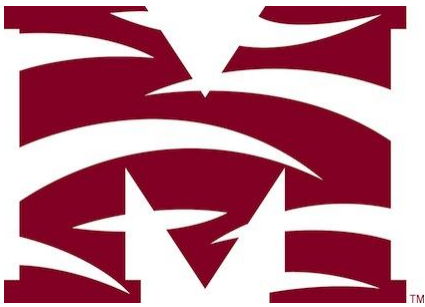




Name _____

4th Grade Modified ELA Remote Learning Packet

Week 5



Dear Educator,

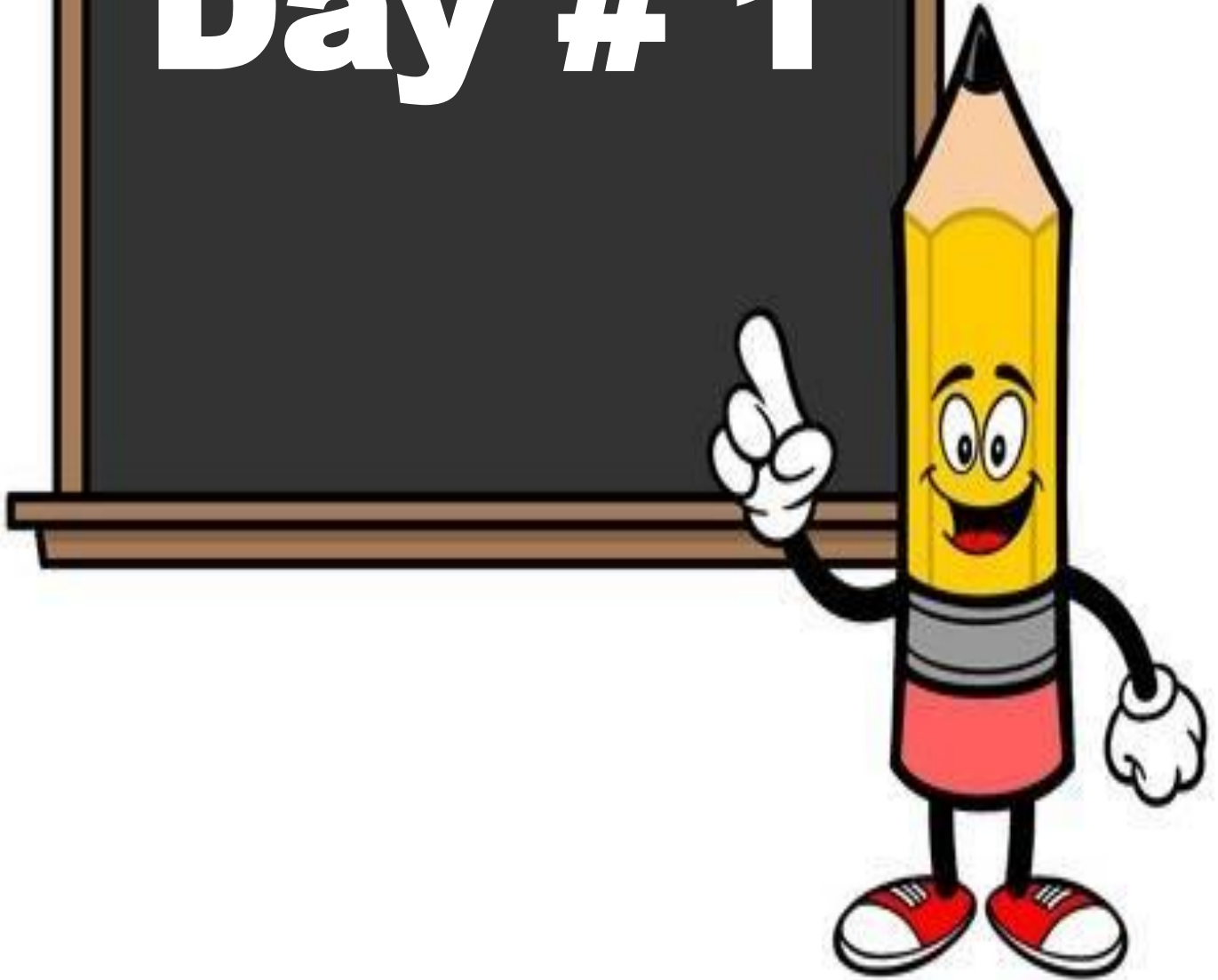
My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic 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 5 Day 1 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 5 Day 1 Notes, Module 1A

Do Now

What is something you have learned about the Iroquois/Haudenosaunee?

| | |
|-----------------------------|--|
| Standard | <u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| LEQ | What is similar about Iroquois society and our society today? |
| Objective | I can determine how the Iroquois society was similar to our society today and support my claim with evidence. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |


Input: Notes on Content/Vocabulary/Anchor Chart

| | | |
|---------------|---|--|
| province | Division within a _____ or state. | |
| confederation | An organization that consists of a number of groups _____ in an alliance or league. | |
| constitution | Fundamental _____ or laws a country abides by. | |


Inference

Authors don't always tell their reader everything. They rely on the reader to use inferential thinking to understand everything going on in the story.

Text Clues



Background Knowledge



+ = **INFERENCE**

Text Clues

My heart started to race as I stared down at the broken pieces. "How will I be able to explain this when mom gets home" I thought to myself.

My Background Knowledge

I think the character is a kid because they mentioned their mom. I also think the kid is nervous because that is what happens when your heart races.

My Inference

The kid accidentally broke something important to his mom and he is nervous about telling her when she gets home.

When reading fiction and non-fiction texts it is important to take your text clues and your own schema (background knowledge) to create an inference. Your text clues or evidence is information pulled directly from the text. Your background knowledge/schema is what you already know prior to reading the text. When you make an inference, you go beyond the author's words to understand what is not stated in the text.

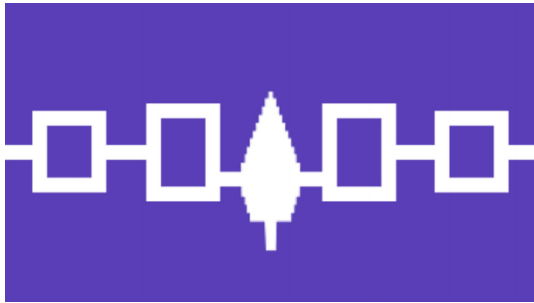
Let's Practice.

CFU: Skill Activity: Practice using the text clues and background knowledge to create an inference.

| Scenario | Inference |
|--|-------------------------------|
| <p>Lauren worried when she handed her mom her report card. She carefully watched mom looking over the paper, and a feeling of relief swept over her and a smile spread across mom’s face. Mom said, “let’s go get ice-cream to celebrate!”</p> <p>What can we infer happened?</p> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>White flakes fell from the sky and covered the roads. Lucy crawled out of bed and peeked out the window. Her eyes lit up when she realized she definitely wouldn’t have school today!</p> <p>What can we infer is happening at Lucy’s house?</p> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Cody packed his suitcase, snorkels, and sand bucket/toys. Mom packed the sunscreen, towels, and a lunch. Unlike at their house, the sun was shining at their destination, and they knew it would be a perfect vacation.</p> <p>Where can we infer that Cody and his Mom are going?</p> | <hr/> <hr/> <hr/> <hr/> <hr/> |

Application: 3 Reads of Text: Native American History: The Iroquois People

Native American History: The Iroquois People



The Iroquois are a Native American people. For more than 4,000 years, they have inhabited the Canadian province of Ontario and parts of New York state.

