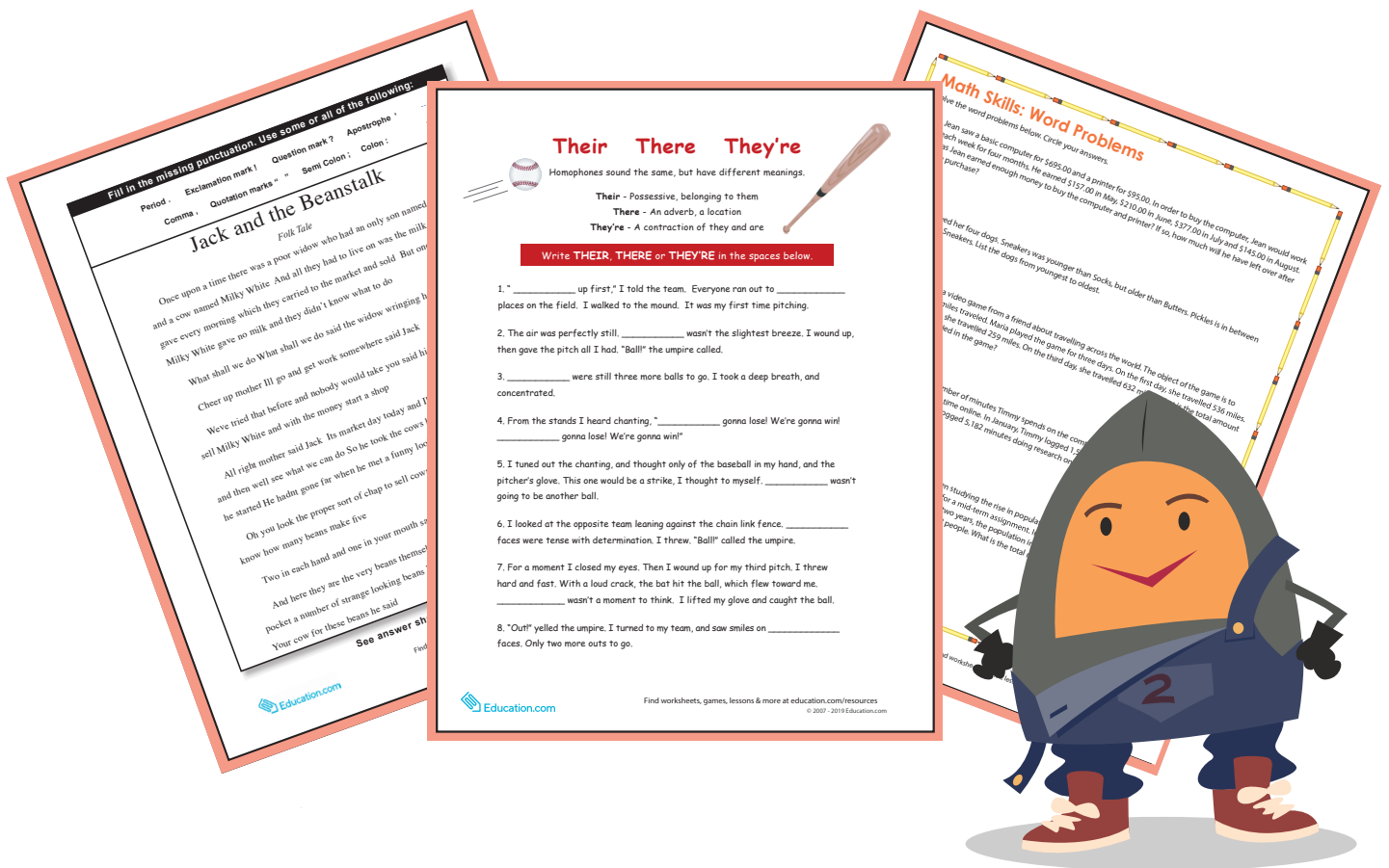




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4th
Grade

Independent Study Packet

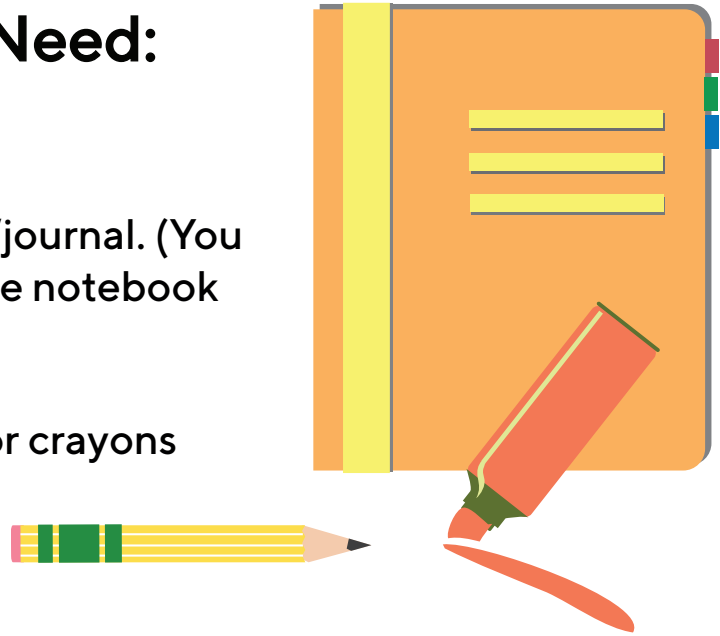


5 Days of
Independent Activities in
Reading, Writing,
Math, Science, and Social Studies

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities

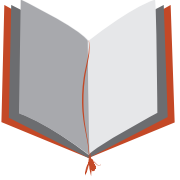


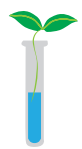


Directions & Tips



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

Activity Menu

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|---|--|---|--|
| Reading  | Read for 20 minutes and answer 3 of the questions on the sheet on another piece of paper or in a journal. Challenge: Try not to repeat a question! Independent Reading Questions | | | | |
| | Short and Sweet Summaries | Comparing Two Fiction Texts | Reading Comprehension: Drawing Conclusions | Comparing Two Nonfiction Texts: A Female Freedom Fighter | The Author's Viewpoint vs. My Viewpoint |
| Writing  | Beginning, Middle, and End Worksheet (Part I) | Writing Prompt: April Fools' Day | Support a Claim | Beginning, Middle, and End Worksheet (Part II) | Writing an Opinion |
| Grammar Practice  | Jack and the Beanstalk Punctuation | Their, There, They're | Its or It's | Adding Punctuation | Reading Response Letter Interactive |
| Math  | Road Trip Word Problems Math Crossword Puzzle | Family Vacation Multiplication What's My Sign? | Math Skills: Word Problems | Word Problems in Winter: Multi-Step Mixed Operations Mathematical Mindbenders! | What's My Number? Boxes Math Puzzle Boxes |
| Social Studies  | Learn About Your State Note: You will probably need internet access for this one. You may choose any state you wish. | | | | |
| Science  | Physical Properties of Water The Chemistry of Water | | | | |

Parent/Guardian Signature: _____

Day 1

| | |
|------------------|---|
| Reading | Short and Sweet Summaries |
| Writing | Beginning, Middle, and End Worksheet (Part I) |
| Grammar Practice | Jack and the Beanstalk Punctuation |
| Math | Road Trip: Word Problems Math Crossword Puzzle |



Name: _____

Date: _____



A summary is a short and sweet retelling of a text. It only includes the most important details. Use the writing strategy of “Somebody Wanted But So Then” to help you write a short fiction summary!

