

# Linden Elementary – 4<sup>th</sup> Grade

## Social Studies/Reading/ELA

|                                   |                           |                                 |                            |                                 |
|-----------------------------------|---------------------------|---------------------------------|----------------------------|---------------------------------|
| Studies Weekly TN Dailies         | Studies Weekly TN Dailies | Studies Weekly TN Dailies       | Studies Weekly TN Dailies  | Studies Weekly TN Dailies       |
| Reading Log                       | Reading Log               | Reading Log                     | Reading Log                | Reading Log                     |
| Information Essay – Read/Research | Information Essay – Plan  | Information Essay – Rough Draft | Information Essay – Revise | Information Essay – Final Draft |
| Studies Weekly TN Dailies         | Studies Weekly TN Dailies | Studies Weekly TN Dailies       | Studies Weekly TN Dailies  | Studies Weekly TN Dailies       |
| Reading Log                       | Reading Log               | Reading Log                     | Reading Log                | Reading Log                     |
| Opinion Essay – Read/Research     | Opinion Essay – Plan      | Opinion Essay – Rough Draft     | Opinion Essay – Revise     | Opinion Essay – Final Draft     |
| Studies Weekly TN Dailies         | Studies Weekly TN Dailies | Studies Weekly TN Dailies       | Studies Weekly TN Dailies  | Studies Weekly TN Dailies       |
| Reading Log                       | Reading Log               | Reading Log                     | Reading Log                | Reading Log                     |
| Narrative Essay – Read/Research   | Narrative Essay – Plan    | Narrative Essay – Rough Draft   | Narrative Essay – Revise   | Narrative Essay – Final Draft   |
| Studies Weekly TN Dailies         | Studies Weekly TN Dailies | Studies Weekly TN Dailies       | Studies Weekly TN Dailies  | Studies Weekly TN Dailies       |
| Reading Log                       | Reading Log               | Reading Log                     | Reading Log                | Reading Log                     |
| Free Choice Essay – Read/Research | Free Choice Essay – Plan  | Free Choice Essay – Rough Draft | Free Choice Essay – Revise | Free Choice Essay – Final Draft |

## Math/Science

|  |                |  |                |  |
|--|----------------|--|----------------|--|
| Math Drops #1<br><br>Science – Plants Pg. 82 - 83            | Math Drops #2  | Math Drops #3<br><br>Make Your Backyard a Better Habitat for Birds pg. 35 - 39 | Math Drops #4  | Math Drops #5<br><br>Natures Gifts: The Materials of the Earth pg. 135 - 139 |
| Math Drops #6<br><br>Science – Kingdoms to Species Pg 86 -87 | Math Drops #7  | Math Drops #8<br><br>A Class by Itself Pg. 105 -108                            | Math Drops #9  | Math Drops #10<br><br>The Magic Eye Pg. 125 - 128                            |
| Math Drops #11<br><br>Earthquakes Pg. 90 - 91                | Math Drops #12 | Math Drops #13<br><br>The Miracle of Light Pg. 100 - 104                       | Math Drops #14 | Math Drops #15<br><br>Mountains Pg. 120 - 124                                |
| Math Drops #16<br><br>It Matters Pg 94 - 95                  | Math Drops #17 | Math Drops #18<br><br>Properties Pg. 25 - 29                                   | Math Drops #19 | Math Drops #20<br><br>States of Matter Pg. 40 - 44                           |

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

## Weekly Reading Log

|                  |   |   |
|------------------|---|---|
| <b>Monday</b>    | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Tuesday</b>   | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Wednesday</b> | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Thursday</b>  | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Weekend</b>   | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |

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

### Weekly Reading Log

|                  |   |   |
|------------------|---|---|
| <b>Monday</b>    | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Tuesday</b>   | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Wednesday</b> | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Thursday</b>  | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |
| <b>Weekend</b>   | Title: _____ Pages _____<br>Summary or Reflections: _____<br>_____<br>_____ | My child <b>read</b> between 20-30 minutes. |
|                  | _____<br>_____  | Parent Signature                            |



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

## Narrative Writing Checklist

| Grade 4                     |   | NOT<br>YET               | STARTING<br>TO           | YES!                     |
|-----------------------------|---|--------------------------|--------------------------|--------------------------|
| <b>Structure</b>            |   |                          |                          |                          |
| <b>Overall</b>              | I wrote the important part of an event bit by bit and took out unimportant parts.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Lead</b>                 | I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Transitions</b>          | I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Ending</b>               | I wrote an ending that connected to the beginning or the middle of the story.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I used action, dialogue, or feeling to bring my story to a close.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organization</b>         | I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Development</b>          |   |                          |                          |                          |
| <b>Elaboration</b>          | I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Craft</b>                | I showed <i>why</i> characters did what they did by including their thinking.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I made some parts of the story go quickly, some slowly.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Language Conventions</b> |   |                          |                          |                          |
| <b>Spelling</b>             | I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Punctuation</b>          | When writing long, complex sentences, I used commas to make them clear and correct.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

## Narrative Writing Checklist

| Grade 4             |   | NOT YET                  | STARTING TO              | YES!                     |
|---------------------|---|--------------------------|--------------------------|--------------------------|
|                     | <b>Structure</b>  |                          |                          |                          |
| <b>Overall</b>      | I wrote the important part of an event bit by bit and took out unimportant parts.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Lead</b>         | I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Transitions</b>  | I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Ending</b>       | I wrote an ending that connected to the beginning or the middle of the story.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I used action, dialogue, or feeling to bring my story to a close.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organization</b> | I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | <b>Development</b>  |                          |                          |                          |
| <b>Elaboration</b>  | I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Craft</b>        | I showed <i>why</i> characters did what they did by including their thinking.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I made some parts of the story go quickly, some slowly.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | <b>Language Conventions</b>   |                          |                          |                          |
| <b>Spelling</b>     | I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Punctuation</b>  | When writing long, complex sentences, I used commas to make them clear and correct.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Narrative (4<sup>th</sup>-5<sup>th</sup>)

## Writing Expectations

### Beginning paragraph(s)

- **Setting:** the time and place of the story are introduced
- **Characters:** the main characters are introduced
- **Situation:** a situation (what the characters are doing and why) is introduced

### Body paragraphs

- **Sequence of events:** the events of the story are in a logical order
- **Transition words:** transition words keep the story moving (ex: first, afterward, all of a sudden, etc.)
- **Dialogue:** the characters are developed through dialogue
- **Description:** the actions, thoughts, and feelings of characters are described
- **Sensory details:** concrete details describe events in a precise way
- **Pacing:** the events of the story are told at an appropriate speed so that the reader stays "hooked"

### Ending paragraph(s)

- **Problem resolved:** the problem or problems are resolved
- **Sense of closure:** the story has a smooth, rather than an abrupt, ending that satisfies the reader

**Note:** Because of the nature of narrative writing, not all of these expectations are explicitly outlined on the graphic organizer. See page 26 for more information.

**Common Core Standards:** W.4.3a, W.4.3b, W.4.3c, W.4.3d  
W.5.3a, W.5.3b, W.5.3c, W.5.3d



# Narrative (4th-5th)

| Problem  | Solution   |
|--|--|
| I was lost without a cell phone at a theme park.   | I bought a churro and used the change to call my mom from a pay phone. |
| <b>Beginning</b>   |  |
| <p><b>Setting</b> a sunny July day at a crowded California theme park</p> <p><b>Characters</b> my huge family (parents, siblings, cousins, aunts, uncles, etc.)</p> <p><b>Situation</b> We were running around trying to hit all the big attractions on our last day at the park.</p>  |  |
| <b>Middle</b>  |  |
| <ol style="list-style-type: none"><li>① I got off the rollercoaster, went to the bathroom, came out and discovered that everyone was gone!</li><li>② At first I thought it was a prank. Then I got angry that my family would forget about me.</li><li>③ My mind started panicking. What if someone noticed I was alone and tried to hurt me?</li><li>④ I had an idea! I bought a churro and hoped that there would be enough change to use the pay phone.</li></ol> |  |
| <b>End</b>   |  |
| <p><b>Solution</b> I raced to the pay phone. I felt grown up as I read the instructions and dialed my mom's familiar number. She picked up! I immediately burst into tears when I heard her voice. I explained what happened and within 10 minutes she was hugging me. Almost immediately I started lobbying for a cell phone. 😊</p>   |  |

# Narrative (4th-5th)

## Churro for Change

By: Rebecca

The hot July sun made me sweat as I weaved through the crowds trying to keep up with my family. It was our last day in the California theme park and we were trying to hit all the big attractions before the sun went down or our feet gave out—whichever happened first. I found myself at the back of a long line for a thrilling roller coaster. The 20 people right ahead of me in line were all family members.

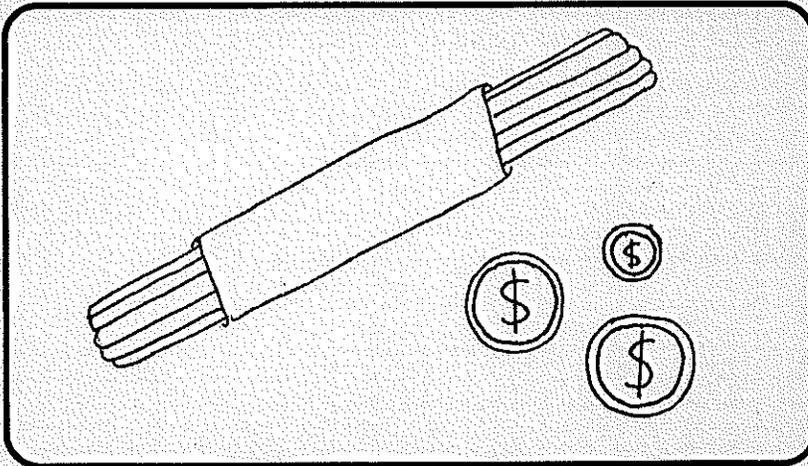
About an hour later I stumbled off the coaster and headed straight for the bathroom. I was going to be sick! When I came out of the bathroom I felt better. That is until I looked around and discovered that my family was gone. At first I thought it was a prank. "Ha ha you guys," I thought, "Real funny. Come out of your hiding places." As the seconds turned to minutes I realized that they were really gone. My heart sank into my stomach and I felt like crying. What was I going to do? This is a perfect example of why I needed a cell phone! I felt angry and scared at the same time. What if someone noticed that a child was all alone? Would they help me or try to hurt me? I decided that I better solve the problem myself. "Now how could I find a phone?" I mused.

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# Narrative (4th-5th)

My eyes scanned my surroundings: roller coaster, bathrooms, churro stand, pay phone. That was it! I had an idea. I rushed to the churro stand only to wait in line as a big family ordered in front of me. When it was my turn I bought one churro and watched as the worker gave me my change in quarters. I hoped that it would be enough. I raced to the pay phone. I felt grown up as I read the instructions and dialed my mom's familiar number. "Hello," she said. I immediately felt hot tears run down my cheeks as I explained what had happened. Within ten minutes she was hugging me.

As we walked away, hand in hand, I turned to her with teary eyes but a wicked grin. "And that," I said, "is why I need a cell phone." She laughed and hugged me again. "We'll talk about it," she promised.



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

## Opinion Writing Checklist

| Grade 4                     |  | NOT<br>YET               | STARTING<br>TO           | YES!                     |
|-----------------------------|--|--------------------------|--------------------------|--------------------------|
| <b>Structure</b>            |  |                          |                          |                          |
| <b>Overall</b>              | I made a claim about a topic of a text and tried to support my reasons.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Lead</b>                 | I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I stated my claim.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Transitions</b>          | I used words and phrases to glue parts of my piece together. I used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when I was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when I wanted to make a new point. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Ending</b>               | I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organization</b>         | I separated sections of information using paragraphs.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Development</b>          |  |                          |                          |                          |
| <b>Elaboration</b>          | I gave reasons to support my opinion. I chose the reasons to convince my readers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Craft</b>                | I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I made choices about which evidence was best to include or not include to support my points.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I used a convincing tone.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Language Conventions</b> |  |                          |                          |                          |
| <b>Spelling</b>             | I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Punctuation</b>          | When writing long complex sentences, I used commas to make them clear and correct.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | I used periods to fix my run-on sentences.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Opinion (4<sup>th</sup>-5<sup>th</sup>)

## Writing Expectations

### Introduction paragraph

- **Hook:** a question that hooks the reader
- **Background information:** a sentence or two that explains why the topic is relevant and important
- **State opinion:** a sentence clearly stating the author's opinion

### Body paragraphs (3)

- **Transition word/phrase:** a word or phrase that eases the reader into the next paragraph (ex: first, next, in addition, etc.)
- **State reason:** a sentence clearly stating a strong reason
- **Cite evidence:** a sentence citing evidence from a source which supports the reason
- **Explain:** a sentence explaining the reason further in the author's own words
- **Closing sentence:** a sentence restating the reason in a different and convincing way

### Conclusion paragraph

- **Transition word/phrase:** a word or phrase that signals to the reader that it is the conclusion (ex: To sum up, in conclusion, etc.)
- **Restate opinion:** a sentence restating the opinion in different words
- **List 3 reasons:** a sentence listing the three main reasons written about (this could be part of the restate opinion sentence or a separate sentence)
- **Zinger:** a call to action or question which challenges the reader to think more about the topic

**Common Core Standards:** W.4.1a, W.4.1b, W.4.1c, W.4.1d  
W.5.1a, W.5.1b, W.5.1c, W.5.1d

# Opinion (4th-5th)

## The Best Pet: cats!

by: Rebecca

Do you prefer dogs or cats? Deciding what type of pet to get is a big decision. Some people say that they are dog lovers. However, I think that cats make the best pets.

My first reason is cats are easy to groom. According to the article, cats bathe themselves and most do not even need brushing. On the other hand, dogs need regular baths. Save yourself time and buy a cat!

In addition, cats enjoy being alone. In the article it says that cats can be left home for a day or more. This means that you won't have to worry that your cat is lonely. You can have peace of mind when you leave the house if you get a cat.

Another reason is cats are quiet. The article makes a great point that cats won't disturb your neighbors. Unlike dogs, who bark, cats sleep most of the day and are very quiet. If you want to have a calm, peaceful home, buy a cat.

In conclusion, cats are clearly the easiest and best pet to own. They are painless to groom, they won't be lonely if you leave them at home, and they are almost noiseless animals. If you know what's good for you, you will pick up a cat from an animal shelter today!

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

## Information Writing Checklist

| Grade 4             |   | NOT<br>YET               | STARTING<br>TO           | YES!                     |
|---------------------|---|--------------------------|--------------------------|--------------------------|
| <b>Structure</b>    |   |                          |                          |                          |
| <b>Overall</b>      | I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Lead</b>         | I hooked my readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. I let readers know that I would teach them different things about a subject.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Transitions</b>  | I used words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If I organized the section in kinds or parts, I used words such as <i>another</i> , <i>also</i> , and <i>for example</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Ending</b>       | I wrote an ending that reminded readers of my subject and may have suggested a follow-up action or left readers with a final insight. I added my thoughts, feelings, and questions about the subject at the end.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organization</b> | I grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. I may have used headings and subheadings.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Development</b>  |   |                          |                          |                          |
| <b>Elaboration</b>  | I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I included different kinds of facts and details such as numbers, names, and examples.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I got my information from talking to people, reading books, and from my own knowledge and observations.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I made choices about organization. I might have used compare/contrast, cause/effect, or pro/con. I may have used diagrams, charts, headings, bold words, and definition boxes to help teach my readers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Craft</b>        | I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I made choices about which information was best to include or not include.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | I used a teaching tone. To do so, I may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain . . .</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

### Information Writing Checklist (continued)

| Grade 4            |  | NOT YET                  | STARTING TO              | YES!                     |
|--------------------|--|--------------------------|--------------------------|--------------------------|
|                    | <b>Language Conventions</b>  |                          |                          |                          |
| <b>Spelling</b>    | I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Punctuation</b> | When writing long, complex sentences, I used commas to make them clear and correct.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Informative (4<sup>th</sup>-5<sup>th</sup>) Writing Expectations

## Introduction paragraph

- **Hook:** a question that hooks the reader
- **Background information:** a sentence or two that explains why the topic is relevant and important
- **Thesis:** a sentence clearly stating the main idea of the paper

## Body paragraphs (3)

- **Transition word/phrase:** a word or phrase that eases the reader into the next paragraph (ex: first, next, in addition, etc.)
- **Topic sentence:** a sentence stating a detail that supports the main idea
- **Cite evidence:** a sentence citing evidence from a source which supports the detail
- **Explain:** a sentence explaining the detail further in the author's own words
- **Closing sentence:** a sentence restating the topic sentence in a different and convincing way

## Conclusion paragraph

- **Transition word/phrase:** a word or phrase that signals to the reader that it is the conclusion (ex: To sum up, in conclusion, etc.)
- **Restate thesis:** a sentence restating the main idea in different words
- **List 3 reasons:** a sentence listing the three main details (this could be part of the restate thesis sentence or a separate sentence)
- **Zinger:** a call to action or question which challenges the reader to think more about the topic

**Common Core Standards:** W.4.2a, W.4.2b, W.4.2c, W.4.2d  
W.5.2a, W.5.2b, W.5.2c, W.5.2d

# Informative (4th-5th)

## Easy Ways to Go Green

By: Rebecca

Have you ever heard of "going green"? This is when you try to live in a way that helps the earth. With climate change in the news, many are wondering what they can do to help. In this paper you will learn easy tips for living a "greener" life.

First, drive your car as little as possible.

According to the article, leaving your car at home twice a week reduces emissions by 1,590 lbs per year. Instead of driving, consider walking, biking, or carpooling. It's simple: fewer cars on the road means less pollution.

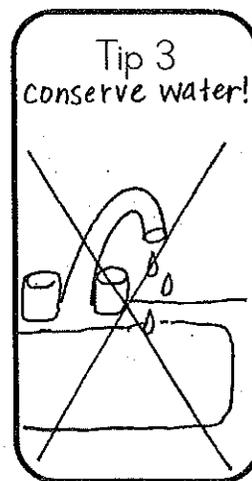
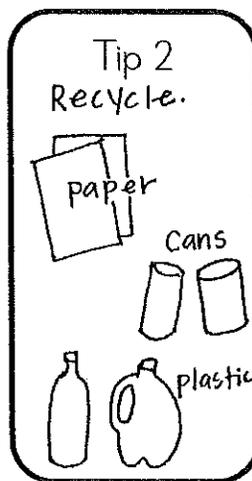
Second, recycle paper, tin cans, and plastic bottles. In the article it said that if an office building of 7,000 workers recycled its paper for a year, it would be the same as taking nearly 400 cars off the road. This means that recycling makes a big difference! Next time you drink a soda, walk the can to the recycling bin.

Third, conserve water. Little things, from shorter showers to fixing leaks, make a big impact. The article said that a leaky toilet can waste 200 gallons of water a day! This is a huge waste of water and money. Conserving water can be as easy as checking for leaks around your house.

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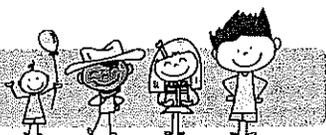
# Informative (4<sup>th</sup>-5<sup>th</sup>)

In conclusion, these are some easy ways you can help the earth. Remember to leave your car at home, recycle, and conserve water. We only have one planet and taking care of it is our responsibility. What are you going to do today to help our environment?



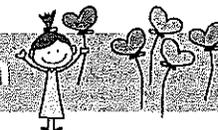
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To Show Order



|              |            |
|--------------|------------|
| after        | previously |
| at this time | second     |
| before       | since      |
| during       | soon       |
| finally      | then       |
| first        | third      |
| following    | while      |
| next         |            |

To Add Information



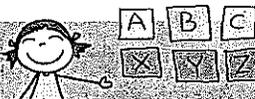
|              |              |
|--------------|--------------|
| additionally | finally      |
| along with   | for example  |
| also         | for instance |
| another      | furthermore  |
| as well      | in addition  |
| besides      | too          |

To Indicate a Purpose or Reason



|                   |             |
|-------------------|-------------|
| so that           | In fact     |
| with this in mind | in order to |
| because           | furthermore |

To Give Examples



|                  |               |
|------------------|---------------|
| such as          | for instance  |
| for example      | in this case  |
| evidence of this | proof of this |

To Compare



|                     |            |
|---------------------|------------|
| as                  | similar to |
| compared to         | similarly  |
| like                |            |
| for the same reason |            |

To Contrast



|                   |             |
|-------------------|-------------|
| however           | yet         |
| sometimes         | except      |
| on the other hand | but         |
| nevertheless      | in spite of |
| in contrast       | whereas     |

To Emphasize



|                 |              |
|-----------------|--------------|
| absolutely      | in fact      |
| always          | never        |
| definitely      | particularly |
| especially      | positively   |
| without a doubt |              |

To Conclude



|               |           |
|---------------|-----------|
| all in all    | in brief  |
| as a result   | lastly    |
| finally       | overall   |
| in conclusion | therefore |
| in summary    | to sum up |



use transition words and phrases to connect ideas from one sentence to another, or from one paragraph to another.



repeat the same transition word or phrase too often.

# Linden Elementary – 4<sup>th</sup> Grade

## Social Studies/Reading/ELA

|                                      |                              |                                    |                               |                                    |
|--------------------------------------|------------------------------|------------------------------------|-------------------------------|------------------------------------|
| Studies Weekly<br>TN Dailies         | Studies Weekly<br>TN Dailies | Studies Weekly<br>TN Dailies       | Studies Weekly<br>TN Dailies  | Studies Weekly<br>TN Dailies       |
| Reading Log                          | Reading Log                  | Reading Log                        | Reading Log                   | Reading Log                        |
| Information Essay –<br>Read/Research | Information Essay –<br>Plan  | Information Essay –<br>Rough Draft | Information Essay –<br>Revise | Information Essay –<br>Final Draft |
| Studies Weekly<br>TN Dailies         | Studies Weekly<br>TN Dailies | Studies Weekly<br>TN Dailies       | Studies Weekly<br>TN Dailies  | Studies Weekly<br>TN Dailies       |
| Reading Log                          | Reading Log                  | Reading Log                        | Reading Log                   | Reading Log                        |
| Opinion Essay –<br>Read/Research     | Opinion Essay –<br>Plan      | Opinion Essay –<br>Rough Draft     | Opinion Essay –<br>Revise     | Opinion Essay – Final<br>Draft     |
| Studies Weekly<br>TN Dailies         | Studies Weekly<br>TN Dailies | Studies Weekly<br>TN Dailies       | Studies Weekly<br>TN Dailies  | Studies Weekly<br>TN Dailies       |
| Reading Log                          | Reading Log                  | Reading Log                        | Reading Log                   | Reading Log                        |
| Narrative Essay –<br>Read/Research   | Narrative Essay –<br>Plan    | Narrative Essay –<br>Rough Draft   | Narrative Essay –<br>Revise   | Narrative Essay –<br>Final Draft   |
| Studies Weekly<br>TN Dailies         | Studies Weekly<br>TN Dailies | Studies Weekly<br>TN Dailies       | Studies Weekly<br>TN Dailies  | Studies Weekly<br>TN Dailies       |
| Reading Log                          | Reading Log                  | Reading Log                        | Reading Log                   | Reading Log                        |
| Free Choice Essay –<br>Read/Research | Free Choice Essay –<br>Plan  | Free Choice Essay –<br>Rough Draft | Free Choice Essay –<br>Revise | Free Choice Essay –<br>Final Draft |

## Math/Science

|   |                |  |                |  |
|---|----------------|--|----------------|--|
| Math Drops #1<br><br>Science – Plants Pg.<br>82 - 83            | Math Drops #2  | Math Drops #3<br><br>Make Your Backyard<br>a Better Habitat for<br>Birds pg. 35 - 39 | Math Drops #4  | Math Drops #5<br><br>Natures Gifts: The<br>Materials of the Earth<br>pg. 135 - 139 |
| Math Drops #6<br><br>Science – Kingdoms<br>to Species Pg 86 -87 | Math Drops #7  | Math Drops #8<br><br>A Class by Itself<br>Pg. 105 -108                               | Math Drops #9  | Math Drops #10<br><br>The Magic Eye<br>Pg. 125 - 128                               |
| Math Drops #11<br><br>Earthquakes Pg. 90 -<br>91                | Math Drops #12 | Math Drops #13<br><br>The Miracle of Light<br>Pg. 100 - 104                          | Math Drops #14 | Math Drops #15<br><br>Mountains Pg. 120 -<br>124                                   |
| Math Drops #16<br><br>It Matters Pg 94 - 95                     | Math Drops #17 | Math Drops #18<br><br>Properties Pg. 25 - 29   | Math Drops #19 | Math Drops #20<br><br>States of Matter Pg.<br>40 - 44                              |

Name \_\_\_\_\_

MONDAY / WEEK 28

# Control Yourself!

# GOVERNMENT

State governments and the U.S. government are set up with three branches of government. This system makes sure that one branch does not have more power than another branch. Each branch can check the power of the other two. This is called checks and balances.

1. State government has only two branches of government.
  - a. True
  - b. False
2. The U.S. government has three branches of government.
  - a. True
  - b. False
3. Would it be fair if the governor had more power than the legislature?
  - a. Yes
  - b. No

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Name \_\_\_\_\_

TUESDAY / WEEK 28

# AAAAAAAAAHHHHHHH!

# GEOGRAPHY

Ober Gatlinburg Ski Resort has the world's largest artificial skiing surface. This means you can ski in any weather. The resort has one of the nation's longest aerial tramways that leaves Gatlinburg and goes directly to the top of the ski slope.

1. The largest artificial skiing surface can be found in the \_\_\_\_\_  
\_\_\_\_\_ Ski Resort.
2. The resort also has one of the longest \_\_\_\_\_  
which travels from Gatlinburg to the top of the slope.
3. Have you ever ridden on a tramway?

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Name \_\_\_\_\_

WEDNESDAY / WEEK 28

# Scopes Trial

# HISTORY

Dayton high school teacher John Scopes was the focus of world attention in 1925 because he taught the theory of evolution. At that time, there was a law that stated only the Bible's story of creation could be taught. Scopes was found guilty, but a legal error meant he did not go to jail.

1. The Scopes Trial happened in
  - a. 1863
  - b. 2001
  - c. 1925
2. John Scopes was a
  - a. teacher
  - b. lawyer
  - c. businessman
3. What was the name of the theory he taught?

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NAME \_\_\_\_\_

THURSDAY / WEEK 28

# Nursing the Sick

# PEOPLE

Emma Rochelle came to Tennessee from Florida. She became a doctor, married Dr. John Wheeler, and the two of them practiced medicine together in Chattanooga. Dr. Emma Rochelle Wheeler established Walden Hospital for African Americans in Chattanooga. She founded a nursing school and worked to improve medical treatment for African Americans.

1. Emma Rochelle practiced medicine in the Tennessee city of \_\_\_\_\_.
2. Name the hospital she established.
3. Emma worked to improve the medical care of \_\_\_\_\_.

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NAME \_\_\_\_\_

FRIDAY / WEEK 28

# Amazing Animal!

# FUN FRIDAY

I am an amazing Tennessee animal! I can beat my wings 75 times a second! That's so fast you can only see a blur. I make short, squeaky sounds. I do not sing. What am I?

Use the code to find out the name of this amazing animal!

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|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|

Control Yourself! 1. b. 2. a. 3. b. AAAAAAHHHHHHH! 1. Ober Gatlinburg; 2. Walden Hospital; 3. African Americans. Amazing Animal! hummingbird. 2. a. 3. evolution. Nursing the Sick: 1. Chattanooga; 2. Walden Hospital; 3. African Americans. Answers vary. Scopes Trial: 1. c.

ANSWERS / WEEK 28

Name \_\_\_\_\_

MONDAY / Week 29

# Oprah!

# PEOPLE

Oprah Winfrey came to live with her father in Nashville when she was 13 years old. She started her broadcasting career at WVOL in Nashville and went to college at Tennessee University. Today she is a multi-million dollar broadcast television personality.

- How old was Oprah when she moved to Tennessee?
  - 22
  - she was born here
  - 13
- Where did she begin her broadcasting career?
  - WVOL
  - CBS
  - CNN
- If you could have any job you wanted when you grow up, what would it be? Why did you choose that job?

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Name \_\_\_\_\_

TUESDAY / Week 29

# Smoke-Colored Mountains

# GEOGRAPHY

The Great Smoky Mountains National Park is the most visited national park in the nation. It gets its name from the smoke-like bluish haze that usually covers the mountains. These mountains form the border of Tennessee and North Carolina.

- The Great Smoky Mountains National Park is the most visited national park in the nation.
  - True
  - False
- These mountains are on the border of Tennessee and \_\_\_\_\_
- How did the mountain range get its name?

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Name \_\_\_\_\_

WEDNESDAY / Week 29

# Country Mouse, City Mouse

# HISTORY

Like the wars before, Tennessee once again provided thousands of volunteers for World War II. After the war, many Tennesseans moved from rural farms to the cities where manufacturing jobs were available. Can you imagine the change from country life to city life?

- Tennessee did not provide any volunteers for World War II.
  - True
  - False
- After World War II, Tennesseans moved from the \_\_\_\_\_ to the \_\_\_\_\_
- Why do you think there were more jobs in the cities than in the country?

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Name \_\_\_\_\_

MONDAY / WEEK 30

## Making Money!

## BASICS

Tennessee makes money in a number of different ways. Chemical products, such as paints, medicines, and soaps are made here. Food processing and meat-packing plants can be found in Tennessee. Mining is also very important. Zinc is mined in Tennessee.

1. Circle a product manufactured in Tennessee.  
a. paint                      b. oranges                      c. bread
2. What is made in a factory?  
a. trees and other plants  
b. products for people to use all over the world  
c. houses for the people who live in one town

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Name \_\_\_\_\_

TUESDAY / WEEK 30

## Time for a Festival!

## GEOGRAPHY

Tennessee has many festivals. One of the most popular is the Country Music International Music Fan Fair. It is held in Nashville, which is nicknamed Music City, U.S. A., and attracts thousands of visitors and country music stars from all over the world.

1. This festival involves:  
a. airplanes                      b. car racing                      c. music
2. People in Tennessee are the only ones who attend this festival.  
a. True                      b. False
3. Why is it fitting that the festival is held in Nashville?

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Name \_\_\_\_\_

WEDNESDAY / WEEK 30

## Memphis Mayhem

## HISTORY

The Civil Rights Movement worked to give black people fair and equal rights. There were many problems between the races in Tennessee during this time. On April 4, 1968, Martin Luther King, Jr., leader of the Civil Rights Movement, was shot and killed in Memphis.

1. The movement to give black people fair and equal rights is called:  
a. Civil Disobedience                      b. Civil Rights                      c. Black Rights
2. Martin Luther King, Jr. was shot in:  
a. 1968                      b. 2000                      c. 1865
3. Martin Luther King, Jr. was shot in the Tennessee city of \_\_\_\_\_

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Name \_\_\_\_\_

THURSDAY / WEEK 30

# Down the Tracks

# PEOPLE

Casey Jones was a railroad engineer from Jackson who was killed in a famous train wreck. But it was Wallace Saunders, an African American railroad "wiper" from Canton, who made him famous. He wrote and sang "The Ballad of Casey Jones."

- Who did Wallace Saunders make famous with his song?
  - Andrew Jackson
  - Casey Jones
  - himself
- In what industry did these men work?
  - farming
  - railroads
  - chemical manufacturing
- Pull apart the words to learn more about the song. Write the sentence.  
 Thesongmadealotofmoney,butneitherJonesnorSaunderseversawanyofit.

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Name \_\_\_\_\_

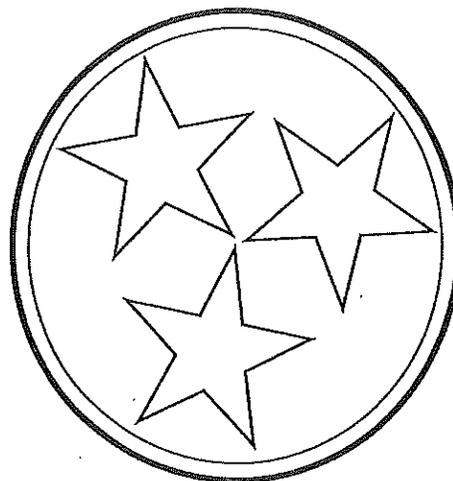
FRIDAY / WEEK 30

# Fabulous Flag!

# FUN FRIDAY

The Tennessee state flag features a geometric design of three white stars in a blue circle on a field of red. The stars are eternally bound by an unending white band. A wide blue and narrow white band run along the right edge. Color the state flag.

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Tracks: 1.b; 2.b; 3.The song made a lot of money, but neither Jones nor Saunders ever saw any of it.  
Making Money! 1.a; 2.b. Time for a Festival! 1.c; 2.b; 3.answers vary. Memphis Mayhem: 1.b; 2.a; 3.Memphis.  
Down the

ANSWERS / WEEK 30

Name \_\_\_\_\_

MONDAY / Week 31

# Morgan from Memphis

# PEOPLE

Morgan Freeman was born in Memphis and attended college in Los Angeles, California. He joined the U.S. Air Force as a mechanic. He is best known as an actor. He has acted in many movies and won several awards for them.

1. Starting with Y, cross out every other letter to learn the title of one of Morgan's most famous movies.  
Y D U R X I B V O I M N T G      X M I I Q S O S      P D N A B I C S P Y

2. Starting with Y, cross out every other letter to learn the name of a comedy he acted in with comedian/actor Jim Carrey.  
Y B E R I U O C C E      W A P L B M U I P G Q H W T P Y

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Name \_\_\_\_\_

TUESDAY / Week 31

# Let's Eat!

# GEOGRAPHY

Tennessee is well-known for its delicious food! Much of it comes from crops grown right here in the state!

