

BALTIMORE CITY PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

Grade 4 Packet Day # 4

This packet contains the following activities:

Estimated Time to Complete	Subject
90 Minutes	ELA
90 Minutes	Math
45 Minutes	Science
60 Minutes	Social Studies
30 Minutes Prek-5, 60 Minutes 6-12	Health/PE
Varied	Additional Supports and Optional Activities

Student packets should be returned to school upon return.

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Supplemental Information for Parents of Students with Disabilities

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities, activities will be accompanied by materials such as scaffolded texts, graphic organizers, word banks, process charts, sample/model problems, differentiated writing prompts, and sentence starters. Below are additional resources that your family can utilize to better meet the needs of your child as they work to maintain their learning outside of the classroom:

English Language Arts Strategies and Resources

- Reading Supports: Reading aloud and asking questions about what your child is reading
- Online Reference Sheets: Do a quick web search for reading and writing graphic organizers (examples: Venn Diagrams, story maps, summary charts)
- i-Ready At Home: Organized by grade level (PK-8)
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Writing Supports: Journal writing, personal dictionaries, writing conferences

Mathematics Strategies and Resources

- Khan Academy: Search by subject or topic for specific supports (examples: Algebra I, division, comparing fractions) (<https://www.khanacademy.org/math>)
- i-Ready At Home: Organized by grade level (PK-8)
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Online Reference Sheets: Do a quick web search for multiplication tables, fraction charts, formula lists, sample problems, etc.
- Manipulatives: Household items like beads, paperclips, beans, and other small items (can be used for counting, sorting, solving basic arithmetic equations)

We appreciate your dedication to your children(s)'s academic success. If you have further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561**.

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Información Suplementaria para Padres de Estudiantes con Discapacidades

Como la Directora Ejecutiva, Dr. Santelises, anunció en la Conferencia de prensa de COVID-19 el Viernes, 13 de Marzo de 2020, las Actividades Educativas Voluntarias diseñadas por los Líderes Educativos de las Escuelas de la Ciudad se proporcionarán a todos los estudiantes de las Escuelas de la Ciudad y se distribuirán en las escuelas durante la semana de Marzo 16-19, 2020.

Para apoyar a los estudiantes con discapacidades, las actividades irán acompañadas de materiales tales como textos con andamios, organizadores gráficos, bancos de palabras, cuadros de procesos, problemas de muestra / modelo, indicaciones de escritura diferenciadas y oraciones iniciales. A continuación, hay recursos adicionales que su familia puede utilizar para satisfacer mejor las necesidades de su hijo/a mientras continúan el aprendizaje fuera del aula:

Estrategias y Recursos de Artes Lingüísticas en Inglés

- Apoyo de Lectura: Leer en voz alta y hacer preguntas sobre lo que está leyendo su hijo/a
- Hojas de Referencia en línea: Haga una búsqueda rápida en el web de organizadores gráficos de lectura y escritura (ejemplos: diagramas de Venn, mapas de historias, cuadros de resumen)
- i-Ready At Home: Organizado por nivel de grado (PK-8) (<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Apoyos de Escritura: Redacción de diarios, diccionarios personales, conferencias de escritura

Estrategias y Recursos de Matemática

- Academia Khan: Busque por tema o tema para apoyos específicos (ejemplos: Álgebra I, división, comparación de fracciones) (<https://www.khanacademy.org/math>)
- i-Ready At Home: Organizado por nivel de grado (PK-8) (<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Hojas de Referencia en Línea: Haga una búsqueda rápida en el web para tablas de multiplicación, tablas de fracciones, listas de fórmulas, problemas de muestra, etc.
- Manipulativos: Artículos en el hogar como perlas, clips de papel, frijoles y otros artículos pequeños (se pueden usar para contar, clasificar y resolver ecuaciones aritméticas básicas)

Agradecemos su dedicación al éxito académico de su(s) hijo/a(s). Si tiene alguna pregunta o necesita apoyo adicional, comuníquese con la **Oficina de Educación Especial, Unidad de Respuesta para Padres al (443) 984-1561**.

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Supplemental Information for Parents of Students with Disabilities in Specialized Academic Programs

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities who are currently enrolled in specialized academic programs, the Office of Special Education is providing instructional activities that are aligned to the Maryland Alternate Academic Achievement Standards. Modifications have been made to the curriculum materials to better support your child's learning needs. Parents/Guardians can assist with reading and encourage work effort while students complete activities. If you have any further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**

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Información Suplementaria para Padres de Estudiantes con Discapacidades en Programas Académicos Especializados

Como la Directora Ejecutiva, Dr. Santelises, anunció en la Conferencia de prensa de COVID-19 el Viernes, 13 de Marzo de 2020, las Actividades Educativas Voluntarias diseñadas por los Líderes Educativos de las Escuelas de la Ciudad se proporcionarán a todos los estudiantes de las Escuelas de la Ciudad y se distribuirán en las escuelas durante la semana de Marzo 16-19, 2020.

Para apoyar a los estudiantes con discapacidades que actualmente están inscritos en programas académicos especializados, la Oficina de Educación Especial está proporcionando actividades de instrucción que están alineadas con los Estándares de Logro Académico Alterno de Maryland. Se han realizado modificaciones en los materiales del plan de estudios para apoyar mejor las necesidades de aprendizaje de su hijo/a. Los padres / tutores pueden ayudar con la lectura y alentar el esfuerzo laboral mientras los estudiantes completan las actividades. Si tiene más preguntas o necesita apoyo adicional, comuníquese con la **Oficina de Educación Especial, Unidad de Respuesta para Padres al (443) 984-1561.**

4th Grade ELA:

Component	Description	Resource
Vocabulary	Students are in the middle of Wit & Wisdom Module 3 where they are studying the American Revolution with a focus on the perspective. <ul style="list-style-type: none"> - Resistance, Tension 	<ul style="list-style-type: none"> - Read Works.org - Parent answer sheet
Informational text Comprehension	Students will read the text and answer the comprehension questions that follow.	<ul style="list-style-type: none"> - Read Works.org - Parent answer sheet
MCAP Practice	Students will engage in MCAP (Maryland Comprehensive Assessment Program) Practice	<ul style="list-style-type: none"> - Tennessee State Department of Education
Fluency Passage Practice	<ul style="list-style-type: none"> - Fluency supports student understanding of texts read. Please make sure your child practices each passage 3x daily for at least 15 min. daily. Students can answer the questions orally with a parent to check understanding. 	<ul style="list-style-type: none"> - Achieve the Core - Link to audio version of the passage
Additional Supporting Activities	ACTIVITY: Break the Code - Road to Revolution This activity provides a review of important figures and key events that led to the American Revolution.	<ul style="list-style-type: none"> - Answer Key: https://www.studenthandouts.com/00/200804/revolkey.pdf

Vocabulary

Name: _____ Date: _____

1. What is a meaning of the word **resistance**?

- A. an underground organization engaged in a struggle for liberation from forceful occupation
- B. a woman who has given birth to a child (also used as a term of address to your mother)
- C. everything that is included in a collection and that is held or included in something

2. What is another meaning of the word **resistance**?

- A. a set of qualities that make a person (or thing) distinct from another
- B. the tangible substance that goes into the makeup of a physical object
- C. the action of opposing something that you disapprove or disagree with

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The Moon has no atmosphere, so falling objects are not slowed by air _____.

- A. irresistible
- B. resistance
- C. resistant
- D. resisted
- E. resistor
- F. resist

4. After all, who could _____ such a nice dog?

- A. irresistible
- B. resistance
- C. resistant
- D. resisted
- E. resistor
- F. resist

5. A mule is disease _____ and can endure hard work.

- A. irresistible
- B. resistance
- C. resistant
- D. resisted
- E. resistor
- F. resist

6. The American colonies _____ this strong government and, well, you know how this one turns out.

- A. irresistible
- B. resistance
- C. resistant
- D. resisted
- E. resistor
- F. resist

7. A transistor is a special type of _____.

- A. irresistible
- B. resistance
- C. resistant
- D. resisted
- E. resistor
- F. resist

8. As the cook-off got under way, smoke from the hot grills lifted the _____ scent of barbecue sauce over the roof-tops of the city.

- A. irresistible
- B. resistance
- C. resistant
- D. resisted
- E. resistor
- F. resist

9. Please write your own sentence using the word **resistance**.

10. What would you like to remember about the meaning of the word **resistance** so that you can use it when you write or speak?

speeds. Gordon listens to intervals when he's tuning. Tuning the pin adjusts the **tension** on the string, which, in turn, adjusts the pitch.

