

JCPS NTI Grade 4 Mathematics Packet #2



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.

See the Grade 4 Math
concepts covered in
this packet!



Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____

$501 \times 4 =$ _____

$506 \times 4 =$ _____

2 $300 \times 2 =$ _____

$299 \times 2 =$ _____

$298 \times 2 =$ _____

3 $400 \times 3 =$ _____

$405 \times 3 =$ _____

$410 \times 3 =$ _____

4 $499 \times 6 =$ _____

5 $706 \times 3 =$ _____

6 $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2 ?

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 $8,491 \times 2 =$ _____

2 $6,148 \times 4 =$ _____

3 $7,062 \times 5 =$ _____

4 $4,362 \times 5 =$ _____

5 $1,789 \times 8 =$ _____

6 $2,206 \times 9 =$ _____

7 $7,218 \times 4 =$ _____

8 $9,821 \times 3 =$ _____

9 $4,762 \times 6 =$ _____

10 $6,739 \times 6 =$ _____

11 $7,964 \times 4 =$ _____

12 $3,618 \times 7 =$ _____

13 What strategies did you use to solve the problems? Explain.

Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14×17	2,380 238 Estimate: $14 \times 20 = 280$
15×19	285
21×18	3,078
16×13	28

Use a strategy of your choice to solve each problem.

- 1** There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are _____ rose bushes in the garden.

- 2** Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has _____ dimes.

- 3** There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are _____ strawberries in the bowl.

- 4** Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims _____ minutes.

- 5** A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are _____ gray tiles in the pattern.

- 6** Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has _____ pop songs.

- 7** Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees _____ stars on Monday night.

- 8** Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas _____ minutes to wash the dishes.

- 9** Write and solve a word problem for this equation: $6 \times n = 54$

Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $606 \div 2 =$ _____

2 $606 \div 3 =$ _____

3 $903 \div 3 =$ _____

4 $408 \div 8 =$ _____

5 $243 \div 3 =$ _____

6 $721 \div 7 =$ _____

7 $545 \div 5 =$ _____

8 $488 \div 8 =$ _____

9 $816 \div 4 =$ _____

10 $728 \div 8 =$ _____

11 $459 \div 9 =$ _____

12 $366 \div 6 =$ _____

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Dividing Four-Digit Numbers

Name: _____

**Estimate. Circle all the problems with quotients between 500 and 1,500.
Then find the exact quotients of only the problems you circled.**

1 $2,508 \div 4 =$ _____

2 $7,058 \div 9 =$ _____

3 $2,726 \div 9 =$ _____

4 $7,429 \div 5 =$ _____

5 $3,506 \div 9 =$ _____

6 $8,318 \div 8 =$ _____

7 $7,645 \div 2 =$ _____

8 $4,113 \div 4 =$ _____

9 $3,196 \div 5 =$ _____

10 $5,018 \div 7 =$ _____

11 $8,127 \div 6 =$ _____

12 $6,155 \div 3 =$ _____

13 What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Using Common Numerators and Denominators

Name: _____

Compare the fractions. Write $<$, $>$, or $=$.

1 $\frac{3}{4}$ ○ $\frac{3}{8}$

2 $\frac{2}{3}$ ○ $\frac{4}{5}$

3 $\frac{1}{5}$ ○ $\frac{2}{10}$

4 $\frac{2}{10}$ ○ $\frac{23}{100}$

5 $\frac{7}{8}$ ○ $\frac{3}{4}$

6 $\frac{7}{12}$ ○ $\frac{5}{6}$

7 $\frac{10}{12}$ ○ $\frac{5}{6}$

8 $\frac{53}{100}$ ○ $\frac{1}{2}$

9 $\frac{2}{8}$ ○ $\frac{9}{12}$

10 $\frac{1}{6}$ ○ $\frac{3}{12}$

11 $\frac{4}{5}$ ○ $\frac{77}{100}$

12 $\frac{1}{3}$ ○ $\frac{5}{12}$

13 $\frac{1}{4}$ ○ $\frac{2}{12}$

14 $\frac{9}{10}$ ○ $\frac{90}{100}$

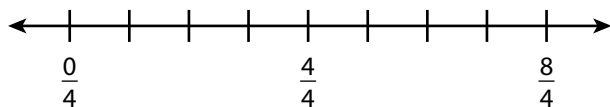
15 $\frac{2}{3}$ ○ $\frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

