Name _____

Date _____

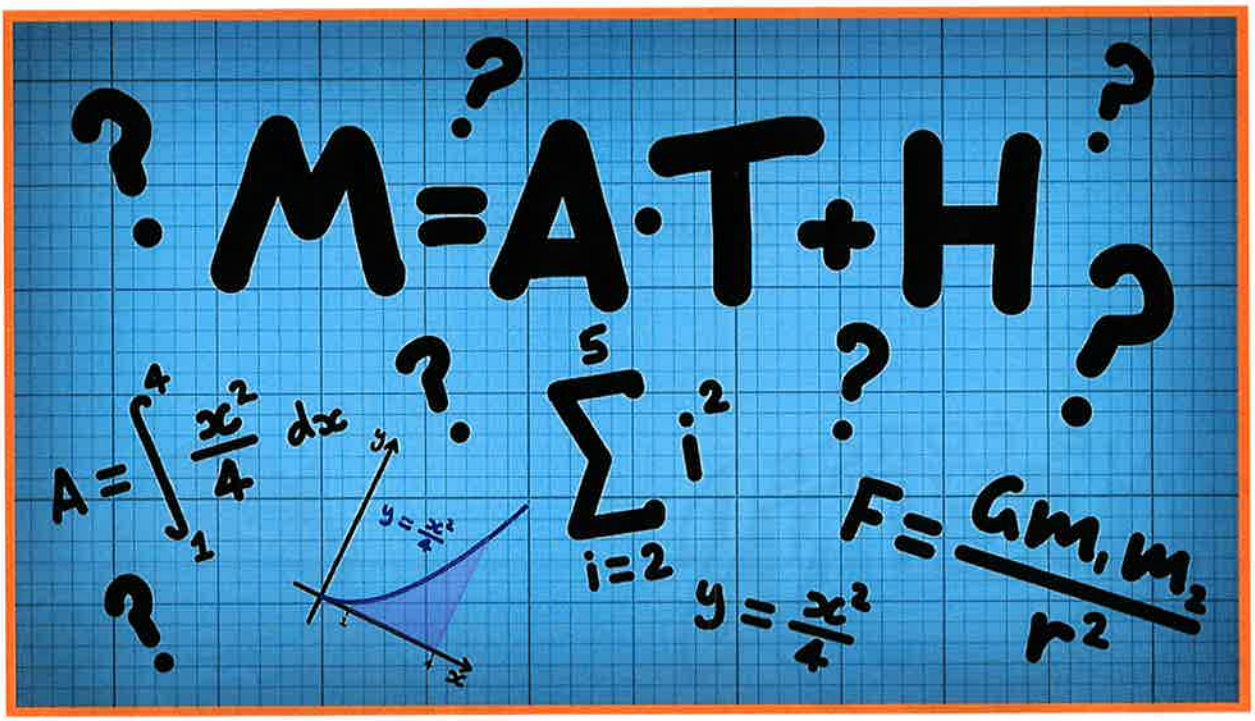
Grade 4 Packet

Directions:

Within this packet, there is additional math, reading, and science work to ensure that students are still actively practicing skills while being absent from school.

If you need assistance with this packet, try to problem solve on your own first, ask a parent/sibling/guardian, and if you still have difficulties, contact your teacher and ask for assistance during weekly check-ins.

Ms. Yarema
Mr. Delgado
Mr. Stroud
Ms. James



Directions:

Complete 1 lessons per day and be sure to show your work within the packet or on a blank sheet of paper.

Try your best!

Directions:

Complete 1 lesson per day and be sure to use evidence to explain all of your answers.

Try your best!

Directions:

For close reading do 2 lessons per day, and 1 writing prompt per day.

Try your best!

Name _____ Date _____

Essay Writing Prompt: <Cobra Kite>

Prompt: In the text, people aren't happy that the narrator is the one who found Cobra Kite. Do you think some of this anger has to do with the narrator's young age? How do people underestimate the capabilities of kids? Have you ever been underestimated because of your age?

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <A Jelly-Fish>

Prompt: Write a poem about an animal you know a lot about.

Name _____ Date _____

Essay Writing Prompt: <Act your Age >

Prompt: Have you ever been told to act your age? How did it make you feel? What were you doing at the time?

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <Baseball's Girl Umpire>

Prompt: 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?

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <Getting Started>

Prompt: How have Americans' views and treatment of the environment changed over time? Do you think we're doing enough to protect the environment for the future? Why or why not? Have you seen humans helping or hurting the environment in your community? If so, describe what you saw.

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <Jared to the Rescue>

Prompt: How does Jared and Jessica's friendship prove that friendship can occur between anyone? Describe a time that you initially didn't get along with someone, but grew to like them.

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <Lewis and Clark>

Prompt: Would you have participated in this expedition if you had been alive in the 1800s? Do you think the thrill of discovery would have outweighed the dangers and risks associated with the trip?

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <Origami>

Prompt: Have you ever seen origami before? What shape was the paper folded into? How much practice do you think it takes to make origami?

ACHIEVEMENT FIRST

Name _____ Date _____

Essay Writing Prompt: <Poetry Means the World to Me>

Prompt: Write a poem that describes something that is important to you.

Name _____ Date _____

Essay Writing Prompt: <Rosa Refuses>

Prompt: In her letters, Shirley discusses how black people had to help each other during the bus boycott. What different ways did they support each other? Do you think the bus boycott would have been successful if people hadn't helped each other? Why or why not?

ACHIEVEMENT FIRST

4th Grade Reading Packet

Directions: Complete **at least two** Close Reading text/prompt sets each day.

- Try to practice one fiction and one nonfiction text.
- Make sure you are choosing at least one text with a short response prompt.

LeBron James' first children's book, "I PROMISE," set for publication in August

By USA Today, adapted by Newsela staff on 03.02.20

Word Count **423**

Level **680L**

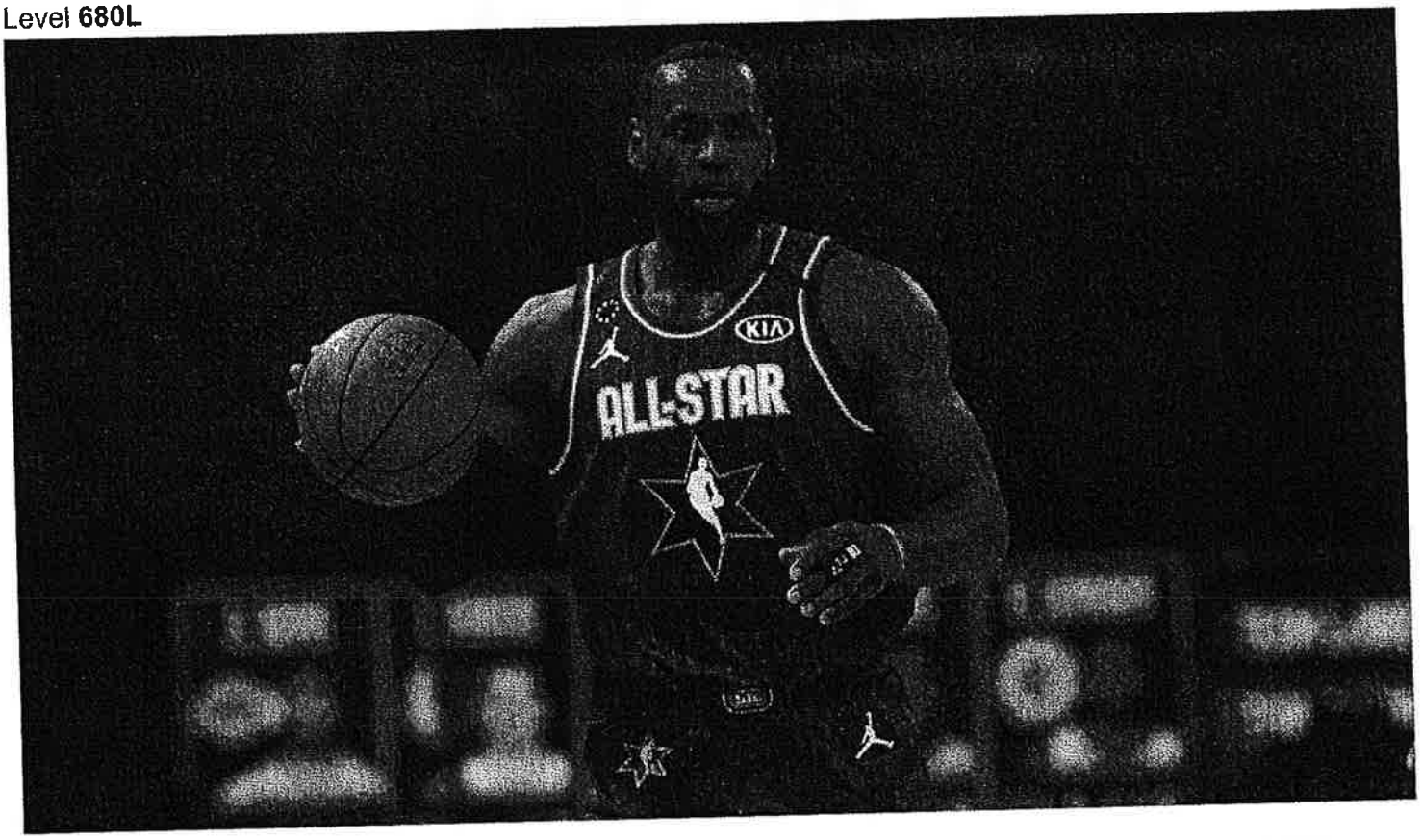


Image 1. LeBron James of the Los Angeles Lakers dribbles during the first half of the NBA All-Star basketball game February 16, 2020, in Chicago, Illinois. Photo by: Nam Huh/AP Photo

LeBron James is many things. He is a dad and a husband. He is a famous basketball star, of course. He is also an actor, a restaurant owner, the head of a foundation and the owner of a media company.

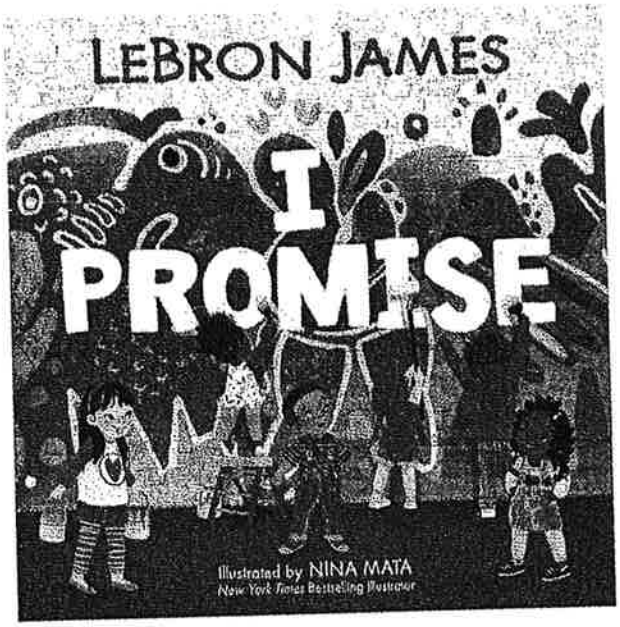
Now, one more thing can be added to the list: children's book author.

James' first children's book, "I PROMISE," will be published on August 11. His second book, written for middle-grade students, will be published in the summer of 2021. Both books will be published by HarperCollins.

Books can "teach, inspire and bring people together," the Los Angeles Lakers star said. "That's why these books, and the opportunity to get children and parents reading together, mean so much to me.

Stories Every Kid Can See Themselves In

"Most importantly, we wanted to make sure these stories are ones that every single kid can see themselves in. 'I PROMISE' is powerful in that way," James said. "I can't wait for people to read it."



"I PROMISE" is based on the LeBron James Family Foundation's I PROMISE program. The program provides students with the help they need to stay in school.

"I PROMISE" is illustrated by best-selling artist Nina Mata. It encourages children to be the best version of themselves through action. On one page, a child declares, "I promise to use my voice and stand up for what's right. And when things get tough, to keep up the fight."

Another page reads, "I promise to dream big and love bigger. To be a team player and a winner."

James doesn't just talk about doing the right thing. He himself is the perfect example.

Encouraging Students To Be The Best They Can Be

Suzanne Murphy is the president and publisher of HarperCollins Children's Books. She praised the good work James does off the court. "The education that he's providing to the students at the I PROMISE School is remarkable," she said. His new book will encourage students everywhere to be the best they can be.

James has loved reading since he was a kid.

"I used to be like one of the only kids in school who used to read newspapers," James said. "I would read Sports Illustrated all the way through. I would read all the articles. I wouldn't just look at the photos. And I would rent out books, too, at the library in downtown Akron. I would read basketball encyclopedia books, just trying to learn the history."

Quiz

1 Which sentence from the article helps the reader to understand that LeBron James does much more than play basketball?

(A) He is also an actor, a restaurant owner, the head of a foundation and the owner of a media company.

(B) "Most importantly, we wanted to make sure these stories are ones that every single kid can see themselves in."

(C) "I PROMISE" is illustrated by best-selling artist Nina Mata.

(D) Another page reads, "I promise to dream big and love bigger."

2 Read the introduction [paragraphs 1-4].

Which sentence explains WHY LeBron James wanted to publish a children's book?

(A) Now, one more thing can be added to the list: children's book author.

(B) James' first children's book, "I PROMISE," will be published on August 11.

(C) His second book, written for middle-grade students, will be published in the summer of 2021.

(D) Books can "teach, inspire and bring people together," the Los Angeles Lakers star said.

3 How did LeBron James become involved in the I PROMISE program?

(A) The program is based in Akron, his hometown.

(B) The program is part of his LeBron James Family Foundation.

(C) He heard about the program from one of his Lakers teammates.

(D) He was in the program when he was a student.

4 WHY is Suzanne Murphy excited about the new "I PROMISE" book?

(A) It will help teach kids about basketball.

(B) It will set a good example for kids.

(C) It will sell a lot of copies.

(D) It will help the foundation.

Barbie gets more diverse: Mattel unveils dolls with no hair, vitiligo

By USA Today, adapted by Newsela staff on 02.04.20
Word Count **654**
Level **710L**

Image 1. The latest line of Barbie Fashionistas features a Barbie with vitiligo. Image: Mattel

People who have a prosthetic leg or a skin condition now can find a doll that does, too. It is a Barbie doll.

Mattel's Barbie Fashionistas line has new dolls for 2020. They are the company's latest effort to make its dolls reflect more differences among people. They are to look more like the real world.

A doll with a prosthetic limb came out in 2019. The 2020 version will have darker skin. Many people who have lost an arm or leg use prosthetic limbs.

Ken's New Look Is Long Locks

Another new doll has no hair. Even Ken has gotten an updated look. He has long locks instead of short hair.

Lisa McKnight works for Mattel. She said the company wants to show "all the different types of beauty that exist."

Barbie was once criticized by some people. They said the doll showed a narrow idea of what is beautiful.

The brand has made changes over the last five years, however. It has made dolls with different skin tones, hair textures, body sizes and looks. A doll in a wheelchair even has her own ramp.

Shift Not Just In Toy Businesses

Barbie's focus on including different kinds of beauty reflects a bigger shift. The shift is affecting more than toy businesses. It is in the worlds of fashion and government as well.

Winnie Harlow is a model who has vitiligo. She has talked about her medical condition. It leads to a loss of skin color. Massachusetts Congressperson Ayanna Pressley said recently that she lost her hair because of the skin condition alopecia.

Many companies have shown people not seen often in ads. Diandra Forrest has albinism. That is a lack of color in the skin and hair that leaves them white. She has been in ads for the makeup company Wet 'n Wild.

Different Appearances And Abilities

Mattel is one of several toy companies creating new types of dolls. They reflect people with different appearances and abilities.

Adrienne Appell is a spokesperson for The Toy Association, a trade group. People are asking for the new dolls, she said. She said that dolls were more limited in years past. Now toymakers are "showing what kids are seeing in the real world and representing that in the doll aisle," she said.

American Girl's 2020 "Girl of the Year" doll is named Joss. She is hearing impaired. The line's range of doll accessories includes a wheelchair and diabetes care kit.

Cre8tive Minds is a toy company in New York, New York. It has a collection called "Friends with Diverse Abilities." The collection includes dolls who are visually impaired. Others use a walker or arm braces.

In 2019, over half of all Barbie dolls were diverse. They were like different kinds of people. Some of the ideas for Fashionistas have come from customers.

"Our wheelchair Barbie and our doll with vitiligo" were fan ideas, said McKnight.

Curvy Black Doll A Top Seller

Shoppers have welcomed the additions. Barbie's top seller in 2019 was a curvy black doll. Of the 10 top-selling Fashionistas in 2019, seven were diverse. One was the doll that uses a wheelchair.

The new dolls for 2020 will come out in two stages. The new Ken doll and Barbie with vitiligo are [illegible] now. Then the new doll with a prosthetic leg and the Barbie without hair will start selling

in June.

Having more choices has been good for business. More purchases of diverse dolls have raised Barbie's earnings. The brand reported eight straight times of growth in 2019.

"What we're excited about and proud of is not only is this the right message to send to children," McKnight said, but focusing on diversity is working for business. The brand is doing well, she said.

Quiz

1 Read the section "Curvy Black Doll A Top Seller."

Which selection BEST explains why making more diverse dolls is good for doll companies?

(A) Of the 10 top-selling Fashionistas in 2019, seven were diverse. One was the doll that uses a wheelchair.

(B) The new dolls for 2020 will come out in two stages. The new Ken doll and Barbie with vitiligo are on sale now.

(C) Having more choices has been good for business. More purchases of diverse dolls have raised Barbie's earnings. The brand reported eight straight times of growth in 2019.

(D) "What we're excited about and proud of is not only is this the right message to send to children," McKnight said, but focusing on diversity is working for business.

2 Which selection from the article helps the reader understand that the changes to Barbies reflect wider changes in the world?

(A) Mattel's Barbie Fashionistas line has new dolls for 2020. They are the company's latest effort to make its dolls reflect more differences among people.

(B) The brand has made changes over the last five years, however. It has made dolls with different skin tones, hair textures, body sizes and looks. A doll in a wheelchair even has her own ramp.

(C) Barbie's focus on including different kinds of beauty reflects a bigger shift. The shift is affecting more than toy businesses. It is in the worlds of fashion and government as well.

(D) American Girl's 2020 "Girl of the Year" doll is named Joss. She is hearing impaired. The line's range of doll accessories includes a wheelchair and diabetes care kit.

3 Why does Lisa McKnight feel good about the changes to Barbie dolls?

(A) She has vitiligo, just like one of the new Barbie dolls.

(B) She works for Mattel and thinks they send a good message to kids.

(C) She thought that Mattel should change Barbies a long time ago.

(D) She heard about how many people like the new dolls.

4 What did criticisms about Barbie dolls' lack of diversity cause?

(A) people to buy more Barbie dolls than before

(B) a change in the people who run Mattel

(C) customers to return their Barbie dolls to the store

(D) Mattel to start making more diverse types of Barbies

South Florida braced for falling iguanas as temperatures dipped

By Washington Post, adapted by Newsela staff on 02.03.20

Word Count **504**

Level **740L**

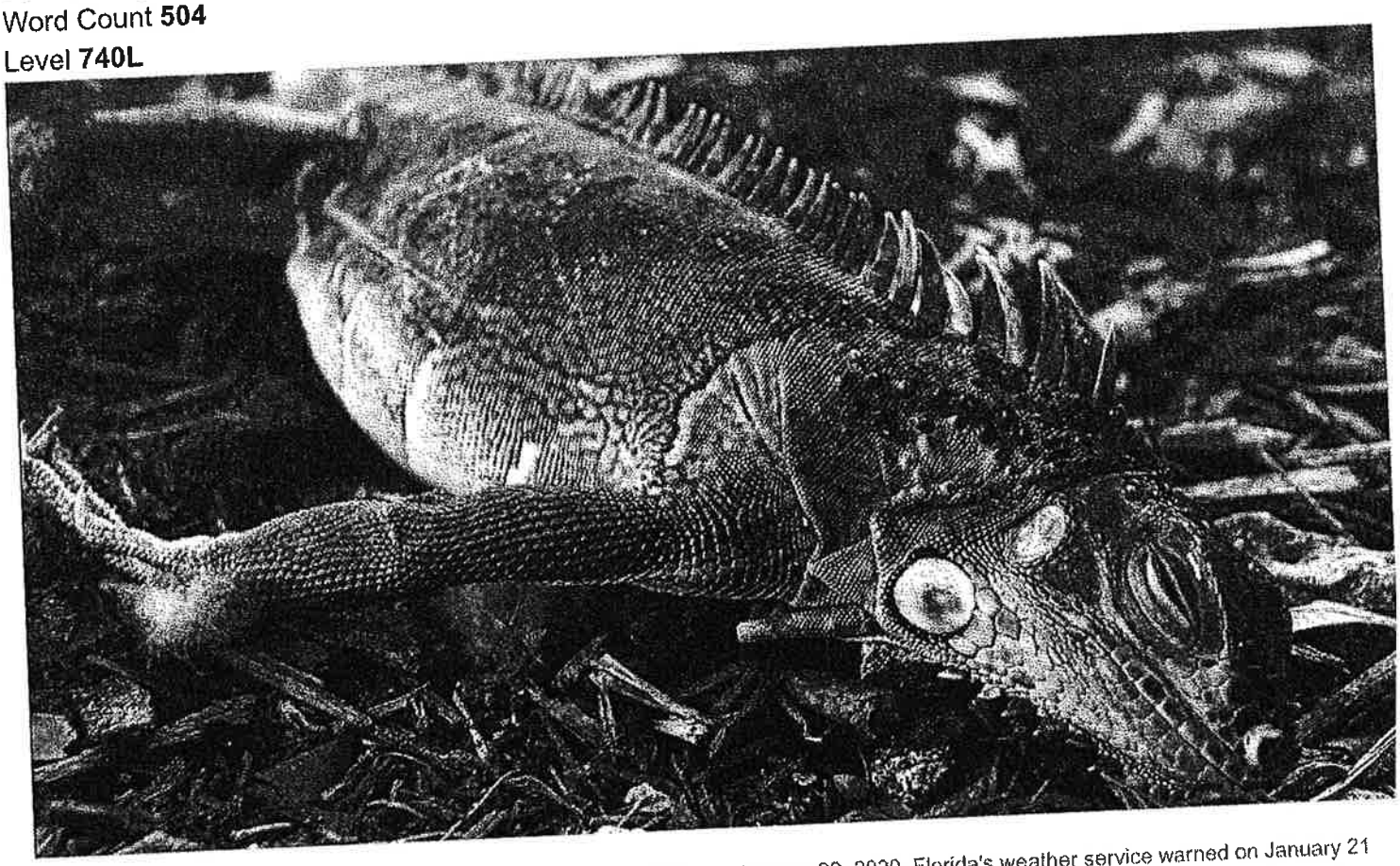


Image 1. A stunned iguana lies in the grass in Oakland Park, Florida, on January 22, 2020. Florida's weather service warned on January 21 that residents shouldn't be surprised if they see iguanas falling from trees as temperatures get cold. The cold temperatures stun the reptiles, but the iguanas won't necessarily die. They woke up as the temperatures got warmer on January 22. Photo: Joe Cavaretta/South Florida Sun-Sentinel via AP

Florida is known for being warm year-round. However, on January 22, a cold night was expected. Forecasters predicted that temperatures could drop into the 30 and 40 degrees Fahrenheit. It was expected to be the coldest night in two years in Florida.

Freeze warnings were sent out for parts of Florida. Wind chill warnings also were given.

The National Weather Service (NWS) said Miami, Florida, will see "hazardous" cold. Temperatures were expected to be as low as 40 degrees.

The NWS warned residents that iguanas might fall out of trees that night.

"Iguanas are cold-blooded," the NWS office said. Iguanas slow down or stop moving when temperatures drop to 40 degrees. "They may fall from trees, but they are not dead," the NWS said.

Lizards Will Be Fine Once It Warms Up

These lizards are not native to Florida. This means they are an invasive species. An invasive species is a species that is not native to a location but continues to spread. Iguanas are native to Central America, the Caribbean Islands and southern Brazil. Over time, they were likely brought to Florida as pets. Then they escaped or were released. Now, many live in the wild in Florida.

Experts say that most of them are fine after the cold passes. They are able to move again once it warms up. Experts do not recommend keeping them.

With wind chills, temperatures were expected to fall into the 20s and 30s on the morning of January 22. Wind chill refers to how much colder it will be because of the wind.

The weather affected people in the city who do not have homes. Many of them might not have had warm-enough clothing. They might not have had warm shelter from the low temperatures.

The lowest temperatures were predicted for the northern areas of the state.

Cold Temperatures Can Damage Citrus Crops

In Tampa, temperature lows in the mid-30 degrees were possible. Miami was expected to drop into the lower 40 degrees.

Temperatures in Miami have not dipped below 45 degrees since January 4, 2018. Two weeks later, Tampa reached 29 degrees. Temperatures in the city have not fallen below freezing since then.

The forecasted low temperature in Miami was 44 degrees. That was 15 degrees below the average temperature for that date. The NWS warned about the "very cold air and strong winds." It said conditions could "result in frostbite and lead to hypothermia" if safety measures were not taken.

The NWS suggested that if residents needed to go outside, they should wear a hat and gloves.

Temperatures near or below freezing can affect farm crops. Florida grows a lot of citrus. There were concerns that the citrus trees would be hurt. Florida had record cold temperatures in 2010. It caused huge losses in farming.

Temperatures were expected to rise by the following day, January 23.

Quiz

1 How does the information in the section "Cold Temperatures Can Damage Citrus Crops" support the MAIN idea of the article?

(A) It explains why it is so cold in Florida.

(B) It tells how cold weather can cause problems.

(C) It explains when Florida will be warm again.

(D) It gives the lowest temperatures in Miami.

2 Select the answer choice that summarizes the article.

(A) Florida is normally warm the entire year. However, it recently had an extremely cold spell that caused wind chill warnings.

(B) Temperatures in Miami were hazardous for iguanas. Iguanas came to Florida as pets from Central America and Brazil.

(C) Florida experienced a recent cold spell that caused iguanas to fall from trees. Cold spells can hurt people and damage crops.

(D) The National Weather Service warned people to be careful in Florida. The low temperature in Tampa was in the mid-30 degrees recently.

3 HOW do iguanas fall from trees?

(A) They slow down because of the cold.

(B) They are trying to stay warm on the ground.

(C) They are killed by the extreme cold weather.

(D) They are looking for citrus fruit to eat.

4 Complete the sentence.

Cold weather in Florida in 2010 caused____.

(A) iguanas to escape from houses.

(B) many people to leave the state.

(C) farmers to harvest their citrus.

(D) many crops to be damaged.

Someone is gluing cowboy hats to pigeons in Las Vegas

By Smithsonian, adapted by Newsela staff on 01.06.20

Word Count **651**

Level **720L**

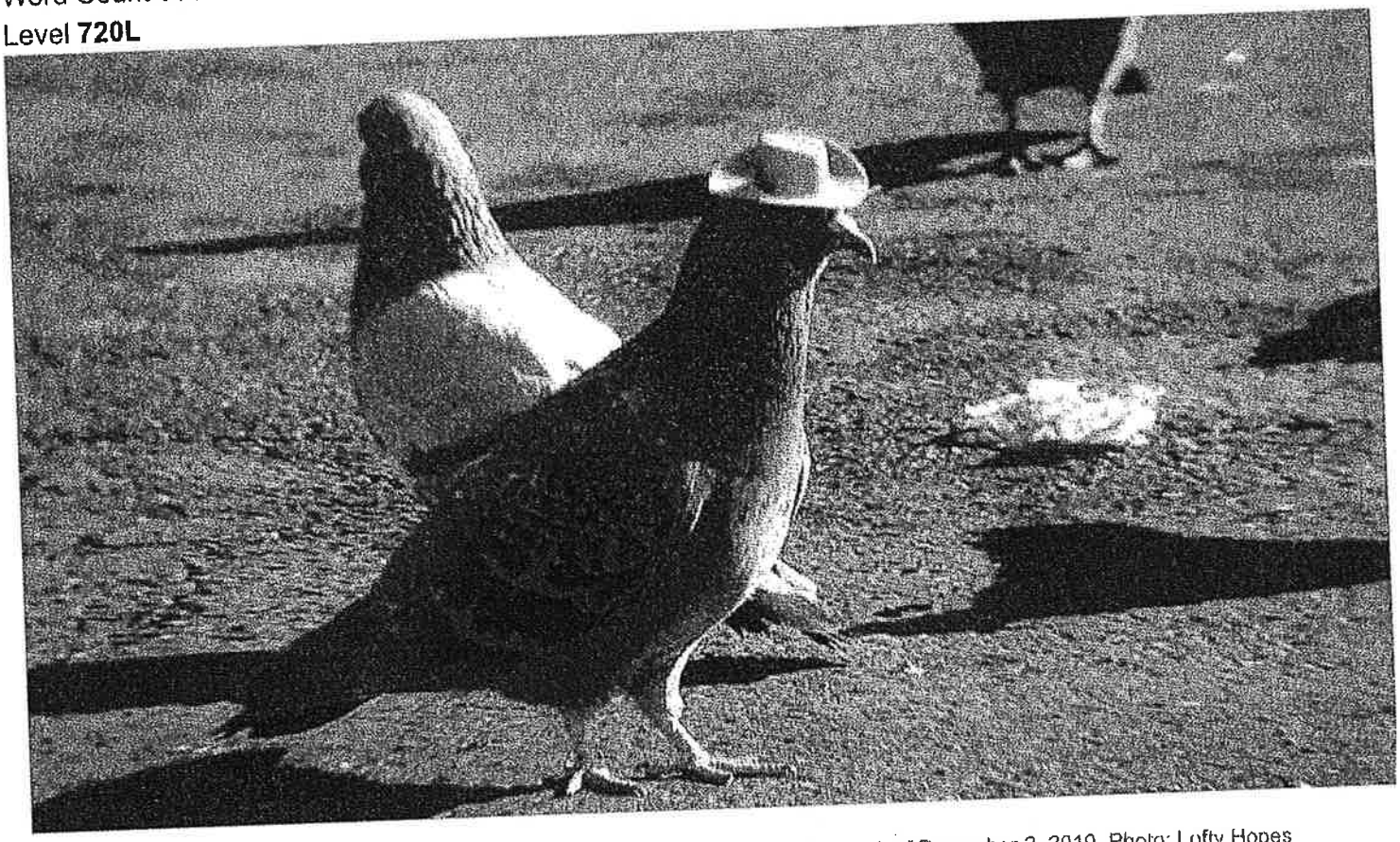


Image 1. One of the pigeons seen in Las Vegas, Nevada, wearing a cowboy hat the week of December 2, 2019. Photo: Lofty Hopes

During the week of December 2, 2019, Bobby Lee was on his way to the grocery store. He was in Las Vegas, Nevada. A few pigeons walking around a trash can in a parking lot caught his eye. These weren't ordinary pigeons. The birds were wearing miniature cowboy hats.

