

4TH GRADE SUMMER PACKET COVER LETTER

FOR PARENTS/GUARDIANS

AND STUDENTS

JULY AND AUGUST 2024

MATH & ELA PRACTICE/REVIEW CALENDAR

Dear Parents/Guardians and Students,

We have learned so much this school year, and as we approach the summer break, we want to ensure that our students stay engaged and continue reinforcing the critical reading and math skills they've developed. To support this, we have created a July and August ELA and math practice calendar based on the New Jersey Student Learning Standards.

The calendar includes a variety of activities spread across two months, covering key concepts in reading, writing, arithmetic, geometry, measurement, data interpretation, and problem-solving. We encourage you to help our scholars complete one activity per day. This daily practice will not only keep them engaged but also help them retain and strengthen the skills they need to succeed in the upcoming school year. Students may complete the entire packet, focus on a week, complete a tic-tac-toe, column or row depending on their capability. Passages are attached to help with the ELA activities.

Your support is crucial in ensuring that our future 5th graders are ready for the challenges of middle school. Thank you for partnering with us in your child's education.

All our best,

Fairmount Fourth Grade Teachers

July 2024 Math/ELA Practice Calendar

Math Week 1: Arithmetic and Number Sense	Math Week 2: Fractions	Math Week 3: Decimals and Place Value	Math Week 4: Measurement and Data	Math Week 5: Geometry
ELA Week 1: Reading Literature	ELA Week 2: Writing Narratives	ELA Week 3: Reading Informational Texts	ELA Week 4: Grammar and Vocabulary	ELA Week 5: Review
July 1: Practice multiplication tables (1-12). *Read a short story and identify the main idea.	July 8: Identify and represent fractions using visual models. *Write a story about a summer adventure you would like to have.	July 15: Understand place value for decimals up to the hundredths place. *Read a nonfiction article about animals.	July 22: Measure length, weight, and volume using appropriate tools. *Practice identifying nouns, verbs, and adjectives in sentences.	July 29: Identify types of angles (acute, obtuse, right).
July 2: Solve multi-digit addition problems. *Write a summary of the story in your own words.	July 9: Compare fractions with different numerators and denominators. *Revise your story by adding more descriptive details.	July 16: Compare decimals. *List five facts you learned from the article.	July 23: Interpret data from bar graphs and line plots. *Write five sentences using new vocabulary words you've learned this summer.	July 30: Classify shapes based on their properties.
July 3: Subtract multi-digit numbers. *Discuss the story with a family member and share your favorite part.	July 10: Add and subtract fractions with like denominators. *Share your story with a family member and ask for feedback.	July 17: Round decimals to the nearest whole number. *Write a paragraph about how one of these facts could be useful.	July 24: Solve problems involving perimeter and area. *Play a word game like Scrabble or a vocabulary app.	July 31: Identify lines of symmetry.
July 4: Holiday Break	July 11: Multiply a fraction by a whole number. *Write a final draft of your story.	July 18: Add and subtract decimals. *Discuss the article with a family member and explain what you found most interesting.	July 25: Convert units of measure (e.g., inches to feet). *Write a short paragraph using as many of the new vocabulary words as possible.	Free Choice: Grocery Shopping? Bring a notepad and add up all the items
July 5: Practice dividing multi-digit numbers. *Draw a picture of a key scene from the story and explain why you chose it.	July 12: Solve word problems involving fractions. *Illustrate your story with a drawing or a series of drawings.	July 19: Solve word problems involving decimals. *Create a poster that includes pictures and facts from the article.	July 26: Practice elapsed time problems. *Share your paragraph with a family member and explain what each new word means.	Free Choice: Baking? Gather and measure the ingredients for the recipe
July 6: Solve word problems involving addition and subtraction. *Read a different short story and compare it with the first one. Note similarities and differences.	July 13: Convert improper fractions to mixed numbers and vice versa. Reflect on your writing!	July 20: Convert fractions to decimals and vice versa. Review your work!	July 27: Interpret data from pie charts.	Free Choice: Party? Share an item with family members and tell them what fraction they received.
July 7: Practice rounding numbers to the nearest ten and hundred. Review your work!	July 14: Simplify fractions. Reflect on your writing!	July 21: Practice mixed operations with decimals Review your work!	July 28: Measure angles using a protractor.	Free Choice: Go outside and draw geometric figures or angles with chalk.

August 2024 Math/ELA Practice Calendar

Week 1: Geometry and Patterns	Week 2: Advanced Arithmetic and Word Problems	Week 3: Algebraic Thinking	Week 4: Review and Enrichment	Week 5: Preparation for New School Year
ELA Week 1: Reading Comprehension August 1: Draw and identify points, lines, line segments, rays, and angles. *Read a chapter from a book of your choice.	ELA Week 2: Opinion Writing August 8: Solve multi-step word problems involving all four operations. *Choose a topic you care about and write your opinion on it.	ELA Week 3: Poetry August 15: Understand the concept of variables. *Read a poem and discuss its meaning with a family member.	ELA Week 4: Speaking and Listening August 22: Review arithmetic concepts. *Watch a short educational video and summarize it.	ELA Week 5: August 29: Set math goals for the new school year.
August 2: Understand the properties of parallel and perpendicular lines. *Write a few sentences predicting what will happen next.	August 9: Practice multiplying two-digit numbers. *List three reasons to support your opinion.	August 16: Write and solve simple equations. *Write your own poem about nature.	August 23: Review fractions and decimals. *Give a short presentation to a family member about what you learned from the video.	August 30: Review math vocabulary.
August 3: Recognize and draw symmetrical figures *Discuss your predictions with a family member and read the next chapter together.	August 10: Divide using long division or partial quotients. *Write a persuasive paragraph including your reasons.	August 17: Explore number patterns and sequences. *Illustrate your poem with a drawing.	August 24: Review measurement and data interpretation. *Practice active listening by having a conversation and repeating back what the other person said.	August 31: Reflect on what was learned over the summer.
August 4: Identify and create patterns. *Summarize what you read and compare it with your predictions.	August 11: Practice mixed operation problems. *Share your paragraph with a family member and ask for feedback.	August 18: Understand and use the distributive property. *Share your poem and illustration with a family member and discuss why you chose to write about nature.	August 25: Review geometry concepts. *Record yourself reading a passage from a book and listen to the recording to check your fluency.	Free Choice
August 5: Solve problems involving area and perimeter of complex shapes. *Write a letter to a character in the book giving them advice.	August 12: Solve problems involving money. *Revise your paragraph based on the feedback.	August 19: Solve problems using the properties of operations. *Read another poem and compare it to your own. What do you like about each poem?	August 26: Practice real-world math problems. *Discuss a current event with a family member and express your thoughts clearly and respectfully.	Free Choice
August 6: Explore tessellations.	August 13: Practice order of operations (PEMDAS).	August 20: Practice identifying and extending patterns.	August 27: Fun math puzzles and games.	Free Choice
August 7: Create and solve patterns using numbers.	August 14: Solve word problems involving fractions and decimals.	August 21: Solve for unknowns in simple equations.	August 28: Math scavenger hunt (find and solve math problems around the house).	Free Choice

Angel Falls

This text is provided courtesy of Vanderbilt University: Center for Latin American Studies.



This is a photo of Angel Falls.
Yosemite, CC BY 3.0

Angel Falls is the tallest waterfall in the world! You can find this special waterfall in Venezuela, a country in South America. The waterfall is located in Venezuela's Gran Sabana region, where the Indigenous Pemon Indians have lived for a long time. The water in Angel Falls drops from the top of a mountain called Auyán-Tepuí, which means Devil's Mountain in the Pemon language. It falls 979 meters, or 3,212 feet. That means Angel Falls is about 19 times higher than Niagara Falls!

The waterfall got its current name from James Crawford Angel. In the 1930s, James flew his plane over the waterfall while he was looking for gold. He spotted the falls, but didn't stop. A few years later, he returned and flew over the waterfall again, landing at the top. But his plane got stuck there! He and his companions had to hike down the mountain through the wilderness for 11 days until they reached Kamarata, a Pemon village, and found help. After James's adventure, people all over the world started talking about this waterfall and wanting to see it. They gave credit to James Crawford Angel for discovering the waterfall, so they started calling it "Angel Falls" after him.

While Angel Falls is the name that most people around the world use today, , it is far from its only name. In Venezuela, the waterfall is called Salto Ángel, the Spanish version of Angel Falls. Additionally, long before James spotted the waterfall, the Indigenous Pemon Indians who lived there called it Kerepakupai-Merú, meaning "waterfall of the deepest place," or Parakupá Vená, meaning "the fall from the highest point." In 2009, the president of Venezuela wanted people to go back to calling the waterfall Kerepakupai-Merú.

Today, Angel Falls is a famous attraction in Venezuela. It is part of a national park there. Tourists have been allowed to visit it by boat or plane since 1990. If the waterfall is gentle enough when you visit, you can even swim in the natural pools at the bottom of Angel Falls!

Vocabulary

attraction

noun

definition: An attraction is a thing that makes people want to come to it.

The city's zoo and aquarium are popular attractions. They are always full of people.

Spanish: atracción, atractivo

indigenous

adjective

definition: When people are indigenous to a place, they are the first people ever to live there. If an animal or plant is indigenous to a place, that place has always been its home. It has not been brought by people from some other place in the world.

