

Name: _____ Class: _____

The Great Woolly Bear Hunt

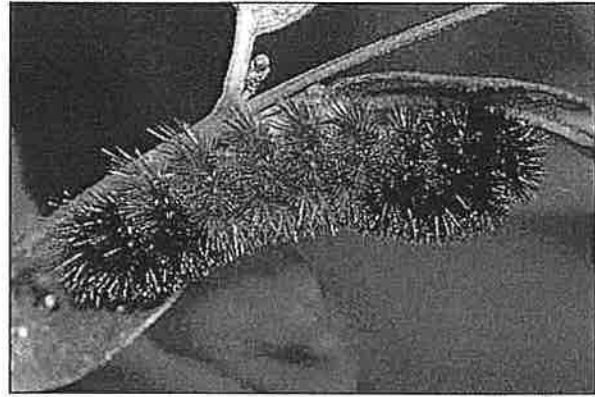
By Craig W. Steele
2016

Craig W. Steele has written for Highlights Magazine for Kids. In this poem, a speaker describes their search for a woolly bear. As you read, take notes on how the speaker describes woolly bears.

- [1] My mom and I are on a hunt to find a woolly bear.
We look in trees and under rocks while searching for its lair.¹

We check my sandbox, both my swings, and underneath my slide,
then peek beneath the back-porch steps — where do those woolies hide?

- [5] We sift² through piles of crunchy leaves in autumn's chilly breeze
and search around each lilac bush while crawling on our knees.



"The Great Woolly Bear Hunt" by Jim Walling/Alamy is used with permission.

When I think I hear a growl, I jump and holler, "Eeeek!"
Mom smiles and says, "That's just the wind. A woolly bear can't speak."

- And though we call them woolly bears, they are not bears at all
[10] but fuzzy-wuzzy caterpillars that show up in the fall.

At last, I spot one in the grass, with orange-and-black-striped fur.
I pick it up to pat its head — I think I hear it purr.

Back on the ground, it crawls away and doesn't hesitate³
to curl up tight beneath a bush, prepared to hibernate.⁴

- [15] That bear will sleep through winter's freeze, then spin a silk cocoon
and turn into a tiger moth beneath a springtime moon.

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1. a secret or private place that a person stays in
2. **Sift (verb):** to look through something carefully
3. **Hesitate (verb):** to pause before doing or saying something
4. to spend the winter in a resting state

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
 - A. The woolly bear frightens people because of its appearance.
 - B. The woolly bear is a unique creature with an interesting name.
 - C. The woolly bear is only a caterpillar for a short time.
 - D. The woolly bear is rare because it is a weak and helpless creature.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "then peek beneath the back-porch steps — where do those woollies hide?" (Line 4)
 - B. "And though we call them woolly bears, they are not bears at all" (Line 9)
 - C. "I spot one in the grass, with orange-and-black-striped fur." (Line 11)
 - D. "and turn into a tiger moth beneath a springtime moon." (Line 16)

3. How do lines 15-16 contribute to the overall meaning of the poem?
 - A. They suggest that woolly bears can be dangerous.
 - B. They prove that the speaker is afraid of woolly bears.
 - C. They show the similarities between woolly bears and real bears.
 - D. They explain the hibernation and life cycle of the woolly bear.

4. How does the woolly bear react when the speaker finds it?



COMMONLIT

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of the poem, what is the relationship between the woolly bear and the speaker? How does the speaker treat the creature when they come in contact with it?
2. Have you ever found a caterpillar? What did it look like? What did you do when you found it?
3. In the poem, the speaker knows that the woolly bear will turn into a tiger moth. What are the different ways the speaker could have found out this information? Describe a time when you learned about a certain kind of animal. How did you discover this animal and what facts did you learn?

Name: _____ Class: _____

The Child

By J. Patrick Lewis
2013

J. Patrick Lewis is an American poet and prose writer known for his children's poetry. In this poem, the speaker describes the experiences of Sylvia Mendez, an important Civil Rights activist of Mexican-Puerto Rican heritage. Mendez played an important role in the desegregation of schools in California, meaning that white and Mexican American students were no longer forced to go to separate schools based on their race. As you read, take notes on Sylvia's perception of the different schools.

- [1] Sylvia pushed into the wind,
Septembling the trees,
and hurdled over a railroad track
to a two-room shack
[5] that never read "Browns Only."
It did not have to.

- Under the billion-acre sky,
she wondered, Did white girls
at 17th Street Elementary really
[10] wear rainbow necklaces?

- Aunt Sally took her there once.
Eyes sharp as icepicks pierced
the windowpanes as if seeing
a Mexican for the first time.
[15] Every door was locked with a
secret combination of frowns.

- How can anyone ever get in?
Sylvia asked. Someone must know
who has the right key...
[20] She looked up at her mother.
Maybe me?



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"The Child" from *When Thunder Comes* by J. Patrick Lewis. Copyright © 2013 by J. Patrick Lewis. Used with permission. All rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the poem?
 - A. Children can often be crueler than adults.
 - B. One person has the ability to cause widespread change.
 - C. Some people will always have access to better education than others.
 - D. People are often excluded from organizations based on the color of their skin.

2. PART B: Which detail from the poem supports the answer to Part A?
 - A. "Sylvia pushed into the wind, / Septembering the trees" (Lines 1-2)
 - B. "Eyes sharp as icepicks pierced / the windowpanes" (Lines 12-13)
 - C. "Every door was locked with a / secret combination of frowns." (Lines 15-16)
 - D. "Sylvia asked. Someone must know / who has the right key..." (Lines 18-19)

3. What does the speaker mean when they state "Every door was locked with a / secret combination of frowns" (Lines 15-16)?
 - A. Sylvia is physically locked out of the school.
 - B. Sylvia is not permitted or welcomed at the school.
 - C. Sylvia is sad that she isn't allowed to attend the school.
 - D. Sylvia is confused by why she isn't allowed in the school.

