



Week 24: Friday

Name: _____

Date: _____

Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two texts. Then, use the graphic organizer to write a paragraph comparing and contrasting the texts.

The Science of a Bubble

Both

How to Make Chewing Gum at Home

Soap bubbles

Chewing gum

Scientific
Bubbles
Explanations

Week 24: Wednesday

How to Make Chewing Gum at Home

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Chewing gum, or bubble gum as it is sometimes called, is a fascinating substance. You can chew it for hours and it will never dissolve. It is used to freshen your breath, and you can blow bubbles with it. Some people believe that chewing gum helps you concentrate. It is also used to relieve pressure on the eardrums while flying in an airplane.

Chewing gum is made of long chains of atoms called polymers. The strands are often tangled together or connected in multiple places. This is what gives gum its stretchy or rubbery feel. Different types of chewing gum have been around for thousands of years. In the past, people chewed rubbery substances taken from the sap of certain trees. Now, people can buy artificially flavored gum from the store. Another way to make your own gum at home, which is what you will learn today.

You will need 1/3 cup gum base, 1 teaspoon of glycerin, 3 tablespoons of corn syrup, 5 drops of flavoring, 1/2 teaspoon of citric acid, and 1 cup of powdered sugar.

First, use a double boiler to heat up the gum base. Add the glycerin and corn syrup. Stir the mixture every once in a while to make sure it doesn't stick to the bottom of the boiler. Measure out a tablespoon of the mixture and pour it onto a clean surface and make a small hollow in the center.

Next, dip your fingers into the hollow and pull out a small piece of the mixture. Roll it into a ball. Repeat this process until you have a long rope of gum. Knead or work the bread dough for 5 minutes, working the dough for about 10 minutes until it is smooth and no longer sticky.

Finally, roll the dough into an even rope shape. Chop it into gum-sized pieces and dust the pieces with the remainder of the powdered sugar. If you'd like, you can wrap the pieces in parchment paper or plastic wrap. Enjoy your homemade chewing gum!



Week 24: Monday

Name: _____

Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

The Science of a Bubble

Soap bubbles are fun to play with, whether you are in the tub with bubble bath or blowing bubbles in the yard.

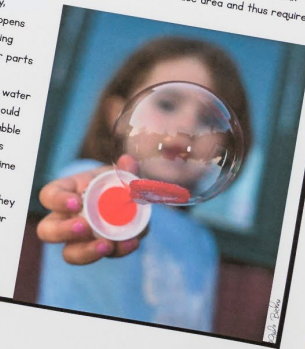
Soap bubbles are formed through a combination of soap, water, and air. A bubble consists of two layers of soap on either side of a layer of water. Inside is a bubble of air that causes the bubble to float.

The air is captured inside the bubble because of the configuration of a soap molecule. The top part of the molecule is drawn to water and the bottom part wants to avoid it at all costs. You might even say it has a phobia of water! The movement of the molecules traps the air.

A bubble will always become circular eventually, even if it doesn't start out that way. This is because a sphere has the smallest amount of surface area and thus requires the least amount of energy to form.

Bubbles have a shiny, reflective surface. This happens because of light waves moving between the inner and outer parts of the soap molecule.

A bubble pops when its water molecules are affected. This could happen when the water in a bubble evaporates. That is why bubbles might last a longer or shorter time depending on the temperature outside. Bubbles will also pop if they touch a hard surface, such as your finger or the ground.



4TH GRADE READING SPIRAL REVIEW QUARTER 3



READING SPIRAL REVIEW

4th grade

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- II. Answer Key

ABOUT LEXILE LEVELS



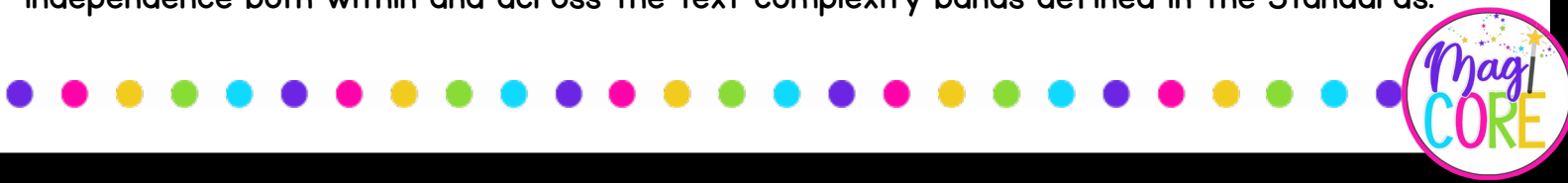
MagiCore Learning, LLC, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college- and career-ready by the end of twelfth grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



