



Beale Elementary 4th Grade

NTI Day/Snow & Go Packet

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Due Date: Individually completed student packets are due for grading on the first day students return from the inclement weather day. Packets submitted late for grading will be subject to regular classroom policies.

School Phone: 304-675-1260 * **School Website:** <http://beale.maso.k12.wv.us>



The Model T

- 1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the most working people could buy. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T, and it sold for \$825. Although the car was **reasonably** priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain. Then the company would make more money.
- 2 Ford's early cars were all **handcrafted**. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way. This would save time and money. In 1913, Ford began producing cars with the help of a moving assembly line. In an assembly line, each worker only builds one part of the car. Then, the next person builds the next part, and so on until the car is built.
- 3 The moving assembly line **achieved** Ford's goal. He could turn out a car faster and for lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. By 1918, half of the cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

DIRECTIONS

Read the text, and complete the activity on page 2.

reasonably: fairly

handcrafted: made one at a time by hand

achieved: gained by effort



What's the Big Idea?

Read **The Model T** paragraph by paragraph. Pause after each paragraph to answer the question, **What is this text about?**. After you read paragraph 1, write your first draft response to the question. After you read paragraph 2, write your second draft response to the question. After paragraph 3, work with a partner to write a final draft.

What is this text about?: Draft 1

What is this text about?: Draft 2

What is this text about?: Final Draft



The Bicycle's First Century

- 1 Two hundred years ago, bicycles did not look like the bikes you know today. The bicycle was invented by a Frenchman around 1790. The first one had two wheels and a wooden frame. It worked like a scooter. In 1816, a German improved on this design. He connected a bar to the front wheel. This allowed the rider to steer the bicycle. In 1839, a Scottish blacksmith made yet another **improvement**. He added foot pedals, which let riders put force on the wheels. Now bicycles could move faster.
- 2 In the 1870s, the “high-wheel” bicycle appeared. It got its name because the front wheel was far larger than the rear wheel. The pedals turned the front wheel only. But the size of that wheel meant that each turn of the pedals took the rider a greater distance than before. On the high-wheel bicycle, the rider sat up high, over the front wheel. What happened when the large front wheel struck a hole or rock in the road? The rider could be **pitched** headfirst over the front of the bicycle! The high-wheel bicycle wasn't very safe. But it was popular with wealthy young men at colleges in England and the United States who joined clubs riding the high-wheel bicycle.
- 3 In 1885, an Englishman made the first “safety” bicycle. It was popular with both women and men. The bicycle was now beginning to look more like the modern one you see every day. Its front and rear wheels were the same size. **Sprockets** and chains linked the pedals and the rear wheel. In the 1890s, inventors added air-filled rubber tires. Then came a coaster brake and adjustable handlebars. The first hundred years of the bicycle—from 1790 to the 1890s—brought many changes, and the next century would bring even more improvements.

DIRECTIONS

Read the text, and complete the activity on page 4.

