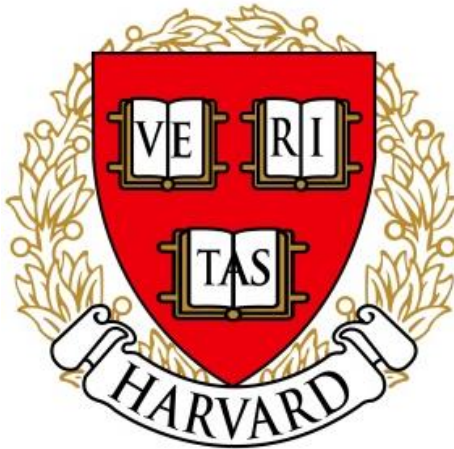


Name _____

3rd Grade ELA/Writing Remote Learning Packet

Weeks 4-6

April 20th - May 8th



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 Wednesdays 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!

Scope and Sequence Week 4

Mrs. Mercado and Ms. Quance

April 20th –April 24th

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
4.20.2020	CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Scholars will read the text and annotate a U for how the invention is used and a P for the purpose of the invention.	News ELA: https://newsela.com/ Scholars will annotate text with a U for how the invention is used and a P for the purpose of the invention.
4.21.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text from the day before and use RACES to elaborate on the use/purpose of the invention.	News ELA: https://newsela.com/ Scholars will read text about invention, and use RACES to answer a question.
4.22.2020	CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Scholars will read the text and annotate a U for how the invention is used and a P for the purpose of the invention.	News ELA: https://newsela.com/ Scholars will annotate text with a U for how the invention is used and a P for the purpose of the invention.
4.23.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text from the day before and use RACES to elaborate on the use/purpose of the invention.	News ELA: https://newsela.com/ Scholars will use RACES to answer a question pertaining to an informational text.
4.24.2020	CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will the text, annotate a U for how the invention is used and a P for the purpose of the invention and use RACES to write an essay about the invention.	News ELA: https://newsela.com/ Scholars will complete comprehension quiz at the end of the informational text.

Name: _____

Date: April 20, 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...

Inventions TOOLKIT

The purpose of inventions are
to:

- help make life easier and better



- have fun or good things to eat!

- solve problems.



- keep people safe.

Directions: Please complete page 6 only. Read the text and annotate a **U** for how the invention is used and a **P** for the purpose of the invention.

FERRIS WHEEL

The Ferris Wheel is a large amusement-park ride that is made of a giant, vertical, metal wheel that slowly turns around. The wheel is equipped with hanging compartments for people, who ride around in a circle, going far above the ground.



The Ferris Wheel was invented by the Pittsburgh, Pennsylvania bridge-builder George Washington Gale Ferris Jr . The first Ferris wheel was opened on June 21, 1893 at the Chicago World's Fair. This Ferris wheel was 250 feet tall (the diameter of the wheel) - this is about the height of a 25 story building! It had 36 wooden cars that could each seat 40 people, and hold another 20 standing people plus a conductor. Each car was 27 feet long, 13 feet wide, and 9 feet tall. A total of 2000 people could ride the wheel at one time.

Ferris wheels are now common at amusement parks around the world - most are much smaller than the original.

Name: _____

Date: April 21, 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...

Directions: Please complete pages 5 and 6.

- Re-read the text on p. 6
- Use RACES to answer the questions below

R- Restate the question

A- Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Explain what the invention does and how it can be used. Is it used for communication, transportation, fun, food, medicine, science, or something else? Use **RACES** to explain.

Name: _____

Date: April 22, 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...

Directions: Please complete page 7 only. Read the text and annotate a U for how the invention is used and a P for the purpose of the invention.

Potato Chips



Every time a person crunches into a potato chip, he or she is enjoying the delicious taste of one of the world's most famous snacks – a treat that might not exist without the contribution of black inventor George Crum.

The son of an African-American father and a Native American mother, Crum was working as the chef in the summer of 1853 when he incidentally invented the chip. It all began when a patron who ordered a plate of French-fried potatoes sent them back to Crum's kitchen because he felt they were too thick and soft.

To teach the picky patron a lesson, Crum sliced a new batch of potatoes as thin as he possibly could, and then fried them until they were hard and crunchy. Finally, to top them off, he added a generous heaping of salt. To Crum's surprise, the dish ended up being a hit with the patron and a new snack was born!

