

4th Grade ELA Remote Learning Packet

Week of:

October 28th – November 3rd, 2020



**I AM WORTHY OF LOVE, I AM SMART AND AM WORKING TO
BECOME SMARTER!**

Scholar Name _____

4th Grade ELA Anchor Chart Tools

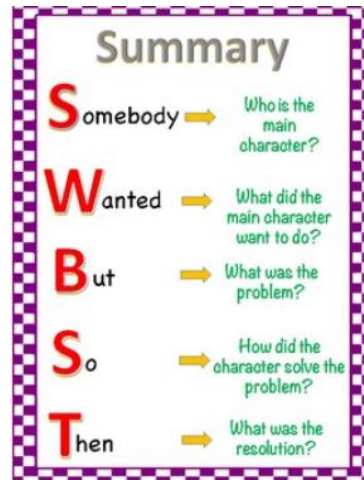
Questions referring to

Summary include:

- Which detail would be most important to include in a summary of the text?
- Which statement is the best summary of the text?

Summary

- A summary retells the main events of a text in a shorter version.
- Think of the *important* events or actions that happened in the text; probably connecting to the problem or what the character wants.



Questions referring to the Theme include:

- Paragraph ___ supports a theme of the text by
- Which detail from paragraph ___ best supports a theme of the text?
- Which theme is best supported by paragraph ___?
- What statement best reflects the theme of the text?

Theme

The theme is the “BIG IDEA” or the lesson the author wants you to take away after reading the story.

To help you identify the theme you can ask yourself these questions after reading a text.

1. What was the problem or issue in the story?
2. What did the characters learn?
3. How did the characters feelings or actions change in the story?

Unlike the summary and main idea of a story, themes are general and could apply to multiple stories or poems.

Theme	Theme statement examples:
Friendship	Be true to your friends
Honesty	It is best to always tell the truth
Nature	Nature is beautiful. Nature is powerful.
Family	Family is always there.
Overcoming Challenges	If you try hard, you can achieve.
Hope	Always keep hope, and things will get better.
Bragging	It is best to be humble and not brag.

Close Reading with Annotations

**Strategy to use when
practicing Close Reading
of a text.**

Good readers think critically about a text and analyze the details to develop a better overall understanding.

1st Read	The first read is to figure out what the text is mostly about. No markings are made.
2nd Read	The second read is when we begin annotations. (our markings/comments/reactions to details of the text)
3rd Read	The third read is when we clear up misunderstandings and read with more fluency (you can annotate if needed here)

**Strategy to use when
writing a short response**

Where do I get the words for a RADD answer?

R	Restate Use words from the question, except the W words.
A	Answer Use words from your head to make an inference.
D	Detail Use a good transition and a "quote" from the text.
D	Detail Use a good transition and a "quote" from the text.

**Wednesday, October
28th, 2020
In-Person Day**

Name: _____

Date: October 28, 2020

BCCS-Girls

College:

Module 1 Unit 2: Lesson 13

Learning Targets	-I can plan and write the conclusion paragraph for my essay. (W.4.2a, W.4.2b, W.4.5) -I can revise my essay so related information is grouped into paragraphs and each paragraph explains a main idea (W.4.2a)
Assignment to Submit	Conclusion Paragraph (Google Classroom)

Do Now

1. Use the Painted Essay template to review the parts of an introductory paragraph.
2. Sort the parts of a conclusion paragraph by numbering them.
3. Color Code the different parts of the paragraph.
-Introduction (Red) -Focus Statement (Green) -Point 1 (Yellow) - Point 2 (Blue)

My favorite poem by William Carlos Williams is "The Woodthrush" because, like him, I like to watch birds in my garden.

William Carlos Williams was inspired to write poetry about everyday people and things, and his work has also inspired others to write poetry.

In the book Love that Dog by Sharon Creech, Jack writes his first poem about a blue car after reading "The Red Wheelbarrow" by William Carlos Williams.

Input

Example 1:

The famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography of William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott. For example, in one of his first poems he made some of the lines rhyme when he wrote, “The Archer is awake!/The Swan is flying!/Gold against blue/An Arrow is lying.” When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. In the poem “This Is Just to Say,” Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he described little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

Example 2:

This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography about William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by this teacher Mr. Abbott. When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about the ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. Another example is in the poem “This Is Just to Say,” where Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

**Thursday, October 29th,
2020
In-Person Day**

Name: _____

Date: October 29, 2020

BCCS-Girls

College:

Module 1 Unit 2: Lesson 14a

Learning Targets	-I can give kind, helpful, and specific feedback to my partner (W.4.5)
Assignment to Submit	Informative writing/peer feedback checklist (Google Classroom)

Input

- What does kind, helpful, and specific mean ?
- What does it mean to give feedback?

