

Name _____



Howard University
4th Grade ELA
Remote Learning Packet
November 16-24, 2020

Name: _____

Date: November 16, 2020

BCCS-Girls

Howard University

Module 2: Unit 1: Lesson 9

Learning Targets	I can write a summary of “Fight to Survive!” including the main idea and supporting details. (RI.4)
Assignment to Submit	Summary of “Fight to Survive” and main idea/supporting details chart (Google Classroom)

Determining the Main Idea Anchor Chart

Determining the Main Idea

The *main idea* is what a text, or part of a text, is about overall—the important thing the author wants the reader to know from reading the text.

An author develops a main idea with evidence from the text. The evidence in the text is made up of details that support the main idea, and these are called *supporting details*.

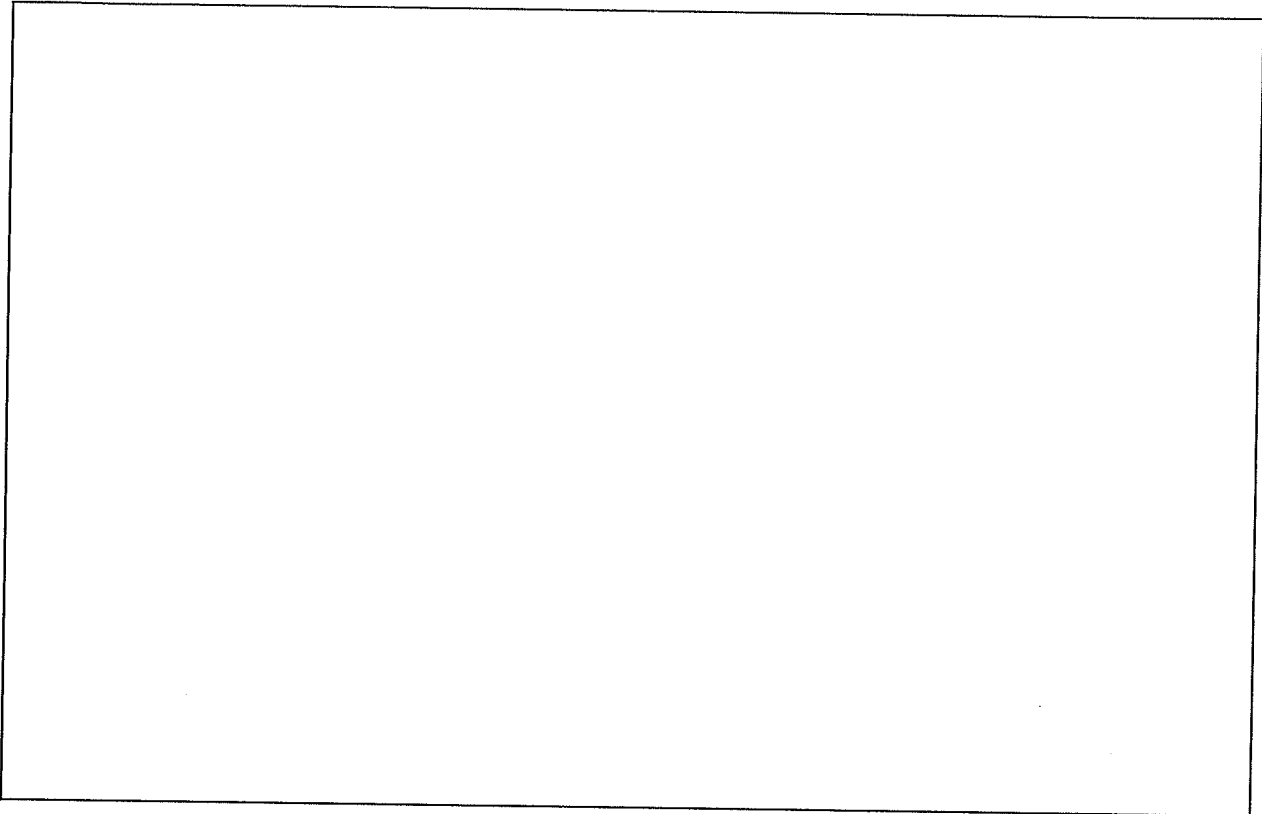
- Texts can have more than one main idea.
- Supporting details are the explicit information from the text that supports our thinking about the main idea.
- Many times, but not always, the first sentence of a paragraph states the main idea of the paragraph. This is often referred to as the topic sentence.
- The heading and topic sentences of each paragraph can be used as clues to determine the main idea.
- As you read, think about what the text is about, and gather details to confirm this original thinking or to more precisely focus this thinking.