890L

Week 19: Wednesday

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Through the Glass

890L

Week 19: Monday

Name: _____ Date: _____

Monday

Name: _____ Date: _____

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The Science of a Bubble

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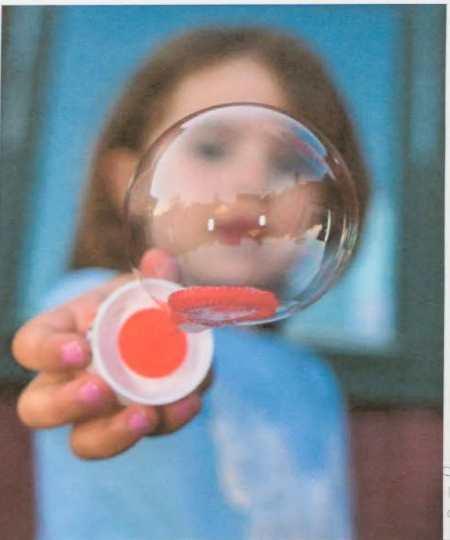
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The Right Path

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spered. He reached into his backpac

ch. He pulled off a piece of crust a

he ground next to the ants. He smile

s over. Gordon stood up and put the

im to start doing something product

How to Use Spiral Review

We all know that our students need multiple exposures to a topic to truly understand and internalize the strategy.

I bet when you've introduced your students to a topic, you say something like this:

"Last year, you learned about _____." Almost all of your kids reply in chorus: *"We didn't learn that!"*

Spiral review is a great tool to help you combat the "forgetfulness" students have when it comes to a new topic or skill.

When a topic is revisited repeatedly in different ways, students learn "snowballs" overtime. Repeated exposures over time help these skills to become embedded into a child's long-term memory.

How to Use Spiral Review

My reading spiral review is developed to begin with review skills and strategies from the previous grade. These spiral review worksheets should be given as a "warm up" before regular instruction or at a different block of time during the day.

The passages and questions were developed to increase in difficulty as the year goes on. At the beginning of the year, passages and questions fit with the previous grade-level text complexity and standards. Students do not need "new instruction" to complete these passages and questions. As the year progresses, the passages and questions increase in complexity. More challenging skills are addressed, and passages are leveled at increasingly more complex levels.

Be sure you are holding your students accountable for their work. Monitor completion, students use of strategies such as underlining text evidence, and correct work whole class or after completion. Provide quick feedback and hold students accountable for correcting errors.

How NOT to Use Spiral Review

Spiral review should NOT be

1. "busy work." Use spiral review as a tool to inform instruction and hold students accountable.
2. your only reading instruction. Spiral review should only take about 10 minutes to complete. I recommend doing this at a separate time from your reading instruction.
3. a formal assessment.

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

The Right Path

"Come on, Patrick, don't be a wimp," Jerry whispered as they crouched in front of the entrance to the corn maze. It was past midnight. After the farmer who owned the field had gone home, Jerry had opened the iron gate with a key he had pulled from his pocket.

"I don't know," Patrick said uncertainly. "Are you sure all the kids have done this?"

"Yeah, I'm sure," Jerry replied quickly, his eyes shifting away from Patrick's. "If you want to be in Solomon's group, then you have to find your way to the middle of the corn maze alone. We've all been through it, so just get in there and get it over with." He handed Patrick a small flashlight and gave him a push.

Patrick dragged his feet as he entered the maze, his heart pounding. He was the youngest kid in the neighborhood, and he really wanted to be accepted by the older boys, who had mostly ignored him in the year since he had moved to town. Finally, after months of loneliness, Jerry had approached him after school. He'd explained that they had all been waiting to see what Patrick was made of and that it was time for him to prove himself. But trying to navigate a corn maze in the middle of the night seemed like a strange way to do it.

A rustling sound made him jerk his head quickly to the right, the flashlight beam shaking in his hand. He could barely see anything in the darkness, even with the flashlight. Patrick crept deeper into the maze, trying to find his bearings, but soon he was hopelessly lost. *You can do this*, he thought to himself. *Soon this will all be over, and they'll be begging you to join their group.* It seemed like hours had gone by, but it was probably only minutes. Patrick kept turning left and then right, right, and then left. Finally, miraculously, he turned a corner and suddenly found himself in the center of the maze.

"Woohoo, Jerry, I made it!" he yelled.

He heard snickering coming from the entrance, and then he heard something else that made his heart stop: the closing of the gate and the sound of a key turning in a lock.

"Good luck, Patrick!" Jerry laughed, as the sound of his footsteps faded in the distance. Patrick bent his head and clenched his fists as he realized that Jerry had been nothing but a Trojan horse, sent by the other boys to trick him. What was he going to do?

