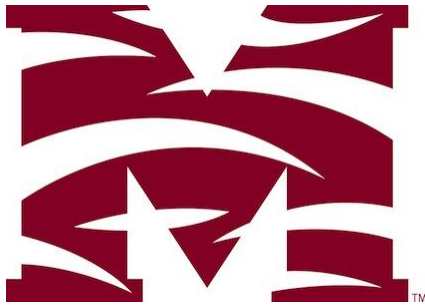




Name \_\_\_\_\_

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

### Week 7



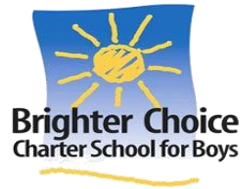
Dear Educator,

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.

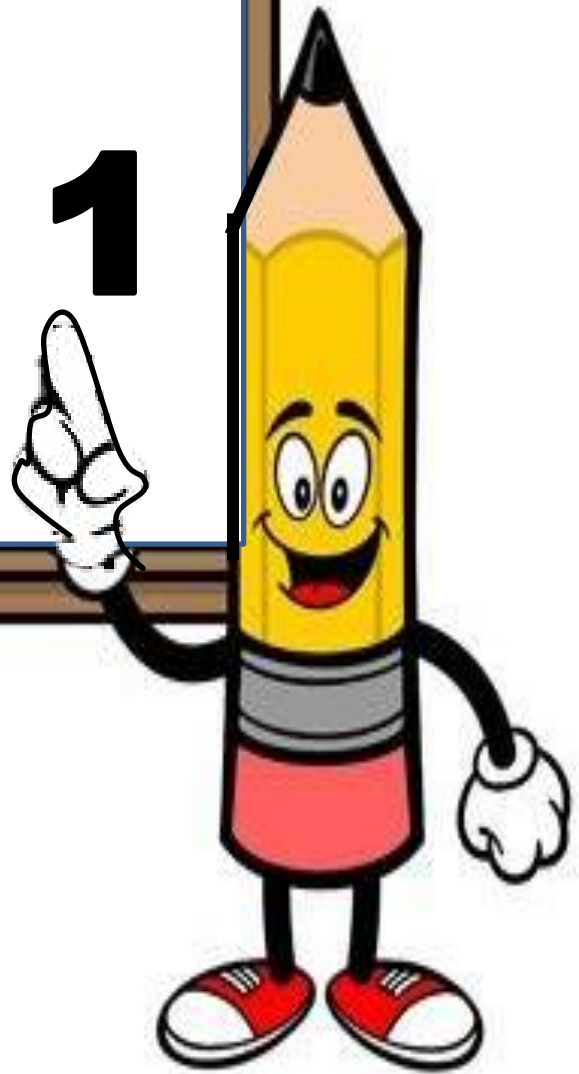
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(Date)

Parents please note that all academic 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 7 Day 1 Date: \_\_\_\_\_

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## **Week 7 Day 1 Notes, Module 2B**

### **Do Now**

What are animal defenses?

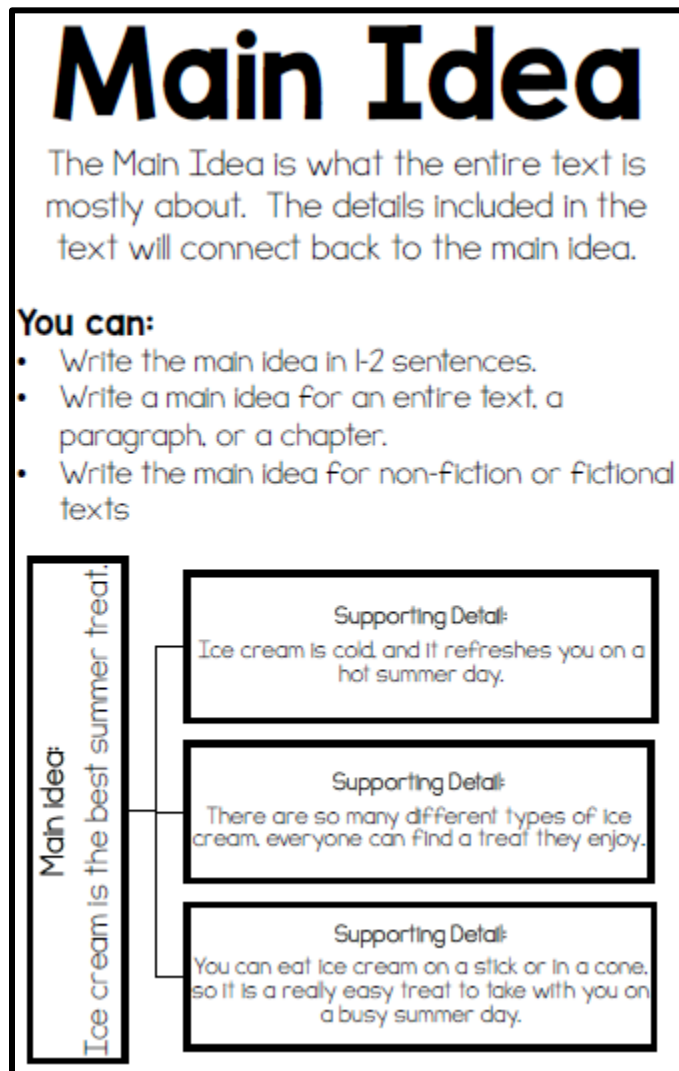
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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can finding key details help support my understanding of the main idea of a text?
<b>Objective</b>	I can determine the main idea and how it relates to key details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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



<b>molts</b>	when an animal _____ old feathers, hair, skin, or shell to make way for new growth.
<b>camouflage</b>	the use of materials, coloration, or illumination for _____, either by making animals or objects hard to see, or by disguising them as something else.

