Name: _____

Reading Packet March 23rd-March 27th

As we are preparing for our unit over poetry, we need to finish going over figurative language. We have already gone over similes and metaphors, idioms, and hyperboles. This week we will go over **PERSONIFICATION** and **ONOMATOPOEIA**. I have attached some anchor charts for you to use as we navigate through figurative language together.

In addition to working on figurative language, you will still complete our daily bell ringers (Monday-Thursday) and take our Daily Reading Ready Quiz on Friday.

T: Title and Text Features
R: Read the questions (only questions; no answer choices)
R: Read the passage at least TWO TIMES
A: Answer questions
P: Prove your answers

Monday: Week 3 Daily Reading Ready-Read the flyer and answer the questions. Students will watch two videos introducing them to personification. After watching the videos students will have an opportunity to practice identifying this new skill. Students will complete What is Personification worksheet: I have included 5 examples including 1-3, 4-6 they will need to underline the human quality, 7-9 they will need to circle the non-human object, and 10-18 will be independent work and students will need to circle the non-human object and underline the human quality.
https://www.youtube.com/watch?v=VqBZMR83wCg
https://www.youtube.com/watch?v=YhleJRpyb-Y

Tuesday: Week 3 Daily Reading Ready-Re-read the flyer and answer the questions. Students may re-watch the two videos about personification again. Today we will be identifying if a sentence is an example of personification. Students will also be using human quality words to complete personification sentences. Part A: Questions 1-2 are examples; students responsible for 3-8; Part B: Questions 1 and 5 are examples; students will be responsible for 2-4, and 6.

Wednesday: Week 3 Daily Reading Ready-Read *The Chocolate Bunny* and answer the questions. Students will watch two YouTube videos introducing onomatopoeias. After watching the videos, students will have an opportunity to practice this new skill by identifying and using onomatopoeias. Part A: students will underline the onomatopoeia in each sentence. Part B: students will use an onomatopoeia from the word bank to complete the sentences.
https://www.youtube.com/watch?v=f1b5kCvVBo8
https://www.youtube.com/watch?v=-uxFwmYIHwk

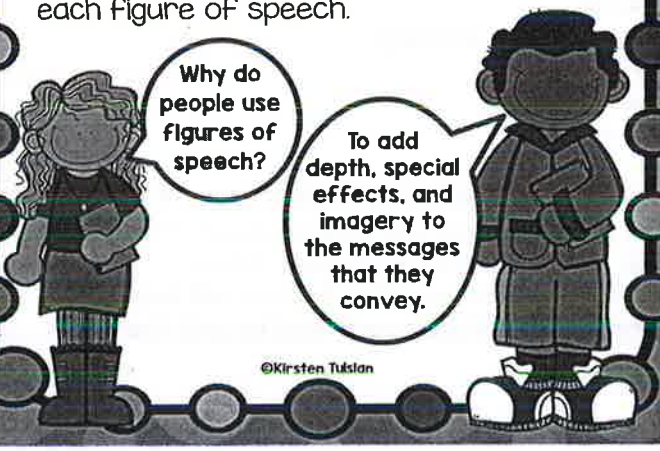
Thursday: Week 3 Daily Reading Ready-Re-read *The Chocolate Bunny* and answer the questions. Students may re-watch the YouTube videos for onomatopoeias. Students will complete the Onomatopoeia Practice worksheet independently. They may use the internet to help them locate onomatopoeias for the sounds of the things listed on Part A. On Part B, students will need to use three of the onomatopoeias they used in Part A to write three of their own sentences.

Friday: Students will use the skills they practiced on the Daily Reading Ready bell ringers to complete their Daily Reading Ready quiz. Students need to use TRRAP to complete this.

I miss you guys so much!!!
Mrs. Ellett

What is Figurative Language?

Figurative language, sometimes called figures of speech, includes words or phrases (either spoken or written) that mean something different than the individual words might indicate. Each kind of figurative language has unique characteristics. Use the figurative language posters to learn more about each figure of speech.



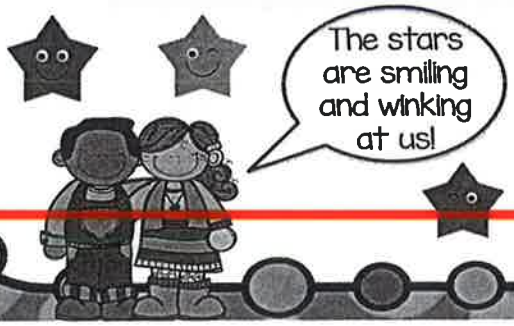
Onomatopoeia:

Onomatopoeia is a word that originates from a sound. For example, neigh is an onomatopoeia word associated with the noise that horses make, ding-dong is an onomatopoeia word associated with the noise that a door bell makes, and honk is a sound associated with the noise of a car horn.

Personification:

Personification is the act of giving human traits, qualities, or actions to objects, concepts, or animals.

People use personification in their writing to make it come alive! Giving human qualities to objects, concepts, or animals creates an emotional reaction in readers. An emotional reaction will make the reader care about what they are reading. When someone cares about what they are reading, they want to read more.



Name: _____

TEKS: 4.3C, 4.9Di, 4.10A
CCSS: L.4.4.B, RI.4.1, RI.4.2, RI.4.10

WEEK 3 MONDAY Bell Ringer

Read the selection below and answer the questions that follow.

Easter Egg Hunt

Sunday, April 5th @ 9:00am
Cowboy Church
9386 Westway Lane
Orange, TX
409-555-4367

Come Celebrate Easter with us! Egg hunt followed by live music and food. Bring your basket! There will be tons of colorful, prize-filled eggs to hunt! You don't want to miss out on the fun!

COWBOY CHURCH OF ORANGE COUNTY

Regular Service Hours:
Wednesday 5:30 pm
Sunday 10:30 am & 5:30 pm

We will not have regular service hours on Easter. Sunrise service will begin at 5:30am.

1. The purpose of this flyer is to – *(4.10A)*
   A. explain how to get the Cowboy Church horse arena
   B. describe the activities that take place on a regular Sunday
   C. persuade the reader to buy a horse
   D. provide information about an upcoming event

2. The information in the box on the **right** is important because it provides information about – *(4.9Di)*
   A. the change in service hours on Easter Sunday
   B. the address and phone number of the church
   C. what to bring to the egg hunt
   D. the time the music will begin on Easter Sunday

EXIT TICKET 3-1 TEKS: 4.3C CCSS: L.4.4.B

Name: _____

The suffix *-ful* means "full of" or "able to." List 3 words that end with the suffix *-ful* and define them. (Ex: colorful = full of color)

_____

_____

_____

Monday

Name _____ Date 3-23-2020

What is Personification?

Personification is giving human qualities (actions, feelings, thoughts) to nonhuman objects.

Examples:

The leaves danced in the wind.

The toys dreaded playtime at the daycare.

Circle the object that is being personified in each statement. Then underline the word or words that show the human quality that the object has been given.

examples

1. The wilted flowers begged for water.
2. The nail waited in fear for the next blow.
3. The tired old shoes wanted only to rest in the closet.

underline human quality

4. The ripe, red strawberries smiled up at me from their bowl.
5. The earth felt she had nothing left to give.
6. The bells sang as our sled sped over the hills.

Circle object

7. The cold snowflakes kissed our cheeks.
8. The old tree waited patiently for spring to return again.
9. The car raced triumphantly across the finish line.

independent work

10. The forest loved even the smallest of the animals.
11. The playful waves tickled our toes.
12. The lonely teddy bear sat on the shelf, wondering if anyone would buy him.
13. The crayons waited eagerly, hoping Jenny would use them again.
14. Each night my pillows welcome me into bed.
15. The cruel wind robbed the poor tree of its last few leaves.
16. The cookies called the hungry children to the table.
17. The angry ball was determined to knock down all ten pins.
18. The foolish pins taunted the ball as it rolled toward them.

Name: _____

TEKS: 3.3D, 4.3A, 4.9Di
CCSS: L.4.4.C, L.4.5.C, RI.4.2, RI.4.10

WEEK 3 TUESDAY Bell Ringer

Read the selection below and answer the questions that follow.

Easter Egg Hunt

Sunday, April 5th @ 9:00am
Cowboy Church
9386 Westway Lane
Orange, TX
409-555-4367

Come Celebrate Easter with us! Egg hunt followed by live music and food. Bring your basket! There will be tons of colorful, prize-filled eggs to hunt! You don't want to miss out on the fun!

COWBOY CHURCH OF ORANGE COUNTY

Regular Service Hours:
Wednesday 5:30 pm
Sunday 10:30 am & 5:30 pm

We will not have regular service hours on Easter. Sunrise service will begin at 5:30am.

1. One of the main goals of the flyer is to – *(4.9Di)*

   A. persuade people to go to church
   B. encourage people to attend the event
   C. show that the church will not have regular service hours
   D. enable people to join Cowboy Church of Orange County

2. Which meaning **BEST** matches the way the word ***hunt*** is used in the selection? *(4.3A)*

   hunt \hənt\
   1. the act of searching for something *(noun)*
   2. a group of hunters *(noun)*
   3. to chase in order to capture *(verb)*
   4. to chase away with force *(verb)*

   A. Meaning 1
   B. Meaning 2
   C. Meaning 3
   D. Meaning 4

EXIT TICKET 3-2 TEKS: 3.3D CCSS: L.4.5.C

Name: _____

A *synonym* is a word that has the same or almost the same meaning as another word. List 3 synonyms for the word *fun*. (Ex: pleasurable)

_____

_____

_____

Tuesday

Name _____ Date 3-24-2020

Personification Practice

Personification is giving human qualities (actions, feelings, thoughts) to nonhuman objects.

A. Circle "yes" if the sentence is an example of personification. Circle "no" if the sentence is not an example of personification. Complete 3-8

1. The train waited patiently for the passengers to board. yes no
2. Maria gathered the beautiful flowers in the morning light. yes no
3. No one wanted to read the tired, old books. yes no
4. Arnold could hear the brownies calling his name. yes no
5. The party died soon after Jessica left. yes no
6. The chocolate cake was so good that Jason had two pieces. yes no
7. The shy moon hid behind the clouds. yes no
8. We all heard the crash as the plate fell to the floor. yes no

B. Fill in the blank with the correct word to personify the sentence.

Complete 2-4 and 6

1. The hot sun was glaring down at us.
   glaring shining
2. The car raced _____ down the road.
   quickly eagerly
3. Did you hear the _____ thunder last night?
   loud angry
4. Time _____ as James waited for his turn to play.
   crawled passed
5. The hungry pencil sharpener devoured the shrinking pencil.
   shiny hungry devoured sharpened
6. The _____ flames _____ in the dark.
   happy bright flickered danced

 http://www.rachel-lynette.com

Name: _____

TEKS: 4.3B, 4.6F, 4.8B
CCSS: RL.4.1, RL.4.3, RL.4.4, RL.4.10

WEEK 3 WEDNESDAY Bell Ringer

Read the selection below and answer the questions that follow.

The Chocolate Bunny

1 **Elias received a huge basket of Easter candy this morning. His family also went to Grandma's house where they ate all kinds of good food. Aunt Ruth made her famous Easter ham and pineapple, and cousin Meredith brought chocolate pie and fudge. Elias' mother always brought candied yams. It seemed like all he had done was eat today.**

2 **When they got home, Mom told Elias to get his bath, brush his teeth, and go straight to bed. He really wanted a bite of that chocolate bunny in the cabinet, but Mom told him that he couldn't have it until the next day. Elias waited until everyone was asleep and silently tiptoed back into the kitchen for one *last* tasty bite.**

1. In paragraph 2, the word ***last*** means – *(4.3B)*

   A. to make it through a difficult situation
   B. looking forward to a new experience
   C. the end of something that remains
   D. thinking about doing something differently

2. Which sentence from the selection shows that Elias is sneaky? *(4.8B)*

   A. *Elias waited until everyone was asleep and silently tiptoed back into the kitchen for one last tasty bite.*
   B. *It seemed like all he'd done was eat today.*
   C. *Elias received a huge basket of Easter candy this morning.*
   D. *He really wanted a bite of that chocolate bunny in the cabinet, but Mom told him that he couldn't have it until the next day.*

EXIT TICKET 3-3

TEKS: 4.6F CCSS: RL.4.1

Name: _____

How do you think Elias' mother will feel if she catches him in the kitchen? Explain why you believe this. (Write in complete sentences.)

_____

_____

_____

Wednesday

Name _____ Date 3-25-2020

What is Onomatopoeia?

An Onomatopoeia is a word that sounds like its meaning.

Examples:

creak	*buzz*	*splash*	*cackle*	*vroom*	*ding*
splat	*rustle*	*squish*	*plink*	*hiss*	*pop*

A. Underline the onomatopoeia in each sentence. Complete 3-6

1. The dishes crashed to the floor.
2. The motor was humming all night.
3. Jake sniffled all day long.
4. We could hear the chicks peeping.
5. The door creaked as I opened it.
6. It is bad manners to slurp your soup.

