



# Compton USD Learning Packet #8

Fourth Grade

Name \_\_\_\_\_



# 4th Grade Learning Packet

## TABLE OF CONTENTS Week 9


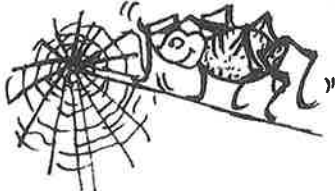
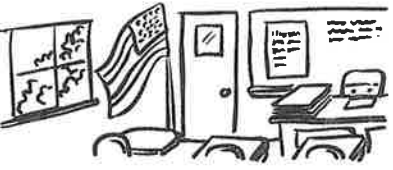

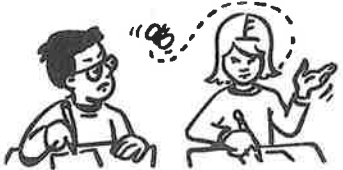

Day	Lesson	Date Completed
1	Vocabulary	
	Share & Show Review pg. 246	
	Social Studies: How have immigration and settlement helped California grow? (pp. 107- 108)	
2	Read "The Generation Belt" and answer the questions that follow. Write to Sources	
	Share & Show Review pg. 248	
	Social Studies: How have immigration and settlement helped California grow?( pp. 109 - 110)	
3	Genre/Literary Element; Vocabulary Strategy:Connotation and Denotation Words with /ən/ /Number Prefixes; Writing Traits: Word Choice	
	Share & show pg. 254	
	Social Studies: What was California's role in the twentieth century? (pp. 111-113)	
4	Explain What the Sources Say About a Topic - Topic: Minecraft - Read the assignment and read Source #1	
	Checkpoint Review #1-11	
	Social Studies: What was California's role in the twentieth century? (pp. 114-115)	
5	Explain What the Sources Say About a Topic - Topic: Minecraft Read the assignment and read Source #2., then write the opinion piece using the information you have read.	
	Checkpoint Review #11-15	
	Social Studies: What was California's role in the twentieth century? (p.116)	

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
ancestors	Here is a picture of my grandmother and other <u>ancestors</u> .	
retreated	The spider <u>retreated</u> when something startled it.	
honor	We <u>honor</u> the flag every morning at school.	
despised	He <u>despised</u> the vegetables on his plate.	
irritating	The fly in our classroom was very <u>irritating</u> .	
endurance	The long-distance runner had great <u>endurance</u> .	

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Name \_\_\_\_\_

intensity	forfeit	retreated	ancestors
endurance	irritating	despised	honor

**A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.**

- |  |               |
|--|---------------|
| 1. annoying                              | a. intensity  |
| 2. disliked                              | b. endurance  |
| 3. extreme strength or force             | c. forfeit    |
| 4. to regard with great respect          | d. irritating |
| 5. withdrew                              | e. retreated  |
| 6. people from whom one is descended     | f. despised   |
| 7. the power to withstand pain or stress | g. ancestors  |
| 8. to lose because of a rule             | h. honor      |

**B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.**

9. \_\_\_\_\_

\_\_\_\_\_

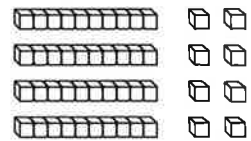
10. \_\_\_\_\_

\_\_\_\_\_

## Share and Show



1. How can you use the 10s facts and the 2s facts to find  $4 \times 12$ ?




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Find the product.

2.  $9 \times 11 = \underline{\quad}$

3.  $7 \times 12 = \underline{\quad}$

4.  $\underline{\quad} = 4 \times 11$

## On Your Own

Find the product.

5.  $\underline{\quad} = 11 \times 6$

6.  $\underline{\quad} = 12 \times 2$

7.  $0 \times 11 = \underline{\quad}$

8.  $\underline{\quad} = 6 \times 12$

9.  $8 \times 12 = \underline{\quad}$

10.  $7 \times 11 = \underline{\quad}$

11.  $12 \times 9 = \underline{\quad}$

12.  $3 \times 12 = \underline{\quad}$

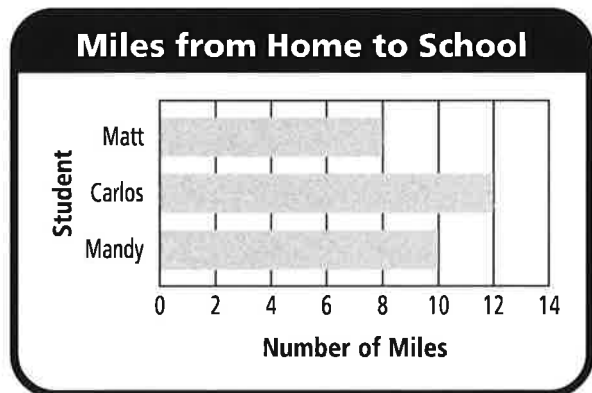
13.  $1 \times 12 = \underline{\quad}$

## Problem Solving



Use the graph for 14-15.

14. The graph shows the number of miles some students travel to school each day. How many miles will Carlos travel to school in 5 days?



15. Suppose that Mandy takes 9 trips to school, and Matt takes 11 trips to school. Who travels more miles? **Explain.**

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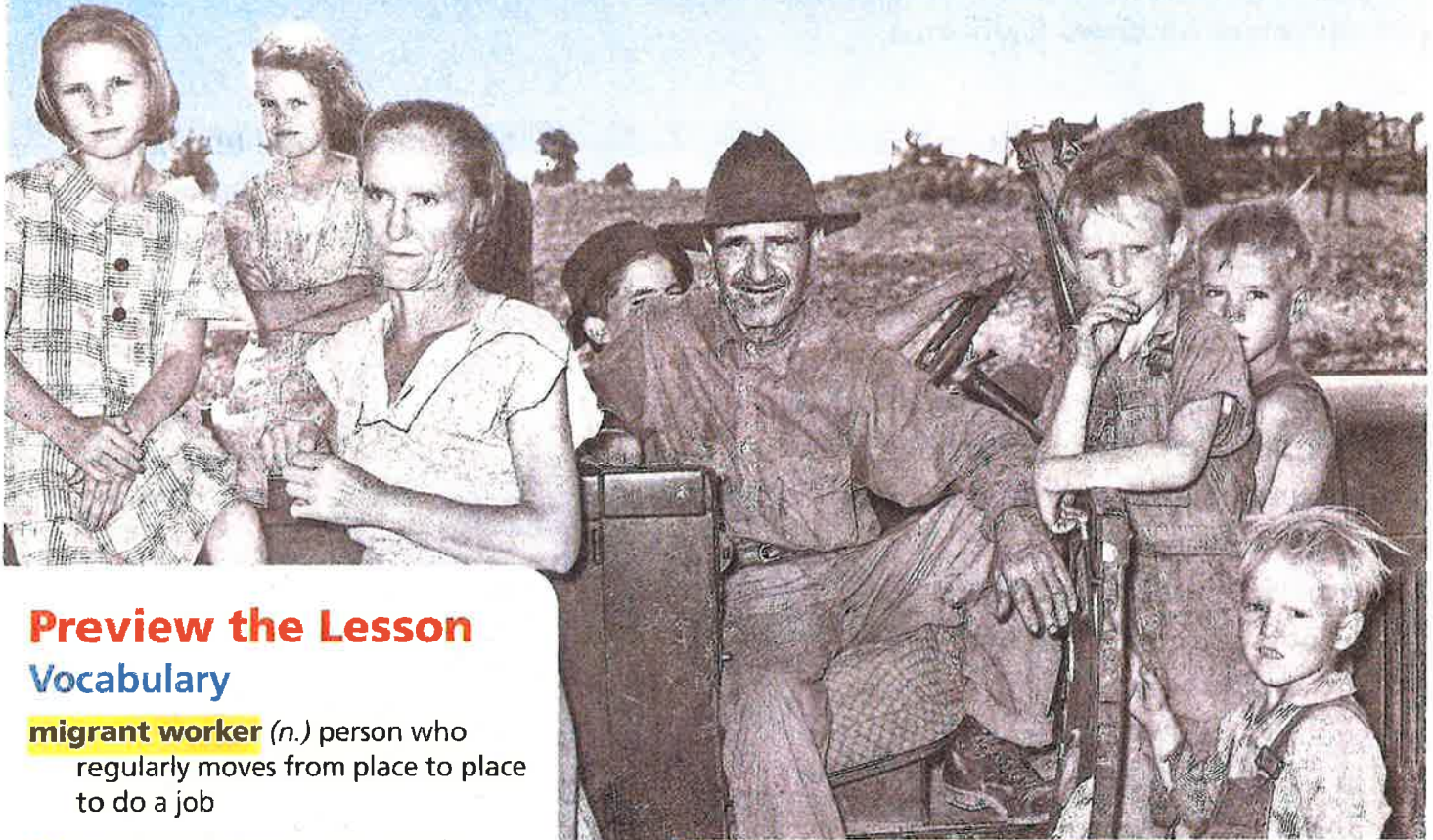


Name: \_\_\_\_\_

 **H-SS 4.4.4** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

## How have immigration and settlement helped California grow?

**SET THE SCENE** In the early 1900s, California's population continued to rise. Even more people came here from all over the world. Many of them hoped to find jobs in our state's many new factories and on big farms. How did all these new people change California?



### Preview the Lesson

#### Vocabulary

**migrant worker** (*n.*) person who regularly moves from place to place to do a job

**Vocabulary Activity** How are the words *migrate*, which means "to move from place to place," and *migrant* alike? Underline similar words in the definition of *migrate* and the definition of *migrant worker*.

#### People

César Chávez

Dolores Huerta

### Reading: Main Idea and Details

Looking for a *main idea* will help you understand what a paragraph or selection is mostly about. Other sentences in the paragraph include *details* that tell you more about the main idea. As you read this lesson, circle the main idea of each paragraph.



## Population Growth in the 1900s

California's population grew quickly in the first half of the 1900s. It grew from 1.5 million in 1900 to 5.7 million in 1930. This growth happened for several reasons. First, the cost of train travel dropped. This made travel to California much cheaper. In the early 1900s, automobiles became very important. As many people traveled to California in cars, our state's population rose even more. People came here for jobs, but some also came for the warm, sunny climate of Southern California.

## Growth of Los Angeles

Los Angeles also had a huge population boom in the early 1900s. Its population in 1930 was about 1.2 million, more than ten times larger than it had been in 1900. This increase was caused by economic growth in several different areas.

One area was farming. Farming grew because irrigation allowed farmers to grow crops in the desert areas of Southern California.

Another area of economic growth was the oil industry. Oil was found in Southern California in the 1890s. Even more oil was found in the 1920s. Also, in the 1920s, making movies became one of California's most important industries. It brought more jobs, money, and tourists to the Los Angeles area.

1. Why did California grow so quickly during the early 1900s?



2. Underline in the text what caused the population boom in the Los Angeles area in the early 1900s.



Motion pictures have been filmed in California since the early 1900s.

Name \_\_\_\_\_

Read the passage. Use the reread strategy to understand difficult parts of the text.

### The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin  
21 family was repairing their home with fresh birch bark strips. Kanti  
34 stayed in the shadow of the trees until she reached the lake. Her  
46 cousins were splashing merrily near the shore. They waved to her. She  
stepped into the water.

50 "Kanti!" an irritated voice said.

55 Kanti felt her heart drop to her stomach. She was caught. Kanti's  
67 mother walked quickly toward her. "Kanti, you know that your  
77 grandmother is going to teach you today."

84 "It's so hot and steamy outside. Why can't I swim with my  
96 cousins?" she whined.

99 "Sometimes we have to set aside play so we can learn," her mother  
112 said. Come, I think you will like this lesson."

121 Kanti's grandmother looked dignified as she sat cross-legged in  
130 the center of their wigwam. There were many belts around her made  
142 of purple and white beads. In front of her was a loom shaped like an  
157 archer's bow with a few rows of beads strung.

166 "Thanks for coming, Kanti." There was a mischievous glint in her  
177 grandmother's eye. She held a few small purple beads. "Do you know  
189 what these are?"

Name \_\_\_\_\_

“That’s easy, they’re wampum.” Sometimes Kanti would help collect the quahog, or clams, the beads were made from.

“I actually meant, what do the beads stand for?” Kanti’s grandmother said. “Here, let me show you.”

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam.

“These people are your great-great grandmother and grandfather,” she said. “They traveled over the mountains to find a place to settle.” She traced the triangles with her fingers, stopping a large circle beyond them. “When they found a wide lake, they knew it would support many people. This is how our village began.”



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, she saw that all the belts held adventures of their own. She looked at the loom with a puny five rows completed. “What story will this belt tell?” she asked.

“This belt will tell your story,” her grandmother said. “I started it for you and you can continue to add to it as you grow.” With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work. She looked for just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn’t wait to show her cousins what she had made.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. Why does Kanti have to visit her grandmother?**

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**2. What does Kanti learn from her grandmother?**

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**3. What is the theme of this story? Circle the letter of the best answer.**

- a. It is important to learn about the history and traditions of your family.
- b. Sometimes it is better to learn instead of play.
- c. Learning how to weave is an important skill.

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

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

Name \_\_\_\_\_

Elena used text evidence from two different sources to respond to the prompt: *Write a dialogue between Omakayas and Little Bee about what they heard during the adults' conversation.*

"Did you get what you wanted from that big pile of gifts?" Little Bee asked as she happily played with her new doll.

"Yes, I did," Omakayas replied. She hesitated and said, "But I am troubled."

"Why are you troubled? You won the game of silence."

At that moment, Omakayas's grandmother brought them bowls of wild rice to eat. "I'm troubled by what the adults were saying. They said that we will have to move soon. There are new settlers coming that want this land. I don't want to leave here," Omakayas said trying not to cry.

"I didn't understand what they were saying, but they seemed so serious. Where will we go?" asked Little Bee.

"I am not sure. Father and the others kept speaking about something called a reservation. I am not sure what that means."

"Will we be able to grow wild rice there? How can we move somewhere if we can't grow wild rice there?"

"I don't know," answered Omakayas, with tears streaming down her cheeks.

Reread the passage. Follow the directions below.

