4th Grade ELA Remote Learning Packet

Week of:

November 18^{th-} November 24th, 2020

Spelman College

WILLIAM SMITH

Scholar Name _____

4Th Grade ELA Anchor Chart Tools

Questions referring to *Summary* include:

- Which detail would be most important to include in a summary of the text?
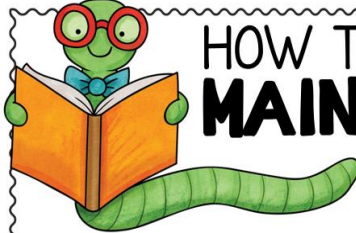- Which statement is the best summary of the text?

Summary

- A summary retells the main events of a text in a shorter version.
- Think of the *important* events or actions that happened in the text; probably connecting to the problem or what the character wants.
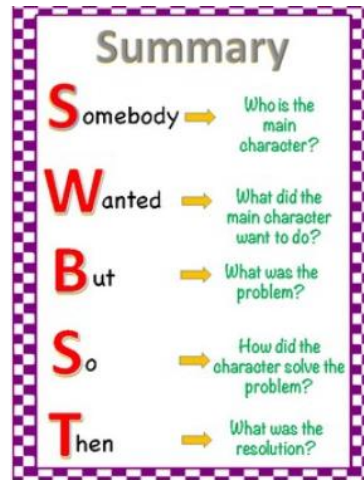
Questions referring to *Main Idea* include:

- Predict the main idea of this section based on the title/heading.
- Predict what details could be included in this passage based on the title/heading.
- What illustrations or photographs could be added to reinforce the main idea of this passage?
- What do you think the author wanted you to learn from this and how does it relate to the main idea?
- How does the main idea of this passage compare to the main idea of another passage on a similar topic?
- What detail could be added to this paragraph to reinforce the main idea?

Strategy to use when practicing Close Reading of a text.	## Close Reading with Annotations Good readers think critically about a text and analyze the details to develop a better overall understanding. | 1st Read	The first read is to figure out what the text is mostly about. No markings are made.
2nd Read	The second read is when we begin annotations. (our markings/comments/reactions to details of the text)
3rd Read	The third read is when we clear up misunderstandings and read with more fluency (you can annotate if needed here)	
Strategy to use when writing a short response	### Where do I get the words for a RADD answer? **R** — **Restate** Use words from the question, except the W words. **A** — **Answer** Use words from your head to make an inference. **D** — **Detail** Use a good transition and a "quote" from the text. **D** — **Detail** Use a good transition and a "quote" from the text.

Wednesday, November 18th, 2020
In-Person: Review

Name: Date: November 18th, 2020

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Module 2 Unit 1: Review

Learning Targets	I can determine the main idea of a text and explain how it is supported by key details

Instructions: Read the story independently two times. On your first read, you

should annotate using highlighters and pencils.

On your second read, you should look for the main idea of the passage and

underline supporting details.

Remember: the main idea is the author's purpose for writing the text. You're

looking for information to answer the question: **What does the author want you**

to know after reading this passage?

Breaking the Food Chain

A food chain is a link between plants and animals. It starts with a plant. The next part of the link is a plant eater. When the prairie plants were uprooted, the animals that depended on them lost their food source. So while the farmers produced more food for people, they broke the animals' food chain. For example, if a bird needs seeds to eat and the plant is gone, that bird will not be able to survive. And the animals that ate that bird won't have any food, either.

A food chain is part of a bigger system called a food web. That web links the living things in an environment. The herbivores in that system depend on the plants. If the plants are removed, the herbivores cannot survive. Herbivores in Chicago include rabbits, squirrels, and many insects. Long ago, they used to include bison and deer. Today you will find some deer in some parts of this area, but you won't find them in the city.

When herbivores lose their food, they die out. Then the carnivores, the animals that eat other animals, lose their food, too. Wolves used to depend on the deer for their food. Without deer, the wolves lost their food. Foxes died out, too. They had hunted birds, even catching ducks when they were on the side of ponds. Remove just one kind of plant from an environment and you disrupt a food chain. Plow up the land and you destroy the whole system.

What happened in Chicago? People moved in. They built homes. They built streets. They took away land from nature. Look at this timeline and you'll see how more and more people moved here. We don't have the numbers for the bison or deer. But we know that today there are no bison in Chicago, you will only find them at the zoo.

1880 The population of the city is 503,185; farms continue to expand
1890 The population of the city is 1,099,850
1900 The population is 1,698,676
1910 Factories expand in the city; population is 2,185,283
1920 The city's population has grown to 2,701,705
1930 The city's population is 3,376,438

Respond: What is the main idea of this passage? How do you know? Underline five sentences that help you know the main idea.

_____

_____

_____

_____

_____

Thursday, November 19th, 2020

In-Person

Name: _____   Date: November 19th, 2020

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Module 2 Unit 2: Lesson 3

Learning Targets	I can determine the main idea of a text and explain how it is supported by key details

Millipede: Reading for Gist and Unfamiliar Vocabulary

Name: _____ **Date:** _____
RI.4.1, RI.4.4, RI.4.10, W.4.7, L.4.4

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 your web page once all the way through from start to finish.

2. Reread the first paragraph of your web page 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 web page.

Millipede: Gist Chart

Name: _____ **Date:** _____

RI.4.1, RI.4.10, W.4.7

Paragraph	Gist

Friday, November 20th, 2020
Virtual

Name: Date: November 20th, 2020

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Module 2 Unit 2: Lesson 4

Learning Targets	I can determine the main idea of a text and explain how it is supported by key details

Three-Banded Armadillo

https://eleducation.org/resources/brazilian-three-banded-armadillo

What does your expert animal look like?	What is its habitat?	What are its predators?

Springbok Gazelle

https://eleducation.org/resources/springbok

What does your expert animal look like?	What is its habitat?	What are its predators?

Ostrich

https://eleducation.org/resources/ostrich

What does your expert animal look like?	What is its habitat?	What are its predators?

Monarch Butterfly

https://eleducation.org/resources/monarch-butterfly

What does your expert animal look like?	What is its habitat?	What are its predators?

Monday, November 23rd, 2020
Virtual

Name: Date: November 23rd, 2020

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Module 2 Unit 2: Lesson 5

Learning Targets	I can determine the main idea of a text and explain how it is supported by key details