

Remote Based Learning Schedule  
For March 30th-April 3rd

Please use this schedule to keep track of work completed at home. Remember to check in on Google Classroom and answer the question of the day!

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<input type="checkbox"/> STMath or Flashcards <input type="checkbox"/> 1-2 pages in the iReady Math packet	<input type="checkbox"/> STMath or Flashcards <input type="checkbox"/> 1-2 pages in the iReady Math packet	<input type="checkbox"/> STMath or Flashcards <input type="checkbox"/> 1-2 pages in the iReady Math packet	<input type="checkbox"/> STMath or Flashcards <input type="checkbox"/> 1-2 pages in the iReady Math packet	<input type="checkbox"/> STMath or Flashcards <input type="checkbox"/> 1-2 pages in the iReady Math packet
Specials	<input type="checkbox"/> Please see Specials Teacher pages	<input type="checkbox"/> Please see Specials Teacher pages	<input type="checkbox"/> Please see Specials Teacher pages	<input type="checkbox"/> Please see Specials Teacher pages	<input type="checkbox"/> Please see Specials Teacher pages
Reading	<input type="checkbox"/> iReady packet pages <input type="checkbox"/> 20+ minutes independent reading this can be a book that you have at home or you can also use Epic!	<input type="checkbox"/> iReady packet pages <input type="checkbox"/> 20+ minutes independent reading	<input type="checkbox"/> iReady packet pages <input type="checkbox"/> 20+ minutes independent reading	<input type="checkbox"/> iReady packet pages <input type="checkbox"/> 20+ minutes independent reading	<input type="checkbox"/> iReady packet pages <input type="checkbox"/> 20+ minutes independent reading
Writing	<input type="checkbox"/> Write about your best day ever.	You may use your social studies assignment as your writing assignment for the day. Please make sure to practice your opinion writing skills!	<input type="checkbox"/> Write a short story about a field trip to space.	You may use your Social Studies/Science assignment today as your writing assignment. Please write at least three paragraphs. One for each animal you choose.	<input type="checkbox"/> Write a fable. Remember fables are short! They usually have animals as the main characters and always have a lesson/moral
Ss/sci	<input type="checkbox"/> BrainPop Fossil Movie and activities <input type="checkbox"/> <a href="https://www.brainpop.com/dashboard/assignments/115f8075a3b11249/periods/e5e62182f8a078e1">https://www.brainpop.com/dashboard/assignments/115f8075a3b11249/periods/e5e62182f8a078e1</a>	Plan a road trip in Nevada-go to <a href="https://travelnevada.com/road-trip/">https://travelnevada.com/road-trip/</a> Read about a road trip that would interest you and then write an opinion essay about why that road trip would be the best.	<input type="checkbox"/> BrainPop Earth Layers Movie and Activities <input type="checkbox"/> <a href="https://www.brainpop.com/dashboard/assignments/99794eef96719dac/periods/e5e62182f8a078e1">https://www.brainpop.com/dashboard/assignments/99794eef96719dac/periods/e5e62182f8a078e1</a>	Visit the Monterey Bay Aquarium <a href="https://www.montereybayaquarium.org">https://www.montereybayaquarium.org</a> Click on the virtual visit link and read about the animals. Then choose your three favorite animals to write about for your writing assignment	<input type="checkbox"/> BrainPop Types of Rock Movie and Activities <input type="checkbox"/> <a href="https://www.brainpop.com/dashboard/assignments/3150f243e19f1f20/periods/e5e62182f8a078e1">https://www.brainpop.com/dashboard/assignments/3150f243e19f1f20/periods/e5e62182f8a078e1</a>





March 30 , 2020

Hello Fourth Grade Families,

Thank you for all of your hard work and understanding last week during our first week of distance learning. You are all amazing!

Last week you all picked up or accessed the 4<sup>th</sup> grade iReady packets for both reading and math. This week we would like you to continue your work on these packets and to have them finished by this Friday, April 3<sup>rd</sup>. The attached packet will be for your student to complete during the week of **April 6<sup>th</sup>-9<sup>th</sup>**. These packets will also be made available in each teacher's Google Classroom. If you have any questions about any of the work in the packets please contact your child's teacher. We are here to help!

Below you will find a list of resources for each teacher that you can use at home with your child.

<p><b>Burke</b> <a href="mailto:mkburke@carson.k12.nv.us">mkburke@carson.k12.nv.us</a> <b>Google Classroom code:</b> lagajyl <b>Reading A-Z-</b> <a href="http://www.raz-plus.com">www.raz-plus.com</a> Teacher code: mburke49 <b>STMath:</b> <a href="http://www.stmath.com">www.stmath.com</a> <b>Epic!:</b> <a href="http://www.getepic.com/students">www.getepic.com/students</a> class code: dzq9400 <b>BrainPop:</b> <a href="http://www.brainpop.com">www.brainpop.com</a> class code: sum6739 <b>Khan Academy:</b> <a href="https://www.khanacademy.org/join/W7F77C2K">https://www.khanacademy.org/join/W7F77C2K</a></p>	<p><b>Hagen</b> <a href="mailto:lhagen@carson.k12.nv.us">lhagen@carson.k12.nv.us</a> <b>Google Classroom code:</b> ukl3oo2 <b>Reading A-Z-</b> <a href="http://www.raz-plus.com">www.raz-plus.com</a> Teacher code: lhagen10 <b>STMath:</b> <a href="http://www.stmath.com">www.stmath.com</a> <b>Epic!:</b> <a href="http://www.getepic.com/students">www.getepic.com/students</a> class code: tnb6376 <b>Brain Pop:</b> <a href="http://www.brainpop.com/free-stuff/">www.brainpop.com/free-stuff/</a> <b>Khan Academy:</b> <a href="https://www.khanacademy.org/join/ECFMEG2E">https://www.khanacademy.org/join/ECFMEG2E</a></p>
<p><b>Randall</b> <a href="mailto:crandall@carson.k12.nv.us">crandall@carson.k12.nv.us</a> <b>Google Classroom code:</b> svqqeqs <b>Readworks:</b> 74J2TH <b>STMath:</b> <a href="http://www.stmath.com">www.stmath.com</a> <b>Breakout Edu:</b> 51XTXW <b>BrainPop:</b> <a href="http://www.brainpop.com">www.brainpop.com</a> class code: storm6780 <b>Epic!:</b> <a href="http://www.getepic.com">www.getepic.com</a> class code: icm6670 <b>Khan Academy:</b> <a href="https://www.khanacademy.org">https://www.khanacademy.org</a> class code: 7A8ARDGJ</p>	<p><b>Royce</b> <a href="mailto:mroyce@carson.k12.nv.us">mroyce@carson.k12.nv.us</a> <b>Google Classroom code:</b> cwdownrh <b>Writable:</b> <a href="https://app.getwritable.com/login">https://app.getwritable.com/login</a> <b>Flocabulary:</b> <a href="http://www.flocabulary.com">www.flocabulary.com</a> <b>Reading A-Z:</b> <a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a> <b>Epic!:</b> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <b>ST Math:</b> <a href="https://www.stmath.com/">https://www.stmath.com/</a> <b>BrainPop:</b> <a href="https://www.brainpop.com/">https://www.brainpop.com/</a></p>

Miss Burke, Mrs. Hagen,  
Mrs. Randall, and Mrs. Royce





# Greatest Common Factor

Factors are numbers that can be multiplied together to equal a given number.

