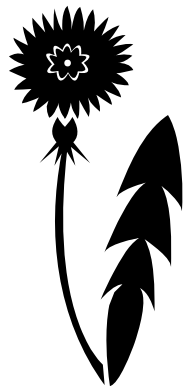
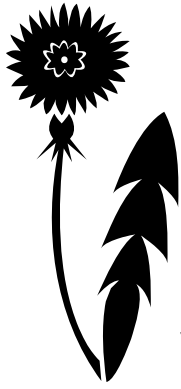


Wishes in the Field By Diane Mierzwik



Wishes in the Field
Fourth Grade Standards
Worksheets

By
Diane Mierzwik



Wishes in the Field By Diane Mierzwik

California Standards with connections to *Wishes in the Field*

4th grade standard: Life Sciences 2a: Students know plants are the primary source of matter and energy entering most food chains.

4th grade standard: Life Sciences 2c: Students know decomposers, including many fungi, insects and microorganisms, recycle matter from dead plants and animals.

4th grade standard: Life Sciences 3c: Students know many plants depend on animals for pollination and seed dispersal and animals depend on plants for food and shelter.

4th grade standard: Measurement and Geometry 1.0: Students understand perimeter and area.

4th grade standard: Physical Sciences 1: electricity.

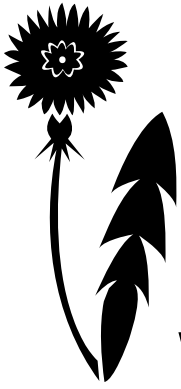
4th grade standard: Social Studies 4.14: Identify the locations of the Pacific Oceans, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

4th grade standard: Social Studies 4.15: Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services and transportation.

4th grade standard: Social Studies 4.34: Study the lives of women who helped build early California.

4th grade standard: Social Studies 4.47: Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.

4th grade standard: Reading Comprehension 2.3 Make and confirm predictions.

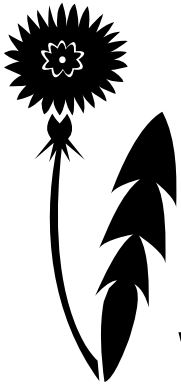


Wishes in the Field By Diane Mierzwik

4th grade standard: Writing Applications 2.2a: Demonstrate an understanding of a literary work.

4th grade standard: Writing Applications 2.2b: Support judgments through references to both the text and prior knowledge

4th grade standard: Literary Response and Analysis 3.3: Use knowledge of the situation and setting and of a character's traits and motivations to determine causes for that character's actions.



Wishes in the Field By Diane Mierzwik

4th grade standard: Life Sciences3c: Students know many plants depend on animals for pollination and seed dispersal and animals depend on plants for food and shelter.

In the chapter “Harvest”, workers appear at Sarah’s house to pick the oranges. Soon the trees will blossom, at which point they will be need to be pollinated by bees.

Today, many businesses provide bees for pollination of groves. In Redlands the business--- brings bees in containers to pollinate the blossoms. Below is a list of steps taken when bees pollinate plants. They are in the incorrect order. Place them in the correct order.

_____ pollen sticks to hairy body

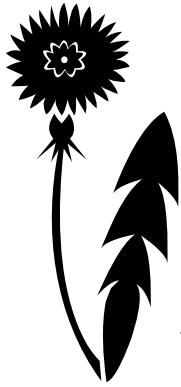
_____ bee flies to flower

_____ some of the pollen from one flower rubs off onto stigma of another flower

_____ visits many of the same flowers

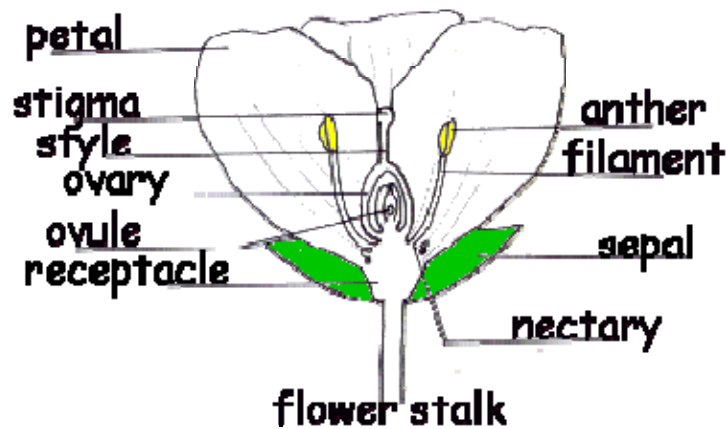
_____gathers nectar from middle of flower

Honey bees are important as pollinators because they actively seek out flowers with pollen, unlike bats and hummingbirds who are primarily interested in nectar.



Wishes in the Field

By Diane Mierzwik



4th grade standard: Measurement and Geometry 1.0: Students understand perimeter and area.

