Day 4

Reading- Baseball's Girl Umpire

Language- Using You're and Your

Math- Improper Fractions & Mixed Numbers / Equivalent Fractions, Decimals, & Percents

Science- What happens if you swallow gum? Pages 24, 25

Social Studies- Tools and Artifacts of the Stone Age

Day 4

COMMONLIT

Name: _____ Class: _____

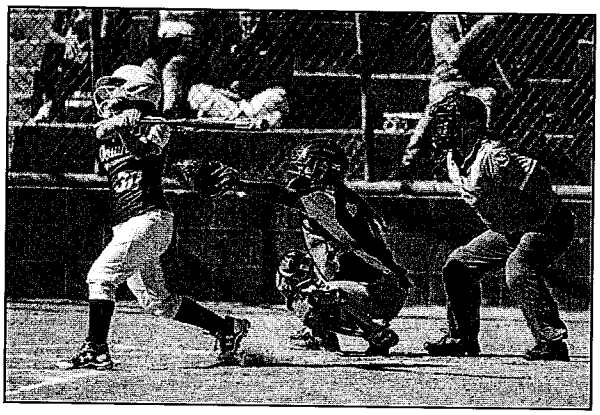
Baseball's Girl Umpire

By Glenna Marra
2017

In this informational text, Glenna Marra tells the story of Amanda Clement, the first woman who was paid to umpire a baseball game. As you read, take notes on how Amanda was treated as a female umpire.

[1] Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota. She couldn't wait to join her brother, Hank, and the boys for a game of baseball.

Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her. She would probably have to umpire again. At least she'd be part of the game. Amanda knew all the rules, and the boys could count on her.



Over the next few years, local teams began asking her to call their games, too. One summer day in 1904, Amanda and her mother traveled to Hawarden, Iowa, to watch Hank pitch in the championship semiprofessional game. Two local teams were scheduled to play a game before the semipro teams. Amanda agreed to be the umpire. Little did she know she'd be making baseball history that day.

As Amanda finished the morning game, she saw two men walking toward her. To her surprise, they were the managers of the semipro teams. They were impressed[1] with her umpiring and wanted her to call the afternoon championship game. They would even pay her.

Making History

[5] The large crowd watched in disbelief[2] as the 5-foot-10-inch 16-year-old took her position behind the pitcher's mound, where umpires stood. She was about to become the first female paid to umpire a baseball game.

"Strike!" "Ball!" "Safe!" "Out!" Amanda was calm and confident and made her calls fairly. She was "right on the spot," watching closely as each play was made.

News of Amanda's expert umpiring spread. Newspaper reporters said that she "knows her baseball book," is "the possessor of an eagle eye," and "is absolutely fair." Managers began to ask for her first when they needed an umpire.

1. **Impress** ***(verb):*** to make someone feel respect
2. **Disbelief** ***(noun):*** difficulty accepting something as real

Amanda was popular with the fans, too. She "makes a hit with the crowd when she throws up her right arm and shouts, 'Stee-rike,'" wrote a reporter. At one game, the spectators[3] weren't happy with the umpire and insisted on replacing him with Amanda. They decided to collect the money to pay her and hired a car to take her to the game.

Amanda became a big attraction. Posters that said "The Only Lady Umpire in the World" drew large crowds to games. She made "an inspiring sight on the baseball diamond."[4] Her uniform was a white blouse, blue ankle-length skirt, cap, and black necktie. Later she wore a shirt with "UMPS" on the front.

[10] In those early days of baseball, crowds threw bottles at male umpires and shouted insults like "Kill the umpire!" But Amanda usually received polite comments such as "Beg your pardon, Miss Umpire, but wasn't that one a bit high?" And if a player was unruly,[5] she wasn't afraid to stand up to him or take action. Once, she threw out six players in a game.

A Tough Job

Being an umpire was hard work. Amanda made all the calls for the entire game. She couldn't take a break and go to the dugout[6] as the players did.

And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 innings[7] on a day when the heat reached 100 degrees. The game ended in a tie at sundown.

Umpiring suited[8] Amanda. "It isn't as easy as it looks, but for all that, there is a good deal of enjoyment in the work. Of course the players kick sometimes, just awfully, but not when I'm umpiring... You've got to have confidence in your ability or you won't do well at anything."

Amanda's career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game. With her earnings, Amanda paid for college, where she studied physical education.

[15] Many years later, other women followed in Amanda's footsteps as umpires. Today, women are referees in professional soccer, basketball, football, and tennis.

