

4th Grade Academic Packet

January 18-January 21

Directions: Complete the work daily for each subject. The packets are to be completed and returned on January 24th.

Work for the week:

1. Reading
2. Math
3. Science
4. Social Studies
5. Language Arts
6. Writing
7. Math fact drills: the students will have 7 minutes for our assessment at the end of the quarter
8. Read AR books: on-line or that have been checked out from the library.

Section 12: READING

Review

Character and Point of View

Every story character has certain traits, or characteristics. To understand a character, think about what the character says, does, and thinks.

The **point of view** in a story is the position from which a story is told.

The **narrator** is the person telling a story. When a narrator is a character in the story, it is told from a **first-person point of view**. In this case, the narrator uses pronouns like *I, me, and we* to describe the story.

When a story is told from a **third-person point of view**, the narrator is not a part of the story's action. A third-person narrator might know the thoughts of all characters or only one. Pronouns like *he, she, and they* are clues that a story is told from the third-person point of view.

Read the story. Then answer the questions.

Nya stood in the wings, watching the actors on stage. She had practiced her part for weeks, but she was still worried that she would make a mistake.

Suddenly, Nya felt a hand on her shoulder. It was Miguel, already dressed in his costume.

"Nervous?" Miguel asked Nya. She smiled weakly.

"A drama teacher once gave me a tip," Miguel said. "Before you go on stage, close your eyes and don't think about anything but taking deep breaths. It will calm you down."

"Really?" Nya said. "OK, I'll try it."

Nya closed her eyes and took several deep breaths. Soon she was thinking only about her breathing. When it was time to go on stage, Nya felt fine! She gave a great performance.

1 How does Nya feel at the beginning of this story? Why?

2 From what point of view is the story told?

3 What clues in the story reveal the point of view to the reader?

4 How does Nya change at the end of the story? What do her feelings throughout the story tell you about her character?

Wednesday - Reading Practice

Read the selection. Then choose the best answer to each question.

Tran's First Day

- 1 Tran's heart was pounding, and his hands were shaking. It was his first day at a new school again. Tran's family moved from city to city because of his father's job. It was always the same. Tran would make friends and start to feel comfortable in his new room in his new home. Then it would be time to move again. "I'm so tired of being 'the new kid' everywhere I go," Tran thought to himself as his mouth settled into a frown.
- 2 Last night, Tran complained to his dad about moving. Mr. Lee listened patiently, nodding his head as Tran listed his fears.
- 3 "I know starting over is difficult, son," Mr. Lee said. "But try to think of a move as an exciting adventure. You get the chance to meet interesting people. You get the chance to travel cross-country and see interesting places."
- 4 Tran wasn't convinced. He wasn't sure he believed what his father had said. Given the choice, he would have picked boring and familiar over interesting and new anytime.
- 5 "Here we go again," Tran grumbled bitterly as he passed through the school gates. He managed to drag himself as far as the main stairway and then stopped. His feet felt like lead, and, to make matters worse, his stomach was churning. He had not eaten breakfast that morning. In fact, he couldn't imagine eating ever again. "Just get me to the classroom at the end of the hall," Tran silently begged his reluctant body. He didn't want to make a scene. He just wanted to be invisible.
- 6 When he reached the classroom, Tran spotted an empty seat near the back. He nabbed it and was very satisfied with the location. Maybe no one would notice him over there. He got settled and then suddenly became aware of all of the noise around him. There were students talking about their summer vacations. There were students talking about their plans for the school year. Actually, there was a lot of talking going on, but nobody was talking to him. Tran felt himself squirm with discomfort



- 7 After a few minutes, a boy that everyone seemed to know walked into the room. Several students called out to him as he entered, and he smiled happily and waved to his classmates. The boy looked around for an empty seat and took the first one he spotted. It was right next to Tran.
- 8 "Hi. My name is Matt," the boy said. "I haven't seen you around before. Are you new?"
- 9 Tran felt like yelling angrily, "I'm always new," but instead, he shyly mentioned that he had just moved to town. "Well, you'll like it here at Center Street School," Matt said brightly. Tran was doubtful.
- 10 Tran didn't know what to say next, so there was an awkward silence. For the first time, Matt noticed how sad Tran's face looked. He tried to imagine how it must feel to start at a new school in a new town. After a moment, Matt had an idea.
- 11 "Our class always plays kickball at recess. Would you like to be on my team?" he asked Tran.
- 12 Tran didn't have to think twice about the offer. Kickball was his specialty. He had been a star player at his last school. "That sounds great!" Tran replied, smiling broadly. Just then, the teacher called the class to order. As Tran took out his books, he began counting the minutes until recess. He also began wondering about lunch. All of a sudden, Tran realized that he had developed quite an appetite!
- 1 At the beginning of the story, Tran feels angry and nervous because —
- A his father had told him to think of moving as an adventure
B it is his first day at another new school
C he likes being "the new kid" wherever he goes
D he had not eaten breakfast that morning

Review Thursday - Reading

Context Clues

2 What does Tran do when he gets to his new classroom?

- A Talks to his classmates and makes new friends
- B Puts his head down on his desk and wishes he were home
- C Finds an empty seat at the back of the classroom and sits down alone
- D Tells another boy that he is good at playing kickball

3 What makes Matt decide to invite Tran to play kickball at recess?

- A He sits down beside Tran and starts a conversation.
- B He needs another player for his team.
- C He tells Tran that he has never seen him around school before.
- D He notices how sad Tran looks and imagines how he might be feeling.

4 Which best describes the story's point of view?

- A First person; Tran
- B First person; Mr. Lee
- C Third person; thoughts of one character
- D Third person; thoughts of more than one character

5 Which clues in the story reveal the point of view to the reader?

- A Tran is the main character.
- B The narrator uses words like *I*, *me*, and *we*.
- C The narrator uses words like *he*, *his*, and *him*.
- D Tran is the person telling the story.

6 Which words in paragraph 12 show that Tran's feelings about school have changed?

- A *developed quite an appetite*
- B *the teacher called*
- C *star player at his last school*
- D *the class to order*

If you come across an unfamiliar word when you read, you can use **context clues** to help you figure out what the word means. Context clues are words or phrases around an unknown word that can provide hints that help you determine the word's definition.

Context clues may take different forms. For example, authors sometimes include definitions and examples in a paragraph. They may also include synonyms or antonyms that can help you figure out the meaning of a word.

Read each paragraph. Use context clues to determine the meaning of the underlined word. Then circle the correct meaning and answer the question.

- 1 Last summer, our family went on a vacation to New York City. It certainly was a change from Andrews, Texas, where I have spent most of my life. New York is filled with skyscrapers, such as the Empire State Building, and other tall office and apartment buildings. It was a fun place to visit, even if I did strain my neck because I was looking up all the time!

very tall buildings buildings in New York City

What context clues did you use to define skyscrapers?

- 2 Liza had worked very hard on her science project. Now she waited for the judges to make their decision. Who would win first prize? When her name was announced, Liza could not hide the excitement she felt. She began strutting around the room like a proud rooster.

walking with pride hopping

What context clues did you use to define strutting?

- 3 Kim had skipped breakfast. Then he spent the morning raking leaves in his family's backyard. By noon, Kim was famished. He set the rake under a maple tree in the yard and went into the kitchen to make himself a sandwich. After finishing every crumb, he helped himself to a big juicy apple.

very thirsty very hungry

What context clues did you use to define famished?

Drawing conclusions and making inferences

Reading Comprehension Worksheet

Practice

Drawing conclusions means figuring something out for yourself. To draw conclusions, you need to think about what makes the most sense.

Making inferences is using what you already know in addition to what the story says.

Drawing conclusions and making inferences helps you understand a story better.

As you read the story, think about what you already know in addition to what the story says. Try to figure out what the story means by thinking about what makes the most sense.

The Greedy Man

There once was a very greedy man who sold everything he owned and bought a brick of gold. He buried the gold brick behind a hut that was across the road from his shabby old house. Every day, the greedy man went across the road and dug up his gold brick to look at it.

After a while, a workman noticed the greedy man going across the road every day, and decided to follow him. The next day, the greedy man dug down for his gold brick, but the hole was empty. He pulled at his hair, and cried out in sorrow. "My beautiful gold brick!" he wept.

A neighbor came running, and asked the greedy man what had happened. When the greedy man told him, the neighbor just shrugged his shoulders. "Why be so sad?" said the neighbor. "Just go get a rock and put it in that hole, and pretend that it is gold. It will do you as much good as the gold did."

Use what you already know and what the story says to make inferences.