B. Fill in each blank with an onomatopoeia from the box. Complete 5-10

honking	splash	zip	sizzling	~~pop~~
~~crunchy~~	sloshed	~~buzzing~~	~~clapped~~	rustling

1. The honey bees were buzzing around the hive.
2. If you pop your balloon, I will not buy you another one.
3. I eat a Crunchy red apple every day with my lunch.
4. We all Clapped our hands in time to the music.
5. The big rock landed with a _____ in the lake.
6. Can you hear the leaves _____ in the wind?
7. There is bread in the toaster and bacon _____ on the stove.
8. The taxi driver would not stop _____ his horn.
9. The coffee _____ over the rim of the cup.
10. Remember to _____ up your jacket before you go outside.

Name: _____

TEKS: 4.6F, 4.7D, 4.8B
CCSS: RL.4.1, RL.4.2, RL.4.3, RL.4.10

WEEK 3 THURSDAY Bell Ringer

Read the selection below and answer the questions that follow.

The Chocolate Bunny

1 **Elias received a huge basket of Easter candy this morning. His family also went to Grandma's house where they ate all kinds of good food. Aunt Ruth made her famous Easter ham and pineapple, and cousin Meredith brought chocolate pie and fudge. Elias' mother always brought candied yams. It seemed like all he had done was eat today.**

2 **When they got home, Mom told Elias to get his bath, brush his teeth, and go straight to bed. He really wanted a bite of that chocolate bunny in the cabinet, but Mom told him that he couldn't have it until the next day. Elias waited until everyone was asleep and silently tiptoe into the kitchen for one *last* tasty bite.**

1. In paragraph 2, what is the most likely reason Elias waited until everyone was asleep to go back into the kitchen? *(4.8B)*

   A. He wants to make sure his mother is snoring.
   B. He doesn't want anyone to catch him eating.
   C. He does not want anyone to hear him cooking.
   D. He doesn't want to share with his cousin, Meredith.

2. What is the **BEST** summary of the selection? *(4.7D)*

   A. Mom told Elias to get ready for bed by taking a bath, brushing his teeth and going straight to bed. He snuck into the kitchen to take a bite of his chocolate bunny anyway.
   B. Elias was so excited to get a big basket of Easter Candy. At Grandma's house, he ate ham with pineapple, chocolate pie, fudge, and candied yams. He had a chocolate bunny later that night.
   C. Elias ate a lot food. When he got home, he got ready for bed. He really wanted one more bite of chocolate, but Mom said he couldn't have it.
   D. Elias enjoyed all of the good foods he had eaten at his grandma's house. When he got home, his mother told him that he needed to get ready for bed and that he couldn't eat anymore until the next day, but he snuck back into the kitchen for another bite.

EXIT TICKET 3-4

TEKS: 4.6F CCSS: RL.4.1

Name: _____

What is the genre of this selection? How can you tell? (Write in complete sentences.)

_____

_____

_____

Thursday

Name _____ Date 3-26-2020

Onomatopoeia Practice

An Onomatopoeia is a word that sounds like its meaning.

Examples: rings hiss Splat Click crash boom

creak *splat* *buzz* *rustle* *splash* *squish*

A. Write an onomatopoeia for each of these sounds.

You may use the internet to look up onomatopoeias.

1. A snake _____
2. A campfire _____
3. A branch breaking _____
4. A dropped tomato _____
5. A bell _____
6. A person laughing _____
7. A door opening _____
8. Cars colliding _____
9. A loud waterfall _____

B. Choose three onomatopoeias from above and use each one in a sentence.

1. _____

_____

2. _____

_____

3. _____

_____

TEKS: 4.6F, 4.7D, 4.8A
CCSS: RI.4.1, RI.4.2, RI.4.10

Name: _____

Friday 3-27-2020

WEEK 3

DAILY READING READY

Read the selection below and answer the questions that follow.

The Chimpanzee Lady

How it All Started

1 Jane Goodall was an anthropologist who is best known for studying chimpanzees in the wild. She had always loved chimpanzees and loved visiting Africa, also, so in 1960, she decided to set out to study chimps there. Jane had no training or education. She just decided to record and observe how these interesting creatures interacted with each other in the wild.

Discoveries

2 While she examined them, Jane named each member of the chimpanzee group, and she learned many new things about them. As Jane watched, she *observed* the chimps removing the leaves from twigs, so the twig could be stuck into a termite hole. The termites would grab onto the stick, and the chimp would eat them. This was amazing since only humans were thought to use and make tools. Jane discovered that the chimps would also hunt in packs, trap animals, and eat them. Until her discovery, chimpanzees were thought to only eat plants.

1. An important idea presented in this selection is that – *(4.8A)*
   A. patience is required in order to be successful
   B. a new discovery may be just around the corner
   C. difficult questions are not easily answered
   D. people were interested in Jane's discovery

2. Jane most likely studied the chimpanzees in the wild because – *(4.6F)*
   A. they could be named more easily
   B. the chimps would not belong to the circus
   C. she didn't agree with caging animals
   D. the chimpanzees would act normally

3. What is the **BEST** summary of the section titled "Discoveries?" *(4.7D)*
   A. In 1960, Jane Goodall, an anthropologist, decided to study chimpanzees in Africa. Even though she had no training, she decided to record and observe how they interacted in the wild.
   B. Jane Goodall was an anthropologist who studied chimpanzees in Africa. She made many interesting discoveries. She learned that they ate termites and meat.
   C. Scientists all over the world had studied chimpanzees, but Jane Goodall made some new discoveries about them in Africa.
   D. During Jane's time with the chimps, she discovered many interesting things. They could make and use tools to gain food. Also, they had been thought to only eat plants, but Jane soon found out they ate meat.

Name: _____

DAILY READING READY

4. The photograph included with the selection shows – *(4.6F)*

   A. the species that were the subject of Jane's research
   B. the country in which Jane completed her research
   C. the process Jane followed to complete her records and observations
   D. that people were interested in Jane's discovery

5. What was one benefit of Jane's research? *(4.9Di)*

   A. It helped people learn new discoveries about chimpanzees.
   B. It gave Jane ideas for ways to raise chimps in captivity.
   C. It encouraged Jane to think about how others could benefit from her research.
   D. It prevented other people from copying Jane's research.

6. What does the sentence below suggest about Jane? *(4.6F)*

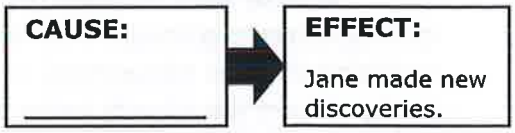
   She just decided to record and observe how these interesting creatures interacted with each other in the wild.

   A. She wanted to share the information she learned with the chimpanzees.
   B. She was the person responsible for typing notes on her computer.
   C. She was willing to spend time watching the chimpanzees.
   D. She was familiar with chimps using tools in the wild.

7. The author describes events in sequential order mainly to – *(4.10B)*

   A. show that researching something requires time and patience
   B. explain how Jane decided to study chimps and what she learned
   C. get readers interested in researching an animal
   D. show readers how to travel to another country

8. Which sentence **BEST** completes the diagram below? *(4.9Diii)*



   A. Jane saw chimps using sticks to catch termites and hunt in packs.
   B. Jane ate chips during her observations and research.
   C. Jane had no training or education.
   D. Jane loved Africa and the chimpanzees that lived there.

9. Which words from paragraph 2 help the reader understand the meaning of ***observed***? *(4.3B)*

   A. *the chimps removing*
   B. *leaves from twigs*
   C. *As Jane watched*
   D. *learned many new things*

10. Paragraph 2 is important to the selection because it provides information about how the chimps – *(4.9Di)*

   A. shared information with each other
   B. hunted and gathered the food they ate
   C. identified each other by name
   D. estimate the amount of food they need

Hello Parents and Students,

On the math packets, there will be some geometry and financial literacy questions that the kids won't know how to answer. If they wish to, they may skip those. I am sending along with the math packet this time a geometry study sheet and a set of flash cards to use for extra study material. You can take the flash cards and lay them face down to play memory match or just use them to study. I have uploaded several videos of past material to help jog their memories. Thank you for all you do!

*use to play memory match or to just study as flash cards :)

_____'s

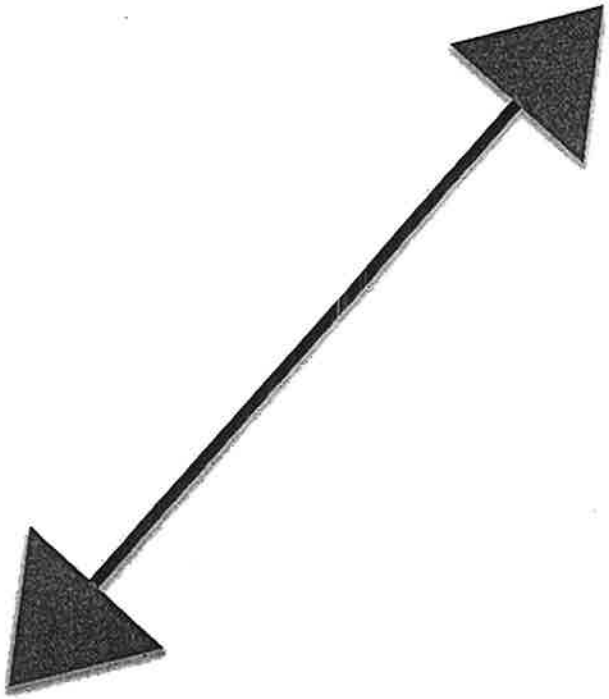
Line Study Set

Line Study Cards

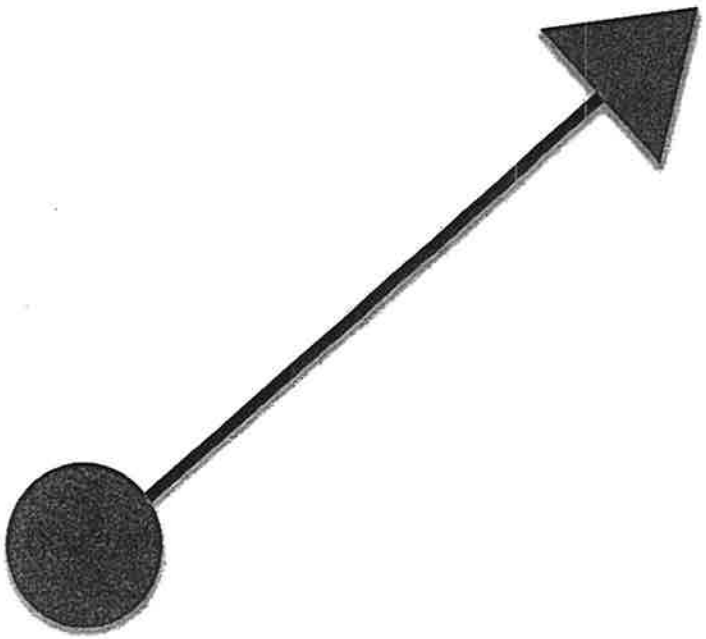
POINT
LINE
RAY
SEGMENT
HORIZONTAL
VERTICAL
INTERSECTING LINES
PARALLEL LINES
PERPENDICULAR LINES