1. Circle any of your favorites below.

- |               |                        |            |           |
|---------------|------------------------|------------|-----------|
| Fried catfish | Hushpuppies            | Fried okra | Cornbread |
| Biscuits      | Southern fried chicken | Pecan pie  |           |

2. Can you spot a favorite way to cook food based on the list above?



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Name \_\_\_\_\_

WEDNESDAY / Week 31

# Ancient History

# HISTORY

The Chucalissa Indian Village and Museum is a Memphis State University archaeological project. Several buildings have been rebuilt on the site of an Indian village founded about 900 BCE. At certain times of the year, Native Americans demonstrate how to make traditional crafts.

- The Chucalissa Indian Village and Museum is the archaeological project of:
  - University of Tennessee
  - Memphis State University
  - Vanderbilt University
- You can see many rebuilt ancient Indian buildings at this site.
  - True
  - False
- Do you think it's important to study things like ancient Indian villages? Why or why not?

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NAME \_\_\_\_\_

THURSDAY / WEEK 31

# Fighting Forrest

# PEOPLE

Nathan Bedford Forrest was a rich Southern plantation owner and slave trader in Tennessee. During the Civil War, he used his own money to gather and train soldiers for the South. After the war, Nathan disagreed with Reconstruction efforts, so he began the Ku Klux Klan in 1866 in Pulaski. The group terrorized former slaves to keep them from exercising their rights.

- Who started the Ku Klux Klan?
  - Elvis Presley
  - Andrew Johnson
  - Nathan Bedford Forrest
- Who did the Ku Klux Klan terrorize?
  - former slaves
  - each other
  - white businessmen
- Bonus! Find Pulaski on a map of Tennessee. What state is it close to?
  - Alabama
  - Kentucky
  - North Carolina

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NAME \_\_\_\_\_

FRIDAY / WEEK 31

# Eat Healthy!

# FUN FRIDAY

Find the names of the crop or product from Tennessee in the word search.

**Word Bank**

- cotton
- apples
- tomatoes
- eggs
- soybeans
- peaches
- dairy

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| Z | P | S | O | L | I | C | Q | Z | S |
| J | V | N | N | S | W | C | E | E | E |
| S | E | O | T | A | M | O | T | G | H |
| O | A | P | P | L | E | S | R | G | C |
| D | X | O | Y | P | N | B | C | S | A |
| H | A | Z | S | O | B | O | Y | X | E |
| Z | H | I | T | Y | S | A | H | O | P |
| B | K | T | R | G | Y | H | O | N | S |
| D | O | X | C | Y | Q | T | N | H | J |
| C | R | J | A | T | I | K | F | J | D |

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# U.S. History

## Tennessee Edition Studies Weekly

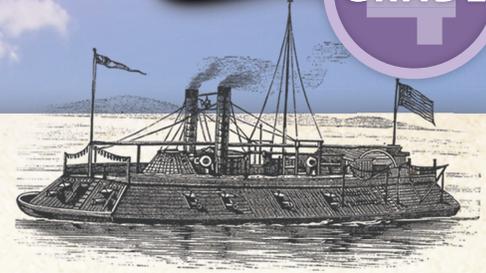
COLONIZATION TO RECONSTRUCTION

GRADE 4

See Primary-Source Related Media...

s-w.co/TN4-25

## Look! It's a Snake!



Natalia and Steven looked through a pile of old maps in the library.

"Oh! it's a snake!" Steven said. He looked at a map of the United States. A drawing of a huge, black snake wound around the coasts, surrounding the country.

"Scott's Great Snake," Natalia read the title on the map. She reached out and touched the tail of the snake. Steven and Natalia felt the rushing of wind, and found themselves high on a hill. The hill overlooked a wide river. It was so big they could hardly see across it.

"The Mississippi!" Said Natalia.

"And what's that?" said Steven. He pointed at a small ship, chugging toward them.

"It's a blockade runner!" said Natalia. "Blockade runners are little and fast. The Union ships control the river, but those little blockade runners get right through!"

"What are they carrying?" Asked Steven.

Natalia shrugged. "Sometimes mail. Sometimes medicine. Sometimes goods to sell."

"Wait a second. Lemme see the map!" said Steven. He looked excited. The map that had brought them there was lying on

the hill beside them. They crouched down to look at it.

"I get it now! This is a map of the Anaconda Plan," said Steven. "I know about this! In the early part of the war, Union leaders worked to keep the Confederates from getting supplies. They also wanted to keep the South from being able to get money by selling cotton. General Winfield Scott had a plan. He wanted to block Southern ports and capture at least one port city to supply the coal-powered boats. He also wanted to send soldiers and boats down the Mississippi to cut off inland access to the Confederacy through America's largest waterway. Scott's plan was called the Anaconda Plan."

"Like the snake?" Natalia asked.

"Yeah, just like the snake," said Steven. "The plan used geographic features like rivers and coastlines to isolate and defeat regions of the South."

"Just like a big snake squeezing its kill," said Natalia. "Did it work?"

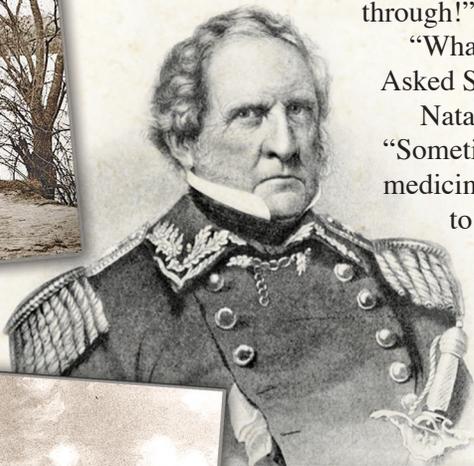
"Not all of the plan worked out," Steven said, "But some of it did. Lincoln had already ordered blockades on all Confederate ports. It was one of his roles in the war. So that part of Scott's plan was sure to happen. The blockades kept big boats from docking and doing business. This made it tough for the Confederacy. They had a hard time selling their goods."

"But they had a hard time stopping these little blockade runners!" said Natalia. She pointed at the ship, which had docked on the river below them. Men ran back and forth on the deck, unloading cargo.

"Yeah," said Steven. "These blockade runners are the reason that most folks think the Anaconda Plan was only a partial success. Scott thought the plan would end the war without much bloodshed. He was wrong about that."

"Yeah," said Natalia. "Still. Scott's Great Snake. It sounds like quite a plan," said Natalia. She reached out to the map between them, and touched the yellowed paper. They felt the

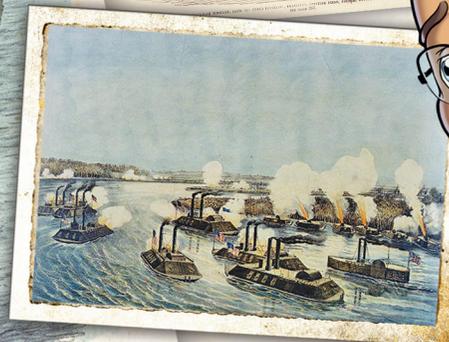
CONTINUED ON PAGE 4



GENERAL WINFIELD SCOTT



### SCOTT'S GREAT SNAKE.





# Our 16th President: ABRAHAM LINCOLN

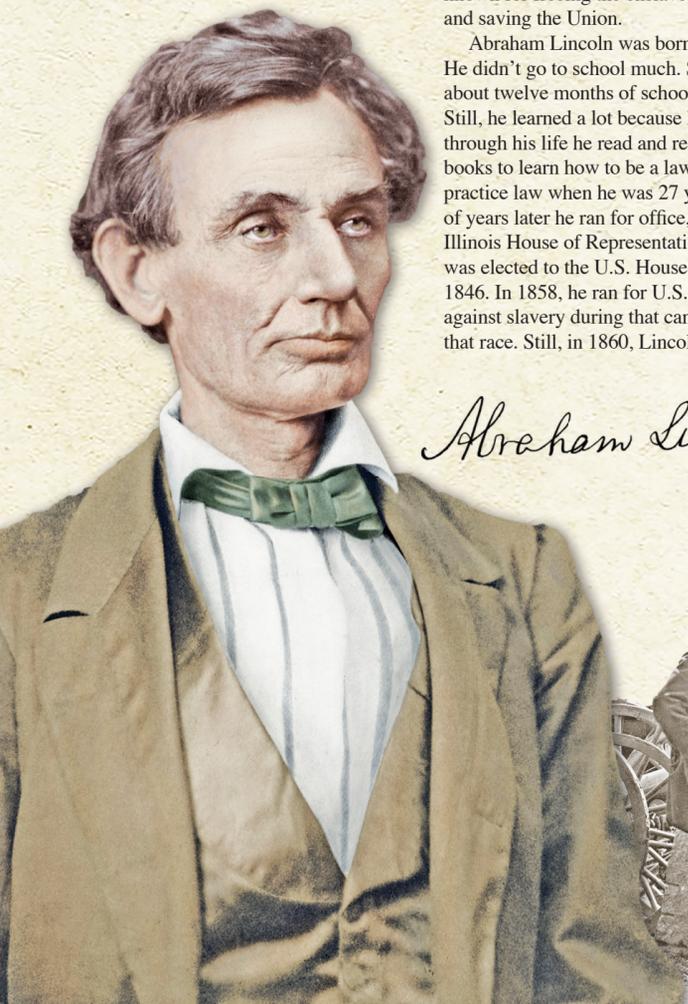
Abraham Lincoln was the 16th President of the United States. He served from 1861 to 1865. He played an important role in the Civil War. He is known for freeing the enslaved African Americans and saving the Union.

Abraham Lincoln was born in Kentucky in 1809. He didn't go to school much. Some say he had only about twelve months of school in his whole life. Still, he learned a lot because he loved to read. All through his life he read and read. He borrowed law books to learn how to be a lawyer. He started to practice law when he was 27 years old. A couple of years later he ran for office, and served in the Illinois House of Representatives for eight years. He was elected to the U.S. House of Representatives in 1846. In 1858, he ran for U.S. Senate. He spoke out against slavery during that campaign. But he lost that race. Still, in 1860, Lincoln was chosen as the

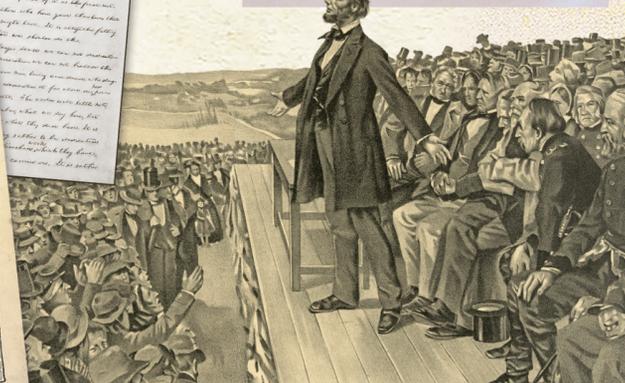
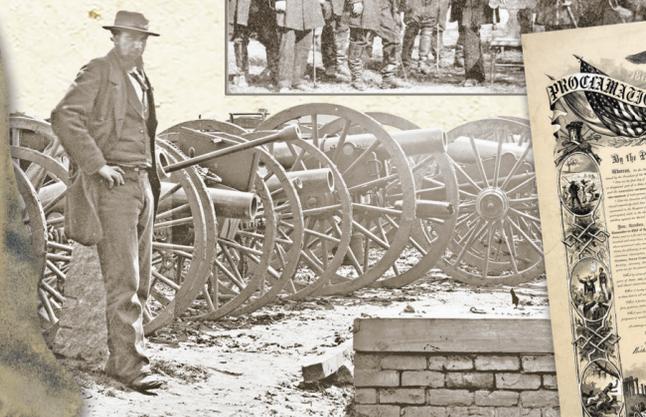
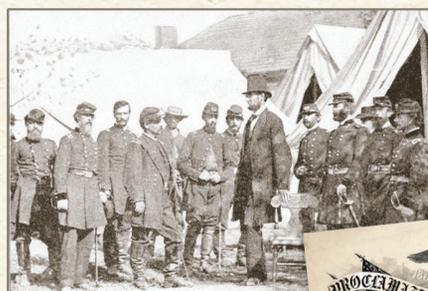
man Republicans wanted to be president. Not too many people in the South were glad about that. But because so many people in the North liked him, he won!

Lincoln took office on March 4, 1861. By that time, seven southern states had left the Union. America was still pretty young then, and this was its biggest challenge ever! In April of 1861, Confederate forces fired on Fort Sumter, in South Carolina. Lincoln called for volunteers to defend the Union. The Civil War had begun.

In late 1862, Lincoln issued the Emancipation Proclamation. It said that if the South did not stop fighting by January 1, 1863, all enslaved people would go free. But the South did not stop fighting in 1863. The war would drag on for two years more. Lincoln was sad about that. So was everyone else. The country was discouraged, and Lincoln wasn't



*Abraham Lincoln*



very popular.

In July of 1863, soldiers from the North fought against soldiers from the South in a fierce battle. The battle was in Pennsylvania, in a place called Gettysburg. About 8,000 lives were lost. A cemetery was built there to honor the people who died in that battle. In November, 1863, Lincoln visited the cemetery. He gave a short speech. It was only two minutes long. You may have read it. It starts with the words "Four score and seven years ago ..." He talked about a "new birth of freedom" for America. He vowed that government "of the people, by the people, for the people" would not "perish from the earth."

We know this speech today as the Gettysburg Address. It remains one of the greatest speeches ever given by a president. It's the most quoted speech in American history.

Lincoln ran for president again in 1864. In this election, he did something unusual. Lincoln was a Republican from the North. But he selected a Democrat from the South as his running mate.

Lincoln's second term began on March 4, 1865. The nation looked forward to a time to heal from the war. But about a month later, President Lincoln was shot and killed in Ford's Theater, on April 14, 1865. The shooter was a famous actor named John Wilkes Booth. The nation mourned Lincoln's death. Even today, many people think Lincoln was one of the greatest presidents of all time.

**Do you want to learn more about the Gettysburg Address? Visit your media tab for a video called "Gettysburg Address Intro." It's quite a speech!**

## Navy Sailors

The Anaconda Plan tried to avoid bloody battles by cutting off supplies to the South. The Union would need a strong navy to block southern ports. When the war began the Union didn't have much of a navy. Only about forty of their ninety ships were ready for battle. The navy had to grow quickly. They needed many more ships and sailors.

The Navy was racially integrated. That means sailors of all races served together. There were many Navy sailors of African descent when the war began. Most of them were free when they were born.

It's hard to be sure how many people of African descent sailed on Union Navy ships. People have found names of nearly eighteen thousand men and eleven women who served in the Union Navy. They had different reasons for joining the Navy. John Robert Bond was a sailor from England. He was of African and Irish descent. His descendants say Bond joined the Navy to help free the slaves.

Blocking ports in the South put Union ships close to southern cities. Union naval officers put the word out that any enslaved persons who escaped to their ships would be freed and have a job. They promised good pay. They put posters in port towns that said, "Come Forward and Serve Your Country." Many men did just that. These recently escaped sailors didn't have an easy life. They were often given hard and boring jobs. There's a lot of cleaning, repairing and cooking to be done on a ship. Men who had escaped slavery tended to get those jobs.

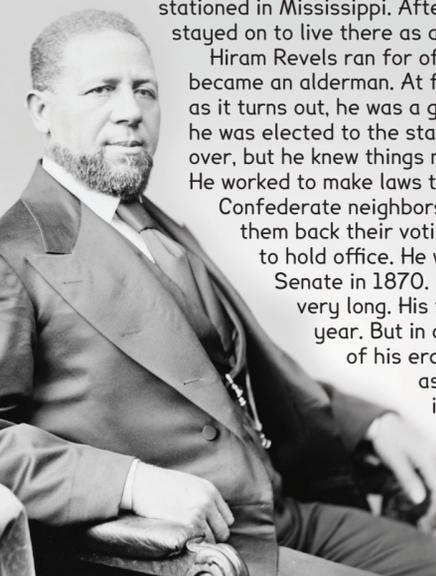
Some black women escaped to Navy ships during the war. Ann Bradford was one of them. She was a nurse on the Union Navy ship Red Rover. Several other young women of African descent also served there. It may seem like a strange title for females, but they were given the rank of "first class boy." Ann worked on the Red Rover for a year and a half. She was one of the first women ever listed as an active-duty member of the Navy. She is one of the only nurses to get a Navy pension.



## Hiram Rhodes Revels, the First African American Senator

Hiram Rhodes Revels was born to free parents in North Carolina. He worked for a while as a barber before he became a minister in 1845. Revels settled in Baltimore, Maryland. In 1861, soon after the start of the Civil War, Revels helped start two African American regiments. They fought for the Union. In 1863, he became an Army chaplain, stationed in Mississippi. After the war, Revels stayed on to live there as a pastor.

Hiram Revels ran for office in 1868. He became an alderman. At first he had doubts. But as it turns out, he was a good politician. In 1869, he was elected to the state senate. The war was over, but he knew things might still be tense. He worked to make laws that would help his Confederate neighbors. The laws would give them back their voting rights and the right to hold office. He was elected to the U.S. Senate in 1870. He didn't serve for very long. His term lasted just a year. But in a manner way ahead of his era, he spent his time as a senator working to integrate schools.

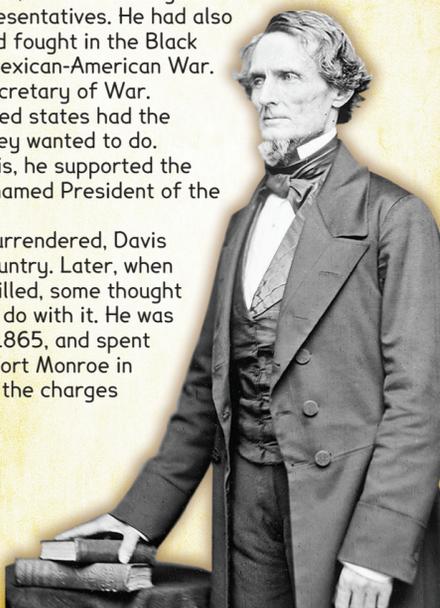


## Jefferson Davis

Abraham Lincoln was the President of the Union during the Civil War. You already know that. But who led the Confederate states? They had a president, too. His name was Jefferson Davis. Davis was one of the leaders who played a big role in the war. He was born in 1808, and grew up in Mississippi. He went to West Point along with Robert E. Lee. Before the Civil War, he had already served in the U.S. House of Representatives. He had also been a war hero. He had fought in the Black Hawk War, and in the Mexican-American War. In 1853, he became Secretary of War.

Davis strongly believed states had the right to choose what they wanted to do. Because he believed this, he supported the South. In fact, he was named President of the Confederacy.

When General Lee surrendered, Davis planned to leave the country. Later, when President Lincoln was killed, some thought Davis had something to do with it. He was captured in Georgia in 1865, and spent two years in prison at Fort Monroe in Virginia. But in the end, the charges were dropped.



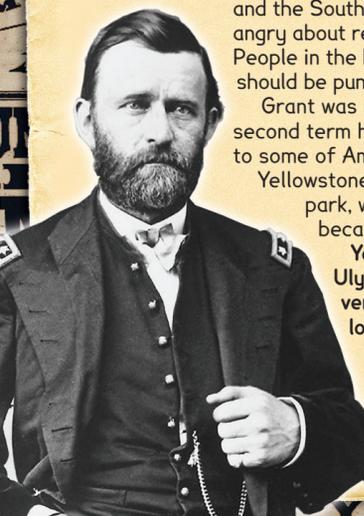
## Ulysses S. Grant

Ulysses S. Grant was born in 1822 in Ohio. He was a graduate of West Point Academy. He served in the Mexican War. In 1864, Lincoln named Grant the chief general over the whole Union Army. Grant helped the North win the Civil War. He accepted Robert E. Lee's surrender in 1865. Grant admired Lee. He said it made him sad to see the surrender of such a great general.

In 1868, Grant was elected president. At that time, he was the youngest man ever to be made president. During his time in office, there were still a lot of hard feelings between the North and the South. People in the South were angry about remaining part of the Union. People in the North thought the South should be punished for the war.

Grant was reelected in 1872. In his second term he was able to pay attention to some of America's other business. Yellowstone, America's first national park, was created in 1872. Colorado became a state in 1876.

You can see a video about Ulysses S. Grant. Visit the online version of this article, and look for "Ulysses S. Grant Intro."



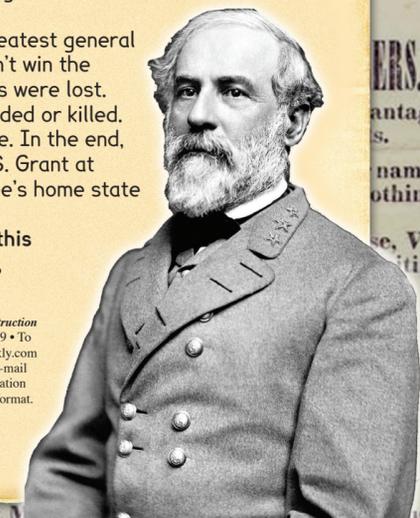
## Robert E. Lee

Robert E. Lee was a major leader in the Civil War. He played a big role as a commander in the Confederate Army. He was born in 1807 in Virginia. He went to West Point with Jefferson Davis. He loved the Union, and at first he was against secession. But he also loved Virginia, his home state. It was hard for him, but he left the U.S. Army in 1861. That way, he couldn't be asked to fight against the South.

Lee was given command of the Army of Northern Virginia in 1862. Under Lee, the South won a lot of vital battles. His goal was to keep Union troops away from the South's farms and industry.

Some think Lee was the greatest general in the Civil War. But he couldn't win the war for the South. Key battles were lost. Important leaders were wounded or killed. Food and clothing were scarce. In the end, Lee surrendered to Ulysses S. Grant at Appomattox Courthouse in Lee's home state of Virginia, in April, 1865.

Visit the online version of this article and look for the video, "Robert E. Lee Intro."



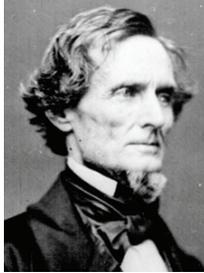
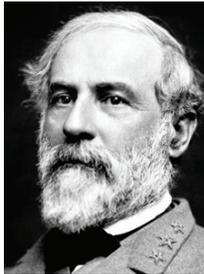
Name \_\_\_\_\_

# Civil War Leaders

*Activity*

Think about the North and South during the Civil War. Use information from this issue along with what you already know to compare and contrast the leaders of both sides. In each leader's box, make notes about the man. Consider his background, leadership style, strengths and weaknesses.

On a separate piece of paper, write a paragraph about how the leaders were similar. Next, write a paragraph about how the leaders were different. Complete the assignment by filling in the blanks in the summary sentence below the chart.

| Union Leaders   | Confederate Leaders   |
|---|---|
| <p>President Abraham Lincoln</p>  | <p>President Jefferson Davis</p>  |
| <p>General Ulysses S. Grant</p>  | <p>General Robert E. Lee</p>     |
| <p>Similarities</p>   | <p>Differences</p>  |

**Summary Sentence:** Leaders of the North and South during the Civil War were alike in that they all \_\_\_\_\_

but while Northern leaders \_\_\_\_\_, Southern leaders \_\_\_\_\_.

## Look! It's a Snake! CONTINUED FROM PAGE 1

rush of wind, and before they knew it, the river was gone, along with the blockade runner. They were back in the library. Far away, they smelled lunch cooking in the cafeteria.

"What do you think would happen if we blockaded school lunch?" joked Steven.

"Ah, some of the kindergarteners would probably get right through," said Natalia.

"Just like blockade runners," said Steven.

"Yeah, just like blockade runners," laughed Natalia. "Come on. All that time travel has made me hungry!"

**Would you like to see a picture of the map that Steven and Natalia were looking at? The one that showed the big snake wrapped around the country? Visit the online version of this article, and you can take a look!**

1. Explain how different parts of the Anaconda Plan were put into practice.
2. Lincoln faced numerous setbacks during the Civil War. However, he showed that he was devoted to saving the Union. Give facts that support this claim.
3. This week we learned about our first African American senator,

## Think & Review

- Hiram Revels. In your opinion, what was Revels' most important success and why?
4. Discuss some of the important people in the Civil War, and what they did.

## Let's Write

Pretend you are a reporter in 1865. Write a news release about sailors in the Civil War. Use articles from this week's Studies Weekly to help you write your article.

If you'd like to make any editorial comments about our paper, please write to us at [feedback@studiesweekly.com](mailto:feedback@studiesweekly.com).

# U.S. History

## Tennessee Edition

# Studies Weekly

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4

## PREPARING FOR WAR

Steven and Natalia were looking through the Civil War section in the public library. “There’s so much to learn about the Civil War,” exclaimed Natalia. “I know that after the Battle of Fort Sumter, both the armies were sure the war wouldn’t last long.”

“Right,” replied Steven. “Most of the soldiers weren’t ready for what was about to happen. I’m trying to find info about how the armies got ready for war. We need to find out more so we can share it on our show.”

“Keep looking. Wait a second!” exclaimed Natalia. “Look! Here you go. Here’s a newspaper from the 1860s. I wonder if we can find some answers here.”

Just as she handed Steven the newspaper, they felt the rush of wind. The library disappeared. Suddenly, they were standing outside the Capitol building in Washington D.C.

Steven was excited. “I should have known this would be the way to get more info! Let’s sneak in and see what’s going on.”

“Shhh! Let’s tiptoe so no one knows we’re here,” Natalia whispered to Steven.

“We’re in Congress’s special session on July 4, 1861,” said Steven. “Just look over there. It’s President Lincoln himself. I think I remember he’s giving a special address.”

“Wow, you’re right!” exclaimed Natalia.

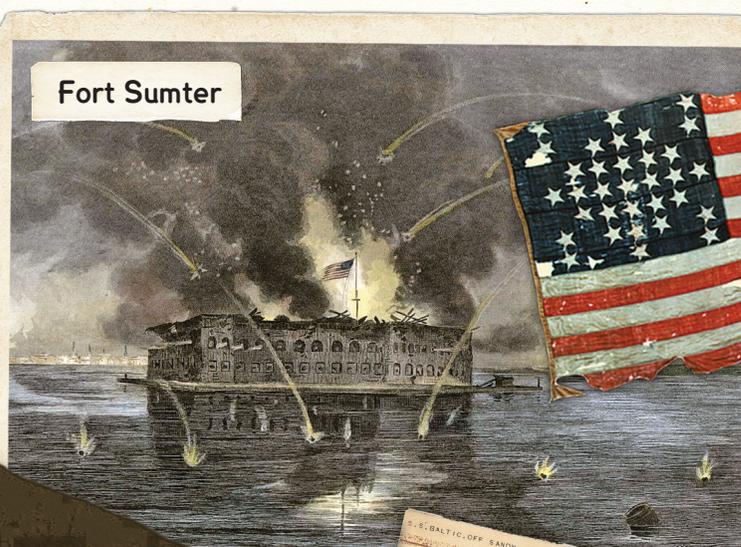
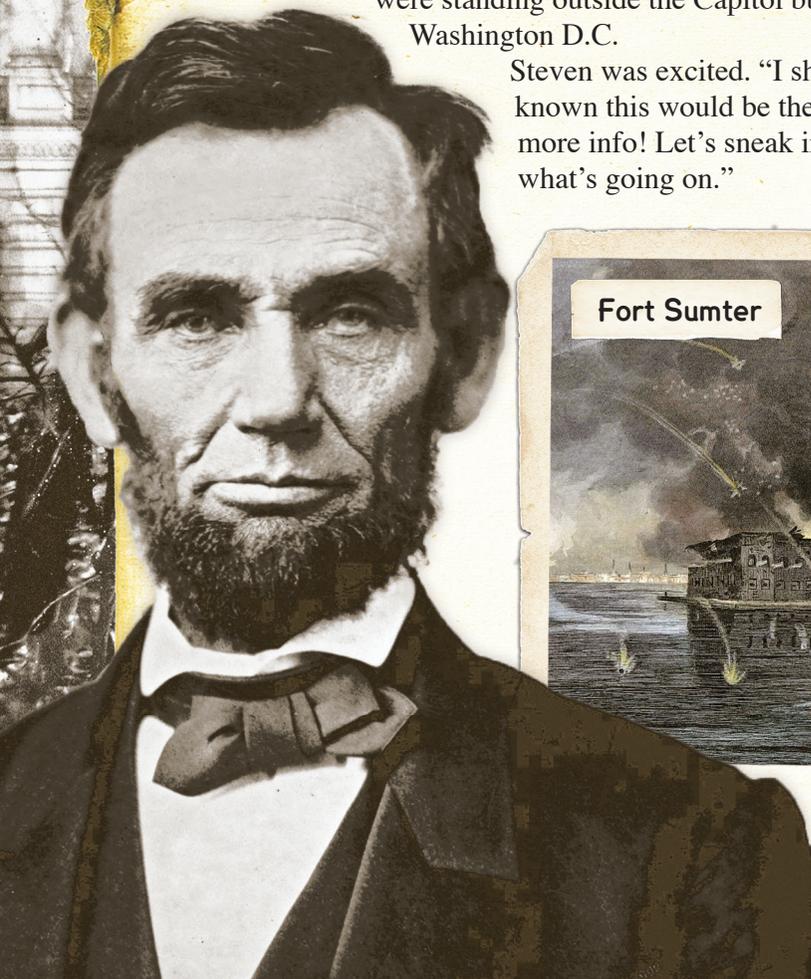
Steven listened to the president talking about events leading up to the Battle of Fort Sumter. “President Lincoln seems sad that he can’t see any way out of this war.”

“I think so, too,” replied Natalia. “He was also sad some of the states were leaving the Union.”

“He also had to suspend a law,” said Steven. “I think he called it habeas corpus. That would mean soldiers from either side could be held as prisoners of war. But they wouldn’t be able to go before a judge.”

“Look,” said Natalia. “There’s a newspaper on that desk. Let’s get back to the library so we can keep working.”

The pair reached out for the newspaper. They felt a rush of wind, and found themselves back in the library!



Fort Sumter



**HARPER'S WEEKLY**  
JOURNAL OF CIVILIZATION  
NEW YORK, SATURDAY, NOVEMBER 10, 1860. (Price Five Cents.)

U.S.S. BALTIC OFF SANDY HOOK APR. EIGHTEEN, TEN THIRTY A.M.  
NEW YORK. HON. S. CAMERON, SECY. WAR, WASH., HAVING DEFENSE  
FIRELY BURNED THE MAIN GATES UNTIL THE QUARTERS WERE  
SERIOUSLY INJURED. THE MAGAZINE SURROUNDED BY FLAMES. THE GORGE W.  
DOOR CLOSED FROM THE EFFECTS OF HEAT. FOUR BARRELS AND 17  
CARTRIDGES OF POWDER ONLY BEING AVAILABLE AND NO  
REMAINING BUT POWDER ACCESS.



### Connections

## Brave African Americans

By the end of the Civil War, about 10 percent of the Union Army was made up of soldiers of African descent. They were foot soldiers. They shot cannons. They fought bravely and well.

The Medal of Honor was created during the Civil War. It is the highest honor the United States gives members of its armed forces. During the Civil War, a number of men of African descent received it. It was given to seven black sailors in the Union Navy and eighteen black Army soldiers.

William Harvey Carney was the first black man

to receive the Medal. He was born into slavery in Virginia. His father escaped using the Underground Railroad, and saved enough money to buy his wife and son their freedom.

In 1863, Carney joined the Union Army. During a battle, his troop was ordered to take a fort called Fort Wagner. They were pinned down. The Rebels kept up a steady stream of fire from inside the fort. Carney’s captain was trying hard to get his men to move forward. Then, the captain and the flag bearer were both shot. The flag began

to fall to the ground.

Carney jumped into the open and caught the flag. He started making his way to the fort carrying the flag. He was shot in his legs, his chest and his arm. But he kept on going. Bravely, he climbed up and stuck the flag into the wall of the fort. He kept the flag upright there until more soldiers arrived to help.

Then he crept back to safety behind the Union lines. He told the other soldiers, “Boys, the old flag never touched the ground.”



# The Battles Are On!

"I'm so excited to make this map," exclaimed Natalia. "It'll be so much easier to show some of the major battles of the Civil War to the rest of the class if we have them mapped out."

"Yes!" agreed Steven. "Let's start by making a list of the battles. We can jot down some notes, too."

Natalia pulled out her notebook and began writing.

The first Battle of Bull Run was on July 21, 1861. After Fort Sumter, this was the first real battle of the Civil War. Both sides had many wounded soldiers. The armies lost a total of just over 900 men. The Confederate Army won this battle. After Bull Run, both sides started to think it might be a long war. President Lincoln signed a bill the day after the battle. The bill asked for 500,000 more soldiers to fight for the Union.

