

Name _____

5th Grade ELA 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!

DeRouville: Remote Learning Scope and Sequence
5th Grade ELA
Week 7: 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
5.11.2020 Day 28	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	First Read of “Mother and Daughter” and Graphic Organizer	*NewsELA *YouTube Read Aloud
5.12.2020 Day 29	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Second Read of “Mother and Daughter”, Annotations, Plot & Setting Minilesson	*NewsELA *YouTube: Plot & Setting Minilesson
5.13.2020 Day 30	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “Mother and Daughter”, Text-Based Multiple Choice Questions and Short Answer	*NewsELA *YouTube: Short Response Guidance
5.14.2020 Day 31	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	First Read of Article and Written Summary	*NewsELA *YouTube Summary Minilesson
5.15.2020 Day 32	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text-Based Multiple Choice Questions and Short Answer	*NewsELA

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Easiest Method: Search YouTube for “Erin DeRouville”

https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber

Remote Learning Day 28

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Name: _____

Date: May 11, 2020

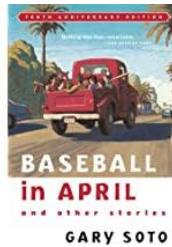
BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

- ___ **Watch "Day 28" YouTube Videos**
- ___ **First Read of "Mother and Daughter"**
- ___ **Read Input**
- ___ **Daily Task**  ***Send Pic**




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...

Input

Themes in Literature
Just remember a crème-filled cupcake!

 Crème filling is hidden inside a cupcake.
Themes are hidden inside a book.

Think to yourself... What does the author hope the reader realizes?

Some Famous Examples

- Little Red Riding Hood - Appearances can be deceiving sometimes.
- The Three Little Pigs - Hard work and patience pay off in the end.
- The Little Red Hen - Laziness can have negative consequences.

Think about “Mother and Daughter”.

The main character is Yollie.

Yollie’s conflict was that the rain at the dance revealed her dress had been dyed. She was worried that people would judge her.

The resolution was that Ernie called and asked her to a movie.

What life lesson can we learn from “Mother and Daughter”?

***** We can also learn a life lesson from the actions of the mother. Remember: A story can have multiple themes. *****

Daily Task



Directions: Read “Mother and Daughter” along with me on YouTube. Write your theme statement and 2 supporting details below.

Theme

ihy

Supporting Detail

Supporting Detail

MOTHER AND DAUGHTER

Yollie's mother, Mrs. Moreno, was a large woman who wore a mumuu and butterfly-shaped glasses. She liked to water her lawn in the evening and wave at low-riders, who would stare at her behind their smoky sunglasses and laugh. Now and then a low-rider from Belmont Avenue would make his car jump and shout "*Mamacita!*" But most of the time they just stared and wondered how she got so large.

Mrs. Moreno had a strange sense of humor. Once, Yollie and her mother were watching a late-night movie called "They Came to Look." It was about creatures from the underworld who had climbed through molten lava to walk the earth. But Yollie, who had played soccer all day with the kids next door, was too tired to be scared. Her eyes

Mother and Daughter

closed but sprang open when her mother screamed, "Look, Yollie! Oh, you missed a scary part. The guy's face was all ugly!"

But Yollie couldn't keep her eyes open. They fell shut again and stayed shut, even when her mother screamed and slammed a heavy palm on the arm of her chair.

"Mom, wake me up when the movie's over so I can go to bed," mumbled Yollie.

"OK, Yollie, I wake you," said her mother through a mouthful of popcorn.

But after the movie ended, instead of waking her daughter, Mrs. Moreno laughed under her breath, turned the TV and lights off, and tiptoed to bed. Yollie woke up in the middle of the night and didn't know where she was. For a moment she thought she was dead. Maybe something from the underworld had lifted her from her house and carried her into the earth's belly. She blinked her sleepy eyes, looked around at the darkness, and called, "Mom? Mom, where are you?" But there was no answer, just the throbbing hum of the refrigerator.

Finally, Yollie's grogginess cleared and she realized her mother had gone to bed, leaving her on the couch. Another of her little jokes.

But Yollie wasn't laughing. She tiptoed into her mother's bedroom with a glass of water and set it on the nightstand next to the alarm clock. The next morning, Yollie woke to screams. When her mother reached to turn off the alarm, she had overturned the glass of water.

Yollie burned her mother's morning toast and gloated. "Ha! Ha! I got you back. Why did you leave me on the couch when I told you to wake me up?"

BASEBALL IN APRIL

Despite their jokes, mother and daughter usually got along. They watched bargain matinees together, and played croquet in the summer and checkers in the winter. Mrs. Moreno encouraged Yollie to study hard because she wanted her daughter to be a doctor. She bought Yollie a desk, a typewriter, and a lamp that cut glare so her eyes would not grow tired from hours of studying.

Yollie was slender as a tulip, pretty, and one of the smartest kids at Saint Theresa's. She was captain of crossing guards, an altar girl, and a whiz in the school's monthly spelling bees.

"*Tienes que estudiar mucho,*" Mrs. Moreno said every time she propped her work-weary feet on the hassock. "You have to study a lot, then you can get a good job and take care of me."

"Yes, Mama," Yollie would respond, her face buried in a book. If she gave her mother any sympathy, she would begin her stories about how she had come with her family from Mexico with nothing on her back but a sack with three skirts, all of which were too large by the time she crossed the border because she had lost weight from not having enough to eat.

Everyone thought Yollie's mother was a riot. Even the nuns laughed at her antics. Her brother Raul, a nightclub owner, thought she was funny enough to go into show business.

But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one. It was late October, with Christmas around the corner, and their dented Chevy Nova had gobbled up almost one hundred dollars in repairs.

"We don't have the money," said her mother, genu-

Mother and Daughter

inely sad because they couldn't buy the outfit, even though there was a little money stashed away for college. Mrs. Moreno remembered her teenage years and her hardworking parents, who picked grapes and oranges, and chopped beets and cotton for meager pay around Kerman. Those were the days when "new clothes" meant limp and out-of-style dresses from Saint Vincent de Paul.

The best Mrs. Moreno could do was buy Yollie a pair of black shoes with velvet bows and fabric dye to color her white summer dress black.

"We can color your dress so it will look brand-new," her mother said brightly, shaking the bottle of dye as she ran hot water into a plastic dish tub. She poured the black liquid into the tub and stirred it with a pencil. Then, slowly and carefully, she lowered the dress into the tub.

Yollie couldn't stand to watch. She *knew* it wouldn't work. It would be like the time her mother stirred up a batch of molasses for candy apples on Yollie's birthday. She'd dipped the apples into the goo and swirled them and seemed to taunt Yollie by singing "*Las Mañanitas*" to her. When she was through, she set the apples on wax paper. They were hard as rocks and hurt the kids' teeth. Finally they had a contest to see who could break the apples open by throwing them against the side of the house. The apples shattered like grenades, sending the kids scurrying for cover, and in an odd way the birthday party turned out to be a success. At least everyone went home happy.

To Yollie's surprise, the dress came out shiny black. It looked brand-new and sophisticated, like what people in New York wear. She beamed at her mother, who hugged Yollie and said, "See, what did I tell you?"

The dance was important to Yollie because she was in

love with Ernie Castillo, the third-best speller in the class. She bathed, dressed, did her hair and nails, and primped until her mother yelled, "All right already." Yollie sprayed her neck and wrists with Mrs. Moreno's Avon perfume and bounced into the car.

Mrs. Moreno let Yollie out in front of the school. She waved and told her to have a good time but behave herself, then roared off, blue smoke trailing from the tail pipe of the old Nova.

Yollie ran into her best friend, Janice. They didn't say it, but each thought the other was the most beautiful girl at the dance; the boys would fall over themselves asking them to dance.

The evening was warm but thick with clouds. Gusts of wind picked up the paper lanterns hanging in the trees and swung them, blurring the night with reds and yellows. The lanterns made the evening seem romantic, like a scene from a movie. Everyone danced, sipped punch, and stood in knots of threes and fours, talking. Sister Kelly got up and jitterbugged with some kid's father. When the record ended, students broke into applause.

Janice had her eye on Frankie Ledesma, and Yollie, who kept smoothing her dress down when the wind picked up, had her eye on Ernie. It turned out that Ernie had his mind on Yollie, too. He ate a handful of cookies nervously, then asked her for a dance.

"Sure," she said, nearly throwing herself into his arms. They danced two fast ones before they got a slow one. As they circled under the lanterns, rain began falling, lightly at first. Yollie loved the sound of the raindrops ticking against the leaves. She leaned her head on Ernie's

shoulder, though his sweater was scratchy. He felt warm and tender. Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour.

"Everyone, let's go inside—and, boys, carry in the table and the record player," Sister Kelly commanded.

The girls and boys raced into the cafeteria. Inside, the girls, drenched to the bone, hurried to the restrooms to brush their hair and dry themselves. One girl cried because her velvet dress was ruined. Yollie felt sorry for her and helped her dry the dress off with paper towels, but it was no use. The dress was ruined.

Yollie went to a mirror. She looked a little gray now that her mother's makeup had washed away but not as bad as some of the other girls. She combed her damp hair, careful not to pull too hard. She couldn't wait to get back to Ernie.

Yollie bent over to pick up a bobby pin, and shame spread across her face. A black puddle was forming at her feet. Drip, black drip. Drip, black drip. The dye was falling from her dress like black tears. Yollie stood up. Her dress was now the color of ash. She looked around the room. The other girls, unaware of Yollie's problem, were busy grooming themselves. What could she do? Everyone would laugh. They would know she dyed an old dress because she couldn't afford a new one. She hurried from the restroom with her head down, across the cafeteria floor and out the door. She raced through the storm, crying as the rain mixed with her tears and ran into twig-choked gutters.