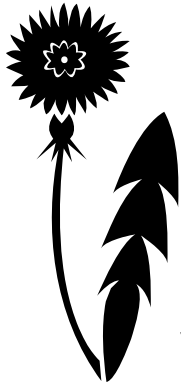
In the chapter “Our Ride to the House” Sarah and her mother see their new house and orange grove for the first time.

Today, the government requires that you have over 100 trees to be identified as a sustainable grove (www.fpanet.org).

1. If orange trees must be planted at least 8 feet from each other, approximately how much land in square feet would be required to have 101 trees.

2. Draw one possible shape that would accommodate that area and measure its perimeter.

3. Now, include area for a 1,000 square foot home and a driveway. Redraw your shape accommodating these structures and measure the new perimeter.



Wishes in the Field

By Diane Mierzwik

4th grade standard: Physical Sciences 1: electricity.

Several times in the story, electricity plays a part in Sarah's experience.

In the chapter "The Albert K. Smiley Library" Sarah and her mom ride on the Redlands Electric Railcar. Below is a history of electricity powered railcars at the time.

Draw a map of where you would want an electric rail car to go in your neighborhood if you could design a route for one.

In 1890's [H.H. Sinclair](#) secured financing from [Henry Fisher](#), both of Redlands to start the Redlands Electric. Together they spearheaded the [Mill Creek No. 1](#), three phase generating plant. This new type of generator had never been attempted before.



Click to enlarge

Decker designed a new type of generator, which would produce three-phase electricity, which had several qualities that single-phase electricity lacked. Westinghouse turned the contract down, staying that it was impractical, but newly created General Electric believed that it could be built and upon its completion and installation, the Redlands Light and Power company made history by creating the virtual world standard for commercial power systems world wide. The

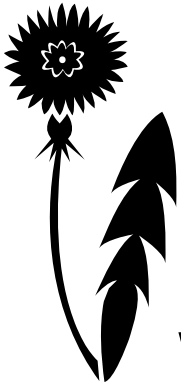
company [H. H. Sinclair](#) and [Henry Fisher](#) created, would later be merged with a company that became Southern California Edison Electric!

With power assured, Fisher started the Redlands Street Railway Company in 1899. Two additional lines were started in 1903, The Redlands Central Railway and the San Bernardino Valley Traction Company.

The Streetcars of Redlands played a part of its tourism age. Redlands was already a famous town, due mostly because of the high visibility of Canyon Crest (Smiley Heights). For tourists of a century ago, Canyon Crest was a must see destination location much the way Disneyland is today. As many as one hundred tourists per day would disembark at the train station in downtown Redlands. They would head down Orange to the "triangle." The triangle was at Citrus and Orange streets. It can still be recognized today, at the corner in front of the Verizon phone building. This was the locus of activity for the Trolleys in town. The Highland Line went up Cajon to Cypress and on to the Canyon Crest Park entrance. Here private horse drawn Surreys would then drive the park to partake of vegetation unknown to most visitors, and a spectacular 360 degree view of the San Timeteo and San Bernardino Valleys and mountains beyond.

The automobile which was adopted very early in Redlands do to the wealth of many of the residents, eventually reduced the demand for public transportation and the last trolley ceased service in 1936.

Your Railcar Route



Wishes in the Field

By Diane Mierzwik

4th grade standard: Social Studies 4.14: Identify the locations of the Pacific Oceans, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

Redlands is located in a valley of the San Gorgonio mountains and San Bernardino mountains. How does being located below mountains with snow providing water for the zanja, the river flowing through the city, encourage a city to grow?

WATER PROVIDES LIFE FOR:

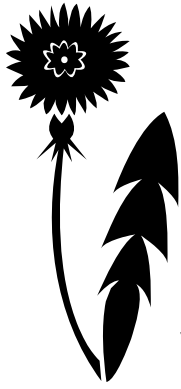
- 1.
- 2.
- 3.
- 4.

WATER HELPS WORK BY:

- 1.
- 2.
- 3.
- 4.

WATER HELPS BUSINESS BY:

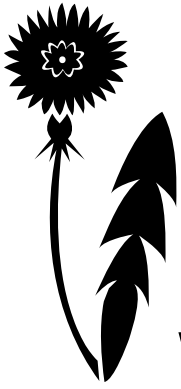
- 1.
- 2.
- 3.
- 4.



Wishes in the Field By Diane Mierzwik

4th grade standard: Social Studies 4.15: Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services and transportation.

Redlands was a bustling city during the 1900's. How was the land used to create prosperity during this time? What transportation allowed the city to link to outside populations easily?



Wishes in the Field

By Diane Mierzwik

4th grade standard: Social Studies 4.34: Study the lives of women who helped build early California.

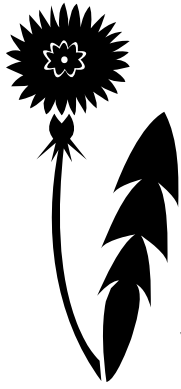
There are many women in *Wishes in the Field* who actually lived in Redlands. Although opportunities for women were limited during the time of the story, most women contributed by volunteering or being in one of the few professions open to them. Below is a list of women characters from the story. By each name, list what role they played in the novel and how that role contributed to building early California.