improvement: something that adds value or excellence

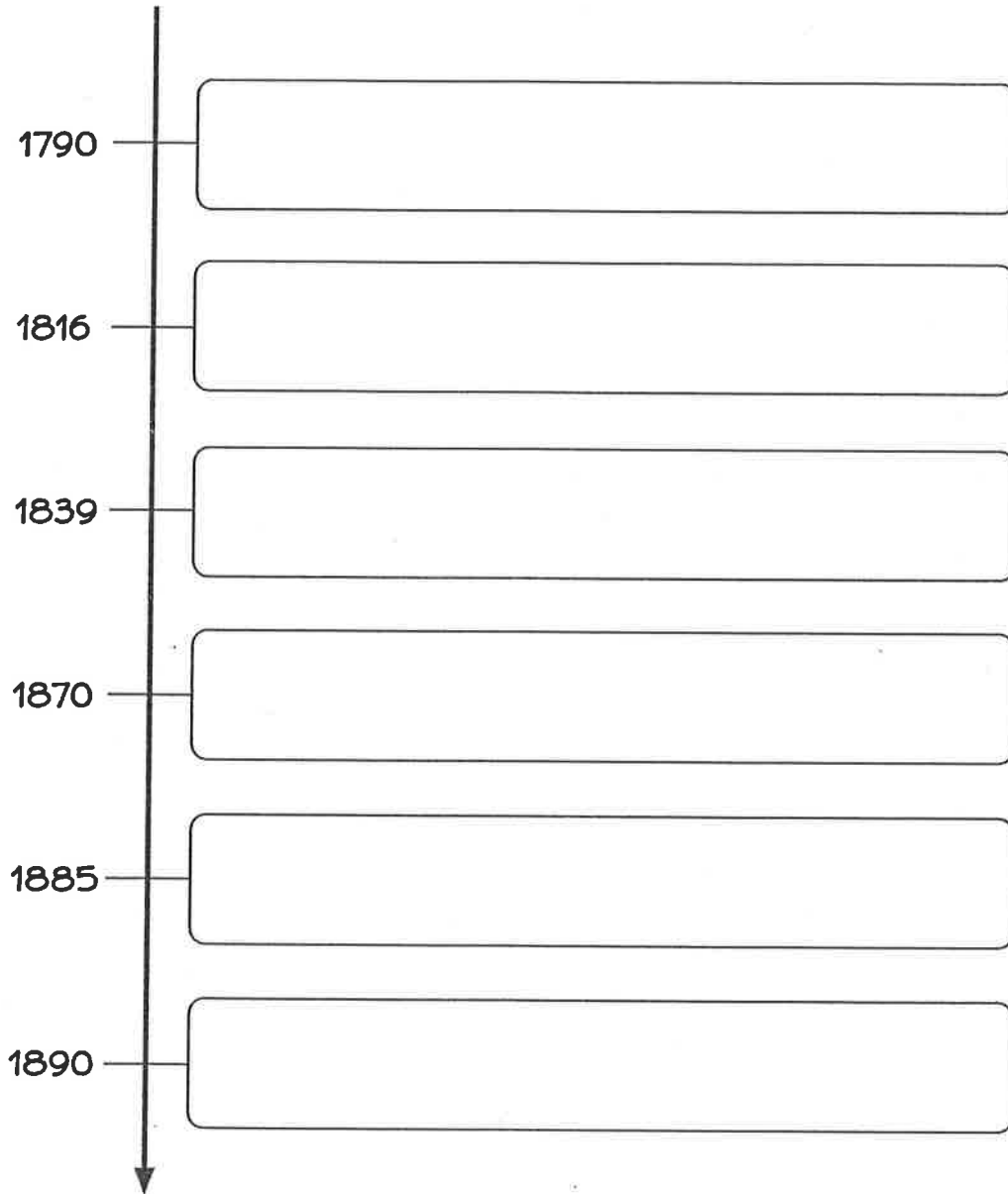
pitched: to fall forward

sprockets: wheels with teeth that catch the links of a chain



Timeline of Key Ideas

As you read **The Bicycle's First Century**, add key ideas about the bicycle to the dates in the timeline. Then, reflect on how the ideas connect to determine the main idea of the text



Main Idea

Lesson 4 Reteach

Order Numbers

The local mall has 3 giant gumball machines in the lobby. Machine A has 14,286 gumballs. Machine B has 25,020 gumballs. Machine C has 14,560 gumballs. Which gumball machine has the greatest number of gumballs? Which gumball machine has the least number of gumballs?

To compare amounts of gumballs, first compare the ten thousands. Then continue comparing the numbers to the right.

Step 1

Compare the ten thousands

14,286

25,020 ← **most ten thousands**

14,560

Step 2

Both thousands are the same, so compare the hundreds.

14,286

14,560 ← **more hundreds**

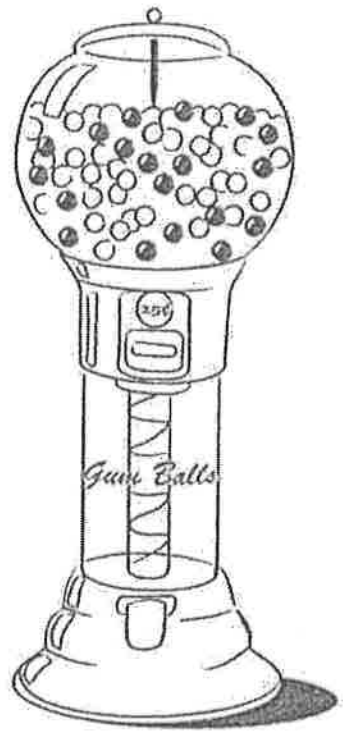
Step 3

Put the amounts in order from *greatest to least*.

25,020

14,560

14,286



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Order the numbers from *greatest to least*.

1. 10,898 10,567 11,050 _____

2. 68,987 69,045 69,212 _____

3. 342,215 354,213 344,005 _____

Order the numbers from *least to greatest*.

4. 9,051 8,989 9,658 _____

5. 16,210 17,001 16,012 _____

6. 252,671 251,369 251,927 _____



Ladybugs

DIRECTIONS

Read the text, and complete the activities on page 2.

- 1 Ladybugs are easy to recognize. They have bright colors and interesting spots. But these colors and spots aren't just to look pretty. They are useful, too.
- 2 Ladybugs are classified as insects. Insects have three pairs of legs—six legs total. They also have two pairs of wings. Ladybugs hide their wings under a shell on their backs when they're not being used. Their bodies are divided into three parts.
- 3 There are about 5,000 different types of ladybugs in the world. Each type can be recognized by the number of spots it has. One common type of ladybug is red with two black spots. Another type is yellow with black spots. As ladybugs get older, their spots fade.
- 4 Why would a little insect have such bright colors? You would think that being bright red or bright yellow with black spots would make a ladybug **vulnerable** to birds and other insects looking for a meal. Believe it or not, the ladybug's bright colors are a warning. Scientists have found that the brighter a ladybug is, the more **toxic** it is to any animal that eats it. In a way, the bright ladybugs are saying "Stay away!" with their bright colors.
- 5 Not all ladybugs are brightly colored. Some are green or brown. They are not as toxic as their brightly-colored relatives. No matter what color they are, no ladybugs are dangerous to people.
- 6 Although they are small, ladybugs are important **predators**. They eat aphids. Aphids are tiny insects that suck the water out of plants and hurt it. Too many aphids on a plant can make it sick and die. This can ruin a vegetable garden or a farm crop.
- 7 However, one ladybug can eat as many as 50 aphids a day, and up to 5,000 aphids in its life. They can be a gardener's friend!

vulnerable: able to be harmed or hurt

toxic: poisonous; harmful if eaten

predators: animals that hunt and eat other animals for food



Make a Prediction

Use the chart below to make a prediction about what you will learn in **Ladybugs**. Did your prediction come true?

