



**TULSA PUBLIC  
SCHOOLS**

**4th Grade**

# 4th Grade

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities from *Elementary ELA At Home Resources* page each day.
- **Math:** Complete one of the recommended math activities each day.
- **Science:** Choose one activity from each of the science domains each week.
- **Social Studies:** Complete an activity from the social studies menu three times a week.

## Multilingual Programs:

### Spanish Program

- **Spanish Literacy:** Complete one or two Spanish language activities daily.

Complete other core activities listed above.

# Thomas Edison

Grouchy inventor Thomas Edison  
returns to anchor the panel of judges  
on *Eureka! Student Inventor*

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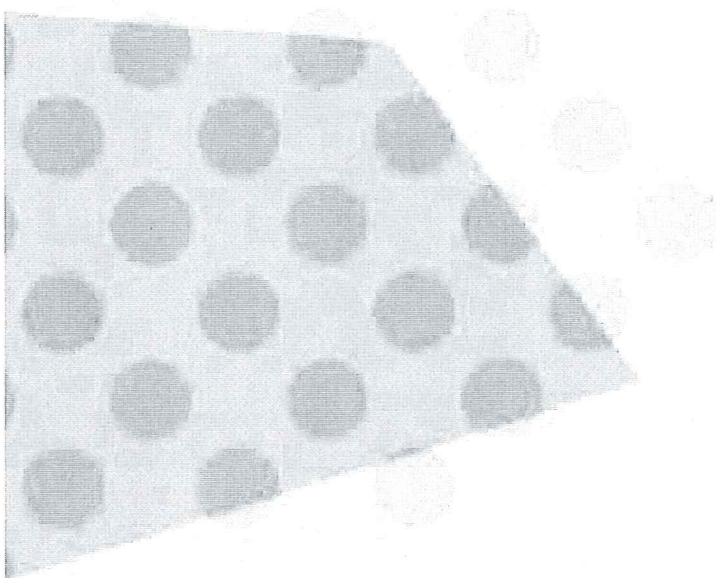
Producers are relieved to have Thomas Edison back on the judging panel this season on *Eureka!* Without a big name like his, they were concerned that even fewer people would tune in. For everyone's sake, the producers hope that this season's contestants pay Edison the respect he feels he deserves.

After all, many claim that Thomas Alva Edison is the most successful American inventor of all time. He **patented** over a thousand inventions in the United States. He had **humble** beginnings, however. Born on February 11, 1847, in Milan, Ohio, he was the last of seven children. His family was poor. His education consisted mainly of being homeschooled and reading his father's books. He got his first job when he was twelve years old, selling newspapers on the Grand Trunk Railroad. In his time off, he read in the public library. He conducted chemistry experiments in the baggage cars. One of his experiments set the train on fire, but Edison wasn't **deterred**. Even then, he knew that you often have to figure out the wrong way to do something before you can find the right way.

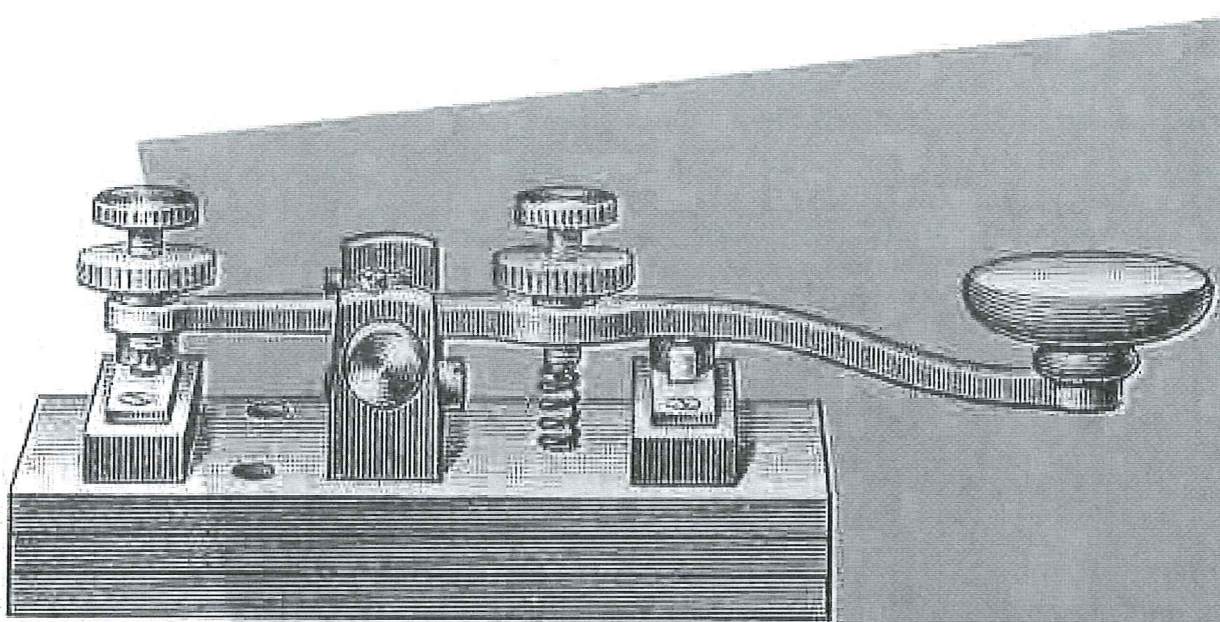
One day he rescued a child from the path of a moving train. The boy's father, who was trained to operate a **telegraph**, offered him lessons in telegraphy. He soon became a telegraph operator. Before long he was inventing remarkable improvements to the telegraph that got the attention of **financiers**. With their support, he opened a laboratory in Menlo Park, New Jersey.

