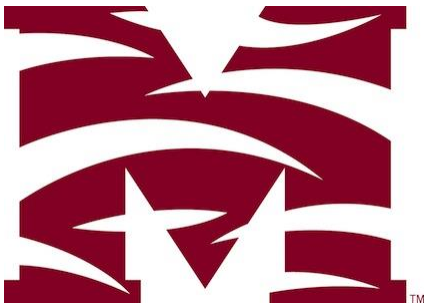


Name _____

4th Grade ELA Remote Learning Packet

Week 9



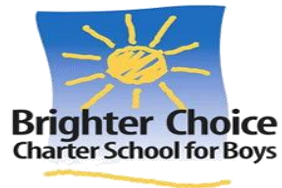
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

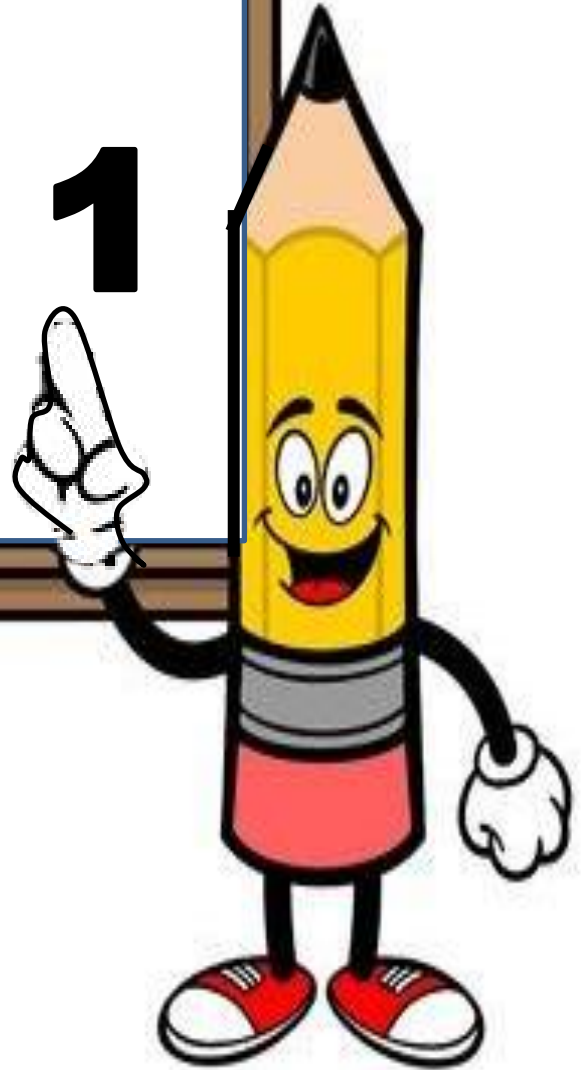
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____

Week 9 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 9 Day 1 Notes, Module 2B

Do Now

What did you enjoy about our Edlight activity? How can it improve?

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem / solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of an informational text.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure

Text Structure	Purpose	Clue Words
Chronological /Sequence	Tells the order in which events occur or steps in a process	-first, next, then, last -before, after -years -dates
Cause & Effect	Tells what happened and why it happened	-because -if...then... -when -consequently -as a result
Problem & Solution	Provides a problem and describes how it can be or is solved	-problem -solution -resolution -dilemma
Compare & Contrast	Shows similarities and differences between two or more things	-however -on the other hand -similarly -like -unlike
Description	Provides details or characteristics about a topic	-most importantly -for example -for instance -in fact

© One Stop Teacher Shop

description	The author explains a topic, idea, person, place, or thing by _____ characteristics, features, and examples. Focus is on one thing and topic ad is repeated throughout the text.
sequence	The author lists items or events in numerical or _____ order. Sequence describes the order of events or how to do or make something.
compare/contrast	The author explains how two or more things are _____ or _____.
cause/effect	The author lists one or more _____ or events and the results that occur.
problem/solution	The author states a _____ and may include the pros and cons for the solutions.
toxin	A _____ or venom of or of a plant.

CFU: Skill Activity: Text Structures

Scenario	Text Structure
<p>Butterflies and moths are both flying insects. Both have wings and antennae. They have similar life cycles that include the egg and caterpillar stages. However, they are different in several ways. Butterflies are usually active during the day, while moths tend to be active at night. Butterflies have knobs at the end of their antennae, but moths do not. Butterflies hold their wings up when they land, whereas moths keep their wings flat when they land.</p>	<p>Description Sequence Compare/Contrast Cause/Effect Problem/Solution</p>
<p>Monarch butterflies are considered the king of the butterflies, hence the name “monarch”. Monarch butterflies are orange and black, with white spots appearing on the areas of black. Monarch butterflies are poisonous to frogs, birds, mice, and lizards. A male monarch butterfly has a black spot on each hind wing. (The female monarch does not have this spot.) Monarchs eat milkweed and nectar from flowers.</p>	<p>Description Sequence Compare/Contrast Cause/Effect Problem/Solution</p>

Application: 3 Reads of Text: *Don't Touch! London Museum Opens Exhibit of Venomous Creatures*

Don't Touch! London Museum Opens Exhibit of Venomous Creatures

More than 200,000 poisonous species live on Earth. A scary new exhibit shows some of the worst.

The exhibit, called "Venom: Killer and Cure," is at the Natural History Museum in London, England. Venom is another word for poison. A huge living spider welcomes visitors from inside a glass tank. Visitors do not need to be alarmed, though.