What I Predict I Will Learn	What I Actually Learned

Make an Inference

Think about the information you read about in **Ladybugs**. Write your inference and where in the text you can support your idea.

My Inference About Ladybugs	Text Support



Gentle Giants

- 1 If you enjoy celery or fruit, then you have something in common with gorillas. These gentle plant-eaters munch up to 40 pounds of food a day. This is much more food than a human needs. It takes a long time to find 40 pounds of **vegetation**, so gorillas spend a large part of their day finding and eating food.
- 2 Gorillas are the biggest of the great apes. Chimpanzees, bonobos, and orangutans, are also in this group. Adult male gorillas are about 6 feet tall when they stand up straight, and they weigh about 400 pounds. Adult females are shorter and weigh about half as much.
- 3 Eastern gorillas have black hair that covers everything except their face, their chest, and the palms of their hands and feet. The western gorillas of west-central Africa have gray-brown hair. Because their arms are much longer than their legs, gorillas walk on all fours most of the time. They carry their weight on their feet and on the knuckles of their hands.
- 4 Gorillas live in family groups. The groups can be as small as two or as large as 30. One or more adult males called “silverbacks” lead the group. The name comes from the silvery hair on the lower back. The rest of the group is made up of adult females, juveniles and infants, and young males (called “blackbacks”).
- 5 The gorillas in the group follow the silverback, feeding and traveling when he does. In the afternoon, the adults pause to rest. They build nests of leaves to nap on while the young gorillas play. After their nap, the gorillas eat again, this time until dusk, when they build a nest to sleep in for the night. Each group has a regular **territory** in which they move. This area ranges from three-quarters of a square mile to 16 square miles.

DIRECTIONS

Read the text, and complete the activity on page 5.

vegetation: plant life

territory: a home area of an animal or group of animals



- 6 The babies born in the group are the **offspring**. Baby gorillas weigh about four pounds when they are born. At first, the mother carries the baby close to her chest because the baby is too weak to hold on by itself. After three months, the baby is much stronger, so it can ride on its mother's back, holding on to her hair. This "free ride" lasts until the young gorilla is about four years old when it will have to walk on its own.
- 7 Baby gorillas spend most of their time playing. They climb trees, swing on branches, and slide down tree trunks. They roll around and chase each other. They learn how to talk with grunts, hoots, and other sounds. They also learn how to beat their chests, just like the silverback does to frighten enemies. Someday, one of these little gorillas might lead the group.

offspring: children



Find Text Details to Make Inferences

Answer questions about the text using details from the text. Look back at the text to find explicit details. Then, using what the text says and what you know, make an inference by identifying the implicit details.

Questions About Gorillas	Explicit Details	Implicit Details
What do gorillas look like?		
What are gorilla families like?		
What is life like for an adult gorilla?		

Name _____ Date _____

Lesson 5 Reteach

Use Place Value to Round

Use a place-value chart to help you round numbers.
Round 7,485 to the nearest thousand.

hundred thousands	ten thousands	thousands	hundreds	tens	ones
		7	4	8	5

Rounding tip:
If the number is 5 or greater, round up. If less than 5, round down.

To round to the nearest thousand, look at the hundreds place.
The number of hundreds is less than 5. Round down to 7,000.

Round to the nearest *ten thousand*.

1.

ten thousands	thousands	hundreds	tens	ones
6	5	8	3	4

2.

ten thousands	thousands	hundreds	tens	ones
8	3	0	4	8

3.

ten thousands	thousands	hundreds	tens	ones
2	9	9	1	6

4.

ten thousands	thousands	hundreds	tens	ones
7	4	5	2	0

Round each number to the given place-value position.

5. 2,466; thousands _____

6. 92,335; ten thousands _____

7. 165,824;
ten thousands _____

8. 107,988;
ten thousands _____

9. 26,690; ten thousands _____

10. 67,022; ten thousands _____

11. 114,703;
hundred thousands _____

12. 271,290;
hundred thousands _____



Hydroponic Gardens: The Wave of the Future

DIRECTIONS

Read the text and complete the activity on page 2.