The turkey is indigenous to North and Central America. Turkeys live in other countries now, but they were brought there from North or Central America.

Spanish: indígena, originario

wilderness

noun

definition: A wilderness is a region where there are trees and wild animals, but no people living there.

Spanish: desierto, monte, tierra virgen, tierra salvaje

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
attraction				
indigenous				
wilderness				

2. Word Builder

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

will

der

at

dig

in

ness

nous

trac

tion

e

1. _____

2. _____

3. _____

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
attraction				
indigenous				
wilderness				

Name: _____ Date: _____

1. What is Angel Falls?

- A. the tallest mountain in the world, located in the Himalayas
- B. the coldest place in the world, located in Antarctica
- C. the tallest waterfall in the world, located in Venezuela
- D. the longest river in the world, located in South America

2. How does the text compare Angel Falls and Niagara Falls?

- A. Angel Falls is seven times longer than Niagara Falls.
- B. Angel Falls is 19 times higher than Niagara Falls.
- C. Angel Falls is three times taller than Niagara Falls.
- D. Angel Falls is five times as cold as Niagara Falls.

3. Read the following sentences from the text.

"The waterfall got its current name from James Crawford Angel. In the 1930s, James flew his plane over the waterfall while he was looking for gold. He spotted the falls, but didn't stop. A few years later, he returned and flew over the waterfall again, landing at the top....After James's adventure, people all over the world started talking about this waterfall and wanting to see it. They gave credit to James Crawford Angel for discovering the waterfall, so they started calling it Angel Falls" after him....Additionally, long before James spotted the waterfall, the Indigenous Pemon Indians who lived there called it Kerepakupai-Merú, meaning 'waterfall of the deepest place,' or Parakupá Vená, meaning 'the fall from the highest point.'"

What conclusion can you draw from this evidence?

- A. Many thought James was the first person to come across the waterfall but the Indigenous Pemon Indians knew about it long before.
- B. James did not survive the 11-day hike to find help and his body was later discovered on a mountain named Kerepakupai-Merú.
- C. James Crawford Angel was the first president of the country of Venezuela and so the world's tallest waterfall was named after him.
- D. James wanted to fly his plane through the waterfall and he became famous for being the first person to fly a plane through water.

4. Why did the president of Venezuela want people to call the waterfall Kerepakupai-Merú?

- A. because Kerepakupai-Merú was his name and he wanted it to be named after a Venezuelan person
- B. because Kerepakupai-Merú is what Venezuela used to be called in ancient times and he wanted to bring back the name
- C. because Kerepakupai-Merú is what the Indigenous Pemon Indians who live near the waterfall call it
- D. because Kerepakupai-Merú means "waterfall of the deepest place" while Angel Falls means "mountain of the hottest place"

5. What is the main idea of this text?

- A. The tallest waterfall in the world, located in Venezuela where the Indigenous Pemon Indians live, is known by many names including Angels Falls after James Crawford Angel who got stuck there, Salto Ángel, Kerepakupai-Merú, and Parakupá Vená.
- B. The Indigenous Pemon Indians have lived in Venezuela's Gran Sabana region for a long time and have names for the places around them, like Auyán-Tepuí which means Devil's Mountain and Kerepakupai-Merú which means "waterfall of the deepest place."
- C. In 2009, the President of Venezuela wanted people around the world to go back to calling a waterfall Kerepakupai-Merú instead of Angel Falls because that is what the Indigenous Pemon Indians who have lived in that part of Venezuela for a long time call it.
- D. Since 1990, tourists have been able to visit Angel Falls, which is a waterfall that drops 979 meters, or 3,212 feet, from the top of a mountain, and some have even been able to swim in the natural pools at the bottom if the water was gentle enough.

Deep Roots

by ReadWorks

Variety is the spice of life, they say.

I'm not actually sure who "they" are, but they're right. I go to a mundane school in a mundane suburb; I grew up with a lot of sameness. You don't even notice it-the fact that everything is pretty much the same-until you meet someone or something different, and then you want to know more. Or at least, I did.

My family is also... pretty mundane. We don't have any interesting traditions or unusual customs; we don't even really go to church that often. My lunches are cold pizza or pasta salad. I wear jeans and t-shirts to school, except when it's cold, when I wear jeans and sweaters.

My best friend, though? She's different. I met Adrienne when we were in sixth grade. Until then, I'd never heard of Sukkot, or Friday sundown dinners, or bat mitzvahs. I'd heard of Hannukah, of course, but Adrienne was the first person I ever really *knew* who was Jewish.

She and her family were new in town that year, and when she showed up to class one day, I immediately liked her: she was wearing brown boots and a flower-printed skirt, and she participated in the class discussion of the book *Watership Down* without acting the tiniest bit nervous or shy. I asked her if she wanted to sit next to me at lunch, and we were friends basically from that moment forward.

The first time I asked her if she wanted to come over for dinner at my house was a Friday, a few weeks after we met, and she turned me down.

"I have dinner with my family that night," she explained. "It's a tradition-we're Jewish, so we have a special dinner on Friday nights to celebrate the Sabbath."

"What's a Sabbath?" I remember asking.

"It's a special day of rest for us," Adrienne explained. "It's a time to pay respect and reflect. It's supposed to be a holy day."

And then, she asked me to join her at her house for their Shabbat dinner. So I went, and I got to light candles and listen to prayers, and I tried not to blush as I asked questions about why Adrienne's family didn't eat pork and what they called their place of worship (I guessed wrong

when I said *church*). When I went home that night, I stayed up thinking about traditions, and I wished my family had some that weren't just putting up a Christmas tree once a year.

As Adrienne and I became better friends, I learned a lot more about what it's like to be Jewish. I even got to go to her sister's bat mitzvah in the spring, which is a special ceremony for twelve-year-old girls. That night, after the ceremony, I went home and asked my mom outright:

"Mom, what are we?"

"What?" she asked, kind of surprised. "What do you mean?"

"I mean, do we have a background? Do we have any customs or ceremonies or anything? Anything that makes us...I don't know...stand out? Do we have a culture?"

It was a mouthful.

"Well, Sarah..." Mom began. "Is this all coming from learning about Adrienne's family?"

"Yeah, kind of. We just seem so...modern. And kind of bland."

"Hey, we're not bland!" Mom had been sneaking ice cream from the freezer when I walked in, and she flipped a chocolate chip at me.

"We don't have the same kinds of traditions as Adrienne, though," I said, picking the chocolate off of my shirt.

"No, but we have other things. They might not seem too obvious to you, because you grew up with them-but that's probably how Adrienne feels about her family's traditions, too," Mom said. "Think about it. Both of my parents-your grandparents-come from Polish families. We might not speak Polish, but your great-grandmother did. She moved here when she was nineteen."

Mom sat down, and kept talking.

"My grandmother was an incredible cook, for starters. And if you're looking for culture in our family, I'll point out to you that the horseradish spread and sauerkraut I make from time to time come from things I grew up with, in a Polish household."

"I hate horseradish," I said.

"Okay, fine-but you don't hate *chrusciki* or *kolaczki*, do you? Those cookies are both Polish, and we have those every year for Easter and Christmas."

"Yeah, but that's all food, Mom."

"Well, we're not very active in the church, but your grandparents and great-grandparents had a lot of traditions around Christian holidays like Easter and Christmas," Mom said. "When Grandma and Grandpa got married, for example, they had to share a slice of bread with salt on it, and a glass of wine. Those items were symbols meant to wish them a life free from famine or thirst, although sometimes things got...well, salty!"

I started to laugh.

"Also, you grumble when you get too many jelly beans and not enough 'stuff' in your Easter basket, but Easter baskets used to be all food, no toys," Mom continued. "Nowadays it's just more common to put candy and little gifts in there. But when I was a kid, my mother tucked a butter lamb in with my basket every year."

"Like the one we have on our Easter table!" I said. "I love those! I didn't know those were Polish."

"Yes! And you know what else you've inherited from your family?" Mom put her hand on my head and yanked my ponytail. "Your name."

"My name?"

"Yes-your namesake is your great-grandmother. Her name was Salomeja, and the American version of that is Sarah."

"Why didn't you just name me Salomeja?" I asked.

"We wanted to give you a modern twist," Mom said, smiling.

"*Sarah*" isn't all that interesting a name, I thought, as I went upstairs that night. But it somehow made a difference that I knew that I was named for an ancestor. Mom had pointed out all of the little, interesting things about our family, the things that kept us tied to a culture. My family might not have a special dinner every week, but I went to bed that night feeling a lot more connected to my roots.

Vocabulary

ceremony

noun

definition: A ceremony is a set of things that people do for a very important and special event. When people get married or finish school, for example, there is a ceremony.

At a wedding ceremony, people exchange promises and give each other rings.

Spanish: ceremonia

forms: ceremonies

culture

noun

definition: Everything that a large group of people has created over time and now share, such as music, art, and language, is called culture. Things that a group of people believe, eat, and celebrate are also part of that group's culture.

Movies are an important part of American culture.

Spanish: cultura

famine

noun

definition: When there is a famine, there is not enough food to eat for most of the people living in an area. Famine is often caused by lack of rain, which causes crops to fail.

The famine made it very difficult for the farmers to get enough food for the winter.

Spanish: hambruna

tradition

noun

definition: A tradition is a special thing that a particular group or family believes in or does, and it is passed down from older people to younger people as time goes by. A tradition often goes on for many years.