1. Circle an example of a strong verb used by Elena.
2. Draw a box around a line of dialogue that Little Bee says.
3. Underline the text evidence that helps you make an inference that Little Bee got the gift she wanted.
4. Write two adverbs that Elena uses on the line below.

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## Share and Show



1. Use the multiplication table on page P271 to find  $99 \div 11$ .

Think: What is a related multiplication fact?

**Find the unknown factor and quotient.**

2.  $11 \times \square = 66$

$66 \div 11 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

3.  $2 \times \square = 24$

$24 \div 2 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

4.  $3 \times \square = 33$

$33 \div 3 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

5.  $12 \times \square = 72$

$72 \div 12 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

## On Your Own

**Find the unknown factor and quotient.**

6.  $11 \times \square = 55$

$55 \div 11 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

7.  $12 \times \square = 48$

$48 \div 12 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

8.  $8 \times \square = 96$

$96 \div 8 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

9.  $8 \times \square = 88$

$88 \div 8 = \square$

$\square = \underline{\hspace{2cm}}$

$\square = \underline{\hspace{2cm}}$

**Find the quotient.**

10.  $11 \div 11 = \underline{\hspace{2cm}}$

11.  $77 \div 7 = \underline{\hspace{2cm}}$

12.  $\underline{\hspace{2cm}} = 60 \div 12$

13.  $\underline{\hspace{2cm}} = 22 \div 11$

14.  $108 \div 9 = \underline{\hspace{2cm}}$

15.  $84 \div 12 = \underline{\hspace{2cm}}$

16.  $36 \div 3 = \underline{\hspace{2cm}}$

17.  $\underline{\hspace{2cm}} = 96 \div 12$

18.  $12 \div 12 = \underline{\hspace{2cm}}$

**Compare. Write  $<$ ,  $>$ , or  $=$  for each  $\bigcirc$ .**

19.  $96 \div 8 \bigcirc 96 \div 12$

20.  $77 \div 11 \bigcirc 84 \div 12$

21.  $99 \div 11 \bigcirc 84 \div 7$

## Problem Solving



22. Justin printed 44 posters to advertise the garage sale. He gave 11 friends the same number of posters to display around the neighborhood. How many posters did Justin give each friend?







Migrant workers often move from farm to farm to harvest the crops that are in season.

## Workers on Large Farms

California has many large farms that use **migrant workers**, or people who regularly move from place to place to do a job. Without their help, many California farmers might not be able to afford to manage large farms. When the citrus industry began in the late 1800s, many Chinese, and later Japanese and Mexicans, worked for low pay in citrus groves, or tree farms.

In the 1960s, leaders named César Chávez and Dolores Huerta demanded better pay and working conditions for migrant workers. They organized laborers, or workers, to join together and fight for these changes. For example, a group of grape pickers held a strike to improve their working conditions. Efforts such as these helped people across the country learn about the unfair treatment of migrant workers.

### 3. How have migrant workers impacted the citrus industry in California?



#### Summary

Several developments caused the population of California to boom in the 1900s. Why did many people come to California in the first half of the 1900s?

## César Chávez, 1927–1993

### Dolores Huerta, b. 1930

**Learn More** César Chávez spent most of his life around migrant workers. His family worked on farms, causing him to move often. As a result, he could not always attend school. Chávez joined the U.S. Navy as a teenager. After his service ended, he returned to migrant farm work. He later focused on improving the lives of migrant workers. His work earned him the Presidential Medal of Freedom.

Dolores Huerta also wanted to make life better for farm workers. Her father had been a migrant worker. Huerta and Chávez started the National Farm Workers Association (NFWA) in 1962, which later became part of the United Farm Workers of America (UFW). The NFWA gave farm workers more power. They gained better pay and working conditions by standing up to farm owners together.



Use the text to answer the questions below.

1. Underline what César Chávez and Dolores Huerta did together.
2. How did the NFWA help farm workers?

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Name \_\_\_\_\_

## A Roman Tradition

“Come help me pick flowers from the garden,” Cornelia’s mother called.

Cornelia got up and followed her mother outside. Their house stood on a hill outside Rome, the capital of the Roman Empire. From their garden they could see the city.

“Why do we need flowers?” Cornelia asked.

“We will decorate the *lararium*,” her mother said. She turned and pointed into the house. In the corner, a small building stood on a table. It looked like a tiny temple. Small statues and oil lamps sat inside.

“Three times a month, we bring flowers and honey to the spirits of the household. We do this so that they will protect our house and our crops,” Cornelia’s mother explained.

Answer the questions about the text.

1. In this piece of historical fiction, which parts are real? Which parts are made up?

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2. What is the story’s setting?

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3. What literary element is included in this piece of historical fiction?

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4. Do you think the dialogue is real or made up?

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Name \_\_\_\_\_

**Connotation** is the meaning or feeling associated with a word. **Denotation** is the literal, dictionary definition of a word. Look at the sentence below.

I'm glad I have on a heavy coat because it is **raw** outside today.

The denotation for *raw* is "damp and chilly." The connotation for *raw* is "unpleasantly damp and chilly."

Read each sentence below. Read the denotation for each word in bold. Then circle the letter of the best connotation of the word in bold.

1. I hate it when it's so **steamy** outside.

**Denotation:** hot and humid

**Connotation:**

- a. uncomfortably hot and humid      b. chilly      c. crowded with people

2. "Why can't I swim with my cousins?" she **whined**.

**Denotation:** used a high, complaining or crying voice

**Connotation:**

- a. yelled      b. asked politely      c. pleaded in a childish way

3. She looked at the loom with a **puny** five rows completed.

**Denotation:** small and weak

**Connotation:**

- a. very colorful      b. too many      c. too few

Name \_\_\_\_\_

Some words end with a vowel + *n* and the final syllable is not accented. These word endings all sound like the letters *on* in *person*.

**button**

**muffin**

**kitten**

**A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. The first one has been done for you.**

1. What is your favorite season of the year?
2. Make sure that no one is behind the door when you open it.
3. I saw a single robin when I looked out my window.
4. You will not believe my reason for arriving so late!
5. The holiday concert begins at eleven, so we should hurry.
6. It is common to see bats in my neighborhood at night.

Number prefixes are added to base words to show number or amount.

*uni-*, *mono-* = one

*tri-* = three

*cent-* = hundred

*bi-* = two

*deca-* = ten

**B. Circle the number prefix. Write the base word. The first is done for you.**

1. decagram                      gram

2. centimeter                      \_\_\_\_\_

3. tricycle                              \_\_\_\_\_

4. monoplane                        \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.**

**Draft Model**

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

**B. Now revise the draft by adding strong words that create a clearer picture in readers’ minds.**

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## Share and Show

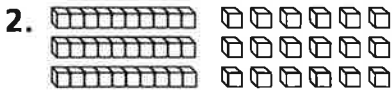


1. One way to model 18 is 1 ten 8 ones.  
How can knowing this help you  
find  $4 \times 18$ ?

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Find the product. Show your multiplication and addition.



$$3 \times 16 = \blacksquare$$

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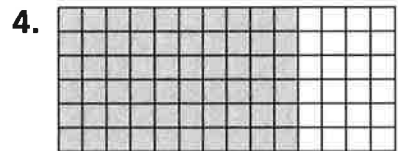


$$5 \times 13 = \blacksquare$$

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$$6 \times 14 = \blacksquare$$

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## On Your Own

Find the product. Show your multiplication and addition.

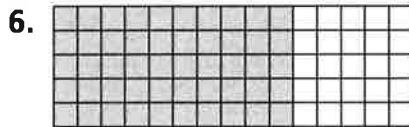


$$4 \times 13 = \blacksquare$$

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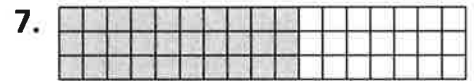


$$5 \times 15 = \blacksquare$$

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$$3 \times 17 = \blacksquare$$

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## Problem Solving



8. Randy rakes yards for \$5 an hour. How much  
money does he earn if he works for 12 hours?

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**H-SS 4.4.5** Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

## What was California's role in the twentieth century?

**SET THE SCENE** The first half of the 1900s was a time of great change in the United States. During the 1920s, businesses grew and jobs were plentiful. However, the Great Depression and World War II brought hard times in the 1930s and 1940s. How did these events affect California?

### Preview the Lesson

#### Vocabulary

**stock market** (*n.*) the business of buying and selling shares of companies

**depression** (*n.*) a period when there is little business activity and many people do not have jobs

**drought** (*n.*) a long period of time without rain

**inflation** (*n.*) when prices rise

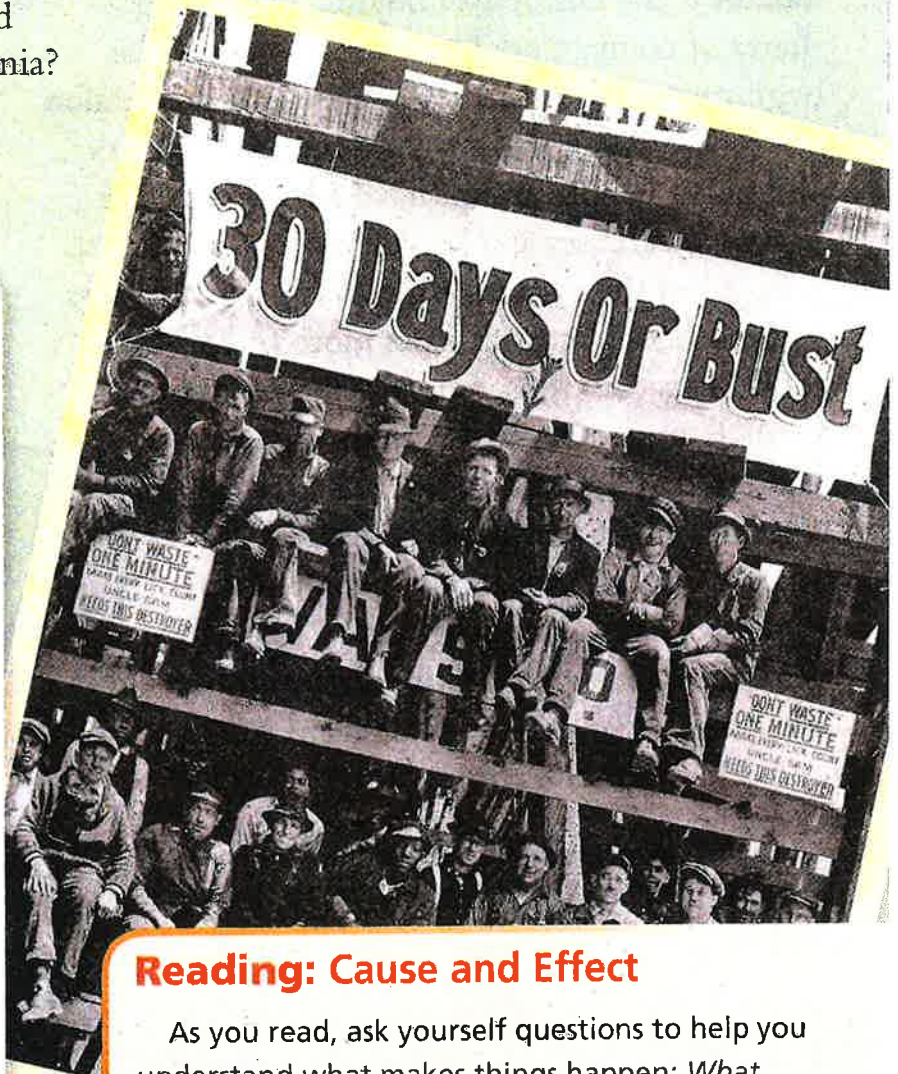
**ration** (*v.*) to allow people only a limited amount of something because there is not enough of it

**Vocabulary Activity** Write the vocabulary word from the list above that best completes the sentence below.

The plants dried up and turned brown during the \_\_\_\_\_.

#### People

Franklin D. Roosevelt



### Reading: Cause and Effect

As you read, ask yourself questions to help you understand what makes things happen: *What caused this to happen? What happened as a result of the event?* On page 112, circle these cause-and-effect signal words and phrases: *as a result, so, and caused.*





Dust  
Bowl

## Hard Times Across the Country

Americans had enjoyed the growth of businesses and jobs in the 1920s. But the good times of the 1920s soon changed to hard times. In 1929 the stock market failed. The **stock market** is the business of buying and selling shares of companies. That failure marked the beginning of the Great Depression. A **depression** is a period when there is little business activity and many people do not have jobs. Across the nation, businesses and banks had to close. Some people lost their jobs, savings, farms, and homes. Prices fell, so it cost farmers more to harvest crops than the crops were worth. As a result, many fruit and vegetable crops were not harvested and rotted in fields.

The lack of jobs caused conflicts among Californians. Some people blamed the hard times on immigrants. They felt the immigrants were taking their jobs. So the state forced many people from Mexico and other countries to leave.

During the Great Depression, many farms, such as this one in Idaho, failed and were abandoned.

### 1. How did the Great Depression affect life in California and the United States?

Cause and Effect



Millions of people lost their jobs in the Great Depression.



**1929** The stock market crash marks the beginning of the Great Depression.

**1930s** Drought in the Southwest and parts of the Midwest creates the Dust Bowl.

## Searching for a Better Life

In the 1930s, more than one million people from other parts of the country came to California. They thought they could find jobs and a better life here.

Many of these people came west as a result of a bad drought in parts of the Midwest and Southwest. A **drought** is a long period of time without rain. The drought created an area called the Dust Bowl in parts of Colorado, Kansas, New Mexico, Oklahoma, and Texas. High winds caused huge dust storms in these areas. The soil was so dry from the drought that it blew off the farm fields, filled the air, and settled back down in thick layers. As a result of the drought farmers could not grow crops. Many farm machines were ruined, and some animals died.

Many Dust Bowl farmers had to leave their homes. Thousands of families packed up their belongings and moved to California. Most of these people could find jobs only as migrant workers, picking crops for low pay.

Families from Dust Bowl states often came to California hoping to find jobs and a better life.