- Why did the greedy man bury his gold brick?
 - He didn't have a house.
 - He thought it would grow into a tree of gold.
 - He was afraid someone would steal it.
- Why did the greedy man go and dig up his gold brick every day?
 - Looking at it made him sad.
 - Looking at it made him happy.
 - He wanted to sell it.
- Why did the workman follow the very greedy man?
 - He didn't like the greedy man.
 - He knew the greedy man had a gold brick.
 - He was curious.
- Why did the greedy man find that the hole was empty, and his gold brick was gone?
 - The workman had stolen it.
 - The greedy man had sold it.
 - The greedy man's neighbor had stolen it.

Think about what makes the most sense, to draw a conclusion:

The neighbor told the greedy man that he might as well bury a rock in the hole and pretend that it was gold.

- This is probably because:
 - The neighbor wanted the gold brick for himself.
 - The neighbor wanted to be the greedy man's friend.
 - The gold brick had not done the greedy man any real good.
- Draw another conclusion: What lesson is this story meant to teach?

Tuesday - Language

LESSON
21

NAME _____ DATE _____

Prefixes *mis-, in-, sub-, un-, re-*

misbehave	indirect	subtitle	unfold	recount
mistrust	informal	subtotal	unequal	review

A **PREFIX** IS A WORD PART THAT IS ADDED TO THE BEGINNING OF A WORD. A PREFIX CHANGES THE MEANING OF A WORD.

mis- means "badly"

in- and *un-* mean "not"

sub- means "under"

re- means "again"



The hamburgers are not the same size, so they are **unequal**.

If you **misbehave**, you act badly.

If you **mistrust** someone, you doubt that person.

If something is **indirect**, it is roundabout. / You wear **informal** clothes for play.

A **subtitle** is below the main title. / A **subtotal** is not the whole total.

When you **unfold** something, you open it up.

Recount means "to count again."

When you **review** something, you look at it once more.

A. Add a prefix to each word to form a vocabulary word. Use the meaning in () to help you.

- | | |
|-------------------------|------------------------|
| 1. (again) _____ view | 2. (under) _____ total |
| 3. (not) _____ formal | 4. (not) _____ equal |
| 5. (badly) _____ behave | 6. (under) _____ title |

B. Write a heading that tells how the words in each group are alike.

- | | | | |
|-----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| indirect | misname | unfair | recount |
| incorrect | mistrust | unzip | renew |
| insecure | miscast | unfold | redo |

LESSON
21

NAME _____

DATE _____

Prefixes *mis-, in-, sub-, un-, re-*

misbehave

indirect

subtitle

unfold

recount

mistrust

informal

subtotal

unequal

review

A. Use what you know. Write the best word to complete each sentence.

1. Our dog will _____ if we don't train him.
2. The _____ light made it hard to read.
3. This magazine story has a long _____.
4. The jars had _____ amounts of water.
5. The clerk made a mistake and had to _____ my change.
6. Always _____ the material before taking a test.
7. The Blakes had an _____ party in their yard.
8. Gina had to _____ the blanket before using it.
9. The _____ on this order is six dollars.
10. If you are not honest, people will _____ you.

B. Read each question. Choose the best answer.

- | | | |
|-----------------------------|----------------------------------|------------------------------------|
| 1. Which one is informal? | <input type="checkbox"/> tuxedo | <input type="checkbox"/> sweatsuit |
| 2. Which one isn't fair? | <input type="checkbox"/> unequal | <input type="checkbox"/> equal |
| 3. Whom do you mistrust? | <input type="checkbox"/> liar | <input type="checkbox"/> friend |
| 4. Which one do you unfold? | <input type="checkbox"/> leader | <input type="checkbox"/> letter |



Writing to Learn

Explain how one of the prefixes changes the meaning of words.
Use at least two vocabulary words in your explanation.

Wednesday - Language

LESSON
23

NAME _____

DATE _____

Suffixes -ness, -ful, -ly, -ment, -er

darkness

graceful

distantly

government

rancher

forgiveness

plentiful

rapidly

amazement

catcher

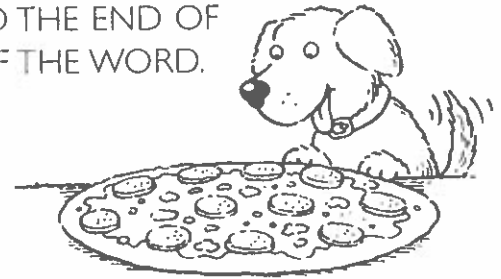
A **SUFFIX** IS A WORD PART THAT IS ADDED TO THE END OF A WORD. A SUFFIX CHANGES THE MEANING OF THE WORD.

-ness and -ment mean "a state of being"

-ful means "full of"

-ly means "in that way"

-er means "a person who acts as"



When there is no light, there is **darkness**.

If you forgive someone, you show **forgiveness**.

A dancer is **graceful**.

You see something **distantly** when it is far away. / **Rapidly** means "quickly."

A **government** runs a city, state, or nation.

You show **amazement** when something surprises you.

A **rancher** works on a ranch. / A **catcher** is a member of a baseball team.

A. Add a suffix to each word to form a vocabulary word. Use the meaning in () to help you.

1. (state of being) dark _____

2. (one who does something) catch _____

3. (state of being) forgive _____

4. (one who does something) ranch _____

5. (in that way) distant _____

6. (state of being) govern _____

B. Read the words in each row. Write a vocabulary word that means almost the same thing.

1. fast, speedily, quickly _____

2. surprise, astonishment, shock _____

3. much, lots, boundless _____

4. beautiful, elegant, charming _____

Journal pages 11/23/15

LESSON
23

NAME _____ DATE _____

Suffixes -ness, -ful, -ly, -ment, -er

darkness	graceful	distantly	government	rancher
forgiveness	plentiful	rapidly	amazement	catcher

A. Use what you know. Write the best word to complete each sentence.

- Food was _____ at the picnic.
- Brad stared in _____ at Tom's crazy costume.
- The _____ waited for the next pitch.
- The streetlights went on as _____ fell.
- The President is head of the United States _____.
- From the shore, Mack could see the ships _____.
- Kim's brother showed _____ when she forgot his birthday.
- The _____ keeps a herd of horses.
- A _____ model walked down the runway.
- People walked _____ to catch the train.

B. Read each question. Choose the best answer.

- | | | |
|----------------------------|-----------------------------------|-----------------------------------|
| 1. When do you see stars? | <input type="checkbox"/> daytime | <input type="checkbox"/> darkness |
| 2. Which one is at home? | <input type="checkbox"/> catcher | <input type="checkbox"/> pitcher |
| 3. What's not clumsy? | <input type="checkbox"/> graceful | <input type="checkbox"/> grateful |
| 4. Which one runs rapidly? | <input type="checkbox"/> hair | <input type="checkbox"/> hare |



Writing to Learn

Write a story about a feast. Use at least three vocabulary words in it.

Name _____

Thursday - Language

Date _____

Capitalizing First Words

- Capitalize the first word of a sentence.
EXAMPLE: Many people have pen pals.
- Capitalize the first word of a direct quotation.
EXAMPLE: Jane asked, "Where does your pen pal live?"

A. Circle each letter that should be capitalized. Write the capital letter above it.

1. "have you met your pen pal?" I asked.
2. john answered, "yes, he spent the holidays with me."
3. so I've invited my pen pal to visit me.
4. he hopes to arrive in my country next June.
5. i am making many plans for his visit.
6. we're going to hike in the mountains.

- Capitalize the first word of every line of poetry.
EXAMPLE: There was a monkey climbed up a tree;
When he fell down, then down fell he.
- Capitalize the first, last, and all important words in the titles of books, poems, stories, and songs.
EXAMPLE: Who wrote *Little House on the Prairie*?

B. Circle each letter that should be capitalized. Write the capital letter above it.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. there was an old woman
lived under a hill,
and if she's not gone,
she lives there still. | <ol style="list-style-type: none"> 2. if all the world were water,
and all the water were ink,
what should we do for bread and cheese?
and what should we do for drink? |
|---|--|
3. Have you read Longfellow's poem "the song of hiawatha"?
 4. We are learning the song "down by the river."
 5. If you're interested in ballooning, read *up, up and away*.
 6. Mike wrote a story called "a balloon ride."

