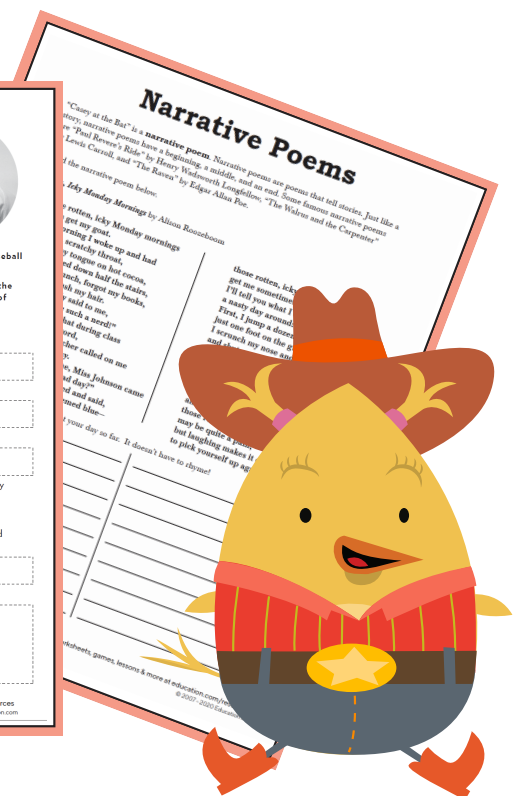
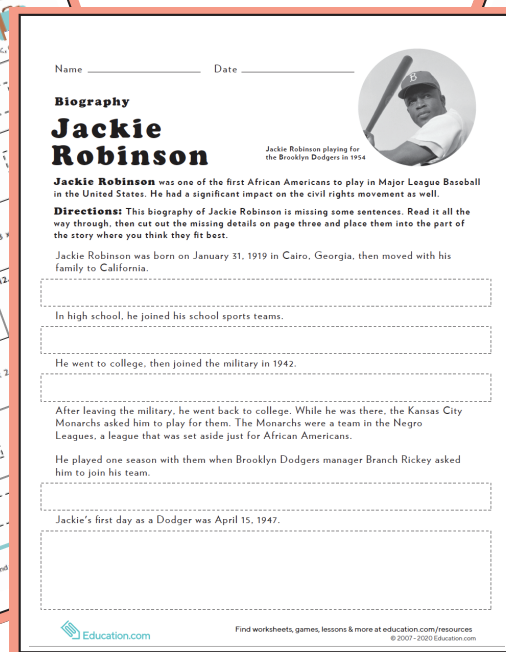
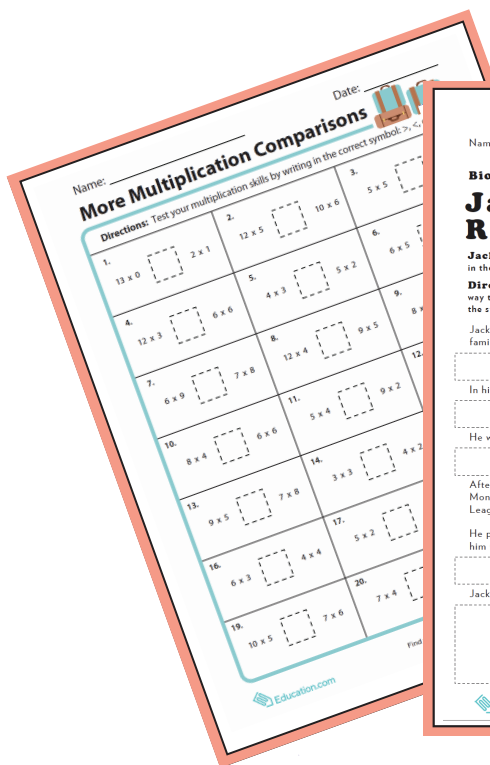


# Week 3

# 4<sup>th</sup> Grade

# Independent Study Packet

 Education.com



5 MORE Days of  
Independent Activities in  
Reading, Writing,  
Math, Science, and Social Studies

# Helpful Hints for Students and Families

## Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Internet access to conduct research for some activities
- You will need different materials for the optional Design Challenge

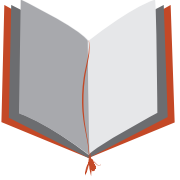




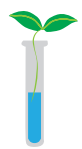


## Directions & Tips



- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

# Activity Menu

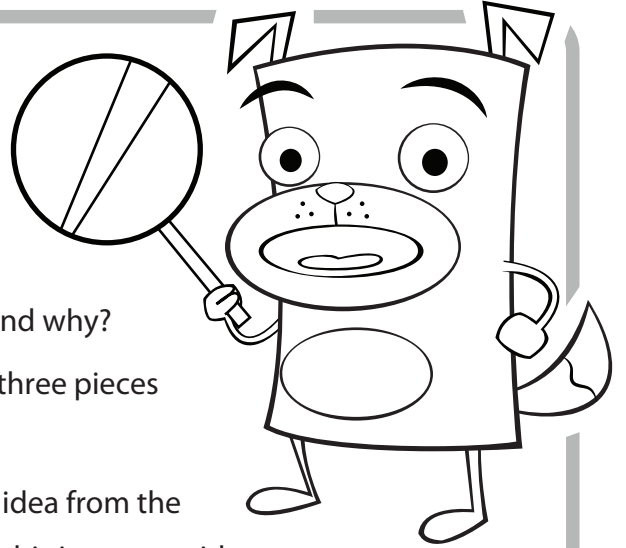
|  | Day 1   | Day 2  | Day 3   | Day 4   | Day 5                                     |
|--|---|--|---|---|---|
| <b>Reading</b><br>            | Read for 20 minutes and answer three text-dependent questions from the sheet on another piece of paper or in a journal. <b>Challenge:</b> Try not to repeat a question! |  |   |   |   |
|  | Point of View Practice: Two Misbehaved Moths  | Narrative Poetry                                     | A New Paragraph Narrative   | My Vacation and Timeline Organizer Part 1<br>My Vacation Part 2<br>My Vacation Part 3<br>Timeline Organizer | The Crab that Played with the Sea         |
| <b>Writing</b><br>            | What is a Narrative? Key Features   | Personal Narrative Writing                           | Exploding the Moment<br>Narrative Structure: Prewriting                       | Write your Narrative and have someone read and review it.<br>Peer conference                                | Write your Narrative Final Draft.         |
| <b>Grammar Practice</b><br> | Quotation Marks   | Quotation Marks: Say What?                           | Look Who's Talking  | Transition Word Hunt  | What Are Commas?                          |
| <b>Math</b><br>             | Space Fractions<br>Multiplication Comparisons   | Intro to Probability: Fruit<br>Intro to Probability: | Area and Perimeter of a Rectangle<br>What Do You Know About Area & Perimeter? | Find the Area: Compound Shapes<br>Calculating Area in the Kitchen   | Comparing Pictographs: Tulips and Daisies |
| <b>Social Studies</b><br>   | <b>Batter up! Learn some historical facts about baseball.</b><br>History of Baseball<br>Primary Sources: Joe DiMaggio<br>Baseball History<br>Jackie Robinson: Biography |  |   |   |   |
| <b>Science</b><br>          | <b>Learn about biomes.</b><br>Biome Vocabulary<br>What Is a Biome<br>Biome Sweet Biome<br>Freshwater Biomes and<br>Saltwater Biomes                                     |  |   |   |   |

Parent/Guardian Signature: \_\_\_\_\_

# Text Dependent Questions for Independent Reading

## Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



## Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

# Day 1

|                         |  |
|-------------------------|--|
| <b>Reading</b>          | Practice changing from third person narrative to first person.   |
| <b>Writing</b>          | Remind yourself of the key features of a narrative.  |
| <b>Grammar Practice</b> | Dialogue is important to narratives. Learn how to correctly use quotation marks in your dialogue.  |
| <b>Math</b>             | Write a fraction that shows the ratio of different numbers of aliens for each problem, and then simplify the fraction.<br>Compare fractions! |



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Point of View Practice: Two Misbehaved Moths

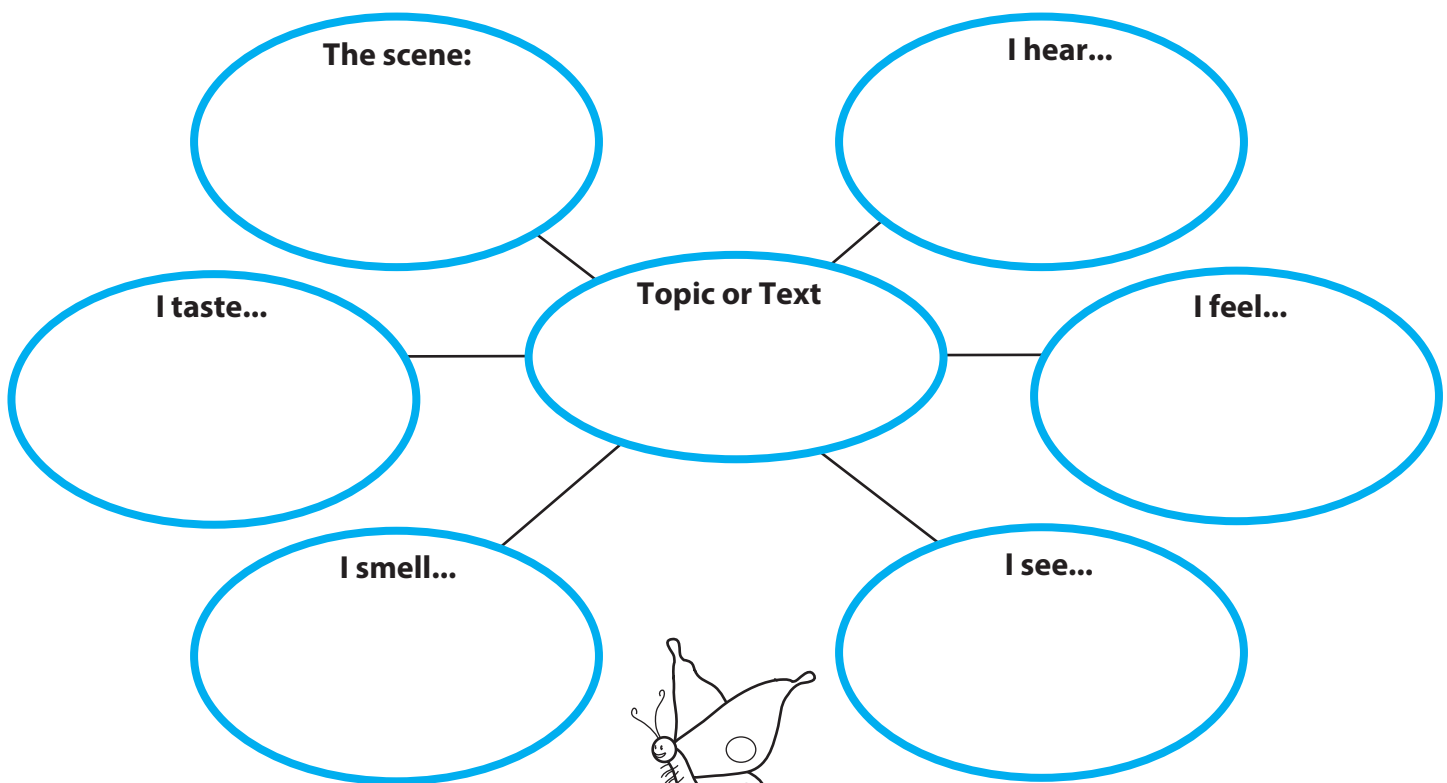
| Pronouns   | Point of View | Who is the narrator?                          |
|--|---------------|---|
| I, me, we, us, our, my, myself, ourselves                              | first person  | The narrator is a character in the story.     |
| He, she, it, him, her, himself, herself, they, their, them, themselves | third person  | The narrator is not a character in the story. |

**Directions:** Read the paragraphs. Highlight the pronouns and identify the point of view narration.

Daylight came. The moths were sleeping in the dark tunnel with soft, hanging blankets. It seemed like they were underground because it was so dark. All of a sudden, a giant hand hovered above them and grabbed one of the blankets. In an instant, the moths were tilted and they tried to climb up the blanket. The moths were wide awake and anxious when they were tossed off the blanket. They flew through an opening in the tunnel to escape.

