

Dear Fourth Grade EL Families,

Our school is following guidelines provided by the State of Ohio, the Ohio Department of Education, and the Governor as it relates to exercising caution in regards to the COVID-19.

You will find several activities attached to the letter that can be used for student practice. Our goal is to maintain student skills that have already been taught this school year. With this practice, students will be able to return to school and pick-up where they left off. Please bring this packet when we return to school.

The following activities that are included in this packet for week 7

- Read Your World Up Close and answer the questions
- Grammar worksheet: 46B Comparing with More and Most

The following activities that are included in this packet for week 8

- Read Where It All Began and answer the questions
- Grammar worksheet: 50A Adverbs that end in -ly

The following activities that are included in this packet for week 9

- Read A Surprise Reunion and answer the questions
- Grammar worksheet: 50B Adverbs that tell When, Where, How, and To What Extent

If you have any questions please feel free to email me at myersb@mail.orrville.k12.oh.us

Thank you,
Mrs. Holmes

Estimadas familias EL de cuarto grado,

Nuestra escuela sigue las pautas proporcionadas por el Estado de Ohio, el Departamento de Educación de Ohio y el Gobernador en relación con el ejercicio de la precaución con respecto al COVID-19.

Encontrará varias actividades adjuntas a la carta que pueden usarse para la práctica de los estudiantes. Nuestro objetivo es mantener las habilidades de los estudiantes que ya se han enseñado este año escolar. Con esta práctica, los estudiantes podrán regresar a la escuela y continuar donde lo dejaron.

Las siguientes actividades que se incluyen en este paquete para la semana 7

- Lea su mundo de cerca y responda las preguntas
- Hoja de trabajo de gramática: 46B en comparación con más y más

Las siguientes actividades que se incluyen en este paquete para la semana 8

- Lea Where All All Began y responda las preguntas
- Hoja de trabajo de gramática: adverbios 50A que terminan en -ly

Las siguientes actividades que se incluyen en este paquete para la semana 9

- Lea una reunión sorpresa y responda las preguntas
- Hoja de trabajo de gramática: adverbios 50B que indican cuándo, dónde, cómo y en qué medida

Si tiene alguna pregunta, no dude en enviarme un correo electrónico a myersb@mail.orrville.k12.oh.us

Gracias,
Señora Holmes



COLLABORATE

1 Talk About It

Look at the photographs. Read the title. Talk about what you see. Write your ideas.

What does this title tell you?

What do the photographs show?

Take notes as you read the text.

