

This is a sample of what students will see in the 4th grade Google Classrooms. Work will continue to be updated. Please contact the teachers during school hours if you have any questions.

KES FOURTH GRADE DISTANCE LEARNING PLAN

Assignments for students during school closure due to the Coronavirus.

HELLO FOURTH GRADE!

This presentation contains all of the assignments you should be working on EACH DAY while we are out of school!

- Remember, to access Study Island, I-Ready, and Mobymax go through Clever.
- To access Epic Reading, Flipgrid, or Commonlit go through Google Classroom.
- To access IXL go to IXL.com.
- To access Xtramath go to xtramath.org

We are here to help! Send us a dojo message or email if you need anything!

Ms. Smith- csmith2@camden.k12.ga.us

Ms. Vinson- hvinson@camden.k12.ga.us

Mrs. Underwood- junderwood@camden.k12.ga.us

EXTENSION ACTIVITIES

Along with the graded assignments on each day's slide, students can work on any of these activities at home!

- Read on Myon or GetEpic (YOU CAN TAKE AR TESTS FROM HOME!)
- Prodigy.com (math)
- Dreamscape.com (reading)
- ANY Fourth Grade IXL Topics
- Flipgrid (Ms. Vinson's Google Classroom) Share with us what you are reading!!

Assignment Checklist

Reading

- 1 Study Island Lesson (reading)
- 30 minutes of AR (test/flip grid)
- Milestone Review #1-5
- 10 minutes I-Ready Reading

Language

- 1 IXL Writing Strategy Lesson
- 1 IXL Vocabulary Strategy Lesson
- 1 IXL Grammar Lesson
- Begin Writing Narrative from Milestones Review Packet

Math

- 15 minutes i-Ready Math
- 15 questions on a paper math packet in folder
- 2 Moby Max Lessons
- 1 Xtramath Lesson

Science

- 1 Study Island Lesson (Science Review)

Social Studies

- 1 Study Island Lesson (SS Review)

Daily Overview

ART

ART E-LEARNING (MS.
VINSON'S GOOGLE
CLASSROOM)

P.E.

<https://docs.google.com/document/d/1qXUm5vxTPcD-mAMZE5SpyfP1jughVmjSuLqPyJPIEjU>

WRITING LAB

Wednesday
03-18-2020

Assignment Checklist

Reading

- 1 Study Island Lesson (reading review or reading extension)
- 30 minutes of AR (test/flip grid)
- Milestone Review #6-10
- 10 minutes I-Ready Reading

Language

- 1 IXL Writing Strategy Lesson
- 1 IXL Vocabulary Strategy Lesson
- 1 IXL Grammar Lesson
- Continue writing Narrative from Milestones Review Packet

Math

- 15 minutes i-Ready Math
- 15 questions on a paper math packet in folder
- 5 IXL Lessons to 100%
- 1 Xtramath Lesson

Science

- 1 Study Island Lesson (Science Review)

Social Studies

- 1 Study Island Lesson (SS Review)

Daily Overview

ART

ART E-LEARNING (MS.
VINSON'S GOOGLE
CLASSROOM)

P.E.

<https://docs.google.com/document/d/1gXUm5vxTPcD-mAMZE5SpyfP1jughVmjSuLgPyJPIEjU>

WRITING LAB

Thursday
3-19-2020

Assignment Checklist

Reading

- 1 Study Island Lesson (reading review or reading extension)
- 30 minutes of AR (test/flip grid)
- Milestone Review #11-15
- 10 minutes I-Ready Reading

Language

- 1 IXL Writing Strategy Lesson
- 1 IXL Vocabulary Strategy Lesson
- 1 IXL Grammar Lesson
- Complete writing Narrative from Milestones Review Packet

Math

- 15 minutes i-Ready Math
- 15 questions on a paper math packet in folder
- 2 Moby Max Lessons
- 1 Xtramath Lesson

Science

- 1 Study Island Lesson (Science Review)

Social Studies

- 1 Study Island Lesson (SS Review)

Daily Overview

ART

ART E-LEARNING (MS.
VINSON'S GOOGLE
CLASSROOM)

P.E.

<https://docs.google.com/document/d/1gXUm5vxTPcD-mAMZE5SpyfP1jughVmjSuLgPyJP1EjU>

WRITING LAB

Friday
03-20-2020

EMERGENCY SCHOOL CLOSURE ASSIGNMENT:

Ms. Vinson/Mrs. Underwood

In the event that the school has to be closed due to the COVID-19 virus, students should complete the following activities for at-home learning. All of these activities review skills that have been previously taught.