Point

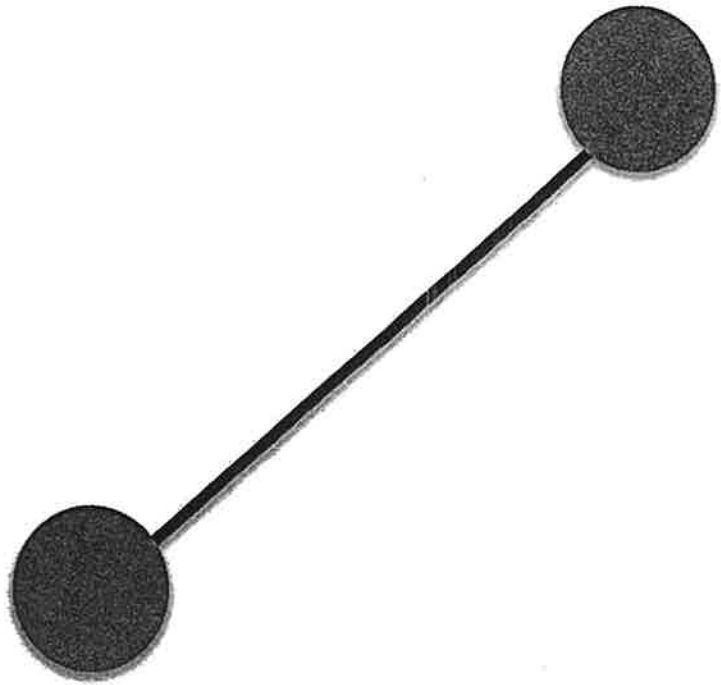
Line



Ray



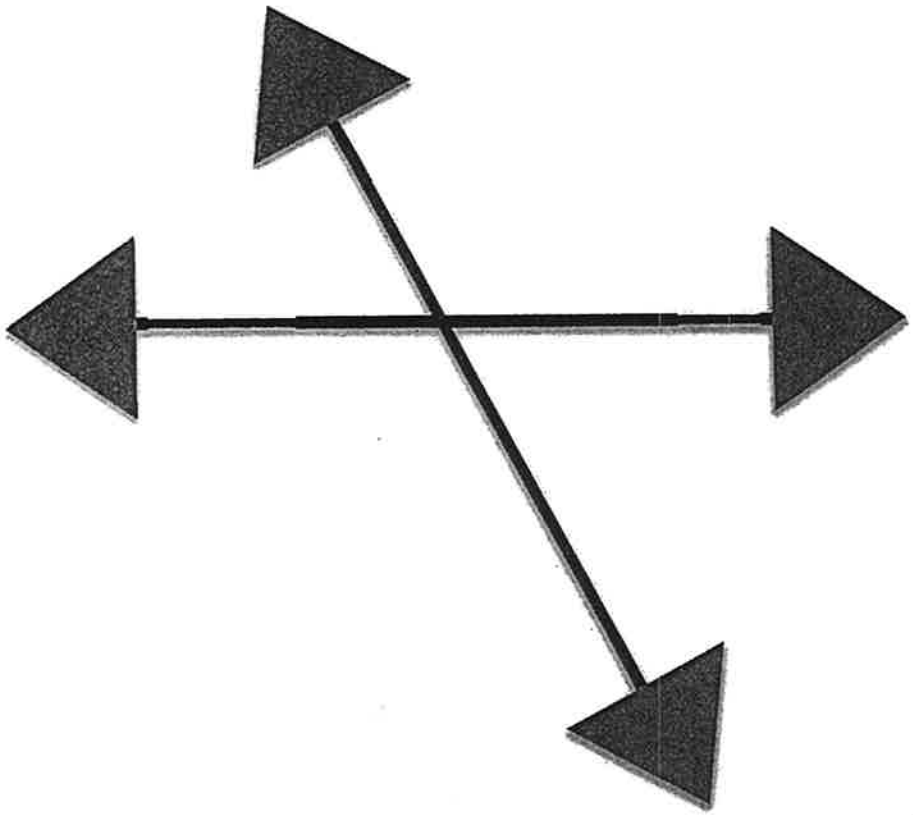
Segment



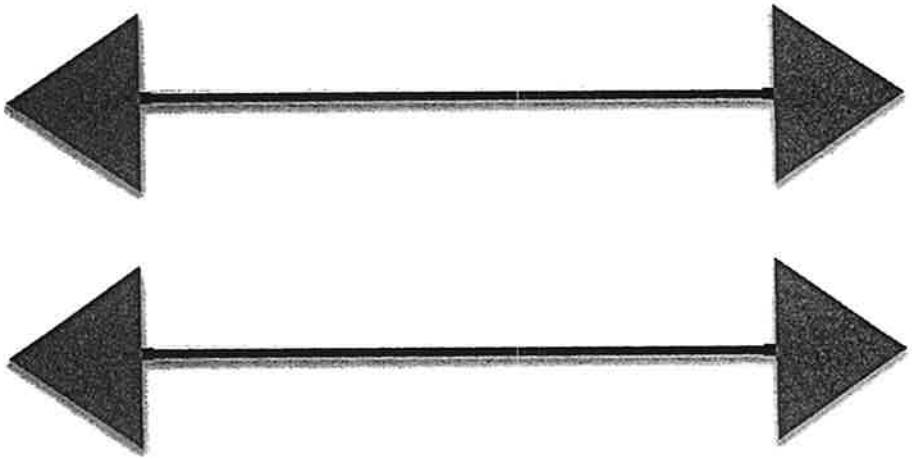
Horizontal

vertical

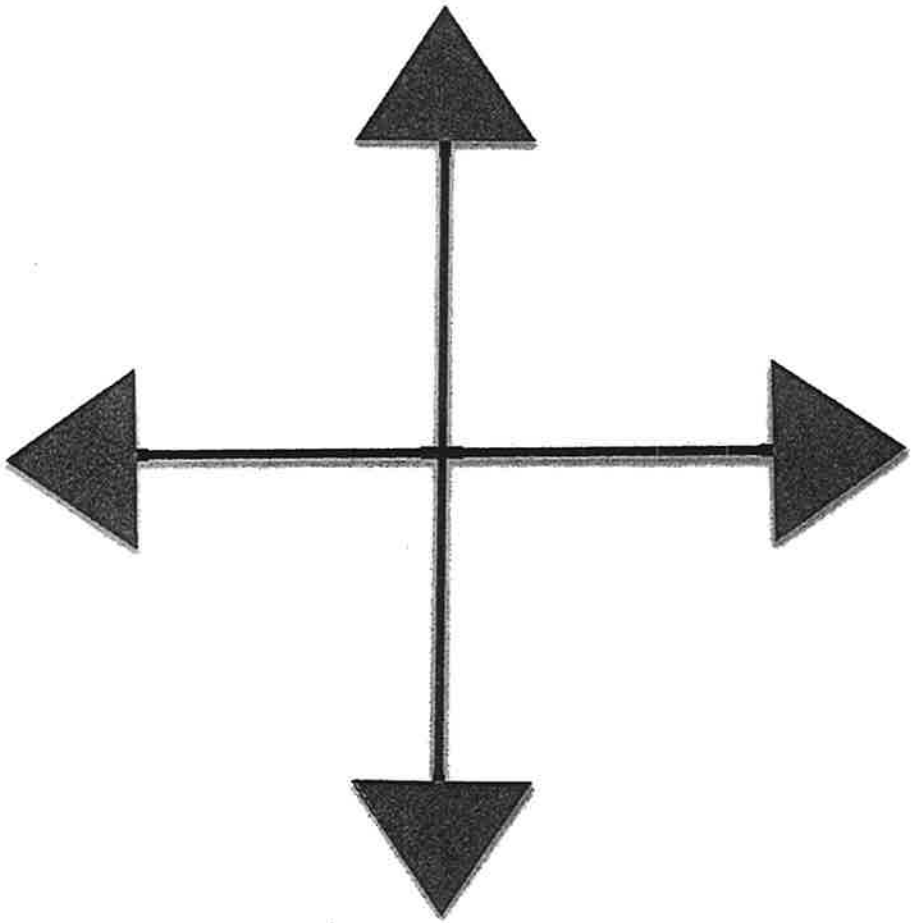
intersecting



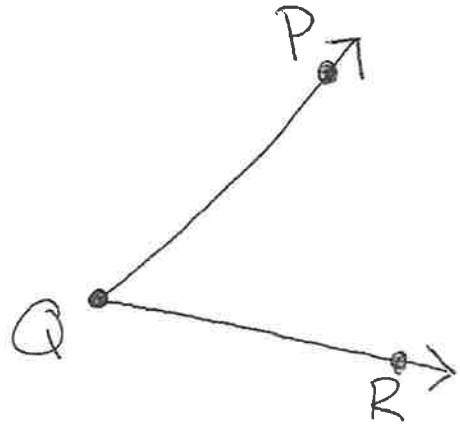
Parallel



Perpendicular



Angle



Read it as: angle PQR
angle RQP
angle Q

Write it as: ∠PQR
∠RQP
∠Q

Point

an exact position in space

Line

a straight path that goes on in both directions without end

Ray

a part of a line that has one endpoint and continues without end in one direction

segment

a part of a line between two end-points

Horizontal...

goes across from left to right

vertical...

goes up and down from top to bottom

intersecting

lines in a plane that cross exactly at one point. They form 4 angles.

Parallel

lines in a plane that are always the same distance apart. They never cross each other.

Thanks good, I
'll enjoy the games.
Hugh

Perpendicular

lines in a plane that intersect or cross to form 4 right angles

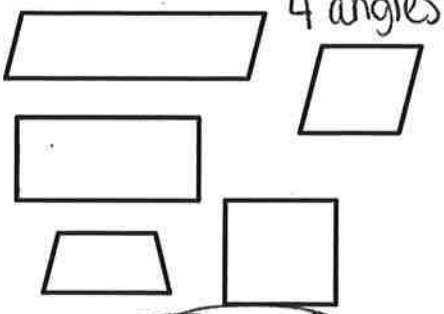
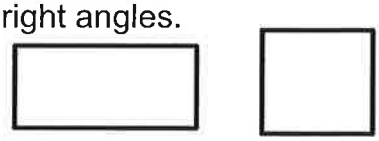
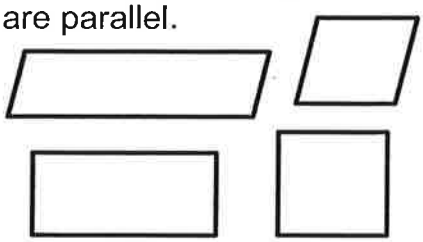
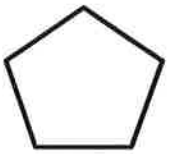
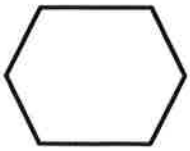
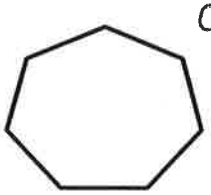
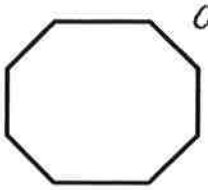
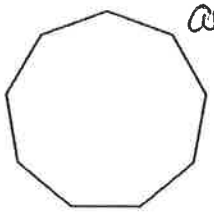
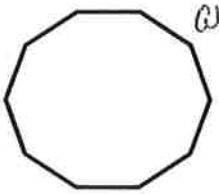
Angle

Is formed by two rays or line segments that have the same endpoint. The shared endpoint is called the vertex.

*Please study the circled or underlined terms only

Geometry Study Guide

SHAPES

Polygon A polygon is a closed plane geometric figure composed of at least three line segments that do not cross. None of the sides are curved.	**Triangle** 3-sided shape  3sides 3angles	**Quadrilateral** Any polygon with 4-sides + 4 angles 
Square A special rectangle with 4 sides that are exactly the same length, and 4 right angles. 	**Rhombus** A quadrilateral with 4 sides that are exactly the same length, and 2 sets of parallel lines. 	**Rectangle** A quadrilateral with opposite sides being the same length and parallel. Also it has 4 right angles. 
Parallelogram A quadrilateral with opposite sides the same length and are parallel. 	**Trapezoid** A quadrilateral with only 1 set of parallel lines. 	**Pentagon** A polygon with 5-sides + 5 angles 
Hexagon A polygon with 6-sides + 6 angles 	**Heptagon or Septagon** A polygon with 7-sides + 7 angles 	**Octagon** A polygon with 8-sides + 8 angles 
Nonagon A polygon with 9-sides + 9 angles 	**Decagon** A polygon with 10-sides + 10 angles 	

90° = ninety degrees ∡ = angle

LINES AND ANGLES

Point	**Endpoint**	**Vertex (Vertices)** Corners
Line straight ∡ has 180°	**Line Segment**	**Ray**
Right Angle 90° forms a square	**Acute Angle** has less than 90° ∡	**Obtuse Angle** has more than 90° ∡
Intersecting Lines	**Perpendicular Lines** Form a 90° ∡	**Parallel Lines** Never Cross!

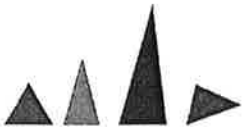
Congruent Shapes: They are exactly the same shape, same size, and have the same size angles. They shapes have just gone through some type of transformation.

TRANSFORMATIONS

Translation (Slide)	**Rotation (Turn)**	**Reflection (Flip)**

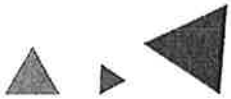
Classifying triangles by angle:

* important for this year

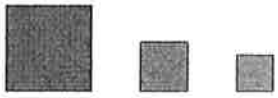
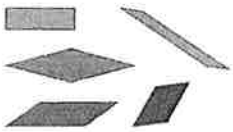
- Right Triangle- has one 90° angle  *remember a 90° forms a square
- Acute Triangle- has acute three angles  *all angles are less than 90°
- Obtuse Triangles- have 1 obtuse angle  *at least one angle is more than 90°

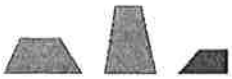
Classifying triangles by sides:

* will learn in 5th grade, may skip for now.

- Equilateral triangles- all sides are equal 
- Isosceles Triangles- 2 sides that are equal 
- Scalene Triangles- no sides are the same length 

Classifying Quadrilaterals:

- Rectangle- 4 sided polygon with 4 right angles 
- Square- 4 sided polygon with equal sides and 4 right angles 
- Parallelogram- 4 sided polygon with 2 pairs of parallel lines 
- Rhombus- 4 sided polygon with 4 equal sides 

- Trapezoid- 4 sided polygon with one pair of parallel lines 

1 A scientist poured $2\frac{6}{10}$ liters of saline solution into a large flask. Which shows another way to represent this amount of saline solution?

A 2.6 liters **C** 0.26 liters

B 2.06 liters **D** 20.6 liters

2G

2 A rancher will separate a herd of 1,248 cows into 8 equal groups. Which equation can be used to find the number of cows that will compose each group?

