



Compton USD Learning Packet #4

Fourth Grade

Name _____

4th Grade Learning Packet

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	Complete Lesson 9.3: Equivalent Fractions & Decimals	
	Social Studies: Read "How did the discovery of gold affect California? Answer questions 1 and 2 on a separate sheet of paper.	
2	Vocabulary Read "My Big Brother Johnny Kaw" and answer the comprehension questions.	
	Complete Lesson 9.7: Compare Decimals	
	Social Studies: Read "California's Population Booms" and answer question #3. Use the space at the back if needed.	
3	Genre/Literary Element, Vocabulary Strategy: Homographs Open Syllables/Irregular Plurals	
	Complete the lesson: Adding Fractions	
	Social Studies: Read "Life as a Forty-Niner" and answer question #4. Use the space at the back if needed.	
4	Grammar: Subject and Object Pronouns, Reflexive Pronouns Grammar: Subject and Object Pronouns, Proofread	
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	Complete Lesson 7.3: Add Fractions Using Models	
	Social Studies: Read "The California Gold Rush".	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

- An **adjective** is a word that describes a noun or a pronoun.
- An adjective usually comes before the noun or pronoun it describes. It also may follow a linking verb.
- Adjectives are usually placed in order of *opinion*, *size*, *age*, and then *color*.

Read each sentence and find the adjective or adjectives. Write all of the adjectives in the sentence on the line provided.

1. The garden has red roses. _____
2. Our playful friends play many games. _____
3. The waves looked dangerous. _____
4. Have you seen my little dog? _____
5. The big red truck drove down the busy road. _____
6. This dinner smells delicious. _____
7. The book was long but interesting. _____
8. Where is the golden key that opens the locked door? _____
9. Do not leave the curious baby alone. _____
10. We cooked the tasty breakfast on a hot skillet. _____

Name _____

- An **adjective** is a word that describes a noun or a pronoun. It can be formed from a noun.
- A **proper adjective** is formed from a proper noun. It begins with a capital letter.
- Proper adjectives may describe languages, races, or nationalities.
- Brand names are often proper adjectives.

**Circle the proper adjective that is incorrectly written in each sentence.
Write the proper adjective correctly on the line.**

1. I ordered french fries with my hamburger. _____
2. She visited jefferson Library yesterday. _____
3. There is nothing like the warm feel of florida sunshine. _____
4. It is an italian custom that has been in my family for years.

5. The chinese exchange student spoke English well. _____
6. Her mother and father are both hispanic. _____
7. My favorite brand of socks is red Hot Socks. _____
8. There are many african countries in need of aid. _____
9. I won't miss the chill of minnesota winters. _____
10. The four Peaks Water Company made a huge profit last year.

Name _____

- Use **quotation marks** at the beginning and end of a direct quotation.
- Use a comma before the opening quotation mark if a sentence begins before the quote. Use a comma before the ending quotation mark if a sentence continues after the quote.
- Use quotation marks before and after the titles of short works.

Write each sentence correctly by adding commas and quotation marks where they belong.

1. My teacher just read us a short story called My Pet Gorilla.

2. My friend said, I can walk home with you after school.

3. "She is a good pet rabbit" my dad said about Lila.

4. My favorite short story is Under the Blue Sky.

5. He asked Can I go with you to the supermarket?

6. We loved your play, my grandmother said proudly.

7. Mr. Peters asked my mom How are you?

8. "It is time for dinner" I said to everyone.

Name _____

- An **adjective** is a word that describes a noun or a pronoun. It can be formed from a noun.
- A **proper adjective** is formed from a proper noun. It begins with a capital letter.
- Use **quotation marks** at the beginning and end of a direct quotation and before and after the titles of short works.

Rewrite the paragraphs below, correcting mistakes in adjectives and quotations.

1. Next week, I will go to my first spanish class. It will be at the riverwood Center in town. My mom said I'm so proud of you for learning a new language. I am worried though, since there are still many english words that I don't understand!

2. I love the japanese bookstore that just opened in the mall. It is Small, but it has interesting books. I bought a book of short stories there. My favorite story in the book is The Warrior. "That is my favorite one, too" said the manager of the bookstore.

Name _____

Equivalent Fractions and Decimals



COMMON CORE STANDARD—4.NF.5
Understand decimal notation for fractions,
and compare decimal fractions.

Write the number as hundredths in fraction form and decimal form.

1. $\frac{5}{10}$

$$\frac{5}{10} = \frac{5 \times 10}{10 \times 10} = \frac{50}{100}$$

Think: 5 tenths is the same as 5 tenths and 0 hundredths. Write 0.50.

$$\frac{50}{100}; 0.50$$

2. $\frac{9}{10}$

3. 0.2

4. 0.8

Write the number as tenths in fraction form and decimal form.

5. $\frac{40}{100}$

6. $\frac{10}{100}$

7. 0.60

Problem Solving



8. Billy walks $\frac{6}{10}$ mile to school each day. Write $\frac{6}{10}$ as hundredths in fraction form and in decimal form.

9. Four states have names that begin with the letter A. This represents 0.08 of all the states. Write 0.08 as a fraction.


Lesson Check (4.NF.5)

1. The fourth-grade students at Harvest School make up 0.3 of all students at the school. What fraction is equivalent to 0.3?
2. Kyle and his brother have a marble set. Of the marbles, 12 are blue. This represents $\frac{50}{100}$ of all the marbles. What decimal is equivalent to $\frac{50}{100}$?

Spiral Review (4.OA.5, 4.NF.1, 4.NF.4c, 4.NF.6)

3. Jesse won his race by $3\frac{45}{100}$ seconds. What is this number written as a decimal?
4. Marge cut 16 pieces of tape for mounting pictures on poster board. Each piece of tape was $\frac{3}{8}$ inch long. How much tape did Marge use?
5. Of Katie's pattern blocks, $\frac{9}{12}$ are triangles. What is $\frac{9}{12}$ in simplest form?
6. A number pattern has 75 as its first term. The rule for the pattern is *subtract 6*. What is the sixth term?

Name: _____

 **H-SS 4.3.3** Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

How did the discovery of gold affect California?

SET THE SCENE What event do you think changed the history of California forever? One day in 1848, a man found a few small pieces of gold in a river near present-day Sacramento. Soon many Americans were rushing west. Would you have joined them in their search for gold?

Preview the Lesson Vocabulary

entrepreneur (*n.*) a person who starts a new business with the hope of making money

boomtown (*n.*) a town that grows rapidly as a result of new business

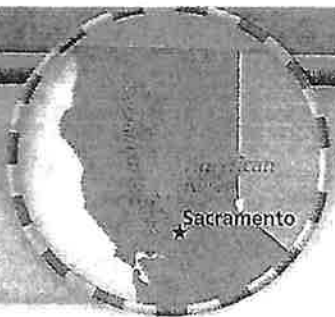
Vocabulary Activity *Boom* means "sudden rapid growth." How does knowing the meaning of the word *boom* help you understand *boomtown*? Explain your answer.

People

James Marshall
Sam Brannan
Levi Strauss
Mariano Guadalupe Vallejo

Reading: Cause and Effect

Sometimes a cause can have more than one effect. An effect can also have more than one cause. Look for cause-and-effect relationships as you read the lesson. Circle sentences that describe different effects of the California Gold Rush.



The Discovery of Gold



The story of gold in California started with a very small discovery. In January 1848, James Marshall was building a new sawmill for John Sutter. The mill was located in Coloma, next to the American River. It would provide lumber for Sutter's Fort in present-day Sacramento, about fifty miles away. One day, Marshall found some shiny rocks the size of peas in the river. He had them tested. The rocks had gold in them.

"Gold Fever" Spreads

People reacted differently to Marshall's discovery. Sutter wanted to keep the gold a secret because he did not want people rushing to the area. However, Sam Brannan had a different plan. Brannan was an **entrepreneur**, or a person who starts a new business with the hope of making money. When Brannan heard about the gold, he bought a lot of mining tools to sell. In order to create excitement and sell his tools, he ran through the streets of San Francisco yelling and carrying a bottle of gold dust. Many people thought they could find their own gold too. Brannan made sure they bought their gold-mining tools from him.



