

Packet #3

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 4

This student work packet is for Weeks 5 and 6 of home learning based on your District's School Schedule. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. We will continue to work on providing online learning options for as long as school is not in session. Please continue to reach out to your child's teacher if you have any questions regarding this packet or any online programs.

Chicago Public Library Access

**Chicago residents only*

Don't Have a Chicago Public Library Card <small>* Children under 14 must have a guardian apply with them</small>	Already have a Chicago Public Library card
1.) Apply for an eCard at https://tinyurl.com/LEARNCPCLcard 2.) Access eBooks, audible books, and other online resources 3.) Check out other resources at https://chipublib.overdrive.com/	1.) Go to: https://www.chipublib.org/ 2.) Select: "Browse" 3.) Choose "eBooks" under "By Format" 4.) Check out other resources at https://chipublib.overdrive.com/

North Chicago Public Library Access

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

1.) Complete the temporary library card form

2.) Access online resources at:

<https://www.waukeganpl.org/eresources/>

(Student Name)

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

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☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

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If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

Understanding of Place Value

Name: _____

Set A

- 1** Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2** Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

- 3** Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

- 4** Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

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.

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.



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

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 impressed¹ 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 disbelief² 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 spectators³ 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 dugout⁶ as the players did.

And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 innings⁷ on a day when the heat reached 100 degrees. The game ended in a tie at sundown.

Umpiring suited⁸ 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.

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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)

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Amanda was the first woman ever paid to umpire a baseball game. Why do you think women before her didn't umpire baseball games? How often do you see female sports referees today?
2. In the text, the author describes some of the ways that Amanda was treated better than male umpires. What challenges do you think she likely encountered as a female umpire that male umpires did not? Describe a time when you were treated differently because of your gender.

Day 1

Directions: Write a letter introducing yourself to your favorite fictional character. Tell him or her about yourself and describe a few things you have in common.

[illegible]

Current Events Log

Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Understanding of Place Value *continued*

Name: _____

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

$20,000 + 7,000 + 900 + 70 + 4$

$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$

Name: _____ Class: _____

Betwixt & Between

Growing up African American in Revolutionary Times

By Leslie Anderson Morales
2000

During a majority of the 1700s, the Thirteen Colonies, what would eventually become the United States, were controlled by England. The colonies gained independence after the American Revolution, which lasted from 1775 to 1783. In this informational text, Leslie Anderson Morales discusses African Americans' experiences during this period of time. As you read, take notes on how African Americans were treated in the colonies.

- [1] What was it like to be African American in the 1700s? A lot depended on where you lived. An enslaved African who was one of 300 on a Virginia tobacco plantation¹ had a different life from his brother who was the only slave owned by a New York shoemaker.

Black men and women worked in many trades and occupations.² In 1770, one in five Americans were of African descent.³ Without them buildings would not have been built, farms would not have been tended, and merchants⁴ would not have grown rich.



"James Hopkinsons Plantation Slaves Planting Sweet Potatoes" by Library of Congress is in the public domain.

Children worked alongside adults in the fields, kitchens, stables, and shops. Even young children had chores to do and little time to play. They survived in a world where boys and girls could be sold for \$4,500.

African Americans hated slavery and tried to escape whenever they could. Some who fled from slavery joined the British. They hoped to gain freedom in return for their labor. For example, Ralph and Nancy Henry escaped from slavery to the British lines,⁵ where their daughter, Molly, was born free.

- [5] Some enslaved men and women earned small wages from their owners. They saved for years to buy freedom for themselves, family, and friends. It was a hard struggle, though. In 1790, the first U.S. Census⁶ counted more than 750,000 African Americans. Only about 60,000 were free.

Whether slave or free, adults taught children their African heritage — history, customs, songs, and skills. It didn't matter where you or your ancestors had come from in Africa. What mattered was freedom — the freedom you had known in Africa or the freedom you dreamed of in America.

1. an area of land that has plants that are grown for food
2. jobs
3. the background of a person
4. a person who buys and sells goods for money
5. borders
6. an official count of a population

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. When many Africans came to America, it was under the belief that they would have freedom.
 - B. While African American men and women had to work all the time, children were allowed to play and learn.
 - C. Many enslaved African Americans were paid for their work and were able to buy their freedom eventually.
 - D. In the 1700s, many African Americans were slaves and forced to work for no, or very little, money.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Black men and women worked in many trades and occupations. In 1770, one in five Americans were of African descent." (Paragraph 2)
 - B. "For example, Ralph and Nancy Henry escaped from slavery to the British lines, where their daughter, Molly, was born free." (Paragraph 4)
 - C. "They saved for years to buy freedom for themselves, family, and friends. It was a hard struggle, though." (Paragraph 5)
 - D. "What mattered was freedom — the freedom you had known in Africa or the freedom you dreamed of in America." (Paragraph 6)

3. Which alternate title best expresses the main idea of the text?
 - A. How to Escape Slavery in the 1700s
 - B. Slavery in America During the 1700s
 - C. The Complete History of Slavery in America
 - D. Life in Africa Before Slavery in America

4. How does the text help readers understand how horrible it was to be a slave?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses how many African Americans were enslaved in the United States. How has the treatment of black citizens in America changed over time?
2. Why do you think people in America forced African Americans to work for them for no money?
3. Why do you think it's important that we remember America's history of slavery? Do you think we can learn anything from studying America's history of slavery? Why or why not?

Day 2

Directions: What animal do you think best represents your personality and why? Explain on the lines below.

[illegible]

Current Events Log

Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 23,230 _____ 2,323 **2** 33,003 _____ 33,030 **3** 9,999 _____ 10,000

4 40,404 _____ 40,040 **5** 52,177 _____ 52,771 **6** 421,073 _____ 412,730

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

Name: _____ Class: _____

Bound for a New Life

By Ruth Spencer Johnson
2006

Jamestown in Virginia was the first permanent English colony in North America. In this short story, two children describe their experiences living and working in Jamestown. As you read, take notes on the similarities of Robert's and Sarah's experiences in Jamestown.

