STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Grade Level: 4

Week 11 (6.15.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Lizzie Escapes.* Write a new ending to the story.	Read *Lizzie Escapes* again to increase fluency. Answer questions 1-5.	Read *Lizzie Escapes* again to increase fluency. Answer questions 6-10.	Nouns are words that identify people, places, and things. Circle all of the nouns in *Lizzie Escapes.*	Start a Summer Bucket List with all of the fun activities you want to do this summer!
Math	**Rope Climb Results & Skills Review Page 1** *Please complete the attached activity titled Rope & Climb Results & Skills Review Page 1*	**Rope Climb Results & Skills Review Page 2** *Please complete the attached activity titled Rope & Climb Results & Skills Review Page 2*	**Bakery Bundles Page 1** *Please complete the attached activity titled Bakery Bundles Page 1*	**Bakery Bundles Page 2** *Please complete the attached activity titled Bakery Bundles Page 2*	**Fraction Review** *Please complete the attached activity titled Fraction Review.*
Science	**Inventions and Engineering:** Think about, draw and write your best answer to the following: What kinds of inventions do you think we will have when you are a grown up?	**Save Bobby (part 1):** The story of every invention is filled with trying and failing again and again and again. But each time inventors learned from their mistakes and were not afraid to try again and again. You are going to be an inventor and try to invent a way to “Save Bobby”: Activity: Get your supplies. You will need bobby pins or paper clips, scissors, and paper, plus the attached handout.	**Save Bobby (part 2):** Draw an idea for your “Bobby Dropper” (something to help the bobby pin or clip fall much slower”. Write or label why you think it will work. Take a new piece of paper and make your first Bobby Dropper. You may cut, fold, or tear. Then slide on a bobby pin (clip). Test your invention. Hold a Bobby Dropper in one hand and your Fall Fast in the other. Make sure the pin/clip is at the top. You	**Save Bobby (part 3):** Make and test another Bobby Dropper. Make sure to use new paper because you want to keep your original one. Test the new Bobby Dropper against the Fall Fast AND the original Bobby Dropper to see which one works better. Test 3 times, holding your invention with the pin/clip starting in 3 different orientations. Complete 2nd handout with new Bobby Dropper.	**Inventing Paper:** Read the article. Highlight and/or underline something(s) you learned from the article that you want to remember.

STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

		Slide bobby pin (or paper clip) onto a piece of paper. Carefully crumple paper around the clip. You have made a "Fall Fast". Hold it up as high as you can and drop it. It should fall fast. Think of things that float or fall slowly. Draw a picture of 2-3 things, then think and write: What do you notice about these things? What do you see that might help them float or fall, slowly? (Hint: examples might include leaves, dandelion seeds, etc.) **[Keep Fall Fast for next part]**	may want a helper to be your "Expert Eye" and watch the drop. Pay attention to how the Bobby Dropper drops. Notate what happens on your handout. If you worked with a helper, make sure to switch so you can also see the drop. Circle the path it takes on the handout. Now test again, but make sure to hold the Bobby Dropper so the pin/clip is NOT straight up. Repeat investigation and circle path on handout. Try a 3rd time, holding it yet another way. Think and write: Did something fail in one of your drops? What did you learn from that? **[Keep Fall Fast and Bobby Dropper for next part]**	Draw/write your best answers to the following: Which one worked better? Why do you think that? Is there something in real life that is similar to your Bobby Dropper that gave you that idea? Congratulations! You are an inventor!	
Social Studies	Complete Activity 1 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Review Activity 1 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Complete Activity 2, Chronicle 1 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Review Activity 1 and Activity 2, Chronicle 1 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Complete Activity 2, Chronicle 2 from the document titled, "Constitutional Chronicles of Gabi Grosera"

STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Week 12 (6.22.20)

	Day 6	Day 7	Day 8	Day 9	Day 10
ELA	Read *A Sudden Slice of Summer.* Write a summary to tell what happened.	Read *A Sudden Slice of Summer* again to increase fluency. Answer questions 1-5.	Read *A Sudden Slice of Summer* again to increase fluency. Answer questions 6-10.	Draw three scenes to show what happened in the beginning, middle, and end of the story.	Finish your Summer Bucket List and have a safe and happy summer!
Math	**Tessa's Tickets** *Please complete the attached activity titled Tessa's Tickets*	**Multiplication Review** *Please complete the attached activity titled Multiplication Review*	**Unit 7 Review Page 1** *Please complete the attached activity titled Unit 7 Review Page 1*	**Unit 7 Review Page 2** *Please complete the attached activity titled Unit 7 Review Page 2*	**Racing Fractions to Tenths Game!** *Play the Racing Fractions to Tenths Game! What Strategies did you use? Have a great summer and Play games! You can play Uno or Phase 10 or Sorry!* *Make up your own game!*
Science	**Making Rock Candy:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**The Pepper and Soap Experiment:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**How to Make Invisible Ink:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**Make a Walking Water Rainbow:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**Make a Lava Lamp:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?
Social Studies	Review Activity 1 and Activity 2, Chronicles 1 and 2 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Complete Activity 2, Chronicle 3 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Review Activity 1 and Activity 2, Chronicles 1, 2, and 3 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Complete Activity 2, Chronicle 4 from the document titled, "Constitutional Chronicles of Gabi Grosera"	Review Activity 1 and Activity 2, Chronicles 1, 2, 3, and 4 AND Have a happy, healthy, and safe summer!

Lizzie Escapes

by ReadWorks

Lizzie vowed that she would not return to summer camp. The first year at camp had been intolerable. The next year had been even worse. And last year had been the absolute pits. Silently, she swore an oath to her dearly departed cat, Felinious Monk, that she would find a way out.

"Now, Sugar Plum," her mother said, rubbing Lizzie's back. "I know you don't want to go back to camp, but think how much fun you'll have. All your friends from last year will be there."

"What friends?" asked Lizzie. "I don't have friends at camp."

"What about Brittany? She was so nice."

"Mom, Brittany was my *bunkmate*. She didn't choose to live with me. We had nothing in common."

"Nothing?" Her mother winced. "But she seemed so outgoing."

"Nothing. She hadn't even heard of Saul Bellow."

Her mother winced again.

Lizzie's idea of an exciting summer was sitting in an air-conditioned library and systematically devouring a high stack of novels. She'd graduated from 7th grade two weeks earlier and since then had been showing up at the library at a quarter to nine in the morning, fifteen minutes before it opened. As soon as the doors opened, she'd sprint to a table on the second floor, right next to the big window. It was an equal distance from the water fountain and the fiction section. For the next eight hours, she'd sit at the table and read. It was heavenly.

"I heard the camp added knitting as a new activity this year," her mother said. "And archery."

Lizzie frowned. "Aren't kids supposed to stay away from weapons?"

"Archery is a sport, dear."

"Sure," said Lizzie. "So is bowling. And croquet. And baseball."

Her mother sighed.

As they drove to the camp, Lizzie sat in the front seat, staring out the window. Her suitcase was sitting in the back seat. She'd packed it last night, but her mother had had a flaming fit when she discovered Lizzie hadn't packed any clothes. Lizzie had tried to argue that a pair of flip-flops and the collected novels of Henry James were all you really needed for three weeks in upstate New York, but her mom wasn't having it and had made her re-pack.

"Sweetie, look," her mom said, giving Lizzie a pleading expression. "I love that you're such a little bookworm. I do. I really do. But being outside and making friends with people your own age is really important, too."

"Why?" asked Lizzie.

"Because it makes you well-adjusted and happy."

"Camp is forced labor. You know last year they made us weave baskets? I weaved a basket, and now where is it? The camp director probably sold it for poker money."

"Mr. Scottadino did not sell your basket for poker money," said Lizzie's mom, absently checking her makeup in the rearview mirror. "It's sitting on top of my dresser, and it's beautiful."

"Yeah, well."

As they pulled up to the camp entrance, Lizzie strained her mind for last-minute strategies

that could free her. In a panic, she briefly considered faking a severe illness, but figured that if it were severe enough to force her mother to pull her out of camp, then it would be severe enough to keep her home from the library. This wouldn't be the worst thing in the world, but the thought of spending all day with her mom was enough to make her retch.