- 2.** How did the Dust Bowl impact population growth in California? Use details from the text to support your answer. *Main Idea and Details*



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# Assignment

## Explain What the Sources Say About a Topic #1

**Topic: Minecraft**

### Your Assignment:

Your class was recently given iPads, and all of the students immediately checked for gaming apps. Your teacher was not too thrilled about this, and this got you thinking about how video games can benefit kids. Maybe you could convince your teacher that some of the gaming apps are great for kids. So, you decided to do some research.

As part of your research you have found these sources. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the question that follows. Then, go back and read the sources carefully so you will have the information you will need to answer the question and complete your research. You may use scratch paper to take notes.

In Part 2, you will write an opinion piece using information you have read. (You will not do Part 2 as part of this task because this is just practice.)

### Directions for Beginning:

You will now review several sources. You may review the sources as often as you like.

### Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer the questions about them. Your answers to the questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your opinion piece.

You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes will be available to you in Part 1 and Part 2 of the performance task. (You will not do Part 2 as part of this task because this is just practice.)

**Sources for the Task:**

## Source #1

You have found an article about Minecraft, a popular video game:

### **A Game of Survival**

**By Andrew Vincent**

Minecraft is a wonderful video-game created by Mojang in 2009. It is available on all mobile devices including cell phones and tablets, as well as personal computers.

Minecraft is a game of survival as well as creativity. It is a multi-player game as long as the players are on the same wireless Internet connection. The game is easy to understand and doesn't even have rules—even a six year old can play!

The object of the game is to survive on an island with nothing while being attacked by zombies, skeletons, spiders, and creepers. The first step to survival is to make a shelter. It is best to collect wood and construct a house. Once a shelter is in place, a crafting box is necessary so that the player can create weapons for protection. The farther a player gets in the game, the more desirable the weapons become; however, in the beginning a pickaxe will work. One also must gather resources for food, dig for cobblestone and coal, and build a furnace to make a torch or two to prepare for nightfall and battle. Zombies don't like fire or light!

Minecraft provides hours of entertainment as it tests a person's survival skills and ability to think quickly while under pressure. Not only is the game challenging because players are fighting for their lives, it also stretches the imagination. While in creative mode, there are no bad guys, and the player can construct anything imaginable from roller coasters, farms, and even water parks. All of this using simple 1X1 blocks made of various materials.

This is a game that has it all. Players use their creativity to demonstrate resourcefulness as well as design opportunity while engaged in the game of Minecraft.

#### *Sources Used*

*Oakley, B. (2015, November 2). What is Minecraft All About?.*

*Retrieved from <http://minemum.com/what-is-minecraft>*

Write a paragraph about the importance of recycling.

### Paragraph 1

Recycling is important because it helps protect the environment.

Recycling is important because it helps protect the environment. It reduces the amount of waste that goes into landfills and incinerators. Recycling also saves energy and resources. For example, recycling paper saves trees and water. Recycling metal saves energy and reduces air pollution. Recycling plastic reduces the amount of plastic waste that ends up in the ocean and on land.

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Paragraph 2

Write a paragraph about the importance of recycling.



Name \_\_\_\_\_



### Concepts and Skills

**Find the product.**

1. \_\_\_\_\_ =  $11 \times 5$

2.  $12 \times 7 =$  \_\_\_\_\_

**Find the unknown factor and quotient.**

3.  $4 \times \square = 44$

$44 \div 4 = \square$

$\square =$  \_\_\_\_\_

$\square =$  \_\_\_\_\_

4. Write the related multiplication and division equations for the numbers 5, 12, 60.

\_\_\_\_\_

**Use a basic fact and a pattern to find the products.**

5.  $3 \times 10 =$  \_\_\_\_\_

$3 \times 100 =$  \_\_\_\_\_

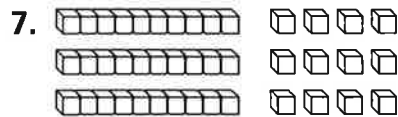
$3 \times 1,000 =$  \_\_\_\_\_

6.  $10 \times 7 =$  \_\_\_\_\_

$100 \times 7 =$  \_\_\_\_\_

$1,000 \times 7 =$  \_\_\_\_\_

**Find the product. Show your multiplication and division.**



$3 \times 10 =$  \_\_\_\_\_

$3 \times 4 =$  \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$3 \times 14 =$  \_\_\_\_\_

$3 \times 14 =$  \_\_\_\_\_

**Use base-ten blocks and your MathBoard to divide.**

8.  $132 \div 6 =$  \_\_\_\_\_

9.  $160 \div 8 =$  \_\_\_\_\_

### Problem Solving

10. Jerry printed 48 photos. He gave 4 friends the same number of photos. How many photos did each friend receive?

\_\_\_\_\_

11. Tina divides 17 crayons into 3 equal groups. How many crayons will be in each group? How many crayons will be left over?

\_\_\_\_\_





1939



## California's Wartime Workers

After years of hard times, the Great Depression in the United States came to an end. In 1939 World War II began in Europe. When the United States entered the war in 1941, war supplies were needed. President Franklin D. Roosevelt asked the U.S. government to spend large amounts of money on these supplies. This spending helped create new jobs.

California workers in aircraft plants and shipyards were a big help to our country during World War II. California's sunny weather made it the perfect place to test airplanes. Also, the San Francisco Bay area became one of the largest shipbuilding centers in the world. Workers at the Mare Island Naval Shipyard built submarines, battleships, and other ships.

## Wartime Hardships

Hundreds of thousands of people moved to California to take wartime jobs in the early 1940s. But the sudden population boom caused some hardships. Schools were overcrowded. A number of goods were in short supply due to the war, including meat, cheese, coffee, sugar, tires, and gasoline. Inflation also grew. **Inflation** is when prices rise. To slow down inflation, the government rationed some goods, such as butter and gasoline. To **ration** is to allow people only a limited amount of something because there is not enough of it.

### 3. How did California help the country during World War II?

California helped the country during World War II by producing war supplies.



Many California women went to work in factories, helping build planes for the war.

### 4. What caused the government to decide to ration goods?

The government decided to ration goods because of inflation and shortages.



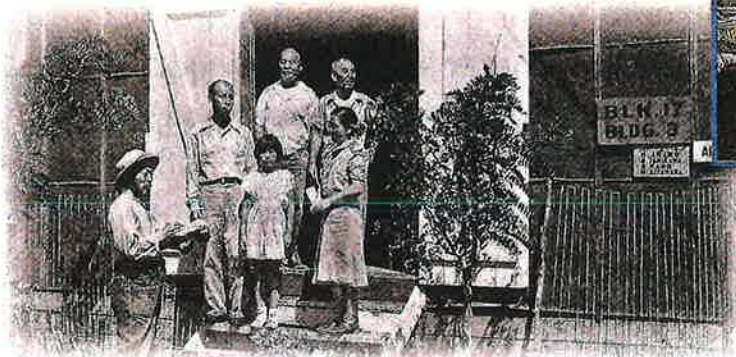
**1941** The United States enters World War II after the Japanese bomb Pearl Harbor.



**1945** World War II ends.



Japanese Americans often built rock gardens at internment camps.



During World War II, entire families of Japanese Americans were held in camps like this one at Manzanar, California.

## Internment Camps

World War II had other negative effects on life in California. On December 7, 1941, Japanese planes bombed U.S. Navy ships in Pearl Harbor in Hawaii. As a result, the United States declared war on Japan. Some people were afraid that Japanese and Japanese Americans in the United States would support Japan in the war. President Roosevelt ordered about 120,000 Japanese and Japanese Americans who were living in California and other western states to be sent to internment camps. An internment camp is a place where people are held against their will, often during a war.

Two internment camps in California were the Tule Lake War Relocation Center near the Oregon border and the Manzanar War Relocation Center near Independence. More than 18,000 people were held at Tule. Another 11,000 were held at Manzanar. The camps were surrounded by barbed wire and guard towers. Many of the people in the camps were U.S. citizens. By the time they were released in 1945, when the war ended, most had lost the homes and businesses they owned before the war.

5. In the text, circle the negative effects that the internment camps had on the lives of Japanese and Japanese Americans in California.

## Summary

Major events in the United States in the 1900s had a big impact on life in our state. Name three events that happened in the United States in the first half of the 1900s and tell how they affected life in California.

## Source #2

You have found an article about Minecraft and its ability to teach computer coding:

### **That's Some Force**

**By Enrique Diaz**

Without question Minecraft has become the most downloaded game of this generation. It continues to grow in popularity amongst people of all ages. Minecraft is uniquely designed to include all kids and surprisingly, it is not just for boys. The game has no endpoint, so players can seemingly play forever. Additionally, Minecraft is one of a kind because it allows players to modify, or make changes to, their world. New types of building blocks, special powers, and new characters are all modifications allowed in Minecraft.

Appealing to parents is the potential that this simple game has in interesting young children in learning to code. Computer coding is telling the computer what you want it to do which leads to the creation of computer software, apps, and websites. Within the game of Minecraft, kids can invent "mods", or modifications, to their worlds.

A company called ThoughtSTEM developed software called LearnToMod with the intention of teaching children how to code in an exciting way using Minecraft. While using the software and creating Minecraft worlds, children are learning the basics of coding and computer programming.

Minecraft is not just another video game, it has a real-world purpose. Learning to code is believed to be valuable because there are many jobs available in the area of computer programming and not enough people with the skills to fill all of the open positions. Playing Minecraft is an effective way to prepare a child for the future.

#### *Sources Used*

*Mulholland, A. (2014, September 15). Minecraft: Why Are Kids and Educators So Crazy For It?.*

*Retrieved from <http://www.ctvnews.ca/lifestyle/minecraft-why-are-kids-and-educators-so-crazy-for-it-1.20069>*

**Answer this Question:**

*Source #1 and Source #2 discuss the popular video game Minecraft. Explain what the sources say about this game. Use two details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, include the source title or number.*

**Your Response:**

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**Fill in the bubble for the correct answer choice.**

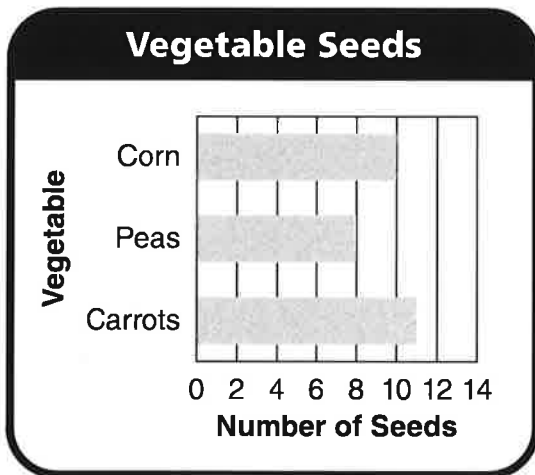
12. Marita cuts 72 daisies to make bouquets. She makes 6 equal bouquets. How many daisies are in each bouquet?

- (A) 6                      (C) 8  
(B) 7                      (D) 12

13. Christine charges \$5 an hour to babysit. How much money does she earn in 16 hours?

- (A) \$21                    (C) \$64  
(B) \$50                    (D) \$80

14. Use the bar graph. Hector divides the carrot seeds evenly in 4 garden plots. How many carrot seeds will be left over?



- (A) 5  
(B) 4  
(C) 3  
(D) 2

15. Roberto has 39 model cars. He wants to display an equal number of model cars on each of 3 shelves. How many model cars will he put on each shelf?

- (A) 2                      (C) 13  
(B) 9                      (D) 39





# Susan Ahn Cuddy, b. 1915

**Learn More** Susan Ahn Cuddy considers herself both Korean and American. She was born in Los Angeles in 1915, but her parents were born in Korea. She is proud of both cultures. She always remembers what her father told her: "Be a good American. Do your best . . . and don't forget your heritage."

During World War II, Cuddy became one of the first Asian Americans in the U.S. Navy. When she first tried to enter the Navy, she was not accepted. But she did not give up and was eventually allowed in the service. In the Navy, she used her language skills to gather information to help fight the war. After the war, she worked for the National Security Agency, which handles secret codes.



Answer the questions below.

1. Circle in the text what Cuddy is best known for doing. *Identify*
2. Why do you think Cuddy is a good role model? *Analyze*

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# 4th Grade Learning Packet

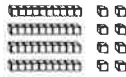
## Answer Key Week 9

Day	Lesson
1	<p><b>Vocabulary</b> 1st Page: Answers will vary. 2nd Page:</p> <p>1. annoying 2. disliked 3. extreme strength or force 4. to regard with great respect 5. withdrew 6. people from whom one is descended 7. the power to withstand pain or stress 8. to lose because of a rule</p> <p>a. intensity b. endurance c. forfeit d. irritating e. retreated f. despised g. ancestors h. honor</p> <p>Possible Responses: 9. It is important for athletes to have strength and endurance. 10. When I first ate squash I despised it, but now I like how it tastes.</p>

**Share and Show**

1. How can you use the 10s facts and the 2s facts to find  $4 \times 12$ ?

$4 \times 12 = 4 \times (10 + 2), 4 \times 10 = 40$   
and  $4 \times 2 = 8, \text{ so } 4 \times 12 = 40 + 8 = 48.$



Find the product.

2.  $9 \times 11 = 99$

3.  $7 \times 12 = 84$

4.  $44 = 4 \times 11$

**On Your Own**

Find the product.

5.  $66 = 11 \times 6$

6.  $24 = 12 \times 2$

7.  $0 \times 11 = 0$

8.  $72 = 6 \times 12$

9.  $8 \times 12 = 96$

10.  $7 \times 11 = 77$

11.  $12 \times 9 = 108$

12.  $3 \times 12 = 36$

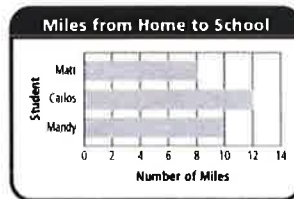
13.  $1 \times 12 = 12$

**Problem Solving**

Use the graph for 14-15.

14. The graph shows the number of miles some students travel to school each day. How many miles will Carlos travel to school in 5 days?