- 1 Imagine growing juicy strawberries—without soil! Growing plants without soil is called hydroponic gardening. Plants are grown only in water. The water contains **nutrients**, or food, that help the plants grow. Because of their many benefits, hydroponic gardens may be the wave of the future.
- 2 First, hydroponic gardens help plants grow faster than those grown in soil. When a plant sits in flowing water with added nutrients, its roots do not need to search for food. Farmers can control the amount of nutrients in the water. That way they can make sure plants get exactly what they need.
- 3 Second, hydroponic gardens need far less space than soil gardens. They can even be designed so plants grow on walls. As a result, hydroponics can be done almost anywhere. This allows people in **congested** cities to grow their own fruits and vegetables.
- 4 Third, hydroponic gardens don't need as much water. They use up to ten times less water than soil gardens. This is because the same water can be reused again and again. It doesn't just drain away into the ground.
- 5 Hydroponic gardens can be expensive to set up, but over time they save money. They use less energy and **produce** indoor crops all year round.
- 6 Hydroponic gardening might also solve an important problem. It could help produce more food to feed people around the world who don't have enough to eat.

nutrients: food that helps plants grow

congested: overcrowded


produce: make



Organizing Information

After you read **Hydroponic Gardens: The Wave of the Future**, determine the three main benefits of this type of gardening and write them on the top of the chart. Then, cut and sort ideas from the text into the correct category.

1	2	3

 Farmers are able to control nutrients the plants get.	Plants can grow on walls.	People who live in big cities can grow plants.
Water can be reused.	The roots of plants don't have to search for food.	Excess water does not drain into the ground.



Eating Out of This World

- 1 Astronaut food has changed over the years. In the early days of space **exploration**, astronauts traveled in small spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.

First Foods in Space

- 2 Instead of fresh foods, astronauts ate food that was semi-liquid. It had to be squeezed from a tube or slurped through a straw. Even foods like beef were eaten this way. The semi-liquid food was often described as **unpleasant**.
- 3 Astronauts also ate freeze-dried foods. Freeze-dried foods don't spoil. They don't weigh much, and they don't take up much space. Add water and you have "fresh" peas, mashed potatoes, steak, or macaroni and cheese. There is even freeze-dried ice cream!
- 4 Astronauts on the Apollo missions were the first to have hot water, which made rehydrating foods easier and improved the food's taste. These astronauts were also the first to use the spoon bowl. The spoon bowl allowed astronauts to eat with a spoon instead of squeezing food through a tube.

Eating in Space Today

- 5 When astronauts travel to space, sometimes they are there for months. They are not able to bring all the food they need with them. Regular shipments of food are sent to astronauts so they can stay healthy.
- 6 Even though food options have improved over time, there are some foods and beverages that astronauts go without. One of those beverages is soda. The air bubbles do not rise to the top of the liquid and escape like they do on Earth. Instead, the bubbles stay in the liquid, causing issues with **digestion**.

DIRECTIONS

Read the text and complete the activity on page 5.

exploration: search; journey to find something

unpleasant: uncomfortable; not enjoyable

digestion: how the body uses food



The Future of Space Food

- 7** In the future, astronauts may have other ways to get food while in space. Scientists are studying ways that astronauts could grow fresh fruit and vegetables in space. They are testing ways to use water instead of soil to grow plants. This type of growing is called hydroponics.
- 8** Space food has improved over time. Scientists continue to study new ways to feed astronauts while they are in space. If they can grow their own gardens, there is no telling what kinds of delicious feasts future astronauts will enjoy!



Sequence of Ideas

Write down notes from each section of **Eating Out of This World** to help you summarize.

First Foods in Space



Eating in Space Today



The Future of Space Food

Day 3

Multiplication Facts to 144 (T)