As her mother pulled to a stop, she turned to look at Lizzie. Lizzie saw her mother's forehead had the little lines it got when she was worried.

"Promise me you'll make a friend," her mother said.

"Mom..."

"Please? Promise me." Her mother looked suddenly quite sad. Lizzie worried she might start crying.

"OK," Lizzie sighed. "I'll make a friend."

"I love you, Sugar Plum."

"I know."

As Lizzie dragged her luggage to the camp's main lodge, she started creating an imaginary friend that she could tell her mother about in three weeks, when she came to pick her up. She had to think up a whole character in her head, someone whom she knew everything about- what she looked like, what she dressed like, what she acted like. If her mother asked her any question about her imaginary friend, she'd be able to answer. She might even start planting seeds by dropping her imaginary friend's name in the letter the camp would make her write and send home next week. And then, when her mom came to pick her up, she'd just tell her that her imaginary friend had left a day early, to travel with her family to do aid work in Africa. Her mom would like that. It was perfect.

The camp director, Mr. Scottadino, stepped out of the lodge.

"Hello, Lizzie. And hello, Ms. Lockwood. Nice to see you again."

"And nice to see you again, Mr. Scottadino," said her mother, blushing. "Lizzie, say hi to Mr. Scottadino."

Lizzie shrugged.

"Lizzie, it's wonderful to have you back," said Mr. Scottadino.

Lizzie was already lost in thought. She needed to make her imaginary new friend someone her mother could actually imagine her being friends with, but also someone her mother would like. She'd have to be a bookworm, like her, but have other interests too-interests that could, in her mother's words, "broaden" her. Maybe she liked knitting? No, she would never be friends with someone who knits.

Lizzie hugged her mother goodbye. Her mother blew her a kiss.

"Have fun, Sugar Plum."

Mr. Scottadino picked up her suitcase and walked her to her cabin.

"Now, I remember how much you like to read," Mr. Scottadino said as they walked. "So, I was wondering if you might do a special job for me this summer."

Lizzie cocked an eye at the camp director. "What kind of job?

"I want you to be the camp librarian."

Lizzie stopped in her tracks. "The camp has a library?"

"It's brand new. One of our former campers died and left us his library in his will. It's quite a collection-classics, nonfiction, and a lot of contemporary authors too. He was 80 when he died, but he tried hard to keep up with the hot new talent. Do you think you could sort it?"

Lizzie began hyperventilating. "I can do that."

"Excellent," Mr. Scottadino smiled. "Let me lead you to it."

Mr. Scottadino, still carrying Lizzie's bag, led her to a small building behind the dining room. He opened the door.

"Now, you can arrange them anyway you like, but-oh, hello, Jenny. I didn't know you were in here."

Lizzie walked through the doorway to find several heaping columns of books and, at their bottom, a girl her age. The girl was wearing glasses and a baseball jersey and reading a well-thumbed copy of Don DeLillo's *Underworld*.

"Hey Mr. Scottadino," said Jenny. She turned to Lizzie. "What's your name?"

"Lizzie."

"Do you like Don DeLillo?" Jenny asked.

For a moment, Lizzie was too surprised to speak. Then she gathered herself. "I like *early* DeLillo."

"Me too. The early novels are funnier than the big, long, serious ones." She held up *Underworld*. "But this one has some good parts."

Lizzie sat down next to Jenny.

"Do you want to help me sort these?" she asked quietly.

Name: _____ **Date:** _____

1. Where does Lizzie not want to return?

A. school

B. the hospital

C. summer camp

D. the second floor of the library

2. What is the conflict in this story?

A. Lizzie wants to go to summer camp, but her mom wants her to stay home.

B. Lizzie does not want to go to summer camp, but her mom is making her go.

C. Lizzie likes the early writing of Don DeLillo, but she does not like DeLillo's later writing.

D. Lizzie wants to go to the library at six in the morning, but the library does not open until nine.

3. Read this sentence from the story: "Lizzie's idea of an exciting summer was sitting in an air-conditioned library and systematically devouring a high stack of novels."

What can be concluded from this sentence?

A. Lizzie likes to read.

B. Lizzie does not like to read.

C. Lizzie wants to go to summer camp.

D. Lizzie does not want to go to summer camp.

4. Why does Lizzie vow that she will not return to summer camp?

A. Lizzie's mom tells her that the summer camp added knitting and archery as new activities this year.

B. Lizzie would rather spend every day of the summer at home with her mom than be at camp.

C. Lizzie got into a fight at camp last summer with her bunkmate and does not want to see her ever again.

D. Lizzie did not like summer camp in the past and does not expect to like it in the future.

5. What is a theme of this story?

A. People who do not have anything in common can still be friends.

B. Something you expect to be bad can turn out to be good.

C. Parents should not make their children do anything their children do not want to do.

D. It is more important for children to spend time playing outside than reading.

6. Read the following sentences: "For a moment, Lizzie was too surprised to speak. Then **she gathered herself**. 'I like *early* DeLillo.'"

What does the phrase **"she gathered herself"** mean?

A. Lizzie got very upset.

B. Lizzie got herself under control.

C. Lizzie picked up something she had dropped.

D. Lizzie could not think of anything to say.

7. Choose the answer that best completes the sentence below.

Lizzie goes back to summer camp _____ she does not want to.

A. although

B. before

C. so

D. as a result

8. What job does Mr. Scottadino ask Lizzie to do?

9. What does Lizzie ask Jenny at the end of the story?

10. Why does Lizzie ask Jenny whether she wants to help sort the books in the library? Support your answer with evidence from the passage.

A Sudden Slice of Summer

by ReadWorks

The snow began to fall early this year, in November, before Susannah even had a chance to bring her puffed-up purple winter coat out of the closet. It did not stop. Cold white confetti came down on the city of Montreal morning, noon, and night, and already Susannah was wondering when the party would end. The other kids in her class loved the snow. They loved that sometimes, when the winds picked up and the roads turned icy, school was cancelled. They liked to build towering forts and snowmen, whose noses were the carrot sticks they found packed in their lunchboxes.

Susannah despised the snow. More than that, she hated everything about wintertime. Her family had taken a trip to Florida two winters ago, and she wished that they could live there all year round. She had bobbed up and down in the ocean waves, sometimes floating on her back and other times, with goggles on, searching for colored fish in the water. In the mornings, her mother had squeezed fresh juice from the Florida-grown oranges that the hotel left in a basket at the front desk. With her brother and sister, Susannah had constructed a magnificent castle on the beach, with a moat and a long, looping flight of stairs. She liked feeling the sand between her fingers. It stuck together every bit as well as snow did, and it didn't make your teeth chatter.

At the end of this week, Susannah's family was going to drive an hour north to the ski hill. They would spend Saturday there, riding chairlifts to the top of a frosted mountain and following the slopes back down. Susannah refused to go with them. She wanted nothing to do with that thick, white, powdery stuff. It was bad enough that she had to trudge through it every day on her way to Sunnydale Elementary. Arrangements had been made: Grandma was coming to the house to look after her. She was determined to stay warm and dry. There were packets of hot cocoa in the pantry.

Susannah's parents finished packing up the car. Her siblings, who had been throwing snowballs into the air and at each other, piled into the backseat. Soon the station wagon disappeared from view, and Grandma settled into an armchair in front of the television. In a few quick minutes, she was asleep. Susannah glanced outside and gave a sigh. Her hot chocolate was just about gone. She was about to turn towards the sink to rinse her mug when out of the corner of her eye she caught something green. Something green? In her blank, white backyard? She pressed her face up against the kitchen window.

There, in the corner of the yard closest to the sliding back door, the snow had melted away. In its place, a small tree with low-hanging fruit was growing. Susannah immediately ran out to it. Elsewhere, the snowy flakes continued to swirl, but not a single one landed on this bright patch of ground, which was covered in sand. The sun beamed down on Susannah-so hard, in fact, that she was hot! Sweating hot! Half-buried by her feet were a plastic shovel and pail. She couldn't believe it. A small slice of the tropical holiday she had been missing had landed right behind her house. She ran inside for her bathing suit.