4. What do the final two lines of the poem suggest about Sylvia?
 - A. Sylvia doesn't think anyone has the key to unlock the doors.
 - B. Sylvia thinks her mom can unlock the doors to the school.
 - C. Sylvia thinks that she might be the one to create change one day.
 - D. Sylvia is doubtful that she will be able to help unlock the doors.

5. How does the school that Sylvia attends compare to 17th Street Elementary?



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. According to the poem, Sylvia Mendez was not welcomed at 17th Street Elementary School. How did prejudice contribute to her exclusion from the school? How were students disadvantaged by being placed in separate schools because of their race? Does this type of prejudice occur in schools today? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
2. According to the poem, Sylvia Mendez is the one with the ability to create change. What challenges do you think she encountered as she helped to desegregate schools in California? What characteristics do you think Mendez needed to possess in order to overcome these obstacles? Have you ever been in a situation that required you to overcome an obstacle? What personal characteristics did you use to get through the situation?

Name: _____ Class: _____

Act Your Age

By Colleen Archer
2015

Colleen Archer has written for Highlights. In this short story, a young girl is told over and over again to act her age. As you read, take notes on what Frances is doing when she is told to act her age.

- [1] "Act your age," said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk. She had made sure there was only about a quarter of the milk left. The bubbles weren't going over the sides of the glass. But it seemed that Aunt Augusta was annoyed anyway.

When Frances's mother came back into the room, Frances was quiet.

"Are you OK?" asked her mother.

"Yes," said Frances. But she felt better when Aunt Augusta had finished visiting them and gone home.

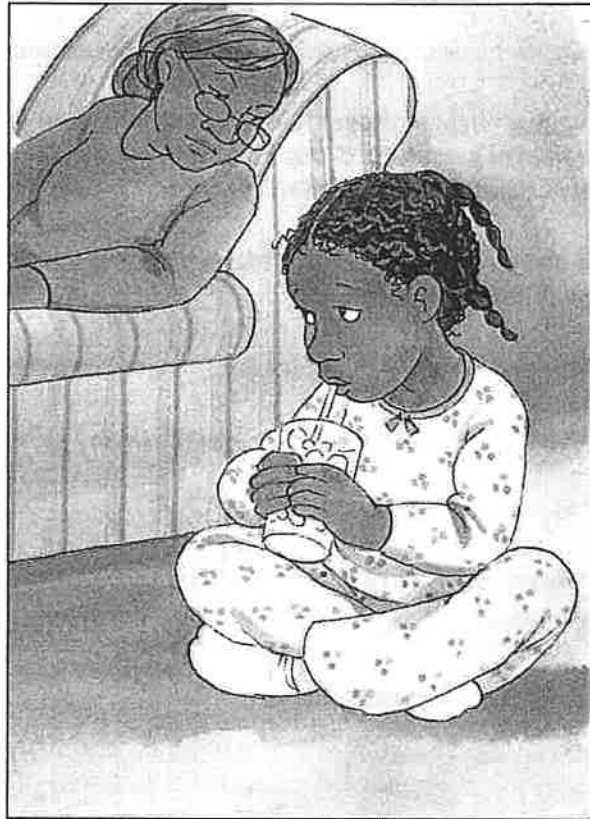
- [5] At recess the next day, Frances was playing ring-around-the-rosy with her five-year-old sister, Grace, and four of Grace's friends.

Just then Frances's friend Julie came along. "You'd better act your age," said Julie. "What will Sandra and Susan think?"

Reluctantly¹ Frances said good-bye to Grace. She went with Julie to join their friends Sandra and Susan on the other side of the playground.

The next day was Saturday. Frances wasn't feeling as excited as she usually did about going to Grandma and Grandpa Burton's house for dinner — especially since Aunt Augusta was invited as well. Usually Grandma and Grandpa made Frances laugh, but today Frances wasn't in a laughing mood.

Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched.



"Was Frances getting too old to have fun?" by Kathryn Mitter is used with permission.

1. **Reluctant** (*adjective*): unwilling to do something

- [10] When they sat down to eat, Frances saw that they were having her favorite meal — spaghetti and meatballs and salad, with chocolate pudding for dessert. She began to feel a little better. Then Aunt Augusta started talking about her fights with her next-door neighbor.

"... and yesterday I came home to find his dog burying a bone right in the middle of my flower bed!" she said. "Do you know what I did next?"

No one answered her question, so she answered it herself.

"After the little beast left, I dug up the bone, gift-wrapped it, and put it in that man's mailbox."

"Oh, for heaven's sake, Augusta," said Frances's mom. "You should learn to act your age."

- [15] At the thought of proper Aunt Augusta being told to act her age, Frances started to laugh. Then she started to sputter.² The more she tried to stop, the more she laughed and sputtered. Finally even Aunt Augusta managed a small smile and murmured, "I guess I should."

Grandma chuckled and said, "You know, that's the first time I've heard Frances laugh all evening. I'm glad she remembers how."

The next afternoon Frances was playing hopscotch with Grace when Julie walked by.

"Hopscotch?" asked Julie. "You still play a baby game like hopscotch?"

"Yes, I do," said Frances firmly.

- [20] There didn't seem to be anything left for Julie to say. For a while she watched Frances and Grace hopping and giggling and playing. Then quietly she asked, "May I play, too?"

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2. to utter quickly or explosively

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
 - A. Both children and adults can happily act younger than they truly are.
 - B. When you act childish, you're not allowing yourself to truly grow up.
 - C. People will treat you like a baby, if you act like a baby.
 - D. Children are more susceptible to acting younger than adults.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Act your age," said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk." (Paragraph 1)
 - B. "Just then Frances's friend Julie came along. 'You'd better act your age,' said Julie. 'What will Sandra and Susan think?'" (Paragraph 6)
 - C. "Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched." (Paragraph 9)
 - D. "Finally even Aunt Augusta managed a small smile and murmured, 'I guess I should.'" (Paragraph 15)

3. What does it mean that Aunt Augusta speaks "sharply" in paragraph 1?
 - A. She speaks quickly.
 - B. She speaks in a hurtful manner.
 - C. She speaks thoughtlessly.
 - D. She speaks in a quiet voice.