His lab was the first of its kind. It was a busy place where experts collaborated, working on multiple inventions at the same time. Research and **marketing** happened under one roof. In this idea-rich environment, Edison invented the **phonograph**—the first device for recording sound! He also created the incandescent lightbulb, his most famous invention.

By the time he died, in 1931, Edison had patented an astounding 1,093 inventions in the United States. He patented more abroad. These include the Kinetoscope (which launched the movie industry), the microphone, the rechargeable battery, and a cement manufacturing process. Edison believes this list cements his place in history.







telegraph



phonograph

# Jacques Cousteau

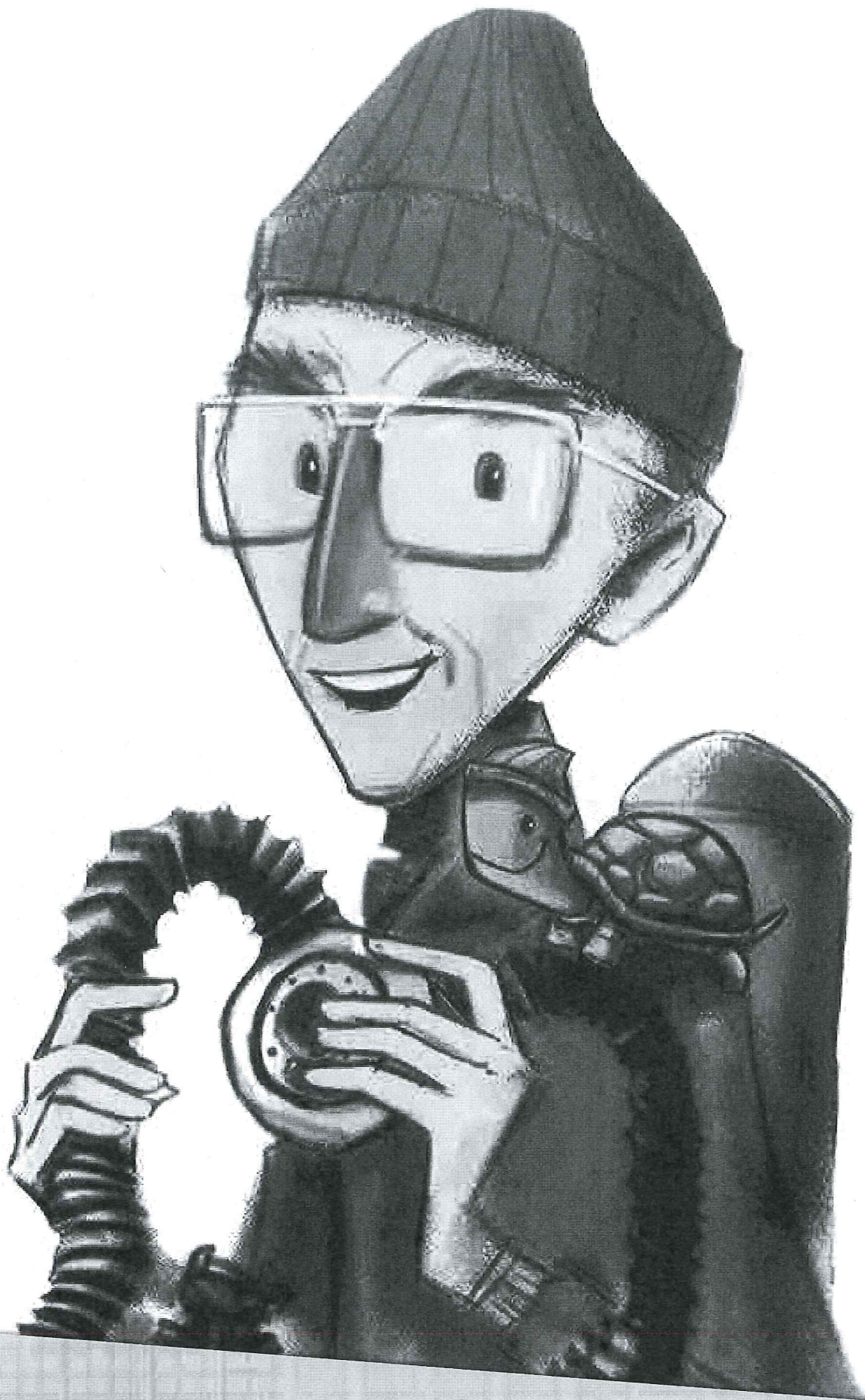
Lover of croissants and aquatic life,  
seafaring Frenchman Jacques Cousteau  
returns to *Eureka!*'s judging panel

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Producers are frustrated that Jacques Cousteau has returned this season as a judge on *Eureka!*, despite the fact that he was not invited back after the mess he caused last season. Jacques, however, is thrilled to be on the panel. He claims that this will be *Eureka!*'s most exciting season ever!

Jacques Cousteau likes excitement. Born on June 11, 1910, in the small town of Saint-André-de-Cubzac, France, Cousteau was a curious child. Although not a good student, he was always building things and taking things apart to see how they worked. At age twenty-six he was in a terrible car accident that required months of **rehabilitation**. Armed with a pair of goggles, he began swimming daily in the sea. He quickly realized that he wanted to be able to explore the ocean. To do so he would need better equipment for breathing under water. So he decided to try inventing it.