F 1,248 + 8 = ☐ **H** 1,248 × 8 = ☐

G 1,248 − 8 = ☐ **J** 1,248 ÷ 8 = ☐

4E

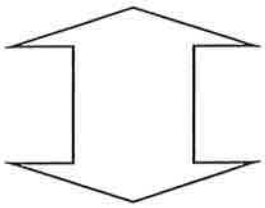
3 Zachary is going to make towers with building blocks. Each tower will be made of 7 blocks. What is the greatest number of towers he can make with 248 blocks?

A 32 **B** 35 **C** 38 **D** 36

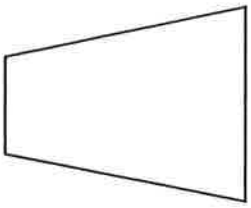
4H

5 Which figure has only 1 line of symmetry?

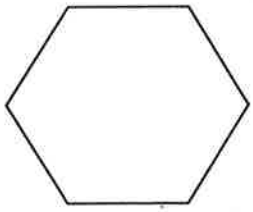
A



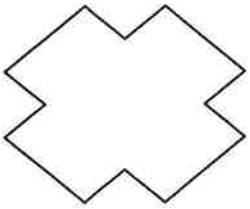
C



B



D



6B

6 A local grocery store charges four dollars and ninety-five cents for a small watermelon. The digit 5 in this number has which value?

F (5 × 10) dollars

G (5 × 0.01) dollar

H (5 × 100) dollars

J (5 × 0.1) dollar

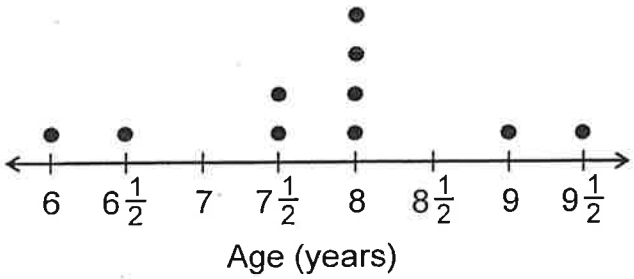
2B

4 The table shows the ages of some children attending an art class.

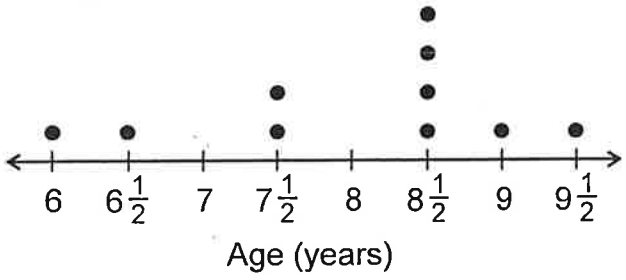
Age of Child (years)	6	6 ½	7	7 ½	8	8 ½	9	9 ½
Frequency	|	|		||		||||	|	|

Which dot plot represents the data in the table?

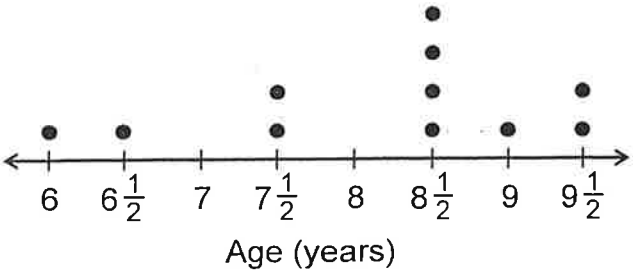
F



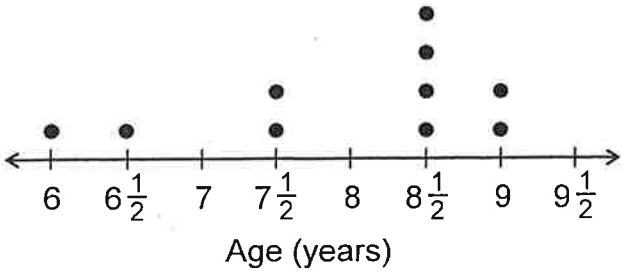
H



G

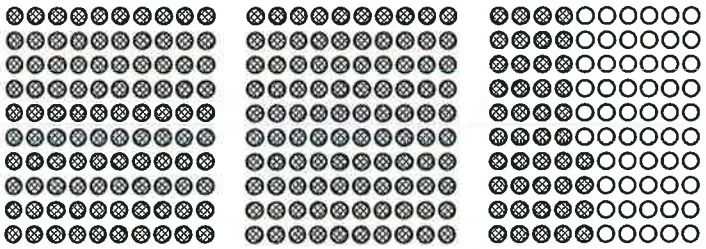


J



9A

1 The mass of Abigail's math book is 2.44 kilograms. She shaded the model below to represent this mass.



Which fraction represents the mass of the math book in kilograms?

A $2\frac{4}{10}$ **B** $\frac{244}{10}$ **C** $2\frac{44}{100}$ **D** $\frac{244}{300}$

2G

2 Which of these services is performed by a typical bank or credit union?

F Repairing property

G Selling precious metals

H Providing advice on good health

J Keeping deposits safe

10E

3 Which type of figure **cannot** have 2 or more right angles?

A Pentagon **B** Triangle **C** Hexagon **D** Rectangle

6D

4 The list shows the low temperatures in twelve Texas towns last night.

Low Temperatures: 50°, 61°, 39°, 52°, 55°, 47°, 60°, 39°, 59°, 44°, 60°, 48°

Which plot represents the information in the list?

F

Stem	Leaves
3	9 9
4	4 7 8
5	2 5 9
6	1
7	

5|2 means 52°

H

Stem	Leaves
3	9 9
4	4 7 8
5	0 2 5 9
6	0 0 1
7	0

5|2 means 52°

G

Stem	Leaves
3	9 9
4	4 7 8
5	0 2 5 9
6	0 0 1
7	

5|2 means 52°

J

Stem	Leaves
3	9 9
4	4 7 8
5	2 5 9
6	1
7	0

5|2 means 52°

9A

5 The table shows how much water three athletes consumed after football practice.

Julian	$\frac{2}{3}$ liter
Luther	$\frac{1}{2}$ liter
Vicki	$\frac{3}{4}$ liter

Which correctly compares the amounts of water that Julian and Vicki drank?

A $\frac{3}{4} > \frac{1}{2}$ **C** $\frac{2}{3} > \frac{3}{4}$

B $\frac{3}{4} > \frac{2}{3}$ **D** $\frac{2}{3} > \frac{1}{2}$

3D

6 A worker on an assembly line is required to take a short break every 120 to 150 minutes. The worker begins his job at 9:45 A.M. Which is **not** a time the worker could take his first break?

F 12:05 P.M. **H** 11:40 A.M.

G 11:50 A.M. **J** 12:10 P.M.

8C

1 A chef put 2.7 kg of potatoes and 0.25 kg of carrots into an empty pot. After adding some celery, the pot contained 3.5 kg of ingredients. How many kilograms of celery did the chef put in the pot?

			.		
⓪	⓪	⓪		⓪	⓪
①	①	①		①	①
②	②	②		②	②
③	③	③		③	③
④	④	④		④	④
⑤	⑤	⑤		⑤	⑤
⑥	⑥	⑥		⑥	⑥
⑦	⑦	⑦		⑦	⑦
⑧	⑧	⑧		⑧	⑧
⑨	⑨	⑨		⑨	⑨

4A

2 Cody wrote the expression shown here.

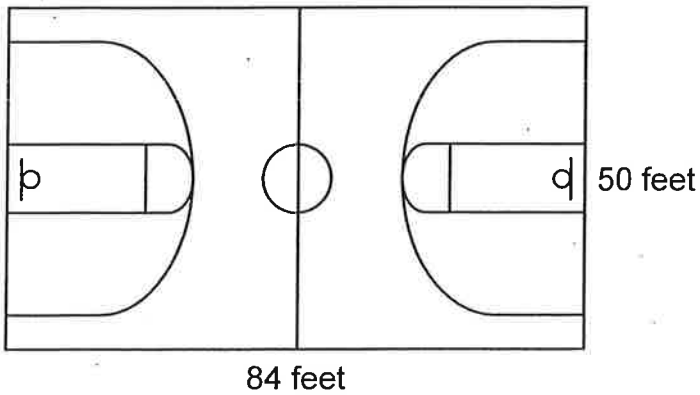
$$\frac{1}{5} + \frac{1}{5} + \square + \frac{1}{5}$$

If this expression is equivalent to $\frac{4}{5}$, which fraction belongs in the $\square$?

A $\frac{1}{5}$ **B** $\frac{3}{5}$ **C** $\frac{2}{5}$ **D** $\frac{3}{15}$

3A

3 A model of a basketball court is shown below.



Which statement is true?

F The area of the court is 268 square feet because 50 + 84 + 50 + 84 = 268.

G The perimeter of the court is 134 feet because 50 + 84 = 134.

H The area of the court is 4,200 square feet because 50 × 84 = 4,200.

J The perimeter of the court is 4,200 feet because 50 × 84 = 4,200.

5D

4 Marissa represented the product of two numbers using this area model.

	10	7
10	10 × 10 = 100	10 × 7 = 70
3	3 × 10 = 30	3 × 7 = 21

$$\begin{array}{r} 100 \\ 30 \\ 70 \\ +\ 21 \\ \hline 221 \end{array}$$

The model represents the product of which two numbers?

A 30 and 70 **C** 10 and 17

B 13 and 17 **D** 7 and 13

4C

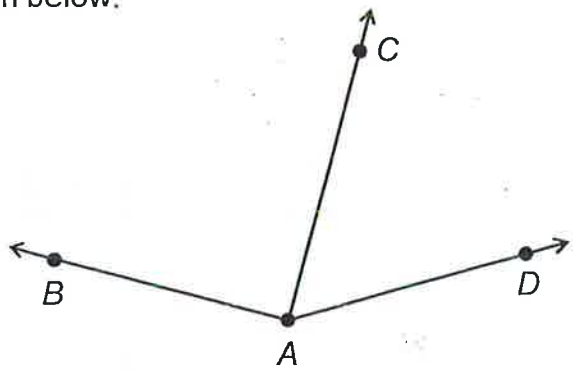
5 Marcus watches television 45 minutes per day. Elizabeth watches television 15 fewer minutes per day than Marcus. Which equation can be used to find x, the number of minutes of television that Marcus and Elizabeth watch each day combined?

F $x = 45 + 15$ **H** $x = 45 + 45 + 15$

G $x = 45 - 15$ **J** $x = 45 + 45 - 15$

5A

1 Isaac drew and labeled two adjacent angles as shown below.



Angle *BAC* is a right angle, and the measure of angle *CAD* is 60°. What is the measure of angle *BAD*?

A 60° **B** 160° **C** 30° **D** 150°

7E

2 Keisha created the input-output table below.

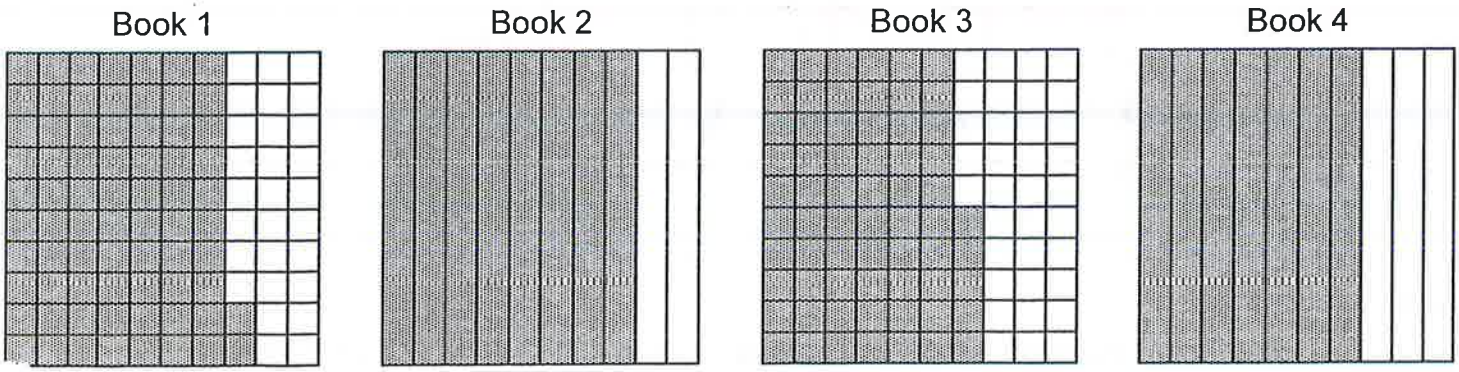
Input, Position	Numerical Expression	Output, Value
3	3 ÷ 3	1
6	6 ÷ 3	2
9	9 ÷ 3	3
12	12 ÷ 3	4

What would be the value of the number in the seventy-second position?

F 24 **G** 75 **H** 6 **J** 36

5B

3 The models below represent the weights of four books measured in kilograms.



Which list shows these weights in order from least to greatest?