Input

Directions:

1. **READ:** Listen to your teacher read *Venom*, pages 77–78.
2. **THINK** and **WRITE:** Paraphrase what you heard below.

Answer Here:



Directions: Work in your breakout room groups with your partners to identify the main idea and supporting details for this section of *Venom*. Use your paraphrasing notes to help you.

What is the main idea of pages 77-78 of "Venom"?
Cite two details (evidence) from the text that support the main idea. (RI.4.2)
Write a short summary pages 77-78 of "Venom." Be sure to clearly state the main idea of the text and to include important details. (RI.4.2)

CFU/Application:

Directions:

1. **READ:** Reread "Fight to Survive!"
2. **THINK** and **WRITE:** Using the Summary Writing organizer below, plan and write a summary. Make sure to cite at least two details from the text to support the main idea.

"Fight to Survive!"

What is the main idea of the text "Fight to Survive!"? (RI.4.2)
Cite two details (evidence) from the text that support the main idea. (RI.4.2)
Write a short summary of "Fight to Survive!" Be sure to clearly state the main idea of the text and to include important details. (RI.4.2)

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Module 2: Unit 1: Lesson 10

Learning Targets	I can use strategies to determine the meaning of unfamiliar vocabulary. (RI.4.4, L.4.4) I can interpret a diagram in a text and use it to help me understand the text. (RI.4.7) I can summarize a text using the main idea and supporting details. (RI.4.2)
Assignment to Submit	End-of-Unit Assessment (Google Classroom)

Directions: In this assessment, you will read a new informational text about animal defense mechanisms. Read the text and look at the diagrams carefully, and answer the questions that follow.

Part I:

Read “The Great Escape,” and look carefully at the diagrams in the article. (RI.4.10) Then, write a short summary of the article. (RI.4.2)

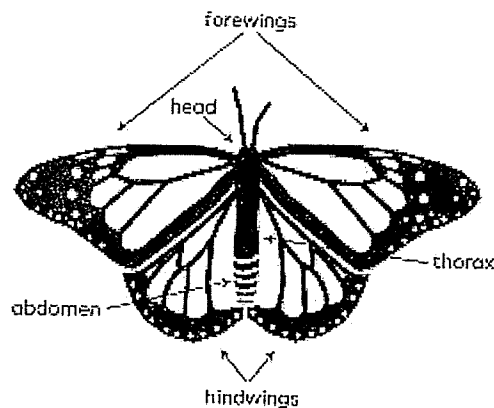
The Great Escape

If you startled a nine-banded armadillo, it might jump straight up into the air and then quickly run away. That response would probably surprise you, as well as unsuspecting predators! Nature has equipped animals with some fascinating ways to meet their survival needs. When faced with hungry predators, many animals will jump, fly, or even run on water to escape.

When they feel threatened, springboks jump high in the air and raise the white crest of hair that runs along their backs. They take several consecutive, stiff-legged jumps, lifting themselves above the herd. Springboks are well-known for this odd behavior, called pronking, that seems to serve a number of purposes. From this high vantage point, a pronking springbok can determine the position of predators. Pronking alerts the herd that a predator may be nearby. It also sends a clear message to a predator: “I’m healthy and strong, and you can’t catch me!”

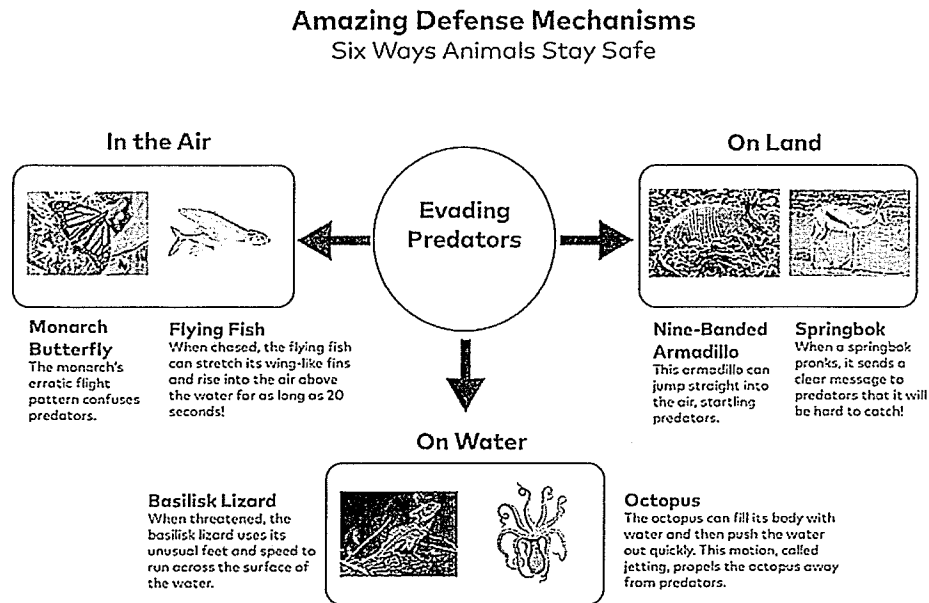
Butterfly wings may seem delicate, but they are perfectly designed for fluttering away from a predator. Although it may appear that butterflies have only two wings, they actually have four wings. Two triangular forewings and two hind wings work together so butterflies can move quickly to dodge predators. Their irregular flying behavior makes them hard to catch. This helps them evade predators. Have you ever observed a butterfly being hunted by a bird? Then you know how quickly the butterfly can turn and escape the bird’s beak!

