JCPS NTI Grade 4 Mathematics Packet #3

i-Ready®

Grade 4 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

Explore Comparing Fractions

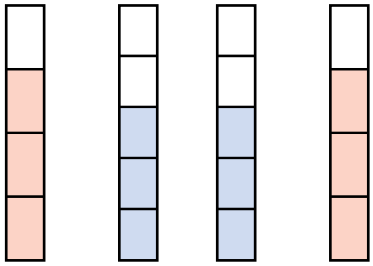
Adriana and June have granola bars that are the same size. Adriana eats $\frac{2}{4}$ of her granola bar. June eats $\frac{2}{5}$ of her granola bar. Which girl eats more of her granola bar?

1 Who eats more of her granola bar, Adriana or June? Explain.

2 Let's look more closely at solving the problem.

Deciding who eats more of her granola bar means comparing the fractions $\frac{2}{4}$ and $\frac{2}{5}$. To compare fractions, you must use the same-sized whole.

a. Suppose you have two more granola bars that are the same size. Compare the fractions $\frac{3}{4}$ and $\frac{3}{5}$ using the area models to know who ate more. Use $>$, $<$, or $=$ to compare, just as with whole numbers.



$\frac{3}{4} \bigcirc \frac{3}{5}$ $\quad$ $\frac{3}{5} \bigcirc \frac{3}{4}$

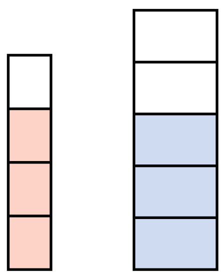
b. You can use equivalent fractions to compare fractions with different denominators. Compare $\frac{3}{4}$ and $\frac{3}{5}$. Rewrite one or both of the fractions so they have the same denominator, or a **common denominator**. Use $>$, $<$, or $=$ to compare.

$\frac{3 \times \square}{4 \times \square} = \frac{15}{\square}$ $\qquad$ $\frac{3 \times \square}{5 \times \square} = \frac{\square}{20}$

$\frac{15}{\square} \bigcirc \frac{\square}{20}$, so $\frac{3}{4} \bigcirc \frac{3}{5}$.

3 REFLECT

Suppose the granola bars were different sizes. Could you still compare $\frac{3}{4}$ and $\frac{3}{5}$ in the same way? Explain.



1 Solve the problem. Show your work.

Donato and Aman have bottles of juice that are the same size. Donato drinks $\frac{3}{4}$ of his juice. Aman drinks $\frac{3}{6}$ of his juice. Which boy drinks more juice?

Solution

2. Check your answer. Show your work.

Explore different ways to understand comparing fractions.

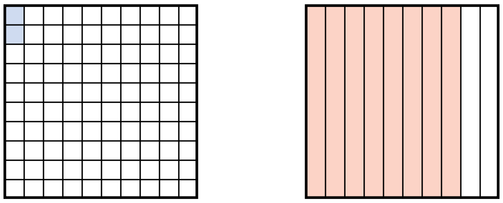
A grasshopper weighs $\frac{2}{100}$ of an ounce. A beetle weighs $\frac{8}{10}$ of an ounce. Which weighs more?

MODEL IT

You can use models to help compare fractions.

The models show the fractions of an ounce that the grasshopper and beetle weigh.

Grasshopper Beetle



MODEL IT

You can use a common denominator to help compare fractions.

When you compare two fractions, it helps if they have a common denominator. Fractions with the same denominator are made up of parts of the same size. The numerators tell how many of those parts each fraction has. When two fractions have the same denominator, you can compare the numerators.

Compare $\frac{2}{100}$ and $\frac{8}{10}$.

The fractions are not written with a common denominator. Find a fraction equivalent to $\frac{8}{10}$ that has a denominator of 100.

$$\frac{8 \times 10}{10 \times 10} = \frac{80}{100}$$

Now, compare the numerators of $\frac{2}{100}$ and $\frac{80}{100}$.

$$80 > 2$$

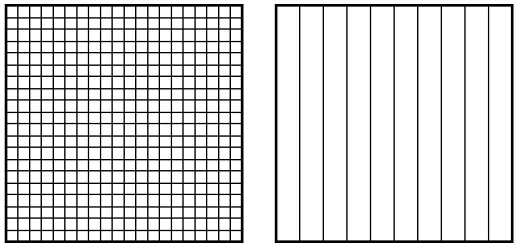
So, $\frac{80}{100} > \frac{2}{100}$ and $\frac{8}{10} > \frac{2}{100}$.

CONNECT IT

Now you will use the problem from the previous page to help you understand how to compare fractions by finding a common numerator.

1. What is an equivalent fraction for $\frac{2}{100}$ that has a numerator of 8?

2. One model is divided into 400 equal parts, and the other is divided into 10 equal parts. Which model has smaller parts?



3. Shade 8 parts of each model.

4. Which model has a greater area shaded?

5. Which fraction is greater, $\frac{8}{400}$ or $\frac{8}{10}$?

6. Which weighs more, the grasshopper or the beetle?

7. Look at the denominators of $\frac{8}{400}$ and $\frac{8}{10}$. When two fractions have the same numerator and different denominators, how do you know which fraction is greater? Explain.

8. ## REFLECT

   Look back at your **Try It**, strategies by classmates, **Model Its**, and the **Connect It** problems on this page. Which models or strategies do you like best for comparing fractions? Explain.

PRACTICE

Use what you just learned to solve these problems.

9 Mel's tomato plant is $\frac{8}{12}$ of a foot tall. Her pepper plant is $\frac{3}{4}$ of a foot tall. Compare the heights of the plants using $<$, $>$, or $=$. Use a model to show your comparison. Show your work.

Solution ....

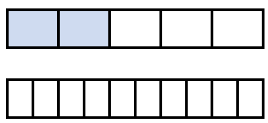
10 Compare the fractions $\frac{4}{6}$ and $\frac{2}{5}$ using $<$, $>$, or $=$. Use a model to show your comparison. Show your work.

Solution ....

11 Morgan has the two fraction models shown. Morgan shades Model B to show a fraction less than the fraction shown by Model A. How many parts of Model B could she have shaded? Explain.

Model A

Model B



Practice with Common Numerators and Denominators

Study the Example showing how to compare fractions by finding a common denominator. Then solve problems 1–7.

EXAMPLE

A length of ribbon is $\frac{3}{4}$ of a foot. Another length of ribbon is $\frac{5}{6}$ of a foot.

Compare the lengths using a symbol.

Find a common denominator. $\frac{3 \times 3}{4 \times 3} = \frac{9}{\mathbf{12}}$ $\qquad$ $\frac{5 \times 2}{6 \times 2} = \frac{10}{\mathbf{12}}$

Write the equivalent fractions. $\frac{3}{4} = \frac{9}{12}$ $\qquad$ $\frac{5}{6} = \frac{10}{12}$

Compare the numerators. $\frac{\mathbf{9}}{12} < \frac{\mathbf{10}}{12}$

Since $9 < 10$, that means $\frac{9}{12} < \frac{10}{12}$.

$\frac{3}{4} < \frac{5}{6}$

1 Shade the models to show $\frac{3}{4}$ and $\frac{5}{6}$. Compare the fractions. Write <, >, or =.

$\frac{3}{4} \bigcirc \frac{5}{6}$

2 Divide each model in problem 1 into 12 equal parts to show an equivalent fraction. Write the equivalent fractions and symbol to show the comparison.

$\frac{\square}{12} \bigcirc \frac{\square}{12}$

3 Compare $\frac{2}{3}$ and $\frac{9}{12}$ by finding a common denominator.

a. Write a fraction equivalent to $\frac{2}{3}$ with a denominator of 12.

$\frac{2 \times \square}{3 \times \square} = \frac{\square}{12}$

b. Compare the fractions.

