

4th ELA

4/17/2020

Parents/Guardians

Best writing advice I can offer right now,

Have your kids keep a daily journal, write about their experiences or draw a picture. (I'm sending home their grammar notebook for this journal)

Little do they know they are living through a historical moment. When this is all over, tuck the journals away. Their kids will be reading about this one day in history books.

To all the parents and guardians that are now the frontline teachers, you are doing great!!

Respectfully
Mrs. Parker

Padres / tutores

El mejor consejo de escritura que puedo ofrecer en este momento,

Haga que sus hijos lleven un diario, escriban sobre sus experiencias o hagan un dibujo. (Estoy enviando a casa su cuaderno de gramática para esta revista)




Poco saben que están viviendo un momento histórico. Cuando todo esto termine, guarde los diarios. Sus hijos leerán sobre esto algún día en los libros de historia.

¡A todos los padres y tutores que ahora son los maestros de primera línea, les está yendo genial!

Respetuosamente
La señora parker

Here are some fun ways to read while we are away from school See if you can mark off every box! 😊



Read to a Parent	Read Outside	Grab a pillow and blanket read in the bathtub	read a picture book	Have someone read to you
Read like a pirate	Read with a yummy snack	Read with a flashlight 	Snuggle a stuffed animal and read	Read a chapter book 
Read in a comfy chair	Read to a pet	Read to a sibling	Read a funny book	Read a magazine or comic
Read under a tree 	Read a Nonfiction story	Read in your bed 	Read in your pajamas	Read on the couch
Read to someone over the phone	Read under the table	Draw a picture of what you read	Read in your swimsuit on a beach towel 	Build a fort and read inside
Read wearing a silly hat 	Read the beginning of the story then event your own ending-How close were you to the actual ending	Read with your feet in the air	Read like an alien	Read a recipe and make it 

Reading Fun

Directions: Read *Three Cheers for Bees* and use details from the text to answer the questions found on the board game.

Three Cheers for Bees

Without bees, our dinner plates would look a lot different. Bees play a very important role in how we eat. While you might think that bees spend all of their time buzzing around and stinging people, these winged critters have a crucial job—pollination. Plants cannot pollinate themselves, and plants need to pollinate in order to bear fruit. As bees buzz from flower to flower or plant to plant, they bring along pollen that is stuck to their bodies or legs. When the bees land on their next plant, the pollen spreads, which allows fruit to grow. Without bees, the biggest pollinators on the planet, plants would need to rely on other insects or creatures to do the pollination. In truth, there are other insects and animals who help with pollination, but none are as good at it as the bee.

Unfortunately, the planet is experiencing conditions that are causing the bee population to decrease. For example, harsh winters that last longer than normal have been having a detrimental affect on the bee population. We must all work together to be sure that our top pollinators keep buzzing so that we can have delicious food to enjoy.

Roll again.

According to the text, what is the connection among bees and the food that we eat?

Explain the meaning of the title and how it relates to the details in the text.

Go back one space.

Explain the relationship between plants and bees.



Determine the meaning of "bear" as used in the text.

Determine the meaning of the word "crucial" as used in the text.

What problem does the text mention is affecting the bee's population?

What sentence from the text supports the idea that bees are beneficial?

Switch places with another player.

Create a question about this story.

Directions: Roll a dice and move that many places. Use *Three Cheers for Bees* to answer the questions.

Determine the meaning of "harsh" as used in the text.

Determine the main idea of the text.

Does the text present a negative or positive viewpoint on bees? Explain your choice.

