from “Stormalong”
by Mary Pope Osborne,
American Tall Tales

1. One day in the early 1800s a tidal wave crashed down on the shores of Cape Cod in New England. After the wave had washed back out to sea, the villagers heard deep, bellowing sounds coming from the beach. When they rushed to find out what was going on, they couldn’t believe their eyes. A giant baby three fathoms tall—or eighteen feet!—was crawling across the sand, crying in a voice as loud as a foghorn.

2. The villagers put the baby in a big wheelbarrow and carried him to town. They took him to the meetinghouse and fed him barrels and barrels of milk. As ten people patted the baby on the back, the minister said, “What will we name him?”

3. “How about Alfred Bulltop Stormalong!” a little boy piped up.

4. “And call him Stormy for short.”

5. The baby smiled at the boy, then let out a giant burp that nearly blew the roof off the meetinghouse.

6. “Stormy it is!” everyone cried.

7. By the time Stormy was twelve, he was already six fathoms tall—or thirty-six feet! “I guess you’re going to have to go out into the world
now,” his friends said sadly. “Maybe you should go to Boston. It’s a lot bigger than Cape Cod.”

8  “A sailor’s life is the only one for me,” he said, staring longingly at Boston Harbor. “The sea’s my best friend. It’s with her that I belong.” And with his back to Boston, Stormy strode toward the biggest Yankee clipper docked in the harbor, The Lady of the Sea. 9  9  “Blow me down!” said the captain when Stormy stood before him. “I’ve never seen a man as big as you before.”

10  “I’m not a man,” said Stormy. “I’m twelve years old.”

11  “Blow me down again!” said the captain. “I guess you’ll have to be the biggest cabin boy in the world then. Welcome aboard, son.”

12  The sailors were a bit shocked when the captain introduced the thirty-six-foot giant as their new cabin boy. But the day soon came when all the sailors of The Lady of the Sea completely accepted Stormy’s awesome size. It happened one morning when the clipper was anchored off the coast of South America.

13  “Hoist the anchor!” the captain shouted after a few hours of deep-sea fishing. But when the crew pulled on the great chain, nothing happened. The sailors heaved and hoed, and still could not move the anchor off the bottom of the ocean.
“Let me take care of it!” Stormy boomed. Then the cabin boy stuck a knife between his teeth, climbed onto the bowsprit, and dived into the sea.

After Stormy disappeared, terrible sounds came from the water. The ship began pitching and tossing on wild, foaming waves. It seemed that all aboard were about to be hurled to a wet grave, when suddenly the sea grew calm again—and Stormy bobbed to the surface.

“What happened?” cried the crew.

“Just a little fight with a two-ton octopus,” said Stormy.

“Octopus!”

“Aye. He didn’t want to let go of our anchor.”

“What’d you do to him?” the others cried.

“Wrestled eight slimy tentacles into double knots. It’ll take a month o’ Sundays for him to untie himself.”

From then on Stormy was the most popular sailor on board.
Connecting Words and Pictures

1. Based on the picture and the description of Stormy burping, which of these best tells the mood of this part of the story?
   A) serious
   B) funny
   C) scary
   D) quiet

2. Which sentence from the story is most closely related to the picture of Stormy about to dive into the sea?
   A) “The villagers put the baby in a big wheelbarrow and carried him to town.”
   B) “How about Alfred Bulltop Stormalong!” a little boy piped up.
   C) “’Let me take care of it!’ Stormy boomed.”
   D) “After Stormy disappeared, terrible sounds came from the water.”

3. Use the story and the pictures to describe Stormy. Use one detail from the story and one detail from either picture to support your answer.
Stormalong

Post Cards to Home

Stormalong writes post cards to a friend back home in Cape Cod about his adventures. Use details from the story to complete Stormalong’s post cards home.

Read pages 140–142. Stormalong impresses the crew of the Lady of the Sea by fighting a giant octopus. In Stormalong’s postcard, include details from the story that reflect his point of view.

Hello!
I fought an octopus today.

