

**4<sup>th</sup> Grade**  
**Week 6: May 4-8**  
**ELA**



# Parent Directions/ Instrucciones para padres

## 4<sup>th</sup> Grade/Cuarto Grado

May 4<sup>th</sup>- May 8<sup>th</sup>, 2020

### Monday/Lunes

**English Language Arts-** Today, begin by reading the story "The Spelling Bee" on pg. 179. As you read, think about and make notes on what the writer should change in the article. Your job is to help the writer edit and revise the article. Please read the article multiple times before moving on to the questions. After reading, answer questions 20-25 about what changes Hannah should make. Remember to look back in the story to help you answer the questions.

**Artes del lenguaje en inglés-** Hoy, comience leyendo la historia "El Concurso de Ortografía" en la pág. 179. Mientras lees, piensa y toma nota de lo que el escritor debe cambiar en el artículo. Su trabajo es ayudar al escritor a editar y revisar el artículo. Lea el artículo varias veces antes de pasar a las preguntas. Después de leer, responda las preguntas 20-25 sobre qué cambios debe hacer Hannah. Recuerde revisar la historia para ayudarlo a responder las preguntas.

### Tuesday/Martes

**English Language Arts-** Today you will be working on a short writing response. Your job is to write about how an invention has made your life easier. On page 182, read through the directions and the prompt. Remember, many different everyday items are inventions. Some examples are pencils, watches, calculators, toothbrushes, and computers. First, choose the invention that has made your life easier. Then start to plan your writing. Think of different ways the invention helps you and how different life would be without it. Create a circle map to help you brainstorm different ideas. Next, create a flee map or an outline to help map out your writing. Once the flee map is complete, write the rough draft of the response. The length of the response needs to be at least one paragraph (5-7 sentences). The last step is to write the final copy of your response on the lines that are provided. The response should be well written and free from errors.

**Artes del idioma inglés-** Hoy estará trabajando en una breve respuesta por escrito. Su trabajo es escribir sobre cómo un invento le ha facilitado la vida. En la página 182, lea las instrucciones y el aviso. Recuerde, muchos artículos cotidianos diferentes son invenciones. Algunos ejemplos son lápices, relojes, calculadoras, cepillos de dientes y computadoras. Primero, elija el invento que le haya hecho la vida más fácil. Luego comience a planificar su escritura. Piense en diferentes formas en que el invento lo ayuda y cuán diferente sería la vida sin él. Crea un mapa circular para ayudarte a intercambiar ideas sobre diferentes ideas. Luego, cree un mapa de huida o un esquema para ayudar a trazar su escritura. Una vez que el mapa de huida esté completo, escriba el borrador de la respuesta. La longitud de la respuesta debe ser de al menos un párrafo (5-7 oraciones). El último paso es escribir la copia final de su respuesta en las líneas que se proporcionan. La respuesta debe estar bien escrita y libre de errores.

## Wednesday/ Miércoles

**English Language Arts-** Read the passage “Mary Anderson and Florence Lawrence Pave the Way for Safer Automobiles” on pg. 185-187. As you read, you will stop and answer each question under each section. Make sure to read the passage multiple times for better understanding and underline the text where you found the answer. All the questions require a written response. Please make sure to write in complete sentences and to answer the questions completely. Use evidence from the text to help support your answers.

**Artes del idioma inglés-** Lea el pasaje "Mary Anderson y Florence Lawrence allanan el camino para automóviles más seguros" en la pág. 185-187. Mientras lees, te detendrás y responderás a cada pregunta en cada sección. Asegúrese de leer el pasaje varias veces para una mejor comprensión y subraye el texto donde encontró la respuesta. Todas las preguntas requieren una respuesta por escrito. Asegúrate de escribir oraciones completas y responder las preguntas por completo. Use evidencia del texto para ayudar a respaldar sus respuestas.

## Thursday/ Jueves

**English Language Arts-** Use today to catch up on any items that did not get finished earlier in the week. Be sure to take some time to “sharpen the saw” and spend time doing activities that make you feel happy.

**Artes del idioma inglés-** utilícelas hoy para ponerse al día con cualquier artículo que no haya terminado a principios de semana. Asegúrese de tomarse un tiempo para "afilarse la sierra" y dedicar tiempo a actividades que lo hagan sentir feliz.

