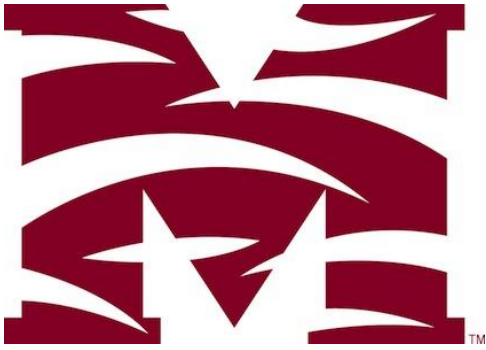




Name _____

4th Grade ELA Remote Learning Packet
Weeks 10
June 1st – June 5th



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

4th Grade ELA Frequently Asked Questions:

How often are ELA assignments given?

- Assignments are given daily (M-F). Scholars should look at the date at the top of the page to ensure they are completing the correct assignment for that day.

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

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

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

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

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

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

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 10
June 1st – June 5th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
6.1.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>How some of the world's funniest-looking creatures got funny names</i> Source: News ELA <i>printed</i>
6.2.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Task: Answer the Short Response question. Article: Excerpt from: <i>How some of the world's funniest-looking creatures got funny names</i> Source: Excerpt of News ELA <i>printed</i>
6.3.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>Popular puppy will keep his extra tail</i> Source: News ELA <i>printed</i>
6.4.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Task: Answer the Short Response question. Article: Excerpt from: <i>Popular puppy will keep his extra tail</i> Source: Excerpt of News ELA <i>printed</i>
6.5.20	CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Task: Informational Writing Prompt. Read the prompt, fill in the graphic organizer, and compose your final copy.

Name: _____

Date: June 6/1/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

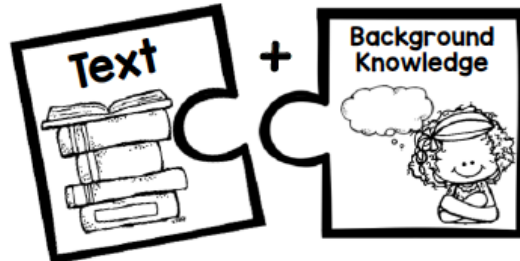
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

Main Idea:

Author's Purpose:

How some of the world's funniest-looking creatures got funny names

Illustrations by Vlad Stankovic
By Atlas Obscura, adapted by Newsela staff



A special species of octopus lives in the tropical waters of Southeast Asia. It has reddish skin and is beautifully marked with bright white stripes and spots. Each one has a different pattern, just like snowflakes. Divers and underwater photographers love to find them. This octopus with the bold looks has an equally interesting scientific name: *Wunderpus photogenicus*.

This and other critters with funny-sounding names are the subjects of a new children's book. It is titled "Encyclopedia of Strangely Named Animals, Volume One." Fredrik Colting and Melissa Medina wrote it. They were fascinated by animal names. They found that often a special feature or habit of the animal became part of their names.

For example, people like to take pictures of the *Wunderpus photogenicus*. "Photogenic" refers to the word photogenic or something that photographs well.

Choosing Names Can Be Fun

Giving official names to the natural world isn't always fun. Brian Brown works at the Natural History Museum of Los Angeles County. He says every animal has a scientific name. Very popular animals also have a common, everyday name that we know. So, for example, "there is the common name — American robin — and the scientific name — *Turdus migratorius*."

All scientific names must be in Latin. They follow a general set of rules. Scientists get to name the species they identify. However, each name needs to be different, so sometimes the fun wears off.

"Choosing names is fun in small doses," Brown says. But naming 100 different types of flies can be a chore, he adds. Sometimes you think about how the animal is special.

That could mean giving a name that refers to a certain feature. It could be the place the animal lives or even be a pun or joke.

What Would You Name A Beetle?

Brown says there is room for humor in naming animals. For example, there is a group of beetles called *Agra*. There are many different beetles in the group. So a scientist named one of them *Agra vation*. Ha! Another was dubbed *Agra cadabra*.

Of course, some very popular animals have common names. The new book finds the fun in these names too. There is the tasseled wobbegong, It is a near- threatened type of shark in northern Australia. Then there's the pink fairy armadillo. This species is from Argentina. It has big claws and a pink shell. Also included in the book is the sparklemuffin, a colorful and hairy spider from Australia.

Brown says scientists don't usually suggest common names. They only come up with common names for popular animals. The American robin is an example. "I have never given a fly a common name," he says, "even though I have described more than 500 of them."

Quiz

1. Read the following paragraph from the section "Choosing Names Can Be Fun."

All scientific names must be in Latin. They follow a general set of rules. Scientists get to name the species they identify. However, each name needs to be different, so sometimes the fun wears off.

Based on this sentence, choose the statement that is TRUE.

- A) Some scientific names are in English.
- B) Scientists choose how they name species.
- C) Most scientists do not enjoy naming species.
- D) Every species needs to have its own name.

2. Which sentence from the article helps the reader understand why Fredrik Colting and Melissa Medina wrote their book?

- A) Each one has a different pattern, just like snowflakes.
- B) They were fascinated by animal names.
- C) He says every animal has a scientific name.
- D) The new book finds the fun in these names too.

3. Select the sentence that summarizes the article.

- A) Scientists sometimes give animals very interesting names, which is the subject of a new book.
- B) Choosing names for animals is a scientist's main job, but it can be difficult to do.
- C) A new book about funny animal names includes animals like the tasseled wobbegong.
- D) Scientists find it easy to give animals Latin names, but it is hard to come up with common ones.

4. How does the information in the section "What Would You Name A Beetle?" support the main idea of the article?

- A) by explaining the difference between Latin names and common names
- B) by giving examples of some of the interesting names animals have gotten
- C) by listing the animal names that Colting and Medina found most interesting
- D) by helping readers understand how Brown decides what to name species

Name: _____

Date: June 6/2/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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


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

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

LITERAL vs. NONLITERAL language

LITERAL language

language that means the literal, or dictionary, meaning of a word or phrase




I had a piece of cake before my test.

Real Meaning:
I literally ate cake before I had a test.

NONLITERAL language


language that goes beyond the dictionary meaning of the word or phrase

- helps readers better picture or understand something.
- common expressions, called **idioms** to indicate something beyond.




That test was a piece of cake!

Real Meaning:
That test was really easy.

THINK! 

Use **context clues** as well as your own knowledge and experience to help you determine if the meaning of a word or phrase is literal or nonliteral.



Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

Choosing Names Can Be Fun

Giving official names to the natural world isn't always fun. Brian Brown works at the Natural History Museum of Los Angeles County. He says every animal has a scientific name. Very popular animals also have a common, everyday name that we know. So, for example, "there is the common name — American robin — and the scientific name — *Turdus migratorius*."

All scientific names must be in Latin. They follow a general set of rules. Scientists get to name the species they identify. However, each name needs to be different, so sometimes the fun wears off.

"Choosing names is fun in small doses," Brown says. But naming 100 different types of flies can be a chore, he adds. Sometimes you think about how the animal is special.

That could mean giving a name that refers to a certain feature. It could be the place the animal lives or even be a pun or joke.

- 1. What did the author mean when he said, "Choosing names is fun in small doses"? Use two details from the text to support your response.**

Name: _____

Date: June 6/3/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

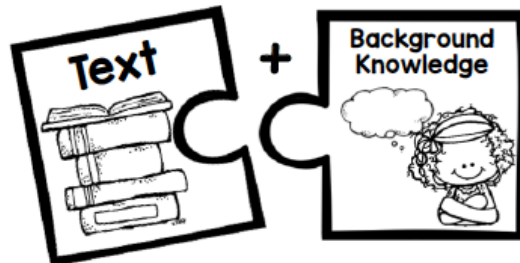
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

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

Popular puppy will keep his extra tail



Image 1. Narwhal the puppy was found wandering around Kansas City, Missouri, with a tiny tail coming out of his forehead. This tail does not wag, however. Photo courtesy of Mac's Mission Facebook
By Smithsonian.com, adapted by Newsela staff

Rochelle Steffen owns a shelter for dogs with special needs, called Mac's Mission. It is in Missouri. She has seen her share of pooches who need unusual care. Some have had an extra leg. Others have been injured by people. Even so, Steffen had never seen a dog quite like the puppy who came to her shelter in November.