Stormalong

Next, read page 143. Now Stormalong is writing about his move to Kansas. As Stormalong, write in first person to explain why you are moving.

Hello!

Stormalong
Finally, read about Stormalong's trouble on the English Channel on pages 144–148. What happened? How does Stormalong feel about it? Write another postcard.

Think about the end of the story. What can you infer about how Stormalong feels? Explain how he feels and tell why. Use your own words.
Grade 4 Math Assignments April 6 - 10

Tuesday - Chapter 7 Lesson 7.1
   - Re-Teach & Practice/ Homework pages

Thursday - Chapter 7 Lesson 7.5
   - Re-Teach & Practice/ Homework pages

Friday - Chapter 7 Finish Lessons 7.1 & 7.5

Then log your progress in your CCS Learning Log.
Add and Subtract Parts of a Whole

Justin has $\frac{3}{8}$ pound of cheddar cheese and $\frac{2}{8}$ pound of brick cheese. How much cheese does he have in all?

**Step 1** Use fraction strips to model the problem. Use three $\frac{1}{8}$-strips to represent $\frac{3}{8}$ pound of cheddar cheese.

**Step 2** Join two more $\frac{1}{8}$-strips to represent the amount of brick cheese.

**Step 3** Count the number of $\frac{1}{8}$-strips. There are five $\frac{1}{8}$-strips. Write the amount as a fraction. Justin has $\frac{5}{8}$ pound of cheese.

**Step 4** Use the model to write an equation.

$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

Suppose Justin eats $\frac{1}{8}$ pound of cheese. How much cheese is left?

**Step 1** Use five $\frac{1}{8}$-strips to represent the $\frac{5}{8}$ pound of cheese.

**Step 2** Remove one $\frac{1}{8}$-strip to show the amount eaten.

**Step 3** Count the number of $\frac{1}{8}$-strips left. There are four $\frac{1}{8}$ fraction strips. There is $\frac{4}{8}$ pound left.

**Step 4** Write an equation for the model.

$\frac{5}{8} - \frac{1}{8} = \frac{4}{8}$

Use the model to write an equation.

1. $\frac{1}{8} + \frac{1}{8} = \frac{2}{8}$

2. $\frac{1}{8} - \frac{1}{8} = \frac{0}{8}$

3. $\frac{1}{8} + \frac{1}{8} = \frac{2}{8}$

4. $\frac{1}{8} - \frac{1}{8} = \frac{0}{8}$
Add and Subtract Parts of a Whole

Use the model to write an equation.

1. \[ \frac{3}{8} + \frac{2}{8} = \frac{5}{8} \]

Think: \[ \frac{3}{8} + \frac{2}{8} = \frac{5}{8} \]

2. [Diagram of fraction model]

3. [Diagram of fraction model]

Use the model to solve the equation.

4. \[ \frac{2}{6} + \frac{3}{6} = \]

\[ \frac{3}{5} - \frac{2}{3} = \]

Problem Solving: Real World

6. Jake ate \( \frac{4}{8} \) of a pizza. Millie ate \( \frac{3}{8} \) of the same pizza. How much of the pizza was eaten by Jake and Millie?

7. \[ \text{Write Math} \] Draw a fraction circle to model \( \frac{3}{6} - \frac{1}{6} \) and write the difference.
Lesson Check (4.NF.B.3a)

1. A whole pie is cut into 8 equal slices. Three of the slices are served. How much of the pie is left?

2. An orange is divided into 6 equal wedges. Jody eats 1 wedge. Then she eats 3 more wedges. How much of the orange did Jody eat?

Spiral Review (4.OA.C.5, 4.NBT.B.5, 4.NF.A.1, 4.NF.A.2)

3. Put these distances in order from least to greatest: $\frac{3}{10}$ mile, $\frac{1}{8}$ mile, $\frac{3}{4}$ mile

4. Jeremy walked $\frac{3}{8}$ of the way to school and ran the rest of the way. What fraction, in simplest form, shows the part of the way that Jeremy walked?