**CFU:** Skill Activity: Main Idea Practice Via Google Slides using Nearpod.

**Application:** 3 Reads of Text: Animal Defenses: Changing Color

## Changing Color

Sometimes, an animal's camouflage won't work if the habitat changes or an animal travels to another part of its habitat. A number of animals solve this problem by changing color.

Some animals change color as the seasons

change. The willow ptarmigan, an Arctic bird, is mottled brown in the summer and blends in with the ground, rocks, and plants. In winter, it is white with a black tail and nearly disappears against a background of snow and occasional twigs. In spring and fall, as it molts (sheds) old feathers and grows new ones, the bird is a mixture of brown and white – just like the patchy snow-spotted world around it.

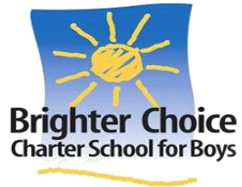


Some animals change color within weeks or days. Many caterpillars change color as they grow, shedding a skin of one color to reveal another that can protect them better as they move about more to feed. Crab spiders can change color in just a few days to match the flowers in which they lurk. Bark bugs of Central America grow darker when moistened with water. This helps them blend in with rain-darkened tree trunks.

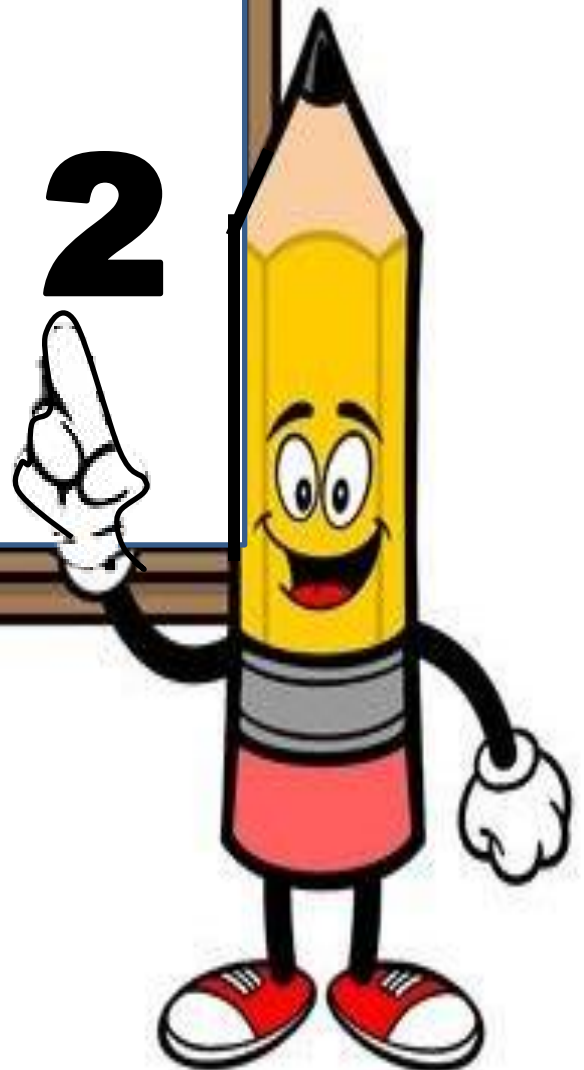
Some reptiles, fish, and other creatures can change color in just a few hours. Many tree frogs, for example, can go from green to brown. Horned lizards of the southwestern United States can change their brown and gray tones to best fit their surroundings.

Other animals work even faster. Many octopuses, cuttlefish, and squids can change color in less than one second. An octopus can change from solid red to multiple colors, or even white, to match its background. It can also change the texture of its skin to resemble sand or stones. A cuttlefish can make light and dark waves ripple down its back.

1. How do animals solve the dilemma of habitat changes? (Hint: Paragraph 1)
  - A. Growing new feathers and or a new tail
  - B. Finding a place to hide underground
  - C. Developing warning colors to announce to predators they are dangerous
  - D. Changing color as the seasons change
  
2. According to paragraph 3, how quickly can crab spiders change?
  - A. Within seconds
  - B. Within minutes
  - C. Within days
  - D. Within months
  
3. Which of the animals listed works the fastest to best fit their surroundings?  
(Hint: Paragraph 5)
  - A. Cuttlefish
  - B. Ptarmigan
  - C. Caterpillars
  - D. Repitiles



# Day # 2



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

Week 7 Day 2 Date: \_\_\_\_\_

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## **Week 7 Day 2 Notes, Module 2B**

### **Do Now**

How does camouflage assist animals?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can I apply my skill knowledge to a multiple choice assessment?
<b>Objective</b>	I can use RISE strategies to correctly answer multiple choice questions.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)



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

<b>R</b>	Read and _____ the question
<b>I</b>	_____ key words in the question
<b>S</b>	Search for and _____ evidence
<b>E</b>	_____ wrong answers by marking up the answer options to make the best possible choice

### Why is it important to use RISE?

- It helps me make the \_\_\_\_\_ possible.
- It reduces my fear of tackling a difficult question because I can use this strategy to \_\_\_\_\_ me.
- If I forget the steps I can check the class \_\_\_\_\_.

**CFU:** Skill Activity: Practice RISE Via Google Slides using Nearpod.

**Application:** 3 Reads of Text: Animal Defenses: Play Dead

## Playing Dead

**(Hint: Predator = the hunter; Prey = the hunted)**

A variety of animals escape death by playing dead. This defense is called feigning. Animals that play dead may seem as if they are offering themselves up on a platter. Yet, many predators hunt prey in response to movement. Many animals also do not eat prey that they have not killed. By playing dead, an animal may make its attacker lose interest. A predator may also get careless if its prey seems dead. It may relax its grip and give the prey a chance to escape.