In 1607, 104 English men and boys arrived in North America to start a settlement.¹ The settlement went through many struggles but continued to grow. More laborers were needed to work on the farms and in town, so the Virginia Company² brought more people from England. Some went willingly to Virginia. Others were children who were taken against their will—kidnapped or tricked into service. Around 1620, the Lord Mayor of London began sending orphans from London's streets to work in Virginia. Here are the tales two of those children might have told.



"America" by Port of San Diego is licensed under CC BY 2.0

Robert's story

- [1] By the time I was 12, both my parents were dead. Soon I was living on the streets of London, begging for food. One terrible night, two men grabbed me and told me I was going to Virginia, like it or not.

The men said that children like me were a disgrace³ to London, that our city was too full of orphans, begging and stealing on the streets. The planters in Virginia needed workers, so we were being rounded up and sent to Jamestown to work for the Virginia Company. That meant that I would be bound to work without pay until I turned 21. His words sent fear through my heart!

The other man explained that I would work in the tobacco fields or learn a trade. Then, after I'd served out my term, I'd be free. He said that hard work would keep me out of trouble!

When I arrived in Jamestown, I worked for the Virginia Company. "If you work hard and serve us well," they said, "we will treat you fairly. But if you are lazy or dishonest, or you try to run away, your life will not be easy."

- [5] Life in Virginia was even harder than I had imagined. I worked from dawn to dark, planting and weeding tobacco. My clothes became ragged;⁴ my belly was never full. I existed mostly on corn gruel,⁵ peas, and a little bread. Many other servants died from heat and disease, but somehow I survived.

1. community
2. a company that created new settlements in Virginia
3. **Disgrace (noun):** something that causes a loss of respect
4. **Ragged (adjective):** old and worn; frayed

Today I turn 21. At last, I'm a free man! The company has given me the 50 acres of land they promised me. I am luckier than many. The company worked me hard, but I also learned woodworking skills. Carpenters are in great demand here, so I'm sure to find employment. After nine long years, I finally have hope for my future!

Sarah's story

In London my family was poor. One day in 1622, when I was 14, a man offered me a chance to sail to America. "America is the land of opportunity for a poor girl like you," he claimed. "Just work a few years in Virginia to pay for your passage on the ship, and then you'll be free to make your own life."

I listened, thought, and finally decided to sign the papers. The agreement was called an indenture. It meant that I was bound to work for seven years in exchange for food and shelter. I was ready for a new life in Virginia.

Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown. For seven years, I cleaned and cooked, washed and mended.⁶ I tended⁷ my master's children and weeded his vegetable garden. His wife was a mean-spirited woman who beat me for the smallest mistake.

[10] Now, at last, my term of service is over. I have married a man who was also indentured. Now we have our own farm near Jamestown. I guess America is a land of opportunity after all!

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5. corn boiled in milk or water, similar to grits or mush
6. **Mend (verb):** to repair
7. **Tend (verb):** to care for or look after

Text-Dependent Questions

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

1. What is the main idea of the text?
 - A. Many children who went to work in America tried to return to their home country.
 - B. Children were better paid for their services in American than in their home countries.
 - C. Some children had to work hard for no money before they were free to live in America.
 - D. Children did not find the opportunities they were promised when they came to America.
2. Which quote from the text highlights Robert's life in Jamestown as a child?
 - A. "we will treat you fairly." (Paragraph 4)
 - B. "My clothes became ragged; my belly was never full." (Paragraph 5)
 - C. "Many other servants died from heat and disease" (Paragraph 5)
 - D. "The company has given me the 50 acres of land they promised me." (Paragraph 6)
3. How does paragraph 7 contribute to Sarah's story?
 - A. It shows that Sarah is not close with her family.
 - B. It suggests that Sarah has visited America before.
 - C. It shows how Sarah was talked into going to America.
 - D. It suggests that the man is going to be a main character.
4. What does Sarah mean when she says, "[I] work my fingers to the bone" in paragraph 9?
 - A. She works very hard.
 - B. She has bony fingers.
 - C. She hurt her hands while working.
 - D. She does simple tasks with her hands.
5. Which quote supports the idea that "America is a land of opportunity"? (Paragraph 10)
 - A. "if you are lazy or dishonest, or you try to run away, your life will not be easy." (Paragraph 4)
 - B. "The company has given me the 50 acres of land they promised me." (Paragraph 6)
 - C. "It meant that I was bound to work for seven years in exchange for food and shelter." (Paragraph 8)
 - D. "Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown." (Paragraph 9)

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Both Sarah and Robert were brought to America when they were young. How do you think Sarah's and Robert's lives were affected when they were brought to America? Do you think they were able to have a normal childhood? Why or why not?
2. Consider the difficult work that Sarah and Robert had to do, as well as how many years they worked. Do you think that this is fair? Is indentured servitude fair, even if someone agrees to it? Why or why not?
3. How have labor laws changed in America? Do you think Robert and Sarah would be allowed to work the same jobs they did in Virginia today? Why or why not?

Day 3

Directions: If you could create your own country, what would it be called? What laws would you put in place?

[illegible]

Current Events Log

Day 3

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	31,998 Estimate: $\begin{array}{r} 9,000 \\ + 2,000 \\ \hline 11,000 \end{array}$ 11,298
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	12,918
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	113,709
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	10,225
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	6,112

Name: _____ Class: _____

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By Ruth Spencer Johnson
2006

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Robert's story

- [1] By the time I was 12, both my parents were dead. Soon I was living on the streets of London, begging for food. One terrible night, two men grabbed me and told me I was going to Virginia, like it or not.

The men said that children like me were a disgrace³ to London, that our city was too full of orphans, begging and stealing on the streets. The planters in Virginia needed workers, so we were being rounded up and sent to Jamestown to work for the Virginia Company. That meant that I would be bound to work without pay until I turned 21. His words sent fear through my heart!

