Shelby County Schools

Extended Learning Packet

English/ Language Arts

Grade 4

Grade 4 Educational Websites and Web Resources

Title of Resource	Web Address	Description	Student Access
i-Ready	https://login.i-ready.com	Engage in flexible, standards-based instruction and practice for reading and mathematics.	Students have access.
Epic Books	https://www.getepic.com/sign-in	Online library for kids with books for self-paced reading and read aloud options. Picture books and chapter books available.	Teacher must sign-up for class and assign student profiles.
Magic Tree House	https://www.magictreehouse.com/	If you like The Magic Tree House series, you'll love the Magic Tree House website. Climb up the tree and enter the tree house to find some great puzzles, fun games, and quizzes on any of the 45+ MTH books.	Must sign-up for username and password.
Read Theory	https://readtheory.org/	Terrific for helping to increase your comprehension. It has assessments so that you can target exactly what passages you need to read. It offers leveled passages with comprehension questions. However, these don't have to be printed. All the reading is done on the computer.	Sign-up and log-in required.
KidsReads	https://www.kidsreads.com/	Website designed for kids aged 6-12, containing information about children's books and authors, and some related games.	Sign-in not required.
Highlights for Kids	https://www.highlightskids.com/	Offers online ways to play, read and craft with your children. Matching games, art activities, animated stories and science experiments are just a few activities available.	Sign-in not required.
Grammaropolis	https://grammaropolis.com/	Grammaropolis is a fun, interactive site that helps you learn about the parts of speech.	Teacher will need to sign-in for free trial.
E-learning for Kids	https://www.e-learningforkids.org/	e-Learning for Kids is a great site with wonderful interactive learning games that are engaging and fun. You click on your grade and can then choose from a list of games divided into subjects.	Sign-in not required.
Story Jumper	https://www.storyjumper.com/	Story Jumper is a site that allows you to create your very own books. You can create cover pages, add text, upload drawings or photos to illustrate your story, and you can use the Story Jumper clipart gallery, too. One of the best things about Story Jumper is that is easy for educators to create and assign student accounts.	Educators must create and assign student accounts.

Arcademic Skill Builder	https://www.arcademics.com/	A research-based and standards-aligned free website featuring educational math and language arts games that will engage, motivate, and help you improve your academic skills. There are many interactive games to choose from, and they're all pretty fun, have decent graphics/sound effects, and offer great practice to specific skills.	Sign-in is available for free but not required.
Loyal Books (formerly Books Should Be Free)	http://www.loyalbo oks.com/	Loyal Books (formerly Books Should Be Free and Audio Owl) makes the world's public domain audio books available for browsing in a visual and easily searchable way. Books may be previewed directly on the site, or you may download them directly into iTunes, or as zipped mp3 files.	Sign-in not required.
Khan Academy	https://www.khanacademy.org	Get additional practice with skills in various subjects and test prep.	Students will need to sign up for a free account if they do not already have an account.
Home Spelling Words	https://www.homespellingwords.com/	A great tool to help you practice word composition.	Sign-in not required.
Seussville	https://www.seussville.com/index.php	Fun website to read and research all about Dr. Seuss, his books, and characters. Site includes activities.	Sign-in not required
Storyline	https://www.storylineonline.net/	Listen and watch famous actors read books aloud.	Sign-in not required.
StarFall	https://www.starfall.com	Practice your phonics.	Sign-in not required.
National Geographic Kids	https://kids.nationalgeographic.com	Explore topics by reading informational texts.	Sign-in not required.
Learning A-Z	https://www.learninga-z.com/site/products/raz-kids/overview	Individualized practice of reading concepts.	School membership required. Student profiles required for RazKids.
Time for Kids	https://www.timeforkids.com	Explore engaging topics of current events with videos and informational texts.	Sign-in not required.

