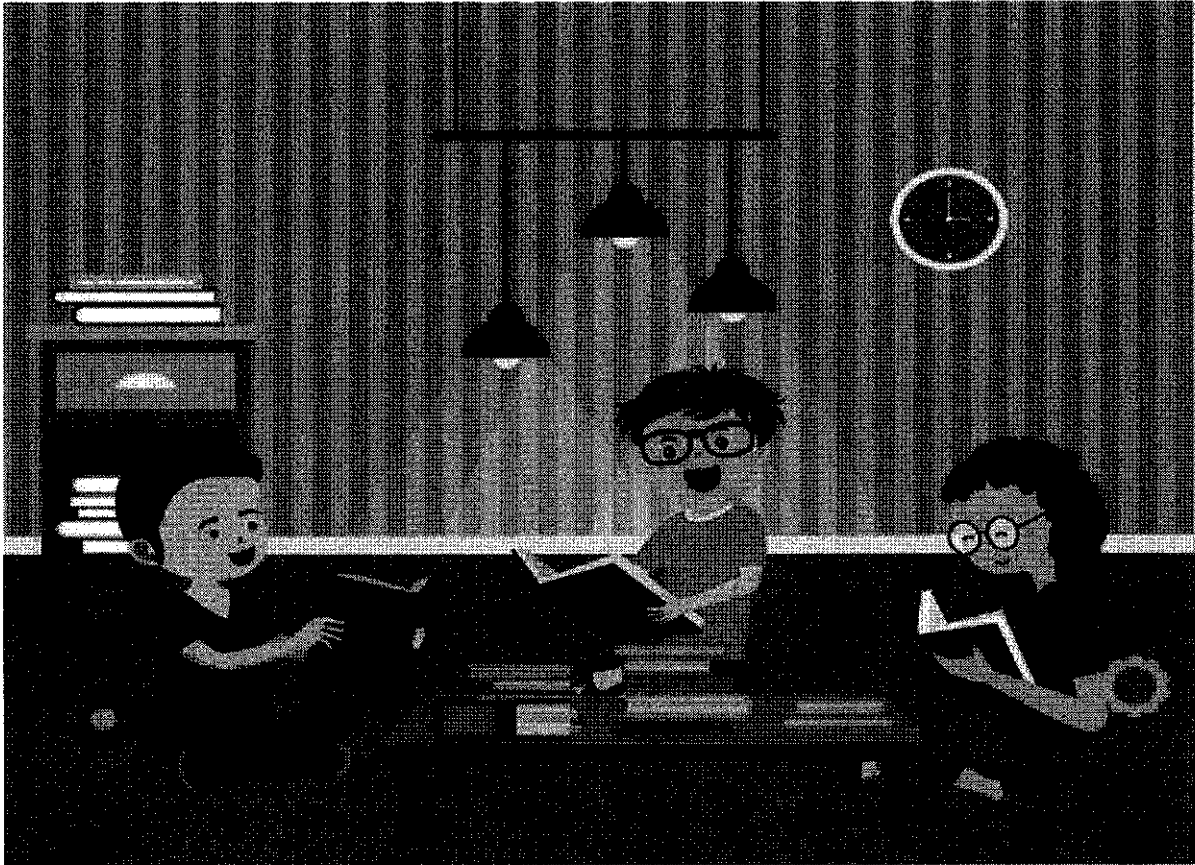


Webster County School District

4th Grade ELA



At Home Learning Packet

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Glossary of Academic Terms

accurate – exact; correct

acquire– to learn or gain control of something

analyze – to examine in detail the structure or elements of a text

annotate – add notes to text to clarify understanding

antonym – a word opposite in meaning to another

appropriate– relevant

argument – a set of reasons to persuade that something is a correct or right choice

attributes - characteristics

author's point of view – the perspective or feeling of the author about characters, ideas, details

author's purpose – the author's reason for writing/creating text or features in text

background knowledge – information the reader has outside of the text

casts – creates, brings to the reader's attention

challenges – problems within the text

central idea – the message the author is trying to convey throughout the text; the author's main point; the author's claim

characterization – the construction of literary characters; the description of characters

cite – to quote text

claim – a statement of truth which can be backed up by reasons and evidence

clarify – to make clear

climax – the highest point of action/tension in a literary/fiction text

coherent – makes sense from start to finish; logical

compare – state similarities between things/ideas

concluding statement/ section – conclusion, final section

conflict- a struggle between two ideas/forces/characters in literature

context clues – hints the author gives to help with a difficult word or phrase

contrast – state differences between things/ideas

contributes - adds to, makes stronger

definition- meaning of a word/term

describe- to give details about an event, character, or idea

description- words used to give details about a part of a story/text

details – a particular item of information about a character, event, or idea in a text

determine – to discover

development of ideas – how the claim, central idea, or prompt answer in a piece of writing is created through evidence and support

dialogue – conversation between characters in a text

drama – literary text written in the form of a play for the theater

drama elements – all of the important parts of a play, such as the actors, script, stage directions, etc.

draw conclusion – come to a decision or inference

evaluate – judge or analyze

explain – describe in detail, giving important facts and ideas

explanatory – type of writing that describes, gives details, and provides information

explicit – word for word, clear

fact – a statement that can be proven true, a piece of evidence

falling action – the point in a story between the climax and the resolution

figurative language – the use of words or phrases outside of their literal, everyday meanings

figures of speech – a word or phrase used in a non-literal way

first person – a story or account told from the perspective of the speaker
(using personal pronouns such as I, me, my, we, our)

genre – type of writing, category of art

graphics – features in informational text which provide additional
information

imagery – the use of descriptive language to paint a picture for the reader

infer – to draw a conclusion based upon what is read and what is already
known

inference – a conclusion reached by using what is read (evidence) and what
is known (reasons)

influence – an effect on the creation of something

irrelevant information – information that is not important to the text

item – a MAAP question

key idea– the most important idea within a paragraph

literal language– word for word, when words mean exactly what they say;
explicit

literary devices – a technique the author/writer uses to

literary text – a fictional book, story, or poem

logically – in a way that shows sound reasoning and makes sense

main idea – a statement which tells what the passage is mostly about.

metaphor – a comparison of unlike things which is not directly stated, it is
implied

meter – the beat of poetry

narration – the story (in literature)

narrator – the character or voice who tells the events/story in a literary
text.

nonliteral – figurative; inferred

opinion – how a writer feels about a certain topic, situation, or statement

structure – how writing/text is put together

paraphrase – to take a quote and rephrase it in one’s own words

persuasive techniques– techniques a writer uses to explain his/her opinion (evidence, questions, examples).

personification – when an author gives human characteristics to a nonhuman thing

plot – the series of events in the text, the action in the text

plot structure – how the plot is organized

poem – a piece of writing, written in specific form or verses, which uses figurative language to achieve its purpose

point of view – how the author, a character, or the reader sees something or feels about something within the text

prose – stories, articles, opinions written in paragraph form

quote – a specific line or group of lines from text

question – confusion left in the readers’ minds after reading the text.

reasons – they writer’s justification of his opinion/claim.

recount – to relay the important ideas and facts in a text

relationships – connections between elements, ideas, or characters within a text.

relevant evidence – evidence that is directly connected to the argument, claim, or idea.

retell – to put the main points of the story in different words or tell the story from the perspective of a different character.

resolution – how the story ends, specifically how the conflict is solved.

rhymes – repeated sounds within poetry, usually at the end of a line.

rising action – all action leading up to the climax which builds suspense or tension in a story

setting – the location where the story or part of the story takes place

signal words – words which signal a change from one idea to another

similes – comparisons of unlike things by using the words like, as, or than

spatial order – a way to organize by describing the way items are arranged in the setting.

speaker – the narrator of a poem

stage directions – instructions from the author to the reader to help understand a play.

stanza – a group of lines in poetry which are set apart (like a paragraph in prose).

story elements – parts of a story, specifically devices or techniques used to tell the story (plot, setting, characters, structure, etc.)

structure – how a text is set up, ordered, and organized

summary – a brief statement, set of statements which go over the main points of a story, including the theme and/or central idea.

support – evidence which helps hold up the claim

synonym – a word with the exact meaning as another word.

text – a book, story, article, or other printed work

textual evidence – facts and details found in a text which support a claim or statement

text feature – pictures, captions, and graphs added in text to give additional information to help with understanding.

theme – the lesson or moral within the story, either major or minor

tone – the attitude of the writer

topic - a subject in a text

turning point – the turning point leads the rising action into the falling action; a change in the action of a story

unfold – reveal or make clear

vivid language – words used to help the reader picture what is happening

word choice – the specific selection of words by an author to achieve an effect

TEXT ANNOTATIONS

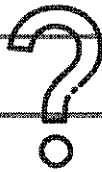
USE TEXT ANNOTATIONS TO HELP YOU READ ACTIVELY AND REMEMBER KEY IDEAS. READERS MAKE NOTES OR HIGHLIGHT IMPORTANT DETAILS WHILE THEY ARE READING.

SYMBOLS

USE IT FOR...



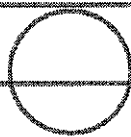
Important information or something that says "wow!"



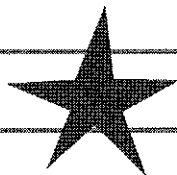
Information that is confusing or that makes you have another question



Parts of the passage you like



Circle any unknown words



Mark the main idea of the passage



Mark any evidence you find to support your main idea or conclusion

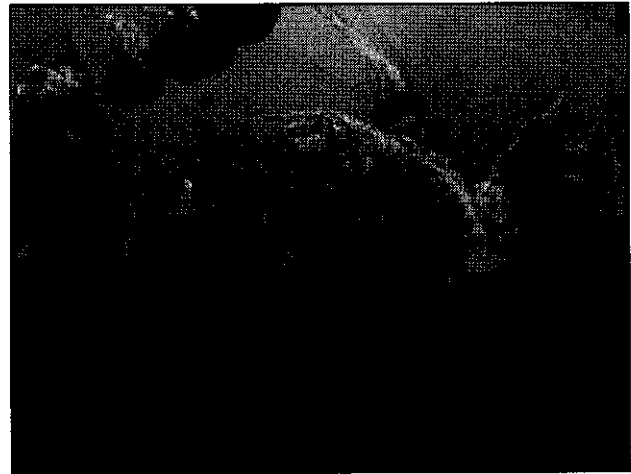
Name: _____ Class: _____

A Jelly-Fish

By Marianne Moore
1909

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

- [1] Visible, invisible,
A fluctuating¹ charm,
An amber²-colored amethyst³
Inhabits it; your arm
- [5] Approaches, and
It opens and
It closes;
You have meant
To catch it,
- [10] And it shrivels;⁴
You abandon
Your intent—
It opens, and it
Closes and you
- [15] Reach for it—
The blue
Surrounding it
Grows cloudy, and
It floats away
- [20] From you.



