Fourth Grade
ELA Academic Packet

Week 1
March 30-April 3, 2020

Orange County Public Schools

OCPS Distance Learning Packet
Grade 4 ELA
Week of Monday, March 30th

Day	Packet Pages	Skill	Instructions
Monday	10-12	Using Context Clues	● Read *Word Learning Routine* ● Read the introduction and chart ● Complete the Guided Practice and Independent Practice ● Read for 30 minutes.
Tuesday	13-14	Unfamiliar Words	● Read the lesson introduction ● Complete the Think graphic organizer and Talk activity. ● Read for 30 minutes.
Wednesday	17-18	Greek and Latin Word Parts	● Read the lesson introduction ● Complete the Guided Practice and Independent Practice ● Read for 30 minutes.
Thursday	19-21	Unfamiliar Words	● Read *Over Bridge, Under Tunnel* ● Complete the Think and Talk activities ● Read for 30 minutes.
Friday	19-21	Unfamiliar Words	● Reread *Over Bridge, Under Tunnel* ● Complete the Write activity in a short response. ● Use evidence from the text to write a short essay to explain tunnels and bridges. ● Read for 30 minutes.

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

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Lesson 16

Using Context Clues

Introduction

Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a **definition** in the text.	In high school, Jim Lovell built his first rocket, a jet engine that could fly to great heights.
Find an **example** that will give you clues about the word's meaning.	Lovell's first attempt was a failure. His rocket flew into the air but then exploded and crashed.
Look for a **restatement**. A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are combustible. These materials burn and release gases.

Guided Practice

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

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Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

1 What does the word command mean?

A to study

B to fly with others on

C to be at the head of

D to be part of

2 What words help you understand the meaning of command?

A "in charge of"

B "two men"

C "space mission"

D "chose Lovell"

3 What does the word explosion mean?

A a leak

B a bursting of something

C a lack of oxygen

D leaving outer space

4 What does the word capable suggest about Lovell as a leader?

A He is a gentle and patient leader.

B He is skillful at leading others.

C He is harsh to those he leads.

D He is weak when leading others.

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Lesson 13
Unfamiliar Words

Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

Read Informational texts often have words people don't use in everyday life.

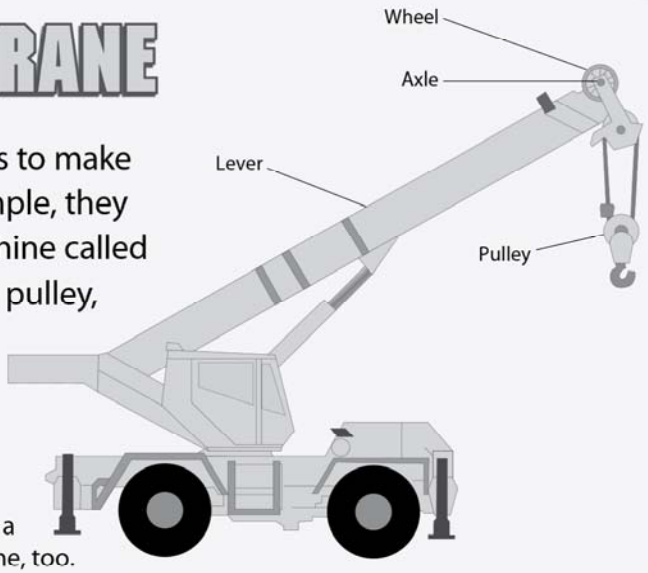
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

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Think What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.

Helpful Context	Clues	Possible Meaning

The meaning of the phrase: _____

_____

Talk Share your chart and meaning with a partner.

- Did you agree about the helpful context?
- Did you agree about the meaning of the phrase?

Academic Talk

Use these phases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

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Lesson 17

Greek and Latin Word Parts

Introduction

English words come from many languages, including Greek and Latin.

- A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word, as in the word *photograph*.

Root	Meaning	Root	Meaning
graph	"write"	*act*	"do"
vis, vid	"see"	*photo*	"light"
phon, phono	"sound, voice"	*port*	"carry"

- **Affixes** are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root *vis* to *-ible* to make *visible*.

Prefix	Meaning	Suffix	Meaning
auto-	"self"	*-ist, -er, -or*	"someone who"
tele-	"distance"	*-able, -ible*	"able or capable"

- As you learn Greek and Latin roots and affixes, your vocabulary will grow.

Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

HINT Remember, words may have two roots or a root and an affix.

1. My favorite actor is Jesse B.

   _____

2. I have five photographs of Jesse B. on my wall.

   _____

3. One even has an autograph on it.

   _____

4. I've asked my mom if I could telephone Jesse B.

   _____

5. She said I could just watch Jesse B. on television.

   _____

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Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

1 I decided to compose a letter to Jesse B.

The prefix *com-* means "with," and the root *poser* means "to put or set down." What is the meaning of compose as used in the sentence?

A to think

B to write

C to talk

D to mail

2 Dear Jesse B., I just read a biography about you.

The prefix *bio-* means "life," and the root *graph* means "write." What is the meaning of biography as used in the sentence?

A writing about the life of an actor

B writing about someone else's life

C writing about the beauty of life

D writing about how to live your life

3 Your life story inspires me and many other fans.

The prefix *in-* can mean "within," and the root *spir* means "breathe." What is the meaning of inspires as used in the sentence?

A causes people to become alive

B causes a heavy wind to blow

C causes people to faint

D causes strong lungs

4 I hear you are a very benevolent person, giving to many charities.

The prefix *bene-* means "well," and the root *velle* means "wish." What is the meaning of benevolent as used in the sentence?

A surrounded by good people

B showing good will to others

C liked by many good people

D hoping others are good

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Over Bridge, Under Tunnel

by Lloyd Frank

1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.

2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.

3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.

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Think

Use what you learned from reading the science article to respond to the following questions.

Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- **A** things made below or above ground
- **B** things that slow or stop movement
- **C** things that help people travel
- **D** things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

> A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

Talk

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

> It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

Write

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.

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Over Bridge, Under Tunnel

3 **Use the chart below to organize your ideas.**

Helpful Context	Clues	Possible Meaning

Write **Use the space below to write your answer to the question on page 207.**

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

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Fourth Grade
Math Academic Packet

4

Week 1
March 30-April 3, 2020

Orange County Public Schools

Fourth Grade Recommended Pacing

Day	Skill	Page
Monday	**Understanding Place Value**	3-4
Tuesday	**Comparing Multi-Digit Numbers** **Rounding Whole Numbers**	5-6
Wednesday	**Using Strategies to Add** **Using the Standard Algorithm to Add Greater Numbers**	7-9
Thursday	**Using Strategies to Subtract**	10
Friday	**Using the Standard Algorithm to Subtract Greater Numbers**	11

Understanding of Place Value

Name: _____

Set A

1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds + _____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

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Name: _____

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds + _____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

20,000 + 7,000 + 900 + 70 + 4

27 thousands + 97 tens + 4 ones

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Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use >, <, or =.

1 23,230 _____ 2,323

2 33,003 _____ 33,030

3 9,999 _____ 10,000

4 40,404 _____ 40,040

5 52,177 _____ 52,771

6 421,073 _____ 412,730

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

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Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1. 72 _____
2. 172 _____
3. 2,572 _____
4. 101,372 _____

Round each number to the nearest hundred.

5. 180 _____
6. 1,180 _____
7. 56,180 _____
8. 980 _____
9. 1,980 _____
10. 56,980 _____

Round each number to the nearest thousand.

11. 7,750 _____
12. 17,750 _____
13. 25,750 _____
14. 70,750 _____

Round each number to the nearest ten thousand.

15. 65,321 _____
16. 165,321 _____
17. 185,321 _____
18. 205,321 _____

19. Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

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Using Strategies to Add

Name: _____

Add using different strategies.

1 4,000
+ 6,215

2 4,010
+ 6,215

3 4,121
+ 6,215

4 3,000
+ 6,871

5 2,999
+ 6,871

6 2,990
+ 6,871

7 5,020
+ 1,491

8 4,990
+ 1,491

9 4,950
+ 1,491

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

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Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
8,997 + 2,301	~~31,998~~ 11,298 Estimate: 9,000 + 2,000 11,000
23,411 + 35,507	12,918
72,418 + 41,291	113,709
67,802 + 3,443	10,225
5,188 + 9,024	6,112

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Using the Standard Algorithm to Add Greater Numbers *continued*

Name: _____

Addition Problems	Student Answers
21,822 + 75,333	*97,155*
60,125 + 69,205	*75,330*
4,899 5,224 + 9,296	*108,209*

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

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Using Strategies to Subtract

Name: _____

Subtract.

1

$$\begin{array}{r} 4{,}003 \\ -\ \ \ \ \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\ \ \ \ 13 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\ \ 103 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\ 1{,}103 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\ 2{,}103 \\ \hline \end{array}$$

2

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}999 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}990 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}985 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}500 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}490 \\ \hline \end{array}$$

3

$$\begin{array}{r} 3{,}007 \\ -\ \ \ \ \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\ \ \ \ 27 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\ \ 307 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\ 1{,}307 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\ 2{,}307 \\ \hline \end{array}$$

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

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Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1 95,217 − 39,871

2 62,554 − 31,618

3 92,023 − 71,578

4 84,724 − 43,951

5 56,417 − 24,009

6 71,677 − 13,197

7 99,902 − 33,227

8 87,591 − 46,280

9 90,434 − 51,533

10 78,282 − 40,983

11 71,731 − 61,320

12 50,118 − 18,306

13 86,496 − 54,101

14 59,176 − 17,222

15 89,971 − 11,499

16 Use estimation and addition to check one of your answers. Show your work.

17 How does checking with addition compare with checking using estimation?

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Fourth Grade
Science Academic Packet

4

Week 1
March 30-April 3, 2020

Orange County Public Schools

Fourth Grade Recommended Pacing

Day	Skill	Page
Monday	**Big Idea 1: The Practice of Science** **Big Idea 2: The Characteristics of Scientific Knowledge** **Big Idea 3: The Roles of Theories, Laws, Hypotheses, Models** **Study Island: Topic 1. Pretest** **Topic 2a. Scientific Investigations**	3
Tuesday	**Big Idea 1: The Practice of Science** **Big Idea 2: The Characteristics of Scientific Knowledge** **Big Idea 3: The Roles of Theories, Laws, Hypotheses, Models** **Study Island: Topic 2b. Collecting, Recording, & Communicating Data** **Topic 2c. Interpreting Data**	4-5
Wednesday	**Big Idea 8: Properties of Matter** **Study Island: Topic 4a. Properties and Changes of Matter**	5
Thursday	**Big Idea 8: Properties of Matter** **Study Island: Topic 4a. Properties and Changes of Matter**	6-7
Friday	**Big Idea 9: Changes in Matter** **Study Island: Topic 4a. Properties and Changes of Matter**	7-8

Big Ideas 1, 2, & 3 Study Guide: Nature of Science

_____ is the study of the natural world.

A scientist asks _____ about the natural world. Scientists conduct _____ to answer their questions.

An experiment is a fair test to investigate a question. An experiment can show that one thing causes another thing to happen. All of the factors that a scientist can change or control in an experiment are _____.

A test variable (independent variable) is the thing being tested. What is being changed on purpose.

The outcome variable (dependent variable) is what is being measured or observed because of the testing variable that was changed.

The constant variables are the factors that are kept the same for both the control group and test group.

