

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.loyalbooks.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 5

Summarizing Informational Texts



Learning Target



Summarizing a text by briefly restating the main idea and key details will deepen your understanding of the information you read.

- **Read** Writers of informational texts organize their information around main ideas and key details about a topic.

To **summarize** a text, briefly restate the **main idea** and **key details** about the topic. Only include details that are important—details that answer questions about the main idea. Put your information in an order that makes sense, and be sure to use your own words.

Read the text below. How would you summarize it in a sentence or two?

Even the Toothbrush Has a **History**



The toothbrush has a history dating back thousands of years. Ancient Egyptians used toothbrushes made from the frayed ends of twigs. In the 1400s, the Chinese invented the first bristle toothbrush. The bristles were made from pig hairs attached to a bamboo handle. In 1938, the invention of nylon led to a modern toothbrush made of soft bristles. These improvements led to today's toothbrush, which comes in all shapes and sizes. But the basic job of the tool has not changed much. The toothbrush is still used to keep our teeth healthy and clean.

- **Think** Use what you've learned so far about summarizing informational texts. First, complete the chart below by identifying three key details that support the main idea of the text. Then use the information in your chart to write a **summary** of the article.

Main Idea		
<i>The materials used to make toothbrushes have changed over thousands of years.</i>		
Key Detail 1	Key Detail 2	Key Detail 3

Summary: _____

- **Talk** Share your summary with a partner.
- Did you agree on the main idea and key details in your charts?
 - How did the text organization of a main idea and key details help you create your summary?

**Academic Talk**

Use these words and phrases to talk about the text.

- | | |
|----------------------|--------------------|
| • summarize | • main idea |
| • key details | • summary |

New Ways with Words

by S. L. Hughes

- 1 Over the centuries, the English language has undergone many changes. Words that once rhymed no longer sound the same. Others have their origins in lands far from America. And still other words have taken on new and special meanings.
- 2 Old English poems and rhymes often provide clues into how word pronunciations have changed. For example, the word *sea* did not always rhyme with *see*. Originally, it rhymed with *say*. And *speak* once rhymed with the word *brake*. Sometime after the 1600s, people shifted the way they said the sound for the letters *ea* in many words. Now *sea* sounds like *tea* or *pea*, and *speak* rhymes with *beak*, not *break*. No wonder spelling can be confusing!
- 3 Today we think of everyday words like *shirt*, *zero*, and *dollar* as part of our vocabulary. But they were “borrowed” from other languages long ago. *Average*, *check*, and *scarlet* are just a few words that came from the Arab world. The Vikings, old Germans, and Romans loaned us words like *glitter*, *weird*, and *soldier*. We also borrowed words such as *prairie* and *mesa* from the French and Spanish. And we needed to name food such as *chocolate*, *ketchup*, *oranges*, *pickles*, and *pretzels*, so we’ve added those words to our vocabulary, too.
- 4 Even now, English continues to change. Consider how new technology has given familiar words like *mouse* or *menu* new meanings. Now you can *surf the Web* without getting wet or tangling with a spider. And you can catch a *bug* or a *virus*, but so can your computer. Certainly, these surprising changes to English make talking and writing a real adventure.



Close Reader Habits

As you read, **underline** key details that explain three main ways that words have changed over time.

Explore

How and why have words in the English language changed over time?



As you read, sum up the main idea in each paragraph. They can become the key details to include in your summary.

Think

- 1** Complete the chart below by adding three key details. Then explain why you chose to include each key detail.

Main Idea <i>The English language has undergone many changes over the years.</i>		
Key Detail 1 <i>Why did you include this detail?</i>	Key Detail 2 <i>Why did you include this detail?</i>	Key Detail 3 <i>Why did you include this detail?</i>

Talk

- 2** Explain why words in the English language have changed over time. To support your explanation, provide text evidence.

**Write**

- 3 Short Response** Write a summary of why and how the English language has changed through the centuries. Remember to include only the most important points in the text. Use the space provided on page 72 to write your response.