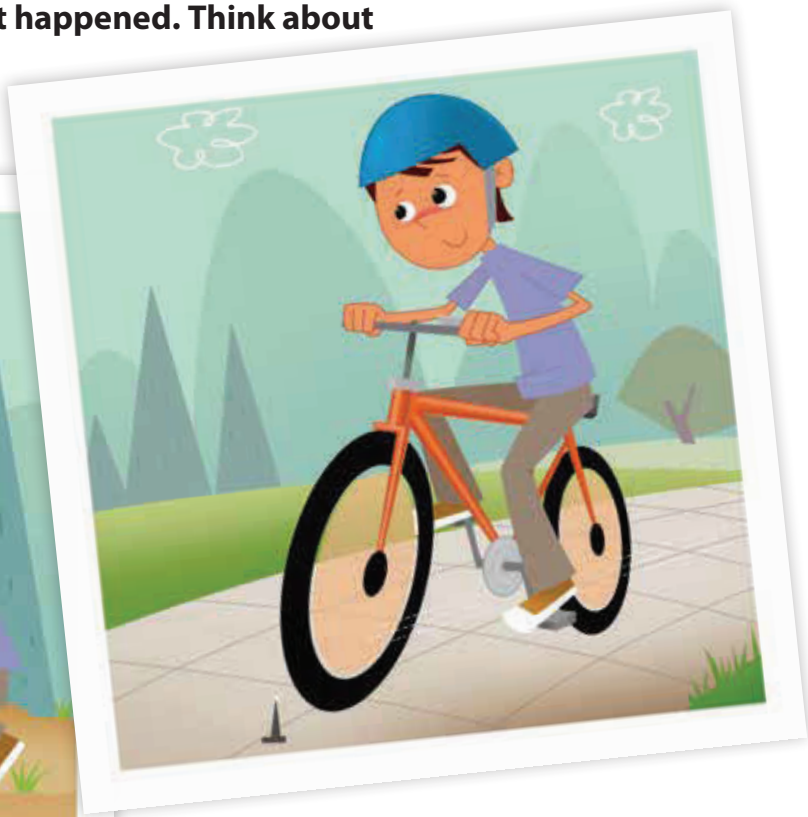
Lesson 2
Understanding Historical Texts

Learning Target

Explaining information in historical texts, including what happened and why, can help you understand the connections among various events and ideas in the text.

Read Writers of **historical texts** often organize **information** to answer the questions "What happened?" and "Why did it happen?" This is sometimes called **cause and effect**. Cause and effect is a relationship in which one thing brings about, or causes, something else to occur. Historical texts don't just describe several events or ideas. The texts also explain why they happened and why they matter.

Look at the illustrations below. One shows an event that happened. The other shows why it happened. Think about which event is which.



Think Consider what you've learned about causes and effects and why writers use them to organize their writing. Remember, understanding what happened and why helps you understand what happens around you every day.

In the chart below, describe what happened in the first illustration. Then explain why the event happened.

What Happened?	Why?

Talk Share your chart with a partner.

- Based on the events in the illustrations, what do you think the boy will do next?
- Explain why the boy will do that next.

Academic Talk

Use these words and phrases to talk about the text.

- **cause and effect**
- **information**
- **historical text**

Read

Genre: History Article

The Model T

by Thomas A. Moore

1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the average working person could afford. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T and sold for $825. Although the car was reasonably priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain and the more money he would make.

2 Ford's early cars were all handcrafted. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way, saving time and money. In 1913, Ford began producing cars with the help of a moving assembly line.

3 The moving assembly line achieved Ford's goal of turning out a car faster and for increasingly lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. And by 1918, half of all cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

Close Reader Habits

Underline words and phrases that help you figure out why more people began owning cars.

Explore **How did the production of Henry Ford's Model T lead to more people owning cars?**

Look for details that answer the questions "What happened?" and "Why?"

Think

1 What did the Ford Motor Company do in 1908 and 1913? Why did these events occur? Write the details in the chart.

	What Happened?	Why?
1908		
1913		

Talk

2 In 1913, Henry Ford decided his cars would no longer be handcrafted. Discuss how this decision led to a new way of making cars. Write down an idea you talked about with your partner.

HINT One thing can cause another thing to happen.

