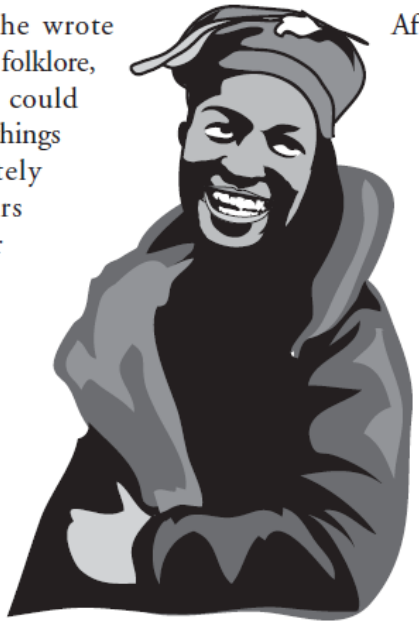
NAME_____ SCHOOL_____

FL History | 1891-1960

Famous Floridians: Zora Neale Hurston

Zora Neal Hurston wrote, "Mama exhorted her children at every opportunity to 'jump at de sun.' We might not land on the sun, but at least we would get off the ground." Hurston certainly "jumped at de sun."

Hurston is noted as the first Black American to collect and publish African-American and Afro-Caribbean folklore. She wrote stories, novels, anthropological folklore, and an autobiography. She could write about the most ordinary things and make them infinitely gorgeous. Her characters appeared real and human. Her works have increased in popularity with the passing of time.



Zora Neale Hurston

She was born in Alabama. In the first year or two of her life, her family moved to Eatonville, Florida, a small black community near Orlando. This community shaped her life and her writing. She once wrote, "I've got the map of Florida on my tongue." She was so proud of her heritage as a black Floridian that in her autobiography, Dust Tracks on a Road, she claimed she was born in Eatonville.

In 1904, thirteen-year-old Zora was devastated by the death of her mother. Later that same year, her father removed her from school and sent her to care for her brother's children. A rambunctious and restless teenager, Zora was eager to leave the responsibility of that household. She became a member of a traveling theater at the age of sixteen. After that she did domestic work for a white household. It was in this home that Hurston's intellectual spark was discovered. The woman for whom Zora worked bought Zora her first book and arranged for her to attend high school.

After high school graduation, Hurston held jobs as a waitress and a manicurist. She attended Howard, Barnard, and Columbia universities, where she studied anthropology. She returned to the South in the 1920s. She collected materials for her four novels and book Mules and Men. Mules and Men has been called "the greatest book of African-American folklore ever written."

In 1925, Hurston headed to New York City and became part of the Harlem Renaissance*. She attended parties with other notable African-American writers. Hurston apparently cut quite a figure in Harlem society. With her hat perched jauntily on her head, she entertained groups with her tales of Eatonville. In this stylish period, she was considered flamboyant and somewhat shocking. She was also sometimes considered controversial. Her writing was the first time black folk in the South were presented as normal people—not downtrodden by prejudice, not victims of racism.

NAME_____ SCHOOL_____

Over the next several years, Hurston would travel in the South, interviewing storytellers in Florida and Voodoo doctors in New Orleans. This would provide material for her writing. The 1930s and early 1940s marked the peak of Hurston's literary career. Her 1937 novel *Their Eyes Were Watching God* is generally considered to be her most powerful novel. It is about a young black woman's coming of age in rural Florida.

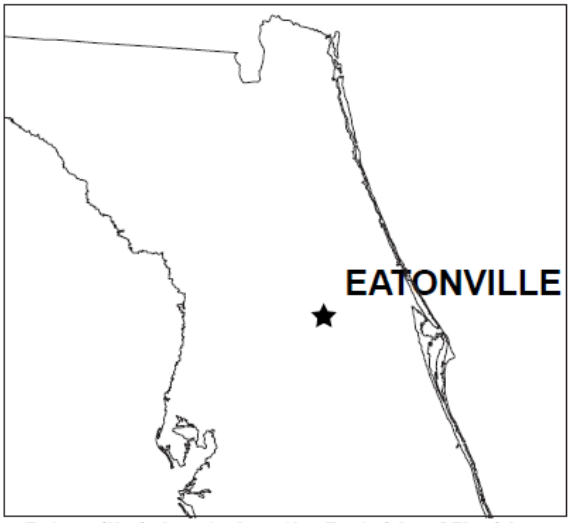
Hurston returned to Florida in 1948 and faded into obscurity. She was rediscovered in the 1970s. Today she is studied in college courses. She is generally looked upon as one of the finest American novelists of the first half of the 20th century. But Hurston would probably consider her highest accolade to be a festival held in her honor every year in Eatonville, the town she loved to claim as her own.

