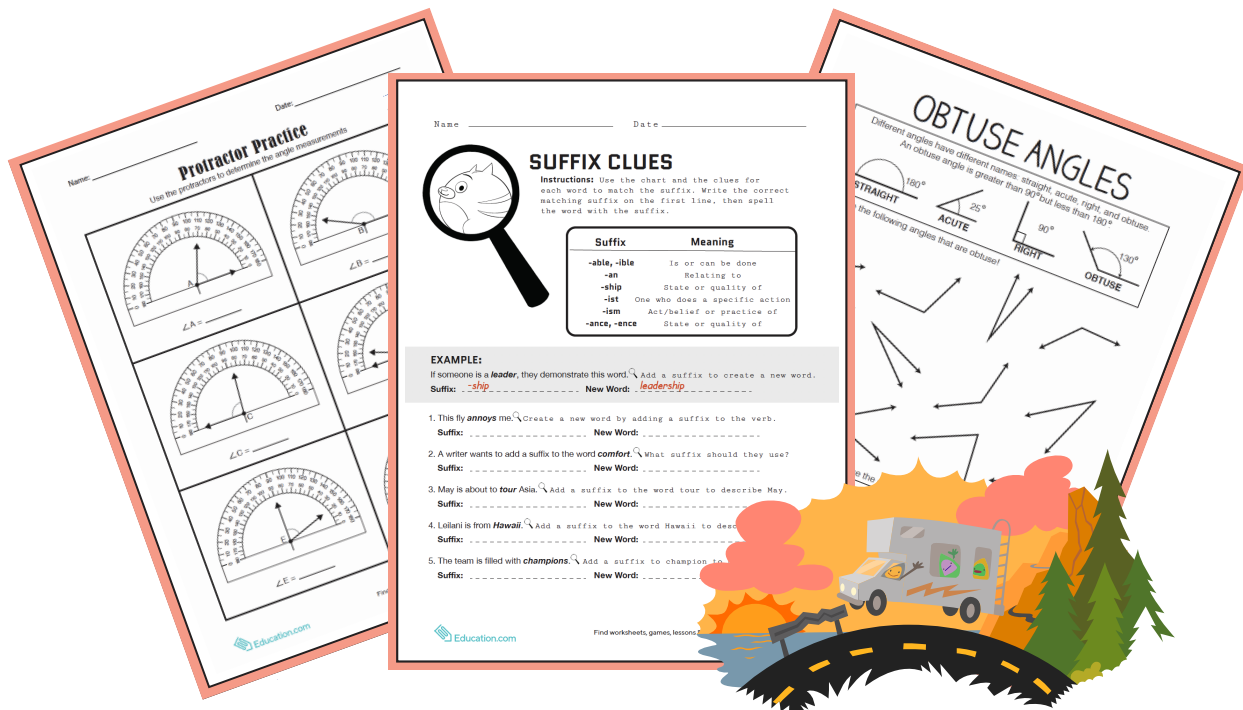


# Week 6

4<sup>th</sup>  
Grade

# Independent Study Packet

 Education.com



5 MORE Days of  
Independent Activities in  
Reading, Writing, Math,  
and Other Fun Stuff

ANSWER KEYS  
INCLUDED

# Helpful Hints for Students and Families

## Materials You Will Need:






- Pencils
- Extra paper or a notebook/journal (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You may need extra supplies for the “Other Fun Stuff” activities



## Directions & Tips

- There is a schedule for each day.
- You may complete the activities in any order.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

# Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b> 	Read for 20 minutes and complete the daily reading activity.				
	Featured Character Postcard	Making Connections Part 1: Literary Response	Making Connections Part 2: Literary Response	Character's Points of View	Reading Response Log
	Making Inferences: Courageous Leaders Part 2	The Star, Mae Jemison	Compare and Contrast Fairy Tales	Sea Turtle Citations: Paraphrasing & Direct Quotes	Three Sentences Summary
<b>Writing</b> 	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook. Journal Writing Task Cards				
<b>Grammar Practice</b> 	Pick a Pronoun	Possessive Apostrophes in Nouns	Suffix Clues	Imagery Using Verbs & Adjectives	Adverbs in a Script
<b>Math</b> 	Know Your Angles	Protractor Practice	Obtuse Angles	Word Problems: Division	Mixed Fraction Subtraction with Like Denominators: No Regrouping
<b>Other Fun Stuff</b> 	Origami Angelfish Pressed Flower Bookmarks Door Harp Make Shape Poem Greeting Cards Silly Haiku Invertebrates Crossword Puzzle				

Parent/Guardian Signature: \_\_\_\_\_

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

Date: \_\_\_\_\_

# Journal Writing Task Cards #1



How did you show kindness today?

How did you show courage this week?

How did you use perseverance to accomplish something difficult?

What are you most thankful for in your life?

What skill or ability do you have that makes you feel proud?

What makes a good friend?

Draw a comic strip featuring yourself as the main character. Include speech bubbles and/or captions.

Draw a picture of your favorite place in the whole world. Then write five or more words that remind you of that place.

Cover your whole page in doodles. Include your name in cursive or bubble letters.

Write a list of 10 things you would do if you could fly.

Write a list of 10 wishes you would make if you found a genie in a lamp.

Write a list of 10 things you would buy if you won a million dollars.

# Day 1

<b>Independent Reading Activity</b>	Pick a character from the book you are reading and create a postcard all about them.
<b>Reading</b>	Read a nonfiction text about Cesar Chavez, explore new vocabulary, and complete the graphic organizer on making inferences.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Write in the correct pronoun to complete the sentence.
<b>Math</b>	Get to know the types of angles in this geometry worksheet.





## Making Inferences

### Courageous Leaders Part 2

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge.



#### César Chávez - A Brave Leader



César Chávez was born in Arizona in 1927. When his family lost their farm due to financial struggles, they had no other choice but to pack up their belongings and move from farm to farm, **seeking** any work they could find. By the eighth grade, César was forced to quit school and work full-time to support his family.

Working as a migrant worker made Chávez all too familiar with the **somber** conditions in the fields. **Migrant** workers, most of whom were Mexican American, were paid below minimum wage, often worked under unsafe conditions, and were forced to watch their young children work long hours as well.

When Chávez grew up, he decided to help other farm workers like himself. He and his wife taught Mexican immigrants to read, educated new U.S. citizens about voting procedures, and joined a **civil rights** organization, the Community Service Organization. He and other **activists** went on to form the National Farm Workers Association. Through this workers' rights group, Chávez staged strikes against grape growers in 1965 and led a 300-mile march across California. Despite he and other union members being jailed along the way, he continued to fight for his cause.

It wasn't until Chávez asked the American people to **boycott** grapes grown in California that the growers agreed to sign contracts for safer working conditions. Although the name of Chávez's union changed in 1970 to United Farm Workers of America, his organization's **vision** stayed the same. Until his death in 1993, he stayed committed to fighting for **social justice**.

#### Defining Key Vocabulary

Directions: Look up the definition for each key term listed below and write it on the answer line.

**seeking:** \_\_\_\_\_

**somber:** \_\_\_\_\_

**migrant:** \_\_\_\_\_

**civil rights:** \_\_\_\_\_

**activist:** \_\_\_\_\_

**boycott:** \_\_\_\_\_

**vision:** \_\_\_\_\_

**social justice:** \_\_\_\_\_

## Making Inferences

### Courageous Leaders Part 2

Directions: Complete the chart by either writing a quote from the text or an inference you can make.

The text states . . .	This most likely means . . .
<p>When Chávez grew up, he decided to help _____</p> <p>other farm workers like himself. _____</p> <p>_____</p>	<p>What can you infer about Chávez's personality?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>It wasn't until Chávez asked the American people _____</p> <p>to boycott grapes . . . that the growers agreed _____</p> <p>to sign contracts for safer working conditions. _____</p>	<p>What can you infer about the grape growers?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>Chávez was not afraid to show others _____</p> <p>that he did not agree with their actions. _____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>Migrant workers were very _____</p> <p>grateful that Chávez worked hard to try _____</p> <p>to protect their rights. _____</p>



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

Date: \_\_\_\_\_

## Pick a Pronoun

In part 1, choose the pronoun that best matches the noun in each sentence. Write the pronoun on the blank line. In part 2, choose the pronoun that best matches the verb in each sentence. Write the pronoun in the blank.

**Example:** Mark said that he would mow the grass today.

### Part 1

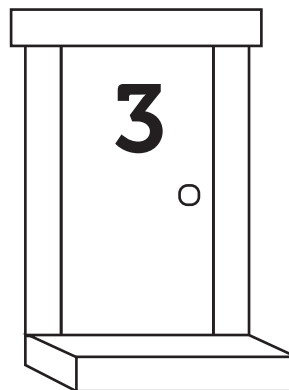
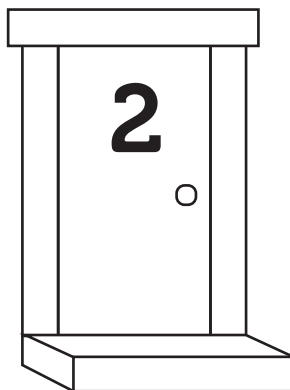
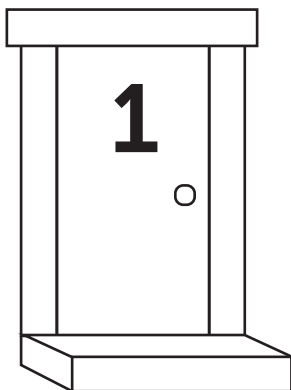
their	it	he	mine	they	she
-------	----	----	------	------	-----

1. Jennifer told her mom that \_\_\_\_\_ has a lot of homework tonight.
2. Melanie, Jackie, and Shelly will cook dinner tonight and \_\_\_\_\_ will also wash the dishes.
3. Sarah and Cindy will meet \_\_\_\_\_ parents at the bus stop after the shopping trip.
4. That bracelet is not yours, but \_\_\_\_\_.
5. The dog seems lost but \_\_\_\_\_ knows how to get home.

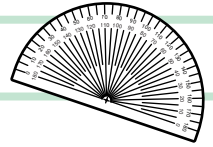
### Part 2

both	no one	any	we	she	it
------	--------	-----	----	-----	----

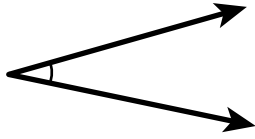
6. \_\_\_\_\_ need to buy supplies for the new school year.
7. \_\_\_\_\_ wants to clean the dirty bathroom!
8. The dog just ate his food and \_\_\_\_\_ looks very happy in the yard.
9. Jessica helped the teacher clean the desks and \_\_\_\_\_ also helped wipe the board.
10. \_\_\_\_\_ girls look forward to the upcoming birthday party!



# Know Your Angles

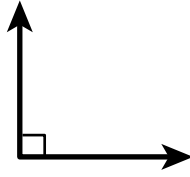


An acute angle is between 0 and 90 degrees.



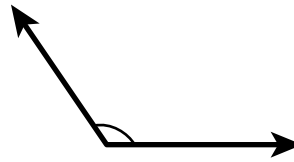
**Acute**

A right angle is 90 degrees.



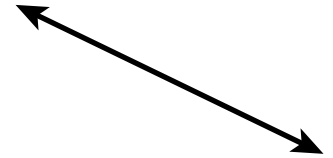
**Right**

An obtuse angle is between 90 and 180 degrees.



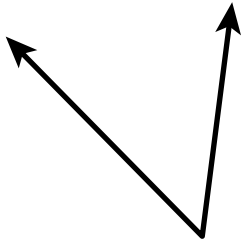
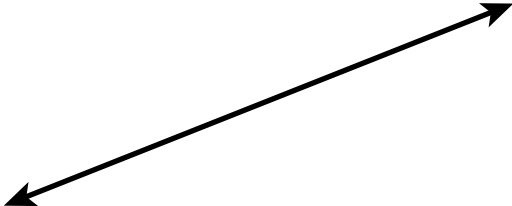
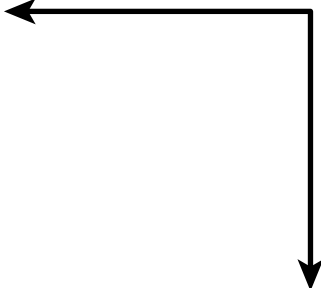
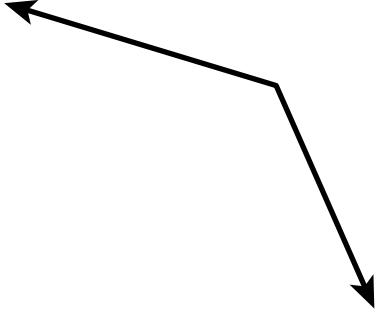
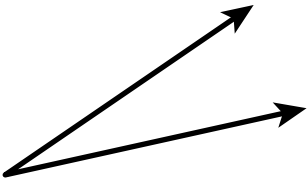
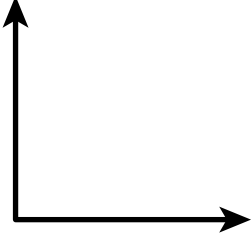
**Obtuse**

A straight angle is 180 degrees.



**Straight**

There are four types of angles: acute, right, obtuse, and straight. Identify and classify the following angles.

 <p>Angle: _____</p>	 <p>Angle: _____</p>
 <p>Angle: _____</p>	 <p>Angle: _____</p>
 <p>Angle: _____</p>	 <p>Angle: _____</p>

# Day 2

<b>Independent Reading Activity</b>	Document the connections you make with the current book you are reading.
<b>Reading</b>	Read all about Mae Jemison and her success as an astronaut.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Add the missing apostrophes to the possessive nouns in sentences.
<b>Math</b>	Explore using a protractor as you measure angles.



# Making Connections Part 1

## Literary Response

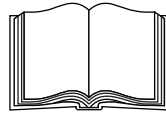
### Text-to-Self Connections



#### Connecting the story to your life

- Does the lesson in this story remind you of a time in your life when you learned a lesson?
- Can you relate to how one of the characters behaves?

### Text-to-Text Connections



#### Connection between texts

- Do the relationships among the characters in this text remind you of characters in a different story?
- How is the theme in this text different than the theme in another text you've read?

### Text-to-World Connections



#### Connecting the story to real life

- Do the events in this story remind you of a historical or current event?
- Do the events in this story remind you of an event that occurred at your school or in your community?

**Directions:** As you read your book, pause when you are able to make a connection. Fill in the sections of the chart for each connection.

Excerpt/Quote from Text	Summarize your Connection	Type of Connection
		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World
		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World
		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World
		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World
		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World

# The Star, Mae Jemison

"It's part of the imagination. All of science, all of space exploration - everything we do in the world is about imagination and using your creativity to expand beyond your normal boundaries."