Gold was found in 1848 near the site of Sutter's Mill.

1.  Cause and Effect **What part did John Sutter have in the discovery of gold in California?**
2.  Cause and Effect **Why did Sam Brannan run through the streets of San Francisco with a bottle of gold dust?**

Name _____

accompanies

campaign

governor

intend

opponent

overwhelming

tolerate

weary

A. Read each clue. Then write the vocabulary word that best fits the clue.

1. put up with or endure _____
2. very tired _____
3. have a purpose _____
4. overpowering _____
5. goes along with _____
6. head of a state _____
7. plans for a particular result _____
8. person that is against another _____



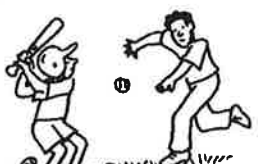



B. Read the sentences below. Then edit them by crossing out the words that can be substituted with a vocabulary word. Write that word on the line.

9. Her race to win the election was run very well, and she ended up winning by a large margin.

10. My neighbor has a loyal dog that goes with him every time he leaves the house.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
accompanies	An assistant always <u>accompanies</u> the prince.	
intend	I intend to vote, even if I have to wait in line.	
opponent	My <u>opponent</u> threw the ball very quickly.	
overwhelming	Her fear of falling was <u>overwhelming</u> .	
tolerate	I will not <u>tolerate</u> students being mean to one another.	
weary	I was <u>weary</u> after my operation, so my friends came to visit.	

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Unit 5 Week 2

SOURCE TITLE: My Big Brother, Johnny Kaw

CCSS Shared Read Genre • Tall Tale

My Big Brother, Johnny Kaw

Essential Question
What are some reasons people moved west?
Read about the Kaw family's journey to settle in Kansas.

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1. Claim 1, Target 3: Word Meanings, Standard: L.4.5c

Read this passage from the text.

Mama was plunging our clothes in the water to clean them.

What does the word plunging most likely mean? Choose TWO answers.

- (A) dunking
- (B) folding
- (C) sorting
- (D) dipping

2. Claim 1, Target 1: Key Details, Standard: RL.4.5

What inference can be made about why the Kaw family decided to leave the city?

- (A) The city was too crowded and there were more wide open spaces in the west.
- (B) Johnny's feet were growing too fast.
- (C) They decided to move while she was still little.
- (D) They were tired of their pet tadpole.



I was just a tadpole of a girl when my family decided to leave the crowded city life behind. My daddy said, "There are territories out west with wide open spaces. The Kaw family needs room to grow!"

He was mostly talking about my big brother. At fifteen, Johnny had grown so tall that when he stretched out in bed at night his head hung out the front door and his feet hung out the back door all the way into the chicken coop where the hens laid eggs between his toes.

Mama loaded up the wagon with our belongings, and Daddy hitched up the oxen. We began to head west, but it wasn't long until Johnny hollered for everybody to stop.

"We'll never get there with these slowpokes pulling us!" Johnny scoffed. He unhitched the team and put one ox on each shoulder.

"Mind you don't let them topple off!" Daddy hollered.

"Yes, sir!" Johnny said. "Tadpole can keep an eye on 'em!" He picked me up and set me on top of his head where I had to hang on to handfuls of Johnny's red hair to keep from falling off. Then Johnny grabbed hold of the hitch and began pulling the wagon.

3. Claim 1, Target 4: Reasoning and Evidence, Standard: RL.4.1 The following question has **two** parts. First, answer part A. Then, answer part B.

Part A

What conclusion can be drawn about what was causing the wheat to shrivel?

- Ⓐ The wheat was planted too soon.
- Ⓑ The neighbor could not agree when to plant the wheat.
- Ⓒ They built a sod house and started to plant wheat.
- Ⓓ It was extremely hot that Summer.

Part B

Which line from the passage **best** supports your answer in part A?

- Ⓐ "There are territories out west with wide open spaces. The Kaw family needs room to grow!"
- Ⓑ "We'll never get there with these slowpokes pulling us!"
- Ⓒ "Mind you don't let them topple off!"
- Ⓓ "My crop has about withered away to nothing," said one neighbor. "Without rain we're done for!"



He never did have much sense of direction. He pulled that wagon one way then the other, faster and faster, digging out the biggest gully you ever saw. The next night a big rain came and filled it up. I hear that now they call that crooked gully the Kaw River.

Johnny pulled our wagon to a Kansas settlement where people were trying to figure out how to raise crops. "Problem is these mountains," one settler said. "They are in the way."

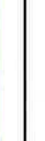
Johnny said that was no problem. He saw a big cottonwood tree, used a saw to cut it down, and whittled it into a giant scythe. Next, he whacked the mountains off down near the ground, hauled them west, and piled them up in a big row. Today folks call them the Rocky Mountains.

Everybody in Kansas was so happy with the nice flat land that they asked us to stay and homestead with them. We built a sod house and started planting wheat.

Now one summer it was mighty dry. All of the wheat had started to shrivel up in the field. Our neighbors came and asked for Johnny's assistance. "My crop has about withered away to nothing," said one neighbor. "Without rain we're done for!"

"I have got an idea," said Johnny, looking up at some puffy clouds. He grabbed hold of his big hoe and commenced poking holes in the clouds. Down came the rain in buckets, and the wheat was saved!

Kaw!



4. Claim 1, Target 3: Word Meaning, Standard: L.4.4a

Read the lines from the sentence.

Johnny pulled our wagon to a Kansas settlement where people were trying to figure out how to raise crops.

What does the word settlement **most likely** mean?

- (A) an agreement that ends an argument
- (B) a small newly formed community of people
- (C) to move around looking for a home
- (D) a place where farmers go to buy land

5. Claim 1, Target 5: Analysis within/across Texts, Standard: RL.4.3

Read the paragraph.

He never did have much sense of direction. He pulled that wagon one way then the other, faster and faster, digging out the biggest gully you ever saw. The next night a big rain came and filled it up. I hear that now they call that crooked gully the Kaw River.

What does the paragraph show the reader about how the Kaw River was created?

- (A) He never knew where to go so he created a river to get back home.
- (B) The Kaw River was created because the rain filled up the gully that he dug out.
- (C) He heard that the gully was crooked.
- (D) The Kaw River was created by the crooked wagon.



One morning at the riverbank, Mama was plunging our dirty clothes in the water to get them clean when a prospector rode up. He said he was headed to California to find gold. "Trouble is," he said, "there's not one decent trail between here and there."

Mama said, "Let me talk to my son."

Johnny was happy to help. For a week he hiked back and forth to all kinds of places dragging his giant bags of wheat everywhere, clearing trails of trees, brush, and boulders. The gold rush folks were tickled to find good clear paths that they named the Oregon Trail, the Santa Fe Trail, and the Chisholm Trail.

I'm sure glad our family ended up in Kansas. Our neighbors tell us that this is a bad place for twisters, but so far we haven't seen one. I can't wait, though! Johnny plans to lasso that twister and ride it like a bucking bronco—and he's promised his little sister a ride!



Make Connections

Talk about why the Kaw family moved to Kansas. **ESSENTIAL QUESTION**

If you could move somewhere new, where would you go? Why?

TEXT TO SELF



6. Claim 1, Target 1 Key Details, Standard: RL.4.1

Read the paragraph.

I'm sure glad our family ended up in Kansas. Our neighbors tell us that this is a bad place for twisters, but so far we haven't seen one. I can't wait, though! Johnny plans to lasso that twister and ride it like a bucking bronco—and he's promised his little sister a ride!

What inference can be made based on this paragraph?

- (A) The neighbors did not like Johnny and his family.
- (B) Johnny likes riding horses.
- (C) The family regrets moving to Kansas.
- (D) Johnny is strong and fearless.

