

Name \_\_\_\_\_

## 5<sup>th</sup> Grade ELA Remote Learning Packet

Week 10

June 1<sup>st</sup> – June 5<sup>th</sup>



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

**DeRouville: Remote Learning Scope and Sequence**  
**5<sup>th</sup> Grade ELA**  
**Week 10: June 1<sup>st</sup> – June 5<sup>th</sup>**

<b>Date</b>	<b>Standards</b> <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	<b>Description of Packet Assignment</b> (30 minutes of work)	<b>Online Assignment</b>
6.01.2020 Day 43	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; <b>summarize the text.</b>	First Read of “The Marble Champ” and Graphic Organizer	*NewsELA *Day 43: YouTube Read Aloud
6.02.2020 Day 44	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Second Read of “The Marble Champ”, Annotations, Structure Minilesson	*NewsELA *Day 44: YouTube: Structure Minilesson
6.03.2020 Day 45	RL.5.10 By the end of the year, read and comprehend literatures, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “The Marble Champ”, Text-Based Multiple Choice Questions and Short Response	*NewsELA *Day 45: YouTube: Short Response Guidance
6.04.2020 Day 46	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	First Read of Article and Graphic Organizer	*NewsELA *Day 46: YouTube Main Idea & Supporting Details Minilesson
6.05.2020 Day 47	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text-Based Multiple Choice Questions and Short Answer	*NewsELA

**Subscribe to my YouTube channel for All Instructional Videos!**  
**Easiest Method: Search YouTube for “Erin DeRouville”**

[https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view\\_as=subscriber](https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber)

**Remote Learning Day 43**

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

**Name:** \_\_\_\_\_


**Date:** June 1, 2020

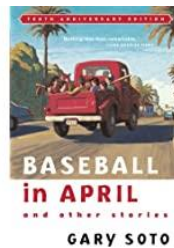
**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

- \_\_\_ **Watch "Day 43" YouTube Videos**
- \_\_\_ **First Read of "The Marble Champ"**
- \_\_\_ **Read Input**
- \_\_\_ **Daily Task**  **\*Send Pic**



**Parent Signature:** \_\_\_\_\_

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

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

## Input

**Themes in Literature**  
Just remember a crème-filled cupcake!

Crème filling is hidden inside a cupcake.

Themes are hidden inside a book.

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

Some Famous Examples

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

Think about “The Marble Champ”.

The main character is Lupe.

Lupe’s conflict was frustrated because she felt that she was good at pretty much everything except sport.

The resolution was that Lupe practiced and won a local marbles competition.

What life lesson can we learn from “The Marble Champ”?

## Daily Task



**Directions:** Read “The Marble Champ” along with me on YouTube. Write your theme statement and 2 supporting details below.

### Theme

### Supporting Detail

### Supporting Detail

# The Marble Champ

*by Gary Soto*

1 Lupe Medrano, a shy girl who spoke in whispers, was the school's spelling bee champion, winner of the reading contest at the public library three summers in a row, blue ribbon awardee in the science fair, the top student at her piano recital, and the playground grand champion in chess. She was a straight-A student and—not counting kindergarten, when she had been stung by a wasp—never missed one day of elementary school. She had received a small trophy for this honor and had been congratulated by the mayor.

2 But though Lupe had a razor-sharp mind, she could not make her body, no matter how much she tried, run as fast as the other girls'. She begged her body to move faster, but could never beat anyone in the fifty-yard dash.

3 The truth was that Lupe was no good in sports. She could not catch a pop-up or figure out in which direction to kick the soccer ball. One time she kicked the ball at her own goal and scored a point for the other team. She was no good at baseball or basketball either, and even had a hard time making a hula hoop stay on her hips.

4 It wasn't until last year, when she was eleven years old, that she learned how to ride a bike. And even then she had to use training wheels. She could walk in the swimming pool but couldn't swim, and chanced roller skating only when her father held her hand.

5 "I'll never be good at sports," she fumed one rainy day as she lay on her bed gazing at the shelf her father had made to hold her awards. "I wish I could win something, anything, even marbles."

6 At the word "marbles," she sat up. "That's it. Maybe I could be good at playing marbles." She hopped out of bed and rummaged through the closet until she found a can full of her brother's marbles. She poured the rich glass treasure on her bed and picked five of the most beautiful marbles.

7 She smoothed her bedspread and practiced shooting, softly at first so that her aim would be accurate. The marble rolled from her thumb and clicked against the targeted marble. But the target wouldn't budge. She tried again and again. Her aim became accurate, but the power from her thumb made the marble move only an inch or two. Then she realized that the bedspread was slowing the marbles. She also had to admit that her thumb was weaker than the neck of a newborn chick.

8 She looked out the window. The rain was letting up, but the ground was too muddy to play. She sat cross-legged on the bed, rolling her five marbles between her palms. Yes, she thought, I could play marbles, and marbles is a sport. At that moment she realized that she had only two weeks to practice. The playground championship, the same one her brother had entered the previous year, was coming up. She had a lot to do.

9 To strengthen her wrists, she decided to do twenty push-ups on her fingertips, five at a time. “One, two, three . . .” she groaned. By the end of the first set she was breathing hard, and her muscles burned from exhaustion. She did one more set and decided that was enough push-ups for the first day.

10 She squeezed a rubber eraser one hundred times, hoping it would strengthen her thumb. This seemed to work because the next day her thumb was sore. She could hardly hold a marble in her hand, let alone send it flying with power. So Lupe rested that day and listened to her brother, who gave her tips on how to shoot: get low, aim with one eye, and place one knuckle on the ground.

11 “Think ‘eye and thumb’—and let it rip!” he said.

12 After school the next day she left her homework in her backpack and practiced three hours straight, taking time only to eat a candy bar for energy. With a popsicle stick, she drew an odd-shaped circle and tossed in four marbles. She used her shooter, a milky agate with hypnotic swirls, to blast them. Her thumb *had* become stronger.

13 After practice, she squeezed the eraser for an hour. She ate dinner with her left hand to spare her shooting hand and said nothing to her parents about her dreams of athletic glory.

14 Practice, practice, practice. Squeeze, squeeze, squeeze. Lupe got better and beat her brother and Alfonso, a neighbor kid who was supposed to be a champ.

15 “Man, she’s bad!” Alfonso said. “She can beat the other girls for sure. I think.”

16 The weeks passed quickly. Lupe worked so hard that one day, while she was drying dishes, her mother asked why her thumb was swollen.

17 “It’s muscle,” Lupe explained. “I’ve been practicing for the marbles championship.”

18 “You, honey?” Her mother knew Lupe was no good at sports.