Years later, Crum opened his own restaurant that had a basket of potato chips on every table. Though Crum never attempted to patent his invention, the snack was eventually mass-produced and sold in bags – providing thousands of jobs nationwide.

Name: _____

Date: April 23, 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...

Directions: Please complete pages 8 and 9.

- Re-read the text on p. 8
- Use RACES to answer the questions below

R- Restate the question

A- Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Explain what the invention does and how it can be used. Is it used for communication, transportation, fun, food, medicine, science, or something else? Use **RACES** to explain.

Name: _____

Date: April 24, 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...

Directions: Please complete pages 10-13

- Read the text on p. 10
- Write the complete essay: Introduction, RACES for each bullet, conclusion.

R- Restate the question

A- Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

SLINKY™

Richard James was a marine engineer employed at the Cramp Shipyard outside Philadelphia, Pennsylvania, during World War II. One day in 1943, as James was devising a spring to support sensitive equipment on ships. One of the springs fell off his desk, springing end over end across the floor.



Impressed and interested by the simplicity of it, James went home and told his wife he had a great idea for a new toy. This spring-toy came about by accident. James invented a manufacturing machine that could make a Slinky™ from 80 feet of steel wire in 10 seconds. His wife Betty James named the Slinky™ and runs the company that produces it.

The Slinky toy is a coil of wire or plastic that has the ability to "walk" on its own, usually down a flight of stairs.

Scope and Sequence Week 5

Mrs. Mercado and Ms. Quance

April 27th –May 1st

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
4.27.2020	<u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Scholars will read the text and annotate an A for adaptations and a P for prey.	News ELA: https://newsela.com/ Scholars will read the text and annotate an A for adaptations and a P for prey.
4.28.2020	<u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text from the day before and use RACES to write informational paragraphs about the animal.	News ELA: https://newsela.com/ Scholars will use RACES for their response about the animal in the text.
4.29.2020	<u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Scholars will read the text and annotate an A for adaptations and a P for prey.	News ELA: https://newsela.com/ Scholars will read the text and annotate an A for adaptations and a P for prey.
4.30.2020	<u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text from the day before and use RACES to write informational paragraphs about the animal.	News ELA: https://newsela.com/ Scholars will read the text and use RACES to answer a question pertaining to the text.
5.1.2020	<u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will read the text and annotate an A for adaptations and a P for prey and use RACES to write an informational essay about the animal.	News ELA: https://newsela.com/ Scholars will annotate text with an A for adaptations and P for prey and complete quiz at the end of passage.

Name: _____

Date: April 27, 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...

Animal Adaptations TOOLKIT

Structural Adaptation A <u>physical (body)</u> feature that helps it survive.	Behavioral Adaptation Something it <u>does (action)</u> to help it survive.
Examples: <ul style="list-style-type: none">● Armor● Camouflage● Webbed feet● Sharp teeth● Sharp claws	Examples: <ul style="list-style-type: none">● Flight● Speed● Hibernation

Directions: Please complete page 15 and 16 only. Read the text and annotate an A for adaptations and a P for prey.

Tigers

Tigers have special features and skills which helps them to survive and easily adapt to conditions of their living area. These special features and skills are called adaptations.

Tigers rule the jungle because they are powerful and effective hunters. Their claws are very sharp. They use their sharp claws to fight each other and kill prey. Tigers are muscular which gives them the ability to swim and run to capture prey.

Did you know that a tiger has stripes not just to look pretty, but to camouflage, or blend in with their surroundings? Their striped coat creates similar patterns to sunlight beaming through trees and jungle grasses. Every single tiger is unique. No two tigers have the same patterns of stripes.

Tigers are nocturnal hunters because they are able to see and hunt at night. They also have extremely sensitive hearing capabilities which makes it nearly impossible for prey to escape.

A behavioral adaptation of the tiger is moving into areas of dense vegetation because that is where most of the animals they eat live. Some of their favorite meals include pigs, deer, rhinoceroses, and small elephants.

Name: _____

Date: April 28, 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...

Directions: Please complete pages 17 and 18

- Re-read the text on p. 16
- Use RACES to answer the questions below

R- Restate the question

A- Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Explain one adaptation of the animal. Use RACES to explain.

Name: _____

Date: April 29, 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...

Directions: Please complete page 19 only. Read the text and annotate an A for adaptations and a P for prey.

