

# Fourth Grade Home Learning Plan

Oakwood Intermediate

*In order to continue the learning and maintain skills during the next three weeks, we have prepared a plan for each subject area that we are hoping you are able to follow as best you can.*

## Reading:

Read for at least 20 minutes each day. There are also some passages in this packet that you can read and practice responding to so you can keep up that skill! You can also access our reading texts on the Ready Gen website, and you can read from Epic books.

## Writing:

Write for at least 20 minutes each day in your spiral notebook. You can do some journaling about your day, write stories, write your own opinion essays, etc. This packet will also have some journal prompt pages you can do. The stories we read in class can be accessed on the Ready Gen website.

## Math:

Practice your math skills for at least 30 minutes each day. Use it or lose it! In this packet, there is a page explaining that you should rotate through the skills we have already learned this year and which Think Central lessons to go to for each skill. There are also some practice pages in this packet.

## Science:

Use the TCI Science Alive Student Online Account to read at least 10-15 minutes about our science topics. There is a page in this packet with instructions.

## Social Studies:

Use our Studies Weekly Online to access our newspapers. You should read the articles for 10-15 minutes each day. In this packet, there are organizers for each article. There are enough for one article per day. We have used these in class, so you should be familiar. You may choose the articles.

The next page will have a checklist to help you keep track of your work each day.

Here is my Week!

<b>Monday:</b>			What else did you do today? _____ _____ _____ _____ _____ _____ _____ _____	
Did you read for 20 minutes today?	Yes	or		No
Did you work on math for 30-40 minutes today?	Yes	or		No
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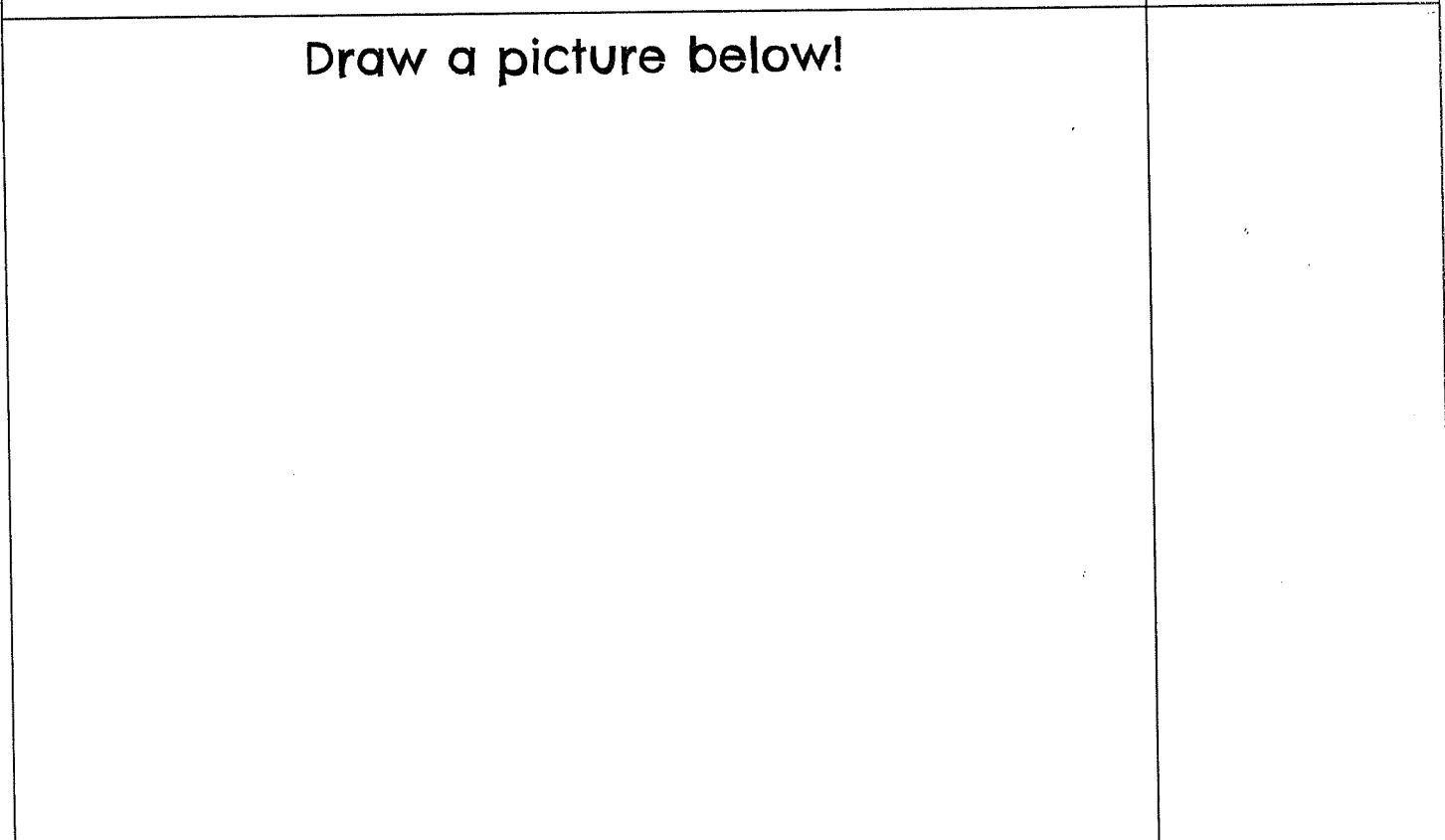
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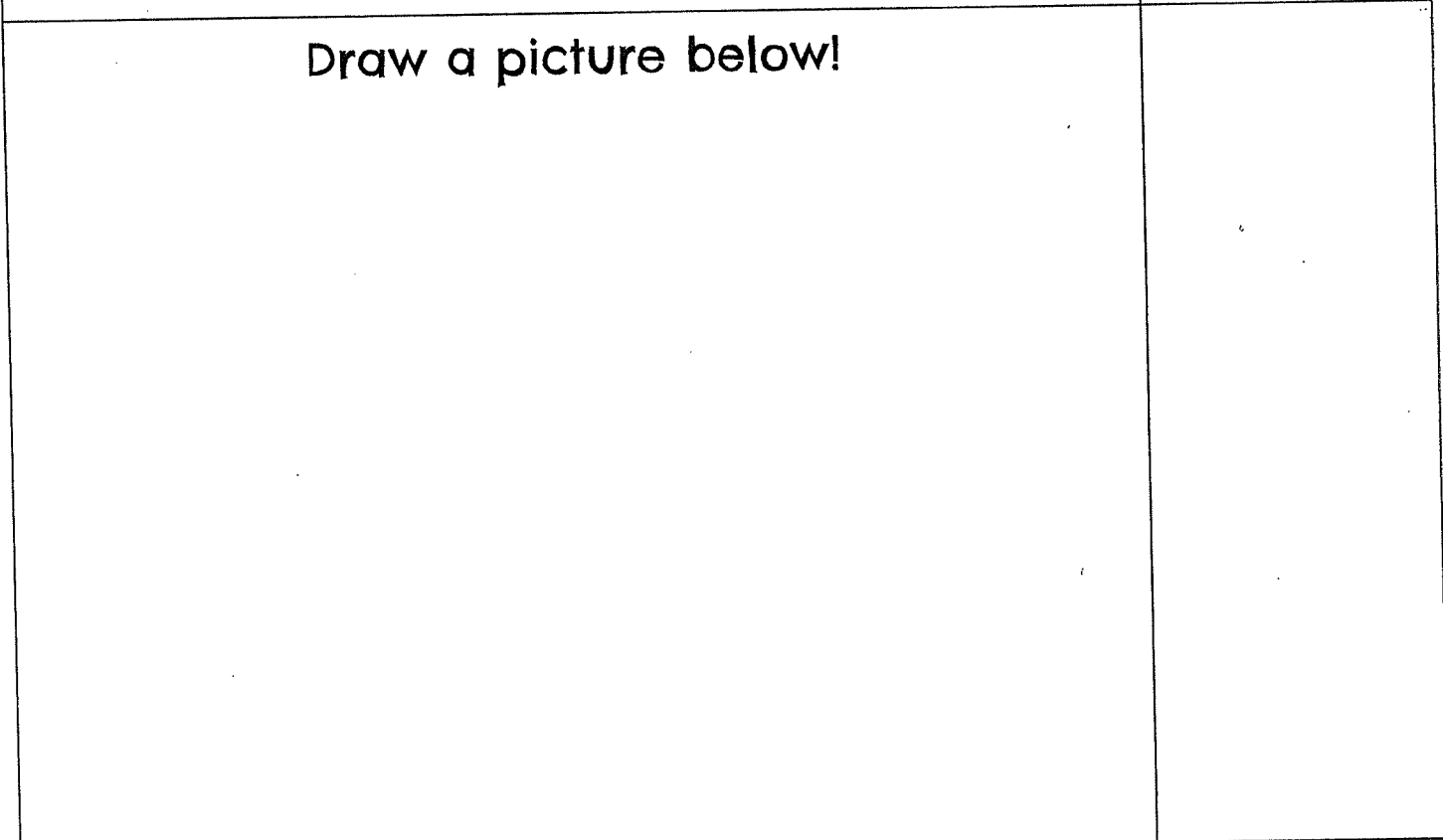
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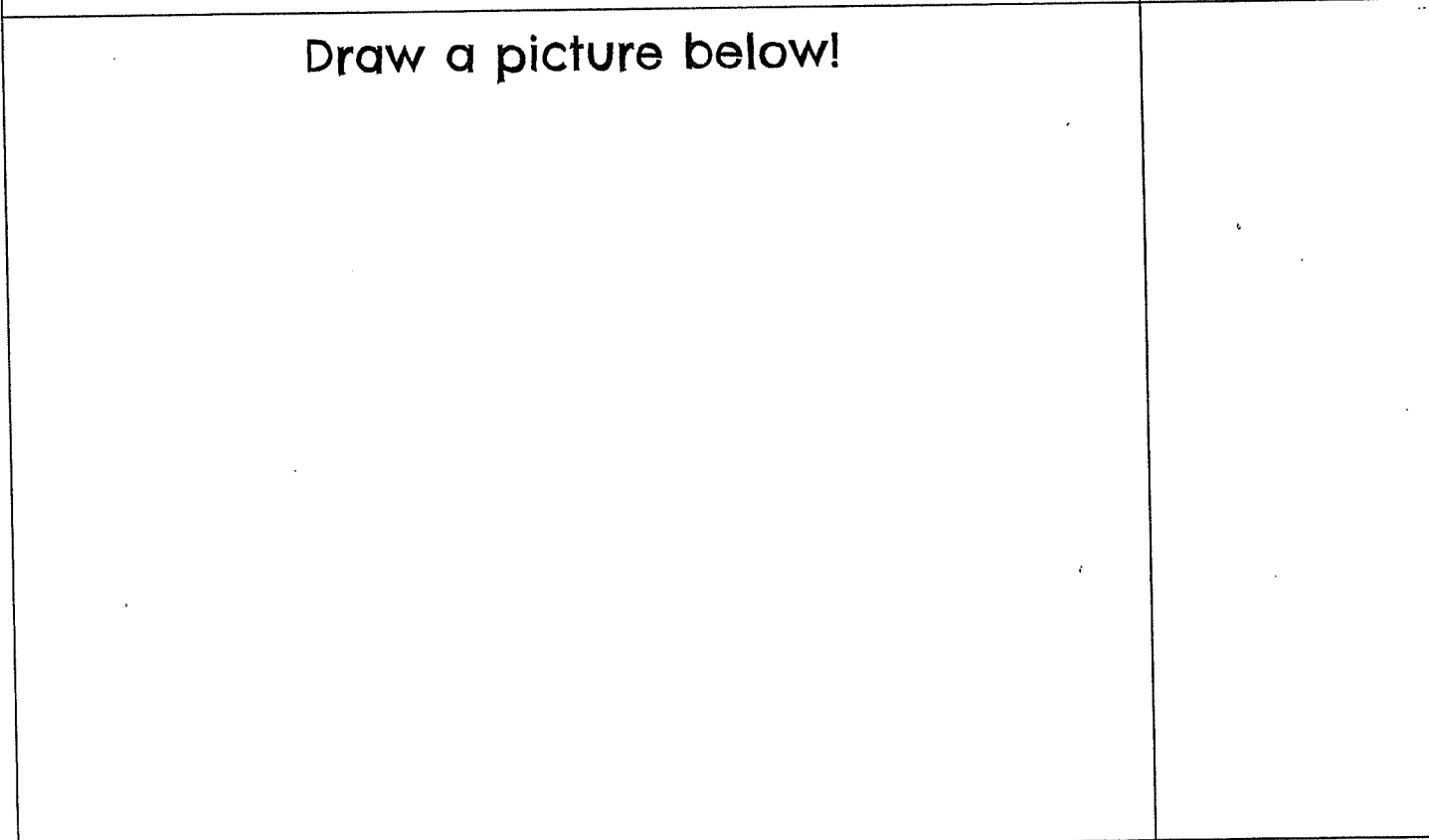
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Draw a picture below!