19 “Yeah. I beat Alfonso, and he’s pretty good.”

20 That night, over dinner, Mrs. Medrano said, “Honey, you should see Lupe’s thumb.”

21 “Huh?” Mr. Medrano said, wiping his mouth and looking at his daughter.

22 “Show your father.”

23 “Do I have to?” an embarrassed Lupe asked.

24 “Go on, show your father.”

25 Reluctantly, Lupe raised her hand and flexed her thumb. You could see the muscle.

26 The father put down his fork and asked, “What happened?”

27 “Dad, I’ve been working out. I’ve been squeezing an eraser.”

28 “Why?”

29 “I’m going to enter the marbles championship.”

30 Her father looked at her mother and then back at his daughter. “When is it, honey?”

31 “This Saturday. Can you come?”

32 The father had been planning to play racquetball with a friend Saturday, but he said he would be there. He knew his daughter thought she was no good at sports and he wanted to encourage her. He even rigged some lights in the backyard so she could practice after dark. He squatted with one knee on the ground, entranced by the sight of his daughter easily beating her brother.

33 The day of the championship began with a cold blustery sky. The sun was a silvery light behind slate clouds.

34 “I hope it clears up,” her father said, rubbing his hands together as he returned from getting the newspaper. They ate breakfast, paced nervously around the house waiting for 10:00 to arrive, and walked the two blocks to the playground (though Mr. Medrano wanted to drive so Lupe wouldn’t get tired). She signed up and was assigned her first match on baseball diamond number three.

35 Lupe, walking between her brother and her father, shook from the cold, not nerves. She took off her mittens, and everyone stared at her thumb. Someone asked, "How can you play with a broken thumb?" Lupe smiled and said nothing.

36 She beat her first opponent easily, and felt sorry for the girl because she didn't have anyone to cheer for her. Except for her sack of marbles, she was all alone. Lupe invited the girl, whose name was Rachel, to stay with them. She smiled and said, "OK." The four of them walked to a card table in the middle of the outfield, where Lupe was assigned another opponent.

37 She also beat this girl, a fifth-grader named Yolanda, and asked her to join their group. They proceeded to more matches and more wins, and soon there was a crowd of people following Lupe to the finals to play a girl in a baseball cap. This girl seemed dead serious. She never even looked at Lupe.

38 "I don't know, Dad, she looks tough."

39 Rachel hugged Lupe and said, "Go get her."

40 "You can do it," her father encouraged. "Just think of the marbles, not the girl, and let your thumb do the work."

41 The other girl broke first and earned one marble. She missed her next shot, and Lupe, one eye closed, her thumb quivering with energy, blasted two marbles out of the circle but missed her next shot. Her opponent earned two more before missing. She stamped her foot and said "Shoot!" The score was three to two in favor of Miss Baseball Cap.

42 The referee stopped the game. "Back up, please, give them room," he shouted. Onlookers had gathered too tightly around the players.

43 Lupe then earned three marbles and was set to get her fourth when a gust of wind blew dust in her eyes and she missed badly. Her opponent quickly scored two marbles, tying the game, and moved ahead six to five on a lucky shot. Then she missed, and Lupe, whose eyes felt scratchy when she blinked, relied on instinct and thumb muscle to score the tying point. It was now six to six, with only three marbles left. Lupe blew her nose and studied the angles. She dropped to one knee, steadied her hand, and shot so hard she cracked two marbles from the circle. She was the winner!

44 "I did it!" Lupe said under her breath. She rose from her knees, which hurt from bending all day, and hugged her father. He hugged her back and smiled.



45 Everyone clapped, except Miss Baseball Cap, who made a face and stared at the ground. Lupe told her she was a great player, and they shook hands. A newspaper photographer took pictures of the two girls standing shoulder-to-shoulder, with Lupe holding the bigger trophy.

46 Lupe then played the winner of the boys' division, and after a poor start beat him eleven to four. She blasted the marbles, shattering one into sparkling slivers of glass. Her opponent looked on glumly as Lupe did what she did best—win!

47 The head referee and the President of the Fresno Marble Association stood with Lupe as she displayed her trophies for the newspaper photographer. Lupe shook hands with everyone, including a dog who had come over to see what the commotion was all about.

48 That night, the family went out for pizza and set the two trophies on the table for everyone in the restaurant to see. People came up to congratulate Lupe, and she felt a little embarrassed, but her father said the trophies belonged there.

49 Back home, in the privacy of her bedroom, she placed the trophies on her shelf and was happy. She had always earned honors because of her brains, but winning in sports was a new experience. She thanked her tired thumb. "You did it, thumb. You made me champion." As its reward, Lupe went to the bathroom, filled the bathroom sink with warm water, and let her thumb swim and splash as it pleased. Then she climbed into bed and drifted into a hard-won sleep.

"The Marble Champ" from *BASEBALL IN APRIL AND OTHER STORIES*,  
copyright © 1990 by Gary Soto, reprinted by permission of Harcourt, Inc.

**Remote Learning Day 44**

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

**Name:** \_\_\_\_\_


**Date: June 2, 2020**

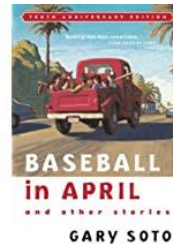
**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

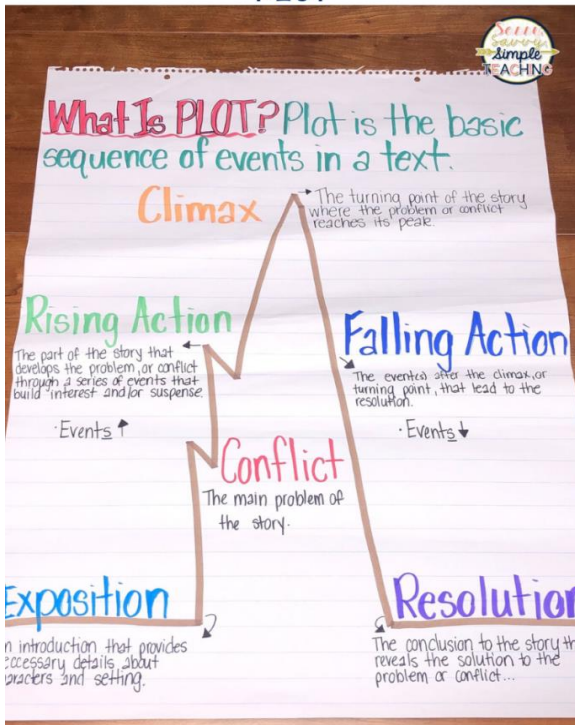
- \_\_\_ **Watch "Day 44" YouTube Video**
- \_\_\_ **Second Read of "The Marble Champ"**
- \_\_\_ **Relevant Annotations**
- \_\_\_ **Read Input**
- \_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

ANCHOR CHART:  
PLOT



www.sassysavvysimpleteaching.com

**Input**

**Let's analyze some scenes of "The Marble Champ" and see how they lead to the development of the PLOT!**

**Let's reread paragraph 3:**

3 The truth was that Lupe was no good in sports. She could not catch a pop-up or figure out in which direction to kick the soccer ball. One time she kicked the ball at her own goal and scored a point for the other team. She was no good at baseball or basketball either, and even had a hard time making a hula hoop stay on her hips.