A 0.8 kg 0.72 kg 0.7 kg 0.65 kg **C** 0.65 kg 0.7 kg 0.72 kg 0.8 kg

B 0.65 kg 0.72 kg 0.7 kg 0.8 kg **D** 0.7 kg 0.8 kg 0.65 kg 0.72 kg

2F

4 A book club is going to make a group order of books from an online retailer.

- The book club has 28 members.
- Each member will order 12 books.

If the books are shipped in 3 separate boxes with same number of books in each box, how many books will be in each box?

			.		
⓪	⓪	⓪		⓪	⓪
①	①	①		①	①
②	②	②		②	②
③	③	③		③	③
④	④	④		④	④
⑤	⑤	⑤		⑤	⑤
⑥	⑥	⑥		⑥	⑥
⑦	⑦	⑦		⑦	⑦
⑧	⑧	⑧		⑧	⑧
⑨	⑨	⑨		⑨	⑨

4H

5 The table below shows the number of text messages that two teachers sent and received last year.

	Ms. Grant	Mr. Rivera
Sent	2,257	3,498
Received	2,419	3,208

Combined, how many more text messages did the two teachers send than receive last year?

F 789 **G** 128 **H** 132 **J** 1,241

4A

Day 1

Week 21

(1) What is the yearly championship game of the NFL. (2) Your right. (3) The Super bowl. (4) Each year, football team's compete against each other in hopes of going to the best game of the season. (5) Super Bowl Sunday is a day when many friends and family gather together to celebrate the end of football, and the best teams of the season. (6) In fact, people eat almost as much food on this day as on thanksgiving. (7) Companies pay large amount of money to put their commercials on during the Super Bowl. (8) In addition, some of the most popular music artists have performed during the half-time show, including Michael Jackson Beyonce, Prince, and Madonna. (9) The Super Bowl is a exciting time!

There are 9 errors in this paragraph. There is one error in each sentence. Can you find each one?

Day 2

Week 21

(1) Motocross is the sport of raceing motorcycles over a rough course with steep hills and sharp turns. (2) Motocross startted in the United Kingdom around 1924. (3) It wasn't until after World war II that it became an international sport. (4) In 1952, the european Championship was created.

(5) Each course is different but all of them have about the same amount of course space. (6) If you watch a motocross race, you will see riders performing dangerous trikes. (7) Participants practice long hours each day for years to perfect there moves.

There are 7 errors in this passage. There is one error in each sentence. Can you find each one?

Day 3
Week 21

(1) Ariana Grande is an american singer, songwriter, and actress. (2) She began acting with a local Florida childrens theater. (3) Like Taylor Swift, Ariana went too private school, so she was able to be involved in things that other children are not.

(4) In 2009, she auditioned for a nickelodeon show and landed the role of Cat Valentine. (5) After the show rapped up, she wanted to focus on her music career. (6) The music she had first recorded didn't make it to production so she decided to look into a different genre of music. (7) Finally, in 2013, she release her first album. (8) By 2014, she had sold over 500,000 copys.

There are 8 errors in this passage. There is one error in each sentence. Can you find each one?

Day 4
Week 21

(1) High heals are shoes that raise the wearer's heel above their toes. (2) Although you might think that high heels are only for girls, there are many reasons for wearring high heels. (3) For example, horseback ridders and warriors wore shoes with an extended heel to keep their feet from falling out of their stirrups (those things that you put your feet into when riding a horse). (4) These warriors were'nt women.

(5) High heels might look nice, but they have been linked to lower back pain foot pain, and even knee problems. (6) Do you think its worth it?

There are 6 errors in this passage. There is one error in each sentence. Can you find each one?

Day 5

Week 21

Today you will write a short expository paragraph about your favorite activity. Be sure to leave errors in it for your friends to find.

Max wrote a story about a kitten. He wants you to help him improve his story. Read Max's story and think about the corrections he needs to make.

I Am Lion

(1) My owner thinks I'm a cute little kitten. (2) She dresses me in doll close and pushes me around in a baby stroller. (3) She makes me sit in a circle with her dolls as we have a tea party. (4) She doesn't know how powerful and tough I am. (5) She calls me *Little Maxie*. (6) She doesn't know that my real name is *Lion*. (7) I chose this name because my favorite story is the lion king.

(8) When my owner goes to school, the fun begins. (9) The house it becomes a jungle. (10) The big chair in the living room becomes a giant baobab tree. (11) The sofa becomes a mountain. (12) The curtains in front of the window become vines.

(13) Most lions don't climb up vines. (14) My claws are very sharp, though. (15) I can climb anything with ease. (16) I like to climb to the top of the vines and look out. (17) Over the jungle below.

(18) Sometimes I spot prey. (19) There are many warthogs (crickets) in my jungle. (20) I carefully stalk them. (21) They never see or hear me coming. (22) I catch them. (23) Then I let them go. (24) Then I catch them again. (25) It's very amusing. (26) My owner doesn't know what fun I have when she's gone.

(27) I am the king of the jungle and every creature, except won, fears me. (28) Fido, the giant wildebeest, sometimes comes into the jungle and chases me. (29) I has to escape to the top of the baobab tree. (30) Lucky for me, Fido spends most of his time in the back yard in a cave near the savannah.

1 What change, if any, should be made in sentence 2?

A Insert **up** after ***dresses me***

B Change ***close*** to **clothes**

C Insert a comma after ***close***

D No change should be made.

22C

2 What change, if any, should be made in sentence 7?

F Change ***chose*** to **choosed**

G Change ***my*** to **mine**

H Capitalize ***the lion king***

J No change should be made.

21B

3 How should sentence 9 be changed?

A Change ***becomes*** to **be comes**

B Change ***a*** to **an**

C Change ***jungle*** to **Jungle**

D Delete the word ***it***

15D★

4 What is the correct way to write sentences 16 and 17?

F I like to climb to the top of the vines and look out over the jungle below.

G I like to climb to the top of the vines, and look out. Over the jungle below.

H I like to climb, to the top, of the vines and look out over the jungle below.

J Sentences 16 and 17 are correct.

20B★

5 What change, if any, should be made in sentence 27?

A Change ***I*** to **Me**

B Change ***won*** to **one**

C Change the period to a question mark

D Sentence 27 does not need to be changed.

15D★

6 What change, if any, should be made in sentence 29?

F Change ***has*** to **have**

G Change ***escape*** to **excape**

H Change ***tree*** to **Tree**

J No change should be made.

15D★

March 23, 2020 - March 27, 2020

4th Grade Science

Parents and Students,

Assignment 1: Scholastic Study Jams: Landforms (preferred)

Your students needs to use the link below:

http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/landforms.htm

While watching the slide show they need to complete the Scholastic Study Jam Assignment.

Assignment 2: Alternative Assignment

If your student does not have any access to technology to complete the Study Jam: Landforms then they need may Read "How do Weathering and Erosion Shape Earth's Surface, Lesson 2" packet and Complete the Brain Check at the end Pages 317-320

Assignment 3: Changes to Earth's Surface: Scavenger Hunt

This will get the kids outside and active! Plus brings out their creativity- take pictures (photos), draw/illustrate and color, make a collage, or write a description of each box you were able to identify place on notebook paper, copy paper, construction/manila paper, display it how you would like- Be Creative and Happy Hunting!

Please if you have any questions or need any help I am here to help! I miss each and every one of you!

Ms. Middleton
4th Grade Science

Name: _____

Landforms Study Jams

1. A landform is a _____ shape or feature found on Earth's _____.

2. Changes can happen over _____ of years or in a couple _____.

3. _____ works to change landforms over time.

4. What is the biggest cause of erosion? _____ What are two other causes? _____ and _____

5. What example does the slideshow give of erosion by water? _____

6. How were the Himalayas formed? _____

7. Valleys form between _____ and _____.

8. What type of valleys are formed by glaciers? _____

9. _____ are called V-shaped valleys.

10. How are canyons formed? _____

11. How long did it take for the Grand Canyon to form? _____

12. A _____ is formed at the mouth of a river.

13. How is a delta formed? _____

14. A delta is very _____ land.

15. How is a sand dune formed? _____

16. Plains are _____ and _____.

17. Plains do not have _____ or deep _____.

Now that you have answered all the questions, please take the quiz on study jams. Record your score here:

_____/7 _____%

SLOW CHANGES SCAVENGER HUNT

Topic: Earth's Surface
Activity: Find examples of slow changes to Earth's surface.
Location: Outside

Materials for Each Team

- 1 Scavenger Hunt page
- 1 camera or device with a camera (optional)

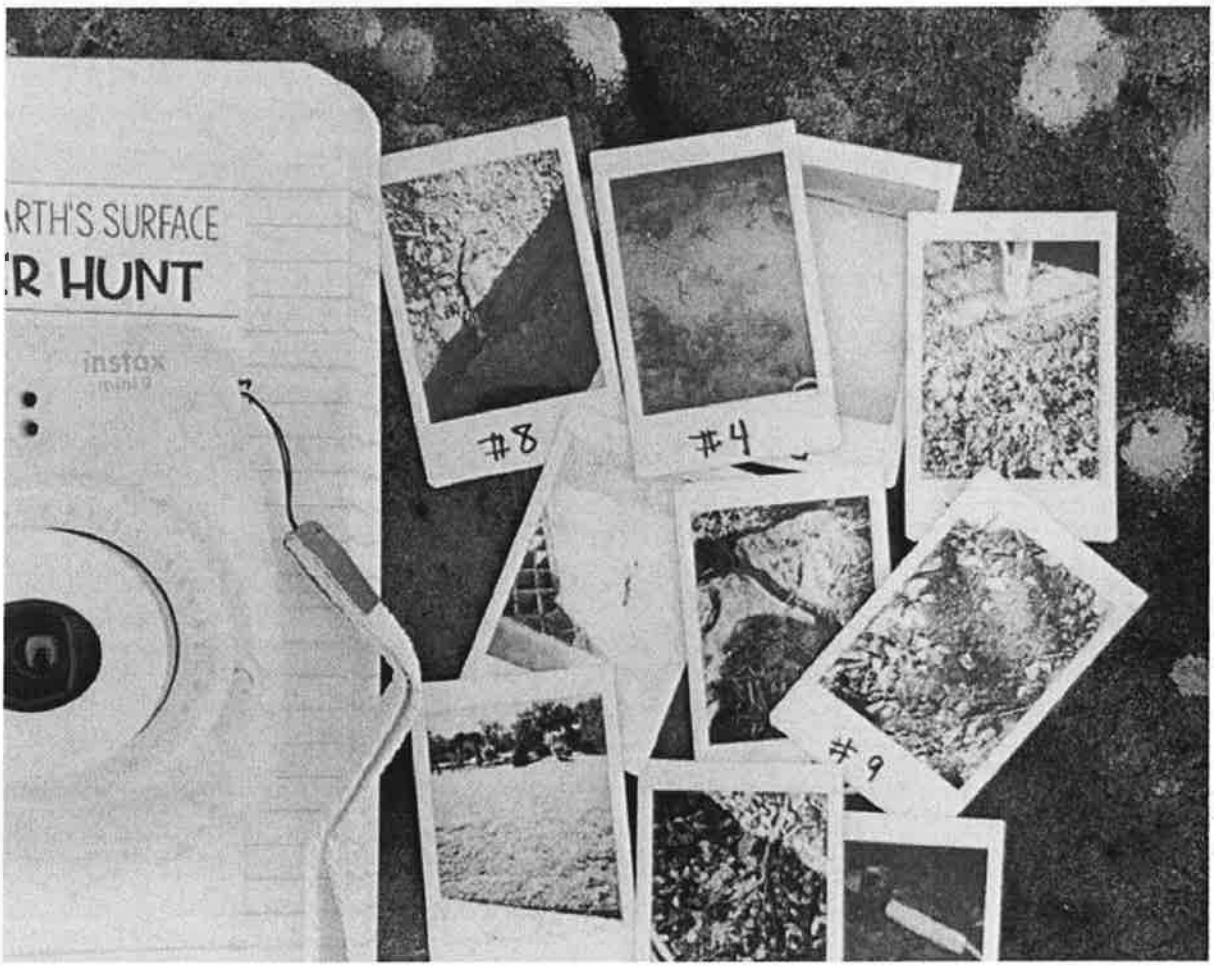
Prep

Print a copy of the Scavenger Hunt printable.

Activity

This is a fun outdoor activity for students to look for evidence of slow changes right at school. Depending on your environment, location, the time of year, and climate, some of these items may be easier to find than others.

Introduce the challenge. Search for and photograph each item on the list. **No way to take photos? That's okay! Just write a description of each item you find!**



SLOW CHANGES TO EARTH'S SURFACE

SCAVENGER HUNT

Find as many items on the list as you can.

