

**Grade 4:** Module 2: Unit 1

# Homework Resources (for Families)

### Unit 1: Building Background Knowledge: Animal Defenses and the Research Process

Common Core State Standards addressed: RI.4.1, RI.4.2, RI.4.4, RI.4.7, SL.4.2, and L.4.4



#### Guiding Questions and Big Ideas

##### How do animals' bodies and behaviors help them survive?

- *To protect themselves from predators, animals use different defense mechanisms.*

##### How can writers use knowledge from their research to inform and entertain?

- *In order to entertain and inform, writers must become researchers.*

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

In this unit, students build background knowledge about animal defense mechanisms. They closely read complex texts, which involves answering questions about the text to gain a deeper understanding. They determine the main idea or ideas of a text and identify supporting details, and they analyze diagrams to further their understanding about a text. They use all of this to write a summary of the text.

The Language standards that students focus on in this unit (L.4.4a, L.4.4b, L.4.4c) require them to determine the meaning of unfamiliar vocabulary using three different strategies:

- From context: Students read around the word to try to figure out its meaning.
- Using affixes and roots: Students look for familiar affixes and roots to determine the meaning of unfamiliar words.
- Using reference materials such as a dictionary. This could be an online dictionary.

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

- Talk to your child about the animal defense mechanisms he or she has been learning about.
- Encourage your child to do further research on animal defense mechanisms at the library or on the internet.
- Watch television documentaries about animals and animal defenses on television.
- Invite your child to tell you about determining the meaning of unfamiliar words by identifying the root and affixes.
- Play online affix games:
  - Determine the meaning of words with the prefixes *pre-*, *re-*, and *mis-*: <https://www.ixl.com/ela/grade-4/determine-the-meaning-of-a-word-with-pre-re-or-mis>
  - Use the prefixes *pre-*, *re-*, and *mis-*: <https://www.ixl.com/ela/grade-4/use-the-prefixes-pre-re-and-mis>
  - Fun English Games: Prefix and Suffix Game: <http://www.funenglishgames.com/gram-margames/prefixsuffix.html>
  - Maggie's Earth Adventure: Short Circuit: <http://teacher.scholastic.com/activities/adventure/grammar3.htm#>

## Unit 1: Homework

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In Lessons 1–6, homework focuses on research reading and determining the meaning of unfamiliar words using context and reference materials.

In Lessons 7–12, homework focuses on summarizing independent reading texts and determining the meaning of unfamiliar words using affixes and word roots.

**Research reading:** Your child is expected to independently research the topic by reading topic-related books of his/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 child will bring home from school; however, they may be topic-related books chosen by your child at the public or home library. Prompts for independent reading can be found in the homework materials provided.

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

## Animal Defense Mechanisms

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students are introduced to the topic, animal defense mechanisms, and task, an informational writing piece and a choose-your-own-adventure narrative for this module.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students build background knowledge about animal defense mechanisms by listening to and paraphrasing a text and reading a text for gist and to determine unfamiliar vocabulary.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students closely read a text about animal defenses and, in expert groups, read a new text about animal defenses for gist.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students closely read a text about animal defenses and, in expert groups, determine the main idea of a text.	1. Research reading and answering prompt 2. Vocabulary Work	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 7</b>	
5	Students read a text about animal defenses to identify details that support a main idea and share what they have learned about animal defense mechanisms.	1. Research reading and answering prompt 2. Vocabulary Work	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 7</b>	
6	Students demonstrate their learning by taking the Mid-Unit 1 Assessment.	1. Research reading and answering prompt 2. Vocabulary Work	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 7</b>	
7	Students generate criteria for an effective summary and read a new text about animal defense mechanisms for the gist.	1. Research reading and answering prompt 2. For ELLs: Language Dive Practice I: "Fight to Survive!"	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 8</b>	
8	Students interpret diagrams and consider how they contribute to readers' understanding of the text. Students also dig deeper into using affixes and roots to help them determine the meaning of unfamiliar words.	1. Affixes Practice sheet 2. Research reading and answering prompt	1. <b>Lesson 10</b> 2. Teacher will check independent reading journals strategically.	
9	Students write a summary about an informational text.	1. Summary Writing organizer and written summary of research reading 2. Research reading	1. <b>Lesson 11</b> 2. Teacher will check independent reading journals strategically.	