There is no one tribe called the Iroquois. The name actually refers to the Iroquois language, which is spoken by more than one

tribe. Before the Europeans arrived in America, there were five Iroquois tribes: the Mohawk, Onondaga, Oneida, Cayuga and Seneca. These tribes shared an organized government. They had similar cultures, as well. In Iroquois society, women were treated with great respect. This was unusual at the time.

Iroquois Confederation

For hundreds of years, the five Iroquois tribes had spent most of their time fighting each other. According to the histories passed down by tribe members, the tribes all came to their senses in the 1500s. They decided to work together. They would become a united league. It was then that they formed the Iroquois confederation.

The five tribes designed a complicated government. It included a law-making branch with two houses, or parts. The U.S. Congress, the lawmaking branch of government, has two houses, too.

Members of the Iroquois congress were called sachems. They were representatives of their tribes. They met to discuss decisions that would affect the entire confederacy.

More Advanced Government

The Iroquois created the rules for this government as early as 1590. It was a much more advanced government than any in Europe at the time.

The tribes worked together. However, that did not stop them from waging other wars. They fought members of other tribes. They also captured waves of European settlers, like the French and British.

In the French and Indian War, the British and French colonies fought each other. The Iroquois did not take a side. Instead, they joined either side whenever it suited them. During the American Revolutionary War, both the Americans and British tried to win over the Iroquois. That led the confederacy to split up. For the first time in 200 years, Iroquois fought Iroquois.

Longhouse Center Of Life

The longhouse was the center of Iroquois life. These were dwellings for many related families. They were long, indeed. Researchers have found longhouse remains that show they were longer than the length of a football field.



Women's Role In Farming

This article is available at 5 reading levels at <https://newsela.com>. The Iroquois relied on farming for food. Women had a special role in farming. They were believed to be linked to Earth's power to create life. Because of that, Iroquois women determined how the food would be distributed. In a farming society, that was a very important task. Women were also responsible for selecting the sachems from each tribe. They had a high role in Iroquois society.

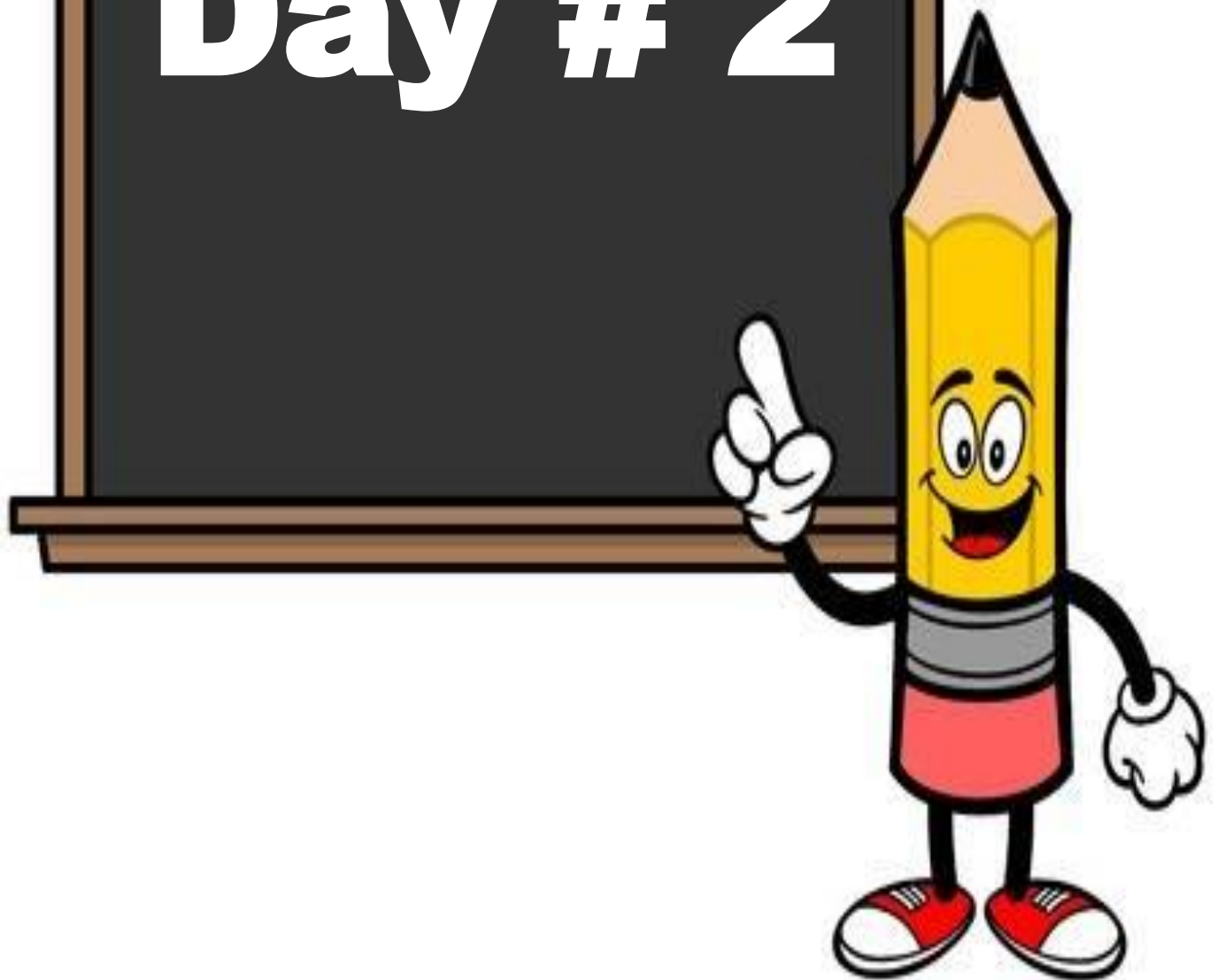


U.S. Constitution May Have Been Based on Iroquois Ideas

The Iroquois were eventually forced to give up their land to the Europeans. They had fought back as long as they could. They proved to be the longest-lasting threat to the European settlers.

Though their land was taken, the Iroquois still left their mark on history. Some historians think parts of the U.S. Constitution were based on Iroquois ideas. In fact, the Founding Father Benjamin Franklin was one of the Iroquois' biggest admirers.

Day # 2



Name: _____

Week 5 Day 2 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 5 Day 2 Notes, Module 1A

