

Webster County Schools

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4th Grade

Packet 5

WORDS TO KNOW

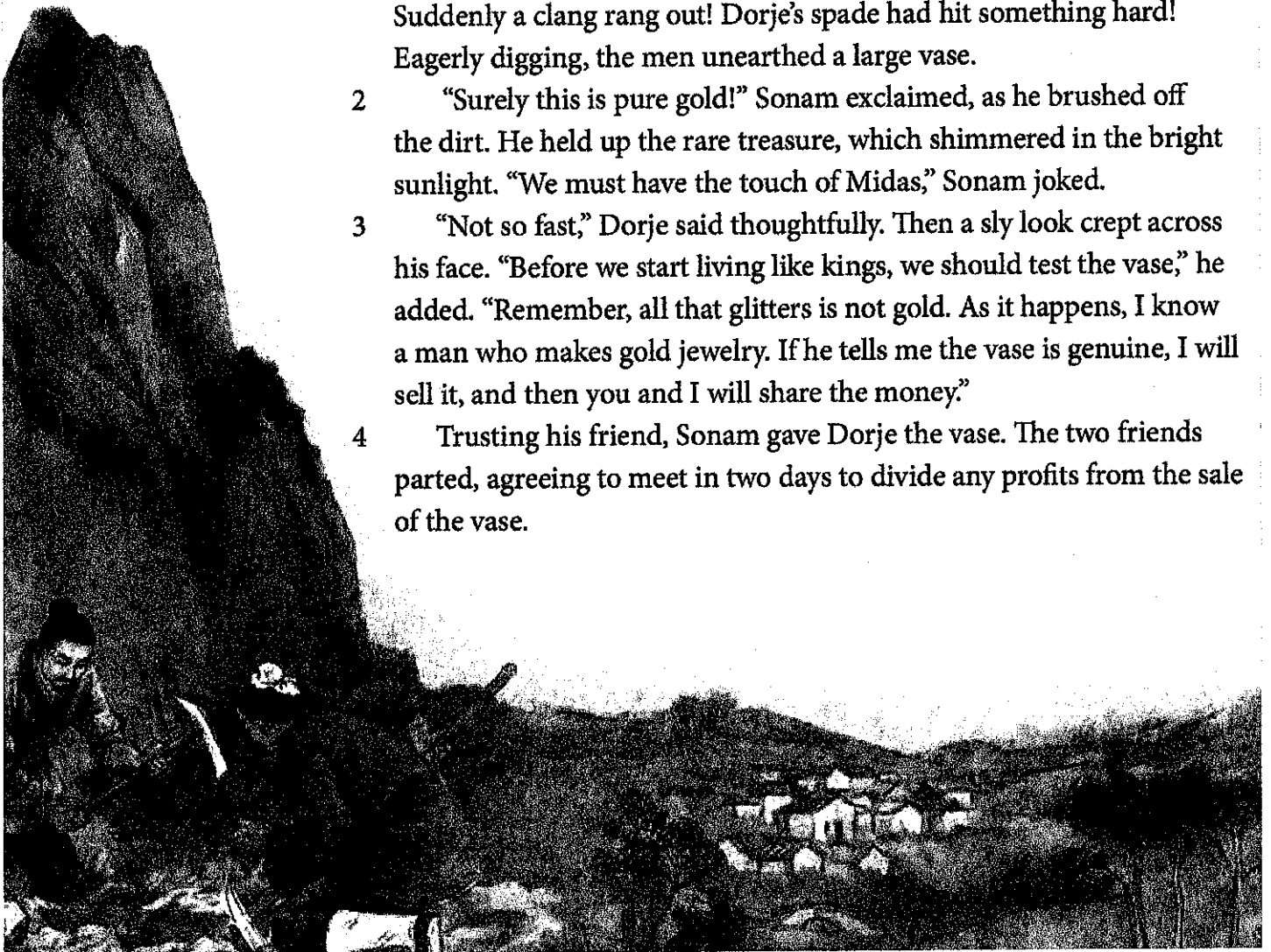
As you read, look inside, around, and beyond these words to figure out what they mean.