5. An elevator starts on the 100th floor of a building. It descends 4 floors every 10 seconds. At what floor will the elevator be 60 seconds after it starts?

6. For a school play, the teacher asked the class to set up chairs in 20 rows with 25 chairs in each row. After setting up all the chairs, they were 5 chairs short. How many chairs did the class set up?
Add and Subtract Fractions

You can find and record the sums and the differences of fractions.

Add. $\frac{2}{6} + \frac{4}{6}$

Step 1 Model it.

Step 2 Think: How many sixths are there in all?
There are 6 sixths.

Step 3 Record it.
Write the sum as an addition equation.
$\frac{2}{6} + \frac{4}{6} = \frac{6}{6}$

Subtract. $\frac{6}{10} - \frac{2}{10}$

Step 1 Model it.

Step 2 Think: There are 6 tenths. I take away 2 tenths. How many tenths are left?
There are 4 tenths left.

Step 3 Record it.
Write the difference as a subtraction equation.
$\frac{6}{10} - \frac{2}{10} = \frac{4}{10}$

Find the sum or difference.

1. 7 eighth-size parts – 4 eighth-size parts = 

$\frac{7}{8} - \frac{4}{8} =$

2. $\frac{11}{12} - \frac{4}{12} =$

3. $\frac{2}{10} + \frac{2}{10} =$

4. $\frac{6}{8} - \frac{4}{8} =$

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

6. $\frac{4}{5} - \frac{3}{5} =$

7. $\frac{1}{3} + \frac{2}{3} =$
Add and Subtract Fractions

Find the sum or difference.

1. \( \frac{4}{12} + \frac{8}{12} = \) \( \frac{12}{12} \)

2. \( \frac{3}{6} - \frac{1}{6} = \) \( \frac{2}{6} \)

3. \( \frac{4}{5} - \frac{3}{5} = \) \( \frac{1}{5} \)

4. \( \frac{6}{10} + \frac{3}{10} = \) \( \frac{9}{10} \)

5. \( 1 - \frac{3}{8} = \) \( \frac{5}{8} \)

6. \( \frac{1}{4} + \frac{2}{4} = \) \( \frac{3}{4} \)

Problem Solving

Use the table for 7 and 8.

7. Guy finds how far his house is from several locations and makes the table shown. How much farther away from Guy’s house is the library than the cafe?

<table>
<thead>
<tr>
<th>Location</th>
<th>Distance (in miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>( \frac{9}{10} )</td>
</tr>
<tr>
<td>School</td>
<td>( \frac{5}{10} )</td>
</tr>
<tr>
<td>Store</td>
<td>( \frac{7}{10} )</td>
</tr>
<tr>
<td>Cafe</td>
<td>( \frac{4}{10} )</td>
</tr>
<tr>
<td>Yogurt Shop</td>
<td>( \frac{6}{10} )</td>
</tr>
</tbody>
</table>

8. If Guy walks from his house to school and back, how far does he walk?

9. Write Math Compare how you would model and record finding the sum and difference of two rocks weighing \( \frac{2}{3} \) pound and \( \frac{3}{4} \) pound.
Ecosystems
Cross-Curricular Focus: Life Science

An ecosystem is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called organisms, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism’s environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a community. All of one specific kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is one example of a non-living thing in an ecosystem?

2) What are three of the life processes that living organisms do?

3) What does population mean in a community?

4) When does an organism thrive?

5) Why does a temperate zone support many varieties of organisms?
An ecosystem is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called organisms, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism’s environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

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All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

An ecosystem is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called organisms, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism’s environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

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All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

Name: ____________________________

Key

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

Actual wording may vary.

1) What is one example of a non-living thing in an ecosystem? ______light, air, water or soil______

2) What are three of the life processes that living organisms do? ______take in nutrients, use energy to grow, release energy, release waste, react to their environment or reproduce.______

3) What does population mean in a community? ______one specific type of organism living in a community______

4) When does an organism thrive? ______when its needs are met______

5) Why does a temperate zone support many varieties of organisms? ______because the conditions are not too hot and not too cold______

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The Constitution of the United States established three separate branches for our nation's federal government. This separation was intended to ensure that no one part of the government would ever become too strong. These three branches divide the work of creating, interpreting, and enforcing the laws of the United States. What role does each branch play?