Many insects are known to feign death. These insect actors include many species of beetles, grasshoppers, stick insects, and caterpillars. Some insects curl up and remain still. Others let go of branches and drop to the ground. Certain reptiles, such as chameleons and many tree snakes, also drop to the ground and lie still.

Many birds also go limp when caught by a predator, and then instantly “come back to life” at first chance for an escape. Baby ospreys play dead in the nest when their mother gives a warning call.

Going limp and lying still works well for many animals, but a few species deserve Academy Awards for their death-feigning skills. Among these “best actors” are the opossum and hog nose snake, both found in North America.

An opossum defends itself at first by growling, hissing, and showing its teeth. If this does not frighten away the dog or other animal that is threatening it, the opossum drops dead. It rolls onto its side, rounds it back, and goes limp. Its tongue lolls from its open mouth. Its eyes close halfway—just enough to let it keep track of its predator. An opossum will keep playing dead even if the predator bites it. It does not revive until the predator goes away and the coast is clear again.



1. Read the sentences from the paragraph 1.

*A variety of animals escape death by playing dead. This defense is called feigning. Animals that play dead may seem as if they are offering themselves up on a platter. Yet, many predators hunt prey in response to movement.*

What does the phrase “death feigning” mean as it is used in these sentences?

- A. Play dead to make animal allies.
  - B. Play dead to avoid predators.
  - C. An animal with warning signs.
  - D. Running and hiding in plain sight.
2. What is this text mostly about?
    - A. Only mammals play dead.
    - B. The hog nose snake plays dead.
    - C. Many animals escape death by death feigning, or playing dead.
    - D. Only birds play dead to escape predators.
  3. What is the main idea of the text “Playing Dead”? Use two details to support your response.

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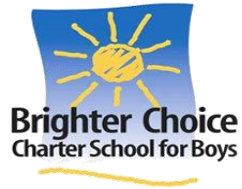
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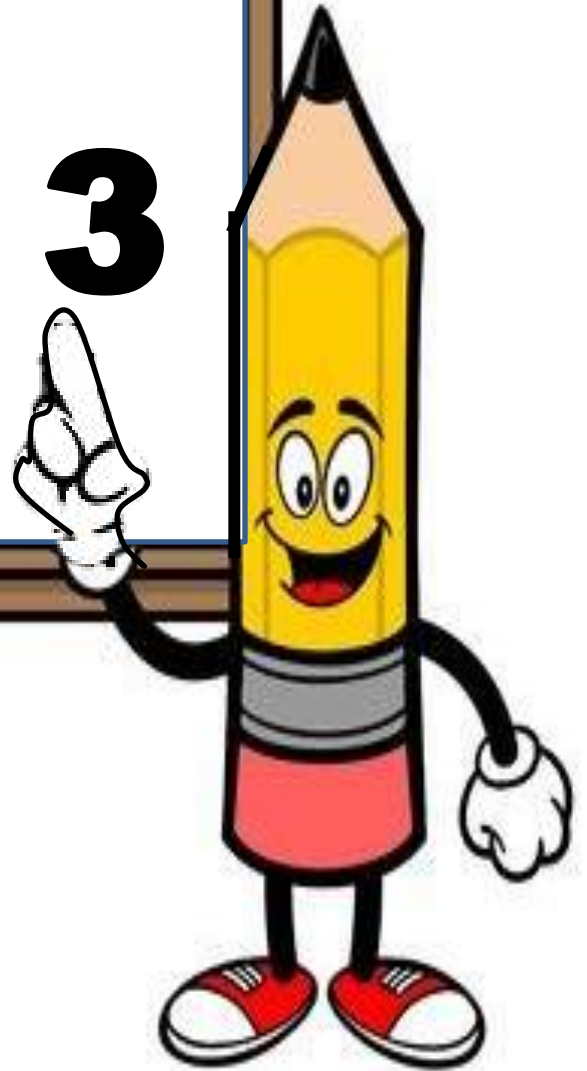
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# Day # 3



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

Week 7 Day 3 Date: \_\_\_\_\_

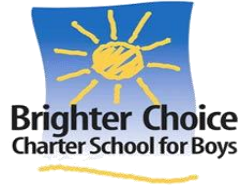
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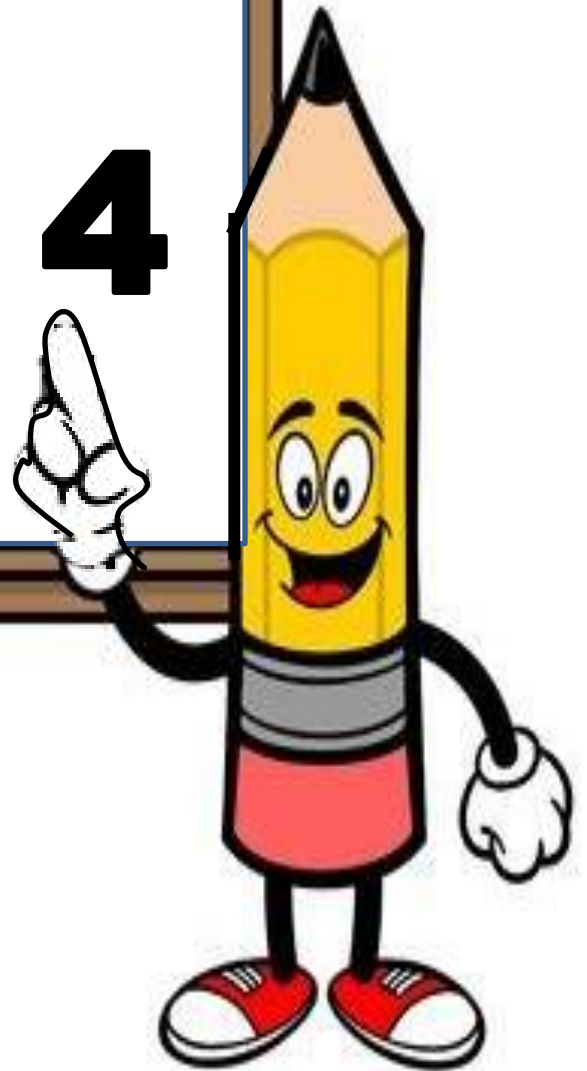
## **Week 7 Day 3**

