

# 4<sup>th</sup> Grade Week 3

Dear Parent/Guardian,

During Week 3, your child will review a variety of skills, including genre, text features, figurative language, imagery, personification, similes, metaphors, proverbs, adages, 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 3 At A Glance	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Text Feature Page 295
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Mysterious Egg" and answer questions
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Imagery/Personification Page 296 <input type="checkbox"/> Figurative Language Page 297 <input type="checkbox"/> Similes/Metaphors Page 207
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Space Food" and answer questions
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Proverbs/Adages Page 287 <input type="checkbox"/> Proverbs/Adages Page 247

Name \_\_\_\_\_

**Quiet Room**

I love the quiet of my room,  
silent but for the slightest sound of a breeze that stirs the curtains.

Some friends I have would scoff and say,  
“Come on, this place is boring!  
Where’s the music? Where’s the fun?”

But me, I like a place to think—  
a place where I can share my thoughts with only me  
and let my mind wander out the window to the wide, wide world beyond.

**Answer the questions about the text.**

- 1. This text is a free verse poem. Does the text have a rhyme scheme? Does it have a metrical pattern?**

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- 2. Are the lines in this text regular or irregular?**

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- 3. What is the subject of the text?**

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- 4. How are the feelings of the speaker of the poem different from the friends’ feelings?**

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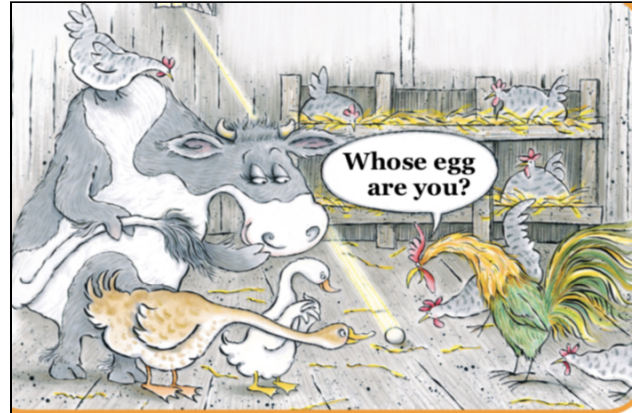
Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Mysterious Egg

By Jennifer Mann  
2015

*Jennifer Mann has written for Highlights Magazine for Kids. In this poem, a group of farm animals waits for a mysterious egg to hatch. As you read, take notes on what the animals say and think about the egg.*

- [1] The farm slept through the gusty<sup>1</sup> storm  
all tucked away inside and warm,  
while rafters shook and hinges squeaked,  
shutters banged and branches creaked.
- [5] The night was dark. The wind blew strong.  
A little egg was blown along.  
Small and silent, round and white, it rolled up



*"Whose egg are you?" by Liisa Chauncy Guida is used with permission.*

- to the barn that night.  
Bright sky, pink clouds, the rising sun —
- [10] Rooster called, "The morning's come."  
But then he noticed things amiss.<sup>2</sup>  
He crowed, surprised, "Whose egg is this?"

- The chickens cackled from their pens,  
"If there's an egg, it's from us hens."  
[15] "Don't be so quick," said Goose and Duck.  
"Perhaps that egg is mine," they clucked.

- Cow yawned and stretched and rolled from bed.  
"I might have lost an egg," she said.  
Then Rooster crowed, "Whose egg are you?"  
[20] The little egg gave not a clue.

- The chickens ran to clean the roost.<sup>3</sup>  
"I'll dig up tasty slugs," said Goose,  
while Duck fixed up a bed of reeds.  
Cow polished, vacuumed, dusted, sneezed.
- [25] Then all raced back to wait and see, each wondering, "Will it look like me?"  
Small and silent, round and white, the egg held  
to its secret tight.

1. related to strong, blowing winds  
2. not quite right  
3. a place where birds rest

"I think the egg looks very goosey,"  
Goose declared.<sup>4</sup> "I'll name it Lucy."

[30] But Duck believed the shape so neat  
was just the space for two webbed feet.

The chickens fluttered in a snit.<sup>5</sup>  
"That egg says hen all over it."

[35] Cow, unsure of what to do,  
said she thought she heard it moo.

They huddled up all close together.  
No one moved beak, hoof, or feather.  
Small and silent, round and white, that egg was

watched all through the night.

[40] Then *clunk*, then *crunch*, then *crackle-crack*. Then *wiggle, waggle, woggle, whack*.  
And then a *snap* — the eggshell spread.  
Out popped a baby turtle's head.

They clapped and hugged and named her Sue.  
She loved her roost, and learned to moo.

[45] She found those slugs the best to eat, and thought  
her bed of reeds a treat.

