

Name: _____

Dates: 4/13-4/17

4th Grade ELA

Parents please note that moving forward all academic packets will be available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

4th Grade ELA Frequently Asked Questions:

How often are ELA assignments given?

- Articles are assigned daily (M-F). Scholars should be reading and annotating the assigned article. After they read and annotate the text, they should complete the quiz.

Are the ELA packet assignments the same as the NewsELA online assignment?

- Yes, the assignment in the 4th grade ELA packet is exactly the same as the assignment on NewsELA. See the next question regarding specifics.

Should my scholar complete the 4th Grade ELA packet or the NewsELA online work?

- If your scholar *has* access to a device and internet connection, he should be completing the assignments online via NewsELA. Teachers will check scholars' progress daily and provide feedback on their work.
- If your scholar *does not* have access to the NewsELA app or website, please have him complete the assignments in the packet. At the conclusion of each day, take a picture of the quiz and send it via the Remind app to either Mrs. Stines or Mrs. Capone so your scholar can receive credit.

Where can my scholar find support for the topics/skills covered?

- Mrs. Stines & Mrs. Capone hold daily Zoom ELA lessons at 10 a.m. to review the concept/skill for that day. Join the Remind app to get the link each day.
- Scholars can also visit the Brighter Choice YouTube page for assistance. Fourth grade has its own channel on the Brighter Choice page that includes videos of the concepts covered.
- Scholars can utilize the anchor charts pictured on the first page of each assignment to review the concept prior to starting the article.

Name: _____

Date: Monday 4/13/2020

BCCS-Boys

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

[CCSS.ELA-Literacy.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Theme

The theme is the **BIG IDEA** or the lesson the author wants you to take away after reading the story.

To help you identify the theme you can ask yourself these questions after reading a story.

1. What was the problem or issue in the story?
2. What did the characters learn?
3. How did the characters feelings or actions change in the story?

Unlike the summary and main idea of a story, themes are general and could apply to multiple stories.

Common Themes

Friendship

Family

Jealousy

Love

Hard Work

Acceptance

Overcoming Challenges

Courage

Loyalty

Respect

Team Work

Self Confidence

Hope

Honesty

Main Idea:

Author's Purpose:

See You at the Pole



"Because those who are penguined will never part for very long." Photo by: David Schultz/Mint Images/Getty

By Nurit Zarchi, translated by Annette Appel, The Short Story Project **Published:** 10/23/2019

Word Count: 1092

"Sir, I have something for you."

Mr. Zoom stopped walking and looked around.

Cars whizzed by, people strode past, but a deliveryman reached out and handed Mr. Zoom a package.

"Why me?" said Mr. Zoom who was hurrying to his office.

"Because everybody should make time to help somebody else," said the deliveryman.

Mr. Zoom turned. He wanted to get going.

"But don't take off the wrapping," shouted the deliveryman as he rounded the corner and disappeared.

He left the package on the hood of the nearest car.

Mr. Zoom was in a big rush, and planned to walk away, but he thought he heard something.

It was the package.

He put his ear next to the box and asked, "What? Tadpole? Did you say tadpole?"

The package quivered and Mr. Zoom walked toward the small pond in the middle of the park. He wanted to get rid of the package as quickly as possible and go to his office.

When he reached the pond, he said to the package, "Is this what you meant?"

The voice inside said something.

"Oh," said Mr. Zoom. "Did you mean patrol? I really don't have time for this right now. I'm in a big rush to get to the office."

But the package said it again, and Mr. Zoom hurried off to look for a patrol car.

He walked along busy streets, waited at crosswalks, rushed past a road block until he finally saw a policeman on patrol. "Here we are! Is this what you meant?"

"Profiterole," said the package.

"Can you try to speak more clearly?" Mr. Zoom was getting frustrated. "We walked halfway across town and now you want a fancy piece of cake?"

The package quivered again and so Mr. Zoom marched over to the nearest drugstore and bought a pack of Oreo cookies.

"Good enough?" he asked.

"Superbowl," answered the package.