- Mae Jemison

## Introduction

Have you ever used your imagination to make something happen? Like, fly down the stairs to the dinner table, or wave a magic wand to clean your room? Well, you're not alone in using your imagination. Doctor Mae Jemison

imagined herself in space as a child, and she is now famous for making that dream come true.



As an astronaut for NASA, she became the first African American female to fly into space. While on the space shuttle Endeavour in 1992, she was a mission specialist who studied how living things react to being in space. She is also a doctor, researcher, teacher, and a businesswoman.

## Early Life and Education

Mae was born in Decatur, Alabama on October 17, 1956, but grew up in Chicago, Illinois. Her mother was an elementary school teacher, and her father was a carpenter. She has two older siblings, a sister and a brother.

When Mae was younger, she liked to dance and she liked science. In her mind, her love for dance supported her love of science. With the encouragement of her uncle, it was in Chicago that her love for science grew. She learned more about science, specifically astronomy, by helping her brother and sister with their science projects and reading many books at the public library. She wanted to go to space, and never had any doubt that she would get there.

Mae won a scholarship to Stanford University in California. She was only 16 years old, but she thrived both in her studies in science and in the arts. She double majored in chemical engineering and Afro-

# The Star, Mae Jemison

American studies, where she learned to speak Swahili. While on campus, she planned and performed in dance productions. Torn between her love for dancing and science, she eventually chose science as a career path. After graduating from Stanford in 1977, she continued her education at Cornell University Medical College in New York. In 1981, Mae became a doctor.

During summer breaks, Mae went to Cuba and Kenya to learn about medical care in other countries. In 1983, at the age of 27, she served in the Peace Corps for two and a half years. She wanted to use her medical degree to help others. During her time as a medical officer in the Peace Corps, she was able to use her knowledge of Swahili while working in West Africa. Not only does Mae speak English and Swahili, but she speaks Russian and Japanese, as well.

## Launching Her Way into the History Books

Over the years, Mae continued to think about her dream to go to space, so she applied to be an astronaut for NASA. Even though Mae's first application was denied because NASA stopped accepting new astronauts at the time, she didn't give up! She applied a second time, and in 1987, she was one of fifteen people chosen to become an astronaut out of 2,000 applicants.



Five years later, she worked on the STS-47 mission to study life in space, flying in the space shuttle *Endeavour*. NASA had a joint mission with Japan for this flight, so the first Japanese national to fly in space, Mamoru Mahri, was on *Endeavour* as the payload specialist. Mae studied in space for seven days, twenty-two hours, thirty minutes, and thirty-three seconds. Her experience of being in space was so impactful that she wanted to encourage more space travel.

## Continuing Her Scientific Work

After leaving NASA, Mae started her own businesses. One business was a camp called The Earth We Share. It started through the Dorothy Jemison Foundation for Excellence, named after Mae's mother in honor of her work as an educator. The camp helps kids learn more about science. Kids go to the camp from around the world. At the camp, young scientists get to use their imagination and share their ideas about future missions.

# The Star, Mae Jemison

Dr. Jemison currently lives in Houston, Texas. There she is leading the 100 Year Starship (100YSS) initiative through the United States Defense Advanced Research Projects Agency (DARPA). The goal of this DARPA program is to make sure human space travel to another solar system is possible within the next 100 years. Mae's team won a grant in 2012 to continue research on how to travel to other stars.

## Education Advocate for Arts and Science

Mae also has an artistic side. She is trained as a dancer, choreographer, and actor. Using her training, she has appeared on television over the years. When she was younger, she looked up to Uhura, a female officer in the television show *Star Trek*. Her real life blurred with her childhood imagination as she guest starred in the television show *Star Trek: The Next Generation*. Mae jumped at the opportunity to play Lt. Palmer in one episode. This was yet another example of a childhood dream coming true, and another experience that cemented the importance of the arts in expanding her imagination.

In her TED talk in 2002, Mae said, "We need to revitalize the arts and sciences right now in 2002." She advocates for teaching the arts and science together, and not valuing one over the other. She even goes as far as to say that understanding the arts can help young learners understand science better. Her advocacy for science and the arts in education is important in this era where schools are cutting back on music and art classes. She ended her TED talk by saying, "I like to think of ideas as potential energy. They're really wonderful, but nothing will happen until we risk putting them into action."

There is no doubt that Mae used her imagination and worked hard to go beyond her normal boundaries. She is still trying to go beyond her earthly boundaries. The world, and maybe even a new star, is her oyster.

**Directions: Answer the questions using evidence from the text.**

1. What are some things Mae Jemison liked to do?

# The Star, Mae Jemison

2. Why is Mae Jemison famous?

3. What is a challenge Mae Jemison had in her life?

4. What does Mae Jemison mean when she says, "I like to think of ideas as potential energy. They're really wonderful, but nothing will happen until we risk putting them into action." Use information from the text to support your answer.

5. Reread the last section of the biography. Do you think teachers should teach arts and science together? Why or why not? Do outside research to support your answer.

6. In all of the journeys in her life, whether they were on earth or outer space, Mae Jemison used her scientific knowledge to help others. Write about a career you would like to try that can help people, too.



# Missing Apostrophes

Fill in the missing apostrophes from the **possessive nouns** to make the sentence correct.

Add an apostrophe and an s to a singular noun, even if it ends in s.

For example: the girl's house / the bus's driver

Add only an apostrophe to a plural noun ending in s.

For example: the horses' manes

Add an apostrophe and an s to irregular plural nouns that do not end in s.

For example: the women's hats

Those boys bicycles were stolen outside the store.

Are you going to Maxs birthday party on Sunday?

Erika thinks elephants trunks are extremely interesting.

At the wedding, many of the ladies dresses matched.

The childrens toys are all over the floor!

Julie only likes to cut mens hair.

All of my friends houses are near the park.

The singers voice was high-pitched.

I found my sweaters missing button!

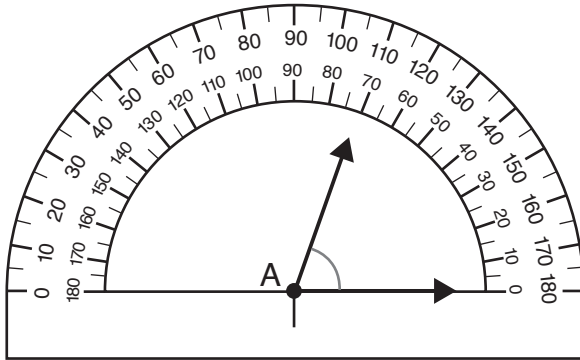


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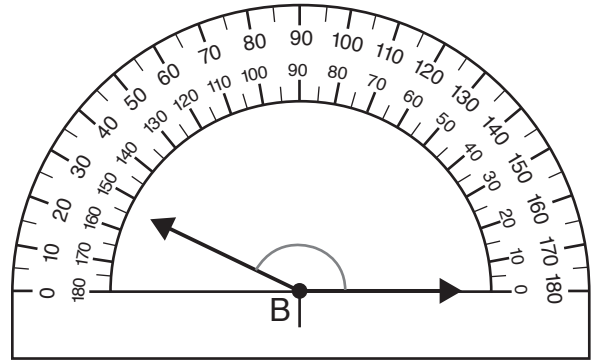
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# Protractor Practice

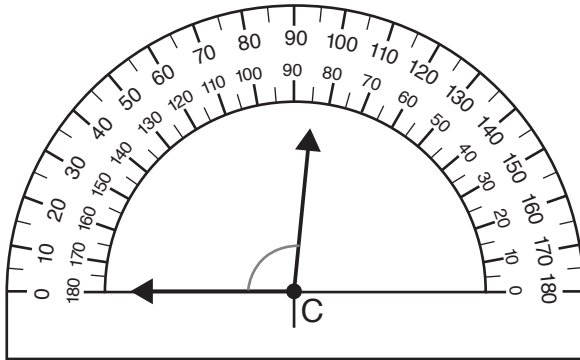
Use the protractors to determine the angle measurements



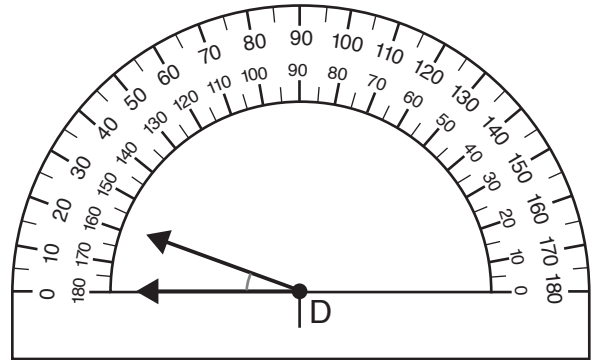
$\angle A = \underline{\hspace{2cm}}$



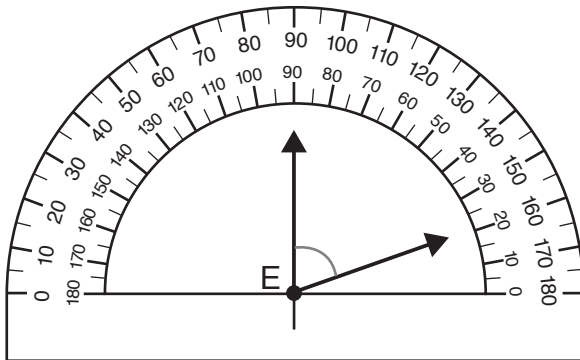
$\angle B = \underline{\hspace{2cm}}$



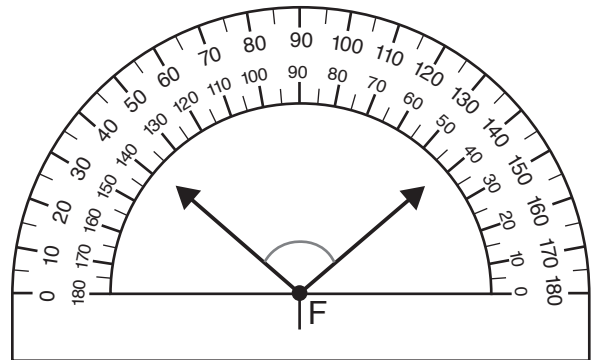
$\angle C = \underline{\hspace{2cm}}$



$\angle D = \underline{\hspace{2cm}}$



$\angle E = \underline{\hspace{2cm}}$



$\angle F = \underline{\hspace{2cm}}$

# Day 3

<b>Independent Reading Activity</b>	Write about the connections you make as you read the story of your choice.
<b>Reading</b>	Complete a Venn diagram to compare and contrast two classic fairy tales.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Use the clues to create new words by adding the correct suffix.
<b>Math</b>	Deepen your understanding of obtuse angles.



# Making Connections Part 2

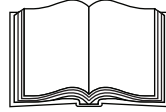
## Literary Response

### Text-to-Self Connections



A connection between the book and your life experiences

### Text-to-Text Connections



A connection between the book and another book/text you have read

### Text-to-World Connections



A connection between the book and events in the "real world"

### Part 1 Select Your Prompts

1. Select one prompt from each of the following sections.
2. Place a checkmark next to your chosen prompt.
3. Write your responses in Part 2 of this activity. Cite the text at least one time in each response.

#### Text-to-Self Prompt

- How does the lesson in this story remind you of a time when you learned a valuable lesson?
- How can you relate to one character's personality and/or behavior?
- What type of personal struggle does a character in your book face that reminds you of a struggle you have dealt with?

#### Text-to-Text Prompt

- How do the relationships among the characters in this text remind you of characters in a different story?
- How is the theme in this text different than the theme in another text you've read?
- How is the theme in this text similar to the theme in another text you've read?

#### Text-to-World Prompt

- How does an event in this story remind you of an event you have seen in the news?
- How does an event in this story remind you of something that has happened at your school or in your community?
- How is a character in this story similar to a leader in your community or historical figure?

#### Literary Response Tip

Pause while reading to pay attention to and highlight important details. Active reading will help you write thoughtful reflections about a text!



Name \_\_\_\_\_

Date \_\_\_\_\_

# Making Connections Part 2

## Literary Response

### Part 2 Write about Your Connections

#### Text-to-Self Response

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#### Text-to-Text Response

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#### Text-to-World Response

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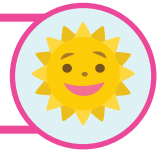
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the two fairy tales below. What are the **similarities** between the two tales? What are the **differences**? Use the **Venn diagram** on the next page to list three similarities and three things that are different about each tale.

## The Frog Prince

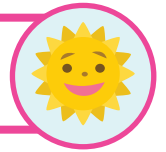
In a faraway land, a princess was enjoying the cool evening breeze outside her family's castle. She had with her a small golden ball, which she loved to play with as a way to relax. On one particular toss, she threw it so high in the air that she lost track of it, and the ball went rolling towards a spring. The ball plopped into the water and quickly sank out of sight. The princess began sobbing in despair, and wished for her toy to return to her. Then, a small frog popped out from the spring. "What's wrong beautiful princess?" asked the frog. The princess wiped away her tears and said, "My favorite golden ball is gone, and nothing I do will bring it back." The frog tried his best to comfort the princess, and assured her that he could retrieve the ball if she would grant him just one favor. "Anything! I will give you all my jewels and handfuls of gold!" exclaimed the princess. The frog explained that he had no need for riches, and only wanted a simple kiss from her in return. The thought of kissing a slimy frog made the princess shudder, but in the end she agreed, as she really loved her golden ball. Without much effort, the agile frog jumped back into the spring and located the golden ball. In a blink of an eye the frog had retrieved the ball and returned it to the princess. Keeping her word, the princess kissed the frog. Suddenly, the ground began to rumble and a haze of smoke filled the air. To the princess's surprise, the frog was really a handsome prince trapped by an evil witch's curse. Her kiss had freed the prince from a lifetime of pain and misery. The prince and princess became great friends, and eventually wed in a beautiful ceremony by the spring.

