

## Welcome to 4th Grade Distance Learning!

### (Please read entirely)

You can access all current and previous work along with videos on our school website.

<https://judsonacademy.wixsite.com/jags/4th-grade>

**Each teacher will be utilizing Zoom during their office hours to address any questions scholars might have, face to face. If your scholar has no questions, have them to continue to work on their packet. If you have a question outside of those hours listed please feel free to email, or your question.**

Teacher/ Subject	Contact & Office Hours
J.Howard/Reading CSI/ Science and Social Studies (CSI students need to meet with Ms. Howard at this time)	Office Hours: Monday and Wednesday <b>9:00 AM – 10:00</b> (video & phone conferences only) Email: <a href="mailto:janay.howard@ideapublicschools.org">janay.howard@ideapublicschools.org</a> Zoom: 534 209 928 Password: Idea
T.LeBlanc/Math	Office Hours: Tuesday and Thursday <b>10:00 -11:00</b> (video & phone conferences only) Email: <a href="mailto:tanisha.leblanc@ideapublicschools.org">tanisha.leblanc@ideapublicschools.org</a> Zoom: 195-884-405 Password: Idea
(Note time change) K.Witherspoon/Writing and Additional	Office Hours: Tuesday and Thursday <b>11:00-12:00</b> (video & phone conferences only) Email: <a href="mailto:kimberly.witherspoon@ideapublicschools.org">kimberly.witherspoon@ideapublicschools.org</a> Zoom: 216 691 722 Password: Idea
A.Garcia/Reading	Office Hours: Monday and Wednesday <b>1:00-2:00</b> (video & phone conferences only) Email: <a href="mailto:ashley.garcia@ideapublicschools.org">ashley.garcia@ideapublicschools.org</a> Zoom: 4070050085 Password: Idea
<b>Additional Support:</b> If your scholar needs additional support, please contact Ms. Totson.	Office Hours: Monday, Wednesday, Friday <b>2:30-3:30</b> (video & phone conferences only) Email: <a href="mailto:amathyst.totson@ideapublicschools.org">amathyst.totson@ideapublicschools.org</a> Zoom: <a href="https://zoom.us/j/4127079055">https://zoom.us/j/4127079055</a>

**Turning in assignments:** To turn in assignments, **take a clear picture and send it to subject teacher as an email or a Remind message. All assignments are due by noon (12:00) Monday.** **Attendance and Grades:** Please make sure that your scholar sends in assignments to receive credit for attendance and grades. Please contact teachers with questions or concerns on Zoom during teacher office hours, on Remind, or email.



## 3rd – 5th Grade FITNESS FUN!

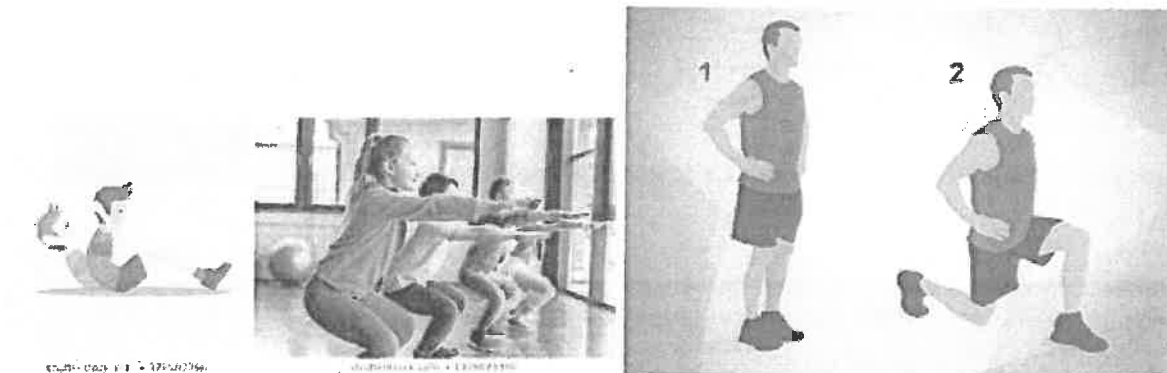
**April 13 – April 17**

**My Goal: Complete two rounds of each exercise 3 days this week. Once each activity is complete, mark with an "X"**

	Monday	Wednesday	Friday
15 Jumping Jacks			
15 Sit Ups			
15 Squats			
15 Lunges			
15 Push Ups			
15 Toe Touches			
15 Leg Raises			
15 Arm Circles			
15 Knee Raises			
Play Outside: 15-30 min			

Please complete each workout only 3 days this week Once completed send picture on remind or my email for grade [clifton.ross@ideapublicschools.org](mailto:clifton.ross@ideapublicschools.org)!!

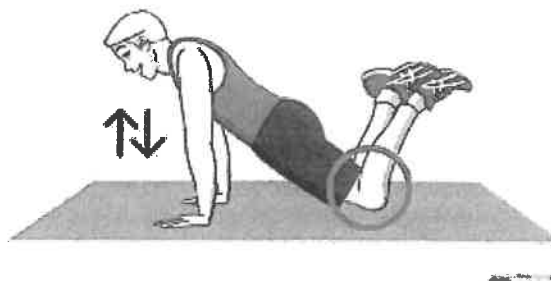
Below are examples of each exercise workout scholars will complete



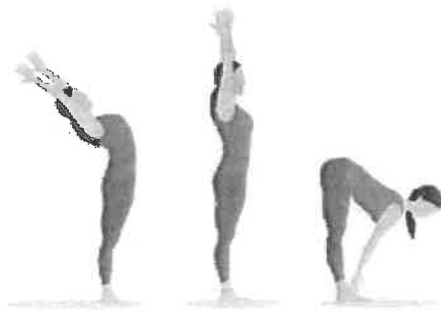
Sit ups

Squats

Lunges



Push Ups



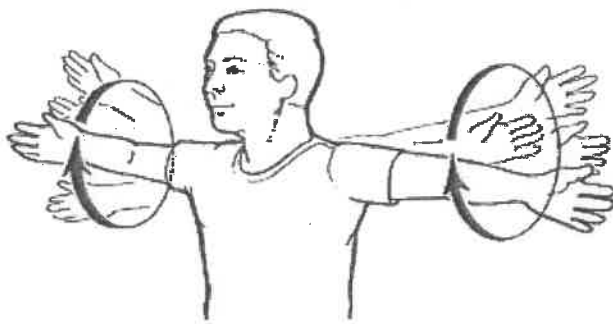
shutterstock.com • 1095026442

Modified Push ups

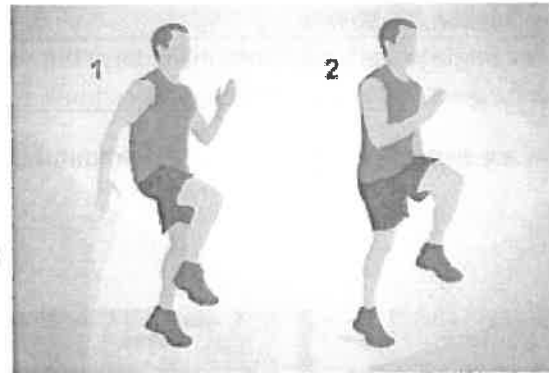


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Toe Touches



Leg Raises




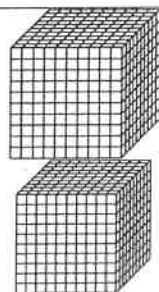
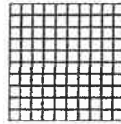
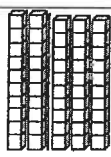

Arm Circle

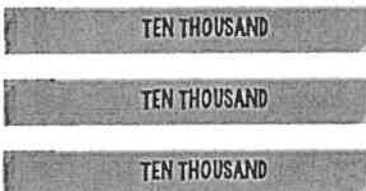
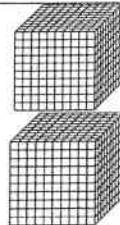
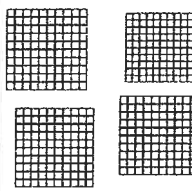


Knee Raises



# Comparing Numbers

with base ten blocks

TT	TH	H	T	O
3	2,	1	5	4
				

TT	TH	H	T	O
3	2,	5	3	1
				

32,531 is greater than 32,154

# Ordering Numbers

Start in the  
**largest place**  
and  
compare.

## Example

168,234, 275,879, 168,025

Move to the  
next place  
and compare  
if the numbers  
are equal.

G to L	L to G
275,879	168,025
168,234	168,234
168,025	275,879

71,289, 72,289, 171,289

List the  
numbers in  
the correct  
order.

G to L	L to G
171,289	71,289
72,289	72,289
71,289	171,289

# Rounding

**Step 1:** make a place value chart

Ten Million	One Million	Hundred thousand	Ten thousand	thousands	hundreds	tens	ones

**Step 2:** Identify place value being rounded & underline.

789,236

**Step 3:** Put a box around the underlined digit & digit to the right [*the boss*]

4 or less? Let it rest!

5 or more? Raise the score!

**HINT:** digits to the left of the box stay the same & digits to the right of the box turn into zero.



1 From top to bottom, which list of numbers is in order from greatest to least?

A	B	C	D
5,231,008	6,412,539	5,632,347	6,378,474
5,233,164	6,410,314	5,631,286	6,374,654
5,237,268	6,409,211	5,632,155	6,374,649
5,239,480	6,408,108	5,631,012	6,372,789
5,235,568	6,411,096	5,632,158	6,372,699

2 The table shows the populations of 4 different countries.

Country	Population
Saudi Arabia	30,770,375
Malaysia	30,403,384
Peru	30,814,175
Uzbekistan	30,492,268

Which lists the countries in order from least population to greatest population?

- F Malaysia, Uzbekistan, Saudi Arabia, Peru
- G Uzbekistan, Malaysia, Saudi Arabia, Peru
- H Saudi Arabia, Malaysia, Uzbekistan, Peru
- J Peru, Saudi Arabia, Uzbekistan, Malaysia

3 Kurt and Eric wrote four numbers.

Kurt's Numbers	Eric's Numbers
467,521,349	469,015,894
462,399,104	468,015,923
468,015,894	468,148,261
465,363,234	468,016,930

Which correctly compares the largest number that Kurt wrote to the smallest number that Eric wrote?

- A  $467,521,349 < 468,016,930$
- B  $468,015,894 < 468,015,923$
- C  $468,015,894 > 468,148,261$
- D  $465,363,234 > 469,015,894$

4 The highest scores that four students earned while playing a video game are shown on the table below.

Bianca	736,040,285
Simon	735,965,950
Chan	736,041,112
Eduardo	736,030,783

Which lists the students' scores in order from highest to lowest?

- A Bianca, Chan, Eduardo, Simon
- B Simon, Eduardo, Bianca, Chan
- C Chan, Bianca, Eduardo, Simon
- D Chan, Eduardo, Bianca, Simon

5 Truck A transported 674,953 pounds of stone yesterday. Truck B transported 2,450 more pounds of stone than Truck A. Truck C transported 675,254 pounds of stone. Which correctly compares the number of pounds of stone that trucks B and C transported?

- F  $674,953 < 675,254$
- H  $675,254 > 677,403$
- G  $677,403 > 675,254$
- J  $674,953 < 677,403$

6 Rashawn is thinking of a number that is between 95,000,000 and 95,500,000. He wants Tabitha to guess the number. Which guess is NOT reasonable?

- A 95,500,050
- C 95,050,500
- B 95,055,000
- D 95,005,500

7 Lakita was asked to write and compare two 9-digit numbers. Which comparison is correct?

- F  $230,950,461 < 229,950,461$
- G  $429,674,251 = 429,647,251$
- H  $652,148,963 > 652,148,965$
- J  $864,329,157 = 864,329,157$

1 Last year the elementary schools in RRISD recycled 212,708 pounds of paper, plastic, and aluminum. This number is between which pair of numbers?

- A 212,200 and 212,500
- B 212,500 and 212,800
- C 211,600 and 211,900
- D 212,800 and 213,000

2 Which comparison is correct?

- F  $458,962 > 485,962$     H  $360,218 < 360,220$
- G  $194,684 < 194,648$     J  $264,304 > 264,403$

3 From top to bottom, which list of numbers is in order from greatest to least?

A	B	C	D
8,419,324	9,165,327	8,540,631	9,324,648
8,419,312	9,165,417	8,540,613	9,323,638
8,418,459	9,164,284	8,539,746	9,323,574
8,418,495	9,164,174	8,539,739	9,321,847
8,417,473	9,163,056	8,537,995	9,333,512

4 The table shows the populations of 4 different countries.

Country	Population
Jordan	6,656,510
Laos	6,693,384
Eritrea	6,536,934
Paraguay	6,893,727

Which lists the countries in order from greatest population to least population?

- F Jordan, Laos, Eritrea, Paraguay
- G Paraguay, Laos, Jordan, Eritrea
- H Laos, Paraguay, Jordan, Eritrea
- J Paraguay, Jordan, Laos, Eritrea

5 For a report, Timothy researched avocado production in the state of California. He learned that California produced 343,457,000 pounds of avocados last year. This number is between which two numbers?

- A 343,000,000 and 343,500,000
- B 345,000,000 and 350,000,000
- C 340,000,000 and 343,000,000
- D 343,500,000 and 344,000,000

6 Julianne wants to compare the numbers shown here.

74,561,360 ○ 74,561,359

Which symbol should she write in the circle to make the comparison correct?

- F =      G <      H ×      J >

7 Which comparison is correct?

- A  $632,452,784 < 632,442,784$
- B  $632,499,999 > 632,500,000$
- C  $632,457,218 = 632,457,281$
- D  $632,451,784 > 632,450,992$

8 The table shows the populations of 4 different cities.

City	Population
Dhaka	12,043,977
Mumbai	12,655,220
Cairo	11,922,949
Moscow	12,111,194

Which lists the cities in order from least population to greatest population?

- F Cairo, Moscow, Dhaka, Mumbai
- G Mumbai, Moscow, Dhaka, Cairo
- H Cairo, Dhaka, Moscow, Mumbai
- J Mumbai, Dhaka, Moscow, Cairo

1 The table shows the populations of 4 different countries.

Country	Population
Guatemala	15,806,675
Cambodia	15,184,116
Ecuador	15,870,100
Malawi	15,805,239

Which lists the countries in order from greatest population to least population?

- A Ecuador, Malawi, Guatemala, Cambodia
- B Guatemala, Ecuador, Malawi, Cambodia
- C Ecuador, Guatemala, Malawi, Cambodia
- D Malawi, Ecuador, Guatemala, Cambodia

2 The Johnson Stone Quarry extracted 4,546,605 pounds of limestone from the ground last year. This number is between which pair of numbers?

- F 4,550,000 and 4,560,000
- G 4,350,000 and 4,450,000
- H 4,560,000 and 4,570,000
- J 4,540,000 and 4,550,000

3 Which comparison is correct?

- A  $147,584 = 147,854$
- B  $129,249 < 129,250$
- C  $135,621 > 135,734$
- D  $118,267 < 118,189$

4 From top to bottom, which list of numbers is in order from greatest to least?

F	G	H	J
3,651,487	3,294,875	3,468,104	3,568,913
3,650,157	3,294,754	3,469,054	3,568,910
3,650,149	3,293,656	3,470,135	3,567,846
3,649,258	3,293,659	3,469,224	3,567,752
3,648,595	3,292,114	3,458,177	3,568,451

5 Look at the numbers in this table.

Number A	627,854,692
Number B	627,834,186
Number C	627,855,490

Which correctly compares numbers A and C?

- A  $627,854,692 > 627,834,186$
- B  $627,855,490 > 627,854,692$
- C  $627,834,186 < 627,855,490$
- D  $627,854,692 > 627,855,490$

6 Benjamin wants to compare the numbers shown here.

$$53,589,642 \bigcirc 53,590,481$$

Which symbol should he write in the circle to make the comparison correct?

$$F < \quad G = \quad H > \quad J \div$$

7 Which comparison is correct?

- A  $839,254 < 838,617$
- B  $859,999 > 860,000$
- C  $847,691 > 847,690$
- D  $816,530 < 816,529$

8 Sara and Jada wrote four numbers.

Sara's Numbers	Jada's Numbers
927,634,120	926,974,208
924,347,995	927,635,274
927,635,274	926,984,179
924,515,132	927,635,199

Which correctly compares the largest number that Sara wrote to the largest number that Jada wrote?

- F  $927,634,120 > 926,974,208$
- G  $927,635,274 > 927,635,199$
- H  $927,635,274 = 927,635,274$
- J  $927,635,274 < 928,457,841$

1 Hillary researched the population of Brazil on the Internet and found it to be 203,462,125. Which shows this number rounded to the nearest hundred thousand?

- A 203,460,000
- B 203,500,000
- C 203,000,000
- D 203,462,100

2 Paulino wrote a 6-digit number on a chalkboard. His teacher asked him to round the number to the nearest ten thousand. Paulino rounded the original number and the result was 670,000. Which could be the original number Paulino rounded?

- F 674,358
- G 675,358
- H 664,358
- J 679,358

3 In one year a passenger jet flew a total distance of 1,753,512 miles. Which shows this number rounded to the nearest thousand?

- A 1,753,000
- B 1,755,000
- C 1,754,000
- D 1,750,000

4 Four students were asked to round this number to a different place value.

442,698,432

The table shows how each student rounded the number.

Student W	442,698,000
Student X	442,698,400
Student Y	442,700,000
Student Z	442,698,430

Which student rounded the number to the nearest hundred?

- F W      G X      H Y      J Z

1 Which pair of index cards shows numbers that round to 73,000 when rounded to the nearest thousand?

A

70,315

70,305

C

73,742

72,303

B

72,495

73,523

D

73,459

72,568

2 When rounded to the nearest ten thousand, the population of the state of California is 38,330,000. Which could be the exact population of the state of California?

- F 38,324,634
- G 38,336,279
- H 38,332,521
- J 38,341,215

3 Delfina wrote a 4-digit number. When rounded to the nearest hundred, the number is 5,000. When rounded to the nearest ten, the number is also 5,000. Which could be the number Delfina wrote?