"Stop it," said Mr. Zoom. "This is getting ridiculous. I was just minding my own business, walking to the office. Everyone over there is waiting for me. Now, I must be going crazy, taking orders from a package?!"

The package did not answer and Mr. Zoom rushed off toward his office.

It was already very late and when he arrived, and the place was empty.

"Happy now?" Mr. Zoom said as he threw the package on the table.

One corner of the package tore open.

"For a stroll," whispered the package.

"What?" said Mr. Zoom. "After I dragged you here and there and everywhere, now you want to go out again for a stroll?"

The package trembled and Mr. Zoom said, "You have to speak clearly if you want to be understood."

"Out of control," said the package.

"I'm out of control?" said Mr. Zoom. "How dare you!" And he ripped off the wrapping in a frenzy.

"Oh my," said Mr. Zoom. "It is an egg!"

And the egg, of which Mr. Zoom could now hear very clearly, said, "The South Pole. Open on Sunday."

"Today is Friday," Mr. Zoom said in alarm. "And I opened the package three days too early. What should I do now? The South Pole can wait, but the egg cannot."

He cleared away all the documents and files, chose the softest pillow, hung a sign on the door that read "Do not disturb! Important meeting!" and sat to brood on the egg.

"Not much else I can do," sighed Mr. Zoom. "Everybody should make time to help somebody else."

He sat one day, he sat for two days. On the third day, it seemed that the egg was not so comfortable anymore because it rocked and jumped until it cracked into two.

And who came out?

"Welcome!" said Mr. Zoom. It was a baby penguin.

"Papa?" said the baby.

"In a manner of speaking," answered Mr. Zoom and decided to call him Pinny.

"South pole here?" asked Pinny.

"South pole there," answered Mr. Zoom, because he wanted little Pinny to know where he belonged. He hung up a new sign on the door to his office that read, "Be back soon," reserved a ticket to the South Pole on his phone, put Pinny in a baby carrier, and the two flew out that very day.

When they got off the plane, they got onto a sleigh and went straight to the reserve.

There, they saw hundreds of penguins — brooding, swimming in the ocean, or just walking back and forth.

"South pole here?" asked little Pinny.

"Basically speaking," said Mr. Zoom, who was looking around but did not recognize anyone.

"Excuse me," someone ran up to them and said. "I've been waiting for you for three days!"

"Mama," shouted little Pinny, and he ran over to his mother. She gave him a great big hug and then introduced herself to Mr. Zoom. "Nice to meet you. I am Penina. I wish to thank you very much, sir. I was so worried. It is lucky that there are still people in the world who are willing to take care of someone other than themselves."

Little Pinny held on to Mr. Zoom's hand on the left, and onto Penina on the right, and the three took a walk along the shore, gazing at the icebergs humming:

"The tip of the iceberg is all you can see. The most important part lies deep in the sea."

"The time has come to say goodbye," said Mr. Zoom, as he spotted the sleigh waiting for him nearby.

"You will never leave, in a manner of speaking," said little Pinny, who really hadn't learned how to speak so well yet.

And Mr. Zoom, who already knew how to speak, said, "That is true. How can I go and leave the little baby behind. I'm the one who penguinized him."

But Penina said, "Don't worry, sir. I am here."

The sleigh bells chimed impatiently, so Mr. Zoom gave Pinny one last hug. "I have two phones," he said. "Here. Take one. Call me whenever you miss me."

Then he shook Penina's hand and got on the sleigh.

As the sleigh slid by Pinny, he called out, "In a manner of speaking, I penguinized you! Will you ever come back?"

"Of course," called Mr. Zoom. "We will all travel from here to there and from there to here. Because those who are penguinized will never part for very long."

"See you tomorrow," called little Pinny to the sled as it pulled away.

And Mr. Zoom shouted back in the wind, "Life is an adventure. Let's make that a goal. We'll meet again soon. See you at the Pole."