YOUR WORLD UP CLOSE

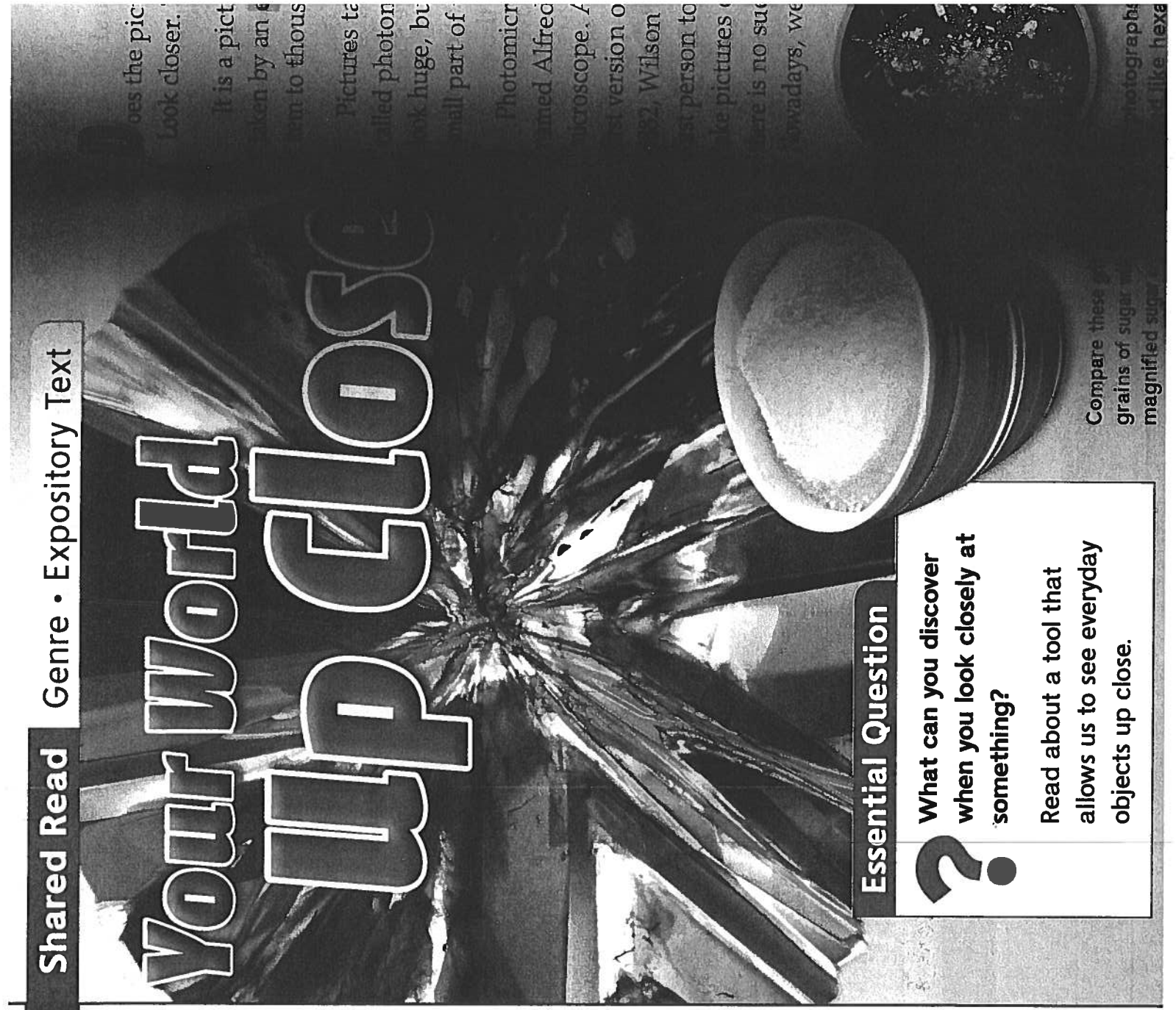
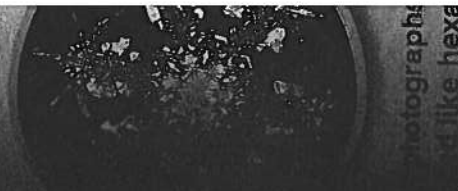
Essential Question



What can you discover when you look closely at something?

Read about a tool that allows us to see everyday objects up close.

Compare these grains of sugar magnified sugar

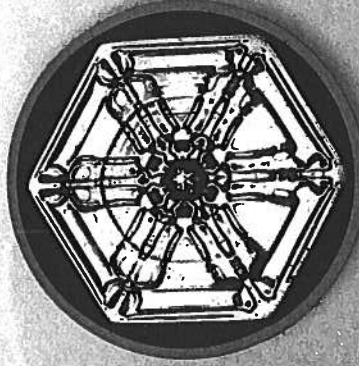
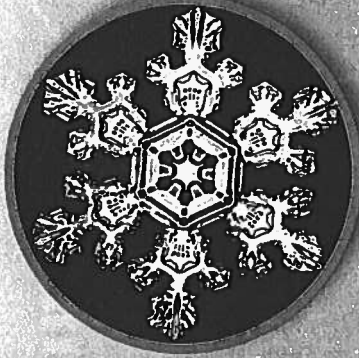


Does the picture on the left show a diamond or a glass prism? Look closer. Take a step back. You are *too* close.

It is a picture of a sugar crystal. This **extreme** close-up was taken by an **electron** microscope, a tool that can magnify an item to thousands of times its actual size.

Pictures taken with a high-tech electron microscope are called photomicrographs. The sugar crystal on the left may look huge, but the word *micro* means small. We are seeing a small part of the sugar crystal up close.

Photomicrography dates back to 1840 when a scientist named Alfred Donné first photographed **images** through a microscope. Around 1852, a German pharmacist made the first version of a camera that took photomicrographs. In 1882, Wilson "Snowflake" Bentley of Vermont became the first person to use a camera with a built-in microscope to take pictures of snowflakes. His photographs showed that there is no such thing as a typical snowflake. Each is unique. Nowadays, we have electron micrographs.



The photographs of "Snowflake" Bentley showed that snowflakes are shaped like hexagons.

1 Specific Vocabulary **ACT**

Reread the second sentence in the second paragraph. An *electron* is "a very small piece of matter that is a part of an atom; it has a negative charge." Circle the words that describe what an electron microscope can do.

2 Sentence Structure **ACT**

Reread the fourth sentence in the last paragraph. Underline who the pronoun *His* refers to. Circle what his photographs showed.

3 Comprehension

Sequence

Reread the last paragraph. What event happened in 1840? Underline the words that tell you. Circle the event that happened right after that.

