

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 9:00 AM – 10:00 (video & phone conferences only) Email: janay.howard@ideapublicschools.org Zoom: 534 209 928 Password: Idea
T.LeBlanc/Math	Office Hours: Tuesday and Thursday 10:00 -11:00 (video & phone conferences only) Email: tanisha.leblanc@ideapublicschools.org Zoom: 195-884-405 Password: Idea
(Note time change) K.Witherspoon/Writing and Additional	Office Hours: Tuesday and Thursday 11:00-12:00 (video & phone conferences only) Email: kimberly.witherspoon@ideapublicschools.org Zoom: 216 691 722 Password: Idea
A.Garcia/Reading	Office Hours: Monday and Wednesday 1:00-2:00 (video & phone conferences only) Email: ashley.garcia@ideapublicschools.org Zoom: 4070050085 Password: Idea
Additional Support: If your scholar needs additional support, please contact Ms. Totson.	Office Hours: Monday, Wednesday, Friday 2:30-3:30 (video & phone conferences only) Email: amathyst.totson@ideapublicschools.org Zoom: https://zoom.us/j/4127079055

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.



Math 4th Grade
Week of April 20th -April 23rd

Please follow all classroom expectations and be sure to use all strategies when answering the questions and to support your answer with evidence.

Directions:

Monday: Page 1 Questions 1-7

Tuesday: Page 2 Questions 1-6

Wednesday: Page 3 Questions 1-6

Thursday: Page 4 Questions 1-6

Friday: School Holiday

Turning in assignments: Complete the scantron and make sure to turn it in via Remind, or email on Monday, April 27th.

Questions? – Office hours are from 10:00-11:00

Zoom: 195-884-405

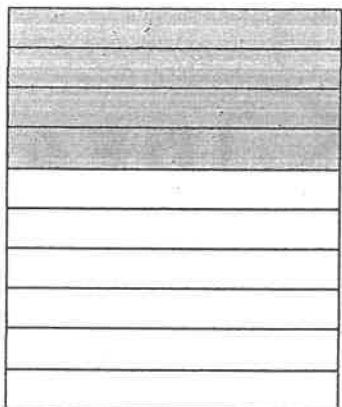
Meeting Password: Idea

If unable to at those times. Feel free to watch videos (school page), email or message on Remind.

tanisha.leblanc@ideapublicschools.org

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

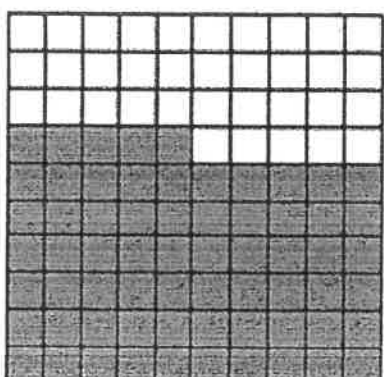
TENTHS



4 shaded out of 10
 $\frac{4}{10}$ or $0.4 = 0.40$
four tenths

0.40

HUNDREDTHS



75 shaded out of 100
 $\frac{75}{100}$ or 0.75
seventy five hundredths

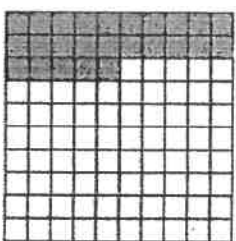
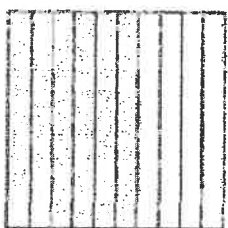
0.75

Decimals

A number that uses place value and a decimal point to show value less than one.

H	T	O	
4	1	3	9
		●	
		Tenths	Hundredths

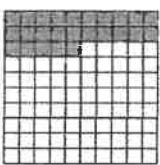
Adding



= .85

Line up the decimals!

Think of money!



$$\begin{array}{r} 0.60 \\ + 0.25 \\ \hline 0.85 \end{array}$$

$$\begin{array}{r} 0.30 \\ - 0.25 \\ \hline 0.05 \end{array}$$

Subtracting

Least to
Greatest

0	.	(Decimal)	Tenths	Hundredths
3	.		0	0
1	.		3	0
1	.		6	7
0	.		5	2

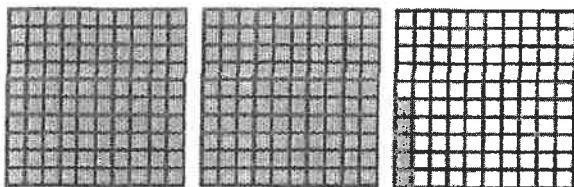
2 1

0.52 L
 1.30
 1.67
 3.00 G

Compare & Order

3, 1.3, 1.67, 0.52

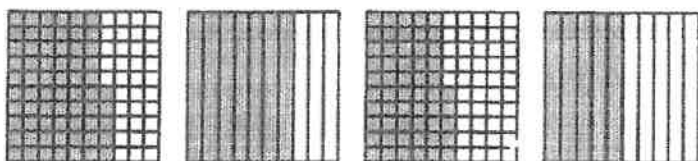
- 1 The model is shaded to represent a number less than 3.



Which decimal does the model represent?

- A 2.50 B 0.25 C 2.05 D 25.0

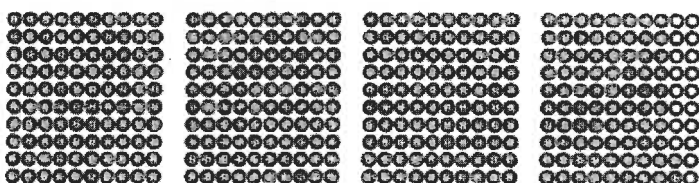
- 2 Preston shaded the models below to represent four different decimal numbers.



Which list shows these decimal numbers in order from least to greatest?

- F 0.5 0.55 0.65 0.7
G 0.7 0.65 0.55 0.5
H 0.5 0.7 0.55 0.65
J 0.55 0.65 0.5 0.7

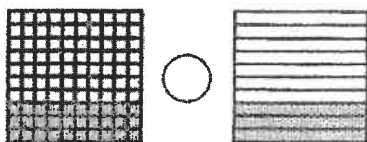
- 3 Each array below represents 1 whole.



Which decimal number is represented by the model?

- A 4.18 B 3.72 C 3.18 D 3.82

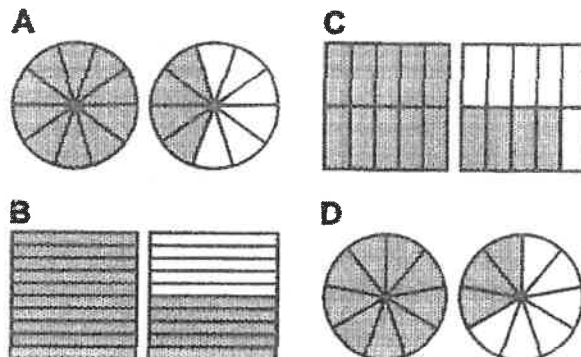
- 4 Marin is going to compare the decimals represented by these models.



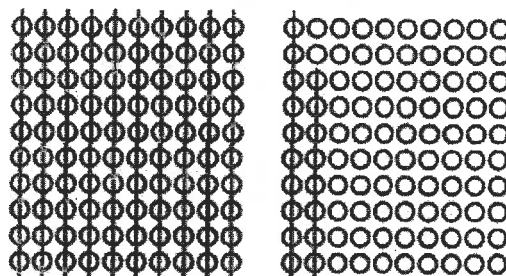
Which symbol should she write in the circle to make the comparison correct?

- F < G = H > J ×

- 5 Which model represents a decimal number that is greater than 1.4?



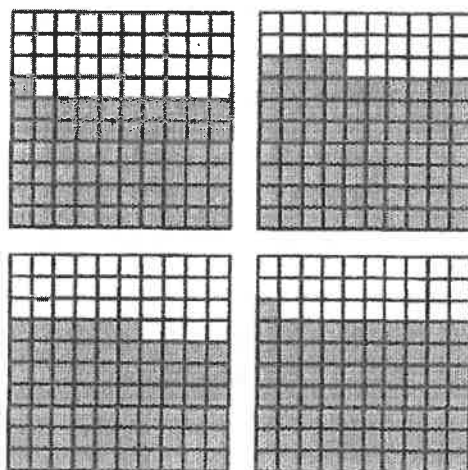
- 6 Parker drew the decimal model below



Her model best represents –

- F 0.18 G 11.8 H 1.18 J 0.018

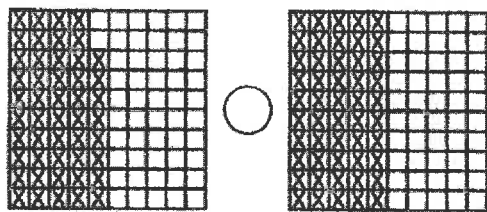
- 7 Andreas drew the models below to represent 4 different decimal numbers.



Which list shows these decimal numbers in order from greatest to least?

- A 0.74 0.70 0.65 0.61
B 0.61 0.66 0.71 0.74
C 0.74 0.71 0.66 0.61
D 0.61 0.65 0.70 0.74

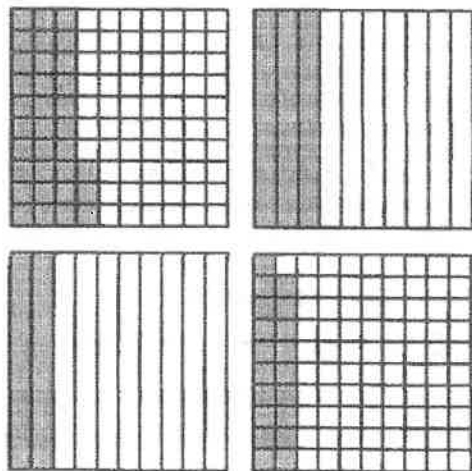
1 Pablo is going to compare the decimals represented by these models.



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

A < B > C = D +

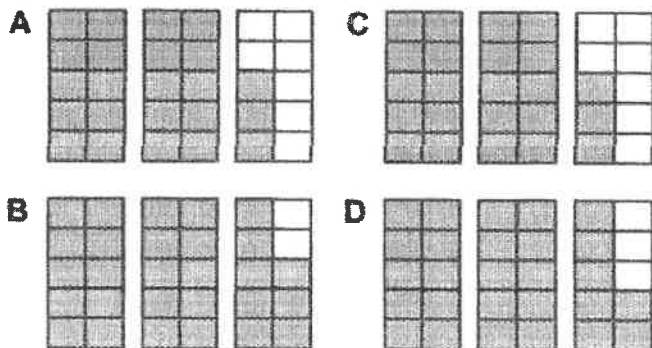
2 Taniyah drew the models below to represent 4 different decimal numbers.



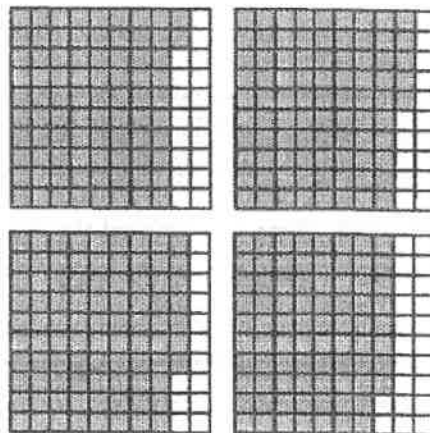
Which list shows these decimal numbers in order from least to greatest?

- F 0.2 0.3 0.19 0.33
 G 0.19 0.2 0.3 0.33
 H 0.33 0.3 0.2 0.19
 J 0.19 0.2 0.33 0.3

3 Which model represents a decimal number that is greater than 2.5 but less than 2.8?



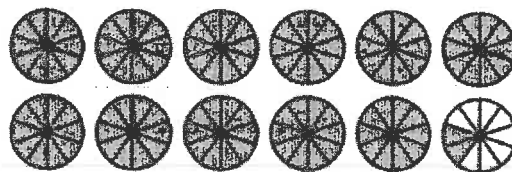
4 Phillip drew the models below to represent 4 different decimal numbers.



Which list shows these decimal numbers in order from greatest to least?

- A 0.89 0.85 0.81 0.77
 B 0.85 0.82 0.87 0.78
 C 0.81 0.89 0.85 0.77
 D 0.87 0.85 0.82 0.78

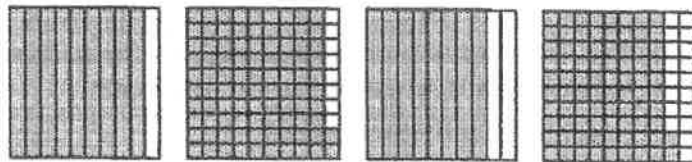
5 Each circle below represents 1 whole.



Which decimal number is represented by the model?

- F 12.8 G 12.2 H 11.8 J 11.2

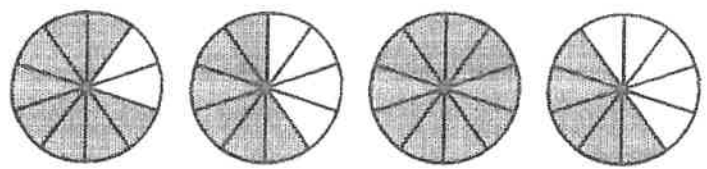
6 Ginger shaded the models below to represent four different decimal numbers.



Which list shows these decimal numbers in order from least to greatest?