## Friday/ Viernes

**English Language Arts-** Today is the “check in” day. This is when students will read through the “ATI Dialog” practice page and complete it. Then, complete the “ATI Assessment”. These activities are to check to see how the student is doing on the skills that were practiced during the week.

**Artes del idioma inglés-** Hoy es el día de "check in". Aquí es cuando los estudiantes leerán la página de práctica "Diálogo ATI" y la completarán. Luego, complete la "Evaluación ATI". Estas actividades son para verificar cómo le está yendo al estudiante en las habilidades que se practicaron durante la semana.

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Read the introduction and the passage “The Spelling Bee” before answering Numbers 20 through 25.

*Hannah wrote this passage about a boy who enters a spelling bee. Read her passage and think about the changes she should make.*

## The Spelling Bee

(1) Robert always made very, really good grades on his spelling tests. (2) His teacher, Mr. McNeil, challenged Robert to enter the school spelling bee, and he accepted. (3) Robert thought winning the spelling bee would be effortless.

(4) Mr. McNeil gave Robert a list of words to study to help him get ready about the spelling bee. (5) When Robert scanned the list, he was suddenly not so sure of himself. (6) The words were so difficult he could not even read none them. (7) Many of the words had 16 letters, more than half of all the letters in the alphabet. (8) Robert wondered if it was too late to withdraw from the competition. (9) However, he did not want to displease his teacher, so he decided to give it his best effort.

(10) Robert talked to his family about the spelling bee. (11) Everyone was excited about it, and said they would help him prepare. (12) His brother even promised to help him study every night. (13) For two weeks Robert practiced for at least one hour every day after school. (14) The words became easier to spell, and he made fewer guesses.

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## Revising and Editing

(15) Robert won the school spelling bee and entered the city spelling bee. (16) What do you think happened? (17) The answer appeared on the front page of the community newspaper. (18) The article's headline read, "Local Boy wins Second Place." (19) Now Robert is studying for next year's competition!

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Now answer Numbers 20 through 25. Base your answers on the changes Hannah should make.

20 What change should be made in sentence 1?

- F change *very, really good* to excellent
- G change *grades* to grade
- H change *on* to to
- I change *the period* to a question mark

21 What change should be made in sentence 4?

- A change *Mr.* to Mr
- B change *gave* to *gived*
- C change *get* to *got*
- D change *about* to *for*

22 What change should be made in sentence 5?

- F change *When* to *So*
- G delete the comma after *list*
- H change *suddenly* to *sudden*
- I change *hisself* to *himself*

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Revising and Editing

- 23 What change should be made in sentence 6?
- (A) insert a comma after *were*
  - (B) change *could* to *couldn't*
  - (C) change *none* to *some of*
  - (D) change *them* to *the*
- 24 What change should be made in sentence 9?
- (F) change *did not* to *didn't*
  - (G) change *dissplease* to *displease*
  - (H) delete the comma after *teacher*
  - (I) change *effort* to *efort*
- 25 What change should be made in sentence 18?
- (A) change *article's* to *articles*
  - (B) change *read* to *is reading*
  - (C) change *wins* to *Wins*
  - (D) insert a period after the final quotation mark



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Writing to Inform

# Writing to Inform

Read the prompt and plan your response.

Many inventions have made our lives easier in one way or another.

Think about an important invention that has made your life easier.

Now write to explain how an invention has made your life easier.

Use this space to make your notes before you begin writing. The writing on this page will NOT be scored.

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

**Writing to Inform**

Begin writing your response here. The writing on this page and the next page **WILL** be scored.

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**Writing to Inform**

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## Reading Complex Text

## Reading Complex Text

Read the article “Mary Anderson and Florence Lawrence Pave the Way for Safer Automobiles.” As you read, stop and answer each question. Use evidence from the article to support your answers.

### Mary Anderson and Florence Lawrence Pave the Way for Safer Automobiles

The automobile has been a work in progress ever since its invention in the late 1800s. Today, all cars have windshield wipers, turn signals, and brake lights. However, the first cars had none of these features, because no one had invented them yet! Windshield wipers, turn signals, and stop signals (which were later replaced by brake lights) were the ideas of two forward-thinking women in the early 1900s. These two pioneers, Mary Anderson and Florence Lawrence, were the first to introduce these important features. Now, these features are standard in cars everywhere.