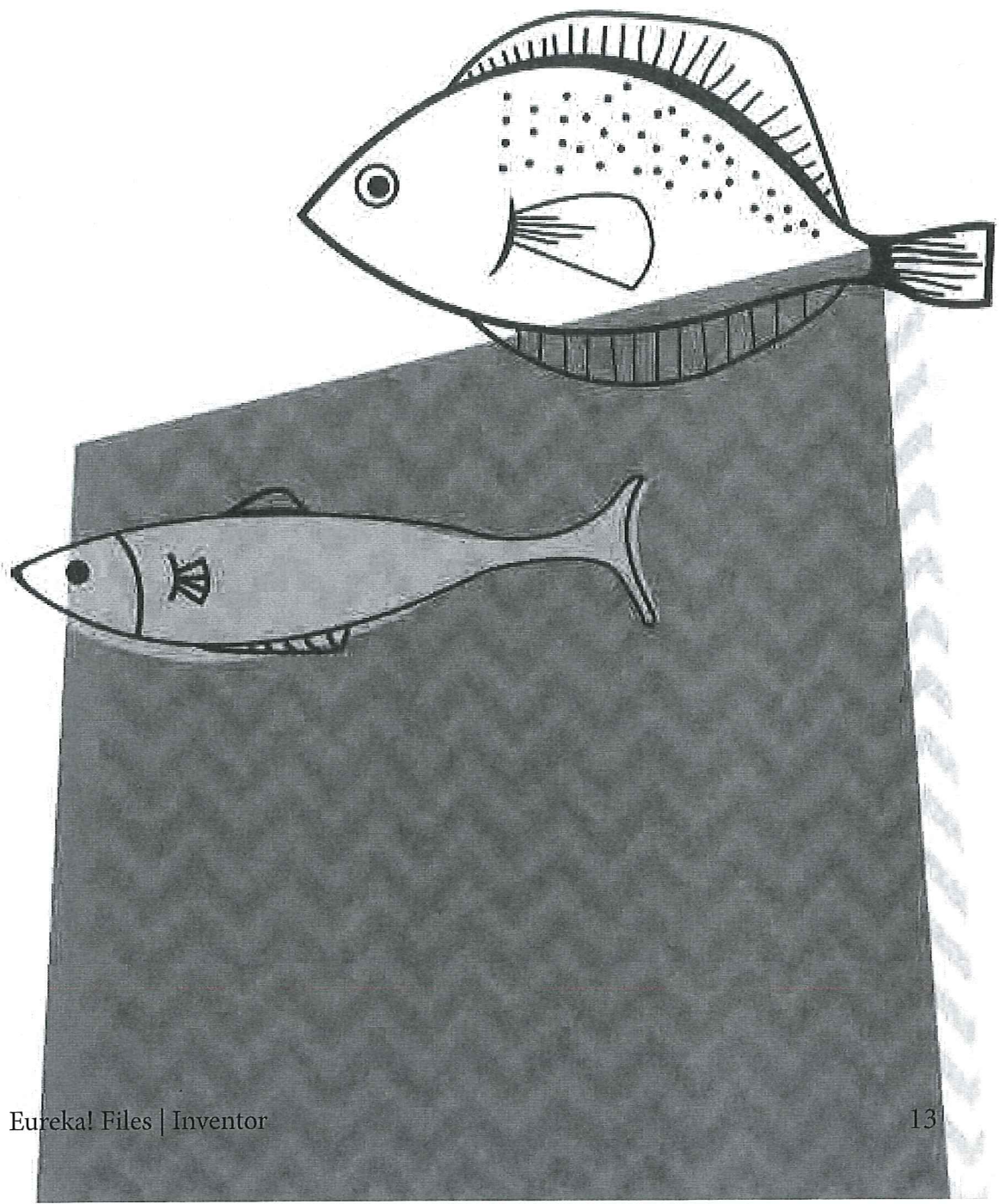


Cousteau and his inventing partner developed the Aqua-Lung, which allowed people to stay under water while breathing from air cylinders (small tanks that can hold hours' worth of air). This advance opened human eyes to **aquatic** life in a new way. It also allowed for undersea rescues and recoveries that would have been impossible before.

Cousteau also helped invent a deepwater camera. (As an **avid** undersea explorer he wanted to share with the world what he experienced in person.) He increased interest in underwater archeology by **spearheading** the exploration of a famous Roman shipwreck. He went on to lead many more explorations, to write books, and to make films about his voyages and about ocean life. His television series, *The Undersea World of Jacques Cousteau*, was so popular it ran for eight years (a distant hope for *Eureka!*).

Jacques died at the age of eighty-seven in Paris, on land. But he was most himself when he was at sea. He once said, "From birth, man carries the weight of gravity on his shoulders. He is bolted to earth. But man has only to sink beneath the surface and he is free."













# George Washington Carver



Peanut expert George Washington Carver joins *Eureka!* as judge, brings love of plants, general human kindness to program

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Producers are pleased to announce that well-known inventor, professor, and all-around good guy George Washington Carver has joined the cast of *Eureka!*. Carver brings to the judging panel a love of research and a deep knowledge of plant life and **agricultural** inventions. He also brings a friendly and **optimistic** perspective.