## Beauty and the Beast

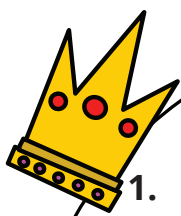
Once, long ago, a merchant on his travels stumbled upon a beautiful rose garden. Thinking that no one would miss one red rose, he cut one at its stem. Scarcely had he done so when he heard a terrible noise, and, turning round, he saw coming towards him a hideous Beast, who exclaimed in an awful tone: "Who are you, thief, who steals my roses? For this you must die!" The Merchant fell on his knees and begged for pardon, but the Beast would not listen to him. "Either you must die now, or else you must swear to send me in your stead the first living thing that meets you on your return home," he said; and the Merchant, overcome with terror, gave his promise. But to his horror and dismay, it was his daughter, Beauty, who first ran out to greet him on his return. He shook his head mournfully upon seeing her; but there was no help for it. He had promised to send the Beast the first living creature that met him on his return, so he was obliged to send Beauty herself in his place. When he left Beauty at the palace of the Beast she



# Compare & Contrast Fairy Tales



found everything prepared for her comfort and convenience. A beautiful bedchamber was ready for her use; the rooms were filled with everything that she could possibly want, and in the great hall of the castle a table was set with every delicacy. And everywhere there were bowls full of red roses. Beauty was filled with astonishment at all this luxury and magnificence. "Surely the Beast does not wish to harm me," she thought, "or he would never have so ordered everything for my comfort." And she waited with a good courage for the coming of the Lord of the Castle. In the evening the beast appeared. He was certainly very terrible to look at, and Beauty trembled at the sight of the hideous monster. But she forced herself to appear brave, and, indeed, there was no cause for her alarm. The Beast was kindness itself, and so gentle and respectful in his attentions to her that Beauty soon lost all fear. She soon became very fond of him. One night, as she lay in bed, she had a dream. She dreamt that she saw the Beast dying; she had become so fond of him and so real did it seem that she woke up in an agony of dismay. Hastily rising from bed, she searched through room after room; but nowhere could she find him. At last she ran out into the garden; and there, on a plot of grass, where he and she had often sat together, she found him lying as if dead upon the ground. With a bitter cry she sank on her knees beside the poor Beast. "Oh, Beast; my dear, dear Beast!" she cried. And the tears fell down from her eyes as she spoke. Overcome with grief, she stooped down and tenderly kissed the ugly Beast. In a moment there was a sudden noise, and Beauty was startled to find that the ugly Beast had vanished. The Beast was a beast no longer, but a handsome Prince, who knelt at her feet, thanking her for having broken his enchantment. "A wicked fairy," he said, "condemned me to keep the form of a beast until a beautiful maiden should forget my ugliness and kiss me. You, by your love and tenderness, have broken the spell and released me from my horrible disguise. Now, thanks to you, I can take my proper form again." And then he begged Beauty to become his bride. So Beauty married the Prince who had been a Beast, and they lived together in the castle where they were happy ever after.



**The Frog Prince**

**Beauty and the Beast**

**Both:**

1.

1.

1.

2.

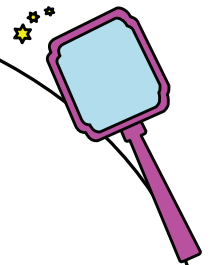
2.

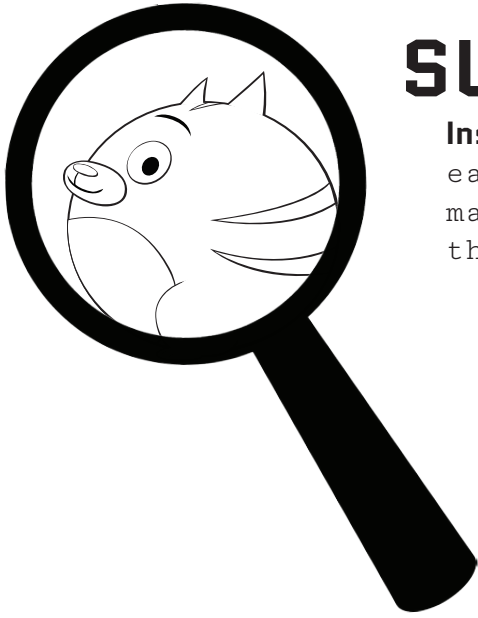
2.

3.

3.

3.





# SUFFIX CLUES

**Instructions:** Use the chart and the clues for each word to match the suffix. Write the correct matching suffix on the first line, then spell the word with the suffix.

Suffix	Meaning
<b>-able, -ible</b>	Is or can be done
<b>-an</b>	Relating to
<b>-ship</b>	State or quality of
<b>-ist</b>	One who does a specific action
<b>-ism</b>	Act/belief or practice of
<b>-ance, -ence</b>	State or quality of

## EXAMPLE:

If someone is a **leader**, they demonstrate this word. 🔍 Add a suffix to create a new word.

Suffix: **-ship**                      New Word: **leadership**

1. This fly **annoys** me. 🔍 Create a new word by adding a suffix to the verb.

Suffix: \_\_\_\_\_                      New Word: \_\_\_\_\_

2. A writer wants to add a suffix to the word **comfort**. 🔍 What suffix should they use?

Suffix: \_\_\_\_\_                      New Word: \_\_\_\_\_

3. May is about to **tour** Asia. 🔍 Add a suffix to the word tour to describe May.

Suffix: \_\_\_\_\_                      New Word: \_\_\_\_\_

4. Leilani is from **Hawaii**. 🔍 Add a suffix to the word Hawaii to describe Leilani.

Suffix: \_\_\_\_\_                      New Word: \_\_\_\_\_

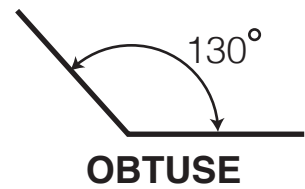
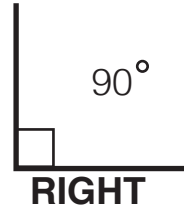
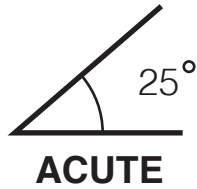
5. The team is filled with **champions**. 🔍 Add a suffix to champion to create a new word.

Suffix: \_\_\_\_\_                      New Word: \_\_\_\_\_

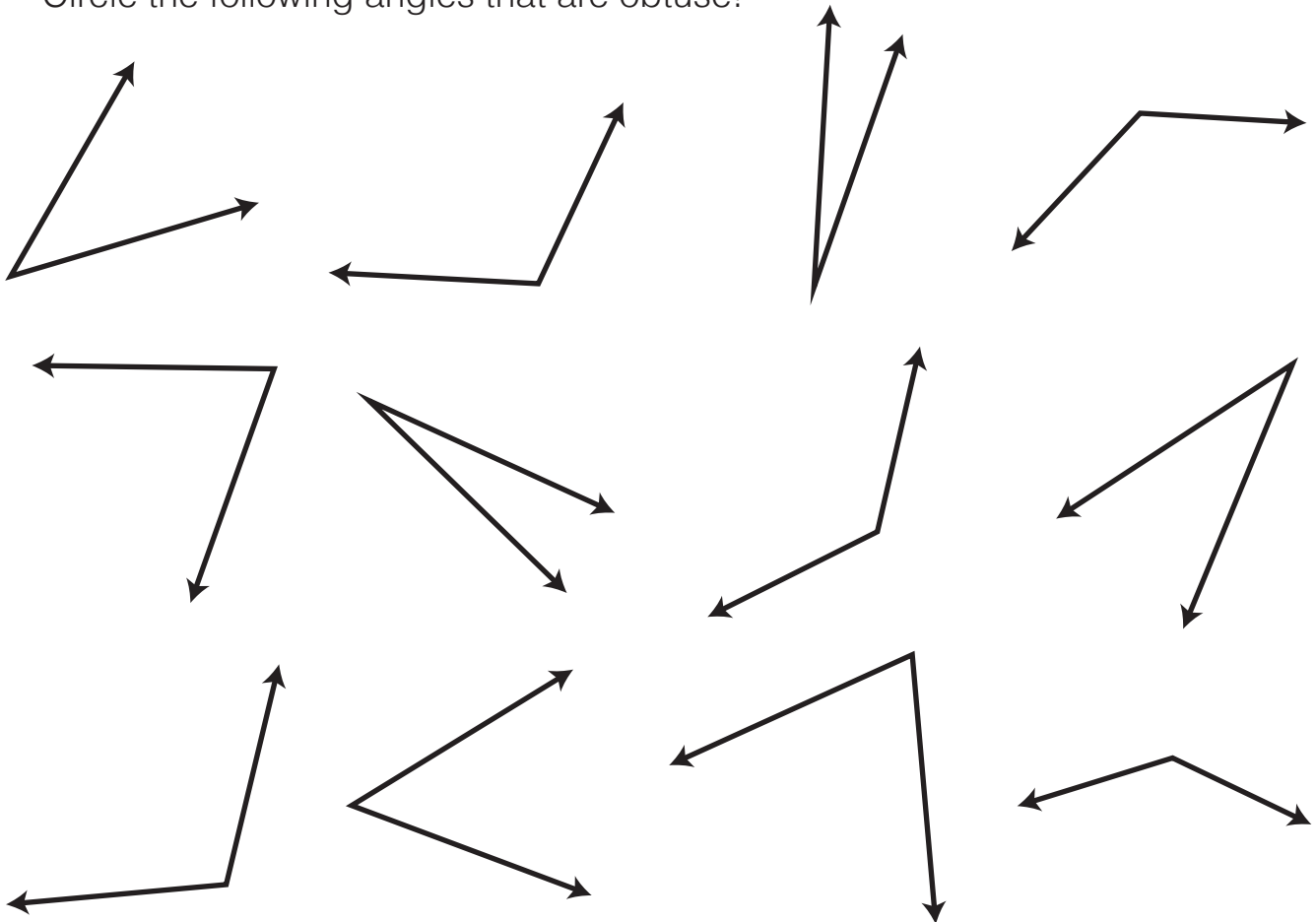


# OBTUSE ANGLES

Different angles have different names: straight, acute, right, and obtuse.  
An obtuse angle is greater than  $90^\circ$  but less than  $180^\circ$ .



Circle the following angles that are obtuse!

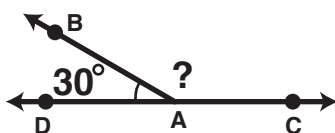


**CHALLENGE:** Figure out the the degree of the following obtuse angles!

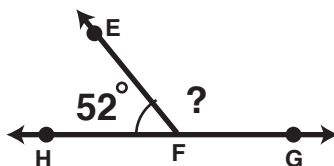
ex.  $\angle BAC = 150^\circ$

$$180^\circ - \angle BAD = \angle BAC$$

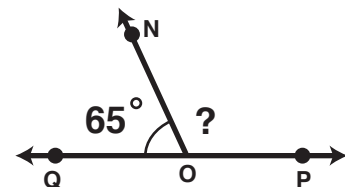
$$180^\circ - 30^\circ = 150^\circ$$



$\angle EFG =$



$\angle NOP =$



# Day 4

<b>Independent Reading Activity</b>	Using a book of your choice, compare two characters' differing point of views.
<b>Reading</b>	Practice citing texts with this worksheet that distinguishes paraphrasing from direct quotations.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Explore ways to choose the best verbs and adjectives to create vivid imagery in writing.
<b>Math</b>	Solve these division word problems.



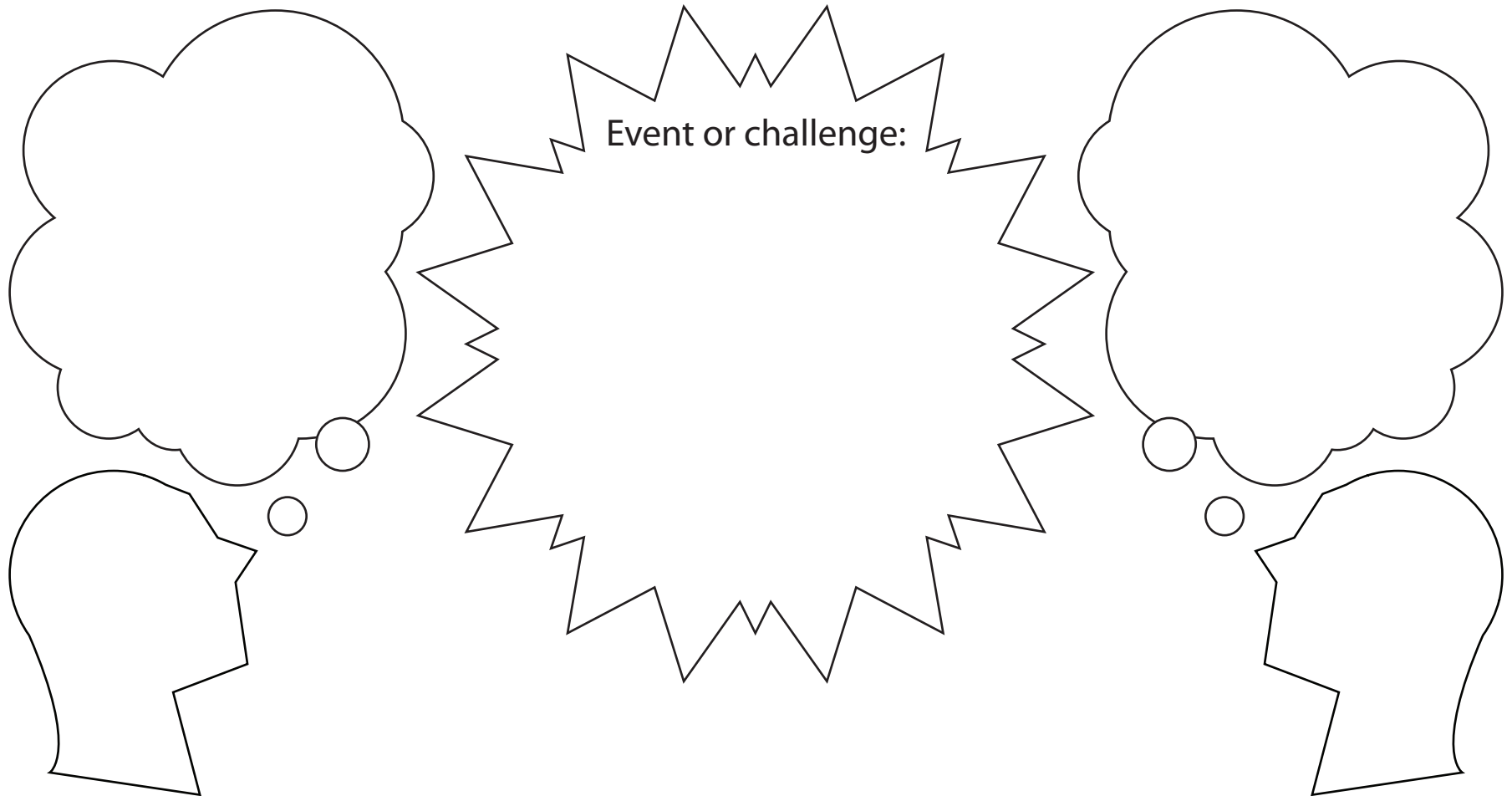
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Characters' Points of View

**Directions:** Choose an event or challenge in the story and write it in the center. Then write what two characters each thought or felt about that circumstance in the thought bubbles.