- A 4,995
- B 4,924
- C 5,029
- D 5,142

4 Kuan-Yin added the population of Arkansas to the population of Nevada as shown below.

$$2,959,373 + 2,790,136 = 5,749,509$$

Which shows the sum rounded to the nearest hundred thousand?

- F 5,750,000
- G 2,800,000
- H 5,800,000
- J 5,700,000



1 When rounded to the nearest hundred thousand, the population of the state of North Carolina is 9,800,000. Which could be the exact population of North Carolina?

- A 9,858,060
- B 9,748,060
- C 9,878,060
- D 9,848,060

2 Joseph wrote a 5-digit number. When rounded to the nearest thousand, the number is 31,000. When rounded to the nearest hundred, the number is 31,000 as well. Which could be the number Joseph wrote?

- F 31,195
- G 30,495
- H 31,595
- J 30,995

3 Which pair of index cards shows numbers that round to 420,000 when rounded to the nearest ten thousand?

A

425,000

409,500

C

410,950

425,500

B

424,000

415,000

D

402,150

395,500

4 Rebecca subtracted 3,467,250 from 6,519,658 as shown below.

6,519,658 - 3,467,250 = 3,052,408

Which shows the difference rounded to the nearest hundred thousand?

- F 3,000,000
- G 3,500,000
- H 3,100,000
- J 6,500,000

5 Yan-Yan wrote a 4-digit number on a piece of paper. Her teacher asked her to round the number to the nearest ten. She rounded the number and the result was 5,640. Which could NOT be the original number she rounded?

- A 5,637
- B 5,645
- C 5,643
- D 5,638

6 The population of Ohio is 11,570,808. The population of Illinois is 12,882,135. Which shows the population of Ohio rounded to the nearest ten thousand?

- F 12,880,000
- G 11,570,000
- H 12,900,000
- J 11,580,000

7 A lumber company produced 7,246,502 cubic feet of lumber last year. Which shows this number rounded to the nearest hundred thousand?

- A 7,250,000
- B 7,000,000
- C 7,200,000
- D 7,300,000

8 Four students were asked to round this number to a different place value.

817,655,497

The table shows how each student rounded the number.

Student #1	817,655,000
Student #2	817,655,500
Student #3	817,656,000
Student #4	817,660,000

Which student rounded the number to the nearest thousand?

- F #1
- G #2
- H #3
- J #4



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

Complete this scantron and make sure to turn it in via Remind or email by April 20<sup>th</sup>.

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (F) (G) (H) (J)
- 6 (A) (B) (C) (D)
- 7 (F) (G) (H) (J)

Monday (1317)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)

Tuesday (6108)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)

Wednesday (8981)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)

Thursday (2025)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)

Friday (18041)



## Week 4

### Writing Daily Work and Information

Teacher- Ms. Witherspoon Email: [kimberly.witherspoon@ideapublicschools.org](mailto:kimberly.witherspoon@ideapublicschools.org)

Remind Code: @ce9g878d7a (Only if not connected)

Zoom Schedule: Tuesday & Thursday 9:00-10:00 ID: 216 691 722 Password: Idea

School Website: <https://judsonacademy.wixsite.com/jags/4th-grade>

Directions:

- Work on your daily writing topics. Listed below.
- Complete one STAAR practice a day. **Complete and put answers on the scantron. This is the only thing you will send back to me this week.**
- Complete one Daily Gram a day. Do not send any of this back.
- Complete one Skills Practice a day. Do not send any of this back.
- **Daily Writing-** We will begin transitioning into daily journal writing. You will need to make sure to have a journal or paper to write on daily. **This writing will not be returned. Please keep at home.**

(Videos going over the prompts will be found on the website mentioned above.)

### Distance Learning: Journal Time

Minutes	Objective
5	Brainstorm different ideas and select one.
20	Write about the idea selected. If you finish, select a new idea and continue writing. Revise and edit if needed.
5	Share your writing with someone at home. You may also share your favorite sentence or topic with your teacher.

Day 1- Write about your favorite hobby.

Day 2- Write about a special family member.

Day 3- Write about a book character you love.

Day 4- Write about a time when you felt excited.

Day 5- Write about someone famous.



**STAAR Practice**

Return answers on Scantron  
only.

Return answers on Scantron  
only.



Monday

**Countdown to the Writing STAAR**

**Grade 4 Series 7 Comp 1**

Xiao-Chen wrote this paper to tell about *uninvited* guests. She wants you to help her improve the paper. Read Xiao-Chen's paper. Then answer the questions that follow.

Oh, Rats!

(1) There are a lot of trees in my backyard, and the trees serve as a home to a variety of playful birds and spirited squirrels. (2) I sit and watch these frisky critters search for food while I sit in my favorite chair on weekends on the porch. (3) The birds look for seeds and insects. (4) Meanwhile, the squirrels look for seeds and nuts.

(5) I asked my mother to buy some *Wild Critter Food* at the store. (6) I wanted to feed the birds and squirrels on the porch. (7) I was hoping to get closer to them while they ate so I could take some photographs.

(8) My mom bought a bag of critter food the next day. (9) The bag was full of sunflower seeds, various nuts, and small pieces of dried fruit. (10) Every afternoon I spread some of the food on the floor on the far end of the porch. (11) I placed my favorite chair on the opposite end.

(12) Within a week, the back porch looked like a nature preserve with all of the bustling activity of birds and squirrels. (13) The birds loved to eat the sunflower seeds and dried fruit. (14) The squirrels relished the various nuts. (15) I loved to watch them, and I snapped some great photos. (16) My favorite photograph of all time, entitled *Moon and Half Dome*, was taken by Ansel Adams.

(17) About a week later, the rats arrived. (18) My mother was upset. (19) She said that wild rats were not a good animal to have living around the house because they spread diseases.

(20) I made a plan to feed the birds and squirrels but not attract the rats. (21) The plan involved a broom. (22) The next day, I fed the birds and squirrels from 3:00 to 4:00. (23) After they finished eating, I carefully swept up the leftover food and threw it away.

1 What is the **BEST** way to revise sentence 2?

- A These frisky critters I watch on weekends search for food while I sit on the porch in my favorite chair.
- B On weekends, I sit in my favorite chair on the porch and watch these frisky critters search for food.
- C I sit on my favorite chair, watch these frisky critters, and search for food on weekends on the porch.
- D I watch these frisky critters search for food in my favorite chair on weekends on the porch while I sit.

15C\*

2 What is the **BEST** way to combine sentences 3 and 4?

- F The birds look for seeds and insects, the squirrels look for seeds and nuts.
- G The birds and squirrels both look for seeds, and the squirrels look for nuts.
- H The birds look for seeds and insects while the squirrels look for seeds and nuts.
- J The birds look either for seeds or insects, but the squirrels don't look for insects.

15C\*

3 Xiao-Chen would like to add the following sentence to her paper.

Apparently, the leftover food that the birds and squirrels didn't eat was attracting the rats at night.

Where should Xiao-Chen insert this sentence?

- A After sentence 17
- B After sentence 20
- C After sentence 14
- D After sentence 10

15C\*

4 Xiao-Chen wants to add a closing sentence to her paper. Which sentence could **BEST** follow sentence 23?

- F The rats didn't come back and I never fed those birds and squirrels again.
- G The moral of the story is: *do unto others as you would have them do unto you.*
- H This is the end of my paper and I hope you can learn from my mistake.
- J To my mother's relief, the plan worked and the rats didn't come back.

15C\*

5 Which sentence does not belong in this paper?

- A Sentence 1
- B Sentence 7
- C Sentence 16
- D Sentence 21

15C\*

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Luohorva/Ui

## Countdown to the Writing STAAR

### Grade 4 Series 7 Comp 2

Christina wrote a story about sharing a bedroom. She wants you to read the paper and suggest any corrections that she should make. When you finish reading Christina's story, answer the questions that follow.

#### Bunk Beds

(1) Emily entered the new house that her parents had just bought, she reluctantly looked around. (2) She walked through the small house and counted the bedrooms. (3) She said, "Mom, there are only three bedrooms in this house!"

(4) Her mother said, "Mandy and you will have to share a bedroom. (5) Since Maddie's a baby, she will need her own room. (6) She wakes up twice each night for a feeding."

(7) Baby Maddie's old sisters were not happy. (8) They didn't have to share a room in their last house. (9) Mandy and Emily somberly trudged into their new empty bedroom. (10) The room was very small. (11) From the door their Father said, "You two will have to sleep in bunk beds. (12) And you might have to share a dresser, too."

(13) Mandy said, "Little sister, when we get the new bunk beds you will have to sleep on the bottom bunk. (14) The top bunk will be to high off the ground." (15) Emily felt relieved. (16) She didn't want to sleep on the top bunk anyway.

(17) For the next few years, Emily happily slept on the bottom bunk. (18) She liked it because it was close to the ground and it didn't take long to get into and out of it. (19) In addition, she didn't have to worry about falling out of bed at night.

(20) The day finely arrived when it was time for Mandy to move out because she was entering college. (21) That was fortunate because there was a new baby coming. (22) Maddie, now calling herself Madeline, would have to move into Emily's room so the new baby could have his own room.

(23) Madeline cautiously entered her new room. (24) Emily said, "Hey, little sister, you take the bottom bunk. (25) You'll like it because you won't have to worry about falling out of bed at night." (26) Emily felt mature. (27) Madeline felt relieved.

What is the correct way to write sentence 1?

- A Emily entered the new house that her parents had just bought. Reluctantly looked around.
- B Emily entered the new house that her parents, had just bought, she reluctantly looked around.
- C Emily entered the new house that her parents had just bought, and she reluctantly looked around.
- D Sentence 1 is written correctly in the paper.

208

What change, if any, should be made in sentence 5?

- F Change *Since* to *Cents*
- G Change *Maddie's* to *Maddies*
- H Change *her* to *hers*
- J Make no change.

155

What change, if any, should be made in sentence 7?

- A Change *Maddie's* to *Maddies*
- B Change *old* to *older*
- C Change *were* to *was*
- D No change should be made.

20A

What change, if any, should be made in sentence 11?

- F Change *their* to *there*
- G Change *Father* to *father*
- H Delete the comma
- J Sentence 11 should not be changed.

218

What change, if any, should be made in sentence 14?

- A Change *be* to *bee*
- B Change *to* to *too*
- C Insert a comma after *high*
- D Sentence 14 should not be changed.

150

What change, if any, should be made in sentence 20?

- F Change *finely* to *finally*
- G Change *out* to *outside*
- H Change *she* to *her*
- J No change should be made.

150

What change, if any, should be made in sentence 22?

- A Change *herself* to *itself*
- B Change *would* to *wood*
- C Change *Emily's* to *Emiliys*
- D No change should be made.

150

Wohlschlag

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# Wednesday

## Countdown to the Writing STAAR

### Grade 4 Series 7 Comp 3

Dominic's class has been studying tall buildings. Dominic wrote this report to tell what he learned about the Eiffel Tower. He wants you to correct the errors in his report. Read the report and answer the questions that follow.

#### The Eiffel Tower

(1) The Eiffel Tower was built for the *World's Fair* in 1889 in Paris in which the fair was held. (2) At the time, the Eiffel Tower was the tallest structure in the world. (3) It is no longer the tallest structure in the world, but it is still the tallest structure in Paris.

(4) The tower was designed by a man named Gustave Eiffel. (5) Gustave was an architect who built bridges and structures out of metal. (6) Not many people know this, but he also helped build the Statue of Liberty.

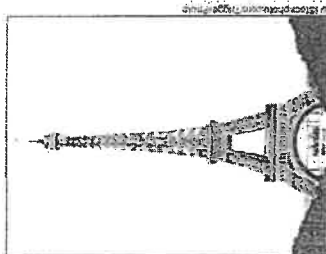
(7) One of Gustave's lifelong dreams was to design and build the tallest structure in the world. (8) At first, he wanted to build the Eiffel Tower in Canada. (9) Canada didn't want it. (10) He decided to build it in Paris instead.

(11) When the tower was completed, it stood over 320 meters high. (12) It was made of steel, though. (13) It was constructed of a special iron called *puddle iron*. (14) It was a very pure form of iron. (15) Ultimately, 7,000 tons of puddle iron the Eiffel Tower was made of. (16) After it was built, the puddle iron was painted with 60 tons of paint.

(17) More than six million people visit the tower each year. (18) Visitors can go to each of the three levels of the tower. (19) The first level of the tower has shops, places to eat, and a museum. (20) The second level has a snack bar and an observation deck.

(21) The third level gives visitors a breathtaking view of Paris!

(22) The people of Paris did not like the tower at first, but they grew to love it.



The Eiffel Tower

**13** Dominic wants to improve the topic sentence he has written at the beginning of the first paragraph (sentences 1-3). Which of the following could **BEST** replace sentence 1?

- A Held in Paris, the Eiffel Tower was built for the *World's Fair* in 1889.
- B The Eiffel Tower, for the *World's Fair*, was built in 1889 that was held in Paris.
- C For the *World's Fair*, the Eiffel Tower was built in 1889 that was held in Paris.
- D The Eiffel Tower was built in 1889 for the *World's Fair* that was held in Paris.

18A

**16** What is the **BEST** way to revise sentence 15?

- A Puddle iron, 7,000 tons of it, was what ultimately the Eiffel Tower was made of.
- B Ultimately, the Eiffel Tower was made of 7,000 tons. Of puddle iron.
- C Ultimately, the Eiffel Tower was made of 7,000 tons of puddle iron.
- D Sentence 15 does not need to be revised.

15C

**14** Which transition word or phrase could **BEST** be added to the beginning of sentence 9?

- F For example
- G However
- H In the same way
- J Finally

15C

**16** Dominic wants to add more to the conclusion. Which of the following could **BEST** follow sentence 22 and close this report?

- F Most people agree that the Statue of Liberty is more magnificent than the Eiffel Tower.
- G Millions of people throughout the world came to love this beautiful and interesting tower as well.
- H Gustave Eiffel had finally gotten his revenge upon the dithering people of Paris.
- J It is reported that Gustave Eiffel died in 1923 while listening to Beethoven's fifth symphony.

16A

proboscis

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12

# Thursday

## Countdown to the Writing STAAR

### Grade 4 Series 7 Comp 4

Regina is writing a paper about how to earn money. She wants you to read the paper and suggest ways that she can improve it. Read her paper. Then answer the questions.

#### Regina Inc.

(1) My best friend Sally gets an allowance. (2) Her parents give her ten dollars each week all she has to do is keep her bedroom clean. (3) My parents haven't given me an allowance since the time I was in second grade. (4) I have to earn my money. (5) There are many ways to earn money in your neighborhood if your willing to do some work. (6) If there are yards, babies, or cars in your neighborhood, then there are plenty of opportunities to earn some money.

(7) Once or twice a month, I babysit my neighbors' kids. (8) I don't just watch them as they watch television. (9) I either play games with them or read stories to them. (10) I keep them physically active or mentally engaged at all times. (11) Whenever my neighbors need someone to babysit, they call me immediately. (12) After all, I'm their kids' favorite babysitter.

(13) There is always yard work to be done in my neighborhood and I try to do it all. (14) Every autumn the leaves fall from the trees and need to be raked. (15) Every winter the snow collects on the driveways and needs to be shoveled. (16) Every spring the weeds grow in the gardens and need to be pulled. (17) Every summer the grass grows thick and need to be mowed.

(18) My favorite way to earn money is by washing cars during the warmer

months. (19) It's easy to do because all I need is a sponge, a bucket, a towel, and some soapy water. (20) Washing cars not only gives me a way to earn extra cash but also gives me a way to get some exercise. (21) Washing cars is hard work, but I enjoy it.

(22) I like to earn my own money, and it makes me feel good to think that the things I buy come from my own hard work. (23) I'm not gonna tell you how much money I make each week, but I will tell you that my friend Sally is jealous.

What is the correct way to write sentence 2?

- A Her parents give her ten dollars each week, all she has to do is keep her bedroom clean.
- B Her parents give her ten dollars each week, yet all she has to do is keep her bedroom clean.
- C Her parents give her ten dollars each week yet all she has to do. Is keep her bedroom clean.
- D Her parents give her ten dollars each week, or all she has to do is keep her bedroom clean.

20C

What change, if any, should be made in sentence 5?

- F Change *There* to *Their*
- G Change *ways* to *weighs*
- H Change *your willing* to *you're willing*
- J Sentence 5 should not be changed.

15D

What change, if any, should be made in sentence 9?

- A Change *I* to *We*
- B Change *either* to *neither*
- C Change *or* to *nor*
- D No change should be made.

20A

What change, if any, should be made in sentence 11?

- F Change *Whenever* to *However*
- G Change *neighbors* to *neighbor's*
- H Change *immediatally* to *immediately*
- J No change should be made.

22B

What change, if any, should be made in sentence 17?

- A Change *summer* to *Summer*
- B Change *need* to *needs*
- C Change *mowed* to *moed*
- D Sentence 17 should not be changed.

15D

What change, if any, should be made in sentence 23?

- F Change *gonna* to *going* to
- G Change *much* to *many*
- H Delete the comma
- J Change *jealous* to *jellyous*

15D

Suberunt

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Friday

Countdown to the Writing STAAR

Grade 4 Series 7 Comp 5

Demont's class is studying science. He wrote this report to tell his class about safety in the science lab. Demont wants you to revise and edit his report. Read Demont's report and then answer the questions that follow.