The story of George Washington Carver could also be the story of the peanut. And the sweet potato. Carver **arguably** spent more time, care, and love on these two crops than any person before or since. He found over 400 new uses for them.

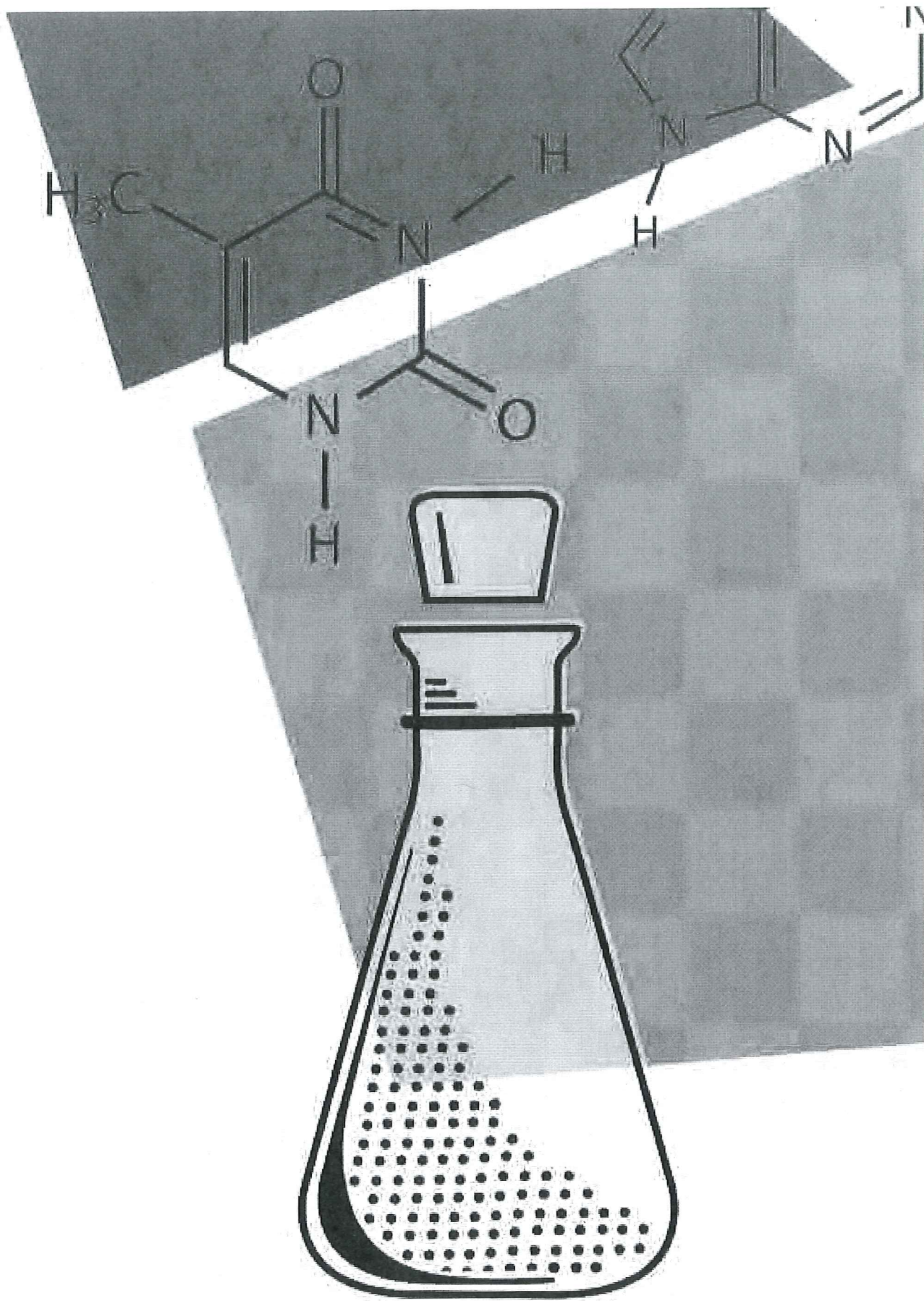
The road to **botany** greatness wasn't easy. Carver was born into slavery in Diamond, Missouri, around January 1864. (He wasn't sure of his exact birth date.) He could not enroll at the first college that admitted him, because of his race. When he did start college in 1890, he studied art (and music) because his school, Simpson College in Iowa, did not have a science program. But his instructor was impressed by his pictures of



plants, and pointed Carver toward Iowa State Agricultural College's botany program, where he was the first black student.

This is where his career **took root**. He was a talented **botanist** and was hired to lead the **prestigious** Tuskegee Institute's agricultural department. While there, Carver set out to help struggling farmers and **sharecroppers** in the South. He worked hard to get the latest information about farming methods to them—even in remote locations—to help them remain **self-sufficient**. Until this time farmers in the South had produced mostly cotton. Carver helped to introduce many more cash crops. Cash crops are crops that can be sold for money. He also told farmers to grow crops that break down the soil, such as cotton, one year, and then the next year to grow crops that improve the quality of the soil, such as peanuts, sweet potatoes, peas, and soybeans. This method is called crop rotation. It keeps the soil rich and fertile.

Carver became an inventor when he tried to find new uses for some of these new crops. He developed countless paints, dyes, and plastics made from peanuts, sweet potatoes, pecans, and soybeans. And, of course, he is often credited with inventing peanut butter! When asked why he didn't try to make a **profit** from his inventions, he said, "God gave them to me. How can I sell them to someone else?"