Eatonville

Eatonville, Florida is a small community of great significance to African-American history and culture. Of the more than one hundred black towns founded between 1865 and 1900, fewer than twelve remain today. Eatonville is the oldest.

Reconstruction after the Civil War was a time of joy and for building a better way of living for blacks. At first, newly freed blacks began to establish homes and businesses in white communities. By the 1800s, tensions from this new coexistence gave rise to segregation, the separation of blacks to a particular area in the community.

Rather than endure the indignities of restriction, some blacks established race colonies, communities of their own. These colonies often



Eatonville is located on the East side of Florida.

resembled extended families. They were centered on education and religion. Eatonville was a community founded in this tradition.

On August 15, 1887, 27 registered voters, all black men, met in a building they call Town Hall and voted unanimously to incorporate. Eatonville was born and history was made.

Eatonville's cultural importance was secured when the town was immortalized in the works of its renowned native daughter, Zora Neale Hurston. Her words captured forever the culture of the community and painted an image of an environment typical of the rural southern working-class African-American. Today the town continues to celebrate its connection with Hurston through the annual arts and humanities events at the Zora Neale Hurston Festival

***Harlem Renaissance refers to the Black literary and cultural movement of the 1920s—during this period, Harlem (a part of New York City) was the center for many creative Blacks from the Caribbean and the United States.**

NAME_____ SCHOOL_____

Student _____ Date _____ Class _____

Famous Floridians: Zora Neale Hurston

Answer the following questions after discussing the article in class.

1 What did Zora Neale Hurston mean when she wrote, "I've got the map of Florida on my tongue?" Use details and information from the article to support your answer.

READ
THINK
EXPLAIN

2 Why is Zora Neale Hurston a famous Floridian?

Ⓐ She lived in Eatonville, Florida.
Ⓑ She dressed flamboyantly with a hat.
Ⓒ She was a black woman with a college education.
Ⓓ She was one of the finest American novelists.

3 Read the following sentence from the article: *But Hurston would probably consider her highest accolade to be a festival held in her honor every year in Eatonville, the town she loved to claim as her own.* What does the word accolade mean?

Ⓕ activity
Ⓖ position
Ⓗ criticism
Ⓘ praise

4 Why were race colonies established?

Ⓐ because of the Civil War
Ⓑ because of the Harlem Renaissance
Ⓒ because of segregation
Ⓓ because of Reconstruction

NAME_____ SCHOOL_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

WEEK 2

Grade 4

Civics and Government
Multicultural/ Women's History Reading

Standards:

SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
SS.4.C.3.2 Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

Florida Statutes (1003.42):

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(q) The study of women's contributions to the United States.

Resources:
Commoncoresheets.com
education.com
ReadWorks.org

NAME_____ SCHOOL_____

The Florida Constitution: Understanding State Government

The Purpose of State Government: The Preamble

Directions: Write the main idea of each of the sections of the Florida Preamble.

Selected Text of the Preamble

We, the people of the State of Florida, … in order to … insure domestic tranquility, maintain public order, and guarantee equal civil and political rights to all, do ordain and establish this constitution.

Original text	**Translation**	**Main idea**
We, the people of the State of Florida,	All citizens of the State of Florida	
insure domestic tranquility,	to make sure the state is happy and peaceful	
maintain public order,	to keep the state running smoothly	
and guarantee equal civil and political rights to all,	and give equal rights to everybody	
do ordain and establish this constitution.	establish Florida's Constitution	
According to the preamble, what is the purpose of Florida's state government?		

Protecting Citizens' Rights: The Florida Declaration of Rights

How does Florida's Constitution protect the rights of citizens?

NAME_____ SCHOOL_____

Directions: You will read to understand the powers of the three branches of Florida's government. After reading each passage, you will highlight words related to a branch's power and then answer each question in complete sentences.

Understanding the Three Branches of Florida's Government

The Legislative Branch

In Article III of Florida's Constitution, the legislative branch of Florida's state government is divided into two houses or parts: the Senate and the House of Representatives. Together, the Senate and House of Representatives are known as the legislative branch and they have the power to make state laws. These laws have a great impact on the daily lives of Florida's citizens from how cities operate, to money for schools, to the safety of state highways and bridges. The legislative branch also has the power to approve some state officials that are appointed, or selected, by the governor. This means that the legislative branch votes on whether or not they think someone should be in certain positions in state government.

What are the two powers of the legislative branch you read about in this paragraph? Answer using complete sentences.
1. _____ _____ _____
2. _____ _____ _____

The legislative branch also has the power to create state taxes and the power to pass the state budget. Taxes are money charged and collected by a government for specific functions or services. Taxes are used to pay for a variety of government services and departments, such as schools and parks. The money collected from taxes are one part of the state budget. By passing the state budget, the legislative branch controls how the state government uses its money and how much money is given to the different departments, or parts, of the state.