HINT Think about how you will organize your summary to explain the main ideas and details.

Hair Today, Gone Tomorrow

by Jan Russ

- 1 Just as clothing fashions change, so do hair fashions. People in the past sometimes used their hair to make unusual statements—much like today.
- 2 Before the invention of scissors, people just let their hair grow long and tied it back. But after a while, people began to style their hair. Some hairstyles were very complex.
- 3 The largest and most elaborate hairstyles appeared in the late 1700s. Women wore their hair piled high on top of their heads. As the style became even more extreme, they wove hair onto large wire frames. Some of these hairpieces towered three feet above a woman's head! The style also called for fancy ornaments. Tucked into the hairpieces were flowers, birds, and waterfalls—even complete battle scenes!
- 4 In the 1920s, women started a fashion of cutting hair short, called hair bobbing. Women “bobbed” their hair to show the newly independent spirit of the time. The fashion of short hair was then replaced by a return to long hair.
- 5 In the 1960s, many women wore their hair long and very straight. Because not everyone is born with straight hair, many teenagers would iron their hair to make it straight. They would lay their curly hair on an ironing board and press the curls straight. Soon, young men, like young women, also let their hair grow long, partly as a sign of rebellion. This rebellion was a statement against the social rules of the time—as many fashions are.



Close Reader Habits

What details are important enough to include in a summary? Reread the article.

Underline sentences that tell more about the main idea.



As you reread, decide which details are important to include in a summary and which are not. Remember, key details directly support the main idea.

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

1 Read the statements in the box.

In the 1960s, young people rebelled by letting their hair grow long.
In the 1700s, women wore large, elaborate hairstyles.
Women in the 1920s cut their hair to show their independence.
Teenagers of the 1960s pressed their curly hair to make it straight.
Hair fashions change over time and are used to make unusual statements.

Identify the main idea and **three** key details that support it. Write them in the boxes below to complete the chart.

Main Idea		
Key Detail 1	Key Detail 2	Key Detail 3

Talk

2 Take turns summarizing the text. Be sure to include the main idea of the text and at least **three** key details.

Write

3 Short Response Write a summary of the article "Hair Today, Gone Tomorrow." Use information from the passage in your summary. Use the space provided on page 73 to write your answer.

HINT Begin by planning the order in which you should present the key details.



Write Use the space below to write your answer to the question on page 69.

New Ways with Words

- 3 Short Response** Write a summary of why and how the English language has changed through the centuries. Remember to include only the most important points in the text.

HINT Think about how you will organize your summary to explain the main ideas and details.



Don't forget to check your writing.



Write Use the space below to write your answer to the question on page 71.

Hair Today, Gone Tomorrow

- 3 Short Response** Write a summary of the article “Hair Today, Gone Tomorrow.” Use information from the passage in your summary.

HINT Begin by planning the order in which you should present the key details.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did 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?



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- established
- demonstrations
- introduced

from *It All Began with Spacewar!*

by Peter Roop, *Cobblestone*

- 1 Two enemy spaceships slowly circled each other on a black and white screen. One spaceship accelerated as the other rotated to the right. The first spaceship fired a silent missile at its opponent. The missile missed its target. The second spaceship returned fire. Its missile hit the enemy and erased it from the screen.
- 2 This was the scene on the screen of *Spacewar!*, the world's first video game. This historic game ushered in the age of electronic games. . . .
- 3 The basic rules were quickly established: two enemy spaceships controlled by switches firing missiles at one another. The team then added stars to the background and introduced gravity and hyperspace to make *Spacewar!* more challenging and realistic.
- 4 *Spacewar!* was an immediate hit at computer conventions and demonstrations. It not only showed what a computer could do, but it was also fun to play.

Time Line

1950s

Researchers use computers to play checkers and other games.