Bigger Doesn't Always Mean Badder

"It's not dangerous," explained Ronald Jenner, a venom expert at the museum. Then he pointed to a tiny violin spider. This spider is known as a brown recluse spider in the United States. It is much more threatening than the big spider, he said. Its bite can destroy human flesh and cause infection. The exhibit also includes a hairy-legged Goliath spider. Nearby sits a Komodo dragon.



Only a few mammals in the world are poisonous. The loris is one of them. The small primate from Asia has large eyes and thick, soft fur. It looks pretty harmless, but do not try to cuddle it. Its bite carries venom.

The male platypus is a venomous mammal, too. It carries poison on its back legs. When it's attacked, it uses the venom to defend itself.

Not Just About Fending Off Attacks

Some animals have found other ways to use venom. Certain types of ants, for example, use it to find a mate. When a female ant flies away, the male ant smells her venom. Then he follows her, Jenner said. Other ants lay venom trails. The trails mark the way toward food they have found.

Bite Ratings and Retellings



Watch out for these little red critters. Fire ants have venom. They can give you a sting!

The toxin can hurt. A bite from a venomous creature can cause chills, queasiness and fainting. A scientist named Justin O. Schmidt tested just how bad venomous bites are. He let himself be stung by more than 80 species. Then he rated the bites on a scale of 1 to 4. He called it the Schmidt Index. A 1 on the scale means the creature's bite didn't hurt too badly. A 4 is the worst pain.

The exhibit honors Schmidt's work. It labels each species with its index rating. The red ant, with its mild sting, is rated a 1. The warrior wasp, meanwhile, scored a 4. Schmidt said its sting was "torture."

Museum visitors can also hear stories about people who've been stung. One woman was chased and stung by hundreds of bees. A man told about being bitten by a spearhead. It is one of the most threatening snakes of Central America. Another man was attacked by a Russell's viper. The snake slithers through India.

England has few toxic beasts. Still, visitors are warned to be careful of bees, ticks, a poisonous fish called the weever and vipers. The exhibit shows the body of a viper. It died eating a lizard. A just revenge for its victim.

1. How do paragraph 3 through 5 support the author's main points?
 - A. They show how many venomous animals are on display
 - B. They give details about different type of poisonous bites
 - C. They show how only loris is the only poisonous mammal
 - D. They give details about some of the venomous mammals

2. Read the sentences from the text.

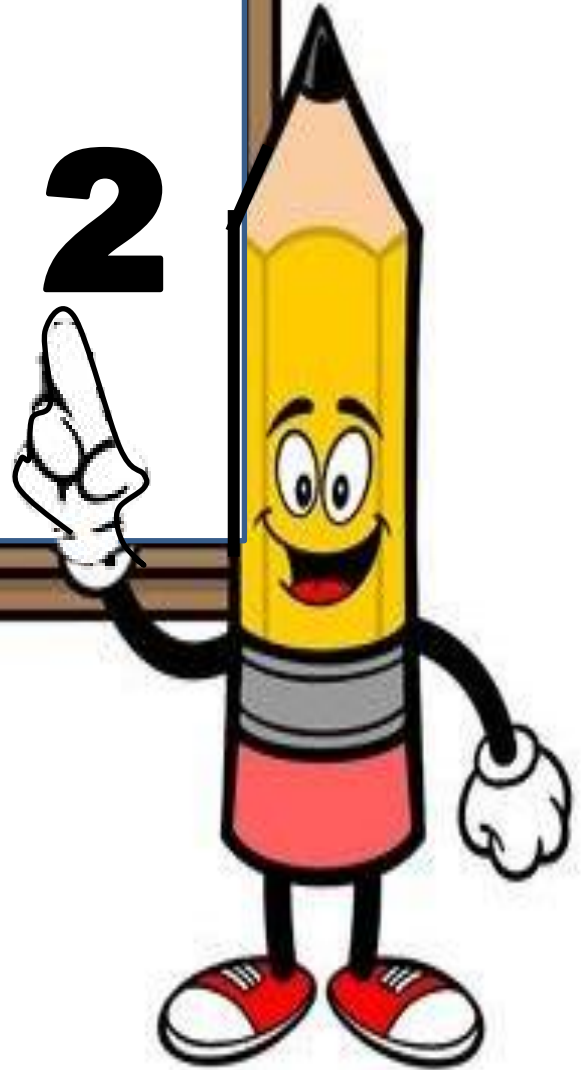
The toxin can hurt. A bite from a venomous creature can cause chills, queasiness and fainting. A scientist named Justin O. Schmidt tested just how bad venomous bites are.

What does the word "queasiness" mean as it is used in the text?

- A. to heavily dislike
- B. to feel nauseas
- C. to harbor ill feelings towards someone
- D. to be elated



Day # 2



Name: _____

Week 9 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 9 Day 2 Notes, Module 2B

Do Now

What is text structure?

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem / solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of a portion of a text.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure

Text Structure	Purpose	Clue Words
Chronological /Sequence	Tells the order in which events occur or steps in a process	-first, next, then, last -before, after -years -dates
Cause & Effect	Tells what happened and why it happened	-because -if...then... -when -consequently -as a result
Problem & Solution	Provides a problem and describes how it can be or is solved	-problem -solution -resolution -dilemma
Compare & Contrast	Shows similarities and differences between two or more things	-however -on the other hand -similarly -like -unlike
Description	Provides details or characteristics about a topic	-most importantly -for example -for instance -in fact

© One Stop Teacher Shop

organism	An _____ animal, plant, or single-celled life form.
species	_____ of similar living things.