Start

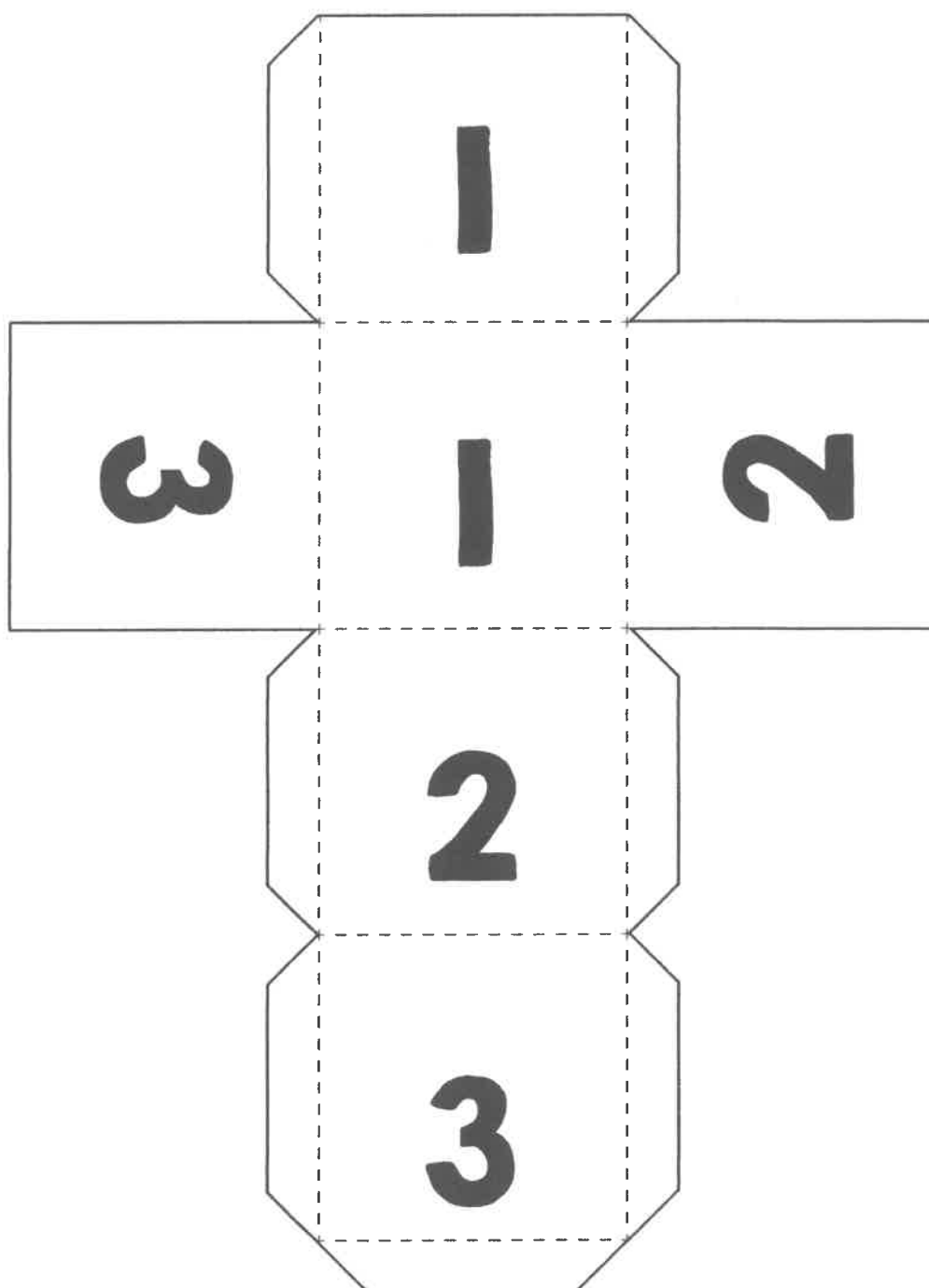


Finish

Recording Sheet: *Three Cheers for Bees*

Name: _____ Date: _____

Question	Answer
Determine the main idea of the text.	
What sentence from the text supports the idea that bees are beneficial?	
Determine the meaning of the word "crucial" as used in the text.	
Explain the relationship between plants and bees.	
According to the text, what is the connection among bees and the food that we eat?	
Explain the meaning of the title and how it relates to the details in the text.	
Determine the meaning of "bear" as used in the text.	
What problem does the text mention is affecting the bee's population?	
Determine the meaning of "harsh" as used in the text.	
Does the text present a negative or positive viewpoint on bees? Explain your choice.	



Use this die if you want your students to move more slowly across the board.

The Bicycle



Carefully and neatly copy the following passage

Emma has a new bicycle. It is bright pink and shiny.
It was a gift from her uncle. He hid it behind a bush to
surprise her.

When Emma looked behind the bush and saw the bicycle,
she jumped for joy. It was just what she wanted. She gave
her uncle a big hug.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, and bottom) for copying the text.

Writing a Book Review



Henry Huggins meets a funny dog. He likes the dog right away. While on their way to Henry's house, they have lots of adventures. What a great book! You should read it.

Complete this book review in *cursive* handwriting. Leave room for margins.

Title: Henry Huggins

Author: Beverly Cleary

What Happened:

**Stop and Check**

Circle your best
uppercase letter.

NOUN

A **noun** names a person, place, things or idea.

Examples

dog, cat, horse, student, teacher, apple, Mary and etc...

ADVERB

An **adverb** tells how often, how, when, where. It can describe a verb, an adjective or an adverb.

Examples

loudly, always, never, late, soon etc...

VERB

A **verb** is a word or group of words that describes an action, experience.

Examples

realize, walk, see, look, sing, sit, listen and etc...

ADJECTIVE

An **adjective** describes a noun or pronoun.

Examples; red, tall, fat, long, short, blue, beautiful, sour, bitter and etc...



8 Parts of Speech Examples

PREPOSITION

A **preposition** is used before a noun, pronoun, or gerund to show place, time, direction in a sentence.

Examples

at, in, on, about, to, for, from and etc...

CONJUNCTION

Conjunctions join words or groups of words in a sentence.

Examples; and, because, yet, therefore, moreover, since, or, so, until, but and etc...

PRONOUN

Pronouns replace the name of a person, place, thing or idea in a sentence.

Examples

he, she, it, we, they, him, her, this, that and etc...