The scout led the way to find a new place to explore. His head was spinning. A noticeable bright light and a crackling sound got his attention. He saw a cylinder with a brown lake inside. He flew back and forth before diving in. The moth paddled and bobbed up and down in the lake before a loud noise and spinning started.

**Directions:** Complete the sections of the concept web graphic organizer to describe a first person narrative based on the paragraph.



# What is a Narrative? Key Features

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write each term next to the definition that matches it and then give an example from a book you have read.  
Use the completed row as an example to get you started.

|              |           |               |
|--------------|-----------|---------------|
| <b>Terms</b> | Character | Conflict      |
|              | Plot      | Rising Action |
|              | Setting   | Resolution    |
|              | Theme     | Dialogue      |

| Narrative Feature | Definition  | Example   |
|-------------------|---|---|
| Theme             | The main idea or underlying meaning of a story.   | The primary theme of Harry Potter is the triumph of good over evil. |
|                   | The sequence of events that, in order, tell a story.  |   |
|                   | The time and place where a story occurs.  |   |
|                   | A person or other being (e.g. animal) in a story. These can be based on real or fictional people. |   |
|                   | A series of events in a story that create suspense, interest and tension.                         |   |
|                   | The verbal exchange of two characters in a story.   |   |
|                   | The unfolding or solution to the main issue in the story.   |   |
|                   | The main struggle in the story that needs to be resolved.   |   |

# Quotation Marks

Use the following rules when using quotation marks. Use these rules to properly place quotation marks in the sentences below.

## RULES

1. Use quotation marks when you are quoting what someone else said or wrote. Use a comma before the quotation mark. At the end of the quoted sentence, keep the punctuation mark inside the end quotation mark. The first letter of the quoted text must be capitalized.

Ex: My mom said, "Have a wonderful day!"

2. Use quotation marks for titles such as poems, songs, and news articles.

Ex: My favorite song is "Over the Rainbow".

3. Use a single quotation mark for quotes within quotes.

Ex: "The weatherman on the news just said, 'Look out, folks, there's a 75% chance of rain on Saturday'. Maybe we can go to the beach another day."

Place quotation marks and proper punctuation where needed in the sentences below.

1. Don't run across the street! my mom warned us.
2. Debbie asked Do you want to go to the movies tomorrow?
3. The doctor said Take this medicine twice a day.
4. This month we will read *Of Mice and Men* my teacher announced.
5. Have you heard her new song Run Away on the radio? Ryan asked.
6. I told my sister Grandma told us not to do that when she's not here. Her exact words were Don't go into that room!
7. On Halloween, the children at our door screamed Trick or Treat!
8. When we felt the building shake, someone yelled Earthquake! Duck and cover!
9. During the exam, the proctor instructed Please place all belongings under your chair.
10. Please fasten your seat belt the flight attendant politely asked.
11. The waiter asked Can I get you something to drink?
12. Read the poem on page 72 entitled Fury for Monday's discussion, the professor said to the class.
13. Mom told me to tell you Make your bed and clean your room my sister said to me.
14. My boss said Be there at 12 pm sharp.

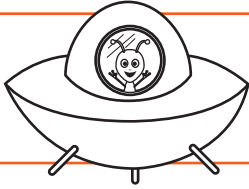


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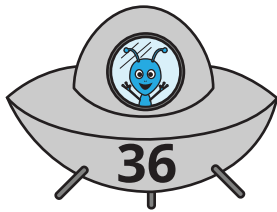


# SPACE FRACTIONS

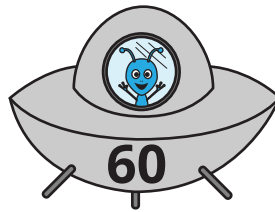
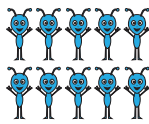


**Fractions** are everywhere, even in space! Write a fraction that shows the ratio of the solar systems for each problem, then simplify the fraction. Be sure to show your work.

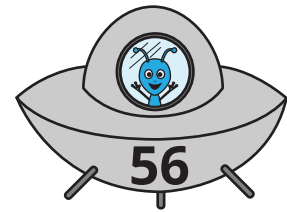
## Blue Aliens



12 blue  
aliens



15 blue  
aliens



24 blue  
aliens

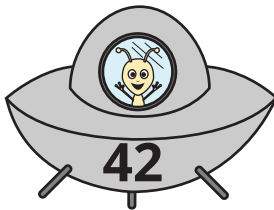
Example:  $\frac{\text{blue aliens}}{\text{total number of aliens}} = \frac{12}{36} \div \frac{12}{12} = \frac{1}{3}$

*Divide by a common  
factor to simplify*

\_\_\_\_\_

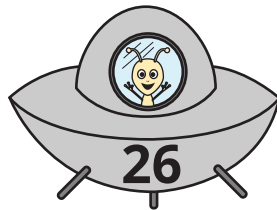
\_\_\_\_\_

## Yellow Aliens



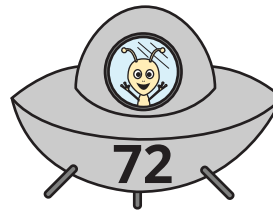
7 yellow aliens

\_\_\_\_\_



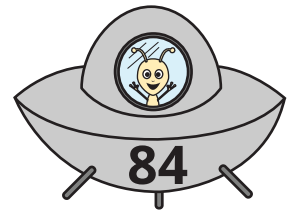
8 yellow aliens

\_\_\_\_\_



18 yellow aliens

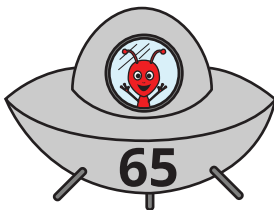
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16 yellow aliens

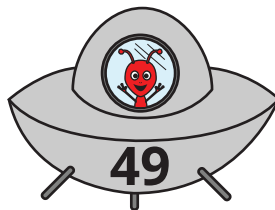
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## Red Aliens



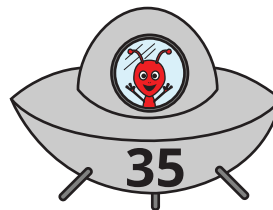
13 red aliens

\_\_\_\_\_



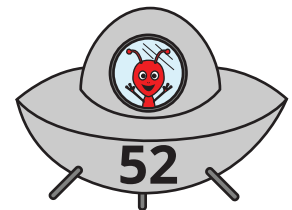
21 red aliens

\_\_\_\_\_



35 red aliens

\_\_\_\_\_



26 red aliens

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# More Multiplication Comparisons



**Directions:** Test your multiplication skills by writing in the correct symbol:  $>$ ,  $<$ , or  $=$ .

|  |  |  |
|--|--|--|
| 1.<br>$13 \times 0$ <input type="text"/> $2 \times 1$  | 2.<br>$12 \times 5$ <input type="text"/> $10 \times 6$ | 3.<br>$5 \times 5$ <input type="text"/> $6 \times 4$   |
| 4.<br>$12 \times 3$ <input type="text"/> $6 \times 6$  | 5.<br>$4 \times 3$ <input type="text"/> $5 \times 2$   | 6.<br>$6 \times 5$ <input type="text"/> $7 \times 3$   |
| 7.<br>$6 \times 9$ <input type="text"/> $7 \times 8$   | 8.<br>$12 \times 4$ <input type="text"/> $9 \times 5$  | 9.<br>$8 \times 3$ <input type="text"/> $6 \times 4$   |
| 10.<br>$8 \times 4$ <input type="text"/> $6 \times 6$  | 11.<br>$5 \times 4$ <input type="text"/> $9 \times 2$  | 12.<br>$13 \times 0$ <input type="text"/> $2 \times 1$ |
| 13.<br>$9 \times 5$ <input type="text"/> $7 \times 8$  | 14.<br>$3 \times 3$ <input type="text"/> $4 \times 2$  | 15.<br>$11 \times 6$ <input type="text"/> $7 \times 9$ |
| 16.<br>$6 \times 3$ <input type="text"/> $4 \times 4$  | 17.<br>$5 \times 2$ <input type="text"/> $7 \times 1$  | 18.<br>$7 \times 7$ <input type="text"/> $6 \times 8$  |
| 19.<br>$10 \times 5$ <input type="text"/> $7 \times 6$ | 20.<br>$7 \times 4$ <input type="text"/> $14 \times 2$ | 21.<br>$9 \times 4$ <input type="text"/> $5 \times 8$  |

# Day 2

|                         |  |
|-------------------------|--|
| <b>Reading</b>          | Read a different form of narrative: narrative poetry. Then, write your own.  |
| <b>Writing</b>          | Consider some events from your life as you plan to write your own narrative. |
| <b>Grammar Practice</b> | More practice with dialogue!   |
| <b>Math</b>             | Practice your probability skills with these activities.                      |



# Narrative Poems

“Casey at the Bat” is a **narrative poem**. Narrative poems are poems that tell stories. Just like a story, narrative poems have a beginning, a middle, and an end. Some famous narrative poems are “Paul Revere’s Ride” by Henry Wadsworth Longfellow, “The Walrus and the Carpenter” by Lewis Carroll, and “The Raven” by Edgar Allan Poe.

Read the narrative poem below.

*Rotten, Icky Monday Mornings* by Alison Roozeboom

Those rotten, icky Monday mornings  
always get my goat.  
This morning I woke up and had  
an itchy, scratchy throat,  
I burnt my tongue on hot cocoa,  
then tripped down half the stairs,  
forgot my lunch, forgot my books,  
forgot to brush my hair.  
At recess Billy said to me,  
“Ha-ha, you’re such a nerd!”  
I was so upset that during class  
I didn’t hear a word,  
and when the teacher called on me  
I had nothing to say.  
When class was done, Miss Johnson came  
to me and asked, “Bad day?”  
I nodded, so she smiled and said,  
“I thought that you seemed blue—

those rotten, icky Monday mornings  
get me sometimes, too.  
I’ll tell you what I do to turn  
a nasty day around:  
First, I jump a dozen times  
just one foot on the ground.  
I scrunch my nose and purse my lips  
and shut my eyes so tight,  
I flap my arms like chicken wings  
and roar with all my might.”  
And sure enough, the silly jig  
was like a magic cure.  
I did it all the way back home  
and I can say for sure,  
those rotten, icky Monday mornings  
may be quite a pain,  
but laughing makes it easier  
to pick yourself up again.

Write a narrative poem about your day so far. It doesn’t have to rhyme!

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# Now, What Seems to be the Problem?



Just like fictional stories, personal narratives involve some kind of a problem, or conflict. Personal narratives are filled with feelings and emotions that often change throughout the story.

Problems could relate to:

a disagreement you had with someone  
an obstacle you faced  
the challenge of learning something new  
getting through a tough time in your life  
something unexpected happened

## Feelings and Emotions:

|            |            |          |           |           |         |
|------------|------------|----------|-----------|-----------|---------|
| serious    | happy      | scared   | furious   | sad       | annoyed |
| frustrated | thrilled   | excited  | hurt      | unwelcome |         |
| anxious    | determined | confused | surprised |           |         |
| confident  | shocked    | warm     | safe      | inspired  |         |



Use the space below to brainstorm some ideas from your own life. Try to think of an instance where you experienced each type of problem described above and describe it below. Then write two or three feelings or emotions you felt during each experience. You can use the ideas from the box to help you, or come up with your own.