The other man explained that I would work in the tobacco fields or learn a trade. Then, after I'd served out my term, I'd be free. He said that hard work would keep me out of trouble!

When I arrived in Jamestown, I worked for the Virginia Company. "If you work hard and serve us well," they said, "we will treat you fairly. But if you are lazy or dishonest, or you try to run away, your life will not be easy."

- [5] Life in Virginia was even harder than I had imagined. I worked from dawn to dark, planting and weeding tobacco. My clothes became ragged;⁴ my belly was never full. I existed mostly on corn gruel,⁵ peas, and a little bread. Many other servants died from heat and disease, but somehow I survived.

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2. a company that created new settlements in Virginia
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In London my family was poor. One day in 1622, when I was 14, a man offered me a chance to sail to America. "America is the land of opportunity for a poor girl like you," he claimed. "Just work a few years in Virginia to pay for your passage on the ship, and then you'll be free to make your own life."

I listened, thought, and finally decided to sign the papers. The agreement was called an indenture. It meant that I was bound to work for seven years in exchange for food and shelter. I was ready for a new life in Virginia.

Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown. For seven years, I cleaned and cooked, washed and mended.⁶ I tended⁷ my master's children and weeded his vegetable garden. His wife was a mean-spirited woman who beat me for the smallest mistake.

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5. corn boiled in milk or water, similar to grits or mush
6. **Mend (verb):** to repair
7. **Tend (verb):** to care for or look after

Text-Dependent Questions

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2. Which quote from the text highlights Robert's life in Jamestown as a child?
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3. How does paragraph 7 contribute to Sarah's story?
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 - D. She does simple tasks with her hands.

5. Which quote supports the idea that "America is a land of opportunity"? (Paragraph 10)
 - A. "if you are lazy or dishonest, or you try to run away, your life will not be easy." (Paragraph 4)
 - B. "The company has given me the 50 acres of land they promised me." (Paragraph 6)
 - C. "It meant that I was bound to work for seven years in exchange for food and shelter." (Paragraph 8)
 - D. "Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown." (Paragraph 9)

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Both Sarah and Robert were brought to America when they were young. How do you think Sarah's and Robert's lives were affected when they were brought to America? Do you think they were able to have a normal childhood? Why or why not?
2. Consider the difficult work that Sarah and Robert had to do, as well as how many years they worked. Do you think that this is fair? Is indentured servitude fair, even if someone agrees to it? Why or why not?
3. How have labor laws changed in America? Do you think Robert and Sarah would be allowed to work the same jobs they did in Virginia today? Why or why not?

Day 4

Directions: What is your favorite food to snack on and why? Describe it using the lines below.

[illegible]

Current Events Log

Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

**Using the Standard Algorithm to
Add Greater Numbers** *continued*

Name: _____

Addition Problems	Student Answers
$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$	$97,155$
$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$	$75,330$
$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$	$108,209$

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

Name: _____ Class: _____

Emergency on the Mountain

By Kerry McGee
2011

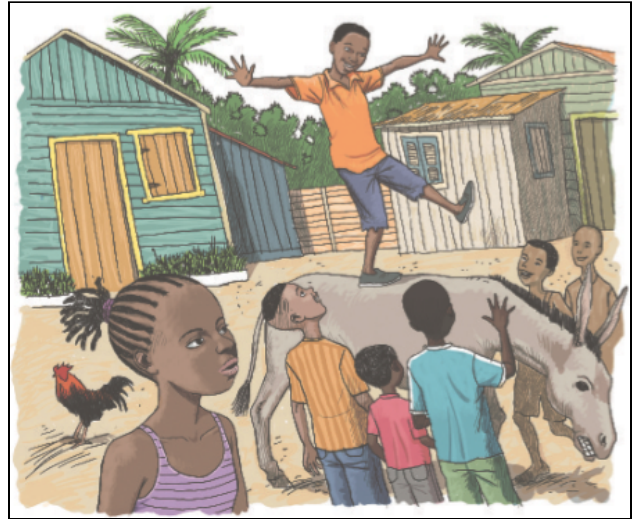
Kerry McGee has written for Highlights. In this short story, a young girl must act quickly when there is an emergency on the mountain where she lives. As you read, take notes on Ana's actions during the emergency.

[1] "Ana! Leche!" Mama called.

Milk. It was Ana's turn to get it. Ana sighed and shut her first-aid book. Her head hurt from reading in the dim morning light, but how else was she going to learn?

The milk pail banged against Ana's shins as she trudged¹ down the steep slope. Green mountains circled the misty valley. Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away.

Ana tethered² the cow close to the fence. Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic. And somewhere in Santiago, Ana knew, a group of volunteer doctors were gathering right now to teach medical skills to village nurses, or *cooperadoras*.



"No wonder they don't trust kids. Ana sighed." by Rogerio Sound is used with permission.

[5] *I should be there,* Ana thought. *Leta should have taken me with her.* Hours ago, Ana had heard the roar of a truck in the darkness and realized that her neighbor Leta was beginning the long drive down the mountain to the meeting.

But Leta already knows everything, Ana thought. Leta had been the *cooperadora* since before Ana was born. She'd been delivering babies, pulling teeth, and bandaging wounds in the village for decades.

Fresh milk squirted into the pail. *Leta thinks I'm too young to learn anything important,* Ana thought. *But she's wrong. I am old enough to help.*

Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road.

Rafi, a village boy, had gotten a donkey, and some kids had gathered around to see it. Rafi was 13, just a little older than Ana, but he was always doing something to get attention. Like now: he was trying to stand on the animal's bare back.

1. **Trudge (verb):** to walk slowly and with heavy steps
2. to tie an animal with a rope to keep it from moving

[10] *No wonder they don't trust kids with anything important*, Ana thought, sighing.

She had just turned away when she heard a thud and a few screams.

Rafi lay on the ground nearby. The donkey stood several meters away.

"Rafi!" someone cried.