6. Nonviolent direct action seeks to create such a crisis and establish such creative **tension** that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of **tension** as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word **tension**. I have earnestly worked and preached against violent **tension**, but there is a type of constructive nonviolent **tension** that is necessary for growth.

Name: _____ Date: _____

1. What is a meaning of the word **tension**?

- A. feelings of hostility that are not manifest
- B. the quality of being near to the true value
- C. a bowl for washing, often affixed to a wall

2. What is another meaning of the word **tension**?

- A. mental or emotional strain
- B. the human act of creating
- C. a member of a police force

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Turning the pin adjusts the _____ on the string, which, in turn, adjusts the pitch.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

4. The reasons are a subject of _____ debate.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

5. The past _____ expresses an action that took place in the past.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

6. Plyometrics are high _____ exercises that involve jumping and bounding movements.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

7. The man is rushed to the hospital's _____ Care Unit, where a team of doctors is waiting for him.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

8. The _____ between Britain and the colonies soon escalated to conflict.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

9. The air traffic battle had started earlier in the day and _____ steadily as the weather worsened, and by nightfall the airways were in a state of controlled chaos.

- A. tense
- B. tensions
- C. intensified
- D. intensive
- E. intensity
- F. tension
- G. intense

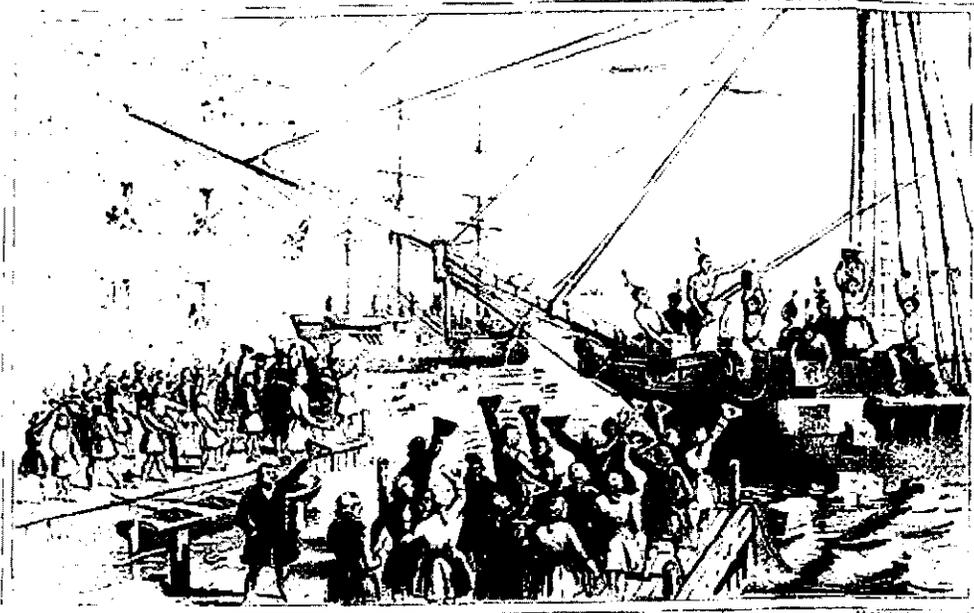
10. Please write your own sentence using the word **tension**.

11. What would you like to remember about the meaning of the word **tension** so that you can use it when you write or speak?

Informational Text Comprehension

Colonization and Revolutionary War: Introduction to the Revolutionary War

by ReadWorks



THE DESTRUCTION OF TEA AT BOSTON HARBOR.

As the colonies took root, they grew used to mostly governing themselves. Great Britain decided it wanted more control. It began to force new taxes on the colonists. They wanted to raise money from the goods they were shipping to the colonies. In 1764, the British Parliament passed the Sugar Act to raise the tax on sugar. The next year, the British Parliament passed the Stamp Act. Colonists now had to pay taxes for newspapers, marriage licenses, and all other legal documents.

Many colonists were angered by these taxes. They hadn't agreed to them and felt they were illegal and unfair. Each new tax led to a bigger protest on the part of these colonists. Besides taxes, many colonists were also unhappy about some of the rules the British were forcing on them. In 1765, the British Parliament passed the Quartering Act. The act stated that colonists had to agree to give British troops food and let them stay in their homes. Colonists who were unhappy with how the British were treating them decided to fight back peacefully.

In 1765, the Stamp Act Congress met in New York. The Congress was made up of representatives from many colonies. The representatives agreed to boycott British goods until the Stamp Act was repealed. That same year, the Sons of Liberty, a secret organization of

colonists in favor of liberty, was formed.

Tensions grew between the Colonists and the British. In 1770, tensions erupted with the Boston Massacre. British troops thought they were under attack when colonists in Boston started throwing snowballs at them. They panicked. One soldier started firing his gun. Then more soldiers fired into the unarmed crowd. Five colonists were killed and six were injured.

The British government was afraid of losing control over the colonies. They removed all the taxes on imports to try to make the colonists happy. They allowed, however, one tax to remain in place for tea. In 1773, Parliament passed the Tea Act to help get the East India Company out of financial trouble. This act enabled the British trading company to sell tea in America at a low price. Even with a tax on tea, the British company had a price advantage over American tea companies. The colonists were furious. They feared East India's tea would put American tea companies out of business. In Boston, a leader of the resistance named Samuel Adams decided to protest. He spoke to a group of colonists on December 16, 1773 at the Old South Church in Boston. Shortly after he spoke, a large group of men boarded British ships and dumped thousands of pounds of East India's tea into the harbor. Crowds of onlookers gathered to celebrate the rebellious act. They nicknamed the event the Boston Tea Party.

The British responded quickly and harshly. In 1774, they passed several measures known as the Intolerable Acts. They closed the Boston port and made it difficult for the major city to function. Other colonies, especially Maryland, helped Boston survive by sending food and supplies.

All of these events had two main consequences. First, they made the colonists resent Britain. Britain's government seemed far away and out of touch with the colonists' needs. Many colonists began to think about ruling themselves. Second, they helped unite the colonists. The colonists had come to the New World with very different backgrounds and lifestyles. They were sprawled all over the East Coast of this big continent. But Britain's acts gave them a single purpose and a common cause: justice and liberty.

In September 1774, the first meeting of the First Continental Congress took place. Representatives from 12 of the American Colonies met to discuss how they would unite and defend their rights as men. Within months the Revolutionary War would begin. Less than two years later, on July 4, 1776, America would declare its independence.

Name: _____ Date: _____

1. What was the purpose of the Quartering Act?

- A. Colonists had to allow British soldiers to live in their homes.
- B. The colonists had to pay a tax on all legal documents.
- C. One out of every four men had to serve in the British army.
- D. Each colony was divided into four quarters.

2. What was a consequence of the Boston Tea Party?

- A. King George III allowed the colonists to declare independence.
- B. The Stamp Act Congress was held.
- C. The Sons of Liberty was formed.
- D. King George III closed Boston's Port.

3. Based on the passage, the main reason that colonists became upset with the British was that

- A. The colonists wanted to take over the British government.
- B. The British made laws that colonists thought were unfair.
- C. British soldiers were using the Quartering Act too much.
- D. The colonists were mostly upset about the price of tea.

4. Read the following sentences: "They closed the Boston port and made it difficult for the major city to function. Other colonies, especially Maryland, helped Boston survive by sending food and supplies."

The word **function** means

- A. to work normally
- B. to start existing
- C. to hold political rallies
- D. to obey orders

5. The primary purpose of this passage is to

- A. Convince the reader that the American colonists were overreacting to British actions.
- B. Compare the American colonies to other colonies in the British Empire
- C. Illustrate how American politics are different from British politics.
- D. Explain the events that led American colonists to declare independence from the British.

6. Describe two of the laws mentioned in the passage.

7. Explain how American colonial history would have been different if the British had not passed the Intolerable Acts.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The British wanted to keep control of the American colonies, _____, their actions were out of touch with the colonists' needs.