4. How do paragraphs 12-14 contribute to the story's theme?
 - A. by proving to Frances that her Aunt Augusta isn't very nice
 - B. by revealing to Frances that even adults don't act their age sometimes
 - C. by showing Frances that Aunt Augusta didn't mean to hurt her feelings
 - D. by stressing to Frances the importance of acting your age

5. How does the repeated phrase "act your age" contribute to the story?



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Have you ever been told to act your age? How did it make you feel? What were you doing at the time?
2. In the story, Frances is told to act her age. Do you think someone's age is important to their identity? Why or why not? Do you continue to enjoy activities that you did when you were younger?
3. In the story, Frances is told not to play certain games because of her age. Do you think there are certain things you can't do as you grow older? If so, what?

Name: _____ Class: _____

Strong For Skeena

By Julia Tozier
2015

Julie Tozier has written for Highlights. In this short story, a boy must help his sled dog after she is seriously injured. As you read, take notes on Matt and Skeena's relationship.

- [1] "Uncle Stan said I can choose five dogs for my sled team when I feel I'm strong enough," I say to Skeena, tossing her some suet.¹ Snow swirls around the fifteen other dogs chained to their houses nearby. "I can choose any dogs except Rudy, Uncle Stan's lead dog. If I could choose Rudy, I wouldn't."

I look into Skeena's blue eyes. "You are going to be my lead dog," I say.

I found Skeena last spring, a stray, matted puppy hunkered² under Uncle Stan's steps. The first time we hooked her to Rudy's towline, Rudy snarled and lunged at her. Now she tolerates Skeena on the line, but barely. I tell Rudy that Skeena saves her energy for running, not fighting, but Rudy usually just growls.



"You are going to be my lead dog." by Sandy Rabinowitz is used with permission.

Skeena always listens to me, so I tell her things I don't tell anyone else. "Uncle Stan knows that I'm already strong," I say. "I'm taller than anyone else in seventh grade. But he says being strong means something else, too, and when I have that strength I will know."

- [5] I leave Skeena to chew on that thought along with her suet because I'm freezing and I have six more dogs to feed.

I plan to jog home, a half-mile down the road. I'm barely out of Uncle Stan's driveway when Dr. Saritaka's pickup truck comes rattling down the road. He stops beside me and I jump in, rubbing my hands over the heater.

"Matt," he says, "I hear you are your uncle's dog sitter for the weekend."

I nod. I like Dr. Saritaka, which is just fine because he happens to live smack-dab beside our house. He's a veterinarian, which explains his interest in my uncle's dogs.

"Uncle Stan said to call you if anything happens," I say.

1. the fat of animals used to make food
2. **Hunker** (verb): to squat or crouch down low

- [10] "This is a very good weekend to do that, since I'll be home for all of it," he says.

That night I hear the distant barking of Uncle Stan's dogs. I imagine that a deer took a shortcut across his backyard, setting them off. I fall asleep, dreaming of my dog team, with Skeena leading.

In the morning the wind beats our house as I pull on the woolens,³ hat, and coat Mom laid out for me. She knows I hurry and often don't bother with the warm stuff. She tells me I won't look very cool with my frostbitten⁴ ears flopping like a Labrador puppy's.

I jog to Uncle Stan's house and start feeding the dogs. I start with Kyuk but glance toward Skeena's house. I always give her extra attention, telling her what she needs to know to be my lead dog.

Her broken chain is lying like a snake on the frozen snow.

- [15] When I see her, lying on her side near the back of her dog-house, I run. My knees hit the ground beside her. Her ears are rags, a gash bleeds freely below her right eye, and her fur is clumped with blood.

I run to the garage and grab the first-aid gear and a blanket. I wrap Skeena in the blanket. I try to bandage her gash, but there's too much blood.

I follow her trail of blood with my eyes. It ends at Rudy. I get up to check Rudy; she has teeth marks on her ears, but nothing serious. A piece of Skeena's broken chain and her collar lie tangled with Rudy's chain. Skeena must have broken her chain to chase the wild animal that crossed the yard last night. When their chains became tangled, Rudy must have battered Skeena until Skeena slipped out of her collar and crawled away.

I tell Skeena that I have to get Dr. Saritaka. She is shaking horribly; I can't leave her on the cold ground.

I tuck the blanket around her and hoist⁵ her into my arms.

- [20] I stumble to the road. I count my steps and match my breathing to my counting. It's a half-mile. My arms are strong. The wind whips its icy fingers around my head, and my hat flies off.

My ears are doomed.

The wind flings Dr. Saritaka's door right into him. I don't know if he looks surprised from that or from seeing me.

"Matt!" Dr. Saritaka cries. "Lay her here!"

I look at the floor. "No," I say with a gasp. "She needs something soft."

- [25] Dr. Saritaka is as fast as the wind as he snaps out a thick towel. I put her down, my arms trembling. I clutch them to my sides because they're floating to the ceiling.

3. clothes made of wool

4. Frostbite is injury to body tissue caused by extreme cold.

5. **Hoist** (*verb*): to raise or lift something

Dr. Saritaka moves quickly. I lose track of what he's doing as Skeena's eyes lock on mine. They are powerful magnets; I lean close to her. I realize that I'm crying. I look hard into her eyes until my brain hurts. "Skeena," I say, "you are going to be my lead dog."

Her eyes close as Dr. Saritaka gives her a shot. He gives me directions, and I clean her while he stitches the wounds.

I ask Dr. Saritaka the question I have been afraid to ask because Dr. Saritaka always tells the truth. "Will Skeena still be my lead dog?"

"She will be the best lead dog, and you deserve her, Matt."

[30] He looks after her while I leave to tend to the other dogs on this bitterly cold day,

I know what I will tell Uncle Stan when he gets home: "I am strong enough now."