1. Once, I had a disagreement with \_\_\_\_\_ about

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

2. An obstacle I had to overcome was \_\_\_\_\_

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

3. Even though it was really challenging, I finally learned how to \_\_\_\_\_

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

4. I once had an unexpected \_\_\_\_\_

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

5. I went through a tough time in my life when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

6. Once, I helped my \_\_\_\_\_ deal with \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

7. I was really surprised when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

8. I once failed at \_\_\_\_\_ but then learned \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

9. There was a time when I had to learn \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

Title: \_\_\_\_\_

[illegible]



# Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, Let's go to the park after school.

”

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill's mom.

“

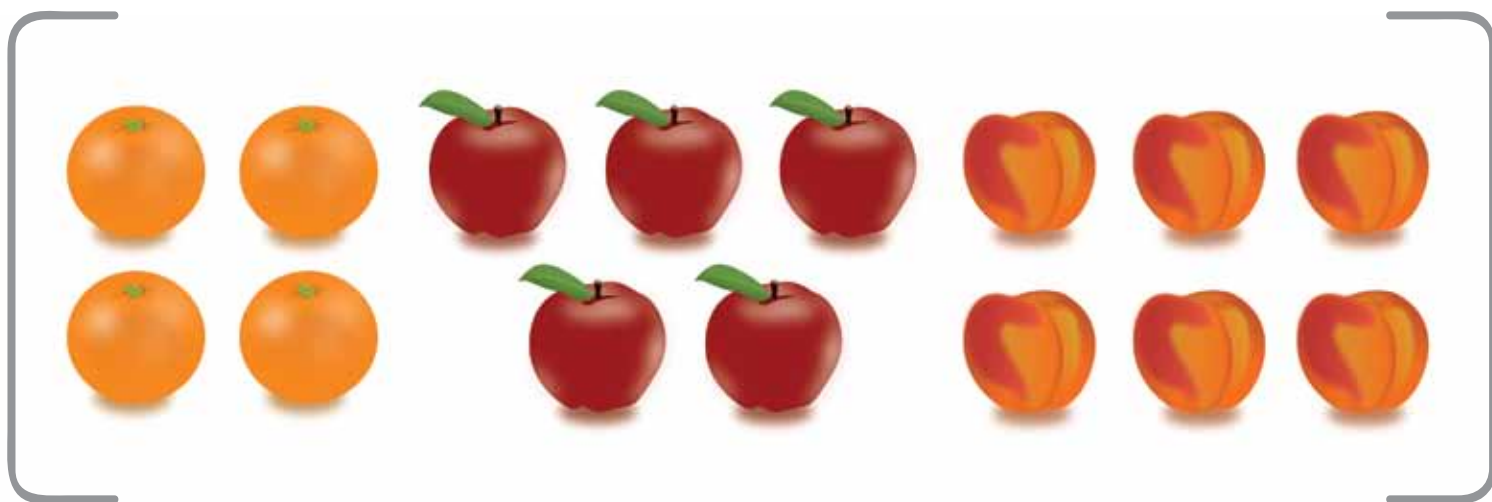
Is the school play tomorrow? asked Ellie.

Matt said, The roller coaster was a lot of fun.

Abe asked, What's your brother's name?

You should wear a hat. It's cold today, said Andrew's dad.

# Bag O' Stuff: *Fruit*



*There is a bag of items.*

*Answer the questions using the pictures of what's in the bag.*

1. What is the probability of pulling an **orange** out of the bag?

4/15

2. What is the probability of pulling an **apple** out of the bag?

\_\_\_\_\_

3. What is the probability of pulling a **peach** out of the bag?

\_\_\_\_\_

4. What is the probability of pulling either an **orange** or an **apple** out of the bag?

\_\_\_\_\_

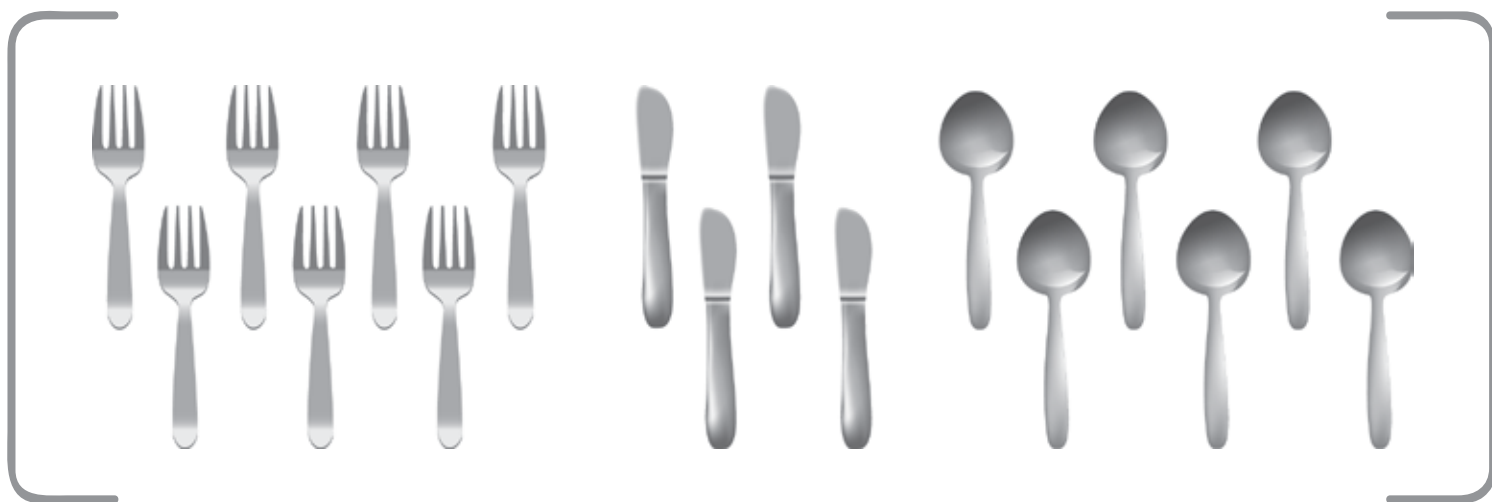
5. What is the probability of pulling either an **apple** or a **peach** out of the bag?

\_\_\_\_\_

6. What is the probability of pulling either a **peach** or an **orange** out of the bag?

\_\_\_\_\_

# Bag O' Stuff: *Utensils*



*There is a bag of items.  
Answer the questions using the pictures of what's in the bag.*

1. What is the probability of pulling a **fork** out of the bag?

7/17

2. What is the probability of pulling a **knife** out of the bag?

\_\_\_\_\_

3. What is the probability of pulling a **spoon** out of the bag?

\_\_\_\_\_

4. What is the probability of pulling either a **fork** or a **spoon** out of the bag?

\_\_\_\_\_

5. What is the probability of pulling either a **knife** or a **fork** out of the bag?

\_\_\_\_\_

6. What is the probability of pulling either a **spoon** or a **knife** out of the bag?

\_\_\_\_\_

# Day 3

|                         |  |
|-------------------------|--|
| <b>Reading</b>          | Pay special attention to paragraphs in this narrative.                                       |
| <b>Writing</b>          | Pick something you brainstormed yesterday (or a new topic) and develop your brainstorm here. |
| <b>Grammar Practice</b> | Add quotation marks and commas to the sentences about ice cream sundaes. Yum!                |
| <b>Math</b>             | Practice calculating area and perimeter.   |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A New Paragraph Narrative

During a story, a writer often begins a new paragraph when certain changes take place. This might include a change in time, a change in place, a change in an event, or a change of character.

Read the paragraph below. Look for the changes and use the paragraph symbol ¶ before each word that should start a new paragraph. Use a different color to shade the sentences in each paragraph. In the questions below, explain the changes that occurred between each paragraph.

Mindy was thrilled about her first day at a new school. She loved school and this would be the first day of third grade. On the night before the first day of school, she gathered all of her school supplies and put them into her backpack. She was so excited! The next morning Mindy awoke before her alarm clock even went off so that she could get ready for school. She jumped out of bed and brushed her teeth. Mindy put on her new dress, ate breakfast, and said goodbye to her mother as she walked outside to wait for the bus. When she got on the bus, she saw her friend Amber. Amber motioned for her to come sit beside her. They chatted happily all the way to school. When they got to school, the girls walked to their classrooms, which were next door! Mrs. Tullock greeted Mindy and helped her find her desk and cubby. Throughout the day, Mindy loved every moment of the orientation to third grade. It was going to be a great year! When it was time to leave, Mindy gathered her belongings. After a short bus ride, Mindy arrived at her bus stop and saw that her mom was waiting there for her. She couldn't wait to tell her mom all about the day! Third grade was even better than she had ever expected!

What changed between the first and second paragraph? \_\_\_\_\_

\_\_\_\_\_

What changed between the second and third paragraph? \_\_\_\_\_

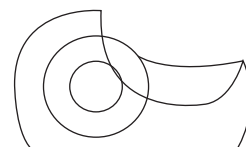
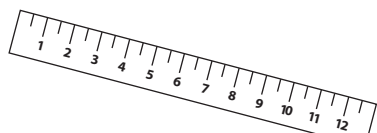
\_\_\_\_\_

What changed between the third and fourth paragraph? \_\_\_\_\_

\_\_\_\_\_

What changed between the fourth and fifth paragraph? \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

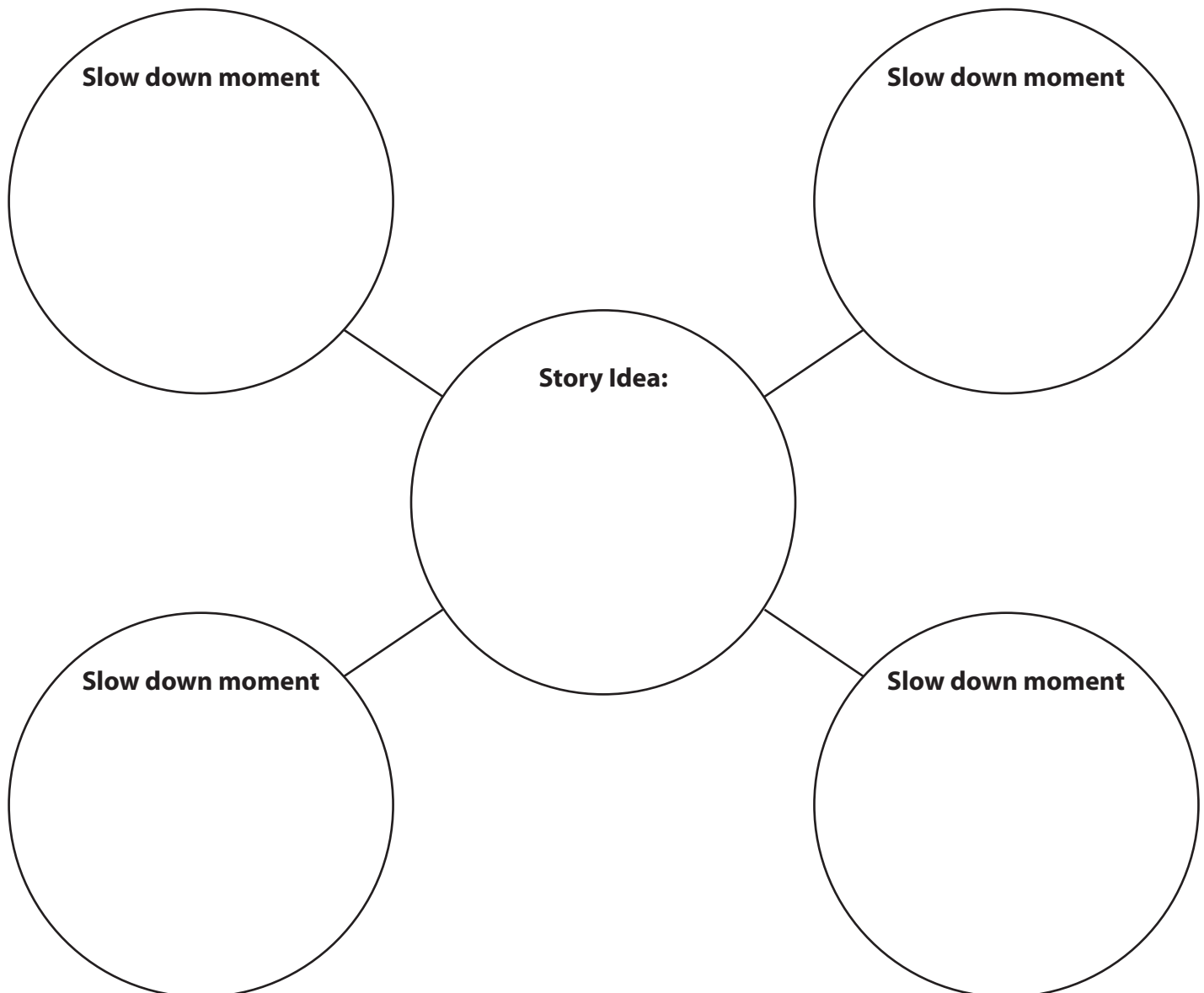
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# ★ ★ ★ Exploding the Moment ★ ★ ★

