



Compton USD Learning Packet #7

Fourth Grade

Name _____

4th Grade Learning Packet

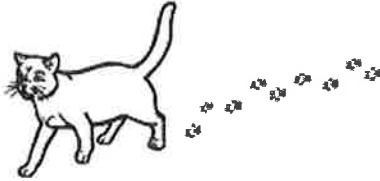





TABLE OF CONTENTS Week 8

Day	Lesson	Date Completed
1	Vocabulary Consonant +le Syllables/Latin Suffixes	
	Lesson 6.8: Compare and Order Fractions	
	Science: What is a food chain?	
2	Read "Where It All Began" and answer the questions that follow.	
	Chapter 6 Review/Test, #1-9	
	Science: What are herbivores? What are carnivores and omnivores?	
3	Read "Eastern Influence" and answer the questions. Read the story twice and fill out the chart.	
	Chapter 6 Review/Test, #12-13	
	Science: What are decomposers? More Food Chain	
4	Genre/Text Feature, Vocabulary Strategy Write to Sources, Writing Traits: Organization	
	Chapter 6 Review/Test, #14-16	
	Science: What is a food web?	
5	Grammar: Comparing with Good Grammar: Comparing with Bad Making and Inference from Informational Text - Topic: Trash from Oceans	
	Chapter 6 Review/Test, #17-18	
	Science: How can food webs change?	

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
evidence	The cat's paw prints were <u>evidence</u> that it was in the yard.	
tremendous	The old tree in front of our house is <u>tremendous</u> .	
permanent	People from other countries have left a <u>permanent</u> mark on our country.	
era	The invention of the telephone brought about a new <u>era</u> .	
document	She likes to <u>document</u> each race to see if she is improving.	
uncover	I read the book quickly because I wanted to <u>uncover</u> the mystery.	

Copyright © McGraw-Hill Education

Name _____

uncover	era	tremendous	evidence
expedition	document	permanent	archaeology

A. Write each word next to its definition.

1. an indication or sign _____
2. to support with facts, evidence, or examples _____
3. a journey made for a specific purpose _____
4. the scientific study of the way humans lived in the past _____
5. a period of time marked by certain events _____
6. of great size, amount, or intensity _____
7. to lay bare or make known; bring to light _____
8. to last indefinitely without changes _____

B. Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

Every syllable in a word has a vowel sound. When a word ends in a consonant followed by the letters *-le*, the three letters are called a consonant + *le* syllable.

ble as in *able*

tle as in *bottle*

ple as in *maple*

A. Divide each word into syllables. Write the syllables on the lines and circle the consonant + *le* syllable. The first one has been done for you.

- | | | |
|-----------|------------------------|------------------------|
| 1. cuddle | _____ cud _____ | _____ dle _____ |
| 2. turtle | _____ | _____ |
| 3. ankle | _____ | _____ |
| 4. pebble | _____ | _____ |
| 5. couple | _____ | _____ |

A suffix is a group of letters added to the end of a word that changes the word's meaning. Latin suffixes can give clues to a word's meaning. The Latin suffixes ***-ible*** and ***-able*** mean "can be done" or "the quality or state of." The Latin suffix ***-ment*** means "the state, action, or result of."

B. Read each word. Circle the suffix and write the base word on the line. The first one has been done for you.

- | | | | |
|-------------|--------------------------|----------------|-------|
| 1. sensible | _____ sense _____ | 4. flexible | _____ |
| 2. movement | _____ | 5. comfortable | _____ |
| 3. suitable | _____ | 6. agreement | _____ |

Name _____

Compare and Order Fractions

Essential Question How can you order fractions?



Number and Operations—
Fractions—4.NF.2

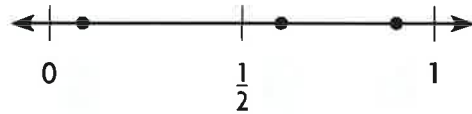
MATHEMATICAL PRACTICES
MP.2, MP.4, MP.6

Unlock the Problem

Jody has equal-size bins for the recycling center. She filled $\frac{3}{5}$ of a bin with plastics, $\frac{1}{12}$ of a bin with paper, and $\frac{9}{10}$ of a bin with glass. Which bin is the most full?

- Underline what you need to find.
- Circle the fractions you will compare.

Example 1 Locate and label $\frac{3}{5}$, $\frac{1}{12}$, and $\frac{9}{10}$ on the number line.



Math Idea

Sometimes it is not reasonable to find the exact location of a point on a number line. Benchmarks can help you find approximate locations.

STEP 1 Compare each fraction to $\frac{1}{2}$.

$$\frac{3}{5} \bigcirc \frac{1}{2} \quad \frac{1}{12} \bigcirc \frac{1}{2} \quad \frac{9}{10} \bigcirc \frac{1}{2}$$

_____ and _____ are both greater than $\frac{1}{2}$.

_____ is less than $\frac{1}{2}$.

Label $\frac{1}{12}$ on the number line above.

STEP 2 Compare $\frac{3}{5}$ and $\frac{9}{10}$.

Think: Use 10 as a common denominator.

$$\frac{3}{5} = \frac{\times}{\times} = \text{---}$$

Since $\frac{6}{10} \bigcirc \frac{9}{10}$, you know that $\frac{3}{5} \bigcirc \frac{9}{10}$.

Label $\frac{3}{5}$ and $\frac{9}{10}$ on the number line above.

The fraction the greatest distance from 0 has the greatest value.

The fraction with the greatest value is _____.

So, the bin with _____ is the most full.

Math Talk

Mathematical Practices

- Compare the distance between $\frac{3}{5}$ and 0 and the distance between $\frac{9}{10}$ and 0. What can you conclude about the relationship between $\frac{3}{5}$ and $\frac{9}{10}$? Explain.

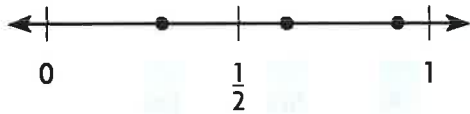
Explain how you know you located $\frac{3}{5}$ on the number line correctly.

Name _____

Share and Show



1. Locate and label points on the number line to help you write $\frac{3}{10}$, $\frac{11}{12}$, and $\frac{5}{8}$ in order from least to greatest.



Write the fraction with the greatest value.

2. $\frac{7}{10}, \frac{1}{5}, \frac{9}{10}$

3. $\frac{5}{6}, \frac{7}{12}, \frac{7}{10}$

4. $\frac{2}{8}, \frac{1}{8}, \frac{2}{4}, \frac{2}{6}$

Write the fractions in order from least to greatest.

5. $\frac{1}{4}, \frac{5}{8}, \frac{1}{2}$

6. $\frac{3}{5}, \frac{2}{3}, \frac{3}{10}, \frac{4}{5}$

7. $\frac{3}{4}, \frac{7}{12}, \frac{5}{12}$

**Math
Talk**

Mathematical Practices

Explain how benchmarks can help you order fractions.

On Your Own

Write the fractions in order from least to greatest.

8. $\frac{2}{5}, \frac{1}{3}, \frac{5}{6}$

9. $\frac{4}{8}, \frac{5}{12}, \frac{1}{6}$

10. $\frac{7}{100}, \frac{9}{10}, \frac{4}{5}$

MATHEMATICAL PRACTICE 2

Reason Quantitatively Algebra Write a numerator that makes the statement true.

11. $\frac{1}{2} < \frac{\quad}{10} < \frac{4}{5}$

12. $\frac{1}{4} < \frac{5}{12} < \frac{\quad}{6}$

13. $\frac{\quad}{8} < \frac{3}{4} < \frac{7}{8}$

What is a food chain?

Living things get energy from food. A **food chain** is the path energy takes in the form of food going from one living thing to another.

Here's the path of a food chain:

- The chain starts with energy from the Sun. A plant uses the energy to make its own food. The plant in a food chain is a **producer** because it makes, or produces, its own food.
- Next, an animal such as an insect eats the plant. Energy from the plant passes to the insect. Then another animal, such as a bird, eats that insect. So energy passes from the insect to the bird.

Mountain Food Chain

Food chains start with energy. Energy from the Sun makes life possible on Earth.

A mustard plant takes in energy from the Sun to make its own food. ▼

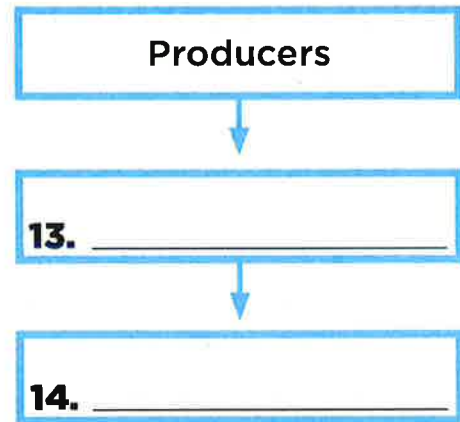


The insect and the bird are consumers. An animal is a **consumer** because it must eat, or consume, plants or other animals for food.

- Another consumer, such as a wolf, may eat the bird. The chain continues until consumers die.
- At the end of the chain are decomposers. **Decomposers** are tiny living things that break down dead plants and animals. That is, they make dead plants and animals rot. Then they return materials from the dead plants and animals to the soil. Worms and many insects are examples of decomposers.

Quick Check

Show the order of living things in a food chain.



Reading Diagrams

Arrows show the path of energy from the Sun to each living thing in the food chain.



▲ A gopher eats the mustard plant.



A weasel eats the gopher. ▶

A mountain lion eats the weasel. ▶



When the mountain lion dies, decomposers break down its body. ▶



Unit 5 Week 5

SOURCE TITLE: Where It All Began

LEXILE:

1. Claim 1, Target 9: Central Ideas, Standard: RI.4.2

Read the first paragraph of the section "The Struggle to Survive".

There is a proverb that says, "ignorance is bliss." In the case of the 104 men and boys who came ashore, this was true. They were faced with tremendous challenges. The water from the James River was not safe to drink, and food was scarce. Two weeks after the settlers arrived, 200 Indians attacked them.

Which sentence **best** summarizes the paragraph?

- Ⓐ "Ignorance is bliss" was true in their case.
- Ⓑ The men and boys who settled in Jamestown faced great challenges such as unsafe drinking water, scarcity of food, and attack from Indians.
- Ⓒ There were 104 settlers and 200 Indian attackers.
- Ⓓ They were faced with tremendous challenges.

2. Claim 1, Target 8: Key Details, Standard: RI.4.1

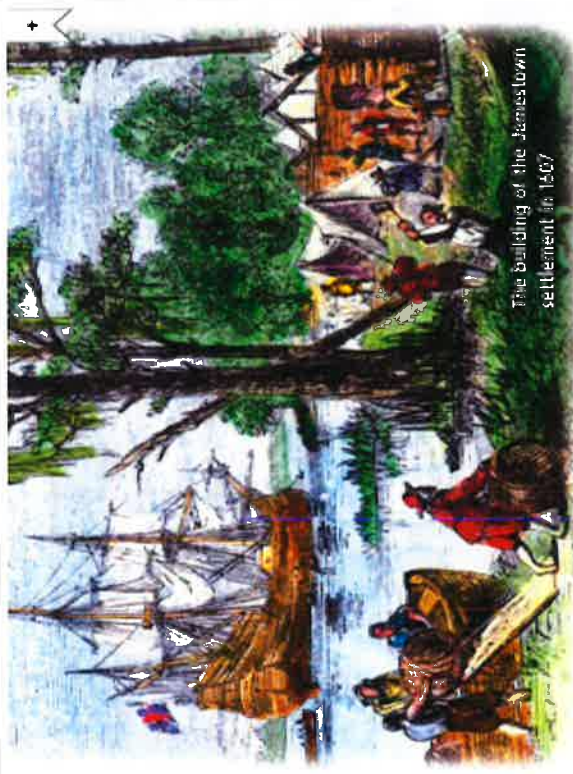
What detail from the passage under the section "Taking a Closer Look" best supports the conclusion that Indians and English settlers had a close relationship at Jamestown?

CCSS Shared Read **TIME FOR KIDS**

Where It All Began

Essential Question
How can learning about the past help you understand the present?
Read about the Jamestown settlement.

366



The building of the Jamestown settlement in 1607

Take a tour of Jamestown, Virginia, the birthplace of America.

They thought they were lost. The *Susan Constant*, the *Godspeed*, and the *Discovery* had sailed from London, England, on December 20, 1606. The expedition was bound for Virginia, carrying 144 people.

Finally, on April 26, 1607, the ships sailed into Chesapeake Bay. In the words of one voyager, they found “fair meadows and goodly tall trees.” On an island in a river, they built a fort and named it after their king, James. Jamestown would become the

first successful, permanent English settlement in the New World.

The Struggle to Survive

There is a proverb that says, “Ignorance is bliss.” In the case of the 104 men and boys who came ashore, this was true. They were faced with tremendous challenges. The water from the James River was not safe to drink, and food was scarce. Two weeks after the settlers arrived, 200 Indians attacked them.

367

- (A) Indian artifacts were discovered at Jamestown.
- (B) English artifacts were found at Jamestown.
- (C) Archaeologists found both Indian and English artifacts at the Jamestown digging site.
- (D) Archaeologists have worked for years to document the site.

3. Claim 1, Target 11: Reasoning and Evidence, Standard: RI.4.1

The following question has **two** parts. First, answer part A. Then, answer part B.

Part A

What conclusion can be drawn about the author’s opinion of Pocahontas?

- (A) The author believes that Pocahontas was helpful to the settlers’ cause.
- (B) The author believes Pocahontas was an Indian princess.
- (C) The author thinks Pocahontas made a good decision to marry an Englishman.
- (D) The author believes that there was a real-life Pocahontas.

Part B

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

- (A) Pocahontas was the daughter of Chief Powhatan.
- (B) Pocahontas had unequaled “wit and spirit.”
- (C) Pocahontas was born around 1595.



John Smith, an experienced military man, became head of the colony in 1608. He had been in charge of finding local tribes willing to swap food for English copper and beads. Smith was tough with both the Indians and Englishmen. "He that will not work, shall not eat," he told the colonists. Smith knew that an attitude of every man for himself would endanger the colony.

Pocahontas saved the life of Captain John Smith.



The western Chesapeake area was ruled by Chief Powhatan, who governed an empire of 14,000 Algonquian-speaking peoples. His daughter Pocahontas became an useful friend and ally to John Smith.

