



Grade 4: Module 2: Unit 3

Homework Resources (For Families)

Unit 3: Using Writing to Entertain

Common Core State Standards addressed: RI.4.9, W.4.3, W.4.4, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6



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 apply the research they have completed (in Unit 2) about their expert group animal and its defense mechanisms to write a narrative about their animal. Students will write a choose-your-own-adventure narrative featuring their animal for their performance task for this module. They begin this unit by reading a mentor literary text, *Can You Survive the Wilderness?*, as a class. This text introduces them to the format of a choose-your-own-adventure narrative. Throughout the unit, students work on their narratives by writing the introduction and first choice ending. They hone their writing skills through practicing with a class model based on the millipede. Through mini lessons and peer critique, students revise their writing. They write the second choice ending on demand for the end of unit assessment. Finally, they combine these choices to publish their final performance task in a choose-your-own- adventure format.

The Language standards that students focus on in this unit (L.4.1d and L.4.2b) requires them to order adjectives within sentences according to conventional patterns and to use commas and quotation marks to mark direct speech and quotations from a text. For ordering adjectives, we use the acronym NOSASCOMP, which helps students remember that when more than one adjective is used to describe something, the adjectives should be written in the following order: number, opinion, size, age, shape, color, origin, material, purpose. For example:

- the ugly, old, brick house
- two round, blue, diamond earrings

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How can you support your student at home?

- Talk to your child about his or her expert group animal and its defense mechanisms.
- Talk to your child about the choose-your-own-adventure narrative and the elements of a narrative.
- Watch television documentaries about animals and animal defenses.
- Read short stories or narratives and encourage your child to identify the elements of a narrative.
- Invite your child to tell you about the use of the acronym NOSASCOMP to know in what order to write adjectives when more than one adjective is used to describe something.
- Play online games on IXL to practice ordering adjectives:
<https://www.ixl.com/ela/grade-4/order-adjectives>
- Play online games on IXL to practice punctuating dialogue:
<https://www.ixl.com/ela/grade-4/punctuating-dialogue>

Unit 3: Homework

In Lessons 1–8, homework focuses on practicing identifying the elements of an effective narrative and QuickWrites in which students practice these elements.

In Lessons 9–15, homework focuses practicing the skills learned in lessons as students revise their choose-your-own-adventure narratives: writing dialogue, ordering adjectives, and transitional words and phrases.

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: Narrative QuickWrite Prompts

Directions: Choose a prompt to respond to, using your expert group animal as the main character in your response. For each response, be sure to use the narrative techniques discussed in class and carefully chosen words and phrases to describe the characters, experiences, and events precisely. Try to choose a different prompt each time.

- Your expert group animal sees a large bird flying above, looking at it. What does it do?
- Describe the setting where your expert group animal lives. What does your expert group animal see? What does it hear? What does it smell?
- Your expert group animal meets an animal that is not a predator. How does it interact with this animal?



Homework: Finding and Analyzing Description Note-catcher

Name: _____ Date: _____

Directions: Find five examples of precise descriptions in a narrative text. Carefully copy the sentence in which the description was found in the first column. Make sure you copy the entire sentence correctly. Highlight or underline the precise words and phrases used in the description (W.4.3b, W.4.3d, L.4.3a). Explain what the description helps the reader understand about the character or events in the second column (W.4.3b, W.4.3d). Follow the example in the first row.

Source	Precise Descriptions	What does the description help the reader understand about the character or events?
<i>Can You Survive the Wilderness?</i> p.12	"Your <u>heavy</u> backpack contains a <u>warm</u> sleeping bag and a <u>small fold-up</u> tent."	The supplies are heavy; the character planned ahead by making sure to bring a sleeping bag that was warm and a tent that folds up.



Homework: Editing for Capitalization, Punctuation, and Spelling I

Name: _____ Date: _____

Directions: A student is writing a story for class. She needs to correct the punctuation and grammar usage mistakes in her story. Read the paragraph from the draft of her story and rewrite it with the correct punctuation, capitalization, and grammar. (L.4.1d, L.4.2a, L.4.2b)

michael peered around the corner, wondering what the strange noise was. Tiptoeing as quietly as his feet could step, he crept across the room to the doorway Gently, he wiggled the doorknob until the door popped open. staring down the Hallway, he saw what caused the Loud Bang.