The mystery's solved; the story's done.  
The egg belonged to everyone!

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4. **Declare (verb):** to make something known  
5. a state of irritation

## 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 poem?
  - A. Animals often love and support each other.
  - B. Nature is full of delightful surprises.
  - C. All creatures desire to have a family.
  - D. Mistakes have a way of working out.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "But then he noticed things amiss. / He crowed, surprised, 'Whose egg is this?'" (Lines 11-12)
  - B. "Then all raced back to wait and see, each wondering, 'Will it look like me?'" (Line 25)
  - C. "And then a snap — the eggshell spread. / Out popped a baby turtle's head." (Lines 41-42)
  - D. "the story's done. / The egg belonged to everyone!" (Lines 47-48)
  
3. Why is it important to the story that the storm takes place in lines 1-7?
  - A. The storm introduces the egg into the animals' lives.
  - B. The frightening storm teaches the animals to value life.
  - C. The storm brings the animals closer together.
  - D. The storm puts the mysterious egg in danger.

4. How do the animals feel when the egg hatches into a turtle?

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Name \_\_\_\_\_

**Imagery** is the use of specific language to create a picture in a reader's mind. Example: the tree's branches grew high into the air like an explosion of green.

**Personification** is giving human qualities to a non-human thing such as an animal or object. Example: The warm grass asked me to lie down and take a nap.

**Read the lines of the free verse poem below. Then answer the questions.**

***Me, As a Mountain***

*I am not an island.*

*On my worst day, I am*

*Florida, the ocean tempting me away from the mainland  
states that are my parents.*

*On the days I feel best,*

*I am the Rocky Mountains,*

*broad as the landscape, filling a window.*

*I command any attention to the horizon.*

**1. What imagery do you see in this poem?**

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**2. Where is there personification in the second stanza?**

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**3. Does the imagery affect the poem? How?**

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Name \_\_\_\_\_

A **simile** compares two things by using the word *like* or *as*. A **metaphor** compares two things without using *like* or *as*.

He was thirsty. His mouth felt as dry as the desert.

The underlined sentence above is a **simile** because it uses the word *as*. His mouth is being compared to a desert.

**Read each passage. Write whether the phrase in bold is a simile or a metaphor. Then identify what is being compared.**

1. Kwan bent down for a closer look. **The dog was a big fluffy ball of dirt** and had no tags.

Simile or metaphor? \_\_\_\_\_

What is being compared? \_\_\_\_\_

2. Kwan picked up the dog and walked inside. **The dog felt like a huge sack of marbles** in Kwan's arms as Kwan walked into the kitchen.

Simile or metaphor? \_\_\_\_\_

What is being compared? \_\_\_\_\_

3. He plopped the shoes right in Uncle Bae's lap. **Uncle Bae's face lit up like the sun.** It was the first time in a while that Kwan had seen his uncle smile.

Simile or metaphor? \_\_\_\_\_

What is being compared? \_\_\_\_\_

Name \_\_\_\_\_

A **metaphor** is a comparison of two unlike things without using *like* or *as*. For example:

It was so cold out that my feet were blocks of ice.

**Read each passage below. Circle the metaphor in each passage. Then rewrite it as a simile (using *like* or *as*).**

1. On my worst day, I am Florida, the ocean tempting me away from the mainland

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2. On the days I feel best, I am the Rocky Mountains,

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3. I rise into the air, my hair a mist against the blue of the sky.

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

## Space Food

By Barbara Radner  
2005

*Life in space is very different from life on Earth. When people living in space need to eat, it's a different experience than when you eat. In this informational text, Barbara Radner describes how astronauts take food into space. As you read, take notes on what kinds of foods astronauts eat in space.*

- [1] You really know how important a clean kitchen is if you live in the same small place for weeks. Everyone needs to have a clean kitchen so they are healthy. A dirty kitchen can make people sick. Astronauts are people who travel on spaceships. They need to have a very clean home. They travel far from Earth. We need clean kitchens everywhere on earth and in space.



*"ISS Space Foods Assortment" by NASA is in the public domain.*

Astronauts have to solve two problems: how to get food and how to keep their spaceship clean. They need to solve them in order to stay alive. They are in a spaceship far from Earth, and they need to take care of everything themselves. They need to be sure they have what they need to live there, because the astronauts may be in space for weeks.

Here is how they solved the food problem. At first, the astronauts took tubes of food with them into space. They would squeeze a tube and eat semi-liquid food. It did not taste great, but since they did not need to take dishes or silverware with them, they had no dishes to wash.

Today's spaceships have a bigger menu. Astronauts can eat from bowls. In fact, they take cereal and other standard<sup>1</sup> foods with them. The foods are packaged in special containers to keep them fresh. They use knives, forks, and spoons. One unusual item on their table is a pair of scissors. They use the scissors to open the food packages. They can eat right from the package.