No answer. The donkey swished its tail.

[15] "Get Leta," someone said.

Ana shook her head. "Leta's gone to the city."

The other kids seemed frozen in place.

Ana ran to where Rafi was lying. She dropped to her knees on the dusty road. "Rafi! Can you hear me?"

Rafi moaned and flopped his head back and forth in pain.

[20] Ana saw that one of his legs was crooked, bent a little sideways between the knee and the ankle. A broken leg!

She remembered what the first-aid book had said about broken legs: *If there is no ambulance, stabilize the bone before moving the victim.*

There certainly wouldn't be any ambulance here. Ana looked back up the road. The other kids were still standing there, watching.

"Vin!" Ana called to one of the boys. "Go get Rafi's mama, and find someone with a truck." She turned to the others. "Give me your shirts. We need something to tie his leg with."

As Vin took off running, the others huddled³ closer.

[25] Rafi whimpered, and Ana said gently, "Rafi, you'll need to go down the mountain for a cast. But first, I'm going to tie your leg so it doesn't move around. Can you wiggle your toes?"

Rafi nodded, his eyes squeezed shut. Ana pulled off his shoe and watched him wiggle his toes.

Ana found a strong, straight stick, which she'd use to keep his leg steady. She carefully wrapped the boys' shirts around his leg and the stick, winding down from his knee to his ankle. Rafi opened his eyes and cringed.

"I know it hurts," Ana said. "But this will hold it still until you get to the hospital."

3. **Huddle (verb):** to crowd together

When Ana was done, she looked up and saw Rafi's mama watching from a few meters away. Behind her was a neighbor in a pickup truck. When Ana stepped away, Rafi's mama ran over and held Rafi's face in her hands.

[30] "*Gracias, Ana,*" she said.

Rafi's mama and neighbor lifted Rafi into the truck, then drove down the dusty hillside toward the hospital.

The next day, Leta came to Ana's home. "I heard what you did," Leta said. "You kept your head in an emergency. That's an important skill."

Ana blushed. "I was afraid..."

Leta shook her head. "It's OK for a *cooperadora* to be afraid, as long as she keeps her head. Now, listen. The volunteer doctors are coming here tomorrow with vaccines.⁴ We need some extra hands. Can you help?"

[35] Ana didn't hesitate. "I would love to."

"Come early, then. There is a lot to learn."

Ana smiled. "I'll bring my first-aid book."

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4. something injected into someone to protect them from disease

Text-Dependent Questions

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

1. PART A: What does the word “stabilize” mean as it is used in paragraph 21 of the passage from “Emergency on the Mountain”?
 - A. bend back to the original position
 - B. carry an object very carefully
 - C. relieve incredible pain
 - D. keep something still

2. PART B: Which TWO sentences from the passage help the reader understand the meaning of “stabilize”?
 - A. “The other kids were still standing there, watching.” (Paragraph 22)
 - B. “Go get Rafi’s mama, and find someone with a truck.” (Paragraph 23)
 - C. “But first, I’m going to tie your leg so it doesn’t move around.” (Paragraph 25)
 - D. “Ana pulled off his shoe and watched him wiggle his toes.” (Paragraph 26)
 - E. “Ana found a strong, straight stick, which she’d use to keep his leg steady.” (Paragraph 27)
 - F. “When Ana stepped away, Rafi’s mama ran over and held Rafi’s face in her hands.” (Paragraph 29)

3. PART A: Which phrase best describes the setting of the passage?
 - A. a quiet town with many doctors and nurses
 - B. a family farm located far from neighbors
 - C. a busy city with a large medical center
 - D. a small community that has no modern hospital

4. PART B: Which TWO details from the passage support the answer to Part A?
 - A. “The milk pail banged against Ana’s shins as she trudged down the steep slope.” (Paragraph 3)
 - B. “Green mountains circled the misty valley.” (Paragraph 3)
 - C. “Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away.” (Paragraph 3)
 - D. “Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic.” (Paragraph 4)
 - E. “She dropped to her knees on the dusty road.” (Paragraph 18)
 - F. “There certainly wouldn’t be any ambulance here.” (Paragraph 20)

5. PART A: In “Emergency on the Mountain,” why does Leta most likely invite Ana to help the volunteer doctors?
 - A. Ana has been studying hard.
 - B. Ana was able to stay calm during a crisis.
 - C. Ana is willing to help her family.
 - D. Ana wants to be treated like an adult.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the short story, the narrator describes how Ana's community isn't near a hospital. Because of this, why are the jobs of village nurses so important? How do the village nurses help support the community?
2. In the context of the story, how do Ana's studies help her in the emergency? Why is it important that Ana continue her education? Describe a time when something that you learned in school was useful outside of school.
3. In the story, Ana feels like kids aren't allowed to do anything important. What does being grown up mean to her? Do you feel like you're treated differently by the adults around you? If so, in what way?

Day 5

Directions: In your opinion, is it important to study history? Give reasons for your opinion on the lines below.

[illegible]

Current Events Log

Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Solving Multi-Step Problems

Name: _____

Write and solve an equation for each problem. Show your work.

- 1** Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

- 2** Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

- 3** There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

- 4** Frankie earns \$5 each time he babysits his little sister. He has saved \$30. Frankie wants to save \$52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

- 5** How can you estimate to check one of your answers? Show your work.

Name: _____ Class: _____

Just Say No!

The Daughters of Liberty

By Jennifer Barefoot
2005

Throughout the 1760s, citizens of the thirteen colonies in the present-day United States were upset with the British government's rule over them. While most people know of the men who fought for the independence of the 13 colonies from Great Britain, few people know about the important role that women played. As you read, take notes on how colonial women challenged the British's unfair treatment of the colonies.

- [1] During the American Revolution, women were not allowed to vote or fight in the army. But they found other ways to support the colonial fight for independence. For the first time, many women found a political voice. Some wrote letters and poems about politics, sending them anonymously¹ to local newspapers. One writer criticized colonial men for not doing more to oppose unfair British laws. Her poem ended with the line, "Let the Daughters of Liberty nobly arise." Women were calling on each other to stand up and do their part.