Komodo Dragons



KOMODO DRAGONS ARE THE LARGEST LIVING SPECIES OF LIZARD

Komodo dragons are a type of lizard. They are powerful-looking reptiles with wide, flat heads, rounded snouts, bowed legs, and huge, muscular tails. They have a clumsy, back-and-forth walk, and their yellow tongues flick in and out constantly. Grown adults can reach 10 feet long and weigh more than 300 pounds! Most weigh about 150 pounds.

Komodo dragons will eat almost anything they find, including already dead animals, deer, water buffalo, pigs, smaller Komodo dragons, and occasionally humans! When hunting, Komodo dragons rely on camouflage and patience, lying in bushes or tall grasses until a victim passes by. They pounce on their prey with powerful legs and sharp claws, then sink their jagged, shark like teeth in. An animal that escapes the jaws of a Komodo won't feel lucky for long. Dragon saliva contains large amounts of bacteria, which poisons their victims, usually within 24 hours. Dragons will calmly follow their bitten prey for miles, using their keen sense of smell to find the corpse.

Komodo dragons are found in tropical savanna forests, but range widely over the islands, from beach to ridge tops. They escape the heat of the day and seek refuge at night in burrows that are barely big enough for them.

There were once many Komodo dragons in the world, but their numbers are down to only a few thousand now. They have suffered from hunting by humans, as well as natural disasters, loss of habitat, and less available prey. They are considered an endangered species.

Name: _____

Date: April 30, 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...

Directions: Please complete pages 20-21.

- Re-read the text on p. 19
- Use RACES to answer the questions below

R- Restate the question
A- Answer the question
C- Cite (give) 2 pieces of evidence from the text to support your answer
E- Explain how you know that your answer and evidence is correct
S- Sum it up

Explain one adaptation of the animal. Use **RACES** to explain.

Name: _____

Date: May 1, 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...

Directions: Please complete page 22

- Read the text on p. 23
- Write the complete essay: Introduction, RACES for each bullet, conclusion.

R- Restate the question

A- Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up



Wolverine

Wolverines are large, stocky animals that look like small bears, but they are the largest members of the weasel family. Their feet are wide and furred, webbed, and front feet have long, strong claws, which help them climb. Wolverines' thick fur is brown with two yellowish stripes on back. Trappers hunted wolverines for their fur in North America. In the past, their fur was used to line parkas, but this is less common today and the animals are protected in many areas.

These tough animals are solitary, and like to roam long distances. Individual wolverines have been known to travel 15 miles in a single day in search of food. Since they require lots of open space, wolverines frequent remote boreal forests, and tundra in the northern latitudes of Europe, Asia, and North America.

In the summer months, wolverines eat many plants and berries, but this does not make up a major part of their diet—they are fierce predators with a taste for meat. Wolverines easily catch smaller prey, such as rabbits and rodents, but may even attack large animals many times their size, such as caribou. Wolverines also feed on the bodies of larger dead mammals, such as elk, deer, and caribou. During winter, these dead animals can feed them when other prey is limited. They have also been known to dig into burrows and eat hibernating mammals!

Males mark their territories with their scent, but they allow several female wolverines to live there. Females den in the snow to give birth to two or three young each late winter or early spring. Young wolverines, called kits, sometimes live with their mother until they are two years old.

Scope and Sequence Week 6

Mrs. Mercado and Ms. Quance

May 4th –May 8th

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
5.4.2020	<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	Scholars will figure out the meaning of unknown words and phrases using context clues.	<p>News ELA: https://newsela.com/</p> <p>Scholars will annotate a text with a C to show evidence of context clues in the text.</p>
5.5.2020	<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	Scholars will figure out the meaning of unknown words and phrases using context clues.	<p>News ELA: https://newsela.com/</p> <p>Scholars will complete power words to define unknown words in the passage.</p>
5.6.2020	<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	Scholars will figure out the meaning of unknown words and phrases using context clues.	<p>News ELA: https://newsela.com/</p> <p>Scholars will annotate text with a C for context clues to find meaning of unknown words and phrases.</p>
5.7.2020	<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	Scholars will figure out the meaning of unknown words and phrases using context clues.	<p>News ELA: https://newsela.com/</p> <p>Scholars will annotate text with a C for context clues to find meaning of unknown words and phrases.</p>
5.8.2020	<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	Scholars will figure out the meaning of unknown words and phrases using context clues.	<p>News ELA: https://newsela.com/</p> <p>Scholars will annotate text with a C for context clues to find meaning of unknown words and phrases.</p>

Name: _____

Date: May 4, 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...

