



**Grade 4: Module 1: Unit 3**

# Homework Resources (For Families)

## Unit 3: Writing to Entertain: Poetry

Common Core State Standards addressed: W.4.4, L.4.3a-c, RF.4.4a-c



### Guiding Questions and Big Ideas

#### What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

#### What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

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

In Unit 3, students prepare for the performance task by writing original poems about something meaningful to them, and writing a presentation explaining what they were inspired by and why, and where you can see evidence of this in their poems. They use visuals in their presentations (e.g., images, videos, or objects) to support the content of their presentation. For the performance task, they present their poem and presentation to an audience.

Working to become ethical people is the habit of character emphasized in this unit.

Working to become an effective learner. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

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إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

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यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएँ चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919) 852-3303

Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại (919) 852-3303

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Working to become an ethical person. These are the specific skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities and achievements of others, and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

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

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the author. Encourage your student to find evidence of that inspiration in the poems.
- Talk about what inspires your student and what is meaningful to him or her in preparation for writing poetry (e.g., a place, a person, an animal, a vehicle, a sport, or an event).

## Unit 3: Homework

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In Lessons 1–3, homework focuses on research reading.

In Lessons 4–11, homework focuses on reading poems aloud for fluency. In Lessons 6–7, for homework students gather visuals (images, videos, or objects) to support the content of their poem and presentation.

**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, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topic vocabulary**: words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.



## 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:** 04/08/2016

**Book Title and Author:** Love That Dog by Sharon Creech

**Pages Read:** 42-45

**Prompt:** Describe in depth an event in the text using details from the text.

**Response:** Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

## Independent Reading Prompts

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Consider using the following independent reading prompts:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations 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 other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

<b>Definition in your own words</b>	<b>Synonyms (words that mean the same)</b>						
<b>Break up the word using this chart:</b> <table border="1" data-bbox="196 842 813 982"><thead><tr><th data-bbox="196 842 402 926">Prefix</th><th data-bbox="402 842 609 926">Root</th><th data-bbox="609 842 813 926">Suffix</th></tr></thead><tbody><tr><td data-bbox="196 926 402 982"></td><td data-bbox="402 926 609 982"></td><td data-bbox="609 926 813 982"></td></tr></tbody></table>	Prefix	Root	Suffix				<b>Words with the same affix or root</b>
Prefix	Root	Suffix					
<b>Translation in home language (where appropriate):</b>							



## Reading Fluency Texts

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“After Many Springs” by Langston Hughes

Now,  
In June,  
When the night is a vast softness  
Filled with blue stars,  
And broken shafts of moon-glimmer  
Fall upon the earth,  
Am I too old to see the fairies dance?  
I cannot find them any more.

Hughes, Langston. “After Many Springs.” *Crisis*. n.p, 1922. *Crisis Chronicles Cyber Litmag (2008– 2014)*. Web. 16 June 2016

“The Wind Has Such a Rainy Sound” by Christina Rossetti

The wind has such a rainy sound  
Moaning through the town,  
The sea has such a windy sound—  
Will the ships go down?  
The apples in the orchard  
Tumble from the tree.  
Oh, will the ships go down, go down,  
In the windy sea?

Rossetti, Christina G. “The Wind Has Such a Rainy Sound.” *Sing-Song A Nursery Rhyme Book*. London: Macmillan and Co., 1893. *A Celebration of Women Writers*. Web. 16 June 2016.



Excerpt from “Afternoon in February” by Henry Wadsworth Longfellow

The day is ending,  
The night is descending;  
The marsh is frozen,  
The river dead.  
Through clouds like ashes  
The red sun flashes  
On village windows  
That glimmer red.

Longfellow, Henry Wadsworth “Afternoon in February” Henry Wadsworth Longfellow [online resource], Maine Historical Society, Accessed 16 June 2016. <http://www.hwlongfellow.org>

“Trees” by Sara Coleridge

The Oak is called the King of Trees,  
The Aspen quivers in the breeze,  
The Poplar grows up straight and tall,  
The Pear tree spreads along the wall,  
The Sycamore gives pleasant shade,  
The Willow droops in watery glade,  
The Fir tree useful timber gives,  
The Beech amid the forest lives.

Coleridge, Sara. “Trees.” *Pretty Lessons in Verse for Good Children; with Some Lessons in Easy Rhyme.* London: John W. Parker and Son, 1853. *Google Books*. Web. 16 June 2016.