

WINTER STUDENT ENRICHMENT PACKET

Grade 4



Elementary Reading/English Language Arts



**Detroit Public Schools Community District
Office of Literacy
Department of Curriculum and Instruction**



Adapted from Prince George's County Public Schools

CONTENTS

Winter Enrichment Packet Directions	3
Vocabulary Activities	4
Word Work Activities	5
Reading: “Cool Careers: Wildlife Photographer—If You Can Find It”	6
Reading: “The Ballad of John Henry”	9
Writing Prompt	14
Social Studies: “Thurgood Marshall”	16
Reading Log	19

FOURTH GRADE WINTER STUDENT ENRICHMENT PACKET

Note to Students:

You've learned a great deal already this school year! It is important that you keep your brain active over the Winter Break. In this packet, you will find a calendar of activities to last until you return to school. When you're not sledding, or drinking hot chocolate, complete this packet so you will get off to a good start in the New Year!

DIRECTIONS

Complete each activity in the Winter Student Enrichment Packet. Write your responses in the spaces provided.

Parents are encouraged to assist in the following ways:

- Make a plan to complete the activities during the Winter Break.
- Provide a quiet space and time for your child to work on the packet.
- Help your child with the directions and completing the activities.
- Review and discuss your child's responses. Provide positive feedback and praise for sincere effort and independence.
- Encourage daily reading of 20-30 minutes of a self-selected book. Read to your child, listen to him/her read, or share the reading.
- Encourage fact practice and assist as needed.

Thank you for helping your child succeed!

Vocabulary Activities

Directions: As you read each sentence, use the other words in the sentence to help you figure out what the underlined word means. Then circle the answer you have chosen.

1. Tim sauntered over to our table while John hurried over.

Sauntered means _____.

- A. walked slowly
- B. ran quickly
- C. skipped carefully
- D. stomped angrily

2. The student was very precise when completing the art project because she wanted it to be perfect.

Precise means _____.

- A. careless
- B. sloppy
- C. exact
- D. neat

3. The ominous clouds made us realize that a storm was coming.

Ominous means _____.

- A. beautiful
- B. fluffy
- C. white
- D. threatening

Directions: Read each sentence. Then choose the answer in which the underlined word is used in the same way. Circle the answer you have chosen.

4. The movie turned out to be a big hit with the audience.

In which sentence does the word hit mean the same thing as in the sentence above?

- A. He hit the ball with the bat.
- B. The answer to the question finally hit him.
- C. The basketball player hit the shot with five seconds left in the game.
- D. The new song is sure to be a hit at the concert.

5. The report is due on Wednesday.

In which sentence does the word report mean the same thing as in the sentence above?

- A. My report is on the planets in our solar system.
- B. She received good grades on her report card.
- C. Please report to the cafeteria before class.
- D. You must report for class on time.

Word Work Activities

Directions: Read each question and choose the best answer. Circle your answer.

6. mistake miscalculate misspeak

In these three words, mis means:

- A. badly
- B. incorrect
- C. never

7. brightness hardness greatness

In these three words, ness means:

- A. compared to another way
- B. done in a special way
- C. having a certain quality

8. hopeless fearless careless

In these three words, less means-

- A. again
- B. without
- C. not

9. The er in worker means the same as the er in:

- A. deer
- B. higher
- C. player

10. The y in healthy means the same as the y in:

- A. story
- B. sleepy
- C. happy

11. In which word does in mean not?

- A. incapable
- B. inch
- C. indeed

12. In which word does er mean more?

- A. baker
- B. richer
- C. weather

13. In which word does est mean most?

- A. contest
- B. ancestor
- C. highest

Cool Careers: Wildlife Photographer—If You Can Find It

By William David Thomas

Tok tok! You are paddling a canoe through a swamp in Arkansas. You feel like a snack bar for mosquitoes. You are looking for an ivory-billed woodpecker. For sixty years, people thought this bird was extinct. But in 2004, a man paddling a kayak in this same swamp saw one.

Tok tok! Your guide is tapping a stick against the canoe. She is trying to imitate the sound the bird makes when it pecks a tree. You hope the bird will hear it and answer. You slap another mosquito and listen.

Tok tok! "Hands inside the boat, quick!" says the guide. You look down. A large water snake is swimming alongside the canoe.

So far, no one has taken a good picture of an ivory-billed woodpecker. A photo would bring you a lot of money. That is if you can find the bird. That is if you can get the picture. *Tok tok!*

Living the Life

You spend two weeks in the swamp. Biting bugs and poisonous snakes surround you. It rains for five days in a row. And you never find that woodpecker. Sometimes, this is the life of a wildlife photographer.