1 Specific Vocabulary ACT

Reread the first paragraph. The word *weak* means “not strong.” Underline what is being described as weak. A homophone is a word that sounds the same as another word but has a different spelling and meaning. What is a homophone for *weak*?

A homophone for *weak* is _____.

2 Sentence Structure ACT

Reread the second sentence in the last paragraph. Circle the prepositional phrase that describes the time something happened. Underline what happened during this time.



COLLABORATE

3 Talk About It

Discuss how the two photographs of human skin are alike and how they are different.

The light microscopes you use in school are weak and do not show much detail. An electron microscope is a much more powerful tool, and it allows scientists to see things we can't see with our own eyes such as skin cells or dust mites.

The picture below is a close-up of human skin and shows the detail an electron microscope can capture. The more an image is magnified, the more detail you will see in the photograph. The most magnification that a photomicrograph can capture is about 2 million times the original image size.

Magnified images have helped scientists to see what causes diseases. Over the years, scientists have learned how these diseases behave. Looking through microscopes, we have even learned what is inside a cell or how a snowflake dissolves into a drop of water.



This is a human fingerprint, magnified by an electron microscope.

is looked at under an electron microscope, it resembles grapes.



Scientists use electron micrographs to see how objects change over time. For example, we can look at a piece of fruit to see how it **decays**. First the fruit looks **fresh**. After a few days it begins to soften. Then **specks** of mold appear and cling to it. Days pass and eventually the fruit is covered in mold. We can see these changes under the microscope far earlier than we can see them with just our eyes.

Suppose you mingle outside on a humid day with friends. What would the sweat on your skin look like magnified? The possibilities are endless if you examine your world up close.

Make Connections



How do electron microscopes help scientists? **ESSENTIAL QUESTION**

What objects in your classroom would you like to see under a microscope? **TEXT TO SELF**

1 Comprehension Sequence

Reread the first paragraph. When does fresh fruit begin to soften? Underline the words that tell you. Circle the words that tell you the last event in the sequence.

2 Specific Vocabulary ACT

Reread the fifth sentence in the first paragraph. The word *specks* means "very small spots or marks." Underline the kind of specks that appear.



3 Talk About It

Describe how electron microscopes have helped scientists. Then write about it.

Name _____

Adjectives may be used to compare two or more than two things. With longer adjectives, we use *more* to compare two things. We use *most* to compare three or more things.
That race was more exciting than a football game.
That was the most exciting race I've ever seen.

Circle the phrase that completes each sentence correctly. Then write it on the line.

1. Tamara is _____ than Wu.
more flexible most flexible



2. Wu is the _____ runner on the team.
more athletic most athletic



3. He runs on the _____ trails in town.
more difficult most difficult



4. Anita is _____ about running than Sara.
more passionate most passionate



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COLLABORATE

1 Talk About It

Look at the pictures. Read the title.
Talk about what you see. Write
your ideas.

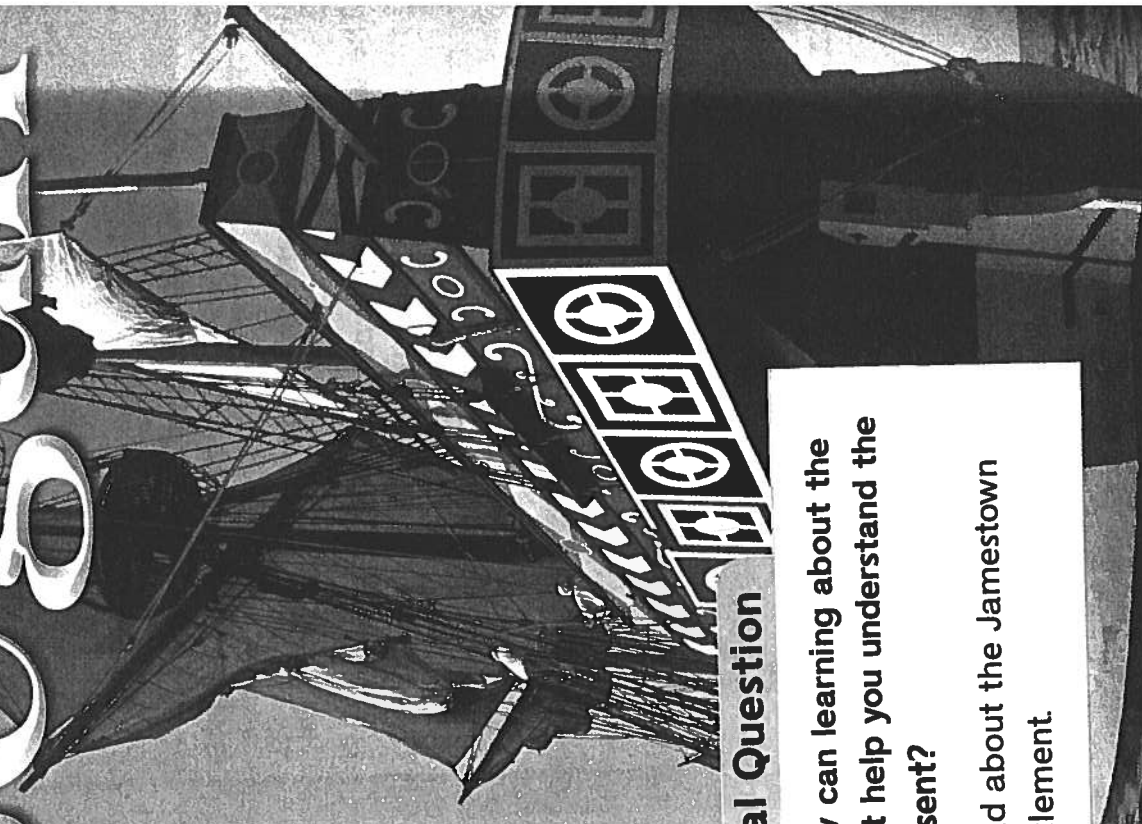
What does this title tell you?

