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Before We Read

MY LEARNING GOALS

I can

- ☐ tell what I know about foods.
- ☐ understand characters.

Bread and Paintings

Many stories and poems involve food. Sometimes, food has a leading role in a story or poem. A village may make a soup together. Children may leave a trail of breadcrumbs for others to follow. A young girl may bite into a poisoned apple. Someone may misconstrue the meaning of another's gift of bread or invitation to dinner. A writer's description of certain foods often evokes an emotional response in the reader. The writer uses details that help the reader imagine what the food looks, smells, and tastes like.



Understanding Characters

Character traits tell specific qualities of a character in a story. They are the same kinds of words that you might use to describe yourself or a friend. The author may directly state these traits, but usually the reader must draw a conclusion about the character's traits. Readers use the character's actions, thoughts, and discussions to analyze the character's traits.

Read the paragraph. Then fill in the chart to tell about the character.

Huckleberry Finn was cordially hated and dreaded by all the mothers of the town. He was lawless. He came and went, at his own free will. Huckleberry was always dressed in the cast-off clothing of full-grown men.

He slept on doorsteps in fine weather. He did not have to go to school or call anyone master or obey anyone. He could go fishing and swimming when and where he chose.

Huckleberry Finn

Trait	Trait
Evidence	Evidence



Let's Read

MY LEARNING GOALS

I can

- ☐ read and understand fiction.
- ☐ analyze the characters.

adapted from **Witches' Loaves**

by O. Henry (William Sydney Porter)

Miss Martha Meacham kept the little bakery on the corner. She was 40, her bank account showed a credit of two thousand dollars, and she possessed a sympathetic heart. Many people have married whose chances were much inferior to Miss Martha's.

Two or three times a week a customer came in in whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard trimmed to a careful point.

He spoke English with a strong German accent. His clothes were worn and darned in places. But he looked neat, and had very good manners.

He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were two for five. Never did he call for anything but stale bread.

Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. No doubt he lived in a draughty garret, where he painted and ate stale bread and thought of the things in Miss Martha's bakery.

Often when Miss Martha sat down to dinner she would sigh, and wish the artist might share her tasty meal instead of eating his dry crust. Miss Martha's heart, as you have been told, was a sympathetic one.



Underline the word that means "marked by compassion and sensitivity to others."



What does Miss Martha think of her customer?

She thinks _____.



In order to test her theory, she brought from her room one day a painting that she had bought, and set it against the shelves.

It was a Venetian scene. A splendid marble palazzio stood in the foreground—or rather forewater. For the rest there were gondolas (with the lady trailing her hand in the water), clouds, and sky. No artist could fail to notice it.

Two days afterward the customer came in. “Two loafs of stale bread, if you blease. You haf here a fine bicture, madame,” he said.

“Yes?” says Miss Martha, reveling in her own cunning. “You think it is a good picture?”

“Der balance,” said the customer, “is not in good drawing. Der bairspective of it is not true. Goot morning, madame.”

He must be an artist. Miss Martha took the picture to her room.

How gentle and kindly his eyes shone behind his spectacles! To be able to judge perspective at a glance—and to live on stale bread! But genius often has to struggle before it is recognized.

What a thing it would be for art and perspective if genius were backed by two thousand dollars in the bank, a bakery, and a sympathetic heart to—But these were day-dreams, Miss Martha.

Often now when he came he would chat for a while across the showcase. He kept on buying stale bread. Never a cake, never a pie.



Circle the word that means “taking intense pleasure or satisfaction.”



What impression have you made about someone you just met?

I thought _____.



Let's Read

She thought he looked thinner and discouraged. Her heart ached to add something good to eat to his meagre purchase, but her courage failed. She did not dare affront him. She knew the pride of artists.

Miss Martha took to wearing her blue-dotted dress. In the back room she cooked a mysterious compound of quince seeds and borax. Ever so many people use it for the complexion.

One day the customer came in as usual. While Miss Martha was reaching for the loaves there was a great clanging, and a fire-engine came lumbering past.

The customer hurried to the door to look. Suddenly inspired, Miss Martha seized the opportunity.

Behind the counter was a pound of fresh butter. With a bread knife Miss Martha made a deep slash in each of the stale loaves, inserted a generous quantity of butter, and pressed the loaves tight again.

When the customer turned once more she was tying the paper around them. When he had gone, Miss Martha smiled to herself, but not without a slight fluttering of the heart.

Had she been too bold? Would he take offense? But surely not.

For a long time that day her mind dwelt on the subject. She imagined the scene when he should discover her little deception.

He would lay down his brushes and palette. He would prepare for his luncheon of dry bread. He would slice into a loaf—ah!



Highlight the word that means “to cause offense or insult to.”



What was the reason for Miss Martha's actions?

She was _____.



The front door bell jangled viciously. Somebody was coming in.

Miss Martha hurried to the front. Two men were there. One was a young man smoking a pipe. The other was her artist. His face was very red, his hair was wildly ruffled. He clinched his two fists and shook them ferociously at Miss Martha. *At Miss Martha.*

“Dummkopf!” he shouted; and then “Tausendonfer!” or something like it in German.

The young man tried to draw him away.

“I vill not go,” he said angrily, “else I shall told her. You haf shpoilt me,” he cried. “I vill tell you. You vas von meddingsome old cat!”

“Come,” the young man said, “you’ve said enough.” He dragged him out, and came back.

“Guess you ought to be told, ma’am,” he said, “what the row is about. That’s Blumberger. He’s an architectural draftsman. I work in the same office with him.

