

4th Grade
Week 7: May 11-15
ELA

Parent Directions/ Instrucciones para padres

4th Grade/Cuarto Grado

May 11th- May 15th, 2020

Monday/Lunes

English Language Arts- Today, re-read the passage “Mary Anderson and Florence Lawrence Pave the Way for Safer Automobiles” on pg. 185-187. As you read, answer questions 3 and 4 on pg. 186-187. 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 lenguaje en inglés- Hoy, vuelva a leer el pasaje "Mary Anderson y Florence Lawrence allanan el camino para automóviles más seguros" en la pág. 185-187. Mientras lee, conteste las preguntas 3 y 4 en la pág. 186-187. 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.

Tuesday/Martes

English Language Arts- Today, read the play “Stay on the Trail!” on pg. 223-224. As you read, answer questions 1 and 2 on pg. 224. 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- Hoy, lee la obra "Stay on the Trail!" en la pág. 223-224. Mientras lee, conteste las preguntas 1 y 2 en la pág. 224. Asegúrese de leer el pasaje varias veces para comprender mejor y subrayar 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.

Wednesday/ Miércoles

English Language Arts- Today, continue reading the play “Stay on the Trail!” on pg. 223-226. As you read, answer questions 3 and 4 on pg. 225-226. 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- Hoy, continúa leyendo la obra "Stay on the Trail!" en la pág. 223-226. Mientras lee, conteste las preguntas 3 y 4 en la pág. 225-226. 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- utilízelas 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.

Name _____ Date _____

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

Name _____ Date _____

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?

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?

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.

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



Name _____ Date _____

Reading Complex Text

Reading Complex Text

Read the play “Stay on the Trail!” As you read, stop and answer each question. Use evidence from the play to support your answers.

Stay on the Trail!

Cast of Characters:

Graciela, a college student

Raul, a fourth grader and Graciela’s cousin

Holly, Raul’s friend and fourth-grade classmate

Tessa, Raul’s friend and fourth-grade classmate

Setting: *It is a sunny, Saturday afternoon. Graciela, Raul, Holly, and Tessa are hiking on a trail in the woods.*

Graciela: Another half-mile or so, and this trail will open into the wildflower field I was telling you about. My ecology class has been coming out here the last few Fridays to study some of the native plants.

Holly: The wildflowers are supposed to be in full bloom this week, aren’t they Graciela?

Graciela: That’s what my professor said. Either way, it should be a spectacular sight. And we couldn’t have asked for better weather. Does anyone need some water? This trail is about to get very steep.

Raul: *(running ahead on the trail)* Hey, I have an idea! We can cut out some of our mileage if we just cut off the trail and climb the hill straight up. Follow me!

Raul begins leaves the trail and begins scrambling up the rocky slope. Holly and Tessa follow Raul, but Graciela hesitates.

Name _____ Date _____

Reading Complex Text

1 How does the section *Cast of Characters* contribute to the reader's understanding of the play?

Graciela: Actually, guys, we need to stay on the trail. I know that veering off the trail and climbing the slope would cut our distance in half, but you can do serious damage to the plants that way.

Holly, Tessa, and Raul pause, sending questioning glances at Graciela.

Tessa: Plants? But these just look like weeds. *(Wrinkling her nose, Tessa gestures at the vegetation covering the slope.)*

Graciela: *(laughing)* I know, I know—they're certainly not beautiful wildflowers; but they're still part of the natural vegetation and landscape. Foot traffic does more harm than you might think, wearing away the plants and the soil.

Raul: Like erosion? We're learning about erosion in science. *(He turns to Holly and Tessa.)* Remember how Mrs. Monese was telling us how the Grand Canyon was formed by erosion, as the river wore away the rock over millions of years? *(turning back to Graciela)* Is that the same thing?

Graciela: *(smiling)* Someone has been paying attention in science. It's the same concept, Raul. Erosion happens when the earth is worn away, whether by water, wind, gravity—or our feet! The plants' roots help hold the soil together.

2 According to Graciela, what is *erosion*?

Name _____ Date _____

Reading Complex Text

Holly: If we disturbed the plants and they couldn't grow, what would happen to the soil?

Graciela: Well, if there were a thunderstorm and heavy rain, the slope here in front of you would be in danger of washing away.

Tessa, Holly, and Raul look at each other wide-eyed. Then, all three kids retreat down the rocky slope, back to the trail. The group continues hiking until Raul stops in his tracks, frowns, and scratches his head.