5 Types of Context Clues TOOLKIT

Definition Clues

The word's meaning is explained in the sentence.

Example Clues

An example of the word is given, following the sentence or within the sentence.

Inference Clues

A word's definition is not explained.
You need to look for clues, before or after the sentence

Synonym Clues

Other words are used in the sentence that have similar meaning.

Antonym Clues

The word is clarified by giving the opposite meaning. Signaled by words: whereas, unlike, as opposed to

Directions: Please complete pages 27-28. Read the text and answer the questions that follow.

Monkeys

Monkeys are making mischief in New Delhi. That is the capital of India, a country in Asia. Monkeys have always lived freely in India. The number of Rhesus monkeys in New Delhi is growing. Thousands of Rhesus monkeys live there.

The monkeys are causing many problems. They take baths in public fountains. They bite people who will not give them food. The animals also steal food from people.

Why are so many monkeys running wild in the city? The animals have lost much of their forest habitat. A habitat is a place in nature where a plant or an animal lives. People have cut down trees to make room for homes and shopping centers.

Monkeys travel together to find food. A group of monkeys is called a **troop**. **Don't** be fooled by a smiling monkey. When monkeys show their teeth, it is a sign of anger. Monkeys can make friends with other troop members by grooming them. They use their fingers to comb and clean each other's fur.

1. Which words from paragraph 3 help the reader understand the meaning of habitat?
 - A. The animals have lost
 - B. A place in nature
 - C. Where plants or an animal lives
 - D. People have cut down trees
2. In paragraph 3, the word grooming means-
 - A. To brush
 - B. To clean
 - C. To take care of
 - D. To dirty
3. Which words from paragraph 4 help the reader understand the meaning of grooming?
 - A. Can make friends
 - B. Use their fingers
 - C. Comb and clean
 - D. Show their teeth

Name: _____

Date: May 5, 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...

Directions: Please complete pages 29-30. Read the text and answer the questions that follow.

All About Frogs

Frogs are **amphibians** (am-FI-bee-uhnzh). Amphibians spend part of their lives in water and part on land. Most have smooth, wet skin. Most amphibians hatch from eggs.

Most frogs come from tiny eggs. A mother frog lays eggs in or near water. The eggs are in large clumps. A jelly coating makes the eggs slippery. That protects them from being eaten by other animals.

A tiny **tadpole** grows inside each egg. A few weeks later, the tadpole hatches. A tadpole lives in water. It breathes using **gills**. It uses its long tail to swim and moves like a fish. Tadpoles eat tiny water plants called **algae** (AL-jee).

During the next few weeks, the tadpole grows legs and toes. The tadpole's gills grow smaller, and the tadpole starts to grow lungs. It swims to the top of the water to breathe air. The tadpole starts to look more like a frog.

The froglet's tail gets smaller and soon **disappears**. Now the frog is an adult. It leaves the water and lives mostly on land. It breathes using lungs. It eats insects, worms, and snails.

1. In paragraph 3, the word gills means-
 - A. A tail
 - B. An organ that helps frogs breathe
 - C. A frog's brain
 - D. What a frog eats

2. What is an antonym for the word disappears in paragraph 5?
 - A. Lost
 - B. Impossible
 - C. exist
 - D. visible

3. Which words in paragraph 3 help the reader understand the meaning of the word algae?
 - A. Tiny water plants
 - B. Tadpole eats
 - C. Moves like a fish
 - D. It uses its long tail to swim

4. In paragraph 5, what does the word disappears mean?
 - A. appear again
 - B. not appear
 - C. without visibility
 - D. full of visibility

Name: _____

Date: May 6, 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...

Directions: Please complete pages 31-33. Read the text and answer the questions that follow.

Flying on Ice by Valerie Hunter

Craig watched his older sister, Riley, and her friend Liz race up and down the lake on their skates, dodging the other hockey players. Their skate blades looked like silver smoke. When the game was over, the girls skated up to the bench where Craig was sitting. Craig asked Riley what skating felt like. "When I go really fast, I feel like I'm flying," she said. That's silly, thought Craig. Flying is something birds do in the air, not something people do on ice skates. Then he watched Riley go back out on the ice. She skated around and around the edge of the lake with her arms pumping and her scarf trailing behind her. Soon she was going so fast that her arms looked like wings and her scarf looked like a feathery tail. Maybe skating really was like flying.