Kind means that we are using _____ words and helpful means that our suggestions are meant to help our partner _____ and produce their best work! Specific means that we are giving _____ feedback. Feedback is _____ about someone's performance or work that we can give to help them _____ and _____.

We will go over the characteristics of effective writing on the next page.

Application

Use the checklist on the next page to work with your partner to analyze each other's essay together. Provide feedback to help your partner improve and accept their feedback to help you grow as well.

Standard	Characteristics of Effective Informative Writing	Characteristics of My Literary Essay	Yes? No?
W.4.9	My focus shows that I clearly understand the topic or text and it is well supported with evidence from reliable sources.		
W.4.2a	I state my topic clearly, and my writing stays focused throughout the piece.		
W.4.2a	I have an introduction that gives the reader important information needed to understand the piece.		
W.4.2a	I group related information in paragraphs and sections. Each paragraph or section explains a main idea.		
W.4.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.4.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information to explain my thinking.		
W.4.2c	I use linking words to connect ideas.		

W.4.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.4.2d, L.4.6	The words I use show that I am knowledgeable about this topic.		
W.4.4	Information and ideas are clearly presented and easy to understand.		
W.4.4, L.4.3, L.4.6	My writing is appropriate for this task, purpose, and audience.		
W.4.8 (partial)	I can provide a list of sources.		
L.4.1	My words and sentences follow the rules of writing.		
L.4.2, L.4.3b	My spelling, capitalization, and punctuation are correct.		

Friday, October 30th, 2020
Virtual Day

Name: _____

Date: October 30th, 2020

BCCS-Girls

Spelman William Smith

Module 2: Unit 1: Lesson 1

Learning Targets	I can infer about animal defense mechanisms based on information in pictures and text (RI.4.1) I can support my inference with details and examples from pictures and text (RI.4.1)
Assignment to Submit	KWEL Chart (Edlight)

Input

Posters

Poster Walk Poster 1	Question: What can you infer about animal defense mechanisms from these pictures and/or text?
Answer Here:	

<p>Poster Walk Poster 2</p>	<p>Question: What can you infer about animal defense mechanisms from these pictures and/or text?</p>
<p>Answer Here:</p>	
<p>Poster Walk Poster 3</p>	<p>Quote: “Their name, which means ‘little armored one’ in Spanish, refers to their bony armor.”</p> <p>Question: What can you infer about animal defense mechanisms from these pictures and/or text?</p>
<p>Answer Here:</p>	
<p>Poster Walk Poster 4</p>	<p>Quote: “[It] bounces into the air with arched back and stiff legs. This motion is called stotting or pronking.”</p> <p>Question: What can you infer about animal defense mechanisms from these pictures and/or text?</p>

Answer Here:	
Poster Walk Poster 5	<p>Quote: “It feeds on poisonous milkweed plants as a caterpillar. It is unharmed by the poison and stores it up in its body to make itself poisonous to predators.”</p> <p>Question: What can you infer about animal defense mechanisms from these pictures and/or text?</p>
Answer Here:	
Poster Walk Poster 6	<p>Quote: “Much of an animal’s self-defense behavior comes from within it. Most animals are born ‘knowing’ how to defend themselves. Scientists call this inborn knowledge instinct.”</p> <p>Question: What can you infer about animal defense mechanisms from this text?</p>
Answer Here:	
Poster Walk Poster 7	<p>Quote: “Camouflage, also known as cryptic coloration, is the one-size-fits-all defense in the world of animals. Animals . . . depend on their cryptic colorations to help them blend in.”</p> <p>Question: What can you infer about animal defense mechanisms from this text?</p>

Answer Here:

Animal Defenses Research Notebook: KWEL Chart

Guiding question: How do animals' bodies and behaviors help them survive?

K: I think I know . . .	W: I want to know . . .	E: Evidence, and L: I Learned . . .	Source