Homework: Read and Annotate “How the Monkey Got Food When He Was Hungry” (For Families)

Name: _____ Date: _____

Directions: Read the narrative and choose a characteristic of narratives to annotate. Try to choose a different characteristic each time (one per day).

- Read and annotate “How the Monkey Got Food When He Was Hungry” for the elements of an effective narrative. Be sure to note the following:
 - characters
 - setting
 - plot
 - dialogue
 - descriptions
 - sensory details
 - transitional words
- Read and annotate “How the Monkey Got Food When He Was Hungry” for the elements of an effective plot. Be sure to note the following:
 - introduction
 - rising action
 - problem
 - solution
 - conclusion
- Read and annotate “How the Monkey Got Food When He Was Hungry” for the elements of an effective introduction. Be sure to note the following:
 - words and phrases that start the story in an engaging way
 - words and phrases that lead into the rest of the story in an engaging way
 - words and phrases that describe the character, setting, and problem



“How the Monkey Got Food When He Was Hungry” from *Fairy Tales of Brazil* by Elsie Spicer Eells

Once upon a time, the monkey was hungry. He wanted to make some porridge, but he did not have any money to buy meal to make the porridge. So he went to the house of the hen to borrow some meal. The hen gave him some meal.

“Come to my house to-morrow at one o’clock,” he said to the hen. “I’ll payback the meal then.”

Then the monkey went to the house of the fox and said, “O, friend fox, please lend me some meal. Come to my house tomorrow at two o’clock, and I’ll pay you then.” The fox gave him some meal.

Then the monkey went to the house of the dog and said, “O, friend dog, please lend me some meal. Come to my house to-morrow at three o’clock, and I’ll pay you back then.” The dog gave him some meal.

Then the monkey went to the house of the tiger and said, “O, friend tiger, please lend me some meal. Come to my house to-morrow at four o’clock, and I’ll pay you back then.” The tiger gave the monkey some meal.

The monkey went home and made a great pot of porridge. He feasted and feasted until he couldn’t eat any more, but there was still plenty of porridge left in the pot. Then the monkey made his bed and took care to fix it high up from the floor.

The next day, at midday, he ate some more of the porridge. Then he bound a cloth about his head and went to bed, pretending that he was sick.

At one o’clock the hen came and knocked at the door. The monkey in a low, weak voice asked her to enter. He told her how very sick he was, and the hen was very sorry for him.

At two o’clock the fox came and knocked at the door. The hen was frightened almost to death. “Never mind,” said the monkey, “you can hide here under my bed.”

The hen hid under the monkey’s bed, and the monkey in a weak, low voice invited the fox to enter. The monkey told the fox how very ill he was, and the fox was very sorry for him.

At three o’clock the dog came and knocked at the door. The fox was frightened almost to death. “Never mind,” said the monkey, “hide here under my bed and everything will be all right.”

The fox hid under the monkey’s bed, and the monkey in a low, weak voice invited the dog to enter. The monkey told the dog how very sick he was, and the dog was very sorry for him.



At four the tiger came and knocked at the door. The dog was frightened almost to death. "Never mind," said the monkey. "Hide here under my bed and everything will be all right."

The dog hid under the monkey's bed. Then the monkey invited the tiger to enter. He told the tiger how very sick he was, but the tiger was not at all sorry for him. He sprang at the bed, demanding in a loud, fierce voice that the monkey pay back the meal at once, as he had promised to do. The monkey escaped to the treetops, but the bed broke down under the tiger's weight.

Then the fox ate up the hen and the dog ate up the fox and the tiger ate up the dog. The tiger is still trying to catch the monkey.

Source:

Eells, Elsie Spicer. "How the Monkey Got Food When He Was Hungry." *Fairy Tales from Brazil; How and Why Tales from Brazilian Folk-lore*. New York: Dodd, Mead, 1917. N. pag. *Project Gutenberg*. 28 Feb. 2008. Web. 31 Aug. 2015. <<https://www.gutenberg.org/files/24714/24714-h/24714-h.htm#XI>>.



Homework: Create a Comic Strip (For Families)

Name: _____ Date: _____

Directions: Create a comic strip based on the plans for Choice #1 of your choose-your-own-adventure narrative. Your strip should have an illustration and caption for each part of your story. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are. The purpose is just to visualize the sequence of events that you want to write about.



Homework: Language Dive Practice “Powerful Polly” (For Families)

Name: _____ Date: _____

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

near her underwater home.	swam slowly	Polly the pufferfish	alongside the bright blue, green and yellow coral reef
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2. Sketch the sentence.