Quiz

1. How does Penina feel about Mr. Zoom bringing Pinny to the South Pole?

- (A) annoyed
- (B) grateful
- (C) worried
- (D) relaxed

2. What lesson does Mr. Zoom learn?

- (A) People should do their best to help others.
- (B) The South Pole is closer than he imagined.
- (C) Baby penguins can be interesting pets.
- (D) It is always more fun to go on trips with friends.

3. Read the sentence below from the story.

Cars whizzed by, people strode past, but a deliveryman reached out and handed Mr. Zoom a package.

What does the word "strode" mean?

- (A) crawled
- (B) flew
- (C) jumped
- (D) walked

4. Read the sentence below from the story.

And he ripped off the wrapping in a frenzy.

Which word has the SAME meaning as "frenzy"?

- (A) calm
- (B) while
- (C) craze
- (D) surprise

5. What is the central message/theme of this text? Use two details from the text to support your response.

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Common Core Standards & Skills:

[CCSS.ELA-Literacy.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.4.5](#)






Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

My Mini Anchor Chart

Text Structure

Authors of non-fiction text organize their writing in a way that is helpful to their readers. The way they choose to organize their text is called text structure.

There are five main non-fiction text structures.

Type	Explanation	Key Words
Cause & Effect 	The text shares information about an event and what caused it to occur.	cause, effect, since, then, because, if, when, so
Compare & Contrast 	The text has two or more ideas or topics and the author writes about the similarities and differences.	like, unlike, but both, also, most, similar to, different from
Description 	The text provides a detailed description of the topic of the text.	to begin with, for instance, examples of, features include
Sequence 	The text is written in order of events or chronological order.	first, next, then, finally, before, after, during, meanwhile
Problem & Solution 	The text includes information about a problem and possible or attempted solutions.	problem, solution, because, since, the issue is, resolved by

Good readers pay attention to the text structure to help deepen their understanding of the text.

Main Idea:	Author's Purpose:
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At 92, the queen of England shares her first Instagram post



Image 1. Queen Elizabeth II visits the Science Museum to announce its summer exhibition, Top Secret, on March 7, 2019, in London, England. During her visit, the queen published her first Instagram post, an archive image of a letter from Charles Babbage to Prince Albert, on the @theRoyalFamily Instagram account. Photo by: Max Mumby/Indigo/Getty Images

By Washington Post, adapted by Newsela staff **Published:**03/20/2019 **Word Count:**596

LONDON, England — Britain's Queen Elizabeth II published her first Instagram post. It was posted on March 7. She wrote it while visiting London's Science Museum.

The queen was dressed head to toe in bright orange clothes. She wore pearls and dark gloves. The 92-year-old queen appeared to be in good spirits as she published the image using an iPad.

The surrounding crowd applauded as the image was shared to the Royal Instagram account. It has more than 4.5 million followers. The account was launched in 2013. It is regularly updated by the royal family's employees. They post news and updates about the work of the queen and other members of the royal family. This marks the first time the queen has updated the account herself.

Early Computers

The queen was on a visit to open the new Smith Centre at the museum. She helped the museum announce a major summer exhibition.

"Today, as I visit the Science Museum I was interested to discover a letter from the Royal Archives," she wrote. The letter was written in 1843, to her great-great-grandfather Prince Albert. Charles

Babbage is credited as the world's first computer inventor. Prince Albert had the opportunity to see an early model of Babbage's computer in July 1843, the queen wrote.

"In the letter, Babbage told Queen Victoria and Prince Albert about his invention the 'Analytical Engine,'" she wrote. The first computer programs were created by Ada Lovelace, the queen wrote. Lovelace was a daughter of Lord Byron, a famous British poet.

Science Museum Teaches About Communications

The queen said she had the chance to learn about children's computer coding plans while at the museum. It made sense to publish her first Instagram post at the Science Museum, she continued. After all, the museum supports technology and helping young people become inventors, she said.

The queen signed the post with her well known signature: Elizabeth R.

The museum's new exhibition is called "Top Secret." It explores more than 100 years of communications intelligence. It shows how the government gathers information to keep the country safe. It includes handwritten papers and government writings that used to be secret. It has old objects people have not been allowed to see before.