### **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 7 Day 4 Date: \_\_\_\_\_

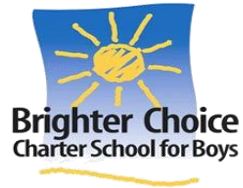
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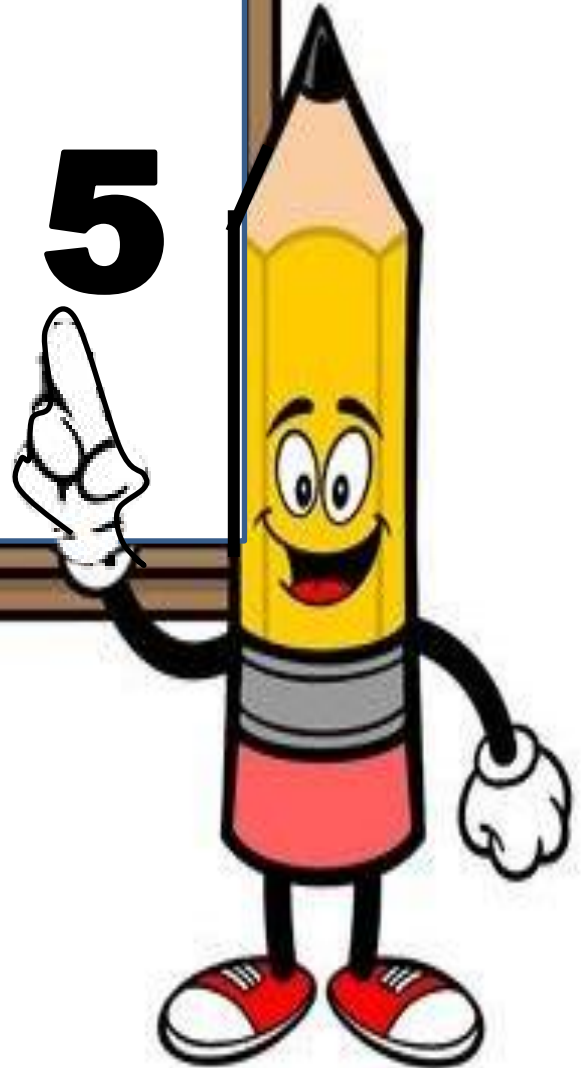
## **Week 7 Day 4**

### **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 7 Day 5 Date: \_\_\_\_\_

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## **Week 7 Day 5 Notes, Module 2B**

### **Do Now**

How do you think the assessment went? Explain.

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<b>Standard</b>	<b>CCRA.SL.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>LEQ</b>	How can I use Flipgrid to enhance my presentation skills?
<b>Objective</b>	I can learn how to access and use Flipgrid to enhance my learning.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

<b>Flipgrid</b>	A website that allows scholars to create _____ discussions. Each grid is like a _____ board where teachers can ask questions called "topics," and their students can post responses.
<b>Online Etiquette</b>	The do's and don'ts of internet _____ a. Respect others and their _____ b. Think before you _____ or send c. Stick to the _____ d. DO NOT TYPE IN ALL _____
<b>Presentation</b>	Speech or _____ of a product, idea, or work is shown or explained.

**CFU:** Skill Activity: Practice accessing Flipgrid activity online.

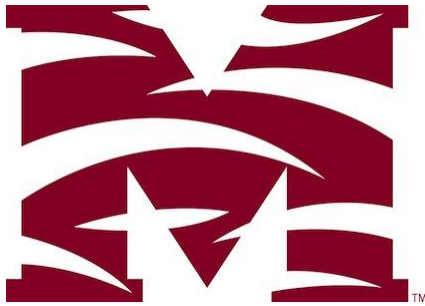
**Application:** Teacher poses "Topic" question and scholars create response videos



Name \_\_\_\_\_

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

### Week 8



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.

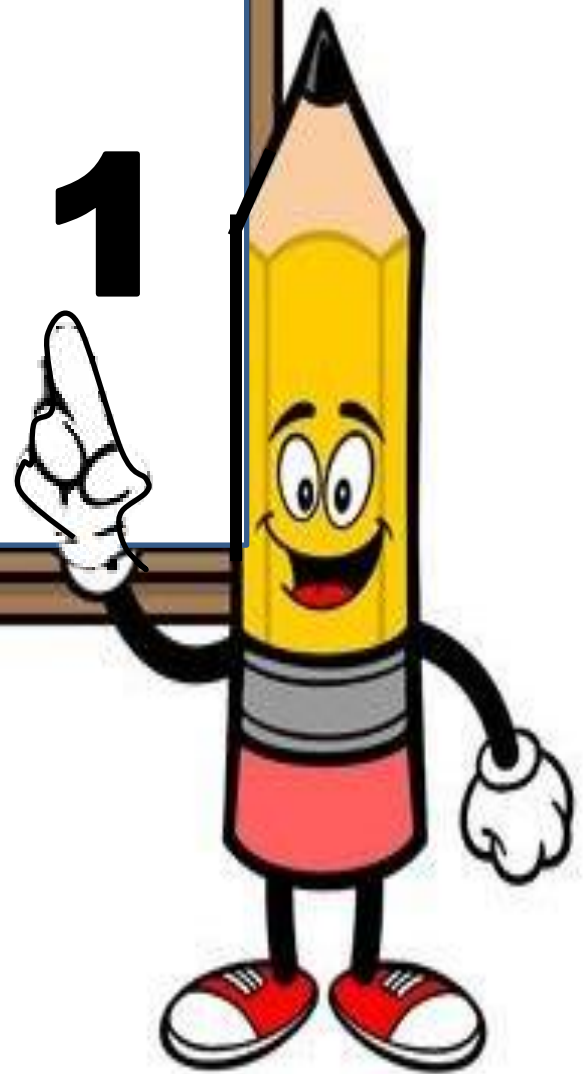
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(Parent Signature)

