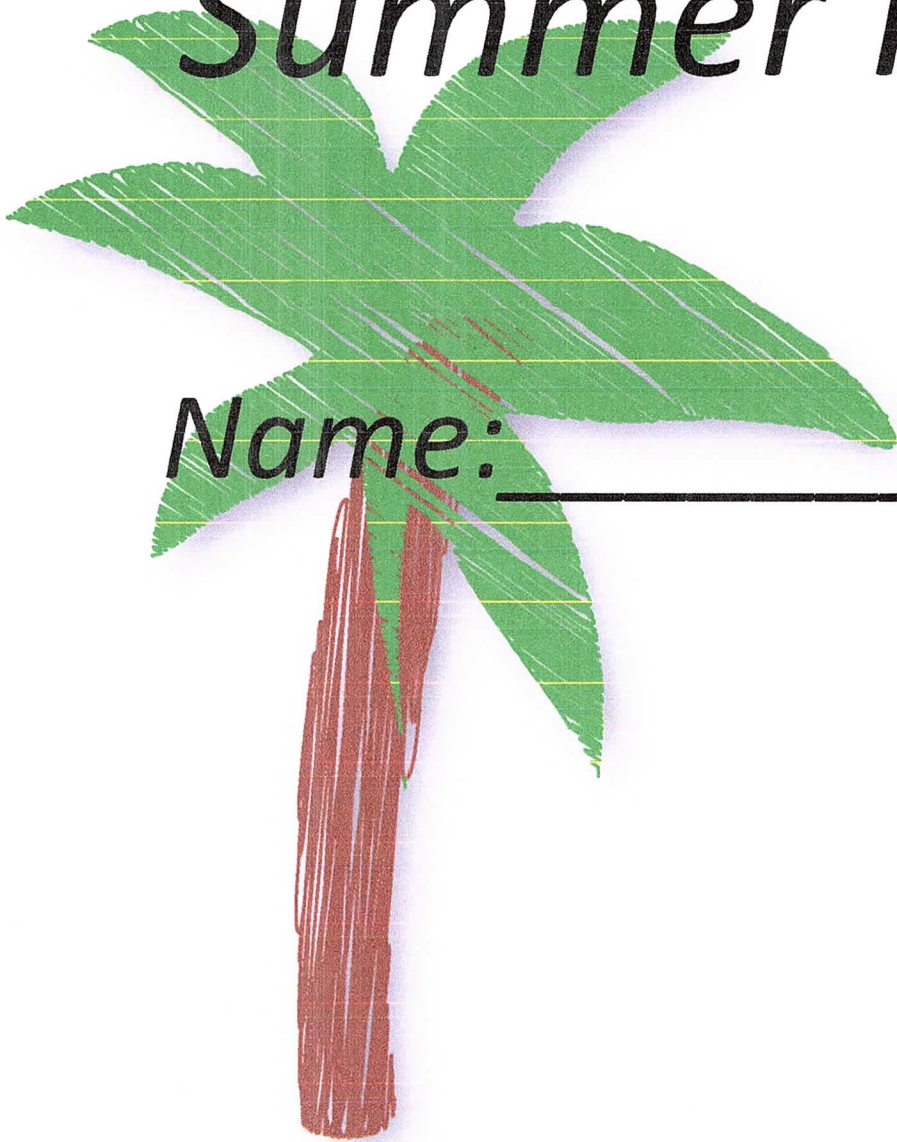


GOING TO 4TH GRADE



Summer Packet

Name: _____



Read the story. Circle the names of the characters. Underline details that are clues to the setting. Draw a box around details that show the setting has changed.

Ans

1

The Baseball Diamond

1 “Watch it! You’ve got some smoke coming your way!” Nick warned Kyle as Mrs. Nelson wound up and hurled another pitch. Mrs. Nelson was substituting for Tom, who was absent, and she could really throw smoke—baseball slang for a fastball.

2 The ball whizzed past Kyle and smacked into Nick’s mitt. “You’re good for a teacher!” Kyle exclaimed. He found it unbelievable that the teacher who badgered him about homework could pitch like a pro

3 “I played until I decided to become a teacher,” Mrs. Nelson admitted, winding up for another toss.

4 The teammates were eager for the season to begin. Trying to hit one of Mrs. Nelson’s pitches was also a challenge.

5 “When we get to an actual game,” said Kyle, “it’ll be easy batting against a kid our own age!”