Capitalizing Proper Nouns and Adjectives

- Capitalize all proper nouns.
EXAMPLES: Main Street, Germany, Atlantic Ocean, Friday, Florida, Rocky Mountains, Halloween, December, Aunt Ann, Mom, Holmes School, James
- A proper adjective is an adjective that is made from a proper noun. Capitalize all proper adjectives.
EXAMPLES: the English language, Italian dishes, French people, American tourists, the Australian cities

A. Circle each letter that should be capitalized. Write the capital letter above it.

1. My friend larry had just returned from a world trip.
2. He brought gifts for everyone in my family, including my dog, chipper.
3. He gave my mother some delicate japanese dishes that he bought in tokyo, japan.
4. He gave my sister a scottish plaid kilt like the bagpipers wear in scotland.
5. My father really likes the hat larry got for him in london.
6. The hat reminds us of the kind sherlock holmes wore.
7. My gift was an african drum from mali in west africa.
8. larry told us how delicious the italian food was.
9. chipper's gift was a colorful, embroidered dog jacket from thailand.

B. Write four sentences about a trip you would like to take. Use proper nouns and at least one proper adjective in the sentences.

1. _____
2. _____
3. _____
4. _____

Capitalizing Titles and Abbreviations

- Capitalize a person's title when it comes before a name.
EXAMPLES: Mayor Thomas, Governor Swanson
- Capitalize abbreviations of titles.
EXAMPLES: Dr. Norris; Mr. and Mrs. J. B. Benton, Jr.;
Ms. Harris; Mr. John F. Lynch, Sr.

A. Circle each letter that should be capitalized. Write the capital letter above it.

1. We saw governor potter and senator williams in their offices.
2. They were discussing a national health problem with dr. laura bedford and mayor phillips.
3. We ate lunch with rev. barton and mr. james adams, jr.
4. They are part of a committee planning a welcome for prince charles of England, who will tour our state next month.

- Capitalize abbreviations of days and months, parts of addresses, and titles of members of the armed forces. Also capitalize all letters in abbreviations for states.
EXAMPLES: Mon.; Sept.; 501 N. Elm St.; Capt. W. R. Russell; Chicago, IL

B. Circle each letter that should be capitalized. Write the capital letter above it.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. gen. david e. morgan
6656 n. second ave.
evanston, il 60202 2. valentine's day Exhibit
at oak grove library
mon.—fri., feb 10—14
101 e. madison st. | <ol style="list-style-type: none"> 3. sgt. carlos m. martinez
17 watling st.
shropshire SY7 0LW, england 4. maxwell school Field Day
wed., apr. 30, 1:00
Register mon.—tues., apr. 28—29
mr. modica's office |
|---|--|

Name _____

Date _____

spooned - rabbit

Prefixes and Suffixes

- A **prefix** or a **suffix** added to a base word changes the meaning of the word.

EXAMPLE: re- meaning "again" + the base word do = redo meaning "to do again"

- Re- means "again," pre- means "before," mis- means "wrongly" or "not," -able means "that can be," -less means "without," -ness means "state of being."

A. Write the word formed by each combination. Then write the definition of the new word.

1. kind + ness = _____
2. pre + date = _____
3. help + less = _____
4. re + made = _____

B. Read each sentence. Use one of the prefixes or suffixes and the base word below each blank to form a new word. Write the new word in the blank.

mis- -ful pre- -less re- -ness

1. Terry _____ her vacation by viewing the photographs she took.
(lives)
2. She spends _____ hours enjoying the mountain scenery.
(end)
3. Her favorite shot shows a mountain sunset just before _____ settled over their campsite.
(dark)
4. John didn't see Terry's look of fright when a bear made a _____ raid on the garbage can.
(dawn)
5. John had _____ the camera directions in the dim light.
(read)
6. He did, however, get a shot of the bear's _____ cubs.
(delight)

Tuesday

Opinion Writing: Quick Write

Prompt: Would you rather it rains bowling balls or nails? Why?

Don't forget!

1. Restate the prompt
2. Answer the prompt
3. Give reasons why using a list sentence.

Wednesday

Opinion Writing: Quick Write

Prompt: Would you rather have no teeth or no hair? Why?

Don't forget!

1. Restate the prompt
2. Answer the prompt
3. Give reasons why using a list sentence.

Thursday

Opinion Writing: Quick Write

Prompt: Would you rather have ONLY feet or ONLY hands? Why?

Don't forget!

1. Restate the prompt
2. Answer the prompt
3. Give reasons why using a list sentence.

Friday

Opinion Writing: Quick Write

Prompt: What is your opinion on having recess? Why?

Don't forget!

1. Restate the prompt
2. Answer the prompt
3. Give reasons why using a list sentence.

00000

Name _____

CC.4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

1. Tina used these models to find an equivalent fraction for $\frac{6}{8}$.



Which shows the equivalent fraction?

- A $\frac{1}{8}$
- B $\frac{1}{4}$
- C $\frac{2}{4}$
- D $\frac{3}{4}$

2. Look at the models.



Which shows an equivalent fraction for $\frac{2}{4}$?

- A $\frac{2}{6}$
- B $\frac{3}{6}$
- C $\frac{4}{6}$
- D $\frac{5}{6}$

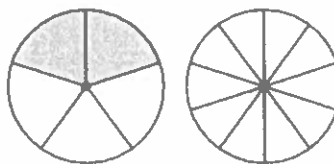
3. Mark made this model.



Which shows an equivalent fraction for $\frac{4}{6}$?

- A $\frac{2}{6}$
- B $\frac{1}{3}$
- C $\frac{2}{3}$
- D $\frac{3}{3}$

4. Look at the fraction models.



Which shows an equivalent fraction for $\frac{2}{5}$?

- A $\frac{4}{10}$
- B $\frac{3}{10}$
- C $\frac{2}{10}$
- D $\frac{1}{10}$

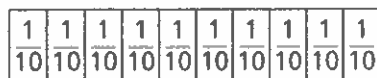
5. Shade the models to show an equivalent fraction for $\frac{9}{12}$.



Write the equivalent fraction.

Name _____

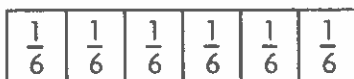
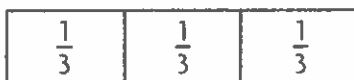
6. Jan uses these models to find an equivalent fraction for $\frac{8}{10}$.



Which shows the equivalent fraction?

- A $\frac{1}{10}$
- B $\frac{1}{5}$
- C $\frac{3}{5}$
- D $\frac{4}{5}$

7. Look at the fraction bars.



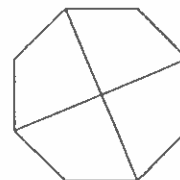
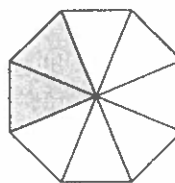
Write an equivalent fraction for $\frac{1}{3}$.

8. Look at the fraction models for twelfths and sixths.



Write the fraction that is equivalent to $\frac{4}{12}$.

9. Look at the fraction models.



Which shows an equivalent fraction for $\frac{2}{8}$?

- A $\frac{1}{4}$
- B $\frac{2}{4}$
- C $\frac{3}{4}$
- D $\frac{4}{4}$

10. Laney draws these models to find an equivalent fraction for $\frac{8}{12}$.



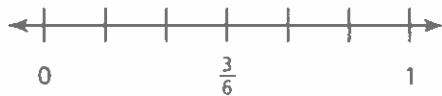
Which of these is an equivalent fraction?

- A $\frac{2}{6}$
- B $\frac{3}{6}$
- C $\frac{4}{6}$
- D $\frac{5}{6}$

Name _____

CC.4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

1. Eva jogged $\frac{2}{3}$ mile on Monday and $\frac{5}{6}$ mile on Tuesday.

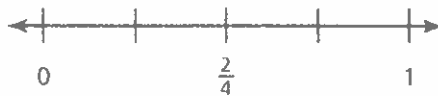


Which symbol makes the statement true?

$$\frac{2}{3} \quad \frac{5}{6}$$

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

2. Ruby and Emma are reading the same book. Ruby has read $\frac{3}{8}$ of the book, and Emma has read $\frac{3}{4}$ of the book.



Compare the fractions.
 Use $<$, $>$, or $=$.

$$\frac{3}{8} \quad \frac{3}{4}$$

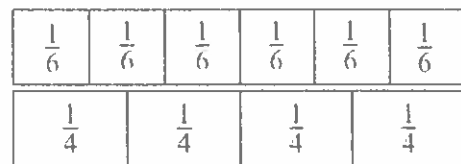
3. Jesse and Katie walk to school each morning. Jesse walks $\frac{7}{10}$ mile, and Katie walks $\frac{3}{5}$ mile.

Compare the distances.

Use $<$, $>$, or $=$.

$$\frac{7}{10} \quad \frac{3}{5}$$

4. Look at the fraction strips below.



Which number sentence is true?