When Riley sat down to take her skates off, Craig said, "I wish I could fly." Riley retied her skate laces and crouched next to Craig. "Get on my back," she said, and Craig did. Riley started skating, but Craig didn't feel like he was flying. It just felt like a wobbly piggy-back ride. "You're too heavy," Riley said. "I can't go fast when I'm carrying you." She skated slowly back

to the bench. Craig got off her back. “Even if you could go fast, I wouldn’t be flying,” he said sadly. “I need skates to fly.”

Riley didn’t say anything on the walk home, but a few days later she asked Craig if he wanted to go skating. “To watch?” he asked. “No, to skate,” she said cheerfully. “Mom and I found a pair of my old skates. They might fit you. The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn’t stop smiling. He didn’t want to take them off, but he had to so he could walk to the lake. Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair.

When they got to the lake, Craig put his skates back on and Riley helped him onto the ice. Then she put his hands on the back of the chair. “Hang on to this and you won’t fall,” she said. “Just push it along in front of you, OK?” Craig grinned. “OK.” His feet felt wobbly, but he held on to the chair and he didn’t fall. Riley and Liz cheered him on as he started to move forward. Then they set up the cones and practiced passing the puck to each other and shooting goals. Craig watched them. They made skating look easy. He tried to skate like them, but when he let go of the chair he fell. So he grabbed on to it again and inched along. His skate blades went scritch scritch instead of the swish swish sound that his sister’s blades made. This wasn’t like flying at all. It was like being a snail.

“Ready to go home?” Riley finally asked. Craig nodded, frowning. Riley had never said how hard skating was. “What’s wrong?” she asked. “I wanted to skate like you,” Craig said. “I wanted to fly.” “Someday you will,” Riley said. “It takes practice.” She patted his shoulder. Then she whispered something to Liz, who grinned and winked at Craig. Each girl took one of Craig’s hands. “Someday you’ll fly on your own,” Riley said. “But today Liz and I will help you.” Riley and Liz started skating, pulling Craig with them. The edges of his skate blades just touched the ice. The girls went faster and faster, and so did he. When he looked down, his skate blades were a silver blur. His hat nearly blew off. “I’m flying!” he yelled, and the words blew away in the wind like a bird’s happy song.

1. What does the word “crouched” mean? Underline your evidence.

A. spun around

B. bent down

C. stood up

D. fell over

2. What does the phrase “like being a snail” help the reader to understand about Craig?

Underline your evidence.

A. He skates very slowly.

B. He moves in a crooked line.

C. He searches for a place to hide.

D. He looks like all the other skaters.

Name: _____

Date: May 7, 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...

Directions: Please complete page 34. Read the text and answer the questions that follow.

Living All Over

Native Americans lived all over the United States. They lived in the forest. They lived in the mountains. They lived in the dry, harsh desert where it is very hard to live. They lived in tribes, or a community of many families. Everyone in the tribe worked to help each other. They were not selfish. Some Indians helped to grow plants, such as corn, beans, and gourds.

Use the context to find the meanings of these words.

Word	Meaning	How do you know?
harsh		
community		
selfish		

Name: _____

Date: May 8, 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...

Directions: Please complete pages 35-37 Read the text and answer the questions that follow.

Don 't Touch Me! by Elizabeth Preston

Plants can't run away from hungry animals. So some of them fight back. They have defenses to keep creatures from eating them. These plants can scratch you or stab you. Some of them can make you sick. Others make you itch like crazy. Don't get too close, or you'll be sorry!

Ow Do you have a rose bush in your yard? Then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems. Some other plants, like the hawthorn, have woody thorns. 2And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)

Ow Ow Ow Cactus plants keep animals away with spines. Some cacti have arms, but hugging them is a bad idea.

Yowch! A stinging nettle doesn't look as dangerous as a spiny cactus. But it's covered with sharp hairs called trichomes. The hairs are like tiny needles. If you touch them, they poke your skin with chemicals that sting and itch. You might get a nasty rash. Itch Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, "Leaves of three, let it be!"

Shy Plants The sensitive or touch-me-not plant doesn't stab you, poison you, or make you itch. If you touch it, the plant quickly folds up its leaves. Plants with Ants Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.

R- Restate the question

A- Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use two details from the passage to support your response.