Reading





Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Blame It on Hades

“Grandpa, I’m so tired of all of this snow! Will spring ever arrive?” the young boy moaned.

“Well, son, you can blame it on Hades. If he hadn’t been lonely, we would have spring weather every day of the year. But let me start from the beginning . . .”

Long ago, three Greek gods ruled the world; Zeus ruled the sky, Poseidon the sea, and Hades the underworld. The underworld was a dark and scary place. Hades was lonely, seeing that his only visitors were dead people. Every so often, Hades would cruise the earth, looking for a bride to end his loneliness.

One day he saw a beautiful girl picking flowers. It was love at first sight. Her name was Persephone. Persephone’s mother, Demeter, was a powerful goddess who gave life to the things that grow in this world. She would never approve of her daughter marrying the dark and depressing Hades. Zeus, tired of seeing Hades moping around the underworld, devised a plan for Hades to marry Persephone.

Zeus created a beautiful white narcissus flower. It had a scent so sweet that it filled the whole earth. He knew that Persephone wouldn’t be able to resist. “Now, when Persephone goes to pick the flower,” whispered Zeus, “you grab her and take her to the underworld.”



Everything went as planned. Just as Persephone knelt to pick the flower, the earth trembled and split between her feet. Then up from the dark world rode Hades on a chariot led by four black horses. Hades swept up Persephone and quickly descended into the cold, dark underworld.

It didn't take long for Demeter to find out what happened. She was angry to learn that Zeus had helped in the plan. After unsuccessfully pleading with Zeus to get her daughter back, she decided to take matters into her own hands.

"Nothing on this earth will grow!" she screamed, and suddenly it got extremely hot.

It was so hot that the crops began to wilt and die. The rivers only trickled and dried, and the people, who were terribly hungry, cried, "When will this heat end?"

Zeus relented. He sent a messenger to the underworld to plead with Hades, but it was too late. Hades had tricked Persephone into eating from a pomegranate, which in those days meant the marriage was official.

Exasperated, Zeus went to the underworld and worked out an arrangement with Hades. For six months Persephone would be with Hades. For six months she would be with her mother. The pact remains to this day.

"So, son, when you see the leaves turn brown and fall to the cold, damp earth, it is because Demeter is grieving for her daughter and causing winter to set in. But when Persephone returns to her mother, the barren fields sprout with green, flowers bloom, and spring fills the air."



### 3. Part A

Which of the following is true of this Greek myth? Draw a line from “True” to your answer.

It uses the gods to explain the natural world.

It shows that the gods act out of anger.

True

It explains why there is death and the afterlife.

It demonstrates the gods’ superiority over humans.

### Part B

Find a sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

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#### COMMON CORE STATE STANDARDS

**Literature 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



# Constructed Response

**Directions:** Read the prompt and write an opinion in response.

Do you think the gods in this myth are more **similar to** or **different from** humans? In what ways? Use details from the passage to support your opinion.

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### COMMON CORE STATE STANDARDS

**Literature 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 1.** Write opinion pieces on topics and texts, supporting a point of view with reasons and information. **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Batwings and the Curtain of Night

by Marguerite W. Davol

*The Mother of All Things has woven a curtain to separate night from day. Unfortunately, the curtain is so black and thick, the night creatures can't see to roam and hunt.*

While many of Earth's creatures were happy with the way the curtain of night unrolled and stretched out across the sky, the animals and birds that prowl and hunt under cover of darkness grew more and more discontented. One night they gathered where the sand meets the sea and began to complain loudly.