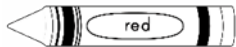


Week 19 Questions

Name: _____ Date: _____

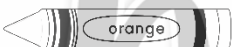
Monday

1. If someone is *trying to find their bearings*, they are...



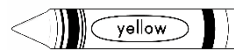
- a. trying to stay calm.
- b. trying to see in the dark.
- c. trying to be accepted.
- d. trying to figure out where they are.

2. Look at the paragraph that starts with "*Patrick dragged his feet...*" How is it different from the rest of the story?

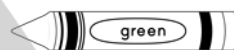


- a. It shows a character's feelings.
- b. It explains something that happened in the past.
- c. It gives details about the setting of the story.
- d. It describes a character's actions.

3. Describe Patrick's feelings throughout the story.



4. What is a "Trojan horse"?



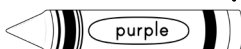
Tuesday

1. Which sentence gives a clue that Patrick is being tricked?

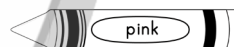


- a. "'Come on, Patrick, don't be a wimp,' Jerry whispered..."
- b. "'Yeah, I'm sure,' Jerry replied quickly, his eyes shifting away from Patrick's."
- c. "'We've all been through it, so just get in there and get it over with.'"
- d. "...they had all been waiting to see what Patrick was made of, and that it was time for him to prove himself."

2. Make a prediction about what will happen next in the story.

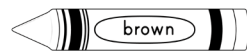


3. Jerry can best be described as...



- a. Helpful
- b. Mistaken
- c. Encouraging
- d. Dishonest

4. What lesson is the story trying to teach?



Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Through the Glass

Gordon squinted down at the long line of ants as they marched across a crack in the sidewalk. He hated how they were so full of purpose and motivation, never questioning their place in the world. They just kept walking in a never-ending line, gathering food for their colony.



Let's see what happens when your line is broken, Gordon thought, his face twisting into an unpleasant grin. He raised the magnifying glass  his uncle had given him for his last birthday and tilted it at an angle to the sun. Sweat dripped down his face as he concentrated, trying to direct the sun's rays. There! A crackling sound filled the air as one of the ants burst into flames, then another, and another.

Gordon frowned and dropped the glass. He watched as the remaining ants continued on, their line reforming. He'd thought it would feel satisfying to have power over their lives, but he just felt empty and guilty.

He wished Nick were here. All last summer they had played in the park, gone swimming in the river, and slept over at each other's houses. But now Nick was living five hundred miles away in another state, and Gordon was stuck here with only the ants for company. He didn't know what to do with himself anymore.

He looked back at the ants. "I'm sorry," he whispered. He reached into his backpack and pulled out the sandwich he had packed for his lunch. He pulled off a piece of crust and crumbled it into smaller pieces, scattering them on the ground next to the ants. He smiled as he saw them scramble to pick up the tiny crumbs.

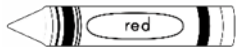
Nick was gone, but that didn't mean his life was over. Gordon stood up and put the magnifying glass back in his pocket. It was time for him to start doing something productive.

Week 19 Questions

Name: _____ Date: _____

Wednesday

1. How do the ants respond when Gordon burns some of them?

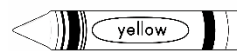


- a. They scatter in a panic.
- b. They keep going.
- c. They help each other.
- d. They go in a different direction.

2. Why is Gordon upset?

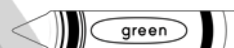


3. Based on the information in the passage, you can figure out that Gordon...



- a. enjoys torturing insects.
- b. had a fight with his friend.
- c. wants to feel in control of his life.
- d. doesn't like the present his uncle gave him.

4. How does Gordon change throughout the story?

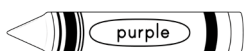


Thursday

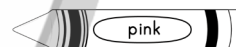
1. Look at the picture. How does it help you better understand Gordon's feelings?