For the next few hours, while Grandma lay dozing, Susannah sprawled out on her own little beach. At first, she could not stop smiling. She giddily stretched out her limbs and moved them back and forth, making a snow angel-no, a sand angel! She read a bit of a book. She picked a few oranges and unpeeled them one by one. She dug holes and then filled them in again. After that, she didn't quite know what to do. Apparently, the pleasures of the warm sand beach were a lot less fun when there was no one around to share them with. Susannah would have woken her grandmother, but she remembered that Grandma didn't much care for the sun. She had spent the family's entire Florida vacation under both an umbrella and a huge-brimmed hat. Besides, the sunny space wasn't big enough for two.

By late afternoon, Susannah wasn't feeling very well. Her mother hadn't been around to lather her in suntan lotion and her skin had turned a very dark shade of pink. She had eaten so many sickly sweet oranges that she now had a stomachache. She had gotten some sand in her eye and had to blink furiously to get it out. The sun was strong and unrelenting. She glanced over to the other side of the yard. She was reluctant to admit it, even to herself, but

the snow looked sort of...refreshing. She imagined racing her siblings to the bottom of that frosted mountain. Perhaps skiing with her family wouldn't have been so terrible? She was flushed and bored, but most of all she missed them.

She trudged inside, showered the sweat and the sand off of her body and then joined her Grandma, who had finally awoken, at the table. "My dear! However did you manage to get that awful sunburn?" her grandmother wailed. Susannah just shrugged. She wasn't very hungry, but she managed to pack in some forkfuls of spaghetti and three meatballs. Before bed, she crept over to the backdoor and peered out. The sand, the tree, the bucket-all were gone. Susannah began to think that she had imagined it. She wasn't that disappointed. Her brother and sister would be back in the morning and she badly wanted to play with them. Even if it meant being chilly.

The car pulled into the driveway. Susannah was up with a start, and she charged downstairs. She welcomed both of her parents home with hugs and gave one to her grandmother, too, who was preparing to leave. Then, as her mother began to ready breakfast, she pulled on her snowsuit and joined her siblings in the back. They were sculpting animals-a caterpillar with snowy lumps for a body; a fish with a three-dimensional fin-and they were surprised to see her there. She dropped to her knees, without explanation, and began to work. Her hat was pulled low over her ears, her mittens were lined with wool, and suddenly her sister's hand was over hers, helping to smooth out the fish's curved tail. She could wait for summer. She was warm enough.

Name: _____ **Date:** _____

1. What season does Susannah dislike at the beginning of the story?

A. spring
B. summer
C. fall
D. winter

2. Where do the main events of this story take place?

A. in Susannah's home and yard in Montreal
B. at Susannah's school in Montreal
C. in Florida on a vacation that Susannah's family takes
D. at a ski hill that Susannah's family visits

3. Susannah does not like being outside in the snow.

What evidence from the story supports this statement?

A. Susannah built a sandcastle on the beach in Florida.
B. Susannah refuses to go skiing with her family.
C. Susannah decides not to wake up her grandmother.
D. Susannah helps her sister make a fish out of snow.

4. Why does Susannah like spending the winter in Florida more than in Montreal?

A. Florida is colder than Montreal and gets more snow.
B. Florida is warmer than Montreal and gets less snow.
C. The orange juice in Florida is better than the hot chocolate in Montreal.
D. Susannah gets along better with her siblings in Florida than she does in Montreal.

5. What is this story mainly about?

A. a girl whose favorite time of year changes from winter to summer

B. a girl who has always loved winter because of the snow and ski trips she takes with her family

C. a girl who wants to move to Florida to get away from her family because she does not enjoy playing with her siblings

D. a girl who realizes that being with her siblings in the cold snow is better than being alone in warm weather

6. Read the following sentences: "The snow began to fall early this year, in November, before Susannah even had a chance to bring her puffed-up purple winter coat out of the closet. It did not stop. **Cold white confetti** came down on the city of Montreal morning, noon, and night. . . ."

What does the phrase **cold white confetti** refer to?

A. paper that Susannah is tearing into pieces

B. the stuffing inside Susannah's winter coat

C. the city of Montreal

D. the falling snow

7. Choose the answer that best completes the sentence below.

One corner of Susannah's yard is green and hot _____ the rest of the yard is covered in snow.

A. also

B. because

C. although

D. therefore

8. Describe how Susannah feels about winter and snow by the end of the story.

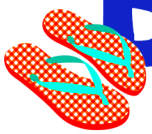
9. At first, Susannah enjoys her secret beach in the corner of the yard. Why does she feel unhappy with her time on her beach by the late afternoon? Support your answer with three details from the text.

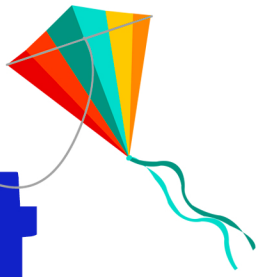
10. Read the following sentences about Susannah from the end of the story:

"Her hat was pulled low over her ears, her mittens were lined with wool, and suddenly her sister's hand was over hers, helping to smooth out the fish's curved tail. She could wait for summer. She was warm enough."

Explain why Susannah would feel "warm enough" even though she was still playing in the cold snow.

Summer Bucket List





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NAME | DATE

Rope Climb Results & Skills Review page 1 of 2

Your P.E. teacher has challenged your class to a rope climb! There are 8 blue pieces of tape equally spaced, and wrapped around the rope to mark off the distances. The following results represent the goal levels that were reached by the students in your group.

$\frac{4}{8}$ $\frac{1}{8}$ $\frac{3}{8}$ $\frac{1}{8}$ $\frac{4}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{8}{8}$ $\frac{4}{8}$ $\frac{6}{8}$ $\frac{7}{8}$

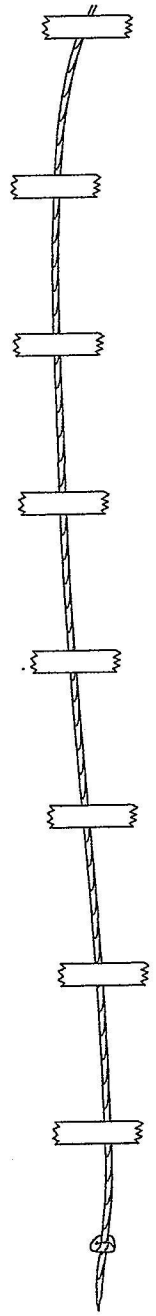
1 Display this data on the line plot below. Enter the rest of the goal levels below the heavy line. Make an X above the heavy line to represent each student in your group. Give your finished line plot a good title.

Title _____

Number of Students

$\frac{1}{8}$ $\frac{8}{8}$

Goal Levels Reached Along the Rope



2 How many students stopped at the goal line ⅜?

3 Which goal level did the most students reach?

4 How many students touched or even passed ⅜ of the rope?

5 What was the total distance combined for climbing the rope?

(contir ued on next page)

NAME | DATE

Rope Climb Results & Skills Review page 2 of 2

6 Solve 216 ÷ 6. Use a ratio table or an array to model and solve the problem.

7 Kevin says that 0.6 is the same as $\frac{6}{10}$. Do you agree or disagree? Why?

8 Write each fraction as a decimal.

$\frac{4}{10}$ = 0.4 $\frac{5}{10}$ = $\frac{7}{10}$ =

$\frac{25}{100}$ = $\frac{3}{100}$ =

10 Write each decimal as a fraction.

0.31 = $\frac{31}{100}$ 0.9 = 0.1 =

0.36 = 0.75 =

11 Fill in the blanks with <, >, or =.

$\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{6}$ $\frac{10}{12}$ $\frac{1}{3}$ $\frac{1}{9}$

$\frac{4}{10}$ $\frac{1}{2}$ $\frac{7}{10}$ $\frac{75}{100}$

NAME | DATE

Bakery Bundles page 1 of 2

1 Rachel owns a bakery and sells cookies by the dozen. She sold 16 dozen cookies on Monday. How many cookies did Rachel sell? Show your work.