Part 1

Directions: Read the passage and write a short summary.

Elias was assigned a big project in his social studies class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn't even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished product. Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.

| | |
|----------|--|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

Part 2

Directions: Write a 3-sentence summary on the lines below. Use the information from the Part 1 chart.

Beginning, Middle, and End Worksheet

Every story has a beginning, middle and end! In this worksheet, you will use your imagination to create a beginning, middle and ending sentence to expand the one-sentence prompts into more elaborate stories.

Example:

description: Sammy the dog got out of the backyard.

beginning, middle, and end: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. After two hours riding around the neighborhood in my father's car, we found Sammy a mile away in a church parking lot!"

Example:

description: My friend Patty had to go home from school early.

beginning, middle, and end: "When Patty arrived at school today she seemed happy and fine. After lunch she said she had an upset stomach. Her mother came and picked her up from school to take her to the doctor."

description: The batteries on the remote died.

beginning, middle, end:

description: I got an A on my essay!

beginning, middle, end:

description: The kids went swimming in the pool.

beginning, middle, end:

Beginning, Middle, and End Worksheet

description: The man left the store in a hurry.

beginning, middle, end:

description: There was a loud banging noise coming from the kitchen.

beginning, middle, end:

description: My new shoes got so dirty!

beginning, middle, end:

description: The dog howled at the moon.

beginning, middle, end:

Fill in the missing punctuation. Use some or all of the following:

Period . Exclamation mark ! Question mark ? Apostrophe ‘

Comma , Quotation marks “ ” Semi Colon ; Colon :

Jack and the Beanstalk

Folk Tale

Once upon a time there was a poor widow who had an only son named Jack and a cow named Milky White And all they had to live on was the milk the cow gave every morning which they carried to the market and sold But one morning Milky White gave no milk and they didn't know what to do

What shall we do What shall we do said the widow wringing her hands

Cheer up mother Ill go and get work somewhere said Jack

Weve tried that before and nobody would take you said his mother We must sell Milky White and with the money start a shop

All right mother said Jack Its market day today and Ill soon sell Milky White and then well see what we can do So he took the cows halter in his hand and off he started He hadnt gone far when he met a funny looking old man

Oh you look the proper sort of chap to sell cows said the man I wonder if you know how many beans make five

Two in each hand and one in your mouth said Jack as sharp as a needle

And here they are the very beans themselves he went on pulling out of his pocket a number of strange looking beans I dont mind doing a swap with you Your cow for these beans he said

See answer sheet to check work.

Solve the word problems. Show your work and circle your answers.



1. Joey and his family are taking a road trip. On Monday, they travel 68 miles. On Tuesday, they travel 25. On Wednesday, they travel 33 miles. What is the average number of miles they drove per day?

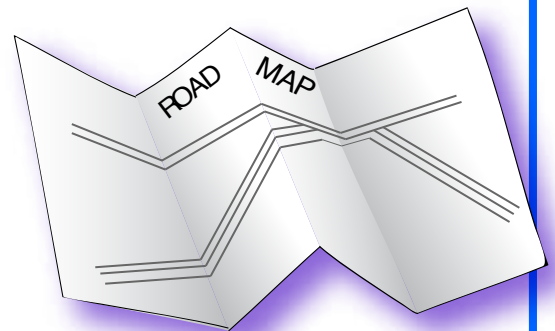
beep



2. Joey has three brothers: Jonathan, Jacob, and Jack. Jacob is older than Jonathan but younger than Joey. Jack is younger than Jonathan. List the four boys in order from oldest to youngest.

3. Joey wants to figure out how many minutes his family has spent on the road. On Monday, they traveled for 3 hours. They drove for $1\frac{1}{2}$ hours on Tuesday and another $1\frac{1}{2}$ hours on Wednesday. How many minutes have they traveled in all?

4. Joey and his family plan to visit the Grand Canyon, Yellowstone National Park, and the Washington Monument. They will travel 1,323 miles to get to the Grand Canyon. From there, they'll drive 846 miles to Yellowstone. Finally, they will travel 2,166 miles to get to the Washington Monument. How many miles will they travel altogether?



Name _____

Date _____

Math Crossword Puzzle

Fill in the blanks of the crossword puzzle to make the mathematical equations true.

| | | | | | | | | | |
|----|---|----|---|----|---|----|---|----|--|
| 12 | + | | = | 36 | | | | | |
| | | ÷ | | ÷ | | | | + | |
| | - | | = | 4 | | | | 23 | |
| x | | = | | = | | ÷ | | = | |
| | | 6 | | | x | 5 | = | | |
| = | | | | | | = | | | |
| 56 | | 20 | - | | = | 11 | | 3 | |
| | | + | | x | | | | x | |
| 84 | ÷ | | = | | | | | 13 | |
| | | = | | = | | | | = | |
| | | | | 63 | - | | = | | |

Name: _____

Date: _____

❧ Comparing Two Fiction Texts ❧

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT.
What do the stories have in common? What is different about the stories?

DIRECTIONS: Read the texts below and answer the questions that follow.

TEXT 1

Today was the Valentine's Party at school. Marcela had decorated her box so she could store her candy and cards in it. When she got home from school, her sister Janet was waiting anxiously. Janet stayed home from school because she was sick. She missed her class party. She couldn't wait to hear about Marcela's party. She hoped she would share some candy, too.

Marcela walked right past her sister. She had no plan to give her any of the candy that she had earned herself. If Janet wanted candy, she would have to use her allowance money. Then she could buy some for herself.

"Get out of my way," Marcela said to Janet. She went straight to the kitchen table to dump out her box. She loved going through the candy and reading the cards. This was the best part! Janet watched as Marcela smiled and talked about the Valentine's Party. Marcela put her arm out so her sister could not touch any of the candy.

Just then, their mother walked into the kitchen. She noticed that Marcela was being rude. She noticed that Janet's feelings were hurt.