6 The team practiced every recess if the weather allowed, but today, a rainstorm was rolling in. Thunder was starting to rumble above the ball field, so the team had to end practice early. As everyone headed back into the school building, Mrs. Nelson gasped and held up her pitching hand. “Where’s my diamond ring?”

7 “It must have fallen off while you were pitching!” said Kyle.

8 The class helped Mrs. Nelson search for the ring, but when the first drops fell, Mrs. Nelson hustled the students inside. She watched the downpour through the window, a defeated look on her face.

9 Every day after that during recess, the class scoured the playground for the ring, with no luck.

10 “Whoa!” Tom bellowed nearly a month later, as he fumbled Kyle’s pop fly. He managed to snag it and zip the ball to Nick just as Kyle dug dirt sliding home.

11 “Are you okay?” Nick asked, helping Kyle to his feet.

12 “Fantastic!” Kyle replied, opening his hand to reveal a glistening object. The boys grinned. They knew Mrs. Nelson wouldn’t badger Kyle about homework again!

2

3



Answer the following questions.

- 1** Which statement **best** describes Kyle and his teammates?
- A. They are discouraged and give up easily.
 - B. They are hardworking and determined to practice.
 - C. They are more interested in having fun than winning.
 - D. They are jealous of people who are better baseball players.

Hint Think about the characters' words and actions to help you infer their character traits.

- 2** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement describes one of Mrs. Nelson's character traits?

- A. She is quiet.
- B. She is always happy.
- C. She is not interested in sports.
- D. She is an excellent baseball player.

Part B

Which sentence from the story **best** supports the answer in Part A?

- A. "Kyle found it unbelievable that the teacher who badgered him about homework could pitch like a pro."
- B. "As everyone headed back into the school building, Mrs. Nelson gasped and held up her pitching hand."
- C. "She watched the downpour through the window, a defeated look on her face."
- D. "They knew Mrs. Nelson wouldn't badger Kyle about homework again!"

Hint Sometimes one character's thoughts or words are clues to another character's traits.

- 3** What are the settings in this story? Select **three** that apply.
- A. inside the school building
 - B. a baseball field in the present
 - C. a baseball field almost a month later
 - D. Mrs. Nelson's home
 - E. a jewelry store that sells rings

Hint A story can have more than one setting. Look for clues about times and locations to understand how the setting changes.

Coached Example*Activity 2*

Read the story. Underline examples of figurative language.

Monsoon!

- 1 Sometimes it seemed to Panit as if all it did was rain. Thailand was a small country, but with all the monsoons, how much rain could possibly be left for anywhere else? He listened as the drops of rain fell hard and fast, drumming on the windows like a marching band. This time, the rain had not stopped for two days, and it seemed it would continue until it had flooded the area.
- 2 The first day of the storm was fine. Panit's mother had bought enough food to last for a few days, so why worry? "As the old proverb goes, 'dig a well before you are thirsty,'" she told Panit and his sister, Preeda.
- 3 They watched the news constantly. By the second day, they knew that getting to town through the storm would be an odyssey. "What a nuisance!" Preeda exclaimed.
- 4 "It's more than a nuisance—it's a nightmare," replied Panit.
- 5 The flood started small. First one street was washed out, then another. Thankfully, Panit and Preeda and their mother were perched in their eagle's nest of a house, on a hill high above the town. But as the flood gathered strength, it would certainly trap them. When the river overflowed, it was the last straw for Panit and his family. They called their town's emergency number and left many messages asking for help, but they heard nothing in return. If no one came to help them, what would they do?
- 6 On the third day, Panit woke early, only to feel his heart drop as he heard the same sound on the roof and saw the same floodwaters bearing down on them. But then he heard another sound—the cell phone was ringing! He picked it up, and a smile lit up his face like sunlight breaking through clouds. The rescue teams were on their way with trucks and rafts to carry them to safety. Storm or no storm, they were trapped no longer!

Answer the following questions.

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which idea in paragraph 1 is described with a simile?

- A. the sound of the rain
- B. the possibility of a flood
- C. the unusual amount of rain
- D. how long the rain has been falling

Part B

Which excerpt is a simile that supports the answer in Part A?