Types of Scientific Investigations:

Type of Investigation	Description
Model	a representation of an idea, an object, a process, or a system that is used to describe and explain something that cannot be experienced directly.
Simulation	an imitation of the functioning of a system or process
Systematic Observations	documenting descriptive details of events in nature –amounts, sizes, colors, smell, behavior, texture - for example - eclipse observations
Field Studies	studying plants and animals in their natural habitat
Controlled Experiment	an investigation in which scientists control variables and set up a test to answer a question. A controlled experiment must always have a control group (used as a comparison group) and a test group.

All types of scientific investigations include making _____ and collecting _____.

Scientists make observations about the world around them. An observation is information collected using the senses. An observation is something you _____, _____, _____, _____, or _____. Scientists ask questions about their observations. Scientists use measurement tools to make observations.

_____ is information gathered when scientists make systematic observations or set up an experiment to collect and record _____. The data recorded is then analyzed by the scientists in order to base _____ on the evidence collected. The collection of evidence is a critical part of a scientific investigation. Evidence is used when scientists explain how things work. A scientific investigation is only valid if it is based on observations and evidence.

Scientists always complete at least _____ trials in a controlled experiment. Performing repeated trials helps to ensure that the results of an experiment are reliable or valid.

Scientists also replicate the work of other scientists to verify the results. When a scientific investigation is replicated by another scientist using the same procedure and tools, the results should be _____ for all of the scientists. Scientists compare observations made by different groups and seek reasons to explain the differences across groups.

_____ can be displayed in different ways, such as in maps and graphs. Scientists communicate in many ways, such as working together to collect data, comparing data, and reporting their results and conclusions.

An _____ is a statement that explains an observation. Scientists infer how things work by thinking about their _____.

Make an observation and an inference based on the observation for the photo below in the table.

Photo	Observation	Inference

It is important to note that scientific investigations do not follow a rigidly defined set of steps. These investigations follow steps necessary to find an answer to the question being investigated. The table below shows some steps that are often included in the scientific method when carrying out a controlled experiment.

Step	Description
Problem/Purpose	The question being investigated is identified.
Research	Information about the topic is obtained from reputable sources: books, internet (reliable sites), experts, encyclopedias, etc.
Prediction (Hypothesis)	A prediction, based on research, is made about what you think the evidence is going to show. All 4th grade hypotheses should include the words If…. then…. because….
Experiment	Materials are identified and a procedure is developed to test your prediction. Make sure that you are very specific about the details - amounts, types, colors, etc .so that another scientist could follow your steps. Once you have a good procedure, you should perform 3 trials of your experiment and keep data in a data table for each trial.
Analyze Results	Examine the data and look for patterns, trends, consistencies, etc
Conclusion	Compare the results with your prediction. Was your prediction supported by the evidence? Or did the evidence disprove your prediction?

Sometimes a scientific question can only be answered by using a _____. A _____ represents something real that is too big, too small, or has too many parts to investigate directly.

_____ can either be two-dimensional, three-dimensional, or a computer model.

Words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

Big Idea 8 Study Guide: Properties of Matter

States of Matter and Its Physical Properties

Matter is anything that has _____ and_____.

The three _____ of matter include _____, _____, and _____.

Solids have a definite _____ and _____.

Liquids have a definite_____, but no definite _____.

Gases have no definite _____ or _____.

Matter can be described by its _____.

What are some physical properties of matter that you are able to observe?

Mass = _____ Mass is measured with what science tool? _____
Volume = _____ What are three tools can you use to measure volume? 1._____ 2._____ 3._____

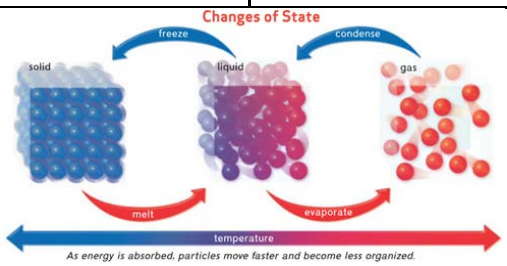
Do a quick draw comparing two objects with the same mass and same volume. Include a balance in your drawing.

Do a quick draw comparing two objects with the same volume, but different mass. Include a balance in your drawing.

Do a quick draw comparing two objects with the same mass, but different volume. Include a balance in your drawing.

A _____ is when matter changes from one state to another.

Heat is increased (added)	Heat is decreased (removed)
_____ is when a solid changes to a liquid. _____ is when a liquid changes into a gas.	_____ is when a gas changes into liquid. _____ is when a liquid changes into a solid.



What are common uses of water in its liquid state?

What are common uses of water in other states (solid or gas)?

<u>Law of Conservation of Mass</u>

The Law of Conservation states that _____ does not change when the shape of the matter changes.

For example, a whole cracker has the same mass as a cracker that is broken into pieces.

If a stick of clay has a mass of 50 grams. Say you change that stick of clay into four different shapes. When you find the mass of all four shapes together, what is the mass of those four different shapes combined? _____ grams

<u>Magnetism</u>

When two magnets with the same poles (north and north or south and south) are placed next to each other, they will _____.

When two magnets with opposite poles (north and south) are placed next to each other, they will _____. Magnets attract metals like _____ and _____.

Draw a diagram to show what happens when the north pole of a magnet is placed next to the north pole of another magnet.

Draw a diagram to show what happens when the north pole of a magnet is placed next to the south pole of another magnet.

Draw a diagram to show what happens when the south pole of a magnet is placed next to the south pole of another magnet.

Big Idea 9 Study Guide: Changes in Matter

A _____ is a change of a matter in size, shape, or state that does not change the original matter into a new type of matter. No new substance is formed.

What are some ways we can create a physical change?

Water undergoes a physical change when it _____, _____, _____, or _____.

Boiling water is an example of a _____ change.

A _____ is a process by which substances are changed into different substances with different properties.

A _____ substance is formed as a result of a chemical change.

There are many changes that materials undergo that result in other materials with different characteristics, such as:

- _____
- _____
- _____
- _____
- _____

There are four signs that indicate a chemical change occurred. Those four signs are:

- _____
- _____
- _____
- _____

When a material undergoes a change, it can occur quickly, or take place over a long period of time. One example of a quick change, is fireworks. One example of a slow change, is a bike rusting.

Fill in the table below with examples of changes create no new substance and examples of changes that created a new substance.

No New Substance Created	A New Substance Was Created
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Changes that create new substances are _____, while changes that do not create a new substance are _____.

3-5 Visual and Performing Arts

WEEK 3-30-2020

Art

Music

Theatre

ART

Be an Art Critic!

Closely examine the artwork below and complete each step of the art criticism worksheet.

Names

_____

_____

_____

Be an art critic!
Feldman's Model

Describe the artwork.

_____

_____

_____

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Analyze how the artwork is organized.

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Interpret the artist's purpose for the artwork.

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Judge the artwork.

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Feldman's Model of Art Criticism

Description

- Who is the artist?
- What is the title of the artwork?
- What do you see in the artwork?
- What did the artist use to create the artwork? (paint, drawing tools, paper collage, photography)

Analysis

- What elements of art did the artist mostly use?
  - Line, Shape, Form, Texture, Space, Value, Color
- What principle of design did the artist use to organize the artwork?
  - Balance. Pattern, Movement, Unity, Variety, Emphasis, Pattern

Interpretation

- What do you think the meaning of the artwork is?
- How does the artwork make you feel?
- What was the artist's purpose for creating the artwork?
  - Persuade, Inform, Entertain

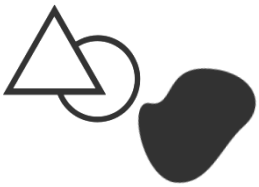
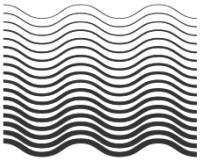
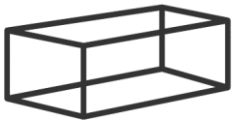
Judgement

- Do you like the artwork?
- What do you like or dislike about the artwork?

the art of education

The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
Value		Value describes the lightness or darkness of a surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