Of course stories have a beginning, a middle, and an end. Good writers also know how to slow down the action at just the right times to build suspense and pull the reader into the moment. Some call this **“Exploding the Moment.”**



1. Write your story topic in the center of the organizer below.
2. Decide on three or four moments to slow down the action of your story to include imagery, or descriptions that engage the five senses. Write these moments in the outer bubbles.
3. Generate ideas for details to include that will slow down the action and pull the reader in. Create more bubbles off of the moments to record them.



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Narrative Structure - Prewriting

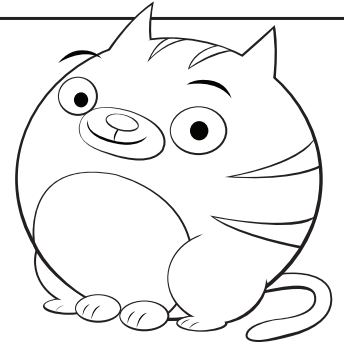


Go through this outline of a narrative essay and jot down ideas for each section. If you have a story topic, use your topic to fill in the bullet points. This will help you get started by fleshing out your key ideas.

## Part 1: Introduce the Story

This usually includes:

1. Setting
2. Main Characters/People
3. Theme/Central Idea



List some different options for a central idea

- 
- 
- 
- 
- 

## Part 2: Body

Write the story, slowing down at the juicy parts to explode the moment. Use imagery and "inside and outside details." Inside details are thoughts and feelings that characters have and outside details are descriptions of what is happening.

What are some examples of inside details that a character might have?

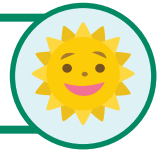
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## Part 3: Wrap it up

Touch back on the theme of the story and give the reader something to connect with or think about.



# Look Who's Talking



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Add punctuation to the sentences below.

**Remember:** Quotation marks only go around the talking part (the words that are coming out of a person's mouth). You need to use a comma to separate the talking part from the non-talking part.

**Example:** The waiter asked What would you like for dinner?  
The waiter asked, "What would you like for dinner?"

1. Jacob said I'd like a triple fudge sundae, please.
2. No ice cream for dinner! scolded Grandma Lou.
3. The chicken is very good suggested the waiter.
4. I'll have a slice of chocolate cake replied Jacob.
5. Oh alright sighed grandma.
6. The waiter said I'll bring it right away.
7. Jacob exclaimed This is the best birthday ever!



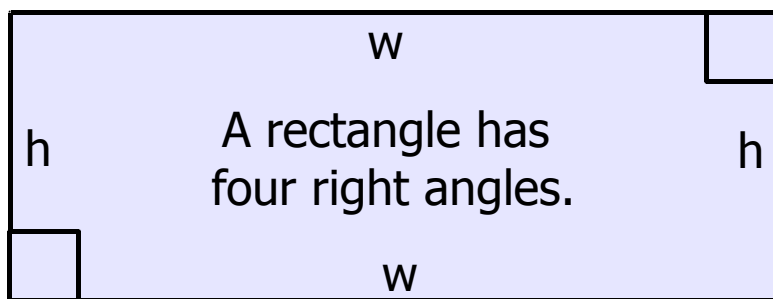




# The Secrets of the Rectangle



The opposite sides of a rectangle are equal in length.

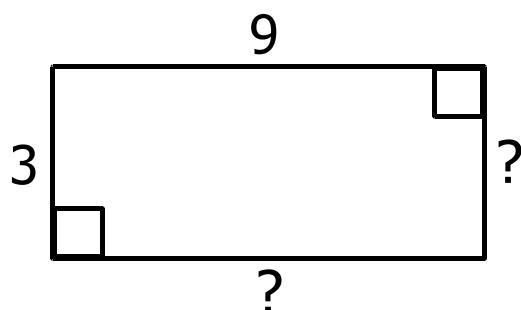


The sum of all sides equals the perimeter.

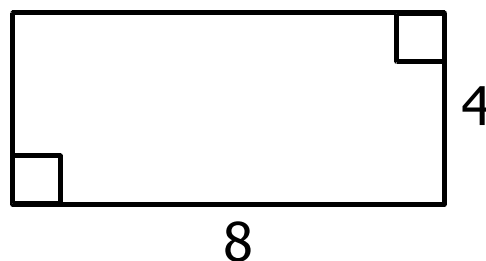
The area of a rectangle equals the height (h) times the width (w).

*Using the above information, answer the following problems.*

1. What is the height and width of each side?



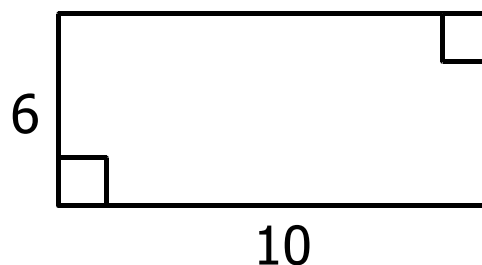
2. What is the perimeter?



3. What is the area?



4. What is the area?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

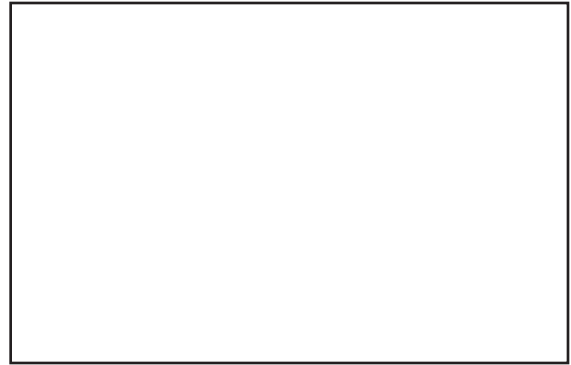
## What Do You Know About Area & Perimeter?

Find the area and perimeter of the rectangle.

Area= \_\_\_\_\_

Perimeter= \_\_\_\_\_

6 feet



9 feet

Old MacDonald is installing a fence around the field where his cows graze, but he needs to figure out how much fencing to buy. Should he find the area or the perimeter of the field?

\_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Picasso is planning a new painting and he needs to know how much paint he will need to cover the entire surface of his canvas. Should he find the area or perimeter of his canvas?

\_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The US Women's Soccer Team just built a new practice field that is 100 meters long and 67 meters wide. What is the area and perimeter of the new field?

# Day 4

|                         |   |
|-------------------------|---|
| <b>Reading</b>          | Read the narrative about a vacation and complete the graphic organizer.                                   |
| <b>Writing</b>          | Use your brainstormed ideas to write your narrative. Have someone in your family peer review it.          |
| <b>Grammar Practice</b> | Use nonfiction texts to search for transition words and then consider how they are used to connect ideas. |
| <b>Math</b>             | Complete more practice with area.   |

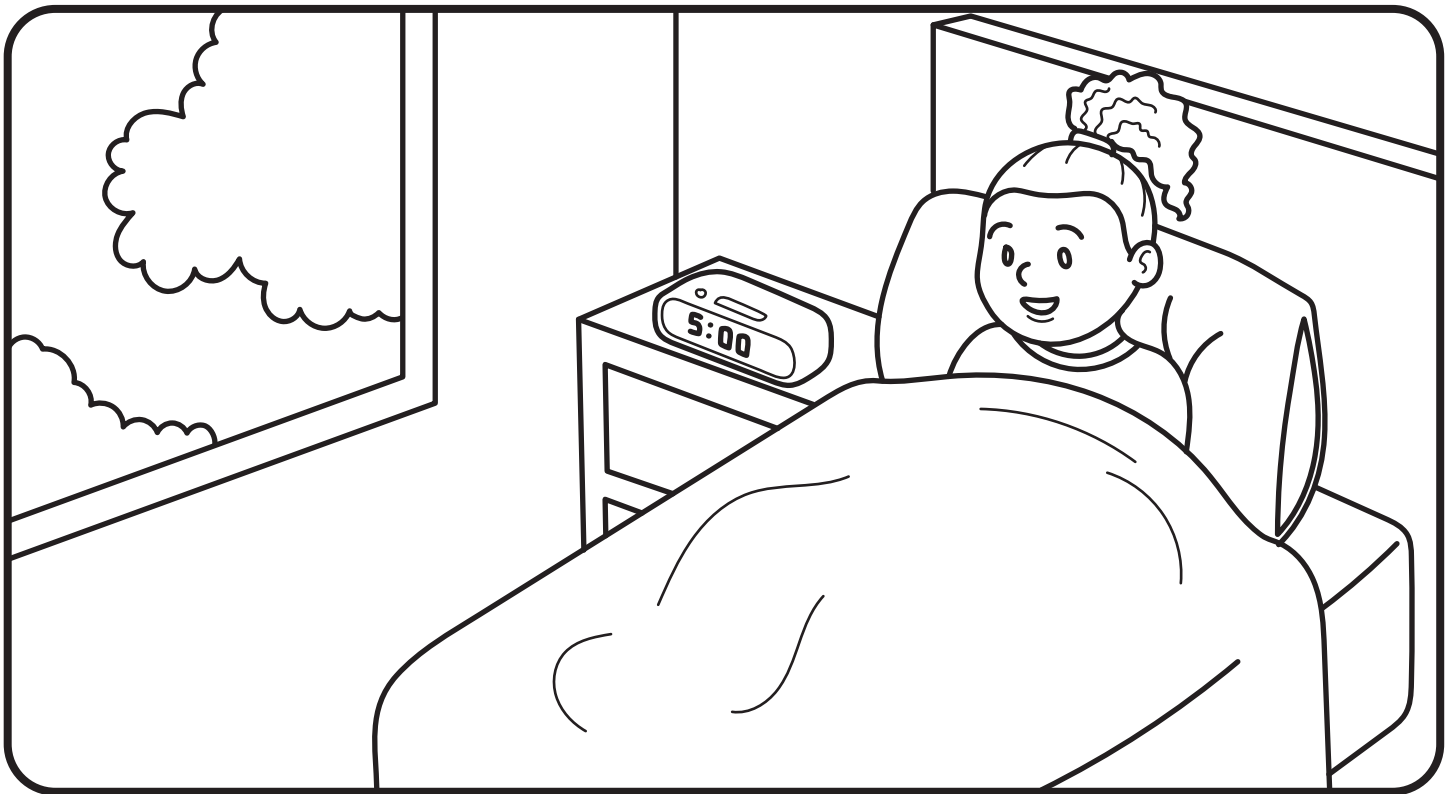


## My Vacation: Part 1

**Directions:** Read Part 1 of "My Vacation" and answer the questions on the following page.

I woke up long before my alarm clock. This was not normal for me because I loved being tucked in my warm, comfy bed. But today was no ordinary day. I was too excited to sleep because it was vacation day! I was so excited that I hardly slept a wink. Mom said I'd better get some rest because otherwise I'd be crabby. Dad told me that I'd need a lot of energy to do all things he had planned for our camping trip.