When she arrived home, her mother was on the couch eating cookies and watching TV.

"How was the dance, *m'ija*? Come watch the show with me. It's really good."

Yollie stomped, head down, to her bedroom. She undressed and threw the dress on the floor.

Her mother came into the room. "What's going on? What's all this racket, baby?"

"The dress. It's cheap! It's no good!" Yollie kicked the dress at her mother and watched it land in her hands. Mrs. Moreno studied it closely but couldn't see what was wrong. "What's the matter? It's just little bit wet."

"The dye came out, that's what."

Mrs. Moreno looked at her hands and saw the grayish dye puddling in the shallow lines of her palms. Poor baby, she thought, her brow darkening as she made a sad face. She wanted to tell her daughter how sorry she was, but she knew it wouldn't help. She walked back to the living room and cried.

The next morning, mother and daughter stayed away from each other. Yollie sat in her room turning the pages of an old *Seventeen*, while her mother watered her plants with a Pepsi bottle.

"Drink, my children," she said loud enough for Yollie to hear. She let the water slurp into pots of coleus and cacti. "Water is all you need. My daughter needs clothes, but I don't have no money."

Yollie tossed her *Seventeen* on her bed. She was embarrassed at last night's tirade. It wasn't her mother's fault that they were poor.

When they sat down together for lunch, they felt awkward about the night before. But Mrs. Moreno had made a fresh stack of tortillas and cooked up a pan of *chile verde*,

and that broke the ice. She licked her thumb and smacked her lips.

"You know, honey, we gotta figure a way to make money," Yollie's mother said. "You and me. We don't have to be poor. Remember the Garcias. They made this stupid little tool that fixes cars. They moved away because they're rich. That's why we don't see them no more."

"What can we make?" asked Yollie. She took another tortilla and tore it in half.

"Maybe a screwdriver that works on both ends? Something like that." The mother looked around the room for ideas, but then shrugged. "Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something." She rolled her tongue over her lips and cleared her throat. "The county fair hires people. We can get a job there. It will be here next week."

Yollie hated the idea. What would Ernie say if he saw her pitching hay at the cows? How could she go to school smelling like an armful of chickens? "No, they wouldn't hire us," she said.

The phone rang. Yollie lurched from her chair to answer it, thinking it would be Janice wanting to know why she had left. But it was Ernie wondering the same thing. When he found out she wasn't mad at him, he asked if she would like to go to a movie.

"I'll ask," Yollie said, smiling. She covered the phone with her hand and counted to ten. She uncovered the receiver and said, "My mom says it's OK. What are we going to see?"

After Yollie hung up, her mother climbed, grunting,

BASEBALL IN APRIL

onto a chair to reach the top shelf in the hall closet. She wondered why she hadn't done it earlier. She reached behind a stack of towels and pushed her chubby hand into the cigar box where she kept her secret stash of money.

"I've been saving a little every month," said Mrs. Moreno. "For you, *m'ija*." Her mother held up five twenties, a blossom of green that smelled sweeter than flowers on that Saturday. They drove to Macy's and bought a blouse, shoes, and a skirt that would not bleed in rain or any other kind of weather.

Remote Learning Day 29

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Name: _____


Date: May 12, 2020

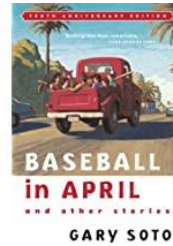
BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

- ___ **Watch "Day 29" YouTube Video**
- ___ **Second Read of "Mother and Daughter"**
- ___ **Relevant Annotations**
- ___ **Read Input**
- ___ **Daily Task**  *****SEND PIC*****



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...

Remote Learning Day 30

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Name: _____

Date: May 13, 2020

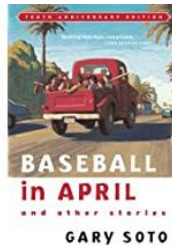
BCCS Boys

College: _____

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Today's Task List

- ___ **Read Input**
- ___ **Watch "Day 30" YouTube Video**
- ___ **Third Read of "Mother and Daughter"**
- ___ **Daily Task**  *****SEND PIC*****



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...

Remote Learning Day 31

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Name: _____

Date: May 14, 2020

BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

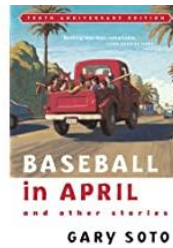
Today's Task List

____ Read Input

____ Watch "Day 31" YouTube Video

____ Read article.

____ Daily Task  ***SEND PIC



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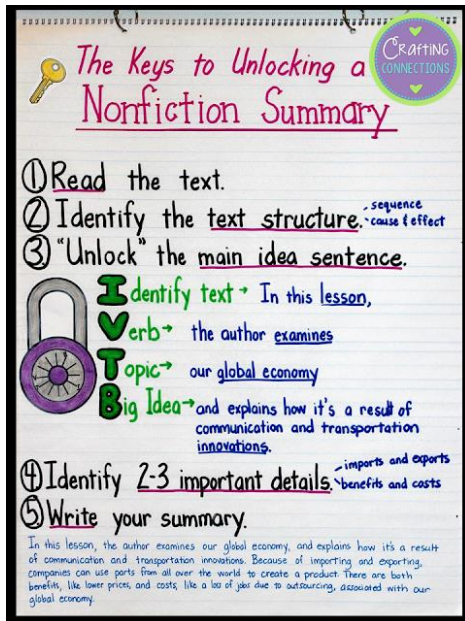
Input

Examine anchor chart. Watch the YouTube video (Day 31) for support.

Step One: Write a dynamic main idea sentence.

Step Two: Annotate key details in the article.

Step Three: Paraphrase those key details immediately following your main idea sentence.



The Keys to Unlocking a Nonfiction Summary

1 Read the text.

2 Identify the text structure. sequence, cause & effect

3 "Unlock" the main idea sentence.

Identify text → In this lesson,

Verb → the author examines

Topic → our global economy

Big Idea → and explains how it's a result of communication and transportation innovations.

4 Identify 2-3 important details. imports and exports, benefits and costs

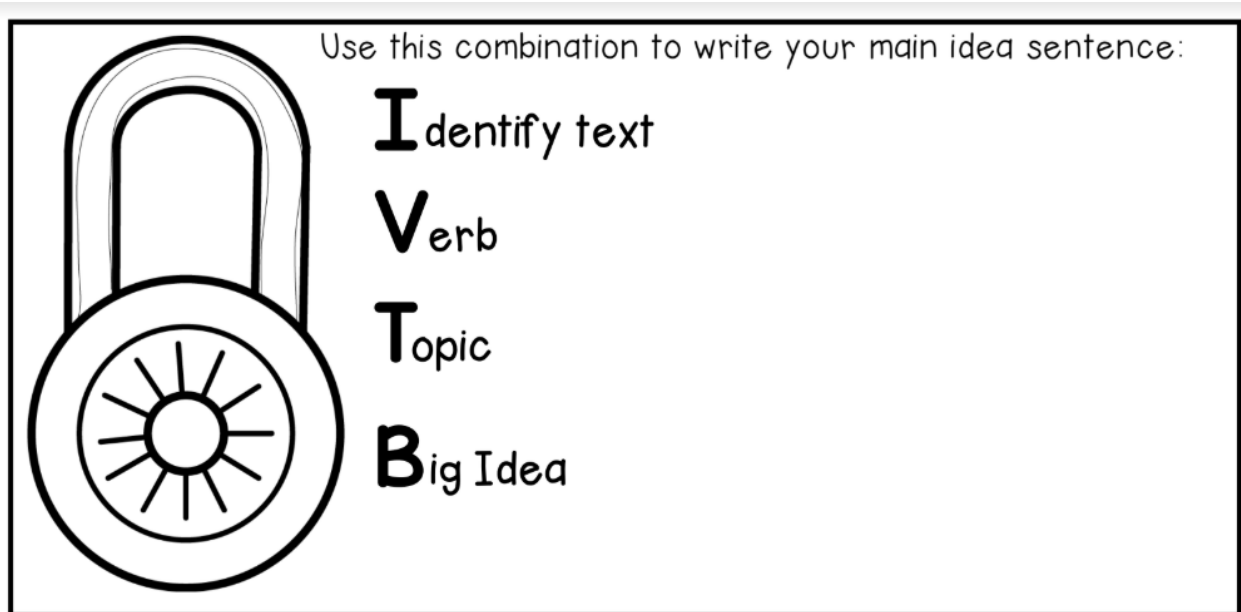
5 Write your summary.

In this lesson, the author examines our global economy, and explains how it's a result of communication and transportation innovations. Because of importing and exporting, companies can use parts from all over the world to create a product. There are both benefits, like lower prices and costs, like a lot of jobs due to outsourcing, associated with our global economy.

Daily Task



Directions: Read the article and annotate the main idea. Use the anchor chart above to set up your summary. Then, write it.



Use this combination to write your main idea sentence:

I Identify text

V Verb

T Topic

B Big Idea

Identify 2-3 important supporting details.

Main Idea: _____

Mexican Immigration History: Longer, more Complex than U.S.-Mexico border

The first Mexican-Americans didn't cross the border into the U.S. Instead, the border crossed them.

In the 1500s and 1600s, Spain colonized parts of North America. This included Mexico and parts of the present-day southwestern United States. Mexico was a colony of Spain for almost 300 years. Then, in 1821, Mexico won its independence.



A group of Mexican laborers walk to board a train in Chicago, Illinois, to be deported to their native Mexico in 1951. AP Photo

War breaks out in 1846



A map showing the land Mexico gave to the United States after the Treaty of Guadalupe Hidalgo.

War broke out in 1846 when the U.S. took Texas from Mexico. In 1848, the two countries signed a treaty. It was called the Treaty of Guadalupe Hidalgo. The U.S. used its military power to force Mexico to give up land. The U.S. paid Mexico a small amount of money, much less than the land was worth. In 1854, the U.S. bought even more land from the Mexican government.