7. Claim 1, Target 7: Language Usage, Standard: L.4.5a

Reread paragraph two from the text.

At fifteen, Johnny had grown so tall that when he stretched out in bed at night his head hung out the front door and his feet hung out the back door all the way into the chicken coop where the hens laid eggs between his toes.

This passage is an example of _____

- (A) personification
- (B) hyperbole
- (C) a metaphor
- (D) a simile

8. Claim 2, Target 9: Edit Clarify (conventions), **Standard:** L.4.2

Read the sentence below and the question that follows.

Next, he whacked the mountains off down near the ground, halled them west, and piled them up in a big row.

Choose the underlined word that is incorrectly spelled.

- Ⓐ whacked
- Ⓑ ground
- Ⓒ halled
- Ⓓ row

9. Claim 2, Target 9: Edit Clarify (conventions), **Standard:** L.4.2

Which of the following sentences has no errors in punctuation?

- Ⓐ Our neighbors tell us that this is a bad place for twisters, but so far we haven't seen one.
- Ⓑ Our neighbors tell us that this is a bad place for twisters, But so far we haven't seen one.
- Ⓒ Our neighbor's tell us that this is a bad place for twisters, but so far we haven't seen one.
- Ⓓ Our neighbors tell us that this is a bad place for twisters but so far we havent seen one.

10. Claim 1, Target 4 (TM3): Constructed Response, **Standard:**
RL.4.1

In your opinion, how well did the author use exaggeration to develop the main character in the story?

Name _____

Compare Decimals



COMMON CORE STANDARDS—4.NF.7
Understand decimal notation for fractions, and compare decimal fractions.

Compare. Write <, >, or =.

1. $0.35 \text{ } \langle \text{ } 0.53$

2. $0.6 \text{ } \bigcirc \text{ } 0.60$

3. $0.24 \text{ } \bigcirc \text{ } 0.31$

Think: 3 tenths is less than 5 tenths.
So, $0.35 < 0.53$

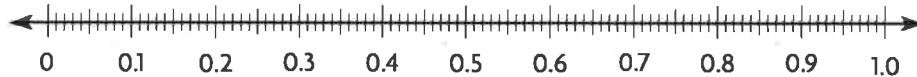
4. $0.94 \text{ } \bigcirc \text{ } 0.9$

5. $0.3 \text{ } \bigcirc \text{ } 0.32$

6. $0.45 \text{ } \bigcirc \text{ } 0.28$

7. $0.39 \text{ } \bigcirc \text{ } 0.93$

Use the number line to compare. Write true or false.



8. $0.8 > 0.78$

9. $0.4 > 0.84$

10. $0.7 < 0.70$

11. $0.4 > 0.04$

Compare. Write true or false.

12. $0.09 > 0.1$

13. $0.24 = 0.42$

14. $0.17 < 0.32$

15. $0.85 > 0.82$

Problem Solving



16. Kelly walks 0.7 mile to school. Mary walks 0.49 mile to school. Write an inequality using <, >, or = to compare the distances they walk to school.

17. Tyrone shades two decimal grids. He shades 0.03 of the squares on one grid blue. He shades 0.3 of another grid red. Which grid has the greater part shaded?

Lesson Check (4.NF.7)

1. Bob, Cal, and Pete each made a stack of baseball cards. Bob's stack was 0.2 meter high. Cal's stack was 0.24 meter high. Pete's stack was 0.18 meter high. Write a number sentence that compares Cal's stack of cards to Pete's stack of cards.
2. Three classmates spent money at the school supplies store. Mark spent 0.5 dollar, Andre spent 0.45 dollar, and Raquel spent 0.52 dollar. Write a number sentence that compares the money Andre spent to the money that Mark spent.

Spiral Review (4.NF.3c, 4.NF.4c, 4.NF.5)

3. Pedro has \$0.35 in his pocket. Alice has \$0.40 in her pocket. How much money do Pedro and Alice have altogether?
4. The measure 62 centimeters is equivalent to $\frac{62}{100}$ meter. What is this measure written as a decimal?
5. Joel has 24 sports trophies. Of the trophies, $\frac{1}{8}$ are soccer trophies. How many soccer trophies does Joel have?
6. Molly's jump rope is $6\frac{1}{3}$ feet long. Gail's jump rope is $4\frac{2}{3}$ feet long. How much longer is Molly's jump rope?

1847

1848

1849

1848

1849 The California Gold Rush begins.



As more people came to California in search of gold, cities such as San Francisco grew quickly.

California's Population "Booms"

In a short time, a rush of newcomers came to California in what became known as the California Gold Rush of 1849. These new settlers were called "forty-niners."

Soon after, the cities of San Francisco, Stockton, and Sacramento grew quickly and became boomtowns. A **boomtown** is a town that grows rapidly as a result of new business. Their growth came about because of the gold business and the many settlers who came to the area.

Many more men than women came here during the Gold Rush. One woman who came west with her husband was Louise Clapp. Clapp wrote letters to her sister using the name "Dame Shirley." The letters described life in the mining towns and camps during the Gold Rush. Clapp's letters were later published in a San Francisco magazine.

3.  Cause and Effect **What effect did the Gold Rush have on cities in California?**

Name _____

The Mighty John Henry

Over one hundred years ago, Americans began to go west. A railroad was built to get them there. John Henry worked that railroad. He was the strongest man ever to live.

The railroad boss wanted to use a powered drill to get through Big Bend Mountain. However, that drill would put John Henry out of work! So, John Henry challenged the mechanical drill. He took two twenty-pound hammers in each hand. In 35 minutes, John Henry dug 15 feet. The machine only dug 9 feet. John Henry had saved the day!

Answer the questions about the text.

1. A tall tale features a larger-than-life hero and includes hyperbole, or exaggeration. How can you tell this is a tall tale?

2. What is one example of hyperbole, or exaggeration, in the text?

3. How is John Henry a larger-than-life hero?

4. Why do you think the author chose to include details about how deep John Henry and the machine dug?

Name _____

Homographs are words that are spelled the same but have different meanings and origins. Use context clues to help figure out the meaning of a homograph.

For example, the word *turn* can mean “to move in a circle or part of a circle.” It can also mean “to change in nature or condition.” Look at the sentence below.

The steam cooled off enough to **turn** into fog.

In this case, the underlined context clues help you to understand that *turn* means “to change in nature or condition.”

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then circle the letter of the correct definition of the homograph.

1. A long time ago, there were wagon **trains** and gold rushes.
 - a. a series of vehicles going in the same direction
 - b. to teach a skill over a period of time
 - c. a course of exercise
2. To add to the troubles, at the beginning of **fall**, the rain began.
 - a. to drop or go down without control
 - b. season of autumn
 - c. go down in number
3. One problem was that when the rain got **close** to the ground, it turned to steam.
 - a. to shut or cover an opening
 - b. near or short distance away
 - c. to come to an end

Name _____

Every syllable in a word has one vowel sound. When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

fe / ver

tu / lip

A. Read each word. Circle the letter that shows the word correctly divided with an open first syllable. The first one has been done for you.

- | | | |
|-----------|--------------|--------------------|
| 1. major | a. maj / or | b. ma / jor |
| 2. spider | a. spi / der | b. spid / er |
| 3. stolen | a. stol / en | b. sto / len |
| 4. razor | a. raz / or | b. ra / zor |
| 5. secret | a. se / cret | b. sec / ret |

Certain nouns do not follow regular plural rules. These irregular plurals have their own rules. These rules include changing the vowel or vowels in the middle of the word, dropping and adding new word endings, and sometimes making no change at all.

B. Read each word in bold. Then circle the correct plural form of the word and write it on the line. The first one has been done for you.

