



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 1: Lesson 14**

## **End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using specific details from the text. (RI.4.1)  
I can make inferences using specific details from text. (RI.4.1)  
I can determine the main idea using specific details from the text. (RI.4.2)  
I can summarize informational or persuasive text. (RI.4.2)  
I can paraphrase portions of a text that is read aloud to me. (SL.4.2)

**Supporting Learning Targets**

- I can paraphrase information read aloud about animal defense mechanisms.
- I can determine the main idea of “Hearing Sounds through the Ground.”
- I can summarize “Hearing Sounds through the Ground” using the main idea and supporting details found in the text.

**Ongoing Assessment**

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms (50 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In Part 1 of this assessment, students listen to a transcript (from a video about animal defense mechanisms) that is read aloud by the teacher. Since this is part of an assessment of speaking and listening standards, do not distribute this text to students.</li><li>• The learning target “I can summarize informational or persuasive text” (RI.4.2) will be assessed again in Unit 2; use the End of Unit 1 Assessment as a formative assessment of students’ current mastery of that standard, and to inform Unit 2 instruction.</li></ul>

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms (one per student)</li><li>• End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms (answers, for teacher reference)</li><li>• Transcript of “Masters of Disguise” video (one for teacher read-aloud)</li><li>• Tracking My Progress, End of Unit 1 recording form (one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will complete a formal assessment in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none"><li>– Read an informational text.</li><li>– Identify and record the main idea in the graphic organizer.</li><li>– Answer questions that are dependent on the text.</li><li>– Paraphrase information after listening to a text being read aloud.</li></ul></li><li>• Remind them that they will need to refer to the text in order to answer the questions thoroughly. Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in an informational text. This also is an opportunity to discover even more about animal defense mechanisms.</li><li>• Ask students to read the learning targets silently:<ul style="list-style-type: none"><li>– “I can determine the main idea of ‘Hearing Sounds through the Ground.’”</li><li>– “I can summarize ‘Hearing Sounds through the Ground’ using the main idea and supporting details found in the text.”</li><li>– “I can paraphrase information presented in a video on animal defense mechanisms.”</li></ul></li><li>• Have students give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions before beginning the assessment.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms (50 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms</b>.</li><li>• Explain to students that for the first part of the assessment, they will be listening to a transcript from a video—"Masters of Disguise" and that after hearing it read aloud twice they will paraphrase it.</li><li>• Tell them that the first time it is read they should just listen.. The second time, they should complete Part 1 of the assessment.</li><li>• Read the <b>transcript of "Masters of Disguise" video</b> to students.</li><li>• Tell students that they will now listen to the text a second time. Tell them they should now complete Part 1 of the assessment. Explain that when they complete that part, they may move on and continue to work on the remainder of the assessment.</li><li>• Read the transcript of "Masters of Disguise" a second time.</li><li>• Let students know that once they are finished with Part 1, they, may move on and work on the remainder of the assessment.</li><li>• While students are taking the assessment, circulate to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies students are using during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and referring to the text as they answer questions.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li><li>• For some students, this assessment may require more than the 50 minutes allotted. Consider providing students time over multiple days if necessary.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work on the end of unit assessment. Distribute the <b>Tracking My Progress, End of Unit 1 recording form</b>. Remind students that successful learners keep <i>track</i> and <i>reflect</i> on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.</li><li>• Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “determine the main idea using specific details.” They should write what the target means in their own words, by explaining what it means to figure out the main idea of a text and how details are used to support it.</li><li>• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down that they have used in previous lessons. They should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I can’t remember what the word ‘determine’ means.”</li><li>• Collect students’ self-assessments to use as a formative assessment to guide instructional decisions during Units 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for this unit.</li></ul>	



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# Grade 4: Module 2B: Unit 1: Lesson 14

## Supporting Materials



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Transcript from “Masters of Disguise” Video

**Teacher Directions:** Read this transcript aloud twice for students to paraphrase on part 1 of their assessment.

**NARRATOR:** Have you ever wanted to be invisible? Camouflage means disguise. Animals, from insects to mammals, use camouflage to blend into their surroundings, to hide from predators or to catch a meal.

A flounder hides easily on the sandy ocean floor. Only its eyes and gills move. When it swims to a place that looks different, it can change color to blend in again.

A crab decorates itself with bits of shell and rock. Such a costume helps it look like what it isn't...part of the ocean floor.