Science Lab Safety

- (1) A science lab is an interesting place wear students can have fun learning about science. (2) It is not a playground, though. (3) Students must be serious in a science lab or they might get hurt. (4) Students must wear proper safety equipment, and they must follow directions carefully.
- (5) Safety equipment has a serious purpose. (6) It protects you from harm.
- (7) Even though they are uncomfortable. (8) Safety goggles should be worn at all times.
- (9) Chemicals in science labs often splatter. (10) If chemicals get into your eyes, they can cause damage. (11) Lab aprons and rubber gloves should be worn, two. (12) Lab aprons help protect your clothing while rubber gloves protect the skin on your hands and forearms.
- (13) Many experiments require chemicals that should not be ingested. (14) This is why you should never eat or drink in a science lab. (15) If you are eating in a science lab, you might accidentally get a chemical on your food that you latter swallow. (16) For a similar reason, you don't want to drink in a science lab either. (17) You might accidentally take hold of a flask of a chemical instead of the soda you were intending to grab.
- (18) Students should listen to, and follow, directions carefully. (19) You don't want to mix certain chemicals. (20) It can be very dangerous. (21) The wrong chemicals, when mixed, can produce poisonous gas. (22) They can even explode in certain circumstances. (23) If you ain't sure of what you should be doing during an experiment, clarify the directions and procedures with your teacher.
- (24) Have fun. (25) Learn about science. (26) But above all, be safe in the science lab!

23 What change, if any, should be made in sentence 1?

A Change **A** to **An**  
B Insert a comma after **lab**  
C Change **wear** to **where**  
D Make no change.

22C

24 What change, if any, should be made in sentence 4?

F Change **wear** to **where**  
G Delete the comma  
H Change **carefully** to **carefuly**  
J No change should be made.

21C

25 What is the correct way to write sentences 7 and 8?

A Even though they are uncomfortable, Safety goggles should be worn at all times.  
B Even though they are uncomfortable, but Safety goggles should be worn at all times.  
C Even though they are uncomfortable, and Safety goggles should be worn at all times.  
D Sentences 7 and 8 are correct.

20B

26 What change, if any, should be made in sentence 11?

F Change **and** to **but**  
G Insert a comma after **gloves**  
H Change **two** to **too**  
J Sentence 11 should not be changed.

15D

27 What change, if any, should be made in sentence 15?

A Delete the comma  
B Change **get** to **receive**  
C Change **latter** to **later**  
D Sentence 15 does not need to be changed.

15D

28 What change, if any, should be made in sentence 23?

F Change **ain't** to **aren't**  
G Change **during** to **durring**  
H Delete the comma  
J No change should be made.

15D

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Name

Quiz

Class

ZIPGRADE.COM

1 (A) (B) (C) (D) 15 (A) (B) (C) (D)

2 (F) (G) (H) (J) 16 (F) (G) (H) (J)

3 (A) (B) (C) (D) 17 (A) (B) (C) (D)

4 (F) (G) (H) (J) 18 (F) (G) (H) (J)

5 (A) (B) (C) (D) 19 (A) (B) (C) (D)

6 (A) (B) (C) (D) 20 (F) (G) (H) (J)

7 (F) (G) (H) (J) 21 (A) (B) (C) (D)

8 (A) (B) (C) (D) 22 (F) (G) (H) (J)

9 (F) (G) (H) (J) 23 (A) (B) (C) (D)

10 (A) (B) (C) (D) 24 (F) (G) (H) (J)

11 (F) (G) (H) (J) 25 (A) (B) (C) (D)

12 (A) (B) (C) (D) 26 (F) (G) (H) (J)

13 (A) (B) (C) (D) 27 (A) (B) (C) (D)

14 (F) (G) (H) (J) 28 (A) (B) (C) (D) Key

(A) (B) (C) (D)

Countdown to Writing STAAR (1750)



**Daily Grams**

Do NOT Return Any

Do NOT Return Any

Monday

DAY 65

**CAPITALIZATION:**

**Capitalize the first word of a direct quotation.**

Example: Anna said, "I'm leaving."

**If the person talking appears after the spoken words, do not capitalize the word *said* or similar word.**

Example: "I'm leaving," said Anna.

1. "have you been to sedge island?" asked ron.

**PUNCTUATION:**

**Punctuate this part of a friendly letter:**

2. Dear Alicia

Youre staying with us next summer

Love  
Jenny

**PARTS OF SPEECH: ADJECTIVES**

**Circle any adjectives that tell which one(s):**

3. Did you paint this picture?

**PARTS OF SPEECH: VERBS**

**Sometimes a sentence contains two or more verbs.  
This is called a compound verb.**

Example: The baker whipped some cream and put it aside.

**Underline the subject once and the verb twice:**

4. I chopped onions and fried them.

**SENTENCE COMBINING:**

5. Randy had a party.  
It was a birthday party.  
Fifteen friends attended.

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1/10/2017



# Tuesday

**DAY 66**

**CAPITALIZATION:**

***Remember:***

**Do not capitalize foods, games, plants, or animals.**

1. our neighbor buys potato chips at franco food factory on deer lane.

**PUNCTUATION:**

2. Hasnt that chests hinge been fixed

**PARTS OF SPEECH: VERBS**

**Write the 23 helping (auxiliary) verbs:**

3. d\_\_\_\_\_ h\_\_\_\_\_ m\_\_\_\_\_ sh\_\_\_\_\_ sh\_\_\_\_\_ i\_\_\_\_\_ w\_\_\_\_\_ b\_\_\_\_\_  
d\_\_\_\_\_ h\_\_\_\_\_ m\_\_\_\_\_ c\_\_\_\_\_ w\_\_\_\_\_ a\_\_\_\_\_ w\_\_\_\_\_ b\_\_\_\_\_  
d\_\_\_\_\_ h\_\_\_\_\_ m\_\_\_\_\_ w\_\_\_\_\_ c\_\_\_\_\_ a\_\_\_\_\_ b\_\_\_\_\_

**PARTS OF SPEECH:**

**Circle the correct word:**

4. ( Their, There, They're ) uncle likes to ski.

**SENTENCE COMBINING:**

5. The day was cold.  
The day was windy.  
The day was sunny.

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105297

# Wednesday

DAY 67

## CAPITALIZATION:

1. on independence day, grandpa meese planted roses along briar alley.

## PUNCTUATION:

2. Theyll be leaving for Madrid\* Spain

\*name of a city

## PARTS OF SPEECH: VERBS

Some verbs can serve as a helping verb or as a main verb.

Examples: I am a student. ( main verb )  
I am going to meet my friend. ( helping verb )

3. A. Write a sentence using **has** as a main verb:

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- B. Write a sentence using **has** as a helping verb:

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## PARTS OF SPEECH: ADVERBS

Circle any adverbs that tell how:

4. The salesman wrote slowly and carefully.

## SENTENCE COMBINING:

5. The floor is wet.  
Cameron has spilled lemonade.

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Wozniak

# Thursday

**DAY 68**

**CAPITALIZATION:**

1. their group saw the king and i at ramos theater.

**PUNCTUATION:**

**Use underlining or quotation marks:**

2. A. (book)                      Tex  
B. (story)                      Cat and the Underworld  
C. (magazine)                  Friends and Family

**PARTS OF SPEECH:      PRONOUNS**

**Pronouns take the place of nouns.**

**Circle the correct pronoun:**

3. That woman loves to travel.  
\_\_\_\_\_ ( She, Her ) loves to travel.

**PARTS OF SPEECH:      ADVERBS**

**Circle any adverbs that tell when:**

4. Now and then, we stop for a rest.

**SENTENCE COMBINING:**

5. Her hair is brown.  
Her hair is curly.  
Her hair needs to be combed.

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suberunt

Friday

DAY 69

**CAPITALIZATION:**

**Remember:**

**Capitalize the name of a club or organization.**

1. the aztec riding club raised money for the bradford county rodeo.

**PUNCTUATION:**

**Place end punctuation:**

2. A. Are you leaving  
B. Please leave  
C. I'm leaving  
D. Yeah! We're leaving

**FRIENDLY LETTER:**

**The parts of a friendly letter are body, greeting, closing, heading, and signature.**

**Label the parts of this friendly letter:**

3.

(A) \_\_\_\_\_

22 Doe Lane  
Ogden, UT 84415  
May 9, 20--

Dear Anya, (B) \_\_\_\_\_

We are having a great time here in Portland. (C) \_\_\_\_\_

Love, (D) \_\_\_\_\_

Dana (E) \_\_\_\_\_

**PREFIXES/ROOTS/SUFFIXES:**

4. The root of **improper** is \_\_\_\_\_.

**SENTENCE COMBINING:**

5. The fair will be held next week.  
It is a state fair.  
We are going.

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Subject



## **Skills Practice**



# At the Aquarium

**A. What is needed to make each fragment a complete sentence?**

Write *S* (for *subject*), *P* (for *predicate*), or *B* (for *both*).

1. The underwater world of sharks. \_\_\_\_\_
2. Feeds the shark raw meat. \_\_\_\_\_
3. Hears the tour guide's stories. \_\_\_\_\_
4. A shark's teeth. \_\_\_\_\_
5. In the large fish tank. \_\_\_\_\_

**B. Correct each sentence fragment. Write the new sentence on the line.**

1. On our field trip to the aquarium.

\_\_\_\_\_

2. The penguins and the sea otters.

\_\_\_\_\_

3. The new jellyfish exhibit.

\_\_\_\_\_

4. Told us all about the jellyfish.

\_\_\_\_\_

5. Moved like dancers through the water.

\_\_\_\_\_

**C. Write a brief passage about your favorite field trip. Be sure to use complete sentences.**



# The Kelp Forest

- A.** Draw a line to connect each simple sentence on the left to a sentence on the right. Write the new sentences on the lines. Add a comma and the conjunction *and*, *but*, or *or*.

I saw an underwater forest.

It can grow as tall as 100 feet.

Kelp grows in shallow ocean waters.

It will die.

Kelp needs sunlight.

It was made of a plant called kelp.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- B.** Combine each pair of sentences using the correct conjunction. Circle the conjunction, and write the new sentence on the line.

1. My dad works at the aquarium. The visitors watch him.  
(after, while)

\_\_\_\_\_

2. He works in the kelp forest. It needs tending. (before, when)

\_\_\_\_\_

3. He untangles blades of kelp. Fish get caught in them!  
(before, unless)

\_\_\_\_\_

- C.** Write a brief passage about a fish you have seen or would like to see. Use simple, compound, and complex sentences.



## Strange Sea Life

- A.** Read the passage. Correct each run-on sentence. Remember that there are two ways to correct a run-on.

What has a head like a horse and a tail like a monkey a seahorse does! A seahorse has fins for moving it also has gills for breathing. A seahorse's tail can grab onto blades of sea grass the seahorse stays in one place. A seahorse has fringes on its skin they blend in with the grass. The seahorse can hide from its enemies it waits for its food to float by.

- B.** Write a brief description of a living thing you might see under water. Vary the length of your sentences, but be sure there are no fragments or run-ons.





# Get Fit with a Friend

**A. Read each sentence. Circle the three nouns in each sentence.**

1. My two older sisters do push-ups in the morning.
2. Doctors say that exercise is important for our bodies.
3. Physical activity is good for children and adults.
4. Athletes need to have strong bones and muscles.
5. You need the right shoes to protect your feet during a workout.

**B. Circle the noun that correctly completes each sentence. Write the noun on the line.**

1. I read that getting fit can help prevent some \_\_\_\_\_.  
(illnesss, illnesses)
2. I may try jogging and tumbling with my \_\_\_\_\_ Ben and Sara. (friends, friendies)
3. Sara has many athletic \_\_\_\_\_. (abilitys, abilities)
4. My dad plays on a baseball team with some \_\_\_\_\_ from his work. (mans, men)
5. All men and \_\_\_\_\_ should find workout routines they enjoy! (women, womans)

**C. Write a paragraph about a fun way someone could get fit. Use singular and plural nouns.**



## Fruit or Chocolate?

**A. Circle the possessive noun in each sentence. Circle *S* if the noun is singular possessive and *P* if it is plural possessive.**

1. Mattie's lunch always includes a banana. **S   P**
2. Apples are my sister's favorite snack. **S   P**
3. Fruits and vegetables are an important part of children's diets. **S   P**
4. The body's health depends on plenty of fresh food. **S   P**
5. Maybe my friends' eating habits will rub off on me! **S   P**

**B. Circle the possessive noun that correctly completes each sentence. Write the noun on the line.**

1. \_\_\_\_\_ favorite snack is a strawberry smoothie.  
(Martha', Martha's)
2. Strawberries contain vitamins that are good for \_\_\_\_\_ health. (people's, peoples')
3. Martha just likes the \_\_\_\_\_ sweet taste.  
(strawberries's, strawberries')
4. She adds plain yogurt to create the \_\_\_\_\_ creamy texture. (drinks', drink's)
5. Most \_\_\_\_\_ ingredients also include milk or ice.  
(smoothies', smoothie's)

**C. Write a short passage about a healthy food you enjoy. Use at least two possessive nouns.**



# Monday's Work

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

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

## Handout 5A: Myth Presentations Notes

**Directions:** Record brief notes about each myth as groups present their posters.

Title of Myth	Creation Myth or Morality Myth? Explain.	Theme	Vocabulary
Arachne			Arachnophobia - fear of spiders
Grace			Grace: comes from the latin "gratia" includes words like grateful and gratitude as well as graceful and gracious
Demeter and Persephone			Demeter and Persephone story can be found in some present day books.

Title of Myth	Creation/Morality Myth? Explain	Theme	Vocabulary
Prometheus			Prometheus: sometimes people who steal things to help others can be called a modern day Prometheus.
Hercules			Herculean: a task that requires great strength.
Echo/ Narcissus			Echo: When you yell in the mountains or a canyon or other places like that, we hear the last part of what we yelled repeated.  Narcissus: People who are narcissistic are people who are vain and obsessed with themselves. They love themselves too much.

# Monday's Work

Name

Date

Lesson 5

1. Write a summary about **one** of the myths you read about today. (Arachne, Grace, Demeter and Persephone, Prometheus, Hercules, Echo/Narcissus)

2. What was the theme in the myth you chose to write about? Provide text evidence.





# Tuesday's Work

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

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

## Handout 6A: Greek Myth Title Cards

Directions: ~~Cut out the cards along the dotted line.~~ On a separate piece of paper make 3 columns (creation, morality, both). Write each myth in the column you believe it belongs.

Demeter and  
Persephone

Victory

Arachne

Achilles' Heel

Echo and Narcissus

Prometheus

Pandora's Box

Heracles

Grace

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

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

Tuesday's Work

Handout 6B: Theme Strips

On a separate piece of paper, write the names of the myths Arachne, Grace, Demeter and Persephone, Prometheus, Hercules, and Echo/Narcissus. Then, write the theme you think belongs with the correct myth.

Directions: Cut out the strips along the dotted lines.

Life versus death
Justice will win
How evils and hope entered the world
Hard work is rewarded
Why we have seasons
How spiders came into the world
How people got fire
You will be punished if you disrespect the gods
Being full of yourself will be punished
There are consequences for disobeying a god
Why some people are generous and kind

\* There may be more than one theme per myth.

\* You may re-use a theme more than once

(Gluskabe and Old Man)  
winter

### **Vocabulary:**

**Drama:** a play is a type of drama.

**Prose:** A series of sentences that do not have the rhythmic structure like poetry (story, essay, composition).

**Script:** The way the play is acted out.

**Setting:** The time and place of the story.

**Scene:** A part of the action in a play in a specific setting of the story.

**Descriptions:** Give more detail about the setting or how the characters are feeling.

**Cast of Characters:** The people in the play.

**Stage Directions:** Tell actors what to do.

**Dialogue:** The lines each character speaks.

**Narrator:** A person who provides information to the audience (not a character in the story).

**Theme:** The lesson or message of the play.

## 2016 Passage #2 – Drama (Questions 10-17)

73% Correct

### The Spelling Test

by Suzy Kline

#### Characters

**NARRATOR**  
**HERBIE JONES**  
**MISS PINKHAM**  
**MR. JONES**  
**OLIVIA JONES**  
**ANNABELLE LOUISA HODGEKISS**

- 1 [Settings: Miss Pinkham's third-grade classroom; Herbie's house.]
- 2 [Time: One week in March.]
- 3 **MISS PINKHAM:** As a special bonus this week, I have a challenge for the whole class. If you can learn to spell your name, address, town, state and zip code correctly, I will mail you a postcard saying congratulations.
- 4 **HERBIE:** Hmmmmmm, I know I usually don't study my spelling words, but . . . gee, that postcard would be good news for Dad to find in the mail.
- 5 **NARRATOR:** Herbie's dad works the night shift at an airplane factory, and the first thing he does when he gets up around 2:00 p.m. is look in the mailbox.
- 6 **HERBIE:** I can hear him now . . .
- 7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bills!
- 8 **HERBIE:** I can do something about that.
- 9 **NARRATOR:** As soon as Herbie got home that afternoon, he practiced writing his spelling words on the dusty coffee table. His sister Olivia was shocked.
- 10 **OLIVIA:** What are you doing?
- 11 **HERBIE:** Studying.
- 12 **OLIVIA:** Studying? Since when?
- 13 **HERBIE:** Since I got my spelling list. How do you study spelling?
- 14 **OLIVIA:** You're asking my advice about something?
- 15 **HERBIE:** Well, you do make better grades than I do.
- 16 **OLIVIA:** Well, Herbie, I write the words down . . .
- 17 **HERBIE:** Yeah?
- 18 **OLIVIA:** . . . and I say them to myself. That's about it. No biggie.
- 19 **HERBIE:** What if you have a tough word like Laurel? I keep getting the a and u mixed up, and I never remember which one comes first. The same thing happens with the o and u in pound.
- 20 **OLIVIA:** Oh! In that case you think of something like APES USE RADISHES for the a-u-r in Laurel, and OH UNICORN for the o-u in pound.
- 21 **HERBIE:** APES USE RADISHES! OH UNICORN! Why didn't I think of that?
- 22 **NARRATOR:** That week, Herbie carried his spelling list with him wherever he went. He practiced writing his words on paper, on frosty car windows, on his mother's meatloaf—before it went in the oven—and in the gravel on the school playground. At 11:00 a.m. on Friday, Miss Pinkham passed out the white lined paper.
- 23 **MISS PINKHAM:** Put your name and date on the first highway.
- 24 **NARRATOR:** Miss Pinkham always referred to the blue lines on the paper as highways. When Annabelle Louisa Hodgekiss finished writing her name and date neatly, she sat back in her chair.
- 25 **ANNABELLE:** I didn't even have to study—these words are a cinch.
- 26 **MISS PINKHAM:** Boys and girls, those of you who want to try for the spelling bonus may do so now. Write your full name, address, town, state and zip code.
- 27 **NARRATOR:** Very carefully, Herbie printed his street address. When he came to his zip code, Herbie was in trouble.
- 28 **HERBIE:** 0 . . . 6 . . . 7 . . . 9 . . . What is that last number of my zip code?
- 29 **MISS PINKHAM:** Pass your papers in, please.
- 30 **HERBIE:** What is that number?
- 31 **MISS PINKHAM:** Herbie! You are keeping the entire class.
- 32 **HERBIE:** 0 . . . 6 . . . 7 . . . 9 . . . ?
- 33 **MISS PINKHAM:** Herbie Jones, if you don't hand me your paper by the time I count to three . . .
- 34 **HERBIE:** THREE! That's it!
- 35 **NARRATOR:** Annabelle raised her hand.
- 36 **ANNABELLE:** Miss Pinkham, I can't wait to get my postcard in the mail tomorrow. Can't you tell us *now* who got one hundred percent?
- 37 **MISS PINKHAM:** Looking through this stack of papers, I wonder if anyone got one hundred percent.
- 38 **NARRATOR:** Saturday afternoon Herbie sat on his porch and waited. And watched . . . for the mail.
- 39 **HERBIE:** Is that him coming around the corner? It is! It's the mailman!
- 40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. It was *Ten Days to Slimmer Thighs*. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.
- 41 **HERBIE:** Morning, Dad.
- 42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. [Starts to groan.] Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!
- 43 **HERBIE:** [Hopeful.] Yeah?
- 44 **MR. JONES:** You got a postcard. Your teacher said you were the *only* student to get a hundred percent on your spelling bonus.
- 45 **HERBIE:** YAHOO!
- 46 **MR. JONES:** That's the best news I've found in the mail in a long time.
- 47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .
- 48 **MISS PINKHAM:** Will the one person who received the **ONLY** postcard please rise?
- 49 **NARRATOR:** Everyone looked at Annabelle.
- 50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.
- 51 **ALL:** Who got the postcard?
- 52 **HERBIE:** [Stands up and raises hand.] Me.
- 53 **ALL:** HERBIE JONES?
- 54 **MISS PINKHAM:** Herbie's paper Friday was outstanding. I think we should give him a big round of applause for his achievement.
- 55 **ALL:** [Clap.]

