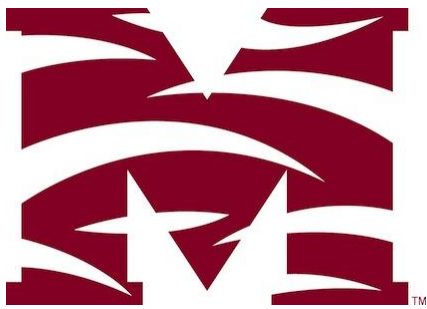




Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

### Week 9



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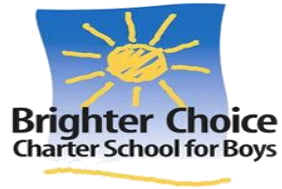
Dear Educator,

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.

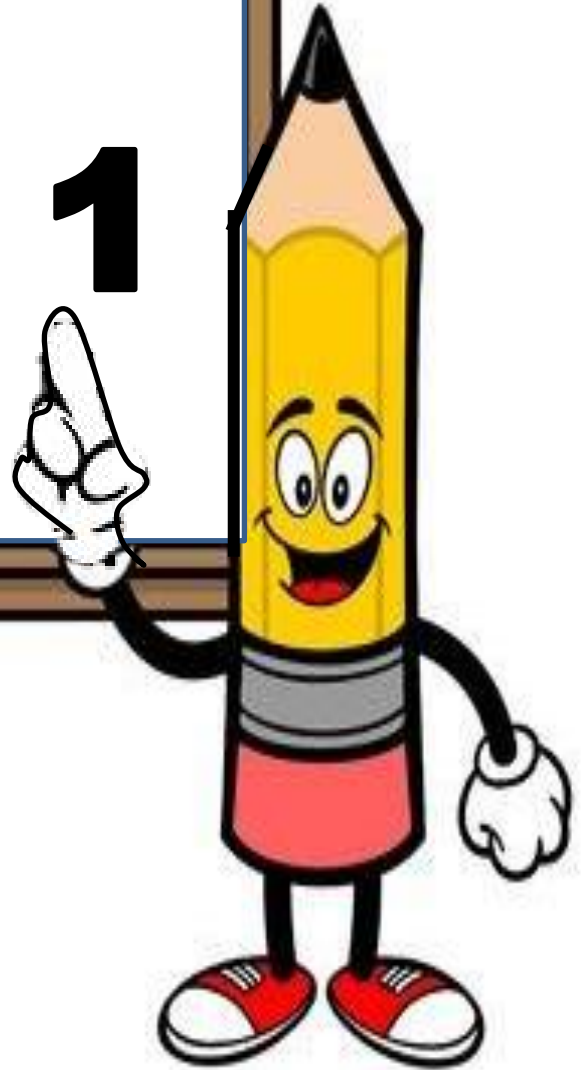
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://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?

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<b>Standard</b>	<b>RI.4.5</b> 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.
<b>LEQ</b>	How can understanding the overall structure of a text help me better understand the information presented in that text?
<b>Objective</b>	I can identify the purpose and structure of an informational text.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**

# Text Structure

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

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<b>description</b>	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.
<b>sequence</b>	The author lists items or events in numerical or _____ order. Sequence describes the order of events or how to do or make something.
<b>compare/contrast</b>	The author explains how two or more things are _____ or _____.
<b>cause/effect</b>	The author lists one or more _____ or events and the results that occur.
<b>problem/solution</b>	The author states a _____ and may include the pros and cons for the solutions.
<b>toxin</b>	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</p> <p>Compare/Contrast      Cause/Effect</p> <p>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</p> <p>Compare/Contrast      Cause/Effect</p> <p>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.