3. someone who watches a game or event
4. a baseball field
5. **Unruly** ***(adjective):*** difficult to control
6. a low shelter by the field where players and coaches sit
7. a division of a game during which each team has a chance to score until three outs are made against them
8. **Suited** ***(adjective):*** right for a person

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Text-Dependent Questions

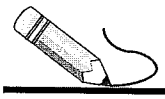
Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
   - A. People usually assumed Amanda's calls were wrong because of her gender.
   - B. Amanda had to work harder than the boys to become an umpire.
   - C. Women often make better umpires than men in baseball because their calls are more fair.
   - D. Amanda's success as an umpire challenged people's views on the role of women in baseball.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her." (Paragraph 2)
   - B. "In those early days of baseball, crowds threw bottles at male umpires and shouted insults like 'Kill the umpire!'" (Paragraph 10)
   - C. "Amanda's career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game." (Paragraph 14)
   - D. "Today, women are referees in professional soccer, basketball, football, and tennis." (Paragraph 15)

3. PART A: What is the meaning of "eagle eye" in paragraph 7?
   - A. good vision
   - B. pretty eyes
   - C. limited vision
   - D. an angry expression

4. PART B: Which quote from the text best supports the answer to Part A?
   - A. "Amanda was calm and confident and made her calls fairly." (Paragraph 6)
   - B. "watching closely as each play was made." (Paragraph 6)
   - C. "Newspaper reporters said that she 'knows her baseball book'" (Paragraph 7)
   - D. "Managers began to ask for her first when they needed an umpire." (Paragraph 7)



Using You're and Your

Name:

Determine if you should use 'you're' or 'your' in the following sentences.

Remember:

- You're is an abbreviation meaning 'You are'.

  You're going to be late.

- Your is used to show possession.

  Don't forget your backpack.

1) Is this _____ first time at the state fair?

2) Make sure you put _____ lunch in your backpack.

3) _____ going to love this new pizza place!

4) Did you know _____ wearing the same shirt as Ashley?

5) I am going to be cheering the loudest at _____ baseball game.

6) I don't know what _____ talking about.

7) May I borrow _____ eraser for a minute?

8) How long does _____ phone's battery last?

9) If _____ hungry, my mom said she'd make cookies.

10) Tell _____ mom that the bake sale is at 7 o'clock, not 8.

11) _____ welcome.

12) That was hilarious! _____ the funniest person I know!

13) _____ going to your grandmother's house for dinner, right?

14) What time does _____ dad get off work?

15) What is _____ favorite color?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Day 4 notes

PROBLEM	HOW TO SOLVE	EXAMPLE
Change a MIXED NUMBER to an IMPROPER FRACTION	1. Multiply the whole number by the denominator, then add the numerator. 2. Use the number you got in the first step as the numerator, but keep the same denominator	$6\frac{1}{5}$ $6_{\times 5}\overset{1+}{)} \rightarrow \frac{(6 \times 5) + 1}{5}$ $\frac{30+1}{5} = \frac{31}{5}$
Change an IMPROPER FRACTION to a MIXED NUMBER	1. Divide the numerator by the denominator, using a remainder. 2. The answer (without the remainder) is the whole number in your mixed fraction. 3. The remainder becomes the numerator of your fraction. 4. Keep the same denominator.	$\frac{35}{4}$ $\frac{35}{4} \rightarrow 35 \div 4 = 8$ r3 $8\frac{3}{4}$
Change a FRACTION to a DECIMAL	1. Make an equivalent fraction with a denominator of 10, 100, or 1000. 2. Write the numerator. 3. Line up the decimal point so that the number is in the correct place. (remember the place value of decimals)	Example 1: $\frac{3}{5}$ $\frac{3}{5} \times \frac{2}{2} = \frac{6}{10} = 0.6$ Example 2: $\frac{7}{20}$ $\frac{7}{20} \times \frac{5}{5} = \frac{35}{100} = 0.35$
Change a DECIMAL to a FRACTION	1. Check the place value of the decimal (tenths? hundredths? thousandths?). It helps to say the decimal out loud, accurately - WITHOUT using the word "point" 2. Re-write the numerator. 3. Use the value as the denominator (if it is tenths, the denominator is 10, if it is hundredths, the denominator is 100, etc.)	$0.08 = \frac{8}{100}$

Name: _____ Day 4 (see notes on other page.)