- genuine
- recent
- pardon

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

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





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

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

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

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

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

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

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



- 12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. "We will take these little fellows home as pets. You can play with them if you treat them kindly," he explained. "I will name a monkey after each of you, we'll teach them tricks, and they will be your twins!"
- 13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- 14 Then came the last day of vacation. Sonam gave each child a basket and shoed them outside. "Walk up the mountain to gather berries and fruits," he said. "We will surprise your father with a tasty treat before you return home."
- 15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- 16 "What is wrong, my friend?" asked Dorje.
- 17 "Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"
- 18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. "H-h-how can this be?" he sputtered. "Is such a thing even possible?"
- 19 "It was a freak accident," Sonam replied. "After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal." Then a twinkle crept into his eyes.
- 20 "Oh!" was all Dorje could say at first. Then a look of shame and relief spread over his face. "Now I understand, my friend," he said. "Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed."
- 21 Just then, Dorje's children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- 22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, "I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold."

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

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

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

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

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

Part B

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

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

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

Part A

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

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

Part B

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

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

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

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

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

 **Write**

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

 **Learning Target**

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

Tools for Instruction

Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

Step by Step 30–45 minutes

1 Introduce and explain word roots.

- Display the following words, and draw attention to the shared root *tele* by underlining it.

television telephone telescope

- Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
- Say, *The word root tele means “at a distance.” How does the meaning of tele relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

2 Model interpreting word roots and word meanings.

- Display a group of familiar words with a shared root, along with the **Word Roots Chart** (page 3).

vision visitor invisible visibility

- Model how to use known meanings to figure out the meaning of unknown words. Say, *I know vision is the ability to see, and a visitor goes to see someone or something. If something is invisible, no one can see it. Visibility—what could that mean? The other words had something to do with seeing, so I think visibility has to do with being able to see clearly—how easy it is to see something.*
- Identify the word root *vis* and its meaning “to see.” Underline *vis* in each word. Then record your thinking in a word roots chart.

Word	Word Meaning	Word Root	Word Root Meaning
vision	the act of seeing	vis	to see
visitor	someone who goes to see someone or something	vis	to see
invisible	something that cannot be seen	vis	to see
visibility	how easily something can be seen	vis	to see

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

i-Ready Reading Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

i-Ready Reading Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

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UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

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KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

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KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

i-Ready Reading Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

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KNOWLEDGE BUILDING

What were you surprised to learn from the text?

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ACADEMIC TALK 66 99

I'm curious about _____.

i-Ready Reading Curriculum Associates, LLC 70

ACADEMIC TALK 66 99

Can you tell me more about _____?

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Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

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TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

i-Ready Reading Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

i-Ready Reading Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

i-Ready Reading Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

i-Ready Reading Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____.
Lo aprendí _____.

i-Ready Reading Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

i-Ready Reading Curriculum Associates, LLC 43

LENGUAJE ACADÉMICO 66 99

Siento curiosidad por _____.

i-Ready Reading Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO 66 99

¿Puedes decirme algo más sobre _____?

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SHAPE

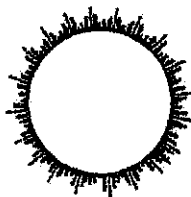
Packet 5













NAME _____

More Practice in June

Fluency

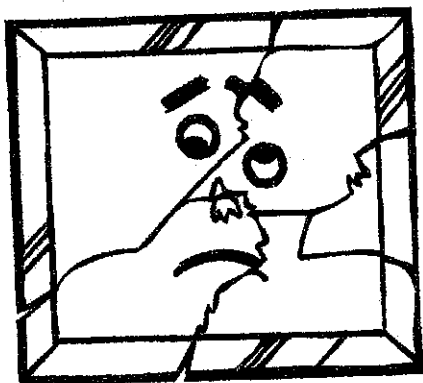
List ways to stay cool on a hot day.



	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

Flexibility

What if there were no mirrors around? What else could you use to see your reflection?

