March 17th, 2020

Dear Fourth Grade CREW,

We hope you are all well and we miss you very much! Here is the fourth-grade packet for you to work on in the areas of reading and writing! Show your CREW leadership by working on these assignments during the next few weeks. Model in your own home those leadership traits of being proactive: I am responsible, I do what I should, I take initiative, I choose my own moods, and I don’t blame others. We hope to see you soon!

Mrs. Edwards
Mrs. Myers
Mrs. Woods
George’s Marvelous Medicine

by Roald Dahl

A Novel Study by:
My Character Chart

Draw a picture and record important information about each important character as you read the text.

Character’s Name: __________________________
Important Facts: ________________________________________________________________
__________________________________________________________
__________________________________________________________

Character’s Name: __________________________
Important Facts: ________________________________________________________________
__________________________________________________________
__________________________________________________________

Character’s Name: __________________________
Important Facts: ________________________________________________________________
__________________________________________________________
__________________________________________________________

Character’s Name: __________________________
Important Facts: ________________________________________________________________
__________________________________________________________
__________________________________________________________
Before Reading

Title of Book: ____________________________

Author of Book: __________________________

Have you read anything by this author before? If so, what was it?

______________________________

Look at the front cover. What hints do you think it gives about the story?

______________________________

______________________________

Read the back cover. What do you learn about the story from the back cover?

______________________________

______________________________

Based on the front and back covers, do you want to read this book? Why or why not?

______________________________

______________________________

______________________________
Chapter Summary
Chapters 1 - 3

1. If you were to give a title to this section of the book, what would it be?


2. What happens in these chapters?


3. What is your favorite part of this section of the book?


4. What new words did you learn in these chapters?


5. Draw a picture of something you think represents these chapters.
Vocabulary Study
Chapters 4 - 6

Which Word?
On the provided lines, write the matching vocabulary word for each definition.

| bewitching | hoarse | prised | brim | concoction | froth |

1. A mixture or combination. _____________________________
2. Enchanting; placing power over someone. _________________
3. Forced to open. _____________________________
4. To foam; to form tiny, dense bubbles. _________________
5. Rough or scratchy (throat or voice). _________________
6. The upper edge; rim. _____________________________

Making Sentences
Make a sentence for each word below.

1. Hoarse: _______________________________________
2. Concoction: _____________________________________
3. Froth: _______________________________________
4. Bewitching: _____________________________________
5. Prised: _______________________________________
6. Brim: _______________________________________

A Little Extra!
An adjective is a word that describes a person, place, or thing. Make a list of four adjectives that describe George’s medicine.

_________________________ ___________________________
_________________________ ___________________________
Understanding the Story
Chapters 4 - 6

Multiple Choice

1. In order to make sure that all his ingredients mix together completely, George:

(a) Shakes the medicine.
(b) Freezes the medicine.
(c) Boils the medicine.
(d) Removes the pills from the medicine.

2. What does George do with Grandma’s real medicine?

(a) He pours it in the garbage can.
(b) He pours it down the sink.
(c) He pours it down the toilet.
(d) He hides the bottle outside.

Short Answer

3. What strange thing happens to George when he cooks the medicine? What does this scene remind you of?

________________________________________

________________________________________

________________________________________

Long Answer

4. When George is finished cooking the medicine, what color is it? Why is this a problem, and how does George solve it?

________________________________________

________________________________________

________________________________________

________________________________________

A Little Extra!

Make a prediction. Do you think that Grandma will take George’s medicine? Why or why not? If she does, what do you think will happen to her?

________________________________________

________________________________________
Chapter Summary
Chapters 4 - 6

1. If you were to give a title to this section of the book, what would it be?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in these chapters?

5. Draw a picture of something you think represents these chapters.
Making Predictions

Can you predict the future? What do you think will happen next in the story? Write down two predictions inside the crystal balls. Revisit this page later to answer the last question.

Why do you think this will happen?

Why do you think this will happen?

Did any of your predictions come true?
What ended up happening in the story?

George's Marvelous Medicine

© The Book Umbrella
Plot Mountain
A story’s plot is made up of five parts: exposition, rising action, climax, falling action and conclusion.
After you’ve finished reading George’s Marvelous Medicine, fill in the spaces below.