- A. however
- B. as a result
- C. thus
- D. most importantly

MCAP Practice



Part 1

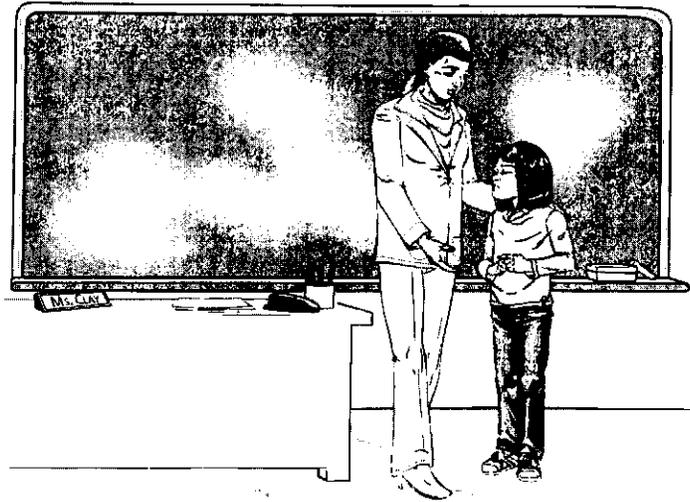
Directions Read the story. Then answer Numbers 1 through 6.

An Artist at Heart

- 1 Risha loved school. However, there was one class Risha dreaded more than any other—art. This was the one class that made Risha miserable. She just wasn't any good at drawing, painting, or cutting.
- 2 Ms. Clay, the art teacher, stood at the front of the room. "Class, next Friday the entire school is going to participate in an art contest," she announced. Ms. Clay was a great teacher, and Risha liked her a lot. But this announcement made Risha nervous. "Everyone in the school will create an original piece of artwork to display in the library. You can use the different styles of artwork we have been studying over the past several weeks." Ms. Clay beamed with excitement when she spoke of the contest, while Risha found herself sinking lower in her chair.
- 3 "What am I going to create for the art contest?" Risha thought.
- 4 Risha had the whole weekend to work on her project, but she could not think of anything to do. On Monday, Risha felt terrified, so she decided to talk to Ms. Clay after school. She explained to her teacher that there was no way she could complete this project. She pleaded to Ms. Clay to excuse her from the contest. Risha told Ms. Clay that she would be willing to write an art paper instead of doing an art project. She would do anything if she didn't have to create any art.

Go On ➤

5 “I understand this project scares you, Risha,” Ms. Clay said. “Just remember, you can create any kind of art you want.” Ms. Clay patted Risha on the shoulder. “Art is a person’s way of expressing his or her feelings—it isn’t always painting, drawing, or sketching. I know you will think of something very creative, and I can’t wait to see it.”



6 When Risha arrived home, she went straight up to her room to brainstorm ideas for her project. Risha realized that she would have to put her fears aside and create a piece of art for the contest. She took out a piece of drawing paper and a pencil. She remembered Ms. Clay’s words. “Art is a person’s way of expressing his or her feelings.” Risha wrote the words “terrified” and “scared” on her paper. She crumpled the paper and tossed it to the side of her desk. Her head dropped into her hands, and she let out a sigh.

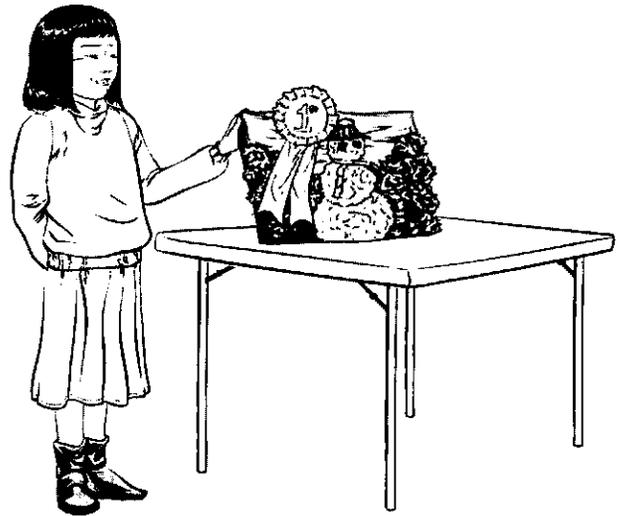
7 Then Risha stared at the crumpled ball. The paper reminded her of a snowball. Suddenly a smile crept across Risha’s face. The snowball sparked an idea to create a winter wonderland out of crumpled paper. Risha didn’t have to draw or paint or even cut.

8 Risha wadded each sheet in a whole stack of paper, glued them all together, and placed them on a big piece of wood she found in her garage. The crumpled papers formed a snowman with snow-covered mountains in the background. The snowman wore a hat made of torn black strips of construction paper and a scarf made of red pieces of paper. Risha took some pieces of brown and green paper and crumpled them to create a forest. Her finished project was a true masterpiece.

9 Risha arrived at school on Friday and carefully balanced her project between her arms as she carried it into the library. She noticed smiles and nods from teachers and other students as she placed her work on a table. Her unique artwork sat next to paintings, drawings, and sketches. No other piece of art looked anything like Risha’s.

10 Ms. Clay walked over to Risha. “You have created an original and amazing piece of artwork. I am so proud of you!” Ms. Clay said.

11 Risha was proud of herself too. She was pleased with her final project. Risha’s pride grew when Ms. Clay placed a first-place ribbon on her art. “Maybe I am a good artist after all,” Risha thought.



1 Read the sentences from Paragraph 9.

Her unique artwork sat next to paintings, drawings, and sketches. No other piece of art looked anything like Risha’s.

The word unique means

- A** one of a kind.
- B** perfectly made.
- C** hard to find.
- D** delicately formed.

2 Choose the question that is answered in the story.

- F** What does Ms. Clay think Risha will make?
- G** Where does Risha create her project?
- H** How long does it take Risha to make her project?
- J** Will Risha enter another art contest later in the year?

Go On >

- 3** What happens after Risha finds the wood in the garage?
- A** She discovers that a sheet of crumpled paper looks like a snowball.
 - B** She asks to do a different assignment.
 - C** She creates a complete winter scene.
 - D** She writes “terrified” and “scared” on her paper.
- 4** How does Risha start to solve her problem?
- F** She remembers her teacher’s words.
 - G** She realizes that art can be fun.
 - H** She writes a list of her ideas.
 - J** She looks at other students’ artwork.
- 5** Based on the story, what will most likely happen in the future?
- A** Other students will make snow-scene art.
 - B** Risha will begin to enjoy art class.
 - C** Ms. Clay will stop having art contests.
 - D** Risha will worry about making more art pieces.
- 6** The author most likely wrote this story to
- F** give information about creative and unusual types of art.
 - G** explain how to win an art contest in school.
 - H** persuade readers to participate in art contests.
 - J** entertain readers by telling about a girl and a contest.

Directions Tasha wrote this letter. It has mistakes. Read the letter and answer Numbers 7 through 14.

September 23, 2009

Dear Ms. Franklin

(1) Thank you for guiding my fourth grade class through a tour of Newton Science Center. (2) We has enjoyed seeing the displays and watching the movie about astronauts. (3) We learned a lot of interesting facts and really loved the hands-on activitys. (4) This was the bestes school trip ever!

(5) When we returned from the field trip, we had a class discusion about the exhibit we liked most. (6) Samantha thought the moon rocks were really great. (7) Malik could not never stop talking about the comet craters we made with rocks and flour. (8) Jesse was amazed by the star patterns and galaxies at the Skylab Planetarium. (9) My favorite part was the Living in Space display. (10) It was interesting to try on a real space suit and see how astronauts eat and sleep. (11) However, we all agreed that trying to land the spaceship in the Star Ship game was fun.

(12) Thank you again for showing us around the center. (13) It is a trip we will remember for a long time. (14) I have one suggestion. (15) Please don't change the space display yet. (16) I'm going to convince my mother to take me back soon

Sincerely,

Tasha Murray

7 Read the date of the letter.

September 23, 2009

Which is the correct abbreviation for the underlined word?

- A Septem.
- B Spt.
- C Sept.
- D Sptm.

Go On ➤

8 Read the greeting from the letter.

Dear Ms. Franklin

What is the correct way to write the greeting?

F Dear, Ms. Franklin

G Dear Ms. Franklin.

H Dear Ms. Franklin,

J correct as is

9 Read Sentence 2.

We has enjoyed seeing the displays and watching the movie about astronauts.

Which is the correct way to write the underlined part of the sentence?

A have enjoys

B is enjoying

C enjoying

D enjoyed

10 Read Sentence 3.

We learned a lot of interesting facts and really loved the hands-on activitys.

Which is the correct way to write the underlined word?