$\frac{\square}{12} \bigcirc \frac{9}{12}$. So, $\frac{2}{3} \bigcirc \frac{9}{12}$.

4 Compare $\frac{1}{5}$ and $\frac{2}{12}$ by finding a common numerator.

a. Write a fraction equivalent to $\frac{1}{5}$ with a numerator of 2.

$$\frac{1 \times \square}{5 \times \square} = \frac{2}{\square}$$

b. Compare the fractions.

$\frac{2}{\square} \bigcirc \frac{2}{12}$. So, $\frac{1}{5} \bigcirc \frac{2}{12}$.

5 Compare the fractions. Use the symbols $<$, $>$, and $=$.

a. $\frac{2}{5} \bigcirc \frac{8}{10}$

b. $\frac{5}{12} \bigcirc \frac{1}{3}$

c. $\frac{3}{5} \bigcirc \frac{60}{100}$

d. $\frac{9}{100} \bigcirc \frac{9}{10}$

6 Tell whether each comparison is *True* or *False*.

	True	**False**
$\frac{2}{3} > \frac{5}{6}$	Ⓐ	Ⓑ
$\frac{4}{10} < \frac{4}{5}$	Ⓒ	Ⓓ
$\frac{70}{100} = \frac{7}{10}$	Ⓔ	Ⓕ
$\frac{1}{3} > \frac{3}{1}$	Ⓖ	Ⓗ
$\frac{3}{4} < \frac{2}{3}$	Ⓘ	Ⓙ

7 Can two fractions with the same numerator and different denominators be equal? Use words and numbers to explain.

Vocabulary

common denominator a number that is a common multiple of the denominators of two or more fractions.

denominator the number below the line in a fraction that tells the number of equal parts in the whole.

numerator the number above the line in a fraction that tells the number of equal parts that are being described.

Develop Using a Benchmark to Compare Fractions

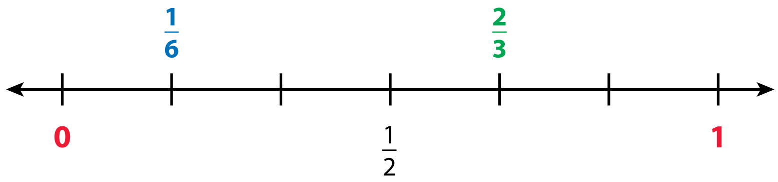
Explore different ways to understand using benchmarks to compare fractions.

Jasmine's swimming lesson lasts for $\frac{2}{3}$ of an hour. It takes her $\frac{1}{6}$ of an hour to do her homework. Does Jasmine spend more time on her homework or at her swimming lesson?

MODEL IT

You can use a number line to help you compare fractions.

The number line shows where the fractions $\frac{2}{3}$ and $\frac{1}{6}$ are compared to 0 and 1.



The number line shows that $\frac{1}{6}$ is closer to 0 than $\frac{2}{3}$ is.

It also shows that $\frac{2}{3}$ is closer to 1 than $\frac{1}{6}$ is.

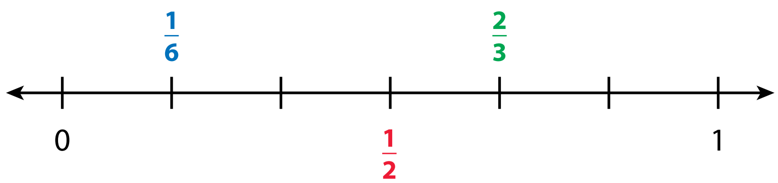
This means that $\frac{1}{6} < \frac{2}{3}$ and $\frac{2}{3} > \frac{1}{6}$.

SOLVE IT

You can use a benchmark fraction to solve the problem.

Another way to compare fractions is by using a benchmark fraction.

Use $\frac{1}{2}$ as a benchmark to compare $\frac{1}{6}$ and $\frac{2}{3}$.



The number line shows that $\frac{1}{6}$ is less than $\frac{1}{2}$ and $\frac{2}{3}$ is greater than $\frac{1}{2}$.

So, $\frac{1}{6} < \frac{2}{3}$ and $\frac{2}{3} > \frac{1}{6}$.

Jasmine spends more time at her swimming lesson than on homework.

CONNECT IT

Now you will solve a similar problem using 1 as a benchmark. Think about the two fractions $\frac{11}{10}$ and $\frac{7}{8}$.

1. Which fraction, $\frac{11}{10}$ or $\frac{7}{8}$, is greater than 1? ....

2. Which fraction, $\frac{11}{10}$ or $\frac{7}{8}$, is less than 1? ....

3. Which fraction, $\frac{11}{10}$ or $\frac{7}{8}$, is greater? Explain.

4. Write $<$, $>$, or $=$ to show the comparison. $\frac{11}{10} \bigcirc \frac{7}{8}$

5. Explain how you can use benchmarks to compare fractions.

6. **REFLECT**

Look back at your **Try It**, strategies by classmates, and **Model It** and **Solve It**. Which models or strategies do you like best for using benchmarks to compare fractions? Explain.

....

....

....

....

Use what you just learned to solve these problems.

7 Tell which fraction is greater, $\frac{4}{8}$ or $\frac{3}{4}$. Use the benchmark fraction $\frac{1}{2}$ to explain your answer. Show your work.

Solution ....

8 Nathan walks $\frac{10}{10}$ of a mile. Sarah walks $\frac{11}{12}$ of a mile. Who walks a greater distance? Explain. Use a benchmark number in your explanation.

Solution ....

....

....

9 Use the benchmark fraction $\frac{1}{2}$ to compare the two fractions below. Which symbol correctly compares the fractions?

$\frac{4}{6} \bigcirc \frac{3}{8}$

Ⓐ $<$

Ⓑ $>$

Ⓒ $=$

Ⓓ $+$

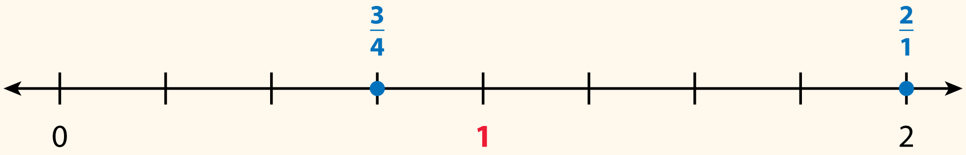
Practice Using a Benchmark to Compare Fractions

Study the Example showing how to use 1 as a benchmark to compare fractions. Then solve problems 1–4.

EXAMPLE

Carol compares $\frac{3}{4}$ and $\frac{2}{1}$. She says $\frac{3}{4} > \frac{2}{1}$ because both the numerator and the denominator in $\frac{3}{4}$ are greater than the numerator and denominator in $\frac{2}{1}$. $3 > 2$ and $4 > 1$. Is Carol correct?

Compare each fraction to the benchmark 1.

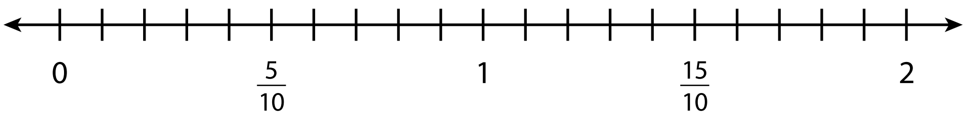


$$\frac{3}{4} < 1 \text{ and } \frac{2}{1} > 1$$

$\frac{3}{4} < \frac{2}{1}$ and $\frac{2}{1} > \frac{3}{4}$. Carol is not correct.

1 Compare $\frac{9}{10}$ and $\frac{3}{2}$.

a. Label $\frac{9}{10}$ and $\frac{3}{2}$ on the number line below.



b. Which fraction is greater than 1? ....

c. Which fraction is less than 1? ....