- | | | | | |
|-----------------|--------|-------|--------------|--------------|
| 1. moose | mooses | meese | moose | <u>moose</u> |
| 2. man | mans | men | mens | _____ |
| 3. mouse | mice | meece | mouses | _____ |
| 4. deer | deer | deers | deeres | _____ |

Name _____

famous	beside	demand	bison	clover
radar	beyond	prevent	diver	spoken
razor	defend	secret	cider	stolen
vacancy	delay	veto	silence	tulip

A. Write the spelling word that has the same meaning as each word or phrase below.

- next to _____
- juice _____
- refuse _____
- opening _____
- to stop _____
- unknown _____
- to pause _____
- outside the limits _____
- to request firmly _____
- a lack of noise _____

B. Write the spelling word that best completes each sentence.

- The detectives searched for the diamond that was _____.
- Be careful that you do not cut yourself with that sharp _____.
- We watched the _____ swim under the surface of the water.
- The _____ is a sign of spring in many parts of the world.
- The police officer used _____ to find out who was speeding.
- Huge herds of _____ used to fill the plains of the Old West.
- Those were the greatest words ever _____!
- The guard dog's purpose was to _____ the property.
- A four-leaf _____ is a sign of good luck.
- The _____ singer wore a floppy hat as a disguise.

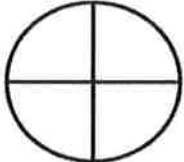
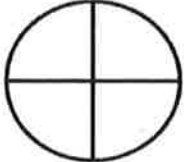
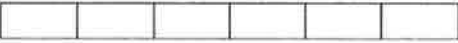

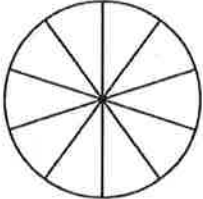
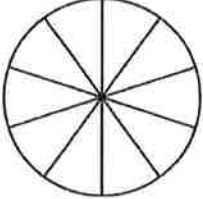
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Adding Fractions

Practice Time: For each problem below, use different colors to shade each addend on the model provided and record the total.

Problem	Picture
1. $\frac{2}{4} + \frac{1}{4} =$	
2. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$	
3. $\frac{2}{6} + \frac{2}{6} =$	
4. $\frac{1}{8} + \frac{3}{8} =$	
5. $\frac{3}{10} + \frac{4}{10} =$	
6. $\frac{4}{10} + \frac{6}{10} =$	


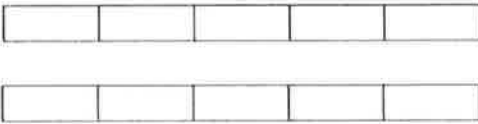
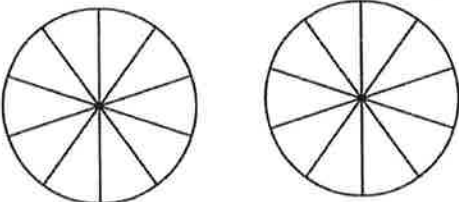





name:

date:

#:

Adding Fractions

Problem	Picture
7. $\frac{3}{5} + \frac{1}{5} =$	
8. $\frac{2}{5} + \frac{2}{5} + \frac{2}{5} =$ _____ or _____	
9. $1\frac{3}{10} + \frac{5}{10} =$ _____ or _____	
10. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$	
11. $\frac{3}{4} + \frac{3}{4} =$ _____ or _____	
12. $\frac{4}{3} + \frac{2}{3} =$	



Life as a Forty-Niner

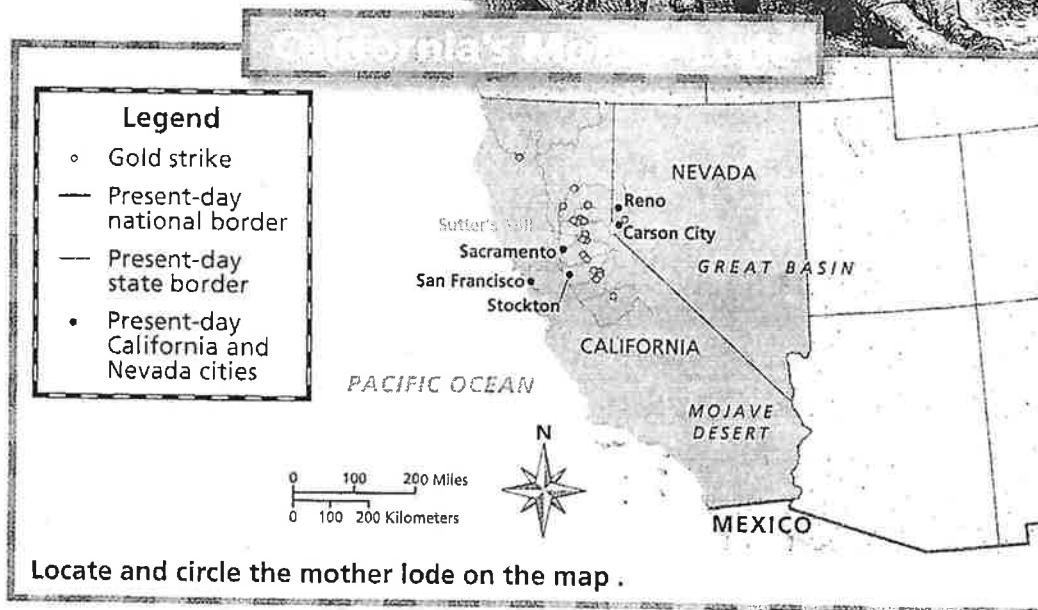
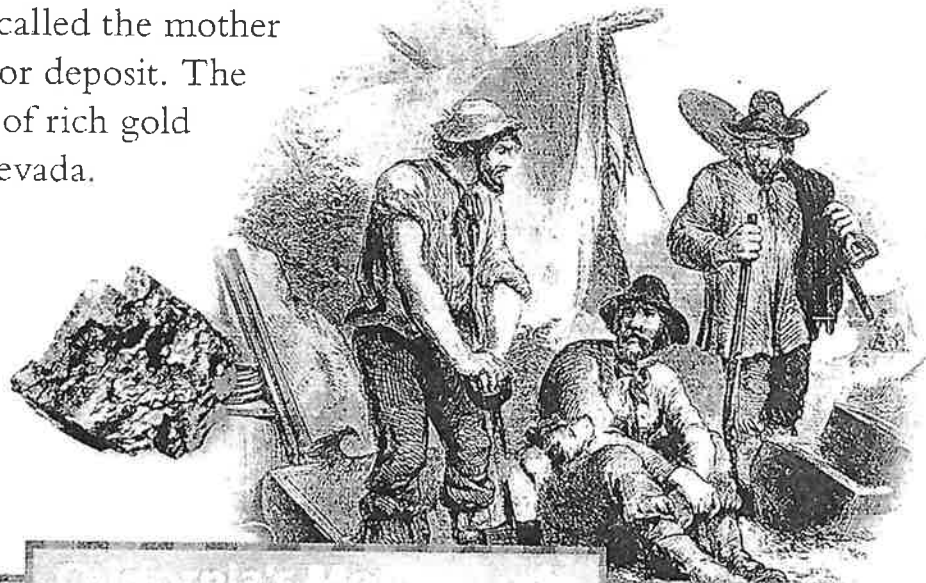
Life as a miner was hard. Miners had land claims that gave them the right to mine an area of land. But digging or panning for gold was slow, boring, and often dangerous work. While panning, a miner stood bent over in a cold stream all day long. After all that, the miner might have only a little bit of gold dust at the end of the day. Miners also had to watch out for fool's gold, or iron pyrite, which looks like gold but is worthless.

Much of the gold mined in California was found in what was called the mother lode. A lode is a supply or deposit. The mother lode was a strip of rich gold deposits in the Sierra Nevada.

4. How would you describe the life of a miner? Explain your answer.

Miners often lived in tents in mining camps.

Fool's gold fooled many miners into thinking they had found gold.



