



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

# Homework Resources (For Families)

## Unit 3: Call to Action: How Can We Make a Difference?

Common Core State Standards addressed: W.4.1a, W.4.1b, W.4.1d, W.4.4, W.4.7, W.4.8, SL.4.3



### Guiding Questions and Big Ideas

- What can we learn from the process of ratifying the 19<sup>th</sup> Amendment?
- *When people take action against inequality, they can cause social change.*
- How can stories inspire us to take action to contribute to a better world?
- *Stories can build our awareness, empathy, and understanding of injustice and other problems in the world.*
- How and why can we encourage and support others to contribute to a better world?
- *We can encourage others to create a better world by raising awareness, offering ideas, and providing opportunities for them to help.*

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

In Unit 3, students connect their learning about the process of ratifying the 19th Amendment to their own lives. Recognizing that Violet and the other characters in *The Hope Chest* took action against inequality to cause social change, students focus on how kids can make a difference. In the first half of the unit, students read informational texts and watch videos to research how kids around the United States have addressed issues in their communities and made a difference. As they research, they learn about issues people face around the country and see real-life examples of how kids contributed to a better world. For the mid-unit assessment, students read a new text and watch a new video to add to their research.

In the second half of the unit, students take action! As a class, they identify an issue in their community that they want to address and make a plan for how they will take action—through service, advocacy, or philanthropy. They also plan and write a public service announcement (PSA) to raise awareness about the issues. For the end of unit assessment, students write a new PSA about the importance of making a difference. The last several lessons of the unit focus on the module performance task: planning and writing a press release that shares with the local media what the class did to take action and the impact of their work.

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

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

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

如果您需要免费翻译服务来了解学校流程, 请致电 (919) 852-3303



Working to contribute to a better world is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take care of and improve our shared spaces and the environment.
- I apply my learning to help our school, the community, and the environment.

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

- Watch video PSAs online (a Google search will yield many examples; however, review before watching with students to ensure appropriate content) and discuss the target audience and why they are/aren't effective.
- Research and discuss community issues.

## Unit 3: Homework

---

The homework in this unit focuses on research reading.

**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:** 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 (words that mean the same)</b>
<b>Words with the same affix or root</b>	<b>Sketch</b>



## Homework: Language Dive Practice: Model PSA Script

---

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

1. Look at the scrambled sentence below from the model PSA script. Write it in the correct sequence:

you can take action	in our community!	YOU can help make things better -	to help make a difference
---------------------	-------------------	-----------------------------------	---------------------------

---



---



---

2. In the space below, rewrite the missing part of the sentence in your own word:

YOU can \_\_\_\_\_ - you  
can take action to help make a different in our community!

Sketch the meaning of the sentence.

3. Rewrite the sentence below in a different order.

---



---



---



## Writing Thank You Notes I and II

---

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

**Directions:** Choose a community partner or volunteer who supported your class's work in completing your project. On a separate sheet of paper, write a letter thanking them for their support, explaining how it helped, and the impact of the project.

Thank You Recipient #1: \_\_\_\_\_

Thank You Recipient #2: \_\_\_\_\_



## Homework: Language Dive Practice: Model Press Release

---

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

1. Look at the scrambled sentence below from the model press release. Write it in the correct sequence:

at their "Baked Goods for UNICEF" bake sale.	raised \$1,234 for UNICEF	The fourth-grade class at School 123
--	---------------------------	--------------------------------------

---



---



---

2. Circle the prepositional phrases in the sentence above.

3. Use the sentence frame below to summarize your class project:

The fourth-grade class at \_\_\_\_\_ [name of school] \_\_\_\_\_ [past tense verb/verb phrase]

[at/through/during/by] \_\_\_\_\_ [activity or event].

Sketch the meaning of the sentence:



4. Rewrite the sentence in your own words.

---

---

---