To find the greatest common factor (GCF) of 2 or more numbers:

1. List all the factors of each number.
2. Find the largest number that is a factor of each number.

ex: find the GCF of  
12 & 15

$$12 = 1 \times 12, 2 \times 6, 3 \times 4$$

$$12: 1, 2, \textcircled{3}, 4, 6, 12$$

$$15 = 1 \times 15, 3 \times 5$$

$$15: 1, \textcircled{3}, 5, 15$$

$$\boxed{\text{GCF} = 3}$$

# Least Common Multiple

Multiples are numbers that can be divided by a given number without a remainder.

To find the least common multiple (LCM) of 2 or more numbers:

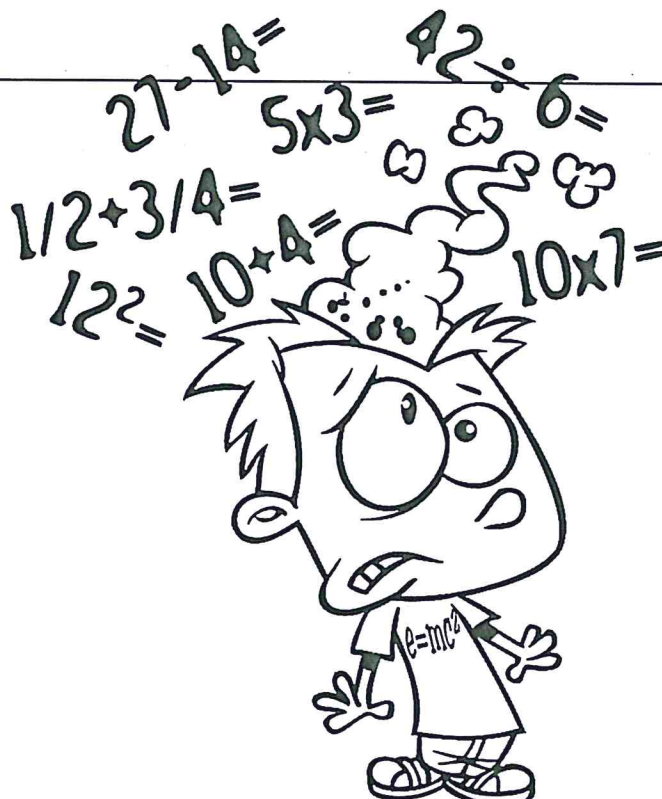
1. List the first several multiples of each number.
2. Find the smallest number that is a multiple of each number.

ex: find the LCM of  
6 & 8

$$6: 6, 12, 18, \textcircled{24}, 30$$

$$8: 8, 16, \textcircled{24}, 32, 40$$

$$\boxed{\text{LCM} = 24}$$



Find the greatest common factor of each pair or group of numbers.

44. 20 & 15	45. 12 & 18	46. 24 & 30	47. 22 & 28
48. 20 & 40	49. 18 & 27	50. 6, 8, & 12	51. 12, 18, & 24

Find the least common multiple of each pair or group of numbers

52. 8 & 10	53. 9 & 6	54. 8 & 12	55. 7 & 8
56. 9 & 12	57. 10 & 15	58. 6, 9, & 12	59. 4, 6, & 10

# Simplifying Fractions

1. Divide the numerator and denominator by a common factor.
2. Repeat until the only common factor of the numerator and denominator is 1.

ex: simplify  $\frac{10}{12}$

you can divide both 10 and 12 by 2

$$\frac{10}{12} \div 2 = \frac{5}{6}$$

the only number you can divide both 5 and 6 by is 1, so you are done!

# Comparing Fractions

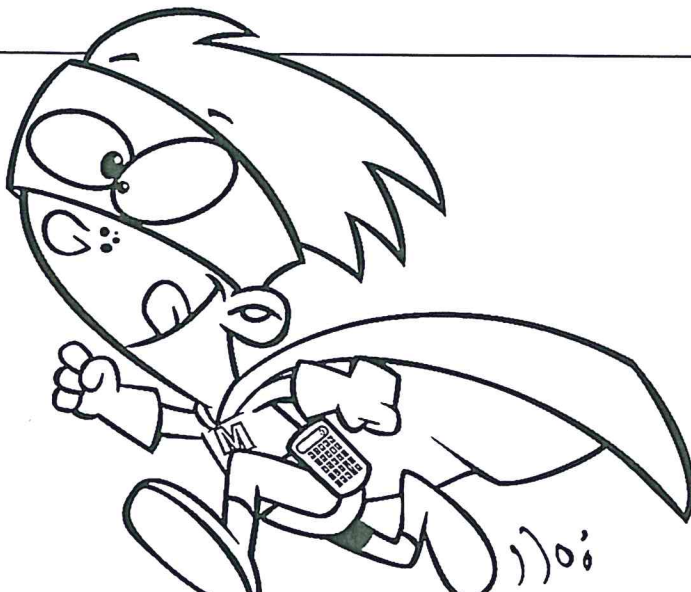
1. Find a common denominator for the fractions by finding a common multiple of the two denominators.
2. For each fraction, determine what you multiplied the denominator by to get that common denominator, and then multiply the numerator by that same number.
3. Now that the fractions are rewritten with common denominators, compare the two fractions. The fraction with the larger numerator is greater.
4. Use the appropriate symbol to compare the fractions.  
<: less than, >: greater than, =: equal to

ex: compare:  $\frac{3}{4} \bigcirc \frac{5}{6}$

12 is a multiple of both 4 and 6

$$\begin{array}{ccc} \frac{3}{4} \times 3 & \frac{9}{12} & \frac{5}{6} \times 2 \\ \frac{3}{\cancel{4} \times 3} & \frac{9}{12} & \frac{5}{\cancel{6} \times 2} \\ & \downarrow & \downarrow \\ & \frac{9}{12} & \frac{10}{12} \end{array} \quad \left( < \right)$$

9 is smaller than 10, so the 1<sup>st</sup> fraction is LESS THAN the 2<sup>nd</sup> fraction









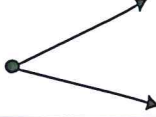
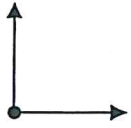
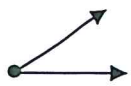
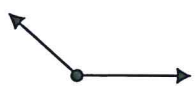
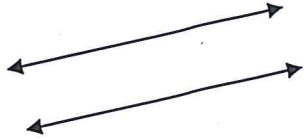
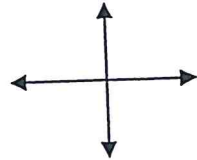
Simplify each fraction.