To fight the British, these "daughters of liberty" used the power they had: the power to choose what not to buy.



"Spinning in the colonial kitchen" by Unknown is in the public domain.

The Stamp Act was one of the unfair laws women fought. To raise money, the British government passed a law saying that colonial citizens had to pay a tax² on every piece of printed paper they used. Everything — from newspapers and marriage licenses to playing cards — was taxed. Many colonists felt that this Stamp Act tax was unfair.

Many women — among them, those calling themselves "daughters of liberty" — agreed to boycott³ British goods to protest the Stamp Act. These women refused to use British cloth to make their clothes. Some women even refused to get married if their fiancés applied for a marriage license with a stamp on it! Eventually, the boycott was successful. When British merchants⁴ began to lose money because of the boycotts, the British government repealed — eliminated — the Stamp Act.

1. without using their name
2. an additional charge on goods that goes to the government
3. to refuse to buy something as a form of protest
4. a person involved in trade

- [5] After the Stamp Act was repealed, the British put another tax on colonial citizens. Now, everyday items such as paint, tea, paper, shoes, and clothes were being taxed. Once again, the “daughters of liberty” said no to British goods. Women who had once bought British fabric now began to spin thread and weave cloth at home. They were proud to wear their homespun clothes as a symbol of their strength. The “daughters of liberty” were standing up to the British.

Then came the Tea Act in 1773. This law allowed British merchants to sell tea in the colonies for less money than anyone else. Many colonists saw this as an attempt by the British government to force other tea merchants out of business. Once the other tea sellers were shut down, the British would raise the prices on their own tea. To the colonists, this was unacceptable.

Patriotic⁵ women now refused to buy tea. Because they could not grow English tea in America, they used local plants to make “liberty tea.” Using raspberry and mint leaves, verbena and lemon balm, even roses, violets, and goldenrod flowers, they brewed delicious hot drinks.

While colonial men fought the British with guns, women fought them with money. When they said no to British goods, they made the British government less able to pay its soldiers in the colonies. Some people say that in the fight for freedom, the decisions women made when buying goods may have been as important as the decisions men made when they picked up their guns.

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5. having or showing great support for one's country

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. Colonial women protested the British by refusing to buy their goods because they didn't believe in violence.
 - B. Colonial women also contributed to the fight for independence from Britain by refusing to buy British goods.
 - C. It was dangerous for colonial women to protest the government because women weren't allowed to speak up.
 - D. The colonies could have won their independence much more quickly if women had been allowed to vote.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "During the American Revolution, women were not allowed to vote or fight in the army. But they found other ways to support the colonial fight for independence." (Paragraph 1)
 - B. "After the Stamp Act was repealed, the British put another tax on colonial citizens. Now, everyday items such as paint, tea, paper, shoes, and clothes were being taxed." (Paragraph 5)
 - C. "Then came the Tea Act in 1773. This law allowed British merchants to sell tea in the colonies for less money than anyone else." (Paragraph 6)
 - D. "While colonial men fought the British with guns, women fought them with money. When they said no to British goods, they made the British government less able to pay its soldiers in the colonies." (Paragraph 8)

3. Which alternate title expresses the main idea of the article?
 - A. Colonial Women's Limited Rights Under British Rule
 - B. How Colonial Women Won Their Independence
 - C. How Colonial Women Protested the British
 - D. The British Governments' Unfair Treatment of the Colonies

4. Which of the following describes how the text is organized?
 - A. The author summarizes the ways that women fought for independence against the British and then explains specific examples of their boycotts.
 - B. The author describes how colonial men protested the British, and then how colonial women did.
 - C. The author discusses colonial women's lives under British rule, and then their lives after gaining independence.
 - D. The author discusses how colonial women steadily won more rights and respect, as they continued to protest the British.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author says, "For the first time, many women found a political voice" (Paragraph 1). Why do you think this is the first time women found a political voice? What do you think prevented them from speaking up before?
2. In the text, the author discusses how colonial women helped with the American revolution by refusing to buy British goods. Describe a time when you stood up for something you believed in. What did you do and how did standing up for something make you feel?
3. In the text, the author discusses how women didn't have the same rights as men. How did the contributions of women in the American Revolution compare to the contributions of men? How have women's rights changed since the time period discussed in the text?

Day 6

Directions: Write a letter to your future self.

[illegible]

Current Events Log

Day 6

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 $8,491 \times 2 =$ _____

2 $6,148 \times 4 =$ _____

3 $7,062 \times 5 =$ _____

4 $4,362 \times 5 =$ _____

5 $1,789 \times 8 =$ _____

6 $2,206 \times 9 =$ _____

7 $7,218 \times 4 =$ _____

8 $9,821 \times 3 =$ _____

9 $4,762 \times 6 =$ _____

10 $6,739 \times 6 =$ _____

11 $7,964 \times 4 =$ _____

12 $3,618 \times 7 =$ _____

13 What strategies did you use to solve the problems? Explain.

Name: _____ Class: _____

Kayvan the Brave

By Elizabeth Laird
2009

"Kayvan the Brave" comes from a collection of Iranian short stories, retold by Elizabeth Laird. Laird is a British writer of children's fiction and travel. As you read, take notes on how people form their opinions about Kayvan's skills as a warrior.

- [1] A long time ago there was a weaver's apprentice called Kayvan. He was a big lad with broad shoulders and long legs, who knew nothing of the great wide world beyond the weaving shop and the little house he shared with his mother. He sat all day and worked at his loom,¹ and in the evening he went home, ate the supper his mother had cooked and went to bed.



"The ballistic shot" by Ben Gun is licensed under CC BY-NC 2.0

One day, as he worked away, throwing his shuttle² to and fro, he caught sight of two mice nibbling at the cloth he was making. He was so startled that the shuttle shot out of his hand, flew through the air and hit both the mice at once, killing them on the spot.