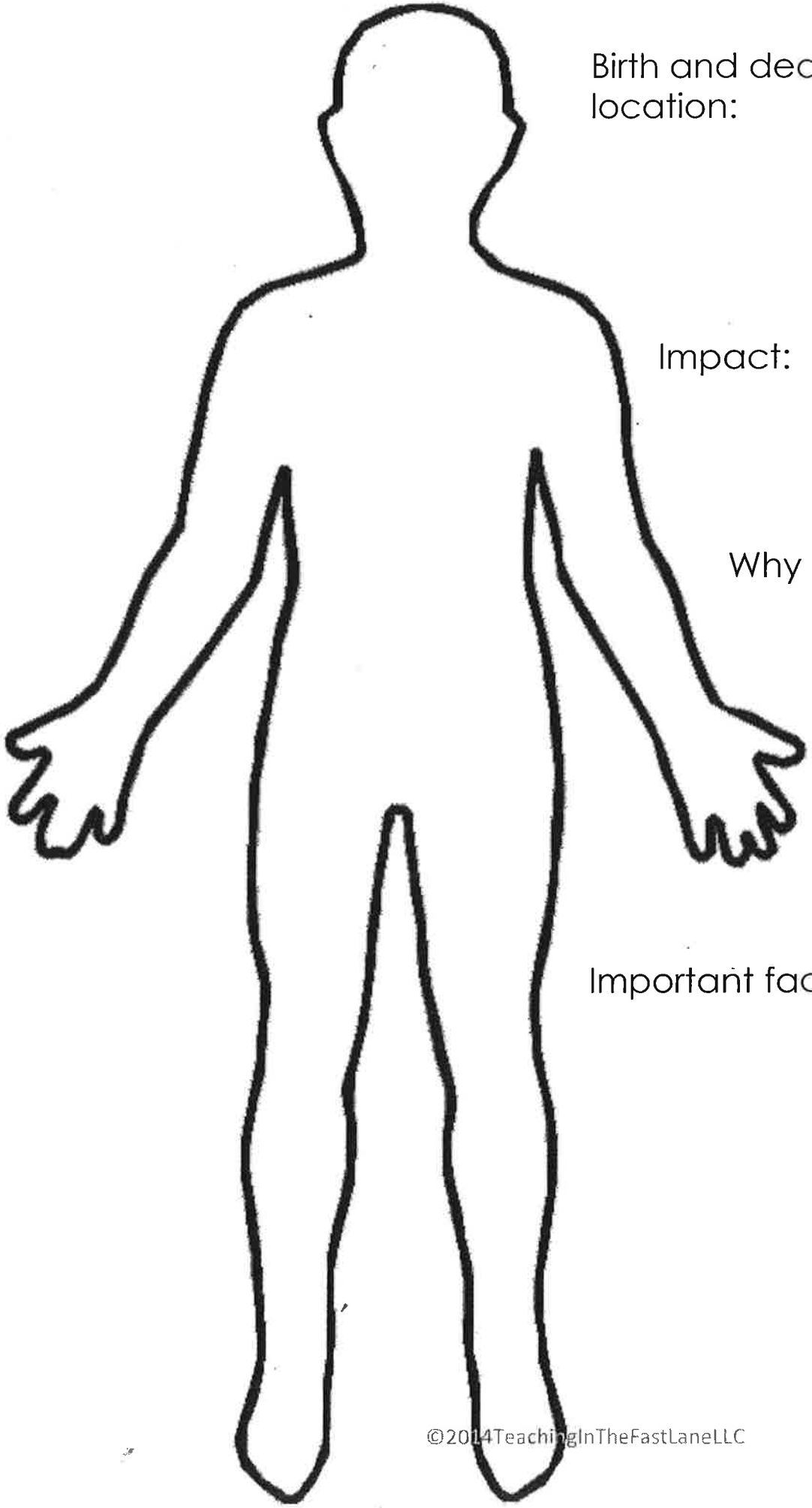
- ❑ 1. deposition of sediments in a new place
- ❑ 2. a cracked rock that has been weathered
- ❑ 3. a pile of sediments
- ❑ 4. a small channel from runoff
- ❑ 5. a sedimentary rock that allows sediments to be easily scraped off of it
- ❑ 6. evidence of weathering
- ❑ 7. exposed tree roots above the ground
- ❑ 8. a sidewalk crack
- ❑ 9. mud
- ❑ 10. a drainage pipe
- ❑ 11. a sloped hill
- ❑ 12. evidence of ice wedging

FAMOUS CATTLEMEN

Gail Borden
John Chisum
Robert Driscoll
John King Fisher
Jospeph Glidden
Charles Goodnight
Richard King
Peter Kitchen
George W. Littlefield
Oliver Loving
William Mayfield
Frank H. Maynard
Thomas O'Connor
William "Bill" Pickett
John Ware
Lizzie Johnson

FAMOUS CATTLEMAN RESEARCH SHEET

I am researching _____.
He/She was born in _____ on
_____ and died in
_____ on
_____.
They are famous because_____
_____
_____
_____.
Their impact is _____
_____
_____
_____
Three important facts are:
1.
_____
_____
2.
_____
_____
3.
_____
_____



Birth and death date and location:

Impact:

Why they are famous:

Important facts:

TEKS 4.7B observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice

Lesson 2

Essential Question

How Do Weathering and Erosion Shape Earth's Surface?

Engage Your Brain!

Find the answer to the following question in this lesson and record it here.

How do you think this arch formed?

_____

_____

_____

Active Reading

Lesson Vocabulary

List the terms. As you learn about each one, make notes in the Interactive Glossary.

_____

_____

_____

_____

Cause and Effect

Some ideas in this lesson are connected by a cause-and-effect relationship. Why something happens is a cause. What happens as a result of something else is an effect. Active readers look for effects by asking themselves, What happened? They look for causes by asking why it happened.

Inquiry Flipchart p. 38 — Grooving with Glaciers/Which Will Weather Faster?

What can Break a Boulder?

When you think of rocks, words like *hard* and *solid* may come to mind. You may think rocks can't ever break, but that's not true. Wind and water can slowly change and shape rocks.

Active Reading As you read these two pages, identify and underline all the different things that can cause a rock to weather, or break apart.

The roots of this tree broke apart the rock.

When it rains, water can get into the cracks of rocks.

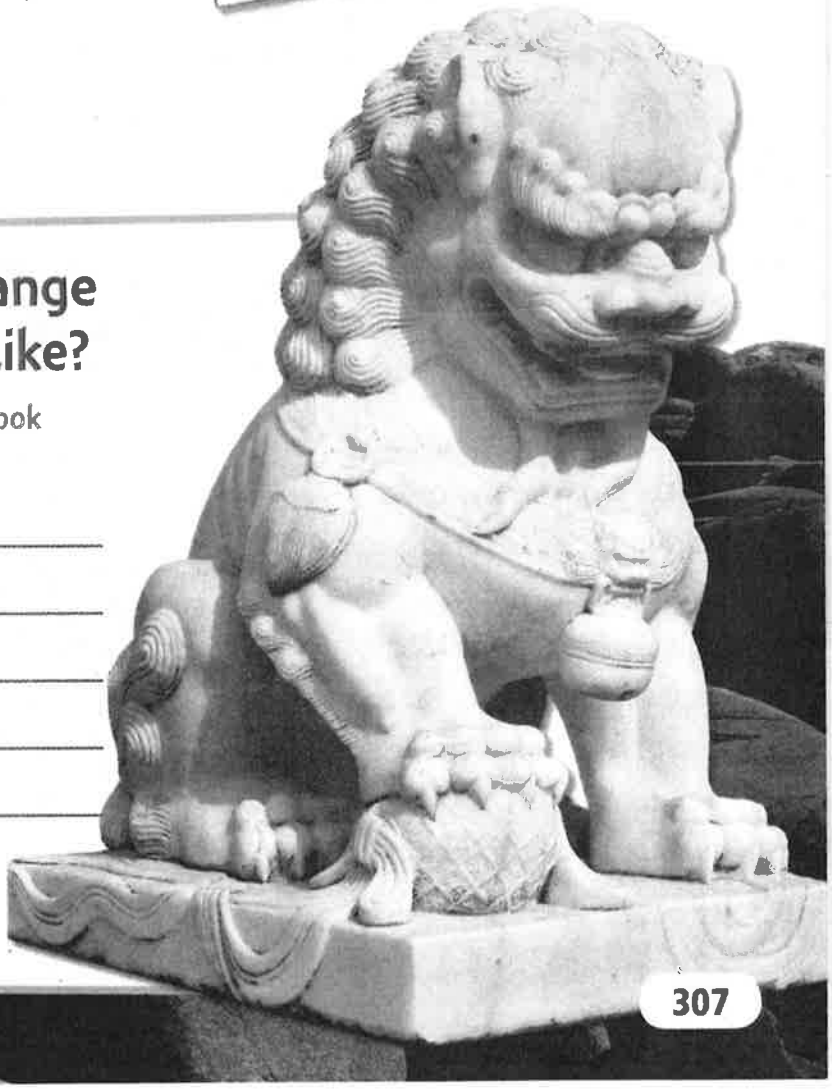
When water freezes to form ice, it expands. This widens the cracks.

When water freezes again, it pushes the cracks in the rocks even wider. When this happens many times, the rock breaks apart.

The process of rock breaking apart is called **weathering**. Many different things can cause weathering. Flowing water can cause rocks to tumble and scrape against rocks in the riverbed. Sand blown by wind can scrape against rocks.

Living things can also cause weathering. A tree's roots can grow in a small crack in a rock. As the roots grow, it can push the rock apart until the rock breaks. Animals may dig up rocks, causing the rocks to be exposed to wind and rain.

Chemicals in water and rain that flow through and around rocks can also cause weathering. These chemicals can combine with the rock and change it so that it crumbles and wears away. Look at the statues on this page. Chemical weathering has already changed one of the statues.



How Will Weathering Change What This Statue Looks Like?

Observe the statue. Describe how it may look in the future.

_____

_____

_____

_____

_____

Rocks on the Move

Don't rocks just sit around in the sun all day?
No! Rocks can move—find out how.

Weathering is the beginning of a series of slow changes that often occur to rocks on Earth's surface. The same wind and water that can cause weathering also can carry the broken bits of rock away. The process of moving weathered rock from one place to another is called **erosion** [uh•ROH•zhuhn].

Active Reading Circle slow changes to Earth's surface due to erosion and deposition from water.

The erosion of rock is caused by many different natural processes. Moving water is one of the most common causes of erosion. The fast-moving water in this stream can shift or move large rocks near the top of the mountain. Together with gravity, water can cause the rocks to move downhill.

The water pulls the larger pieces of weathered rock along the river's bottom. As the water slows down, it has less energy. It cannot move the largest rocks and pebbles. These are left behind as the water moves on. The dropping of weathered rock by wind or moving water is known as **deposition** [dep•uh•ZISH•uhn].

What Happens Next?

Observe these pictures of the Yangtze River before and after a dam was built across the river. How do you think the dam affects the movement and deposition of sediment by water?

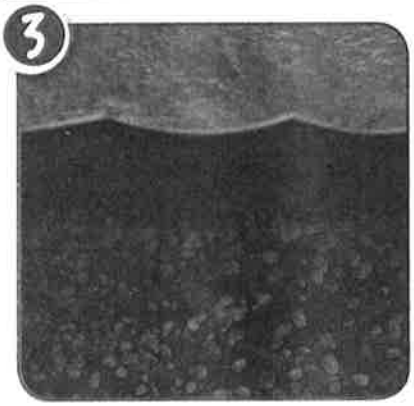
_____

_____

_____

_____

3



As the water in a river continues to slow down, more bits of weathered rock are dropped. This happens because slow-moving water has less energy than fast-moving water. So, slow-moving water can carry only very small pieces of rock, such as sand and silt. These bits of rock are called **sediment**.

4

When rivers reach the ocean, they slow down even more. As they slow down, much of the remaining sediment in the water is dropped. Over time, the sediment piles up near the mouth of the river. It forms a landform called a *delta*.

3

4

Blowing in the Wind

Wind is just moving air, so what can it do? A lot—wind can pick up and move sand and other sediment.

Active Reading As you read the text, identify and circle the wind's effects.

A *landform* is a natural land shape or feature. Weathering, erosion, and deposition by wind slowly form and change landforms. Wind can erode sand, moving it long distances. When the wind deposits a lot of sand in one area, *sand dunes* form. Sand dunes are often found near sandy beaches, but dunes also form far from oceans. The dunes of some deserts span thousands of kilometers.

The shape of a sand dune constantly changes. Wind sweeps up one side of a dune and lifts sand from its surface. Then, gravity pulls the sand down the other slope. An entire hill of sand gradually advances in this way.

Blowing sediment can also cause changes to other landforms. Particles carried by wind collide with exposed rock and cause weathering. Exposed rock can slowly erode, leaving interesting shapes. Mushroom rocks and arches are formed by water but shaped by the wind. Over time, they become thinner and more fragile. Eventually, gravity pulls these formations to the ground.

▶ Observe the dunes. Describe how the wind affects the direction in which the dune moves.

_____

_____

_____

_____

_____

Wall Arch

BEFORE

AFTER

▶ Observe the photograph of the Wall Arch. Write a sentence that explains what shaped it. Then list three processes that caused it to collapse.