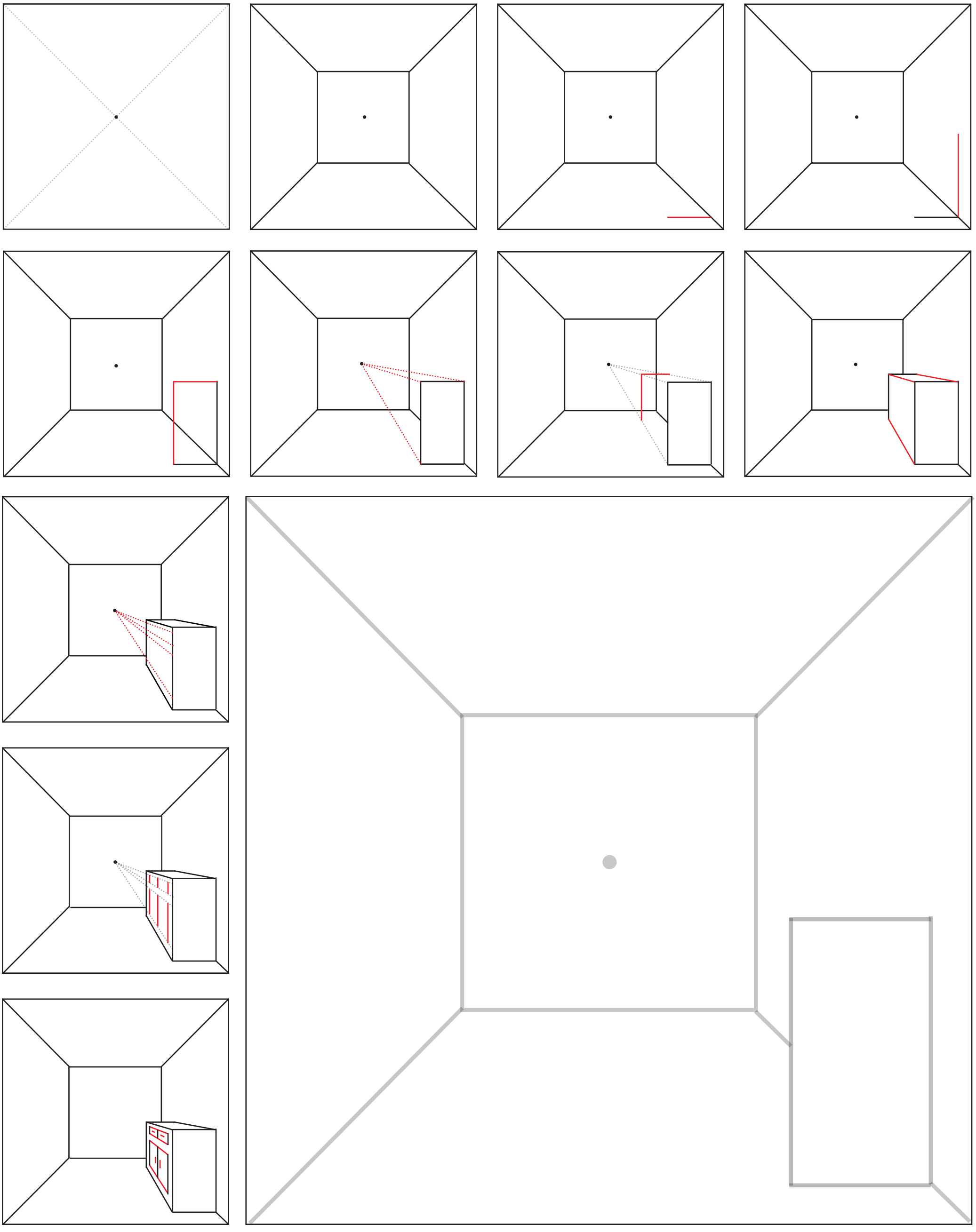
the art of education

The Principles of Design

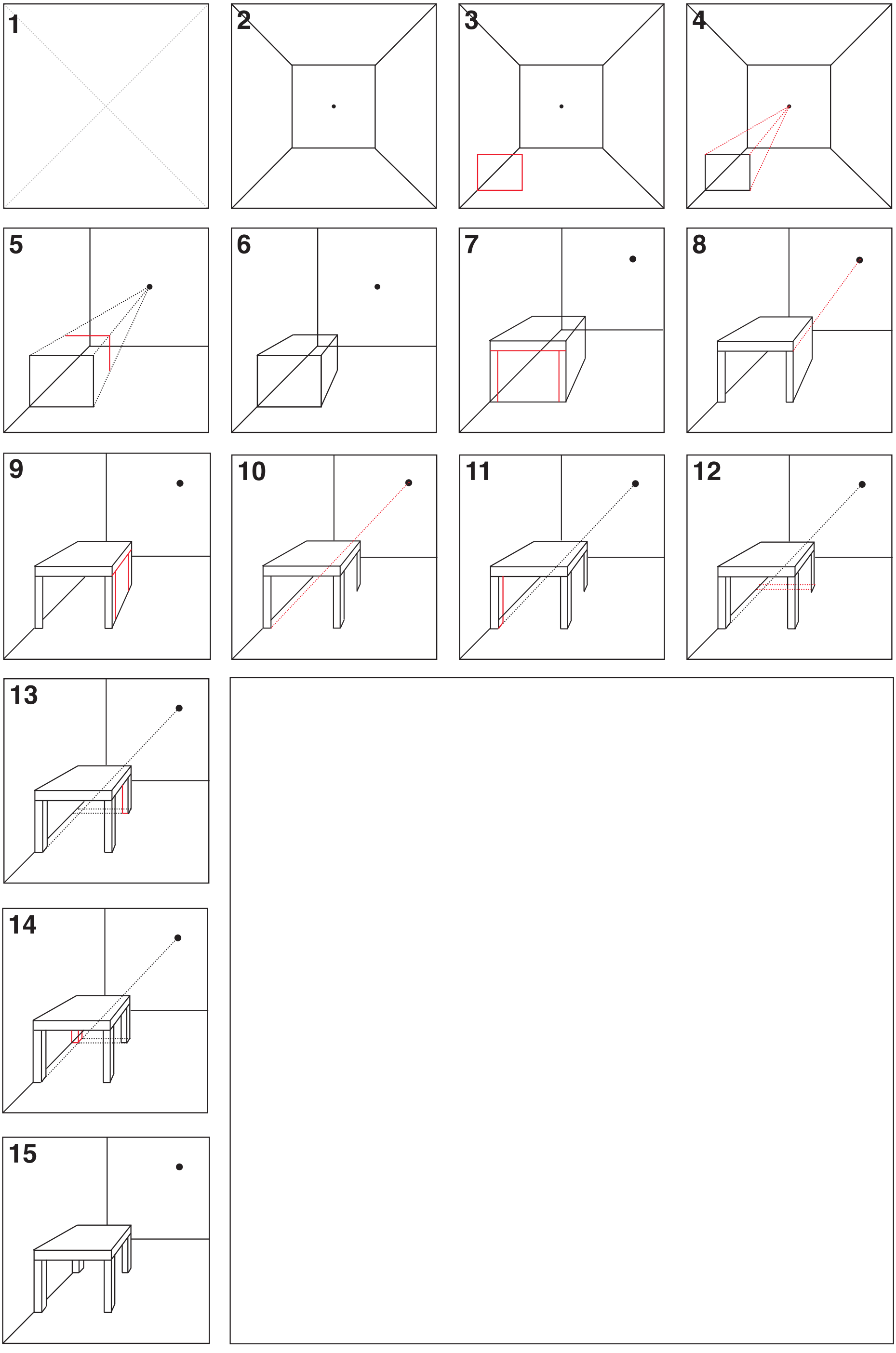
The tools to plan and organize artwork

Balance		Balance is the distribution of visual weight in an artwork. The three types of balance are symmetrical (two sides are the same), asymmetrical (two sides are different but visually weighted equally) and radial (design emerges from center point).
Contrast		Contrast is the difference between elements in a composition. This can happen through a variety of elements such as value change, size difference, etc.
Emphasis		Emphasis is the creation of a focal point in an artwork. Emphasis draws the viewer's eye to particular areas of the artwork first.
Pattern		Pattern decorates the artwork with regularly repeated elements such as shapes or color.
Unity		Unity means that all elements within the artwork are in harmony. Variety within elements adds interest to the composition.
Movement		Movement is how the eye travels through an artwork. Movement can lead the viewer from one aspect to another within the composition.
Rhythm		Rhythm is the regular repetition of elements such as line, shape and forms to create interest and consistency.

One-point perspective: Unit



One-point perspective: Table



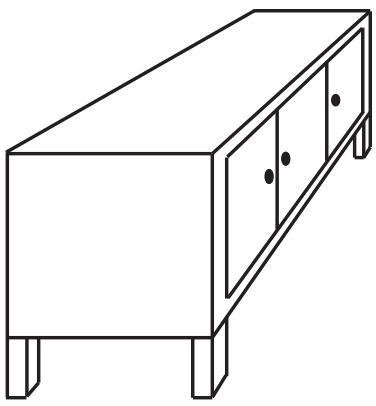
One-point perspective: Furniture #1

Can you draw this furniture without instructions?

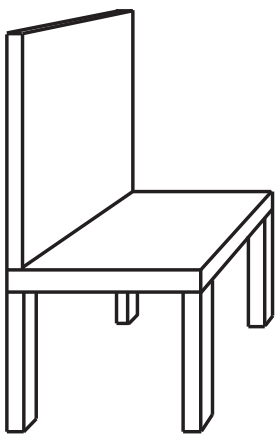
Choose one piece to go on the **left** side of your room, and one to go on the **right**.

Tip: start by drawing a cross from corner to corner to mark your vanishing point, and then draw in the back wall of your room.