**60 miles**



15. Suppose that Mandy takes 9 trips to school, and Matt takes 11 trips to school. Who travels more miles? **Explain.**

**Mandy; Mandy travels  $9 \times 10 = 90$  miles;**

**Matt travels  $11 \times 8 = 88$  miles;  $90 > 88$**

**Social Studies: How have immigration and settlement helped California grow? (pp. 107- 108)**

- Why did California grow so quickly during the early 1900s?  
California's population grew so quickly during the early 1900s for several reasons:
  - 1) train fare to California became cheaper;
  - 2) many people came to California by cars;
  - 3) people came for jobs; and
  - 4) some people came for the warm, sunny climate.
- Underline in the text what caused the population boom in the Los Angeles area in the early 1900s.

## Growth of Los Angeles

Los Angeles also had a huge population boom in the early 1900s. Its population in 1930 was about 1.2 million, more than ten times larger than it had been in 1900. This increase was caused by economic growth in several different areas.

One area was farming. Farming grew because irrigation allowed farmers to grow crops in the desert areas of Southern California.

Another area of economic growth was the oil industry. Oil was found in Southern California in the 1890s. Even more oil was found in the 1920s. Also, in the 1920s, making movies became one of California's most important industries. It brought more jobs, money, and tourists to the Los Angeles area.



Motion pictures have been filmed in California since the early 1900s.

2. Underline in the text what caused the population boom in the Los Angeles area in the early 1900s.

108

Day

### "The Generation Belt" (Possible Responses)

2

1. She has to learn something from her grandmother.
2. She learns the meaning of the beads.
3. a

### Write to Sources

"Did you get what you wanted from that big pile of gifts?" Little Bee asked as she happily played with her new doll.

"Yes, I did," Omakayas replied. She hesitated and said, "But I am troubled."

"Why are you troubled? You won the game of silence."

At that moment, Omakayas's grandmother brought them bowls of wild rice to eat. "I'm troubled by what the adults were saying. They said that we will have to move soon. There are new settlers coming that want this land. I don't want to leave here," Omakayas said trying not to cry.

"I didn't understand what they were saying, but they seemed so serious. Where will we go?" asked Little Bee.

"I am not sure. Father and the others kept speaking about something called a reservation. I am not sure what that means."

"Will we be able to grow wild rice there? How can we move somewhere if we can't grow wild rice there?"

"I don't know," answered Omakayas, with tears streaming down her cheeks.

4. happily, bravely

**Share and Show**

1. Use the multiplication table on page P271 to find  $99 \div 11$ .

9

Think: What is a related multiplication fact?

Find the unknown factor and quotient.

2.  $11 \times \square = 66$

$\square = \underline{6}$

66  $\div$  11 =  $\square$

$\square = \underline{6}$

3.  $2 \times \square = 24$

$\square = \underline{12}$

24  $\div$  2 =  $\square$

$\square = \underline{12}$

4.  $3 \times \square = 33$

$\square = \underline{11}$

33  $\div$  3 =  $\square$

$\square = \underline{11}$

5.  $12 \times \square = 72$

$\square = \underline{6}$

72  $\div$  12 =  $\square$

$\square = \underline{6}$

**On Your Own**

Find the unknown factor and quotient.

6.  $11 \times \square = 55$

$\square = \underline{5}$

55  $\div$  11 =  $\square$

$\square = \underline{5}$

7.  $12 \times \square = 48$

$\square = \underline{4}$

48  $\div$  12 =  $\square$

$\square = \underline{4}$

8.  $8 \times \square = 96$

$\square = \underline{12}$

96  $\div$  8 =  $\square$

$\square = \underline{12}$

9.  $8 \times \square = 88$

$\square = \underline{11}$

88  $\div$  8 =  $\square$

$\square = \underline{11}$

Find the quotient.

10.  $11 \div 11 = \underline{1}$

11.  $77 \div 7 = \underline{11}$

12.  $\underline{5} = 60 \div 12$

13.  $\underline{2} = 22 \div 11$

14.  $108 \div 9 = \underline{12}$

15.  $84 \div 12 = \underline{7}$

16.  $36 \div 3 = \underline{12}$

17.  $\underline{8} = 96 \div 12$

18.  $12 \div 12 = \underline{1}$

Compare. Write  $<$ ,  $>$ , or  $=$  for each  $\bigcirc$ .

19.  $96 \div 8 \bigcirc 96 \div 12$

20.  $77 \div 11 \bigcirc 84 \div 12$

21.  $99 \div 11 \bigcirc 84 \div 7$

**Problem Solving**

22. Justin printed 44 posters to advertise the garage sale. He gave 11 friends the same number of posters to display around the neighborhood. How many posters did Justin give each friend?

4 posters**Social Studies: How have immigration and settlement helped California grow?( pp. 109 - 110)**

1. How have migrant workers impacted the citrus industry in California?

The migrant workers made it possible for many California farmers to manage large farms. California farmers were able to afford the cost of farming because the migrant workers worked for low pay in citrus groves or tree farms.

Biography--Cesar Chavez and Dolores Huerta (p. 110)



1. Underline what Cesar Chavez and Dolores Huerta did together.

**Biography**

**César Chávez, 1927–1993**  
**Dolores Huerta, b. 1930**

**Learn More** César Chávez spent most of his life around migrant workers. His family worked on farms, causing him to move often. As a result, he could not always attend school. Chávez joined the U.S. Navy as a teenager. After his service ended, he returned to migrant farm work. He later focused on improving the lives of migrant workers. His work earned him the Presidential Medal of Freedom.

Dolores Huerta also wanted to make life better for farm workers. Her father had been a migrant worker. Huerta and Chávez started the National Farm Workers Association (NFWA) in 1962, which later became part of the United Farm Workers of America (UFW). The NFWA gave farm workers more power. They gained better pay and working conditions by standing up to farm owners together.

Use the text to answer the questions below.

- Underline what César Chávez and Dolores Huerta did together.
- How did the NFWA help farm workers?

2. How did the NFWA help farm workers? (p.110)

The NFWA helped farm workers get better pay and working conditions by standing up to farm owners together.

**Day  
3**

**Genre/Literary Element**

- The setting is real; the characters and events are made up.
- The setting is a house near Rome during the time of the Roman Empire.
- Dialogue is included.
- The dialogue is made up.

**Vocabulary Strategy: Connotation and Denotation**

1. a      2. c      3. c

**Words with /ən/ /Number Prefixes**

- A. 1. season      2. open      3. robin      4. reason      5. eleven      6. common  
 B. 1. gram      2. meter      3. cycle      4. plane

**Writing Traits: Word Choice** - Answers will vary but should include strong words that describe the beach day.

**Share and Show**



1. One way to model 18 is 1 ten 8 ones.  
How can knowing this help you find  $4 \times 18$ ?

**Possible answer: make 4 rows of 1 ten 8 ones;**

**$4 \times 10 = 40$  and  $4 \times 8 = 32$ ;**  
 **$40 + 32 = 72$**

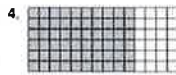
Find the product. Show your multiplication and addition.



$3 \times 16 = \square$   
 **$3 \times 10 = 30$**   
 **$3 \times 6 = 18$**   
 **$30 + 18 = 48$**



$5 \times 13 = \square$   
 **$5 \times 10 = 50$**   
 **$5 \times 3 = 15$**   
 **$50 + 15 = 65$**



$6 \times 14 = \square$   
 **$6 \times 10 = 60$**   
 **$6 \times 4 = 24$**   
 **$60 + 24 = 84$**

**On Your Own**

Find the product. Show your multiplication and addition.



$4 \times 13 = \square$   
 **$4 \times 10 = 40$**   
 **$4 \times 3 = 12$**   
 **$40 + 12 = 52$**



$5 \times 15 = \square$   
 **$5 \times 10 = 50$**   
 **$5 \times 5 = 25$**   
 **$50 + 25 = 75$**



$3 \times 17 = \square$   
 **$3 \times 10 = 30$**   
 **$3 \times 7 = 21$**   
 **$30 + 21 = 51$**

**Problem Solving**



8. Randy rakes yards for \$5 an hour. How much money does he earn if he works for 12 hours?

**\$60**

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**Social Studies: What was California's role in the twentieth century? (pp. 111-113)**

1. How did the Great Depression affect life in California and the United States?

The Great Depression made life very difficult for people. Across the United States businesses and banks had to close. As a result, some people lost their jobs, savings, farms, and homes. In California, the lack of jobs made some people blame immigrants for 'taking their jobs'. So many people from Mexico and other countries were forced to leave.

2. How did the Dust Bowl impact population growth in California? Use details from the text to support your answer.

The Dust Bowl drove people to come to California to find jobs and a better life. This further increased the population in California. People from states like Colorado, Kansas, New Mexico, Oklahoma, and Texas experienced a drought that made their lands so dry that they could not grow crops, destroyed farm machines, and killed some animals.

**Day  
4**

**No answer needed.**



✓ Checkpoint

**Concepts and Skills**

Find the product.

1.  $55 = 11 \times 5$

2.  $12 \times 7 = 84$

Find the unknown factor and quotient.

3.  $4 \times \underline{11} = 44$   
 $\underline{11} = 44 \div 4$

$44 \div 4 = \underline{11}$

4. Write the related multiplication and division equations for the numbers 5, 12, 60.


$5 \times 12 = 60$     $12 \times 5 = 60$     $60 \div 5 = 12$     $60 \div 12 = 5$

Use a basic fact and a pattern to find the products.

5.  $3 \times 10 = \underline{30}$   
 $3 \times 100 = \underline{300}$   
 $3 \times 1,000 = \underline{3,000}$

6.  $10 \times 7 = \underline{70}$   
 $100 \times 7 = \underline{700}$   
 $1,000 \times 7 = \underline{7,000}$

Find the product. Show your multiplication and division.

7.   $3 \times 10 = \underline{30}$     $3 \times 4 = \underline{12}$   
 $\underline{30} + \underline{12} = \underline{42}$   
 $3 \times 14 = \underline{42}$

Use base-ten blocks and your MathBoard to divide.

8.  $132 \div 6 = \underline{22}$

9.  $160 \div 8 = \underline{20}$

**Problem Solving**



10. Jerry printed 48 photos. He gave 4 friends the same number of photos. How many photos did each friend receive?

12 photos

11. Tina divides 17 crayons into 3 equal groups. How many crayons will be in each group? How many crayons will be left over?

5 crayons; 2 crayons left over

**Social Studies: What was California's role in the twentieth century? (pp. 114-115)**

1. How did California help the country during World War II? (p.114)

California helped the country during World War II through the aircraft plants and shipyards. California workers helped build airplanes and ships needed for the war.

2. What caused the government to ration foods? (p. 114)

The government rationed food because there was not enough of it. A number of goods were in short supply due to the war. Prices went up so food was rationed to slow down inflation or the rise of prices of goods.

3. In the text, circle the negative effects that the internment camps had on the lives of Japanese and Japanese Americans in California.

### Internment Camps

World War II had other negative effects on life in California. On December 7, 1941, Japanese planes bombed U.S. Navy ships in Pearl Harbor in Hawaii. As a result, the United States declared war on Japan. Some people were afraid that Japanese and Japanese Americans in the United States would support Japan in the war. President Roosevelt ordered about 120,000 Japanese and Japanese Americans who were living in California and other western states to be sent to internment camps. An internment camp is a place where people are held against their will, often during a war.

Two internment camps in California were the Tule Lake War Relocation Center near the Oregon border and the Manzanar War Relocation Center near Independence. More than 18,000 people were held at Tule. Another 11,000 were held at Manzanar. The camps were surrounded by barbed wire and guard towers. Many of the people in the camps were U.S. citizens. By the time they were released in 1945, when the war ended, most had lost the homes and businesses they owned before the war.

5. In the text, circle the negative effects that the internment camps had on the lives of Japanese and Japanese Americans in California.

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### Summary

Major events in the United States in the 1900s had a big impact on life in our state. Name three events that happened in the United States in the first half of the 1900s and tell how they affected life in California.

Unit 4 Lesson 5 • 115

Day  
5

Explain What the Sources Say About the Topic - Topic: Minecraft  
Answers will vary.

Fill in the bubble for the correct answer choice.

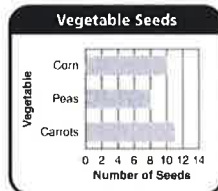
12. Marita cuts 72 daisies to make bouquets. She makes 6 equal bouquets. How many daisies are in each bouquet?

A 6       C 8  
 B 7       D 12

13. Christine charges \$5 an hour to babysit. How much money does she earn in 16 hours?

A \$21       C \$64  
 B \$50       D \$80

14. Use the bar graph. Hector divides the carrot seeds evenly in 4 garden plots. How many carrot seeds will be left over?



A 5  
 B 1  
 C 3  
 D 2

15. Roberto has 39 model cars. He wants to display an equal number of model cars on each of 3 shelves. How many model cars will he put on each shelf?

A 2       C 13  
 B 9       D 39

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Social Studies: What was California's role in the twentieth century? (p.116)

1. Circle in the text what Cuddy is best known for doing.

## Susan Ahn Cuddy, b. 1915

**Learn More** Susan Ahn Cuddy considers herself both Korean and American. She was born in Los Angeles in 1915, but her parents were born in Korea. She is proud of both cultures. She always remembers what her father told her: "Be a good American. Do your best . . . and don't forget your heritage."

During World War II, Cuddy became one of the first Asian Americans in the U.S. Navy. When she first tried to enter the Navy, she was not accepted. But she did not give up and was eventually allowed in the service. In the Navy, she used her language skills to gather information to help fight the war. After the war, she worked for the National Security Agency, which handles secret codes.



Answer the questions below.

1. Circle in the text what Cuddy is best known for doing.
2. Why do you think Cuddy is a good role model?

---



---



2. Why do you think Cuddy is a good role model?

Answers may vary. (Sample Response Below)

Cuddy was a good role model because she was persistent in pursuing her goals. Even if she was not accepted in the navy the first time she tried, she did not give up and she was eventually accepted. Also she was proud of both her cultures as Korean and American.