2 For each dozen cookies, Rachel used $1\frac{1}{2}$ cups of milk. How many cups of milk did she use for 16 dozen cookies? Show your work.

3 A customer ordered 28 cupcakes. What are all the different rectangular arrangements Rachel could use to package the cupcakes? Use labeled sketches to show the possible arrangements below.

4 Rachel's assistant says that $\frac{3}{5}$ cup of oil is more than $\frac{2}{3}$ cup of oil. Is he correct? Explain your reasoning.

(continued on next page)

NAME | DATE

Bakery Bundles page 2 of 2

5 Rachel uses $\frac{4}{5}$ cup of cocoa for her brownies. Write two fractions that are equivalent to $\frac{4}{5}$.

6 A large order of 240 cookies was placed. How many cookies would go in each box if Rachel put them in the different numbers of boxes listed below? Show your work for each.

a 24 boxes?	b 12 boxes?	c 6 boxes?

7 **CHALLENGE** Rachel had $\frac{1}{4}$ gallon of milk left in her bakery. She needed to make 4 desserts for an order that afternoon. Use the table to help Rachel decide which dessert she can make 4 of with the milk she has left. Use equations, labeled sketches, or words to prove that your choice will work.

Dessert	Milk needed
Oatmeal Cookies	2 cups
Banana Pie	8 fluid ounces
Apple Cake	12 fluid ounces
Brownies	$2\frac{1}{2}$ cups
Lemon Squares	14 fluid ounces
Shortbread Cookies	16 fluid ounces
Cobbler	$1\frac{1}{2}$ cups

NAME | DATE

Fraction Review

1 Change the following fractions to mixed numbers.

a $\frac{15}{4} =$

b $\frac{13}{5} =$

c $\frac{21}{4} =$

d $\frac{27}{6} =$

2 Change the following mixed numbers to fractions.

a $3\frac{1}{4} =$

b $6\frac{7}{8} =$

c $5\frac{4}{5} =$

d $2\frac{1}{6} =$

3 Write an equivalent fraction for each of the following.

a $\frac{2}{100} =$

b $\frac{4}{5} =$

c $\frac{3}{12} =$

d $\frac{2}{8} =$

4 Compare the following fractions. Fill in the blank with <, >, or =.

a $\frac{7}{6}$ $\frac{6}{7}$

b $\frac{3}{12}$ $\frac{4}{16}$

c $\frac{3}{4}$ $\frac{4}{5}$

d $\frac{1}{2}$ $\frac{7}{16}$

NAME | DATE

Tessa's Tickets

Tessa is performing in a production of The Wizard of Oz. She began selling tickets two weeks before the show's opening night. Show your work on each of the problems below.

1 Adult tickets cost $7.00.

a How much do 28 adult tickets cost?

b Tessa's neighbor spent $105 on adult tickets. How many tickets did her neighbor buy?

2 Children's tickets cost $4.00.

a How much do 136 children's tickets cost?

b Tessa's aunt spent $96 on children's tickets. How many tickets did her aunt buy?

3 **CHALLENGE** Tessa's teacher spent $44 on tickets. He bought some tickets for children and some for adults. How many children's tickets and how many adult tickets did Tessa's teacher buy?

NAME _____ | DATE _____

Multiplication Review

1 Solve.

$3 \times 8 =$ _____	$6 \times 10 =$ _____	$12 \times$ _____ $= 60$	_____ $= 8 \times 4$
$12 \times$ _____ $= 36$	_____ $= 3 \times 4$	$4 \times 6 =$ _____	$8 \times$ _____ $= 48$
$6 \times 3 =$ _____	$12 \times 4 =$ _____	$10 \times$ _____ $= 120$	$12 \times 40 =$ _____

2 Multiply. Show your work. You can use the problems you solved above to help.

$40 \times 36 =$ _____ $43 \times 12 =$ _____

3 This table is about the cost of apples. Fill in the missing numbers in the table.

Pounds of Apples	Total Cost
1	$1.75
2	
	$5.25
5	
10	
	$35.00

4 **CHALLENGE** Use numbers, tables, sketches, or words to solve the problems below.

a How many pounds of apples can you get for $70?

b How much do you have to pay for 15 pounds of apples?

NAME _____ DATE _____

Unit 7 Review page 1 of 2

Here are some problems about the function machine.

1a Set the function machine's controls to multiply each input number by 4 and then subtract 2. One has been done for you. (You get to choose and write in the last 4 input numbers yourself.)

in	out
3	10
4	
10	
2	
6	
24	

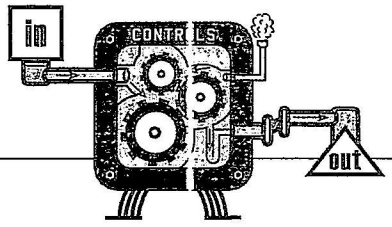
2a Now set the machine's controls to make each output number 5 times as much as the input number. One has been done for you. Choose and write in the last input number yourself.

in	out
10	50
15	
20	
25	
30	
35	
40	
45	
50	

b Choose the equation that best represents this rule.

- ○ (in − 2) × 4 = out
- ○ (in × 4) − 2 = out
- ○ (in × 2) − 4 = out

b Describe 2 different patterns you notice in the output numbers.



3 Solve these multiplication problems.

40	400	30	90	60
× 80	× 8	× 50	× 70	× 60

(continued on next page)

NAME | DATE

Unit 7 Review page 2 of 2

4 Marco says he can solve 83 × 49 by multiplying 80 × 49 and 3 × 49 and then adding them together.

a Do you agree or disagree? Explain.

b Would you solve 83 × 49 with Marco's strategy or a different strategy? Explain. Then solve the problem and show all your work.

5 Kaya is sorting the beads in her bead collection. She has a box with 32 different sections. She puts 19 beads in each section. How many beads did Kaya put in her box?

a Write an equation with a letter to show the number of beads Kaya put in her box.

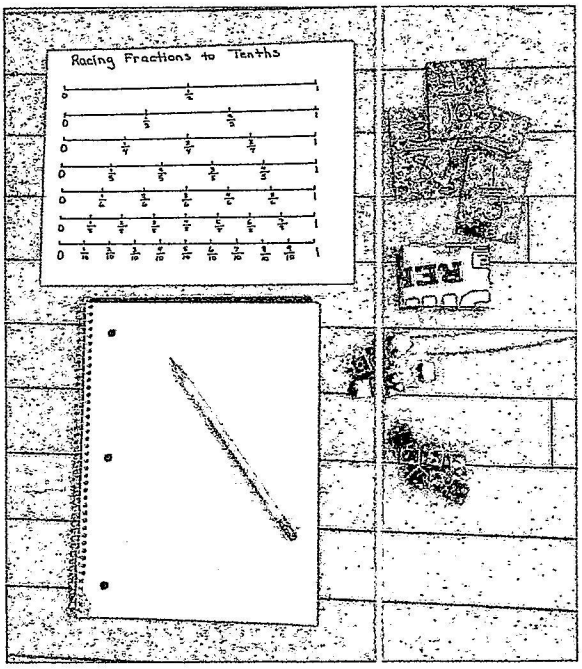
b Solve the problem. Show your work using numbers, sketches, or words.

6 **CHALLENGE** Kaya has another box with 46 sections. She puts 18 beads in half of the sections and 21 beads in the other half. How many beads did Kaya put in this box? Show your work.

Racing Fractions to Tenths

Object of the Game

Players take turns drawing fraction cards and moving their game marker along a number line from 0 to 1. The first player to move all of their game markers to 1 on all of the number lines, wins!