Left side

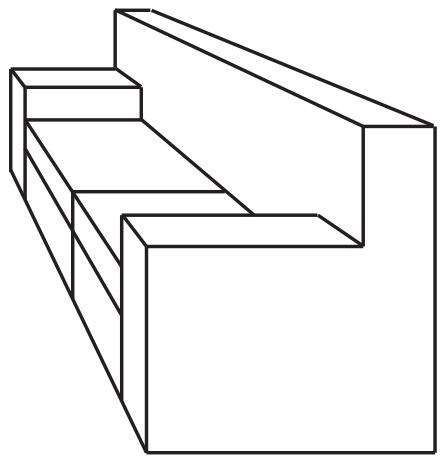


Side unit

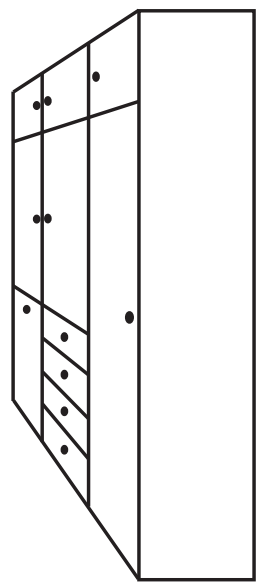


Chair

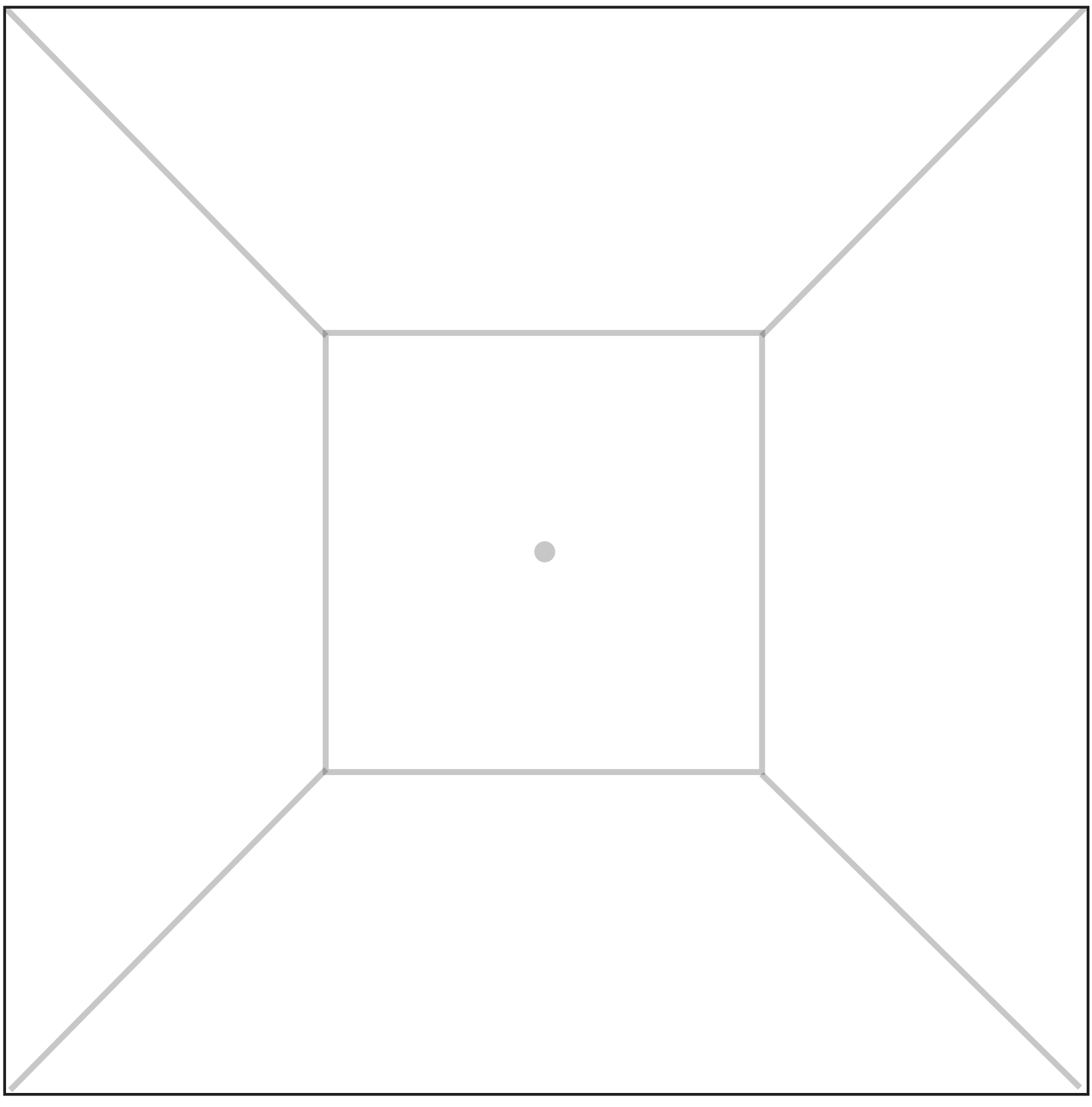
Right side



Sofa

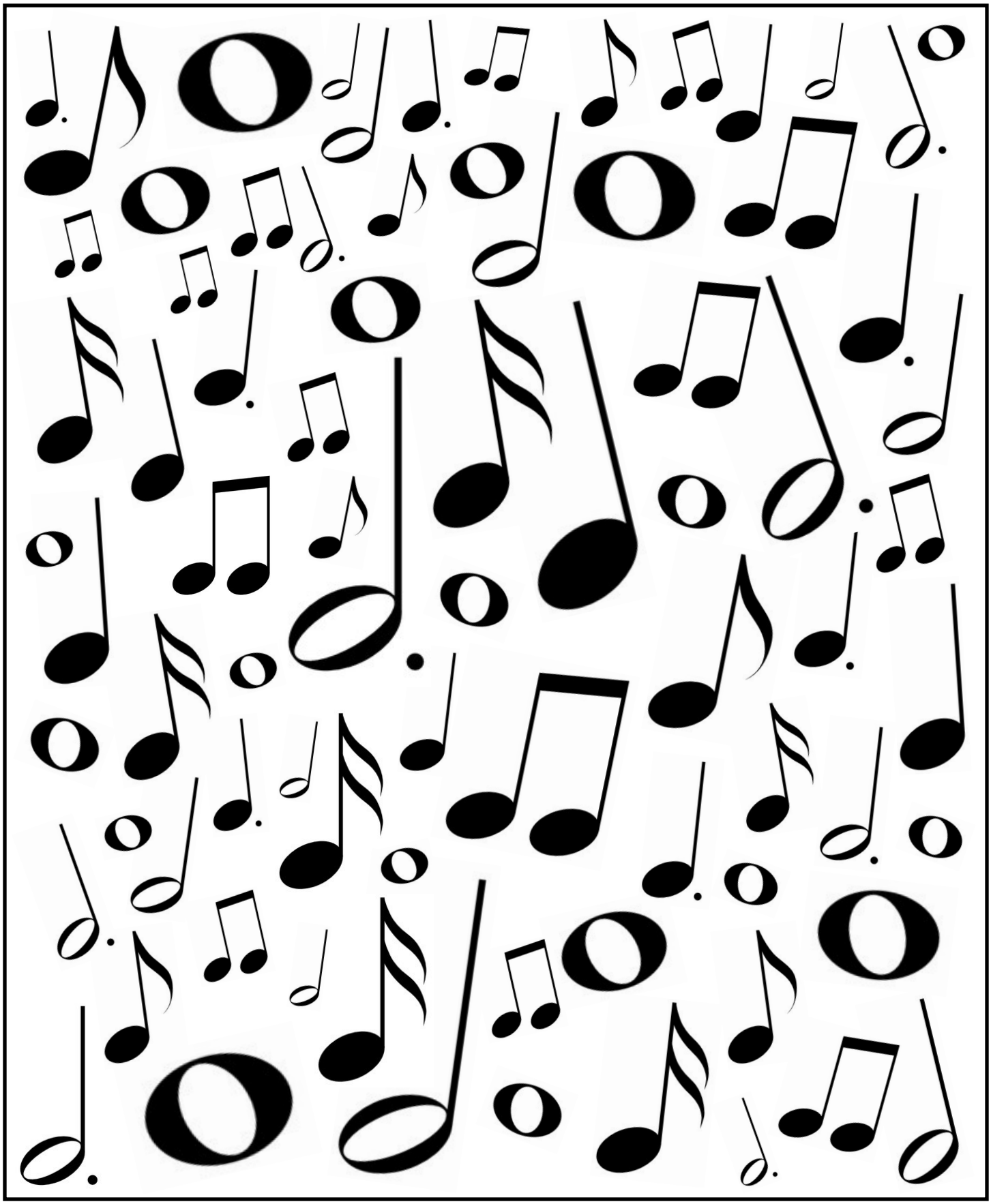


Wardrobe



Music

I SPY: MUSIC NOTES



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I SPY: MUSIC NOTES

Write down the number of each item that you found.

_____ Whole Note

_____ Dotted Half Note

_____ Half Note

_____ Dotted Quarter Note

_____ Quarter Note

_____ Beamed Eighth Notes

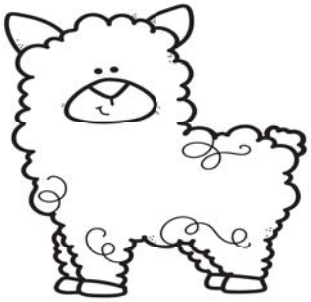
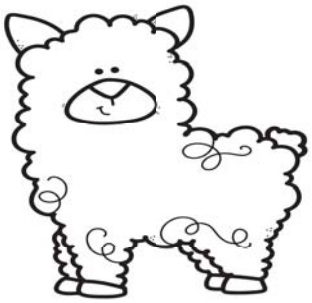
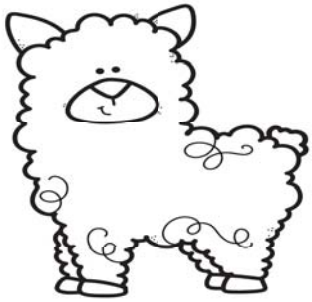
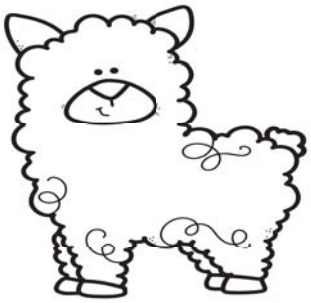
_____ Eighth Note

_____ Sixteenth Note

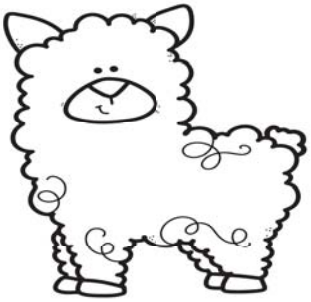
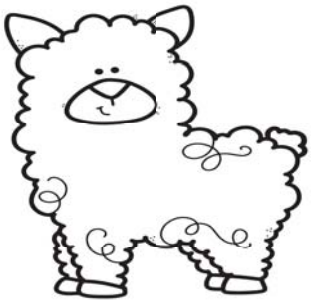
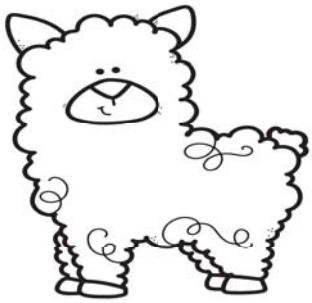
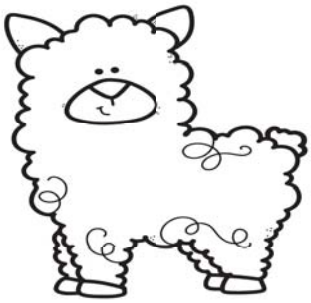
Name_____ Class_____

Llama, llama, what do you see?

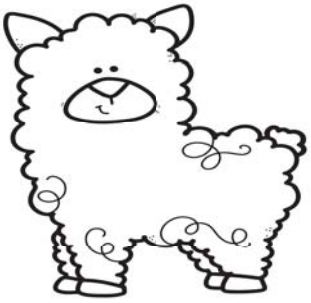
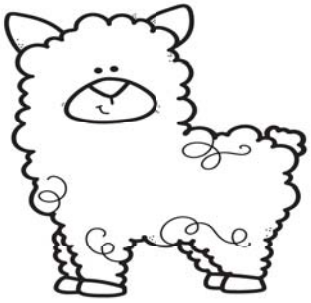
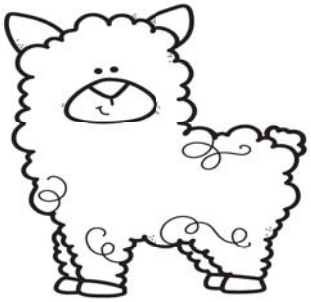
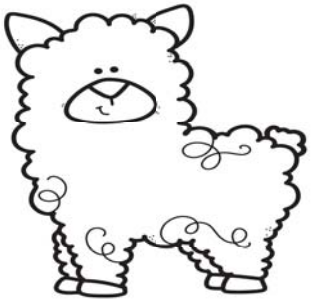
Directions: Read the poem and clap the rhythm of the words. Then write the rhythm for each word on the llamas using quarter notes, eighth notes and quarter rests.. (♩ ♫ 𝄽)

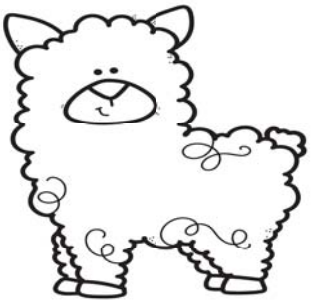
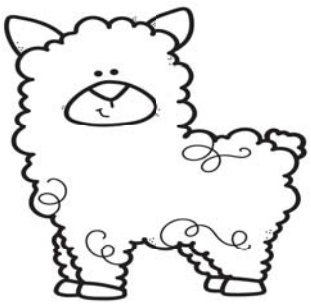
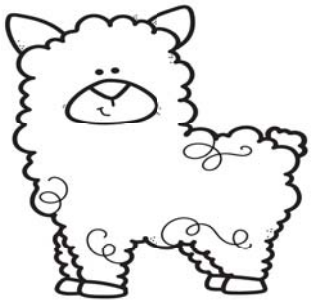
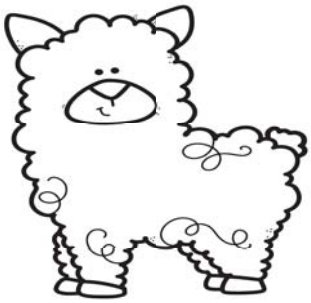
Lla - ma, lla - ma,

What do you see? ____

I see spring - time

look-ing at me! ____

Lyrics by Gael Berberick, ASCAP © 2019
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Meet the ORCHESTRA

Match the names of the musical instruments in the box to the pictures below.

Musical Instruments

- [ ] bagpipes
- [ ] bassoon
- [ ] clarinet
- [ ] double bass
- [ ] drums
- [ ] electric guitar
- [ ] flute
- [ ] guitar
- [ ] harp
- [ ] keyboards
- [ ] oboe
- [ ] piano
- [ ] saxophone
- [ ] tambourine
- [ ] trombone
- [ ] trumpet
- [ ] tuba
- [ ] violin

Meet the ORCHESTRA

Match the names of the musical instruments in the box to the pictures below.