**13** The stage directions in paragraphs 42 and 43 are included to help —

- A** make the play humorous
- B** create suspense
- C** show a new problem
- D** introduce a new character

**15** Why does the playwright include a narrator in this play?

- A** To make the main character's conflict seem more suspenseful
- B** To help the audience understand what the characters are thinking
- C** To assist the main characters in figuring out how to solve a problem
- D** To give the audience details about the characters' actions in the scene

**17** The narrator's lines in paragraph 9 are important to the play because they —

- A** show that Herbie is serious about studying for his spelling test
- B** describe Herbie's favorite method of studying for spelling tests
- C** explain why Olivia is surprised to see Herbie studying for a spelling test
- D** show that Olivia wants to help Herbie do well on his spelling test

**14** Herbie's reaction when he learns about Olivia's study method shows that he is —

- F** certain that Olivia is making fun of the way he studies
- G** jealous that Olivia always makes better grades than he does
- H** surprised to learn that the plan is very simple
- J** eager to demonstrate some of his own study habits

- Although the other two pages in the packet have stars, you will ONLY submit this to me next Monday.

- You will bubble in the answers from the other two pages on this scantron.

~~\*\*\*~~  
Wednesday's  
Work

Name

ZIPGRADE.COM

1 (A) (B) (C) (D) (E)

2 (A) (B) (C) (D) (E)

3 (A) (B) (C) (D) (E)

4 (A) (B) (C) (D) (E)

Week 4 DL (6022)

Key

(A)	(B)	(C)	(D)
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Name

Date

Lesson 9

1. Is the play Gluskabe and Old Man Winter a myth? Why or why not?
2. What is happening in the play, Gluskabe and Old Man Winter?
3. What were the two types of myths the ancient Greeks had?
4. Think about the drama you just read. Is Gluskabe and Old Man Winter a creation myth, a morality myth, or both? Why do you believe so?

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson 9

## The Rocking Chair

### Characters

**CARA:** A 12 year-old girl

**GRANDPA:** Cara's Grandfather

**GRANDMA:** Cara's Grandmother

### Scene 1

- 1 [The curtain opens, showing the back of a house. An old rocking chair sits on the back porch. Grandpa and Cara walk out the back door of the house and onto the porch.]
- 2 **GRANDPA:** All right, Cara. Now that our bellies are full of pancakes, it's time to work!
- 3 **CARA:** Work? I thought you said we were going to be doing something fun, Grandpa?
- 4 **Grandpa:** It is going to be fun.
- 5 **CARA:** Well, what are we doing to do?
- 6 **GRANDPA:** See whether you can guess. [Pointing toward the rocking chair.] What's wrong with this picture?
- 7 **CARA:** I don't know.
- 8 **GRANDPA:** See that? This is what happens when you ignore something.
- 9 [Grandpa nods his head and looks at the rocking chair, giving Cara a hint.]
- 10 **CARA:** Grandma's rocking chair?
- 11 **GRANDPA:** Correct! The paint has been chipping for years-this chair was yellow, but you'd never know it. The wood is splintering. . . . And what about this? [Showing Cara.] This piece is cracked and about to break. Imagine your grandma sitting down and having the seat collapse!
- 12 **CARA:** So let's go buy her a new one to replace this old piece of junk.
- 13 **GRANDPA:** Now, now. The chair may be old, but it's no piece of junk. We're not going to buy a new one. You and I are going to fix this old rocker.
- 14 **CARA:** Fix it?
- 15 **GRANDPA:** That's right. With our own two hands-well, our own four hands. It'll be a great surprise for your grandmother. I have all the supplies we need in the garage.
- 16 **CARA:** Seriously? No offense, Grandpa, but that thing belongs in the garbage. Ad I think Grandma would love one of those nice rocking chairs they sell at Deedee's Designs.
- 17 **GRANDPA:** [Shaking his head.] There's no reason to purchase a new one when we can fix the one we have. Besides, this is your grandmother's favorite chair, so it'll be better than a new chair.
- 18 **CARA:** [Doubtful.] If you say so.
- 19 **GRANDPA:** Come on. [Lifting up one side of the chair.] Help me carry it into the garage.
- 20 [Cara picks up the other side of the chair. The two carry it stage left as the curtain closes.]

## Scene 2

- 21 [The curtain opens. Cara and Grandpa are working on the chair inside the garage. Cara sands the wood, and Grandpa hums happily as we words on replacing the cracked piece.]
- 22 **CARA:** Is this good enough, Grandpa?
- 23 **GRANDPA:** [Feeling the wood.] Almost. We want it to be smoother, and we don't want to see a speck of paint. [Goes back to work.]
- 24 **CARA:** [Sighs.] My hands hurt. This is taking forever.
- 25 **GRANDPA:** More sanding, less whining.
- 26 **CARA:** We should just buy a new chair. That's what most people do when things get old-they replace them.
- 27 **GRANDPA:** I'm not most people.
- 28 **CARA:** Very funny, grandpa.
- 29 **GRANDPA:** I think you'll find we'll end up with a better chair this way-one that will make your grandmother very happy. . . . Aha! Look at this.
- 30 [Grandpa places the new piece of wood securely in the chair. He proudly shows off his work.]
- 31 **CARA:** It's a perfect fit.
- 32 **GRANDPA:** Yes, it is. Let's finish sanding [Grabs a piece of sandpaper and helps Cara.] When your dad was a boy, this chair needed some attention, too. He and I worked on it for your grandmother.
- 33 **CARA:** Wow! I didn't know this thing was that old.
- 34 **GRANDPA:** Yes. And see how long it's lasted?
- 35 **CARA:** I guess you and Dad did a good job.
- 36 **GRANDPA:** [Nodding.] And your dad picked out the yellow color. Now it will be your turn to choose the color for Grandma's chair.
- 37 **CARA:** [Feeling the chair.] It's nice to now we fixed it ourselves. Is it ready to be painted?
- 38 **GRANDPA:** Yep. The chair looks great! It's time for you to pick the color.
- 39 **CARA:** Let's pain it blue and make the back rails yellow-to remind Grandma of the way it was before.
- 40 **GRANDPA:** Great idea.
- 41 [Curtain closes.]

## Scene 3

[The curtain opens. Grandpa is admiring the rocking chair on the porch. Cara enters the porch from the back door of the house.]

- 1 **CARA:** Grandma's coming!
- 2 **GRANDPA:** All right. Let's surprise her. [Grandpa leans up against one of the porch posts, hiding the chair from view. He gestures for Cara to stand by him.]
- 3 **GRANDMA:** [From inside.] Hello? Where is everyone?
- 4 **CARA:** We're out here, Grandma!
- 5 [Cara and Grandpa exchange a smile as Grandma walks out onto the porch.]
- 6 **GRANDMA:** Well, what are you two doing?
- 7 **GRANDPA:** Oh, nothing much.
- 8 **CARA:** Yeah, nothing much.

- 9 **GRANDMA:** Nothing much? I don't believe that.
- 10 [Grandpa and Cara exchange a look. The two separate, revealing the rocking chair. Grandma stares at it.]
- 11 **Grandma:** Oh, my! It's beautiful!
- 12 **CARA:** We did it for you, Grandma. We did it with our own four hands.
- 13 [Curtain closes.]

**Directions:** Use the play above to answer the following questions. Use your strategies.

**38** Read these lines from the play.

**CARA:** Seriously? No offense, Grandpa,  
but that thing belongs in the garbage.

These lines suggest that Cara believes the chair —

- F** has no value
- G** is not used often enough
- H** will take too long to repair
- J** is uncomfortable
- 40** Which line from the play supports the idea that Cara is proud of the work she has done with Grandpa?
- F** **CARA:** Is this good enough, Grandpa?
- G** **CARA:** Grandma's coming!
- H** **CARA:** We're out here, Grandma!
- J** **CARA:** We did it with our own four hands.

**39** The stage directions at the beginning of Scene 1 help the reader by –

- A** establishing the setting
- B** introducing the main problem
- C** explaining the plot
- D** describing the characters

**44** Read this stage direction from the play.

*[Cara sands the wood, and Grandpa hums happily as he works on replacing the cracked piece.]*

What does this stage direction suggest about Grandpa?

- F** He is good at repairing rocking chairs.
- G** He is enjoying his task.
- H** He has the tools needed to make repairs to the chair.
- J** He is glad that someone is helping him repair the chair.

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

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

## Handout 9A: Drama Organizer

**Directions:** Use this chart to organize and record notes about key details in the play Gluskabe and Old Man Winter.

<b>Character(s):</b>	<b>Setting:</b>
<b>Conflict(s):</b> <i>The main problem in this part of the story is...</i>	
<b>Resolution:</b>	
<b>Summary:</b>	
<b>Theme:</b>	

# *Gluskabe and Old Man Winter*

## *Abenaki*

The homeland of the Abenaki people is the area now known as northern New England, where the winters can be very cold. The Abenakis lived in small villages near the rivers, which were their highways. Their birchbark-covered homes were called wigwams and were shaped like domes or large cones. Their seasonal round of life would find them fishing at the rivers or the seashore in the spring and summer, and hunting for deer, moose, and caribou in the woods in the autumn and winter. Their fields of corn, beans, squash, and other plants were grown in the river valleys and at the edges of the big lakes. Today many Abenaki people still live in Vermont, New Hampshire, and Maine, and Abenaki children still love to hear stories of Gluskabe's clever tricks.

## *Characters*

### SPEAKING ROLES:

NARRATOR

GLUSKABE

GRANDMOTHER WOODCHUCK

HUMAN BEING

OLD MAN WINTER

FOUR OR MORE SUMMER LAND PEOPLE, INCLUDING THE LEADER\*

FOUR CROWS

\*Note: Each of the four speaking parts for the Summer Land People can be spoken by several children at once if a large group is performing the play.

### NON-SPEAKING ROLES:

SUN

FLOWERS

PLANTS

## *Props/Scenery*

**Gluskabe and Grandmother Woodchuck's wigwam** can be made of folding chairs placed back to back a few feet apart and draped with white sheets or blankets decorated to look like birchbark with ^-shaped marks cut from black construction paper. Shapes of ferns, half-moons, and stars can also be cut from construction paper and pinned to the sheets or blankets as decorations for the wigwams.

**Old Man Winter's wigwam** can be made by draping the same folding chairs with white sheets to look like snow.

**Old Man Winter's fire made of ice** can be suggested by a large ball of wax paper.



**The Sun, Flowers, and Plants** carry decorated paper cutouts.

**Gluskabe's bag** can be any large tote bag or sack.

**Four balls** each should be about the size of a child's head.

**The pot full of summer** is a large bowl that can be covered with red construction paper. Inside are the **summersticks**: several lighted flashlights, each wrapped in red paper or foil.

**A rattle** can be made by taping a pencil to a small milk carton covered with paper and filled with dried beans.

### *Costumes*

**Narrator** carries a tote bag decorated with a fern design, representing a storyteller's bag (which, by tradition, would have held objects to remind the storyteller of the elements of his tale).

**Gluskabe** wears a red blanket or towel around his shoulders.

**Grandmother Woodchuck** wears a brown blanket.

**Human Being** wears a headband and leggings made of brown cloth.

**Old Man Winter's** white hair can be suggested with a wig made of cotton. He is dressed in white, with a white blanket or towel around his shoulders.

**The Summer Land People** wear eye patches, which can be made of felt circles sewed to a length of stretchy elastic. Make an extra eye patch to be worn by Gluskabe in Scene III.

**The Crows** wear black blankets or towels.

\* \* \* \*

**Scene I:** Gluskabe and Grandmother Woodchuck's Wigwam

*Gluskabe and Grandmother Woodchuck sit inside with their blankets over their shoulders.*

**NARRATOR:** Long ago Gluskabe (gloo-SKAH-bey) lived with his grandmother, Woodchuck, who was old and very wise. Gluskabe's job was to help the people.

**GLUSKABE:** It is very cold this winter, Grandmother.

**GRANDMOTHER WOODCHUCK:** *Ni ya yo* (nee yah yo), Grandson. You are right!

**GLUSKABE:** The snow is very deep, Grandmother.

**GRANDMOTHER WOODCHUCK:** *Ni ya yo*, Grandson.

**GLUSKABE:** It has been winter for a very long time, Grandmother.

**GRANDMOTHER WOODCHUCK:** *Ni ya yo*, Grandson. But look, here comes one of those human beings who are our friends.

**HUMAN BEING:** *Kwai, kwai, nidobak* (kwy kwy nee-DOH-bahk). Hello, my friends.

**GLUSKABE AND GRANDMOTHER WOODCHUCK:** *Kwai, kwai, nidoba* (kwy kwy nee-DOH-bah).

**HUMAN BEING:** Gluskabe, I have been sent by the other human beings to ask you for help. This winter has been too long. If it does not end soon, we will all die.

**GLUSKABE:** I will do what I can. I will go to the wigwam of Old Man Winter. He has stayed here too long. I will ask him to go back to his home in the Winter Land to the north.



**GRANDMOTHER WOODCHUCK:** Be careful, Gluskabe.

**GLUSKABE:** Don't worry, Grandmother. Winter cannot beat me.

**Scene II:** The Wigwam of Old Man Winter

*Old Man Winter sits in his wigwam, "warming" his hands over his fire made of ice. The four balls of summer are on one side of the stage. Gluskabe enters stage carrying his bag and stands to the side of the wigwam door. He taps on the wigwam.*

**OLD MAN WINTER:** Who is there!

**GLUSKABE:** It is Gluskabe.

**OLD MAN WINTER:** Ah, come inside and sit by my fire.

*Gluskabe enters the wigwam.*

**GLUSKABE:** The people are suffering. You must go back to your home in the Winter Land.

**OLD MAN WINTER:** Oh, I must, eh? But tell me, do you like my fire?

**GLUSKABE:** I do not like your fire. Your fire is not warm. It is cold.

**OLD MAN WINTER:** Yes, my fire is made of ice. And so are you!

*Old Man Winter throws his white sheet over Gluskabe. Gluskabe falls down. Old Man Winter stands up.*

**OLD MAN WINTER:** No one can defeat me!

*Old Man Winter pulls Gluskabe out of the lodge. Then he goes back inside and closes the door flap. The Sun comes out and shines on Gluskabe. Gluskabe sits up and looks at the Sun.*

**GLUSKABE:** Ah, that was a good nap! But I am not going into Old Man Winter's lodge again until I talk with my grandmother.

*Gluskabe begins walking across the stage toward the four balls. Grandmother Woodchuck enters.*

**GRANDMOTHER WOODCHUCK:** It is still winter, Gluskabe! Did Old Man Winter refuse to speak to you?

**GLUSKABE:** We spoke, but he did not listen. I will speak to him again; and I will make him listen. But tell me, Grandmother, where does the warm weather come from?

**GRANDMOTHER WOODCHUCK:** It is kept in the Summer Land.

**GLUSKABE:** I will go there and bring summer back here.

**GRANDMOTHER WOODCHUCK:** Grandson, the Summer Land people are strange people. Each of them has one eye. They are also greedy. They do not want to share the warm weather. It will be dangerous.





**GLUSKABE:** Why will it be dangerous?

**GRANDMOTHER WOODCHUCK:** The Summer Land people keep the summer in a big pot. They dance around it. Four giant crows guard the pot full of summer. Whenever a stranger tries to steal summer, those crows fly down and pull off his head!