Right between the pup's sweet, dark eyes is something odd. It looks very much like a second tail. Steffen named the little one Narwhal after the whale that sports a long, tusk-like tooth. The media has dubbed him the "unicorn puppy." And he has quickly become popular on the Internet.

Not For Sale

On its Facebook page, Mac's Mission wrote that news of Narwhal has spread. More than 300 applications for the puppy's adoption have been sent in. One person offered to pay \$7,000 for him. Narwhal "is not for sale," the group says. He will be adoptable in time. But Mac's Mission isn't sure when that will be yet.

Narwhal was found wandering in the Kansas City area. He's around 10 weeks old. Steffen thinks he might be a Dachshund-terrier mix, perhaps with some golden retriever too.

The puppy had some health problems. He had frostbite on two of his toes. That means his skin was damaged by cold weather. He also needed to take medication for worms.

Brian Heuring is a veterinarian in Cape Girardeau, Missouri. He took X-rays of Narwhal. An X-ray is a photo that looks beneath the skin. He found that Narwhal's extra tail lacks the bones that dogs normally have in their tails. So Narwhal's extra tail does not wag.

The puppy seems to be in good health. His head-tail isn't giving him any medical trouble. In fact, Narwhal has been very busy attending to puppy business, mostly playing.

Extra Tail Not Causing Any Harm

"I certainly do not see anything that's causing any harm," Heuring said. "The puppy couldn't be any sweeter or happier."

Mac's Mission does not intend to have the tail cut off. The group writes on Facebook that he is keeping his tail.

It's not clear what caused Narwhal's extra tail. It may be from an undeveloped twin. Dogs, like humans, can have twins. Sometimes, one of the twins stops developing during pregnancy. Even so, its body remains tied to the brother or sister that's growing normally. This results in extra growths or organs.

This happens in humans from time to time. In dogs, it's "really super, super rare," said Margret Casal. Casal teaches animal medicine in Pennsylvania. It's rare because dogs don't have twins very often. Still, Casal thinks little Narwhal may have traces of his twin brother or sister.

Dogs With Unusual Needs

Narwhal's new fans find his growth cute. He is bringing attention to other dogs with unusual needs.

"My story being [spread on the Internet] helps ALL our special-needs dogs here at the Mission," reads a Facebook post written in Narwhal's voice. "I am super excited about being the poster child for 'special is awesome.'"

Quiz

1 Which sentence supports the idea that Narwhal has become very popular?

- A) Rochelle Steffen owns a shelter for dogs with special needs, called Mac's Mission.
- B) More than 300 applications for the puppy's adoption have been sent in.
- C) Steffen thinks he might be a Dachshund-terrier mix, perhaps with some golden retriever too.
- D) In fact, Narwhal has been very busy attending to puppy business, mostly playing.

2 Read the paragraph below from the section "Not For Sale."

Brian Heuring is a veterinarian in Cape Girardeau, Missouri. He took X-rays of Narwhal. An X-ray is a photo that looks beneath the skin. He found that Narwhal's extra tail lacks the bones that dogs normally have in their tails. So Narwhal's extra tail does not wag.

What conclusion can the reader make based on this paragraph?

- A) Narwhal's extra tail works just like a normal tail.
- B) Narwhal's extra tail does not work like a regular tail.
- C) Narwhal's extra tail can move like a tail but does not look like one.
- D) Narwhal's extra tail is unable to wag because it has too many bones.

3 How did Rochelle Steffen become involved with Narwhal?

- A) She is the person who plans on adopting Narwhal.
- B) She is the veterinarian who took X-rays of Narwhal's tail.
- C) She is in charge of a shelter that took in Narwhal.
- D) She is in charge of animal medicine in Pennsylvania.

4 How did Narwhal get an extra tail on his head?

- A) It could be caused by the frostbite and worms Narwhal had.
- B) It could be a result of the health problems that Narwhal has.
- C) It could be because Narwhal is a mix of different dog breeds.
- D) It could be a body part from Narwhal's undeveloped twin.

Name: _____

Date: June 6/4/2020

BCCS-Boys

College: _____

Parent Signature:

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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

[CCSS.ELA-LITERACY.RI.4.3](#)

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

Cause & Effect

Sometimes authors include cause and effect relationships in their stories.

Cause

Effect

The **effect** is what happened. The **cause** is what made it happen. They are connected.

Cause	Effect
It is raining.	You bring your umbrella.
I woke up late.	I missed the bus.
I didn't study.	I got a bad grade.
I ate too much candy.	I got a stomach ache.

Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

Rochelle Steffen owns a shelter for dogs with special needs, called Mac's Mission. It is in Missouri. She has seen her share of pooches who need unusual care. Some have had an extra leg. Others have been injured by people. Even so, Steffen had never seen a dog quite like the puppy who came to her shelter in November.

Right between the pup's sweet, dark eyes is something odd. It looks very much like a second tail. Steffen named the little one Narwhal after the whale that sports a long, tusk-like tooth. The media has dubbed him the "unicorn puppy." And he has quickly become popular on the Internet.

Not For Sale

On its Facebook page, Mac's Mission wrote that news of Narwhal has spread. More than 300 applications for the puppy's adoption have been sent in. One person offered to pay \$7,000 for him. Narwhal "is not for sale," the group says. He will be adoptable in time. But Mac's Mission isn't sure when that will be yet.

Narwhal was found wandering in the Kansas City area. He's around 10 weeks old. Steffen thinks he might be a Dachshund-terrier mix, perhaps with some golden retriever too.

1. How did sharing the Narwhal's picture on Facebook impact the dog's popularity? Use two details from the text to support your response.

Name: _____

Date: June 6/5/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

THREE TYPES OF WRITING

INFORMATIVE WRITING

- tells about a person, place, thing, event, or idea.

Each paragraph:

- has a topic sentence.
- has sentences that give facts, details, examples, or explanations.
- has a conclusion.

NARRATIVE WRITING

- tells a story.
- can be real or imaginary.
- has characters.
- has a setting.
- is in order and has transitions.
- has a beginning, middle, and end.

OPINION WRITING

- tells others what you think.
- tries to convince others that you are right by giving reasons, examples, facts, or details to support your opinion.

Each paragraph:

- has a topic sentence, detail sentences, and a conclusion.

Directions: This week we read about some interesting animals. Today you will write an informative paragraph about an animal you find interesting. Complete the graphic organizer to organize your thoughts. If you want to find more facts about your animal, use Google to help you research.

Graphic Organizer:

Topic Sentence:

Out of all the animals that walk the Earth there is one in particular that intrigues me the most. That animal is the _____.

Fact #1:

To start, _____

Elaboration:

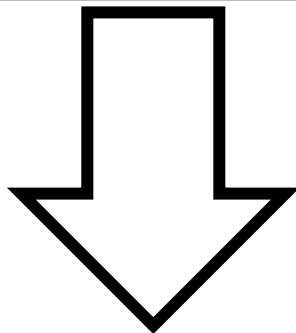
Fact #2:

Additionally, _____

Example/Elaboration:

Conclusion Sentence:

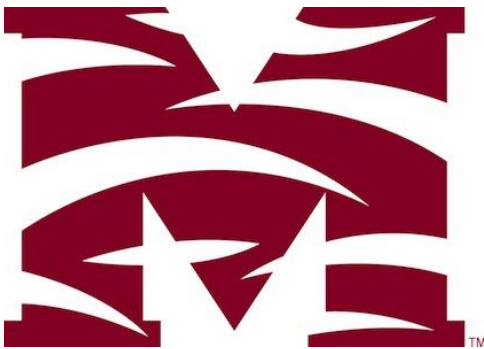
In conclusion, _____ are one of Earth's most interesting creatures.