## The Battle of Shiloh

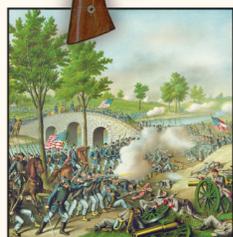
This battle was on April 6, 1862. The Confederate Army took the Union Army by surprise. They fought for two days,



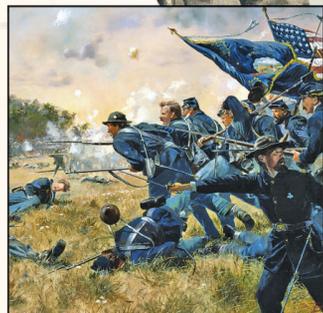
**JULY 21, 1861**  
First Battle of Bull Run



**APRIL 6-7, 1862**  
Battle of Shiloh



**SEPTEMBER 17, 1862**  
Battle of Antietam



**JULY 1-3, 1863**  
Battle of Gettysburg



## The Battle of Antietam

This battle was on September 17, 1862. This was the first time General Lee of the Confederate Army invaded a state in the North. Neither side really won the battle. The Union claimed they won because the South retreated. This was the deadliest Civil War battle fought in one day. After this battle, Lincoln felt the Union would win the war. He enacted the Emancipation Proclamation, which freed all enslaved people. After the loss of this battle, England and France no longer gave help to the South.



## The Battle of Gettysburg

This battle lasted from July 1 to 3, 1863. This battle was a turning point in the War. The Union Army had nearly 100,000 soldiers in this battle. The Confederate Army had about 72,000. This was the deadliest battle of the whole war. Over 8,000 lives were lost. That's more than twice as many as died at Antietam. General Lee and his troops fled after the third day of fighting. Union commander General Meade decided not to go after them. He thought his army was too hurt. He felt they needed time to rest. President Lincoln was upset. He felt Meade should have gone after the Southern army and finally won the war. The South had retreated, and in the end, could never rebuild their armies.

"That sure is a lot to remember about the War," sighed Steven.

Natalia thought about it. "Maybe we should make a timeline to go with our map. That way everyone can see where and when the battles happened. We can even add some of our notes."

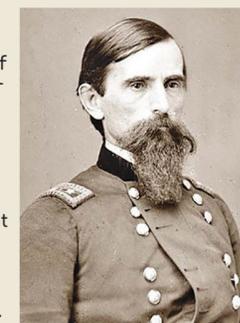
"Great idea!" said Steven, "I think that will help me remember for sure."

"What are we waiting for?" asked Natalia. "Let's go get started!"

You can learn more about the Battle of Antietam at Studies Weekly online by watching, "Clara Barton Tells of the Battle of Antietam."

## From Failure to Fame

Lewis "Lew" Wallace was a Union general. Some people thought he made an awful mistake at the Battle of Shiloh. He was seen as a failure. Later he worked hard to prove he had not been wrong. He even achieved fame. His story shows people can do great things even after serious troubles.



General Grant was the Union commander. The southern army caught Grant and the Union troops off guard. Grant needed more soldiers fast. He needed Wallace's troops. Wallace tried to bring his troops to help Grant. By the time he got close, the battle had changed. Now Wallace and his men were behind enemy lines. That meant they would march right through the southern armies! Wallace realized what had happened. He decided to march back the way he came. He got to the battle very late. The Union Army won the battle but lost many men.

At Shiloh, 3,400 soldiers died. Both sides were shocked at so much death. Lincoln and others wanted to know why so many soldiers died. Ulysses S. Grant blamed Wallace. Grant said Wallace had not obeyed orders. Many people blamed Wallace for the huge loss of life. They thought he had made a mistake. They thought that if he had marched his troops another way, the battle wouldn't have lasted as long. Maybe fewer people would have died, they thought. Wallace told his side of the story, but his army career was set back.

Wallace may have made a mistake. His career suffered a blow. But he would succeed in other ways. He was a lawyer. He served on the court that tried some of the people charged with planning Lincoln's death. He served as governor of the territory of New Mexico. He wrote books. His best known book is "Ben Hur." This book has been made into movies. It is one of the best selling books in American history.

Can you imagine if Wallace had given up after the troubles at Shiloh? Failure often pushes people to do greater things. Lewis "Lew" Wallace is a perfect example of a person who was successful even after a setback.



## The War's Faces

At the beginning of the Civil War, President Lincoln asked for 75,000 volunteers. Many people believed the war would last just a few months. Lincoln wasn't so sure, but he thought the Union could win. The North had more men than the South. That meant there were more soldiers in the North. The North had more food and other supplies.

Many different kinds of people fought on both sides. Trained army soldiers fought. New soldiers and civilians fought, too. The fighting touched every family on

both sides of the conflict. Some people ended up in battle who didn't even want to fight.

Many African Americans fought in the Civil War. Some even fought for the Confederate Army. Thousands of young boys volunteered on both sides. The law in the North said boys had to be 18 to enlist in the army. Some boys lied about their ages. Some enlisted with their fathers or older brothers. Some officers never asked how old boys were. In the South there was no age limit. The

war was often called "The Boys' War" because so many children fought. Not all soldiers were men. Some women fought alongside their husbands. Some even disguised themselves as men!



## Brave Women in the Field of Battle

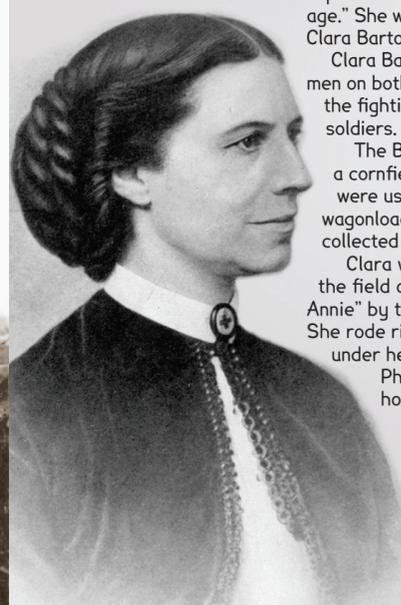
James Dunn was a surgeon at the Battle of Antietam. He said that even the general of that battle wasn't as important as the person he called, "the true heroine of the age." She was "the angel of the battlefield." Her name was Clara Barton.

Clara Barton and many other women nursed wounded men on both sides of the War. They worked right along with the fighting men. They risked their lives to help wounded soldiers.

The Battle of Antietam was fought on the edge of a cornfield. When Clara Barton arrived, the doctors were using corn husks as bandages. She brought a full wagonload of clean bandages and other supplies. She had collected many of them herself.

Clara was only one of many women who worked on the field of battle. Annie Etheridge was called, "Gentle Annie" by the soldiers in her care. But she was very brave. She rode right into battle. Two horses were shot out from under her!

Phoebe Pember ran part of the largest military hospital in the world at the time. One night she



pulled a gun on a man stealing her supplies.

Helen Gilson fought for the right of black soldiers to get care. She worked and worked to get the Army to let her set up a hospital for black soldiers. It was the first one. It was made of tents. Almost no one would work with Helen. She was very ill from malaria but cared for the men until the end of the war.

Susie King Taylor was born into slavery. She fled to the Union Army and worked as a nurse and a teacher. When a form of smallpox broke out, Susie was ordered to stay away. Instead she took care of the men who were sickest.

As Clara Barton was helping a man at Antietam, she felt something in her sleeve. A bullet had been shot right through it. Then she saw that the bullet had killed the man she was helping. She never mended the hole. Clara wrote, "I wonder if a soldier ever does mend a bullet hole in his coat?"

Learn more about Clara Barton on Studies Weekly online by watching a video called, "Clara Barton Intro."



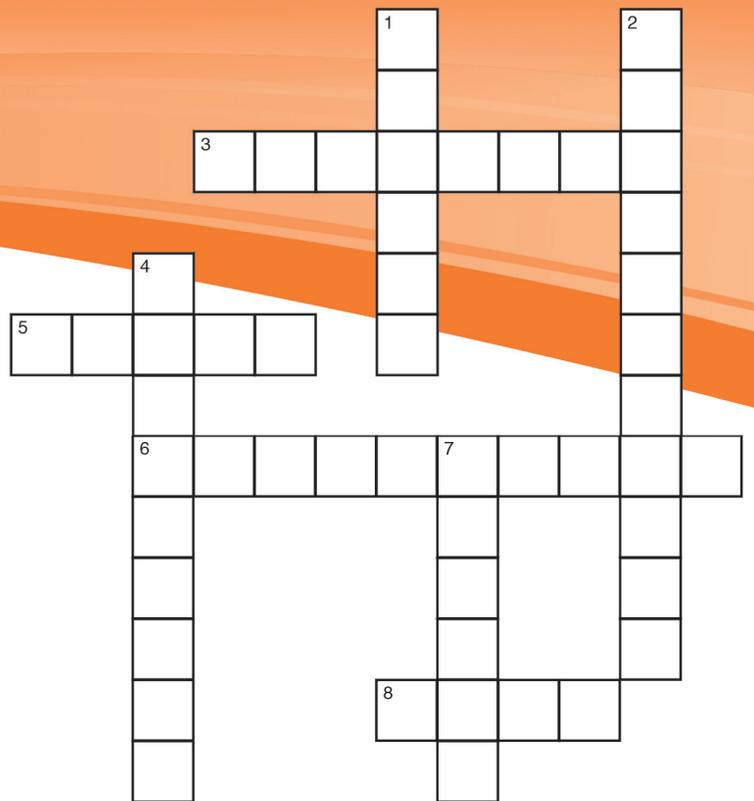
Name \_\_\_\_\_

**ACROSS**

- 3. Clara Barton founded the \_\_\_\_\_ Red Cross.
- 5. The \_\_\_\_\_ Army was the army of the North.
- 6. The deadliest battle of the Civil War was \_\_\_\_\_.
- 8. The Civil War was known as the \_\_\_\_\_ War because there were so many young boys who volunteered to serve.

**DOWN**

- 1. President Lincoln suspended habeas \_\_\_\_\_ on July 4, 1861.
- 2. The \_\_\_\_\_ Army was the army of the South.
- 4. Some women \_\_\_\_\_ themselves as men so they could fight in the Civil War.
- 7. 3,400 troops died in the Battle of \_\_\_\_\_.



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

## Summarizing Historical Information

### Activity

A summary is a short statement that tells all of the main ideas of an event. A historical event summary should tell the important ideas about what happened during a time in history. Small details and facts are not included. When writing a summary, it is sometimes helpful to think about all the big ideas first. Write down

notes about these ideas. Then write a summary using the main details.

Read the information from this week's articles. Use this information to fill in the summary chart. Then, use your notes to write a summary of three to five sentences about this time in American history.

|  |  |
|--|--|
| <b>Who</b><br>Who were the people involved?  |  |
| <b>Did What</b><br>What was the most important thing that happened?                        |  |
| <b>When</b><br>When did this event take place? (Exact date, OR a general time in history.) |  |
| <b>Where</b><br>Where did the most important things mainly happen?                         |  |
| <b>Why</b><br>Why did the event take place? Give specific reasons..                        |  |
| <b>How</b><br>How did the event happen?  |  |
| <b>Result</b><br>What happened in the end?   |  |

Now use your notes to write a short summary of the information. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1. Why did Abraham Lincoln think that the Civil War would not last long? What made him think that the Union would win easily?
- 2. The battle of Gettysburg was a turning point in the war. Why?

### Think & Review

- 3. What effect did the Battle of Shiloh have on the country?
- 4. Why is the Civil War also known as "The Boys' War"?

### Let's Write

The Battle of Antietam was one of the deadliest battles of the Civil War. However, it had benefits for the Union. Explain why this battle was so important. How did it help the Union win the war? Think of the effect that this victory had on the Union Army. Write a paragraph explaining your answer. Be sure to use examples from the articles.

If you'd like to make any editorial comments about our paper, please write to us at [feedback@studiesweekly.com](mailto:feedback@studiesweekly.com).

# U.S. History

## Tennessee Edition Studies Weekly

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## A Trip to the Museum

Ms. Johnson wrote names on the whiteboard: Elizabeth Van Lew, Wild Rose, Harriet Tubman, Clara Barton, Dorothea Dix. “Does anyone know what these women have in common?” she asked.

Steven leaned over to Natalia, “The only one I’ve heard of is Harriet Tubman. She lived in the 1800s and was part of the Underground Railroad, but I don’t know the other women,” he said quietly.

“Clara Barton was a nurse during the Civil War,” Natalia told him. She raised her hand. “Ms. Johnson, I think these are all women from the Civil War.”

“That’s right,” said Ms. Johnson. “Clara Barton, Dorothea Dix and the rest were women who made significant contributions during the Civil War. Some were spies and some worked as nurses. This was a big change. Before the Civil War, women mostly worked in their houses. People thought working outside the home was for men.”

A lot of the class had heard about Harriet Tubman and the Underground Railroad. Ms. Johnson told them more about her. She was also a spy and a nurse during the Civil War. She even nursed soldiers right after battles. She also helped former slaves become spies. They got into southern camps and listened to what the

soldiers and officers said. Then they reported it to the Union. Ms. Johnson told the excited students they could learn more about Harriet on Studies Weekly Online.

Steven raised his hand “Who were the other women?”

“Great question,” answered Ms. Johnson. “They were spies! Elizabeth Van Lew was a spy for the North, which was called the Union. Wild Rose was a spy for the South.” Just then the bell rang. Ms. Johnson said, “We’ll learn more about these women on Monday. Do some research and be ready to share what you find!”

“I can’t wait to find out about these women,” said Natalia. “Let’s go to the library after school.”

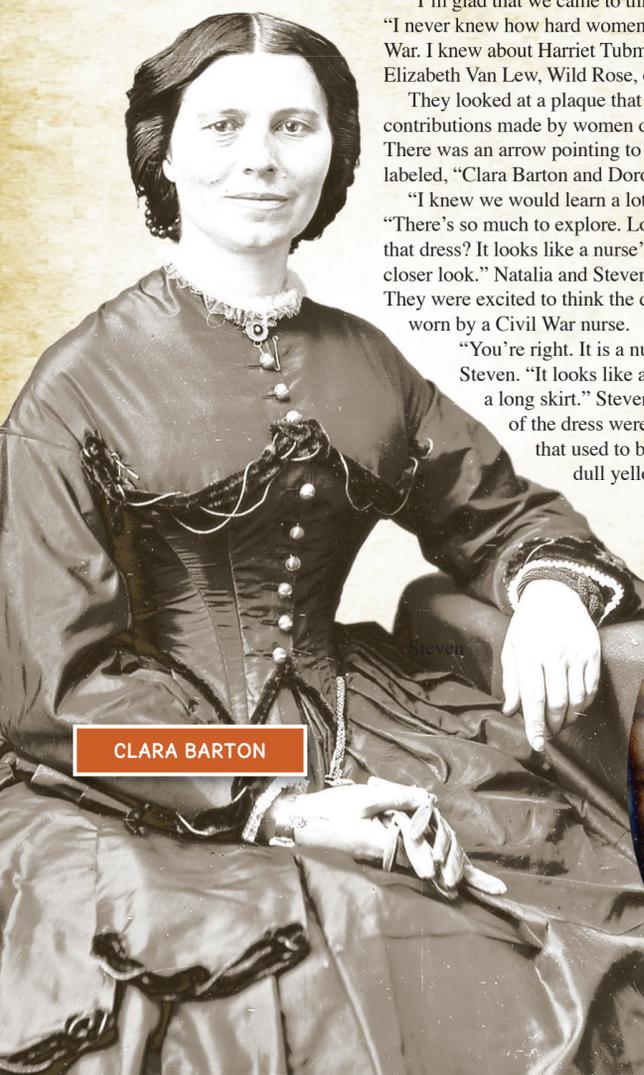
She and Steven headed to the library after class. They were really excited to learn about these strong and brave women. They logged onto Studies Weekly and watched the video about Harriet Tubman. They learned she was born a slave in Maryland. She escaped to Pennsylvania. Harriet dressed like a man to go back and get her husband. She was too late, because he had remarried. She saved many others. She helped hundreds of people escape using the Underground Railroad.

CONTINUED ON PAGE 4





# THE NURSES OF THE CIVIL WAR



CLARA BARTON

"I'm glad that we came to this museum," Steven said. "I never knew how hard women worked during the Civil War. I knew about Harriet Tubman but I never heard of Elizabeth Van Lew, Wild Rose, or any of these others." They looked at a plaque that told about significant contributions made by women during the Civil War. There was an arrow pointing to another room. It was labeled, "Clara Barton and Dorothea Dix."

"I knew we would learn a lot here," said Natalia. "There's so much to explore. Look over there. What's that dress? It looks like a nurse's uniform. Let's take a closer look." Natalia and Steven dashed across the hall. They were excited to think the dress might have been worn by a Civil War nurse.

"You're right. It is a nurse's uniform," said Steven. "It looks like a modern one but it has a long skirt." Steven noticed the black parts of the dress were faded with age. Parts that used to be white had become a dull yellow.



DOROTHEA DIX

and Natalia reached out toward the skirt at the same time. As they touched it, they felt a rush of wind, and in the blink of an eye they were in Washington D.C. on April 19, 1861. They looked around. It looked like they were in a train station. Something was odd. There were trains but there were also injured men lying all over. Some were on the floor under heavy wool blankets. Some were on makeshift beds.

Natalia heard someone call for a nurse. She saw a woman rush toward the injured soldiers. Then, Natalia realized who she was. "Steven, that's Clara Barton. Before she founded the American Red Cross she was a nurse during the Civil War. This must be the train station where they treated the wounded after the Baltimore Riot." It made sense now. That was why all the wounded soldiers were here.

Steven knew about the Baltimore Riot, which took place on April 19, 1861. It was known as the first bloodshed of the American Civil War. Soldiers from Massachusetts and Pennsylvania had traveled through Baltimore, Maryland in response to President Lincoln's call for volunteers. Many people in Baltimore were on the South's side and thought the northern soldiers were invading. A mob of civilians and out-of-uniform Maryland state soldiers fought with the northern soldiers. Many of the injured northern soldiers were

taken to the train station in Washington D.C. Clara Barton took care of the wounded men there. Steven saw Clara Barton, too. She looked busy caring for all the wounded men. "Let's follow her so we can watch what she's doing," said Steven. They took off and caught up with Ms. Barton.

Just then Ms. Clara Barton looked up at both of them. "You two there. Come help me." Natalia and Steven raised their eyebrows at each other. Then they shrugged and followed behind. Ms. Barton went on talking. "The men need water and something to eat. I will need to gather bedding, clothing and other supplies for the troops." Natalia and Steven followed along behind Ms. Barton as she tended to the wounded soldiers. They helped any way they could. It seemed to take hours. "No wonder Clara Barton was called the Angel of the Battlefield," Steven said. "The men really need her and this is hard work!" They both reached out for yet another blanket for the men. A whirlwind swept them away just as they touched it.

Natalia and Steven weren't home yet. They stood next to a whole stack of blankets. They realized this journey through time had landed them on a battlefield. There were men lying wounded in the field. The air was full of smoke. They could tell a huge battle had just ended. They saw the "Stars and Stripes" flying. They realized they were at Gettysburg! The Confederate forces had just retreated. Natalia and Steven saw nurses in grey and black dresses tending to the wounded.

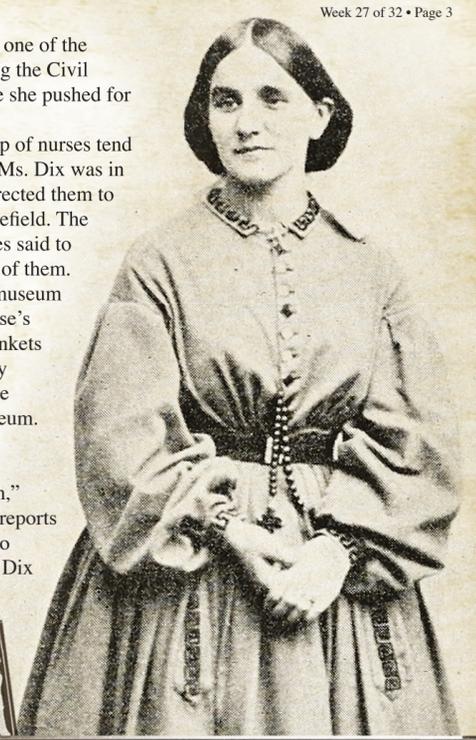
"Up there," said Natalia, "Isn't that Dorothea Dix? She was the Superintendent of Army Nurses. She

was known for being very strict. She is one of the reasons women worked as nurses during the Civil War. Only men could do that job before she pushed for women to be allowed to be nurses."

Natalia and Steven watched the troop of nurses tend to the wounded. It was quite clear that Ms. Dix was in charge. Everyone listened while she directed them to one place after another around the battlefield. The children heard the kind words the nurses said to the wounded men while they took care of them.

"Uh-oh! We need to go, before the museum closes," yelled Steven. They saw a nurse's uniform folded up near the stack of blankets and ran over and touched it. Again, they were sucked into a whirlwind. This time they found themselves back in the museum. "Wow," said Steven. "What a day! I've learned so much!"

"I know! I can't wait to tell my mom," said Natalia. "Let's not forget we have reports to give on Monday. Everyone will get to learn about Clara Barton and Dorothea Dix after our broadcast!"



## The Culture of True Womanhood

The Civil War changed the way many people thought about women's work. At that time, people felt wives and mothers were the center of their homes. Women at home were "true women." True women, they thought, should mostly worry about making a good life for their families. Caring for husbands and children meant women ran the household and managed the house money. They cooked and sewed and cleaned. They gardened and raised chickens and took care of sick people. Their world was at home. Their husbands worked in the world outside the home.

True women were supposed to dress in the latest fashions and look pretty. Many women worked very hard at all of this. Even if they'd rather be blacksmiths or doctors or scientists, they didn't think they had that choice. People thought it was wrong for women to try those kinds of work. Most people thought women's minds and bodies were weaker than men's. Even many women thought this. They assumed women could not hold jobs or make big decisions.

This won't sound like any of the women you know. It sure doesn't sound like the



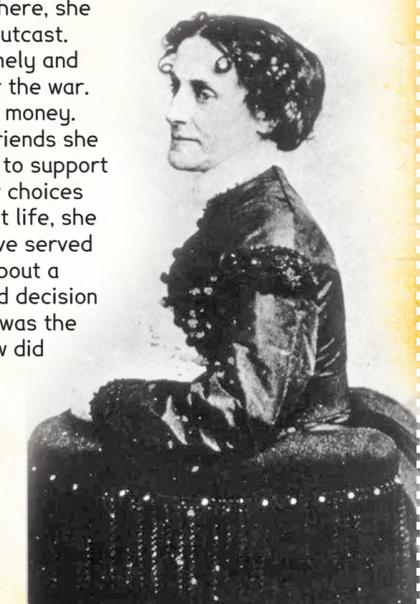
strong, brave women we read about today. Clara Barton, Dorothea Dix and many others made significant contributions working outside their homes during the Civil War.

The Civil War began to change the ideas about "true women." Husbands, sons, brothers and fathers went to war. Women took over men's work. Women ran farms

and plantations. They managed family businesses. Some women helped the war from their homes. They sewed uniforms for soldiers. Some raised money and supplies for the war. Other women left home to work in the war. We read about some of those women today. Some were nurses. Some were spies who may have influenced the outcome of the war.

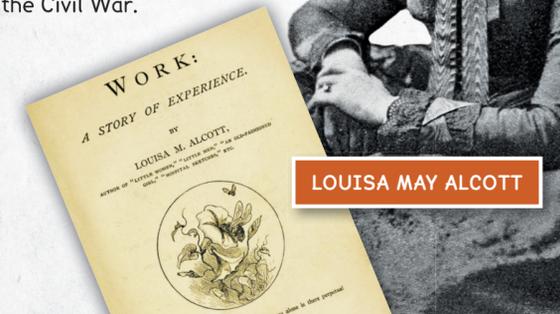
## Elizabeth Van Lew

Earlier we learned about a spy named Elizabeth Van Lew. She played an important role in aiding the Union. After the war, Ms. Van Lew was treated like a hero by the Union government in the North. Her hometown of Richmond, Virginia was in the South. Even after the war many southerners still did not support the Union. There, she was treated like an outcast. Van Lew was very lonely and without friends after the war. She lost most of her money. She had to rely on friends she made during the war to support her. Even though her choices led to a more difficult life, she was still proud to have served her country. Write about a time you made a hard decision because you knew it was the right thing to do. How did people treat you? Can you relate to Elizabeth Van Lew?



## Help Wanted: Plain Janes Only Need Apply

Dorothea Dix was the Superintendent of Army Nurses. She needed people to help her. She thought they should be older, plainly dressed women. She thought it would not be proper for young, pretty women to care for soldiers. Louisa May Alcott is one woman who got a job as a volunteer nurse. She was an author who wrote over 30 books. Her best known book is *Little Women*. Maybe you've read it! The volunteer army nurses are some of the women who made significant contributions during the Civil War. They helped the doctors. They washed, fed and read to the troops. Louisa wrote a book about that time. It's called *Hospital Sketches*, and it was printed in 1862. Books like *Hospital Sketches* are terrific primary resources that help us know what a nurse's life was like during the Civil War.



LOUISA MAY ALCOTT

Name \_\_\_\_\_

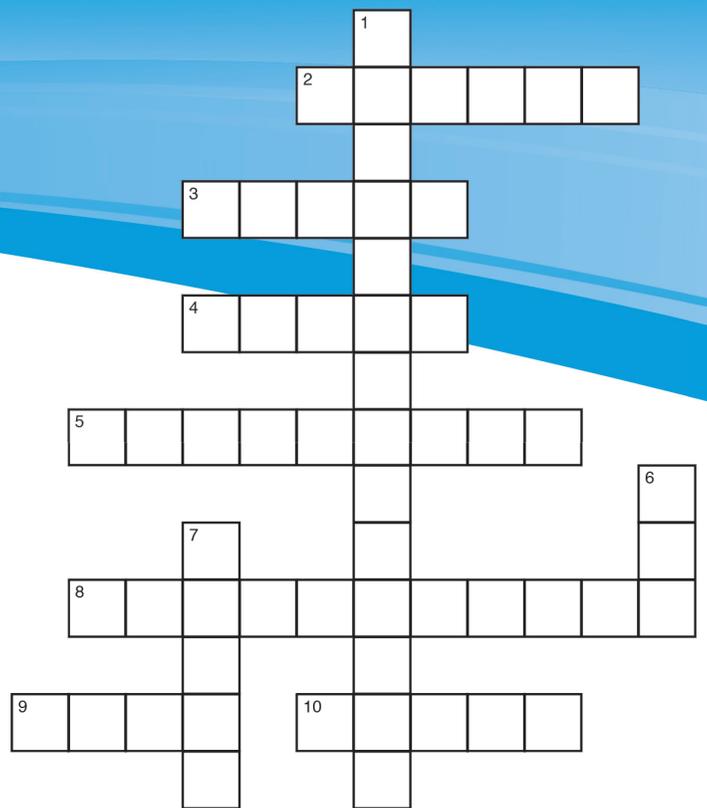
**ACROSS**

2. Before the Civil War, women could not be army \_\_\_\_\_.
3. Elizabeth Van Lew and Wild Rose were both \_\_\_\_\_ during the Civil War.
4. Clara Barton nursed the injured in the Washington D.C. \_\_\_\_\_ station after the Riot of Baltimore.
5. Louisa May Alcott served as a \_\_\_\_\_ army nurse during the Civil War.
8. The southern states were known as the \_\_\_\_\_ during the Civil War.
9. Before the Civil War, a “\_\_\_\_\_” woman knew her place at home.

10. The northern states were known as the \_\_\_\_\_ during the Civil War.

**DOWN**

1. Dorothea Dix was the \_\_\_\_\_ of Army Nurses.
6. Harriet Tubman not only played a huge part in the Underground Railroad. She was also a \_\_\_\_\_ and a nurse during the Civil War.
7. Clara Barton was known as the \_\_\_\_\_ of the Battlefield.



**Women and the War Cloze Activity**

*Activity*

Use the word box and context clues to fill in the blanks. You will use each word once.

**Word Box**  
 sew, South, troops, sisters, factories, running, Civil War, home, disguised, filling, support, sides, supplies

Women did not sit and just wait and worry during the \_\_\_\_\_. They played important roles on both \_\_\_\_\_ of the war. Without the help of women, both the North and the \_\_\_\_\_ would have had many more problems.

Some women \_\_\_\_\_ themselves as men and fought in the battles. Many more women worked on the battlefields as nurses. Some women worked as spies, but most women did their part back at \_\_\_\_\_.

Many Northern women entered the workforce to take over jobs that had been held by men who were now at war. Women worked in weapons \_\_\_\_\_, on farms, at government offices and in hospitals. Many of the women worked to earn money to help \_\_\_\_\_ the troops. Women earned about \$50 million total to help the cause. In addition, Northern Women’s Aid Societies provided blankets, clothing, medicine and other \_\_\_\_\_ to troops. Many of these women stayed on the job even after the war was over.

In the South, the women at home worked about as hard as the men on the battlefields. Women worked long and hard to \_\_\_\_\_ uniforms, flags and blankets from fabric they found or made themselves. Women in the South also worked to produce weapons for \_\_\_\_\_. Some Southern women lost their lives \_\_\_\_\_ rifle cartridges with gunpowder. They also helped tend to the wounded soldiers who returned home. Also, Southern women kept farms, plantations and homes \_\_\_\_\_ as best they could despite the terrible wartime conditions.

Many have said the Civil War was a war between brothers. But given the number of women who were affected by the war, people can also say it was a war between \_\_\_\_\_.



**A Trip to the Museum** CONTINUED FROM PAGE 1

It was a network of secret routes and safe houses from the South to the North.

“Hey! There’s a Women’s Civil War Museum in Kentucky,” Natalia said. “Are you thinking what I’m thinking?”

Steven looked at Natalia. “ROAD TRIP!” they said at the same time.

Natalia’s mom was happy to drive them to the museum. Natalia was so excited to learn about these women in the Civil War, she could hardly sleep. Early the next morning they headed out to the museum.

“Look, Natalia, here’s a display about Harriet

Tubman,” said Steven. “Not only did she lead slaves to freedom using the Underground Railroad, but she also used it to lead a spy ring! They may even have used secret code songs. What a great woman. She is one of the bravest people in the war!”

Next they found Elizabeth Van Lew. She was a wealthy woman from Richmond, Virginia. She acted like she was loyal to the Confederacy. Really she fought slavery and helped the Union. She quietly helped northern soldiers plan to escape back home. She also sent secret coded messages to Union leaders.

Steven found the display about Wild Rose.

Her real name was Rose O’Neal Greenhow. Rose was a Confederate spy. She lived in Washington D.C., in the North. She knew many politicians. She gathered information and passed it to leaders in the South. People said that she helped the South win the First Battle of Bull Run.

“These women were strong and brave,” said Natalia in awe. “Let’s go learn about more of them!”

**You can watch the video that Steven and Natalia saw about Harriet Tubman. Just visit the online version of this article, and look for “Harriet Tubman Intro.”**

1. Refer to the article, True Womanhood. List at least three ways the Civil War changed women’s roles.
2. Why do you think Dorothea Dix only wanted “Plain Janes” to work as nursing volunteers?

*Think&Review*

3. List three women you read about today and the difference they made during Civil War.
4. Why is Clara Barton called the Angel of the Battlefield?

*Let’s Write*

Think of a woman today. Describe her and discuss how her life is different from the “true woman” described on page two. This could be someone you know personally like your mother or grandmother. It could also be someone you don’t know personally but whom you admire, like a famous author, sports star or celebrity.

As you read this week’s lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week’s test.



# U.S. History

## Tennessee Edition Studies Weekly

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COLONIZATION TO RECONSTRUCTION

GRADE  
4

## EMANCIPATION IN THE NEWS!

Hey, Studies Weekly readers! A few weeks ago, we introduced you to Abraham Lincoln. We told you a little bit about the Emancipation Proclamation and the Gettysburg Address. In today's issue, we'll talk more about those two things. They're important!

In some of today's articles, you'll find scripts that will allow you to act out your own adventures with Natalia, Steven, Ms. Johnson, and other favorite Studies Weekly characters. Your teacher can help you assign parts to read, and you and your friends can hit the stage! But first, a little introduction:

Ms. Johnson stood at the front of the class. She had a special assignment for them today. "Good morning, class!" she said. "Today, we'll continue talking about President Lincoln during the Civil War. Many of the things Lincoln said and wrote were important to the people in his time, and remain important today. Can anyone remember some of Lincoln's writings and speeches?"

"I remember the Gettysburg Address," said Steven.

"Good," said Ms. Johnson. We'll talk about that speech today. It was so important that it's engraved on the side of the Lincoln Memorial in Washington D.C."

"That's the one that starts out by saying, 'Four score and seven years ago,' right?" said Natalia.

"Yes, that's right," said Ms. Johnson. But it said a lot more than that. In the speech, Lincoln said that the Civil War was to see if a nation in which everyone was equal could survive for very long. He said that he hoped it would. He said that many soldiers had given their lives to that hope."

"That's right! The speech was given on a battlefield!" said Steven.

"Yes. It was at a cemetery, actually. The cemetery was on the site of the Battle of Gettysburg, one of the bloodiest battles of the war," said Ms. Johnson. "Can you think of any of Lincoln's other writings or speeches?"

"The Emancipation Proclamation?" guessed Natalia.

"Yes!" said Ms. Johnson. When you 'emancipate' someone, you set them free. A 'proclamation' is an official announcement."

Steven raised his hand: "So the Emancipation Proclamation was an official announcement about setting slaves free?"

"That's right, Steven," said Ms. Johnson. "Lincoln gave a version of it in

September, 1862. That version said that 100 days later, on January 1, 1863, all the slaves in states that opposed the Union would be made free. It applied to people in ten states. It didn't apply to the border states. They had stayed loyal to the Union even though they were slave states."

"What about Tennessee?" asked Natalia.

"It didn't apply here either," said Ms. Johnson. "When the Proclamation was written, Tennessee was held by a military government that was loyal to the Union."