**GLUSKABE:** Grandmother, I will go to the Summer Land. I will cover up one eye and look like the people there. And I will take these four balls of sinew with me.

*Gluskabe picks up the four balls, places them in his bag, and puts the bag over his shoulder.*

**Scene III:** The Summer Land Village

*The Summer Land People are dancing around the pot full of summer. They are singing a snake dance song, following their leader, who shakes a rattle in one hand. Four Crows stand guard around the pot as the people dance.*

**SUMMER LAND PEOPLE:** Wee gai wah neh (wee guy wah ney),

Wee gai wah neh,

Wee gai wah neh, wee gai wah neh,

Wee gai wah neh, wee gai wah neh,

Wee gai wah neh.

*Gluskabe enters, wearing an eye patch and carrying his bag with the balls in it.*

**GLUSKABE:** Kwai, kwai, nidobak! Hello, my friends.

*Everyone stops dancing. They gather around Gluskabe.*

**LEADER OF THE SUMMER LAND PEOPLE:** Who are you?

**GLUSKABE:** I am not a stranger. I am one of you. See, I have one eye.

**SECOND SUMMER LAND PERSON:** I do not remember you.

**GLUSKABE:** I have been gone a long time.

**THIRD SUMMER LAND PERSON:** He does have only one eye.

**FOURTH SUMMER LAND PERSON:** Let's welcome him back. Come join in our snake dance.



*The singing and dancing begin again: "Wee gai wah neh," etc. Gluskabe is at the end of the line as the dancers circle the pot full of summer. When Gluskabe is close enough, he reaches in, grabs one of the summersticks, and breaks away, running back and forth.*



**LEADER OF THE SUMMER LAND PEOPLE:** He has taken one of our summersticks!

**SECOND SUMMER LAND PERSON:** Someone stop him!

**THIRD SUMMER LAND PERSON:** Crows, catch him!

**FOURTH SUMMER LAND PERSON:** Pull off his head!



*The Crows swoop after Gluskabe. He reaches into his pouch and pulls out one of the balls. As each Crow comes up to him, he ducks his head down and holds up the ball. The Crow grabs the ball. Gluskabe keeps running, and pulls out another ball, repeating his actions until each of the Crows has grabbed a ball.*

**FIRST CROW:** *Gah-gah!* I have his head.

**SECOND CROW:** *Gah-gah!* No, I have his head!



**THIRD CROW:** *Gah-gah!* Look, I have his head!

**FOURTH CROW:** *Gah-gah!* No, look—I have it too!

**LEADER OF THE SUMMER LAND PEOPLE:** How many heads did that stranger have?

**SECOND SUMMER LAND PERSON:** He has tricked us. He got away.

**Scene IV:** The Wigwam of Old Man Winter

*Gluskabe walks up to Old Man Winter's wigwam. He holds the summerstick in his hand and taps on the door.*

**OLD MAN WINTER:** Who is there!

**GLUSKABE:** It is Gluskabe.

**OLD MAN WINTER:** Ah, come inside and sit by my fire.

*Gluskabe enters, sits down, and places the summerstick in front of Old Man Winter.*

**GLUSKABE:** You must go back to your home in the Winter Land.

**OLD MAN WINTER:** Oh, I must, eh? But tell me, do you like my fire?

**GLUSKABE:** Your fire is no longer cold. It is getting warmer. Your wigwam is melting away. You are getting weaker.

**OLD MAN WINTER:** No one can defeat me!

**GLUSKABE:** Old Man, you are defeated. Warm weather has returned. Go back to your home in the north.

*The blanket walls of Old Man Winter's wigwam collapse. Old Man Winter stands up and walks away as swiftly as he can, crouching down as if getting smaller. People carrying the cutouts of the Sun, Flowers, and Plants come out and surround Gluskabe as he sits there, smiling.*



**NARRATOR:** So Gluskabe defeated Old Man Winter. Because he brought only one small piece of summer, winter still returns each year. But, thanks to Gluskabe, spring always comes back again.







# ACHILLES' HEEL

**Achilles' heel** (ə-kīl'ēz hēl) (noun): *A seemingly small but actually crucial weakness.*

Like all those classical heroes down  
through the ages, Blue Avenger  
is not invulnerable; like them, he  
has a weakness. Superman feared  
kryptonite, Achilles had his heel. For  
Blue Avenger, it's lemon meringue pie.

—Norma Howe, *Blue Avenger*

*Cracks the Code*



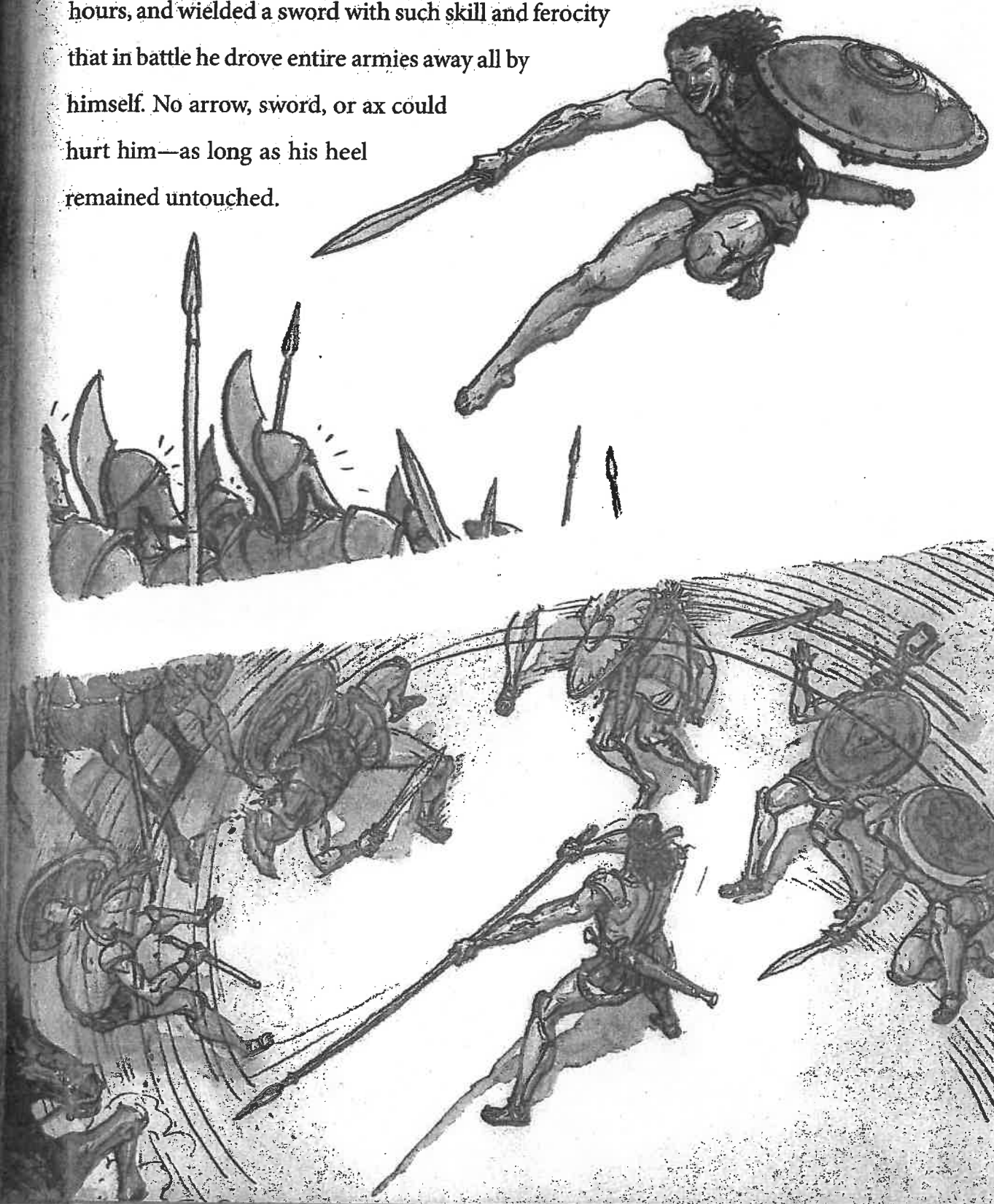
When Achilles was born, his mother wrapped her arms around her little son and decided she didn't ever want him to die. And because she was no ordinary mortal, but a nymph, she knew how to fulfill her wish.

She carried baby Achilles all the way to the river Styx, which separates the land of the living from the land of the dead. There she immersed him in its sacred water, grasping his heel so tightly that it didn't get wet.





As he grew, Achilles excelled beyond all ordinary humans. He ran faster than a horse, fought tirelessly for hours, and wielded a sword with such skill and ferocity that in battle he drove entire armies away all by himself. No arrow, sword, or ax could hurt him—as long as his heel remained untouched.



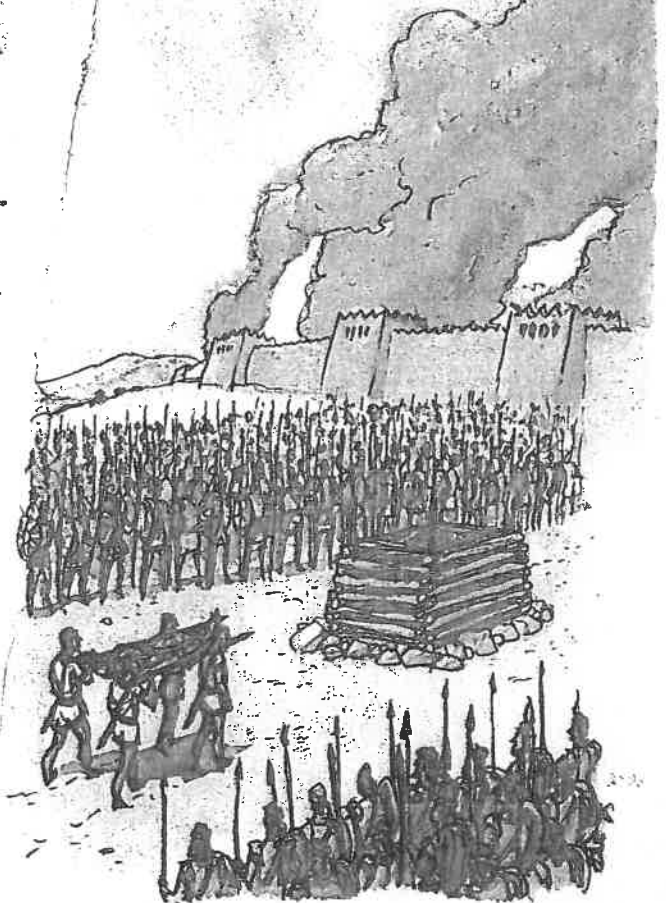
But when the Battle of Troy broke out and Achilles went to fight, the very thing his mother had tried to prevent happened: during a siege on the city, one fateful arrow pierced his heel, his only mortal part, killing him.

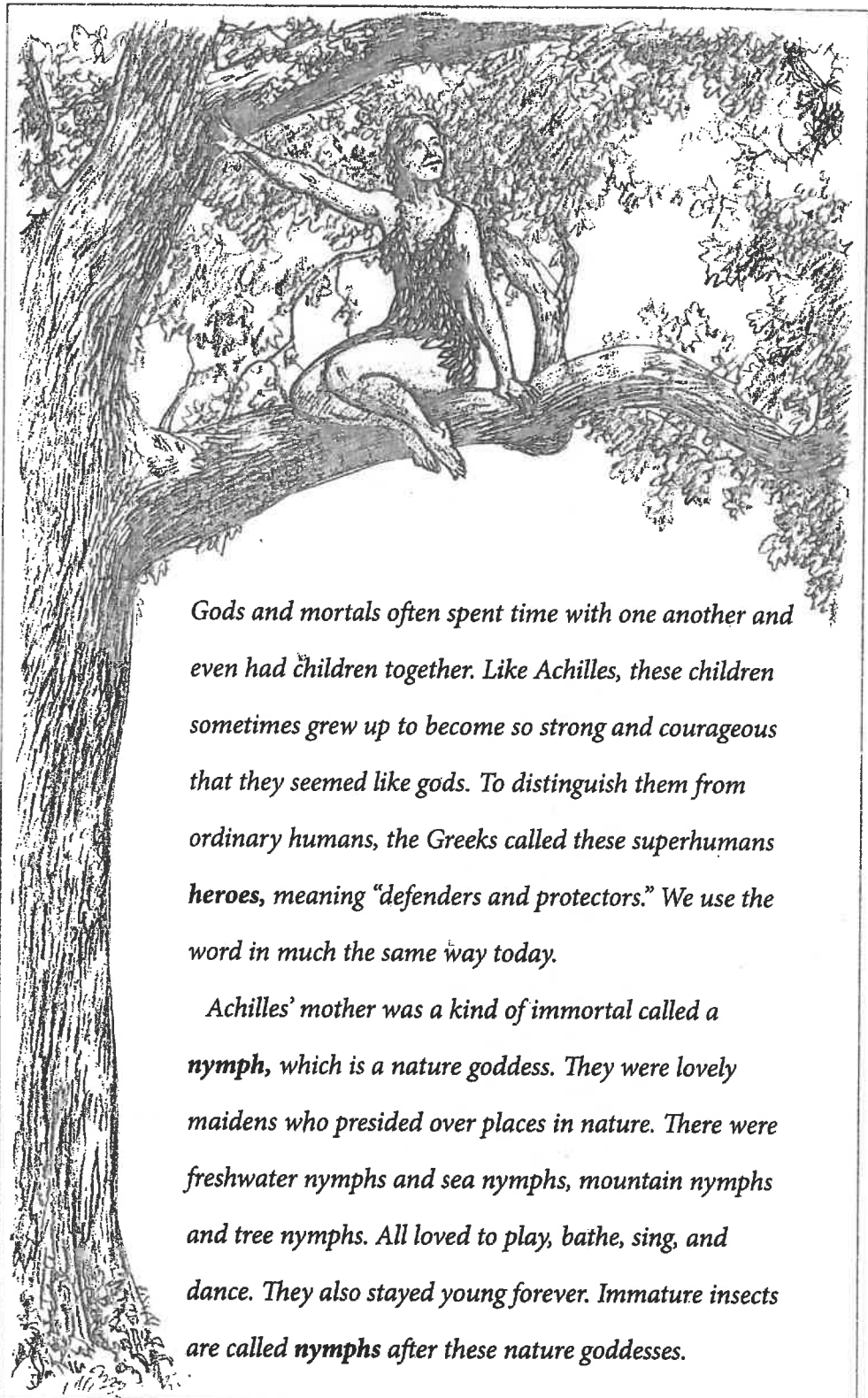






Still, Achilles became revered as one of the greatest of the Greek heroes, for without him, the Greeks would never have defeated the Trojans. He lives on in our language also. We call a person's weakness his or her *Achilles' heel*, especially if that person seems otherwise invincible.





*Gods and mortals often spent time with one another and even had children together. Like Achilles, these children sometimes grew up to become so strong and courageous that they seemed like gods. To distinguish them from ordinary humans, the Greeks called these superhumans **heroes**, meaning "defenders and protectors." We use the word in much the same way today.*

*Achilles' mother was a kind of immortal called a **nymph**, which is a nature goddess. They were lovely maidens who presided over places in nature. There were freshwater nymphs and sea nymphs, mountain nymphs and tree nymphs. All loved to play, bathe, sing, and dance. They also stayed young forever. Immature insects are called **nymphs** after these nature goddesses.*



# ARACHNID

**Arachnid** (ə-rāk'nīd) (noun): *Any of the various eight-legged arthropods such as spiders, scorpions, mites, and ticks.*

Then he told her that her housespider  
was not an insect but an arachnid. It had  
eight legs; insects had six.

—Jean Craighead George,  
*The Fire Bug Connection*



There once lived a girl named **Arachne** who had learned weaving from Athena, the goddess of the arts. Arachne had become such a clever weaver that people came from miles around to watch her work.

"The gods have given you extraordinary talent," her friends told her.

"The gods have nothing to do with it. My talent is all my own," boasted Arachne.

"You'd better not speak so loudly," warned her friends. "What if Athena hears you?"



**I DON'T CARE WHO HEARS ME.  
I'M THE BEST THERE IS, EVEN  
BETTER THAN ATHENA.**

Suddenly there was a flash of golden light and Athena appeared in the room.

**YOU VAIN,  
BOASTFUL  
GIRL!**

**SINCE YOU ARE SO  
SURE OF YOURSELF,  
LET US SEE WHO IS  
THE BEST WEAVER.**



Arachne smiled, sat down at her loom, and said, "Very well, a contest then, to see who is the best in the world."



The goddess Athena began weaving a tapestry of Mount Olympus. All the gods were in it—heroic, clever, and handsome. She also wove in all the creatures of creation, and the animals were so lifelike that they seemed to move and breathe.





Arachne also wove a picture of the gods, but it was insulting, showing the gods as lazy, squabbling, boastful, and vain.

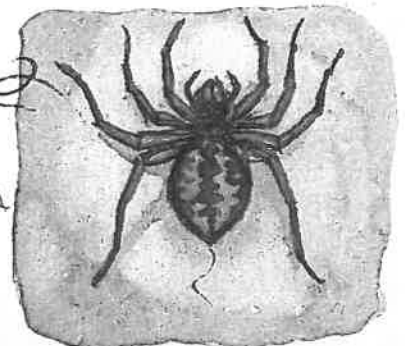
Yet Arachne's tapestry was superb. Every knot was perfect and the colors sparkled. Still, when Athēna saw the picture, she became furious.



