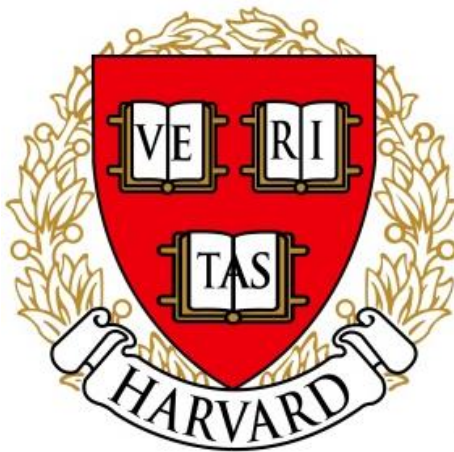


Name _____

3rd Grade ELA/Writing Remote Learning Packet

Weeks 7-9

May 11th -May 29th



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!

Scope and Sequence Week 7

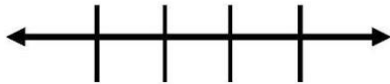
Mrs. Mercado and Ms. Quance

May 11th - May 15th

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
5.11.2020	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Scholars will be able to explain how text features support information in a text.	On NewsELA scholars will answer questions about how the text features support their understanding of the text.
5.12.2020	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Scholars will be able to explain how text features support information in a text.	On NewsELA scholars will answer questions about how the text features support their understanding of the text.
5.13.2020	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Scholars will be able to explain how text features support information in a text.	On NewsELA scholars will answer questions about how the text features support their understanding of the text.
5.14.2020	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Scholars will be able to explain how text features support information in a text.	On NewsELA scholars will answer questions about how the text features support their understanding of the text through a written response.
5.15.2020	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Scholars will be able to explain how text features support information in a text.	On NewsELA scholars will answer questions about how the text features support their understanding of the text with a quiz.

Toolkit for Text Features

Timelines



Italics

BOLD PRINT

BIG TEXT

Small text

Glossary

Frog– an amphibian with smooth skin that lives in water

Toad– an amphibian with bumpy skin that lives on land

Highlighted Text

Index

Alligators....2-4

Frogs.....6-8

Snakes....9,11

. **Bullets**

. **Bullets**

. **Bullets**

Diagrams and Graphs

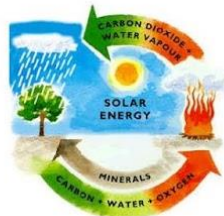


Table of Contents

Alligator.....3

Snakes.....6

Frogs.....8

Pictures and Captions



The red eyed tree frog sleeps during the day and hunts for food at night.

Maps



Name: _____

Date: May 11, 2020

BCCS-Boys

College: _____

Parent Signature: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 4 and 5. Read the passage and answer the questions that follow.

Penguins by Melvin and Gilda Berger

1 Penguins live on the ice of the Antarctic. They have wings—yet they can't fly! But the penguins are terrific swimmers and divers. They plunge into the icy ocean to catch their meals of fish, squid, and krill. Some can stay underwater for up to six minutes.

2 After a long dive, penguins shoot up out of the water. They look like rockets being launched. The birds gulp a quick breath of air. Then they splash back down into the water.

3 Sometimes the penguins leap onto the ice. Once there, penguins are slow and clumsy walkers. But they have a way to move quickly. They drop onto their bellies and push themselves forward with feet and flippers. ZOOM! Away they go, sliding across the ice!

4 The biggest penguins of all are the emperor penguins. They are about as tall and heavy as third graders! Like other penguins, they spend most of their time diving for food. When it is time to nest, they jump out of the water and plop on the ice.

5 Each female lays a single egg on the ice. Then she heads back to the water. Her mate rolls the egg onto his feet and covers it with a flap of skin. Then he joins other males in a large circle. They huddle together to keep warm.

6 The males keep the eggs on their feet for a couple of months. During that time they do not eat. They lose about half their weight. Finally, the eggs hatch and the chicks are born.

7 By now, the females are back. They take over the care of the chicks. The males march off to the ocean. There, they fill their empty stomachs with food.

8 In a few weeks, the males return with food. Now both parents feed and protect their chicks. Six months later, the offspring are fully grown. Off they go. They're big enough to care for themselves.