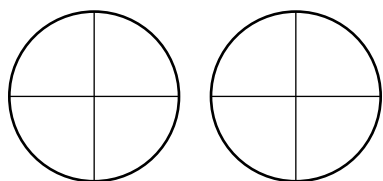
Understanding of Fraction Addition and Subtraction

Name: _____

- 1** Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

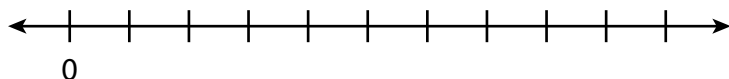


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

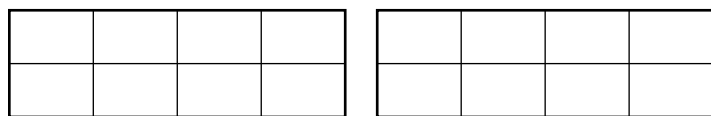


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

- 2** Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Understanding of Fraction Addition and Subtraction *continued*

Name: _____

- 3** What type of model do you like best for showing fraction addition and subtraction? Explain why.

- 4** Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting $10 - 4$. How are they alike?
How are they different?

Adding Fractions

Name: _____

Write the missing numbers in the boxes to make each addition problem true.

1 $\frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$

2 $\frac{1}{8} + \frac{4}{8} = \frac{\square}{\square}$

3 $\frac{1}{10} + \frac{4}{10} = \frac{\square}{\square}$

4 $\frac{4}{12} + \frac{\square}{\square} = \frac{7}{12}$

5 $\frac{4}{6} + \frac{\square}{\square} = \frac{7}{6}$

6 $\frac{4}{3} + \frac{\square}{\square} = \frac{7}{3}$

7 $\frac{\square}{\square} + \frac{2}{4} = \frac{5}{4}$

8 $\frac{\square}{\square} + \frac{2}{10} = \frac{5}{10}$

9 $\frac{\square}{\square} + \frac{2}{8} = \frac{5}{8}$

10 $\frac{\square}{6} + \frac{2}{6} = \frac{\square}{6}$

11 $\frac{\square}{5} + \frac{1}{5} = \frac{\square}{5}$

12 $\frac{4}{10} + \frac{\square}{10} = \frac{\square}{10}$

13 Write a number from 1–12 in each box so that the addition problem is true.

$$\frac{\square}{12} + \frac{5}{\square} = \frac{\square}{12}$$

Subtracting Fractions

Name: _____

Solve each problem.

- 1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?
- 2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?
- 3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?
- 4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

Subtracting Fractions *continued*

Name: _____

- 5** On Monday, Adam walks $\frac{3}{10}$ of a mile to the store and then $\frac{4}{10}$ of a mile to the park. How far does he walk in all?
- 6** Javier has $\frac{7}{8}$ of a cup of flour. He uses $\frac{3}{8}$ of a cup in a recipe. How much flour does Javier have left?
- 7** Shawna practices piano for $\frac{4}{6}$ of an hour and takes a break. Shawna then practices for $\frac{2}{6}$ of an hour more. How long does Shawna practice in all?
- 8** Kailee has finished $\frac{4}{5}$ of her math homework so far. What fraction of her math homework does she have left to finish?
- 9** Explain one way to check your work to problem 2.

Decomposing Fractions

Name: _____

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \underline{\hspace{2cm}}$

$$\frac{3}{4} = \frac{2}{4} + \underline{\hspace{2cm}}$$

$$\frac{3}{4} = \frac{1}{4} + \underline{\hspace{2cm}}$$

2 $\frac{7}{8} = \frac{6}{8} + \underline{\hspace{2cm}}$

$$\frac{7}{8} = \frac{5}{8} + \underline{\hspace{2cm}}$$

$$\frac{7}{8} = \frac{4}{8} + \underline{\hspace{2cm}}$$

3 $\frac{6}{5} = \underline{\hspace{2cm}} + \frac{3}{5}$

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

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

4 $\frac{5}{6} = \underline{\hspace{2cm}} + \frac{3}{6}$

$$\frac{5}{6} = \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

5 $\frac{9}{12} = \underline{\hspace{2cm}} + \frac{5}{12}$

$$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{9}{12} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

6 $\frac{8}{10} = \underline{\hspace{2cm}} + \frac{4}{10}$

$$\frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{8}{10} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

7 Describe your strategy for finding the missing numbers.



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!