# Compton USD

## Learning Packet # 8

**ELD**

**Grade 4**

**Name:** \_\_\_\_\_



# 4th Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 9

Day	Lesson	Date Completed
1	<b>Vocabulary:</b> 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.	
	<b>Vocabulary Strategy: Connotation and Denotation.</b> Read the information in the box. Complete activities 1-3.	
	<b>Words with /ən/ /Number Prefixes.</b> Read the information in the box. Then, complete sections A (questions 1-5) and B (questions 1-5)	
	<b>Genre/Literary Element:</b> Read the text "A Roman Tradition". Answer questions 1-4	
2	<b>Comprehension and Fluency:</b> Read the literary passage "The Generation Belt": Answer questions in section A (1-3). Then, complete section B.	
	<b>Comprehension:</b> Read the passage "The Generation Belt" again . Then, complete the <b>Theme</b> graphic organizer with the information from the text.	
3	<b>Differentiated Texts:</b> Read the text "Connecting to the Past". Respond to the text by reading and completing the sentences 1-3. Then, Complete the sentences at the bottom.	
	<b>Writing Traits: Word Choice.</b> Read the Draft Model. Use the questions to help you to revise the draft by adding strong words that create a clearer picture in the reader's minds.	
	<b>Write to Sources:</b> Read the Text in the box. Then, follow the directions 1-4 to mark the text.	
4	<b>Leveled Reader:</b> Read the book "Grandfather's Basket". Then, <ul style="list-style-type: none"> <li>Complete the questions on page 16</li> </ul>	
5	<b>Leveled Reader:</b> Read the book "Grandfather's Basket". Then, <ul style="list-style-type: none"> <li>Read the text "Penobscot Nation" - pages 16-19</li> <li>Complete the questions on pages 20-21</li> </ul>	


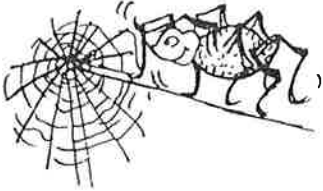




Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week





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
ancestors	Here is a picture of my grandmother and other <u>ancestors</u> .	
retreated	The spider <u>retreated</u> when something startled it.	
honor	We <u>honor</u> the flag every morning at school.	
despised	He <u>despised</u> the vegetables on his plate.	
irritating	The fly in our classroom was very <u>irritating</u> .	
endurance	The long-distance runner had great <u>endurance</u> .	

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Name \_\_\_\_\_

**Connotation** is the meaning or feeling associated with a word. **Denotation** is the literal, dictionary definition of a word. Look at the sentence below.

I'm glad I have on a heavy coat because it is **raw** outside today.

The denotation for *raw* is "damp and chilly." The connotation for *raw* is "unpleasantly damp and chilly."

Read the sentences below. Read the denotation for each word in bold. Then circle the letter of the best connotation of each word in bold.

1. It's so hot and **steam**y outside.

**Denotation:** filled with water in the form of gas

**Connotation:**

- a. hot, humid, uncomfortable      b. chilly

2. Kanti **whined**, "Can I swim?"

**Denotation:** to use a high, complaining or crying voice

**Connotation:**

- a. asked politely      b. begged or pleaded

3. She looked at the loom with a **puny** five rows finished.

**Denotation:** small and weak

**Connotation:**

- a. colorful      b. few

Name \_\_\_\_\_

Some words end with a vowel + *n* and the final syllable is not accented. These word endings all sound like the letters *on* in *person*.

button

muffin

kitten

**A. Underline the word in each row that ends with the same sound as *on* in *person*. Write the word on the line. The first one has been done for you.**

- |                |        |        |             |
|----------------|--------|--------|-------------|
| 1. <u>open</u> | hoped  | towing | <u>open</u> |
| 2. please      | little | reason | _____       |
| 3. caring      | cousin | water  | _____       |
| 4. rewind      | garden | angle  | _____       |
| 5. robin       | later  | before | _____       |

Number prefixes tell the number or amount of something.

*uni-, mono-* = one

*tri-* = three

*cent-* = hundred

*bi-* = two

*deca-* = ten

**B. Draw a line from each word to the correct number prefix. The first one has been done for you.**

- |              |      |
|--------------|------|
| 1. bicolor   | deca |
| 2. monoplane | bi   |
| 3. decade    | tri  |
| 4. centipede | mono |
| 5. tricycle  | cent |

Name \_\_\_\_\_

## A Roman Tradition

Cornelia was sitting in her house. She was reading. Then her mother called her. "Help me pick flowers from the garden, Cornelia," she said.

Cornelia walked to the garden. Their house was on a hill near Rome, the capital city of the Roman Empire. Cornelia could see the city from her garden.

"Why do we need to pick flowers?" Cornelia asked.

"We will bring them to the spirits of the house," her mother said. Then she showed Cornelia a table nearby. A tiny building sat on the table. Little statues were inside.

"We bring flowers and honey to the spirits three times a month. When we do this, they protect our home and our crops," Cornelia's mother said.

Answer the questions about the text.

1. Historical fiction tells a made-up story that happens in a real time and place in history. What part of this text is made up?

---

2. Where and when does the story take place?

---

3. What literary element is included?

---

4. What tells you that a character is speaking?

---

Name \_\_\_\_\_

Read the passage. Use the reread strategy to understand difficult parts of the text.

## The Generation Belt

12 Kanti snuck behind the circle of wigwams in her village. She stayed  
24 in the shadows until she reached the lake. Her cousins were splashing  
merrily in the water. Kanti stepped into the lake.

33 Just then, an irritated voice yelled, "Kanti!"

40 Kanti knew she was caught.

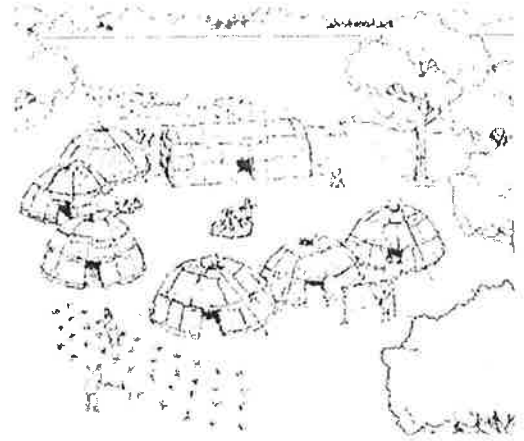
45 She saw her mother walking toward  
51 her. "Kanti, your grandmother is  
56 waiting to teach you today."

61 Kanti whined, "It is so hot and  
68 steamy outside. Can I swim?"

73 Her mother said, "No, sometimes  
78 we have to learn first, and then  
85 play. Come, I think you will like  
92 this lesson."

94 Kanti's grandmother looked  
97 dignified as she sat cross-legged in the center of their wigwam. Many  
109 belts of purple and white beads surrounded her. She sat behind a loom  
122 used for weaving the belts.

127 Her grandmother held a few small purple beads. She had a  
138 mischievous glint in her eye. "Do you know what these are?"



Name \_\_\_\_\_

"That's easy, they are wampum" Sometimes Kanti would help collect the quahog, or clams, the beads were made from.

Her grandmother said, "I actually meant, what do the beads stand for? Here, let me show you."

She showed Kanti an elaborate belt. On the right side, the purple beads made a pattern of triangles. In the middle, was a large circle. On the left side, two figures stood holding hands next to a wigwam. She said, "These people are your great-great grandmother and grandfather. They traveled over the mountains to find a place to settle." She traced the triangles with her fingers and stopped at the circle. "When they found the lake, they knew it would support many people. This is how our village began."



Kanti was drawn in by the story. Suddenly, she saw that all the belts told stories. She looked at the loom with a puny five rows finished. "What story will this belt tell?" she asked.

"This belt will tell your story," her grandmother said. "I started it for you and you can continue to add to it as you grow." With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work. She looked for just the right shades of purple wampum. She created a figure about to leap into a calm lake. She could not wait to show the belt to her cousins!

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

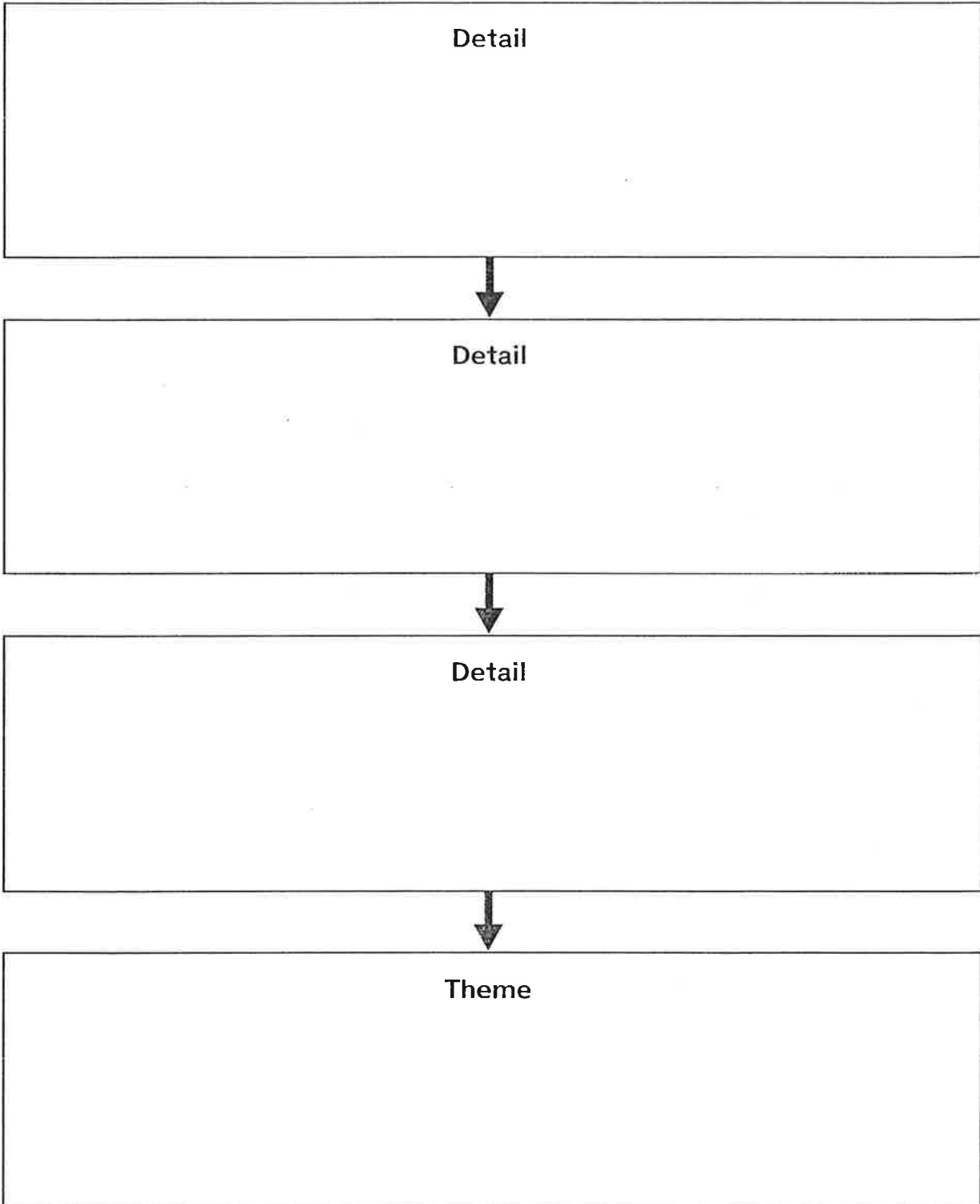
1. **Why does Kanti visit her grandmother? Circle the letter of the best answer.**
  - a. It is too hot to be outside.
  - b. Her grandmother has something to teach her.
  - c. Her cousins aren't any fun.
  
2. **What does Kanti learn from her grandmother? Circle the letter of the best answer.**
  - a. She doesn't learn anything and goes swimming instead.
  - b. She learns the meaning of the beads.
  - c. She learns that beads can be purple and white.
  
3. **What is the theme of this story? Circle the letter of the best answer.**
  - a. It is important to learn about your family history.
  - b. It is best to have a village by a lake.
  - c. Everyone should make a belt.

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

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

Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.





## Historical Fiction

The Pueblos are Native Americans, who have been making pottery for hundreds of years. Maria and Julian Martinez were Pueblo artists. They lived in San Ildefonso pueblo, or town, in New Mexico.

In 1908, Dr. Hewett, an archaeologist, wanted to learn about the ancient Pueblos. Sometimes, Maria and Julian helped Dr. Hewett.

"Maria, we found this piece of black pottery. Your ancestors made it," Dr. Hewett said. Maria studied the piece with intensity.

"Can you make a pot like this? It can **provide** information about your ancestors," he said.

"I will try. It's a good way to honor my ancestors," Maria said.

Julian, her husband, offered to help, too. So they began working the next day. Maria shaped the clay into a round pot. Then she polished the pot with a stone. Julian painted the pots. He **adjusted** the paint many times. The paint didn't stay on the pot. So he developed a paint made from clay that did. Maria and Julian used the paint to make black-on-black designs. This was a new way of painting pottery.



Maria and Julian showed Dr. Hewett their pottery. Julian said, "Our ancestors would be proud of these."

Maria said, "I'm glad we can share our past with others."

"These are wonderful!" exclaimed Dr. Hewett. "You learned how your ancestors made black pottery. And you learned a new way to paint pottery."

Maria and Julian became famous for their black-on-black pottery. They connected the traditions of their ancestors to the present.

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

1. Discuss why Dr. Hewett asked for Maria’s help.

Dr. Hewett asked Maria to help \_\_\_\_\_

\_\_\_\_\_

2. Describe what Maria and Julian did to make the black pottery.

Maria \_\_\_\_\_

Julian \_\_\_\_\_

3. Discuss why making the pottery for Dr. Hewett was important to Maria and Julian.

\_\_\_\_\_

\_\_\_\_\_

*Write* Work with a partner. Discuss your notes about “Connecting to the Past.” Then write your answer to the Essential Question.

How do traditions connect people?

Maria Martinez connects with her ancestors by \_\_\_\_\_

\_\_\_\_\_

Making the shiny black pottery is important for future generations because

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.