Improper Fractions & Mixed Numbers

Write each mixed number as an improper fraction

a. $2\frac{1}{4} =$ b. $8\frac{3}{8} =$ c. $2\frac{5}{6} =$ d. $4\frac{1}{2} =$

e. $5\frac{1}{3} =$ f. $10\frac{7}{12} =$ g. $9\frac{1}{4} =$ h. $6\frac{5}{6} =$

i. $7\frac{5}{6} =$ j. ~~$10\frac{3}{7}$~~ = k. ~~$11\frac{1}{3}$~~ = l. ~~$20\frac{1}{2}$~~ =

Write each improper fraction as a mixed number.

m. $\frac{7}{5} =$ n. $\frac{9}{4} =$ o. $\frac{5}{3} =$ p. $\frac{22}{9} =$

q. $\frac{13}{7} =$ r. $\frac{9}{2} =$ s. $\frac{17}{9} =$

t. ~~$\frac{7}{3}$~~ = u. ~~$\frac{17}{7}$~~ = v. ~~$\frac{10}{3}$~~ =

w. Mrs. Jones bakes pies. She always cuts each pie into 8 slices. There are 13 slices left on the counter. Write the number of pies on the counter as a mixed number and as an improper fraction.

_____

Equivalent Fractions, Decimals & Percents

Name:

Fill in the missing equivalent number for the following problems.

Ex) 9% percent; $\frac{9}{100}$ fraction; 0.09 decimal

1) 0.86 decimal; 86% percent; _____ fraction

2) $\frac{67}{100}$ fraction; 0.67 decimal; _____ percent

3) 81% percent; $\frac{81}{100}$ fraction; _____ decimal

4) 0.42 decimal; 42% percent; _____ fraction

5) $\frac{59}{100}$ fraction; 0.59 decimal; _____ percent

6) 5% percent; $\frac{5}{100}$ fraction; _____ decimal

7) 0.37 decimal; 37% percent; _____ fraction

8) $\frac{6}{100}$ fraction; 0.06 decimal; _____ percent

9) 85% percent; $\frac{85}{100}$ fraction; _____ decimal

10) 0.91 decimal; 91% percent; _____ fraction

11) $\frac{43}{100}$ fraction; 0.43 decimal; _____ percent

12) 28% percent; $\frac{28}{100}$ fraction; _____ decimal

13) 0.58 decimal; 58% percent; _____ fraction

14) $\frac{4}{100}$ fraction; 0.04 decimal; _____ percent

15) 10% percent; $\frac{10}{100}$ fraction; _____ decimal

16) 0.27 decimal; 27% percent; _____ fraction

17) $\frac{64}{100}$ fraction; 0.64 decimal; _____ percent

18) 16% percent; $\frac{16}{100}$ fraction; _____ decimal

19) 0.33 decimal; 33% percent; _____ fraction

20) $\frac{7}{100}$ fraction; 0.07 decimal; _____ percent

Answers

Ex. 0.09

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Equivalent Fractions, Decimals & Percents

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Ex)
9% percent
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0.86 decimal
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0.42 decimal
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____ fraction

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0.59 decimal
____ percent

6)
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____ fraction

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____ decimal

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0.91 decimal
91% percent
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____ fraction

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0.07 decimal
____ percent

Answers

Ex. 0.09
1. ____
2. ____
3. ____
4. ____
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1-10	95	90	85	80	75	70	65	60	55	50
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Day 4

Name _____

Daily Science Big Idea 1 WEEK 3

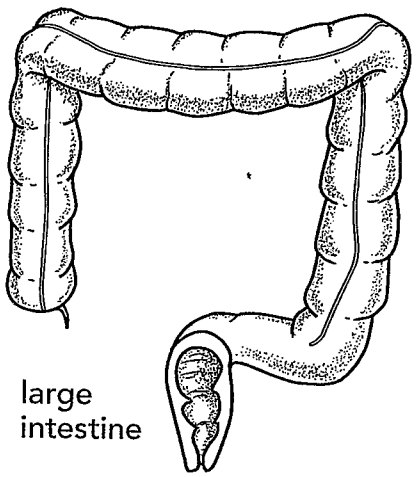
Day 4

Weekly Question

What happens if you swallow gum?

After food is digested in the small intestine, anything left over that can't be absorbed as nutrients is moved into the large intestine as waste. The main job of the large intestine is to absorb water from the waste, compact the waste, and expel it from your body. This is ultimately what happens to the gum that you swallow. Since it is not digestible, it passes harmlessly out of your body.