- Milestones Practice Packet
- Read for 20 Minutes (daily)
 - getepic.com is giving away a FREE 30 day trial to their online reading program due to schools closing. Students LOVE this program at school. This is a great way for them to get this time.
 - Myon.com is another resource for reading at home.

Students with computer access are also highly encouraged to complete the following each day they are out from school.

Reading

- 15 minutes I-Ready Reading
- 1 Reading Study Island Lesson
- 1 Social Studies Study Island Lesson
- 2 IXL Reading Strategy Lessons (Level F or G)

Language Arts

- 1 IXL Writing Strategy Lesson
- 1 IXL Vocabulary Strategy Lesson
- 1 IXL Grammar Lesson
- 1 Science Science Study Island Lesson

STUDY ISLAND BLUE RIBBONS

AS YOU EARN BLUE RIBBONS, HIGHLIGHT YOUR PROGRESS ON THIS CHART.

4TH GRADE READING REVIEW

4TH GRADE SOCIAL STUDIES REVIEW

Textual Evidence	Causes of the American Revolution
Drawing Inferences	
Summarizing Texts	
Theme	Declaration of Independence and the US Constitution
Characters	
Setting	
Plot	War of 1812 and Westward Expansion
Figurative Meaning	
Poems, Dram, andProse	
Comparing Points of View	U.S. Geography and Physical/Human Systems
Visual Presentation of Text	
Compare and Contrast	
Main Idea and Supporting Details	Democratic Principles and the Bill of Rights
Events, Procedures, and Ideas	
Cause and Effect	
Academic Language	Economic Concepts
Text Structure	
Graphic Features	
Using Evidence to Support a Claim	Maps, Globes, and Information Processing Skills

STUDY ISLAND BLUE RIBBONS

AS YOU EARN BLUE RIBBONS, HIGHLIGHT YOUR PROGRESS ON THIS CHART.

4TH GRADE LANGUAGE REVIEW

4TH GRADE SCIENCE REVIEW

Pronouns	Water Cycle
Adverbs	Weather Tools & Climate
Relative Pronouns	Weather Forecasting
Adjectives	Behavior of Light
Verbs	Production & Uses of Sound and Light
Modal Auxiliary Verbs	Force & Motion
Progressive Verbs	Simple Machines
Prepositional Phrases	Energy Flow
Fragments and Run-ons	Effects of Changes in Ecosystems
Idioms, Adages, and Proverbs	

Section 1

In this section, you will read two passages and answer questions 1 through 5.

WRITING TASK

You will read about the making of honey. Beekeepers must know a lot about taking care of bees and how bees make honey. You will write an **informational essay** in your own words about this topic.

Think about the information in the two passages and then write an essay explaining what people who want to be beekeepers need to know.

Be sure to use information from BOTH passages in your **informational essay**. Write your answer on the lines provided.

Before you begin planning and writing, you will read two passages and answer four questions about what you have read. As you read the passages, think about what details from the passages you might use in your informational essay. These are the titles of the passages you will read:

1. The Joy of Beekeeping
2. How Bees Make Honey

Go On

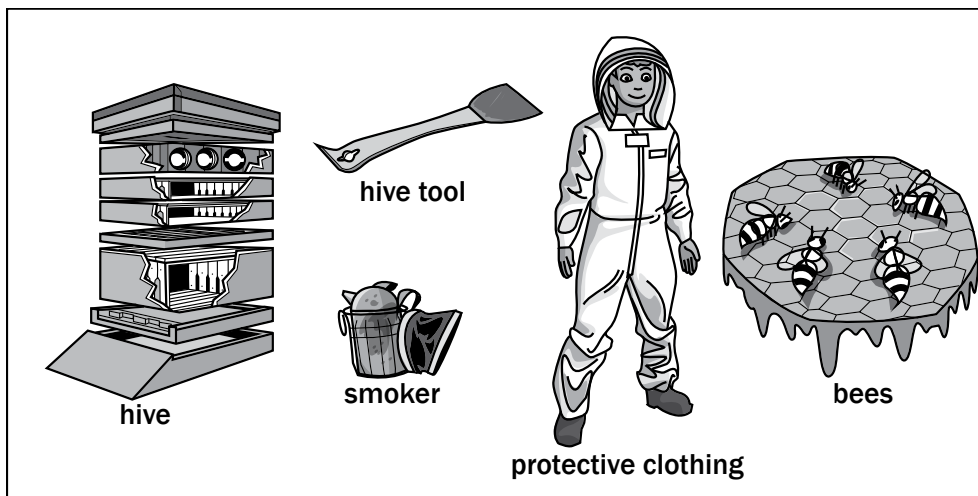
The Joy of Beekeeping

by Jacob Neighbors

Have you ever wanted to make your own delicious honey? Well, you're not a bee, so you can't actually make honey yourself. But there is another way you can have fresh honey almost any time you want it: become a beekeeper! By being a beekeeper, you not only get to have access to a wonderful food. You also get to see an amazing process in action.