The Real-Life Pocahontas

Princess Matoaka was born around 1595. Her father, Chief Powhatan, called her Pocahontas. She saved John Smith's life twice, and he wrote that Pocahontas's "wit and spirit" were unequalled.

Pocahontas married a planter named John Rolfe, the first marriage in that era between an Englishman and a Native American woman. Rolfe, Pocahontas, and their son visited London. She never returned home—she fell ill aboard a ship bound for Jamestown in March 1617 and died.



Ⓓ Pocahontas became a useful friend and ally to John Smith and saved his life twice.

4. Claim 1, Target 10: Word Meaning, Standard: RI.4.4

Read the sentence.

Smith knew that an attitude of every man for himself would endanger the economy.

Which phrase **best** states the meaning of every man for himself?

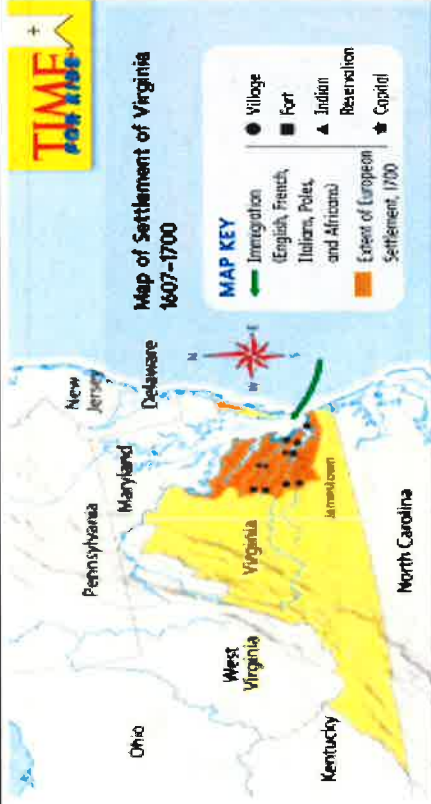
- Ⓐ to be in dangerous company
- Ⓑ to spread a good attitude
- Ⓒ to put one's own interest above everything
- Ⓓ to work with others

5. Claim 1, Target 12: Analysis within/across Texts, Standard: RI.4.1

How does the last paragraph under "Taking a Closer Look" add to the building of information in the passage?

- Ⓐ that Jamestown could have been better
- Ⓑ that Jamestown was a solid settlement
- Ⓒ that events in Jamestown were not all pleasant but the settlement began the kind of government that America built on
- Ⓓ that Jamestown was the earliest settlement in America

6. Claim 1, Target 13 Text Structures and Features, Standard: RI.4.7



Taking a Closer Look

Archaeologists digging in Jamestown have discovered Indian artifacts along with English ones, evidence that Indians lived in the fort for some time. "It must have been a very close relationship," says William Kelso, an expert in colonial American archaeology.

Kelso has worked for 10 years to document this site. His team has managed to uncover more than 1 million artifacts and has mapped out the fort's shape, its foundations, and a burial ground.

Jamestown left a record of greed and war, but it was also the start of representative government. The settlers gave America a solid foundation to build upon.



Dr. William Kelso working on the archaeological dig in Jamestown

Make Connections

Talk about what archaeologists have found at the Jamestown site.

ESSENTIAL QUESTION

What would you have liked to ask John Smith about Jamestown? [TEXT TO SELF](#)

What is the most likely reason the author included a sidebar, "The Real-Life Pocahontas" to the passage?

- A The sidebar gave additional information about Pocahontas' life.
- B The sidebar showed specific geographical areas.
- C The sidebar gave the sequence of events in Jamestown.
- D To entertain the reader with beautiful photographs.

7. Claim 1, Target 14: Language Usage, Standard: L.4.5b

Read the sentences from the passage.

John Smith, an experienced military man, became head of the colony in 1608. He had been in charge of finding local tribes willing to swap food for English copper and beads. Smith was tough with both the Indians and Englishmen. "He that will not work, shall not eat," he told the colonists.

Which sentence best describes what the proverb adds to the meaning of the passage?

- A John Smith wanted the settlers to eat with the Indians.
- B John Smith wanted to be tough to the Indians.
- C John Smith was head of the Jamestown colony.
- D John Smith wanted all the settlers to do their part to maintain the colony.

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

Choose the sentence that contains an error in grammar usage.

- Ⓐ Princess Matoaka, who was born around 1595, was called Pocahontas by her father.
- Ⓑ Jamestown, who was named for King James, became the first successful English settlement in the New World.
- Ⓒ The expedition, which was bound for Virginia, carried 144 people.
- Ⓓ John Smith was the military man who became head of the Jamestown colony.

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

Choose the sentence that contains a spelling error.

- Ⓐ Jamestown was the first permanent English settlement in America.
- Ⓑ The settlers faced tremendous challenges.
- Ⓒ Archaeologists unearthed a lot of evidence.
- Ⓓ The birthplace of America is Jamestown, Virginia.

10. Claim 1, Target 9 (TM5): Constructed Response, **Standard:** RI.4.2

Summarize the 2nd and 3rd paragraphs of the section titled "The Struggle to Survive". Use key details from the passage in your summary.

  **Chapter 6 Review/Test**

1. For numbers 1a–1d, tell whether the fractions are equivalent by selecting the correct symbol.

1a. $\frac{4}{16}$ $=$
 \neq $\frac{1}{4}$

1c. $\frac{5}{6}$ $=$
 \neq $\frac{25}{30}$

1b. $\frac{3}{5}$ $=$
 \neq $\frac{12}{15}$

1d. $\frac{6}{10}$ $=$
 \neq $\frac{5}{8}$

2. Juan’s mother gave him a recipe for trail mix.

$\frac{3}{4}$ cup cereal	$\frac{2}{3}$ cup almonds
$\frac{1}{4}$ cup peanuts	$\frac{1}{2}$ cup raisins

Order the ingredients used in the recipe from least to greatest.

--	--	--	--

3. Taylor cuts $\frac{1}{5}$ sheet of construction paper for an arts and crafts project. Write $\frac{1}{5}$ as an equivalent fraction with the denominators shown.

10	15	25	40

4. A mechanic has sockets with the sizes shown below. Write each fraction in the correct box.

$\frac{7}{8}$ in. $\frac{3}{16}$ in. $\frac{1}{4}$ in. $\frac{3}{8}$ in. $\frac{4}{8}$ in. $\frac{11}{16}$ in.

less than $\frac{1}{2}$ in.	equal to $\frac{1}{2}$ in.	greater than $\frac{1}{2}$ in.

5. Darcy bought $\frac{1}{2}$ pound of cheese and $\frac{3}{4}$ pound of hamburger for a barbecue. Use the numbers to compare the amounts of cheese and hamburger Darcy bought.

	<		1	3
			2	4

6. Brad is practicing the piano. He spends $\frac{1}{4}$ hour practicing scales and $\frac{1}{3}$ hour practicing the song for his recital. For numbers 6a–6c, select Yes or No to tell whether each of the following is a true statement.

- 6a. 12 is a common denominator of $\frac{1}{4}$ and $\frac{1}{3}$. Yes No
- 6b. The amount of time spent practicing scales can be rewritten as $\frac{3}{12}$. Yes No
- 6c. The amount of time spent practicing the song for the recital can be rewritten as $\frac{6}{12}$. Yes No

7. In the school chorus, $\frac{4}{24}$ of the students are fourth graders. In simplest form, what fraction of the students in the school chorus are fourth graders?

_____ of the students

8. Which pairs of fractions are equivalent? Mark all that apply.

- | | |
|---|--|
| <input type="radio"/> $\frac{8}{12}$ and $\frac{2}{3}$ | <input type="radio"/> $\frac{4}{5}$ and $\frac{12}{16}$ |
| <input type="radio"/> $\frac{3}{4}$ and $\frac{20}{28}$ | <input type="radio"/> $\frac{7}{10}$ and $\frac{21}{30}$ |

9. Sam worked on his science fair project for $\frac{1}{4}$ hour on Friday and $\frac{1}{2}$ hour on Saturday. What are four common denominators for the fractions? Explain your reasoning.

What are herbivores?

In a food chain, the first consumer is an animal that eats a plant. For example, a gopher is a plant eater. A gopher is a herbivore (HUR•buh•vawr). A **herbivore** is an animal that eats mostly plants.

Deer, rabbits, grasshoppers, squirrels, and cows are herbivores. Herbivores are food for other animals. The word for an animal that is hunted by another animal for food is *prey*. All the animals here are prey for some larger or stronger animal.



▲ Herbivores can be as small as this caterpillar.



▲ Antelopes are herbivores. They are also prey to many other animals, such as lions.



◀ The African elephant is Earth's largest land animal. It is a herbivore that eats mostly grasses. It eats from 100 to 200 kilograms (220 to 440 pounds) a day.

Quick Check

15. How do herbivores get energy? _____

What are carnivores and omnivores?

Lions and hawks eat other animals. They are carnivores. A **carnivore** (KAR•nuh•vawr) is an animal that eats other animals.

Some animals eat plants and animals. For example, a bear eats berries, leaves, mice, and squirrels. A bear is an omnivore (AHM•nuh•vawr). An **omnivore** is an animal that eats plants and animals. Raccoons and wasps are omnivores. People are omnivores.

Some animals hunt the animals they eat. Animals that hunt other animals for food are *predators*.



▲ A bear is an omnivore.



▲ A heron is a carnivore.

Quick Check

Write the letter of the food for each kind of animal.

- | | |
|---------------------|-----------------------|
| 16. _____ herbivore | a. mostly animals |
| 17. _____ carnivore | b. plants and animals |
| 18. _____ omnivore | c. mostly plants |

Name _____

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

Eastern Influence

11 The first Asian immigrants to enter the United States were from
12 China. Most came looking for gold in California in the mid-1800s.
13 The Chinese brought their culture. They also brought the skills to
14 perform many jobs. Their influence is still felt today.

42 Culture and Skills

45 Gold was found in the United States in 1848. This started the Gold
46 Rush in the West. Thousands of people rushed to California. They
47 dreamed of a better life.

48 The Chinese came as well. They brought their culture to America.
49 They had their own language to share. They had belief systems. They
50 shared their customs with the West.

103 In the search for gold, it was every man for himself. At first the
104 Chinese found gold. But all good things must come to an end. More
105 people came looking. Gold became harder to find. The Chinese had
106 to find other ways to make money. Some opened shops. Others did
107 laundry for work.

156 Many of the Chinese that came were farmers in China. They used
157 their skills in the 1850s in California. They grew food close to home.
158 They sold it door-to-door. Citrus fruits and rice were among the
159 things they grew.

Name _____

California also became a good place for fishing. Many of the Chinese were fishing experts. They also took oysters and mussels from the water. They sold their food in local markets. They shipped it to other areas too.



A Strong Work Ethic

The Chinese showed that hard work pays off. They played a vital role in the first transcontinental railroad in America. It was built from 1863 to 1869. It was the first railroad to connect the East and the West.

Chinese immigrants played an important role in the building of the first transcontinental railroad.

By 1868, there were thousands of workers on the railroad. Most of them were Chinese. They laid track across rivers. They built tunnels through mountain ranges. They worked long days.

With the railroad came trade across the country. The West had crops that the East wanted. Farms grew in size. Chinese farmers were called upon to help farm the land.

The Chinese had a big influence on life in the West. They helped shape the country into what it is today.

A Different Kind of Medicine

Medicine and cures in the 1800s in America were not advanced. Rules for drugs were not set. The Chinese brought time-tested herbs for medicine. They had herbal treatments that had been around for thousands of years. Herbs from Asia are often still used today. People believe that they have little or no side effects.

Name _____

A. Reread the passage and answer the questions.

- 1. Authors sometimes present events in the order in which they happened. In paragraph 2, what happened first in 1848 that brought Chinese immigrants to the United States?**

- 2. In paragraph 5, what happened next in the 1850s?**

- 3. What important event happened next in paragraphs 7 and 8?**

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

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

12. Regina, Courtney, and Ellen hiked around Bear Pond. Regina hiked $\frac{7}{10}$ of the distance in an hour. Courtney hiked $\frac{3}{6}$ of the distance in an hour. Ellen hiked $\frac{3}{8}$ of the distance in an hour. Compare the distances hiked by each person by matching the statements to the correct symbol. Each symbol may be used more than once or not at all.

$\frac{7}{10}$	$\frac{3}{6}$	$<$
$\frac{3}{8}$	$\frac{3}{6}$	$>$
$\frac{7}{10}$	$\frac{3}{8}$	$=$

13. Ramon is having some friends over after a baseball game. Ramon's job is to make a vegetable dip. The ingredients for the recipe are given.

Ingredients in Vegetable Dip	
$\frac{3}{4}$ cup parsley	$\frac{5}{8}$ cup buttermilk
$\frac{1}{3}$ cup dill	$\frac{1}{2}$ cup cream cheese
$\frac{6}{8}$ cup scallions	$\frac{1}{16}$ cup lemon juice

Part A

Which ingredient does Ramon use the greater amount of, buttermilk or cream cheese? Explain how you found your answer.

Part B

Ramon says that he needs the same amount of two different ingredients. Is he correct? Support your answer with information from the problem.

What are decomposers?

Decomposers are living things at the end of a food chain. They break down plants and animals that have died. The once-living material becomes part of the soil. This material helps other plants to grow. Then food chains can start all over.

There are many kinds of decomposers. Earthworms are decomposers. Insects, such as flies and beetles, are decomposers.