"That's pretty complicated," said Steven.

"How many enslaved people were freed when the Proclamation was announced?" asked Natalia.

"Not one," said Ms. Johnson. "The Proclamation affected only Confederate states. And they didn't free their slaves because ... well, they were in rebellion! You can guess that there were a lot of thoughts about the Emancipation Proclamation. Lincoln hoped to keep the nation whole. That meant he had to keep in mind the thoughts of a lot of different groups. Can you name some of the groups?"

"There were the abolitionists," said Natalia. "They wanted all enslaved people freed right away."

"There were slave owners in the border states," said Steven. "They were on the side of the Union, but would be angry if Lincoln tried to take away their slaves."

"Good!" said Ms. Johnson. "Now, for today's assignment. I'd like you to write a script for a made-up news show. In the kind of show I'm talking about, a person called the 'anchor' hosts a chat between three guests who have strong but different opinions about something in the news. Obviously, these shows didn't exist in 1863, but let's pretend they did."

"That sounds okay," said Natalia. "We're good at pretending."

"That's true!" said Ms. Johnson. "Before you write your scripts, you may want to visit Studies Weekly online and watch a video called, 'Proclamation Intro.'"

"We're on it!" said Steven and Natalia together.

**You can watch the video at Studies Weekly online!**





# Freedom

Here's one of Steven and Natalia's time-travel adventures that you can act out.

**Narrator:** Natalia and Steven climbed up into Steven's attic. Steven found a metal box.

**Steven:** Hey, look at this! There are some old pictures in here.

**Narrator:** In the box, Natalia saw a faded black-and-white photo of a woman in a dark dress. The woman sat in a wooden rocking chair.

**Natalia:** Wow - who's that?

**Steven:** I think that's my great-great-great-great-grandmother. She lived in slavery during the Civil War.

**Natalia:** I wonder what she would have said about the Emancipation Proclamation.

**Steven:** Let's find out!

**Narrator:** They reached out, touched the old photograph, and felt the rush of wind. The attic disappeared. When they stopped, they found themselves standing on a big wooden porch. On the porch was a wooden rocking chair. In the rocking chair sat an old woman. Steven knew her from the photo.

**Henrietta:** Hello!

**Steven:** Hi. It's me, Steven. This is my friend, Natalia. You're my great-great-great-great-grandmother!

**Henrietta:** Well, that's pretty great-great-great-great! I'm very pleased to meet you. My name is Henrietta. What brings you to my porch?

**Natalia:** The truth is, we're studying this time period in school. We were hoping that you might tell us what life is like for you.

**Henrietta:** I'd be glad to answer your questions. At least I'll try.

**Steven:** We're learning about the Emancipation Proclamation right now. Do you remember when President Lincoln signed it?

**Henrietta:** Of course! That was just seven years ago, and it was big news! We slaves were kept in the dark at first. Plantation owners didn't want to spread the word that Lincoln was freeing the slaves. As it turns out, slaves in Tennessee weren't even included in the Proclamation at all! Still, word began to spread, and we began to hope.

**Natalia:** Why didn't it free you?

**Henrietta:** As I see it, it only freed slaves in states that were in rebellion. By the time Lincoln signed it, Tennessee was mostly in Union hands, so we weren't included in the order.

**Steven:** Did it change things for you?

**Henrietta:** It made more slaves feel brave enough to escape. The Emancipation Proclamation allowed escaped slaves to join the Union Army. In the months after it was signed, many of the able-bodied male slaves on my plantation escaped and joined up.

**Natalia:** Did you ever think about running away?

**Henrietta:** Oh, I thought about it, of course. I had a feeling that the end of slavery was near, though, and my youngest, Mary, was still living with me. I didn't want to be away from her.

**Steven:** So you just waited?

**Henrietta:** I did. I waited, and I hoped. Happily, it wasn't a terribly long wait for most of us in Tennessee. Officially, all the slaves were freed in 1865 when the 13th Amendment to the Constitution came along. But things started to get easier long before that. By 1863, most slave owners saw where things were going. As escaping became easier, many plantation owners tried to work out deals with their slaves to keep them from running off.

**Steven:** How long did you stay?

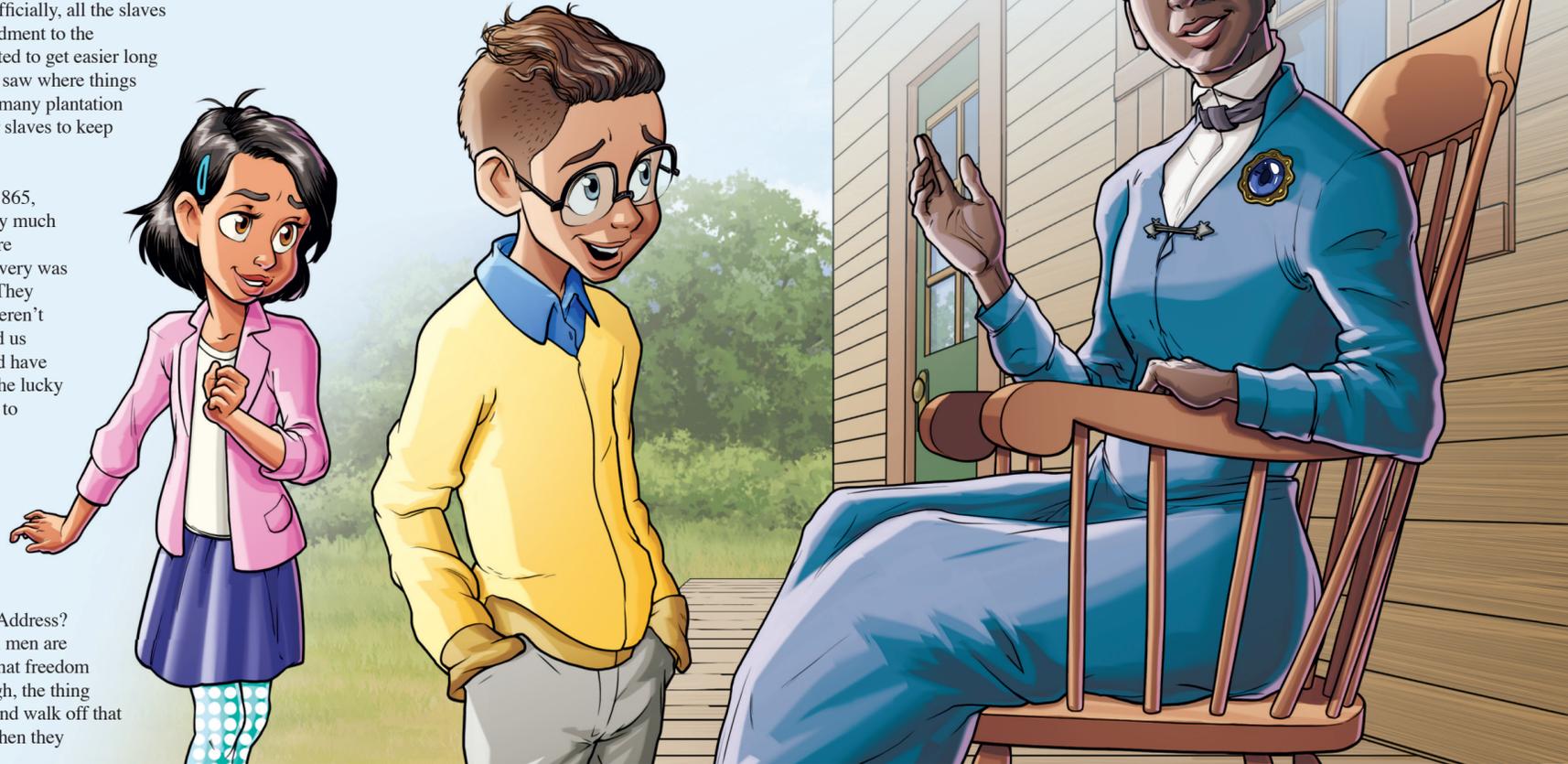
**Henrietta:** I didn't leave until December of 1865, though I figure I could have walked away much sooner. The owners of my plantation were Unionists, and I think they knew that slavery was wrong. Mind you - I was still enslaved. They considered me their property, but they weren't unkind. As the war went on, they granted us greater freedoms, and I doubt they would have made chase if I'd just left. I was one of the lucky ones, of course. Slavery is an awful way to live. People ought to be free.

**Natalia:** What finally made you leave?

**Henrietta:** Truthfully, I almost left in November of 1863. After I heard what President Lincoln said on that battlefield. After I heard what people were saying about his words, I felt freedom calling me.

**Steven:** You're talking about the Gettysburg Address?

**Henrietta:** That's right. When he said that all men are created equal, I started thinking about what freedom would be like. The thing that did it though, the thing that finally made me grab my daughter and walk off that plantation, was the 13th Amendment. When they



## The Gettysburg Address

In July of 1863, troops fought a fierce battle in Gettysburg, Pennsylvania. The fighting lasted for three days and ended with Union victory. Over 7,000 soldiers were killed, and many more injured. On November 19, 1863, President Lincoln went to Gettysburg to dedicate the battlefield as a cemetery for the soldiers who died there. The president's remarks were very brief. He spoke for less than two minutes, and the speech is just 273 words. It has become one of the most famous speeches in history. Here's what he said:

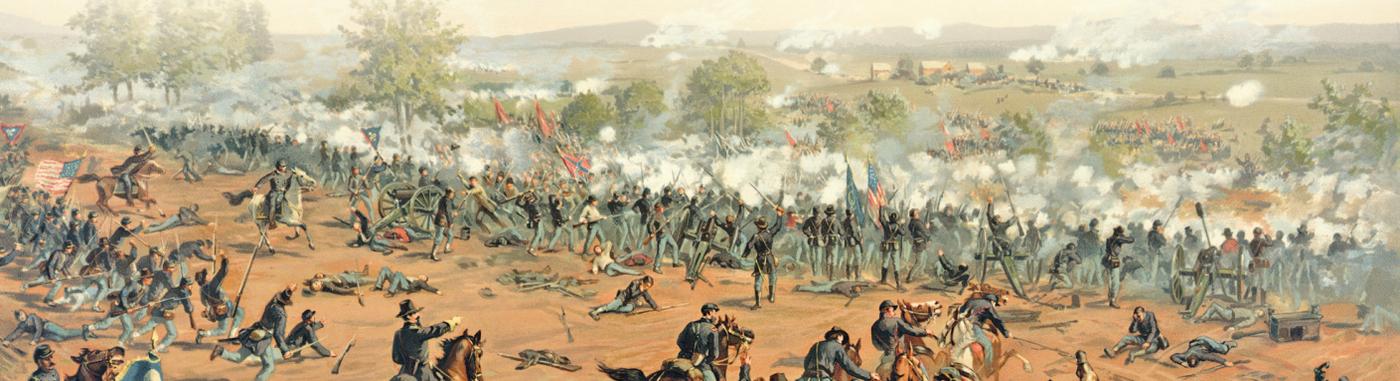
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated

to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to

add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.



passed that, and slavery was officially illegal; I knew it was time to leave the plantation and live free.

**Natalia:** I have one last question, Miss Henrietta. That brooch that you're wearing - I'm sure I've seen Steven's mother wear it. Is it special?

**Henrietta:** It is ...

**Narrator:** Henrietta's eyes filled up with tears as she touched the flower-shaped pin on her jacket.

**Henrietta:** This is the first thing that I bought for myself as a free woman. I can't tell you what it means to me to know that generations of people have cared enough to keep it in the family. Thank you.

**Steven:** No, Henrietta. Thank you.

**Natalia:** Yeah. It's been really nice to meet you. I think we'll always remember you.

## A Script to Act Out

Here's the script that Steven and Natalia wrote for Ms. Johnson's assignment about the Emancipation Proclamation. Though the things the characters say are made up, the people were real. George Calvert was a plantation owner in Maryland. Prudence Crandall was an abolitionist, and Edwin Stanton was Lincoln's Secretary of War. If you like, you can act it out. Just have your teacher help you choose people to play the parts.

**Anchor:** Breaking news tonight! President Lincoln has signed the Emancipation Proclamation. People around the country have strong feelings about it. We'll talk to some of those people. First up is Secretary of War, Edwin Stanton.

**Edwin Stanton:** I'll get right to the point. The Emancipation Proclamation is a great policy. This law will allow men who were once enslaved to join the Union Army. Our ranks are thinning. We need an influx of new soldiers, and this will make it possible!

**Anchor:** Thank you, Secretary Stanton. And now, with another point of view, here's Mrs. Crandall. She's an

abolitionist. What do you have to say about the Proclamation, Mrs. Crandall?

**Prudence Crandall:** I suppose it's a start, but it doesn't go far enough. Slavery is wrong. It's wrong in the deep South, and it's wrong in the border states and beyond. We should free all enslaved people immediately -- not to get more soldiers, but because it's right.

**Stanton:** If we want to end slavery, we must win the war! We can't do it without the support of slave owners in the border states.

**Anchor:** Speaking of which, lets hear from just such a person. My next guest is Mr. Calvert, a plantation owner from the border state of Maryland.

**George Calvert:** To tell the truth, I'm uneasy. I fear that my slaves might be the next freed! I am not sure how to feel about this new law. I want to support the Union, but I really don't want my slaves freed.

**Anchor:** Well, there you have it. Three very different points of view on this new policy. Whatever your position, it's safe to say President Lincoln has shaken things up!



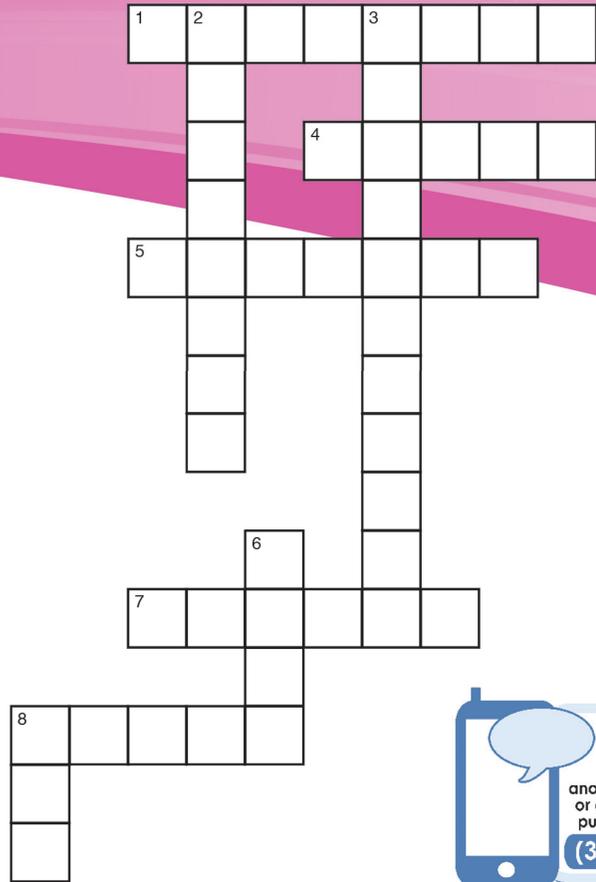
Name \_\_\_\_\_

**ACROSS**

- Lincoln spoke at a ceremony to \_\_\_\_\_ the battlefield at Gettysburg to the soldiers who died there.
- The Emancipation Proclamation made it possible for black soldiers to join the \_\_\_\_\_ Army.
- An abolitionist is someone who is opposed to \_\_\_\_\_.
- Lincoln needed the support of slave owners in the \_\_\_\_\_ states.
- Lincoln was focused on keeping the country \_\_\_\_\_.

**DOWN**

- The ideal of \_\_\_\_\_ is one of America's founding principles.
- Only slaves in areas under \_\_\_\_\_ control were freed by the Emancipation Proclamation.
- To emancipate someone is to \_\_\_\_\_ them.
- Edwin Stanton was Lincoln's Secretary of \_\_\_\_\_.



# Juneteenth

There is a very special celebration each year on June 19. This day marks the day in 1865 that slaves in Texas heard the news of the end of the Civil War.

President Abraham Lincoln signed the Emancipation Proclamation into effect on January 1, 1863. This document freed all the slaves in the Confederacy. During the Civil War, Texas was part of the Confederacy and was fighting for slavery. Texas, like many of the Southern states, didn't obey the Proclamation during the war. So the Proclamation gave slaves their freedom, but it took a war and nearly two years before the slaves were freed.

The Civil War actually ended more than two months before slaves in Texas heard. In those days there were no televisions or Internet to spread news. The people in Galveston, Texas, did not hear anything until June 19, 1865. This was when General Granger, from the Union Army, rode into town and gave the news. The former slaves in Texas were excited. Finally they were free! There was plenty of singing and cheering that day.

Today, there are special celebrations on that same day each year. In 1980, Juneteenth (short for June 19th) became a Texas

state holiday. Many cities across the country celebrate with parades, picnics and barbecues. Larger cities honor the day with concerts, art shows and celebrations of African American culture. People from all different cultures come together on this day to celebrate American freedoms.



## Activity

**Answer the questions.**

- How many days passed between January 1, 1863 and June 19, 1865?  
\_\_\_\_\_
- Why would northerners say it took so long for slaves in Texas to get the news?  
\_\_\_\_\_  
\_\_\_\_\_
- Why would southerners say it took so long for slaves to get the news?  
\_\_\_\_\_  
\_\_\_\_\_
- Look online to see if there's a Juneteenth celebration near you this summer. Tell what you find out:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Describe some of the opinions Andrew Stanton had about the Emancipation Proclamation.

2. Explain why the Emancipation Proclamation did not actually free a single person when it was issued.

3. Lincoln used the word, "nation" 5 times in the Gettysburg Address.

## Think & Review

Why do you think that word was so important to him?

4. Why do you think Lincoln included the line about all men being created equal in the Gettysburg Address?

## Let's Write

Imagine that you are an abolitionist. That means you want to get rid of slavery. How would you have felt about the Emancipation Proclamation? Write a letter to the editor explaining your position.



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

If you'd like to make any editorial comments about our paper, please write to us at [feedback@studiesweekly.com](mailto:feedback@studiesweekly.com).

Name \_\_\_\_\_

Score \_\_\_\_\_

|   |  |
|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | $3 + 8 =$ $16 - 8 =$ $2 \times 8 =$ $3 \times 3 =$ $18 \div 2 =$<br>$4 + 5 =$ $14 - 9 =$ $2 \times 5 =$ $4 \times 4 =$ $12 \div 6 =$<br>$9 + 6 =$ $12 - 7 =$ $0 \times 6 =$ $5 \times 5 =$ $4 \div 1 =$  |
| <p><b>2</b><br/>Algorithms</p>                | $\begin{array}{r} \$18.55 \\ + 26.09 \\ \hline \end{array}$ $\begin{array}{r} 603 \\ - 99 \\ \hline \end{array}$ $\begin{array}{r} 20 \\ \times 4 \\ \hline \end{array}$ $3 \overline{)7}$ $\begin{array}{r} 5 \text{ hrs } 20 \text{ min} \\ - 2 \text{ hrs } 45 \text{ min} \\ \hline \end{array}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest dollar.</p> $\$8.98 \approx$ _____ $\$2.51 \approx$ _____ $\$9.78 \approx$ _____<br>$\$6.49 \approx$ _____ $\$39.89 \approx$ _____   |
| <p><b>4</b><br/>Story Problems</p>            | <p>Jose wants to be a vet, so he reads a lot. This month he read 14 books about dogs, 5 books about birds, 6 about other animals and 7 biographies. Of the books he read, how many more were about animals than people?</p>   |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 20px; margin-right: 10px;"> <div style="background-color: gray; width: 30%; height: 100%;"></div> </div> <div style="margin-right: 10px;">_____ = _____</div> <div style="flex-grow: 1;"> <p>Multiply numerator and denominator by 2 to get an equivalent fraction.</p> <math>\frac{1}{3} =</math> </div> </div>  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <div style="display: flex;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>Know and Spell</p> <p>mile - inch</p> <p>pound - ounce</p> <p>equal</p> <p>minute - hour</p> <p>denominator</p> <p>total - difference</p> </div> <div style="margin-left: 10px;"> <p>A. The bottom number of a fraction is the _____.</p> <p>B. The four sides of a square must be of _____ length.</p> <p>C. 5280 feet is the same as one _____.</p> <p>D. When you add, the answer can be called the _____.</p> <p>E. A loaf of bread weighs about one _____.</p> </div> </div> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{2}$ of 6 $\frac{1}{2}$ of 12 $\frac{1}{2}$ of 0 $\frac{1}{2}$ of 20 $\frac{1}{2}$ of 10  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. Write the number that is one more than 99. _____</p> <p>B. Write six thousand, five hundred ten. _____</p> <p>C. Complete the expanded notation. <math>4261 = 4000 +</math> _____ <math>+</math> _____ <math>+</math> _____</p> <p>D. Write a 4-digit number with a 2 in the tens place. _____</p> <p>E. Arrange 5, 8, 3, and 2 to make the largest number. _____</p>  |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. It is _____ minutes after _____.</p> <p>B. In 45 minutes it will be _____ o'clock.</p> <p>C. One hour ago it was _____.</p> <p>D. Most children are asleep at 3:15 _____. (a.m. or p.m.)</p> <p>E. In ten minutes the time will be _____.</p>  |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{3}{4}</math>.</p> <div style="text-align: center;"> <p>↓A                      ↓B                      ↓C                      ↓D</p>  </div>   |

Name \_\_\_\_\_

Score \_\_\_\_\_

|                         |           |            |                |                |               |
|-------------------------|-----------|------------|----------------|----------------|---------------|
| <b>1</b><br>Basic Facts | $5 + 5 =$ | $5 - 2 =$  | $6 \times 6 =$ | $7 \times 2 =$ | $25 \div 5 =$ |
|                         | $7 + 7 =$ | $14 - 7 =$ | $4 \times 4 =$ | $2 \times 9 =$ | $12 \div 2 =$ |
|                         | $7 + 8 =$ | $8 - 1 =$  | $2 \times 2 =$ | $2 \times 0 =$ | $16 \div 8 =$ |

|                        |           |         |            |                    |                                   |
|------------------------|-----------|---------|------------|--------------------|-----------------------------------|
| <b>2</b><br>Algorithms | $\$4,209$ | $504$   | $33$       | $5 \overline{)17}$ | $4 \text{ hrs } 10 \text{ min}$   |
|                        | $+ 6,726$ | $- 386$ | $\times 5$ |                    | $- 2 \text{ hrs } 25 \text{ min}$ |

Round to the nearest ten.

|                    |                   |                    |
|--------------------|-------------------|--------------------|
| $36 \approx$ _____ | $8 \approx$ _____ | $2 \approx$ _____  |
| $74 \approx$ _____ |                   | $98 \approx$ _____ |

**4** Story Problems

Mr. Jones made two toy cars for each of his three children. How many wheels did he need for all the cars?



**5** Equivalent Fractions

|  |   |   |
|--|---|---|
|   | $\frac{\quad}{\quad} = \frac{\quad}{\quad}$ | Multiply numerator and denominator by 2 to get an equivalent fraction.<br>$\frac{1}{2} =$ |
|  |   |   |

**6** Vocabulary Concepts Facts

|   |   |
|---|---|
| Know and Spell<br>inches - feet<br>pounds - ounces<br>multiply<br>divide<br>numerator<br>subtract - add | A. The top number of a fraction is the _____.   |
|   | B. The product is the answer when you _____.    |
|   | C. A mile is exactly 5280 _____.                |
|   | D. To find the total of numbers, we _____ them. |
|   | E. A math book weighs about three _____.        |

**7** Fractional Parts

$\frac{1}{4}$  of 12       $\frac{1}{4}$  of 8       $\frac{1}{4}$  of 28       $\frac{1}{4}$  of 36       $\frac{1}{4}$  of 4

**8** Place Value Numeration

A. What is one more than 899? \_\_\_\_\_

B. Write fifty thousand, three hundred. \_\_\_\_\_

C. Complete the expanded notation.  $3499 = \underline{\quad} + 400 + \underline{\quad} + \underline{\quad}$

D. Write a 4-digit number with a 9 in the thousands place. \_\_\_\_\_

E. Arrange 0, 7, 3, and 1 to make the greatest number. \_\_\_\_\_

**9** Other Important Topics



A. It is \_\_\_\_\_ minutes after eight o'clock.

B. In 30 minutes it will be \_\_\_\_\_ o'clock.

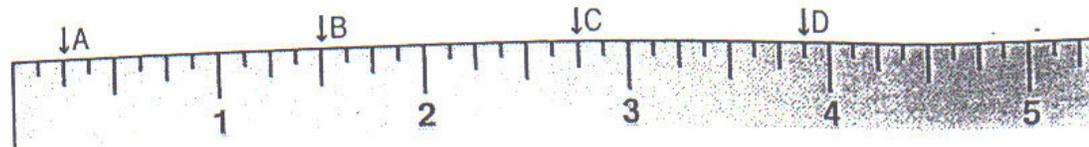
C. Three hours ago it was \_\_\_\_\_.

D. If you are having breakfast it is 8:30 \_\_\_\_\_. (a.m. or p.m.)

E. In 15 minutes it will be \_\_\_\_\_.

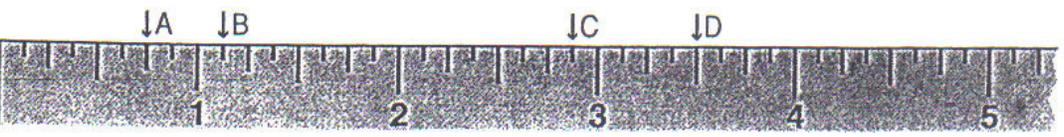
**10** Rulers

A is at \_\_\_\_\_. B is at \_\_\_\_\_. C is at \_\_\_\_\_. D is at \_\_\_\_\_. Put E at  $5\frac{1}{8}$ .



Name \_\_\_\_\_

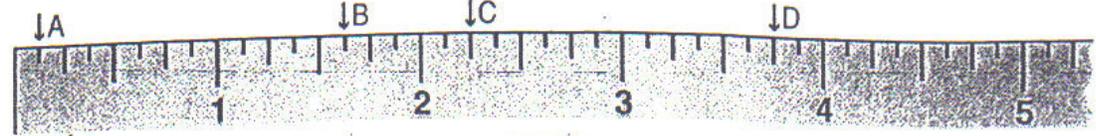
Score \_\_\_\_\_

|   |  |
|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | <p> <math>6 + 6 =</math>      <math>10 - 3 =</math>      <math>2 \times 5 =</math>      <math>5 \times 1 =</math>      <math>16 \div 4 =</math><br/> <math>6 + 7 =</math>      <math>15 - 8 =</math>      <math>8 \times 2 =</math>      <math>9 \times 0 =</math>      <math>16 \div 2 =</math><br/> <math>3 + 4 =</math>      <math>8 - 4 =</math>      <math>7 \times 7 =</math>      <math>3 \times 3 =</math>      <math>18 \div 9 =</math> </p>  |
| <p><b>2</b><br/>Algorithms</p>                | <p> <math>\\$36.99</math>      <math>802</math>      <math>83</math>      <math>2 \overline{)9}</math>      <math>5 \text{ hrs } 45 \text{ min}</math><br/> <math>+ 5.63</math>      <math>- 444</math>      <math>\times 2</math>           <math>+ 5 \text{ hrs } 45 \text{ min}</math> </p>   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest thousand.</p> <p> <math>4,785 \approx</math> _____      <math>36,275 \approx</math> _____      <math>19,855 \approx</math> _____<br/> <math>3,949 \approx</math> _____           <math>8,099 \approx</math> _____ </p>   |
| <p><b>4</b><br/>Story Problems</p>            | <p>How much change should you get from a ten-dollar bill if you buy two items for \$3.69 each?</p>   |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <p>          _____ = _____<br/>         Multiply numerator and denominator by 2 to get an equivalent fraction.<br/> <math>\frac{1}{5} =</math> </p>   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p> <b>Know and Spell</b><br/>             inch - mile<br/>             ton - ounce<br/>             multiply - divide<br/>             denominator<br/>             numerator<br/>             subtract - add         </p> <p>             A. In <math>\frac{5}{8}</math>, the five is called the _____.<br/>             B. The least amount is the (smallest, largest) number.<br/>             C. A _____ is equal to 5280 feet.<br/>             D. To find the difference between two numbers, _____.<br/>             E. A _____ is 2000 pounds.         </p> |
| <p><b>7</b><br/>Fractional Parts</p>          | <p> <math>\frac{1}{3}</math> of 6      <math>\frac{1}{3}</math> of 27      <math>\frac{1}{3}</math> of 12      <math>\frac{1}{3}</math> of 0      <math>\frac{1}{3}</math> of 30         </p>  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>             A. What is one less than 900? _____<br/>             B. Write twenty-nine thousand. _____<br/>             C. Complete the expanded notation. <math>2581 = 2000 +</math> _____ <math>+</math> _____ <math>+</math> _____<br/>             D. Write a 3-digit number with a 5 in the ones place. _____<br/>             E. Write the smallest 3-digit number. _____         </p>  |
| <p><b>9</b><br/>Other Important Topics</p>    | <p>              A. It is 45 minutes after _____ o'clock.<br/>             B. How long is it until six o'clock? _____<br/>             C. If the sun is just coming up, it is 5:45 _____. (a.m. or p.m.)<br/>             D. If we're getting ready for dinner it is 5:45 _____. (a.m. or p.m.)<br/>             E. What time will it be in 30 minutes? _____         </p>  |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{1}{4}</math>.</p>   |

Drops in the Bucket - Math Level D

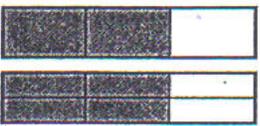
Name \_\_\_\_\_

Score \_\_\_\_\_

|   |  |  |  |  |   |
|---|--|--|--|--|---|
| <p><b>1</b><br/>Basic Facts</p>               | $4 + 4 =$<br>$5 + 4 =$<br>$3 + 7 =$  | $12 - 6 =$<br>$13 - 9 =$<br>$6 - 2 =$  | $6 \times 6 =$<br>$2 \times 7 =$<br>$9 \times 2 =$       | $0 \times 4 =$<br>$4 \times 2 =$<br>$1 \times 9 =$ | $8 \div 8 =$<br>$9 \div 3 =$<br>$10 \div 5 =$   |
| <p><b>2</b><br/>Algorithms</p>                | $\begin{array}{r} 7,081 \\ + 7,089 \\ \hline \end{array}$  | $\begin{array}{r} \$70.43 \\ - 55.50 \\ \hline \end{array}$  | $\begin{array}{r} 500 \\ \times 5 \\ \hline \end{array}$ | $4 \overline{)37}$                                 | $\begin{array}{r} 3 \text{ hrs } 25 \text{ min} \\ + 2 \text{ hrs } 45 \text{ min} \\ \hline \end{array}$ |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest ten dollars.</p> $\$67.58 \approx$ _____ $\$96.42 \approx$ _____ $\$8.16 \approx$ _____<br>$\$191.29 \approx$ _____ $\$4.98 \approx$ _____   |  |  |  |   |
| <p><b>4</b><br/>Story Problems</p>            | <p>We bought a bag of 18 oranges. Mom used a third of them to make orange juice. How many were left?</p>    |  |  |  |   |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <br><br>_____ = _____  | <p>Multiply numerator and denominator by 2 to get an equivalent fraction.</p> $\frac{2}{3} =$  |  |  |   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p>Know and Spell<br/>tons<br/>ounces<br/>least<br/>numerator<br/>denominator<br/>total - difference</p>   | <p>A. In <math>\frac{5}{8}</math>, the eight is called the _____.<br/>         B. The greatest amount is the (smallest, largest) number.<br/>         C. How many feet in one mile? _____<br/>         D. Subtract to find the _____ between numbers.<br/>         E. A small elephant weighs about two _____.</p> |  |  |   |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{4}$ of 24  | $\frac{1}{4}$ of 32  | $\frac{1}{4}$ of 20                                      | $\frac{1}{4}$ of 0                                 | $\frac{1}{4}$ of 16   |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is one less than 1000? _____<br/>         B. Write twenty thousand. _____<br/>         C. Complete this. <math>34,250 = 30,000 +</math> _____ <math>+</math> _____ <math>+</math> _____<br/>         D. Write a 5-digit number with a 2 in the thousands place. _____<br/>         E. Write the largest 3-digit number. _____</p> |  |  |  |   |
| <p><b>9</b><br/>Other Important Topics</p>    |   | <p>A. What time is shown on the clock? _____<br/>         B. What time will it be in 45 minutes? _____<br/>         C. If we just had lunch, is the time a.m. or p.m.? _____<br/>         D. How long is it until 3:00? _____<br/>         E. What was the time 30 minutes earlier? _____</p>                      |  |  |   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{1}{2}</math>.</p>   |  |  |  |   |

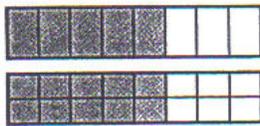
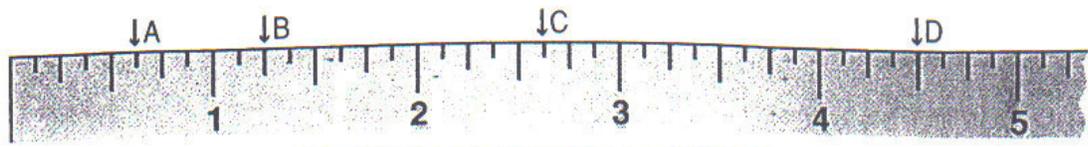
Name \_\_\_\_\_