- A** $\frac{3}{4} < \frac{3}{6}$
B $\frac{5}{6} > \frac{3}{4}$
C $\frac{4}{6} < \frac{2}{4}$
D $\frac{1}{6} > \frac{1}{4}$

5. Look at the number sentence.

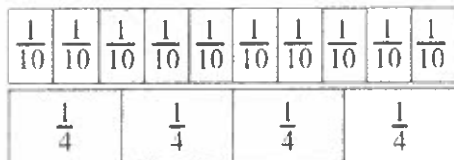
$$\frac{2}{4} \quad \frac{1}{2}$$

Which symbol makes the number sentence true?

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

Name _____

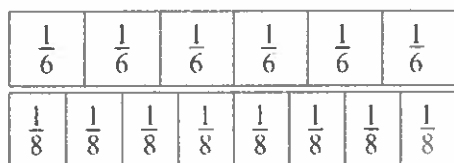
6. Look at the fraction bars below.



Use the fraction bars to tell which number sentence is true.

- A** $\frac{3}{4} > \frac{7}{10}$
B $\frac{3}{4} < \frac{7}{10}$
C $\frac{7}{10} > \frac{3}{4}$
D $\frac{7}{10} = \frac{3}{4}$

7. Marla is helping to make small stuffed animals for a school fundraiser. She needs $\frac{5}{6}$ yard of brown material to make a teddy bear. She needs $\frac{7}{8}$ yard of grey material for an elephant.

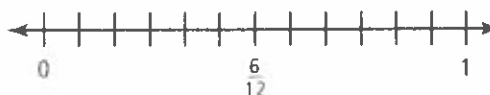
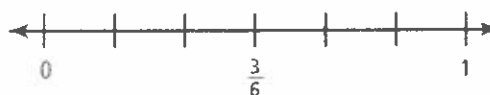


Which symbol makes the statement true?

$$\frac{5}{6} \quad \frac{7}{8}$$

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

8. Ben and Allen are eating popcorn. Ben ate $\frac{5}{12}$ pound. Allen ate $\frac{5}{6}$ pound.



Compare the amounts of popcorn. Use $<$, $>$, or $=$.

$$\frac{5}{12} \quad \frac{5}{6}$$

9. Eli ran $\frac{1}{2}$ mile. Tyra ran $\frac{1}{4}$ mile. Compare the distances. Which symbol makes the comparison true?

$$\frac{1}{2} \quad \frac{1}{4}$$

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

10. Look at the models.



Compare the fractions represented by the models. Use $<$, $>$, or $=$.

Tuesday - 7 minutes

Name _____

Date _____

Multiplication Facts Test 2

1	2	3	4	5	6	7	8	Score:
$6 \times 2 =$ _____	$12 \times 9 =$ _____	$3 \times 10 =$ _____	$1 \times 1 =$ _____	$0 \times 4 =$ _____				
$1 \times 2 =$ _____	$8 \times 8 =$ _____	$4 \times 5 =$ _____	$5 \times 0 =$ _____	$2 \times 2 =$ _____				
$8 \times 3 =$ _____	$10 \times 5 =$ _____	$9 \times 4 =$ _____	$6 \times 5 =$ _____	$7 \times 11 =$ _____				
$3 \times 8 =$ _____	$8 \times 2 =$ _____	$7 \times 2 =$ _____	$1 \times 3 =$ _____	$5 \times 7 =$ _____				
$9 \times 6 =$ _____	$6 \times 9 =$ _____	$0 \times 10 =$ _____	$4 \times 9 =$ _____	$3 \times 4 =$ _____				
$2 \times 3 =$ _____	$1 \times 6 =$ _____	$3 \times 9 =$ _____	$5 \times 4 =$ _____	$7 \times 6 =$ _____				
$10 \times 9 =$ _____	$3 \times 5 =$ _____	$6 \times 11 =$ _____	$2 \times 8 =$ _____	$0 \times 6 =$ _____				
$5 \times 8 =$ _____	$12 \times 4 =$ _____	$4 \times 3 =$ _____	$8 \times 1 =$ _____	$7 \times 7 =$ _____				
$6 \times 3 =$ _____	$5 \times 3 =$ _____	$9 \times 3 =$ _____	$1 \times 7 =$ _____	$4 \times 2 =$ _____				
$0 \times 3 =$ _____	$7 \times 3 =$ _____	$2 \times 7 =$ _____	$3 \times 3 =$ _____	$6 \times 8 =$ _____				
$5 \times 5 =$ _____	$11 \times 4 =$ _____	$8 \times 9 =$ _____	$8 \times 7 =$ _____	$0 \times 8 =$ _____				
$4 \times 4 =$ _____	$6 \times 7 =$ _____	$2 \times 5 =$ _____	$8 \times 10 =$ _____	$5 \times 1 =$ _____				
$9 \times 9 =$ _____	$3 \times 7 =$ _____	$6 \times 4 =$ _____	$7 \times 4 =$ _____	$1 \times 9 =$ _____				
$3 \times 6 =$ _____	$5 \times 12 =$ _____	$9 \times 5 =$ _____	$0 \times 1 =$ _____	$4 \times 6 =$ _____				
$1 \times 8 =$ _____	$4 \times 7 =$ _____	$9 \times 8 =$ _____	$9 \times 0 =$ _____	$12 \times 6 =$ _____				
$7 \times 5 =$ _____	$8 \times 4 =$ _____	$2 \times 11 =$ _____	$5 \times 9 =$ _____	$3 \times 1 =$ _____				
$10 \times 7 =$ _____	$5 \times 6 =$ _____	$9 \times 2 =$ _____	$4 \times 1 =$ _____	$1 \times 5 =$ _____				
$6 \times 6 =$ _____	$7 \times 9 =$ _____	$9 \times 7 =$ _____	$7 \times 8 =$ _____	$8 \times 5 =$ _____				
$2 \times 0 =$ _____	$3 \times 2 =$ _____	$8 \times 6 =$ _____	$9 \times 1 =$ _____	$4 \times 8 =$ _____				
$1 \times 0 =$ _____	$7 \times 0 =$ _____	$4 \times 10 =$ _____	$6 \times 0 =$ _____	$0 \times 2 =$ _____				

Date _____

1	2	3	4	5	6	7	8	Score:		
1 <u>x 0</u>	11 <u>x 4</u>	9 <u>x 3</u>	2 <u>x 1</u>	5 <u>x 0</u>	8 <u>x 0</u>	12 <u>x 6</u>	4 <u>x 3</u>	6 <u>x 1</u>	0 <u>x 2</u>	
2 <u>x 8</u>	5 <u>x 9</u>	4 <u>x 7</u>	7 <u>x 10</u>	11 <u>x 6</u>	1 <u>x 3</u>	8 <u>x 4</u>	9 <u>x 0</u>	10 <u>x 4</u>	6 <u>x 9</u>	
8 <u>x 8</u>	10 <u>x 6</u>	12 <u>x 4</u>	1 <u>x 8</u>	4 <u>x 1</u>	10 <u>x 3</u>	2 <u>x 3</u>	6 <u>x 6</u>	7 <u>x 7</u>	7 <u>x 3</u>	
3 <u>x 9</u>	9 <u>x 9</u>	8 <u>x 3</u>	0 <u>x 8</u>	7 <u>x 8</u>	2 <u>x 9</u>	4 <u>x 6</u>	5 <u>x 7</u>	6 <u>x 2</u>	1 <u>x 2</u>	
1 <u>x 4</u>	2 <u>x 4</u>	6 <u>x 3</u>	10 <u>x 5</u>	0 <u>x 1</u>	8 <u>x 7</u>	11 <u>x 2</u>	3 <u>x 2</u>	4 <u>x 5</u>	5 <u>x 1</u>	
7 <u>x 5</u>	4 <u>x 7</u>	5 <u>x 4</u>	3 <u>x 8</u>	12 <u>x 7</u>	6 <u>x 7</u>	10 <u>x 9</u>	8 <u>x 1</u>	1 <u>x 7</u>	2 <u>x 5</u>	
8 <u>x 6</u>	6 <u>x 4</u>	10 <u>x 5</u>	4 <u>x 9</u>	2 <u>x 2</u>	1 <u>x 5</u>	5 <u>x 8</u>	9 <u>x 2</u>	7 <u>x 6</u>	3 <u>x 0</u>	
5 <u>x 6</u>	9 <u>x 8</u>	3 <u>x 3</u>	7 <u>x 1</u>	1 <u>x 9</u>	6 <u>x 5</u>	2 <u>x 6</u>	0 <u>x 7</u>	8 <u>x 2</u>	4 <u>x 2</u>	
0 <u>x 3</u>	7 <u>x 9</u>	1 <u>x 6</u>	2 <u>x 7</u>	8 <u>x 9</u>	9 <u>x 1</u>	5 <u>x 2</u>	4 <u>x 4</u>	11 <u>x 7</u>	6 <u>x 0</u>	
4 <u>x 8</u>	2 <u>x 0</u>	12 <u>x 5</u>	5 <u>x 5</u>	3 <u>x 1</u>	4 <u>x 10</u>	6 <u>x 8</u>	1 <u>x 1</u>	7 <u>x 7</u>	11 <u>x 0</u>	