- F** activitease
- G** activities
- H** activityses
- J** correct as is

11 Read Sentence 4.

This was the bestes school trip ever!

Choose the correct way to write the underlined word in the sentence.

- A** best
- B** more best
- C** most best
- D** correct as is

Go On →

12 Read Sentence 5.

When we returned from the field trip, we had a class discusion about the exhibit we liked most.

Which underlined word in the sentence is spelled incorrectly?

- F** returned
- G** field
- H** discusion
- J** exhibit

13 Read Sentence 7.

Malik could not never stop talking about the comet craters we made with rocks and flour.

Which is the correct way to write the underlined words in the sentence above?

- A** could never stop not talking
- B** could not stop talking never
- C** could never not stop talking
- D** could not stop talking

14 Read Sentence 16.

I'm going to convince my mother to take me back soon

Which is the best punctuation mark to put at the end of the sentence?

- F** a period
- G** a semicolon
- H** a comma
- J** a question mark

Fluency Practice

Mother To Daughter: 'That's When I Knew I Was Adopted' (Audio Recording)

By: NPR Staff

Vocabulary:

Notes:

- albums – books with blank pages that can be used to collect pictures, letters, or memories
- services – supports that help people when they need something
- beginnings – where and how you started life
- recent – something that happened a short time ago.

Mother To Daughter: 'That's When I Knew I Was Adopted'

1 Diane Tells His Name, 61, grew up
never knowing she
2 was adopted.

3 "When did you first feel like you were
different?" Bonnie
4 Buchanan, 23, asks her mother during a
recent visit to a
5 Story Corps booth.

6 "Probably elementary school," she
replies. "I had a
7 younger sister, and I really didn't like
doing the same
8 things that she would do."

9 Instead of tea parties and dolls, Tells
His Name spent
10 her time outdoors, peering at the clouds
and stars.

11 "And my sister was blond, tall and thin
like my mother,
12 and I was round and brown," she says
with a laugh.

Notes:

13 She remembers flipping through family
albums,
14 searching for her face in the old
photographs and never
15 finding it.

16 "Eventually when I was 37-years-old, I
happened to see a
17 picture of my mom in October of 1951,
and it shocked me
18 because I was born in November of 1951,
and my mother
19 was not pregnant," Tells His Name says.
"That's when I
20 knew I was adopted."

21 "How did you feel?" Buchanan asks.

22 "It was very satisfying to know that I
wasn't crazy," Tells
23 His Name says. "I didn't blame them, I
wasn't angry with
24 them. In 1951, you just didn't talk about
those things."

25 She discovered her Native American
roots on her
26 original birth certificate, which also
pointed to her birth
27 mother's name and her first home, the
Pine Ridge Indian
28 Reservation.

29 To get in touch with her beginnings,
she returned to
30 South Dakota, received her Indian name
and took what she

31 calls a "crash course on how to be
32 Indian."⁴ After that
33 experience, she and her husband
34 contacted Indian Family
35 Services to adopt a child from her Lakota
36 tribe.
37 "And, finally, they faxed us a picture of
38 a little Indian
39 child, and she was drinking chocolate
40 syrup out of a
41 Hershey's bottle. And our son said, 'That's
42 her! That's the

Notes:

37 one we need to adopt.' And it was you,"
38 Tells His Name
39 says to Buchanan, who chuckles in
40 response.

39 After researching Buchanan's family
40 tree, Tells His Name
41 discovered they are cousins.

41 "I thought that was just — that was
42 amazing," Tells His
43 Name says. "I'm glad you're my baby." "I
44 know. I'm glad you
45 adopted me," Buchanan replies.

44 "I am too," Tells His Name says. "It's
45 like our whole
46 family was just planned out so that it
47 would be best for all
48 of us."

⁴ Underlined text = juicy sentence

Mother To Daughter: 'That's When I Knew I Was Adopted'
By: NPR Staff

Checking for Understanding

1. How would you define the word, “peering,” in the following sentence: “Instead of tea parties and dolls, Tells His Name spent her time outdoors, peering at the clouds and stars.
2. How did Diane Tells His Name know she was adopted?
3. How are Diane Tells His Name and Bonnie Buchanan related?

<http://www.npr.org/2013/01/11/169051364/-that-s-when-i-knew-i-was-adopted-mother-explains-to-daughter>

Math: Day 4

Grade: 4

Core Idea: Multiply fractions and mixed numbers by whole numbers

Standard: 4.NF.B.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*

Component	Description	Resource
Sample Problem	Students see: $3 \times \frac{2}{5} \text{ as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{3 \times 2}{5} = \frac{6}{5}$	- Fraction Progression
Vocabulary	Distributive property: A property of multiplication that can be used to break apart a problem into an easier problem. For example, $4 \times 6\frac{2}{3} = (4 \times 6) + (4 \times \frac{2}{3})$ RDW process: Read, Draw, Write—A three-step process used in solving word problems that requires students to R ead the problem for understanding; D raw a model (e.g., a tape diagram) to help make sense of the problem; and W rite an equation and a statement of the answer.	- Eureka Parent tip sheets
Practice Sets	Have your child read the steps for each topic and complete the practice problems. <ul style="list-style-type: none"> • Multiply a Fraction of a Whole Number Using Models • Multiply a Fraction or Mixed Number by a Whole Number 	- Reteach lessons 8.3 & 8.4
Fluency Practice	Fractions: Multiplying fractions and Mixed Numbers Have your child complete the two fluency activities.	- Fractions Worksheet
Standard 4.NF.B.4b	Practice Test – Have your child complete the MCAP practice assessment.	- 4.NF.B.4b Practice Test
Answer key	Answer keys to reteach lessons and practice test are included as a resource.	- Answer Keys
Optional Additional Activities	Online Lessons Online Tutorials Online Games Online Manipulative Tools	- Online Resources Sheet
How you can help at home	Look at recipes that have fractions in them. Ask your child how much they would need if you doubled it, tripled it, etc.	- Parent Tip sheets

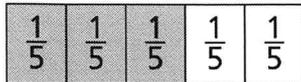
Name _____

Multiply a Fraction by a Whole Number Using Models

You can use a model to multiply a fraction by a whole number.

Find the product of $4 \times \frac{3}{5}$.

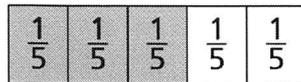
Use fraction strips. Show 4 groups of $\frac{3}{5}$ each.



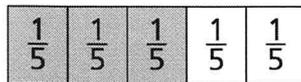
1 group of $\frac{3}{5} = \frac{3}{5}$



2 groups of $\frac{3}{5} = \frac{6}{5}$



3 groups of $\frac{3}{5} = \frac{9}{5}$

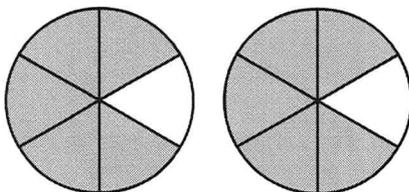


4 groups of $\frac{3}{5} = \frac{12}{5}$

So, $4 \times \frac{3}{5} = \frac{12}{5}$.

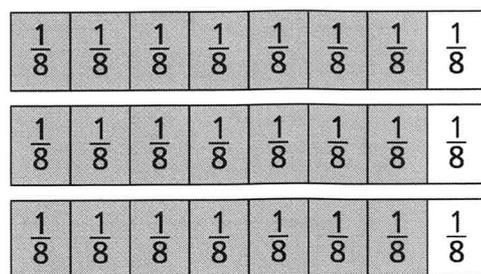
Multiply.

1.



$$2 \times \frac{5}{6} = \underline{\hspace{2cm}}$$

2.



$$3 \times \frac{7}{8} = \underline{\hspace{2cm}}$$

3. $6 \times \frac{2}{3} = \underline{\hspace{2cm}}$

4. $2 \times \frac{9}{10} = \underline{\hspace{2cm}}$

5. $5 \times \frac{3}{4} = \underline{\hspace{2cm}}$

6. $4 \times \frac{5}{8} = \underline{\hspace{2cm}}$

7. $7 \times \frac{2}{5} = \underline{\hspace{2cm}}$

8. $8 \times \frac{4}{6} = \underline{\hspace{2cm}}$

Name _____

Multiply a Fraction or Mixed Number by a Whole Number

To multiply a fraction by a whole number, multiply the numerators. Then multiply the denominators.