# Math Activities

## **Threatened and Endangered**

### **Task**

Maned wolves are a threatened species that live in South America. People estimate that there are about 24,000 of them living in the wild.



The dhole is an endangered species that lives in Asia. People estimate there are ten times as many maned wolves as dholes living in the wild.





About how many dholes are there living in the wild?



4.NBT.1 Threatened and Endangered  
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# Ordering 4-digit numbers

## Task

- a. Arrange these numbers in increasing order, beginning with the least.

2400      4002      2040      420      2004

- b. Arrange these numbers in decreasing order, beginning with the greatest.

1470      847      710      1047      147



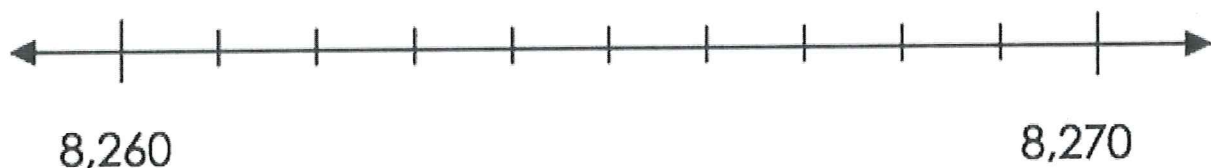
4.NBT Ordering 4-digit numbers

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# Rounding on the Number Line

## Task

- a. The number 8,263 lies between 8,260 and 8,270 on the number line. Label all the other tick marks between 8,260 and 8,270. Is 8,263 closer to 8,260 or 8,270 on the number line?



- b. Which hundred is 8,263 nearest to on the number line? Plot 8,200 and 8,300 on the two outermost spots on the number line below. Then plot 8,263 to prove your answer.



- c. Which thousand is 8,263 nearest to on the number line? Plot 8,000 and 9,000 on the two outermost spots on the number line below. Then plot 8,263 to prove your answer.



# Carnival Tickets

## Task

Every year a carnival comes to Hallie's town. The price of tickets to ride the rides has gone up every year.

Year	Ticket Price
2008	\$2.00
2009	\$2.50
2010	\$3.00
2011	\$3.50
2012	\$4.00

- In 2008, Hallie's allowance was \$9.00 a month. How many carnival tickets could she buy with one month's allowance?
- If her allowance had stayed the same, \$9.00 a month, how many carnival tickets could she buy in 2012?
- In 2012, Hallie's allowance was \$14.00 per month. How much did her monthly allowance increase between 2008 and 2012?
- How much more did a carnival ticket cost in 2012 than it did in 2008?
- Was Hallie able to buy more carnival tickets in 2008 or in 2012 with one month's allowance?
- What would Hallie's allowance need to be in 2012 in order for her to be able to buy as

many carnival tickets as she could in 2008?

g. What happens to your ability to buy things if prices increase and your allowance doesn't increase?



4.OA Carnival Tickets

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# Adding Tenths and Hundredths

## Task

Find the sums.

a.  $\frac{9}{10} + \frac{8}{100}$

b.  $\frac{7}{100} + \frac{3}{10}$

c.  $\frac{2}{10} + \frac{41}{100}$

d.  $\frac{23}{100} + \frac{7}{10}$

e.  $\frac{7}{10} + \frac{20}{100}$

f.  $\frac{1}{10} + \frac{9}{100} + \frac{13}{10} + \frac{21}{100}$



# Science Domains

## 4th grade

Choose one activity\* each week from each of the different domains of science. Each of the activities listed has a connection to a science standard. Completing an activity does not equate to mastering of the standard.

PS=Physical Science

ESS=Earth and Space Science

LS=Life Science

Physical Science	Earth and Space Science	Life Science
Write about why it might be harder to see at night or in a dark room compared to daylight or a bright room. 4-PS4-2	Consider your energy consumption today. What energy have you used today? What were your energy sources? 4-ESS3-1	Go outside and share what you experience with your 5-senses, using a graph of your choice. 4-LS1-2
Find two objects that move easily when pushed (balls, toys on wheels, etc). Place one in a stationary (still) position and gently roll or push the other toward it. What happens? Try rolling or pushing with different levels of speed (faster or slower). How does changing the speed change the outcome? 4-PS3-1 4-PS3-3	Make your own fossil imprint. Flatten out a ball of playdoh or use a piece of bread. Push a small object or toy into the playdoh/bread and remove it, leaving an imprint. Ask someone to guess what the object is. 4-ESS1-1	Imagine you are an animal and you come upon something that smells sweet to you. Write a story about how you use your prior experiences with sweet odors (your sense of smell) to determine what you might do with this new object. Include a picture of the animal's response. 4-LS1-2
What do you observe when you flip a light switch or the switch on a lamp? How is that the same or different to what happens when the stove or oven is used? 4-PS3-2	If you have access to maps, either digitally or in person, locate the major volcanoes of the world. What do you notice about their location? What do you wonder? 4-ESS2-2	Look at different plants growing outside. Draw one of them and label the various parts of the plant that help it grow and survive. 4-LS1-1
Fill a bowl or rectangle pan halfway with water. Gently tap on the side of the container. What do you notice about the water? Draw a model to describe what you observe. What happens if you tap just a bit softer? Harder? Explain the difference if you allow the water to become still and then you drop one drop of water in the middle? 4-PS4-1	List five resources you use in one day. Underline the resources that cannot be replaced. Tell how you could use fewer of these resources. 4-ESS3-1	