Name _____

4th Grade ELA Remote Learning Packet
Weeks 11-13
June 8th – June 26th



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

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 11
June 8th – 12th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
6.8.20	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>Why do some songs make us sad while other songs make us want to dance?</i> Source: News ELA <i>printed</i>
6.9.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Task: Answer the Short Response question. Article: Excerpt from: <i>Why do some songs make us sad while other songs make us want to dance?</i> Source: Excerpt of News ELA <i>printed</i>
6.10.20	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>Snowball the cockatoo shows off some funky new dance moves</i> Source: News ELA <i>printed</i>
6.11.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Task: Answer the Short Response question. Article: Excerpt From: <i>Snowball the cockatoo shows off some funky new dance moves</i> Source: Excerpt of News ELA <i>printed</i>
6.12.20	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Task: Opinion Writing Prompt. Read the prompt, fill in the graphic organizer, and compose your final copy.

Name: _____

Date: June 6/8/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

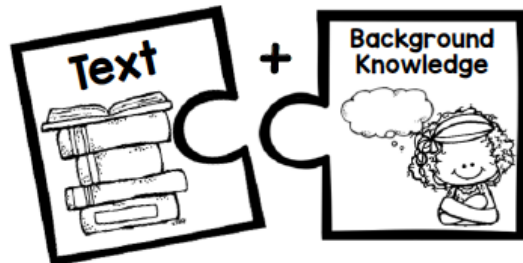
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

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

Why do some songs make us sad while other songs make us want to dance?



Photo: Kevin Mazur via Getty Images.
By Cricket Media, adapted by Newsela staff

Imagine a scene from a movie. A young girl is on her own in a dark house. She climbs a spooky- looking staircase. On the wall behind her, shadows flicker — or are they ghosts?

If you were the movie's director, what music would you choose for this scene?

Now picture a different scene. A lost puppy is reunited with his owner, a little boy. The boy is so happy he starts to cry.

Would you choose the same music for both scenes? Probably not. Different types of music make us feel different emotions. A song that works for the happy puppy scene would seem silly in a scary movie.

Our Brains Track The Beats

Emotions are how people feel about things. Happiness, sadness, fear and anger are all examples of emotions. Music can make people feel all of these things.

People respond to music in their minds. But their bodies respond to music, too. For example, fast dance music speeds up your heartbeat. No wonder people listen to fast music to exercise. Slow songs are better for relaxing.

Even more important than what's happening to the body is what's happening in the brain. Listeners experience music temporally. This means the music comes alive second by second as you listen. Press "play" and the song develops in time. Your brain tracks the music. It is listening in the moment. But at the same time, your brain is also predicting what's going to come next.

Babies Understand The Rules Of Music

Your brain can do this because people have a natural ability to learn the rules of their culture's music. From a baby's first days, it starts to understand the songs that surround him or her. Over time, babies learn which notes sound best together. They learn how melodies rise and fall. They learn how rhythm works, too. Songwriters rely on this understanding. It is how they make you feel emotions in their music.

Dr. Alexandra Lamont is a music psychology expert. She studies how people respond to music. Lamont says that our emotional response to music comes from our expectations about what music should sound like. It has to do with where we think music is going to happen next. Think of how you feel "when a beat finally gets dropped in after a lot of build-ups," she says.

Fast Songs Are Fun

Music can also express certain emotions directly. Experiments have shown that listeners easily identify the emotional nature of a piece of music. They know if the song is trying to make them happy or sad. They can tell if it wants them to dance or even feel scared. Listeners do not have to listen to the whole song to figure this out, either. They can tell from just a few seconds of music.

For example, a single high note can send a feeling of excitement. A low note can signal worry or doom. Slow music suggests quiet, thoughtful feelings. Fast beats suggest fun and excitement.

We Feel Empathy When Rock Stars Perform

The musical performance is key, too. When rock stars perform, we can feel their pain, sadness and joy. Parts of our brain have evolved to echo the emotions we see in others. We feel empathy. Empathy means we share others' feelings.

Many psychologists believe the part of the brain that processes empathy is at work when we watch musicians perform, too. In one experiment, people watched a rock star's performance with the sound turned down. They could not hear the music. Yet viewers could still correctly judge the emotion the performer wanted to express. They did this just by watching his or her body movements.

Being human means that we all have a soundtrack to our lives — just like in a movie. We choose our favorite songs based on how they make us feel. And the songs we choose are part of what makes us unique.

Quiz

1. Read the selection from the section "We Feel Empathy When Rock Stars Perform."

In one experiment, people watched a rock star's performance with the sound turned down. They could not hear the music. Yet viewers could still correctly judge the emotion the performer wanted to express.

Based on this selection, which statement is TRUE?

- A) It is hard to learn about how people respond to music from experiments.
- B) It is impossible to show emotions without also using sound or music.
- C) People can tell emotions just by watching a performer's movements.
- D) People were wearing headphones so they could still hear the music.

2. Which detail from the article BEST supports the idea that people quickly understand the emotion behind a piece of music?

- A) People respond to music in their minds. But their bodies respond to music, too.
- B) Over time, babies learn which notes sound best together. They learn how melodies rise and fall.
- C) Listeners do not have to listen to the whole song to figure this out, either. They can tell from just a few seconds of music.
- D) When rock stars perform, we can feel their pain, sadness and joy. Parts of our brain have evolved to echo the emotions we see in others.

3. Read the paragraph from the section "Babies Understand The Rules Of Music."

Dr. Alexandra Lamont is a music psychology expert. She studies how people respond to music. Lamont says that our emotional response to music comes from our expectations about what music should sound like. It has to do with where we think music is going to happen next. Think of how you feel "when a beat finally gets dropped in after a lot of build-ups," she says.

What is Dr. Alexandra Lamont's point of view on HOW we respond to music?

- A) She thinks most people become too emotional when they listen to music.
- B) She thinks we have learned to expect what sound will come next in a song.
- C) She thinks most people find music disappointing after it builds up.
- D) She thinks we should listen to music less if we want to respond to it better.

4. Which option accurately compares HOW people feel about fast and slow music?

- A) Fast music makes people exercise and run. Slow music makes people feel bored and angry.
- B) Fast music makes people feel scared and nervous. Slow music makes people feel sleepy.
- C) Fast music makes people think about having fun. Slow music makes people cry and feel sad.
- D) Fast music makes people want to move and dance. Slow music makes people feel calm and relaxed.

Name: _____

Date: June 6/9/2020

BCCS-Boys

College: _____

Parent Signature:

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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

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

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

Main Idea

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

You can:

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

Main idea:
Ice cream is the best summer treat.

Supporting Detail:

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

Supporting Detail:

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

Supporting Detail:

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

Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

Our Brains Track The Beats

Emotions are how people feel about things. Happiness, sadness, fear and anger are all examples of emotions. Music can make people feel all of these things.

People respond to music in their minds. But their bodies respond to music, too. For example, fast dance music speeds up your heartbeat. No wonder people listen to fast music to exercise. Slow songs are better for relaxing.

Even more important than what's happening to the body is what's happening in the brain. Listeners experience music temporally. This means the music comes alive second by second as you listen. Press "play" and the song develops in time. Your brain tracks the music. It is listening in the moment. But at the same time, your brain is also predicting what's going to come next.

- 1. What is the main idea of the section titled, "Our Brains Track The Beats"? Use two details from the text to support your response.**

Name: _____

Date: June 6/10/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

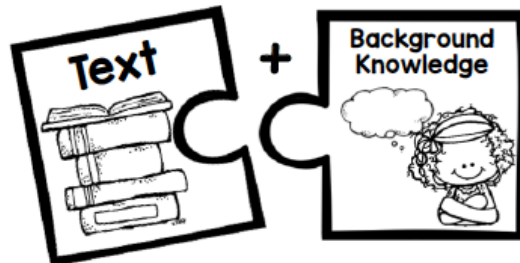
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

Main Idea:

Author's Purpose:

Snowball the cockatoo shows off some funky new dance moves



Irena Schulz/PA
France-Presse, adapted by Newsela staff

Photo:
By Agence

The bird's got some moves.

Ten years ago, Snowball the sulfur-crested cockatoo became a YouTube star.

He had a surprising ability to rock out to the Backstreet Boys. They are a pop boy band.

Now Snowball is back, having taught himself a dizzying set of new moves. He has scientists excited about the ability of parrots to process music and respond creatively.