**Draft Model**

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

B. Now revise the draft by adding strong words that create a clearer picture in readers’ minds.

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Name \_\_\_\_\_

Elena used text evidence from two different sources to respond to the prompt: *Write a dialogue between Omakayas and Little Bee about what they heard during the adults' conversation.*

"Did you get what you wanted from that big pile of gifts?" Little Bee asked as she happily played with her new doll.

"Yes, I did," Omakayas replied. She hesitated and said, "But I am troubled."

"Why are you troubled? You won the game of silence."

At that moment, Omakayas's grandmother brought them bowls of wild rice to eat. "I'm troubled by what the adults were saying. They said that we will have to move soon. There are new settlers coming that want this land. I don't want to leave here," Omakayas said trying not to cry.

"I didn't understand what they were saying, but they seemed so serious. Where will we go?" asked Little Bee.

"I am not sure. Father and the others kept speaking about something called a reservation. I am not sure what that means."

"Will we be able to grow wild rice there? How can we move somewhere if we can't grow wild rice there?"

"I don't know," answered Omakayas, with tears streaming down her cheeks.

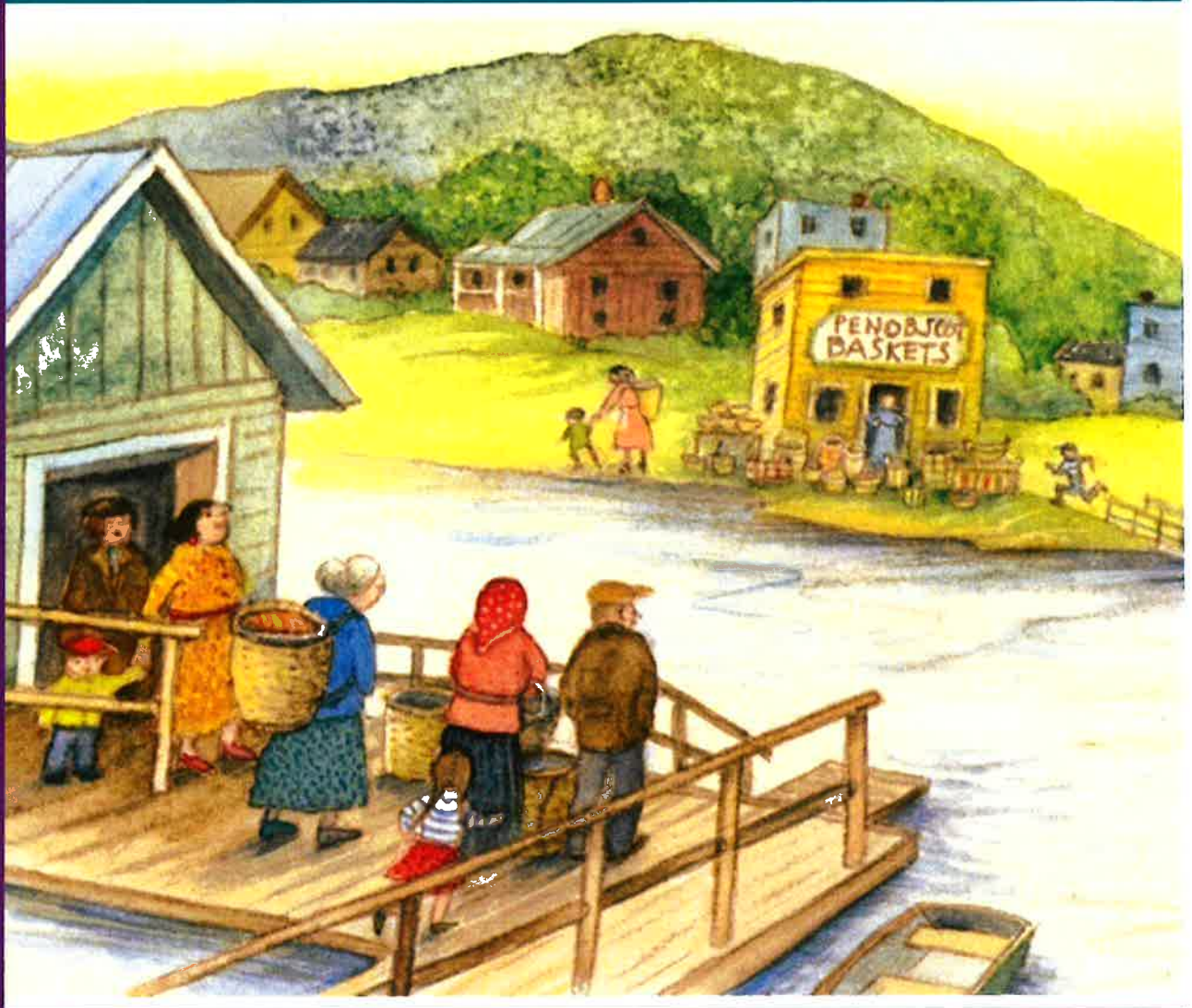
Reread the passage. Follow the directions below.

1. **Circle** an example of a strong verb used by Elena.
  2. **Draw a box** around a line of dialogue that Little Bee says.
  3. **Underline** the text evidence that helps you make an inference that Little Bee got the gift she wanted.
  4. **Write** two adverbs that Elena uses on the line below.
-

Historical  
Fiction

# Grandfather's Basket

by Lee DeCora Francis  
illustrated by Anna Vojtech



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Education

PAIRED  
READ

Penobscot Nation

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## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Reread

**Skill:** Theme

### ELL Vocabulary

adopt, enthusiasm, proper

### Vocabulary

ancestors, despised,

endurance, forfeit,

honor, intensity,

irritating, retreated

### Content Standards

Social Studies

History

Word Count: 1,467\*\*

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\*\*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.

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

ISBN: 978-0-07-673773-4

MHID: 0-07-673773-X

Printed in the United States of America.

5 6 7 8 9 DOC 22 21 20 19 18

C

Genre

Historical Fiction



**Essential Question**

How do traditions connect people?

# Grandfather's Basket

by Lee DeCora Francis

*Penobscot/HoChunk*

illustrated by Anna Vojtech



**Chapter 1**

Muhmum's Words ..... 2

**Chapter 2**

Baskets..... 6

**Chapter 3**

New Shoes ..... 11

Respond to Reading..... 16

**PAIRED  
READ**

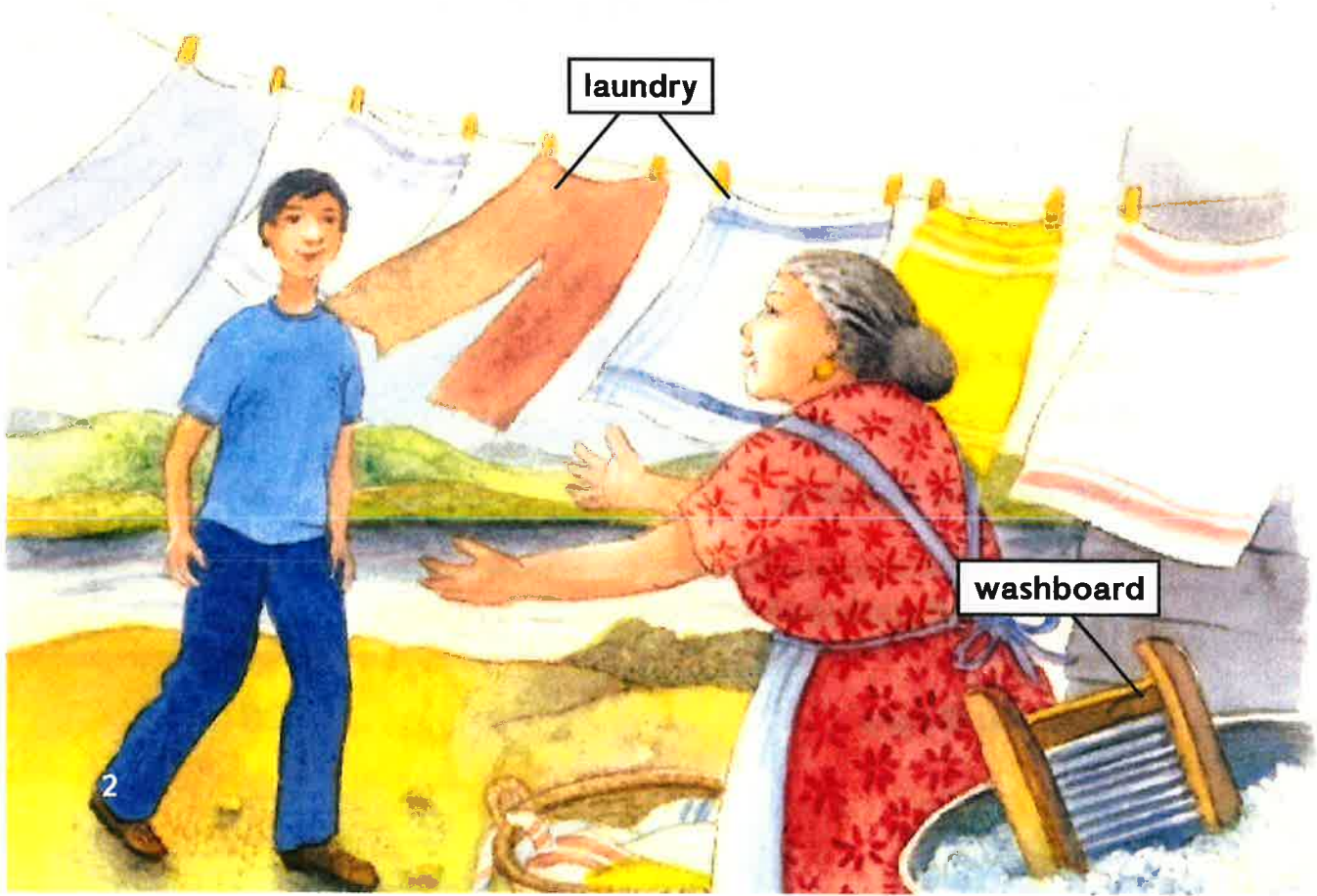
Penobscot Nation ..... 17

Focus on Genre..... 20

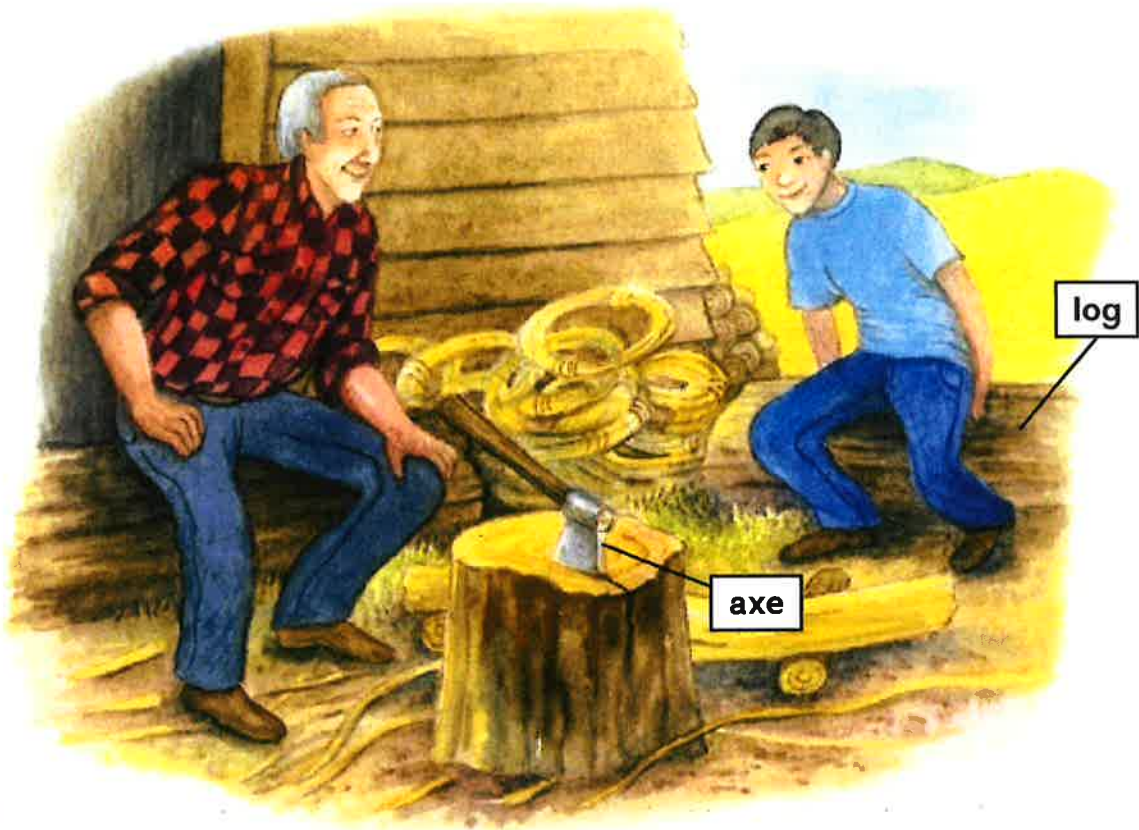
## Chapter 1

# Muhmum's Words

It was early morning on a summer day in 1960. Rodney's eyes opened slowly. *Doonk! Doonk! Doonk!* He listened to the familiar sound. It was time to start his day. Quietly, he grabbed his clothes. He let his two younger brothers sleep a little longer. He splashed water on his face, brushed his teeth, and combed his hair. Then he went out to the yard. His grandfather, Muhmum, was already working. His grandmother, Nokomis, was also working. She was washing laundry on the washboard. She stopped to give Rodney his usual morning hug.







Rodney went to the area where he worked with Muhmum. He sat on one of the logs. *Doonk! Doonk! Doonk!* Rodney watched his grandfather pound on another log with his axe. The logs came from ash trees. There were strips of ash tied in bundles on the ground. Nearby, there were more logs waiting to be cut. It was a beautiful sight. It almost made Rodney forget his worries.

Muhmum looked up. The intensity of Rodney's expression made Muhmum think something was wrong. Muhmum put down his axe and sat near his grandson.

Muhmum knew Rodney was worried about leaving the reservation to go to a new school. It would be the first time he went to school with people who were not from the Penobscot Reservation. Muhmum reminded Rodney that the school was not far. It was in the town across the river, and Rodney could come home every afternoon.