Almost overnight, tens of thousands of Mexican citizens no longer lived in Mexico. All of a sudden, without even moving, they were in the United States.

New citizens, broken promises

Most of them became U.S. citizens. The U.S. promised that they would have full rights as Americans. These promises were not kept, though. By the end of the 19th century, many Mexican-Americans had their land taken away. They were treated like second-class citizens.

Life wasn't easy for Mexican-Americans in the late 1800s. Still, many Mexicans continued to move to the United States, looking for work.

Three surges of Mexican immigration



Immigration came in three great surges. The first began in the 1900s. Between 1910 and 1930, the number of Mexican immigrants tripled.

Many workers didn't have permission to immigrate. Moreover, the border where Mexico and the U.S. meet is a vast area. A lot of people crossed the border in what seemed like the middle of nowhere. As a result, many immigrants arrived in the U.S. without any paperwork. This made it harder for them to speak up for their rights. Powerful people often took advantage of them.

The Mexican American community became larger. As it grew, it gained more attention.

Some groups saw the growing Mexican immigrant population as a problem. Immigrants spoke a different language and had different ideas about life. This bothered some Americans. Some tried to force immigrants to learn English and mix in.

Hard times in the Great Depression

In the 1930s, the Great Depression hit. It made life for Mexican immigrants especially hard.

During the Great Depression, many people lost their jobs. As a result, anger at immigrant workers grew. Tensions ran high. There were few jobs to go around. Some people didn't want jobs going to immigrants.

The government began sending immigrants back to Mexico. Many were either tricked or forced to make the trip. In all, hundreds of thousands of Mexican immigrants were sent away in the 1930s.

However, many Mexican-Americans stayed, and some of them helped build the railroads. They moved to areas all over the country. More of them starting living in American cities.

World War II and braceros

In the 1940s, the U.S. fought in World War II. Thousands of young men were sent off to war. Back at home, people were needed to do their jobs.

In 1942, the government started telling Mexicans to come to the U.S. Farmers needed workers, so the governments of the two countries started a program called the bracero program. The workers were called "braceros." Those that came were usually paid very little. Many were treated very badly.

After the war, the soldiers returned home. This meant that there were once again enough workers in the country. The U.S. began kicking out immigrant workers in response. More than 4 million immigrants were sent back to Mexico.



Farmworkers struggle for their rights

Some Mexican Americans pushed back. In the 1960s and 1970s, the United Farm Workers (UFW) helped farmworkers organize. One of the leaders of the effort was César Chávez. He gained national fame. He became a symbol for immigrant rights. This was also the time of the Civil Rights Movement. Quite a few Mexican-Americans participated.

The third great wave in Mexican immigration is taking place right now.

Mexican immigrants have a more central place in American cultural life than ever before. They have an important role to play in its future, too.

Remote Learning Day 32

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Name: _____

Date: May 15, 2020

BCCS Boys

College: _____

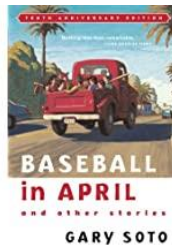
Please complete the following packet for today’s ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don’t forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today’s Task List

____ **Reread article and annotate**

____ **Watch “Day 32” YouTube Video**

____ **Daily Task**  *****SEND PIC*****



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Parent/Scholar Notes: These are notes that can/should be shared with scholar’s teacher	
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DeRouville: Remote Learning Scope and Sequence

5th Grade ELA

Week 8: May 18th – May 22th

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
5.18.2020 Day 33	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	First Read of “The Karate Kid”, Main Idea and Theme Statements	*NewsELA *YouTube Read Aloud
5.19.2020 Day 34	RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	Second Read of “The Karate Kid”, Annotations, Perspective Task	*NewsELA *YouTube: Perspective Minilesson
5.20.2020 Day 35	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “The Karate Kid”, Text Based Multiple Choice Questions and Short Answer	*NewsELA
5.21.2020 Day 36	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	First Read of Article. Main Idea Statement and Author’s Purpose Statement.	*NewsELA *YouTube Author’s Purpose Minilesson
5.22.2020 Day 37	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text Based Multiple Choice Questions and Short Answer	*NewsELA

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Easiest Method: Search YouTube for “Erin DeRouville”

https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber

Remote Learning Day 33

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Name: _____

Date: May 18, 2020

BCCS Boys

College: _____

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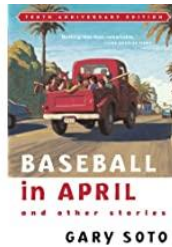
Today's Task List

____ **Watch "Day 33" YouTube Video**

____ **First Read of "The Karate Kid"**

____ **Read Input**

____ **Daily Task**  *****Send Pic*****



Parent Signature: _____
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Input

Theme vs. Main Idea	
<p>The THEME of a story is the moral, lesson, or message.</p> <ul style="list-style-type: none"> * Actions speak louder than words. * It's okay to be different. * Be compassionate. * Teamwork. 	<p>The MAIN IDEA of a story tells what it is mostly about. (One sentence summary)</p> <ul style="list-style-type: none"> * Connor was always getting in trouble and making excuses. * Laura and Jane are very different, but still close friends. * Travis and his friends had fun plans, but decided to volunteer instead. * The team won the game when they worked together.

Main Idea: Start with the topic. The topic of a literary text is usually the main character.

What's the topic of "The Karate Kid"?

Gilbert

Theme: Analyze the main character.

What was Gilbert's conflict?

What action did he take to resolve his conflict?

What can the reader learn from those actions?

Daily Task



Directions: Read "The Karate Kid" along with me on YouTube. Fill in the chart below.

Topic: _____

Main Idea:

Theme:

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THE KARATE KID

It all started when Gilbert's older cousin Raymundo brought over *The Karate Kid* on video. Never before had a message been so clear, never had Gilbert seen his life on TV. As he sat in the dark with a box of Cracker Jacks in his lap, he knew that *he*, Gilbert Sanchez, a fifth-grader at John Burroughs Elementary, was the Karate Kid. Like the kid on the screen, he was pushed around by bullies. He too was a polite kid who did his homework and kept to himself. And, like the kid in the movie, Gilbert wanted to be strong enough to handle anyone who tried to mess with him.

Inspired, Gilbert and Raymundo kicked and chopped imaginary opponents into submission as they walked to the 7-Eleven for a Slurpee.

"The *ninjas* are after us," Gilbert whispered in an alley.

"So what? They can't mess with us. We're cousins. If they mess with you, they mess with me. If they mess with me, they mess with you."

"That's right. We're bad." Gilbert chopped a *ninja* in the neck. "Take that. And that! And give some to your brother."

They climbed on the hood of a wrecked car and stood storklike on one leg, just like in the movie. But instead of crashing sea for a backdrop, there was a dilapidated barrio of ramshackle houses and dusty cars.

Gilbert's courage carried over to the next day. At school, Pete the Heat cut in front of Gilbert while he was in line for lunch. Gilbert looked at him and said, "Hey, the line starts back there."

Pete the Heat, a not-so-bright fourth-grader, was a tough playground fighter who could thump with the big kids.

"What did you say?" asked the Heat. His fists were doubled up and trembling like small animals. He stuck his face into Gilbert's face.

"I said I'm not letting you cut in front of me. Get in back!"

"No, you watch it!"

"I'm not telling you again!" Gilbert doubled his fists and leaned his body into the Heat. He was surprised by his own aggressiveness.

"I'll meet you on the playground," the Heat said, jabbing a finger into Gilbert's chest.

"Any place, any time," Gilbert, to his great surprise,

shouted at the Heat, who cut in closer to the front of the line. Raymundo came up to Gilbert.

"Why did you do that? You know he's a dirty fighter."

"Cause," Gilbert said with a faraway look on his face. He was busy picturing himself getting beat up by the Heat.

"You're going to get it," Raymundo warned. "Why did you talk so big, *menso*?"

"Don't worry about it," Gilbert said as he left the line in a daze. He wasn't hungry anymore; he was gorged on fear. Would it hurt much to get smacked in the face lots of times? he wondered. Would he have enough blood left in his body to walk to the principal's office?

Raymundo sat down next to him. He was older than Gilbert and could beat up the Heat, but he knew he shouldn't get involved. It was Gilbert's fight.

"Remember," Raymundo advised, "Chop and kick. Look tough, too."

They met on the playground. Kids closed in to see the fight. Out of the corner of his eye, Gilbert saw Patricia, the girl he liked to think was his girlfriend, walking toward them. Oh no, he thought to himself, she's going to see me get beat up. He wished now that he had let the Heat cut in line.

The Heat said, "What about it, creep! You still think you're bad?"

"Yeah," Gilbert growled. He tried to take Raymundo's advice and sound tough, but his mind had melted into a puddle of misfiring cells. But he wasn't so far gone that he couldn't remember to stand like a stork and flap his arms.

"Just 'cause you seen that *Karate Kid* you think you're

bad, huh? You ain't *bad*," the Heat taunted. Some of the older kids encouraged the Heat to get on with it.

Again Gilbert tried to sound tough. "Come and get me. If you think you're—"

Gilbert never finished his sentence. The Heat caught him with a roundhouse punch to the jaw, sending Gilbert to the ground. The Heat jumped on Gilbert and smacked him a few more times before Raymundo pulled him off.

"That's enough, Heat. Leave him alone."

Gilbert didn't bother to move. A few kids taunted him, called him "sissy," "pushover," and "wimp," but Gilbert stayed on the ground with his eyes closed, waiting for all of them to go away.

Finally, he opened an eye and, seeing that everyone, including Raymundo, had disappeared, rose up on one elbow. How come it didn't work? he asked himself. I stood like a stork, just like in the movie.