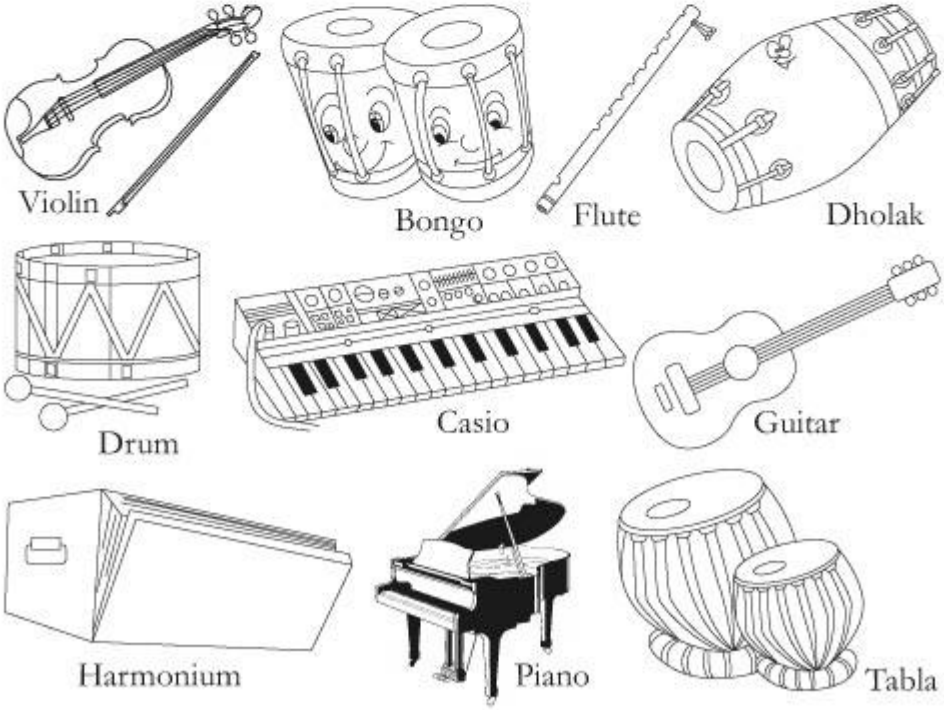
Keys

Musical Instruments

7	bagpipes
9	bassoon
11	clarinet
13	double bass
1	drums
8	electric guitar
2	flute
3	guitar
15	harp
12	keyboards
14	oboe
10	piano
4	saxophone
17	tambourine
16	trombone
5	trumpet
6	tuba
18	violin

Word Search Puzzle **Musical Instruments**

G	I	G	G	V	I	O	L	I	N
R	A	U	E	C	N	E	S	E	R
F	E	I	R	A	O	R	D	D	B
T	R	T	H	S	C	O	E	R	O
I	T	A	I	I	A	P	A	U	N
H	A	R	M	O	N	I	U	M	G
L	B	E	O	P	R	A	D	B	O
P	L	O	C	F	R	N	D	U	T
S	A	T	A	D	H	O	L	A	K
F	L	U	T	E	T	E	R	F	L



Theatre

STORY MAP

Title

Setting

Characters

Problem

Solution

my character

create your own character to write a story about!

1. What is your character's name?

_____

2. What are your character's favorite things?

_____

_____

_____

3. Where is your character from?

_____

4. How does your character act around other people?

_____

_____

5. What does your character like to do?

_____

_____

_____

6. Draw your character!

Name: _____

Date: _____

Comic Strip Story

Title of Story: _____ Author: _____

Created by
http://ilove2teach.blogspot.com

Emotions My name is _____

Draw the faces

I'm happy

I'm sad

I'm sleepy

I'm afraid

I'm angry

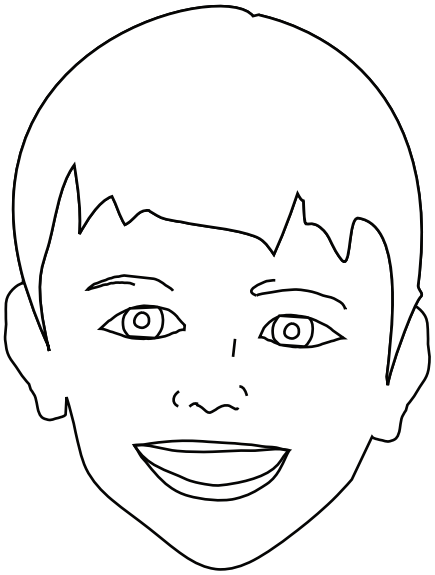
I'm hot

Stage Makeup

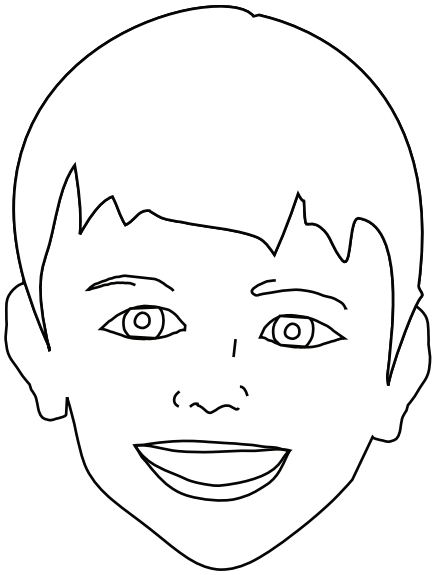
Stage makeup is an important part of any performance. Whether you use it to create a character, or just to make your own features stand out, makeup is what makes you visible to the people all the way into the back row of the audience.

Use the faces below to practice your stage makeup skills! Grab your pens, pencils, or paints and make up each face according to the caption.

A ballerina



An old man



A rock star

A cat

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Fourth Grade

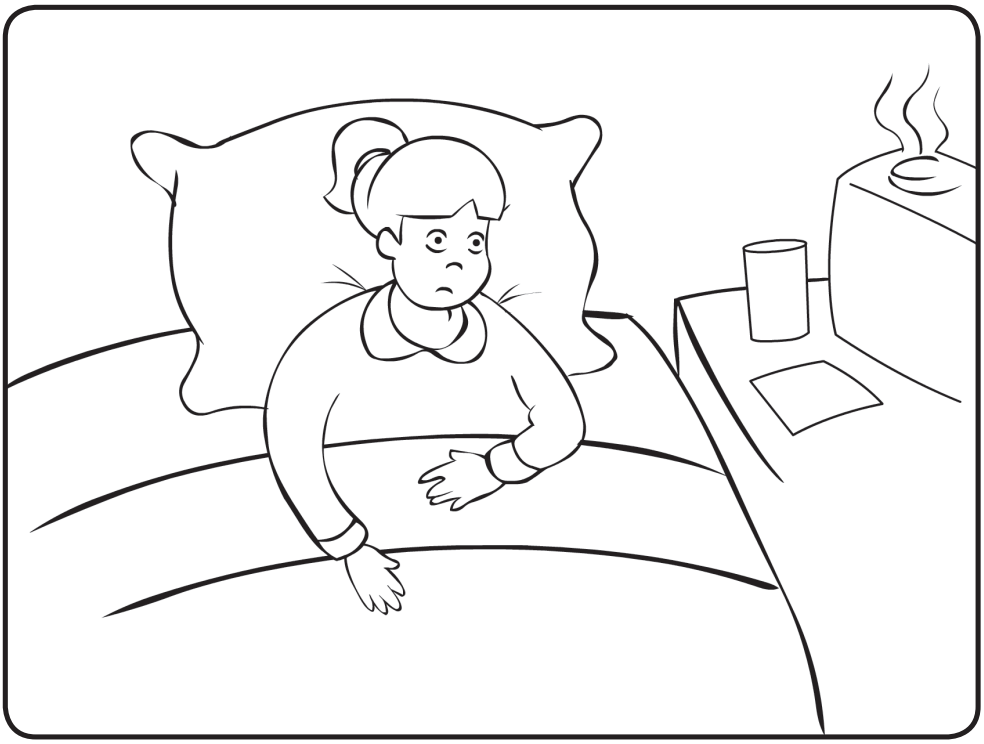
English Language Learners Academic Packet

Week 1

March 30-April 3, 2020

Orange County Public Schools

Name



Sick and Bored

I had been sick for a long time.

I was so sick that I couldn't even get out of bed.

The doctor was hopeful that I'd be better soon.

But for now, I was bored out of my mind.

I watched shows, but they were not very helpful.

Even action shows were boring.

Then my mother got me a cool present—a new puppy.

This puppy was so playful and fun that I was never bored.

Watching his happiness made me happy, too.

Soon, I was over my sickness and back in school.

But I'm still thankful for my playful puppy.

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Imagine Learning

Name

WORD CARDS

Cut out the cards and practice learning the words.

even	I'd
watched	wildly
quietly	water

*** New Word**

Word Cards: even, I'd, watched, wildly, quietly, water

Reading Lessons: Beginning Books

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Imagine Learning

Name

WORD CARDS

Cut out the cards and practice learning the words.

watching	mother
present	even
I'd	catching

*** New Word**

Word Cards: watching, mother, present, even, I'd, catching

Reading Lessons: Beginning Books

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Name

ready to spell

Words to Spell
Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.

s w b r q t l

k m c i u a

-ick	-un
sick	run

Remember, when the letters ***c*** and ***k*** are together, the ***c*** is silent, as in ***sick.***

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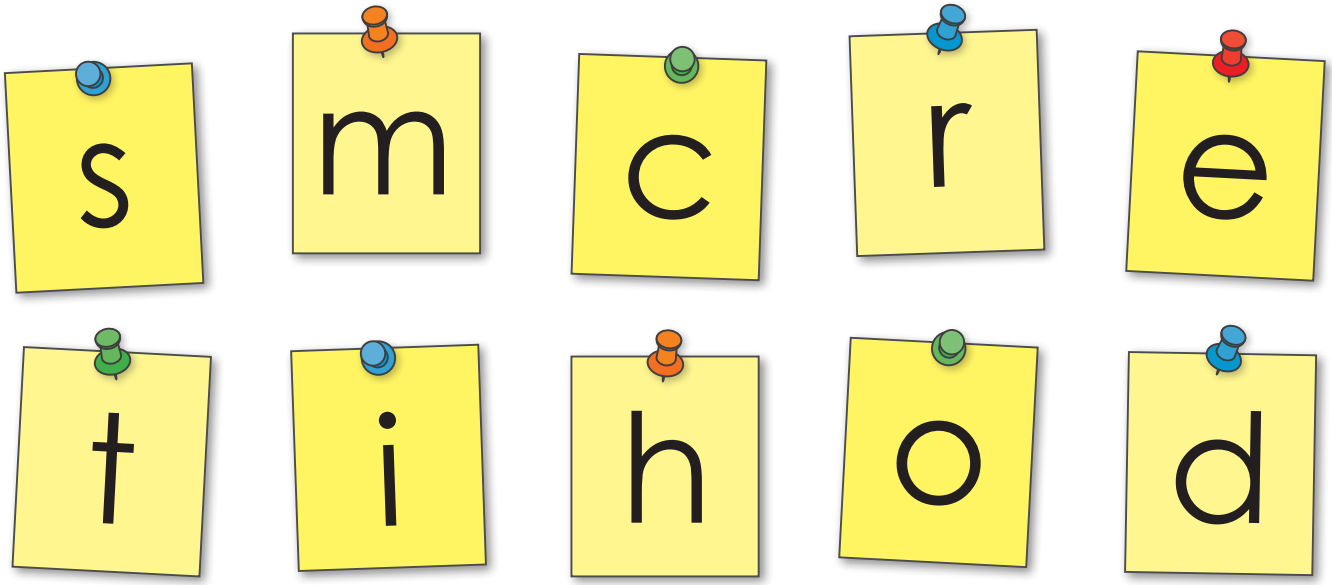
Name

Words to Spell
Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-ore	-irt
score	shirt

Remember, when the letter ***r*** follows a vowel, it changes the sound of the vowel. Say ***cat,*** and then say ***cart.***

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Name

Vote!

The note was by the phone. “Vote!”

Pam saw the note.

“Is this a joke? Can I vote?” said Pam.

“Oh yes. I can vote for the best star.”

“I can vote from home with the phone.”

“At the tone, push a number to vote for the star you like.”

“I will vote for number five. She is so cool.”

“Mom, I saw the note by the phone.”

“I hope number five wins.”

“What? That note was for me,” said Mom.

“I need to vote.”