The other apprentices, who liked to tease Kayvan, began to stamp and cheer.

"Wa-hey!" they cried. "Did you see that? What a warrior! What a man!"

- [5] And they began to chant:

"Kayvan the brave

with his arrow and bow

killed two lions

with only one blow."

Kayvan, who believed everything he was told, blushed with pleasure and pride.

"You're in the wrong job, my son," one of the apprentices said, winking at the others. "An archer, that's what you should be. Out hunting. In the desert. A talent like yours is wasted here."

"Really? Do you really think so?" Kayvan said.

1. a machine for weaving fabrics

2. a wooden device with two pointed ends, used for weaving

"A hunter! Of course! Yes, yes!" the others chorused, laughing behind their hands.

- [10] Their words lit a fire in Kayvan's heart. He stood up and left the weaving shop, not even stopping to lift his jacket from its hook, and ran straight to the bazaar.³ There he bought himself a bow and a set of arrows.

The bow was a good one, fine and strong, and the arrows were straight and sharp, but Kayvan frowned. Something was missing. At last he realized what it was.

"I want you to write on this," he said, handing the bow back to the shopkeeper.

"Write? What?" said the man, surprised.

Kayvan squared his shoulders and said proudly:

*"Kayvan the brave
with his arrow and bow
killed two lions
with only one blow."*

- [15] The shopkeeper stared at him respectfully.

"Two lions, eh? Yes, sir. At once, sir!"

When the work was done, Kayvan hitched the bow over his shoulder and marched off into the desert to look for game. On and on he went until, tired and thirsty, he saw a stream with a tree bending over it. He stopped and took a long, cool drink.

It was shady and pleasant by the stream.

"Even a great hunter needs to rest now and then," he told himself, and he hung his bow and arrows in the tree, lay down and fell asleep.

- [20] A little while later, a captain of the Shah's⁴ cavalry⁵ came trotting by. He stopped to look at Kayvan, then saw the bow and arrows in the tree.

"What's a strong young fellow like this doing all on his own out here?" he asked himself. "And what's that written on his bow?" He leaned forward to read the inscription. "Two lions with one blow, eh? Well, well!"

He got off his horse and sat down beside Kayvan, who woke with a start and stared at him. "Now, my boy, who are you?" the captain barked.

3. a market in a Middle Eastern country
4. the former title of rulers in Iran
5. soldiers who fight on horseback

Kayvan opened his eyes and blinked. He couldn't remember where he was.

"Kayvan the brave

with his arrow and bow..." he began feebly.

"Yes, yes. I've read all that. But what are you doing here?" demanded the captain.

[25] "I — I came to hunt," said Kayvan, sitting up.

"I see. Good shot, I suppose? Range, accuracy, distance and so on and so forth?"

"Oh, yes," said Kayvan proudly, remembering the mice.

"Excellent!" cried the captain. "You're just the sort of chap we need in the army. You'd like to fight for your Shah and country, eh? Honor and glory, victory or death, and so on?"

"Fight?" said Kayvan, puzzled. "Glory? Is there a war?"

[30] "Unfortunately not, but there's bound to be one soon," the captain said, mounting his horse. "Follow me!"

And so Kayvan joined the army and lived comfortably at the Shah's expense, eating as much as he liked and marching about in his uniform. He never said much, but always looked grand and brave.

"He's a great champion, you know," everyone whispered. "Killed three — or was it four? — lions with only one arrow."

Soon enough, a war broke out, just as the captain had predicted. He came to find Kayvan, cracking his riding whip.

"Here's your chance to show what you're made of, my boy. Been champing at the bit,⁶ I'm sure. There'll be no holding you now!"

[35] "Eh?" said Kayvan.

"Get yourself off to the stables. The grooms have saddled a horse for you. Then off you go to the battlefield!"

Kayvan had never ridden a horse before. At the stables, he stared in dismay⁷ at the huge war horse the grooms led out to him.

"I'll never be able to stay on this thing," he thought, so he said to the grooms, "Do me a favor, boys. Tie my feet together underneath its belly."

The grooms hurried to obey.

6. a phrase that means "to be eager or impatient"

7. **Dismay** (*noun*): a feeling of alarm or disappointment

[40] "He's got some wonderful trick up his sleeve, you'll see," they whispered.

From far away came the sound of the enemy's trumpets.

The war horse knew what their wild music meant. He loved fighting. He pawed at the ground, flattened his ears and shot out of the stable. Kayvan nearly lost hold of the reins, and had to clutch at the horse's mane.

"Help! Stop!" he shouted, dropping his bow and arrows, but the horse only bolted faster, striking sparks from the stones with his great iron hooves, leaping over streams, bounding over bushes and dodging between trees as the sound of the enemy's drums and trumpets grew louder and louder.

In desperation, Kayvan clutched at a passing branch, expecting the horse to skid to a halt, but the horse was going so fast that the tree was torn up by its roots. On and on they raced, with Kayvan and the tree tangled up together on the horse's back.

[45] The enemy was in sight now. Their lines of spears and helmets glinted in the sun. But Kayvan, the tree and the horse galloped straight towards them, and it was a sight so terrifying that strong men trembled like babies.

"I can't stop! He's run away!" Kayvan was shouting.

The enemy soldiers turned to each other, their faces pale with fear.

"What's that he's saying? Don't stop? Come this way? There's a whole army behind him! There must be! He's calling them to follow him, and if they're all like this great champion, who can tear a tree up by its roots, we haven't got a chance!"

And they turned and fled, every man of them, and the Shah's soldiers raced after them, hassling and harrying⁸ them all the way home.

[50] The Shah was so pleased with Kayvan that he presented him with golden dishes and fine robes and jewels and palaces and gardens full of pomegranate trees, and he made him Commander-in-Chief of all his armies.

But Kayvan, who had seen enough of war, never wanted to fight again. He kept his armies safe at home and for as long as he lived, the whole country enjoyed days of peace and plenty.

