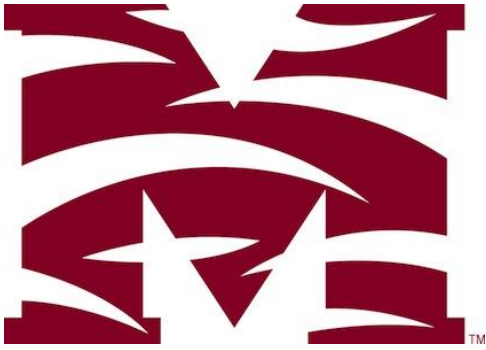




Name _____

4th Grade ELA Remote Learning Packet
Weeks 4-6
April 20th - May 8th



Parents please note that all academic packets are mailed home to scholars but are also 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 (BCCS Boys) for assistance. Fourth grade has its own playlist 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.

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 4
April 20th-April 24th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
4.20.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: A Cobra in the Garden Source: News ELA <i>printed</i>
4.21.20	CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Humans are not independent from the rest of nature, report says Source: News ELA <i>printed</i>
4.22.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Translating Aunt Edna Source: News ELA <i>printed</i>
4.23.20	CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Everyday Mysteries: Why songs get stuck in our heads Source: News ELA <i>printed</i>
4.24.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: A Bunch of Maybes Source: News ELA <i>printed</i>

Name: _____

Date: Monday 4/20/2020

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...

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



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

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.

Name: _____

Date: Tuesday 4/21/2020

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...

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.4.4](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

My Mini Anchor Chart

Figurative Language

Figurative language is when the words go beyond their literal meaning. Authors use figurative language to communicate ideas in a fun way.

Common examples of figurative language:

Simile A simile is a comparison that uses like or as. <i>She is as sweet as pie.</i>	Metaphor A metaphor directly compares two things. <i>She is a ray of sunshine.</i>
Idiom A common expression that means something other than what the words say. <i>Break a leg!</i>	Personification Giving human characteristics to non-human things. <i>The tree was dancing in the wind.</i>
Onomatopoeia A sound word that makes its sound when you read it. <i>Pop! Swoosh! Zap!</i>	Hyperbole An expression that is an exaggeration. <i>I'm never going to finish my homework.</i>

Figurative language can make a story fun to read.

Main Idea:

Author's Purpose:

Humans are not independent from the rest of nature, report says



Burchell's zebras and Masai giraffe seen in Masai Mara National Reserve, Kenya. Photo by: Anup Shah/Getty Images

By Associated Press, adapted by Newsela staff

People might not pay attention to endangered animals or plants. However, the world's biodiversity trouble **threatens** everyone. The risks come in many unseen ways, scientists say.

Biodiversity is the variety of living things in an environment. It might be in a forest, a stream, an ocean or all across Earth.

UN Special Report

A new report released on May 6 warned that nature is in trouble. It estimated that 1 million species could become extinct, or die out. The worldwide decline of nature is everyone's problem, it said. The report was done by the United Nations. It is an international group of countries that try to work together.

Nature is important for survival and "quality of life," the report said.

Food, medicine, water and protection from storms and floods are some of the ways nature helps keep people alive, the report said. It listed 18 things nature provides. It said that 14 of those have been declining.

"You destroy nature and it's going to bite you back," said Stuart Pimm. He is a professor at Duke University in North Carolina.

The report points to more than 2,500 wars and other conflicts over natural fuels, water, food and land. It shows how important nature is to people.

Protecting Biodiversity For Mankind

"Protecting biodiversity means protecting mankind" because human beings depend on the variety of living things, said Audrey Azoulay. She is the Director-General of UNESCO. It is a United Nations group. She announced the report in Paris, France.

Below are some ways people depend on nature.

Crops And Medicines

Nearly all food comes directly from nature, said report writer Kai Chan. He is a scientist at the University of British Columbia in Canada. Even though overall the world is growing more food, there has been pressure on crops from pollution and other forces, he said. That has made prices soar. Problems have even caused food riots in Latin America, he said.

Bees and other pollinators across the globe are in decline. Three out of 4 of the world's foods, including fruits, vegetables, coffee and cocoa, need pollination. The report said pollinator loss could cost the world \$285 billion to \$577 billion a year.

About 7 out of 10 of the drugs used to fight cancer are natural or are products **inspired** by nature, the report said. About 4 billion people **rely** on natural medicines. There are about 7.5 billion people in the world.

Thomas Lovejoy is a scientist at George Mason University in Virginia. He points to a microbe that comes out of Yellowstone National Park's hot springs. The park is in Idaho, Montana and Wyoming. The microbe, a tiny living thing, is the key to a scientific reaction. It is used for medical and other tests.

Protecting Humans From Climate Change And Weather

Without forests and oceans, Earth would be warming faster, scientists said.

Climate change or global warming is the heating up of Earth's atmosphere. Fossil fuels are natural fuels like oil, gas and wood. Burning them creates greenhouse gases, which cause global warming.

The world's forests and oceans reduce carbon dioxide, the report said. Carbon dioxide traps heat. Forests and oceans remove about 60 percent of what humans produce through burning fossil fuels.

Climate change and biodiversity loss are equally huge environmental problems, report leader Robert Watson said. They make each other worse, he said.

People can build **expensive** sea walls to fight the rise of oceans from climate change, or protection can be offered by coastal mangroves, the report said.

They are trees or shrubs that grow in coastal swamps. However, mangroves are in trouble, Watson said.

"They often act as a nursery for fisheries basically," Watson said. "And they clearly help to protect land from **severe** weather events and storm surges from the sea."

The problem, he said, is that many mangrove systems have been turned into shrimp farms. That leaves the land in more danger from storms, and without biodiversity.

All Parts Depend On Each Other

People may think of biodiversity or endangered species as something removed from their daily lives. However, those people don't understand that Earth works as a "living planet," Lovejoy said. Many parts depend on each other, he said.

Quiz

1. Read the paragraph from the section "All Parts Depend On Each Other."

People may think of biodiversity or endangered species as something removed from their daily lives. However, those people don't understand that Earth works as a "living planet," Lovejoy said. Many parts depend on each other, he said.

Which of the following is an accurate explanation of what this paragraph means?

- (A) Problems with biodiversity and endangered species do not really affect humans that much.
 - (B) Problems with biodiversity and endangered species are on people's minds all of the time.
 - (C) Sometimes people do not realize that there are many endangered animals on Earth.
 - (D) Sometimes people do not realize that living things on Earth are connected and need each other.
2. Re-Read the section "Protecting Humans From Climate Change And Weather."

Select the paragraph from the section that shows how things in nature can help fight climate change.

- (A) Climate change or global warming is the heating up of Earth's atmosphere. Fossil fuels are natural fuels like oil, gas and wood. Burning them creates greenhouse gases, which cause global warming.
- (B) The world's forests and oceans reduce carbon dioxide, the report said. Carbon dioxide traps heat. Forests and oceans remove about 60 percent of what humans produce through burning fossil fuels.
- (C) Climate change and biodiversity loss are equally huge environmental problems, report leader Robert Watson said. They make each other worse, he said.
- (D) The problem, he said, is that many mangrove systems have been turned into shrimp farms. That leaves the land in more danger from storms, and without biodiversity.

3. Read the following paragraph from the section "Crops And Medicines."

Bees and other pollinators across the globe are in decline. Three out of 4 of the world's foods, including fruits, vegetables, coffee and cocoa, need pollination. The report said pollinator loss could cost the world \$285 billion to \$577 billion a year.

Which word from the paragraph provides a context clue that helps the reader understand the meaning of the phrase "in decline"?

- (A) pollinators
- (B) globe
- (C) loss
- (D) world

4. Read the selection from the section "Crops And Medicines."

Even though overall the world is growing more food, there has been pressure on crops from pollution and other forces, he said. That has made prices soar. Problems have even caused food riots in Latin America, he said.

Which answer uses "soar" in the SAME way as the selection above?

- (A) Her popularity on the Internet began to soar after her video went viral.
- (B) The birds look so free when they soar high in the sky.
- (C) His imagination began to soar as he read the new book for the first time.
- (D) They loved to soar above the mountains with their hang gliders.

5. Read the excerpt from the article:

"You destroy nature and it's going to bite you back," said Stuart Pimm. He is a professor at Duke University in North Carolina.

What does Stuart mean when he says, *"You destroy nature and it's going to bite you back"*? Use two details from the article to support your response.

Name: _____

Date: Wednesday 4/22/2020

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...

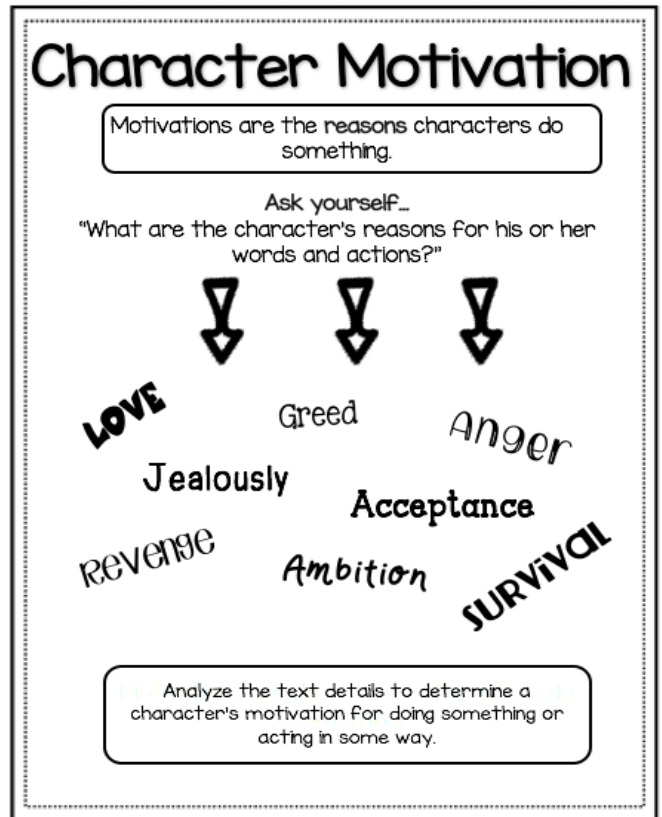
Common Core Standards & Skills:

[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).



Main Idea:

Author's Purpose:

Translating Aunt Edna



"It is my obligation to increase your vocabulary," says Aunt Edna. Illustrations: James Serafino/Cricket Media
By Rhonda Telfer, Cricket Media

We love our Aunt Edna. She's kind and sweet, she brings us donuts, and her dog Webster knows cool tricks. But every time she visits, she announces, "It is my obligation to **increase** your vocabulary."

Translation: she always teaches us new words. Lots of them.

When she arrives, she says, "It is time for a familial embrace!" Translation: a hug no matter what, even if she is wearing too much perfume and her buttons poke us in the eye.

When she makes lunch, she says things like, "The legumes are delectable." Translation: the peas are good, so don't hide any under your mashed potatoes.

She doesn't teach us manners, oh no. She teaches us to "avoid the social faux pas." Translation: don't embarrass her in public by burping on the bus or snorting through our noses when we laugh.

One day, when we were out "perambulating" Webster (Translation: walking him), little Hank said, "My brain is dizzy from all those big words."

"Mine, too. I can't even pronounce half of them," said Matt.

"Legumes don't taste any better than peas. We need a plan," I replied.

"A plot," said Matt.

"An **effective** scheme," said little Hank.

We stopped to watch Webster perambulate on his hind legs.

"I've got it!" I said. I whispered my idea and told them to make serious faces when we went inside. When we walked in the front door, Aunt Edna asked if we had "enjoyed our diversions."

"Yes," I translated, "We had lots of fun. But the cal-lee-hop-adids were really biting."