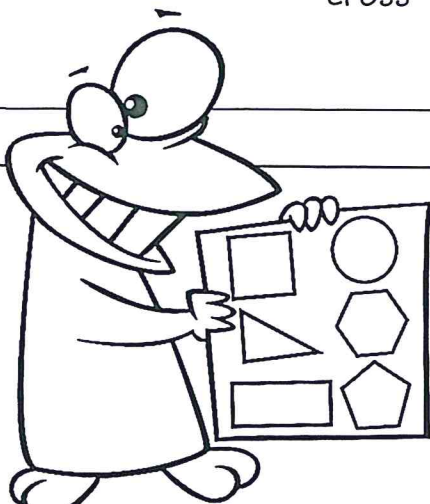
60. $\frac{9}{12}$	61. $\frac{6}{8}$	62. $\frac{6}{15}$	63. $\frac{4}{8}$
64. $\frac{8}{24}$	65. $\frac{3}{12}$	66. $\frac{2}{10}$	67. $\frac{10}{30}$

Compare each pair of fractions using  $<$ ,  $>$ , or  $=$  by renaming them with a common denominator.




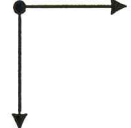


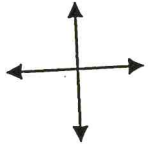

68. $\frac{3}{5} \bigcirc \frac{2}{10}$	69. $\frac{1}{4} \bigcirc \frac{1}{6}$	70. $\frac{3}{5} \bigcirc \frac{7}{10}$
71. $\frac{1}{2} \bigcirc \frac{4}{8}$	72. $\frac{1}{5} \bigcirc \frac{4}{15}$	73. $\frac{2}{9} \bigcirc \frac{1}{3}$
74. $\frac{7}{8} \bigcirc \frac{3}{4}$	75. $\frac{3}{9} \bigcirc \frac{2}{6}$	76. $\frac{1}{2} \bigcirc \frac{1}{3}$

# Geometric Figures

<u>Point</u> : a location	
<u>Line</u> : a straight line made up of points that extends forever in both directions	
<u>Line Segment</u> : a part of a line with two endpoints	
<u>Ray</u> : a part of a line with one endpoint that extends forever in one direction	
<u>Angle</u> : two rays with a common endpoint	
<u>Right Angle</u> : an angle with a measure of $90^\circ$	
<u>Acute Angle</u> : an angle with a measure less than $90^\circ$	
<u>Obtuse Angle</u> : an angle with a measure greater than $90^\circ$	
<u>Parallel Lines</u> : lines that never meet and are always the same distance apart	
<u>Perpendicular Lines</u> : lines that form right angles where they cross	



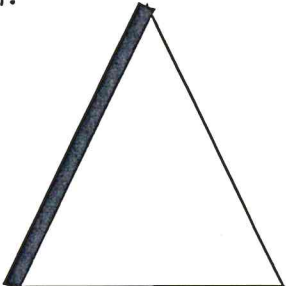
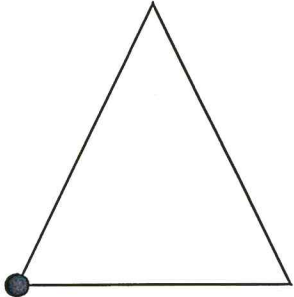
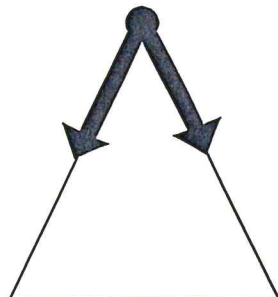
Identify each geometric figure.

<p>77.</p> 	<p>78.</p> 	<p>79.</p> 	<p>80.</p> 
<p>81.</p> 	<p>82.</p> 	<p>83.</p> 	<p>84.</p> 

Draw your own example of each geometric figure.

<p>85. obtuse angle</p>	<p>86. ray</p>	<p>87. acute angle</p>	<p>88. parallel lines</p>
-------------------------	----------------	------------------------	---------------------------

Use a geometry term to identify the bold part of each triangle.

<p>89.</p> 	<p>90.</p> 	<p>91.</p> 
--	--	--



Solve each word problem.

92. Tina left her house at 6:45 AM. She came home at 1:35 PM. How long was she out of the house?

93. Greg made \$18 per hour doing yardwork. If he worked for 6 hours, how much money did he make?

94. Mrs. Appleton baked 24 cookies. If she split the cookies evenly among her 5 children, how many cookies did each child get? How many cookies were leftover?

95. If Tyler is currently 51 inches tall, how many inches more does he need to grow to be 5 feet tall?

96. 24 out of the 30 students in Mr. Willow's class ride the bus to school. What fraction of the class does not ride the bus? Express your answer in simplest form.

97. Xavier played video games for 1 hour and 45 minutes before he went to bed. If he went to bed at 9:00 PM, what time did he start playing video games?

98. Hot dogs come in packages of 12. Hot dog buns come in packages of 8. What is the least number of hot dogs & buns you can buy so that you have the same number of each?

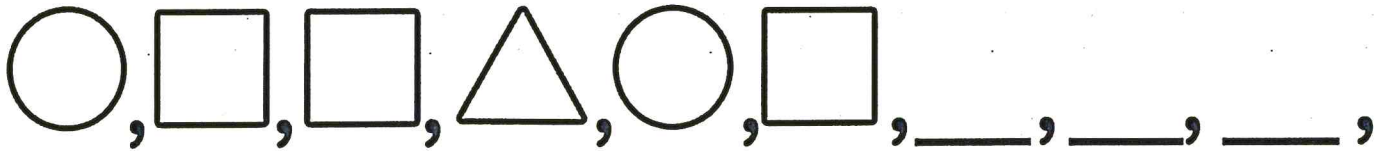
99. Joelle makes \$9 each hour she babysits. If a new phone costs \$112, how many hours must she babysit so that she has enough money to buy the phone?

100. Heather goes to ballet three times a week for 30 minutes each time. She tap dances twice a week for 45 minutes each time. How much time in all does she dance per week?