Name _____

- A **subject pronoun** takes the place of a noun in the subject of a sentence. Subject pronouns include *I, you, he, she, it, we, and they*.
- An **object pronoun** takes the place of a noun that follows an action verb or a preposition. Object pronouns include *me, you, him, her, it, us, and them*.

Read each sentence and circle the pronoun. Write S on the line if it is a subject pronoun. Write O if it is an object pronoun.

1. My mom does not like him. _____
2. I read a chapter every night. _____
3. Sometimes they go to the zoo together. _____
4. Will the captain say hello to us? _____
5. You can ride in the car with Jessie. _____
6. The girl did not invite them to the party. _____
7. Laurie gave the book to me. _____
8. It can run on batteries. _____
9. That ball almost hit you! _____
10. She is the best soccer player on the team. _____

Name _____

- A **subject pronoun** takes the place of a noun in the subject of a sentence. An **object pronoun** takes the place of a noun that follows an action verb or a preposition.
- A **reflexive pronoun** is an object pronoun that renames the subject and ends in *-self* or *-selves*. Examples include *myself*, *herself*, *yourselves*, and *themselves*.
- A reflexive pronoun is used when the subject and object of a sentence refer to the same person or thing.

Circle the correct reflexive pronoun in parentheses to complete each sentence.

1. I almost hurt (myself / yourself) while walking down the stairs.
2. The cat licked (itself / themselves) after eating dinner.
3. My dad bought (herself / himself) a hot dog at the game.
4. Lila and Raul did all of the work (ourselves / themselves).
5. Did you both get (yourself / yourselves) some ice cream?
6. She watched (herself / myself) in the mirror across the dance floor.
7. We helped (ourselves / yourselves) to the fresh lemonade.
8. The snake coiled (himself / itself) into a tight ball.
9. Put (yourself / themselves) in my position.
10. I find (herself / myself) wanting to help you.

Name _____

- Use a subject pronoun when replacing the subject of a sentence or a noun that follows a form of the verb *to be*.
- Use an object pronoun after an action verb or a preposition.
- Do not use a reflexive pronoun in place of a personal pronoun. Do not add *-self* or *-selves* to a subject pronoun.

Read each sentence. On the line, rewrite the sentence using correct subject and object pronouns.

1. I didn't realize it at first, but my cousin is him.

2. Myself am very excited to see the movie.

3. Do you want to travel with we in the car?

4. Them brought flowers in from outside.

5. It was her who scored the highest on the test.

6. Itself was quite fluffy and very soft.

Name _____

- A **subject pronoun** takes the place of a sentence's subject or a noun that follows a form of the verb *to be*.
- An **object pronoun** takes the place of a noun that follows an action verb or a preposition.
- A **reflexive pronoun** renames the subject and ends in *-self* or *-selves*. It is used when the subject and object of a sentence refer to the same person or thing.
- Do not use a reflexive pronoun in place of a personal pronoun. Do not add *-self* or *-selves* to a subject pronoun.

Rewrite the paragraphs below, correcting mistakes in subject and object pronouns.

1. My mom and me went to the mall yesterday to buy my dad a birthday gift. Ourselves had no idea what to get him. Then I thought to myself that him really loves airplanes. I bought a model airplane at the hobby shop there and smiled the whole way home!

2. It was sunny. My brother and me ran outside and sat in the grass while ourselves waited for my dad. Suddenly, the car pulled into the driveway. It was him! Now us could finally all go to the park.

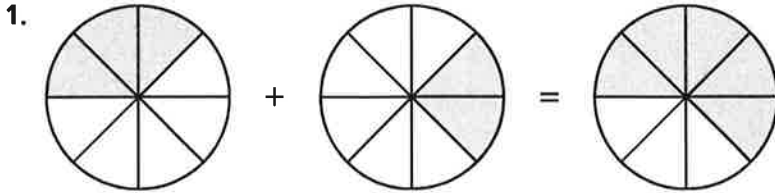
Name _____

Add and Subtract Parts of a Whole

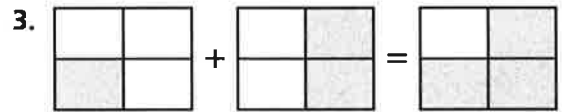
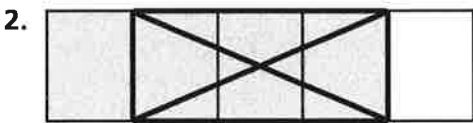


COMMON CORE STANDARD—4.NF.3a
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

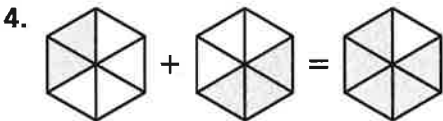
Use the model to write an equation.



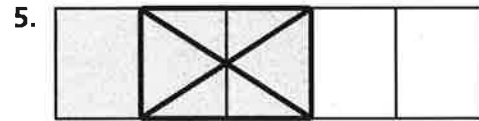
Think: $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$



Use the model to solve the equation.



$\frac{2}{6} + \frac{3}{6} =$ _____



$\frac{3}{5} + \frac{2}{5} =$ _____

Problem Solving

6. Jake ate $\frac{4}{8}$ of a pizza. Millie ate $\frac{3}{8}$ of the same pizza. How much of the pizza was eaten by Jake and Millie?

7. Kate ate $\frac{1}{4}$ of her orange. Ben ate $\frac{2}{4}$ of his banana. Did Kate and Ben eat $\frac{3}{4}$ of their fruit? **Explain.**

Lesson Check (4.NF.3a)

1. A whole pie is cut into 8 equal slices. Three of the slices are served. How much of the pie is left?
2. An orange is divided into 6 equal wedges. Jody eats 1 wedge. Then she eats 3 more wedges. How much of the orange did Jody eat?

Spiral Review (4.OA.5, 4.NBT.5, 4.NF.1, 4.NF.2)

3. Put these distances in order from least to greatest: $\frac{3}{16}$ mile, $\frac{1}{8}$ mile, $\frac{3}{4}$ mile
4. Jeremy walked $\frac{6}{8}$ of the way to school and ran the rest of the way. What fraction, in simplest form, shows the part of the way that Jeremy walked?

5. An elevator starts on the 100th floor of a building. It descends 4 floors every 10 seconds. At what floor will the elevator be 60 seconds after it starts?
6. For a school play, the teacher asked the class to set up chairs in 20 rows with 25 chairs in each row. After setting up all the chairs, they were 5 chairs short. How many chairs did the class set up?

Rich and Poor

Few miners got rich during the Gold Rush. Most of the people who made a lot of money were shop owners and entrepreneurs. They sold tools and supplies to miners.

One entrepreneur was Levi Strauss. He saw that miners needed tough work pants for mining gold. Strauss had riveted denim pants made and began to sell them. They became popular for miners. Strauss's company still exists in San Francisco today.

John Sutter, on the other hand, did not get rich from the Gold Rush. He wanted to build a farming business around Sutter's Fort. But in the 1850s, few people came to California to farm. Most of them just wanted to find gold. Sutter's Fort was abandoned as people moved out into the surrounding area to look for gold.

Changes in Government

The Gold Rush also changed how California was governed. Mariano Guadalupe Vallejo (vah YAY ho) was a Mexican born in California. In the 1840s Vallejo became powerful in California and helped govern the area. However, the Gold Rush brought many American settlers to the region in a short time. American settlers soon outnumbered Mexicans such as Vallejo. As more and more Americans moved to California, their power and influence in government increased.

5. In what ways did people other than the miners benefit from the Gold Rush?



Levi Strauss added metal rivets to denim pants to make them stronger.

6.  Cause and Effect How did the Gold Rush affect government in California?

Summary

The Gold Rush changed California in many ways in a very short period of time. Describe what you think the positive and negative effects were of the Gold Rush on California.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sentence types you can use.

Draft Model

Tall tales teach about life. Tall tales entertain. My grandmother tells me tall tales. I think tall tales are clever and fun to read, and I love tall tales.