Wildlife Photographer in Alaska

Carefully and quietly, a photographer in Alaska focuses on a brown bear. Getting close to these huge animals is dangerous work. (Credit: (c) Michael DeYoung/Alaska Stock)

- 5 It's a job that has long hours. It requires great patience. You may spend weeks in deserts, mountains, or jungles. You have to put up with bad weather and rough living conditions. And it can be dangerous. You just can't predict what will happen with wild animals—or in the places where they live.

Learning the Job

- 7 Most wildlife photographers have college degrees. Few actually studied photography; however, most of them learned by doing it. Many say they learned a lot by studying the work of famous photographers.

Wildlife photographers often start by taking other kinds of pictures. They may photograph baseball games, children, or breakfast cereal. Others begin as a photographer's assistant. They drive the truck to various sites, load the film, clean the cameras, and carry the heavy gear.

Once photographers get a contract for a specific job, they begin work. They often do months of research before taking any pictures, however. To photograph an animal, they have to learn about its habits and its home. Being a wildlife photographer is a hard way to earn a living. But most of them love it.



Photographers in a Safari Vehicle

Photographers work from the safety of a safari vehicle. Even so, they won't get too close to this rhino. (Credit: Daniel J. Cox/Natural Exposures)

WR COOL CAREERS: ADVENTURE CAREERS—WILDLIFE PHOTOGRAPHER
2008, pp. 2-7, Copyright © 2007 by Weekly Reader® Early Learning Library. All rights reserved. Reprinted with permission.

Directions: After you read “Cool Careers: Wildlife Photographer—If You Can Find It,” answer the questions below.

14. How is paragraph 7 organized?

- A. by main idea and details
- B. by comparing and contrasting
- C. by problem and a solution
- D. by sequential order

15. What is the author’s purpose for writing this article?

- A. to inspire people to become wildlife photographers
- B. to entertain people with a story about wildlife photographers
- C. to inform people about the lives of wildlife photographers
- D. to persuade people to become wildlife photographers

16. Read the sentences from paragraph 5 of the passage.

You may spend weeks in deserts, mountains, or jungles. You have to put up with bad weather and <u>rough</u> living conditions.
--

What does rough mean in the sentence above?

- A. bumpy
- B. difficult
- C. terrifying
- D. unique

17. Which idea best paraphrases the main idea of the section “Living the Life?”

- A. Wildlife photographers may never find wildlife to photograph.
- B. The life of a wildlife photographer can be difficult and dangerous.
- C. Wildlife photographers live in rough conditions.
- D. A wildlife photographer works long hours each day.

What words or details support your response above? Write them in the space below.

18. How do the headings help the reader understand the text? Use details from the article to support your response.

The *Ballad of John Henry

*A ballad is a form of verse, often a narrative set to music.

By Arthur Goldwag

• Before there were superheroes, there was the tale of John Henry, America's strongest man.

Cast

Narrators I, II, III

Balladeer

John Henry

Polly Ann, John Henry's wife

Captain

Willie Boy, John Henry's shaker

The Walker

Worker I

Worker II

Setting: A train tunnel in the American South

Time: Shortly after the Civil War

Scene I

(Banjo music rises and fades.)

Balladeer:

*When John Henry was a little baby,
Sittin' on his daddy's knee,
He picked up a hammer,
A little piece of steel,
Said hammer be the death of me,
Lord, Lord, said hammer be the death of me.*

Narrator I: Some say it was in West Virginia.

Narrator II: Some say it happened in Alabama.

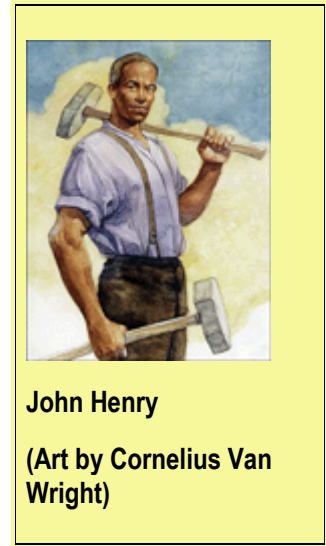
Narrator III: But almost nobody doubts that there really was a contest between a man—maybe even a man named John Henry—and a steam drill.

Narrator I: John Henry, the proud working man who insisted he was as good as any machine and died to prove it, has been a figure in American song and legend for more than a hundred years. Though most versions of the "Ballad of John Henry" don't mention it, John Henry was almost certainly black. Living in the time and place that he did, he would have been born into slavery.