- A 0.8 0.82 0.9 0.92
 B 0.92 0.9 0.82 0.8
 C 0.8 0.9 0.82 0.92
 D 0.82 0.8 0.9 0.92

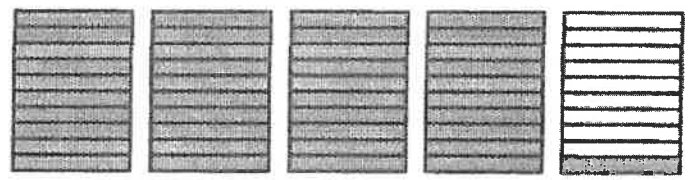
1 Julian shaded the models below to represent four different decimal numbers.



Which list shows these decimal numbers in order from greatest to least?

- A 0.1 0.8 0.6 0.5
- B 1.0 0.8 0.6 0.5
- C 0.5 0.6 0.8 1.0
- D 0.5 0.6 0.8 0.1

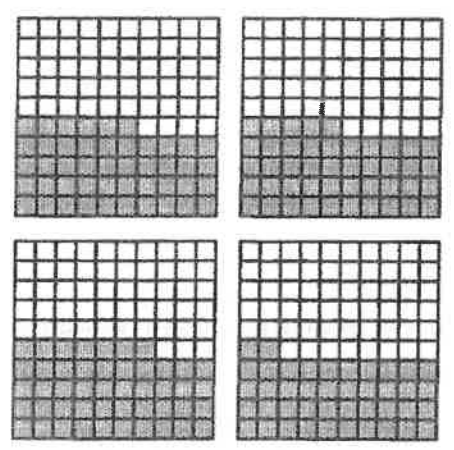
2 Each square below represents 1 whole.



Which decimal number is represented by the model?

- F 4.01
- G 4.1
- H 5.1
- J 5.01

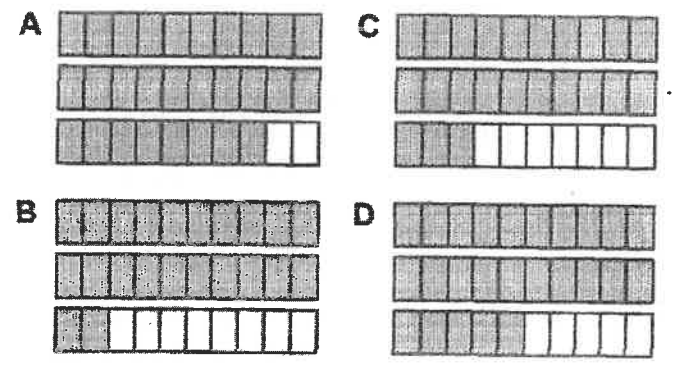
3 Harlot drew the models below to represent 4 different decimal numbers.



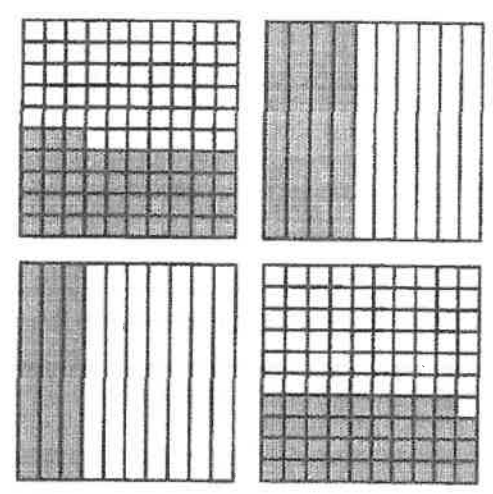
Which list shows these decimal numbers in order from least to greatest?

- A 0.42 0.44 0.45 0.47
- B 0.42 0.44 0.46 0.48
- C 0.42 0.45 0.46 0.47
- D 0.42 0.45 0.48 0.49

4 Which model represents a decimal number that is greater than 2.2 but less than 2.5?



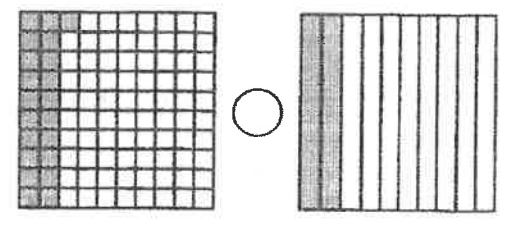
5 Marcus drew the models below to represent 4 different decimal numbers.



Which list shows these decimal numbers in order from greatest to least?

- F 0.43 0.39 0.4 0.3
- G 0.43 0.4 0.37 0.2
- H 0.43 0.4 0.39 0.3
- J 0.43 0.3 0.4 0.39

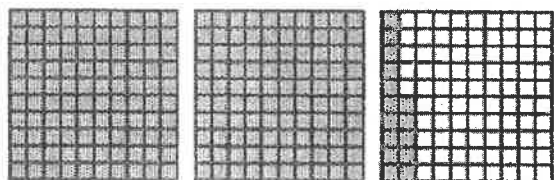
6 Carey is going to compare the decimals represented by these models.



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

- A =
- B +
- C <
- D >

1 Serafina shaded the model below to represent a decimal and fraction.



Which decimal and fraction represent the shaded model?

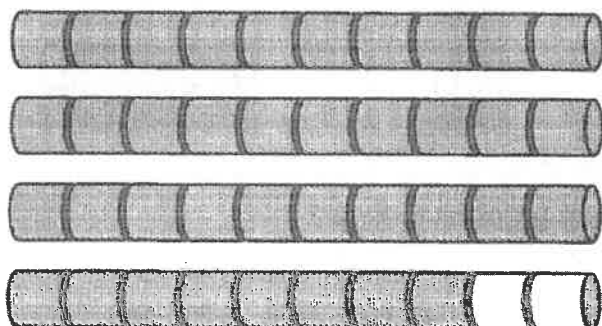
A 2.15 and $2\frac{1}{5}$ C 21.5 and $21\frac{5}{10}$

B 2.85 and $2\frac{85}{100}$ D 2.15 and $2\frac{15}{100}$

2 Cassius drinks 1.4 cups of orange juice each day. Which fraction represents this decimal number?

F $\frac{1}{40}$ G $\frac{14}{100}$ H $1\frac{4}{10}$ J $1\frac{4}{100}$

3 Each row of cylinders represents 1.



Which decimal and fraction represent the shaded amount?

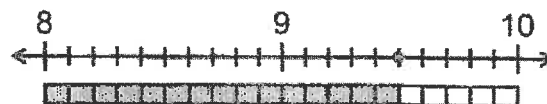
A 3.8 and $3\frac{8}{10}$ C 3.08 and $3\frac{8}{10}$

B 3.05 and $3\frac{8}{100}$ D 4.8 and $4\frac{8}{10}$

4 Which fraction is equivalent to the decimal number 0.09?

F $\frac{0}{9}$ G $\frac{9}{100}$ H $\frac{9}{10}$ J $\frac{90}{100}$

5 Bennie drew the model shown below.



Which decimal and fraction does Bennie's model represent?

A 10.5 and $10\frac{5}{10}$ C 9.5 and $9\frac{5}{10}$

B 9.05 and $9\frac{5}{100}$ D 9.5 and $9\frac{5}{100}$

2 Charlsie made the table shown on the right to show the weights of her four pet guinea pigs.

Blaze	$\frac{8}{10}$ lb
Comet	$\frac{87}{100}$ lb
Digger	$\frac{9}{10}$ lb
Bruno	$\frac{95}{100}$ lb

Which table represents the same information?

F

Blaze	0.8 lb
Comet	0.87 lb
Digger	0.9 lb
Bruno	0.95 lb

H

Blaze	0.8 lb
Comet	8.7 lb
Digger	0.9 lb
Bruno	9.5 lb

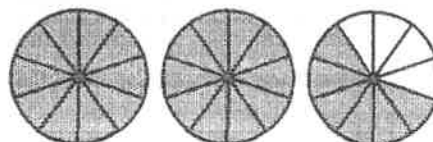
G

Blaze	8.0 lb
Comet	8.7 lb
Digger	9.0 lb
Bruno	9.5 lb

J

Blaze	0.08 lb
Comet	0.87 lb
Digger	0.09 lb
Bruno	0.95 lb

6 Which decimal and fraction does this model represent?



A 2.06 and $2\frac{6}{10}$ C 2.6 and $2\frac{6}{100}$

B 2.6 and $2\frac{6}{10}$ D 2.06 and $2\frac{6}{100}$

Name: _____

Complete the scantron and make sure to turn it in via Remind, or email on Monday,
April 27th.

ZIPGRADE.COM

- 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)

Monday (2080)

Key

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

Name

ZIPGRADE.COM

- 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)

Wednesday (9114)

Key

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

Name

ZIPGRADE.COM

- 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)

Tuesday (2774)

Key

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

Name

ZIPGRADE.COM

- 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)

Thursday (2716)

Key

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

Use the story "The Cannibal Monster"
to answer the following questions.

Monday's Work

Name

Date

Lesson 10

1. What details about the Tlingit people are important to remember **before** we read the story they told called 'Cannibal Monster'?
2. Now that you've read the story, write a brief summary about The Cannibal Monster. **HINT**-what was the problem the people faced? How did they try to solve the problem and was it successful or not? What was the next problem the people faced? How did they try to solve it and was it successful or not?
3. What is the theme of The Cannibal Monster?
4. What mystery does the story of Cannibal Monster solve? Provide text evidence.

5. Is the story of Cannibal Monster a myth? Why or why not?

6. Think about the Greek myths we've read so far. (Arachne, Hercules, Prometheus, etc) Which one of those Greek myths do you believe is most similar to The Cannibal Monster and why?

7. Create a compare/contrast diagram. Compare and Contrast The Cannibal Monster and Pandora's Box. List everything you can find.

8. Now that you've compared/contrasted two myths from different cultures (Greek and Native American), write an introduction that states the **differences** you've identified between myths from different cultures.

Name

Date

Lesson 11

1. Quick Write: Nike sportswear is named after the Greek goddess Nike (which means Victory). Why do you believe that "Nike" would be a suitable name for a company that makes athletic clothing and equipment?
2. Create a focus statement for an essay using the following sentence stem: "Cannibal Monster and Pandora's Box are similar because _____." (Rewrite the sentence below and finish it).

Wednesday's Work

Name: _____

Date: _____

Handout 12C: Evidence Organizer

Directions: Choose the best evidence to support your focus statement. Write brief notes in the boxes. Follow the prompts at the top of the chart. Remember to only write notes that support your focus statement.

Prompt: What do myths from different cultures have in common?			
Focus Statement: Gluskabe and Old Man Winter and Demeter and Persephone are stories that both explain why we have seasons.			
Context	Evidence	Source	Elaboration/Explanation
What is the name and theme of the myth?	List details from the text that support your focus statement. Be sure to use quotations and paraphrasing.	Where did this information come from? List title and page number.	What does this help us understand? What is the myth explaining?
Demeter and Persephone			
Gluskabe and Old Man Winter			

Friday's Work

Name: _____

Date: _____

Handout 14A: "When Raven Soared"

Directions: Read the text carefully, then refer to it as needed to answer the questions on Assessment 14A: New-Read Assessment 1.

"When Raven Soared," Leigh Anderson ("A trickster myth . . .")

Long ago—when the Earth was young and unsettled—humans were not always humans, and animals were not always animals. Magic wove its way into the air. Raven soared over treeless frozen tundra, snowcapped mountains, and towering pine trees. He rode through icy waters on the backs of whales. On land, he walked among the people, wearing a feathered cape.

Raven was a trickster and mischief-maker who took on many forms—from a prancing deer to a cedar splinter. He was as vain as he was wise. He was as boastful as he was big-hearted. Often, he lied or misled others and fell into sticky messes of his own making. Raven made mistakes, but he had great power and spirit. He tried to do what was right—most of the time.

When Raven saw the people struggling in darkness, he decided to help. A greedy, powerful chief had stolen the stars, Moon, and Sun. He had trapped them in three beautiful boxes, letting no one near their light. But Raven knew the greedy Chief's greatest wish: a grandson. With this knowledge, Raven made a plan.

One day, Raven saw the Chief's daughter drinking from a creek. He turned himself into a pine needle and floated on the water. The girl swallowed this pine needle as she drank. Some months later, the Chief's daughter had a baby boy. The boy grew quickly and made the Chief proud. But the boy was really Raven.

One day, the boy (who was Raven) pointed to one of three beautifully carved boxes. "Ga-a! Ga-a!" he cried, until the Chief let him play with the box. When the Chief looked away, Raven opened the box and let out the stars.

When the Chief lost his anger, Raven asked for the second beautifully carved box. “Ga-a! Ga-a!” he cried again, until the Chief let him play with the box. When the Chief looked away Raven opened the box and out flew the Moon.

When the Chief lost his anger, Raven asked for the last beautifully carved box. “Ga-a! Ga-a!” he cried a third time, until the Chief let him play with the box. When the Chief looked away Raven opened the box and a golden ball of light rolled out.

Raven turned back into a bird and flew up through the lodge’s smoke-hole. He tossed the Sun into the sky and soared away into the clouds. The great Chief shook his fists and shouted with anger. But Raven only cawed and cackled as the Sun warmed his feathers and gave light to the people of the world.

So say the legends of the people who first settled the Pacific Northwest coast. Their languages and stories are often as different as the places in which they live, but Raven flies through many of their myths. He shows us humanity’s worst and best qualities. We may not always make the right choices, but—if our hearts are in the right place—we can make things come out for the best in the end.