The first thing a wannabe beekeeper should do is head to the doctor. This may seem like a strange first step, but it's important to be sure you're not allergic to bee stings before you work with these creatures. Honeybees are usually gentle, but they can sting when they feel threatened.

Once you've gotten the all-clear from your doctor, here's a list of the equipment you will need to start on your beekeeping journey:



- a hive (a large box that contains chambers for the bees to live in as well as frames that they will fill with honeycomb and later honey)
- a smoker (for calming the bees before you work with them)
- protective clothing (including a veil for your face)
- a hive tool (one end has a hook to lift frames from the hive, and the other end is a blade to cut the caps off the honeycomb so you can pour out the honey)
- and last, but certainly not least, the bees!

It's easier and safer to buy bees to populate your hive instead of catching them in the wild. That's because when you buy bees, the package will come with a queen (she's kind of like the boss of a hive) and some workers. You will put the queen and the workers together in your hive to start making honey. With a queen in place, it won't take long for a new hive of bees to start making honey. Harvesting honey is sometimes called "robbing" the bees. But don't feel too bad. They can make more.

Go On

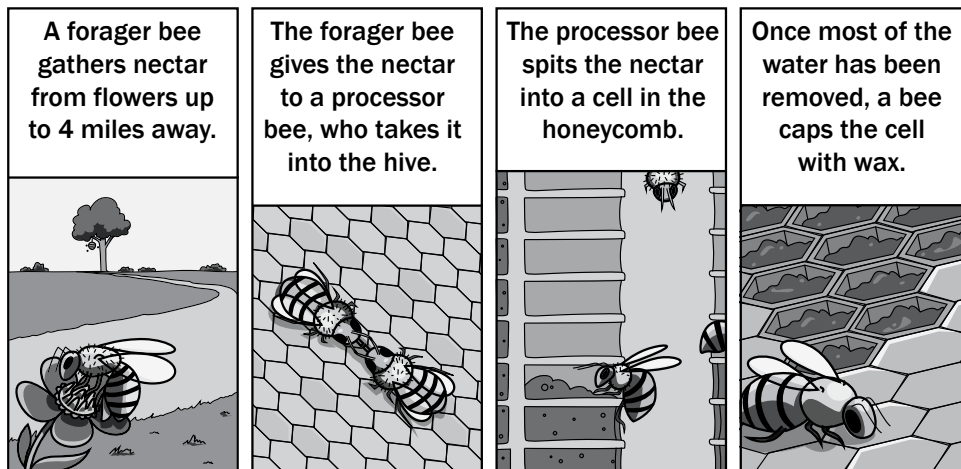
How Bees Make Honey

by Gerald Klaas

During the warm months, bees eat nectar and pollen that they gather from flowers. But during the cold months, there is little nectar or pollen to be found. Even if there were, it's too cold for bees to leave their hives anyway. This is why bees must make honey. Honey-making takes lots of time and energy. Luckily, bees have a lot of both.

Most of the bees in a hive are worker bees. But the worker bees do many different jobs. Some bees, called forager bees, fly outside the hive to collect nectar from flowers. The forager bees bring the nectar back to the entrance of the hive. They give the nectar to another kind of worker bee called a processor bee, and then go back out to find more nectar. The processor bee takes the nectar into the hive and spits it into a wax cell in the honeycomb. The bees must repeat these steps many times to fill even one wax cell.

At this point, the nectar is still made mostly of water. To ripen the nectar into honey, other worker bees fan it with their wings to dry it out. Once most of the water has evaporated, another worker bee puts a cap on the cell to keep water from getting in. Honey has to have very little water so no germs can grow in it. If germs could grow in honey, bees would get sick when they ate it.



1. **According to “The Joy of Beekeeping,” what is the purpose of a smoker?**
 - A. It makes the honey taste better.
 - B. It helps keep the beekeeper safe
 - C. It helps the bees make more honey.
 - D. It lets the beekeeper have more bees.