These earthworms are eating dead plants. They pass materials from the dead plants to the soil. ▶



Quick Check

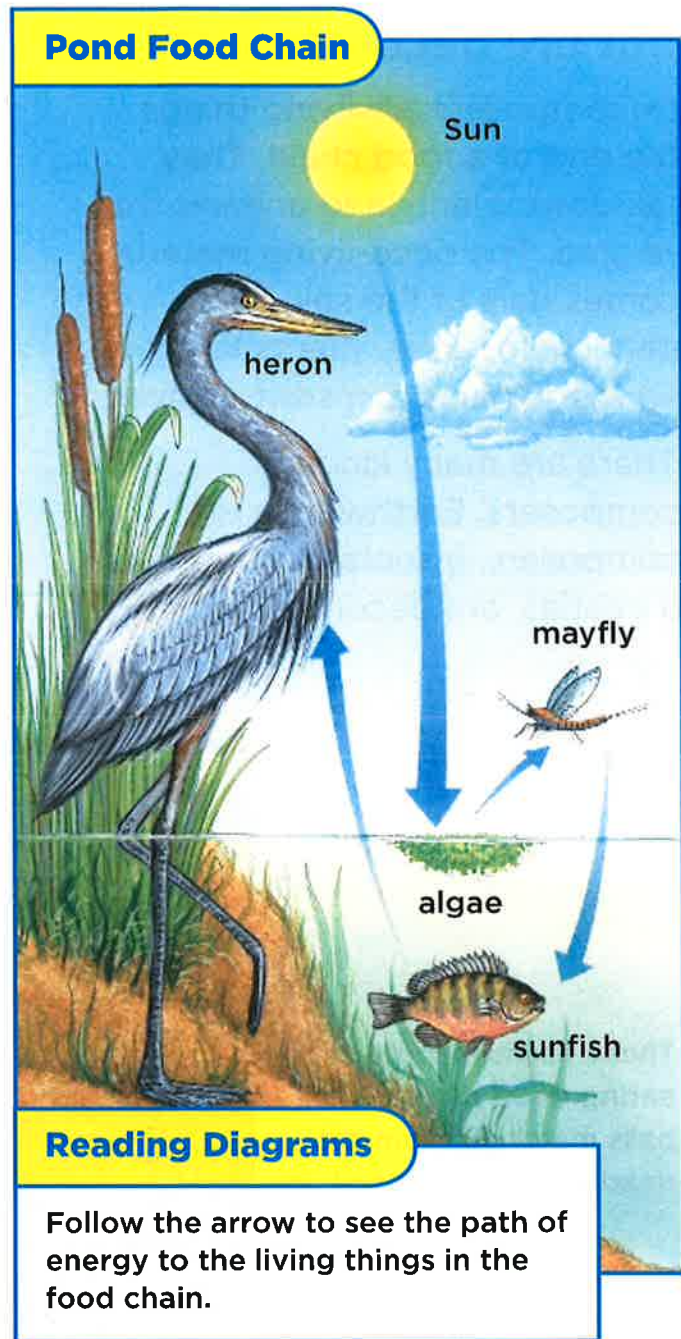
19. What job do decomposers have in a food chain?

More Food Chains

Here is a food chain in a pond. The producers in this pond are *algae* (AL•jee). Algae are living things that look like tiny plants. They float at the top of a pond or stream or ocean.

Follow the food chain:

1. Sunlight is trapped by algae. Algae make food.
2. Algae are eaten by mayflies.
3. Mayflies are eaten by sunfish.
4. Sunfish are eaten by herons.
5. Decomposers breakdown the herons when they die.




Quick Check

Fill in the blanks to show the path of energy in the pond food chain.

The Sun → **20.** _____ → mayfly → **21.** _____ →

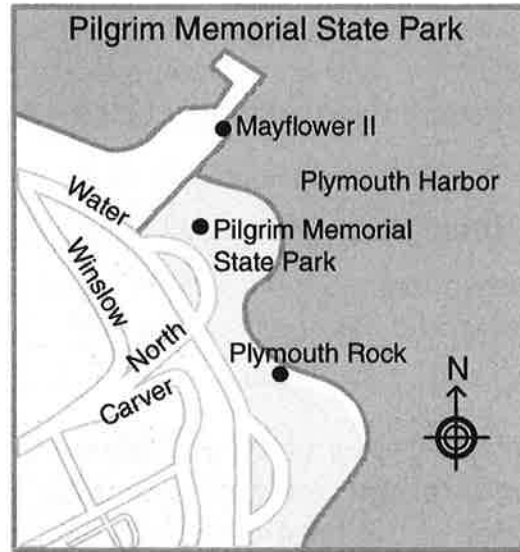
22. _____ → decomposers

 **LOG ON e-Review** Summaries and quizzes online @ www.macmillanmh.com

Name _____

A Visit to the Past

You can learn about an important part of United States history at Pilgrim Memorial State Park in Plymouth, Massachusetts. This park is home to Plymouth Rock. People say Plymouth Rock is where the Pilgrims landed in the New World. You can also find the *Mayflower II* nearby. The *Mayflower II* is a copy of the *Mayflower*, the ship the Pilgrims sailed on. Nearly one million people from all over the world come to see these two symbols of America's past.



Answer the questions about the text.

1. An informational article tells facts about a topic. What is the topic of this text?

2. List two facts about Pilgrim Memorial State Park.

3. What text feature is included?

4. How could the map help you during a visit to Pilgrim Memorial State Park?

Name _____

Proverbs and adages are short sayings and expressions that have been used for a long time. Use context clues to help you figure out the meanings of proverbs and adages. Look at the example below.

People heard about gold being discovered. But **seeing is believing**.
Immigrants came from many countries to find out for themselves.

The underlined words explain that *seeing is believing* means that only real, firsthand evidence is convincing.

Read each group of sentences below. Underline the context clues that help you understand the meaning of the proverb or adage in bold. Then circle the letter of the best definition of the proverb or adage in bold.

1. In the search for gold, it was **every man for himself**. More people came looking. Gold became harder to find.
 - a. trying to do something without the help of anyone else
 - b. looking for something that is hard to find
 - c. doing something with a lot of help

2. At first the Chinese found gold. But **all good things must come to an end**. The Chinese had to find other ways to make money.
 - a. Good things are hard to find.
 - b. Bad things always happen.
 - c. Good things don't last forever.

3. The Chinese showed that **hard work pays off**. They played a vital role in the first transcontinental railroad in America. They laid track across rivers.
 - a. Hard work takes a long time.
 - b. Hard work is rewarded.
 - c. Hard work pays a lot of money.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can end an informational article with a strong concluding statement.

Draft Model

Thomas Edison was an American inventor. He invented over 1,000 different things. Because he invented the electric light bulb, I don't have to do my homework by candle light!

1. What main idea might the concluding statement sum up?
2. What might be other reasons Edison's invention of the electric light bulb was important?
3. What idea or detail would best sum up the writer's thoughts?

B. Now revise the draft by adding a strong concluding sentence that sums up the writer's thoughts.

Name _____

Byron wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Compare and contrast some of the first attempts at settlements by colonists in America.*

Since the colonists of early America faced so many hardships, many of their attempts to settle here went from bad to worse. In "Rediscovering Our Spanish Beginnings," I learned that when Florida was first discovered it was hard to establish a colony there. Six attempts to settle in that area were unsuccessful because of harsh weather, dangerous animals, and soil that wouldn't grow European crops. The author says that St. Augustine was finally settled, but that the settlement became a target for enemy attack. It was forced to relocate many times over the next six years.

The colonists of Roanoke Island also left their settlement, but we don't know why. However, historians have some theories. These include disease, starvation, and being killed by hostile Native Americans. English colonists built a settlement off the coast of Maine, called "Popham," but it too did not survive.

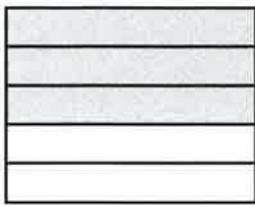
Whether it was from enemy attacks, harsh weather, or starvation, these early settlements struggled to survive and very few did.

Reread the passage. Follow the directions below.

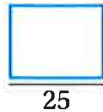
1. **Circle** one example of why early American settlements were unsuccessful.
2. **Draw a box** around the detail that tells how many attempts were made to settle Florida.
3. **Underline** one of the details that Byron gives for the disappearance of the Roanoke Island colony.
4. **Write** Byron's example of comparing with "bad" on the line below.

Name _____

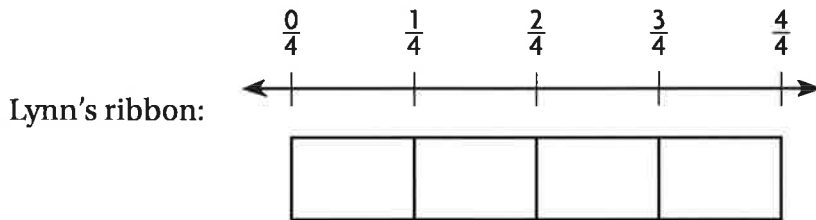
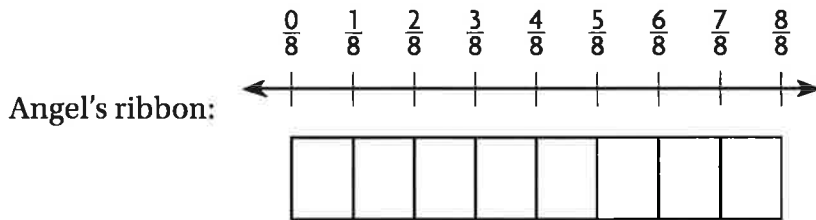
14. Sandy is ordering bread rolls for her party. She wants $\frac{3}{5}$ of the rolls to be whole wheat. What other fractions can represent the part of the rolls that will be whole wheat? Shade the models to show your work.



$$\frac{3}{5}$$



15. Angel has $\frac{4}{8}$ yard of ribbon and Lynn has $\frac{3}{4}$ yard of ribbon. Do Angel and Lynn have the same amount of ribbon? Shade the model to show how you found your answer. Explain your reasoning.



16. Ella used $\frac{1}{4}$ yard of red ribbon. Fill in each box with a number from the list to show equivalent fractions for $\frac{1}{4}$. Not all numbers will be used.

$$\frac{1}{4} = \frac{\boxed{}}{8} = \frac{4}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$$

2	3	5	6
12	15	16	20

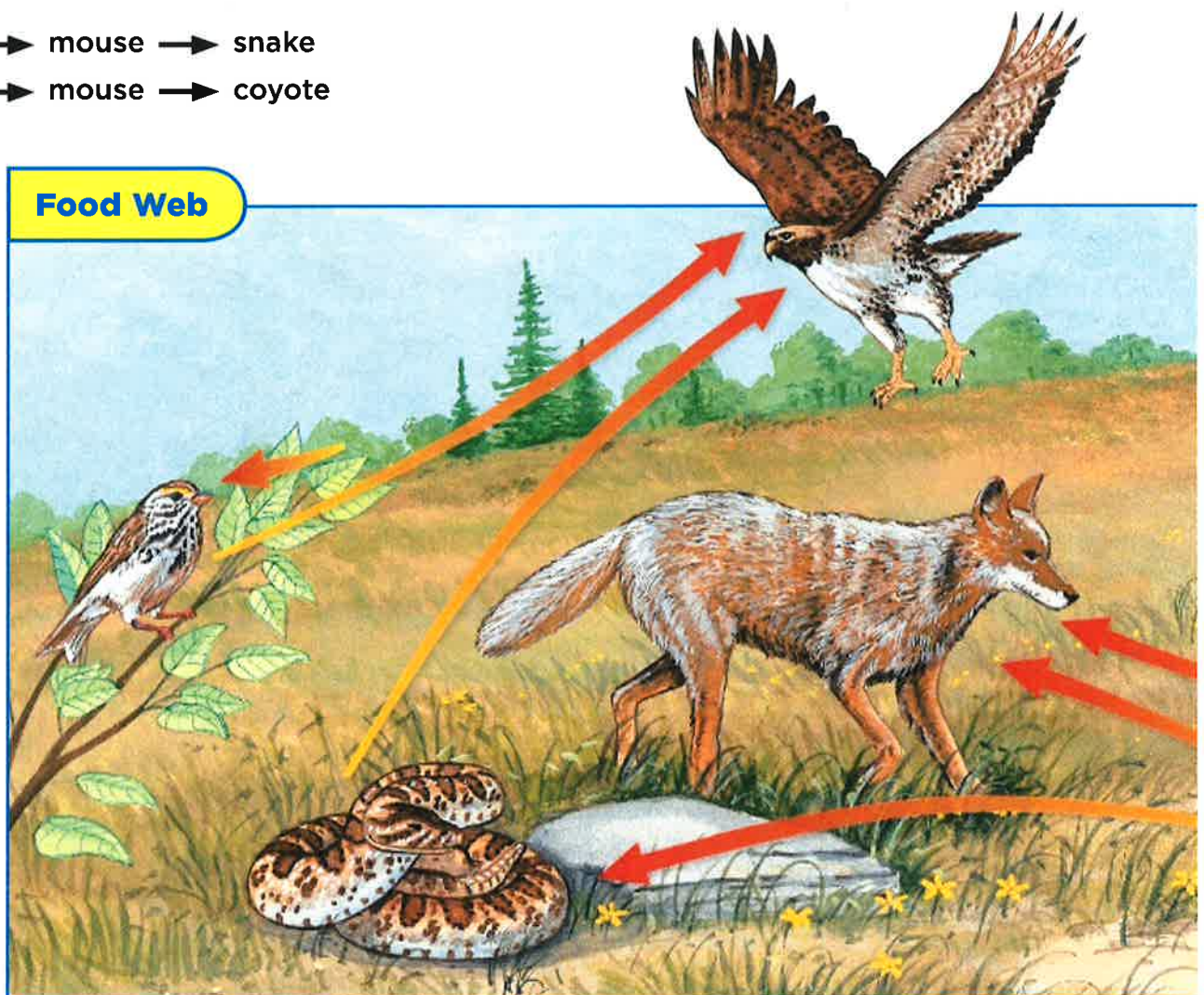
What is a food web?

Many food chains are going on at the same time in any place. Follow the arrows in the picture. You'll find many food chains.

The picture shows a food web. A **food web** shows how food chains are linked together in an environment.

Food chains are linked when any one animal belongs to more than one food chain. For example, the mouse belongs to two food chains:

plant → mouse → snake
plant → mouse → coyote



Food chains show how different living things compete. When living things **compete**, they try to get the same thing, such as food. For example:

- both snakes and coyotes eat mice
- both mice and rabbits eat grass.