Other Native American myths have “trickster” characters, too. Coyote slinks through many of the Great Plains tribal legends. Hare bounds through southeastern native tales. Blue Jay has top-flight billing in many eastern-forest tribal myths.

Anderson, Leigh. “When Raven Soared.” *Appleseeds*, Mar. 2008. Cricket Media, Carus Publishing Company.

Use "When Raven Scared" to answer these questions

Friday's work ✱✱

Name

Date

Lesson 14

1. Choose the **two** definitions for **trickster** according to the second paragraph. Provide evidence for your answer.

- a. Someone who tries to fool others by misleading them
- b. Someone who is mean
- c. Someone who is kind-hearted
- d. Someone who is a mischief-maker

~~e. Someone who like the sun~~

~~f. Someone who is greedy~~

2. Which sentence explains the meaning of the description of the Raven? "He [the Raven] was as vain as he was wise." Provide evidence for your answer.

- a. The Raven was smart, but he also thought he was great and was full of himself.
- b. The Raven was beautiful and smart
- c. The Raven was beautiful but not smart
- d. The Raven was smart but not beautiful

3. Why were the people living in darkness? Provide evidence for your answer.

- a. Because the sun was upset and wouldn't shine light
- b. Because the chief stole the sun, moon, and stars and kept them in three boxes
- c. Because they had upset the gods
- d. Because it was winter

4. How was the Raven able to get to the chief's boxes? Provide evidence for your answer.

- a. The Raven disguised himself as the chief's grandson and convinced the chief to let him play with each box
- b. The Raven put a magical spell on the chief so he could get the boxes
- c. The Raven killed the chief
- d. The Raven convinced the chief to just let him get the boxes

5. What does this myth explain?

- a. How the sun, moon, and stars came to be and also that sometimes being a trickster is the way to get what you want.
- b. How to trick someone
- c. How to hide the sun, moon, and stars
- d. Why we shouldn't trick people

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

Name _____

Name

--

ZIPGRADE.COM

- 1 (A) (B) (C) (D)
2 (A) (B) (C) (D)
3 (A) (B) (C) (D)
4 (A) (B) (C) (D)
5 (A) (B) (C) (D)

Week 5 DL (4838)

Key

A B C D

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.

The Cannibal Monster

Tlingit

The Tlingit (KLING-it) people live in the far north along the coast of Alaska. Dwelling in a land where woodlands and wildlife were abundant, they developed a culture rich in decorative arts, particularly wood carving. They carved giant canoes out of redwood trees and traveled great distances in them. They went out to sea to catch salmon and even hunt for whales. They built huge longhouses made of cedar planks, and carved and painted designs that stood for the animals of the land and the ocean on the doors and walls. They believed in sharing things with each other and often had great ceremonies called potlatches. At the potlatch, important people such as chiefs would give away many gifts to everyone.

The Tlingit are still great fishermen to this day and tell many stories of how things came to be. The Tlingit people also continue to make very tall totem poles that tell stories. Raven is usually carved on top of the pole. This story of the cannibal monster can be seen carved into a beautiful totem pole that stands on the campus of the University of Alaska in Fairbanks.

Characters

SPEAKING ROLES:

RAVEN
VILLAGE CHIEF
FIRST MAN
FIRST WOMAN
SECOND MAN
SECOND WOMAN
CANNIBAL MONSTER
BROWN BEAR
THIRD MAN
THIRD WOMAN

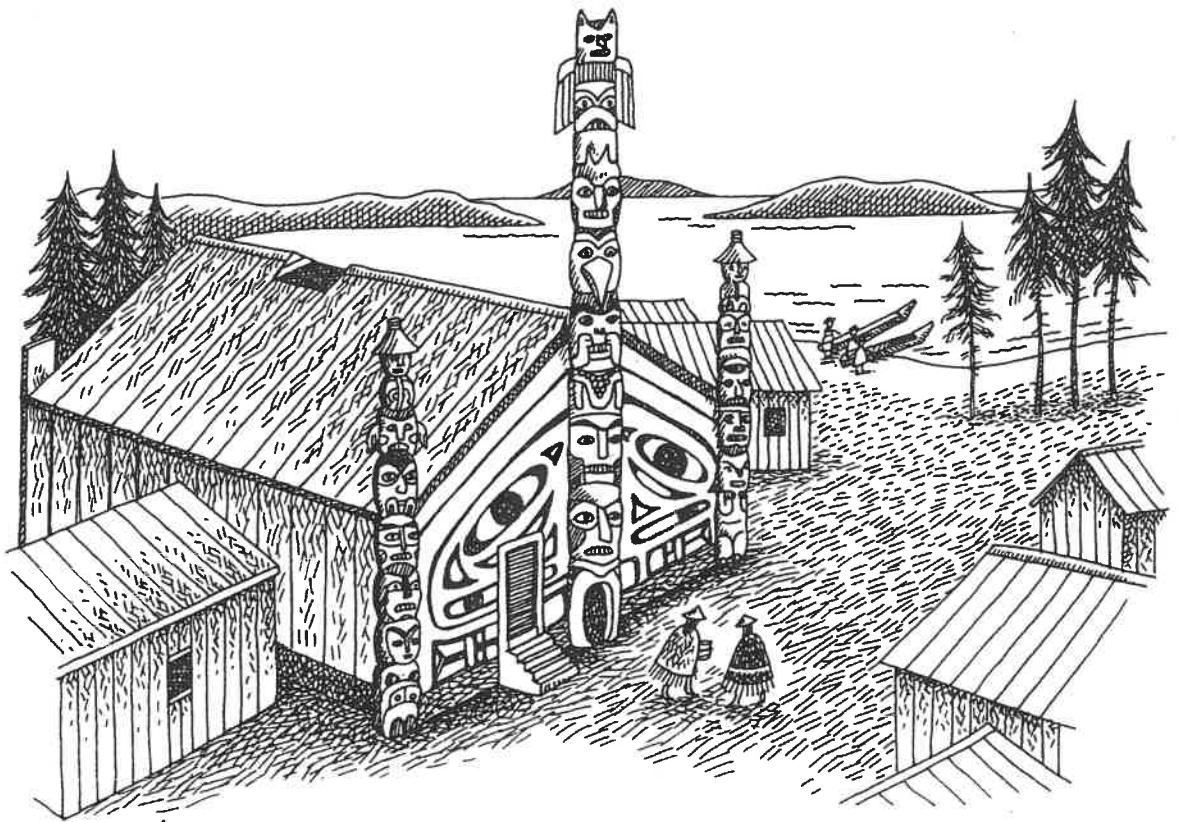
NON-SPEAKING ROLES:

OTHER PEOPLE—AS MANY AS GROUP SIZE WILL ACCOMMODATE
DRUMMER (offstage)

Props/Scenery

The **Tlingit village** can be suggested with a painted backdrop showing a large longhouse decorated with traditional Tlingit designs. Alternatively, children can paint large cardboard boxes to represent the longhouses.

Raven's tree can be represented with a painted backdrop. Raven can stand on a small **stepstool**.



A **drum** is needed to make the booming sound of the cannibal monster's approach. This can be a real drum or an upside-down wastebasket.

Spear for Brown Bear can be a child's toy (rubber, preferably) or made from a long cardboard tube with a cardboard spearhead.

The fire for Scene III can be created by placing a red sheet or large piece of paper with flames painted on it over the cannibal monster. Moving the sheet or the paper can create the impression of rippling flames.

Costumes

Raven dresses in black and wears a black mask fastened with elastic. In keeping with the design of traditional Tlingit masks, the mask ends above the actor's mouth, the beak overhanging his nose.

Village Chief wears a decorated and fringed blanket or sheet around his shoulders like a cape. The cape can be decorated with designs for one of the Tlingit clans. Designs of the different clans include the killer whale, the salmon, or the bear. (Be sure not to mix clan designs on the same person's clothing.) The chief wears a cone-shaped hat.

People wear everyday clothing with blankets or sheets wrapped around their waists. The blankets or sheets should be decorated with the designs of one clan or another. All people wear cone-shaped hats.

Cannibal Monster can be carried by two children hidden inside its costume. The monster can be made of sheets hung over a tall pole with a cross pole at the top. The head, which can be made of painted papier-mâché, should be as large as possible, with a long nose and a big mouth. Fasten it to the top of the pole. Be sure to cut holes in the sheets so the children inside can look out.

Brown Bear (who is human, not an animal) wears blankets or sheets decorated with bear designs. Brown Bear also wears a cone-shaped hat.

* * * *

Scene I: A Village on the Northwest Coast

The people of the village pantomime various activities such as carving wood, fixing fishing nets, working on canoes, and mixing food. Raven stands in his tree to one side of the stage.

RAVEN: Caa-awk, caa-awk. My name is Raven. One of my jobs is to keep watch. That's why you see me on top of the tallest trees like this one. I can see better up here. Let me tell you a story about something I saw once long ago. It's a good story. It's about a monster and some brave people. It's a story about me too. Caa-awk, caa-awk! That makes the story even better.

VILLAGE CHIEF: What a good day this is. I am glad we moved to this village.

FIRST MAN: I just hope that the cannibal monster does not find us again.

Offstage, Drummer beats the drum, BOOM-BOOM-BOOM-BOOM, like heavy feet striking the earth.

FIRST WOMAN: Oh no, do you hear that sound?

SECOND MAN: I think it is the cannibal monster!

VILLAGE CHIEF: Maybe it is just the sound of thunder.

SECOND MAN: Or rocks rolling down the mountain.

Offstage, Drummer makes the BOOM-BOOM-BOOM-BOOM sound again, louder this time. Then Cannibal Monster gives a loud ROAR.

SECOND WOMAN: It is the cannibal monster. Run for your lives!

The people run in all directions as Cannibal Monster enters the village.

CANNIBAL MONSTER: WEY-HAH! I AM HUNGRY!

BROWN BEAR: Throw your spears at it. Shoot your arrows.



The people pantomime throwing spears and shooting arrows.

CANNIBAL MONSTER: WEY-HAH! SPEARS AND ARROWS CANNOT HURT ME!

The cannibal monster turns to chase First Man offstage.

FIRST MAN (from offstage): Help! The cannibal monster is going to catch me! Agggghhh!

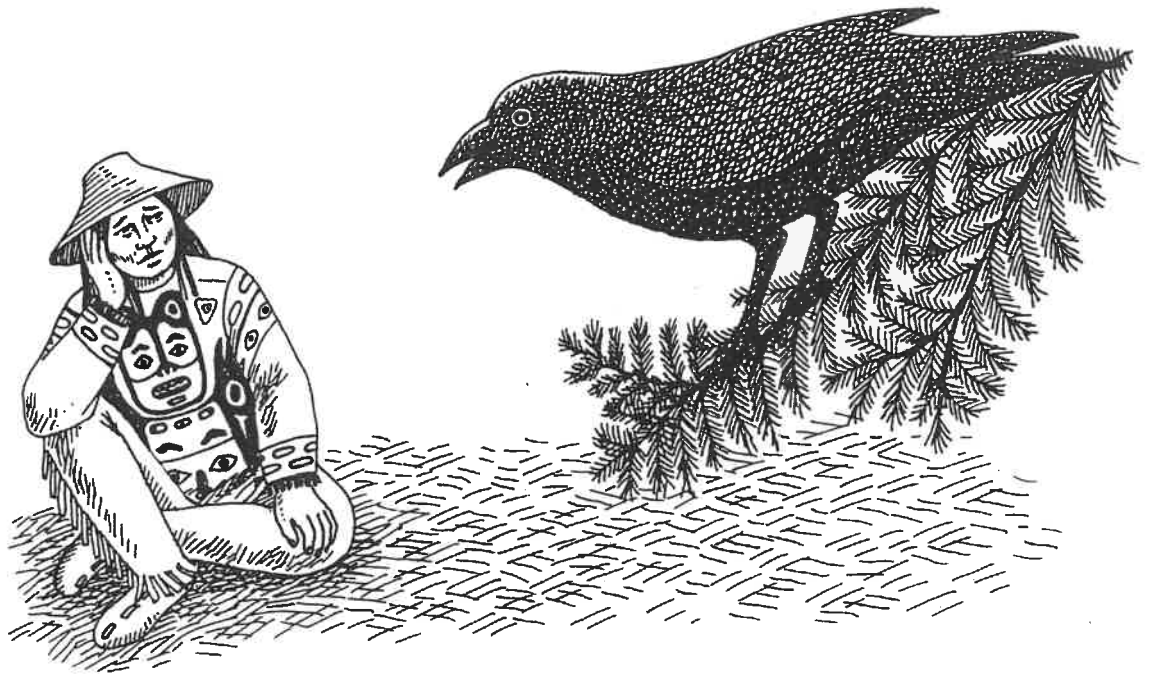
RAVEN: As you can see, things were not going well for the human beings. Luckily for them, I decided to help.

Scene II: The Same Village

Brown Bear sits alone in the village. Raven is in his tree above him.

BROWN BEAR: What can we do? Nothing can kill that monster.

RAVEN: Caa-awk, caa-awk. I can help. I can help.



BROWN BEAR: Raven, how can you help us? Do you know how to kill the cannibal monster?

RAVEN: Shoot the monster in its left heel. Shoot the monster in its left heel.

BROWN BEAR: I will do as you say, Raven. Thank you.

Scene III: The Same Village

People are gathered around Brown Bear.

VILLAGE CHIEF: Brown Bear, are you sure you know how to kill the cannibal monster?