# Patterns

4.OA.5

## Repeating Patterns



## Growing/Increasing

operations: \_\_\_\_\_, \_\_\_\_\_

① 1, 5, 9, 13, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

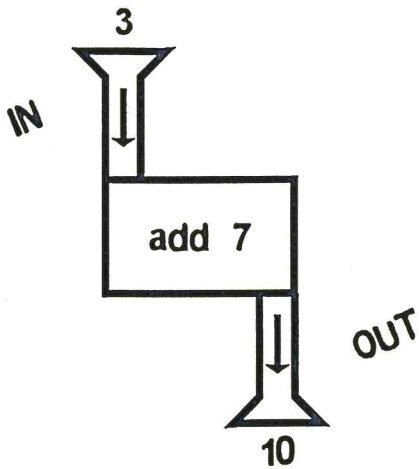
② 6, 12, 24, 48, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Shrinking/Decreasing

operations: \_\_\_\_\_, \_\_\_\_\_

① 14, 12, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

② 2000, 1000, 500, \_\_\_\_\_, \_\_\_\_\_



IN	OUT
1	
6	
14	
21	

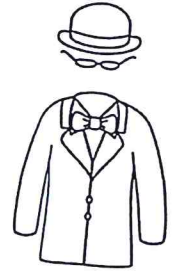
rule: add 7

IN	OUT
3	18
4	24
5	30
6	36
10	_____

rule: \_\_\_\_\_

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

# THE NOT PREFIXES



Directions: Sort the base words by the correct "not" prefix.

non-	im-	in-



movable	decent	moral
sense	accurate	visible
active	port	fiction
verbal	fat	complete
mature	possible	stick



# A Treat for Grandmother

Paige's grandmother was coming to visit. She was so ecstatic. She thought she was going to burst from the anticipation. It had been two years since she last saw her, because she lived in Lyon, France and Paige lived in Houston, Texas with her father and mother. Paige wanted her grandmother's arrival to be extra memorable. Paige's father exclaimed, "I have a wonderful idea. Let's whip up a marvelous dessert that is sure to please everyone's belly! You, my dear, can be my assistant!" Paige thought the idea was genius!

Paige carefully read the recipe card and hurriedly gathered the necessary ingredients:

- 1 package instant pudding mix
- 2 cups cold milk
- 2 eggs
- 1 container whipped topping
- 20 graham crackers

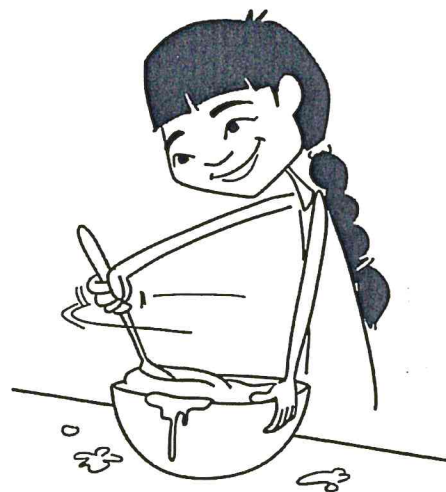
Paige's father thoroughly mixed the pudding mix, eggs, and milk with an electrical hand mixer until it was silky smooth. He placed it in the refrigerator to chill. Paige removed the whipped topping from the freezer so it could thaw out.

Paige gently mixed the whipped topping into the pudding. She laid out ten graham crackers on a cookie sheet so their sides touched. Paige and her father spread the pudding mixture evenly over the crackers.

Paige placed the remaining graham crackers on top of the pudding mixture. Her father put the cookie sheet into the freezer.

The next morning, Paige's father strategically sliced through the pudding to make ten sandwiches. Paige carefully wrapped each one in plastic wrap, secured the bag with a red ribbon, and then put the treats back into the freezer.

The family had their picnic outdoors that evening. Paige carried out a platter of creamy, tasty, easy-to-eat treats. Grandmother thought the sandwich treats were delicious and was proud of Paige for learning how to make such a special dessert. When the night ended, Grandmother motioned for Paige to come to her. She knelt down to Paige and whispered, "The treat was stupendous. You have to give me the recipe!" Paige smiled from ear to ear.





# Man vs. Child: Chef Showdown



After the success of youth cooking shows like *Master Chef Junior*, many producers tried to create similar shows. In 2016, a new show premiered on Now TV's Lifetime channel called *Man vs. Child: Chef Showdown*. The show featured a team of five child cooking wonders- Cloyce (13), Holden (14), Emmalee (12), Dylan (11), and Estie (8). These kids were already making waves in the culinary industry.

Each week, a new professional chef competed against the team of kid chefs. Cooking skills were tested in three rounds as they were challenged to create a different dish. In the first two rounds, a panel of judges tasted the dishes and decided which chef created the most delicious plate. The third and final round was a blind taste test and was judged by a famous master chef. The overall winner took home bragging rights.

The youngest competitor on the show was eight-year-old Estie Kung. During her time on the show, she did an interview with the *South China Morning Post*. In the interview, she talked about her experience as a young chef. "I started cooking when I was three. My mom was really helpful and then I started to catch up a lot. I got so advanced that my mom had no more to teach me. It's me teaching her," she said.

One thing that Estie felt helped her in the competition was her willingness to eat and use unusual ingredients. "I'm not even close to picky. I'll eat anything that's on my plate. Once, I actually tried a quite yummy grasshopper inside the LA Country fair," she boasted. Estie has dreams of one day becoming a professional chef. She knew that her time on the show would help push her dream one step closer to reality.

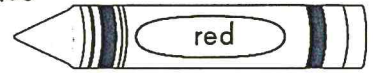
Although the show generated a great buzz at first, it was canceled after two seasons. In the end, the contestants were not discouraged by the show being over. In fact, many of the young chefs were proud to have had the special opportunity. They were able to display their skill in something that they loved at such an early age. The show can still be viewed on streaming sites such as YouTube, Amazon Prime, Google Play, and Vudu.



## Fiction vs. Nonfiction

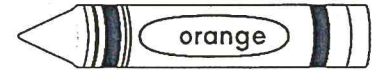
Answer the following questions. Underline the text evidence in the color shown.

1. Unlike "The Man vs. Child: Chef Showdown," "A Treat for Grandmother" includes-



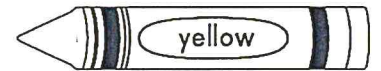
- details of how to make a specific dish and the necessary ingredients.
- a description of the types of food kids can cook.
- a true account of a girl's experience as a young chef on a TV show.
- information about cooking shows with kid participants.

2. One way the two selections are similar is that both the selections-



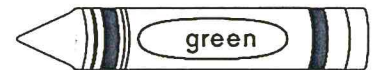
- show that kids cannot be chefs.
- explain how to bake a delicious dish.
- describe kids who love to cook.
- focus on why cooking is important.

3. What fact is given only in "Man vs. Child: Chef Showdown"?



- Man vs. Child is the only show on TV that showcased kids as chefs.
- Paige made a special dessert treat for her grandmother.
- TV producers created other kid cooking shows after Master Chef Junior.
- Man vs. Child was a TV that was on air for three seasons.

4. How are the two selections different?



- One passage includes only facts about baking, and the other includes only opinions about baking.
- One is a nonfiction story about kids in a cooking competition, and the other is a fiction story about a girl who cooks.
- One is written to persuade the reader to become a chef, and the other is written to persuade the reader not to become a chef.
- One describes how to make a special treat; the other describes how to become a chef.

5. In both passages, cooking is described as-



- an activity only suitable for adults.
- an activity best completed on TV shows.
- an activity that kids should complete with their father.
- an activity that both adults and kids can enjoy.



# A Treat for Grandmother vs. Man vs. Child:

Directions: Sort the excerpts from the two passages below.

## FICTION

## NONFICTION

What is the purpose?

What is the purpose?

What are the images?

What are the images?

How is the text organized?

How is the text organized?

- Who are the characters?

What topic is the author discussing?

- What is the setting?

- What is the big event?

- What is the ending?