3. Climax
The most exciting and emotional part of the story.

2. Rising Action
The things that happen to push the story forward as we head toward the climax.

4. Falling Action
The events that happened during the climax are dealt with.

1. Exposition
We learn background information about the story’s characters, setting, and basic plot.

5. Conclusion
The story comes to an end.
My Life - Making Connections

In the spaces below, make comparisons between your life and the life of a character of your choosing from *George's Marvelous Medicine*.

**Character Name:** ________________________________

**Similarities**

- 
- 
- 
- 

**Differences**

- 
- 
- 
- 

*George's Marvelous Medicine*
Persuasive Writing

To be persuasive is to be good at convincing people to think a certain way.

Write a persuasive passage in which you try to convince your readers that they should either read or not read George’s Marvelous Medicine. Make sure to include reasons for why you think the story is good or bad using examples from the text. For example, if you tell your readers that the story is funny, tell them about something funny that happens in the book.

With this passage, what do you hope to persuade your readers to do?

☐ Read this book! ☐ Don’t read this book!
Devil’s Bridge
- Written by Cynthia DeFelice

Short Response: Respond to each question.

1. What is the name of the bait shop and gas shop on Martha’s Vineyard?

2. How big was the record setting fish that Ben’s father caught?
   _______ inches long
   __________________ was the weight

3. What is the name of Ben’s best friend?

4. What is the full name of Mom’s new boyfriend?
   And what is his nickname?

Written Response: Respond to the following question with support from the text. Use details from the text that justify your answer.

At the end of the first chapter, we find out that Ben’s father has died. Explain what happened to him, and tell how he died.
Devil's Bridge
- Written by Cynthia DeFelice

Short Response: Respond to each question.

1. What is the amount of money Ben could win if he won the Striped Bass Derby?
2. What would Ben like to buy with the prize money?
3. What two types of sandwiches did Mrs. Manning make for the boys?
4. Where does Ben like to go to remember his Dad?
   It’s kind of his little secret place.

Written Response: Respond to the following question with support from the text. Use details from the text that justify your answer.

On the day the fishing derby begins, Ben and his English class discuss where the name Devil's Bridge came from. Explain what the name Devil's Bridge is all about.
Short Response: Respond to each question.

1. Who was the smaller man that Ben met on the beach?

2. The fishing derby headquarters is at Chick’s Tackle Shop. It’s on the other side of the island. How far away is that?

3. What time did Ben and Jeff stop fishing on Friday night?

4. By the end of the day Friday, how many fish had Ben and Jeff caught and released? _______ Stripers _______ Bluefish

Written Response: Respond to the following question with support from the text. Use details from the text that justify your answer.

Ben overhears that two men are planning to cheat in the Striper Fishing Derby. Explain how they are planning to cheat. What are the men doing?
**Devil’s Bridge**

*Written by Cynthia DeFelice*

**Short Response:** Respond to each question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  How much did Freddy’s fish weigh?</td>
<td>Freddy’s fish weighed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>By how many more ounces did he beat Ben’s dad?</td>
<td>He beat Bens’ Dad by</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2  Who is in charge of weighing the fish for the fishing derby?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3  What kind of car does Barry Lester drive?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4  Where did Barry and Ben’s mom go out to eat for dinner?</td>
<td></td>
</tr>
</tbody>
</table>

**Written Response:** Respond to the following question with support from the text. Use details from the text that justify your answer.

In chapter 8, Ben is pretty angry with his mom. He actually blames her for the whole cheating incident with Freddy Cobb. How can he blame his mother for what happened? Why is it all her fault, according to Ben?
Devil's Bridge
- Written by Cynthia DeFelice

Short Response: Respond to each question.

1. What is the name of Freddy Cobb’s boat?
2. What is the name of the man who is the harbor master in Squid Row?
3. Besides Ben, how many other people have been out looking for Freddy Cobb?
4. At the end of chapter 10, where is Ben heading? Where is he going?

Written Response: Respond to the following question with support from the text. Use details from the text that justify your answer.

Freddy is apparently cheating with the "big man". We don't really know who the big man is, but the author puts in many details to make the big man appear mean and dangerous. What details does the author use to create a very negative image of the big man?
Devil’s Bridge
Written by Cynthia DeFelice

Short Response: Respond to each question.

1. What color truck does Chick drive?
2. What did Chick give Ben to drink while he ate his donuts?
3. What did mom make Ben for breakfast?
4. What kind of sandwiches did Ben make?

Written Response: Respond to the following question with support from the text. Use details from the text that justify your answer.