$\begin{array}{r} 8 \\ \times 9 \end{array}$	$\begin{array}{r} 5 \\ \times 4 \end{array}$	$\begin{array}{r} 2 \\ \times 8 \end{array}$	$\begin{array}{r} 7 \\ \times 1 \end{array}$	$\begin{array}{r} 4 \\ \times 12 \end{array}$	$\begin{array}{r} 11 \\ \times 2 \end{array}$	$\begin{array}{r} 0 \\ \times 11 \end{array}$	$\begin{array}{r} 3 \\ \times 1 \end{array}$	$\begin{array}{r} 9 \\ \times 9 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \end{array}$
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$\begin{array}{r} 2 \\ \times 7 \end{array}$	$\begin{array}{r} 4 \\ \times 2 \end{array}$	$\begin{array}{r} 2 \\ \times 10 \end{array}$	$\begin{array}{r} 9 \\ \times 7 \end{array}$	$\begin{array}{r} 11 \\ \times 12 \end{array}$	$\begin{array}{r} 10 \\ \times 7 \end{array}$	$\begin{array}{r} 4 \\ \times 3 \end{array}$	$\begin{array}{r} 3 \\ \times 9 \end{array}$	$\begin{array}{r} 0 \\ \times 4 \end{array}$	$\begin{array}{r} 9 \\ \times 8 \end{array}$
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$\begin{array}{r} 11 \\ \times 7 \end{array}$	$\begin{array}{r} 11 \\ \times 1 \end{array}$	$\begin{array}{r} 7 \\ \times 12 \end{array}$	$\begin{array}{r} 1 \\ \times 12 \end{array}$	$\begin{array}{r} 0 \\ \times 8 \end{array}$	$\begin{array}{r} 3 \\ \times 6 \end{array}$	$\begin{array}{r} 4 \\ \times 10 \end{array}$	$\begin{array}{r} 12 \\ \times 8 \end{array}$	$\begin{array}{r} 0 \\ \times 2 \end{array}$	$\begin{array}{r} 6 \\ \times 1 \end{array}$
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$\begin{array}{r} 6 \\ \times 7 \end{array}$	$\begin{array}{r} 7 \\ \times 4 \end{array}$	$\begin{array}{r} 3 \\ \times 8 \end{array}$	$\begin{array}{r} 7 \\ \times 7 \end{array}$	$\begin{array}{r} 5 \\ \times 10 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \end{array}$	$\begin{array}{r} 0 \\ \times 6 \end{array}$	$\begin{array}{r} 10 \\ \times 9 \end{array}$	$\begin{array}{r} 5 \\ \times 3 \end{array}$	$\begin{array}{r} 8 \\ \times 4 \end{array}$
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$\begin{array}{r} 11 \\ \times 3 \end{array}$	$\begin{array}{r} 7 \\ \times 9 \end{array}$	$\begin{array}{r} 1 \\ \times 8 \end{array}$	$\begin{array}{r} 8 \\ \times 6 \end{array}$	$\begin{array}{r} 12 \\ \times 9 \end{array}$	$\begin{array}{r} 1 \\ \times 0 \end{array}$	$\begin{array}{r} 4 \\ \times 9 \end{array}$	$\begin{array}{r} 8 \\ \times 10 \end{array}$	$\begin{array}{r} 0 \\ \times 7 \end{array}$	$\begin{array}{r} 6 \\ \times 9 \end{array}$
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$\begin{array}{r} 6 \\ \times 2 \end{array}$	$\begin{array}{r} 10 \\ \times 6 \end{array}$	$\begin{array}{r} 0 \\ \times 0 \end{array}$	$\begin{array}{r} 9 \\ \times 11 \end{array}$	$\begin{array}{r} 7 \\ \times 3 \end{array}$	$\begin{array}{r} 5 \\ \times 11 \end{array}$	$\begin{array}{r} 7 \\ \times 8 \end{array}$	$\begin{array}{r} 12 \\ \times 0 \end{array}$	$\begin{array}{r} 1 \\ \times 4 \end{array}$	$\begin{array}{r} 10 \\ \times 11 \end{array}$
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$\begin{array}{r} 10 \\ \times 10 \end{array}$	$\begin{array}{r} 6 \\ \times 6 \end{array}$	$\begin{array}{r} 10 \\ \times 1 \end{array}$	$\begin{array}{r} 6 \\ \times 12 \end{array}$	$\begin{array}{r} 4 \\ \times 4 \end{array}$	$\begin{array}{r} 12 \\ \times 11 \end{array}$	$\begin{array}{r} 5 \\ \times 5 \end{array}$	$\begin{array}{r} 6 \\ \times 5 \end{array}$	$\begin{array}{r} 2 \\ \times 12 \end{array}$	$\begin{array}{r} 5 \\ \times 1 \end{array}$
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$\begin{array}{r} 12 \\ \times 10 \end{array}$	$\begin{array}{r} 6 \\ \times 8 \end{array}$	$\begin{array}{r} 1 \\ \times 9 \end{array}$	$\begin{array}{r} 3 \\ \times 10 \end{array}$	$\begin{array}{r} 8 \\ \times 7 \end{array}$	$\begin{array}{r} 6 \\ \times 11 \end{array}$	$\begin{array}{r} 5 \\ \times 8 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \end{array}$	$\begin{array}{r} 0 \\ \times 10 \end{array}$	$\begin{array}{r} 7 \\ \times 6 \end{array}$
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$\begin{array}{r} 3 \\ \times 3 \end{array}$	$\begin{array}{r} 2 \\ \times 3 \end{array}$	$\begin{array}{r} 6 \\ \times 4 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \end{array}$	$\begin{array}{r} 4 \\ \times 11 \end{array}$	$\begin{array}{r} 2 \\ \times 9 \end{array}$	$\begin{array}{r} 11 \\ \times 11 \end{array}$	$\begin{array}{r} 12 \\ \times 5 \end{array}$	$\begin{array}{r} 7 \\ \times 5 \end{array}$	$\begin{array}{r} 1 \\ \times 2 \end{array}$
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$\begin{array}{r} 3 \\ \times 0 \end{array}$	$\begin{array}{r} 5 \\ \times 9 \end{array}$	$\begin{array}{r} 8 \\ \times 8 \end{array}$	$\begin{array}{r} 5 \\ \times 2 \end{array}$	$\begin{array}{r} 1 \\ \times 1 \end{array}$	$\begin{array}{r} 3 \\ \times 12 \end{array}$	$\begin{array}{r} 2 \\ \times 2 \end{array}$	$\begin{array}{r} 0 \\ \times 9 \end{array}$	$\begin{array}{r} 8 \\ \times 11 \end{array}$	$\begin{array}{r} 5 \\ \times 0 \end{array}$
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Adding 4-Digit Numbers (A)

Name: _____

Date: _____

Calculate each sum.