Spanish: tradición

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
ceremony				
culture				
famine				
tradition				

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

e tra di ny ine cer mo
tion cul fam ture

1. _____ 2. _____ 3. _____
4. _____

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
ceremony				
culture				
famine				
tradition				

Name: _____ Date: _____

1. What does Sarah think her family doesn't have at the beginning of the story?

2. Sarah learns about Jewish traditions and customs from her best friend, Adrienne. What does Sarah start to wonder about as a result of this?

3. Read the following sentence from the text.

"Mom had pointed out all of the little, interesting things about our family, the things that kept us tied to a culture."

What can be concluded about Sarah's conversation with her mom based on this information?

4. What is one reason why Sarah initially feels that her family doesn't have a culture?

5. What is the main idea of this story?

6. Read the sentences and answer the question.

"I have dinner with my family that night," she explained. "It's a tradition-we're Jewish, so we have a special dinner on Friday nights to celebrate the Sabbath."

"What's a Sabbath?" I remember asking.

"It's a special day of rest for us," Adrienne explained. "It's a time to pay respect and reflect. It's supposed to be a holy day."

What does the word "tradition" mean as used in the text?

7. What word or phrase best completes the sentence?

Sarah asks her mom whether her family has a background and a culture. _____,
Sarah's mom tells Sarah about her family's past and their different traditions.

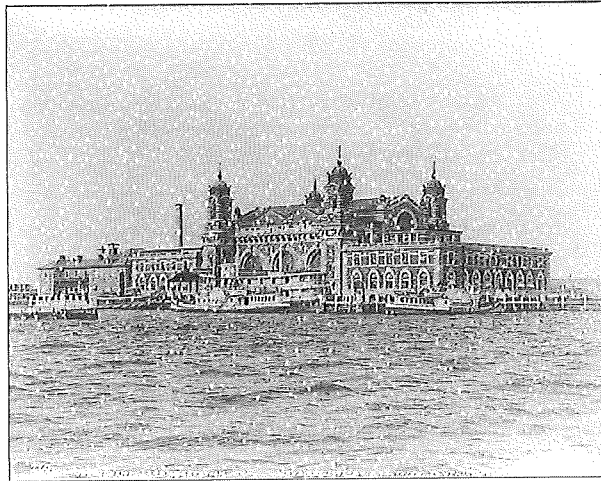
8. Who is Sarah named after?

9. Identify two Polish customs that Sarah did not know her family had.

10. Why does Sarah feel a lot more connected to her roots at the end of the story? Use information from the text to support your answer.

Lost on Ellis Island

by W.M. Akers



To get to Ellis Island, you have to take a boat. From 1892 to 1954, many people came here from across the ocean. Millions of immigrants from Europe and beyond came to America through this tiny little island, where they were processed, checked for disease, and sometimes given a new, more American-sounding name. Stepping onto Ellis Island was the end of a long journey, and the beginning of a new life.

But for Emily Dalton, it was just another day on a family vacation. Emily, her parents, and little brother, Max, had been to New York City before, but they had never visited the museum on Ellis Island. They took a boat there, too-coming not from Europe, but in a little ferry from the southern tip of Manhattan. Emily had wanted to see the Statue of Liberty, but the family outvoted her.

"Think of it this way, Em," said her father. "You can look at the Statue of Liberty on the boat ride over!"

Emily stared at the big green statue as their ferry docked at Ellis Island. More than anything else, she wanted to climb to the top of Lady Liberty and look at New York harbor from high up there. Instead, it was time to visit another museum.

"See you later," she said to the statue as they disembarked. "Maybe next summer."

Emily and her family had been in New York for four days. In that time, they'd done nothing but walk, walk, walk, and visit more museums than she could count. They saw art museums, science museums and history museums. There was even one boring museum all about pieces of paper. Between all the museums and crushing July heat, Emily was nearly asleep on her feet as they walked onto Ellis Island.

The main building on Ellis Island has four big turrets, and looks a little bit like a castle. Inside is a huge main room, the Registry Room, where immigrants once waited in line for permission to enter the country. To the sides are lots of smaller rooms, which hold different exhibits about the island's history.

"Oh wow," Emily said. "Exhibits."

"Emily, if you're going to grump your whole way through this museum," said her mother, before pausing for a few moments. "Well...just don't!"

"Oh my gosh, Dad!" squealed Max. "They have an exhibit all about maps!"

Max loved maps. Emily did not. The thought of spending two hours watching Max coo over 100-year-old maps made Emily fear she would actually fall asleep where she stood.

"You guys go on ahead," she said. "I'm going to poke around in the gift shop."

"Okay," said her dad. "We'll meet you back here at four to take the last ferry back."

"Sounds great."

As Emily's family walked excitedly toward the map room, Emily felt her chest loosen slightly. She loved her parents and brother, but there was such a thing as too much family vacation. Now that she was by herself, Ellis Island didn't feel so bad. She was walking toward the gift shop, thinking about purchasing a new mug, when a machine caught her eye. The sign said "Family Records," and it made something stir inside Emily's brain.

She remembered two Thanksgivings ago, when her grandfather told the story about how he immigrated to the United States as a child. He was only seven years old, but he remembered standing in line in a long room in a building that reminded him of a castle-he said Zamek-back in Poland.

"I wonder if this is the same room!" said Emily, as she began navigating the computer screen on the records machine. Without her family there, she was allowed to feel excited. She typed in her grandfather's name, last name first: Dalton, Stanley.

"No records in the archive match your search," said the machine.

"Darn!" said Emily. She was sure her grandfather had described Ellis Island. "Wait a minute..."

She remembered what her dad had told her about people's names being changed when they got to the island. The American government forced people to take new names, as a way of making them fit in better in their new country. Stanley Dalton wasn't a very Polish-sounding name. That Thanksgiving, her grandfather had told them his given name. Emily bit her knuckle as she tried to remember.

"Stan...Stanislaus...Stanislaus Dombrowski!" A name like that, Emily thought, you don't forget. She typed it in, and there he was! A picture of an old piece of paper came up covered in squiggly handwriting from January 12, 1930. On line 12, Emily found her grandfather: Stanislaus Dombrowski, whose name was changed to Stanley Dalton. He was from Warsaw, it said, and had never been to the United States before. He was seven years old, and in good health. There was information about his parents, too, and his younger sister. Emily read everything she could about the Dombrowski family, and then started searching for other people. She searched for her friends' families, for famous people, and any random name that came into her head. And many of them had come through this hall.

She was so engrossed that she forgot the time, and was shocked to hear the announcement: "It is four o'clock. The last boat leaves in five minutes."

Emily looked up, and saw that the hall was nearly empty. Her family was nowhere to be seen. She ran down the hall, peering into the exhibit rooms, bathrooms and the coat check.

"Max!" she shouted. "Mom? Dad? Dalton family? Dombrowskis? !"

When she realized she was the last person in the hall, she panicked. She ran out of the main entrance and up the ramp to the ferry, getting there just fifteen seconds before it left the island. She found her parents sitting in the front of the boat.

"Hey, Emily," said her mom.

"You left me behind!"

"Oh, baby, I'm so sorry. We thought you were on the upper deck with your brother."

"We were supposed to meet in the great hall at four."

"I think we said we would meet in the boat, dear."

Emily knew her mother was wrong, but she was too tired to argue. Her vacation stress had returned. She slumped into her seat, watching the castle of Ellis Island grow smaller behind her. As Stanislaus Dombrowski had learned nearly 100 years earlier, she realized then that as nice as it is to get to Ellis Island, it's even better to catch the boat to Manhattan.

Vocabulary

engross

verb

definition: to take all the attention of; interest fully.

Reading a good book will engross me for hours.

Spanish: absorber, fascinar

forms: engrossed, engrosses, engrossing

immigrant

noun

definition: An immigrant is someone who comes to another country to live and to make the new country their home.

Martina's grandparents are immigrants to the U.S. from Cuba.

Spanish: inmigrante

record

noun

definition: A record is a collection of information that has been written down somewhere or entered into a computer piece by piece over time. If you keep a record of the different birds you see every day, you write down what birds you see. When you keep a record of information like this, you can keep and use that information for a long time.

Theo and his brother are keeping a record of how many games they've each won. So far, Theo's brother has won more than he has.

Spanish: registro

record

noun

definition: A record is a piece of information that has been written down by people or created by a computer and stored, often for a long time and often with other similar pieces of information.

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
engross				
immigrant				
record				

2. Word Changer

Words have different forms when we use them in different ways. Write the correct vocabulary word, in its correct form, in each blank.

I was _____ by the mystery novel.

My grandparents were _____ to the United States from Japan.

Theo and his brother are keeping a _____ of how many games they've each won. So far, Theo's brother has won more than he has.

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
engross				
immigrant				
record				

Name: _____ Date: _____

1. Where does Emily's family visit?

- A. the Statue of Liberty
- B. an art museum
- C. Ellis Island
- D. Staten Island

2. How do Emily's feelings about Ellis Island change in the story?

- A. At first she is bored and then she is excited.
- B. At first she is interested and then she is scared.
- C. At first she is scared and then she is bored.
- D. At first she is excited and then she is bored.