"jelly fish 4" by MichaelMcLean is licensed under CC BY-ND 2.0.

"A Jelly-Fish" by Marianne Moore (1909) is in the public domain.

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

Text-Dependent Questions

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

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

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

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

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

Name: _____ Class: _____

Kayvan the Brave

By Elizabeth Laird
2009

"Kayvan the Brave" comes from a collection of Iranian short stories, retold by Elizabeth Laird. Laird is a British writer of children's fiction and travel. As you read, take notes on how people form their opinions about Kayvan's skills as a warrior.

- [1] A long time ago there was a weaver's apprentice called Kayvan. He was a big lad with broad shoulders and long legs, who knew nothing of the great wide world beyond the weaving shop and the little house he shared with his mother. He sat all day and worked at his loom,¹ and in the evening he went home, ate the supper his mother had cooked and went to bed.



"The ballistic shot" by Ben Gun is licensed under CC BY-NC 2.0

One day, as he worked away, throwing his shuttle² to and fro, he caught sight of two mice nibbling at the cloth he was making. He was so startled that the shuttle shot out of his hand, flew through the air and hit both the mice at once, killing them on the spot.

The other apprentices, who liked to tease Kayvan, began to stamp and cheer.

"Wa-hey!" they cried. "Did you see that? What a warrior! What a man!"

- [5] And they began to chant:

"Kayvan the brave

with his arrow and bow

killed two lions

with only one blow."

Kayvan, who believed everything he was told, blushed with pleasure and pride.

"You're in the wrong job, my son," one of the apprentices said, winking at the others. "An archer, that's what you should be. Out hunting. In the desert. A talent like yours is wasted here."

"Really? Do you really think so?" Kayvan said.

-
1. a machine for weaving fabrics
 2. a wooden device with two pointed ends, used for weaving

"A hunter! Of course! Yes, yes!" the others chorused, laughing behind their hands.

- [10] Their words lit a fire in Kayvan's heart. He stood up and left the weaving shop, not even stopping to lift his jacket from its hook, and ran straight to the bazaar.³ There he bought himself a bow and a set of arrows.

The bow was a good one, fine and strong, and the arrows were straight and sharp, but Kayvan frowned. Something was missing. At last he realized what it was.

"I want you to write on this," he said, handing the bow back to the shopkeeper.

"Write? What?" said the man, surprised.

Kayvan squared his shoulders and said proudly:

"Kayvan the brave

with his arrow and bow

killed two lions

with only one blow."

- [15] The shopkeeper stared at him respectfully.

"Two lions, eh? Yes, sir. At once, sir!"

When the work was done, Kayvan hitched the bow over his shoulder and marched off into the desert to look for game. On and on he went until, tired and thirsty, he saw a stream with a tree bending over it. He stopped and took a long, cool drink.

It was shady and pleasant by the stream.

"Even a great hunter needs to rest now and then," he told himself, and he hung his bow and arrows in the tree, lay down and fell asleep.

- [20] A little while later, a captain of the Shah's⁴ cavalry⁵ came trotting by. He stopped to look at Kayvan, then saw the bow and arrows in the tree.

"What's a strong young fellow like this doing all on his own out here?" he asked himself. "And what's that written on his bow?" He leaned forward to read the inscription. "Two lions with one blow, eh? Well, well!"

He got off his horse and sat down beside Kayvan, who woke with a start and stared at him. "Now, my boy, who are you?" the captain barked.

3. a market in a Middle Eastern country

4. the former title of rulers in Iran

5. soldiers who fight on horseback

Kayvan opened his eyes and blinked. He couldn't remember where he was.

"Kayvan the brave

with his arrow and bow..." he began feebly.

"Yes, yes. I've read all that. But what are you doing here?" demanded the captain.

[25] "I — I came to hunt," said Kayvan, sitting up.

"I see. Good shot, I suppose? Range, accuracy, distance and so on and so forth?"

"Oh, yes," said Kayvan proudly, remembering the mice.

"Excellent!" cried the captain. "You're just the sort of chap we need in the army. You'd like to fight for your Shah and country, eh? Honor and glory, victory or death, and so on?"

"Fight?" said Kayvan, puzzled. "Glory? Is there a war?"

[30] "Unfortunately not, but there's bound to be one soon," the captain said, mounting his horse. "Follow me!"

And so Kayvan joined the army and lived comfortably at the Shah's expense, eating as much as he liked and marching about in his uniform. He never said much, but always looked grand and brave.

"He's a great champion, you know," everyone whispered. "Killed three — or was it four? — lions with only one arrow."

Soon enough, a war broke out, just as the captain had predicted. He came to find Kayvan, cracking his riding whip.

"Here's your chance to show what you're made of, my boy. Been champing at the bit,⁶ I'm sure. There'll be no holding you now!"

[35] "Eh?" said Kayvan.

"Get yourself off to the stables. The grooms have saddled a horse for you. Then off you go to the battlefield!"

Kayvan had never ridden a horse before. At the stables, he stared in dismay⁷ at the huge war horse the grooms led out to him.

"I'll never be able to stay on this thing," he thought, so he said to the grooms, "Do me a favor, boys. Tie my feet together underneath its belly."

The grooms hurried to obey.

6. a phrase that means "to be eager or impatient"

7. **Dismay** (*noun*): a feeling of alarm or disappointment

[40] "He's got some wonderful trick up his sleeve, you'll see," they whispered.

From far away came the sound of the enemy's trumpets.

The war horse knew what their wild music meant. He loved fighting. He pawed at the ground, flattened his ears and shot out of the stable. Kayvan nearly lost hold of the reins, and had to clutch at the horse's mane.

"Help! Stop!" he shouted, dropping his bow and arrows, but the horse only bolted faster, striking sparks from the stones with his great iron hooves, leaping over streams, bounding over bushes and dodging between trees as the sound of the enemy's drums and trumpets grew louder and louder.

In desperation, Kayvan clutched at a passing branch, expecting the horse to skid to a halt, but the horse was going so fast that the tree was torn up by its roots. On and on they raced, with Kayvan and the tree tangled up together on the horse's back.

[45] The enemy was in sight now. Their lines of spears and helmets glinted in the sun. But Kayvan, the tree and the horse galloped straight towards them, and it was a sight so terrifying that strong men trembled like babies.

"I can't stop! He's run away!" Kayvan was shouting.

The enemy soldiers turned to each other, their faces pale with fear.

"What's that he's saying? Don't stop? Come this way? There's a whole army behind him! There must be! He's calling them to follow him, and if they're all like this great champion, who can tear a tree up by its roots, we haven't got a chance!"

And they turned and fled, every man of them, and the Shah's soldiers raced after them, hassling and harrying⁸ them all the way home.

[50] The Shah was so pleased with Kayvan that he presented him with golden dishes and fine robes and jewels and palaces and gardens full of pomegranate trees, and he made him Commander-in-Chief of all his armies.

But Kayvan, who had seen enough of war, never wanted to fight again. He kept his armies safe at home and for as long as he lived, the whole country enjoyed days of peace and plenty.

"Kayvan the Brave" from Pea Boy and Other Stories from Iran retold by Elizabeth Laird. Reproduced by permission of The Agency (London) Ltd, © Elizabeth Laird 2009. All rights reserved and enquiries to The Agency (London) Ltd, 24 Pottery Lane, London W11 4LZ, info@theagency.co.uk

8. carrying out an attack

Text-Dependent Questions

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

1. PART A: Which sentence describes the theme of the short story?
 - A. A simple misunderstanding can easily get out of hand.
 - B. Misleading someone can have great consequences.
 - C. People are more likely to believe you if you are confident.
 - D. There are always consequences for lying.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "An archer, that's what you should be. Out hunting. In the desert. A talent like yours is wasted here." (Paragraph 7)
 - B. "You'd like to fight for your Shah and country, eh? Honor and glory, victory or death, and so on?" (Paragraph 28)
 - C. "Kayvan had never ridden a horse before. At the stables, he stared in dismay at the huge war horse the grooms led out to him." (Paragraph 37)
 - D. "He kept his armies safe at home and for as long as he lived, the whole country enjoyed days of peace and plenty." (Paragraph 51)

3. How do Kayvan's true skills compare to what others think about his skills?
 - A. Kayvan has only ever killed two mice by accident, but others think he is a great warrior.
 - B. Kayvan is a great warrior, but he has been unable to prove himself to others in war.
 - C. Kayvan is a poor warrior, but others believe that he can be trained to improve.
 - D. Kayvan has only ever killed two mice, but others believe he might be a great warrior some day.

4. Reread the quote: "strong men trembled like babies" (Paragraph 45). What does this suggest about the soldiers?
 - A. The soldiers are extremely young, and therefore resemble babies.
 - B. The soldiers have never been in a war before and have the experience of babies.
 - C. The soldiers no longer appear as brave warriors because they are so afraid.
 - D. The soldiers are unusually small for grown men.

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

Name: _____ Class: _____

Lewis and Clark: American Explorers

By Barbara Radner
2005

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

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



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

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

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

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

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

- [5] A Native American woman named Sacajawea³ helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean.

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

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

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

"Lewis and Clark: American Explorers", © 2005, Barbara Radner. Reprinted with permission, all rights reserved.

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

Text-Dependent Questions

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

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

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

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

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

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

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Would you have participated in this expedition if you had been alive in the 1800s? Do you think the thrill of discovery would have outweighed the dangers and risks associated with the trip?
2. Do you think that Lewis and Clark were heroes? Why do you think America regarded them as heroes when they returned and still regards them as heroes today?
3. How do you think an expedition to explore another country or another part of the United States would be different if it were made today? What sort of advances in technology would make it easier?
4. A primary purpose of the journey was for the explorers to make detailed maps of the American West to bring back to the government. Why do you think this was so important?
5. The author emphasizes how differences between America today and the America of the 19th century made Lewis and Clark's journey difficult. In the context of this article, how has America changed over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

Money Tells a Story

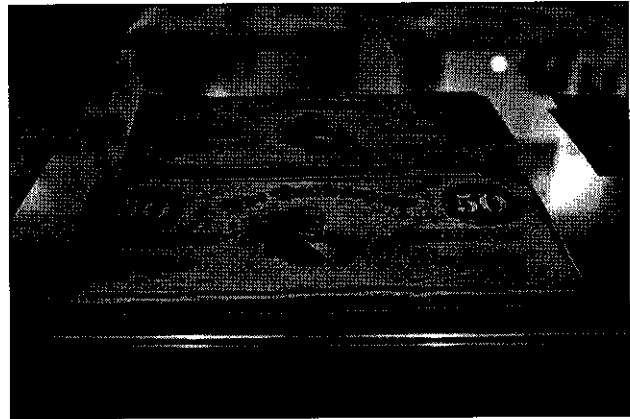
By Carol Baldwin
2007

Slavery in the United States led to a political divide that eventually resulted in the American Civil War. In 1861, 11 Southern states seceded, or left the United States, to form the Confederate States of America. Confederate states wanted slavery to continue, while Northern states, known as the Union, wanted to end slavery. Though it lasted only four years, the Confederacy had its own capital, president, and money system. In this informational text, Carol Baldwin discusses the Confederate bill that John Jones found and its illustration of slavery. As you read, take notes on what the Confederate bill revealed about slavery in the South.