"Oh my," said Aunt Edna. She scrunched her eyebrows. After supper, she spent an hour looking through the encyclopedia for advice on **preventing** calleehopadid bites, but she could not find a thing.

Then she **suggested** we play Scrabble.

"I'm sorry," Matt said, "but I have to finish building my edi-fac-tabulous malli-pod, before the glue dries."

Aunt Edna tried desperately to find a description of an edifactabulous mallipod so she could help, but there was nothing in the books.

We told her we couldn't take baths because there were reports of "glaw-ba-tious bacter-yo-nee" in the local water. She spent the rest of the evening searching the news for updates on the epidemic. Poor Aunt Edna.

At bedtime, she looked tired. **Exhausted**. Fatigued. But she still asked, "Shall I read to you?" And little Hank, schemer of schemers, said, "Please do. May I suggest something yawny-fic-atiuous?"

How about ..."

"... the dictionary!" we cried.

Aunt Edna looked confused. She reached for the dictionary. "How do you spell yawny—"

Then she smiled. She grinned. She giggled and chuckled and laughed and tilted her head back and got downright boisterous. She even snorted through her nose!

"OK, you got me," she said. "Your pranks were quite clever. You're the cat's pajamas and the bee's knees!" (Whoa! What did that mean?!)

Then Aunt Edna hugged us, turned off the light, and went downstairs. We happily, gleefully, and mirthfully fell asleep.

Quiz

1. Which statement about Aunt Edna is true?

- (A) She does not have very good manners when she visits.
- (B) She likes to make up new words to use around her family.
- (C) She likes to make up new words to use around her family.
- (D) She is angry that she has to visit her nephews.

2. Why do the nephews make up new words?

- (A) to prank their Aunt Edna
- (B) to explain a new experience
- (C) to describe something they saw
- (D) to help Aunt Edna use a dictionary

3. Read the sentence from the story.

But every time she visits, she announces, "It is my obligation to increase your vocabulary."

What does the word "obligation" mean?

- (A) woe
- (B) duty
- (C) dream
- (D) failure

4. Read the sentence from the story.

When we walked in the front door, Aunt Edna asked if we had "enjoyed our diversions."

What does the author mean by the word "diversions"?

- (A) chores
- (B) jokes
- (C) classes
- (D) amusements

5. Why did the children play a trick on their Aunt Edna? Use two details from the text to support your response.

Name: _____

Date: Thursday 4/23/2020

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...


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.4.8](#)

Explain how an author uses reasons and evidence to support particular points in a text.



Reasons and Evidence

Writers of informational text make **points**, or state ideas about a topic. Authors use **reasons** and **evidence** to support their point. This helps authors prove their point.

Claim

the writer's position or stance on a topic, the point an author is trying to make.

Reason

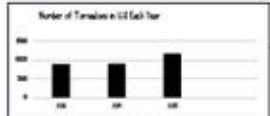
a cause or explanation to **WHY** something happens

Evidence

facts that support the claim such, authors also use text features to support their point

Claim:
People may think a hurricane has passed an area when it has not.

Reason:
The eye of the hurricane has calm air and blue skies or scattered clouds.



Graphs are evidence

THINK...

1. What is the author's main point or claim about the topic?
2. How does the author feel about the topic?
3. What reasons does the author give to support their point?
4. What evidence does the author use to support his point?

I can explain how an author uses reasons and evidence to support points in a text.

Main Idea:	Author's Purpose:
-------------------	--------------------------

Everyday Mysteries: Why songs get stuck in our heads



A man listens to an iPod MP3 player through earphones in Sydney, Australia, August 17, 2005. Ian Waldie/Getty Images
By Science Friday, adapted by Newsela staff

Question: Why do songs get stuck in our heads?

Answer: A song stuck in your head is called an "earworm." This is a song that replays on a loop in your head. A study shows that earworms are quite common, but the reason for them is still a mystery.

Earworms Stuck In Our Heads

Can't get that song out of your head? You've probably got an earworm. Scientist Elizabeth Margulis says an earworm is usually a small part of a song that "just plays and replays like it's stuck on loop in your head." Songs like "What Does the Fox Say?" and "Who Let the Dogs Out?" are just a couple tunes known to cause earworms.

Experiencing an earworm is quite common. A study found that more than 9 out of 10 people reported having an earworm at least once a week. About 1 out of 4 had earworms more than once a day.

Try To Remember

Although earworms are common, what causes them is still a mystery. That's mainly because earworms happen unexpectedly. As a result, it's nearly impossible for scientists to study them. The information that scientists have collected so far comes from small surveys and diary studies. In diary studies, people take notes

on their experiences and then share the notes with scientists. But most people are not very good at remembering how often they get earworms, how long an earworm lasts, or when they first noticed one.

Earworms could have something to do with how music affects the part of the brain that controls movement. Margulis says that when people listen to music, there is "a lot of activity" in this brain area. "People are often imaginatively participating even while they're sitting still," she says. That might mean they are picturing themselves dancing, or preparing to jump up and dance.

Hey, I Know That Song!

Repetitive listening could also cause earworms. Most of the time we listen to music we've already heard before, Margulis says. Once you've heard a song four or five times, the sound of one note reminds you of the next note. "You can almost feel exactly what's going to happen next," Margulis says.

A song's structure might cause the music to get stuck in your head, too. Most earworms are simple and repetitive, professor James Kellaris says. Kellaris studies how people remember music.

Taking Notes ... On The Notes

In one study, scientists led by Victoria Williamson studied more than 50 different musical qualities. They found that earworm-causing songs tend to have longer notes. Earworms also tend to have notes with smaller differences in pitch. Pitch is how high or low the notes are. For example, a flute makes a high-pitch sound. A bass makes a low-pitch sound.

Williamson says note length and pitch are two features that make songs easier to sing. An earworm is basically your brain singing, she says.

Almost everyone gets earworms at some point. But Williamson has found that people with mild obsessive compulsive disorder (OCD) experience them more often. People with OCD tend to have repeated thoughts and feelings. Williamson says it's no surprise that they have repeated "mental music" as well.

In The Mood For An Earworm?

Experiencing earworms also seems to depend on being in the right mood at the right time. They are more likely to happen when you are tired or stressed out, Kellaris says.

Many people complain about earworms. But Williamson says most earworms are actually somewhat enjoyable, or at least not unpleasant, experiences. Her work has shown that only about 3 out of 10 earworms are "annoying."

To Lose An Earworm, Play The Whole Song!

"We're more inclined to remember the things that annoy us," she says. "So if you ask somebody about an earworm, they'll tell you about the one that annoyed them yesterday. They won't tell you the three or four they briefly had in their head which they didn't really notice."

Once an earworm gets in your brain, how do you get rid of it? Williamson says the best way is for people to distract themselves. You can listen to other music or do something that involves language, like a crossword puzzle. Another way to get rid of an earworm may seem surprising. Williamson says that listening to it repeatedly will tire-out the earworm, or "complete it." Because earworms are only bits of music, listening to the whole track might stop you from repeating the same part in your head.

Quiz

1. Which of the following are two MAIN ideas of the article?

1. *An earworm is a song that keeps playing in your head.*
2. *Some people have earworms more than once a day.*
3. *Even though earworms are common, scientists are not sure what causes them.*
4. *Many people complain about earworms.*

(A) 1 and 2

(B) 1 and 3

(C) 2 and 3

(D) 2 and 4

2. Which sentence from the article would be MOST important to include in a summary of the article?

(A) Most of the time we listen to music we've already heard before, Margulis says.

(B) Once you've heard a song four or five times, the sound of one note reminds you of the next note.

(C) Most earworms are simple and repetitive, professor James Kellaris says.

(D) You can listen to other music or do something that involves language, like a crossword puzzle.

3. What is the connection between the Question/Answer section at the beginning of the article and the last section of the article?

(A) The Question/Answer section states that earworms are very mysterious, and the last section explains why they are mysterious.

(B) The Question/Answer section describes some common earworms, and the last section describes how earworms become annoying.

(C) The Question/Answer section states that earworms are common, and the last section explains why they are common.

(D) The Question/Answer section explains what earworms are, and the last section describes some ways to get rid of them.

4. Complete the sentence below.

Overall, the article is organized around

(A) a description of the results of various scientific studies about earworms.

(B) a description of the effects of earworms and some of their possible causes.

(C) a comparison of earworms that happen unexpectedly with those that are expected.

(D) a comparison of the different types of people who are more likely to get earworms.

5. Why are certain songs more likely to get stuck in your head than others? Use two details from the text to support your response.

Name: _____

Date: Friday 4/24/2020

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...

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

- Happy
- Angry
- Scared
- Sad
- Upset
- Jealous

Character Traits

- Kind
- Shy
- Respectful
- Generous
- Rude
- Principled

Main Idea:

Author's Purpose:

A Bunch of Maybes



Image 1. A bunch of "maybes" were all Kevin could think about.

Illustration by: David Bucs/Highlights for Children

By John Samony, Highlights for Children

Band practice had just ended. Jimmy and Ben started packing up their instruments. Before Kevin could put his trumpet into the case, he tripped over a music stand. It fell and hit his trumpet right on its bell.

Clang.

"Oh no!" Kevin yelled.

Jimmy picked up the trumpet and inspected it before handing it to Kevin. "Well, it already has a lot of dents. One more will not matter."

Ben agreed. "Yeah, don't worry about it. It's not like it is a new trumpet."

"I know. But it is my grandpa's," Kevin said. "And he is coming over this weekend."

"So?" Jimmy said.

"So he is going to ask me to play for him. He always does."

"Maybe he will not notice the dent," Jimmy said with a shrug.

"Maybe he will not care," Ben added.

But what if grandpa did see the dent? How was he going to react?

And how was Kevin going to tell him about it?

A bunch of "maybes" were all Kevin could think about on the bus home.

Maybe he could **pretend** he felt sick. Nah, he did not like lying.

Maybe he could get his baby brother, Jace, to take all of grandpa's **attention**.

Or maybe grandpa would not ask him to play this time.

When Saturday **finally** arrived, Kevin still had not figured out what he was going to do.

"Hey, Kev. How are things?" Grandpa asked as he walked in. "Good." Kevin could have told him right then, but he froze.

After dinner, Grandpa said, "How about some music, Kevin?"

"Um . . ." Kevin looked around for Jace, but mom was giving him a bath. So Kevin took out the trumpet. He played a few classics — "Ode to Joy," "Yankee Doodle" and "Oh, Susanna."

Grandpa said, "I think you are better than I was at your age."

Any other time, grandpa's praise would have made Kevin feel great. But not this time. "I am sorry about the dent," he blurted.

He explained what had happened.

Grandpa then did something that surprised Kevin. He smiled and said, "Instruments become part of you when you play them a lot. You cannot always **protect** them. The important thing is that you told me."

"You are not mad?" Kevin asked.

Grandpa pointed to a dent opposite the one Kevin had made. "This is from an accidental bump by a trombone." Next, he pointed to some scratches.

"Got these when I tripped over it on stage one night."

"So I am not the only clumsy one in the family?" Kevin said.

Grandpa laughed. "Every ding, dent and scratch can tell a tale," he said. "If you stick with it, someday you will have a trumpet etched with your own stories."

"Thanks, grandpa."

Grandpa handed the trumpet back to Kevin. "Now tell me a story with music."

Kevin lifted the trumpet and filled the room with happy noise.

Quiz

1. What is the MAIN message of this story?

- (A) People should always be honest.
- (B) Children should listen to adults.
- (C) Music is a good way to make friends.
- (D) Accidents can hurt people we love.