In 1958, the queen made her first telephone call. In 1976, she sent her first email from an army military base. The British royal family's website was launched by the queen in 1997. In 2014, the queen supposedly sent her first tweet from the Science Museum. Some are not convinced that the queen sent the tweet, though. They argue that she had help from a worker.

Royal Family Receive Mixed Messages Online

Earlier in the week, the royal family made changes to their social media accounts. They released new guidelines. They hope to stop hurtful comments being left online. In recent months, two members of the royal family have been the subject of hateful comments posted to their official accounts.

Users found to be breaking the new rules will be deleted and blocked. They may even be reported to law enforcement.

The royal social media accounts receive a number of angry comments. Reaction to the queen's first post was mostly good, though. Many users thanked the queen for her post and celebrated her use of the platform.

Quiz

1. Read the paragraph from the introduction [paragraphs 1-3].

The surrounding crowd applauded as the image was shared to the Royal Instagram account. It has more than 4.5 million followers. The account was launched in 2013. It is regularly updated by the royal family's employees. They post news and updates about the work of the queen and other members of the royal family. This marks the first time the queen has updated the account herself.

Which detail from the paragraph supports the conclusion that the Royal Instagram account is popular?

- (A) It has more than 4.5 million followers. The account was launched in 2013.
- (B) It is regularly updated by the royal family's employees.
- (C) They post news and updates about the work of the queen and other members of the royal family.
- (D) This marks the first time the queen has updated the account herself.

2. Read the section "Science Museum Teaches About Communications." Which selection from the section shows that the queen has a history of using new technologies invented in her lifetime?

- (A) After all, the museum supports technology and helping young people become inventors, she said.
- (B) The museum's new exhibition is called "Top Secret." It explores more than 100 years of communications intelligence.
- (C) In 1976, she sent her first email from an army military base. The British royal family's website was launched by the queen in 1997.
- (D) In 2014, the queen supposedly sent her first tweet from the Science Museum. Some are not convinced that the queen sent the tweet, though.

3. What caused the royal family to make new guidelines for their social media accounts?

- (A) They want to give the queen more chances to post on Instagram and Twitter.
- (B) They want to help more young children access the family's official posts.
- (C) They want to report people who fail to view or comment on their recent posts.
- (D) They want to stop people from leaving hurtful comments about family members.

4. What is the relationship between the museum's new exhibit and the queen?

- (A) The new exhibit includes the queen's own handwritten papers telling the government what to do.

(B) The new exhibit includes letters written to one of the queen's relatives about the first computer programs.

(C) The new exhibit outlines computer programs written for the queen by the daughter of a famous British poet.

(D) The new exhibit outlines the queen's efforts to promote children's computer coding plans and programs

5. How did the author organize the section, "Royal Family Receive Mixed Messages Online"? Use two details from the text to support your response. (Text Structures: Sequence, Cause & Effect, Problem & Solution, Compare and Contrast, etc.)

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BCCS-Boys

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Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

[CCSS.ELA-Literacy.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Character Feelings & Traits

The characters you read about in stories have feelings and personality traits just like you.



Character Feelings

Character's feelings are the emotions they have in response to a specific situation. They can change over time.

vs.

Character Traits

Character's traits are the part of their personality that is consistent over time. Traits don't change as quickly as feelings.

Character Feelings	Character Traits
happy	kind
sad	generous
angry	shy
upset	rude
scared	respectful
jealous	principled

Main Idea:

Author's Purpose:

The Baker's Daughter



When the girl thought the bread should be ready she looked in the oven expecting to find there a small cake, and was very much amazed to find instead a very large loaf of bread. Photo: Enadan/Shutterstock

By Charles John Tibbits **Published:**02/14/2020 **Word Count:**633

A very long time ago, I cannot tell you when, it is so long since, there lived in a town in Herefordshire a baker who used to sell bread to all the folk around. He was a mean, greedy man, who sought in every way to put money away, and who did not scruple to cheat such people as he was able when they came to his shop.