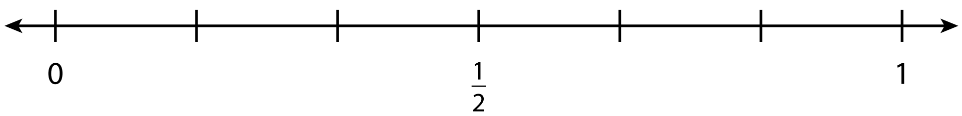
d. Write $<$, $>$, or $=$ to show the comparison. Explain how you found your answer. $\frac{9}{10}$ ◯ $\frac{3}{2}$

Vocabulary

benchmark fraction a common fraction that you might compare other fractions to. For example, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{3}{4}$ are often used as benchmark fractions.

2 Compare $\frac{5}{6}$ and $\frac{1}{3}$ using the benchmark fraction $\frac{1}{2}$.

a. Label $\frac{5}{6}$ and $\frac{1}{3}$ on the number line below.



b. Which fraction is greater than $\frac{1}{2}$? ....

c. Which fraction is less than $\frac{1}{2}$? ....

d. Write $<$, $>$, or $=$ to show the comparison. Explain how you found your answer.

$\frac{5}{6}$ ◯ $\frac{1}{3}$

3 Use a benchmark fraction to compare the fractions $\frac{7}{10}$ and $\frac{5}{12}$. Explain how you found your answer.

4 Write *True* or *False* for each comparison. Then write the benchmark you could use to compare the fractions.

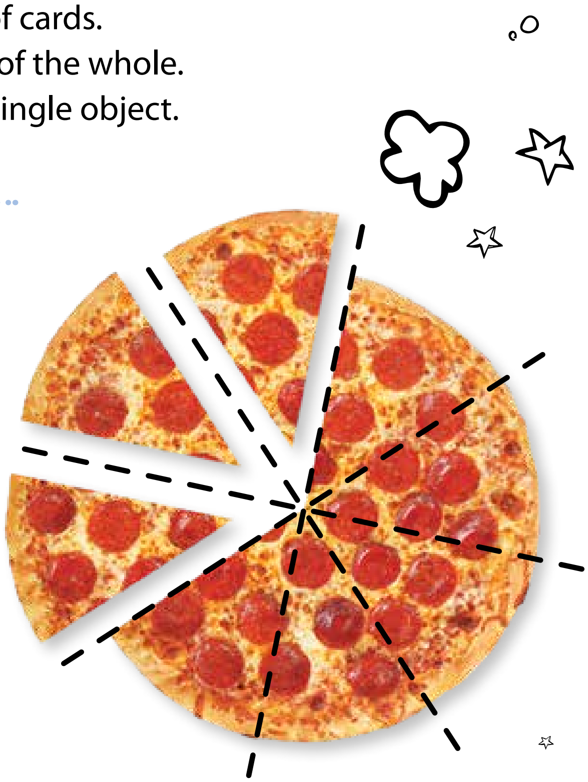
	True* or *False	**Benchmark**
$\frac{9}{8} > \frac{11}{12}$		
$\frac{2}{5} < \frac{5}{6}$		
$\frac{7}{10} < \frac{2}{4}$		
$\frac{4}{5} > \frac{2}{2}$		
$\frac{3}{2} < \frac{9}{10}$		

Explore Adding and Subtracting Fractions

1 Lynn, Paco, and Todd share a pack of 12 cards. Lynn gets 4 cards, Paco gets 3 cards, and Todd gets the rest of the cards. What fraction of the pack does Todd get? Explain how you can find the fraction of the pack that Todd gets.

2 Let's look more closely at solving the problem.

In the problem on the previous page, the whole is the pack of cards. Since there are 12 cards in the pack, each card represents $\frac{1}{12}$ of the whole. Look at the whole shown here. The whole is the pizza. It is a single object.



a. How many equal parts are shown in the pizza? ....

b. What fraction can you use to describe each piece of pizza? ....

c. What fraction can you use to describe the whole? ....

d. What fraction can you use to describe the 3 pieces being taken away? ....

3 REFLECT

How does knowing about equal parts help you add and subtract fractions?

....

....

....

....

....

3 Solve the problem. Show your work.

Maria, Jon, and Kara share a set of 10 animal stickers. Maria gets 2 stickers, Jon gets 4 stickers, and Kara gets the rest of the stickers. What fraction of the stickers does Kara get?

Solution ....

4 Check your answer. Show your work.

Develop Adding Fractions

Explore different ways to understand adding fractions.

Josie and Margo are painting a fence green. Josie starts at one end and paints $\frac{3}{10}$ of the fence. Margo starts at the other end and paints $\frac{4}{10}$ of it. What fraction of the fence do they paint altogether?

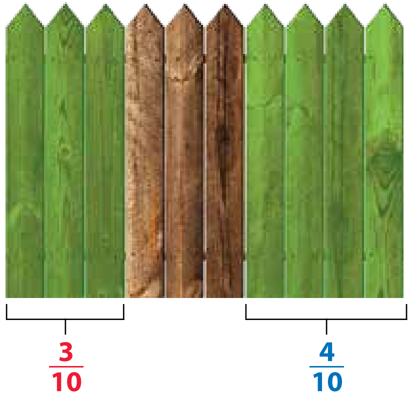
PICTURE IT

You can use a picture to help understand the problem.

Think what the fence might look like if it has 10 equal-sized parts.

Each part is $\frac{1}{10}$ of the whole.

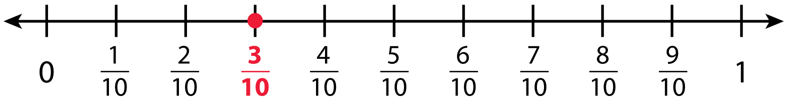
The girls paint 3 tenths and 4 tenths of the fence.



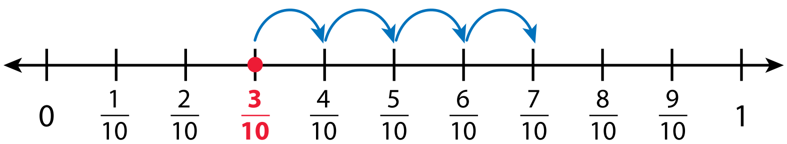
MODEL IT

You can also use a number line to help understand the problem.

The number line below is divided into tenths with a point at $\frac{3}{10}$.



Start at $\frac{3}{10}$ and count 4 tenths to the right to **add** $\frac{4}{10}$.



CONNECT IT

Now you will use the problem from the previous page to help you understand how to add any two fractions that have the same denominator.

1 Look at **Picture It**. How do you know that each section of fence is $\frac{1}{10}$ of the whole fence?

2 What do the numerators, 3 and 4, tell you?

3 How many tenths of the fence do Josie and Margo paint altogether? ....

4 Complete the equations to show what fraction of the fence Josie and Margo painted altogether.

Use words: **3 tenths** + **4 tenths** = ... tenths

Use fractions: $\frac{3}{10} + \frac{4}{10} = \frac{\square}{10}$

5 What would be the sum if the fractions were $\frac{3}{10}$ and $\frac{5}{10}$? ....

6 Explain how you add fractions that have the same denominator.

7 **REFLECT**

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model It**. Which models or strategies do you like best for adding fractions? Explain.

APPLY IT

Use what you just learned to solve these problems.

8 Lita and Otis help their mom clean the house. Lita cleans $\frac{1}{3}$ of the house. Otis cleans $\frac{1}{3}$ of the house. What fraction of the house do Lita and Otis clean altogether? Show your work.

Solution ....

9 Mark and Imani use string for a project. Mark's string is $\frac{1}{5}$ of a meter long. Imani's string is $\frac{3}{5}$ of a meter long. How long are the two strings combined? Show your work.