Anatomy of a Butterfly



Basilisk lizards use their large feet and great speed to escape predators—by running on top of the water! Basilisk lizards live in trees near ponds and streams. When frightened by a predator, these lizards drop into the water. Basilisk lizards have long toes on their back feet and a fringe of skin that unfurls in the water. Air pockets form under the lizards’ feet. This allows them to run quickly across the surface of the water on their back legs. Startled predators are left far behind!

These animals are full of surprises and are built for survival. They have special body parts and behaviors to help them evade predators—on land, in the air, and even in the water.



Sources:

Fitzsimmons, P. "The Great Escape." EL Education. April 2015.

Diagram: Anatomy of a Butterfly:

- Keuning, J. 'Butterfly.' Noun Project. Web. 5 Oct, 2015. <https://thenounproject.com/search/?q=monarch%20butterfly&i=7186>

Diagram: Animal Defense Mechanisms: Six Ways Animals Stay Safe:

- Colgan, M. 'Armadillo2.' 14 Feb, 2009. Wikimedia Commons. Web. 5 Oct., 2015. <https://commons.wikimedia.org/wiki/File:Armadillo2.jpg>
- General Research Division, The New York Public Library. "Sepia octopus. (Eight-armed Cuttlefish) [Class 6. Vermes; Order 2. Mollusca]" The New York Public Library Digital Collections. MDCCCIV-VI [1804-1806]. Web. 5 Oct, 2015. <http://digitalcollections.nypl.org/items/510d47d9-5245-a3d9-e040-e00a18064a99>
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https://commons.wikimedia.org/wiki/File:Basiliscus_plumifrons_-_Buffalo_Zoo.jpg

Part I Task:

Below, write a short summary of "The Great Escape." Be sure to clearly state the main idea of the article, and include important details. (RI.4.2)

Answer Here:

Summarizing an Informational Text Rubric

Note to Students: You will be graded using this rubric.

Advanced	Proficient	Developing	Beginning
Clearly introduces the text and “wraps up” with a concluding statement that repeats the main idea(s) of the passage	Introduces the text with the title and “wraps up” with a concluding statement	Missing an adequate introduction or concluding statement	Missing introductory and concluding statement
Accurately identifies and clearly and concisely explains main ideas in the text	Accurately identifies and briefly explains main ideas in the text	Key ideas in the text are absent or unclear; little or no explanation is provided	Main ideas stated or explained in a way that indicates misunderstanding
Uses well-chosen details and quotes (if appropriate) to explain the main idea(s) of the text	Uses important details to explain the main idea(s) of the text	Details used may not clearly explain the main idea(s) of the text	Does not include details that explain the main idea(s) of the text
Concisely conveys only the most important ideas and details	Conveys only important ideas and details	Includes some unnecessary details	Includes many unnecessary details and explanations

Part II:

Use both the text and diagrams in “The Great Escape” to answer the questions below. (RI.4.10)

1. Read this sentence from the passage, look carefully at the diagrams in the article, and answer the questions that follow. (RI.4.4, RI.4.7, L.4.4b)

Two triangular forewings and two hind wings work together so butterflies can move quickly to dodge predators.

- A. Which word is an antonym for, or means the opposite of, **hind wings**?

Answer Here:

- B. What does the prefix **hind** mean? What in the article makes you think so?

Answer Here:

- C. Which affix in the diagram above means **front**? What in the article makes you think so?