**What part of the PLOT does this paragraph belong in? Exposition**

**How does this paragraph help develop the plot?**

**This paragraph gives the reader information on how bad Lupe is at sports. Without that information, the reader will not be able to understand the problem. Lupe is frustrated by her lack of success in sports and this inspires her to learn to play marbles.**

**Daily Task**



**Directions: Reread "The Marble Champ" along with me on YouTube. Annotate the text as you read. Reread the following paragraph from the story to complete the task.**

37 She also beat this girl, a fifth-grader named Yolanda, and asked her to join their group. They proceeded to more matches and more wins, and soon there was a crowd of people following Lupe to the finals to play a girl in a baseball cap. This girl seemed dead serious. She never even looked at Lupe.

**What part of the PLOT does this paragraph belong in? \_\_\_\_\_**

**How does this paragraph help develop the plot?**

---

---

---

---

---

---

---

**Remote Learning Day 45**

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

**Name:** \_\_\_\_\_

**Date:** June 3, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

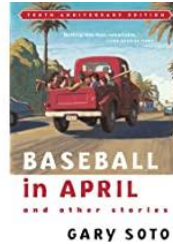
**Today's Task List**

\_\_\_\_ Read Input

\_\_\_\_ Watch "Day 45" YouTube Video

\_\_\_\_ Third Read of "The Marble Champ"

\_\_\_\_ Daily Task  \*\*\*SEND PIC\*\*\*



**Parent Signature:** \_\_\_\_\_  
(Parent signature is proof that parent reviewed work with scholar)

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



**Remote Learning Day 46**

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

**Name:** \_\_\_\_\_

**Date:** June 4, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

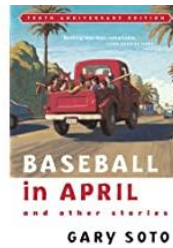
**Today's Task List**

\_\_\_\_ Read Input

\_\_\_\_ Watch "Day 46" YouTube Video

\_\_\_\_ Read article.

\_\_\_\_ Daily Task  \*\*\*SEND PIC



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

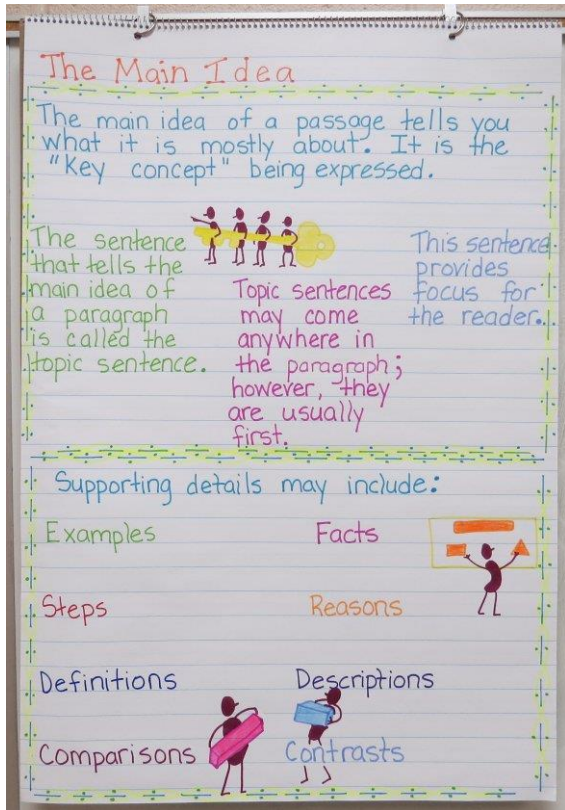
**Input**

**Examine anchor chart. Watch the YouTube video (Day 46) for support.**

**Step One: Determine the topic.**

**Step Two: Develop a dynamic main idea sentence.**

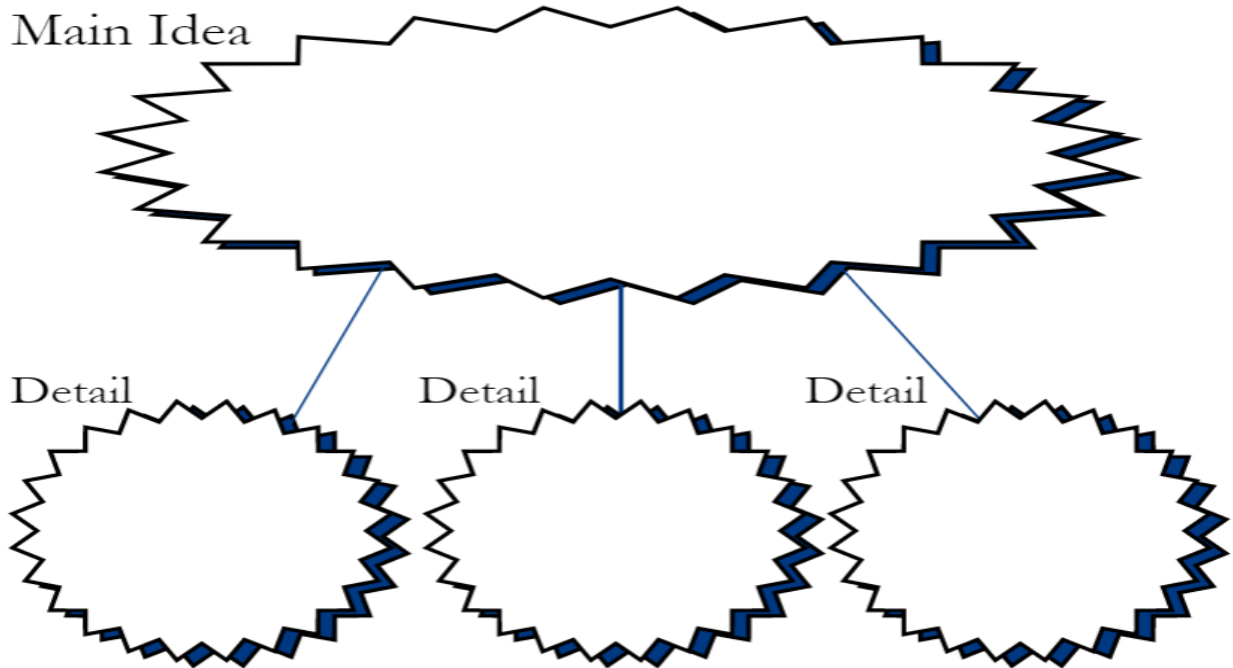
**Step Three: Annotate the article with relevant supporting details. (Use anchor chart as support)**