.... of a meter

10 Paola makes a fruit smoothie. She uses $\frac{2}{8}$ of a pound of strawberries and $\frac{4}{8}$ of a pound of blueberries. How many pounds of fruit does she use? Show your work.

Solution ....

Practice Adding Fractions

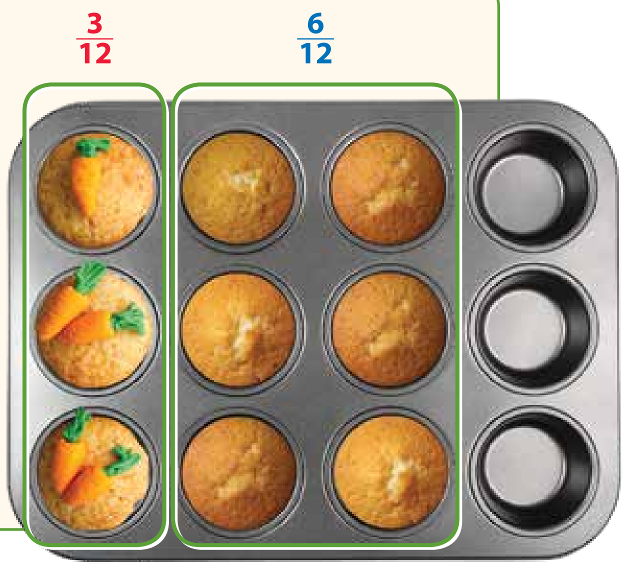
Study the Example showing one way to add fractions.
Then solve problems 1–9.

EXAMPLE

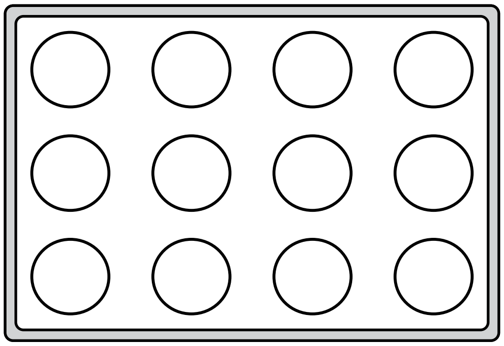
Shrina has a muffin pan that holds 12 muffins.
She fills $\frac{3}{12}$ of the pan with carrot muffin batter.
Then she fills $\frac{6}{12}$ with pumpkin muffin batter.
What fraction of the pan does she fill?

$$\frac{3}{12} + \frac{6}{12} = \frac{9}{12}$$

So, she fills $\frac{9}{12}$ of the muffin pan.



1. Sam fills $\frac{2}{12}$ of another pan with banana muffin batter.
Shade $\frac{2}{12}$ of the muffin pan diagram at the right.

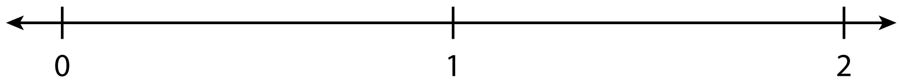


2. Then Sam fills $\frac{6}{12}$ with lemon muffin batter.
Shade $\frac{6}{12}$ of the diagram to show this.

3. In problem 2, what fraction of the pan in all is filled now? ....
Write an equation for this problem that includes your answer.

Kay runs $\frac{6}{8}$ of a mile and rests. Then she runs another $\frac{6}{8}$ of a mile.

4 Divide the number line below to show eighths.



5 Label $\frac{6}{8}$ on the number line above.

6 Use arrows to show $\frac{6}{8} + \frac{6}{8}$ on the number line.

7 What is the total distance Kay runs? ....

8 Write an equation for this problem that includes your answer.

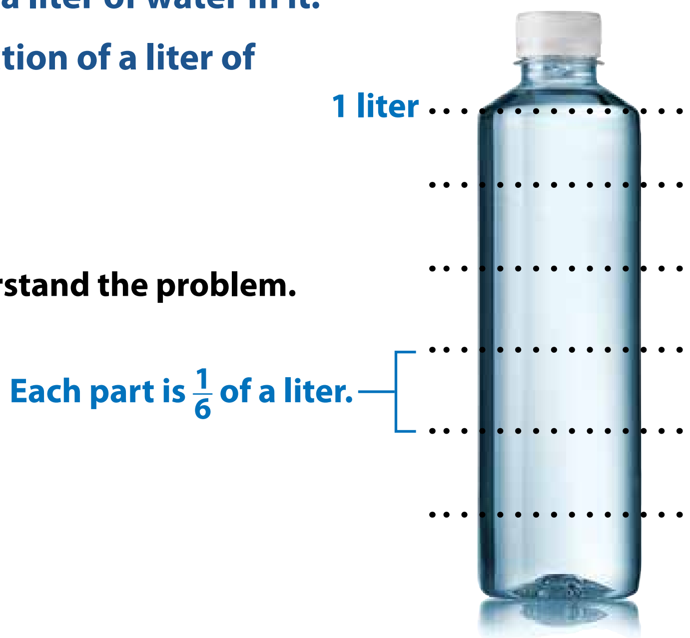
9 Jin cleans $\frac{1}{10}$ of the patio before lunch and $\frac{9}{10}$ of the patio after lunch. What fraction of the patio does Jin clean altogether? Show your work.

Solution ....

Develop Subtracting Fractions

Explore different ways to understand subtracting fractions.

Alberto's water bottle has $\frac{5}{6}$ of a liter of water in it. He drinks $\frac{4}{6}$ of a liter. What fraction of a liter of water is left in the bottle?



PICTURE IT

You can use a picture to help understand the problem.

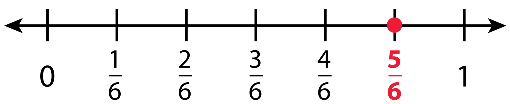
The picture shows the whole liter divided into 6 equal parts.

Five shaded parts show how much water is in the bottle. Alberto drinks 4 sixths of a liter, so take away 4 shaded parts. The 1 shaded part that is left shows the fraction of a liter that is left.

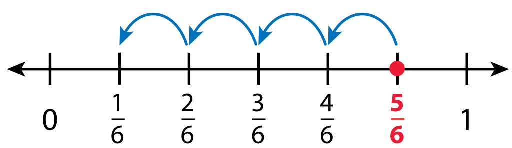
MODEL IT

You can also use a number line to help understand the problem.

The number line at the right is divided into sixths, with a point at $\frac{5}{6}$.



Start at $\frac{5}{6}$ and count back 4 sixths to **subtract** $\frac{4}{6}$.



CONNECT IT

Now you will use the problem from the previous page to help you understand how to subtract any two fractions that have the same denominator.

1 In **Picture It**, why does $\frac{1}{6}$ represent 1 of the equal parts of the liter?

2 What do the numerators, 5 and 4, tell you?

3 How many sixths of a liter are left in the bottle after Alberto drinks 4 sixths? ....

4 Complete the equations to show what fraction of a liter is left in the bottle.

Use words:	**5 sixths**	−	**4 sixths**	=	...... sixth
Use fractions:	$\frac{5}{6}$	−	$\frac{4}{6}$	=	$\frac{\square}{6}$

5 Explain how you subtract fractions with the same denominator.

6 **REFLECT**

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model It**. Which models or strategies do you like best for subtracting fractions? Explain.

APPLY IT

Use what you just learned to solve these problems.

7 Carmen has $\frac{8}{10}$ of the lawn left to mow. She mows $\frac{5}{10}$ of the lawn. Now what fraction of the lawn is left to mow? Show your work.

Solution ....

8 Mrs. Kirk has $\frac{3}{4}$ of a carton of eggs. She uses some for baking and has $\frac{2}{4}$ of the carton left. What fraction of the carton does she use? Show your work.

Solution ....