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the theme of "Strong for Skeena"?
 - A. Inner strength is just as powerful as physical strength.
 - B. Loss is something that everyone must face eventually.
 - C. You have to be physically strong before you can be mentally strong.
 - D. Humans and animals are capable of having close friendship.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Uncle Stan said I can choose five dogs for my sled team when I feel I'm strong enough," I say to Skeena" (Paragraph 1)
 - B. "I'm taller than anyone else in seventh grade. But he says being strong means something else, too, and when I have that strength I will know." (Paragraph 4)
 - C. "My knees hit the ground beside her. Her ears are rags, a gash bleeds freely below her right eye, and her fur is clumped with blood." (Paragraph 15)
 - D. "I lose track of what he's doing as Skeena's eyes lock on mine. They are powerful magnets; I lean close to her. I realize that I'm crying." (Paragraph 26)

3. What does Matt mean when he compares Skeena's ears to "rags" (Paragraph 15)?
 - A. Skeena's ears are soft.
 - B. Skeena's ears are torn.
 - C. Skeena's ears are clean.
 - D. Skeena's ears are ugly.

4. How does paragraph 26 contribute to the overall structure of the story?
 - A. It emphasizes how much Matt and Skeena care about each other.
 - B. It reveals that Skeena may not be able to be a lead dog.
 - C. It stresses how serious Skeena's injuries are.
 - D. It shows that Matt cares more about Skeena being a lead than her health.

5. How does Skeena's injury change Matt? Cite evidence from the text in your response.



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the story, Matt and Skeena are friends. How did their friendship develop? Describe a friendship that you have had with a pet or animal.
2. How does Matt act bravely when he finds Skeena injured? Why was it important for him to be brave in this moment? Describe a time where your bravery helped someone else.
3. Matt's uncle tells him that he will be able to choose dogs for his sled team when he is "strong enough." What does having inner strength mean to you? How do you develop it? Explain a time when you used your inner strength.

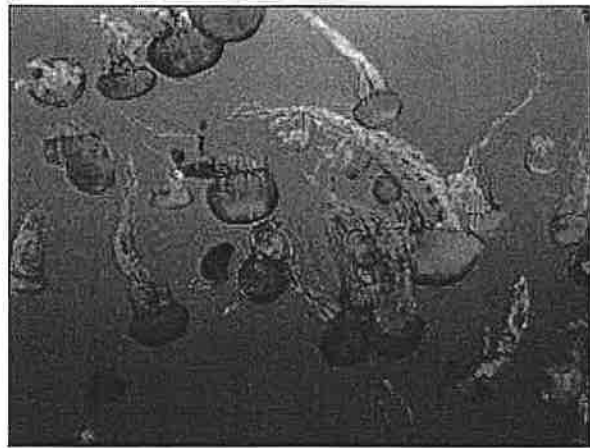
Name: _____ Class: _____

A Jelly-Fish

By Marianne Moore
1909

Marianne Moore (1887-1972) was an American poet and editor. Moore was very fond of animals, and much of the imagery in her poetry comes from the natural world. In this poem, a speaker describes a jellyfish. As you read, take notes on the words the speaker uses to describe the jellyfish.

- [1] Visible, invisible,
A fluctuating¹ charm,
An amber²-colored amethyst³
Inhabits it; your arm
- [5] Approaches, and
It opens and
It closes;
You have meant
To catch it,
- [10] And it shrivels;⁴
You abandon
Your intent—
It opens, and it
Closes and you
- [15] Reach for it—
The blue
Surrounding it
Grows cloudy, and
It floats away
- [20] From you.



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"A Jelly-Fish" by Marianne Moore (1909) is in the public domain.

1. to rise and fall in an irregular pattern
2. a honey-yellow color
3. a valuable stone, usually colored purple
4. **Shrivel** (verb): to wrinkle or close in on itself

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
 - A. Jellyfish are beautiful, but should not be touched.
 - B. Most creatures in the ocean are dangerous.
 - C. Jellyfish are interesting creatures and difficult to touch.
 - D. Humans can look at nature, but shouldn't touch.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "An amber-colored amethyst / Inhabits it" (Lines 3-4)
 - B. "your arm / Approaches, and / It opens" (Lines 4-6)
 - C. "You abandon / Your intent—" (Lines 11-12)
 - D. "Grows cloudy, and / It floats away / From you." (Lines 18-20)

3. Which statement best describes the setting in "A Jelly- Fish"?
 - A. "Visible, invisible, / A fluctuating charm," (Lines 1-2)
 - B. "An amber-colored amethyst / Inhabits it" (Lines 3-4)
 - C. "It opens, and it / Closes," (Lines 13-14)
 - D. "The blue / Surrounding it / Grows cloudy," (Lines 16-18)

4. How do lines 1-3 contribute to the overall structure of the poem?



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Jellyfish are just one of the interesting creatures that live in the ocean. What are other creatures that you find interesting in the ocean? Have you seen these creatures in person? Compare seeing one of these creatures in the ocean or an aquarium with reading about them in books or online.
2. In the poem, the speaker tries to reach out to the jellyfish. How do humans normally interact with nature? What does it say about the speaker that they let the jellyfish float away? Describe a time where you saw something beautiful in nature but let it be rather than trying to touch or hold it.

Name: _____ Class: _____

The Impossibles

By J. Patrick Lewis
2012

J. Patrick Lewis is an American poet and prose writer known for his children's poetry. In this poem, a speaker describes doing impossible things. As you read, take notes on what type of things the speaker says you cannot do.

[1] You cannot seed a garden
With wheelbarrows of dreams.
Unless you first plant wishes, how
Cucumbersome¹ it seems.

[5] You cannot climb a rainbow
Unless the winds agree
To blow in one direction — up —
Toward Curiosity.

You cannot live in castles
[10] Suspended in the air,
But your imagination takes
Long vacations there.

You cannot reach Forever —
Forever's much too far —
[15] But fortunately Now and Then
Were built right where you are.