A recipe for one loaf of bread calls for $2\frac{1}{4}$ cups of flour. How many cups of flour will you need for 2 loaves of bread?

Step 1 Write and solve an equation.

$$\begin{aligned}
 2 \times 2\frac{1}{4} &= \frac{2}{1} \times \frac{9}{4} && \text{Write 2 as } \frac{2}{1}. \text{ Write } 2\frac{1}{4} \text{ as a fraction.} \\
 &= \frac{2 \times 9}{1 \times 4} && \text{Multiply the numerators.} \\
 &= \frac{18}{4} && \text{Then multiply the denominators.} \\
 &&& \text{Simplify.}
 \end{aligned}$$

Step 2 Write the product as a mixed number.

$$\begin{aligned}
 \frac{18}{4} &= \underbrace{\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}}_1 + \frac{1}{4} + \frac{1}{4} \\
 &= \underline{4} + \frac{1}{4} + \frac{1}{4} && \text{Combine the wholes. Then combine the remaining parts.} \\
 &= \underline{\frac{42}{4}}, \text{ or } \underline{4\frac{1}{2}} && \text{Add. Write the sum as a mixed number.}
 \end{aligned}$$

So, you will need $\underline{4\frac{1}{2}}$ cups of flour.

Multiply. Write the product as a mixed number.

1. $3 \times \frac{2}{5} = \underline{\hspace{2cm}}$

2. $4 \times \frac{3}{8} = \underline{\hspace{2cm}}$

3. $5 \times \frac{1}{3} = \underline{\hspace{2cm}}$

4. $2 \times 1\frac{3}{10} = \underline{\hspace{2cm}}$

5. $4 \times 1\frac{2}{3} = \underline{\hspace{2cm}}$

6. $7 \times 1\frac{1}{6} = \underline{\hspace{2cm}}$

Name: _____ Date: _____

Fractions Worksheet

1 a. $\frac{2}{8} \times 8 =$

1 b. $\frac{4}{10} \times 7 =$

2 a. $10 \times \frac{4}{6} =$

2 b. $\frac{2}{8} \times 6 =$

3 a. $\frac{1}{10} \times 7 =$

3 b. $\frac{7}{10} \times 5 =$

4 a. $\frac{1}{2} \times 4 =$

4 b. $2 \times \frac{5}{8} =$

5 a. $\frac{7}{9} \times 10 =$

5 b. $10 \times \frac{3}{9} =$

6 a. $7 \times \frac{3}{8} =$

6 b. $\frac{2}{8} \times 9 =$

7 a. $9 \times \frac{3}{6} =$

7 b. $7 \times \frac{1}{2} =$

8 a. $9 \times \frac{8}{9} =$

8 b. $6 \times \frac{4}{7} =$

Name: _____ Date: _____

Fractions Worksheet

1 a. $4\frac{1}{4} \times 6 =$

1 b. $1\frac{5}{6} \times 6 =$

2 a. $5 \times 9\frac{3}{8} =$

2 b. $6 \times 6\frac{2}{3} =$

3 a. $10\frac{2}{6} \times 3 =$

3 b. $4 \times 3\frac{2}{6} =$

4 a. $1\frac{1}{2} \times 4 =$

4 b. $6 \times 1\frac{3}{4} =$

5 a. $2 \times 6\frac{4}{8} =$

5 b. $9\frac{5}{6} \times 4 =$

6 a. $3\frac{2}{4} \times 5 =$

6 b. $2 \times 11\frac{1}{2} =$

7 a. $5 \times 1\frac{5}{8} =$

7 b. $4 \times 7\frac{4}{6} =$

8 a. $4\frac{4}{6} \times 5 =$

8 b. $6\frac{1}{8} \times 6 =$

Name _____

Practice Test



4.NF.B.4b

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

1. What fraction shows the product of $2 \times \frac{3}{5}$?

- (A) $\frac{10}{5}$
- (B) $\frac{6}{5}$
- (C) $\frac{5}{5}$
- (D) $\frac{6}{10}$

2. Asta wants to find the product of $3 \times \frac{4}{5}$.

Select a way to write $3 \times \frac{4}{5}$ as the product of a whole number and a unit fraction.

$3 \times \frac{4}{5} =$

$4 \times \frac{3}{5}$
$12 \times \frac{1}{5}$
$6 \times \frac{1}{5}$

3. Donna buys some fabric to make placemats. She uses 9 different types of fabric to make her design. She needs $\frac{1}{5}$ yard of each type of fabric. Use the following equation. Write the number in the box to make the statement true.

$$\frac{9}{5} = \underline{\hspace{2cm}} \times \frac{1}{5}$$

4. Rico is making 4 batches of salsa. Each batch needs $\frac{2}{3}$ cup of corn. He only has a $\frac{1}{3}$ -cup measure. How many times must Rico measure $\frac{1}{3}$ cup of corn to have enough for all of the salsa?

_____ times



Name _____

5. Sarah is making 4 batches of granola bars. She adds $\frac{7}{8}$ cup peanuts to each batch. Her measuring cup holds $\frac{1}{8}$ cup. How many times must Sarah measure $\frac{1}{8}$ cup of peanuts to have enough for the granola bars?

- (A) 11 times
- (B) 16 times
- (C) 28 times
- (D) 32 times

6. Oleg wants to find the product of $4 \times \frac{2}{5}$.

Select a way to write $4 \times \frac{2}{5}$ as the product of a whole number and a unit fraction.

$$4 \times \frac{2}{5} = \begin{array}{|l} 6 \times \frac{1}{5} \\ 2 \times \frac{4}{5} \\ 8 \times \frac{1}{5} \end{array}$$

7. Which fraction shows the product of $3 \times \frac{5}{6}$?

- (A) 5
- (B) $\frac{30}{6}$
- (C) $\frac{15}{6}$
- (D) $\frac{8}{6}$



ONLINE RESOURCES

Multiplying Fractions by Whole Numbers

Multiply Fractions and Whole Numbers Independent Online **Lesson**:

<https://tinyurl.com/ya2jlaaf>

Rename Fractions and Mixed Numbers Independent Online **Lesson**:

<https://tinyurl.com/uvpxxua>

Online **Tutorials** for multiplying fractions:

Multiples of Unit Fractions: <https://tinyurl.com/rprro4o>

Multiples of Fractions: <https://tinyurl.com/tjvvz6o>

Multiply a Fraction by a Whole Number Using Models:

<https://tinyurl.com/veufthm>

Multiply a Fraction or a Mixed Number by a Whole Number:

<https://tinyurl.com/yd75u48k>

Comparison Problems with Fractions: <https://tinyurl.com/u7h46uw>

Games to support multiplying fractions by a whole number:

Ship Shapes Level R: <https://tinyurl.com/tgvv3jt>

Ship Shapes Level S: <https://tinyurl.com/s6l7x3t>

Fraction Flare Up Level A: <https://tinyurl.com/jgs3rzm>

Fraction Flare Up Level B: <https://tinyurl.com/whdg88w>

Fraction Number Line Level F: <https://tinyurl.com/pbmnn8p>

Fraction Number Line Level L: <https://tinyurl.com/wgvxksv>

Online **Tools** to support fraction work:

<https://tinyurl.com/rpqqjle> - Use activity #1, #2 & #7 with both fraction bars and fraction circles

<https://tinyurl.com/m9jyq7r> - Use activity # 5. Click on the ? to change the number line, click on “more number lines”, click on “use fractions”.

Science: Day 4

Grade: Fourth Grade

Disciplinary Core Idea: Physical Science

Standard: 4-PS3-2 Make observation to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Component	Description	Resource
Materials	If possible, students will need the following materials:	<ul style="list-style-type: none">• Crayons• Thumb tack• pencil
Reading	Read the Generating energy from the Wind article.	- Generating energy from the Wind NewsELA article
Question Set	There is a question set of four questions at the end of the article	- Question set
Answer Key	There is no answer key for this activity.	-
Activity	After reading the article students will make a model pinwheel and test using wind to make it spin. Students should respond the results questions on the second page about what happened.	<ul style="list-style-type: none">- Pinwheel pattern activity- Pinwheel results activity

Additional optional resources:

- Caitie's Classroom: Virtual Field Trip to Learn About Wind Farms-
https://youtu.be/U5_cZ3IRUKU

Generating energy from the wind

By National Geographic Society, adapted by Newsela staff on 03.25.19

Word Count **1,100**

Level **720L**



Image 1. A wind farm in the Mojave Desert in California. Photo: Hyoung Chang/The Denver Post via Getty Images

Wind has been used to create energy for thousands of years. It can power boats and turn windmills. For much of the 20th century, however, wind power was replaced by coal, gas and oil. These days, wind is making a comeback. It is increasingly being used to produce electricity.