“He’s been working hard for three months drawing a plan for a new city hall. It was a prize competition. He finished inking the lines yesterday. You know, a draftsman always makes his drawing in pencil first. When it’s done he rubs out the pencil lines with handfuls of stale bread crumbs. That’s better than India rubber.”

“Blumberger’s been buying the bread here. Well, today—you know, that butter isn’t—well, Blumberger’s plan isn’t good for anything now.”

Miss Martha went into the back room. She took off the blue-dotted dress and put on the old brown serge she used to wear. Then she poured the quince-seed and borax mixture out of the window into the trash can.



Underline the word that means “a person who draws plans for machinery and structures.”



What is the twist ending of this story?

Miss Martha wants _____.



Let's Read

Show What You Know

Complete the character map for Miss Martha or Mr. Blumberger.
Give evidence from the text for each character trait.

Character:		
Trait:	Trait:	Trait:
Evidence: 1. 2.	Evidence: 1. 2.	Evidence: 1. 2.



What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

1. What can you infer from Miss Martha's decision to wear her blue-dotted dress?
 - A She hopes Blumberger will mention it so she can start a conversation.
 - B She wants Blumberger to know she can afford expensive clothes.
 - C She wears it to keep her dress clean as she waits on customers.
 - D She wants to look attractive for Blumberger.
2. What conclusion can you draw about Blumberger at the end of the story?
 - A He is happy working as an architectural draftsman.
 - B He is insulted that Miss Martha pitied him.
 - C He is angry that his drawing was ruined.
 - D He thinks of Miss Martha as a friend.
3. According to Miss Martha, why does Blumberger always buy stale bread?
 - A He needs it for his job.
 - B He cannot afford fresh bread.
 - C He wants to visit her in her shop.
 - D He prefers stale bread.
4. On page 36, what word means "an attic room"?
 - A darned
 - B inferior
 - C draughtry
 - D garret



Listen and Discuss

MY LEARNING GOALS

I can

- ☐ listen to a story about food shopping.
- ☐ participate in a discussion about what I heard.

Listen to a story about one girl’s experience food shopping. While you listen the second time, take notes on the chart below.

Character	Setting
<div>Plot</div>	

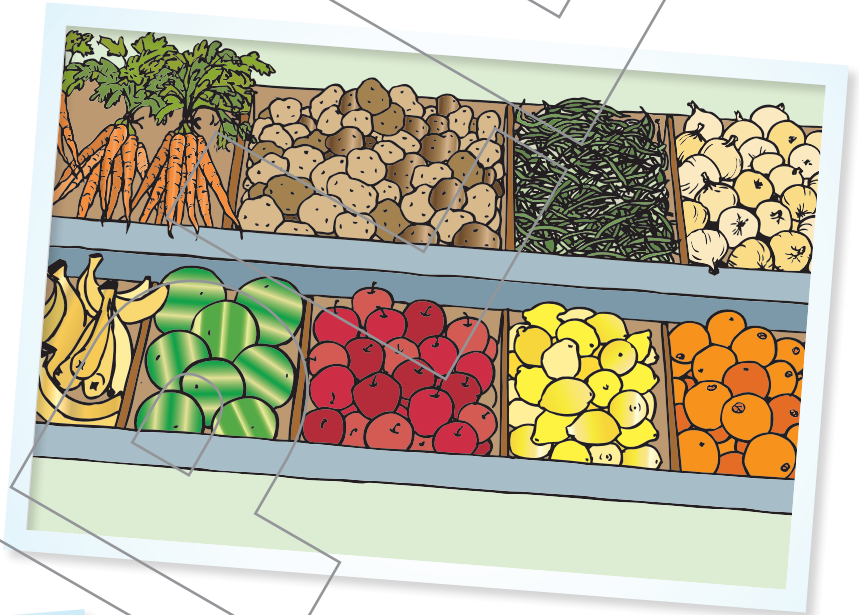
Listen and Discuss



SPEAKING



What did you learn
about Dad in the story?



Learning About Language

Verbs

The past tense of a verb tells about something that has already happened. It is in the past. Most verbs form the past tense by adding *-ed*.

No doubt he **lived** in a garret.

Read the sentences from the passage. Circle the verbs in past tense and write the present tense of the verb on the line.

1. She possessed a sympathetic heart.
2. Her bank account showed a credit of two thousand dollars.
3. He clinched his two fists.
4. Then she poured the quince seed and borax mixture into the trash can.
5. He dragged him out.

MY LEARNING GOALS

I can

- ☐ identify the past tense of a verb.
- ☒ form the past tense of a verb by adding *-ed*.



Learning About Language

Use the past tense of each verb in the word bank to complete each sentence.

misconstrue

revel

evoke

affront

enhance

1. He _____ in the first snowfall.
2. Alana _____ what Joe said to her.
3. The old house _____ memories of his childhood.
4. Mrs. Richards was _____ by the boy's rudeness.
5. The fairy lights _____ the romantic mood.

Write your own sentences about something that happened yesterday. Form the past tense of the verb with **-ed**.

1. _____

2. _____

3. _____



Write About It

Imagine a time that someone was affected by a misunderstanding or that you misconstrued something that someone said or did. Write a story using descriptive details.

MY LEARNING GOALS

I can

- ☐ write a story about a misunderstanding.
- ☐ use descriptive language to tell a story.

Plan My Writing

Use the chart to plan your writing.

Main Characters

Setting

Point of View

Main Events

Write About It



WRITING

One day, I went with my friend _____

Handwriting practice lines with a large, faint, diagonal watermark reading "SAMPLE" across the page.