**Daily Task**



**Directions: Read the article and annotate the main idea. Complete the graphic organizer below with the main idea and supporting details.**



## Alice Coachman Jumps for the Sky

By Barbara Kramer  
2017

*Alice Coachman (1923-2014) was an African American athlete who specialized in the high jump, an event where an athlete jumps unaided over a metal bar placed at measured heights. In this informational text, Barbara Kramer provides further information about Coachman's life and accomplishments. As you read, take notes on Coachman's accomplishments in the high jump.*

- [1] Three-year-old Alice Coachman walked with her hands behind her back, imitating her great-grandmother during their stroll on a steamy Georgia day. But as hard as she tried, Alice could not copy Great-Grandmother's slow pace. Soon she skipped and ran ahead as she always did. Nothing could hold Alice back.

Alice was the fifth-oldest in a family of 10 children. Everyone in her family had work to do. By the time Alice was 10, she was picking cotton, peaches, and beans to earn money for her family.



*"Women's High Jump (1)" by Daniel is licensed under CC BY 2.0*

When Alice wasn't working or attending the all-black school in her neighborhood, her parents expected her to stay home and act like a lady. Alice thought that was no fun at all. So she hightailed<sup>1</sup> it over the backyard fence and sprinted off to the park to play with the boys.

### A Star Jumper

Alice joined the boys in softball games and ran races with them. Sometimes, they had jumping contests. They tied rags together to make a rope.

- [5] Then two boys held up the rope, stretching it tight so the others could jump over it. The boys bragged<sup>2</sup> that they could beat her, but Alice replied, "You just try!" She knew that she could jump higher than any of them.

Every year in May, the Tuskegee Relays were held in Tuskegee, Alabama. Students from all-black high schools and colleges took part in the big track meet. In 1939, when Alice was 16, she entered the relays<sup>3</sup> and competed in the high jump. It was her first meet, and it was all new to her. Every time the announcer called her name, the coach told Alice to jump — and that's just what she did. It wasn't long before her teammates were running toward her and shouting that she had won. Alice had jumped five feet, breaking both the high school and college records.

---

1. to move or travel quickly

2. **Brag (verb):** to speak in a way that shows too much pride

3. a race between teams in which team members cover different parts of the race



## Going for Gold

Alice continued to compete. She placed first in national high jump events 10 years in a row. But unfortunately, she was unable to take part in the biggest event of all — the Olympic Games. They were canceled in 1940 and 1944 because of World War II.

It wasn't until 1948, after the war was over, that Alice had her chance to compete in the Olympics in London, England.

On the day of the high jump event, rain made the jumping surface wet. But the slippery ground did not hold Alice back. Soon the competition was down to two — Dorothy Odam-Tyler and Alice. They matched each other jump for jump. Then the bar was raised to a little more than 5 feet 6 inches, about as high as the top of a refrigerator. Alice cleared the bar and won the event, setting a new Olympic record.

- [10] Alice stood on the champions' podium<sup>4</sup> to receive her gold medal from King George VI. That day, Alice leaped into history as the first African American woman to win an Olympic gold medal. The young girl who had once outjumped the boys at her neighborhood park was now an Olympic champion.

**Remote Learning Day 47**

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

**Name:** \_\_\_\_\_

**Date:** June 5, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

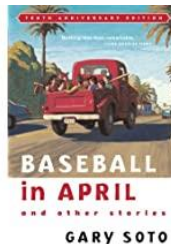
**Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!**

**Today's Task List**

\_\_\_\_ Reread article and annotate

\_\_\_\_ Watch "Day 47" YouTube Video

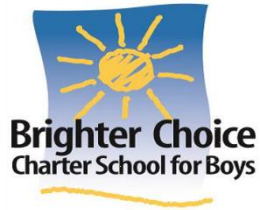
\_\_\_\_ Daily Task  \*\*\*SEND PIC\*\*\*



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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





Name \_\_\_\_\_

## 5<sup>th</sup> Grade ELA Remote Learning Packet

Week 11 - 13

June 8<sup>th</sup> – June 26<sup>th</sup>



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

## DeRouville: Remote Learning Scope and Sequence

### 5<sup>th</sup> Grade ELA

Week 11: June 8<sup>th</sup> – June 12<sup>th</sup>

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment
6.8.2020  Day 48	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	First Read of “Growing Up”, Main Idea and Theme Statements	*NewsELA *Day 48: YouTube Read Aloud
6.9.2020  Day 49	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Second Read of “Growing Up”, Annotations, Character Change Minilesson	*NewsELA *Day 49: YouTube: Character Change Minilesson
6.10.2020  Day 50	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “Growing Up”, Text Based Multiple Choice Questions and Short Answer	*NewsELA
6.11.2020  Day 51	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	First Read of Article. Main Idea Statement and Supporting Details	*NewsELA *Day 51: YouTube: Main Idea & Supporting Details Minilesson
6.12.2020  Day 52	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text Based Multiple Choice Questions and Short Answer	*NewsELA

**Subscribe to my YouTube channel for All Instructional Videos!  
Easiest Method: Search YouTube for “Erin DeRouville”**

[https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view\\_as=subscriber](https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber)