❶ What does the word *pioneers* mean in this article?

Mary Anderson came up with the idea of windshield wipers during a trip to New York City in 1903. An Alabama native, Anderson had never faced a winter in the “Big Apple” before. She was struck by how drivers dealt with the cold, wet conditions. As rain, ice, and snow fell, drivers could not see clearly through their windshields. Anderson saw drivers constantly stop to clean off their windshields. How easy it would be, she thought, if drivers could clear their windshields from inside the car! If only they could just flip a switch. She set to work. The switch, or lever, would connect to an arm. The arm, or wiper, would be covered by a rubber blade. All the driver had to do was press the switch inside the car. Ta da! The arm would swing across the windshield. As it did, it would clear away the rain, ice, and snow. In 1904, Anderson won a patent for her invention. Windshield wipers were born. Now, drivers could

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**Reading Complex Text**

easily clear their windshields from inside the car. This made driving safer and more convenient.

**2** What problem did Mary Anderson recognize? What was her solution?

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In the following decade, the automobile industry exploded. Thanks to advances in how cars were manufactured, they could now be mass-produced. In 1908, Henry Ford introduced his popular Model T. By 1913, these cars (each boasting a pair of mechanical windshield wipers) became more widely available and cheaper to buy. More and more Americans could now afford cars.

That same year, a New York City movie star named Florence Lawrence purchased her very own car. If there was anything Lawrence loved as much as acting, it was driving. More than that, she loved thinking about ways to improve cars. At that time, there was no built-in device that allowed drivers to signal a turn. This was a problem as drivers had to guess where and when other drivers planned to turn. A wrong guess could result in a serious accident. To fix this problem, Lawrence invented an “auto signaling arm.” The arm was located on the back end, or rear, of the car. A set of buttons by the driver’s seat triggered the arm. When the driver pressed a button, the arm would raise or lower a sign. The sign told which direction the driver intended to turn. This simple device allowed drivers to better communicate with each other on the road and avoid accidents.

**3** How did Florence Lawrence’s “auto signaling arm” work?

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

**Reading Complex Text**

It seems awfully dangerous to think about driving without turn signals. Consider, too, that these early cars lacked any built-in “stop” signal. Drivers had no reliable way to signal to other drivers that they were using their brakes to slow down or stop. Lawrence developed a feature much like the turn signal. This signal enabled drivers to alert others of their plan to stop. How did it work? When drivers stepped on the brake pedal, a “stop” sign would pop up in the car’s rear. Unlike Anderson, Lawrence never patented her inventions. Eventually, the stop signal was replaced by brake lights. Now, lights come on at the car’s rear when a driver steps on the brakes. Unlike Lawrence’s signal, other drivers can see a car’s brake lights even in the dark.

The devices created by Anderson and Lawrence have certainly changed in the last 100 years. Modern cars now run on sophisticated electrical systems with onboard computers. These systems monitor and control nearly everything a car can do. Of course, this includes windshield wipers, turn signals, and brake lights. Like most great inventors, Anderson and Lawrence used their creative powers to solve problems. Their ideas made cars safer for all drivers. These two innovative women helped lay the groundwork for important features that are standard in cars today.

- ④ Discuss TWO ways that Mary Anderson’s and Florence Lawrence’s ideas impacted the automobile industry.

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## Drawing Conclusions about Texts

### Slide 1

#### **What you will learn...**

This dialog is about using information in a text to draw a conclusion.

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### Slide 2

#### **Key Words**

logic or reasoning: making sense; knowing that one thing usually causes another

conclude or draw a conclusion: to decide something by reasoning or logic; to make a judgement based on known information

Example: The rain clouds led me to conclude that the baseball game would be canceled.

I used known information (the rain clouds) and logic (that kids usually don't play baseball in the rain) to conclude that the game would be canceled.

conclusion: the statement or judgement you make based on logic and reasoning

My conclusion: We will not play baseball today.

### Slide 3

#### **A constant process**

People draw conclusions all the time, without even realizing it. It is part of the way we think.

When we read, we are often looking for information. Sometimes, we don't find exactly what we want, but we do find the pieces we can use to draw the conclusion we need.