An alligator snapping turtle lives in the swamps of Florida. Its gray, brown, or black shell and skin match the color of the mud, making it very hard to see.

A horned lizard blends into the gravel of the anthill. It is almost invisible as it sticks out its tongue, lapping up ants as they hurry by.

There is an insect called a walkingstick, and you can see why. When the green walkingstick moves, it looks like a twig shaking in the wind. Where its leg joins the body seems like any stem on the bush. Even the head of the walkingstick looks like a small bud.

Caterpillars are a favorite food for many birds. Birds look for leaves with bite marks, because there might be juicy caterpillars nearby. The most common caterpillar defense is not being seen at all. Being a careful eater is an advantage for a hornworm caterpillar. It covers its tracks by chewing the leaf evenly and quickly.

Then there's the dagger moth caterpillar. It actually hides behind a leaf as it eats. When most of the leaf is gone, the caterpillar chews through the stem, getting rid of the evidence. The leaf falls to the ground...joining the leftovers of other caterpillars in the area.

**End of Unit 1 Assessment:**  
Answering Questions and Summarizing Texts about Animal Defense Mechanisms

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Long-Term Learning Targets Assessed:**

I can paraphrase portions of a text that is read aloud to me. (SL.4.2)

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from text. (RI.4.1)

I can determine the main idea using specific details from the text. (RI.4.2)

I can summarize informational or persuasive text. (RI.4.2)

**Part 1: Listen to the narrator in the video. Complete the graphic organizer to paraphrase what you hear.**

**More Facts about Camouflage as an Animal Defense Mechanism**

<b>Animals That Use Camouflage</b>	<b>Examples of How Camouflage Is Used</b>	<b>How This Helps Animals Survive</b>



**End of Unit 1 Assessment:**

Answering Questions and Summarizing Texts about Animal Defense Mechanisms

**Explain in your own words what this video was about.**

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**End of Unit 1 Assessment:**

Answering Questions and Summarizing Texts about Animal Defense Mechanisms

**Part 2: Read “Hearing Sounds through the Ground” for the gist. Then reread the text and use it to answer the questions below.**



End of Unit 1 Assessment:

Answering Questions and Summarizing Texts about Animal Defense Mechanisms

## Hearing SOUNDS Through the GROUND

By Sharon T. Pochron, Ph.D.

**E**lephants talk to each other. They trumpet, growl, moan, bellow, and squeal. Elephants rumble to each other, too.

In fact, the rumbling is so low that humans can't hear it. But elephants can hear it, and the deep sounds go farther than the higher-pitched sounds that we can hear.

Elephants rumble to warn other elephants that something dangerous is near. When elephant herds hear this rumbling sound, they do things to keep their babies safe. They clump into a tight group to keep their babies close. The entire elephant family turns toward the source of rumbling. Then the elephants slowly leave, as if the rumbling were a warning.

An elephant's rumbling feels strange to humans. It is such a deep, low sound that the ground actually shakes. A team of scientists led by Dr. Caitlin O'Connell-Rodwell of Stanford University wondered if the ground-shaking part of this sound was important to elephants. The scientists thought it was



Elephant rumbles make the ground vibrate.

An earth-shaking discovery about elephants.

possible that elephants might "listen" to the earth shaking beneath their feet.

To find out, the scientists studied wild elephants in Namibia, Africa. They used a machine to

record the shaking that happens when elephants give their rumble call, the same machine scientists use to measure earthquakes. Then the scientists used another machine to shake the ground exactly as if an elephant were rumbling—but without the sound. The scientists played the noiseless shaking to the elephants and watched what the elephants would do.

When the elephants felt the ground rumble, they clumped into a group, they all turned to face in the same direction, and then they left—even though they did not hear the rumble call with their ears.

No one knows how elephants use these earth-shaking sounds in everyday life. Do they rely on sounds through the ground when changing weather blocks their usual calls? Can these vibrations carry a message even farther than rumblings through the air? Scientists have many more questions to answer as they work to learn how elephants talk to one another . . . and what they're saying.

Scientists made the  
ground shake.



Dr. Caitlin O'Connell-Rodwell led an experiment to see what elephant families do when the ground shakes with elephant rumbles.

Photo (top) courtesy of Dr. Caitlin O'Connell-Rodwell; (bottom) by Max Salomon.