Even though it was a school night, Gilbert convinced his mother to let him borrow Raymundo's *Karate Kid* a second time. This time he watched intently, with no Cracker Jacks to distract him. Yes, his school was like the school in the movie, full of bullies. And yes, he had stood like a stork and flapped his arms. But, unlike the kid in the movie, he was smacked to the ground. The missing component struck him like a hammer. He didn't have a teacher, and the kid in the movie did. So that's it, he thought. I need a master to teach me karate.

Gilbert stayed home the next day, feigning sickness, and looked through the *Yellow Pages* for a karate school. It was very confusing. There were so many styles: Shotokan, Taekwon-Do, Kajukenbo, Bok-Fu, Jujitsu, Kung Fu. That

one sounded familiar, but it was in north Fresno, far from his home. It would take him forever to bicycle up there.

Finally he decided to call the Shotokan school that was around the corner from his house. He got a recorded message that gave the hours, which were from 3:30 in the afternoon to 7:00 P.M. Gilbert decided to practice standing like a stork until the studio opened. By 3:30 he was exhausted and bored, but he still hopped on his bike and rode over to the studio. The instructor, to Gilbert's surprise, was Mexican, not Japanese like the guy in the movie.

The instructor flipped the sign in the window from Closed to Open and looked at Gilbert. "Hey, kid, what's up?"

He called me "kid," Gilbert thought. I wonder how he knew. Do I look like the boy in the movie?

"You wanna take lessons?"

"Yeah."

"You have to be real serious."

"I will, I promise."

"It's twenty-five a month, and fifteen for the uniform."

The instructor let Gilbert in and watched him look around the *dojo*, which was small, dark, and smelly. It held nothing but some mirrors, a punching bag, and a shopping cart full of what looked like boxing gloves.

"And there's an introductory price. Two months for the price of one. Stick around, kid, you look like you'll be good." The instructor bowed at the edge of the wooden karate floor, and walked behind a curtain. After a few minutes he came out wearing his uniform, and all that Gilbert could think was *He's got a black belt*.

Three noisy kids came in clutching grocery bags con-

taining their uniforms. The instructor told them to be quiet, but they ignored him. They took off their shoes but didn't bow the way the instructor bowed when he stepped onto the wooden floor. Gilbert didn't like them because of their rudeness. They were not like the kid in the movie.

Four older kids came in and joined the other kids, who were playing tag. Finally, the instructor clapped his hands together and shouted for them to line up. When one kid whined, "Aw, man," the instructor glared fiercely at him. "Come on, let's show some respect," he growled.

The kids wiped their sweaty faces on their wrinkled uniforms. As they lined up, one kid pushed another kid, who fell on the ground and pretended to cry. The instructor, pinching his brow into dark lines of disgust, told them to show respect.

The class started with jumping jacks, and even though the instructor told them to stay with the count, the kids jumped as they pleased. He told them to do push-ups, and everyone groaned. Then they sat against the wall to stretch.

Gilbert was in awe. All but two of the seven kids had yellow belts. One had a green belt, and the other wore a white belt with what looked like a piece of black electrical tape on the end.

That night, during dinner, he asked his mother if he could take karate. His mother wiped her mouth and said, "No."

He was ready for this answer, ready for a battle. "How come? It's only twenty-five dollars a month."

"Because you don't need it," his mother said. "You won't learn anything you can use later in life. School is more important."

"Yeah, if you don't get beat up every day."

"What do you mean?" his mother asked.

"I got beat up yesterday by Pete the Heat. That's why I stayed home today."

"Why didn't you say anything?"

"What could you do? You're at work, and I'm at school. You can't hold my hand at recess."

"Don't get smart."

"But it's true. You don't know what it's like."

His mother knew it was true. She stared at her salad and remembered when her parents wouldn't let her take ballet lessons. No matter how much she cried her parents said the same thing: "No, you don't need to." She looked at Gilbert, whose face shone with hope, and asked, "How much are the lessons?"

"Twenty-five dollars. It's cheaper than most places," he said. "And I need a uniform."

She looked at her son's beaming face. "Maybe it'll be good for you," she said.

"I'll train really hard, and then you can call me the Karate Kid." Gilbert ate all his food and washed the dishes without his mother having to ask.

That night he had wild and strange dreams about the whole school watching him pepper the Heat with karate chops and punches. Only when the Heat cried, "No more," did he let up. Then out of kindness and mercy, Gilbert led him to the boys' restroom to wash his bruised face.

Gilbert began his lessons the next day. He was scared of the kids in the yellow belts, though he was as old and tall as most of them.

When Mr. Lopez asked them to bow so they could

begin class, only a few gave courtesy bows. The others nodded their heads or wiped their noses on the backs of their sleeves. Their uniforms were dirty, and their belts were just one wiggle away from coming untied.

"OK, let's do thirty-five jumping jacks," Mr. Lopez commanded.

The kids groaned but started their jumping jacks, out of count with the instructor's. They then did two sets of fifteen push-ups. Again, the kids were out of count and complained that it was too hard.

Gilbert tried to keep up with the instructor but pulled a muscle in his shoulder while doing push-ups. He groaned and said, "Mr. Lopez, my shoulder hurts. Is it supposed to?"

The instructor wrinkled his brow. "You too? The first day of class and you're like the others?"

This made Gilbert try harder. But when it was time to do basic drills, he was at a loss. He looked out of the corner of his eye and saw the other kids moving their arms in patterns. Now and then the instructor would pause long enough to correct Gilbert's mistakes, but most of the time he ignored him and the other boys and gazed out the window at the cars and people passing by.

Next they did kicks—front snap kick, roundhouse kick, side kick—and toward the end of the class the advanced students, those with colored belts, did *katas*. Gilbert sat cross-legged against the wall in awe. But the instructor stood with his hands on his hips, displeased with their technique. He didn't have to say anything, the message was clear.

They ended the class with more jumping jacks and push-ups. The students then "bowed out" and grumbled

that it had been the hardest workout in the whole world Gilbert added a few complaints. His shoulder was sore, and the bottoms of his feet were blistered from the wooden floor. He rode home slowly, with his rolled-up uniform under his arm.

At dinner, his mother, who was secretly pleased that her son was taking karate, asked about his first lesson.

"It was kinda hard," he said, "and I was kinda confused."

Gilbert stood up and did some blocks. He was going to do a front snap kick, but his mother told him to sit down and eat his food before it got cold.

"My feet got some blisters because we practice on a wooden floor." He wanted to show his mother but knew it was impolite to show the bottoms of your feet while someone was eating.

The next week it was pretty much the same thing, jumping jacks and push-ups, stretches that hurt, blocks and kicks, and *katas* at the end of the class.

Gilbert wanted to ask the instructor when he'd get to stand like a stork, the way the Karate Kid did in the movie, but he couldn't catch his eye. Mr. Lopez had a faraway look in his eyes and seemed more interested in watching the people outside than his students.

By the end of the month, Gilbert was bored to tears. Every day it was the same thing. They didn't learn one thing that would protect them from other kids. The instructor himself began to show up late, and even when he was there, he didn't bother to correct the students' kicks or blocks. He just walked around the *dojo* with his hands on his hips.

Gilbert wanted to quit, but his mother had paid his

dues for the third and fourth months. When she asked, "How are your lessons? You must be very strong, no?" Gilbert pretended that everything was great and rolled up his shirt sleeve to show off his biceps.

But karate was no fun; it was boring and didn't do him any good. One day at school when Pete the Heat tried to cut in front of Gilbert in the cafeteria line, Gilbert, still convinced in his heart that he was the Karate Kid, shoved him away.

"Didn't I beat you up already?" the Heat taunted.

"You better watch it, Heat. I'm taking karate."

Pete shoved Gilbert and said, "See you on the playground."

Outside, in front of the fifth- and sixth-grade boys, Gilbert assumed a karate stance. The Heat snickered that nothing could save him but the U.S. Army and socked Gilbert in the jaw. The blow sent Gilbert to the ground, where he stayed with his eyes closed until recess was over.

Gilbert was too embarrassed to tell his mother that he wanted to quit karate. She was sure to yell at him. She would say that she wasted over a hundred dollars on karate lessons, that Gilbert was lazy, and, worst of all, that he was scared of the other boys in the class.

Gilbert became as sloppy as the other kids. He went six months, week after week, and advanced to yellow belt, which made him feel proud for a few days. Then it was back to the same routine of sloppiness and the boredom of push-ups and sit-ups, stretching, blocks, kicks, and *katias*. Not once did they spar.

He fantasized about sparring the Heat while Mr. Lopez watched, arms folded over his chest. Gilbert saw himself

circle and feint, and he saw the Heat cower and shy away from his blows. But, more often, Gilbert fantasized about quitting. He saw himself fall off his bike and break his leg, or fall off a roof and break his neck. With such injuries no one would taunt him for being a sissy because he couldn't stick it out.

How am I going to tell her? he wondered on the day he decided to quit because it was too boring. Maybe he could tell his mom that the monthly dues were now a hundred a month. Or that he knew enough karate to defend himself. He thought of excuses as he pushed a broom around the karate floor. He looked up and saw his instructor doing a *katia*. The first time he had seen Mr. Lopez perform one he thought he was the strongest man in the entire world. Now he only looked OK. Gilbert figured that anyone who sweated so much couldn't be that good, and the instructor was sweating buckets.

At school the Heat teased Gilbert, saying, "Hey, Karate Kid, let's see what you can do. I bet you can't even whip my sister." It was true. His sister was in Gilbert's grade, and she was as nasty as a cat in a sack.