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(Date)

Parents please note that all academic 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 8 Day 1 Date: \_\_\_\_\_

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## **Week 8 Day 1 Notes, Module 2B**

### **Do Now**

Why would it be important to read multiple texts on the same topic?

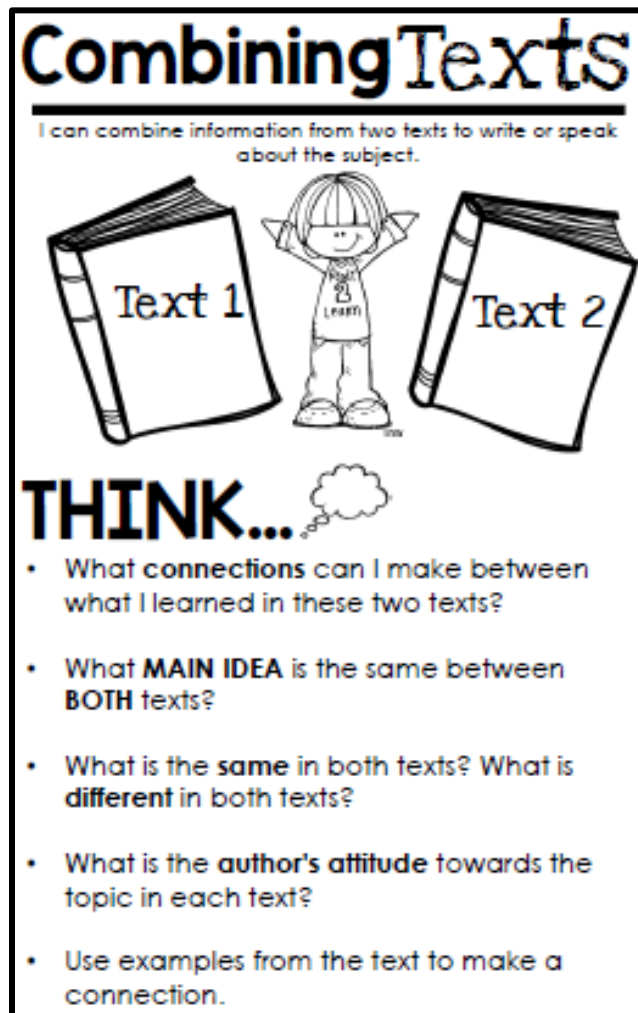
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<b>Standard</b>	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>LEQ</b>	How can I integrate knowledge from two texts to better understand a topic/issue?
<b>Objective</b>	I can compare and contrast the information within two texts about Animal Defense Mechanisms.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

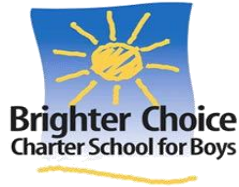
## Input: Notes on Content/Vocabulary/Anchor Chart



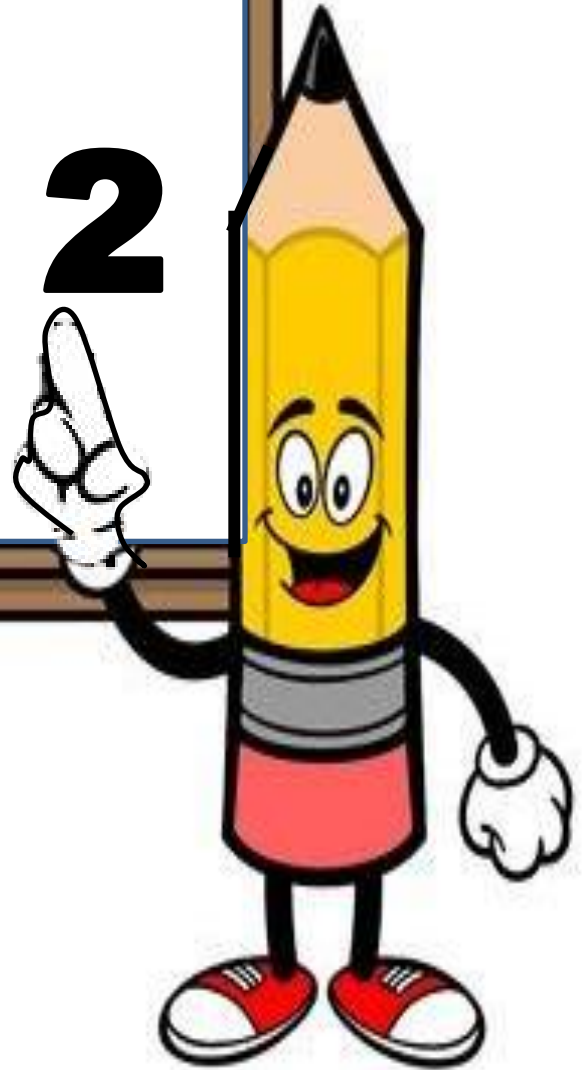
<b>armor</b>	Defensive _____ over the body
<b>venom</b>	Poison _____ into prey by biting or stinging
<b>shell</b>	Hard protective _____ layer of a crustacean