INTERJECTION

Interjections express strong emotion and is often followed by an exclamation point.

Examples

Bravo! Well! Aha! Hooray! Yeah! Oops! Phew!



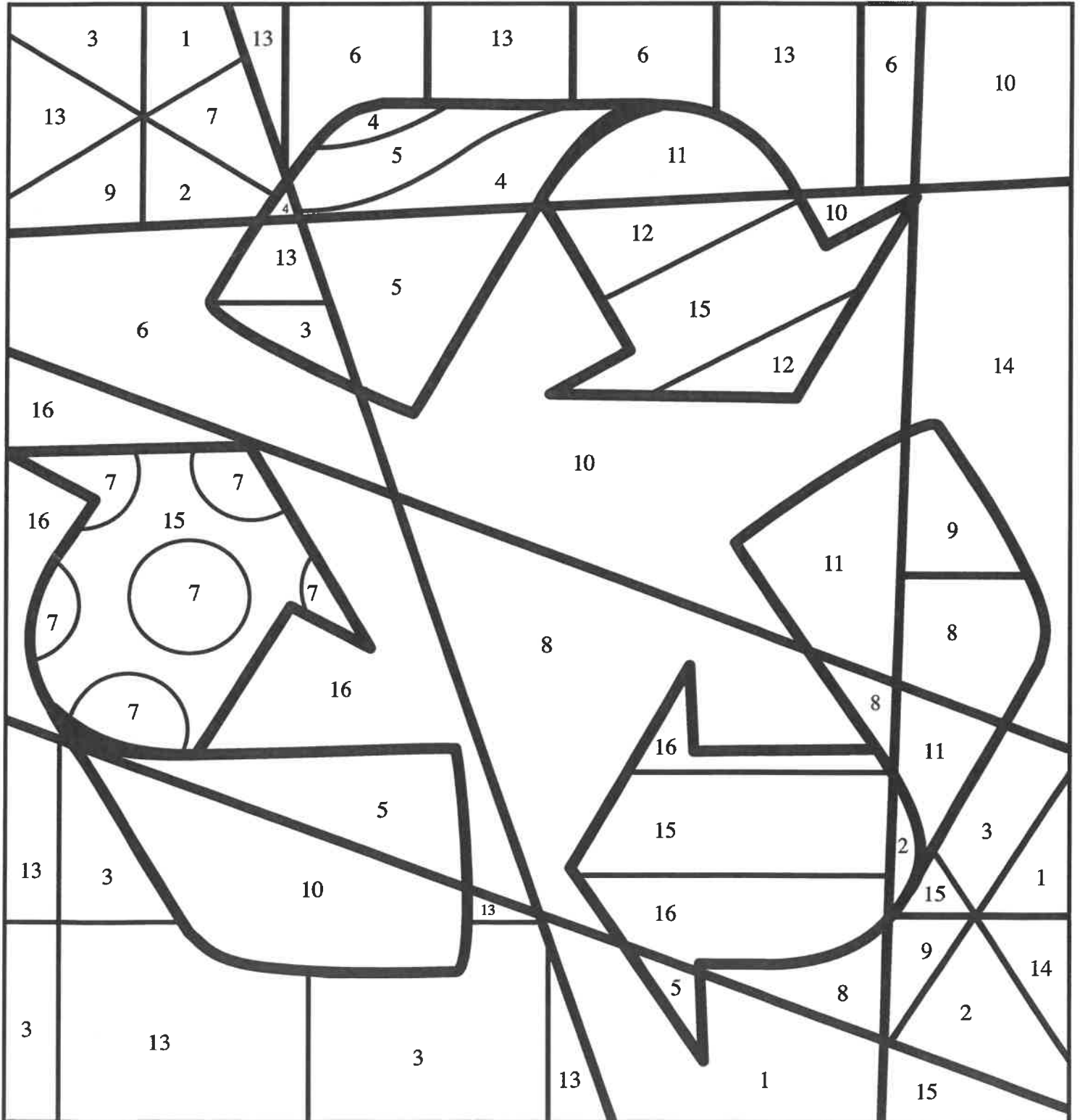
www.englishstudyhere.com

RECYCLING

1	Earth Day is <u>about</u> showing support for protecting the environment.	PREPOSITION	PRONOUN
2	The very <u>first</u> Earth Day was celebrated on April 22, 1970.	NOUN	ADJECTIVE
3	It was founded by Senator <u>Gaylord Nelson</u> .	NOUN	VERB
4	<u>His</u> idea inspired 20 million people to participate in the first Earth Day.	PRONOUN	ADJECTIVE
5	In 1990, Earth Day became recognized <u>worldwide</u> .	VERB	ADJECTIVE
6	More than 180 countries celebrated Earth Day <u>by</u> 2010.	ADVERB	PREPOSITION
7	People <u>honor</u> Earth Day by working to improve the environment.	VERB	NOUN
8	Men, women, and children plant <u>new</u> trees, collect garbage, and even sign petitions.	ADVERB	ADJECTIVE
9	Earth Day brings awareness to the ways that <u>we</u> can help make the Earth a better place.	PRONOUN	NOUN
10	Recycling can help reduce waste and <u>its</u> impact on the natural environment.	ADJECTIVE	PRONOUN
11	New items are <u>produced</u> from old items with recycling.	VERB	ADVERB
12	Aluminum cans are the most recycled item in the <u>United States</u> .	NOUN	PRONOUN
13	<u>Amazingly</u> , recycling one aluminum container can save enough energy to run a TV for three hours.	ADVERB	VERB
14	There is no limit to the number of times aluminum containers can be <u>recycled</u> .	NOUN	VERB
15	If every American recycled one-tenth of their newspapers, <u>nearly</u> 25 million trees would be saved a year.	ADVERB	ADJECTIVE
16	<u>Earth Day</u> reminds people that we need to work to protect our environment.	NOUN	PRONOUN

Color Key:			
NOUN	Red	ADJECTIVE	Green
VERB	Yellow	ADVERB	Purple
PRONOUN	Blue	PREPOSITION	Orange

Coloring Page: PARTS OF SPEECH INTERMEDIATE



Cut out the finished work when you are done coloring.

Earth Day Word Search



Find and circle the Earth Day words.

They might be backwards,
horizontal or vertical!

S I S E H T N Y S O T O H P
W O R L D T O Z O N E N F F
R O O E T R I T E N O T E R
V I I S U E T M S I P S S O
O S E Y M S N Y T N O E D N
L G A M A O E A G S I R N R
U S E B R U V A L R E O A I
N A Y I R R R N A P E F L N
T N V O E C E U A G O N T N
E N E S U E T C S T L I E R
E T N I A C N M Y R U A W T
R O T S N T I O U C L R S N
C A Y A O R E T T I L S E S
L T S E R O F E C U D E R M

RAINFOREST

LITTER

SYMBIOSIS

ENERGY

WORLD

PLANET

PHOTOSYNTHESIS

NATURE

INTERVENTION

FOREST

SANCTUARIES

RECYCLE

WETLANDS

OZONE

REUSE

GLASS

CONSERVATION

REDUCE

VOLUNTEER

ENVIRONMENT

RESOURCE



To be used with the May 13, 2019, issue

Name: _____

Close-Reading Questions