CFU: Skill Activity: Text Structures

Scenario	Text Structure
<p>Aphids, insects that attach themselves to leaves and eventually kill them, pose a great danger for butterflies. Butterflies lay eggs on leaves. Therefore, if aphids are on these same leaves, the eggs will not survive.</p> <p>There is a solution for people who want to get rid of the aphids, and protect the butterflies and plants in a way that is friendly to the environment. One solution is to release ladybugs onto plants. Another solution is to remove any caterpillars, and then spray the plant with a mixture made of mild soap and water.</p>	<p>Description Sequence</p> <p>Compare/Contrast Cause/Effect</p> <p>Problem/Solution</p>
<p>Butterflies have one of the most interesting life cycles of all insects. It begins when a butterfly attaches an egg to a leaf. When the egg hatches, a caterpillar emerges. Caterpillars feed and grow. As the caterpillar grows, it sheds its skin four or more times. The caterpillar eventually changes into a chrysalis, or a pupa. In this transformation stage, the caterpillar tissues break down, and the adult insect's structures are formed. Eventually, an adult butterfly emerges. The average life span of a butterfly is one month.</p>	<p>Description Sequence</p> <p>Compare/Contrast Cause/Effect</p> <p>Problem/Solution</p>

Application: 3 Reads of Text: *Adaptation*

Adaptation

An adaptation is a type of mutation. It results from a change in an organism's genes. Genes can be thought of as instructions that are passed down from parent to child. They shape how living things look and behave. An adaptation helps an organism, such as a plant or animal, survive in its environment. The mutation is passed on from one generation to the next. Over time, it becomes part of the species.

Structural And Behavioral Adaptations

Some adaptations are structural. That means they are a physical part of the organism. Other adaptations are behavioral, affecting the way a living thing acts. An example of a structural adaptation is the way some plants have adapted to the desert. Deserts are dry, hot places. Plants called succulents have found a way to survive there. They do it by storing water in their thick stems and leaves. Animal migration is an example of a behavioral adaptation. Gray whales migrate thousands of miles every year. They swim from the cold Arctic Ocean to the warm waters off the coast of Mexico. Gray whale calves are born in the warm water. Later, they travel to the nutrient-rich waters of the Arctic. Some adaptations are called exaptations. An exaptation is an adaptation developed for one purpose but used for another. For example, feathers were probably adaptations for keeping animals warm. Later, animals found a way to use them to fly.

Habitat

Adaptations are often a response to a change in the environment.

The English peppered moth is a famous example. Before the 1800s, most peppered moths were light with darker spots. A few displayed a mutation of being gray or black. However, these dark moths were rare.



Over time, the rise of factories changed the environment. The darker moths became less rare. In fact, they began to thrive in the smoky cities. Their sooty color blended in with the trees stained by pollution. Birds could not see the dark moths, so they ate the light moths instead.

Speciation

Sometimes, an organism develops an adaptation that creates an entirely new species. This is known as speciation.

One way this can happen is through physical isolation.

A good example is the wide range of marsupials in Oceania. This area includes Australia and New Zealand. Long ago, Oceania was part of Asia. Before it broke away, marsupials arrived. Marsupials are mammals that carry their young in pouches. They are now the main type of mammal in Oceania.

Koalas are one of the most famous marsupials. They adapted to feed on the eucalyptus trees. These trees grow in Australia. The Tasmanian tiger was a meat-eating marsupial. It adapted to fill the role played by big cats such as tigers on other continents. These different marsupials are an example of speciation. They developed to fill empty roles in their environment.

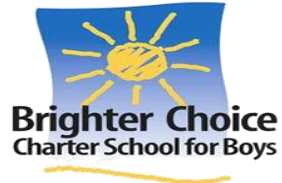
Coadaptation

Organisms sometimes adapt with other organisms. This is called coadaptation.

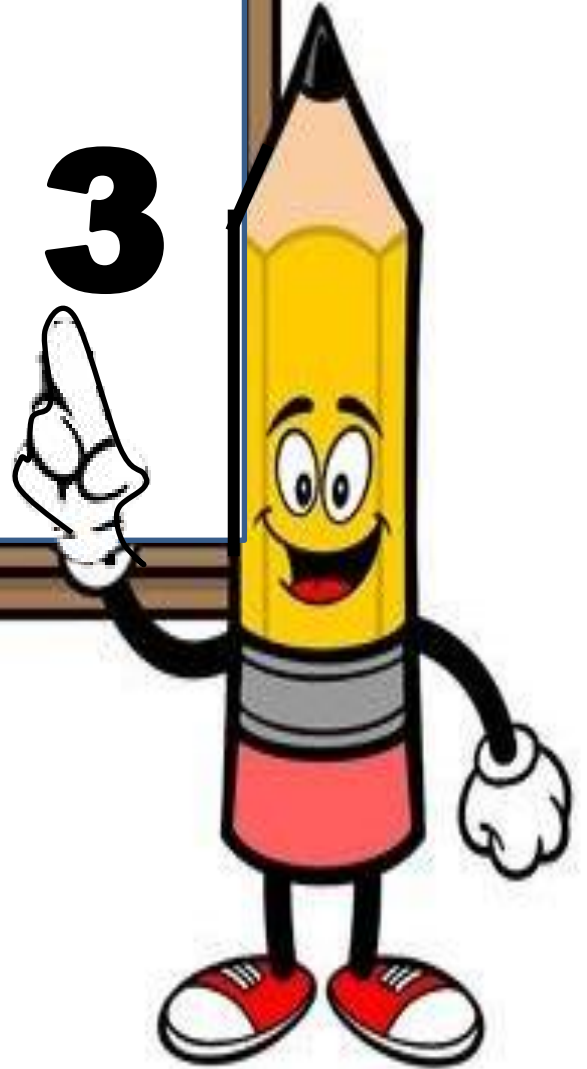
Certain flowers have adapted their pollen to appeal to hummingbirds. Hummingbirds have adapted long, thin beaks to collect the pollen from certain flowers. This relationship helps both organisms. The hummingbird gets food, and the plant's pollen gets distributed.