1. The third paragraph says, “Elephants rumble to warn other elephants that something dangerous is near. When elephant herds hear this rumbling sound, they do things to keep their babies safe. They clump into a tight group to keep their babies close. The entire elephant family turns toward the source of rumbling. Then the elephants slowly leave, as if the rumbling were a warning.”

What is the main idea of this paragraph?

- a. Elephant rumbling keeps elephant babies safe.
  - b. Elephant rumbling increases the chances of survival for the entire elephant herd.
  - c. Rumbling is a signal of danger.
  - d. When elephants hear rumbling, they leave.
2. Which line from the text is the best evidence to support the answer to Question 1?
    - a. “Elephants rumble to warn other elephants that something dangerous is near.”
    - b. “They clump into a tight group to keep their babies close.”
    - c. “The entire elephant family turns toward the source of the rumbling.”
    - d. “Then the elephants slowly leave.”

**End of Unit 1 Assessment:**  
Answering Questions and Summarizing Texts about Animal Defense Mechanisms

3. Read the following sentence from Paragraph 5 of the text.

“The scientists played the noiseless shaking to the elephants and watched what the elephants would do.”

Which explanation is most appropriate for why scientists played noiseless shaking to the elephants?

- a. To determine if elephants might “listen” to the rumbling
  - b. To see how elephants protect their babies
  - c. To warn the elephants of danger
  - d. To cause the elephants to move to a new location
4. Which line from the text best explains why scientists still have more questions about how elephants talk to one another?
- a. “An elephant’s rumbling feels strange to humans.”
  - b. “The scientists thought it was possible that elephants ‘listen’ to the earth shaking beneath their feet.”
  - c. “When elephants felt the ground rumble, they clumped into a group ... even though they did not hear the rumble call with their ears.”
  - d. “No one knows how elephants use these earth-shaking sounds in everyday life.”
5. In the third paragraph, the text says, “The entire elephant family turns toward the source of rumbling.” What is the best definition of the word *source* as used in the context of this sentence?
- a. thing from which something arises; origin
  - b. manufacturer
  - c. start of a stream or river
  - d. supplier of information



**End of Unit 1 Assessment:**

Answering Questions and Summarizing Texts about Animal Defense Mechanisms

6. Select one sentence from the text that shows a similarity between elephants and humans. Record the sentence below.

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7. List one detail from the text that supports the conclusion that rumbling serves as an elephant defense mechanism.

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**Part 3: Reread the text and determine the main idea of the text. Identify three details that support the main idea.**

***Hearing Sounds through the Ground***

**Main Idea:**

**Supporting Details:**



**End of Unit 1 Assessment:**

Answering Questions and Summarizing Texts about Animal Defense Mechanisms

**Part 4: Summarizing the Text:** After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

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End of Unit 1 Assessment:  
Answering Questions and Summarizing Texts about Animal Defense Mechanisms  
(Answers, for Teacher Reference)

**Long-Term Learning Targets Assessed:**

I can paraphrase portions of a text that is read aloud to me. (SL.4.2)

I can explain what a text says using specific details from the text. (RI.4.1)

I can make inferences using specific details from text. (RI.4.1)

I can determine the main idea using specific details from the text. (RI.4.2)

I can summarize informational or persuasive text. (RI.4.2)

**Part 1: Listen to the narrator in the video. Complete the graphic organizer to paraphrase what you hear.**

**More Facts about Camouflage as an Animal Defense Mechanism**

<b>Animals That Use Camouflage</b>	<b>Examples of How Camouflage Is Used</b>	<b>How This Helps Animals Survive</b>
<b>Possible answers:</b> Flounder Crab Alligator Horned lizard Walking stick	<b>Possible answers:</b> <ul style="list-style-type: none"><li>• Only gills and eyes of flounder move, allowing it to blend in with the ocean floor</li><li>• Walking stick mimics a twig shaking in the wind</li></ul>	<b>Possible answer:</b> <ul style="list-style-type: none"><li>• The predator thinks the walking stick is a twig, so instead of eating it, it keeps going looking for food.</li></ul>

Explain in your own words what this video was about.

**Camouflage means disguise. Many animals use camouflage to protect themselves or catch food.**



End of Unit 1 Assessment:  
Answering Questions and Summarizing Texts about Animal Defense Mechanisms  
(Answers, for Teacher Reference)

1. The third paragraph says, “Elephants rumble to warn other elephants that something dangerous is near. When elephant herds hear this rumbling sound, they do things to keep their babies safe. They clump into a tight group to keep their babies close. The entire elephant family turns toward the source of rumbling. Then the elephants slowly leave, as if the rumbling were a warning.”