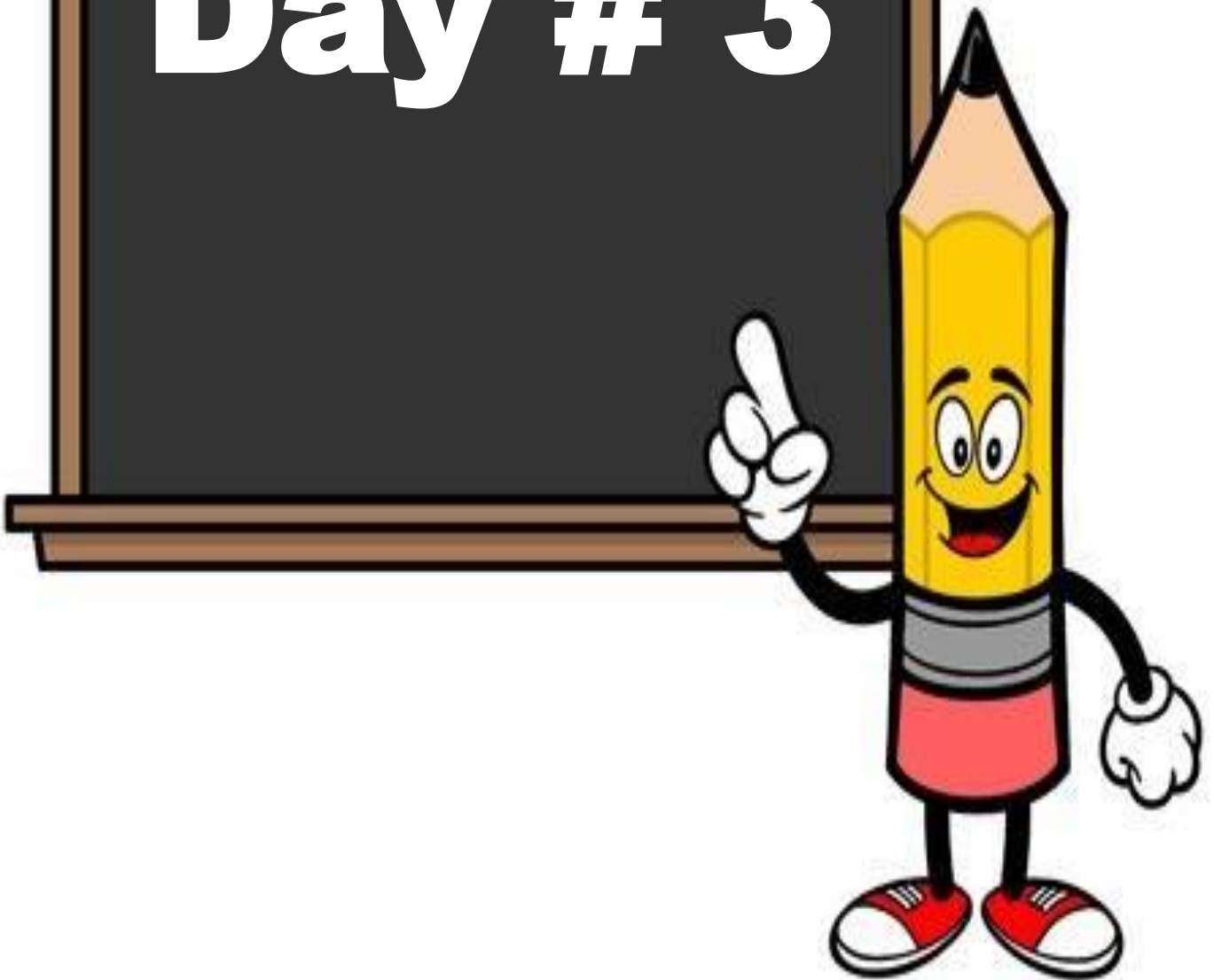
Do Now

Name one thing that is similar about our society and the Iroquois society.

| | |
|-----------------------------|--|
| Standard | <u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| LEQ | How can I apply my skill knowledge to a multiple choice assessment? |
| Objective | I can use RISE strategies to correctly answer multiple choice questions. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

CFU/Application: Jeopardy Review game for Assessment on Thursday and Friday.

Day # 3



Name: _____

Week 5 Day 3 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 5 Day 3

Assessment Day 1

Today for class you will take an SPA (Skill Progress Assessment). On the following pages are the articles used for each portion of the test.

Name: _____

Week 5 Day 3 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 5 Day 3, SPA Day 1

***D**irections*

Read this story. Then answer questions 1 through 6 on a Google Form and question 7 will be completed on paper and then an Edlight image will be taken.

Got Allergies?

By ReadWorks



More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens—such as dust and mold—are found in the air.

“Allergies [are] increasing over time,” said Andy Nish. He is a doctor from Georgia.

Allergens in the air aren’t the only problem. Kids’ food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But kids today come in contact with fewer germs than their grandparents did. That's in part because more medicine is available. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

Dust and other allergens that float into your nose are in for a blast—a cough or a sneeze, that is! Both are natural **reflexes**, or responses, to help keep you from getting sick. Here's a look at the big bursts.

Sneeze

Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Cough



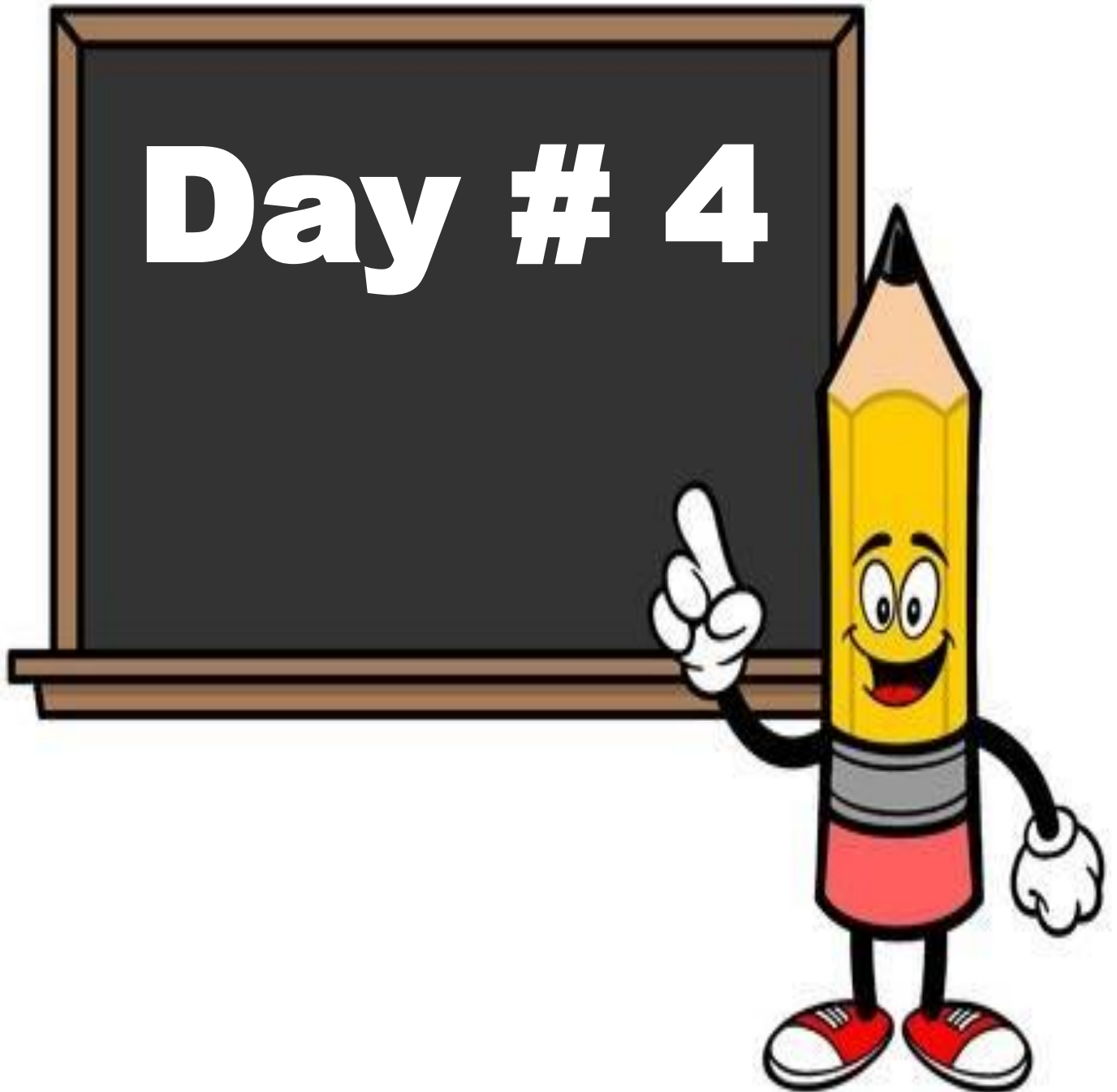
Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.