\*All activities should be completed with permission/supervision of an adult.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja

## Una paloma extraña

- 1 Rubén cerró su cuaderno de Ciencias y levantó los puños en señal de victoria. Por fin había terminado la tarea. El trabajo consistía en observar un animal silvestre y tomar notas sobre su comportamiento. Había elegido una paloma que lo despierta con su canto por las mañanas.
- 2 En ese momento su hermana mayor Nina entró por la puerta y le preguntó: —¿Qué animal escogiste?
- 3 —La fastidiosa paloma que nos despierta todas las mañanas.
- 4 Nina caminó hasta la ventana y preguntó: —¿Qué paloma? Voy a buscar los binoculares.
- 5 Cinco minutos después estaban en el patio de la casa observando el pájaro mientras pavoneaba sobre una rama. —Rubén —preguntó Nina—, ¿cómo sabes que es una paloma?
- 6 —Pues porque es gris y canta como una paloma. ¿Qué más podría ser?
- 7 —Una tórtola —dijo Nina, mientras miraba por los binoculares.
- 8 —No puede ser.
- 9 Nina sacudió la cabeza. —Las palomas caminan moviendo la cabeza. La cola de la paloma no es tan grande y el canto de la tórtola es muy particular, parece un aullido.
- 10 A Rubén se le retorció el estómago. Pensó en su informe en el cuaderno de Ciencias con la palabra paloma por todas partes.
- 11 Si yo fuera tú —dijo Nina—, le tomaría una foto y grabaría su canto.
- 12 —Yo pensé que había terminado mi informe, pero supongo que tendré que revisarlo.



### Preguntas de la prueba corta

1. Encierra en un círculo una oración que explica la tarea de Rubén
2. ¿Por qué Rubén piensa que el pájaro es “fastidioso”?
3. Subraya tres oraciones que ayudan a identificar una tórtola.



Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

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## El buzón nuevo

- 1 Vigila a tu hermanito —dijo el papá de Sara—. Voy a instalar el nuevo buzón.
- 2 Joey tenía seis añitos y era muy inquieto, pero estaba entretenido en la cocina con su libro de colorear. Sara se acercó para mirar lo que hacía.
- 3 Cuando el papá regresó, Joey preguntó: —¿De qué color es el buzón nuevo?
- 4 —Es verde oscuro, igual que el anterior —dijo el papá.
- 5 —¿No le pasará lo mismo que le pasó al anterior? —preguntó Sara, porque al anterior lo había tumbado un carro.
- 6 —Esta vez puse un reflector en la base —dijo el papá—. Estos buzones siempre tienen colores oscuros. No hay buzones con colores fosforescentes.
- 7 En ese momento la mama entró por la puerta con la compra del supermercado. Sara la ayudó a guardar las cosas.
- 8 —¿Qué te gustaría almorzar, Joey? —le preguntó la mamá, pero Joey ya no estaba.
- 9 Sospechando lo que había sucedido, Sara corrió hacia el buzón, donde encontró a Joey con una brocha empapada de pintura. Joey había empezado a pintar el buzón con pintura anaranjada fosforescente.
- 10 —¡Qué has hecho! —gritó Sara. Luego escuchó a su papá que se moría de la risa.
- 11 —Busca más brochas, Sara, —dijo el papá— vamos a ayudar a Joey.



### Preguntas de la prueba corta

1. Encierra en un círculo una frase que describa a Joey.
2. ¿Por qué el papá instala un buzón nuevo?
3. Subraya la oración que describe la reacción de Sara cuando ve que Joey estaba pintando el buzón.
4. Escribe dos oraciones que expliquen cómo reacciona el papá con el trabajo de Joey.

\_\_\_\_/5

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Uso de los pronombres interrogativos y relativos

**Instrucciones:** Lee cada oración y escribe el pronombre correspondiente en el espacio en blanco.

1. \_\_\_\_\_ ¿En \_\_\_\_\_ región de Estados Unidos está Nevada?
2. \_\_\_\_\_ Hay partes de Montana, otro estado del Oeste, en \_\_\_\_\_ los arqueólogos han encontrado huesos de dinosaurios.
3. \_\_\_\_\_ A \_\_\_\_\_ trataban de asentarse en el Oeste les era difícil debido a la presencia de la Sierra Nevada.
4. \_\_\_\_\_ En la década de 1930 fue \_\_\_\_\_ se construyeron varios diques en los ríos del Oeste.
5. \_\_\_\_\_ Adivina a \_\_\_\_\_ sube la temperatura en el desierto de Sonora.
6. \_\_\_\_\_ El 21 de agosto de 1959 fue el día en \_\_\_\_\_ Hawái se convirtió en el estado número 50 de Estados Unidos.
7. \_\_\_\_\_ Hollywood es una zona \_\_\_\_\_ popularidad atrae a la gente a Los Ángeles.



Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Uso de las conjunciones copulativas, disyuntivas, adversativas y causales

**Instrucciones:** Lee cada oración y escribe la conjunción correspondiente en el espacio en blanco.

1. \_\_\_\_\_ Los aztecas tenían un imperio grande \_\_\_\_ poderoso en México.
2. \_\_\_\_\_ La capital era una gran ciudad, \_\_\_\_ fue destruida.
3. \_\_\_\_\_ No fue la serpiente, \_\_\_\_ el águila, quien les enseñó dónde construirla ciudad.
4. \_\_\_\_\_ Los campesinos intercambiaban alimentos \_\_\_\_\_ les sobraban.
5. \_\_\_\_\_ Ni el imperio azteca \_\_\_\_ el imperio maya sobrevivieron a la conquista.
6. \_\_\_\_\_ En 1521 Hernán Cortés \_\_\_\_ sus tropas conquistaron las tierras de los aztecas.
7. \_\_\_\_\_ Aunque Cortés había salido victorioso, por una razón \_\_\_\_ otra volvió a España y nunca regresó a las Américas.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Uso de los tiempos compuestos de los verbos

**A. Instrucciones:** Lee cada oración y escribe el tiempo verbal en el espacio en blanco.

1. \_\_\_\_\_ El entrenador no ha llegado todavía.
2. \_\_\_\_\_ Raúl había salido para el parque cuando fui a buscarlo.
3. \_\_\_\_\_ Yo habría ido al cine si no tuviera que estudiar.
4. \_\_\_\_\_ Si llegas a las ocho, los payasos ya habrán actuado.
5. \_\_\_\_\_ Los de tercer grado no han leído ese libro todavía.

**B. Instrucciones:** Completa la tabla.

Antepresente (pretérito perfecto)	Antecopretérito (pretérito pluscuamperfecto)	Antefuturo (futuro perfecto)
he crecido		
	había escuchado	
		hubiere vivido

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Uso de los verbos auxiliares con infinitivo

**Instrucciones:** Lee cada oración y encierra en un círculo los verbos auxiliares con el infinitivo (perífrasis con infinitivo).

¿Alguna vez tuviste que correr porque se avecinaba un terremoto? Si no, seguro que te puedes imaginar el miedo que da sentir el temblor de la tierra. Hasta durante un terremoto de poca magnitud todo se empieza a mover: las fotos en la pared, los platos en la cocina, y se suelen caer los objetos altos y ligeros, como las lámparas de piso.

Un terremoto de gran magnitud es peligroso: dejan de ser seguras las carreteras y se caen edificios. Hay que movilizar a la policía, los bomberos y los médicos. Debemos agradecer el trabajo de la Cruz Roja, que brinda su personal de rescate y reparte agua, alimentos y medicinas a los damnificados de los terremotos en todo el mundo.



Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Uso de las frases preposicionales

**A. Instrucciones:** Lee el pasaje siguiente y encierra en un círculo las frases preposicionales.

El ganado llegó a Norteamérica gracias a los españoles. Llevaron a México una raza llamada “cuerno largo” después de asentarse allí en el siglo XVI. A causa de que no había cercados, muchos se escaparon en busca de hierba y agua y algunos llegaron hasta Texas. En vista de que en Texas abundan los pastizales, había suficiente alimento para ellos. Con el tiempo, había millones de cabezas de ganado de cuerno largo en Texas.

**B. Instrucciones:** Escribe dos oraciones empleando por lo menos dos de las frases preposicionales que aparecen en el pasaje anterior.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Uso de oraciones completas

**Instrucciones:** Las siguientes oraciones contienen frases aisladas. Vuelve a escribirlas como oraciones completas.

1. Puedes a tu cuerpo a combatir las enfermedades comiendo sano haciendo ejercicios.

\_\_\_\_\_

2. importante llevar una dieta balanceada dormir por lo menos ocho horas.

\_\_\_\_\_

\_\_\_\_\_

3. A medida que creces las necesidades de tu cuerpo.

\_\_\_\_\_

4. Practicar algún deporte. Ayuda a tener una mente más ágil. Como dice el dicho: cuerpo sano, mente sana.

\_\_\_\_\_

\_\_\_\_\_

5. Solo tenemos un cuerpo hay que tratarlo bien.

\_\_\_\_\_

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Uso de palabras que se confunden frecuentemente

**Instrucciones:** Lee cada par de homófonos. Escribe una oración donde uses uno de ellos o los dos y enciérralos en un círculo. Consulta el diccionario si necesitas verificar su significado.

1. coser, cocer

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2. savia, sabia

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3. tuvo, tubo

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4. echo, hecho

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5. casa, caza

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6. vez, ves

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### 3rd- 4th Grade At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Name: \_\_\_\_\_

## Boy scouts save leader from bear attack

**The Associated Press**

**December 21, 2015**

Lexile®: 670L, 217 words



**ROCKAWAY TOWNSHIP, N.J. (AP) —** A Boy Scout leader was pulled into a cave by a bear in New Jersey. He defended himself with a rock hammer while three Scouts called for help, authorities said.

Christopher Petronino and the Scouts were hiking at Split Rock Reservoir. Petronino walked into a small opening in a cave, NJ.com reported. That's when the bear grabbed him by the foot. It yanked him inside and began biting his legs and shoulders.

Bob Considine is a spokesman for the state Department of Environmental Protection. He explained what happened next. Petronino defended himself with a rock hammer. He then pulled his sweatshirt over his head and curled into a ball. He yelled to the Scouts to get help.

The boys called 911. They were told to place food outside the cave to lure the bear away from Petronino. The plan worked.

"I want to commend those young Scouts," an official said. "They knew what to do."

Petronino said he'd visited the cave for decades and had never seen a bear.

State officials believe the bear was protecting its hibernation location. At first, they placed traps near the cave to capture the bear. Later they decided that the warmer weather was confusing the bears. Officials no longer believe the bear is a threat and won't try to capture it.