He had a daughter who helped him in his business, being unmarried and living with him, and seeing how her father treated the people, and how he succeeded in getting money by his bad practices, she, too, in time came to do the like.

One day when her father was away, and the girl remained alone in the shop, an old woman came in.

"My pretty girl," said she, "give me a bit of dough I beg of you, for I am old and hungry."

The girl at first told her to be off, but as the old woman would not go, and begged harder than before for a piece of bread, at last the baker's daughter took up a piece of dough, and giving it to her, said:

"There now, be off, and do not trouble me any more."

"My dear," says the woman, "you have given me a piece of dough, let me bake it in your oven, for I have no place of my own to bake it in."

"Very well," replied the girl, and, taking the dough, she placed it in the oven, while the old woman sat down to wait till it was baked.

When the girl thought the bread should be ready she looked in the oven expecting to find there a small cake, and was very much amazed to find instead a very large loaf of bread. She pretended to look about the oven as if in search of something.

"I cannot find the cake," said she. "It must have tumbled into the fire and got burnt."

"Very well," said the old woman, "give me another piece of dough instead and I will wait while it bakes."

So the girl took another piece of dough, smaller than the first piece, and having put it in the oven, shut the door. At the end of a few minutes or so she looked in again, and found there another loaf, larger than the last.

"Dear me," said she, pretending to look about her, "I have surely lost the dough again. There's no cake here."

"'Tis a pity," said the old woman, "but never mind. I will wait while you bake me another piece."

So the baker's daughter took a piece of dough as small as one of her fingers and put it in the oven, while the old woman sat near. When she thought it ought to be baked, she looked into the oven and there saw a loaf, larger than either of the others.

"That is mine," said the old woman.

"No," replied the girl. "How could such a large loaf have grown out of a little piece of dough?"

"It is mine, it is sure," said the woman.

"It is not," said the girl, "and you shall not have it."

Well, when the old woman saw that the girl would not give her the loaf, and saw how she had tried to cheat her, for she was a fairy, and knew all the tricks that the baker's daughter had put upon her, she drew out from under her cloak a stick, and just touched the girl with it. Then a wonderful thing occurred, for the girl became all of a sudden changed into an owl, and flying about the room, at last, made for the door, and, finding it open, she flew out and was never seen again.

Quiz

1. Which statement summarizes the MAIN events in this story?

- (A) A baker in Herefordshire was a very greedy man who cheated people. His daughter learned from him and acted the same way toward others.
- (B) The daughter of a baker tries to cheat an old woman out of her loaves of bread. The old woman is a fairy who turns the girl into an owl.
- (C) An old woman begs the daughter of a baker for a bit of dough. When the girl cooks the dough, the loaf in the oven is larger than she expected.
- (D) A father leaves his daughter in charge of his shop in Herefordshire. She bakes loaves of bread for an old woman who is really a fairy.

2. Which answer choice explains the theme shown by this story?

- (A) Helping other people can be its own reward.
- (B) Working together can bring unexpected results.
- (C) People suffer consequences from being dishonest.
- (D) Children should follow the example of their parents.

3. What does the girl's response to the cooked loaves reveal about her?

- (A) She has become a very talented baker.
- (B) She is frightened by the fairy's magic.
- (C) She wants to learn the old woman's secrets.
- (D) She acts selfish toward those in need.

4. How would the story be different if it were told from the old woman's point of view?

- (A) It would reveal that the old woman is a fairy earlier in the story.
- (B) It would tell why the girl refused to give the woman bread.
- (C) It would explain where the girl went at the end of the story.
- (D) It would show that the girl did not really become an owl.

5. What does the text reveal about the Baker's Daughter? Use two details from the text to support your response.

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Common Core Standards & Skills:

[CCSS.ELA-Literacy.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Main Idea

The Main Idea is what the entire text is mostly about. The details included in the text will connect back to the main idea.

You can:

- Write the main idea in 1-2 sentences.
- Write a main idea for an entire text, a paragraph, or a chapter.
- Write the main idea for non-fiction or fictional texts

Main idea:
Ice cream is the best summer treat.