2. Look at the picture. Use the picture and the information given to describe the story's setting.



3. Write a short summary of the story below.



4. What lesson is the story trying to teach?



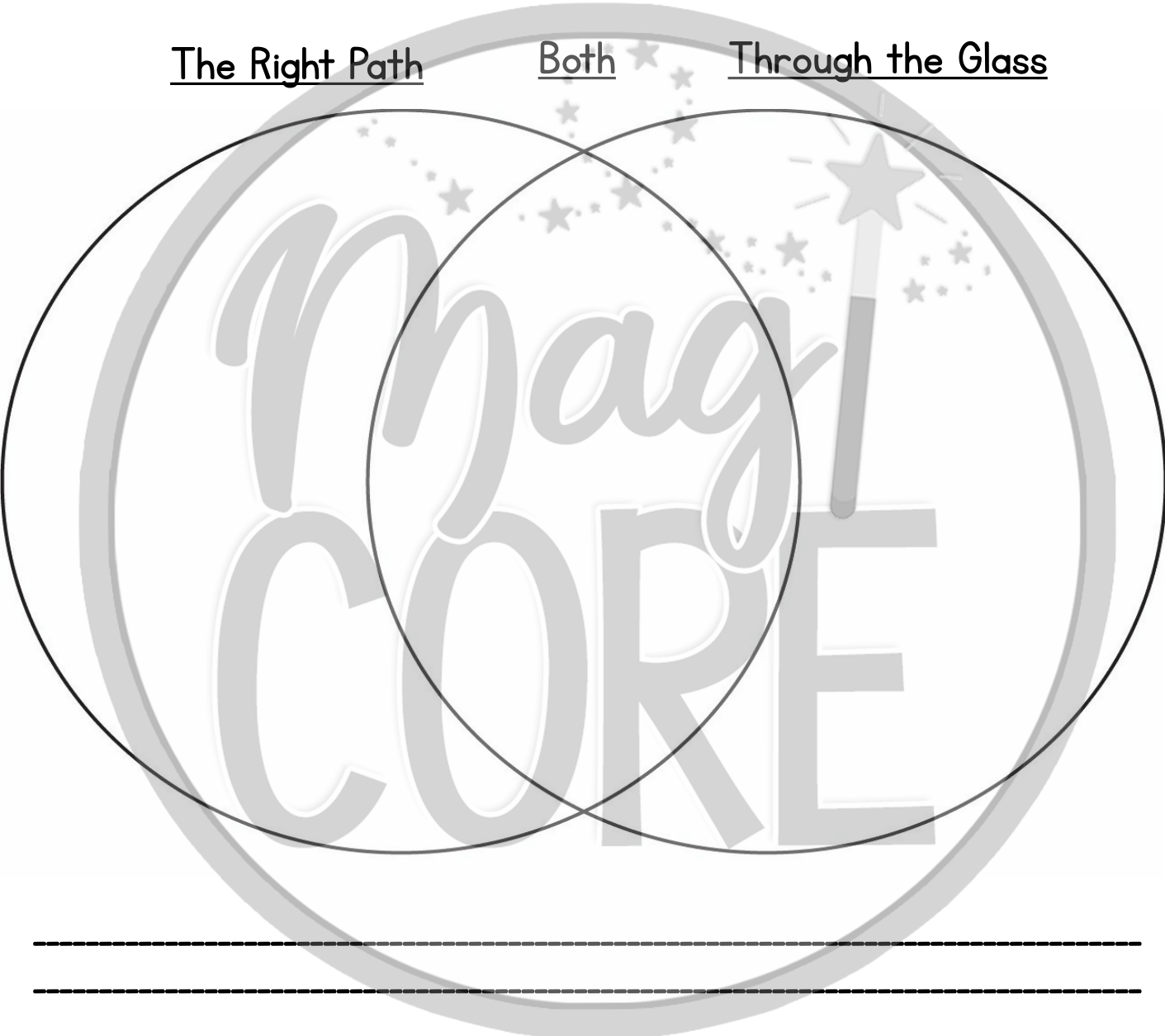
- a. When people are bored, they are more likely to do something bad.
- b. Sometimes objects can be used in ways they were not meant to be used.
- c. Hurting others doesn't make you feel better.
- d. You should appreciate your friends while you have them.

Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two texts. Then, use the graphic organizer to write a paragraph comparing and contrasting the texts.

The Right Path

Both

Through the Glass



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Good to Go



Not O.K.

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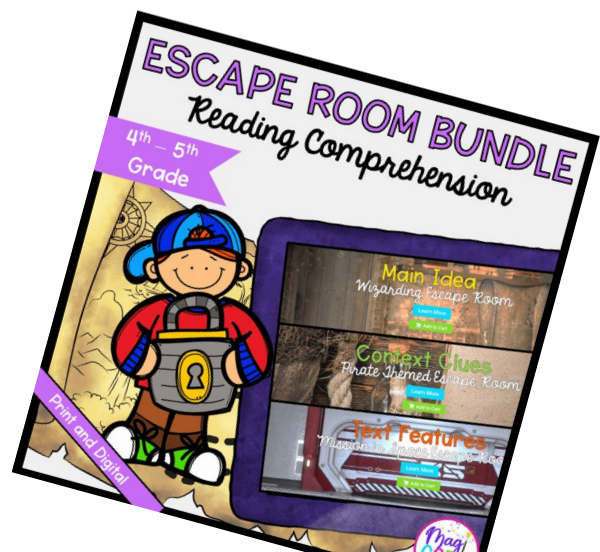


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