

FAMILY PACKET

Family Packet, Grade 4, Cluster 7, Module 1: Paths Connect People

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

Welcome, families. This week your student begins a Narrative and Poetry unit called "Paths, People, and What We Carry Forward." Students read two poems, "The Roads Between Us" and "What We Carry Forward," and explore a surprising idea. Many things travel that we cannot hold in our hands, including stories, songs, knowledge, traditions, and values.

Ask your student to teach you what they learned. Teaching it out loud is part of how the learning sticks.

Inside this packet

1 Family Letter

A note from the classroom about the week's learning.

2 Family Tip Sheet

The skill and standard in plain words, plus how to help.

3 Key Words

This week's words with student friendly meanings and examples.

4 Our Thinking Tool

The organizer students use, with a mini version for home.

5 Conversation Starters and a Family Activity

Easy ways to talk about the week's learning.

6 What Strong Work Looks Like

A short model and a checklist to see progress.

7 Progress at Home

A "my student can..." checklist to sign and send back.

En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is beginning Grade 4 Cluster 7, a Narrative and Poetry unit called "Paths, People, and What We Carry Forward." We will read two poems, "The Roads Between Us" and "What We Carry Forward." Students will explore a surprising idea. Many things travel that we cannot hold in our hands, including stories, songs, knowledge, traditions, and values.

Your student will learn how a poem is built from lines and stanzas and how a narrative develops an experience in a setting. Students will write a short narrative and a short poem about something that travels between people or across generations. Please share a family story, saying, song, or tradition and talk about who first shared it and who might carry it next.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to share a family story, saying, song, or tradition and talk about who first shared it and who might carry it next. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to explain that ideas can travel between people and across generations, identify lines and stanzas in a poem, name the experience and setting of a narrative, and compose a short narrative and poem that show something less visible traveling.

The standard, in plain words

This week the work connects to Texas standards. Your student composes literary texts using genre characteristics and craft. Your student also plans a first draft by selecting a genre for a particular topic, purpose, and audience. In plain words, your student learns to write a short narrative and a short poem about something that travels.

The color map your student uses



Lines

The rows of words in a poem



Stanzas

Groups of lines in a poem



Setting

The place and time of a narrative

How to help without giving the answer

- Ask your student to teach you the difference between a narrative and a poem. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you the lines and stanzas in a poem.
- Ask what the setting of a narrative is and how the writer shows it.
- If your student is stuck, ask about what travels. Ask what moves between people or across generations.
- Let your student write the narrative and poem. Your job is to ask good questions, not to supply the answer.

narrative

a story that tells about an experience

Example, a TRAILS mini-narrative tells about a character's experience.

poem

a text that uses lines, stanzas, and images

Example, a LEAVES mini-poem uses four lines to express an idea.

lines

the rows of words in a poem

Example, each line in a poem is a row of words.

stanzas

groups of lines in a poem

Example, a poem may have three stanzas of four lines each.

setting

the place and time of a narrative

Example, the setting of a narrative might be a busy market in ancient Mali.

connection

a link between people, places, or ideas

Example, a road creates a connection between two places.

legacy

something passed from one generation to another

Example, a family recipe is a legacy.

tradition

a custom passed down through generations

Example, a holiday song is a tradition.

Tip for reading together. When a new word appears in a passage, pause and let your student use the sentence around it to figure out the meaning before you explain. Naming the guess out loud builds confidence.

4 Our Thinking Tool

TRAILS for narrative

Letter	Stands for	What it does
T	Title	Names the narrative
R	Relationship	Shows how characters connect
A	Actions	Shows what characters do
I	Inner thoughts	Shows what characters think
L	Lesson	Shows what the character learns
S	Setting	Shows where and when the story happens

LEAVES for poetry

Letter	Stands for	What it does
L	Lines	The rows of words in a poem
E	Emotion	The feeling the poem creates
A	Artistic language	Words that create images and sounds
V	Voice	The way the speaker sounds
E	Experience	The moment the poem captures
S	Significance	Why the idea matters

Mini version to use at home

Try it together

Read a short poem together. Have your student identify the lines and stanzas, name the emotion, and explain what travels in the poem.

Answer for families. Lines are the rows of words. Stanzas are groups of lines. The emotion might be hopeful or thoughtful. What travels might be a story, a song, or a tradition.

TRACKS While reading, students also look for evidence in the passage using TRACKS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRACKS they found in this week's poems.

5 Conversation Starters and a Simple Family Activity

- What is something that can travel even though you cannot put it in a box?
- What is the difference between a narrative and a poem?
- What does it mean to carry something forward to the next generation?
- Which poem did you like more, and what did it help you picture?

Echo and Add

Take turns. One person says a word that can travel, such as river, road, or family. The other repeats it and adds something that could travel with it, such as river and people or family and traditions.

Carry It Forward

Name one thing the family has carried forward, such as a recipe, a saying, or a song. Talk about who it came from and how it might keep traveling.

6 What Strong Work Looks Like

Here is a strong TRAILS mini-narrative and LEAVES mini-poem about something that travels.

Prompt. Write a short narrative and a short poem about something that travels without being held.

TRAILS Mini-Narrative

As the morning sun rose over the wide, slow river, Mateo loaded his canoe with baskets of dried corn. But he also carried something he could not pack, the trading song his father taught him. When he reached the next village, he traded the corn and taught the song to a child who hummed it back. The song would travel farther than the corn ever could.

LEAVES Mini-Poem

The song I carry / Travels light and far. / Corn ends its journey, / The song keeps going.

Explanation

The narrative uses TRAILS to show an experience, a setting, and a lasting effect. The poem uses LEAVES to concentrate the same idea into four clear lines.

Checklist for strong work

- ☐ The narrative has a clear experience and setting.
- ☐ The poem has clear lines and stanzas.
- ☐ Both texts show something less visible traveling.
- ☐ The student can explain the difference between connection and legacy.
- ☐ The student uses TRAILS and LEAVES to organize the writing.

7 Progress at Home

My student can...

- ☐ identify the lines and stanzas of a poem
- ☐ name the experience and setting of a narrative
- ☐ write a short narrative and a short poem about something that travels
- ☐ explain the difference between connection and legacy
- ☐ use TRAILS and LEAVES to organize writing

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.