Score \_\_\_\_\_

|   |  |
|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | $8 + 8 =$ $7 - 4 =$ $8 \times 8 =$ $4 \times 2 =$ $14 \div 2 =$<br>$8 + 9 =$ $15 - 6 =$ $7 \times 7 =$ $2 \times 4 =$ $14 \div 7 =$<br>$2 + 3 =$ $10 - 6 =$ $1 \times 5 =$ $6 \times 2 =$ $36 \div 6 =$  |
| <p><b>2</b><br/>Algorithms</p>                | $\begin{array}{r} \$99.85 \\ + 14.26 \\ \hline \end{array}$ $\begin{array}{r} 9,032 \\ - 3,827 \\ \hline \end{array}$ $\begin{array}{r} 61 \\ \times 2 \\ \hline \end{array}$ $6 \overline{)14}$ $\begin{array}{r} 5 \text{ hrs} \\ - 3 \text{ hrs } 24 \text{ min} \\ \hline \end{array}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest hundred.</p> $571 \approx$ _____ $30 \approx$ _____ $308 \approx$ _____<br>$185 \approx$ _____      _____ $960 \approx$ _____  |
| <p><b>4</b><br/>Story Problems</p>            | <p>Alice has been earning \$16 every week and saving half of that. How much has she set aside in just 4 weeks?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  _____ = _____<br><p>Multiply numerator and denominator by 2 to get an equivalent fraction.</p> $\frac{3}{4} =$   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p><b>Know and Spell</b><br/>         greater - less<br/>         mile - foot<br/>         subtraction<br/>         multiplication<br/>         numerator<br/>         ton - pound</p> <p>A. In <math>\frac{3}{4}</math> the denominator is _____. (3, 4, 7, 12)<br/>         B. A number that is more than 6 is _____ than 6.<br/>         C. If you walk eight blocks, that's about one _____.<br/>         D. Addition is the opposite, or inverse, of _____.<br/>         E. A truck that weighs 2000 lbs. weighs one _____.</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{8}$ of 8 $\frac{1}{8}$ of 16 $\frac{1}{8}$ of 0 $\frac{1}{8}$ of 64 $\frac{1}{8}$ of 48  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is one more than 999? _____<br/>         B. Write eighty-five thousand, two hundred. _____<br/>         C. Complete this. <math>92,300 =</math> _____ + _____ + _____<br/>         D. Write a 5-digit number with a 3 in the ten-thousands place. _____<br/>         E. Write the largest 3-digit number without a nine. _____</p>  |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. What time is shown on the clock? _____<br/>         B. If it is dinner time, is it a.m. or p.m.? _____<br/>         C. What was the time 20 minutes earlier? _____<br/>         D. How long is it-until 7:00? _____<br/>         E. How long is it until 9:00? _____</p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{3}{8}</math>.</p>   |

Name \_\_\_\_\_

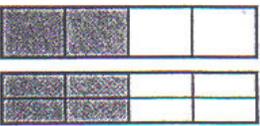
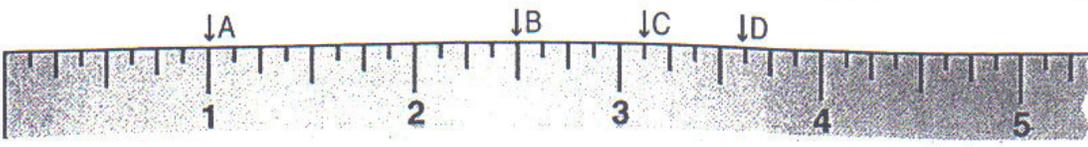
Score \_\_\_\_\_

|   |   |
|---|---|
| <p><b>1</b><br/>Basic Facts</p>               | $3 + 3 =$ $10 - 5 =$ $2 \times 6 =$ $2 \times 3 =$ $10 \div 2 =$<br>$4 + 3 =$ $10 - 4 =$ $3 \times 2 =$ $9 \times 9 =$ $8 \div 4 =$<br>$4 + 6 =$ $15 - 7 =$ $8 \times 8 =$ $3 \times 0 =$ $9 \div 1 =$  |
| <p><b>2</b><br/>Algorithms</p>                | $46,854$ $\$40.85$ $23$ $8 \overline{)58}$ $3 \text{ gal } 2 \text{ qts}$<br>$+ 2,508$ $- 5.99$ $\times 3$ $+ 6 \text{ gal } 3 \text{ qts}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest hundred dollars.</p> $\$895 \approx$ _____ $\$96.99 \approx$ _____ $\$18.19 \approx$ _____<br>$\$159 \approx$ _____ $\$264.58 \approx$ _____  |
| <p><b>4</b><br/>Story Problems</p>            | <p>The Jets play 16 football games this season. So far they have 3 wins and 4 losses. If they can win all the rest, how many wins and losses will they have for the season?</p>   |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  _____ = _____<br><p>Multiply numerator and denominator by 2 to get an equivalent fraction.</p> $\frac{1}{6} =$  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p><b>Know and Spell</b><br/>         month - year<br/>         addition<br/>         division<br/>         pound - ounce<br/>         ton<br/>         product - sum</p> <p>A. In <math>\frac{3}{4}</math> the numerator is _____. (3, 4, 7, 12)<br/>         B. In <math>6 \times 7 = 42</math>, six and seven are factors. 42 is the _____.<br/>         C. There are 7 days in a week and 52 weeks in a _____.<br/>         D. Subtraction is the opposite, or inverse, of _____.<br/>         E. The abbreviation for _____ is <i>lb</i>; for _____ is <i>t</i>.</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{5}$ of 20 $\frac{1}{5}$ of 35 $\frac{1}{5}$ of 25 $\frac{1}{5}$ of 10 $\frac{1}{5}$ of 500  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is one more than 9,999? _____<br/>         B. Write four thousand, six hundred nine. _____<br/>         C. Complete this. <math>50,873 =</math> _____ + _____ + _____ + _____<br/>         D. Circle the greatest amount.      49,000      40,900      94,000<br/>         E. Write the smallest 3-digit number without a zero. _____</p>  |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. This is a dime. It is worth _____ cents.<br/>         B. It takes _____ dimes to make a dollar.<br/>         C. A dime is 15¢ less than a _____.<br/>         D. What is the value of 6 dimes? _____<br/>         E. If you get half of 10 dimes, you get _____ cents.</p>  |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>5\frac{1}{4}</math>.</p>    |



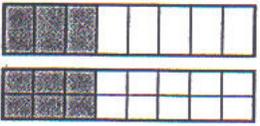
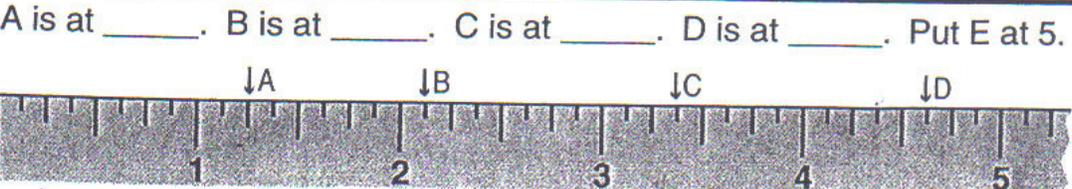
Name \_\_\_\_\_

Score \_\_\_\_\_

|                                       |   |
|---------------------------------------|---|
| <b>1</b><br>Basic Facts               | $6 + 8 =$ $13 - 7 =$ $8 \times 8 =$ $5 \times 4 =$ $45 \div 5 =$<br>$5 + 7 =$ $11 - 6 =$ $9 \times 5 =$ $9 \times 9 =$ $30 \div 5 =$<br>$6 + 4 =$ $7 - 1 =$ $5 \times 8 =$ $5 \times 7 =$ $15 \div 3 =$   |
| <b>2</b><br>Algorithms                | $55,555$ $2,001$ $\$2.00$ $3 \overline{)19}$ $7 \text{ gal } 1 \text{ qt}$<br>$+ 55,556$ $- 1,986$ $\quad \times 9$ $- 2 \text{ gal } 3 \text{ qts}$  |
| <b>3</b><br>Estimating Rounding       | <p style="text-align: center;">Round to the nearest ten dollars.</p> $\$79.00 \approx$ _____ $\$4.80 \approx$ _____ $\$243.18 \approx$ _____<br>$\$93.50 \approx$ _____ $\$239.00 \approx$ _____  |
| <b>4</b><br>Story Problems            | <p>When we had the oil changed in our car the mileage was 23,568. We'll change the oil again after we drive another three thousand miles. What will the mileage be then?</p>    |
| <b>5</b><br>Equivalent Fractions      |  _____ = _____<br><p>Multiply numerator and denominator by 2 to get an equivalent fraction.</p> $\frac{2}{5} =$  |
| <b>6</b><br>Vocabulary Concepts Facts | <p><b>Know and Spell</b><br/> multiply<br/> divide<br/> bottom - top<br/> inverse<br/> pound - ton<br/> denominator</p> <p>A. To find <math>\frac{1}{3}</math> of 12, just _____ 12 by 3.<br/> B. The numerator is the _____ number of a fraction.<br/> C. How many weeks in one year? _____<br/> D. Division is the opposite, or _____, of multiplication.<br/> E. A loaf of bread weighs 16 ounces, or one _____.</p> |
| <b>7</b><br>Fractional Parts          | $\frac{1}{6}$ of 12 $\frac{1}{6}$ of 24 $\frac{1}{6}$ of 36 $\frac{1}{6}$ of 48 $\frac{1}{6}$ of 0  |
| <b>8</b><br>Place Value Numeration    | <p>A. What is ten thousand more than 46,367? _____<br/> B. Write sixty thousand, five hundred fifteen. _____<br/> C. In 60,218 the six stands for _____.<br/> D. Circle the greatest amount.    267,000    762,000    627,000<br/> E. Write the smallest 4-digit number. _____</p>  |
| <b>9</b><br>Other Important Topics    |  <p>A. This is a _____. It is worth _____.<br/> B. It takes _____ of them to equal a dollar.<br/> C. One nickel is ( <math>\frac{1}{2}</math>, <math>\frac{1}{20}</math>, <math>\frac{1}{100}</math> ) of a dollar.<br/> D. Five nickels have the same value as one _____.<br/> E. Two nickels have the same value as one _____.</p> |
| <b>10</b><br>Rulers                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{1}{8}</math>.</p>    |

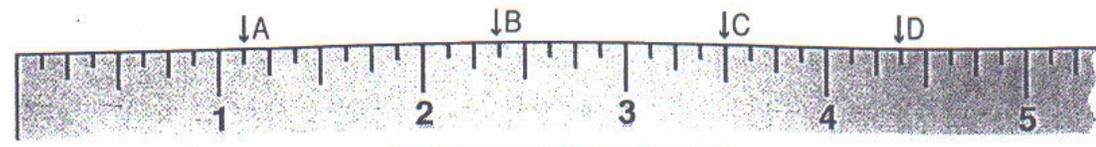
Name \_\_\_\_\_

Score \_\_\_\_\_

|   |  |
|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | $8 + 6 =$ $8 - 3 =$ $5 \times 6 =$ $3 \times 7 =$ $15 \div 3 =$<br>$7 + 5 =$ $12 - 4 =$ $3 \times 4 =$ $7 \times 3 =$ $6 \div 2 =$<br>$5 + 3 =$ $17 - 9 =$ $3 \times 5 =$ $8 \times 8 =$ $40 \div 5 =$   |
| <p><b>2</b><br/>Algorithms</p>                | $\begin{array}{r} \$860.00 \\ + 959.00 \\ \hline \end{array}$ $\begin{array}{r} 9,006 \\ - 4,387 \\ \hline \end{array}$ $\begin{array}{r} 431 \\ \times 2 \\ \hline \end{array}$ $2 \overline{)7}$ $\begin{array}{r} 8 \text{ gal } 3 \text{ qts} \\ + 1 \text{ gal } 3 \text{ qts} \\ \hline \end{array}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest hundred dollars.</p> $\$892.00 \approx$ _____ $\$675.00 \approx$ _____ $\$69.00 \approx$ _____<br>$\$443.14 \approx$ _____ $\$21.00 \approx$ _____   |
| <p><b>4</b><br/>Story Problems</p>            | <p>How much change should you get from a twenty-dollar bill if your purchases total \$14.55?</p>   |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  <p>_____ = _____</p> <p>Multiply numerator and denominator by 2 to get an equivalent fraction.</p> $\frac{3}{4} =$   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p><b>Know and Spell</b><br/>         multiply - divide<br/>         one - zero<br/>         days - weeks<br/>         addends - totals<br/>         factors - products<br/>         ounces - tons</p> <p>A. To find <math>\frac{1}{4}</math> of any number, _____ it by 4.<br/>         B. Any number times _____ is that same number.<br/>         C. In a regular year, there are 365 _____.<br/>         D. If 14 is the sum, 9 and 5 are the _____.<br/>         E. A one pound bag of nails weighs 16 _____.</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{3}$ of 6 $\frac{1}{3}$ of 30 $\frac{1}{3}$ of 18 $\frac{1}{3}$ of 21 $\frac{1}{3}$ of 9  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is ten more than 11,590? _____<br/>         B. Write thirty-five thousand. _____<br/>         C. In 58,218 the two stands for _____.<br/>         D. Write a 4-digit number bigger than 7000 but less than 8500. _____<br/>         E. Write the largest 4-digit number that has no nine. _____</p>   |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. This is a _____. It is worth _____.<br/>         B. It takes _____ of them to equal a dollar.<br/>         C. One penny is (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{100}</math>) of a dollar.<br/>         D. How much money is 652 pennies? _____<br/>         E. How much do you earn if you get \$7 each day in Sept.? _____</p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at 5.</p>   |

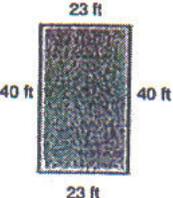
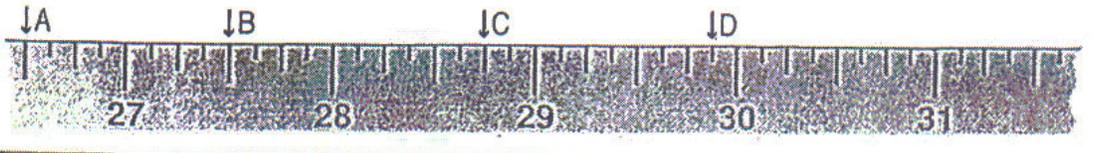
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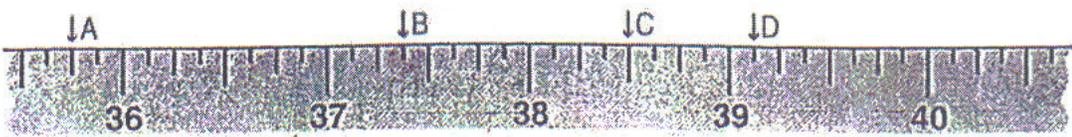
|   |   |
|---|---|
| <p><b>1</b><br/>Basic Facts</p>               | $7 + 4 =$ $7 - 3 =$ $3 \times 6 =$ $2 \times 7 =$ $21 \div 3 =$<br>$3 + 6 =$ $12 - 5 =$ $3 \times 4 =$ $5 \times 9 =$ $27 \div 3 =$<br>$5 + 2 =$ $11 - 7 =$ $3 \times 8 =$ $1 \times 7 =$ $6 \div 3 =$  |
| <p><b>2</b><br/>Algorithms</p>                | $\$350.19$ $3,000$ $721$ $4 \overline{)9}$ $3 \text{ ft } 6 \text{ in}$<br>$+ 685.88$ $- 158$ $\times 3$ $+ 9 \text{ in}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round each amount to the nearest ten.</p> $67 \approx$ _____ $611 \approx$ _____ $372 \approx$ _____<br>$53 \approx$ _____ $197 \approx$ _____   |
| <p><b>4</b><br/>Story Problems</p>            | <p>18 girls are going camping. How many tents will they need if they sleep two in a tent? How many fewer tents will they need if they sleep three in each tent?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  <p>_____ = _____</p> <p>Multiply numerator and denominator by 3 to get an equivalent fraction.</p> $\frac{1}{4} =$  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p>Know and Spell<br/>         multiply - divide<br/>         one - zero<br/>         addends - sum<br/>         factors<br/>         denominator<br/>         inverse</p> <p>A. To find <math>\frac{1}{100}</math> of any number, _____ it by 100.<br/>         B. Any number divided by _____ is that same number.<br/>         C. There are _____ days in a regular year.<br/>         D. If 14 is the product, 2 and 7 are the _____.<br/>         E. How many ounces make one pound? _____</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{3}$ of 9 $\frac{1}{3}$ of 3 $\frac{1}{3}$ of 18 $\frac{1}{3}$ of 300 $\frac{1}{3}$ of 24  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is ten more than 12,793? _____<br/>         B. Write fifty-five thousand. _____<br/>         C. In 55,210 the one stands for _____.<br/>         D. Write a number that has only 3 tens and 7 thousands. _____<br/>         E. Complete this. <math>59,243 =</math> _____ + _____ + 200 + _____ + _____</p>  |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. This is a fifty-cent coin. It is half of a _____.<br/>         B. It is worth the same as _____ dimes.<br/>         C. It is worth the same as _____ quarters.<br/>         D. Earn one a day for a week, and you will have \$ _____.<br/>         E. Which is most? (3 fifty-cent coins, 5 quarters, 10 dimes)</p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{7}{8}</math>.</p>    |

Name \_\_\_\_\_

Score \_\_\_\_\_

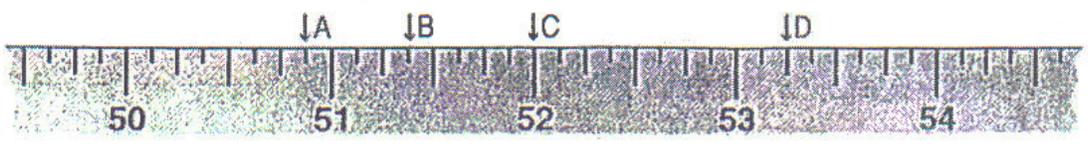
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|---|--|---|---|---|---|---|---|
| <p><b>1</b><br/>Basic Facts</p>   | <p><math>7 + 9 =</math>      <math>6 - 3 =</math>      <math>3 \times 6 =</math>      <math>6 \times 2 =</math>      <math>12 \div 3 =</math><br/> <math>9 + 5 =</math>      <math>14 - 6 =</math>      <math>3 \times 8 =</math>      <math>5 \times 6 =</math>      <math>24 \div 3 =</math><br/> <math>4 + 9 =</math>      <math>11 - 5 =</math>      <math>3 \times 9 =</math>      <math>6 \times 0 =</math>      <math>18 \div 3 =</math></p>  |   |   |   |   |   |   |
| <p><b>2</b><br/>Algorithms</p>  | <p><math>8,899</math>      <math>6,000</math>      <math>\\$8.00</math>      <math>3 \overline{)900}</math>      <math>4 \text{ ft } 10 \text{ in}</math><br/> <math>+ 1,111</math>      <math>- 1,529</math>      <math>\underline{\quad} \times 4</math>           <math>+ 1 \text{ ft } 4 \text{ in}</math></p>   |   |   |   |   |   |   |
| <p><b>3</b><br/>Estimating Rounding</p>   | <p>Round to the nearest hundred.<br/> <math>903 \approx</math> _____      <math>786 \approx</math> _____      <math>82 \approx</math> _____<br/> <math>5069 \approx</math> _____      <math>4077 \approx</math> _____</p>  |   |   |   |   |   |   |
| <p><b>4</b><br/>Story Problems</p>  | <p>Jean is 11 years old. She lives in a building with 8 children who are older than 11, and 6 children who are under 11 years old. How many children live in the building in all?</p>    |   |   |   |   |   |   |
| <p><b>5</b><br/>Equivalent Fractions</p>  | <table border="1" data-bbox="391 863 646 982"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table> <p>_____ = _____</p> <p>Multiply numerator and denominator by 3 to get an equivalent fraction.<br/> <math>\frac{1}{2} =</math> _____</p> |  |  |  |  |  |  |
|  |   |  |   |   |   |   |   |
|  |   |  |   |   |   |   |   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p>                                     | <table border="1" data-bbox="391 1010 570 1213"> <tr><td>hour - minute</td></tr> <tr><td>one - zero</td></tr> <tr><td>addends - sum</td></tr> <tr><td>factors - product</td></tr> <tr><td>ounce - pound</td></tr> <tr><td>denominator</td></tr> </table> <p>A. Fractions have 2 terms: a numerator and a _____.<br/>         B. A number doesn't change when you add _____ to it.<br/>         C. An extra day in February gives leap year _____ days.<br/>         D. In <math>6 + 4 = 10</math>, six and four are called the _____.<br/>         E. A slice off cheese weighs about one _____.</p>   | hour - minute   | one - zero  | addends - sum   | factors - product   | ounce - pound   | denominator   |
| hour - minute   |  |   |   |   |   |   |   |
| one - zero  |  |   |   |   |   |   |   |
| addends - sum   |  |   |   |   |   |   |   |
| factors - product   |  |   |   |   |   |   |   |
| ounce - pound   |  |   |   |   |   |   |   |
| denominator   |  |   |   |   |   |   |   |
| <p><b>7</b><br/>Fractional Parts</p>  | <p><math>\frac{1}{2}</math> of 4      <math>\frac{1}{2}</math> of 16      <math>\frac{1}{2}</math> of 18      <math>\frac{1}{2}</math> of 2      <math>\frac{1}{2}</math> of 100</p>   |   |   |   |   |   |   |
| <p><b>8</b><br/>Place Value Numeration</p>  | <p>A. What is ten more than 45,496? _____<br/>         B. Write thirty-two thousand, nine hundred. _____<br/>         C. In 34,019 the four stands for _____.<br/>         D. Circle the greatest amount.    49,001    49,000    48,999<br/>         E. Write a number that has only 6 ones and 8 ten-thousands. _____</p>   |   |   |   |   |   |   |
| <p><b>9</b><br/>Other Important Topics</p>  |  <p>A. Perimeter means the distance (around, across) something.<br/>         B. What is the perimeter of this field? _____<br/>         C. Find the perimeter of a field to plan for a (fence, barn).<br/>         D. To find the _____, add the lengths of the sides.<br/>         E. The _____ of a field is the distance around it.</p>  |   |   |   |   |   |   |
| <p><b>10</b><br/>Rulers</p>   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>31 \frac{1}{4}</math>.</p>   |   |   |   |   |   |   |

Name \_\_\_\_\_ Score \_\_\_\_\_

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| <p><b>1</b><br/>Basic Facts</p>               | <p>7 + 8 =      11 - 3 =      9 x 9 =      5 x 5 =      35 ÷ 5 =<br/>                 6 + 5 =      14 - 8 =      3 x 9 =      1 x 8 =      45 ÷ 9 =<br/>                 7 + 6 =      6 - 4 =      3 x 1 =      4 x 5 =      18 ÷ 6 =</p>   |
| <p><b>2</b><br/>Algorithms</p>                | <p>20,385      \$80.60      600      5 <math>\overline{)450}</math>      8 ft<br/> <u>+ 889</u>      <u>- 44.74</u>      <u>x 9</u>           <u>- 2 ft 5 in</u></p>  |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round each amount to the nearest dollar.<br/>                 \$4.12 ≈ _____      \$39.99 ≈ _____      \$9.76 ≈ _____<br/>                 \$19.88 ≈ _____      \$99.89 ≈ _____</p>  |
| <p><b>4</b><br/>Story Problems</p>            | <p>On Tony's tenth birthday, his cake was cut into 24 pieces. He and his 8 guests ate two pieces each. How many pieces were left?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <p> _____ = _____</p> <p>Multiply numerator and denominator by 3 to get an equivalent fraction.<br/> <math>\frac{1}{3} =</math></p>  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p>Know and Spell<br/>                 denominator<br/>                 inverse<br/>                 division<br/>                 remainder<br/>                 days - weeks<br/>                 factors - product</p> <p>A. The terms of a fraction are its numerator and _____.<br/>                 B. February has 28 _____ except in leap year when it has _____.<br/>                 C. Every 4th year is leap year with _____ days.<br/>                 D. In <math>6 \times 4 = 24</math>, six and four are the _____.<br/>                 E. How many one-ounce slices of cheese are in a pound? _____</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | <p><math>\frac{1}{4}</math> of 16      <math>\frac{1}{4}</math> of 20      <math>\frac{1}{4}</math> of 40      <math>\frac{1}{4}</math> of 24      <math>\frac{1}{4}</math> of 12</p>   |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. Write expanded notation for 4581. _____ + _____ + _____ + 1<br/>                 B. Write twenty-one thousand, sixty-two. _____<br/>                 C. In 562,019 the five stands for _____.<br/>                 D. Circle the least amount.    30,005    30,500    35,000<br/>                 E. Write the smallest 5-digit number. _____</p>   |
| <p><b>9</b><br/>Other Important Topics</p>    | <p></p> <p>A. The distance around a shape is called its _____.<br/>                 B. To find the perimeter, just _____ the lengths of the sides.<br/>                 C. What is the perimeter of this scarf? _____<br/>                 D. How much fringe will be needed for one scarf? _____<br/>                 E. How much fringe is needed for two scarves? _____</p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>40\frac{1}{4}</math>.</p>   |

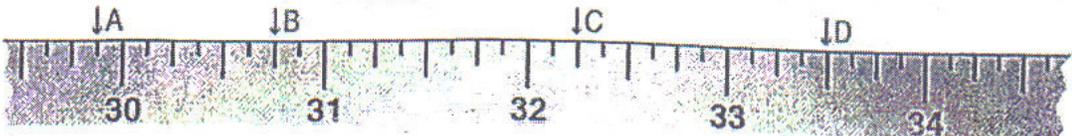
Name \_\_\_\_\_

Score \_\_\_\_\_

|   |  |
|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | <p> <math>9 + 4 =</math>      <math>9 - 4 =</math>      <math>5 \times 8 =</math>      <math>2 \times 3 =</math>      <math>24 \div 8 =</math><br/> <math>9 + 7 =</math>      <math>14 \div 5 =</math>      <math>3 \times 7 =</math>      <math>8 \times 5 =</math>      <math>27 \div 9 =</math><br/> <math>9 + 8 =</math>      <math>10 - 7 =</math>      <math>2 \times 9 =</math>      <math>9 \times 3 =</math>      <math>12 \div 2 =</math> </p> |
| <p><b>2</b><br/>Algorithms</p>                | <p> <math>99,999</math>      <math>2,061</math>      <math>\\$24.03</math>      <math>8 \overline{)240}</math>      <math>6 \text{ ft } 2 \text{ in}</math><br/> <math>\underline{\quad} + 1</math>      <math>\underline{\quad} - 1,174</math>      <math>\underline{\quad} \times 2</math>           <math>\underline{\quad} - 5 \text{ ft } 8 \text{ in}</math> </p>  |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest dollar to quickly and easily estimate the answer.</p> <p> <math>\\$4.29 \approx</math> _____ dollars      <math>\\$4.78 \approx</math> _____ dollars<br/> <math>\underline{\quad} + 2.18 \approx</math> _____ dollars      <math>\underline{\quad} - 1.04 \approx</math> _____ dollars<br/> Total is about _____ dollars.      Difference is about _____ dollars. </p>   |
| <p><b>4</b><br/>Story Problems</p>            | <p>One bag of frozen peas will serve four people. How many bags will be needed to serve twelve people?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  <p>_____ = _____</p> <p>Multiply numerator and denominator by 3 to get an equivalent fraction.</p> <p><math>\frac{3}{4} =</math> _____</p>   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p>Know and Spell terms - sides<br/>add - subtract<br/>multiply - divide<br/>remainder<br/>total - product<br/>ounces - tons</p> <p> A. The numerator and denominator are the _____ of a fraction.<br/> B. + means to _____. - means to _____.<br/> C. How many months in one year? _____ in two years? _____<br/> D. In <math>6 \times 4 = 24</math>, twenty-four is the _____.<br/> E. Half a pound of cheese is 8 _____. </p>                         |
| <p><b>7</b><br/>Fractional Parts</p>          | <p> <math>\frac{1}{9}</math> of 27      <math>\frac{1}{9}</math> of 72      <math>\frac{1}{9}</math> of 36      <math>\frac{1}{9}</math> of 90      <math>\frac{1}{9}</math> of 54 </p>  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p> A. What is ten more than 26,594? _____<br/> B. Write fifty-seven thousand two. _____<br/> C. Complete this. <math>26,102 =</math> _____ + _____ + _____ + 2<br/> D. Write the smallest 4-digit number without a zero. _____<br/> E. Arrange 5, 7, 3, and 6 to make the smallest number. _____ </p>   |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p> A. What is the perimeter of this window? _____<br/> B. How many feet of trim board are needed for it? _____<br/> C. If it were 6 feet tall, how much trim would be needed? _____<br/> D. The _____ is the distance around something.<br/> E. To find the perimeter, add the lengths of all the _____. </p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>53\frac{5}{8}</math>.</p>    |

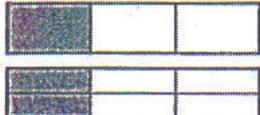
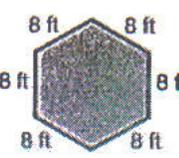
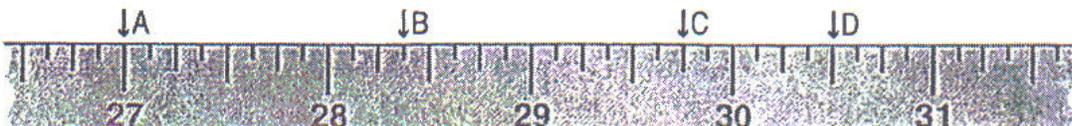
Name \_\_\_\_\_

Score \_\_\_\_\_

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|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | <p> <math>9 + 3 =</math>      <math>16 - 9 =</math>      <math>5 \times 9 =</math>      <math>4 \times 4 =</math>      <math>21 \div 7 =</math><br/> <math>6 + 9 =</math>      <math>11 - 4 =</math>      <math>7 \times 3 =</math>      <math>6 \times 6 =</math>      <math>12 \div 4 =</math><br/> <math>9 + 9 =</math>      <math>9 - 2 =</math>      <math>8 \times 2 =</math>      <math>8 \times 8 =</math>      <math>64 \div 8 =</math> </p>                                      |
| <p><b>2</b><br/>Algorithms</p>                | <p> <math>99,999</math>      <math>\\$50.38</math>      <math>501</math>      <math>4 \overline{)320}</math>      <math>1 \text{ gal } 1 \text{ qt}</math><br/> <math>+ 100</math>      <math>- 41.27</math>      <math>\times 5</math>           <math>- 3 \text{ qts}</math> </p>  |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest dollar to quickly and easily estimate the answer.</p> <p> <math>\\$1.98 \approx</math> _____ dollars      <math>\\$6.21 \approx</math> _____ dollars<br/> <math>+ 1.98 \approx</math> _____ dollars      <math>- 2.95 \approx</math> _____ dollars<br/> Total is about _____ dollars.      Difference is about _____ dollars. </p>   |
| <p><b>4</b><br/>Story Problems</p>            | <p>Which is the better buy in the long run—a 60¢ light bulb that lasts for 1000 hours, or an 89¢ bulb that lasts for 2000 hours?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <p>  _____ = _____<br/> Multiply numerator and denominator by 4 to get an equivalent fraction.<br/> <math>\frac{1}{3} =</math> </p>  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p> <b>Know and Spell</b><br/> multiply - month<br/> divide - day<br/> terms - estimate<br/> wrong - right<br/> sum - difference<br/> degrees - pounds </p> <p> A. When you simplify <math>6/8</math> to lowest _____, you get <math>3/4</math>.<br/> B. <math>\times</math> means _____. <math>\div</math> means _____.<br/> C. Except February, each _____ has 30 or 31 days.<br/> D. Another word for total is _____.<br/> E. We measure temperature in _____ using a thermometer. </p> |
| <p><b>7</b><br/>Fractional Parts</p>          | <p> <math>\frac{1}{7}</math> of 63      <math>\frac{1}{7}</math> of 21      <math>\frac{1}{7}</math> of 49      <math>\frac{1}{7}</math> of 56      <math>\frac{1}{7}</math> of 0 </p>   |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p> A. What is one hundred more than 61,894? _____<br/> B. Write six thousand seven. _____<br/> C. Write expanded notation for 21,901. _____ + _____ + _____ + 1<br/> D. Write a 5-digit number with a 9 in the ten-thousands place. _____<br/> E. Write the largest 5-digit number using only fours and eights. _____ </p>  |
| <p><b>9</b><br/>Other Important Topics</p>    | <p>  </p> <p> A. The perimeter of this lake is _____ yards.<br/> B. How many feet is that? _____<br/> C. The distance around something is the _____.<br/> D. Twice around the lake is 600 (miles, yards, feet).<br/> E. Is it farther across the lake or around it? _____ </p>  |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at 34.</p>    |

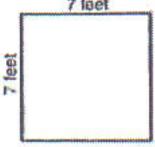
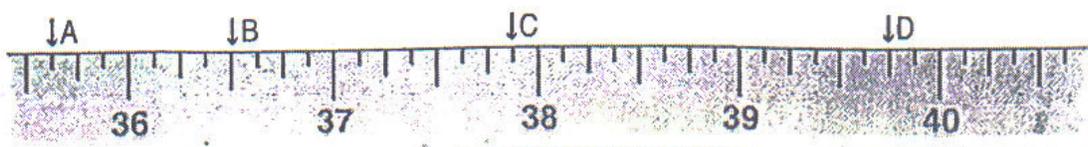
Name \_\_\_\_\_