John Henry: But once I was free, nobody worked harder than me. Nobody.

Narrator II: John Henry wasn't just strong—he was the strongest man anyone had ever seen. He could work all day without even stopping for a glass of water. When he shoveled, he moved more dirt than four men put together.

Narrator III: Some time after the Civil War, he got a job with the railroad—possibly the Chesapeake & Ohio in West Virginia, or maybe the Columbus & Western in Alabama.



John Henry:

*I can hoist a jack. I can lay a track.
I can pick and shovel too,
Lord, Lord, I can pick and shovel too.*

Narrator I: John Henry was a hardworking man. But one day—the last day of his life—he became a legend.

(Banjo music rises and fades.)

Captain: Now listen here, men. We've got to lay these railroad tracks, and this mountain's in our way. We can't go over it or go around it, so we're going to dig straight through it.

Worker I: But that must be almost a mile!

Captain: It's more than a mile of solid rock, but here's how we're going to do it. Some of you men will take these long steel rods, we call them bits, and hold them steady against the rock face. And the biggest and strongest of you—that means you, John Henry—will hammer those bits straight in.

Willie Boy: I worked under John Henry. They called us "turners" because we turned the bit every few seconds to shake the rock dust out of the hole. They called us "shakers" too, because the hammerers stood so close to us we were scared to death. John Henry swung a nine-pound hammer in each hand. If he ever got tired and missed his mark...

Captain: When the holes are deep enough, we'll pack 'em with dynamite, and *boom!* We'll clear 10 feet a day! At that rate, we'll finish—

Worker I: In three years – that's how long it took us to dig the Big Bend tunnel in West Virginia. A thousand of us worked in that crew. Many of us didn't make it to the end.

Worker II: There were lots of ways to get killed. Willie Boy told you one. But there were others too. Sometimes there were cave-ins.

Worker I: Some men died of exhaustion, or got pneumonia from breathing that rock dust.

John Henry: But I got paid \$1.75 a day, which was a lot of money for a former slave. Last month I bought my wife, Polly Ann, a pretty blue dress.

Polly Ann: And a bonnet too. And he bought our little boy a toy hammer.

John Henry: That's so he'll grow up to be a steel-driving man, just like his Daddy. When I was a slave, I spent all day sweating in the fields, and, when evening came, I had nothing to show for it. Our little boy was born free, and, as long as he's willing to work, there's no limit to how much he can earn.

Captain: That reminds me, John Henry. A man's coming here tomorrow with a contraption called a Burleigh Steam Drill. It doesn't eat or need sleep, and it's even stronger than you. I won't need your hammers anymore. You can go back to hauling rocks if you want to stick around. Of course, we'll have to cut your pay.

John Henry (*shocked and angry*): I know a man ain't nothing but a man. But no machine can work as hard or as fast as me.

Worker I: I'll bet you a day's pay that he's right. John Henry is as strong as four of any of us.

Captain: Well, I'll tell you what, John Henry. I feel like wagering something on this proposition myself. If you really can dig farther and faster than the Burleigh Steam Drill, I'll let you keep your job.

Narrator II: At sunup the next morning, John Henry was standing on the left, and the steam drill was on the right.

Narrator III: And before them was a mile of solid rock.

(Clanking sounds in the background.)

Worker I: When they set to work, it sounded like the mountain was fixing to fall down.

Willie Boy: Careful, John Henry! Watch where you swing those hammers.

John Henry: You hold still there, Willie Boy. I don't want to hurt you.

The Walker: I was what they called a walker. When John Henry wore out one of the bits after knocking it with his hammer, Willie Boy handed it off to me, and I rushed it back to the blacksmith. Then, while the blacksmith reforged the bit's point, I ran a fresh one back to John Henry. I wore my feet out that day.

Narrator I: The steam drill didn't have Willie Boy to turn its bit, or a walker to change it when it got dull. And those pistons may have been strong, but they were no match for John Henry's strong arms, or his pride and spirit. It wasn't long before that machine broke down.

Balladeer:

*John Henry told his captain,
"Looka yonder what I see—
The drill's done broke and the hole's done choke,
And you can't drive steel like me,
Lord, Lord, and you can't drive steel like me."
The man who invented me steam drill,
Thought he was mighty fine.
John Henry drove his fifteen feet,
And the steam drill only made nine.*

Narrator II: But if John Henry saved his pride, he broke his body doing it.

Narrator III: He went home to his wife, drank a cool glass of water, and lay down to rest.