BROWN BEAR: Raven told me. He wants to help us.

SECOND WOMAN: Remember what happened yesterday? Our spears didn't hurt the monster.

BROWN BEAR: It will be different today.



Offstage, Drummer makes BOOM-BOOM-BOOM-BOOM sound.

THIRD MAN: What is that?

THIRD WOMAN: It is the cannibal monster. Run for your lives!

BROWN BEAR: No. Everyone stay right here.

Cannibal Monster makes its ROAR sound offstage. Then monster enters.

CANNIBAL MONSTER: WEY-HAH! I AM HUNGRY.

BROWN BEAR: Try to eat me!

Brown Bear holds up his spear.

CANNIBAL MONSTER: WEY-HAH! YOU CANNOT HURT ME.

Cannibal Monster moves toward Brown Bear. Brown Bear ducks behind Cannibal Monster and stabs down with his spear at the monster's left heel.

CANNIBAL MONSTER: YOU HAVE KILLED ME!

Cannibal Monster falls down onto the stage.

VILLAGE CHIEF: It is dead.

FIRST WOMAN: Brown Bear has saved us all from being eaten alive.

THIRD MAN: But what can we do with the cannibal monster's body?

SECOND WOMAN: Let's burn it up!

RAVEN (*calling down from his tree*): Caa-awk. Caa-awk. Bad idea. Bad idea.

VILLAGE CHIEF: That is a good idea. Everyone go get wood.

BROWN BEAR: Wait! Raven says that is a bad idea.

No one listens to Brown Bear. They all gather wood and pile it around Cannibal Monster's body.

RAVEN: Don't do it. Don't do it.

BROWN BEAR: Raven says we should not do this.

SECOND MAN: Brown Bear, step back. We are going to light the fire.
The People place the sheet of "fire" over Cannibal Monster.

RAVEN: You'll be sorry. You'll be sorry.

CANNIBAL MONSTER'S VOICE: YOU HAVE SET ME FREE. NOW I WILL
EAT YOU FOREVER. WEY-HAH.WEY-HAH!

VILLAGE CHIEF *(swatting at something in the air):* Something is coming
out of the smoke.



SECOND WOMAN: The smoke is turning into little creatures.

She swats her arm.

THIRD WOMAN: Ouch. One of them bit me!

Everyone is now swatting at the air and at their arms, legs, and heads.

FIRST WOMAN: They are eating us alive.

VLLAGE CHIEF: Run for your lives!

Everyone runs offstage, leaving Raven alone in his tree.

RAVEN: Caa-awk, caa-awk. They should have listened to me. That is how mosquitoes came into the world. They came out of the smoke from the cannibal monster's body. They are still eating people alive to this day. Caa-awk, caa-awk! And that is my story.



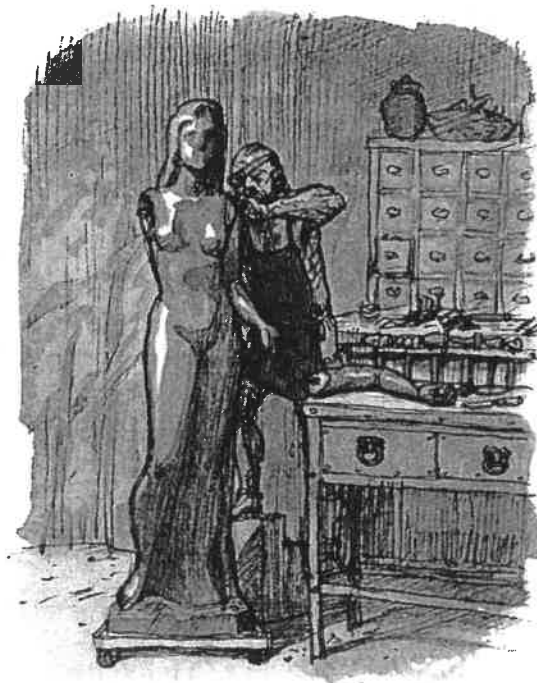
PANDORA'S BOX

Pandora's box (păn-dôr'əz bŏks) (noun): A
source of many unforeseen troubles or problems.

"It's Pandora's box, isn't it? The myth. The minute you opened that milk carton, it was all there: every evil thing. And you'll never be able to put it back. It's out now."

—Caroline B. Cooney, *The Face on the Milk Carton*

Pandora was the first woman on earth. Zeus commanded Hephaestus, the god of fire and sculpture, to create her. Hephaestus modeled her body of earth, gave her a face like the immortal goddesses, and infused her with a human voice and vigor.



When he was done, each god bestowed a special gift on her. Aphrodite gave her matchless beauty. Athena clothed her in silken gowns and taught her the art of needlework. Apollo gave her the gift of music, Hermes the power of persuasion. The three Graces covered her in jewels and braided her hair with sweetly scented flowers. When the gods and goddesses were finished, Zeus gave her one final gift: insatiable curiosity.



Because they had granted her one gift each, the gods named this new creature Pandora, which means "all-gifts."



But Zeus had not made Pandora out of kindness. Rather, he was planning to use her as a way to punish humans and their protector the god Prometheus. Prometheus had stolen fire from the gods in defiance of Zeus's orders and given it to mankind. Knowing that Prometheus would be suspicious of a gift from him, Zeus offered Pandora in marriage to Epimetheus, who was Prometheus's brother. As a wedding gift he sent along a lovely carved box. Handing the box to Pandora, Zeus looked her in the eye and warned, "Don't ever open it."



In those days the world was a wonderful place to live. There was no sadness, no sickness, no old age, and no quarrels, and Pandora was very happy. Only one thing came to bother her: the mysterious box and its forbidden content.

She could not get the box out of her mind. *Why give a wedding gift and tell me I cannot open it? Surely Zeus had not meant what he said,* thought Pandora.



One day while Epimetheus was away, Pandora could no longer resist the urge to sneak a look inside the box. Carefully she cracked the lid open. Something within was crawling around.

Tiny voices pleaded with her to let them out. Overcome with curiosity, Pandora flung open the lid.





Out from the box flew howling, wailing, snarling, insectlike creatures. Every misery burst forth: disease, anger, cruelty, old age, despair, pain, suffering, lies, envy, gossip, vanity, greed, anxiety, and revenge filled the room and flew out the window to scatter all over the world.

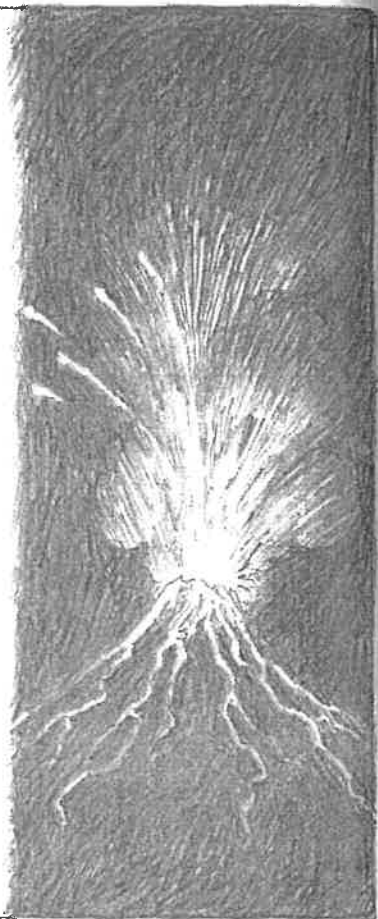


Horried, Pandora slammed the lid shut. She tried to catch some of the miseries and put them back into the box, but it was too late. The only thing left in the box was a small, trembling thing—hope.

From then on, human life has been filled with great difficulty. But because Pandora caught hope before it could escape, humans are able to endure all the hardships that afflict us. With hope, all things are possible.



The Romans called Hephaestus, the god that made Pandora out of clay, Vulcan. The god of fire, he lived inside Mount Etna, where he constantly labored at his forge, fashioning tools, jewelry, and even robots. Sometimes he worked so hard that his forge overheated, causing Mount Etna to burst forth with black smoke and fire, sending melted rocks down the mountainside. Because it was Vulcan who brought about these eruptions, people began to call Mount Etna and every mountain that behaved similarly a volcano.





VICTORY

Victory (vĭk'tə-rē) (noun): 1. *Defeat of an enemy or opponent.* 2. *Triumph.*

He really didn't see the problem. He was accustomed to victory after victory and the idea of defeat never occurred to him.

—John Flanagan, *The Battle for Scandia*



Even though the goddess **Victoria** was tiny, her power was immense.

Victoria always accompanied Minerva, the goddess of wisdom and war, and she was so little that she could fit into Minerva's hand. Sometimes, when Minerva was on her way to a battle, she would scoop up Victoria in her hand and carry her, but most of the time the little goddess sped along by herself, her wings beating so fast that they were nearly invisible.

As soon as she reached a battleground, Victoria set to work. First she flew to one side and listened in on the conversations of the generals and the soldiers. Then she hastened to the other side to hear their talk and reasons for war. Only when she fully understood who fought for a fair and just cause did she act. Then she quickly dove down and guided the horses and the spears of the men she championed, making sure they won.





Sometimes other gods and goddesses would become involved in war by helping their favorite heroes. They didn't care who was fighting for a just cause, so if Victoria was absent it was impossible to be certain which side would win. Only when Victoria was present at the battle would the righteous side be sure to triumph.

If Victoria was with them, the soldiers could always feel it. Their bodies grew

stronger, their thinking became sharper, and their strategy improved. With her help a small army could conquer a larger one.

Upon returning from war, the triumphant generals and warriors always offered thanksgiving and sacrifices to tiny Victoria. And so, in time her name became synonymous with winning, and not just on the battlefield, but in every kind of competition.



Victoria is the Roman name for the Greek goddess Nike (ni'kē), and Minerva (mī-nŭr'və) is what they called the Greek goddess Athena. The Greeks loved these two goddesses so much that they named their capital city, Athens, after Athena, and placed statues of Nike all along the city walls to ensure their triumph in every battle and contest.

DEMETER AND PERSEPHONE

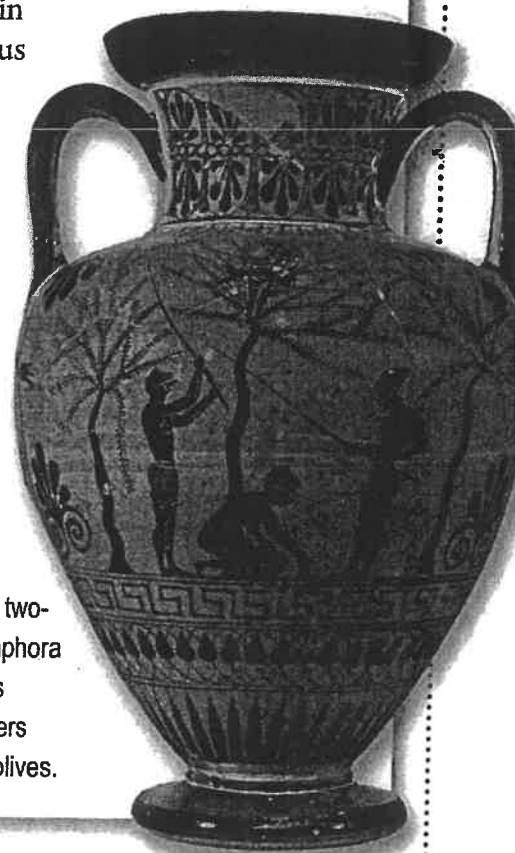
The Ancient Greeks believed that the changing of the seasons and the annual cycle of growth, harvest, and rest were the result of the kidnapping and release of Persephone, Demeter's daughter.

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 to 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.



3rd – 5th Grade FITNESS FUN!