Monday, November 2nd,
2020
Virtual Day

Name: _____

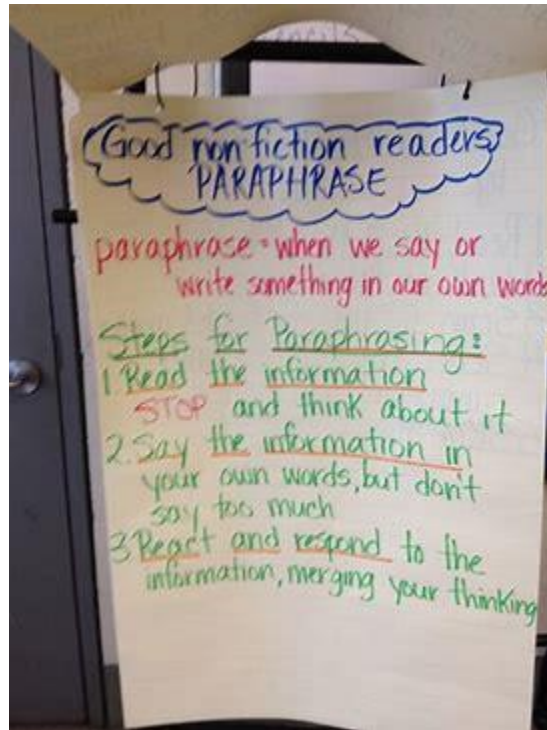
Date: November 2, 2020

BCCS-Girls

Spelman William Smith

Module 2: Unit 1: Lesson 2

Learning Targets	I can paraphrase information presented in a read-aloud on animal defense mechanisms. (W.4.8, SL.4.2) I can find the gist and the meaning of unfamiliar vocabulary from an excerpt from Animal Behavior: Animal Defenses. (RI.4.4, L.4.4)
Assignment to Submit	-Paraphrase Response (Google Classroom) -Gist Chart (Edlight)



Input

Source: *Venom*, pages 4-5

Directions: Listen as *Venom* is read aloud. Use the table below to record your notes.

Guiding question: “How do animals’ bodies and behaviors help them survive?”

What do you OBSERVE/HEAR?

--

What QUESTIONS do you have?

--

CFU

Explain what this text was about by paraphrasing the information heard. Be sure to include specific details from your notes in your response.

Answer Here:

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

Tuesday, November 3rd,
2020
Virtual Day

Name: _____

Date: November 3rd, 2020

BCCS-Girls

Spelman William Smith

Module 2: Unit 1: Lesson 3

Learning Targets	I can paraphrase information presented in a read-aloud on animal defense mechanisms. (W.4.8, SL.4.2) I can determine the main idea of a text and explain how it is supported by key details. (RI.4.1, RI.4.2)
Assignment to Submit	Close Read Questions (Main Idea)—Submit on Google Classroom

Input

Animal Behavior: Animal Defenses: Chapter 1 Gist Chart

Source: *Animal Behavior: Animal Defenses*, pages 7–12

Section	Gist
Introduction pages 7–9	

<p>“Self Defense” page 9</p>	
<p>“Lying Low” page 10</p>	
<p>“A Life in Hiding” pages 11–12</p>	

Listening Closely Note-catcher

Source: *Venom*, pages 16–17

Directions: Listen as *Venom* is read aloud. Use the table below to record your notes.

Guiding question: “How do animals’ bodies and behaviors help them survive?”

What do you OBSERVE/HEAR?

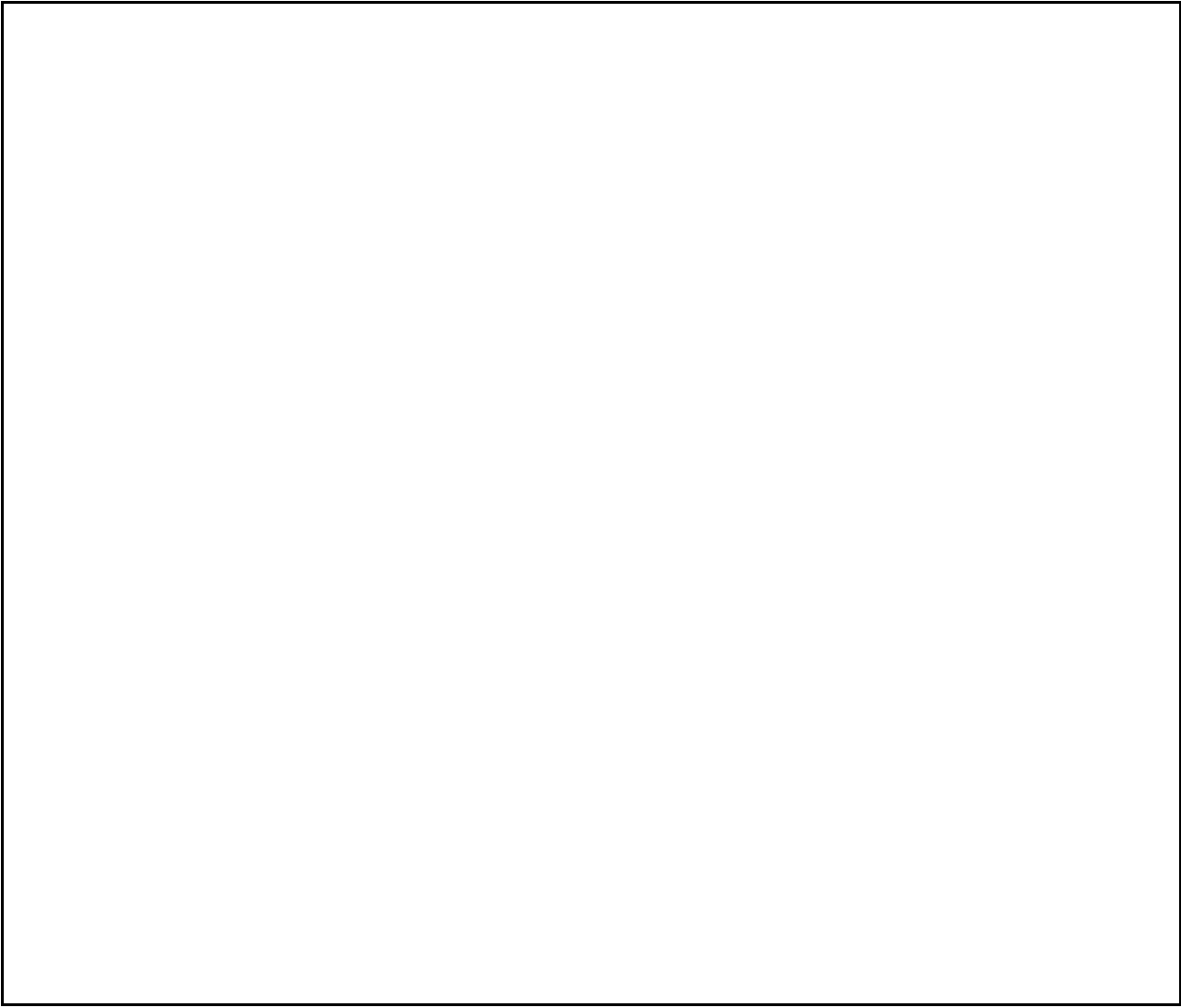
What QUESTIONS do you have?