Polly Ann: Why are you laying so still, John Henry? Why won't you talk to me?

Balladeer:

*John Henry died in the evening,
Left his poor widow to cry.
Well, they laid John Henry by the railroad track,
So he could hear the trains go rumbling by.*

Narrator I: So the next time you hear a train, remember the workers who laid the tracks and dug the tunnels.

(Banjo music rises, to the tune of "John Henry.")

Narrator II: It may be true that "A man ain't nothin' but a man."

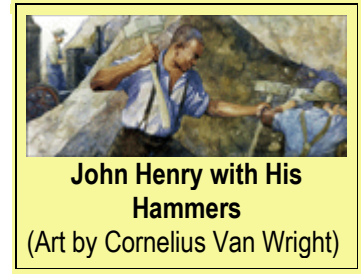
Narrator III: But a man's better than a machine. John Henry proved that, once and for all.

STORYWORKS

April/May 2008, Vol. 15, No. 6, pp. 26-29

Copyright © Scholastic Inc. April/May 2008. All rights reserved. Reprinted with permission.

Directions: Answer the questions below after you read "The Ballad of John Henry."



19. Read this line from the play.

Willie Boy: Careful, John Henry! Watch where you swing those hammers.

Which of these phrases best describes how Willie Boy says this line?

- A. in a quiet voice
- B. in an angry voice
- C. in a teasing voice
- D. in a worried voice

20. What is the purpose of the stage directions?

- A. to describe the setting
- B. to describe the narrator
- C. to explain what the characters like
- D. to explain how the characters speak

21. Which of these statements best explains why John Henry races the steam drill?

- A. John Henry wants to take a break from working and have some fun.
- B. John Henry wants to show his young son how to be a proud man.
- C. John Henry wants to show that a machine can never take the place of a man.
- D. John Henry wants to show everyone how strong he is by beating the machine.

22. What lesson could be learned from this play?

- A. Never underestimate the power of a machine.
- B. All work and no play can cause boredom.
- C. Showing is better than telling.
- D. Pride can be one's greatest downfall.

23. Explain what John Henry's words and actions suggest about him. In your response, use details from the play that support your explanation. Write your answer in the box below.