1. Based on the article, which would be the best heading for paragraphs 1–3?

- A. Big Birds
- B. On the Move
- C. On Their Own
- D. A Meal Fit for a King

2. Explain why that your choice above would be the best heading for paragraphs 1-3.

Name: _____

Date: May 12, 2020

BCCS-Boys

College: _____

Parent Signature: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 6 and 7. Read the passage and answer the questions that follow.

BENGAL TIGERS

Bengal Tigers are the most common type of tiger found in the world. They are currently **endangered**, which means there are not a lot of them left alive. There is actually less than 2,500 of these tigers left in the world. *What can people do to help these tigers not become endangered?*



Bengal Tigers are usually orange with white faces, and black stripes.

WHERE THEY LIVE

Bengal Tigers live on the continent called Asia, in the South East. Some can also be found in countries like India and China. They live in **tropical rainforests**, or places with lots of trees and rain fall.

WHAT THEY EAT

Bengal Tigers eat many other types of animals, including monkeys, bears, antelopes, pigs, birds, and sometimes even baby elephants. Using their stripes, they stalk the animal they plan to eat, called their **prey**, and sneak up on it.

THEIR SIZE

Female and male Bengal Tigers grow up to be different sizes. Females usually weigh between 350 and 400 pounds, and males usually weigh between 500 and 600 pounds. They can be anywhere from 5 to 10 feet long, that's almost double as tall as your teacher!

Glossary:

Endangered: at serious risk of extinction; dying out

Prey: an animal hunted or killed by another animal for food.

1. What text feature does the author use to draw your attention to the word “tropical rainforest?”

2. What is a tropical rainforest?

3. What text feature helps you know what each paragraph is going to be about?

4. What paragraph would you look in to figure out what Bengal tigers eat?

Name: _____

Date: May 13, 2020

BCCS-Boys

College: _____

Parent Signature: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 8. Read the text and use the picture to help you answer questions.

Venice Canals

The city of Venice is a major center of culture and tourism in **Italy**, a country in southeastern Europe. It is famous for its beautiful **canals**, palaces, and art. The city is built on more than 100 small islands. They lie in a body of water called a lagoon at the edge of the Adriatic Sea. Canals and about 400 bridges link the islands of Venice. People travel through the city by boat or by walking. A type of long, flat-bottomed boat called a gondola is a traditional symbol of Venice. The Grand Canal is like the city's main street.



1. Which statement in the text is made clear from the above photograph?
 - A. Italy spends much of their free time playing sports
 - B. On national holidays, Italians get time off from work or school
 - C. Motorboats and gondolas travel up and down about 150 small canals
 - D. Piazza San Marco is the heart of Venice, Italy

2. Why does this statement support the above photograph?

Name: _____

Date: May 14, 2020

BCCS-Boys

College: _____

Parent Signature: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 9. Read the text and use the picture to help you answer questions.

Colosseum in Modern Times

The Colosseum is an iconic symbol of Rome's cultural and historic significance.

It is one of the most visited sites in Italy.

Hundreds of thousands of tourists come to visit Colosseum annually. Many concerts have been held outside Colosseum which were attended by thousands of people. Colosseum is also depicted on Italian version of five cent Euro coin.

In 2007, Colosseum was chosen as one of the

New 7 wonders of the world. The selection was through an online poll and voters had to choose from 200 existing monuments worldwide.



1. Which statement in the text is made clear from the above photograph?
 - A. Many people enjoy walking through streets and piazzas
 - B. The modern city is built among ruins of ancient Roman buildings
 - C. The University of Bologna is the oldest Europe university
 - D. Ferrari is an Italian car company

2. Why does this statement support the above photograph?

Name: _____

Date: May 15, 2020

BCCS-Boys

College: _____

Parent Signature: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 10. Use the information in the text to create a heading for each section.