Write

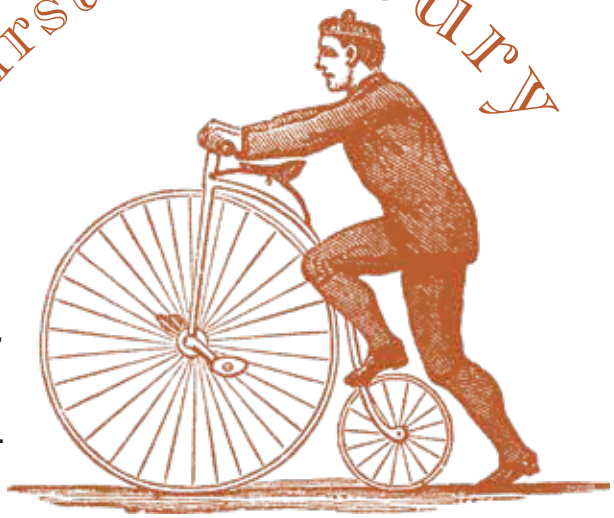
3 **Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why. Use the space provided on page 30 to write your response.

Read

Genre: History Article

The Bicycle's First Century

by J. Soo



1 Two centuries ago, bicycles did not look like the bikes you know today. Invented by a Frenchman around 1790, the first bicycle had two wheels and a wooden frame. It worked like a scooter. Then, in 1816, a German improved on this design. He connected a bar to the front wheel. This allowed the rider to steer the bicycle. Later, in 1839, a Scottish blacksmith made yet another improvement. He added foot pedals, which let riders put force on the wheels. Now bicycles could move faster.

2 In the 1870s, the "high-wheel" bicycle appeared. It was called this because the front wheel was far larger than the rear wheel. The pedals turned the front wheel only, but the size of that wheel meant that each turn of the pedals took the rider a greater distance than before. On the high-wheel bicycle, the rider sat up high, over the front wheel. Consequently, when the large front wheel struck a rut or rock in the road, the rider could be pitched head-first over the front of the bicycle! The high-wheel bicycle wasn't very safe.

3 In 1885, an Englishman made the first "safety" bicycle. The bicycle was now beginning to look more like the modern one you see every day. Its front and rear wheels were the same size, and sprockets and chains linked the pedals and the rear wheel. In the 1890s, inventors added air-filled rubber tires. Then came a coaster brake and adjustable handlebars. The first hundred years of the bicycle—from 1790 to the 1890s—brought many changes, and the next century would bring even more improvements.

Close Reader Habits

How does each bicycle model improve upon the model before it? Reread the article. **Underline** details that tell *why* each model was an improvement.

Think

Use what you learned from reading the article to respond to the following questions.

History texts often tell how one event caused several other events to occur. This is called a series of events.

1 Reread paragraph 1. Choose the **two** statements that **best** tell why the bicycle was a better machine by 1839.

- **A** A bar allowed the rider to steer.
- **B** A wooden frame meant that the bicycle was lighter.
- **C** Foot pedals meant that bicycles could move faster.
- **D** The first bicycles could move like a scooter.
- **E** The front wheel was larger than the rear wheel.

2 This question has two parts. Answer Part A. Then answer Part B.

Part A

What conclusion can you draw about what happened to many riders of the bicycles described in paragraph 2?

- **A** They would be able to see over other bicycle riders.
- **B** They were likely to get hurt if they hit a rock.
- **C** They could not go as fast using the larger wheels.
- **D** They found ways to link the large and small wheels together.

Part B

Which **two** sentences in paragraph 2 **best** support the answer to Part A? **Circle** them in the passage.

Talk

3 Based on information in the text, what changes to bicycle designs came about in the 1800s? What can you conclude about why the designs kept changing?

Write

4 **Short Response** Explain how the design of the bicycle was improved in the 1800s and why the changes were necessary. Use details from the text to support your answer. Use the space provided on page 31 to write your answer.

HINT Be sure to use words that show why the changes were made, such as *because* and *since*.

Write **Use the space below to write your answer to the question on page 27.**

The Model T

3 **Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why.

Don't forget to check your writing.

Write **Use the space below to write your answer to the question on page 29.**

The Bicycle's First Century

4 **Short Response** Explain how the design of the bicycle was improved in the 1800s and why the changes were necessary. Use details from the text to support your answer.

HINT Be sure to use words that show why the changes were made, such as *because* and *since*.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Can you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?