**CFU/ Application:** Close Reading of two texts on the same topic comparing and contrasting information

<p>Article 1</p> <p><i>Spikes and Spines</i></p>	<p>Article 2</p> <p><i>Shells</i></p>
<p>Most insects have thick outer skeletons that serve as armor. These exoskeletons may also boast spikes and spines, which add to an insect's defense. Many species of crickets and grasshoppers have spines on their legs and backs. Many ants have spines in the middle of their back to protect them other "insects".</p> <p>Caterpillars typically have soft bodies so they protect themselves with spikes or spiny, hair-like bristles.</p> <p>Spikes and spines also protect animals that live underwater. The tiny young of crabs have spines that help them float while repelling fish.</p> <p>Some animals even have spikes and spines that come into play when they are attacked.</p>	<p>A sturdy shell is a primary defense for a variety of slower moving animals, such as turtles, tortoises, snails, and clams.</p> <p>Turtles and tortoises are reptiles with bodies enclosed in shells. Shells have a two parts the carapace, the upper section, and plastron; the lower section.</p> <p>The shell is basically a sturdy box made of bone. For slow moving animals like a snail, a shell is the primary defense.</p> <p>Also, in recent years, researchers have discovered a snail living on the deep-sea floor that actually wears metal armor!</p>



# Day # 2





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

Week 8 Day 2 Date: \_\_\_\_\_

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## **Week 8 Day 2 Notes, Module 2B**

### **Do Now**

What is one similarity of the defenses of spikes and shells used by animals?

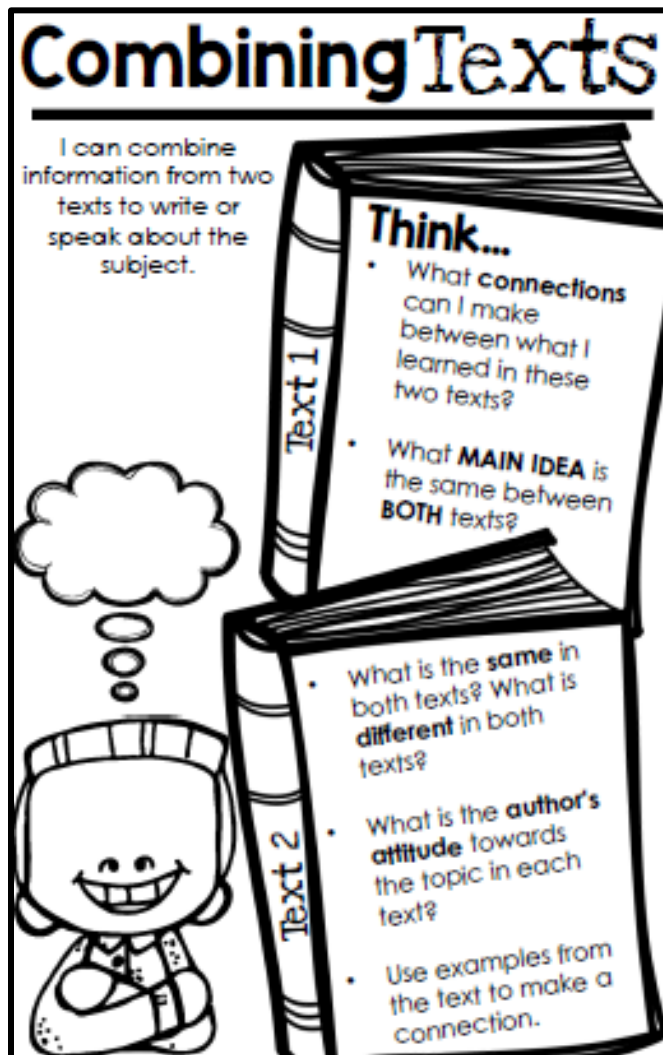
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<b>Standard</b>	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>LEQ</b>	How can I integrate knowledge from two texts to better understand a topic/issue?
<b>Objective</b>	I can compare and contrast the information within two texts about Animal Defense Mechanisms.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

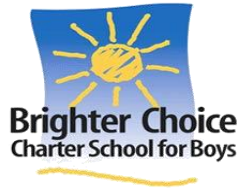
Input: Notes on Content/Vocabulary/Anchor Chart



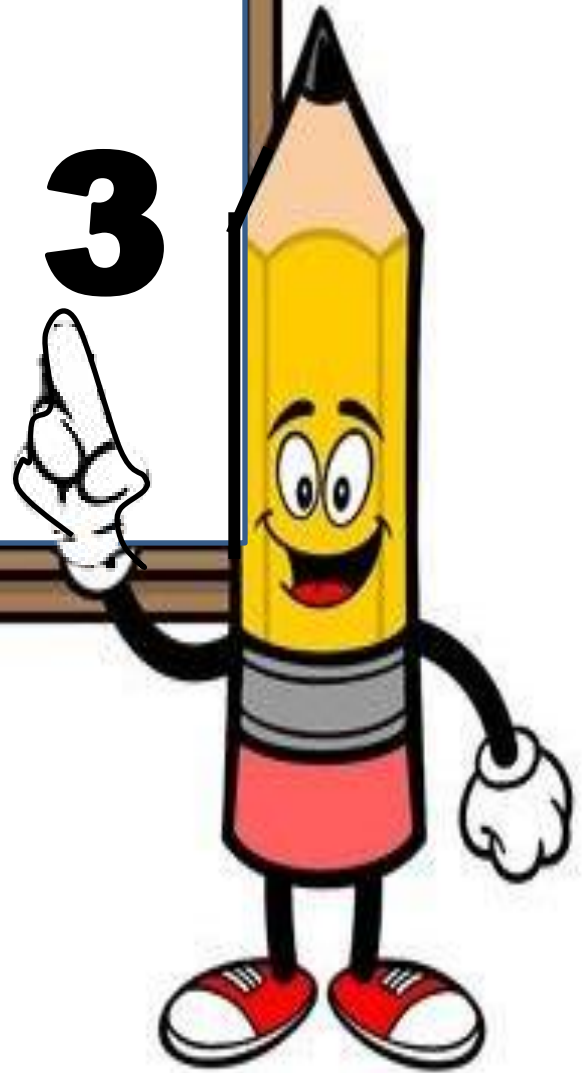
<b>poison</b>	Substance capable of causing illness or death when _____
<b>venom</b>	Poison _____ into prey by biting or stinging
<b>warning colors</b>	Coloring that _____ a predator that an animal is poisonous
<b>odor</b>	Distinctive _____
<b>imitate</b>	To copy or _____