2. Which answer choice retells the story?

- A) Kevin plays in band with his friends. He trips over a music stand. He dents his grandpa's trumpet when he falls.
- (B) Kevin's grandpa tells about how his trumpet got damaged. Once, a trombone hit it. Another time, grandpa fell.
- (C) Kevin worries about a trumpet on the bus. He thinks he could pretend to be sick. He also thinks he might not have to play trumpet.
- (D) Kevin dents his grandpa's trumpet. He is worried, but he tells the truth. His grandpa tells him about how he once dented it too.

3. What problem does Kevin have in the story?

- (A) He fell down with his trumpet in front of the kids in band practice.
- (B) He is nervous that his grandpa will see the dent on his trumpet.
- (C) He has to play music for his grandpa when he gets home.
- (D) He is mad that his baby brother gets all of his grandpa's attention.

4. How does Jimmy react when Kevin dents a trumpet?

- (A) He tells Kevin to pretend to be sick.
- (B) He tells Kevin to be more careful.
- (C) He tells Kevin it is not a big deal.
- (D) He tells Kevin that grandpa will not care.

5. What does the story reveal about Kevin? Use two details from the text to support your response.

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 5
April 27th-May 1st

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
4.27.20	CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Custom Made Sandals Help an Elephant with Foot Pain Source: News ELA <i>printed</i>
4.28.20	CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Summer with Papaji Source: News ELA <i>printed</i>
4.29.20	CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Sand Dunes Communicate when they move, researchers say Source: News ELA <i>printed</i>
4.30.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Rumpelstiltskin Source: News ELA <i>printed</i>
5.1.20	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Bodies of Water: Oceans Source: News ELA <i>printed</i>

Name: _____

Date: Monday 4/27/2020

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...

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.4.3](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

My Mini Anchor Chart

Drawing Conclusions

A conclusion is a judgement or decision about a character, setting, or event that is reached by reviewing all the available information. Good readers draw conclusions as they read to help them understand the story.



Drawing conclusions and making inferences are both part of the problem solving process. While they are similar, they aren't exactly the same thing.

How to Draw Conclusions

1	The first step to drawing a conclusion requires the reader to review all the information stated in the text about a person, setting, or event.
2	The next step is for the reader to consider any facts or details that are inferred, but not stated.
3	Once the reader has all the information available, he/she should analyze it and consider what the next logical step or assumption would be for the given situation.
4	The reader comes up with a conclusion. He or she will determine the next logical steps or assumptions based on the information available.

Main Idea:

Author's Purpose:

Custom-made sandals help an elephant with foot pain



The National Zoo's Shanthee shows off her new shoes, slipped on with the help of elephant keeper Deborah Flinkman. The National Zoo

By Washington Post, adapted by Newsela staff

WASHINGTON, D.C. — Do your feet ever hurt after standing on them for too long? Well, imagine if you weighed 9,000 pounds.

That's the problem for Shanthee, an Asian elephant at the National Zoo in Washington, D.C. Shanthee is 41 years old and has arthritis. It is a joint disease that can make getting around painful. It has also led to problems in Shanthee's front feet, including cracks in her toenails and sores on her skin.

The answer is Washington's largest pair of Teva-brand sandals.

Actually, they are more like boots, made just for Shanthee in about a size 20, and they are really, really extra wide. A single shoe looks like a rubber birdbath.

Pedicures And X-rays

Elephants have five toenails on their front feet and usually four on their back feet. An elephant's foot can be close to 20 inches across when the elephant is standing. It is 6 inches smaller when the elephant lifts up its feet.

"We put a lot of attention into elephant feet," the zoo's Tony Barthel said. He is in charge of the Elephant Trails and Cheetah Conservation Station exhibits. "It's one of the things we can do to help ensure that they're healthy."

Zoo workers regularly check the elephants' feet. The animals get pedicures and occasional X-rays.

Zoo veterinarians treat Shanthi's arthritis with shots and rub medicine on her nails and skin. They also need to keep dirt out of the cracks in her feet.

This all became a challenge, especially keeping the medicine on long enough for it to work. Elephants are intelligent and curious animals. Their trunks are especially good at unwrapping bandages. Boots had been used successfully at other zoos, so the National Zoo decided to give them a try.

Not Teva's First Interesting Shoe Request

There is no good way to measure an elephant's foot so the zoo made a 3-D scan of Shanthi's feet and sent it to the Teva company in California.

The footwear company had already had some interesting shoe requests. It made a pair of elephant shoes in 2004, and in 2011, created a tiny sandal for the Santa Barbara Zoo, where a Humboldt penguin named Lucky had a problem foot.

Chris Hillyer works for Deckers Brands, which owns Teva. He flew to China to make sure the shoes were made right. Teva later gave the shoes to the zoo for free.

Shanthi Likes Her Boots

What does Shanthi think of wearing shoes?

At first, Barthel said, it was like when you "put a sock on a dog and they don't know how to walk," he said. "She was very careful about how she walked. That was an important part of the learning process."

Now Shanthi takes the boots in stride.

The arthritis treatment seems to be working. Shanthi is able to move around more and is not afraid to walk down the steep ramp to the pools, where she plays and rolls around.

Don Neiffer is the zoo's chief veterinarian. He said the shoes made her life better and more comfortable.

On a recent afternoon, Deborah Flinkman, an elephant keeper, carefully knelt at Shanthi's feet. The world's largest land mammal can be dangerous, after all.

"If she stood a foot away, I wouldn't be able to do it," Flinkman said.

Shanthi was standing up close, encouraged by the zookeeper's calm words and light touch. She especially liked the apple-flavored biscuits Flinkman offered.

Flinkman tapped her finger on a wrinkly gray toe. Shanthi lifted her left foot and Flinkman slid a boot under it.

"Perfect," Flinkman said. "What a good girl."

She fastened the shoe. Then she said "Over," asking the elephant to turn 180 degrees and present her right foot. This Shanthi did, pausing only to grab some hay with her trunk.

Shanthi lifted her right foot and, like Cinderella after the ball, carefully stepped into the boot.

Many parents have more trouble getting their toddlers into a pair of sneakers.

Quiz

1. Which sentence from the article explains why doctors think Shanti is getting better?

- (A) Zoo veterinarians treat Shanthi's arthritis with shots and rub medicine on her nails and skin.
- (B) Boots had been used successfully at other zoos, so the National Zoo decided to give them a try.
- (C) Shanthi is able to move around more and is not afraid to walk down the steep ramp to the pools, where she plays and rolls around.
- (D) Shanthi lifted her right foot, and like Cinderella after the ball, carefully stepped into the boot.

2. Which selection from the article BEST supports the idea that regular foot care improves an elephant's health?

- (A) Do your feet ever hurt after standing on them for too long? Well, imagine if you weighed 9,000 pounds.
- (B) It is a joint disease that can make getting around painful. It has also led to problems in Shanthi's front feet, including cracks in her toenails and sores on her skin.
- (C) "We put a lot of attention into elephant feet," the zoo's Tony Barthel said. "It's one of the things we can do to help ensure that they're healthy."
- (D) Zoo veterinarians treat Shanthi's arthritis with shots and rub medicine on her nails and skin. They also need to keep dirt out of the cracks in her feet.

3. Read the paragraph from the introduction [paragraphs 1-4].

Actually, they are more like boots, made just for Shanthi in about a size 20, and they are really, really extra wide. A single shoe looks like a rubber bird bath.

Which information BEST conveys a visual image of the footwear?

- (A) describing the footwear as boots
- (B) discussing the shoe size
- (C) explaining how wide the shoes are
- (D) comparing the shoes to a birdbath

4. Fill in the blank in the sentence below.

Overall, the article is organized around

- (A) asking questions about a problem.
- (B) describing a solution to a problem.
- (C) comparing different approaches to a problem.
- (D) highlighting one person's response to a problem.

5. How did the zookeepers help the elephant? Use two details to from the text to support your response.

Name: _____

Date: Tuesday 4/28/2020

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...

Common Core Standards & Skills:

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

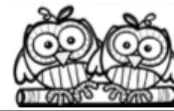
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.4.6](#)

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Point of View

The Point of View tells us who is telling the story.



1st Person	2nd Person	3rd Person
The story is told by one of the characters in the story.	The narrator will talk to the reader as if they are having a conversation.	The story is told by the narrator who is NOT a character in the story.
The narrator will refer to themselves as "I".	The narrator will refer to the readers as "you".	The narrator will refer to characters by name or with the words he, she, they.

3rd person can be:

Limited

The narrator knows only the thoughts and feelings of one person.

Omniscient

The narrator knows the thoughts and feelings of all the characters.

Main Idea:

Author's Purpose:

Summer with Papaji

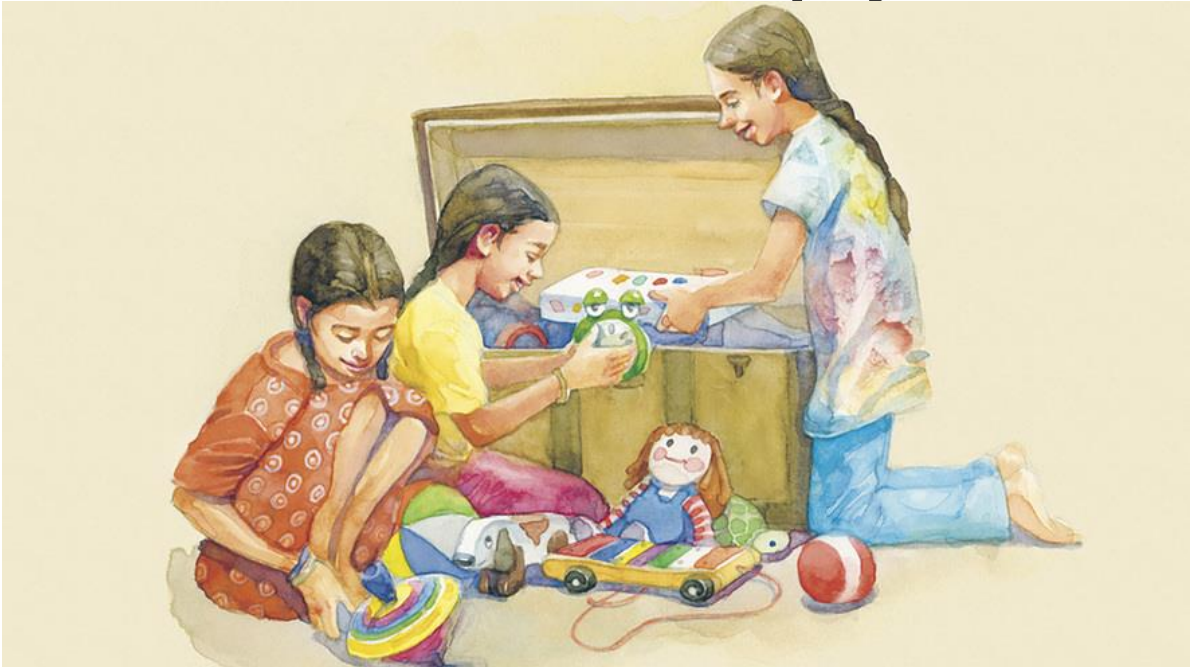


Image 1. The storeroom at Papaji's house was a treasure trove. Illustration by: Cornelius Van Wright and Ying-Hwa Hu/Highlights for Children
By Jyoti Singh Visvanath, Highlights for Children

Papaji, my grandfather, was a stern man. He always stood straight, his body lean and muscular from the physical work of farming. When I was young, I thought he seemed awfully big. His mustache curled at the ends, and his turban made him appear larger than life. A glance from him was enough to keep my sisters and me in line. Yet every summer I looked forward to seeing Papaji. It was a family **ritual** to visit his farm in the heart of Punjab in India.