Supporting Detail:
Ice cream is cold, and it refreshes you on a hot summer day.

Supporting Detail:
There are so many different types of ice cream, everyone can find a treat they enjoy.

Supporting Detail:
You can eat ice cream on a stick or in a cone, so it is a really easy treat to take with you on a busy summer day.

© Mrs. M. Starn 2018

Main Idea:

Author's Purpose:

Michael Platt, 13, has a love of baking and of helping those in need

By Washington Post, adapted by Newsela staff on 07.08.19 Word Count 679 Level 810L



Image 1. Michael Platt makes a lemon cake at his home in Bowie, Maryland. The 13-year-old started Michaels Desserts and gives away one cupcake to the homeless for every one he sells. Photo by: Katherine Frey/The Washington Post

BOWIE, Maryland — Michael Platt has always loved two things: Martin Luther King Jr. and cupcakes.

He imagined ways he too could fight for justice. He learned about the number of children who go hungry. He also spent afternoons at his computer at his home in Maryland. He would be amazed by videos of bakers who changed eggs, flour and water into edible works of art.

His parents gave him a pair of Toms shoes for Christmas three years ago. For every pair of shoes sold, Toms gives a pair of shoes to people in need. Michael saw a way to connect his passions. At age 11, he founded a bakery that works like Toms shoes. For every cupcake that Michael sells, he donates one to the homeless and the hungry. Twice a month, he passes out goodies around the country's capital, Washington, D.C.

Michael is now 13 years old. He said he especially enjoys handing out cupcakes to kids. "I know I like cupcakes, but also cupcakes are part of a child's childhood so they should get them," said Michael.

A Purpose For Himself And Others

Michael calls his baking business Michaels Desserts. He left out the apostrophe as a reminder that he is baking for others, not himself.

"I always wanted to have a purpose for what I do," he said. "It's all about helping people — not just having a purpose for yourself, but thinking about, 'How does this touch other things?'"

Michael sells roughly 75 cupcakes a month. That means, of course, that he must also make the same amount of treats to give away.

Sometimes Michael helps raise money for hunger- fighting nonprofit groups, too. He spent a morning in June teaching a baking class. Tickets sold for the class raised money for No Kid Hungry. This group provides food to kids who do not have enough to eat.

Baking Is Calming

Michael can spend time baking because he is home-schooled by his mother. Michael had to stop going to public school in sixth grade when he found out he had epilepsy. Epilepsy is a medical condition in the brain that causes seizures, or extreme shaking and loss of consciousness. His seizures became too severe and happened too often. He couldn't sit in a classroom, his mother explained.

"It was a very, very difficult time," she said. "He had to stop everything he loved: gymnastics, climbing trees, diving. So that's when he kind of threw himself into baking."

Michael said that baking makes him feel calm.

Michael knew from the beginning that he wanted his business to do more than make money. That's why his bakery's mission is to fight hunger and give back. This idea carries through to his treats. Michael calls his cupcakes "freedom fighter cupcakes."

"I choose a person to base a cupcake off for each month," Michael said. "And each month I have a flavor that represents them." He also tells the person's story on his Instagram page.

Special Flavors For Historical Figures

June's freedom fighter is writer Maya Angelou. Her cupcake is a banana pudding cupcake because she loved that dessert, Michael said. Nelson Mandela fought to end segregation in South Africa. His chocolate cupcake is in November. Michael likes to shape the dark frosting to look like Mandela's hair.

Martin Luther King Jr. is the only person to receive two months: January and February. His cupcake is stuffed with sweet potato pie filling because "that's a traditional African-American pie," Michael's mother explained.

Michael hopes his cupcakes teach people about the past. He wants his desserts to excite others to work for social change.

Sometimes, Michael admits, he grows tired of being in the kitchen.

Then he remembers the homeless boy he met while handing out cupcakes. A couple of days afterward, the boy's father messaged Michael. He said that his son, encouraged by Michael's example, now wants to become a baker.

That story keeps him going, Michael said.