**CFU/ Application:** Close Reading of two texts on the same topic comparing and contrasting information

<p>Article 1</p> <p><i>Warning Colors</i></p>	<p>Article 2</p> <p><i>Smells that Repel</i></p>
<p>Bright colors help many animals find others of their species and communicate with them. They may also help hide animals in their habitats. Yet, bright colors can also be warning colors. Many animals that are poisonous, bad tasting, or both are clad in warning colors. The colors say to predators, “Don’t even think of attacking me. You’ll be sorry.”</p> <p>A predator that licks, mouths, or bites a animal with warning colors often drops or spits out of its prey. The prey may taste bad, or irritate the predator’s mouth. If the prey’s poison is strong, it may make the predator throw up. After this a predator learns it is a bad idea to attack this sort of prey.</p> <p>The most widely used warning colors are red, orange, yellow, black, or a combination of these. The iron-cross blister beetle, for example has a black body, red head, and yellow wing covers marked with black bands. Like other blister beetles, it oozes irritating oil when seized by a predator and causes blisters to form on the predator’s skin.</p>	<p>Colors that announce “I taste bad” or “I am poisonous” are often enough of a warning to predators. Just in case these animals fail to believe their eyes, warning smells may be sent to their noses as well. Animals that are well camouflaged may rely only on odor.</p> <p>Scientists have also found that these strong odors are usually accompanied by irritating chemicals. Just as strong-smelling onion irritates a person’s eyes, an animal’s strong-smelling fluids can irritate a predator’s eyes, nasal passages, lungs, or skin.</p> <p>Strong odors are frequently used as a defense by many insects known as “true bug.” True bugs have beaklike mouthparts for piercing and sucking in food. Many of them also have stink glands that are located on their backs when they are young and on their sides when they are adults.</p> <p>The smelliest of all are the stink bugs. Sting bugs ooze a vile-smelling like a mixture of several pungent aromas—everything from licorice and overripe fruit to rotten eggs and skunk. It is strong enough to repel many birds, lizards, and other animals that eat insects.</p>



# Day # 3



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

Week 8 Day 3 Date: \_\_\_\_\_

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## Week 8 Day 3 Notes, Module 2B

### Do Now

What is a difference between the defense of warning colors and smells that repel predators?

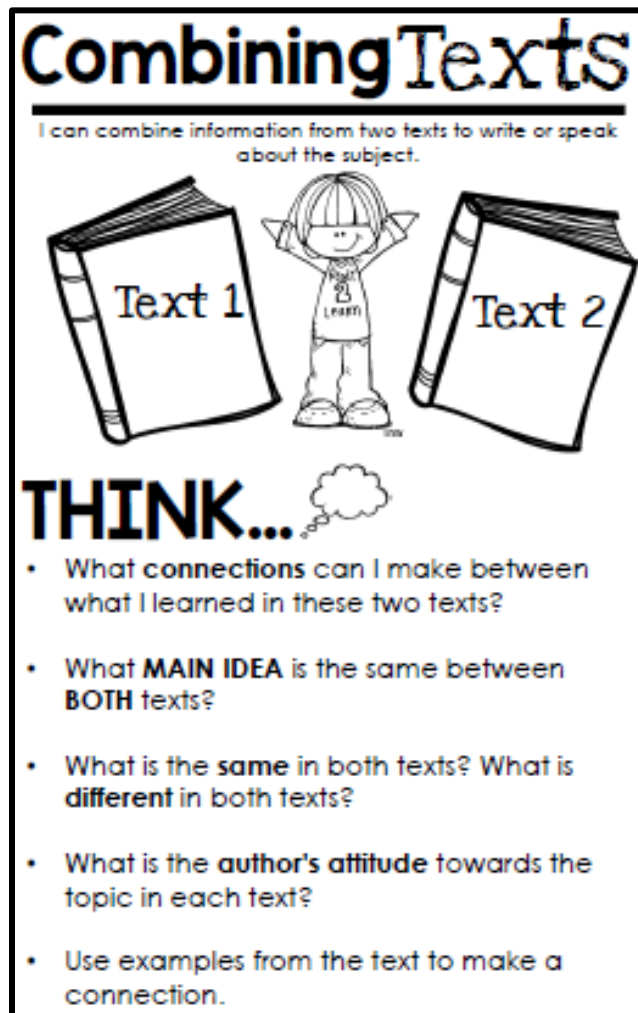
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<b>Standard</b>	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>LEQ</b>	How can I integrate knowledge from two texts to better understand a topic/issue?
<b>Objective</b>	I can compare and contrast the information within two texts about Animal Defense Mechanisms.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

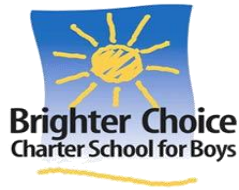
## Input: Notes on Content/Vocabulary/Anchor Chart