This would be my first time camping. My friend Hilary told me that when her family goes camping they swim in a big lake. My grandpa told me that he loves taking long walks through the forest when he goes camping. My cousin Edward said that when his family goes camping they make a campfire, roast marshmallows, and tell funny stories. I wasn't sure what my parents had in store for us, but I knew that it would be fun.



## My Vacation: Part 2

**Directions:** Read Part 2 of “My Vacation” and do the activities on the following worksheets.

I stayed in my room for a little while thinking about what the camping trip would be like. When I smelled pancakes and coffee I knew it was safe to go downstairs. The pancakes were for me—the coffee was for Dad. After eating a delicious breakfast, I quickly showered, brushed my teeth, and combed my hair.

Next, it was time to pack the car. I never knew that packing a car could take so long! I also had no idea why we needed so much stuff just for a weekend away! By the time the car was packed, I wondered if there would be enough room for me. Mom said not to worry, but I was a little uneasy about fitting in the backseat.

By 10:00 it was finally time to leave. Dad checked the car for what seemed like the millionth time to make sure we had everything. I smashed myself in between a cooler and a pile of blankets and buckled my seatbelt. I wasn't very comfortable but I didn't want to say anything. I didn't want Mom to think I was crabby. Then she might know that I didn't sleep much the night before and tell me to take a nap. I didn't want to miss a thing—not even the car ride!



## My Vacation: Part 3

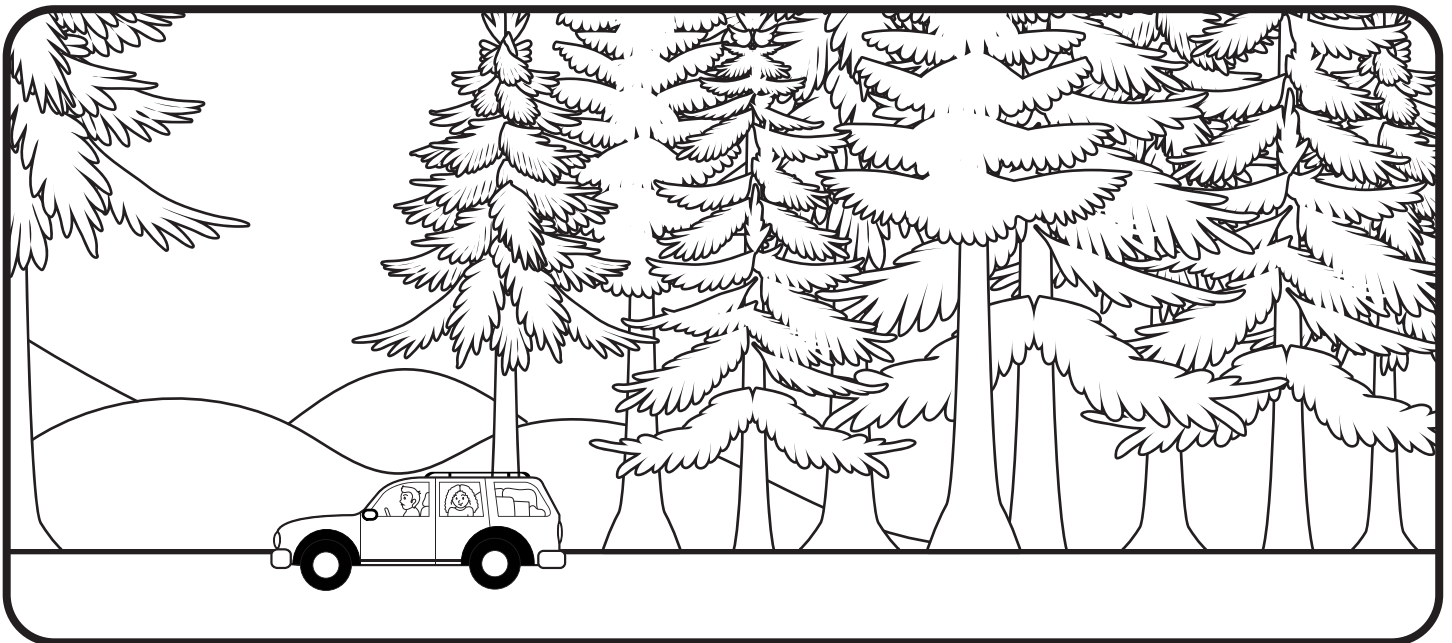
**Directions:** Read Part 3 of "My Vacation" and do the activities at the end.

We drove away from the house. We passed by my friend Hilary's home. Next we drove by my school. Then we went by my favorite restaurant. Before long, we were driving down roads I no longer recognized.

Dad listened to the radio and Mom read a book. My eyes were burning and I could feel them getting heavier and heavier. Mom said I looked tired and should close my eyes for a little bit. As long as she wasn't asking me to take a nap, I figured it was okay to close them. Of course, I fell asleep pretty quickly. I wondered if Mom knew that I'd fall asleep if I closed my eyes.

When I woke up I looked out the window. I was worried that I'd missed the drive. Dad told me we still had about an hour left before we arrived, so I knew that I hadn't missed anything important.

We were no longer driving through cities or towns, but were out in nature. Tall pine trees lined both sides of the road. We were surrounded by green grass, rolling hills, trees, and a big, blue sky. I decided to count how many trees I saw. I quickly realized that there were too many to count. We hadn't even reached the campground yet and I already felt like I was a million miles away from home. I didn't feel worried or crabby anymore. I didn't know if it was the nap that helped me feel at peace or if it was the storybook surroundings, but all I knew was that I was happy.



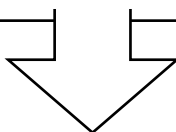
# Timeline Organizer

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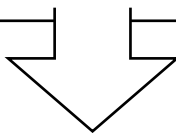
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*Use this graphic organizer to show the order of events in the text you read.*

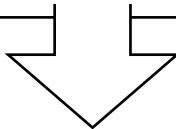
**FIRST**



**NEXT**

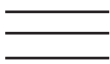






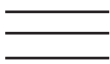






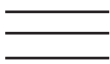








**THEN**



**LAST**

# Peer Conference Worksheet

| <b>Author:</b> _____  | <b>Peer Editor:</b> _____  |                     |                |   |  |   |  |  |  |  |  |
|---|--|---------------------|----------------|---|--|---|--|--|--|--|--|
| <p><b>Step 1:</b> Offer three compliments...<br/>(I appreciated... I enjoyed...)</p> <p>1.</p> <p>2.</p> <p>3</p> | <p><b>Step 2:</b> Offer three suggestions...<br/>(I wonder... Could you...? What if you...?)</p> <p>1.</p> <p>2.</p> <p>3</p>  |                     |                |   |  |   |  |  |  |  |  |
| <p><b>Step 3:</b> Offer corrections<br/>(Use editing marks)</p>   | <p style="text-align: center;"><u><b>Editing Marks</b></u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Editing Mark</b></th> <th style="text-align: left;"><b>Example</b></th> </tr> </thead> <tbody> <tr> <td> <br/>           Capitalize         </td> <td>  we went to the store         </td> </tr> <tr> <td> <br/>           Lower case         </td> <td></td> </tr> <tr> <td> <br/>           Add a punctuation mark         </td> <td>           we went to the store  </td> </tr> <tr> <td> <br/>           Spelling mistake         </td> <td>           We went to the  </td> </tr> </tbody> </table> | <b>Editing Mark</b> | <b>Example</b> | <br>Capitalize |  we went to the store | <br>Lower case |  | <br>Add a punctuation mark | we went to the store  | <br>Spelling mistake | We went to the  |
| <b>Editing Mark</b>   | <b>Example</b>   |                     |                |   |  |   |  |  |  |  |  |
| <br>Capitalize                 |  we went to the store   |                     |                |   |  |   |  |  |  |  |  |
| <br>Lower case                 |  |                     |                |   |  |   |  |  |  |  |  |
| <br>Add a punctuation mark    | we went to the store    |                     |                |   |  |   |  |  |  |  |  |
| <br>Spelling mistake          | We went to the    |                     |                |   |  |   |  |  |  |  |  |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Transition Word Hunt

Transition words help you move smoothly from one idea to the next. It's like taking the reader by the hand and showing them how the main ideas and details fit together and how they support your larger thesis, or statement.

Find a nonfiction text to use as a reference. Go through the text and find sentences that start with transition words. Think about how it is used and write it, and a few words that come after it, in the correct section below. Underline the transition words. Use the examples to get you started.

Words that show time or order

Next, she went to college and began to send money home to her family.

In 2007, she went on to visit the United States.

First, she set her sights on

**Others:**

Last

After two weeks

Words used to compare/contrast

Similarly, the Western Bank returned...

Nevertheless, the temperature is still increasing.

**Others:**

However

Conversely

Alternatively

Words to add ideas

Also, she wrote a letter to the embassy to get her visa.

In addition, there were several other legal hurdles to jump.

**Others:**

Furthermore

Also

Name: \_\_\_\_\_

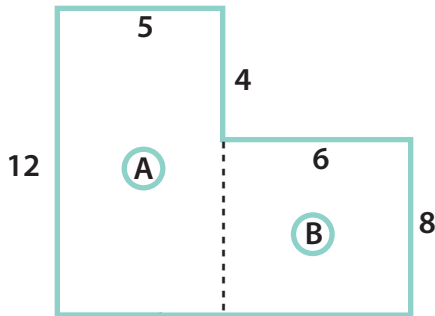
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## Transition Word Hunt (Continued)

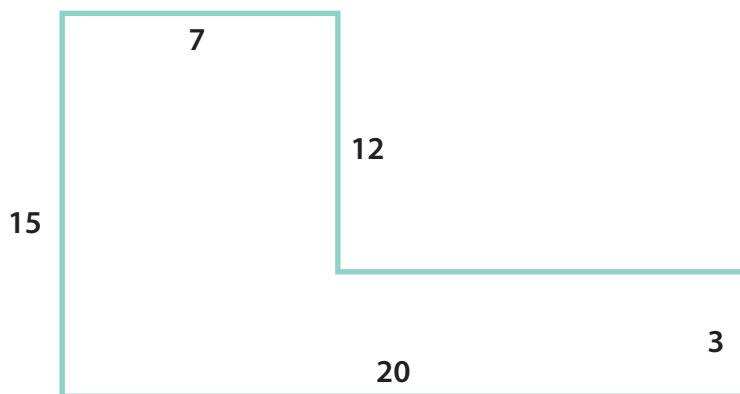
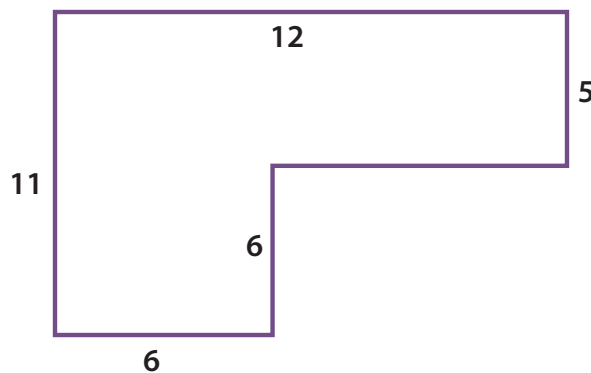
|  |  |
|--|--|
| <p>Words that show something is rare or common</p> <p><b>Others:</b><br/>Frequently</p>  | <p><u>Seldom</u>, there is a glitch in the system that allows a traveler to enter the country without documentation.</p> |
| <p>Words that help you give examples</p> <p><b>Others:</b><br/>Specifically<br/>For instance</p>   | <p><u>For example</u>, you might apply for a job and then reach out to the people who work there.</p>                    |
| <p>Words that help show strong evidence</p> <p><b>Others:</b><br/>___ illustrates that<br/>___ demonstrates that<br/>___ emphasizes that</p> | <p>The first trip she took <u>shows that</u> she had courage from the within.</p>  |