EDLIGHT PHOTO:

The space below is provided for the short response question for this article. Do not write anything until given the question for #7.

7.

Day # 4



Name: _____

Week 5 Day 4 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 5 Day 4, Assessment Day 2

***D*irections**

Read this story. Then answer questions 8 through 12 are to be completed on a Google Form and question 13 will be completed on paper and then an Edlight image will be taken.

The Hunt

by Readworks

Beeeeep beeeep beeeep. Aidan's alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

"Happy birthday, Aidan!" his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. "Hold on, they aren't finished just yet," she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

"Candles in pancakes?" he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn't want the wax to melt into his delicious breakfast.

“Thank you!” he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

“Well, even though you have plenty planned for tomorrow, I have a surprise for you today,” his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. “Go get dressed. Your surprise will be waiting for you downstairs when you get back,” he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. “Well, aren’t you excited,” she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. “All right, well, open it up,” he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. “Just like your favorite literary wizard, this spot is marked by a scar.”

“You made me a treasure hunt?!” Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. “Obviously,” he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series—the last one. He ran through the fallen red, orange, and brown leaves—Aidan’s favorite thing about fall. There it was: the scar in the clue. He searched around the tree’s base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

“Green is this poet’s color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom’s a fan.”

“This is a tough one,” thought Aidan. He knew he was searching for a poet. He didn’t know what green meant, so he started with red. He thought, “Well, red usually signifies love or anger, but a love poet makes more sense. So red, white, and blue are the colors of his or her flag. America?” He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother’s nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. “And he’s from Chile, so red, white, and blue!”

Aidan ran through the back door and up to his parents’ room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. “Perfect,” he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

“You’re almost there!” his dad called out from downstairs. Aidan peeled open the clue. “For this last clue, remember when your sister was blue and couldn’t find her favorite Boo.” Aidan started to think about the last part, “her favorite Boo.” He thought, “Boo had to be a name, since it was

capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book.” He thought for a while longer. “That’s it!” He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, which is where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn’t one to be found. Aidan was stumped. At last, he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

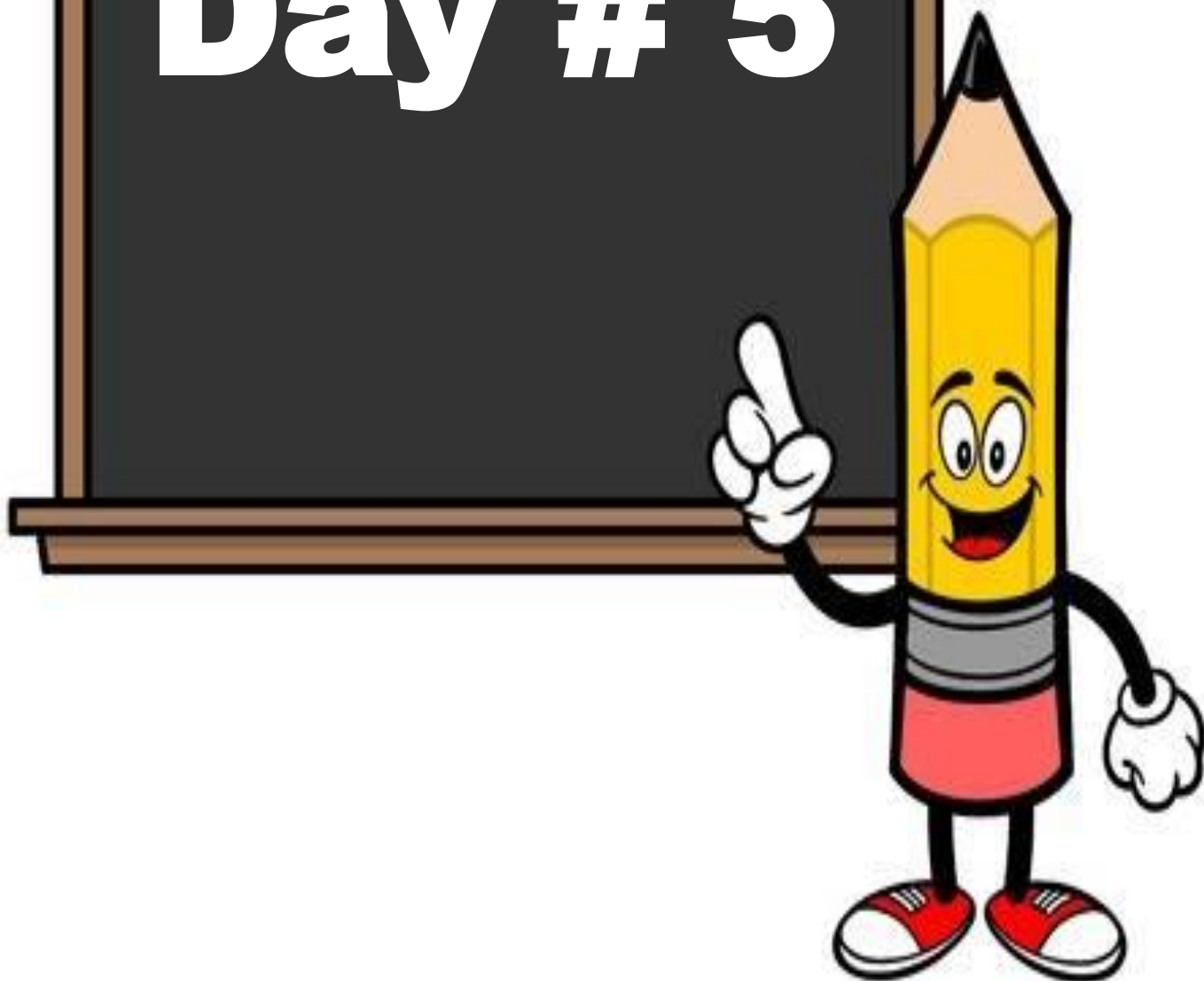
“Surprise!” she yelled with a huge smile on her face.

EDLIGHT PHOTO:

The space below is provided for the short response question for this article/story. Do not write anything until given the question for #13.

13.

Day # 5



Name: _____

Week 5 Day 4 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 5 Day 5, Module 1A

Do Now

What do you believe poetry to be?

| | |
|-----------------------------|---|
| Standard | RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.. |
| LEQ | What makes poetry a unique form of writing? |
| Objective | I can explain the difference between prose and poetry and determine the purpose of a poem. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input: Notes on Content/Vocabulary/Anchor Chart

| | | |
|--------|---|--|
| prose | A type of writing that represents natural flow of speech and grammatical _____. (Essay/short response/letter writing) | |
| poetry | A type of writing where an author uses figurative language, imagery, style, rhythm, and sometimes _____ to create meaning and invoke _____ in the reader. | |
| verse | a singular _____ of poetry | |
| stanza | Instead of _____ poems have stanzas. They are a _____ of lines in a poem. | |

CFU: Analyzing of the Poem “A Bird Came Down” by Emily Dickinson Guided work via google slides/Powerpoint

Application: Analysis of excerpt of Poem “Righting American History” by Greg Gaul

Excerpt of Righting American History

America's had lots of heroes through the years

Helping the world overcome many fears

Humankind hasn't always been kind

Look closely at history, see what you find

Indigenous people's abuse not a matter of pride

Devastation of natives a story history did hide

The Iroquois Confederacy gave us our republic's design

Its novel concept: states and nations powers align

All of which helped founders form this great nation

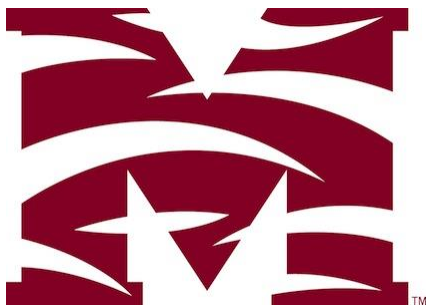
We repaid this gift by invoking near annihilation