Using a Dictionary or Glossary

 **Introduction** There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) *v.* **1.** to smash **2.** to disobey **3.** to do better than: *Ina broke the record for the high jump.* *n.* **4.** time off **5.** luck **break into** **1.** to disturb **2.** to start to do suddenly **3.** to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kār'ē) **1.** to move **2.** to hold **carry on** **1.** to continue **2.** to act excitedly

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

Guided Practice

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

HINT To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

Hank Aaron broke into major league baseball in the 1950s. A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.

Independent Practice

Use the dictionary entries to answer numbers 1–4.

material (mə tîr' ē əl) *n.* **1.** fabric or cloth **2.** ideas and facts used in writing something *adj.* **3.** made of matter **4.** having great meaning or effect

- 1** Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

hammer (hăm' ər) *n.* **1.** a tool used for pounding objects, such as nails **2.** a part of a piano *v.* **3.** to hit hard **4.** to join with nails

- 2** Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

stand (stănd) *n.* **1.** a display area **2.** an opinion or a position on an issue *v.* **3.** to be on one's feet **4.** to endure, put up with **stand for** **1.** to represent, be a symbol of **2.** to allow **3.** to believe in and support: *He stands for equality.* **4.** an abbreviation for

- 3** Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

- 4** Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

Understanding Vocabulary in Literary Texts



Learning Target



Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

- ▶ **Read** A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

Read the story below. What are the meanings of *odyssey* and *locate*?

The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My *odyssey* took me far and wide and finally back home. Despite my long journey, I'd failed to *locate* it, that is, until I sat down. It had been in my back pocket all along!



► **Think** How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	"My odyssey took me far and wide . . ."		
locate			

- **Talk** Share your chart with a partner.
- Did your possible meanings agree?
 - Which context clues did you use?
 - Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?



Academic Talk

Use these words and phrases to talk about the text.

- **context clues**
- **mythology**
- **allude to**
- **significant**



- 1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!
- 3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis¹ at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

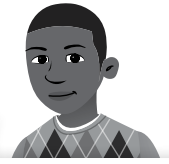
Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

¹**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

Explore

How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?



Context clues can appear before or after the sentence having an unfamiliar word.

Think

- 1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
<i>dissatisfied</i>			
<i>obsessed</i>			
<i>nemesis</i>			

Talk


- 2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Write

- 3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 276 to write your response.

SIMILES AND METAPHORS

 **Introduction** Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has <i>paws as big as dinner plates</i> .	Ollie has very big paws.
His <i>bark sounds like thunder</i> .	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
<i>Ollie is a mountain of a dog.</i>	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

- 1 Ollie's mouth was a trap that held a giant stick.

- 2 Ollie leapt toward Alicia like a clumsy ballerina.

- 3 Ollie raced past Alicia like a strong wind.

- 4 Suddenly, Ollie was a freight train racing into the house.



Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

- 1** The stick in Ollie’s mouth was a sword, knocking over one object after another.
- A** The stick was heavy.
 - B** The stick was dangerous.
 - C** Ollie was dangerous.
 - D** The stick was made of metal.
- 2** The plates on the table became flying saucers that Alicia had to dodge.
- A** Flying saucers came from outer space.
 - B** Alicia had to play dodge ball.
 - C** Alicia had to fly across the kitchen.
 - D** Plates flew through the air.
- 3** Salad covered the floor like a large blanket.
- A** The salad was warm.
 - B** The salad tasted awful.
 - C** There was a large blanket on the floor.
 - D** A layer of salad covered the floor.
- 4** The floor was as sticky as glue.
- A** Glue covered the floor.
 - B** The floor was a glue stick.
 - C** The floor was very sticky.
 - D** Glue made the floor sticky.
- 5** Alicia was a whirlwind as she cleaned up the mess.
- A** Alicia spun wildly.
 - B** Alicia worked quickly.
 - C** Alicia was getting tired.
 - D** Alicia was breathing hard.



Write Use the space below to write your answer to the question on page 273.

Out to Win

3 Short Response Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.



Don't forget to check your writing.