The overnight train trip was always followed by a joyful ride on a tonga, a horse-drawn carriage that would bring us to the farm. Our arrival signaled the end of a school year and the freedom to do what we liked with our time. After greeting our grandparents and drinking lassi (buttermilk), we'd run to see the animals.

There were cows and buffaloes, especially bhuri bhains (the blond buffalo), sheep, chickens and Billo, the beautiful horse. Being city slickers, we enjoyed every moment of feeding and washing the animals. We played with the newborn calves and lambs; their soft skin felt wonderful against our cheeks. When we got hungry, we'd crowd Bibiji, our grandmother, in the kitchen. She cooked over a wood fire in a clay stove. We'd blow on the wood to make the fire rage, hoping that it would help the food cook more quickly. Bibiji's food was rich and full of delicious flavors. We ate hot rotis (flatbreads) straight from the stove, with a blob of white butter.

Everything was an adventure. The storeroom was a treasure trove. We'd rediscover old toys and

games, play hide-and-seek and run our hands through the grain in the silos. Then in the summer heat, we'd laze in our high-ceilinged room on old four-poster beds. There was a pile of magazines we had already read several times but would read again and again.

Papaji **tolerated** us. We were like flies that hovered around him all day. He was not a man who showed emotion easily. There were times he caught us red-handed touching some of his possessions or exploring places we weren't supposed to, and his quiet scolding left us well behaved for the rest of our stay.

But the summer I turned 9 was different. We'd gotten into trouble early during our holiday. As a result, we spent most days in our room or **skulking** around corners, out of Papaji's sight. One morning on my way to the animal sheds, I heard clickety-clack, clickety-clack, clickety-clack, ping. It stopped me in my tracks. I hid behind a pillar and peered at the source of the sound: Papaji in his study, typing a letter. A plain sheet of paper was wrapped around the cylinder. With two fingers, he tapped the keys at a fair speed. I leaned farther to see better, then tripped and fell through the door.

For a while, I lay in a heap on the floor of the study. I was sorry, so sorry! I stood up, red in the face and trying to make myself **invisible**.

Papaji's eyes glinted. I looked at the floor and hoped the scolding would be short. He called me over. I approached him slowly. He asked what I was doing, and I told him that I'd been **fascinated** by the sound of the typewriter. I'd only wanted to get a better look; I wasn't going to touch anything, I promised. He didn't say anything else.

Not sure what to do, I stood near his elbow watching him type. I longed to touch the beautiful yellow keys with steel rims and the lovely black space bar. The keys hit the ribbon, and letters appeared on the paper as if by magic.

The rest of the summer I'd hear the sounds of typewriter keys and wander toward them, fearfully at first but more confidently when I realized Papaji didn't seem to mind. I stood silently, admiring the wonder of the words forming on the page.

After going home, I spent the year writing poems, letters and stories in longhand . . . and thinking of ways to convince Papaji to let me use the typewriter when I returned to his house. After all, I planned to be a writer, and writers used typewriters.

But the next summer, my dream languished and faded away. I continued to stand at his elbow as he typed, hoping he would offer me a chance to try it. But he never did.

On returning home that year, I received a letter from the post office telling me to come and collect a parcel. The whole family made the trip to the post office.

When I opened the box, I found the typewriter! Papaji had given me permission to use it at last. My big stern grandfather wasn't such an unaffectionate man after all.

Quiz

1. How are the narrator's home and Papaji's home different?
 - (A) A lot of people live in Papaji's home, but the narrator only lives with Bibiji.
 - (B) The narrator's home is in the city, but Papaji's home is on a farm.
 - (C) The narrator lives in Punjab, but Papaji lives in a different part of India.
 - (D) The narrator has a lot of animals at home, but Papaji does not have any animals at his home.

2. How would the story change if the scene in which the narrator discovers Papaji using the typewriter was taken out?
 - (A) The reader would not understand why it was meaningful that the narrator received a typewriter.
 - (B) The narrator would never have decided to become a writer one day.
 - (C) Papaji would seem like a friendlier character who got along with his family better.
 - (D) The narrator would know more about Papaji's life and interests.

3. What do Papaji and the narrator have in common?
 - (A) their love of reading
 - (B) their interest in life on a farm
 - (C) their appreciation for typewriters
 - (D) their stern attitudes

4. How is the overall story organized?
 - (A) It has a cause and effect structure. Because the narrator loves typewriters, Papaji learns to use one to impress her.
 - (B) It shows a sequence of events. The narrator moves to Punjab, Papaji teaches her to type and then he gives her a typewriter.
 - (C) It has a cause-and-effect structure. Because the narrator visits Papaji, he buys a typewriter to appear busy so that he can be alone.
 - (D) It shows a sequence of events. The narrator visits Papaji twice, admires his typewriter both times and then receives a typewriter from him

5. How does the point of view of the text impact the way in which the story is told? Use two details from the text to support your response.

Name: _____

Date: Wednesday 4/29/2020

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...

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.4.8](#)

Explain how an author uses reasons and evidence to support particular points in a text.

Author's Purpose

Author's Purpose is as easy as PIE.

Authors write for a variety of reasons. Their purpose for writing will have an impact on the genre they write.

	The author wants to persuade you to do something or think a certain way. <i>Examples: Commercials, Ads, Persuasive Letters</i>
	The author wants to give you information . They will share facts about a specific topic. <i>Examples: Science books, Biographies, Timelines</i>
	The author wants their writing to be entertaining . They want to keep you interested. <i>Examples: Stories, Fantasy, Poetry</i>

©The Writer Teacher Co. 2019

Main Idea:

Author's Purpose:

Sand dunes communicate when they move, researchers say



Image 1. The Taklimakan Desert in northwest China is the second-largest shifting sand desert in the world. Photo: Xinhua/Hu Huhu via Getty

By Washington Post, adapted by Newsela staff

Sand dunes are rarely on their own. They form in large groups known as dune fields. They whisper in the desert wind or flow with the water on a seabed.

Now scientists have discovered that dunes communicate with their neighbors as they move across these landscapes. A research paper says they can even push their neighbor dunes farther away. The paper was published on February 4. The findings could help experts understand how dune movements affect structures. This could be key to adapting to a changing climate.

It's well-known that sand dunes move around, said Nathalie Vriend. She is one of the paper's authors and works at a research institute at Cambridge University in the United Kingdom. The United Kingdom is in Europe. It's also known that smaller dunes move faster than larger ones, she said. However, scientists thought that a pair of dunes that are exactly alike would move together at the same speed.

Instead, identical dunes that start close together push against each other. They move farther away from each other over time.

"They're definitely communicating," Vriend said. "If I give my neighbor in front of me a push, it's something I do. But we're not talking about humans with brains, we're talking about sand dunes that communicate."

Dunes Push Each Other

They are "objects communicating information," she said.

Here is what is happening. When a water or wind flow hits a dune, a disturbance is created, almost like the wake created by a boat. That disturbance gives the neighboring dune a little push. This causes that dune to speed up.

As the flow continues, that same movement also continues. Finally, the downstream dune is far enough away not to be affected by the wake.

It is similar to the boat's wake, Vriend said. "If you're far enough from the boat, you wouldn't feel the wake as much," she said.

A small amount of sand may be exchanged as the dunes move. However, that's a result of the movement. It's the energy from the wind or water flow that creates the disturbance.

In the lab, Vriend said Karol Bacik, another author of the study from Cambridge University, did an experiment. Bacik put sand heaps into a rotating tank with water. The experiment was meant to mirror what happens in nature. However, it was much faster.

Fertile Land Is Turning Into Desert

Vriend described fieldwork in the desert in Qatar, a country in the Middle East. There, a dune about 16 feet high may move at the speed of about 65 feet a year. A 98-foot-high dune moves at 16 feet a year. By comparison, the sand heaps in the lab moved at about 65 feet each hour.

"If you are using satellite images to look at these interactions, it would take a long time to see these interactions happening. That's why we decided to bring it into the lab and put it in fluid," she said.

On a warming planet, understanding how sand dunes move could become even more important. Scientists want to understand their effect on dry climates. Scientists say that global warming comes from the burning of fossil fuels. Fossil fuels are natural fuels like oil, gas and wood. Burning them creates greenhouse gases, which causes the Earth to warm up. The rising temperatures change weather patterns across the globe, causing climate change.

Vriend said the climate is causing desertification. Desertification is when fertile land becomes desert. Fertile land is needed to grow food. An increased prevalence of sand dunes can harm roads Vriend said. She recalled reading about creeping sand dunes in Nouakchott, Mauritania, which is on the northwest coast of Africa. There, "parts of the city were engulfed by sand dunes. That's impacting people directly, destroying their livelihoods."

As a scientist, "I'm trying to contribute to these types of big questions," Vriend said.

Quiz

1. Read the section "Fertile Land Is Turning Into Desert." Select the sentence from the section that shows the effect of desertification.

- (A) The rising temperatures change weather patterns across the globe, causing climate change.
- (B) Vriend said the climate is causing desertification.
- (C) Fertile land is needed to grow food.
- (D) An increased prevalence of sand dunes can harm roads

2. Read the Introduction (paragraphs 1-5). Which selection from this section supports the conclusion that studying the movement of sand dunes is valuable?

- (A) Now scientists have discovered that dunes communicate with their neighbors as they move across these landscapes. A research paper says they can even push their neighbor dunes farther away.
- (B) Instead, identical dunes that start close together push against each other. They move farther away from each other over time.
- (C) Sand dunes are rarely on their own. They form in large groups known as dune fields. They whisper in the desert wind or flow with the water on a seabed.
- (D) The findings could help experts to understand how dune movements affect structures. This could be key to adapting to a changing climate.

3. What does the author want the reader to understand about the importance of studying the movement of sand dunes?

- (A) If we can understand more about the movement of sand dunes, we might be able to help people adapt to climate change.
- (B) It is important to understand what sand dunes are communicating when they move around.
- (C) If scientists use both lab experiments and satellite images to study sand dunes, they will be able to better prevent climate change.
- (D) Sand dunes in the ocean and sand dunes on land move in similar fashion and speed.

4. Nathalie Vriend says that:

"If you are using satellite images to look at these interactions, it would take a long time to see these interactions happening. That's why we decided to bring it into the lab and put it in fluid."

WHY does she say this?

- (A) She personally does not want to have to wait a long time to get answers to her questions about sand dunes.
- (B) Because of climate change, scientists do not have any time to waste when it comes to understanding how sand dunes move.
- (C) If scientists can figure out how to change the movement of sand dunes, they might be able to slow climate change.
- (D) Lab experiments provide more accurate results than relying on observations of nature.

5. What was the author's purpose for writing this text? Use two details from the text to support your response.

Name: _____

Date: Thursday 4/30/2020

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...

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

- Happy
- Angry
- Scared
- Sad
- Upset
- Jealous

Character Traits

- Kind
- Shy
- Respectful
- Generous
- Rude
- Principled

Main Idea:

Author's Purpose:

Rumpelstiltskin



The Miller's daughter strikes a deal with a dwarf: help her spin straw into gold and she will give him her first-born child.

Image from: Buyenlarge/Getty Images

By Brothers Grimm

By the side of a wood, in a country a long way off, ran a fine stream of water; and upon the stream there stood a mill. The miller's house was close by, and the miller, you must know, had a very beautiful daughter.

She was, moreover, very shrewd and clever; and the miller was so proud of her, that he one day told the king of the land, who used to come and hunt in the wood, that his daughter could spin gold out of straw. Now this king was very fond of money, and when he heard the miller's boast, his greediness was raised and he sent for the girl to be brought before him.

Then he led her to a chamber in his palace where there was a great heap of straw, and gave her a spinning-wheel, and said, "All this must be spun into gold before morning, as you love your life." It was in vain that the poor maiden said that it was only a silly boast of her father, for that she could do no such thing as spin straw into gold. The chamber door was locked, and she was left alone.