Answer Here:

1. In paragraph 3, the article states that the butterflies’ “irregular flying behavior makes them hard to catch. This helps them evade predators.” Below, underline two other words in paragraph 3 that mean the same thing as **evade**. (RI.4.4, L.4.4a)

Butterfly wings may seem delicate, but they are perfectly designed for fluttering away from a predator. Although it may appear that butterflies have only two wings, they actually have four wings. Two triangular forewings and two hind wings work together so butterflies can move quickly to dodge predators. Their irregular flying behavior makes them hard to catch. This helps them evade predators. Have you ever observed a butterfly being hunted by a bird? Then you know how quickly the butterfly can turn and escape the bird’s beak!

2. Read these sentences from the article and then answer the question below. (RI.4.4, L.4.4a)

If you startled a nine-banded armadillo, it might jump straight up into the air and then quickly run away. That response would probably surprise you, as well as unsuspecting predators!
What does the word **response** mean as used in this passage?

- A. written or spoken answer
- B. reaction
- C. responsibility
- D. danger

3. Read this sentence from the article and then choose the best dictionary definition for the word in **bold**. (RI.4.4, L.4.4c)

From this high vantage point, a pronking springbok can **determine** the position of predators. What does the word **determine** mean as used in this passage?

- A. determine \di-'tər-mən\ (verb): to set limits to
- B. determine \di-'tər-mən\ (verb): to conclude or ascertain, following investigation and observation
- C. determine \di-'tər-mən\ (verb): to firmly decide on a course of action
- D. determine \di-'tər-mən\ (verb): to bring about; produce

4. How does the flying fish evade predators? (RI.4.7)

- A. It fills its body with water and then pushes the water out quickly, jetting away from predators.
- B. It stretches its fins and rises into the air.
- C. It swims in a zigzag pattern so the predator can't catch it.

5. According to the article, which animals escape predators by going into the air? Circle all that apply. (RI.4.7)

- A. octopus
- B. monarch butterfly
- C. basilisk lizard
- D. flying fish

6. Which are larger, the monarch butterfly's hind wings or forewings? (RI.4.7)

Answer Here:

7. According to this article, what do the nine-banded armadillo and springbok have in common? (RI.4.7)

Answer Here:

[Empty rectangular box for answer]

8. Explain one way the diagrams help the reader better understand the text of the article.
(RI.4.7)

Answer Here:

[Large empty rectangular box for answer]

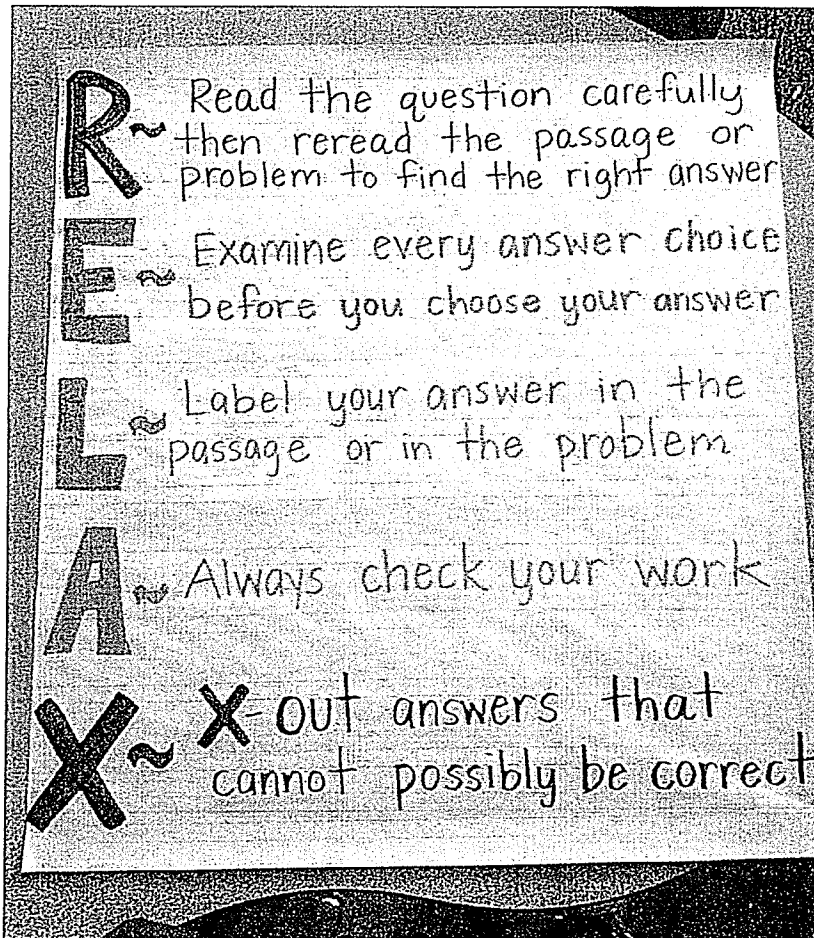
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Date: November 18, 2020