“Well,” said Pam. “I got to vote, too.”

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Imagine Learning

Name

WORD CARDS

Cut out the cards and practice learning the words.

number	she
push	saw
was	star

*** New Word**

Word Cards: number, she, push, saw, was, star

Reading Lessons: Beginning Books

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Imagine Learning

Name

WORD CARDS

Cut out the cards and practice learning the words.

saw	was
star	clouds
moon	room

*** New Word**

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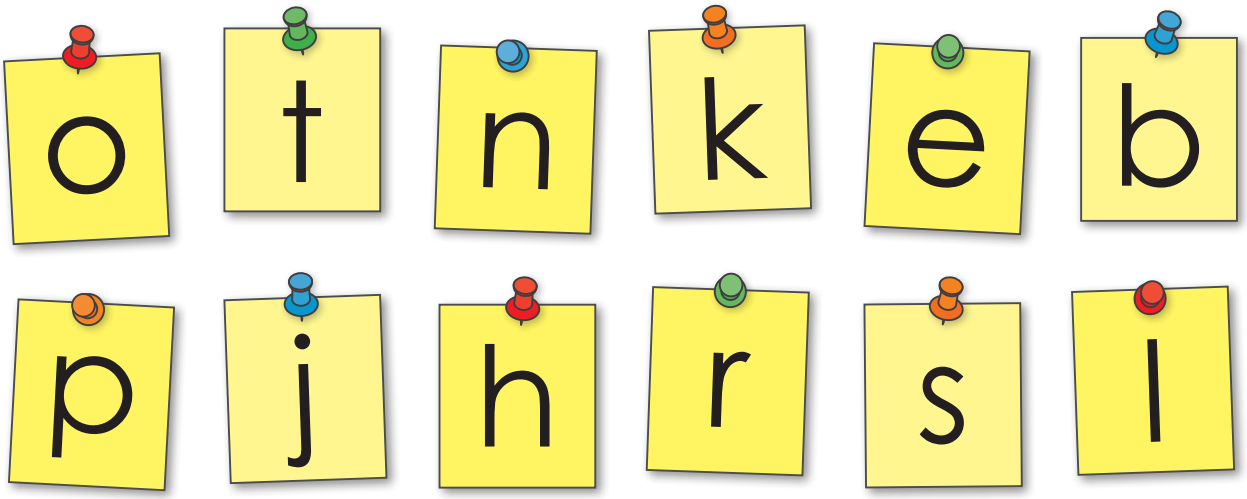
Imagine Learning

Name

Words to Spell
Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-oke	-one
poke	bone

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Name

Words to Sort

Write these words under the correct clue word.

yoke	zone	ride
bone	tide	poke
glide	smoke	stone

phone	joke	slide

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Imagine Learning

Name: _____

A Tugboat Race on the Hudson

Written by Nari Carter
Illustrated by Hollie Hibbert
Lexile®: 300L, 105 words

The people look at the boats.

These boats aren't fancy or fast. They are tugboats. Their job is to push or pull big ships along the narrow river.

The tugboats can also break up the ice on the river.

But today, they are waiting to race.

The tugboat captains are excited. Each hopes his boat will win.

At noon, the horn sounds. The people cheer.

The tugboats race up the Hudson River.

Soon the boat named Ross Sea is leading. It wins first place with a time of 4:44. All of the other boats were slower.

The captain is proud. His boat is the best!

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Name: _____

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At noon, the horn sounds. The people cheer.

The tugboats race up the Hudson River.

Soon the boat named Ross Sea is leading. It wins first place with a time of 4:44. All of the other boats were slower.

The captain is proud. His boat is the best!

Accuracy: # of reading errors: _____ (Indep. = 0–2, Instr. = 3–6, Frust. = 7+)
Speed: To calculate: 6300 ÷ _____ (Reading time in seconds) = _____ WPM

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Name

A Tugboat Race on the Hudson

Comprehension Questions

1. **What are the tugboats waiting to do?**
   a. pull big ships
   b. race each other
   c. break up the ice
   d. take people on a ride

2. **Where does the race take place?**
   a. on a river
   b. on the ocean
   c. on a lake
   d. on the sea

3. **Why was the captain of the Ross Sea proud?**
   a. His boat broke up the most ice.
   b. His boat could push ships through narrow spaces.
   c. His boat was the fastest on the Hudson.
   d. His boat could pull the biggest ships.

4. **Why do the people cheer?**
   a. They want to ride on a tugboat.
   b. They are waiting for their turn to race.
   c. They think the boats are fancy.
   d. They are excited to see the boats race.

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Imagine Learning

Name

word cards

Cut out the cards and practice learning the words.

tugboats	narrow
waiting	captains
river	fancy

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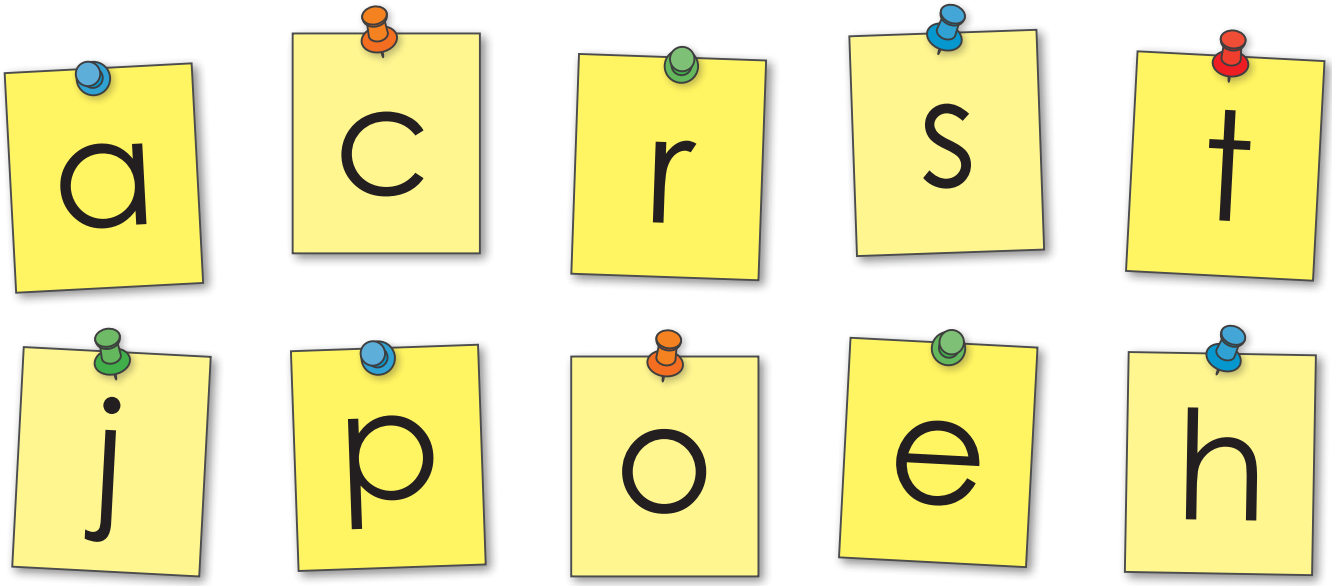
Name

Words to Spell
Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-ar	-art
jar	cart

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Name

raw cart star

part jar paw

bar claw start

car	dart	draw

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Name

more white chart

bite smart tore

tart kite snore

write	score	dart

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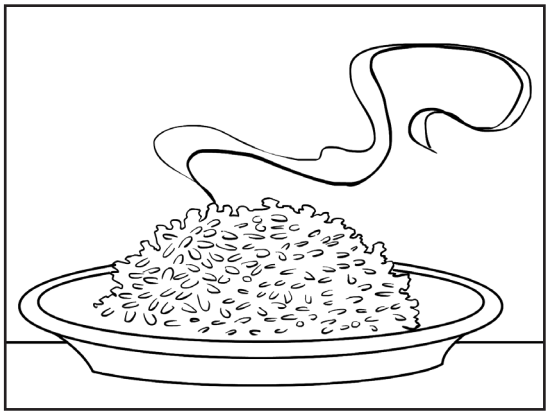
Name: _____



Making Sushi

Written by Sherry Carr
Illustrated by Jim Madsen
Lexile®: 440L, 80 words

Making sushi is easy! First, cook some rice.

When it is done, put it on a plate to cool.

Then lay a long bamboo mat on the table.

Put a sheet of seaweed down on the mat. Brush the seaweed with oil.

Cover the seaweed with rice.

Add fish, crabmeat, peppers, or anything you like.

Roll it up. Then, press it tightly.

Now, cut the roll into many small bites.

It's ready to eat, so grab some chopsticks and enjoy!

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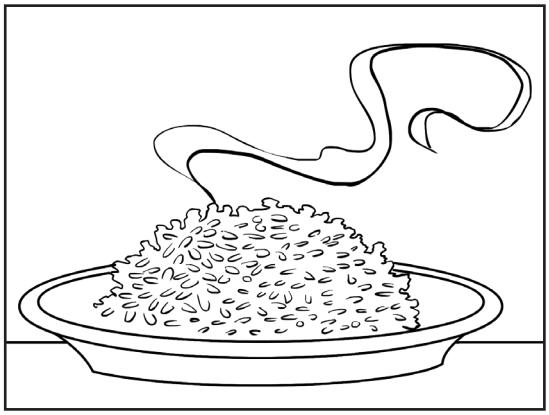

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Accuracy: # of reading errors: _____ (Indep. = 0–2, Instr. = 3–5, Frust. = 6+)
Speed: To calculate: 4800 ÷ _____ (Reading time in seconds) = _____ WPM

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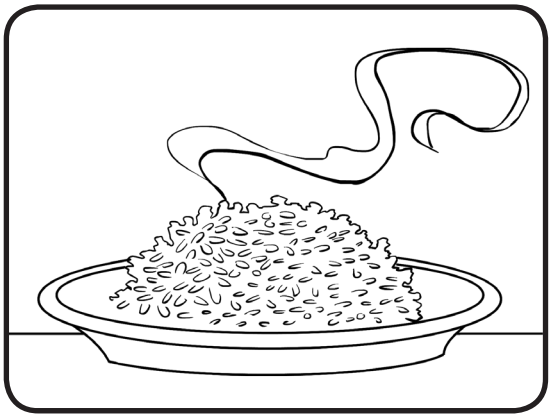
Name _____



Making Sushi

Comprehension Questions

1. **What is the first step for making sushi?**
   a. roll up the sushi
   b. cook the rice
   c. brush the seaweed with oil
   d. cut the peppers and crabmeat

2. **What do you put on the bamboo mat first?**
   a. seaweed
   b. crabmeat
   c. peppers
   d. rice

3. **To make fresh sushi, it would be good to live _____.**
   a. in the desert
   b. on a mountain
   c. near the sea
   d. on a farm

4. **The author of the story is trying to teach you _____.**
   a. how to use chopsticks
   b. how to make a bamboo mat
   c. how to cook rice
   d. how to make sushi

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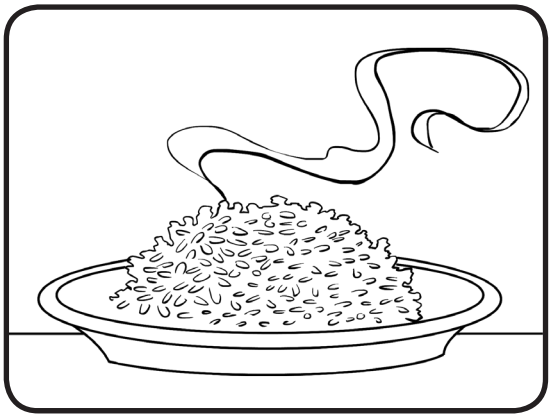
Name



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   d. how to make sushi

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Name

word cards

Cut out the cards and practice learning the words.

seaweed	crabmeat
chopsticks	sushi
tightly	enjoy

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Name

ready to spell

Words to Spell
Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.

p i m c e r

f w l d k

-ice	-ife	-id
mice	wife	kid

Remember, when **c** is followed by **e**, together they make the **s** sound.