# Find The Compound Shape Area

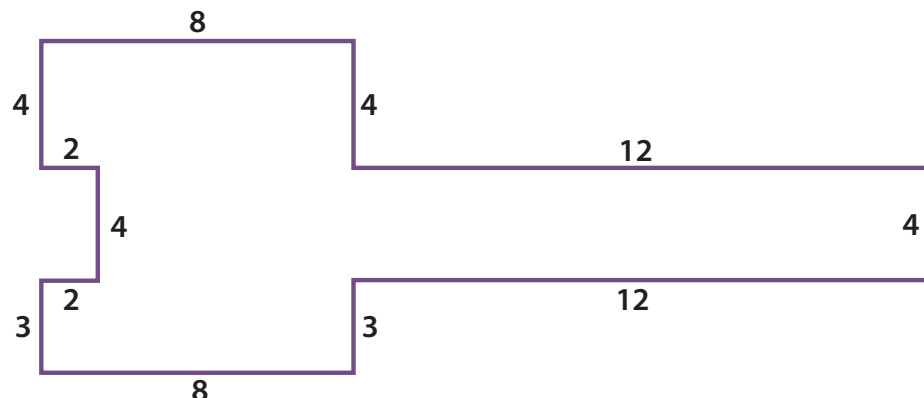
Calculate the area of each compound shape. Remember,  $\text{area} = L \times W$ . See the example.



1. Divide the compound shape into rectangles.
2. Calculate the area of each shape.
3. The area of shape A =  $12 \times 5$   
= 60 sq. inches
4. The area of shape B =  $6 \times 8$   
= 48 sq. inches
5. Combine the two areas =  $60 + 48 = 108$  sq. inches  
Therefore, the area of this compound shape is 108 sq. inches



## ★ Challenge

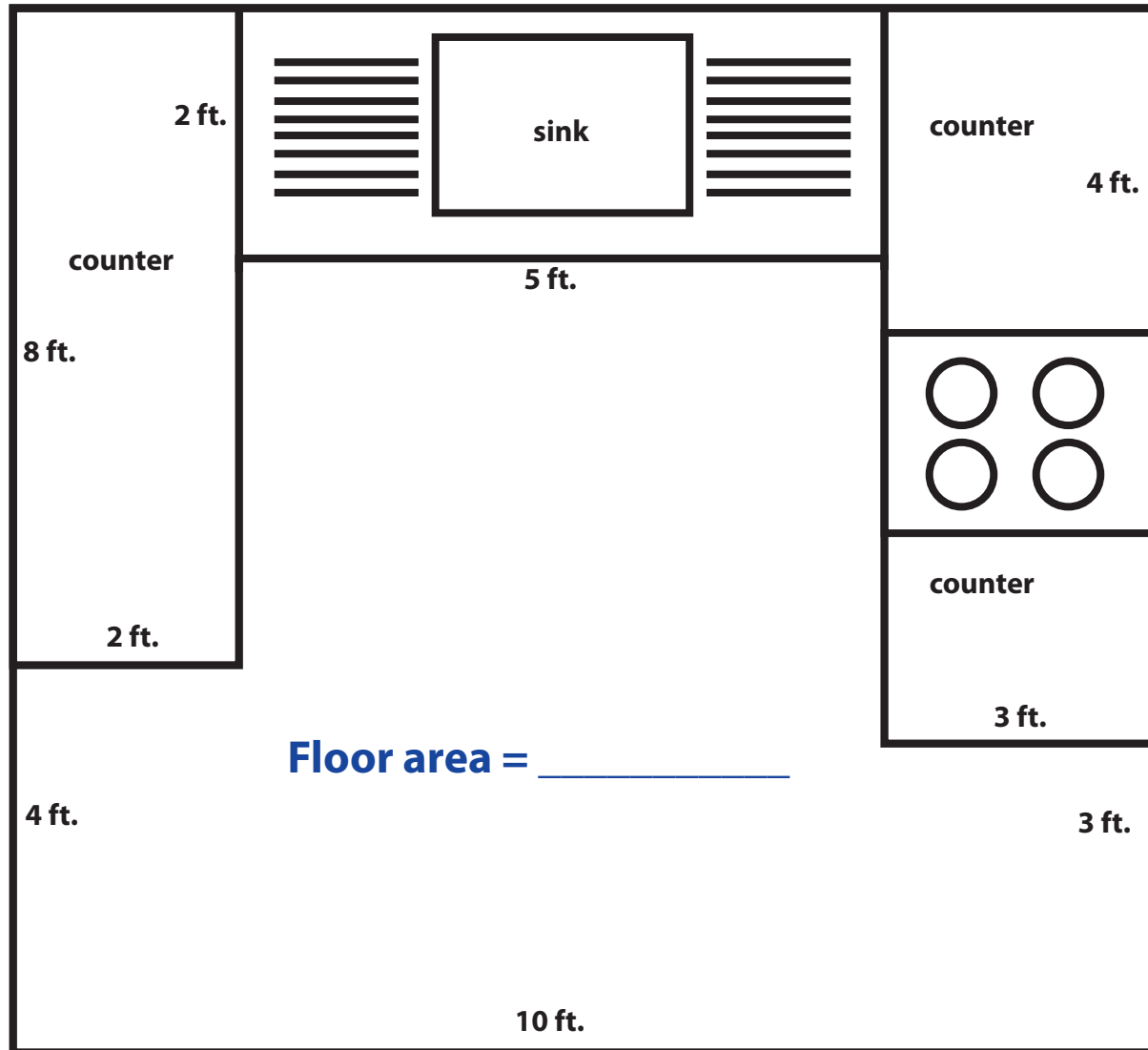


# Kitchen Renovation: Calculating Area

Help Aunt Marie renovate her kitchen.

Help her compare the cost of three different types of flooring.

Don't forget to subtract the area of the counters and oven. Review: Area = Length x Width

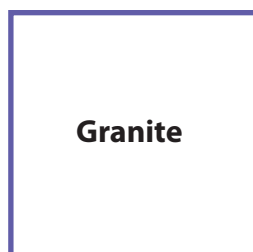


## Challenge!

Each floor material costs a different amount. Which one's total is closest to \$450?



\$7 per sq.ft.



\$6 per sq.ft.



\$5 per sq.ft.

# Day 5

|                         |  |
|-------------------------|--|
| <b>Reading</b>          | Read the narrative and answer the questions that follow.                         |
| <b>Writing</b>          | Think about the suggestions offered by your peer review.<br>Write a final draft! |
| <b>Grammar Practice</b> | Practice the correct placement of commas and semicolons in sentences.            |
| <b>Math</b>             | Try comparing data between these two pictographs. Read the directions carefully! |



# The Crab That Played with the Sea

by Rudyard Kipling

In the Time of the Very Beginning, the Eldest Magician was getting everything ready. He made the Earth ready and the Sea ready. When all was as it should be, he called all the Animals to come out and play.

“What shall we play?” asked each Animal. “Play at being an Elephant,” the Eldest Magician told the Elephant. “Play at being a Turtle,” he told the Turtle.

The Eldest Magician continued telling each Animal how he should play. As evening came, the Man arrived with his small Daughter.

“What is this play?” the Man asked.

“It is the play of the Very Beginning,” said the Eldest Magician. “But you are too wise for this play.”

“Yes, I am,” said the Man. “But make sure all the Animals are obedient to me.”

Next in line was the Crab, who had grown tired and restless with all the waiting. He scuttled off sideways into the Sea, saying to himself “I will play as I like, and I will not have to be obedient to the Man.”

No one saw the Crab go into the Sea except the Daughter, who said nothing.

After some time, the Eldest Magician came to check on how the world was doing. He went to the Man and asked “How goes it with you? Are all obedient to you?”

“All are obedient except the Sea,” answered the Man. “Once a day the Sea comes flooding in and covers my house. And once a day the Sea runs back out. All I have left is mud.”

Something was wrong. The Eldest Magician, the Man and the Daughter got into the canoe to visit each Animal. The Eldest Magician asked each one if they were playing as he told them and each one said yes.

The Daughter said “Eldest Magician, at the Very Beginning while you talked to my father, I saw the Crab go into the Sea before you could tell him how to play.”

“How wise you are, little child!” cried the Eldest Magician. “I know where to find him!”

The Eldest Magician went directly to a large island. He reached under the Wonderful Tree, with its two coconuts, and touched the Crab.

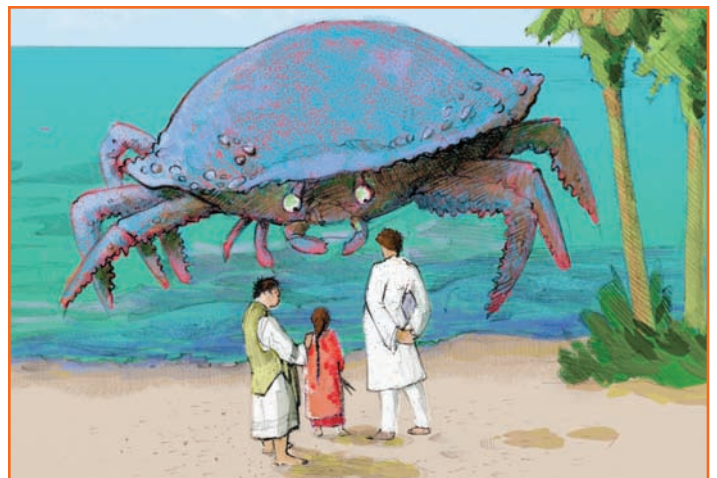
“You have been playing with the Sea” said the Eldest Magician. “Each day, the waters dry up when you leave your home and flood again when you return. You are making trouble for all the Animals and the Earth.”

“I did not know I was so important!” said the Crab. “From now on, I will do it seven times a day.”

“I cannot make you play as you should, since you escaped me on that first day,” said the Eldest Magician. “If you are not afraid, then come out and we will talk.”

The Crab came out from his home and he was huge; as big as the Wonderful Tree!

“You are not as important as you think. To prove this, I will remove your hard shell and you will have no protection from the Elephant or the Crocodile.”



“Please give me back my shell!” cried the Crab when his shell vanished. “I promise I will play as I should.”

“You may have your shell eleven months of the year,” said the Eldest Magician. “The other month will remind you of your promise. I will also make the weeds and rocks a safe home for you and your children.”

“I will make it so you can live in deep water or dry land,” said the Man.

“I will give you my scissors, so you can eat the coconuts from the Wonderful Tree,” said the Daughter.