Title of the Book: \_\_\_\_\_



Character 1: \_\_\_\_\_

Character 2: \_\_\_\_\_

## Sea Turtle Citations

### Paraphrasing & Direct Quotes

#### Paraphrase

- translate the author's words into your own words
- use your own writing style and voice
- avoid plagiarism



#### Direct Quotation

- copy author's words directly from the text
- include quotation marks
- credit the author

**Title: Sea Turtles**

**Author: Jane Robertson**

**Page: 7**

Sea turtles are a group of turtles that are adapted to living in the ocean. They live in every ocean except the Arctic Ocean. There are only seven living species of sea turtles and all of them are endangered species. The seven species are: flatback sea turtles, green sea turtles, hawksbill sea turtles, Kemp's ridley sea turtles, leatherback sea turtles, loggerhead sea turtles, and olive ridley sea turtles. Sea turtles spend most of their time underwater. They breathe air, but can use anaerobic metabolism if they need to stay underwater longer. Sea turtles can take one huge, fast breath to fill their lungs. When they need to come up for air, they can do so quickly and stay away from danger.

**Directions: Write P for paraphrase or DQ for direct quote on the blank line next to each citation.**

1. In the book *Sea Turtles*, Jane Robertson explains that, "sea turtles can take one huge, fast breath to fill their lungs." \_\_\_\_\_
2. I learned that seven types of sea turtles are still alive today. \_\_\_\_\_
3. On page 7, the author states, "There are only seven living species of sea turtles and all of them are endangered species." \_\_\_\_\_
4. Based on what I read in *Sea Turtles*, I know that sea turtles are able to live in all of the oceans in the world except the Arctic Ocean. \_\_\_\_\_

**Directions: Refer to the sentences above to see how to accurately paraphrase and quote text.**

5. Do sea turtles breathe air? Paraphrase the author's words in your answer.

---



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6. What is one interesting fact about sea turtles? Use a direct quote in your answer.

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# Imagery Using Verbs and Adjectives

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

Date: \_\_\_\_\_

*Vivid imagery emerges when writers are selective about the verbs and adjectives they choose. Read each description. Pay attention to the word choices and to the way that those choices help paint a picture. Then, revise the description using more vivid verbs and adjectives.*

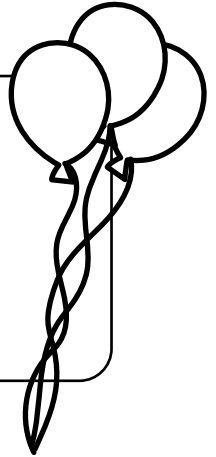
Example:

**Original:**

The child **let go** of his **red** balloon and it **went** into the sky.

**Rewrite:**

The small boy **released** his grip on the **thin** string of the **shiny red** balloon and it **floated** into the **robin egg blue** sky, **shrinking** by the second.



**Original:**

The girl **brushed** her teeth.

**Rewrite:**

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**Original:**

The car **hit** the pole.

**Rewrite:**

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Word Problems: Division

Directions: Solve each word problem using a division expression.

The teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?

A student organizes 72 sculptures into groups of 6. How many tables will the students need for each group if there will be 6 sculptures on each table?

Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?

There are 192 cupcakes for 8 classes to split evenly. How many cupcakes will each class get for their parties?

The movie theater needs to make 48 buckets of popcorn. If each packet makes 4 buckets, how many packets will they need?

The boy has 120 collector cards. He wants to give 5 to each person he meets. How many people will get cards?

# Day 5

<b>Independent Reading Activity</b>	Respond to the prompts on this reading log using the book of your choice.
<b>Reading</b>	Read this fiction text and write a three-sentence summary using the key words.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Identify the adverbs used in this script.
<b>Math</b>	Review the skill of subtracting mixed numbers with like denominators.





## Reading Response Log

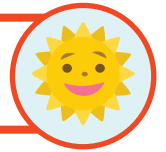


Book Title	Author	# of Pages
<p>If you were asked to provide a blurb to get others excited to read this book, what would you mention? Write a summary, including the main character and the main issues, or themes, that arise in the story.</p>		
<p>Tell about one part of the story that is especially memorable for you.</p>		
<p>Explain why the part you selected was memorable.</p>		
<p>If the author were to write one more chapter, what do you think would happen next?</p>		





# Three Sentence Summary



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

Date: \_\_\_\_\_

**Directions:** Read the story. Then, complete the questions below. Remember, a **summary** is a brief statement that tells the main ideas of a text.

It was a warm summer evening, and Georgia was riding her bike with her best friend Jenny. It was beginning to get dark, and Georgia knew her dad would worry if she stayed out much longer. "We should head back," she suggested to Jenny, "we can ride again tomorrow."

"Oh, come on!" said Jenny, "Let's ride a little farther. We're almost to the old pond. I want to see the fireflies!" She giggled and rode off without waiting for Georgia's reply.

"Wait!" shouted Georgia, "You can't go alone!" She jumped back on her bike and quickly sped after Jenny, who was already a speck in the distance.

Georgia pedaled faster, trying to keep up with Jenny. It was so dark now that Georgia could barely see the trail. She thought of her dad at home, who would surely be out looking for her. She frowned, thinking how upset he would be that she wasn't home, but she continued riding. She knew Jenny was a strong bicyclist, but she never paid attention to her surroundings and had a knack for getting lost. Georgia was slower, but always knew the way home.

Suddenly, Georgia gasped. She saw Jenny lying on the trail up ahead. "Jenny, are you okay?" she asked, jumping off her bike and kneeling next to her friend.

"You were right," Jenny sobbed, clutching her knee. "It was too dark on the trail and I didn't see that pothole until it was too late. I cut my knee when I fell, but I think I can still ride home."

Georgia helped Jenny get back on her bike and said, "Let's stick together this time. I know a shortcut."

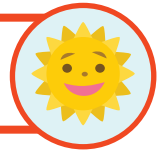
Georgia arrived home and found her dad outside with a flashlight. "Where have you been?" He asked, pointing the light towards her. "I was worried sick!"

She squinted into the bright light and explained that Jenny had gotten hurt. "It won't happen again," she promised, giving her dad a reassuring hug.

"Good," her dad hugged her back, "now let's go eat dinner!"



# Three Sentence Summary



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

Date: \_\_\_\_\_

**Somebody:** Who is the main character?

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**Wanted:** What did the main character want?

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**But:** What was the problem?

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**So:** How did the character try to solve the problem?

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**Then:** What was the resolution?

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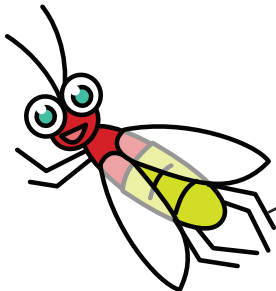
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Now, write a three sentence summary using your answers and the **key words** above.

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# Adverbs in a Script

**Adverbs** are words that provide more information about verbs. When verbs have an *-ly* at the end, the adverb tells how something is done.

Mom yelled upstairs.

Mom yelled **loudly** upstairs. (How did she yell? She yelled *loudly*.)



**Directions:** Read the script. Circle all the adverbs and underline the verbs they modify.

## Packing Frantically

*This takes place in a two-story home. The family hurriedly gets ready for a camping trip.*

Mom: (yelling loudly upstairs from the living room) Let's go, quickly! We need to meet the Perezes at noon. I'm concerned we will get there late.

Daniel: Coming, Mom! I just need to get the medical supplies. (He places them carefully into the bag and walks downstairs.)

Mom: Okay, I packed some lunches and a special treat for the car ride.

Daniel: Oh, a treat? (He runs excitedly to the living room.) What is it?

Mom: It's a surprise, silly! Help me fold this blanket. Grab this section!

(As they finish up packing, Mom begins to hum loudly. Daniel carries bags and boxes to the car.)

Mom: (walks outside quickly) Surprise! (She holds out the cupcakes to Daniel.)

Daniel: (smiling thankfully) I can't wait to see Eli's face when he sees these cupcakes!



(Daniel and Mom both get into the car and laugh happily.)

Mom: I think we'll be there just in time!

Daniel: (smiling happily) I can't wait!



Name \_\_\_\_\_

Date \_\_\_\_\_

List all the verbs and their adverbs from the script in the table.

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

Answer the following questions about the script. (Hint: pay attention to the adverbs with *-ly* in the script.)

1. How did Mom tell Daniel she was concerned about being late?

\_\_\_\_\_

2. How did Daniel place the medical supplies in the bag?

\_\_\_\_\_

3. How did Daniel walk to the living room?

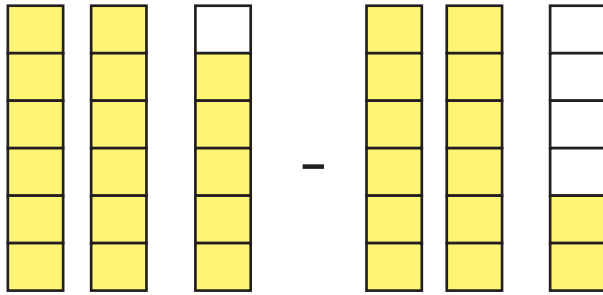
\_\_\_\_\_

4. How did Mom walk outside?

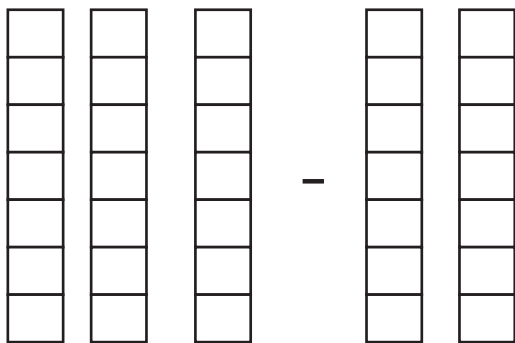
\_\_\_\_\_

# Mixed Fraction Subtraction with Like Denominators No Regrouping

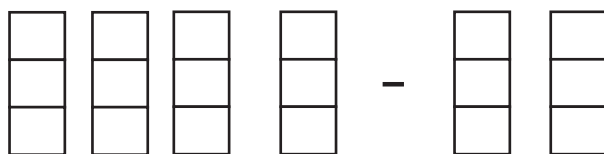
Directions: Use the visual models to subtract the mixed fractions. Shade each visual model to represent its corresponding mixed number.



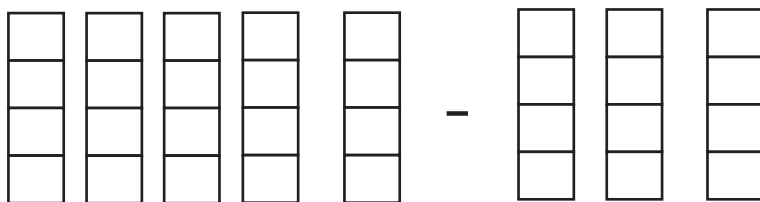
$$2 \frac{5}{6} - 2 \frac{2}{6} = \boxed{\phantom{000}}$$



$$2 \frac{5}{7} - 1 \frac{2}{7} = \boxed{\phantom{000}}$$



$$3 \frac{2}{3} - 1 \frac{1}{3} = \boxed{\phantom{000}}$$



$$4 \frac{2}{4} - 2 \frac{1}{4} = \boxed{\phantom{000}}$$

# Other Fun Stuff

Origami Angelfish

Pressed Flower Bookmarks

Door Harp

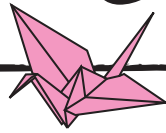
Make Shape Poem Greeting Cards

Silly Haiku

Invertebrates Crossword Puzzle

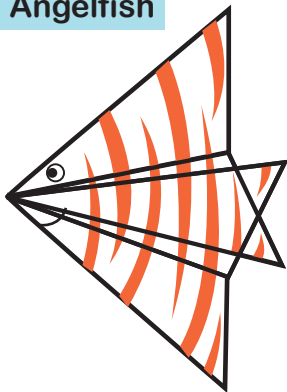


# Learn to fold *Origami!*



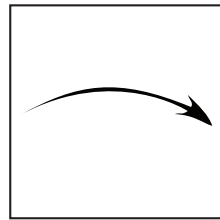
**Origami** is the art of traditional Japanese paper-folding. It began in China over 1,800 years ago and came to Japan during the 6th century. You can make your own origami! Cut out the paper square on the next page and follow these directions.

## Angelfish



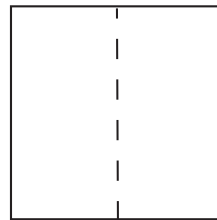
Your finished angelfish will look like this!

1)

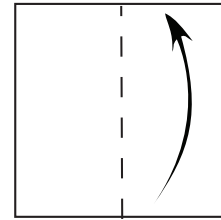


Fold your paper in half, then unfold.

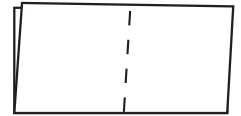
2)



Your paper should be creased, like this.

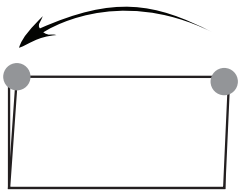


Fold your paper in half so the bottom meets the top.



Your paper should look like this.

3)

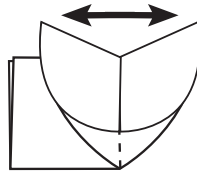


Now, fold the right side over to meet the left.

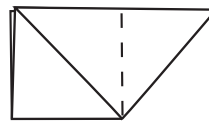


Your paper should now form a square, like this.

4)

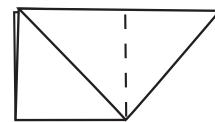


Open up the top two flaps and fold flat.

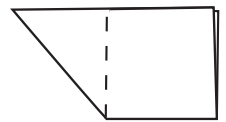


Your paper will look like this.

5)

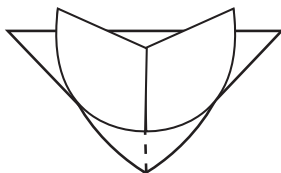


Flip your paper over.

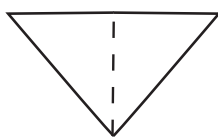


It should look like this.

6)

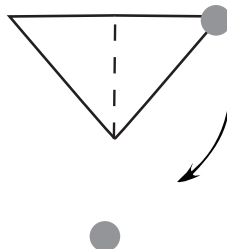


Open the two top flaps again, as in step 3, and fold flat.

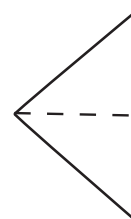


Your paper will now look like this.