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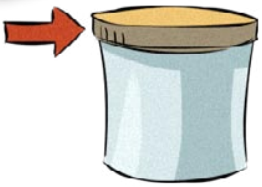
Words to Sort

Write these words under the correct clue word.

life	nice	did
rife	kid	rice
skid	strife	twice

		
lid	mice	wife

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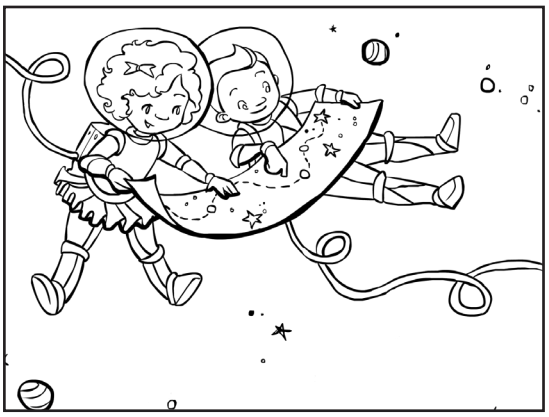

What Happened to Pluto?

Written by Nari Carter
Illustrated by Hollie Hibbert
Lexile®: 440L, 96 words

Earth is a planet. Mars is a planet.

Pluto **was** a planet. Now it is not.

Pluto was the farthest and smallest planet in our solar system.

Then, scientists said it wasn't a planet. So, what's up with that?

It's not that Pluto dropped out of space. Pluto is still out there.

Scientists just changed their ideas about what a planet is. Now, Pluto is called a dwarf planet.

Dwarf planets are too small to be planets.

Scientists believe there are other dwarf planets in our solar system.

Maybe you will find the next dwarf planet.

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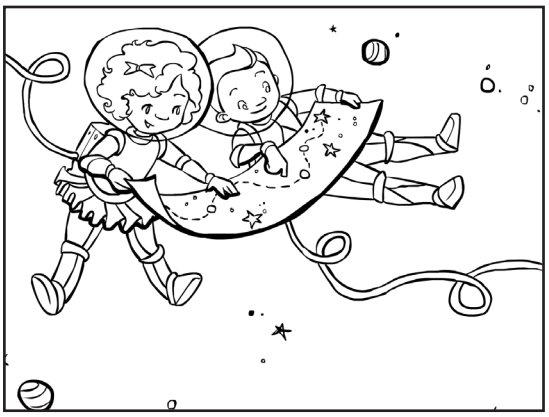
Imagine Learning

Name: _____



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Accuracy: # of reading errors: _____ (Indep. = 0–2, Instr. = 3–5, Frust. = 6+)
Speed: To calculate: 5760 ÷ _____ (Reading time in seconds) = _____ WPM

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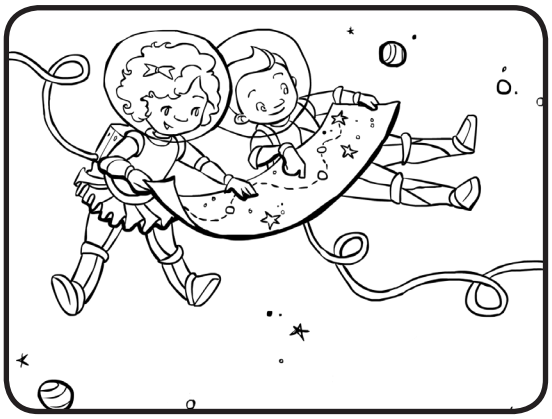
Name



What Happened to Pluto?

Comprehension Questions

1. **What is Pluto called now?**
   a. a dwarf planet
   b. a solar system
   c. a space dwarf
   d. a solar dwarf

2. **Dwarf Planets are _____ than other planets.**
   a. bigger
   b. hotter
   c. smaller
   d. colder

3. **What do we learn about scientists from this passage?**
   a. They go into space.
   b. They change their ideas.
   c. They think there is only one dwarf planet.
   d. They think Pluto is a planet.

4. **What is the main idea of this passage?**
   a. Pluto is too small to be a planet.
   b. Pluto is far away.
   c. Dwarf planets drop out of space every year.
   d. All dwarf planets are called Pluto.

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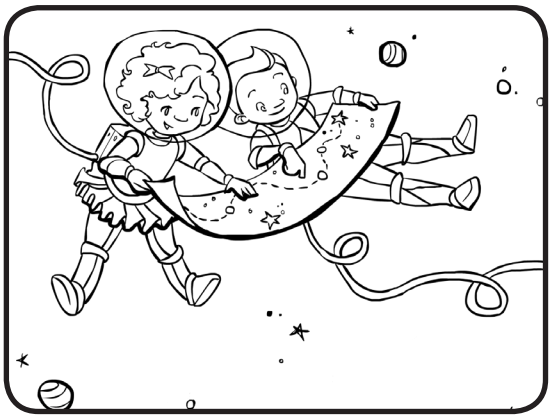

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Name

word cards

Cut out the cards and practice learning the words.

planet	farthest
system	smallest
solar	scientists

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Name

Good Luck

There was a lock on the truck.

So the crook used a rock to get in.

Then he took a sack out of it.

He shook the sack. Yes! Money.

Then he looked back to see if anyone saw him.

Good luck. He was safe.

Just then, a big hook came down from the sky.

The hook got the crook and took him back to the truck.

He was stuck. He couldn't get away from the hook.

Soon they came and took the crook to jail.

And where did the hook come from?

Up here. We saw it all.

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Name

WORD CARDS

Cut out the cards and practice learning the words.

money	used
looked	anyone
out	him

* New Word

Word Cards: money, used, looked, anyone, out, him

Reading Lessons: Beginning Books

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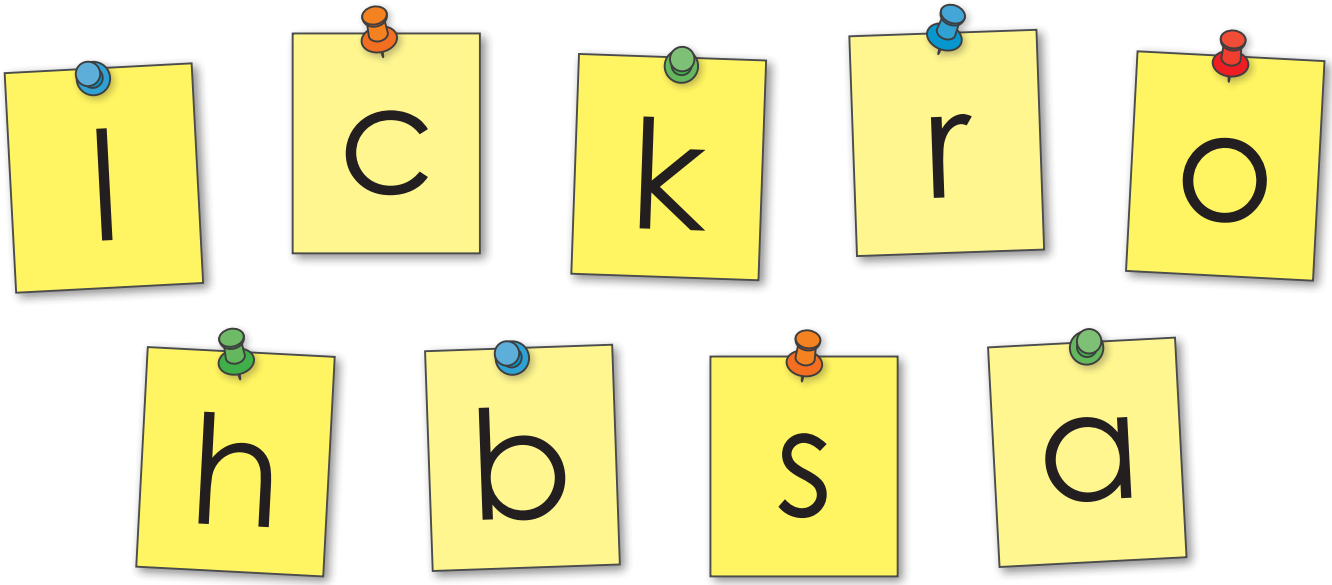
Name

Words to Spell
Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-ock	-ack
rock	sack

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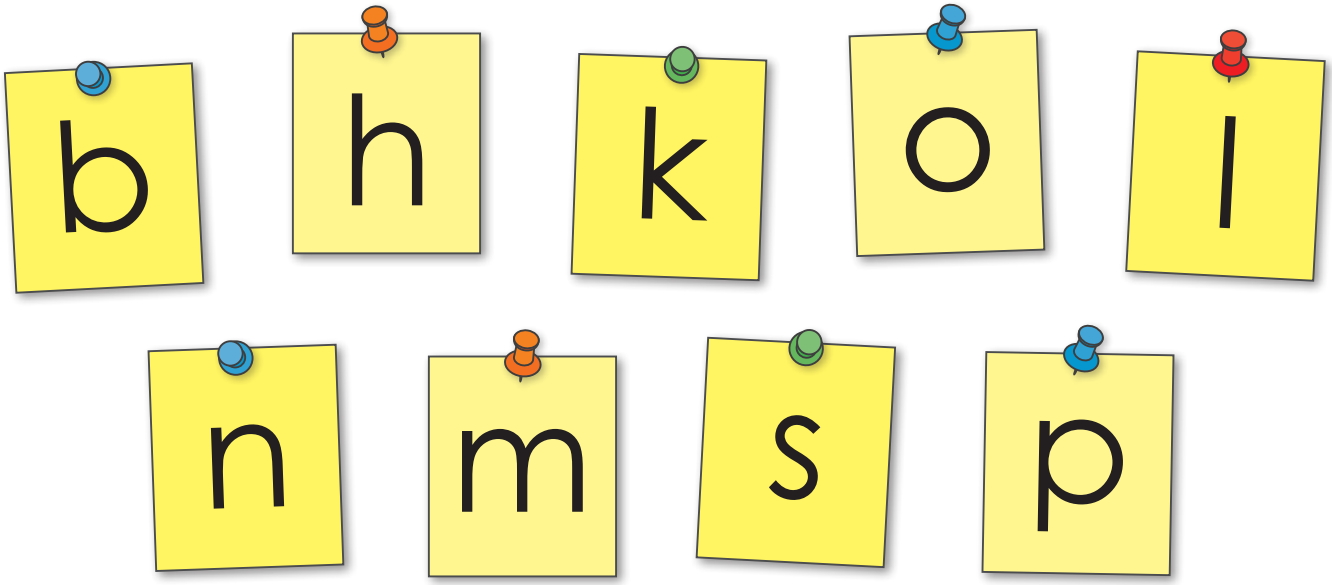

-ook	-oon
book	moon

Remember, when two ***o***'s are together, they can sound like ***oo*** as in ***moon,*** or ***oo*** as in ***look.***

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Words to Sort

Write these words under the correct clue word.

hay	book	rock
look	shock	may
flock	tray	crook

clock	hook	gray

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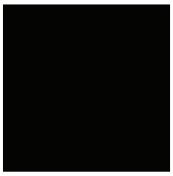
Name

Words to Sort

Write these words under the correct clue word.

duck	jack	struck
buck	jail	rack
snail	fail	smack

		
black	truck	mail

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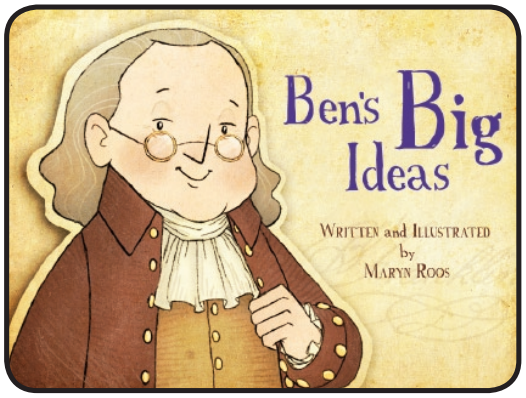

Ben's Big Ideas

Lesson 102

Paired with *The Can Dance—Advanced*

Written and illustrated by Maryn Roos

Lexile®: 790L, 486 words

Benjamin Franklin is one of the most important people in the history of the United States of America. Born in 1706 in colonial America, Franklin spent his life making his community and his country a better and safer place. Many of the ideas he put into practice are still used today.