One bird wore a red hat and one wore a gray one. Lee posted a video of the birds online. The video got very popular. Now people are trying to figure out who dressed up the little birds.

Lee said that he threw some Doritos out of his car. He was trying to attract the pigeons, but it scared them off. However, Lee's 12-second clip of the prancing birds was enough to excite the Internet. It got tens of thousands of shares and views.

"It got a lot of attention fast," said Lee. He is 26 years old. The next day, people who worked for the news were texting him and trying to buy the video.

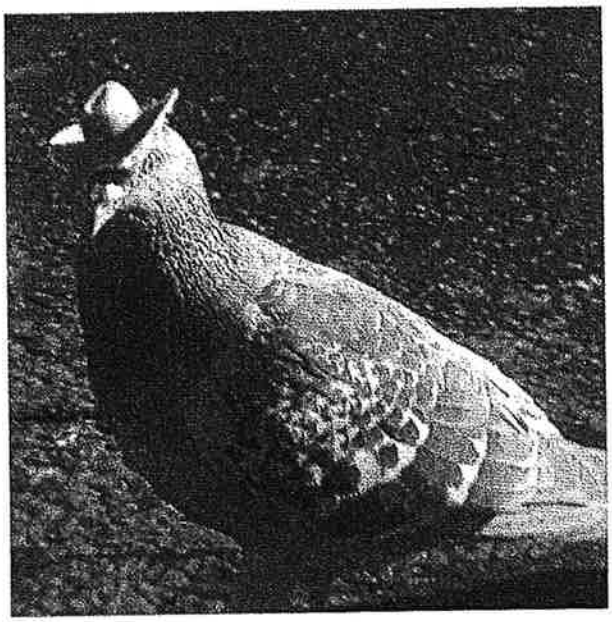
Rescue Group Wants To Help The Birds

Mariah Hillman helped start the Las Vegas-area pigeon rescue group called Lofty Hopes. She and her daughter looked for the pigeons soon after seeing the video. They walked around where the birds were seen. They handed out cards to people, asking to be contacted if the pigeons were spotted again.

Glue was used to attach the hats. Hillman worried that the glue might hurt the animals.

Hillman received several videos of bird sightings. She got reports of other hat-wearing pigeons as far away as Reno, Nevada. That is more than 400 miles away. She found a red-hatted pigeon, called Cluck Norris, and a pink-hatted bird called Coolamity Jane. Then she set out traps to catch the birds. The gray-hatted bird from Lee's video and another bird were still on the loose. Hillman was worried about the glue used to stick on the hats.

The one called Cluck Norris "was shaking his head, trying to get the hat off. It's definitely glue," she said. "We either have to molt it off, which will take time, or have it removed. The only thing that wouldn't harm them is oil." Molting is when a bird sheds its feathers.



Hillman said that the best case would be that someone attached the hats using a temporary glue. It would come loose with time. However, the hats have stayed on. So she thinks they used something like superglue.

"They Look Like Happy Pigeons"

Charles Walcott is a scientist at Cornell University in Ithaca, New York. He has studied pigeons for 30 years. He said he thinks the birds will probably be just fine. Walcott said he enjoyed the video and "thought those pigeons with hats were cute."

"I can't see that it is causing any great harm to the pigeons," Walcott said. He pointed out that the hats appear to be very light and whoever attached them took care not to block the birds' sight. "They look like happy pigeons to me. It is hard to know, of course, because they will not talk to us."

The question of who put the hats on the birds is a mystery. Lee said that the Wrangler National Finals Rodeo was recently in town. It might have inspired the cowboy hat idea, he said. A rodeo is an event where people do cowboy tasks like ride wild bulls. The rodeo organizers said that they had nothing to do with dressing the birds. The Las Vegas police said that they do not believe it is the police's concern.

Hillman said that she hopes the mad-hatting will not continue. "Humans basically just need to keep their hands off animals," Hillman said. "It is their life. They have the right to live free from harm."

Quiz

1 Read the paragraph below from the section "They Look Like Happy Pigeons."

The question of who put the hats on the birds is a mystery. Lee said that the Wrangler National Finals Rodeo was recently in town. It might have inspired the cowboy hat idea, he said. A rodeo is an event where people do cowboy tasks like ride wild bulls. The rodeo organizers said that they had nothing to do with dressing the birds. The Las Vegas police said that they do not believe it is the police's concern.

What conclusion can the reader make based on this paragraph?

(A) The Las Vegas police do not care about how pigeons are treated.

(B) A person from the rodeo probably put the hats on the pigeons.

(C) Lee will probably not learn who put the hats on the birds.

(D) Rodeos inspire people who come to watch cowboys.

2 Which sentence from the article helps the reader to understand that pigeons are sometimes mistreated?

(A) Now people are trying to figure out who dressed up the little birds.

(B) Mariah Hillman helped start the Las Vegas-area pigeon rescue group called Lofty Hopes.

(C) The one called Cluck Norris "was shaking his head, trying to get the hat off."

(D) "Humans basically just need to keep their hands off animals," Hillman said.

3 Why does Charles Walcott think the hat-wearing pigeons will probably be just fine?

(A) He thinks the video shows that the hats will not stay on for too long.

(B) His group will monitor the pigeons to make sure they are not harmed.

(C) His study of pigeons tells him that the birds do not mind wearing hats.

(D) He thinks the hats are light and positioned so the birds can see.

4 How did Mariah Hillman get reports of more hat-wearing pigeons?

(A) She asked reporters to do a story and include her contact information.

(B) She passed out cards asking people to contact her if more were spotted.

(C) She and her daughter went to other cities and asked about the pigeons.

(D) She posted information online to contact her if more were spotted.

The best and worst Girl Scout cookies, ranked by a panel of pastry chefs and Scouts

By Washington Post, adapted by Newsela staff on 02.14.20
Word Count **856**
Level **690L**

Image 1. (From left) Mae Maney, age 10, Kimorra Buggs, age 13, and Ross Donlan, age 13, discuss the various flavors of Girl Scout cookies. Photo: Marvin Joseph/Washington Post

It's a magical time of year: Girl Scout cookie season. With it comes the forming of fan groups. Are you Team Samoa or a Thin Mint fan? Does peanut butter beat lemon?

To settle such matters, a newspaper called the Washington Post brought in judges. Two are professional pastry chefs, Claudia Barrovecchio and Paola Velez. The other three judges are Girl Scouts. Kimorra Buggs and Ross Donlan are 13 years old, and Mae Maney is 10 years old.

The Post got the eight cookie types being sold in the Washington, D.C.-area and added the regional cookie, Lemonades. The judges tasted the cookies in the newspaper's Food Lab.

Here is how the group rated the cookies, from least favorite to cheer-worthy.

9. Toffee-Tastic

This one got a "nope" from all of the judges. "I don't like it in any regard," Ross said.

The tasters agreed that there weren't enough toffee chunks in these plain cookies. However, when they hit a chunk of the toffee, they did not like the experience. "I thought my tooth had cracked," Kimorra said.

Velez said the cookie stuck to the inside of her throat. She pointed to the first ingredient listed in the cookie: rice flour. She explained that rice flour swells as it absorbs water.

8. Trefoils

This shortbread cookie has the Girl Scouts logo on it. The kids found that there was not enough going on with its flavor. "I think it tastes very plain," Mae said.

Its lingering flavor left a bad taste in some judges' mouths.

"What is that aftertaste?" Kimorra wondered.

The chefs found it to be a snooze, too. Barrovecchio said it was "just boring."

7. Girl Scout S'mores

Kimorra had a suggestion for how to make the Girl Scout s'more cookies taste more like actual s'mores. "They're so good in the microwave," she said. "The marshmallows and the chocolate melt."

"I like how the filling is sweet, but the cookie is not really sweet," Mae said.

Overall, the group found it a bit too sweet. They did not speak very highly of the fake marshmallow, either.

"I was bummed that they didn't actually put marshmallow fluff in there," Velez said. "It was like eating an Oreo but with graham crackers."

6. Lemon-Ups

This new lemon cookie was launched in 2020. It features positive messages written on them such as, "I am a go-getter."

In taste, it made everyone reach for their glasses. "Ugh, can I have more water?" Ross asked.

"This one kind of dries up my whole mouth," Velez said. She thought the cookie might work well ir a crust for a lemon tart.

Barrovecchio disliked its "fake lemon" scent.

5. Tagalongs

The chocolate coating on these peanut-butter-topped cookies annoyed the judges.

"It gets messy," Mae said.

"The second I touched it, it started melting in my hand," Ross agreed. Ross also noted the peanu butter doesn't go to the edge of the cookie, making for uneven bites.

Barrovecchio said that is something chefs think about. "How is the customer going to be eating i

Mae suggested a darker chocolate would be a better choice. Velez disliked the texture.

4. Lemonades

Judges liked the looks of this lemon crisp, which has the image of a citrus slice pressed into the top. "The design is pretty," Ross said.

The citrus flavor missed the mark. "I thought it tasted and smelled like manufactured lemon," Mae said.

3. Do-Si-Dos

The grown-ups seemed to like the salty and sweet taste of the peanut butter sandwich cookie.

"I like that there are actual pieces of peanut in here," Velez said. She said it makes it more crisp.

"I like that it's salty and not too sweet," Barrovecchio said.

Kimorra thought there was just the right amount of filling in the cookie. Ultimately, the younger judges didn't like it so much.

"It's good, but like when all the Thin Mints are gone and all the Samoas are gone, I'll eat this," Ross said.

2. Samoas

This ring-shaped cookie is topped with caramel, chocolate and coconut. There was silence as it was served, a sign of its popularity. However, the coconut divided opinions. Mae loves coconut, but Ross "despises it."

It won high scores from enough tasters to make it the runner-up. However, even among its biggest fans, it seems the Samoa is best enjoyed in moderation. Kimorra suggested eating it in limited amounts. "They're kind of heavy," she said.

1. Thin Mints

As this mint-infused chocolate cookie was passed out to the panel, the table started chanting, "Thin Mint time! Thin Mint time!"

Some tasters preferred this cookie's darker chocolate coating. "I like that it's really chocolatey," Mae said.

Kimorra and Ross liked that it is vegan.

Its crunchy snap was a hit. "It's a good texture," Barrovecchio said. She found the minty flavor more real than the others. "It's kind of refreshing."

Quiz

1 Mae said, "I thought it tasted and smelled like manufactured lemon."

Which answer choice explains what Mae meant?

(A) that the Lemonades taste fake

(B) that the Lemonades are boring

(C) that the Lemonades are the best

(D) that the Lemonades smell good

2 Read the following selection from the section "2. Samoas."

Kimorra suggested eating it in limited amounts. "They're kind of heavy," she said.

What does the author mean by "limited"?

(A) small

(B) large

(C) extra

(D) none

3 How is the grown-ups' point of view different than the younger judges' point of view?

(A) The grown-ups really liked the Lemon-Ups, but the younger judges did not like them at all.

(B) The grown-ups thought the Girl Scout S'mores were not tasty, but the younger judges loved them.

(C) The grown-ups enjoyed the Do-Si-Dos, but the younger judges were not that excited by them.

(D) The grown-ups had a hard time eating the Toffee-Tastic, but the younger judges liked the texture.

4 With which statement would the panel MOST likely agree?

(A) Samoas are the plainest Girl Scout cookies.

(B) Trefoils are the sweetest Girl Scout cookies.

(C) Tagalongs are the worst Girl Scout cookies.

(D) Thin Mints are the best Girl Scout cookies.

COMMONLIT

Name: _____ Class: _____

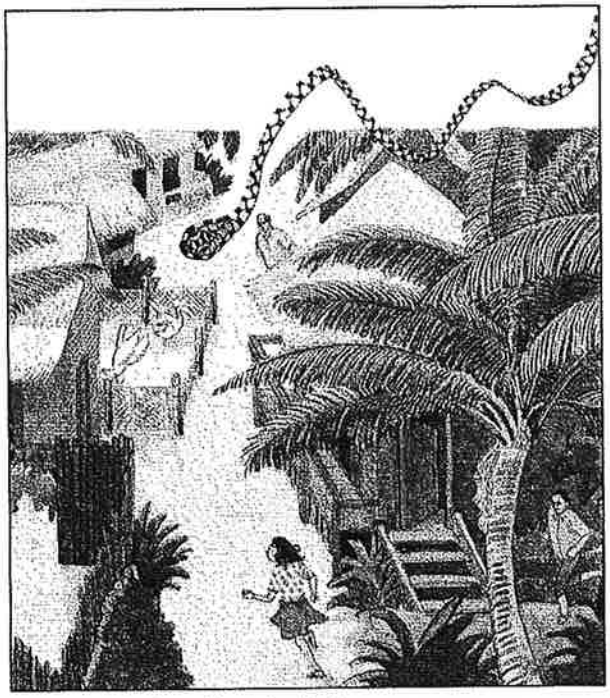
Cobra Kite

By Mahani Zubaidy Gunnell
2015

Mahani Zubaidy Gunnell has written for Highlights. *In this memoir piece, Gunnell describes watching kite fighting as a young girl. As you read, take notes on what the narrator likes about Cobra Kite.*

[1] *In parts of rural*[1] *Malaysia, the string used to fly a kite is coated with ground glass. When a kite is flown, it is inviting others to a kite fight. The fliers usually do not know who owns the other kites. They do know that if they lose the fight, they lose their kites.*

Depending on the strength and sharpness of the string, the skill of the flier, and the quality of the kite, one or more kites may be cut off in midair and fall to the ground. When this happens, folks young and old dash pell-mell[2] *to claim the fallen kites.*



"Why did I think I could get that kite?" by Cheryl Kirk Knoll is used with permission.

I was throwing paddy to the chickens when I saw the kites: Cobra Kite and Moon Kite. They said Cobra Kite had a cobra's head on it, but you couldn't see it from the ground. No other kite was black and had a tail so long. So when Cobra was up, you would recognize it, no problem.

Moon Kite looked like two half moons, one behind the other. My father said that was a traditional design. When he was a little boy, every house in the village had a moon kite, and after the rice harvest the kites filled the sky.

[5] This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything there was to know about kites. When the wind changed, Moon Kite danced a little, but mostly it stayed quite still in the sky. To me it looked as if Moon Kite's owner had tied it to a pole and watched it while he drank tea.

Since Cobra Kite was zig-zagging up and up, I was surprised Moon Kite didn't leave the sky. Cobra Kite had cut three kites in that week alone.

1. relating to the countryside rather than a town
2. a term meaning "in a confused or disorderly manner"

I stopped feeding the chickens. Sure enough, Cobra was on the attack. You could tell when it flew near the other kite and waited, its tail wriggling as if it were picking energy from the sky and bringing it to the head before it attacked. Then, with a swoop, Cobra lunged toward Moon Kite, but nothing happened.

Cobra struck again. This time both kites dropped and floated.

"Yea, Cobra!" I clapped my hands and danced around the chickens. Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf.

I couldn't believe my eyes. The king of kites had been beaten. I stood and stared at the sky with my mouth open. Luckily my legs took over. I bounded out of the yard and raced down the field between the row of Chinese shop houses and the village.

Cobra was over the field and falling fast. I ran faster. I prayed that the others would be slow; that whoever had seen the kite fight was far away and would not get to Cobra before I did.

As Cobra dropped, I cut into the village. Right then my trouble started. All I could see were tree-tops, roofs, and sky — no Cobra. Just a flash of its wonderful tail was all I needed.

"Please," I prayed, "don't let Cobra get stuck in a tree."

Next thing I knew I was by the village headman's poultry[3] yard. His geese honked and hissed. They stretched their necks and shook their heads. Good thing they were in the pen. But their din was nothing compared to the shouts I began to hear. The others were close!

The first shout seemed far, but the ones that followed came from different directions and were very loud. My knees went soft. Why did I even think I could get that kite?

Suddenly, with a *crack* Cobra nose-dived into the headman's pen. The gander[4] and the three other geese flapped their wings and honked even louder. I heard someone shout "There!" and I stopped thinking. I lifted the pen's wire gate and marched straight for Cobra. One of the geese followed me and pinched my calf. I told myself it didn't hurt.

I grabbed Cobra and looped the bridle[5] line around my arm until it was tight. The glassed string stung and itched. Sweat and dye made green patches on my arms and fingers. I was the happiest girl in the world.

I was surrounded by people as I left the pen.

"What is this? A child's got the kite," said a man who was not from our village. "What are you going to do with it? Decorate the house?"

3. birds used for their eggs and meat
4. a male goose
5. the line used to control the movement of something

[20] Everyone laughed. Someone said, "The kite is as big as she is." By then even some who had not been chasing Cobra had arrived because of the noise. A woman said, "Wah, the Cobra's head is well drawn."

"Yes, yes," said another, "done by a master."

"Come, little girl," said a deep voice. "I'll give you two *wau kecil*,[6] and you give me the Cobra." Later he offered three of those kites.

I held tight. I could make *wau kecil* kites myself, but not one like Cobra. I could not afford to buy one as big and strong either. Not even for ten wau kecil would I give up my Cobra.

Then I heard the headman's voice. "Enough, enough," he said. "She got it; it is hers. End of story."

[25] The people in the crowd slowly moved away. Some of the village children followed me home. Adil, the headman's grandson, helped hold Cobra's tail. His little sister ran and skipped by my side.

I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home.

6. moon kites

Text-Dependent Questions

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

1. PART A: What is the central idea of the "Cobra Kite"?
   A. Even the most powerful can't go undefeated forever.
   B. Hard work and determination can lead to personal rewards.
   C. While appearance is important, strength and size matter most.
   D. Some things are too beautiful to consider selling.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything" (Paragraph 5)
   B. "Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf." (Paragraph 9)
   C. "'What is this? A child's got the kite,' said a man who was not from our village. 'What are you going to do with it? Decorate the house?'" (Paragraph 19)
   D. "I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home." (Paragraph 26)

3. How do the movements of Cobra Kite affect Moon Kite?
   A. Cobra Kite moves aggressively, but Moon Kite keeps steady.
   B. Cobra Kite moves fast, so Moon Kite moves fast.
   C. Cobra Kite moves slowly, so Moon Kite moves swiftly.
   D. Cobra Kite moves skillfully, but Moon Kite moves clumsily.

4. What does the author mean when she compares the falling Cobra Kite to a "giant leaf" (Paragraph 9)?
   A. The kite drops quickly.
   B. The kite floats to the ground.
   C. The kite is colorful.
   D. The kite floats away.

5. How do people respond to the narrator being the first one to find the kite? Cite evidence from the text in your response.

COMMONLIT

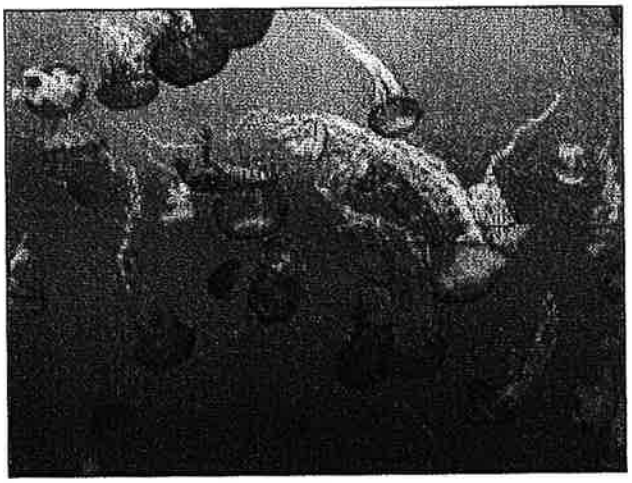
Name: _____ Class: _____

A Jelly-Fish

By Marianne Moore
1909

Marianne Moore (1887-1972) was an American poet and editor. Moore was very fond of animals, and much of the imagery in her poetry comes from the natural world. In this poem, a speaker describes a jellyfish. As you read, take notes on the words the speaker uses to describe the jellyfish.

Visible, invisible,
A fluctuating[1] charm,
An amber[2]-colored amethyst[3]
Inhabits it; your arm
Approaches, and
It opens and
It closes;
You have meant
To catch it,
And it shrivels;[4]
You abandon
Your intent—
It opens, and it
Closes and you
Reach for it—
The blue
Surrounding it
Grows cloudy, and
It floats away
From you.



1. to rise and fall in an irregular pattern
2. a honey-yellow color
3. a valuable stone, usually colored purple
4. **Shrivel** *(verb)*: to wrinkle or close in on itself

Text-Dependent Questions

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

1. PART A: What is the main theme of the poem?
   - A. Jellyfish are beautiful, but should not be touched.
   - B. Most creatures in the ocean are dangerous.
   - C. Jellyfish are interesting creatures and difficult to touch.
   - D. Humans can look at nature, but shouldn't touch.

2. PART B: Which detail from the poem best supports the answer to Part A?
   - A. "An amber-colored amethyst / Inhabits it" (Lines 3-4)
   - B. "your arm / Approaches, and / It opens" (Lines 4-6)
   - C. "You abandon / Your intent—" (Lines 11-12)
   - D. "Grows cloudy, and / It floats away / From you." (Lines 18-20)

3. Which statement best describes the setting in "A Jelly- Fish"?
   - A. "Visible, invisible, / A fluctuating charm," (Lines 1-2)
   - B. "An amber-colored amethyst / Inhabits it" (Lines 3-4)
   - C. "It opens, and it / Closes," (Lines 13-14)
   - D. "The blue / Surrounding it / Grows cloudy," (Lines 16-18)

4. How do lines 1-3 contribute to the overall structure of the poem?

COMMONLIT

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. Jellyfish are just one of the interesting creatures that live in the ocean. What are other creatures that you find interesting in the ocean? Have you seen these creatures in person? Compare seeing one of these creatures in the ocean or an aquarium with reading about them in books or online.

2. In the poem, the speaker tries to reach out to the jellyfish. How do humans normally interact with nature? What does it say about the speaker that they let the jellyfish float away? Describe a time where you saw something beautiful in nature but let it be rather than trying to touch or hold it.

COMMONLIT

Name: _____ Class: _____

Act Your Age

By Colleen Archer
2015

Colleen Archer has written for Highlights. *In this short story, a young girl is told over and over again to act her age. As you read, take notes on what Frances is doing when she is told to act her age.*

[1] "Act your age," said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk. She had made sure there was only about a quarter of the milk left. The bubbles weren't going over the sides of the glass. But it seemed that Aunt Augusta was annoyed anyway.

When Frances's mother came back into the room, Frances was quiet.

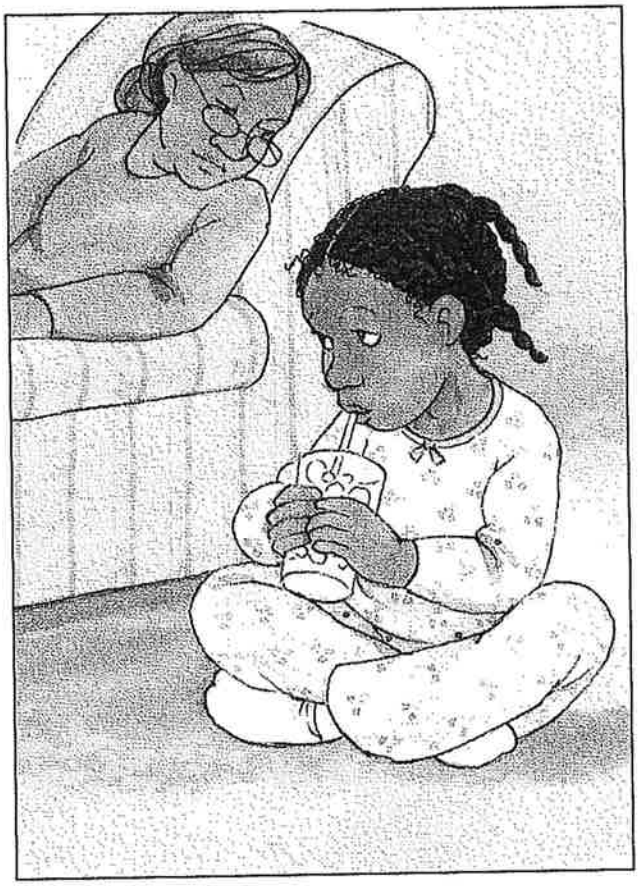
"Are you OK?" asked her mother.

"Yes," said Frances. But she felt better when Aunt Augusta had finished visiting them and gone home.

[5] At recess the next day, Frances was playing ring-around-the-rosy with her five-year-old sister, Grace, and four of Grace's friends.

Just then Frances's friend Julie came along. "You'd better act your age," said Julie. "What will Sandra and Susan think?"

Reluctantly[1] Frances said good-bye to Grace. She went with Julie to join their friends Sandra and Susan on the other side of the playground.



"Was Frances getting too old to have fun?" by Kathryn Mitter is used with permission.

The next day was Saturday. Frances wasn't feeling as excited as she usually did about going to Grandma and Grandpa Burton's house for dinner — especially since Aunt Augusta was invited as well. Usually Grandma and Grandpa made Frances laugh, but today Frances wasn't in a laughing mood.

Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched.

1. **Reluctant** *(adjective):* unwilling to do something

[10] When they sat down to eat, Frances saw that they were having her favorite meal — spaghetti and meatballs and salad, with chocolate pudding for dessert. She began to feel a little better. Then Aunt Augusta started talking about her fights with her next-door neighbor.

"... and yesterday I came home to find his dog burying a bone right in the middle of my flower bed!" she said. "Do you know what I did next?"

No one answered her question, so she answered it herself.

"After the little beast left, I dug up the bone, gift-wrapped it, and put it in that man's mailbox."

"Oh, for heaven's sake, Augusta," said Frances's mom. "You should learn to act your age."

[15] At the thought of proper Aunt Augusta being told to act her age, Frances started to laugh. Then she started to sputter.[2] The more she tried to stop, the more she laughed and sputtered. Finally even Aunt Augusta managed a small smile and murmured, "I guess I should."

Grandma chuckled and said, "You know, that's the first time I've heard Frances laugh all evening. I'm glad she remembers how."

The next afternoon Frances was playing hopscotch with Grace when Julie walked by.

"Hopscotch?" asked Julie. "You still play a baby game like hopscotch?"

"Yes, I do," said Frances firmly.

[20] There didn't seem to be anything left for Julie to say. For a while she watched Frances and Grace hopping and giggling and playing. Then quietly she asked, "May I play, too?"

2. to utter quickly or explosively

COMMONLIT

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. Both children and adults can happily act younger than they truly are.
   - B. When you act childish, you're not allowing yourself to truly grow up.
   - C. People will treat you like a baby, if you act like a baby.
   - D. Children are more susceptible to acting younger than adults.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "'Act your age,' said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk." (Paragraph 1)
   - B. "Just then Frances's friend Julie came along. 'You'd better act your age,' said Julie. 'What will Sandra and Susan think?'" (Paragraph 6)
   - C. "Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched." (Paragraph 9)
   - D. "Finally even Aunt Augusta managed a small smile and murmured,'I guess I should.'" (Paragraph 15)

3. What does it mean that Aunt Augusta speaks "sharply" in paragraph 1?
   - A. She speaks quickly.
   - B. She speaks in a hurtful manner.
   - C. She speaks thoughtlessly.
   - D. She speaks in a quiet voice.