Raul: Wait a second . . . I understand why we need to stay on the trail, but why didn't the people who built the trail just build it straight up the hill instead of a zig-zag pattern? (*panting*) We definitely would have reached the wildflower field by now!

Holly: I think they wanted to make sure we took the long, scenic route. Either that, or they wanted to make sure we got plenty of exercise! I think I'll take that drink of water now!

Laughing, Graciela hands Holly her water bottle.

Graciela: Believe it or not, the trail-builders were actually thinking about erosion when they made the trail zig-zag like that. Where the trail loops back and forth, that's called a "switchback." Think about it: if it rained, would the rain move down the hillside faster on a straight, steep trail or a gradual, zig-zag trail?

Tessa: Water would definitely move faster on the straight trail. It would be like riding the steep water coaster at the water park versus the lazy river float ride.

Holly: Hey, I don't mind this long, lazy-river approach for going up! If we had to climb straight up, I'd be way too tired to enjoy the wildflowers.

3 Why does Tessa compare the trail to a ride at the water park?

Name _____ Date _____

Reading Complex Text

Raul: (*looking at Graciela*) Are you sure our science teacher didn't hire you to trick us into a science lesson on the weekend?

Graciela: Ha, ha!

Raul: I'm just kidding, Graci. Seriously, though, most people who hike this trail probably don't know that they should stay on the trail and not take shortcuts. There should be signs posted, explaining why people should stay on the trail.

Holly and Tessa nod in agreement.

Graciela: Well, that sounds like a project for Mrs. Monese's science class. Maybe I could get my professor and some of my classmates to help out. (*winking*) See, Raul—it wasn't just a short lesson that Mrs. Monese hired me to teach; she was trying to trick you guys into organizing a big unit science project!

4 What is one lesson that Raul, Holly, and Tessa learn in this play? How does their experience on the trail help them learn this lesson?



Punctuating Direct Quotations

Slide 1

What you will learn...

This dialog explains how to punctuate someone's speech using quotation marks and commas.

Key Words

Slide 2

punctuation marks symbols that are used in writing to indicate pauses or make the meaning of a sentence clear

end punctuation punctuation marks that go at the end of a sentence
periods, question marks, and exclamation points.

quotation marks " "
punctuation marks that enclose speech, some titles, and special words

comma ,
punctuation mark that shows a pause in reading or a separation between two parts of a sentence

attribution
phrases that tell you who spoke and how they did it
ex: *he said, replied Mary, asked Simon, I exclaimed*

Slide 3

Who said that?

All punctuation marks are used to help people make sense of what they are reading. Quotation marks help us to know someone's exact words. Without them, a story looks pretty strange, and might even be confusing.

"Answering Questions"
(a folktale from China)

A long time ago in China, a man named Zi Lu asked the great thinker Confucius a question. When I hear something that sounds like a good idea, should I try it right away?

No Confucius answered. It is better to ask someone with more experience first.

Later on, a man named Ran Yu asked the same question.

To him, Confucius said yes, you should try out the idea right away.

Another man had heard both questions. He was confused. He asked Confucius why the same question had two different answers.

Ran Yu has a hard time making decisions Confucius said. I reminded him that it is okay to act. Zi Lu often decides things too quickly. I reminded him that it is good to be careful. Because they are different men, they needed different answers.

Slide 4

That makes more sense

While you might be able to figure out who said what, it takes a little work. To make understanding a story easy, writers use quotation marks around spoken words.

"Answering Questions"
(a folktale from China)

A long time ago in China, a man named Zi Lu asked the great thinker Confucius a question. "When I hear something that sounds like a good idea, should I try it right away?"

"No," Confucius answered. "It is better to ask someone with more experience first."

Later on, a man named Ran Yu asked the same question.

To him, Confucius said, "Yes, you should try out the idea right away."

Another man had heard both questions. He was confused. He asked Confucius why the same question had two different answers.

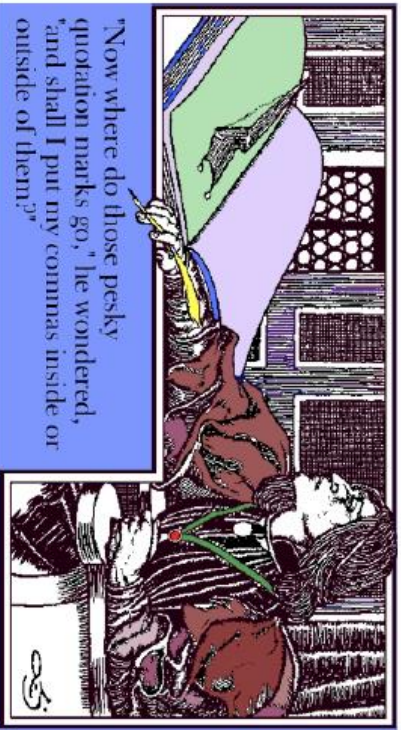
"Ran Yu has a hard time making decisions," Confucius said. "I reminded him that it is okay to act. Zi Lu often decides things too quickly. I reminded him that it is good to be careful. Because they are different men, they needed different answers."