Alarmed = scared

### 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.*

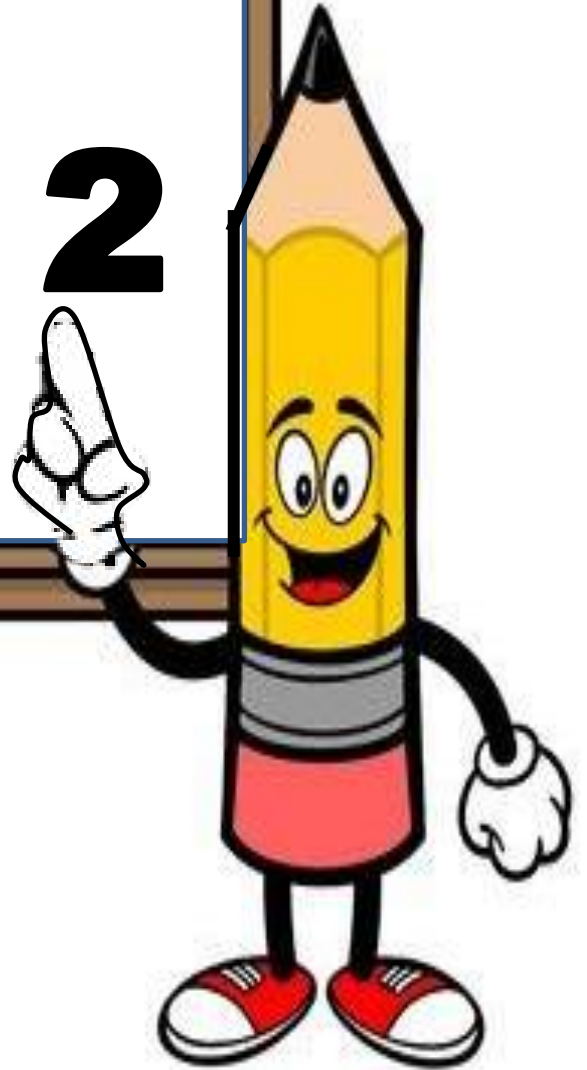
What does the word "queasiness" mean as it is used in the text?

- 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?

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<b>Standard</b>	<b>RI.4.5</b> 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.
<b>LEQ</b>	How can understanding the overall structure of a text help me better understand the information presented in that text?
<b>Objective</b>	I can identify the purpose and structure of a portion of a text.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**

# Text Structure

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

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<b>organism</b>	An _____ animal, plant, or single-celled life form.
<b>species</b>	_____ 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.

Mimic = copying

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.

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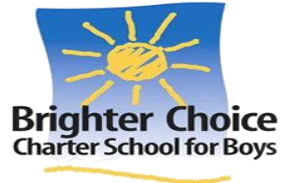
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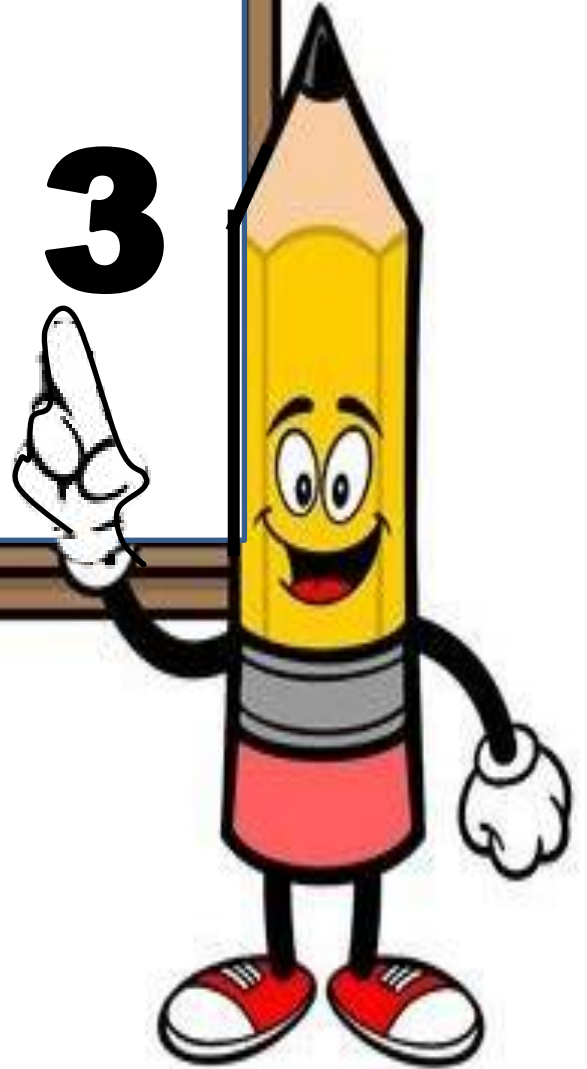
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# Day # 3