What does the photograph show?

What does the illustration show?

Take notes as you read the story.

Where It All BEGGAN



Essential Question



How can learning about the
past help you understand the
present?

Read about the Jamestown
settlement.



The building of the Jamestown settlement in 1607.

Take a tour of Jamestown, Virginia, the birthplace of America.

They thought they were lost.

The *Susan Constant*, the *Godspeed*, and the *Discovery* had sailed from London, England, on December 20, 1606. The expedition was bound for Virginia, carrying 144 people.

Finally, on April 26, 1607, the ships sailed into Chesapeake Bay. In the words of one voyager, they found “fair meadows and goodly tall trees.” On an island in a river, they built a fort and named it after their king, James. Jamestown would become the

first successful, permanent English settlement in the New World.

The Struggle to Survive

There is a proverb that says, “Ignorance is bliss.” In the case of the 104 men and boys who came ashore, this was true. They were faced with tremendous challenges. The water from the James River was not safe to drink, and food was scarce. Two weeks after the settlers arrived, 200 Indians attacked them.

1 Sentence Structure **ACT**

Reread the first sentence in the first paragraph. Circle the words in the paragraph that tell who the pronoun *They* refers to. Underline the words that tell you where they were going.

2 Specific Vocabulary **ACT**

Reread the second paragraph. The word *voyager* means “someone who makes a long trip by ship.” Circle the words that give you clues to the meaning of *voyager*. Underline what the voyagers did when they arrived.

3 Comprehension

Sequence

Reread the paragraphs. How long did it take the settlers to sail from England to Chesapeake Bay?

Circle the words that tell you what happened two weeks after the settlers arrived.

Text Evidence

1 Specific Vocabulary **ACT**

Reread the last two sentences in the first paragraph. The word *attitude* means “an opinion or feeling someone has about something.” Circle the words that tell the kind of attitude John Smith thought would be dangerous for the colony.

2 Comprehension

Sequence

Reread “The Real-Life Pocahontas.” Underline what happened to Pocahontas after she married John Rolfe. Circle why Pocahontas never returned home.



3 Talk About It

Discuss how Pocahontas’s life was different from other Native American women of her time.

John Smith, an experienced military man, became head of the colony in 1608. He had been in charge of finding local tribes willing to swap food for English copper and beads. Smith was tough with both the Indians and Englishmen. “He that will not work, shall not eat,” he told the colonists. Smith knew that an attitude of every man for himself would endanger the colony.

The western Chesapeake area was ruled by Chief Powhatan, who governed an empire of 14,000 Algonquian-speaking peoples. His daughter Pocahontas became a useful friend and ally to John Smith.