Using quotation marks

You may not even notice quotation marks in your reading anymore. You just know that it means someone is talking.

Once you start writing your own stories, though, you may realize you're not exactly sure where to put the quotation marks.

Luckily, a few simple rules will have you using quotation marks like a pro.



Rule 1

1. Use quotation marks ONLY around the EXACT words that a person says.

"I am tired," said Mary.
 Mary said, "I am tired."
 "I," said Mary, "am tired."
 Mary said that she was tired.

Punctuating Direct Quotations

Which sentence uses quotation marks around someone's exact words?

- A) He asked, "Confucius why the same question had two different answers."
- B) He asked, "Confucius, why does the same question have two different answers?"

Rule 2

Put commas and end punctuation marks BEFORE the quotation marks.

Mary said, "I am tired."
 "I am tired," Mary said.

This is one of the most commonly broken rules of using quotation marks. One way to remember it is to think of the commas and end punctuation as children, who need to stay safely inside the quotation marks. They should not look like they are going to run away or fall out of the sentence. Keep them close to the words.

Which sentence uses quotation marks and other punctuation correctly?

- A) To him, Confucius said, "Yes, you should try out the idea right away."
- B) To him, Confucius said, "Yes, you should try out the idea right away".
- C) "Yes, you should try out the idea right away", Confucius said to him.

Rule 3

3. Use commas to connect attributions with speech.

Attributions are not complete sentences. Whether they come at the end or beginning of a quotation, they should be set off with commas.

Mary said, "I am tired."
 "I am tired," Mary said."

When your character says more than one sentence, or the sentence is very long, you may want to put the attribution within the speech. To make sure you use the correct punctuation, write the sentence or sentences without the attribution first:

I need to go home because I am tired!
 I need to go home. I am tired!

Then, if your add an attribution in the middle of a sentence, use commas on both sides:

"I need to go home," Mary said, "because I am tired."

If you add your attribution after a complete sentence, connect that sentence to the attribution with a comma and put a period after the attribution.

"I need to go home," Mary said. "I am tired!"

Slide 11

Which sentence punctuates the attribution correctly?

- A) "No," Confucius answered. "It is better to ask someone with more experience first."
- B) "No," Confucius answered. "It is better to ask someone with more experience first."

Slide 12

What you learned...

"Hey, Louis," called Rose. "What were those rules about quotation marks?"

"Well," said Louis. "You only use them around someone's exact words."

"Okay."

"You have to keep the commas and periods inside, too," Louis continued.

"Oh, right," said Rose. "You don't want them falling out of the sentence."

"Right! The last one is about attributions."

"Oh yeah," said Rose. "You connect them with commas, I think."

"That's it!"

Punctuating Direct Quotations Test

1) Which sentence is written correctly?

- A) My mother asked me, "if I saw that dolphin that jumped out of the water."
 - B) "No", I told her. "I was watching the way the sun reflects on the water."
 - C) "Well," she said, "pay attention! You will probably see another one."
 - D) "Oh wow"! "I wish I could jump and play in the water like that." I said.
-

2) Which sentence is written correctly?

- A) "Please do not lean so far over the side of the boat", said the captain.
 - B) "Oh, sorry." I said.
 - C) "I do not want to have to jump in to get you" he added.
 - D) "No, Sir," I said.
-

3) Which sentence is written correctly?

- A) "Mom, check out the starfish stuck on the side of the boat" I called.
- B) She replied. "I will be there in a minute, honey!"
- C) "The wind is so strong," I said, "that I can hardly move!"
- D) Mom said that "I had to hold her hand since it was so windy."

4) Which sentence is written correctly?

- A) The captain called "Lunch is ready below deck."
 - B) "Oh boy," I said. "I am so hungry!"
 - C) "Come on", said Mom.
 - D) I told her to "hurry."
-

5) Which sentence is written correctly?

- A) "Mom," I asked, pulling on her sleeve. "Can we go again?"
 - B) She laughed as she said that "it was too expensive."
 - C) "When I grow up" I said "I am going to have a boat of my own."
 - D) "That sounds like a great idea", Mom said.
-