His rhythmic body-rolls, headbangs, shimmies and many other moves were written about in a new paper. It was published in *Current Biology* on July 8.

"This shows for the first time that another species truly dances to human music," lead author Aniruddh Patel said. He is a psychologist at both Tufts and Harvard universities. The moves were done on the spot and without training. They also were based only on the bird's own development and experience with humans, he said.

Encouraging Snowball To Dance

This isn't the first time Snowball has donated his services to science.

An earlier study by Patel was done for the same journal. It confirmed our feathered friend could groove to the beat. At the time, though, his dancing was limited to head bobbing and lifting his feet. These actions long were known to happen when a parrot wants to find a mate.

Soon after, Irena Schulz noticed Snowball was making movements to the music she had not seen before. Schulz takes care of him at a bird sanctuary in Duncan, South Carolina.

She had not even attempted to train him. This made the skill all the more remarkable. All she did, she said, was encourage him. Schulz said words like "Good Boy!" as she swayed back and forth and waved her hands.

Snowball Shows Off Some Complex Moves

Had Snowball lifted his game to another level? Had he taught himself some slick new moves?

To answer this question, the scientists played him some 1980s hit songs. "Another One Bites the Dust" by Queen was one. "Girls Just Want to Have Fun" by Cyndi Lauper was another. Each song was played three times. This experiment lasted 23 minutes.

R. Joanne Jao Keehn is the study's lead researcher. She is a neuroscientist, studying the brain. She also is a trained dancer. Keehn then carefully studied video of Snowball.

She confirmed that he had indeed learned a set of 14 distinct moves. The bird even had two combination moves.

These dance movements were "highly complex," Patel said. Many are "not part of natural parrot behavior," Patel said.

He added that this suggests thoughtful planning of actions. It shows the bird's willingness to choose between alternatives when responding to something it sees or hears.

"I wish I could dance like Snowball," he added.

Dogs Don't Dance, Don't Ask Them

The Internet is covered with videos of parrots dancing. This might make it seem as if Snowball's abilities are far from special. However, primates, our closest animal relatives, cannot dance. Dogs, our close companions, cannot dance either.

What sets parrots apart might be their strange ability: learning voice sounds. This is then paired with other advanced thinking abilities. They also tend to form long-term social bonds, the paper said.

Maybe Snowball Wants To Be More Like Us

Looking ahead, Patel's team wants to explore this social background. The team hopes to determine if Snowball dances to strengthen his bond with people.

"When it comes to dancing, people don't just dance by themselves. They typically seek out other people and they act socially," Patel said.

To find out whether that is also true of Snowball, they are carrying out new experiments. One is that he will be left alone with music and recorded on camera. Another is that he will have a human present who does not encourage him. In a third option, a human will be present who encourages him and dances along.

Quiz

1. Read the following selection from the introduction [paragraphs 1-6].

The moves were done on the spot and without training. They also were based only on the bird's own development and experience with humans, he said.

Based

on this selection, which statement is TRUE?

- A) Snowball learned how to dance by watching other cockatoos.
- B) Snowball could have learned more moves through more experience with humans.
- C) Snowball learned how to dance without being taught.
- D) Snowball did not have any interaction with humans while he was learning to dance.

2. Which selection from the article helps the reader understand that Snowball's dance moves are unique?

- A) At the time, though, his dancing was limited to head bobbing and lifting his feet. These actions long were known to happen when a parrot wants to find a mate.
- B) These dance movements were "highly complex," Patel said. Many are "not part of natural parrot behavior," Patel said.
- C) The Internet is covered with videos of parrots dancing. This might make it seem as if Snowball's abilities are far from special.
- D) What sets parrots apart might be their strange ability: learning voice sounds. This is then paired with other advanced thinking abilities.

3. How did R. Joanne Jao Keehn become involved in the study on Snowball?

- A) She worked at the bird sanctuary.
- B) She was brought in as a dance expert.
- C) She has conducted an earlier study.
- D) She created videos for YouTube.

4. Complete the sentence. Snowball's most recent dancing caused:

- A) him to become dizzy from headbangs and shimmies
- B) the bird sanctuary to play different types of music
- C) online viewers to make him a YouTube star
- D) scientists to conduct more research studies

Name: _____

Date: June 6/11/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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

CCSS.ELA-LITERACY.RI.4.8

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

Reasons and Evidence

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

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

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

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

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

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

THINK...

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

Graphs are evidence

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

Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

Dogs Don't Dance, Don't Ask Them

The Internet is covered with videos of parrots dancing. This might make it seem as if Snowball's abilities are far from special. However, primates, our closest animal relatives, cannot dance. Dogs, our close companions, cannot dance either.

What sets parrots apart might be their strange ability: learning voice sounds. This is then paired with other advanced thinking abilities. They also tend to form long-term social bonds, the paper said.

1. Why are parrots able to dance but other animals cannot? Use two details from the text to support your response.

Name: _____

Date: June 6/12/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

[CCSS.ELA-LITERACY.W.4.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

THREE TYPES OF WRITING

INFORMATIVE WRITING

- tells about a person, place, thing, event, or idea.

Each paragraph:

- has a topic sentence.
- has sentences that give facts, details, examples, or explanations.
- has a conclusion.

NARRATIVE WRITING

- tells a story.
- can be real or imaginary.
- has characters.
- has a setting.
- is in order and has transitions.
- has a beginning, middle, and end.

OPINION WRITING

- tells others what you think.
- tries to convince others that you are right by giving reasons, examples, facts, or details to support your opinion.

Each paragraph:

- has a topic sentence, detail sentences, and a conclusion.

Directions: This week we read about how music can affect people and animals. Today you will write an opinion piece. What type of music is the best? Fast, Slow, Rock, Rap, Hip Hop, Country, Classical etc. Complete the graphic organizer to organize your thoughts.

Graphic Organizer:

Topic Sentence:

In my opinion, _____ is the best type of music for various reasons.

Reason #1:

To start, _____

Example/Elaboration:

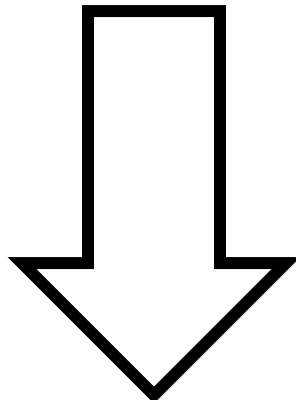
Reason #2:

Additionally, _____

Example/Elaboration:

Conclusion Sentence:

As you can see, _____ is by far the best type of music.



4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 12
June 15th – 19th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
6.15.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>5-year-old superhero inspires others to make their communities better</i> Source: News ELA <i>printed</i>
6.16.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Task: Answer the Short Response question. Article: Excerpt from: <i>5-year-old superhero inspires others to make their communities better</i> Source: Excerpt of News ELA <i>printed</i>
6.17.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>A trio of brothers starts a candle company and gives back to others</i> Source: News ELA <i>printed</i>
6.18.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Task: Answer the Short Response question. Article: Excerpt from: <i>A trio of brothers starts a candle company and gives back to others</i> Source: Excerpt of News ELA <i>printed</i>
6.19.20	CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Task: Narrative Writing Prompt. Read the prompt, fill in the graphic organizer, and compose your final copy.

Name: _____

Date: June 6/15/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

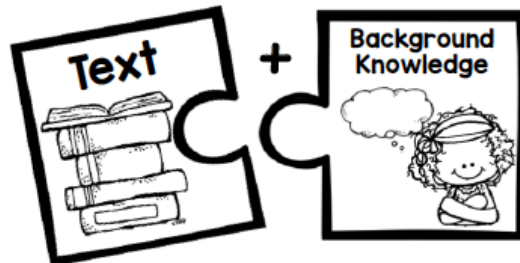
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

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

5-year-old superhero inspires others to make their communities better



Photo by: Marvin Joseph/The Washington Post
By Washington Post, adapted by Newsela staff

When Austin Perine puts on his cape, he says he feels happy, strong and ready to take on the world. The 5-year-old isn't talking about make-believe. Austin has a real-life mission: to save the world from homelessness. Homelessness is when a person does not have a safe, permanent place to live.