"Marcela," their mother said. "You need to think about sharing with Janet. She was home sick today and didn't get to go to her class party. How would you feel if that were you?"

TEXT 2

Jason was the star soccer player for his team, and games were every Thursday after school. Today was game day and he was eager to continue his scoring streak. Playing forward meant that he had many opportunities to control the ball. He scored in every game of the season so far. The only problem was that he never let anyone else get a chance to shine.

"Pass! Jason! I'm ready," shouted Marco as he ran down the field. None of the other team's players were near him. He wanted to score a goal, but Jason wouldn't pass the ball. Marco grew frustrated as he ran and yelled. Why didn't Jason want him to have the ball?

Jason kept the ball close to his feet as he ran past his opponents. He heard Marco yelling, but he ignored him. Jason was so close to scoring a goal, and he loved the feeling when he scored.

The referee blew her whistle and announced that it was halftime. The players ran to the team benches where they would drink water and take a rest as they gathered as a team to listen to their coach.

"Gosh, Jason," whispered Marco. "Don't be such a ball hog. It's not fun being on a team with you."

"Listen guys," Coach Terry said. "I need you to pass the ball. Soccer is a team sport. If you can't be a team player, you can't be on this team. In order to win this game, we have to play together. That means paying attention to who is open and passing the ball."

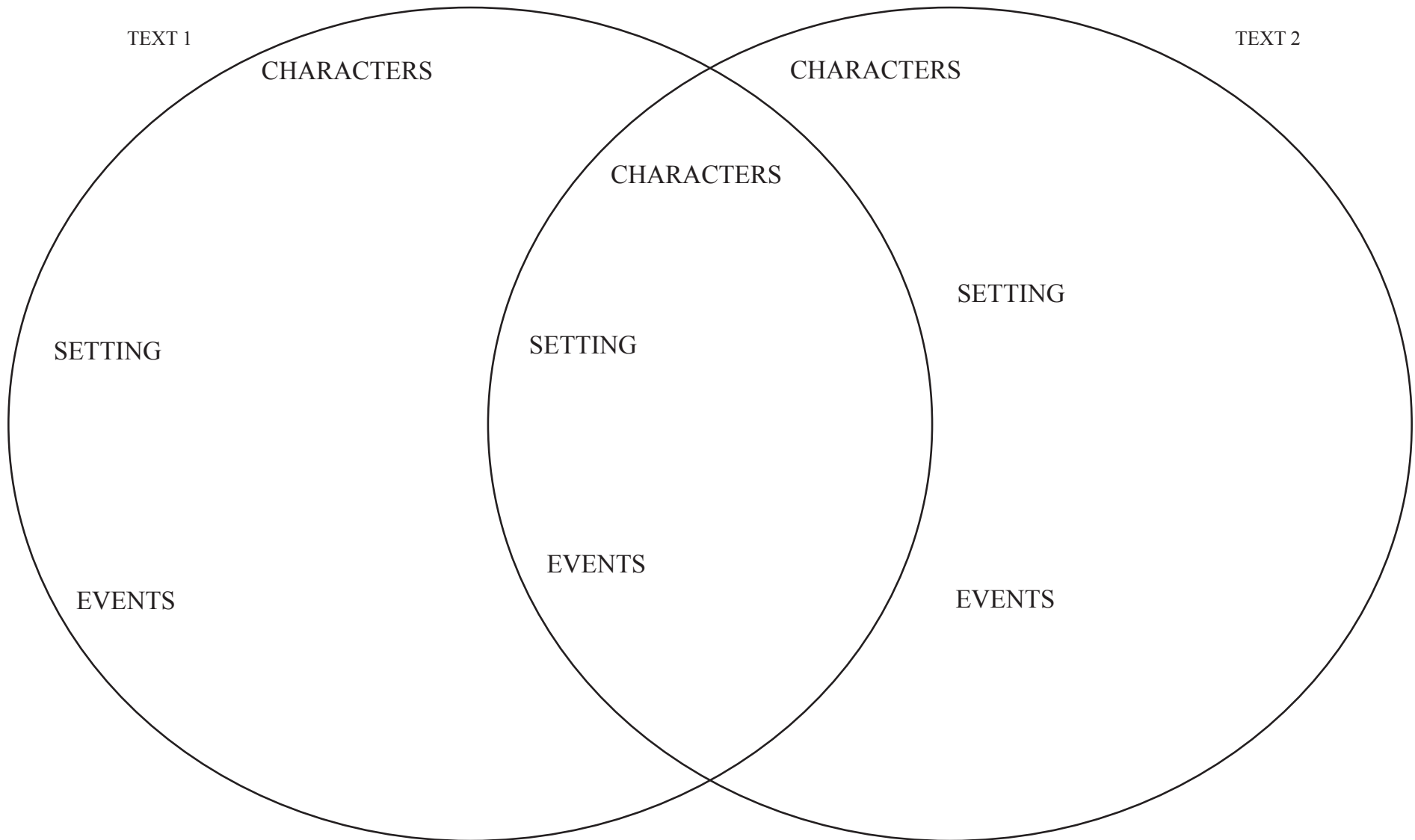
Jason hung his head as he realized that Marco and Coach Terry were right. He needed to change his style as a soccer player and be a better sport. When he got back in the game, he would pass the ball to his teammates. It was time to give them a chance to know how great it feels to score a goal.

Name: _____

Date: _____

Comparing Two Fiction Texts

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT.
What do the stories have in common? What is different about the stories?

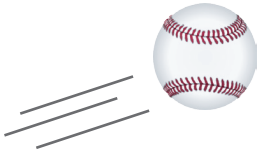


Writing Prompt



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

Their There They're



Homophones sound the same, but have different meanings.

Their - Possessive, belonging to them

There - An adverb, a location

They're - A contraction of they and are



Write **THEIR**, **THERE** or **THEY'RE** in the spaces below.

1. " _____ up first," I told the team. Everyone ran out to _____ places on the field. I walked to the mound. It was my first time pitching.
2. The air was perfectly still. _____ wasn't the slightest breeze. I wound up, then gave the pitch all I had. "Ball!" the umpire called.
3. _____ were still three more balls to go. I took a deep breath, and concentrated.
4. From the stands I heard chanting, " _____ gonna lose! We're gonna win! _____ gonna lose! We're gonna win!"
5. I tuned out the chanting, and thought only of the baseball in my hand, and the pitcher's glove. This one would be a strike, I thought to myself. _____ wasn't going to be another ball.
6. I looked at the opposite team leaning against the chain link fence. _____ faces were tense with determination. I threw. "Ball!" called the umpire.
7. For a moment I closed my eyes. Then I wound up for my third pitch. I threw hard and fast. With a loud crack, the bat hit the ball, which flew toward me. _____ wasn't a moment to think. I lifted my glove and caught the ball.
8. "Out!" yelled the umpire. I turned to my team, and saw smiles on _____ faces. Only two more outs to go.