- [1] In 1996, John Jones made a startling¹ discovery. He had just scanned and enlarged a piece of paper money for a customer — a Confederate bank note. Suddenly, he was face to face with an image that shocked and amazed him: slaves happily picking cotton in their master’s fields.

Jones grew up in South Carolina. He had heard painful stories of slavery from his great-grandmother. He had seen the scars on her back from the whippings she had received.

The image on the money did not match the history of African American slaves that he’d heard all his life. “I had never seen that type of image on money before,” he said.



"Confederate Money" by jmv0586 is licensed under CC BY-NC 2.0.

The Search Begins

Jones wondered why slaves were shown on Confederate money. Why did they look so contented?² His curiosity aroused,³ he started doing research. Searching for and finding the answers to his questions changed his life. For two years, he searched flea markets, hobby shops, and the Internet. He found more than 120 different bills. The currency⁴ ranged from a \$1 bill to a rare \$500 bill. The bills represented money issued by banks in Southern states around the time of the Civil War.

- [5] Jones discovered that the bills had several things in common. They showed slaves working in jobs related to farming. Many of them portrayed⁵ the slaves as content, healthy, and smiling. None of the bills showed the hardships of slavery.

1. **Startle (verb):** to surprise
2. **Content (adjective):** in a state of peaceful happiness
3. **Arouse (verb):** to awaken a feeling or emotion
4. the money that a country uses
5. **Portray (verb):** to show something in a certain way in art or literature

Building the South

Jones enlarged the pictures on the bills. He saw slaves involved in every aspect of cotton farming. They were sowing⁶ seeds, hoeing⁷ in the fields, picking cotton, lifting cotton bales, delivering cotton to the market, and loading steamboats.

“Cotton and slaves were the foundations on which the economy of the South was built,” Jones believes. Images of slaves on money may have promoted⁸ the slave labor system of the Southern economy.

Sharing the Story

Jones wanted to share what he had learned. “I wanted other people to see what I had seen,” he says. He decided to make large paintings of the pictures on the money. He used his favorite artistic medium — acrylics⁹ on canvas. As he reproduced the images, he felt very connected to the slaves. “These were my ancestors,”¹⁰ he says with emotion. “They are my history.”

After three years of intense work, Jones had painted more than 80 slavery scenes. He paired each painting with the currency on which the image appeared. “The Color of Money” — an exhibit of his work — has toured the country.

- [10] Jones sees himself as a visual storyteller. His paintings tell an important story about the South 150 years ago. He likes to repeat the saying “The story is on the money.” In this case, the saying happens to be true.

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-
6. to plant seeds by scattering them on or in the earth
 7. to use a tool to dig
 8. **Promote** (*verb*): to support or actively encourage
 9. a type of paint
 10. **Ancestor** (*noun*): a person related to you who lived a long time ago

Text-Dependent Questions

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

1. PART A: Which sentence describes the central idea of the text?
 - A. When learning about history, art can be more moving than facts
 - B. Confederate bills showed that slaves weren't as unhappy as people believed.
 - C. The images on the bills help people today understand the horrors of slavery.
 - D. Slaves were pictured as happy on Confederate bills to encourage people to accept slavery.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "He had heard painful stories of slavery from his great-grandmother. He had seen the scars on her back from the whippings she had received." (Paragraph 2)
 - B. "They showed slaves working in jobs related to farming. Many of them portrayed the slaves as content, healthy, and smiling." (Paragraph 5)
 - C. "Images of slaves on money may have promoted the slave labor system of the Southern economy." (Paragraph 7)
 - D. "Jones sees himself as a visual storyteller. His paintings tell an important story about the South 150 years ago." (Paragraph 10)

3. Why did John Jones further explore the images on the Confederate bills?
 - A. The bills challenged what he knew about slavery in the South.
 - B. He knew he could turn the bills into an art piece.
 - C. The bills supported his great-grandmother's stories about slavery.
 - D. He had a special interest in bills from different times and places.

4. How does the author of the text organize the information?
 - A. The author discusses why Jones was confused by the images on the bills, and then the likely reason why slaves were shown in a certain way on the money.
 - B. The author compares the previous art pieces that Jones has created with his art that has images from the Confederate bills.
 - C. The author discusses how slaves were depicted on Confederate bills, and then compares it to other currency in the United States.
 - D. The author discusses the life of slaves in the South, and then compares it to the images of slavery on the bills.

5. What motivated the Confederate States of America to depict slaves as happy and healthy on bills?

Name: _____ Class: _____

Trail into Darkness

By Brad Robie
2017

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

- [1] *A boulder as big as a house.* That's how the guide book described Giant Rock. Dad said it was carried here by a glacier¹ millions of years ago.

I was finally going to see it, on snowshoes, with my three older cousins, my dad, and my uncle Don. I'd been snowshoeing before, and I liked the adventure of trekking² through deep snow alongside wild-animal tracks.

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



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

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

- [5] The trail ran uphill alongside a stone wall. It was easy to follow because red markers were nailed to the trees and the snow had been packed down by other hikers. At the top of the hill, we turned onto the purple trail, which wound back and forth, traversing³ the hills and gullies.⁴ We settled into a rhythm, with Dad and everyone else in front and me in the back, *crunch-crunch-crunching* through the snow. My cousins were faster than I was, but I managed to keep up.

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

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

I laughed. "You never know."

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

Finally, we crested⁶ a hill and saw the massive boulder sitting alone in the forest. "It really is as big as a house!" my cousin Josh said, gazing up.

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

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

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

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

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

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

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

I came to a junction⁷ where I could turn left or go straight, but both trails had purple markers. The path to the left looked familiar. But when I stepped over a log I thought I'd seen before, something told me I was going the wrong way. So I reversed direction. My mind started to race. Soon it might be too dark to tell what color the markers were. And I couldn't just follow my own footsteps because there were so many tracks from other hikers.

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

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

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

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

I heard voices, someone calling. Then I noticed the stone wall, the trail running alongside it. This *had* to be right. I plunged⁸ downhill in giant steps.

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

6. to reach the top of something

7. a point where two or more things are joined

8. **Plunge (verb):** to jump or dive quickly and with energy

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

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

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9. **Urgent** (*adjective*): calling for immediate attention

Text-Dependent Questions

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

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

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

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

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

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

Grade 4 Mini-Assessment – “Tree Rings”

Today you will read a passage and a poem about tree rings. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may return to Part A if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss the ways you may have additional time.

Now read the passage and poem and answer the questions. I encourage you to write notes in the margin as you read.

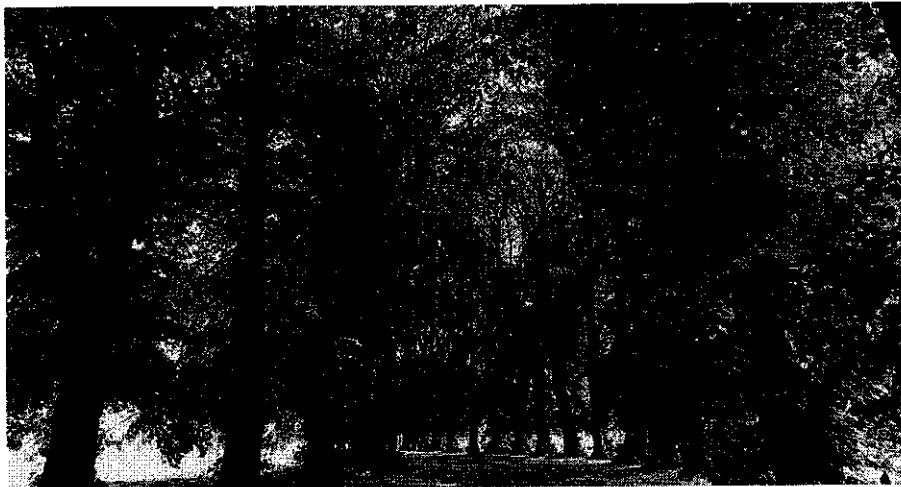


IMAGE 1: A road through trees

Image credit: Flickr user Bernard Spragg, NZ

What Can Trees Tell Us About Climate Change?

Quite a lot, actually!

- 1) But to understand what the trees tell us, we first have to understand the difference between weather and climate.
- 2) Weather is a specific event—like a rain storm or hot day—that happens over a short period of time. Weather can be tracked within hours or days. Climate is the average weather conditions in a place over a long period of time (30 years or more).

- 3) Scientists at the National Weather Service have been keeping track of weather in the United States since 1891. But trees can keep a much longer record of Earth's climate. In fact, trees can live for hundreds—and sometimes even thousands—of years!
- 4) One way that scientists use trees to learn about past climate is by studying a tree's rings. If you've ever seen a tree stump, you probably noticed that the top of the stump had a series of rings. It looks a bit like a bullseye.



IMAGE 2: *The light and dark rings of a tree.*

Image credit: Flickr Creative Commons user Amanda Tromley

- 5) These rings can tell us how old the tree is and what the weather was like during each year of the tree's life. The light-colored rings represent wood that grew in the spring and early summer, while the dark rings represent wood that grew in the late summer and fall. One light ring plus one dark ring equals one year of the tree's life.

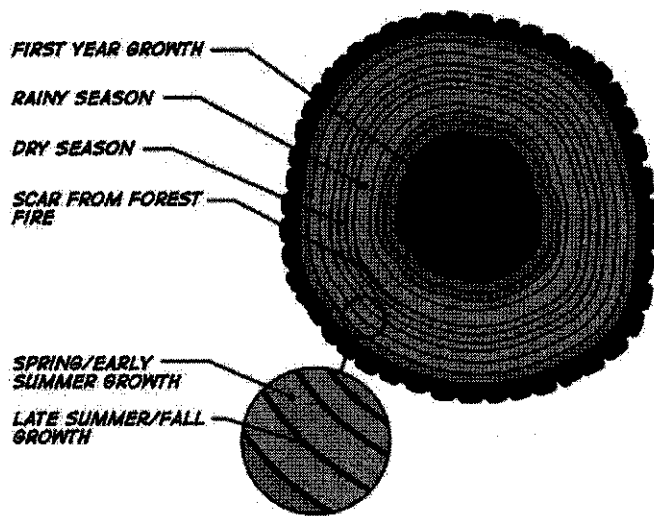


IMAGE 3: The color and width of tree rings can provide snapshots of past climate conditions.