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

## WRITING NARRATIVES: PLANNING

Brainstorm a list of true stories you could write about your life.

Things, people, or places that are special to me:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Fun times I have had

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When something didn't go as expected

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A terrible day

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

# SIMILIES

Directions: Match the simile to the picture that is depicting it.



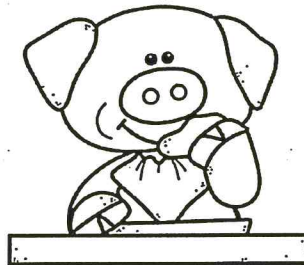
Deidre was as fast as lightning.



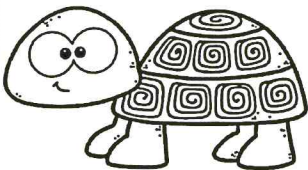
Mr. Dan is as funny as a clown.



After Christmas, I was as poor as a church mouse.



I felt as fresh as a daisy after I slept.



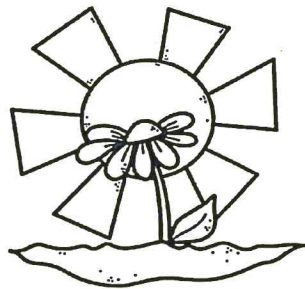
Kendra is like a bull in a china shop.



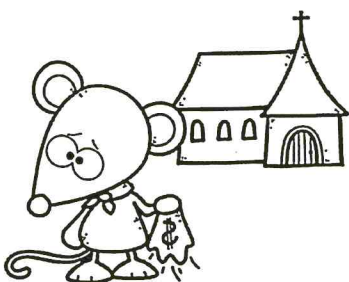
Janet is as greedy as a pig.



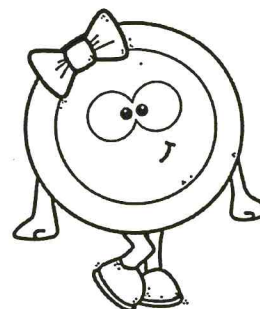
Aabid grew to be as tall as a giraffe.



You look as cute as a button in your new dress.



Deja was as slow as a turtle in the race.



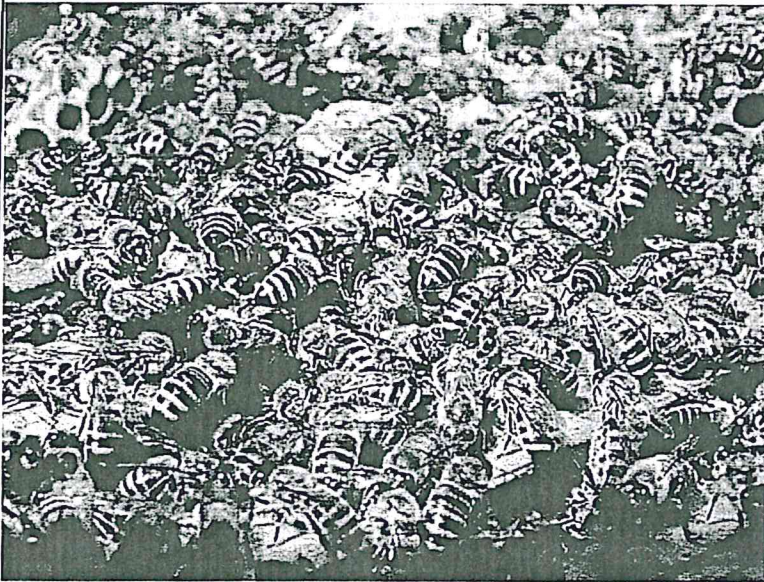
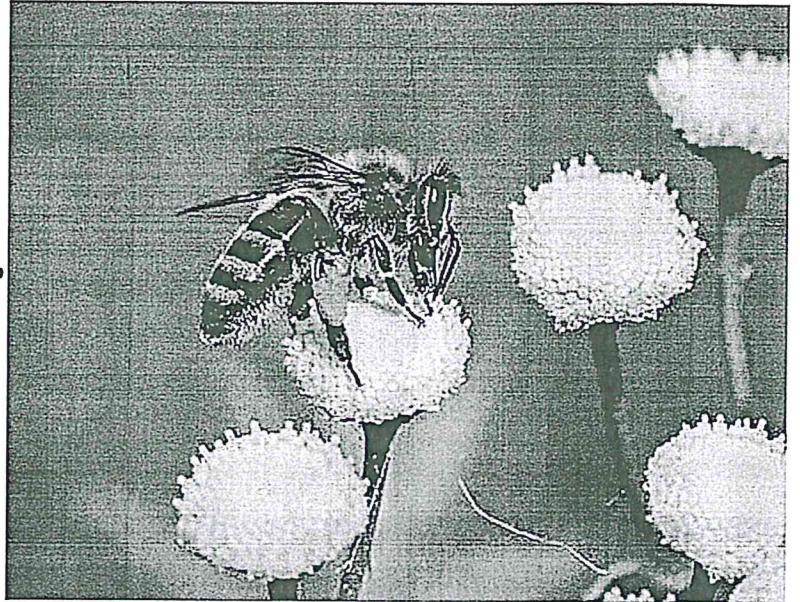
Jaden was as busy as a bee studying for his test.



# Where are the Honeybees?

Do you love to eat fruit? Apples, blueberries, and cherries are some delicious ones! Can you imagine if we no longer had those fruits? Can you imagine if we no longer had many other fruits and vegetables too? Sadly, that could happen some day.

Why would that happen? Honeybees are an essential to many healthy fruits and vegetables, as honeybees help them grow and multiply. Honeybees also help many nuts, such as almonds, and many varieties of flowers. Honeybees seem to be vanishing from our world, and this has scientists puzzled and concerned. How boring would our world be without pretty flowers?