Mimicry is another type of coadaptation. With mimicry, one organism has adapted to look like another. The harmless king snake is a good example. Over time, it has developed a color pattern that looks like the deadly coral snake. This mimicry keeps predators away from the king snake.

1. How is the article organized? Use two details to support your answer.



Day # 3



Name: _____

Week 9 Day 3 Date: _____

BCCS-B

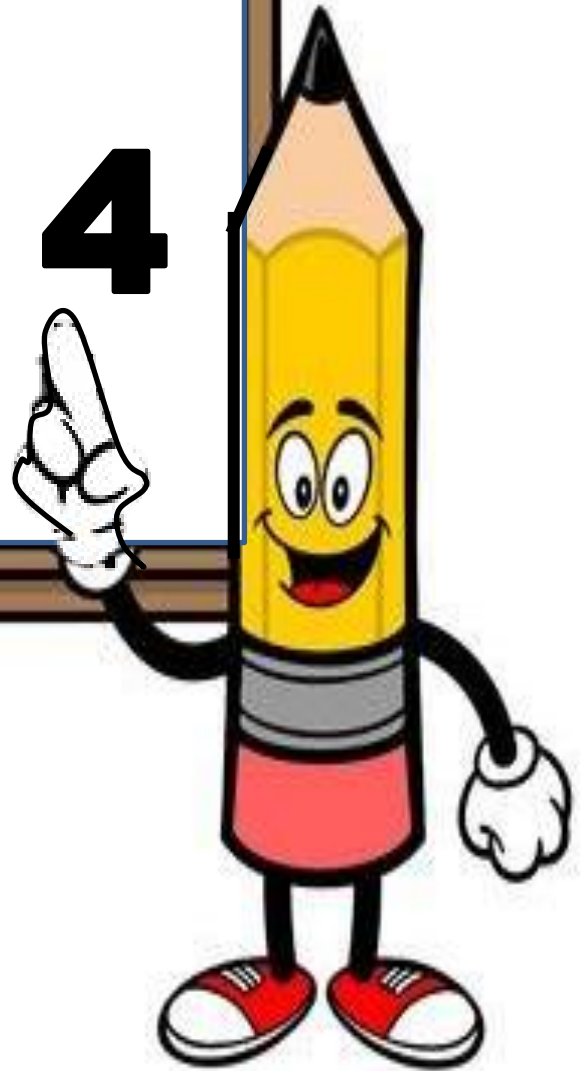
Hampton Howard Morehouse

Week 9 Day 3
Interim Assessment

Today your scholar will be asked to be at school to take an IA (Interim Assessment). Materials for test will be provided to scholars upon arrival.



Day # 4



Name: _____

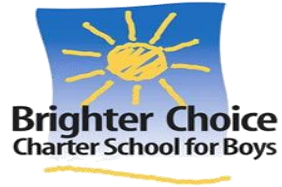
Week 9 Day 4 Date: _____

BCCS-B

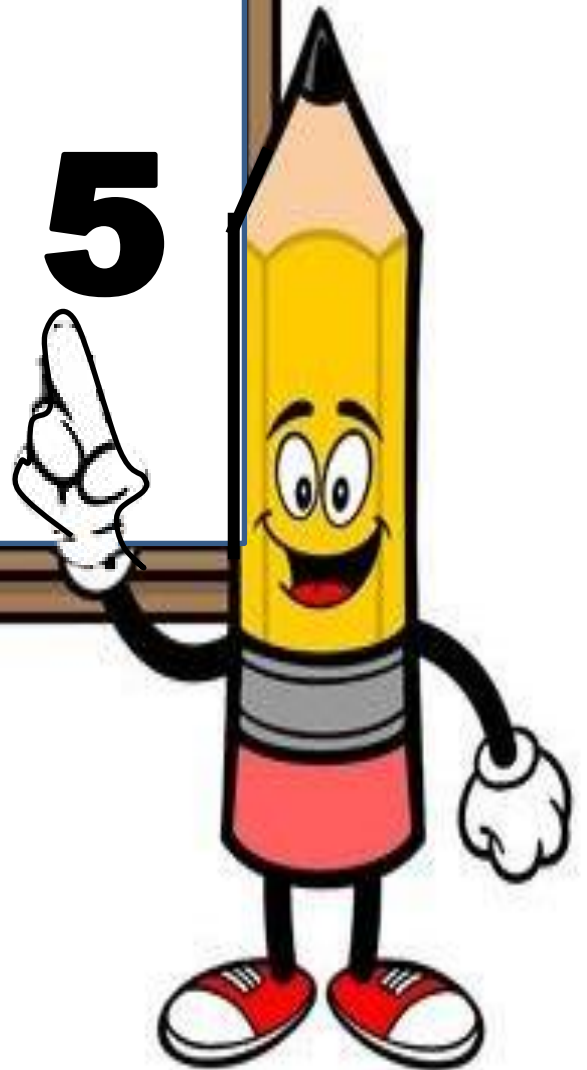
Hampton Howard Morehouse

Week 9 Day 4
Interim Assessment

Today your scholar will be asked to be at school to take an IA (Interim Assessment). Materials for test will be provided to scholars upon arrival.