“I will take all the gifts and play as I should,” said the Crab. With that, the Crab grew smaller and smaller, until he was just a tiny Crab. After that, he always played as he should in the Sea.

## Order of Events

Put the events from the story "The Crab That Played with the Sea" in the correct order by placing a 1 in front of the first thing that happened, a 2 in front of the second, and so on.

\_\_\_\_\_ The Crab promised to play as he should.

\_\_\_\_\_ The Man told The Eldest Magician the Sea is flooding and drying up.

\_\_\_\_\_ The Daughter gave the Crab her scissors.

\_\_\_\_\_ The Eldest Magician told the Animals how to play.

\_\_\_\_\_ The Eldest Magician took the Crab's shell away.

\_\_\_\_\_ The Man talked to the Eldest Magician.

\_\_\_\_\_ The Eldest Magician, the Man and the Daughter found the Crab.

\_\_\_\_\_ The Crab slipped into the Sea while the Man and the Eldest Magician talked.

## Letter Maze

Find your way from the Green C to the Orange C, by connecting ONLY the letters C.

```

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

## Who Was It?

Circle the correct answer.

Who saw the Crab go into the Sea?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who told the Animals how to play?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who made the water go higher and lower?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who was too wise to play?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

## Word Meanings

Circle the correct meaning of the word.

scuttled

- A. walked slowly
- B. rolled
- C. ran quickly
- D. jumped

obedient

- A. polite and friendly
- B. generous
- C. funny
- D. willing to follow orders

vanished

- A. turned blue
- B. disappeared
- C. exploded
- D. became soft

# COMMAS and SEMICOLONS

4th Grade

**Commas** are used in lists,

*We need eggs, milk, butter, and sugar to make the cookies.*

to break up long sentences,

*But, since I had forgotten to bring my lunch with me, and since my sister didn't have any money to lend me, I had to call my Dad and ask him to bring it to school.*

after quotes,

*"Let's take a break from homework and get a snack," my mom suggested.*

and to break up quotes.

*"Hey," she said, "That roller coaster wasn't so scary after all!"*

**Semicolons** are used in place of conjunctions

*I exercise three days a week ~~because~~ it helps me stay in shape. I exercise three days a week; it helps me stay in shape.*

*We went to the movies ~~but~~ they were closed.*

*We went to the movies; they were closed.*

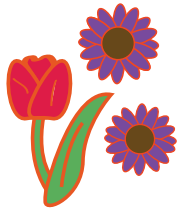
or to combine short sentences that are related to one another.

*My aunt loves to cook; she makes dinner for us every week.*

Figure out whether these sentences need commas or semicolons.  
Write them into each sentence.

1. "Remember it's your turn to do the dishes " said my dad.
2. I like pepperoni olives and mushrooms on my pizza.
3. I didn't need braces like my sister I have very straight teeth.
4. Our dog has short legs and a long body he is part dachshund.
5. We were told the test was canceled we all cheered.








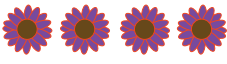




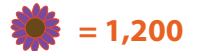
# Flower Nursery: Reading a Pictograph

These two pictographs are comparing two types of flowers imported from Europe. Answer the questions below using information from the pictographs.

Note: each tulip in the pictograph stands for 1,000 tulips. Each daisy in the pictograph stands for 1,200 daisies.

| Country | Number of Tulips Imported   |
|---------|---|
| Holland |  |
| France  |  |
| Denmark |  |
| Italy   |  |

| Country | Number of Daisies Imported  |
|---------|---|
| Holland |  |
| France  |  |
| Denmark |  |
| Italy   |  |



## Questions:

1. How many tulips did Holland and France import?

Answer: \_\_\_\_\_

2. How many daisies did Holland and Italy import?

Answer: \_\_\_\_\_

3. What country imported the same amount of tulips and daisies?

Answer: \_\_\_\_\_

4. Write the countries that imported the most flowers to the least flowers, in order.

Answer: \_\_\_\_\_

5. If Denmark wants to import 3,000 more daisies, how many  would you draw in the table above?

Answer: \_\_\_\_\_

# Social Studies

**Batter up! Learn some historical facts about baseball.**

History of Baseball

Primary Sources: Joe DiMaggio

Baseball History

Jackie Robinson: Biography



# The History of *Baseball!*



**Directions:** Learn the history of baseball in a hands-on way! Read the history of baseball below.

Then, cut out the events on the next page and paste them into the timeline to create your own history of baseball!

**Hint:** Match the squares to the spaces on the timeline to put the events in the correct order.

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Baseball was first played in England in the mid-1700s. It evolved from other stick-and-ball games being played at the time. English colonists brought the game with them to their new life in America.

By the 1830s, baseball had become a popular sport across the country. Baseball clubs in New York united to become the first official league. Stadiums were built so fans could watch their favorite teams play. In 1947, Jackie Robinson became the first African-American to play in the major leagues since the “color line” rule, an unofficial agreement that kept African-Americans from playing professional baseball.

In the 1940s and 50s, American families began to buy television sets for their homes. Fans began to stay home to “watch the game” on their TVs. Today, baseball is one of the nation’s most popular sports, and is often called “America's pastime”.

# The History of *Baseball!*

Jackie Robinson is the first African-American baseball player in the major leagues after the “color line” rule was made. Before Robinson, African-Americans played in separate leagues.

Now, baseball is an icon of American culture. It is often called “America's Pastime”.

Baseball is played as a new form of other stick-and-ball games in England. English colonists bring the game with them to their new life in America.

Stadiums are built so fans can watch their favorite teams play.

American families begin to buy television sets for their homes, and fans begin to stay home to “watch the game”.

Baseball becomes a popular sport across the country. Players begin to form teams and clubs. Clubs in New York unite to become the first league.

# The History of Baseball!

A timeline diagram for the history of baseball. A central vertical line has horizontal tick marks at the top, bottom, and four intermediate points. To the left of the line are three empty rectangular boxes of varying heights. To the right of the line are four empty rectangular boxes of varying heights, aligned with the tick marks.

# Primary Sources: Joe DiMaggio

A primary source document gives historical information about a person, event or time. If you look carefully, a primary source may also reveal some interesting facts that you might not expect to find.

Below is the 1940 U.S. census for the famous baseball player, Joe DiMaggio, listed as Joseph P. DiMaggio. In 1940, "Joltin' Joe" played for the New York Yankees. In the census he is listed with his wife, Dorothy. Look at the census and answer the questions below. See if you can discover something interesting about Joe's neighborhood in 1940.

1940 U.S. Census,  
New York, New York

| Name | Relationship | Sex/Race/Age<br>Marital Status | Birthplace | Occupation | Industry |
|------|--------------|--------------------------------|------------|------------|----------|
|------|--------------|--------------------------------|------------|------------|----------|

|                      |            |                 |             |                  |                          |
|----------------------|------------|-----------------|-------------|------------------|--------------------------|
| FRANKLIN, LEWIS M.   | HEAD       | M W 48 M No Y   | NEW YORK    | PRESIDENT        | CHEMICALS                |
| —, ANNE R.           | WIFE       | F W 48 M No Y   | NEW YORK    | MANAGER          | REAL ESTATE              |
| MANTELL, SEYMOUR L.  | HEAD       | M W 30 M No C   | NEW YORK    | LAWYER           | PRIV. PRAC.              |
| —, ELIZABETH         | WIFE       | F W 23 M No C   | MINN.       |                  |                          |
| GROSS, EDWARD J.     | HEAD       | M W 59 M No F   | HUNGARY     | TREASURER        | SOFT-DRINK MANUFACTURING |
| —, JEANNETTE         | WIFE       | F W 48 M No F   | POLAND      |                  |                          |
| ADLER, LOUIS         | HEAD       | M W 58 M No F   | AUSTRIA     | SECT. VICE PRES. | FINANCIAL-Comm.          |
| —, ANNA              | WIFE       | F W 56 M No F   | AUSTRIA     |                  |                          |
| LEVIN, IRVING        | SON-IN-LAW | M W 31 M No C   | NEW YORK    | LAWYER           | PRIV. PRAC.              |
| —, BELLE             | DAUGHTER   | F W 27 M No C   | NEW YORK    | SECRETARY        | REAL ESTATE              |
| MAX, MABEL           | HEAD       | F W 37 D No H   | NEW YORK    | RES. BUYER       | HOUSEHOLD                |
| —, PETER T.          | SON        | M W 10 S No Y   | NEW YORK    |                  |                          |
| GOULDE, BELLE J.     | MOTHER     | F W 56 WD. No F | NEW YORK    |                  |                          |
| ISAACSON, ISIDOR     | HEAD       | M W 49 M No C   | NEW YORK    | SALES-ADVERT.    | PUBLICATION              |
| —, MIRYVA            | WIFE       | F W 40 M No Y   | NEW YORK    |                  |                          |
| DI MAGGIO, JOSEPH P. | HEAD       | M W 25 M No H   | CALIFORNIA  | BALL PLAYER      | BASEBALL TEAM            |
| —, DOROTHY           | WIFE       | F W 22 M No Y   | MINNESOTA   |                  |                          |
| HAGOUPIAN, TAKOUNE   | HEAD       | F W 84 WD. No F | TURKEY      |                  |                          |
| HIRSCH, JACOB        | HEAD       | M W 47 M No C   | RUSSIA      | DENTIST          | PRIV. PRAC.              |
| —, JEANNETTE         | WIFE       | F W 38 M No C   | NEW YORK    | CLINICAL PHYS.   | CHILD GUIDANCE           |
| VRANA, ANNA          | MAID       | F W 23 S No H   | CZECHOSLOV. | MAID             | PRIVATE HOME             |
| HAYNES, GLEN R.      | SON        | M W 21 S No C   | O.H.I.O.    | NEW WORKER       |                          |

## What does this primary source tell you?

List three states where the people on the census were born.

List three countries where the people on the census were born.

Based on the birthplaces of the people in this census, what does it tell you about Joe's neighborhood?

# The History of Baseball

Baseball wasn't invented by one person; it grew out of popular games that immigrants brought to America from Europe. Most people agree that it is most similar to a game from England called Rounders, but it also contains elements of "stick and ball" games from countries like Russia, Germany, and France. Baseball was easy for almost anyone to play—you didn't have to be especially strong, tall, or clever to play the game well. The first official team to play the game with the rules we use today were the New York Knickerbockers (*NICK-er-bock-ers*) in 1845. In the next few years, a baseball craze swept New York City. Players in the area began to form clubs and teams. Stadiums began being built so fans could watch their favorite teams play.