- 6) Because trees are sensitive to local climate conditions, such as rain and temperature, they give scientists some information about that area's local climate in the past. For example, tree rings usually grow wider in warm, wet years and they are thinner in years when it is cold and dry. If the tree has experienced stressful conditions, such as a drought, the tree might hardly grow at all in those years.
- 7) Scientists can compare modern trees with local measurements of temperature and precipitation from the nearest weather station. However, very old trees can offer clues about what the climate was like long before measurements were recorded.



IMAGE 4: This is said to be the Methuselah Tree, one of the oldest living trees in the world. Methuselah, a bristlecone pine tree in White Mountain, California is thought to be almost 5,000 years old. Image credit: Oke/Wikimedia Commons

8) In most places, daily weather records have only been kept for the past 100 to 150 years. So, to learn about the climate hundreds to thousands of years ago, scientists need to use other sources, such as trees, corals, and ice cores (layers of ice drilled out of a glacier).

<https://climatekids.nasa.gov/tree-rings/> **Courtesy NASA/JPL-Caltech**

RINGS NOT LETTERS

by Juanita Havill

- 1) A tree writes the story of its life
- 2) In rings not letters.
- 3) One tiny ring at the center:
- 4) "Here is where I began."
- 5) Next year a new ring:
- 6) "Look how much I grew."
- 7) Wide bands between rings:
- 8) "Hooray for rain and sun."
- 9) Narrow bands:
- 10) "It's hot and dry and I'm so thirsty."
- 11) Fires, insects, the weight
- 12) Of a fallen tree against the trunk,
- 13) All written in rings, not letters,
- 14) the life story of a tree.

Poem copyright ©2014 by Juanita Havill from *The Poetry of Science: The Poetry Friday Anthology for Science for Kids* compiled by Sylvia Vardell and Janet Wong

QUESTIONS:

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: In the article, what point is the author making in paragraphs 1 - 3?

- A. Scientists can use trees to study climate change because trees live for long periods of time.
- B. By studying trees, we can learn about the relationships between weather and climate.
- C. Scientists have discovered that trees impact the climate and should be closely studied.
- D. By studying trees, we can learn how people from long ago lived during weather events and in different climates.

Part B: Which sentence from the article supports the author's point above?

- A. "If you've ever seen a tree stump, you probably noticed that the top of the stump had a series of rings."
- B. "If the tree has experienced stressful conditions, such as a drought, the tree might hardly grow at all in those years."
- C. "Scientists can compare modern trees with local measurements of temperature and precipitation from the nearest weather station."
- D. "However, very old trees can offer clues about what the climate was like long before measurements were recorded."

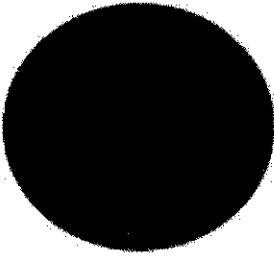
2. How does Image 2 most contribute to the reader's understanding of the article?

- A. It shows what a tree might look like that has lived for "thousands" of years.
- B. It clarifies the meaning of the term "stump."
- C. It shows the contrasts between "rings" that scientists are studying.
- D. It clarifies what might be considered a "stressful condition" for a tree.

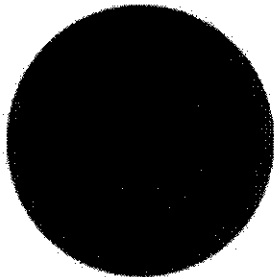
3. Based on information in paragraphs 5 and 6 of the article, draw a line from each tree ring sample below to the description it best matches.

EXAMPLE OF TREE RING SAMPLE

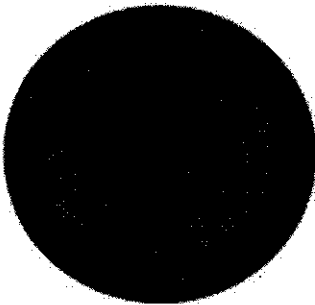
DESCRIPTION OF TREE



This tree experienced dry weather for a few seasons and then wetter weather later.



This tree experienced consistently wet weather patterns.



This tree experienced wet conditions at first but then experienced drier weather later.

4. What information is revealed by Image 3 that is not discussed in the article?
- A. Trees can also provide information about natural disasters in the area.
 - B. Trees rings can show how old a tree was.
 - C. Tree rings can show how tall a tree was.
 - D. Trees can also provide information about temperatures in the area.

5. This item has two parts. First answer Part A. Then answer Part B.

Part A: What does the word sensitive mean as it is used in paragraph 6 of the article?

- A. easily pained or annoyed
- B. able to learn things through senses
- C. able to sense how others are feeling
- D. easily affected or influenced

Part B: Which phrase from paragraph 6 helps determine the meaning of the word sensitive as defined in Part A?

- A. "... local climate conditions ..."
- B. "... such as rain and temperature. ..."
- C. "... give scientists some information. ..."
- D. "... tree rings usually grow wider. ..."

6. What are the two most likely reasons the poem begins and ends with the references to the life story of a tree?

- A. to suggest that trees have a long life
- B. to highlight the central idea of the poem
- C. to hint that the entire life of the tree is included in the poem
- D. to reinforce the image of the rings of a tree representing the passage of time
- E. to imply that all living things have a story to tell
- F. to establish and then build on the rhythm of the poem

7. How do lines 4, 6, 8, and 10 most contribute to the poem?

- A. They allow the reader to see the tree as a living thing.
- B. They work together to develop the setting where the tree grows.
- C. They allow the reader to understand exactly how long the tree lived.
- D. They work together to develop the conflicts the tree encounters.

8. The following question has two parts. Answer Part A and then answer Part B.

Part A: How are the points of view of the article and the poem different?

- A. The author of the article writes about tree rings in an informative way while the poet tells a story about a newly planted tree.
- B. The author of the article writes a descriptive explanation of the life cycle of a tree while the poet writes an informative explanation of tree rings.
- C. The author of the article writes an informative explanation of tree rings while the poet writes a creative explanation of tree rings.
- D. The author of the article writes a creative story about the climate and weather while the poet writes a descriptive explanation of tree growth.

Part B: Choose one detail from the article and one sentence from the poem that best support the answer to Part A.

Article		Poem	
"Weather can be tracked within hours or days."		"Fires, insects, the weight"	
"One light ring plus one dark ring equals one year of the tree's life."		"A tree writes the story of its life"	
"So, to learn about the climate hundreds to thousands of years ago, scientists need to use other sources, such as trees, corals, and ice cores (layers of ice drilled out of a glacier)."		"Hooray for rain and sun."	
"In fact, trees can live for hundreds—and sometimes even thousands—of years!"		"Look how much I grew."	

9. The following question has two parts. Answer Part A and then answer Part B.

Part A: Read lines 11, 12, and 13 from the poem:

Fires, insects, the weight

Of a fallen tree against the trunk,

All written in rings, not letters

Why does the poet include these lines?

- A. to reinforce the idea that a tree's rings tell a story
- B. to compare the tree to an author to make the poem easier to understand
- C. to explain the events that happen to trees in a scientific manner
- D. to describe how the rings of a tree are created through natural disasters

Part B: Which sentence from the article has the same purpose as the lines from the poem in Part A?

- A. "In fact, trees can live for hundreds—and sometimes even thousands—of years!" (paragraph 3)
- B. "It looks a bit like a bullseye." (paragraph 4)
- C. "One light ring plus one dark ring equals one year of the tree's life." (paragraph 5)
- D. "If the tree has experienced stressful conditions, such as a drought, the tree might hardly grow at all in those years." (paragraph 6)

10. (Optional) Using information from the article and the poem, explain how each author supports the idea that tree rings are useful in gathering information about trees. Be sure to use details from both the article and the poem to support your answer. Use the lines on the next page for your response.

Your response will be scored on how well you:

- Demonstrate your understanding of the ideas of the text
- Use evidence from the text to help develop and support your ideas
- Organize your response in a logical manner
- Demonstrate an appropriate writing style through the use of precise word choice and varied sentences
- Use standard conventions for writing

Name: _____ Class: _____

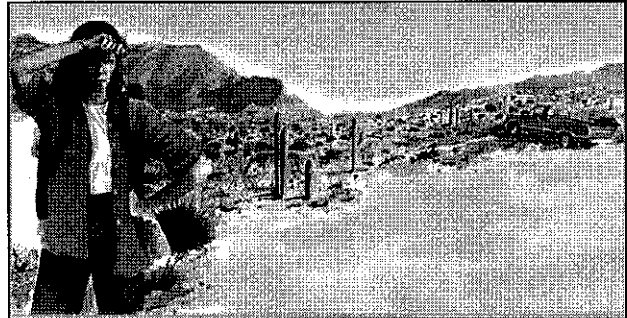
Walking for My Life

By Jennifer Owings Dewey
2015

Jennifer Owings Dewey is an author and illustrator of natural history books for children and adults. In this short story, a narrator must walk through the desert after their car is damaged. As you read, take notes on how the narrator's feelings about the desert change.

- [1] It was the middle of July. I had spent two days exploring a bat cave in the Jornada del Muerto desert in southern New Mexico.

The cave was part of an ancient flow of lava,¹ now hardened into solid rock. The lava had gurgled out of the ground like liquid metal 250 thousand years ago. The cave was tucked away in what had once been an air bubble in the flow. The top side of the bubble had fallen in, creating an opening in the roof of a long, narrow cave that led back into the lava two hundred feet, a perfect home for bats.



"I was stranded in a desert." by Denny Bond is used with permission.

I had left the cave and was driving my pickup truck on a rough track across the hard, jagged surface of the lava flow. Suddenly the steering wheel jerked and my hands slipped. The truck ground to a halt, caught on a black lava boulder.

A quick inspection² of the underside proved the worst: the truck's axle³ was bent, nearly broken in two.

- [5] I could not expect rescue in such remote⁴ country. I put my remaining food and canteens of water into my day pack and set off on foot, going north, the direction of the main highway.

I was low on water. Too little food did not matter, but hiking across the desert in July without water could be fatal.⁵

As I set out, I hatched unreasonable fears in my mind. I was afraid of everything around me. Grasshoppers hopped, beetles crawled, rodents scurried. Each creature made my heart jump. In my mind, every movement was a scary animal about to strike and kill me.

I walked for hours in this state of mind. I cried and groaned until I realized that nobody was around to hear me. Complaining was useless.

-
1. hot, semifluid rock
 2. **Inspect (verb):** to look carefully at something
 3. a rod on which a pair of wheels rotate
 4. **Remote (adjective):** far away from other people
 5. **Fatal (adjective):** causing death

A change came over me, a gradual⁶ transformation. I began to feel less afraid. Fear was replaced by curiosity.

- [10] I went on, and slowly but surely began to see the desert world differently, through interested eyes, not frightened ones.

A rattlesnake slithered past, scales glistening in the sun. The wild beauty of the snake steadied me. I might have run but didn't, realizing the animal meant me no harm. It never even saw me.