Day # 5



Name: _____

Week 9 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 9 Day 5 Notes, Module 2B

Do Now

Match the text structure to its definition.

- | | |
|--------------------------|--|
| description | <ul style="list-style-type: none">• The author lists items or events in numerical or chronological order. |
| sequence | <ul style="list-style-type: none">• The author states a problem and may include the pros and cons for the solutions. |
| compare/contrast | <ul style="list-style-type: none">• The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. |
| cause/effect | <ul style="list-style-type: none">• The author lists one or more causes or events and the results that occur. |
| problem/ solution | <ul style="list-style-type: none">• The author explains how two or more things are alike or different. |

Standard	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.
LEQ	How can understanding the overall structure of a text help me better understand the information presented in that text?
Objective	I can identify the purpose and structure of a portion of a text.
Assignment to Submit	Quiz

Input: Notes on Content/Vocabulary/Anchor Chart

Text Structure	Purpose	Clue Words
Chronological /Sequence	Tells the order in which events occur or steps in a process	-first, next, then, last -before, after -years -dates
Cause & Effect	Tells what happened and why it happened	-because -if...then... -when -consequently -as a result
Problem & Solution	Provides a problem and describes how it can be or is solved	-problem -solution -resolution -dilemma
Compare & Contrast	Shows similarities and differences between two or more things	-however -on the other hand -similarly -like -unlike
Description	Provides details or characteristics about a topic	-most importantly -for example -for instance -in fact

© One Stop Teacher Shop

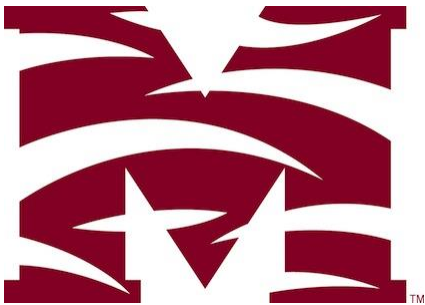
CFU/Application: Text Structure Quiz



Name _____

4th Grade ELA Remote Learning Packet

Week 10



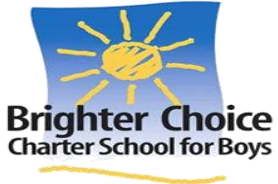
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

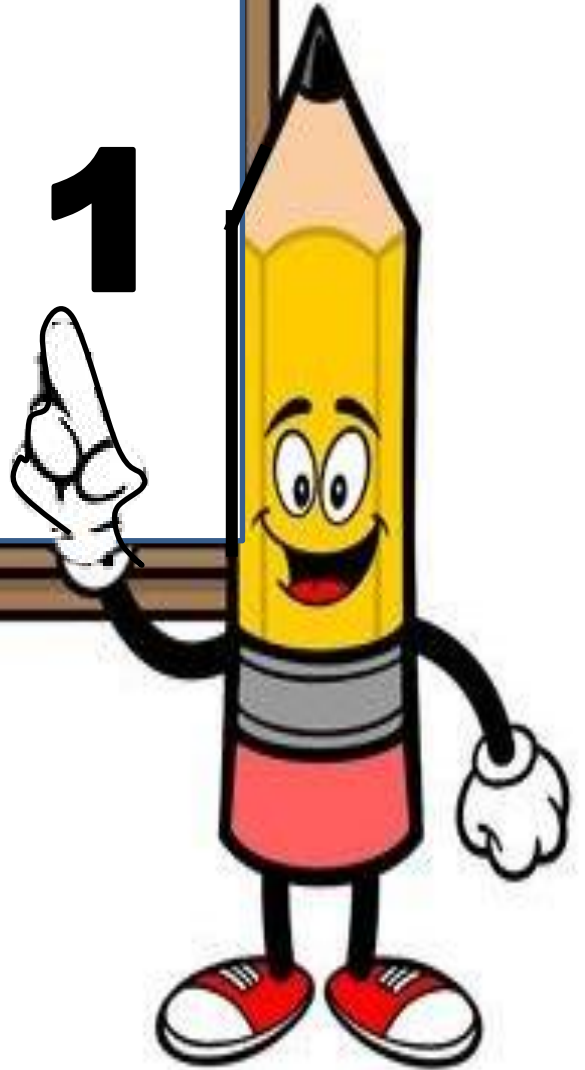
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____

Week 10 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 10 Day 1 Notes, Module 2B

Do Now

What did you most enjoy when learning about animal defenses?

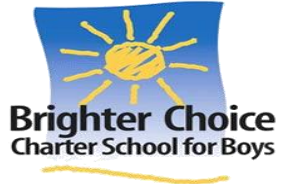
Standard	CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEQ	How can technology be used to collaborate, produce, and publish a graphic/writing piece?
Objective	I can collaborate with my peers to produce a graphic representation of my learning within the animal defense mechanisms module.
Assignment to Submit	Completion of Google Slides 1 and 2