1. How could you combine the first two sentences to make one longer sentence?
2. How could you rewrite the third sentence to provide more detail?
3. How could you rewrite the last sentence as two sentences to strengthen the narrator's final point?

B. Now revise the draft by using different types of sentences to make it more interesting to read.

Name _____

Gabriel used text evidence from two different sources to respond to the prompt: *Add an event to Apples to Oregon. Describe another challenge Delicious overcomes. Use one of the challenges described in "Westward Bound: Settling the American West."*

The snow was up to my eyeballs. Daddy and I were wading through it, trying to get through the mountain pass. Suddenly, the sound of a woman's wild laughter swirled through the snowflakes. It was that nasty, mean-spirited Old Woman Winter!

Daddy said, "I'm going to need your help, Delicious." Then he vanished.

The cold voice of Old Woman Winter cackled in my ear. "You beat Jack Frost, but you'll never beat me! Say good-bye to your father and his precious fruit trees!"

There's no call for someone to be so mean. "Old Woman Winter, you have messed with the wrong gal!"

I jumped on a snowflake and rode it right up to Old Woman Winter. I grabbed her long icy hair and swung her around and around. When I let go, she went flying clean up to Canada.

I found Daddy, and we crossed the mountains without any more trouble.

Reread the passage. Follow the directions below.

1. **Circle** an example of hyperbole that Gabriel uses.
 2. **Draw a box** around two sentences of different lengths that are next to each other.
 3. **Underline** what Delicious did after she let go of Old Woman Winter.
 4. **Write** two articles on the line that Gabriel uses in his story.
-



Assignment

Determine a Theme from Literary Text

Topic: Snorkel

Your Assignment:

Read the story below. What is the theme of the text? Explain using key details from the text to support your answer.

Crush

By Kiki E.

A few years ago I was vacationing in Hawai'i with my family. The tour director suggested that we go out on a snorkel cruise catamaran, the type of boat, to enjoy the true sights of Hawai'i. As we boarded the boat, I planned to just relax in the sun and look for dolphins from the safety of the deck. I really did not plan on going into the ocean. I was mostly there for the scenery and the buffet lunch! The captain started to explain to the crowd how to put on the snorkel gear. It looked awkward, but when I saw that little kids were going to give it a try, I decided to join in on the fun. I put on my fins, my lifejacket, a used snorkel with an attached mask, and then I waddled like a duck across the deck and hopped into the Pacific!

It seems like the water should have been warmer in Hawai'i. I had quite a shock, and it took me a moment to catch my breath and breathe through the tube normally. As soon as my eyes adjusted, I looked around. It was as if I was in an aquarium! There were beautiful sea creatures all around me. There were all shapes and sizes. The colors were

incredible. It looked like someone had used Magic Markers to paint the fish. As I floated around on the top of the water with my faced dunked into the sea, I heard my friend yell, “Hey! There’s Crush!” About a foot away from me a giant sea turtle was swimming as if he was part of the tour group. I couldn’t believe that I was so close to such a majestic animal. I did my best to stay close but not too close because it is illegal to touch a sea turtle, and there can be a huge fine if you break the law even if it’s an accident. We swam alongside each other for what seemed like just a brief moment. As Crush bobbed up and down in the waves, I bobbed right along with him. Then, as quickly as he’d arrived, Crush dove deep down into the coves below where I could no longer see him.

Not long after, the captain called us back to the boat. I took one last long look around to see if I could catch a glimpse one more time of my new Hawai’ian friend, but he was gone. I reluctantly climbed onto the boat and turned in my equipment. As we sat down to lunch, I was quietly thinking that the best part of my day was definitely not the lunch.

Stem Starters:

You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.

The theme of the story is...

After reading the story, I learned that...

Your Response:

Name _____

Add Fractions Using Models



COMMON CORE STANDARD—4.NF.3d
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Find the sum. Use fraction strips to help.

1. $\frac{2}{6} + \frac{1}{6} =$ $\frac{3}{6}$

2. $\frac{4}{10} + \frac{5}{10} =$ _____

3. $\frac{1}{3} + \frac{2}{3} =$ _____

4. $\frac{2}{4} + \frac{1}{4} =$ _____

5. $\frac{2}{12} + \frac{4}{12} =$ _____

6. $\frac{1}{6} + \frac{2}{6} =$ _____

7. $\frac{3}{12} + \frac{9}{12} =$ _____

8. $\frac{3}{8} + \frac{4}{8} =$ _____

9. $\frac{3}{4} + \frac{1}{4} =$ _____

10. $\frac{1}{5} + \frac{2}{5} =$ _____

Problem Solving

11. Lola walks $\frac{4}{10}$ mile to her friend's house. Then she walks $\frac{5}{10}$ mile to the store. How far does she walk in all?

12. Evan eats $\frac{1}{8}$ of a pan of lasagna and his brother eats $\frac{2}{8}$ of it. What fraction of the pan of lasagna do they eat?

13. Jacqueline buys $\frac{2}{4}$ yard of green ribbon and $\frac{1}{4}$ yard of pink ribbon. How many yards of ribbon does she buy?

14. Shu mixes $\frac{2}{3}$ pound of peanuts with $\frac{1}{3}$ pound of almonds. How many pounds of nuts does Shu mix?

Lesson Check (4.NF.3d)

1. Mary Jane has $\frac{3}{8}$ of a medium pizza left. Hector has $\frac{2}{8}$ of another medium pizza left. How much pizza do they have altogether? Use models to help.
2. Jeannie ate $\frac{1}{4}$ of an apple. Kelly ate $\frac{2}{4}$ of the apple. How much did they eat together? Use models to help.

Spiral Review (4.NBT.5, 4.NBT.6, 4.NF.1)

3. Karen is making 14 different kinds of greeting cards. She is making 12 of each kind. How many greeting cards is she making?
4. Jefferson works part time and earns \$1,520 in four weeks. How much does he earn each week?
5. By installing efficient water fixtures, the average American can reduce water use to about 45 gallons of water per day. Using such water fixtures, about how many gallons of water would the average American use in December?
6. Collin is making a bulletin board and note center. He is using square cork tiles and square dry-erase tiles. One of every 3 squares will be a cork square. If he uses 12 squares for the center, how many will be cork squares?

Name _____

The Gold Rush

The California Gold Rush

The California Gold Rush was a period between 1848 and 1855 when gold was discovered in California. The first gold was found by a man named James Marshall at Sutter's Mill near Coloma. John Sutter had hired Marshall to build a sawmill. While he was working, Marshall found shiny flakes of gold in the river. Marshall and Sutter tried to keep the gold a secret, but soon word got around. Before the Gold Rush was over, 300,000 people would "rush" to California in hopes of getting rich by finding gold. Because the rush to California really began to grow in 1849, the prospectors were nicknamed "the forty-niners."

Some of these first prospectors did find gold and make some significant money — up to ten times a day what they might have made working regular jobs. But these prospectors needed both food and supplies, and the business owners that provided these necessities often made more money than the miners.



The first miners "panned" for gold in water. They would scoop alluvial deposits from the river or creek bed (which could include fine particles of silt and clay and larger particles of sand and gravel) into the pan and then gently shake it. Because gold has a higher specific gravity than some of the other materials, which would spill out over the edge, any gold in the deposit would remain in the bottom of the pan. Later miners use more complex methods that required them to work together.

When many miners showed up at one place where gold was rumored to have been found, their camps sometimes grew quickly into towns called Boomtowns. The current city of San Francisco, a small town of 1,000 people, became a boomtown as its population grew to 30,000. But not all boomtowns survived beyond the gold rush and some of them became ghost towns — buildings stood, but no one lived there anymore.

Name _____ *The Gold Rush*

QUESTIONS: The California Gold Rush

Circle the correct answer.