The snake slid over the ground and vanished. In the silence and hazy heat of that moment, I noticed how peaceful the arid⁷ land was. Desert dwellers large and small went on with their lives, paying no attention to me.

That night I lay on the warm sand, using my day pack as a pillow. The sky went dark.

The stars began to shine, zillions of tiny fires spinning reassuringly in the hugeness of the heavens.

- [15] With a burned-lip smile I thought how little there was to fear, after all.

By noon the following day I was out of water. I continued north, forging⁸ a delicate balance in my mind between fear of death and the certainty I would live. I began to think how lucky I was to see the wild desert world. A wrecked truck and a forced hike across the desert gave me a chance to see what few others ever saw.

Late in the day, miles from the road, I came to a ranch house. It stood at the edge of the lava flow, low against the desert scrub, half-invisible through the waves of heat rising from the ground.

I walked into the yard and was greeted by a skinny hound dog. The rancher was close behind. He tipped the brim of his cowboy hat. "Care for some lemonade?" he said.

I drank all the lemonade that he and his wife had in their refrigerator. When it ran out, I drank tap water⁹ until my belly was swollen and sore.

- [20] "I liked it out there," I told them when we got to talking. "I just wish I had been less frightened. I would have noticed more that way. Being scared made me miss things I would have seen otherwise."

"I know what you mean," the man said thoughtfully, scratching his chin whiskers with the fingers of one hand. "It's a rare sight, that desert wilderness, a rare sight."

The next morning the three of us rode out on horseback to check on my truck.

"It's a goner," the rancher said.

"Totaled,"¹⁰ I agreed.

-
6. **Gradual** (*adjective*): taking place slowly
 7. having little or no rain
 8. to move forward slowly
 9. water from the sink
 10. damaged beyond repair

[25] "Too bad," his wife said. "Such a pretty color, too."

We spent the night by the cave, watching the bats fly out. Hawks and owls were diving and trying to catch a late-in-the-day meal. The three of us sat thinking, saying little.

I knew that I might have perished¹¹ on the bone-dry desert. Unlike the bats, hawks, and owls, I was not equipped for life with little water. All I could think about was how I wanted to take the same walk a second time.

When the day ended, the rancher said, "Too bad more folks can't see this. Might make them think twice about what's beautiful in the wild."

"Yes sir," his wife said, "that's the truth of it."

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Text-Dependent Questions

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

1. PART A: Which sentence describes the main theme of the story?
 - A. Nature is not something that should be feared, but admired.
 - B. There is nothing more dangerous than being lost in the desert.
 - C. Fear can be a powerful motivator when you're in trouble.
 - D. Nature poses a threat to humans and should be respected.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I cried and groaned until I realized that nobody was around to hear me. Complaining was useless." (Paragraph 8)
 - B. "I continued north, forging a delicate balance in my mind between fear of death and the certainty I would live." (Paragraph 16)
 - C. "I just wish I had been less frightened. I would have noticed more that way. Being scared made me miss things I would have seen otherwise." (Paragraph 20)
 - D. "I knew that I might have perished on the bone-dry desert. Unlike the bats, hawks, and owls, I was not equipped for life with little water." (Paragraph 27)

3. Why is the narrator originally fearful while walking through the desert?
 - A. The narrator worries that any living thing could be dangerous.
 - B. The narrator doesn't know where to go in order to find help.
 - C. The narrator dislikes the desert and everything in it.
 - D. The narrator doesn't have enough clothing for a long trip.

4. How does walking through the desert affect the narrator?

Grade 4 Mini-Assessment

"What Had We Done?" from *We Were There, Too!* by Terry Grimmersey

Today you will read a personal narrative from an author who, as a young Japanese American girl, was forced to live in a prison camp on the West Coast of the United States with her family during World War II. You will then answer several questions based on the text. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the text and answer the questions. I encourage you to write notes in the margin as you read the passage.



Courtesy of the Library of Congress # LC-USZ62-17124

Introduction: *The author of this excerpt was a child living in California when Japanese warplanes attacked Pearl Harbor in Hawaii. Read the text to see what happened to her as a result of the bombing and many Americans' reactions to it.*

TEACHERS: Due to copyright issues, for access to the text obtain a copy of the book cited below.

We Were There, Too! Young People in U.S. History by Phillip Hoose. The excerpt used for this assessment begins on page 205 with the words, "We didn't talk about the war much . . ." and ends on page 208 with the words "for us to rent a place to live."

QUESTIONS:

1. How is the text mainly organized?

- A. by identifying problems faced by Japanese Americans after the attack on Pearl Harbor and then the solutions to those problems
- B. by listing the causes of the attack on Pearl Harbor and then explaining the effects on Americans
- C. by comparing and contrasting how much Americans differed in their reactions to the attack on Pearl Harbor
- D. by sharing events in the order in which they happened to a Japanese American after the attack on Pearl Harbor

2. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the meaning of the word “report” as it is used in paragraph 2?

- A. a description of an event
- B. to present oneself to authority
- C. to repeat a message to someone
- D. a statement of a student’s grades

Part B: Why is the word “report” important at this point in the text?

- A. It shows that the father is going to have to survive on his own.
- B. It represents how formally people communicated during war time.
- C. It suggests the attack on Pearl Harbor had not been told correctly.
- D. It introduces the beginning of changes forced on the family.

3. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the most likely reason the author includes paragraph 10?

- A. to demonstrate that people immediately became kinder to Japanese Americans when the war ended
- B. to show that the war caused many families in America to become poorer
- C. to show that Japanese Americans quickly forgave those who had not treated them kindly
- D. to demonstrate that not everyone in America held the same beliefs

Part B: In paragraph 10 below, choose the three details that help to support the correct answers from Part A.

“But two kind things also took place on that day. After school, a small boy came to me and handed me a box of chocolates. I cried at that gesture of kindness. And a girl named Sybil invited me to her home. They lived in a garage attached to a small house. They had come from the Midwest to work in the orange and lemon groves of California. They invited me to stay for dinner and all we had was corn soup and bread. They were the first poor people I had ever met but they didn’t seem poor because they were so rich with love.”

4. What is **best** revealed by the author's statement in paragraph 10, ". . . but they didn't seem poor because they were so rich with love"?

- A. She missed having her family together when she was separated from her father.
- B. She had learned from her experience not to judge others.
- C. She valued a sense of belonging more than having possessions.
- D. She still did not understand what had happened to make people dislike her.

5. The following question has two parts. Answer Part A and then answer Part B.

Part A: What main idea is developed throughout the text?

- A. Japanese Americans were treated unkindly even before Pearl Harbor.
- B. Japanese Americans were treated terribly after the bombing of Pearl Harbor.
- C. The governments of Japan and the United States were both unfair to Japanese Americans.
- D. The prison camps built after Pearl Harbor were only for people who were not American citizens.

Part B: Which sentence best supports this main idea?

- A. "We didn't talk about the war much at home but I read the paper from cover to cover trying to find out what was going on." (paragraph 1)
- B. "My brother was crying on my lap and I tried to keep him calm." (paragraph 3)
- C. "And I fought anyone who picked on my brother or sisters." (paragraph 7)
- D. "They told me that if I ever spoke Japanese again I would be sent back to camp behind the barbed wire." (paragraph 9)

6. According to the entire passage, what caused the most conflicts for the author?

- A. her appearance
- B. her being a female
- C. her American father at home
- D. her Japanese mother's behavior at the camp

7. Which details from the text **best** show a difference in the author's old life prior to the attack on Pearl Harbor compared to her new one after the attack?

- A. "Oranges from our orchard" in paragraph 5 to "now he worked packing fruit, trying to make enough money" in paragraph 11.
- B. "There was a telephone call from my grandmother" in paragraph 1 to "I never could speak Japanese again" in paragraph 9.
- C. "Just me and mother and the other kids" in paragraph 2 to "They were the first poor people I had ever met" in paragraph 10.
- D. "I could see the panic on the faces of the adults" in paragraph 1 to "The adults who gathered at the washtub gossiped that we'd never get out" in paragraph 8.

8. In paragraph 3, what do “blinding,” “six inches of dust,” and “no shade” suggest?
- A. The family had a difficult time figuring out where they had been bussed to.
 - B. The area where the family had to move was a hard environment.
 - C. The family wanted to complain about their conditions but were afraid to do so.
 - D. The area where the family was moved was not yet full of people living there.
9. How do the author’s feelings about her Japanese American heritage change throughout the text? Complete the chart below by choosing the correct description for her feelings at each part of the text and writing it in the box in the second column. Then select the correct evidence for each feeling and write in the box in the third column.

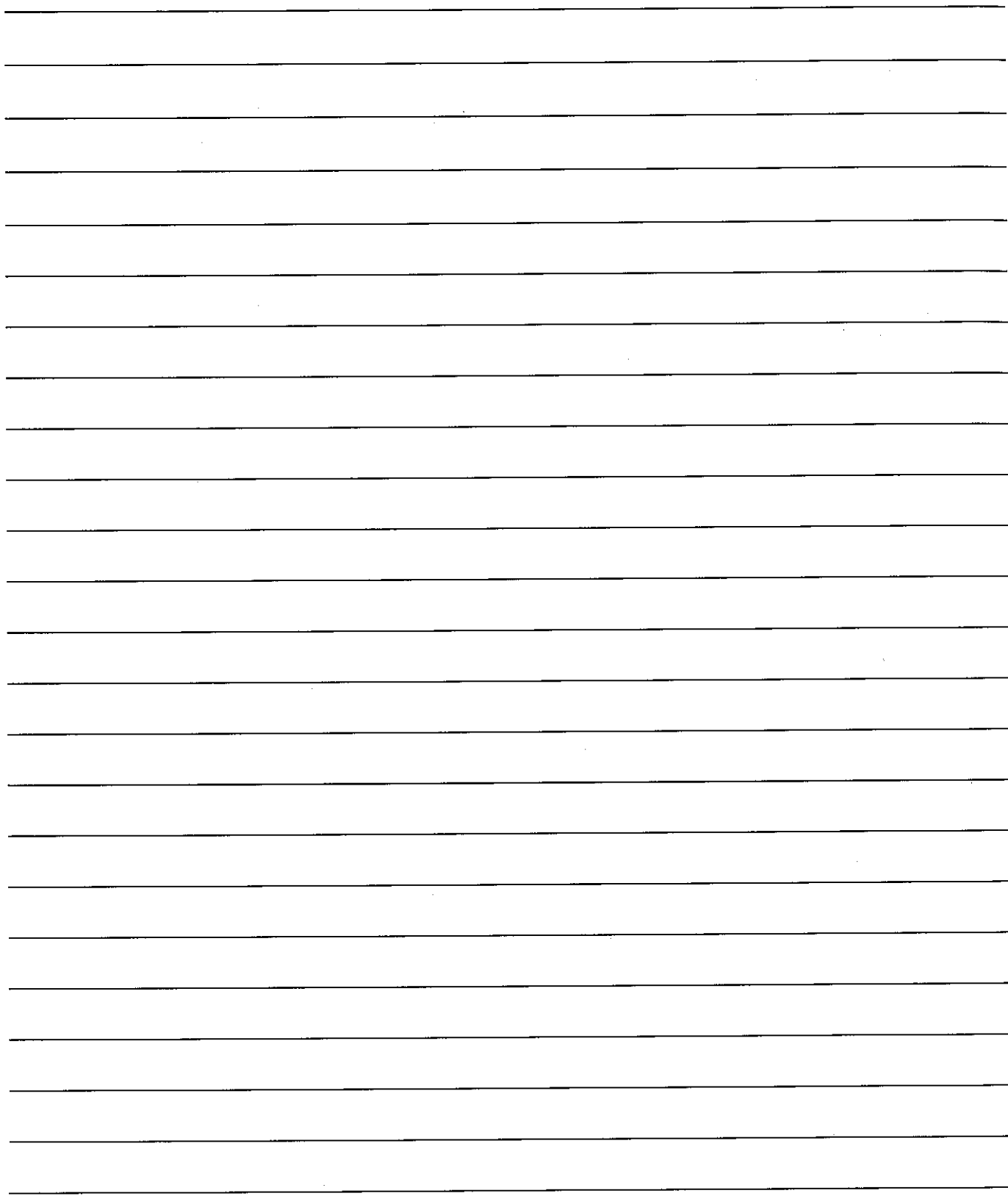
	Feeling	Evidence
Beginning		
Middle		
End		