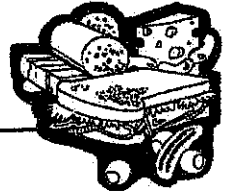


_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME _____

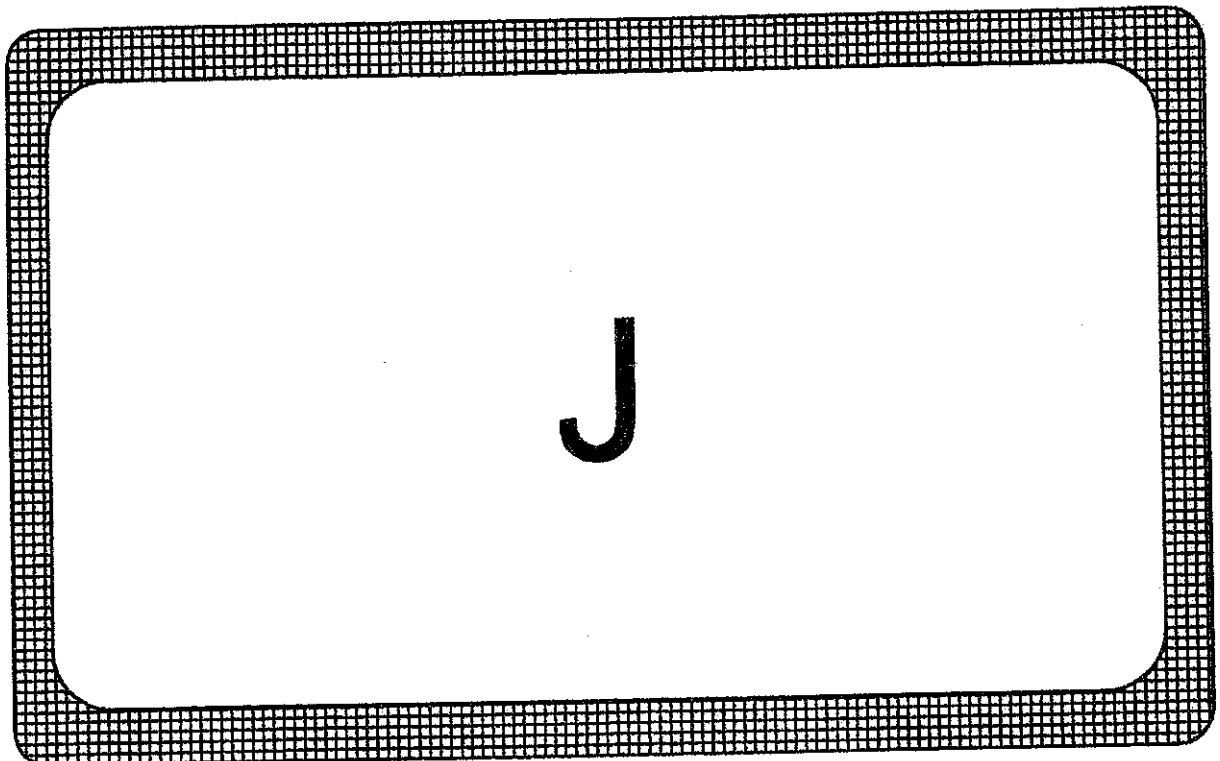
Originality

Think about lunchtime. What would the perfect lunchbox be like? Describe below the perfect lunchbox, including any new additions or special adaptations it may have. You may draw a diagram of it on the back. Give your new idea a catchy name.



Elaboration

Make a picture out of the J below. Turn the page in any direction. Add a creative title.

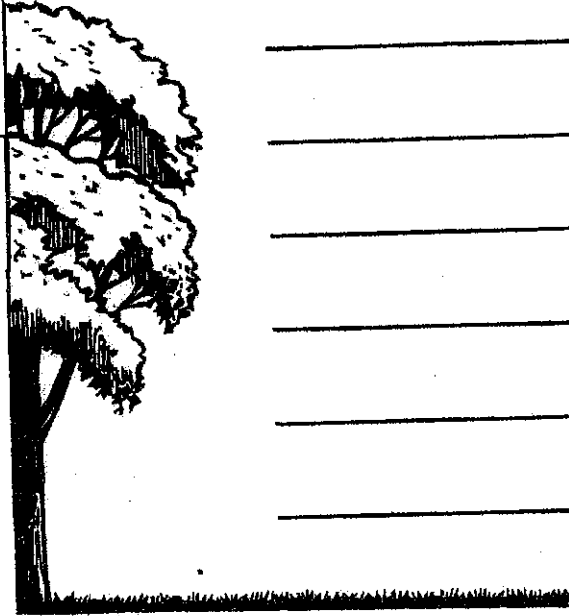


NAME _____

July

Fluency

List games that you play outside, but would never play inside.