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

Week 9 Day 3 Date: \_\_\_\_\_

BCCS-B

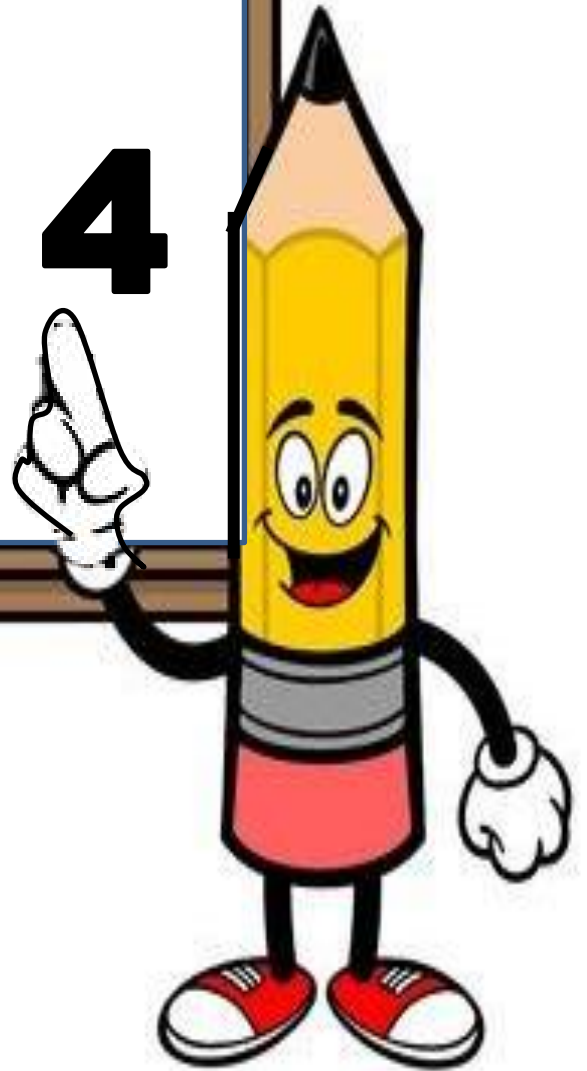
Hampton    Howard    Morehouse

**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: \_\_\_\_\_

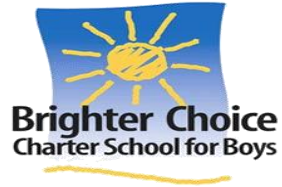
Week 9 Day 4 Date: \_\_\_\_\_

BCCS-B

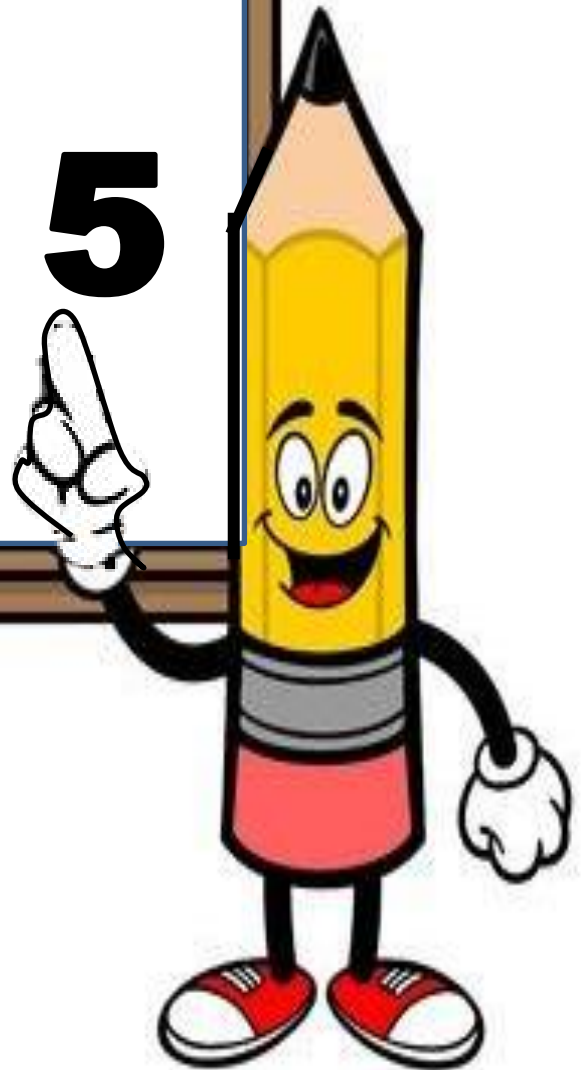
Hampton    Howard    Morehouse

**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

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## Week 9 Day 5 Notes, Module 2B

### Do Now

Match the text structure to its definition.

- |                          |  |
|--------------------------|--|
| <b>description</b>       | • The author lists items or events in numerical or chronological order.  |
| <b>sequence</b>          | • The author states a problem and may include the pros and cons for the solutions.                               |
| <b>compare/contrast</b>  | • The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. |
| <b>cause/effect</b>      | • The author lists one or more causes or events and the results that occur.                                      |
