



**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 student 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 student 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.

Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

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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- 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/grammargames/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 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.

### 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:** *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**

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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**

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**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

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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

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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)