One day the instructor came in smiling. It was the first time Gilbert had seen his teeth. "I have news for you," he said as the kids lined up. "But not now. Let's practice. Quit fooling around! Line up!" As they did their drill, Gilbert began to smile along with the instructor. I guess this is the day, he thought. Finally we'll get to spar. For months he had obeyed the instructor's yells, and now he and the better-behaved kids were going to get their chance. Gilbert looked at the shopping cart of sparring equipment. He couldn't wait for the instructor to tell them to get the gear.

BASEBALL IN APRIL

But the class followed the usual routine. They went up and down the line doing blocks, kicks, and the same. Then the instructor yelled for the kids to fall in line. After hushing them five times, he announced that he was closing the *dojo*. Business had been bad, and he didn't see how he could continue with only twelve students.

"There's nothing I can do," he said, trying to look sad. "Business is business. I'm sorry."

Only one student moaned. The others cheered.

"No respect," muttered the instructor. He yanked on his belt and pointed to the dressing room. "Go! You're terrible kids." The students raced around the *dojo*, laughing and roughhousing, before they changed to their street clothes. They all waved a casual goodbye to the instructor, who was standing at the front window watching the traffic pass.

During dinner that night a smiling and very happy Gilbert told his mom that the studio was closing.

"That's too bad for Mr. Lopez and you kids." His mother was disappointed and, after eating in silence, suggested that Gilbert go to another studio for lessons.

"Oh, no," Gilbert said. "I think I've learned enough to protect myself."

"Well, I don't want to hear about you getting beat up."

"You won't," he promised. And she never did.

Gilbert threw the uniform in the back of his closet and soon forgot his *katas*. When *Karate Kid, Part Two* came to the theater that summer, Raymundo had to see it alone. Gilbert stayed home to read super-hero comic books; they were more real than karate. And they didn't hurt.

Remote Learning Day 34

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Name: _____


Date: May 19, 2020

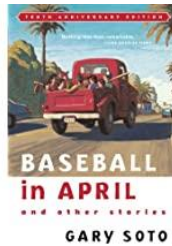
BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

- ___ **Read Input**
- ___ **Watch "Day 34" YouTube Video**
- ___ **Second Read of "The Karate Kid"**
- ___ **Relevant Annotations**
- ___ **Daily Task**  *****SEND PIC*****



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...

It's a matter of Perspective!

Shoe SALE!
Reg Price \$69.95
Sale Price \$53.95

Jake's Perspective
I need those shoes.
The shoes will make me a better soccer player.
They are on sale so now is a perfect time to buy them.
My best friend owns this pair so I want them too.

Mom's Perspective
We can't afford to buy these shoes.
The sale price is still way too expensive.
They only get worn twice a week during practice and a game.
Jake is growing fast. Soon he won't be able to wear them.
These shoes will not make Jake a better soccer player—hard work & practice will make him improve.

CRAMMING CONNECTIONS

Input

Perspective: how the characters view and process what's happening within the story.

Readers should consider perspective to help define the character's attitude and personality. The character's perspective affects how he feels about certain experiences or other characters.



Daily Task

Directions: Reread “The Karate Kid” along with me on YouTube. Annotate the text as you read. Fill in the graphic organizer below based on PAGE 80 of “The Karate Kid” and answer the question that follows.

Character	Gilbert	Mom
Perspective (page 80)		
Text Evidence (page 80)		

If the end of “The Karate Kid” were told from Mom’s perspective, how would it be different? Support with two pieces of evidence.

Remote Learning Day 35

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Name: _____

Date: May 20, 2020

BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

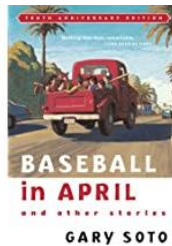
Today's Task List

____ **Read Input**

____ **Watch Read-Aloud Video (optional)**

____ **Third Read of "The Karate Kid"**

____ **Daily Task**  *****SEND PIC*****



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...

Remote Learning Day 36

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Name: _____

Date: May 21, 2020

BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

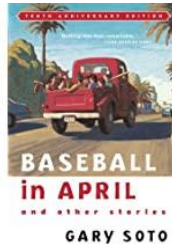
Today's Task List

____ **Read Input**

____ **Watch "Day 36" YouTube Video**

____ **Read article.**

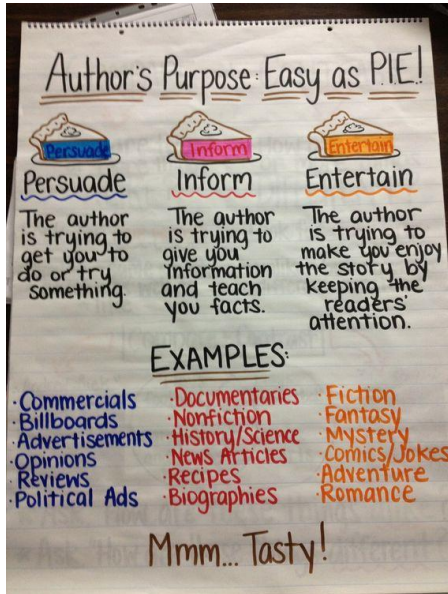
____ **Daily Task**  *****SEND PIC**



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...

Input



The **AUTHOR'S PURPOSE** is the reason that the author chose to write the passage. When discussing author's purpose we usually use verbs such as persuade, entertain, or inform, or some combination of these.

The **AUTHOR'S PERSPECTIVE** is how an author feels about the topic he or she is writing about.

They are connected.

Daily Task



Directions: Read the article and annotate the main idea. Fill in the following chart on author's purpose and perspective.

Circle the author's purpose.

Persuade

Inform

Entertain

Give evidence from the text to support your choice.

How does the author FEEL about the topic?

Give evidence from the text to support your answer.

Main Idea: _____

Student Opinion: Anti-bullying rules need to be enforced in our schools



According to the dictionary, bullies use strength or power to harm or frighten those who are weaker. Bullies are continuing to build their strength. They continue to rule schools. Adults need to help fight bullying more.

Adults might say that bullying is just a part of growing up, but it can lead to mental health issues.

Mental illnesses are serious. It is different than feeling sad. Feeling sad, lonely or unhappy sometimes is normal. The feelings usually go away. Mental illnesses affect someone's mood, thoughts and behavior for a longer time. Someone who is very depressed could have a mental illness. Daily life can be very hard for someone with a mental illness. Doctors can usually help.

This is not part of growing up. Students are losing confidence in themselves. Also, it is impacting their health. Bullying is not getting better.

In the United Kingdom, each year there is a survey by Ditch the Label. It is a group against bullying. In 2018, it asked 9,000 people from 12 to 20 years old about bullying. The survey found that 1 out of 10 people responding was bullied every day. More than half were bullied at least once a month, the results said. In 2013, less than half of those surveyed said they were bullied often.

It's Time For Schools To Take Action

Bullying has not gotten better. It has gotten worse. This kind of data must make us stop and think about how we treat others. However, it is hard when adults don't punish you for bullying another person. Bullies are not punished enough in schools. It seems that bullies don't think about it before they hurt others, because they probably won't get in trouble. This is a problem.

I have seen physical and verbal bullying. When there is physical bullying at my school, the kid is taken out of school for three days. Then he or she comes back and starts bullying again. With verbal bullying, the teachers usually do nothing about it. Once, I was called a name and my friend told a teacher who was standing next to us. The teacher said that wasn't very nice and then walked away.

The effects of bullying can lead to problems that young people should not have to deal with. Students who are bullied lose confidence. They might feel bad about themselves because of bullying. Mental health issues can continue to develop.

The Journal of the American Medical Association Network is a medical group. It is called JAMA for short. The group did a study on bullying. The study looked at children who were bullied when they were 8 years old. It showed they had a bigger chance of developing a mental health condition that needed treatment as an adult. They were compared to kids who were not bullied.

Bullying can do more than create mental health issues in children. It also can be tied to physical problems. Pathstone Mental Health is a group in Canada. It tries to find treatments for children's mental health issues. It says that bullying can bring signs of the flu. If bullying is not stopped, children will continue to be hurt.

Kids Need To Be Educated On How Hurtful Bullying Can Be

It is clear that bullying is bad for children. We need a way to make it stop. The first step is to make kids see that bullying is not the way to go. Teachers and parents need to help children understand why it is wrong.

The University of Virginia also did a study on bullying. The study found that schools are safer when rules are applied and adults are around to help students. Rules and help were tied to a drop in bullying. It is important that teachers fight bullying and create safer schools.

I have been bullied. I would feel safer at school if there were more punishments for bullies. Bullying can make school a difficult experience. Applying tougher rules can help create a safer school environment.

Bullying is cruel and should not be allowed. It should not happen in schools. Parents and teachers should be serious about stopping it. Giving bullies firmer punishments is a start to creating safer schools.

Remote Learning Day 37

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Name: _____

Date: May 22, 2020

BCCS Boys

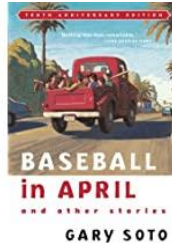
College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

____ Reread article and annotate

____ Daily Task  ***SEND PIC***



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...