3. Emily is tired of spending time with her family. What evidence from the passage best supports this conclusion?

- A. "Between all the museums and crushing July heat, Emily was nearly asleep on her feet as they walked onto Ellis Island."
- B. "In that time, they'd done nothing but walk, walk, walk, and visit more museums than she could count."
- C. "The thought of spending two hours watching Max coo over 100-year-old maps made Emily fear she would actually fall asleep where she stood."
- D. "She loved her parents and brother, but there was such a thing as too much family vacation."

4. How can Emily best be described?

- A. lonely
- B. independent
- C. fashionable
- D. unintelligent

5. What is this story mostly about?

- A. how Emily learns more about her grandfather at Ellis Island
- B. Emily's family vacation in Manhattan
- C. the differences between Emily and her brother Max
- D. a girl who misses the boat and gets left behind on Ellis Island

6. Read the following sentences:

"She searched for her friends' families, for famous people, and any random name that came into her head. And many of them had come through this hall.

"She was so **engrossed** that she forgot the time, and was shocked to hear the announcement: 'It is four o'clock. The last boat leaves in five minutes.'"

What does "**engrossed**" mean as used in the passage?

- A. uninterested and distant
- B. disgusted by something
- C. absorbed in something
- D. forgetful and silly

7. Choose the answer that best completes the sentence below.

Immigrants to America were often given new names ____ they would fit in better in their new country.

- A. but
- B. so
- C. like
- D. after

8. Where does Emily want to visit at the beginning of the story?

9. Why are there no records of "Dalton, Stanley" in the archive?

10. Explain how and why Emily's feelings about Ellis Island change in the story.

Marta's First-Day Dilemma

by Karen Grimaldos

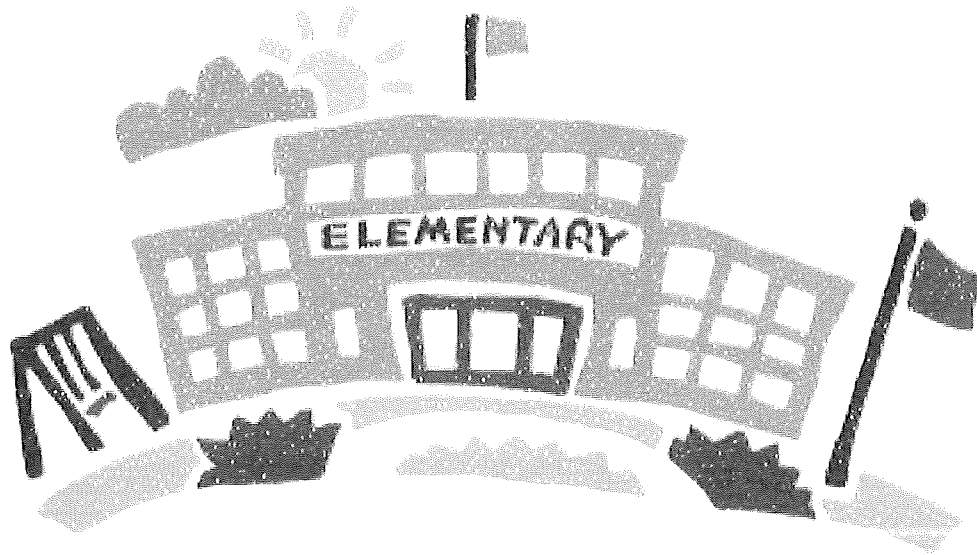


illustration of an elementary school

Marta Córdova Mendoza sits at a desk in a classroom at her new school, gazing out the window and bouncing her left leg up and down. The first day of school always makes her feel nervous, but this time she's more unsettled than usual. In July, her family moved to a new home, and she doesn't know anyone at this school.

"Good morning, fourth graders, and welcome! I'm Ms. Davis, and we're going to have a wonderful year together," Marta's teacher says in a friendly voice. "Let's start our first day by getting to know each other."

Uh-oh, Marta thinks, I know what's coming next.

"Please introduce yourself by sharing your first and last name, plus something you did this summer."

Marta dreads this activity. It happens on every first day of school, no matter what the grade or who the teacher is—students are always asked to share their last NAME... meaning just one last name, not two!

And Marta Córdova Mendoza definitely has two last names. Because of this, it always takes her twice as long to introduce herself. Every year, Marta is the only student in the classroom with two last names. The silent stares she gets from classmates embarrass her every time.

One by one, Marta's new classmates begin their introductions.

"I'm Dante Jones..." "My name is Kim Soo..."

It seems all the students have really short last names, and, of course, they all have just ONE last name.

Soon, it's Marta's turn to introduce herself. Her heart pounds like a rapidly beating drum as she slowly stands up to speak.

"Um... I'm new here," Marta says. "This summer I went to visit my grandma." She smiles shyly and quickly sits back down, feeling so relieved to be finished with her introduction.

"Thank you," Ms. Davis says gently, "but could you please stand up again and tell us your name?"

Marta, feeling her face getting warm, reluctantly stands back up and says, "My name is Marta Córdova Mendoza."

"Welcome, Marta," says Ms. Davis. "Any questions for our new student?"

"Yes," says a girl named Adea. She turns to Marta and asks, "Do you have two last names?"

Marta is very surprised. No one has ever asked her this question before. She wonders whether Adea is curious or just wants to pick on her. "Yeah," Marta replies hesitantly.

"How come?" asks Adea.

"Marta, would you like to respond to that question?" Ms. Davis asks.

"Um, okay. It's like a family tradition. My parents were born in Perú; it's a country in South America. Kids there usually have two last names-the first one is their father's and the second one is their mother's," Marta explains.

"Oh, that's cool," Adea says with a smile.

"Thanks for sharing your tradition with us, Marta," says Ms. Davis. "Who's next?"

"Hi, uh, I also have two last names. I'm Santos Maldonado Soler..."

Marta doesn't hear the rest of what Santos has to say. She just smiles to herself and thinks, maybe this first day of school won't be so bad after all.

Vocabulary

introduction

noun

definition: When you make an introduction, you introduce something or someone.

Spanish: introducción, presentación

respond

verb

definition: When you respond to someone, you answer them in words or some other way.

Spanish: responder, contestar

forms: responded, responding, responds

relieved

adjective

definition: feeling or showing relief from fear, worry, or the like.

I was greatly relieved to hear that she wasn't hurt in the accident.

We thought he would be upset that he didn't get the manager's job, but, actually, he seemed rather relieved.

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
relieved				
respond				

2. Word Changer

Words have different forms when we use them in different ways. Write the correct vocabulary word, in its correct form, in each blank.

I was tremendously _____ to hear that she wasn't hurt in the accident.

She _____ to me quickly when I asked her a question.

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
relieved				
respond				

Name: _____ Date: _____

1. Why is Marta more nervous than usual for her first day at school?

- A. It is her first year in middle school and she will be changing teachers six times in one day.
- B. She didn't get a chance to finish her summer assignment and is worried about her grade.
- C. Her parents packed a lunch that she doesn't like and she doesn't want to get hungry.
- D. Her family has moved to a new home and she doesn't know anyone at the school.

2. How does Marta feel when her teacher asks the students to share their first and last names?

- A. Marta is nervous that the student next to her won't like her.
- B. Marta is distracted and doesn't hear her teacher's instructions.
- C. Marta is excited and shares her name when it isn't her turn.
- D. Marta is worried because she has two last names instead of one.

3. Read the following sentences from the text.

"Um... I'm new here,' Marta says. 'This summer I went to visit my grandma.' She smiles shyly and quickly sits back down, feeling so relieved to be finished with her introduction.

'Thank you,' Ms. Davis says gently, 'but could you please stand up again and tell us your name?'

Marta, feeling her face getting warm, reluctantly stands back up and says, 'My name is Marta Córdova Mendoza.'"

What conclusion can you draw from this evidence?

- A. Marta did not want other students to ask her grandma's name.
- B. Marta felt stressed and didn't really want to share her full name.
- C. Marta's face got warm because the heater in the classroom turned on.
- D. Marta thought that the other students already knew her name.

4. How does Marta's mood change when she hears her classmate say that he also has two last names?

- A. She smiles and begins to feel more positive about her first day of school.
- B. She gets upset because she wanted to be the only one with two last names.
- C. She becomes worried because he seems nervous about sharing his name too.
- D. She gets excited because she is going to ask him where his parents are from.

5. What is one main theme of this story?

- A. The first day of school is scary for everyone, so remember that you will be okay.
- B. Sharing your differences can make others more comfortable with theirs.
- C. Going to a new school isn't so bad when one of your friends moves with you.
- D. You should follow directions carefully so you can learn something new.

6. Why does the author cut off Santos and write "Marta doesn't hear the rest of what Santos has to say"?

- A. to show that Marta is still worried about her own name and can't focus on anything else
- B. to show how surprised and relieved Marta is that someone else has two last names like her
- C. to show that Marta's classmates started making noise and Marta couldn't hear Santos anymore
- D. to show that Marta got distracted by a cat chasing a bird outside of the classroom window

7. Choose the answer that best completes the sentence below.

Marta explains to Adea that she has two last names _____ her parents are from Perú where it is a tradition to give kids both parents' last names.

- A. because
- B. however
- C. therefore
- D. finally

8. What does the student after Marta say?

9. What experience did Marta have when she shared her two last names at school in the past?

10. Why might Marta feel better after learning that her classmate Santos also has two last names? Use evidence from the text to support your answer.