What are the two powers of the legislative branch you read about in this paragraph? Answer using complete sentences.
1. _____ _____ _____
2. _____ _____ _____

The Executive Branch

In Article IV of Florida's Constitution it states that the executive branch of the state government will be given to a governor. The executive branch has the power to make sure that all laws are put into place. The governor is in charge of the state departments and agencies. For example, the person in charge of the Department of Education reports to the governor and the governor's staff to make sure that any laws related to schools are put into place. The governor

also has the power to sign or to veto a law that has been passed by the legislative branch. To veto means to reject or to deny.

What are the two powers of the executive branch you read about in this paragraph? Answer using complete sentences.
1. _____ _____ _____
2. _____ _____ _____

According to Article IV, the governor has the power over the state military forces and has the title of commander-in-chief. This means that the governor controls how and when the Florida National Guard is used to help in state situations. The governor also has the power to appoint, or select, certain positions such as the heads of state departments. Some appointments require approval by the Florida Senate.

What are the two powers of the executive branch you read about in this paragraph? Answer using complete sentences.
1. _____ _____ _____
2. _____ _____ _____

The Judicial Branch

Article V of the Florida Constitution states that the judicial power of the state government is given to a supreme court, district courts of appeal, circuit courts and county courts. The courts have the power to make sure that the laws of the Florida Constitution are being followed. Issues come to courts in the form of cases. State courts listen to cases that deal with state laws and when there are problems between people who live in the state.

What is the power of the judicial branch you read about in this paragraph? Answer using a complete sentence.
1. _____ _____ _____

NAME_____ SCHOOL_____

The Florida Supreme Court is the highest court in the state. This court has the power to create the rules and procedures for all other courts in the state. The Florida Supreme Court has the power to hear cases that have to do with very serious crimes and cases from other state courts that have to do with issues about state laws.

What are the two powers of the Florida Supreme Court you read about in this paragraph? Answer using complete sentences.
1. _____ _____ _____
2. _____ _____ _____

NAME_____ SCHOOL_____

Vocabulary

- **city commissioner** - A member of the governing body of a city
- **governor** - the head of a state government
- **local government** - the government of a municipality (city) or county
- **mayor** - the head of government for a city or town
- **representative** - a member of the lower house of a state legislature (the Florida House of Representatives)
- **senator** - a member of the upper house of a state legislature (the Florida Senate)
- **state government-** the government of an individual state

Directions: Write **t** on the line if the statement is true. If the statement is false, write **f** and give the correct work to match the sentence.

1. The ***mayor*** is a chief executive of a state government.

____ _____

2. Florida's ***state government*** is separated into three branches.

____ _____

3. The ***local government*** makes decisions for the city.

____ _____

4. A ***senator*** is part of the city's government.

____ _____

5. One type of legislator in state government is a ***representative***.

____ _____

6. A person who is part of a municipality's government is a ***city commissioner***.

____ _____

7. A ***governor*** is part of the local government.

____ _____

NAME_____ SCHOOL_____

Walking Tall

How did Ruby Bridges make history?

"Don't be afraid." That's what Ruby Bridges's mother told her on Nov. 4, 1960. Little Ruby listened carefully to the advice. Soon, four United States federal court **marshals,** or officers, arrived at the Bridges family home in New Orleans, Louisiana to drive the first grader to William Frantz Public School. A screaming mob was waiting. People stood near the building shouting.

AP Images

Ruby Bridges enters her school in 1960.

Ruby held her head high. With the marshals surrounding her, the 6-year-old walked into the school and into history books. That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Dividing Lines

For a long time, parts of the United States were **segregated,** or separated by race. Under law, black children could not attend the same public schools as white children. People of different races also had to use separate public restrooms and drinking fountains.

NAME_____ SCHOOL_____

U.S. leaders worked hard to end segregation. They wanted all Americans to have **civil rights.** Civil rights are the rights to be treated equally. In 1954, the U.S. Supreme Court ruled that segregation in public schools was unconstitutional. The case was *Brown v. Board of Education.*

By the year 1960, however, many Southern cities, including New Orleans, were still not following the court's ruling. That prompted a federal court to take action in New Orleans. It ordered the city to desegregate its public schools. Ruby Bridges was one of the first students to lead the way.

School Days

Ruby made it inside William Frantz Public School that first day. However, there was so much uproar that she didn't make it to class. From the principal's office, Ruby watched as angry parents pulled their children out of school.

On her second day, Ruby met her teacher, Barbara Henry. By then, so many kids had been removed from the school that Ruby was Henry's only student. The pair worked one-on-one for the whole year. "Mrs. Henry was one of the nicest teachers I ever had," Bridges told *WR News*. "She made school fun for me."

AP Images

Bridges was reunited with teacher Barbara Henry (left) in 1998.