Name _____

4th Grade Modified ELA Remote Learning Packet

Week 6



Dear Educator,

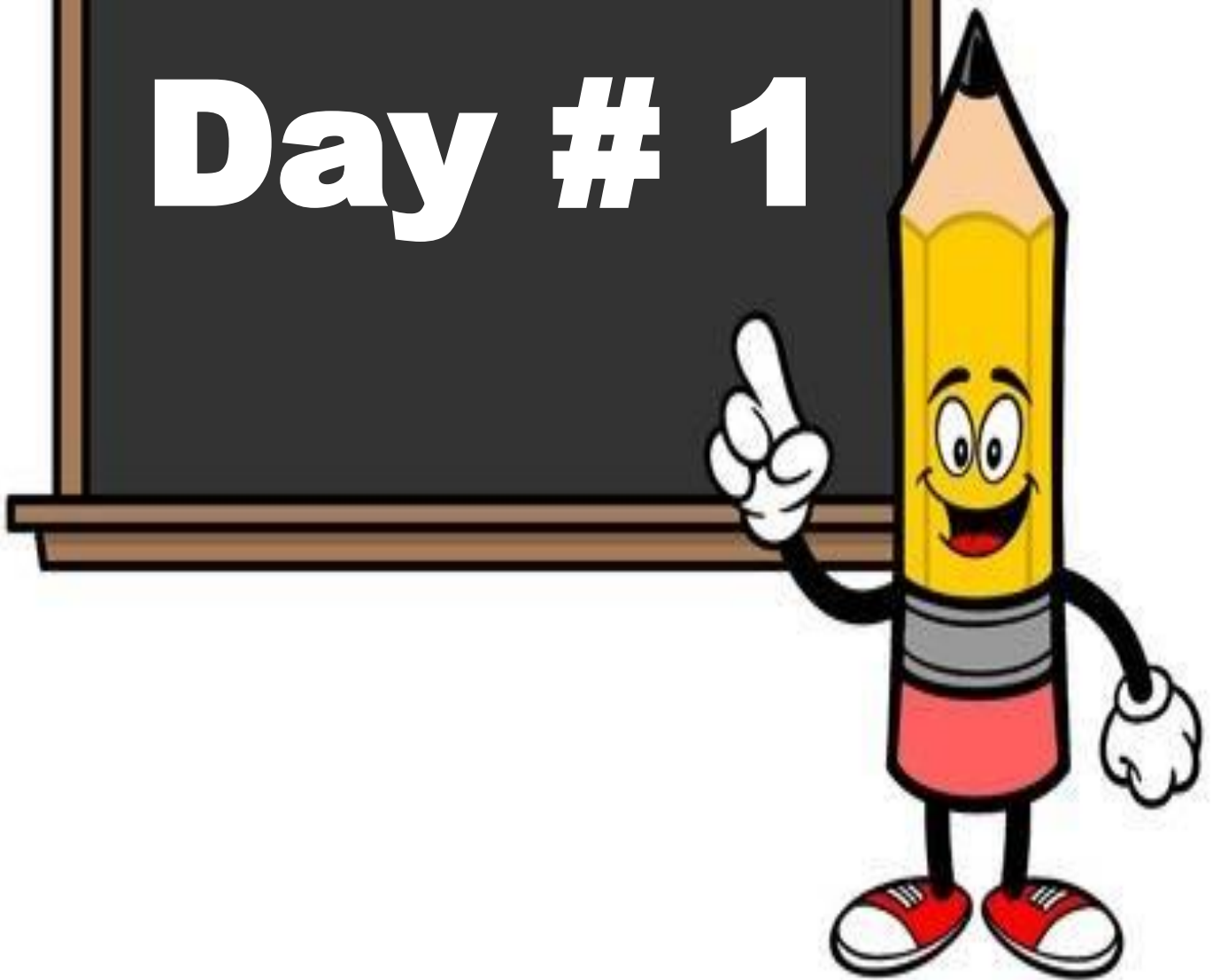
My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic 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 6 Day 1 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 6 Day 1 Notes, Module 2B

Do Now

What does it mean to defend?

| | |
|-----------------------------|--|
| Standard | RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| LEQ | How can visual information provided in a text help with my comprehension of the overall topic? |
| Objective | I can name and functionally use the text features presented in the text. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input: Notes on Content/Vocabulary/Anchor Chart

Text FEATURES

HEADINGS and SUBHEADINGS

Life Cycle
The butterfly lays an egg. Then, the egg hatches into a larva. Next, the caterpillar forms a chrysalis. Finally, a butterfly emerges.

The title of that section of the text. Headings and subheadings help the author sort information into similar groups.

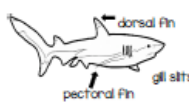
KEY VOCABULARY WORDS

Expert words that are important to understand the specific topic of the text.

species dorsal fin habitat

DIAGRAMS

a picture with labels used to show the reader parts or to help the reader "see" the information.



Black Tip Reef Shark


GLOSSARY

the glossary defines key vocabulary words.

Prey- the animal being hunted.
Predator- an animal that hunts another animal.

CAPTION

the words underneath a picture that explain what the picture is about.




A Frog waits for the perfect time to catch the fly.

Nonfiction books are full of exciting and true information about the world. They are also full of features to help you find your way around the text. We call these helpful parts of the book text features.

Text FEATURES

MAP

shows places, parts of a city, country, state, world, etc. Writers use maps to show where the information or story is taking place.



CHARTS and GRAPHS

Writers use charts and graphs to help readers understand the text better.

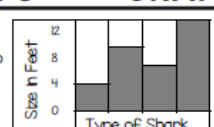
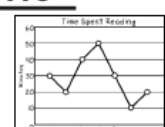



TABLE of CONTENTS

list of topics or chapters and pages they can be found, helps organize the text.

Table of Contents
Slithering Snakes...4
Life Cycle.....8
Growing Up.....10

POP-OUT BOXES

Baby snakes are born in a group. They use their teeth to cut through the eggs when they are born.

Baby snakes eat the yolk of their shell.

Some writers use pop-out boxes to make interesting or important information stand out.

FAST FACTS

a list of extra or miscellaneous facts usually toward the end of the text or a quick fact in the middle of the text.

FUN FIN FACTS:

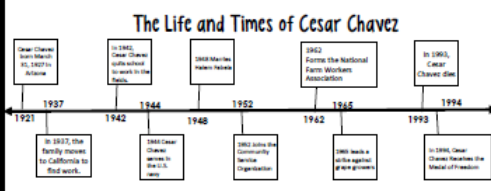
- Sharks have one dorsal fin.
- Pectoral fins help the shark steer and balance.
- Pelvic and anal fins help the shark swim.
- Cone fin helps the shark move through water.

Text FEATURES

TIME LINE


A time line is a visual way to show a sequence of events in a period of time. Events that happened during that time period are placed on the time line in the order in which they happened. When a passage is written chronologically, it can be difficult to remember all the events. A timeline is a good visual reminder of the major events.