<p>Heading:_____</p> <p>The arctic fox lives in some of the coldest locations in the world, including Greenland, Iceland and northern Russia and has made many adaptations to survive.</p>	<p>Heading:_____</p> <p>Because it lives in such cold weather, the arctic fox has been forced to adapt to its surroundings. The first adaptation is its dense, multi-layered fur and thick layer of body fat. This keeps the fox insulated and warm in the harsh -70 degree Celsius temperatures. The arctic fox also changes the color of its fur from white to grayish brown, in order to camouflage with the changing seasons.</p>
<p>Heading:_____</p> <p>The arctic fox lives in a large den that consists of many tunnels with multiple entrances and exits. The same tunnels may be used for many generations and changed to fit the needs of the current fox family.</p>	<p>Heading:_____</p> <p>The arctic fox likes to dine on almost any small animal it can find, including rodents, birds, and fish and is also considered an omnivore because it eats berries and seaweed.</p>

Scope and Sequence Week 8

Mrs. Mercado and Ms. Quance

May 18th - May 22nd

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
5.18.2020	CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Scholars will use details from a text that provides clues to the central message and explain the central message.	On NewsELA scholars will read the text and answer questions about central message.
5.19.2020	CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Scholars will use details from a text that provides clues to the central message and explain the central message.	On NewsELA scholars will read the text and answer questions about central message.
5.20.2020	CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Scholars will use details from a text that provides clues to the central message and explain the central message.	On NewsELA scholars will read the text and answer questions about central message.
5.21.2020	CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Scholars will use details from a text that provides clues to the central message and explain the central message.	On NewsELA scholars will read the text and answer questions about central message through a written response.
5.22.2020	CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Scholars will use details from a text to explain the central message.	On NewsELA scholars will read the text and answer questions about central message with a quiz.

Name: _____

Date: May 18, 2020

BCCS-Boys

College: _____

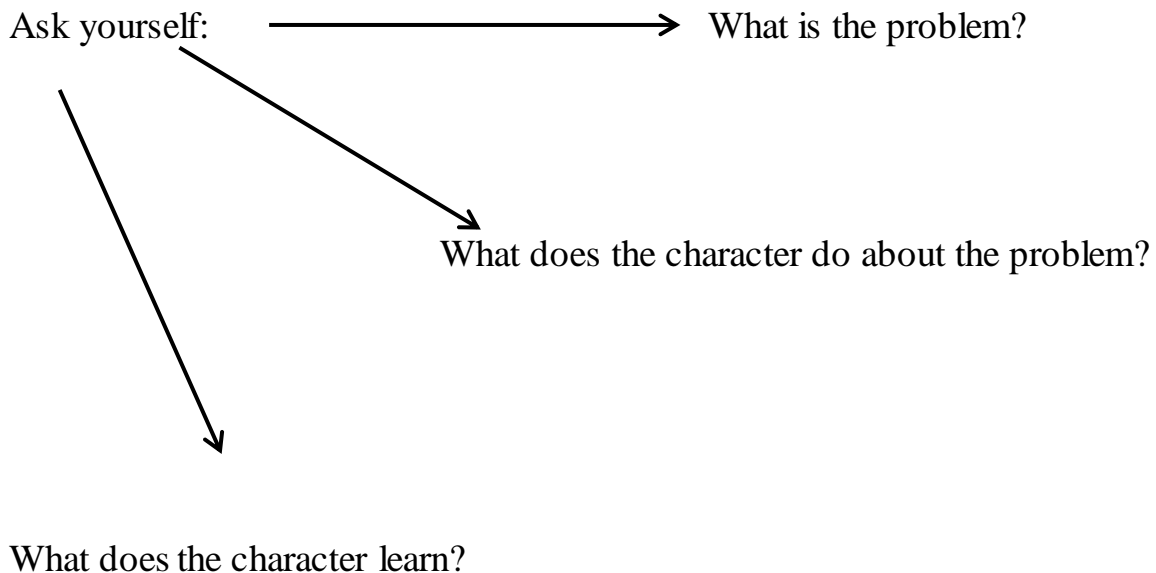
Parent Signature: _____

(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...

Central Message Toolkit

The **Central Message** is what the **author** wants us to learn.



Directions: Complete pages 13 and 14. Use the information in the text to answer the questions.

Excerpt from Ukulele Hayley by Judy Cox

The day of the talent show, Hayley's stomach fluttered like a flock of baby birds. Was this how Ruby felt before a performance with her Ragtime Rascals? Mom had helped Hayley make her costume. Black-and-white saddle shoes, a poodle skirt, blouse, and a scarf tied around her neck. Her hair, as usual, was a wild mop of red curls. She'd tried to pull it back in a ponytail, but it was coming loose already. Couldn't do anything about that!