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Interim Assessment #1



Name: _____

Date: November 19, 2020

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Module 2: Unit 2: Lesson 1

Learning Targets	I can generate norms for effective collaboration with my expert animal group. (SL.4.1) I can write what I know and questions about things I would like to know about my expert group animal. (W.4.8)
Assignment to Submit	Expert group norms (Google Classroom)

Discussion Norms Anchor Chart

- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I make comments that contribute to the discussion.
- I respond to questions to help people better understand what I am saying and to build on the discussion.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
Expand a Response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____. Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a Response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand.” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”
Repeat or Paraphrase	
<ul style="list-style-type: none"> • “Let me make sure I understand. You’re saying that _____?” 	<ul style="list-style-type: none"> • “Yes, that’s right.” • “No, I was trying to say that _____.”
Challenge Thinking	
<ul style="list-style-type: none"> • “What if _____?” • “I wonder why _____.” 	<ul style="list-style-type: none"> • “If _____, then _____.” • “I think it’s because _____.”
Provide Reasoning or Evidence	
<ul style="list-style-type: none"> • “Why do you think that?” • “What in the _____ (sentence/text) makes you think so?” 	<ul style="list-style-type: none"> • “Because _____.” • “If you look at _____, it says _____, which means _____.”

Name: _____

Date: November 20, 2020

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Module 2: Unit 2: Lesson 2

Learning Targets	I can cite evidence from the text to support the answers to my questions. (RI.4.1, RI.4.2, RI.4.4, L.4.1c, L.4.4)
Assignment to Submit	“Fight to Survive!” Questions, KWEL Chart (Google Classroom)

Input

Fight to Survive!

Imagine that you are walking along a path in the woods. Suddenly you are face-to-face with a bear! Would you like to be able to leap high into the air to escape? What if you could curl up in an impenetrable, armored ball? Perhaps you would prefer to run as fast as a car? Animals have the ability to do some of these amazing things. Over many generations, they have developed both physical and behavioral defense mechanisms that allow them to survive.

Physical Defense Mechanisms

A Tough Exterior

Did you know that knights, from long ago, used armor to protect themselves from enemies during battle? Today, some animals still protect themselves with external structures similar to a knight’s armor. The millipede, a wormlike arthropod with many legs, uses its hard exoskeleton to protect itself. When faced with danger, the millipede curls up in a tight coil. This keeps it safe from predators, such as birds, toads, and badgers.

The three-banded armadillo’s name means “little armored one.” It also relies on a tough external shell for protection. An armadillo can run amazingly fast when threatened by a predator. However, it is more likely to curl up into a tough ball that predators can’t penetrate.

Hide and Seek

The ostrich has a very odd defense mechanism. When faced with danger, the ostrich flops down and stretches its neck flat along the ground. Since the head and neck are lightly colored, they blend into the sandy soil. From a distance, only the ostrich's body can be seen. For that reason, people have sometimes thought that the ostrich was actually hiding its head in the sand. This is a myth. The ostrich's head is always exposed on top of the ground. It is just well camouflaged!

Many animal babies also use camouflage. Springbok fawns stay hidden in the brush before they join the herd with their mother. Their tawny coats blend into the background, making it difficult for predators to see them.

Warning! Stay Away!

In addition to external structures, many animals also have internal structures that help them survive. The yellow-spotted millipede produces a toxic fluid, hydrogen cyanide, when threatened. Hydrogen cyanide is not only poisonous, it also has a foul smell. Like other animals that taste or smell bad, the yellow spots on the outside of the millipede's body send a clear warning about the poison inside its body. The distinctive colors send a warning: "Eat me, and you'll be sorry!"

Similarly, the bright yellow, white, and black bands of the monarch caterpillar warn predators not to eat this little creature. When it emerges, the monarch caterpillar eats only the milkweed leaf. Milkweed has a toxic chemical in it. Monarch caterpillars eat the poisonous milkweed leaves and incorporate the milkweed toxins into their bodies. This makes the caterpillar's body taste bitter. Even when the caterpillar transforms into a butterfly, the toxins stay inside its body. Animals that ingest a monarch get very sick. Predators, especially birds, will not make that mistake more than once! Both the warning coloration of their bodies and their toxicity help monarchs to survive.