$$\begin{array}{r} 2258 \\ + 5380 \\ \hline \end{array}$$

$$\begin{array}{r} 9569 \\ + 2332 \\ \hline \end{array}$$

$$\begin{array}{r} 1265 \\ + 8643 \\ \hline \end{array}$$

$$\begin{array}{r} 3715 \\ + 2322 \\ \hline \end{array}$$

$$\begin{array}{r} 6416 \\ + 9721 \\ \hline \end{array}$$

$$\begin{array}{r} 9701 \\ + 3652 \\ \hline \end{array}$$

$$\begin{array}{r} 1912 \\ + 3172 \\ \hline \end{array}$$

$$\begin{array}{r} 9408 \\ + 4774 \\ \hline \end{array}$$

$$\begin{array}{r} 5539 \\ + 9457 \\ \hline \end{array}$$

$$\begin{array}{r} 7300 \\ + 7042 \\ \hline \end{array}$$

$$\begin{array}{r} 1016 \\ + 8865 \\ \hline \end{array}$$

$$\begin{array}{r} 1194 \\ + 2202 \\ \hline \end{array}$$

$$\begin{array}{r} 1452 \\ + 3526 \\ \hline \end{array}$$

$$\begin{array}{r} 3177 \\ + 1664 \\ \hline \end{array}$$

$$\begin{array}{r} 8133 \\ + 4645 \\ \hline \end{array}$$

$$\begin{array}{r} 2592 \\ + 6734 \\ \hline \end{array}$$

$$\begin{array}{r} 7481 \\ + 2844 \\ \hline \end{array}$$

$$\begin{array}{r} 1998 \\ + 7429 \\ \hline \end{array}$$

$$\begin{array}{r} 5732 \\ + 6463 \\ \hline \end{array}$$

$$\begin{array}{r} 9929 \\ + 4474 \\ \hline \end{array}$$

$$\begin{array}{r} 3095 \\ + 8956 \\ \hline \end{array}$$

$$\begin{array}{r} 1243 \\ + 6516 \\ \hline \end{array}$$

$$\begin{array}{r} 2203 \\ + 8564 \\ \hline \end{array}$$

$$\begin{array}{r} 1549 \\ + 6842 \\ \hline \end{array}$$

$$\begin{array}{r} 1569 \\ + 2902 \\ \hline \end{array}$$



Hang On, Dolly!

DIRECTIONS

Read the text, and complete the activities on page 3.

- 1 Elizabeth “Dolly” Shepherd loved adventure. Once, she even accepted her brother’s dare to jump off a roof while holding an umbrella. It was her first time jumping from a high place. It wouldn’t be her last.
- 2 There were no airplanes when Dolly was growing up. Instead, people were thrilled to see enormous hot-air balloons floating overhead. Daredevils thrilled crowds by parachuting from these high-flying balloons.
- 3 In 1903, when Dolly was sixteen years old, she took a job serving food at the Alexandra Palace. It was London’s largest entertainment **complex** and hosted carnivals, concerts, and more. Here she met many different performers, daredevils, and acrobats. One person Dolly met was Auguste Gaudron. Gaudron was a parachutist and performer. One day, Gaudron gave Dolly a tour of his workshop. She asked so many questions about hot-air balloons and parachutes that he finally asked if she would like to perform as a parachutist and jump from a hot-air balloon. She immediately answered, “Yes!”
- 4 On the scheduled day, thousands of people filled the Alexandra Palace. Butterflies fluttered in Dolly’s stomach as she made her way through the crowd. A monstrous gas-filled balloon stood before her.
- 5 Gaudron led Dolly to the basket. Dolly stepped into the sling, a long strip of webbing about six inches wide that attached to the parachute. The sling passed between her legs and would carry her weight during her performance. Her right hand held a trapeze bar that hung from her parachute. Holding it over her head would keep her upright as she dropped. Dolly’s heart raced as she sat on the edge of the basket with her feet dangling over the side.
- 6 “Hands . . . OFF!” Gaudron shouted.

complex: a building or group of buildings



- 7 The men holding the basket stepped back, and the hot-air balloon lifted into the air. It was Dolly's first balloon ride, and she watched with excitement as the buildings below grew smaller and smaller. Cheers from the crowd faded into silence.
- 8 "We are over 2,000 feet. Get ready to jump," Gaudron said. Dolly looked down at her landing spot.
- 9 "GO!" signaled Gaudron.
- 10 Dolly took a deep breath and jumped. Her body plunged toward the earth, picking up speed with every second.
- 11 Moments later, Dolly felt a tug on her arms as her parachute billowed to life. It slowed her fall and carried her gently back to earth. Her first **aerial** adventure had been a success! And she had loved it!
- 12 Dolly worked hard to learn everything she could about parachuting from hot-air balloons.
- 13 Dolly didn't **dwell** on the danger of her jumps. Still, not all of her landings were perfect. Sometimes Dolly admitted to coming "within a whisker of death."
- 14 These experiences would have frightened off most people. But not Dolly. She continued riding hot-air balloons and parachuting from thousands of feet in the sky for years to come.

aerial: in the air

dwell: to think about something for a long time



Identify Important Details

Think about the most important ideas from **Hang On, Dolly!**. Look at the details below and check the three details that you think are the most important. These details will help you write a summary of the text.

<input type="checkbox"/>	Dolly's brother dared her to jump off a roof, and she did.
<input type="checkbox"/>	Dolly was very curious about jumping out of hot-air balloons and agreed to perform as a parachutist.
<input type="checkbox"/>	When she was sixteen, Dolly met Auguste Gaudron, who was a parachutist.
<input type="checkbox"/>	The Alexandra Palace was an entertainment complex where Dolly first worked.
<input type="checkbox"/>	Dolly's first name is really "Elizabeth."
<input type="checkbox"/>	The hot-air balloon Dolly jumped out of was over 2,000 feet in the air!