April 20 – April 23

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

	Tuesday	Wednesday	Thursday
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!! No school Friday

Below are examples of each exercise workout scholars will complete



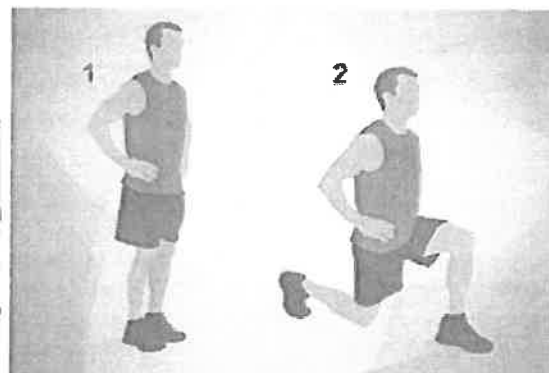
istockphoto.com - 474501274

Sit ups



istockphoto.com - 13200078246

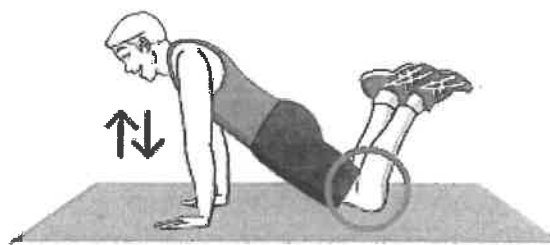
Squats



Lunges

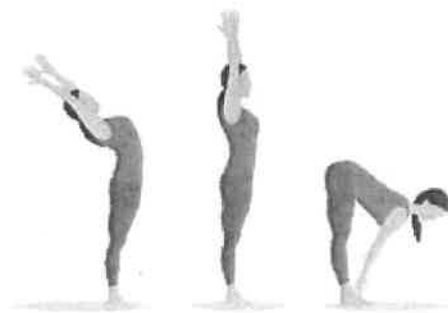


alamy stock photo



istockphoto.com - 13200078246

Push Ups



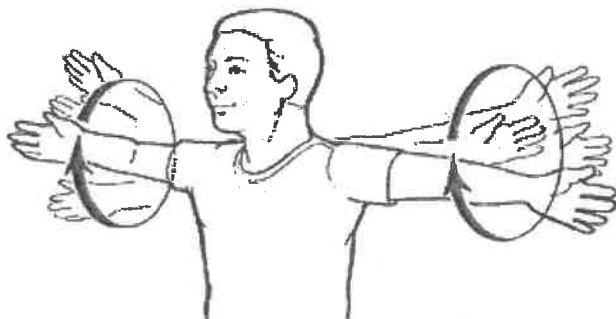
shutterstock.com • 1095026442

Modified Push ups

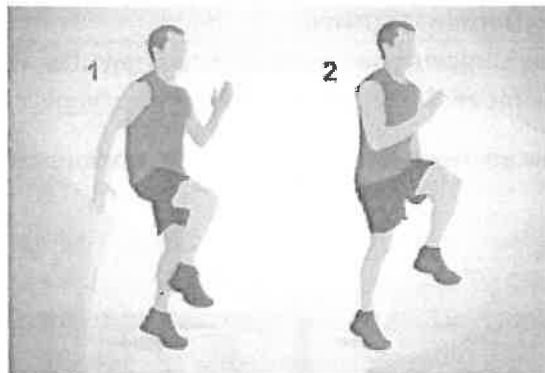


shutterstock.com • 1095026442

Toe Touches



Leg Raises



Arm Circle

Knee Raises

4th Grade
Science and
Social Studies
Week of 4/20-23

LEAP
2025

4th

Chapter 1

The Many Maps of the United States

Unit One: America the Beautiful

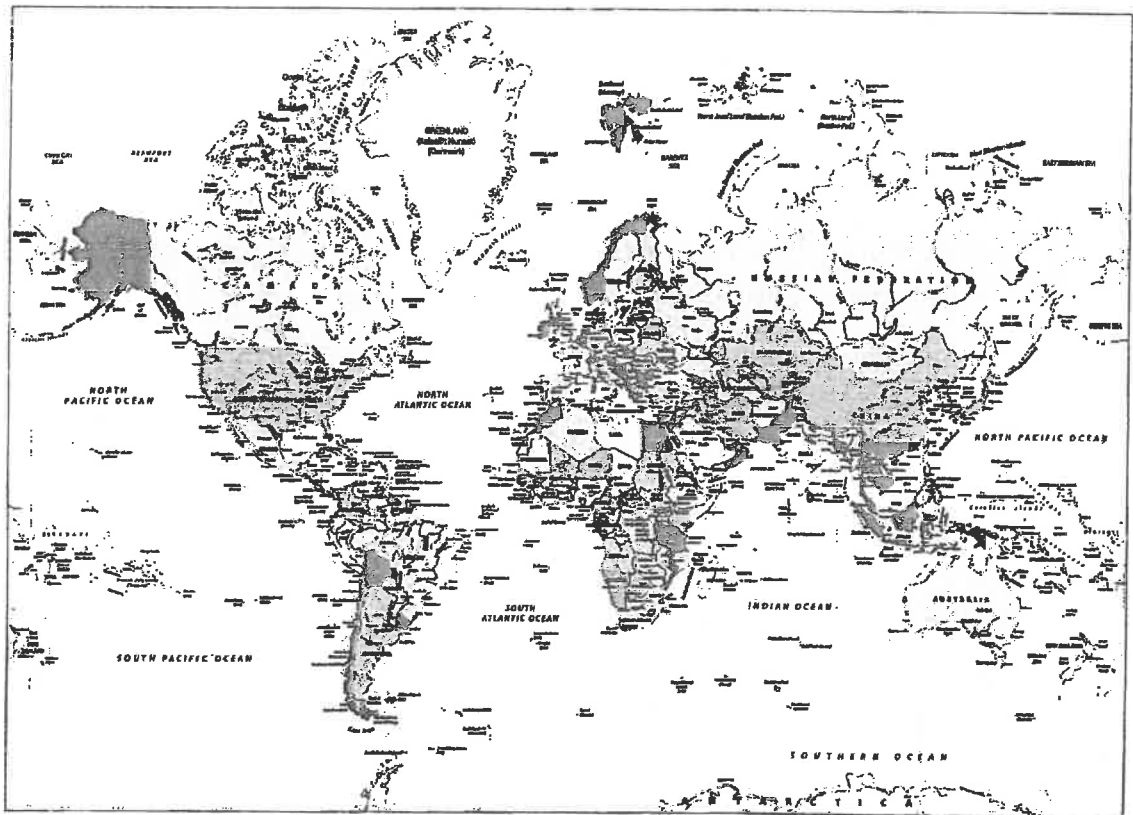
Standards Covered: 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7

Key term activity at the end of the chapter

Types of Maps

A **map** is a flat image of a place on Earth. A **globe** is a model of the Earth. People use maps and globes to understand where things are. They help people find cities, parishes, states, and countries. Maps and globes help people locate bodies of water like oceans, lakes, and rivers. They help people find mountains and deserts too.

A **world map** shows an image of the world. People use world maps to find continents, countries, oceans, and more. A **continent** is a large area of land. Most of the time, it is made up of several countries.



World Map

Chapter 1 The Many Maps of the United States

A **parish** is an area within the state of Louisiana. It is ruled by a parish government. In other states, parishes are called counties. A **city** is a place inside a parish. It is legislated by a city government. New Orleans is the largest city in Louisiana. The capital of Louisiana is Baton Rouge.



You most likely live in a **parish**. You also live in a **city** (or a small **town**). These two are different. They might share the same name. For example, there is a city named Lafayette and a parish named Lafayette. Try not to be confused by the two. Think of it this way:

City/Town → Parish → State → Country → Continent

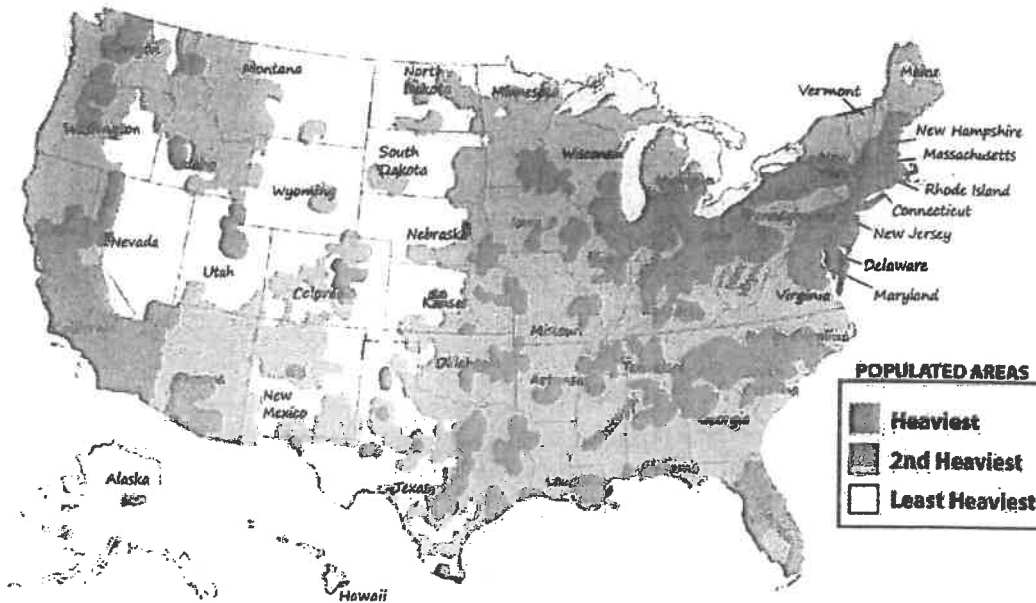
You live in a city or town that is in a parish. That parish is in the state of Louisiana. Louisiana is in a country called the United States of America. The USA is on the continent of North America.

Activity 1

Pick a state that is not Louisiana. Using your own paper, draw a map of the state. Label its capital city. Is the state north, south, east, or west of Louisiana? Draw an arrow showing the direction from your selected state to Louisiana. This activity will help you learn more about the fifty states and how to draw maps.

Population, Physical, and Resource Maps

Population maps show where people live. Some population maps show which states have the most people. Others might show which places have the most people belonging to a certain ethnicity.



Populated Areas of the United States

Physical maps show what the surface of the land is like. They are often called topographical maps. They show where mountains, forests, deserts, plains, and wetlands are located.



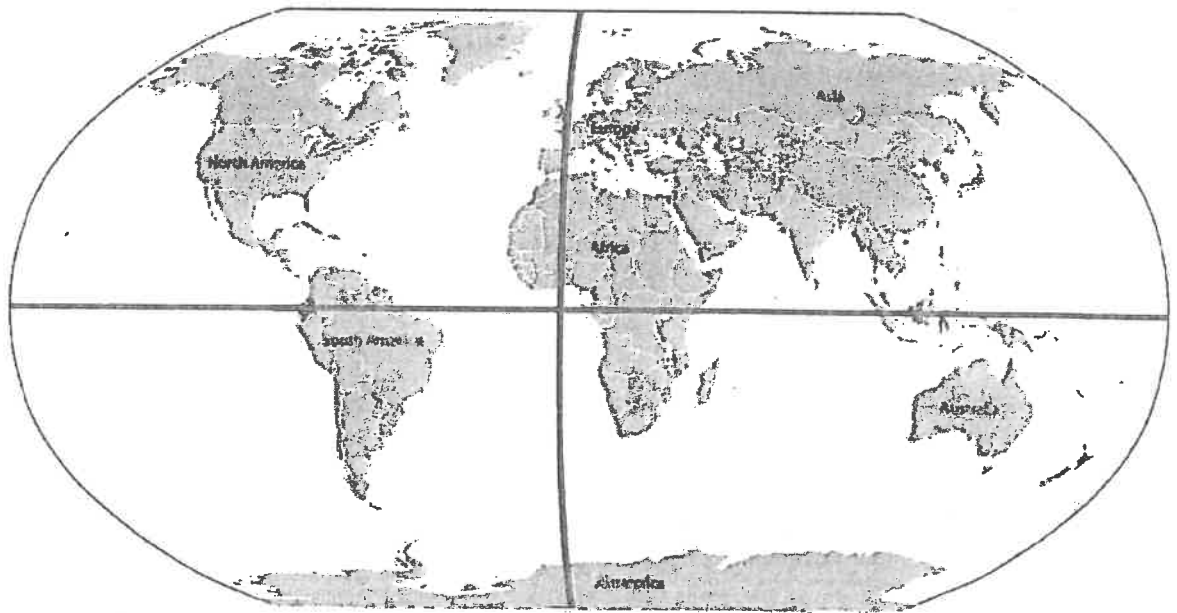
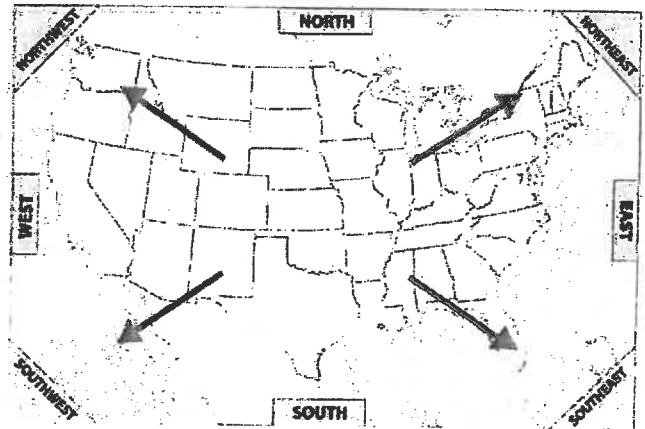
Physical map

Week 1 Day 3

Chapter 1 The Many Maps of the United States

Louisiana is in the **Northern and Western Hemispheres**.

Abbreviations for Cardinal and Intermediate Directions	
Abbreviation	Direction
N	North
S	South
E	East
W	West
NE	Northeast
NW	Northwest
SE	Southeast
SW	Southwest



Hemispheres

Latitude and Longitude

Maps also have imaginary lines. The lines that run from east to west are called **parallels**. The lines that run from north to south are called **meridians**. Parallels tell us a place's **latitude**. Meridians tell us a place's **longitude**. Each parallel and meridian has a number. These numbers are **degrees**. Once you know the latitude and longitude of a place, you can find it on a map.

Symbols for Latitude and Longitude

We use symbols to write latitude and longitude. First, we write the number of degrees of latitude. Then we write either N or S. N stands for north. We write N if the latitude is north of the equator. S stands for south. We write S if the latitude is south of the equator. We write a comma after N or S. Next, we write the number of degrees of longitude. Then we write either E or W. E stands for east. We write E if the longitude is east of the prime meridian. W stands for west. We write W if the longitude is west of the prime meridian.

The table shows some examples of how to write latitude and longitude.