You cannot catch Tomorrow
Until you catch your sleep.
Can you recall how many Yes-
[20] terdays you wish to keep?

You cannot snatch Sir Shadow —
He's such a clever chap!²
Until — at night — he snatches you
And dozes in your lap.



"Rainbow 1" by Jonathan Sureau is licensed under CC BY-NC-ND 2.0.

"The Impossibles" from If You Were a Chocolate Mustache by J. Patrick Lewis. Copyright © 2012 by J. Patrick Lewis. Used with permission. All rights reserved.

1. a play on the word "cumbersome," meaning troublesome
2. a man

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the poem?
 - A. People often dream of accomplishing what is impossible.
 - B. Nothing is impossible if you truly plan to accomplish it.
 - C. While dreams are fun, they are often not realistic.
 - D. It's better to be safe and secure than to pursue your dreams.

2. PART B: Which quote from the poem supports the answer to Part A?
 - A. "You cannot seed a garden / With wheelbarrows of dreams. / Unless you first plant wishes" (Lines 1-3)
 - B. "But fortunately Now and Then / Were built right where you are." (Lines 15-16)
 - C. "Can you recall how many Yes- / terdays you wish to keep?" (Lines 19-20)
 - D. "You cannot snatch Sir Shadow — / He's such a clever chap! / Until — at night — he snatches you" (Lines 21-23)

3. Which of the following best describes "Sir Shadow" (Lines 21-24)?
 - A. sleep
 - B. desire
 - C. nightmares
 - D. fear

4. What does the speaker mean when they say that your imagination can take "long vacations" in castles in the air (Lines 9-12)?



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. The speaker in the poem "The Impossibles" believes your imagination can make anything possible. What are some of the things that you dream of or imagine? How do you think you can use your imagination to make these things possible?
2. In the poem, the speaker describes accomplishing seemingly impossible things. What steps does the speaker suggest readers take to accomplish impossible things? What are the steps that friends or members of your family have taken to achieve things you thought were impossible?

Name _____ Period _____ Date _____

Grade 4 Unit 2 Model Curriculum Assessment

1. Which symbol (<, =, or >) belongs in the box below to make a true comparison?
Write your answer in the box.

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

Draw a picture and use it to explain your answer.

2. Name the fraction that represents each shaded region.

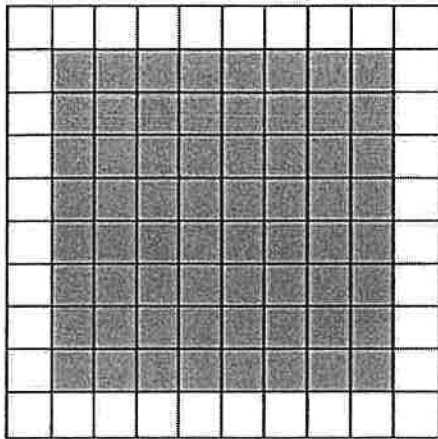


Figure A

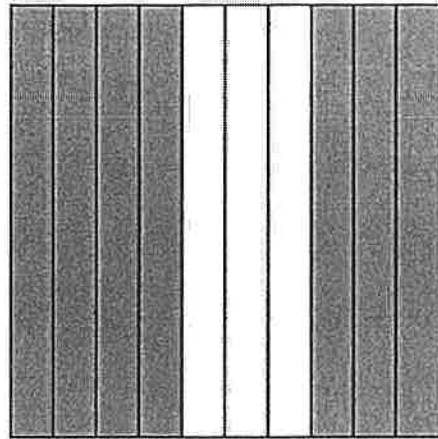


Figure B

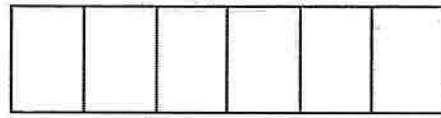
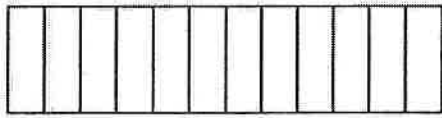
Which is greater, the fraction of Figure A that is shaded or the fraction of Figure B that is shaded? Explain your response.

3. Write the two numbers in the boxes to make a true comparison.

Use 3 and 10.

$$\begin{array}{ccc} 2 & > & 4 \\ \boxed{} & & \boxed{} \end{array}$$

4. Shade a fractional part of each drawing. Write the fractions in the comparison to make it true.


$$\begin{array}{ccc} \boxed{} & > & \boxed{} \\ \boxed{} & & \boxed{} \end{array}$$

5. Which expression is equal to $3,452 \times 6$?

- a. $2,000 \times 6 + 300 \times 6 + 40 \times 6 + 5 \times 6$
- b. $2,000 \times 6 + 400 \times 6 + 30 \times 6 + 5 \times 6$
- c. $3,000 \times 6 + 400 \times 6 + 50 \times 6 + 2 \times 6$
- d. $3,000 \times 6 + 500 \times 6 + 40 \times 6 + 2 \times 6$

6. Maria was asked to multiply 23 by 18. She showed the following work.

$$\begin{array}{r} 23 \\ \times 18 \\ \hline 200 \\ 160 \\ 30 \\ + 24 \\ \hline 414 \end{array}$$

Draw an area model and use it to explain how Maria got her answer.

7. Marbles are arranged in an array that has 318 columns and 7 rows. How many total marbles are in the array?

8. Find 42×25 . Show your work.

9. Show how to find $288 \div 4$.

10. A rectangular array of cabbage plants in a field has 6,489 plants arranged in 9 rows. How many columns are in the array? Explain your reasoning.