Quiz

1. Re-Read the section "A Purpose For Himself And Others."

Which selection from the section supports the conclusion that Michael Platt helps people in more than one way?

- (A) Michael calls his baking business Michaels Desserts. He left out the apostrophe as a reminder that he is baking for others, not himself.
- (B) "It's all about helping people — not just having a purpose for yourself, but thinking about, 'How does this touch other things?'"
- (C) Michael sells roughly 75 cupcakes a month. That means, of course, that he must also make the same amount of treats to give away.
- (D) He spent a morning in June teaching a baking class. Tickets sold for the class raised money for No Kid Hungry.

2. Re-Read the section "Special Flavors For Historical Figures."

Which sentence from the section shows that Michael is motivated by some of the response he has received?

- (A) Michael likes to shape the dark frosting to look like Mandela's hair.
- (B) Michael hopes his cupcakes teach people about the past.
- (C) Sometimes, Michael admits, he grows tired of being in the kitchen.
- (D) That story keeps him going, Michael said.

3. What effect did Toms shoes have on Michael?

- (A) Michael calmed down when he wore a pair of Toms shoes.
- (B) Michael operated his bakery the same way the Toms shoe company works.
- (C) Michael realized he could make a lot of money by selling Toms shoes.
- (D) Michael decided to make cupcakes to raise money for the Toms shoe company.

4. What caused Michael to make cupcakes that represent Martin Luther King Jr. and Nelson Mandela?

- (A) He wanted to write stories about them on his Instagram page.
- (B) He wanted to make a cupcake with sweet potato pie filling.
- (C) He wanted his cupcakes to inspire others to work for social change.

(D) He wanted to make a special cupcake for two months of the year.

5. What is the main idea/central idea of this article? Use two details from the text to support your response.

Name: _____

Date: Friday 4/17/2020

BCCS-Boys

College: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

[CCSS.ELA-Literacy.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

I	Inference – the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
D	Definition – the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
E	Example – an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
A	Antonym – a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
S	Synonym – words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

Main Idea:

Author's Purpose:

A Cobra in the Garden

By Mahani Zubaidy Gunnell on 12.11.19 Word Count **942** Level **MAX**



"We could live with our cobra by being careful not to surprise or scare it." Illustrations by Dennis Bond

From the sky, parts of Borneo look like the top of a giant broccoli. Much of the island is a tropical rain forest. It's the world's third-largest island, and it lies in Southeast Asia, on the equator.

I lived on Borneo in a small town called Miri. My home was at the edge of a forest, and I was fortunate to have many wild animals visit my backyard.

I should say that it was I who was the visitor. I lived on land that was once home to many kinds of wildlife. I was glad that some of the animals stayed while others continued to pass by in their search for food.

A troop of long-tailed macaques (muh-KAKS) visited most mornings and afternoons. I always wished for them to leave soon. Macaques are monkeys with shorter faces and smaller bodies than those of African baboons. They live in groups of about 20 animals led by a strong male. Long-tailed macaques can be aggressive, so I made sure that our trash cans were securely covered and that no food was displayed in the house.

In the yard, the monkeys were a joy to watch. They browsed on bamboo shoots and young leaves and ate wild figs from a fig tree in the garden. Each time, the macaques stayed for about 20 minutes. During the first week in our home, I found a clutch of leathery eggs crumpled and empty in a bed of soft dirt under the bamboo grove. I was told they were the eggs of a black spitting cobra. The snake was common in the area. Poison from its bite can kill a person in one to six hours, and the snake can squirt venom with accuracy for up to 8 feet, aiming at the eyes.

However, a cobra makes its living by eating small animals such as rats and mice. It strikes at humans and other large animals only in self-defense. We could live with our cobra by being careful not to surprise or scare it.

As a family, my husband and I and our three children thought of ways to be on the lookout, especially when we stepped into the yard. We made up chants and rhymes that we recited aloud or in our hearts so that we were alert and aware whenever we set foot outdoors.

One went: Cobra, cobra, are you there? Please don't fall onto my hair.