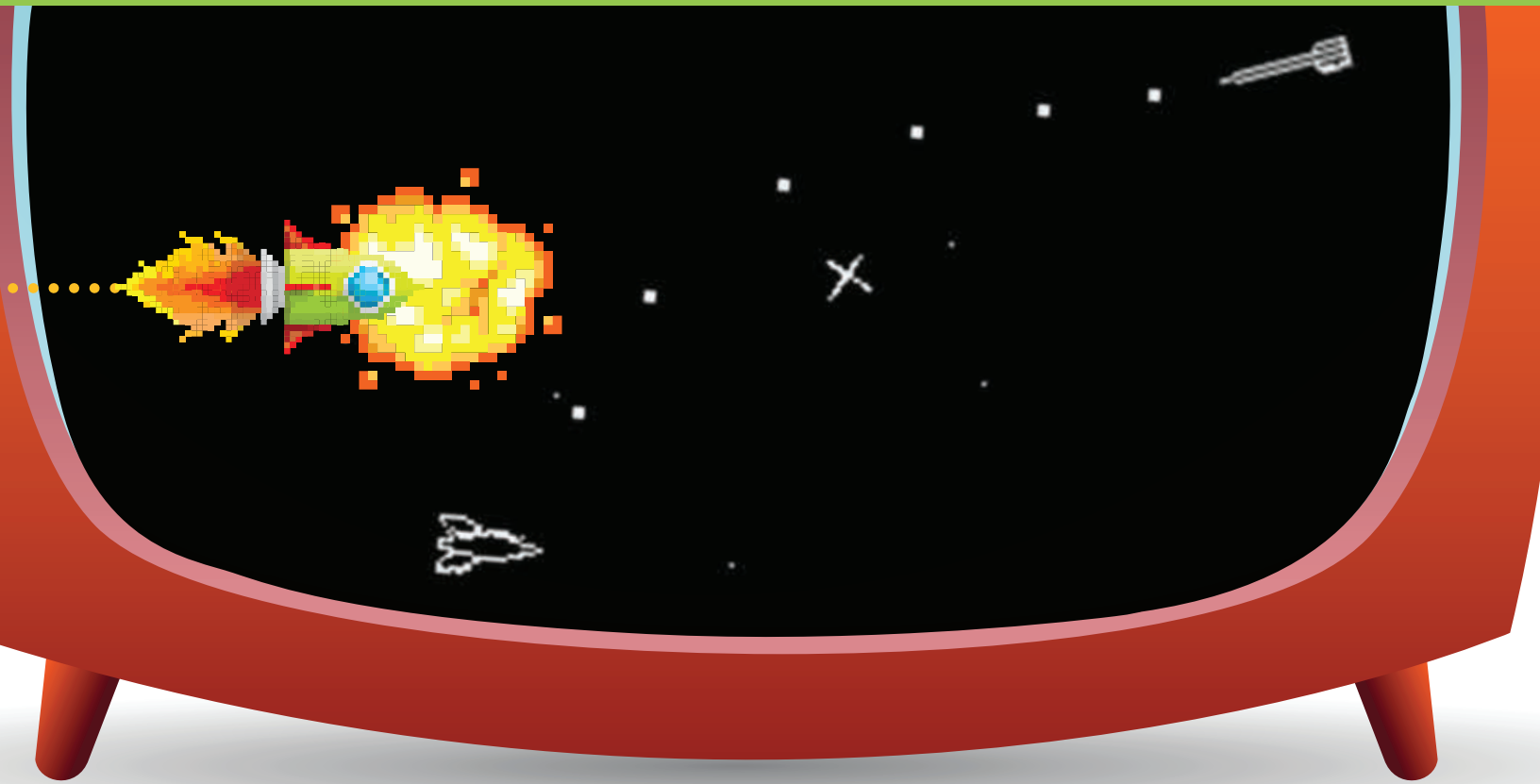
1962

Spacewar! is invented.

1971

Ralph Baer begins work on a computer game to play on a home TV.





- 5 Games had been played on computers long before *Spacewar!* was created. Researchers in the 1950s had programmed their “giant electronic brains” to play checkers, tic-tac-toe, and chess. Computers were so new in 1960 that nobody was certain just how many tasks these machines could perform. Games were ideal for discovering the “intelligence” of computers. . . .