11. Find $708 \div 6$.

12. Use an area model to explain how to find $192 \div 8$.

13. Fill in the missing numbers in the boxes below to make equivalent fractions.

$$\frac{1}{\boxed{}} = \frac{2}{10} = \frac{\boxed{}}{100}$$

14. Which is an equivalent fraction for $\frac{2}{3}$?

a. $\frac{1}{2}$

b. $\frac{2}{6}$

c. $\frac{4}{6}$

d. $\frac{3}{2}$

15. Draw a model and use it to explain why $\frac{2}{5}$ is equivalent to $\frac{4}{10}$.

18. A group of students picked up 4 bags of litter in a park. Each bag contained n pieces of litter. The students collected 120 pieces of litter in all. Which equation can be solved to find the number of pieces of litter in each bag?

a. $4 \times n = 120$

b. $4 \times 120 = n$

c. $4 \div n = 120$

d. $4 + n = 120$

19. Four cousins collected bottle caps for a school fund-raiser. Adam, Selina, and Fiona counted the number of bottle caps they collected, as shown in the table below. Darius did not count his bottle caps. They all placed their bottle caps in a pile on the teacher's desk. The teacher counted 2,000 bottle caps in all.

Student	Number of Bottle Caps
Adam	367
Selina	922
Fiona	442

Let the number of bottle caps that Darius collected be represented as n . Write an equation that could be used to find n . Do not solve the equation.

20. Jenny decides to buy two cans of juice for each guest she has invited to a party. She buys the cans and puts 21 cans in each of 4 rooms in her house. Represent the number of invited guests with the letter ***g*** and write an equation with ***g*** that could be solved to find the number of invited guests.

21. Which number is a prime number?

- a. 21
- b. 39
- c. 43
- d. 49

22. Is 57 a prime or composite number? Explain your answer.

23. Put a check mark in the oval to indicate whether the number is prime or composite.

Number	Prime	Composite
99	<input type="radio"/>	<input type="radio"/>
51	<input type="radio"/>	<input type="radio"/>
41	<input type="radio"/>	<input type="radio"/>
23	<input type="radio"/>	<input type="radio"/>

24. List all the factor pairs for 72.

25. The number 64 is a multiple of which of the following numbers?

- a. 9
- b. 8
- c. 6
- d. 3

26. Which number is a multiple of 7 ?

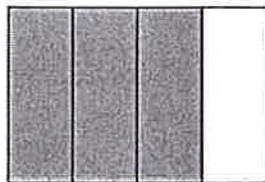
a. 1

b. 17

c. 63

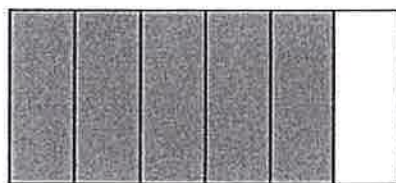
d. 89

17. Ms. Lucas drew the model below for $\frac{3}{4}$.



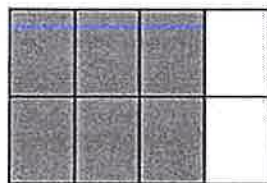
Then she asked her students to find a fraction that is equivalent to $\frac{3}{4}$ and draw their own model for that fraction.

For each model below, choose Yes or No to indicate whether the shaded portion represents a fraction that is equivalent to $\frac{3}{4}$.



☐ Yes

☐ No



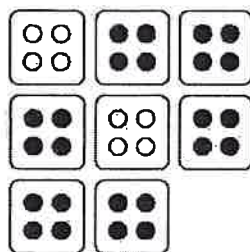
☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No

16. The 24 counters below are arranged in groups of 4 to show that $\frac{4}{6}$ of the total number of counters are black. Arrange the 24 counters in groups of a different size to show another fraction that is equivalent to $\frac{4}{6}$.



Name _____ Period _____ Date _____

Grade 4 Unit 3 Model Curriculum Assessment

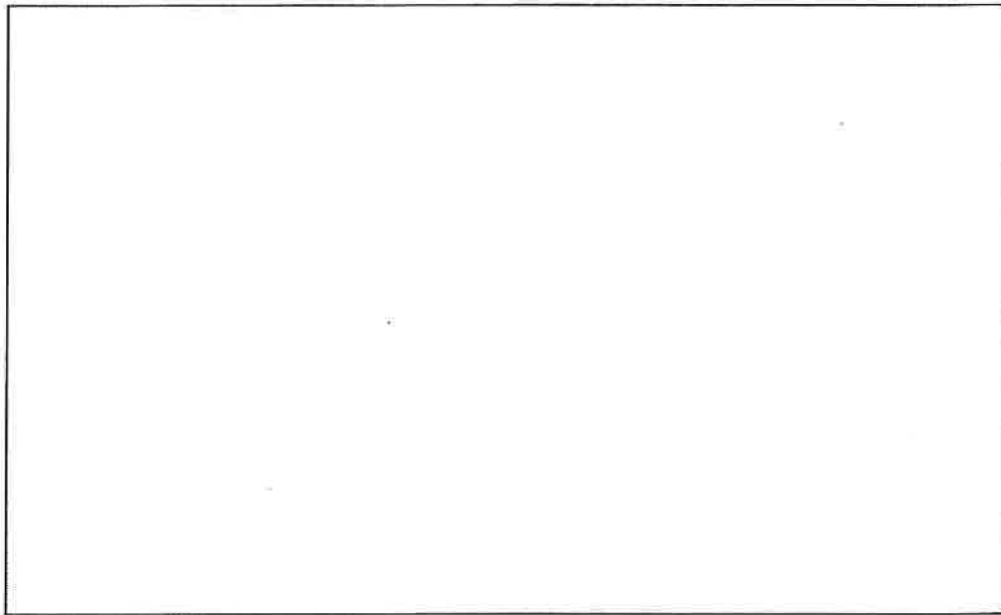
1. Is each sum equivalent to $2\frac{2}{5}$? Put a check mark in the oval to select yes or no.