**Legislative Branch**

The legislative branch is Congress. This branch makes the laws. Congress is made up of two chambers, the Senate and the House of Representatives. Every state elects officials to
both chambers. Each state elects two members of the Senate, called senators. However, the number of representatives that a state sends to Congress is based on that state's population. For example, Wyoming has a small population and only has one representative. New York, which has a larger population, has 27 representatives. Senators serve six-year terms, and representatives serve two-year terms.

Executive Branch

The second branch of government is the executive branch. The executive in charge of this branch is the president. Unlike kings and emperors who inherit their right to run a country from their family, the president is elected by the people of the states. The president cannot make laws. The president’s job is to enforce the laws made by the legislative branch. To do that, the president has the help of executive departments and agencies. They handle the daily work of administering federal laws and programs. The President is also commander in chief of the army. The president is elected to serve a four-year term. The 22nd Amendment limits a president to two terms, so a president cannot be elected more than twice.

Judicial Branch

The judicial branch is the third branch of government. The judicial branch interprets the laws made by Congress. It is made up of a system of federal courts and judges. The highest court in the nation is the Supreme Court of the United States. The U.S. Supreme Court's most important role is to judge whether a law is unconstitutional. If a law is unconstitutional, the Court has the power to overturn it. The president appoints justices to the U.S. Supreme Court, but they have to be confirmed by the Senate. They can serve from the time they are approved until they die or retire. Federal judges make important decisions that affect everyone, so it is important that they are trustworthy and dependable.

The United States government is based in Washington, D.C., the nation's capital. Congress meets in the Capitol Building, and the president lives in the White House. The United States Supreme Court justices meet in the Supreme Court Building. These buildings have come to symbolize, or stand for, the government.
divide

**Definition**

*verb*

1. to separate into parts.

   *Divide this cake into eight pieces.*

   *The argument divided the council.*

2. to separate a number into equal sets of another number.

   *Can you divide six by two? Six divided by two is three.*

3. to become separated into two or more parts.

   *The river divides into two small streams.*

**Advanced Definition**

*transitive verb*

1. to separate into parts or factions.

   *She divided the chicken into parts and put some of them in the freezer.*

   *I divided the paper into thirds.*

   *The foreign policy issue divided the population.*

2. to share equally.

   *We’ll divide the pie between us.*

3. in mathematics, to determine (a number) by the process of division.

   *Can you divide six by two?*

*intransitive verb*

1. to be or become separated into parts or factions.

   *The political party divided into two factions.*

2. to separate and diverge, as one road into two roads.

   *Under the microscope, we can see the cells divide.*
3. to determine mathematically how many times one number contains another.

   *She divides accurately.*

**noun**

1. a separation, split, or divergence.

   *It took years to eliminate the divide that had existed between the family members.*

2. a ridge of land that separates two drainage areas or watersheds.

   *Rivers on the west of the continental divide flow into the Pacific Ocean.*

**Spanish cognate**

*dividir*: The Spanish word *dividir* means divide.

**These are some examples of how the word or forms of the word are used:**

1. Let's **divide** and conquer, shall we?
2. In biology she was learning how cells **divide**.
3. Single-sex schools **divide** students at a time when they should be on equal terms.
4. But in biology class, they never mentioned what happens when cells **divide** too quickly.
5. We **divide** matter into four major categories, which are called the four states of matter: liquid, gaseous, solid, and plasma.
6. These three branches **divide** the work of creating, interpreting, and enforcing the laws of the United States. What role does each branch play?
7. However, the digital **divide** is getting smaller. Of the 226 million new Internet users added in 2010, most (162 million) came from the world's poorer countries.
8. After the Korean War, the Demilitarized Zone, or DMZ, was set up to **divide** the two countries. I visited the South Korean side of the DMZ.
9. They do this to **divide** the animal kingdom into different groups, such as mammals and reptiles. One group of animals within the animal kingdom is fish.
10. They agreed to put up a curtain to **divide** the room they share. Now Marisa can keep her space tidy without having to look at Alex's mess.
ensure

Advanced Definition
transitive verb
1. to cause to be a certainty.