Write a Text Summary

Use the details from the **Identify Important Details** activity to help you write a summary of **Hang On, Dolly!**.

Hang on, Dolly! is about _____ and how she became a _____. First, she

_____.

Next, _____.

Then she made her first jump. It was _____.

_____.



She Dreamed of Dresses

DIRECTIONS

Read the text, and complete the activity on page 6.

- 1 Ann Lowe watched as her mother cut pieces of rose-colored silk. She was making a dress for the wife of the governor of Alabama. Ann's mother made the money her family needed by sewing dresses for the elite white women of Alabama's capital. Ann's grandmother had done the same.
- 2 But Ann already knew what she wanted to do when she grew up. She didn't want to just sew dresses. Ann wanted to design them. She wanted to be a top fashion designer in New York City.
- 3 This was the early 1900s. Black children were not allowed to go to the same schools as white children. In stores, there were separate water fountains for Blacks and Whites. But Ann's dream refused to leave her heart.
- 4 Years later, she saw an advertisement for a fashion-design school in New York City. She knew she had to be a part of it. It was 1917. Ann was now nineteen years old. When she walked into the school, its director was shocked. He had never heard of a Black person going to fashion school.
- 5 He reluctantly allowed her to stay. But he put her in a room by herself. She had amazing talent and ability. Ann completed the one-year course in just six months.
- 6 Still, Ann's biggest dream would not go away. When she was twenty-one, Ann took a giant step. She opened a shop in New York City. Slowly, people found out about Ann's amazing one-of-a-kind gowns. Eventually, New York's richest families were buying dresses that Ann designed. Ann Lowe became a secret **source** of beautiful gowns for New York's upper social class.
- 7 In 1953, the mother of Jacqueline Bouvier asked Ann to design her daughter's bridal gown. Jacqueline was marrying John F. Kennedy, who would one day become the president of the United States. Jacqueline became the first lady.

source: the person or place you get something from



- 8 For months, Ann and her seamstresses worked on the gown. They used fifty yards of French silk to create the dress. With thousands of stitches, they hand-sewed the gown and the wide-swept skirt.
- 9 At last, the bride's gown was completed. The fifteen candy-pink bridesmaid's dresses were also completed. Ann sighed. She was tired but thrilled to have finished. She locked the workroom door and headed home.
- 10 When she opened that door the next morning, she screamed. The room was flooded from a burst pipe in the ceiling. The bridal gown was ruined! And so were ten of the bridesmaids' dresses.
- 11 The wedding was just days away. Sewing night and day, she and her seamstresses remade the wedding gown and the ten bridesmaid dresses. They were very tired. But Ann delivered them all on time.
- 12 As expected, photographs of Jacqueline Kennedy in her wedding gown appeared in thousands of newspapers throughout America. But neither Jaqueline Kennedy nor any of the newspapers gave Ann's name. That meant no one knew that Ann made the dress. She wouldn't get any more clients based on her beautiful work.
- 13 As times changed, Anne became more and more known for her amazing dresses. However, she still wasn't paid well enough. She ended up owing people a lot of money. Between 1964 and 1968, three national magazines and several newspapers wrote articles about her and her beautiful gowns. She even appeared on a popular television program. Ann told the audience that her goal was not to achieve **fame** or become rich. Her desire was to "become a major dress designer." Which she did.
- 14 Throughout her fifty-seven-year career, the lady from the tiny Alabama town designed thousands of **exquisite** gowns. Ann so loved to hear, "The Ann Lowe dresses were doing all the dancing at the party last night."

fame: well-known by others

exquisite: very lovely



Using Key Details to Write a Summary

Read a summary of **She Dreamed of Dresses**. The summary is missing important key details. Write which details are missing and then add arrows to show where to add the missing details so that the summary makes sense and includes all of the important ideas.

Summary:

Ann Lowe worked hard to overcome many problems to become a fashion designer. People didn't treat her fairly because of the color of her skin. When she was only twenty-one, Ann owned her first dress shop. At first, she didn't get the credit she deserved because she was Black. Even when she got credit, she wasn't paid well.

What's Missing?

Write the details that are missing.

1.

2.

3.

1 Solve.

$$\begin{array}{r} 736 \\ +225 \\ \hline \end{array}$$

2

$5 \times 6 =$

$17 - 9 =$

$4 \times 4 =$

3

Solve using front-end estimation.

$$\begin{array}{r} 4,298 \\ 3,170 \\ 1,569 \\ + 2,890 \\ \hline \end{array}$$

4

Pete bowled a total score of 578 in four games. His score for the first three games was 436. What was his score for the last game he bowled?

5

Which pair are **NOT** related facts?

- | | |
|------------------------------------|------------------------------------|
| <input type="radio"/> $6 + 7 = 13$ | <input type="radio"/> $7 + 6 = 13$ |
| <input type="radio"/> $12 - 7 = 5$ | <input type="radio"/> $5 + 7 = 12$ |
| <input type="radio"/> $11 - 8 = 3$ | <input type="radio"/> $11 - 3 = 8$ |
| <input type="radio"/> $14 - 6 = 8$ | <input type="radio"/> $7 + 7 = 14$ |

6

Use $>$ or $<$.