**Remote Learning Day 48**

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

**Name:** \_\_\_\_\_

**Date:** June 8, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

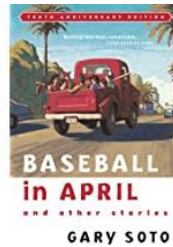
**Today's Task List**

\_\_\_\_\_ **Watch "Day 48" YouTube Video**

\_\_\_\_\_ **First Read of "Growing Up"**

\_\_\_\_\_ **Read Input**

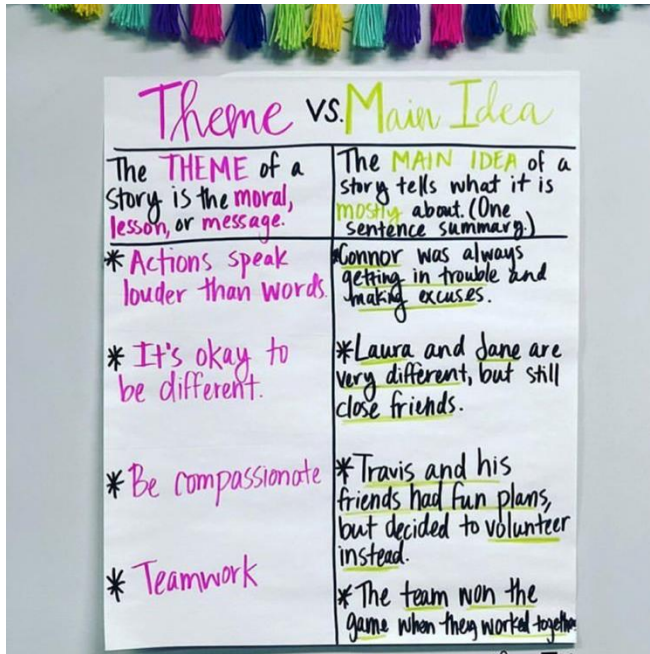
\_\_\_\_\_ **Daily Task**  **\*\*\*Send Pic\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

## Input



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

**What's the topic of "Growing Up"?**

**Maria**

**Theme: Analyze the main character.**

**What was Maria's conflict?**

**What action did she take to resolve her conflict?**

**What can the reader learn from those actions?**

## Daily Task



**Directions: Read "The Growing Up" along with me on YouTube. Fill in the chart below.**

**Topic:** \_\_\_\_\_

**Main Idea:**

---

---

**Theme:**

---

---

# Growing Up

By Gary Soto  
1990

*Gary Soto is an American poet, novelist, and memoirist. In this short story, a teenage girl decides not to go on vacation with her family. As you read, take notes on Maria's emotions throughout the story.*

- [1] Now that Maria was a tenth-grader, she felt she was too grown-up to have to go on family vacation. Last year, the family had driven three hundred miles to see their uncle in West Covina. There was nothing to do. The days were hot, with a yellow sky thick with smog they could feel on their fingertips. They played cards and watched game shows on television. After the first four days of doing nothing while the grown-ups sat around talking, the kids finally got to go to Disneyland.



*"Yocho 1" by Sara Garnica is licensed under CC0*

Disneyland stood tall with castles and bright flags. The Matterhorn had wild dips and curves that took your breath away if you closed your eyes and screamed. The Pirates of the Caribbean didn't scare anyone but was fun anyway, and so were the teacups, and It's a Small World. The parents spoiled the kids, giving each of them five dollars to spend on trinkets.<sup>1</sup> Maria's younger sister, Irma, bought a Pinocchio coloring book and a candy bracelet. Her brothers, Rudy and John, spent their money on candy that made their teeth blue.

Maria saved her money. She knew everything was overpriced, like the Mickey Mouse balloons you could get for a fraction of the price in Fresno. Of course, the balloon at Hanoian's supermarket didn't have a Mickey Mouse Face, but it would bounce and float and eventually pop like any other balloon.

Maria folded her five dollars, tucked it in her red purse, and went on rides until she got sick. After that, she sat on a bench, jealously watching other teenage girls who seemed much better dressed than she was. She felt stricken by poverty.<sup>2</sup> All the screaming kids in nice clothes probably came from homes with swimming pools in their backyards, she thought. Yes, her father was a foreman<sup>3</sup> at a paper mill, and yes, she had a Dough-boy swimming pool<sup>4</sup> in her backyard, but still, things were not the same. She had felt poor, and her sundress, which seemed snappy in Fresno, was out of style at Disneyland, where every other kid was wearing Esprit shirts and Guess jeans.

- 
1. a small toy
  2. **Poverty** (*noun*): the state of being extremely poor
  3. a worker who supervises others
  4. a brand of above-ground pools



- [5] This year Maria's family planned to visit an uncle in San Jose. Her father promised to take them to Great America,<sup>5</sup> but she knew that the grown-ups would sit around talking for days before they remembered the kids and finally got up and did something. They would have to wait until the last day before they could go to Great America. It wasn't worth the boredom.

"Dad, I'm not going this year," Maria said to her father. He sat at the table with the newspaper in front of him.

"What do you mean?" he asked, slowly looking up. He thought a moment and said, "When I was a kid we didn't have money for vacations. I would have been happy to go with my father."

"I know, I know. You've said that a hundred times," she snapped.

"What did you say?" he asked, pushing his newspaper aside.

- [10] Everything went quiet. Maria could hear the hum of the refrigerator and her brothers out in the front yard arguing over a popsicle stick, and her mother in the backyard watering the strip of grass that ran along the patio.

Her father's eyes locked on her with a dark stare. Maria had seen that stare before. She pleaded in a soft daughterly voice, "We never do anything. It's boring. Don't you understand?"

"No, I don't understand. I work all year, and if I want to go on a vacation, then I go. And my family goes too." He took a swallow of ice water, and glared.

"You have it so easy," he continued. "In Chihuahua, my town, we worked hard. You worked, even los chavalos!<sup>6</sup> And you showed respect to your parents, something you haven't learned."

Here it comes, Maria thought, stories about his childhood in Mexico. She wanted to stuff her ears with wads of newspaper to keep from hearing him. She could recite his stories word-for-word. She couldn't wait until she was in college and away from them.

- [15] "Do you know my father worked in the mines? That he nearly lost his life? And today his lungs are bad." He pounded his chest with hard, dirt-creased knuckles.

Maria pushed back her hair and looked out the window at her brothers running around in the front yard. She couldn't stand it anymore. She got up and walked away, and when he yelled for her to come back, she ignored him. She locked herself in her bedroom and tried to read *Seventeen*, thought she could hear her father complaining to her mother, who had come in when she had heard the yelling.

"Habla con tu mocosa,"<sup>7</sup> she heard him say.

---

5. an amusement park  
6. Spanish for "the kids"  
7. Spanish for "talk to your brat"

She heard the refrigerator door open. He was probably getting a beer, a "cold one," as he would say. She flipped through the pages of her magazine and stopped at a Levi's ad of a girl about her age walking between two happy-looking guys on a beach. She wished she were that girl, that she had another life. She turned the page and thought, I bet you he gets drunk and drives crazy tomorrow.

Maria's mother was putting away a pitcher of Kool-Aid the boys had left out. She looked at her husband, who was fumbling with a wadded-up napkin. His eyes were dark, and his thoughts were on Mexico, where a father was respected and his word, right or wrong, was final. "Rafael, she's growing up; she's a teenager. She talks like that, but she still loves you."