The digestive system works with other systems in your body. For example, water absorbed from the large intestine enters the blood and passes through the organs of the excretory (EKS-krih-TOR-ee) system. Kidneys cleanse the blood and remove dissolved waste, which is stored in the bladder until it is excreted as urine.



large intestine

A. List the three main jobs of the large intestine.

1. _____
2. _____
3. _____

B. Check the box next to the words that complete the analogy.

Intestine is to _____ **system** as **kidney** is to _____ **system.**

- ☐ **circulatory, voluntary**
- ☐ **digestive, nervous**
- ☐ **digestive, excretory**
- ☐ **respiratory, digestive**

Name _____

Day 5

Weekly Question

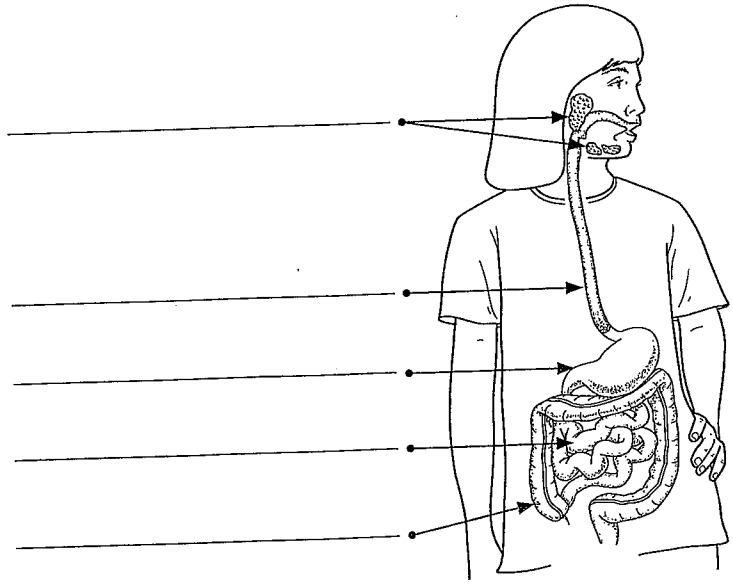
What happens if you swallow gum?

A. Use the words in the box to complete the paragraph.

esophagus	digestive system	enzymes
intestine	salivary glands	villi

Your _____ starts with your mouth. When you chew food, _____ produce saliva to moisten food, and _____ help break down the nutrients. The food goes down the _____ into the stomach and is broken down further. From there, food is pushed into the small _____, where finger-like _____ help absorb nutrients and deliver them to the body's bloodstream.

B. Label the parts of the digestive system, using the words in the box.



- stomach
- esophagus
- large intestine
- salivary glands
- small intestine

Name _____

Daily Science
Big Idea 1
WEEK 3

Day 5

Weekly Question

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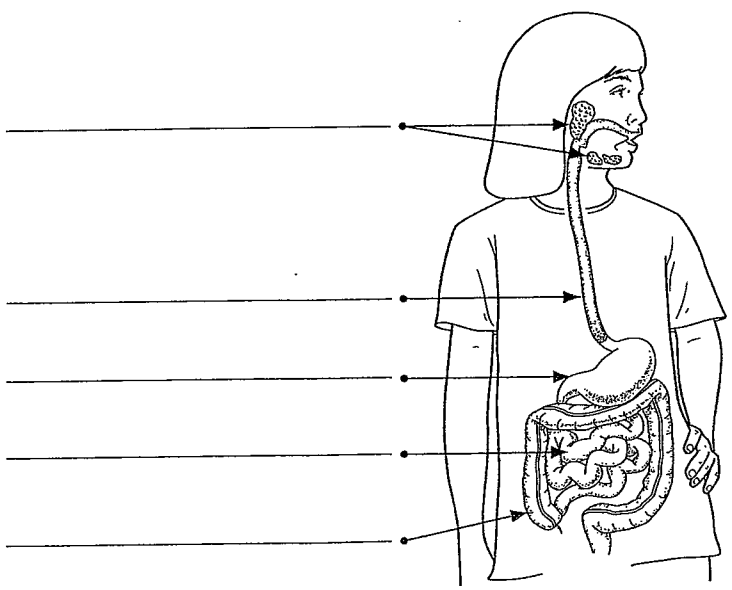

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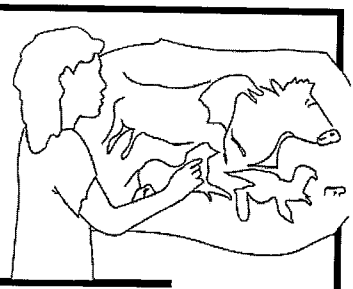
- esophagus
- large intestine
- salivary glands
- small intestine

DAY 4

TOOLS AND ARTIFACTS OF THE STONE AGE



Early tools and artifacts of the Stone Age, to the modern eye, may not appear impressive. However, the tools that early humans created in order to hunt, gather, and survive millions of years ago were life-changing. The new technology created allowed humans to control their environment more than before.