"Kayvan the Brave" from *Pea Boy and Other Stories from Iran* retold by Elizabeth Laird. Reproduced by permission of The Agency (London) Ltd, © Elizabeth Laird 2009. All rights reserved and enquiries to The Agency (London) Ltd. 24 Pottery Lane, London W11 4LZ, info@theagency.co.uk

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 short story?
 - A. A simple misunderstanding can easily get out of hand.
 - B. Misleading someone can have great consequences.
 - C. People are more likely to believe you if you are confident.
 - D. There are always consequences for lying.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "An archer, that's what you should be. Out hunting. In the desert. A talent like yours is wasted here." (Paragraph 7)
 - B. "You'd like to fight for your Shah and country, eh? Honor and glory, victory or death, and so on?" (Paragraph 28)
 - C. "Kayvan had never ridden a horse before. At the stables, he stared in dismay at the huge war horse the grooms led out to him." (Paragraph 37)
 - D. "He kept his armies safe at home and for as long as he lived, the whole country enjoyed days of peace and plenty." (Paragraph 51)

3. How do Kayvan's true skills compare to what others think about his skills?
 - A. Kayvan has only ever killed two mice by accident, but others think he is a great warrior.
 - B. Kayvan is a great warrior, but he has been unable to prove himself to others in war.
 - C. Kayvan is a poor warrior, but others believe that he can be trained to improve.
 - D. Kayvan has only ever killed two mice, but others believe he might be a great warrior some day.

4. Reread the quote: "strong men trembled like babies" (Paragraph 45). What does this suggest about the soldiers?
 - A. The soldiers are extremely young, and therefore resemble babies.
 - B. The soldiers have never been in a war before and have the experience of babies.
 - C. The soldiers no longer appear as brave warriors because they are so afraid.
 - D. The soldiers are unusually small for grown men.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, Kayvan changes his identity based on what other people think of him. Do you think a person's identity can be changed? How is Kayvan able to change from being a weaver's apprentice to a warrior? Do you think he has also changed as a person? Why or why not? Have you ever changed your identity because of someone else's opinion of you?
2. In the story, the Shah believes that Kayvan is a hero. Do you consider Kayvan a hero, despite the misunderstandings surrounding his actions? Why or why not? Do you think Kayvan considers himself a hero? Cite examples from the text to support your answer.

Day 7

Directions: What is the best field trip you've ever gone on? Explain what made it so special.

[illegible]

Current Events Log

Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14×17	<div> 2,380 </div> <div>238</div> <div>Estimate: $14 \times 20 = 280$</div>
15×19	285
21×18	3,078
16×13	28

Day 8

Name: _____ Class: _____

TEA OVERBOARD!By Mike Weinstein
2001

Before America gained independence from Great Britain in the American Revolution, there were thirteen colonies. The colonies often felt that the British treated them unfairly, especially when the British made tea and other goods more expensive. One night in December of 1773, a group of angry colonists dumped tea into the Boston Harbor. As you read, take notes on how the colonies protested British rule.

- [1] A strange-looking group of people gathered on a Boston wharf¹ one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot.² They were about to push the American Colonies much closer to war with England.

The crowd on the wharf boarded three English ships. Once on board, they began dumping heavy chests of tea into the harbor. They poured so much tea into the water that the tea leaves began piling up and spilling back into the boats. Thousands of pounds of valuable tea were ruined.



"Boston Tea Party" by Cornischoing is in the public domain.

This destructive act of defiance³ is known as the Boston Tea Party. The disguised mob was made up of angry patriots⁴-laborers, merchants, and even a 14-year-old apprentice.⁵ Many say that Paul Revere⁶ was part of the group.

The tea belonged to an English company. England required the colonists to pay special taxes⁷ on the tea. The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it.

- [5] The Tea Party was a result of the beliefs of many people in Boston. These patriots protested British actions in the colonies. Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street.

Revere mingled in all these places. He was a frequent visitor to the taverns. He was an active member in the clubs, including the Sons of Liberty. This was a secret society, with special passwords, that organized opposition⁸ to England.

1. a structure built on a shore
2. marked with a black substance
3. **Defiance (noun):** bold resistance to someone in charge
4. someone who strongly supports their country
5. a person who is learning about a certain type of work from an employer
6. a man known for alerting colonial troops when the British were coming
7. an extra charge on goods that is paid to the government
8. **Opposition (noun):** strong disagreement

With his many contacts, Revere was widely known in Boston's patriotic circles. He was also well suited to spread the word about colonial plans to oppose England.

After the Tea Party, England used harsh⁹ measures to punish Boston. Tensions¹⁰ between colonists and the mother country worsened. Soon, war was inevitable.

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9. **Harsh (adjective):** unpleasant and stern

10. stress

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. Colonists had to disguise themselves when they openly protested the British government because it was dangerous.
 - B. The colonists' decision to dump tea into the harbor had little impact on England and didn't get them to change their taxes.
 - C. By dumping British tea into the harbor, the colonies declared war on England and started the American Revolution.
 - D. Colonists were unhappy with British rule and dumped taxed tea into the harbor as one of their acts of protest.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "A strange-looking group of people gathered on a Boston wharf one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot." (Paragraph 1)
 - B. "The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it." (Paragraph 4)
 - C. "Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street." (Paragraph 5)
 - D. "After the Tea Party, England used harsh measures to punish Boston. Tensions between colonists and the mother country worsened. Soon, war was inevitable." (Paragraph 8)

3. Which of the following describes how the text is organized?
 - A. The author gives details about the Boston Tea Party, and then discusses other forms of protest against the British.
 - B. The author discusses the dangers of protesting the British government, and then why colonists decided to protest anyway.
 - C. The author describes different ways that the colonists protested the British government, and then focuses on the Boston Tea Party.
 - D. The author describes how the British government taxed the colonies, and then provides an explanation for why they had to.