Choices for Feelings	Choices for Evidence
confused	“We didn’t know if we could ever go back home.”
worried	“Why did they need guns? What had we done?”
embarrassed	“I loved both countries.”
angry	“I was so hurt I couldn’t look anyone in their eyes.”

10. (Optional) Writing Prompt: Write an essay describing how the author's life changed after the attack on Pearl Harbor. Be sure to use details and information from the text as you write your response.

Your response will be scored on how well you:

- **Demonstrate your understanding of the ideas of the text**
- **Use evidence from the text to help develop and support your ideas**
- **Organize your response in a logical manner**
- **Demonstrate an appropriate writing style through the use of precise word choice and varied sentences**
- **Use standard conventions for writing**



Answer Key

Jellyfish	
1	C
2	D
3	D
4	It describes the jellyfish's appearance. It also introduces the jellyfish to the reader.
Kayvan the Brave	
1	A
2	C
3	A
4	C
5	Students should discuss how this paragraph emphasizes the extent of the misunderstanding surrounding Kayvan.
Lewis and Clark: American Explorers	
1	B
2	D
3	D
4	B
5	Students should emphasize the vital role Native Americans played in making the journey a success because of their superior knowledge of the land.
Money Tells a Story	
1	D
2	C
3	A
4	A
5	Students should discuss the Confederacy's desire to project a certain image of slavery that encouraged people in the South to continue to support it.

Trail into Darkness	
1	D
2	D
3	A
4	C
5	Students should discuss how panicked Like is when he first realizes that he doesn't know where his family is or how to get back.
Tree Rings	
1A	A
1B	D
2	C
3	Image 1 - Description 2 Image 2 – Description 1 Image 3 – Description 3
4	A
5A	D
5B	B
6	B, D
7	A
8A	C
8B	See attached chart
9A	A
9B	D
Walking for My Life	
1	A
2	C
3	A
4	Students should discuss how the narrator's walk through the desert helps them realize how beautiful it is.
Excerpt from "What Had We Done?"	
1	D
2A	B
2B	D
3A	D

3B	“Handed me a box of chocolates” “Sybil invited me to her home” “They invited me to stay for dinner”
4	C
5A	B
5B	D
6	A
7	A
8	B
9	See chart below

	Feeling	Evidence
Beginning	worried	“We didn’t know if we could ever go back home.”
Middle	confused	“Why did they need guns? What had we done?”
End	embarrassed	“I was so hurt I couldn’t look anyone in their eyes.”

Tree Rings #8B

Article		Poem	
“Weather can be tracked within hours or days.”	This sentence does not support the author’s purpose of explaining how tree rings help scientists study climate change.	“Fires, insects, the weight”	Although this detail does support the author’s purpose, it is more informative than descriptive.
“One light ring plus one dark ring equals one year of the tree’s life.”	This is the correct answer. This detail supports the author’s purpose of explaining how tree rings are used by scientists in an informative way.	“A tree writes the story of its life”	Although this is a statement of the theme of the poem, restating the author’s purpose, but does not do so in a creative way.
“So, to learn about the climate hundreds to thousands of years ago, scientists need to use other sources, such as trees, corals, and ice cores (layers of ice drilled out of a glacier).”	Although this sentence begins to explain how trees may be a source of information for scientists, it does not support the purpose of discussing tree rings specifically.	“Hooray for rain and sun.”	Although this is a creative detail from the passage, it is not directly related to the explanation of tree rings.
“In fact, trees can live for hundreds—and sometimes even thousands—of years!”	Although this is a detail about the life of a tree, it does not support the purpose.	“Look how much I grew.”	This is the correct answer. This sentence is creative and is an

			explanation of tree rings by the author.
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Webster County School District

4th Grade Math



At Home Learning Packet

Equivalent Pizzas – Task 1

There is two-thirds of a pizza left after dinner.

How many pieces of pizza are left if the original pizza had a total of 3 slices?

How many pieces of pizza are left if the original pizza had a total of 6 slices?

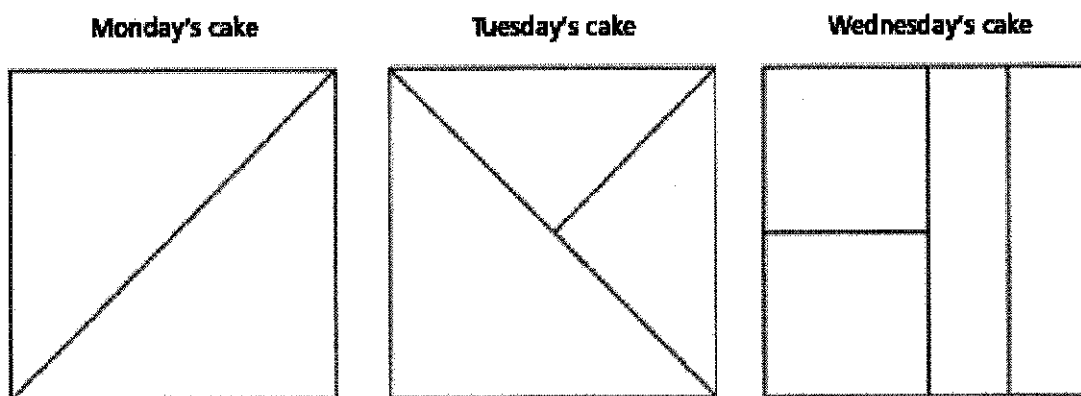
How many pieces of pizza are left if the original pizza had a total of 12 slices?

Write a sentence to explain your thinking.

Weird Pieces of Cake - Task 2

Part 1:

A baker makes square cakes and decides to cut the pieces different each day of the week. If she wants to make 8 dollars for the whole cake, how much money will each individual piece sell for?



Part 2:

While shopping on Wednesday, Martina says to the baker, "Buying 2 pieces of cake today will cost the same as one piece of cake on Monday. Is Martina correct? Explain why or why not."

Who's On The Bus? – Task 3

There are some children on the bus.

- $\frac{2}{6}$ of the children are wearing tan pants.
- $\frac{6}{10}$ of the children are wearing tennis shoes.
- $\frac{5}{12}$ of the children are wearing a red shirt.
- $\frac{2}{3}$ of the children are wearing a hat.

For each item of clothing, are more than half or less than half of the children wearing that item?

Write a sentence explaining how you know that you are correct.

Plastic Building Blocks – Task 4

Dennis and Cody are building a castle out of plastic building blocks. They will need $2\frac{1}{2}$ buckets of blocks for the castle they have in mind. Dennis used to have two full buckets of blocks but lost some and now has $1\frac{3}{4}$ buckets. Cody used to have two full buckets of blocks, too, but now has $1\frac{1}{4}$ buckets. If Dennis and Cody combine their buckets of blocks, will they have enough to build their castle?

Explain your reasoning with pictures, words, and numbers.

Task 5 - Part A:

Use tape diagrams or circles to model and solve these problems. Write an equation to represent each situation.

1. Scott and Zachary shared a sub sandwich. Scott ate $\frac{2}{6}$ of the sandwich and Zachary ate $\frac{1}{6}$. How much of the sandwich did they eat together?
2. Three students were sharing 2 pies. Each student ate $\frac{1}{2}$ of a pie. How much pie did they eat together?
3. Trevor had $1\frac{1}{3}$ pizzas. His dad ate $\frac{2}{3}$ of a pizza. How much pizza was left?
4. Madeline had $\frac{7}{6}$ yards of fabric. She cut off one yard to make curtains. How much fabric was left?
5. Lauren had $\frac{7}{3}$ pans of brownies leftover after a party. Her brother ate $\frac{2}{3}$ of a pan of brownies. What part of the brownies was left?

Task 5 - Task B:

Use unit fractions to solve. Use what you know about unit fractions to solve the problems. Write an equation that includes unit fractions to show the answer for each problem.

a) $\frac{2}{3} + \frac{2}{3} =$

b) $\frac{4}{3} = \frac{1}{3} + x$

c) $\frac{5}{7} + y = \frac{12}{7}$

d) $1\frac{1}{4} - \frac{3}{4} =$

e) $2\frac{1}{5} - \frac{3}{5} =$

f) $\frac{8}{9} - \frac{3}{9} =$

g) $\frac{1}{2} \times 5 =$

h) $1\frac{3}{5} + \frac{4}{5} =$

i) $\frac{2}{3} \times 4 =$

Drawing a Model – Task 6

Part 1:

Kelly was making curtains for her living room. She bought four pieces of fabric that were each $\frac{2}{3}$ yard long.

- How many yards of fabric did Kelly buy in all?
- Draw a picture and write an equation to show the total amount of fabric if each piece is $\frac{2}{3}$ yard long.

Part 2:

With the fabric that she bought in part 1, Kelly cut each piece of fabric into a $\frac{1}{3}$ yard long piece.

- Draw a picture and write an equation to show the total amount of fabric if each piece is $\frac{1}{3}$ yard long.

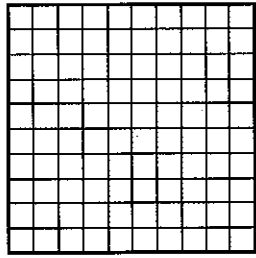
Part 3:

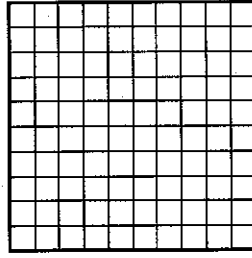
- Is the amount of fabric in Part 1 and Part 2 the same?
- Use pictures to prove it.
- Write a sentence to explain how you know that you are correct.

