

## FAMILY PACKET

# Family Packet, Grade 4, Cluster 7, Module 3: Connections Create Change

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 continues our Grade 4 Narrative and Poetry cluster. In Module 3, "Connections Create Change," students ask how one connection, idea, or experience can create effects that last beyond the moment.

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

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#### En español

Todo este paquete también está disponible en español.

## 1 Family Letter

**Dear Families,**

This week your student continues our Grade 4 Narrative and Poetry cluster, "Paths, People, and What We Carry Forward." In Module 3, "Connections Create Change," students ask how one connection, idea, or experience can create effects that last beyond the moment.

Students will read "The Roads Between Us" and "What We Carry Forward." They will trace cause, connection, immediate consequence, and longer consequence, and consider perspective. Students will create a three-paragraph perspective narrative with an Important Moment and Lesson or Lasting Effect, then compress that effect into a voice poem with imagery, comparison, repetition or echo, rhyme, and central emotion.

With appreciation,

*[Classroom teacher signature]*

*The Writing Academy, LLC*

### ASK FOR A DEMONSTRATION

Ask your student to share a custom, lesson, song, or story that has continued in your family. Ask what effect it had at first, what effect it still has, and whether each person might view it in the same way.

## 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to trace a cause through a connection to an immediate and a longer consequence, explain why perspectives may differ, build a narrative around an Important Moment and Lesson or Lasting Effect, and use artistic language and echo or sound to concentrate meaning in a voice poem.

### 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 show how connections create change.

### The color map your student uses



#### Cause

What starts a connection or event



#### Consequence

An effect or result that follows



#### Perspective

A way of seeing or understanding

### How to help without giving the answer

- Ask your student to teach you the difference between cause and consequence. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you an immediate consequence and a longer consequence in a story.
- Ask what makes a moment important in a narrative.
- If your student is stuck, ask about the connection. Ask what happened because people, ideas, or goods moved.
- Let your student write the narrative and poem. Your job is to ask good questions, not to supply the answer.

**cause**

what starts a connection or event

*Example, a cause might be a new road connecting two cities.*

**consequence**

an effect or result

*Example, a consequence might be that people share new ideas.*

**immediate consequence**

an effect that happens right away

*Example, traders meet and share goods immediately.*

**longer consequence**

an effect that continues or appears later

*Example, the shared ideas change how people think over time.*

**perspective**

a way of seeing or understanding

*Example, two people might view the same connection differently.*

**Important Moment**

the moment that changes what happens next

*Example, the Important Moment might be when two people meet and share an idea.*

**Lasting Effect**

an influence that continues over time

*Example, a Lasting Effect might be a tradition that continues for generations.*

**echo**

a repeated word or structure in a poem

*Example, an echo makes an idea stay in the listener's mind.*

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 with Important Moment

| Part                    | What it does                                    |
|-------------------------|-------------------------------------------------|
| <b>Before</b>           | Shows what came before the connection           |
| <b>Important Moment</b> | Shows the moment that changes what happens next |
| <b>After</b>            | Shows the lesson or lasting effect              |

### LEAVES for voice poem with echo

| Element                   | What it does                                          |
|---------------------------|-------------------------------------------------------|
| <b>Imagery</b>            | Words that help the reader picture or sense something |
| <b>Comparison</b>         | Shows how two things are alike or different           |
| <b>Repetition or echo</b> | Repeats a word or structure to make an idea memorable |
| <b>Rhyme</b>              | Words that end with the same sound                    |
| <b>Central emotion</b>    | The main feeling the poem creates                     |

### Mini version to use at home

#### Try it together

Choose a family story. Have your student trace the cause, connection, immediate consequence, and longer consequence. Then ask your student to write a voice poem that concentrates the lasting effect.

**Answer for families.** The cause might be a family moving to a new place. The connection might be meeting a new friend. The immediate consequence might be learning a new tradition. The longer consequence might be that the tradition continues in the family.

**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 the difference between an immediate consequence and a longer consequence?
- Why might two people have different perspectives on one connection?
- What makes a moment important in a narrative?
- How can rhyme, repetition, or echo make an idea stay in a listener's mind?
- What is one legacy you would preserve, question, strengthen, or change?

#### Before, Moment, After

Choose a family lesson, custom, song, or story. Describe what came before, the important moment when it was shared, and what lasted afterward. Discuss what stayed, what changed, and why its influence still matters.

### **Hear the Echo**

Read a short poem aloud twice. Tap once for rhyme and twice for a repeated word or structure. Discuss which words the sound made you notice.

## 6 What Strong Work Looks Like

Here is a strong narrative and voice poem about how connections create change.

*Prompt. Write a three-paragraph perspective narrative with an Important Moment and a lasting effect, then a voice poem that concentrates the same effect.*

### **Narrative, Before, Important Moment, After**

Before reaching Timbuktu, a scholar had crossed the desert to learn where books and thought met. The journey changed at the moment another person opened a book and shared knowledge, and the scholar understood that trade routes could carry more than gold or salt. Afterward, the scholar carried the idea home in turn. The exchange had ended, but the knowledge now had another road, another mind, and a longer influence.

### **Voice Poem**

I crossed the sand to find a thought, / and what I learned I carried. / Another road, another mind, / the knowledge traveled farther.

### **Explanation**

The narrative uses TRAILS to show Before, the Important Moment, and After. The poem uses LEAVES to concentrate the lasting effect through imagery, repetition, and rhyme.

### **Checklist for strong work**

- ☐ The narrative identifies cause, connection, immediate effect, longer effect, and perspective.
- ☐ The Important Moment is necessary to the narrative.
- ☐ The After paragraph shows a lesson or lasting effect.
- ☐ The poem concentrates the same lasting effect through artistic language and sound.
- ☐ The student can explain the difference between an immediate and a longer consequence.

## 7 Progress at Home

### **My student can...**

- ☐ trace a cause through a connection to immediate and longer consequence
- ☐ explain why perspectives may differ
- ☐ build a narrative around an Important Moment and Lasting Effect
- ☐ use artistic language and sound in a voice poem
- ☐ explain how the two poems connect paths, people, and what we carry forward

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.