DeRouville: Remote Learning Scope and Sequence
5th grade ELA
Week 9: May 25th – May 29th

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
5.25.2020 Day 38	RL.5.5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem	First Read of “La Bamba” and Plot Graphic Organizer	*NewsELA *YouTube Read Aloud *Plot Playlist on YouTube
5.26.2020 Day 39	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Second Read of “La Bamba”, Annotations, Figurative Language Minilesson	*NewsELA *YouTube: Figurative Language
5.27.2020 Day 40	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “La Bamba”, Text Based Questions and Short Answer	*NewsELA *Sequencing Playlist on YouTube
5.28.2020 Day 41	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	First Read of Article and Author’s Purpose Task	*NewsELA *YouTube: Author’s Purpose Minilesson
5.29.2020 Day 42	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text Based Multiple Choice Questions and Short Answer	*NewsELA

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https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber

Remote Learning Day 38

RL.5.5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

Name: _____


Date: May 25, 2020

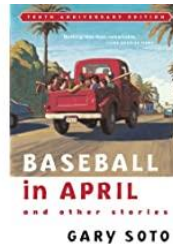
BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

- ____ Read Input
- ____ Watch "Day 38" YouTube Video
- ____ First Read of "La Bamba"
- ____ Daily Task  *Send Pic

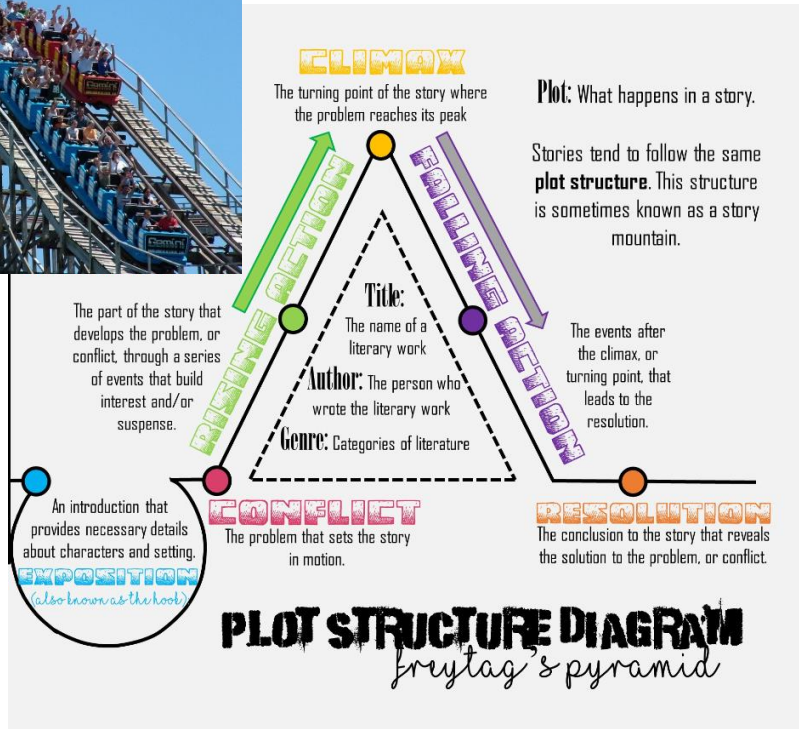


Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

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...



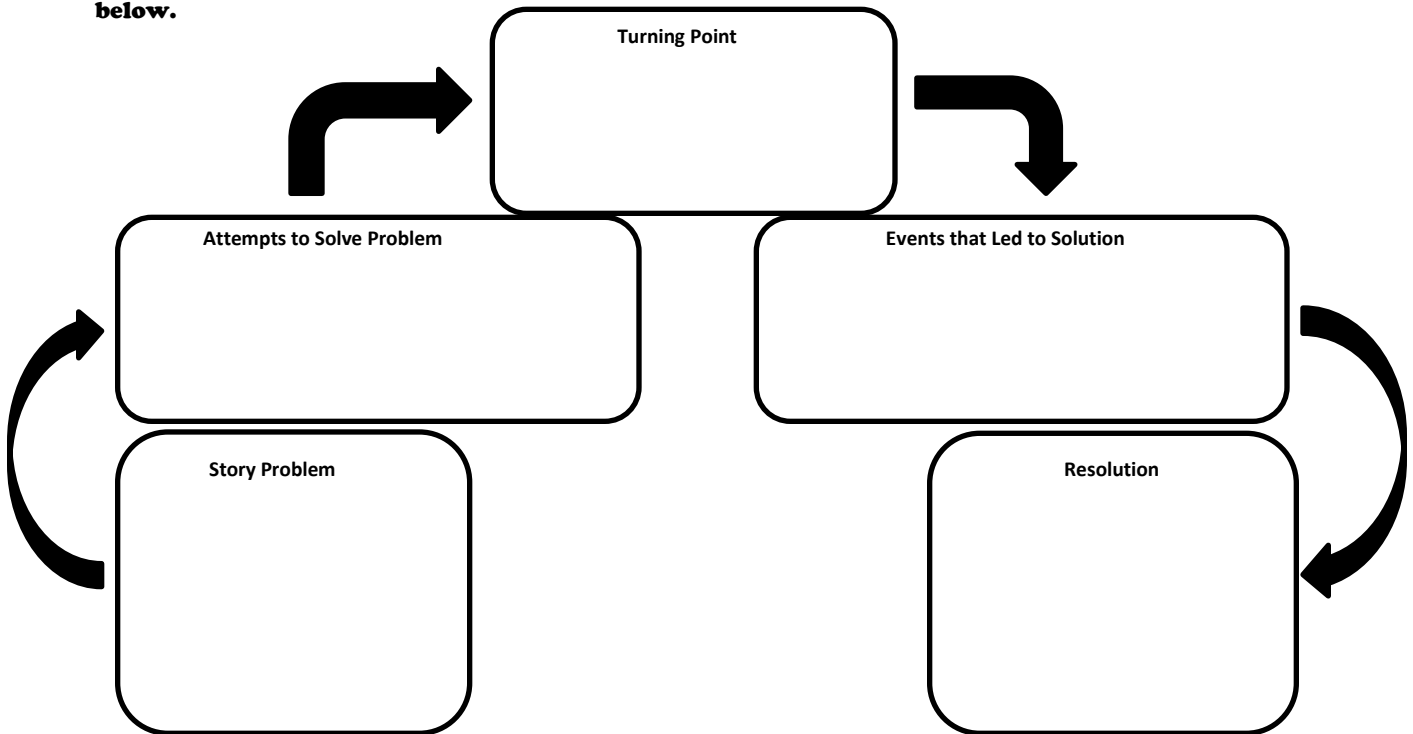
Input



Daily Task



Directions: Read "La Bamba" along with me on YouTube. Analyze the plot in the graphic organizer below.



LA BAMBA

Manuel was the fourth of seven children and looked like a lot of kids in his neighborhood: black hair, brown face, and skinny legs scuffed from summer play. But summer was giving way to fall: the trees were turning red, the lawns brown, and the pomegranate trees were heavy with fruit. Manuel walked to school in the frosty morning, kicking leaves and thinking of tomorrow's talent show. He was still amazed that he had volunteered. He was going to pretend to sing Ritchie Valens's "La Bamba" before the entire school.

Why did I raise my hand? he asked himself, but in his heart he knew the answer. He yearned for the limelight. He wanted applause as loud as a thunderstorm, and to hear his

friends say, "Man, that was bad!" And he wanted to impress the girls, especially Petra Lopez, the second- prettiest girl in his class. The prettiest was already taken by his friend Ernie. Manuel knew he should be reasonable, since he himself was not great-looking, just average.

Manuel kicked through the fresh-fallen leaves. When he got to school he realized he had forgotten his math workbook. If the teacher found out, he would have to stay after school and miss practice for the talent show. But fortunately for him, they did drills that morning.

During lunch Manuel hung around with Benny, who was also in the talent show. Benny was going to play the trumpet in spite of the fat lip he had gotten playing football.

"How do I look?" Manuel asked. He cleared his throat and started moving his lips in pantomime. No words came out, just a hiss that sounded like a snake. Manuel tried to look emotional, flailing his arms on the high notes and opening his eyes and mouth as wide as he could when he came to "*Para bailar la ba-a-a-a-m-m-m-b-a*."

After Manuel finished, Benny said it looked all right, but suggested Manuel dance while he sang. Manuel thought for a moment and decided it was a good idea.

"Yeah, just think you're like Michael Jackson or someone like that," Benny suggested. "But don't get carried away."

During rehearsal, Mr. Roybal, nervous about his debut as the school's talent coordinator, cursed under his breath when the lever that controlled the speed on the record player jammed.

"Damn," he growled, trying to force the lever. "What's wrong with you?"

"Is it broken?" Manuel asked, bending over for a closer look. It looked all right to him.

Mr. Roybal assured Manuel that he would have a good record player at the talent show, even if it meant bringing his own stereo from home.

Manuel sat in a folding chair, twining his record on his thumb. He watched a skit about personal hygiene, a mother-and-daughter violin duo, five first-grade girls jumping rope, a karate kid breaking boards, three girls singing "Like a Virgin," and a skit about the pilgrims. If the record player hadn't been broken, he would have gone after the karate kid, an easy act to follow, he told himself.

As he twirled his forty-five record, Manuel thought they had a great talent show. The entire school would be amazed. His mother and father would be proud, and his brothers and sisters would be jealous and pout. It would be a night to remember.

Benny walked onto the stage, raised his trumpet to his mouth, and waited for his cue. Mr. Roybal raised his hand like a symphony conductor and let it fall dramatically. Benny inhaled and blew so loud that Manuel dropped his record, which rolled across the cafeteria floor until it hit a wall. Manuel raced after it, picked it up, and wiped it clean.

"Boy, I'm glad it didn't break," he said with a sigh. That night Manuel had to do the dishes and a lot of homework, so he could only practice in the shower. In bed he prayed that he wouldn't mess up. He prayed that it wouldn't be like when he was a first-grader. For Science Week he had wired together a C battery and a bulb, and told everyone he had discovered how a flashlight worked. He was so pleased with himself that he practiced for hours

pressing the wire to the battery, making the bulb wink a dim, orangish light. He showed it to so many kids in his neighborhood that when it was time to show his class how a flashlight worked, the battery was dead. He pressed the wire to the battery, but the bulb didn't respond. He pressed until his thumb hurt and some kids in the back started snickering.

But Manuel fell asleep confident that nothing would go wrong this time.