[20] "Sure, and that's how she shows her love, by talking back to her father." He rubbed the back of his neck and turned his head, trying to make the stiffness go away. He knew it was true, but he was the man of the house and no daughter of his was going to tell him what to do.

Instead, it was his wife, Eva, who told him what to do. "Let the girl stay. She's big now. She don't want to go on rides no more. She can stay with her nina."<sup>8</sup>

The father drank his beer and argued, but eventually agreed to let his daughter stay.

The family rose just after six the next day and was ready to go by seven-thirty. Maria stayed in her room. She wanted to apologize to her father but couldn't. She knew that if she said, "Dad, I'm sorry," she would break into tears. Her father wanted to come into her room and say, "We'll do something really special this vacation. Come with us, honey." But it was hard for him to show his emotions around his children, especially when he tried to make up to them.

The mother kissed Maria. "Maria, I want you to clean the house and then walk over to your nina's. I want no monkey business while we're gone, do you hear me?"

[25] "Si, Mama."

"Here's the key. You water the plants inside and turn on the sprinkler every couple of days." She handed Maria the key and hugged her. "You be good. Now, come say goodbye to your father."

Reluctantly, she walked out in her robe to the front yard and, looking down at the ground, said goodbye to the garden hose at his feet.

After they left, Maria lounged in her pajamas listening to the radio and thumbing through magazines. Then she got up, fixed herself a bowl of Cocoa Puffs, and watched "American Bandstand." Her dream was to dance on the show, to look at the camera, smile and let everyone in Fresno see that she could have a good time, too.

But an ill feeling stirred inside her. She felt awful about arguing with her father. She felt bad for her mother and two brothers, who would have to spend the next three hours in the car with him. Maybe he would do something crazy, like crash the car on purpose to get back at her, or fall asleep and run the car into an irrigation ditch. And it would be her fault.

---

8. godmother

[30] She turned the radio to a news station. She listened for half an hour, but most of the news was about warships in the Persian Gulf and a tornado in Texas. There was no mention of her family.

Maria began to calm down because, after all, her father was really nice beneath his gruffness. She dressed slowly, made some swishes with the broom in the kitchen, and let the hose run in a flower bed while she painted her toenails with her mother's polish. Afterward, she called her friend Becky to tell her that her parents had let her stay home, that she was free — for five days at least.

"Great," Becky said. "I wish my mom and dad would go away and let me stay by myself."

"No, I have to stay with my godmother." She made a mental note to give her nina a call. "Becky, let's go to the mall and check out the boys."

"All right."

[35] "I'll be over pretty soon."

Maria called her nina, who said it was OK for her to go shopping, but to be at her house for dinnertime by six. After hanging up, Maria took off her jeans and T-Shirt, and changed into a dress. She went through her mother's closet to borrow a pair of shoes and drenched her wrists in Charlie perfume. She put on coral-pink lipstick and smudge of blue eye shadow. She felt beautiful, although a little self-conscious. She took off some of the lipstick and ran water over her wrists to dilute<sup>9</sup> the fragrance.

While she walked the four blocks to Becky's house, she beamed happiness until she passed a man who was on his knees pulling weeds from his flower bed. At his side, a radio was reporting a traffic accident. A big rid had overturned after hitting a car near Salinas, twenty miles from San Jose.

A wave of fear ran through her. Maybe it was them. Her smile disappeared, and her shoulders slouched. No, it couldn't be, she thought. Salinas is not that close to San Jose. Then again, maybe her father wanted to travel through Salinas because it was a pretty valley with wide plains and oak trees, and horses and cows that stared as you passed them in your speeding car. But maybe it did happen; maybe they had gotten in an awful wreck.

By the time she got to Becky's house, she was riddled<sup>10</sup> with guilt, since it was she who would have disturbed her father and made him crash.

[40] "Hi," she said to Becky, trying to look cheerful.

"You look terrific, Maria," Becky said. "Mom, look at Maria. Come inside for a bit."

Maria blushed when Becky's mother said she looked gorgeous. She didn't know what to do except stare at the carpet and say, "Thank you, Mrs. Ledesma."

---

9. **Dilute (verb):** to make something thinner or weaker by adding water

10. **Riddle (verb):** to fill with something undesirable or unpleasant

Becky's mother gave them a ride to the mall, but they'd have to take a bus back. The girls first went to Macy's, where they hunted for a sweater, something flashy but not too flashy. Then they left to have a Coke and sit by the fountain under an artificial tree. They watched people walk by, especially the boys, who they agreed, were dumb but cute nevertheless.

They went to The Gap, where they tried on some skirts, and ventured into The Limited, where they walked up and down the aisles breathing in the rich smells of 100-percent wool and silk. They were about to leave, when Maria heard once again on someone's portable radio that a family had been killed in an auto accident near Salinas. Maria stopped smiling for a moment as she pictured her family's overturned Malibu station wagon.

[45] Becky sensed that something was wrong and asked, "How come you're so quiet?"

Maria forced a smile. "Oh, nothing, I was just thinking."

"'bout what?"

Maria thought quickly. "Oh, I think I left the water on at home." This could have been true. Maria remembered pulling the hose from the flower bed, but couldn't remember if she had turned the water off.

Afterward they rode the bus home with nothing to show for their three hours of shopping except a small bag of See's candies. But it had been a good day. Two boys had followed them, joking and flirting, and they had flirted back. The girls gave them made-up telephone numbers, then turned away and laughed into their hands.

[50] "They're fools," Becky said, "but cute."

Maria left Becky when they got off the bus, and started off to her nina's house. Then she remembered that the garden hose might still be running at home. She hurried home, clip-clopping clumsily in her mother's shoes.

The garden hose was rolled neatly against the trellis.<sup>11</sup> Maria decided to check the mail and went inside. When she pushed open the door, the living room gave off a quietness she had never heard before. Usually the TV was on, her younger brothers and sister were playing, and her mother could be heard in the kitchen. When the telephone rang, Maria jumped. She kicked off her shoes, ran to the phone, and picked up the receiver only to hear a distant clicking sound.

"Hello, hello?" Maria's heart began to thump. Her mind went wild with possibilities. An accident, she thought, they're in an accident, and it's all my fault. "Who is it? Dad? Mom?"

She hung up and looked around the room. The clock on the television set glowed 5:15. She gathered the mail, changed into jeans, and left for her nina's house with a shopping bag containing her nightie<sup>12</sup> and a toothbrush.

[55] Her nina was happy to see her. She took Maria's head in her hands and gave it a loud kiss.