| <b>problem/ solution</b> | • The author explains how two or more things are alike or different.   |

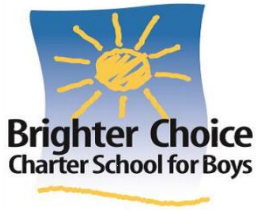
<b>Standard</b>	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.
<b>LEQ</b>	How can understanding the overall structure of a text help me better understand the information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

## Input: Notes on Content/Vocabulary/Anchor Chart

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

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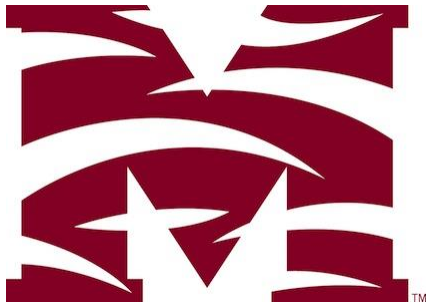
## CFU/Application: Text Structure Quiz



Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

### Week 10



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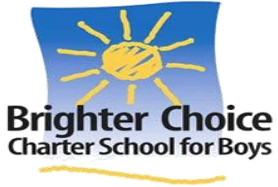
Dear Educator,

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.

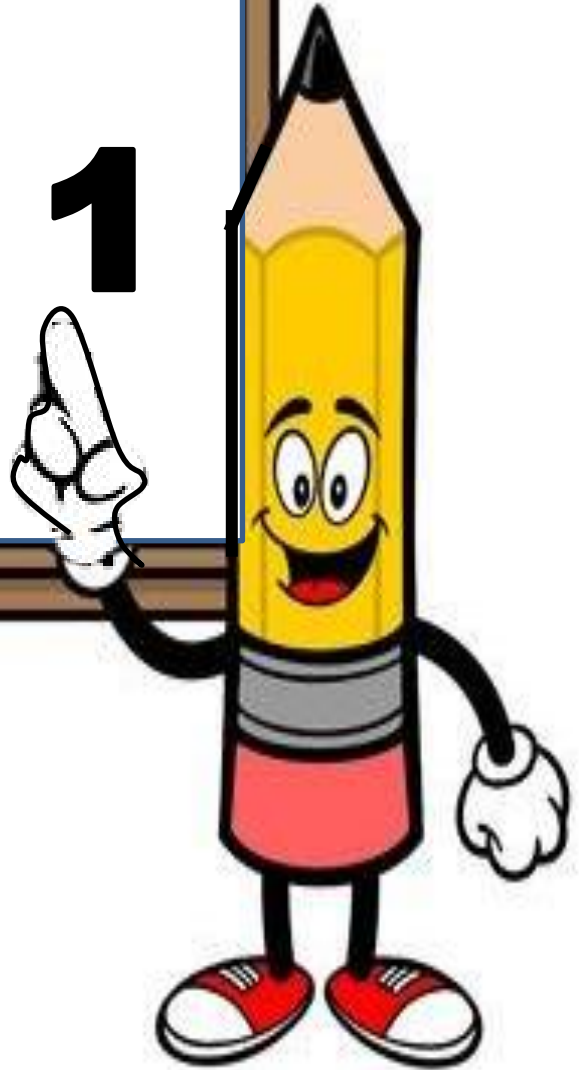
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://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?