Behavioral Defense Mechanisms

Peek-a-Boo

Animals may also have special behaviors that help them survive. If the three-banded armadillo's coat of armor isn't enough to discourage a hungry predator, it also has another line of defense. Instead of closing completely into a tight ball, this armadillo leaves a small gap between its shells. When a persistent predator inserts a paw or a snout, the armadillo quickly snaps its shells shut. Ouch! The attacker is startled or injured and hopefully goes looking for a meal elsewhere.

Ready, Set, Go!

If you can't fight, run! Fleeing from predators is a very effective defensive behavior. For example, an adult springbok can run almost as fast as a car on a highway. Springboks are among the top ten speediest animals in the world! That's important since one of their primary predators, the cheetah, is too. Springboks really need to run fast in order to survive and avoid becoming a cheetah's dinner!

Ostriches also use speed to escape from predators. They are strong runners with long, powerful legs. They can cover great distances without much effort. In fact, ostriches have the longest legs of any bird. They are the fastest birds in the world! Even though ostriches have wings, they can't fly to escape from predators. Instead, they use their wings like rudders on boats to help steer their bodies as they move swiftly across the land.

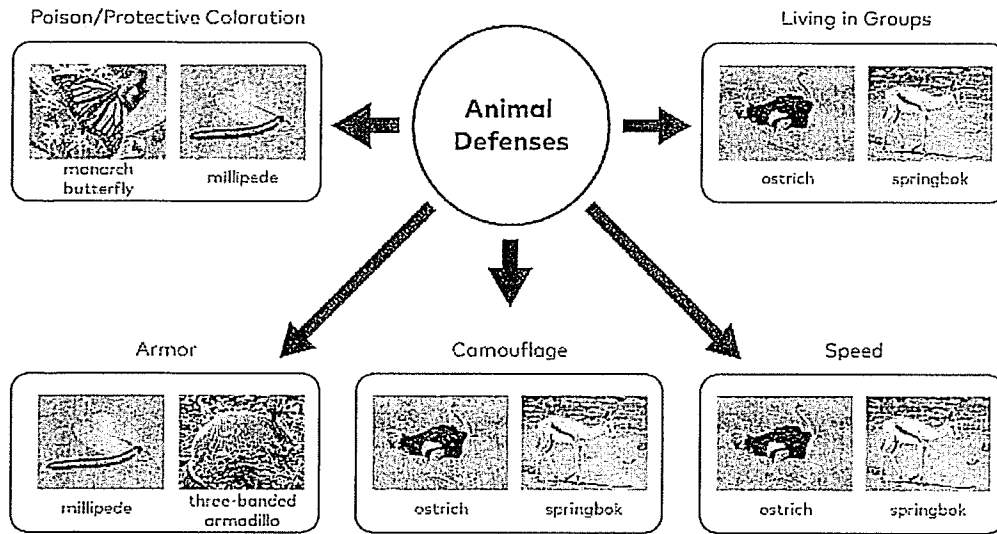
Safety in Numbers

The springbok's tendency to live in large groups or herds is another defensive behavior. Being part of a herd has benefits. In a herd, many eyes, ears, and noses are alert for danger. A cheetah slinking through tall grass could easily be missed by some members of the herd. However, one alert springbok is all that is needed to set the whole herd in motion! There is also safety in numbers. Many animals moving at once can confuse a predator and make it difficult to choose only one springbok to chase. The odds of being eaten are much lower when an animal is in a group of one hundred!

Ostriches live in groups for similar reasons. Their long necks and keen vision allow them to see for great distances. One ostrich can warn others when a predator approaches. The ostrich flock also works together to raise their young. The dominant male and female then take primary responsibility for hatching the flock's eggs in a community nest. That is another advantage of living in a group. There is a lot of help for raising babies!

Amazing Defenses

Predators are constantly looking for food, and prey like millipedes, armadillos, ostriches, butterflies, and springboks want to avoid being eaten! Defense mechanisms increase their chances of survival. Some animals have special internal and external physical structures that help them survive, like the armadillo's tough shell or the poison-producing glands of the yellow spotted millipede. Many also use behaviors like fleeing or living in herds to protect themselves. These body structures and defensive behaviors have evolved over a long period of time to give animals their best chance at survival. Just imagine the defense mechanisms these animals might develop in another thousand years!



Written by EL Education for instructional purposes.
890L

Information from *Animal Behavior: Animal Defenses* by Christina Wilsdon

Image Credits:

Colgan, M. Armadillo2. 14 Feb, 2009. Web. 9 Apr, 2015.