When he was 21 and living in Philadelphia, Franklin started a group called Junto. The purpose of the group was to make improvements to the city. One of the first things Junto created was a lending library. They called it the Library Company of Philadelphia. Members of the group gathered all the books they owned to put in the library.

Then they sold memberships to the library to others. Out of that money, they bought more books. Members of the library could borrow the books and take them home. This was a new and exciting idea. Today, you can find a public library in almost every city, big or small, across the country.

Franklin owned a newspaper and often used it to get people excited about an idea. For example, he published articles and letters about fire safety. At that time, fireplaces provided buildings with heat, and candles and lanterns provided light at night. Fires were common because many colonial buildings were made of wood. When a fire started, it spread rapidly.

Once Franklin had everyone concerned about better fire protection, he created the first volunteer fire department, called The Union Fire Company. The idea caught on quickly, and soon there were more volunteers than could be in a single company. So, he organized lots of them. Philadelphia became famous for its fire safety, which was the best in the world.

In 1737, Franklin was appointed as the Philadelphia postmaster. He was in charge of all the mail delivery. He quickly figured out ways to improve mail delivery. He invented a machine called an odometer. He attached the odometer to a carriage and could then calculate the fastest way to get from one place to another. Franklin's post office became so efficient that people

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Name: _____

got their mail in half the time. It became the model for the modern United States Postal Service.

When Franklin was alive, people often got very sick. But there were no hospitals to help them. Luckily, he still had more ideas! Franklin and his friend Dr. Thomas Bond saw the need for a public hospital. First, Franklin got permission from the government to build the hospital. Next, he helped raise money to build it. Finally, in 1751 the first hospital in the American colonies was built.

Benjamin Franklin never stopped thinking of ways to make life better. He was an author, a printer, a publisher, a musician, an inventor, a scientist, a statesman, and a diplomat. He believed everyone had the responsibility to be a good citizen and that by working together for the common good, great things could be accomplished.

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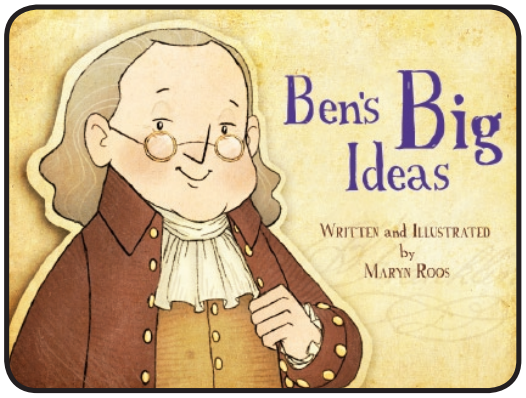

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ACCURACY: # of reading errors: _____ (Indep. = 0–10, Instr. = 11–24, Frust. = 25+)
SPEED: To calculate: 29160 ÷ _____ (Reading time in seconds) = _____WPM

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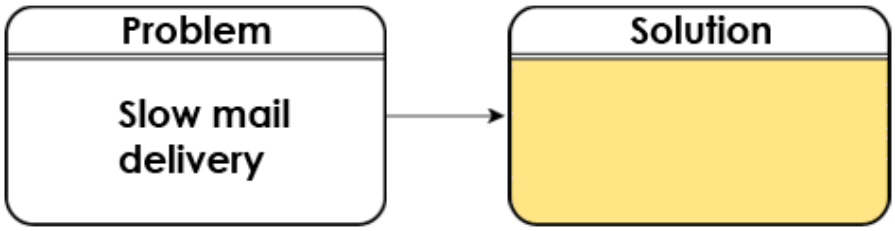
Name: _____

Ben's Big Ideas

Lesson 102

Paired with *The Can Dance—Advanced*

Discover Story Vocabulary	colonial, community, good citizen
Glossary Words	community, permission, good citizen, improvements, calculate

Question Type	Question
Main Idea	The main idea of this article is that Ben Franklin _____. a. tried to make life better for other people. b. invented an odometer to speed up mail delivery. c. taught people how to avoid fires.
Intertextual	The girl in "The Can Dance" and Ben Franklin both _____. a. helped others b. invented new machines c. sang on TV
Problem	 Which of the following goes in the empty box? a. Ben had the firefighters deliver mail when they were not fighting fires. b. Ben invented an odometer that helped him figure out the fastest mail routes. c. Ben put the post office in the library and everyone picked up their own mail.

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Name: _____

Ben's Big Ideas

Lesson 102

Paired with *The Can Dance—Advanced*

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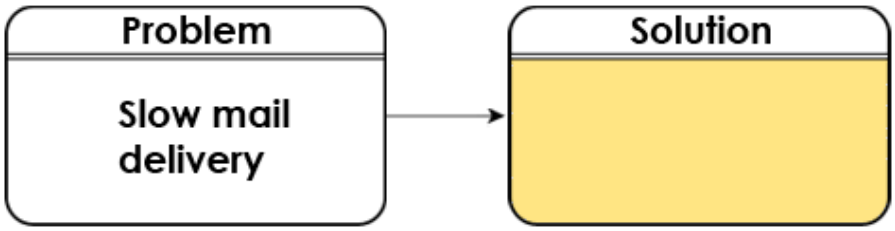
Problem	 Which of the following goes in the empty box? a. Ben had the firefighters deliver mail when they were not fighting fires. b. **Ben invented an odometer that helped him figure out the fastest mail routes.** c. Ben put the post office in the library and everyone picked up their own mail.

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Response Journal

Think about the article ***Ben's Big Ideas***.

Benjamin Franklin cared about his community. Write one way you could help your school or community. Include how, when, and where you would carry out your idea. Who would be helped by your idea?

OR

Benjamin Franklin is an important person in history. Write about an important person you know about. Why is this person important? Include details and examples to make your writing more interesting.

_____

_____

_____

_____

_____

_____

_____

_____

WORDS YOU MIGHT USE

organize	volunteer	improve
include	inspire	inform
invite	create	effort
cause	affect	qualities

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Name: _____

Board Sports

Lesson 103

Paired with *Inventions—Advanced*

Written by Sharlene Petersen
Illustrated by Nate Baertsch

Lexile®: 820L, 218 words

Hundreds of years ago, the people of Hawaii created a special board that they used to ride ocean waves.

A rider would begin by lying on the board and paddling toward the waves. He would hold on to the board and dive under most of them.

But when the right wave came, he would stand on the board and ride it to shore. The Hawaiian people had invented the sport of surfing!

Surfers slice through water, hang ten, and get tubed in the waves.

In the 1900's, kids invented a land style of surfing. They attached roller skate wheels to the bottom of wood boards and then stood on the board and skated. This sport later became known as skateboarding.

Skateboarders slide on rails, drop down stairs, and ollie (or jump) over things.

In the 1960's, a man was sledding with his daughter when he thought of a way to surf on snow. He bolted two skis together and attached a rope to the front.

Over many years, different people improved on this design. For example, one person added bindings to the board to attach the rider's feet. This sport is now called snowboarding.

Snowboarders perform many tricks. They jump, flip, and carve through snow.

Surfing, skateboarding, and snowboarding are some of the extreme sports invented over time.

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Board Sports

Lesson 103

Paired with *Inventions—Advanced*

Written by Sharlene Petersen
Illustrated by Nate Baertsch

Lexile®: 820L, 218 words

Hundreds of years ago, the people of Hawaii created a special board that they used to ride ocean waves.

A rider would begin by lying on the board and paddling toward the waves. He would hold on to the board and dive under most of them.

But when the right wave came, he would stand on the board and ride it to shore. The Hawaiian people had invented the sport of surfing!

Surfers slice through water, hang ten, and get tubed in the waves.

In the 1900's, kids invented a land style of surfing. They attached roller skate wheels to the bottom of wood boards and then stood on the board and skated. This sport later became known as skateboarding.

Skateboarders slide on rails, drop down stairs, and ollie (or jump) over things.

In the 1960's, a man was sledding with his daughter when he thought of a way to surf on snow. He bolted two skis together and attached a rope to the front.

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Snowboarders perform many tricks. They jump, flip, and carve through snow.

Surfing, skateboarding, and snowboarding are some of the extreme sports invented over time.

ACCURACY: # of reading errors: _____ (Indep. = 0–4, Instr. = 5–11, Frust. = 12+)
SPEED: To calculate: 13080 ÷ _____ (Reading time in seconds) = _____WPM

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Board Sports

Lesson 103
Paired with *Inventions—Advanced*

Discover Story Vocabulary	invent
Glossary Words	invented, hang ten, rails, extreme

Question Type	Question
Synonym	Read this sentence from the article: "In the 1900s, kids invented a land style of surfing." What is a synonym for "style"? a. invention b. sport c. type
Effect	What was the effect of adding bindings to a snowboard? a. The skis were bolted together and wouldn't separate. b. The rope was attached to the front. c. The riders' feet were attached to the board.
Inferential	People who like board sports usually like _____. a. excitement b. quiet c. team sports

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Name: _____

Board Sports

Lesson 103
Paired with *Inventions—Advanced*

Discover Story Vocabulary	invent
Glossary Words	invented, hang ten, rails, extreme

Question Type	Question
Synonym	Read this sentence from the article: "In the 1900s, kids invented a land style of surfing." What is a synonym for "style"? a. invention b. sport c. **type**
Effect	What was the effect of adding bindings to a snowboard? a. The skis were bolted together and wouldn't separate. b. The rope was attached to the front. c. **The riders' feet were attached to the board.**
Inferential	People who like board sports usually like _____. a. **excitement** b. quiet c. team sports

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Compare and Contrast Board Sports

✱ **Directions:** Fill in the empty boxes, and then write a summary of the article.

Type of sport:	Surfing	Skateboarding	Snowboarding
Similarities:	* Uses a board * You ride it		
Differences:	* Ride it on ocean waves * Slice, hang ten		

My summary of the article

_____

_____

_____

Name: _____

Graphic Organizer: Board Sports—advanced
Reading Lessons: Leveled Books

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