4. What was the cause of the colonists' resistance to the British rule?
 - A. They weren't allowed to sell their own goods.
 - B. They didn't receive quality goods from the British.
 - C. They were taxed unfairly by the British.
 - D. They didn't have any rights under British rule.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text the author discusses how the Boston Tea Party caused tension between the colonies and England. Do you think this was an important part of the colonies declaring their independence from England? Why or why not?
2. In the text, the author discusses how the colonists' decision to dump the tea into the harbor was an act of protest. What are other ways the colonists could have protested the tax? What other forms of protest have you heard of or seen?

Day 8

Directions: If you had to give up one of your five senses, which one would you give up and why?

[illegible]

Current Events Log

Day 8

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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Multiplying by Two-Digit Numbers *continued*

Name: _____

Multiplication Problems	Student Answers
13×31	403
18×17	3,056
21×15	3,015
12×22	2,604

1 How does estimating a multiplication problem help you know if an answer is reasonable?

Name: _____ Class: _____

The Impossibles

By J. Patrick Lewis
2012

J. Patrick Lewis is an American poet and prose writer known for his children's poetry. In this poem, a speaker describes doing impossible things. As you read, take notes on what type of things the speaker says you cannot do.

[1] You cannot seed a garden
With wheelbarrows of dreams.
Unless you first plant wishes, how
Cucumbersome¹ it seems.

[5] You cannot climb a rainbow
Unless the winds agree
To blow in one direction — up —
Toward Curiosity.

You cannot live in castles
[10] Suspended in the air,
But your imagination takes
Long vacations there.

You cannot reach Forever —
Forever's much too far —
[15] But fortunately Now and Then
Were built right where you are.

You cannot catch Tomorrow
Until you catch your sleep.
Can you recall how many Yes-
[20] terdays you wish to keep?

You cannot snatch Sir Shadow —
He's such a clever chap!²
Until — at night — he snatches *you*
And dozes in your lap.



"Rainbow 1" by Jonathan Sureau is licensed under CC BY-NC-ND 2.0.

"The Impossibles" from If You Were a Chocolate Mustache by J. Patrick Lewis. Copyright © 2012 by J. Patrick Lewis. Used with permission. All rights reserved.

1. a play on the word "cumbersome," meaning troublesome
2. a man

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 poem?
 - A. People often dream of accomplishing what is impossible.
 - B. Nothing is impossible if you truly plan to accomplish it.
 - C. While dreams are fun, they are often not realistic.
 - D. It's better to be safe and secure than to pursue your dreams.

2. PART B: Which quote from the poem supports the answer to Part A?
 - A. "You cannot seed a garden / With wheelbarrows of dreams. / Unless you first plant wishes" (Lines 1-3)
 - B. "But fortunately Now and Then / Were built right where you are." (Lines 15-16)
 - C. "Can you recall how many Yes- / terdays you wish to keep?" (Lines 19-20)
 - D. "You cannot snatch Sir Shadow — / He's such a clever chap! / Until — at night — he snatches you" (Lines 21-23)

3. Which of the following best describes "Sir Shadow" (Lines 21-24)?
 - A. sleep
 - B. desire
 - C. nightmares
 - D. fear

4. What does the speaker mean when they say that your imagination can take "long vacations" in castles in the air (Lines 9-12)?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. The speaker in the poem "The Impossibles" believes your imagination can make anything possible. What are some of the things that you dream of or imagine? How do you think you can use your imagination to make these things possible?
2. In the poem, the speaker describes accomplishing seemingly impossible things. What steps does the speaker suggest readers take to accomplish impossible things? What are the steps that friends or members of your family have taken to achieve things you thought were impossible?

Day 9

Directions: Write a short story about a teenager with a magic superpower.

[illegible]

Current Events Log

Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $606 \div 2 =$ _____

2 $606 \div 3 =$ _____

3 $903 \div 3 =$ _____

4 $408 \div 8 =$ _____

5 $243 \div 3 =$ _____

6 $721 \div 7 =$ _____

7 $545 \div 5 =$ _____

8 $488 \div 8 =$ _____

9 $816 \div 4 =$ _____

10 $728 \div 8 =$ _____

11 $459 \div 9 =$ _____

12 $366 \div 6 =$ _____

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Best of Wives and Best of Women: Elizabeth Hamilton

by ReadWorks

Have you heard of Alexander Hamilton? He played a large role in forming the government of the United States. Alexander Hamilton also created the first U.S. national bank. Fewer people recognize Elizabeth Hamilton's successes. She was Alexander Hamilton's wife. She had a difficult life, but she always worked hard and persevered. To persevere is to keep trying even when things get hard.

Elizabeth raised many children while Alexander was away from home. She would also help Alexander write political essays. He would often write to her and ask her for advice. One of the letters she helped write was George Washington's Farewell Address. This letter was George Washington's last thoughts to the American people after his second term as president.

After Alexander Hamilton died, Elizabeth wanted to make sure he was remembered. She got biographers to write about his life and organize all of his writings. She knew his work was important and should not be forgotten. Without her work, we may not know as much today about Alexander Hamilton's life and ideas.

Elizabeth Hamilton cared deeply for those around her. She was especially inspired to help other children. So she helped to create New York City's first private orphanage. This orphanage would care for more than 700 children. She would continue working hard to help others until she died at 97 years old.

In one of Alexander's last letters to her, he said she was the "best of wives and best of women." Elizabeth outlived her husband by almost 50 years, and she never stopped working for the good of the people around her.



The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library. "Mrs. Alexander Hamilton." New York Public Library Digital Collections.

portrait of Elizabeth Hamilton



The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library. "Mrs. Alexander Hamilton (Elizabeth Hamilton)" New York Public Library Digital Collections.

portrait of Elizabeth Hamilton

Complete: Students should write a summary of each paragraph. When students are done they should write three important facts they learned.

Day 10

Directions: Write a poem about your neighborhood.

[illegible]

Current Events Log

Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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