Chapter 12 starts off showing how much stress there is between Ben and his mother. But by the end of the chapter, things start to change. On page 82 you can see that their relationship is already starting to heal. What evidence can you find on page 82 that shows Ben and his mother getting along better?

1. 

2. 

3. 

Devil’s Bridge
- Written by Cynthia DeFelice

Short Response: Respond to each question.

1. What was Ben’s father’s whole name – including the middle name?

2. What is the real name of the big man?

3. Who won second place in the fishing derby?

4. How much did the winning bluefish weigh?

Written Response: Respond to the following question with support from the text. Use details from the text that justify your answer.

As it turns out, Barry Lester was the big hero of the story. He saved the day. Explain how Barry managed to fine the fish, and help catch Freddy Cobb.
Informative/Explanatory Prompt

Explain how Gavin and Martina are alike and different. Use evidence from the play to support your ideas. Be sure to point out what each character says and does.

Writing Checklist: Informative/Explanatory

☐ I started with a clear topic statement.
☐ I grouped related information in paragraphs.
☐ I developed my topic with facts, definitions, concrete details, quotations, or other information and examples from the text.
☐ I linked ideas and information effectively using words, phrases, and clauses.
☐ I used precise language and terminology to explain the topic.
☐ I wrote a conclusion related to the information I presented.
☐ I reviewed my writing for good grammar.
☐ I reviewed my writing for capitalization, punctuation, and spelling.
Read the passage below.

**Front-Page News**

1. *Setting:* A classroom with desks, chairs, and several computers.

2. *(Children enter from the left and gather around a computer. Nine-year-old Gavin and ten-year-old Martina look at the screen before walking to the front of the stage.)*

3. **Gavin:** The Westfield Weekly goes to press tomorrow, and we still don’t have a front-page story. *(He grips his forehead.)* Why does this always happen?

4. **Martina:** Why do you always worry? Have I ever let you down? *(pulls a camera from her pocket and waves it in front of him)* I will have a great picture and a complete front-page story by the time the bell rings for lunch.

5. **Gavin:** No, please. I’ve already seen photos of your goldfish. He is not smiling; that’s just his face.

6. **Martina:** Yes he is! *(stops and shakes her head, sighing)* Okay, no goldfish. I will be talking to someone soon. *(looks at her watch)* Now, actually.

7. *(A boy enters and walks up to Martina and Gavin. He is carrying a box.)*

8. **Lucas:** Hi, Martina.

9. **Martina:** Hi! Just let me get a pen and paper, and you can tell me all about your project. *(turns away to get a notebook from a desk)*

10. **Gavin:** *(to Martina)* Project? You’re writing about someone’s homework?

(continued)
Martina: Not that kind of project. Lucas has a hobby. He's going to tell me everything about it, and I'm going to write a story for the newspaper.

Gavin: What kind of hobby? (to Lucas) Do you collect baseball cards or something?

Lucas: No, but I like baseball. My hobby is knitting.

Gavin: Knitting? As in knitting sweaters?

Lucas: (shrugging) Mostly I make scarves and hats. People think it's difficult, but it really isn't. It's fun to make things.

Martina: (already writing in her notebook) Do you make them for yourself or for other people?

Lucas: (laughing) I make them for myself and for others. I made these (pulls hats from the box) for older people. My mom takes me to visit her uncle, and we give them to his friends. (While he's talking, Martina takes a hat from Lucas's hands, places it on his head, and starts taking pictures. The lights fade to black.)

(When the lights come on, Lucas and Martina are sitting at a desk knitting while other students look over their shoulders. Gavin is standing nearby, examining the school newspaper and nodding.)

Gavin: Your photos are great, Martina! You did a nice job on this front-page story.

Martina: And Lucas did a great job with those hats. So many people want to make them that he's starting a knitting club. In fact (reaches for her notebook), that could be the next front-page story!
Informative/Explanatory Prompt

In paragraph 7 the author states, "Katherine continued to inspire other women to follow their dreams." Explain why Katherine Sui Fun Cheung was and is an inspiration to others. Include facts and details from the text in your explanation.