With grunts and growls, hoots and howls, the night creatures voiced their complaints. All agreed—although it was much too dark, they preferred the night. Day was too bright. They must change the night—but how? Each animal had a different idea and argued loudly about what to do.

From far beyond the curtain of night, the Mother of All Things heard the creatures' noisy grumbling. With a wave of her hand, a wind of silence swirled over the world. "Find a way," she whispered. "You must find a way."

In the silence the owl closed her wise eyes and thought for a long time. Finally she spoke. "One of us must pull aside the curtain of night. We must let in a little light." The word went out. Bats from everywhere gathered as the curtain of night unrolled across the sky. In one enormous swoop and swirl, black clouds of bats headed up into the sky. But the way was long, too long, and the distance far, too far. One by one the bats



fell back to earth, exhausted, their wings limp. “The sky is too high,” they squeaked.

Then the coyote had an idea. “Cling to my back, and I’ll run up the highest hill. From there you can reach the sky.”

Bats settled onto the coyote. Indeed, from the hilltop they flew higher than before, but not high enough.

Stretching his long night-black shape, the panther said, “Now it is my turn. Cling to my back, and I’ll search out the highest mountain. Surely from its top you can reach the sky.”

“I’ll join you,” said the owl. “My wings are wide, my talons large.”

Bats crowded onto the panther’s back, and the owl perched on his head. Together they climbed the highest mountain. When they reached the peak, they looked up. The sky, almost dark by now, still seemed very far away. Could they reach it?

The owl said, “We must all fly as high as our hearts will allow.”

This time they reached the curtain of night. Every bat grabbed with its claws. Hanging upside down, they pulled and pulled together. Owl, too, dug in her great talons. She yanked and tugged. But the curtain of night did not budge. One by one the bats fluttered wearily to earth, their wings tattered. Finally the owl, too, glided down, defeated. They had failed.

But when the creatures looked up, they were astonished. The dark was not so dark! Wherever the bats’ sharp claws had clung, a glitter of light appeared. And where the owl’s talons had tugged, a large hole let the light shine through.

The Mother of All Things looked out at the night creatures below. She nodded, pleased.

To this day all creatures that prefer the night welcome the light from the moon and stars to guide them through the dark. And to this day colonies of bats crowd together and cling upside down.



# Constructed Response

**Directions:** Read the prompt and write a paragraph in response.

In this myth, the bats, a coyote, a panther, and an owl all worked to reach the curtain of night. Think of a different animal that could have helped. Add to the middle of the passage. Choose an animal and describe what it did to try to reach the sky. Make sure your narrative makes sense with the rest of the myth.

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**COMMON CORE STATE STANDARDS**

**Literature 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



## Extended Response

You have read two myths that explain how things in nature came about.

- “Blame It on Hades”
- “Batwings and the Curtain of Night”

In “Blame It on Hades,” a grandfather explains how the seasons are affected by the gods. In “Batwings and the Curtain of Night,” a group of animals works together to change the night.

Now write your own myth explaining how something in nature came about. Use characters from both passages in your myth. You may also include additional characters.

In your myth be sure to

- introduce the characters and setting.
- use characters from both passages.
- use dialogue and details to describe characters and events.
- use transitional words and phrases such as “then,” “next,” “later,” and “at last” to help show the sequence of events.
- include a conclusion that makes sense with the rest of the story.
- use proper grammar, usage, spelling, capitalization, and punctuation.

### COMMON CORE STATE STANDARDS

**Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing 3.a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **Writing 3.b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **Writing 3.c.** Use a variety of transitional words and phrases to manage the sequence of events. **Writing 3.d.** Use concrete words and phrases and sensory details to convey experiences and events precisely. **Writing 3.e.** Provide a conclusion that follows from the narrated experiences or events. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.







Writing



# Writing

Name \_\_\_\_\_

**Directions: Read the prompt. Write your response on a separate sheet of paper.**

In *Quake!*, the author tells the story of a real historical event from the point of view of a fictional young boy. Do you think the author was effective in re-creating the events? Is Jacob a believable character? Is the setting realistic? In an opinion essay, share your opinion about the believability of the fictionalized event. Provide reasons for your opinion, and support those reasons with evidence from the story.



# Writing

Name \_\_\_\_\_

**Directions:** Read the prompt. Write your response on a separate sheet of paper.

*Why the Sea Is Salty* ends with the giant soaking his feet and the villagers watching their empty salt baskets floating in the sea. Continue from this point and write a story about what happens to the villagers and the giant. You might explore the giant's friendship with the boy, or you might focus on a new and safer way for the villagers and giant to travel between islands. Be sure to include dialogue between characters and descriptive details for setting. Your story should have a clear sequence of events and should be based on details from the original story.

Math

# Think Central Math Practice

Log in to Think Central with your usual username and password. The charts below show you which units and lessons to go to in order to practice our essential math standards! You should practice for at least 30 minutes each day, rotating from one standard to the next. Show your work in your math notebook.

## Unit 1

Log into **Think Central**. Go to **My Library**. Select **Math Activity Center, G4 Student**. For *online* practice, select **Lesson Checks**. For printable practice, select **Lesson Practice**. Select **Unit 1**. The chart below shows which lesson goes with which target.

Learning Target	Lesson Number
I can read, write, and compare whole numbers.	1, 2, 4
I can round whole numbers to any place value.	3, 5
I can add whole numbers.	6, 7, 8
I can subtract whole numbers.	9, 11
I can add and subtract whole numbers (mixed practice).	10, 12

## Unit 2

Log into **Think Central**. Go to **My Library**. Select **Math Activity Center, G4 Student**. For online practice, select **Lesson Checks**. For printable practice, select **Lesson Practice**. Select **Unit 2**. The chart below shows which lesson goes with which target.

Learning Target	Lesson Number
I can multiply one-digit factors by 2, 3, and 4-digit factors.	4, 6, 7, 8, 9, 10, 16, 17
I can multiply 2-digit factors by 2-digit factors.	12, 13, 14, 15
I can multiply whole numbers (mixed practice).	18, 19

## Unit 3

Log into **Think Central**. Go to **My Library**. Select **Math Activity Center, G4 Student**. For online practice, select **Lesson Checks**. For printable practice, select **Lesson Practice**. Select **Unit 3**. The chart below shows which lesson goes with which target.

Learning Target	Lesson Number
I can divide large numbers.	2, 3, 4, 5, 6, 7
I can correctly interpret remainders.	9

## Unit 4

Log into **Think Central**. Go to **My Library**. Select **Math Activity Center, G4 Student**. For online practice, select **Lesson Checks**. For printable practice, select **Lesson Practice**. Select **Unit 4**. The chart below shows which lesson goes with which target.

Learning Target	Lesson Number
I can solve one-step comparison word problems.	4, 5, and 6
I can solve multi-step word problems.	7, 8, and 9
I can find factors and multiples.	10
I can identify and apply number and shape patterns.	11

## Unit 6

Log into **Think Central**. Go to **My Library**. Select **Math Activity Center, G4 Student**. For online practice, select **Lesson Checks**. For printable practice, select **Lesson Practice**. Select **Unit 6**. The chart below shows which lesson goes with which target.

Learning Target	Lesson Number
I can add and subtract fractions.	1, 2, 3
I can add and subtract mixed numbers and fractions.	5, 6
I can convert between mixed numbers and fractions greater than one whole.	4
I can multiply a fraction by a whole number.	7, 8

## Unit 7

Log into **Think Central**. Go to **My Library**. Select **Math Activity Center, G4 Student**. For online practice, select **Lesson Checks**. For printable practice, select **Lesson Practice**. Select **Unit 7**. The chart below shows which lesson goes with which target.