Date _____

1	2	3	4	5	6	7	8				Score:
1 <u>x 0</u>	11 <u>x 4</u>	9 <u>x 3</u>	2 <u>x 1</u>	5 <u>x 0</u>	8 <u>x 0</u>	12 <u>x 6</u>	4 <u>x 3</u>	6 <u>x 1</u>	0 <u>x 2</u>		
2 <u>x 8</u>	5 <u>x 9</u>	4 <u>x 7</u>	7 <u>x 10</u>	11 <u>x 6</u>	1 <u>x 3</u>	8 <u>x 4</u>	9 <u>x 0</u>	10 <u>x 4</u>	6 <u>x 9</u>		
8 <u>x 8</u>	10 <u>x 6</u>	12 <u>x 4</u>	1 <u>x 8</u>	4 <u>x 1</u>	10 <u>x 3</u>	2 <u>x 3</u>	6 <u>x 6</u>	7 <u>x 7</u>	7 <u>x 3</u>		
3 <u>x 9</u>	9 <u>x 9</u>	8 <u>x 3</u>	0 <u>x 8</u>	7 <u>x 8</u>	2 <u>x 9</u>	4 <u>x 6</u>	5 <u>x 7</u>	6 <u>x 2</u>	1 <u>x 2</u>		
1 <u>x 4</u>	2 <u>x 4</u>	6 <u>x 3</u>	10 <u>x 5</u>	0 <u>x 1</u>	8 <u>x 7</u>	11 <u>x 2</u>	3 <u>x 2</u>	4 <u>x 5</u>	5 <u>x 1</u>		
7 <u>x 5</u>	4 <u>x 7</u>	5 <u>x 4</u>	3 <u>x 8</u>	12 <u>x 7</u>	6 <u>x 7</u>	10 <u>x 9</u>	8 <u>x 1</u>	1 <u>x 7</u>	2 <u>x 5</u>		
8 <u>x 6</u>	6 <u>x 4</u>	10 <u>x 5</u>	4 <u>x 9</u>	2 <u>x 2</u>	1 <u>x 5</u>	5 <u>x 8</u>	9 <u>x 2</u>	7 <u>x 6</u>	3 <u>x 0</u>		
5 <u>x 6</u>	9 <u>x 8</u>	3 <u>x 3</u>	7 <u>x 1</u>	1 <u>x 9</u>	6 <u>x 5</u>	2 <u>x 6</u>	0 <u>x 7</u>	8 <u>x 2</u>	4 <u>x 2</u>		
0 <u>x 3</u>	7 <u>x 9</u>	1 <u>x 6</u>	2 <u>x 7</u>	8 <u>x 9</u>	9 <u>x 1</u>	5 <u>x 2</u>	4 <u>x 4</u>	11 <u>x 7</u>	6 <u>x 0</u>		
4 <u>x 8</u>	2 <u>x 0</u>	12 <u>x 5</u>	5 <u>x 5</u>	3 <u>x 1</u>	4 <u>x 10</u>	6 <u>x 8</u>	1 <u>x 1</u>	7 <u>x 7</u>	11 <u>x 0</u>		

Date _____

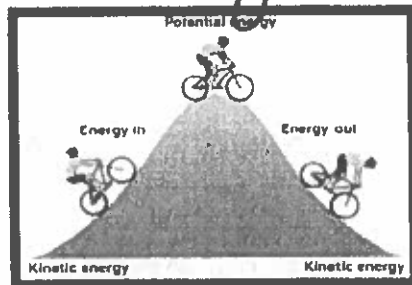
Multiplication Facts Practice 7

1	2	3	4	5	6	7	8	Score:		
1 <u>x 0</u>	11 <u>x 4</u>	9 <u>x 3</u>	2 <u>x 1</u>	5 <u>x 0</u>	8 <u>x 0</u>	12 <u>x 6</u>	4 <u>x 3</u>	6 <u>x 1</u>	0 <u>x 2</u>	
2 <u>x 8</u>	5 <u>x 9</u>	4 <u>x 7</u>	7 <u>x 10</u>	11 <u>x 6</u>	1 <u>x 3</u>	8 <u>x 4</u>	9 <u>x 0</u>	10 <u>x 4</u>	6 <u>x 9</u>	
8 <u>x 8</u>	10 <u>x 6</u>	12 <u>x 4</u>	1 <u>x 8</u>	4 <u>x 1</u>	10 <u>x 3</u>	2 <u>x 3</u>	6 <u>x 6</u>	7 <u>x 7</u>	7 <u>x 3</u>	
3 <u>x 9</u>	9 <u>x 9</u>	8 <u>x 3</u>	0 <u>x 8</u>	7 <u>x 8</u>	2 <u>x 9</u>	4 <u>x 6</u>	5 <u>x 7</u>	6 <u>x 2</u>	1 <u>x 2</u>	
1 <u>x 4</u>	2 <u>x 4</u>	6 <u>x 3</u>	10 <u>x 5</u>	0 <u>x 1</u>	8 <u>x 7</u>	11 <u>x 2</u>	3 <u>x 2</u>	4 <u>x 5</u>	5 <u>x 1</u>	
7 <u>x 5</u>	4 <u>x 7</u>	5 <u>x 4</u>	3 <u>x 8</u>	12 <u>x 7</u>	6 <u>x 7</u>	10 <u>x 9</u>	8 <u>x 1</u>	1 <u>x 7</u>	2 <u>x 5</u>	
8 <u>x 6</u>	6 <u>x 4</u>	10 <u>x 5</u>	4 <u>x 9</u>	2 <u>x 2</u>	1 <u>x 5</u>	5 <u>x 8</u>	9 <u>x 2</u>	7 <u>x 6</u>	3 <u>x 0</u>	
5 <u>x 6</u>	9 <u>x 8</u>	3 <u>x 3</u>	7 <u>x 1</u>	1 <u>x 9</u>	6 <u>x 5</u>	2 <u>x 6</u>	0 <u>x 7</u>	8 <u>x 2</u>	4 <u>x 2</u>	
0 <u>x 3</u>	7 <u>x 9</u>	1 <u>x 6</u>	2 <u>x 7</u>	8 <u>x 9</u>	9 <u>x 1</u>	5 <u>x 2</u>	4 <u>x 4</u>	11 <u>x 7</u>	6 <u>x 0</u>	
4 <u>x 8</u>	2 <u>x 0</u>	12 <u>x 5</u>	5 <u>x 5</u>	3 <u>x 1</u>	4 <u>x 10</u>	6 <u>x 8</u>	1 <u>x 1</u>	7 <u>x 7</u>	11 <u>x 0</u>	

Name: _____

Science 4th Grade Vocabulary

Topic I - ENERGY AND MOTION



collision

the action of one object bumping into another

conductor

a material that energy can easily flow through

electric charge

a property that causes matter to have a force when it is placed near other charged matter

electric current

the flow of charged particles in the same direction

energy

the ability to do work or cause change

generate

to make or produce

heat

the transfer of thermal energy

insulator

a material that stops the flow of electric current

kinetic energy

the energy of a moving object

light

a form of energy we can see

potential energy

stored energy in an object

radiation

energy that travels as a wave

resistor

a device used to control the flow of electricity

simulate

to demonstrate or copy something to make it easier to understand

sound

energy that can be heard

source

the point that something comes from

speed

the distance an object moves in a specific amount of time

transfer

to move from one object to another

transform

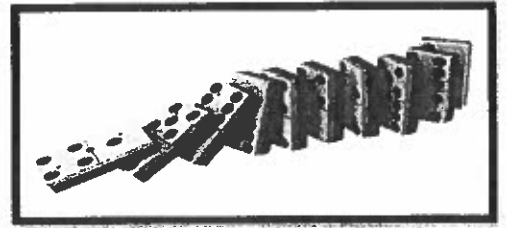
to change from one type of energy to another

wave

a disturbance that travels in a pattern and carries energy

Name: _____ Date: _____

4th Grade Science

Vocabulary QUIZ**Topic I: Energy and Motion****FILL IN THE BLANK**

energy potential energy kinetic energy speed transferred transformed

1. The energy of a moving object is called _____.
2. When energy is _____, it moves from one object to another.
3. When energy is _____, it is changed from one kind of energy to another kind.
4. _____ is the ability to do work or to cause change.
5. Stored energy in an object at rest is called _____.
6. _____ is the distance an object moves in a particular amount of time, such as a minute or an hour.