Writing Checklist: Informative/Explanatory

☐ I started with a clear topic statement.
☐ I grouped related information in paragraphs.
☐ I developed my topic with facts, definitions, concrete details, quotations, or other information and examples from the text.
☐ I linked ideas and information effectively using words, phrases, and clauses.
☐ I used precise language and terminology to explain the topic.
☐ I wrote a conclusion related to the information I presented.
☐ I reviewed my writing for good grammar.
☐ I reviewed my writing for capitalization, punctuation, and spelling.
Informative/Explanatory Organizer

**Topic:**

**Main Idea 1:**

**Supporting Details:**
1. 
2. 
3. 

**Main Idea 2:**

**Supporting Details:**
1. 
2. 
3.
Katherine Sui Fun Cheung

1. Katherine Sui Fun Cheung was born in China in 1904. At this time, most women were wives and mothers. Girls did not grow up to have adventures—but Katherine became the first Chinese American woman pilot in the United States.

2. Katherine moved to the United States in 1921 when she was seventeen. She studied music at the University of Southern California in Los Angeles. One day, Katherine’s father took her to an airfield to teach her to drive a car. Katherine liked driving, but she liked watching planes take off and land even more. She wanted to learn to fly but had to wait another ten years to do this.

3. Katherine soon decided to get married. She kept her own last name, which was something else girls did not do back then. She had two daughters with her husband, George Young. Then in 1932 her cousin invited Katherine to fly in a plane. Katherine loved flying. She took lessons with the Chinese Aeronautical Association and quickly earned her pilot’s license. She was the first Chinese American woman licensed to fly a plane in the United States. She was one of only about 200 women in the country to have a pilot’s license.

4. Though Katherine enjoyed flying, she loved acrobatics the most. She flew loops and barrel rolls, and learned to fly upside down. She performed at fairs and competed in races.

5. In 1935 the world’s most famous female pilot, Amelia Earhart, invited Katherine to join a club. The Ninety-Nines were female pilots who encouraged women to learn to fly. After she joined the club, Katherine raced other famous pilots. She was not afraid to match her old plane against newer planes. She also studied and earned a license to fly larger planes.
6. Katherine often traveled to speak to Chinese American groups. She wanted other Chinese women to learn to fly. When Japan invaded China in 1937, many Chinese Americans wanted to defend China. Katherine wanted to fly to China and teach women to fly so they could join the Chinese Air Force. She also wanted to deliver medical supplies to China. She stopped competing in air races and performing stunts. Instead she went to China and opened a flight school. She stayed there for five years.

7. Katherine’s father worried about his daughter’s daring adventures. He made her promise she would not fly again, and Katherine felt bad because her friend, Amelia Earhart, had disappeared while attempting to fly around the world. When she was thirty-eight years old, Katherine stopped flying. However, even after retiring her “wings,” Katherine continued to inspire other women to follow their dreams.
Informative/Explanatory Prompt

Compare and contrast the water-glass method and the flashlight method. Explain how they are alike and different using details from the text.

Writing Checklist: Informative/Explanatory

- I started with a clear topic statement.
- I grouped related information in paragraphs.
- I developed my topic with facts, definitions, concrete details, quotations, or other information and examples from the text.
- I linked ideas and information effectively using words, phrases, and clauses.
- I used precise language and terminology to explain the topic.
- I wrote a conclusion related to the information I presented.
- I reviewed my writing for good grammar.
- I reviewed my writing for capitalization, punctuation, and spelling.
Read the passage below.

**How to Make a Rainbow**

1. When a rainy day suddenly turns sunny, a colorful rainbow may appear in the sky and brighten everyone’s spirits. Since rainbows only appear when the weather is just right, however, they can’t be seen very often. Luckily it’s possible to make an indoor rainbow that can be seen at any time!

2. There are several ways to make an indoor rainbow, but the best methods involve using water and light. These two methods are called the water-glass method and the flashlight method.

3. The water-glass method must be done on a day when the sun is out. To begin, find a clear water glass, a bucket, a towel, a small table, and a sheet of paper. Once these supplies have been gathered, it’s time to start making rainbows!

4. First find a window that the sun is shining through. Make sure that both the inside and outside of the window can be easily reached. Next put a small table in front of the inside of the window, fill the glass with water, and place the glass on the table.

5. Once that’s done, put a sheet of paper down on the floor in front of the table. The paper can be any light color, but white works best. Now it’s time to head outside. Fill up a bucket with hot water and carefully use a towel to wet the outside of the window. Finally head back inside and simply adjust the paper. When the sunlight shining through the window and the water glass hits the paper just right, a rainbow will appear!