- A. "how much rain could possibly be left"
- B. "drumming on the windows like a marching band"
- C. "had not stopped for two days"
- D. "seemed it would continue until it had flooded the area"

- 2** How does Panit's mother follow the proverb, "Dig a well before you are thirsty"?

- A. She watches the news constantly.
- B. She fills jugs with water from a well.
- C. She buys food before the storm starts.
- D. She leaves messages asking for help.

- 3** Read this sentence from paragraph 5.

When the river overflowed, it was the last straw for Panit and his family.

Which phrase **best** explains the meaning of the idiom "the last straw"?

- A. the last bit of food in the house
- B. the biggest mistake a person makes
- C. the last chance to prepare for an emergency
- D. the problem that makes a person admit defeat

Hint Remember that a simile is a comparison using *like* or *as*. How does this comparison help readers picture what is happening?

Hint Think about the situation in the proverb. How does Panit's mother apply this to real life?

Hint Reread paragraph 5. Look for clues to the idiom's meaning. What is happening in the story? How do the characters feel?

- 4 Read the excerpt from the story. Underline the phrase that explains the metaphor "perched in their eagle's nest of a house."

First one street was washed out, then another. Thankfully, Panit and Preeda and their mother were perched in their eagle's nest of a house, on a hill high above the town. But as the flood gathered strength, it would certainly trap them.

Hint What is an eagle's nest like? What does that tell you about the house? Look for a context clue to check your answer.

- 5 Read this sentence from paragraph 4.

By the second day, they knew that getting to town through the storm would be an odyssey.

The *Odyssey* is a story about the long, difficult journey of the Greek hero Odysseus sailing home after a war. How does this information help you understand the allusion in this sentence?

Hint Reread paragraph 4 and circle the allusion. Use details in the paragraph and the tale of Odysseus to explain the meaning.

Read the article. Circle the main idea. Underline the most important details.

The Purchase of Alaska

- 1 Do you think that a state is worth \$7.2 million? That's the amount the United States paid for the land that is now Alaska. That sounds like a lot of money. Actually, it's just under two cents an acre! In 1867, Russia owned the land that is now Alaska. The Russians had recently lost a war. As a result, they were in debt and needed money. They knew the United States owned lands along the Pacific coast. So Russia encouraged the United States to expand its territory by buying Russian land in the area.
- 2 William Seward, the U.S. secretary of state, thought the purchase was a great idea. The area of land for sale was so large that it would increase the size of the United States by nearly one-fifth! Seward worked hard to convince the Senate to approve the deal. The land officially became the property of the United States in October 1867.
- 3 What did other Americans think about the purchase? Many thought it was a waste of money. Some newspapers called it "Seward's Icebox" or "Seward's Folly." A *folly* is an act that is foolish or silly. Critics thought that Seward had spent too much money for an area with few resources.
- 4 Actually, no one knew much about the land. They could not have predicted what valuable resources would eventually be found there. Today, Alaska is one of the richest states in the country. Oil was first discovered in Alaska in 1902. Later, more discoveries of oil-rich regions led to the building of the Trans-Alaska Pipeline, which carries the oil to market. This created jobs and money for the state. Alaska is also an important source of fish, timber, and minerals. It is a popular destination for tourists, who go there to see its mountains and the rivers of ice called glaciers. Today we know that "Seward's Folly" wasn't foolish at all. It was actually a very good deal!

Answer the following questions.

- 1** The main idea of paragraph 2 is "William Seward thought the purchase of Alaska was a great idea." Which detail supports that idea?

- A. The Russians needed the money to pay war debts.
- B. Seward was the U.S. secretary of state.
- C. The purchase would greatly increase the size of the United States.
- D. The land became U.S. property in 1867.

Hint Reread paragraph 2. Which details help explain the main idea?

- 2** Read this main idea: "Many Americans thought the purchase of Alaska was a waste of money." On the lines below, write **two** details from the article that support this statement.

Hint In which paragraph is this idea stated? What are the key details in that paragraph?

Detail 1:

Detail 2:

- 3** Which sentence **best** summarizes paragraph 4?
- A. At the time of the purchase, no one knew much about the land or what would eventually be found there.
 - B. In 1902, oil was discovered in Alaska, which later led to the building of a pipeline and the creation of jobs.
 - C. Alaska is an important tourist destination today because of its mountains and glaciers.
 - D. "Seward's Folly" turned out to be a good deal, because Alaska has valuable resources and natural features that attract tourists.