Learning Target	Lesson Number
I can find and name equivalent fractions.	4, 5
I can compare fractions.	1, 2, 6
I can understand decimal places to the hundredths.	8, 9, 10, 11
I can compare decimals to the hundredths place.	12



**1-5  
Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Compare using  $>$ ,  $<$ , or  $=$ .

① 25,013 ○ 25,031

② 70,628 ○ 70,286

③ 563,384 ○ 536,384

④ 541,952 ○ 415,295

⑤ 806,359 ○ 806,359

⑥ 900,000 ○ 1,000,000

Round to the nearest ten thousand.

⑦ 17,250 \_\_\_\_\_

⑧ 54,996 \_\_\_\_\_

⑨ 75,012 \_\_\_\_\_

Round to the nearest hundred thousand.

⑩ 164,374 \_\_\_\_\_

⑪ 329,520 \_\_\_\_\_

⑫ 956,308 \_\_\_\_\_

⑬ 145,906 \_\_\_\_\_

Solve.

⑭ What would 348,724 be rounded to the nearest:

a. ten? \_\_\_\_\_

b. hundred? \_\_\_\_\_

c. thousand? \_\_\_\_\_

d. ten thousand? \_\_\_\_\_

e. hundred thousand? \_\_\_\_\_

⑮ Compare the number 384,724 rounded to the nearest hundred thousand and 384,724 rounded to the nearest ten thousand. Which is the greater number? Write a comparison statement and explain your answer.

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**1-12  
Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve each problem.

*Show your work.*

- ① A zoo has 148 reptiles, 500 mammals, and 260 birds. How many more mammals does the zoo have than reptiles and birds combined?
- 

- ② On Friday, 532 people went to the zoo. On Saturday, 378 more people went to the zoo than went on Friday. How many people in all went to the zoo on Friday and Saturday?
- 

Add or subtract.

$$\begin{array}{r} 374 \\ + 768 \\ \hline \end{array}$$

$$\begin{array}{r} 7,541 \\ - 3,816 \\ \hline \end{array}$$

$$\begin{array}{r} 4,966 \\ + 9,576 \\ \hline \end{array}$$

$$\begin{array}{r} 35,738 \\ - 12,079 \\ \hline \end{array}$$

$$\begin{array}{r} 65,867 \\ - 57,273 \\ \hline \end{array}$$

$$\begin{array}{r} 58,144 \\ + 87,916 \\ \hline \end{array}$$

$$\begin{array}{r} 368,418 \\ + 272,079 \\ \hline \end{array}$$

$$\begin{array}{r} 509,515 \\ - 332,742 \\ \hline \end{array}$$

$$\begin{array}{r} 741,652 \\ - 205,273 \\ \hline \end{array}$$

**2-15  
Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve using any method and show your work. Check your work with estimation.

**1**  $75 \times 43$

\_\_\_\_\_

**2**  $63 \times 38$

\_\_\_\_\_

**3**  $84 \times 84$

\_\_\_\_\_

**4**  $28 \times 56$

\_\_\_\_\_

**5**  $81 \times 54$

\_\_\_\_\_

**6**  $47 \times 47$

\_\_\_\_\_

**7**  $96 \times 83$

\_\_\_\_\_

**8**  $17 \times 56$

\_\_\_\_\_

**Solve.***Show your work.*

- 9** Lana has a part-time job to help pay her college expenses. She works 8 hours a week and earns \$12 per hour. How much will she earn in 1 year (52 weeks)?

\_\_\_\_\_

- 10** A school supply store sells red pens in boxes of 48 and blue pens in boxes of 32. Principal Jones bought 25 boxes of red pens and 35 boxes of blue pens for his teachers. Which pens did he buy more of? How many more?

\_\_\_\_\_

- 11** On a separate sheet of paper, write and solve your own multiplication word problem.

\_\_\_\_\_

**2-18**  
**Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve using any method and show your work. Check your work with estimation.

**1**  $4 \times 67$   
\_\_\_\_\_

**2**  $39 \times 58$   
\_\_\_\_\_

**3**  $6 \times 5,826$   
\_\_\_\_\_

**4**  $\begin{array}{r} 59 \\ \times 7 \\ \hline \end{array}$

**5**  $\begin{array}{r} 418 \\ \times 9 \\ \hline \end{array}$

**6**  $\begin{array}{r} 84 \\ \times 78 \\ \hline \end{array}$

**7**  $\begin{array}{r} 26 \\ \times 63 \\ \hline \end{array}$

**8**  $\begin{array}{r} 5,595 \\ \times 5 \\ \hline \end{array}$

**9**  $\begin{array}{r} 922 \\ \times 4 \\ \hline \end{array}$

Solve.

- 10** Ms. Chandler leaves her dog Daisy in a fancy pet hotel when she goes on vacation. The hotel costs \$42 each night. If she leaves Daisy at the hotel for 14 nights, how much will it cost?
- \_\_\_\_\_

- 11** At a movie premier, stars walk on a red carpet that is 9 feet wide and 298 feet long. What is the area of the red carpet?
- \_\_\_\_\_

**3-5  
Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Use any method to solve.

1  $6 \overline{)845}$

2  $5 \overline{)940}$

3  $4 \overline{)960}$

4  $3 \overline{)767}$

5  $7 \overline{)8,406}$

6  $4 \overline{)6,580}$

7  $6 \overline{)7,166}$

8  $8 \overline{)8,927}$

Solve.

- 9 Jovito's scout troop sold 144 boxes of oranges. Each of the 8 troop members sold the same number of boxes. How many boxes did each troop member sell?
- \_\_\_\_\_

- 10 The drama club put on the school play 3 times. Each time the auditorium was full. If 1,092 people saw the play, how many people attended each night?
- \_\_\_\_\_

- 11 Race organizers bought 1,104 bottles of water. The bottles were sold in packs of 6. How many six-packs of water did the race organizers buy?
- \_\_\_\_\_

**3-9**  
**Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve. Write the remainder as a whole number.

1  $5 \overline{)5,012}$

2  $7 \overline{)5,329}$

3  $2 \overline{)9,683}$

4  $6 \overline{)4,216}$

5  $4 \overline{)8,812}$

6  $9 \overline{)7,225}$

Solve. Then explain the meaning of the remainder.

- 7 Margo is making 60 black bean burgers to serve at a party. She wants to buy enough buns for all the burgers. Buns come in packages of 8. How many packages does Margo need to buy?

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- 8 Carlos is making centerpieces. He is putting 6 lilies in each centerpiece. He tells Ana she can have any lilies that are left over. If Carlos has 80 lilies, how many lilies will Ana get?

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- 9 The cafeteria server gives 7 asparagus spears to each student. If she has 53 spears left, how many more students can she serve?

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- 10 The science club plans to travel to the planetarium in minivans. Each minivan holds 7 students. If 32 students want to go, how many minivans will be needed?

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**4-5**  
**Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Write and solve an equation to solve each problem.  
Draw comparison bars when needed.

*Show your work.*

- 1 This month 9,675 people visited Hank's web site. This is 3 times the number that visited last month. How many people visited Hank's site last month?

\_\_\_\_\_

- 2 A bakery sold 32 loaves of wheat bread and some rye bread. If they sold 8 more loaves of wheat bread than rye bread, how many loaves of rye bread did they sell?

\_\_\_\_\_

- 3 The first week a new book was available, 20,549 copies were sold. The second week, 43,124 copies were sold. How many fewer copies were sold the first week than the second week?

\_\_\_\_\_

- 4 Fifth graders sold 220 raffle tickets. Fourth graders sold 5 times as many raffle tickets. How many raffle tickets did fourth graders sell?

\_\_\_\_\_

- 5 Ferah has 24 model airplanes. Kevin has 4 model airplanes. How many times as many model planes does Ferah have as Kevin?

\_\_\_\_\_

- 6 Ms. Anderson knitted 32 scarves last year. She knitted 8 fewer scarves than hats. How many hats did she knit?

\_\_\_\_\_

**4-10  
Practice**

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

List all the factor pairs for each number.

1 28

\_\_\_\_\_

2 25

\_\_\_\_\_

3 31

\_\_\_\_\_

4 32

\_\_\_\_\_

Write whether each number is *prime* or *composite*.

5 70

\_\_\_\_\_

6 43

\_\_\_\_\_

7 33

\_\_\_\_\_

8 49

\_\_\_\_\_

9 19

\_\_\_\_\_

10 51

\_\_\_\_\_

Tell whether 8 is a factor of each number. Write *yes* or *no*.