_____

_____

_____

_____

_____

_____

Utah, United States

Until its collapse in 2008, Wall Arch's opening was 22 m (72 ft) high and 10 m (33 ft) wide.

Namibia, Africa

The dunes of the Namib Desert can move up to 10 m (33 ft) each year.

Ice Carvings

Can you imagine an ice cube the size of a city? Some chunks of ice are even larger than that!

Active Reading As you read these two pages, identify and underline a slow change caused by deposition from ice. Then identify and circle a slow change caused by erosion from ice.

Huge sheets of ice are called glaciers. Glaciers are found in very cold places. Because glaciers are made of solid ice, you may think they do not move. But gravity pulls glaciers downhill. The ice flows like a very slow river. Glaciers can weather, erode, and deposit rocks. A glacier can pick up rocks as big as school buses!

▶ Think of two ways gravity helps glaciers shape landforms.

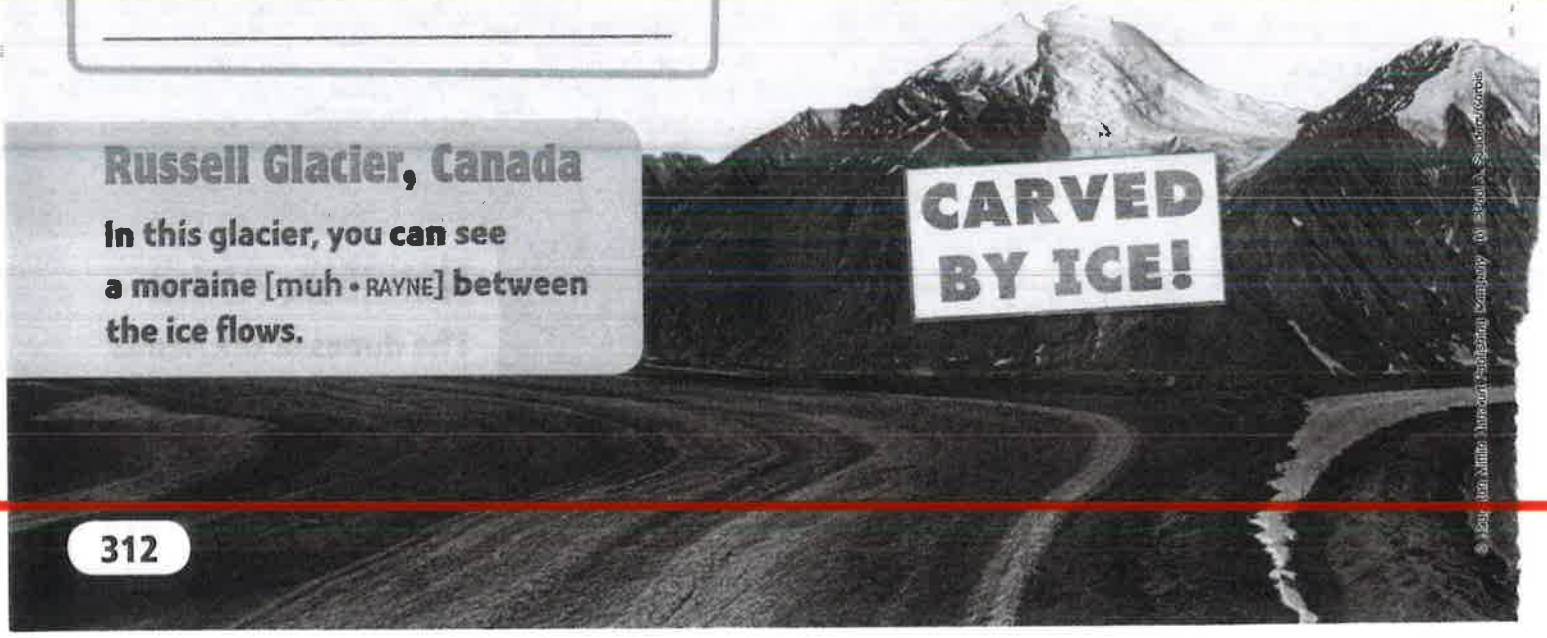
_____

_____

_____

_____

Over time, erosion from ice by glaciers formed the Great Lakes in North America.

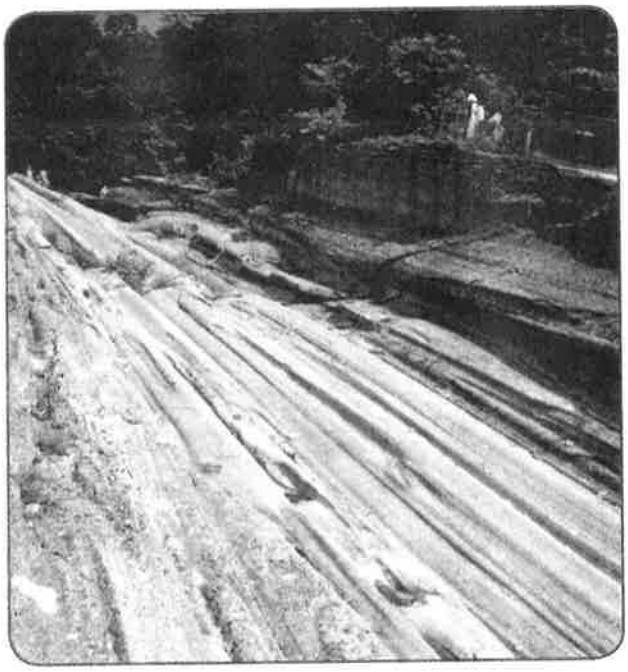


Russell Glacier, Canada

In this glacier, you can see a moraine [muh • RAYNE] between the ice flows.

As a glacier moves forward, it pushes boulders against the ground beneath it, scraping and scratching rock. This can slowly change the rock by carving deep *glacial grooves* into it. The grooves can be seen when the glacier melts.

As a glacier begins to melt, the rocks and sediment it carried downhill drop out. The deposited sediment forms different land features, including hills called *moraines*.



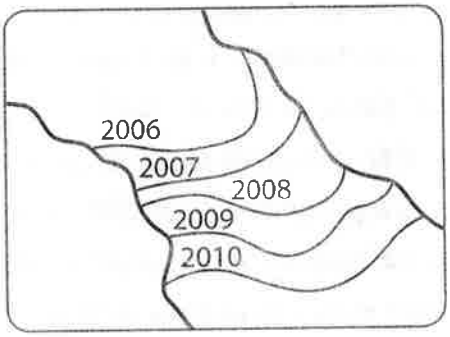
These glacial grooves on Kelley's Island in Ohio formed when ice eroded the rock.

In the distant past, much more of Earth's surface was covered with glaciers. A huge glacier once covered most of Canada and the northern United States. The ice cut deep grooves that filled with fresh water as the glacier melted. This formed the Great Lakes. The largest, Lake Superior, is more than 400 m deep in some places!

Do the Math!

Analyze Data

As a glacier's front edge moves downhill, it is said to be advancing. A glacier that melts faster than its front edge advances is said to be retreating. Look at the data on the diagrams. Identify whether each glacier is advancing or retreating.



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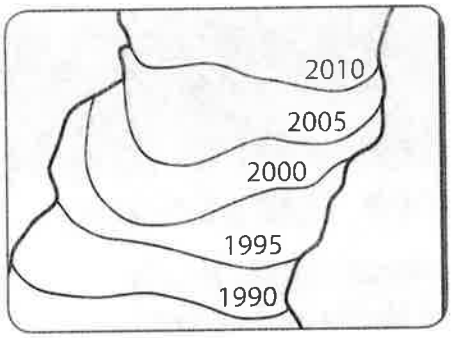


_____

Can Waves Cut Caves?

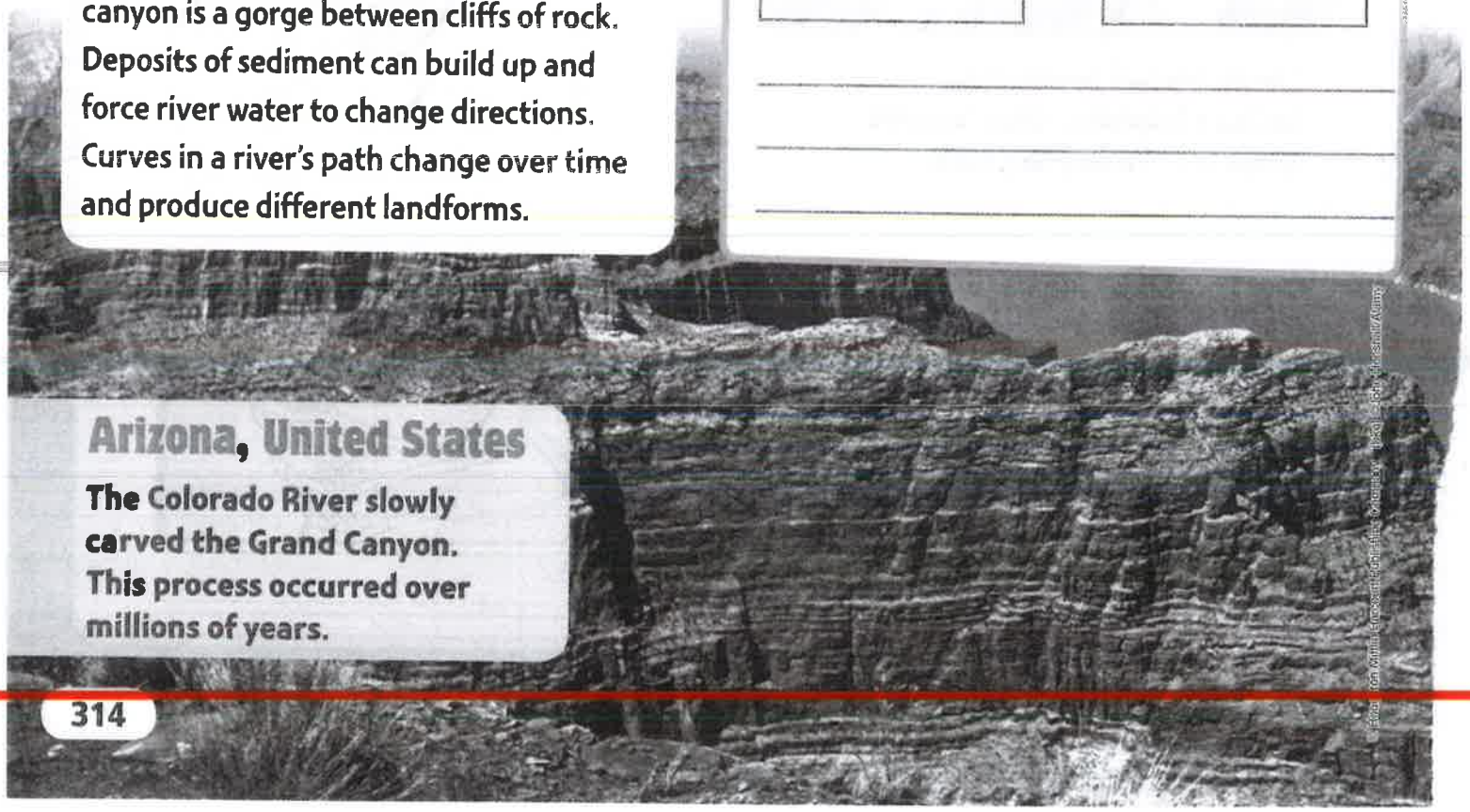
Water carries rocks and sediment down a river or along a shoreline.

Active Reading As you read the text, identify and circle one effect caused by water erosion. Then identify and underline a slow change caused by deposition from water.

Moving water causes weathering and erosion. A flowing river picks up sediment along its path. The rushing sediment scrapes against the bottom and sides of the riverbed. This weathers the material along the river's path even more. River water can carve deep *canyons*. A canyon is a gorge between cliffs of rock. Deposits of sediment can build up and force river water to change directions. Curves in a river's path change over time and produce different landforms.

▶ Observe the images of the sea arch and the canyon. Identify how water caused these landforms. Then describe how these causes differ.

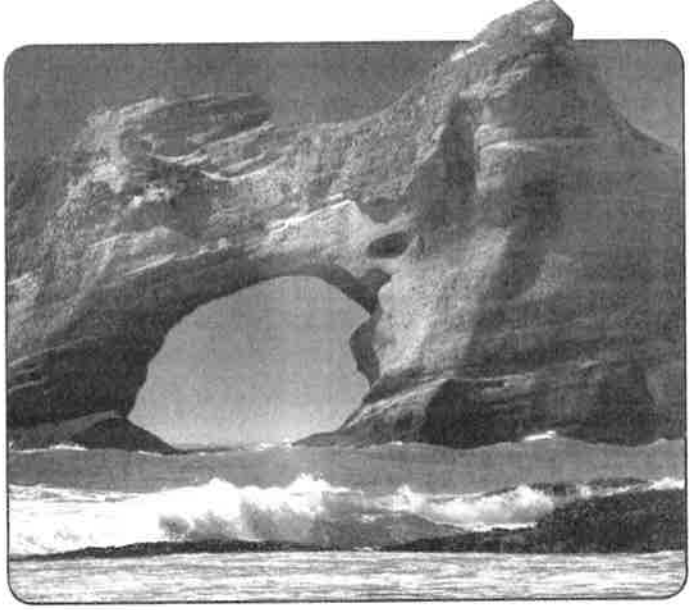
	→	sea arch
	→	canyon



Arizona, United States

The Colorado River slowly carved the Grand Canyon. This process occurred over millions of years.