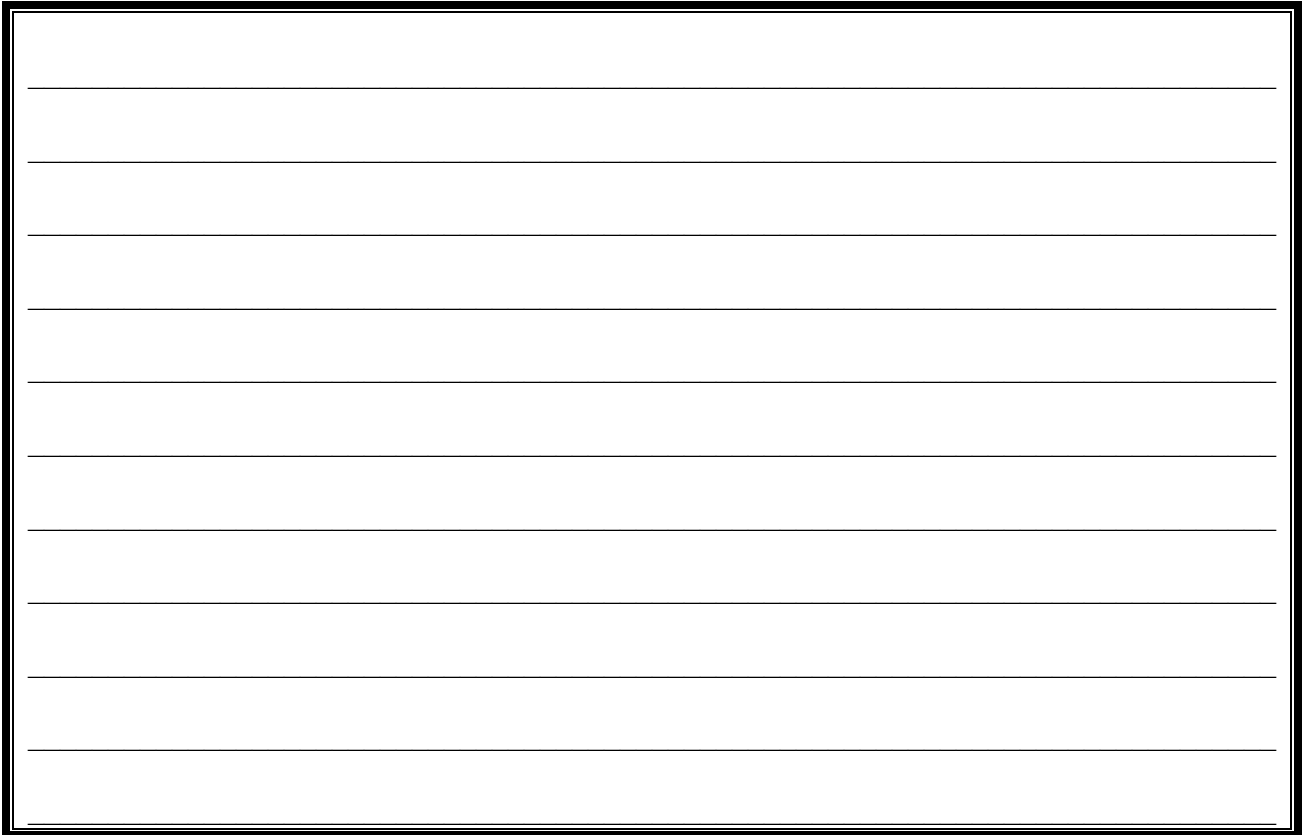
Writing Prompt

Directions: In “The Ballad of John Henry,” John Henry set his mind to beating the machine and succeeded. Then the story ended with John Henry dying quietly at home.

Write an original story to continue where “The Ballad of John Henry,” ended. Be sure to use what you learned about John Henry as you tell what happens next.

To create a well-written short story:

- Write a beginning that gets the reader into the world of the story and helps them understand what is going on.
- Use transition words to help readers understand when events happened.
- Use details (dialogue, description) to show exactly what happened in the story and how characters were thinking and feeling.
- Write an ending, ideally one that connects to what the story is really about.
- Include proper grammar, punctuation, and spelling.



Thurgood Marshall

A Biography of a Civil Rights Lawyer

Born in Baltimore Maryland, Thurgood Marshall was the great-grandson of a slave. During the early 1900's, he attended a segregated Baltimore school. Segregated means "separated by race." Black children were sent to different, and often worse, schools than white children. Whenever his teacher sent him out of class for misbehaving, the principal made him read a section of the U.S. Constitution. In time, Thurgood would become an expert on constitutional law. His father took him to the local courthouse to watch trials. As a young man, he decided that becoming a lawyer would be a good way to help people receive fair and equal treatment.



After graduating from law school, Marshall began to question the laws that were unfair to African Americans. As a skilled lawyer, he helped win Supreme Court cases that gained rights for African Americans.

His most famous win was the 1954 case of Brown v. Board of Education of Topeka, Kansas. He represented parents who were suing the Topeka, Kansas, school board because their children were not allowed to go to the same schools as white children. He won his case, and segregation in public schools was no longer allowed. In 1967, President Lyndon Johnson named Thurgood Marshall the first African American Supreme Court Justice.

Segregated- separated by race
Constitutional law- rights guaranteed by the constitution
Supreme Court Justice- Judge on the Supreme Court
Trial- a court meeting to determine innocence or guilt
Constitution- document that guides American Government
Lawyer- a person who defends the law in court

Excerpt from Scotts Foresman Social Studies Maryland text

Directions: After you read “Thurgood Marshall,” answer the questions below.

24. Which of the following is the best summary of the article?

- A. Thurgood Marshall was an ordinary man from Baltimore.
- B. Thurgood Marshall used his experiences to make a change.
- C. Thurgood Marshall was a troublemaker in school.
- D. Thurgood Marshall was an excellent student in school.

25. Read the sentence in the box below. Then circle the answer you have chosen.

Thurgood Marshall decided that becoming a lawyer would be a good way to help people receive fair treatment.

In which sentence below does the word fair mean the same thing as in the sentence above?

- A. The family decided to attend the fair on Saturday.
- B. It turned out to be a fair day without clouds.
- C. Children on the playground must play fair.
- D. The weather will be fair all week.

26. What experiences did Thurgood Marshall have while growing up to make him want to work to change or help people gain civil rights as an adult? Write your answer in the space below.

27. Based on the biography, explain what Thurgood Marshall's actions suggest about him. In your response, use information from the selection that supports your explanation. Write your answer in the space below.



A large rectangular box with a double-line border, intended for a student's response. It contains 15 horizontal lines for writing, starting from the top and ending near the bottom of the box.

Reading Log for Winter Break: Grade 4

Read for a minimum of 20 minutes each day of the Winter Break.



Date	Title	Author	Pages Read	Minutes Read