1. Who first discovered the gold at Sutter's Mill?
 - A. John Sutter
 - B. James Marshall
 - C. the forty-niners
 - D. Coloma

2. Who often made the most money during the Gold Rush?
 - A. the forty-niners
 - B. those who strictly panned for gold
 - C. business owners who sold supplies to the miners
 - D. John Sutter

3. Why does panning for gold work?
 - A. most gold was found in the water
 - B. gold has a higher specific gravity than some of the other materials
 - C. people could do it without help
 - D. it didn't require expensive tools

4. Camps that grew quickly into towns were called:
 - A. ghost towns
 - B. rumor mills
 - C. boomtowns
 - D. forty-niners

5. What is a ghost town?
 - A. buildings stand but no one lives there anymore
 - B. camps that grew quickly into towns
 - C. towns filled with forty-niners
 - D. towns whose population grew dramatically



Compton USD

Learning Packet # 4

ELD

Grade 4

Name: _____

4th Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 5







Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: a. Say the word aloud b. Read the sentence aloud c. Find a cognate to the word and say it aloud d. Use the cognate to make a sentence and say it aloud *Use the pictures to help yourselves to find the cognates and to build the sentences.	
	Comprehension and Fluency: Read the literary passage "The Lost Diary of Princess Itet" : Answer questions in section A (1-3).	
2	Vocabulary: Homophones. Read the information in the box. Complete activities 1-3.	
	Comprehension: Reread the literary passage "The Lost Diary of Princess Itet" . Then, complete the Graphic Organizer with the information from the text.	
3	Homophones/Latin Suffixes. Read the information in the box. Then, complete sections A (questions 1-6) and B (questions 1-4)	
	Genre/Literary Element: Read the academic passage "August 23, 1886: Arrival in America" . Answer questions 1-4.	
4	Differentiated Texts: Read the literary passage "Life During the Gold Rush" . Respond to the text by reading and completing the sentences 1-3. Then, Complete the sentences at the bottom..	
5	Writing Traits: Organization. Read the Draft Model. Use the questions to help you to draft the paragraph. Then, revise the draft by organizing the ideas and events in the text.	
	Write to Sources: Read the passage "November 11" . Then, follow the directions to complete activities 1-4.	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
discarded	The <u>discarded</u> peel lay next to the orange.	
eldest	She is the <u>eldest</u> of all of her sisters.	
refuge	Our basement was a place of <u>refuge</u> during the storm.	
ignored	She <u>ignored</u> the loud siren and went back to sleep.	
depicts	The cowboy hat <u>depicts</u> the things they wore in the Old West.	
detested	In the past I <u>detested</u> homework, but now I know it helps me learn.	

Name _____

Read the passage. Use the reread strategy to make sure you understand what you read.

The Lost Diary of Princess Itet

4 Amelia studied some strange
 10 symbols on a papyrus scroll. They
 14 were Egyptian hieroglyphs. The
 19 pictures had meanings. She saw
 25 the symbol *leb*, which she knew
 meant *heart*.

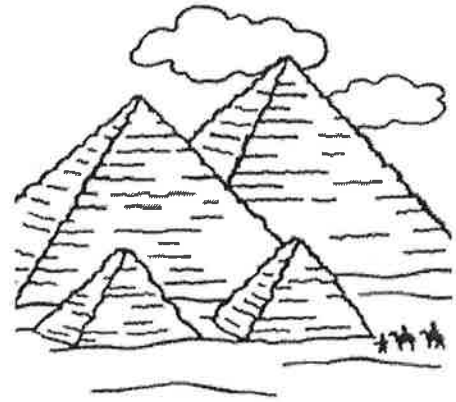
27 It was 1905 and Amelia's mother
 33 was an archaeologist at the pyramids
 39 in Egypt. She found new artifacts
 45 every day.

47 Her mother peered over her shoulder, "How is it going?"
 57 Amelia said, "I don't know all the symbols yet, but I hope
 69 Mr. Breasted will help." James Henry Breasted was her mother's
 79 boss and Amelia's teacher. He knew all about ancient Egypt.

89 Amelia asked, "Mom, can I help your team at the pyramids?"
 100 Her mom said, "I don't know. Maybe when you are older."

111 Amelia sighed with disappointment. But then, Mr. Breasted
 119 walked in. He said, "Let's work on translating the scrolls together."

130 When they were finished, Amelia read the translation aloud.



Name _____

Day 32, the harvest season

I asked Mother if I could go to Pharaoh's feast. She said I am not old enough. The trip through the desert is long. My cousins are going and they're the same age as I am. I hear the dessert at the feast is delicious! There must be a way to change her mind.

Day 34, the harvest season

This morning my cousin, Nefer, had an idea. "Itet, you need to show your mother you can be useful at the harvest feast," she said. I'm a good writer, but I'm not sure it will help.

**Day 37, the harvest season**

I wrote a poem for Pharaoh. I tried hard to write it from my heart. Mother loved it so much she wants me to read it at the feast. It will be a gift from our family. Nefer was right. I just needed to show her! Just in time, too. We leave for the feast in an hour!

"This is the lost diary of Princess Itet!" said Mr. Breasted. "At the feast, Itet met Pharaoh's son, whom she later married. Thanks for your help Amelia!" The diary gave Amelia an idea.

She asked, "Mr. Breasted, could I show this to my mom?"

He said, "Of course! You earned it."

She showed her mom her work. Her mom said, "Excellent work! You're ready to help my team at the pyramids after all."

Amelia smiled and thought, *Thank you, Nefer and Itet.*

Name _____

A. Reread the passage and answer the questions.

1. Details about what the characters do and say help you to find the theme. What does Amelia want to do in paragraph 5? Circle the letter of the best answer.
 - a. She wants to go to the Pharaoh's feast.
 - b. She wants to help her mother's team look for artifacts at the pyramids.
 - c. She wants to write a poem.

2. What does Amelia do to get what she wants in paragraphs 7 and 8? Circle the letter of the best answer.
 - a. She helps translate hieroglyphs from a scroll.
 - b. She writes a poem.
 - c. She asks her mother's boss.

3. A story's theme is the main message, or lesson, that the author is trying to express. What is the theme of the story? Circle the letter of the best answer.
 - a. Young people are as smart as older people.
 - b. Never give up on your dreams.
 - c. Hard work and using your talents can help you reach your goals.

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings.

For example, the word *days* means “the periods of light between sunrise and sunset.” The word *daze* sounds the same but is spelled differently. It means “in a state of being stunned.” Look at the sentence below.

The bright lights left our dog in a **daze**.