<https://commons.wikimedia.org/wiki/File:Armadillo2.jpg>

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Dietrich, E. An ostrich grazes in Serengeti National Park. 27 Nov, 2013. Web. 9 Apr, 2015.

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Ohlhauser, E. Gazelle Antelope Etosha Africa Namibia. 2015. Pixabay (Creative Commons). Web. Accessed 5 October 2015. <https://pixabay.com/en/gazelle-antelope-etosha-africa-839100/>

CFU/ Application: Fight to Survive Close Read Questions

Directions and Questions	Response
<p>Paragraph 1 Underline the sentence that tells you the main idea of the whole article (RI.4.2).</p> <p>In your own words, what is the focus (main idea) of this article? (RI.4.2)</p>	
<p>Paragraph 2 What external structure do both the millipede and armadillo use to survive? What, in the text, makes you think so? Underline evidence from the text to support your answer (RI.4.1).</p>	
<p>From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2).</p>	

Directions and Questions	Response
<p>Paragraph 3 How do external structures help both the ostrich and the baby springbok survive? What, in the text, makes you think so? Underline evidence from the text to support your answer (RI.4.1).</p>	

<p>From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2).</p>	
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<p>Paragraph 3 How do external structures help both the ostrich and the baby springbok survive? What, in the text, makes you think so? Underline evidence from the text to support your answer (RI.4.1).</p>	
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<p>From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2).</p>	
<p>Paragraph 4 How do internal structures help the millipede and monarch to survive? What, in the text, makes you think so? Underline evidence from the text to support your answer (RI.4.1).</p> <p>From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2).</p>	
<p>Paragraph 5 From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2).</p>	

<p>Paragraph 6 What behavioral defense mechanism is being discussed in this section? What, in the text, makes you think so? Underline evidence from the text to support your answer (RI.4.1).</p>	
<p>From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2). Circle any modal auxiliaries you can see in this paragraph (L.4.1c).</p>	

<p>Paragraph 7 How does this defense mechanism help keep animals safe? What, in the text, makes you think so? Underline evidence from the text to support your answer (RI.4.1).</p> <p>From this section, choose the one word that you feel is most important to understanding the main idea of the section. Use this word to write a new heading that clearly expresses the main idea (RI.4.2).</p> <p>Circle any modal auxiliaries you can see in this paragraph (L.4.1c).</p>	
<p>Paragraph 8 Underline the two sentences in this paragraph that best sum up the main idea of this article.</p>	

Today, you will use your Expert Group Animal research notebook:

- Three-Banded Armadillo
- Springbok Gazelle
- Ostrich
- Monarch Butterfly

Focus Questions: What does your expert group animal look like? What is its habitat? What are its predators? **How does it use its body and behaviors to help it survive?**

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

Name: _____

Date: November 23, 2020

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Module 2: Unit 2: Lesson 3

Learning Targets	I can explain how to determine if an internet source is reliable. I can find the gist and determine the meaning of unfamiliar vocabulary on my expert group animal webpage. (RI.4.4, L.4.4)
Assignment to Submit	Millipede Gist Chart (Google Classroom)

Input

You can determine whether an internet source is reliable by identifying the **publisher**, **author**, **bias**, **accuracy**, and **timeliness** of the source.

- **Publisher:** A reliable internet source is usually published by the government (.gov), educational institutions (.edu), or nonprofit organizations (.org). Sometimes internet sources published by commercial organizations (.com) are reliable, but not always.
- **Author:** You can tell whether an internet source is accurate by looking at who wrote it and checking their credentials.
- **Bias:** An internet source that presents both sides of an argument or does not have any bias and that presents facts is also usually reliable.
- **Accuracy:** A reliable internet source should be visually appealing, clean, and uncluttered, with links that work. It should not have errors in spelling or grammar.
- **Timeliness:** An internet source that is reliable is timely; it does not have out-of-date information.

Source: "Millipede." A-Z Animals. N.p., n.d. Web. 10 May 2015.
<http://a-z-animals.com/animals/millipede/>.

Focus Task: Read for gist and unfamiliar vocabulary.

Directions:

1. Read the webpage once all the way through from start to finish.
2. Reread the first paragraph of the webpage, and think about the gist.
3. Underline things that you understand or know about.
4. Circle any words that you do not know, and record them in your vocabulary log.
5. Talk with your group about all of your good ideas.
6. Record the paragraph number and state the gist of the paragraph (what the paragraph is mostly about) on the gist chart.
7. Use the strategies you learned in Unit 1 to find the meaning of the unfamiliar vocabulary words. Record the meaning, and the strategy you used to find the meaning, in your vocabulary log.
8. Repeat with the next paragraph until you have read the whole webpage.