She sat down in one corner of the room and began to bewail her hard fate when all of a sudden the door opened, and a droll-looking little man hobbled in, and said, "Good morrow to you, my good lass. What are you weeping for?"

"Alas!" said she, "I must spin this straw into gold, and I know not how."

"What will you give me to do it for you?" the hobgoblin asked.

"My necklace," the maiden replied. He took her at her word, and sat himself down at the wheel, and whistled and sang: "Roundabout, roundabout, Lo and behold! Reel away, reel away, straw into gold!"

And round about the wheel went merrily. The work was quickly done and the straw was all spun into gold.

When the king came and saw this, he was greatly astonished and pleased, but his heart grew still more greedy of gain, and he shut up the poor miller's daughter again with a fresh task. Then she knew not what to do, and sat down once more to weep, but the dwarf soon opened the door, and said, "What will you give me to do your task?"

"The ring on my finger," said she. So her little friend took the ring and began to work at the wheel again, and whistled and sang: "Roundabout, roundabout, Lo and behold! Reel away, reel away, straw into gold!"

Long before morning, all was done again. The king was greatly delighted to see all this glittering treasure, but still, he had not enough. So he took the miller's daughter to a yet larger heap, and said, "All this must be spun tonight; and if it is, you shall be my queen."

As soon as she was alone that dwarf came in and said, "What will you give me to spin gold for you this third time?"

"I have nothing left," said she.

"Then say you will give me," said the little man, "the first little child that you may have when you are queen."

"That may never be," the miller's daughter thought, and as she knew no other way to get her task done, she said she would do what he asked. Round went the wheel again to the old song, and the manikin once more spun the heap into gold. The king came in the morning, and, finding all he wanted, was forced to keep his word, so he married the miller's daughter, and she really became queen.

At the birth of her first little child, she was very glad and forgot the dwarf, and what she had said. But one day he came into her room, where she was sitting playing with her baby, and put her in mind of it. Then she grieved sorely at her misfortune and said she would give him all the wealth of the kingdom if he would let her off, but in vain, till at last her tears softened him, and he said, "I will give you three days' grace, and if during that time you tell me my name, you shall keep your child."

Now the queen lay awake all night, thinking of all the odd names that she had ever heard, and she sent messengers all over the land to find out new ones. The next day the little man came, and she began with TIMOTHY, ICHABOD, BENJAMIN, JEREMIAH, and all the names she could remember; but to all and each of them he said, "Madam, that is not my name."

The second day she began with all the comical names she could hear of, BANDY-LEGS, HUNCHBACK, CROOK-SHANKS, and so on; but the little gentleman still said to every one of them, "Madam, that is not my name."

The third day one of the messengers came back, and said, "I have traveled two days without hearing of any other names, but yesterday, as I was climbing a high hill, among the trees of the forest where the fox and the hare bid each other goodnight, I saw a little hut, and before the hut burnt a fire; and round about the fire a funny little dwarf was dancing upon one leg, and singing:

"Merrily the feast I'll make. Today I'll brew, tomorrow bake; Merrily I'll dance and sing, for next day will a stranger bring. Little does my lady dream Rumpelstiltskin is my name!"

When the queen heard this she jumped for joy, and as soon as her little friend came she sat down upon her throne and called all her court round to enjoy the fun; and the nurse stood by her side with the baby in her arms, as if it was quite ready to be given up.

Then the little man began to chuckle at the thought of having the poor child, to take home with him to his hut in the woods, and he cried out, "Now, lady, what is my name?"

"Is it JOHN?" asked she.

"No, madam!"

"Is it TOM?"

'No, madam!'

"Is it JEMMY?"

"It is not."

"Can your name be RUMPELSTILTSKIN?" the lady asked slyly.

"Some witch told you that! Some witch told you that!" the little man cried, and dashed his right foot in a rage so deep into the floor, that he was forced to lay hold of it with both hands to pull it out. Then he made the best of his way off, while the nurse laughed and the baby crowed, and all the court jeered at him for having had so much trouble for nothing, and said, "We wish you a very good morning and a merry feast, Mr. Rumpelstiltskin!"

Quiz

1. Which statement would be necessary to include in a summary of this story?

- (A) The miller lived in a house by a stream and had a very beautiful daughter.
- (B) The dwarf whistled and sang as he spun the straw into gold for the miller's daughter.
- (C) The miller's daughter had to learn the dwarf's name or she would have to give him her son.
- (D) The king of the land used to visit the woods and he heard the miller talk about his daughter.

2. Which option states a CENTRAL idea of the story?

- (A) Sometimes greed can lead to good things.
- (B) It is important to always keep your promises.
- (C) Accept help, even if it comes from an unexpected source.
- (D) Do not give up, even when something seems impossible.

3. Read the selection from the story.

"Some witch told you that! Some witch told you that!" the little man cried, and dashed his right foot in a rage so deep into the floor, that he was forced to lay hold of it with both hands to pull it out. Then he made the best of his way off, while the nurse laughed and the baby crowed, and all the court jeered at him for having had so much trouble for nothing, and said, "We wish you a very good morning and a merry feast, Mr. Rumpelstiltskin!"

Which phrase helps explain the meaning of the word "jeered"?

- (A) dashed his right foot
- (B) in a rage so deep into the floor
- (C) he made the best of his way off
- (D) while the nurse laughed

4. Read the selection from the story.

She sat down in one corner of the room and began to bewail her hard fate when all of a sudden the door opened, and a droll-looking little man hobbled in, and said, "Good morrow to you, my good lass. What are you weeping for?"

What does using the word "droll-looking" suggest about the little man?

- (A) that he looked confused
- (B) that he looked a bit unusual
- (C) that he looked attractive
- (D) that he looked very dangerous

5. How would you describe Rumpelstiltskin? Use two details from the text to support your response.

Name: _____

Date: Friday 5/1/2020

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...

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.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which appears.

Text FEATURES

HEADINGS and SUBHEADINGS

Life Cycle
The butterfly lays an egg. Then, the egg hatches into a larva. Next, the caterpillar forms a chrysalis. Finally, a butterfly emerges.

The title of that section of the text. Headings and subheadings help the author sort information into similar groups

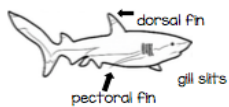
KEY VOCABULARY WORDS

Expert words that are important to understand the specific topic of the text

species dorsal fin habitat

DIAGRAMS

a picture with labels used to show the reader parts or to help the reader "see" the information



Black Tip Reef Shark

GLOSSARY



the glossary defines key vocabulary words

Prey- the animal being hunted
Predator- an animal that hunts another animal

CAPTION

the words underneath a picture that explain what the picture is about

A Frog waits for the perfect time to catch the fly.

it

Main Idea:

Author's Purpose:

Bodies Of Water: Oceans



Image 2: The oceans of Earth. Graphic: Encyclopaedia Britannica

By Encyclopaedia Britannica, adapted by Newsela staff

There is one world ocean, but it is divided into five main areas. These are the Pacific, the Atlantic, the Indian, the Arctic and the Antarctic. Together, they make up one large ocean with no real borders. Water flows freely among them. Smaller parts of these oceans are called seas, gulfs and bays.

Ocean Water

Ocean water is salty. The saltiness comes from a material called sodium chloride, which is dissolved in the water.

Winds cause ocean water to be constantly in motion. Large amounts of ocean water move around Earth in patterns called currents. Ocean currents may be warm or cold. Warm currents usually bring warm weather and rain. Cold currents usually cause a dry climate.

Winds also create waves. Strong winds cause big waves. Gentle breezes create ripples. The largest waves usually come from storms.

Ocean water also moves through tides, the regular rise and fall of ocean levels. They happen each day. On a beach, the ocean covers more sand at high tide than at low tide. Tides are caused by the pull of gravity among the Earth, the moon and the sun.

Ocean Floor

The ocean floor has many levels. The shallowest part of the oceans is called the continental shelf. It lies along the edges of the continents. The edges of the continental shelf slope down toward the deep parts of the oceans. These are called the basins. At the bottom of the basins are large, flat plains.

In some places, deep cracks called trenches cut into the ocean floor. In other places, underwater mountains rise up from the floor. These mountains are called oceanic ridges. Earthquakes sometimes happen along the trenches and ridges. Parts of the ridges even have volcanoes.

Ocean Life

Living things are found at all levels of Earth's oceans. Ocean plants grow fairly close to the water's surface. This is because they need sunlight to stay alive. Sunlight only reaches through the water to about 656 feet. The most common ocean plants are called phytoplankton. These are tiny plants. They drift with the ocean currents. Various seagrasses, seaweeds and other plants also grow in the world's oceans.

Like ocean plants, most ocean animals live in shallower water. This is because there are more plants and animals to eat near the surface. But animals also can be found in deep water. Some even live within the deepest, darkest trenches.

The largest ocean animal is the blue whale. No larger animal has ever lived on Earth. The tiniest animals are a form of plankton called zooplankton. Hundreds of thousands of other animals also live in the ocean. They include clams, crabs, squid, dolphins and fish.

Importance Of The Oceans

The world's oceans are important to life on Earth. Oceans are a great source of food for people around the world. They also provide minerals, oil and natural gas. Ocean plants create much of the world's oxygen. Oceans also help to keep climates stable by storing heat from the sun.

Today, many dangers threaten the oceans. People poison oceans by dumping waste and garbage into them. This reduces oxygen in the water and harms ocean life. Overfishing and oil spills harm ocean life as well.

Scientists called oceanographers study the oceans to try to keep them healthy. Some examine the quality of the water and the way the water moves. Others study the plants and animals that live in the oceans.

Quiz

1. Read the paragraph below from the section "Importance Of The Oceans."

Today, many dangers threaten the oceans. People poison oceans by dumping waste and garbage into them. This reduces oxygen in the water and harms ocean life. Overfishing and oil spills harm ocean life as well.

What conclusion can the reader make based on this paragraph?

- (A) All animals in the ocean need oxygen to breathe.
- (B) Ocean plants create the oxygen that we breathe.
- (C) There are many different types of fish in the ocean.
- (D) Humans are creating big problems for the ocean.

2. Select the sentence from the section that BEST explains WHY most ocean plants live closer to the top of the ocean.

- (A) Living things are found at all levels of Earth's oceans.
- (B) This is because they need sunlight to stay alive.
- (C) The most common ocean plants are called phytoplankton.
- (D) Like ocean plants, most ocean animals live in shallower water.

3. Select the sentence that BEST summarizes the article.

- (A) The oceans are big bodies of water that join to become one world ocean.
- (B) The oceans are big bodies of water that also have smaller seas, gulfs and bays.
- (C) The oceans are big bodies of water that are very important for life on Earth.
- (D) The oceans are big bodies of water that are home to the tiny zooplankton.

4. What is the MAIN idea of the section "Ocean Water"?

- (A) Ocean water is salty because it has sodium chloride.
- (B) Ocean currents can cause different types of weather.
- (C) Gravity causes the tides of the ocean to rise and fall.
- (D) Wind and gravity cause the salty ocean's movement.

5. How does the map support the information within the passage? Use two details from the text to support your response.

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 6
May 4th-May 8th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
5.4.20	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.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Cheetahs: On the Brink of extinction, again Source: News ELA <i>printed</i>
5.5.20	CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Red Faced in Row 22 Source: News ELA <i>printed</i>
5.6.20	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.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: New "Minecraft" project encourages kids to read the classics Source: News ELA <i>printed</i>
5.7.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Abby Takes Her Shot Source: News ELA <i>printed</i>
5.8.20	CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: All About Rocks Source: News ELA <i>printed</i>

Name: _____

Date: Monday 5/4/2020

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...