---

11. a framework of wood or metal for trees or climbing plants

12. pajamas

"Dinner is almost ready," she said, gently pulling her inside.

"Oh, good. Becky and I only had popcorn for lunch."

They had a quiet evening together. After dinner, they sat on the porch watching the stars. Maria wanted to ask her nina if she had heard from her parents. She wanted to know if the police had called to report that they had gotten into an accident. But she just sat on the porch swing, letting anxiety eat a hole in her soul.

The family was gone for four days. Maria prayed for them, prayed that she would not wake up to a phone call saying that their car had been found in a ditch. She made a list of the ways she could be nicer to them: doing the dishes without being asked, watering the lawn, hugging her father after work, and playing with her youngest brother, even if it bored her to tears.

- [60] At night Maria worried herself sick listening to the radio for news of an accident. She thought of her uncle Shorty and how he fell asleep and crashed his car in the small town of Medota. He lived confined to a motorized wheelchair and was scarred with burns on the left side of his face.

"Oh, please, don't let anything like that happen to them," she prayed.

In the morning she could barely look at the newspaper. She feared that if she unfolded it, the front page would feature a story about a family from Fresno who had flown off the roller coaster at Great America. Or that a shark had attacked them as they bobbed happily among the white-tipped waves. Something awful is going happen, she said to herself as she poured Rice Krispies into a bowl.

But nothing happened. Her family returned home, dark from lying on the beach and full of great stories about the Santa Cruz boardwalk and Great America and an Egyptian Museum. They had done more this year than in all their previous vacations.

"Oh, we had fun," her mother said, pounding sand from her shoes before entering the house.

- [65] Her father gave her a tight hug as her brothers ran by, dark from hours of swimming.

Maria stared at the floor, miffed.<sup>13</sup> How dare they have so much fun? While she worried herself sick about them, they had splashed in the waves, stayed at Great America until nightfall, and eaten at all kinds of restaurants. They even went shopping for fall school clothes.

Feeling resentful<sup>14</sup> as Johnny described a ride that dropped straight down and threw your stomach into your mouth, Maria turned away and went off to her bedroom, where she kicked off her shoes and thumbed through an old Seventeen. Her family was alive and as obnoxious as ever. She took back all her promises. From now on she would keep to herself and ignore them. When they asked, "Maria, would you help me?" she would pretend not to hear and walk away.

---

13. annoyed

14. **Resentful** (*adjective*): feeling or expressing bitterness or irritation

"They're heartless," she muttered. "Here I am worrying about them, and there they are having fun." She thought of the rides they had gone on, the hours of body surfing, the handsome boys she didn't get to see, the restaurants, and the museum. Her eyes filled with tears. For the first time in years, she hugged a doll, the one her grandmother Lupe had stitched together from rags to old clothes.

"Something's wrong with me," she cried softly. She turned on her radio and heard about a single-engine plane that had crashed in Cupertino, a city not far from San Jose. She thought of the plane and the people inside, how the pilot's family would suffer.

[70] She hugged her doll. Something was happening to her, and it might be that she was growing up. When the news ended, and a song started playing, she got up and washed her face without looking in the mirror.

That night the family went out for Chinese food. Although her brothers fooled around, cracked jokes, and spilled a soda, she was happy. She ate a lot, and when her fortune cookie said, "You are mature and sensible," she had to agree. And her father and mother did too. The family drove home singing the words to "La Bamba" along with the car radio.

*"Growing Up" from Baseball in April and other stories by Gary Soto. Copyright © 1990 by Houghton Mifflin Harcourt Publishing Company. Used by permission of Publisher. All rights reserved.*

**Remote Learning Day 49**

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

**Name:** \_\_\_\_\_


**Date:** June 9, 2020

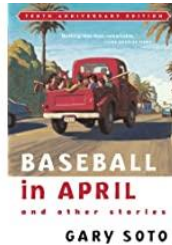
**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

- \_\_\_\_ **Read Input**
- \_\_\_\_ **Watch "Day 49" YouTube Video**
- \_\_\_\_ **Second Read of "Growing Up"**
- \_\_\_\_ **Relevant Annotations**
- \_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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





**Remote Learning Day 50**

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

**Name:** \_\_\_\_\_

**Date: June 10, 2020**

**BCCS Boys**

**College:** \_\_\_\_\_

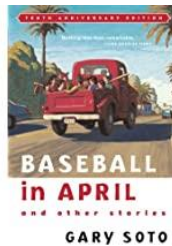
**Please complete the following packet for today's ELA Remote Learning lesson. Follow along with me on YouTube and use the input for guidance. Don't forget to have your parents sign off daily on your work and write their reflections below. Enjoy the reading!**

**Today's Task List**

\_\_\_\_ **Watch Read-Aloud Video (optional)**

\_\_\_\_ **Third Read of "Growing Up"**

\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

## Daily Task



1. PART A: Which statement best expresses a theme of the short story?
  - A. Being a teenager can be a difficult and confusing time.
  - B. Family vacations are a good way to keep family members close.
  - C. The world encourages kids to grow up too quickly.
  - D. Most teenagers aren't ready for the independence they are given.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "She felt stricken by poverty. All the screaming kids in nice clothes probably came from homes with swimming pools in their backyards, she thought." (Paragraph 4)
  - B. "'I work all year, and if I want to go on a vacation, then I go. And my family goes too.' He took a swallow of ice water, and glared." (Paragraph 12)
  - C. "'Let the girl stay. She's big now. She don't want to go on rides no more. She can stay with her nina.'" (Paragraph 21)
  - D. "Her eyes filled with tears. For the first time in years, she hugged a doll, the one her grandmother Lupe had stitched together from rags to old clothes." (Paragraph 68)
  
3. Which option describes the main purpose of paragraphs 14-16 in the story?
  - A. They suggest that Maria and her father have never had a good relationship.
  - B. They suggest that Maria gets her short temper from her father.
  - C. They show how Maria and her father struggle to understand each other's experiences.
  - D. They show how Maria is a spoiled child who has never had to listen to her parents.
  
4. How does Maria's attitude towards her family change throughout the text?
  - A. Maria's attitude swings between feeling loved by her family to feeling unappreciated.
  - B. Maria's attitude shifts from worrying about her family to being incredibly angry with them.
  - C. Maria remains angry with her family from when they leave for vacation until they return.
  - D. Maria feels guilty throughout the text, for being mean to her family and not going on vacation with them.