\*Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
10	Students demonstrate their learning by taking the End of Unit 1 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students prepare evidence and questions for a Science Talk.	1. Review notes for Science Talk 2. Research reading and answering prompt	1. No deliverable, but Science Talk will happen in <b>Lesson 12</b> . 2. Teacher will check independent reading journals strategically.	
12	Students participate in a Science Talk.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

\*Teacher note: Please complete the Anticipated Date column according to your schedule.

### Independent Reading

#### Independent Reading Prompts

**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:** 04/08/2015

**Book Title and Author:** *Animal Behavior: Animal Defenses* by Christina Wilsdon

**Pages Read:** 63–84

**Prompt:** What questions do you have about animals or animal defenses after reading?

**Response:** What are some animals in my local area that emit scent as a defense?

- **Record 2–3 facts in your own words about animals or animal defenses that you found out in your research reading today.**
- **What questions do you have about animals or animal defenses after reading?**
- **What would you like to research further after reading? Why?**
- **Summarize your research reading today in no more than 4 sentences.**

- **How would you describe the setting of the particular part of the text you read?**
  - Hint: What did you picture in your mind as you were reading it? Why?
  - Hint: What did it say in the text to make you think that?
- **What do you think is going to happen next? Why?**
  - Hint: What has the author written so far to make you think that?
- **Summarize the pages you just read in no more than 4 sentences.**
- **What is the main idea of the part of the text you just read?**
  - Hint: The main idea is the point the author wants you to understand.
- **Think about the title of your text. Why do you think the author chose this title?**
  - Hint: Explain how the title fits the book.
  - Hint: Start out: “The title of my book is.... The author chose this title because....”
- **What are two new words you learned in this text? Tell about the words.**
- **Choose a picture, chart, graph, or diagram from your text. Explain how the information you learned from the image helped you understand the text.**
  - Hint: First, think about the main idea of what you just read. Then, think about how the picture, chart, graph, or diagram supports the main idea.

### Homework: Animal Defense Mechanisms Discussion

**Consider discussing the following questions to prompt conversation:**

- Name an animal you have been learning about and tell one way it uses its body to help it survive.
- Name an animal you have been learning about and tell one way it behaves that helps it survive.
- Name two animals you have been learning about. Do they have the same type of defense? Why or why not?
- Most animals would rather not fight a predator. Why might this be?

As you discuss the questions, stop and paraphrase what the other person has said. (SL.4.2)



**Homework: Vocabulary Work**

**Directions:** In the classroom, you have been recording words from your research in your Vocabulary Log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of animals and animal defense mechanisms and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your Vocabulary Log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

- the definition, or meaning, of the word
- the vocabulary strategy you used to figure out the meaning of the word
- a sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

- Read on in the text and infer.
- Think about parts of the word that you know (like word roots).
- Look in the glossary.
- Look for a text feature that defines the word.
- Look in a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

## Homework: Language Dive Part I Practice

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

1. **Write the scrambled sentence in the correct order below.**

that allow them to survive.	Over many generations,	both physical and behavioral defense mechanisms	they have developed
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2. **Circle the *physical* defense mechanisms (there may be more than one):**

flying out of sight

tough outer shell

camouflage

playing dead

3. **Circle the *behavioral* defense mechanisms (there may be more than one):**

flying out of sight

tough outer shell

camouflage

playing dead

4. **Paraphrase, or write the parts of the sentence in your own words:**

they have developed both physical and behavioral defense mechanisms

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that allow them to survive.

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5. **Summarize the article "A Fight to Survive!" by Patricia Fitzsimmons.**

The article, "A Fight to Survive!" by Patricia Fitzsimmons is about \_\_\_\_\_

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## Homework: Affixes Practice

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

Break up the following words into their root and affixes. Use your Affix List to help you to work out the meaning.

Word	Prefix	Root	Suffix	Definition
<i>ability</i>		<i>able</i>	<i>-ity</i>	<i>how well you can do something</i>
inactive				
dislike				
misbehave				
bicycle				
nonfat				
darkness				
underground				
enjoyment				
likeness				
telephone				
premade				
impossible				

## Homework: Summary Writing Organizer

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

Text title and page numbers: \_\_\_\_\_

What is the main idea of the text? (RI.4.2)

Cite two details (evidence) from the text that support the main idea. (RI.4.2)

Write a short summary of the text. Be sure to clearly state the main idea of the text and include important details. (RI.4.2)