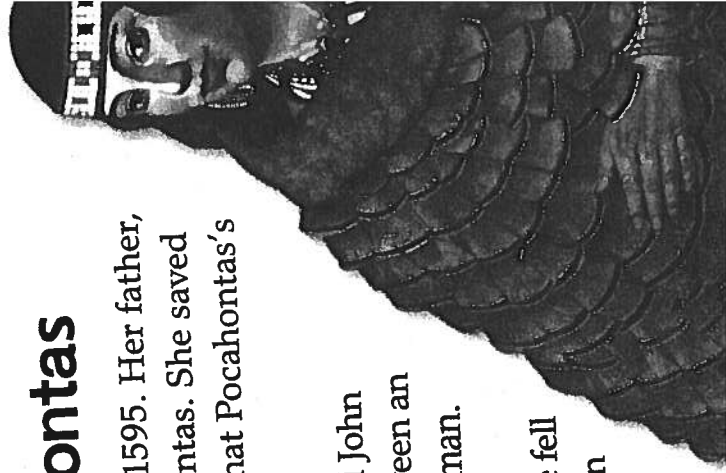
The Real-Life Pocahontas

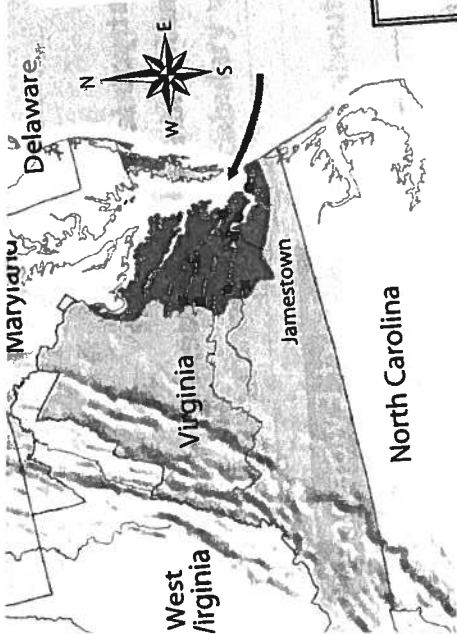
Princess Matoaka was born around 1595. Her father, Chief Powhatan, called her Pocahontas. She saved John Smith’s life twice, and he wrote that Pocahontas’s “wit and spirit” were unequaled.

Pocahontas married a planter named John Rolfe, the first marriage in that era between an Englishman and a Native American woman. Rolfe, Pocahontas, and their son visited London. She never returned home—she fell ill aboard a ship bound for Jamestown in March 1617 and died.



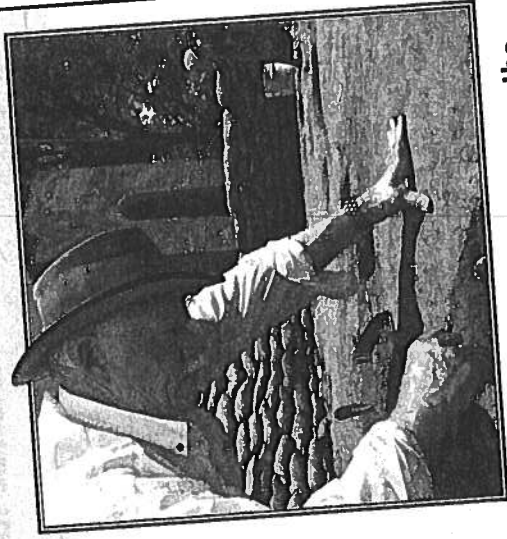
Pocahontas saved the life of John Smith.





MAP KEY

- ← Immigration (English, French, Italians, Poles, and Africans)
- Extent of European Settlement, 1700
- Village
- Fort
- ▲ Indian Reservation
- ★ Capital



Dr. William Kelso working on the archaeological dig in Jamestown

Taking a Closer Look

Archaeologists digging in Jamestown have discovered Indian artifacts along with English ones, evidence that Indians lived in the fort for some time. "It must have been a very close relationship," says William Kelso, an expert in colonial American archaeology.

Kelso has worked for 10 years to document this site. His team has managed to uncover more than 1 million artifacts and has mapped out the fort's shape, its foundations, and a burial ground.

Jamestown left a record of greed and war, but it was also the start of representative government. The settlers gave America a solid foundation to build upon.

Make Connections

Talk about what archaeologists have found at the Jamestown site. **ESSENTIAL QUESTION**

What would you have liked to ask John Smith about Jamestown?

TEXT TO SELF

1 Sentence Structure **ACT**

Reread the first sentence in the first paragraph. Circle the part of the sentence that can stand on its own, or the independent clause. Circle the part of the sentence that cannot stand on its own, or the dependent clause.

2 Specific Vocabulary **ACT**

Reread the first sentence in the last paragraph. The word *representative* means "chosen to act or speak for others." What was representative in Jamestown? Circle the word that tells you. What did the settlers of Jamestown do for America? Underline the words that tell you.



3 Talk About It

Discuss how learning about Jamestown helps you understand the present.