Hint A summary should include all of the most important details. Look back at the key details in paragraph 4.

- 4** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence **best** states the main idea of the entire article?

- A. The United States paid Russia \$7.2 million for the land that is now Alaska.
- B. After Seward convinced the Senate, Alaska became property of the United States.
- C. At first, no one knew very much about the land or what resources it had.
- D. People called the purchase of Alaska "Seward's Folly," but it was actually a good deal.

Part B

Which detail from the article **best** supports the answer in Part A?

- A. "They knew the United States owned land along the Pacific coast."
- B. "Russia encouraged the United States to expand its territory."
- C. "It would increase the size of the United States."
- D. "Alaska is also an important source of fish, timber, and minerals."

- 5** Write a summary of the article. Remember, a summary should be written in your own words and is always shorter than the original text.

Hint The main idea is not always stated at the beginning of the passage. Ask yourself: "What is the most important idea of the entire passage?"

Hint Ask yourself: "What details will help someone understand the important ideas in this article?" Include only those details.

4.R.1.K.1.8

Coached Example*Activity 4*

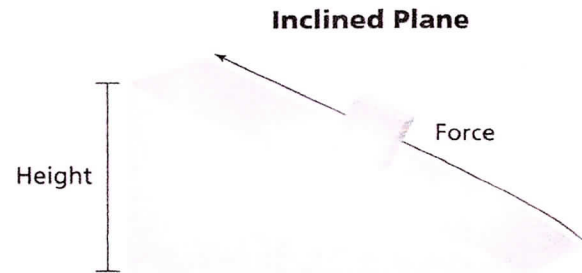
Read the article. Circle the author's opinions. Underline opinions from experts that the author uses as evidence.

The Problem of the Pyramids

1 Near Giza, Egypt, ancient pyramids dot the desert. The largest, the Great Pyramid, was the tallest structure in the world for almost four thousand years. It is made of more than two million stone blocks, and each one weighs more than most cars! The ancient Egyptians who built the pyramids had to move the stones using only their muscles. How did they do it?

2 The Egyptians must have used some kind of machine to lift the blocks of stone. A machine is any tool that makes it easier to do work. Some machines have many moving parts, but simple machines have only a few or no moving parts. Inclined planes, wedges, screws, levers, wheels and axles, and pulleys are all simple machines.

3 Most experts think the Egyptians used ramps to move the heavy stone blocks. A ramp is a kind of inclined plane—a simple machine made up of a flat surface with one end higher than the other. It is used to raise or lower a load. A load can either be lifted straight up or moved over an inclined plane. Both take the same amount of work. An inclined plane makes the distance longer, so it takes less force to raise a load to the same height.



4 Some experts think the Egyptians built ramps. Others believe they just pulled the blocks up the sides of the pyramids. The Egyptians could have done this because each side of a pyramid is an inclined plane.

5 We cannot know exactly how the pyramids were built. Experts can form opinions about what likely happened by looking at the evidence that survived. Considering the size of the pyramids, we can make another guess. The people who worked as the builders had a really difficult job!

Answer the following questions.

- 1** Reread paragraph 2, shown below. Underline the author's opinion.

The Egyptians must have used some kind of machine to lift the blocks of stone. A machine is any tool that makes it easier to do work. Some machines have many moving parts, but simple machines have only a few or no moving parts. Inclined planes, wedges, screws, levers, wheels and axles, and pulleys are all simple machines.

Hint Look for a statement that expresses a belief and cannot be proven true.

- 2** Which of these statements from the article are reasons that support the author's opinion? Select **two** that apply.
- A. "It is made of more than two million stone blocks, and each one weighs more than most cars!"
 - B. "The ancient Egyptians who built the pyramids had to move the stones using only their muscles."
 - C. "Inclined planes, wedges, screws, levers, wheels and axles, and pulleys are all simple machines."
 - D. "A load can either be lifted straight up or moved over an inclined plane."
 - E. "We cannot know exactly how the pyramids were built."

Hint Think about which statements explain why you should agree with the author's opinion.

- 3** What evidence supports experts' opinion that the Egyptians "just pulled the blocks up the sides of the pyramids"?
- A. The largest pyramid was the tallest structure in the world.
 - B. Each side of a pyramid is an inclined plane.
 - C. Simple machines have only a few or no moving parts.
 - D. The people who worked as the builders had a difficult job.