For the past year, Austin has traveled the country, feeding people who are homeless. He also works to support animals in shelters. It's part of his Show Love project. He also has another idea in mind, too. Austin hopes to become president one day. He wants to chase away the bad guys and save people from going hungry. He insists he must wear his cape when he becomes the leader of the free world.

The Story Of "President Perine"

"President Perine" turned up in Gaithersburg, Maryland, on February 10. He led a Show Love event for the Humane Society. A humane society is a group that works to end bad treatment of animals. The goal for the Show Love event was to raise money to help animal shelters. There was a kissing booth with therapy dogs. Later, the dogs sat in the front row with the audience and Austin shared his story.

It all started when he was 4 years old and watching a television show with his dad, T.J. Perine. The show was about a red panda.

"I was watching a mother panda and her cub. She left him, and I was concerned. My dad told me that the cub would be homeless," Austin told The Washington Post.

Austin learned that people can be homeless, too. T.J. Perine said Austin became focused on this idea. He asked lots of questions.

Austin Feeds His City's Hungry And Homeless

So T.J. Perine took Austin to see what homelessness looked like in his hometown of Birmingham, Alabama. Austin realized he wanted to do more. He and his dad started passing out food once a week. He wore his red cape, which a friend left behind from a playdate. Austin would run fast like the Flash, his favorite superhero, to hand people a sandwich and soda.

"Don't forget to show love," he would say to each person. He encouraged them to show others kindness as well.

The News Notices Austin's Work

Austin and his dad did this for months before getting noticed by the news media. Later Austin was given an honor for his efforts in fighting hunger. Since then, more famous people have begun to support him.

The comedy star Steve Harvey worked together with Austin to donate more than \$5,000 to feed the hungry. LeBron James has also praised Austin's efforts. The basketball star wrote a letter to Austin that said: "When it gets tough, you keep fighting. When it seems like no one else cares, you keep caring."

Austin has fed people who are homeless in more than a dozen cities. He has traveled from San Juan, Puerto Rico. He has also taken his Show Love project to Washington, D.C., Seattle, Washington, and Puerto Rico.

An Inspiration For Other Young Kids

Austin is not only a superhero. He is also a two-time state champion wrestler. He showed off his moves to local pro-wrestlers at a Show Love event in Maryland.

T.J. Perine says he hopes his son inspires other kids.

"I would like for the future to look like several President Austins," he says. He hopes more young kids want to be like Austin. If they want to make their communities better, then Austin and T.J. Perine will have done their job.

Austin says he wants to continue spreading the love. "It is the right thing to do," he said.

Quiz

1 How does the information in the section "The News Notices Austin's Work" support the MAIN idea of the article?

- A) by pointing out how much money Austin has raised this year
- B) by mentioning all the cities Austin has visited during the last year
- C) by highlighting how Austin has talked on news programs
- D) by showing how celebrities are supporting Austin's program

2 Which Select the sentence that summarizes the article.

- A) Austin raises money for animals in shelters through his Show Love events for the Humane Society.
- B) Austin shows other kids how to fight hunger and spread love and kindness around the world.
- C) Austin cares for people and animals who are homeless, and he wants to become president one day.
- D) Austin wears his red cape when he and his dad pass out food to people who are homeless.

3 How did Austin become involved with feeding people who are homeless?

- A) He noticed that there were people who were homeless when he was playing a superhero.
- B) He learned about homelessness when he watched Steve Harvey's television show.
- C) He watched a television show that led him to ask questions about homelessness.
- D) He was traveling the country with his dad and noticed people who were homeless.

4 Why is T.J. Perine hopeful about Austin's work?

- A) He thinks that Austin's work might inspire kids to care for their communities.
- B) He thinks that Austin's work might make it possible for more people to find homes.
- C) He thinks that Austin's work might continue to get the attention of celebrities.
- D) He thinks that Austin's work might make it possible for him to become president.

Name: _____

Date: June 6/16/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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




CCSS.ELA-LITERACY.RI.4.8

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

Author's Purpose

Author's Purpose is as easy as PIE.

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

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

©The Student Teacher Co. 2013

Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

When Austin Perine puts on his cape, he says he feels happy, strong and ready to take on the world. The 5-year-old isn't talking about make-believe. Austin has a real-life mission: to save the world from homelessness. Homelessness is when a person does not have a safe, permanent place to live.

For the past year, Austin has traveled the country, feeding people who are homeless. He also works to support animals in shelters. It's part of his Show Love project. He also has another idea in mind, too. Austin hopes to become president one day. He wants to chase away the bad guys and save people from going hungry. He insists he must wear his cape when he becomes the leader of the free world.

The Story Of "President Perine"

"President Perine" turned up in Gaithersburg, Maryland, on February 10. He led a Show Love event for the Humane Society. A humane society is a group that works to end bad treatment of

animals. The goal for the Show Love event was to raise money to help animal shelters. There was a kissing booth with therapy dogs. Later, the dogs sat in the front row with the audience and Austin shared his story.

It all started when he was 4 years old and watching a television show with his dad, T.J. Perine. The show was about a red panda.

"I was watching a mother panda and her cub. She left him, and I was concerned. My dad told me that the cub would be homeless," Austin told The Washington Post.

Austin learned that people can be homeless, too.

T.J. Perine said Austin became focused on this idea. He asked lots of questions.

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

Name: _____

Date: June 6/17/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

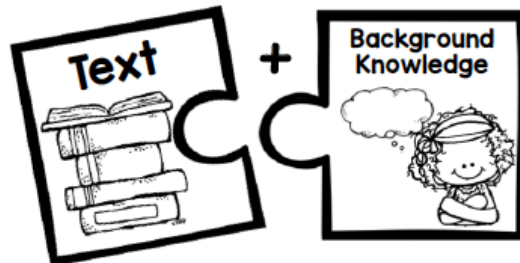
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

Main Idea:

Author's Purpose:

A trio of brothers starts a candle company and gives back to others



Photo: Katherine Frey/The Washington Post
By Washington Post, adapted by Newsela staff

The candle business is burning brightly for the Gill brothers: Collin, Ryan and Austin.

Collin is 13 years old. Ryan is 11 years old, and Austin is 8 years old. They have a business of making candles. It is called "Frères Branchiaux," which is French for "Gill Brothers." It is successful beyond anything they expected.

The idea started a few years ago. The boys wanted money to buy video games and Nerf guns. Their parents told them they had to pay for those things themselves.

So they asked their mom, Celena Gill, what her favorite thing is to buy. She answered "candles," and the business was born. Almost two years later, the boys' candles are sold in 36 stores.

Boys Do Not Keep All Of Their Profits

Now they can buy all the video games they want. But instead of spending it all on toys, the boys give back to their community. The brothers said they have donated one-tenth of their profits to Washington, D.C.-area homeless shelters. This was Ryan's idea.

Collin said it makes him feel like the business has a purpose beyond selling. "The community helps us, so we have to help back," he said.

The brothers hope to someday open a store. They want to hire homeless people as employees. Right now, though, they have candles to make.

Frères Branchiaux sells about 400 candles a month. The candles come in 23 scents. They also offer other bath products.

The company is making a profit, Celena Gill said. Most of the money goes back into the business. The boys are able to give \$500 a month to shelters, she said.

Collin Puts On His Music And Melts Away

Some customers find the brothers' candles by walking into one of the stores that sell them. Others find them at farmers markets or online. Most often, though, news spreads among neighbors and friends of friends, Celena Gill said.

Each product is handcrafted by one of the brothers, all of whom are home-schooled by their mother. Collin makes more than half of each month's supply, his mother said.

Collin said he does not mind this. Austin is a bit young to handle hot wax anyway. Collin typically spends three to four hours each day working in the Gills' candle-making station in their home. He listens to his favorite hip-hop tracks and lets everything else melt away.

Collin said he finds the process calming. Plus, it smells really good.

"It's pretty simple," Collin said. "It makes the house smell great."

The "Scent Master" Guards His Secrets

The boys taught themselves how to make each item they sell by watching YouTube videos. They also relied on online advice when setting up their candle-making business.

But candle scents are homemade by the Gill brothers. Each of the 23 recipes is a family secret, developed by one of the three boys.