Listening Closely Note-Catcher

Source: *Venom*, pages 16–17

Explain what this text was about by paraphrasing the information heard. Be sure to include specific details from your notes in your response.

Answer Here:



Insect	What It Does
Caterpillar	
Weaver ant	
Aphids, wasps, and midges	

5. In your own words, write the main idea of this paragraph. (RI.4.2)

Answer Here:

Write three details the author uses to support the main idea (RI.4.2, RI.4.8):

A. **Answer Here:**

B. **Answer Here:**

C. **Answer Here:**

<p>Reread paragraph 3 of “Lying Low,” from “Larger Animals also . . .” to “. . . conceal them in tree holes.”</p>	<p>6. What example does the author give to support the idea that large animals <i>take advantage</i> of the plants, rocks, and other parts of their habitat? (RI.4.1, RI.4.4, RI.4.8, L.4.4a)</p> <p>Answer Here:</p>
<p>With a partner, reread paragraph 4 of “Lying Low,” from “Staying hidden for many hours . . .” to “. . . wedging it in place.</p>	<p>7. According to the text, why is staying hidden for many hours not necessary for some animals? (RI.4.1, RI.4.2)</p> <p>Answer Here:</p> <p>8. Write the names of all the animals used as examples in this paragraph. (RI.4.1, RI.4.2)</p> <p>Answer Here:</p>

9. In your own words, write the main idea of this paragraph. (RI.4.2)

Answer Here:

List two of the details the author uses to support the main idea (RI.4.2, RI.4.8):

A. **Answer Here:**

B. **Answer Here:**

Close Read Questions: “Lying Low”

Source: “Lying Low” from *Animal Behavior: Animal Defenses* (pages 10–11)

Directions	Questions
<p>Turn to page 10 of <i>Animal Behavior: Animal Defenses</i>.</p> <p>With a partner, reread paragraph 1 of “Lying Low,” from “Many animals hide . . .” to “. . . while under cover.”</p>	<p>1. What is the title of this section? (RI.4.1)</p> <p>Answer Here:</p> <div style="border: 1px solid black; height: 60px;"></div> <p>2. According to the paragraph, why do many animals hide?</p>

	<p>(RI.4.1)</p> <p>Answer Here:</p> <div data-bbox="722 296 1549 474" style="border: 1px solid black; height: 85px;"></div> <p>3. Below, list two of the signs we might see in the woods that “many animals hide to avoid being noticed.” Be sure to use details from the article. (RI.4.2)</p> <p>Answer Here:</p> <div data-bbox="722 684 1549 863" style="border: 1px solid black; height: 85px;"></div>
<p>With a partner, reread paragraph 2 of “Lying Low,” from “Many insects even alter . . .” to “. . . the growth of these galls.”</p>	<p>4. What do you think the word alter might mean? (RI.4.4, L.4.4a)</p> <p>Answer Here:</p> <div data-bbox="722 1024 1549 1203" style="border: 1px solid black; height: 85px;"></div> <p>Fill in the chart below to show how the insects alter the plant.</p>