Input: Notes on Content/Vocabulary/Anchor Chart

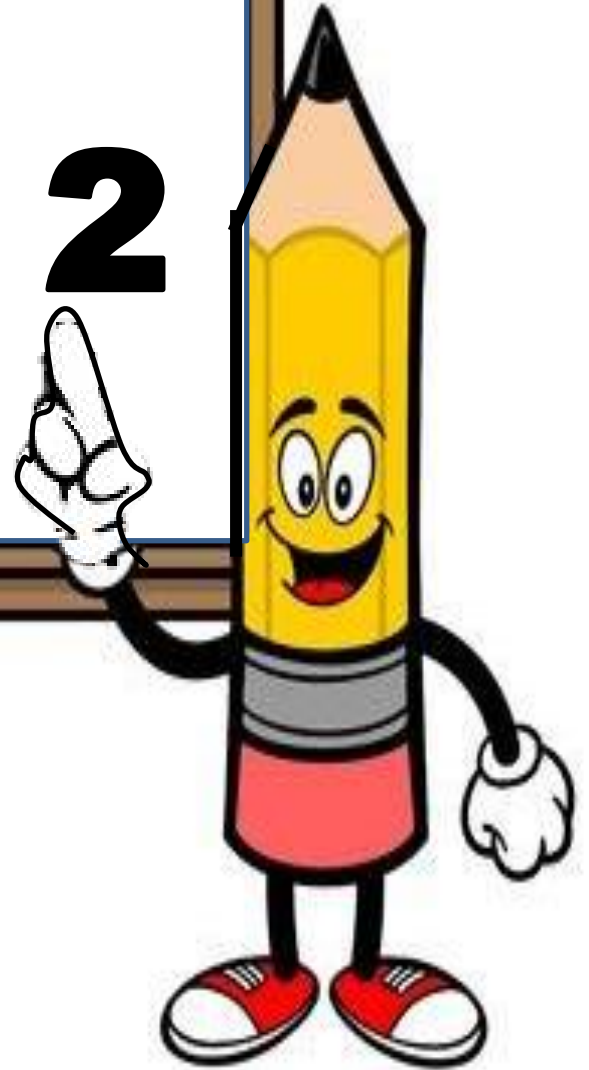
google slides	form of _____
clipart	simple _____ and symbols
font	a set of type (_____) of one particular style and size

CFU: Skill Activity: Google Slides Practice

Application: Completion of Google Slides 1-2



Day # 2



Name: _____

Week 10 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 10 Day 2 Notes, Module 2B

Do Now

What have you enjoyed most about the first trimester of school?

Standard	CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEQ	How can technology be used to collaborate, produce, and publish a graphic/writing piece?
Objective	I can collaborate with my peers to produce a graphic representation of my learning within the animal defense mechanisms module.
Assignment to Submit	Completion of Google Slides 3-6

Input: Notes on Content/Vocabulary/Anchor Chart

google slides	form of presentation
clipart	simple pictures and symbols
font	a set of type (words) of one particular style and size

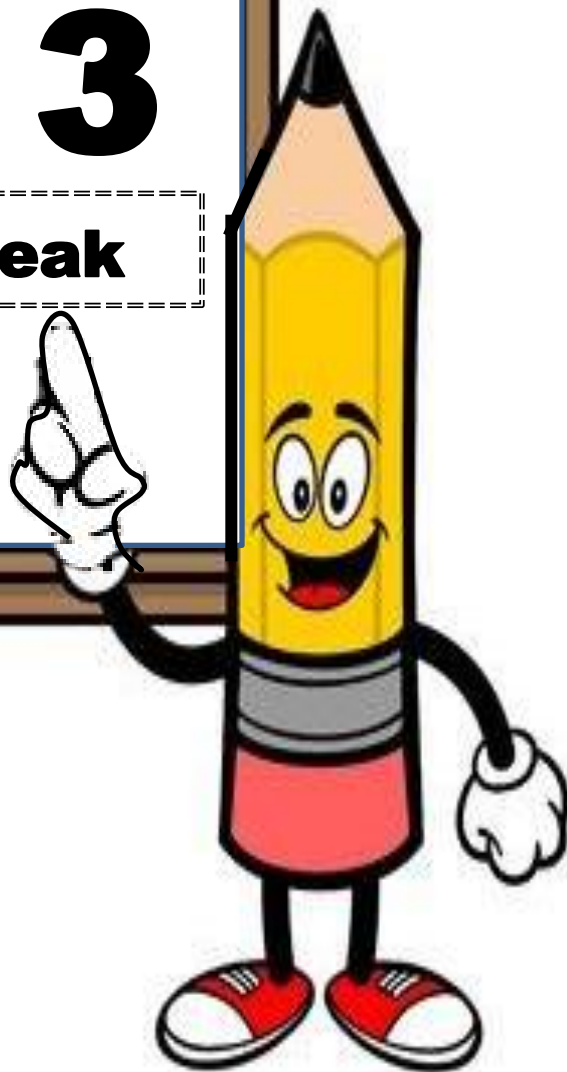
CFU: Skill Activity: Google Slides Practice

Application: Completion of Google Slides 3-6



Day # 3

Thanksgiving Break



Name: _____

Week 10 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 10 Day 3 Thanksgiving Activity

The pilgrims set sail from England in September of 1620. They wanted the freedom to worship and practice their religious beliefs. Because their faith was so important to them, they boarded a wooden ship called the



Mayflower and left their homes behind. There were 102 of them in all that took the risk of crossing a big, stormy sea. But surviving the journey across was only the beginning. Greater troubles awaited them.

The trip was challenging, but they finally reached land in December. They arrived along the coast in a place now known as Plymouth, Massachusetts. Because it was freezing cold they immediately worked to build shelters. However, the cold proved too much for them. Their food supply was low. Most of the pilgrims ended up getting sick and many of them died. When spring finally arrived, only 57 Pilgrims were still alive.

Then, two Native Americans, Samoset and Squanto, came to the Pilgrim's homes. They helped the Pilgrims by showing them how to hunt turkeys, rabbits and deer. They also helped the Pilgrims to identify which plants they could eat and which plants could be used as medicines.