In modern times, wind energy is produced with wind turbines. A wind turbine is a tall, tubelike tower with blades rotating at the top. When the wind turns the blades, the blades turn a generator. The generator then creates electricity.

Horizontal-axis wind turbines (HAWTs) are the most common type of wind turbine. Most have three large blades. These spin parallel to their towers. The generator is located in the tower.

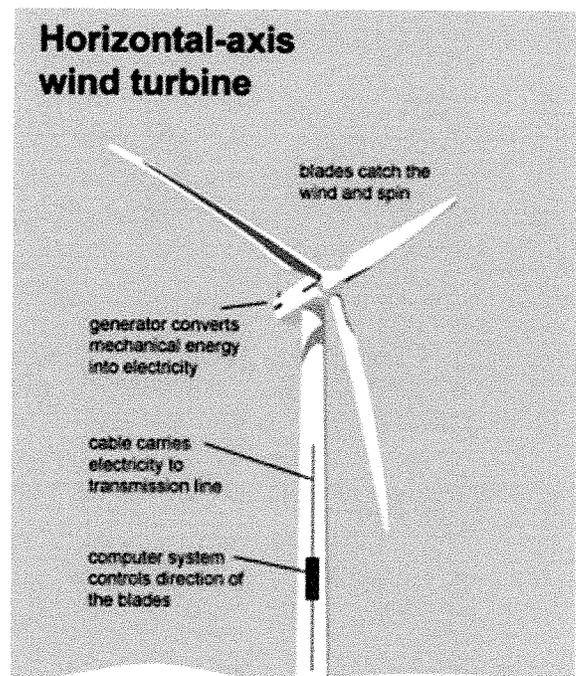
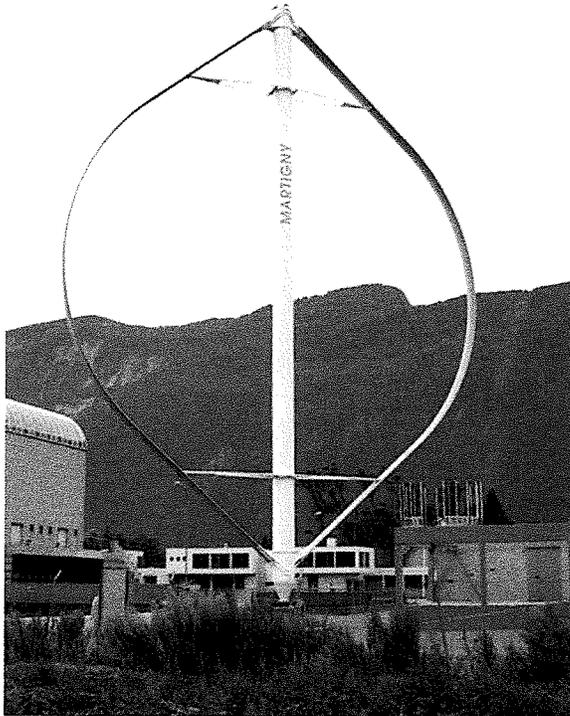
Most HAWTs are about 200 to 300 feet tall. Their blades rotate 10 to 20 times a minute.

A HAWT's enormous blades usually face the wind. A wind sensor first detects which way the wind is blowing. It then turns the turbine to face the wind.

Vertical-axis wind turbines (VAWTs) have blades that rotate in complete circles around their tower. The generator is located near the ground. VAWTs do not have to face the wind to create

electricity. They can be much smaller than HAWTs. Often, they are installed on the roofs of buildings.

If winds are too strong, turbines can be damaged.



Therefore, every turbine has a controller. The controller turns the turbine on when winds are blowing between 8 and 55 miles an hour. If the winds become stronger than that, it turns the turbine off.

Wind Farms

To generate a large amount of electricity, wind turbines are often placed in large groups. These clusters are called wind farms. They are made up of hundreds of turbines. The turbines can be spaced out over hundreds of acres.

Wind farms are often located on farmland. In the United States, many are found on farmland in Iowa, Nebraska and Kansas.

Wind farms can also be located offshore. These turbines use the stronger winds that develop above the ocean.

Wind is not steady or predictable. Both its speed and direction change often. So far, this has prevented wind power from becoming the main source of energy. However, it can be an excellent addition to traditional power sources.

Windmills And The Evolution Of Wind Energy

Windmills are the ancestor of wind turbines. They have been around for almost 2,000 years.

Windmills work similarly to wind turbines. In fact, the only difference between windmills and wind turbines is what they are used for. Wind turbines generate electricity. Windmills were built to grind grain and pump water.

In windmills, a drive shaft connects the blades to two large wheels or millstones. These wheels are on the floor of the windmill. Wind rotates the blades. The blades then rotate the drive shaft, and the drive shaft rotates the millstones. Grain is poured into the hollow, rotating millstone. It is then crushed into flour as the wheels grind together.

Water-pumping windmills operate similarly. These are known as wind pumps.

Wind pumps have as many as 12 rotating blades. Rotation of these blades causes a long rod to move up and down. The motion of the rod raises and lowers a cylinder. During the down stroke, the cylinder fills with water. During the up stroke, the water is raised to a pipe or well. Today, wind pumps are still being used all around the world.

Wind turbines that generated electricity were first developed in the late 1800s. They were used in both Europe and North America.

However, wind energy fell out of favor in the 20th century. Fuels such as coal, oil and natural gas were seen as more reliable sources of electricity and energy. Such fuels create a great deal of pollution, though. By the 1970s, many people had become interested in finding less-polluting sources of energy. The world's first wind farm was set up during this time. It was built in New Hampshire.

Today, there are wind farms in many parts of the world. The largest one in the United States is the Alta Wind Energy Center in Kern County, California. It has more than 300 turbines.

Advantages

There are many advantages to using the wind's energy to create electricity.

- Wind cannot be used up.
- Wind is a clean source of energy. Turbines do not pollute the air.
- Wind energy is cheap! In the United States, it costs between 4 cents and 6 cents per kilowatt-hour.
- Wind is found all over the planet. Turbines can be put up almost everywhere.

Challenges

Wind energy also has many problems:

- Wind energy is cheap to produce once a wind farm has been built. However, the cost to build a wind farm is quite high.
- Wind farms need acres of land. In hilly areas, trees might need to be cut. Many kinds of birds and animals depend on trees.
- Wind turbines can kill bats and birds.
- Offshore wind farms can damage the ocean. The seafloor has to be drilled into to keep turbines in place.

- Some people who live near wind farms complain about the noise. Others say the turbines are ugly.
- Locations that produce great amounts of wind energy are often far away from cities. Power lines have to be built to move the electricity long distances. This adds to the cost.

Of course, the biggest problem with wind energy is the wind itself. When the wind is not blowing, electricity cannot be generated.

Fast Facts:

Wind Farmers

These countries are the world's top producers of wind power:

United States

China

Spain

Germany

India

Anemometer Loan Program

Anemometers are machines that measure wind speed and direction. They are used to discover how much wind a site has on average. This helps people decide if the site is a good location for wind turbines.

Paintmills And Oilmills

In the past, most windmills were used to mill grain or pump water. Some were used for other purposes as well. They mixed paints or ground oil from things like peanuts or linseed.



URL: <https://www.nationalgeographic.org/encyclopedia/wind-energy/>

Quiz

1 Read the first paragraph of the article.

Wind has been used to create energy for thousands of years. It can power boats and turn windmills. For much of the 20th century, however, wind power was replaced by coal, gas and oil. These days, wind is making a comeback. It is increasingly being used to produce electricity.

What does the author mean by the phrase "making a comeback"?

- (A) being replaced by other fuels
- (B) getting rid of oil and gas
- (C) being newly discovered
- (D) getting popular again

2 Read the following paragraph from the section "Windmills And The Evolution Of Wind Energy."

Windmills are the ancestor of wind turbines. They have been around for almost 2,000 years.

What does "ancestor" refer to?