Name _____

An **adverb** is a word that modifies, or describes, a verb, an adjective, or another adverb. Adverbs may appear at the beginning, in the middle, or at the end of a sentence. Many adverbs that modify verbs end in *-ly*.

We knocked on the door loudly. We loudly knocked on the door.

Underline the adverb in each sentence. Circle the verb that it modifies, or describes.

1. The wind blows strongly.

2. I hold the kite string tightly.

3. Quickly, the kite flies up!

4. I smile joyfully.

5. Carefully, I will bring my kite down.

6. I really wish I could fly my kite every day!





1 Talk About It

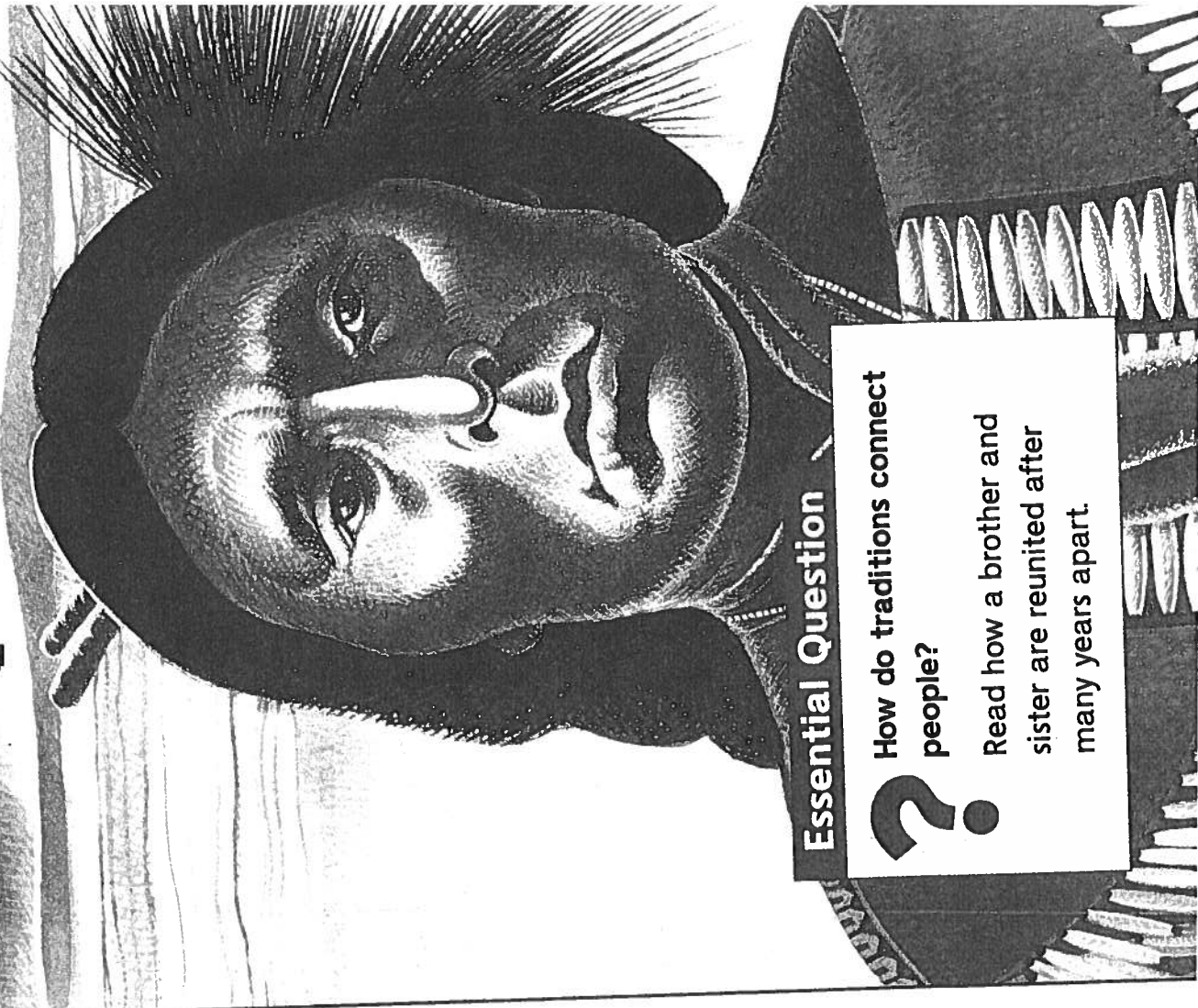
Look at the picture. Read the title.
Talk about what you see. Write
your ideas.

What does this title tell you?

Describe what you see in the
picture.

Take notes as you read the story.