4. How do paragraphs 12-14 contribute to the story's theme?
   - A. by proving to Frances that her Aunt Augusta isn't very nice
   - B. by revealing to Frances that even adults don't act their age sometimes
   - C. by showing Frances that Aunt Augusta didn't mean to hurt her feelings
   - D. by stressing to Frances the importance of acting your age

5. How does the repeated phrase "act your age" contribute to the story?

_____

_____

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COMMONLIT

Name: _____ Class: _____

Baseball's Girl Umpire

By Glenna Marra
2017

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

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

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

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

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

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

Making History

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

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

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

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

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

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

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

A Tough Job

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

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

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

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

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

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

Text-Dependent Questions

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

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

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

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

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

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

Lilu's Bright Diwali

By Anita Nahta Amin, Cricket Media. on 10.28.19
Word Count **1,043**
Level **MAX**

Illustration 1. Lilu sat next to her Nanima and picked up a marigold. "Can I help?" Art by Valentina Belloni/Cricket Media Art by Valentina Belloni

Lilu's house was bustling. It was Diwali, the Indian New Year and Festival of Lights, and her family was throwing a big party.

Lilu wanted to help. But she wasn't sure how. She wondered what her cousins far away in India did. Maybe they just ask, she thought.

So Lilu looked for someone to ask. She found Grandma Nanima sitting on the den floor in a sea of marigold flowers.

Nanima was making garlands to dress the doorways. The garland she was working on draped over her legs and snaked across the floor.

Lilu sat next to her and picked up a marigold. "Can I help?"

Smiling, Nanima took the marigold. "You can keep me company," she said, poking her needle and string through the marigold. She gently slid the flower down the string.

"Why do you always use marigolds? Why not . . ." — Lilu searched her mind— "daisies?"

"Marigolds grow all over India," Nanima answered. "And orange and yellow bring joy and good fortune. They invite Lakshmi, the Goddess of Good Luck. She searches for homes to bless on Diwali." Lilu started to hand Nanima another marigold. But Nanima had already plucked one from the pile. Later, while Nanima checked the garland's length, a grinding noise came from the kitchen. She and Lilu looked toward it. "I wonder if your mom needs help," Nanima said.

"I'll check." Lilu went to the kitchen.

Mom was grinding almonds in the blender to make punch.

When she turned it off, Lilu asked, "Can I help?"

Mom smiled. "You can keep me company." She added milk, fizzy water, sugar and spices to the blender. After a whir and a zap-zap, she poured everything into a punch bowl.

Next, she opened some boxes on the counter.

Lilu's tummy rumbled when she peered inside. Sweet yellow lentil balls! Deep-fried sweet dough balls! Cashew fudge topped with silver foil!

Mom dropped a pinch of each dessert onto a saucer. She set it aside. "One for Lakshmi," she said. Later, Nanima would leave the sweets for the goddess and lead a prayer.

"And one for you." Mom fed Lilu a lentil ball.

As Mom arranged the other sweets on a tray, a rustling noise came from the garage. Lilu and Mom looked toward it. "I wonder if your dad needs help," Mom said.

"I'll check." Lilu went to the garage.

Dad was digging through a box.

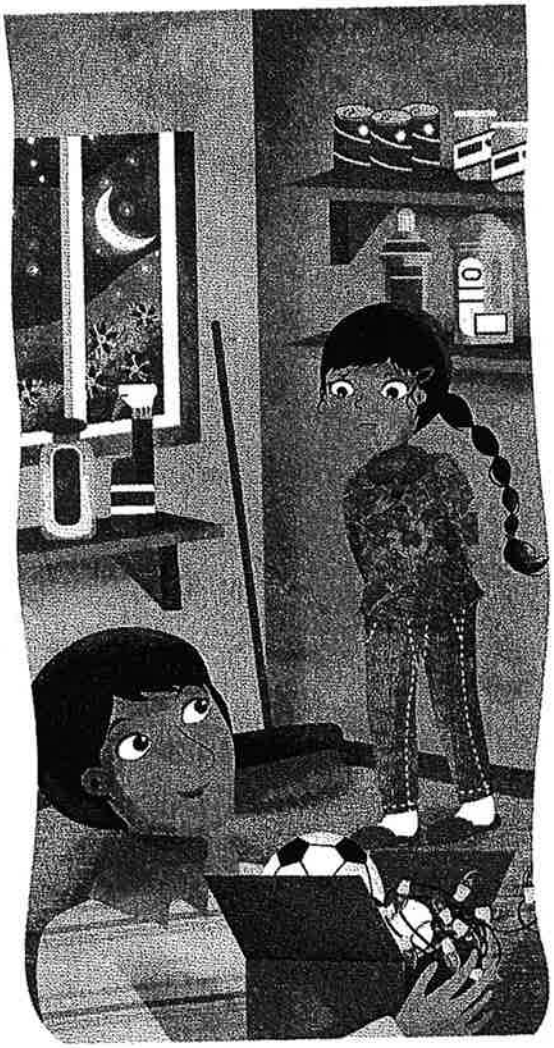
"Can I help?" Lilu asked.

Smiling, Dad glanced up. "You can keep me company. I'm going to set up the fireworks, then light the diyas — when I find them. "

Diyas are clay oil lamps. Every Diwali, Dad fills them with oil and a wick and lights them. The lights welcome the Good Luck Goddess into their home.

Dad closed the box and heaved it up onto a shelf. He pulled down another box and started searching it. "Do you know how Diwali started?"

Lilu nodded. "A good prince was banished to a forest. Then he squashed a bad king and got to go home."



Dad nodded. "That night, everyone lit diyas to guide Lord Rama home. Tonight our diyas will honor him, too, and celebrate good defeating evil."

They kept looking but couldn't find the diyas. Dad shook his head. "I'll take a break and work on the firecrackers. Maybe your mom needs help? Or Nanima?"

"I already asked them." Frowning, Lilu went back inside as Dad lugged boxes of firecrackers outside for the night's celebration finale. Nanima had once told her firecrackers scare away evil spirits.

Lilu wandered to her room and poked through her toys. She set her stuffed animals on chairs around the kitchen table. Then she brought some clay over.

"Let's make

garlands." Lilu pressed flower shapes out of the clay.

"Would you like a sweet?" Lilu put clay balls in front of each doll.

"It's time for sparklers!" She handed out thin logs of clay. She swirled hers in the air.

Later, the garage door opened. Dad walked in, scratching his head. "Where could the diyas be?"

"Maybe Ma moved them?" Mom said. "Ma!" she called.

Nanima walked in. "Yes?"

"We can't find the diyas," Dad said.

Nanima frowned. Then her eyes grew wide. "Didn't we loan them to the Guptas a while back?" She called them — no answer.

"Maybe we can still buy some."

Dad called the only Indian store in town — sold out.

Diwali without diyas? It was like Christmas without a tree. How would the Good Luck Goddess bless Lilu's family? How would they honor Lord Rama? Diyas guarded the lights that cut the darkness. They brought hope over misfortune.

Lilu stared at her clay flowers, sweets and sparklers. Weren't diyas made out of clay, too? She could make some!

Lilu gathered all her clay. She rolled, pressed, and pinched it into small bowls. She decorated them with green, red and purple beads from her art supplies.

Mom came over to look. "They're perfect!" she said.

"Better than the old ones," Dad agreed.

Nanima nodded. "After they dry, we'll set them out for everyone to see."

But as the diyas dried, they started to crack.

Lilu fought back tears. "We can't pour oil into these. They'll leak!"

"But we can put candles in them. Lots of people do that in America." Dad opened a drawer and lifted out candles and a lighter.

Lilu helped him put a candle in each diya. They set the diyas in the front foyer and windows. Dad lit each one. Flames flickered up out of them, and shadows danced along the walls.

Later that evening, the dancing shadows greeted guests. Everyone admired the diyas.

"Lilu made them," Mom bragged.

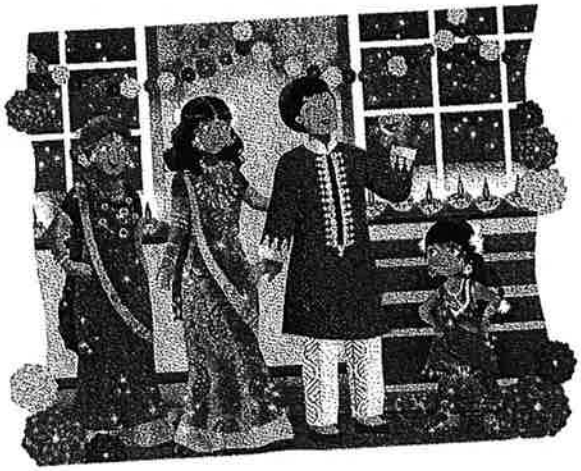
"Thanks to Lilu, Lakshmi will surely find us," Nanima said.

Dad raised his cup of punch. "To Lilu. Because of her help, we'll have a happy New Year."

"To Lilu!" everyone repeated.

She grinned.

When the last firecracker fizzled out, Lilu's diyas still lit up the night. And just like those flames dancing freely, she felt like dancing, too. The New Year was off to a bright start.



Quiz

1 Which paragraph from the story shows the main problem of the story?

(A) Lilu's house was bustling. It was Diwali, the Indian New Year and Festival of Lights, and her family was throwing a big party.

(B) Smiling, Nanima took the marigold. "You can keep me company," she said, poking her needle and string through the marigold. She gently slid the flower down the string.

(C) Lilu's tummy rumbled when she peered inside. Sweet yellow lentil balls! Deep-fried sweet dough balls! Cashew fudge topped with silver foil!

(D) Diwali without diyas? It was like Christmas without a tree. How would the Good Luck Goddess bless Lilu's family? How would they honor Lord Rama? Diyas guarded the lights that cut the darkness. They brought hope over misfortune.

2 Which paragraph explains how Lilu solves the problem?

(A) "Why do you always use marigolds? Why not ..." — Lilu searched her mind — "daisies?"

(B) Diyas are clay oil lamps. Every Diwali, Dad fills them with oil and a wick and lights them. The lights welcome the Good Luck Goddess into their home.

(C) Lilu gathered all her clay. She rolled, pressed, and pinched it into small bowls. She decorated them with green, red and purple beads from her art supplies.

(D) Lilu fought back tears. "We can't pour oil into these. They'll leak!"

3 How does Dad feel about Lilu making new diyas?

(A) He is sad that the new diyas will not hold oil.

(B) He is proud of how Lilu makes new diyas out of clay.

(C) He is upset that there are no more diyas at the Indian store.

(D) He is worried that Lilu does not know how to make diyas.

4 What lesson does Lilu learn?

(A) People can help their family in their own way.

(B) Cooking food together helps families bond.

(C) People should be careful when making crafts.

(D) Spending time alone can help a person relax.

COMMONLIT

Name: _____ Class: _____

Cobra Kite

By Mahani Zubaidy Gunnell
2015

Mahani Zubaidy Gunnell has written for Highlights. *In this memoir piece, Gunnell describes watching kite fighting as a young girl. As you read, take notes on what the narrator likes about Cobra Kite.*

[1] *In parts of rural*[1] *Malaysia, the string used to fly a kite is coated with ground glass. When a kite is flown, it is inviting others to a kite fight. The fliers usually do not know who owns the other kites. They do know that if they lose the fight, they lose their kites.*

Depending on the strength and sharpness of the string, the skill of the flier, and the quality of the kite, one or more kites may be cut off in midair and fall to the ground. When this happens, folks young and old dash pell-mell[2] *to claim the fallen kites.*

"Why did I think I could get that kite?" by Cheryl Kirk Knoll is used with permission.

I was throwing paddy to the chickens when I saw the kites: Cobra Kite and Moon Kite. They said Cobra Kite had a cobra's head on it, but you couldn't see it from the ground. No other kite was black and had a tail so long. So when Cobra was up, you would recognize it, no problem.

Moon Kite looked like two half moons, one behind the other. My father said that was a traditional design. When he was a little boy, every house in the village had a moon kite, and after the rice harvest the kites filled the sky.

[5] This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything there was to know about kites. When the wind changed, Moon Kite danced a little, but mostly it stayed quite still in the sky. To me it looked as if Moon Kite's owner had tied it to a pole and watched it while he drank tea.

Since Cobra Kite was zig-zagging up and up, I was surprised Moon Kite didn't leave the sky. Cobra Kite had cut three kites in that week alone.

1. relating to the countryside rather than a town
2. term meaning "in a confused or disorderly manner"

I stopped feeding the chickens. Sure enough, Cobra was on the attack. You could tell when it flew near the other kite and walted, its tail wriggling as if it were picking energy from the sky and bringing it to the head before it attacked. Then, with a swoop, Cobra lunged toward Moon Kite, but nothing happened.

Cobra struck again. This time both kites dropped and floated.

"Yea, Cobra!" I clapped my hands and danced around the chickens. Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf.

I couldn't believe my eyes. The king of kites had been beaten. I stood and stared at the sky with my mouth open. Luckily my legs took over. I bounded out of the yard and raced down the field between the row of Chinese shop houses and the village.

Cobra was over the field and falling fast. I ran faster. I prayed that the others would be slow; that whoever had seen the kite fight was far away and would not get to Cobra before I did.

As Cobra dropped, I cut into the village. Right then my trouble started. All I could see were tree-tops, roofs, and sky — no Cobra. Just a flash of its wonderful tail was all I needed.

"Please," I prayed, "don't let Cobra get stuck in a tree."

Next thing I knew I was by the village headman's poultry[3] yard. His geese honked and hissed. They stretched their necks and shook their heads. Good thing they were in the pen. But their din was nothing compared to the shouts I began to hear. The others were close!

The first shout seemed far, but the ones that followed came from different directions and were very loud. My knees went soft. Why did I even think I could get that kite?

Suddenly, with a *crack* Cobra nose-dived into the headman's pen. The gander[4] and the three other geese flapped their wings and honked even louder. I heard someone shout "There!" and I stopped thinking. I lifted the pen's wire gate and marched straight for Cobra. One of the geese followed me and pinched my calf. I told myself it didn't hurt.

I grabbed Cobra and looped the bridle[5] line around my arm until it was tight. The glassed string stung and itched. Sweat and dye made green patches on my arms and fingers. I was the happiest girl in the world.

I was surrounded by people as I left the pen.

"What is this? A child's got the kite," said a man who was not from our village. "What are you going to do with it? Decorate the house?"

3. birds used for their eggs and meat
4. a male goose
5. the line used to control the movement of something

[20] Everyone laughed. Someone said, "The kite is as big as she is." By then even some who had not been chasing Cobra had arrived because of the noise. A woman said, "Wah, the Cobra's head is well drawn."

"Yes, yes," said another, "done by a master."

"Come, little girl," said a deep voice. "I'll give you two *wau kecil*,[6] and you give me the Cobra." Later he offered three of those kites.

I held tight. I could make *wau kecil* kites myself, but not one like Cobra. I could not afford to buy one as big and strong either. Not even for ten wau kecil would I give up my Cobra.

Then I heard the headman's voice. "Enough, enough," he said. "She got it; it is hers. End of story."

[25] The people in the crowd slowly moved away. Some of the village children followed me home. Adil, the headman's grandson, helped hold Cobra's tail. His little sister ran and skipped by my side.

I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home.

6. moon kites

Text-Dependent Questions

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

1. PART A: What is the central idea of the "Cobra Kite"?
   - A. Even the most powerful can't go undefeated forever.
   - B. Hard work and determination can lead to personal rewards.
   - C. While appearance is important, strength and size matter most.
   - D. Some things are too beautiful to consider selling.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything" (Paragraph 5)
   - B. "Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf." (Paragraph 9)
   - C. "'What is this? A child's got the kite,' said a man who was not from our village. 'What are you going to do with it? Decorate the house?'" (Paragraph 19)
   - D. "I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home." (Paragraph 26)

3. How do the movements of Cobra Kite affect Moon Kite?
   - A. Cobra Kite moves aggressively, but Moon Kite keeps steady.
   - B. Cobra Kite moves fast, so Moon Kite moves fast.
   - C. Cobra Kite moves slowly, so Moon Kite moves swiftly.
   - D. Cobra Kite moves skillfully, but Moon Kite moves clumsily.

4. What does the author mean when she compares the falling Cobra Kite to a "giant leaf" (Paragraph 9)?
   - A. The kite drops quickly.
   - B. The kite floats to the ground.
   - C. The kite is colorful.
   - D. The kite floats away.

5. How do people respond to the narrator being the first one to find the kite? Cite evidence from the text in your response.

COMMONLIT

Name: _____ Class: _____

Getting Started

By Highlights for Children

The Everglades is a region in southern Florida filled with all different types of plants and animals. In this Highlights text, the author discusses the effects that humans have had on this environment. As you read, take notes on how humans have helped and hurt the environment.

[1] Sometimes we only appreciate something when we realize we may lose it. That is the story of the Everglades. A shallow slow-moving river, the Everglades once covered about 18,000 square miles of southern Florida. Until the 1900s, few people lived in the grassy wetlands.[1] Not much was understood about the unique balance of nature that existed there. Plants, creatures, and water had formed a remarkable ecosystem.[2]

"Cypres dome with Alligator, NPSphoto, G.Gardner.jpg" by Everglades NPS is in the public domain.

South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated[3] the land. It also filled Lake Okeechobee in central Florida. When it rained a lot, the lake overflowed its southern banks. It created sheet flow. Sheet flow is water flowing in a thin layer over the landscape. In this case, the water traveled slowly southward over Florida's flat limestone shelf to Florida Bay.

By the early 1900s, Florida's pleasant winters attracted more people. Visitors became new permanent residents. They built homes and roads. The conditions looked good for farming, so the newcomers planted large agricultural[4] crops. But South Florida's cycle of flooding was a problem. To address that, developers attempted to drain the land. They also built structures to control water levels and flow.

Those changes made it easier for more people to live year-round in South Florida. They also disrupted life in the Everglades. The Everglades depends on freshwater regularly replenishing[5] the land. But the area's growing human population needed freshwater, too. And large farms consumed[6] large quantities of freshwater. By the mid-1900s, Lake Okeechobee did not collect enough water to overflow and form sheet flow. Water levels in southern Florida began to shrink. A few new residents saw the Everglades as more than a vast marshland.[7] They saw that the Everglades was being harmed. Lack of freshwater wasn't the only problem. As more and more land was developed for people and farms, the Everglades' historic boundaries shrank. Loss of habitat and hunting threatened the survival of native species[8] in the Everglades.

1. a land or areas covered in shallow water
2. a physical environment and the creatures that live in it
3. to thoroughly soak
4. related to farming
5. **Replenish** *(verb)*: to fill something up again
6. to use up a resource
7. an area of land that is flooded during rainy seasons and remains wet
8. plants or animals that grow or are born in a specific area

[5] In the early 1900s, the federal government had set aside large natural spaces in the West as public parks. Some people hoped that federal recognition might save the Everglades. They fought for it. Everglades National Park was established in 1947. It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity.[9]

Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing[10] the Everglades' future. Some things cannot be reversed. Six million people live in South Florida today. Major agricultural crops such as sugar cane and citrus fruits grow there. Still, a 40-year plan was enacted in 2000 to restore some of the natural flow of freshwater to southern Florida.

Everglades National Park protects 1.5 million acres along the southern tip of Florida. The site appears to be mostly marshy and flat. Yet, that description is deceiving.[11] An amazing variety of creatures live there. About 360 different species of birds have been sighted in the park. Nearly 300 different species of fish have been identified. About 40 species of mammals and 50 species of reptiles inhabit the park. Nature still rules in the Everglades. It remains a place that seems naturally wild. A place worth understanding, appreciating, and protecting.

9. an environment with many different types of plants and animals
10. **Jeopardize** *(verb):* to put something or someone at risk
11. **Deceive** *(verb):* to cause someone to believe something that is not true

Text-Dependent Questions

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

1. PART A: Which sentence describes the main idea or the text?
   - A. The damage to the Everglades has been reversed since it was made a national park.
   - B. Humans helped improve the land in southern Florida by preventing flooding.
   - C. Changes to the weather in southern Florida has damaged the Everglades.
   - D. Humans upset the balance in the Everglades and need to continue to protect it.

2. PART B: Which detail from the text best supports the answer to part A?
   - A. "South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated the land." (Paragraph 2)
   - B. "It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity." (Paragraph 5)
   - C. "Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing the Everglades' future. Some things cannot be reversed." (Paragraph 6)
   - D. "About 360 different species of birds have been sighted in the park. Nearly 300 different species of fish have been identified." (Paragraph 7)

3. How is the text organized?
   - A. The author describes how the Everglades developed over time to be the ecosystem it is today.
   - B. The author discusses how humans abused the Everglades in the past, and how they continue to abuse the land today.
   - C. The author discusses why the Everglades exist, and then how humans have harmed the land and can help protect it.
   - D. The author expresses how healthy the Everglades are today, and then describes how damaged they used to be.

4. Which of the following describes the problems the Everglades face today?
   - A. Past damage and continued human activity affects the Everglades.
   - B. Humans didn't learn their lesson about controlling the water in southern Florida.
   - C. Humans hunt many of the species that live in the Everglades today.
   - D. Most of the Everglades has been destroyed to make room for homes.

5. What is the connection between the actions of humans and the Everglades?

COMMONLIT

Name: _____ Class: _____

Jared to the Rescue

By Carole Duncan Buckman
2015

Carole Duncan Buckman has written for Highlights. *In this poem, a boy helps a classmate on the first day of second grade. As you read, take notes on the relationship between Jessica and Jared.*

[1] On the first morning of second grade, Jared remembered five things he didn't like about school: Jessica, lining up, arithmetic,[1] spelling, and reading aloud.

Jared wanted to stay home, but his mom sent him anyway. He had to sit next to Jessica.

At reading time, Mrs. Thomas asked Jared to read. Reading aloud always made Jared nervous. As he picked up the book, his hands shook. Words blurred.

"He can't read," Jessica said.

"Don't touch my kittens!" by David LaFleur is used with permission.

[5] "I didn't call on you, did I?" asked Mrs. Thomas.

"No, but I'll read."

Jared made a face. Jared and Jessica went to time-out.

Jessica whispered to him, "When Mom brings my kittens to school, don't even think about touching them."

The four kittens arrived in a box covered with a piece of screen. Everyone except Jared held them. Jared practiced spelling. When he sharpened his pencil, he peeked into the tiny box.

[10] "Don't touch my kittens!" Jessica hissed.

"Dumb kittens," Jared said.

After show-and-tell, the children took out their arithmetic books.

Then Philip said, "Hey, where are the kittens?" The box was empty.

"Oh no!" Jessica said. "Jared, did you take them?"

[1] addition, subtraction, multiplication and division

[15] Jared shook his head. "They must have pushed up the lid."

"He said they were dumb," Jessica told Mrs. Thomas.

"I didn't mean it." Jared's face turned red.

"Look at the radiator!"[2] Angela said. Tiny gray paws pushed out from under the radiator cover.

"Kitty, kitty," Mrs. Thomas said. The paws disappeared. "If we ignore them, maybe they'll come out. At least the heat isn't on."

[20] Instead of adding and subtracting, Jared watched the radiator. Soon, two paws and a tiny head appeared.

Alex yelled, "Kitten!"

The kitten zipped back out of sight. Jessica cried. Jared gave her a tissue.

A bell rang, and the class lined up and filed out for recess. When Jared passed the empty box, he saw kitten treats. He had an idea. "Mrs. Thomas, may I stay in for recess? I can get the kittens out," he said.

"How, Jared?"

[25] Jared took the treats and crept to the radiator. "Hungry, guys?" he whispered. He sat on the floor and sprinkled the treats beside him. A kitten crept out. Jared waited until it was eating. Then he stroked its soft fur. A paw poked out and another kitten appeared. Jared watched the kittens eat. Then he lifted them into the box.

He sprinkled more treats. He saw two more tiny paws. Soon the other kittens were eating. Jared gently put them in the box. Mrs. Thomas laid a book on the screen so they couldn't escape.

The class came back from recess. "Where were you?" Jessica asked.

"Class, Jared rescued the kittens," Mrs. Thomas announced.

Everyone cheered.

[30] "Thanks," whispered Jessica. "You're the greatest."

Jared was so pleased that when he read, his hands didn't shake. Words didn't blur.

That day, Jared decided second grade might not be so bad.

2. a heating device

COMMONLIT

Text-Dependent Questions

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

1. PART A: Which sentence describes a theme of the story?
   - A. Animals have the ability to bring people together.
   - B. Enemies can become friends through simple acts of kindness.
   - C. School is more fun when you have good friends.
   - D. It's important not to judge someone when you first meet them.

2. PART B: Which detail from the story best supports the answer to Part A?
   - A. "Jared remembered five things he didn't like about school: Jessica, lining up, arithmetic, spelling, and reading aloud. Jared wanted to stay home, but his mom sent him anyway." (Paragraphs 1-2)
   - B. "The four kittens arrived in a box covered with a piece of screen. Everyone except Jared held them." (Paragraph 9)
   - C. "'Class, Jared rescued the kittens,' Mrs. Thomas announced. Everyone cheered. 'Thanks,' whispered Jessica. 'You're the greatest.'" (Paragraphs 28-30)
   - D. "Jared was so pleased that when he read, his hands didn't shake. Words didn't blur. 'Jared, that was super!' said Mrs. Thomas." (Paragraphs 31-32)

3. What does it mean that Jared's face turns red in paragraph 17?
   - A. Jared is embarrassed that Jessica tells on him.
   - B. Jared feels guilty for saying mean things about the kittens.
   - C. Jared is upset that Jessica doesn't believe him.
   - D. Jared feels warm from the radiator in the classroom.

4. Why does Jared make a face at Jessica when she says he can't read? (Paragraphs 4-7)?
   - A. He is annoyed with Jessica for insulting him.
   - B. He is relieved that Jessica offers to read.
   - C. He is embarrassed that he doesn't know how to read.
   - D. He is trying to make Jessica laugh.

5. How does saving the kittens affect Jared's performance in school?

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_____

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COMMONLIT

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 shuttle[2] 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.

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."

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.

A little while later, a captain of the Shah's[4] cavalry[5] 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 dismay[7] 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

"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.

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 harrying[8] them all the way home.

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.

8. carrying out an attack

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.

5. How does paragraph 44 contribute to the development of the story's plot?

COMMONLIT

Name: _____ Class: _____

Lewis and Clark: American Explorers

By Barbara Radner
2005

The Lewis and Clark Expedition, also known as the Corps of Discovery Expedition, was the first effort by Americans to explore what is now the western United States. President Thomas Jefferson had just completed the Louisiana Purchase in 1803, in which the United States bought a great deal of land from the French. He wanted American travelers to map and characterize the newly acquired territory and establish an American presence there. As you read, identify the difficulties that Lewis and Clark faced on their journey, and how they overcame them.

[1] More than 200 years ago, in 1804, two explorers made an important journey. They were named Meriwether Lewis and William Clark.[1] Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to trace where a great river went. The river they were mapping is a very big one called the Missouri River.[2] They wanted to find out where it went. They hoped it would take them to the ocean.

"3113 Lewis and Clark with Sacagawea" by Bill McChesney is licensed under CC BY 2.0

They took many people with them to help with the exploration. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the territory would be like. The explorers had three boats to carry them and their supplies. It was summer when they started on this long trip.

They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their destination. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter.

Native Americans helped them along the way. They helped them get food, and they showed them where places were. The explorers had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.

1. Lewis and Clark were friends and officers in the army. The two men were accompanied by a group of U.S. Army volunteers.
2. The Missouri River is the longest river in North America. It runs through Montana, North Dakota, South Dakota, Nebraska, Iowa, Kansas, and Missouri.

[5] A Native American woman named Sacajawea[3] helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean.

As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk.

It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the explorers came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great journey again. They had done their job.

Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult journey it was.

3. Sacajawea (1788-1812) was a Native American woman from the Lemhi Shoshone tribe who helped the Lewis and Clark expedition by guiding the men through unfamiliar territory, helping them communicate with other native [illegible] explaining the environments they traveled through.

Text-Dependent Questions

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

1. PART A: Which of the following best identifies the central idea of this article?
   A. Lewis and Clark set out on their journey with hopes of becoming famous.
   B. Lewis and Clark made an important trip west to help create one of the earliest maps of the United States.
   C. The only goal of Lewis and Clark's journey was to discover the location of the Missouri River and where the river ended.
   D. Before they began their journey, Lewis and Clark used maps of the western United States to decide the best route to take.

2. PART B: Which phrase from the text best supports the answer to Part A?
   A. "They wanted to find out where it went. They hoped it would take them to the ocean." (Paragraph 1)
   B. "They traveled slowly, each day traveling a short distance because they had to row their boats on the river." (Paragraph 3)
   C. "The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter." (Paragraph 4)
   D. "It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people." (Paragraph 7)

3. How does the following phrase contribute to the development of a main idea in the passage: "200 years ago there were no maps of that part of the United States" (Paragraph 1)?
   A. It shows that Lewis and Clark's journey would not have been possible without maps.
   B. It shows that nobody in the entire country knew where the Missouri River ended.
   C. It shows that Lewis and Clark were the first people to live in western America.
   D. It shows that Lewis and Clark were on a journey to create maps of an unknown area.