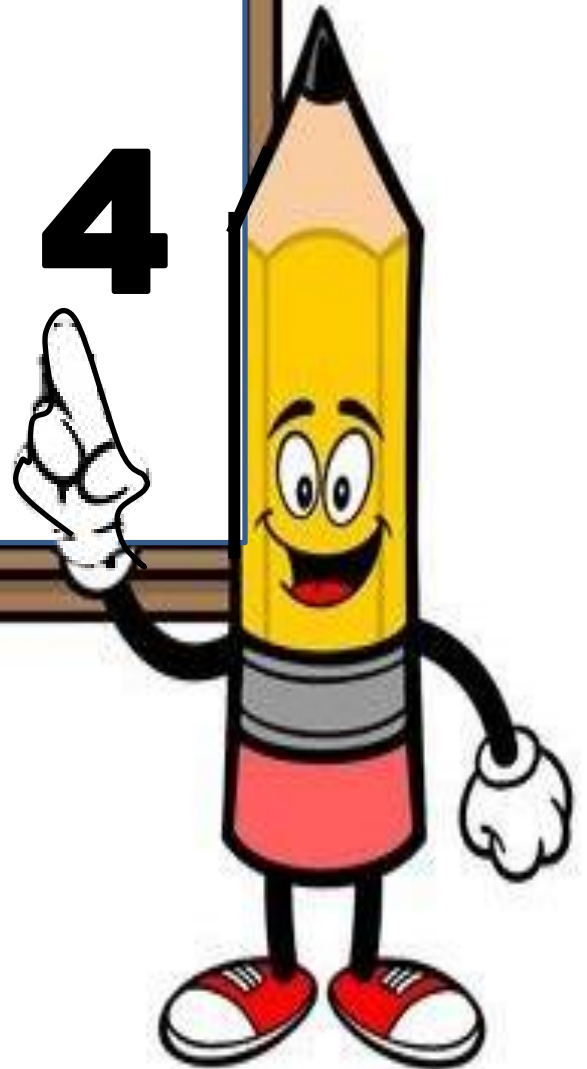
<b>pheromones</b>	Chemical produced by an animal that _____ animal behaviors
<b>venom</b>	Poison _____ into prey by biting or stinging

**CFU/ Application:** Close Reading of two texts on the same topic comparing and contrasting information

<p>Article 1</p> <p><i>Venomous Stings</i></p>	<p>Article 2</p> <p><i>The Mimic (Acting or “Copying”) Octopus</i></p>
<p>Packed inside an insect no bigger than a jellybean is a venom strong enough to cause intense pain in humans—and occasionally death, in people who are allergic to it. This venom belongs to the honeybee.</p> <p>A female honeybee has an abdomen tipped with a sting. The vivid pattern of black and yellow warns birds and other predators she is dangerous.</p> <p>A honeybee’s stinger is attached to a pouch of venom in its abdomen. The bee stings by jabbing its stinger into a predator’s skin. Sawlike parts on the stinger dig their way into the flesh. When the bee flies away part of the abdomen is yanked off and the venom filled pouch remains firmly into the victim.</p> <p>The bee then gives off scent signals when it stings. These scent signals are called pheromones. Other worker bees that sense this become alarmed and rush to their defense.</p> <p>Honeybees do not use their venom to kill prey, it is only used as a defense.</p>	<p>The mimic octopus is named for its stunning ability to mimic not one, but at least three dangerous animals. It can strike poses and change colors to make itself look like a venomous lionfish, a venomous sea snake, and a poisonous fish called the banded sole.</p> <p>Like other octopuses, the mimic octopus can easily change the shape and color of its rubbery body. Many octopuses use these abilities to camouflage themselves, squeeze into hiding places, and communicate with one another. The mimic octopus, however, is the first species known to imitate dangerous sea creatures.</p> <p>To imitate the sole, the octopus pulls its eight arms together into a wedge-shaped bundle and jets forward. This makes it look like a flat-bodied sole rippling through the water. To mimic lionfish, the octopus spreads out its arms and lets them dangle so that they look like the lionfish’s venomous, flared fins.</p> <p>The Mimic Octopus’ performances have been caught on film. Researchers suspect that the octopus may mimic stingrays, jellyfish and other sea animals.</p>



# Day # 4





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

Week 8 Day 4 Date: \_\_\_\_\_

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## **Week 8 Day 4 Notes, Module 2B**

### **Do Now**

Why is important to read multiple texts on a topic/subject matter?

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<b>Standard</b>	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>LEQ</b>	How can I integrate knowledge from two texts to better understand a topic/issue?
<b>Objective</b>	I can compare and contrast the information within two texts about Animal Defense Mechanisms in essay form.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

### *Writing a 5* – PARAGRAPH E•S•S•A•Y

Write proficiently with structure

#### Introduction

- Begin with an attention grabbing HOOK
- State the thesis (main idea and supporting details)

#### Body Paragraph #1

- Begin with a clear topic sentence.
- Support the topic sentence with facts and examples
- Closing sentence

#### Body Paragraph #2

- Repeat steps in body paragraph #1

#### Body Paragraph #3

- Repeat steps in body paragraph #1 and #2.

#### Conclusion

- Restate the thesis in a different way
- Summarize main points

☀ **Remember to use transitions too!** ☀

**CFU/ Application:** Guided paired essay

## Introduction

- 
- 

## Body Paragraph #1

- 
- 
- 

## Body Paragraph #2

- 
- 
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## Body Paragraph #3

- 
- 
- 

## Conclusion

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-

In “Venomous Stings” and “The Mimic Octopus” what is a problem that both the Honeybee and Mimic Octopus share? How do the Honeybees and the Mimic Octopus try to solve this problem? Use details from both articles to support your response.

In your response be sure to

- Identify a problem Honeybees and the Mimic Octopus share
- Explain how they try to solve this problem
- Use details from both articles to support your response

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