Materials

- 1 Racing Fractions to Tenths Game Board
  Print the game board or make your own. Find directions for making your own game board at the end of this document.
- 1 set of Racing Fractions to Tenths Cards
  Print the cards or make your own. You can use paper, a grocery bag, or a cereal or other food box to make cards.
- 1 Racing Fractions to Tenths Record Sheet
  Print the record sheet or use plain paper.
- 14 game markers (7 each of 2 different colors or objects)
  You can use dried beans, buttons, coins, paper scraps, small toys such as building blocks, etc.).
- Pen or pencil

Skills

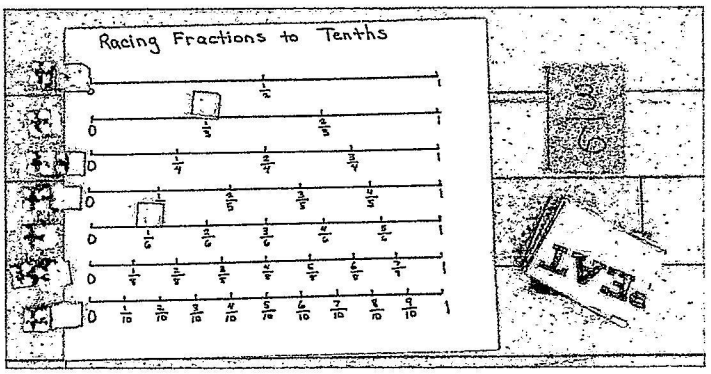
This game helps us practice

- Recognizing equivalent fractions
- Adding and subtracting fractions with like denominators
- Adding and subtracting fractions with unlike denominators

How to Play

1. Get ready to play:
   - » Mix up the fraction cards and put them in a stack facedown between the players.
   - » Choose your game markers and have each player put 1 game marker at the beginning (on 0) of each number line on the shared game board. One player will travel above the number line, the other will travel below the number line.
   - » Decide who will go first.

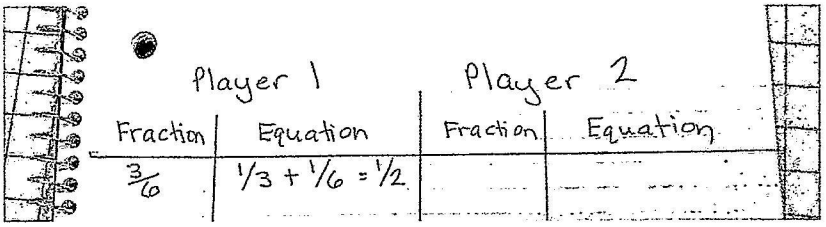
2. Player 1 draws a card and moves one or more game markers the distance shown on the card.



Player 1 *I got $\frac{3}{6}$. That's the same as $\frac{1}{2}$, so I could move my marker to $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, or $\frac{5}{10}$ because all of those are the same as $\frac{1}{2}$. Hmmmm...or I could move one marker to $\frac{1}{3}$ and another one to $\frac{1}{6}$. I remember those make $\frac{1}{2}$ from when we worked with fractions at school. I think I'll do that.*

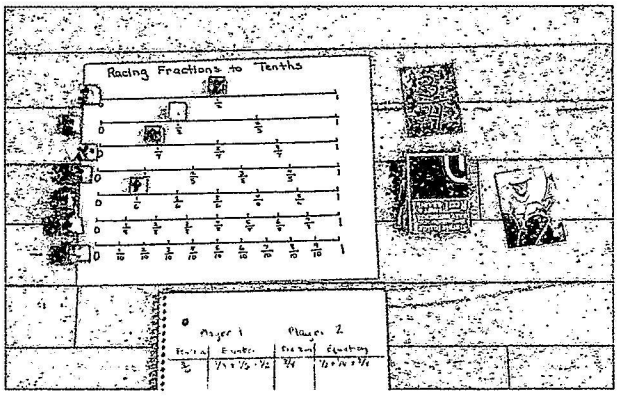
3. Player 1 records the fraction in the Fraction column on the record sheet and writes a fraction or an equation in the Equation column to tell how the game markers were moved.

   » If the player got a card with $\frac{3}{6}$ and moved one marker to $\frac{1}{3}$ and another marker to $\frac{1}{6}$, then the player would write $\frac{1}{3}+\frac{1}{6}=\frac{1}{2}$.



Player 1 *I wrote $\frac{1}{3}+\frac{1}{6}=\frac{1}{2}$, because $\frac{3}{6}$ is the same as $\frac{1}{2}$.*

4. Player 2 checks the first player's work on the record sheet. Player 1 tries again if a mistake was made. Then Player 2 draws a fraction card and takes a turn. Player 1 checks the second player's work.



Player 2 *I got $\frac{3}{4}$. I know $\frac{2}{4}$ is the same as $\frac{1}{2}$, so I'll move 1 marker to $\frac{1}{2}$. That leaves $\frac{1}{4}$ because $\frac{3}{4}-\frac{2}{4}$ is $\frac{1}{4}$. So, I'll move another marker to $\frac{1}{4}$.*

5. Players keep taking turns until one player's game markers are all on 1.
    - » If a player can't find a possible move for a card drawn, the player will need to wait for their next turn.
    - » Players may move game markers backward. For example, if a player gets a card that says $\frac{1}{3}$, the player can move one marker up $\frac{1}{2}$ and another marker back $\frac{1}{6}$. The sum or difference of the moves still needs to equal the value on the fraction card.
6. The first player to move all of their game markers to 1 on all of the number lines on the game board, wins!
7. Have fun!

Tips for Families

Before the game:

- Talk about the fractions on the game board.
    - » *What do you notice? How are they alike? How are they different?*
    - » *Equivalent fractions are two or more different fractions that represent the same quantity. Look at the location of the fractions along the line. Do you see some equivalent fractions?* (Your child may notice $\frac{1}{2}, \frac{2}{4}, \frac{3}{6}, \frac{4}{8}$ and $\frac{5}{10}$ all land exactly halfway along their lines or that $\frac{1}{4}$ and $\frac{2}{8}$ are in the same location along their lines.)

During the game:

- Ask questions:
    - » *What are some possible moves for this card?*
    - » *Which move will help you the most? Why?*
    - » *How can you check to see if the moves you made add up to the fraction on the card you got?*
    - » *When would you want to move backward? Why?*
    - » *What fraction would you most like to get on your next turn? Why? Is there an equivalent fraction you might get instead? What is it? How would it help?*
    - » *Share your thinking out loud as you decide how to take your moves. Remember, the decisions your child will make are influenced by their understanding of fractions, thus far. Sharing your thinking is a way to help your child see new possibilities.*

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Play cooperatively. Work together to get all of the game markers from 0 to 1.
- Go backwards on the number line. Both players place their markers on 1 at the start of the game and work back to 0. The winner is the first player to get all of their markers on the number lines back to 0.
- If the game seems a bit challenging, try playing Racing Fractions to Eighths (located with the Grade 3 Family Games).
- If you're ready for a challenge, try playing Racing Fractions to Twelfths (located with the Grade 5 Family Games).
- Want to learn more about fractions? Try the free Fractions app, available at www.mathlearningcenter.org/resources/apps/fractions.