A Surprise Reunion

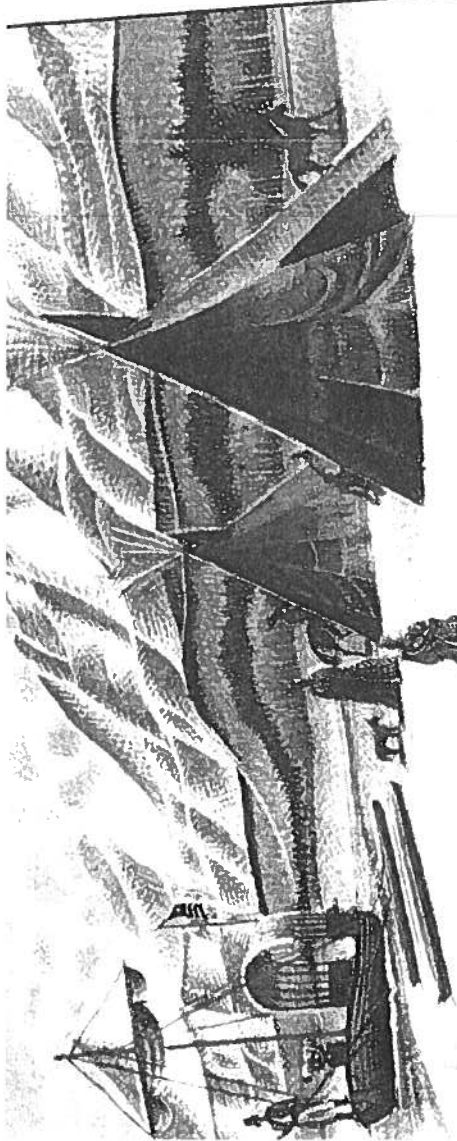


Essential Question



How do traditions connect
people?

Read how a brother and
sister are reunited after
many years apart.



Chief Cameahwait looked with intensity across the Shoshone camp. The tribe prepared for the Rabbit Dance as warriors oiled their leather costumes. The dance was done to honor the rabbit as an important food source. The Shoshone had used traditions such as this dance since the beginning of time to mark special occasions and remember their ancestors.

In the distance laughing children were playing with a ball made from rawhide. They rolled the ball into a circle drawn in the dust. If the ball rolled outside the circle, the child must forfeit his or her turn. Cameahwait smiled as he remembered the games he had played as a child.

But Cameahwait grimaced beneath his smile. He felt a dull pain in his stomach for his little sister. She had been snatched from the camp during a raid long ago. He despised those who had taken her. He closed his eyes and pictured the games they had played together. She had been scrawny and demanding and had an irritating habit of following him everywhere, he remembered. He missed her assertive manner and her constant questions. What had become of her?

1 Sentence Structure **ACT**

Reread the first sentence in the first paragraph. Circle the prepositional phrase in the sentence that tells where Cameahwait looked.

2 Comprehension

Theme

Reread the first paragraph. Circle the words that tell you what the tribe is doing. Why do the Shoshone follow certain traditions?

3 Specific Vocabulary **ACT**

Reread the third sentence in the last paragraph. The word *snatched* in this sentence means "taken by force." Circle the words that help tell the meaning of *snatched*. Underline who was snatched from the camp long ago.

Text Evidence

1 Specific Vocabulary **ACT**

Reread the second sentence in the first paragraph. The phrase *came back to reality* means “thinking about something from the past and then returning your thoughts to the present.” What was Cameahwait thinking about from the past?

2 Sentence Structure **ACT**

Reread the sixth sentence in the second paragraph. Who does the pronoun *He* refer to? Find the name of the person in the paragraph and circle it.



3 Talk About It

Reread the second paragraph. Circle the favor Captain Lewis asked Cameahwait for. Then underline how Lewis returned the favor