This is where Ryan, the middle child, comes in. He calls himself the "scent master." His creations are some of the best-selling candles.

To find the perfect scent, Ryan first smells all of the scents they have, then picks the two or three he likes the most that day. Then he tests out a few different combinations. Once he's satisfied, the family votes on a name.

Brothers Make Time For Fun, Too

Collin likes candles that make customers "feel a certain way," he said. His favorite candle is the "Chunky Sweater."

"It's a fall scent, peaceful, like you're walking down the sidewalk with autumn leaves falling," he said.

Austin's main strength at this point is the "cute factor" he brings, his mother said.

Parents Celena and Patrick Gill help to manage the business, offering support and supervision. Otherwise, the boys mostly do it themselves.

Despite their different personalities and skills, the three brothers get along well. They manage to make time for football, baseball and skateboarding, too.

All three boys plan to make Frères Branchiaux even more successful as they grow up.

Quiz

1. Which sentence from the article helps the reader understand that Frères Branchiaux is a successful company?

- A) But instead of spending it all on toys, the boys give back to their community.
- B) "The community helps us, so we have to help back," he said.
- C) Frères Branchiaux sells about 400 candles a month.
- D) His creations are some of the best-selling candles.

2. Read the paragraph below from the section "Brothers Make Time For Fun, Too."

Austin's main strength at this point is the "cute factor" he brings, his mother said.

What inference can the reader make based on this paragraph?

- A) Austin's older brothers do most of the work.
- B) Austin creates the different candle scents.
- C) Austin is the oldest of the three brothers.
- D) Austin doesn't like the candle business.

3. How do the brothers help the homeless shelter?

- A) The brothers do not share any money with the homeless shelter.
- B) The brothers hire homeless people to make candles.
- C) The brothers send the homeless shelters \$500 every month.
- D) The brothers share one-tenth of their money with the homeless shelter.

4. How did the brothers become involved with selling candles?

- A) The brothers learned to make candles for their mom.
- B) The brothers wanted to find a way to make money to buy toys.
- C) The brothers were looking for a way to help homeless people.
- D) The brothers taught candle-making on YouTube.

Name: _____

Date: June 6/18/2020

BCCS-Boys

College: _____

Parent Signature:

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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

CCSS.ELA-LITERACY.RL.4.3

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

Character Feelings & Traits

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



Character Feelings

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

VS.

Character Traits

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

Character Feelings

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

Character Traits

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

Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

The candle business is burning brightly for the Gill brothers: Collin, Ryan and Austin.

Collin is 13 years old. Ryan is 11 years old, and Austin is 8 years old. They have a business of making candles. It is called "Frères Branchiaux," which is French for "Gill Brothers." It is successful beyond anything they expected.

The idea started a few years ago. The boys wanted money to buy video games and Nerf guns. Their parents told them they had to pay for those things themselves.

So they asked their mom, Celena Gill, what her favorite thing is to buy. She answered "candles," and the business was born. Almost two years later, the boys' candles are sold in 36 stores.

Boys Do Not Keep All Of Their Profits

Now they can buy all the video games they want. But instead of spending it all on toys, the boys give back to their community. The brothers said they have donated one-tenth of their profits to Washington, D.C.-area homeless shelters. This was Ryan's idea.

Collin said it makes him feel like the business has a purpose beyond selling. "The community helps us, so we have to help back," he said.

The brothers hope to someday open a store. They want to hire homeless people as employees. Right now, though, they have candles to make.

Frères Branchiaux sells about 400 candles a month. The candles come in 23 scents. They also offer other bath products.

The company is making a profit, Celena Gill said. Most of the money goes back into the business. The boys are able to give \$500 a month to shelters, she said.

1. How would you describe the Gill brothers? Use two details from the text to support your response.

Name: _____

Date: June 6/19/2020

BCCS-Boys

College: _____

Parent Signature:

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

THREE TYPES OF WRITING

INFORMATIVE WRITING

- tells about a person, place, thing, event, or idea.

Each paragraph:

- has a topic sentence.
- has sentences that give facts, details, examples, or explanations.
- has a conclusion.

NARRATIVE WRITING

- tells a story.
- can be real or imaginary.
- has characters.
- has a setting.
- is in order and has transitions.
- has a beginning, middle, and end.

OPINION WRITING

- tells others what you think.
- tries to convince others that you are right by giving reasons, examples, facts, or details to support your opinion.

Each paragraph:

- has a topic sentence, detail sentences, and a conclusion.

Directions: This week we read about kids that go out of their way to help others in need. Today you will write a narrative. Tell a story about a character that is generous, caring, or considerate. The character can be based on a real person or be a made-up person. Complete the graphic organizer to organize your thoughts.

Graphic Organizer:

Title: _____

Characters:

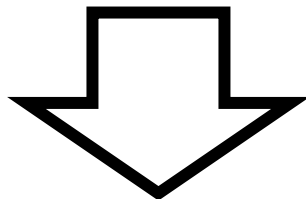
Setting:

Problem: _____

Events: _____

Solution: _____

Ending: _____



4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 13
June 22nd-26th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
6.22.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>Stephen Curry's reply to a young fan who wrote to him is a slam dunk</i> Source: News ELA <i>printed</i>
6.23.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Task: Answer the Short Response question. Article: Excerpt from: <i>Stephen Curry's reply to a young fan who wrote to him is a slam dunk</i> Source: Excerpt of News ELA <i>printed</i>
6.24.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Task: Read, annotate, and complete the quiz for the assigned text. Article: <i>Why sending thank-you notes is important and meaningful</i> Source: News ELA <i>printed</i>
6.25.20	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Task: Answer the Short Response question. Article: Excerpt from: <i>Why sending thank-you notes is important and meaningful</i> Source: Excerpt of News ELA <i>printed</i>
6.26.20	CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Task: Letter Writing Prompt. Read the prompt, fill in the graphic organizer, and compose your final copy.

Name: _____

Date: June 6/22/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

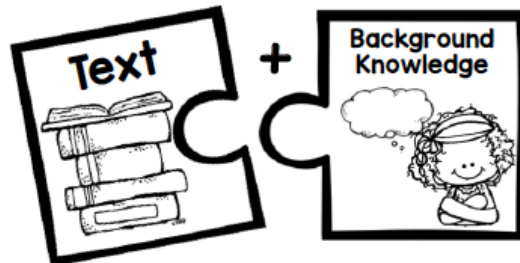
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

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

Stephen Curry's reply to a young fan who wrote to him is a slam dunk



Photo: Chris Morrison
By Kansas City Star, adapted by Newsela staff

Interesting events in the world of basketball are taking place off the court. Basketball superstar Stephen Curry just scored a ton of points with fans.

So did a girl who also plays basketball.

Riley Morrison is 9 years old. She wrote a letter to the Golden State Warriors basketball star. Riley told him about trying to buy a pair of his Under Armour Curry 5 basketball shoes online.

"I asked my dad to buy me the new Curry 5s because I'm starting a new basketball season," Riley wrote in the letter. Her dad posted her letter on a social media website. His name is Chris Morrison.

"My dad and I visited the Under Armour website and were disappointed to see that there were no Curry 5s for sale under the girls' section. However, they did have them for sale under the boys' section."

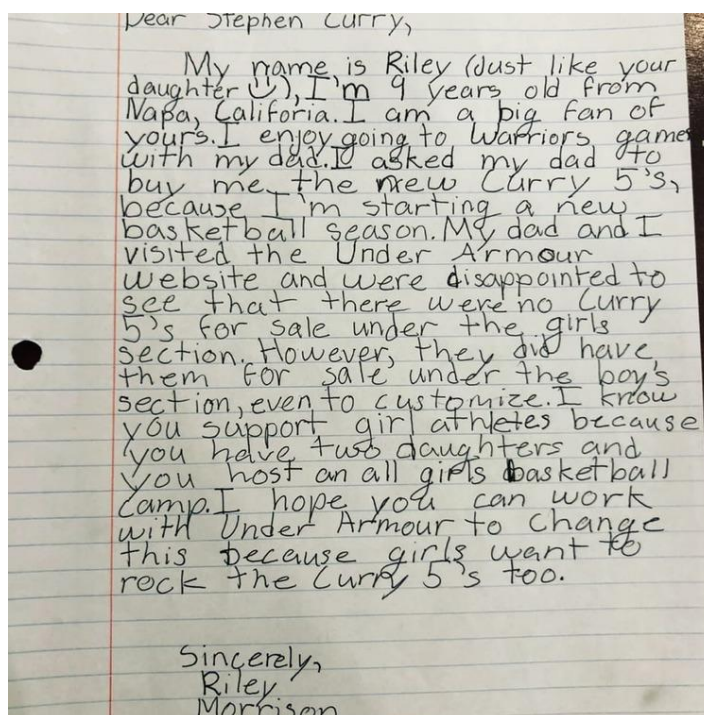
That did not go over well with Riley.