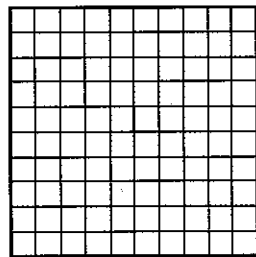
Karen's Garden – Task 7

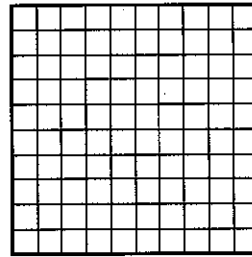
Use 10 x 10 grids (on following page) to shade in your solutions to these problems.

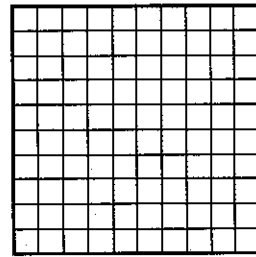
1. Karen planted squash and watermelon in her 10' x 10' garden. She planted squash in 0.4 of her garden, but it grew so much that it took up $\frac{76}{100}$ of the garden. How much space is left for watermelon?
2. Six tenths of the garden is planted with green beans. Twenty-three hundredths is planted with radishes. How much of the garden is planted?
3. Karen wants half of her garden to be planted with tomatoes. She has planted 0.14 of the garden with tomatoes so far. How much of the garden does she still need to plant with tomatoes?
4. Karen planted lettuce in $\frac{2}{10}$ of her garden, peas in 0.2 of her garden, and peppers in $\frac{20}{100}$ of the garden. How much of the garden is planted?
5. Six-tenths of the garden was planted with peppers. Thirty-six hundredths of the garden was planted with peas, but some of them were eaten by deer. Karen planted radishes in the leftover space and the empty space where the peas were eaten by deer. If radishes now take up $\frac{22}{100}$ of the garden, how much of the garden did the deer eat?

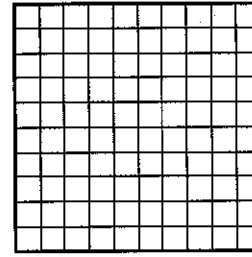












Making Punch – Task 8

Using the decimal grids on the following page and Base Ten Blocks (optional), complete the following:

Part 1:

While making punch for a party the following ingredients are needed:

1.2 Liters of Ginger Ale

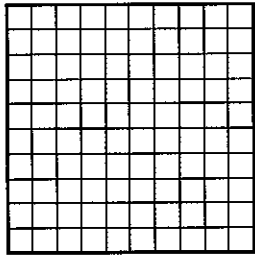
1.02 Liters of Sprite

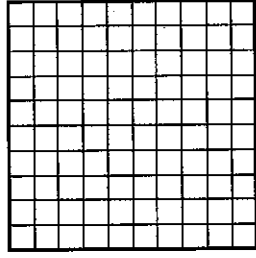
1.23 Liters of Fruit Juice

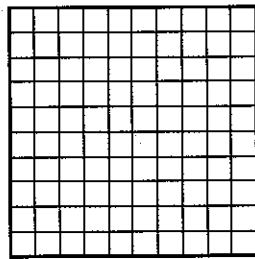
1. For each ingredient, shade in the decimal grid.
2. Do you need more Ginger Ale or Sprite? Explain your reasoning.
3. Do you need more Ginger Ale or Fruit Juice? Explain your reasoning.
4. Do you need more Sprite or Fruit Juice? Explain your reasoning.

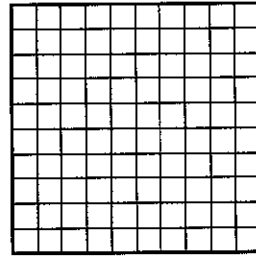
Part 2:

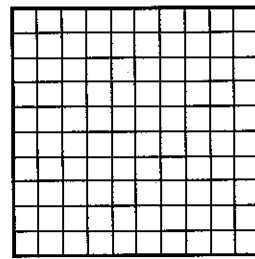
For a different recipe, frozen yogurt can be added. The amount of frozen yogurt is between the amount of Ginger Ale and Fruit Juice. How much frozen yogurt is needed? Explain how you found your answer.

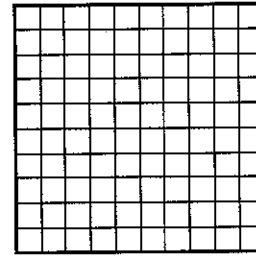












1. Heidi cuts a pie into 6 equal pieces. She gives 2 pieces of the pie to Eric. Which expression creates a fraction that is equal to the amount of the pie Heidi gives to Eric?

A $\frac{2 \times 6}{6 \times 2}$

B $\frac{2 \times 4}{6 \times 4}$

C $\frac{2 \times 1}{6 \times 4}$

D $\frac{2 \times 2}{6 \times 6}$

2. Brice has a can of peanuts that is $\frac{9}{10}$ full. He eats $\frac{2}{10}$ of the can while watching a movie. Then Brice gives $\frac{4}{10}$ of the can to Sandra.



What fraction of the can of peanuts does Brice have now?

A $\frac{2}{10}$ can of peanuts

B $\frac{3}{10}$ can of peanuts

C $\frac{6}{10}$ can of peanuts

D $\frac{7}{10}$ can of peanuts

3. What is $\frac{4}{10}$ written as a decimal?

A 40.0

B 4.0

C 0.4

D 0.04

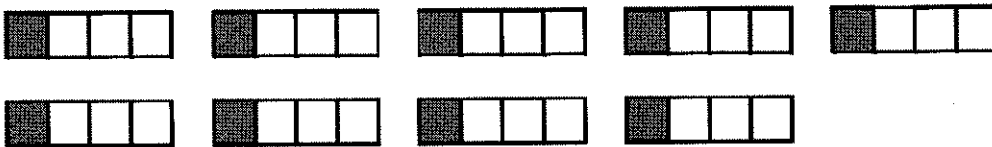
4. Lorenzo and Carmen each have a length of rope. Lorenzo's rope is $4\frac{5}{8}$ feet long, and Carmen's rope is $1\frac{4}{8}$ feet long.

What is the total length of both ropes?

- A $3\frac{1}{8}$ feet
B $4\frac{1}{8}$ feet
C $5\frac{1}{8}$ feet
D $6\frac{1}{8}$ feet
5. Jessica and Adam are taking turns reading a book aloud. Jessica reads $\frac{5}{10}$ of the book, and Adam reads $\frac{15}{100}$ of the book.

What fraction of the total book do Jessica and Adam read aloud?

- A $\frac{20}{100}$ of the book
B $\frac{65}{100}$ of the book
C $\frac{20}{10}$ of the book
D $\frac{65}{10}$ of the book
6. A model can be used to multiply a whole number by a fraction, as shown.



Which problem does the model represent?

- A $4 \times \frac{1}{9}$
B $4 \times \frac{1}{3}$
C $9 \times \frac{1}{4}$
D $9 \times \frac{1}{3}$

7. A student knows $\frac{1}{2} = \frac{2}{4}$. Which equation proves the two fractions are equivalent?

A $\frac{1}{2} \times \frac{1}{2} = \frac{2}{4}$

B $\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}$

C $\frac{1}{2} + \frac{1}{2} = \frac{2}{4}$

D $\frac{1}{2} + \frac{2}{2} = \frac{2}{4}$

8. Which two comparisons are true?

A $\frac{2}{3} < \frac{6}{12}$

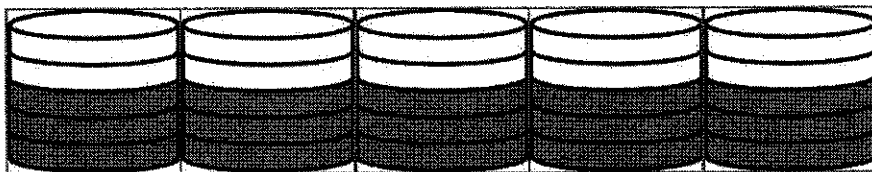
B $\frac{3}{4} > \frac{5}{10}$

C $\frac{4}{6} < \frac{7}{12}$

D $\frac{5}{8} > \frac{6}{10}$

E $\frac{5}{6} < \frac{9}{12}$

9. A woodworker is painting newly built cabinets. The woodworker uses $\frac{3}{5}$ gallon of paint to complete each cabinet.



If the woodworker completes 5 cabinets, how much paint will be used?

A $\frac{15}{25}$ gallon of paint

B $\frac{8}{10}$ gallon of paint

C $\frac{8}{5}$ gallons of paint

D $\frac{15}{5}$ gallons of paint

Use the information given to answer questions 10-11.

A parent uses a loaf of wheat bread and a loaf of rye bread to make sandwiches for a class picnic. The loaves of bread are the same size. The tables show how much of each type of bread the parent uses.