There had been some rumors that the talent cutbacks canceled due to cutbacks. But somehow it had worked out, and now Hayley waited backstage, softly strumming her uke. She'd practiced a lot. At the talent show tryouts, Mr. Y had given her a thumbs-up and told her that she was in. Dad and Mom had cheered. "You'll bring the house down!" said Dad. "What's that mean?" asked Tilly, anxiously looking at the ceiling. Mom laughed and hugged her. "It means your big sis is going to be a star!"

Now Hayley peeked through the curtains to the front of the stage. There were a lot of acts. She watched Skeeter pull a rabbit out of a hat-or try to. The rabbit was a stuffed animal, and he dropped it twice before he finished. Being Skeeter, he didn't mind when the audience laughed. He bowed with a big flourish and dropped the rabbit again. This time, even Skeeter laughed. Olivia was next. She wore a fluffy tutu and pink satin shoes. Hayley thought she twirled as gracefully as a real ballerina. Then two fifth grade girls danced to a popular song. Some fourth graders performed a silly skit. A kindergartener tried to recite a poem, got scared, and had to be helped off the stage by his teacher. Finally, the MC announced Hayley. She walked out to the front of the stage. She stood in front of the mic the way Mr. Y told her to. She looked out into the gym. All the kids in the school looked back. Her stomach flopped. Her knees knocked. Her head spun. Why had she ever thought this would be fun? She wanted to crawl back in bed. Forget the whole thing. Be little Hayley, the shrimp, again. Then the spotlight came on. She took a deep breath, and suddenly all of her butterflies flew away. She grinned. She tossed her head, making her curls dance. Bring it on! She was ready!

She tucked her uke under her arm and strummed the first chord. "One, two, three o'clock!" she sang, "Four o'clock rock!" She played an old rock 'n' roll song from the fifties. She finished by swinging her arm in a big circle like a guitar hero. Just the way she'd practiced. The gym erupted with applause and cheers. She was a shining star! The talent show made Hayley a celebrity. Well, not a celebrity exactly, but at least famous. Maybe not famous. Make that sort of well-known. Kids kept coming up and telling her how cool she was. "Can we join your band?" they asked. "But I don't have a band;" she said. "Start one;" Skeeter advised. "Okay;" said Hayley, "Anyone who wants to be in my band, get a ukulele, and I'll teach you to play."

1. Which sentence best states a central message of the story?
 - A. Learning to do something new takes time.
 - B. Making mistakes is a part of growing up.
 - C. Conquering fear can lead to success.
 - D. Sharing with friends brings happiness.

R- Restate the question

A- Answer the question

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

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

S- Sum it up

2. Explain why the sentence you selected is the best choice. Use details from the **Excerpt from Ukulele Hayley by Judy Cox** to support your answer. Be sure to use **RACES** to explain.

Name: _____

Date: May 19, 2020

BCCS-Boys

College: _____

Parent Signature: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 15 and 16. Use the text to answer the questions using RACES.

Excerpt from Just the Right Gis by Mary Penn

A boy on in-line skates zoomed around the corner and crashed into me before I could jump out of the way. We fell into a sprawling heap as the box I'd been carrying flew from my hands and landed in the street with a sickening thump. A moment later, a car whizzed past, sending the box spinning in circles. The skater got up, mumbled sorry, and sped off around the corner.

"Are you OK, Emily?" Aiden asked. "I think so." My arm had slapped the sidewalk hard. I stood and slowly moved it in circles. "Oh no! Look at Mom's present!" Aiden's face was red. I picked up the crushed box and opened it. The drinking glasses inside were broken. I closed the box and left it in a garbage can on the sidewalk, then started hurrying toward home. Aiden had to run at full speed to keep up with me.

When we got to the apartment, we plopped down on chairs in the kitchen. "It isn't fair! Why did that happen?" Aiden said. "I didn't even see that guy! He came out of nowhere," I huffed. Aiden's lower lip trembled. "Mom would've loved those glasses." We'd saved our money for weeks to buy glasses with pink flowers on them for Mother's Day. We have other glasses, but not a full set that matches. I wished I could sling something against the wall and scream, but I knew I couldn't. I'm the older one. I had to hold it together. "I wanted to make her happy," Aiden sputtered.