Family Vacation Multiplication

The Smiths are going on a family vacation. Use multiplication, addition, and subtraction to solve the following problems. Perform other operations as needed to help find the answers. Show your work.

Driving to the airport, the Smiths needed to fill up on gasoline. Gasoline costs 3 dollars for one gallon. If their tank holds 16 gallons, and they already have 3 gallons filled, how much money will it cost to fill the car's tank completely?

The Smiths want to visit a museum and must pay to park. They are going to be gone for 4 hours. The price of parking is as follows:

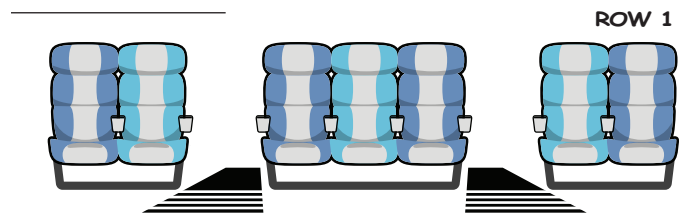
1 Quarter = 15 minutes

1 Dime = 5 minutes

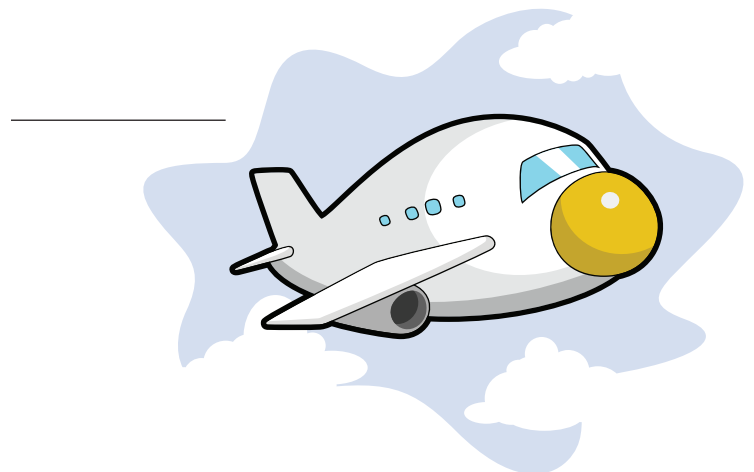
1 Nickel = 2 minutes

The Smiths have 8 quarters, 12 dimes and 14 nickels. Do they have enough to park for 4 hours? (Remember: 60 minutes = 1 hour)

The Smiths board the airplane to head back home. The flight attendant wants to count how many passengers are on board. Every row consists of 2, 3, and 2 seats each (see picture below). If there are 51 horizontal rows, and 13 seats are empty, how many passengers are on board?



In total, the Smiths were flying in an airplane for 14 hours. If the airplane cruises at approximately 512 miles per hour, about how many miles did they travel all together?



What's My Sign

Determine the mathematical operation needed to make the equation true. Write your answer in the space provided. Choose from addition, subtraction, multiplication or division.

1. $15 \bigcirc 11 \bigcirc 3 = 7$ **2.** $22 \bigcirc 22 \bigcirc 4 = 4$

3. $16 \bigcirc 40 \bigcirc 16 = 40$ **4.** $32 \bigcirc 4 \bigcirc 3 = 24$

5. $10 \bigcirc 5 \bigcirc 2 = 100$ **6.** $64 \bigcirc 8 \bigcirc 5 = 40$

7. $6 \bigcirc 7 \bigcirc 20 = 22$ **8.** $12 \bigcirc 4 \bigcirc 8 = 56$

9. $43 \bigcirc 21 \bigcirc 17 = 47$ **10.** $9 \bigcirc 1 \bigcirc 8 = 72$

11. $78 \bigcirc 6 \bigcirc 3 = 39$ **12.** $10 \bigcirc 3 \bigcirc 3 = 10$

13. $52 \bigcirc 2 \bigcirc 31 = 73$ **14.** $2 \bigcirc 7 \bigcirc 3 = 42$

Day 3

| | |
|------------------|---|
| Reading | Reading Comprehension: Drawing Conclusions |
| Writing | Support a Claim |
| Grammar Practice | Its or It's |
| Math | Math Skills: Word Problems |





Reading Comprehension

Drawing Conclusions

Great readers draw conclusions based on hints from the author in a story. When you draw conclusions, you use the information from the passage to make a guess about something. Readers use the author's hints, or evidence, to support their conclusion.

Directions: Read each passage. Then, draw a conclusion about the story based on the details in the passage. Underline the hints the author gives in the passage.

| | Passage | Draw a Conclusion |
|----|---|----------------------------------|
| 1. | Preparations were set and the violinist was ready. Anxious faces stared at the clock, wondering exactly what was taking her so long. The groom fiddled his thumbs and combed his hair back nervously. Finally, the violinist began a sweet-sounding melody and everyone rose in their seats. | Where are they? |
| 2. | My bags were ready and the only thing left to pack were the food provisions. Who knew what we'd need, especially since my parents were coming too. They always brought enough food to feed an army. I checked the lantern to make sure the batteries worked, and I called Tempest to the car. She wagged her tail happily. She was ready for her first overnight adventure in nature. | Where are they going? |
| 3. | Mia wiped sweat from her brow and looked down at the script one last time. She had rehearsed every waking moment and knew she was prepared, but she couldn't help the gnawing feeling in her stomach. Thoughts of doubt raced through her head, but she shoved them aside. She was ready. She walked on stage left, determined to show them just how hard she had worked to get this right. | What did she rehearse? |
| 4. | The buses raced around the neighborhood. They made an unfamiliar sound after the long, blisteringly hot summer. The bustle of kids with their shiny new backpacks put smiles on parents' faces. The nervous chatter at the bus stop eased some of the tension of the new adventure. | What time of year is it? |
| 5. | Santiago determined that he was going to have a blast, even if he didn't know anyone. He stood at the front door and took a deep breathe. Earlier this morning, he'd wrapped his gift in superhero wrapping paper and was sure his cousin would love it. What he doubted was whether anyone else would think the present was cool. He straightened his shoulders and rang the bell. He guessed he would find out soon enough. | Why did Santiago have a present? |

Support a Claim

Name: _____

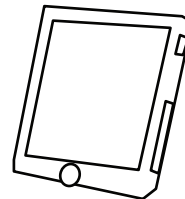
Date: _____

Whenever you make a claim for an argument, the claim must be supported with reasons. These reasons should include evidence, such as facts, observations, or information. When your claim is supported with valid reasons your argument is strong!

Example Topic: Tablets

Example Claim: Every child should be given a tablet to use at school.