1. Miss Sanborn

2. Mrs. Fackler

3. Mrs. Rudiachi

4. Mrs. Fisher

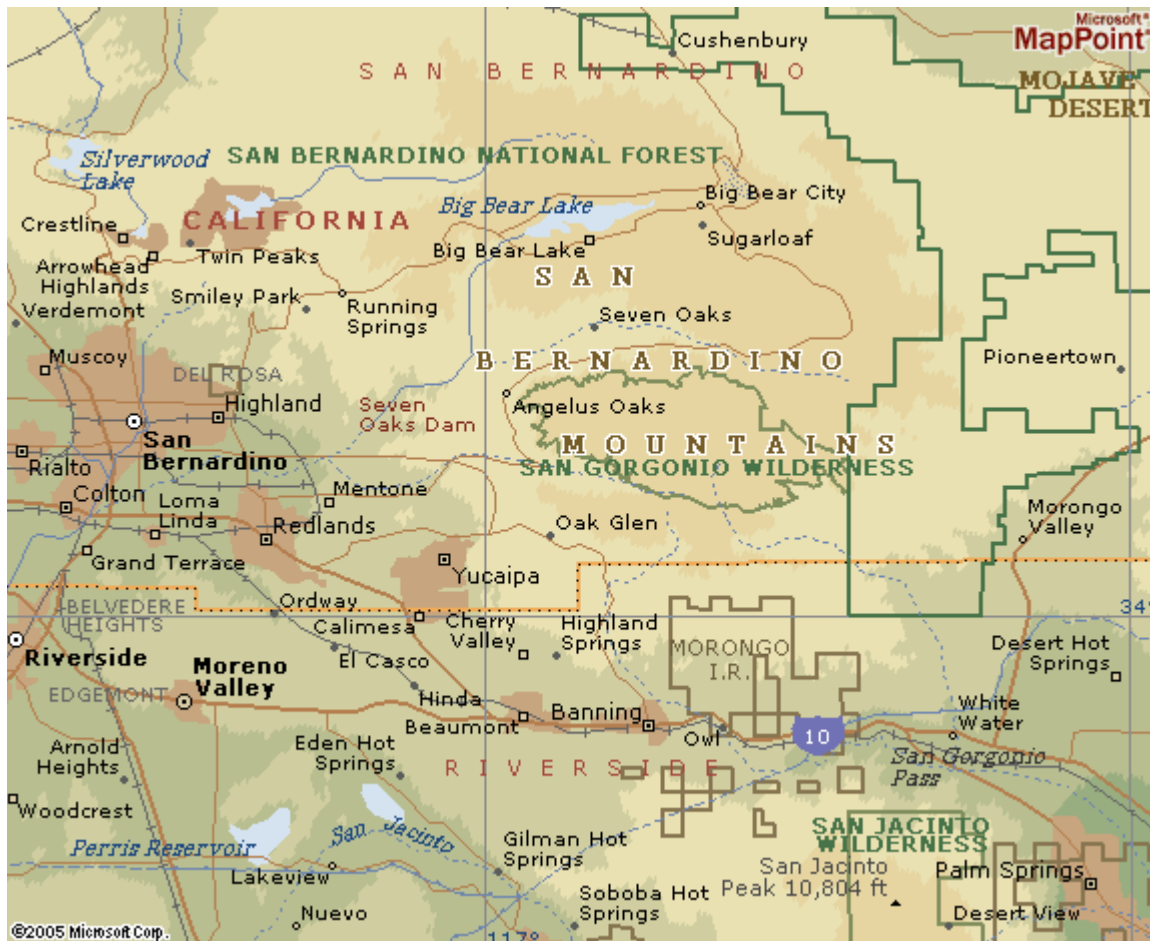


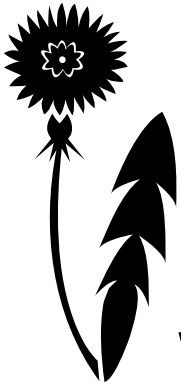
Wishes in the Field

By Diane Mierzwik

4th grade standard: Social Studies 4.47: Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.

Ss4.47 In *Wishes in the Field* Sarah falls into the valleys creek, the Zanja, and Charles's father leaves to go work on the Bear Valley Dam. Water is the essence of life. Using the map below, draw the course the water travels in the valley.





Wishes in the Field

By Diane Mierzwik

4th grade standard: Writing Applications 2.2a: Demonstrate an understanding of a literary work.

Wishes in the Field is an example of historical fiction. Historical fiction is Works in which the characters are fictional, but the setting and other details are rooted in actual history. List parts of the story which are historically correct and parts of the story which have been embellished to create fiction.

Historically Correct Facts in Story

- 1.
- 2.
- 3.
- 4.
- 5.

How do you know these parts are historically accurate?

Fictional Parts of Story

- 1.
- 2.
- 3.
- 4.
- 5.

What about these parts leads you to believe they are fictional?