11 8

\_\_\_\_\_

12 60

\_\_\_\_\_

13 32

\_\_\_\_\_

14 56

\_\_\_\_\_

Tell whether each number is a multiple of 6. Write *yes* or *no*.

15 24

\_\_\_\_\_

16 30

\_\_\_\_\_

17 48

\_\_\_\_\_

18 16

\_\_\_\_\_

Use the rule to complete the pattern.

19 Rule: skip count by 7

7, 14, \_\_\_\_\_, \_\_\_\_\_, 35, \_\_\_\_\_, \_\_\_\_\_, 56, 63

20 Rule: skip count by 12

12, \_\_\_\_\_, 36, \_\_\_\_\_, 60, \_\_\_\_\_, 84, \_\_\_\_\_, 108, \_\_\_\_\_

21 Rule: skip count by 6

6, 12, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 48, 54, 60



Write each mixed number as a fraction.

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

2  $10\frac{2}{3} =$  \_\_\_\_\_

3  $3\frac{2}{5} =$  \_\_\_\_\_

4  $3\frac{5}{8} =$  \_\_\_\_\_

Write each fraction as a mixed number.

5  $\frac{21}{5} =$  \_\_\_\_\_

6  $\frac{35}{6} =$  \_\_\_\_\_

7  $\frac{70}{8} =$  \_\_\_\_\_

8  $\frac{93}{10} =$  \_\_\_\_\_

Add or subtract.

9  $\frac{4}{5} + \frac{4}{5} =$  \_\_\_\_\_

10  $\frac{7}{8} - \frac{2}{8} =$  \_\_\_\_\_

11  $1\frac{4}{5} + \frac{3}{5} =$  \_\_\_\_\_

12  $\frac{2}{3} + 7\frac{2}{3} =$  \_\_\_\_\_

13  $4\frac{5}{12} - 1\frac{11}{12} =$  \_\_\_\_\_

14  $\frac{7}{10} - \frac{4}{10} =$  \_\_\_\_\_

15  $5\frac{5}{9} - 4\frac{8}{9} =$  \_\_\_\_\_

16  $2\frac{1}{6} + 3\frac{5}{6} =$  \_\_\_\_\_

17  $9\frac{3}{4} - 5\frac{1}{4} =$  \_\_\_\_\_

Solve.

*Show your work.*

- 18 Matt ran  $8\frac{1}{4}$  miles this weekend. He ran  $3\frac{2}{4}$  miles on Saturday. How far did he run on Sunday?
- \_\_\_\_\_

- 19 Ellie mixed  $1\frac{2}{3}$  cups of apple juice with  $\frac{2}{3}$  cup of cranberry juice. How many cups of apple-cranberry juice did she make?
- \_\_\_\_\_

**6-8**  
**Practice**

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw a model for each problem. Then solve.

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

2  $2 \cdot \frac{1}{9} =$  \_\_\_\_\_

3  $7 \cdot \frac{3}{4} =$  \_\_\_\_\_

4  $3 \cdot \frac{2}{3} =$  \_\_\_\_\_

Multiply.

5  $16 \cdot \frac{3}{8} =$  \_\_\_\_\_

6  $15 \cdot \frac{1}{3} =$  \_\_\_\_\_

7  $10 \cdot \frac{5}{12} =$  \_\_\_\_\_

8  $9 \cdot \frac{5}{6} =$  \_\_\_\_\_

9  $2 \cdot \frac{2}{9} =$  \_\_\_\_\_

10  $20 \cdot \frac{4}{5} =$  \_\_\_\_\_

Write an equation. Then solve.

*Show your work.*

- 11 The label on a cereal box says that 1 serving is  $\frac{3}{4}$  cup of cereal. There are 18 servings in the box. How many cups of cereal are in a box?

\_\_\_\_\_

- 12 The distance from Derek's house to school is  $\frac{7}{10}$  mile. In a week, Derek walks this distance 10 times. How many miles does Derek walk to and from school each week?

\_\_\_\_\_

Science

# Science Review

To review the science concept while at home, please use our TCI Science Alive Student Online Account. Our students are familiar with their account and should be able to navigate easily to find the Reading Further texts. Your child needs to log into their student online account to read the text.

## Student Online Account Information

Your child can gain access to their account by going to [www.clever.com](http://www.clever.com)

- Click on " Student Log-in"
- Search school name: Oakwood Intermediate- Allendale School District
- Click " Log in with Google"
- "Choose an account" will appear on the screen. Have your child click on their account or they will need to add their account.
  - Student Username: lastname + the first three initial of their first name.
  - Student Password: their initials capitalized + their birthday date
    - most students have this memorized and we have used this log in many times throughout our day:)

## Text to read

Once you are on the student account, use the purple sidebar to find the text. Click on " Text with Notes" and then they can use the drop down options to find the units, lessons, and reading further.

### Unit 1: Reading Further

Unit 1 \* Lesson 1 \* Reading Further: "It's Not Stealing, or Is It?"

Unit 1 \* Lesson 9 \* Reading Further: "Elephant Smarts"

### Unit 2: Reading Further

Unit 2 \* Lesson 3 \* Reading Further: "Energy from Smartphones"

Unit 2 \* Lesson 5 \* Reading Further: "Blackout!"

### Unit 3: Reading Further

Unit 3 \* Lesson 1 \* Reading Further: "Mary Anning, Fossil Hunter"

Unit 3 \* Lesson 4 \* Reading Further: "Saving Soil"

# Social Studies

# Studies Weekly

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

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # \_\_\_\_\_ Article Title:

<b>Before Reading</b>	<b>While Reading</b>	<b>After Reading</b>
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # \_\_\_\_\_ Article Title:

<b>Before Reading</b>	<b>While Reading</b>	<b>After Reading</b>
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

# Studies Weekly

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

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
<p>What do you already think you might know about this topic?</p>          	<p>What are three facts you learned?</p>          	<p>What is the most important idea from the text?</p>          <p>What questions do you still wonder?</p>          

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
<p>What do you already think you might know about this topic?</p>          	<p>What are three facts you learned?</p>          	<p>What is the most important idea from the text?</p>          <p>What questions do you still wonder?</p>          



Week # \_\_\_\_\_ Article Title:

<b>Before Reading</b>	<b>While Reading</b>	<b>After Reading</b>
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # \_\_\_\_\_ Article Title:

<b>Before Reading</b>	<b>While Reading</b>	<b>After Reading</b>
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

# Studies Weekly

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

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # \_\_\_\_\_ Article Title: \_\_\_\_\_

Before Reading	While Reading	After Reading
<p>What do you already think you might know about this topic?</p>	<p>What are three facts you learned?</p>	<p>What is the most important idea from the text?</p> <p>What questions do you still wonder?</p>

Week # \_\_\_\_\_ Article Title: \_\_\_\_\_

Before Reading	While Reading	After Reading
<p>What do you already think you might know about this topic?</p>	<p>What are three facts you learned?</p>	<p>What is the most important idea from the text?</p> <p>What questions do you still wonder?</p>

# Studies Weekly

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

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # _____ Article Title: _____		
Before Reading	While Reading	After Reading
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # \_\_\_\_\_ Article Title:

<b>Before Reading</b>	<b>While Reading</b>	<b>After Reading</b>
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?

Week # \_\_\_\_\_ Article Title:

<b>Before Reading</b>	<b>While Reading</b>	<b>After Reading</b>
What do you already think you might know about this topic?	What are three facts you learned?	What is the most important idea from the text?  What questions do you still wonder?



Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### When a Volcano Erupts

by Ron Fridell

What happens when a volcano erupts?

About 60 volcanoes erupt each year. These mountains of lava are found all around the world, even up on Antarctica's icecap and deep down on ocean floors.

Some volcanoes erupt quietly, gently oozing out their lava. Hawaii's Kilauea is a very quiet volcano. It has been erupting since 1983. It has buried roads and destroyed a few houses, but slowly and quietly.

Other volcanoes are not so quiet or gentle when they erupt. One man watching a volcano in Iceland put it this way: "I saw the earth explode!"

These explosions send steam, water, ash, and lava flying high. Hunks of molten rock called lava bombs cool and harden as they fall. These lava bombs can be as big as 20 feet (6 meters) around.

