

# Education Language Arts

**Grade 4:** Module 4: Unit 2

## Homework Resources (for Families)

## Unit 2: Analyzing Characters and How Their Actions Contribute to Theme: Reading and Analyzing *The Hope Chest*

Common Core State Standards addressed: RL.4.1, RL.4.2, W.4.2, W.4.4, W.4.6, L.4.1a, L.4.5a and L.4.5b



### Guiding Questions and Big Ideas

#### What can we learn from the process of ratifying the 19th Amendment?

- In 1920, the U.S. Constitution was amended to give women to vote; however, this did not allow African American women to vote.
- When people take action against inequality, they can cause social change.

#### What will your student be doing at school?

In Unit 2, students continue to read *The Hope Chest* by Karen Schwabach. As they read chapters of the text in triads, they analyze the meaning of similes, metaphors, idioms, adages, and proverbs, and use relative pronouns and relative adverbs. They also analyze how character actions show evidence of themes and summarize the events in each chapter that show evidence of a theme. For the mid-unit assessment, students read a new chapter of *The Hope Chest* with their triad and summarize the events in the chapter that show evidence of a theme.

In the second half of the unit, students continue to read chapters of *The Hope Chest* until they finish it at the end of the unit. Building on their summary writing work from the first half of the unit, they also write a literary essay about a theme in *The Hope Chest*. For the End of Unit 2 Assessment, students write an on-demand essay about another theme in *The Hope Chest*, following the same structure used throughout the unit.

Working to become an ethical person is a habit of character that is emphasized in this unit. Students practice showing respect, empathy, and compassion for one another as they read about sensitive topics in *The Hope Chest*.

The Language standards that students will focus on in this unit require them to:

- L.4.1a: Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- L.4.5a: Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

#### Relative Pronouns and Relative Adverbs

relative adverb	introduces a group of words that tells more about a noun; gives additional information about place, time, and reason	<i>where, when, why</i>
relative pronoun	a pronoun that refers to a noun previously named and introduces a clause that relates to that noun	<i>who, that, which, whose, whom</i>

### Similes and Metaphors in *The Hope Chest*

Simile	Metaphor
<b>What is it?</b> Compares one thing to something very different to make a description more vivid <b>Clues:</b> The two things being compared are very different; as ____ as; like	<b>What is it?</b> Describing something with words that it isn't directly connected to
<b>Example:</b> As cold as ice, which means it was very cold.	<b>Example:</b> Her voice was music to his ears, which means her voice sounded really good to him and made him feel good.

### How can you support your student at home?

- Research and discuss social justice issues in the United States and home countries, and how people have taken action and made a difference in support of social justice.
- Practice finding similes and metaphors in the text and determining their meaning.
- Discuss common idioms, adages, and proverbs and their meaning.

## Unit 2: Homework

In this unit, homework focuses on research reading, and using relative pronouns and relative adverbs.

**Research reading:** Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

**Choice reading:** If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

### Vocabulary logs:

In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.

- In the back, students record new **domain-specific vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are words that would be found on the topic of frogs.