Gist Chart: Millipede

Paragraph	Gist

Vocabulary Log: Millipede

Word/Phrase	Definition	Vocabulary Strategy I Used to Learn This Word	Sketch/Diagram

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Name: _____

Date: November 24, 2020

BCCS-Girls

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Module 2: Unit 2: Lesson 4

Learning Targets	I can read a webpage closely in order to answer research questions. (RI.4.1, W.4.7, W.4.8) I can cite evidence from the text to support my answers to questions. (RI.4.1, W.4.7, W.4.8)
Assignment to Submit	Webpage Research Guides in Expert Group Animal research notebooks

Input

Pages 10-14: Web Page Research Guide

The Monarch Butterfly: A Close Reading for Research

<http://eled.org/monarch-butterfly>

Focus questions: What does your expert group animal look like? What is its habitat? What are its predators? How does it use its body and behaviors to help it survive?

<p>1. Use the arrows to scroll through the slideshow photographs at the top of the web page. Then use details from the photographs to answer the question on the right.</p>	<p>What details do you see in these photographs that might provide some clues about how the monarch butterfly defends itself?</p>
<p>2. Scroll down and find the section titled "Monarch butterfly description." Then use the questions to help you determine what this section is about.</p>	<p>What familiar word do you know that might help you figure out the meaning of the word <i>description</i>?</p> <p>Quickly skim the information in this section. What do you think this section is about?</p>

3. Reread this section out loud. Then follow the directions on the right.

Find this sentence in the section:

“While the striking colouration of the upperwings serves as a visual warning to predators that this species is poisonous, the undersurface of the wings is duller orange, and helps to camouflage this species against tree bark and other substrates when at rest.”

Draw two pictures, in color, to show what this sentence means. Label each picture.

What color wings do we see when the monarch butterfly is “at rest”? How does this help protect the butterfly?

<p>4. Scroll down and read the section titled "Monarch butterfly biology." Then use a dictionary to determine what the parts of the word <i>biology</i> mean.</p>	<p>What does the Greek root <i>ology</i> mean?</p> <p>What does the Greek root <i>bio</i> mean?</p> <p>What do you think <i>biology</i> means?</p>
<p>5. Reread the last paragraph in this section. Then answer the questions on the right, using details from the text.</p>	<p>diet: the food and drink ordinarily consumed by a person, animal, or group</p> <p>Wordsmyth Free Online English Dictionary http://www.wordsmyth.net/</p> <p>Read the definition of the word <i>diet</i> above. According to the article, what is in the monarch butterfly's diet?</p> <p>The web page says, "When attacked, by naïve birds for example, the toxin causes severe vomiting, and ensures that the predator avoids the monarch butterfly in the future." What do you think <i>ensures</i> means? What, in the text, makes you think so?</p> <p>How does the monarch's diet help the butterfly to defend itself?</p>

<p>6. Scroll down and read the section titled "Monarch butterfly habitat" aloud. Then use details from the text to answer the question on the right.</p>	<p>Based on the information in the paragraph, what do you think the word <i>habitat</i> means?</p> <p>What, in the text, makes you think so?</p>
<p>7. Silently reread the section again.</p>	<p>How does the monarch's diet affect its choice of habitat?</p>
<p>8. Now scroll back up to the photographs at the top of the web page. Use details from the photographs, as well as what you have read, to answer the question on the right.</p>	<p>Describe the monarch butterfly's habitat. Use information from both the words and pictures.</p>
<p>9. Use any part of the website or search a different website to answer the question on the right.</p>	<p>What are your animal's predators?</p>

<p>10. Read the section titled "Monarch butterfly threats." Then answer the question on the right.</p>	<p>What is the main idea of this section?</p>
<p>11. Optional CHALLENGE question</p>	<p>"Although the monarch butterfly is not considered to be globally threatened, the North American migration is recognised by the IUCN to be an endangered biological phenomenon."</p> <p>With a partner, paraphrase each part of this sentence from the website to figure out what it means. Use a dictionary to understand unfamiliar words.</p> <p>In your own words, what does this sentence mean?</p>
<p>Pulling it all together ...</p>	

12. Using evidence from the text, sketch what the monarch butterfly does when a predator is near. Be sure to show the animal's habitat in the background of your picture.

Add a caption under your illustration to help the reader understand what you drew.