	<u>Yes</u>	<u>No</u>
$\frac{2}{5} + \frac{2}{5}$	<input type="radio"/>	<input type="radio"/>
$\frac{5}{5} + \frac{5}{5} + \frac{1}{5} + \frac{1}{5}$	<input type="radio"/>	<input type="radio"/>
$\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{1}{5} + \frac{1}{5}$	<input type="radio"/>	<input type="radio"/>
$\frac{5}{5} + \frac{3}{5} + \frac{4}{5}$	<input type="radio"/>	<input type="radio"/>

2. Write an equation to show $\frac{5}{8}$ as a sum of two or more fractions.
Draw a model that represents the equation.

Equation: _____

Model:



3. A pizza was cut into 6 equal slices. Andrew and Robert will share $\frac{5}{6}$ of the pizza.

Use fractions to write two different ways that Andrew and Robert could share the pizza between them. They do not each get the same amount.

A: _____

B: _____

In questions 4-7, add or subtract each. Write answers as proper fractions or mixed numbers. Show all work that leads to your answer.

4. $2\frac{5}{6} + 4\frac{1}{6} =$

5. $5\frac{7}{12} - 4\frac{1}{12} =$

6. $2\frac{3}{4} + \frac{3}{4} =$

7. $9\frac{3}{10} - 4\frac{7}{10} =$

8. In two weeks a flower grew $\frac{11}{12}$ of a foot. The first week it grew $\frac{3}{12}$ of a foot.

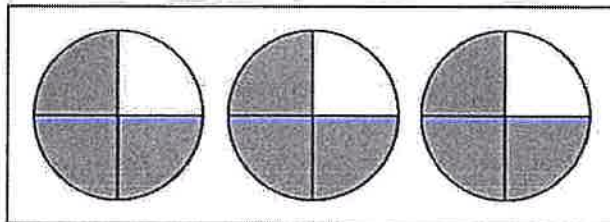
How much did the flower grow in the second week? Show your work with a model or expression.

9. Train A and train B left a train station at the same time and headed in the same direction. After five minutes, train A was $5\frac{1}{10}$ miles from the station and train B was $2\frac{7}{10}$ miles from the station. How much farther from the station is train A than train B? Show your work with an equation or a model.

10. Use the number line below to show which whole number can be multiplied by $\frac{1}{8}$ to get $\frac{7}{8}$.

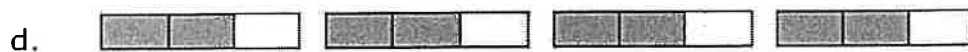
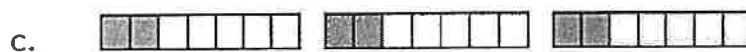
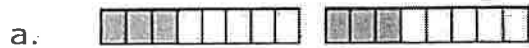


11. Each circle in the model below represents one whole. Write a product to represent the shaded parts shown in the model.



Product: _____

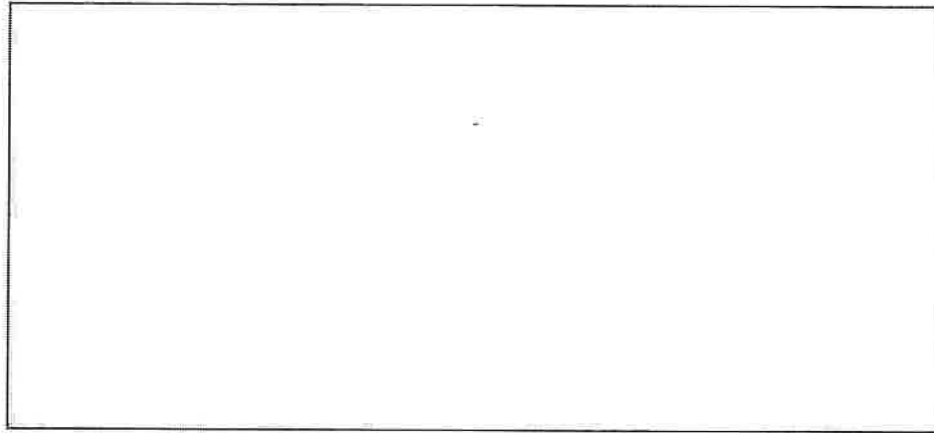
12. Which of the following fraction models can be used to show $3 \times \frac{2}{5}$?



What is the value of $3 \times \frac{2}{5}$? _____

13. Holly gives $\frac{1}{3}$ cup of cat food to each of her 4 cats every morning. How much food does Holly need each morning to feed her 4 cats?

Part A: Draw a model for the problem.



Part B: How much food does Holly need each morning to feed her 4 cats?

14. The label on a box of cookies states that one serving is $\frac{1}{8}$ of the box. Each of the 6 people in a family ate one serving of the cookies. What fraction of the box of cookies did the family eat?

15. The distance of one lap around a track is $\frac{1}{4}$ mile. Casey ran 12 laps.

Part A: Write an expression that can be used to find the total number of miles that Casey ran.

Part B: How many miles did Casey run? Show your work.

Complete the missing amounts in the following table so that the two measurements are equivalent.

	Measurement	Measurement
16.	1 ft	_____ in
17.	1 kg	_____ g
18.	1 hr	_____ min
19.	1 L	_____ mL

In questions 20-22, use a letter to represent the unknown, and then write an equation and use it to solve the word problem.

20. Brooke read 3,237 pages during the fourth grade. She read 8,421 pages in fourth and fifth grades combined. How many pages did Brooke read in fifth grade?

Write an equation using a letter to represent the unknown.

Use your equation to answer the question.

21. Lane rode his bike 340 miles in April. In May he rode his bike 100 miles more than in April. Lane rode a total of 960 miles in May and June. How many miles did Lane ride in June?

Write an equation using a letter to represent the unknown.

Use your equation to answer the question.

22. Kyle swam 40 minutes on Monday, 20 minutes on Tuesday, and 30 minutes on Wednesday. Over the same days, Lavar swam for a total of 20 minutes less than Kyle. What is the total amount of time, in minutes, that Lavar swam?

Write an equation using a letter to represent the unknown.

Use your equation to answer the question.

In questions 23-25, use the standard algorithm to add or subtract each.