4. What is the author's main purpose in writing the article?
   A. to show readers that Native Americans were not very involved in making Lewis and Clark's journey successful
   B. to teach readers the importance of Lewis and Clark's difficult journey
   C. to show readers that very little has changed in America over time
   D. to help readers think about how America would be different if Lewis and Clark had not completed their journey

5. How does the author describe the relationship between the American explorers and the Native Americans they met? Cite evidence from the text in your response.

COMMONLIT

Name: _____ Class: _____

Origami — An Ancient Art

By Kathiann M. Kowalski
2006

Origami is an ancient art of folding paper into creative shapes that started in Japan. In this informational text, Kathiann M. Kowalski describes how origami became a common practice in Japan and around the world. As you read, take notes on how the practice of origami has changed over time.

[1] The Chinese invented paper more than 2,000 years ago. As far as we know, however, it was the Japanese who first made paper into art. Origami, which is a Japanese word meaning "folding paper," is the art of folding paper into beautiful forms.

"Origami Cranes" by candacaslan is licensed under CC BY-NC-ND 2.0

Papermaking came to Japan around the year 610. Legend says that a Chinese Buddhist monk[1] named Don-cho shared this knowledge when he visited Japan's Imperial Palace.[2] Sometime later — no one knows just when — the ancient Japanese began folding paper.

Papermakers used the bark of mulberry trees to make paper; the materials were costly, and the process took time. Because of the way it was made, paper was expensive. So, at first, only the wealthy made origami.

Well-to-do people[3] made origami as part of ceremonies, such as weddings. At noblemen's[4] weddings, for example, origami butterflies adorned[5] the drinking glasses. They represented the bride and groom. Samurai warriors often gave each other gifts decorated with folded paper designs. The designs were good luck symbols. Some people made elegant[6] paper wrappings for their gifts, too. Even today, gifts in Japan often come with origami decorations.

[5] Over time, paper became more common. Folded paper boxes held herbs and other household goods. Origami containers also held flowers and other gifts. Women probably taught the art of paper folding to their daughters.

Eventually, people began folding paper for fun. Two of the oldest origami books date back to 1797. One shows how to make paper cranes. Another has instructions for origami dolls. Today people around the world enjoy origami. Birds, flowers, and other shapes from nature are very popular. Other forms are fun, too.

1. a person who carefully follows the rules of Buddhism, a religion of eastern and central Asia
2. where the Emperor of Japan lives
3. people with money
4. a person who belongs to a group of wealthy and respected people
5. **Adorn** *(verb):* to decorate
6. **Elegant** *(adjective):* appearing graceful or stylish

Text-Dependent Questions

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

1. PART A: Which sentence describes the main idea of the text?
   A. Origami no longer requires the same skills that it did in ancient Japan.
   B. Origami was only available to the wealthy in ancient Japan, but now it can be enjoyed by all.
   C. Origami continues to be an art that only the wealthy can afford in Japan.
   D. Origami is no longer a common art in Japan, but it is popular elsewhere in the world.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "Origami, which is a Japanese word meaning 'folding paper,' is the art of folding paper into beautiful forms." (Paragraph 1)
   B. "Papermakers used the bark of mulberry trees to make paper; the materials were costly, and the process took time." (Paragraph 3)
   C. "Samurai warriors often gave each other gifts decorated with folded paper designs. The designs were good luck symbols." (Paragraph 4)
   D. "Over time, paper became more common. Folded paper boxes held herbs and other household goods." (Paragraph 5)

3. Which alternate title describes the central idea of the text?
   A. Origami: The History of Japanese Paper Folding
   B. Origami: The Steps for Creating Paper Art
   C. Paper Folding for the Wealthy
   D. Paper Folding in Japan and China Today

4. How does the text help readers understand the connection between origami and wealth in Japan?

COMMONLIT

Name: _____ Class: _____

Poetry Means the World to Me

By Tony Medina
2002

Tony Medina is an American poet. In his book Love to Langston, *Medina uses poetry to tell the story of Langston Hughes' life using the voice of Hughes, as he imagines it. Hughes was an important and famous African American poet whose work is still celebrated today. In this poem, Tony Medina explores the importance of poetry to Hughes. As you read, take notes on the different ways that poetry helps the speaker in the poem.*

Poetry means the world to me
it's how I laugh and sing
how I cry and ask why

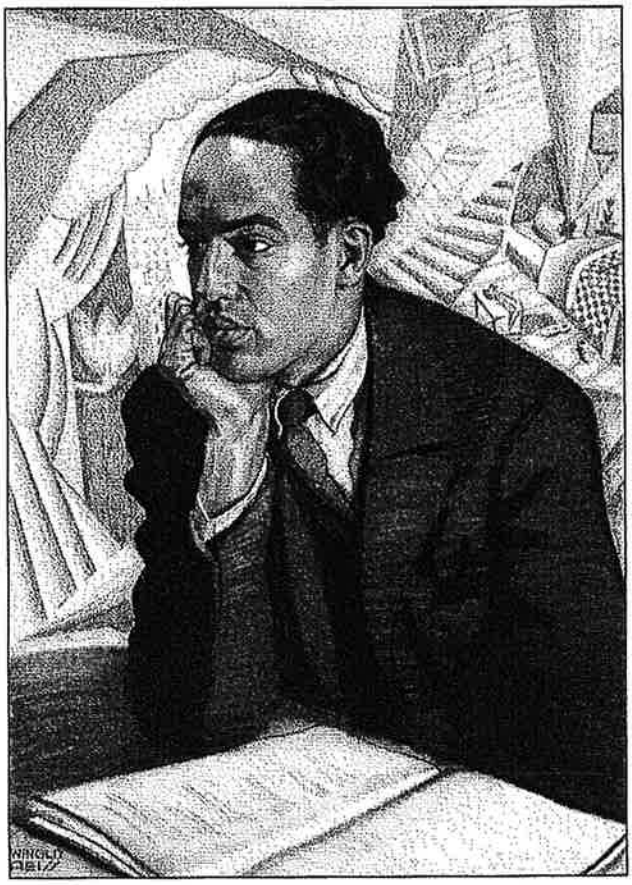
Poetry comforts me
when I use jazz or
the blues or the way
regular folks talk —
the language
they use

Words don't always
have to be neat
and polished[1]
like a statue

They should be
used used used
to say what you like
or don't like
what you see think
or feel —

Words to fight against
hate and unnecessary
suffering

Poetry is what *I* use
to say
I love you



"Langston Hughes" by NPGpics is licensed under CC BY-NC-ND 2.0.

1. shiny as a result of being rubbed

COMMONLIT

Text-Dependent Questions

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

1. PART A: Which of sentence describes the theme of the poem?
   A. Not many people understand the importance of poetry.
   B. Poetry has many important functions to the speaker.
   C. If people wrote and read more poetry, the world would be a better place.
   D. Poetry has become an art that is rarely used today.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. "it's how I laugh and sing / how I cry and ask why" (Lines 2-3)
   B. "the blues or the way / regular folks talk —" (Lines 6-7)
   C. "Words don't always / have to be neat" (Lines 10-11)
   D. "They should be / used used used" (Lines 14-15)

3. Which of the following best describes how the speaker changes the subject in stanza 3-4 (Lines 10-19)?
   A. The speaker turns from talking about poetry to talking about music.
   B. The speaker turns from talking about feeling sad to feeling angry.
   C. The speaker turns from talking about the past to speaking about the present.
   D. The speaker turns from speaking about themselves to speaking in general.

4. How do stanzas 3-4 contribute to the poem (Lines 10-19)?
   A. It shows how most people don't know how to express themselves.
   B. It tries to teach readers the right way to write poetry.
   C. It reveals that poetry often appears perfect.
   D. It stresses how you don't need to have a perfect way to express yourself.

5. What is the effect of repeating "used" in line 15?

_____

_____

_____

_____

_____

_____

_____

COMMONLIT

Name: _____ Class: _____

Rosa Refuses

By Ruth Spencer Johnson
2008

In December 1955, after Rosa Parks refused to give up her seat on the bus to a white man, black people in Montgomery, Alabama refused to use the bus until the laws were changed and they were treated fairly. In this passage, a young black girl writes to her cousin about the protest. As you read, take notes on how black people avoided using the bus.

[1] In December 1955, Shirley, a fictional 9-year-old black girl in Montgomery, Alabama, might have written these letters to her cousin Elizabeth in Detroit, Michigan...

"The Rosa Parks Bus" by Maia C is licensed under CC BY-NC-ND 2.0

December 5, 1955
Dear Elizabeth,

Guess what's happening in Montgomery? We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something. Starting today, black people won't ride the buses anymore because of the unfair way the bus company treats us.

Remember how it is here? The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites. It's the law. You're lucky that in Detroit, you can sit anywhere you like on the bus. That must be nice. Here's why we're having the boycott: Last week, a black woman here named Rosa Parks was riding the bus. She was on her way home from work. When the bus got full, the driver told her to get up and give a white person her seat. She refused! So the police came and arrested her. They took her to jail! Can you believe it? Mrs. Parks said she was tired of giving in to white people. So now, all 50,000 black people in Montgomery aren't going to ride the bus at all until things change. The bus company sure is going to lose a lot of money!

[5] We're all trying to help each other. Most black folks here don't have cars. The ones that do are driving others to work. Black taxi drivers are charging only a dime (the same as the bus fare) instead of 45 cents for a ride. Thousands of people are walking miles to work, school, and church. The buses are practically[1] empty!

The new minister in town, the Reverend Martin Luther King Jr., is the leader of the boycott. He says that if we protest peacefully with "courage and dignity,"[2] we can make great changes for black people. Until then, I'll keep walking!

1. almost
2. **Dignity** *(adjective)*: a sense of pride in yourself

Love, Shirley

Over a year later, Shirley writes again.

December 21, 1956
Dear Elizabeth,

[10] You won't believe what I did today — I rode in the front of the bus!

The boycott is finally over, after 381 days. I never thought it could last this long, because the bus company was losing so much money. But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest[3] reason. They made black taxi drivers charge full fare.[4] They arrested people who were waiting for rides. Hundreds of people lost jobs and went to jail. A lot of white people were really angry, and Reverend King's house was bombed!

Our black leaders went to court to end segregation[5] on the buses. The city fought the case all the way to the Supreme Court.[6] Now the Supreme Court has said that we can sit wherever we want on the buses.

It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits.[7] We believe this boycott is just the start of equal rights for our people! Tell Aunt Louise you want to come down and visit me here. We'll ride the bus up front together!

Love, Shirley

3. very small
4. the money a passenger has to pay for a ride
5. the separation of people based on their race
6. the most powerful court in the country
7. [illegible] something

Text-Dependent Questions

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

1. PART A: Which sentence describes the main theme about the bus boycott in Montgomery
   A. Black children were even more responsible for the success of the bus boycott than adults, as they used the bus more than anyone.
   B. Refusing to use the bus wasn't difficult for black people, as they walked together and often shared their cars with each other.
   C. Black people in Montgomery succeeded in ending segregation on buses by working hard and not giving up on their protest.
   D. The bus boycott didn't last very long, as the buses quickly gave into black people's demands for desegregation.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something." (Paragraph 3)
   B. "The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites." (Paragraph 4)
   C. "But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest reason." (Paragraph 11)
   D. "It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits." (Paragraph 13)

3. How does paragraph 4 contribute to the overall structure of the text?
   A. It shows how many black women have been arrested in the past for not giving up their seat on the bus.
   B. It describes how black people are treated unfairly on buses and the reason for the bus boycott.
   C. It provides several examples of how black people are treated unfairly in Montgomery.
   D. It shows how black people are going to work together to avoid using the buses, while still getting around.

4. How does Shirley respond to the bus boycott?
   A. Shirley is angry that a bus boycott is necessary for black people to be treated fairly.
   B. Shirley is hopeful about the bus boycott and willing to do her part to create change.
   C. Shirley complains about having to walk everywhere, since she can't use the bus.
   D. Shirley hesitates to join her friends and family in the bus boycott, as it's going to be a lot of work.

5. How does Shirley feel at the end of her last letter to Elizabeth (Paragraph 13)?

COMMONLIT

Name: _____ Class: _____

Stephen Bishop: Cave Explorer

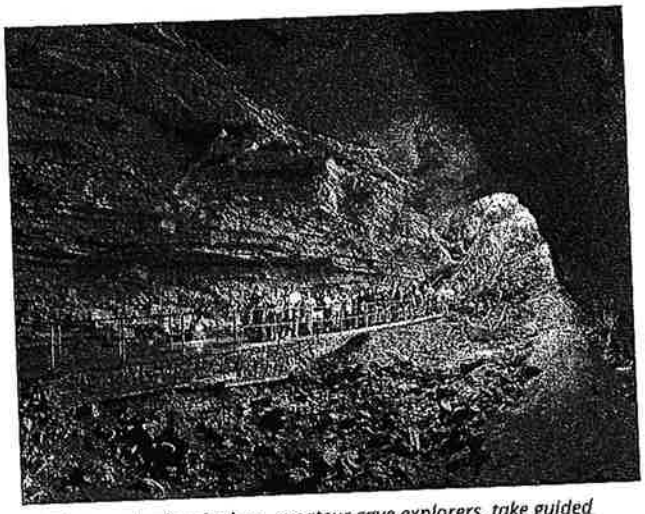
By Judith Boogaart
2016

Franklin Gorin purchased a slave, Stephen Bishop, to act as a tour guide for Mammoth Cave in Kentucky. Stephen went on to make many discoveries in the cave and to be a well-known guide. As you read, take notes on how the author describes Stephen.

[1] Stephen's lantern cast shaky shadows on the walls of Mammoth Cave, Kentucky. Hurrying after his guide, he stumbled along the rocky path. He couldn't lose sight of Mr. Miller. He might not find his way back out.

Stephen was a slave owned by Franklin Gorin. Gorin had bought Mammoth Cave to develop it for tourists. Like many people in the 1830s, he didn't worry about preserving[1] the natural wonder. He wanted to make money from it. Since a slave wouldn't need to be paid, Gorin decided to have 17-year-old Stephen trained as a guide.

At Mammoth Cave in Kentucky, Stephen Bishop was known as the "prince of guides."



"Thousands of spelunkers, amateur cave explorers, take guided tours of Mammoth Cave each year. Only experienced cavers explore and survey new passages." by Gary C. Berdeaux is used with permission.

Facing the Challenge

Stephen knew little about caves, but he was expected to obey his master. Every day he followed his guide, Mr. Miller, over the cave routes.[2] Stephen found he could easily remember the twisting passages and the formations[3] that served as markers. Soon he knew the eight miles of cave routes as well as Mr. Miller.

[5] But guiding meant more than knowing the trails. Stephen had to explain what visitors were seeing. He listened closely to learn facts and stories about the caves.

Soon Stephen began giving tours himself. He pointed out log pipes and wooden vats[4] in the passages. These had been used in the mining[5] of saltpeter[6] to make gunpowder for the War of 1812.

1. **Preserve** *(verb):* to keep something in its original state
2. **Route** *(noun):* a path to get from one point to another
3. **Formation** *(noun):* the structure or arrangement of something
4. a large container
5. to dig into the earth for minerals
6. a naturally occurring substance used in explosives

He took visitors deep underground to Chief City. Here, early tribes had left behind slippers, gourds,[7] and cane sticks. Stephen lit fires to show off the room's huge size.

In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling. Legend says Stephen learned to read and write by studying them. Soon he added his name to theirs.

Exploring Mammoth Cave

Stephen loved the cave. While giving tours, he spotted many leads off the main passages. He itched[8] to explore them, and Gorin let him. More passages meant more cave tours — and more money for Gorin.

[10] Stephen spent hours underground. He climbed up domes and down pits. In the dim light of his tin lamp, he squeezed through narrow tunnels and crawl spaces. He memorized landmarks such as special rocks or sand beds to guide himself back out.

One day, Stephen followed a twisting passage not on the tours. He climbed up a slick[9] wall, over slopes, and down a 30-foot drop. He crawled through an opening partway up the passage wall. There he found a large dome no one had known about. Gorin was thrilled. It was named Gorin's Dome, and newspapers printed stories of the discovery.

Beyond Bottomless Pit

Stephen kept exploring, but one space always stopped him: Bottomless Pit. On tours, he lit scraps of paper and tossed them in. Visitors, watching them drift down, could never see the bottom. The pit gaped as wide as a country lane.[10] No one had ever dared to cross it. But Stephen wanted to know what was on the other side.

On October 20, 1838, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit. Imagine inching over a yawning black hole on a crude[11] ladder. "I'm not sure I would have tried it," admits Chuck DeCroix, an experienced caver who guides visitors today. "They had poor lighting and no knowledge of what was below them. It would take guts to cross."

Stephen's courage[12] paid off. He and the visitor found two miles of new passages that day. What beautiful stalactites, stalagmites,[13] and gypsum rosettes[14] they saw! Again Gorin was thrilled. He had a sturdy bridge built across the pit. Guides and visitors explored six more miles of passages that year.

[15] Stephen discovered underground rivers in Mammoth Cave. He saw eyeless fish swimming in them. No one had heard of such creatures. Scientists came from all over the world to study them.

7. a type of fruit that has a hard shell that is used for decoration and not eating
8. to feel a strong desire to do something
9. **Slick** ***(adjective):*** wet, slippery
10. a road in the countryside
11. basic or simple
12. **Courage** ***(noun):*** the ability to do something that is frightening
13. structures formed by mineral dripping from the ceiling or piling up on the floor
14. a type of crystal

Stephen became famous for his dramatic[15] tours. He gave boat trips on the rivers. He showed off a beautiful place called Snowball Room. Its ceiling was covered with white gypsum rosettes. He used lantern light and torches to make formations sparkle and glow. He sang songs to demonstrate the cave's great sound. He told interesting stories. One visitor called him the "prince of guides."

Stephen drew a new map of Mammoth Cave. Slaves didn't usually get credit for their accomplishments, but the map was published in 1845 under Stephen's name.

For 150 years, other people have continued to explore the cave. Today, 365 miles have been surveyed[16] in the Mammoth Cave system. It is the longest cave in the world. Stephen Bishop found more miles of passage than any other guide of his time. His curiosity, determination,[17] and courage helped him discover Mammoth's secrets.

15. **Dramatic** ***(adjective):*** exciting and impressive
16. to examine and record the details of an area of land

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. The different species and rock formations that Stephen discovered made important contributions to science.
   - B. Stephen's work as a guide in Mammoth Cave was so impressive that he eventually received pay for his work.
   - C. Despite only having basic tools, Stephen made more discoveries in Mammoth Cave than any explorer in the years to come.
   - D. Stephen was able to make important discoveries in Mammoth Cave because of his brave explorations.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "At Mammoth Cave in Kentucky, Stephen Bishop was known as the 'prince of guides.'" (Paragraph 3)
   - B. "In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling." (Paragraph 8)
   - C. "The pit gaped as wide as a country lane. No one had ever dared to cross it. But Stephen wanted to know what was on the other side." (Paragraph 12)
   - D. "On October 20, 18, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit." (Paragraph 13)

3. PART A: Why was Stephen called the "prince of guides"?
   - A. Stephen knew more about caves than anyone.
   - B. Stephen discovered jewels in the cave.
   - C. Stephen was known to be an amazing guide.
   - D. Stephen made a lot of money as a guide.

4. PART B: Which quote from the text best supports the answer to Part A?
   - A. "No one had ever dared to cross it. But Stephen wanted to know what was on the other side." (Paragraph 12)
   - B. "What beautiful stalactites, stalagmites, and gypsum rosettes they saw!" (Paragraph 14)
   - C. "Stephen became famous for his dramatic tours. He gave boat trips on the rivers." (Paragraph 16)
   - D. "Slaves didn't usually get credit for their accomplishments, but the map was published in 1845 under Stephen's name." (Paragraph 17)

5. What is the connection between Stephen's status as a slave and the lack of credit he got for his discoveries?

COMMONLIT

Name: _____ Class: _____

Trail into Darkness

By Brad Robie
2017

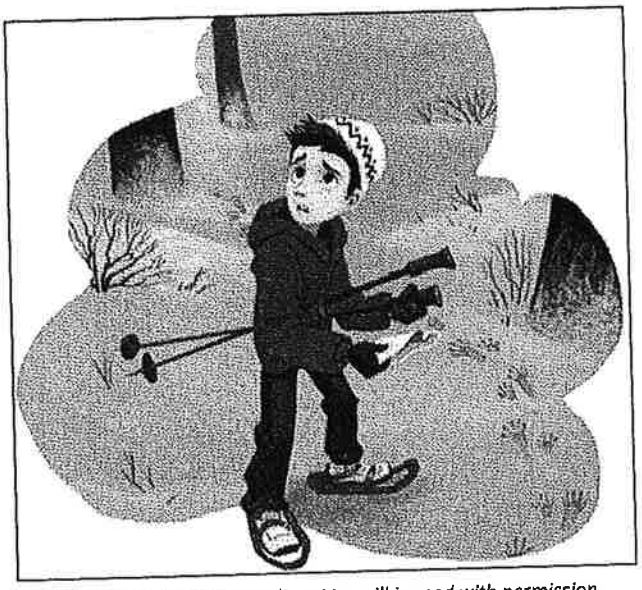
Brad Robie has written for Highlights. *In this short story, a boy gets lost while snowshoeing with his family. As you read, take notes on how Luke responds to being lost.*

[1] *A boulder as big as a house.* That's how the guide book described Giant Rock. Dad said it was carried here by a glacier[1] millions of years ago.

I was finally going to see it, on snowshoes, with my three older cousins, my dad, and my uncle Don. I'd been snowshoeing before, and I liked the adventure of trekking[2] through deep snow alongside wild-animal tracks.

At the parking area, after putting on our snowshoes, we studied the map in the information kiosk. "We start here," Dad said, "on the red trail. Then we turn left onto the purple loop. That's where Giant Rock is."

"Remember to stick together, guys," Uncle Don said.



"Where is everyone?" by Melissa Manwill is used with permission.

[5] The trail ran uphill alongside a stone wall. It was easy to follow because red markers were nailed to the trees and the snow had been packed down by other hikers. At the top of the hill, we turned onto the purple trail, which wound back and forth, traversing[3] the hills and gullies.[4] We settled into a rhythm, with Dad and everyone else in front and me in the back, *crunch-crunch-crunching* through the snow. My cousins were faster than I was, but I managed to keep up.

The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks — mostly deer, squirrel, and rabbit prints, which I recognized from my field guide.[5] As the trail zigzagged on, my cousin Andrew said what I'd been thinking: "Will we *ever* reach Giant Rock?"

My cousin Aiden smiled and turned to me. "Luke, do you think your dad invented the idea of Giant Rock just to get us away from the TV for a while?"

I laughed. "You never know."

1. a slow-moving mass of ice formed over many years
2. **Trek** *(verb):* to go on a long journey, usually by foot
3. to travel across or through something
4. a small valley worn away by running water

Finally, we crested[6] a hill and saw the massive boulder sitting alone in the forest. "It really is as big as a house!" my cousin Josh said, gazing up.

[10] My cousins and I high-fived each other and jogged down the slope until we stood at the base, breathless.

Standing in the boulder's giant shadow, I noticed the sun had dipped even lower.

"Let's head back," Dad said after a few minutes.

Soon we were *crunch-crunch-crunching* our way home.

I was a little behind the group when I noticed a set of animal tracks I didn't recognize. They were hard to see among the snowshoe prints, so I followed them off the trail for a closer look. There were no claw marks, which meant they didn't belong to a dog or a fox. Instead, they looked like tiny handprints and footprints. *Must be a raccoon,* I thought, matching them to prints in my guide.

[15] I looked up when I suddenly realized how quiet it had gotten. I was totally alone. "Hey!" I shouted. "Where is everyone?"

Nothing. Just the sound of my own breathing and the hammering of a woodpecker echoing in the bare woods. *They couldn't have gone far,* I thought, stepping back onto the trail. *I'll catch up to them if I hurry.*

I came to a junction[7] where I could turn left or go straight, but both trails had purple markers. The path to the left looked familiar. But when I stepped over a log I thought I'd seen before, something told me I was going the wrong way. So I reversed direction. My mind started to race. Soon it might be too dark to tell what color the markers were. And I couldn't just follow my own footsteps because there were so many tracks from other hikers.

It seemed to grow darker by the second. I had no flashlight. No phone. I began running. What if I couldn't find my way back? I started tearing through the woods in a panic, watching as the sun disappeared behind the trees.

Then I came to a crossroads. Which way should I turn?

[20] *Stop,* I told myself. *Think.* I pictured the map again. To get to Giant Rock we had turned left onto the purple loop. To get back, I needed to do the opposite and turn right onto the red trail.

If this didn't work, I'd do what I had always heard you should do in a situation like this: stay put, and let your group find you.

I heard voices, someone calling. Then I noticed the stone wall, the trail running alongside it. This *had* to be right. I plunged[8] downhill in giant steps.

And then, the best sight ever: the parking lot — and my family! I shouted as I ran toward them.

6. to reach the top of something
7. a point where two or more things are joined
8. **Plunge** ***(verb):*** to jump or dive quickly and with energy

"Luke? Are you OK?" Dad's voice was urgent.[9] He shined a flashlight in my direction.

[25] I'd only been lost for minutes, but it had felt like forever. Now all I wanted was a bear hug from Dad and to make tracks for home.

Text-Dependent Questions

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

1. PART A: Which sentence best describes the theme of the short story?
   - A. It's important to have proper supplies before you go outdoors.
   - B. Outdoor activities in the snow are too dangerous for kids.
   - C. The beauty of nature can often be distracting.
   - D. It's important to stay calm in an emergency situation.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "I'd been snowshoeing before, and I liked the adventure of trekking through deep snow alongside wild-animal tracks." (Paragraph 2)
   - B. "The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks — mostly deer, squirrel, and rabbit prints, which I recognized from my field guide." (Paragraph 6)
   - C. "I looked up when I suddenly realized how quiet it had gotten. I was totally alone. 'Hey!' I shouted. 'Where is everyone?'" (Paragraph 15)
   - D. "Stop, I told myself. Think. I pictured the map again. To get to Giant Rock we had turned left onto the purple loop." (Paragraph 20)

3. What does it mean when Luke describes his mind as "racing" in paragraph 17?
   - A. He is thinking many thoughts very quickly.
   - B. He is imagining himself running very fast.
   - C. He is smarter than the average person.
   - D. He is trying not to think about his situation.

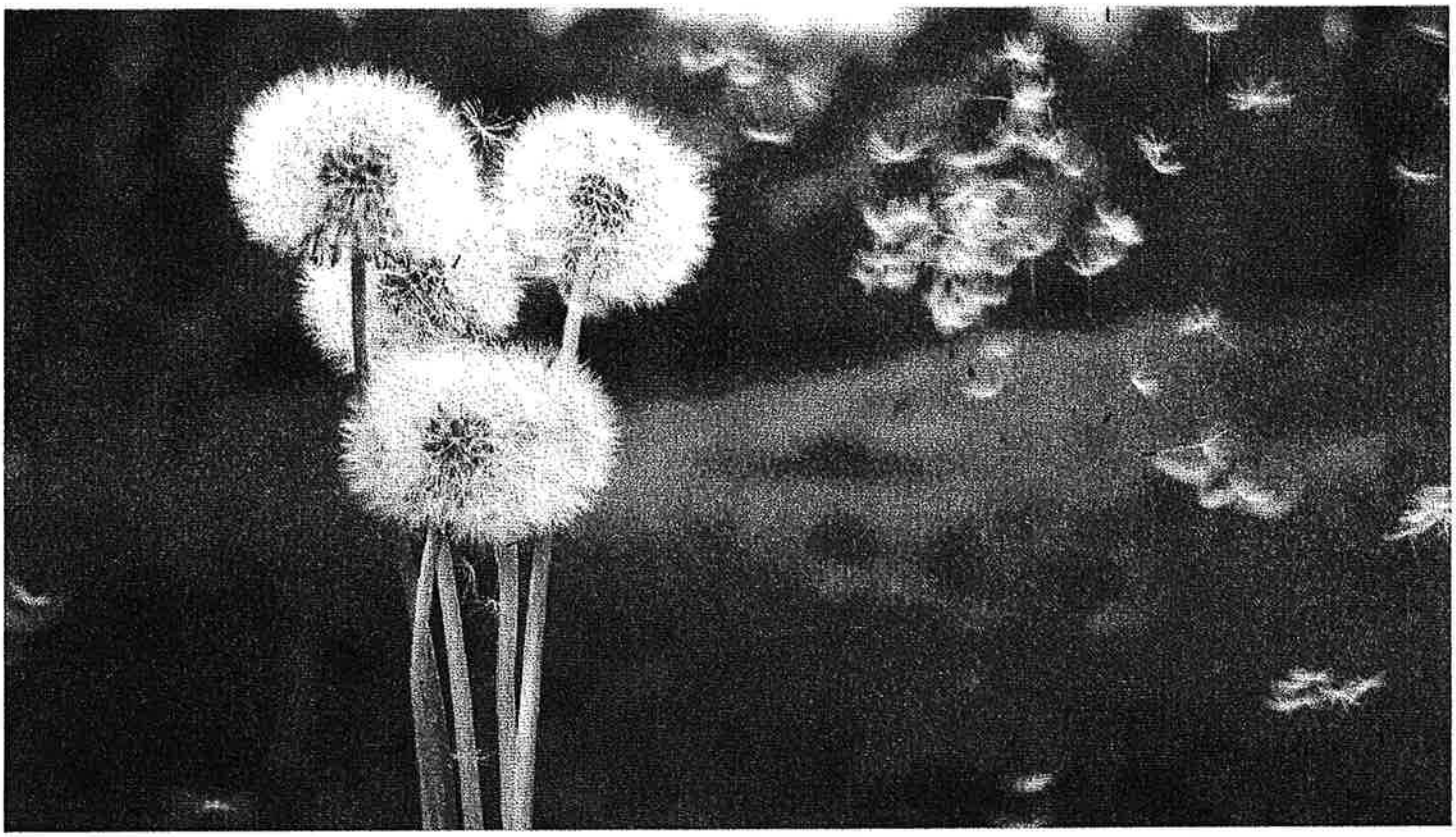
4. How does paragraph 17 contribute to the text?
   - A. It suggests that Luke will never go home.
   - B. It reveals that Luke knows what to do.
   - C. It shows that Luke is in serious trouble.
   - D. It stresses how poorly marked the path is.