"We'll think of something else to give her for Mother's Day," I said, trying to cheer up Aiden. "Like what?" he asked. "We don't have any money left." I swallowed hard and knew I had to think of something fast. "Maybe we can make a present for Mom." Aiden's eyes lit up. "At school we cut out pictures and glued them on paper. We could find pictures in old magazines and make her a Mother's Day card."

“Good thinking,” I said. “And I’ll come up with something else to make her happy, too.” An idea was starting to form in my head. The next morning, Aiden and I pulled Mom from her bedroom into the kitchen, where we had set out her favorite breakfast: yogurt with cereal and bananas. Mom put her hand over her heart. “I forgot it was Mother’s Day.”

“We have presents,” Aiden said, handing her the card he’d made out of bright red construction paper with pictures of pink flowers scattered across it. I waved a stack of index cards in the air. “And look, Mom. Every card has a riddle on it with the answer on the back. You used to love riddles.” When Aiden saw tears rolling down Mom’s cheeks, he yelled, “I knew this was a bad idea!” and flung himself onto the floor. “Aiden!” Mom pulled him to his feet and kissed him. “I love your presents. Your Mother’s Day card is beautiful. You know I love pink flowers.” She pulled me into a hug, too. “And I’ll love reading the riddles. I’m crying because you’ve made me so happy.” The anger left Aiden’s face as he took his card from Mom and turned it over and over, beaming with pride. “What is black and white and red all over?” I read from one of my index cards. “A newspaper?” Mom asked. “Nope,” I said as Aiden shouted, “A sunburned zebra!” Mom looked at us and smiled. It was a quiet smile at first, but it grew big and bright.

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

1. What is a central message in “Excerpt from Just the Right Gift”? Use **RACES** to **explain**.

Name: _____

Date: May 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...

Directions: Complete pages 17 and 18. Use the information in the text to answer the questions.

Missing Pet

Sam ran back to the shop door. He opened it and called out, "I've found Prince!" A moment later, Sam's entire family was crowding into Pablo's shop. They had all been searching for the missing pet. Pablo explained to them how he had invited Prince inside and given him lunch. As Pablo told his story, Sam's mother, Ida, noticed the pans that were still scattered across the floor. She knew Prince likely caused the disaster. "We will thank you by cleaning your shop," Ida said. Before Pablo could refuse, Ida organized her family. She gave them jobs of straightening, sweeping, and polishing. When the busy crew finished, Pablo could not stop grinning. His pans sparkled and his windows gleamed. The goods on his shelves stood in neat and tidy rows. After that, Ida and her family filled their arms with Pablo's wares. They bought soap, pails, pans, dishes, and candles. As Pablo wrapped their purchases in paper, he whistled merrily. His shop had earned record sales. Finally, the family left Pablo's shop with Prince. Leah watched the parade of people walk down the street with their packages. At the sight, a dark cloud seemed to settle over her face. She had not had many customers that day. "No act of kindness is ever wasted," Pablo told Leah gently. "Let me treat you to dinner so I can share my good fortune with you." Leah paused for a moment. Perhaps, she should try listening to Pablo's advice. His face always wore a content smile. "Yes, I'll dine with you," Leah said in a thankful voice. "I'm sure you'll agree that it is never too late to learn new ways," she added with her own fresh smile.

1. Which sentence best states the central message of the passage?
- A. Kindness to others will be rewarded.
 - B. People do not always get what they want.
 - C. Beauty is sometimes hidden.
 - D. Animals can help make people happy

R- Restate the question

A- Answer the question

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

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

S- Sum it up

2. Explain why the sentence you selected is the best choice. Use details from the text **Missing Pet** to support your answer. Be sure to use **RACES to explain**.

Name: _____

Date: May 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...

Directions: Complete page 19-21. Use the information in the text to answer the questions.

Flying on Ice by Valerie Hunter

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

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

Riley didn't say anything on the walk home, but a few days later she asked Craig if he wanted to go skating. "To watch?" he asked. "No, to skate," she said cheerfully. "Mom and I found a pair of my old skates. They might fit you. The skates were a little big, but when Riley stuffed

newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake. Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair.

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

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

1. Which sentence best describes a central message of the story?
 - A. Change is normal and an important part of life.
 - B. Friendships often become stronger over time.
 - C. New experiences can be exciting and wonderful.
 - D. Natural talent is more important than practice.