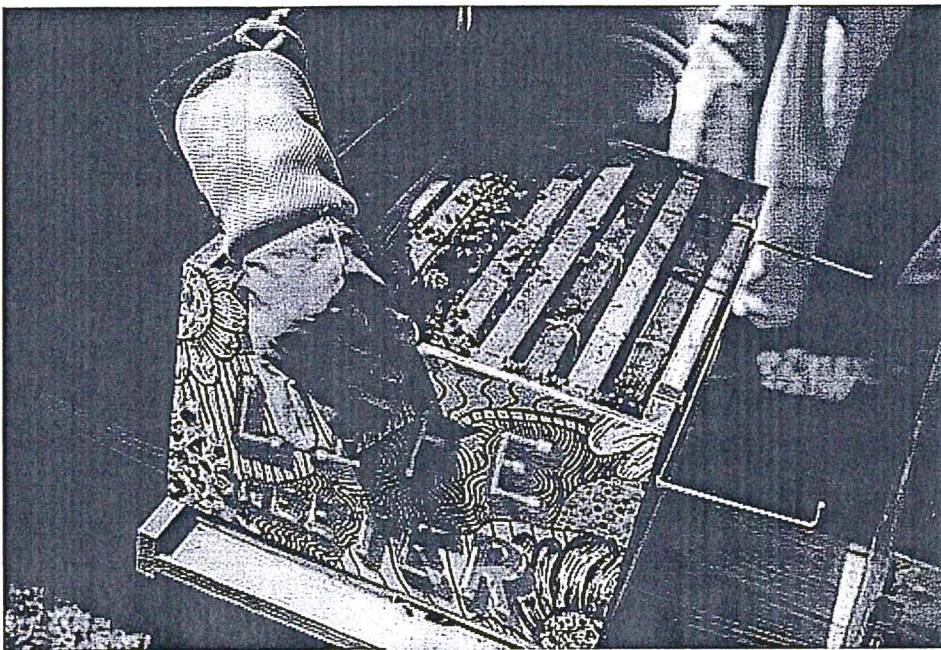
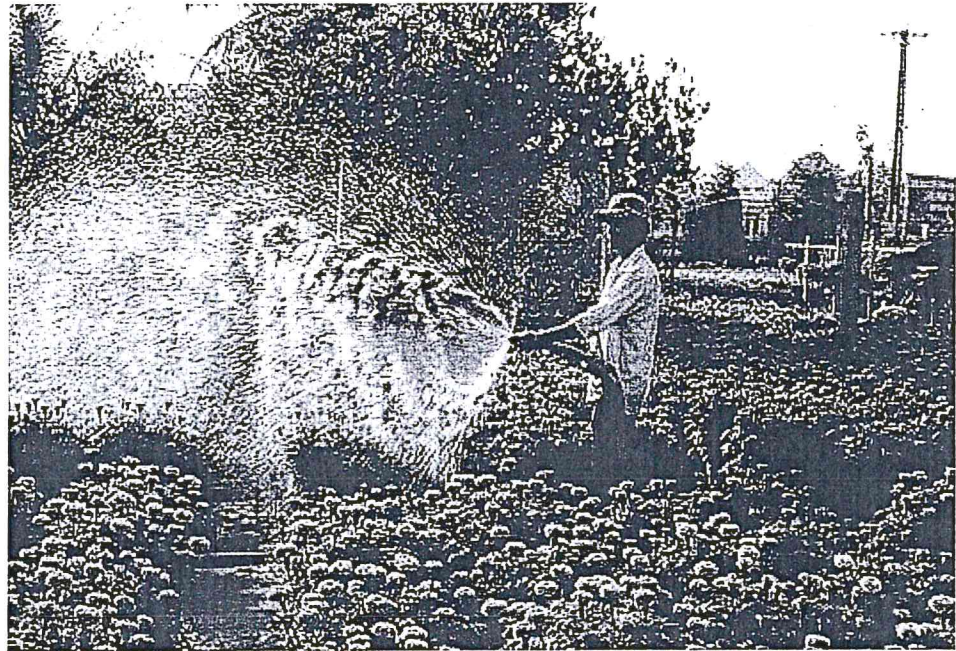
Honeybees pollinate flowers. Without honeybees, the incredible delectable foods we consume would be very bland and boring. Honeybees live together in large colonies, and a single honeybee cannot survive on its own for more than one day, or twenty-four hours. Amazingly, honeybees from one hive can pollinate up to 100,000 flowers in a single day! Pollination leads to fertilization, which leads to new seeds, and therefore, new beautiful healthy flowers. When flowers grow, this means that more fruit can eventually grow too.

The opposite is also true; if honeybees do not pollinate the flowers, they will stop reproducing and growing. This means that the fruits, vegetables, and nuts that we eat and love will no longer exist. The healthy honeybees that were once thriving are not anymore. Why is this the case? What is happening to them?



Scientists believe that some bees have been affected by diseases, parasites and other bugs, and by farming. How has farming hurt the honeybees? Many farmers concentrate on growing one crop. This makes sense for them, but can hurt the bees. They pollinate while the crop is in season, but then are left with nothing else to pollinate after that particular crop dies off until the next season. This means that the bees do not have the food they need to survive.

Farmers also use pesticides. Pesticides are chemicals that keep harmful insects away. However, these chemicals are detrimental to honeybees. Farmers often try to spray the crops when bees are not pollinating actively, but the chemicals can even end up in the seeds of the plants. These grow to become new flowers, and eventually harm the honeybees.



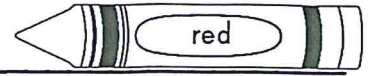
Scientists are working hard to help the honeybees; many beekeepers are working hard too. Planting and growing an extensive variety of flowers for the bees to have access to is important and protecting them from harmful chemicals is necessary too. It is important to make good choices in order to help the honeybees. If we help them, they can continue to help us too!



**Summarize**

Answer the following questions. Underline the text evidence in the color shown.

1. What is the main idea of this text? Use text evidence to support your thinking.



---

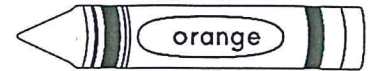
---

---

---

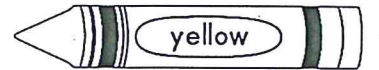
2. What is the text structure?

- a. Sequence
- b. Compare/Contrast
- c. Cause/Effect
- d. Description



3. Write the key details in order.

Scientists and other people work to help honeybees.  
Honeybees pollinate flowers, which leads to new flowers.  
Pesticides harm honeybees.  
Without honeybees, much of our plant-based food would not be around.  
Farming practices can harm honeybees.  
Honeybees help plants grow.



---

---

---

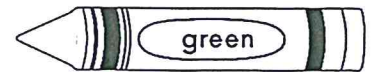
---

---

---

---

4. Why is this topic important? What did the author want you to learn?



---

---

---

---

---

---





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

## WRITING NARRATIVES: PLANNING

Select one story from your planning sheet. Write an outline of each story element.

### CHARACTERS

Who is your main character?

\_\_\_\_\_

What are their character traits?

\_\_\_\_\_

\_\_\_\_\_

How does the main character change?

\_\_\_\_\_

\_\_\_\_\_

### SETTING

Where does the story take place?

\_\_\_\_\_

\_\_\_\_\_

### PROBLEM

\_\_\_\_\_

\_\_\_\_\_

### SOLUTION

\_\_\_\_\_

\_\_\_\_\_

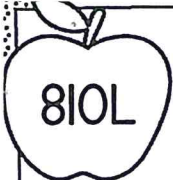
# Airplane Travel

Read the passage. Replace the given word with an antonym from the word bank.

## Word Bank

powerful	tiny	better	rapid	massive
long	over	above	thin	rough
				chilly
				higher

Have you ever traveled on an airplane? Traveling by airplane is a \_\_\_\_\_ way to travel. Did you ever wonder how an airplane worked? Planes need to be aerodynamic to stay in the air. That means the shape of them has to let the air flow \_\_\_\_\_ it. All airplanes have two wings and a \_\_\_\_\_ engine. The body of the plane must be \_\_\_\_\_ and \_\_\_\_\_. The engine moves the plane, and the shape of the plane lets the air go around it to lift it \_\_\_\_\_ the clouds! As the plane goes \_\_\_\_\_ up, the air gets very \_\_\_\_\_. Sometimes, the wind creates turbulence which makes the flight \_\_\_\_\_ for passengers. There are many different types of planes. Some are \_\_\_\_\_ passenger planes and others are \_\_\_\_\_ propeller planes. If you need to travel long distances, an airplane may be a \_\_\_\_\_ choice than a car.