SYMBOLS for LATITUDE and LONGITUDE	
° = degrees	N = Northern Hemisphere W = Western Hemisphere S = Southern Hemisphere E = Eastern Hemisphere
EXAMPLES OF HOW TO WRITE LOCATIONS BASED ON LATITUDE AND LONGITUDE	
Location	Location Written Symbolically
Thirty-three degrees north latitude, Twenty-seven degrees west longitude:	33° N, 27° W
Fifty degrees south latitude, Thirty-five degrees east longitude:	50° S, 35° E

Chapter 1 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
globe	longitude	compass rose
degrees	region	symbols
national	latitude	

Maps help you explore the world. If you travel across America, a 1. _____ map will help you know which state you are in. Knowing which 2. _____ you are in can help, too. When you travel, a 3. _____ can help you with directions. Knowing what 4. _____ on the map mean is helpful as well. If you are studying a 5. _____, it's important to know 6. _____ and 7. _____. You measure both of these with 8. _____. There are many parts of making and reading maps which are important.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide

**LEAP
2025**

4th

Chapter 2

Regions of the US

Unit One: America the Beautiful

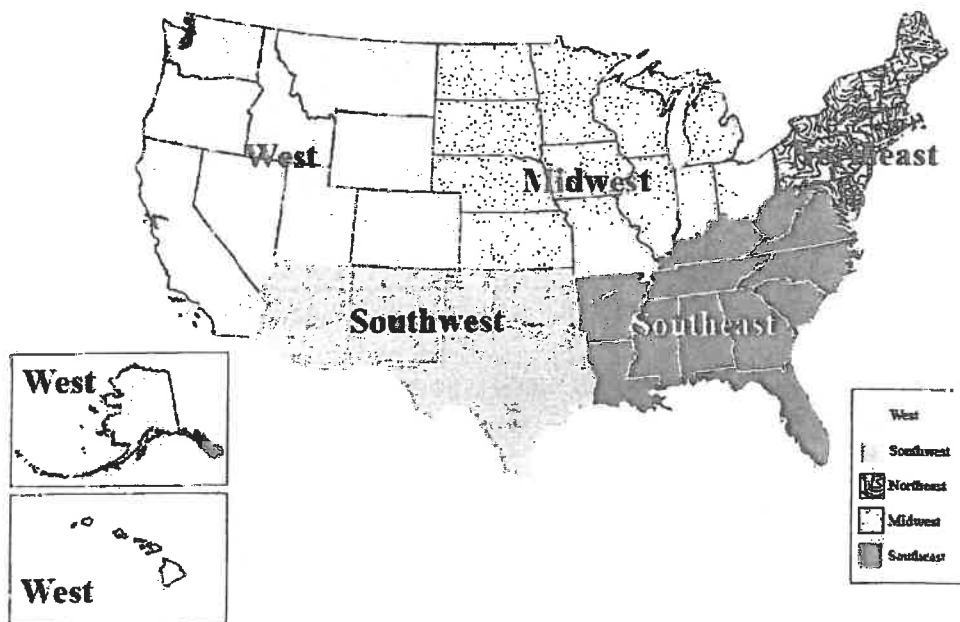
Standards Covered: 4.5.1, 4.5.2, 4.6.1, 4.6.2

Key term activity at the end of the chapter

Places and Regions in the US

Regions of the US

A region is a *distinct* area of land. The US has 5 separate regions. They are different enough that you cannot mistake one for another. Look at the map of the regions of the US.



Regions map

The **West** is distinct in size. When you see the Rocky Mountains, you cannot be mistaken. You are in the West. And when you cross the Golden Gate Bridge, there can be no mistake. You are in California. Another way to know you are in the West is through the types of work and labor. Gold mining was once very big in the West. Silver mining has been significant. So have the oil and natural gas industries. But the West is best-known for Silicon Valley, where computer engineers work tirelessly on the latest software.

The **Southwest** is very different from the West. The Southwest is known for its dry climate but also its stunning beauty. When you gaze into the Grand Canyon, you know you are in the Southwest. Even though the Southwest is dry, modern irrigation makes some agriculture possible. Many sheep and cattle ranchers

the rivers and mountains have in common? They add great beauty to the US. But they are different in one major aspect. Rivers tend to make life and commerce *easier*, because goods can be transported more rapidly. Mountains tend to make life and commerce *harder*, because goods have to be carried *over* them.

There are also some amazing sites and locations. No one wants to miss either the Grand Canyon in the Southwest or Niagara Falls in the Northeast. Some mountain peaks provide incredible views. Manmade wonders include Mount Rushmore, the Golden Gate Bridge, and the Hoover Dam.

Climate and Temperatures of the United States

The US is so big that it has very different weather and temperature. Together, these two make up the climate.

The Northeast has a temperate climate, meaning it is usually either mild or cold in temperature. The Midwest is mostly the same, but the Great Lakes are large enough to change the weather. The Southeast is known as the most humid part of the US, and it has short winters. The Southwest is hot and dry, meaning that water is often scarce. And the West has huge swings in temperature and weather. It can be 95 degrees in Los Angeles and 68 in San Francisco on the same afternoon. And it can be rainy and damp in Seattle and hot and dry in Bozeman, Montana.

States and their Regions

The West has 8 states:				
California	Colorado	Idaho	Montana	Nevada
Oregon	Washington	Wyoming	Utah	
The Southwest has 4 states:				
Arizona	New Mexico	Oklahoma	Texas	
The Midwest has 12 states:				
Illinois	Indiana	Iowa	Kansas	
Michigan	Minnesota	Missouri	Nebraska	
North Dakota	Ohio	Oklahoma	South Dakota	Wisconsin
The Southeast has 12 states:				
Alabama	Arkansas	Florida	Georgia	
Kentucky	Louisiana	Mississippi	North Carolina	
South Carolina	Tennessee	Virginia	West Virginia	
The Northeast is composed of 10 states:				
Connecticut	Delaware	Maine	Maryland	
Massachusetts	New Hampshire	New Jersey	New York	
Pennsylvania	Rhode Island	Vermont	The District of Columbia	

And finally there are two other states, Alaska and Hawaii. They do not fit the pattern because they are not part of what we call the Lower 48 States.

Below is a list of major rivers in the United States.

Mississippi River	The Mississippi runs from Minnesota to the Gulf of Mexico. It is the most <i>powerful</i> river in the US
Missouri River	The Missouri runs from Montana and empties into the Mississippi. It is the <i>longest</i> river in the US.

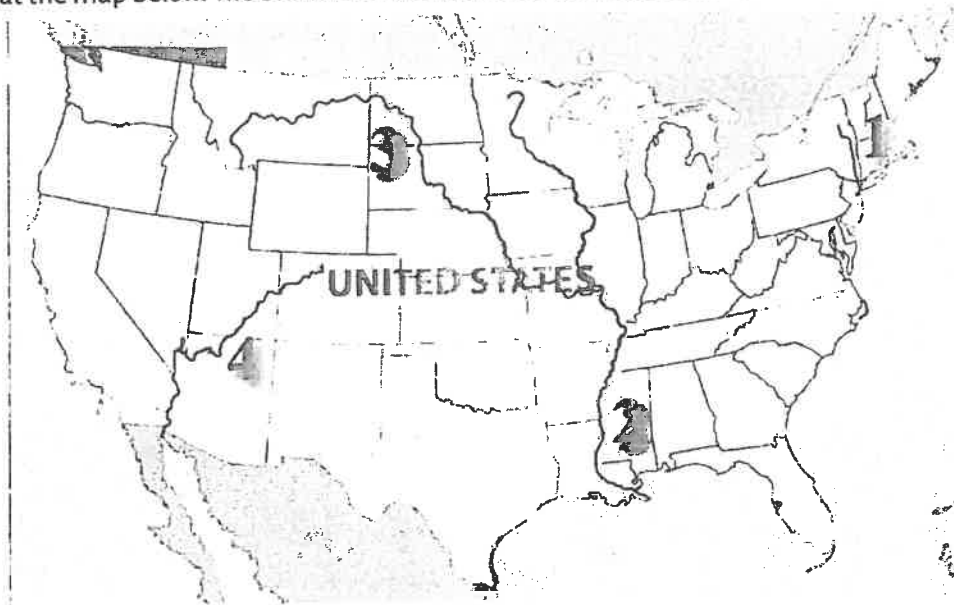
Practice 1: Places and Regions in the US

1. What is a region? List the **five** regions of the US.

2. Which **three** of the following statements are **most** true about the major rivers of the US?

- A. The Ohio gets its name from a Native American name.
- B. The Columbia is the longest river in the US.
- C. The Mississippi is the most powerful river in the US.
- D. The Hudson runs right past the beautiful city of New Orleans.
- E. The Missouri is the longest river in the US.
- F. The Colorado is very important to the economy of the Northeast.
- G. The Rio Grande forms part of the US boundary with Canada.

3. Look at the map below. The black lines are rivers. Beside each number, write the name of the river



with the same number.

1) _____

2) _____

3) _____

4) _____

Week 1 Day 5

Chapter 2 Regions of the U.S.

New techniques in hydraulic fracturing have been a good for the oil and natural gas industries. However, many believe they are having an impact on the increase of earthquakes in Oklahoma and in other areas of the country.

Tsunamis

Tsunamis are giant waves. They strike places along the ocean coast. Some tsunamis hit the West Coast. Alaska and Hawaii are places in the United States that sometimes get hit by tsunamis, but a tsunami could possibly reach California, Oregon, and Washington state.

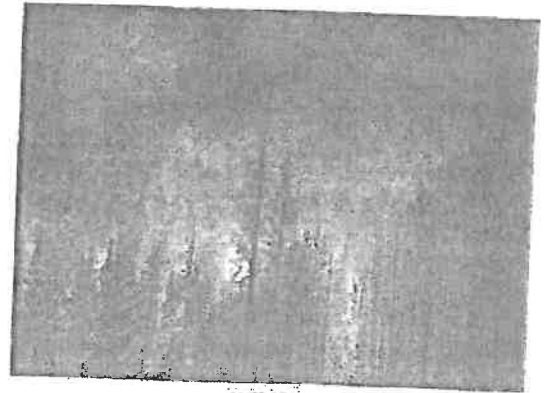
Tsunamis can be caused by different things. Sometimes they are caused by earthquakes that happen under the ocean. Other times they are caused by pieces of land that break away and fall into the ocean.

Tsunamis are very dangerous. Most waves crash on a beach and then return to the ocean. Tsunamis are different. They have more force. They keep coming even after they reach the beach. Tsunamis bury everything in their path in water. Some reach several miles into shore before they stop. A large and destructive tsunami struck the coast of Japan's largest island in 2011.

Floods and Wildfires

Floods happen when water rises and covers areas that are normally dry. Heavy storms and hurricanes can cause flooding. People who live along rivers worry about floods. Lots of rain can cause rivers to rise. If rivers rise above their banks, areas around the river will flood. When Hurricane Katrina hit New Orleans, the storm caused levees to break. When the levees broke, parts of New Orleans flooded.

Wildfires are fires that burn out of control. Sometimes, people start fires. Campfires, old cigarettes, and other things can start fires. Many fires start naturally. Lightning strikes can cause fires. When weather is dry and winds are strong, fires can spread fast. Sometimes people must leave their homes to escape wildfires.



Wildfire

Practice 2: Land Changes

1. What is erosion? How does it help form the land?

Chapter 2 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
erosion	hurricanes	volcano
floods	tornadoes	wildfires

Many events affect the Earth's surface. Some processes are slow. 1. _____ formed the Grand Canyon. It took millions of years. Some changes are faster.

A(n) 2. _____ can change the land quickly because of lava. Weather can also change the land. A(n) 3. _____ can destroy trees and buildings quickly. On the coasts, 4. _____ damage beaches. Levees and rivers can change because of 5. _____. Entire forests can disappear because of 6. _____.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide

Week 5

Writing Daily Work and Information

Teacher- Ms. Witherspoon Email: 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 Classroom Cereal a day.
- Complete a spelling practice page a day. Complete your spelling test with your family on Friday.
- **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 a wild animal you would like to have as a pet.

Day 2- Write about a famous person. Tell why or how they became famous.

Day 3- Write about the best party you have been to.

Day 4- Write about your favorite movie. Tell why it is your favorite.

Day 5- No School

Car Games

the trip. (9) We start to play our favorite car games.

person gets to choose the next object. (15) My Mom is the best at / Spy.

can use the letter. (19) See, you might hear someone say, "I see an A on that plate."

(22) It's a fun game, but be warned: It takes a long time to play!

the whole family can participate!

- J. Sentence 25 is correct in this paper.**

Alejandro wrote a paper about a time he was worried. He has asked you to read the paper and suggest ways that he can improve it. Read Alejandro's paper. Then answer the questions.

First Day of Grade Four

(1) Summer vacation was almost over. (2) I had spent the whole summer packing and unpacking boxes. (3) My family had just moved from California to Texas. (4) The day before my new school was to start, I began to worry.

(5) I worried about my new teacher. (6) Would she be nice or mean? (7) I worried about homework, too. (8) One of my friends in California said that fourth graders have four hours of homework every night, including Saturdays and Sundays! (9) I wondered if I would make new friends. (10) I had a lot of friends at my last school.

(11) The big day finally arrived and I went to school early. (12) I wandered through the long corridors of the school and searched for room 27A. (13) When I finally found it, I poked my head into the classroom to look around. (14) A pleasant voice said, "¿Cómo estás?" (15) You must be Alejandro. (16) I'm so pleased to have you in my class."

(17) Ms. Torres, my new teacher, smiled at me from her desk. (18) She seemed very nice, and I was happy to see that she spoke some Spanish like me.

(19) She said, "School doesn't start for twenty minutes. (20) Do you have any questions before the other student's arrive?" (21) First, I asked her about homework. (22) She said I would have thirty minutes of homework each night, except Saturday and Sunday. (23) Then I asked her where my desk would be. (24) She said I would sit next to a boy named Jacob because he was very friendly and helpful.