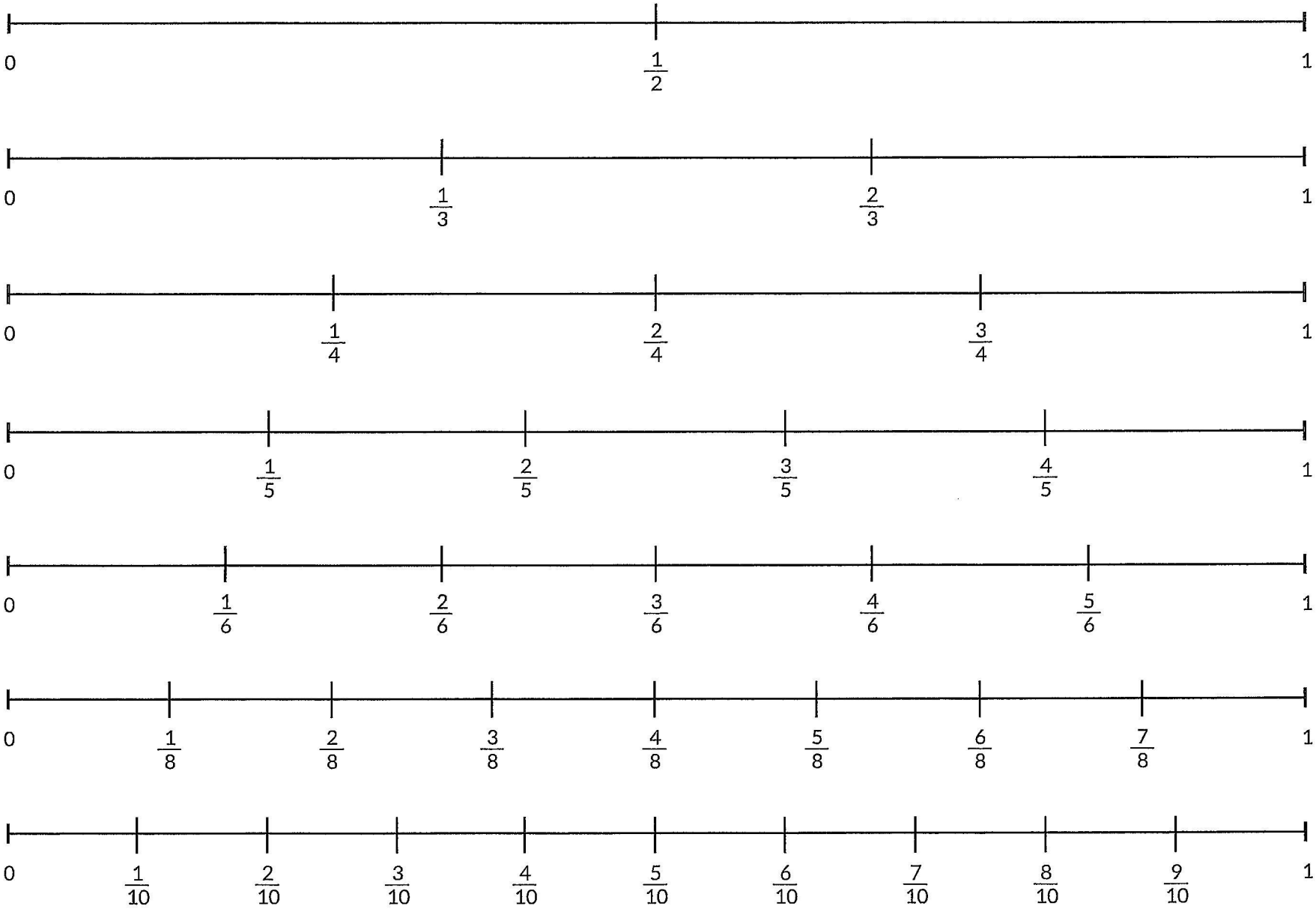
  Here are a few things you can do:

  » Compare fractions in both bars and circles

  » Explore equivalent fractions

  » Add and subtract fractions

Racing Fractions to Tenths Game Board



Racing Fractions to Tenths Record Sheet

Use the tables below to record your work with Racing Fractions. Write the fraction from the fraction card in the first column. Write an equation that represents your moves in the second column. An example has been filled in for you.

Player 1	
Fraction	Equation
$\frac{3}{4}$	$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$

Player 2	
Fraction	Equation
$\frac{4}{5}$	$\frac{1}{2} + \frac{1}{5} + \frac{1}{10} = \frac{4}{5}$

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$
$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$
$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$

$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$
$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$
$\frac{7}{8}$	$\frac{1}{6}$	$\frac{2}{6}$

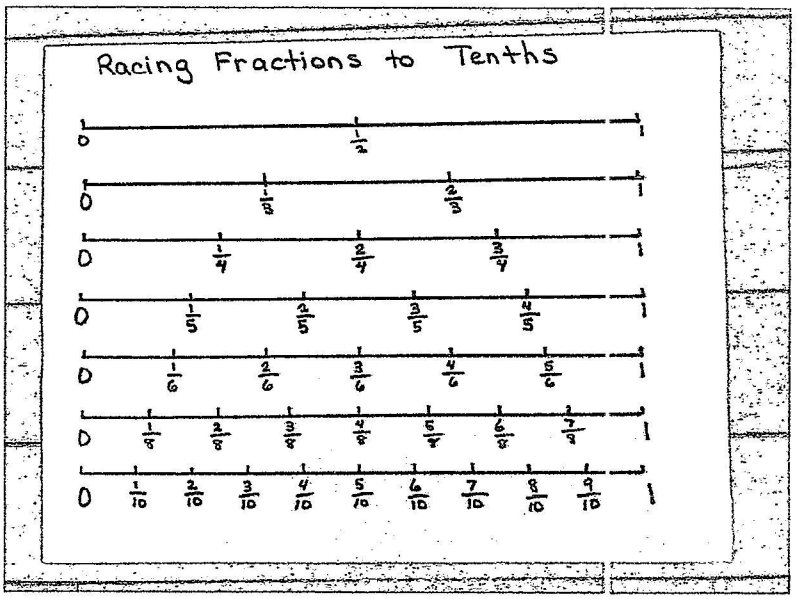
$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$
$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$
$\frac{4}{5}$	$\frac{1}{4}$	$\frac{2}{4}$

$\frac{3}{4}$	$\frac{1}{3}$	$\frac{2}{3}$
$\frac{1}{2}$		

Directions for Making Your Own Racing Fractions to Tenths Game Board

Here's how to make your own game board:

- Draw seven 9-inch lines on a piece of paper.
- Label the lines with 0 on the far left side and 1 on the far right side.
- On the first line, start at 0 and measure $4\frac{1}{2}$ inches. Make a tick mark and label it $\frac{1}{2}$.
- On the second line, start at 0 and measure 3 inches. Make a tick mark and label it $\frac{1}{3}$. Then measure another 3 inches, make a tick mark, and label it $\frac{2}{3}$.
- On the third line, start at 0 and measure $2\frac{1}{4}$ inches. Make a tick mark and label it $\frac{1}{4}$. Then measure another $2\frac{1}{4}$ inches, make a tick mark, and label it $\frac{2}{4}$. Measure another $2\frac{1}{4}$ inches, make a tick mark, and label it $\frac{3}{4}$.
- On the fourth line, start at 0 and measure $1\frac{13}{16}$ inches. Make a tick mark and label it $\frac{1}{5}$. Continue measuring $1\frac{13}{16}$ inches, making tick marks, and labeling the marks $\frac{2}{5}$, $\frac{3}{5}$ and $\frac{4}{5}$ as you move down the line.
- On the fifth line, start at 0 and measure $1\frac{1}{2}$ inches. Make a tick mark and label it $\frac{1}{6}$. Continue measuring $1\frac{1}{2}$ inches, making tick marks, and labeling the marks $\frac{2}{6}$, $\frac{3}{6}$, $\frac{4}{6}$, and $\frac{5}{6}$ as you move down the line.
- On the sixth line, start at 0 and measure 1 inch. Make a tick mark and label it $\frac{1}{8}$. Continue measuring 1 inch, making tick marks, and labeling the marks $\frac{2}{8}$, $\frac{3}{8}$, $\frac{4}{8}$, $\frac{5}{8}$, $\frac{6}{8}$, and $\frac{7}{8}$ as you move down the line.
- On the seventh line, start at 0 and measure $\frac{7}{8}$ inch. Make a tick mark and label it $\frac{1}{10}$. Continue measuring $\frac{7}{8}$ inch, making tick marks, and labeling the marks $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, and $\frac{9}{10}$ as you move down the line.



 Name: _____

Inventing a Bobby Dropper

Draw your ideas here:

Congratulations on your failed inventions!

Inventors experiment, test their invention, then try to make it better. Keep track of your discoveries below.

Draw your Bobby-Dropper (and the Bobby pin):	Circle the path that shows how it fell.	Results:
Version 1	 other (draw it)	It worked well It didn't work well
Version 2	 other (draw it)	It worked well It didn't work well
Version 3	 other (draw it)	It worked well It didn't work well
Version 4	 other (draw it)	It worked well It didn't work well

If you want to keep inventing, keep taking notes on the back.