Score \_\_\_\_\_

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|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | $6 + 3 =$ $16 - 7 =$ $6 \times 3 =$ $6 \times 6 =$ $15 \div 5 =$<br>$8 + 4 =$ $13 - 4 =$ $5 \times 7 =$ $9 \times 9 =$ $40 \div 8 =$<br>$4 + 7 =$ $12 - 9 =$ $2 \times 8 =$ $8 \times 1 =$ $24 \div 3 =$   |
| <p><b>2</b><br/>Algorithms</p>                | $67,201$ $6,052$ $\$4.30$ $3 \overline{)150}$ $9 \text{ hrs}$<br>$+ 5,897$ $- 1,346$ $\times 2$ $- 55 \text{ min}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest dollar to quickly and easily estimate the answer.</p> $\$9.89 \approx$ ___ dollars $\$5.21 \approx$ ___ dollars<br>$+ 4.35 \approx$ ___ dollars $- 3.96 \approx$ ___ dollars<br>Total is about ___ dollars.      Difference is about ___ dollars.  |
| <p><b>4</b><br/>Story Problems</p>            | <p>We bought a bag of 18 oranges. We used half of them to make orange juice, then my Dad ate two. How many were left?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  $\frac{\quad}{\quad} = \frac{\quad}{\quad}$ <p>Multiply numerator and denominator by 4 to get an equivalent fraction.</p> $\frac{2}{3} =$  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p><b>Know and Spell</b><br/>                     terms - factors<br/>                     hour - minute<br/>                     addends<br/>                     Fahrenheit<br/>                     February<br/>                     degrees</p> <p>A. When you simplify <math>5/10</math> to lowest _____, you get <math>1/2</math>.<br/>                     B. Sixty seconds make one _____.<br/>                     C. Which month can have 28 or 29 days? _____<br/>                     D. Twelve has lots of _____: 1, 2, 3, 4, 6, and 12!<br/>                     E. <math>32^\circ\text{F}</math> means 32 _____ on the Fahrenheit scale.</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{9}$ of 18 $\frac{1}{9}$ of 45 $\frac{1}{9}$ of 81 $\frac{1}{9}$ of 0 $\frac{1}{9}$ of 63   |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is one thousand more than 49,594? _____<br/>                     B. Write three hundred fifty thousand, sixty-two. _____<br/>                     C. In 62,019 the two stands for _____.<br/>                     D. Write a 5-digit number with a 2 in the ones place. _____<br/>                     E. Write the smallest 4-digit number using only twos and threes. _____</p>   |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. The perimeter of this pool is the distance _____ it.<br/>                     B. The perimeter of the pool is <math>8+8+8+8+8+8</math>, or _____ feet.<br/>                     C. A quick way to find the perimeter is <math>\_\_ \times 8 \text{ ft} =</math> _____ feet.<br/>                     D. If the sides were 4 ft, the perimeter would be _____.<br/>                     E. If the sides were 10 ft, the perimeter would be _____.</p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>31\frac{1}{8}</math>.</p>    |

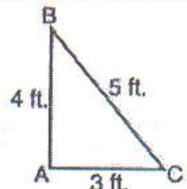
Name \_\_\_\_\_

Score \_\_\_\_\_

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|---|---|
| <p><b>1</b><br/>Basic Facts</p>               | <p> <math>8 + 5 =</math>      <math>18 - 9 =</math>      <math>7 \times 7 =</math>      <math>2 \times 2 =</math>      <math>21 \div 3 =</math><br/> <math>5 + 3 =</math>      <math>15 - 9 =</math>      <math>3 \times 6 =</math>      <math>3 \times 5 =</math>      <math>27 \div 9 =</math><br/> <math>9 + 2 =</math>      <math>13 - 9 =</math>      <math>5 \times 4 =</math>      <math>3 \times 8 =</math>      <math>30 \div 6 =</math> </p>                    |
| <p><b>2</b><br/>Algorithms</p>                | <p> <math>\\$496.85</math>      <math>\\$5.00</math>      <math>413</math>      <math>6 \overline{)480}</math>      <math>6 \text{ weeks } 5 \text{ days}</math><br/> <math>+ 23.46</math>      <math>- 3.52</math>      <math>\times 8</math>           <math>+ 4 \text{ weeks } 3 \text{ days}</math> </p>  |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round to the nearest dollar to quickly and easily estimate the answer.</p> <p> <math>\\$6.89 \approx</math> ___ dollars      <math>\\$15.71 \approx</math> ___ dollars<br/> <math>+ 7.89 \approx</math> ___ dollars      <math>- 2.95 \approx</math> ___ dollars<br/>                 Total is about ___ dollars.      Difference is about ___ dollars.             </p>   |
| <p><b>4</b><br/>Story Problems</p>            | <p>We counted 21 little apples in a bag. Mom said we could have one-third of them. How many may we have? How many will Mom have left?</p>   |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <p>       _____ = _____<br/>  </p> <p>Multiply numerator and denominator by 4 to get an equivalent fraction.</p> <p><math>\frac{3}{4} =</math> _____</p>  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p>Know and Spell<br/>weeks - months<br/>February<br/>Fahrenheit<br/>factors<br/>denominator<br/>equal</p> <p>                 A. Equivalent fractions are _____ to each other.<br/>                 B. One day is equal to _____ hours.<br/>                 C. There are 52 _____ in a year.<br/>                 D. Thirteen has only two _____: 1 and 13.<br/>                 E. In temperature, <i>F</i> is the abbreviation for _____.             </p>            |
| <p><b>7</b><br/>Fractional Parts</p>          | <p> <math>\frac{1}{6}</math> of 30      <math>\frac{1}{6}</math> of 6      <math>\frac{1}{6}</math> of 42      <math>\frac{1}{6}</math> of 18      <math>\frac{1}{6}</math> of 60             </p>  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>                 A. Write the number that is one less than 1000. _____<br/>                 B. Write eighty thousand, two hundred one. _____<br/>                 C. Complete the expanded notation. <math>6251 = 6000 +</math> _____ <math>+</math> _____ <math>+</math> _____<br/>                 D. Write a number with a 7 in the ten-thousands place. _____<br/>                 E. Arrange 6, 0, 3, and 8 to make the largest number. _____             </p>    |
| <p><b>9</b><br/>Other Important Topics</p>    | <p>  </p> <p>                 A. This is a _____. (square, triangle, trapezoid)<br/>                 B. All squares have four _____ and four angles.<br/>                 C. All four angles of a _____ are right angles.<br/>                 D. All four _____ of a square are of _____ length.<br/>                 E. What is the perimeter of this square? _____             </p> |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>40\frac{1}{8}</math>.</p>   |

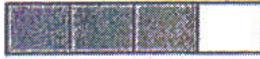
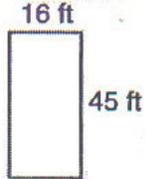
Name \_\_\_\_\_

Score \_\_\_\_\_

|   |  |
|---|--|
| <p><b>1</b><br/>Basic Facts</p>               | <p> <math>5 + 8 =</math>      <math>11 - 9 =</math>      <math>4 \times 8 =</math>      <math>7 \times 9 =</math>      <math>15 \div 3 =</math><br/> <math>2 + 7 =</math>      <math>13 \div 6 =</math>      <math>7 \times 5 =</math>      <math>2 \times 4 =</math>      <math>40 \div 8 =</math><br/> <math>6 + 2 =</math>      <math>5 - 3 =</math>      <math>6 \times 6 =</math>      <math>3 \times 8 =</math>      <math>35 \div 7 =</math> </p>   |
| <p><b>2</b><br/>Algorithms</p>                | <p> <math>3,859</math>      <math>\\$8.00</math>      <math>\\$8.11</math>      <math>8 \overline{)320}</math>      12 weeks 4 days<br/> <math>+ 6,482</math>      <math>- 4.85</math>      <math>\times 7</math>           <math>- 8</math> weeks 6 days                 </p>   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round each to the nearest ten dollars, then estimate the answer.</p> <p> <math>\\$49.38 \approx</math> ___ dollars      <math>\\$84.95 \approx</math> ___ dollars<br/> <math>+ 8.92 \approx</math> ___ dollars      <math>- 23.20 \approx</math> ___ dollars<br/>                     Total is about ___ dollars.      Difference is about ___ dollars.                 </p>  |
| <p><b>4</b><br/>Story Problems</p>            | <p>A hiker left camp at 8:15 a.m. with a 25-pound backpack. He hiked for 5 miles, then set up camp just in time for lunch at 12:00 noon. How long had it been since he left camp?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      | <p>       _____ = _____<br/>  </p> <p>Multiply numerator and denominator by 4 to get an equivalent fraction.</p> <p><math>\frac{1}{2} =</math> _____</p>   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p> <b>Know and Spell terms</b><br/>                     equivalent<br/>                     weeks - minutes<br/>                     subtraction<br/>                     division - degrees<br/>                     Fahrenheit                 </p> <p>                     A. <math>\frac{2}{4}</math> and <math>\frac{6}{12}</math> are _____ fractions for <math>\frac{1}{2}</math>.<br/>                     B. There are sixty _____ in one hour.<br/>                     C. 1 year = _____ weeks = _____ months = _____ days.<br/>                     D. The opposite of multiplication is _____.<br/>                     E. <math>32^\circ\text{F}</math> means 32 degrees on the _____ scale.                 </p> |
| <p><b>7</b><br/>Fractional Parts</p>          | <p> <math>\frac{1}{8}</math> of 56      <math>\frac{1}{8}</math> of 32      <math>\frac{1}{8}</math> of 24      <math>\frac{1}{8}</math> of 80      <math>\frac{1}{8}</math> of 40                 </p>  |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>                     A. What is one more than 99,999? _____<br/>                     B. Write eighty thousand, nine hundred. _____<br/>                     C. Write expanded notation. <math>31,496 = 30,000 +</math> _____<br/>                     D. Write a number with a 9 in the ten-thousands place. _____<br/>                     E. Arrange 2, 6, 8, 1, 5 to make the largest number. _____                 </p>   |
| <p><b>9</b><br/>Other Important Topics</p>    | <p>  </p> <p>                     A. This is a _____. (square, triangle, trapezoid)<br/>                     B. All triangles have three sides and _____ angles.<br/>                     C. Which angle of this triangle is a right angle? _____<br/>                     D. A right _____ looks like the corner of a square.<br/>                     E. What is the perimeter of this triangle? _____                 </p>   |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>54\frac{5}{8}</math>.</p>    |

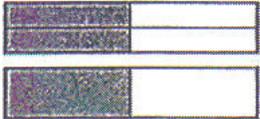
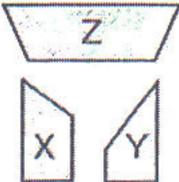
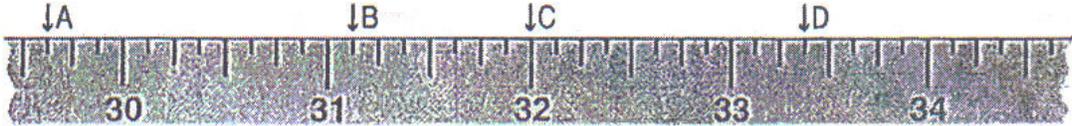
Name \_\_\_\_\_

Score \_\_\_\_\_

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|---|---|
| <p><b>1</b><br/>Basic Facts</p>               | $7 + 3 =$ $13 - 5 =$ $9 \times 8 =$ $6 \times 9 =$ $72 \div 9 =$<br>$4 + 8 =$ $8 - 6 =$ $9 \times 7 =$ $7 \times 9 =$ $63 \div 9 =$<br>$8 + 9 =$ $12 - 3 =$ $9 \times 6 =$ $8 \times 9 =$ $54 \div 9 =$   |
| <p><b>2</b><br/>Algorithms</p>                | $49,860$ $600$ $\$4.00$ $5 \overline{)450}$ $3 \text{ lbs } 9 \text{ oz}$<br>$+ 199$ $- 131$ $\times 6$ $+ 8 \text{ lbs } 8 \text{ oz}$   |
| <p><b>3</b><br/>Estimating Rounding</p>       | <p>Round each to the nearest ten dollars, then estimate the answer.</p> $\$43.85 \approx$ ___ dollars $\$86.65 \approx$ ___ dollars<br>$+ 96.52 \approx$ ___ dollars $- 13.29 \approx$ ___ dollars<br>Total is about ___ dollars.      Difference is about ___ dollars.   |
| <p><b>4</b><br/>Story Problems</p>            | <p>A hiker left camp at 8:15 a.m. He hiked beside the river for 2 miles, then took a winding 3-mile trail back to camp, arriving at 2:40 p.m. How long had he been gone?</p>    |
| <p><b>5</b><br/>Equivalent Fractions</p>      |  _____ = _____<br>  |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p> | <p>Know and Spell<br/> second - minute<br/> month - mile<br/> third - fourth<br/> addition<br/> thermometer<br/> Fahrenheit</p> <p>A. If a pie is cut into 3 equal parts, each part is a _____.<br/> B. One _____ after 3:59, it will be four o'clock.<br/> C. There are about 4 and one-third weeks in a _____.<br/> D. The inverse of _____ is subtraction.<br/> E. Water turns to ice at 32 degrees _____.</p> |
| <p><b>7</b><br/>Fractional Parts</p>          | $\frac{1}{10}$ of 40 $\frac{1}{10}$ of 80 $\frac{1}{10}$ of 60 $\frac{1}{10}$ of 100 $\frac{1}{10}$ of 30   |
| <p><b>8</b><br/>Place Value Numeration</p>    | <p>A. What is one more than 700,000? _____<br/> B. Write fifty-three thousand, two hundred forty. _____<br/> C. Complete this. <math>50,381 = 50,000 +</math> _____<br/> D. Write a 5-digit number with a 2 in the tens place. _____<br/> E. Write the smallest 6-digit number. _____</p>   |
| <p><b>9</b><br/>Other Important Topics</p>    |  <p>A. All rectangles have _____ sides.<br/> B. All rectangles have four right _____.<br/> C. All four angles of a rectangle are _____ angles.<br/> D. The opposite sides of a rectangle are the _____ length.<br/> E. What is the perimeter of this rectangle? _____</p>  |
| <p><b>10</b><br/>Rulers</p>                   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>9\frac{5}{8}</math>.</p>    |

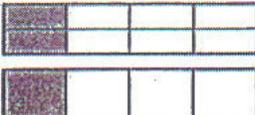
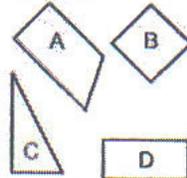
Name \_\_\_\_\_

Score \_\_\_\_\_

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|---|---|
| <p><b>1</b><br/>Basic<br/>Facts</p>                   | <p><math>8 + 3 =</math>      <math>13 - 8 =</math>      <math>9 \times 7 =</math>      <math>6 \times 9 =</math>      <math>81 \div 9 =</math><br/> <math>9 + 7 =</math>      <math>11 - 2 =</math>      <math>7 \times 9 =</math>      <math>9 \times 8 =</math>      <math>45 \div 9 =</math><br/> <math>9 + 6 =</math>      <math>8 - 5 =</math>      <math>9 \times 6 =</math>      <math>8 \times 9 =</math>      <math>18 \div 9 =</math></p>                         |
| <p><b>2</b><br/>Algorithms</p>                        | <p><math>\\$500.00</math>      <math>\\$20.00</math>      <math>300</math>      <math>7 \overline{)490}</math>      <math>9 \text{ lbs } 5 \text{ oz}</math><br/> <math>+ 46.94</math>      <math>- 6.45</math>      <math>\times 9</math>           <math>+ 7 \text{ lbs } 14 \text{ oz}</math></p>  |
| <p><b>3</b><br/>Estimating<br/>Rounding</p>           | <p>Round to the nearest ten dollars, then estimate the answer.<br/> <math>\\$99.95 \approx</math> ___ dollars      <math>\\$99.15 \approx</math> ___ dollars<br/> <math>+ 7.03 \approx</math> ___ dollars      <math>- 7.84 \approx</math> ___ dollars<br/> Total is about ___ dollars.      Difference is about ___ dollars.</p>   |
| <p><b>4</b><br/>Story<br/>Problems</p>                | <p>A biker started on a trail at 8:45 a.m., rode as fast as possible, and finished at 9:02 a.m. Another biker, not familiar with the trail, took three times as long. How long was that?</p>    |
| <p><b>5</b><br/>Equivalent<br/>Fractions</p>          | <p> _____ = _____</p> <p>Divide numerator and denominator by 2 to get an equivalent fraction.<br/> <math>\frac{2}{6} =</math> _____</p>  |
| <p><b>6</b><br/>Vocabulary<br/>Concepts<br/>Facts</p> | <p><b>Know and Spell</b><br/> fourth - eighth<br/> second - minute<br/> month - week<br/> multiplication<br/> Fahrenheit<br/> Celsius</p> <p>A. If a pie is cut into 4 equal pieces, each piece is a _____.<br/> B. 12:01 a.m. is one _____ after midnight.<br/> C. Twelve months is the same as _____ weeks.<br/> D. What is the inverse of division? _____<br/> E. <math>32^\circ\text{F} = 0^\circ\text{C}</math>. Water turns to ice at <math>0^\circ</math> _____.</p> |
| <p><b>7</b><br/>Fractional<br/>Parts</p>              | <p><math>\frac{1}{7}</math> of 28      <math>\frac{1}{7}</math> of 70      <math>\frac{1}{7}</math> of 42      <math>\frac{1}{7}</math> of 7      <math>\frac{1}{7}</math> of 14</p>  |
| <p><b>8</b><br/>Place Value<br/>Numeration</p>        | <p>A. What is one less than 40,000? _____<br/> B. Write twenty-nine thousand. _____<br/> C. Complete this. <math>64,250 = 60,000 +</math> _____<br/> D. Write a 5-digit number with a 9 in the thousands place. _____<br/> E. Write a number between 20,000 and 21,000. _____</p>   |
| <p><b>9</b><br/>Other<br/>Important<br/>Topics</p>    | <p> A. These are _____. (squares, trapezoids)<br/> B. All trapezoids have four sides and four _____.<br/> C. How many right angles are in the trapezoid X? _____<br/> D. How many right angles are in the trapezoid Y? _____<br/> E. How many right angles are in the trapezoid Z? _____</p>   |
| <p><b>10</b><br/>Rulers</p>                           | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>33\frac{7}{8}</math>.</p>   |

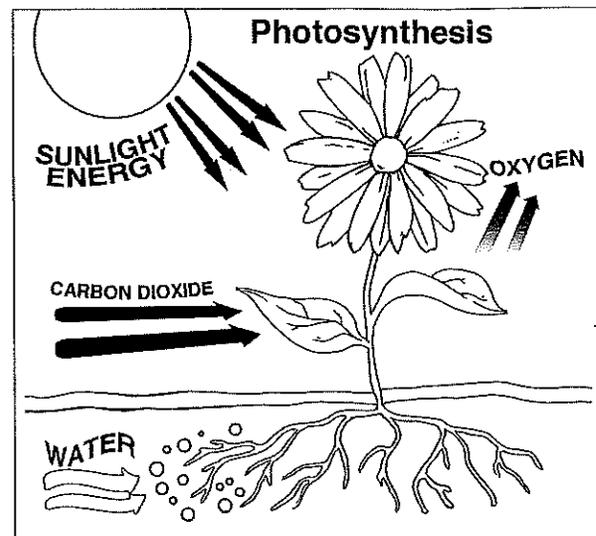
Name \_\_\_\_\_

Score \_\_\_\_\_

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|---|---|---|---|
| <p><b>1</b><br/>Basic Facts</p>   | $6 + 8 =$ $9 - 5 =$ $9 \times 4 =$ $3 \times 6 =$ $54 \div 9 =$<br>$4 + 6 =$ $10 - 2 =$ $9 \times 6 =$ $2 \times 5 =$ $36 \div 9 =$<br>$5 + 7 =$ $15 - 7 =$ $7 \times 9 =$ $5 \times 6 =$ $4 \div 2 =$  |   |   |
| <p><b>2</b><br/>Algorithms</p>  | $\$325.00$ $5,000$ $602$ $8 \overline{)640}$ $3 \text{ lbs}$<br>$+ \underline{86.92}$ $- \underline{352}$ $\times \underline{8}$ $- \underline{1 \text{ lb } 5 \text{ oz}}$   |   |   |
| <p><b>3</b><br/>Estimating Rounding</p>   | <p>Round to the nearest ten dollars, then estimate the answer.</p> $\$58.80 \approx$ ____ dollars $\$82.85 \approx$ ____ dollars<br>$+ 41.50 \approx$ ____ dollars $- 28.00 \approx$ ____ dollars<br>Total is about ____ dollars.      Difference is about ____ dollars.  |   |   |
| <p><b>4</b><br/>Story Problems</p>  | <p>A biker started up a trail at 8:51 a.m., rode as fast as possible, and finished at 9:13 a.m. Another biker, not familiar with the trail, took twice as long. How long was that?</p>    |   |   |
| <p><b>5</b><br/>Equivalent Fractions</p>  |  <p>_____ = _____</p> <p>Divide numerator and denominator by 4 to get an equivalent fraction.</p> $\frac{4}{8} =$  |   |   |
| <p><b>6</b><br/>Vocabulary Concepts Facts</p>   | <table border="1"> <tr> <td data-bbox="386 1018 560 1207"> <p><b>Know and Spell</b><br/>half<br/>pair<br/>dozen<br/>Celsius<br/>difference<br/>a.m. - p.m.</p> </td> <td data-bbox="584 1018 1469 1207"> <p>A. If a pie is cut into 2 equal pieces, each piece is a ____.</p> <p>B. The letters ____ mean after midnight and before noon.</p> <p>C. How many dimes make one dollar? _____</p> <p>D. Twelve roses make one _____ roses.</p> <p>E. To freeze, water must reach _____ °C or _____ °F.</p> </td> </tr> </table> | <p><b>Know and Spell</b><br/>half<br/>pair<br/>dozen<br/>Celsius<br/>difference<br/>a.m. - p.m.</p> | <p>A. If a pie is cut into 2 equal pieces, each piece is a ____.</p> <p>B. The letters ____ mean after midnight and before noon.</p> <p>C. How many dimes make one dollar? _____</p> <p>D. Twelve roses make one _____ roses.</p> <p>E. To freeze, water must reach _____ °C or _____ °F.</p> |
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| <p><b>7</b><br/>Fractional Parts</p>  | $\frac{1}{5}$ of 15 $\frac{1}{5}$ of 30 $\frac{1}{5}$ of 40 $\frac{1}{5}$ of 50 $\frac{1}{5}$ of 0  |   |   |
| <p><b>8</b><br/>Place Value Numeration</p>  | <p>A. What is one less than 80,000? _____</p> <p>B. Write sixty-five thousand, one hundred. _____</p> <p>C. Complete this. <math>92,260 = 90,000 +</math> _____</p> <p>D. Write a 4-digit number with a 6 in the thousands place. _____</p> <p>E. Write a number between 68,000 and 69,000. _____</p>   |   |   |
| <p><b>9</b><br/>Other Important Topics</p>  |  <p>A. Which of these is a trapezoid? _____</p> <p>B. This trapezoid has _____ right angles.</p> <p>C. All squares have four _____ angles.</p> <p>D. All rectangles have four _____ angles.</p> <p>E. Triangle C has (one, two, three) right angle(s).</p>   |   |   |
| <p><b>10</b><br/>Rulers</p>   | <p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>53\frac{3}{8}</math>.</p>   |   |   |

## Plants

Plants have been on Earth for hundreds of millions of years. More than 400,000 types of plants grow on Earth. Plants, animals, and humans are all made of cells. All cells are about sixty percent water. The water and carbon compounds make up the semi-fluid portion of a cell, the cytoplasm. The parts of a cell are called organelles. Each plant cell has a cell wall. The cell walls give a plant its shape. The cell walls also hold a plant upright. This is important because plants need to withstand pressure from wind, rain, and snow. The nucleus is an organelle near the center of a cell. The nucleus carries all the information needed to make a new cell. It tells a cell when and how to get food, to make energy, and to make a new plant.



Plant cells have special parts that are not found in the cells of any other organism. The special organelles are called chloroplasts. Chloroplasts contain chlorophyll. Chlorophyll is the chemical that gives a plant its green color. Chlorophyll reacts with light to allow a plant to make its own food. Plants make food through a complex series of events. Together, these events are called photosynthesis, which means "to mix with light."

Plants absorb a gas called carbon dioxide through tiny holes in their leaves. They take in water through roots in the soil. Sunlight causes chlorophyll to react with the water and carbon dioxide. The result is a kind of sugar that the plant uses for food. People and animals help plants by supplying them with carbon dioxide. Plants help animals and people by replacing the oxygen in the air we breathe. This cycle is just one way that plants and animals coexist.

Name \_\_\_\_\_ Date \_\_\_\_\_

Use what you read in the passage to answer the questions.

1. What were among the first living things on Earth?

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2. How many kinds of plants grow on Earth?

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3. How are you and a plant alike?

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4. Why is the nucleus an important part of the cell?

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5. What role does the cell wall have in a plant's survival?

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6. What gives a plant its green color?

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7. What is carbon dioxide?

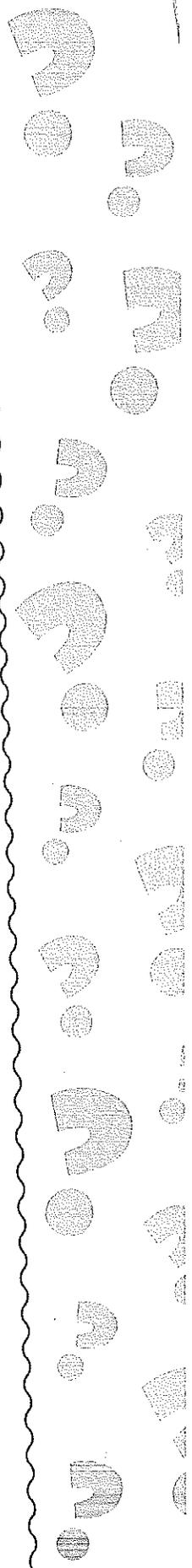
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8. How do plants and animals (including people) help one another?

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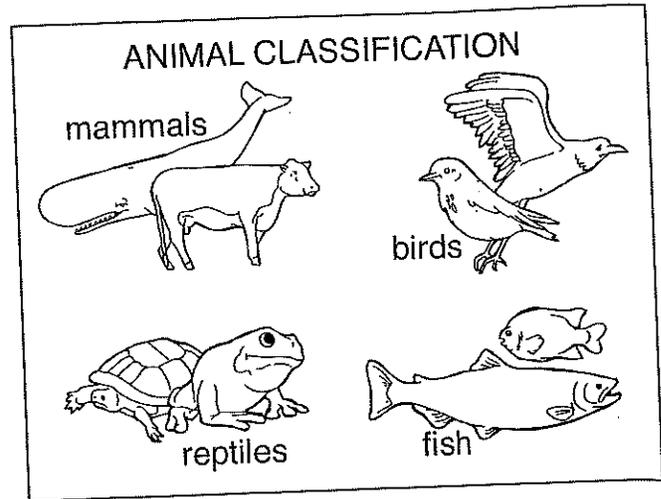
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## Kingdoms to Species

Classification is the process of putting things in groups. All organisms are grouped by similar characteristics, or traits. The kingdom is the largest group of organisms. A kingdom includes all organisms that are alike in some major way. For instance, the animal kingdom includes just animals, and the plant kingdom includes just plants. There are five kingdoms in all. Kingdoms are next divided into phyla. The two largest phyla are arthropods and chordates. Arthropods are animals that do not have a spinal cord or an internal skeleton like humans. They have an exoskeleton, or external skeleton. An exoskeleton is like a shell. Most insects are arthropods. Chordates have a spinal cord. The spinal cord is a fiber of nerves that runs along the backs of chordates. Chordates that have a spinal cord encased in bone are vertebrates. Chordates that don't are invertebrates.

As animals are organized into smaller groups, the animals become more alike. For example, birds are grouped together in a class because they have feathers. Animals that feed milk to their young are another class—mammals. Humans are mammals. Once they are organized in classes, all organisms are then placed in orders. The order of primates includes animals that have well-developed hands and feet, a short nose, and a large brain. Orders are divided into smaller groups called families. For example, the primate order contains a family called Hominidae. Hominidae includes humans, chimpanzees, and gorillas. Genus and species are the final two groups in the classification system. Foxes, wolves, and dogs belong to the same family. However, foxes are in a different genus than wolves and dogs. A collie, a poodle, and a German shepherd are all dogs. They are all in the same species.



Name \_\_\_\_\_ Date \_\_\_\_\_

Use what you read in the passage to answer the questions.

**1.** What system is used to sort animals?

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**2.** What is the name of the largest group?

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**3.** Where is an arthropod's skeleton?

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**4.** Which phyla are most insects in?

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**5.** What do all chordates have?

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**6.** How are a vertebrate and an invertebrate different?

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**7.** All birds are in the same \_\_\_\_\_.

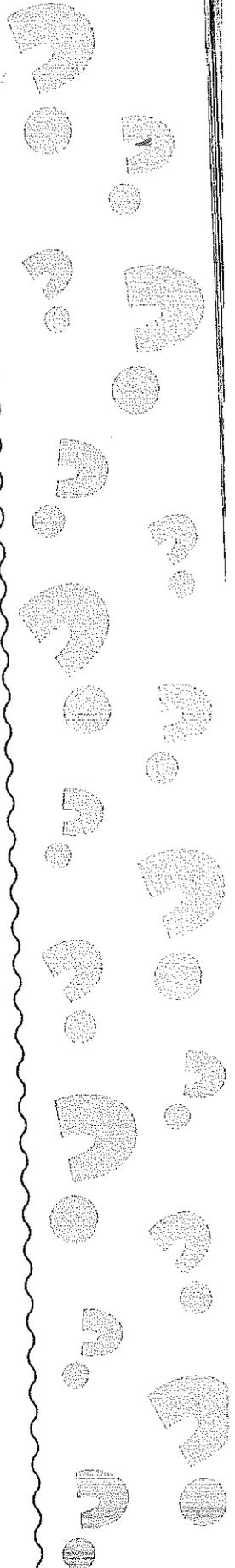
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**8.** What's the group before genus?

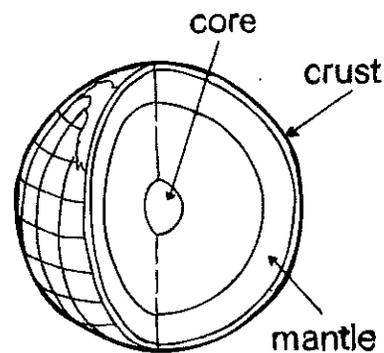
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## Earthquakes

It was 5:12 A.M. on an April morning in 1906. Most people were still asleep when San Francisco was hit by one of the worst earthquakes on record. In less than one minute, the ground moved more than twenty feet. Dozens of buildings were flattened. Thousands lost their lives. The city burned for days following the earthquake.



Earth has four major layers. The outer layer is the crust. It includes the ground and the ocean floor. The crust is broken up into huge pieces called plates. These plates move all the time, floating on the mantle.

The crust has many cracks called faults. When rocks get stuck along a fault, the plates keep moving. The plates push hard against the rocks. If the rocks break, the plates move suddenly and Earth's crust starts to shake. This is an earthquake. Earthquakes also happen when one plate sinks under another one, or when plates crash or grind past each other. Earthquakes are likely to happen in these areas again.

In 1811 and 1812, three very big earthquakes struck near New Madrid, Missouri. They changed Earth's surface more than any other earthquake in North America. Large areas of land sank, new lakes formed, and acres of forests were destroyed. One quake even changed the course of the Mississippi River!

The morning of December 26, 2004, started out peacefully in South Asia. Then a huge earthquake struck deep in the Indian Ocean. The quake caused a tsunami, or giant wave. The tsunami spread across the Indian Ocean at speeds of 500 miles (805 kilometers) per hour! As it reached the shore, it slowed. The first wave was 30 feet (9.1 meters) tall when it crashed on shore. People along the Indian Ocean had no warning. Right before the big wave hit, the ocean suddenly pulled back. People could see the ocean floor. Then a wall of water slammed onto the coast. More than 200,000 people died. Scientists are working to make better warning systems.



Name \_\_\_\_\_ Date \_\_\_\_\_

Use what you read in the passage to answer the questions.

**1.** What were the effects of the 1906 earthquake in San Francisco?

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**2.** What is the outer layer of Earth called?

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**3.** What are **faults**?

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**4.** What can you infer causes the rocks in the faults to break?

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**5.** Why do scientists watch the larger faults carefully?

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**6.** In what years did big earthquakes hit New Madrid, Missouri?

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**7.** What caused the tsunami to form on December 26, 2004, in South Asia?

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**8.** Why were the people of South Asia not prepared for the tsunami?

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## It Matters

It's a lovely day to eat outside. You eat your sandwich and sip soup as the air touches your face. Then you wonder what the sandwich, the soup, and the air

have in common. They are all made of matter. Matter is anything that takes up space and has mass. Everything on Earth is made of matter—even you. There are three different forms, or states, of matter. They are solids, liquids, and gases. Each state of matter has certain characteristics. Properties describe how an object looks, feels, and behaves.

Most things you see are solids. Solids have a definite shape. The shape stays the same when you hold or move a solid. Pick up a pencil and hold it. It keeps its shape. Put the pencil down and it still has the same shape.