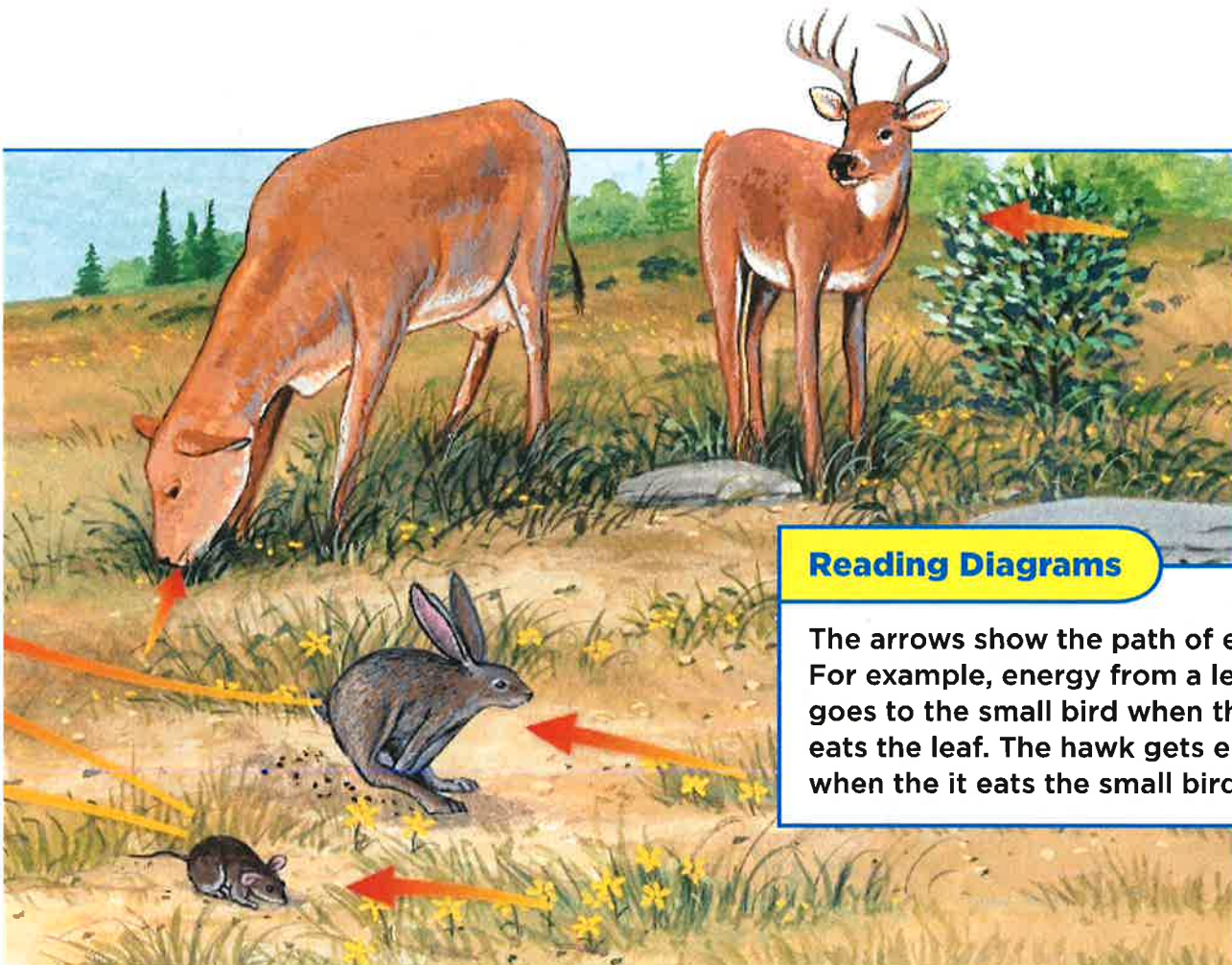
 **Quick Check**

23. Two animals that the hawk eats are **(a)** _____

and **(b)** _____.

Two animals that can eat the mouse

are **(c)** _____ and **(d)** _____.



Reading Diagrams

The arrows show the path of energy. For example, energy from a leaf goes to the small bird when the bird eats the leaf. The hawk gets energy when the it eats the small bird.

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.

Write *better* or *best* to correctly complete each sentence.

1. This is a _____ meal than the one we had last night.
2. This painting has the _____ frame in the art gallery.
3. Michael is the _____ singer of everyone in the chorus.
4. Tigers are _____ swimmers than lions.
5. That is the _____ movie I've seen in a long time.
6. You have a _____ chance at winning the race than I do.
7. This is the _____ sofa in the furniture store.
8. The _____ books in the library are sometimes hard to find.
9. I have a _____ baseball mitt than I used to have.
10. This has been the _____ day ever!

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- The adjective *bad* becomes *worse* or *worst* when it is used to compare.
- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.

Write *worse* or *worst* to correctly complete each sentence.

1. The rainy weather created _____ conditions than before.
2. Monday is always the _____ day of the week for me.
3. I am a _____ cook than my mother.
4. The plant has a _____ fungus than I thought.
5. Finally, the _____ part of the test was over.
6. These are the _____ seats in the theater.
7. This is _____ traffic than it was this morning.
8. Our house has the _____ damage from the storm.
9. Yours is a _____ excuse than mine!
10. Her _____ fear was that she would be late.



Assignment

Making an Inference from Informational Text

Topic: Trash in Oceans

Your Assignment:

Read the research report below. What inference can be made about the plastic trash problem in the ocean? Use key details from the passage to support and explain your answer.

Warning! Don't Eat That!

By David Huang

It's hard to imagine that every year approximately 100 million marine, or sea, creatures and animals die because of the plastic trash and debris that ends up in the oceans. There are many things that people use on a regular basis that are hazardous for the animals. Hazardous means that it can cause harm, or even kill, the marine life.

So, what kinds of things are hazardous to ocean creatures? A straw from a juice box can be mistaken as food by a sea turtle, and the turtle can choke and die as a result of attempting to eat it. Balloons that accidentally, or maybe even purposefully, float off into the sky eventually lose their helium and land somewhere. The balloons then become hazardous. The limp balloons can end up in the gutters that wash out into the ocean during rain storms, or they can actually land in the ocean after their descent. Either way, animals can mistake the formerly beautiful balloon as food.

Sometimes sea creatures get caught up in the plastic trash. They can be caught in soda can holders, plastic bags, etc. They get these things caught around their necks, and it becomes difficult for the animal to survive. There are many things that pose a risk for animals that live in the ocean.



However, the plastic trash that is causing problems should not actually be in the ocean, so how does it get there? When people go to the beach and don't fully clean up after themselves, the trash can be taken right out to sea by a big wind or the high tide. Sometimes it gets left on the streets and eventually gets washed into the ocean by the sewer systems. It's often some kind of careless behavior of people that allows the plastic to get to the ocean.

It is possible though to make the ocean a safer environment for the marine animals. People can make sure to fully clean up after themselves wherever they go. They can also reduce their use of plastic, reuse what they already have, and recycle everything properly. Reduce, reuse, recycle is not just a slogan. It is a smart way to help preserve marine life!

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.

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

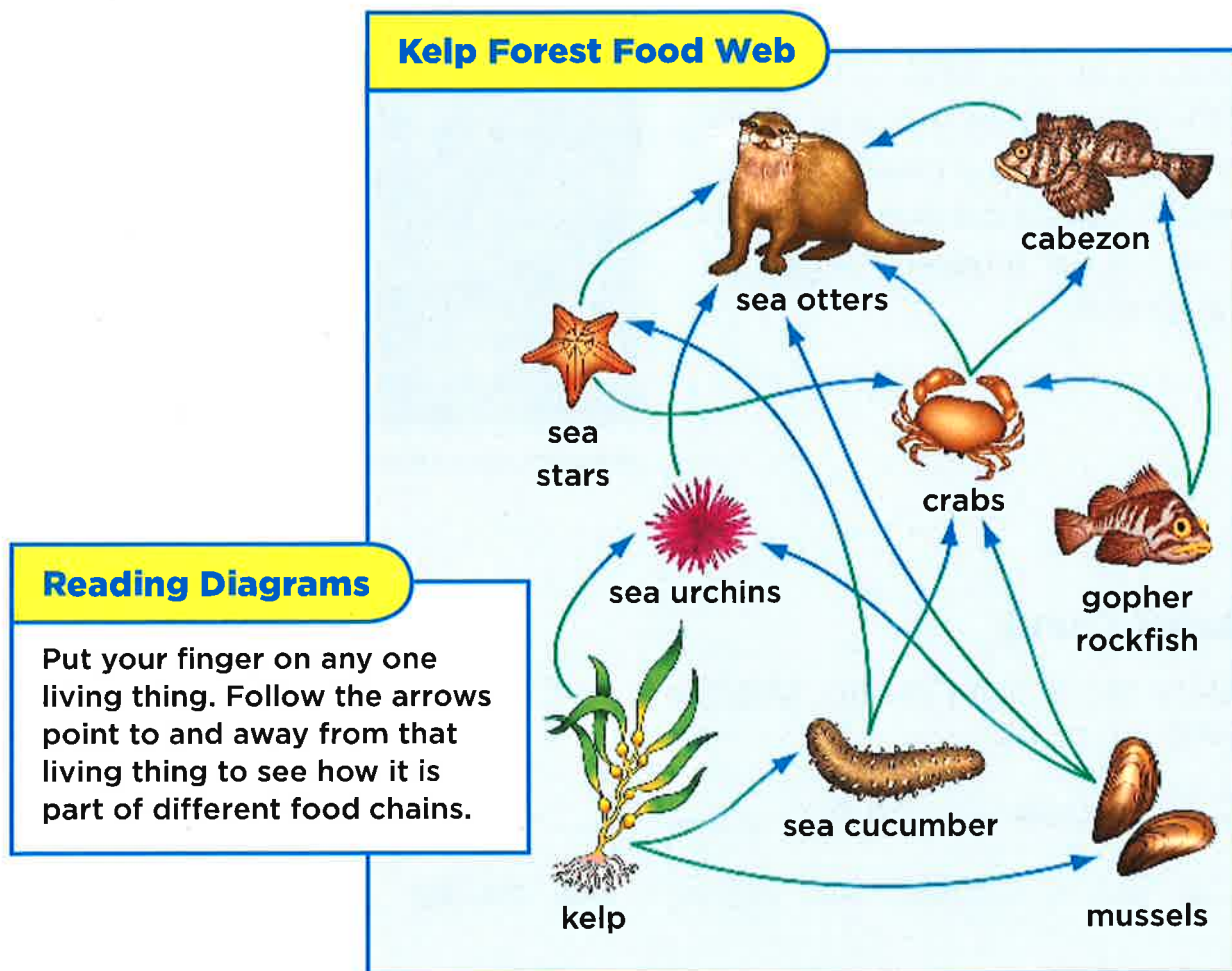
Your Response:

How can food webs change?

Look at the kelp forest food web. Try to find as many food chains as you can. Start with the kelp in the lower left corner. Kelp is a kind of seaweed. Kelp grows in underwater forests. Many kinds of living things eat the kelp.

For example, here are just three food chains. They all start with kelp:

1. kelp → sea urchins → sea otters
2. kelp → sea cucumbers → crabs → sea otters
3. kelp → mussels → crabs → sea otters



A change in one kind of living thing in a food web causes other kinds of living things to change. For example, over 200 years ago, sea otters were hunted for their fur. So there were fewer and fewer sea otters in the food web.

Look at the kelp forest food web. Sea otters eat sea urchins. Without sea otters, fewer sea urchins were being eaten.

kelp → sea urchins → sea otters

Soon there were too many sea urchins in the kelp forest. They were eating up the kelp. Other living things, such as mussels, could not get the kelp they needed. The mussels began to die out. Then crabs, which eat mussels, began to die out as well.



Many ocean animals eat kelp.

Quick Check

Complete these food chains. Use the kelp forest food web on p. 16.

kelp → mussels → **24.(a)** _____ → sea otters

kelp → sea cucumbers → sea stars → **24.(b)** _____

17. Frank has two same-size rectangles divided into the same number of equal parts. One rectangle has $\frac{3}{4}$ of the parts shaded, and the other has $\frac{1}{3}$ of the parts shaded.

Part A

Into how many parts could each rectangle be divided? Show your work by drawing the parts of each rectangle.



Part B

Is there more than one possible answer to Part A? If so, did you find the least number of parts into which both rectangles could be divided? Explain your reasoning.

18. Suki rode her bike $\frac{4}{5}$ mile. Claire rode her bike $\frac{1}{3}$ mile. They want to compare how far they each rode their bikes using the benchmark $\frac{1}{2}$. For numbers 18a–18c, select the correct answers to describe how to solve the problem.

18a. Compare Suki's distance to the benchmark: $\frac{4}{5}$
 $<$
 $>$
 $=$
 $\frac{1}{2}$.

18b. Compare Claire's distance to the benchmark: $\frac{1}{3}$
 $<$
 $>$
 $=$
 $\frac{1}{2}$.

18c. Suki rode her bike
 a longer distance than
 the same distance as
 a shorter distance than
 Claire.

4th Grade Learning Packet

Answer Key Week 8

Day	Lesson
1	<p>Vocabulary 1st Page: Answers will vary. 2nd Page:</p> <ol style="list-style-type: none">evidencedocumentexpeditionarchaeologyeratremendousuncoverpermanentPossible Response: The computer has helped bring about a new era of technology.Possible Response: The lawyer used the item as evidence in court. <p>Consonant +le Syllables/Latin Suffixes</p> <p>A. Divide each word into syllables. Write the syllables on the lines and circle the consonant + le syllable. The first one has been done for you.</p> <ol style="list-style-type: none">cud<u>le</u> <u> </u> <u> </u> <u> </u> <u> </u>tur<u>le</u> <u> </u> <u> </u> <u> </u> <u> </u>an<u>le</u> <u> </u> <u> </u> <u> </u> <u> </u>pebb<u>le</u> <u> </u> <u> </u> <u> </u> <u> </u>coup<u>le</u> <u> </u> <u> </u> <u> </u> <u> </u> <p>B. Read each word. Circle the suffix and write the base word on the line. The first one has been done for you.</p> <ol style="list-style-type: none">sens<u>le</u> <u> </u> <u> </u> 4. flex<u>le</u> <u> </u> <u> </u>movem<u>ent</u> <u> </u> <u> </u> 5. comfort<u>le</u> <u> </u> <u> </u>suit<u>le</u> <u> </u> <u> </u> 6. agreem<u>ent</u> <u> </u> <u> </u>

Name _____

Compare and Order Fractions

Essential Question How can you compare fractions?

Operations
 4.NF.2
MATHEMATICAL PRACTICES
 MP.2, MP.4, MP.6

Unlock the Problem

Jody has equal-size bins for the recycling center. She filled $\frac{3}{5}$ of a bin with plastics, $\frac{1}{12}$ of a bin with paper, and $\frac{9}{10}$ of a bin with glass. Which bin is the most full?

- Underline what you need to find.
- Circle the fractions you will compare.

Example 1 Locate and label $\frac{3}{5}$, $\frac{1}{12}$, and $\frac{9}{10}$ on the number line.



Math Idea

Sometimes it is not reasonable to find the exact location of a point on a number line. Benchmarks can help you find approximate locations.

STEP 1 Compare each fraction to $\frac{1}{2}$.