(25) We spent the rest of the time talking about our hobbies and pets. (26) As it turned out, we both raised ferrets. (27) In fact, Ms. Torres kept a ferret in a cage in the back of the classroom. (28) I thought that was awesome.

(29) I felt relieved and happy. (30) After meeting Ms. Torres, I knew that my year was going to go good.

What is the correct way to write sentence 2?

- A I had spent the whole summer. Packing and unpacking boxes.
- B Packing and unpacking boxes the whole summer. I had spent.
- C I had spent. The whole summer packing and unpacking boxes.
- D Sentence 2 is written correctly.

What change, if any, should be made in sentence 12?

- A Change threw to through
- B Change long to along
- C Change searched to searched
- D Make no change.

What change, if any, should be made in sentence 8?

- F Change friends to friends
- G Change fourth to fourth
- H Change every to all
- J No change should be made.

What change, if any, should be made in sentence 16?

- F Change She to Her
- G Delete the comma
- H Change spanish to Spanish
- J No change should be made.

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

- A Change have to has
- B Change students to students
- C Delete the quotation mark
- D Sentence 20 does not need to be changed.

What change, if any, should be made in sentence 30?

- F Change knew to new
- G Change going to to gonna
- H Change good to well
- J No change should be made.

Andrew's teacher asked him to write a report about space exploration. Andrew wrote about the International Space Station. Andrew wants you to revise and edit his paper. Read Andrew's paper. Then answer the questions.

ISS

(1) There is something orbiting our planet right now, but it is not the Moon. (2) This object are enormous, and it cost more than 100 billion dollars to construct. (3) It circles the Earth every 90 minutes. (4) What could it be? (5) It's the International Space Station.

(6) The International Space Station, or ISS, is the most advanced space station ever built.

(7) It is larger than a football field and weighs more than a million pounds. (8) How did such an immense structure get into space. (9) It arrived there piece-by-piece.

(10) Some parts were delivered by rockets. (11) Other parts were brought up by the Space Shuttle. (12) That was a difficult task because the ISS is 250 miles above the Earth!

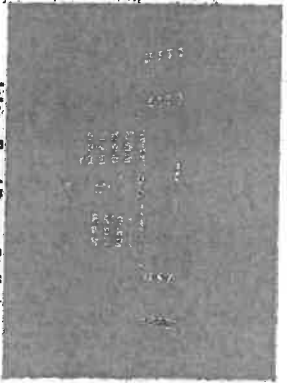
(13) The ISS allows astronauts to live in space for months at a time. (14) That gives them plenty of time to conduct scientific research. (15) Some experiments are best performed in zero gravity. (16) Scientists are hoping that some of their investigations will help them find cures for diseases.

(17) Astronauts work most of the day in the ISS, but they do have some free time. (18) They can surf the Internet read books, play games, or watch television.

(19) The ISS also has exercise equipment. (20) Astronauts have to exercise a lot in a weightless environment because their muscles aren't used very much.

(21) You and me, in the future, may get to visit the space station. (22) If I ever get the chance, I'll be the first in line to go!

International Space Station



What is the correct way to write sentence 2?

- A This object be enormous, and it cost more than 100 billion dollars to construct.
- B This objects is enormous, and it cost more than 100 billion dollars to construct.
- C This object is enormous, and it cost more than 100 billion dollars to construct.
- D Sentence 2 is written correctly in the report.

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

- F Change *large* to *larger*.
- G Change *weights* to *ways*.
- H Insert a comma after *more*.
- J Make no change.

What change, if any, should be made in sentence 8?

- A Change *How* to *just how*.
- B Change *get* to *become*.
- C Change the period to a question mark.
- D No change should be made.

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

- F Change *Other* to *Otherwise*.
- G Change *were* to *we're*.
- H Change *brought* to *brought*.
- J Sentence 11 should not be changed.

What change should be made in sentence 15?

- A Change *Some* to *Sum*.
- B Change *experiments* to *experiments*.
- C Change *are* to *is*.
- D Change *performed* to *performed*.

What change, if any, should be made in sentence 18?

- F Change *They* to *Them*.
- G Insert a comma after *Internet*.
- H Delete the comma after *books*.
- J No change should be made.

What change, if any, should be made in sentence 21?

- A Change *me* to *I*.
- B Change *may* to *maybe*.
- C Change *get* to *gets*.
- D No change should be made.

Zachary wrote a story about a kid that likes to trade. He wants you to read the story and suggest any corrections that he should make. Read the story, and then answer the questions that follow.

A Great Day of Trading

(1) Billy liked to trade things with his brother Tommy. (2) He was always looking for a bigger, better deal and Tommy knew it. (3) One day Billy saw that Tommy had two pieces of gum. (4) Billy was fond of the spinning top he had, but what he wanted at that moment was Tommy's gum. (5) Billy said to Tommy, "I'll trade you this spinning top for your gum." (6) He agreed to the trade and the exchange was made.

(7) Billy was handing out with his friends at the park. (8) He met a kid named Rafael who was playing happily with a small toy car. (9) Billy said to Rafael, "That's a cool little car you've got. I'll trade you two pieces of gum for it."

(10) Without much hesitation, Rafael said, "I'll make that trade. (11) I have a lot of other toy cars at home." (12) Billy placed the car in his pocket and went on his way.

(13) On his way home from the park, Billy met another friend of his named Peter. (14) Billy said, "Hey, do you want to trade anything for this toy car?" (15) Peter fumbled through his pockets and pulled out a yo-yo. (16) He had grown tired of playing with the yo-yo. (17) He was eager to replace it with something different. (18) The two boys made a quick trade and parted ways.

(19) Billy went straight to Allison's house with the yo-yo. (20) Billy knew that Allison loved yo-yos and that she had an impressive collection of them. (21) Billy said, "Allison, do you want to trade anything for this yo-yo?" (22) After a bit of haggling, she traded him six pieces of gum for it.

(23) When Billy got home that afternoon he said to Tommy, "Want to trade four pieces of gum for that spinning top?" (24) The brothers made the trade. (25) Tommy had twice as many pieces of gum as he did that morning. (26) Billy had two pieces of gum and the spinning top.

Zachary would like to add the following sentence to the first paragraph of his story (sentences 1-6).

Tommy considered the deal carefully for a few moments.

Where should Zachary insert this sentence?

- A. After sentence 2
- B. After sentence 3
- C. After sentence 4
- D. After sentence 5

What is the BEST way to combine sentences 16 and 17?

- A. He had grown tired of playing with the yo-yo and was eager to replace it with something different.
- B. He had grown tired of playing with the yo-yo, was eager to replace it with something different.
- C. He had grown, tired of playing with the yo-yo, and was eager to replace it with something different.
- D. He had grown tired of playing with the yo-yo but was eager to replace it with something different.

Look at sentence 7. Zachary thinks the sentences begins too abruptly. Which transition phrase could BEST begin sentence 7 and help Zachary improve his story?

- F. In the distance
- G. Later that day
- H. While it may be true
- J. In the meantime

Zachary wants to add one more sentence to the conclusion of his story. Which of the following could BEST follow sentence 26 and close this story?

- F. Allison had a new yo-yo and Rafael had two pieces of gum, but neither of them had true happiness.
- G. Tommy devised a plan to steal back the top the next day, but it would require Peter's help.
- H. Billy felt satisfied because it truly had been a great day of trading.
- J. Billy traded the top back to Tommy and started the whole process over again the next day.

Martina wrote this report about hippopotamuses. She wrote this report to tell her class about the life and environment of hippos. Read Martina's report. Then answer the questions that follow.

Hungry Hippos

(1) A hippopotamus is a unique mammal that is native to Africa. (2) Adult hippos can weigh up to 4,000 pounds and live to be sixty years old.

(3) Hippos spend most of their time in the water of lakes and rivers. (4) Not only can they swim underwater,

(5) They can walk underwater as well. (6) This protects them from sunburn. (7) Hippos' eyes, noses, and ears are located on the very tops of their heads. (8) They can keep most of their bodies underwater but still see, smell, and hear. (9) Hippos spend up to sixteen hours of each day in water.

(10) Hippos can sleep underwater. Local (11) They don't have gills like fish, so they have to come to the surface to breathe. (12) A hippo can only stay underwater for six minutes at a time. (13) While they're sleeping, they bob up to the surface every few minutes. (14) They do this automatically and they don't wake up! (15) When hippos go entirely underwater, their noses and ears close up tightly.

(16) Hippos eat at nighttime. (17) As soon as it gets dark, they leave the water to search for food. (18) In their search, they can walk as many as five miles. (19) An adult hippo can eat up to 150 pounds of grass each night! (20) Baby hippos start to nibble on grass at the age of three weeks. (21) They mostly feed on their mothers' milk right after they're born, though.

(22) Hippos are amazing mammals. (23) If you can't travel to Africa to see them in the wild, maybe you can see some at your local zoo.

ReadMartina's Report

24 Martina wants the reader of her report to understand that she will refer to a hippopotamus as a hippo for the rest of the report. What is the BEST way to revise sentence 1?

- A A hippopotamus, or hippo, is a unique mammal that is native to Africa.
- B A hippopotamus is a unique mammal, or hippo, that is native to Africa.
- C A hippopotamus is a unique mammal that is native, or hippo, to Africa.
- D A hippopotamus is a unique mammal that is native to Africa, called a hippo.

25 What is the BEST way to combine sentences 4 and 5?

- F Not only, can they swim underwater but they can walk underwater as well.
- G Not only can they swim, underwater, but they can walk, underwater, as well.
- H Not only can they swim underwater, but they can walk underwater as well.
- J Sentences 4 and 5 should not be combined.

26 Which transition phrase could BEST be added to the beginning of sentence 8?

- A For example
- B For this reason
- C Meanwhile
- D Afterwards

27 Where could this sentence BEST be inserted in Martina's report?

"Hippos mostly eat grass, but they'll eat fruit when they can find it."

- F Between sentences 1 and 2
- G Between sentences 8 and 10
- H Between sentences 13 and 14
- J Between sentences 19 and 20

28 Martina wants to add a closing sentence to her report. Which sentence could BEST follow sentence 23?

- A Hippos are a popular attraction, and now you know some reasons why.
- B My family and I went to a zoo last week, but we didn't see any hippos.
- C This is the end of my report on hippos and I hope you enjoyed it.
- D I learned all of these facts about hippos on the Internet.





Name

Quiz

Class

- 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 (F) (G) (H) (J) 20 (A) (B) (C) (D)
7 (A) (B) (C) (D) 21 (F) (G) (H) (J)
8 (F) (G) (H) (J) 22 (A) (B) (C) (D)
9 (A) (B) (C) (D) 23 (F) (G) (H) (J)
10 (F) (G) (H) (J) 24 (A) (B) (C) (D)
11 (A) (B) (C) (D) 25 (F) (G) (H) (J)
12 (F) (G) (H) (J) 26 (A) (B) (C) (D)
13 (A) (B) (C) (D) 27 (F) (G) (H) (J)
14 (F) (G) (H) (J) 28 (A) (B) (C) (D)

Student ID

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Name: _____

Date: _____



Classroom Cereal

@classroomcereal

classroomcereal.com

Story: 1 Part: 1 of 5

"Watergate"

Part 1 of 5: A Pledge For Justice

Directions

1. Read the story
2. Find the 5 errors
3. Mark the errors using the key

Cooper was sitting in his first lunch detention of the school year, but he shouldn't of been. He knew plenty of other kids asked to get a drink from the water fountain in the middle of class. Cooper, of course, was the only won who got lunch detention for it.

Sure, Cooper remembered parts of the endless list of rules Mr. Nitman rattled off during the first few days of seventh grade, only about a week ago. But no one thought he was serious about the water fountain. They could only go to it during the first five minutes of class? How could anyone deny children water.

As he starred at his teacher, Cooper swore revenge. He would expose Mr. Nitman's corruption. He would prove his lunch detention was unfair. he would find a free classmate who had also asked to get a drink in the middle of class. His hunt for the truth would begin tomorrow in the cafeteria.

Key

- Spelling error
- Add punctuation
- Capitalize letter
- Remove word
- Wrong word
- Move word
- Make letter lower case

Checklist

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

BONUS ACTIVITY

This is Chuck, Classroom Cereal's mascot.

*Finished reading the story and finding the errors?
Draw your best version of Chuck. (Be careful not to mess up his beautiful beard.)*



Question

What do you think Cooper is going to do next?

Name: _____



Classroom Cereal

@classroomcereal

classroomcereal.com

Date: _____

Story: 1

Part: 2 of 5

"Watergate"

Part 2 of 5: The Hunt For Evidence

Directions

1. Read the story
2. Find the 5 errors
3. Mark the errors using the key

"You had lunch detention for asking to get a drink?" asked Malina, plunging her plastic Fork into her macaroni and cheese.

"Correct," Cooper responded. "And people ask to get a drink all the time. Did Mr. Nitman ever give you lunch detention?"

"I asked once and he said it would waste too much time. No lunch detention, though," Malina said between mouthfuls.

"What about you, Rodgers?" Cooper asked the boy to his write, swerving himself on the cafeteria table's bench.

"I go at the beginning of class. But I walk really slowly in the hallway," Rodgers said proudly. "It bugs him, but he's never given me lunch detention."

Cooper was right. He was the only one who had been given lunch detention cause of the water fountain. But he needed evidence.