(continued)
6. To make a rainbow on a cloudy day or at night, use the flashlight method. To do so, find a water glass, a flashlight, a piece of paper, scissors, and some tape. First fold the paper in half and carefully use a pair of scissors to cut a little triangle out of its middle.

7. Next unfold the paper. Tape the paper to the flashlight so the light will shine through the hole. Once the flashlight is ready, fill the glass with water.

8. Finally turn on the flashlight and point it straight down at the top of the water glass. As soon as the flashlight lights up the water, a rainbow will appear.
Informative/Explanatory Prompt

Explain how Gran is like the grandmother in the poem. Use details from the story and the poem to support your explanation.

Writing Checklist: Informative/Explanatory

☐ I started with a clear topic statement.
☐ I grouped related information in paragraphs.
☐ I developed my topic with facts, definitions, concrete details, quotations, or other information and examples from the text.
☐ I linked ideas and information effectively using words, phrases, and clauses.
☐ I used precise language and terminology to explain the topic.
☐ I wrote a conclusion related to the information I presented.
☐ I reviewed my writing for good grammar.
☐ I reviewed my writing for capitalization, punctuation, and spelling.
Informative/Explanatory Organizer

Topic:

Main Idea 1:

Supporting Details:
1.

2.

3.

Main Idea 2:

Supporting Details:
1.

2.

3.
Read the passages.

Grandmother’s Farm

1. Carla could hardly wait to spend the summer at her grandmother’s farm. However, after she arrived, she found that she was spending most of her time helping her grandmother with chores. Grandmother did not insist on this, but Carla did not really have anything else to do.

2. While the kids in the neighborhood said hello to her, they did not seem to remember her from the time she spent there in the past. After two weeks, Carla still did not have a real friend.

3. Bored, Carla decided to spend a day at the library reading. When she returned, Gran was in the kitchen cooking dinner. She asked Carla to help her prepare the vegetables, but Carla had never cooked before. Gran handed her a pile of carrots and onions. She taught her how to hold the knife and carefully cut them up. Carla did her best, but the pieces came out ragged and uneven.

4. Baking was more fun. Gran made everything herself—mostly bread and rolls, but sometimes a pie or cookies. Carla loved bread, so Gran showed her how to measure the ingredients. They mixed the dough and kneaded it, pushing and folding and pressing the dough until it felt just right. Then they let it rise. Finally they baked it. After several lessons, Carla could do it by herself. She had just made her first batch of rolls.

5. The next day, Carla was eating lunch at the park and a girl named Meg sat down across from her. “What’s that you’re eating?” she asked in a surprised voice. “It’s just a sandwich,” Carla explained, “but I made the roll, so that’s why it looks different. Would you like to try a piece?” Meg bit into the bread and said, “Wow, it’s really good! How do you make bread?” Carla explained the steps and said, “It’s really fun. Maybe you could come over tomorrow, and we could make something together.” Meg said that she would love to and would ask her mom.

(continued)
6. The next day, Carla and Meg looked through Gran’s old cookbook and found a recipe for cinnamon raisin rolls. As they measured flour, salt, honey, and yeast into the bowl, Gran watched to make sure nothing was forgotten. The girls mixed the dough themselves and took turns kneading it. When it was ready, they sprinkled it with cinnamon and sugar and set it aside to rise. The rolls smelled heavenly as they baked and tasted even better when they were done.

7. “My dad makes the best chili in the world, Carla,” Meg said. “Maybe you can come to my house next week, and he can teach us how to make it!” Carla told Meg that she would love to learn how to make chili.
Recipe for Friendship

1. Once when I was lonely
2. I took a look around.
3. There were people everywhere
4. but no friends to be found.

5. It might sound easy, making friends,
6. Like falling off a log.
7. But when you’re shy it can be
8. more like walking in the fog.

9. My grandma has her recipes
10. For soups and meats and breads.
11. She also knows just what it takes
12. To keep my spirit fed.

13. To make a friend, she told me,
14. Just use my recipe
15. And be yourself and be someone
16. who others like to see.

17. Take kindness, curiosity,
18. and a cheerful attitude.
19. Top it with a smile
20. And a warm and gracious mood.

21. Be sure to add some humor
22. And a lot of loyalty.
23. Include a heap of patience
24. and some generosity.

25. When I mixed it all together
26. I could feel that I had grown.
27. And now I have so many friends
28. I’ll never be alone.