$\frac{3}{5} \begin{matrix} \circlearrowleft \\ > \end{matrix} \frac{1}{2}$ $\frac{1}{12} \begin{matrix} \circlearrowleft \\ < \end{matrix} \frac{1}{2}$ $\frac{9}{10} \begin{matrix} \circlearrowleft \\ > \end{matrix} \frac{1}{2}$

$\frac{3}{5}$ and $\frac{9}{10}$ are both greater than $\frac{1}{2}$.

$\frac{1}{12}$ is less than $\frac{1}{2}$.

Label $\frac{1}{2}$ on the number line above.

STEP 2 Compare $\frac{3}{5}$ and $\frac{9}{10}$.

Think: Use 10 as a common denominator.

$\frac{3}{5} = \frac{3 \times 2}{5 \times 2} = \frac{6}{10}$

Since $\frac{6}{10} < \frac{9}{10}$, you know that $\frac{3}{5} < \frac{9}{10}$.

Label $\frac{3}{5}$ and $\frac{9}{10}$ on the number line above.

The fraction the greatest distance from 0 has the greatest value.

The fraction with the greatest value is $\frac{9}{10}$.

So, the bin with glass is the most full.

Possible explanation: $\frac{3}{5}$ is close to $\frac{1}{2}$, or $\frac{3}{5}$ is greater than $\frac{1}{2}$ because 3 fifth-size pieces of a whole are larger than 3 sixth-size pieces of a whole.

Math Talk

Mathematical Practices

Explain how you know you located $\frac{3}{5}$ on the number line correctly.

- Compare the distance between $\frac{3}{5}$ and 0 and the distance between $\frac{9}{10}$ and 0. What can you conclude about the relationship between $\frac{3}{5}$ and $\frac{9}{10}$? Explain.

The distance between $\frac{3}{5}$ and 0 is less than the distance between $\frac{9}{10}$ and 0.

Therefore, $\frac{3}{5} < \frac{9}{10}$.

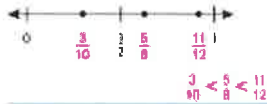
© Houghton Mifflin Harcourt Publishing Company

Name _____

Share and Show



1. Locate and label points on the number line to help you write $\frac{3}{10}$, $\frac{5}{8}$, and $\frac{11}{12}$ in order from least to greatest.



Write the fraction with the greatest value.

2. $\frac{7}{10} < \frac{1}{3} < \frac{4}{10}$

$\frac{9}{10}$

3. $\frac{3}{10} < \frac{7}{12} < \frac{7}{10}$

$\frac{5}{8}$

4. $\frac{2}{8} < \frac{1}{4} < \frac{2}{4}$

$\frac{2}{4}$

Write the fractions in order from least to greatest.

5. $\frac{1}{4} < \frac{5}{8} < \frac{1}{2}$

$\frac{1}{4} < \frac{1}{2} < \frac{5}{8}$

6. $\frac{1}{5} < \frac{4}{10} < \frac{1}{7}$

$\frac{3}{10} < \frac{3}{5} < \frac{2}{3} < \frac{4}{5}$

7. $\frac{3}{4} < \frac{7}{12} < \frac{5}{12}$

$\frac{5}{12} < \frac{7}{12} < \frac{3}{4}$

Possible explanation: you can determine which benchmark each fraction is closest to and use the order of the benchmarks to order the fractions.

Math Talk

Mathematical Practices

Explain how benchmarks can help you order fractions.

On Your Own

Write the fractions in order from least to greatest.

8. $\frac{2}{5} < \frac{1}{3} < \frac{7}{6}$

$\frac{1}{3} < \frac{2}{5} < \frac{7}{6}$

9. $\frac{3}{10} < \frac{7}{12} < \frac{1}{6}$

$\frac{1}{6} < \frac{7}{12} < \frac{4}{8}$

10. $\frac{7}{100} < \frac{4}{10} < \frac{4}{5}$

$\frac{7}{100} < \frac{4}{5} < \frac{8}{10}$

Copyright © Houghton Mifflin Harcourt Publishing Company

Problem Set Reason Quantitatively Algebra Write a numerator that makes the statement true. Possible answers are given.

11. $\frac{1}{2} < \frac{7}{10} < \frac{4}{5}$

12. $\frac{1}{3} < \frac{5}{12} < \frac{6}{8}$

13. $\frac{8}{8} < \frac{3}{1} < \frac{7}{8}$

Science: What is a food chain?

13. Consumers

14. Decomposers

Day

“Where It All Began”

2

- 1. B
- 2. C
- 3. A, D
- 4. C
- 5. C

- 6. A
- 7. D
- 8. B
- 9. A

10. Sample Response:

John Smith headed the Jamestown colony in 1608. He traded English copper and beads for food with the Indians. He urged the settlers to work and do their part to keep the colony safe. Indians in the area were ruled by Chief Powhatan, whose daughter Pocahontas became John Smith's friend.

Name _____

Chapter 6 Review/Test

1. For numbers 1a–1d, tell whether the fractions are equivalent by selecting the correct symbol.

1a. $\frac{1}{10} < \frac{1}{9}$ 1c. $\frac{3}{4} > \frac{31}{40}$

1b. $\frac{1}{4} < \frac{17}{16}$ 1d. $\frac{1}{10} > \frac{1}{8}$

2. Juan's mother gave him a recipe for trail mix.

$\frac{1}{4}$ cup raisins	$\frac{2}{3}$ cup almonds
$\frac{1}{2}$ cup peanuts	$\frac{1}{3}$ cup walnuts

Order the ingredients used in the recipe from least to greatest.

peanuts walnuts almonds raisins

3. Taylor cuts $\frac{1}{2}$ sheets of construction paper for an arts and crafts project. Write $\frac{1}{2}$ as an equivalent fraction with the denominator shown.

$\frac{2}{10}$ $\frac{3}{15}$ $\frac{5}{25}$ $\frac{8}{40}$

4. A tree trunk has six knots with the sizes shown below. Write each fraction in the correct box.

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{1}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{1}{10}$

less than $\frac{1}{2}$ in.	equal to $\frac{1}{2}$ in.	greater than $\frac{1}{2}$ in.
$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$
$\frac{1}{10}$		$\frac{1}{10}$
$\frac{3}{10}$		



5. Dory bought $\frac{1}{2}$ pound of cheese and $\frac{1}{4}$ pound of hamburger for a hamburger. Use the numbers to compare the amounts of cheese and hamburger Dory bought.

1	3	1	3
2	4	2	4

6. Brad is practicing the piano. He spends $\frac{1}{2}$ hour practicing each day and $\frac{1}{4}$ hour practicing the song for his recital. For numbers 6a–6c, select Yes or No to tell whether each of the following is a true statement.

- 6a. 52 is a common denominator of $\frac{1}{2}$ and $\frac{1}{4}$. Yes No
- 6b. The amount of time spent practicing scales can be rewritten as $\frac{1}{4}$. Yes No
- 6c. The amount of time spent practicing the song for the recital can be rewritten as $\frac{1}{2}$. Yes No

7. In the school chorus, $\frac{1}{4}$ of the students are fourth graders. In simplest form, what fraction of the students in the school chorus are fourth graders?

$\frac{1}{4}$ of the students.

8. Which pairs of fractions are equivalent? Mark all that apply.

- $\frac{1}{12}$ and $\frac{1}{3}$ $\frac{1}{6}$ and $\frac{1}{24}$
 $\frac{1}{4}$ and $\frac{16}{28}$ $\frac{1}{6}$ and $\frac{11}{18}$

9. Sam worked on his science fair project for $\frac{1}{2}$ hour on Friday and $\frac{1}{4}$ hour on Saturday. What are four common denominators for the fractions? Explain your reasoning.

Possible answer: 4, 8, 12, 16. Possible explanation: The common denominators are common multiples of both 2 and 4.

Science: What are herbivores? What are carnivores and omnivores?

15. Herbivores get energy by eating plants.
16. c
17. a
18. b

3

“Eastern Influence” Possible Responses

1. Gold was discovered in the West, and the Gold Rush started.
2. The Chinese used their farming skills to grow crops in California.
3. The first transcontinental railroad was built in America from 1863 to 1869. The Chinese played a big role in helping build it. They laid track and built tunnels.

12. Regina, Courtney, and Ellen biked around Bear Pond. Regina biked $\frac{7}{10}$ of the distance in an hour. Courtney biked $\frac{3}{4}$ of the distance in an hour. Ellen biked $\frac{2}{8}$ of the distance in an hour. Compare the distances biked by each person by matching the statements to the correct symbol. Each symbol may be used more than once or not at all.



13. Ramon is having some friends over after a baseball game. Ramon's job is to make a vegetable dip. The ingredients for the recipe are given.

Ingredients in Vegetable Dip	
$\frac{3}{4}$ cup parsley	$\frac{2}{4}$ cup buttermilk
$\frac{1}{2}$ cup dill	$\frac{1}{2}$ cup cream cheese
$\frac{5}{8}$ cup scallions	$\frac{1}{16}$ cup lemon juice

Part A

Which ingredient does Ramon use the greater amount of, buttermilk or cream cheese? Explain how you found your answer.

Buttermilk, possible answer: I can find equivalent fractions with the same denominator and compare the numerators. $\frac{1}{2} = \frac{4}{8}$. Since $6 > 4$, $\frac{3}{4} > \frac{1}{2}$.

Part B

Ramon says that he needs the same amount of two different ingredients. Is he correct? Support your answer with information from the problem.

Yes, possible answer: $\frac{3}{4}$ and $\frac{6}{8}$ are equivalent fractions because the simplest form of the fraction $\frac{6}{8}$ is $\frac{3}{4}$. So, Ramon needs the same amount of parsley and scallions.

Science: What are decomposers? More Food Chain

- 19. Decomposers break down plants and animals that have died.
- 20. algae
- 21. sunfish
- 22. heron

Genre/Text Feature

4

- 1. Pilgrim Memorial State Park
- 2. Possible Response: It is home to Plymouth Rock; almost one million people visit each year.
- 3. map
- 4. Possible Response: It could help you find your way from Plymouth Rock to the Mayflower II

Vocabulary Strategy

1. In the search for gold, it was **every man for himself**. More people came looking. Gold became harder to find.
 - a. trying to do something without the help of anyone else
 - b. looking for something that is hard to find
 - c. doing something with a lot of help
2. At first the Chinese found gold. But **all good things must come to an end**. The Chinese had to find other ways to make money.
 - a. Good things are hard to find.
 - b. Bad things always happen.
 - c. Good things don't last forever.
3. The Chinese showed that **hard work pays off**. They played a vital role in the first transcontinental railroad in America. They laid track across rivers.
 - a. Hard work takes a long time.
 - b. Hard work is rewarded.
 - c. Hard work pays a lot of money.

Writing Traits: Organization - Answers will vary.

Write to Sources

1. - 3.

Since the colonists of early America faced so many hardships, many of their attempts to settle here went from bad to worse. In "Rediscovering Our Spanish Beginnings," I learned that when Florida was first discovered it was hard to establish a colony there. Six attempts to settle in that area were unsuccessful because of harsh weather, dangerous animals, and soil that wouldn't grow European crops. The author says that St. Augustine was finally settled, but that the settlement became a target for enemy attack. It was forced to relocate many times over the next six years.

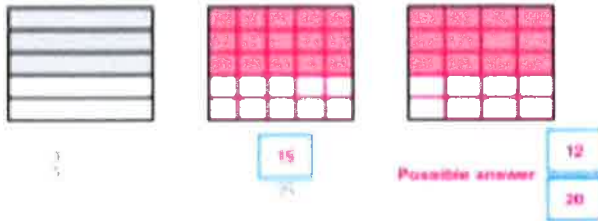
The colonists of Roanoke Island also left their settlement, but we don't know why. However, historians have some theories. These include disease, starvation, and being killed by hostile Native Americans. English colonists built a settlement off the coast of Maine, called "Popham," but it too did not survive.

Whether it was from enemy attacks, harsh weather, or starvation, these early settlements struggled to survive and very few did.

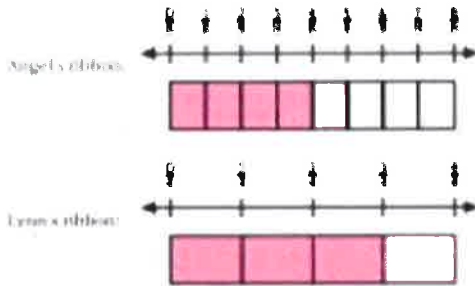
4. worse

Name _____

14. Nancy is ordering bread rolls for her party. She wants $\frac{2}{5}$ of the rolls to be whole wheat. What other fractions can represent the part of the rolls that will be whole wheat? Shade the models to show your work.

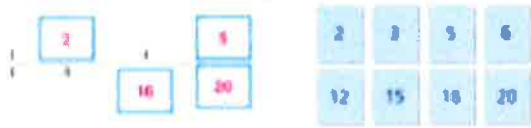


15. Angel has $\frac{3}{8}$ yard of ribbon and Lynn has $\frac{1}{4}$ yard of ribbon. Do Angel and Lynn have the same amount of ribbon? Shade the model to show how you found your answer. Explain your reasoning.



No, possible answer: The fraction strips do not show the same part shaded, so the fractions are not equivalent. Lynn has more ribbon than Angel.

16. Ella used $\frac{1}{4}$ yard of red ribbon. Fill in each box with a number from the list to show equivalent fractions for $\frac{1}{4}$. Not all numbers will be used. Possible answer given for last fraction:



Science: What is a food web?

23. a. bird b. Snake (a and b can be in any order)
 c. coyote d. Snake (c and d can be in any order)

5

Grammar: Comparing with Good

1. better
2. best
3. best
4. better
5. best
6. better
7. best
8. best
9. better
10. best

Grammar: Comparing with Bad

1. worse
2. worst
3. worse
4. worse
5. worst
6. worst
7. worse
8. worst
9. worse
10. worst

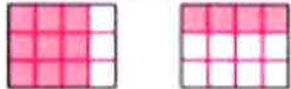
Making and Inference from Informational Text - Topic: Trash from Oceans
 (Answers will vary.)

17. Frank has two square-size rectangles divided into the same number of equal parts. One rectangle has $\frac{1}{3}$ of the parts shaded, and the other has $\frac{1}{4}$ of the parts shaded.

Part A

How many parts could each rectangle be divided? Show your work by drawing the parts of each rectangle.

Possible answer: 12 parts; sample sketch provided.



