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# Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards>.

<b>READING: LITERATURE STANDARDS</b>	<b>Pages</b>
<b>Key Ideas and Details</b>	
<b>ELA.RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	19-22, 25-28, 39-42, 51-54, 55-56, 57-60, 69-70, 75-76, 77-80, 81-82, 83-86, 101-102, 109-112
<b>ELA.RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	19-22, 25-28, 39-42, 51-54, 55-56, 57-60, 69-70, 75-76, 77-80, 81-82, 83-86, 101-102, 107-108, 109-112
<b>ELA.RL.4.3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	19-22, 39-42, 51-54, 55-56, 57-60, 77-80, 81-82, 109-112
<b>Craft and Structure</b>	
<b>ELA.RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	19-22, 25-28, 39-42, 51-54, 55-56, 57-60, 69-70, 75-76, 77-80, 81-82, 83-86, 101-102, 107-108, 109-112
<b>Range of Reading and Complexity of Text</b>	
<b>ELA.RL.4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All literature/fiction passages allow students to read and comprehend literature in the grades 4-5 text complexity band proficiently.

<b>READING: INFORMATIONAL TEXT STANDARDS</b>	<b>Pages</b>
<b>Key Ideas and Details</b>	
<b>ELA.RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	13-16, 17-18, 23-24, 29-30, 31-34, 43-44, 45-48, 49-50, 65-68, 71-74, 91-94, 95-96, 97-100, 103-106

# Common Core State Standards Correlations

READING: INFORMATIONAL TEXT STANDARDS <i>(cont.)</i>	Pages
<b>Key Ideas and Details</b>	
<b>ELA.RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	13-16, 29-30, 31-34, 43-44, 65-68, 71-74, 91-94, 97-100, 103-106
<b>ELA.RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	13-16, 17-18, 29-30, 31-34, 43-44, 45-48, 65-68, 71-74, 95-96
<b>Craft and Structure</b>	
<b>ELA.RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	13-16, 17-18, 23-24, 29-30, 31-34, 43-44, 45-48, 49-50, 65-68, 71-74, 91-94, 95-96, 97-100, 103-106
<b>ELA.RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	43-44, 45-48, 49-50, 91-94, 95-96, 97-100, 103-106
<b>Integration of Knowledge and Ideas</b>	
<b>ELA.RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	13-16, 17-18, 23-24, 29-30, 31-34, 43-44, 45-48, 49-50, 71-74, 95-96
<b>ELA.RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.	49-50, 65-68, 71-74, 91-94, 97-100, 103-106
<b>Range of Reading and Level of Text Complexity</b>	
<b>Standard 10:</b> RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All nonfiction passages allow students to read and comprehend informational texts in the grades 4-5 text complexity band.

Name \_\_\_\_\_

**Activity:** Read the experiments below and complete page 96.

## Floating Liquids

Follow these science experiments to discover how different liquids float or sink and how objects float in different liquids.

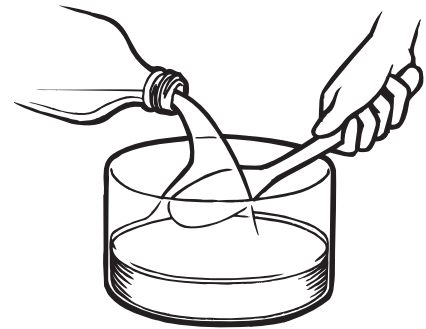
### Experiment 1

#### What you need:

- large spoon
- maple syrup
- vegetable oil
- large, clear container
- water with food coloring added (so water can be clearly seen)

#### What to do:

1. Pour syrup carefully into the container.
2. Pour same amount of vegetable oil slowly into the container over the back of a spoon. (Pouring liquids over back of a spoon stops them from mixing.)
3. Do the same with colored water.
4. Wait for liquids to settle into layers.



#### Results:

The syrup sinks to the bottom, then the water, and the oil stays on top. This happens because some liquids are denser (thicker) than others. Lighter liquids float, and heavier, denser liquids sink.

### Experiment 2

#### What you need:

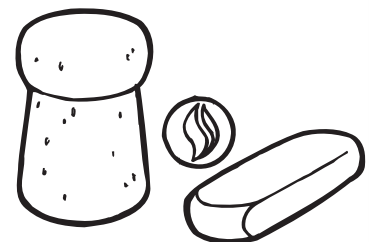
- container of liquid layers from Experiment 1
- small objects such as a grape, 2 in. piece of flat pasta, cork, marble, eraser, or plastic toy

#### What to do:

1. Drop different objects gently into container of liquid layers.
2. Observe what happens.

#### Results:

Some objects float at different levels in the liquids, depending on how light they are. Others will sink to the bottom as they are too heavy.



Name \_\_\_\_\_

Use the strategies you learned and practiced in *Beach Safety* to help you identify cause and effect.

**Remember:**

- A cause leads to an effect, and they are connected.
- You will be told one, and you will need to determine the other.
- Look for keywords in the question and underline them.
- Find words in the text that are connected to keywords in the question.
- Check all answers before deciding.

1. What is the effect of pouring the liquids over the back of a spoon?
  - (a) It stops you from pouring in too much liquid.
  - (b) You can lick the spoon afterwards.
  - (c) You can use the spoon to mix the liquids.
  - (d) It stops the liquids from mixing.

**Think!**

Read the "What to do" section in Experiment 1.

2. Explain the cause of the oil being the top layer of liquid.

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3. If you don't add food coloring to the water, . . .

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4. What do you think will happen if you put a marble in the liquids?
 