7)

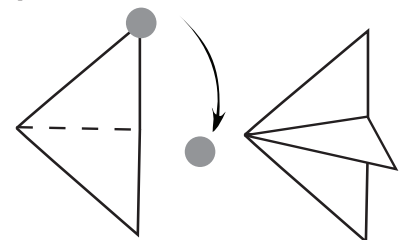


Turn your paper so the base of the triangle faces right.



Your paper should look like this.

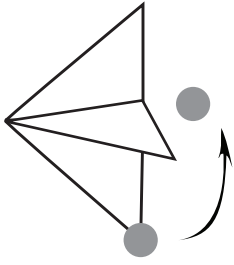
8)



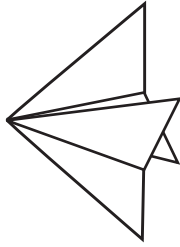
Fold the top flap down so the point is just below the middle.

Your paper will now look like this.

9)

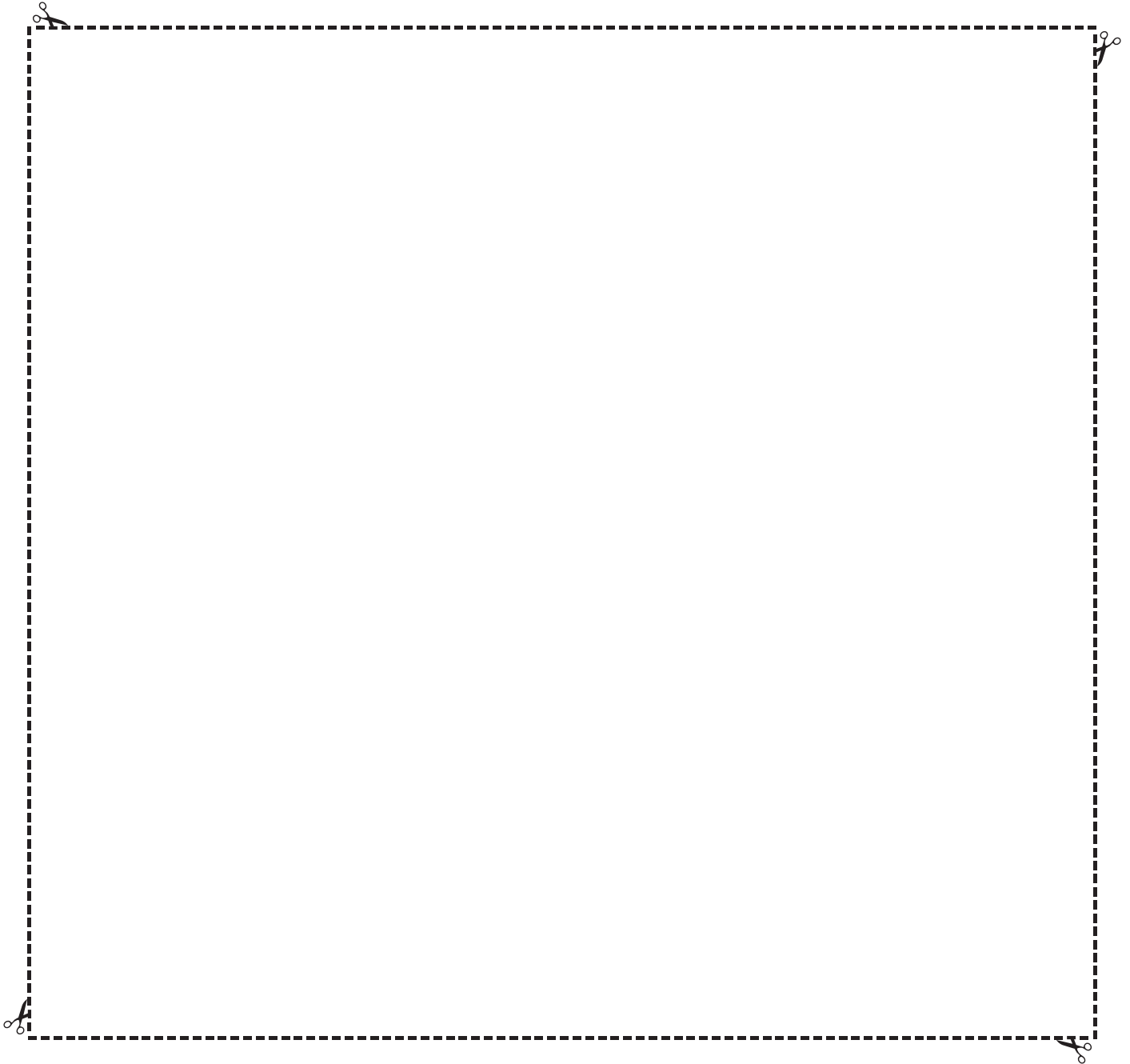
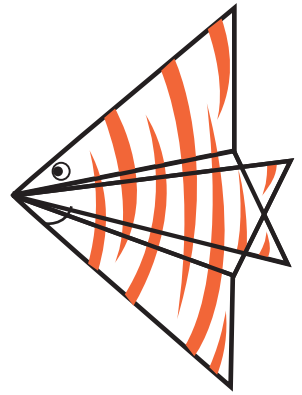


Now do the same on the bottom.



Your paper will now look like this.

Add an eye, a smile, and some stripes, and your angelfish is complete!





# Pressed Flower Bookmarks

Capture the essence of springtime with a pretty pressed flower keepsake! Investigating the blooming beauties around them is a great opportunity for children to dive into some flower science, and this fine motor skill-boosting activity encourages reading, too. Best of all, these bookmarks adorned with flowers native to your neighborhood make especially simple, inexpensive gifts for family or friends.

It's best to collect flowers on sunny days, when they are free from any dampness. Go on a nearby hike or walk around your neighborhood to look for colorful flowers and interesting plants that catch your child's eye. Just be sure that the area allows for picking flowers, or that your child asks the owner of the residence for permission.

## What You Need:

- Flowers (several of the same type)
- Large hardcover book (such as an encyclopedia or dictionary)
- Sheet of card stock (a color that looks good with chosen flowers)
- Glue stick
- Pen
- Contact paper for laminating

## What You Do:

1. Ask your child to point out the flowers that they wish to use for their bookmark; cut them close to the stems to ensure that they can continue to grow.
2. Have them place several flowers inside the middle of a large book. To avoid damaging the book, sandwich the flowers between two pieces of wax paper. For extra weight, try placing a few extra books on top. Leave them undisturbed for about seven to ten days, until they are thoroughly dried and flattened.
3. Ask them to measure and cut a piece of card stock to their desired size for the bookmark. (1½" x 5" is an average size. They can decide on the size of the bookmark based on the size of their chosen flowers.)
4. On one side of the bookmark, invite them to write a short blurb about the dried flower. They can use the internet to find out facts such as the Latin name, colors, and origin of the flower species.
5. Another option is for them to compose a short poem about the flower. Acrostic poems are well suited to flower names. A little fuzzy on what acrostic poems are? They're short poems in which each letter of a chosen word begins a different line of the poem, which can be just one descriptive word, or a short phrase.

For example:

**D**ainty and delicate  
**A**ngelic  
**I**deal for you!  
**S**weet petals  
**Y**our favorite

4. Next, invite your child to use a clear-drying glue stick to spread a thin layer of glue on the blank side of the bookmark.
5. Using a hand that is free of any glue residue, they should press the flowers down firmly so that there are no bumps. Allow to dry.
6. Once the bookmark has thoroughly dried, help them laminate both sides of the bookmark with contact paper, a plastic paper with an adhesive backing.

Your child's blossom-embellished bookmark is complete! Find a book to jump into; your child will be delighted to make use of their new personalized place holder.



# Door Harp

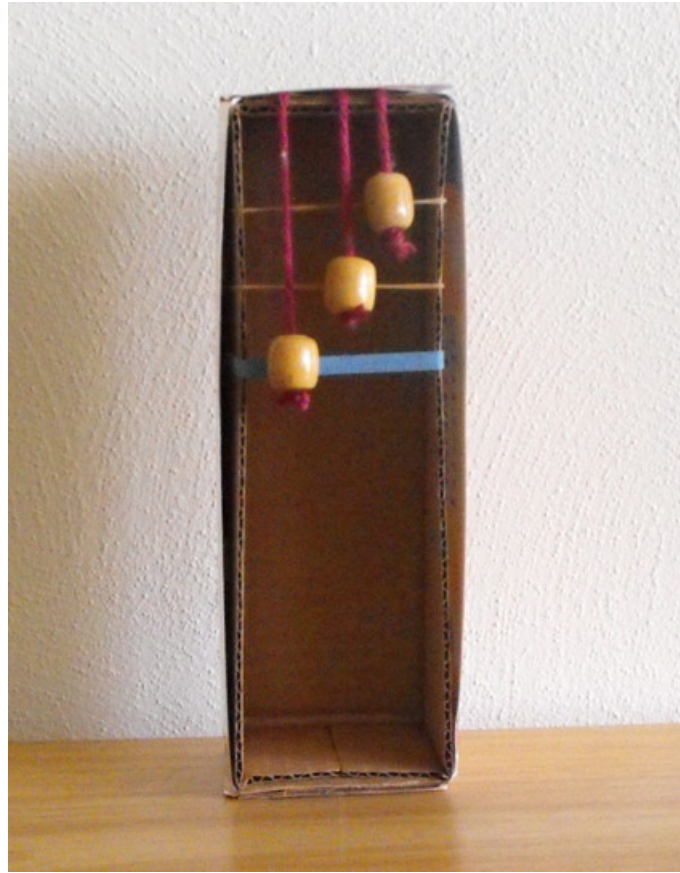
Music is all around us. Bring some melody into your home with a hand-crafted door harp! Door harps are a combination between a piano and a wind chime, with “hammers” striking strings to create a soft chime every time the harp moves. This creative instrument will add a little zen to your everyday routine, and it's a great way to keep your budding musician entertained.

## What You Need:

- A box with a lid
- A variety of rubber bands
- String or yarn
- Beads
- Scissors
- Masking tape
- Material to decorate the box (construction paper, glue, paint and stickers)

## What You Do:

1. Working with the bottom of the box (the corrugated cardboard portion), help your child stretch the rubber bands across the box. Use the smallest rubber bands that will work—you need them to be stretched as tightly as possible. Blue produce rubber bands work well.
2. Position the rubber bands approximately  $\frac{3}{4}$  to 1 inch apart near one end of the box.
3. Cut one piece of yarn for each rubber band that you used..
4. Tie a bead to each piece of yarn.
5. Stand the box on end with the rubber bands at the top. Hang the yarn from the front of the box so that each bead hangs in front of a rubber band. Tape the yarn into place.
6. Instead of putting the lid on the box, slip the box into the lid so that the rubber bands, yarn, and beads are still visible.
7. Use construction paper, paint or stickers to decorate the box.



This door harp will not be very loud. Your child can hang it on their door or keep it beside their bed so that they can play with it and make music in quiet moments.



## CREATIVE WRITING

Haiku is a Japanese style of poetry that consists of three main components, although they are not necessarily required:

- Haiku has three lines, with the syllable pattern 5 - 7 - 5.
- Haiku poems are usually about a contrast between two items.
- Most haiku poems have a seasonal reference.



\* Write a haiku about your favorite TV show.

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\* Write a haiku about a famous person.

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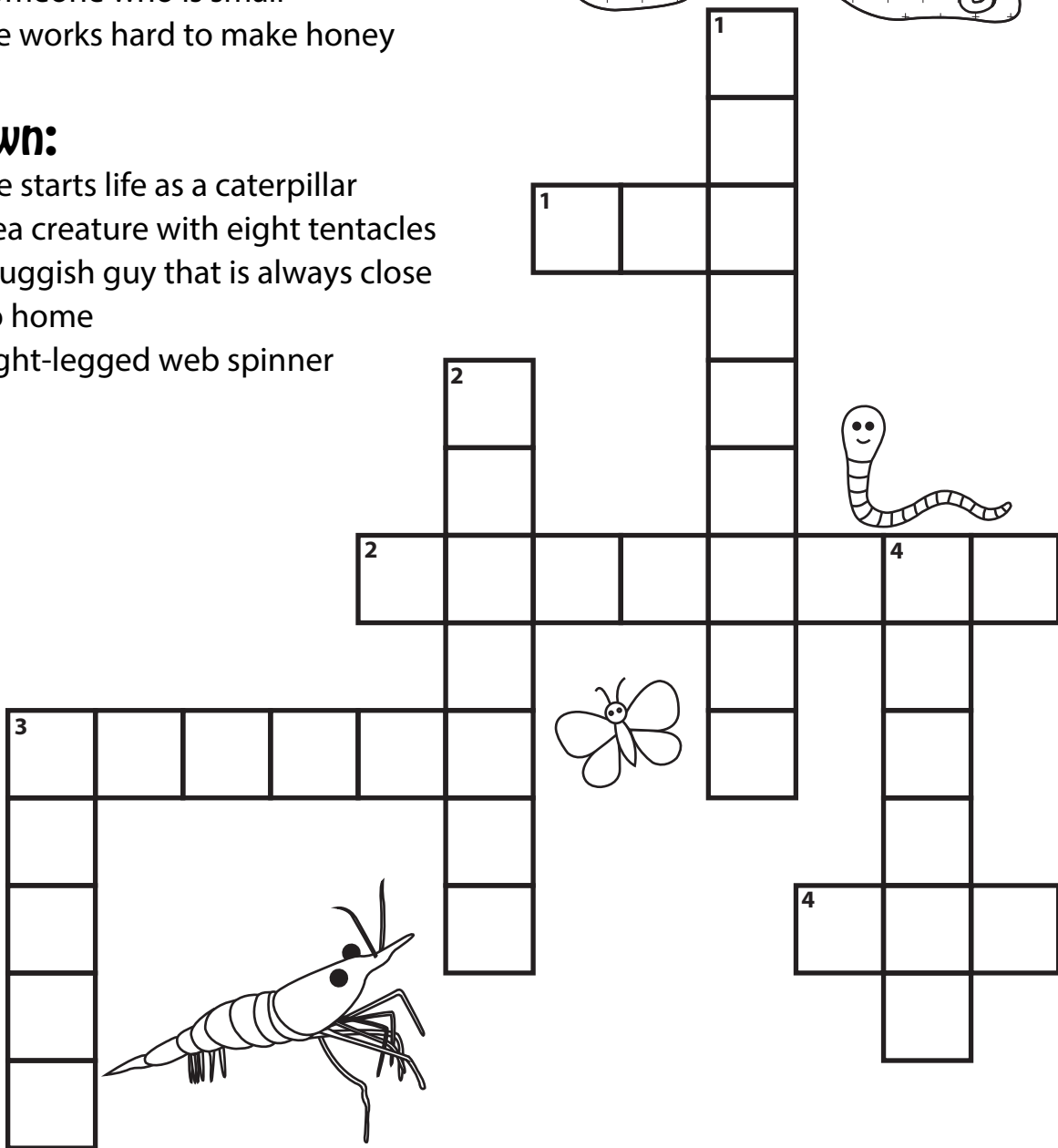
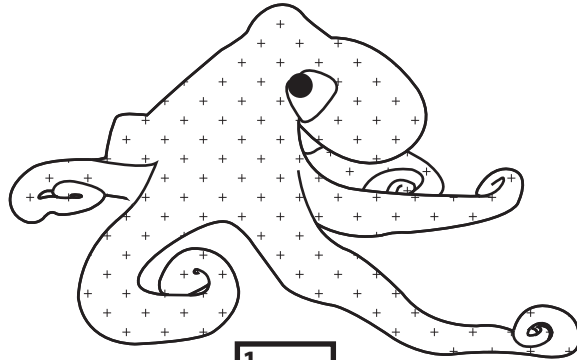
# Invertebrates Crossword Puzzle

## Across:

1. This little guy could ruin your picnic
2. This sea creature is named after something in the night sky
3. Something you might call someone who is small
4. He works hard to make honey

## Down:

1. He starts life as a caterpillar
2. Sea creature with eight tentacles
3. Sluggish guy that is always close to home
4. Eight-legged web spinner

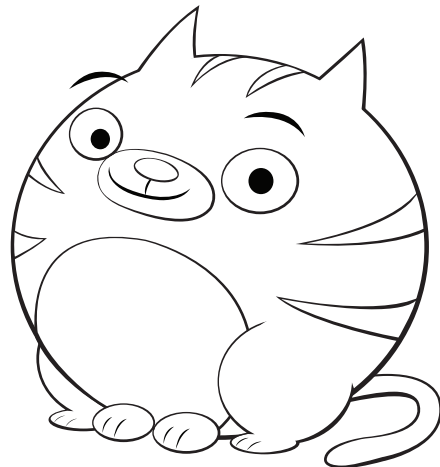


# Week 6

## Independent Study Packet

# ANSWER KEYS

**Use these answer keys  
to check your work!**



# Answers

## Making Inferences Courageous Leaders Part 2

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge.