The use of fire was paramount for the survival of early humans. Many stone tools and environmental materials were used in order to spark fire. Over one million years ago, fire was monumental in that it provided protection from dangerous animals, offered warmth, aided in creating new tools, and most importantly, it cooked food. Cooking food while using fire helped to make food easier for digestion and cooked out any toxins or poisons in meats or plants.

Hundreds of thousands of years ago, approximately 400,000 BC, wooden spears were an important hunting tool. These spears were anywhere from 1.5 to 2.5 meters in length, carefully carved like a javelin, and thought to have been used often in a throwing fashion, more than stabbing. Likewise, early humans also created hunting bows, drills, axes, and awls, a tool that pierces holes into wood and leather. With these tools, they were able to both hunt and create hearths, or home-like comforts for their living environment.

Sewing needles were also used, dating back to about 30,000 BC. These needles were made with ivory and tiny bones. Most likely, these needles were used to create clothing using fur, leaves, leather, and grass. Such prehistoric clothing dates back to 200,000 BC, even before sewing needles were introduced. Though the needles were made with ivory, that was not the only material early humans experimented with during their development of technology. Animal bones were a popular material, as well as animal antlers. Stone was, of course, a popular choice as it was so readily available with so many diverse uses.

The discovery of such ancient tools used by early mankind give modern humans a quick glimpse into what life was like nearly one million years ago. Much like technology today, stone tools and other artifacts were constantly evolving based on the need and the way in which they were used.

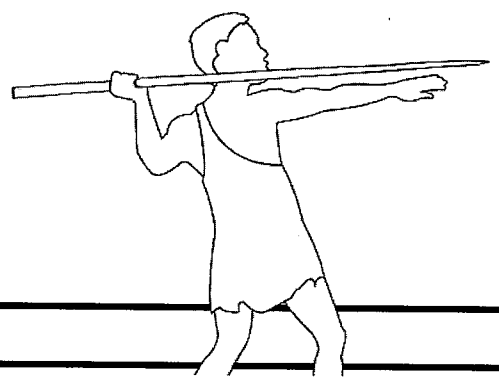
WHILE YOU'RE READING...

MARK WITH SYMBOLS

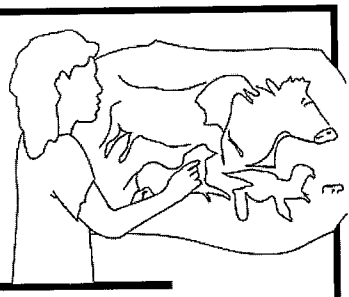
!	*when you find something interesting.*
?	*when you are unsure or confused by something.*
*	*when you find something important.*

HIGHLIGHT WITH COLORS

yellow	*power words or key terms*
green	*key phrases and definitions*



TOOLS AND ARTIFACTS OF THE STONE AGE

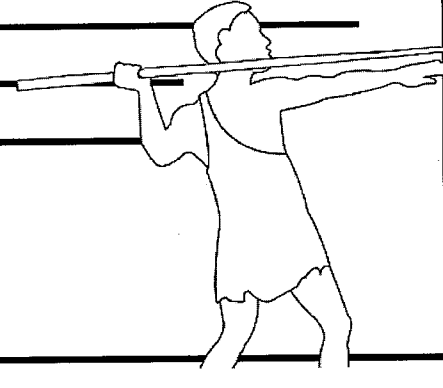


2 sentences each

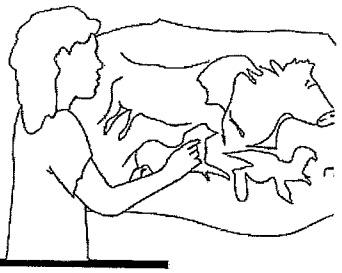
Question 1: How was fire important for hominins in the Stone Age?

Question 2: What types of tools did early humans use in the Stone Age and how were they utilized?

Question 3: How did early humans use sewing needles? What were they made of?



TOOLS AND ARTIFACTS OF THE STONE AGE



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