Example Reason: Tablets are lightweight and easy to carry.



Instructions: Choose one of the topics below. Write a claim that goes with your topic. Then, write four supporting reasons that help provide support for your claim. Use the graphic organizer to plan your writing.

Free Time at Home

Pets

Responsibility for Chores

Reason:

Topic:

Reason:

Reason:

Claim:

Reason:

Its or It's?

Circle the correct word in each sentence.

Its is a **possessive** pronoun.

It's is a **contraction** that means it is.

The tiger licked **its** **it's** paw.

I wonder if **its** **it's** going to rain tomorrow.

Its **It's** time to go to school.



My cat and **its** **it's** kittens are taking a nap.

Its **It's** going to be a long walk to the train.

That dress is beautiful! **Its** **It's** color is perfect for you.

I'm glad **its** **it's** sunny outside today.

Your puppy is so cute, what's **its** **it's** name?

Hurry up and catch the train! **Its** **It's** coming!

Have you seen my toy? **Its** **It's** not in **its** **it's** box.

Math Skills: Word Problems

Solve the word problems below. Circle your answers.

1. Jean saw a basic computer for \$695.00 and a printer for \$95.00. In order to buy the computer, Jean would work each week for four months. He earned \$157.00 in May, \$210.00 in June, \$377.00 in July and \$145.00 in August. Has Jean earned enough money to buy the computer and printer? If so, how much will he have left over after the purchase?
2. Susan loved her four dogs. Sneakers was younger than Socks, but older than Butters. Pickles is in between Socks and Sneakers. List the dogs from youngest to oldest.
3. Maria borrowed a video game from a friend about travelling across the world. The object of the game is to keep track of the miles traveled. Maria played the game for three days. On the first day, she travelled 536 miles. On the second day, she travelled 259 miles. On the third day, she travelled 632 miles. What is the total amount of miles Maria travelled in the game?
4. Mrs. Anderson logs the number of minutes Timmy spends on the computer each day. She wants to make sure he isn't spending too much time online. In January, Timmy logged 1,525 minutes. In February, Timmy was assigned several essays. He logged 5,182 minutes doing research online. How many more minutes did Timmy log in February?
5. The Social Studies students have been studying the rise in population in a nearby city over the past ten years. They are working on creating graphs for a mid-term assignment. In the first four years, the population increased by 5,765 people. In the next two years, the population increased by 2,789 people. In the last four years, the population increased by 8,723 people. What is the total number of people the city's population has increased by in the past ten years?

Day 4

| | |
|------------------|--|
| Reading | Comparing Two Nonfiction Texts: A Female Freedom Fighter (graphic organizer) |
| Writing | Beginning, Middle End, Part II |
| Grammar Practice | Adding Punctuation |
| Math | Word Problems in Winter: Multi-Step Mixed Operations Mathematical Mindbenders! |



Comparing Two Nonfiction Texts: A Female Freedom Fighter

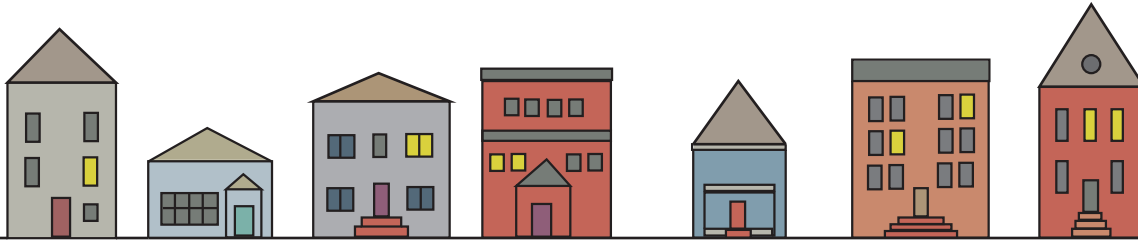
Directions: Using two informational texts on the same topic, complete the graphic organizer.

Text 1:

Have you ever taken a risk? A risk is something that could be dangerous. It could cause harm or loss. Harriet Tubman took many risks for herself, her family, and other slaves.

Harriet Tubman was born a slave in Maryland around 1820. In 1849, she escaped to Pennsylvania, which was a free state, meaning slavery was not legal there. The following year, she returned home in secret to help family members escape slavery. By 1857, she had rescued her mother, her father and one of her brothers. After that, she helped as many as 70 slaves escape to free states, risking her own life to save others. In 1863, she led a raid that freed 750 South Carolina slaves.

The Underground Railroad was a network, or group, of people who worked together to bring slaves to freedom. It was not an actual railroad that you could see. Instead, it was a secret route, or path, that slaves could follow. They would have safe houses and places to stay as they traveled. The people who guided the slaves from place to place were called “conductors.” Harriet Tubman was the most famous conductor on the Underground Railroad.



Text 2:

Harriet Tubman was born as a slave on a plantation in Maryland around 1820. No one, not even Harriet, knew what day she was born – slave families often weren’t allowed to celebrate birthdays. She worked in her owner’s house and in their fields for her entire childhood. When she was older, she married a man named John Tubman.

A few years later, she heard news that the slaves on the plantation she lived on were going to be sold. She did not want to go to another owner, so she decided to run away. Running away was dangerous for slaves in the 1800s. If a runaway slave was found, their owners would often hurt them and punish them.

Once she escaped, she met a friendly woman who helped her hide. At night, she went north, toward states where slaves could be free. She made it all the way to Philadelphia, where she was able to find work. Once she had saved up some money, she went back to Maryland to help her family and friends escape, too. Pretty soon, she was taking slaves of all kinds through the Underground Railroad.

The Underground Railroad was a network of houses owned by people who did not agree with slavery and had promised to hide slaves and keep them safe as they tried to escape north. Slaves traveling on the railroad hid during the day and traveled to the next house at night, until they reached a free state.

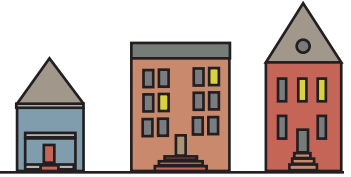
By 1860, she had made 19 trips from the South to the North and had helped over 70 slaves and their families escape slavery. Soon afterward, she worked for the Union Army as a cook, a nurse, and even a spy. When the war was over, she spoke about injustice toward African-Americans and opened a home for elderly people. She cared for others her entire life.