5. How does Luke react to not being able to find his family?

The Grandad and the Dandelion

By Yannets Levi, The Short Story Project on 09.26.19

Word Count **732**
Level **MAX**



Dandelions listen silently to an old man's stories. Photo by: Iorgulescu Sabina/Getty

It is possible that you have lots of friends, or maybe you have only a friend or two. Your friends could be children, or they could be adults, or maybe your friends are dogs or cats or any other kind of animal. Yes, all of this could certainly be true. But have you ever had a plant as a friend? Have you ever been friends with a flower or a tree? Either way, this is a story about a grandfather who had a very special friend.

Once upon a time, there was an old man who lived alone in a small shack. The old man didn't have children or grandchildren. He didn't have a wife, nor did he have friends. He lived all by himself.

Every day at dusk, when the birds were chirping from their perch in the treetops, as the sun set and the sky grew dark, the old man would sit outside his shack and talk to the dandelion that grew in his garden.What did he say to the dandelion? The old man used to tell the dandelion old tales, so old that no one could remember if they really happened, and the dandelion would listen silently to the old man's stories.

One day, a group of children walked past the shack. They heard the old man talking and telling his stories, but they did not see anyone listening. The children stopped and stared at the old man.

"What is wrong with this old man?" they wondered. "Who is he telling stories to?" They listened closely to the old man's tales. They did not know if the stories were true or not, but they found them to be fascinating. The children remained standing there listening to the stories until the sky turned black and the old man went back into his shack.

The next day, the children returned for more stories. They remained at a distance but paid close attention. After the old man finished telling another old tale, one of the girls called out, "Granddad! Who are you telling your stories to?" "Granddad? Me?" the old man wondered. Up until then he had not noticed the children who stood there listening to his stories, and so their presence came to him as a surprise. "No, I'm not a grandfather. I am just an old man," he said. "I have no children or grandchildren. I have no wife and no friends." "So who are you telling your stories to?" asked one of the children. "I tell them to this dandelion growing down here, right next to me," the old man replied. The children looked and for the first time noticed the small dandelion growing in the old man's garden. How strange, they thought – telling stories to a dandelion. Why?

"He knows how to listen," answered the old man, responding to the children's bewildered gaze.

The next day, when the children came back to the shack, the old man invited them to sit next to him. They sat down and, along with the dandelion, listened to the old tales. And so, day after day, the children returned and listened to Granddad's stories. That is what they called him: Granddad.

One morning, while the children were at school, Granddad went out into his yard and noticed that the dandelion had changed. Its small yellow petals disappeared and in their place were fuzzy white hairs.

"You've aged," said Granddad to the dandelion. "I've aged too."

A gust of wind dispersed the fuzzy white hairs off the dandelion and scattered its seeds in every direction. Granddad looked at the white hairs flying in the air and took a big, deep breath.

The next day, when the children arrived at the shack to hear Granddad's stories, they found neither Granddad nor the dandelion, and so they never went back to the shack again. Little did they know that one day, dozens of new dandelions would blossom from the seeds that the wind scattered.

The children grew up into adults. They left their homes and built new homes here or there. The dandelion was forgotten. The granddad was forgotten, too. Nevertheless, his stories, just like the dandelion's seeds, were scattered along with the children who grew up.

Even today, there are surely children listening to the old tales; so old, no one knows if they ever really happened.

Translated *from Hebrew by Annette Appel.*

Quiz

1 Read the selection from the story.

> *The dandelion was forgotten, the granddad was forgotten too. Nevertheless, his stories, just like the dandelion's seeds, were scattered along with the children who grew up.*

What theme of the text does this selection help the reader understand?

(A) People can make an impact even after they are gone.

(B) Stories help children become close to older people.

(C) Dandelions are important because they spread far and wide.

(D) Respect for elders is an important part of life.

2 Select the statement that BEST summarizes the main events in this story.

(A) An old man becomes friends with a dandelion. He tells the dandelion stories because no one else will listen.

(B) An old man teaches a group of children about dandelions. As they grow older, they help spread dandelion seeds.

(C) A group of children listens to an old man's stories. His stories live on through the children long after he is forgotten.

(D) A group of children overhears an old man talking to a dandelion. They eventually return so they can listen to him talk.

3 Complete the sentence. The author's purpose for telling the story is:

(A) to make people learn the importance of an old man

(B) to emphasize the importance of storytelling

(C) to reveal why an old man befriended a dandelion

(D) to explain why the old man talked to the children

4 How does the narrator's point of view influence how the events in the story are described?

(A) It contrasts the children's thoughts with the old man's thoughts.

(B) It describes the stories that the old man tells the children.

(C) It provides a larger context for the story about the old man.

(D) It emphasizes the mystery of the old man's disappearance.

newsela

Volunteers find better homes for dogs that were locked up in jail

By Chicago Tribune, adapted by Newsela staff on 11.18.15
Word Count **590**
Level **640L**

The eight dogs that survived a fire in a hoarder's house are reunited with the Chicago firefighters from Station 79 and others who helped save them. Josh Feeney/Safe Humane Chicago

Sometimes people hit the animals they own. Some owners do not give their pets enough to eat. Being cruel to an animal is against the law in America. People can be arrested for hurting animals. Many get sent to jail. What happens to the animals they own in the meantime?

For years, the courts and police in Chicago, Illinois, had a problem. They failed to take good care of the animals whose owners were involved in court cases.

Mostly dogs, the animals were abused or neglected. They were taken from their homes when their owners were arrested. The cases moved slowly through the courts. The animals would remain locked up as evidence, sometimes for years. When the cases were finally settled, the dogs were usually put to death.

People Step In To Free The Dogs

Animal rights supporters in Chicago were angry. They thought this was unfair. "The dogs did the time but not the crime" is one of their favorite sayings. They made a plan to save the animals. In 2010, a group called Safe Humane Chicago started the Court Case Dogs program. The program helped to treat the dogs and make them better. It found new homes for them.

The approach was the first of its kind in the United States.

When the program was started, only 2 out of every 10 of the jailed dogs got out alive. Today, 7 out of 10 dogs are saved. So far 760 dogs have gone through the program.

Cynthia Bathurst is in charge of Safe Humane Chicago. "These are the dogs everyone should care about," she says.

Court Case Dogs Star In A New Book

A new book tells the stories of these dogs and the people who are saving their lives. It is called "A Ruff Road Home: The Court Case Dogs of Chicago." Written by Susan Russell, the book has stories of more than 20 dogs that have been abused. It shows them in their new homes, safe and loved.

"Some of the dogs were fought," says Russell, a writer and lawyer in Chicago who helps at animal shelters. "Some of the dogs were dumped in trash cans. Some of the dogs belonged to hoarders. Some were beaten mercilessly. Every one of these dogs had a terrible start."

Her book shows that dogs can be strong. It also shows that people care, she said.

The book took three years to write. Many people gave their time and skills for free. Safe Humane Chicago sells the book on its website. Every cent from the sales of the book goes to Safe Humane Chicago.

Lucky Bruno, DJ and Dolly

At the heart of "Ruff Road" are the stories of the dogs.

There's Bruno, the first dog in the program. Bruno spent more than a year in a kennel after he was rescued from a man who was kicking him down the street. Bruno is now with a loving family. There is a dog named Dolly. She was locked up in a basement before the Chicago police found her. There's also Derek Jeter - known as DJ. He is a terrier mix who had been abused on videos that were posted on the Internet. He has found a couple to love him, too.

Then there are the people who work in the program. They are helped by many others who work for free. The families who take in the animals are also special.

The dogs are strong, but the people show how it can be done, Russel said.

Quiz

1 Select the sentence that explains the purpose of the Court Case Dogs program.

(A) When the program was started, only 2 out of every 10 of the jailed dogs got out alive.

(B) They are helped by many others who work for free.

(C) Safe Humane Chicago sells the book on its website.

(D) The program helped to treat the dogs and make them better.

2 Which sentence from the article explains why animals were locked up in jail?

(A) Some owners do not give their pet enough to eat.

(B) Mostly dogs, the animals were abused or neglected.

(C) When the cases were finally settled, the dogs were usually put to death.

(D) They were taken from their homes when their owners were arrested.

3 Which sentence from the article is MOST important to include in its summary?

(A) The animals would remain locked up as evidence, sometimes for years.

(B) The approach was the first of its kind in the United States.

(C) The book took three years to write.

(D) Cynthia Bathurst is in charge of Safe Humane Chicago.

4 What is the MAIN idea of the section "Court Case Dogs Star In A New Book"?

(A) The book tells sad stories about dogs being beaten.

(B) The book took many years for the author to write.

(C) The book was a success and made the program a lot of money.

(D) The book was written to show how dogs are strong and people care.

Achievement First[1]

GRADE 4 MATH PRACTICE WORKBOOK

Achievement First Elementary Math

Achievement First

Practice Workbooks - Achievement First Elementary Math – Grade 4

Contents

Workbook A

4.OA.A.1 – Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.

1. Which shows 5 times as many as 4?

   a. 4 + 5 = _____ b. 4 ÷ 5 = _____ c. 4 x 5 = _____ d. 4 – 5 = _____

2. 32 is four times as many as _____.

3. Which set of equations shows 2 times more than 15?

2 ÷ 15 = b	2 x 15 = b	2 ÷ b = 15
15 ÷ 2 = b	15 x 2 = b	15 x b = 2

   Solve to find b: _____

4. What is 6 times as many as 30? _____

5. Which equation below shows 4 times as old as 7?

   d. 4 x 7 = A e. A x 4 = 7 f. 7 ÷ A = 4 g. 7 ÷ 2 = A

6. Which equations show a way to represent 3 times as many as 10? Circle all equations that could represent this problem.

   a. 10 ÷ 3 = _____ b. 3 x _____ = 10 c. 10 x 3 = _____

   d. _____ ÷ 3 = 10 e. _____ ÷ 10 = 3 f. 10 ÷ _____ = 3

7. Which two equations represent the statement "56 is 8 times as many as 7?" Select the two correct answers.

a. $56 = 8 + 7$ b. $56 = 8 \times 7$ c. $56 = 8 \times 8$ d. $56 = 7 + 8$ e. $56 = 7 \times 8$

8. 81 is 9 times as many as _____.

9. Which equation shows how to find 8 times as many as 4?

a. $8 \div 4 = 2$ b. $8 - 4 = 4$ c. $4 \times 8 = 32$ d. $4 + 8 = 12$

10. Which statement is represented by the equation: $20 \times 3 = 60$

a. The number 20 is 3 less than 60.

b. The number 60 is 20 more than 3.

c. The number 20 is 3 times as much as 60.

d. The number 60 is 3 times as much as 20.

11. 3 times as much as 6 is _____.

12. Which equation can be used to determine 6 times as many as 30?

a. $30 - 6 = ?$ b. $30 \div 6 = ?$ c. $30 \times 6 = ?$ d. $3- + 6 = ?$

13. Write an equation that represents the statement "56 is 8 times as many as 7."

_____

14. Which statement is represented by the equation: 30 x 6 = 180?

a. The number 180 is 6 less than 30.

b. The number 180 is 30 more than 6.

c. The number 30 is 180 times more than 6.

d. The number 180 is 6 times more than 30.

15. Write an equation that matches the statement below.

The number 90 is 3 times more than 30.

_____

16. Fill in the blanks to make the statements true[i].

a. 4 times as much as 3 is _____.

b. 10 times as much as 9 is _____.

17. Fill in the blank to complete the comparison[ii].

_____ is 2 times as large as 7.

18. Fill in the blanks to make the statements true[iii].

a. 2 times as much as 4 is _____.

b. 10 times as much as 4 is _____.

19. Which statement represents the given equation, $24 = 4 \times 6$?

a. 24 is ¼ of 6
b. b. 24 is 4 less than 6
c. c. 24 is 4 times greater than 6
d. d. 4 is 6 times greater than 24

20. The number 28 is 4 times as large as 7.
Write this comparison as a multiplication equation.

_____

21. 64 is 8 times as many as _____.

22. Fill in the blank to complete the comparison[iv].

20 is _____times as large as 4.

23. Write the multiplication equation that matches this statement: "16 is two times greater than 8."

_____

24. Which equation represents this statement:

six times as much as twelve

a. $12 \div 6 = ?$
b. $6 + 12 = ?$
c. $6 \times ? = 12$
d. $6 \times 12 = ?$

25. 5 times as much as 6 is _____.

26. 27 is 9 times as many as _____.

4.OA.B.4 – Using whole numbers in the range 1-100, find all factor pairs for a given whole number, recognize that a given whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number, and determine whether a given whole number is prime or composite.

1. Which of these numbers is a multiple of 6?

a. 16 b. 41 c. 30 d. 25

2. Which factor of 80 is NOT a factor of 16?

a. 1 b. 4 c. 8 d. 10

3. Find all of the factor pairs for 49. Then decide if it is composite or prime.

Factors: _____

Composite or Prime? _____

4. Which of these is NOT a multiple of 7?

a. 15 b. 21 c. 35 d. 56

5. Decide which numbers are factors of 15. Cross out the numbers that are NOT factors. Then, list the factor pairs.

Possible Factors: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15

Factor Pairs: _____

6. Create a factor rainbow for 45. Then list all the factors on the line below.

7. Circle all of the numbers below that are factors of 15 and 24.

a. 1
b. 24
c. 15
d. 3
e. 0

8. Which of these is a multiple of 4? Circle all possible answers.

a. 12 b. 16 c. 4 d. 18

9. What are all of the factor pairs for 32?

10. Find all of the factor pairs for 39. Then decide if it is composite or prime.

Factors: _____

Composite or Prime? _____

11. List five multiples of 8:

_____ _____ _____ _____ _____

12. Which numbers are factors of both of 32 and 48? Circle all that apply.

1 2 3 4 6 8 12 16 24 48

13. In a through d, write whether each number is prime or composite. Prove your answer by listing the factors pairs of the given product.

	Number	Factor Pairs	Prime or Composite?
a.	34		
b.	46		
c.	53		
d.	83		

14. Select the correct equation.

a. $35 \div 7 = 5$ b. $45 \div 5 = 8$ c. $3 \times 8 = 32$ d. $4 \times 7 = 21$

15. Which group of numbers lists factors of both 24 and 48?

a. 0, 3, 4, 48

b. 3, 6, 8 16

c. 1, 2, 16, 48

d. 3, 4, 12, 24

16. Find an odd number greater than 2 and less than 20 that is composite.

17. Find four numbers that are factors of both 56 and 62.

_____ _____ _____ _____

18. Find all of the factor pairs for the number 72. Circle One: Prime Composite

19. Find a number that is a multiple of 7 and 8.

20. Find all the common factors of 56 and 64. There are 4.

_____ _____ _____ _____

22. How many factor pairs does the number 90 have?

23. What is a number that is both a multiple of 6 and a multiple of 7?

_____

24. What are two common factors of 63 and 72?

_____

25. Find all of the factors for the number 40.

_____

4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Determine the rule, and complete the pattern.

1. 7, 14, _____, 28, _____, 42, _____

   Rule: _____

2. 3, _____, 12, 24, _____, 96, _____

   Rule: _____

3.

Hours Worked	4	6	7	9	12
Bricks Laid	120	180	210	_____	360

Rule: _____

4. 7, _____, 11, 13, _____, 17, _____

   Rule: _____

5. 42, 38, _____, _____, 26, _____

   Rule: _____

6.

Input	2	3	4	6	7
Output	3	6	10	21	____

Rule: _____

7.

Input	Output
3	0
4	1
5	2
6	
7	

Rule: _____

8.

Input	Output
1	6
2	7
3	8
4	

Rule: _____

9.

Input	Output
1	
2	
	30
4	40
	50

Rule: _____

10. 7, 12, _____, 22, 27, _____

Rule: _____

11. 5, 10, 20, 40, 80, _____, _____

Rule: _____

12. 118, 106, 94, _____, 70, _____, _____

Rule: _____

13. 37, _____, 55, 64, 73, _____, 91 _____

Rule: _____

14. 30, 27, _____, 21, _____, _____, _____

Rule: _____

15.

Input	48	45	42	39	36
Output	46	42	40	37	____

Rule: _____

16.

Input	Output
2	4
4	8
6	12
8	16
10	20

Rule: _____

17. 6, 12, _____, 24, _____, 36, _____

Rule: _____

18. 2, _____, 14, 20, _____, 32, _____

Rule: _____

19.

Input	4	6	7	9	12
Output	32	48	56	_____	96

Rule: _____

20. 7, _____, 15, 19, _____, 27, _____

Rule: _____

21. 46, 37, _____, _____, 10, _____

Rule: _____

22.

Input	2	3	4	6	7
Output	3	6	10	21	____

Rule: _____

Workbook B

4.NBT.A.1 – Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in a place to its right.

1. The number 567 is multiplied by 100. Which statement is true about the 6 in the product?

   a. The value of the digit 6 in the product is 6.

   b. The value of the digit 6 in the product is 60.

   c. The value of the digit 6 in the product is 600.

   d. The value of the digit 6 in the product is 6000.

2. What is ten times less than 300?

3. Which statement explains how the value of the 6 in the numbers 360 and 3600 are different?

   a. 360 is 100 times less than 3600
   b. 360 is ten times greater than 3600
   c. 3600 is 100 times greater than 360
   d. 3600 is ten times greater than 360

4. 8 thousands = _____ hundreds

   a. 8000 b. 8 c. 800 d. 80

5. In the number 4,043, the 4 in the tens place is _____ times less than the 4 in the thousands place.

6. What is ten times less than 3,500?

   a. 35
   b. 350
   c. 3.5
   d. 3,490

7. Use whatever strategy helps you solve the problem.

   3 tens x 100 = _____ tens = _____

8. What is 10,000 times more than 2?

   a. $20,000
   b. $200
   c. $2,000
   d. $210,000

9. Anita is ten times older than her little sister. Her little sister is 3 years old. How old is Anita?

10. The number 348 is multiplied by 10. What is the value of the digit 4 in the product?

a. The value of the digit 4 in the product is 4.

b. The value of the digit 4 in the product is 40.

c. The value of the digit 4 in the product is 400.

d. The value of the digit 4 in the product is 4000.

11. The value of the digit 5 in the number 52,789 is 10 times the value of the digit 5 in which number?

a. 36,563

b. 45,642

c. 27,971

d. 502,622

12. Write a number that has a 3 that represents a value a hundred times less than the value represented by the 3 in the number 34,972.

13. In the number 48,789 how many times greater is the digit in the thousands place than the digit in the tens place?

14. The number 257 is multiplied by 1,000. What is the new value of the digit 5 in the product?

15. The number 234 is multiplied by 10. Which statement is true about the digit 2 in the product?

a. The value of the digit 2 in the product is 20.

b. The value of the digit 2 in the product is 200.

c. The value of the digit 2 in the product is 2,000.

d. The value of the digit 2 in the product is 20,000.

16. The number 147,976 has the digit 7 in two different places. How many times greater is the value represented by the 7 in the thousands place then the value of the 7 in the tens place?

_____

17. The value of the 6 in 306,278 is 10 times the value of the 6 in which number?

a. 21,637

b. 360,541

c. 412,016

d. 521,367

18. The value of the digit 4 in the number 42,780 is 10 times the value of the digit 4 in which number?

a. 146,703

b. 426,135

c. 34,651

d. 10,400

19. 24,000 is _____ times more than 2,400.

a. 100 b. 10 c. 1,000 d. 10,000

20. 4,000 is _____ times less than 400,000.

a. 100 b. 10 c. 1,000 d. 10,000

21. Fill in the blank to make the statement true.

114,974

The 4 in the thousands place is _____ the value of the 4 in the ones place.

22. The number 324 is multiplied by 100. Which statement is true about the 2 in the product?

a. The value of the digit 3 in the product is 30.

b. The value of the digit 3 in the product is 300.

c. The value of the digit 3 in the product is 3,000.

d. The value of the digit 3 in the product is 30,000.

23. Fill in the blank to make the statement true. 324,312

The 3 in the hundred-thousands place is _____ the value of the 3 in the hundreds place.

24. Write a number in which the value of the digit 4 in the number 41,792 is 10 times the value a digit 4 in your number.

_____

25. The value of the 7 in 173,891 is 1,000 times the value of the 7 in which number?

a. 319,702 b. 267,865 c. 420,379 d. 721,451

26. Write a number in which the value of the digit 7 in the number 52,729 is 10 times the value a digit 7 in your number.

_____

27. The value of the 5 in 520,379 is 1,000 times the value of the 5 in which number?

a. 315,702 b. 267,568 c. 263,591 d. 751,461

28. The value of the digit 6 in the number 62,789 is 10 times the value of the digit 6 in which number?

    a. 31,643

    b. 46,342

    c. 27,961

    d. 602,322

29. Write a number that has a 3 that represents a value a hundred times less than the value represented by the 3 in the number 304,254?

_____

30. In the number 29,631 how many times greater is the digit in the thousands place than the digit in the tens place?

_____

31. The number 863 is multiplied by 1,000. What is the new value of the digit 6 in the product?

_____

32. The number 765 is multiplied by 10. Which statement is true about the digit 7 in the product?

a. The value of the digit 7 in the product is 70.

b. The value of the digit 7 in the product is 700.

c. The value of the digit 7 in the product is 7,000.

d. The value of the digit 7 in the product is 70,000.

33. Write a number in which the value of the digit 2 in the number 52,729 is 10 times the value a digit 2 in your number.

_____

34. The value of the 6 in 263,591 is 1,000 times the value of the 6 in which number?

a. 615,702 b. 267,518 c. 520,679 d. 751,461

35. The value of the digit 7 in the number 62,789 is 10 times the value of the digit 7 in which number?

a. 376,643

b. 46,372

c. 27,961

d. 602,722

36. Write a number that has a 4 that represents a value a hundred times less than the value represented by the 4 in the number 436,251?

_____

4.NBT.A.2 – Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

1. Write 261,905 in expanded and written form.

   Expanded: _____

   Written: _____

2. Write 16 ten-thousands + 5 thousands + 64 tens in standard form.

   _____

3. Show two different ways to express 506,182 using written and expanded form:

   Expanded: _____

   Written: _____

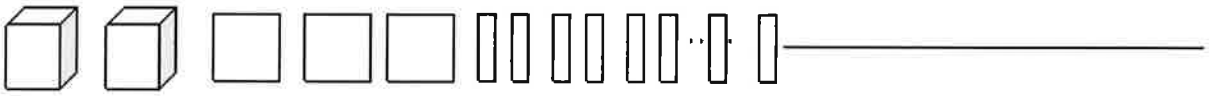
4. Do the following show 12,325? Write Yes or No for each.

a.	10,000 + 2,000 + 300 + 20 + 5	
b.	123 thousands + 325 ones	
c.	1 thousand + 2 hundreds + 325 ones	
d.	10 thousand + 23 hundreds + 325 ones	
e.	5,000 + 7,000 + 300 + 25	
f.	12,300 + 20 + 5	

5. Fill in the table below:

Standard	Expanded	Written
		Six hundred seventy-two thousand sixty-seven

6. Write each number in standard form:



52 tens and 3 ones _____

7. Fill in the table below:

Standard	Expanded	Written
	500,000 + 60,000 + 1,000 + 900 + 30 + 4	

8. Fill in the table below:

Standard	Expanded	Written
705,910		

9. Which number makes the comparison true? Circle one.

_____ > 145,987

154,987 145,978

10. Arrange these numbers from least to greatest.

354,792 453,927 453,729

_____

11. Write a 4 digit number that is greater than 9,904, but less than 11, 321.

_____

12. Rewrite the following numbers in standard form.

200,000 + 70,000 + 4,000 + 500 + 4 _____

2,000 + 800 + 10 _____

1,000 + 300 + 40 + 8 _____

200,000 + 30,000 + 2,000 + 70 + 4 _____

60,000 + 6,000 + 500 + 20 _____

5,000 + 600 + 50 + 2 _____

13. Compare the numbers using < or >.

a. 10,525 _____ 10,255
b. 21,120 _____ 20,121
c. 57,775 _____ 75,557
d. 65,065 _____ 65,065
e. 73,022 _____ 7,477
f. 14,010 _____ 14,001
g. 49,919 _____ 94,491
h. 80,404 _____ 80,044

14. What is the expanded form of 50,201?

_____

15. Which expression can be used to show 270,240 written in expanded form?

a. 200,000 + 7,000 + 200 + 4

b. 200,000 + 7,000 + 200 + 40

c. 200,000 + 70,000 + 200 + 40

d. 200,000 + 70,000 + 200 + 4

16. Tell whether each statement is true or false.

	True	False
4581 > 4000 + 800 + 50 +1		
40 hundreds + 50 tens + 81 ones = 4,581		
4 thousands + 8 hundreds + 1 ten + 5 ones > 4,581		

17. Compare the two numbers using < or >.

36,594 _____ 56,493

44,062 _____ 44,260

291,974 _____ 219,979

18. Arrange these numbers from greatest to least. Re-write them in standard form.

300,000 + 5,000 + 60,000 _____

Three Hundred Six Thousand Two Hundred _____

30 + 300,000 + 70,000_____

_____

19. What is the expanded form of 50,201?

_____

20. Select True or False for each comparison.

	True	False
5,418 > 5,000 + 800 + 40 + 1		
50 hundreds + 40 tens + 81 ones = 4,581		
5 thousands + 8 hundreds + 1 ten + 4 ones < 5,418		

21. Read the unit form and write the number in standard form.

a. 8 thousands 9 hundreds 4 ones = _____

b. 20 thousands 9 tens 4 ones = _____

c. 3 ten thousands 2 hundreds 4 tens 9 ones = _____

22. Write 206,345 in unit form.

_____

23. Write 21,879 in unit form.

_____

24. Write 670,348 in unit form.

_____

25. Write each number in unit form:

763,802: _____

70,298: _____

309,185: _____

26. Which is another way to write 8 ten thousands 3 thousands 7 ones 4 tens 5 hundreds?

a. 38,457 b. 83,754 c. 803,574 d. 83,547

27. Which is another way to write 3 thousands 2 ten thousands 7 tens 1 hundred 8 ones?

a. 23,718 b. 23,178 c. 32,871 d. 32,781

28. Write 345,206 in unit form.

_____

29. Write 97,219 in unit form.

_____

30. Write 804,670 in unit form.

_____

31. Write 10,016 in word form.

_____

32. Write a number that is greater than 34, 789

_____

33. Rewrite the following number in standard form:

30,000 + 4,000 + 90 + 2

_____

34. Compare the following numbers with <, >, or =.

14, 617 _____ 10,000 + 4,000 + 600 + 20

4.NBT.A.3 – Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000 to any place.

1. What is 355 rounded to the nearest 10? _____

2. What is 641 rounded to the nearest 100? _____

3. Which numbers round to 400, when rounded to the nearest hundred? Circle all that apply.

   445 290 356 501 425 330 469

4. The table below shows the amount of money that was made at the fundraiser carwash each day last weekend.

Day	Amount of Money Made
Friday	$147
Saturday	$301
Sunday	$225

   On which day does the amount of money made round to $200 when rounded to the nearest hundred?