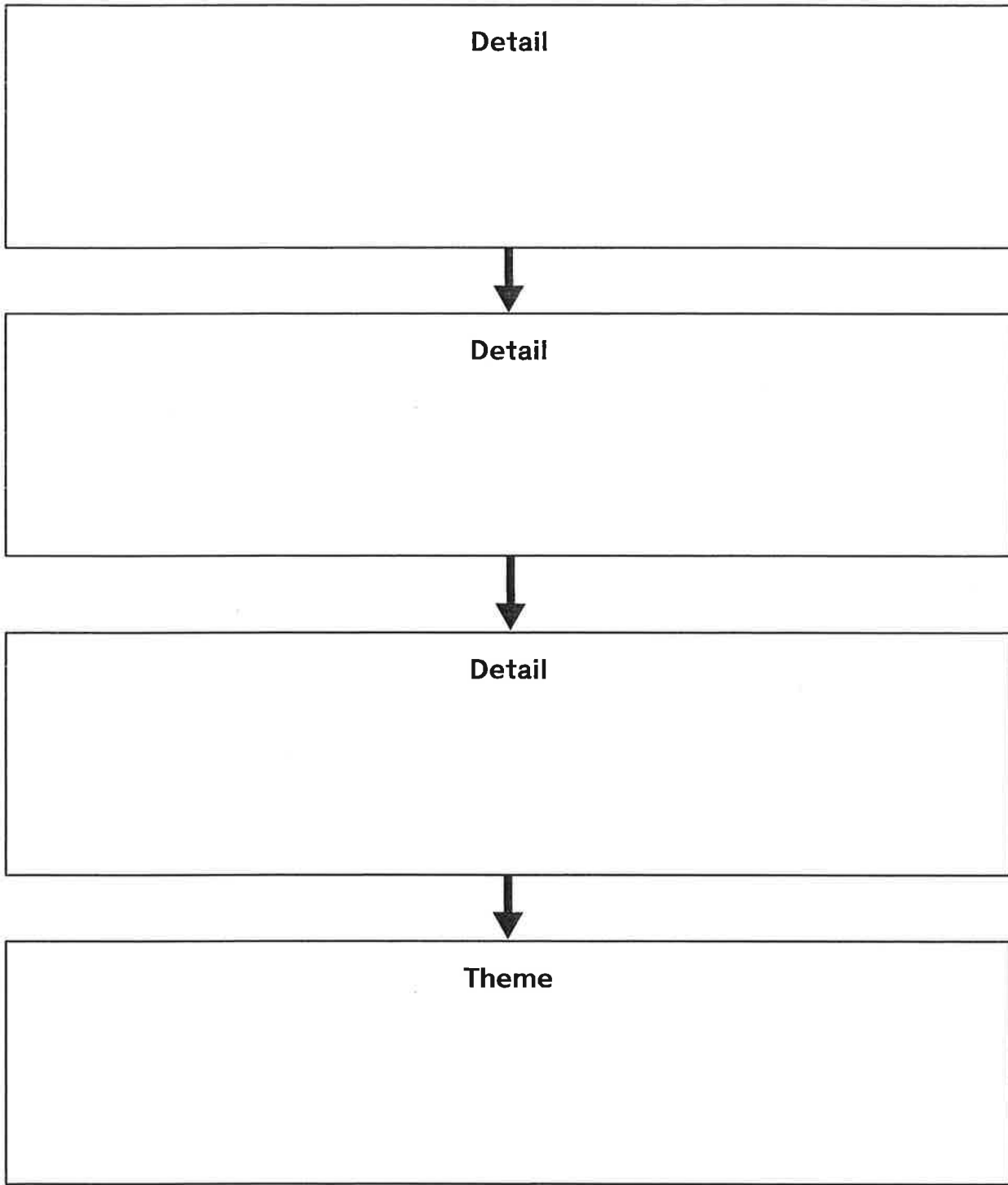
In this case, the underlined context clues help you to understand that *daze* means “in a state of being stunned.”

Read each sentence below. The underlined context clues help you understand the meaning of each homophone in bold. Circle the correct definition of the homophone.

1. She found new artifacts every day.
 - a. having been around for a short time
 - b. to be aware of
2. I wrote a poem for the Pharaoh. I tried hard to **write** it from my heart.
 - a. correct
 - b. to form letters, words, or symbols
3. We leave for the feast in an **hour**!
 - a. having to do with ‘us’
 - b. a unit of time, 60 minutes

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Homophones are words that sound the same, but have different spellings and meanings.

tail – an animal body part

peak – the top of something

tale – a story

peek – to look secretly

A. Draw a line to match the homophones. The first one has been done.

- | | |
|-----------|--------|
| 1. oar | herd |
| 2. doe | knead |
| 3. prince | route |
| 4. need | dough |
| 5. heard | ore |
| 6. root | prints |

Modern English words often have suffixes with Latin origins. These suffixes provide clues to a word's meaning.

-ion, -tion, -ation = the act, result, or state of

-ty, -ity = the state of

-fy, -ify = to make

B. Read the word in bold. Circle the letter of its suffix. The first one is done.

- | | | |
|----------------------|------------|---------|
| 1. cruelty | a. cruel | (b.) ty |
| 2. purify | a. ify | b. pure |
| 3. location | a. locate | b. ion |
| 4. similarity | a. similar | b. ity |

Name _____

August 23, 1886: Arrival in America

My brother Pavol woke me up this morning. He pushed me and whispered in my ear, "Aleksy! Wake up! We are almost in America!" We had been sailing for forty days. We had finally arrived!

We went outside and pushed through the crowd. Then we looked at the new country for the first time. I could not believe what I saw! We could see a city, and a giant statue stood in the water in front of it. Lots of people were working on the statue. They looked like tiny ants!



Answer the questions about the text.

1. Historical fiction is a made-up story that takes place in a real time and place. When and where does this story take place?

2. How does the author tell the story?

3. Do you think Aleksy is real or made up?

4. Where are Aleksy and his brother going?



Essential Question

Why is it important to keep a record of the past?

Use Graphic Organizer 148 to take notes while you read.

Life During the Gold Rush

Historical Fiction

20th October 1852

After a treacherous six month **journey** across the Great Plains, our family finally reached Shaw's Flat, California. Father came here in 1850 to **seek** his fortune with tens of thousands of other prospectors. Earlier this year, he returned to Missouri for the rest of the family. Our neighbors in Missouri said a California gold mining camp was dangerous for young children, but mother ignored them. I'm the eldest, so I help take care of my younger sisters in our new home. We live in a log cabin with a large fireplace, where Mother cooks our food.

Last week Mother took us to town for our first shopping trip. Our town has boarding houses, butcher shops, and a printing office. While Mother went to the general store, I visited the post office. It's located in a big building called the Mississippi House. Mother did find one problem. She said that food is more expensive here than in Missouri. A bag of flour costs thirteen dollars!



Father says we are fortunate that prospectors discovered so much gold in Shaw's Flat. In August, one prospector found a gold nugget that weighed over two pounds! Maybe that's why thousands of people have moved to Shaw's Flat.

I'm not sure what the future will bring, but I hope there will soon be a school for me and the other children.

Respond to the Text

Name _____

Read the text. Use the graphic organizer 148 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.


1. Explain why the boy and his family went to Shaw's Flat.

They went to Shaw's Flat because _____

2. Discuss two things that the boy writes about in his diary entry.

In this diary entry, the boy writes about _____ and

3. Explain how the boy feels about life in Shaw's Flat.

 **Write** Work with a partner. Discuss your notes about "Life During the Gold Rush." Then write your answer to the Essential Question.

Why is it important to keep a record of the past?

The boy's diary is a record of _____

Reading this diary helps us understand _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you organize ideas and events in the text.

Draft Model

Bring a gift to welcome your new neighbor. Tell your neighbor about your favorite places in town. Invite him or her to a community event, such as a concert in the park.

1. Of the ways the writer describes helping a new neighbor, which would the writer do first?

2. Of the ways the writer describes helping a new neighbor, which would the writer do last?

3. What sequence words can be added to help put the sentences in logical order?

B. Now revise the draft by organizing the ideas and events in the text using sequence words.

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Name _____

Zach used text evidence from two different sources to answer the prompt: *Like Henry Johnston, many Americans immigrated to Mexico. Write a diary entry from María Rosalia's point of view describing whether Mexico is becoming a melting pot, a salad bowl, or a stew pot.*

November 11

Wagons never stop rolling into Alta, California! Not many years ago, the only foreigners were a few sailors and trappers. Today, hundreds of farmers from Missouri have settled here.

Will they obey the laws of Mexico? Lupita does not think so! She does not think they will try to melt into our culture. She thinks this part of Mexico will be like a salad. "The Americans will be like tomatoes, sitting on top of Mexican lettuce," Lupita says, her face turning as red as a tomato.

I understand how Lupita feels, but I am also a foreigner—or half of me is. That half might be Spanish, Russian, or American. I do not know which country's beliefs, language, or culture to try to hold on to. Would I be happier if I knew?

Foreigners like Henry Johnston could help California become an even better place. He respects Mexican laws and culture but also honors his American background. California could be like a stewpot filled with many different but delicious ingredients.

Reread the passage. Follow the directions below.

1. **Circle** an example of a simile in Zach's closing paragraph.
2. **Draw a box** around a sequence phrase that shows the order of events.
3. **Underline** the figurative language that shows how Lupita feels.
4. **Write** an example of how Zach uses an adverb to compare.