Part B

Is there more than one possible answer to Part A? If so, did you find the least number of parts into which both rectangles could be divided? Explain your reasoning.

Yes, possible answer. There are many possible answers. The rectangles could be divided into 24 parts, 36 parts, 48 parts, and so on. Dividing each rectangle into 12 parts is the least number possible because this is the smallest number that both 3 and 4 divide into evenly.

18. Saki rode her bike $\frac{1}{4}$ mile. Clare rode her bike $\frac{1}{3}$ mile. They want to compare how far they each rode their bikes using the benchmark $\frac{1}{2}$. For numbers 18a–18c, select the correct answers to describe how you solve the problem.

18a. Compare Saki's distance to the benchmark $\frac{1}{2}$.



18b. Compare Clare's distance to the benchmark $\frac{1}{2}$.



18c. Saki rode her bike _____ the same distance as Clare rode her bike. Clare rode her bike _____ a greater distance than Saki.

Clare rode her bike a larger distance than Saki.

Science: How can food webs change?

- 24a. sea urchins or crabs
- 24b. sea otters



Compton USD

Learning Packet # 7

ELD

Grade 4

Name: _____

4th Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 8

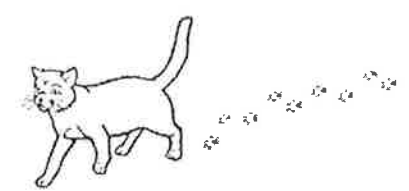

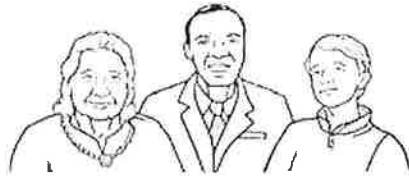

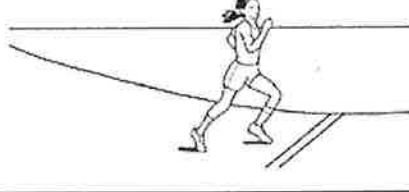

Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: a. Say the word aloud b. Read the sentence aloud c. Write a sentence using each word *Use the pictures to help yourselves to find the cognates and to build the sentences.	
	Vocabulary Strategy: Antonyms. Read the information in the box. Complete activities 1-3.	
	Consonant + le Syllables/Latin Suffixes. Read the information in the box. Then, complete sections A (questions 1-4) and B (questions 1-4)	
	Genre/Text Feature: Read the text "A Visit to the Past". Answer questions 1-4	
2	Comprehension and Fluency: Read the literary passage "Eastern Influence": Answer questions in section A (1-3). Then, complete section B.	
	Comprehension: Read the passage "Eastern Influence" again . Then, complete the Sequence graphic organizer with the information from the text.	
3	Differentiated Texts: Read the text "Rediscovering Egypt's Past". Respond to the text by reading and completing the sentences 1-3. Then, Complete the sentences at the bottom.	
	Writing Traits:Organization. Read the Draft Model. Use the questions to help you to revise the draft. Then, revise the draft by adding a strong conclusion sentence that sums up the writer's thoughts.	
	Write to Sources: Read the Text in the box. Then, follow the directions 1-4 to mark the text.	
4	Leveled Reader: Read the book "Treks Through Time". Then, <ul style="list-style-type: none"> Complete the questions on page 15 	
5	Leveled Reader: Read the book "Secrets of the Icer". Then, <ul style="list-style-type: none"> Read the text "The Ancient One" - pages 16-19 Complete the questions on pages 20-21 	

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
evidence	The cat's paw prints were <u>evidence</u> that it was in the yard.	
tremendous	The old tree in front of our house is <u>tremendous</u> .	
permanent	People from other countries have left a <u>permanent</u> mark on our country.	
era	The invention of the telephone brought about a new <u>era</u> .	
document	She likes to <u>document</u> each race to see if she is improving.	
uncover	I read the book quickly because I wanted to <u>uncover</u> the mystery.	

Name _____

Proverbs and adages are short sayings and expressions that have been used for a long time. Use context clues to help you figure out the meanings of proverbs and adages. Look at the example below.

People heard about gold being discovered. But **seeing is believing**.
Immigrants came from many countries to find out for themselves.

The underlined words explain that *seeing is believing* means that only real, firsthand evidence is convincing.

Read each group of sentences below. Read the underlined context clues to help you understand the meaning of the proverb or adage in bold. Circle the letter of the best definition of the proverb or adage in bold.

1. In the search for gold, it was **every man for himself**. Gold became harder to find.
 - a. trying to do something without the help of anyone else
 - b. looking for something that is hard to find
 - c. doing something with a lot of help

2. At first the Chinese found gold. But **all good things must come to an end**. So, the Chinese did other jobs to make money.
 - a. Good things are hard to find.
 - b. Bad things always happen.
 - c. Good things don't last forever.

3. The Chinese showed that **hard work pays off**. They helped build the Transcontinental Railroad in America. They laid track across rivers.
 - a. Hard work takes a long time.
 - b. Hard work is rewarded.
 - c. Hard work pays a lot of money.

Name _____

Every syllable in a word has a vowel sound. When a word ends in a consonant followed by the letters *-le*, the three letters are called a consonant + *le* syllable.

ble as in *able*

tle as in *bottle*

ple as in *maple*

A. Read each word in bold. Circle the letter that shows the word correctly divided into syllables. The last syllable should be a consonant + *le* syllable. The first one has been done for you.

1. **waffle** a. wa/ffle **(b.)** waf/fle

2. **cradle** a. crad/le b. cra/dle

3. **battle** a. bat/tle b. batt/le

4. **bundle** a. bun/dle b. bu/ndle

A suffix is a group of letters added to the end of a word that changes the word's meaning. Latin suffixes can give clues to a word's meaning. The Latin suffixes *-ible* and *-able* mean "can be done" or "the quality or state of." The Latin suffix *-ment* means "the state, action, or result of."

B. Read each base word and suffix. Write the new word on the line. The first one has been done for you.

1. prevent + able = preventable

2. pay + able = _____

3. place + ment = _____

4. collect + ible = _____

Name _____

A Visit to the Past

Pilgrim Memorial State Park is a park in Plymouth, Massachusetts. Visitors to the park can see Plymouth Rock. People say that Plymouth Rock sits on the spot where the Pilgrims landed. The *Mayflower II* can be found nearby in Plymouth Harbor. It is a copy of the *Mayflower*. The *Mayflower* was the ship the Pilgrims used to sail to America. Plymouth Rock and the *Mayflower* are important American symbols. Almost one million people come to see them each year.



Answer the questions about the text.

1. Informational text tells facts about a topic. What is the topic of this text?

2. What important American symbols are in Pilgrim Memorial State Park?

3. What text feature is included?

4. Look at the map and use the compass rose. Is the *Mayflower II* north or south of Plymouth Rock?

Name _____

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

Eastern Influence

10 The first Asian immigrants to enter this country came from
21 China. Most came to find gold in California. The Chinese brought
21 their culture and their many skills. They could do many jobs. Their
33 influence is still felt. Today, their culture is part of the United States.

46 Culture and Skills

49 The Chinese joined the Gold Rush in 1848 to find a better life.
62 They brought their culture to America with them. They shared their
73 language. They shared their beliefs and customs, too.

81 In the search for gold, it was every
89 man for himself. At first the Chinese
96 found gold. But all good things must
103 come to an end. Gold became harder
110 to find. So, the Chinese did other jobs
118 to make money. Some opened shops.
124 Others did laundry for work.

129 Many of the Chinese were skilled
135 farmers. They grew food in California
141 too. They sold the food, oranges and
148 rice, door-to-door.

150 Many of Chinese were fishing
155 experts. They took oysters and mussels
161 from the water. They sold their food in
169 local markets. They shipped it to other areas too.



Like many others, the Chinese used pans to find gold.

Name _____

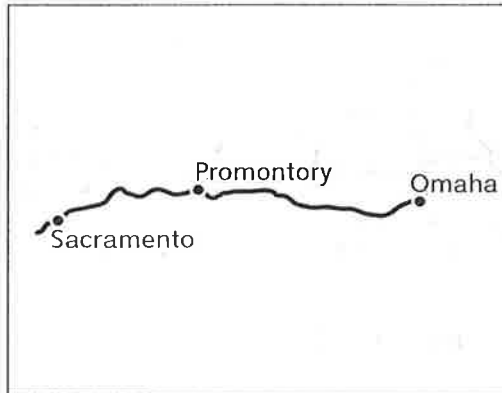
A Strong Work Ethic

The Chinese showed that hard work pays off. They helped build the Transcontinental Railroad in America. It was built from 1863 to 1869. The railroad first connected the East and the West.

By 1868, there were thousands of workers on the railroad. Most of them were Chinese. They laid track across rivers. They built tunnels through mountain ranges. They worked long days.

With the railroad came trade across the country. People could buy and ship goods long distances. The West had crops that the East wanted. Farms grew in size. Chinese farmers were called upon to help farm the land.

The Chinese had a big influence on life in the West. They helped shape the country into what it is today.



Chinese immigrants played an important role in the building of the first transcontinental railroad.

A Different Kind of Medicine

In America during the 1800s, medicine and cures were not advanced. Rules for drugs were not set. The Chinese brought time-tested herbs for medicine. They had herbal treatments that had been around for thousands of years. Herbs from Asia are often still used today. People believe that they have little or no side effects.

Name _____

A. Reread the passage and answer the questions.

1. In paragraph 2, what happened first in 1848?
 - a. The Chinese looked for new jobs to make money.
 - b. The Chinese joined the Gold Rush.
 - c. The Chinese helped build the Transcontinental Railroad.

2. In paragraph 6, what event happened from 1863 to 1869?
 - a. The Chinese joined the Gold Rush.
 - b. The Chinese farmed crops.
 - c. The Chinese helped build the Transcontinental Railroad.

3. How do you know that the author used sequence in the text?
 - a. The dates are in time order.
 - b. The dates are all in the 1800s.
 - c. There is a sidebar.

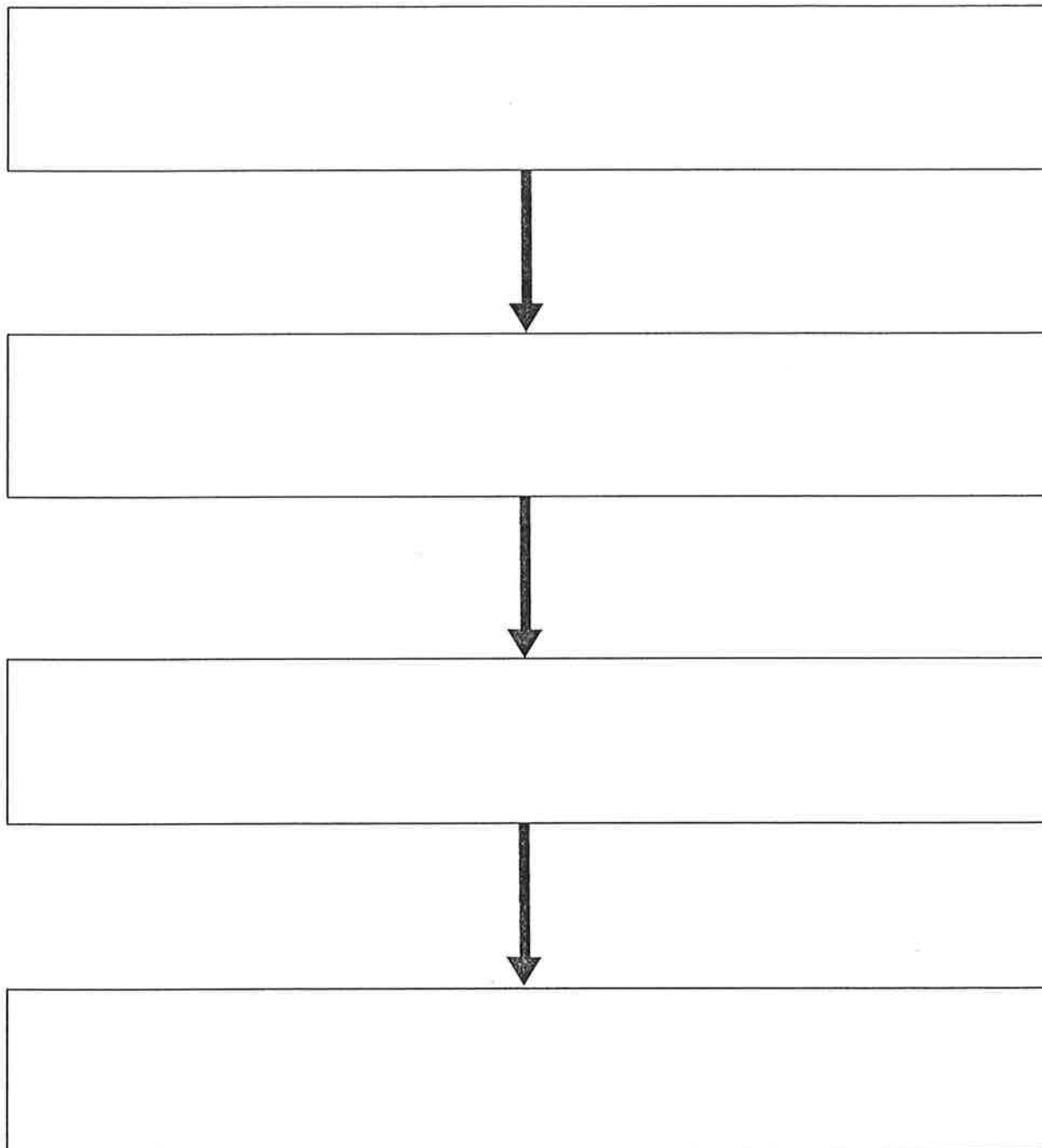
B. Work with a partner. Read the passage aloud. Pay attention to rate and expression. Stop after one minute. Fill out the chart.

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

Copyright © McGraw-Hill Education

Name _____

Read the selection. Complete the sequence graphic organizer.





Essential Question

How can learning about the past help you understand the present?

Use Graphic Organizer 88 to take notes while you read.

Rediscovering Egypt's Past

Information Article

More than 3,000 years ago, Egyptian rulers were buried in underground tombs. Many of these tombs were in the Valley of the Kings. In 1914 the **experienced** British archaeologist Howard Carter began to search there. Carter wanted to find the tomb of an Egyptian ruler called King Tut. Tut became king when he was nine years old. He died when he was only about 19. Archaeologists call him the boy king.