   Answer: _____

5. What is 561 rounded to the nearest ten? _____

   What is 561 rounded to the nearest hundred? _____

6. Jay rounded a number to the nearest ten and got 480. What could his original number have been?

_____

7. Sally rounded a number to the nearest hundred and got 600. Which number could be Sally's original number?

   a. 643

   b. 400

   c. 522

   d. 701

   e. 562

8. Aiden rounded a number and got 340. Which below number could have been his original number?

   336 347 350

_____

9. Write 3 numbers that round to 50,000 when rounded to the nearest 10,000.

_____ _____ _____

10. Round 664,418...

    To the nearest ten: _____

    To the nearest hundred: _____

    To the nearest thousand: _____

    To the nearest ten thousand: _____

    To the nearest hundred thousand: _____

11. Which number rounds to 120,000 when rounded to the nearest ten thousand?

a. 125,678

b. 116,034

c. 112,625

d. 20,789

12. Round each number to the nearest hundred-thousand:

6,532 _____ 98,324_____ 834,239 _____

13. Jequan rounds 175,231 to 175,200; what place value was he rounding to?

_____

14. Round each number to the nearest ten-thousand.

3,976 _____ 14,568_____ 747,867 _____

15. To what place value would you be rounding if you rounded the number 117,290 to 120,000?

_____

16. Which two numbers round to 300,000 when rounded to the nearest hundred thousand?

    a. 306,999

    b. 352,384

    c. 399,999

    d. 245,678

    e. 289,653

17. Write a number that could be rounded to 340,000 when rounded to the nearest ten thousand.

_____

18. Which two numbers could be rounded to 430,000 when rounded to the nearest ten thousand?

    a. 328,782

    b. 437,651

    c. 435,826

    d. 432,198

    e. 424,307

19. What is 478,901 rounded to the nearest ten thousand?

_____

20. What is the largest number that can be rounded to 2,500 when rounded to the nearest ten?

_____

21. What is 34,541 rounded to the nearest thousand?

_____

22. Find the smallest number that rounds to 400 when rounded to the nearest hundred.

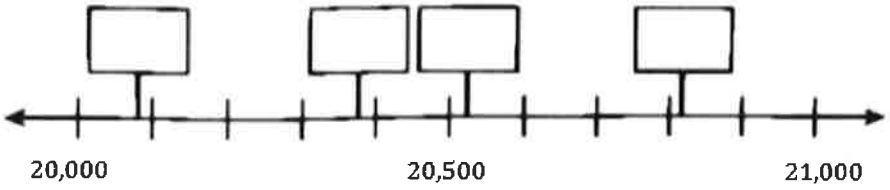
_____

23. Find all of the numbers that round to 340 when rounded to the nearest ten.

_____

24. A is an unknown number. When you round A to the nearest thousand, you get 21,000. When you round A to the nearest hundred, you get 20,500.

Write A in the box that shows its location on the number line.



25. Round 869,907 to the nearest hundred.

_____

Workbook C

4.NBT.B.4 – Fluently add and subtract multi-digit whole numbers, with sums less than or equal to 1,000,000, using the standard algorithm.

Activity: **RENAME THE UNITS (5 minutes)** Materials: (S) Personal white board Standard: 4.NBT.B.4 EngageNY, Module 1, Lesson 6	Directions: T: (Write 54,783.) Say the number. S: 54,783. T: How many thousands are in 54,783? S: 54 thousands. T: (Write 54,783 = _thousands _ones.) On your personal white board, fill in the equation. S: (Write 54,783 = 54 thousands 783 ones.) T: How many ten thousands are in 54,783? S: 5 ten thousands. T: (Write 54,783 =_ten thousands _hundreds _ones.) On your board, fill in the equation. S: (Write 54,783 = 5 ten thousands 47 hundreds 83 ones.) Follow the same process and sequence for 234,673.
Activity: **ADD COMMON UNITS (3 minutes)** Materials: (S) Personal white board Notes: This mental math fluency activity prepares students for understanding the importance of the algorithm. Standard: 4.NBT.B.4 EngageNY, Module 1, Lesson 11	Directions: T: (Project 303.) Say the number in unit form. S: 3 hundreds 3 ones. T: (Write 303 + 202 = _.) Say the addition sentence, and answer in unit form. S: 3 hundreds 3 ones + 2 hundreds 2 ones = 5 hundreds 5 ones. T: Write the addition sentence on your personal white boards. S: (Write 303 + 202 = 505.) Repeat the process and sequence for: 505 + 404/ 5,005 + 5,004/ 7,007 + 4,004/ 8,008 + 5,005.

Activity: **SUBTRACT COMMON UNITS (6 minutes)** Materials: (S) Personal white board Notes: This mental math fluency activity prepares students for understanding the importance of the subtraction algorithm. Standard: 4.NBT.B.4 EngageNY, Module 1, Lesson 13	Directions: T: (Project 707.) Say the number in unit form. S: 7 hundreds 7 ones. T: (Write 707 - 202 = _.) Say the subtraction sentence and answer in unit form. S: 7 hundreds 7 ones - 2 hundreds 2 ones = 5 hundreds 5 ones. T: Write the subtraction sentence on your personal white boards. S: (Write 707 - 202 = 505.) Repeat the process and sequence for: 909 - 404/ 9,009 - 5,005/ 11,011 - 4,004/ 13,013 - 8,008.
Activity: **ADD UP TO THE NEXT UNIT (3 minutes)** Materials: (S) Personal white board Notes: This mental math fluency activity prepares students for understanding the importance of the algorithm. Standard: 4.NBT.B.4 EngageNY, Module 1, Lesson 19	Directions: T: (Write 8.) How many more to make 10? S: 2. T: (Write 80.) How many more to make 100? S: 20. T: (Write 84.) How many more to make 100? S: 16. Repeat with the following numbers to make 1000: 200, 250, 450, 475, 600, 680, 700, 720, 800, 805, 855, 945.
Activity: **FIND THE SUM/DIFFERENCE (6 minutes)** Materials: (S) Personal white board Notes: This fluency activity prepares students for understanding the importance of the algorithm. Standard: 4.NBT.B.4 EngageNY, Module 1, Lesson 12	Directions: T: (Write 417 + 232 = _.) Solve by writing horizontally or vertically. S: (Write 417 + 232 = 649.) Repeat the process and sequence for: 7,073 + 2,312/ 949 + 451/ 23,944 + 6,056 + 159,368/ 13,705 + 4,4123/ 538 + 385 + 853. This activity can be repeated using the following sequence of problems: 6,065+3,73/ 7,045 - 4,003/ 8,056 - 5,004/ 13,806+4,393/ 845 - 18/ 935-17/ 5,928+124/ 5,725 - 915/ 4,625 - 815/ 629 + 296 + 962/ 34,736 - 2,806/ 45,836 - 2,906.
Activity: **RENAME UNITS TO SUBTRACT (5 minutes)** Notes: This fluency activity supports further practice of decomposing a larger unit to make smaller units in order to subtract. Standard: 4.NBT.B.4 EngageNY, Module 1, Lesson 19	Directions: T: (Write 1 ten - 6 ones.) Am I ready to subtract? S: No. T: Rename 1 ten as 10 ones. Say the entire number sentence. S: 10 ones minus 6 ones is 4 ones. Repeat with 2 tens - 6 ones/ 2 tens - 1 ten 6 ones/ 1 hundred - 6 tens/ 2 hundreds - 4 tens/ 3 hundreds -1 hundred 4 tens/ 5 thousands - 3 hundreds/ 5 thousands - 3 thousands 3 hundreds/ 2 ten thousands - 3 hundreds.

Activity: ADD AND SUBTRACT (4 minutes) Materials: (S) Personal white board Notes: This fluency activity reviews the yearlong Grade 4 fluency standard for adding and subtracting using the standard algorithm. Standard: 4.NBT.B.4 EngageNY, Module 4, Lesson 1	Directions: T: (Write 654 thousands 289 ones.) On your personal white boards, write this number in standard form. S: (Write 654,289.) T: (Write 245 thousands 164 ones.) Add this number to 654,289 using the standard algorithm. S: (Write 654,289 + 245,164 = 899,453 using the standard algorithm.) Continue the process for 591,848 + 364,786. T: (Write 918 thousands 670 ones.) On your board, write this number in standard form. S: (Write 918,670.) T: (Write 537 thousands 159 ones.) Subtract this number from 918,670 using the standard algorithm. S: (Write 918,670 - 537,159 = 381,511 using the standard algorithm.) Continue the process for 784,182 - 154,919 and 700,000 - 537,632.
Activity: GRADE 4 CORE FLUENCY DIFFERENTIATED PRACTICE SETS (5 minutes) Materials: (S) Core Fluency Practice Sets Notes: In this lesson and throughout G4 Module 7, Fluency Practice includes an opportunity for review and mastery of the addition and subtraction algorithm by means of the Core Fluency Practice Sets. Four options are provided in this lesson: a) Practice Set A is multi-digit addition. b) Practice Set B is multi-digit subtraction. c) Practice Set C is multi-digit subtraction with zeros in the minuend. d) Practice Set D is multi-digit addition and subtraction. All Practice Sets have a Part 1 and a Part 2. Note that Part 2 has fewer regroupings and may be used for students working below grade level. The answers to both Practice Sets are the same for ease of correction. Standard: 4.NBT.B.4 EngageNY, Module 7, Lesson 2	Directions: Students complete as many problems as possible in 120 seconds. Collect any Practice Sets that have been completed within the 120 seconds and check the answers. Students who do not finish in 120 seconds can be encouraged to use their Practice Sets for practice at home or for remedial practice in the classroom. The next time the Practice Sets are used, students who have successfully completed their set with 100% accuracy can move to the next level. Others should repeat the same level until mastery. Keep a record of student progress. For early finishers, assign a counting pattern and start number — e.g., "Finish early? Count by sevens starting at 168 on the back of your Practice Set." Celebrate improvement and advancement. Encourage students to compete with themselves rather than their peers. Notify caring adults of each child's progress.
Computational Practice Standard: 4.NBT.B.4	• Add Two Whole Numbers with Carrying (4-6 Digits) • Subtract Two Whole Numbers with Regrouping (4-6 Digits) • Determine the Unknown Number in 4-Digit to 6-Digit Addition Equation • Determine the Unknown Number in 4-Digit to 6-Digit Subtraction Equation

1. Find the difference. 51,348 and 22,122. _____

2. Use the standard algorithm to solve.

$$\begin{array}{r} 52,578 \\ +\ 29,461 \\ \hline \end{array}$$

3. 2,265 + 15,426 _____

4. Use the standard algorithm to solve.

$$\begin{array}{r} 78,233 \\ +\ \ 5,582 \\ \hline \end{array}$$

5. Use a strategy that makes sense to you to solve.

71,543 + 13,921 = _____

6. Use a strategy that makes sense to you to solve.

59,637 – 34,721 = _____

7. 462,722 - 208,519 = _____

8. 786805 – 505817 = _____

9. 56432 – 33224=_____

10. 34246+54231=_____

11. 506, 999 + 1, 287 = _____

12. 1,000 – 456 = _____

13. 3434+443+2=_____

14. 7+5251+375=_____

15. 67,800 – 9, 893 = _____

Workbook D

4.NBT.B.5 – Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations and explain the calculations by using equations, rectangular arrays, and/or area models.

1. Solve.

12 x 9 = _____	22 x 41 = _____
92 x 33 = _____	17 x 82 = _____
15 x 12 = _____	51 x 15 = _____
19 x 63 = _____	_____ = 11 x 18
_____ = 29 x 17	_____ = 34 x 26
_____ = 36 x 49	47 x 14 = _____
27 x 56 = _____	_____ = 18 x 32

2. Find the product.

   3 x 900 = _____

3. Use a place value array to solve.

   4 x 534 = _____

4. Find the product.

   6 x 2,452 = _____

5. Find the missing factor.

   2 x _____ = 1,800

6. Find the product.

   3,025 x 6 = _____

7. Find the product.

   5 x 600 = _____

8. Solve.

   32 x 21= _____

9. Solve.

21 x 93 = _____	52 x 43 = _____
19 x 23 = _____	27 x 52 = _____
5 x 120 = _____	53 x 25 = _____
9 x 632 = _____	_____ = 11 x 185
_____ = 296 x 7	_____ = 348 x 2
_____ = 3,643 x 4	472 x 4 = _____
7 x 5,631 = _____	_____ = 8 x 329

10. Fill in the missing partial products. Then solve.

	20	6
30	600	
2		

32 x 26 = _____

11. Find the missing factor.

30 x _____ = 900

12. Find the product.

6 x 2,304 = _____

13. Find the product.

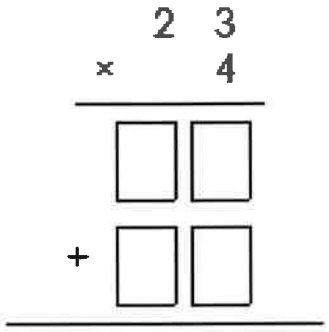
8 x 300 = _____

14. Calculate the product of 64 x 35.

15. 32 x 24

16. 481 x 9

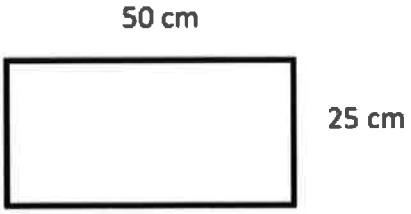
17. Fill in the partial products and then solve.



18. 29 x 41 = _____

19. 5,607 x 7 = _____

20. Find the area.



_____

21. Write an equation that matches the area model.

	400	20	3
7	2800	140	21

2800 + 140 + 21 = 2961

_____

22. 2,546 x 6 = _____

23. 34 x 22 = _____

24.

$$\begin{array}{r} 21 \\ \times\ 15 \\ \hline \end{array}$$

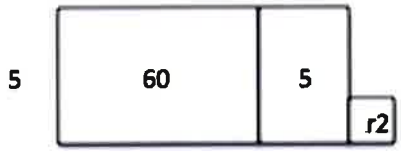
25. 705 x 2

26. 54 x 16

27. 8,901 x 3

4.NBT.B.6 – Find whole-number quotients and remainders with up to 4-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equation, rectangular arrays, and/or area models.

1. Stephanie solved a division problem using the area model. What division problem did she solve?



_____

2. 5,082 ÷ 6 =

3. Solve using the area model to finding missing side length.

   1,071 ÷ 3 = _____

4. 308 ÷ 7 = _____

5. Solve 46 ÷ 3 using an area model.

6. 448 ÷ 3 = _____

7. Solve.

$5\overline{)4,295}$

8. $2031 \div 8 =$ _____

9. $462 \div 7 =$ _____

10. $28{,}000 \div 7 =$ _____

11. $508 \div 3 =$ _____

12. 1,010 ÷ 9 = _____

13. 576 ÷ 6 = _____

14. What is the missing number? 5,600 ÷ 8 = _____

15. Solve.

$$9\overline{)2,772}$$

16. 1,600 ÷ 40 = _____

17. Solve.

$6\overline{)51}$

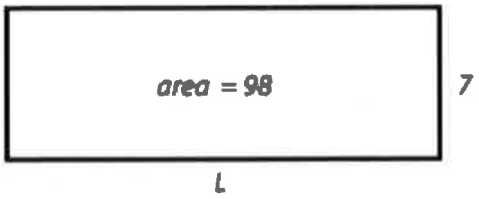
18. 432 ÷ 4 = _____

19. Solve. 640 ÷ 80 = _____

20. 504 ÷ 6 = _____

21. 1,832 ÷ 3 = _____

22. Find the length of the side that is missing.



23. 2,008 ÷ 4 = _____

24. 1,709 ÷ 3 = _____

25. 972 ÷ 6= _____

4.MD.A.1 – Know relative sizes of measurement units within one system of units including ft, in; km, m, cm, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurement in a larger unit in terms of a smaller unit. Record measurement equivalents in a conversion two-column table. (Conversions are limited to one-step conversions.)

1. Circle the best unit of measurement.

2 meters or 20 centimeters

2. Fill in the conversion table.

Liters	Milliliters
1	
2	
5	
10	
15	

3. Jorge wants to measure the height of his dinner table. Which tool would be best for Jorge to use?

A. ruler B. yardstick C. thermometer D. tablespoon

4. A spoon holds:

   A. Less than a cup
   B. 1 cup
   C. 1 quart
   D. 1 pint

5. 5 gallons 3 quarts = _____ quarts

6. Fill in the conversion table.

Meters	Centimeters
1	
5	
15	
22	
30	

7. Which unit of measure would be best to use to measure the mass of a car?

A. meters B. kilograms C. grams D. ounces

8. Which unit of measure would be best to measure the length of a bus?

a. Inches b. ounces c. feet d. miles

9. Complete the table.

Gallons	Quarts
1	
2	
4	
12	
15	

10. Which unit of measure would be best to measure the capacity of a coffee mug?

a. Ounces b. Liters c. Teaspoons d. Cups

11. Complete the table.

Quarts	Pints
1	
2	
6	
10	
16	

12. Circle the correct response. A pool holds...

30 gallons or 3,000 gallons

13. 7 gallons 2 quarts = _____ quarts

14. 3 quarts 1 pint = _____ pints

15. Fill in the conversion table.

Yards	Feet
1	
2	
5	
7	

16. 9 pints 3 cups = _____ cups

17. Circle one. 2 cups 2 quarts

18. Answer true or false for the following statement. If it is false rewrite one side to make it true.

1 gallon < 5 quarts _____

19. Fill in the conversion table.

Pounds	Ounces
1	
2	
5	
10	
15	

20. Answer true or false for the following statement. If it is false rewrite one side to make it true.

4 liters = 4,000 milliliters _____

21. Answer true or false for the following statement. If it is false rewrite one side to make it true.

15 pints < 28 cups _____

22.

Feet	Inches
1	
2	
5	
10	

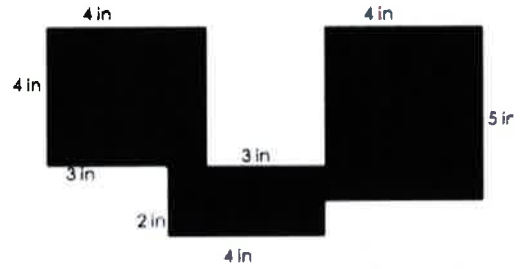
23. 5 feet 7 inches = _____ inches

24. 13 yards 6 feet = _____ feet

25. 6 liters 893 mL = _____ milliliters

4.MD.A.3 – Apply the area and perimeter formula for rectangles in real-world and mathematical problems.

1. Find the perimeter of the shape below.



Perimeter _____

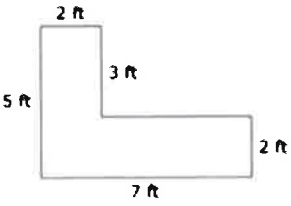
2. What is the area and perimeter of a square that has side lengths that are all 8 inches long?

Area_____ Perimeter_____

3. What is the area of the shape below?

Area _____

4. What is the area of the shape?



Area _____

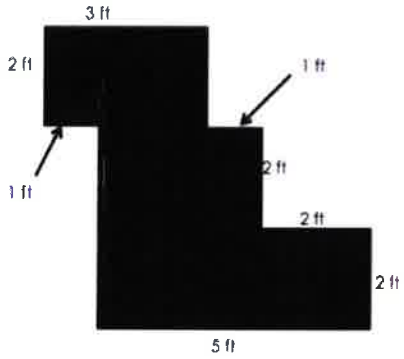
5. Find the area and perimeter of rectangle A, which has a length of 4 feet and a width of 2 feet.

Area_____ Perimeter _____

6. What is the area and perimeter of a shape that is 5 inches wide and 9 inches long?

Area_____ Perimeter _____

7. Find the perimeter of the shape below.



Perimeter _____

8. A rectangular flowerbed in the city park has an area of 12 meters. The width of the flowerbed is 3 meters. What is the length of the flowerbed?

_____

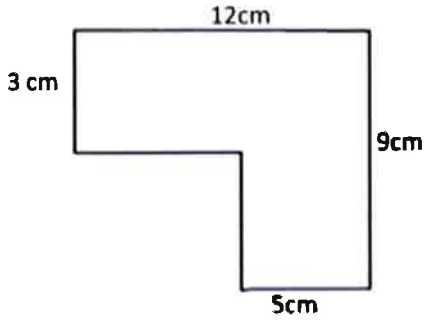
9. A rectangle is 6 meters wide. The length is 2 meters more than its width. What is the area and perimeter of the rectangle?

Area_____ Perimeter _____

10. What is the length of the missing side?

_____

11. What is the perimeter of this shape?

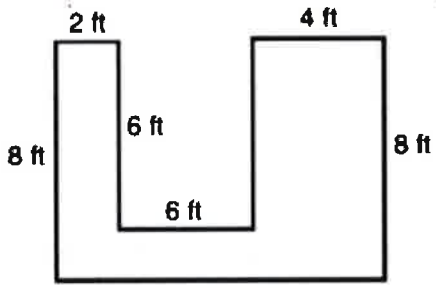


Perimeter _____

12. Find the area and perimeter of a shape that has a length of 7 feet and a width of 10 feet.

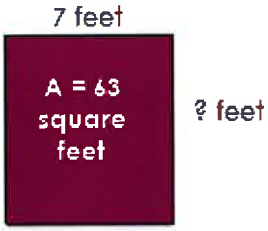
Area_____ Perimeter _____

13. Find the area of the shape.



Area_____

14. What is the perimeter of the shape?

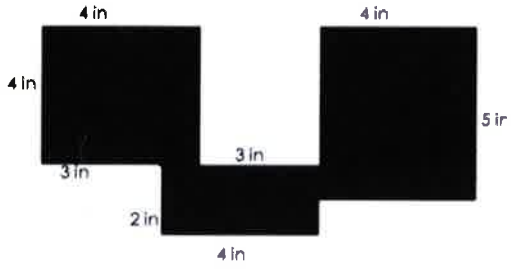


Area_____ Perimeter _____

15. What is the area and perimeter of a square that has a side length of 13 ft?

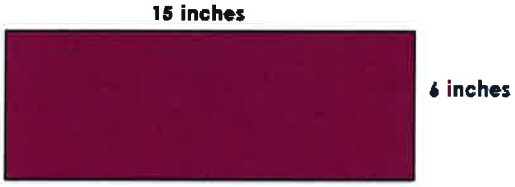
Area_____ Perimeter _____

16. Find the area of the shape.



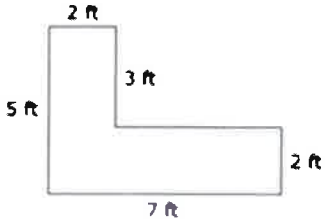
Area_____

17. What is the perimeter of the shape below?



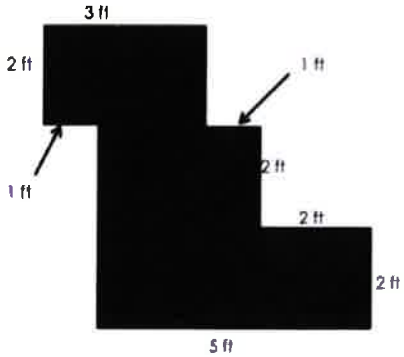
Perimeter_____

18. What is the perimeter of the shape below?



Perimeter_____

19. What is the area of the shape below?

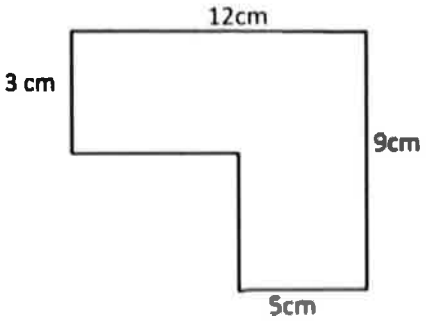


Area_____

20. What is the area and perimeter of a rectangle with a length of 10 ft. and a width of 24 ft.?

Area_____ Perimeter _____

21. What is the area of the shape below?

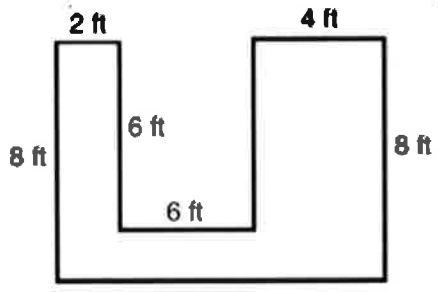


Area_____

22. What is the area and perimeter of a square with a length of 15 inches?

Area_____ Perimeter _____

23. What is the perimeter of the shape below?



Perimeter _____

24. How many meters of fencing would you need for the garden shown below?

_____

25. What is the area of the garden above?

Area_____

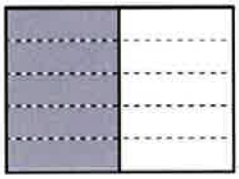
Workbook E

4.NF.A.1 – Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

1. Find the missing digit to make the expression true:

$$\frac{1}{4} = \frac{\quad}{8}$$

2. Write two equivalent fractions to describe this picture.

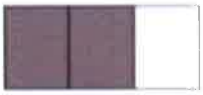


_____ and _____

3. Which fraction is equivalent to 3/4 ?

a. 8/12 b. 7/8 c. 9/12 d. 3/8

4. The figure below has 2/3 of its whole shaded gray.



Decide if each fraction is equal to 2/3. Select Yes or No for each fraction.

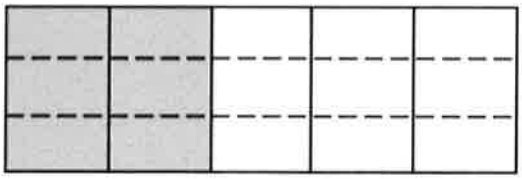
	Yes	No
$\frac{4}{6}$		
$\frac{1}{2}$		
$\frac{8}{12}$		

5. Which digit belongs in the numerator to make the expression true?

a. 9
b. 4
c. 2
d. 8

$$\frac{4}{5} = \frac{\quad}{10}$$

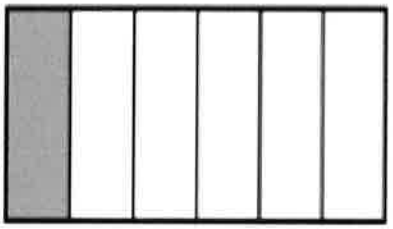
6. Write two equivalent fractions to describe the picture below:



_____ and _____

7. Use multiplication to find an equivalent fraction for $\frac{5}{6}$.

8. Find two equivalent fractions for the fraction shown in the model below.



_____ and _____

9. Which of these is an equivalent fraction for 1/3 ?

a. 1/6
b. 3/6
c. 2/3
d. 3/9

10. Which fractions is equivalent to the shaded picture below:

a. 3/5

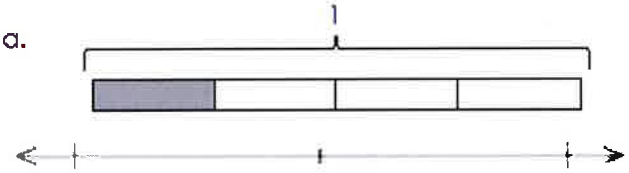
b. 4/10

c. 8/15

d. 6/20

11. Use the number line to find an equivalent fraction for the one shown in the model.

a.

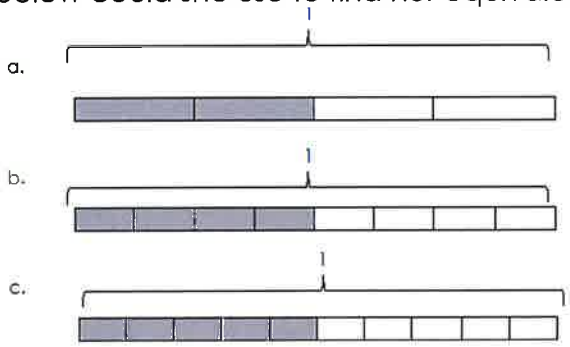


_____

12. Partition a number line from 0 to 1 into fourths. Decompose 3/4 to show two different equivalent fractions.

_____ and _____

13. Vera wants to find how many twelfths are equal to ½. Which tape diagram below could she use to find her equivalent fraction?