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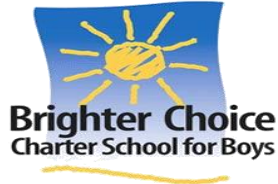
<b>Standard</b>	<b>CCRA.W.6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>LEQ</b>	How can technology be used to collaborate, produce, and publish a graphic/writing piece?
<b>Objective</b>	I can collaborate with my peers to produce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

**Input: Notes on Content/Vocabulary/Anchor Chart**

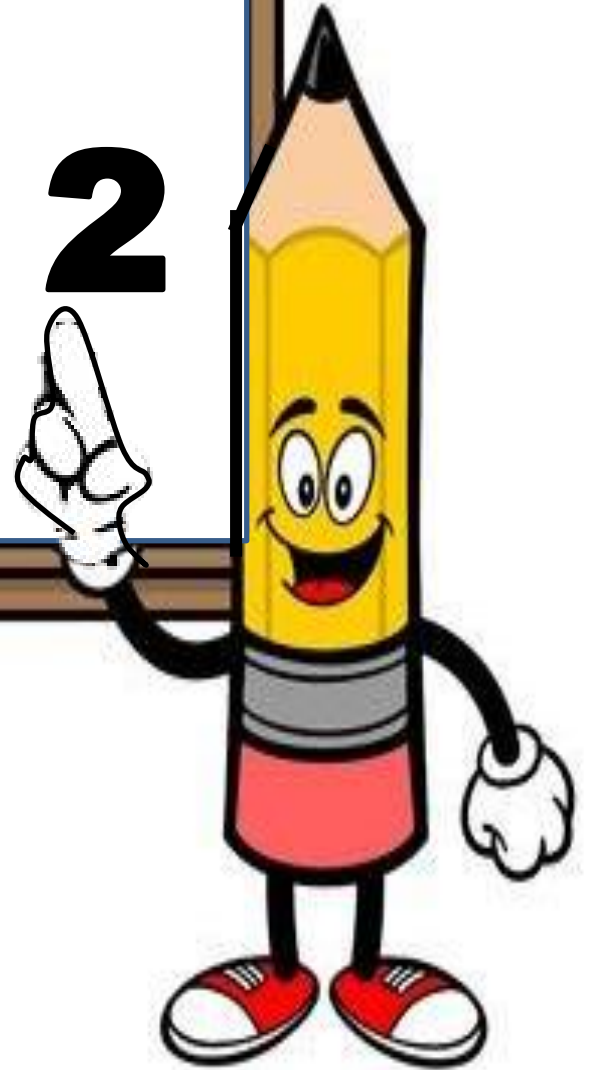
<b>google slides</b>	form of _____
<b>clipart</b>	simple _____ and symbols
<b>font</b>	a set of type (_____) of one particular style and size