As a river gets older, its course may change. The banks become less steep, and the distance across gets wider.



A sea arch forms when waves erode a cave all the way through a narrow cliff.

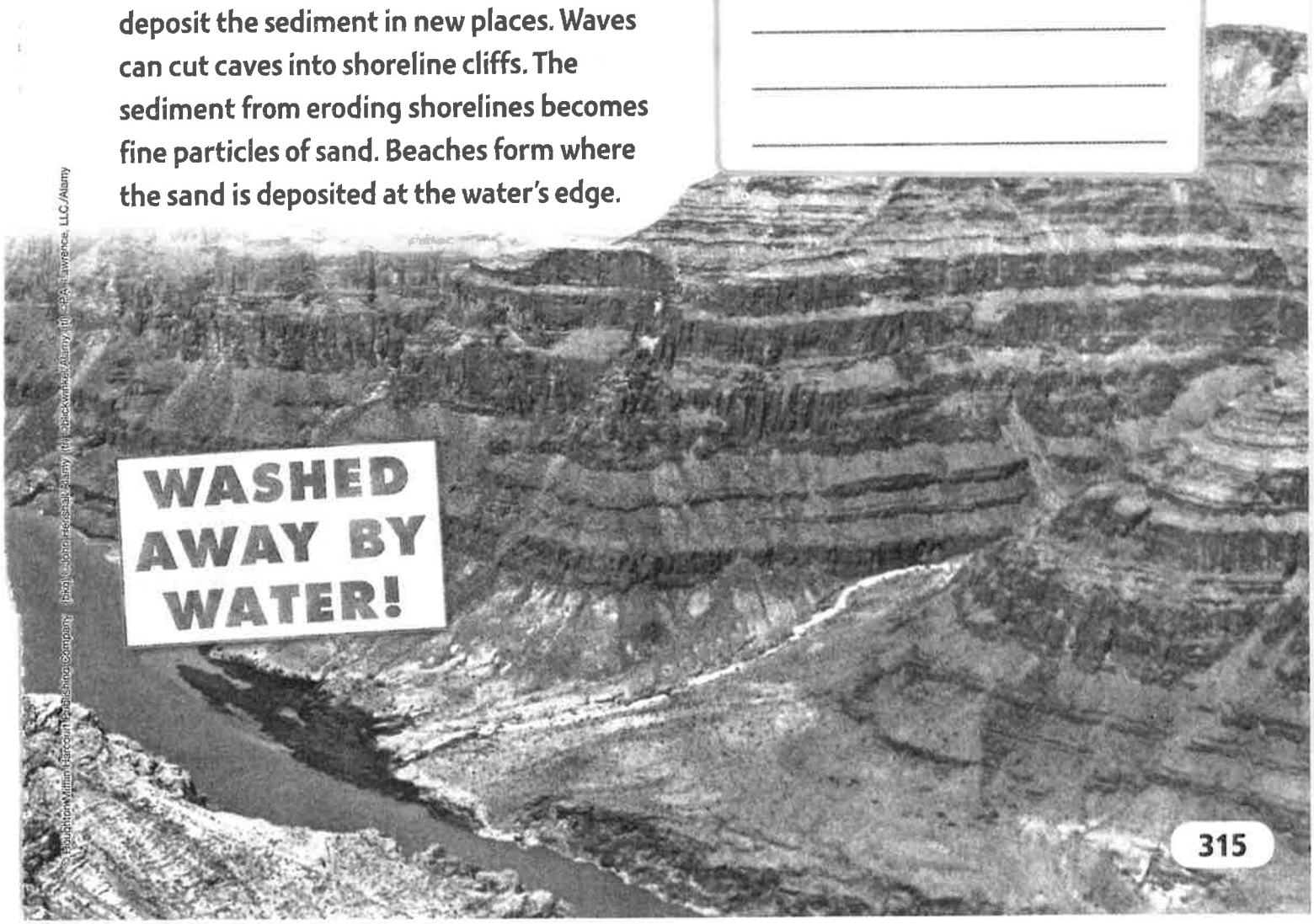
Ocean waves crash forcefully into rocks along the shore. The waves weather cliffs, erode away pieces of broken rock, and deposit the sediment in new places. Waves can cut caves into shoreline cliffs. The sediment from eroding shorelines becomes fine particles of sand. Beaches form where the sand is deposited at the water's edge.

▶ What do you think will eventually happen to this sea arch? Explain.

_____

_____

_____



WASHED AWAY BY WATER!

Sum It Up!

When you're done, use the answer key to check and revise your work.

Use the information in the summary to complete the cause-and-effect graphic organizers.

Summarize

Over time, wind, water, ice, gravity, plants, and animals cause rocks to break down into smaller pieces. Bits of broken-down rock, or sediment, are eroded by such agents as wind and flowing water. Eventually, the sediment is deposited. Deposited sediment forms landforms, such as deltas and sand dunes.

1

Water enters the cracks in a rock and freezes into ice. → _____ _____ _____

2

_____ _____ _____ → Sediment is deposited at the mouth of the river and forms a delta.

Answer Key: 1. The ice causes the rock to crack and break apart through weathering. 2. A river erodes sediment and carries it downstream.

Brain Check

Lesson 2

Name _____

Word Play

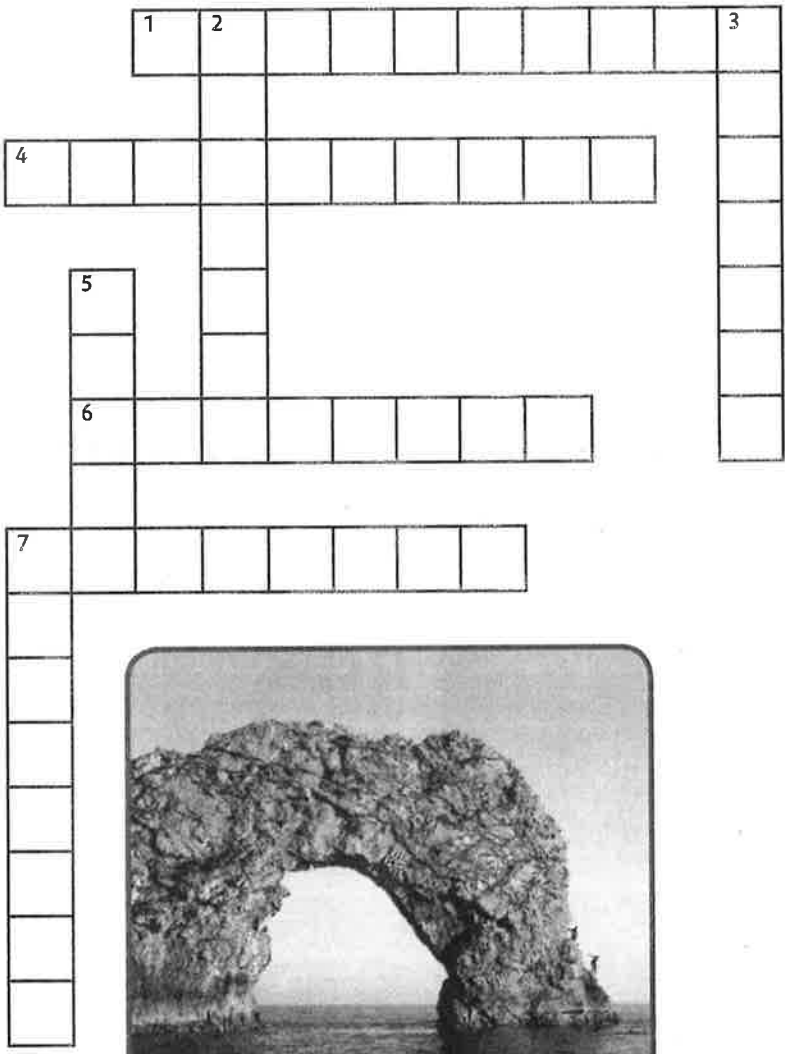
1 Use the words in the box to complete the puzzle.

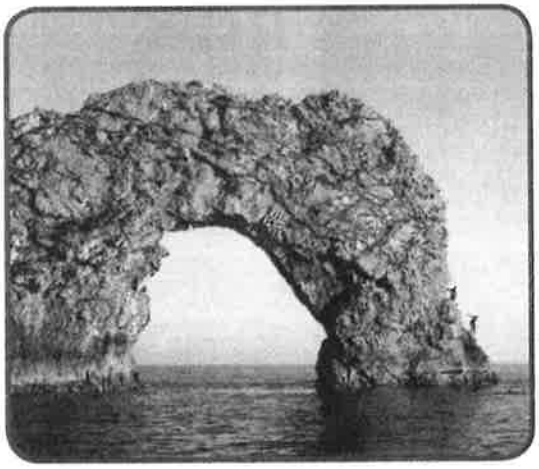
Across

1. What process causes rocks to break down into smaller pieces?
4. What process causes eroded sediments to be dropped off in another place?
6. What is a land feature such as a sea arch or a canyon called?
7. What landform moves in the direction of the wind?

Down

2. What process carries away weathered rock?
3. What is a large sheet of flowing ice called?
5. What landform is caused by sediment deposited at the mouth of a river?
7. What are broken-down pieces of rock called?





delta	deposition*	erosion*	glacier
landform	sand dune	sediment*	weathering*

*Key Lesson Vocabulary

Apply Concepts

2 Identify and list things that can cause slow changes to rock by weathering.

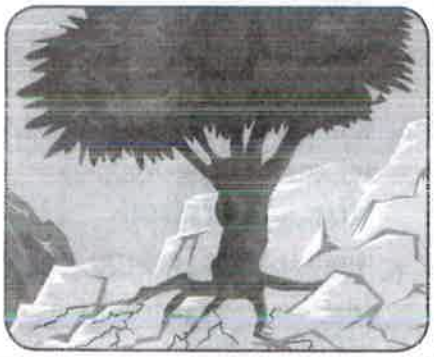
_____ _____

_____ _____

_____ _____

_____ _____

3 Explain how a plant can cause a rock to weather.



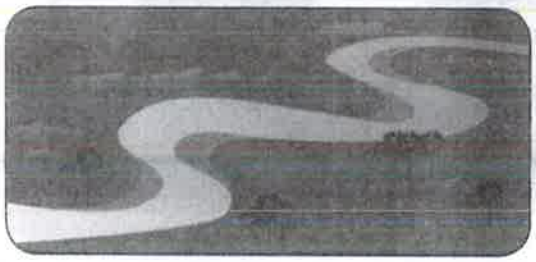
_____

_____

_____

_____

4 Identify the body of water that could erode the largest bits of sediment by circling it. Then explain how water causes slow changes to Earth's surface.



_____

_____

_____

5 Identify the processes—weathering, deposition, and erosion—that changed Earth's surface by causing the landforms shown below to form. Then identify whether water, ice, or wind caused each change.

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

6 For each landform below, identify whether it was formed by erosion or by deposition. Describe how you know your answer is correct.

_____

_____

_____

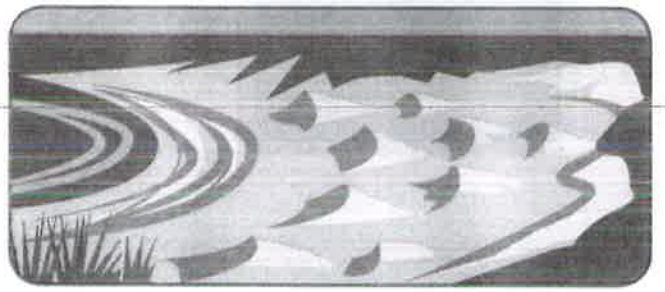
_____

_____

_____

_____

_____



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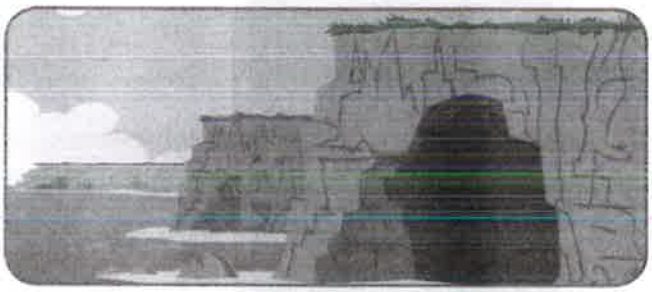

_____

_____

_____

_____

Take It Home!

With your family, walk through your neighborhood or local park. Find objects that have been left outside for a long time. Describe how you think weathering has changed these objects.