Refer to this week's cover story, "One Giant Leap," to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. Explain the meaning of Neil Armstrong's famous quote "That's one small step for [a] man, one giant leap for mankind."

2. Why was the Apollo program created?

3. What is the purpose of the section "Danger Ahead"?

Name: _____

Features First

Before you read "One Giant Leap," examine the photos, subheadings, and sidebar. Complete the "Before Reading" column. Then read the article and complete the "After Reading" column.

Text Feature	Before Reading What do you learn from each feature?	After Reading How does each feature help you better understand the article?
1 Photo at top of page 2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2 Photo at bottom of pages 2-3	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3 Subheadings (section titles)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4 Sidebar "If You Were a Kid in 1969..."	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

© 2019 by Scholastic Inc. Teachers may make copies of this page to distribute to their students.

Name: _____

Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

One Giant Leap Pages 2-3

1. **Part A** Which word best describes how Bill Barry felt about the moon landing?
Ⓐ afraid Ⓒ fascinated
Ⓑ confused Ⓓ sad
2. **Part B** Which detail best supports the answer to question 1?
Ⓐ "I was glued to the floor in front of our black-and-white TV," Barry recalls."
Ⓑ "At 10:56 p.m., Barry watched Neil Armstrong become the first person to set foot on the moon."
Ⓒ "But the program had a tragic start."
Ⓓ "Bill Barry went on to become NASA's chief historian."
3. Which of these events happened first?
Ⓐ Edwin "Buzz" Aldrin set foot on the moon.
Ⓑ Three astronauts died on an Apollo spacecraft.
Ⓒ Astronauts planted an American flag on the moon.
Ⓓ Astronauts started living on the International Space Station.
4. According to the article, the Apollo 11 spacecraft almost had a disaster when it _____.
Ⓐ blasted off from Kennedy Space Center
Ⓑ landed on the moon
Ⓒ left the moon
Ⓓ splashed down in the Pacific Ocean
5. Which section explains President John F. Kennedy's ambitious goal?
Ⓐ A New Mission
Ⓑ Danger Ahead
Ⓒ Moon Walking
Ⓓ Beyond the Moon

Choose Your Adventure Pages 4-5

6. Which detail best states the main idea of the "Ride!" section?
Ⓐ "Your feet dangle as you stare at a 245-foot drop."
Ⓑ "You accelerate to 80 miles per hour, plunging straight down . . ."
Ⓒ "It's the tallest, fastest, and longest dive coaster in the world."
Ⓓ "Yukon Striker has 3,625 feet of twisty, terrifying track."
7. The image on page 4 shows riders _____.
Ⓐ waiting at the top of the big drop
Ⓑ going through a twisting loop
Ⓒ entering an underwater tunnel
Ⓓ climbing hundreds of feet into the air
8. In the "Build!" section, which phrase best helps explain the meaning of masterpieces?
Ⓐ "22,000-pound pile"
Ⓑ "work of art"
Ⓒ "sharpened spoons"
Ⓓ "excess sand"