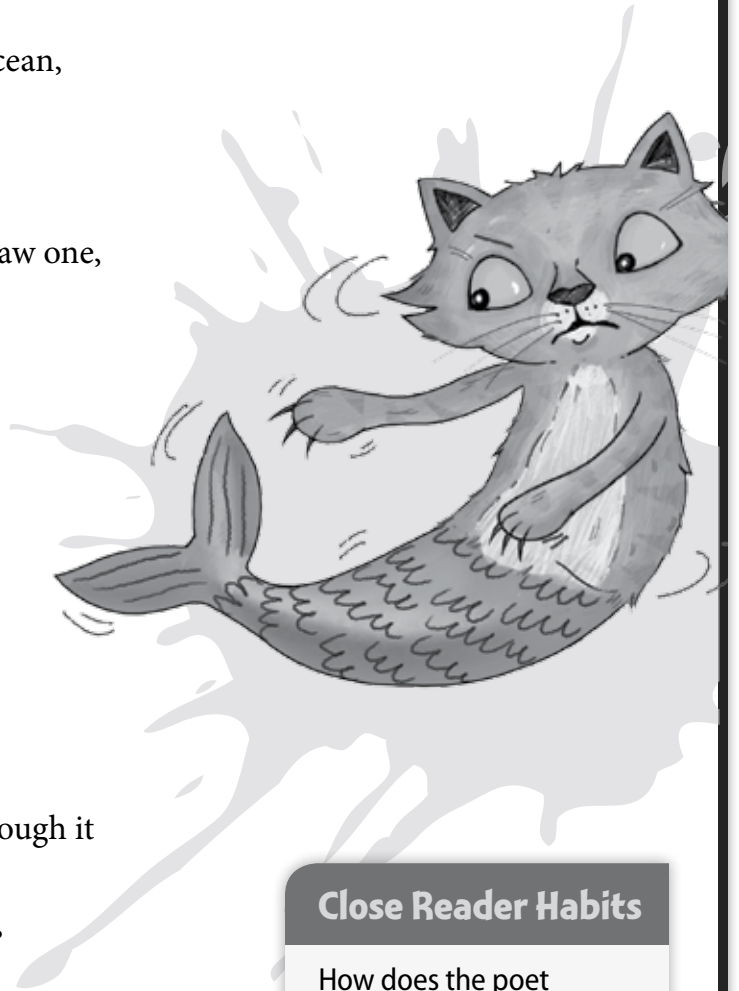
Check Your Writing

- 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?

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
- 5 When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline¹ and half fishy,
- 10 A paradox in twins,
Unmixable as vitriol and vichy²—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
- 15 His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
- 20 If you know what it is!



Close Reader Habits

How does the poet describe the catfish?
Reread the poem.
Underline words and phrases that explain how he imagines a catfish to look.

¹**feline:** catlike

²**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

► **Think** Use what you learned from reading the lyric poem to respond to the following questions.

- 1 In the poem, one word has this definition: “to cry out in sadness or pain.” Underline the word that **best** fits the definition in the following lines from “The Catfish.”

The saddest fish that swims the briny ocean,
The Catfish I bewail,
I cannot even think without emotion
Of his distressful tail.

- 2 Read these lines from the poem.

I vision him half feline and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- A a creature with parts that don't seem to go together
- B a furry fish with a brother that looks just like him
- C a scaly cat that is confused and spins around
- D a make-believe animal that has two different heads

► **Talk**

- 3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a “feline Tantalus”? Use the chart on page 277 to organize your ideas about the poem.

►  **Write**

- 4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.” Use the space provided on page 277 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

The Catfish

3 Use the chart below to organize your ideas.

Unknown Word	Context in Poem	Possible Meaning	Clues



Write Use the space below to write your answer to the question on page 275.

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.”

HINT Think of what you know about a cat’s usual reaction to a fish.