9 Badru reads $\frac{4}{8}$ of a book. How much of the book does he have left to read?

Ⓐ $\frac{1}{8}$

Ⓑ $\frac{2}{8}$

Ⓒ $\frac{4}{8}$

Ⓓ $\frac{6}{8}$

JCPS NTI Grade 4 Reading Packet #3

i-Ready®

Grade 4 Reading

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 4 Reading activities included in this packet!

Lesson 18
Comparing Points of View

Learning Target

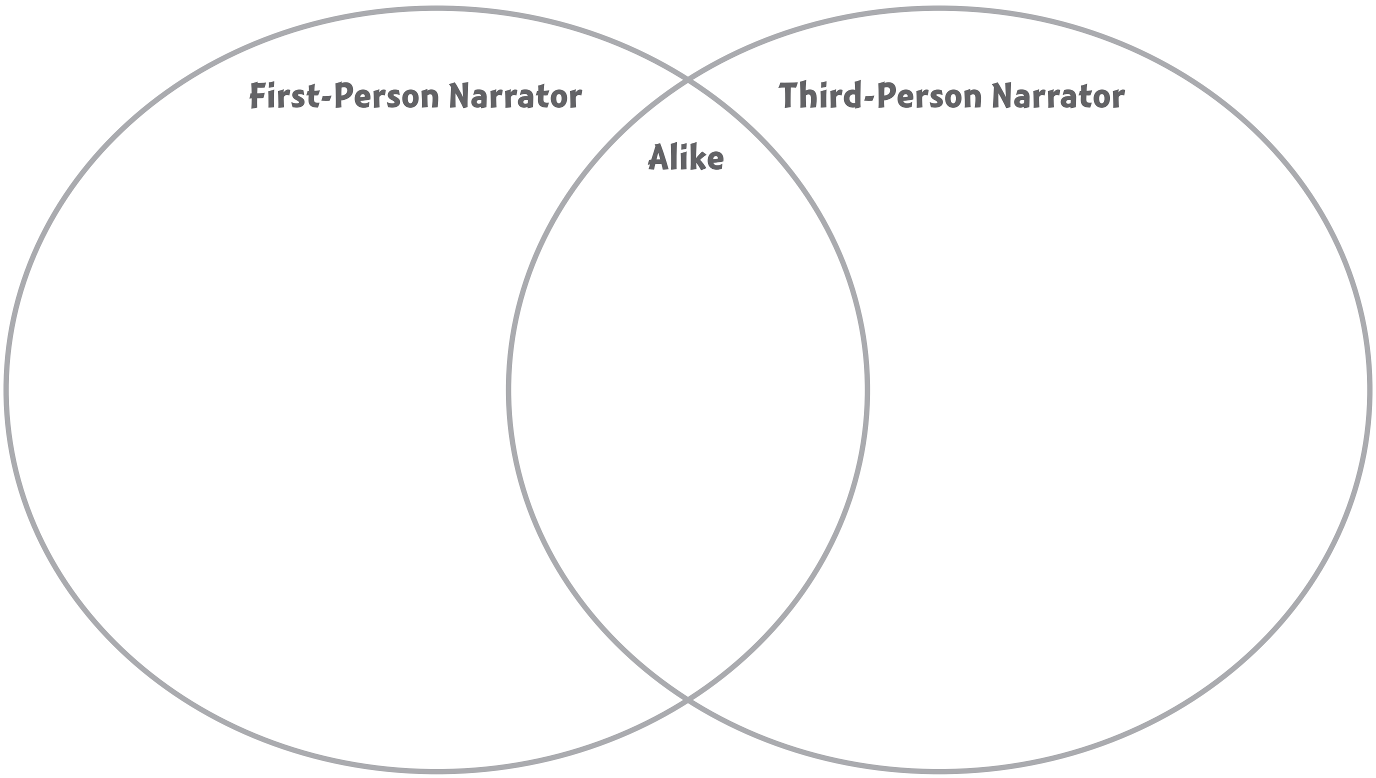
Comparing narrators and their thoughts and feelings about what happens will help you develop a deeper understanding of story characters and events.

Read In stories, the **narrator** is the person who tells the story. The narrator always has a **point of view**, or how he or she thinks or feels about story events. Some narrators are characters in the story. They experience what happens and are called **first-person** narrators. Other narrators are not characters in the story. They look in from outside the story. They are called **third-person** narrators.

When you read, pay attention not just to what narrators say but also how they say it. Their points of view will affect the way you interpret what happens and why.

Study the cartoons below. For each one, decide who the narrator is.

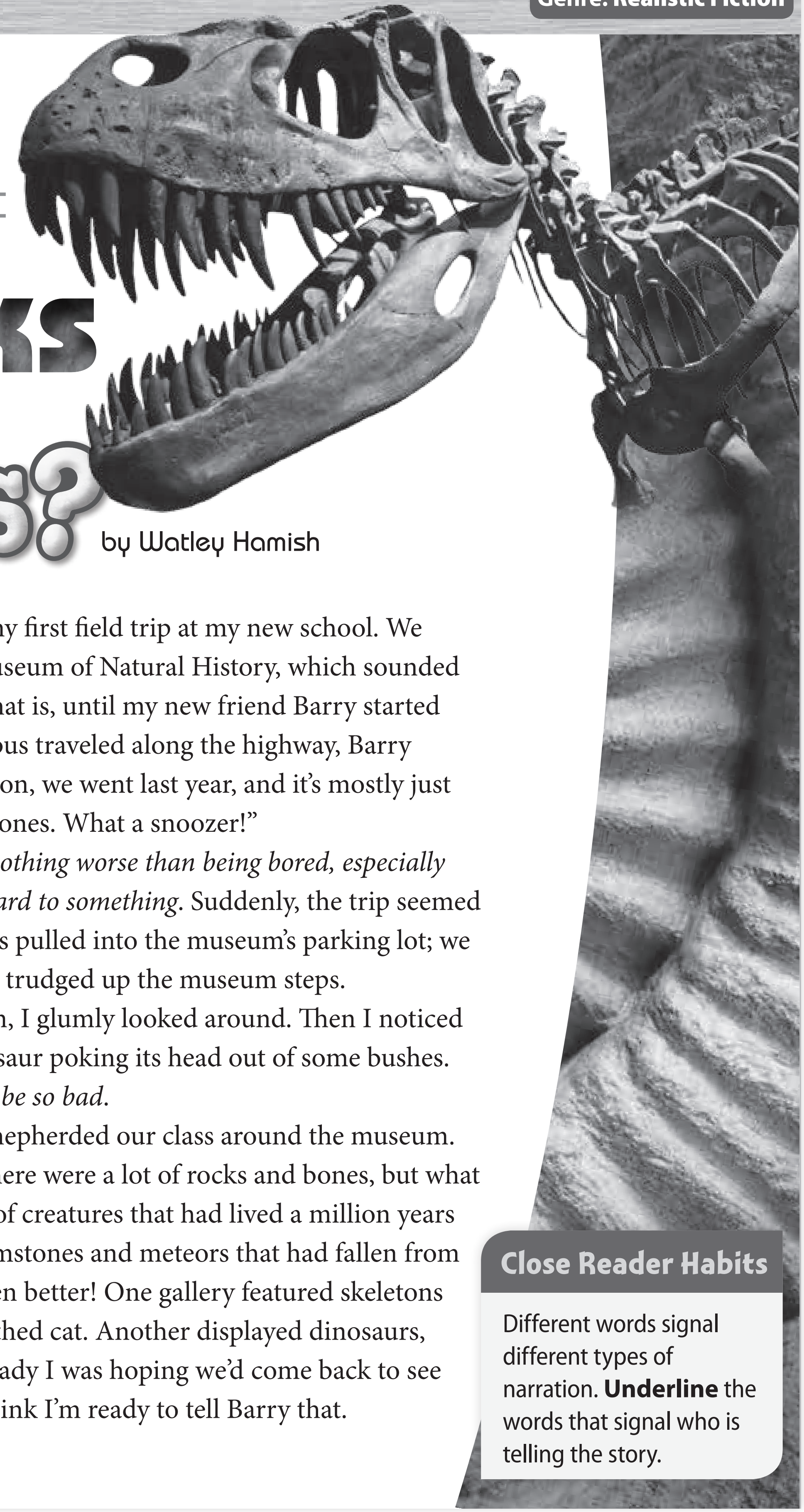
Think What have you learned about first- and third-person narrators? Use the *Venn diagram* below to **compare** and **contrast** the narrators' points of view. Use information from the cartoons to help you.



