Grade 4 Reading
Student At-Home Activity Packet 1

This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don’t worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 4 Reading activities included in this packet!
WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- series
- hinged
- foreign

Seashells
by Bela Moté

1. If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.

2. Creatures with shells belong to a group of animals called mollusks. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.
Univalves

More than three-quarters of all mollusks are **univalves**, a word that means “having a shell that is all one piece.” The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?

Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.
Bivalves

5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten’s paw fitting names for the shells shown here?

7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.

8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster’s shell is made of. The result is a pearl.
Think Use what you learned from reading the science text to respond to the following questions.

1 Read the sentence from paragraph 1 in the passage.

Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick two choices.

A  Predators can harm some animals.
B  Predators need to find shelter from storms.
C  An animal's shell helps protect it.
D  All predators have skeletons.
E  When the animal dies, the shell remains.

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

Part A
What is the meaning of the word iridescent as it is used in paragraph 4?

A  not letting light through
B  easy to notice or understand
C  shining with many varying colors
D  a small amount of something

Part B
Which phrase from the passage helps the reader understand the meaning of iridescent?

A  "next largest group of mollusks"
B  "have small holes in their shells"
C  "the inside of an abalone shell"
D  "gleams with different rainbow colors"
This question has two parts. First, answer Part A. Then answer Part B.

Part A
What is the meaning of the word **bivalve** as it is used in paragraph 5?
- **A** having a hard outer shell
- **B** having a shell with two pieces
- **C** having a soft outer shell
- **D** having a shell that is all one piece

Part B
Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

4 Read the sentence from the passage.

The jackknife clam has an **appropriate** name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word **appropriate**? Pick two choices.
- **A** Bivalves are the largest group of mollusks.
- **B** Jackknife describes the shape of the clam.
- **C** An angel wing is a good name for the clam.
- **D** Jackknife is a good name for the clam.
- **E** The clam looks like an open jackknife.
- **F** A jackknife folds into its own case.
Write

5 Short Response  What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include one or more context clues from the text to support your response.

A pearl is an accident.

Learning Target

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.
Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word’s intended meaning is an essential reading strategy. Although students are often told to “use the context” to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the “What It Does” column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including is, or, and other, and but.

<table>
<thead>
<tr>
<th>Type of Clue</th>
<th>Example Sentence</th>
<th>What It Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>An asteroid is a rocky body that orbits the Sun.</td>
<td>Tells the meaning of the unfamiliar word explicitly</td>
</tr>
<tr>
<td>Appositive</td>
<td>An animal that is a carnivore, or meat eater, may hunt for its food.</td>
<td>Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes</td>
</tr>
<tr>
<td>Examples</td>
<td>The streets were filled with buses, taxis, and other vehicles.</td>
<td>Describes the unfamiliar word by naming types of it</td>
</tr>
<tr>
<td>Contrast</td>
<td>Lush, green forests receive steady rains, but deserts are bare and arid.</td>
<td>Tells the meaning of an unfamiliar word by describing its opposite</td>
</tr>
</tbody>
</table>

- For independent practice, give each student two words likely to have known meanings, such as skyscraper, meal, author, and study.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying “blank” for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.
Identify Paragraph or Text-Based Context Clues 10-15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- What is this paragraph about?
- Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?
- Can I make an educated guess about what the word could mean?
- If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10-15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

<table>
<thead>
<tr>
<th>fan</th>
<th>The fan cheered for her team.</th>
<th>There was only a fan to keep us cool.</th>
</tr>
</thead>
<tbody>
<tr>
<td>fry</td>
<td>The fry swim downstream right after hatching.</td>
<td>My dad will fry potatoes for dinner.</td>
</tr>
<tr>
<td>lap</td>
<td>I held the plate in my lap.</td>
<td>We ran one lap around the track.</td>
</tr>
<tr>
<td>strike</td>
<td>Watch the hammer strike the nail.</td>
<td>That pitch looks like a strike.</td>
</tr>
</tbody>
</table>

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficulty using context to define an unfamiliar word</td>
<td>confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.</td>
</tr>
<tr>
<td>errors in determining word meanings based on context</td>
<td>substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.</td>
</tr>
</tbody>
</table>
Lesson 18
Using a Dictionary or Glossary

**Introduction** There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

  - **break (brák)** v. 1. to smash 2. to disobey 3. to do better than: *Ina broke the record for the high jump. n. 4. time off 5. luck break into 1. to disturb 2. to start to do suddenly 3. to start a new job: *He broke into acting.*

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

  - **carry (kārˈē)** 1. to move 2. to hold carry on 1. to continue 2. to act excitedly

**Guided Practice** Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

Hank Aaron **broke into** major league baseball in the 1950s.

A big **break** came for him in 1954 when he replaced an injured player. Aaron's talent helped him **break** Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans **broke into** cheers. Aaron **carried on** hitting home runs until he retired in 1976.
Independent Practice

Use the dictionary entries to answer numbers 1–4.

**material** (məˈtirəl) n. 1. fabric or cloth 2. ideas and facts used in writing something adj. 3. made of matter 4. having great meaning or effect

1 Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4

**hammer** (ˈhāmər) n. 1. a tool used for pounding objects, such as nails 2. a part of a piano  v. 3. to hit hard 4. to join with nails

2 Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4

**stand** (stānd) n. 1. a display area 2. an opinion or a position on an issue  v. 3. to be on one’s feet 4. to endure, put up with  stand for 1. to represent, be a symbol of 2. to allow 3. to believe in and support: He stands for equality. 4. an abbreviation for

3 Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4

4 Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4
Lesson 17
Understanding Vocabulary in Literary Texts

Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

Read A story, poem, or play may include a word or phrase you don’t know. Try using context clues to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may allude to, or mention, a well-known person or place from mythology. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author’s meaning, you must learn about those significant, or important, characters.

Read the story below. What are the meanings of odyssey and locate?

The Search

As I strolled home after a day of fun, I realized I’d lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I’d failed to locate it, that is, until I sat down. It had been in my back pocket all along!
Think  How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of *odyssey* and *locate*.

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Context</th>
<th>Possible Meaning</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>odyssey</em></td>
<td>&quot;My odyssey took me far and wide...&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>locate</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk  Share your chart with a partner.
- Did your possible meanings agree?
- Which context clues did you use?
- Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?

**Academic Talk**
Use these words and phrases to talk about the text.
- context clues
- allude to
- mythology
- significant