Two columns of horizontal lines for writing. The left column has six lines, and the right column has six lines.

Flexibility

Fathers often get neckties as gifts. If Dad has extra ties, what else could he do with them?

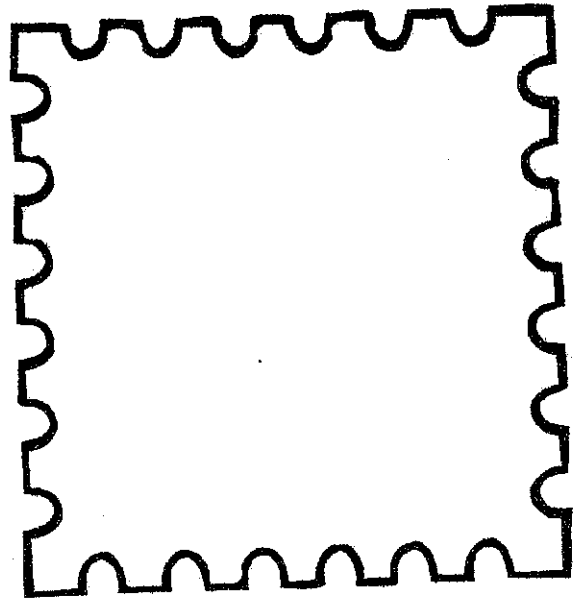
Eight horizontal lines for writing.



NAME _____

Originality

The United States Postal Service creates new stamp designs every year. Some designs are patriotic; some are of famous people or places. What design would you like to see on a stamp? Draw it below and explain your reasons for choosing it.



Elaboration

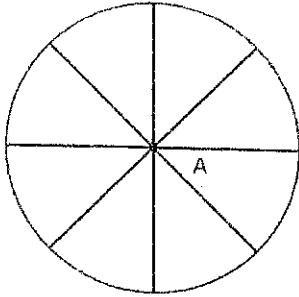
Add details to the open lines below. Give your picture a creative title.

A large rectangular box for drawing and writing. It contains two vertical lines on the left side and two horizontal lines on the right side, providing a starting point for a drawing and space for a title.

35. Choose a number for each blank to make the sentences true.

Isabella is rounding the number 54,763. This number rounded to the nearest ten is Choose... ▾.
This number rounded to the nearest thousand is Choose... ▾.

36. Andrew cut a circular pizza into equal slices as shown below. Each slice was $\frac{1}{8}$ of the circle.



$$2 \overline{) 360}$$

What is the angle measure of each slice of pizza?

- A. 30°
- B. 45°
- C. 60°
- D. 90°

37. Match each number on the left to the expanded form of the number on the right.

- 5,901
- 500,901
- 509,001
- 590,100

$$500,000 + 90,000 + 100$$

$$500,000 + 900 + 1$$

$$5,000 + 900 + 1$$

$$500,000 + 9,000 + 1$$

38. If Shania correctly rounds 123,456 to the nearest ten, what number does she get?

- A. 120,000
- B. 123,450
- C. 123,460
- D. 130,000

39. Lauren has a go-cart loop on her property that is $\frac{2}{5}$ mile long. She rode her go-cart around the loop 12 times.

How far did Lauren ride her go-cart altogether? Select **two** correct choices.

$2\frac{4}{5}$ miles

$4\frac{4}{5}$ miles

$12\frac{2}{5}$ miles

$\frac{14}{5}$ miles

$\frac{24}{5}$ miles

40. Cheryl walked 3 kilometers. How many meters did she walk?

- A. 30 meters
- B. 300 meters
- C. 3000 meters
- D. 30,000 meters

41. Select an answer from each drop-down menu to make the following comparisons true.

7.68 >

Two and 12 hundredths is less than

42. A group of 192 students went on a field trip. The teachers assigned the same number of students to each of 4 school buses for the trip.

How many students were assigned to each bus?

- A. 45 students
- B. 46 students
- C. 48 students
- D. 49 students

43. The city park manager organized a very large group of volunteers who wanted to help clean up the park. He divided the volunteers into 12 even groups.

If 8 volunteers were assigned to each group, how many total volunteers were there?

- A. 40
- B. 60
- C. 96
- D. 480