### César Chávez - A Brave Leader



César Chávez was born in Arizona in 1927. When his family lost their farm due to financial struggles, they had no other choice but to pack up their belongings and move from farm to farm, **seeking** any work they could find. By the eighth grade, César was forced to quit school and work full-time to support his family.

Working as a migrant worker made Chávez all too familiar with the **somber** conditions in the fields. **Migrant** workers, most of whom were Mexican American, were paid below minimum wage, often worked under unsafe conditions, and were forced to watch their young children work long hours as well.

When Chávez grew up, he decided to help other farm workers like himself. He and his wife taught Mexican immigrants to read, educated new U.S. citizens about voting procedures, and joined a **civil rights** organization, the Community Service Organization. He and other **activists** went on to form the National Farm Workers Association. Through this workers' rights group, Chávez staged strikes against grape growers in 1965 and led a 300-mile march across California. Despite he and other union members being jailed along the way, he continued to fight for his cause.

It wasn't until Chávez asked the American people to **boycott** grapes grown in California that the growers agreed to sign contracts for safer working conditions. Although the name of Chávez's union changed in 1970 to United Farm Workers of America, his organization's **vision** stayed the same. Until his death in 1993, he stayed committed to fighting for **social justice**.

### Defining Key Vocabulary ANSWER SHEET

Directions: Look up the definition for each key term listed below and write it on the answer line.

**seeking:** to search for (someone or something)

**somber:** very sad and serious

**migrant:** person who goes from one place to another

**civil rights:** the rights that every person should have regardless of their sex, race, or religion

**activist:** a person who uses or supports strong actions (such as public protests) to help make changes in politics or society

**boycott:** to refuse to buy, use, or participate in (something) as a way of protesting

**vision:** a clear idea about what should happen or be done in the future

**social justice:** the quality of being fair or just

# Making Inferences

## Courageous Leaders Part 2

Directions: Complete the chart by either writing a quote from the text or an inference you can make.

The text states . . .	This most likely means . . .
<p>When Chávez grew up, he decided to help _____</p> <p>other farm workers like himself. _____</p> <p>_____</p>	<p>What can you infer about Chávez's personality?</p> <p>Answers will vary</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>It wasn't until Chávez asked the American people _____</p> <p>to boycott grapes . . . that the growers agreed _____</p> <p>to sign contracts for safer working conditions. _____</p>	<p>What can you infer about the grape growers?</p> <p>Answers will vary</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Student will write a quote from the text to _____</p> <p>support this inference. _____</p> <p>_____</p>	<p>Chávez was not afraid to show others _____</p> <p>that he did not agree with their actions. _____</p> <p>_____</p>
<p>Student will write a quote from the text to _____</p> <p>support this inference. _____</p> <p>_____</p>	<p>Migrant workers were very _____</p> <p>grateful that Chávez worked hard to try _____</p> <p>to protect their rights. _____</p>



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

Date: \_\_\_\_\_

## Answers Pick a Pronoun

In part 1, choose the pronoun that best matches the noun in each sentence. Write the pronoun on the blank line. In part 2, choose the pronoun that best matches the verb in each sentence. Write the pronoun in the blank.

**Example:** Mark said that he would mow the grass today.

### Part 1

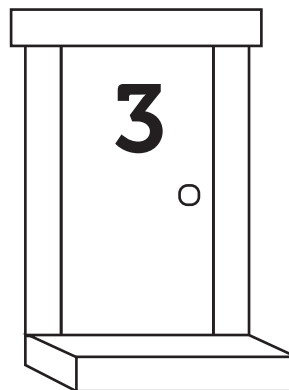
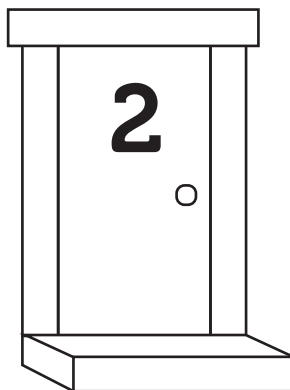
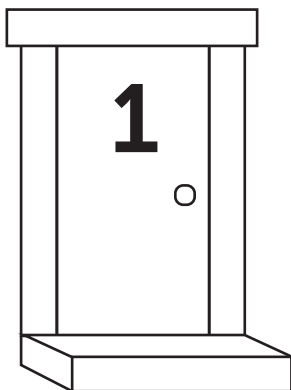
their	it	he	mine	they	she
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- Jennifer told her mom that she has a lot of homework tonight.
- Melanie, Jackie, and Shelly will cook dinner tonight and they will also wash the dishes.
- Sarah and Cindy will meet their parents at the bus stop after the shopping trip.
- That bracelet is not yours, but mine.
- The dog seems lost but it knows how to get home.

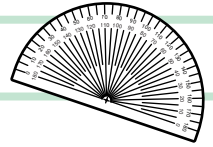
### Part 2

both	no one	any	we	she	it
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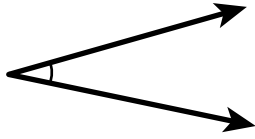
- We need to buy supplies for the new school year.
- No one wants to clean the dirty bathroom!
- The dog just ate his food and it looks very happy in the yard.
- Jessica helped the teacher clean the desks and she also helped wipe the board.
- Both girls look forward to the upcoming birthday party!



# Answers Know Your Angles

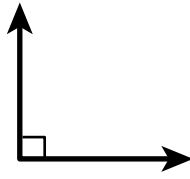


An acute angle is between 0 and 90 degrees.



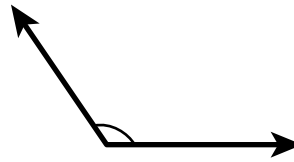
**Acute**

A right angle is 90 degrees.



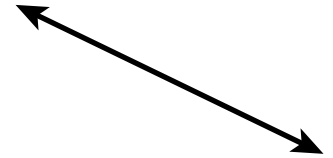
**Right**

An obtuse angle is between 90 and 180 degrees.



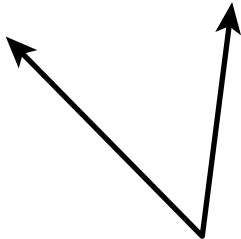
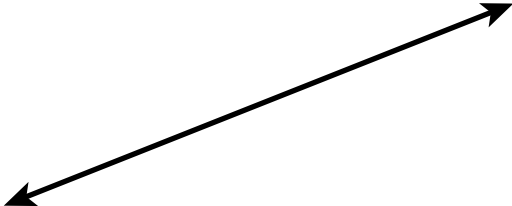
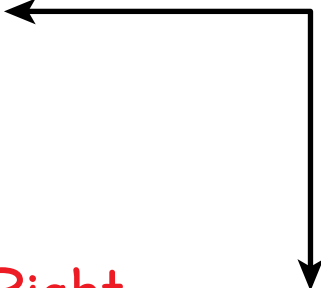
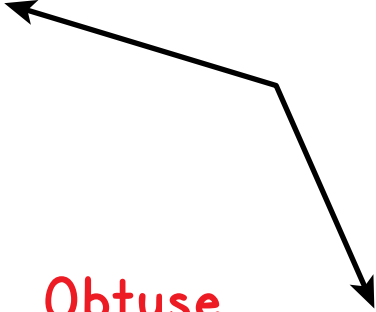
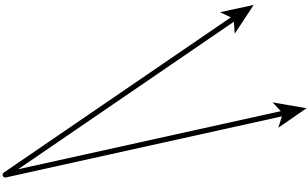
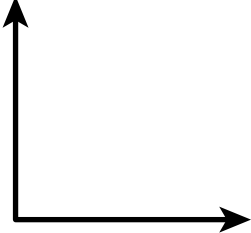
**Obtuse**

A straight angle is 180 degrees.



**Straight**

There are four types of angles: acute, right, obtuse, and straight. Identify and classify the following angles.

 Angle: <u>Acute</u>	 Angle: <u>Straight</u>
 Angle: <u>Right</u>	 Angle: <u>Obtuse</u>
 Angle: <u>Acute</u>	 Angle: <u>Right</u>

# The Star, Mae Jemison **Answers**

"It's part of the imagination. All of science, all of space exploration - everything we do in the world is about imagination and using your creativity to expand beyond your normal boundaries."

- Mae Jemison

## Introduction

Have you ever used your imagination to make something happen? Like, fly down the stairs to the dinner table, or wave a magic wand to clean your room? Well, you're not alone in using your imagination. Doctor Mae Jemison

imagined herself in space as a child, and she is now famous for making that dream come true.



As an astronaut for NASA, she became the first African American female to fly into space. While on the space shuttle Endeavour in 1992, she was a mission specialist who studied how living things react to being in space. She is also a doctor, researcher, teacher, and a businesswoman.

## Early Life and Education

Mae was born in Decatur, Alabama on October 17, 1956, but grew up in Chicago, Illinois. Her mother was an elementary school teacher, and her father was a carpenter. She has two older siblings, a sister and a brother.

When Mae was younger, she liked to dance and she liked science. In her mind, her love for dance supported her love of science. With the encouragement of her uncle, it was in Chicago that her love for science grew. She learned more about science, specifically astronomy, by helping her brother and sister with their science projects and reading many books at the public library. She wanted to go to space, and never had any doubt that she would get there.

Mae won a scholarship to Stanford University in California. She was only 16 years old, but she thrived both in her studies in science and in the arts. She double majored in chemical engineering and Afro-

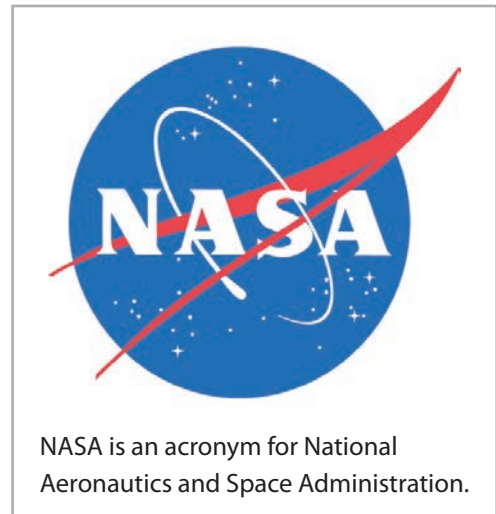
# The Star, Mae Jemison **Answers**

American studies, where she learned to speak Swahili. While on campus, she planned and performed in dance productions. Torn between her love for dancing and science, she eventually chose science as a career path. After graduating from Stanford in 1977, she continued her education at Cornell University Medical College in New York. In 1981, Mae became a doctor.

During summer breaks, Mae went to Cuba and Kenya to learn about medical care in other countries. In 1983, at the age of 27, she served in the Peace Corps for two and a half years. She wanted to use her medical degree to help others. During her time as a medical officer in the Peace Corps, she was able to use her knowledge of Swahili while working in West Africa. Not only does Mae speak English and Swahili, but she speaks Russian and Japanese, as well.

## Launching Her Way into the History Books

Over the years, Mae continued to think about her dream to go to space, so she applied to be an astronaut for NASA. Even though Mae's first application was denied because NASA stopped accepting new astronauts at the time, she didn't give up! She applied a second time, and in 1987, she was one of fifteen people chosen to become an astronaut out of 2,000 applicants.



Five years later, she worked on the STS-47 mission to study life in space, flying in the space shuttle *Endeavour*. NASA had a joint mission with Japan for this flight, so the first Japanese national to fly in space, Mamoru Mahri, was on *Endeavour* as the payload specialist. Mae studied in space for seven days, twenty-two hours, thirty minutes, and thirty-three seconds. Her experience of being in space was so impactful that she wanted to encourage more space travel.

## Continuing Her Scientific Work

After leaving NASA, Mae started her own businesses. One business was a camp called The Earth We Share. It started through the Dorothy Jemison Foundation for Excellence, named after Mae's mother in honor of her work as an educator. The camp helps kids learn more about science. Kids go to the camp from around the world. At the camp, young scientists get to use their imagination and share their ideas about future missions.

# The Star, Mae Jemison **Answers**

Dr. Jemison currently lives in Houston, Texas. There she is leading the 100 Year Starship (100YSS) initiative through the United States Defense Advanced Research Projects Agency (DARPA). The goal of this DARPA program is to make sure human space travel to another solar system is possible within the next 100 years. Mae's team won a grant in 2012 to continue research on how to travel to other stars.

## **Education Advocate for Arts and Science**

Mae also has an artistic side. She is trained as a dancer, choreographer, and actor. Using her training, she has appeared on television over the years. When she was younger, she looked up to Uhura, a female officer in the television show *Star Trek*. Her real life blurred with her childhood imagination as she guest starred in the television show *Star Trek: The Next Generation*. Mae jumped at the opportunity to play Lt. Palmer in one episode. This was yet another example of a childhood dream coming true, and another experience that cemented the importance of the arts in expanding her imagination.