2. **According to “How Bees Make Honey,” where do forager bees find nectar?**
 - A. directly above the hive
 - B. at the entrance to the hive
 - C. up to four miles away from the hive
 - D. up to forty miles away from the hive

3. **How is the information presented in “The Joy of Beekeeping” and “How Bees Make Honey” different?**
 - A. Only the author of “How Bees Make Honey” tells how people can get their own honey.
 - B. Only the author of “The Joy of Beekeeping” tells the reader how it feels to be stung by a bee.
 - C. Only the author of “How Bees Make Honey” teaches the reader why honey is important.
 - D. Only the author of “The Joy of Beekeeping” speaks directly to the reader.

Go On

4. Based on information in BOTH passages, why is honeycomb important to bees?

Use details from the passages to support your answer.

A large rectangular box containing 25 horizontal lines for writing an answer.

5. Now that you have read “The Joy of Beekeeping” and “How Bees Make Honey” and answered some questions about what you have read, create a plan for and write your informational essay.

WRITING TASK

You have read about the making of honey. Beekeepers must know a lot about taking care of bees and how bees make honey. You will write an **informational essay** in your own words about this topic.

Think about the information in the two passages and then write an essay explaining what people who want to be beekeepers need to know.

Be sure to use information from BOTH passages as you write an essay that informs or explains. **Write your answer on the lines provided.**

Be sure to:

- Introduce the topic.
- Use information from the two passages.
- Give your ideas and information in a clear order.
- Develop your ideas clearly and use your own words, except when quoting from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Go On

A large rectangular box containing 25 horizontal lines, intended for writing or drawing.

Lined writing area with 25 horizontal lines.

STOP

Section 2

Read the poem “A Bird Came Down the Walk” and answer questions 6 through 10.

A Bird Came Down the Walk

“A Bird Came Down the Walk” from *Poems of Emily Dickinson*
by Emily Dickinson, published by Roberts Brothers, 1892.

A Bird came down the walk—
He did not know I saw;
He bit an angleworm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
That hurried all abroad—
They looked like frightened beads, I thought—
He stirred his velvet head—

Like one in danger; cautious,
I offered him a crumb,
And he unrolled his feathers
And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,
Leap, plashless, as they swim.

6. Which of the following BEST describes the setting of this poem?

- A. a busy street
- B. a thick forest
- C. a quiet garden
- D. a silver ocean

7. Read these lines from the fourth and fifth stanzas of the poem.

And he unrolled his feathers
And rowed him softer home
Than oars divide the ocean,

What is the bird doing in these lines?

- A. cleaning his feathers
- B. flying quietly away
- C. swimming away
- D. rowing a boat

8. Read these lines from the last stanza of the poem.

Or butterflies, off banks of noon,
Leap, plashless, as they swim.

Based on the root word and suffix, what does the word *plashless* mean?

- A. like a fish
- B. without a splash
- C. as if flying
- D. with a loud sound

Go On

9. What feature tells the reader that this is a poem?

- A. It tells a story.
- B. It is about nature.
- C. It is written in stanzas.
- D. It has a bird as a character.

10. This question has two parts. Answer Part A, and then answer Part B.

Part A

Which of the following **BEST** describes a possible message, or theme, the author wants to share with the reader?

- A. Making friends with wild animals is worth the effort.
- B. Birds would much rather eat bugs and worms than bread.
- C. Humans can enjoy nature but should not upset its creatures.
- D. People would be happier if they could fly like birds and butterflies.

Part B

Which line from the poem **BEST** supports the answer to Part A?

- A. "He bit an angleworm in halves"
- B. "Like one in danger; cautious"
- C. "And rowed him softer home"
- D. "Or butterflies, off banks of noon"

Read the article “Paint a Picture with Science” and answer questions 11 through 16.

Paint a Picture with Science

by Larry White, *Hopscotch*

Tree roots gather water from the ground and the tree’s trunk, and branches carry the water up to the leaves. How does water flow up a tree?

One way is by **capillary action**. Water moves, all by itself, through tiny spaces. Very thin tubes inside the tree go from the roots to the leaves. Water is drawn up these tubes by capillary action.

A paper towel also has tiny spaces in it. If you dip one end of the towel in water, the water moves through these tiny spaces in the same way it moves up the tubes in a tree. We say paper towels absorb water. “Absorption” is capillary action at work!

Here is a neat experiment that uses capillary action to paint a pretty picture.