The next morning his father and mother beamed at him. They were proud that he was going to be in the talent show.

"I wish you would tell us what you're doing," his mother said. His father, a pharmacist who wore a blue smock with his name on a plastic rectangle, looked up from the newspaper and sided with his wife. "Yes, what are you doing in the talent show?"

"You'll see," Manuel said with his mouth full of Cheerios.

The day whizzed by, and so did his afternoon chores and dinner. Suddenly he was dressed in his best clothes and standing next to Benny backstage, listening to the commotion as the cafeteria filled with school kids and parents. The lights dimmed, and Mr. Roybal, sweaty in a tight suit and a necktie with a large knot, wet his lips and parted the stage curtains.

"Good evening, everyone," the kids behind the curtain heard him say. "Good evening to you," some of the smart-alecky kids said back to him.

"Tonight we bring you the best John Burroughs Elementary has to offer, and I'm sure that you'll be both

pleased and amazed that our little school houses so much talent. And now, without further ado, let's get on with the show." He turned and, with a swish of his hand, commanded, "Part the curtain." The curtains parted in jerks. A girl dressed as a toothbrush and a boy dressed as a dirty gray tooth walked onto the stage and sang:

Brush, brush, brush

Floss, floss, floss

Gargle the germs away—hey! hey! hey!

After they finished singing, they turned to Mr. Roybal, who dropped his hand. The toothbrush dashed around the stage after the dirty tooth, which was laughing and having a great time until it slipped and nearly rolled off the stage.

Mr. Roybal jumped out and caught it just in time. "Are you OK?"

The dirty tooth answered, "Ask my dentist," which drew laughter and applause from the audience.

The violin duo played next, and except for one time when the girl got lost, they sounded fine. People applauded, and some even stood up. Then the first-grade girls maneuvered onto the stage while jumping rope. They were all smiles and bouncing ponytails as a hundred cameras flashed at once. Mothers "awhed" and fathers sat up proudly.

The karate kid was next. He did a few kicks, yells, and chops, and finally, when his father held up a board, punched it in two. The audience clapped and looked at each other, wide-eyed with respect. The boy bowed to the audience, and father and son ran off the stage.

Manuel remained behind the stage shivering with fear. He mouthed the words to "La Bamba" and swayed from left to right. Why did he raise his hand and volunteer? Why couldn't he have just sat there like the rest of the kids and not said anything? While the karate kid was on stage, Mr. Roybal, more sweaty than before, took Manuel's forty-five record and placed it on a new record player.

"You ready?" Mr. Roybal asked.

"Yeah . . ."

Mr. Roybal walked back on stage and announced that Manuel Gomez, a fifth-grader in Mrs. Knight's class, was going to pantomime Richie Valens's classic hit "La Bamba."

The cafeteria roared with applause. Manuel was nervous but loved the noisy crowd. He pictured his mother and father applauding loudly and his brothers and sister also clapping, though not as energetically.

Manuel walked on stage and the song started immediately. Glassy-eyed from the shock of being in front of so many people, Manuel moved his lips and swayed in a made-up dance step. He couldn't see his parents, but he could see his brother Mario, who was a year younger, thumb-wrestling with a friend. Mario was wearing Manuel's favorite shirt; he would deal with Mario later. He saw some other kids get up and head for the drinking fountain, and a baby sitting in the middle of an aisle sucking her thumb and watching him intently.

What am I doing here? thought Manuel. This is no fun at all. Everyone was just sitting there. Some people were moving to the beat, but most were just watching him, like they would a monkey at the zoo.

But when Manuel did a fancy dance step, there was a burst of applause and some girls screamed. Manuel tried another dance step. He heard more applause and screams and started getting into the groove as he shivered and snaked like Michael Jackson around the stage. But the record got stuck, and he had to sing

Para bailar la bamba

Para bailar la bamba

Para bailar la bamba

Para bailar la bamba

again and again.

Manuel couldn't believe his bad luck. The audience began to laugh and stand up in their chairs. Manuel remembered how the forty-five record had dropped from his hand and rolled across the cafeteria floor. It probably got scratched, he thought, and now it was stuck, and he was stuck dancing and moving his lips to the same words over and over. He had never been so embarrassed. He would have to ask his parents to move the family out of town.

After Mr. Roybal ripped the needle across the record, Manuel slowed his dance steps to a halt. He didn't know what to do except bow to the audience, which applauded wildly, and scoot off the stage, on the verge of tears. This was worse than the homemade flashlight. At least no one laughed then, they just snickered.

Manuel stood alone, trying hard to hold back the tears as Benny, center stage, played his trumpet. Manuel was jealous because he sounded great, then mad as he recalled that it was Benny's loud trumpet playing that made the

forty-five record fly out of his hands. But when the entire cast lined up for a curtain call, Manuel received a burst of applause that was so loud it shook the walls of the cafeteria. Later, as he mingled with the kids and parents, everyone patted him on the shoulder and told him, "Way to go. You were really funny."

Funny? Manuel thought. Did he do something funny? Funny. Crazy. Hilarious. These were the words people said to him. He was confused, but beyond caring. All he knew was that people were paying attention to him, and his brother and sisters looked at him with a mixture of jealousy and awe. He was going to pull Mario aside and punch him in the arm for wearing his shirt, but he cooled it. He was enjoying the limelight. A teacher brought him cookies and punch, and the popular kids who had never before given him the time of day now clustered around him. Ricardo, the editor of the school bulletin, asked him how he made the needle stick.

"It just happened," Manuel said, crunching on a star-shaped cookie.

At home that night his father, eager to undo the buttons on his shirt and ease into his La-Z-Boy recliner, asked Manuel the same thing, how he managed to make the song stick on the words "*Para bailar la bamba*."

Manuel thought quickly and reached for scientific jargon he had read in magazines. "Easy, Dad. I used laser tracking with high optics and low functional decibels per channel." His proud but confused father told him to be quiet and go to bed.

"Ah, *que niños tan truchas*," he said as he walked to the kitchen for a glass of milk. "I don't know how you kids nowadays get so smart."

Manuel, feeling happy, went to his bedroom, undressed, and slipped into his pajamas. He looked in the mirror and began to pantomime "La Bamba," but stopped because he was tired of the song. He crawled into bed. The sheets were as cold as the moon that stood over the peach tree in their backyard.

He was relieved that the day was over. Next year, when they asked for volunteers for the talent show, he wouldn't raise his hand. Probably.

Remote Learning Day 39

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Name: _____

Date: May 26, 2020

BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

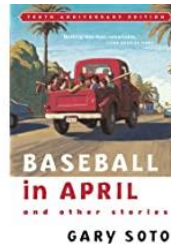
____ **Read Input**

____ **Watch "Day 39" YouTube Video**

____ **Second Read of "La Bamba"**

____ **Relevant Annotations**

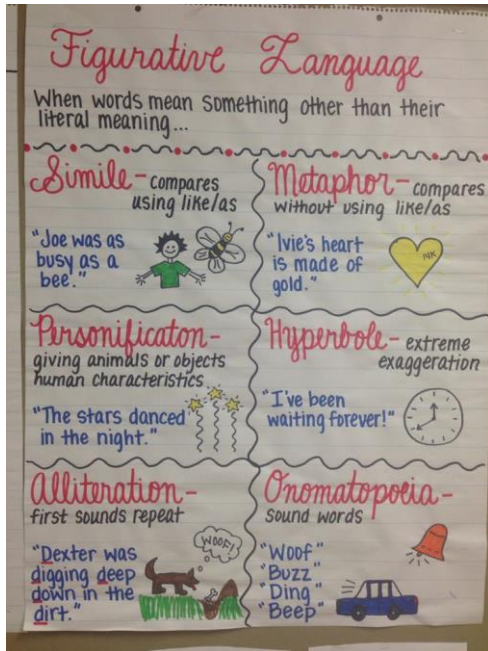
____ **Daily Task**  *****SEND PIC*****



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...

Input



Examples from "La Bamba"

"He wanted applause as loud as a thunderstorm," (p.81)

Simile: The author is comparing the sound of applause to the sound of a thunderstorm using the word as.

Why: The simile helps the reader to know how badly Gilbert wants to hear loud applause. He must really like attention.

"The cafeteria roared with applause." (p.86)

Personification: The author gives the applause in the cafeteria animal-like qualities.

Why: The reader knows a lion roars and can imagine the applause in the cafeteria to be as loud as a lion's roar.

Daily Task



Directions: Reread "La Bamba" along with me on YouTube. Annotate the text as you read. Answer the following question about figurative language.

Reread the following sentence from the story.

"Some people were moving to the beat, but most were just watching him, like they would a monkey at the zoo."

What type of figurative language was used? What does this comparison indicate about Manuel? Use at least 2 pieces of text evidence in your response.

Remote Learning Day 40

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Name: _____

Date: May 27, 2020

BCCS Boys

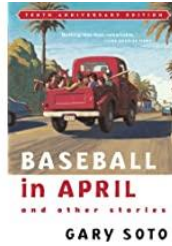
College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

____ **Third read of "La Bamba"**

____ **Daily Task**  *****SEND PIC*****



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...

Input

Daily Task



RISE Strategies

Read and read the questions.

Identify key words.

Skim and scan for evidence.

Eliminate wrong answers.

RISE to the top!

Directions: Complete a 3rd read of “La Bamba”. Use RISE strategies to answer the following multiple choice questions and then complete short answer.

1. Why did Manuel volunteer to participate in the school’s talent show?

Circle all the correct responses.

a. he yearned for the lime light

b. he wanted the applause

c. he wanted to impress Petra

d. he wanted to hear his friends say, “Man, that was bad!”