"I heard he let a kid from his eighth period go in the middle of class," offered Rodgers. Cooper nearly choked on his chocolate milk.

"Who?" Cooper yelled.

"I don't know his name? He's the kid who walks weirdly fast in the halls," replied Rodgers.

That description was enough for Cooper. He knew his key to catching Mr. Nitman was eric Fincher.

Key

-  - Spelling error
-  - Add punctuation
-  - Capitalize letter
-  - Remove word
-  - Wrong word
-  - Move word
-  - Make letter lower case

Checklist

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

Question

Why is Eric Fincher important to Cooper's investigation?

Name: _____

Date: _____



Classroom Cereal

@classroomcereal

classroomcereal.com

Story: 1 Part: 3 of 5

"Watergate"

Part 3 of 5: Fincher Talks

Directions

1. Read the story
2. Find the 5 errors
3. Mark the errors using the key

In gym class later that day, Cooper offered to help Eric collect the cones. "I know about your little trip in Nitman's class," Cooper said coolly.

"The field trip to the planetarium is october 23rd. Permission slips are due on the 16th," Eric issued.

"Not that trip, Fincher! Tell me about the water fountain."

Eric shot Cooper a look, than went back to the cones.

"Look, Eric. I know the rules are important to you," Cooper said. "But I also know, in Mr. Nitman's class, the rules aren't the same for everyone. I had lunch detention yesterday just for asking to get a drink. Shouldn't everyone follow the rules, even the people who make them? Shouldn't school be fair?"

Eric stacked cones a few more. Then he turn to Cooper.

"I tried to wait until after class. But I was parched. During our quiz last Friday, I called Mr. Nitman over and asked to go to the water fountain. He wrote me a pass and whispered 'Make it quick.' "

"Eric, do you have prove of this water break?" Cooper asked seriously.

Fincher stacked one last cone before nodding. "I save all of my hall passes."

Key

- Spelling error
- Add punctuation
- Capitalize letter
- Remove word
- Wrong word
- Move word
- Make letter lower case

Checklist

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

Question

What details from the story show Eric Fincher's personality?

Name: _____



Classroom Cereal

@classroomcereal

classroomcereal.com

Date: _____

Story: 1

Part: 4 of 5

"Watergate"

Part 4 of 5: Cooper's Speech

Directions

1. Read the story
2. Find the 5 errors
3. Mark the errors using the key

To his mothers confusion, Cooper wore a shirt and tie to school the next day.

Exactly 25 minutes into Mr. Nitman's 50-minute class, Cooper raised his hand. "Mr. Nitman, I am parched. May I please go to the water fou..."

Mr. Nitman cut him off. "You should know the rule by no, Cooper. No."








Cooper scooted back in his chair, stood up, and straightened his tie. Then he started his speech.

"Mr. Nitman, classmates. We began this journey together two weeks ago. at that time, Mr. Nitman, our leader, told us we must never go to the water fountain in the middle of class. He told us the water fountain was wrong. He told us..." Cooper looked at Malina, "... the water fountain would waste to much time."

Cooper continued. "Two days ago, I served a lunch detention for wanting to get a drink during class. I knew this was unfair, so I started an investigation. Today, I have proof that Mr. Nitman gave a kid permission to use the water fountain IN THE MIDDLE OF A QUIZ!"

As the gasps filled the air, Cooper should slapped Eric Fincher's hall pass down on the desk. Mr. Nitman stared in disbelief.

Key

-  - Spelling error
-  - Add punctuation
-  - Capitalize letter
-  - Remove word
-  - Wrong word
-  - Move word
-  - Make letter lower case

Checklist

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

Question

How do you predict Mr. Nitman is going to respond to Cooper's speech?

Name: _____

Date: _____



Classroom Cereal

@classroomcereal

classroomcereal.com

Story: 1 Part: 5 of 5

“Watergate”

Part 5 of 5: Mr. Nitman's Decision

Directions

1. Read the story
2. Find the 5 errors
3. Mark the errors using the key

When Cooper's class arrived the next day, Mr. Nitman sat at his desk with his hands folded. When everyone was seated, the teacher began.

“Good morning. This is the first time I have spoken to you from this desk, where I have made many Decisions about our class. I have always tried to make these decisions fairly. Today, I see the problem with giving only one student permission to get a drink in the middle off class. Rules are important to me. I want to create a structured environment for my students. I believe rules and structure help students feel safe. But as teacher, I must admit when the rules have been unfair. I must admit my own corruption. I must put the class first. Therefore, I shall change the water fountain rule, effective at noon tomorrow. Students may use the water fountain any time during class.”

The class sat in shocked silence? Finally, Mr. Nitman stood up and walked to the door. When he reached it, he turned tord his students whereing a big, unfamiliar, toothy smile. Then, as if to show them it was okay, he exited the classroom and headed to the water fountain.

Key

- Spelling error
- Add punctuation
- Capitalize letter
- Remove word
- Wrong word
- Move word
- Make letter lower case

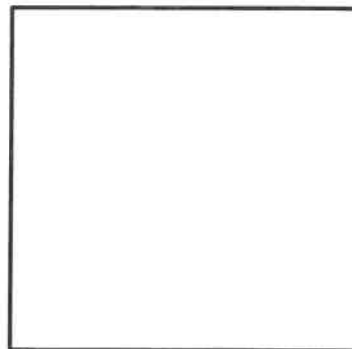
Checklist

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

Historical Note

Watergate was a political scandal in the 1970s. Richard Nixon, the president of the United States, had abused his power and then tried to cover it up. Reporters worked to find the truth, much like Cooper did. They call it Watergate because the investigations started after a break-in at the Watergate office complex in Washington D.C.

How do you picture the characters? Draw Cooper, Mr. Nitman, or Eric Fincher.



Question

Do you agree with Mr. Nitman's decision to change the water fountain rule?

Spelling List C-1

/ă/ and /ā/

Spelling Words

1. mask
2. track
3. stamp
4. stage
5. grade
6. they
7. batch
8. chance
9. graph
10. trade
11. raise
12. eight
13. safety
14. wrapped
15. laugh



❖ Review Words ❖

16. ramp
17. crane
18. flame

★ Challenge Words ★

19. magical
20. station

About Your Spelling Words

Each of this week's words has a short-a (ă) or long-a (ā) vowel sound.

The /ă/ sound is the vowel you hear at the beginning of the words *apple* and *ant*.

The /ā/ sound is the vowel you hear at the beginning of the word *age* and *eight*.

- Read the words below. Which two have the /ă/ sound? Which two have the /ā/ sound?

have	weight	boat	cause
reach	say	claw	pants

Name: _____

Spelling List C-1

Fix the Misspelled Words



Circle the spelling word in each sentence.

If the word is spelled correctly, write CORRECT on the line.

If the word is spelled incorrectly, write the correct spelling on the line.

1. Madeline proudly rapped the Christmas present for Mom. 1. _____
2. Patrick tried on the mask with his Halloween costume. 2. _____
3. That horse has a really good chance of winning the race. 3. _____
4. The gardener went outside to rays the flag to full mast. 4. _____
5. I have a doctor's appointment at aight in the morning. 5. _____
6. Carey's aunt took a batch of cookies out of the oven. 6. _____
7. What grade did Marisol get on the math test? 7. _____
8. Nelson's parents are teaching him about Internet safty. 8. _____
9. When you hear his laugh, you will start to laugh too! 9. _____
10. Zachary sometimes gets stage fright right before a show. 10. _____

Name: _____

11. The port city was a center for business and trade. 11. _____

12. I just used my last stamp on the letter I wrote to Sally. 12. _____

13. Your agenda will help you keep track of your homework. 13. _____

14. Esther is learning how to make a bar graph in math class. 14. _____

15. Beth and Tom knew they could win the tennis match. 15. _____

❖ Review Words ❖

16. Even a small flame can turn into a raging fire. 21. _____

17. Liam needed to crane his neck to see over the crowd. 22. _____

18. The ramp helped the builders move their heavy supplies. 23. _____

★ Challenge Words ★

19. The train leaves the station at eleven o'clock. 24. _____

20. The twinkling stars made the night sky look magical. 25. _____

Spelling Crossword Puzzle

Unit C-1: /ă/ and /ā/ Words

Spelling Words

mask	track	stamp	stage	grade
they	batch	chance	graph	trade
raise	eight	safety	wrapped	laugh

Review Words

ramp	crane	flame
------	-------	-------

Challenge Words

magical	station
---------	---------

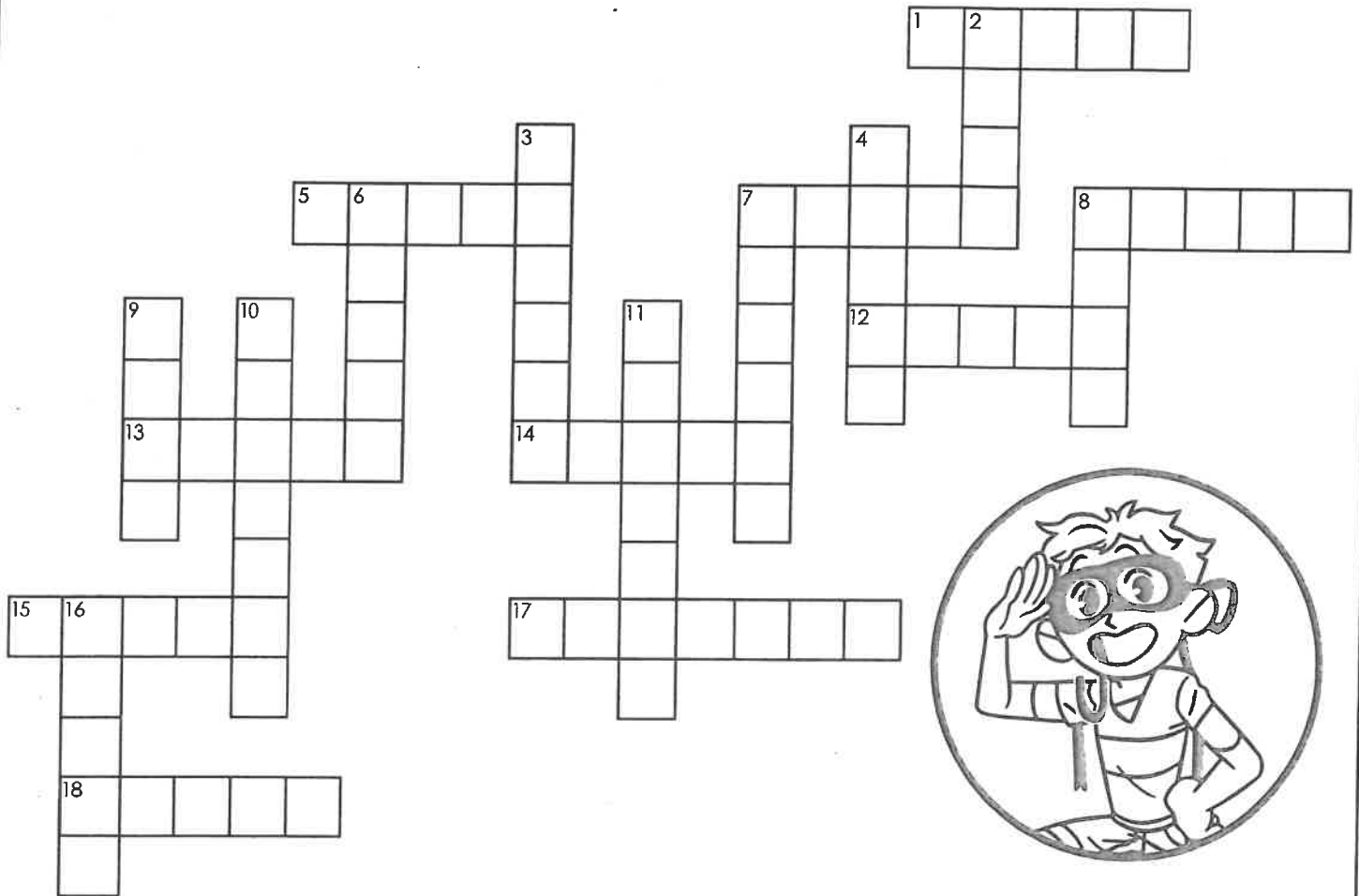
Teachers: Copy this word bank to the back of the puzzle page.



Name: _____

Spelling Crossword Puzzle

Unit C-1: /ă/ and /ā/ Words



ACROSS

1. road for a train
5. line, bar, or pie
7. sticker on an envelope
8. exchange
12. large machine used to lift heavy objects
13. platform for singing or dancing
14. four less than twelve
15. glowing part of a fire
17. The train stopped at the ____.
18. score on a test

DOWN

2. slope or incline
3. possibility of something happening
4. Ms. Smith made a ____ of cookies.
6. to lift or move up
7. protected from danger
8. spelling word that rhymes with hay
9. face cover
10. covered a gift in paper
11. related to magic
16. ha ha ha

Name: _____

Spelling Unit C-1

Alphabetical Order



Rewrite each word list in alphabetical order.

1. mask, magical, laugh, eight

2. ramp, wrapped, raise, flame

3. batch, trade, track, they

4. graph, crane, chance, grade

5. stamp, stage, safety, station

Name: _____

Date: _____

Spelling Test

List C-1: /ă/ and /ā/



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

❖ Review Words ❖

16. _____

17. _____

18. _____

★ Challenge Words ★

19. _____

20. _____