R- Restate the question

A- Answer the question

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

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

S- Sum it up

2. Explain why the sentence you selected is the best choice. Use details from the text **Flying on Ice by Valerie Hunter** to support your answer. Be sure to use **RACES to explain.**

Name: _____

Date: May 21, 2020

BCCS-Boys

College: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 22-23. Use the text to answer the question using RACES.

The Boy Who Cried Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf, shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

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

1. What is a central message in "The Boy Who Cried Wolf"? Use **RACES** to explain.

Name: _____

Date: May 22, 2020

BCCS-Boys

College: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 24-25. Use the information in the text to answer the question.

Dirty Job? Oh Yeah!

“You couldn’t pay me to do that job!” Have you ever said that? Some occupations are so gross that most people would never be willing to do them. Jeff Biggs has a job like that, but he likes it. He’s the kind of guy who, as a kid, loved to slosh around in mud after a rainstorm, the kind of kid who loved squeezing oatmeal through his fingers.

Bigg’s dirty job is being a sewer inspector. “Believe me,” Says Biggs, “gross doesn’t come close to describing it; I creep, sometimes swim, through sewage all day.” City sewers carry household wastewater and storm-drain runoff to water treatment plant. In addition to the unpleasant smells, sewer tunnels are home to creatures such as cockroaches and rats. And these creatures aren’t shy.

What is it like to do a really disgusting job day after day? “Someone has to do it,” says Biggs. “I seriously can’t imagine sitting in an office all day, and I earn a good salary. At the end of my workday, I’ve accomplished something, and I’ve helped keep our city’s water clean and drinkable.”

And after work? “I don’t walk into the house right away,” Explains Biggs. “We installed the washing machine in the garage and put a shower stall in there, too. I toss my clothes into the washer, take a shower, and dress in clean clothes. Then I greet my family. Of course, sometimes, the clothes go into the trash, not the washer.”

1. Which sentence best describes the central message of the passage?

- A. Biggs' job embarrasses him
- B. Biggs cannot have a nicer job
- C. Biggs is proud of the work he does
- D. Biggs is doing his job until he gets a better one

R- Restate the question

A- Answer the question

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

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

S- Sum it up

2. Explain why the sentence you selected is the best choice. Use details from the text **Dirty Job? Oh Yeah!** to support your answer. Be sure to use **RACES to explain.**

Scope and Sequence Week 9

Mrs. Mercado and Ms. Quance

May 25th - May 29nd

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
5.25.2020	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Scholars will identify the point of view of characters within the text.	On NewsELA scholars will identify the character's point of view through a written response.
5.26.2020	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Scholars will identify the point of view of characters within the text.	On NewsELA scholars will identify the character's point of view through a written response.
5.27.2020	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Scholars will identify the point of view of characters within the text.	On NewsELA scholars will identify the character's point of view through a written response.
5.28.2020	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Scholars will use the text to identify the point of view of the author.	On NewsELA scholars will identify the author's point of view through a written response.
5.29.2020	CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Scholars will use the text to identify the point of view of the author.	On NewsELA scholars will identify the author's point of view through a quiz.

Character/Author's Point of View Toolkit

- The point of view is how the character or author feels about a topic

How do I find the Character/Author's Point of View

- look at the problem/conflict
- look at the characters' actions
- look at the characters' feelings
- look at the language or dialogue

Name: _____

Date: May 25, 2020

BCCS-Boys

College: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 28-29. Read the text and annotate the text with:

- MOC- how Molly feels about her old crayons
- SOC- how Sara feels about Molly's old crayons
- MNC- how Molly feels about her new crayons
- SNC- how Sara feels about Molly's new crayons

Hand-Me-Down Crayons by Dori Hillestad Butler

Molly frowned at the stack of school supplies on her desk. Her older sister's lunch bag, her older brother's half-used notebooks, last year's folders, and a huge plastic bag of old crayons.

Couldn't she have gotten *something* brand-new? Just one box of new crayons?

"New crayons!" her mom cried. "There must be five hundred crayons there."

"But they're old and broken," Molly said. "They don't change color. And they don't smell. Sara Marten has crayons that smell like different kinds of fruit!"

"That's fine for Sara Marten," Mom said. "But when we have this many crayons lying around, I don't see any reason to buy more."

The next morning, Molly's mom drove Molly and Sara Marten to school. Sara held a stack of brand-new school supplies on her lap. Sara glanced at Molly's hand-me-down school supplies without saying anything. But Molly could tell what she was thinking.