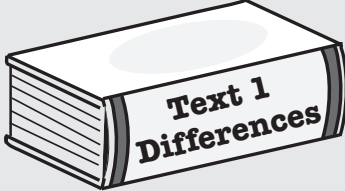
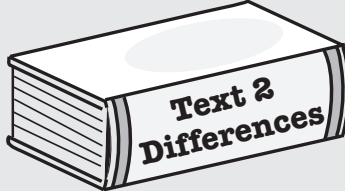
Name: _____

Date: _____



Comparing Two Nonfiction Texts: A Female Freedom Fighter



| |  | Similarities |  |
|---|---|--------------|---|
| Topic What topic is being explored in these two texts? How are the topics different? | | | |
| Main Idea What is the main idea or main focus of each of the texts? | | | |
| Supporting Details List at least two details that the texts have in common. List at least two details that are different in the texts. | | | |
| Written Response: Which text would be better to find information about Harriet Tubman's escape? How do you know? | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | | |

Beginning, Middle, and End Worksheet II

Now that you've created some stories with a beginning, middle and end, it's time to elaborate even more. Choose one of your 3-sentence stories. Expand the beginning, middle and ending sentences into paragraphs. To help you find ways to elaborate, try asking questions like: How? Why? What was the character thinking?

Example: On the previous worksheet the student wrote: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. We looked for a long time and then found Sammy a mile away in a church parking lot."

Here are some ideas for how to expand each of the sentences into separate paragraphs...

Beginning: How long did it take Sammy to dig the hole? How did he dig it?

Middle: What did Sammy want to do? What did he find? Did he do anything?

End: Why did he go to the church parking lot? Was he on his way somewhere?

Beginning Sentence: _____

Beginning Paragraph: _____

Middle Sentence: _____

Middle Paragraph: _____

End Sentence: _____

End Paragraph: _____

Adding Punctuation

Help Henry the Hiker add the correct punctuation, including , commas, periods and question marks, to his journal entry.

Today on my first hike I saw many animals such as squirrels deer and birds, I wonder if I will see anymore tomorrow. I plan to hike up to Mount Happy. In order to get there I must first cross the river go through the woods and pass the tall tree. Tomorrow is a new day and I should have plenty of time to have fun I really look forward to setting up my tent. I brought marshmallows graham crackers and chocolate for my favorite snack smores. Should I get firewood now or later. For now I'll just rest and enjoy the sunset.



Name: _____

Date: _____

Word Problems in Winter: Multi-Step Mixed Operations



Directions: Solve. Be sure to show your work!

1. On Saturday, 4 groups of people went to the restaurant at the ski resort. Each group had 5 people in it. Everyone ordered a cup of hot chocolate. Rebecca, Malaki, and Jeffrey each ordered an extra cup of hot chocolate. How many cups of hot chocolate did the people drink that day?

2. On the snow day, 8 kids from the neighborhood gathered to build snowmen. The kids used two buttons as the eyes on each snowman. 7 more kids joined to make snowmen and used buttons for the eyes, too. How many buttons were used to make the snowmen?

3. The 9 boys in Mr. Ackerman's class went outside for recess. They wore their gloves. Isaiah and Michael each lost a glove while outside. How many gloves did the boys bring back into the classroom?

4. The Jerico family went ice skating on the frozen lake. The 2 parents and 4 children each had ice skates. They brought an extra pair of ice skates in case anyone else wanted to join them. How many ice skates did the family bring?

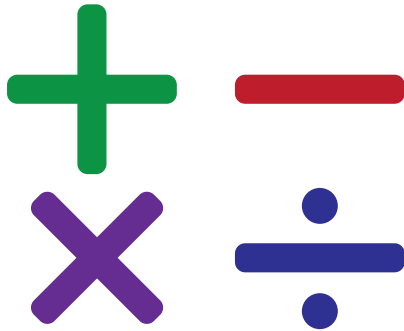
5. It snowed 3 inches each day for a week. By the next Monday, 6 inches had melted away. How many inches of snow were still on the ground?

6. Sheena baked 112 cookies. She kept 16 cookies at home for her family and shared the rest evenly with her 8 friends. How many cookies did each friend get?

Mathematical Mindbenders!

Quotient Challenge

Name: _____



What two numbers have a product of 48 and, when the larger number is divided by the smaller number, a quotient of 3?

Work out the problem in the space below.

Answer: _____

BONUS: Can you think of a riddle on your own similar to this one? Write the directions below and challenge a friend!

Answer: _____

Day 5

| | |
|------------------|--|
| Reading | The Author's Viewpoint vs. My Viewpoint |
| Writing | Writing an Opinion |
| Grammar Practice | Reading Response Letter Interactive |
| Math | What's My Number? Math Puzzle Boxes |



Name _____

Date _____

The Author's Viewpoint vs. My Viewpoint

Point of view or **viewpoint** is the way we feel about the topic or events in a piece of text.

- **Opinions, beliefs, and reasons** are clues in the text that help us recognize the author's personal attitude or feelings on the subject.

| Example | Author's Viewpoint | Text Evidence |
|--|--|---|
| Watching too much television is connected to poor eating habits. | Too much television is not good for you. | The text says that poor eating habits can happen because of watching too much television. |

Directions: Read the passages below and complete the chart.

| Passage | Author's Viewpoint What does the author think about the topic? | Text Evidence What clues tell you about the author's viewpoint? | My Viewpoint What do you think about the topic? |
|--|---|--|--|
| It is hard for scientists to know how many West Indian manatees there are. They estimate between 2,000 to 5,000. The West Indian manatee has been listed as an endangered species. This means that the population is so low that the West Indian manatee is in danger of becoming extinct. Many die because of accidents with ships or other human causes, such as pollution. Federal and state laws protect the manatee. Scientists are working to find ways to help the manatee survive. | | | |

Name _____

Date _____

The Author's Viewpoint vs. My Viewpoint

| Passage | Author's Viewpoint What does the author think about the topic? | Text Evidence What clues tell you about the author's viewpoint? | My Viewpoint What do you think about the topic? |
|--|--|---|---|
| Soda is a drink that can taste very good, especially on a hot day. But did you know how bad it is for your health? Soda has a lot of calories, and it has too much sugar. Soda has been linked to different health problems, such as diabetes and obesity. Soda can even cause problems in your mouth. With so much sugar in the soda, it is bad for your teeth. Stick to water for a healthier life! | | | |
| Taking a break is a good thing. Adults take breaks in their jobs, and kids take breaks in school. Recess helps kids focus and stay on-task better when they are in the classroom. Going outside for recess is good for your health. The light helps us feel better, stay healthy, and keep our body in a routine. Kids get to run around at recess, which is good for physical health. Recess is a great time for kids to play together and build relationships. | | | |



Name _____ **Date** _____

Think about something you would like to see changed in your school or class.
Use the graphic organizer below to organize your ideas.

1.

State your opinion. (What would you like to see changed?)

2.

Describe the change in detail. (How would things change?)

3.

**Describe the benefits of your suggestion.
(Why should this change be made?)**



Reading Response Letter Interactive

Read the letter below and complete the following tasks. You will need different colored markers.