14. Write two fractions that are equivalent to 1/3

_____ and _____

15. Which fraction is equal to 2/5?

A. 1/10

B. 2/10

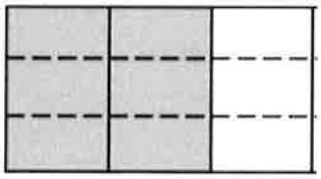
C. 4/10

D. 5/10

16. Find two equivalent fractions for $\frac{4}{12}$

_____ and _____

17. Write two equivalent fractions for the picture shown below:

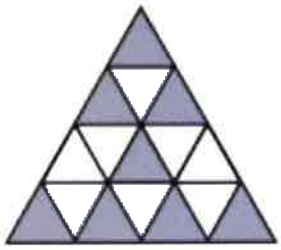


_____ and _____

18. Write two equivalent fractions for $\frac{8}{12}$

_____ and _____

19. Write an equivalent fraction for the model shown below:



_____

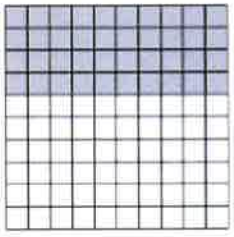
20. Write two equivalent fractions for $\frac{6}{10}$

_____ and _____

21. Write two equivalent fractions for $\frac{30}{100}$

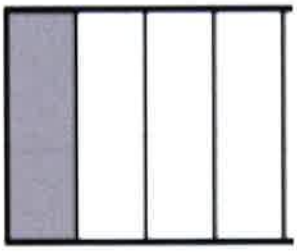
_____ and _____

22. Write an equivalent fraction for the one shown in the model below:



_____

23. Write two equivalent fractions for the one shown in the model below:



_____ and _____

4.NF.A.2 – Compare two fractions with different numerators and different denominators, e.g. by creating common denominators or numerators or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g. by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

1. Select True or False for each comparison.

	True	False
$\frac{1}{4} < \frac{2}{12}$		
$\frac{2}{10} > \frac{3}{5}$		
$\frac{4}{6} > \frac{5}{12}$		

2. Which fraction is greater than $\frac{3}{4}$?

   A 6/9 B 3/6 C 5/8 D 9/10

3. Compare:

   $\frac{3}{5}$ $\frac{3}{8}$

4. Compare the following fraction by using <, >, or =.

   2/6 of a gallon of paint _____ 2/6 of a teaspoon of paint

5. Compare the following fractions by using <, >, or =.

   2/4 of a pencil bag _____ 2/4 of a back pack

6. On the lines below write an X next to all the fractions that are more than ½.

a. ¾ _____ b. 5/12 _____ c. 2/5 _____

7. Put the following fractions in order from least to greatest:

6/6, 2/5, 5/10, 5/8, 8/6

_____

8. Compare using <, >, or =.

$\frac{4}{10}$ _____ $\frac{2}{3}$

9. Compare using <, >, or =.

$\frac{3}{10}$ _____ $\frac{3}{8}$

10. Mr. Liu asked the students in his fourth grade class to measure their heights. Here are some of the heights they recorded:

Sarah 4 2/3 feet J'dah 4 ¼ feet Andy 4 ½ feet Hassan 4 ¾ feet

List the four students from tallest to shortest.

_____

11. A recipe uses 3/5 cups butter, 3/4 cups sugar, and 1/2 cup light brown sugar. Order the ingredients from least to greatest.

12. Compare using <, >, or =.

$\frac{1}{2}$ _____ $\frac{3}{5}$

13. Mary, Edna, and Lucy ran these distances on Saturday:

* Mary ran 5/8 mile.

* Edna ran 2/3 mile.

* Lucy ran 3/4 mile.

Who ran the longest distance?

_____

14. On the lines below write a X next to all the fractions that are more than $\frac{3}{4}$.

a. 6/8 _____ b. 5/12 _____ c. 4/5 _____

15. Write these fractions in order from greatest to least: ½, 2/5, 6/10, ¼.

_____

16. Write a fraction in the box to make the statement true.

$\frac{3}{4} <$ ☐

17. Fill in the circle with <, >, or = to make a true statement.

$$\frac{4}{5} \bigcirc \frac{4}{6}$$

18. Fill in the circle with <, >, or = to make a true statement.

$$\frac{8}{10} \bigcirc \frac{5}{6}$$

19. Which fraction is greater than 2/5?

a. 1/10

b. 2/10

c. 4/10

d. 5/10

20. Write two different fractions that could replace the question mark.

$$2\frac{3}{8} > ? > 1\frac{1}{2} > \frac{2}{10}$$

_____ and _____

21. Write a fraction in the box to make the statement true.

$\frac{3}{5} < \square$

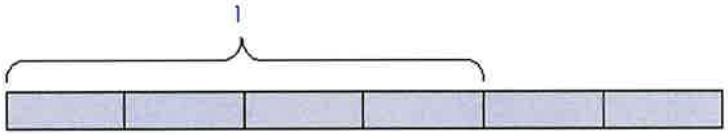
22. Write two fractions greater than ½ on the lines below.

_____ and _____

4.NF.B.3b – Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition in an equation. Justify decompositions, e.g. by using a visual fraction model. Examples 3/8 = 1/8 + 1/8 + 1/8, 3/8 = 2/8 + 1/8 (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

1. Write 7/8 as the sum of three fractions.

2. Write two different addition sentences to represent the model:



_____ and _____

3. Draw and label tape diagrams to model the decomposition.

$$1\frac{5}{8} = 1 + \frac{1}{8} + \frac{1}{8} + \frac{3}{8}$$

4. Record this fraction's decomposition into addition number sentences.

$\frac{5}{9}$ =

_____

5. ¼ + ¼ + ¼ = _____

6. Write an expression that shows 3/5 as a sum of unit fractions.

7. Record this fraction as a decomposition of unit fractions using addition.

$\frac{4}{12}$ = _____

8. Record this fraction as a decomposition of unit fractions using addition.

$\frac{4}{12}$ = _____

9. Record this fraction as a decomposition of unit fractions using addition.

$\frac{19}{100}$ = _____

10. 1/8 + 3/8 + 2/8 = _____

11. Write 5/6 as a sum of unit fractions.

12. Write 7/12 as a sum of unit fractions.

15. Write 4/6 as a sum of three fractions.

16. 1/5 + 3/5 + 2/5 = _____

17. Add.

$$\frac{3}{10}+\frac{2}{10}+\frac{4}{10}=\_\_\_\_$$

18. Add.

$$\frac{5}{12}+\frac{2}{12}=\_\_\_\_\_$$

19. Write 7/10 as a sum of 3 fractions.

_____

20. Write 5/8 as a sum of two fractions.

_____

21. Decompose 4/6 in two different ways using addition.

_____ and _____

4.NF.B.3c – Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.

1. Find the sum.

$$\square = 1 + \frac{1}{8} + \frac{1}{8} + \frac{3}{8}$$

2. Solve.

$$5\frac{3}{8} - 1\frac{1}{8}$$

3. Solve.

$$15\frac{4}{6} - 9\frac{3}{6} = ?$$

_____

4. Solve.

$$3\frac{3}{10} + 5\frac{8}{10} = \_\_\_\_\_$$

5. Solve.

$$3\frac{4}{8} + 4\frac{6}{8} = \_\_\_\_\_$$

6. Solve.

$$20\ \frac{2}{4} - 10\ \frac{1}{4} =$$

7. Solve.

$$4\ \frac{2}{4} - \frac{3}{4}$$

8. Solve.

$$6\frac{2}{8} - 3\frac{1}{8} =$$

9. Solve.

$$4\frac{1}{3} - 3\frac{1}{3} =$$

10. Solve.

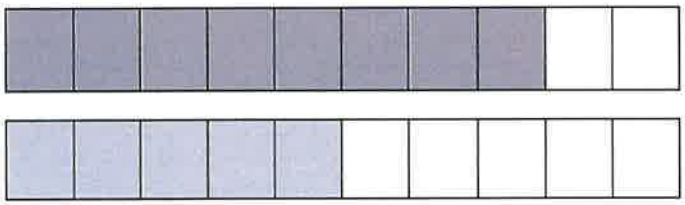
$$\frac{36}{100} + \frac{27}{100} =$$

11. What value can you write to make the statement true?

$$4\frac{5}{8} + ? = 8\frac{2}{8}$$

_____

12. The shaded parts of the fraction strips below represent two fractions. What is the sum of the two fractions?



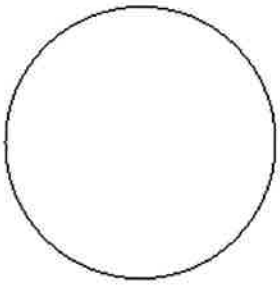
_____

13. $3\frac{3}{5} + 7\frac{4}{5} =$ _____

14. $8\frac{1}{9} - 1\frac{7}{9} =$ _____

15. $2\,{}^{7}\!/_{10} + 2\,{}^{5}\!/_{10} =$

16. Use the circle to show the result of $\frac{1}{8} + \frac{3}{8}$.



17. $5\frac{7}{8} + 5\frac{4}{8} =$

18.

$$2\frac{4}{6} + 3\frac{3}{6} =$$

19.

$$9\frac{3}{8} - 4\frac{5}{8} =$$

20.

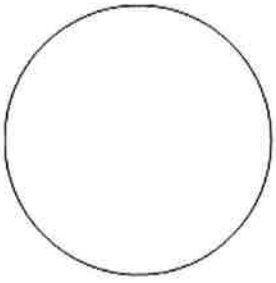
$$8\frac{2}{4} - 6\frac{3}{4} =$$

21. What value makes the equation true?

$$3\frac{2}{8} + ? = 7\frac{1}{8}$$

22.

Use the circle to show the result of $\frac{2}{4} + \frac{1}{4}$.



4.NF.B.4a – Understand a fraction a/b as a multiple of 1/b.

1. Solve.

$$\frac{1}{2}x5$$

2. Complete the multiplication sentence.

$$2\,x\frac{2}{11} = \qquad x\frac{1}{11}$$

3. Solve.

$$8\,x\frac{1}{4}$$

4. ¼ x 5 = _____

5. Complete the multiplication sentence.

$$\frac{4}{3} = 4\,x\frac{}{3}$$

6. Complete the multiplication sentence.

$$\frac{6}{6} = 6\,x\frac{1}{}$$

8. $\frac{1}{7}x\,5$

9. Is each product less than 1, equal to 1, or greater than 1? Place each product in the correct box.

$$\frac{1}{4}x\,3 \qquad\qquad 4\,x\frac{1}{2}$$

$$\frac{1}{3}x\,1$$

Less than 1	Equal to 1	Greater than 1

10. 12 x ¼ = _____

11. 5 x 1/6 = _____

4.NF.B.4 – Multiply a fraction by a whole number.

4.NF.B.4b – Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.

1. $\frac{9}{10} \times 7$

2. $5 \times \frac{3}{4}$

3. $10 \times \frac{2}{3}$

4. $\frac{5}{12} \times 8 =$

5. $\frac{4}{8} \times 6$

6. ¾ x 12 = _____

7. _____ x 4 = $\frac{8}{10}$

8. $\frac{3}{8}$ x 4 = _____

9. ½ x 10 = _____

10. ¼ x 5 = _____

11. _____ x 6 = 12/10

12. $\frac{8}{10} \times 5 =$

13. $\frac{2}{3} \times 4 =$

14. $\frac{3}{5} \times 5 =$

15. $\frac{9}{10} \times 6 =$

16. $\frac{1}{2} \times 2 =$

Workbook F

4.NF.C.5 – Express a fraction with a denominator 10 as an equivalent fraction with a denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.

1. Fill in the boxes below to make the equation true.

$$\frac{74}{100} = \frac{\square}{10} + \frac{\square}{100}$$

2. Find the sum.
Write your answer as a fraction and a decimal.

$$\frac{3}{10} + \frac{32}{100}$$

3. Write an expression that is equal to 120/100.

4. Add:

$$\frac{2}{10} + \frac{32}{100}$$

5. Write the equivalent fraction with a denominator of 100.

$$\frac{1}{10} = \frac{\quad}{100}$$

6. Find the sum.
Write your answer as a fraction and a decimal.

$$\frac{4}{10} + \frac{9}{100}$$

7. Write the equivalent fraction with a denominator of 100.

$$\frac{9}{10} = \frac{\quad}{100}$$

8. Add.

$$\frac{5}{10} + \frac{30}{100} =$$

9. Subtract.

$$\frac{86}{100} - \frac{1}{10} =$$

10. $\frac{6}{10} + \frac{23}{100} =$

11. $\frac{6}{10} + \frac{30}{100} =$

12. $\frac{2}{10} + \frac{36}{100} + \frac{27}{100} =$

13. $\frac{52}{100} + \frac{X}{100} = \frac{8}{10}$

14. $\frac{4}{10} + \frac{13}{100} =$

15. $\frac{9}{100} + \frac{35}{100} + \frac{2}{10} =$

16. $\frac{50}{100} + \frac{5}{100} =$

17. $\frac{17}{100} + \frac{60}{100} =$

18. $\frac{67}{100} + \frac{5}{10} =$

19. $\frac{24}{100} + \frac{8}{10} =$

4.NF.C.6 – Use decimal notation for fractions with denominators 10 or 100.

1. Rewrite as a decimal. $\frac{74}{100}$

_____

2. $0.8 = \frac{\square}{10}$

3. $\frac{\square}{100} = 0.9$

4. Rewrite as a decimal. $\frac{32}{100}$

_____

5. Rewrite as a decimal.

$\frac{3}{10}$

_____

6. 0.09 = $\frac{\square}{100}$

7. Select whether the equations are true or false.

	True	False
$\frac{5}{10} = 0.05$		
$\frac{23}{100} = 0.23$		
$\frac{40}{100} = 0.04$		
$\frac{7}{10} = 0.70$		

8. Five students had to write the number 31 5/100 as a decimal. Circle the student(s) that were incorrect.

Sam	Justin	Marcus	Tina	Nikki
31.500	31.05	31.005	31,050	31.050

9. Write the fraction in decimal format.

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

10. Convert the following to a decimal.

$$\frac{6}{10} = \_\_\_\_$$

11. Convert the following to a decimal. $\frac{77}{100} =$ _____

12. Convert the following to a decimal. $\frac{30}{100} =$ _____

13. Which fraction is equal to 0.02?

a. 2/10 b. 2/100 c. 20/100 d. ½

14. Rewrite the sum as a decimal.

$$\frac{1}{10} + \frac{2}{10} + \frac{4}{10}$$

_____

15. Write the amount of money with a dollar sign and a decimal point.

4 dollars + 8 dimes + 6 pennies

_____

16. Write 0.89 as a fraction with a denominator of 100.

$$0.89 = \frac{\quad}{100}$$

17. Rewrite 0.99 as a fraction.

_____

18. Write 3/10 as a decimal number.

_____

19. Write 35 9/10 as a decimal number.

_____

20. Represent 15/100 of a dollar in decimal form, using a dollar sign.

_____

21. Write 1.19 as a mixed number.

_____

22. Write $\frac{13}{100}$ as a decimal.

_____

23. Write the amount below in expanded form using decimal place value.
$6.04

_____

24. Write 12.04 as a mixed number.

_____

25. Write $5\frac{6}{10}$ as a decimal.

_____

4.NF.C.7 – Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions e.g. by using a visual model.

1. Which comparison is correct?

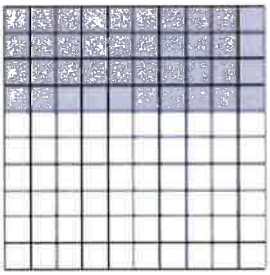
a. 0.5 meter > 0.05 meter

b. 0.05 meter > 0.4 meter

c. 0.2 meter < 0.04 meter

d. 0.4 meter > 0.54 meter

2. Which decimal is less than the fraction shaded in the grid?



a. 0.46

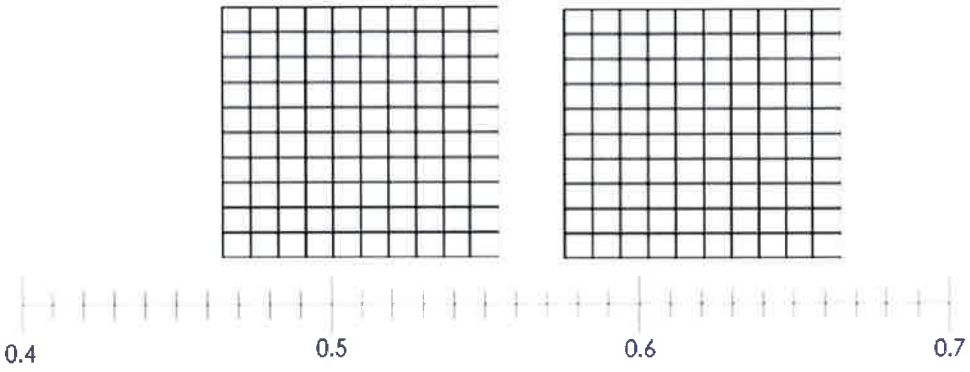
b. 0.50

c. 0.36

d. 0.40

3. Shade the decimal amount on the given grids and plot them on the number line. Then use the model to compare the decimals using <, > or =.

0.5 _____ 0.67



4. Compare using <, >, or =.

0.19 _____ 0.2

5. Compare using <, >, or =.

0.89 _____ 0.8

6. Which three comparisons are correct?

A) 0.3 inch > 0.03 inch

B) 0.03 inch > 0.2 inch

C) 0.2 inch < 0.4 inch

D) 0.4 inch > 0.54 inch

E) 0.76 inch > 0.50 inch

F) 0.54 inch < 0.03 inch

7. Place each decimal on the number line; then write an inequality to compare.

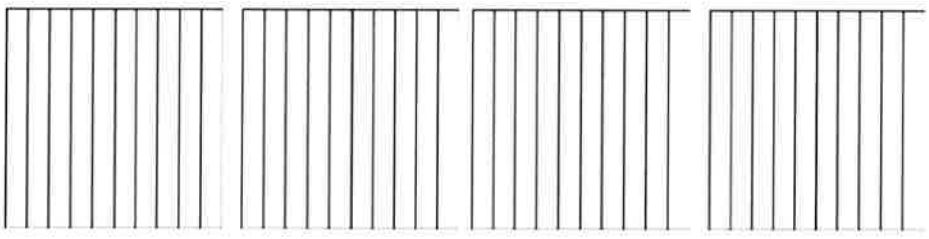
0.34 _____ 0.28

8. Which number has the greatest value?

a. 0.63 b. 6.30 c. 0.03 d. 0.60

9. Shade the decimal amount on the given grids and plot them on the number line. Then use the model to compare the decimals using <, > or =.

1.9 _____ 0.9



10. Compare using <, >, or =.

0.8 _____ 0.80

26. Fill in the blanks with <, >, or = to make the comparisons true.

0.2 _____ 0.31	**0.35 _____ 0.19**
0.09 _____ 0.11	**0.64 _____ 0.6**

27. Place each decimal on the number line; then write an inequality to compare.

0.04 _____ 0.08

13. Write the decimals in order from **least to greatest.**

0.7 0.4 0.18 1.9

_____

14. Fill in the blanks with <, >, or = to make the comparisons true.

0.55 _____ 0.64	**0.39 _____ 0.37**
0.41 _____ 0.14	**0.71 _____ 0.65**

13. Compare using <, >, or =.

1.18 _____ 1.3

14. Write the row of decimals in order from least to greatest.

2.34 **1.98** **5.77** **1.35**

_____

15. Write the decimals in order form greatest to least.

0.98 **0.8** **1.1** **0.09**

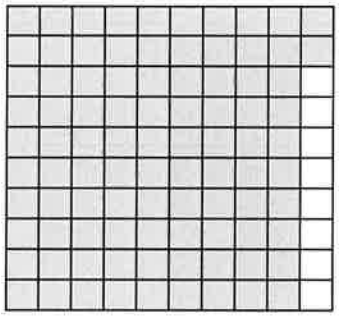
_____

16. Write the decimals in order from greatest to least.

7.35 **7.27** **8.68** **7.79**

_____

17. Which decimal is less than the one shown in this diagram?

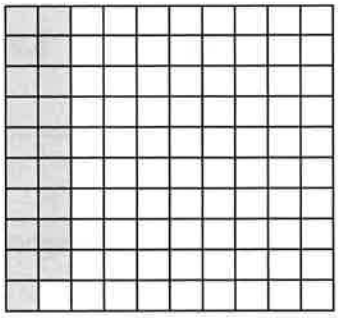


0.90 **0.96** **0.95** **0.94**

18. Compare using <, >, or =.

0.27 _____ 0. 3

21. Which decimals are less than the one shown in this diagram?



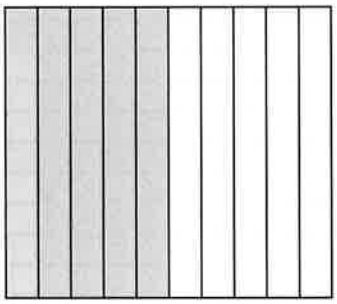
0.18 **0.1** **0.22** **0.23**

22. Put these numbers in order from greatest to least.

5.77 **4.33** **4.9** **4.07**

---

23. Which decimal is less than the one shown in this diagram?

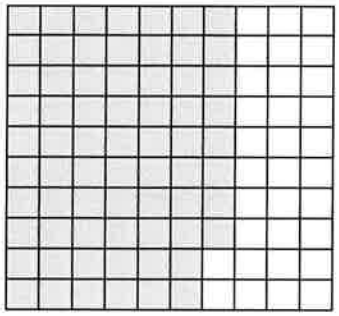


0.4 **0.52** **0.8** **0.6**

24. Compare using <, >, or =.

13.32 _____ 13. 44

25. Write two decimals that are greater than the one shown in the diagram.



_____ and _____

Workbook G

4.G.A.1 – Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

1. Use the following directions to draw a figure in the box to the right.

   a. Draw two points: A and B.

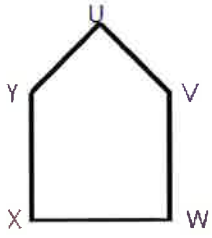
   b. Use a straightedge to draw ray $\overrightarrow{AB}$.

   c. Draw a new point that is not on ray $\overrightarrow{AB}$. Label it C.

   d. Draw AC.

2. Draw a shape that has at least one set of parallel lines and one set of perpendicular lines.

3. Identify at least two of perpendicular lines for the shape.

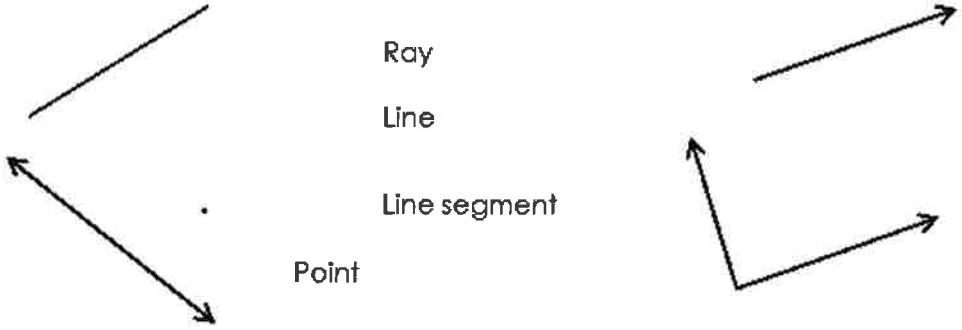


_____and _____

4. Draw a set of parallel lines.

5. Draw an acute angle.

6. Draw a line segment to connect the word to its picture.



Ray

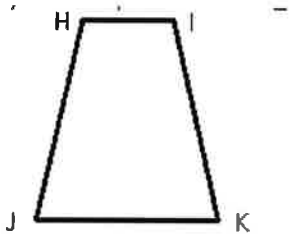
Line

Line segment

Point

7. Draw an obtuse angle.

8. Identify a set of parallel lines. _____

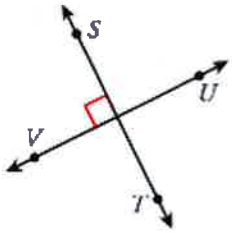


9. Draw a right angle.

10. Write if each is a point, line segment, line, or ray.

_____ _____ _____

11. What type of lines are these?



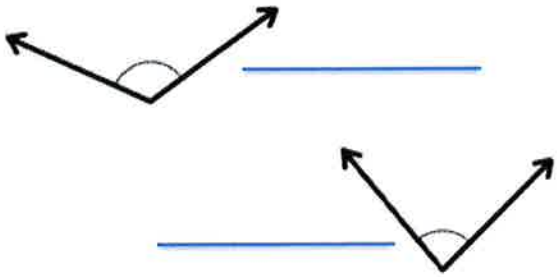
_____

12. Label each figure as a point, line segment, line, or ray.

_____ _____ _____

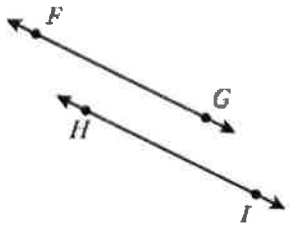
13. Draw a set of parallel lines.

14. Label each angle with right, acute, or obtuse.



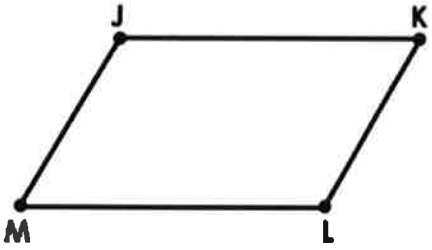
28. Draw a shape with one set of perpendicular lines and one acute angle.

16. What type of lines are shown below?



_____

17. Tell whether each angle is right, acute, or obtuse.



∠JKL - _____

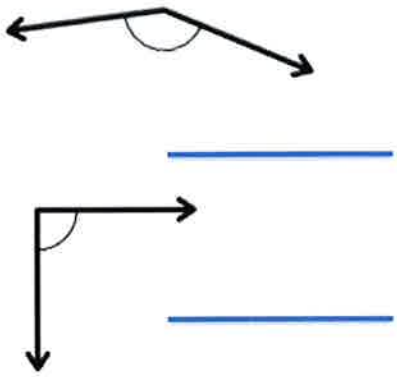
∠MLK - _____

18. Draw a line segment; label it BC.

19. Draw a ray. Label it AB.

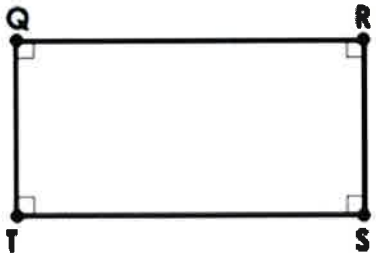
20. Draw a shape with 1 obtuse angle.

21. Label each angle with right, acute, or obtuse.



22. Draw a set of perpendicular lines.

23. Tell whether the angle is right, acute, or obtuse.



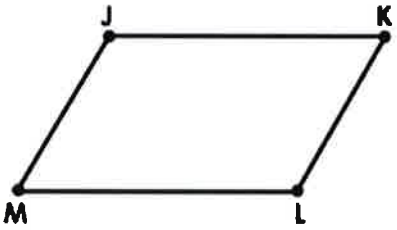
∠QTS - _____

24. Draw a shape with 1 set of parallel lines.

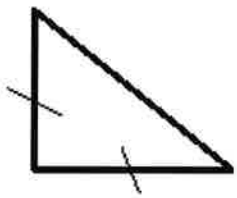
25. Draw an acute angle.

4.G.A.3 – Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

1. Draw a line of symmetry through the shape below.

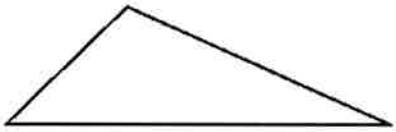


2. How many lines of symmetry does the shape below contain? Draw them and write the number on the line.



_____

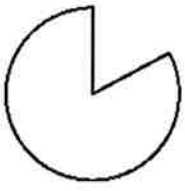
3. How many lines of symmetry does the shape below contain? Draw them and write the number on the line.



_____

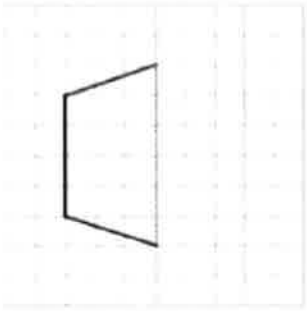
4. Draw a shape with at least two lines of symmetry.

5. How many lines of symmetry does the shape below contain? Draw them and write the number on the line.



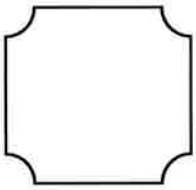
_____

6. Half of the figure below has been drawn. Use the line of symmetry represented by the dotted line, to complete the figure.



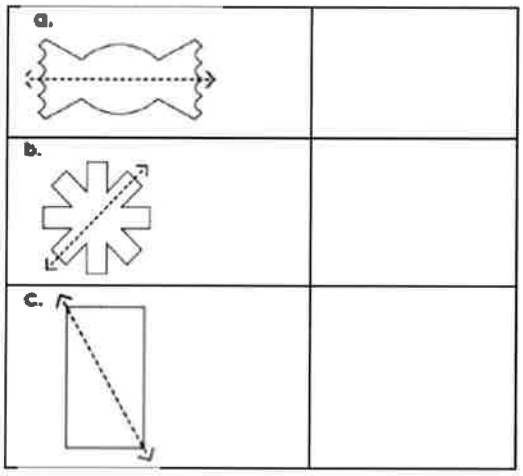
7. Draw a shape with at least two lines of symmetry.

8. Draw all the lines of symmetry for this shape.

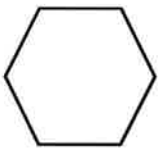


9. Draw a shape with 0 lines of symmetry.

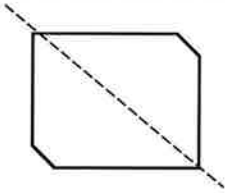
10. Tell whether the dotted line on each shape represents a line of symmetry. Write **yes** or **no** on the line next to the shape.



11. Draw all lines of symmetry for the shape below.

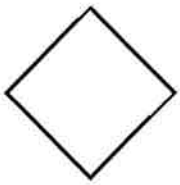


12. Is the dotted line a line of symmetry?



_____

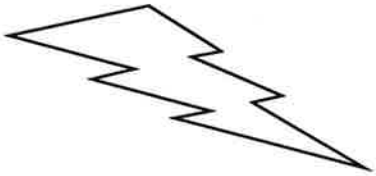
13. Draw lines of symmetry on the shape below.