Orange juice and water are liquids. A liquid needs a container to hold it and give it a shape. A liquid is different from a solid in another way. A liquid flows, which means it can be poured. Hot cocoa is also a liquid. The cup it is in is a solid. The air around the cup is a gas. A gas has no shape. It fills whatever space it is in. What about the steam rising from the hot cocoa? That is also a gas.

How do we know that gas takes up space? A balloon is an empty bag until you blow into it. It fills up with air, which is a gas. All matter is made up of elements. Elements are basic kinds of matter found in nature. The gold in a ring is an element. Iron is an element. The oxygen in the air is an element. Scientists have learned that elements are made of atoms. Atoms are the smallest pieces, or particles, of any element. Atoms of elements join together to form compounds. Salt and water are compounds. Many compounds are made up of small units called molecules.

|  |                                      |  |                                    |
|--|--------------------------------------|--|------------------------------------|
| boron<br>5<br><b>B</b><br>10.811       | carbon<br>6<br><b>C</b><br>12.011    | nitrogen<br>7<br><b>N</b><br>14.007    | oxygen<br>8<br><b>O</b><br>15.999  |
| aluminium<br>13<br><b>Al</b><br>26.982 | silicon<br>14<br><b>Si</b><br>28.086 | phosphorus<br>15<br><b>P</b><br>30.974 | sulfur<br>16<br><b>S</b><br>32.065 |

Name \_\_\_\_\_ Date \_\_\_\_\_

Use what you read in the passage to answer the questions.

1. What is **matter**?

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---

2. What are the three states, or forms, of matter?

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---

3. What state of matter is a shoe?

---

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4. How are solids and liquids different?

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5. Liquids take the shape of ...

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6. What is an example of a gas?

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7. Gold and iron are both examples of \_\_\_\_\_.

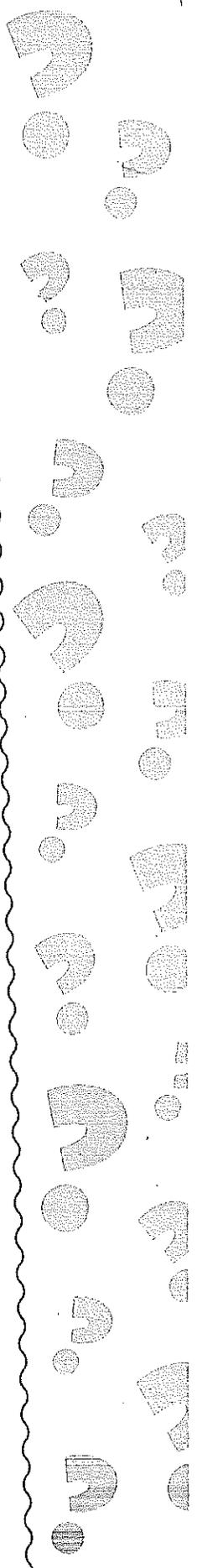
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8. All matter is made up of \_\_\_\_\_.

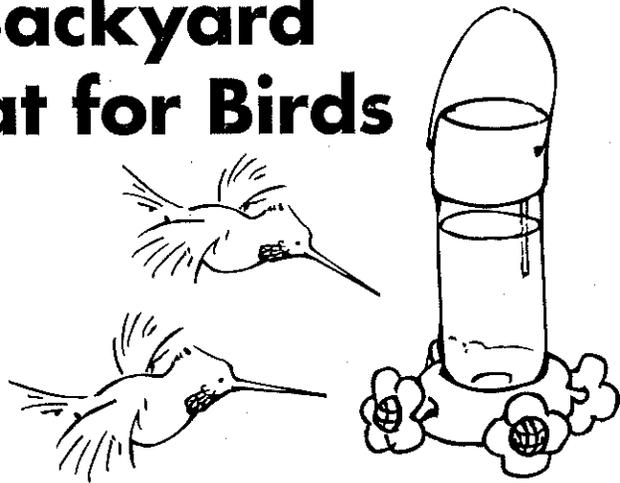
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# Make Your Backyard a Better Habitat for Birds

**A**n animal's habitat is the place where it lives. The habitat supplies all the things the animal needs to survive. These things are food, water, shelter, and a place to raise young.



Would you like to make your backyard into a better habitat for birds? You don't need a lot of space, or a lot of money. Start by looking over the outdoor space around your house or apartment. Make a list of the kinds of plants and trees you find there. Ask an adult to help identify them.

Do some of the plants or trees make berries that birds like to eat? Are there bright flowers that provide nectar for hummingbirds? Do any of the shrubs or trees have thick foliage that makes

them good hiding and nesting places? Look at the chart on this page to find the names of plants and trees that birds use as homes or sources of food. Add some of these plants to your yard if possible. Some of the plants can even be grown in pots on a small deck or patio.

Provide more food for birds by setting out several kinds of bird feeders.

Hummingbirds feed on sweet nectar. You can make a sort of "homemade nectar" for them to eat. You will need

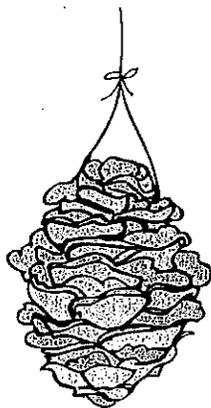
to buy a hummingbird feeder. Wash and rinse it well. Ask an adult to help you make the nectar. Place 4 cups (950 ml) of water in a saucepan and bring it to a boil. Add 1 cup (200 g) of sugar and stir until sugar is completely dissolved. Let the mixture cool to

| Tree or Plant | Food | Cover | Nesting |
|---------------|------|-------|---------|
| Cedar         | X    | X     | X       |
| Cherry        | X    |       |         |
| Mulberry      | X    |       |         |
| Holly         | X    | X     | X       |
| Pine          | X    | X     | X       |
| Crab Apple    | X    | X     | X       |
| Serviceberry  | X    |       |         |
| Spruce        | X    | X     | X       |
| Elderberry    | X    | X     | X       |
| Honeysuckle   | X    |       |         |
| Bee Balm      | X    |       |         |

room temperature. Fill the clean feeder with the cool nectar. Store extra nectar in the refrigerator.

At least once a week, ask an adult to help you clean the feeder using water, a little bit of bleach, and a bottlebrush. This prevents the growth of fungus that can harm the hummingbirds.

Purchase or build a simple seed feeder. Black oil sunflower seeds appeal to many birds, so they are a good choice. Hang the feeder from a tree so that squirrels and other animals cannot steal the seeds. Clean these feeders with water and bleach as well. Do this every few weeks.



Here are some other interesting ways to feed the birds:

Tie a string to the top of a pinecone. Spread peanut butter all over the pinecone, pressing it into all the spaces. Hang from a tree branch.

Purchase a whole coconut. Ask an adult to help you crack it into large pieces. Tack a piece of the unshelled coconut to a board or tree branch.

Fasten apple or orange halves to the feeding station in the same way.

Water is another important element of habitat. You can easily make a birdbath. A large ceramic saucer that is used to catch water underneath a flowerpot makes a fine birdbath. Or use an upside-down garbage can lid balanced on rocks. Hang a plastic milk jug filled with water above your birdbath. Poke a tiny hole in the bottom of the milk jug. Birds will be attracted by the sound of the dripping water.

Birdbaths and bird feeders need to be up off the ground so that birds can more easily spot cats that might try to catch them.

Place feeders away from picture windows so that birds will not accidentally fly against the glass. Many birds are injured or killed in this way. Ribbons, stickers, and hanging objects help show the birds that they cannot fly through.

If you follow these steps, you will probably have many new bird visitors. Make sure to clean and fill the feeders often. Your feathered friends will thank you.

Name \_\_\_\_\_



## Questions about Make Your Backyard a Better Habitat for Birds

1. What is a habitat?

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2. What are the four important things that a good habitat must supply?

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3. What do hummingbirds eat?

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4. Why shouldn't birdbaths and bird feeders be placed on the ground?

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5. Why is it important to keep hummingbird feeders clean?

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6. What makes a shrub or tree a good hiding place for birds?

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7. Name two plants that provide food, cover, and nesting places for some birds.

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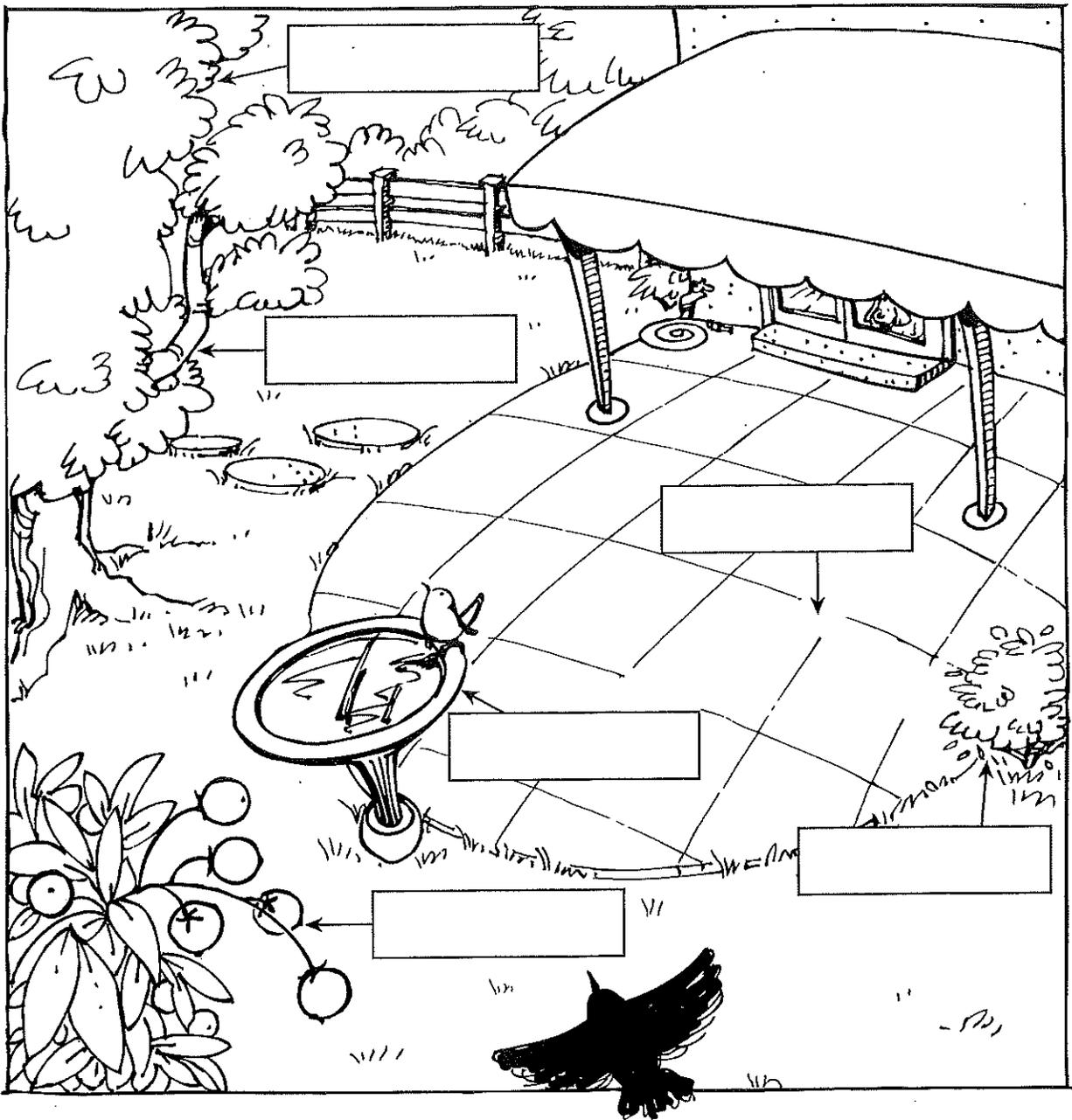
Name \_\_\_\_\_



# Vocabulary

Label the items in the picture using the words in the box.

| Word Box |        |         |
|----------|--------|---------|
| berries  | shrub  | patio   |
| birdbath | branch | foliage |



Name \_\_\_\_\_

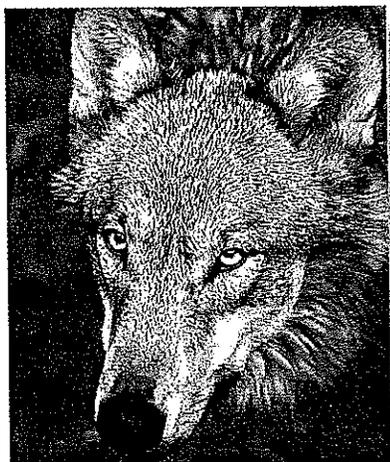
# Be a Birdwatcher



Be a birdwatcher for one week. Spend time every day looking for birds near your home. Write the name of each kind of bird you see. If you do not know the name of the bird, draw a picture.

|                 |                  |
|-----------------|------------------|
| <b>Sunday</b>   | <b>Monday</b>    |
| <b>Tuesday</b>  | <b>Wednesday</b> |
| <b>Thursday</b> | <b>Friday</b>    |
| <b>Saturday</b> |                  |

# A Class by Itself



wolf



German shepherd

**C**an you tell the difference between a wolf and a German

shepherd? These animals look a lot alike. Each has four legs and a tail. Each has fur. And females from each **species** nurse their young with milk. But a wolf and a German shepherd have different features. These features help scientists tell one group of animals from another.

The division, or **classification**, of animals and plants into groups is called **taxonomy**. Scientists classify animals by looking at things they have in common.

The first scientist to classify animals lived thousands of years ago. His name was **Aristotle**. Aristotle lived in Greece from 384 to 322 B.C.E. Aristotle saw that animals could be classified by common traits. He identified four ways to group animals. These were by way of living, actions, habits, and body parts.

Aristotle began dividing animals into groups. Some of these

groups were birds, whales, fish, and insects. Then Aristotle broke each large group into smaller groups. He wrote that animals with two feet were different from animals with four feet. Some animals had hair or feathers. Some did not. Animals with shells were different from animals without shells. These classifications let Aristotle identify different groups of animals.

Another important scientist was Carolus **Linnaeus**. Linnaeus was born in Sweden in 1707. At that time many new animals were being discovered. **Biologists**, scientists who study living things, had a hard time placing these new animals into Aristotle's system. Some animals didn't fit well into any of Aristotle's groups. So Linnaeus made up a new system. Linnaeus's basic system of classification is still used today.

Scientists look at many things when they are classifying animals. The easiest way to classify an animal is to look at its body. It's easy to see that a cheetah and a leopard look a lot alike. So these animals are grouped together. Other times, scientists have to look very closely at the animals' bodies to see what things are alike. That's why some animals that don't look alike can be part of the same group.

Scientists also look at where animals live and what they eat. A bird that eats

insects is different from a bird that eats nuts or seeds. Polar bears and sun bears are both bears. But polar bears live where it is very cold. Sun bears live where it is hot. Although both animals are bears, they are classified in different groups.

Classifying animals is like fitting pieces into a puzzle. Each animal fits into a special place. It's up to biologists to find out just where that place is.

## Gray Squirrel

This is how a gray squirrel would be classified in the Linnaean system.



*Kingdom—animals*

All animals are part of the animal kingdom.



*Phylum—Chordata*

*Animals with backbones*



*Class—mammals*

Mammals are animals that nurse their young.



*Order—rodents*

Rodents are mammals with long, sharp front teeth.



*Family—rodents with bushy tails  
(squirrels, chipmunks)*



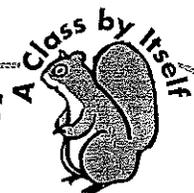
*Genus—rodents with bushy tails  
that climb trees (squirrels)*



*Species—gray squirrel*

Name \_\_\_\_\_

## Questions about *A Class by Itself*



1. How do scientists classify animals?

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2. Why was Aristotle mentioned in this story?

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3. What were the four things that Aristotle used to group animals?

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---

4. Why did Linnaeus make up a new system to classify living things?

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---

5. When scientists are deciding what group an animal belongs to, what things do they look at besides appearance?

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6. Name two things that are the same about squirrels and chipmunks.

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7. Name one way that squirrels and chipmunks are different from each other.

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Name \_\_\_\_\_



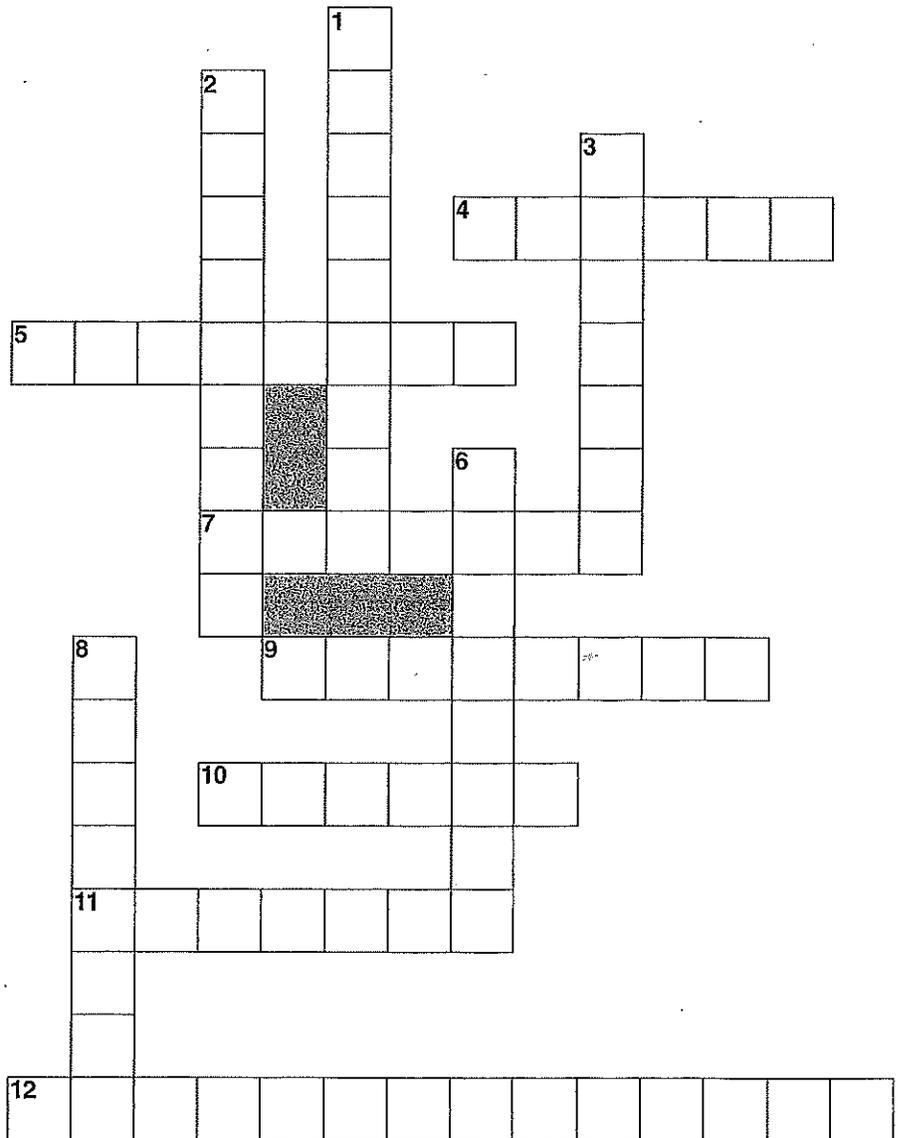
# Vocabulary

Use words in the box to complete the crossword puzzle.

| Word Box  |           |          |         |          |                |
|-----------|-----------|----------|---------|----------|----------------|
| Aristotle | Linnaeus  | traits   | system  | mammals  | classification |
| species   | biologist | squirrel | rodents | taxonomy | identify       |

## Across

4. characteristics
5. dividing animals and plants into groups
7. a specific type of animal or plant
9. to tell what something is
10. a way of organizing things
11. animals with long, sharp front teeth
12. the process of dividing into groups



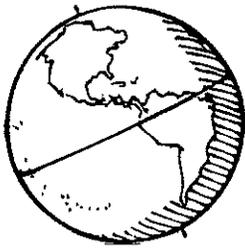
## Down

1. the first scientist to classify animals
2. a scientist who studies animals
3. animals that nurse their young
6. created the system of plant and animal classification we use today
8. a rodent with a bushy tail that climbs trees

# The Miracle of Light

**L**ight is wonderful and amazing. Light from the Sun warms the Earth. It provides the **energy** plants need to grow. Plants make food for animals. Plants and animals provide food for people and other animals. Without the Sun's light, there would be no life on Earth. Light from the Sun is the most important light of all.

But light also comes from other sources. At night you can see stars twinkling in the sky. Like our Sun, stars give off their own light. (In fact, our Sun is a star!) Stars seem small and dim because they are so far away. The Moon appears to give off light, but it does not make its own light. It can only reflect light from the Sun.



Other lights also appear in the sky. Lightning zigzags through storm clouds, making a very exciting light. People who live near the North and South Poles sometimes see glimmering bands or streaks of light in the sky. In the **Northern Hemisphere** this is called the aurora borealis, or "northern lights." In the Southern Hemisphere it's called the aurora australis or "southern lights."

Nature gives us another surprising source of light. Some animals are able to give off light from their bodies! Have you ever seen fireflies dancing in the air on a summer evening? Chemicals inside the fireflies' bodies react to give off light. This makes it look like little lights on their abdomens are blinking on and off. Squid and many other sea animals can also give off light.



These lights from nature add beauty and wonder to our lives. But many of the lights we see every day do not come from nature. These are manmade, or artificial, lights. Light bulbs, laser beams, and flashlights are all examples of artificial lights.

Artificial light is important. It allows people to work and travel at night. Many stores and factories stay open all night long. We can go shopping at night, or to the library. Headlights on our cars allow us to see the road at night. Streetlights help us to walk safely along the sidewalk. Airplanes take off and land on lighted runways.

Artificial lights make our homes safer and more comfortable. They make our lives easier and more fun. In the past, people had only candles and firelight. They often went to bed when the sun went down. Today we only have to flip a switch to get light. We can read, work, and play for many more hours each day. Manmade lights even give us entertainment such as movies, video games, and TV.

Artificial light has another important job. It can be used to carry information from one place to another through special cables. Many telephones and computers are connected to these cables. Light can help us talk to people who are far away. It can help us use the Internet.



Daytime sky

Nighttime sky

Take a moment to notice light. Go outside on a sunny day. Feel the warmth on your skin. Gaze at the brilliant stars in the night sky. Indoors, count the number of artificial light sources that you and your family use. Open the door to your refrigerator and see everything that's inside. Enjoy the miracle that is light!

Name \_\_\_\_\_



## Questions about *The Miracle of Light*

1. What is the most important source of light?
  - a light bulb
  - a flashlight
  - car headlights
  - the Sun
2. The northern lights and southern lights look like \_\_\_\_\_.
  - lightning bolts
  - streaks of colorful light
  - moonlight
  - fireflies
3. Fireflies and some other living creatures make lights using \_\_\_\_\_.
  - chemicals in their bodies
  - friction of their wings
  - sounds
  - magic
4. Artificial lights are manmade. Which of the following is **not** an artificial light?
  - light from the television
  - laser beam
  - starlight
  - light from a streetlight
5. The stars we see at night seem small because \_\_\_\_\_.
  - they are small
  - they are reflecting light from the Sun
  - they are twinkling
  - they are so far away

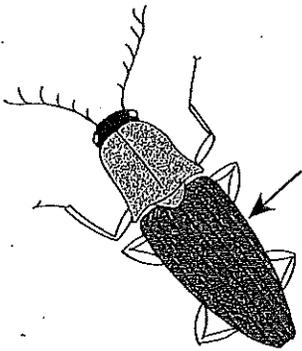
Name \_\_\_\_\_



# What Is It?

Label each picture with a word from the box.

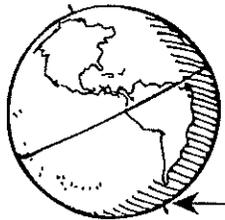
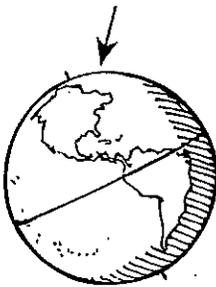
| Word Box |                     |                 |            |
|----------|---------------------|-----------------|------------|
| zigzag   | northern hemisphere | aurora borealis | south pole |
| squid    | lightning           | abdomen         | firefly    |



\_\_\_\_\_

\_\_\_\_\_

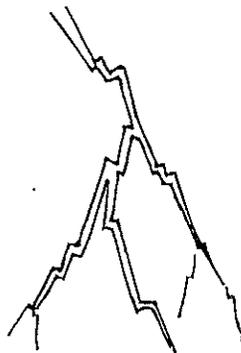
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



# Properties

Every object on Earth  
Can be simply described  
By color or weight,  
By shape or by size.

These characteristics  
We call properties,  
And they help us explain  
Everything that we see.

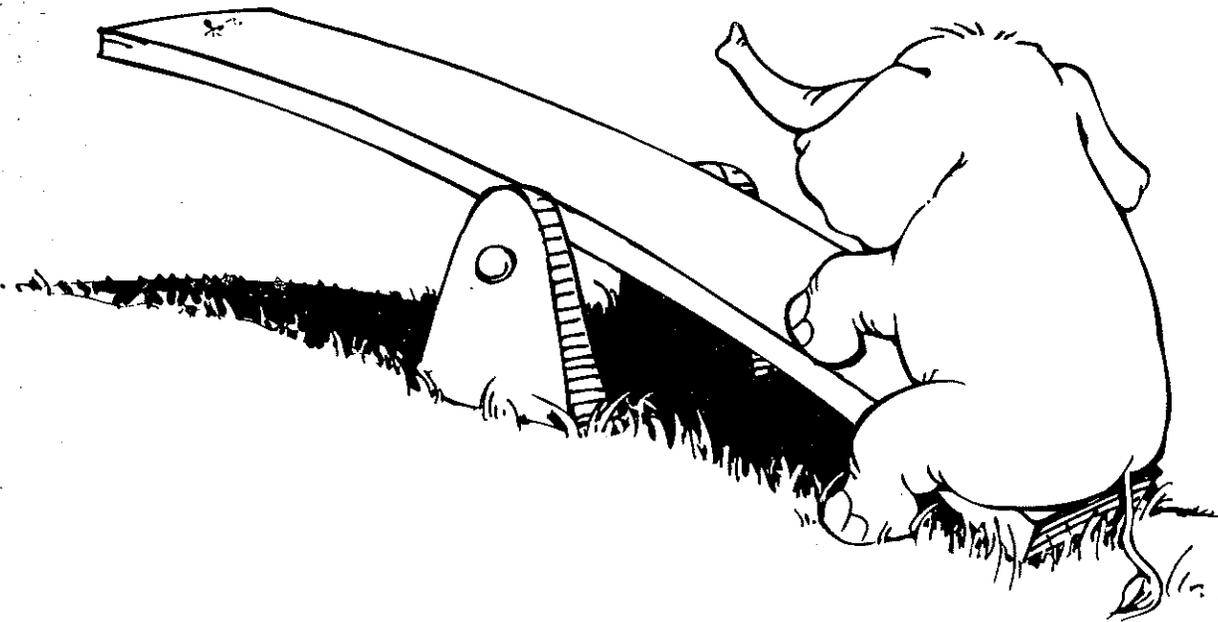
We can ask a few questions  
To help us define  
The traits that belong  
To each object we find.

Is it heavy or light?  
Is it thick? Is it thin?  
Is it hot, warm, or cold?  
Can it wiggle and bend?

Is it liquid or gas?  
Is it silky or coarse?  
Is it as small as an ant  
Or as big as a horse?

Is it round? Is it square?  
Is it red, blue, or green?  
Is it as hard as a rock  
Or as soft as a dream?

When you are answering  
Questions like these,  
You are describing  
Properties!



## Properties Can Change

Did you know that the properties of an object can change? Some changes are **physical**. These changes make the object look different, but do not change the makeup of the substance the object is made of. For example, paper can be torn into shreds, but it is still paper. Metal can be bent or flattened, but it is still metal. Wood can be sliced into boards or sawed into sawdust, but it still is wood. A physical change affects the shape or appearance of an object. A physical change does not affect the makeup of an object.

But some changes are **chemical**. This means that the substances that make up an object are changed, and one or more new substances are formed. When wood is burned, it is completely changed. When a piece of wood burns in the fireplace, some of it turns into gases. These gases escape up the chimney. The rest of the wood turns into ashes. The makeup of the wood, as well as its appearance, has changed. This is a chemical change.

Notice all the things around you. What are the properties of the things you see? How can you use these properties to describe the different objects? Use your senses to explore the properties of things in your world.

## Investigate Properties

All objects have certain **properties** that we can observe, measure, and compare. Work with a small group of classmates to do this investigation.

Gather these items:

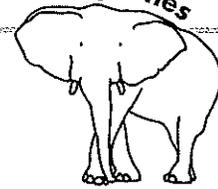
- a coin
- a marble
- a bottle cap
- a key
- a leaf
- a rock
- a pencil
- a jar lid
- a paper clip
- an orange
- a rubber ball
- a postage stamp
- a sheet of paper
- a wooden block
- a safety pin
- an empty plastic bottle

Examine the properties of each of the objects you found. Sort the objects into groups by color. Sort again, this time for shape. Find all the objects that are made of metal. Which ones are made of wood?

Find two objects that are made of wood and compare them. Which one is larger? Use a ruler to find out. Which one is heavier? Measure their weights with a scale if you have one.

Name \_\_\_\_\_

Properties

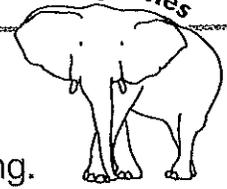


## Questions about *Properties*

1. Properties can be \_\_\_\_\_.
  - observed
  - measured
  - compared
  - all of the above
2. A scale is a device that is used to measure \_\_\_\_\_.
  - length
  - temperature
  - weight
  - height
3. Which of the following is an example of a chemical change?
  - bending a paper clip
  - burning wood
  - tearing paper
  - sawing wood
4. A ruler or tape measure is a device that is used to measure \_\_\_\_\_.
  - weight
  - temperature
  - length
  - none of the above
5. When wood burns, some of the substance of the wood turns into \_\_\_\_\_.
  - ice
  - gas
  - paper
  - metal

Name \_\_\_\_\_

Properties



# Vocabulary

**Characteristic** means a quality, trait, or property of a particular thing.

**A.** Complete each sentence.

A characteristic of carrots is that they are \_\_\_\_\_

A characteristic of kittens is that they are \_\_\_\_\_

A characteristic of fire is that it is \_\_\_\_\_

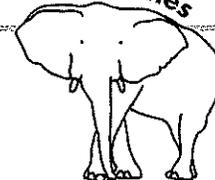
A characteristic of snow is that it is \_\_\_\_\_

**B.** Draw a picture to illustrate each of the following characteristics.

|               |                  |
|---------------|------------------|
| <b>bent</b>   | <b>flattened</b> |
| <b>sliced</b> | <b>shredded</b>  |

Name \_\_\_\_\_

Properties



# Scavenger Hunt

List as many objects as you can that have both properties given in each example.

**green and smooth**

**long and thin**

**short and thick**

**round and yellow**

**small and cold**

**rough and bumpy**

# Nature's Gifts: The Materials of the Earth

*It is early morning. The first rays of the sun slip into the mouth of the cave. The family group that is sleeping inside begins to wake up. The women stir up the fire. The children gather wood. The men check their weapons, which are stout wooden spears. Each spear has a stone point at the tip. The men will hunt today. Food supplies are low. There isn't much to eat for breakfast, only scraps of meat left over from the evening meal.*

*The women and children will also go in search of food. They take rough baskets made of bark and reeds. While the men wander the grassland looking for game (animals that are hunted for meat), the women and children hunt for food in the forest. They gather berries in the baskets.*

*They use sharpened sticks to dig up tasty roots. If they are lucky, there will be a feast for the whole group this night!*



**P**eople have always used the materials offered by nature to make the things they need. These things make life better and easier. Even the earliest humans found ways to make useful tools. They chipped hard stone into sharp spear points. They used flexible bark to make baskets. They sharpened strong sticks to make

digging tools. They used the skins of animals to make clothing and blankets.

It has been thousands of years since these early humans roamed the Earth. Our way of life has changed a great deal. Humans have learned much more about the Earth's natural materials. We have learned how to use these materials in better ways.