They sat for a few more minutes. Then Rodney stood next to the log and swung the axe. He pounded the ash log with the back of the axe like his grandfather taught him. He thought about Muhmum's words. His grandfather went to a school far from home when he was a boy. Muhmum was not allowed to speak his language or play with his relatives there. Rodney knew his school would be different. Still, he wished he could stay home and make baskets.

**STOP AND CHECK**

Why is Rodney worried?





## Chapter 2

# Baskets

Most boys Rodney's age helped prepare the ash to make the baskets. It was hard when Rodney first learned to do it. The weight of the axe made his arms and back hurt. But it was an important job. He needed to learn to do it for his people. Everyone worked. Many people made baskets to support their families. Young and old worked together. Some families made strong baskets used for heavy work. Other families made small, fancy baskets for tourists.

Rodney's family made all types of baskets. His parents made baskets at night after working in a shoe factory all day. His grandmother made baskets with other women. Each woman had her own style. Rodney's grandmother added curls to her work. Her friend made points with small strips of ash. Another woman added color to her baskets.



ash strips

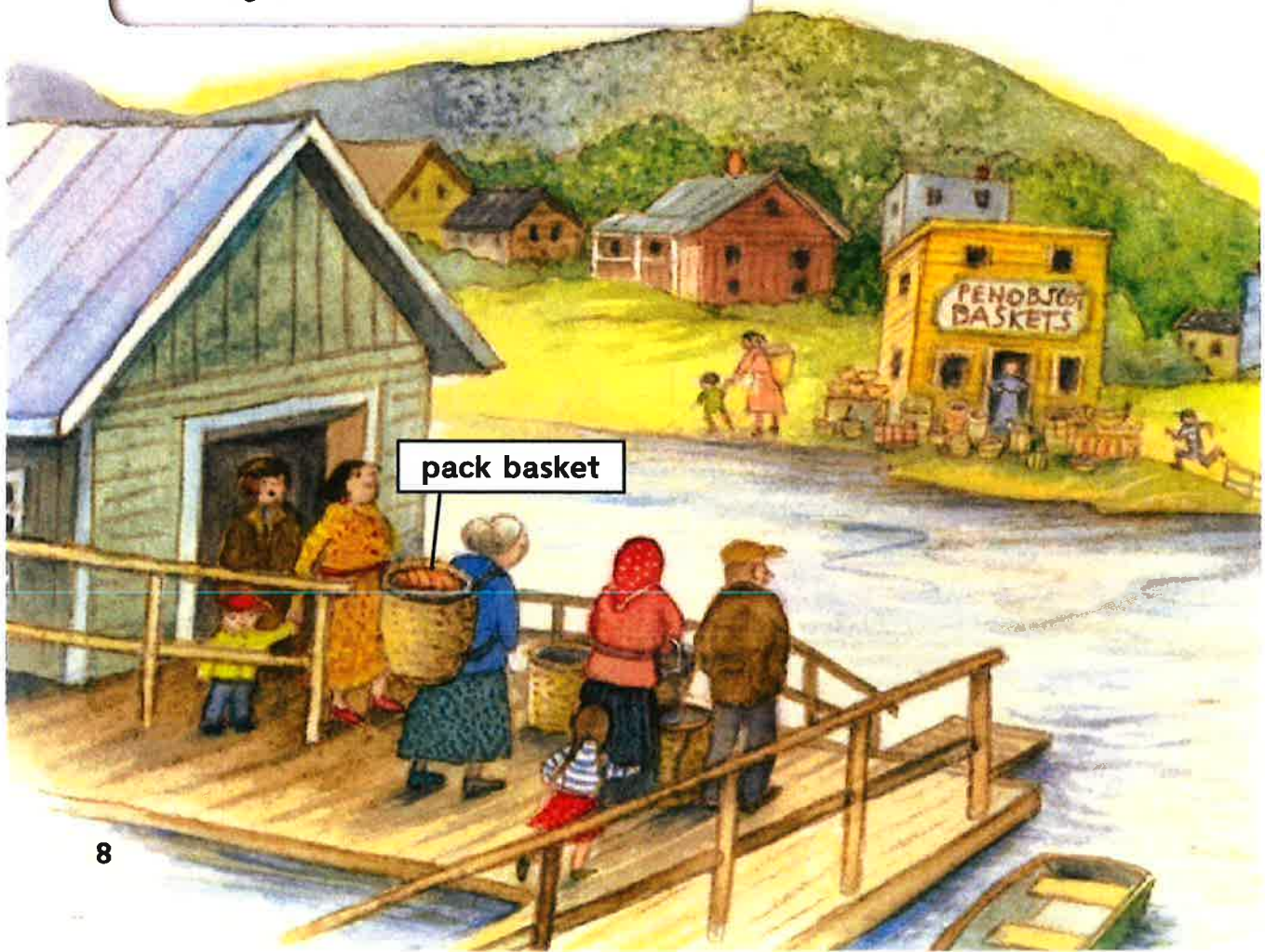
Many men on the island made big baskets. Rodney's grandfather made laundry baskets, potato baskets, and pack baskets. His pack baskets were the best. People used them to carry things on their backs. Rodney wanted to make packs just like Muhmum's.



Rodney's family worked hard to make baskets. With enthusiasm, Rodney helped his grandfather prepare ash for baskets. He wondered about the people who bought the baskets. Many tourists took the ferry to buy baskets at the Penobscot basket shop. Rodney's family sold some of their baskets at the shop. They also sent baskets to the coast for other family members to sell.

Rodney's family needed to make more baskets for the fall. Rodney worried about how his grandfather would keep up when Rodney was in school.

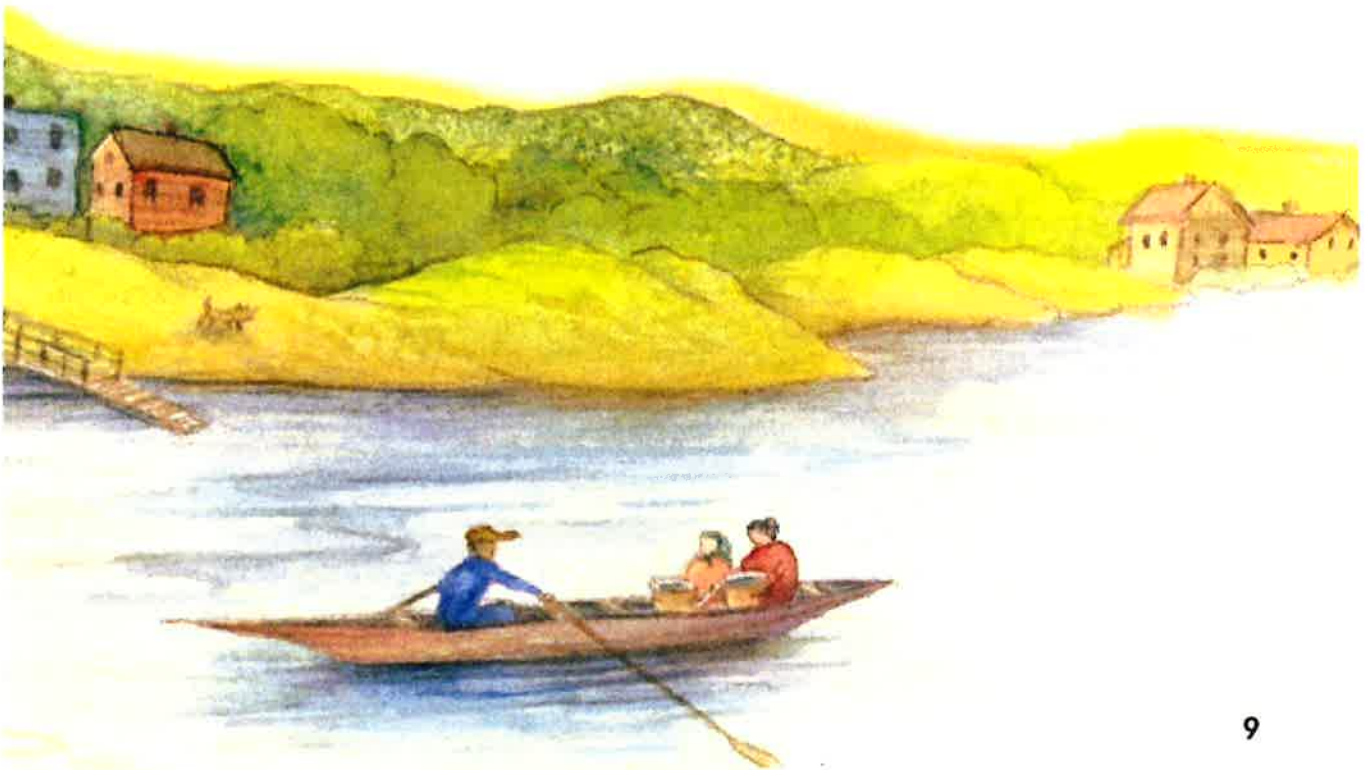
**In Other Words** keep up. En español: *se arreglaría.*



Rodney liked Muhmum's workshop. Every object had its place. Rodney's little brothers were not allowed in the workshop. Rodney was glad because his little brothers were irritating.

When Rodney was younger, he loved to watch his grandfather make baskets. He was fascinated by the way Muhmum used strips of ash to form the baskets. As Rodney got older, Muhmum asked for his help. He showed Rodney how to construct the baskets.

Today, Rodney and Muhmum placed basket bottoms onto wooden blocks to give the baskets the right shape. Muhmum teased Rodney about a recent trip to gather ash. Rodney smiled as his grandfather told the story.



On the trip, Rodney had picked up a log. He put it on his shoulder. He felt something move along his neck and fall down his chest. It was a brown snake! Rodney despised snakes. He let out a scream and retreated from the woods.

**STOP AND CHECK**

What happened to Rodney on the trip to gather ash?





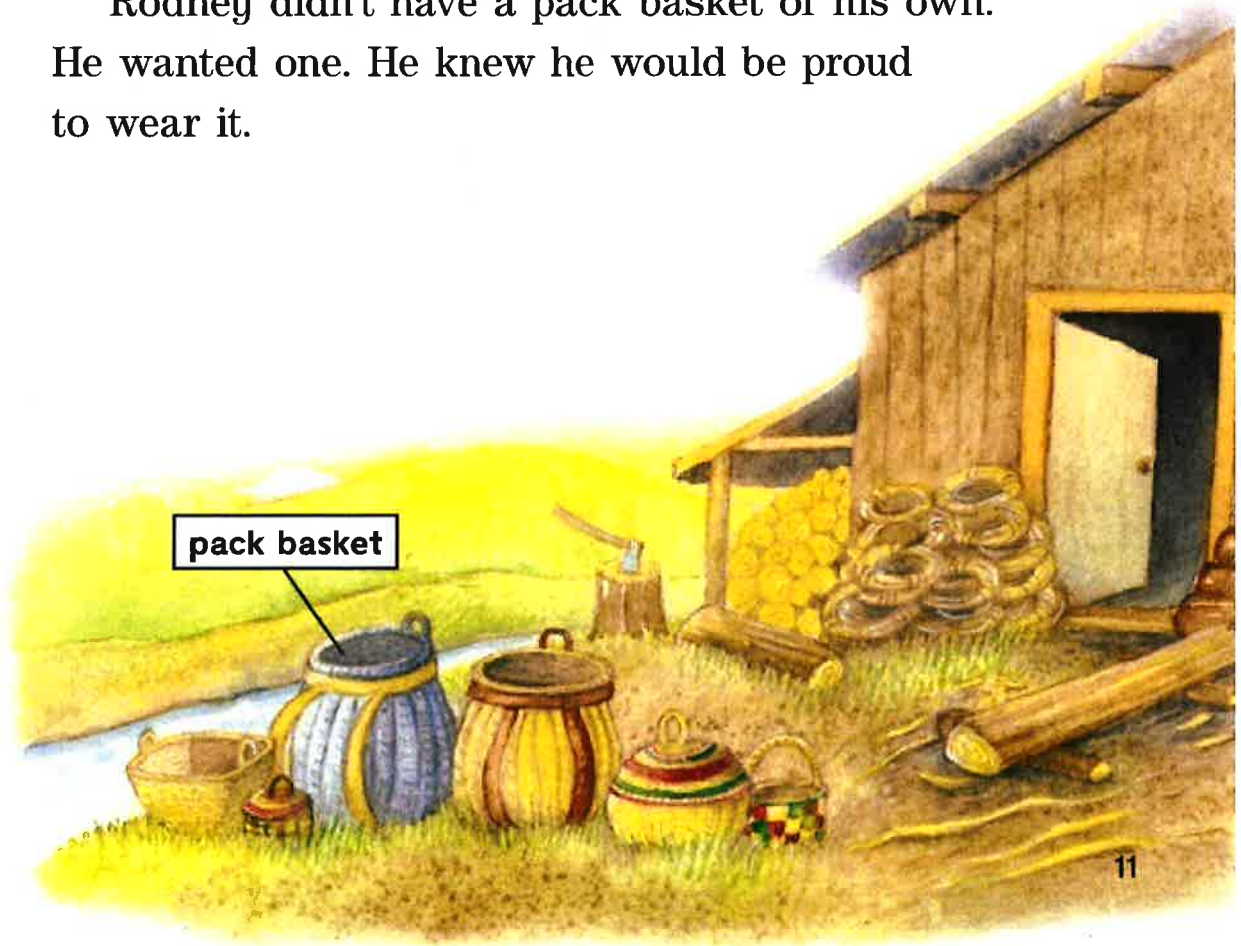
## Chapter 3

# New Shoes

The next day, Rodney helped weave baskets. Rodney loved weaving and was very good at it. Often, other men from the family came to help weave. As they worked, they told stories about their lives.

Rodney learned that many men left the reservation when they were young. They joined the Army to protect their homelands. They lied about their age. Rodney's cousins, Claude and LeRoy, were both sixteen when they left for Korea. Rodney was fascinated by the stories, and he listened closely as he wove the baskets.