___2. How was Manuel’s “La Bamba” record accidentally scratched?

a. it happened when Benny grabbed it out of Manuel’s hand

b. it happened when Benny startled Manuel

c. it happened when Mr. Roybal played it

d. it happened when Richie Valens stepped on it

___3. When Manuel was a first-grader his class presentation showing how a flashlight worked failed because:

a. he had worn out the battery showing it off to everyone

b. he had stepped on the bulb

c. Pete the Heat snatched it away from him

d. he lost the wire connecting the battery to the bulb

4. Sequencing - Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred.



Number the following events in the order they occurred in “La Bamba”.

___ Manuel is amazed to find out that everyone thinks he meant to be funny and intentionally made the record stick.

___ Manuel accepts his friend’s suggestion that he dance to the music, too.

___ Things usually go wrong for Manuel, but he’s confident nothing can go wrong this time.

___ The audience breaks into wild applause and laughter as Manuel runs off stage.

___ During rehearsal, Manuel drops his record, but fortunately it doesn’t break.

___ The record sticks during his performance—so Manuel has to move his lips and dance to the same words over and over again.

___ Manuel volunteers to lip-sync “La Bamba” in his school’s talent show.

Remote Learning Day 41

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Name: _____

Date: May 28, 2020

BCCS Boys

College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

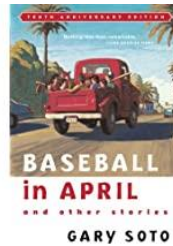
Today's Task List

___ **Read Input**

___ **Watch "Day 41" YouTube Video**

___ **Read article.**

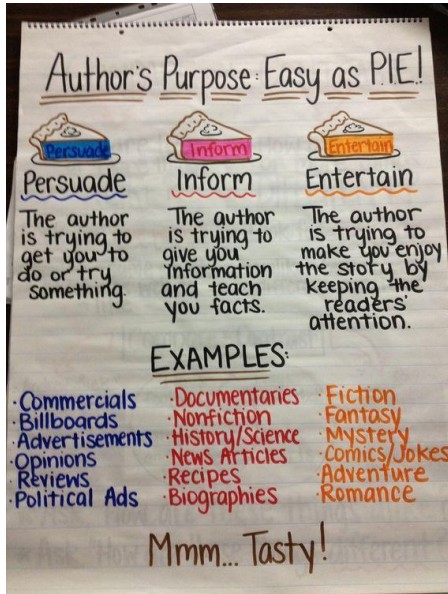
___ **Daily Task**  *****SEND PIC*****



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...

Input



The **AUTHOR'S PURPOSE** is the reason that the author chose to write the passage. When discussing author's purpose we usually use verbs such as persuade, entertain, or inform, or some combination of these.

The **AUTHOR'S PERSPECTIVE** is how an author feels about the topic he or she is writing about.

They are connected.

Daily Task



Directions: Read the article and annotate the main idea. Fill in the following chart on author's purpose and perspective.

Circle the author's purpose.

Persuade

Inform

Entertain

Give evidence from the text to support your choice.

How does the author FEEL about the topic?

Give evidence from the text to support your answer.

Main Idea: _____

Finding metaphors in hit songs and poems



Poems and songs often use metaphors. A metaphor makes a comparison between two things. At first, things may seem to have nothing in common. For example, "he is such a pig" is a metaphor. You might hear someone say that about a person who eats too much.

Metaphors are close to similes. The difference is that similes use words such as "like" and "as." "She eats like a bird" is an example of a simile.

Take a look at the lyrics from Michael Jackson's song, "Human Nature." It has this line:

*If this town is just an apple
Then let me take a bite.*

In these lyrics, the apple Jackson is talking about is New York City. This is because New York City is also called the Big Apple.

Metaphors can be used anywhere in a song. In "Your Love is a Song," by Switchfoot, even the title is a metaphor. Love is compared to music in the lyrics too:

*Ooh, your love is a symphony
All around me, running through me
Ooh, your love is a melody
Underneath me, running to me.*

Writers have often compared love to beautiful things. The Scottish poet Robert Burns did this about 300 years ago. He compared the woman he loved to both a rose and a song:

*O my Luve's like a red, red rose,
That's newly sprung in June:
O my Luve's like the melodie,
That's sweetly play'd in tune.*

Music can help us learn about metaphors and similes. Here is a list of famous songs that have metaphors.

"Can't Stop The Feeling" - Justin Timberlake

In the song "Can't Stop the Feeling," Justin Timberlake sings:

*I got that sunshine in my pocket
Got that good soul in my feet.*

The sunshine in the pocket is the singer's happiness when he sees his girlfriend dance. He is also using a play on words with the word "soul." "Soul" is a type of music. It also sounds like "sole," the bottom of a foot.

In art and writing, the sun is often used to talk about feelings. The American poet E.E. Cummings used the sun to talk about his feelings of love: "Yours is the light by which my spirit's born: you are my sun, my moon, and all my stars."



"One Thing" - One Direction

The song, "One Thing," by One Direction, has these lines:

*Shot me out of the sky
You're my kryptonite
You keep making me weak
Yeah, frozen and can't breathe.*

Superman comic books have been around for 80 years. Superman is very strong but he has one weakness. He becomes weak when he's near a rock called kryptonite. Kryptonite does not exist in the real world. But it is used as a metaphor to talk about a person's weakness.

"My Heart's A Stereo" - Maroon 5

The title of "My Heart's a Stereo," by Maroon 5, is a metaphor.

*My heart's a stereo
It beats for you so listen close.*

The idea of a beating heart is popular in literature. But it doesn't always mean love and romance. Edgar Allan Poe's story "The Tell-Tale Heart" is one example. It talks about a man who hears the heartbeat of someone he killed. The heartbeat grows louder and louder until the man can't stand it anymore. In the end, he tells the police what he did.

"Naturally" - Selena Gomez

Selena Gomez's song, "Naturally," includes the following lyrics:

*You are the thunder and I am the lightning
And I love the way you
Know who you are and to me it's exciting
When you know it's meant to be*

This may be a pop song, but it harkens back to ancient Norse and Viking mythology, where the name of its main god, Thor, literally means "thunder." Thor's main weapon was his hammer. It was called "mjöllnir" in the Old Norse language. That translates as "lightning."

"This Is What You Came For" - Rihanna; Lyrics By Calvin Harris

The metaphor of lightning is used in "This is What You Came For." In the song, a woman is described as having power like the force of lightning. She gets everyone's attention:

*Baby, this is what you came for
Lightning strikes every time she moves
And everybody's watching her*

Lightning often stands for power. The American poet Emma Lazarus wrote about it in "The New Colossus":

*Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles.*

The woman with a torch is the Statue of Liberty. This lightning torch stands for her power as a friend to anyone who comes to America.



"Sit Still, Look Pretty" - Daya

This next song is by Daya. She sings about not being a "puppet." She says she does not want someone to pull her strings. This means she does not want someone to control her. She also uses a metaphor when she calls herself a "queen." She does not want to be ruled by a "king":

*I know the other girlies wanna wear expensive things
Like diamond rings
But I don't wanna be the puppet that you're playing on a string
This queen don't need a king.*

"H.O.L.Y." - Florida Georgia Line

The song "H.O.L.Y." by Florida Georgia Line talks about angels. But this is not a religious song. The singer talks about having a strong belief in his lover. It is as strong as a belief in religion.

*You're an angel, tell me you're never leaving
'Cause you're the first thing I know I can believe in.*

"Adventure Of A Lifetime" - Coldplay

Coldplay's "Adventure of a Lifetime" uses a metaphor too:

*Turn your magic on, to me she'd say
Everything you want's a dream away
Under this pressure, under this weight
We are diamonds.*

Here, the singer compares a relationship to how diamonds are made. Diamonds form under strong pressure below the Earth.



Coldplay are saying that the pressure of a relationship can lead to good things. It will lead to something as precious as diamonds.

"One" - U2

In U2's song, "One," the band sings about love and forgiveness. The song has the lines:

*Love is a temple
Love a higher law.*

Love and law have an interesting connection. In the Middle Ages, the word "love" was thought to be equal to "law." Love was also a metaphor for exchange. In other words, love meant giving while getting as much back.

Remote Learning Day 42

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Name: _____

Date: May 29, 2020

BCCS Boys

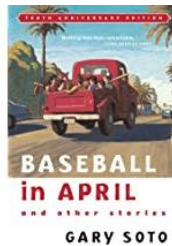
College: _____

Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!

Today's Task List

____ **Reread article and annotate**

____ **Daily Task**  *****SEND PIC*****



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...

Daily Task

1. Read the list of sentences from the article.

- 1. Poems and songs often use metaphors.**
- 2. A metaphor makes a comparison between two things.**
- 3. Metaphors can be used anywhere in a song.**
- 4. Music can help us learn about metaphors and similes.**

What TWO MAIN ideas does this evidence support?

- a. Music is easy for people to understand; writers and poets use metaphors to make comparisons.**
- b. Metaphors are all about comparisons; music helps us understand how metaphors work.**
- c. Poems and songs have a lot in common; they use metaphors to describe love and life.**
- d. People make comparisons all the time; a metaphor is a special kind of comparison.**

2. Read the selection from the introduction.

***Take a look at the lyrics from Michael Jackson’s song, “Human Nature.” It has this line:
If this town is just an apple
Then let me take a bite.***

HOW does the selection support the main idea of the article?

- | | |
|--|---|
| a. It gives an example of a metaphor. | C. It shows the theme of the song. |
| b. It gives an example of a simile. | d. It shows an image in the song. |

3. Read the following sentence from the introduction.

Take a look at the lyrics from Michael Jackson’s song, “Human Nature.”

What is the meaning of the word “lyrics” as it is used in the sentence above.

- | | |
|---------------------------------|-------------------------------|
| a. the meaning of a song | c. the words in a song |
| b. the music in a song | d. the topic of a song |

4. What is a better title for this article? Support your response with 2 details from the article.