"I Wanted To Help Make Things Equal"

She told the basketball star that she and her dad go to Warriors games. The team is based in Oakland, California.

"I know you support girl athletes because you have two daughters and you host an all-girls basketball camp. I hope you can work with Under Armour to change this because girls want to rock the Curry 5s too."

Riley told Teen Vogue magazine her reasons for writing the letter. It seemed "unfair that the shoes are only in



the boys' section and not in the girls' section. I wanted to help make things equal for all girls, because girls play basketball, too," she said.

When Riley talked to her dad about it, he said, "Maybe you can write a letter," she told Teen Vogue.

Riley Will Get To Try Out New Curry 6 Shoes

Riley has played basketball since she was 4 years old. She also has the same first name as Curry's daughter who is 6 years old.

Her father said the letter was mailed to the Warriors' fan mail address. Riley printed it neatly on notebook paper.

She was surprised that Curry's reply was also handwritten. He posted a copy of it online on November 29.

"I appreciate your concern and have spent the last 2 days talking to Under Armour about how we can fix the issue. Unfortunately, we have labeled smaller sizes as 'boys' on the website. We are correcting this now!" he told Riley.

Curry said he wants to make sure she can wear his shoes proudly. He is going to send her a pair of Curry 5 shoes, he said. He added that she would be "one of the first kids to get the Curry 6."

He also told her of plans for "something special" coming for International Women's Day in March. Curry invited Riley to celebrate with him.

Virtual High-Fives

The notes between the star and his young fan have earned both of them praise on social media websites. Both of their letters are being shared all over the Internet.

"I absolutely love this!!" one commenter wrote on Chris Morrison's social media account. "I was trying to find girls basketball shoes a couple weeks ago for my daughter." Most of the shoes "are not even cute," the writer said. The commenter added that there is not much of a selection.

"All I have to say is: BRAVO!" Perri Konecky wrote for PopSugar. Konecky said she is impressed that Riley saw the lack of equality in the sports world at such a young age. "It's a sign of hope for the younger generation. Not only did she recognize the need for change, but she's also making that change a reality."

Curry is also winning fans from other teams. They are sending him online high-fives for his personal response to Riley.

"How you treat people you could easily ignore says a lot about who YOU are! Thanks!" one person said online.

Quiz

- 1. Read the introduction [paragraphs 1-6]. Select the paragraph that explains what problem Riley Morrison is trying to solve.**
 - A) Interesting events in the world of basketball are taking place off the court. Basketball superstar Stephen Curry just scored a ton of points with fans.
 - B) Riley Morrison is 9 years old. She wrote a letter to the Golden State Warriors basketball star. Riley told him about trying to buy a pair of his Under Armour Curry 5 basketball shoes online.
 - C) "I asked my dad to buy me the new Curry 5s because I'm starting a new basketball season," Riley wrote in the letter. Her dad posted her letter on a social media website. His name is Chris Morrison.
 - D) "My dad and I visited the Under Armour website and were disappointed to see that there were no Curry 5s for sale under the girls' section. However, they did have them for sale under the boys' section."

- 2. Read the selection below from the section "I Wanted To Help Make Things Equal." Which sentence from this selection supports the conclusion that Riley is trying to help more people than just herself?**
 - A) Riley told Teen Vogue magazine her reasons for writing the letter.
 - B) It seemed "unfair that the shoes are only in the boys' section and not in the girls' section.
 - C) "I wanted to help make things equal for all girls, because girls play basketball, too," she said.
 - D) When Riley talked to her dad about it, he said, "Maybe you can write a letter," she told Teen Vogue.

- 3. Which two choices are main ideas from the article?**
 - 1 *Riley Morrison wrote a letter to Stephen Curry because she thinks girls should be able to buy Curry 5 sneakers.*
 - 2 *Stephen Curry plays for the Golden State Warriors and hosts a basketball camp for girls.*
 - 3 *People have seen Riley and Curry's letters on the Internet and are happy that she is working to make sports more equal for girls.*
 - 4 *Riley will get to join Curry for a celebration on International Women's Day in March.*
 - A) 1 and 2
 - B) 3 and 4
 - C) 1 and 3
 - D) 2 and 4

- 4. Select the answer that summarizes the article.**
 - A) Stephen Curry has once again proven why he is the most talented and popular basketball player in the NBA.
 - B) Stephen Curry impressed basketball fans with his response to a little girl's request that he make a girls' version of his shoe.
 - C) Riley Morrison was angered when she attempted to purchase new basketball shoes but couldn't find them in the girls' section.
 - D) Riley Morrison has been playing basketball for most of her life and deserves to wear whatever shoes she wants.

Name: _____

Date: June 6/23/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

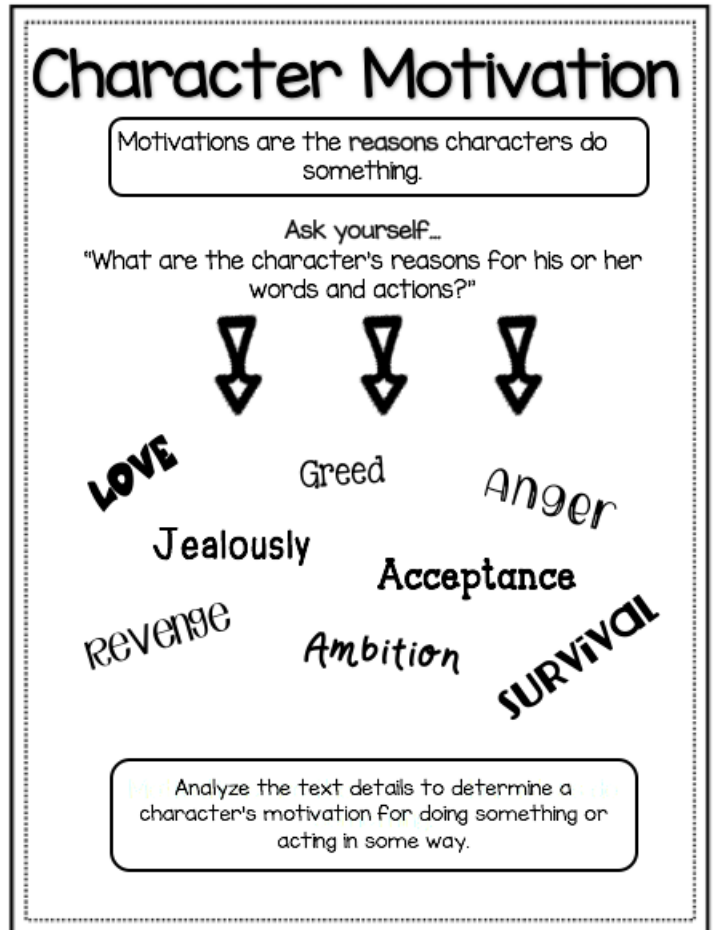
Common Core Standards & Skills:

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

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

CCSS.ELA-LITERACY.RL.4.3

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



Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

"I Wanted To Help Make Things Equal"

She told the basketball star that she and her dad go to Warriors games. The team is based in Oakland, California.

"I know you support girl athletes because you have two daughters and you host an all-girls basketball camp. I hope you can work with Under Armour to change this because girls want to rock the Curry 5s too."

Riley told Teen Vogue magazine her reasons for writing the letter. It seemed "unfair that the shoes are only in the boys' section and not in the girls' section. I wanted to help make things equal for all girls, because girls play basketball, too," she said.