- _____ Add commas in the greeting and closing/signature.
- _____ Underline the book genre, title, and author in BLUE.
- _____ Underline the book summary in YELLOW.
- _____ Underline the setting of the story in RED.
- _____ Circle the juicy thinking paragraph with a GREEN marker.
- _____ Underline the closing statement in PURPLE.
- _____ Underline the question for the reader in ORANGE.

Dear Ms. Franklin

I am almost done with the book *Bud, Not Buddy* by Christopher Paul Curtis. It is a Newbery Medal historical fiction novel. I'm really enjoying it so far!

This book is set during the 1930s during the Great Depression. Bud Caldwell, a 10-year-old African American boy, is the main character. He starts out at an orphanage only to get placed with a nasty foster family. He escapes that family and travels hundreds of miles on his own looking for his father.

This book is so powerful. The thing that impacted me most was his quest to belong. He really wanted to find his people—his family. There are flashbacks to moments with his mother where he felt deeply cared for and he longs to have that again. The way the author describes the scene where he thinks he finds his dad actually made me cry. I also LOVED the way the author wrote the story so that you really believe a ten-year-old is telling it. The word choice and the kinds of things Bud notices and thinks about really made this character come alive.

I can see why this book won a Newbery Medal! Have you ever read a book that made you cry?

Your student,
Anita Break

NUMBER ? RIDDLES



What's my number?

Read each clue and follow the math to find the answer.

Hint: try reading the clue backward.

1. Add 9 to me. Then multiply by 3. If you subtract 16 and then add 7, you get 27. What number am I?
2. Add 5 to me. Then divide by 7. If you add 12 and then subtract 7, you get 10. What number am I?
3. Multiply me by 4. Then subtract 13. If you divide me by 3 and add 17, you get 22. What number am I?
4. Subtract 6 from me. Then multiply by 2. If you subtract 40 and then divide by 4, you get 8. What number am I?

Math Puzzle Boxes

Each puzzle contains the numbers 21-29. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

| | | | |
|-----------|-----------|-----------|----|
| 23 | | 25 | 74 |
| | 21 | | 72 |
| | | 28 | 79 |
| 76 | 69 | 80 | |

| | | | |
|-----------|-----------|-----------|----|
| | 29 | | 82 |
| 22 | | 24 | 67 |
| 26 | | | 76 |
| 73 | 77 | 75 | |

| | | | |
|-----------|-----------|-----------|----|
| | 28 | | 74 |
| | 23 | | 78 |
| 21 | | 27 | 73 |
| 74 | 76 | 75 | |

| | | | |
|-----------|-----------|-----------|----|
| | 21 | | 73 |
| 26 | | 22 | 73 |
| | | | 79 |
| 79 | 69 | 77 | |

| | | | |
|-----------|-----------|-----------|----|
| | 27 | 21 | 72 |
| 25 | | | 73 |
| | 28 | | 80 |
| 78 | 77 | 70 | |

| | | | |
|-----------|-----------|-----------|----|
| | | | 76 |
| 22 | | 23 | 70 |
| | 27 | | 79 |
| 76 | 73 | 76 | |

| | | | |
|----|-----------|-----------|----|
| | | 21 | 73 |
| | 25 | | 74 |
| | | 24 | 78 |
| 79 | 74 | 72 | |

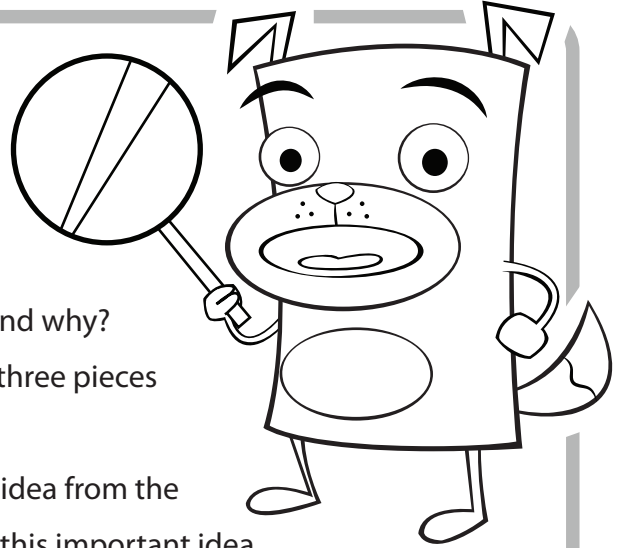
| | | | |
|-----------|----|-----------|----|
| 29 | | | 77 |
| | | 27 | 73 |
| 21 | | | 75 |
| 74 | 73 | 78 | |

| | | | |
|-----------|-----------|-----------|----|
| | 22 | 26 | 72 |
| | | | 76 |
| 29 | | | 77 |
| 80 | 68 | 77 | |

Text Dependent Questions for Independent Reading

Fiction Texts

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



Nonfiction Texts

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

Learn About Your State

Learn about your state by researching answers to the questions below.

1. What state do you live in? Can you locate it on the map below?



STATE: _____

2. What is the official bird of your state?

3. What is the official fish of your state?

4. What is the weather like in your state? Is it hot, cold, rainy, humid, dry?

5. What are some popular landmarks or monuments located in your state? Which ones have you visited?

6. Does your state have any state parks or reserves? List the ones that are close to your house.

7. What does your state's flag look like? Draw your flag below.



8. What is the capital city of your state?

9. Who is the current governor of your state?

10. How many representatives does your state have in the House of Representatives in Washington, D.C.?

11. When was your state accepted into the Union?

12. What is the population of your state?

13. Are there any manufactured or agricultural items your state is known for? List them below.

Physical Properties of Water

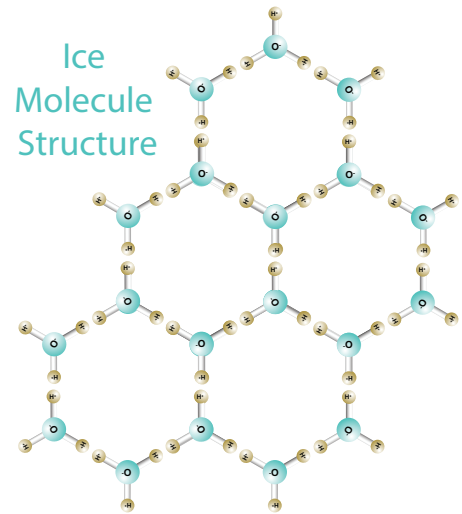
| Vocabulary | |
|----------------|---------|
| specific heat | coolant |
| kinetic energy | |

Water is the only natural substance that is found in all three states: solid (ice), liquid, and gas (steam). It **boils** at 212°F or 100°C and **freezes** at 32°F or 0°C. Water has a high **specific heat** index. Specific heat is the amount of energy required to change the temperature of a substance. Water can absorb a lot of heat before it begins to get hot, which is why the sand at the beach always feels hotter than the ocean water. Land absorbs heat faster than water.