Rodney didn't have a pack basket of his own. He wanted one. He knew he would be proud to wear it.



When Rodney was little, Muhmum carried him on his back in a pack basket. Rodney worried about falling through. Muhmum said, "Packs are strong like the endurance of our ancestors. The pack will hold you."

Rodney loved this pack basket. Someone painted it light blue many years ago. Some of the color was faded, but the pack was Rodney's favorite.



The Saturday before school, Rodney came downstairs. Nokomis ate breakfast with him. She talked about her plans for the day. She asked Rodney to go to town with her.

The ferry dock was busy that morning. People waited for the boat. Many canoes were on both shores.

At the store, Nokomis held a new, white shirt to Rodney's chest. Next, they found a proper pair of pants that fit him. Finally, his grandmother chose a pair of shiny shoes. Rodney knew she'd have to forfeit something she needed to buy the shoes. He told her to buy a different pair, but Nokomis refused.

On Sunday night, Rodney worried about going to school the next day. He had been to the town many times. Last year, he went with his grandmother when his people were finally allowed to vote. He knew the town's people. This was what bothered him. Some people in town treated him differently because he was Penobscot. But he had to go to school. He needed to adopt a good attitude. *You can do this*, he told himself.

**Language  
Detective**

Differently is an adverb. Find another adverb on page 13.

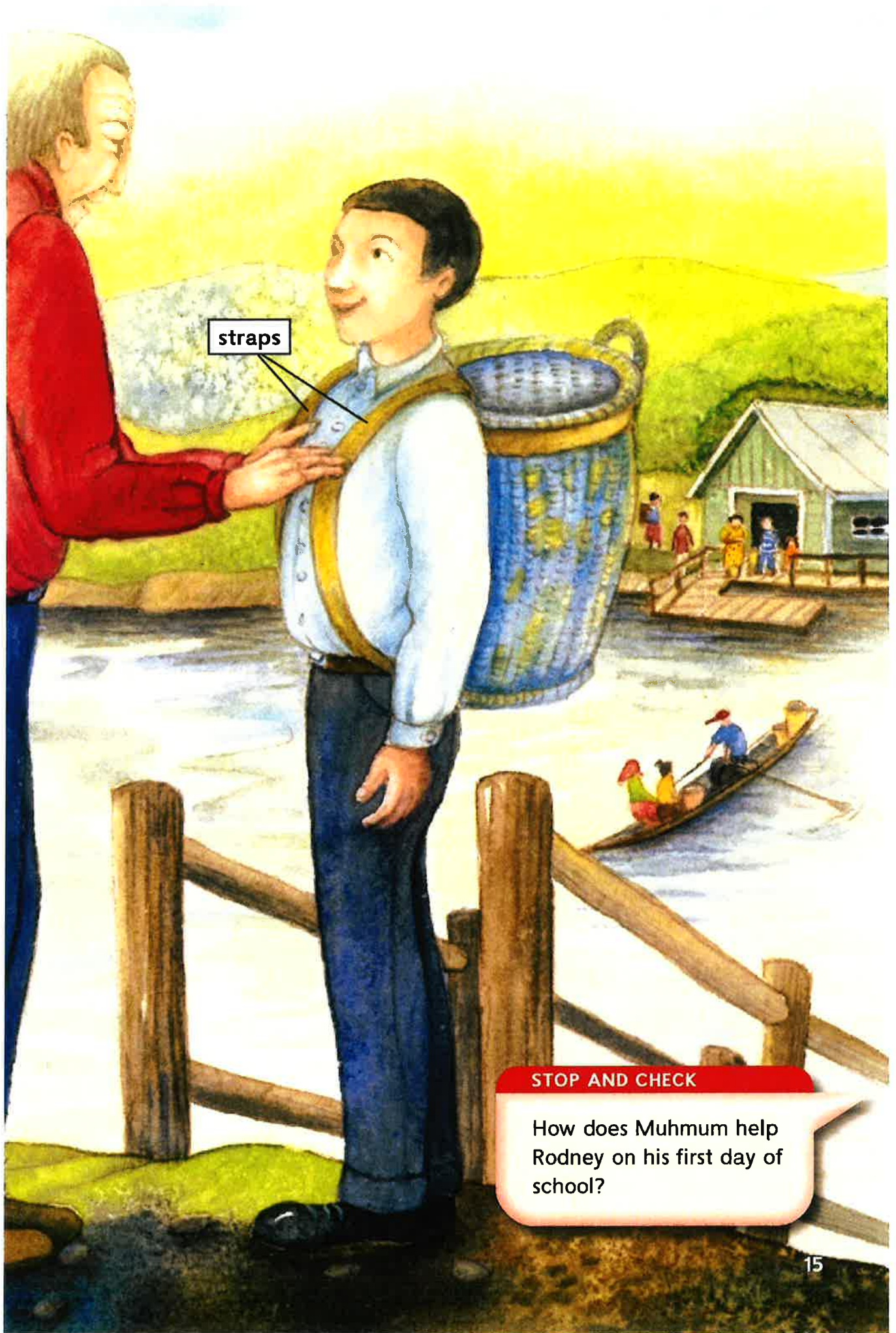
The next day, Rodney walked to the ferry. His cousin was at the dock. She was waiting to start her first day of school, too. They talked as they waited for the ferry to arrive. Soon, Rodney felt a familiar hand on his shoulder, and he turned to see Muhmum smiling at him. Muhmum took off his pack and handed it to Rodney.

Muhmum adjusted the straps. He said, "This is your pack now. I had this pack for many years. I took it many places. It always connected me to home. The pack will do this for you, too."

Rodney thanked Muhmum. Then he climbed into the boat. Rodney wore the pack with honor. He felt the strength of the pack against his back as he looked across the water at Muhmum. Rodney waved before starting up the hill to the school.

**Language  
Detective**

Soon is an adverb. Find another adverb on page 14.



straps

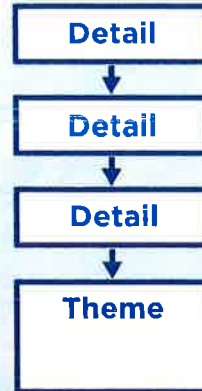
**STOP AND CHECK**

How does Muhmum help Rodney on his first day of school?

# Respond to Reading

## Summarize

Use the most important details from *Grandfather's Basket* to summarize the story. Your graphic organizer may help you.



## Text Evidence

1. How is this story an example of historical fiction?

**GENRE**

2. Why is making baskets important to Rodney?

**THEME**

3. On page 9, what is the denotation of *fascinated*?

What is the connotation? **CONNOTATION AND**

**DENOTATION**

4. What makes Rodney feel good about his first day

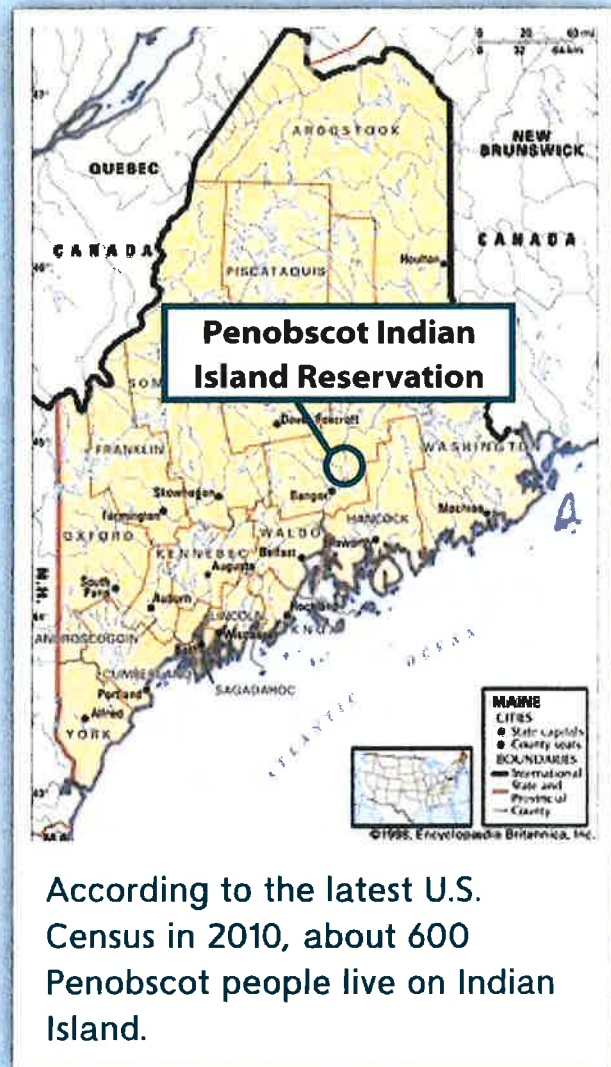
of school? **WRITE ABOUT READING**

## Compare Texts

Read about the Penobscot Nation.

# Penobscot Nation

The Penobscot people come from an area that is now called Maine. Their main reservation is on Indian Island in the Penobscot River watershed. In the past, the territory of the people included land and waterways in Maine and part of Massachusetts. The Penobscot are part of the Wabanaki Confederacy. The Wabanaki have inhabited, or lived on this land, for about 10,000 years.



According to the latest U.S. Census in 2010, about 600 Penobscot people live on Indian Island.

One of the chiefs of the Penobscot Tribe with his family in 1930



The Penobscot people knew the waterways and land well. They built complex villages. They used their understanding of resources and seasonal changes. Today, the Penobscot still have that knowledge, but they have much less land. The people still carry on the traditions of their ancestors.

The Penobscot Nation has an independent government. The government consists of a chief, vice chief, tribal council, and a tribal representative. The Nation has many important programs and departments such as education, healthcare, natural resources, and elder and youth services.



Every part of the Penobscot culture was, and is, connected to the Penobscot River. The river is very important to the tribe. The Penobscot Nation does all it can to protect the river. There are islands located within the river. Many of these islands are part of the tribe's reservation. The health of the water affects the health of the people and their culture. The Penobscot River is the tribe's most precious resource.

The Penobscot River provides food, water, and many other resources for the Penobscot.



## Make Connections

Why is the Penobscot River important to the Penobscot people? **ESSENTIAL QUESTION**

What is a Penobscot tradition that Rodney learned from his grandfather? **TEXT TO TEXT**

# Focus on Genre

**Historical Fiction** Historical fiction tells a story that is set in the past. It gives information about a real event. It can be about real people who lived during that time. Historical fiction helps readers understand life in the past.

**Read and Find** *Grandfather's Basket* takes place in the past. The story includes realistic characters, events, and settings. The characters in the story are made up. However, the story is inspired by the Penobscot Nation's tradition of making baskets.

## Your Turn

Native Americans have a tradition of telling stories. The stories teach about the past. Work with a partner to tell a story about someone in your family. You can make up some details, but make sure your story also has many facts. Practice telling your story to each other.

# Thinkmark

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## Characters

How would you describe the character of Rodney in *Grandfather's Basket*?

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## Setting

Where does *Grandfather's Basket* take place?  
When does it take place?

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## Conclusions

How do you think Rodney feels about his grandfather teaching him the tradition of making baskets? What text evidence supports your conclusions?

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## Author's Purpose

Why do you think the author wrote *Grandfather's Basket*?

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## Make Connections

What connections can you make with other stories you've read about children learning a cultural tradition that has been passed down through the family?

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4.6.1

# 4th Grade-ELD Learning Packet

## ANSWER KEY

### Week 9

Day	Lesson
1	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Open response</li></ul>
	<b>Vocabulary Strategy: Connotation and Denotation.</b> <ol style="list-style-type: none"><li>1. a</li><li>2. b</li><li>3. b</li></ol>
	<b>Words with /ən/ /Number Prefixes.</b> A. 1. open 2. reason 3. cousin 4. garden 5. robin B. 1. bicolor/bi 2. monospace/mono 3. decade/deca 4. centipede/cent 5. tricycle/tri
	<b>Genre/Text Feature: Read the text "A Roman Tradition".</b> <ol style="list-style-type: none"><li>1. The story of Cornelia and her Mom.</li><li>2. In Rome during the Roman Empire</li><li>3. Setting.</li><li>4. The use of quotation marks at the beginning and end of the sentence said by a character.</li></ol>
2	<b>Comprehension and Fluency: Read the literary passage "The Generation Belt".</b> A. 1. b 2. b 3. a B. Open response
	<b>Comprehension: Read the passage "The Generation Belt" again .</b> <b>Theme Graphic Organizer: Open response</b>
3	<b>Differentiated Texts: Connecting to the Past</b> <ol style="list-style-type: none"><li>1. Dr. Hewett asked Maria to help by making a pot like the piece they found from the ancient Pueblos.</li><li>2. Maria shaped the clay into a round pot. Then, she polished the pot with a stone. Julian painted the pots.</li><li>3. They learned how to make pottery in the way their ancestors did. They felt their ancestors would be proud of them.</li></ol>
	<b>Write:</b> <ul style="list-style-type: none"><li>• Maria Martinez connects with her ancestors by making pottery mirroring the way her ancestors were doing it.</li><li>• Making the shiny black pottery is important for future generations because it can provide information about the Pueblos.</li></ul>
	<b>Writing Traits: Word Choice</b> <ol style="list-style-type: none"><li>1. tall, round, shiny</li><li>2. beautiful, big, tall, fantastic</li><li>3. marvellous, loud, funny, delicious</li></ol> <b>Revised Draft: Open response</b>
	<b>Write to Sources: Open responses</b>

<b>4</b>	<p><b>Leveled Reader:</b> Read the book “Grandfather’s Basket”. Then, <b>Summarize:</b> Open response <b>Test Evidence:</b></p> <ol style="list-style-type: none"><li>1. This story is an example of historical fiction because the story is made up but is set up in 1960 on a reservation.</li><li>2. To support his family.</li><li>3. Denotation: strongly attracted and interested. Connotation: Loving the way Rodney’s Mom used strips of ash to form the baskets.</li><li>4. To wear Muhmum pack to the school with honor.</li></ol>
<b>5</b>	<p><b>Leveled Reader:</b> Read the text “Penobscot Nation” - pages 16-19 <b>Focus on Genre:</b> Open response <b>Thinkmark:</b> Open response</p>