WRITE Use your Venn diagram:

- What details from the cartoons did you use to help you compare and contrast?

Just a Bunch of Rocks and Bones?



by Watley Hamish

1 I was looking forward to my first field trip at my new school. We were scheduled to visit the Museum of Natural History, which sounded extremely interesting to me, that is, until my new friend Barry started complaining about it. As our bus traveled along the highway, Barry insisted, "I'm telling you, LeBron, we went last year, and it's mostly just a bunch of boring rocks and bones. What a snoozer!"

2 *Oh, no,* I thought. *There's nothing worse than being bored, especially when I was really looking forward to something*. Suddenly, the trip seemed ruined. Moments later, our bus pulled into the museum's parking lot; we dragged ourselves outside and trudged up the museum steps.

3 Sweating under the hot sun, I glumly looked around. Then I noticed a statue of a small, perky dinosaur poking its head out of some bushes. *Hey*, I thought. *This might not be so bad*.

4 A tour guide met us and shepherded our class around the museum. Barry was right in one way. There were a lot of rocks and bones, but what rocks! We viewed cool fossils of creatures that had lived a million years ago. We also saw sparkling gemstones and meteors that had fallen from space. And the bones were even better! One gallery featured skeletons of mastodons and a saber-toothed cat. Another displayed dinosaurs, including part of a *T. rex*. Already I was hoping we'd come back to see more next year—but I don't think I'm ready to tell Barry that.

Close Reader Habits

Different words signal different types of narration. **Underline** the words that signal who is telling the story.

Explore **How would an account of the museum trip told by a first-person narrator differ from an account told by a third-person narrator?**

The things a narrator and other characters do, say, think, and feel often reveal their points of view.

Think

1 Who is the narrator? ______________________________

2 Does the story use a first-person or a third-person narrator? Explain your thinking, and include story evidence that supports it.

3 How does LeBron's point of view about the museum change from the beginning of the story to the end? Why?

WRITE

4 How would the story be different if it were told by a narrator with a different point of view? Why would it be different? List some story details that might change.

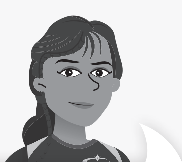
Write

Just a Bunch of Rocks and Bones?

5 **Short Response** Describe how the story would have been different if it had been told by a narrator with a different point of view. Include text evidence in your response.

HINT What could a narrator with a different point of view tell about Barry's thoughts and feelings?

Check Your Writing



Don't forget to check your writing.

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

If Only This Were Real

by Jing Wu

1 Hoshi stared at the clock over a panel in the spaceship. The school day was almost over, and she couldn't wait to meet with her friend, Jeri. Their newly created visual game awaited them on Deck C. Incredibly exciting, the game made space-time seem to pass much faster.

2 At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot. Soon it completed the lesson. Then it announced what it always said: "Enjoy the rest of your afternoon, and have another lovely day!"

3 Hoshi glanced out the window into the blackness of space. Every hour of every day the view looked the same. Having spent half her life traveling to a lush planet in another galaxy, Hoshi recalled little else. She would be 15 by the time they arrived at their new home.

4 After class, Hoshi and Jeri raced straight to Deck C and entered one of the 3-D rooms, rooms that could create any scene a person imagined. Jeri excitedly pressed some buttons and called out, "Computer: run the program 'Old Earth School on a Big Hill.' Make it look real!" The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk. Sunlight from large windows filled the dusty air. As Hoshi and Jeri looked outside, they could see white clouds, blue sky, flowering trees, green grass, and a playground. They politely asked their human teacher, Mrs. Ryant, "May we go outside for recess?"

5 "If only this were real, Jeri!" Hoshi said wistfully. "Maybe sometime in the future, things truly will be this good."

Close Reader Habits

What is the narrator's point of view? Reread the story. **Underline** words that show how the narrator thinks or feels about characters and events.

Think Use what you've learned from reading the science fiction story to respond to the following questions.

The narrator's choice of words reveals who is telling the story. Ask yourself: Is the narrator speaking from *outside* the story, or is the narrator a character *in* the story?

1 This passage is told by a third-person narrator. Select **three** sentences that indicate the narrator is a third-person narrator.

A "Hoshi stared at the clock over a panel in the spaceship."

B "Incredibly exciting, the game made space-time seem to pass much faster."

C "At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot."

D "Hoshi glanced out the window into the blackness of space."

E "She would be 15 by the time they arrived at their new home."

F "The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk."

2 Reread paragraph 3. If the story were told in the first-person, which of the following would **most likely** be part of the story?

A Hoshi's thoughts and feelings about traveling through space

B details about Hoshi's and Jeri's actions, but not their point of view about the trip

C different ways multiple characters viewed the trip

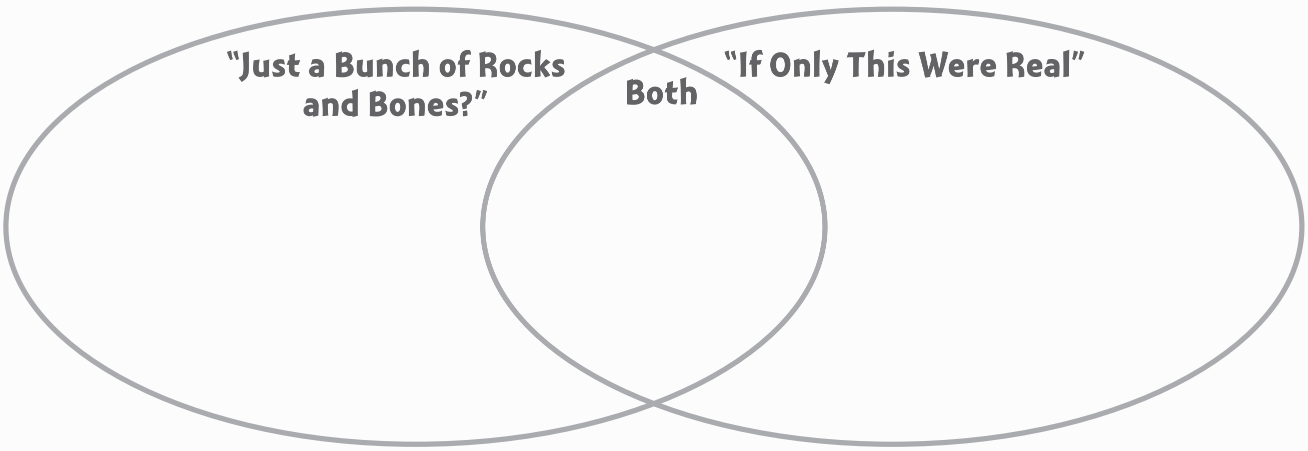
D more information about the 3-D rooms on Deck C

CREATE and WRITE

3 Compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use the Venn diagram on page 291 to organize your thoughts. Explain how the points of view in the two stories compare.

If Only This Were Real

3 **Use the Venn diagram below to organize your ideas.**



Write **Use the space below to write your answer to the question on page 289.**

4 **Short Response** Use the information from your discussion and diagram to compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use at least **one** detail from each text to support your response.