Plenty of fluids and rest will ensure a more speedy recovery.

The hotel staff do whatever is necessary to ensure that guests are comfortable.

2. to protect or render safe.

She took steps to ensure her reputation against slander.

These are some examples of how the word or forms of the word are used:

1. A draft will ensure that the Army is big enough.

2. Ellis measures and checks both Mom and Baby to ensure that they're healthy.

3. To ensure the fun keeps going, the roller coaster's designers put in the second hill.

4. Conductors take tickets, collect fares, answer passengers' questions, and ensure that passengers are riding safely.

5. This separation was intended to ensure that no one part of government would ever become too strong.

6. It should ensure tranquility, or peace, by working to solve problems within the country when they arise.

7. There is a lot you can start doing right now to ensure that you'll have healthy skin for a lifetime!

8. Eisenhower created a branch within the Department of Defense to ensure that the scientific leadership of America wouldn't be eclipsed again in the future.

9. President George W. Bush announced an energy plan that calls on lawmakers to ensure that ecofriendly fuels are developed and made easily available to Americans.

10. This will be accomplished on the deck of the bridge, but one worker will hang suspended from the bridge's side to ensure that the connection is secure underneath as well.
separation

Advanced Definition

noun
1. the condition of being set or kept apart.
2. a place or point of division.
3. a hole or space that separates; gap.
4. a legal arrangement in which married couples live separately either prior to or without obtaining a divorce.

Spanish cognate

separación: The Spanish word separación means separation.

These are some examples of how the word or forms of the word are used:

1. The first separation of Pangaea occurred when North America separated from Africa.
2. You’ve got to get the muscle to grow a bit to create separation between the muscle and the tendons around it, Comana says.
3. I definitely agree that there should be a separation of church and state, but we have the words 'In God We Trust' on our coins.
4. This separation was intended to ensure that no one part of government would ever become too strong. These three branches divide the work of creating, interpreting, and enforcing the laws of the United States.
5. These two important principles are called "separation of power" and "checks and balances." Together, they help make sure the government works properly and that no one government group, or government official, becomes too powerful.
6. When Rosa Parks refused to give up her seat in the front of the bus to a white person on Dec. 1, 1955, shock waves spread across the South, where many states practiced segregation, the separation of blacks and whites in public places.
1. What is the number of representatives a state has in Congress based on?
   A. the number of senators the state has in Congress
   B. the state's population
   C. the state's number of square miles
   D. the state's number of cities

2. What are the three branches of government described in the passage?
   A. congressional, executive, judicial
   B. congressional, executive, legislative
   C. executive, judicial, legislative
   D. judicial, legislative, professional

3. Which of the following details is LEAST important to an understanding of the three branches of government?
   A. The highest court in the nation is the United States Supreme Court.
   B. The president is elected to serve for four years.
   C. Each state has two senators.
   D. New York has 27 representatives.

4. Read the following sentence: "These three branches divide the work of creating, interpreting, and enforcing the laws of the United States."

   In this sentence, the word enforcing means
   A. getting rid of laws
   B. make sure laws are followed
   C. creating laws
   D. ruling a country
5. What is the passage mainly about?
   A. the origins of the three branches of American government
   B. the importance of the separation of powers in government
   C. the roles of the three branches of American government
   D. the tension among the three branches of American government

6. What is the U.S. Supreme Court's most important role?

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

7. What does it mean for a law to be unconstitutional? Use evidence from the passage to support your answer.

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

8. Choose the word that best completes the sentence.

Senators serve six-year terms, ______ representatives serve two-year terms.
   A. so
   B. while
   C. after
   D. which