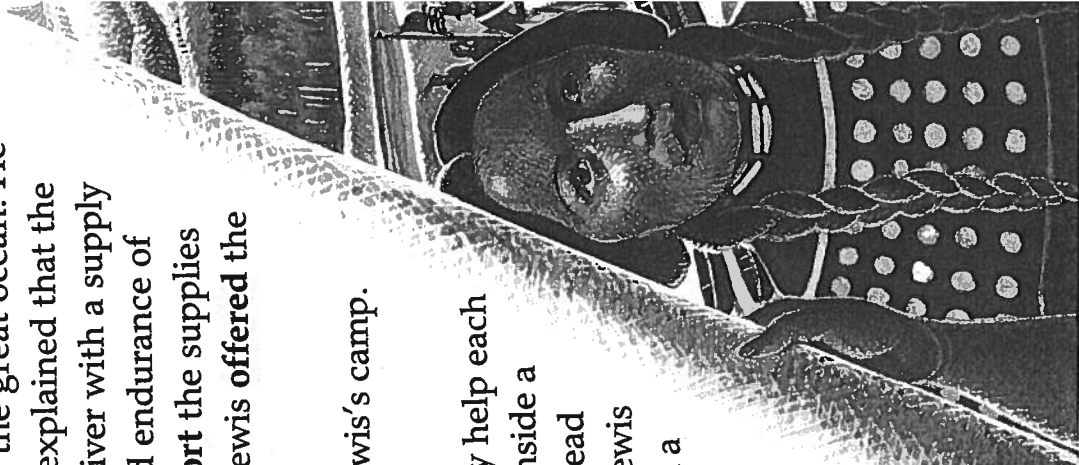
“It is time to ride,” Hawk-That-Soars said, interrupting his thoughts. Cameahwait came back to reality, turned, and mounted his horse.

A man named Captain Lewis had approached the Shoshone days before. Cameahwait knew that Lewis had come in peace, and so he welcomed him and his party. Lewis told the Shoshone his story. He explained that he was part of a company with a mission: he was to explore the land that stretched from the Missouri River to the great ocean. He then asked the chief for a favor. He explained that the rest of his party was waiting at the river with a supply boat. Lewis needed the strength and endurance of the Shoshone horses to help transport the supplies across the difficult land. In return Lewis offered the Shoshone food and other goods.

Cameahwait’s party arrived at Lewis’s camp. There he met Captain Clark.

“Let’s sit and discuss how we may help each other,” said Clark. He led the men inside a large tent. Buffalo blankets were spread all around. As they settled inside, Lewis addressed the chief. “We travel with a woman who knows your language.”

A slender woman with long, dark braids entered the tent. Her eyes adjusted to the dim light filtered through the thick cloth. She nodded to the chief. “I am Sacagawea,” she said.



Cameahwait could not believe his eyes! He examined the features of her face. He watched as her **expression** slowly changed. He immediately knew this was the same sweet face of his lost sister.

Sacagawea quickly ran to him. Tears filled her dark eyes. The pain and sadness that Cameahwait had carried over the years retreated to a forgotten place.

“My brother!” she cried. “Is it really you? How long has it been?”

Lewis and Clark were happy to have been unwitting partners in this reunion. Chief Cameahwait promised them he would provide whatever help and resources they needed.

“You have given me a great gift,” Cameahwait told them. “You have reunited me with my beloved sister. Our people will sing and tell stories so that all may remember and honor this day for generations to come.”

Text Evidence

- 1 Specific Vocabulary ACT**
Reread the first paragraph. The word *expression* means “the look on a person’s face that shows how she or he is thinking or feeling.” Circle the word that tells you how Sacagawea’s expression changed. Underline the words that tell what Cameahwait learned while looking at Sacagawea’s expression.

- 2 Sentence Structure ACT**
Reread the fourth paragraph. Who does the pronoun *them* refer to? Find the nouns in the paragraph and draw a box around them.

- 3 Comprehension**
Theme
Reread the last paragraph. Underline the words that tell you why the Shoshone will honor that day in the future. Circle the words that tell what the Shoshone will do to honor that day.



Make Connections

How do traditions and the past connect the chief and his sister?

ESSENTIAL QUESTION

What traditions do you honor in your family? TEXT TO SELF

Name _____

Adverbs may answer one of these questions about a verb:

When? I visited you yesterday. **Where?** I visited you there.

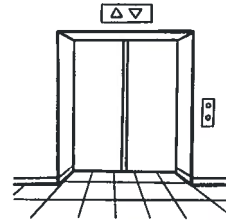
How? I visited you gladly. **To what extent? (How long or How much?)**
I visited you briefly.

A. Write *when, where, how, or to what extent* to tell what question the adverb in bold type answers.

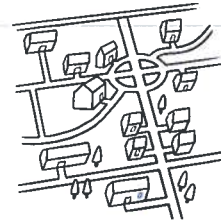
1. **First**, I took the bus. _____



2. I rode **up** in the elevator. _____



3. I traveled **far** to see you. _____



B. Underline the adverb in each sentence. Then circle the question it answers.

- | | | |
|--------------------------------------|--------|-----------------|
| 1. I traveled far to see you. | How? | To what extent? |
| 2. We moved away last year. | Where? | When? |
| 3. I hug you happily. | How? | To what extent? |
| 4. You always greet me with a smile. | Where? | To what extent? |