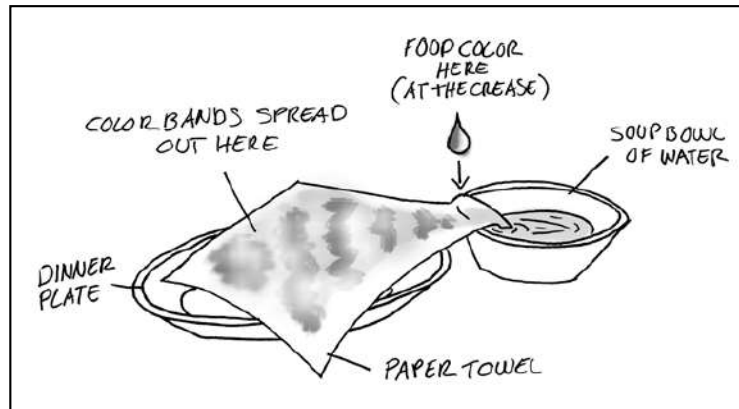
You Will Need:

- paper towels
- several colors of liquid food coloring
- soup bowls
- dinner plate
- water

Please do this experiment on a bare-topped table and cover the top with old newspapers. It can get (easy-to-clean-up) messy!

FIRST EXPERIMENT:

Fill a soup bowl 1/2 full of water and set it beside the dinner plate.



Go On

Fold one corner of a paper towel down. Lay the towel on the dinner plate with the folded-down corner going into the water in the soup bowl.

The water will start to “crawl” up the towel by capillary action. You will be able to see it moving!

Place two drops of food coloring (any color) on the towel just in front of the wet part of the towel and watch what happens. The water will carry the color with it, and as the water spreads out, the food color will too.

SECOND EXPERIMENT: Put two drops (or more) of another color in the same place you put the first drops. Even though this spot is now wet, the moving water will carry this color outward too. After a few minutes, you will have two curved bands of color. You can add other colors (always in the same spot) to create a “rainbow” of colors.

Now that you know how to use capillary action to “paint” a rainbow, experiment!

Try mixing different food colors, a drop of red with a drop of green, or mix a drop of yellow with blue and red.

Use more soup bowls. Bend down other corners of the towel and dip them in the bowls. You can “paint” from two, three, or all four corners of the towel at the same time!

KEEP YOUR PAINTINGS: After a while, the water will creep all the way across the paper towel and carry the color bands off the paper. Before this happens, take the towel out of the water when it looks pretty and let it dry. Then “hang it” or tape it to a window to look like “stained glass.”

And, when your friends ask how you painted such unusual pictures, tell them that a science friend of yours, named **capillary action**, helped you!

11. Which sentence from the article BEST tells how capillary action works?

- A. “Try mixing different food colors, a drop of red with a drop of green, or mix a drop of yellow with blue and red.”
- B. “After a while, the water will creep all the way across the paper towel and carry the color bands off the paper.”
- C. “Before this happens, take the towel out of the water when it looks pretty and let it dry.”
- D. “And, when your friends ask how you painted such unusual pictures, tell them that a science friend of yours, named capillary action, helped you!”

12. Why is food coloring placed on the paper towel in the first experiment?

- A. to see the color make the water move back into the soup bowl
- B. to make the water move faster and faster along the towel
- C. to see the water carry the color with it as it spreads through capillary action
- D. to stop the capillary action and keep the water and color in one place

13. How does the writer organize the experiments?

- A. by describing the steps from first to last
- B. by comparing and contrasting trees to paper towels
- C. by explaining why experiments are useful
- D. by asking and answering questions about experiments

Go On

14. How does the picture **BEST** help the reader better understand how to do the experiment?

- A. It shows what a dinner plate looks like.
- B. It tells how many drops of food coloring to use.
- C. It shows what a bare-topped table looks like.
- D. It makes clear where to place the paper towel.

15. Look at this label in the picture.

FOOD COLOR HERE (AT THE CREASE)

Based on what you have read, what is a *crease*?

- A. a bowl
- B. a fold
- C. a towel
- D. a rainbow

16. “Paint a Picture with Science” includes two experiments. Explain how the first experiment helps show how capillary action works in nature. Use details from the article to support your answer. Write your answer on the lines provided.

A large rectangular box containing 25 horizontal lines for writing an answer.

Go On

On the following pages are the Language questions. Answer questions 17 through 23.

17. Read the sentence.

The Fourth of July is a day which all citizens have fun and honor their country.

How should this sentence be corrected?

- A. The Fourth of July is a day why all citizens have fun and honor their country.
- B. The Fourth of July is a day because all citizens have fun and honor their country.
- C. The Fourth of July is a day of all citizens have fun and honor their country.
- D. The Fourth of July is a day when all citizens have fun and honor their country.