# Erosion

When people arrive in Colorado for the first time they are struck by the majesty and sheer size of the Rocky Mountains. They might think to themselves that those giant hunks of rock must have been there forever; however, they are wrong. The Rocky Mountains are only about forty million years old. In fact, they have been formed and erased from the surface of the earth three times over the course of four and a half billion years.

It is hard to imagine such giant geological formations being worn down to nothing, but it slowly happens every day. Mountains are worn to nothing through processes called erosion and weathering.

Erosion occurs when wind, water, gravity, and ice wear rocks down. As the rocks wear down, they are turned into smaller and smaller rocks. They are eventually blown away. Over millions of years, even the tallest mountain can be worn down into sand!

Don't worry though. New mountains are constantly forming. Mountains form through plate tectonics. The earth's crust is made up of a series of plates. When these plates crash together, they cause mountains to rise from the crash site.

Right now, two plates are crashing together in South Asia. These plates are currently forming the highest mountain range in the world, the Himalayas. This is where Mount Everest is located. Eventually, through erosion, even the sky-high Himalayas will be reduced to sand.

---

## Questions

1. How old are the Rocky Mountains?

\_\_\_\_\_

2. What is erosion?

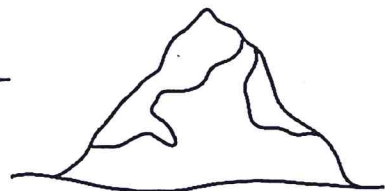
\_\_\_\_\_

3. How do new mountains form?

\_\_\_\_\_

4. What are the highest mountain range in the world?

\_\_\_\_\_



Date: \_\_\_\_\_

# Beginning

- Hook the reader
- Introduce the characters and setting.
- Beginning events

Handwriting practice area for the Beginning section, consisting of a dashed border and eight horizontal lines.

# Middle

- Write the events in sequential order.
- Events should lead up to a problem or big event.

Handwriting practice area for the Middle section, consisting of a dashed border and eight horizontal lines.






# End

- Solve the problem
- Wrap everything up

Handwriting practice area with a dashed border and seven horizontal lines.

## Beginning, Middle, End Rubric

✓+ 	✓ 	✓- 
<b>Beginning:</b> I hooked my reader, introduced my characters and setting, and beginning events.	<b>Beginning:</b> I attempted to hook my reader. I introduced my characters and setting, and beginning events.	I did not hook my reader. I introduced my characters, setting, and beginning event.
<b>Middle:</b> I included all of the important events leading up to my problem or big event. I used appropriate linking words to connect events.	<b>Middle:</b> I included most of the important events leading up to my problem or big event. I included some linking words to connect events.	<b>Middle:</b> I included some of the important events leading up to my problem or big event. I did not include linking words to connect events.
<b>End:</b> I solved my problem and showed how my character changed from the beginning to the end.	<b>End:</b> I solved my problem. I did not show how my character changed.	<b>End:</b> I did not solve my problem or show how my character changed from the beginning to the end.

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

## Dictionary Skills

marine

**marine** [muh-reen]

adj., 1. of or relating to the sea; existing in or produced by the sea. 2. pertaining to navigation or shipping; nautical; navel; maritime. 3. serving on shipboard, as soldiers.

n. 1. a member of the U.S. Marine Corps. 2. one of a class of naval troops serving both on shipboard and on land.

**mend** [mend]

v. (pl - s) 1. to make something broken whole by repairing. 2. to remove or correct defects or errors.

nervous

**multiply** [muhl-tuh-plahy]

v. (pl - ies) 1. to make many; increase the number, quantity of. 2. arithmetic. To find the product of by multiplication. 3. To breed (animals). 4. To propagate (plants).

**nervous** [nur-vuhs]

adj. 1. highly excitable; unnaturally or acutely uneasy or apprehensive: 2. of or relating to the nerves: 3. characterized by or attended with acute uneasiness or apprehension 4. having or containing nerves.

1. Why is the word "nervous" at the top right-hand side of the page?

2. What is the purpose of the words in brackets, for example, [muh-reen]?

3. Why is the part of speech included after each word?

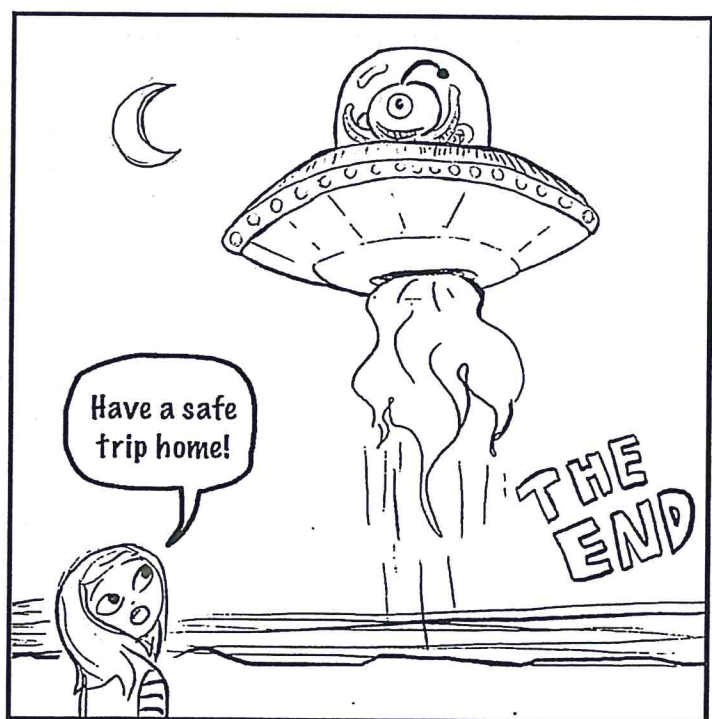
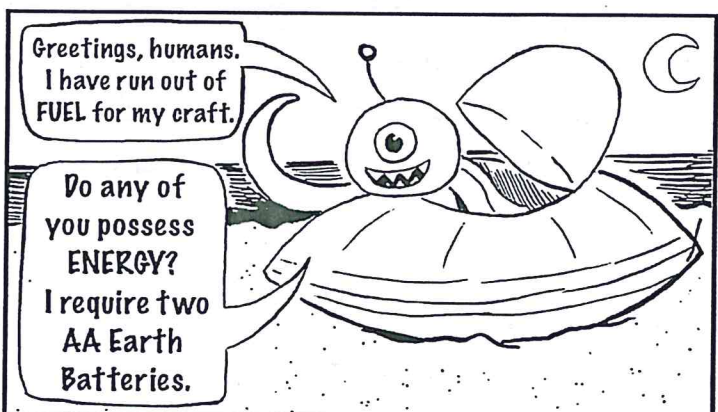
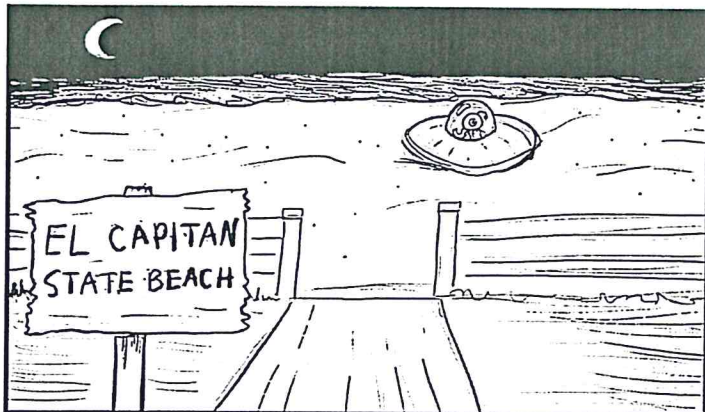
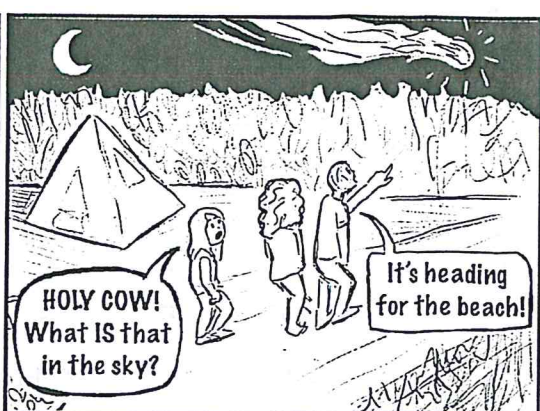
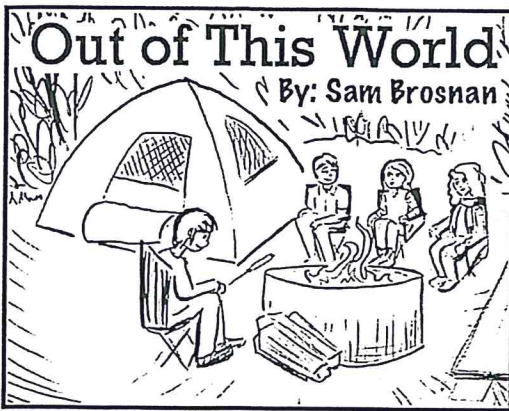
4. What does pl mean?