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 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.

a

Main Idea:

Author's Purpose:

Cheetahs: On the brink of extinction, again



Image 1. A cheetah perches on a rock. Cheetahs face extinction from several factors, including climate change, human interference and their own genetics. Photo by: Magda Ehlers/Pexels
By National Geographic Society, adapted by Newsela staff

The cheetah is a large cat with a small head, a thin body and long legs. Its coat is yellowish-tan with black spots. Cheetahs are the world's fastest land animal. They can run at speeds of about 75 miles an hour! Cheetahs can also increase their speed from zero to 60 miles an hour in three seconds. That's faster than most sports cars! Cheetahs use their speed to chase down and catch prey.

Today, cheetahs are facing extinction. Many factors contribute to the cheetahs' shrinking population. One factor is global warming, or the heating up of the Earth's climate. Other factors include humans that hunt cheetahs and destroy their habitats. These are major threats to the cheetah.

Cheetahs also face problems from their own genes. Genes use DNA to tell our bodies how to grow and work. DNA is like a set of instructions for every living thing. It is passed down from parent to child. Due to cheetahs' genes, they are not always able to have cubs. This makes it hard for the cheetah population to grow. It also makes it hard for the population to adjust to changes in the environment over time.

Evolution of Cheetahs

Evolution is the process by which species develop over millions of years. A species is a type of organism. Members of the same species can reproduce with each other. The cheetah species originally evolved from mountain lions in North America. About 100,000 years ago, they began leaving North America. They crossed a strip of land that connected North America to Asia long ago. The cheetahs traveled to Asia. Then, they moved into Europe and Africa. About 10,000 to 12,000 years ago, an extinction event took place. Only the African and Asian cheetah species survived.

Since then, the remaining two cheetah species have faced challenges. One of these cheetah species is found in Africa. Scientists estimate that fewer than 8,000 African cheetahs are living in the wild. The other cheetah species is the Asiatic cheetah. It is only found in Iran. There may be fewer than 50 of these cheetahs left.

Cheetahs Have Faced Extinction Before

Today, cheetahs face extinction, but this is not the first time they have risked dying out completely. Scientists studied the genes of wild cheetahs. The genes showed that cheetahs have survived at least two bottleneck events. A bottleneck event is when something happens that leads to a big and sudden drop in a species' population.

The first bottleneck event took place about 100,000 years ago. It happened after cheetahs spread out across the continents. Groups of cheetahs ended up far away from other groups. As a result, they were unable to mate and exchange genes. However, over a long period of time, they were able to grow their populations again.

The second bottleneck event was more recent. This one took place about 10,000 to 12,000 years ago. This was at the end of the last ice age. Large mammals died out across the world. Only the Asian and African cheetahs survived this event, but their numbers shrank greatly. Some scientists estimate that as few as seven African cheetahs survived this second event!

Impacts of Bottleneck Events

When bottleneck events happen, few animals survive. Those that are left end up having babies with their relatives. This is called inbreeding. Inbreeding reduces the size of the gene pool, which is all of the different genes among a population. This can lead to several problems. Populations with small gene pools may face trouble when they experience changes in their environment. It is harder for these populations to adapt to changes over time. This is because there is less variety in their genes.

A small gene pool may also be affected by mutations. A mutation is a change in the structure of a gene. The change could be positive or negative for the animal. Either way, in a small gene pool, mutations are more likely to be passed down from parent to child.

Inbreeding Reduces Cheetahs' Ability To Adapt

The more recent bottleneck event led to extreme inbreeding in the cheetah populations. This resulted in a small gene pool. Over time, the population grew larger. However, the gene pool was still small. The variety in the gene pool remained low. As a result, cheetahs today have very similar genes. This lack of variety makes it harder for cheetah populations to adapt to the environmental changes they face.

There are different ways to test for the amount of inbreeding in a population. One way is through skin grafts. This is when a patch of healthy skin is taken from one cheetah. It is put onto another cheetah. The receiving cheetah will either accept the graft and have no problems. Or the cheetah will reject the graft. This means that the transplanted skin will die. In a healthy population, an animal would likely reject the graft of an unrelated animal. In an inbred population, skin grafts are more easily accepted from an unrelated animal. The cheetahs accepted the skin grafts from other unrelated cheetahs. This means that there was more inbreeding in their population.

Another way to test for the amount of inbreeding is by looking at organisms' enzymes. Enzymes are a kind of protein that speed up chemical reactions in the body. In healthy populations, individuals will have a variety of enzymes. In inbred populations, individuals will have similar enzymes. In cheetah populations, their enzymes are about 97 percent identical. Human enzymes are only 70 percent identical.

Cheetahs face many challenges today. These include habitat loss and climate change. Still, cheetahs have survived at least two bottleneck events in the past. Will they survive the current bottleneck, too? Only time will tell.

Quiz

1. Read the following paragraph from the section "Evolution of Cheetahs."

Since then, the remaining two cheetah species have faced challenges. One of these cheetah species is found in Africa. Scientists estimate that fewer than 8,000 African cheetahs are living in the wild. The other cheetah species is the Asiatic cheetah. It is only found in Iran. There may be fewer than 50 of these cheetahs left.

Which sentence from the paragraph supports the conclusion that the African cheetah might soon be the only surviving species?

- (A) Since then, the remaining two cheetah species have faced challenges.
 - (B) One of these cheetah species is found in Africa.
 - (C) The other cheetah species is the Asiatic cheetah.
 - (D) There may be fewer than 50 of these cheetahs left.
2. Read the following paragraph from the section "Inbreeding Reduces Cheetahs' Ability To Adapt."

Another way to test for the amount of inbreeding is by looking at organisms' enzymes. Enzymes are a kind of protein that speed up chemical reactions in the body. In healthy populations, individuals will have a variety of enzymes. In inbred populations, individuals will have similar enzymes. In cheetah populations, their enzymes are about 97 percent identical. Human enzymes are only 70 percent identical.

Which answer choice is an accurate explanation of what this paragraph means?

- (A) The chemical reactions in cheetahs' enzymes are responsible for their extremely fast physical speed.
- (B) The chemical reactions in cheetahs' enzymes work much more slowly because they share genes in common.
- (C) The enzyme tests show that cheetahs have a very high level of inbreeding and lack healthy variety in their genes.
- (D) The enzyme tests show that cheetahs have a level of inbreeding that is similar to that of most human families.

3. Read the article's introduction [paragraphs 1-3] and the final section, "Inbreeding Reduces Cheetahs' Ability To Adapt."

What is one connection between the two sections?

- (A) Both sections explain that cheetahs are facing extinction due to genetic problems that make it hard to adapt to a changing environment.
- (B) Both sections describe the beauty and speed that cheetahs are known for by comparing them to other fast-moving animals and sports cars.
- (C) The introduction argues that humans are the biggest problem cheetahs are facing today, but the final section shows humans could be the solution.
- (D) The introduction summarizes the way that DNA is passed from every parent to their child, and the final section explores how skin grafts are done.

4. This article is mostly organized using a cause and effect structure. Why did the author choose to organize the information in this way?

- (A) to explore the similarities between the genes of Asian and African cheetahs and mountain lions
- (B) to demonstrate the role of mutations in changing the structure of cheetahs' genes over time
- (C) to illustrate the differences between extinction threats to Asian and African cheetah species
- (D) to show the relationship between cheetahs' evolution and the current extinction threat they face

5. What is the overall text structure of the article? Use two details from the text to support your response.

Name: _____

Date: Tuesday 5/5/2020

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...

Common Core Standards & Skills:

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

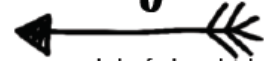
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.6](#)

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.



POINT of VIEW



Writers choose a point of view to tell the story, knowing that it will affect how the story is told.

1st Person

- Uses the pronouns "I," "me", or, "we"
- The **main character** is telling the story.
- Sometimes you may need to read the back of the book or wait until another character is speaking to the main character and look for their name.
- **Advantage**-Reader is inside the main character's head and can tell what he/she is thinking or feeling.
- **Disadvantage**- Reader may not be able to tell what other characters are thinking or feeling.

2nd Person

- Uses the pronoun "you," "your," and "yours"
- The author **talks directly to the reader**.
- Most appropriate for email, presentations, business, and technical writing.
- When your teacher addresses the entire class, he/she is using 2nd person point of view.

3rd Person

- Uses the pronouns "he," "she," "they," etc.
- The author or **narrator** is telling the story.
- Traditionally used for academic writing.
- **Advantage**- Reader may have an objective or nonbiased view of the characters and events.
- **Disadvantage**- Reader is not completely inside any of the characters' heads and able to fully experience the story from their point of view.

Main Idea:

Author's Purpose:

Red-Faced in Row 22



"He drank my lemonade!" Illustration by: Guy Francis/Highlights for Children
Illustration by Guy Francis
By Myra Sanderman, Highlights for Children

"Carter, where are you going?" Emmett whispers when I get up in the middle of the movie.

"I forgot to call my mom to tell her what time to pick us up," I whisper back.

I squeeze around the people in my row, trying not to step on any toes while still watching the screen.

I don't want to miss a thing. Balfour, the good guy in the movie, is trapped in an underground cave.

When I come back, Balfour's flashlight is growing dim. An **enormous** snake slithers toward him. Balfour **struggles** to loosen the chains around his hands and feet to reach his magic cape. With the cape around him, he could completely **disappear**.

I crawl back across eight people (I counted on the way out), never taking my eyes off that snake. I plop down in my seat, pick up my drink, and take a slurp. The snake is getting closer to Balfour ... And suddenly my brain says, *That's not root beer. That's lemonade.*

I look down at the cup, just as the girl next to me shouts, "He drank my lemonade!"

"Shhhh!" the people around us hiss.

"Where's Emmett?" I ask as if the girl is hiding him under her seat.

"Carter, down here," Emmett answers. He is two rows ahead of me. I'm in the wrong row! Everyone is turning around to look at me.

"Here," I say, handing the girl her drink.

"Eww," she says. "Your germs are on it. You owe me a lemonade."

"Shhh," everyone hisses.

"OK, OK," I say, starting my crawl across eight sets of feet again. Everybody grunts and groans as I inch past.

"Don't come back," the boy on the end says. He looks a lot older than me.

But that is the problem. I have to come back. I have to bring this girl a new lemonade. Don't I? In the lobby, I think about it. I could hand the drink to the boy on the end and have everyone pass it down, the way people do at baseball games. Or I could just walk out of the theater right now and find Emmett when the movie is over.

But I know what I have to do. I buy a lemonade, take a deep breath, and go back into the theater. This time, I crouch low, looking at every person on the end of each row. When I see the same boy, I barrel through fast to get back to that girl. Of course, I step on all the toes, bang my knee, and spill lemonade down the front of my shirt.

I fall into the seat next to the girl and hand her what is left of the lemonade. Everyone turns to stare at me again. Emmett gives me a weird look.

I think about **stumbling** out of this row and back into Emmett's row. But I can't.

Instead, I slump down so far into my seat that I can barely see the screen. My shirt is sticking to me like glue. Maybe I will just stay here until everyone else in the theater leaves.

"Thanks," the girl whispers. "I didn't think you would come back."

She has no idea how close I came to that.

She slumps down in her seat, too, and continues, "You didn't miss too much. Balfour burst out of the chains with the saber light he had up his sleeve, killed the snake, and wrapped himself in his magic cape. He disappeared before anyone saw him."

"Wow!" I whisper back. "Thanks."

When the lights come on, everyone is so busy talking about the movie that they do not even give me a second glance. I grab my jacket and hurry out of the row.

Emmett catches up with me. "Do you know that girl?" he asks.

"No," I answer, **anxious** to find my mom and leave.

"Then why do you have her jacket? I have got yours."