- [5] They have a kitchen on the spaceship. Its oven can heat food to 170 degrees. The kitchen has water and sets of meals that come on trays. The astronauts choose their menu before they go into space. They take a lot of food with them.

The astronauts keep bread and fresh fruits and vegetables in a special food locker. Most flights take tortillas. They package the tortillas in an oxygen-free wrap so they stay safe.

How do they keep the kitchen clean? They do not have to worry about mice or other rodents.<sup>2</sup> They make sure that there are no rodents before the ship leaves. But sometimes mice travel on the ship. Those mice are part of experiments. They live in cages.

1. **Standard (adjective):** very familiar and widely used  
2. small mammals

How do astronauts keep their trays clean? That is another health problem the astronauts solve. They need to stay healthy in space. To carry a lot of water to wash trays would be a lot of extra weight. They pack wet wipes in plastic bags. They use them to clean trays. So, their kitchen is clean and they stay healthy.

*"Space Food" by Barbara Radner. Copyright © 2005 by Barbara Radner. Reprinted with permission, all rights reserved.*

## Text-Dependent Questions

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

1. PART A: What is the main idea of the article?
  - A. Astronauts must take special steps to eat in space and keep their kitchen clean.
  - B. When astronauts are in space, they don't worry about eating right or cleaning.
  - C. Eating and cleaning the kitchen in space is no different than doing so on Earth.
  - D. Astronauts are more active in space and therefore have to eat more food.
  
2. PART B: Which paragraph from the text best supports the answer to Part A?
  - A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 5
  
3. Which of the following describes how the text is organized?
  - A. The author discusses how astronauts keep their kitchens clean and then how they get food in space.
  - B. The author describes what astronauts do for food today and what they plan to do for food in the future.
  - C. The author discusses how astronauts keep their kitchens clean in space and then what happens if they don't.
  - D. The author describes two problems that astronauts have in space and then goes into detail about how they solve them.
  
4. Which of the following must happen before astronauts can eat food in space?
  - A. The food must be packed up and brought with them.
  - B. The food must be looked over for mold or bugs.
  - C. The food must be turned into a semi-liquid form.
  - D. The food must be put into small and easy-to-use tubes.
  
5. How is keeping the kitchen clean related to health in the text?

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Name \_\_\_\_\_

**Proverbs** and **adages** are short sayings that have been used for a long time. To understand the meaning of a proverb or an adage, look for context clues. Here is an example:

It was a tough climb. We did not think we would make it, but we did!  
**All's well that ends well.**

The underlined sentences tell me that “**All's well that ends well**” means “there's a solution to everything, even though there are doubts.”

**Read each passage. Underline the paragraph clues that help you understand the meaning of each proverb or adage in bold. Then circle the letter of the correct meaning of the proverb or adage.**

1. But Continentals were not backed by gold or silver. After the war they lost their worth. **If at first you don't succeed try, try again.** In 1785 the first United States dollars were made.
  - a. If something doesn't work the first time, you should keep trying.
  - b. Dollars are worth more than gold or silver.
  
2. One proverb says, “**Don't put all your eggs in one basket.**” Some Americans had dollars only from one bank. These dollars lost their worth.
  - a. Don't put all your hopes in one thing.
  - b. Baskets are bad places to keep eggs.
  
3. But Continentals were not backed by gold or silver. After the war they lost their worth. **History repeats itself.** The North won the war. Money in the South lost its worth.
  - a. There is always a winner in wartime.
  - b. The same things happen over and over.

Name \_\_\_\_\_

**Proverbs and adages** are short sayings and expressions that have been used for a long time. Use context clues to help you figure out the meanings of proverbs and adages. Look at the example below.

People heard about gold being discovered. But **seeing is believing**.

Immigrants came from many countries to find out for themselves.

The underlined words explain that *seeing is believing* means that only real, firsthand evidence is convincing.

**Read each group of sentences below. Underline the context clues that help you understand the meaning of the proverb or adage in bold. Then circle the letter of the best definition of the proverb or adage in bold.**

- In the search for gold, it was **every man for himself**. More people came looking. Gold became harder to find.
  - trying to do something without the help of anyone else
  - looking for something that is hard to find
  - doing something with a lot of help
- At first the Chinese found gold. But **all good things must come to an end**. The Chinese had to find other ways to make money.
  - Good things are hard to find.
  - Bad things always happen.
  - Good things don't last forever.
- The Chinese showed that **hard work pays off**. They played a vital role in the first transcontinental railroad in America. They laid track across rivers.
  - Hard work takes a long time.
  - Hard work is rewarded.
  - Hard work pays a lot of money.