## Responding to Inequality: Ratifying the 19th Amendment

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students read Chapter 8 of <i>The Hope Chest</i> . They identify evidence of themes in the chapter and summarize events in which a theme is evident. They also analyze the meaning of similes in Chapter 8.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students read Chapter 9 of <i>The Hope Chest</i> . They identify evidence of themes in the chapter and summarize events in which a theme is evident. They also analyze the meaning of metaphors in Chapter 9.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students read Chapter 10 of <i>The Hope Chest</i> . They identify evidence of themes in the chapter and summarize events in which a theme is evident.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students read Chapter 11 of <i>The Hope Chest</i> . They identify evidence of themes in the chapter and summarize events in which a theme is evident. They also analyze the meaning of similes and metaphors in Chapter 11.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students read Chapter 12 of <i>The Hope Chest</i> and analyze the meaning of similes and metaphors in the chapter. They participate in a Language Dive about relative pronouns before summarizing events in the chapter in which a theme is evident.	1. Language Dive I Practice: Relative Adverbs 2. Research reading and answering prompt	1. <b>Lesson 7</b> 2. Teacher will check independent reading journals strategically.	
6	Students read Chapter 13 of <i>The Hope Chest</i> and analyze the meaning of similes and metaphors in the chapter. They participate in a Language Dive about relative adverbs before summarizing events in the chapter in which a theme is evident.	1. Language Dive II Practice: Relative Pronouns 2. Research reading and answering prompt	1. <b>Lesson 8</b> 2. Teacher will check independent reading journals strategically.	
7	Students read Chapter 14 of <i>The Hope Chest</i> and summarize events in the chapter in which a theme is evident. They then participate in a peer critique to receive feedback and revise their summaries.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

## Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
8	Students read Chapter 15 of <i>The Hope Chest</i> . They then answer questions about the meaning of similes, metaphors, idioms, adages, and proverbs and summarize events in the chapter in which a theme is evident for the mid-unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students read Chapter 16 of <i>The Hope Chest</i> and identify evidence of themes in the chapter. They then analyze a model literary essay and write a focus statement for their own literary essay.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Students read Chapter 17 of <i>The Hope Chest</i> and identify evidence of themes in the chapter. They then analyze the introduction of the model literary essay about a theme in <i>The Hope Chest</i> and write an introductory paragraph for their own literary essay.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students read Chapter 18 of <i>The Hope Chest</i> and identify evidence of themes in the chapter. They then analyze the first proof paragraph of the model literary essay and write a first proof paragraph for their own literary essay.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students read Chapter 19 of <i>The Hope Chest</i> and identify evidence of themes in the chapter. They then analyze the second proof paragraph of the model literary essay and write a second proof paragraph for their own literary essay.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
13	Students analyze the concluding paragraph of the model literary essay and write a concluding paragraph for their own literary essay. They then participate in a peer critique to receive feedback and revise their essays.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
14	Students write an on-demand essay about another theme in <i>The Hope Chest</i> for the end of unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

### Independent Reading

**Directions:** Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (\*).

### Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

### Example:

**Date:** 11/03/2017

**Book Title and Author:** *The Hope Chest* by Karen Schwabach

**Pages Read:** pages 18–30

**Prompt:** What theme did you notice in the pages you read?

**Response:** One of the themes evident in this chapter is “inequality is injustice.” Mrs. Renwick is against women having equal rights—for example, she doesn’t agree that women can be anything they want to be and should instead marry and have children.

## Independent Reading Prompts

### Consider using the following independent reading prompts\*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What is a theme? What evidence can you see of this theme?
- How would you summarize the event in which a theme is evident?
- What similes can you identify? How do they help you as a reader?
- What metaphors can you find? How do they help you as a reader?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in the lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
<b>Words with the same affix or root</b>	<b>Sketch</b>

\*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

## Homework: Language Dive I Practice: Relative Adverbs

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Look at the scrambled sentence below from *The Hope Chest*. Write it in the correct sequence:

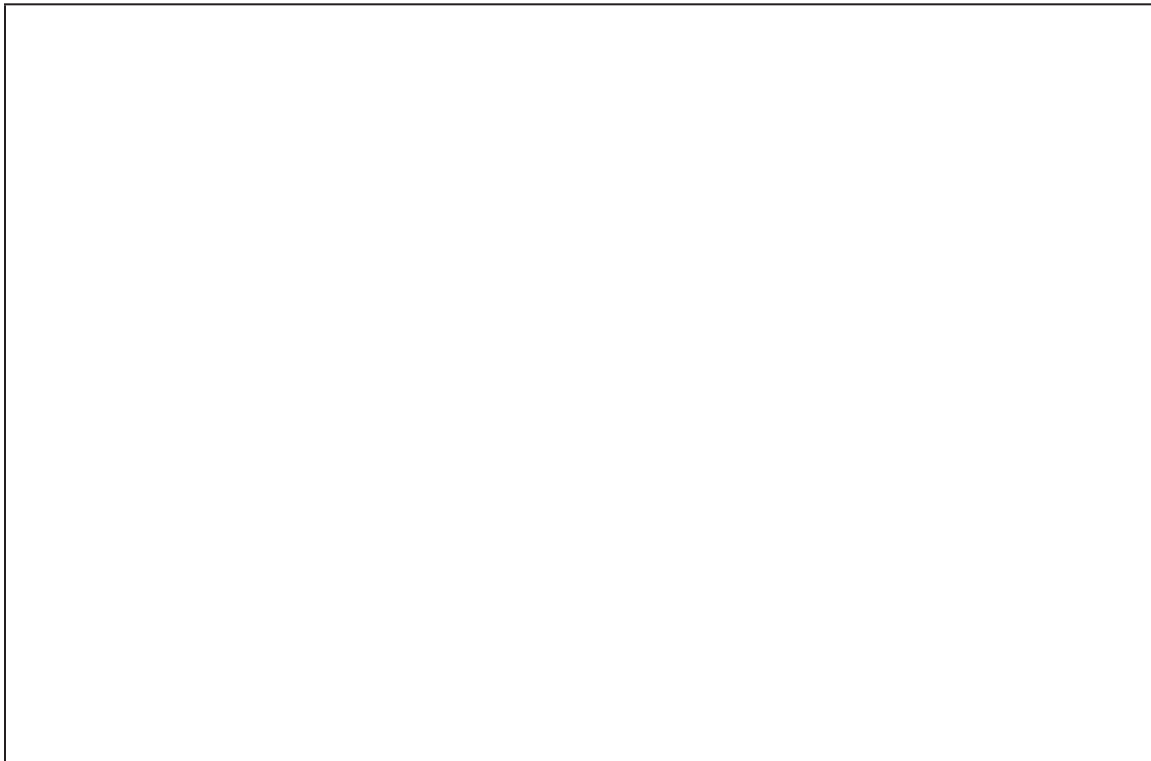
<b>where they'll take our kind in."</b>	<b>"I'm sure</b>	<b>we can find someplace</b>
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2. In the sentence above, underline the *relative adverb* and draw an arrow from the relative adverb to the noun that it tells more about.
3. Sketch the meaning of the sentence:





4. Use a relative adverb (*where, when, why*) to complete the sentences below. Draw an arrow from the relative adverb to the noun it tells more about in the sentence.

Violet had longed for the time \_\_\_\_\_ she would be reunited with Chloe.

A hotel \_\_\_\_\_ Myrtle, Violet, and Mr. Martin could all stay together was hard to find.

The reason \_\_\_\_\_ Myrtle, Violet, and Mr. Martin had a hard time finding a place to stay together was unjust.

## Homework: Language Dive II Practice: Relative Pronouns

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

1. Look at the scrambled sentence below from *The Hope Chest*. Write it in the correct sequence:

<b>that would take in a white man and a colored child.</b>	<b>Mr. Martin was wrong—</b>	<b>there was not one hotel in Nashville</b>
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2. In the sentence above, underline the *relative pronoun* and draw an arrow from the relative pronoun to the noun that it refers to.
3. Sketch the meaning of the sentence:

4. Use a relative pronoun (*who, which, that, whom, whose*) to complete the sentences from Chapter 13 of *The Hope Chest* below. Draw an arrow from the relative pronoun to the noun it refers back to in the sentence.

"No thank you," said Violet, \_\_\_\_\_ couldn't imagine putting hot metal next to her face in this heat.

She sat down on her bed, \_\_\_\_\_ creaked alarmingly, and buried her face in her hands, sobbing.

She was wearing a fancy pink dress \_\_\_\_\_ Violet would have considered too babyish for herself.