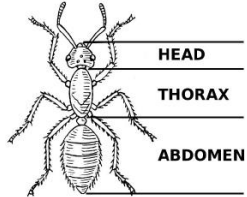


The Life and Times of Cesar Chavez





ANIMATIONS and INTERACTIVE ELEMENTS on WEB PAGES

Animations, visuals, and interactive elements help the reader to better understand the text and make learning more enjoyable. They may explain a process or how something works.



| | | |
|---------------------------|---|---|
| animal defenses | The way that animals defend themselves against _____. | |
| text features | Components of a text that help a reader _____ the text more easily. | |
| photograph | An image taken with a _____. |  |
| diagram | A diagram is an image that _____ includes _____ to show the reader different parts. |  |
| map | Drawing that shows the _____ of things or places. |  |
| caption | These words give the reader _____ more info about an image. |  The size of a leaf-cutter ant can tell you the job it has in the ant colony. You can tell that this leaf-cutter ant is a mediae by the size of its head. |
| heading/subheading | Title _____ of a text. | <u>Different Jobs in the Colony</u> There are four different types of workers in the leaf-cutter ant colony. The <u>minims</u> are the smallest workers. They take care of the young ants (larvae and pupae). The <u>minors</u> are a bit bigger than the minims, and they help protect the working mediae ants. The <u>mediae</u> are the ants that cut the leaves and bring the pieces back to the nest. The <u>majors</u> are the biggest worker ants and act like soldiers. Their jobs is to protect the nest from intruders. |
| glossary | List of important words from the book and their _____. | <u>Glossary</u> <u>Abdomen</u> : One of the 3 parts of an insect, located in the rear. It contains the respiratory, circulatory and reproductive organs. <u>Antenna</u> : The two appendages on the head that are used to smell, touch or hear. |
| table of contents | Gives a reader the list of information _____ in _____ it will appear in the book. | <u>Table of Contents</u> Introduction page 2 Parts of the Body..... page 3 The Colony..... page 7 Habitat page 9 |

| timeline | Visual way to show _____ in order they happened. | <p>European Exploration of the Amazon River</p> <div><div>1541: Don Francisco de Orellana is the first European to explore the Amazon.</div><div>1800: Alexander von Humboldt discovers a connection from Orinoco to Amazon.</div><div>1848: Henry William Bates begins writing his book about nature in the Amazon.</div></div> | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|---|-------|-------------------------|---------|-----|----------|-----|-------|-----|-------|-----|-----|-----|------|-----|------|----|--------|----|-----------|----|---------|-----|----------|-----|----------|-----|
| chart/graph | Use _____ to visually information. | <p>Amazon Weather Average Rainfall in Manaus, Brazil</p>  <table><thead><tr><th>Month</th><th>Amount of Rainfall (mm)</th></tr></thead><tbody><tr><td>January</td><td>260</td></tr><tr><td>February</td><td>290</td></tr><tr><td>March</td><td>320</td></tr><tr><td>April</td><td>300</td></tr><tr><td>May</td><td>250</td></tr><tr><td>June</td><td>120</td></tr><tr><td>July</td><td>90</td></tr><tr><td>August</td><td>50</td></tr><tr><td>September</td><td>80</td></tr><tr><td>October</td><td>130</td></tr><tr><td>November</td><td>180</td></tr><tr><td>December</td><td>220</td></tr></tbody></table> | Month | Amount of Rainfall (mm) | January | 260 | February | 290 | March | 320 | April | 300 | May | 250 | June | 120 | July | 90 | August | 50 | September | 80 | October | 130 | November | 180 | December | 220 |
| Month | Amount of Rainfall (mm) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| January | 260 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| February | 290 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| March | 320 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April | 300 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| May | 250 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| June | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| July | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| August | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| September | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| October | 130 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| November | 180 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| December | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pronunciation guide | Helps the reader know how to _____ unfamiliar words. | <p>There are many species of ants, like the citronella (sih-tro-nel-luh) ant,</p>  | | | | | | | | | | | | | | | | | | | | | | | | | | |

CFU: Skill Activity: Text Feature game via google slides.

Application: 3 Reads of Text: Animal Defenses: Avoiding Danger

Animal Defenses: Avoiding Danger

A cheetah skulks through the tall grass of the African Savannah. Head lowered, she stress intently at a herd of gazelles. Her spotted coat blends in with the dry grass, making her nearly invisible as she sneaks up on her prey.

The gazelles continue to graze. Between bites of grass, each one snaps up its head to check out its surroundings. Bright eyes scan the horizon. Ears swivel to pick up the slightest sound. Nostrils flare to sniff for the scent of a cheetah, lion, or other hungry predator.

Suddenly, a few gazelles snort and stamp their feet. The entire heard goes on high alert. The black bands that run down the gazelles' sides quiver, passing along the message: "Danger!"



Then, some of the gazelles begin bouncing as if on pogo sticks. They spring high in the air with their backs arched and legs stiff. They land on all fours, and then leap again.

The cheetah pauses. The gazelles have seen her. IT is impossible to launch a surprise attack now. The cheetah depends on one short-lived startling burst to chase down a gazelle. The gazelles, however, also run fast, hitting speeds of up to 40 miles (64 km) an hour – and they can keep up this speed much longer than a cheetah can. Their odd jumping behavior, called stotting, signals to the cheetah, "We have seen you, so do not bother to chase us – we are strong and healthy and can outrun you."

If the cheetah is lucky, perhaps she will find a gazelle fawn hidden in the grass. However, the fawns have tawny coats and can lie still as stone for a long time. Plus, the fawns' mothers are careful not to give the cheetah any clues as to where their young are hiding.

Like most wild animals, gazelles are always watching out for danger. Most often, that danger is another animal – in this case, a hungry cheetah. Even domestic

animals, such as horses, sheep, and chickens are on the alert for any threat to their safety. Being alert is the first step an animal takes to defend itself. It is one of the many behaviors that animals use to survive in a world filled with predators.

Much of an animal's self-defense behavior comes from within it. Most animals are born "knowing" how to defend themselves.



Name: _____

Week 6 Day 2 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 6 Day 2 Notes, Module 2B

Do Now

Name the text feature that shows us the physical location of places, regions, etc.

| | |
|-----------------------------|--|
| Standard | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| LEQ | Why is it important to understand the difference between and explain important concepts in historical, scientific, and technical texts? |
| Objective | I can determine how or why animals require certain defenses. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input: Notes on Content/Vocabulary/Anchor Chart


Types of Informational Texts

I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.

Historical Text

Historical texts tell about events that happened in the past or long ago. Readers and writers explain these events by describing **what** happened, **why** it happened, and how those events led to new events.


Look for:
time lines, maps, places, dates, big historical events, journal entries, events, concepts, sequence, time, order, cause/effect



Scientific Text

Scientific texts explain scientific concepts and the scientific reasoning for what happens, how it happens and why it happens.


Look for:
photographs, maps, journal entries, charts, graphs, data collection, events, scientific ideas, concepts, sequence, observations, cause & effect



Technical Text

Technical texts describe how to do something in steps, or tells how something works in chronological order. Technical texts may also tell you why you should do something.

Look for:
steps, directions, detailed explanation, diagrams, instructions, chronological order, sequence, actions, how-to, procedural text



Vocabulary

| | |
|---------------------------|---|
| primary defenses | Defenses an animal has _____ of the time, such as camouflage or spiky skin |
| secondary defenses | Defenses, such as biting or spraying musk, used only _____ an animal has been detected or attacked by a predator. |
| crypsis | The ability of an animal to avoid being noticed by predators or other animals. |

CFU: Skill Activity: Determine the type of information text.

| Example | Answer |
|--|---|
| 1. A sheet of instructions for library volunteers that tells how to shelve books according to the Dewey Decimal System. | Historical Scientific Technical |
| 2. An article that lists the causes of global warming as well as future predictions if humans do not change their current harmful behaviors. | Historical Scientific Technical |
| 3. A book about Ruby Bridges and her experience being the first African American student to attend an all-white school in 1960. | Historical Scientific Technical |
| 4. An article about the eruption of Mount Saint Helens that took place in 1980. | Historical Scientific Technical |

Application: 3 Reads of Text: Animals Defenses: Self-Defense

Animal Defenses: Self- Defense

Over millions of years, the many different kinds, or species, of animals have developed ways of defending themselves. Animals might use protective colors, sharp spines, and excellent hearing. An animal has its defensive tools at the ready all of the time, whether or not it is in danger. They are known as primary defenses. The gazelle's primary defenses include its horns, its keen senses, and its speed. A gazelle fawn's primary defenses include its ability to lie still and its concealing coat color.