Carter and his expedition faced many **challenges**. Finally, in November 1922, he made a tremendous discovery. He uncovered a sealed door leading to King Tut's tomb. In February 1923, Carter uncovered King Tut's burial chamber.

Ancient Egyptians believed in life after death, so their favorite possessions were buried with them when they died. King Tut's tomb contained more than 5,000 **artifacts**. The king would use these possessions in his next life. These artifacts included his golden throne, jewelry, chariots, and weapons. Even his favorite toys and games were buried with him. Gold and precious jewels covered many artifacts.

King Tut's solid gold coffin was amazing. Inside this coffin was King Tut's body. It was wrapped in linen and

preserved as a mummy for the afterlife. King Tut's mummy was in excellent condition because it had been untouched since its burial. The discovery of King Tut's mummy was important. It helped archaeologists understand how ancient Egyptians buried their dead.

These artifacts helped us learn more about ancient Egyptian customs and culture. This ancient culture helped shape the world that modern Egyptians live in today.



This solid gold mask covered the head and shoulders of King Tut's mummy. It is one of the most famous Egyptian artifacts ever found.

Respond to the Text

Name _____

Read the text. Use the graphic organizer 88 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. Describe the sequence of events leading to Howard Carter's discoveries in the Valley of the Kings.


In November 1922, Howard Carter _____

In February 1923, he _____

2. Explain why so many artifacts were buried with King Tut in his tomb.

The artifacts were buried in King Tut's tomb because _____

3. Discuss what archaeologists learned from the discovery of King Tut's body.

 **Write Work with a partner. Discuss your notes about "Rediscovering Egypt's Past." Then write your answer to the Essential Question.**

How can learning about the past help you understand the present?

Discovering King Tut's tomb helped archaeologists learn about _____

Ancient Egyptian culture helped to shape _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can end an informational article with a strong concluding statement.

Draft Model

Thomas Edison was an American inventor. He invented over 1,000 different things. Because he invented the electric light bulb, I don't have to do my homework by candle light!

1. What main idea might the concluding statement sum up?
2. What might be other reasons Edison's invention of the electric light bulb was important?
3. What idea or detail would best sum up the writer's thoughts?

B. Now revise the draft by adding a strong concluding sentence that sums up the writer's thoughts.

Name _____

Byron wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Compare and contrast some of the first attempts at settlements by colonists in America.*

Since the colonists of early America faced so many hardships, many of their attempts to settle here went from bad to worse. In “Rediscovering Our Spanish Beginnings,” I learned that when Florida was first discovered it was hard to establish a colony there. Six attempts to settle in that area were unsuccessful because of harsh weather, dangerous animals, and soil that wouldn’t grow European crops. The author says that St. Augustine was finally settled, but that the settlement became a target for enemy attack. It was forced to relocate many times over the next six years.

The colonists of Roanoke Island also left their settlement, but we don’t know why. However, historians have some theories. These include disease, starvation, and being killed by hostile Native Americans. English colonists built a settlement off the coast of Maine, called “Popham,” but it too did not survive.

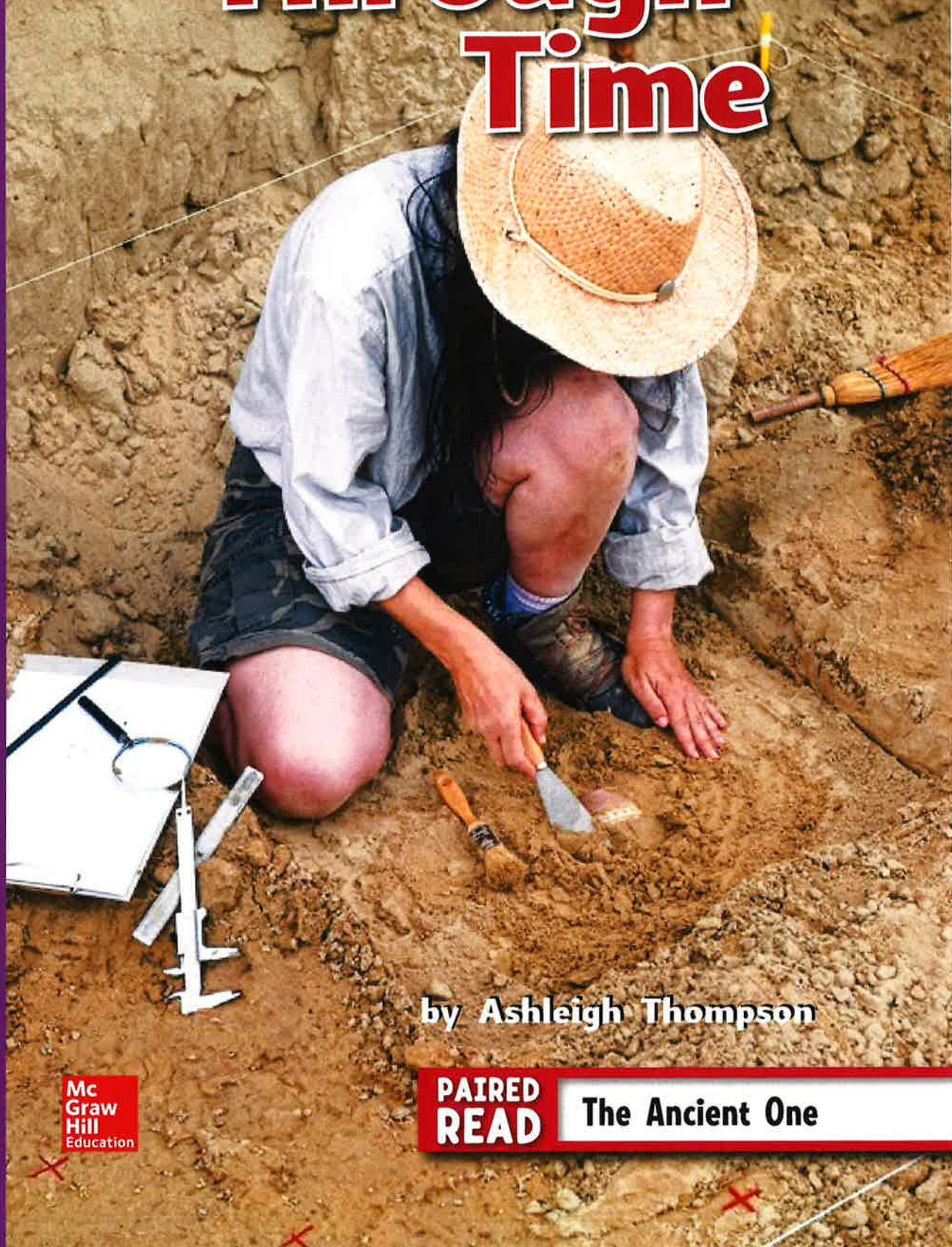
Whether it was from enemy attacks, harsh weather, or starvation, these early settlements struggled to survive and very few did.

Reread the passage. Follow the directions below.

1. **Circle** one example of why early American settlements were unsuccessful.
2. **Draw a box** around the detail that tells how many attempts were made to settle Florida.
3. **Underline** one of the details that Byron gives for the disappearance of the Roanoke Island colony.
4. **Write** Byron’s example of comparing with “bad” on the line below.

Informational
Article

Treks Through Time



by Ashleigh Thompson

Mc
Graw
Hill
Education

PAIRED
READ

The Ancient One

STRATEGIES & SKILLS

Comprehension

Strategy: Summarize

Skill: Sequence

Vocabulary

archaeology, document,
era, evidence, expedition,
permanent, tremendous,
uncover

ELL Vocabulary

abandoned, excavate, recent

Content Standards

Social Studies

History

Word Count: 1,162**

Photography Credit: microgen/iStock/Getty Images

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

mheducation.com/prek-12



Copyright © 2014 McGraw-Hill Education

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
Two Penn Plaza
New York, New York 10121

ISBN: 978-0-07-673780-2
MHID: 0-07-673780-2

Printed in the United States of America.

5 6 7 8 9 DOC 22 21 20 19 18

C



Essential Question

How can learning about the past help you understand the present?

Treks Through Time



by Ashleigh Thompson
Red Lake Band of Ojibwe

Introduction	2
Chapter 1	
The Beginning	4
Chapter 2	
The Dig	7
Chapter 3	
More than a Dig.	10
Conclusion	14
Respond to Reading	15
PAIRED READ The Ancient One	16
Glossary/Index	19
Focus on Social Studies	20

Introduction

Archaeology is the study of the past. It studies the things people made, used, or left behind. Archaeology can happen in the Alaskan wilderness, under the streets of Boston, or under the Mediterranean Sea.

Archaeologists are scientists who may excavate, or dig up, a site for evidence. They remove earth to uncover what is underground. Archaeologists can find **artifacts**, or objects people used, when they excavate. Artifacts give us clues to how people lived.

Archaeologists can work underground—or underwater!

archaeologist

Language Detective

The is an article. Can you find another article on this page?

Archaeology is useful. It helps us learn about how people lived. People did not always write about daily activities. Archaeologists learn a lot by asking questions about objects that people used or wore. For example, they can ask: *Did only adults wear jewelry?*

Archaeology is important to many people. It helps teachers teach about the past. It also helps people in descendant communities (descendants of the people archaeologists are studying). They can learn about their ancestors.



The Beginning

Archaeology starts with a research question. Dr. Smith is a Native American archaeologist. She wants to know how the ancient Mississippian culture built mounds at a site called Cahokia. This site is in Illinois. Dr. Smith begins by finding information. She reads books and articles about Mississippian culture.

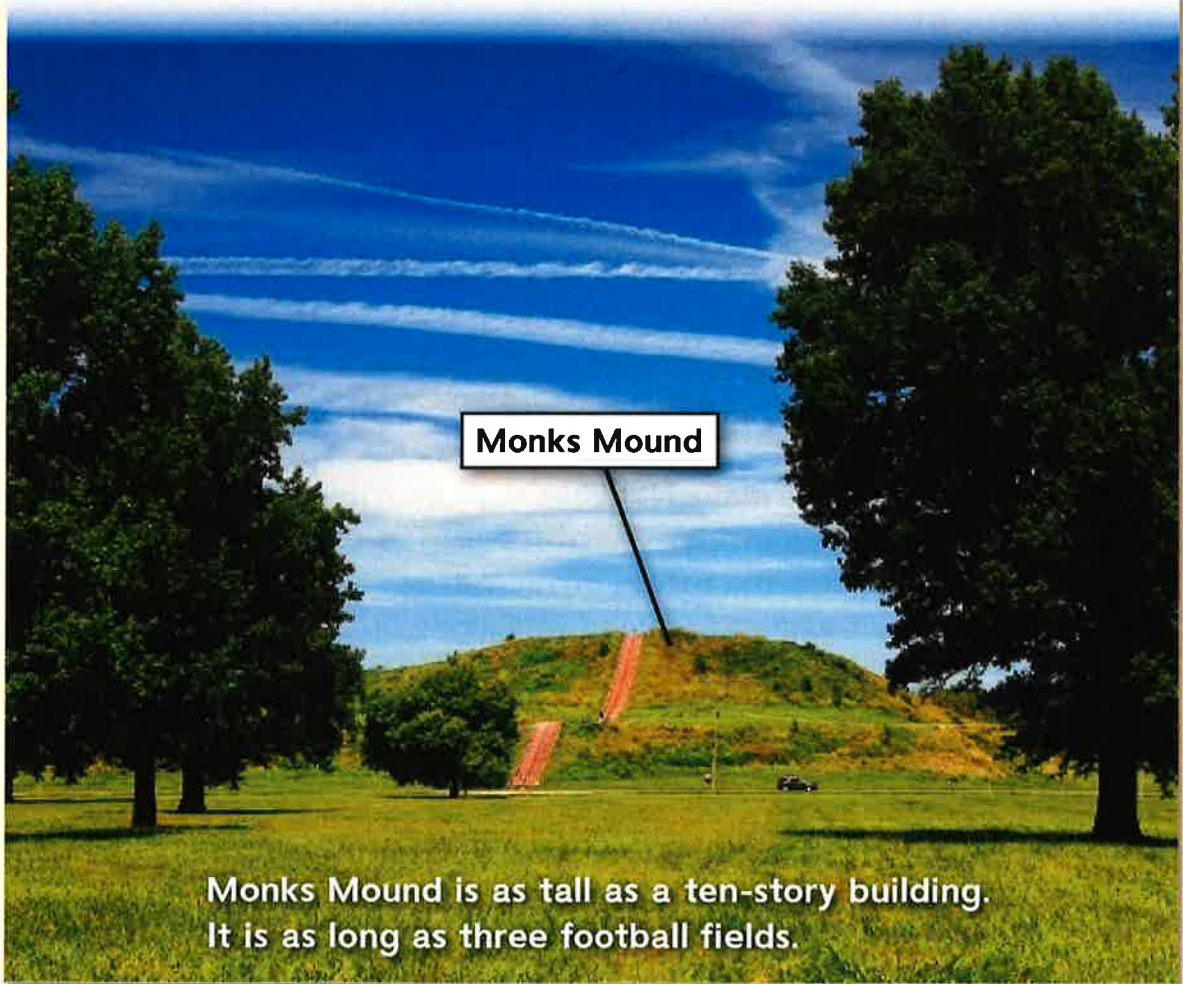
Dr. Smith will study artifacts at museums and universities. The artifacts may help answer her research question.

She can ask descendant communities for information. These communities might be Native American nations whose ancestors built Cahokia. The descendant community may have an **oral tradition** and records, or written information that will help Dr. Smith. If she needs more information, she will excavate the site. She will consult with the descendant community.

To prepare for the expedition, she must answer these questions: *What is the best time to excavate? How many people do I need? What tools will they need? How will they **preserve** the artifacts they find?*

Cahokia, a Native American City

Cahokia is the site of an ancient city. It was built and lived in by Native peoples from AD 1050 to AD 1300. Native peoples traded goods, like obsidian, copper, and shells. They used complex plans and architecture to create the city. Cahokia had over 100 mounds made of earth. Today, there are only 80 mounds. The largest is called Monks Mound.



Monks Mound is as tall as a ten-story building.
It is as long as three football fields.



A dig on the Mashantucket Pequot Reservation

Tribal Historic Preservation Office

In the United States, many Native American tribes have a historic preservation office. The office preserves archaeological sites. It also handles the return of sacred, or religious objects. For example, the Mille Lacs Band of Ojibwe in Minnesota has this type of office.

STOP AND CHECK

What do archaeologists do before they excavate a site?