When "Casey at the Bat" was published in 1888, professional baseball had just been born. The National League was established in 1876, and fans across the country were starting to spend their free time watching their favorite teams play each other in stadiums.

1. Name three countries that baseball came from.

---

2. What was the name of the first team to play baseball by the rules we use today?

---

3. When was "Casey at the Bat" first published?

---

4. Why was baseball so popular?

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5. It's 1880 and you've just heard that a professional baseball team is starting in your town. Would you want to be on the team or watch the games as a fan? Write three sentences that explain your answer below.

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---

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ANSWERS: 1. England, Russia, Germany, France 2. The New York Knickerbockers 3. 1888 4. It was easy for all kinds of people to play. 5. Answers will vary.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Biography

# Jackie Robinson

Jackie Robinson playing for  
the Brooklyn Dodgers in 1954



**Jackie Robinson** was one of the first African Americans to play in Major League Baseball in the United States. He had a significant impact on the civil rights movement as well.

**Directions:** This biography of Jackie Robinson is missing some sentences. Read it all the way through, then cut out the missing details on page three and place them into the part of the story where you think they fit best.

Jackie Robinson was born on January 31, 1919 in Cairo, Georgia, then moved with his family to California.

In high school, he joined his school sports teams.

He went to college, then joined the military in 1942.

After leaving the military, he went back to college. While he was there, the Kansas City Monarchs asked him to play for them. The Monarchs were a team in the Negro Leagues, a league that was set aside just for African Americans.

He played one season with them when Brooklyn Dodgers manager Branch Rickey asked him to join his team.

Jackie's first day as a Dodger was April 15, 1947.



Name \_\_\_\_\_ Date \_\_\_\_\_

As time went on, fans could see Jackie wasn't your ordinary ball player.

The 1947 Dodgers became league champions.

Soon, more and more African American players began joining major league teams. Many of them went on to become stars. Jackie began to use his celebrity for good: he started speaking out against injustice and racism. He wrote a book about his life so that people could understand how hard it was to be judged by the color of your skin.

Jackie's baseball career lasted ten years. In the time he played, the Dodgers were unstoppable: they won six pennants and a World Series. In 1956, the Dodgers moved to California, and they planned to send Jackie to the New York Giants.

He retired from the sport.

After leaving baseball, he worked in business, wrote a newspaper column, and started a bank. In 1962 he joined the Baseball Hall of Fame. By then, the civil rights movement was in full swing. Many African Americans were speaking out about unfair laws that existed in many parts of the country. Jackie joined the fight. He and his family went to the March on Washington, and were there in the crowd to hear Martin Luther King, Jr. give his famous "I Have a Dream" speech.

Jackie Robinson died in 1972.

**“The most luxurious possession,  
the richest treasure anybody  
has, is [their] personal dignity. ”**

— Jackie Robinson

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Cut out the missing details below and place them into the biography where you think they should appear.

There had not been an African American player on a major league team since 1889. Branch wanted to change that. He wanted to find a player that was not only a great athlete, but had a strong and courageous character. He knew that, in the face of racism, Jackie would stay calm.

Growing up, Jackie felt like he didn't fit in. He and his friends were often looked down upon because of the color of their skin.

Jackie played football, basketball, and baseball, and also ran track. In almost every sport he played, he won awards for his talent.

He was a respected officer, but he experienced discrimination because of his race.

Thousands of people watched his funeral. Jackie Robinson was not only a hero to baseball fans, but a hero to everyone who felt mistreated. His courage, his talent, and his determination to make the world a better place still inspires people to this day.

The road to becoming a champion was not easy. Many cities would not let Jackie sleep in hotels or eat in restaurants because he was African American.

He was nervous! He was worried that baseball fans would be angry at him or even try to hurt him. Fans and other players called him names, and some of his other teammates asked him to leave the team simply because he was African American. Sometimes he wanted to quit, but he knew he wasn't just playing that day for himself or even for the Dodgers — he was playing for freedom. When he needed courage, he thought of his grandmother, who had been enslaved. He thought of the awful things she had been through, and how strong she had been.

Though he still loved the game, he decided that ten great years was enough for him.

They loved the way Jackie stole bases and kept the other team guessing!

# Science

**Learn about biomes.**

Biome Vocabulary

What Is a Biome?

Biome Sweet Biome

Freshwater Biomes and Saltwater Biomes



# Biome Vocabulary

We come across a lot of new and exciting words in science. If you come to a word in this workbook that you don't know, turn to this page and look it up.

**Adaptation:**

When a plant or animal changes physical or behavioral characteristics over many generations to better survive in their environment.

**Biome:**

A large area on Earth that has its own climate, plants, and animals. To really understand a biome you need to know:

- What the climate of the region is like.
- Where each biome is found and what its geography is like.
- The special adaptations of the plants.
- The types of animals found in the biome and their physical (how they look) and behavioral (how they act) adaptations to their environment.

**Carnivore:**

An animal that eats only meat.

**Compass rose:**

Tells which direction is north, south, west, and east.

**Climate:**

The long-term temperature, humidity, precipitation, wind, etc in an area.

**Ecosystem:**

The network of interactions between different living organisms and the environment in which they live.

**Environment:**

Where a plant or animal normally lives.

**Herbivore:**

An animal that eats only plants.

**Migratory:**

Animals or birds that move depending on the season.

**Omnivore:**

An animal that eats plants and animals.

**Predator:**

An animal that hunts and eats another animal.

# What on Earth is a Biome?

A biome is a large geographical area of the world characterized by similar climate, animals, and plants. Some biomes are terrestrial (land-based), and some are aquatic. **Aquatic** biomes can be freshwater biomes or marine biomes. “**Marine**” biomes refer to saltwater biomes. In other words, biomes can be categorized like this:

## BIOMES

### Terrestrial (land)

- **Tundra**
- **Forest** (includes rainforest, temperate forest, chaparral, and taiga)
- **Grassland** (includes temperate grassland and savanna)
- **Alpine**
- **Desert**

### Aquatic (water)

- **Freshwater** (includes freshwater wetlands and estuaries)
- **Marine** (saltwater; includes oceans and coral reefs)

**Classify the areas below as either terrestrial or aquatic:**

1. The Great Barrier Reef: \_\_\_\_\_
2. Arctic Ocean: \_\_\_\_\_
3. Gobi Desert: \_\_\_\_\_
4. Lake Tahoe: \_\_\_\_\_
5. Florida Everglades: \_\_\_\_\_
6. Swiss Alps: \_\_\_\_\_
7. Amazon River: \_\_\_\_\_
8. North American Prairie: \_\_\_\_\_

**Which type of biome, terrestrial or aquatic, is best suited for human survival? Explain your reasoning.**

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WATER

# Biome Sweet Biome

These plants and animals are all mixed up! Sort each plant and animal into their correct biome home.

| Prairie | Temperate Forest | Ocean |
|---------|------------------|-------|
|         |                  |       |

| Tropical Rain Forest | Tundra | Desert |
|----------------------|--------|--------|
|                      |        |        |

- |            |             |         |          |           |
|------------|-------------|---------|----------|-----------|
| seagrass   | Arctic fox  | squid   | bison    | sagebrush |
| lobster    | antelope    | cactus  | mahogany | scorpion  |
| squirrel   | lichen      | raccoon | barley   | teak      |
| wheat      | jaguar      | gorilla | coral    | oak       |
| polar bear | rattlesnake |         | maple    |           |

# Freshwater vs. Saltwater

Biomes are regions that have similar climate, animals, and plants. Let's take a closer look at the two types of aquatic biomes: **freshwater** and **marine**.

## FRESHWATER BIOMES

Freshwater is defined as having less than 1% salt in it. Freshwater biomes contain either moving water, like rivers, streams, or creeks, or standing water, like ponds, wetlands, or lakes. Less than 1% of the Earth's water is in freshwater lakes. Both the temperature and the depth of the freshwater determine what plants and animals can live there. The amount of movement in the water also affects the types of life that can survive there. Freshwater animals can be large or small—some organisms that live there are only made up of a single cell. That's pretty small! The animals that live in freshwater environments depend on the water for food and survival. Some plants also live in freshwater. You may see moss growing in or near freshwater biomes. Moss often grows in freshwater environments. Many freshwater organisms rely on moss for food.

## MARINE BIOMES

Marine biomes are sometimes called saltwater biomes. Marine biomes have more than 1% salt in them. Very large bodies of water, such as oceans and seas, are marine biomes. Marine biomes cover about three-fourths of the Earth! Coral reefs and estuaries are also considered marine environments. Just like in freshwater environments, the types of plants and animals that live in marine biomes depend on the depth, temperature, and movement of the water. Marine biomes support very large as well as very small animals. Marine algae supply most of the world's oxygen and take in huge amounts of carbon dioxide. Evaporation of marine water ultimately provides rainwater for our crops, snow for our mountains, and fresh water for our lakes and streams.

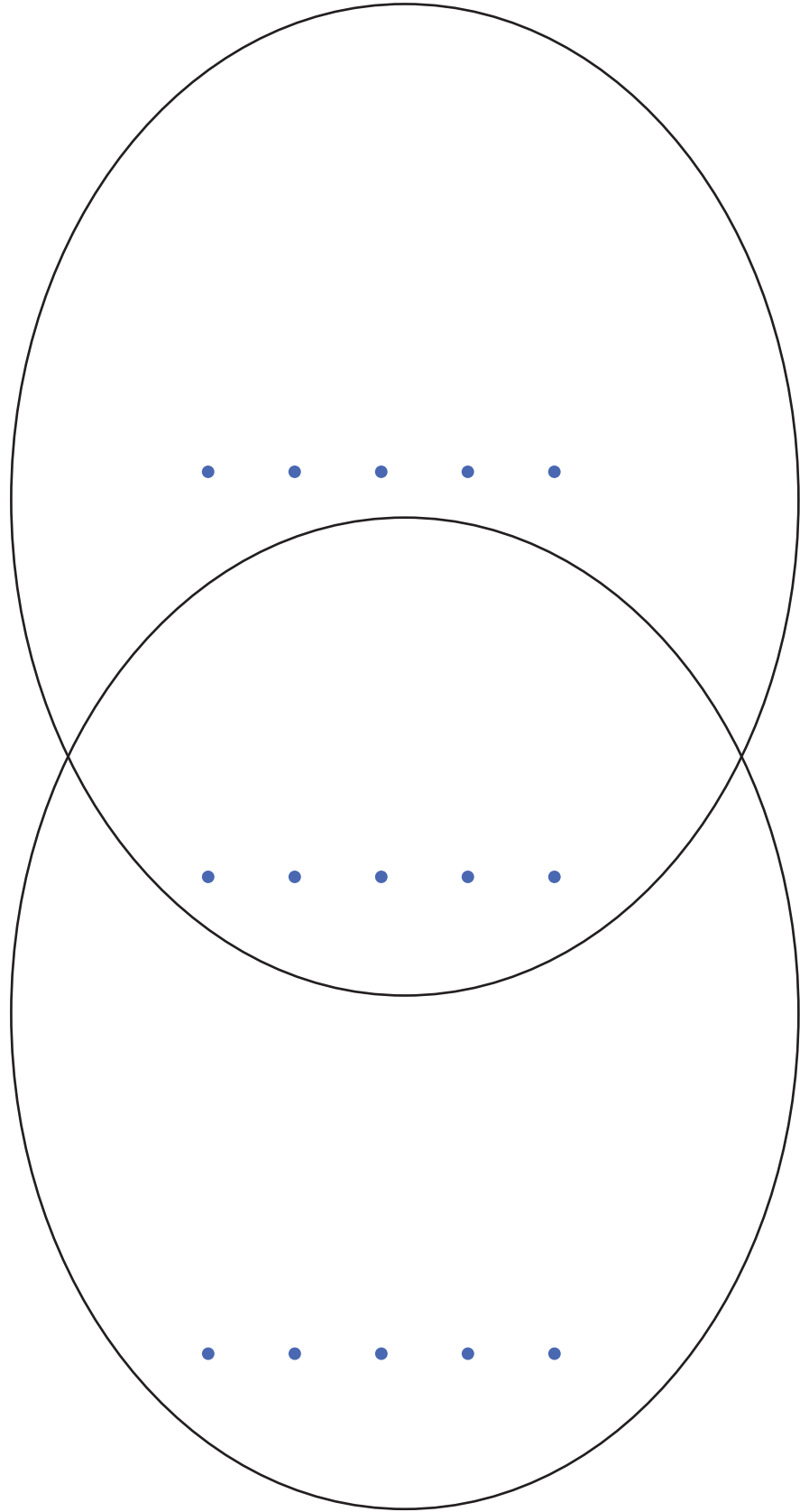
WATER

## Venn Diagram

Compare and contrast freshwater and marine biomes. Record the similarities in the center, where the two circles overlap. Record the differences in the outer parts of the circles.

**Freshwater**

**Marine (Saltwater)**



**WATER**