WORDS TO KNOW

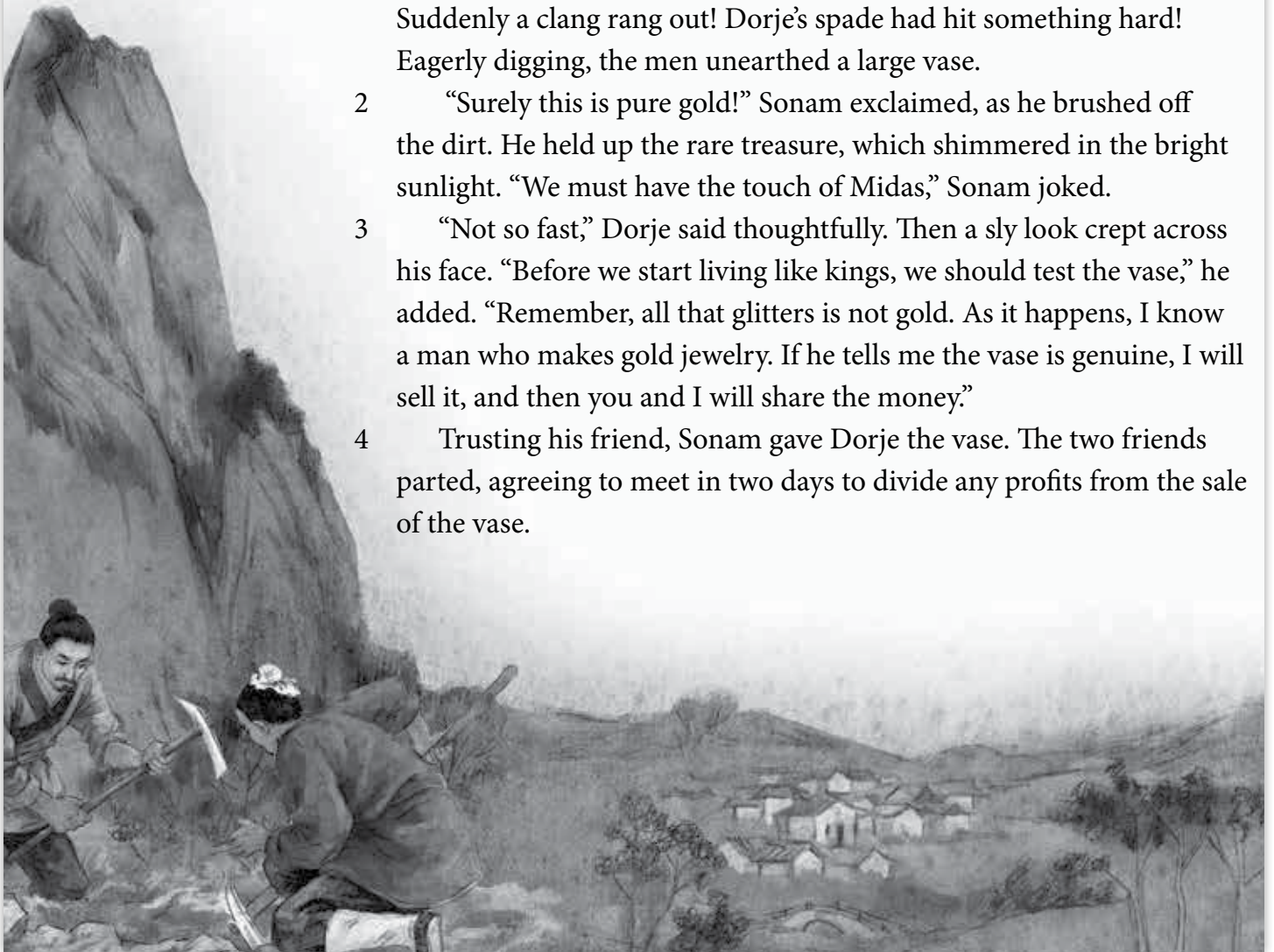
As you read, look inside, around, and beyond these words to figure out what they mean.