Outside the building, people continued to protest. Others, though, believed everyone should have civil rights.

By the end of the year, crowds began to **dwindle,** or decrease. When Ruby returned to school for second grade, there were no more protesters. Many of the other students had returned.

Building Bridges

By the late 1960s, most schools in the United States were no longer segregated, thanks to the efforts of civil rights workers. Other laws were passed that improved life for African Americans. The Civil Rights Act of 1964, for example, helped protect African Americans' right to seek jobs.

Bridges never had to attend a segregated school. She graduated from high school and continued her studies in business school.

Today, Bridges speaks to kids about the importance of treating one another equally. She has never forgotten her experience at William Frantz Public School, and she shares details about her first day there in her speeches.

"I wasn't really afraid," Bridges told *WR News*. "I didn't really know what was going on at the time, and I loved school."

The Little Rock Nine

The Commercial Appeal/Landov

The Caption

Before Ruby Bridges, there was the Little Rock Nine. They were nine African American students in Little Rock, Arkansas. On Sept. 4, 1957, the students attempted to begin classes at the all-white Central High School. But the governor of Arkansas and the angry mobs surrounding the school prevented them from entering.

Finally, President Dwight D. Eisenhower took action. He sent U.S. troops to protect the students, and they finally began classes. High school was far from easy for the group, but some of them went on to graduate. In 1999, Congress awarded the Little Rock Nine the Congressional Gold Medal for their bravery.

How Ruby Made History

NAME_____ SCHOOL_____

Jay Clendenin/Aurora Photos

How does it feel to make history? *WR News* student reporter Kaelin Ray recently asked Ruby Bridges.

Kaelin Ray: How does it feel to know that you are a part of U.S. history?
Ruby Bridges: I'm [very] proud of that fact. My mother was really happy about [my] being able to attend that school. My father was more concerned about my safety.

KR: What was your first day at William Frantz Public School like?
RB: My first day I spent sitting in the principal's office, so it was very confusing.

KR: What was it like to meet your teacher, Mrs. Henry, again many years later?
RB: I was really, really excited about meeting her again because she [was] a very important part of my life that had been missing for a long time.

NAME_____ SCHOOL_____

Name: _____ **Date:** _____

1. Why were some schools still segregated in 1960 even though the Supreme Court had ruled that segregation was unconstitutional in 1954?

A. Under law, black children could not attend the same public schools as white children.

B. Many Southern cities were not following the court's ruling.

C. There was not enough space for black children to attend white schools.

D. There was not enough money for schools to implement the law.

2. What does the author describe in the beginning of the passage?

A. the Little Rock Nine and the problems they had when trying to attend a white high school

B. how President Eisenhower was forced to send U.S. troops to protect African-American students

C. how Ruby Bridges became one of the first African Americans to attend a white elementary school

D. the relationship between Ruby Bridges and her first teacher, Barbara Henry

3. Many people did not want Ruby Bridges to attend William Frantz Public School. What evidence from the passage best supports this conclusion?

A. Ruby Bridges spent her first day of school inside the principal's office.

B. Ruby Bridges was the only student in Mrs. Henry's class for her first year at school.

C. A screaming mob was protesting outside the school when Ruby arrived.

D. Ruby Bridges was one of the first African Americans to attend a white elementary school.

4. Why did parents probably pull their children out of school after Ruby Bridges arrived?

A. They didn't want their children to go to school with a black child.

B. They did not like Ruby Bridges and did not want their children to be her friend.

C. They were afraid that Ruby Bridges would be mean to their children.

D. They thought that their children deserved a vacation from school.

NAME_____ SCHOOL_____

5. What is this passage mostly about?

A. a group of African-American high school students called the Little Rock Nine
B. the people who protested against desegregated schools in the South
C. difficulties faced by African Americans during the desegregation of schools
D. the efforts of civil rights workers to improve life for African Americans

6. Read the following sentence: "With the marshals surrounding her, the 6-year-old **walked** into the school and **into history books**."

What does the author suggest by saying that Ruby Bridges "**walked... into history books**"?

A. She had difficulty finding the rooms in this new and unfamiliar school.
B. She became very unpopular for changing the way the school operated.
C. She became part of American history by being the first black at an all-white school.
D. She immediately began studying history.

7. Choose the answer that best completes the sentence below.

Ruby Bridges attended the previously all-white William Frantz Public School, _____ many people did not want her to.

A. therefore
B. finally
C. for instance
D. even though

8. What does "segregated" mean? Give an example of something that was segregated in the United States.

_____

_____

_____

NAME_____ SCHOOL_____

9. Why did Congress award the Little Rock Nine the Congressional Gold Medal in 1999?

_____

_____

_____

10. The passage states that high school was "far from easy" for the Little Rock Nine. Using evidence from the passage, explain why this may have been true.

_____

_____

_____