23. $2,346 + 1,768 =$

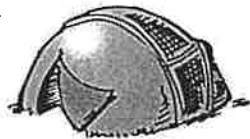
24. $34,234 - 27,318 =$

25. $284,395 + 567,095 =$

New Jersey

Nickname: Garden State • State Bird: Eastern Goldfinch • Capital: Trenton

■ The Lenni-Lenape, early settlers in New Jersey, lived in dome-shaped houses called wigwams. They were peaceful hunters and farmers. They gave food to strangers who stopped at their villages. Out of respect, other tribes called them "Our Grandparents."



■ Although it is not an island, New Jersey was named for the English Isle of Jersey.



■ The Pinelands are a 1.3-million acre undeveloped wilderness covering about 20% of New Jersey. Nearly 13% of the state is covered with wetlands or marshes, including the Great Swamp, the Hackensack Meadowlands and the bogs and salt marshes of the Pinelands.

■ In its state constitution in 1776, New Jersey became the first state to allow women to vote. In 1807, that right was taken away. Women in New Jersey were not allowed to vote until more than 100 years later.



■ In 1858 dinosaur bones were discovered at Haddonfield. Often called the "duck-billed" dinosaur, the hadrosaurus, adopted as New Jersey's official state dinosaur, grew about 30 feet long.

■ Born in Elizabeth, Judy Blume wrote many popular books including *Tales of a Fourth Grade Nothing*, *Deenie* and *Blubber*.



■ New Jersey averages about 995 people per square mile, the highest of the 50 states.

■ New Jersey was the third state to ratify the Constitution on December 18, 1787.

■ New Jersey had two capitals for many years. Burlington became the capital of West New Jersey in 1677, and Perth Amboy became the capital of East New Jersey in 1686. Trenton became the single capital in 1790.

Trenton

Camden
Haddonfield

■ On November 6, 1869, Rutgers beat Princeton 6 to 4 in the first college football game ever played. The New York Nine beat the Knickerbocker Baseball Club at the first baseball game ever played. The New York team won 23 to 1 in Hoboken, New Jersey, on June 19, 1846.

Atlantic City



■ New Jersey is the nation's leading manufacturer of medicines, soaps and cleaners and the number two producer of chemicals.

■ The first motion pictures showed events like people dancing, circus acts and a man sneezing. Fort Lee, New Jersey, became the nation's first movie capital.

■ The first motion picture that told a story was *The Great Train Robbery* filmed in New Jersey in 1903. The world's first drive-in movie theater opened near Camden in 1933.

■ New Jersey is one of two states that does not have a state song.

■ It takes about 400,000 people to keep the Garden State blooming. Orchids, roses, ornamental shrubs and other flowers are important money-making crops. Farms and forests cover two thirds of the state. New Jersey is one of the nation's leading producers of tomatoes, blueberries, cranberries, spinach and peaches.



■ Over 150 million Monopoly® games have been sold in 23 different languages. Charles Darrow invented the game in 1930 and named the streets after those in Atlantic City, his favorite vacation spot.



■ Several teams play at the Meadowlands Sports Complex in East Rutherford, New Jersey, including the New York Giants, New York Jets (football), New York Nets (basketball) and New Jersey Devils (hockey).

New Jersey Tic-Tac-Toe

To play New Jersey Tic-Tac-Toe, correctly answer three questions in a row: up and down, across or diagonally.

1. What was the first motion picture that told a story? _____	2. What is New Jersey's state song? _____	3. What percent of New Jersey is covered with farms and forests? _____
4. Where do the Giants, Jets and Nets play ball? _____	5. What world-famous game is based on streets in Atlantic City? _____	6. What is the capital of New Jersey? _____
7. What is the official state dinosaur of New Jersey? _____	8. Who wrote <i>Tales of a Fourth Grade Nothing</i> ? _____	9. On the average, how many people per square mile live in New Jersey? _____



Matchmaker

Match the items in the box by writing the correct letter in each blank. Some may have more than one answer and not all the answers may be used.

1. ____ State insect
2. ____ New Jersey nickname
3. ____ State flower
4. ____ State animal
5. ____ Pro hockey team
6. ____ State tree
7. ____ Former capital
8. ____ State bird
9. ____ New Jersey swamp
10. ____ State motto
11. ____ Duck-billed dinosaur
12. ____ Fort Lee, New Jersey
13. ____ New Jersey product

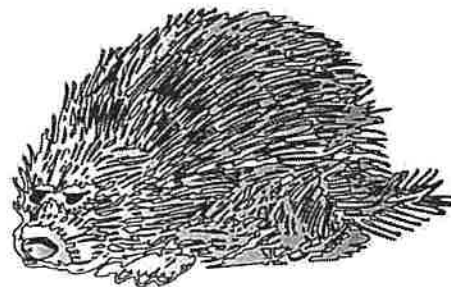
- | | |
|------------------------------|---------------------------------|
| A. Blueberries | N. Nation's first movie capital |
| B. Burlington | O. New Jersey Devils |
| C. Chemicals | P. Orchids |
| D. Cockpit of the Revolution | Q. Perth Amboy |
| E. Eastern goldfinch | R. Purple violet |
| F. Faith, Hope and Charity | S. Raccoon |
| G. Garden State | T. Red oak |
| H. Hackensack | U. Roses |
| I. Meadowlands | V. Spinach |
| J. Hadrasaurus | W. Stegosaurus |
| K. Honeybee | X. Trenton |
| L. Horse | Y. Triceratops |
| M. Liberty and Prosperity | Z. Tulip |
| N. Mockingbird | |

Challenge Questions

1. New Jersey has been the birthplace of many inventions and the manufacturing and developing site of products that have changed our lives. What are some items that have been invented or developed in New Jersey?
2. In 1881 James Lafferty, Jr. put up a six-story building in the shape of an animal. The building is now a national historic landmark. What animal is the building shaped like? What is the name of the building?

Just for Fun

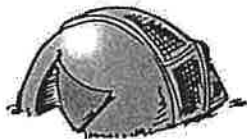
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- | | |
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