Volcanoes can bury towns and forests in ash and lava. When Mount St. Helens erupted, it destroyed 200 homes. A volcano in the nation of Colombia buried an entire city of 25,000 people. Erupting volcanoes can also cause landslides, earthquakes, and tsunamis.

Some volcanoes cause a whole lot of trouble. A volcano called Krakatoa changed weather all around the world. When it erupted in 1893, the ash kept skies dark everywhere. This darkness lasted for five years. The ash also kept Earth's temperatures low and snowfalls at record highs.



In 2010, a volcano in Iceland changed the lives of millions of people all at once. It sent tons of ash miles in the air. The ash flew so high that it reached the jet stream, a narrow band of wind that circles the earth. The jet stream carried the ash along with it. This ash is a danger to airplanes. It can make their engines lose power. For six days, flights were canceled all across Europe. Millions of people had to change their plans. U.S. President Barack Obama had to cancel a flight to Europe. Tons of fresh flowers died when planes could not fly them from Africa to England. Car factories in Asia had to shut down when parts were not delivered. All because of one volcano.

Erupting volcanoes can do bad things, but they can also help good things to happen. The Mount St. Helens eruptions wiped out animals and plants for hundreds of square miles. They left the earth covered in ash. People thought the land would stay that way. But no. The old species of plants and animals were soon back, and new species were too. Forests grew back. The blast also left behind two new lakes and 130 new ponds for all the new plants and animals. The Mount St. Helens volcano hurt the land, but it also helped it.



# Constructed Response

**Directions:** Read the prompt and write a paragraph in response.

The passage discusses bad and good things that can happen when volcanoes erupt. In what ways are volcanoes harmful? How are they helpful? Use details from the passage in your explanation.

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### COMMON CORE STATE STANDARDS

**Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.





Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

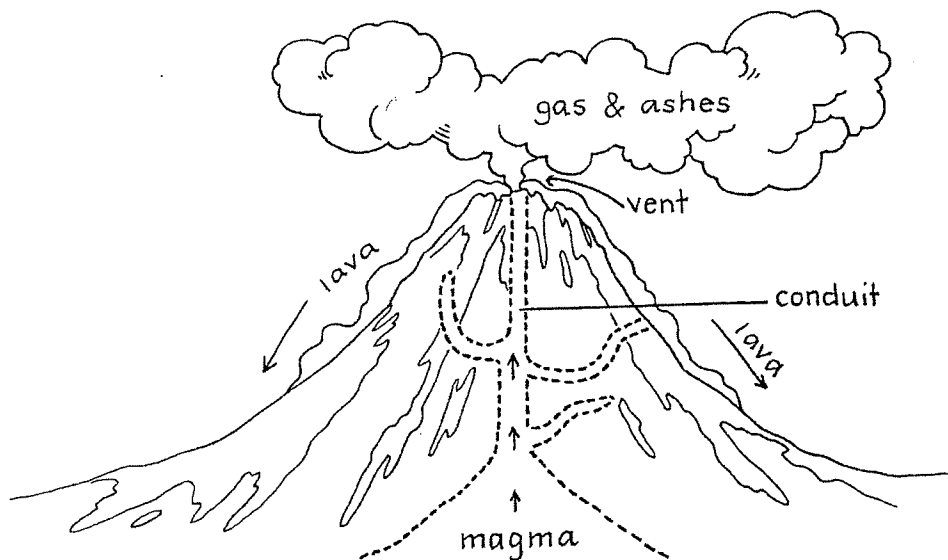
### The Volcano Wakes

by Patricia Lauber

For many years the volcano slept. It was silent and still, big and beautiful. Then the volcano, which was named Mount St. Helens, began to stir. On March 20, 1980, it was shaken by a strong earthquake. The quake was a sign of movement inside St. Helens. It was a sign of a waking volcano that might soon erupt again.

Mount St. Helens was built by many eruptions over thousands of years. In each eruption, hot rock from inside the earth forced its way to the surface. The rock was so hot that it was molten, or melted, and it had gases trapped in it. The name for such rock is magma. Once the molten rock reaches the surface it is called lava. In some eruptions the magma was fairly liquid. Its gases escaped gently. Lava flowed out of the volcano, cooled, and hardened. In other eruptions the magma was thick and sticky. Its gases burst out violently, carrying along sprays of molten rock. As it blasted into the sky, the rock cooled and hardened. Some of it rained down as ash—tiny bits of rock. Some rained down as pumice—frothy rock puffed up by gases.

Together the lava flows, ash, and pumice built a mountain with a bowl-shaped crater at its top. Mount St. Helens grew to a height of 9,677 feet, so high that its peak was often hidden by clouds. Its big neighbors were built in the same way. Mount St. Helens is part of the Cascade Range, a chain of volcanoes that runs from northern California into British Columbia.



For well over a hundred years the volcano slept. Each spring, as winter snows melted, its slopes seemed to come alive. Wildflowers bloomed in meadows. Bees gathered pollen and nectar. Birds fed, found mates, and built nests. Bears lumbered out of their dens. Herds of elk and deer feasted on fresh green shoots. Thousands of people came to hike, picnic, camp, fish, paint, bird-watch, or just enjoy the scenery. Logging crews felled tall trees and planted seedlings.

These people knew that Mount St. Helens was a volcano, but they did not fear it. To them it was simply a green and pleasant mountain where forests of firs stretched up the slopes and streams ran clear and cold.

The mountain did not seem so trustworthy to geologists, scientists who study the earth. They knew that Mount St. Helens was dangerous. It was a young volcano and one of the most active in the Cascade Range. In 1975 two geologists finished a study of the volcano's past eruptions. They predicted that Mount St. Helens would erupt again within 100 years, perhaps before the year 2000.

The geologists were right. With the earthquake of March 20, 1980, Mount St. Helens woke from a sleep of 123 years.



# Constructed Response

**Directions:** Read the prompt and write a paragraph in response.

Study the diagram of a volcano in the passage. Write a one-paragraph caption for the diagram to explain what it shows. Be sure to use vocabulary words and information from the passage in your caption.

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### COMMON CORE STATE STANDARDS

**Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



## Extended Response

You have read two passages about volcanoes:

- “When a Volcano Erupts”
- “The Volcano Wakes”

In “When a Volcano Erupts,” you learned about several volcanic eruptions. In “The Volcano Wakes,” you learned about the eruption of Mount St. Helens.

You are now a volcano expert! Write a paragraph to share **five** facts about volcanoes with the public. Include scientific terms from the passages, such as *lava*, *erupt*, and *magma*, and define them for your readers.

In your paragraph, be sure to

- include five facts about volcanoes.
- include information from both passages.
- use and define scientific words correctly.
- use linking words and phrases.
- include a clear introduction and conclusion.
- use proper grammar, usage, spelling, capitalization, and punctuation.

### COMMON CORE STATE STANDARDS

**Informational Text 9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 2.a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **Writing 2.b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **Writing 2.c.** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). **Writing 2.d.** Use precise language and domain-specific vocabulary to inform about or explain the topic. **Writing 2.e.** Provide a concluding statement or section related to the information or explanation presented. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



UNIT 1 • EXTENDED RESPONSE *Continued*

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Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Awesome H<sub>2</sub>O

If we made a list of the things we absolutely cannot do without, water would be at the top. Every living thing on Earth is made mostly of water, and no organism on Earth can survive without it. Water is a life-giving substance.

Water is also a powerful substance. First think of water in its liquid form. Massive ocean waves rise up and pound the shore. Rain crashes down in torrents, and rivers spill over their banks to flood the land. Awesome power!

Now think of water in its solid form—ice. There’s awesome power there too. As water freezes, it expands in volume, moving outward in all directions and pushing with tremendous force against everything in its path. Ice can even make rocks move. When water below the ground freezes, it forms ice crystals that take up more space than liquid water. The ice crystals push on the rocks, causing the rocks above them to move upward until the rocks break through the earth’s surface.

Ice also has the power to split rocks. Imagine water that gets trapped inside a crack in a rock and turns to ice. This ice puts so much pressure on the surrounding rock that the crack gets longer and wider.