In her TED talk in 2002, Mae said, "We need to revitalize the arts and sciences right now in 2002." She advocates for teaching the arts and science together, and not valuing one over the other. She even goes as far as to say that understanding the arts can help young learners understand science better. Her advocacy for science and the arts in education is important in this era where schools are cutting back on music and art classes. She ended her TED talk by saying, "I like to think of ideas as potential energy. They're really wonderful, but nothing will happen until we risk putting them into action."

There is no doubt that Mae used her imagination and worked hard to go beyond her normal boundaries. She is still trying to go beyond her earthly boundaries. The world, and maybe even a new star, is her oyster.

### **Directions: Answer the questions using evidence from the text.**

1. What are some things Mae Jemison liked to do?

Mae liked science and she liked to dance. She also enjoyed the television show *Star Trek*.

# The Star, Mae Jemison Possible Answers

2. Why is Mae Jemison famous?

She was the first African American woman to enter space. She has a camp where kids come from around the world. She also guest starred on the show Star Trek: The Next Generation.

3. What is a challenge Mae Jemison had in her life?

It took Mae two tries to get into NASA. She went to medical school and became a doctor. She worked in Africa as a doctor. She is trying to get to another star and was awarded a grant to fund her research.

4. What does Mae Jemison mean when she says, "I like to think of ideas as potential energy. They're really wonderful, but nothing will happen until we risk putting them into action." Use information from the text to support your answer.

Student answers will vary, but should include evidence from the text.

5. Reread the last section of the biography. Do you think teachers should teach arts and science together? Why or why not? Do outside research to support your answer.

Student answers will vary, but should include evidence from the text and at least one outside source.

6. In all of the journeys in her life, whether they were on earth or outer space, Mae Jemison used her scientific knowledge to help others. Write about a career you would like to try that can help people, too.

Student answers will vary.

# Missing Apostrophes Answers

Fill in the missing apostrophes from the **possessive nouns** to make the sentence correct.

Add an apostrophe and an s to a singular noun, even if it ends in s.

For example: the girl's house / the bus's driver

Add only an apostrophe to a plural noun ending in s.

For example: the horses' manes

Add an apostrophe and an s to irregular plural nouns that do not end in s.

For example: the women's hats

Those boys' bicycles were stolen outside the store.

Are you going to Max's birthday party on Sunday?

Erika thinks elephants' trunks are extremely interesting.

At the wedding, many of the ladies' dresses matched.

The children's toys are all over the floor!

Julie only likes to cut men's hair.

All of my friends' houses are near the park.

The singer's voice was high-pitched.

I found my sweater's missing button!



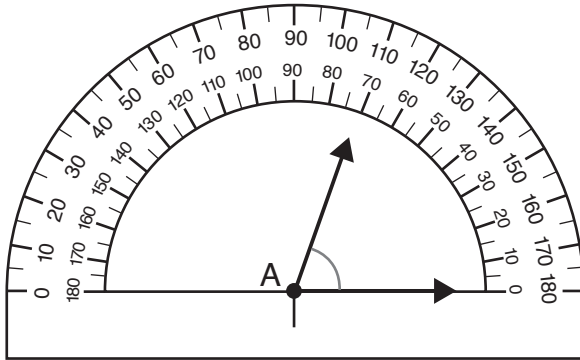
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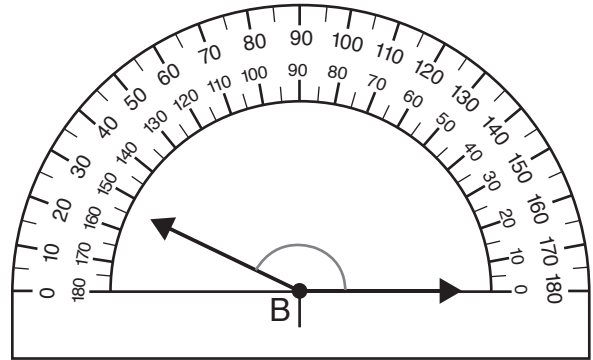
# Protractor Practice

Answers

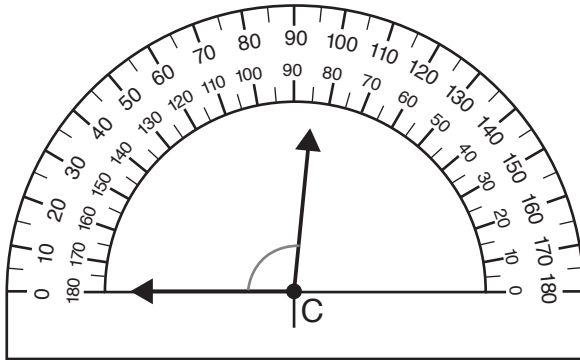
Use the protractors to determine the angle measurements



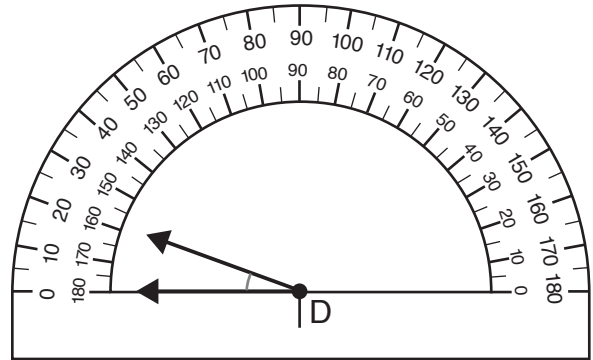
$$\angle A = \underline{70^\circ}$$



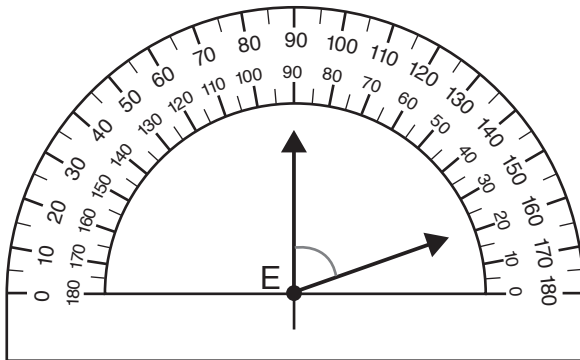
$$\angle B = \underline{155^\circ}$$



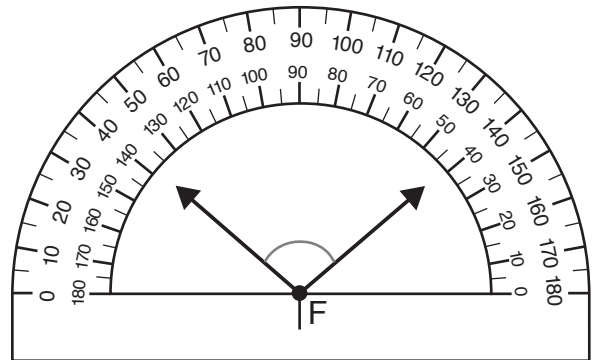
$$\angle C = \underline{95^\circ}$$



$$\angle D = \underline{20^\circ}$$

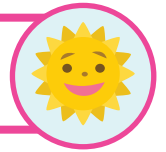


$$\angle E = \underline{70^\circ}$$



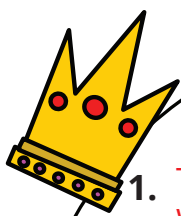
$$\angle F = \underline{100^\circ}$$





## Possible Answers

found everything prepared for her comfort and convenience. A beautiful bedchamber was ready for her use; the rooms were filled with everything that she could possibly want, and in the great hall of the castle a table was set with every delicacy. And everywhere there were bowls full of red roses. Beauty was filled with astonishment at all this luxury and magnificence. "Surely the Beast does not wish to harm me," she thought, "or he would never have so ordered everything for my comfort." And she waited with a good courage for the coming of the Lord of the Castle. In the evening the beast appeared. He was certainly very terrible to look at, and Beauty trembled at the sight of the hideous monster. But she forced herself to appear brave, and, indeed, there was no cause for her alarm. The Beast was kindness itself, and so gentle and respectful in his attentions to her that Beauty soon lost all fear. She soon became very fond of him. One night, as she lay in bed, she had a dream. She dreamt that she saw the Beast dying; she had become so fond of him and so real did it seem that she woke up in an agony of dismay. Hastily rising from bed, she searched through room after room; but nowhere could she find him. At last she ran out into the garden; and there, on a plot of grass, where he and she had often sat together, she found him lying as if dead upon the ground. With a bitter cry she sank on her knees beside the poor Beast. "Oh, Beast; my dear, dear Beast!" she cried. And the tears fell down from her eyes as she spoke. Overcome with grief, she stooped down and tenderly kissed the ugly Beast. In a moment there was a sudden noise, and Beauty was startled to find that the ugly Beast had vanished. The Beast was a beast no longer, but a handsome Prince, who knelt at her feet, thanking her for having broken his enchantment. "A wicked fairy," he said, "condemned me to keep the form of a beast until a beautiful maiden should forget my ugliness and kiss me. You, by your love and tenderness, have broken the spell and released me from my horrible disguise. Now, thanks to you, I can take my proper form again." And then he begged Beauty to become his bride. So Beauty married the Prince who had been a Beast, and they lived together in the castle where they were happy ever after.



### The Frog Prince

1. The princess did not want to kiss the frog.
2. The princess asked for help and promised a kiss.
3. The frog was a prince trapped by a witch.

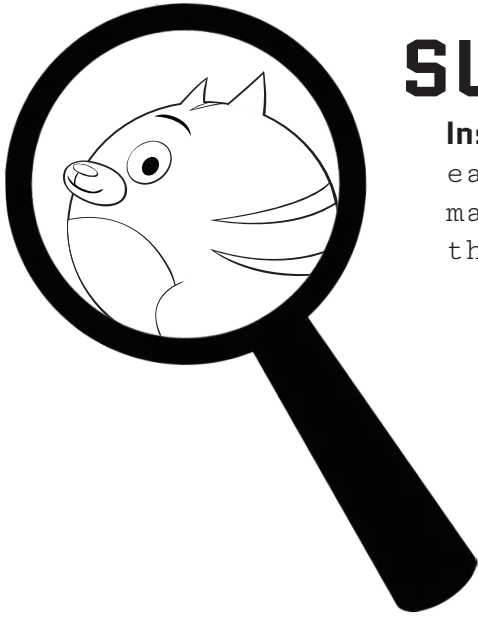
### Both:

1. They both kissed a creature considered ugly.
2. They owed the 'ugly' creature something.
3. Both 'ugly' creatures turned out to be cursed princes.

### Beauty and the Beast

1. Beauty kissed the beast out of fondness.
2. Beauty's father made a promise to the beast in exchange for his life.
3. The beast was a prince who was cursed by a wicked fairy.





## SUFFIX CLUES **Answers**

**Instructions:** Use the chart and the clues for each word to match the suffix. Write the correct matching suffix on the first line, then spell the word with the suffix.

Suffix	Meaning
<b>-able, -ible</b>	Is or can be done
<b>-an</b>	Relating to
<b>-ship</b>	State or quality of
<b>-ist</b>	One who does a specific action
<b>-ism</b>	Act/belief or practice of
<b>-ance, -ence</b>	State or quality of

### EXAMPLE:

If someone is a **leader**, they demonstrate this word. 🔍 Add a suffix to create a new word.

Suffix: **-ship** \_\_\_\_\_ New Word: **leadership** \_\_\_\_\_

1. This fly **annoys** me. 🔍 Create a new word by adding a suffix to the verb.

Suffix: **-ance** \_\_\_\_\_ New Word: **annoyance** \_\_\_\_\_

2. A writer wants to add a suffix to the word **comfort**. 🔍 What suffix should they use?

Suffix: **-able** \_\_\_\_\_ New Word: **comfortable** \_\_\_\_\_

3. May is about to **tour** Asia. 🔍 Add a suffix to the word tour to describe May.

Suffix: **-ist** \_\_\_\_\_ New Word: **tourist** \_\_\_\_\_

4. Leilani is from **Hawaii**. 🔍 Add a suffix to the word Hawaii to describe Leilani.

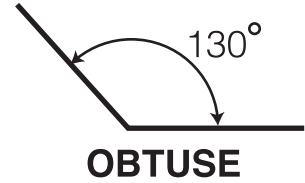
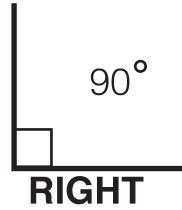
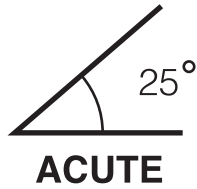
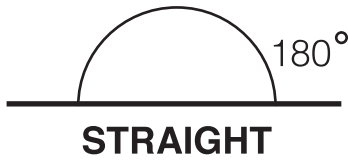
Suffix: **-an** \_\_\_\_\_ New Word: **Hawaiian** \_\_\_\_\_