Poor Molly never gets anything new.

If only she could "lose" her crayons, then her mom would have to buy her a new box of crayons, wouldn't she?

When Molly got to school, she took her bag of crayons to the bathroom. She was going to stuff the bag into the garbage can. But when she got there, she couldn't do it. Her mom always said they couldn't afford to throw things away. Then she noticed the radiator. She could leave her bag on the radiator. Justin Klimo had done that last year. Molly remembered how the crayons had melted into a heartshaped puddle. No. That was practically the same as throwing them away. Besides, it might start a fire. But the radiator gave Molly another idea.

After school, she brought her bag of crayons home. She told her mother what she wanted to do. "That's a great idea," her mother said, smiling. Molly got out a pan and filled it with water. Then she and her mom sat at the kitchen table and peeled the paper off each crayon. "Everyone's going to be so surprised when they see my crayons tomorrow!" Molly said.

The next morning, Sara's mom drove them to school. Molly held her bag of crayons proudly on her lap. Sara noticed them right away. "Wow!" she gasped, reaching for a black-and-white swirled crayon that was shaped like a cat. Molly also had an orange pumpkin-shaped crayon, a green tree-shaped crayon, and a red-and-blue swirled crayon that spelled the word *LOVE*.

"Where did you buy these?" asked Sara.

"I didn't buy them," Molly replied with a smile. "I made them."

"How?"

"I put my old crayons in a coffee can, and my mom helped me melt them in a pan of water on the stove. Then I spooned the melted wax into my mom's candy molds, and they hardened."

"Wow. I'm going to try that with my crayons," Sara said.

Sara's mother glanced in the rearview mirror. "Oh no, you're not!" she said. "I didn't buy you brand-new crayons just so you could melt them."

Sara slumped back against the seat and crossed her arms. "You're lucky to have hand-me-down crayons," she muttered to Molly.

"I know," Molly said, grinning in spite of herself.

Name: _____

Date: May 26, 2020

BCCS-Boys

College: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Re-read the text on p. 29-30 to answer the questions below (p. 30-31) using RACES.

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

1. What is Molly's point of view about her old crayons? Use RACES to explain.

2. What is Sara’s point of view about Molly’s old crayons? Use **RACES** to explain.

Name: _____

Date: May 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...

Directions: Re-read the text on p. 32-33 to answer the questions below (p. 29-30) using RACES.

R- Restate the question

A- Answer the question

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

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

S- Sum it up

1. What is Molly’s point of view about her new crayons? **Use RACES to explain.**

2. What is Sara's point of view about Molly's new crayons? Use **RACES** to explain.

Name: _____

Date: May 28, 2020

BCCS-Boys

College: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 34-35. Read the short texts Vote below and determine the author's point of view in the text.

Vote

Some people believe that they can't make a difference by voting, but you can. If you don't vote, your voice cannot be heard. Show you care about your community, and exercise your right to vote.

1. What is the author's viewpoint about voting?
 - A. people should vote.
 - B. you should recycle in your community.
 - C. one person can't make a difference.
2. One piece of evidence to support this viewpoint is _____

Directions: Read the short texts *Flies* below and determine the author's point of view in the text.

Flies

One of the most harmful creatures on earth is the fly. Flies spread harmful diseases. They pick up germs with their hair, spreading their germs everywhere.

3. What is the author's viewpoint about flies?

a. you should kill flies if you see them

b. flies are cool

c. flies are harmful to people

4. One piece of evidence to support this viewpoint is _____

Name: _____

Date: May 29, 2020

BCCS-Boys

College: _____

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

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 36-37. Read the text below and use RACES to show the author's point of view.

Chores

Kids struggle with having to balance school, activities (like sports), and home life, so should they have to do chores on top of everything else? After all, they are only kids-they should just worry about school. But I disagree. Chores teach children how to be responsible citizens, and set them up for a successful future of having to be independent. Chores also give kids a sense of accomplishment and make them feel as if they are part of a team, as they see their mom/dad doing daily chores around the house, too. I think it's very important to teach children how to have responsibility and pitch in around the house.

R- Restate the question

A- Answer the question

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

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

S- Sum it up

1. What is the author's point of view about chores? **Use RACES to explain.**