HINT Compare how you learn about the thoughts and feelings of the narrator in each story.

Read

Genre: Realistic Fiction

TRICK Or TREAT

by Bessie Chevalier

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

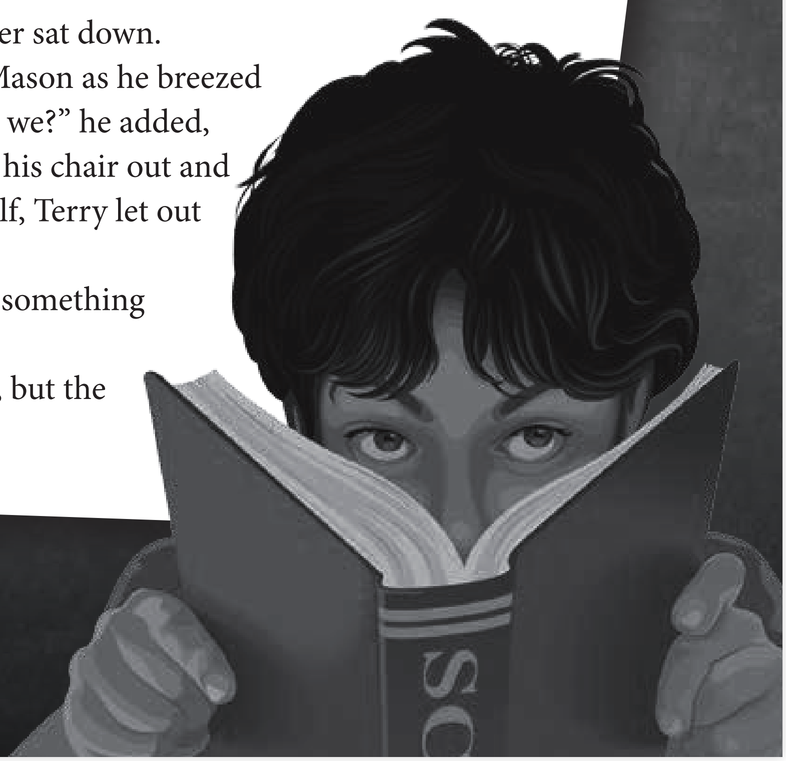
- **current**
- **stern**
- **victim**

1 Terry hid his face behind his science book so no one would see him laugh. Everybody knew that if Terry chuckled when nobody else was laughing, somebody was about to get pranked. His current target was Mr. Mason, his teacher. Terry had put a rubber spider on Mr. Mason's chair and couldn't wait to see what happened when his teacher sat down.

2 "Good morning, class," said Mr. Mason as he breezed into the room. "Let's get started, shall we?" he added, grabbing his science book. He pulled his chair out and got ready to sit. Unable to help himself, Terry let out a squeaky snicker.

3 Mr. Mason froze. "Terry? Is there something you need to tell me?" he asked.

4 "No, Mr. Mason," Terry answered, but the huge smile on his face told the truth.



5 Mr. Mason leaned over and looked at the seat of his chair. There, right in the middle, was a big, black spider. Mr. Mason snatched up the rubber spider and walked over to Terry's desk.

6 "Terry, your pranks are getting tiresome," Mr. Mason said sternly. The other students nodded in agreement. At first, Terry's pranks had been funny. But nobody could remember a day when he hadn't played a trick on someone in the class. "I need you to go sit in the hall for ten minutes and think how your victims feel about your pranks."

7 Terry left the class and sat against the wall in the hallway. His smile was gone, but he didn't actually feel sorry. Mostly, he was disappointed that Mr. Mason had figured out his prank before he sat down. Terry had really wanted to see Mr. Mason's reaction.

8 A few minutes later, the classroom door opened. "You can come back in now, Terry," said Mr. Mason. Terry hopped up and walked back to his desk. "All right, let's get back to business," Mr. Mason continued. "Did all of you remember to bring your permission slips for the field trip to the ice cream factory tomorrow?"

9 Terry's eyes widened. Field trip? Ice cream factory? He didn't remember ever hearing about this. But all around him, his classmates were reaching into their desks and pulling out permission slips.

10 "Mr. Mason! I don't have a permission slip!" Terry wailed. He couldn't believe he was going to miss such a great trip.

11 "How does it feel to be pranked, Terry?" teased Mr. Mason, grinning.

12 Terry realized there was no field trip. He heaved a sigh of relief. "It felt awful, Mr. Mason," he answered. Suddenly, Terry realized that he was getting tired of his pranks, too.

Putting It OFF

by Alan McMullen

1 “Come sit with me, so I can help you study for your test, Serena!” called Mom. I rolled my eyes because, after all, it was a whole week before the big math test, and I didn’t feel like studying yet.

2 “Mom!” I wailed. “Can’t I finish watching this show on the science channel first? It’s educational and *absolutely* fascinating! Plus, if I study now, I’ll just forget everything before next week’s test.”

3 Mom sighed, “Go ahead and finish your program, I guess . . . but I won’t be able to help you study after dinner.”

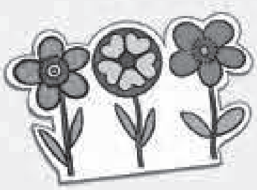
4 “That’s okay, Mom. I’ll just study alone later before bedtime.” She gave me a look that showed she suspected I didn’t intend to study today. I wish she understood that I do my best work at the last minute.

5 Once again I relaxed into the couch. Truthfully, only half my attention was focused on the science channel program. Peeling stickers from a sheet and positioning them artfully on the cover of my math notebook seemed far more interesting, and it was a lot more entertaining than studying, for sure.

6 Once I’d arranged the cover stickers just the way I wanted, I put my notebook and stickers away and went to the kitchen to have dinner—macaroni and cheese, my favorite! Shortly after that, it was time for bed, but, naturally, I hadn’t studied. Why would I, if the test was an entire week away?

7 The next morning, I sauntered into math class, well-rested and refreshed, but everyone else looked sleepy and tense. “What’s going on?” I asked my friend Megan. “Why’s everybody looking so tired?”

8 “I stayed up until almost 10 studying for the test,” said Megan. “Didn’t you?”



9 “Uh, no—it’s next week, right?” I started to feel a little nervous.

10 “Serena, don’t you remember? Mr. Gordon changed the day of the test from next Friday to this Friday! You didn’t study at all?” Megan looked at me wide-eyed as I sank into my assigned seat.

11 If only I’d let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won’t wait until the last minute.

Think Use what you learned from reading the stories to respond to the following questions.

1 Which statement **best** describes the differences between the narrators' points of view in the two stories?

- **A** One story is told by a girl who is making observations from outside the story and describes how one person feels. The other story is told by a boy who is a character living through the events and describes how many people feel.
- **B** One story is told by a character who lives through the events and describes how many characters feel. The other story is told by a character who is an outsider observing the events and describes how one person feels.
- **C** One story is told by a character who lives through the events and describes how one person feels. The other story is told by a character who is an outsider observing the events and tells about how many people feel.
- **D** One story is told by a narrator who is actually the main character living through the events. The other story is told by a narrator who gives an account of the events from his imagination.

2 Underline the clues that helped you determine the narrator's point of view.

from "Trick or Treat"	from "Putting It Off"
Terry left the class and sat against the wall in the hallway. His smile was gone, but he didn't actually feel sorry. Mostly, he was disappointed that Mr. Mason had figured out his prank before he sat down.	"Come sit with me, so I can help you study for your test, Serena!" called Mom. I rolled my eyes because, after all, it was a whole week before the big math test, and I didn't feel like studying yet.

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

Part A

Read the sentence from paragraph 11 from "Putting It Off."