Example:

Let's say we want to prove to our friend that potato chips are unhealthy.

We read about how potato chips are made: by frying them in oil.

We read about how oil is not healthy.

Since potato chips have a lot of oil in them, we can conclude that they are not healthy either.

### Slide 4

#### **A tricky process**

Drawing conclusions is an important skill. It is also a little bit tricky. You must be sure that you are drawing a good conclusion.

Example:

Most of Mrs. Davis' math class did poorly on the test they took right before winter holiday break. What happened?

We could guess that the students did not study, that they were too busy thinking about vacation to pay attention to the test, or that the test was too hard. But we cannot conclude any of these things for sure. We don't have enough information.

Make sure you have enough information to draw your conclusion.



**Flesch–Kincaid readability: 5.2 Lexile® measure: 630L**  
"The Ancient Sea Turtle"

Some of the oldest creatures on earth are sea turtles. Fossils of sea turtles have been found that date back about 100 million years! That is long before any humans lived on this planet. These turtles had shells over 10 feet wide. Even the largest sea turtle alive today, the leatherback, is only half that size. How has this reptile survived for so long?

Sea turtles eat many underwater plants and animals. There are seven different kinds of sea turtles. Some eat jellyfish and other soft food. Some eat shrimp and crabs. Some only eat seaweed. The sea turtle can always find something to eat.

Sea turtles are strong swimmers. They have flippers instead of legs. Sea turtles swim all around the world! Some turtles travel thousands of miles every year. Their only enemies in the ocean are large sharks. Sea turtles can dive deep into the ocean very quickly. Sharks like to eat sea turtles, but only if they can catch one!

The only time sea turtles go on land is to lay eggs. They like sandy beaches. The females often return to the same beach where they were born to lay eggs. When the baby turtles hatch, they have to find their way back to the ocean where it is safe. Many of the eggs or baby sea turtles are eaten by foxes and other mammals. It is not easy for sea turtles to walk on their flippers, and they usually wait until nighttime to try. That way, their enemies can't see them. Baby sea turtles like to live in seaweed, where it is easy to find food and hard to be seen. If a sea turtle makes it to the ocean after hatching, it can live for 80 years.

Even though these beautiful creatures have survived for millions of years, they are in more danger now than ever before. It is people who are the greatest enemy of the sea turtle! Sea turtles get caught in fishing nets. People steal their eggs to eat, and people build houses on the beaches where the turtles like to nest. Turtles like the dark, and when there are humans living on the beach, the bright lights from the houses drive the turtles away, so they don't lay eggs.

Organizations around the world focus on protecting sea turtles. Some teach fishermen to use special nets that allow the sea turtles to escape. Others have made special beaches for the sea turtles to use for nesting. They put up fences and signs around sea turtle nests so people and animals won't disturb them. Laws protect the sea turtle in many countries. It is the goal of these organizations for sea turtles to continue to swim in the oceans for millions of years to come.

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### Slide 5

from "The Ancient Sea Turtle"

What can you conclude about the beaches where sea turtles nest?

- A) There are many enemies of sea turtles on these beaches.
- B) These beaches are becoming popular vacations spots.
- C) These beaches are becoming overgrown with seaweed.
- D) There are too many baby sea turtles on these beaches.

### Slide 6

from "The Ancient Sea Turtle"

What can you conclude about organizations working to protect sea turtles?

- A) These organizations try to hatch sea turtle eggs in a lab.
- B) These organizations try to keep sharks away from sea turtles.
- C) These organizations are usually run by sea turtle fishermen.
- D) These organizations try to educate people about sea turtles.

### Slide 8

## **What you learned....**

You have read and understood all the slides in this dialog lesson.

You answered the three questions and found the right answer.

My conclusion: you have learned how to draw a conclusion.

**Congratulations!**

Now, take the test and prove it to your teacher.



## Drawing Conclusions about Texts Test

### "Ribbon of Life: The San Pedro River"

When you think of the desert, you probably think of cactuses and heat. Do you ever think of rivers, though? Rivers are a beautiful and important part of desert life. If you ever fly over Arizona, you'll see where rivers are right away. They are the lines of green across the brown desert. One of the rivers you might see is called the San Pedro.