Later, the ice thaws, and more water seeps into the widened crack. And when that water freezes, the crack grows still wider. This freeze-thaw cycle continues until the rock finally splits or shatters into shards and particles.



Water also has the power to make rough things smooth. Picture stones in a rushing stream. Water from rain and melted snow runs across the land into the stream. This water carries bits of rock that act like sandpaper on bigger rocks. The tiny particles are pushed over and around the stones by the flowing water. As a result, the stones become smooth and polished.

In addition, water has the power to transport things, such as rocks and sediment. Every day, streams and rivers transport tons of sediment, made of topsoil, sand, and minerals washed from the land into the water. Sometimes they carry the sediment hundreds of miles. The sediment is deposited on the river bottom or in a delta, a triangle-shaped area of land at the river's mouth.

Finally, water in the form of ocean waves has the power to change the shape of the land. Every wave that washes up onto a sandy shore and slides back out to sea brings sediment in and takes sediment out. As waves move sediment around, they constantly reshape the shoreline.

Water has the power to give life and the power to shape and reshape the earth. Now that is what we would have to call an awesome substance.





# Constructed Response

**Directions:** Read the prompt and write a paragraph in response.

Explain how a rock goes through the freeze-thaw cycle. Use details from the passage in your paragraph.

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**COMMON CORE STATE STANDARDS**

**Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### from *Riding Out the Quake*

by Casper Brundle

At first, Tom thought there had been a car accident outside. The sudden bang, the crash, and the reverberating impact that shook Henry's two-story home made Tom immediately think of a car accident. He had no idea what an earthquake felt like.

Then, there was another crashing bang, this one much longer and louder than the first.

With a sinking feeling, Tom realized this was not the sound of a car accident.

"Do you think—" Henry began, but then he was cut off by an awful, steady rumble that grew louder and louder with each passing second. The entire house began to tremble, and then the floor beneath Tom and Henry began to pitch up and down and tilt like the deck of a storm-tossed ship.

"Earthquake!" Henry shouted.

This was exactly the word Tom had been trying to keep out of his own mind.

"Maybe it isn't," he ventured.

Henry looked at him, wide-eyed and incredulous. He was unable to accept that Tom didn't recognize that this was an earthquake.

"What else could it be, Tommy?" he asked. "We have to get in the doorway where nothing can fall on us!"



No sooner had he said this than the bucking house abruptly threw him off-balance. Henry lost his footing and tumbled to the floor, striking his head against the sharp edge of his desk. On the floor, his eyes were closed, and he did not move.

Tom knew that he was about to panic. He could feel the slippery, gut-twisting feeling rising up from within himself. He realized that if he allowed panic to take control of his mind, he would be unable to help Henry.

Tom seized his unconscious friend by the legs and quickly dragged him under the vaulted arch of a nearby doorway.

He knew that he couldn't escape the quake, but he was determined to ride it out and to keep Henry safe while doing so. It was the least he could do. Henry was his best friend, and he wasn't about to leave him unprotected.

Tom had never experienced an earthquake. He was born and raised on the East Coast. The San Andreas Fault was on the West Coast. It was a huge fault that caused hundreds of earthquakes a year. He remembered that from geography class.

Convinced that earthquakes were not an Easterner's problem, Tom had never bothered to learn any more than he had to about them. Who could have guessed that this would turn out to be such a bad mistake?

As he crouched there under the arch of Henry's doorway, he began to think of what his grandfather had told him about respecting the earth and the power of nature. Was this what he meant? Tom could more than understand the power of nature now as he tried to stay under the doorway of the shaking house.

He remembered how Henry had told him that earthquakes were to be respected, and now he understood why.



# Constructed Response

Directions: Read the prompt and write a paragraph in response.

Tom never learned about earthquakes because he lived on the East Coast and thought “earthquakes were not an Easterner’s problem.” Do you agree with Tom, or do you think everyone should learn about earthquakes? Use reasons and information from the passage to support your opinion.

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### COMMON CORE STATE STANDARDS

**Literature 3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



## Extended Response

You have read two selections that focus on the power of nature.

- “Awesome H<sub>2</sub>O”
- Excerpt from *Riding Out the Quake*

In the passage from *Riding Out the Quake*, Tom remembers his grandfather saying that people must respect the earth and the power of nature. In “Awesome H<sub>2</sub>O,” you learned about the power of water.

Think about how nature shows its power in these two selections. Do you think Tom’s grandfather was right? Does the power of nature need to be respected?

Write an essay expressing your opinion. In your essay, be sure to

- begin by stating your opinion.
- use details from both passages to support your point of view.
- group related ideas together.
- use words and phrases, such as “for instance” and “also,” to link your opinion and reasons.
- summarize your opinion in a concluding statement.
- use proper grammar, usage, spelling, capitalization, and punctuation.

### COMMON CORE STATE STANDARDS

**Literature 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 1.a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **Writing 1.b.** Provide reasons that are supported by facts and details. **Writing 1.c.** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). **Writing 1.d.** Provide a concluding statement or section related to the opinion presented. **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.







Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### **Mr. Civil Rights**

by Frank Michaels

Thurgood Marshall was born in Maryland in 1908. America was very different then. African Americans were often treated unfairly. Thurgood was an African American and the great-grandson of an enslaved person. Like other African Americans, Thurgood had to ride at the back of the bus. He had to enter restaurants using the back doors, and he had to attend all-black schools. African Americans had to cooperate with many unfair laws.

In school, Thurgood read the Constitution of the United States, including its amendments. These were laws added to the Constitution. He read the Thirteenth Amendment, which said that having enslaved people was against the law. He read the Fourteenth Amendment, which promised equal rights for all citizens.

Thurgood wanted to know why black people did not have the rights promised in the U.S. Constitution. His father told him that “what was in the Constitution was what ought to be, not what was.” The promises of the Constitution were not carried through for all people.

Thurgood wanted to fight unfairness. He knew that he could as a lawyer. Thurgood was not allowed to attend the law school he first chose because he was African American. He went to Howard University, an all-black school, instead. The work at school was hard, but Thurgood finished law school in 1933 at the top of his class.





Thurgood soon opened a law office and began helping poor black people. One day, one of his teachers from law school asked Thurgood if he would be a lawyer for a civil rights group. Civil rights are the rights that all citizens have. The group worked to make sure black people had the same rights as white people. Thurgood agreed to work for the group.

As a civil rights lawyer, Thurgood argued many cases and helped change unfair laws. He won a case that helped change the rule that required African Americans to sit at the back of the bus. He helped African Americans gain their right to vote, and he fought for equal rights for black soldiers too.

At the time, many states did not allow black children to go to the same schools as white children. They had to go to different schools. Thurgood proved to the judges of the Supreme Court that segregated schools were not equal. Thurgood is most remembered for winning that famous case. It made history.

Thurgood worked hard to make sure all people had the rights the Constitution promised. People called him Mr. Civil Rights.

In 1965, President Lyndon Johnson picked Thurgood to serve on the U.S. Supreme Court. Thurgood was the first African American to serve on the Supreme Court. The words on the front of the Supreme Court building say “Equal Justice for All.” Thurgood Marshall tried to make sure the country lived up to those words. He wanted the country to always treat everyone fairly.



# Constructed Response

**Directions:** Read the prompt and write a paragraph in response.

The title of this passage is “Mr. Civil Rights.” Do you think this is a good title? Do you think Thurgood Marshall should be called Mr. Civil Rights? Why or why not? Give reasons for your opinion using information from the passage.

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### COMMON CORE STATE STANDARDS

**Informational Text 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.



Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Local Hero by Miriam D. Otting

Katrina Wilson had never thought of herself as brave. Courage was Superman saving the Earth or astronauts training for space travel. Sometimes Katrina wished she could be brave in an everyday kind of way, such as when she had to talk in front of other people.

The thing Katrina did enjoy was taking photographs, but today was a school day. As she sat in class, her eyes wandered out the window. Something was moving. It was a young deer heading for the woods beyond the schoolyard.

After school, Katrina asked her dad to go with her to the woods. Of course, she brought her camera. They walked quickly toward a little stream, and they saw the little fawn with its mother.

Katrina smiled, but when she saw a pile of garbage next to the deer, her smile faded. Katrina looked at the deer, the beautiful, large trees, and the flowing stream. *Too bad people don't treat these woods better,* she thought.