Recipe for a Name

by Ron Anahaw



chocolate chip cookies
Steven Giacomelli from Pixabay

It was Jem's first day at his new school, and he was nervous. He wasn't sure how he should introduce himself to his classmates.

"Jem" was easier for most people than "Janaldo Marcos." If he told everyone "Janaldo Marcos," they might have a tough time saying his name. And if they had a tough time saying his name, they wouldn't want to hang out with him. And if they didn't want to hang out with him, he would have no friends, and would end up starting a weird YouTube channel about bugs and growing a weird mustache like his Tito Anthony and...

Jem decided that he would introduce himself simply as "Jem." Then he noticed that his teacher, Ms. Weaver, had left a nametag on his desk that said "Janaldo Marcos."

Jem hurriedly erased "Janaldo Marcos" on the nametag and wrote in "Jem"-no mustache for him today! Realizing that the boy sitting next to him was staring at the new name, Jem squirmed in his seat, feeling tense, but the other boy said nothing.

Ms. Weaver smiled, said "Good morning, everyone," and began taking attendance, reading names off the class list.

"Rebecca Álvarez?"

"Here!"

As Ms. Weaver read each student's name, Jem realized that his name was still written "Janaldo Marcos" on the list, and not "Jem." Ms. Weaver would call him "Janaldo Marcos" first and he'd end up with no friends. He started imagining himself with the mustache again...oh no...

"And our new student... Janaldo Marcos Sayo?" Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She pronounced it "Ha-NAL-doe" instead of "Juh-NAWL-doe."

"Ha-NAL-doe MAR-cose Sayo?" Ms. Weaver repeated.

Jem raised his hand but said nothing. "Welcome!" Ms. Weaver said cheerily, before moving on. Soon, she finished reading the names.

"All right, is everyone settled in?"

Jem responded "Yes!" with the other fourth-graders.

Ms. Weaver took a piece of chalk and wrote the word ingredients on the board. "For science today, we are going to examine the ingredients that make up my favorite food. And that food is..." She turned around and wrote something else on the board: Chocolate Chip Cookies. The class broke out in a loud buzz!

"Wow, I'm glad that you are all so excited," Ms. Weaver said. "All right, who can tell me what everyone's favorite part of a chocolate chip cookie is?"

"The chocolate chips!" everyone answered.

"Mine, too! But we can't forget the other ingredients," she said, writing a list of the different elements that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs.

Ms. Weaver pointed to each ingredient and explained what its role was: "Sugar and butter make the texture and taste of a cookie, which can make it chewy or hard, very sweet or less sweet. Flour gives the cookie a body, and baking soda shapes that body by making it rise. And eggs bring all those components together!" Next, she taped an illustration of a chocolate chip cookie up on the board and said, "In the end, each ingredient is important, and the cookie wouldn't be the same without it." Ms. Weaver continued on, explaining more about the science of baking... but Jem was distracted, fretting about what he might say to Ms. Weaver about the way she pronounced his name.

At the end of the morning, the students headed out to lunch, but Jem waited for a minute, then haltingly stepped up to Ms. Weaver's desk.

"Hello, Ha-NAL-doe MAR-cos, how can I help you?" she asked.

"Hi," Jem said. "I wanted to let you know that my first name is said *Juh*-NAWL-doe, not Ha-NAL-doe."

"Oh my, I am so sorry to hear that I pronounced it incorrectly," she replied. "*Juh*-NAWL-doe, am I saying it properly now?"

"Yes, Ms. Weaver, thank you," Jem replied, paused, then added, "It's kind of like a chocolate chip cookie."

"How's that?" Ms. Weaver responded, looking puzzled.

"My name also has ingredients. The 'Jan' comes from January, when I was born, 'Aldo' is from my dad's name, 'Ronaldo,' and 'Marcos' is from my mom's name, 'Marcielle.'"

Ms. Weaver broke out in a wide grin and said, "It *is* like a chocolate chip cookie! Thank you for sharing your name's recipe with me, Janaldo Marcos."

Janaldo Marcos smiled back and left for lunch, ready to share his name's recipe with anyone who would ask.

Vocabulary

ingredient

noun

definition: An ingredient is one of the things that goes into a mixture. When you make cookies, you use many ingredients, such as flour, salt, eggs, and sugar.

Cheese is my favorite ingredient in pizza.

Spanish: ingrediente

introduce

verb

definition: When you introduce people, you help them begin to know each other. Let's say you introduce your teacher to your mother. You might say something like "Mrs. Garcia. This is my mom." Then you might say "Mom, this is Mrs. Garcia. She is my teacher."

Spanish: introducir, presentar

forms: introduced, introduces, introducing

recipe

noun

definition: A recipe is something that tells you how to make some kind of food. It gives you a list of things you need, and it tells you how to put them together. It also tells you how long to cook or bake something.

Spanish: receta

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
ingredient				
introduce				

2. Word Matcher

Every word has other words that have similar meanings or even the exact same meaning (these are called synonyms!). Draw a line from each similar word or synonym to the vocabulary word that it matches!

element

part

component

ingredient

introduce

present

acquaint

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
ingredient				
introduce				

Name: _____ Date: _____

1. How is Jem feeling on his first day of school?

- A. sad
- B. angry
- C. nervous
- D. excited

2. Why is Jem worried about introducing himself as Janaldo Marcos?

- A. because he's worried that people will have a tough time saying his name
- B. because he knows his name reminds people of a popular song
- C. because there's already another person with the same name in the class
- D. because he doesn't want to embarrass his teacher by correcting her

3. Read the following sentences from the text.

"Jem' was easier for most people than 'Janaldo Marcos.' If he told everyone 'Janaldo Marcos,' they might have a tough time saying his name.

[...]

'And our new student... Janaldo Marcos Sayo?' Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She pronounced it 'Ha-NAL-doe' instead of 'Juh-NAWL-doe.'

'Ha-NAL-doe MAR-cose Sayo?' Ms. Weaver repeated.

Jem raised his hand but said nothing."

What can you conclude about Jem based on this information?

- A. Jem's fears about people saying his name wrong come true.
- B. Jem's fears are proved wrong when Ms. Weaver says his name right.
- C. Jem decides to let everyone say his name wrong for the rest of the year.
- D. Jem corrects his teacher with the right way to say his name.

4. How does Jem use the lesson about chocolate chip cookies in his conversation with Ms. Weaver?

- A. He talks about how he loves sweet foods, especially chocolate chip cookies.
- B. He explains that his name has different ingredients, just like chocolate chip cookies.
- C. He explains that he was raised baking different kinds of cookies, not chocolate chip.
- D. He talks about how he wants to learn how to bake for his parents.

5. What is the main idea of this story?

- A. In chocolate chip cookies, each ingredient plays a special role in making the cookie taste good: the butter and sugar make the texture of the cookie either hard or soft, or sweet or less sweet.
- B. Janaldo Marcos loves learning about baking and ingredients because he hopes to open his own bakery one day where he bakes his favorite desserts, including chocolate chip cookies.
- C. Janaldo Marcos, or Jem, is nervous about people saying his name wrong on the first day of school, but a school lesson about ingredients helps him explain how to pronounce his name to his teacher.
- D. Janaldo Marcos, or Jem, is upset and embarrassed about having to correct Ms. Weaver because she is saying his name, Ha-NAL-doe, when really his name is pronounced *Juh*-NAWL-doe.

6. Read the following sentences.

"'Mine, too! But we can't forget the other ingredients,' she said, writing a list of the different **elements** that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs."

What does the word **elements** mean as it's used here?

- A. the most impressive example of something
- B. a type of cook book used for baking
- C. things that you might find in your bedroom
- D. things that are used to make something

7. Choose the word that best completes the following sentence.

Jem is worried about people having a tough time saying his name, Janaldo Marcos,
_____ he thinks that then he won't have any friends.

A. because

B. however

C. last

D. first

8. How does Jem's teacher react when he corrects her about how to say his name?

9. What are the ingredients of Janaldo Marcos' name?

10. Why do you think that Jarialdo Marcos is thinking of himself using his full name, not "Jem," by the end of the story?

What's My Name?

by Peter Balmaseda

Her name was Magdalena. She liked her name. She thought it was pretty and different. She liked the way it sounded.

The problem was no one called her that. Her mom called her "Mags." Her dad called her "Lena" and "Sweetie." Her brother Ricardo called her "Sis." Her teachers called her "Maggie." No one called her "Magdalena." One day she decided to talk to her mother about it.

"Why doesn't anyone call me by my name?" Magdalena asked.

Her mother gave her a puzzled look.

"I don't know," her mother responded. "Maybe because your name is long."

"But I like it," Magdalena replied.

"I like your name too. It is a beautiful name. I helped choose it!"

"Then why doesn't anyone say it?" Magdalena asked. "My name isn't Maggie or Mags or Lena or Sweetie. It's Magdalena."

Her mom smiled. "You are absolutely right," she replied. "I will only call you by your name from now on."

A few hours later, Magdalena's dad and brother came home. Her mom met them at the door.

"From now on, we are calling our daughter by her name," her mom told them. "Magdalena. Not Maggie or Mags or anything else." Her dad and brother looked at each other.

"So I can't call her my sweetie?" her father asked.

"No," her mother answered.

"I can't call her Sis?" Ricardo asked.

"No," her mom said again.

"What about Maggie Waggy?" Ricardo asked, smiling.