The Dig

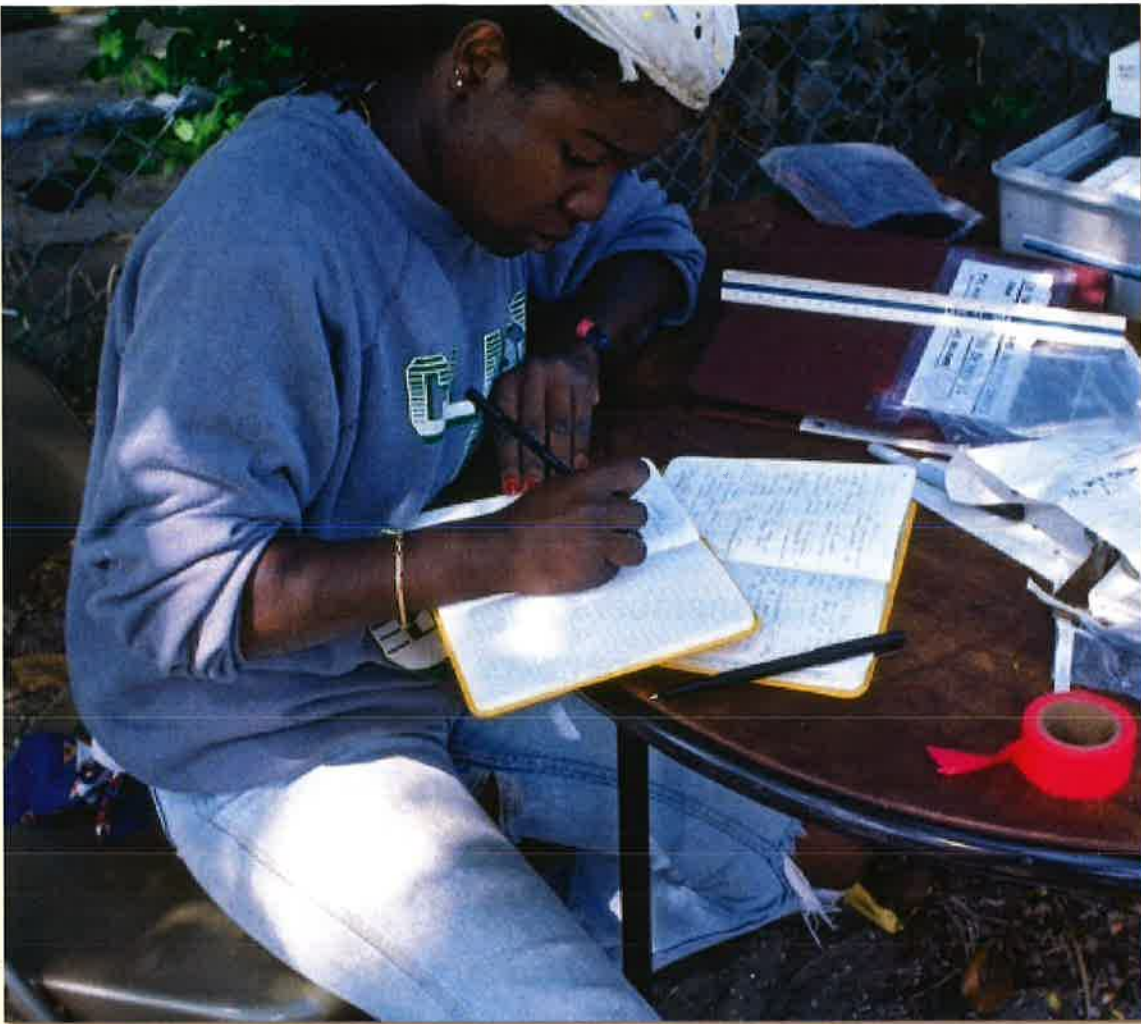
There is a precise method for digging. Dr. Smith sets up a grid on the ground. Then she labels each square in the grid. The grid helps her team remember where they found each artifact.

Different team members are responsible for specific grid squares. The team removes buckets of dirt from their squares. They use shake screens with tiny holes to help them look through the dirt. They may find small pieces of tools and pottery.

The team also uses shovels or trowels to dig. Carefully, they look for **features** in the earth. For example, if there is an old **hearth** where they dig, they will see an outline of charcoal. Charcoal is a hard, black material made from burning wood.



Archaeologists use everyday objects to learn about the lives of ancient people.



James Quine/Alamy Stock Photo

An archaeology student records information at a dig.

Team members document the artifacts they find. They write down the location and other useful information. For example, they may find an animal bone near a hearth. This may mean that ancient people ate this animal.

Usually, the team finds older things as they dig deeper. An artifact found near the surface can be a few hundred years old. A second artifact found deeper can be from an earlier era.

**Language
Detective**

Deeper is a comparative form.
What is the superlative form?

Archaeologists find more than artifacts at sites. Sometimes a site has human remains, or bones. The team can test the remains in their lab. Bone and teeth samples help archaeologists find out the person's gender, age, and health.

Dr. Smith is careful when she finds human remains. Human remains can be the ancestors of descendant communities. The community may not want their ancestors moved or studied. Sometimes, the community allows the study of remains. Then archaeologists will work with the community, They will make sure the dig is done respectfully.

Dr. Smith also wants to study the mound. She will need earth from the mound. She will use special machinery to dig into the mound to collect a sample. Dr. Smith will study the long, thin sample. The sample will tell her how the mound was built. She will discover what kinds of soil were used.

STOP AND CHECK

Why did Dr. Smith take a sample from the mound?

More than a Dig

After the excavation, the team takes the artifacts to the lab. Dr. Smith will learn a tremendous amount by studying the artifacts. If her team found tools, they can discover what technology the Mississippian people used. For example, if they found a hide scraper, it shows that the Mississippian culture cleaned animal hides, or skins, to make clothes.

Then the team will study the type of stone the scraper is made of. The team can learn where the stone came from. If the stone came from far away, Dr. Smith might infer that the Mississippian people traded with faraway people.

It is better to be safe than sorry! Some artifacts can break. Special bags and boxes protect them.



Radiocarbon dating is a process that tells how old something is.



Dr. Smith will also bring back charcoal from the ground next to the mound. Radiocarbon dating will tell her the age of the charcoal. Things that were once living, such as charcoal from trees, have carbon. Carbon is not permanent. It decays over time. The amount of carbon left in an object tells us how old it is. Dr. Smith can measure the carbon in the sample to find out the age of the charcoal and the mound.

In Other Words as time passed. En español, *over time* quiere decir *con el paso del tiempo*.

Universities and museums keep artifacts. Museum exhibits teach people about what archaeologists find.

However, descendant communities may want archaeologists to return artifacts and human remains. In the United States, the law tells archaeologists and museums to follow the descendants' wishes about where to keep the artifacts.

Sometimes, descendant communities permit the sacred artifacts to be displayed in museums. These artifacts can be seen and studied by everyone.

STOP AND CHECK

Why is it important for archaeologists to work with descendant communities?



The Heard Museum displays Native American art and artifacts to the public.



Conclusion

For most of our history, archaeologists did what they wanted with sacred objects or human remains. They did not pay respect to Native American lands and artifacts. Today's laws help prevent this. Now United States' law makes sure that archaeologists collaborate with descendant communities.

Archaeologists need help from other people. They ask other scientists questions about geology, chemistry, or biology. They learn from descendant communities. Museums help archaeologists share knowledge. In the future, archaeologists will continue to teach the world about its past.

In Other Words value. En español *pay respect* means *respetar*.

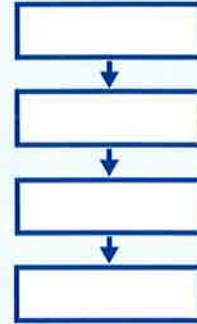
Excavating is still one of the best ways for archaeologists to learn about the past.



Respond to Reading

Summarize

Use the most important details from *Treks Through Time* to summarize the article. Your graphic organizer may help you.



Text Evidence

1. What features make this an informational article?

GENRE

2. Read pages 4–5. Explain the steps archaeologists follow before they excavate. **SEQUENCE**

3. What adage is in the caption on page 10? What does it mean? **PROVERBS AND ADAGES**

4. Write about how archaeologists work with descendant communities. How does this make sure that sites and artifacts are treated with respect?

WRITE ABOUT READING

Compare Texts

Read about a conflict between archaeologists and a descendant community.

The Ancient One

The Ancient One, also called Kennewick Man, lived over 8000 years ago. His skeleton was found in 1996 near Kennewick, Washington in the Columbia River.



The remains of the Kennewick Man are now at the Burke Museum of Natural History and Culture in Seattle, Washington.



Facial reconstruction means to recreate a face. These images show what the process looks like.

Scientists wanted to study the skeleton, but tribes from the Umatilla Indian Reservation wanted to rebury the Ancient One. The Umatilla's oral history says the Ancient One is part of their tribe. However, some scientists said the Umatilla were not related to the Ancient One. Other scientists accepted that the Ancient One was Native American. But they still said the scientists should be allowed to study the skeleton.

Some scientists started a legal battle. The case was in court for nine years. In the end, the Umatilla lost the fight.

Scientists still study the Ancient One. In 2015, Danish scientists published recent DNA research that says the Ancient One is related to Native Americans. The Umatilla never abandoned hope. The new study may help them reclaim the Ancient One.

People have different beliefs about their relationships to ancestors. To help avoid future problems, laws were created. These laws help tribes get back their sacred objects and the remains of their people.



Make Connections

Why did the research of the Danish scientists in 2015 give hope to the Umatilla? **ESSENTIAL QUESTION**

What procedures do you think scientists followed when excavating the remains of the Ancient One? **TEXT TO TEXT**

Glossary

artifacts objects people used in the past (*page 2*)

features parts of a site that were created and used by people, for example a fire pit (*page 7*)

hearth the floor of a fireplace (*page 7*)

oral tradition a community's culture and history that is memorized and preserved by people telling it to other people (*page 5*)

preserve to protect something so it lasts (*page 5*)

Index

artifacts, 2, 4-5, 7-10, 12

**Kennewick Man
(Ancient One), 16-18**

Cahokia site, 4, 9-11

radiocarbon dating, 11

descendant

**communities, 3-4, 9,
12, 14**

Umatilla, 17-18

Focus on Social Studies

Purpose To understand the connections between the past and the present

Procedure

Step 1 Work in a group. Choose an everyday object that many people use, such as a cup or a phone.

.....

Step 2 Research to find out what people in the past used. Find out how the object has changed over time.

.....

Step 3 Imagine how the object might change in the future. What would it look like? How would it work?

.....

Step 4 Make a timeline and illustrate it. Show how the object has changed over time.

Nonfiction

Thinkmark

The Topic

What is *Treks Through Time* mostly about?

Text Structure

How does the author organize information in *Treks Through Time*?

Vocabulary

What new words did you learn in the text?

What helped you understand their meanings?

Conclusions

What conclusions can you draw about the qualities it takes to be an archaeologist?

Would you want to be an archaeologist?

Why or why not?

Make Connections

How is *Treks Through Time* like other informational articles you have read?

What is similar? What is different?

GR Q • Benchmark 40 • Lexile 730

WondersMHE.com

978-0-07-673780-2
MHID 0-07-673780-2



4.5.5

4th Grade-ELD Learning Packet

ANSWER KEY

Week 8

Day	Lesson
1	Vocabulary: <ul style="list-style-type: none">• Open response
	Vocabulary Strategy: Proverbs and Adages. <ol style="list-style-type: none">1. a2. c3. b
	Consonant + le Syllables/Latin Suffixes. <p>A. 1. b 2. b 3. a 4. a</p> <p>B. 1. preventable 2. payable 3. placement 4. collectible</p>
	Genre/Text Feature: Read the text “Scott Aldrich’s Micro Art”. <ol style="list-style-type: none">1. American symbols.2. The Plymouth Rock and the Mayflower II3. A map of the Pilgrim Memorial State Park.4. North
2	Comprehension and Fluency: Read the literary passage “Eastern Influence”. <p>A. 1. c 2. c 3. a</p> <p>B. Open response</p>
	Comprehension: Read the passage “Eastern Influence” again. Sequence Graphic Organizer: Open response
3	Differentiated Texts: Rediscovering Egypt’s Past <ol style="list-style-type: none">1. In 1922, Carter uncovered a sealed door leading to King Tut’s tomb. In February 1923, Carter uncovered King Tut’s burial chamber.2. The artifacts were buried in King Tut’s tomb because ancient Egyptians believed in life after death, so their favorite possessions were buried with them when they died.3. The discovery of King Tut’s mummy helped the archaeologists understand how ancient Egyptians buried their dead. <p>Write:</p> <ul style="list-style-type: none">• The artifacts found in King Tut’s tomb helped the archaeologists to learn more about ancient Egyptian customs and culture.• Ancient Egyptina culture helped shape the world that modern Egyptians live in today..
	Writing Traits: Organization <ol style="list-style-type: none">1. The invention of the electric light bulb.2. Open response3. Open response <p>Revised Draft: Open response</p>
	Write to Sources: Open responses

<p>4</p>	<p>Leveled Reader: Read the book “Treks Through Time”. Then, Summarize: Open response Test Evidence:</p> <ol style="list-style-type: none"> 1. This is an informational article because it presents facts and information and includes text features. Evidence The book explains what an archaeologist does and how they work with descendant communities. It includes headings, photographs, captions, sidebars and a map. 2. First, archaeologists come up with a question they’d like to answer. They do research to help answer the question. They may also consult with descendant communities. Then they decide how many people they will need for the dig and what tools will be needed. Finally, they decide where the artifacts will be stored. Evidence Pages 4–5 lists the steps that an archaeologist will follow 3. The adage is “It is better to be safe than sorry.” It means that it is better to be prepared and take precautions. If you are not prepared, things may go wrong. Evidence The caption says that artifacts are stored in special bags and boxes to protect them. 4. In order to study sites, artifacts, and sacred objects that belong to the ancestors of descendant communities, archaeologists must first consult with the communities. They may ask the descendants for information about the sites before they dig. If there is a Tribal Preservation Office, the archaeologist will work with the staff there to make sure artifacts and human remains are handled with care. The archaeologists will stop excavating and return artifacts and human remains to the descendants if that is their wish. These collaborations ensure that the rights of the descendant communities are respected.
<p>5</p>	<p>Leveled Reader: Read the text “The ancient One” - pages 16-19 Focus on Science: Open response Thinkmark: Open response</p>