5. What does adj. mean?

6. Read the following sentence: "A dolphin is a marine mammal." What definition of "marine" does this word fit in this particular sentence?

7. Write a sentence with the second definition listed for the word "multiply."







# What Really Happened in Roswell?

On July 7, 1947, something strange happened in Roswell, New Mexico. A man working on a ranch found bits of foil, rubber, wood, and cardboard scattered all over a field. He told the sheriff who told the Roswell Army Air Field. By the time they went to the ranch to check things out, the story was already in the newspaper. The headline said it was a "flying saucer" that crashed on the ranch. This made people believe that it was a UFO (unidentified flying object) that came from outer space.

## A Government Coverup

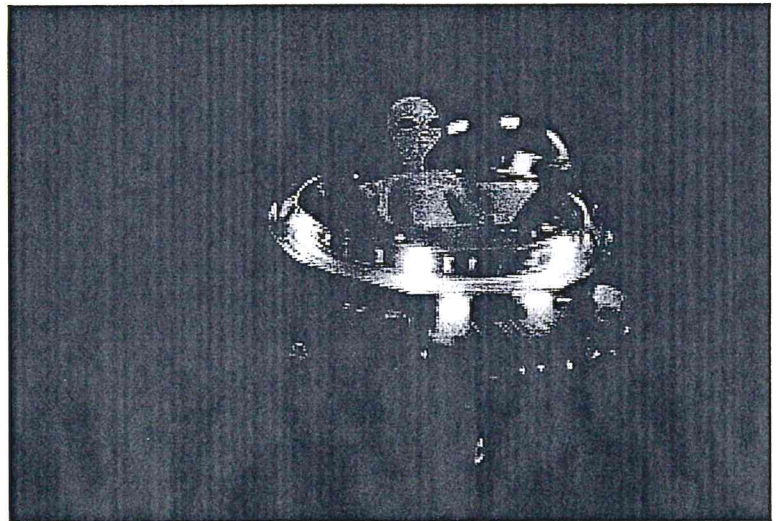
While there was no proof that it was a UFO, it was still unclear about what it could be. The first report said that it was a flying object that crashed in a storm. The second report said it was a weather balloon, but the description did not match the materials that they found. What could it be? Was the government covering up the truth?

Soon, everyone wanted to know the secret. One nurse who worked for the army said she accidentally walked in a room where doctors were operating on small, gray bodies that looked like humans with big heads. After the incident, many books and movies were made about UFOs and aliens. As a result, there was an increase in the number of UFO sightings. Could aliens really exist?

## The Truth Comes Out

Finally, in 1997, the government told the truth. The object that crashed was a new technology that was being used to spy on The Soviet Union (modern day Russia) to see if they had atomic bombs. The bodies that people thought were aliens were actually test dummies used for the project. Still, some people choose to believe and every year they come from all over the world to Roswell for a festival on the anniversary of the crash.

What do you think happened in Roswell?



An alien statue at the Roswell UFO Festival

## Determining Importance

Answer the following questions. Underline the text evidence in the color shown.

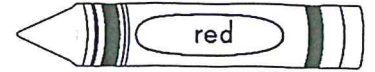
1. What was a result of all of the movies and books about UFOs?

There were more reports of UFO sightings.

There was more proof of UFOs.

There were more festivals for UFOs.

There were more crashes of UFOs.



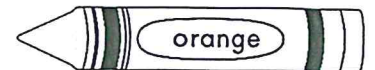
2. What conclusion can you make about why the government said it was a weather balloon?

The government did not know the truth.

The government was testing the weather.

The crash site had materials from a weather balloon.

The government did not want to tell the truth.



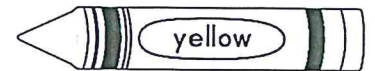
3. According to the comic, why did the aliens stop at the beach?

They wanted to meet humans.

They wanted to take over Earth.

They were looking for AA batteries.

Their spacecraft ran out of fuel.



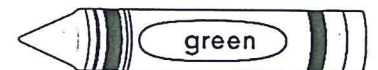
4. What does UFO stand for?

Unbelievable flying object

Unidentified flying object

Unbelievable flying obstacle

Unidentified flying object



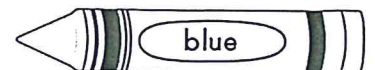
5. Which of the following statements is a similarity between the two stories?

People see something strange in the sky.

A UFO crashed on Earth.

Aliens were killed in the crash.

There is no proof that it was a UFO.



-----

-----

-----

-----

