

Table of Contents

Welcome to TEAM 4

UNIT
1

Acts of Nature 5

Lesson 1 Burning Mountain 6

Lesson 2 Hurricane Warning 20

Lesson 3 The Dark Sun 34

UNIT
2

We the People 48

Lesson 4 The Road to Citizenship 49

Lesson 5 A Song for the Nation 63

Lesson 6 Casting Your Vote 77

UNIT
3

Our Global Community 91

Lesson 7 Danger in the Water 92

Lesson 8 Reduce, Reuse, and Recycle 106

Lesson 9 Doing My Part 120

UNIT
4

Exploring New Lands 134

Lesson 10 Setting Sail Across America 135

Lesson 11 Mission to Mars 149

Lesson 12 Imaginary Worlds 163

Glossary 177

Before We Read

MY LEARNING GOALS

I can

- identify ways to reduce waste.
- tell how things are the same and different.

Reduce, Reuse, and Recycle

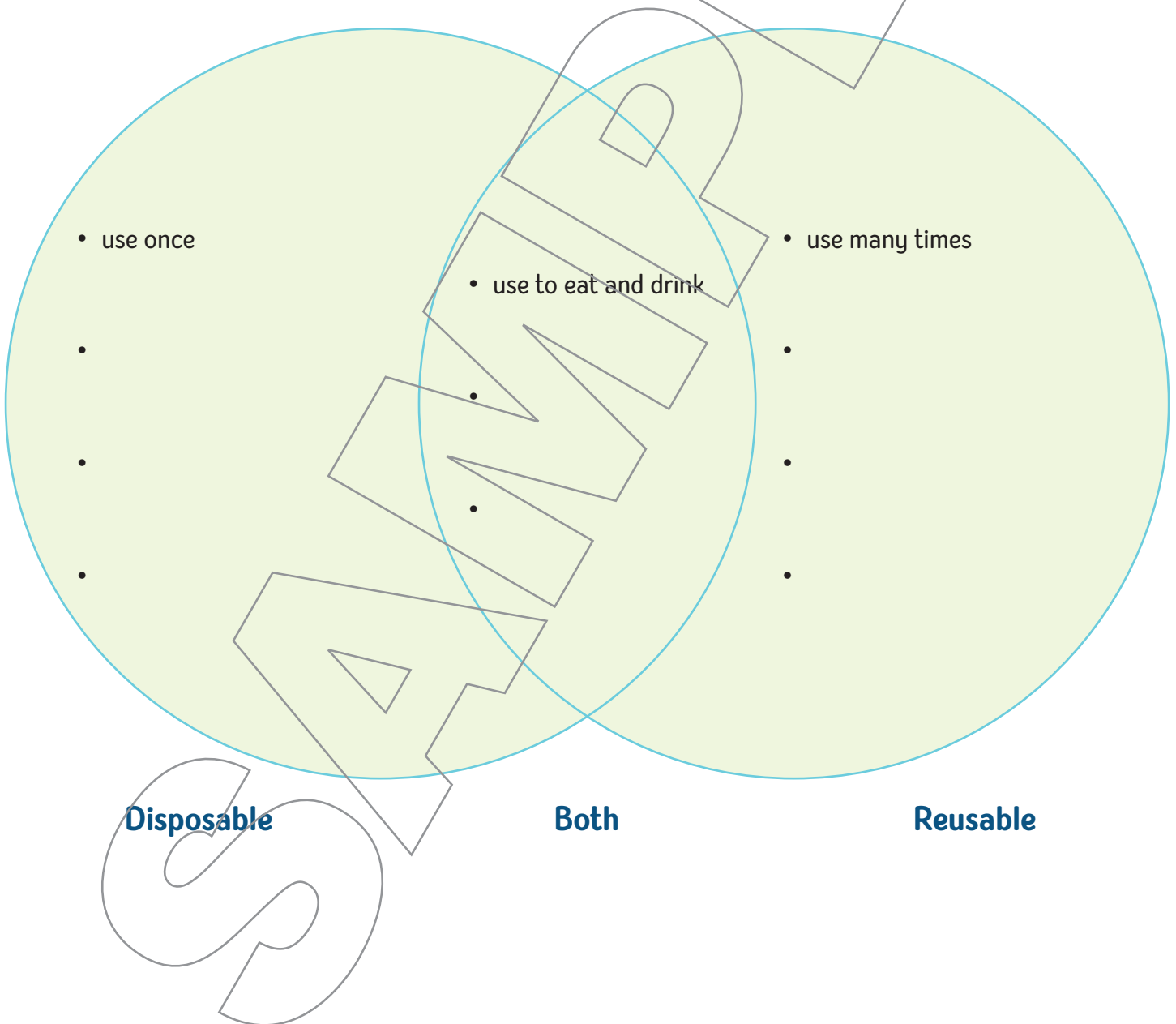
In America, people throw out an average of 4.4 pounds of trash per day. Although the numbers show that people are recycling more today, they also show that people are still throwing out about the same amount of trash. Recycling is a very important part of waste management, but, equally important, are two other Rs: reduce and reuse. Everyone can make a decision to reduce, reuse, and recycle, and each person's actions help.