TRUE/FALSE

7. _____ When one object bumps into another object, the action is called simulation.
8. _____ The starting point that something comes from is called a source.

MATCHING

9. _____ a form of energy that we can see
10. _____ to make or produce
11. _____ energy in the particles that vibrate and can be heard
12. _____ a disturbance that travels in a pattern and carries energy
13. _____ the transfer of thermal energy
14. _____ energy that travels as a wave

- A. heat
- B. radiation
- C. light
- D. sound
- E. wave
- F. generate

Energy and Speed

Reflect

Imagine a bowling ball rolling very slowly down a bowling alley. Now imagine the same bowling ball rolling very quickly down a bowling alley. Will the slow-moving bowling ball or the fast-moving bowling ball knock over more pins? Why do you think so?



It may not be pleasant to think about, but chances are we have all been hit by a ball, a water balloon, or something else while playing with our friends. Picture yourself being accidentally hit by a basketball while playing. Would you rather be hit by a slow-moving basketball or a fast-moving basketball? Why?

Chances are you would rather be hit by a slow-moving basketball. A slow-moving basketball will likely hurt much less than a fast-moving basketball. Do you know why?

Speed and energy are related.

The slow-moving basketball will likely hurt less because it has less energy. There is a relationship between speed and energy.

If two objects have the same mass, then the object moving quickly has more energy than the object moving slowly.

What Do You Think?

Look at the two pictures below. In which picture do you think the car has the most energy? Why do you think so? Go to the next page for the answer.



A

B

*Read and answer

Energy and Speed

What Do You Think? the question

The car in image B will have the most energy. As we know, the faster an object moves, the more energy it has. Since car B is moving faster than car A, it will have the most energy.

Now think back to our original bowling ball example. Do you think the fast-moving or the slow-moving bowling ball will do the most damage to the pins?

If you said the fast-moving bowling ball would do the most damage to the pins, you are correct. If everything else stays the same, such as the mass of the bowling ball and the mass of the pins, then the fast-moving bowling ball will have more energy than the slow-moving bowling ball and will likely knock down more pins.

Try Now

Read each pair of statements and circle the one you think describes the object with the most energy.

1. A race car on a race track moving 20 miles per hour,

OR

An identical race car moving 40 miles per hour.

2. A skydiver that is falling at 80 kilometers per hour,

OR

The same skydiver falling at 95 kilometers per hour.

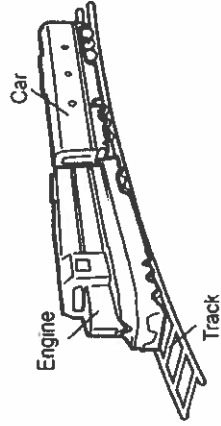
3. A baseball thrown by a professional baseball pitcher,

OR

A baseball thrown by a child.

Two model trains are running on tracks that are lined up next to each other.

Model Train



The two trains are not moving at the same speed. What would cause one train to move faster than the other?

- A The slower train's cars have less mass.
- B The faster train has more energy
- C The faster train has a wider track.
- D The slower train has an older engine.

4 We observe a moving object. When we observe the object moving more slowly, we know that it—

- A will move in a new direction.
- B has more gravity pulling on it.
- C can't go back to where it started.
- D has less energy than it had before.

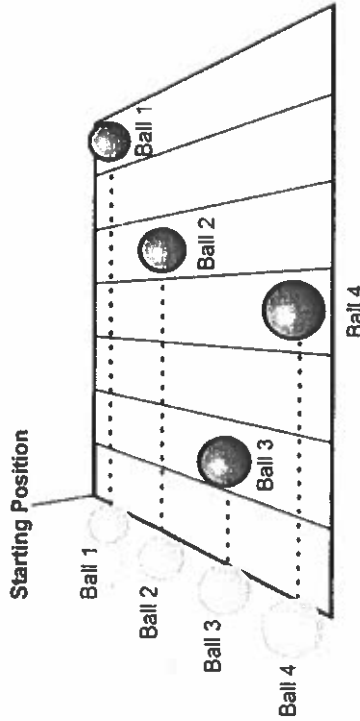
Name: _____ Date: _____ Group: _____

Multiple Choice

1 A moving object will have more energy when the object—

- A moves faster.
- B stops moving.
- C changes direction.
- D loses mass.

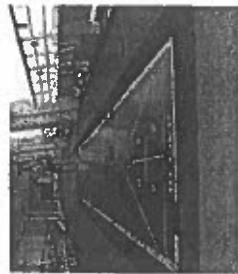
2 Four identical balls are rolled from the same position at the same time. The illustration shows each ball's starting position and ending position after rolling for two seconds.



Energy and Collision

Energy and Collision

Reflect



Shuffleboard is popular at parks and on cruise ships

Each player has to figure out how hard to push the fang to get their biscuit into the scoring area. More importantly, pushing the other player's biscuits out of the scoring area without having your own biscuit also slide too far requires skill.

The biscuits colliding with each other changes both biscuits' energy and speed. As the moving biscuit collides with a biscuit at rest, it loses energy and speed, while the other biscuit gains speed and energy.

Don't sink the cue ball!

Billiards, or pool, is another game that involves objects colliding. As shown in the picture to the right, a cue stick is used to hit a white cue ball. The cue ball, in turn, collides with one or more of the numbered balls. The goal is to drop the numbered balls into a pocket without sinking the cue ball.

What happens to objects when they collide? Objects have both energy and speed, whether they are moving or not. Energy cannot be destroyed, so during a collision, the energy has to go somewhere.

One game that relies on objects colliding is shuffleboard. In shuffleboard, a cue (fang) is used to push heavy metal discs (biscuits) down a court to slide into a space marked with a number. Opposing players try to knock each other's biscuits out of the scoring area. The player with the most biscuits inside the scoring area wins the round.

collision:
The meeting of objects in which each exerts a force upon the other.

speed: how fast an object moves

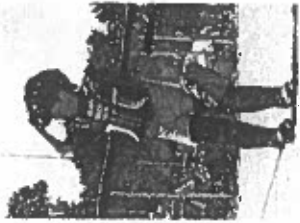


What Do You Think?

What do you think would happen if you replaced the biscuits with wrapped pieces of candy? What about replacing the white cue ball with a balloon?

One important characteristic of baseball pitchers is how fast they can throw the ball. The speed of each pitch is measured and often displayed during the game. Balls moving faster have more energy.

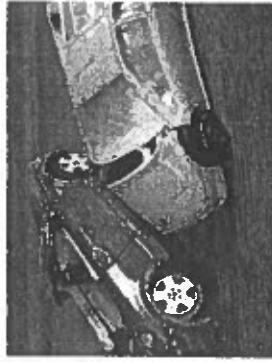
Catcher's mitts are designed to protect the catcher's hand from the energy of the ball. Extra padding covers both the palm and the fingers. Other parts of the design such as the closed webbing make it easier for the catcher to hold onto the ball firmly and not drop it.



Catchers wear a mitt and other equipment to protect themselves from collisions with the ball.

Look Out!

Many people are in car accidents every day. When cars collide with each other, each car changes speed and energy quickly. The hoods and trunks of cars are designed to slow down this change of speed and protect the people inside each car.



Toy cars demonstrating the effects of a collision.

Try Now

What Do You Know?

In the table below, take a moment to think about the energy transfer that is occurring. Then decide which object is gaining energy and which object is losing energy in each situation.

Your World	Gains Energy	Loses Energy
Real-life collisions	Which object is gaining energy?	Which object loses energy?
A cue stick is used to hit the cue ball in billiards.		
An asteroid hits the surface of Jupiter.		
A soccer ball is kicked into the goal.		
A child catches a football.		



Multiple Choice

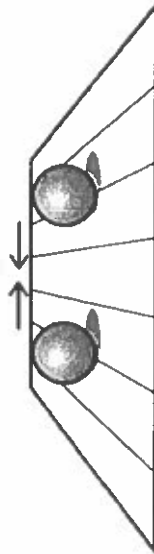
Name: _____ Date: _____ Group: _____

4.3 Energy and Collision

- 1 When two moving objects collide, the motion of both objects will change. Why does this happen?

- A Energy is transferred from one object to the other.
- B Friction changes when moving objects collide.
- C Objects lose mass when they collide, so they weigh less.
- D The motion of all objects is changing all the time.