Water's high specific heat index makes it valuable, especially to manufacturing companies. It is used as a **coolant** because it can absorb a lot of heat before it begins to get hot. Water can move over heated elements in a factory, absorbing the heat from machines. In a car, water is a coolant in the radiator that absorbs heat put out by the engine.

When water molecules make a change in phase or state, their molecules rearrange themselves into different patterns. In the liquid phase, water molecules are closer together with no regular arrangement. The particles of a liquid vibrate, move about, and slide past each other. A solid has tightly packed particles that are usually in a regular pattern. There is very little vibration or movement of the particles of a solid. In the gaseous phase, water molecules are widely spaced apart and very active with no regular arrangement. Generally, as the temperature rises, matter moves to a more active state. This movement of molecules is called **kinetic energy**.

Most substances are the densest in their solid form. However, water is different. Solid water, or ice, floats on top of liquid water. Why is this? In order to float on water, a substance must be less dense than water. When ice is formed, the water molecules are tightly packed together, preventing them from changing shape. Ice has a regular pattern with the molecules held rigidly apart by their bonds. This causes ice to form a crystalline lattice structure. These crystals have many open spaces throughout their structure, making ice less dense than liquid water.



| | Gas | Liquid | Solid |
|---------------------------|---|---|------------------------------------|
| particle arrangement | well separated — no regular arrangement | close together — no regular arrangement | tightly packed — a regular pattern |
| shape | assumes the shape of its container - no shape | assumes the shape of its container - no shape | retains a fixed volume and shape |
| kinetic energy — movement | very active | slide past each other | rigid |
| fluid | fluid — flows easily | fluid — flows easily | not a fluid — does not flow easily |
| volume | volume of container | fixed volume | fixed volume |

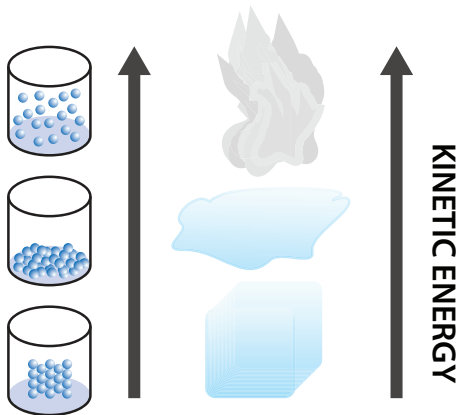
Questions

1. Why does water's high specific heat make it a good coolant for car radiators?

2. Which state of matter has the most kinetic energy? the least kinetic energy?

3. How does heat affect water and its state of matter?

4. What is the picture below showing? Please explain.



5. Fill in the definitions of the vocabulary words.

| Vocabulary | |
|----------------|--|
| specific heat | |
| kinetic energy | |
| coolant | |

The Chemistry of Water

| Vocabulary | |
|------------|------|
| solvent | atom |
| molecule | bond |

Water is called the universal **solvent**. It is called this because more substances dissolve in water than in any other chemical. A **molecule** of water is made up of two hydrogen **atoms** and one oxygen atom. An atom is the basic unit of a chemical element. The hydrogen and oxygen atoms of a water molecule are held together by **bonds**. In the configuration of a water molecule, the two hydrogen atoms occur on the same side of the oxygen atom. The hydrogen atoms create a positive electrical charge while the oxygen atom creates a negative charge.

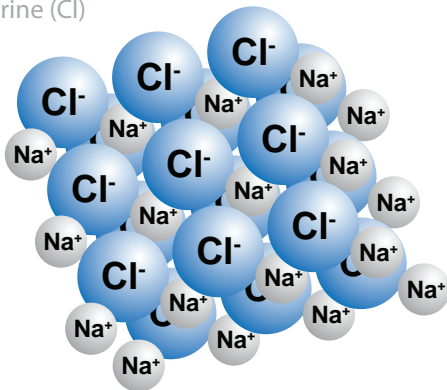
When water molecules orient towards each other, they arrange themselves so that positive and negative charges meet. Since opposite electrical charges attract, water molecules tend to attract each other. This makes the water molecules clump or “stick” together and form drops or beads on smooth surfaces.

The electrical charges of the water molecule cause it to be a good solvent—a substance that allows other substances to become part of it. Look at the picture below. It shows how the NaCl (table salt) molecule breaks apart when mixed with water. The positive Na (sodium) atom is attracted to the negative O (oxygen) atom, and the negative Cl (chlorine) atom is attracted to the positive H (hydrogen) atoms.

NaCl crystal structure

sodium (Na)

chlorine (Cl)



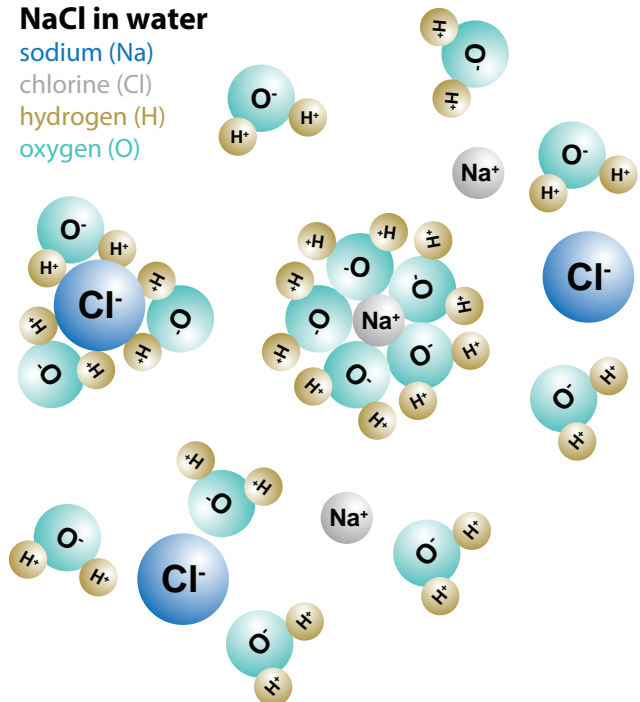
NaCl in water

sodium (Na)

chlorine (Cl)

hydrogen (H)

oxygen (O)



Review Questions

1. How many atoms are in a water molecule?

2. Draw a picture of a water molecule.

3. Describe the structure of a water molecule.

4. How do water molecules form droplets of water?

5. Why is water called the universal solvent?

6. Explain how NaCl or table salt dissolves in water.

7. Write the definitions of the following words.

| Vocabulary | |
|-----------------|--|
| solvent | |
| molecule | |
| atom | |
| bond | |