"Definitely not!" Magdalena yelled from the kitchen, where she listened to every word.

She walked to where they were all standing.

"Okay, we agree," her dad said. He looked at Ricardo, who nodded his head.

From that day on, she was always called Magdalena. And she never got tired of hearing her name.

Vocabulary

call

verb

definition: When you get a new cat and you call it Max, it means that you give your cat the name Max.

My parents called me Bella because it was my grandmother's name.

I wrote a story, but I haven't decided what to call it yet.

Spanish: llamar, nombrar

forms: called, calling, calls

choose

verb

definition: When you choose something, you pick it from a group.

You can't have both chocolate and vanilla, so you have to choose!

It's hard to choose a gift for my grandfather. I don't know what he likes.

Spanish: elegir, escoger, seleccionar

forms: chooses, choosing, chose, chosen

decide

verb

definition: When you decide something, you think about it and make a choice about what is best.

The judges decided the winner of the contest.

His mother decided that he was too sick to go to school.

Spanish: decidir

forms: decided, decides, deciding

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
call				
choose				
decide				

2. Word Matcher

Every word has other words that have similar meanings or even the exact same meaning (these are called synonyms!). Draw a line from each similar word or synonym to the vocabulary word that it matches!

name

title

identify

select

pick out

call

choose

decide

single out

solve

settle

determine

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
call				
choose				
decide				

Name: _____ Date: _____

1. What is the name of the main character in this story?

- A. Magdalena
- B. Maria
- C. Cecilia

2. What are some names that Magdalena's family calls her?

- A. Margaret, Marge, and Marjorie
- B. Mags, Lena and Sis
- C. Honey, Magda, and Mags

3. Read the following sentences from the text.

"Why doesn't anyone call me by my name?" Magdalena asked.

Her mother gave her a puzzled look.

'I don't know,' her mother responded. 'Maybe because your name is long.'

'But I like it,' Magdalena replied.

'I like your name too. It is a beautiful name. I helped choose it!'"

What can you conclude based on this information?

- A. Magdalena's mom and Magdalena get in an argument about Magdalena's name.
- B. Magdalena's mom and Magdalena have the same feeling about Magdalena's name.
- C. Magdalena's mom and Magdalena don't like to talk about her name.

4. Based on the text, how does Magdalena feel when people call her "Mags" or "Lena"?

- A. excited and surprised
- B. happy and satisfied
- C. confused and annoyed

5. What is one theme of this story?

- A. Some people don't like their names, so they want other people to call them nicknames.
- B. It's always a good idea to let other people call you whatever they want.
- C. Sometimes, it's important to stand up for yourself and tell people what you want.

6. Why do you think that the author writes out a whole conversation between Magdalena and her mom?

- A. because their conversation is an important part of how Magdalena solves the problem of people not calling her by her name
- B. because the author wants to confuse the reader and make them wonder what name Magdalena really wants to be called
- C. because their conversation is very funny, even though it is not important to Magdalena solving the problem of people calling her other names

7. Choose the word that best completes the sentence.

At first, everyone calls Magdalena by different names. _____, everyone calls Magdalena her real name.

- A. Later
- B. Because
- C. However

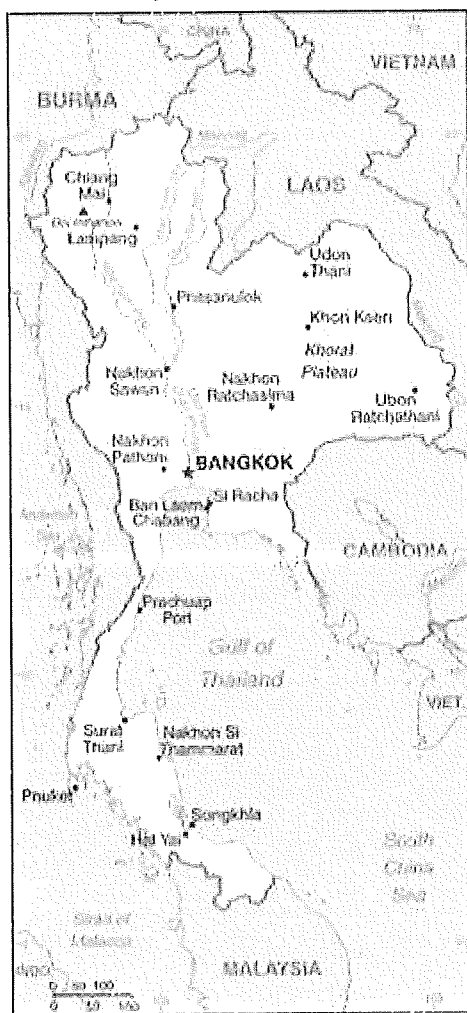
8. Why does Magdalena want her family to call her by her real name?

9. What happens when Magdalena's mom tells her dad and brother that they should call Magdalena by her full name?

10. How does Magdalena reach her goal of having everyone call her Magdalena?

Teaching English in Thailand

by ReadWorks



Michelle Gadot had never been to Thailand before. She didn't speak the language, and she didn't have family members who lived there; in fact, she didn't know anyone who lived there at all. But in 2007, Michelle found herself teaching English to children in one of the busiest cities in the world: Bangkok.

Michelle was twenty-two years old when she went to Thailand. (In fact, she had her twenty-third birthday the day after she arrived in the country.) After she graduated from Ithaca College in 2006, she worked as a server for a year. "I didn't know what I wanted to do for a career," she said. "But I've always wanted to travel and live abroad. When I heard about the programs available for young people to move overseas and teach in different countries, I thought, 'That's perfect for me!'"

She moved back into her parents' home in New Jersey to save money for her trip. She

worked at a café and saved as much as she could, knowing that she wanted to travel as often as possible while she was in Asia. When finally she found a placement teaching English to high school students in Bangkok, she booked a plane ticket to Thailand for October of that year.

Bangkok is the capital of Thailand, a small country in Southeast Asia known for its food, beaches, and culture. The city sits on the Chao Phraya River, and is home to more than eight million people. It is one of the most modern cities in the region.

Thailand is a popular destination for people who want to teach English. Other countries in Asia, such as China, Japan, and South Korea are similarly popular. Young people from English-speaking countries, including the United States, Canada, Australia, and New Zealand, flock to these areas to live and teach abroad. Usually, hiring packages for new teachers include airfare to and from their home countries, training, housing, and salary. Teachers are expected to work full-time.

Michelle signed a contract to teach for four months in Thailand. She was very excited to meet new people and experience a different culture. She had traveled a little bit with her family before moving to Thailand, but she had never lived outside the United States for a substantial amount of time.

The first thing that surprised Michelle about Bangkok was the rain. It was monsoon season when she arrived, so for hours, the sky poured water onto anyone unlucky enough to be caught without an umbrella.

She liked that the streets seemed to come alive every morning. "There were people setting up makeshift restaurants on the corners. And the food," she gushed, "was amazing. I still dream about the papaya salad."

At work, Michelle noticed that Thai schools were very different from American schools. "I was surprised by some things," she explained. "Some things were very different than when I was in school."

She went on to explain that in Thailand, the students were greeted every morning by their principal. They also practiced Buddhism in school and prayed every day.

Students went to school from 8 a.m. to 3 p.m., and they were very excited to learn English. Michelle played games with them and read them stories to help them practice the language.

But it wasn't all work for Michelle. "I really tried to travel as often as I could. I took weekend

trips to nearby beaches, and visited temples and museums as much as possible. And I went to Laos and Cambodia too."

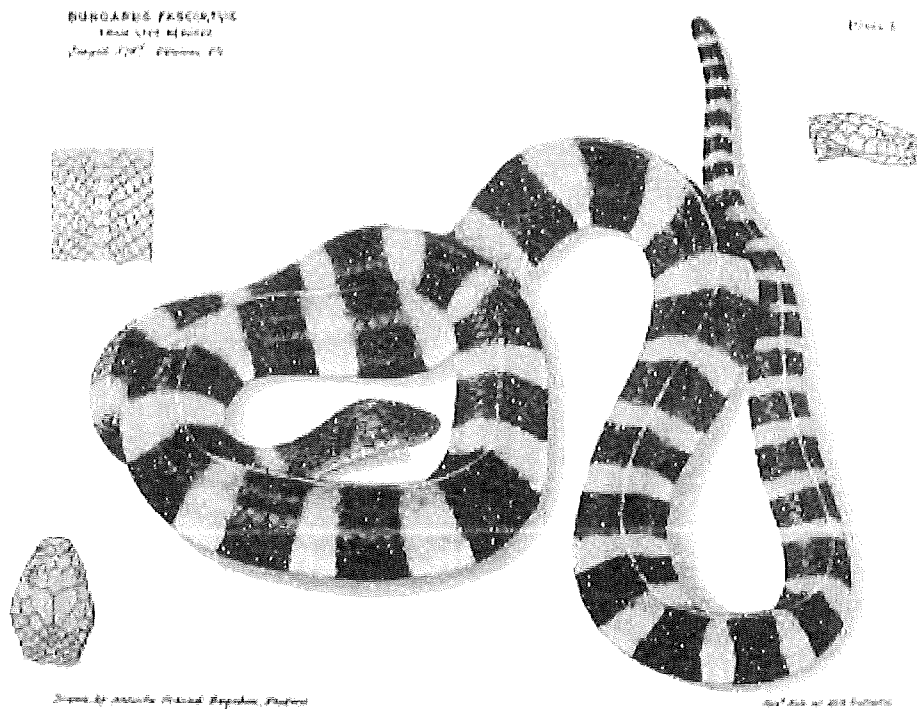
Michelle found it easy to travel in Thailand. "It's a great place to travel if you're a tourist. Everything is set up to make things easier for you-buses, boats, planes."