Hint Which fact is used to support the experts' opinion in that part of the passage?

- 4 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

According to the passage, which sentence states an opinion that some experts have?

- A. A ramp is a kind of inclined plane.
- B. Simple machines do not have many moving parts.
- C. The Egyptians used ramps to lift the blocks.
- D. The Great Pyramid contains more than two million stone blocks.

Part B

Which fact from the article supports the answer in Part A?

- A. "The ancient Egyptians who built the pyramids had to move the stones using only their muscles."
- B. "A ramp is . . . a simple machine made up of a flat surface with one end higher than the other."
- C. "An inclined plane makes the distance longer, so it takes less force to raise a load to the same height."
- D. "Experts can form opinions about what likely happened by looking at the evidence that survived."

- 5 What opinion does the author express in paragraph 5? List **two** examples of reasons or evidence from the article that support this opinion.

Hint Look for a statement the experts could not prove. Then think about what fact would help them form this opinion.

Hint Reread paragraph 5. Look for a statement that shows how the author feels. What led the author to feel this way?

Activity 5

4. W. T.T.P. 3

Model Text

The short story below is an example of a narrative. Read the story and the side notes to learn how the author of this story followed the rules of narrative writing.

Keiko's New Friend

Beginning Readers meet the main character and learn that she is facing a challenge.



Keiko looked around nervously. She hadn't seen the big gray dog yet, but it always seemed to show up at some point on her walk home from school.

Point of view The narrator is not part of the action of the story, so the story has a third-person narrator.

Everything felt new to her lately. Keiko and her family had recently moved to California from Japan. The kids at school seemed to be from another planet. As she came to her street, Keiko saw her neighbor, Ms. Landis, wave to her.

Signal words The words *then* and *suddenly* tell readers the order of events.



"How is school going?" Ms. Landis asked with a smile.

Dialogue The conversation between Ms. Landis and Keiko makes these characters more interesting and realistic.



"Not bad," Keiko began. Then she heard a bark. Her head jerked up, and she saw the big gray dog running toward them. Suddenly, the dog stopped right in front of Ms. Landis.

Descriptions Details about how the dog looks and sounds make readers feel as if they are part of the action.



"Oh, yes. Ben's a good dog," said Ms. Landis. "He wouldn't hurt a fly."

"But he's so big," said Keiko, still staring.

Ms. Landis smiled again. The big wooly dog sat panting in front of her, his tongue flopping out of his mouth. "Looks aren't everything, you know," she said. "It's what's inside that really counts. And Ben has a heart of gold. Right, boy?"

Conclusion The end of the story shows a change in the main character that resolves the problem—Keiko's fear of the dog.



Keiko smiled. She hadn't given Ben a fair chance—just like the kids at school. Slowly, she reached out to pet Ben's back. "Hello, Ben. I'm Keiko. It's nice to meet you."

Coached Example

Marina was instructed to write a one-page narrative. She decided to write a story about a boy named Larry who was caught in a rainstorm without an umbrella.

- 1 Marina wanted to introduce Larry's problem in the first paragraph. Rewrite the paragraph to make it more descriptive.

Larry left his friends' house just as the storm started. First came the rain. Then it started to thunder. He didn't have his umbrella. He went home anyway.

Hint Keep readers interested by giving them a sense of how things look, sound, and feel.

- 2 Marina decided to use dialogue to move the plot forward. Read the paragraphs below. Add dialogue to continue the conversation between the characters. Have Larry explain how he lost his umbrella, and describe his mother's reaction.

Larry rushed into his house.

"You're all wet," his mother cried.

"Where is your umbrella?"

"I don't know!" exclaimed Larry.

"I couldn't find it anywhere!"

Hint When writing dialogue, be sure to use the correct punctuation.

- 3 How might Marina continue her story? Complete the story map with your ideas about the conclusion of the story.

Hint Make sure that the conclusion follows from the events in the story and resolves the problem.

Beginning:

Larry leaves his friend's house.



Middle:

Larry comes home and talks to his mom.



End:

- 4 Using the story map in question 3 above, write a concluding paragraph for the story.

Hint Use signal words to tell readers how much time has passed. Use description and dialogue to help the story come alive.