The Ultimate Goal Page 6

9. Which statement about the FIFA Women's World Cup is false?
Ⓐ It takes place in June every year.
Ⓑ This year, 24 teams will compete.
Ⓒ It will include 52 matches in nine cities.
Ⓓ The U.S. has won it three times.
10. Based on Crystal Dunn's quote, what will be the most important part of the event for her?
Ⓐ visiting France
Ⓑ trying to score goals
Ⓒ competing against Japan
Ⓓ representing her country

Name: _____

Seeing Both Sides

Read the debate on page 7 of this week's issue about whether astronauts should return to the moon. Identify reasons that support each side and record them on the chart below.

YES

Astronauts should go to the moon.

1. _____

2. _____

3. _____

NO

Astronauts shouldn't go back.

1. _____

2. _____

3. _____

Next, choose which side of the debate you agree with most. Choose four words you might use in a persuasive paragraph that aims to convince others of your point of view. Draft your paragraph below.

Words to Use

- _____
- _____
- _____
- _____

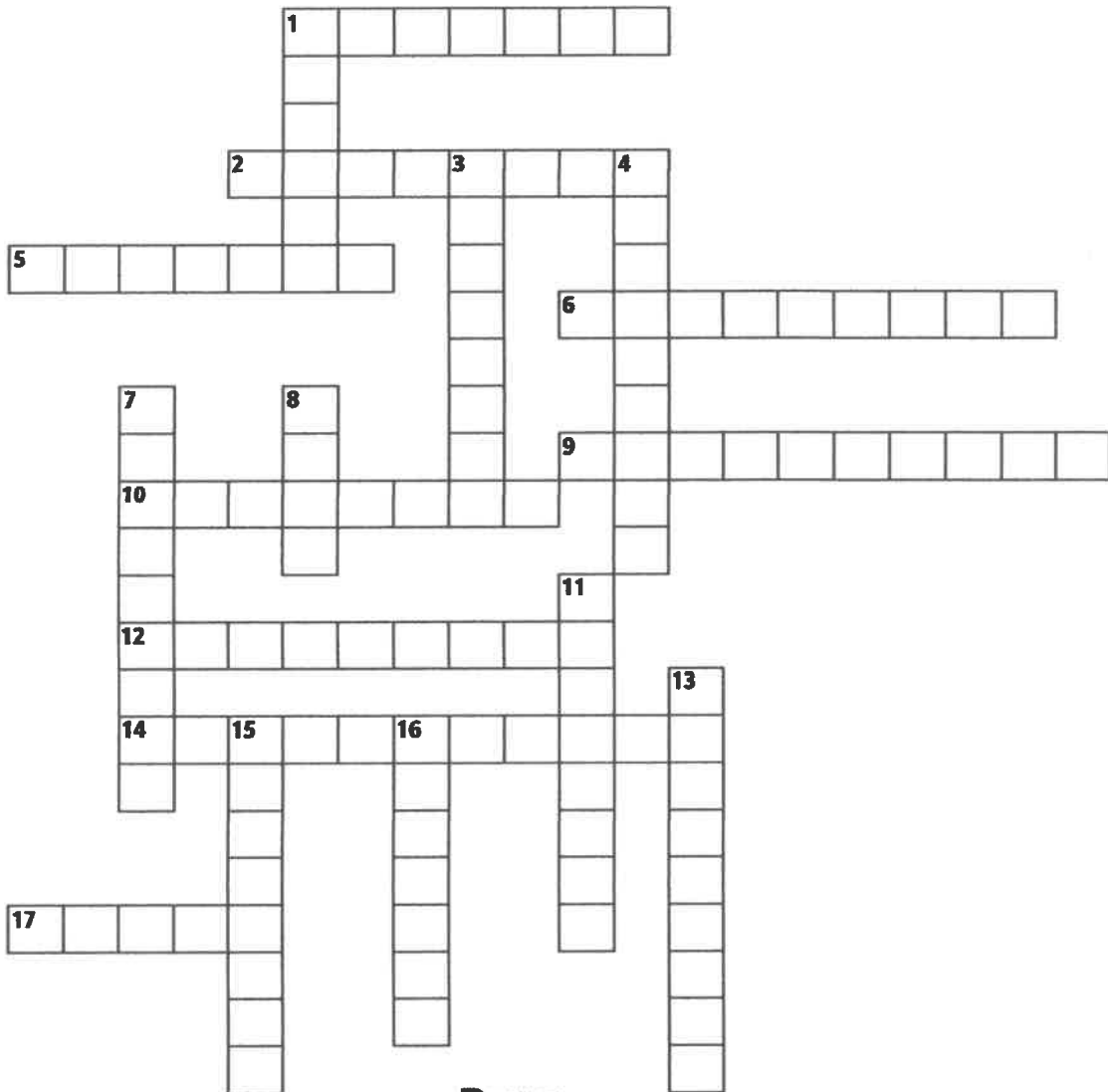
Name: _____

Word Wizard

This crossword puzzle features 18 Words to Know that have appeared in *Scholastic News* this year. Use the clues and the word bank to complete the puzzle.