Although Michelle loved her time in Thailand, she began to miss her family. "It was hard being so far from home. And the time difference is about twelve hours. It was difficult to catch my friends and family on the phone at times that were convenient for both of us."

After completing her contract, she taught in Thailand for two more months at a summer camp and then found a short-term teaching job in South Korea. Then, it was time to go home. "It was a life-changing experience. I'd recommend it to anyone."

Portrait of an Animal Rescue Expert

by ReadWorks



Justin Matthews has always loved animals. As a boy, he collected turtles and lizards from the pond behind his house in Bradenton, Florida. He terrified his younger sister by slipping the reptiles into her bed at night. By the time he was 12, his bedroom looked like an exhibit at the zoo. Matthews's love of animals has lasted into his adulthood.

"At my house, we've got an iguana, a 10-foot alligator, three constrictor snakes, a hybrid wolf, a giant tortoise, a possum," Matthews says. "Every time someone comes by the house, they say it's like a visit to the Florida Zoo!"

Matthews makes his living as a wildlife rescue expert. Each day he takes between 10 and 20 phone calls from people experiencing some kind of trouble with animals. Sometimes a squirrel has gotten loose in someone's living room. Other times an alligator is sunning itself on someone's front lawn, preventing kids from going out to play. On rare occasions, a caller reports an animal attack. In such cases Matthews suggests the caller call 911. Then he jumps in his truck to see if he can help.

Fortunately, animal attacks are rare. Matthews spends most of his time educating the public about animal behavior. He believes that if people understood animals better, they would not

be so afraid of them.

"When I was young, I tried to get to know every type of animal I could," he says. "People are scared of animals like snakes and sharks and alligators because they don't understand them. And they don't understand them because they haven't spent any time with them. But when you get to know a python, for example, you start to realize they are actually very nice creatures. People keep them as pets for a reason. They can be fun to have around!"

That may seem like a stretch. But what Matthews says is backed up by science. Burmese pythons are in fact quite calm creatures. Unless you attack *them*, they will remain peaceful. The problem is that Burmese pythons can grow to lengths of 20 or even 25 feet. Keeping a 20-foot snake in your house is not the easiest thing to do.

"Those snakes can get awfully long," says Matthews. "And what happens is, after a while, the family can't care for a snake that big. Instead of selling them, they release them into the wild. All of a sudden, you've got 20-foot snakes slithering through people's backyards!"

Matthews says that at least 10 percent of his rescue calls come from people who see snakes on their properties. When he gets snake calls, he brings a cooler to put them in. Then he drives them to the local Florida Fish and Wildlife office.

Matthews does not only deal with snakes. People call with all sorts of stories. Once, someone called to say there were three wolves running through the local state park. He knew that wolves were not allowed to be in the park, so he drove out to see what he could do. Within an hour, he had captured all three of the wolves in his van. He relocated them to a large cage in his backyard. One of the wolves, Nakia, still lives with him and his wife.

I asked how he managed to tame these wild wolves.

"Simple," he says. "I threw some chicken into the back of my van, and drove through the park until all three wolves jumped in. I figured they would be hungry. When I got back home, I put them into a cage and lay down beside them for a few hours. After a while they realized I was not their enemy. They started acting nicely toward me. We've been friends ever since."

Matthews is something of a local celebrity in Bradenton. People know him as "the wildlife guy." Some people call him "alligator man." His popularity got a boost when he competed in the Python Challenge 2013. The Everglades, a large state park in Florida, is full of Burmese pythons. So Matthews and others agreed to help park employees catch them. As a competitor, he appeared on national news shows with his best friend, Roy, who helped him

search. They didn't catch any. But they did tell officials where the snakes were *not* hiding out.

"It was a thrill," Matthews says of the contest. "I was happy to help the Florida Fish and Wildlife folks search for those snakes. They're a real problem for the state of Florida. People want to be able to enjoy the natural beauty of the Everglades, with its grasses and lagoons. But how can they relax when they know the place is full of big, scary-looking snakes?"

Due to Matthews's high profile during the contest, television stations expressed interest in giving him his own show.

"TV show or not, I'm happy doing what I'm doing," he says. "For me, it's all about the animals."

Vocabulary

capture

verb

definition: When you capture a person or animal, you catch them. You get control of them.

The soldiers captured the enemy leader.

The eagle flew down and captured the squirrel.

The police captured the thief.

Spanish: capturar

forms: captured, captures, capturing

expert

noun

definition: An expert is someone who knows a lot about a particular thing.

The mechanic is an expert in fixing cars and was able to see the problem right away.

We called an expert to help us with our computer issues.

Spanish: experto

popularity

noun

definition: If you have popularity, it means that a lot of people like you. If a movie has popularity, many people are watching it and enjoying it. Popularity is often something that comes and goes, especially when it's something like a movie, a fashion, or a game.

Spanish: popularidad

rescue

noun

definition: A rescue is an act of saving a person, animal, or thing from danger or from a terrible situation

The rescue of the dog in the river was shown on TV.

Spanish: rescate

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
abroad				
capture				
culture				

2. Word Builder

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

cap	cul	ture	broad	ture	a
1. _____	2. _____	3. _____			

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
abroad				
capture				
culture				

Name: _____ Date: _____

Use the article "Portrait of an Animal Rescue Expert" to answer questions 1 to 2.**1.** What has Justin Matthews always loved?

2. Being a wildlife rescue expert allows Justin to do what he loves. Support this statement with evidence from the article.

Use the article "Teaching English in Thailand" to answer questions 3 to 4.**3.** What two things did Michelle Gadot always want to do?

4. Did being a teacher in Thailand allow Michelle to do what she always wanted?
Support your answer with evidence from the article.

Use the articles "Portrait of an Animal Rescue Expert" and "Teaching English in Thailand" to answer questions 5 to 8.

5. Compare Justin's job as a wildlife rescue expert with Michelle's job as a teacher in Thailand. Support your answer with information from both articles.

6. Compare how Justin feels about his job with how Michelle felt about her job. Support your answer with information from both articles.

7. Would Justin enjoy Michelle's job? Support your answer with information from both articles.

8. Would Michelle enjoy Justin's job? Support your answer with information from both articles.

Name _____

- A **possessive noun** shows ownership.
- When a possessive noun is used before another noun, it shows to what or whom that noun belongs.
- To form the possessive of a singular noun, add an **apostrophe** and an **-s** to the end of the noun.

Read each sentence. Write the possessive form of the underlined singular noun.

1. The family trip was cancelled because of the rain. _____
2. My mother went to the school fundraiser event. _____
3. The kite tail was missing, so we attached some ribbon. _____
4. Annie class is going on a field trip next week. _____
5. The television screen is old and not working well. _____
6. Grandma car needs to be taken to the auto repair shop. _____
7. The snake skin sheds from its body every few months. _____
8. I could not wait to watch America favorite pastime—baseball! _____
9. Does the photographer album show his best work? _____
10. My cousin mother is Aunt Sophie. _____

Name _____

- A **noun** names a person, place, or thing. **Common nouns** name any person, place, or thing. **Proper nouns** name a specific person, place, or organization.
- **Concrete nouns** can be identified with the five senses. **Abstract nouns** cannot be identified with the senses—they are usually ideas, such as bravery or freedom.
- Capitalize each important word in a proper noun, including days, months, holidays, titles, languages, races, nationalities, historical events, and product and geographical names.

Rewrite the sentences below correcting mistakes in capitalization of nouns.

1. My brother eli says that all soldiers are brave.

2. Does your Aunt have an appointment with the Dentist in January?

3. I moved from chicago to orlando a few Years ago.

4. Mom and dad have Faith that things will work out for the best.

5. Is this book written in spanish or italian?

Name _____

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns.

Circle the nouns in each sentence. Write the plural noun on the line provided.

1. The boy has two pencils in his backpack. _____
2. Which trains have already arrived at the station? _____
3. Kelsey plays fun games at recess. _____
4. There were computers at every desk in the room. _____
5. The tree dropped a few nuts from its branch. _____
6. Aunt Fran likes to eat brownies. _____
7. Can the dog have treats before dinner? _____
8. Dr. Owens is taking a vacation in a few weeks. _____
9. Will the housekeeper bring two pillows to Room 225? _____
10. A whale can swim nonstop for many miles. _____

Name _____

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of singular nouns that end in **s, sh, ch, x, or z**.
- To form the plural of nouns ending in a consonant followed by the letter **y**, change **y** to **i** and add **-es**.

On the line provided, write the correct plural form of each noun in parentheses.

1. We saw baby (bear) _____ coming out of the den.
2. The (bush) _____ needed to be trimmed.
3. After the rain, the (match) _____ were useless.
4. How many (phone) _____ are in the house?
5. Name two (country) _____ that border the United States.
6. (Airplane) _____ make travel a lot easier.
7. Do you know what is in those (box) _____?
8. The store was filled with colorful (dress) _____.
9. How many (quiz) _____ did you have this week?
10. There are ten (copy) _____ of the book on the shelf.