When Riley talked to her dad about it, he said, "Maybe you can write a letter," she told Teen Vogue.

1. Why did Riley write a letter to Stephen Curry? Use two details from the text to support your response.

Name: _____

Date: June 6/24/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

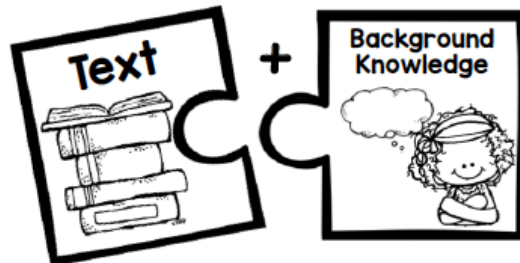
[CCSS.ELA-Literacy.RI.4.1](#)

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

Inference

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

An idea you have based on what the text says (**evidence**) plus your own background knowledge and experiences



As a reader, you take what the text says **explicitly** (obviously) and use your background knowledge to draw a conclusion to make deeper meaning.

THINK...

1. What does the text say?
2. What do I already know about the topic?
3. What does this make me think?

- The text says _____. This makes me think...
- I can infer that...
- The text says _____. This means...

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

Why sending thank-you notes is important and meaningful



Photo by: Imagineasia/Getty Images
By Austin American-Statesman, adapted by Newsela staff

Sometimes your parents might ask you to write thank-you notes to people. You might not want to do it, though.

It actually might be a really good idea. Writing thank-you notes can make you feel good. It makes the person getting the note feel good, too.

Amit Kumar is a professor at the McCombs School of Business at the University of Texas in Austin. He reminds us why thank-you notes and other acts of gratitude are good. Kumar worked with Nicholas Epley. He works at the University of Chicago in Illinois. They did several experiments on thank-you notes.

Kumar and Epley wanted to see why people hesitate to send thank-you notes. They also studied the reactions of people who receive the notes. Their study was recently published.

They saw that showing thankfulness helps people, Kumar says. It makes people feel good. Even so, "people don't seem to walk around giving thanks to people quite often," he says.

Spreading Good Feelings

Kumar and Epley asked students in business classes to write a letter of thanks to another person. Then they asked both the writer and the person receiving it about that letter. They asked how it made them feel. Most of the students sent the letter by email.

They found that writing the letter was a good experience for the writer. It improved their mood right afterward.

The writers did not think it would have much of an effect on the person getting their letter. They did not know how surprised the recipient would feel. They did not know how much it would improve that person's mood. The writers thought it would be awkward for someone to get a letter of thanks. However, that was not the case.

The letter writers worried about what to say and how to say it. However, Kumar says, the recipients did not care much about whether writers got the wording right.

Those who got letters felt really good, he says. "They don't really feel awkward at all."

Small Things Can Make A Big Impact

The writers were worried. They wondered things like, "Am I going to find the right words?"

"When you are a recipient, you focus on the warmth," Kumar says. The recipients considered the feelings in the letters, he says. "How heartfelt was it? How friendly and warm?"

The writers were concerned, though. They wanted to make sure their writing was correct.

People don't always realize that thank-you notes make others feel good. If they knew, things might change, Kumar says. "They would do it more often," he says.

Kumar says this study is a good reminder. It shows that small things can have an effect, he says. Writing a thank-you note is a simple thing. Still, it "can make a big difference," he says. We feel good when we do nice things for others.

"It's the sort of thing we should do more often," he says.

Quiz

1. **Finish the sentence. One main idea of the article is that ____.**

- A) studies show that thank-you notes can help people
- B) students send thank-you notes by email
- C) Kumar and Epley asked a class to write thank-you notes
- D) parents ask their kids to write thank-you notes

2. **Read the paragraph from the section "Spreading Good Feelings."**

Those who got letters felt really good, he says. "They don't really feel awkward at all."

What is the main idea of the paragraph?

- A) People enjoy writing thank-you notes.
- B) People worry about their thank-you notes.
- C) People like to receive thank-you notes.
- D) People need to learn to write thank-you notes.

3. **The author has an opinion about thank-you notes. Which sentence from the article shows this?**

- A) Sometimes your parents might ask you to write thank-you notes to people.
- B) Writing thank-you notes can make you feel good.
- C) They did several experiments on thank-you notes.
- D) Kumar and Epley wanted to see why people hesitate to send thank-you notes.

4. **Read the paragraph from section "Small Things Can Make A Big Impact."**

People don't always realize that thank-you notes make others feel good. If they knew, things might change, Kumar says. "They would do it more often," he says.

How does Kumar feel about thank-you notes?

- A) Thank-you notes are only done in business classes.
- B) Thank-you notes do not need to have lots of feelings.
- C) Thank-you notes should be written with the right words.
- D) Thank-you notes have a bigger effect than people think.

Name: _____

Date: June 6/25/2020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

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

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

CCSS.ELA-LITERACY.RI.4.8

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

Fact & Opinion

Many times, authors will include facts and opinions in their writing. It is important to know the difference between them.

Facts

A fact is a statement that can be proven to be true or false.

Vs

Opinions

An opinion is a personal belief or feeling. An opinion can't be proven.

Author's include facts and opinions in their writing to help influence the reader.

Fact: Thanksgiving is in the month of November.

Ask Yourself: Can this be proven?

Opinion: Thanksgiving is the best holiday.
Ask Yourself: Could people disagree?

Directions: Read the excerpt from the yesterday's text. After you read the excerpt, answer the following question using complete sentences.

Sometimes your parents might ask you to write thank-you notes to people. You might not want to do it, though.

It actually might be a really good idea. Writing thank-you notes can make you feel good. It makes the person getting the note feel good, too.

Amit Kumar is a professor at the McCombs School of Business at the University of Texas in Austin. He reminds us why thank-you notes and other acts of gratitude are good. Kumar worked with Nicholas Epley. He works at the University of Chicago in Illinois. They did several experiments on thank-you notes.

Kumar and Epley wanted to see why people hesitate to send thank-you notes. They also studied the reactions of people who receive the notes. Their study was recently published.

They saw that showing thankfulness helps people, Kumar says. It makes people feel good. Even so, "people don't seem to walk around giving thanks to people quite often," he says.

Spreading Good Feelings

Kumar and Epley asked students in business classes to write a letter of thanks to another person. Then they asked both the writer and the person receiving it about that letter. They asked how it made them feel. Most of the students sent the letter by email.

They found that writing the letter was a good experience for the writer. It improved their mood right afterward.

The writers did not think it would have much of an effect on the person getting their letter. They did not know how surprised the recipient would feel. They did not know how much it would improve that person's mood. The writers thought it would be awkward for someone to get a letter of thanks. However, that was not the case.

The letter writers worried about what to say and how to say it. However, Kumar says, the recipients did not care much about whether writers got the wording right.

Those who got letters felt really good, he says. "They don't really feel awkward at all."

1. What is the author's opinion about thank you notes? Use two details from the text to support your response.

Name: _____

Date: June 6/262020

BCCS-Boys

College: _____

Parent Signature: _____

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

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

Today my scholar was successful with....

Today my scholar struggled with understanding...

Common Core Standards & Skills:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LETTERS

LETTERS NEED 5 THINGS:

1. Date → January 26th, 2020
2. Greeting → Dear Mrs. Quinn
3. Body → I had a great week this week. In writing we learned about poetry. I was fun to hear rhyming words. In reading we read in our magazines about all the different parks in the world. I loved reading about pink dolphins! In math we are working on graphing. I think it is fun to ask the class a question and then collect data. How was your week? What are you doing this weekend?
4. Closing → Your Friend
5. Signature → Mrs. Kelly

Directions: This week we read about the various reasons people write letters. People write letters to instill change in the world or to simply thank someone for their generosity. Today you will write a letter of your own. Think about whether this letter will inspire someone to make a change or to make someone happy. Complete the graphic organizer to organize your thoughts.

Graphic Organizer:

Greeting:
Dear _____,

Topic (State the reason you are writing):

Body (Explain why you are writing): _____

Closing:
Sincerely,