1975

A home version of the game *Pong* becomes available.

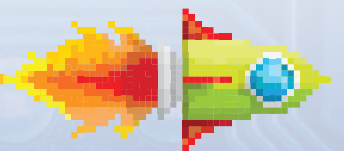
1977

A revolutionary home video game system with joysticks and game cartridges is introduced.



1979

A variety of new video games begin to flood the market.



- 6 *Spacewar!* proved too bulky and complicated for the average person to play. For years, it remained a researchers' game. Then, in 1971, Ralph Baer, an electronics engineer, began working on hooking a computer to a home television.
- 7 Describing his work, Baer said, "The thought came to me that you should be able to do something else with television besides watch it. You ought to be able to play games." With this idea in mind, Baer invented *Odyssey*, a game with a bouncing ball and paddles that could be played on any television screen. *Odyssey* was the first video game consumers could buy and play at home.
- 8 About the same time, Nolan Bushnell and Ted Dabney, two electrical engineers, designed the game *Computer Space*. Bushnell described the game as "a cosmic dogfight between a spaceship and a flying saucer." *Computer Space*, however, did not catch on with game players. So Bushnell and Dabney invented an electronic table tennis game, which they called *Pong*. An expert on arcade games, Bushnell matched the excitement of table tennis with the fun of a pinball machine. *Pong* was so successful that Bushnell founded the Atari company to manufacture and sell the game. *Pong* is considered the first truly successful coin-operated video game.
- 9 The boom in video games was on! Dozens of companies entered the business of making video games for homes and arcades. *Space Invaders*, *Asteroids*, *Sea Wolf*, *Carnival*, and many other video games began thrilling players in every corner of America. . . . [But *Spacewar!* was] the game that helped introduce the wonders of the computer to the world.



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

1 Read the statements in the box below.

Many companies began making computer video games.
Stars and gravity were added to make the game more realistic.
Spacewar! helped introduce computer games to the world.
Pong was so successful, Bushnell started a company to make and sell it.
Spacewar! showed what a computer could do and was fun to play.
Pong was invented by electrical engineers.

Select the main idea and **three** key details that you would include in a summary about the passage. Write them to complete the chart below.

Main Idea		
Key Detail 1	Key Detail 2	Key Detail 3

2 Which of these details is **not** important enough to include in a summary of the article?

- A** *Spacewar!*, the world's first video game, began the age of electronic games.
- B** Games were ideal for exploring what computers could do.
- C** *Space Invaders*, *Asteroids*, *Sea Wolf*, and *Carnival* were all arcade games.
- D** *Spacewar!* was too difficult for most people to play.

- 3** The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Which sentence **best** summarizes key details in paragraph 8?

- A** Nolan Bushnell and Ted Dabney designed *Computer Space*.
- B** Dabney's and Bushnell's failure with *Computer Space* led them to create *Pong*, which was successful.
- C** *Computer Space* was not a hit with game players.
- D** Games created by the Atari company were ideal for discovering the intelligence of computers.

Part B

Which sentence from the passage **best** supports your answer in Part A?

- A** "About the same time, Nolan Bushnell and Ted Dabney, two electrical engineers, designed the game *Computer Space*."
- B** "Bushnell described the game as 'a cosmic dogfight between a spaceship and a flying saucer.'"
- C** "An expert on arcade games, Bushnell matched the excitement of table tennis with the fun of a pinball machine."
- D** "*Pong* was so successful that Bushnell founded the Atari company to manufacture and sell the game."

- 4** Read the sentences from paragraph 6.

Spacewar! proved too bulky and complicated for the average person to play. For years, it remained a researchers' game.

What does the word average mean as it is used in the sentence?

- A** younger
- B** ordinary
- C** outstanding
- D** important

**Write**

- 5 Short Response** Write a summary of “It All Began with *Spacewar!*”
Use details from the text to support your response.

**Learning Target**

In this lesson, you learned how to use main ideas and key details to develop a summary. Now, explain how you developed a deeper understanding of ways to share information about history texts.