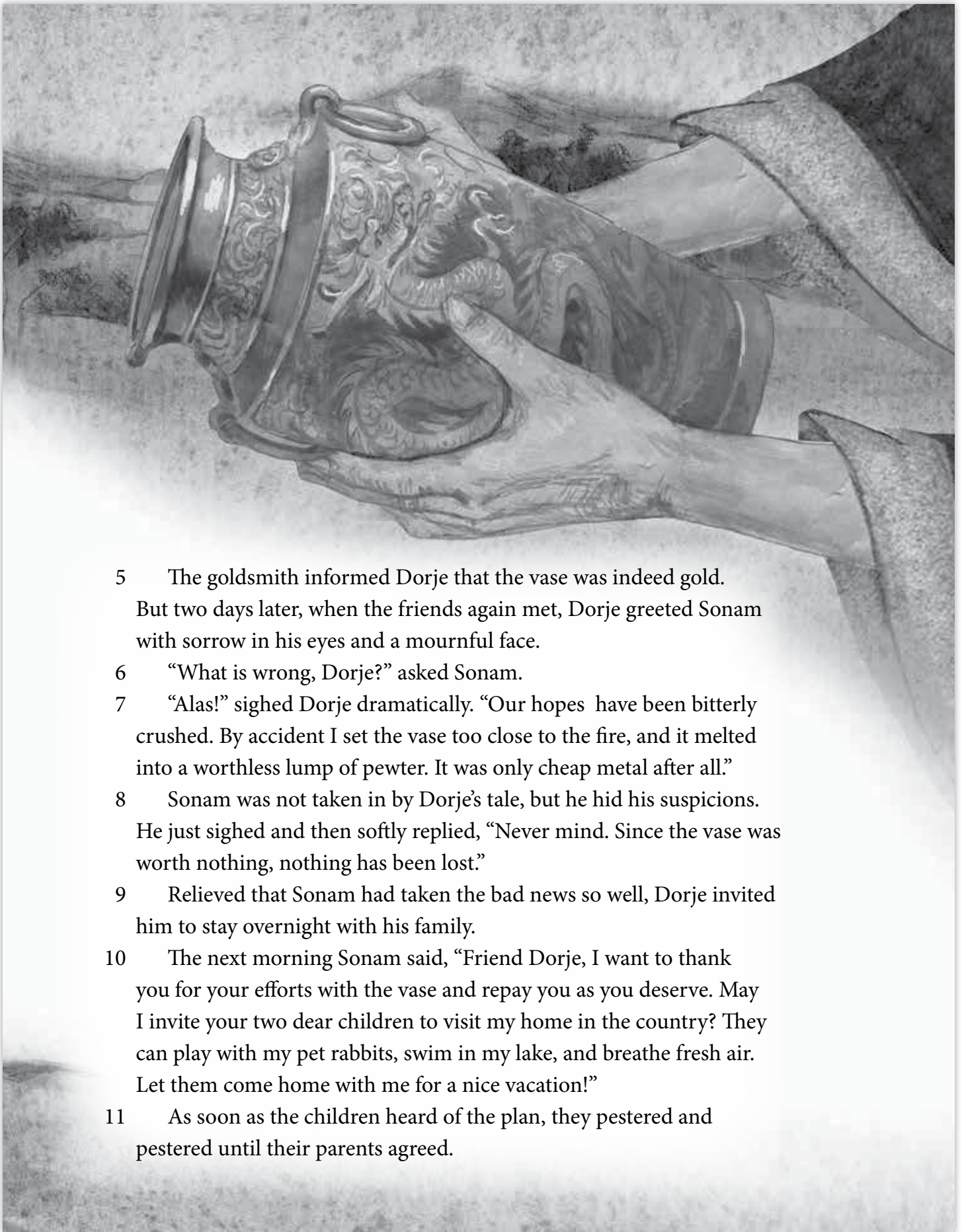
- **genuine**
- **recent**
- **pardon**

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.





5 The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face.

6 “What is wrong, Dorje?” asked Sonam.

7 “Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

8 Sonam was not taken in by Dorje’s tale, but he hid his suspicions. He just sighed and then softly replied, “Never mind. Since the vase was worth nothing, nothing has been lost.”

9 Relieved that Sonam had taken the bad news so well, Dorje invited him to stay overnight with his family.

10 The next morning Sonam said, “Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!”

11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.



12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. “We will take these little fellows home as pets. You can play with them if you treat them kindly,” he explained. “I will name a monkey after each of you, we’ll teach them tricks, and they will be your twins!”

13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.

14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. “Walk up the mountain to gather berries and fruits,” he said. “We will surprise your father with a tasty treat before you return home.”

15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.

16 “What is wrong, my friend?” asked Dorje.

17 “Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”

18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. “H-h-how can this be?” he sputtered. “Is such a thing even possible?”

19 “It was a freak accident,” Sonam replied. “After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal.” Then a twinkle crept into his eyes.

20 “Oh!” was all Dorje could say at first. Then a look of shame and relief spread over his face. “Now I understand, my friend,” he said. “Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed.”

21 Just then, Dorje’s children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.

22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, “I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold.”

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

- 1** In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase “the touch of Midas” in paragraph 2?
- A** to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
 - B** to compare Dorje and Sonam’s good fortune in finding the vase to Midas’s ability to make gold
 - C** to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
 - D** to compare Dorje and Sonam’s rare golden treasure to similar treasures owned by rich kings like Midas
- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word pewter in paragraph 7?

- A** a metal that shines like gold
- B** a metal that is soft and melts easily
- C** a metal that is not costly
- D** a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

“Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

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

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of “A Golden Vase and Two Bright Monkeys”?

- A** tried
- B** watched
- C** found
- D** copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing

4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: “to change completely in appearance or structure.” Underline the word that **best** fits the definition.

“Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught.



Write

- 5 Short Response** Paragraph 19 of the passage uses the phrase “freak accident.” Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.



Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.