- 2 Two metal spheres roll across the floor toward each other.



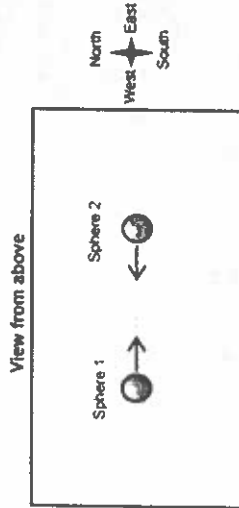
After they collide, what about the spheres is most likely to change?

- A Their mass
- B Their state of matter
- C Their motion
- D Their shape

Students are interested in investigating how the motion of marbles changes when they collide. They decide to roll marbles on a flat surface and allow them to hit each other. What observations will be most important for the students in their investigation?

- A How the marbles are moving before and after they collide
- B The material the marbles are made of and their mass
- C The diameters and the colors of the marbles
- D The exact length and width of the surface the marbles roll on

- 4 This illustration shows the view, from above, of two identical spheres of rubber moving directly toward each other at the same speed. Sphere 1 is moving to the east. Sphere 2 is moving to the west.



After the spheres collide, what is the most likely motion for the two spheres?

- A Both Sphere 1 and Sphere 2 will move to the east.
- B Sphere 1 will move to the west, and Sphere 2 will move to the east.
- C Both Sphere 1 and Sphere 2 will move to the west.
- D Sphere 1 will move to the east, and Sphere 2 will move to the west.

Alabama Studies Weekly

GRADE 4

Tuesday - Social Studies What Happened After Reconstruction?

The time after the Civil War was a difficult, unsettling time for all Americans, especially Southerners. Last week we learned that the period from 1865 to 1877 was called Reconstruction, which means rebuilding.

You see, Reconstruction was like a new card game. It took all the ingredients of life in the South and shuffled them all up like playing cards. Then the cards were dealt out. The problem was that no one knew the rules of the new game, so it was impossible to play. Can you imagine how frustrating that must have been for the people of Alabama?

Within a year after the end of the war, Alabama was ready to rejoin the United States. (Remember that the Southern states seceded, or left the union, when the Civil War began.) Our leaders agreed to end slavery, wrote a new constitution and elected new officials. But Congress refused. They were unhappy because the new state officials were former Confederate leaders and because the new constitution did not give African Americans the right to vote.

So leaders from the North decided to take charge of reconstructing the state.

They sent federal troops to Alabama, as well as other Southern states. With military commanders in charge (martial law), African American men were encouraged to vote. However, white men who had led armies or held office during the war were not allowed to vote or run for office.

During this time, Alabama's constitution was rewritten. It gave women more rights, although they still were not allowed to vote. African American men were given the right to vote, and poor people's taxes were lowered. It required the state to build many more public schools, and it called for state officials to be elected instead of appointed.

After Reconstruction, many plantation owners, who were the leaders of society before the war, lost their riches and their leadership positions. Small farmers, who had struggled to make a living at farming, now became even poorer. Slaves were free people, but they suddenly had no place to live and no way to support their families. And even bigger changes were in store for Alabamians!

Turn the page and find out how Alabama transformed (changed) from a cotton-growing state into a center of industry and trade. Our state was becoming a place where people from all over came to make money and improve their lives.



Connections

Joplin Works to Rebuild After a Deadly Tornado

On May 22, 2011, a tornado hit the city of Joplin, Missouri. It wasn't just any tornado. It was a monstrous EF-5, with winds over 200 miles an hour. This huge tornado was almost a mile wide and cut a path over 22 miles long. It crushed almost 1/3 of the city, killed 162 people and destroyed almost 8,000 buildings. It is considered one of the deadliest tornadoes in over 50 years.

Joplin is working hard to rebuild. Think about all of the parts that make a city work.

In addition to houses and businesses, cities need electricity, sewers, roads, hospitals, parks and government buildings. In January 2012 federal and civic organizations in Joplin got together to give the "ok" to a plan called Joplin Area - Next Steps Plan. The plan outlined how to replace what was destroyed in the tornado. 4,000 building permits have been given to homeowners so they can begin construction on new homes. After the tornado hit, 530

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U.S. Navy photo





CHANGING TIMES



Jim Crow Laws

Even though the Civil War resulted in freedom from slavery and gave African Americans more rights, African Americans still were not treated as equal citizens. In fact, from the late 1800s until about 50 years ago, Alabama had laws called Jim Crow laws, which said African American children and white children could not attend the same schools. African

Attempting to block integration at the University of Alabama, Governor George Wallace stands defiantly at the door while being confronted by Deputy U.S. Attorney General Nicholas Katzenbach.



Americans had to sit in the back of buses and even give up their seats if whites were standing. They were not allowed to ride in the same railroad cars or use the same restrooms, water fountains, restaurants, swimming pools, playgrounds and libraries as white people. The Supreme Court said it was okay for Americans to be separated by race as long as both races had equal facilities. But facilities for African Americans were not equal to those for white people. It would take several decades and many court battles to get rid of the Jim Crow laws and provide equal rights for all citizens of Alabama.

Agriculture

Before the Civil War, Alabama had one main industry—growing and processing cotton. Smaller industries included steamboat yards, sawmills and small factories that produced, or made, wagons and farm tools.

Many people thought the reason the South lost the Civil War was that it didn't have enough productive, money-making businesses. So Alabama leaders decided to create a new state with farms and factories. Birmingham was one of the first major cities in Alabama. It was named for a large industrial city in England. Birmingham was a great place for new industry because it was surrounded by enormous deposits of coal, iron and limestone. It was also a place where two railroad lines intersected, or crossed, making it easy to transport these natural resources to other places.

Many newly freed African Americans, with no money and no land, went back to what they knew best—farming. Thousands became sharecroppers. Sharecroppers got seeds, tools, housing and food from larger farmers. In return, they worked the land and received a percentage of the value of the crop. But the cost of the seed, tools, housing and food came out of their share. Many white farmers, unable to pay their bills, also became sharecroppers.

Alabama Adventures

So Much Had Changed in Birmingham

Old Jack Davis didn't recognize much as he drove his slow wagon through the streets of Birmingham. After all, he'd been living on his small farm in the Smoky Mountains for the last 30 years, and he hardly ever left the hills for anything. But now, here he was in Birmingham—the town of his birth—to visit his daughter, Mary, and her husband. A new baby had been born, his first granddaughter, and Jack smiled when he thought of her. Jack reined up his team in front of his daughter's home, noticing the lights burning merrily in the windows. Mary saw him from the window and ran outside to gather her dear old father in her arms. She practically carried him through the front door, and then there were embraces and greetings from everyone. Other relatives and friends had gathered to celebrate the new birth. Then, from another room, Jack heard a baby's cry. The room fell silent. "Oh, Father, it sounds like little Anna is awake! You can see her!" Mary led her father into the quiet dark of the baby's bedroom.

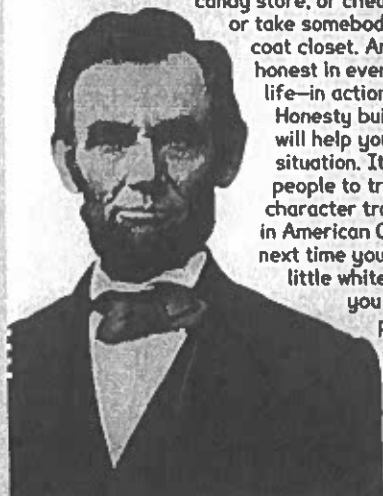
Jack asked Mary for a candle to see the child, but she

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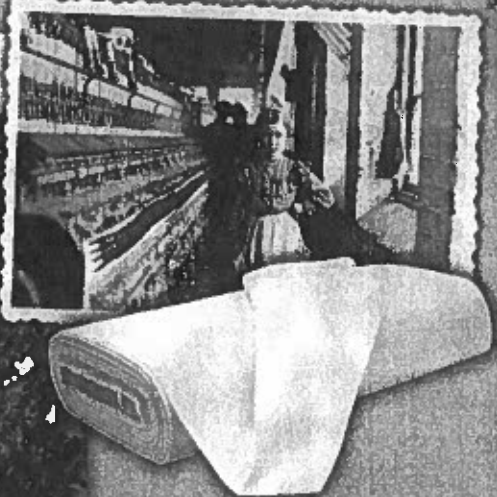
Honesty

Honesty is one of the most important character traits that a person can have. Do you know what it means to be honest? It means that you tell the truth all of the time. This doesn't just apply to your speech and language, but also to your actions. You can't call yourself an honest person if you steal from the local candy store, or cheat on your math test,

or take somebody else's lunch in the coat closet. An honest person is honest in every aspect of his or her life—in action, speech and thought. Honesty builds character that will help you through any tough situation. It also encourages people to trust you, another character trait we've talked about in American Character articles. So next time you think about telling a little white lie, think about how you want to be an honest person, a person with great character!