- (A) someone who lived long ago
- (B) something invented later
- (C) an opposite meaning
- (D) an original version

3 What do Image 1 and the section "Wind Farms" show?

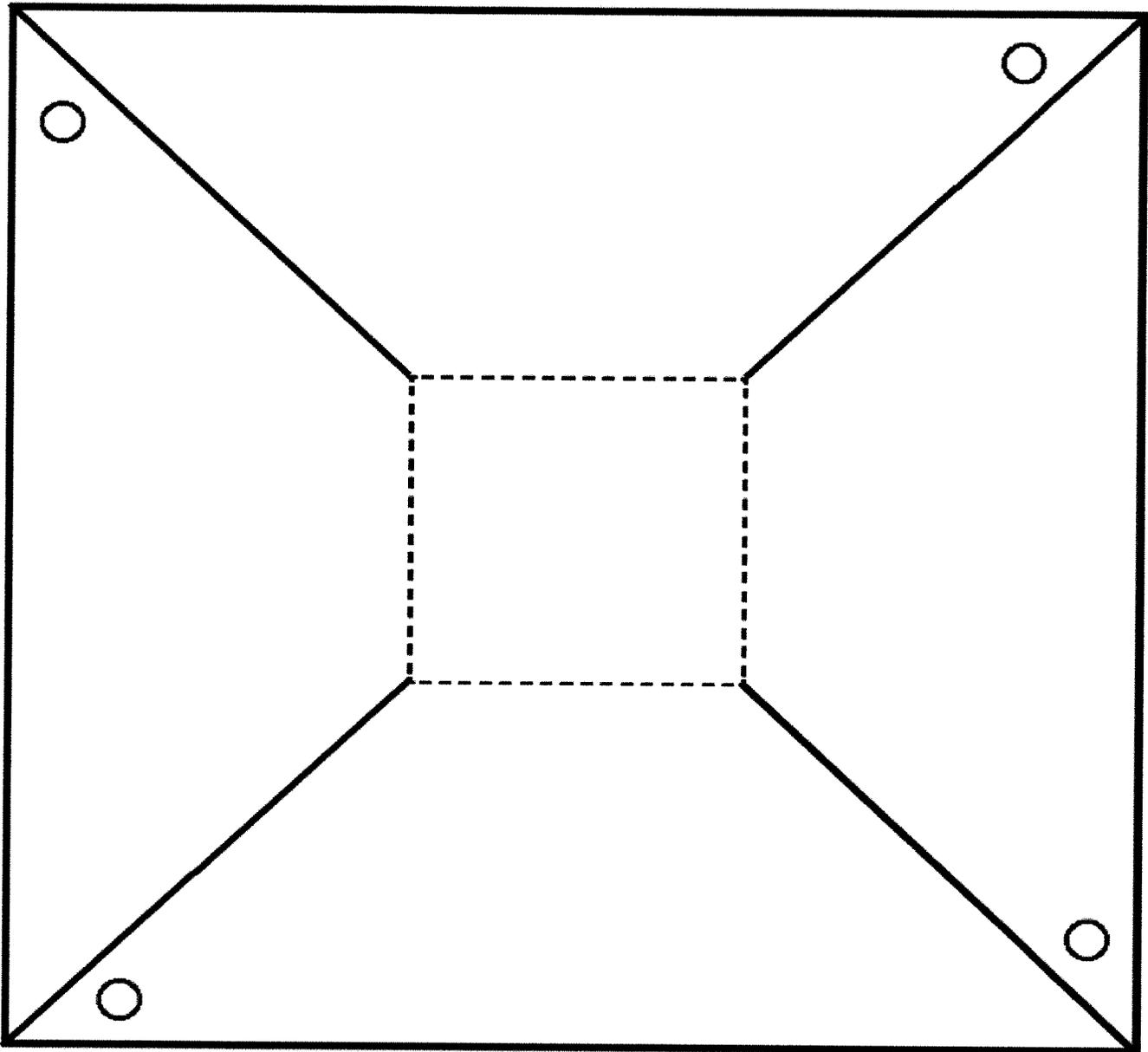
- (A) Wind farms can make energy all night.
- (B) Wind turbines are placed in large groups.
- (C) Wind can change speed and direction.
- (D) Wind over the ocean can be much stronger.

4 Examine Image 2.

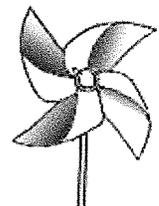
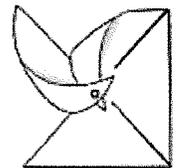
How does this image help the reader to understand wind turbines better?

- (A) It shows the parts of wind turbines and where they are located.
- (B) It shows that wind turbines can be placed on top of buildings.
- (C) It shows that wind makes the blades rotate very quickly.
- (D) It shows the amount of energy that can be produced.

Pinwheel Pattern



1. Color the 4 quadrants of the pinwheel pattern.
2. Cut out around the large square.
3. Cut along each of the 4 diagonal lines ONLY until you reach the dotted line.
4. Fold / turn each corner into the center, when all corners are turned in, you should only see 1 circle in the center as the other 3 will overlap.
5. Using a push pin and a piece of Jinx wood to finish the pinwheel.



Name: _____



Pinwheels

1. How does the pinwheel turn?

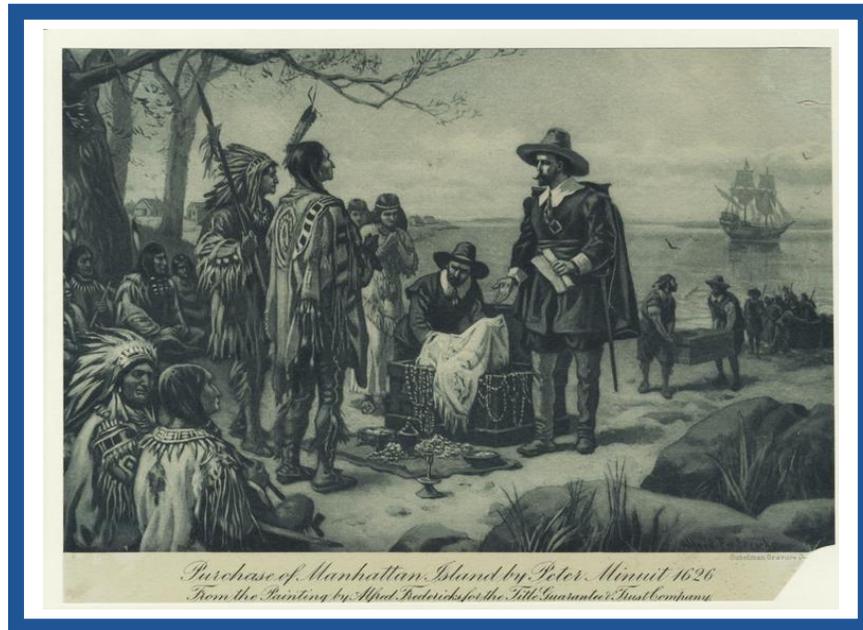
2. Can you change the direction? How?

3. How does the pinwheel go faster or slower?

3. Explain how the pinwheel turns:

4. Explain how you might improve the pinwheel:

WHAT'S THE REAL STORY BEHIND THE PURCHASE OF MANHATTAN?



Alfred Fredericks, painting depicting the sale of Manhattan, *Purchase of Manhattan Island by Peter Minuit, 1626*, 1926. © Ivy Close Images / Alamy

Supporting Questions

1. Why were the Dutch interested in the region that became known as New Netherland?
2. How would both the Dutch and the Natives benefit from the sale and purchase of land in Manhattan?
3. How are the stories told about the sale of Manhattan similar and different?

How are the stories told about the sale of Manhattan similar and different?

Over the past few days, you have:

- explored the different between a myth and reality.
- summarized why the Manhattan area was attractive to Dutch settlers.
- compared the Native and Dutch expectations around the sale of Manhattan.

There are two sides to every story. Today you will get a chance to see the story of the sale of Manhattan from different perspectives.

Read and examine the sources that follow, thinking about how the Natives and Dutch viewed this event. You may take notes directly on the document or in the space below each document.