One afternoon, the cobra surprised me. All 6 feet of it was stretched on the lawn. Its skin was jet-black. It glistened in the sun and was startling against the green grass.

I froze, scarcely daring to breathe. I was about to place one foot back carefully when the cobra began to slither away from me. In its haste, the cobra bumped against a stone. It raised its head and for one moment spread its infamous hood. As scared as I was, I could not help noticing how magnificent it looked.

We saw her several more times in the garden. (Because of the eggs, we decided it was a female.) That part of the yard became known as her sunning spot.

It turned out that it was not her only favorite place. One Sunday afternoon we had friends over for lunch. We had just finished eating, and a few of us were sitting on the veranda when one of the guests saw the cobra.

The snake was on a branch of a frangipani tree, less than 10 feet from where we were sipping tea. The tree was in full bloom, covered in pink blossoms whose honey-sweet perfume filled our home. Everyone came out to see the cobra, and chairs were arranged as if for a concert. The cobra lay still. Only through a pair of binoculars could we see her breathing. She seemed to enjoy all the attention.

She remained still as we ate ice cream, took turns with the binoculars, and read out loud from books on poisonous snakes of Asia. As soon as it seemed we were losing interest, she slinked majestically along the branches toward an oil-palm tree, whose fronds extended close-by.

We were awed by her beauty. As we stared openmouthed at her grace, she missed a branch and fell splat! to the ground. We burst out laughing as the cobra recovered and wriggled up the palm tree. I

joked with my friends that it was funny the way the cobra was showing off so much that it got a little too sure of itself and fell. My friend replied that snakes probably do not think like humans.

By then, we had known the cobra for more than a year. Sometimes it felt as if there was not a moment I did not think of the cobra.

We shared our yard with a black spitting cobra.

In fact, I developed the habit of imagining the snake's thoughts. Then I realized that a snake would naturally stay near the oil-palm tree. Its nutty palm kernels are a rich source of food for mice and squirrels, and therefore the tree was a great place for a cobra: small mammals are the cobra's favorite meal. I had often raked under the frangipani tree, which stood next to the oil palm, and I had not once realized that the cobra might have been over my head on its branches!

We shared the garden with the black spitting cobra for the rest of our stay and were sad indeed when we had to move and leave the island of Borneo.

Quiz

1. Read the following selection from the story.

Long-tailed macaques can be aggressive, so I made sure that our trash cans were securely covered and that no food was displayed in the house.

What inference can the reader make based on this selection?

- (A) Macaques prefer when things are kept neat.
- (B) Macaques can eat human food and garbage.
- (C) Macaques do not stay in one place for a long time.
- (D) Macaques are dangerous when they do not have enough food.

2. Read the following sentence from the story.

As soon as it seemed we were losing interest, she slinked majestically along the branches toward an oil-palm tree, whose fronds extended close-by.

What does the word "slinked" mean?

- (A) screeched
- (B) skipped
- (C) slithered
- (D) stumbled

3. Which sentence from the story helps the reader to understand that the family could live safely with a cobra in their backyard?

- (A) It strikes at humans and other large animals only in self-defense.
- (B) As scared as I was, I could not help noticing how magnificent it looked.
- (C) She remained still as we ate ice cream, took turns with the binoculars, and read out loud from books on poisonous snakes of Asia.
- (D) I joked with my friends that it was funny the way the cobra was showing off so much that it got a little too sure of itself and fell.

4. Read the selection below from the story.

I was about to place one foot back carefully when the cobra began to slither away from me. In its haste, the cobra bumped against a stone.

What does the word "haste" mean?

- (A) effort
- (B) laziness

(C) rush

(D) strength

5. Read the selection below from the story.

We were awed by her beauty. As we stared openmouthed at her grace, she missed a branch and fell splat! to the ground. We burst out laughing as the cobra recovered and wriggled up the palm tree. I joked with my friends that it was funny the way the cobra was showing off so much that it got a little too sure of itself and fell. My friend replied that snakes probably do not think like humans.

What does the narrator mean when she says, “*We were awed by her beauty*”? Use two details from the text to support your response.