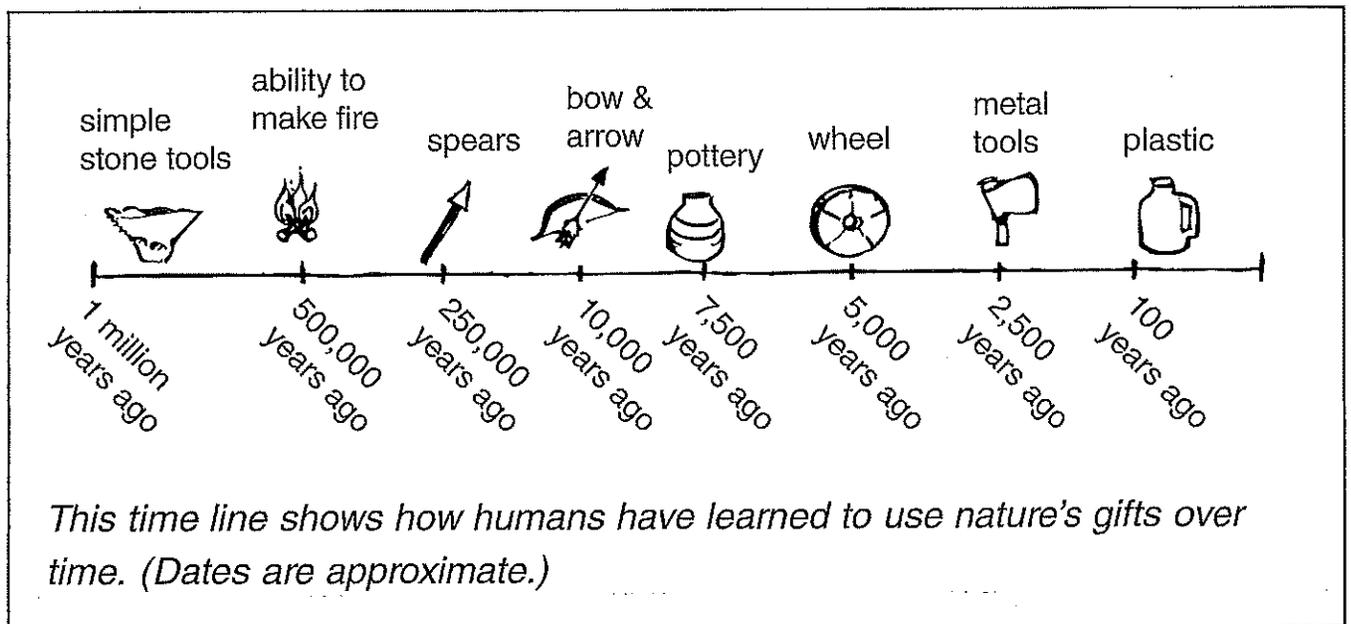
For instance, we have learned to take fiber from plants, like cotton, and make it into cloth. We have learned to use plants for other purposes, too. Today many products are made from plants. Oils, paint, soap, and medicines are a few of these products.

We have learned to use metals like copper, iron, gold, and silver. We use these metals to make many useful things. Metals are used to make machinery, automobiles, and airplanes. Metals are also used to make coins and jewelry. We have even learned how to mix metals to make new materials. Two or more metals mixed together form an alloy. Some alloys are very useful because they are lightweight but very strong.

Brand new materials have been developed, too. Plastics, for example,

are not found in nature. They are made by mixing chemicals that are found in natural materials such as petroleum (oil), coal, and certain kinds of plants. Many different kinds of plastics can be made from these chemicals. Plastics are used to make a wide variety of objects. Ketchup bottles, trash cans, football helmets, and even parts for the space shuttles are made of plastic!

We are constantly learning more about the materials that make up our world. Every day inventors try to find new uses for nature's gifts. Every day scientists try to combine these materials in new ways. It is hard to imagine what the future holds. There will probably be many exciting discoveries in your lifetime. The materials of the Earth are truly gifts to treasure.



Name \_\_\_\_\_



## Questions about *Nature's Gifts:* **The Materials of the Earth**

1. Next to each material, write the name of an object made by early humans.

stone \_\_\_\_\_

bark \_\_\_\_\_

animal skins \_\_\_\_\_

wood \_\_\_\_\_

2. List four products that are made today from each material.

**plants**

**metals**

**plastics**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. From what are plastics made?

\_\_\_\_\_

\_\_\_\_\_

4. Do you think the author chose a good title for this article? Explain your thinking.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_



## Vocabulary

We can often learn the meaning of a word by the way it is used in the sentence. This is called the "context." Use context clues to complete the exercises below.

1. The soldier cleaned his **weapon** before the battle began.

Circle the name of the object that is **not** usually used as a weapon.

gun      bowl      spear      arrow

2. My sister likes to **wander** through the hills on her horse.

Circle the word that means the same as "wander."

fall      sneak      sit      roam

3. The **flexible** gymnast did a backbend with ease.

Circle the word that means the opposite of "flexible."

rough      old      stiff      tiny

4. The old man uses a **stout** cane when he walks down the street.

Circle the word that means the same as "stout."

strong      thin      short      yellow

5. Ralph used a very strong **alloy** to make the parts for his airplane.

Circle the best answer. An alloy is a mixture of:

plastics      metals      chemicals      plants

6. Sam is very good at tracking **game**.

Circle the word that does **not** name a kind of game.

deer      rabbit      corn      squirrel

7. We bought the building **materials** we needed at the lumberyard.

Circle the items that might have been purchased.

clothing      nails      boards      potato chips      hammer

Name \_\_\_\_\_



## Favorite Things

Everyone has a few favorite objects. Think of one object that you treasure a great deal. What is it?

\_\_\_\_\_

What is it made of?

\_\_\_\_\_

What is the object used for?

\_\_\_\_\_

Where did it come from?

\_\_\_\_\_

Why is this object so special to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of the object in the box below.

# The Magic Eye

**A** patient is rushed to the emergency room of a large hospital. He says his stomach hurts. The doctor needs to look inside the man's body to find out what's wrong. How can he do that? He can use a special machine called a CT scanner.

CT is short for **computerized tomography**. A CT scan is a special kind of x-ray image. It shows doctors what's deep inside a patient's body.



X ray of a hand

Traditional x-ray images were first used in 1896. X-ray images are formed by passing **radiation** through the body. The rays pass through soft body tissues, but not through bones. The rays then strike photographic film, creating a picture of the bones. That picture can show a doctor if something is wrong with the bones.

X rays work well on **dense** parts of the body, like bones. For example, an x ray can show a **fracture** in an arm or leg bone. But x rays are not very good at showing other parts of the body. Soft tissues, such as blood vessels and muscles, don't show up well on x rays. Neither do **organs**, such as the brain or heart.

During the 1960s two scientists worked to make x rays better. One was Sir Godfrey Newbold Hounsfield. The other was Allan Macleod Cormack. These two men didn't know each other, but they each came up with the idea for the CT scanner.

Both Cormack and Hounsfield thought of sending many x rays through the body at different angles. They thought this would let doctors take pictures of body organs. Then a computer could combine the images into one picture. In 1972 a British company used this idea to create the first CT scanner.

Doctors began using CT scans to help patients. In the past, if a patient had something wrong deep inside the body, doctors had to perform an operation in order to find the problem. Today doctors use CT scans to **diagnose** many different medical problems. Operations can be dangerous and painful. CT scans are safe and painless. CT scans also allow doctors to find problems more quickly than operations do.



A CT scanner is about 8 feet (2.4 m) tall. The machine is shaped like a huge donut. During a CT scan, the patient lies on a special table. This table slides into the scanner. Then a tube beams x rays through the patient's body. The scanner spins around as it sends out the x rays. Special machines look at the x rays and send the images to a computer. In a few seconds, the computer screen shows an image of the inside of the body.

CT scanners were first used to look at the brain. This is still the most common use of CT scans. A CT scan can show doctors if a patient has suffered a brain injury. It does this by showing blood or damaged tissue inside the brain. Doctors may take several CT scans over a few days or weeks. These scans tell them if a patient's injury is getting better or worse.

CT scans are also used to diagnose tumors, infections, and injuries deep inside the body. They can also give doctors a closeup look at body tissues during operations. This helps doctors be more precise as they work.

X-ray images have come a long way since their first use in 1896. Today x-ray technology lets doctors do what once seemed impossible—to see inside the human body.

Name \_\_\_\_\_



## Questions about The Magic Eye

1. A CT scan is a type of \_\_\_\_\_.
  - operation
  - doctor's visit
  - x ray
  - hospital
2. Traditional x-ray images are \_\_\_\_\_.
  - a new invention
  - more than 100 years old
  - about 30 years old
  - thousands of years old
3. X rays are good at showing \_\_\_\_\_.
  - organs
  - muscles
  - bones
  - blood vessels
4. CT scans were first used to see \_\_\_\_\_.
  - the brain
  - broken bones
  - the heart
  - the liver
5. CT scans are \_\_\_\_\_.
  - painful
  - very slow
  - dangerous
  - painless
6. Doctors like CT scans because the scans \_\_\_\_\_.
  - are fun to use
  - cost a lot of money
  - are asked for by patients
  - help them diagnose problems

Name \_\_\_\_\_



# Vocabulary

Use words from the box to fill in the crossword puzzle.

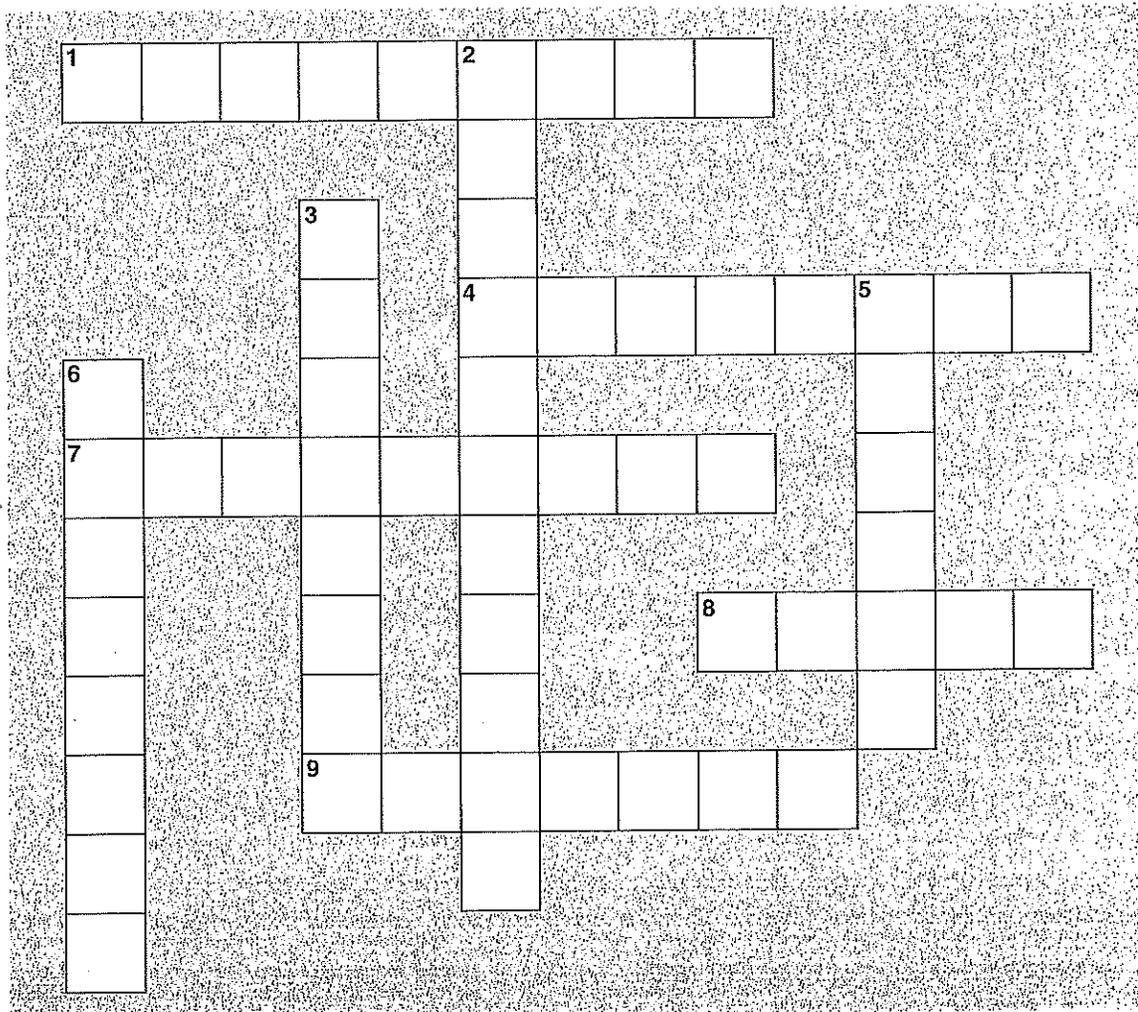
| Word Box    |           |           |          |          |
|-------------|-----------|-----------|----------|----------|
| traditional | radiation | dense     | fracture | patients |
| organs      | diagnose  | operation | scanner  |          |

## Across

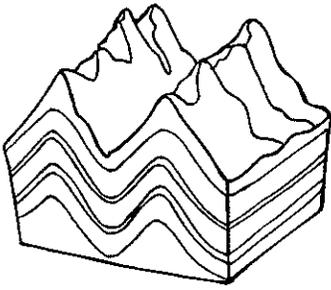
1. the cutting open of the body
4. to determine what disease a patient has
7. the sending out of rays of energy
8. thick
9. a computerized tomography machine

## Down

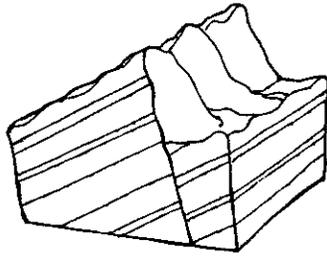
2. something in use for a long time
3. people being treated by a doctor
5. body parts, such as the brain or heart
6. to break



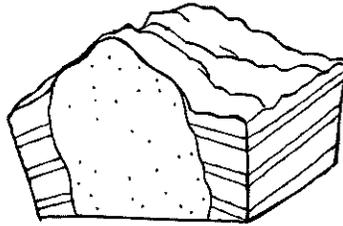
# Mountains



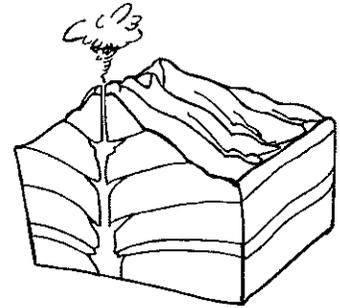
**Folded Mountain**



**Fault-block Mountain**



**Dome Mountain**



**Volcanic Mountain**

**M**ountains are formed in several different ways. But all mountains are made by movements and changes in the Earth's **crust**. The Earth's crust is the outer skin, or shell, of the Earth. This crust is not one solid piece. Instead, it is made of several large pieces, or plates.

These plates are always moving, but so slowly that we cannot tell. The movements of the plates cause sections of the crust to bend or break. Where the crust bends or breaks, mountains are sometimes formed. This can happen in four different ways.

Sometimes areas of the crust buckle or fold. Mountains formed in this way are called **folded mountains**.

In other cases, pressure from movement in the crust causes huge cracks to form. These cracks are called **faults**. There is a lot of pressure along a fault. The crust can suddenly break into huge blocks. Some of the giant blocks

jut upward, while others slip downward. Mountains formed in this way are called **fault-block mountains**.

**Dome mountains** are formed when the crust simply bulges upward. The bulging is caused by pockets of molten rock that push upward toward the surface, causing the crust to rise. An example of this kind of mountain can be seen in the Black Hills region of South Dakota.

**Volcanic mountains** are formed when **lava**, the molten rock inside the Earth, breaks through to the surface. The lava pours out, and gas and ash explode from the **vent**, or opening. Layers of cooled ash and lava form a large cone around the vent. These layers pile up, one on top of the other, building the mountain higher and higher. The mountains of the Hawaiian Islands were formed by volcanoes.

As soon as a mountain forms, it begins to wear away. This process is called **erosion**. Rain falls on the mountain. The water flows down the mountain in streams that carry away tiny bits of rock. Snow falls on the top of the mountain. If the mountain is high enough, some of the snow will remain there all year. Over time the snow hardens into ice. Year after year, the snow gets deeper and heavier. After many years, the layers of ice form into **glaciers** that move slowly down the mountain, carving out bowls and valleys. The glaciers pick up rocks that grind away at the mountainside like sandpaper.

Nature works on the mountain in other ways, too. Trees send roots into little cracks, or crevices, in the rock. Water seeps into these crevices, too. In cold weather the water freezes and expands, enlarging the cracks. The

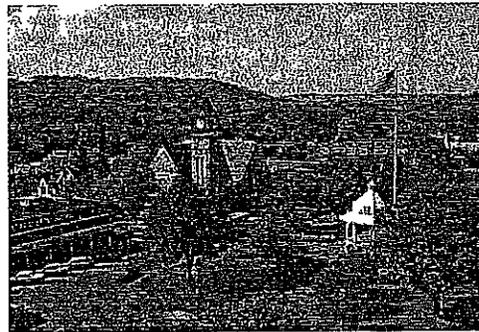
roots grow bigger and exert more pressure on the rock. The action of roots and ice causes pieces of the rock to break away. Even the wind can scrub at the mountainside, slowly wearing it away.

Because of this erosion, older mountains appear smoother, lower, and more rounded than younger mountains. Older mountains are often covered with trees and plants. Younger mountains are sharper, more rugged, and taller. They are often rocky and covered with snow.

Looking up at one of these towering giants, it is hard to imagine that wind, rain, and snowflakes can ever make it disappear! It may take millions of years, but in time the mountain will wear away completely. At the same time, new mountains will be forming on the ever-changing surface of our planet.



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© David R. Bridge

*Younger mountains are sharper and taller.*

*Older mountains are smoother and lower.*

Name \_\_\_\_\_

Mountains



## Questions about Mountains

- The Earth's crust \_\_\_\_\_.
  - is made of one solid piece
  - is made of several large pieces
  - does not move
  - is very hot
- Mountains formed when ash and lava pour out of the Earth are called \_\_\_\_\_.
  - fault-block mountains
  - folded mountains
  - dome mountains
  - volcanic mountains
- Erosion can be caused by \_\_\_\_\_.
  - wind
  - water
  - ice
  - all of the above
- Fault-block mountains are formed when \_\_\_\_\_.
  - large chunks of crust break and move
  - volcanoes erupt
  - the crust folds and bends
  - snow collects and forms glaciers
- Younger mountains are usually \_\_\_\_\_.
  - smoother and rounder
  - smaller
  - sharper and more rugged
  - covered with trees
- Which of these mountain ranges is an example of dome mountains?
  - Rocky Mountains
  - Black Hills of South Dakota
  - Appalachian Mountains
  - Sierra Nevada



# Vocabulary

A. Write each word on the line in front of its meaning.

| Word Box |         |      |         |      |
|----------|---------|------|---------|------|
| lava     | crust   | dome | glacier | vent |
| faults   | crevice | cone | plates  |      |

- \_\_\_\_\_ a small crack
- \_\_\_\_\_ the outer layer of the Earth.
- \_\_\_\_\_ the opening of a volcano
- \_\_\_\_\_ the large pieces of the Earth's crust
- \_\_\_\_\_ molten rock from below the Earth's surface
- \_\_\_\_\_ a shape with a round base and a pointed end
- \_\_\_\_\_ a rounded shape, somewhat like half of a ball
- \_\_\_\_\_ a large mass of snow and ice
- \_\_\_\_\_ huge cracks in the Earth's surface

B. What does **erosion** mean?

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C. In your own words, explain how the process of erosion can wear away a huge mountain.

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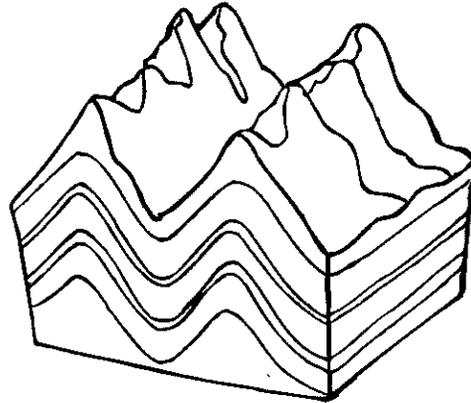
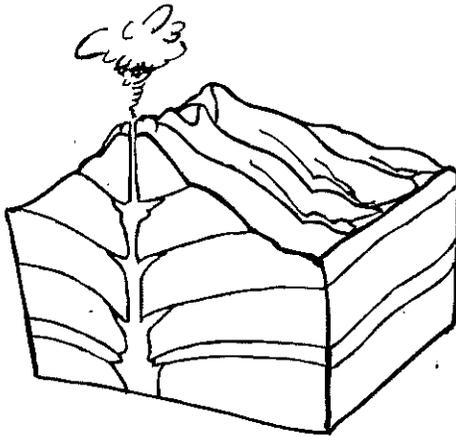
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Name \_\_\_\_\_



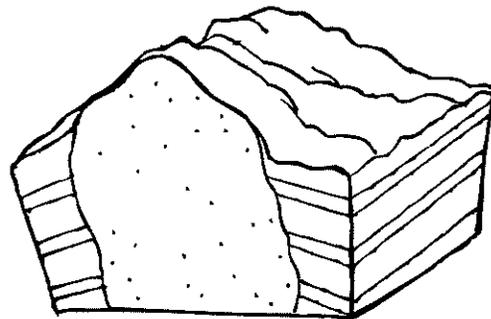
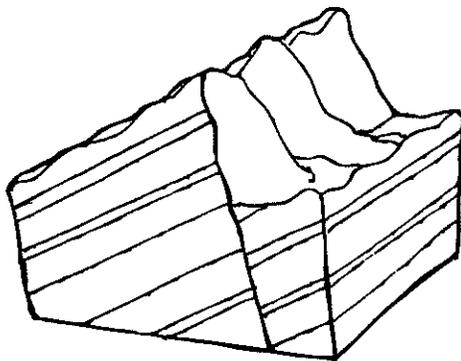
# How Mountains Are Made

A. Label the pictures of the four different ways in which mountains are formed:



\_\_\_\_\_

\_\_\_\_\_

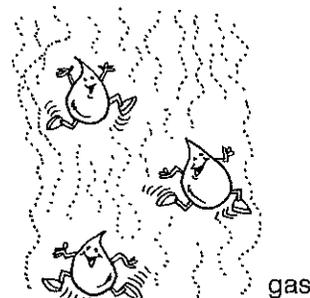
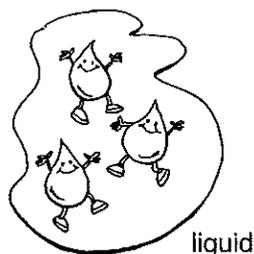
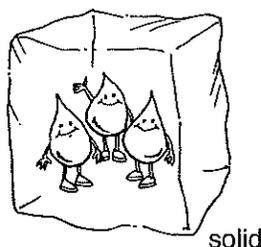


\_\_\_\_\_

\_\_\_\_\_

B. Show this page to someone in your family. Explain how each kind of mountain is formed.

# States of Matter



## What Is Matter?

Matter is the material that makes up everything on Earth. Rocks, paper, wood, water, and even air are made of **matter**! Animals, plants, and people are made of matter, too.

Matter is made up of very tiny particles called **atoms**. You can't see these tiny particles. They are far too small. But millions and millions of atoms make up your body, this book, and your pencil. The milk you drink for lunch, your lunch tray, and your fork are also made of millions of atoms.

In some kinds of matter, all the atoms are the same. Matter that is made of all one kind of atom is called an **element**. There are over 100 known elements on Earth. Oxygen is one kind of element. Gold is another. All matter is made from these elements. Most matter, however, is made of a combination of elements. A combination of elements is called a **compound**. For example, when you mix together one part of the element sodium with one part of the element chloride, you get table salt. When

you combine two parts of the element hydrogen with one part of the element oxygen, you get water. Compounds are made up of groups of atoms called **molecules**. A single drop of water contains millions of water molecules!

## The States of Matter

Matter exists in one of three basic forms: **solid**, **liquid**, or **gas**. These are called the states of matter. The state of a substance, or material, depends on the behavior of its molecules. The same substance can exist as a solid, a liquid, or a gas, depending on the arrangement of its molecules.

### Solid

If the molecules that make up a substance are close together and pull on each other with a lot of force, the substance keeps its shape. The molecules don't move around very much at all. This kind of matter is called a solid. A block of wood is solid. A bowling ball is solid. A solid has a definite size and shape. Ice is an example of water in its solid state.

## Liquid

In a liquid, the molecules are farther apart. They do not pull so tightly together. The molecules in a liquid move around more freely. A liquid has a certain size or volume, but it does not keep its shape. Instead, it forms itself to the shape of any container you put it in. A liquid like water can pour or flow.

## Gas

The molecules in a gas are far apart. They move around easily, without pulling on each other very much at all. Gas has no shape or size of its own. It is sometimes hard to believe that gas is actually matter, but it really is. Take a deep breath. Feel the pressure of the air you have just inhaled as it fills your lungs. Or blow up a balloon and see how the gas presses on the insides of

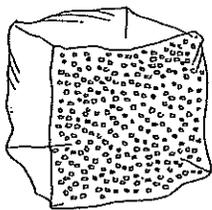
the balloon, making it expand. Water vapor that evaporates from a puddle on a hot summer day is an example of water in its gas state.

## Water in Different States

The same substance can exist as a solid, a liquid, or a gas. Water is a kind of matter that can change from one state to another. You can observe these changes: Take an ice cube out of the freezer and set it on a saucer. Check it every few minutes. You will notice the solid turning to a liquid right before your eyes. Leave the saucer on the table for a day or two. You will notice that the water gradually disappears. It is changing into a gas and mixing with the air. You cannot see it, but it is still there.

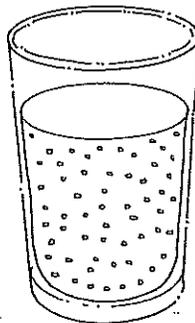
### Solid

The molecules in a solid are very close together.



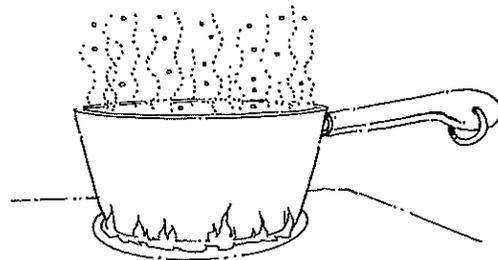
### Liquid

The molecules in a liquid are not as close together.



### Gas

The molecules in a gas are very far apart.



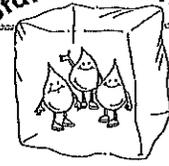
Name \_\_\_\_\_



## Questions about States of Matter

1. Matter is made up of tiny particles called \_\_\_\_\_.
  - elements
  - atoms
  - solids
  - liquids
2. Matter that is made of only one kind of atom is called \_\_\_\_\_.
  - a compound
  - a mixture
  - an element
  - a block
3. Which one of these is **not** one of the states of matter?
  - gas
  - solid
  - liquid
  - heavy
4. Molecules in a gas \_\_\_\_\_.
  - are tightly packed together
  - pull on each other with great force
  - move around freely
  - all of the above
5. Ice is an example of water in which state of matter?
  - liquid
  - gas
  - cold
  - solid

Name \_\_\_\_\_



# Vocabulary

A. Write each word on the line in front of its meaning.

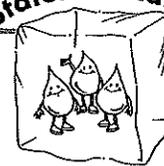
| Word Box |           |          |          |
|----------|-----------|----------|----------|
| particle | evaporate | atoms    | molecule |
| element  | matter    | compound |          |

- \_\_\_\_\_ a particular combination of atoms that form a compound
- \_\_\_\_\_ a substance whose atoms are all the same kind
- \_\_\_\_\_ what all things are made of
- \_\_\_\_\_ a combination of elements
- \_\_\_\_\_ a tiny piece
- \_\_\_\_\_ to turn from liquid to gas
- \_\_\_\_\_ microscopic particles of matter that are smaller than molecules

B. Draw a picture to show the meaning of each of these words.

| solid | liquid | gas |
|-------|--------|-----|
|       |        |     |

Name \_\_\_\_\_



# An Experiment to Try

## Materials

- 3 ice cubes the same size
- 3 bowls

## Procedure

1. Place an ice cube in each bowl.
2. Place one bowl in the sun.
3. Place one bowl in the shade.
4. With the help of an adult, place one bowl in the microwave. Microwave on high for 1 minute. Ask the adult to remove the bowl from the microwave.

## Observations

Describe the changes in each ice cube.

|           | After 1 minute | After 15 minutes | After 30 minutes |
|-----------|----------------|------------------|------------------|
| Sun       |                |                  |                  |
| Shade     |                |                  |                  |
| Microwave |                |                  |                  |

## Conclusion

Based on your observations, explain the role of heat in changing water from a solid to a liquid state.

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## **Unit 7 Life Science: Organisms**

page 83

1. Plants
2. More than 400,000
3. Both have cells.
4. Tells the cell what to do
5. It gives a plant its shape and holds the plant straight up.
6. Chlorophyll
7. A gas that plants use to make food
8. We give plants carbon dioxide for food and they give us oxygen to breathe.

## **Unit 7 Life Science: Classification**

page 87

1. Classification
2. Kingdom
3. On the outside of its body
4. Arthropods
5. Spinal cords
6. Vertebrates have backbones and invertebrates don't.
7. Class
8. Family

## **Answer Key**

### **Unit 7 Earth Science**

page 91

1. Many buildings fell, people died, and the city burned for days.
2. The crust
3. Cracks in Earth's crust
4. The plates push hard against the rocks.
5. Because earthquakes are likely to happen again in the same faults
6. 1811 and 1812
7. An earthquake deep in the Indian Ocean
8. They had no warning.

### **Unit 7 Physical Science**

page 95

1. Anything that takes up space and has mass
2. Solid, liquid, and gas
3. Solid
4. Solids have a shape but liquids take the shape of their containers. Liquids can also be poured.
5. Whatever they're in
6. Answers will vary.
7. Elements
8. Elements

**Page 27**

1. all of the above
2. weight
3. burning wood
4. length
5. gas

**Page 28**

- A. Answers will vary, but should make sense.  
Sample answers: orange, playful, hot, cold
- B. Drawings will vary, but should give a sense of each specified characteristic.

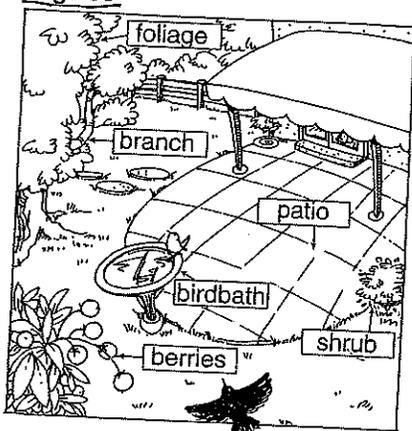
**Page 29**

Answers will vary. One way to check would be to have partners or groups compare responses.

**Page 37**

1. A habitat is the place where an animal lives.
2. Food, water, shelter, and a place to raise young are the four important elements of habitat.
3. Hummingbirds eat sweet nectar.
4. If birdbaths and feeders are placed on the ground, it will be hard for the birds to get away from predators such as cats.
5. Fungus can grow in the feeders and harm the birds.
6. Thick foliage makes a shrub or tree a good hiding place for birds.
7. Answers mentioned in the text include: cedar, holly, pine, crab apple, spruce, elderberry.

**Page 38**



**Page 39**

Birds listed or drawn will vary.

**Page 42**

1. atoms
2. an element
3. heavy
4. move around freely
5. solid

**Page 43**

- A. 1. molecule 5. particle  
2. element 6. evaporate  
3. matter 7. atoms  
4. compound
- B. Pictures should show that students understand the meanings of the words.

**Page 44**

Observations will vary, but should indicate that the microwaved ice cube shows the most rapid melting. Conclusion should state that heat speeds up the process of melting as heat makes the molecules in the water move around more freely. The greater the amount of heat applied, the faster water will change from a solid to a liquid.

**Page 102**

1. the Sun
2. streaks of colorful light
3. chemicals in their bodies
4. starlight
5. they are so far away

**Page 103**

abdomen, firefly, zigzag, northern hemisphere, south pole, squid, aurora borealis, lightning

**Page 104**

Answers will vary, but natural light sources should be marked correctly. Answers to Part B should be supported.

**Page 107**

1. Scientists classify animals by looking at the things they have in common.
2. Aristotle was the first scientist to classify animals.
3. Aristotle grouped animals by way of living, actions, habits, and body parts.
4. Linnaeus made up a new classification system because new animals were being discovered that did not fit into Aristotle's system.
5. Scientists look at where the animals live and what they eat, as well as what the animals look like.
6. Both chipmunks and squirrels are rodents that have bushy tails.
7. Squirrels climb trees, but chipmunks don't.

**Page 108**

**Across**

4. traits
5. taxonomy
7. species
9. identify
10. system
11. rodents
12. classification

**Down**

1. Aristotle
2. biologist
3. mammals
6. Linnaeus
8. squirrel

**Page 122**

1. is made of several large pieces
2. volcanic mountains
3. all of the above
4. large chunks of crust break and move
5. sharper and more rugged
6. Black Hills of South Dakota

**Page 123**

- A. 1. crevice 4. plates 7. dome  
2. crust 5. lava 8. glacier  
3. vent 6. cone 9. faults
- B. Erosion is the gradual wearing away of something by water or wind.
- C. Explanations will vary, but should explain that water and moving ice carry small pieces of the mountain downhill as they move. Wind can blow away small bits of rock and soil.

**Page 124**

- A. volcanic folded  
fault-block dome

**Page 127**

1. x ray
2. more than 100 years old
3. bones
4. the brain
5. painless
6. help them diagnose problems

**Page 128**

**Across**

1. operation
4. diagnose
7. radiation
8. dense
9. scanner

**Down**

2. traditional
3. patients
5. organs
6. fracture

**Page 137**

1. **stone:** spear point  
**bark:** basket  
**animal skins:** clothing, blankets  
**wood:** spears, digging sticks
2. Possible answers include:  
**plants**    **metals**    **plastics**  
oils    machinery    food containers  
paint    automobiles    trash cans  
soap    airplanes    football helmets  
medicine    coins    parts for space  
cloth    jewelry    shuttles
3. Plastics are made from chemicals found in natural materials such as petroleum and coal.
4. Answers will vary.

**Page 138**

1. bowl
2. roam
3. stiff
4. strong
5. metals
6. corn
7. nails, boards, hammer