Comparing and Contrasting

When you find what is the same, you **compare**. When you find what is different, you **contrast**. Compare and contrast to understand ideas in passages and stories.

Read the paragraph on page 106. Think about what happens when you use a disposable plate and cup to eat. Then think about what happens when you use a reusable plate and cup. Tell how these things are the same and different.





MY LEARNING GOALS

I can

- read an informational text about ways to reduce, reuse, and recycle.
- understand how reducing, reusing, and recycling are the same and different.

Don't Throw That Away!

Every year, Americans produce millions of pounds of waste at home, at work, at school, and in the larger community. A large portion of this waste ends up in landfills, or giant piles of garbage. Perhaps you have heard adults discussing how important it is to avoid filling up landfills. Maybe you think that sounds like a good thing for adults to do. But guess what? It is a job for kids, too!

Before we get into the activities you can do to more effectively handle waste, let's define what waste is. Waste is anything that we throw away. Waste includes all those items that we put in the garbage or otherwise get rid of—at home, at school, or in other places. The way we handle waste can make a big difference to the environment. The environment includes everything on Earth: its air, water, land, plants, animals, and even human-made things. When waste is allowed to spoil the environment, it can cause many problems.

So what can you do to help? You can learn and practice the three Rs of waste management: reduce, reuse, and recycle! All three of these activities are important.



Some people reuse old tires as planters.



Highlight the words that tell what the environment is.



What are some ways that you take care of the environment?

I take care of the environment by _____.

Reduce

Reduce is a word that means to limit, lessen, or decrease. If you reduce the amount of waste you produce, that means you make a smaller amount of waste. One of the key ways to reduce the amount of waste you produce is to simply *buy less*. Instead of buying new items all the time, think of creative ways to use up items you already have. For example, reduce your use of plastic by avoiding single-use items, such as bottled water. Instead, choose a reusable water bottle that you can refill. Learn to make smart decisions, and try to do more with less.

Another way to reduce waste is to pass items along to other people for their use. For example, if you grow out of clothes that are in otherwise good condition, donate them to a charity, so someone else can use them, and they do not end up in the trash.

Finally, you can reduce the amount of waste you produce by avoiding products that include a lot of unnecessary packaging. That means you should buy products that come in the smallest, plainest box necessary—preferably one that is made of recycled materials—with the least amount of extra “stuff.” Some manufacturers package their items in flashy boxes covered with bright plastic wrap. They do this to make the item seem more attractive. The flashy packaging itself does not add anything to the actual product. It will only end up in the trash.



Underline the words that define *reduce*.



What do you do with clothing that you no longer wear?

I _____.



Let's Read

Reuse

To *reuse* means just what it sounds like: to use something more than one time. There are lots of ways to reuse materials. For example, at the beginning of each school year, you can sort through the school supplies you already have on hand. Many items, such as notebooks, pens, and pencils, can be reused. You can share your used books and other school supplies with friends and siblings. Another way to reuse creatively is to ask for brown bags at the grocery store and use them to cover your textbooks. This helps both to reduce waste and keep your books in good condition.

Invest in durable, reusable plastic containers for your lunch instead of using disposable items. Pack your food in them, and keep them in a cloth cooler bag. You can get many uses out of them.



Circle the word that means "in an interesting or different way."



Tell about something that you reuse instead of throwing out.

I reuse _____.