I look down. I am carrying a sparkly flowered jacket that is bright pink. I am sure my face is the same color.

"Here I go again," I say, spotting the girl in the crowd. Where's a good disappearing cape when you need one?

Quiz

1. What caused Carter to go back to the girl's row?
 - (A) He was watching the movie and did not notice he was in the wrong row.
 - (B) He wanted to give the girl a new lemonade to replace the one he sipped.
 - (C) He was worried that the older boy on the end would get mad at him.
 - (D) He wanted to find his friend and sit next to him for the rest of the movie.

2. How does Carter feel about sitting in the wrong seat?
 - (A) He is angry.
 - (B) He is confused.
 - (C) He is embarrassed.
 - (D) He is grateful.

3. Which selection from the story shows that the girl has become comfortable with Carter sitting next to her?
 - (A) I look down at the cup, just as the girl next to me shouts, "He drank my lemonade!"
 - (B) "Eww," she says. "Your germs are on it. You owe me a lemonade."
 - (C) I fall into the seat next to the girl and hand her what is left of the lemonade.
 - (D) She slumps down in her seat, too, and continues, "You didn't miss too much."

4. The author ends the story with Carter wishing he had a disappearing cape to...
 - (A) to show that Carter cannot believe he did another silly thing.
 - (B) to explain that Carter is happy he met the girl at the movie.
 - (C) show how much Carter and Emmett enjoyed the movie.
 - (D) to explain that everyone around Carter and Emmett is staring at them.

5. What is Carter's perspective/point of view of his own actions during the story? Use two details from the text to support your response.

Name: _____

Date: Wednesday 5/6/2020

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...

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.

Main Idea:

Author's Purpose:

Students can mine classic books through "Minecraft" islands



Image 1. Young racegoers play in a "Minecraft" tournament during the Ascot Dubai Duty Free Shergar Cup and Concert at Ascot Racecourse on August 9, 2014, in Ascot, England. Photo by Miles Willis/Getty Images for Ascot Racecourse

By The Guardian, adapted by Newsela staff

"Treasure Island" tells the story of Jim Hawkins and his adventures on the Hispaniola, a sailing ship. Jim and the crew search for missing treasure on Skeleton Island. Now, children can look for it themselves on "Minecraft."

It is part of a new project to get kids to read literary classics.

Litcraft is the name of a new partnership between Lancaster University in England and Microsoft. The giant software company owns the game. More than 74 million people play "Minecraft" each month.

Educational Tasks

Litcraft creates models of fictional islands for kids to explore. "Treasure Island" by Robert Louis Stevenson is the first. A "Minecraft" model of "Kensuke's Kingdom" by Michael Morpurgo was just finished. Many other islands are planned. However, the "Minecraft" islands are not just fun to play. The model is full of educational **tasks** to get kids **interacting** with the books. Sally Bushell is in charge of **research** for Litcraft and also teaches at Lancaster University. She hopes the "Minecraft"

islands will get kids to read the books.

"I would have loved it as a kid," she said. Players get to pretend to be the characters, "so you understand why they act the way they did in the book."

Many children have tried out the game, like Dylan, who is 9 years old.

Dylan said he enjoyed reading "Treasure Island," but he can explore the "Minecraft" island.

"It's really fun," he says. "Now I know exactly what the book looked like."

"I like that you get to see the pictures. You don't have to make them in your head. And I liked the ship, Ben Gunn's cave, and the parrots, and there was that weird pig that kept jumping off that cliff. That wasn't in the book!"

So far, British teachers and schools like what they see. Dylan's school will start using it next year, and two British libraries will offer it in October.

Dylan enjoys books but sounds more excited when he talks about "Minecraft." He's already made his own "Hunger Games" world in "Minecraft" at home, but couldn't get some of it to work.

Kids Know More Than Adults

Kids know so much that it seems to frighten and **impress** adults. Adults don't know as much about "Minecraft" as kids, but hopefully, teachers will still use the game, Bushell said. "You've got kids who know more than the adults."

If the teachers don't know how to do it, they can just ask their students, she said.

Libraries are particularly interested in the multiplayer version, Bushell says. In multiplayer, more than one person can play together. One of the future projects will be the "Lord of the Flies" by William Golding. The book is about a group of boys **stranded** on a deserted island. They have to rule themselves and the results are not good. "We hope they do some reading, then play the game, then do some empathetic writing based on what they did in there."

Connecting With Books Through Games

"Kensuke's Kingdom" is about a boy washed up on an island alone. The map was just finished and it is especially aimed at kids who don't want to read. The game includes audio, reading and writing, along with a graphic novel. Bushell hopes kids will connect with the book through the game, and then go and read it.

Bushell said they will make more "Minecraft" islands based on books. "Treasure Island" is just the first world for Minecraft.edu. After that will be "The Swiss Family Robinson" by Johann David Wyss, which is also set on a deserted island.

But what book does Dylan hope to see next? "The Hunger Games," he said without hesitating a bit.

Quiz

1. Read the summary of the MAIN ideas of the article.

Litcraft is a project that creates "Minecraft" islands based on books. The goal of Litcraft is to encourage kids to read more books and make connections with what they are reading.

Which answer choice would complete the summary?

- (A) "Treasure Island" is a book written by Robert Louis Stevenson and tells the story of Jim Hawkins.
- (B) Microsoft owns "Minecraft" and has millions of users who play the game monthly.
- (C) A boy named Dylan is among the kids who are testing the "Minecraft" islands.
- (D) The first "Minecraft" island is based on "Treasure Island" and there are plans to make even more.

2. Which sentence from the article supports a MAIN idea of the article?

- (A) "Treasure Island" tells the story of Jim Hawkins and his adventures on the Hispaniola, a sailing ship.
- (B) Litcraft is the name of a new partnership between Lancaster University in England and Microsoft.
- (C) The model is full of educational tasks to get kids interacting with the books.
- (D) Sally Bushell is in charge of research for Litcraft and also teaches at Lancaster University.

3. Read the article's introduction [paragraphs 1-3] and the final section, "Connecting With Books Through Games." What is one connection between these two sections?

- (A) Both sections explain what the book "Treasure Island" is about.
- (B) Both sections describe a book that will be part of Minecraft.edu.
- (C) Both sections highlight what kids think about "Minecraft" islands.
- (D) Both sections show that "Minecraft" is played by millions of kids.

4. If this article were organized using a problem and solution structure, which section would come FIRST?

- (A) Introduction [paragraphs 1-3]
- (B) "Educational Tasks"
- (C) "Kids Know More Than Adults"
- (D) "Connecting With Books Through Games"

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

Name: _____

Date: Thursday 5/7/2020

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...

Common Core Standards & Skills:

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

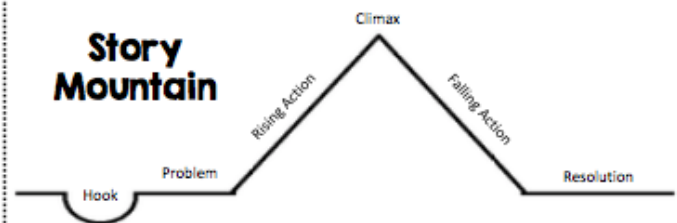
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[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).

Plot Structure

Plot = what happens in a story
Structure = the way the story is written
All stories tend to follow the same plot structure.
This structure is sometimes known as a story mountain.

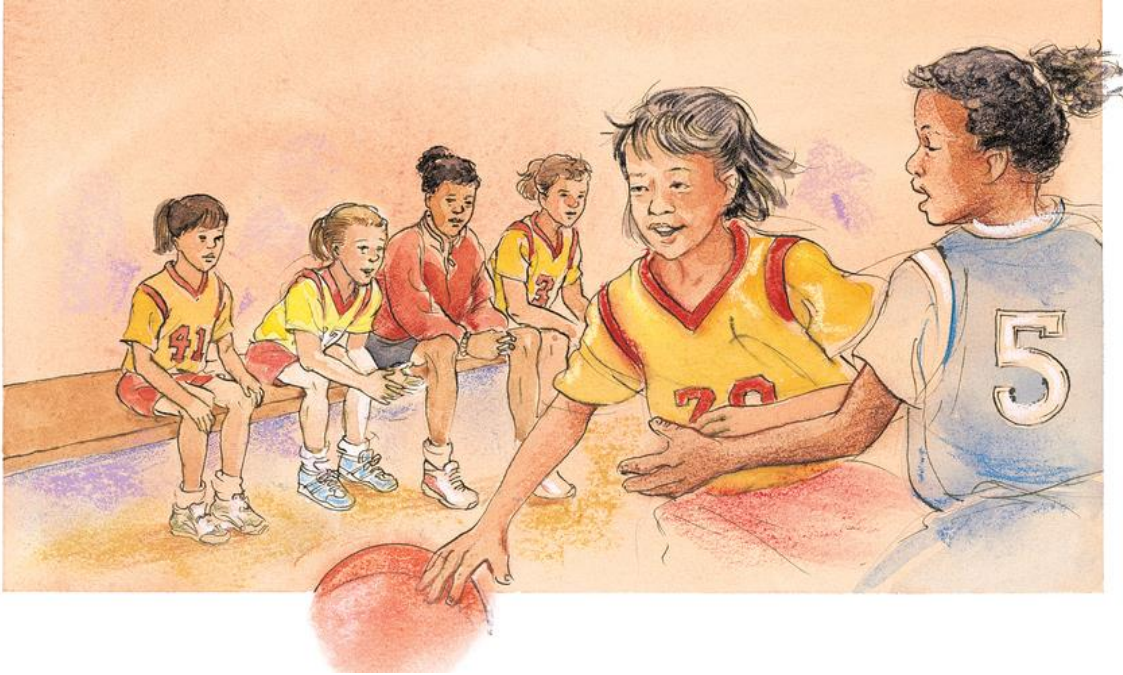


Hook	The hook is the introduction. This is where the author will introduce the characters and setting of the story.
Problem	The problem or conflict is what the story will mostly be about. The author usually introduces the problem early in the story.
Rising Action	The rising action are the 2-3 events that help the reader understand the problem or conflict going on in the story.
Climax	The climax is the most exciting part of the story. It is usually the big event that you won't forget.
Falling Action	The falling action are the 1-2 events that happen after the climax. These events lead up to the solution of the problem.
Resolution	The resolution usually happens at the end. This is where the main problem or conflict gets solved.

Main Idea:

Author's Purpose:

Abby Takes Her Shot



"Abby learned quickly that making the team and playing in the games were two different things." Illustrations: Susan Spellman

By Susan M. Dyckman, Highlights for Children

A blast of the buzzer ended the game, and the Hawks had won another close one.

"Yes!" shouted Abby, leaping from the bench. Her throat hurt from cheering so hard. The Hawks were undefeated after 13 games — the best record a Willow Grove Middle School team had ever had.

Not that Abby had made much of a **contribution**. Her playing time totaled only about 10 minutes for the entire season. It didn't help when her brother Michael teased her as she walked toward the locker room.

"You're a cheerleader in a basketball uniform," he said. "All you need are pom-poms."

Abby felt Mom's eyes on her from the bleachers. Abby forced a little wave, but her eyes **stung** with tears. She ducked into the bathroom before joining Coach McKenzie and her teammates.

Coach was all smiles. "Girls, your defense was awesome," she said. "And Kathy, your free-throw shooting helped a lot. Nice game."

"I could help, too," Abby thought, "if I could just get in the game."

She felt like shouting, "My free-throw shooting could help, too — if I could just get in the game!" She thought of the hours she'd spent practicing. Foul shots, layups, dribbling.

Mom said it was worth it. Abby was a fifth-grader and she'd made the team. Made it through two rounds of cuts during the tryouts. But Abby learned quickly that making the team and playing in the games were two different things.