(a) It will float on top.	(b) It will get sticky.
(c) It will sink to the bottom.	(d) It will float on the water.

Explain why you chose this answer.

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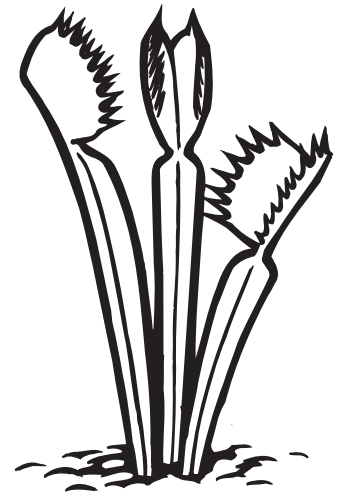
Name \_\_\_\_\_

A fact is something that is true. An opinion is something that someone *thinks* is true. When reading, it is important to understand the difference between facts and opinions and to be able to determine which is which.

**Activity:** Read the passage below and complete pages 98–100.

## A Plant That Eats Insects

1. Plants that eat insects are called *carnivorous plants* (meat eaters). Most plants only get nutrients (food) from the air and the soil. Carnivorous plants do this too, but they also like to eat juicy animals such as flies, caterpillars, crickets, ants, and other bugs. In this way, they get the extra nutrients they need because the plants grow in poor soils.
2. One of the most interesting carnivorous plants is the Venus flytrap. It is very interesting to read about how it eats. How can a Venus flytrap eat an insect when it doesn't have teeth?
3. The Venus flytrap has hinged leaves that open and shut. Some people say the leaves look like jaws when they are open, and others think they look like a clam shell. The ends of the leaves have short, stiff hairs on them. Inside the leaves is a sweet-smelling nectar that insects like to drink. They are attracted by the nice smell. The plant waits patiently while the insect moves towards it. When it touches the hairs on the leaves, the leaves snap shut in less than a second, trapping the insect inside. It doesn't close all the way at first, allowing very small insects to escape.
4. Digestive juices dissolve the soft parts of the insect. About a week later, all that is left of the poor insect is the hard, outer part. The leaves open, and what is left blows away in the wind or washes away in the rain. A pair of flytrap leaves die after about four meals. If an object that isn't food lands in the trap, the plant doesn't like that. It will open up in about 12 hours and "spit" it out!
5. Everyone is very interested to know just how the trap actually shuts. Scientists still don't know for sure, but they believe it is some kind of pressure on the fluids in the leaves that makes them close.
6. I think the Venus flytrap is one of the most fascinating plants. I'm glad there aren't giant ones that can eat humans!



Name \_\_\_\_\_

Follow the steps below to learn how to determine if something is a fact or an opinion.

- Ask yourself:  
Can the statement be checked and proven to be correct? If it can, it is a fact.  
Is it what someone *thinks* is true and can't be proven? If so, it is an opinion.  
For example: Hens lay eggs. (fact)  
Eggs taste good. (opinion)
- Check all possible answers before making a decision.

1. Which sentence gives an opinion?
  - (a) Carnivorous plants eat meat.
  - (b) Carnivorous plants are found in poor soil.
  - (c) Plants get nutrients from the air and soil.
  - (d) Carnivorous plants like juicy insects.
  
2. Choose the best answer. Think about each choice carefully.
  - (a) **Carnivorous** means "meat eating." This is a fact that can be checked in a dictionary.
  - (b) This information can be proven, so it is a fact.
  - (c) Again, this information can be checked and is a fact.
  - (d) It is true that carnivorous plants eat insects. However, it is the writer's opinion that they *like* them when they are *juicy*. This is the best answer.

1. Which sentence has both a fact and an opinion?
  - (a) The Venus flytrap has leaves that open and shut.
  - (b) Insects are attracted to the plant by sweet-smelling nectar.
  - (c) The Venus flytrap is the most interesting carnivorous plant.
  - (d) The Venus flytrap is a scary plant.
  
2. Choose the best answer. Think about each choice carefully.
  - (a) This sentence has information that can be proven to be a fact. It is not the right answer.
  - (b) Again, this sentence has information that can be proven to be a fact. It is not the right answer.
  - (c) It is a fact the Venus flytrap is a carnivorous plant. It is the writer's opinion that it is the most interesting. It seems to be the answer, but all answers need to be checked before making a decision.
  - (d) This sentence gives only an opinion. It is not the right answer.

Name \_\_\_\_\_

Use the strategies you learned to practice identifying facts and opinions. Use the clues in the "Think!" boxes to help you.

1. Which sentence is an opinion?
  - (a) The plant waits patiently while the insect moves towards it.
  - (b) The ends of the leaves have short, stiff hairs.
  - (c) The leaves snap shut in less than a second.
  - (d) The Venus flytrap eats flies.

### Think!

An opinion is something that someone *believes* is true. Which sentence tells what someone *thinks* is true?

2. Which sentence is a fact?
  - (a) The Venus fly trap is interesting to read about.
  - (b) The leaves look like jaws.
  - (c) The nectar has a nice smell.
  - (d) The trap closes when an insect touches the hairs.

### Think!

A fact is something that can be proven to be true. It is not just what someone thinks.

3. Write this sentence from the text as a fact.

*All that is left of the poor insect is the hard, outer part.*

**Fact:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Think!

What part tells what the writer *thinks* is true? What part gives a fact?

4. Finish this sentence, giving your opinion of the Venus flytrap.

I think the way the Venus flytrap catches a meal is . . .

\_\_\_\_\_  
\_\_\_\_\_

### Think!

Read the text again and tell what you think.