Recycle

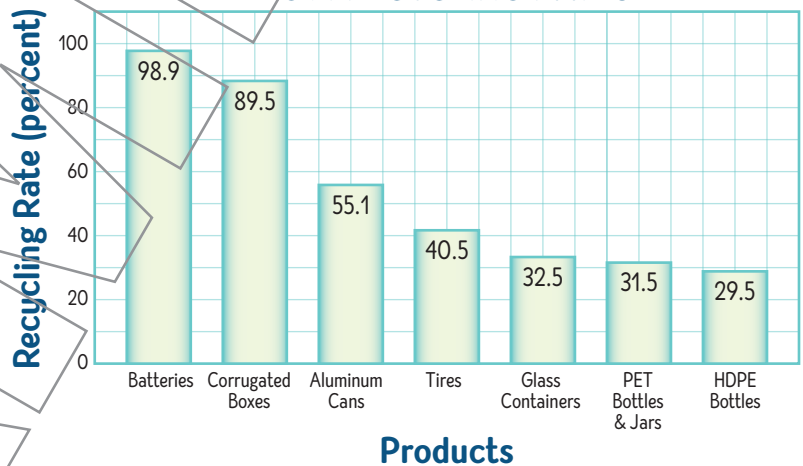
To *recycle* means to process waste material so that it can be used again. Recycling is one of the best things you can do for the environment. Lots of items can be remade into either a similar product or a different product altogether. Making new items from existing things also uses less energy and fewer resources.

A few of the things you may be able to recycle include the following:

- Aluminum cans
- Cardboard
- Electronic equipment
- Glass (particularly bottles and jars)
- Metal
- Newspaper and paper
- Plastic bags
- Plastic bottles

Many people still throw away items that are easily recycled. For example, in 2014, only about 55% of aluminum cans and 32.5% of glass containers were recycled. The rest ended up in the trash. Recycling is easy! Just put items in the recycle bin!

2014 RECYCLING RATES



This graph shows the rate of recycling as a percent.



Circle the information in the bar graph that shows the recycling rates of aluminum cans and glass containers.



What products do you use regularly that have recyclable packaging?

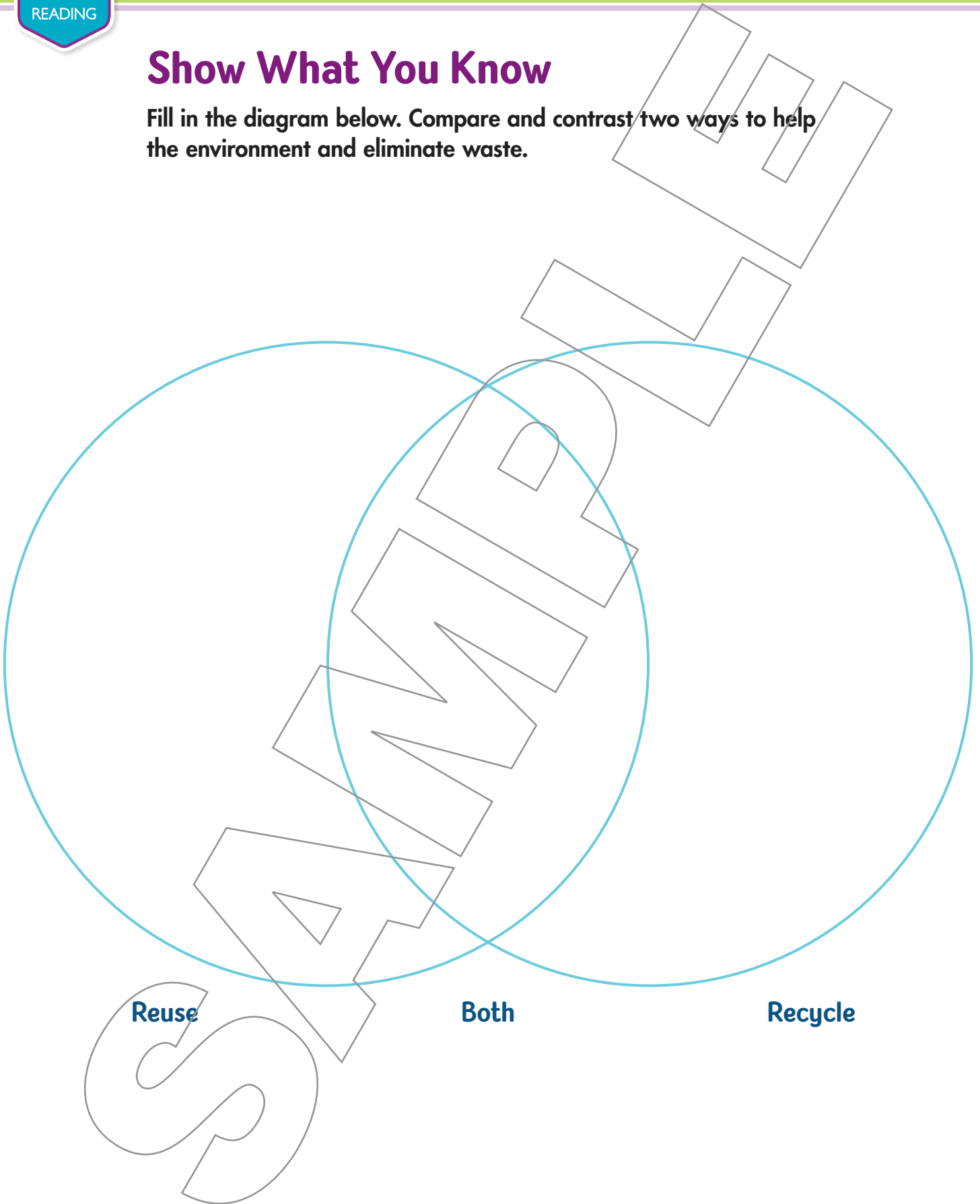
I use _____.