Word Bank

customary
disposable
emerge
engineers
erosion
excessive
hoax
insight
lunar
magnitude
perilous
petitions
plummet
pristine
restriction
strategy
suffrage
taunting



Across

1. The Grand Canyon was formed by ____.
2. still in its natural state
5. Scientists have seen the monarch butterfly population ____ over the past 20 years.
6. Students at several schools started ____ about the district's new dress code.
9. He threw away the ____ plate after using it.
10. I need a ____ to make sure I memorize my lines for the play.
12. The powerful earthquake had a ____ of 7.0.
14. My family has a ____ on screen time.
17. related to the moon

Down

1. the opposite of *disappear*
3. The bully got in trouble for ____ other students.
4. Enjoying sweets sometimes is OK, but eating five doughnuts at a time is ____.
7. On the Fourth of July, watching fireworks is ____.
8. The photo of a cat riding a bike was a ____.
11. a synonym for *dangerous*
13. people who build or design things like robots, machines, or cars
15. the right to vote
16. A new spacecraft may give scientists ____ about how Mars formed.

Dialogue and punctuation

Grade 4 Punctuation Worksheet

Circle the sentence that correctly uses commas and quotation marks.

Commas go **after** the dialogue, inside the quotation marks.
Commas go **before** quotation marks when introducing dialogue.

1. "You need to do your homework after you clean your room," said dad.
"You need to do your homework after you clean your room" said dad.
"You need to do your homework after you clean your room, said dad."
2. My favorite singer announced. "I'm having a concert on May 1."
My favorite singer announced, "I'm having a concert on May 1."
"My favorite singer announced I'm having a concert on May 1."
3. Simon exclaimed "I can't believe I won the contest!"
Simon exclaimed, "I can't believe I won the contest!"
"Simon exclaimed I can't believe I won the contest!"
4. "If you work hard," my grandfather said, "you will do well in school."
"If you work hard" my grandfather said, "you will do well in school."
"If you work hard," my grandfather said "you will do well in school."
5. Our principal said, "We will be inside for recess because it is so cold."
Our principal said "We will be inside for recess because it is so cold."
"Our principal said," "We will be inside for recess because it is so cold."
6. "My little sister asked Can we get pizza for dinner?"
My little sister asked "Can we get pizza for dinner?"
My little sister asked, "Can we get pizza for dinner?"
7. "Steven" said Mr. Brown, "it's time to go to basketball practice."
"Steven," said Mr. Brown, "it's time to go to basketball practice."
"Steven," said Mr. Brown "it's time to go to basketball practice."
8. Sophie said, "We always eat at a restaurant on Friday nights."
Sophie said "We always eat at a restaurant on Friday nights."
"Sophie said, We always eat at a restaurant on Friday nights."





Compare and contrast

Reading Comprehension Worksheet

Practice

~~~~~

When we **compare** two things, we tell how they are *alike*.

When we **contrast** two things, we tell how they are *different*.

~~~~~

Here are two stories. As you read, think about how the stories are *alike*, and how they are *different*.

The Donkey and the Mule

A Peddler set off on his usual journey. All of the things he would sell along the way were packed on his donkey and his mule. The donkey walked along easily until they started up the steep mountain path. The poor little donkey's load was more than he could bear. He begged the mule to take a little bit of his load, so that he could carry the rest more easily. But the mule paid no attention. At last they reached the top of the mountain where there was a small inn. The donkey was so exhausted that he fell to the ground. The next morning the donkey still could not get to his feet. Not knowing what else to do, the Peddler added the donkey's load to the mule's load, and went on without the donkey. The mule's load was heavy, but his heart was even heavier. "If only I had helped the donkey just a little, I would not have a double load myself," he reflected.

The Peddler's Mule

A Peddler took his mule to the seacoast to buy salt. On the way home, they crossed a shallow stream where the mule accidentally slipped and fell. All of the salt in the bags dissolved, and the mule's load was much lighter. The Peddler went back and bought even more salt than before. When they came to the stream, the mule fell down on purpose. When he got up, his load was again much lighter than before. The Peddler saw through the mule's trick, and went back to the seacoast a third time. This time, instead of salt, he bought a cargo of sponges. Again, the mule fell down when they reached the stream. The sponges filled with water, and greatly increased his load. This time he had only tricked himself.

Some of these details are true of just one of the two stories. Some are true of both stories. Some are not true of either story. Read each detail, and select the best answer.