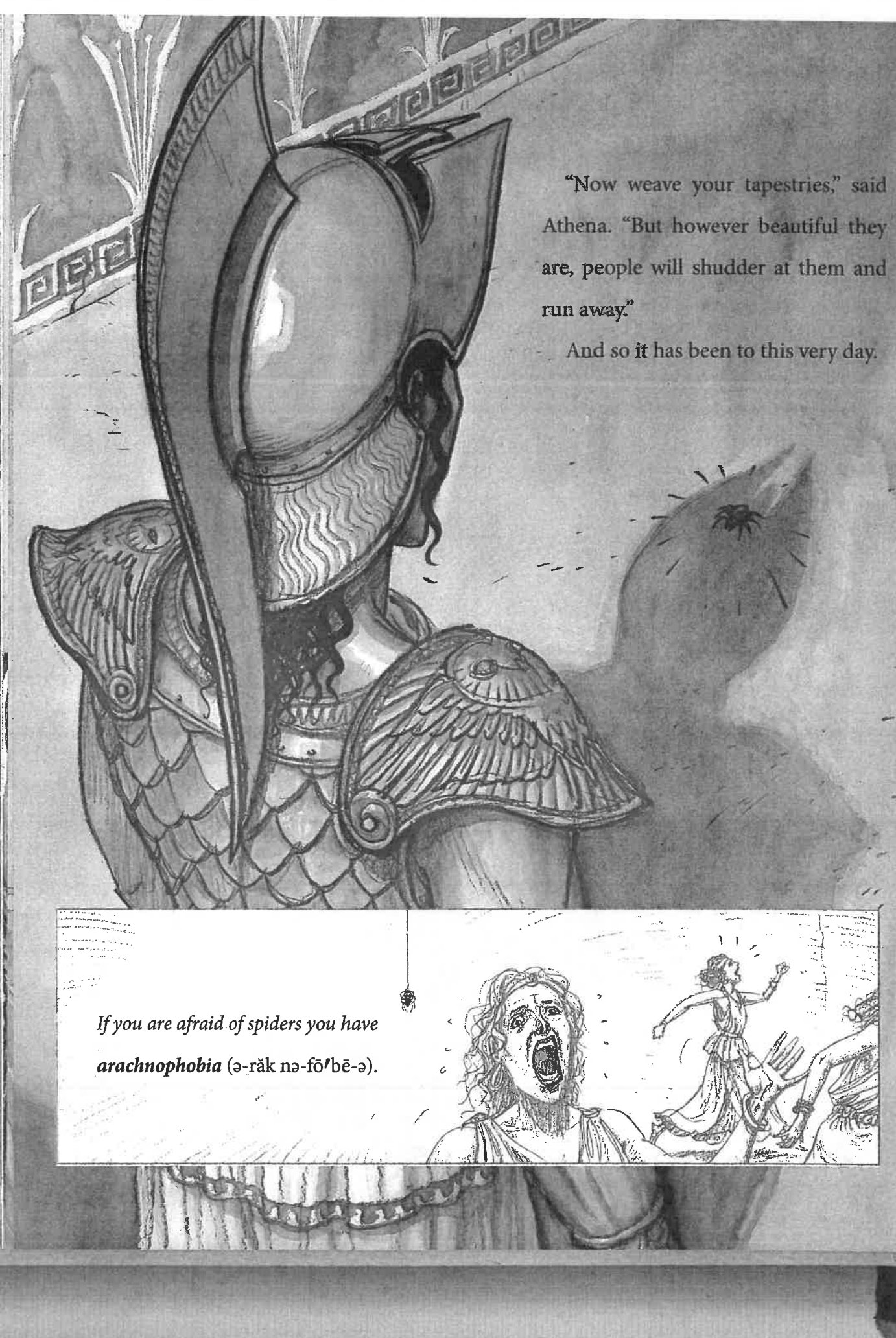
**YOUR SKILL IS MATCHLESS,  
BUT YOUR PRIDE IS UNFORGIVEABLE!  
HOW DARE YOU SHAME THE GODS?!**



Then she struck Arachne with her shuttle. At once Arachne's body began to shrink and shrink until it was a small black blob with spindly legs. Out of her body came a long, thin thread. Arachne had become a spider.







"Now weave your tapestries," said Athena. "But however beautiful they are, people will shudder at them and run away."

And so it has been to this very day.

If you are afraid of spiders you have **arachnophobia** (ə-rāk nə-fō'bē-ə).







## ECHO

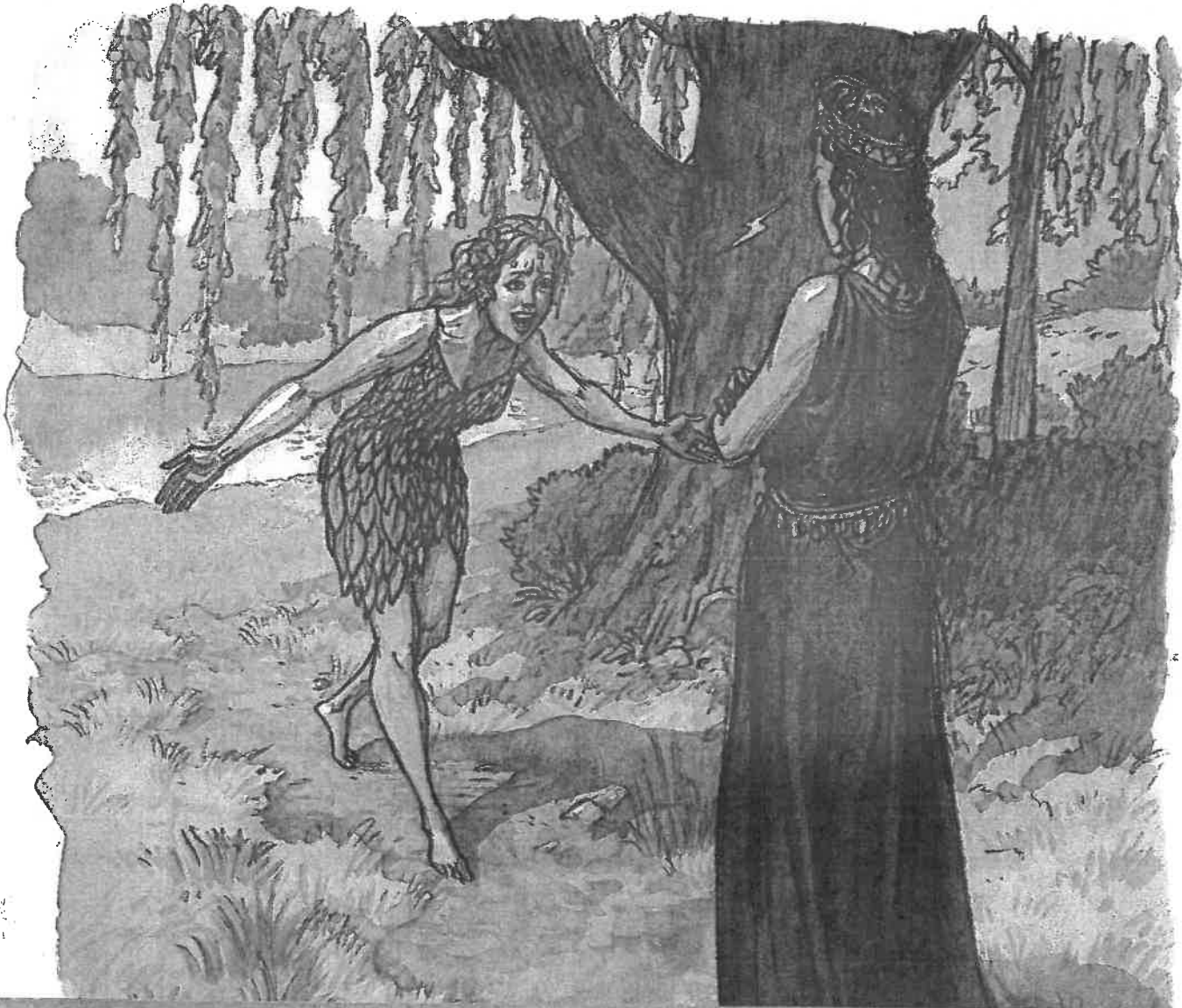
**Echo** (ĕk'ō) (noun): *Repetition of a sound by reflection of sound waves from a surface.*

He raised the horn to his lips. The notes sprang loud and clear and even before the signal faded, the wind caught them and seemed to fling the call through all the valley, where it returned in echo after echo.

—Lloyd Alexander, *Taran Wanderer*

Like all wood nymphs, Echo was lovely and playful, but she was far too talkative. And she always had to have the last word.

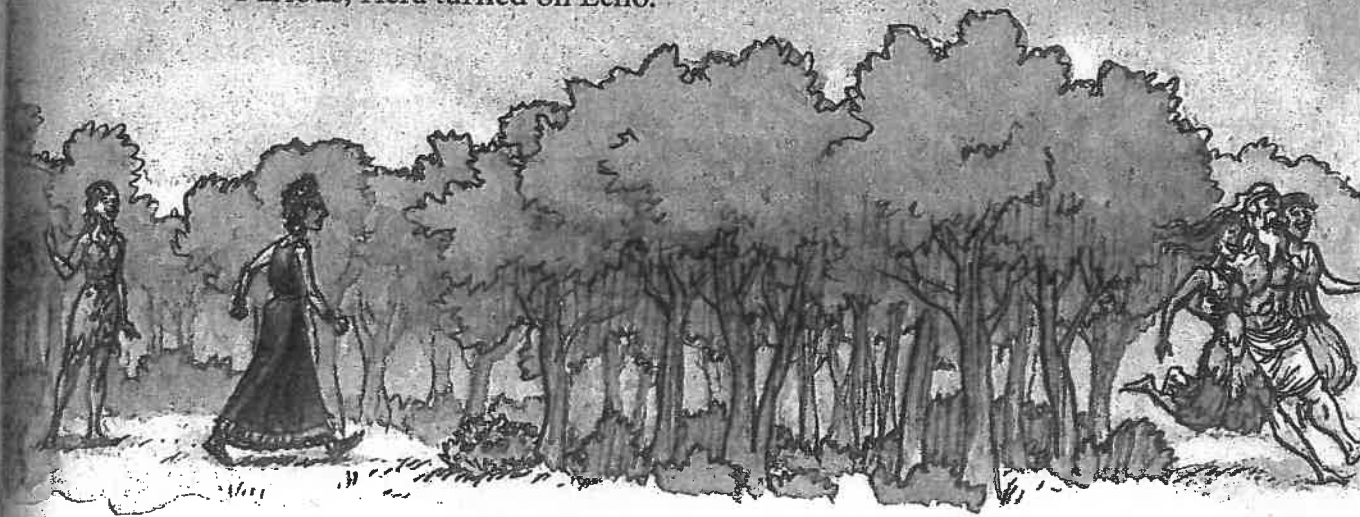
One day as she sat combing her hair by a grove of trees, Hera, the queen of the gods, arrived in search of Zeus, her husband. Zeus, the mightiest god of all, had disappeared from their home on Mount Olympus and Hera was certain that he was in the woods flirting with nymphs. That was, in fact, exactly what Zeus was doing, and Echo, who knew how severely Hera punished anyone who caught Zeus's fancy, at once decided to help her friends the only way she could. Bowing deeply to the queen, Echo began to talk and talk.





She talked so much and for so long that when Hera finally took her leave,  
Zeus and the nymphs had fled from the forest.

Furious, Hera turned on Echo.



**YOU KEPT ME HERE WITH  
YOUR MINDLESS CHATTER  
SO ZEUS COULD ESCAPE.  
NOW YOU ARE GOING  
TO PAY FOR IT.**

**FROM THIS MOMENT ON,  
YOU WILL NEVER SPEAK AGAIN,  
EXCEPT TO REPEAT THE LAST  
WORDS SPOKEN TO YOU.**

**SPOKEN  
TO YOU...**



Echo wandered about miserably for weeks until one day she spotted a shepherd boy named Narcissus. He was as handsome as a god—tall, broad-shouldered, and with hair the color of sunshine. Echo could not take her eyes off him. She began to follow him everywhere, hoping to catch his attention. But Narcissus never even nodded a greeting.





One day, he strolled into the woods while Echo trailed silently behind. In the afternoon, he came upon a pool of water and bent down for a drink. As he leaned over the smooth dark surface, he caught sight of the most handsome face he had ever seen. Captivated, Narcissus knelt down. He smiled and the youth in the pool smiled back. "I think I love you," said Narcissus.

"Love you," repeated Echo happily.

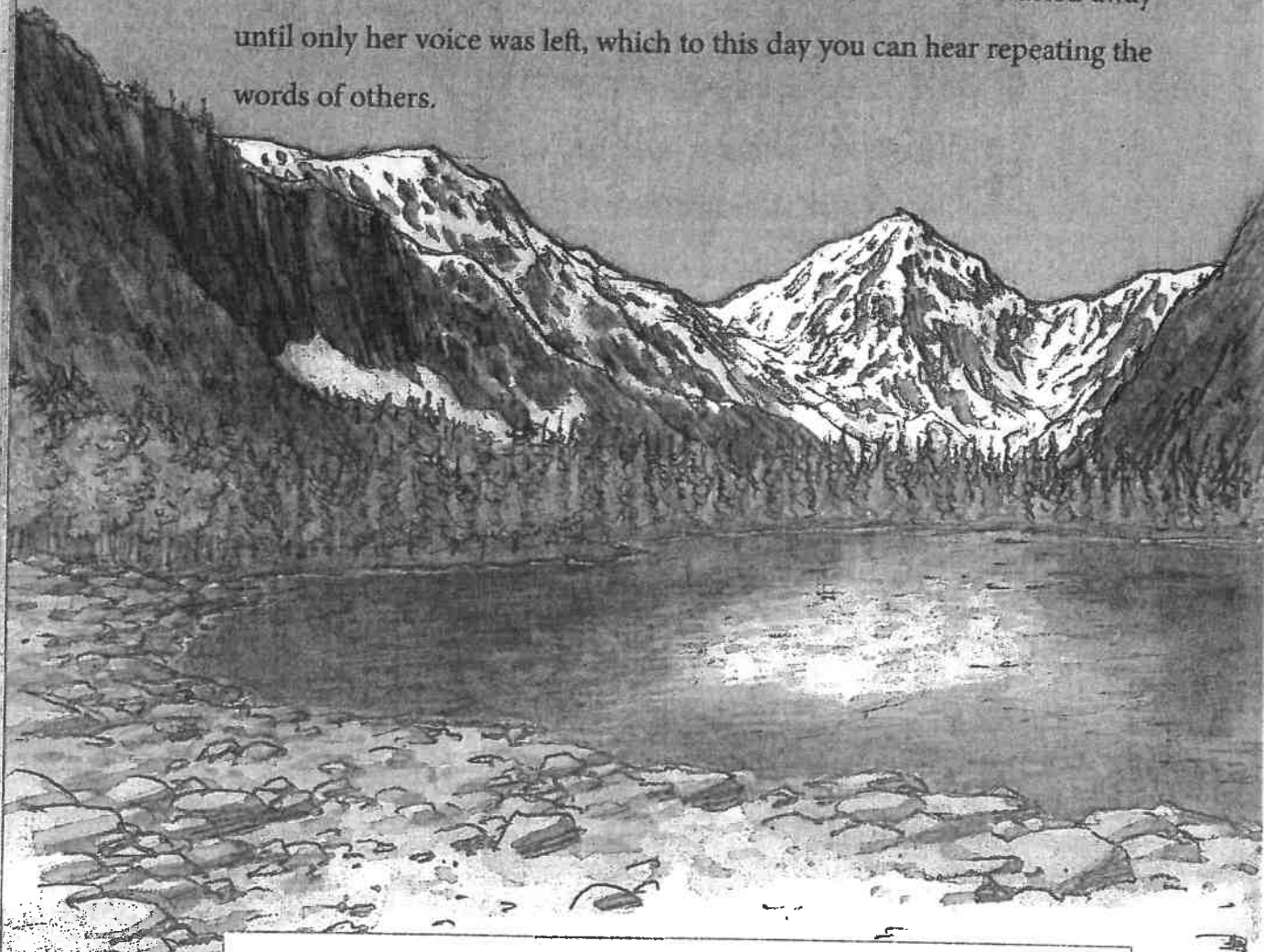
Too absorbed by the face in the pool to notice her, Narcissus waved his hand in greeting and the youth in the pool waved in return.



Narcissus fell so deeply in love with his own image that he just sat by the pool, gazing at his own beautiful face, forgetting to eat and drink, until finally he pined away and died.

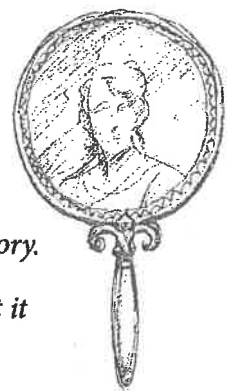
As the gods carried him to the realm of the dead, a new flower sprang up in the place where he had knelt. It is called *narcissus*, better known today as the daffodil, and it is as bright yellow as the hair of the youth who fell in love with himself.

When Narcissus was taken to the underworld, Echo also wasted away until only her voice was left, which to this day you can hear repeating the words of others.



*People who spend hours admiring themselves in the mirror, who talk about themselves all the time, and who are interested only in themselves are called **narcissists** (när'si-sists) after the young man in this story.*

*Some individuals are so excessively self-absorbed that it becomes an illness called **narcissism** (när'si-siz'əm).*



A decorative rectangular border surrounds the text. It features a repeating pattern of small, five-petaled flowers on thin, leafy stems. At each of the four corners, there is a larger, detailed illustration of a seashell, likely a scallop, facing outwards.

# GRACE

**Grace** (grās) (noun): 1. *Seemingly effortless beauty of movement, form, or proportion.* 2. *A disposition to be generous or helpful.* 3. *To give beauty, elegance, or charm to.*

"But if you take my voice," said the little mermaid,  
"what will I have left?"