American Character



Trade

Alabama was producing more and more goods than lots of people wanted. Faster steamboats and new railroads were built to take more and more products to market. Railroads could carry goods all over the United States. The port at Mobile was enlarged so ocean-going ships could enter it. That allowed Alabama's products to be shipped overseas.

Industry

Ironmakers from across the United States moved to the Birmingham area to open factories, and the city grew so quickly that it was nicknamed the Magic City. Factory workers also moved to the nearby towns of Bessemer, Enley, Gadsden and Anniston. These towns grew so rapidly that they were called boom towns.

The leaders decided to make Alabama's cotton into clothing right here in the state, instead of sending it up north or overseas. Many new cotton mills were built, and those that were destroyed during the war were rebuilt. Thousands of farmers decided to move into mill towns and work in the cotton mills. Because the pay was so low, their wives and their children had to work in the mills, too. Even young children worked twelve hours a day, six days a week, leaving no time for them to attend school or play.

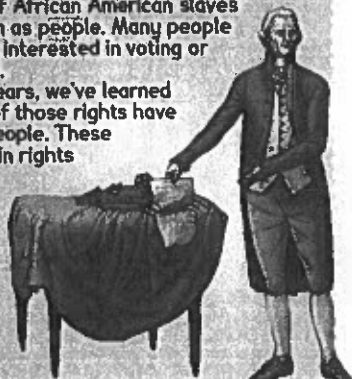
Other industries included lumber mills and cotton seed mills. Lumber mills sprouted up all over southern Alabama, because there were thousands of acres of fast-growing pines to be harvested and made into lumber. Cotton seed mills became very successful after scientists discovered ways to make cotton seeds into cattle food, lighter fluid and soap.

What does the phrase "all men are created equal" mean?

This Month's Question

The history of the phrase "all men are created equal" is interesting. Nowadays, we understand that phrase to mean that every person, whether black or white, whether male or female, whether poor or rich, has the same rights. But the phrase wasn't always understood in that way. When the phrase was included in the Declaration of Independence, certain rights weren't given to African Americans, to American Indians or to women (like the right to live freely or to vote). Many people thought of African American slaves as property rather than as people. Many people thought women weren't interested in voting or capable of doing it well.

Slowly, over many years, we've learned differently, and many of those rights have been extended to all people. These days, to withhold certain rights from people based on their race or gender is considered unconstitutional (against the constitution).



Art & Crafts

Milk Carton Log Cabin

Build your own log cabin out of a milk carton!

Materials

- Half-gallon waxed-paper milk or juice carton, emptied
- Grease pencil
- Cardboard
- Waxed paper scraps
- Cheerios or pasta
- Water
- Paper towels
- Scissors
- Glue
- Pretzel sticks
- Acrylic paint
- Water container
- Ruler

Instructions

1. Measure three inches down the side of the carton. At three inches, draw a line around the entire carton with a grease pencil.
2. Cut along the line and separate the top from the bottom. Discard the bottom. You will use the top.



3. Draw the outline of the door and windows with a grease pencil.



4. Cut out the windows and door. If they are too small for scissors, ask your teacher to use an X-acto knife and help you. You can leave one side of the door attached and fold it out so that it opens and closes.

5. Glue a piece of waxed paper over the inside of each window.

6. Glue the cabin

to a cardboard base that is slightly bigger than the cabin. Let the pieces dry before proceeding.

7. Glue pretzel sticks along the base of the carton walls and build up. If necessary, cut the pretzels to fit around the door and windows.



8. Glue a stack of Cheerios or pasta

together as a chimney. Glue this on the roof of the cabin.

9. Cover the roof with pretzels or acrylic paint.



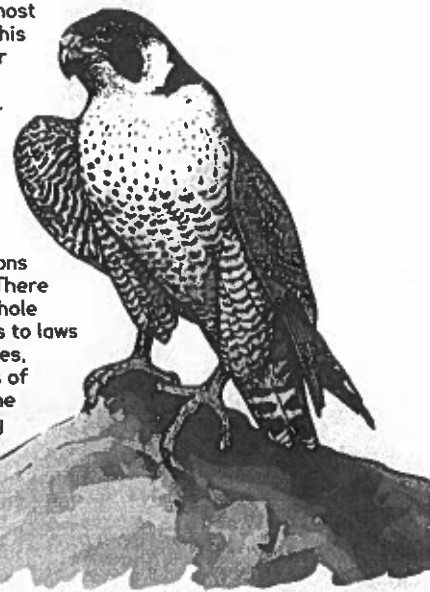
Note: Watercolor and tempera paint will not stay on the waxed carton.

Peregrine Falcon

Alabama Wildlife

The peregrine falcon is one of the fastest Alabama residents. It can reach speeds of more than 200 mph! That's faster than most small airplanes fly. They use this amazing speed to dive at other birds. Sometimes, they knock their prey right out of the sky. But they never eat their prey until they've plucked all its feathers. Peregrines have been known to nest in large cities where pigeons are in great supply.

At one time, peregrine falcons were extremely endangered. There were fewer than 300 in the whole United States. But now, thanks to laws that outlawed certain pesticides, there are at least 1,600 pairs of peregrine falcons. In 1999, the peregrine falcon was officially removed from the endangered species list.



Name _____

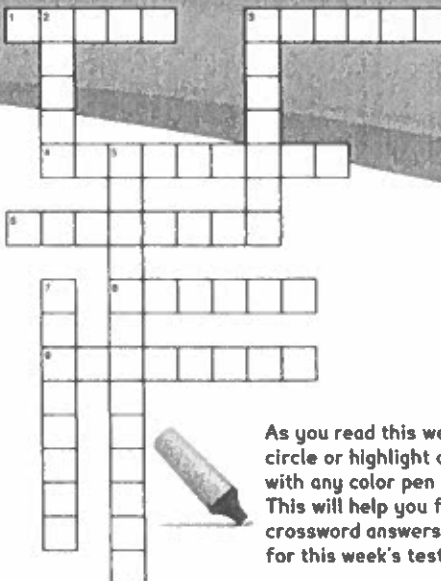
Friday - Social Studies

ACROSS

1. another word for a city area
3. schools funded by state government
4. colleges where agricultural and mechanical studies were taught
6. town where first normal school was located
8. town where first land grant college was located
9. name of institute that Booker T. Washington founded

DOWN

2. another word for an area far from cities
3. schools funded by students' parents
5. colleges that trained teachers
7. officially signed



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

Did You Know?

Know Your Alabama History

Match the person or term on the left to the matching description on the right. Write the correct letter on the line before each term.

- | | |
|----------------------------------|---|
| _____ land grant college | a. the right to vote |
| _____ Booker T. Washington | b. a school to train teachers |
| _____ suffrage | c. helped women get the right to vote |
| _____ normal school | d. founder of the Mount Meigs School for Boys |
| _____ Patti Ruffner Jacobs | e. paid for |
| _____ funded | f. a school built on land given by the Federal Government |
| _____ Margaret Murray Washington | g. President of Tuskegee Institute |

Brittany's Hard Day

CONTINUED FROM PAGE 2

the kitchen, and beside them a note. "Brittany," it said, "Lisa's mom told me your lunch money was stolen. Bum deal, eh? I'm out in the garden. Have some cookies and come get me in plenty of time to use the movie tickets on the counter—sooner, if you'd like to talk. Love, Mom" There was a smile drawn below the signature.

For the first time that afternoon, Brittany smiled. She piled some cookies on a plate, got down a couple of glasses, filled them with milk, and arranged the whole thing on a tray. "Aw, Mom, you're a hero! You know that? A total hero!" she said as she walked out the door toward the garden, her smile growing bigger with each step.

Critical-Thinking Questions: Why was Brittany so upset? How did her mom handle the situation? Why was Brittany's mom a hero to her? How can you help someone who might be having a bad day?



Imagine yourself 50 years into the future. You go to the mailbox and find a letter from your school. Wow! What could it be? It's been five decades since you went to that school. You open the letter and find that your teacher from way back when you were in school is writing a book about all of the students she ever taught. Your teacher wants you to send a 200-word article describing what your life has been like. Write about your career and your accomplishments. What have you done that has brought you the most happiness?

Let's Write



Reaching beyond yourself.

COMPASSION

Pass It On:

VALUES.COM LESS & INFORMATION

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