3. Circle the prepositions or words that talk about location.

near behind because by alongside she

4. Complete the sentence frames:

I put the pencil down alongside _____ . I sat near _____ .

She ran alongside _____ . The baby crawled near _____ .

5. Use information about your expert group animal to complete the sentence frame,

_____ [name of animal] _____ [what the animal does]

alongside/near _____ [where the animal is]

_____ [more about where the animal is]



Homework: Dialogue Practice I (For Families)

Name: _____ Date: _____

Directions: Find five examples of dialogue in a narrative text. Carefully copy the sentence in which the dialogue was found in the first column. Make sure you copy all of the punctuation correctly. Highlight or underline the punctuation used in the dialogue (L.4.2b). Explain what the dialogue helps the reader understand about the character in the second column (W.4.3b). Follow the example in the first row.

Dialogue	What does the dialogue help the reader understand about the character?
"Please, please, please let me play with your," he begged, but she shook her head and laughed at him.	She liked watching him beg her to play even though she didn't want him to play.



Homework: Dialogue Practice II (For Families)

Name: _____ Date: _____

1. Underline the sentence that is punctuated correctly (L.4.2).

- A. "I really need your help, Charlie", he said.
- B. She replied, "There's no way I am going in there."
- C. Mom looked at Dad and said "What is wrong with her"?
- D. Stop doing that. It's really hurting me said Joe to Sarah.

2. Rewrite the incorrect sentences above with the correct punctuation (L.4.2b).

3. Rewrite this paragraph with dialogue to help the reader understand what the characters are thinking or feeling. Use the correct punctuation with your dialogue (W.4.3a and L.4.2b).

Suddenly, the door slammed with a loud bang. Ella and Jack jumped up from the table and ran to the door to try to open it. They pulled and pulled, but the door would not open. They were locked inside. Ella started to cry. Jack started to work on a plan to get out.



Homework: Dialogue Practice III (For Families)

Name: _____ Date: _____

1. Rewrite the following sentences with the correct punctuation (L.4.2b).

A. Stop right there he said to her

B. She shouted don't do it. You will hurt yourself

C. Help she screamed

D. I don't want any more he said to his mom.

E. She asked what they wanted to eat. Pizza he said. Pizza and fries.

F. Hold on to me tightly he instructed and you will be safe.

2. Underline the sentence that is punctuated correctly (L.4.2b).

A. "that one smells funny" he said, wrinkling his nose.

B. She looked closely at him and said "What happened to your eye?"

C. "Ouch," he winced as he fell down heavily on the ground.

D. He thought for a moment before making his selection. That one he said.



Homework: Ordering Adjectives Practice I (For Families)

Name: _____ Date: _____

1. Underline the phrases that contain the adjectives listed in the correct order (L.4.1d).

- a. 1. the ugly, big, brown dog
- 2. the brown, ugly, big dog
- b. 1. pink, delicious, five cupcakes
- 2. five delicious, pink cupcakes

2. Put these adjectives in the correct order (L.4.1d).

A. the old, sweet lady

B. the long, cotton, blue dress

C. the empty water four bottles

D. the English, small teacup



Homework: Transitional Words and Phrases Practice I (For Families)

Name: _____ Date: _____

1. Add appropriate transitional words and phrases to the millipede narrative (W.4.3c).

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him and the water of the stream tumbling by. Marty tilted his head up toward the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty toad spotted Marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervously.

“What was that?” he thought to himself.

He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him. He hoped it wasn’t a predator like an ant or a toad.

Once on the other side of the stream, the toad croaked a little ribbit sound.

“Ribbit! Ribbit!”

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatening toad would gobble him up for lunch!



Choice #1	Choice #2
If Marty rolls into a ball, turn to page 4.	If Marty oozes poison, turn to page 5.

Choice#1

Marty decided the best way to protect himself from the toad would be to roll into a ball. His body quickly curled up, with his hard black and yellow exoskeleton protecting it. The toad looked over to where Marty had been eating the leaf, and Marty had blended right in with the pebbles around him!

“Hey, where’d that millipede go?” the toad asked himself. “He was there just a second ago! Now all I see are rocks and pebbles!”

The toad looked around for another second, and then noticed a fly sitting on a nearby flower. Giving up on looking for the millipede, he hopped away toward the fly instead.

Marty was safe! He carefully unrolled himself and finished eating his leaf.