Let's Read

Show What You Know

Fill in the diagram below. Compare and contrast two ways to help the environment and eliminate waste.





What Did You Learn?

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

1. What is one way to reduce the amount of waste you make?
 - A Buy bottled water.
 - B Use paper plates.
 - C Donate your used clothing.
 - D Throw soda cans in the trash.
2. Which of these is an example of recycling?
 - A A company turns empty plastic bottles into park benches.
 - B A person buys a refillable water bottle to use.
 - C A student uses his backpack from last year instead of buying a new one.
 - D A family only buys products with minimal packaging.
3. According to the bar graph, what two types of products had the highest recycling rates in 2014?
 - A batteries and tires
 - B PET bottles and HDPE bottles
 - C batteries and corrugated boxes
 - D corrugated boxes and aluminum cans
4. What is the author's purpose in this passage?
 - A to explain how items are recycled
 - B to inform you of ways you can reduce, reuse, and recycle
 - C to tell how a community began a recycling program
 - D to persuade you to stop drinking bottled water



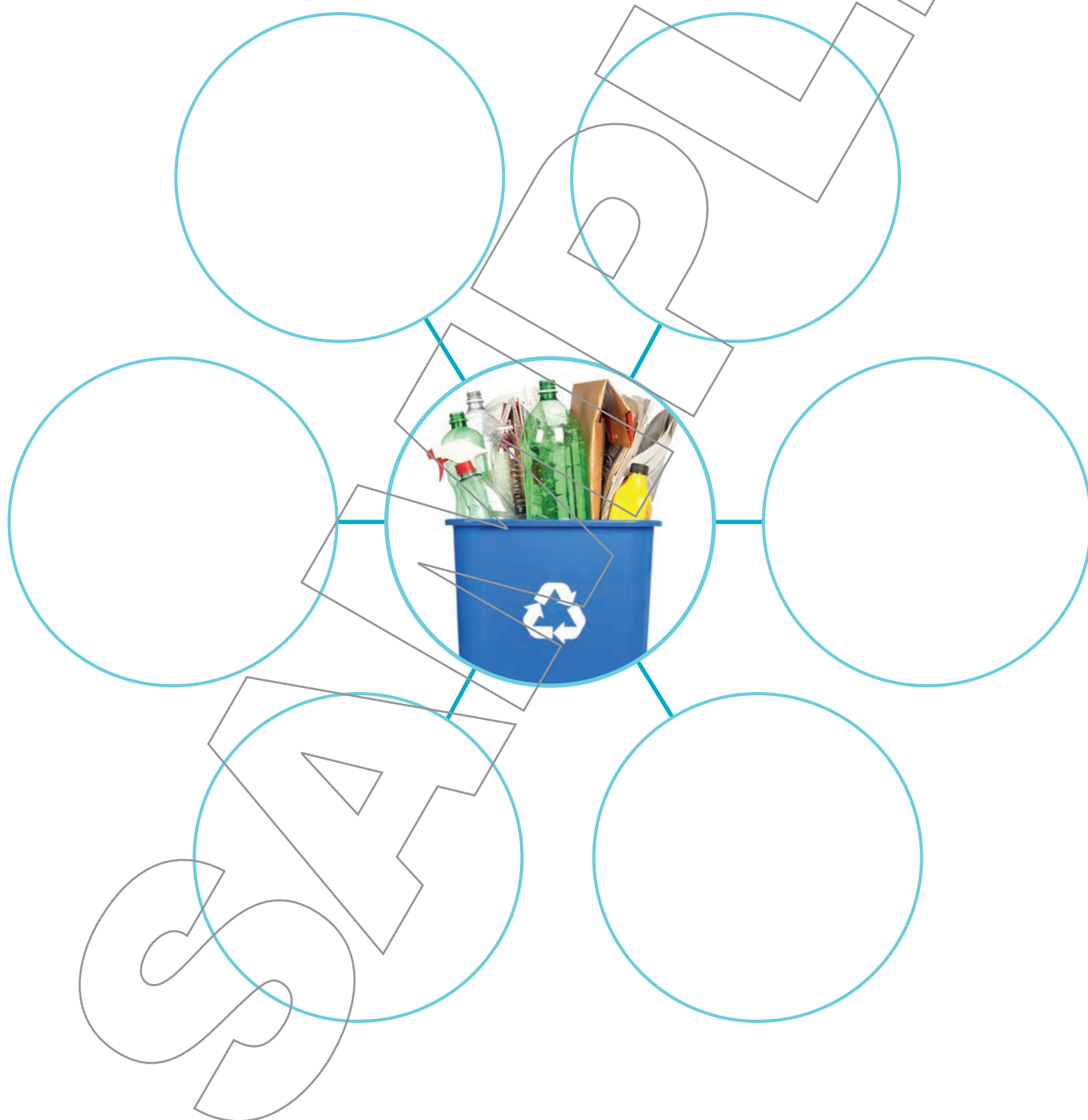
Listen and Discuss

MY LEARNING GOALS

I can

- listen to an editorial about recycling.
- use language to discuss recycling.

Listen to an editorial about recycling. While you listen the second time, take notes on the web below.



Listen and Discuss



How does recycling help your community?



Public recycling containers



Park bench made from recycled plastic



I can

- identify and use homophones.
- define homophones.

Homophones

Homophones are words that sound alike but that have different spellings and different meanings.

Their dog ran over there.

Their means “belonging to them.”

There means “in that place.”

Some homophones are difficult to remember. If you are not sure which spelling to use in a sentence, use a dictionary to look up the word.