It has sometimes been said that Minuit cheated the [Natives], buying as they thought only a plot for a garden and then claiming the whole of the island. Schaghen's letter disproves this, and so does the record of the prices willingly accepted by the Indians elsewhere in New Netherland for great stretches of their soil. Even though money at that period was much more valuable than it is today, sixty guilders (about \$24) may seem a small price for an island almost twenty-two square miles in extent—thirteen miles and a half in length and two and a half in width at the broadest part. But it would have been an absurd price for a garden plot. Land, it should be remembered, was the Indians' one plentiful possession. Moreover, they were not dispossessed of their island but were only pledged, like tenants-at-will, to yield from time to time such portions of it as the white men might need - if, indeed, many of them used Manhattan as an actual abiding-place. Here and there on the island sites of Indian villages have been somewhat doubtfully identified; for the most part it seems to have been uninhabited although constantly frequented by the savages who lived on the neighboring shores. Of course Minuit gave, instead of useless money, articles that had an immense value in the Indians' eyes. Their character may be guessed from a list of the things paid seven years later for an extensive tract in the Connecticut Valley:

One piece of duffels twenty-seven ells long; six axes, six kettles, eighteen knives, one sword-blade, one shears, and some toys.

In after days such purchase lists included a greater variety of articles—needles, for instance, combs, petticoats, boxes, looking-glasses, pipes and tobacco, fishing hooks, iews'-harps, and small bells reckoned by the hundred.

Marina van Rensselaer. *History of the City of New York in the Seventeenth Century*, Vol. 1. New York: Macmillan, 1909. Public domain.
Available at the Internet Archive: <https://archive.org/details/historyofcityofn00vanr>.

Tradition holds that the island was purchased with “glittering beads and baubles,” but the actual nature and content of the goods traded to the Indians for the island is unknown. It can be surmised that the Indians accepted the typical trade items. When the Dutch purchased Staten Island a few years later, they paid the Indians with “Duffels, Kittles, Axes, Hoes, Wampum, Drilling Awls, Jews harps, and diverse other small wares.” The value of the goods – 60 guilders – is documented, but here, too, tradition is misleading. Most Americans who have heard the price paid for Manhattan Island cite the figure of \$24. This figure appeared in 1846 when E. B. O’Callaghan, who had access to the recently discovered Schagen letter, published his *History of New Netherland*. It was there that O’Callaghan introduced the figure of \$24 by using current rates of conversion. Since that time, the story of Manhattan Island being sold for \$24 in trade goods has been retold and republished many, many times, leaving the original Dutch amount of 60 guilders lost in translation, as it were. But the value of the guilder or dollar in the 19th century tells us little about the actual price the Dutch paid in 1626. Even to calculate the value in dollars today, given inflation, of 60 17th-century guilders misses the point. Sixty guilders was not a large sum at the time, but neither was it minuscule. According to historian A. Th. Van Deursen, it equaled three or four months’ wages for an average artisan in the province of Holland....Sixty guilders was also the amount the Company paid a colonist (and presumably an Indian as well) for 30 beaver skins or 12 fathoms of wampum.

To the Dutch, the land was certainly valuable at the time (it would be anachronistic to consider its value today as the commercial capital of the world). The 14,000 acre island became the Company’s headquarters and the location of the Company’s farms and agricultural endeavors. Domine Michaëlius reported that “this island is the key and principal stronghold of the country, and needs to be settled first, as is already done.” In fact, since controlling Manhattan Island meant controlling the Hudson River, which reached deep into fur country, the island’s value can be understood in terms of the value of the fur trade. It is perhaps not without coincidence that Schagen’s letter reporting the purchase of Manhattan Island also reports the importation of 45,000 guilders worth of furs from New Netherland. It is possible that the Dutch attraction to Manhattan Island was also connected to the trade in wampum. The Dutch had early on discovered that wampum, or *sewant* as it was known among the Indians of Manhattan and vicinity, was highly valued by the Iroquoians and other inland tribes. These peoples exchanged various goods to coastal wampum makers for the beads. Although the heart of wampum production lay in eastern Long Island, it was manufactured throughout New York’s coastal regions.

From the Indians' perspective, sixty guilders of trade goods was of enormous value to them....The utilitarian function of the goods became important in native demand for certain products. Axes and hoes, for example, quickly became employed by Indians in place of native tools....For (Native) wampum producers...the iron drills and awls they received greatly enhanced their manufacture....Duffels - a coarse cloth - had become an important item for trade in the 1620s. The Munsees began to substitute duffels for deerskins, using it for clothing during the day and for blankets at night.

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You have read sources from both sides of the story of the Manhattan Purchase. Now think about how these stories are similar and different. Read each statement below and select specific evidence from the sources to support each statement.

The stories told about the sale of Manhattan are similar.

Evidence

- _____

- _____

- _____

The stories told about the sale of Manhattan are different.

Evidence

- _____

- _____

- _____

Drop Everything and Move!

Name:	Teacher:
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Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete at least four activities from the list below with a family member (or with adult supervision).

Directions:

After a student completes an activity, an adult should make a check mark and initial in the space provided. By completing four per day, you will complete all 20 by the end of the week! Please only use one sheet, although it can be found in each day of your child's packet.

✓ Done	#	DEAM Activity
	1	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	2	Do as many curl-ups as you can.
	3	Do 10 burpees and 10 sit-ups.
	4	Say your math facts while doing reverse lunges.
	5	Take a walk.
	6	Think: I will be the best I can be! Live this motto all day!
	7	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	8	Hold a plank position during TV commercials. (No TV? Challenge someone at home to see who can hold a plank the longest).
	9	Do as many trunk-lifts as you can.
	10	Do 20 jumping jacks and 20 plank jacks.
	11	Do push-up shoulder taps while reciting your spelling words.
	12	Do as many push-ups as you can.
	13	Think: I can do hard things! Live this motto all day!
	14	Stretch a muscle or muscle group two different ways.
	15	Hold a wall-sit during TV commercials. (No TV? Challenge someone at home to see who can hold a wall-sit the longest).
	16	Do as many squats as you can.
	17	Do 30 mountain climbers and 30 bicycle crunches.
	18	Perform squat-jumps while naming the continents.
	19	Crab walk and hold a plank as you count to 40.
	20	Write a brief reflection on your experiences with fitness. What did you like? What did you not enjoy? What are your favorite activities?

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.
- ✓ Be safe but have fun!



Below are three different kinds of people or places that provide health care services in a community. Use valid websites to describe the kind of health care service each person or place provides (what the person or place does to help people stay healthy). Also, tell why a community needs each person or place. You may use the next page if you run out of room. Lastly, list the name of the website and explain how you know it is valid.

Person or Place	Health care service person or place provides	Why person or place is needed in a community	Name of Website	How do you know this is a valid website
Paramedic or Emergency Medical Technician				
Free Medical Clinic				
School Nurse				

EXAMPLE

Elementary

Item 181
Exemplar Response

Accessing
Information



Extended Response

CEH

Score 2

11. Below are three different kinds of people or places that provide health care services in a community. Describe the kind of health care service each person or place provides (what the person or place does to help people stay healthy). Also, tell why a community needs each person or place. You may use the next page if you run out of room.

Person or place	Health care service person or place provides	Why person or place is needed in a community
Paramedic or Emergency Medical Technician	A fire Man puts out fires	We would not be able to save our houses
Free medical clinic	helps people	we would not be able to live with out them
School nurse	helps hurt children in school	if you are hurt nobody could help you

Commentary

This response demonstrates some ability to access health information or resources. The response correctly describes one health care service on the list: the school nurse "helps hurt children in school." The other examples are either incomplete (the free medical clinic "helps people") or incorrect (for paramedic or EMT, "Fireman puts out fire").

Core Concepts

Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

Concept Rubric

4	The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
3	The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
2	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
1	The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

Accessing Information

Health Education Standard 3

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Characteristics of Student Work

This skill category evaluates the students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service.

Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skills.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.

Name _____

Date _____

Home Reading Log

<i>Mon.</i>	Title of Reading: _____ Author: _____ Summary: _____ _____	Minutes Read
		Parent Signature
<i>Tues.</i>	Title of Reading: _____ Author: _____ Summary: _____ _____	Minutes Read
		Parent Signature
<i>Wed.</i>	Title of Reading: _____ Author: _____ Summary: _____ _____	Minutes Read
		Parent Signature
<i>Thurs.</i>	Title of Reading: _____ Author: _____ Summary: _____ _____	Minutes Read
		Parent Signature
<i>Fri.</i>	Title of Reading: _____ Author: _____ Summary: _____ _____	Minutes Read
		Parent Signature

Try to read for at least 20 minutes per day. Reading can include books, magazines, newspapers, etc.

Need more book choices? Check out these online resources:

Storyline - <https://www.storylineonline.net/>

Open Library (requires a free account) - https://openlibrary.org/subjects/children#sort=date_published&ebooks=true