Name: \_\_\_\_\_

# Boy Scouts save leader from bear attack

## Comprehension Questions

**1. Choose the main idea of this article.**

- a. State officials set traps to capture the bear that attacked Christopher Petronino.
- b. Split Rock Reservoir is a dangerous place to go hiking.
- c. A Boy Scout leader was rescued from a bear by three Scouts.
- d. Calling 911 is a good plan if you find yourself in trouble.

**2. Which two details from the article best support the main idea?**

- a. Petronino yelled at the Scouts for help.
- b. Sometimes warm weather confuses bears.
- c. Petronino had been visiting the caves for many years and had never seen a bear.
- d. State officials believe the bear was protecting its hibernation location.
- e. The boys used food to get the bear out of its cave.

**3. Arrange the events from the article in the order in which they happened.**

- a. The bear dragged Petronino into the cave.
- b. The Scouts went hiking.
- c. The Scouts were commended for rescuing their leader.
- d. The bear left the cave to eat the food.
- e. The Scouts called 911.

**4. What evidence from the article explains why the bear is still free?**

- a. Officials no longer believe the bear is a threat.
- b. Petronino said he'd visited the cave for decades and had never seen a bear.
- c. State officials believe the bear was protecting its hibernation location.
- d. They were told to place food outside the cave to lure the bear away from Petronino.



Name: \_\_\_\_\_

# Boy Scouts save leader from bear attack

## Comprehension Questions (Answer Key)

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  - e. The boys used food to get the bear out of its cave.**
3. **Arrange the events from the article in the order in which they happened.**
  - a. The bear dragged Petronino into the cave. **(2)**
  - b. The Scouts went hiking. **(1)**
  - c. The Scouts were commended for rescuing their leader. **(5)**
  - d. The bear left the cave to eat the food. **(4)**
  - e. The Scouts called 911. **(3)**
4. **What evidence from the article explains why the bear is still free?**
  - a. Officials no longer believe the bear is a threat.**
  - b. Petronino said he'd visited the cave for decades and had never seen a bear.
  - c. State officials believe the bear was protecting its hibernation location.
  - d. They were told to place food outside the cave to lure the bear away from Petronino.

Name: \_\_\_\_\_

# Rainforest Explorer

Lesson 79

Paired with *Searching*

**Written by Nicole Drysdale**

**Illustrated by Jim Madsen**

Lexile®: 760L, 604 words



Congratulations! You've been selected to explore the Amazon Rainforest. Rainforests are the most complex ecosystems on the planet. Because of their wet, warm climates, they support many types of life. The weather, plants, insects, and animals all work together to keep the forest alive.

Rainforests are divided into four layers—we'll spend a day in each! So pack your bags and get ready to explore.

## Day 1: The River

One of the best ways to get to the forest is by riding a boat down the Amazon River. This river is the second largest in the world. During the rainy season it floods the forest floor, helping new plants grow. This environment is home to crocodiles, fish, anacondas, and even river dolphins.

Be careful of that caiman hiding in the water. It's the largest crocodile here. The caiman hunts fish and rodents. But it also eats dead animals, helping keep the river clean.

## Day 2: The Forest Floor

Floodwaters carry soil from nearby mountains to the forest floor. Nutrients in the soil nourish all the trees and plants. As you can see, this layer is dark and cool. Large animals don't often live in this condition. We'll mostly see insects, frogs, and a few plants.

Do you notice that path of broken leaves? It was left by a colony of leaf-cutter ants. Many leaves fall from the canopy to the forest floor. The ants chop the leaves into chunks and then carry them to their underground nest. This process helps decompose leaves in the forest.

## Day 3: The Understory

Today we're moving up into the young trees and shrubs, called the understory. Here it is humid and dark, so the trees grow large leaves in order to capture tiny bits of light. Vines creep around the trees to climb high so they can

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reach the light, too. These plants are home to insects, lizards, snakes, and many small creatures.

If you look closely, you may spot a jaguar. Jaguars live on the forest floor and in the understory. Because they are excellent swimmers, runners, and climbers, they are great hunters. They help keep the animals they hunt from overpopulating the forest.

#### **Day 4: The Canopy**

Today we're exploring the warmest and brightest layer. In order to get the most light, the trees here grow tall and straight. Branches grow at the top of the trees and spread out to form a roof over the forest. The canopy is the noisiest layer because three-quarters of all Amazon creatures live here, including birds, lizards, and monkeys.

Do you hear the loud chattering? It's a squirrel monkey. These monkeys spend their days searching for fruits, nuts, bird eggs, and insects to munch on. They are messy eaters and often drop bits of their food. This helps feed the animals that live on the forest floor.

#### **Day 5: The Emergent Trees**

Let's explore the very top of the forest today. Here the tallest trees thrust themselves above the canopy. It's very windy, but the trees are rewarded with plenty of sunlight. Bird nests, beehives, and a wide variety of flowers and plants are found here.

You may want to get out your binoculars. The bird sitting up there is a sun conure. It is one of the few birds that nest in the emergent trees. Sun conures feed on fruits, berries, and seeds. They often drop seeds, which then grow into new plants.

#### **Day 6: Going Home**

This is the end of our grand exploration. The rainforest is one of the most valuable ecosystems because it is home to over half the world's plant and animal species. From the tiny ants to the magnificent jaguar, each organism fills a specific need in the forest. Maybe you can return one day to explore even more.