Mom was waiting in the car. Abby blinked back tears as she opened the door. She knew Mom wanted her to succeed as much as Abby wanted to herself.

"Are you OK?" Mom asked.

Abby swallowed hard and nodded. Mom squeezed her hand as they pulled out of the parking lot. Mom always knew when it was best to say nothing.

Suppertime was quiet. Dad had taken Michael to a Scout meeting, so Abby was spared her brother's teasing. She and Mom talked about next week's class trip to the aquarium. After clearing the table, Abby went to her room to do her homework.

When she'd finished, Abby grabbed her basketball and raced downstairs. As she flicked on the outdoor lights, Mom came up behind her. "Want some company?" she asked.

"I guess," Abby answered.

Mom took her spot under the basket. Abby always led off their "make it, take it" games.

"I know what you're going to say," Abby began. "I made the team and I should be happy."

"Not this time, Abby," Mom said. She passed the ball back, and Abby hit her second jump shot in a row.

"I just want to say that I'm proud of you for hanging in there." Abby's next shot bounced off the rim. Mom grabbed the ball and dribbled back to the free-throw line.

"What time is your game on Saturday?" Mom asked as she shot.

"Ten-thirty," Abby said. She grabbed the rebound. She held the ball tightly and looked at Mom. "I really thought I'd play more. Even in fifth grade."

"I know you did, honey." Mom put her arms around Abby and hugged her tight. "Your time will come."

The gym was packed for Saturday's game, the last one of the season. The lead seesawed back and forth, and the Hawks' starters were breathing hard at halftime. Coach McKenzie was **encouraging**. "Stick to your game," she said. "Work the ball around until you get an open shot."

The crowd cheered as the second half began. Abby watched intently as the players ran up and down the court. The score remained close, and the Hawks trailed by one point in the final minute.

"Come on, Hawks," Abby breathed. A few seconds later, Kathy stole the ball and raced toward the basket. As she went up for the shot, an opponent slammed into her, knocking her to the floor. Kathy did not get up. The gym got very quiet as Coach McKenzie and the trainer checked her ankle.

Finally, Kathy was helped to the bench. She would be all right, but she definitely was not going back into the game.

The referee came over to the bench. "Coach, you need a sub at the free-throw line. She gets two shots."

Coach looked at the players on the bench. She'd always **stressed** the importance of free-throw shooting. Who had paid attention? Kathy, for one. And ... Abby. She hadn't played much this season, but she certainly could shoot.

"Abby," Coach said. "You're in."

Abby's stomach flipped. "Me?" she said. "Now?"

Coach stepped closer to her. "I've watched you in practice," she said. "You can do this." Abby jumped up, **reported** in at the scorer's table, and walked to the line.

She glanced at the scoreboard. Two points and a few seconds of defense would win the game. The referee handed Abby the ball. She took a deep breath. Two bounces. She crouched and let the ball fly. Swish.

The crowd roared.

Two points would win the game.

"One more," Abby thought. She caught the ball. Bounce, bounce. Shoot.

The gym exploded with cheers as the ball went through the hoop. Seconds later the buzzer sounded. The Hawks were undefeated. Abby's time had come.

Quiz

1. Read the following paragraph from the story.

When she'd finished, Abby grabbed her basketball and raced downstairs. As she flicked on the outdoor lights, Mom came up behind her. "Want some company?" she asked.

What inference can the reader make based on this paragraph?

- (A) Abby wanted to quit the basketball team.
 - (B) Abby's mom wanted to support her daughter.
 - (C) Abby's mom needed help in the house.
 - (D) Abby tried to teach her mom how to shoot.
-
2. Which sentence from the story helps the reader to understand that the coach believed in Abby?
 - (A) The Hawks were undefeated after 13 games — the best record a Willow Grove Middle School team had ever had.
 - (B) Her playing time totaled only about 10 minutes for the entire season.
 - (C) She hadn't played much this season, but she certainly could shoot.
 - (D) The gym exploded with cheers as the ball went through the hoop.

 3. What was the effect of Michael's words?
 - (A) They made Abby upset because of the teasing.
 - (B) They made Abby practice more for her next game.
 - (C) They made Abby able to make her free throws.
 - (D) They made Abby decide to join a basketball team.

4. WHY does Abby get to go in the basketball game?
- (A) Her coach thought she had not played enough.
 - (B) Her fans cheered for her to make the basket.
 - (C) Her teammate injured her ankle during a play.
 - (D) Her mom helped her practice shooting at home.

5. What is the turning point of the story? Use two details from the text to support your response.

Name: _____

Date: Friday 5/8/2020

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...

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.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Text FEATURES

HEADINGS and SUBHEADINGS

Life Cycle
The butterfly lays an egg. Then, the egg hatches into a larva. Next, the caterpillar forms a chrysalis. Finally, a butterfly emerges.

The title of that section of the text. Headings and subheadings help the author sort information into similar groups

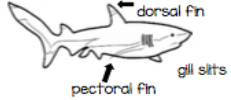
KEY VOCABULARY WORDS

Expert words that are important to understand the specific topic of the text

species dorsal fin habitat

DIAGRAMS

a picture with labels used to show the reader parts or to help the reader "see" the information




Black Tip Reef Shark

GLOSSARY

the glossary defines key vocabulary words


Prey- the animal being hunted
Predator- an animal that hunts another animal



CAPTION

the words underneath a picture that explain what the picture is about

A frog waits for the perfect time to catch the fly.



Main Idea:

Author's Purpose:

All about rocks

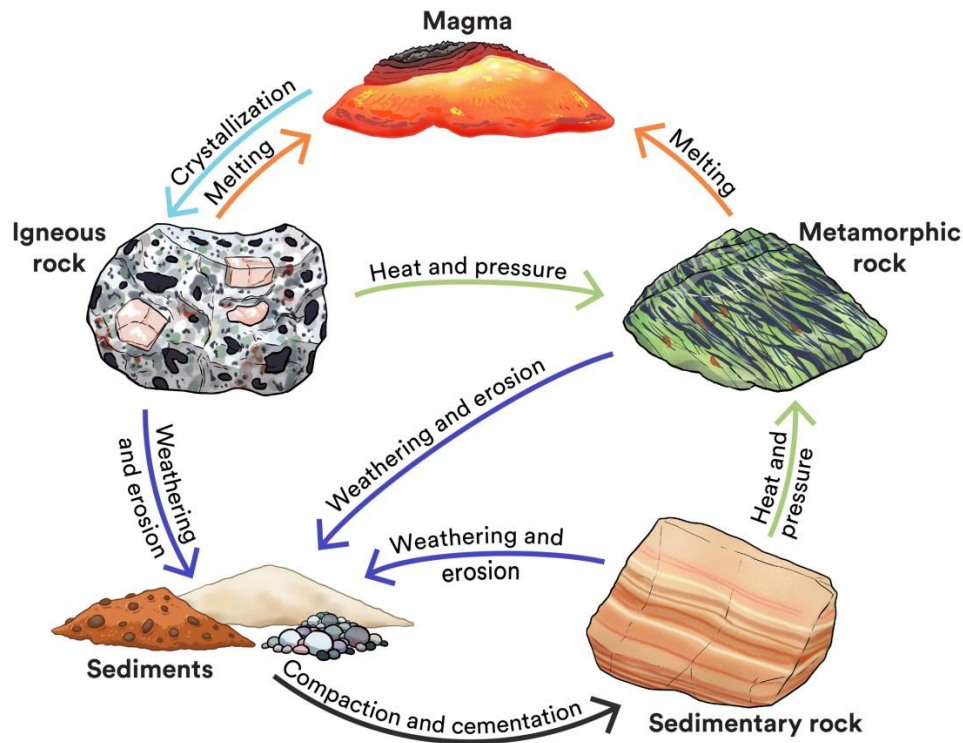


Image 2. Rocks change and transform into different rock types over millions of years. Numerous processes contribute to this cycle. Graphic: Newsela staff

By National Geographic, adapted by Newsela staff

Rocks are very common. Most people do not think too much about them. We should not take rocks for granted, though. Rocks contain clues about what Earth was like long ago. They can help scientists understand how our planet has changed in the past and the ways it may change again in the future.

What Is A Rock?

Geologists are scientists who study the Earth. They investigate the rocks that make up our planet. They also study the processes that have changed those rocks over time.

In geology, a rock is defined as a natural substance made up of crystals of different minerals. They have fused together into a solid lump. The minerals that make up a rock may or may not have been formed at the same time. That doesn't really matter. What matters is that they have been "glued" together by natural processes.

Geologists classify rocks into three groups. The groupings are based on how the rocks were formed.

The three main types of rock are igneous, sedimentary and metamorphic.

Igneous Rocks

Igneous rocks are very common in Earth's crust. These rocks are volcanic. They are formed from melted material. Below the surface of the planet, this material is called magma. It becomes solid, forming an igneous rock. When magma reaches the planet's surface it is called lava. When lava cools down and becomes a solid, that also makes igneous rock.

Granite and basalt are also common igneous rocks. Granite makes up large parts of all continents. Basalt is the dark lava that forms the seafloor. It is also found in volcanic lava flows.

Granite rocks can be very old. There is granite in Australia that is believed to be more than 4 billion years old.

Sedimentary Rocks

Sedimentary rocks are formed from fragments of other rocks. Animal remains and parts of plants can also form sedimentary rocks. Fragments build up in low-lying areas such as lakes, oceans and deserts. They are compressed into rock by the weight of the materials that end up on top of them.

These rocks form together in layers called strata. Sandstone is formed from layers of sand. Mudstone is formed from layers of mud. Seashells or bonelike minerals form limestone. Limestone may also be made up of a kind of algae called diatom. Fossils are most often found in the layers of sedimentary rock.

Metamorphic Rocks

Metamorphic rocks were once sedimentary or igneous rocks. They become metamorphic after they are changed by pressure, heat or fluids. The heat may come from nearby magma. Or, it could come from hot water in nearby hot springs. It can also come from a geological process called subduction. That is when one of Earth's tectonic plates slips under another one. This process pulls rocks deep beneath the planet's surface.

Marble, quartzite and gneiss are examples of metamorphic rocks. Marble is metamorphosed limestone. Quartzite is metamorphosed sandstone. Gneiss often begins as granite.

Quiz

1. Read the section "Metamorphic Rocks." Which selection explains how subduction forms metamorphic rocks?
 - (A) Metamorphic rocks were once sedimentary or igneous rocks. They become metamorphic after they are changed by pressure, heat or fluids.
 - (B) The heat may come from nearby magma. Or, it could come from hot water in nearby hot springs.
 - (C) That is when one of Earth's tectonic plates slips under another one. This process pulls rocks deep beneath the planet's surface.
 - (D) Marble, quartzite and gneiss are examples of metamorphic rocks. Marble is metamorphosed limestone.

2. Which detail supports the conclusion that rocks can be useful to study?
 - (A) Rocks are very common. Most people do not think too much about them.
 - (B) Rocks contain clues about what Earth was like long ago.
 - (C) What matters is that they have been "glued" together by natural processes
 - (D) These rocks are volcanic. They are formed from melted material.

3. Read the paragraph from the section "What Is A Rock?"

Geologists classify rocks into three groups. The groupings are based on how the rocks were formed. The three main types of rock are igneous, sedimentary and metamorphic.

Which word from the paragraph helps the reader understand the meaning of "classify"?

- (A) groupings
- (B) formed
- (C) main
- (D) igneous

4. Read the selection from the section "Sedimentary Rocks."

They are compressed into rock by the weight of the materials that end up on top of them.

What does the author mean by "compressed?"

- (A) broken apart
- (B) packed tightly
- (C) mixed together
- (D) pulled away

5. How does the diagram support your understanding of the text? Use two details from the article to support your response.