54,239		5,982
8,230		8,159
29,451		29,743
7,291		7,192

7

Which numeral has a 7 in the thousands place and a 2 in the tens place?

- 372,719
- 187,320
- 822,702
- 728,206

8

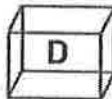
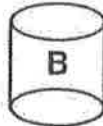
Match.

square _____

cube _____

cylinder _____

rectangle _____



9

Jack saved \$9.67 for a model kit. The kit was on sale for \$8.50. How much money will Jack have leftover after buying the model kit?

10

City

New Students Enrolled in School

	1997	1998
Decatur	327	452
Lennox	678	701
Bingum	239	251
Coxton	455	592

Which city's new student enrollment stayed closest to the same between the years 1997 and 1998?

Day 4
Kindness Quilt Square
 Multiplication Version

Name _____

4×9 6×8	3×4 7×7	7×7 5×7 4×9 6×8 3×4 6×8 7×7 6×8 7×7 7×7
6×8 7×7	7×7 6×8	4×9 5×7 3×4 4×9 6×8 7×7 6×8 7×7 7×7
3×4 6×8	7×7 6×8	4×9 5×7 3×4 4×9 6×8 7×7 6×8 7×7 7×7

Choose your own five Kindness colors. Write one color name on the line next to each product. Then color the quilt square.

12 color _____ 35 color _____ 49 color _____
 36 color _____ 48 color _____



Our Heroes

- 1 The summer sun **beats** down
Upon the neighborhood.
We are hot and sweaty
And nobody feels good.
- 2 The fire truck pulls to the curb.
All of our jaws drop in surprise.
As a firefighter gets off
With a wrench of **tremendous** size.
- 3 She hooks it to the hydrant
Gives a mighty twist and then,
Cold water **gushes** everywhere
And summer is fun again.

DIRECTIONS

Read the poem and
complete the activity
on page 2.

beats: to shine down
harshly

tremendous: large; huge

gushes: sprays



Recognize Feelings in a Poem

Look closely at each stanza of **Our Heroes**. How does the stanza make you feel? What words or ideas make you feel this way? Use the graphic organizer to write down your ideas.

	How Does It Make You Feel?	What Made You Feel This Way?
Stanza 1		
Stanza 2		
Stanza 3		



Milkweed Marvel

- 1 I saw a little caterpillar
Upon a milkweed leaf,
Consuming the entire thing
At a speed beyond belief.
- 2 Striped yellow, black, and white,
It grew and grew and grew
While the count of milkweed leaves
Shrank from six to three, to two.
- 3 This morning all leaves were gone
Nibbled down to their ribs
No caterpillar, either,
But in its place, a crib.
- 4 Soon there'll be a butterfly
Radiant, colorful, and free.
I wonder if the caterpillar
dreamed that this could be.

DIRECTIONS

Read the poem. As you read, label an example of a stanza and verse. Then complete the activity on page 4.

consuming: eating

radiant: bright, shining



Identifying Rhyme Structure

Find the rhyming words in each stanza of the poem. Write them below.

Stanza 1	
Stanza 2	
Stanza 3	
Stanza 4	

1

$$\begin{array}{r} 4,609 \\ + 3,285 \\ \hline \end{array}$$

2

$2 \times 6 =$

$11 - 3 =$

$3 \times 5 =$

3

Continue the pattern.

206, 203, 200, 197

_____, _____, _____

4

Write the numeral for the number words.

two hundred seventy-one thousand,
four hundred nine _____

one hundred four thousand,
three hundred six _____

5

Which pair are **NOT** related facts?

$2 + 7 = 9$ $9 - 6 = 3$

$12 - 9 = 3$ $3 + 9 = 12$

$9 - 8 = 1$ $9 - 1 = 8$

$10 - 6 = 4$ $6 + 4 = 10$

6

Team Scores in Weekly Bowling Tournament

Day	Stars	Jets
Saturday	327	152
Sunday	478	599
Wednesday	432	557
Friday	455	422

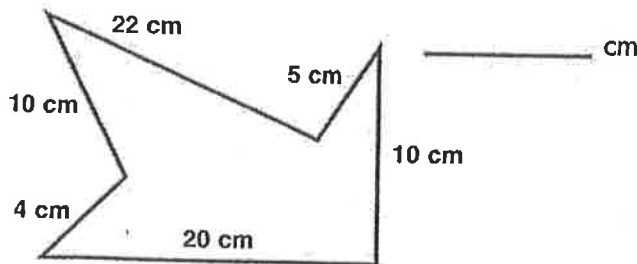
On which day did the Jets have 125 more points than the Stars? _____

7

Hannah spent \$1.25 on popcorn and 6 dimes on candy at the movies. Show how to find the amount of money she spent.

8

What is the perimeter of this shape? _____ cm



9

In the numeral **568,120**

The **8** is in the _____ place.

The **2** is in the _____ place.

The **5** is in the _____ place.

10

After adding 8 more tens to this model, the numeral shown would be _____.