This lizard uses its spikes to warn predators.

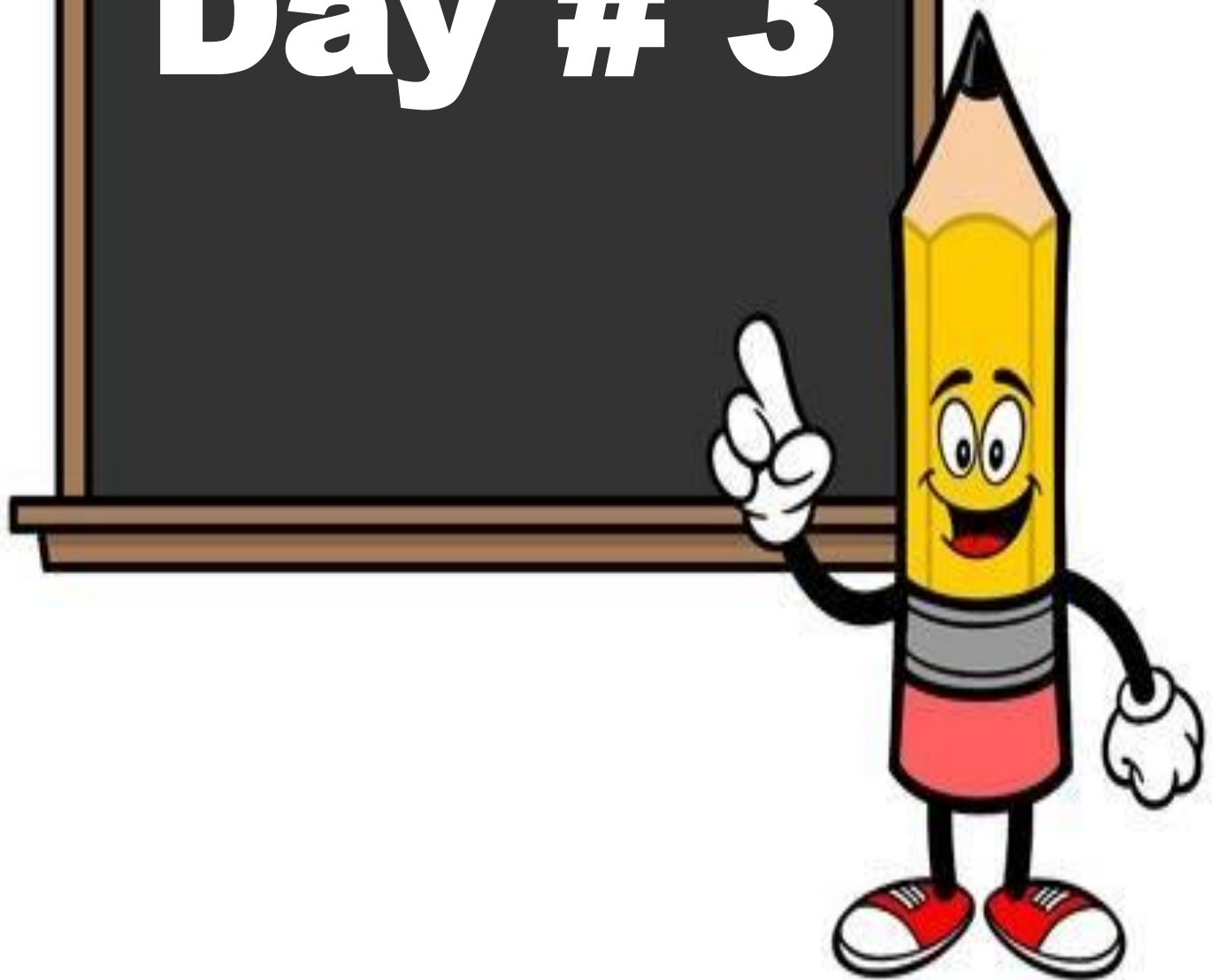
An animal's primary defense are backed up by behaviors known as secondary defenses when it confronts a predator. A gazelle uses secondary defenses when it stamps, stots, and runs away – or if it is caught by a cheetah or other predator.



This fawn is using crypsis to hide from its predator the cheetah.

Gazelle fawns use the most basic form of self-defense: avoid being noticed. Like the fawns, many animals evade detection by hiding, freezing, or blending in with their habitat. This is called crypsis (crypsis comes from the Greek word that

Day # 3



Name: _____

Week 6 Day 3 Date: _____

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Week 6 Day 3 Notes, Module 2B

Do Now

Historical Text

- A text that explains how to do something.

Scientific Text

- A text that describes the true events of an incident that once took place.

Technical Text

- A text that provides information about a topic, it may explain causes or reasons something occurred.

| | |
|-----------------------------|--|
| Standard | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| LEQ | How can I analyze a scientific, historical, and technical text effectively? |
| Objective | I can determine a variety of reasons as why animals would need defense mechanisms. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input: Notes on Content/Vocabulary/Anchor Chart


Types of Informational Texts

I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.

Historical Text

Historical texts tell about events that happened in the past or long ago. Readers and writers explain these events by describing **what** happened, **why** it happened, and how those events led to new events.


Look for:
time lines, maps, places, dates, big historical events, journal entries, events, concepts, sequence, time, order, cause/effect



Scientific Text

Scientific texts explain scientific concepts and the scientific reasoning for what happens, how it happens and why it happens.


Look for:
photographs, maps, journal entries, charts, graphs, data collection, events, scientific ideas, concepts, sequence, observations, cause & effect



Technical Text

Technical texts describe how to do something in steps, or tells how something works in chronological order. Technical texts may also tell you why you should do something.

Look for:
steps, directions, detailed explanation, diagrams, instructions, chronological order, sequence, actions, how-to, procedural text



Vocabulary

| | |
|------------------|--|
| avoidance | The action of keeping _____ from or not doing something. |
| alter | _____ or cause change. |

CFU: Skill Activity: Determine the type of information text.

| Example | Answer |
|---|---|
| 1. A book about how to survive an unexpected volcanic eruption. | Historical Scientific Technical |
| 2. An article in a flight magazine about the causes of airplane turbulence. | Historical Scientific Technical |
| 3. A passage about the first-ever hot air balloon ride. | Historical Scientific Technical |
| 4. An article describing the accidental invention of popsicles by Frank Epperson. | Historical Scientific Technical |

Application: 3 Reads of Text: Animal Defenses: Lying Low

Animal Defenses: Lying Low

Many animals hide to avoid being noticed. Turn over a stone or stir a pile of leaves to reveal a world of hidden creatures: a worm squirming in the sudden burst of light, a rolled-up pill bug, a centipede quickly scurrying out of sight, tiny springtails, and even tinier mites. Trees and other plants harbor animals seeking hideaways. Insects hide under leaves, along stems, and under scraps of bark. Pale trails winding through a leaf show where the larvae, or young, of various moths and beetles are feeding safely between the leaf's layers. Etchings in a tree's bark show where the beetles have bored inside to feed on its wood while under cover.