Name _____

- A **verb** tells what the subject does or is.
- A verb can include more than one word. There may be a **main verb** and a **helping verb**.

Read each sentence and find the verb. Write it on the line provided.

1. The white cat sleeps on the sofa. _____
2. She was counting the fluffy clouds. _____
3. The lights blinked on and off quickly. _____
4. He sang that song perfectly! _____
5. We will visit my grandparents next week. _____
6. She can jump higher than her brother. _____
7. I need another blanket. _____
8. He spoke loudly and clearly to the audience. _____
9. My mother works at the hospital. _____
10. I finished my homework early tonight. _____

Name _____

- A **verb** tells what the subject does or is.
- An **action verb** tells what the subject does, did, or will do.
- Action verbs can have different **tenses**. They can show action in the **past, present, or future**.

Read each sentence and circle the action verb. On the line, write *past, present, or future* to name the tense of each underlined verb.

1. The angry baby cries loudly for her bottle. _____
2. The weatherman will predict the weather after this commercial break.

3. She played the piano beautifully at the concert. _____
4. Scientists will search for the tomb inside the pyramid. _____
5. The audience laughed at the comedian's jokes. _____
6. Birds protect their babies from predators. _____
7. My friend and I will walk home from school together. _____
8. The computer made a loud and unusual noise. _____
9. My aunt raises money for a local charity. _____
10. The theater dimmed the lights at the beginning of the movie.

Name _____

- A **verb** tells what the subject does or is. An **action verb** can show action in the **past, present, or future**.
- Most titles are either underlined or italicized. Quotation marks are used for titles of stories, articles, essays, songs, and poems.
- Every word in a title should be capitalized except articles, conjunctions, and prepositions that are not at the beginning or end of the title.

Rewrite the paragraphs below, correcting mistakes in verb tenses and titles.

1. Deven likes the action movie "the cowboy." It has great music and an exciting plot. His sister Anya likes the comedy "strawberry hill" because it is so funny. It also will include her favorite song, "don't look back."

2. I will read an article in the newspaper "The Sun Times" yesterday. It was called How to Choose a vacation spot. It reminded me of a book I will read called My Summer Vacation. I run to tell my mom about it.

4TH GRADE SUMMER PACKET COVER LETTER

FOR PARENTS/GUARDIANS

AND STUDENTS

JULY AND AUGUST 2024

MATH & ELA PRACTICE/REVIEW CALENDAR

Dear Parents/Guardians and Students,

We have learned so much this school year, and as we approach the summer break, we want to ensure that our students stay engaged and continue reinforcing the critical reading and math skills they've developed. To support this, we have created a July and August ELA and math practice calendar based on the New Jersey Student Learning Standards.

The calendar includes a variety of activities spread across two months, covering key concepts in reading, writing, arithmetic, geometry, measurement, data interpretation, and problem-solving. We encourage you to help our scholars complete one activity per day. This daily practice will not only keep them engaged but also help them retain and strengthen the skills they need to succeed in the upcoming school year. Students may complete the entire packet, focus on a week, complete a tic-tac-toe, column or row depending on their capability. Passages are attached to help with the ELA activities.

Your support is crucial in ensuring that our future 5th graders are ready for the challenges of middle school. Thank you for partnering with us in your child's education.

All our best,

Fairmount Fourth Grade Teachers

July 2024 Math/ELA Practice Calendar

Math Week 1: Arithmetic and Number Sense	Math Week 2: Fractions	Math Week 3: Decimals and Place Value	Math Week 4: Measurement and Data	MathWeek 5: Geometry
ELA Week 1: Reading Literature	ELA Week 2: Writing Narratives	ELA Week 3: Reading Informational Texts	ELA Week 4: Grammar and Vocabulary	ELA Week 5: Review
July 1: Practice multiplication tables (1-12). *Read a short story and identify the main idea.	July 8: Identify and represent fractions using visual models. *Write a story about a summer adventure you would like to have.	July 15: Understand place value for decimals up to the hundredths place. *Read a nonfiction article about animals.	July 22: Measure length, weight, and volume using appropriate tools. *Practice identifying nouns, verbs, and adjectives in sentences.	July 29: Identify types of angles (acute, obtuse, right).
July 2: Solve multi-digit addition problems. *Write a summary of the story in your own words.	July 9: Compare fractions with different numerators and denominators. *Revise your story by adding more descriptive details.	July 16: Compare decimals. *List five facts you learned from the article.	July 23: Interpret data from bar graphs and line plots. *Write five sentences using new vocabulary words you've learned this summer.	July 30: Classify shapes based on their properties.
July 3: Subtract multi-digit numbers. *Discuss the story with a family member and share your favorite part.	July 10: Add and subtract fractions with like denominators. *Share your story with a family member and ask for feedback.	July 17: Round decimals to the nearest whole number. *Write a paragraph about how one of these facts could be useful.	July 24: Solve problems involving perimeter and area. *Play a word game like Scrabble or a vocabulary app.	July 31: Identify lines of symmetry.
July 4: Holiday Break	July 11: Multiply a fraction by a whole number. *Write a final draft of your story.	July 18: Add and subtract decimals. *Discuss the article with a family member and explain what you found most interesting.	July 25: Convert units of measure (e.g., inches to feet). *Write a short paragraph using as many of the new vocabulary words as possible.	Free Choice: Grocery Shopping? Bring a notepad and add up all the items
July 5: Practice dividing multi-digit numbers. *Draw a picture of a key scene from the story and explain why you chose it.	July 12: Solve word problems involving fractions. *Illustrate your story with a drawing or a series of drawings.	July 19: Solve word problems involving decimals. *Create a poster that includes pictures and facts from the article.	July 26: Practice elapsed time problems. *Share your paragraph with a family member and explain what each new word means.	Free Choice: Baking? Gather and measure the ingredients for the recipe
July 6: Solve word problems involving addition and subtraction. *Read a different short story and compare it with the first one. Note similarities and differences.	July 13: Convert improper fractions to mixed numbers and vice versa. Reflect on your writing!	July 20: Convert fractions to decimals and vice versa. Review your work!	July 27: Interpret data from pie charts.	Free Choice: Party? Share an item with family members and tell them what fraction they received.
July 7: Practice rounding numbers to the nearest ten and hundred. Review your work!	July 14: Simplify fractions. Reflect on your writing!	July 21: Practice mixed operations with decimals Review your work!	July 28: Measure angles using a protractor.	Free Choice: Go outside and draw geometric figures or angles with chalk .

August 2024 Math/ELA Practice Calendar

Week 1: Geometry and Patterns	Week 2: Advanced Arithmetic and Word Problems	Week 3: Algebraic Thinking	Week 4: Review and Enrichment	Week 5: Preparation for New School Year
ELA Week 1: Reading Comprehension	ELA Week 2: Opinion Writing	ELA Week 3: Poetry	ELA Week 4: Speaking and Listening	ELA Week 5:
August 1: Draw and identify points, lines, line segments, rays, and angles. *Read a chapter from a book of your choice.	August 8: Solve multi-step word problems involving all four operations. *Choose a topic you care about and write your opinion on it.	August 15: Understand the concept of variables. *Read a poem and discuss its meaning with a family member.	August 22: Review arithmetic concepts. *Watch a short educational video and summarize it.	August 29: Set math goals for the new school year.
August 2: Understand the properties of parallel and perpendicular lines. *Write a few sentences predicting what will happen next.	August 9: Practice multiplying two-digit numbers. *List three reasons to support your opinion.	August 16: Write and solve simple equations. *Write your own poem about nature.	August 23: Review fractions and decimals. *Give a short presentation to a family member about what you learned from the video.	August 30: Review math vocabulary.
August 3: Recognize and draw symmetrical figures *Discuss your predictions with a family member and read the next chapter together.	August 10: Divide using long division or partial quotients. *Write a persuasive paragraph including your reasons.	August 17: Explore number patterns and sequences. *Illustrate your poem with a drawing.	August 24: Review measurement and data interpretation. *Practice active listening by having a conversation and repeating back what the other person said.	August 31: Reflect on what was learned over the summer.
August 4: Identify and create patterns. *Summarize what you read and compare it with your predictions.	August 11: Practice mixed operation problems. *Share your paragraph with a family member and ask for feedback.	August 18: Understand and use the distributive property. *Share your poem and illustration with a family member and discuss why you chose to write about nature.	August 25: Review geometry concepts. *Record yourself reading a passage from a book and listen to the recording to check your fluency.	Free Choice
August 5: Solve problems involving area and perimeter of complex shapes. *Write a letter to a character in the book giving them advice.	August 12: Solve problems involving money. *Revise your paragraph based on the feedback.	August 19: Solve problems using the properties of operations. *Read another poem and compare it to your own. What do you like about each poem?	August 26: Practice real-world math problems. *Discuss a current event with a family member and express your thoughts clearly and respectfully.	Free Choice
August 6: Explore tessellations.	August 13: Practice order of operations (PEMDAS).	August 20: Practice identifying and extending patterns.	August 27: Fun math puzzles and games.	Free Choice
August 7: Create and solve patterns using numbers.	August 14: Solve word problems involving fractions and decimals.	August 21: Solve for unknowns in simple equations.	August 28: Math scavenger hunt (find and solve math problems around the house).	Free Choice