18. Read the sentence.

Scientists were studying the problem until they find an answer.

What should replace the underlined word to make the sentence correct?

- A. will be
- B. was
- C. is
- D. have been

19. Which helping verb correctly completes the sentence?

Our class _____ raising money for a worthy cause.

- A. has
- B. been
- C. did
- D. is

20. Read the sentence.

Jaden has one furry big sheepdog.

What is the correct way to write this sentence?

- A. Jaden has furry big one sheepdog.
- B. Jaden has big one furry sheepdog.
- C. Jaden has one big furry sheepdog.
- D. Jaden has furry one big sheepdog.

21. Choose the sentence that uses correct capitalization.

- A. July is my favorite month of the Summer.
- B. Last november we stayed home for Thanksgiving.
- C. My sister Anna is the fastest kid in school.
- D. My Mom thinks I should learn to play the piano.

Go On

22. Read the sentence.

“I wish I could see a movie tonight Albert said.”

Which of the following correctly replaces the underlined part of the sentence?

- A. tonight, Albert said.
 - B. tonight” Albert said.
 - C. tonight, Albert said.”
 - D. tonight,” Albert said.
23. Which sentence would a student MOST LIKELY say to a friend but not to a teacher?
- A. My science project is totally awesome.
 - B. I made charts to explain the results.
 - C. The steps show how to make a battery.
 - D. The judges awarded me second prize.

STOP

Section 3

Read the speech “President Obama Speaks to Students” and answer questions 24 through 29.

President Obama Speaks to Students

excerpts from “Prepared Remarks of President Barack Obama: Back to School Event” (2009) from WhiteHouse.gov.

Now I’ve given a lot of speeches about education. And I’ve talked a lot about responsibility.

I’ve talked about your teachers’ responsibility for inspiring you, and pushing you to learn.

I’ve talked about your parents’ responsibility for making sure you stay on track, and get your homework done, and don’t spend every waking hour in front of the TV or with that Xbox. . . .

But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world—and none of it will matter unless all of you fulfill your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed. . . .

We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don’t do that—if you quit on school—you’re not just quitting on yourself, you’re quitting on your country.

Now I know it’s not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork. . . .

. . . I wasn’t always as focused as I should have been. I did some things I’m not proud of, and got in more trouble than I should have. And my life could have easily taken a turn for the worse.

But I was fortunate. I got a lot of second chances and had the opportunity to go to college, and law school, and follow my dreams. My wife, our First Lady Michelle Obama, has a similar story. Neither of her parents had gone to college, and they didn’t have much. But they worked hard, and she worked hard, so that she could go to the best schools in this country. . . .

Go On

. . . at the end of the day, the circumstances of your life—what you look like, where you come from, how much money you have, what you’ve got going on at home—that’s no excuse for neglecting your homework or having a bad attitude. That’s no excuse for talking back to your teacher, or cutting class, or dropping out of school. That’s no excuse for not trying.

Where you are right now doesn’t have to determine where you’ll end up. No one’s written your destiny for you. Here in America, you write your own destiny. You make your own future. . . .

I expect great things from each of you. So don’t let us down—don’t let your family or your country or yourself down. Make us all proud. I know you can do it.

24. What means the opposite of the word *neglecting* as it is used in the speech?

- A. ignoring
- B. trying
- C. forgetting
- D. doing

25. Which point is the MOST completely developed in the speech?

- A. Students, not parents or teachers, are most responsible for their future.
- B. Parents and teachers owe it to students to make sure homework gets done.
- C. Barack Obama succeeded through hard work, intelligence, and self-control.
- D. A large family that includes parents, grandparents, and other adults is key to success.

26. Based on the speech, what inference can you make about how President Obama feels about the students?

- A. He thinks students spend too much time watching television.
- B. He believes strongly that every student can succeed.
- C. He feels it is important for every student to get a second chance.
- D. He is worried that students have too many challenges.

27. Read this paragraph from the passage.

We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don't do that—if you quit on school—you're not just quitting on yourself, you're quitting on your country.

How are the ideas in this paragraph organized?

- A. It tells the reason it is important to stay in school.
- B. It lists ways in which students can be responsible.
- C. It explains things that will happen to students who quit school.
- D. It describes how responsible actions can help schools.

Go On

28. How does President Obama support his statement that it's not always easy to do well in school?

- A. He explains how you write your own destiny.
- B. He talks about dropping out of school.
- C. He gives an example from his own life.
- D. He mentions quitting on your country.

29. What does the word *destiny* mean in this sentence from the speech?

Here in America, you write your own destiny.