1. A Peddler goes on a trip.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
2. One of the characters asks for help.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
3. One character is smarter than another.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
4. The characters agree about something in the beginning.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
5. A mule is sorry about something in the ending.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
6. The characters travel up a mountain path.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
7. The characters cross a shallow stream.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story
8. The characters argue about something.
A. "The Donkey and the Mule" only C. Both stories
B. "The Peddler's Mule" only D. Neither story

~~~~~

9. What is one other detail that is *alike* or *different* in the two stories?

---



## Fact and opinion

### Reading Comprehension Worksheet

#### Practice

If something is *true*, or it *really happened*, it is a **fact**.

If something is *what someone thinks or believes*, it is an **opinion**.

As you read this story, think about what parts are **fact** and what parts are **opinion**.

#### Sloths

Sloths are the slowest-moving mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably couldn't move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths don't put on much of a show, but they are very cute to look at.

Sloths' bodies are home to many tiny plants and creatures. Tiny plants grow on the sloth's fur, making sloths appear to be green. This makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloth doesn't even seem like an animal to these plants and creatures, because the sloth moves so little and so seldom.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

Circle the word “fact” if it is *true* or it *really happened* in the story.  
Circle the word “opinion” if it is *what someone thinks or believes*.

- |                                                                                                             |      |         |
|-------------------------------------------------------------------------------------------------------------|------|---------|
| 1. Sloths are the slowest mammals on earth.                                                                 | fact | opinion |
| 2. It takes a full minute for a sloth to move 6 feet across the ground.                                     | fact | opinion |
| 3. You probably couldn't move that slowly if you tried!                                                     | fact | opinion |
| 4. Sloths spend almost their entire lives hanging from tree branches.                                       | fact | opinion |
| 5. The life of a sloth is not very exciting.                                                                | fact | opinion |
| 6. Sloths have a round head, small ears, a stubby tail, and sad-looking eyes.                               | fact | opinion |
| 7. The shape of a sloth's mouth makes it look like it is always smiling.                                    | fact | opinion |
| 8. A sloth can turn its head almost all the way around.                                                     | fact | opinion |
| 9. Sloths are cute to look at.                                                                              | fact | opinion |
| 10. Tiny plants grow on the sloth's fur.                                                                    | fact | opinion |
| 11. Moths and insects live in the sloth's fur.                                                              | fact | opinion |
| 12. Maybe the sloth doesn't even seem like an animal to the tiny plants and creatures that live in its fur. | fact | opinion |
| 13. Sloths live in the tropical forests of Central and South America.                                       | fact | opinion |
| 14. Many tropical rainforests are disappearing.                                                             | fact | opinion |
| 15. It would be sad if sloths became extinct.                                                               | fact | opinion |

16. What is one other **fact** from the story about sloths?

---





## Drawing conclusions and making inferences

### Reading Comprehension Worksheet

#### Practice

**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

**Making Inferences** is using what you *already know* in addition to what *the story says*.

**Drawing conclusions and making inferences** helps you understand a story better.

As you read the story, think about what you *already know* in addition to what the story says. Try to figure out what the story means by thinking about what *makes the most sense*.

#### The Greedy Man

There once was a very greedy man who sold everything he owned and bought a brick of gold. He buried the gold brick behind a hut that was across the road from his shabby old house. Every day, the greedy man went across the road and dug up his gold brick to look at it.

After a while, a workman noticed the greedy man going across the road every day, and decided to follow him. The next day, the greedy man dug down for his gold brick, but the hole was empty. He pulled at his hair, and cried out in sorrow. "My beautiful gold brick!" he wept.

A neighbor came running, and asked the greedy man what had happened. When the greedy man told him, the neighbor just shrugged his shoulders. "Why be so sad?" said the neighbor. Just go get a rock and put it in that hole, and pretend that it is gold. It will do you as much good as the gold did."

Use what you *already know* and what the *story says* to **make inferences**:

1. Why did the greedy man bury his gold brick?
  - A. He didn't have a house.
  - B. He thought it would grow into a tree of gold.
  - C. He was afraid someone would steal it.
2. Why did the greedy man go and dig up his gold brick every day?
  - A. Looking at it made him sad.
  - B. Looking at it made him happy.
  - C. He wanted to sell it.
3. Why did the workman follow the very greedy man?
  - A. He didn't like the greedy man.
  - B. He knew the greedy man had a gold brick.
  - C. He was curious.
4. Why did the greedy man find that the hole was empty, and his gold brick was gone?
  - A. The workman had stolen it.
  - B. The greedy man had sold it.
  - C. The greedy man's neighbor had stolen it.

~~~~~

Think about *what makes the most sense*, to **draw a conclusion**:

The workman told the greedy man that he might as well bury a rock in the hole and pretend that it was gold.