The San Pedro River flows north for 140 miles from Mexico into the Gila River in Arizona. It is the last river in the southwest that people have not built a dam across. There are many animals and plants that call this river home. Some of them don't live anywhere else in the world. It is important to protect this river.

A river is more than the water that flows through it. Rivers form a basin, a strip of land along the river where the ground holds extra water. River basins are called something special: riparian areas. In the desert, these areas are home to animals, plants, and trees that cannot live anywhere else. They form an ecosystem. That means that they help each other survive.

Most desert trees are short, have very small leaves, and are usually covered with spines. They would not be fun to live in! If you are in a riparian area, though, you will see very tall trees with big leaves. Cottonwood, sycamore, and willow trees all grow along the San Pedro. They are important because of the shade and homes they offer.

Where there are trees, there are birds! The San Pedro River is home to more than 400 kinds of birds. Some live there all year, and some just stop to visit for awhile during their trips to or from their winter homes. These birds are lucky to have the San Pedro. Most of the birds that fly between North and South America stop at the San Pedro for rest, food, and water.

Frogs and lizards also like to live near water. There are some frogs that live on the San Pedro and nowhere else on Earth. The San Pedro is also home to turtles, salamanders, and toads. These animals eat bugs like mosquitoes and flies that are also easy to find near water. In addition, over 100 kinds of butterflies have been seen along the San Pedro.

Beavers are also drawn to riparian areas like the San Pedro River basin. Not only is there water, but there are plenty of trees and bushes for the beavers to use to build their dams. A beaver dam is more than just something that keeps the beavers busy. It helps the other animals who live in the area. When part of the river is dammed, it forms a small pool of water. The river might flow too fast for a small animal to get a drink or take a swim. The still pools the beavers make are just right.

These pools also make homes for plants that like to grow in or near the water. The plants that grow in the basin give the birds and other animals seeds to eat. There are

### **Drawing Conclusions about Texts Test**

many plants growing in the San Pedro River basin that don't grow anywhere else in the world. One of these is the Huachuca Water Umbel. This plant grows in water that is two- to six-inches deep. It is bright yellow-green and gets its name from its umbrella-like shape. It is one of the most interesting plants in all of Arizona.

There are other mammals that live along the river, too. There is plenty of food for mice, chipmunks, javelina, deer, skunks, rabbits, and other small mammals. There are many places to live. They can live in the trees, under the trees, or easily dig holes in the soft dirt of the river basin. Large mammals have called the San Pedro home as well. Bears, jaguars, and wolves used to roam along the river all the time. They had water to drink and smaller animals to eat. They were an important part of the ecosystem of the San Pedro. Since people have started living along the river, though, most of these large mammals have been chased away or killed. It is sad to have your home taken away.

The United States government gave the San Pedro River basin a special name in 1988, the San Pedro Riparian National Conservation Area. This means that people must take special care of this area. If you live in Arizona, see if you can visit the San Pedro. If your family is on vacation out West, ask to come to this amazing place. You will see things there that you can't find anywhere else in the world. You will not be sorry you made the effort.

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1) from "Ribbon of Life: The San Pedro River"

What can you conclude about riparian areas?

- A) They attract plants and animals that like desert heat.
- B) They attract plants and animals that like extra water.
- C) They are a good place to see different kinds of cactuses.
- D) They are a good place to see lizards and scorpions.

2) from "Ribbon of Life: The San Pedro River"

What can you conclude about people living along the San Pedro River?

- A) People have built treehouses along the San Pedro River.
  - B) People have put dams across the San Pedro River.
  - C) People have not affected the ecosystem of the San Pedro River.
  - D) People have affected the ecosystem of the San Pedro River.
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3) from "Ribbon of Life: The San Pedro River"

What can you conclude about beavers that live on the San Pedro River?

- A) The beavers are running out of wood to build their dams.
- B) The beavers are being eaten by wolves and bears.
- C) The beavers are an important part of the ecosystem.
- D) The beavers are too busy to build their dams.

4) from "Ribbon of Life: The San Pedro River"

What can you conclude about the trees along the San Pedro River?

- A) They are short and often covered with spines.
- B) They are running out of water.
- C) They are an important part of the ecosystem.
- D) They are being killed by the beavers.