 Name: _____

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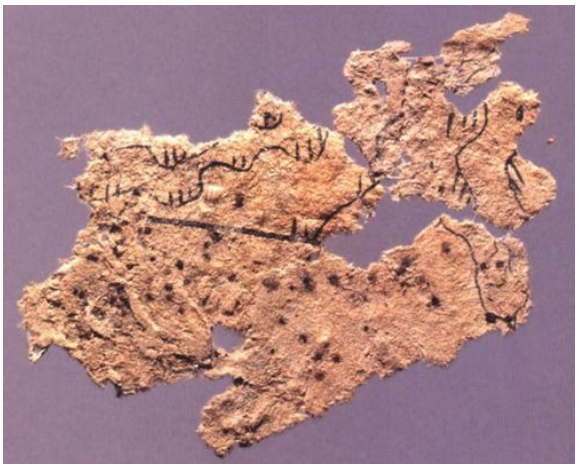
Inventing Paper

This text is excerpted from an original work of the Core Knowledge Foundation.

The Han dynasty in China, founded by Liu Bang, lasted from 206 BCE to 220 CE, roughly the same period as the mighty Roman Empire. But in many ways the Han culture was far more advanced than that of Rome. The Chinese themselves look upon this dynasty as a kind of golden time. They still call themselves the sons of Han.



paper dating back to the Han dynasty

One of the great achievements of the Han dynasty was the invention of paper. The Chinese made paper by mashing together a variety of ingredients including tree bark, hemp, rags, and fish nets.

Can you imagine not having any paper? What would you write on? Before paper was invented, the Chinese used the bones of animals, strips of bamboo, or even precious silk.

The invention of paper was a huge advance. It would be another one thousand years before paper would appear in Europe.

Making Rock Candy:

This easy rock candy recipe lets kids observe the crystallization process firsthand while making some pretty delicious treats. Sugar, water, and few more items found at home are all you need to turn your kitchen into a rock candy laboratory.

Step 1: How to Make Rock Candy
Gather your ingredients and tools. All you need is water, sugar, a clothespin, a pot for boiling, and a few wooden sticks to grow rock candy crystals in your kitchen! You might pick out a food color dye, too. We chose red. For the "sticks," we picked up a few bamboo skewers from the grocery store.

Step 2: Create your sugar solution
Bring two cups of water to a boil in a large pot on the stove. Next, stir in four cups of sugar. Boil and continue stirring until sugar appears dissolved. This creates a supersaturated sugar solution. This is also the time to add in any flavor enhancements, such as vanilla or peppermint and so on. Allow the solution to cool for 15-20 minutes.

Step 3: Prepare sticks for the candy
While waiting for the solution to cool, prepare your wooden sticks for growing the rock crystals. Wet the wooden sticks and roll them around in granulated sugar. Make sure you allow the sugared sticks to completely dry before continuing to Step 4. You'll need one stick per jar.

Step 4: Add in a food color of your choice
Once the sugar solution is cool, add in food coloring to create rock candy of your preferred color. Leave this step out for clear-colored crystals.

Step 5: Pour the cooled solution into a jar for the final candy-making process
Pour the cooled solution into a glass jar (or jars) and insert the sugar-covered wooden stick into the center of the glass. Make sure that the stick is not touching any part of the jar. If it does, the candy crystals could get stuck to the bottom or to the sides. You can divide the sugar solution across several smaller jars or use one large mason jar, depending on how many sticks of rock candy you'd like to make.

Once in place, secure the stick in place using a clothespin. Cover the top of the glass with a paper towel. You may have to poke a hole in the paper towel for the wooden stick to poke through.

Step 6: Let the candy crystals grow in a quiet, dark place

Place the glass in a cool and quiet place. Loud noises and a lot of movement can disturb the crystal making process. Every day, the candy crystals will grow larger. They will reach their maximum growth potential by two weeks. When you have a good amount of rock candy crystals, remove the stick and place it on a sheet of wax paper to dry...before eating!

Our rock candy took at least two weeks to grow, and fyi, it turned out more pink than red!

The Pepper and Soap Experiment

Read on to learn how to chase the "pepper" germs away!

You will need:

A shallow bowl or dish (a pie plate works well if you have one), water, ordinary black pepper, and some liquid dish soap.

Step 1

Cover the bottom of your shallow dish with water.

Step 2

Sprinkle black pepper across the surface of the water. Note how the surface tension of the water causes the pepper flakes float.

Step 3

Stick your finger in the center of the dish; did anything happen? Not much right? You probably just got some pepper flakes stuck to your finger. Now imagine that the pepper flakes are germs

Step 4

Now dip the tip of your finger into the liquid dish soap—you don’t need much.

Step 5

Now stick that finger into the center of the dish. What happens? Your soapy finger chased those pepper flakes to the edges of the plate! Dish soap is formulated to break the surface tension of water, which is why it is so effective on greasy, dirty dishes. And it wasn’t until you added soap to the bowl that those "germs" were chased away. This is the reason grown-ups are always nagging you to wash your hands with soap!

How to Make Invisible Ink

This low-tech invisible ink science experiment lets kids send secret messages to friends and family. All they'll need is a little lemon juice or milk. We decided to try both versions of this invisible ink experiment to see if the results were any different.

Commonly found household items make up the ingredient list, including juice, milk, honey, and vinegar. At room temperature, these compound liquids are colorless, making them perfect for invisible ink fun. Put them in contact with heat and the oxidization process turns them various shades of brown, aka, the ink appears! Read on for step-by-step instructions on how to make invisible ink with your kids.

We used milk and lemon juice to create our invisible ink.

Step 1

Gather your ingredients and tools. For this experiment, you need a piece of paper, a cotton swab, a heat source (a lamp or electric stove works), and milk or lemon.

Draw or write your secret message.

Step 2

If you are using lemon juice, squeeze your lemon into a glass. You can mix it with a little bit of water. Dip your cotton swab into the milk or lemon juice and start writing your message. Let your message dry completely.

Apply heat to get the secret message to appear.

Step 3

Once dry, an adult should hold the sheet of paper over a heat source. We used an electric stovetop. You can also use a lamplight or blow-dryer.

Your messages will appear like magic!

Step 4

As the milk or lemon “ink” heats up, it will oxidize and turn brown. You can try this experiment with other substances such as vinegar, honey, or orange juice.

Make a Walking Water Rainbow

Nothing brightens up a day like making your own rainbow! For this colorful science experiment, kids get to create their own mini rainbow while learning about capillary action.

You will need:

7 wide mouth jars or drinking glasses, food coloring (the 3 primary colors red, yellow, and blue), water, scissors, and paper towel (the thicker the better--we used thinner paper towels and the experiment took a lot longer). But don't worry: no matter how long it takes, the magic will happen!

Step 1: The Jars
Arrange the 7 jars in a line.

Step 2: The Water
Fill **every other** jar starting with the first about 3/4 of the way up with water. (We used less water and it took longer, so don't be shy with the water and the food coloring.)

Step 3: The Color
Add the food coloring. If you have the 7 jars arranged in a line, add a healthy squirt of red to the first **and** the last jar, yellow to the third jar, and blue to the fifth jar. Only the jars with water get the food coloring. So: red, skip a jar, yellow, skip a jar, blue, skip a jar, then red again.

Step 4: Fold The Paper Towels
Fold 6 paper towels in half and then in half again so you have long, thin paper towels. Really crease those folds! Next, fold one of the long paper towels in half length-wise so it's half the size. Depending on how tall your jars or glasses are, you'll want to cut a good inch or inch and a half off the end with scissors. You don't want the paper towels to stick up in the air too much. Repeat that step 5 more times with each of the remaining paper towels.

Step 5: Place Paper Towels in the Jars
Put one end of a folded paper towel in the first jar and the other end in the second jar. Take another and put one end in the second jar and the other end in the third jar. Repeat until you have a zigzag of paper towels going from the first jar to the last.

Step 6: Watch the Magic Happen!
The colored water is traveling up the narrow paper towel **against gravity**, using a process called capillary action. The water is pulled up through tiny gaps between the fibers in the paper towel, wicking each color up out of one jar and down into the next. The once empty jars are now filling up with the 2 colors from the jars on each side and mixing!