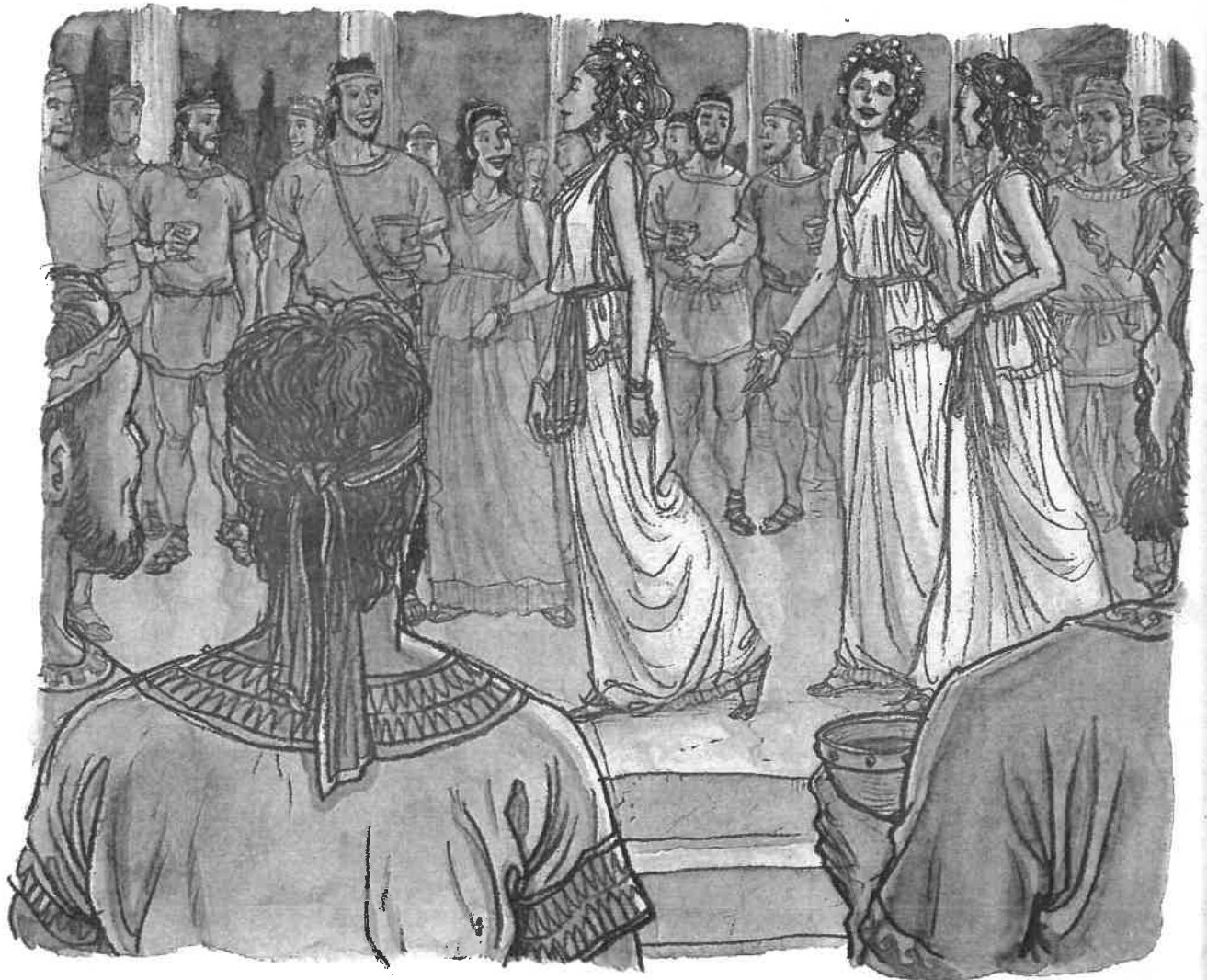
"Your lovely figure," said the witch. "Your grace of  
movement and your sparkling eyes."

—Hans Christian Andersen, *The Little Mermaid*



The three goddesses called the **Graces** were always invited to festivals and celebrations. Whenever they arrived, heroes stopped boasting, poets recited with greater eloquence, musicians played more passionately, and philosophers spoke with deeper wisdom.

Elegant and charming, the Graces radiated generosity, beauty, and joy. Wreaths of sweet-smelling myrtle encircled their thick, glossy hair, gossamer gowns floated around their bodies, and their dark eyes sparkled with pleasure. Yet nobody was jealous of them, for their presence enhanced everyone else's beauty.





Nor were the Graces ever jealous. When the goddess of beauty and love, named Venus, arrived from the sea, the Graces ran down to the shore to welcome her. Before they allowed anyone else to see Venus, they rubbed her body with scented ointments and clothed her with silken garments. On her head they placed a finely wrought crown of gold. Then, satisfied that she could not be made lovelier, they brought her to Mount Olympus, where the other gods greeted her.



From that day on, Venus, like many other goddesses, became so fond of the Graces that she asked them to attend her as often as possible. It is no wonder their name came to mean all things charming and elegant.



*The name "the Graces" for these goddesses comes to us via Old French. Their Latin name is **Gratia**. Because **gratia** (grä'të-ä) means both pleasing and thankful, the sweet helpfulness of these goddesses survives not just in a host of words such as **graceful** and **gracious**, but also in several words that express thankfulness, such as **grateful** and **gratitude**.*

Love and beauty were also found in many myths. But love did not always have a happy ending and beauty could be taken away by the gods as punishment. That was the case with Medusa, a beautiful maiden who did something wrong in a temple of Athena. The goddess punished Medusa by turning her hair into snakes and making her face so ugly, that anyone who looked at her was immediately turned to stone.

**Right:** In one labor, Heracles killed a bull.



## HERACLES

Heracles, called Hercules by the Romans, was the son of Zeus and Alcmene. He was the greatest hero of Greek myths because of his strength, courage, and cleverness.

The goddess Hera, who was in love with Zeus, was very jealous of the child Heracles. She sent two snakes to kill him when he was a baby, but the plan failed. The boy was already strong enough to strangle them with his bare hands.

Zeus wanted to protect his son. He made a deal with Hera that once Heracles was a man, he would perform 12 labors or tasks. After that, he would become a god. She agreed. She did not believe that anyone could survive the types of deeds Heracles would be sent to do. But

Heracles was so powerful that he succeeded. The 12 Labors of Heracles included destroying fierce beasts, such as the nine-headed Hydra, human-eating birds, and huge, dangerous boars and bulls.

### CANNIBALISM IN MYTHS!

It might seem unusual to us, but many myths include stories of people, mainly children, who were sliced, cooked, and eaten. However, the victims were sometimes coughed up whole, or rescued and put back together, as good as new.



## DEMETER AND PERSEPHONE

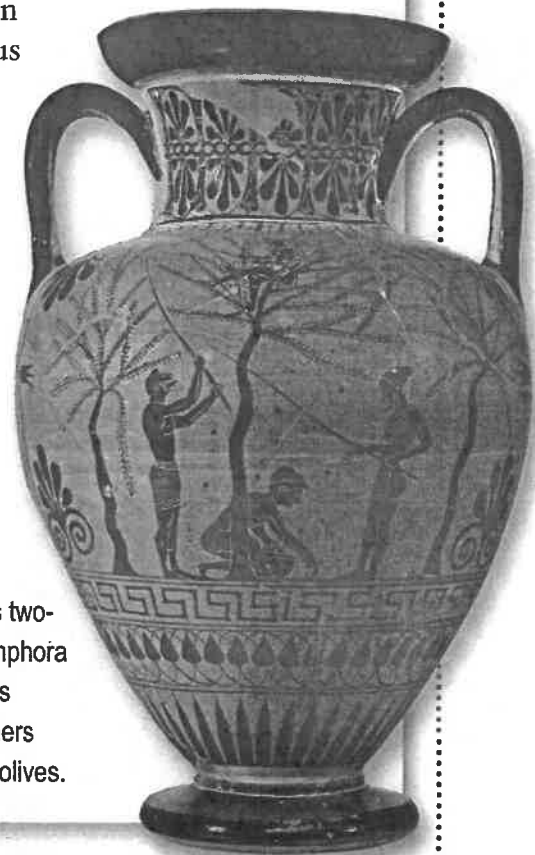
The Ancient Greeks believed that the changing of the seasons and the annual cycle of growth, harvest, and rest were the result of the kidnapping and release of Persephone, Demeter's daughter.

Zeus's sister Demeter was the goddess of the harvest. When she was happy, the crops flourished. When she was upset, the crops die. The thing that made her happiest was spending time with her daughter Persephone. Persephone was very beautiful and she caught the eye of the god Hades in the underworld. One day, while she was in the meadow, he opened a great hole in the ground and kidnapped her. Demeter was heartsick. All the crops began to fail and Zeus became worried. He tried to make Hades send Persephone back. Hades refused, saying that she had eaten six **pomegranate** seeds. Everyone knew that if you ate or drank anything in the underworld, you had to stay there forever. Zeus made a deal with Hades. If Persephone married Hades, she would spend six months of the year with him in the underworld and six months on Earth with her mother Demeter. Hades agreed. While Persephone lived with her mother above ground, Demeter was happy and the seeds sprouted and the crops grew. When she returned to the underworld, Demeter cried and the plants died until Persephone returned.

### A RANGE OF ROLES

Demeter was in charge of fertility, as well as harvests. Women prayed to her to bless them with children. Demeter also became known as the goddess of marriage.

*Right:* This two-handled amphora or jar shows Greek farmers harvesting olives.



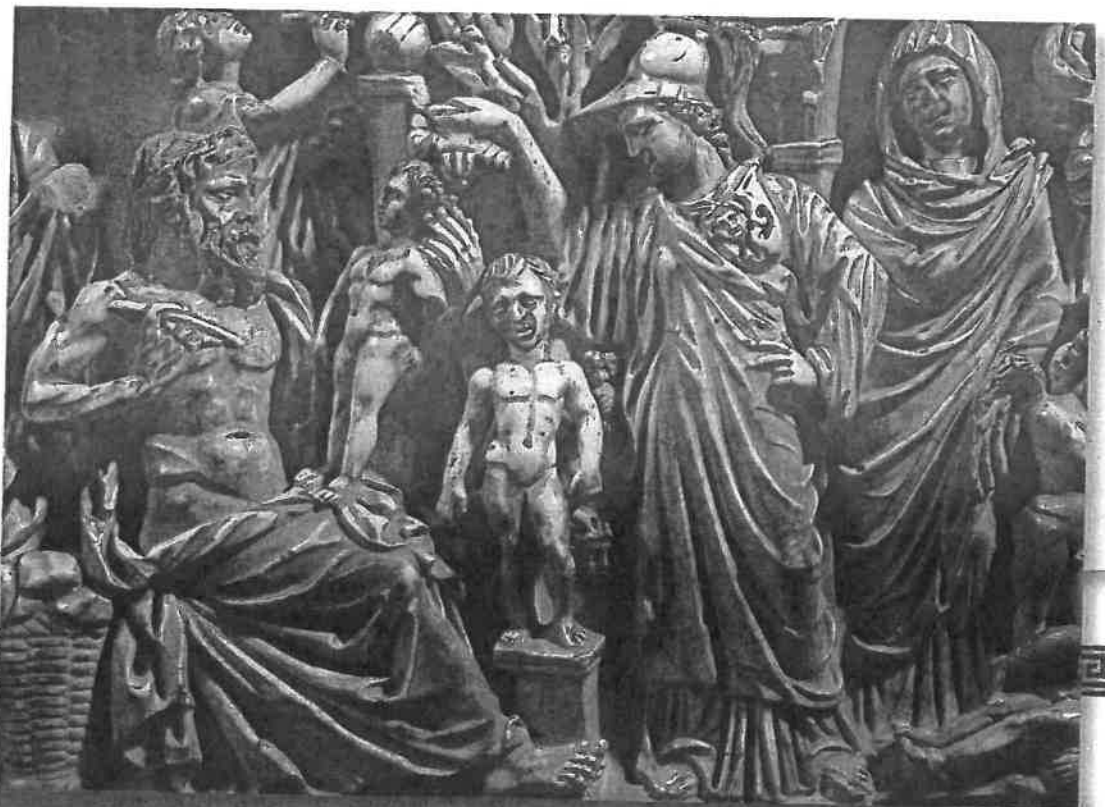


## PROMETHEUS

Prometheus was a Titan—one of a race of powerful gods. He was the champion of humankind, and he used his cleverness to help them.

One day, Prometheus took clay and made figures of humans. The goddess Athena breathed life into the clay figures. Zeus was angry with Prometheus for creating people and refused to let him give them fire. Zeus was worried that, with fire, the humans would become powerful like the gods. But Prometheus felt sorry for the cold and hungry humans and wanted to help them. He found a reed plant with a stem filled with dry material that would burn easily. Without Zeus knowing, took it with him to Mount Olympus. He went to the place where the morning sun rose, and let the fires of the sun light the material inside the stem. He raced back down to Earth and gave fire to the humans. Zeus was so angry that he chained Prometheus to a post and punished him. Each day, a huge eagle ate his liver. Each night his liver grew back so he would be punished over and over.

**Below:** In one version of the myth, Prometheus modeled humans out of clay and the goddess Athena breathed on the figures to bring them to life.





# **4<sup>th</sup> Grade**

## **Science and**

## **Social Studies**





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

## Plant Vocabulary



<b>roots</b>	The roots of a plant soak up vitamins and minerals. They also store food for the plant.
<b>leaves</b>	The leaves make food (sugar) for the plant. They also take in carbon dioxide and release oxygen into the air.
<b>stem</b>	The stem supports the plant. It has many thin tubes that carry water, minerals, and food through the plant.
<b>flower</b>	A flower is the part of a plant that makes seeds.
<b>fruit</b>	Some plants have fruits. Fruits protect and hold the seeds of the plant. Many animals eat fruits, which can help the seeds spread to different areas.
<b>chlorophyll</b>	Chlorophyll is a green pigment that is found in plants' leaves. It helps the plant make food.
<b>photosynthesis</b>	Photosynthesis is the process that plants use to make food. During photosynthesis, the plant turns sunlight, chlorophyll, and carbon dioxide into food (sugar) and oxygen.
<b>sugar</b>	Sugar is the type of food that plants make in their leaves. Sugar is also called glucose.
<b>oxygen</b>	Oxygen is a type of gas (air) given off during photosynthesis. People and animals need oxygen to breathe.
<b>carbon dioxide</b>	A type of gas (air) needed by plants for photosynthesis. Plants use up carbon dioxide and produce oxygen. People and animals create much of the carbon dioxide that plants need to stay alive.

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

## Plant Vocabulary Matching

**Part 1: Match the name of each plant part with its purpose.**

- |                 |   |
|-----------------|---|
| 1. ____ roots   | a. part of a plant that makes food  |
| 2. ____ stem    | b. part of a plant that makes seeds   |
| 3. ____ leaves  | c. part of a plant that soaks up water and minerals                                     |
| 4. ____ flowers | d. part of a plant used for support and has tubes for carrying food, minerals and water |
| 5. ____ fruit   | e. part of a plant that holds and protects seeds  |

**Part 2: Match each vocabulary word with its definition.**

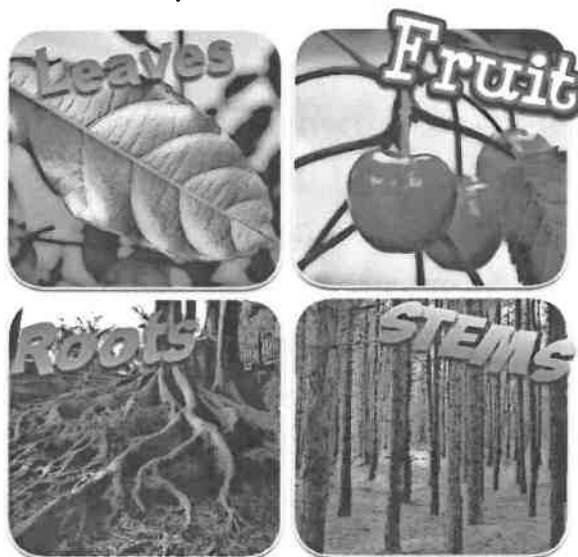
- |                         |  |
|-------------------------|--|
| 6. ____ chlorophyll     | f. a green pigment that is found in plants' leaves that help the plant make food |
| 7. ____ photosynthesis  | g. the type of food that plants make in their leaves                             |
| 8. ____ sugar           | h. the process that plants use to make energy from sunlight                      |
| 9. ____ oxygen          | i. the type of gas that plants need for photosynthesis                           |
| 10. ____ carbon dioxide | j. the type of gas that is released into the air after photosynthesis            |

# PLANTS

There are a lot of different plants in the environment! Trees, grasses, bushes and vegetables (yum!) are all different kinds of plants! Have you ever taken a good look at a salad before? There are plants all over the place in there! In a salad you may find lettuce, carrots, broccoli, cauliflower and radishes... ..these are all plants!

Everything in a salad may look different... ..but because they are all parts of plants, they share similar traits!

Almost all plants have these similar traits:



Roots are the parts of the plant under the ground! Have you ever tried to pull a plant out of the ground before? It may have been pretty hard to do, right? That is because the roots support the rest of the plant. They do this by attaching the plant to the ground! The roots also soak up all of the water and nutrients from the ground! Leaves are the workshops of the plant. They use the water and nutrients from the roots and sunlight to make food for the plant! This process is called

photosynthesis (“foe-toe-sin-thu-sis”). Each leaf must collect as much sunlight as possible! The more light that is collected, the more food the leaves can make. That is why many leaves are so big!