The Pilgrims were given bean seeds, squash and corn from the Native Americans which let them grow crops. When fall arrived the Pilgrims had a great harvest, which assured them that they would have enough food to make it through the winter. They were so thankful that they invited 90 Native Americans to join them for a big meal. It was such a big celebration that it lasted for 3 entire days. This feast was officially the first Thanksgiving.

1. Why did the Pilgrims leave their homes and sail for the New World?
 - A. They wanted the right to vote.
 - B. They wanted the freedom to worship and practice their religion.
 - C. They were poor and wanted land.
 - D. They wanted to live among the Native Americans.

2. Why did the Pilgrims invite the Native Americans to the first Thanksgiving?
 - A. They wanted the Native Americans to help them build shelter.
 - B. They lived close to the Native Americans and wanted to be friendly.
 - C. The Native Americans helped to grow crops and hunt.
 - D. They were mad and thought this might help them get along better.

3. When did Samoset and Squanto help the Pilgrims?
 - A. Before the Pilgrims left for England they prepared for their arrival.
 - B. As soon as the Pilgrims arrived they showed them how to grow crops.
 - C. During the first winter they came to rescue the Pilgrims from the cold.
 - D. After their first winter in Plymouth.

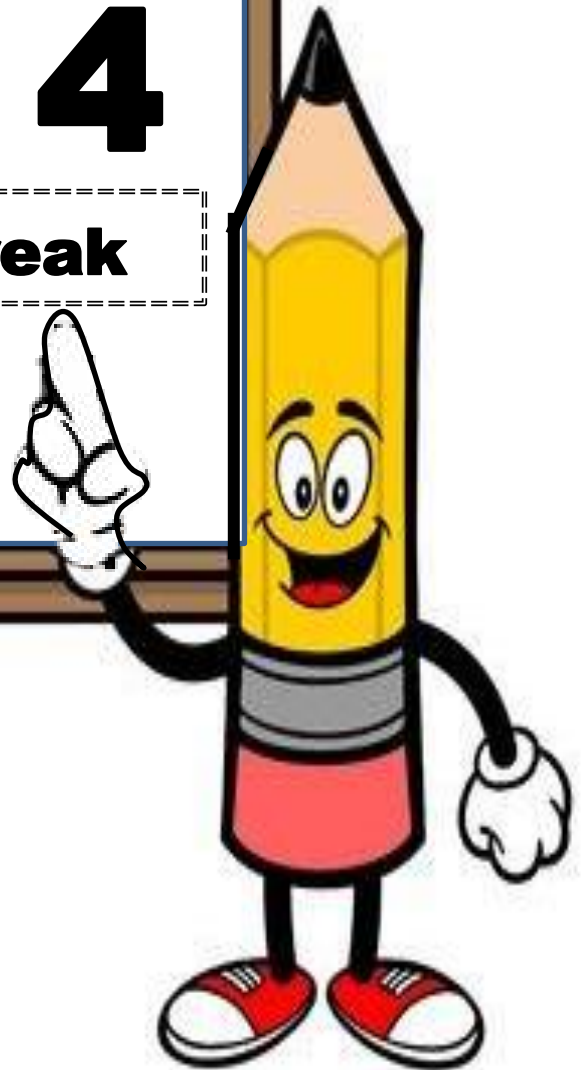
4. How many pilgrims died during the first winter in the New World?

5. Would you have liked to have been at the First Thanksgiving? Why or why not?



Day # 4

Thanksgiving Break



Name: _____

Week 10 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 10 Day 4 Thanksgiving Activity

E N B Z F O T Z S E C C S E K P X W P D
 Y R O T S I H T A R Z E M M R S L S O A
 U H V I J N U T A B M L I A N A E F T E
 T W A H T F A N M D L E R L H L H L A R
 X U G R F I B I E N N B G L A A L S T B
 Z L R I V E D S D M A R L S M A E P O S
 F P N K R E S A U N M A I G B D Y R E R
 Z G A R E E S T R L I T P T E E G F S B
 X T I C R Y U T A T B I O R D F K S S S
 Q E D T T A G U H S U O T H A N K F U L
 S R E N N I D W F E F N P A R E N T S P
 Y G I F T S G E Y V K A F R A S E C H R
 H L W W V H A K B I U Q H P P U U D R W
 Y Z I N M S U U Q T D E J D Q P H C P T
 X F W M T F P R Z A D Y Z N J U E I P V
 R Q L E A V E S S N Z I A T H M W Q R T
 E V R E S F H X H D S B A R F P J W S X
 S N A E B N E E R G A A V I I K W B G S
 B V D R O K K G U W S Y H B X I D P C M
 P R N O O I E V J O A Z D E Y N C M S A