Read these sentences from the passage. Then circle the correct homophone in the brackets.

1. The [weigh way] we handle waste can make a big difference to the environment.
2. That means you should [buy by] products that come in the smallest, plainest box necessary.
3. Another way to reuse creatively is to ask for brown bags at the grocery store and use them to cover [you're your] textbooks.
4. So what can you [due do] to help?
5. A large portion of this [waist waste] ends up in landfills, or giant piles of garbage.



Learning About Language

Circle the incorrect homophone in each sentence. Write the correct homophone on the line.

1. The principle said the school has too much trash. _____
2. Where did you put the meet and the vegetables? _____
3. Be careful or you might brake a window pane. _____
4. I herd it might rain later today. _____
5. Do you know who maid the cake? _____

Read each pair of homophones. Write a pair of sentences using the homophones.

1. hair/hare

2. ate/eight

3. sea/see



Write About It

MY LEARNING GOALS

I can

- write an editorial.
- give my opinion and back it up with facts.

People write editorials, or letters to the editor, for newspapers. In editorials, people express their opinions and feelings about events or issues. They use facts to support their opinions. They try to persuade others to agree with them. Write an editorial to your local newspaper about recycling or another way to help the environment in your community.

Plan My Writing

Fill in the columns with facts and information about an important way for your community to help the environment. Use this information in your writing.

Opinion:

Our community needs _____.

Supporting Detail

Supporting Detail

Supporting Detail

Write About It



Our community needs _____

_____ is important.

First, _____

This means _____

Secondly, _____

It also _____

Third, _____

So, it is important to _____

We can all _____

Our leaders should _____

Then people will _____

We all need to _____