At school, Katrina showed her photographs to other students. She wanted to ask them to help clean up the woods. She rounded up seven volunteers, including Mr. Nimms, her science teacher.

Mr. Nimms said, "Katrina, why don't you show the town council your photographs and tell them about your plan? I think the council might provide some equipment for this project."



Before she realized it, Katrina had agreed to share her ideas for the project and give a speech to the town council. She picked out twelve photographs, including the one of the deer, and used them to create a slide show. Then she worked on the main points of her talk—the reasons for cleaning up the woods.

- The woods are a quiet, natural place for people to enjoy.
- People can learn about plants and animals in the woods.
- Trees in the woods help keep the air clean.
- Many animals live in the woods.
- Having a nice, clean woods improves our town.

Two weeks later, Katrina and her dad went to the council meeting. As they took their seats in the small crowd, Katrina saw the stage where she would stand to give her talk. She was terrified! Feeling her throat getting tight, she took a deep breath and let it out.

Katrina’s dad tried to help her relax by reminding her that she was ready for her presentation. It was true. She had practiced her talk a dozen times, and she had detailed notes to look at.

When it was her turn, Katrina walked to the front of the room. She was still frightened, but as she showed the first slide, she remembered what was most important. Her voice grew stronger.

As soon as she was done, the council took a vote. They would provide a truck, shovels, and even garbage bags! Then a woman in the crowd came over and shook Katrina’s hand. “That took courage,” the woman said. “You’re a local hero now!”



# Constructed Response

**Directions:** Read the prompt and write a paragraph in response.

This passage is called “Local Hero.” Do you think Katrina is a hero for what she did? Why or why not? Use information from the passage to support your point of view.

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### COMMON CORE STATE STANDARDS

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. **Writing 8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



## Extended Response

You have read two passages about active citizens.

- “Mr. Civil Rights”
- “Local Hero”

Both passages show ways that people can be active citizens. In “Mr. Civil Rights,” you learned how Thurgood Marshall worked to make this country a better place to live in. In “Local Hero,” you read about Katrina, a character who works to make her community a better place.

How were Thurgood Marshall and Katrina active citizens? Do you think being an active citizen is important? Why or why not?

Write an essay to answer these questions. In your essay, be sure to

- explain how Thurgood Marshall and Katrina were active citizens.
- state your opinion.
- use details from both passages to support your ideas.
- put your ideas in an order that makes sense.
- use linking words and phrases, such as “because,” “for example,” and “so,” to connect your opinion and reasons.
- restate your opinion in a concluding statement.
- use proper grammar, usage, spelling, capitalization, and punctuation.

### COMMON CORE STATE STANDARDS

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. **Writing 1.a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **Writing 1.b.** Provide reasons that support the opinion. **Writing 1.c.** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. **Writing 1.d.** Provide a concluding statement or section. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



UNIT 4 • EXTENDED RESPONSE *Continued*

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Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Surprise in the Attic

Ricky and Dana sat on the floor. They looked at the clothes they had dragged from the closet. They needed something to wear to the Culture Fair at school. They had to find clothes that showed something about their family and the country they came from.

“The Culture Fair will help us learn about each other,” their teacher had said. “Try to wear something that is special to your family. My family is from China, so I’ll wear traditional Chinese clothes. I’m sure we’ll see clothes from countries all over the world.”

“We come from Texas,” Ricky said to his sister. “That’s not another country!” Dana agreed that their family seemed dull compared to their friends’ families. Her best friend Rosa came from Mexico. Ricky’s best friend Ken came all the way from Japan.

Just then, the children’s grandparents walked in the door. They lived down the street and had gone for a walk. “What’s this?” their grandmother asked when she saw the pile of clothes on the floor. Ricky told her about the Culture Fair. Dana said they were worried. “We don’t have a culture like our friends do,” she said, “so Ricky and I have nothing to wear.”

“That’s not true,” her grandfather said. “There’s no need to fret. We have a rich culture you may not know anything about. Come to our house, and we’ll show you.” The children followed their grandparents. At their grandparents’ home, they went up into the attic. There they found a box filled with some very beautiful things.



“My family came from England a long time ago,” the children’s grandmother said. She pulled two lovely silk scarves out of the box. “My grandmother used to wear these scarves to English tea parties,” she said. “I’ve had them since I was a child, but I think you should have them now.” She handed the scarves to Dana, who smiled with delight.

The children’s grandfather pulled out a folded piece of fabric. It was a red plaid skirt with fringe. “My great-great-grandfather came from Scotland,” he told Ricky. “He wore this kilt. Kilts are made of a fabric called tartan. A long time ago, the kind of tartan a man wore showed who he was and where he lived. Now it’s your turn to wear it.”

Ricky and Dana were very surprised. They were from cultures they never knew about! “I can’t wait to go to the Culture Fair now,” said Ricky. “I can’t wait to wear my kilt!”

“And I can’t wait to wear my scarves,” said Dana. She wrapped both of them around her neck. Then she pranced around the attic—just as if she were going to a fancy English tea party.





Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### The First Texans

Many groups of people once lived in what is now the state of Texas. The Caddo people and the Comanche people were two Native American groups living there. They lived in different parts of the state and lived in very different ways.

The Caddo people lived in clans, or groups of families, in eastern Texas. Their homes were near rivers and the Gulf of Mexico. They made canoes out of logs so they could travel in the water.

The Comanche people lived farther west. They lived away from the coast. Therefore, they could not travel by water. Instead, they traveled over the land. They used sleds pulled by dogs to move things. The Comanche followed the buffalo. They hunted for food, so as the buffalo moved, they moved as well.

The land where the Caddo lived had good, rich soil for growing crops. Although they did do some hunting, the Caddo were farmers. They planted corn, beans, sunflowers, and pumpkins. Because the Comanche followed the buffalo herds, they did not grow their own food. They did, however, gather fruits, berries, and nuts. They also ate potatoes that grew wild.

Comanche and Caddo dwellings were different, too, because of the way they lived. The Comanche built their homes out of buffalo skins and wood. Their homes could be easily taken down. They moved their homes from place to place as they hunted. The Caddo built cone-shaped homes from the rich soil and thatched grasses.



Both the Comanche hunters and the Caddo hunters used bows and arrows. The Comanche hunters made shields out of buffalo hides as well. A Comanche man wore a feather headdress when he fought and when he hunted. A Caddo man wore what is called a roach headdress. This type of headdress was made from dyed, stiff animal hair. The hair was attached to a bone or to leather in a way that made it stand straight up.

The Caddo were well-known for making pottery. The Comanche people were well-known for their beautiful jewelry and beadwork. Some Caddo and Comanche people continue these artistic traditions today. It is one way they keep their customs alive.

Both the Comanche and the Caddo have passed down stories of their lives in early Texas. Many Comanche stories include buffalo in them. Many Caddo stories are told through dance. The Caddo used dance for many reasons in their early history. Today members of Caddo clans perform many of the traditional dances.



# Constructed Response

**Directions:** Read the prompt below and complete the chart. Write complete sentences. Be sure to include details from the passage.

You have read about the Caddo and Comanche people. List two ways the Caddo and the Comanche are alike. Then list three ways they are different.

Caddo and Comanche People	
Alike	Different
1.	1.
2.	2.
	3.

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### COMMON CORE STATE STANDARDS

**Informational Text 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **Writing 8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



## Extended Response

You have read selections about people from different cultures.

- “Surprise in the Attic”
- “The First Texans”

In “Surprise in the Attic,” Ricky and Dana learn about their family’s culture. In “The First Texans,” the author describes the Caddo and Comanche people.

Imagine that you are either a Caddo child or a Comanche child, and you are at the same Culture Fair as Ricky and Dana. Write one paragraph to describe how you share your culture with the class.

In your paragraph, be sure to

- tell whether you are Caddo or Comanche.
- use first person (“I”).
- name **three** items you brought to the fair.
- describe how each item relates to your culture.
- use details from the passages.
- use proper grammar, usage, spelling, capitalization, and punctuation.

### COMMON CORE STATE STANDARDS

**Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing 3.a.** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **Writing 3.b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.







UNIT 2 • EXTENDED RESPONSE *Continued*

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