5. The team is filled with **champions**. 🔍 Add a suffix to champion to create a new word.

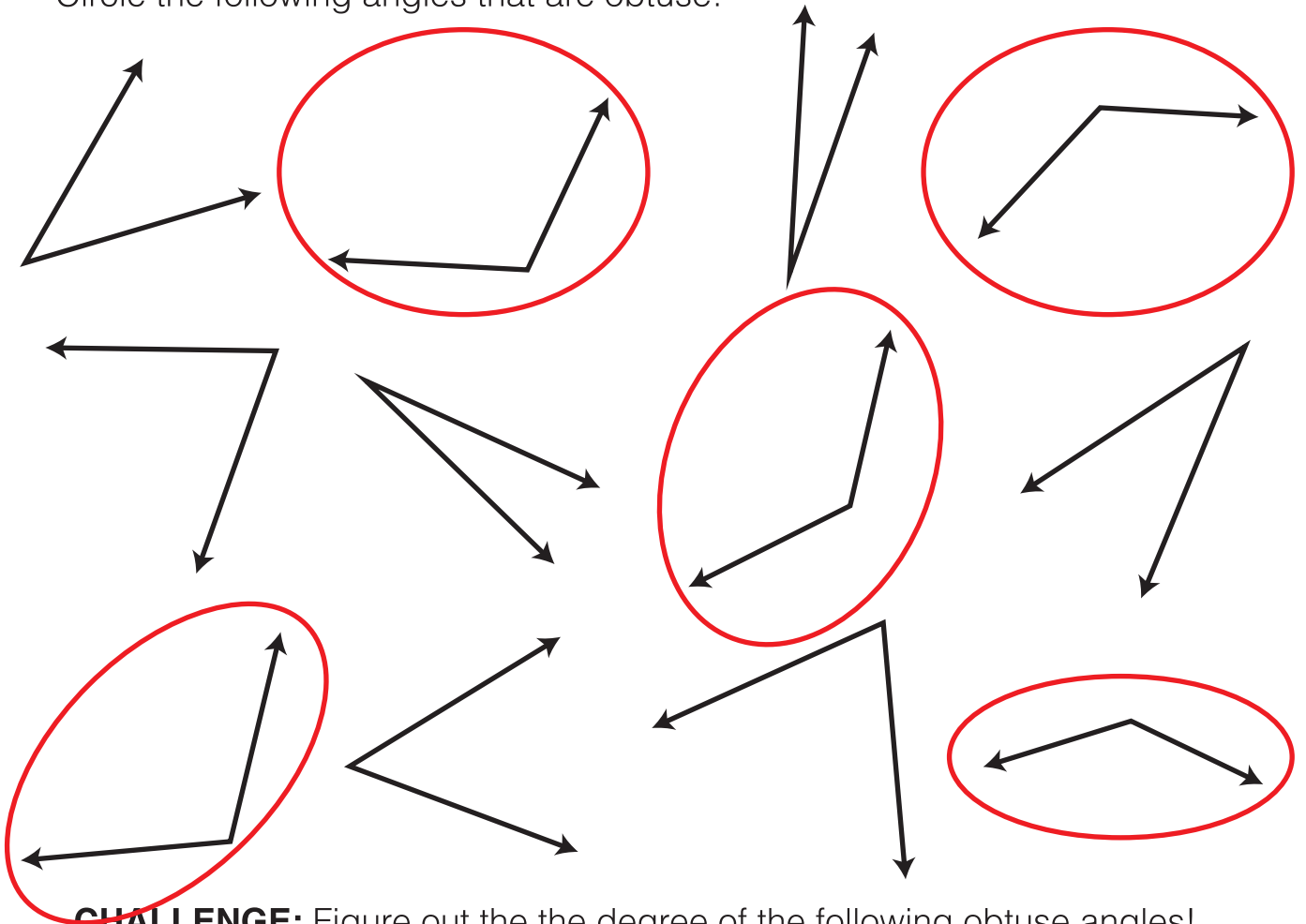
Suffix: **-ship** \_\_\_\_\_ New Word: **championship** \_\_\_\_\_

# OBTUSE ANGLES Answers

Different angles have different names: straight, acute, right, and obtuse.  
An obtuse angle is greater than  $90^\circ$  but less than  $180^\circ$ .



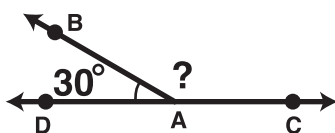
Circle the following angles that are obtuse!



**CHALLENGE:** Figure out the the degree of the following obtuse angles!

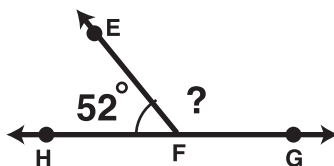
ex.  $\angle BAC = 150^\circ$

$180^\circ - \angle BAD = \angle BAC$   
 $180^\circ - 30^\circ = 150^\circ$



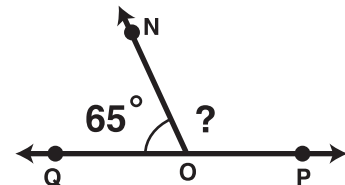
$\angle EFG = 128^\circ$

$180^\circ - \angle EFH = \angle EFG$   
 $180^\circ - 52^\circ = 128^\circ$



$\angle NOP = 115^\circ$

$180^\circ - \angle NOQ = \angle NOP$   
 $180^\circ - 65^\circ = 115^\circ$



## Sea Turtle Citations Paraphrasing & Direct Quotes

## Answers

### Paraphrase

- translate the author's words into your own words
- use your own writing style and voice
- avoid plagiarism



### Direct Quotation

- copy author's words directly from the text
- include quotation marks
- credit the author

**Title: Sea Turtles**

**Author: Jane Robertson**

**Page: 7**

Sea turtles are a group of turtles that are adapted to living in the ocean. They live in every ocean except the Arctic Ocean. There are only seven living species of sea turtles and all of them are endangered species. The seven species are: flatback sea turtles, green sea turtles, hawksbill sea turtles, Kemp's ridley sea turtles, leatherback sea turtles, loggerhead sea turtles, and olive ridley sea turtles. Sea turtles spend most of their time underwater. They breathe air, but can use anaerobic metabolism if they need to stay underwater longer. Sea turtles can take one huge, fast breath to fill their lungs. When they need to come up for air, they can do so quickly and stay away from danger.

### ANSWER SHEET

**Directions: Write P for paraphrase or DQ for direct quote on the blank line next to each citation.**

1. In the book *Sea Turtles*, Jane Robertson explains that, "sea turtles can take one huge, fast breath to fill their lungs." DQ \_\_\_\_\_
2. I learned that seven types of sea turtles are still alive today. P \_\_\_\_\_
3. On page 7, the author states, "There are only seven living species of sea turtles and all of them are endangered species." DQ \_\_\_\_\_
4. Based on what I read in *Sea Turtles*, I know that sea turtles are able to live in all of the oceans in the world except the Arctic Ocean. P \_\_\_\_\_

**Directions: Refer to the sentences above to see how to accurately paraphrase and quote text.**

5. Do sea turtles breathe air? Paraphrase the author's words in your answer.

Students' answers will vary.

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6. What is one interesting fact about sea turtles? Use a direct quote in your answer.

Students' answers will vary.

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## Word Problems: Division **Answers**

Directions: Solve each word problem using a division expression.

The teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?

$$81 \div 3 = 27$$

A student organizes 72 sculptures into groups of 6. How many tables will the students need for each group if there will be 6 sculptures on each table?

$$72 \div 6 = 12$$

Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?

$$33 \div 3 = 11$$

There are 192 cupcakes for 8 classes to split evenly. How many cupcakes will each class get for their parties?

$$192 \div 8 = 24$$

The movie theater needs to make 48 buckets of popcorn. If each packet makes 4 buckets, how many packets will they need?

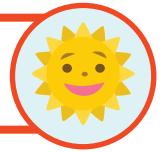
$$48 \div 4 = 12$$

The boy has 120 collector cards. He wants to give 5 to each person he meets. How many people will get cards?

$$120 \div 5 = 24$$



# Three Sentence Summary



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

## Answers

Date: \_\_\_\_\_

**Directions:** Read the story. Then, complete the questions below. Remember, a **summary** is a brief statement that tells the main ideas of a text.

It was a warm summer evening, and Georgia was riding her bike with her best friend Jenny. It was beginning to get dark, and Georgia knew her dad would worry if she stayed out much longer. "We should head back," she suggested to Jenny, "we can ride again tomorrow."

"Oh, come on!" said Jenny, "Let's ride a little farther. We're almost to the old pond. I want to see the fireflies!" She giggled and rode off without waiting for Georgia's reply.

"Wait!" shouted Georgia, "You can't go alone!" She jumped back on her bike and quickly sped after Jenny, who was already a speck in the distance.

Georgia pedaled faster, trying to keep up with Jenny. It was so dark now that Georgia could barely see the trail. She thought of her dad at home, who would surely be out looking for her. She frowned, thinking how upset he would be that she wasn't home, but she continued riding. She knew Jenny was a strong bicyclist, but she never paid attention to her surroundings and had a knack for getting lost. Georgia was slower, but always knew the way home.

Suddenly, Georgia gasped. She saw Jenny lying on the trail up ahead. "Jenny, are you okay?" she asked, jumping off her bike and kneeling next to her friend.

"You were right," Jenny sobbed, clutching her knee. "It was too dark on the trail and I didn't see that pothole until it was too late. I cut my knee when I fell, but I think I can still ride home."

Georgia helped Jenny get back on her bike and said, "Let's stick together this time. I know a shortcut."

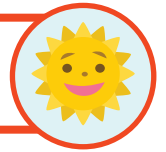
Georgia arrived home and found her dad outside with a flashlight. "Where have you been?" He asked, pointing the light towards her. "I was worried sick!"

She squinted into the bright light and explained that Jenny had gotten hurt. "It won't happen again," she promised, giving her dad a reassuring hug.

"Good," her dad hugged her back, "now let's go eat dinner!"



# Three Sentence Summary



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

Date: \_\_\_\_\_

## Possible Answers

**Somebody:** Who is the main character?

Georgia

**Wanted:** What did the main character want?

She wanted to go home before it got dark.

**But:** What was the problem?

Her friend, Jenny, rode away and got hurt.

**So:** How did the character try to solve the problem?

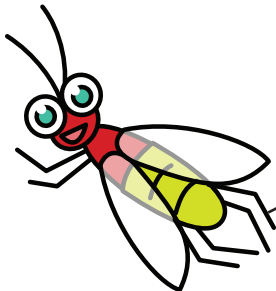
She followed her friend and helped her get home.

**Then:** What was the resolution?

Georgia promised her dad she wouldn't be home late again.

Now, write a three sentence summary using your answers and the **key words** above.

Georgia **wanted** to go home before it got dark. **But**, her friend Jenny, rode away and got hurt. **So**, Georgia followed her friend and helped her get home. **Then**, she promised her dad she wouldn't be late again.

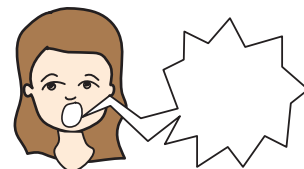


# Adverbs in a Script **Answers**

**Adverbs** are words that provide more information about verbs. When verbs have an *-ly* at the end, the adverb tells how something is done.

Mom yelled upstairs.

Mom yelled loudly upstairs. (How did she yell? She yelled *loudly*.)



**Directions:** Read the script. Circle all the adverbs and underline the verbs they modify.

## Packing Frantically

*This takes place in a two-story home. The family hurriedly gets ready for a camping trip.*

Mom: (yelling loudly upstairs from the living room) Let's go, quickly! We need to meet the Perezes at noon. I'm concerned we will get there late.

Daniel: Coming, Mom! I just need to get the medical supplies. (He places them carefully into the bag and walks downstairs.)

Mom: Okay, I packed some lunches and a special treat for the car ride.

Daniel: Oh, a treat? (He runs excitedly to the living room.) What is it?

Mom: It's a surprise, silly! Help me fold this blanket. Grab this section!

(As they finish up packing, Mom begins to hum loudly. Daniel carries bags and boxes to the car.)

Mom: (walks outside quickly) Surprise! (She holds out the cupcakes to Daniel.)

Daniel: (smiling thankfully) I can't wait to see Eli's face when he sees these cupcakes!



(Daniel and Mom both get into the car and laugh happily.)

Mom: I think we'll be there just in time!

Daniel: (smiling happily) I can't wait!





List all the verbs and their adverbs from the script in the table. **Answers**

1. gets	1. hurriedly
2. yelling	2. loudly
3. go	3. quickly
4. place	4. carefully
5. run	5. excitedly
6. hum	6. loudly
7. walk	7. quickly
8. smile	8. thankfully
9. laugh	9. happily
10. smile	10. happily

Answer the following questions about the script. (Hint: pay attention to the adverbs with *-ly* in the script.)

1. How did Mom tell Daniel she was concerned about being late?

Mom yelled loudly at Daniel.

2. How did Daniel place the medical supplies in the bag?

Daniel placed them carefully into the bag.

3. How did Daniel walk to the living room?

Daniel walked excitedly to the living room.

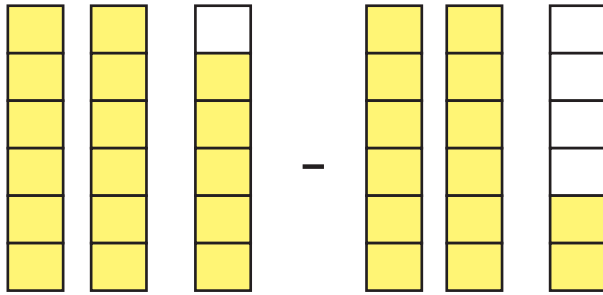
4. How did Mom walk outside?

Mom walked outside quickly.

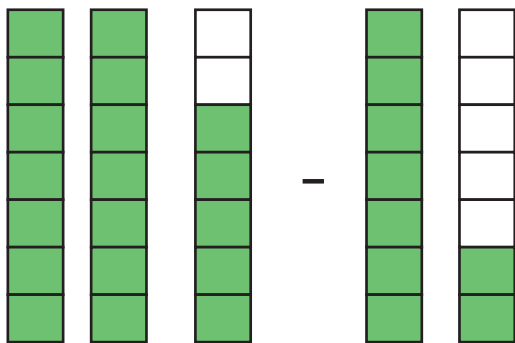
# Mixed Fraction Subtraction with Like Denominators

## No Regrouping **Answers**

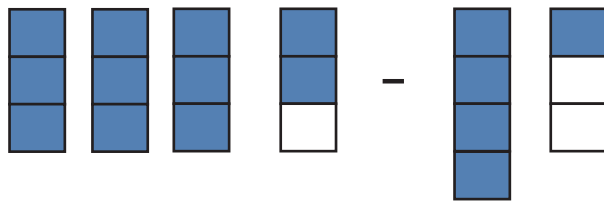
Directions: Use the visual models to subtract the mixed fractions. Shade each visual model to represent its corresponding mixed number.



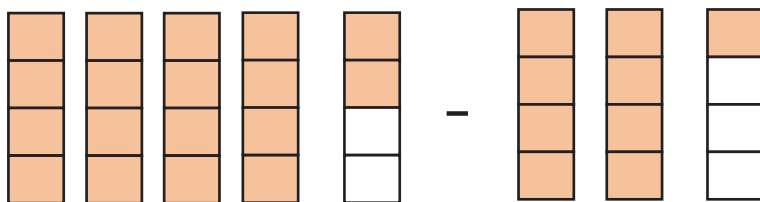
$$2 \frac{5}{6} - 2 \frac{2}{6} = \boxed{\begin{array}{r} 3 \\ - \text{ or } - \\ 6 \end{array} \frac{1}{2}}$$



$$2 \frac{5}{7} - 1 \frac{2}{7} = \boxed{\begin{array}{r} 3 \\ 1 - \\ 7 \end{array}}$$



$$3 \frac{2}{3} - 1 \frac{1}{3} = \boxed{\begin{array}{r} 1 \\ 2 - \\ 3 \end{array}}$$



$$4 \frac{2}{4} - 2 \frac{1}{4} = \boxed{\begin{array}{r} 1 \\ 2 - \\ 4 \end{array}}$$