AUTUMN
 BANQUET
 BREAD
 CELEBRATION
 CRANBERRIES
 DESSERT
 DINNER
 EAT
 FAMILY
 FEAST
 FOOTBALL
 GIFTS

GREENBEANS
 HARVEST
 HISTORY
 INDIANS
 LEAVES
 MALL
 NATIVES
 PARADE
 PARENTS
 PIE
 PILGRIMS

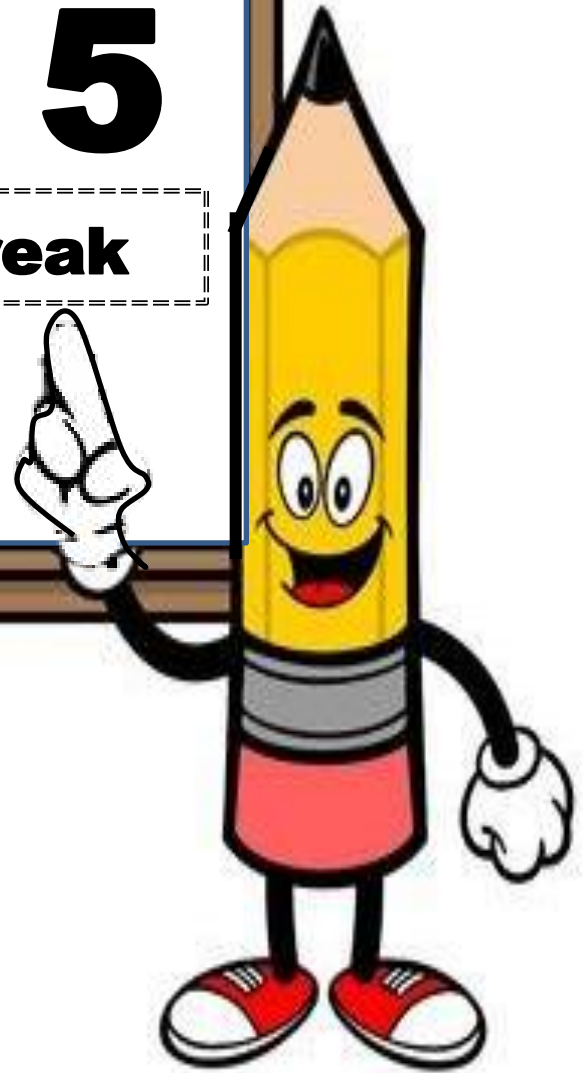
POTATOES
 PUMPKIN
 SALES
 SERVE
 SHARE
 STUFFING
 THANKFUL
 THURSDAY
 TRADITION
 TRIBE
 TURKEY





Day # 5

Thanksgiving Break



Name: _____

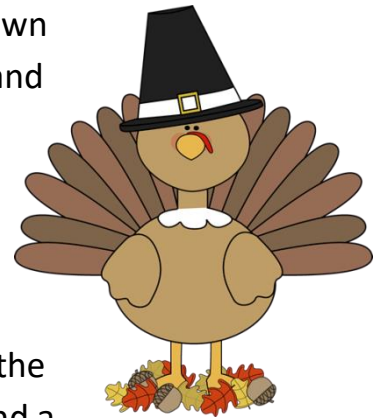
Week 10 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 10 Day 5 Thanksgiving Activity

Tommy the turkey was out on his farm just minding his own business. He liked to spend Thanksgiving Day planting flowers and relaxing outside. He felt great about this day and even said to himself, "Ahh, I am so relaxed! I can't wait to have a nice day outside." He planted beautiful roses and tulips and admired his perfectly planted garden.



All of a sudden, Tommy heard a loud noise coming from the woods. He stopped planting immediately, and ran to hide behind a tree hoping whatever was in the woods didn't see his feathers sticking out from behind it. He kept peeking his head out from behind the tree to see if anything was coming. After a while Tommy whispered, "it must have been a false alarm, I don't know why I was so scared!"

Just as Tommy stepped out from behind the tree, he felt a tug on his feather. He spun around as fast as he could and almost fell over! When he turned around he saw a small boy looking down at him. The boy looked sad, but Tommy could tell the boy was happy that someone was there to help him.

The boy finally got enough courage to speak and asked Tommy, "Do you know how to help me get my football out of a tree?" Tommy stared at him for a minute. He was just happy that the boy was not there to hurt him. Tommy said to the boy "well I can't fly, but I have some friends who can fly. Maybe they can fly into the tree to get your football."

Once the boy heard this, he had the biggest smile on his face! "Oh really, that would be awesome! I threw it too high when I was playing near the woods" the boy said. "Is that why I heard a loud crash? Did the ball hit the tree really hard?" Tommy asked. "Yea" the boy whispered, "I hope it didn't scare you".

Tommy let out a sigh of relief, "it did a little bit, but now that we met I feel much better!"

Tommy ran over to his house as fast as he could with the boy right behind him. "I'm going to call my friends to come help!" he said. Tommy got on the phone and asked his friends to come over and help the boy get his ball down from the tree. They said they would come right over.

Once Tommy's friends got to his house, they all went over to the tree where the ball was stuck. They looked up; the tree was as high as a skyscraper! Everyone looked at each other, and Tommy said to his friend, "Thank goodness you can fly!" His friend replied, "well of course I can, I'm a Blue Jay!"

The Blue Jay spread his wings and took a big jump to get himself in the air. He flew up and up and up! Finally he got up to the ball and yelled, "I'm sending it down!" He knocked it off the branch and the ball came tumbling down to the ground. Tommy and the boy cheered! The boy gave Tommy and the Blue Jay the biggest hug and cried, "thank you!" The three ended up playing catch for the rest of the day. Tommy was so happy with the day he had that he went to bed with the biggest and happiest smile.

1. Read the sentence from the text.

He stopped planting immediately, and ran to hide behind a tree hoping whatever was in the woods didn't see his feathers sticking out from behind it.

What does the word ***immediately*** mean as it is used in the sentence?

- A. After an hour
 - B. Right away
 - C. In a week
 - D. Slowly
2. How did the boy lose his football?
 - A. Kicked it into a tree out of frustration
 - B. Someone was being mean and put it in the tree
 - C. He threw the football too high and it landed in a tree
 - D. He put it in the tree for safe keeping
 3. How would you describe Tommy the Turkey? Use two details to support your answer.