Many insects even alter plants to create places to hide. Some caterpillars roll up leaves and seal them shut with sticky silk. Weaver ants seal leaves together with silk made by their larvae, which the adult ants use as if they were glue sticks! Some insects, like wasps grow protective cases. These cases are hard knobs with spongy interiors. As larvae feed on the plant, their saliva induces the growth of these galls.

Larger animals also take advantage of the safe shelter provide by plants, rocks, and other parts of their habitat. Birds hide their nests amid grasses, tuck them among branches, bury them deep inside burrows, and conceal them in tree hoels.

Staying hidden many hours is not necessary for an animal that can get to a hiding place quickly. Many small rodents feed close to their burrows so they can dive into them at the first glimpse of a hawk overhead. Crabs scuttle quickly beneath stones. The pancake tortoise of East Africa, which has a flat, flexible shell, wedges itself into a crevice between rocks. The turtle braces its legs so that it cannot easily be pulled out of its hiding spot.



Day # 4



Name: _____

Week 6 Day 4 Date: _____

BCCS-B

Hampton, Howard, Morehouse

Week 6 Day 4 Notes, Module 2B

Do Now

Name one way an animal can defend itself against predators.

| | |
|-----------------------------|--|
| Standard | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| LEQ | How can I analyze a scientific, historical, and technical text effectively? |
| Objective | I can determine a variety of reasons as why animals would need defense mechanisms. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input: Notes on Content/Vocabulary/Anchor Chart

| | |
|-------------------|--|
| camouflage | Combination of materials, _____, or illumination that provides concealment. Making it difficult to be seen. Also known as _____. |
| mimic | A species that predators may avoid because it _____ another species that's poisonous, bad tasting, or bad smelling. |

CFU: Skill Activity: Determine the type of information text and Text Feature matching on google slides.

Application: 3 Reads of Text: Animal Defenses: Hiding in Plain Sight.

Animal Defenses: Hiding in Plain Sight

Camouflage, also known as cryptic coloration, is the one-size-fits-all defense in the world of animals. Animals as small as insects and as large as the boldly patterned giraffe – towering at a height of 18 feet (6m) – depend on their cryptic colorations to help them blend in.

Colors or patterns may camouflage an animal not only by helping them blend in, but also by breaking up its shape. That way, a predator does not recognize it at first. An animal's coloring can hide the roundness of its body, making it look flat. Colors or patterns also can help hide an animal's shadow.

Cryptic coloration can be as simple as the sandy fur of a fennec fox, which blends with the tones of its desert home. It can be as complex as the camouflage of a giant swallowtail caterpillar, which looks like a bird dropping on a leaf. The fox “hides in plain sight,” while the caterpillar stays safe by resembling something that does not interest a predator one bit.

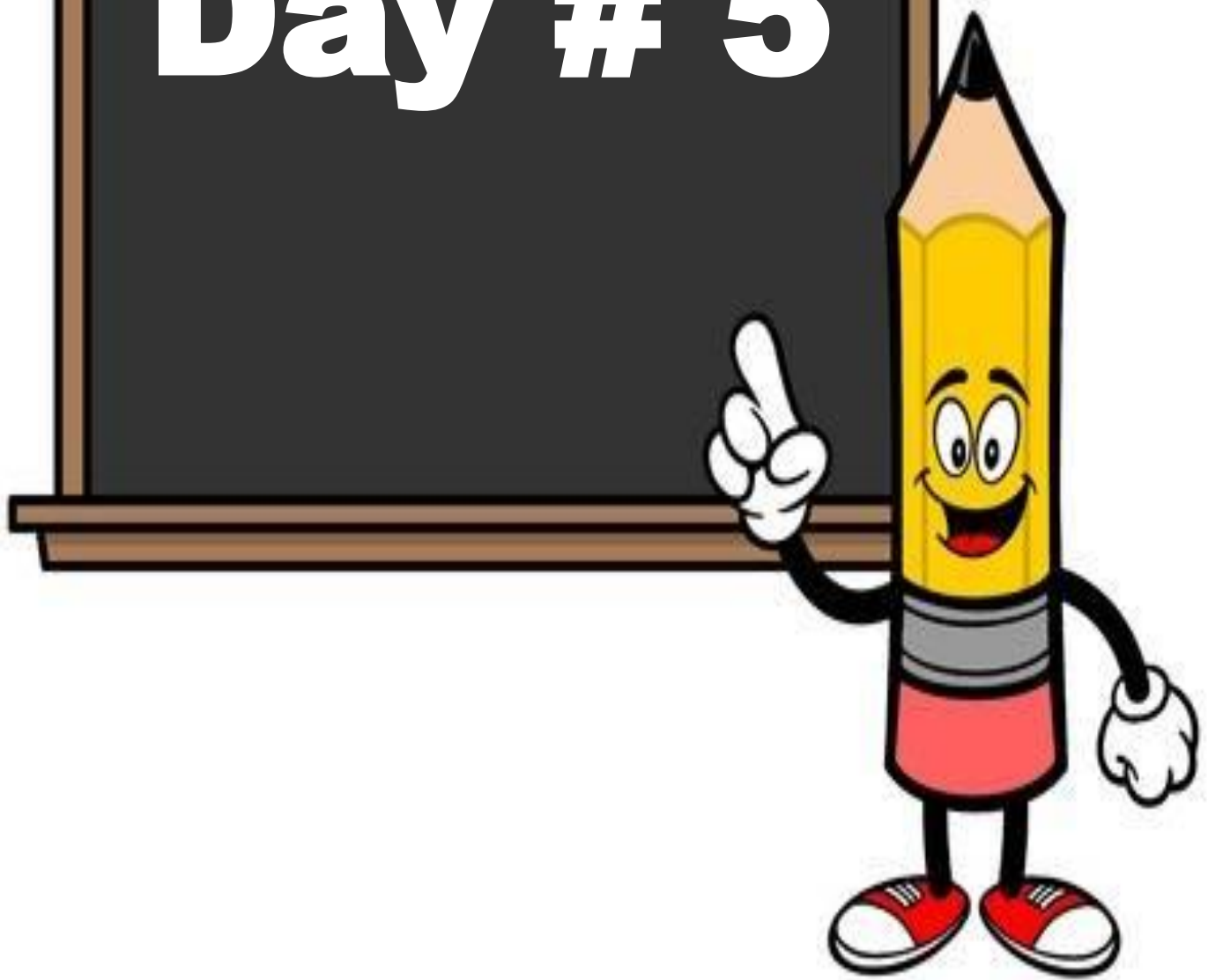
Many cryptically colored animals just need to freeze or lie low to be protected. A point thorn bug sitting on a stem, for example, looks like a thorn. A grasshopper or katydid that resembles a leaf just needs to sit on a leafy twig to blend in and look like a leaf.

Some animals go one step further and behave in ways that enhance their camouflage.



Walkingsticks are part of this cast of animal actors. These long, thin insects naturally resemble twigs, complete with sharply bent limbs and bumpy joints. They are closely related to the fantastically shaped leaf insects, which have body parts shaped and colored to look like leaves --- right down having leaf veins, nibbled edges, and brown spots of decay!

Day # 5



Name: _____

Week 6 Day 5 Date: _____

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Hampton, Howard, Morehouse

Week 6 Day 5 Notes, Module 2B

Do Now

How do text features help you when you read a text?

| | |
|-----------------------------|--|
| Standard | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| LEQ | How can I analyze a scientific text and use text features appropriately? |
| Objective | I can determine the type of text and certain text features in a text to assist with comprehension. |
| Assignment to Submit | Quiz (Google Form on Google Classroom) |

CFU: Review of Types of texts and text features via Google Slides

Application: Standards based quiz available via Google Classroom.