14. How many lines of symmetry does this shape have?

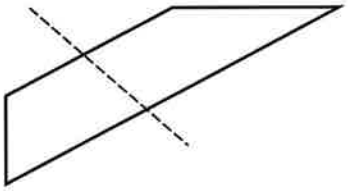
_____

15. True or false: The shape below has one line of symmetry.



_____

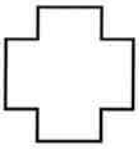
16. Is the line below a line of symmetry?



_____

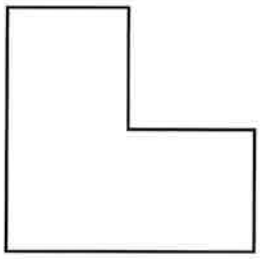
17. Draw a shape with two lines of symmetry.

18. How many lines of symmetry does this shape have? Draw them.



19. Draw a shape with no lines of symmetry.

20. Draw all the lines of symmetry for this shape.



Workbook H

4.MD.C.6 – Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

1. Use a protractor to find the measure of the angle below; then write it on the line.

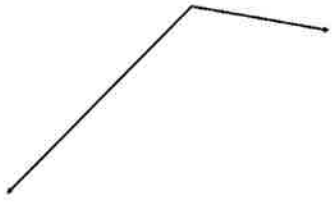
_____

2. Draw an angle that measures 65°.

3. Draw a right angle.

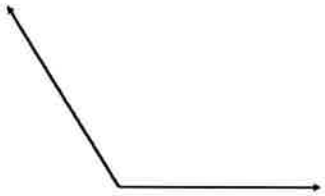
4. Draw an angle that measures 120°.

5. Use a protractor to find the measure of the angle below; then write it on the line.



_____

6. Use a protractor to find the measure of the angle below; then write it on the line.

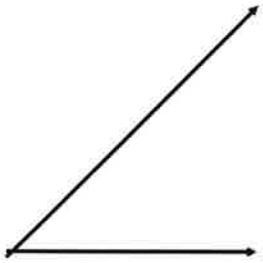


_____

7. Draw an obtuse angle. Use a protractor to find and record its measurement on the line.

_____

8. Use a protractor to find the measure of the angle below; then write it on the line.



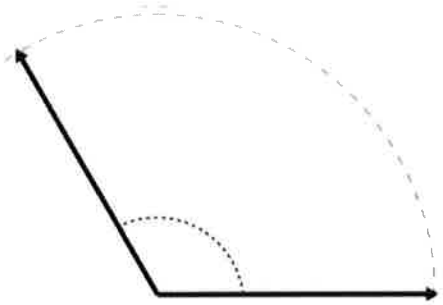
_____

9. Draw an acute angle. Use a protractor to find and record its measurement on the line.

_____

10. Draw an angle that is exactly half as big as a right angle.

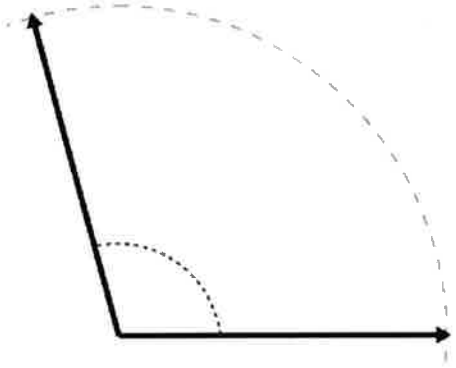
11. Use a protractor to measure the angle.



_____

12. Draw an angle that measures 50°.

13. Use a protractor to measure the angle.



_____

14. Draw an obtuse angle. Use a protractor to record its measurement on the line.

_____

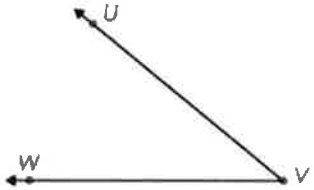
15. Draw an angle that measures 145°.

16. Which choice best represents ∟ABC?

A. 67°
B. 142 °
C. 100 °
D. 15 °

17. Draw an angle that measures 25°.

18. What is the angle measurement of Angle UVW?



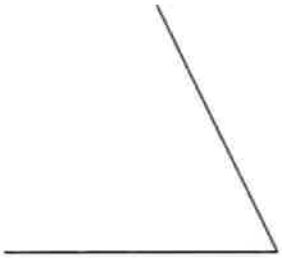
_____

19. Draw an acute angle. Use a protractor to record its measurement.

_____

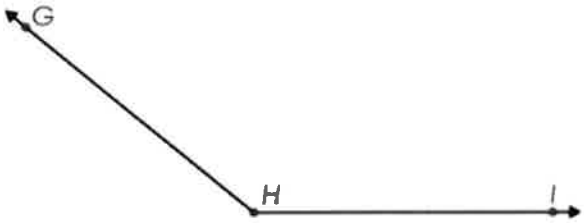
20. Draw an angle that measures 105°.

21. Use a protractor to measure the angle.



22. Draw a right angle.

23. What is the angle measurement of Angle GHI?

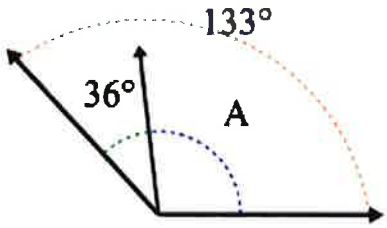


24. Draw an angle that measures 165°.

25. Draw an angle that measures 53°.

4.MD.C.7 – Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a letter for the unknown angle measure.

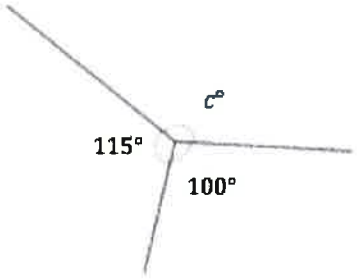
1. Find the measurement of Angle A



_____

2. Circle the pair of angles that are supplementary angles.

3. Write an equation, and solve for the unknown angle measurements numerically.



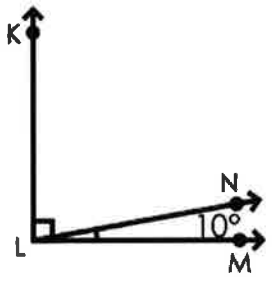
_____° + _____° + _____° = _____°

c° = _____°

4. Two angles add up to 65°. What could their measurements be?

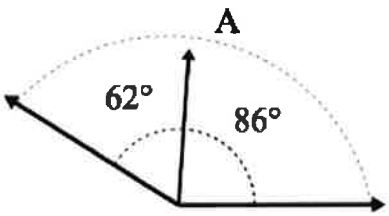
_____

5. Find the missing angle.



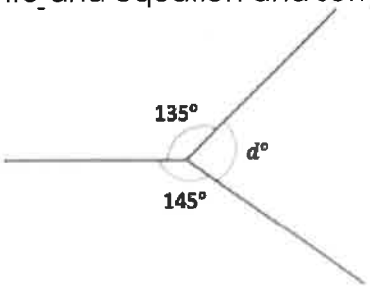
∠KLN = _____

6. What is the value of A?



_____

7. Write and equation and solve for the unknown angle measurements numerically.



_____° + _____° + _____° = _____°

d° = _____°

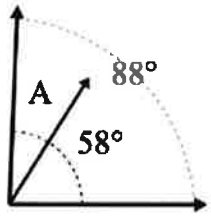
8. Two angles are complementary. What could their measurements be?

_____

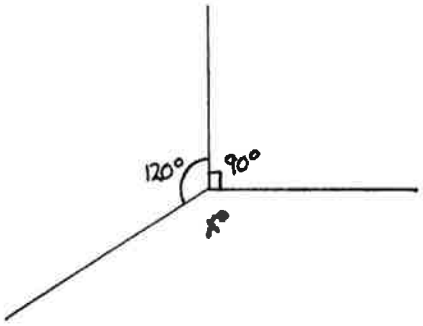
9. Two angles add up to 87°. What could their measurements be?

_____

10. Find the measurement of Angle A.

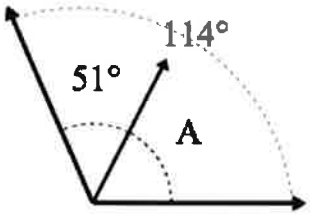


11. What is the measurement of angle X?

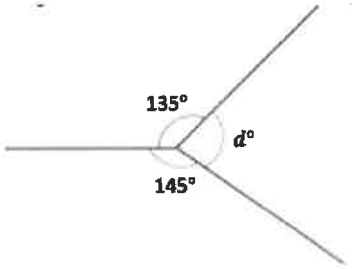


12. Two angles add up to 145°. What could their measurements be?

13. What is the value of A?



14. Write an equation and solve for the unknown angle measurements numerically.



_____° + _____° + _____° = _____°

d° = _____°

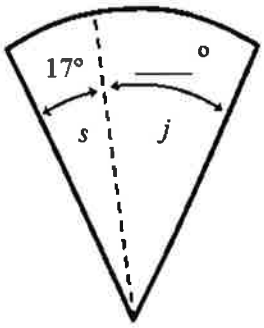
15. Angle ABC is complementary. If angle AB measures 13°. What is the measurement of angle BC?

_____

16. Angle JKL is supplementary. If angle JK measures 97°. What is the measurement of angle KL?

_____

17. The total of Angle SJ is 75°. What is the measurement of angle J?



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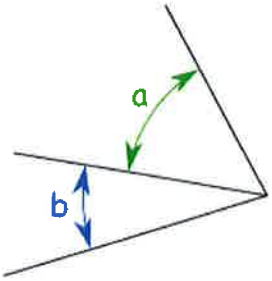
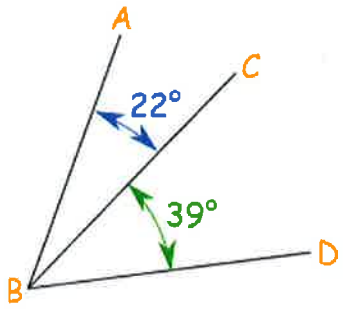
18. Angle a measures 23° and Angle b measures 15°. What is the total of angle AB[v]?



_____

19. What is the total of angle ABD[vi]?



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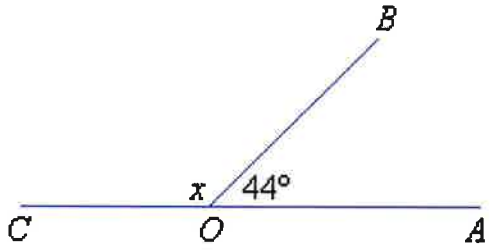
20. What is the measure of angle X?



_____

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All mixed up!

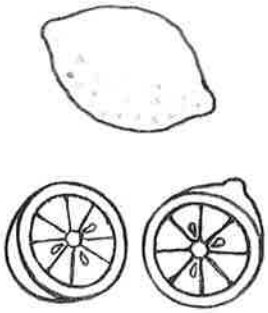
Background knowledge

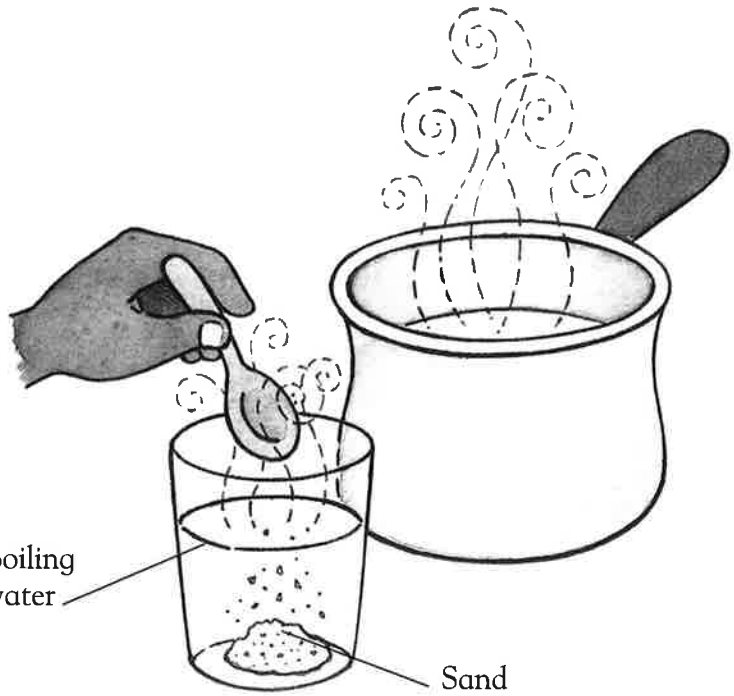
When solids are added to some liquids, the solid dissolves into very tiny particles and seems to disappear. A mixture in which one material dissolves in another is called a *solution*. When you add sugar to a cup of tea, the sugar dissolves in the tea to form a solution. Some solids will not dissolve in liquids. For example, flour will not dissolve in water. Materials that dissolve in liquids are called *soluble*. Materials that do not dissolve in liquids are called *insoluble*. Water is a liquid that can dissolve many types of materials.

Science activity

Read the sentences below and decide which ones are true and which ones are false. Circle the right answers.

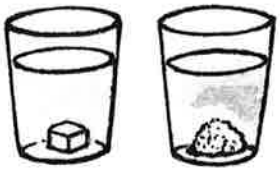
Sand dissolves in boiling water.	True	False
Sugar dissolves in lemon juice.	True	False
Soil dissolves in water.	True	False
Salt dissolves in tomato soup.	True	False
Sugar dissolves in sand.	True	False
Oil is soluble in vinegar.	True	False





Science investigation

Design and conduct an experiment to see if a sugar cube dissolves faster in hot water or cold water.



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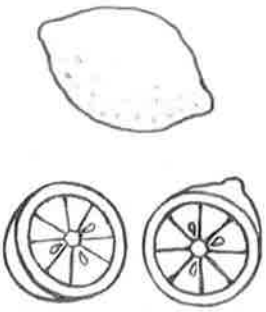
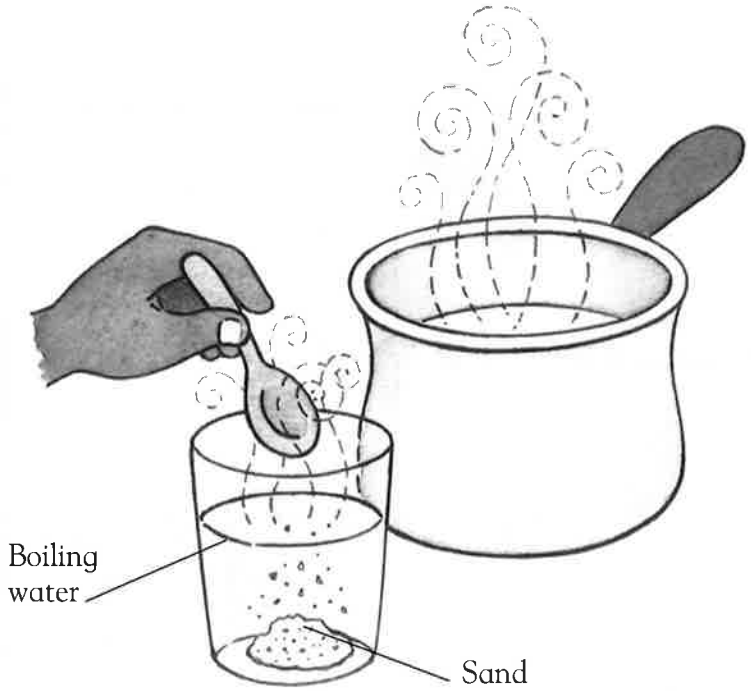
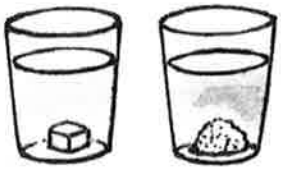




Science investigation

The sugar cube will dissolve fastest in hot water. The sugar dissolves into particles that are too small to be seen, but we know they are still there because the water tastes sweet.



All-weather gift wrap

Background knowledge

A material that soaks up water is said to be *absorbent*. A material that resists water or keeps water away is said to be *waterproof*. Rain boots are made of a plastic that is waterproof. Tissues are made of absorbent paper.

Science activity

Ling and Tyler wanted to find a material in which to wrap a present that was going to be mailed to a friend in another state. The present was a box of taffy, which would be ruined if it got wet. They needed to use a waterproof wrapping, so they decided to perform a test. First, they stretched five different materials over see-through containers. They then poured an equal amount of water onto each material.

Cotton fabric

Metal screen

Aluminum kitchen foil

Polyethylene

Newspaper

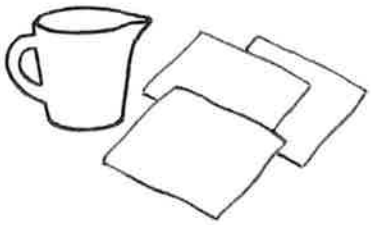
Look carefully at the pictures above. Which materials would Ling and Tyler use to wrap their present? Explain.

.....

.....

Science investigation

Different types of wrap are used to keep food fresh. Design and conduct an experiment to determine which type is most waterproof.



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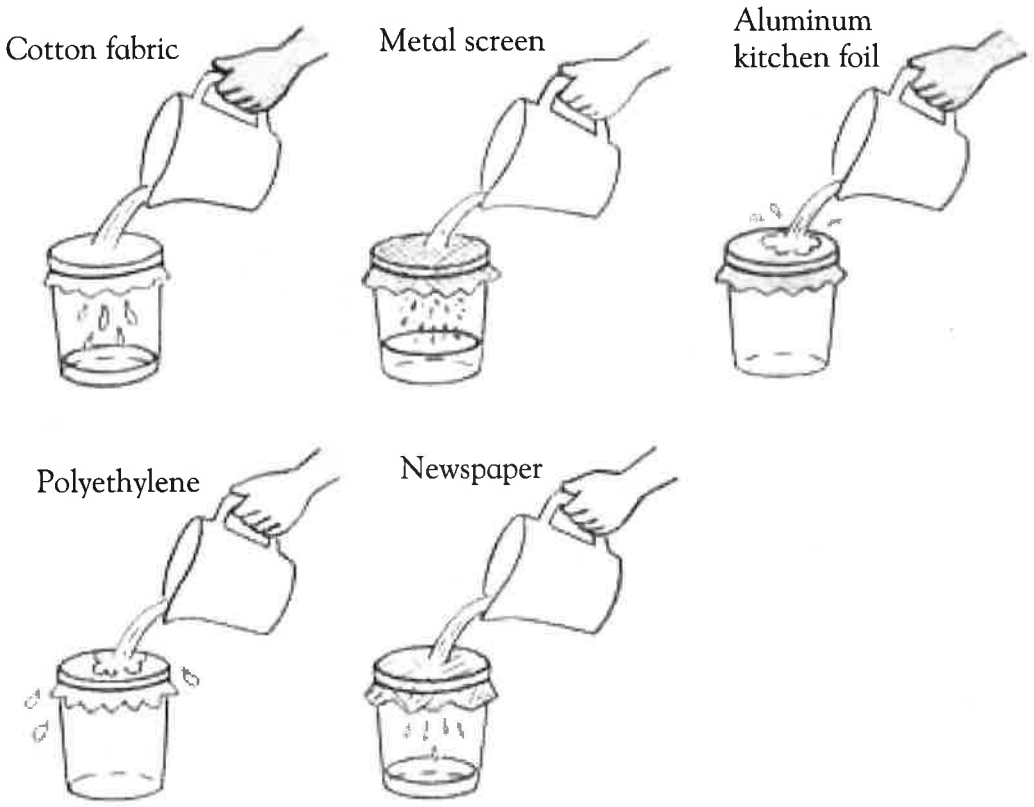


Look carefully at the pictures above. Which materials would Ling and Tyler use to wrap their present? Explain.

Polyethylene and aluminum foil.

No water passes through them.

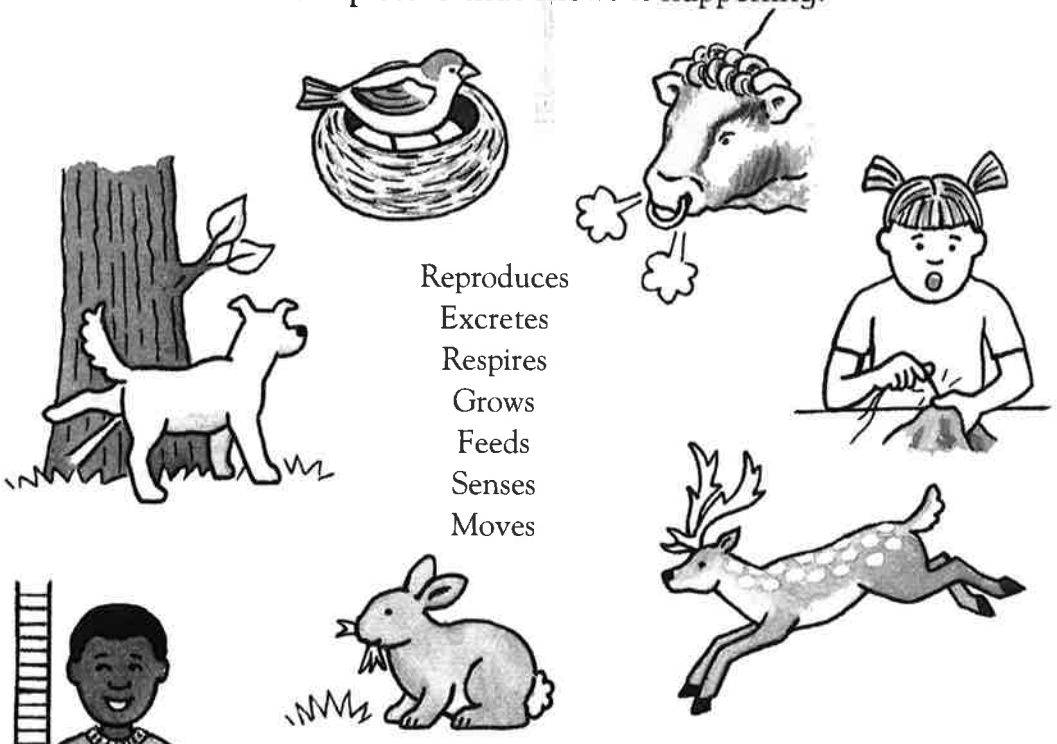
A question of life or death

Background knowledge

All living things carry out certain life activities. They *reproduce*, *grow*, and obtain food or *nutrition*. They all *respire* to obtain energy. Some respire by using gases from the air. All living things must *excrete* or get rid of the waste they produce. Living things also *move*. They may move to get food or run away from an enemy. Last, living things are *sensitive* to the environment around them. For example, some feel pain or heat.

Science activity

The words below describe some of the life activities of living things. Draw a line from each word to the picture that shows it happening.



Reproduces
Excretes
Respires
Grows
Feeds
Senses
Moves

Science investigation

Place some pill bugs or crickets in a large covered jar with holes in the lid. Add a cut up potato and some fish food. Observe the critters and note down all of their life activities. Do they engage in every activity? Design and conduct an experiment to determine the critters' sensitivity to their environment.

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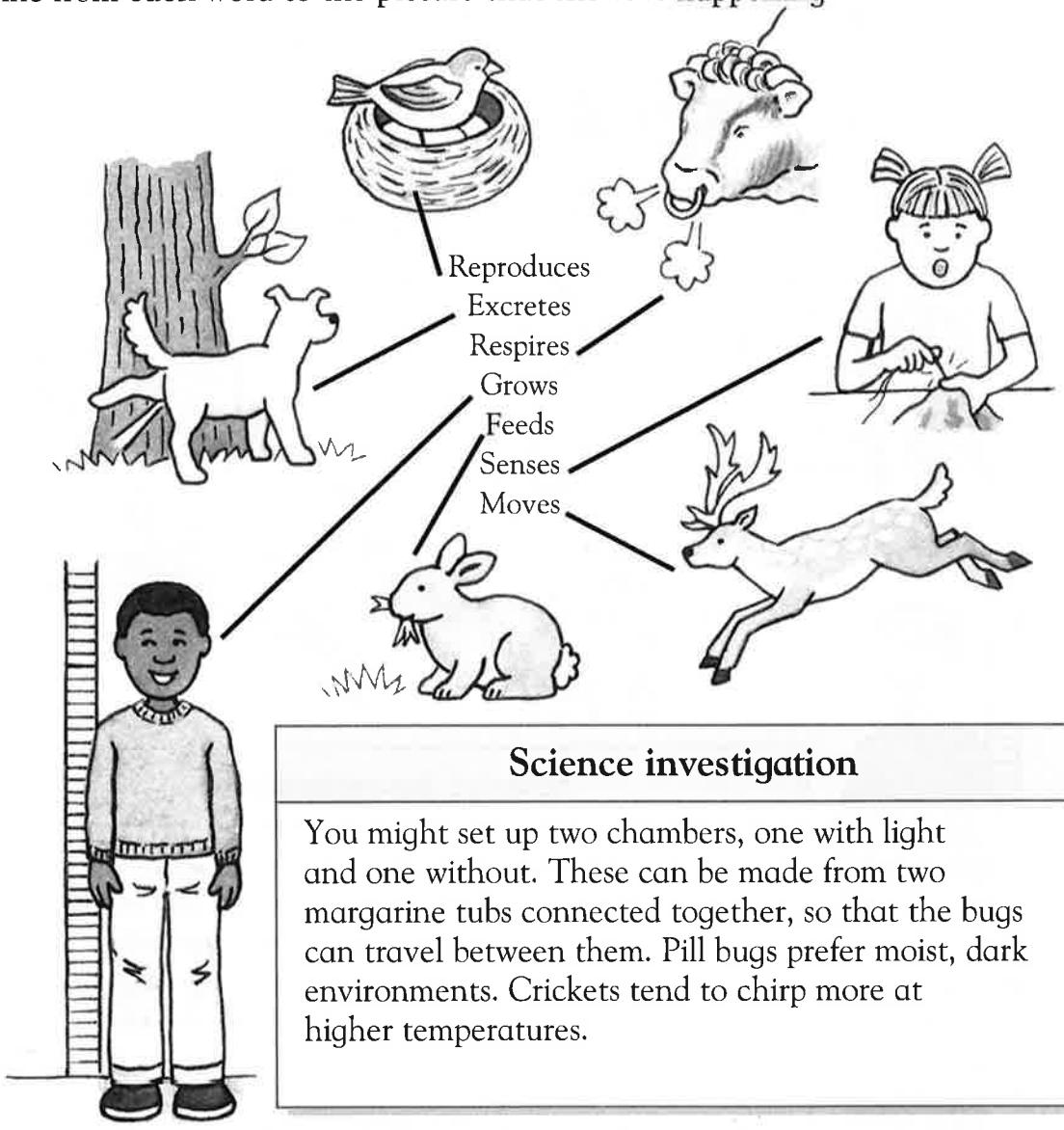


Science investigation

You might set up two chambers, one with light and one without. These can be made from two margarine tubs connected together, so that the bugs can travel between them. Pill bugs prefer moist, dark environments. Crickets tend to chirp more at higher temperatures.

A whale of a story

Background knowledge

In air, sound travels more than 300 meters every second (about 750 miles per hour). In water, it travels five times faster, at about 1,500 meters every second. Whales use their vocal cords to make sounds. They also have a very good sense of hearing. The sounds that they make travel for thousands of kilometers through the oceans and can be heard by other whales far away.

Science activity

The figures in the table on the right show how many meters sound travels every second in different materials. Use the information in the table to decide which of the statements below are true and which are false. Place a check mark (✔) beside the statements that you think are true.

Material	Speed of sound (meters per second)
Cold air	330
Warm air	350
Fresh water	1,410
Ocean water	1,540
Steel	5,060
Granite rock	6,000

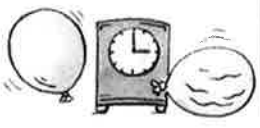
- [x] Whales in the ocean hear sounds more quickly than goldfish in a lake.

- [ ] It is easier to hear sounds in winter than in summer.
- [ ] Railway workers hear the horn of an approaching express train before they hear the vibrations it makes in the steel rails.

- [ ] You hear sounds more quickly in gases than in liquids.
- [x] It is possible to hear sounds through rocks.

Science investigation

(!) The speed of sound is affected by the medium through which it travels. Sound travels faster through denser materials. Temperature also affects the speed of sound. The child should observe that it is easier to hear through water than air.



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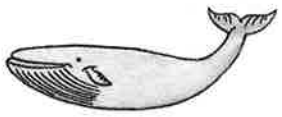

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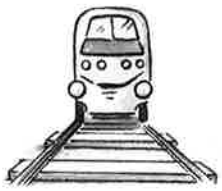

- ☐ You hear sounds more quickly in gases than in liquids.
- ☐ It is possible to hear sounds through rocks.

Science investigation

(!) Take extra care - ask an adult to supervise you.

Using two balloons, one filled with water and the other with air, design and conduct an experiment to see if you can hear better through air or water. Make sure the balloons are the same size.