

Grade 4 News

Write A Report



Honey bee

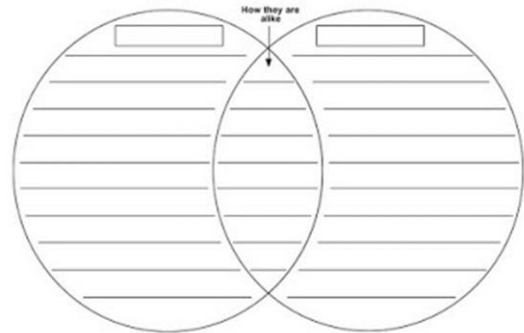
Monarch butterfly



Venn diagram

Venn Diagram (Character)
Name _____

Use the Venn diagram to write words and phrases to describe and compare the looks, personality, and behavior of two characters (and anything else you know about them). Write their names in the boxes.



A Peek At What Skills We Are Reviewing

Reading

Daily reading practice, cause and effect, answering comprehension questions, reread

Word Work

Imagine Learning or Lexia (online resources)

Grammar

Adverbs, edit and proofread

Writing

Informational/explanatory writing, report, compare and contrast, Venn diagram, writing sentences and paragraphs, introduction and conclusion

Feedback on Writing

When giving feedback to young children, describe at least one thing they did well on the assignment. Students need to build on their strengths to improve writing skills. You can also ask questions to uncover their thinking and include students in making decisions about their writing. If needed, offer only one or two specific suggestions for any changes and suggest next steps. The best feedback moves students forward in becoming better writers!

Grade 4 Activities

Reading-

- Imagine Language & Literacy or Lexia – **20-30 minutes three times a week.**
- Read for 20 minutes each day- focus on reading a fiction story

Title_____

Author_____

Grammar- Adverbs PM7.9

Reading Comprehension – Cause and Effect Matter, Matter Everywhere

Writing-Research, Informational

Last week, you used different resources to collect some information on two different insects. This week you will use the information on each insect to write a report for your teacher about what you learned.

Today, re-read the article about honeybees:

Have you ever seen a honeybee? If so, you may have kept your distance. Many people are scared of their stingers! But honeybees are not scary pests. In fact, they are actually very important insects.

If you've seen a honeybee, think about where you saw it. You may have seen it by some flowers. Honeybees go from flower to flower. They collect nectar and pollen from the flowers for food. They can use this to make honey to eat. This is the honey that people eat, too!

But honeybees aren't just important because of the honey they make. They're important because of how they help plants. When they go from flower to flower, they move the pollen from flower to flower, too. This is called pollination. This is what lets plants grow new seeds! And those new seeds can grow into new plants. So without honeybees, a lot of plants couldn't exist. Apples, nuts, and berries are just some of the plants that need honeybees to help them make new seeds. About 100 important crops in the U.S.A. depend on bees!

Many people are worried because a lot of honeybees have been dying. Some people think the chemicals used on farms may be hurting them. Honeybees are also being hurt by diseases that

we don't understand well yet. But people are working to find ways to save the bees. How would you like to help the bees?

Use the information you wrote last week about honeybees to fill in the information on the chart:

Three facts about honeybees:	Three important things honeybees do:
1.	1.
2.	2.
3.	3.

Reading Comprehension

Name _____ Date _____

Complex Text

from *Matter, Matter Everywhere*

By Stephen M. Tomecek

Peek into the pot. You've frozen, stirred, and boiled the mixture in hopes of creating gold. If it works this time, you'll be respected and rich. Take a look. Did it work? Oh no—it's still not gold! Back to the lab.

Long ago, this is how an alchemist might have experimented in his or her workshop. **In the Middle Ages** (about A.D. 500–1500), alchemists spent countless hours experimenting with matter. Alchemists looked for ways to **cure diseases, lengthen life, or change metals like iron and lead into precious metals like gold**. For centuries alchemists tried to **unlock the mysteries of matter**. The **alchemists never did turn lead into gold**. However, their work helped to create **the modern-day science of chemistry—the study of matter and its changes**.

Complex Text

from *Matter, Matter Everywhere* (continued)

Listen carefully as your teacher reads aloud a short text. Then follow the teacher's instructions as you answer these questions.

- 1 What is this text mostly about? Write one or two complete sentences. _____
Possible response: This text is mostly about alchemists and their experiments with matter.
- 2 Discuss these questions with your partner. Then share your thinking in the class discussion. See CT5.1 for possible mark-up.
 - a. Reread the first two sentences of the second paragraph. When did alchemists live? Circle the evidence that supports your answer. Possible responses: Very long ago; during the Middle Ages; many centuries ago
 - b. Reread the second paragraph. What did the alchemists hope to find? Underline the evidence that tells you.
Most students will say that they wanted to find ways to change matter in order to improve health and to create gold. Some students may point out that alchemists wanted to better understand matter.
 - c. In what way did the alchemists fail to reach their goals? Draw a box around the text evidence that supports your response.
Possible response: They never turned lead into gold.
 - d. Find the word *However* near the end of the last paragraph. In what way did the work of the alchemists make a difference? Highlight the text evidence that supports your answer.
Possible response: It helped create the modern-day science of chemistry.
- 3 Reread the following text. Discuss the questions with your partner. Then share your ideas with the class.

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Grammar: Game

Spin to Choose Adverbs

Directions:

1. Play with a partner. First, make a spinner for the game.
 - Draw a circle on a piece of heavy paper or cardboard. Divide it into 4 equal sections numbered 1 through 4.
 - Fasten a brad through the center of the circle.
 - Hook a large paper clip over the brad on the front.
2. Each player spins three times. The first spin is for a number from box A. The second spin is for B, and the third is for C.
3. The player uses the numbered choices to create a sentence that compares actions.

Example:

A player spins A-1, B-2, and C-3 and creates this sentence:

The mud fell more quickly than the ash,
but the rocks fell most quickly of all.

4. Continue the game until each player creates five sentences.
5. Choose two of your favorite sentences to display in the room.

A. Nouns

1. ash, rocks,
mud
2. trees, crops,
lakes
3. bridges, roads,
sidewalks
4. trucks, cars,
tractors

B. Verbs

1. shook
2. fell
3. pounded
4. disappeared

C. Adverbs

1. angrily
2. swiftly
3. quickly
4. noisily

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Complex Text**from *Matter, Matter Everywhere*** (continued)

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Complex Text

from ***Matter, Matter Everywhere*** (continued)

- a. Find the three short command sentences in this text.
What is the author telling the reader in these sentences?

- b. Reread the two long sentences in the text. What will happen if the experiment works? _____

- c. Reread the last sentence in this text. What does this show about the alchemists? _____

- d. Based on this evidence, how do you think the author wants you to feel when you read this text? _____

- 4** Think about the Big Question: *What causes matter to change?*
How does this text answer that question? _____