Make a Lava Lamp

A simple science experiment can be the best way to fill an afternoon at home. And as some of us may recall, a lava lamp can be a great way to fill an evening.

For this groovy experiment, kids get to recreate their parents' lava lamp while learning about liquid density.

Read on to learn how to prove that oil and water really don't mix!

You will need:

A wide bottle (or a fancy drinking glass or wide glass vase), food coloring, vegetable oil, water, and an Alka-seltzer tablet (make sure you have parent help as needed)

Step 1: The Oil

Fill the container about 3/4 with vegetable oil. You can choose the size of the container based on how much vegetable oil you have to spare.

Step 2: The Water

Fill the rest of the container with water, leaving 2-3 inches at the top. Watch the water fall through the vegetable oil and settle at the bottom. Can you believe that water is more dense than oil? Water molecules are "polar" and oil molecules are "non-polar", so they are not attracted to each other in the least.

Step 3: The Color

What color would you like the "lava" in your lava lamp to be? After the water has settled for a minute or so, add you food coloring. We added about 10 drops. Watch as each drop falls through the oil and sits on top of the water layer. Wait until all of the water droplets break through the oil/water line and burst into the water.

Step 4: The Bubbles

Drop your Alka-seltzer tablet in and let the games begin! The Alka-seltzer water reaction produces carbon dioxide gas bubbles which stick to the water droplets. The water/gas combo is less dense than the vegetable oil, so they rise to the top. The gas bubbles then break and are released into the air and the water sinks back down to the bottom to start over again!

The Constitutional Chronicles of Gabi Grosera

Social Studies Home Learning Activities

Standard Benchmark **Civics 3a**	Students will apply the fundamental rights and protections of American citizens guaranteed in the Bill of Rights to everyday situations.
Grade Band	4-5
Vocabulary/Key Concepts	Apply, Bill of Rights, constitutional, unconstitutional, assemble

Activity 1: Read - Understanding Our Rights as American Citizens

The Bill of Rights were added to the United States Constitution to protect the individual rights of American citizens from the enormous powers that our Founding Fathers granted to our national government. They feared that government might use some of its powers to take away people's rights. Some of the protections in the Bill of Rights guarantee us freedom of speech, religion, and the press. Others guarantee citizens the rights to petition our government, to share our written opinions in newspapers, and to assemble or gather together with other people to share ideas peaceably.

American citizens are very lucky to have these rights and protections.

But some people think that these rights have no limits. For example, some people think that, since we have freedom of speech, we can say anything we want.

The fact is, there are limits to what we can say or do even if the Constitution lists what we say or do as our rights. The word for this is "*scope*". The word *scope* is used to describe how far we have the right to do or say something before it gets to the point where we are no longer allowed to do it. If there are no limits on our rights, people can get hurt.

- Can you think of an example that describes someone exercising a right in a way that causes someone else to get hurt?

_____

_____

Sometimes people do or say things because they *believe* that they have a right to do or say them. But, people with authority sometimes have to step in and order them to stop. Sometimes those with authority are even allowed to punish citizens for doing and saying things even though they are listed as our rights.

Luckily, the Bill of Rights also guarantees American citizens the right to a fair trial. People who believe that they have been wrongly accused or punished can "take their case to court". A judge can then decide whether the actions taken by government officials were constitutional (allowed under our Constitution) or unconstitutional (not allowed under our Constitution). If the accusations and punishments are unconstitutional, the person who has been accused is considered innocent and cannot be punished.

Check for Understanding

1. Which rights of American citizens are described in the reading?

_____

_____

_____

2. What does it mean when someone says that our rights have "scope"?

_____

_____

3. Why are there limits on our rights as American citizens?

_____

_____

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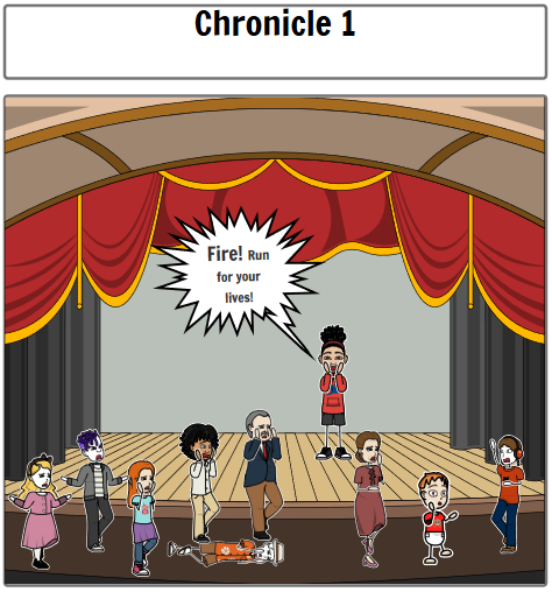
Activity 2: You Be the Judge

There are four cases or "Chronicles" described below. Each chronicle describes actions taken by a fictional American citizen named Gabriela Grosera, and other actions taken by government officials – people with authority. Acting as

judge, decide whether the actions taken by the government officials are constitutional or unconstitutional. Be sure to explain your decisions.



The Constitution guarantees American citizens the right to freedom of speech.

Gabriela Grosera went to the movies last Saturday. The theater was very crowded. Gabriela thought the movie was boring and wanted some excitement. She stood up and shouted, "FIRE" even though she knew that there was no fire. Everyone rushed to the doors to escape. The crowd knocked Gabi's friend Ricky to the ground. Ricky suffered a very painful boo boo on his nose.

Government authorities took Ms. Grosera into custody and fined her $13. Gabi argues that the fine was unconstitutional because she has the right to free speech. Ricky disagreed.

Are the government's actions <u>constitutional</u> or <u>unconstitutional</u> (circle one)**?**

Explain why: _____

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Chronicle 2

The Constitution guarantees American citizens the right to assemble peaceably.

Gabriela Grosera was upset because the city where she lives passed a law saying that it is illegal for children under the age of 12 to ride skateboards in the street. Gabi is 11 years old. She made a poster protesting the new law. It read, "I will ride my skatebored anywhere I want!" and stood in the middle of the street with her sign and skateboard shouting "honk your horn if you support me." The first car to pass by was a police car. Ooops!

Officer Grunion removed Ms. Grosera from the street and fined her $13. Gabi argues that the fine was unconstitutional because she has the right to assemble peaceably.

Are the actions of the police <u>constitutional</u> or <u>unconstitutional</u> (circle one)**?**

Explain why: _____

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Chronicle 3

The Constitution guarantees American citizens the right to freedom of the press.

Gabriela Grosera is a very feisty young lady. After learning that the mayor of her city created a new tax on sodas, she wrote a letter to the local newspaper. The letter stated that the mayor was "a sourpuss who should be doing more importent things than putting taxes on my favorite bevrage."

Authorities from the mayor's office mailed Ms. Grosera a ticket for $13. It stated that she was fined for writing a letter that criticized "Mayor Sourpuss." Gabi argues that the fine was unconstitutional because she has the right to express her opinions in a newspaper.

Are the actions of the authorities <u>constitutional</u> or <u>unconstitutional</u> (circle one)**?**

Explain why: _____

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Chronicle 4

The Constitution guarantees American citizens the right to create a petition asking government officials to do or not do something.

Gabriela Grosera has some unusual ideas! She believes that children should only have to go to school one day per week. She created a petition demanding one day of school and got her only two friends to sign it. Gabi then glued the petition on the door of a local lawmaker's home. She used a lot of glue (and tape)! The lawmaker had to replace her door, and had a hard time removing her hand from that door.

The next day Ms. Grosera received an official document stating that she had to go to court. On judgment day, Judge Amorduro ordered Gabriela to do community service. Specifically, she had to visit the local lawmaker's house once a month for 13 months to polish her new door so that it would be nice and shiny.

Gabi argued quite boldly that the punishment was unconstitutional because the 1st Amendment states that she has the right to petition her government.

Are the actions of the judge <u>constitutional</u> or <u>unconstitutional</u> (circle one)**?**

Explain why: _____

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