**No  
sunlight...  
no food...  
no plant!**



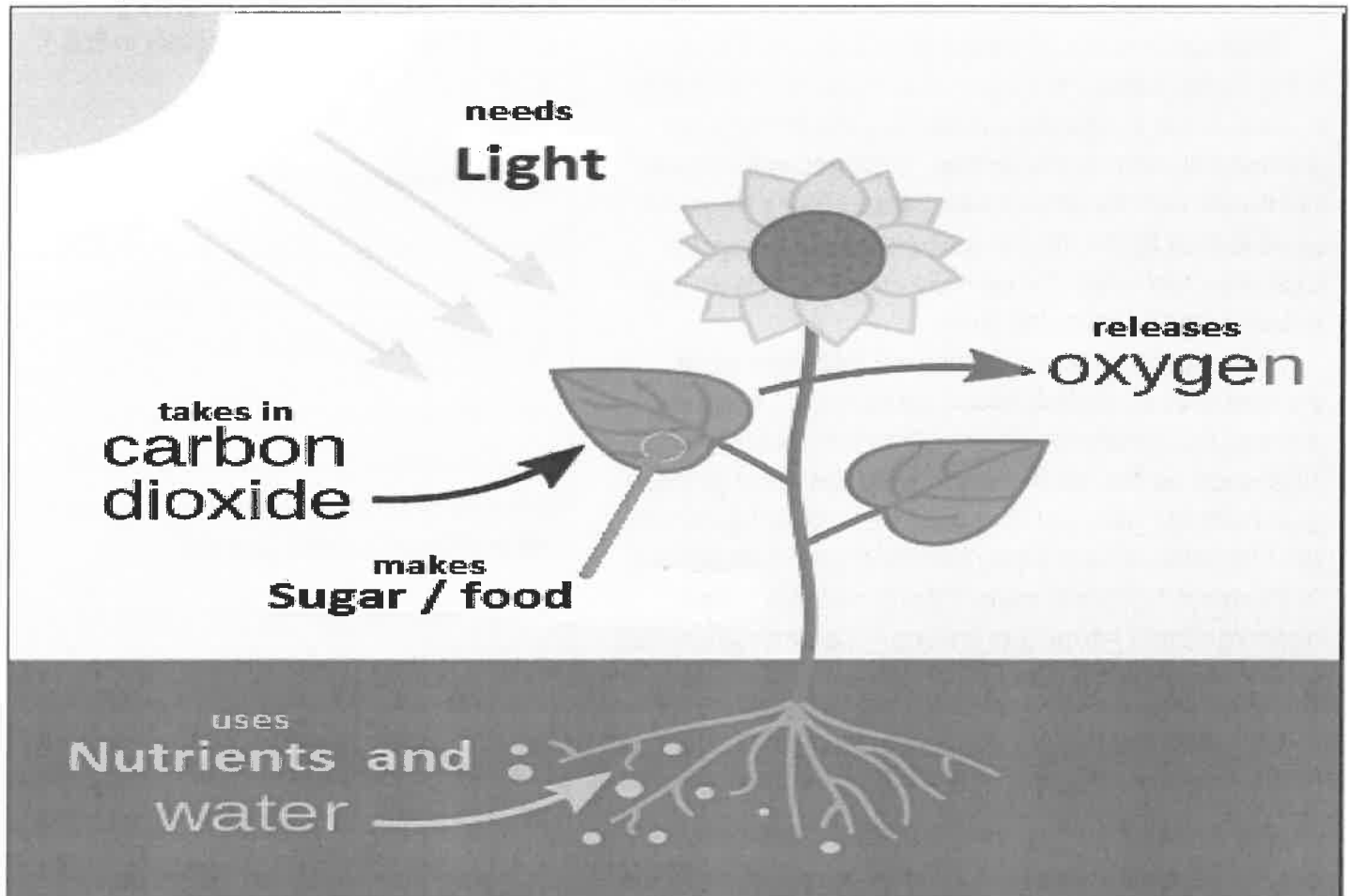
But how does the water and nutrients from the roots get to the leaves? From the stems! Stems carry all of the water and nutrients from the roots to the leaves. The stems also carry the food that the leaves make to the rest of the plant. Stems are normally very stiff. This is important so that the plant can stand upright for the leaves to collect as much sunlight as possible! Remember, no sunlight... no food... no plant! Fruits are the parts of the plant that hold the seeds! The fruit is made to surround and protect the seed! Some of these fruits are fleshy, like an apple or an orange.

Many of the vegetables we eat are really the fruits of a plant (like beans, tomatoes, cucumbers...) Flowers may look and smell pretty, but they are very important for the plant! Flowers are the parts of the plant that make all of the seeds and fruits!

# WHAT IS

## Photosynthesis

Study the picture below. Then use the diagram labels to complete the sentences at the bottom of the page.



Photosynthesis is a process that plants use to breathe and to make food. They use the

\_\_\_\_\_ from the sun, along with

\_\_\_\_\_ in the soil and a gas

called \_\_\_\_\_ to make

\_\_\_\_\_, which feeds the plant. During this

process, \_\_\_\_\_ is released into the air.

# Plants Are Producers

Cross-Curricular Focus: History/Life Science



People are consumers. We have to spend large parts of our days finding, buying, cooking and eating our food. Did you ever think it might be nice to be able to make your own food like plants do? Plants are producers and perform a process called **photosynthesis** using light from the sun, water and carbon dioxide. Carbon dioxide is the gas we exhale when we breathe. The end result of this chemical reaction is sugar for the plant to "eat." The plant releases water and oxygen, a gas all animals need to breathe, into the air.

So how do plants do it, and why can't we? Plants have special structures called **chloroplasts** that animals don't have. Chloroplasts are round, flat organelles that are arranged in stacks called **grana**. These stacks are filled with chlorophyll. **Chlorophyll** is what gives leafy green plants their green color. Their main job is to absorb light from the sun. Chloroplasts can absorb every color except green. Light activates the chlorophyll. It creates an energy that splits molecules of water, separating them out into hydrogen and oxygen. Chemical reactions take place. Hydrogen from the water combines with carbon from the carbon dioxide we breathe out. Oxygen is released into the air.

People and plants make perfect partners. Plants rely on the carbon dioxide that we breathe out, and we rely on the oxygen that they "breathe" out. This is one good reason for protecting plant life on Earth. Algae fields near the poles produce a constant supply of oxygen for us. So do the many plants of Earth's rainforests. We need plants in order to survive.

Conservation projects around the globe are aimed at protecting our natural resources, including numerous species of plants. Our quality of life and the very quality of the air we breathe depends upon our green plant partners.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why are plants called producers?

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2) Where do plants get their green color?

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3) Explain the relationship between people and plants. Why are we good partners?

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4) What would happen if there were not enough plants on Earth?

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5) What is a chloroplast?

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Video (optional) to watch:

<https://www.youtube.com/watch?v=D1Ymc311XS8>

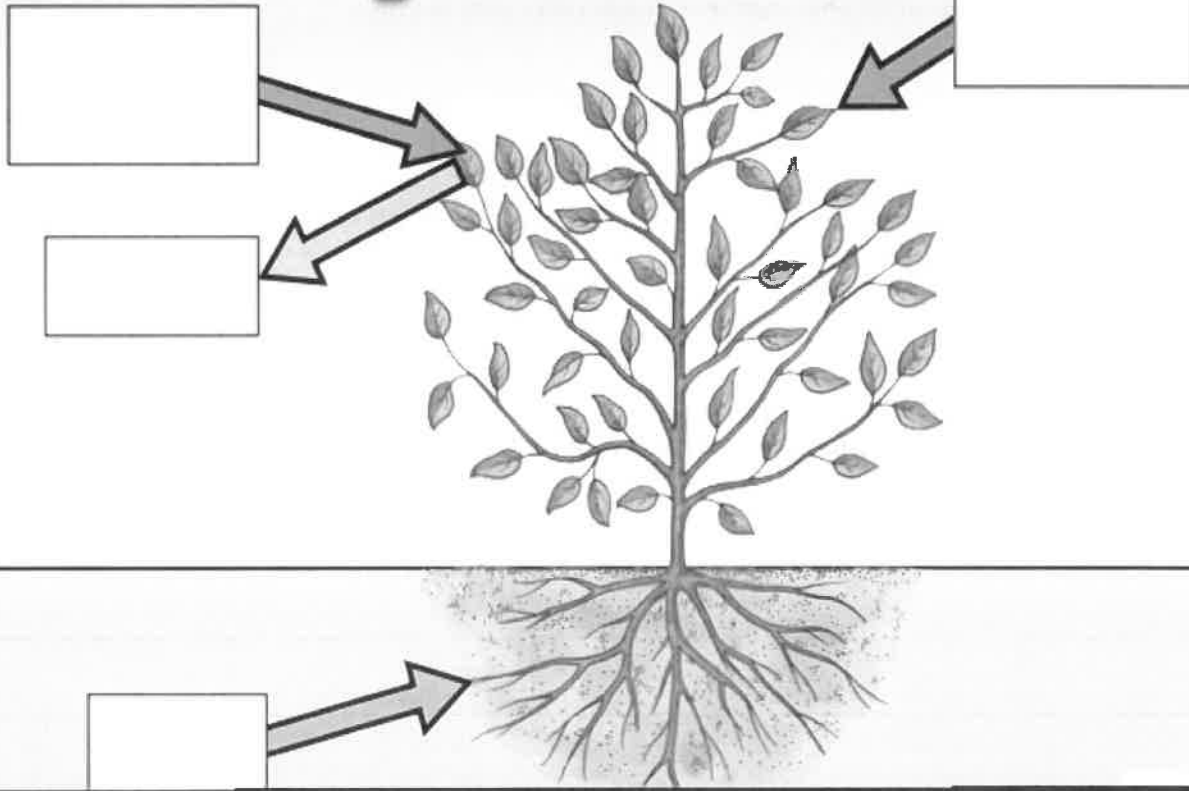
<https://www.youtube.com/watch?v=UPBMG5EYydo>

<https://www.youtube.com/watch?v=eCSlrk0GTs>

- Write About it: Briefly describe the photosynthesis process and then explain why plants use photosynthesis.**

[illegible]

# Photosynthesis



## Optional- Hands on easy Science Experiment:

Exploring How Tree & Plants Breathe

*Step 1: Fill a large bowl with lukewarm water*

You can use a glass or plastic bowl (personally, I like glass bowls better as you'll be able to see the experiment from all angles however you will probably have the bowl outside so you may want to use plastic).

*Step 2: Head outside and find a large leaf*

You'll want to remove a leaf from a tree or plant and not just pick one up off the ground as we want an 'active' leaf for the project. Choose an ACTIVE leaf (meaning one that you just removed from the tree or plant).

*Step 3: Place the leaf in the bowl of water and put a small rock on top of it so it is FULLY submerged under the water.*

*Step 4- wait a few hours.*

*Step 5: Take a peek a few hours later*

What you should be seeing is small bubbles that form around the leaf and the edges of the bowl. These are easy to see but having a large magnifying glass on hand always makes an experiment feel more scienc-y ;)





# Brown *vs.* Board of Education

Read about the case of **Brown vs. Board of Education** below.  
Then follow the writing prompt on the next page.



In 1954, the Supreme Court saw *Brown vs. Board of Education of Topeka*, a court case that challenged segregation in public schools. The court eventually ruled that segregation in schools was unconstitutional. The decision was one of the first victories for civil rights.

Oliver Brown was a parent in Topeka. Because of segregation, his daughter had to walk six blocks to catch a bus that would take her to a school a mile away. There was another school just a few blocks away from their house, but she could not attend it because she was African American. Oliver, with the help of the NAACP, filed a suit against the city's school board.

Before *Brown vs. Board of Education* passed, the law said that providing "separate but equal" **facilities** for different races was legal. Towns and cities, as well as private businesses, could separate their buildings and services based on race, as long the service offered to both groups were of equal quality. However, that wasn't always the case: many restaurants, waiting rooms, drinking fountains and restrooms offered to African Americans in segregated communities were of much poorer quality than the ones offered to whites.

Oliver Brown wasn't the only person to file a suit about the unfairness of school segregation. There were five cases filed about it in five different states. All had the same goal: to protest the segregation of schools and the **inferior** conditions that many students in segregated schools had to **endure**. The Supreme Court heard the evidence from all cases and ruled that separating people based on race was in and of itself an unfair practice.

Integrating the schools was not easy. Citizens who didn't like the idea of blacks and whites going to school together took matters into their own hands. For years following desegregation, citizens would show up outside integrated schools to **antagonize** black students as they walked to class by yelling at them, calling them names and spitting on them. Often times, police had to be called in to make sure fights didn't break out. In 1957, many Little Rock citizens, including the governor of the state, didn't want one of the city's high schools to be integrated. On the first day of integration for Little Rock Central High School, he called in the National Guard to prevent the students from going inside. The students were finally allowed in the school at the end of September, when the army had to **escort** them inside to protect them from angry protesters.

# Brown *vs.* Board of Education

## VOCABULARY

**Facilities:** Places or things that provide a service.

***Inferior:*** Of lower quality.

**Endure:** To hold strong against a challenge.

**Antagonize:** To tease, taunt or be unfriendly toward.

***Escort:*** To accompany someone.



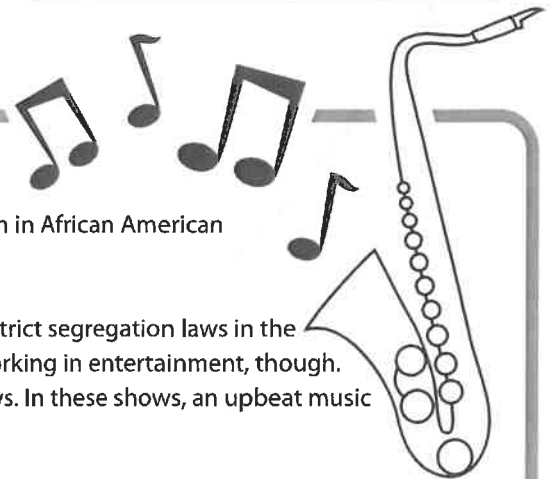
Write about a time that you stood up to others without resorting to violence.

This image shows a single sheet of white paper with horizontal blue or grey 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

# The History of Jazz



**Directions:** Read the passage below and answer the questions that follow.

Did you know that jazz music has been around since the late 1800s? It began in African American communities in the South. Since then, jazz has taken the world by storm.

After the abolishment of slavery, many freed slaves tried to find work. With strict segregation laws in the South, former slaves had trouble finding jobs. Most laws did not apply to working in entertainment, though. African Americans got jobs performing music in vaudeville and variety shows. In these shows, an upbeat music called ragtime was popular.

The specific birthplace of jazz is New Orleans, Louisiana. It is in this city that ragtime music transformed into jazz music. People from all over the world came by boat every day to the port city of New Orleans. They brought musical traditions from their home countries to New Orleans. The nightclubs and entertainment venues blended the different styles of music. Spanish music, blues, gospel music, and African music were mixed. It then became the lively style known as jazz.

The sounds of jazz spread like wildfire in the 1920s. The United States was changing. Women gained the right to vote. Prohibition came to an end. Wild jazz music became the perfect background music to the turbulent times. Young people of all backgrounds began to take an interest in jazz. This period of time became known as "The Jazz Age".

Louis Armstrong and Duke Ellington are two famous African American musicians. These talented songwriters and performers added excitement to the genre. The Jazz Age included some famous women jazz artists, too. Ella Fitzgerald and Billie Holiday are two beloved performers. These musicians brought their unique talents to the genre. Their influences continue to impact the music world today.

Jazz grew and changed through the years. Many new forms of music were created. Jazz's influence reaches almost every form of popular music today.

1. How is jazz related to other types of music?

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2. When did jazz become popular?

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3. What is significant about "The Jazz Age"?

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4. Why did musical styles from other countries influence jazz?

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# Chocolate:

## A Short and Sweet History

**W**e normally think of chocolate as a sweet treat, but it began as a bitter beverage! Chocolate as a food got its start in ancient times, when it wasn't just a dessert – it played an important part in ritual and culture.

In ancient Latin America, chocolate was worshipped – literally! Both the Mayan and Aztec people had gods that they believed were responsible for bringing chocolate to the earth. The two cultures consumed chocolate as a drink, which was popular among nobility. It was believed that the cocoa bean had magical powers, and it was used during major life events like births, marriages and deaths.

Chocolate wasn't mixed with sugar until Europeans came in contact with the Americas in the 1500s. They brought it home to Europe, where it became an expensive import and a symbol of wealth. Instead of chili and corn, Europeans added cinnamon and sugar to chocolate. But because chocolate was imported from another country, chocolate was available only to the upper class and became a symbol of wealth and status.

In the mid-1600s, "chocolate houses," which were like the coffee houses we have today, were a trendy meeting place for English citizens. By the 1700s, chocolate was a part of life for upper-class citizens in Europe; believed to be a nutritious drink with many health benefits. Back in America, chocolate was so popular that it was included in the rations for soldiers on the battlefield in the Revolutionary War.

In the early 1800s, the Industrial Revolution was in full swing, and people quickly found ways of speeding up the chocolate-making process. In 1828, a Dutch chemist found a way to remove some of the natural fat from chocolate, which led to the creation of chocolate in food form. The first chocolate bar was made in 1847, and by 1868, a company called Cadbury began selling chocolate candies. The same year, Nestle invented milk chocolate.

### QUESTIONS

**1. Which cultures were the first to consume chocolate?**

- a. The Swiss and the Dutch
- b. The Mayans and Aztecs
- c. The English and the Mayans

**2. How did chocolate become popular in Europe?**

- a. People discovered it grew naturally there
- b. Explorers brought it back from the Americas
- c. A famous actor drank it

**3. For most of its history, chocolate was mainly eaten by:**

- a. Everyone
- b. Peasants
- c. The upper classes

**4. Why was chocolate so expensive in Europe?**

- a. It was so delicious!
- b. It took a long time to make
- c. It was imported from another country

1 2 3 4 5 6 7 8 9 10

# Make it like the Mayans!

Here's a quick recipe for making a chocolate drink similar to what Mayan and Aztec people might have consumed.

## WHAT YOU NEED:

- Cocoa beans (or unsweetened cocoa powder if you want to save time)
- Cornmeal
- Chili powder
- Vanilla

## WHAT YOU DO:

- Grind the cocoa beans to a powder (you can also buy)
- Mix with cold water and slowly add in cornmeal. Stir it until a froth forms.
- Add the chili powder and vanilla to taste.

***Different cultures would customize their chocolate drinks with local foods and ingredients. What foods that grow in your area would taste good in hot chocolate?***



*Mayan pottery painting of a woman grinding cocoa beans.*

*Painting of a Spanish "chocolate party."*