**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?

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

**Input: Notes on Content/Vocabulary/Anchor Chart**

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

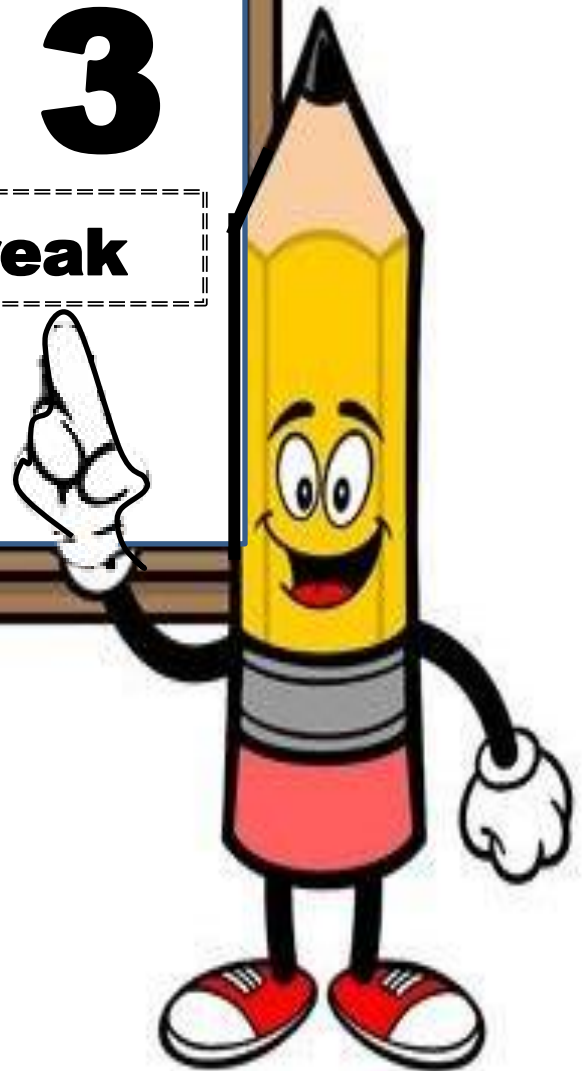
**CFU:** Skill Activity: Google Slides Practice

**Application:** Completion of Google Slides 3-6



# Day # 3

**Thanksgiving Break**



Name: \_\_\_\_\_ Week 10 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

Directions: Read the passage below, answer the questions and illustrate the story.



### A Thanksgiving Trip

Ben and his family always drive two hours to his grandparent's house for Thanksgiving. His grandparents live on Treetop Farm and always have a big dinner with turkey, mashed potato's, corn, rolls, peas, gravy, stuffing and yams. It is the most delicious meal Ben will eat all year.

Ben loves all the food but the best part of the trip is seeing his cousins Karen, Marcy, Billy and Tom. They love to run around outside and explore the farm. His grandparents let them ride horses and build forts with hay and sticks. At night everyone gathers around the fire singing songs and eating pie. Thanksgiving is one of Ben's favorite times of year it reminds him of how much he loves his family.

Who is the main character in the story? \_\_\_\_\_

\_\_\_\_\_

Where does this story take place? \_\_\_\_\_

\_\_\_\_\_

Name two things Ben does on the farm with his cousins. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think Thanksgiving is one of Ben's favorite times of year? \_\_\_\_\_

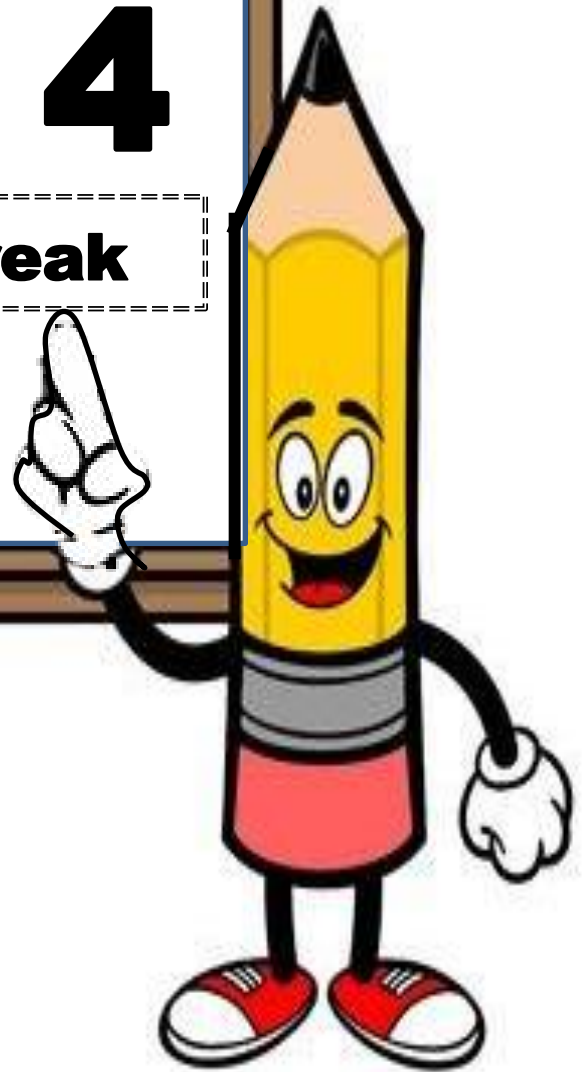
\_\_\_\_\_

Illustrate the story:



# Day # 4

**Thanksgiving Break**





Name: \_\_\_\_\_ Week 10 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

# November ABC Order

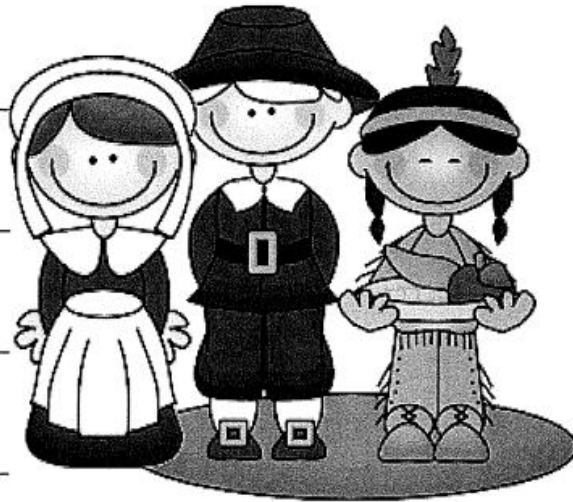
Put the words in ABC order below.

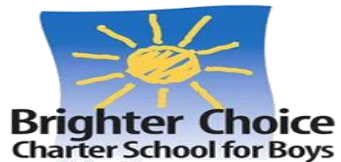


November	Thanksgiving	Pilgrims	
feast	stuffing	turkey	cranberries

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

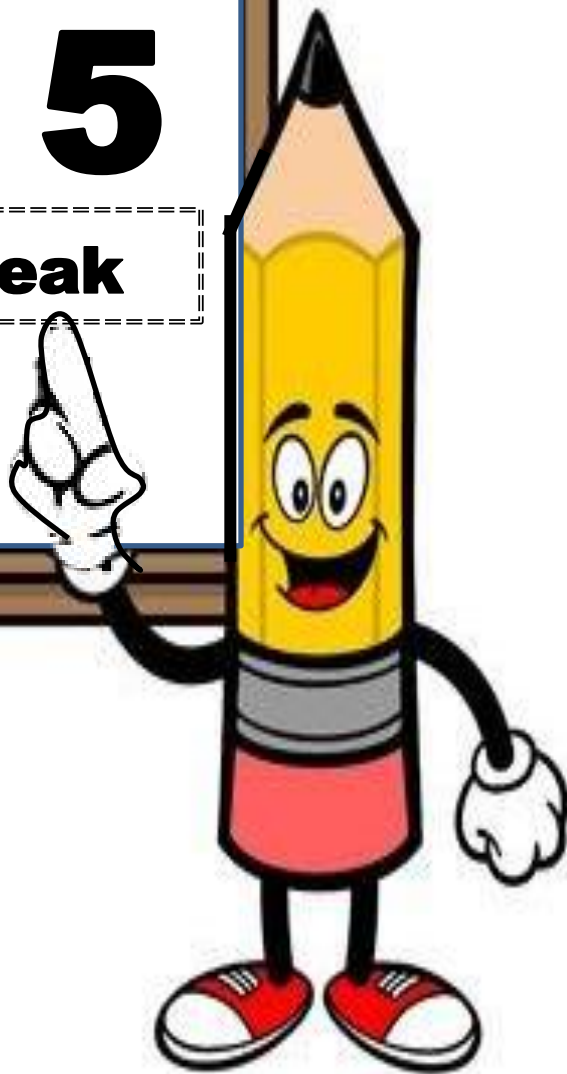
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_





# Day # 5

**Thanksgiving Break**



Name: \_\_\_\_\_ Week 10 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

### Color by Code

Directions: Use the color code to correctly color the picture.

afternoon = pink

suddenly = yellow

terrible = peach

receive = green

energy = blue

equipment = orange

minute = brown

