

FAMILY PACKET

Family Packet, Grade 4, Cluster 7, Module 2: People Carry More Than Things

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 reads two poems, "The Roads Between Us" and "What We Carry Forward." Students notice that roads and riverways connect places, while people carry stories, skills, customs, knowledge, laws, art, 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 reading two poems, "The Roads Between Us" and "What We Carry Forward." Our essential question is how people help ideas, knowledge, and traditions travel. Students will notice that roads and riverways connect places, while people carry stories, skills, customs, knowledge, laws, art, and values.

Students will use TRAILS to develop a relationship and a narrator's actions, thoughts, and dialogue. They will use LEAVES to shape emotion and voice. Their main work is a fictionalized perspective narrative grounded in a poem context, followed by two four-line rhyming stanzas in the same character's voice.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to share one idea, skill, story, song, or tradition that another person helped you learn. Discuss how that person's voice and relationship affected what you understood.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to explain how people help ideas, knowledge, and traditions travel. Students develop a relationship through actions, thoughts, and dialogue in a perspective narrative, then create emotion and a specific voice in two rhyming stanzas.

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 develops drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. In plain words, your student learns to write a perspective narrative and a voice poem.

The color map your student uses



TRAILS R + A

Relationship and Actions, the people and what they do



LEAVES E + V

Emotion and Voice, how the speaker feels and sounds



Perspective

The narrator's point of view

How to help without giving the answer

- Ask your student to teach you TRAILS and LEAVES. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you a relationship in a narrative and explain what the actions show.
- Ask what emotion the poem creates and how the voice sounds.
- If your student is stuck, ask about the narrator. Ask who is telling the story and what they see.
- Let your student write the narrative and poem. Your job is to ask good questions, not to supply the answer.

perspective

a particular way of seeing or understanding

Example, a perspective narrative tells the story from one character's point of view.

narrator

the person who tells the story

Example, the narrator might be a trader on an ancient road.

relationship

the way people connect to each other

Example, a relationship between a teacher and a student helps knowledge travel.

emotion

a feeling a poem creates

Example, a poem might create hope, pride, or curiosity.

voice

the way a speaker sounds in a poem

Example, a voice might sound hopeful, thoughtful, or determined.

dialogue

words spoken by characters

Example, dialogue shows what characters say to each other.

stanza

a group of lines in a poem

Example, a poem may have two four-line rhyming stanzas.

rhyme

words that end with the same sound

Example, "years" and "tears" rhyme.

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 perspective 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 voice poem

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 emotion and voice, and explain how the narrator's perspective changes what the reader understands.

Answer for families. The emotion might be hopeful or proud. The voice might sound determined or curious. The narrator's perspective shows what they see and understand.

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

- Who helps knowledge travel in our family or community?
- How can a relationship change what a narrator says and does?
- What makes a poetic voice sound hopeful, thoughtful, questioning, proud, curious, cautious, or determined?
- If another person told the same experience, what might the reader learn?
- What is one idea or tradition someone carried forward to you?

Pass-the-Paraphrase

One person tells a short family memory. The next person paraphrases it to someone else. Compare the final version with the first and discuss how information traveled from person to person.

Voice Switch

Retell one familiar event from two people's points of view. Ask what each person knows, feels, and helps the listener understand.

6 What Strong Work Looks Like

Here is a strong perspective narrative and voice poem about how people carry ideas.

Prompt. Select one context actually present in the poems. Write a fictionalized scene and two voice stanzas that show what a person carries forward.

Perspective Narrative

At Mali's market, I watched people come from distant lands while goods moved from place to place. A traveler stopped beside me and shared a tale from the long journey. "What will you carry away from this market?" the traveler asked. I thought about the goods before us, but I also remembered that knowledge traveled at the same pace. "I will carry your story," I answered. I listened, repeated the tale, and promised to share it. The market had brought us together, and our new relationship gave the knowledge another path.

Voice Poem

I carry the lesson, I carry the song; / I learn from the past and I pass it along.

Explanation

The narrative uses TRAILS to develop a relationship, actions, a thought, and dialogue. The poem uses LEAVES to shape emotion and voice in two rhyming stanzas.

Checklist for strong work

- ☐ The narrative includes TRAILS R + A and a setting from a poem.
- ☐ The narrative has a clear narrator, relationship, two actions, one thought, and two lines of dialogue.
- ☐ The poem includes LEAVES E + V and keeps the same perspective.
- ☐ The poem uses two four-line rhyming stanzas to make voice audible.
- ☐ The student can explain what another narrator might help the reader learn.

7 Progress at Home

My student can...

- ☐ explain how people help ideas, knowledge, and traditions travel
- ☐ show a relationship with two actions, one thought, and dialogue
- ☐ create emotion and a specific poetic voice
- ☐ use evidence from the poems without adding unsupported historical details
- ☐ write a perspective narrative and two four-line rhyming stanzas

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.