What is the main idea of this paragraph?

- a. Elephant rumbling keeps elephant babies safe.
  - b. **Elephant rumbling increases the chances of survival for the entire elephant herd.**
  - c. Rumbling is a signal of danger.
  - d. When elephants hear rumbling, they leave.
2. Which line from the text is the best evidence to support the answer to Question 1?
- a. **“Elephants rumble to warn other elephants that something dangerous is near.”**
  - b. “They clump into a tight group to keep their babies close.”
  - c. “The entire elephant family turns toward the source of the rumbling.”
  - d. “Then the elephants slowly leave.”

End of Unit 1 Assessment:  
Answering Questions and Summarizing Texts about Animal Defense Mechanisms  
(Answers, for Teacher Reference)

3. Read the following sentence from Paragraph 5 of the text.

“The scientists played the noiseless shaking to the elephants and watched what the elephants would do.”

Which explanation is most appropriate for why scientists played noiseless shaking to the elephants?

- a. **To determine if elephants might “listen” to the rumbling**
- b. To see how elephants protect their babies
- c. To warn the elephants of danger
- d. To cause the elephants to move to a new location

4. Which line from the text best explains why scientists still have more questions about how elephants talk to one another?

- a. “An elephant’s rumbling feels strange to humans.”
- b. “The scientists thought it was possible that elephants ‘listen’ to the earth shaking beneath their feet.”
- c. “When elephants felt the ground rumble, they clumped into a group ... even though they did not hear the rumble call with their ears.”
- d. **“No one knows how elephants use these earth-shaking sounds in everyday life.”**

5. In the third paragraph, the text says, “The entire elephant family turns toward the source of rumbling.” What is the best definition of the word *source* as used in the context of this sentence?

- a. **thing from which something arises; origin**
- b. manufacturer
- c. start of a stream or river
- d. supplier of information

**End of Unit 1 Assessment:**  
**Answering Questions and Summarizing Texts about Animal Defense Mechanisms**  
(Answers, for Teacher Reference)

6. Select one sentence from the text that shows a similarity between elephants and humans. Record the sentence below.

**Possible sentence choices:**

- **“Elephants talk to each other.”**
- **“They do things to keep their babies safe.”**
- **“Elephants ... warn other elephants that danger is near.”**

7. List one detail from the text that supports the conclusion that rumbling serves as an elephant defense mechanism.

**Possible details: “When they felt the ground rumble, they clumped into a group”; “They all turned to face the same direction”; “Then they left.”**

**Part 3: Reread the text and determine the main idea of the text. Identify three details that support the main idea.**

<i>Hearing Sounds through the Ground</i>	
<p><b>Main Idea:</b></p> <p><b>Possible answer: Elephants using rumbling to warn one another of danger and communicate to the whole herd.</b></p>	<p><b>Supporting Details:</b></p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• <b>Rumblings are so low that they shake the ground.</b></li> <li>• <b>When one elephant rumbles, the herd groups together, protects the babies, and moves to safety.</b></li> <li>• <b>Scientists studied the rumblings and the ground-shaking to decide why they are important.</b></li> </ul>



End of Unit 1 Assessment:  
Answering Questions and Summarizing Texts about Animal Defense Mechanisms  
(Answers, for Teacher Reference)

**Part 4: Summarizing the Text:** After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

Possible Answer:

**Elephants communicate with one another through rumblings, deep sounds that human ears cannot hear. These rumblings are so low that they shake the ground! Elephants use rumbling to as a defense mechanism to warn one another about coming danger. When one elephant rumbles, the herd forms a tight clump with the babies at the center. They slowly leave the area together, all facing the same direction. Scientists conducted an experiment to determine if elephants used the ground-shaking as a defense the way they use the rumbling. They discovered that even without the sound, the reaction of the elephants was similar. This left scientists wondering why and how elephants use both the rumbling and the ground-shaking in their daily lives.**



Tracking My Progress End of Unit 1

Name:

Date:

**Learning target:** I can determine the main idea using specific details from the text

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress End of Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can summarize a text using the main idea and supporting details found in the text.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress End of Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can paraphrase information presented in a text read aloud to me.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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