wheat	rye
$\frac{3}{4}$	$\frac{4}{6}$

10. Which compares the fractions of bread correctly?

A

wheat	rye
$\frac{9}{10}$	$\frac{8}{10}$

 <

wheat	rye
$\frac{9}{12}$	$\frac{8}{12}$

B

wheat	rye
$\frac{9}{10}$	$\frac{8}{10}$

 >

wheat	rye
$\frac{9}{12}$	$\frac{8}{12}$

C

wheat	rye
$\frac{9}{12}$	$\frac{8}{12}$

 <

wheat	rye
$\frac{9}{10}$	$\frac{8}{10}$

D

wheat	rye
$\frac{9}{12}$	$\frac{8}{12}$

 >

wheat	rye
$\frac{9}{10}$	$\frac{8}{10}$

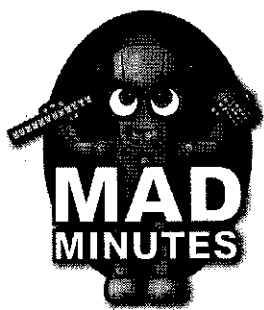
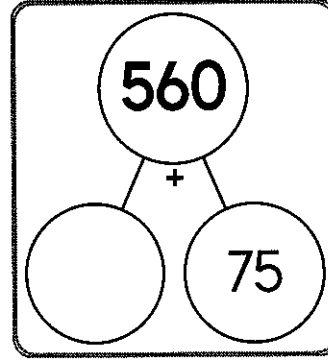
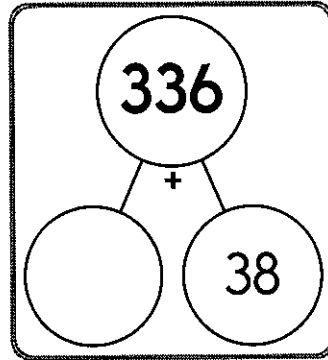
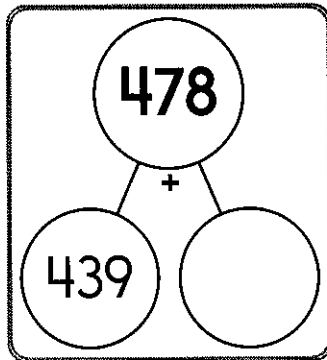
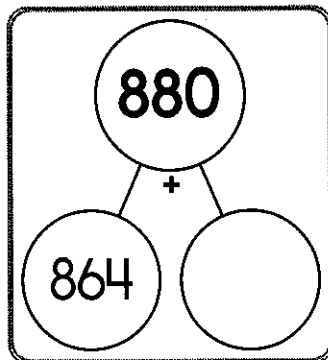
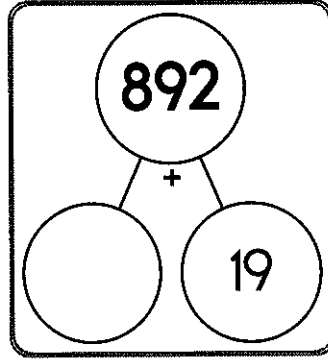
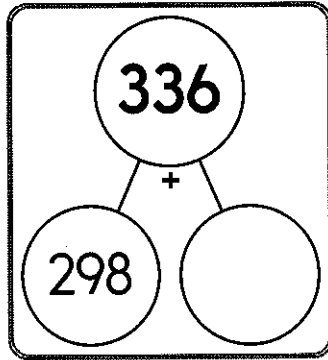
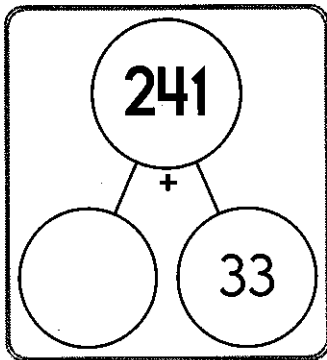
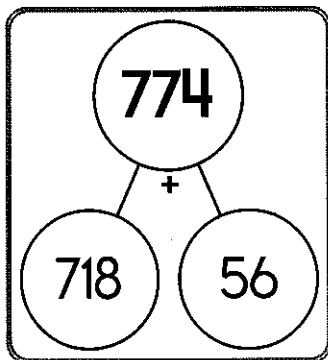
11. The parent needs more than $\frac{1}{2}$ pound of cheese for the sandwiches. The tables show how much of each type of cheese the parent has.

cheddar	swiss
$\frac{5}{12}$	$\frac{5}{8}$

Which type of cheese should the parent use, and why?

- A** The parent should use cheddar because $\frac{5}{12}$ is greater than $\frac{1}{2}$.
- B** The parent should use cheddar because $\frac{5}{12}$ is less than $\frac{1}{2}$.
- C** The parent should use swiss because $\frac{5}{8}$ is greater than $\frac{1}{2}$.
- D** The parent should use swiss because $\frac{5}{8}$ is less than $\frac{1}{2}$.

Name: _____



$35 - 7 =$

$32 - 5 =$

$21 - 5 =$

$98 - 2 =$

$64 - 6 =$

$51 - 6 =$

$14 - 3 =$

$56 - 3 =$

$28 - 8 =$

$94 - 2 =$

$51 - 4 =$

$73 - 2 =$

$$\begin{array}{r} 157 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 330 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} 706 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 731 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 790 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 836 \\ + 363 \\ \hline \end{array}$$

$$\begin{array}{r} 447 \\ + 205 \\ \hline \end{array}$$

$$\begin{array}{r} 598 \\ - 514 \\ \hline \end{array}$$

$$\begin{array}{r} 624 \\ + 719 \\ \hline \end{array}$$

$$\begin{array}{r} 781 \\ - 541 \\ \hline \end{array}$$

Name: _____

My mother's recipe for fruitcake calls for $\frac{1}{3}$ cup of chopped walnuts. She is making 5 fruitcakes. How many cups of walnuts will she need?

Mr. Martin walked .50 of a mile in the Mardi Gras parade. Write that decimal as a fraction.

For some reason Mr. Garcia has 2 chairs. The students in the class each have one chair. Why else would they need more? All of the chairs have 4 legs. All of the kids and Mr. Garcia have 2 legs. There is a total of 112 legs in the classroom (including human legs and chair legs). How many students are there?

Fill in the following using the rule 2 pints = 1 quart.

$$\underline{\hspace{2cm}} \text{ pints} + \underline{\hspace{2cm}} \text{ pints} = 4 \text{ quarts}$$

$$8 \text{ pints} + 8 \text{ pints} = \underline{\hspace{2cm}} \underline{\hspace{2cm}}$$

$$12 \underline{\hspace{2cm}} + 12 \underline{\hspace{2cm}} = 12 \underline{\hspace{2cm}}$$

Name: _____

5 less than 465

double 50

How many hours are there from 5 a.m. to 4 p.m.?

$$6 \div 3 =$$

How many tens are in the number 5,500?

Round 1286 to the nearest hundred.

How many minutes are there from 5:00 p.m. until 6:15 p.m.?

If you exchange 90 dimes for dollars, then how many dollars would you get?

$$11 - 4 - 5 + 3$$

Find the difference between 450 and 125.

$$4986 - 5835 =$$

$$\begin{array}{r} 89 \\ + 639 \\ \hline \end{array}$$

Name: _____

What is the least common multiple of 6 and 2?

What is the least common multiple of 2 and 8?

What is the greatest common factor of 4 and 16?

$$\begin{array}{r} 249 \\ - 43 \\ \hline \end{array}$$

double 500

12, 14, _____, 18, 20,
22

In the equation $23 \times 480 = 11,040$, which number is the product?

Write a 3-digit odd number.

triple 11 =

Write the number that is one hundred less than 2,951.

$$25 \div 5 + 12$$

How many total legs are on 50 dogs.

Name: _____

Unscramble these letters to spell a two-digit number with two different digits.

tsf-yviiex _____

ineysxve-ts _____ (67)

ethreyevn-es _____ (73)

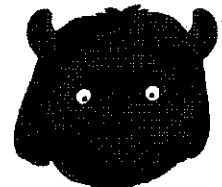
double 12 =

____ \div 7 = 4

30 \div 6 =

Write the number with 2
hundreds and 5 thousands.

Calculate the product of 4
and 5.



Name: _____

Match each pattern to its rule.

243, 236, 227, 220, 211, 204, 195 ●

166, 172, 181, 187, 196, 202, 211 ●

+ 7, + 7 ●

43, 46, 53, 56, 63, 66 ●

- 7, - 9 ●

273, 265, 263, 255, 253, 245, 243, 235, 233 ●

● 95, 102, 109, 116, 123, 130, 137, 144

● - 3, + 9

● + 3, + 7

● 187, 184, 193, 190, 199, 196

● + 6, + 9

● - 8, - 2

You need to add what to 59 to get 68?

$$435 + 8 =$$

How much greater is 175 than 37?

$$12 + 8 \times 9$$

In the equation $25 \times 407 = 10,175$, which number is the product?

67, 80, 93, 106, 119,

_____, 145

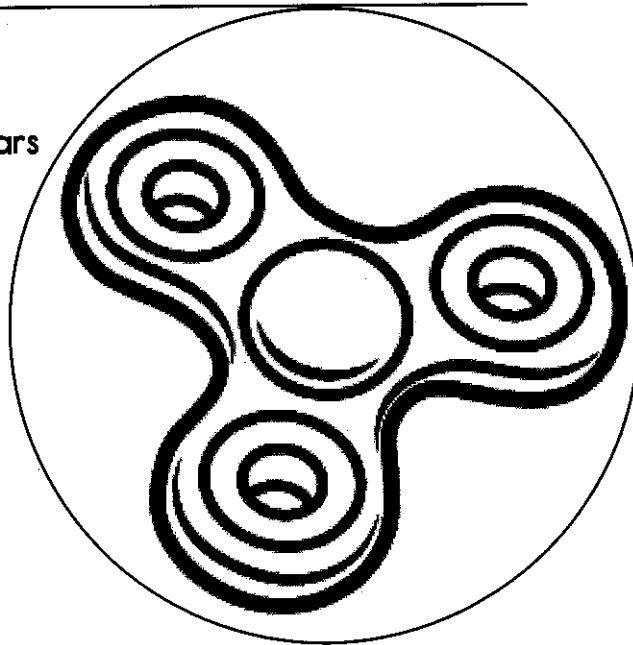
What is the sum of 8 and 59?

Is 25 a composite or a prime number?

Name: _____

Directions:

Use the rule that
1 human year = 7 dog years
to fill in the blanks.



How many times
do you need to spin?

I needed to spin _____
time(s) to finish the page.



Spin fidget spinner. Quick!

I needed to spin _____ time(s) to finish.

Dog's Age: 77
Human Years: 11

Dog's Age: 14
Human Years: _____

Dog's Age: 35
Human Years: _____

Dog's Age: 63
Human Years: _____

Dog's Age: 84
Human Years: _____

Dog's Age: 49
Human Years: _____

Dog's Age: _____
Human Years: 12

Dog's Age: 42
Human Years: _____

Dog's Age: _____
Human Years: 3

Dog's Age: _____
Human Years: 7

Dog's Age: 21
Human Years: _____

Dog's Age: 35
Human Years: _____

Dog's Age: _____
Human Years: 11

Dog's Age: _____
Human Years: 8

Dog's Age: 28
Human Years: _____

Dog's Age: _____
Human Years: 1

Dog's Age: 70
Human Years: _____

Dog's Age: _____
Human Years: 9

Dog's Age: 56
Human Years: _____

Dog's Age: 70
Human Years: _____

10 Free Math Learning Websites

- **IXL**
 - <https://www.ixl.com/inspiration/family-learning>
 - **Math practice on each and every math skill.**
- **Khan Academy**
 - <https://www.khanacademy.org/signup?isparent=1>
 - **Math practice and interactive videos to help your child learn math.**
- **Eureka Math**
 - <https://gm.greatminds.org/en-us/knowledgeonthegeo>
 - **Content videos and student practice on math skills.**
- **Learn Zillion**
 - <https://learnzillion.com/resources/73932>
 - **Interactive learning videos for math!**
- **Education.Com**
 - www.education.com
 - **Math practice worksheets and interactive lessons!**
- **Fun Brain**
 - www.funbrain.com
 - **Play games while practicing math and reading skills!**
- **Cool Math**
 - <https://www.coolmathgames.com/>
 - **Cool math games for learning!**
- **Hooda Math**
 - <https://www.hoodamath.com/>
 - **Math games by grade level for math learning fun!**
- **Splash Learn**
 - <https://www.splashlearn.com/>
 - **Math games for kids that make learning fun.**
- **Cool Math 4 Kids**
 - <https://www.coolmath4kids.com/>
 - **Math games with learning.**