- A. events that will happen in the future
- B. events that will never take place
- C. events that happened long ago
- D. events that are very disappointing

Read the story “How Beaver Stole Fire” and answer questions 30 through 35.

How Beaver Stole Fire

a Nez Perce tale, retold by Katharine B. Judson,
from *Myths and Legends of the Pacific Northwest: Especially of
Washington and Oregon*, published by A. C. McClurg & Co., 1910.

Long ago there were no people in the world. Animals and trees talked just as men do now. They also walked about. Now in those days, Pine Trees had the secret of fire. They would tell no one else. No one could have a fire, no matter how cold it was, unless he were a Pine. One winter it was so cold the animals almost froze to death. Then they called a council. They wanted to steal fire from Pine Trees.

Now on Grande Ronde River, Pine Trees were holding also a great council. They had built a large fire to warm themselves. Guards were put around the fire to keep off all animals. But Beaver hid under the bank, near the fire, before the guards took their places, so they did not see him. After a while a live coal rolled down the bank near Beaver. He hid it in his breast and ran away. Pine Trees started after him. When Pine Trees caught up near him, Beaver dodged from side to side. Other times he ran straight ahead. That is why Grande Ronde River winds from side to side in some places. In other places it is straight.

When they had run a long way, Pine Trees grew tired. They stopped on the river banks. So many stopped there, and so close together, that even today hunters can hardly get through the trees. A few kept on after Beaver and stopped here and there. These also remain here and there on the river bank.

A few Pine Trees kept close after Beaver. So did Cedar. Cedar said, “I will run to the top of that hill. I will see how far ahead he is.” So Cedar ran to the top of the hill. Beaver was far ahead. He was just diving into Big Snake River where Grande Ronde joins it. Beaver swam across Big Snake River and gave fire to Willows on the opposite bank. Farther on he gave fire to Birches and to other trees. So these woods have fire in them. Ever since then animals and [American] Indians can get fire from these woods by rubbing two pieces together.

Cedar still stands all alone on the very top of the hill. He is very old. His top is dead. The chase was a long one. You can see that because there are no other cedars within a hundred miles of him. Old men of the tribes point him out to the children. They say, “There is Old Cedar. He stands just where he stopped when he chased Beaver.”

Go On

30. Why did Beaver steal fire from Pine Trees?

- A. He was very angry with Pine Trees.
- B. He wanted to share fire with others.
- C. He wanted to keep fire for himself.
- D. He planned to burn down the forest.

31. Which sentence from the story BEST describes where it MOSTLY takes place?

- A. "He was just diving into Big Snake River where Grande Ronde joins it."
- B. "Cedar still stands all alone on the very top of the hill."
- C. "Guards were put around the fire to keep off all animals."
- D. "No one else could have a fire, no matter how cold it was, unless he were a Pine."

32. Which of the following words describes Beaver?

- A. bossy
- B. helpful
- C. angry
- D. lazy

33. Read this beginning of a summary of the story.

The animals were cold and needed fire, but only Pine Trees had fire. Beaver stole fire, ran away, and gave it to others. Pine Trees and Cedar chased him.

Select the sentence that would BEST complete the summary.

- A. Animals and trees no longer walked around as they did in the past.
- B. Pine Trees and Cedar now stand where they stopped chasing Beaver.
- C. Beaver dove into Big Snake River and swam across to Willows.
- D. Pine Trees got tired and stopped along the river banks.

34. What does the word *live* mean in this sentence from the story?

After a while a live coal rolled down the bank near Beaver.

- A. showing signs of life
- B. performing for an audience
- C. carrying an electric current
- D. burning without a flame

Go On

35. Based on information in the story, write a diary entry from the point of view of either Beaver or Cedar. Tell what happens after Beaver swims across Big Snake River.

Be sure to explain how Beaver or Cedar feels about the stolen fire and what takes place during the chase. Use dialogue and descriptions in your answer, and give a clear sequence of events. Write your answer on the lines provided.

A large rectangular box containing 20 horizontal lines for writing a diary entry.

A large rectangular box containing 25 horizontal lines, intended for writing or drawing.

Go On

On the following pages are the Language questions. Answer questions 36 through 43.

36. Read the sentence.

The two runners tried to set new records when they won there races.

What change needs to be made to correct the error?

- A. Change two to too.
- B. Change to to two.
- C. Change won to one.
- D. Change there to their.

37. A student is writing a letter to the editor of a magazine about an article in the magazine. Read the draft of the letter and answer the question that follows it.