5. This is probably because:
 - A. The neighbor wanted the gold brick for himself.
 - B. The neighbor wanted to be the greedy man's friend.
 - C. The gold brick had not done the greedy man any real good.

~~~~~

6. Draw another conclusion: What lesson is this story meant to teach?

---



## DEBATE



# Should You Pick Where You Sit in Class?

**A**t the start of each school day, most students head straight to their assigned seats. But in a growing number of classrooms, kids are allowed to sit anywhere they want. In some schools, that means yoga mats, picnic benches, or couches instead of regular desks!

This type of setup is called flexible seating. Teachers who use it in their classrooms say it makes learning more enjoyable for their students. They

also say their students are more comfortable in class, which keeps them calm and focused.

However, opponents of flexible seating say it isn't the best way to run a classroom. They argue that students need structure to concentrate and too much change is distracting. Plus, they point out that traditional assigned seating cuts down on talking, since kids can't choose to sit next to their friends.

**Here's what two of our readers think.**

## Yes!

My teacher lets us choose our seats during writing and reading classes. We have different types of seating, like standing desks and beanbag chairs. I like being able to move around and try different seats. If I need to concentrate, I pick a quiet area. But if I want to share ideas, I choose a social section.

Choosing our own seats creates a sense of community. It's fun to get to sit next to a lot of different classmates throughout the year.

**Samantha Tracy, Massachusetts**



## No!

In my class, we have traditional assigned seating. Instead of wasting time picking a seat, we go straight to our desks and get to work. That makes it easier for my teacher to monitor kids in my class. If a group of kids gets too loud, she can change their seats.

Besides, if kids pick their own seats, they'll just sit with their friends. With assigned seating, no one gets left out. I've even made new friends when I was assigned to sit near kids I didn't usually talk to.

**Joseph Mancini, Maine**



## WHAT'S YOUR OPINION?

Go online to cast your vote and download an opinion-writing skills sheet: [www.scholastic.com/sn4](http://www.scholastic.com/sn4)

POSTAL INFORMATION: SCHOLASTIC NEWS Edition 4 (ISSN 0736-0592) is published weekly during the school year except holidays and mid-term, 22 issues, by Scholastic Inc., 2331 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Periodical postage paid at Jefferson City, MO 65102 and at additional mailing offices. POSTMASTERS: Send notice of address changes to SCHOLASTIC NEWS Edition 4, 2331 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Copyright ©2019 by Scholastic Inc. Scholastic News and associated designs are trademarks/registered trademarks of Scholastic Inc. All Rights Reserved. Materials in this issue may not be reproduced in whole or in part in any form or format without special permission from the publisher. Printed in the USA.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing Planning Sheet

Topic: \_\_\_\_\_

I = Intro sentences \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E=

| Main Idea | Supporting Details                                                                      |
|-----------|-----------------------------------------------------------------------------------------|
|           | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul> |
|           | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul> |
|           | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul> |

C= Closing Sentences \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Opinion Writing

Name: \_\_\_\_\_

State your OPINION:

---

---

---

Reason #1

---

---

---

Reason #2

---

---

---

Reason #3

---

---

---

Restate your OPINION:

---

---

---



# Opinion Words and Phrases

## Introductory Words and Phrases

I think  
I believe  
I feel  
In my opinion  
My favorite  
The best  
I strongly believe  
From my point of view  
It's my belief  
Based on what I know  
I am convinced  
Speaking for myself  
I know you will have to agree that  
I am confident that

## Transitions

First/second/third  
First of all  
Next  
After that  
Additionally  
Equally important  
Consequently  
Besides  
Further/furthermore  
Clearly  
Obviously  
In addition  
For all these reasons  
Finally  
In conclusion

## Opinion Clues

Always/Never  
Awful/Wonderful  
Beautiful/Ugly  
Better/Best/Worst  
Delicious/Disgusting  
Definitely  
Enjoyable/Horrible  
Favorite  
For/Against  
Good/Bad  
Inferior/Superior  
Oppose/Support  
Terrible  
Unfair  
Worthwhile

# Opinion

## Sentence Starters

- \*I prefer...
- \*I think...
- \*I feel...
- \*I know...
- \*I believe...
- \*In my opinion...
- \*The best thing about...
- \*The greatest part about...
- \*The worst part about...
- \*Everyone should...
- \*\_\_\_ is better than \_\_\_ because...
- \*if you liked \_\_\_, than you will love \_\_\_.

Websites to visit while home from school:

[www.finleystd.org](http://www.finleystd.org)

go to Elementary then go to Learning Links

Multiplication.com

Scholastic

Schoolhouse rock Multiplication

Sargent seven multiplication

Mr. Dimaio multiplication (songs with X Like Uptown Funk)

[www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

[www.reading.ecb.org](http://www.reading.ecb.org)

[www.seussville.com](http://www.seussville.com)

[www.abcya.com](http://www.abcya.com)

[www.funbrain.com](http://www.funbrain.com)

[www.pbs.org](http://www.pbs.org)

[www.storylineonline.net](http://www.storylineonline.net)

[www.highlightskids.com](http://www.highlightskids.com)