> Never, never again will you catch me <u>procrastinating</u> before a big test!

What does the word <u>procrastinating</u> mean as it is used in the sentence?

A altering, revising, or editing something

B being slow or late about doing something

C taking control of something

D getting information about something

Part B

Underline the detail in the paragraph below that provides the **best** clue to the meaning of the word <u>procrastinating</u>.

> If only I'd let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won't wait until the last minute!

4 Compare how the passages are similar and how they are different. Complete the chart by drawing Xs in the boxes next to statements that describe "Trick or Treat" and "Putting It Off." A statement may be used for both "Trick or Treat" and "Putting It Off."

Statement	"Trick or Treat"	"Putting It Off"
Includes a narrator who observes an event but does not experience the story		
Includes dialogue		
Includes the thoughts of the main character		
Includes a narrator who tells about the events as he or she experiences them		

Write

5 **Short Response** Compare and contrast the types of narration in "Trick or Treat" and "Putting It Off." Explain what each type reveals about the narrator's point of view. Use at least **one** detail from each story to support your answer.

Learning Target

In this lesson, you learned how first- and third-person narration differs. Now, describe how recognizing a narrator's point of view will help you develop a deeper understanding of story characters and events.

Read

Genre: Adventure

Read the story. Then answer the questions that follow.

The Escape

a story by John Martin

1 I picked at the lock of the prison cell I shared with Kasper. I almost had it, I was sure. We didn't have much time before the prince's guards returned to drag the two of us before Prince Robert.

2 The only light in the stone dungeon came from two foul-smelling torches on the walls. My friend Kasper lay groaning on the cold damp floor by my feet.

3 "What a foolish thing we've done," Kasper said, "Did we do the right thing, Carl, trying to help that old couple?"

4 "The prince's men were stealing the last of their food," I said. "We had to try and help them."

5 "The pair of us, with our shovels and hoes, we weren't much of a match for those thugs and their swords, were we?" Kasper said, laughing. "But we put up a good fight!" He let out a sharp moan. "Oh, Carl, my leg is so terribly painful!"

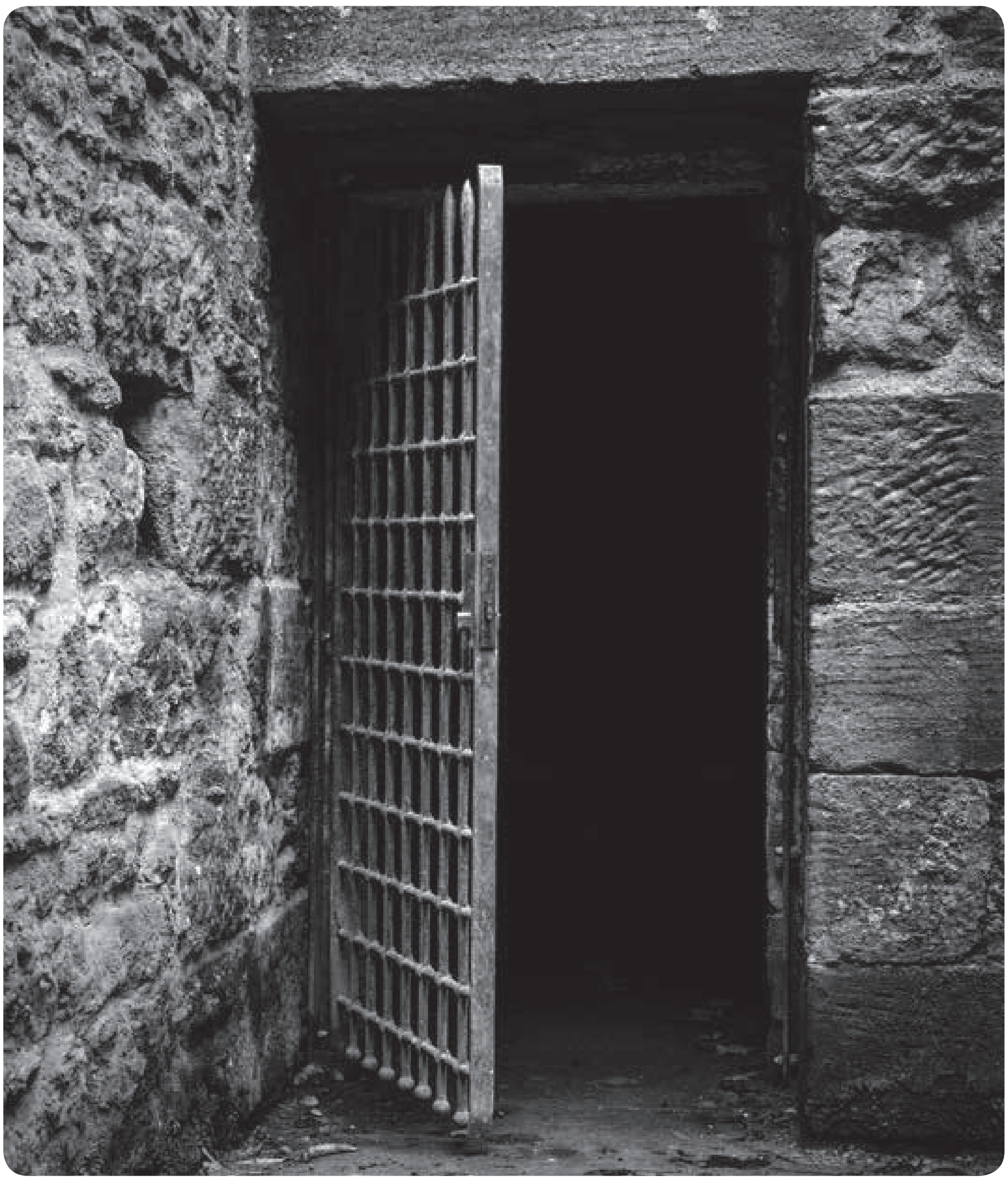
6 "We've got to get you help," I said. "The monks at the monastery will know what to do. But first, we must escape." I picked at the lock a moment longer, then smiled as I pushed the creaking door open.

7 "I can barely stand, let alone walk," Kasper said. "You might make it by yourself, but you won't have a chance if you are burdened with me."

8 I stood in silence, thinking our predicament over. *What Kasper said may very well be true. But more than likely, he would not survive here.*

9 "To escape alone would be no escape at all," I said firmly. "I would be a prisoner, trapped and wandering in the labyrinth of my mind if I left my courageous friend behind."

10 I raised Kasper up, and then, with a grunt of effort, lifted him onto my shoulders. Together we escaped as one into the frosty, moonlit night.



Think

1 What does the word labyrinth mean as it is used in paragraph 9?

- **A** castle
- **B** forest
- **C** maze
- **D** city

2 Underline **one** word in the excerpt from "The Escape" that means "weighed down."

> "We've got to get you help," I said. "The monks at the monastery will know what to do. But first, we must escape." I picked at the lock a moment longer, then smiled as I pushed the creaking door open.
>
> "I can barely stand, let alone walk," Kasper said. "You might make it by yourself, but you won't have a chance if you are burdened with me."
>
> I stood in silence, thinking our predicament over. *What Kasper said may very well be true. But more than likely, he would not survive here*.

3 The sentence below is from paragraph 6 of the story.

> I picked at the lock a moment longer, then smiled as I pushed the creaking door open.

What element in the text of a play would **most likely** give this information to the reader?

- **A** stage directions
- **B** dialogue
- **C** setting
- **D** cast of characters

4 How would the story be different if it were told from Kasper's point of view?

- **A** The reader would feel sad about Kasper's time in prison.
- **B** The reader would know Kasper's inner thoughts instead of Carl's.
- **C** The reader would know how Kasper's injury happened.
- **D** The reader would understand more about Carl's feelings than Kasper's.