To the Editor:

I read the article “Who Needs Books Anymore?” in the March issue of your magazine. The author suggests that paper books are no longer needed. He says we should all read on a computer screen.

I am writing to tell you that I am surprised and bothered by this suggestion. How can anyone believe that paper books don’t matter? They are very important to my friends and me. Paper books can be read anywhere, shared with friends, and passed on to the next generation. It would be terrible if there were no more books!

Sincerely,
Sue Riley

The writer wants to replace the underlined words to make her meaning more exact. Which words would make her word choice better?

- A. disappointed and puzzled
- B. amazed and frightened
- C. bored and weary
- D. excited and nervous

38. Read the paragraph.

(1) After supper, Kim stood at the end of the driveway and peered anxiously down the street. (2) She didn't know what else she could do. (3) She had posted flyers with a photo of her missing dog, but no one in the neighborhood had called. (4) Suddenly, Patches trotted around the corner. (5) The muddy poodle was tired and thirsty.

Which sentence should MOST LIKELY end with an exclamation point?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

39. Choose the sentence that uses correct punctuation.

- A. I woke up, and got some cereal for breakfast.
- B. I stayed home, so I could play with my little brother.
- C. I went to Matt's house, and we played until dinner.
- D. I fell off my sister's bike but, I only scraped my knee.

40. Read the paragraph.

(1) Amar wanted to buy a new pair of inline skates, but his mom said they were too expensiv. (2) She told him that if he wanted the skates badly enough that he could save up for them. (3) He thought a good way to earn money would be to do chores for his nieghbors. (4) He made a list of all the people he could talk to, and then he went to their doors. (5) In the end, Mrs. Gable hired him to weed her garden, and Mr. West hired him to walk his dog.

Which TWO sentences contain spelling errors?

- A. sentence 1 and sentence 3
- B. sentence 2 and sentence 4
- C. sentence 3 and sentence 5
- D. sentence 1 and sentence 4

Go On

41. Read the sentence.

Birds circled above the feeder across the street from our house, and then they flew under to be near the seeds.

Which underlined word is NOT used correctly?

- A. above
- B. across
- C. under
- D. near

42. Read the information.

The chicken soup _____.

Choose the words that BEST complete the sentence.

- A. bubbling very quickly
- B. with thick egg noodles
- C. in a large metal pot
- D. boils on the stove

43. Choose the sentence that has an error in grammar usage.

- A. My mom and dad said they're going on vacation.
- B. Do you want to come over and watch the game?
- C. Ryan saved money to by a new skateboard.
- D. Five people hired Francine to walk their pets.

STOP

Ready® Georgia Milestones Assessments, Grade 4 Answer Form

Name _____

Teacher _____ Grade _____

EOG Assessment 1

Section 1

- 1. (A) (B) (C) (D)
- 2. (A) (B) (C) (D)
- 3. (A) (B) (C) (D)
- 4. See page 6.
- 5. See page 7.

Section 2

- 6. (A) (B) (C) (D)
- 7. (A) (B) (C) (D)
- 8. (A) (B) (C) (D)
- 9. (A) (B) (C) (D)
- 10A. (A) (B) (C) (D)
- 10B. (A) (B) (C) (D)
- 11. (A) (B) (C) (D)
- 12. (A) (B) (C) (D)
- 13. (A) (B) (C) (D)
- 14. (A) (B) (C) (D)
- 15. (A) (B) (C) (D)
- 16. See page 17.
- 17. (A) (B) (C) (D)
- 18. (A) (B) (C) (D)
- 19. (A) (B) (C) (D)
- 20. (A) (B) (C) (D)
- 21. (A) (B) (C) (D)
- 22. (A) (B) (C) (D)
- 23. (A) (B) (C) (D)

Section 3

- 24. (A) (B) (C) (D)
- 25. (A) (B) (C) (D)
- 26. (A) (B) (C) (D)
- 27. (A) (B) (C) (D)
- 28. (A) (B) (C) (D)
- 29. (A) (B) (C) (D)
- 30. (A) (B) (C) (D)
- 31. (A) (B) (C) (D)
- 32. (A) (B) (C) (D)
- 33. (A) (B) (C) (D)
- 34. (A) (B) (C) (D)
- 35. See page 28.
- 36. (A) (B) (C) (D)
- 37. (A) (B) (C) (D)
- 38. (A) (B) (C) (D)
- 39. (A) (B) (C) (D)
- 40. (A) (B) (C) (D)
- 41. (A) (B) (C) (D)
- 42. (A) (B) (C) (D)
- 43. (A) (B) (C) (D)

Cut along the dotted line.