**Remote Learning Day 51**

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

**Name:** \_\_\_\_\_

**Date:** June 11, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

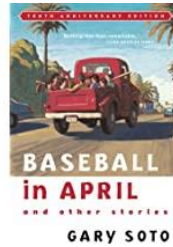
**Today's Task List**

\_\_\_\_ **Read Input**

\_\_\_\_ **Watch "Day 51" YouTube Video**

\_\_\_\_ **Read article.**

\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC**



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

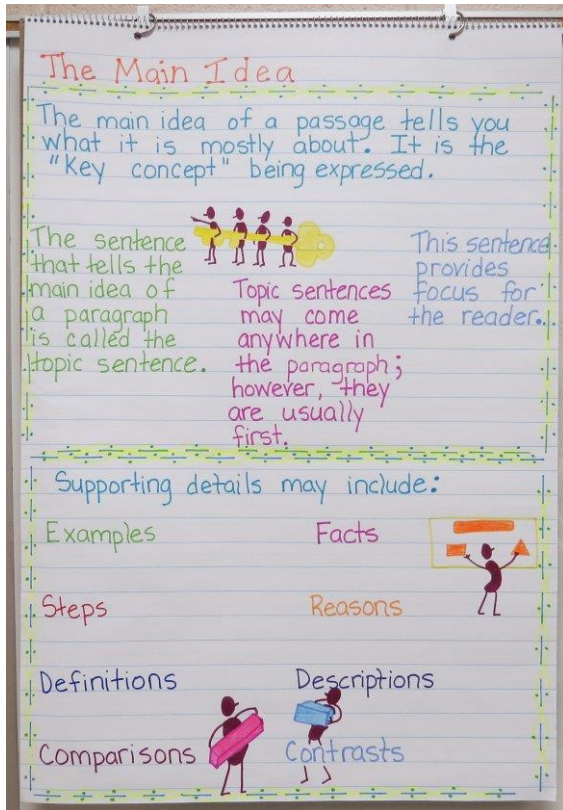
## Input

**Examine anchor chart. Watch the YouTube video (Day 51) for support.**

**Step One: Determine the topic.**

**Step Two: Develop a dynamic main idea sentence.**

**Step Three: Annotate the article with relevant supporting details. (Use anchor chart as support)**



## Daily Task



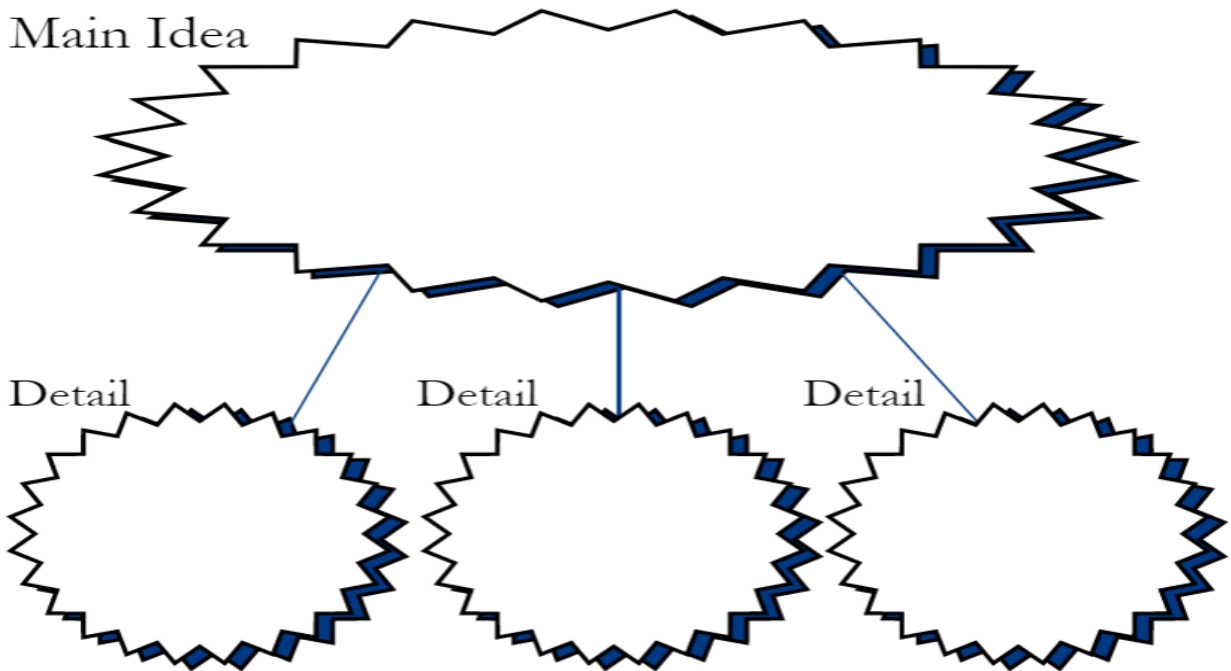
**Directions: Read the article and annotate the main idea. Complete the graphic organizer below with the main idea and supporting details.**

Main Idea

Detail

Detail

Detail



## Working the Farms

### *Children on the Move*

By Mike Weinstein  
2002

*In this informational text, Mike Weinstein discusses how children as young as 7 years old work on farms picking fruits and vegetables as migrant workers. As you read, take notes on the working conditions migrant children face.*

Migrant farm children grow up quickly. A migrant is someone who moves from one place to another. Many migrant children work beside their parents in the fields when they are as young as 7 years old. By the time they are 13 or 14, they are often full-time workers.

The children help make money for their families. The work they do is important, because farm workers put food on America's tables. But it is not an easy life.

Migrant workers mainly pick fruits and vegetables. They also plant crops and work in packing houses, where fruits and vegetables are put into cans and jars.

When fruits and vegetables get ripe, they must be picked off the plants. Many of the plants grow low to the ground. So the workers have to kneel and crouch to reach the fruits and vegetables. They do this kind of work all day in the hot sun or in the rain. They also carry heavy baskets filled with fruits and vegetables.



"20130829-OC-RBN-3629" by U.S. Department of Agriculture is licensed under CC BY 2.0

Often, these workers start working in the early spring in the southern part of the country, in places such as Florida and Texas. During summer and fall, the migrant workers gradually move north because different plants ripen in different places at different times. They often finish the year in northern states such as Oregon, Montana, and Connecticut. California is one of the busiest places for migrant workers. Its warm climate allows many fruits and vegetables to grow there.

With all the moving around, it's hard for migrant children to keep up with their schoolwork. Sometimes, parents want the kids working in the fields instead of going to school. The family makes more money if everyone, including the children, helps with the work. But migrant parents want their children to get an education, too. They know that their children need an education to get better jobs as adults.

Many migrant children do not live in a house or apartment. They live in temporary[1] cabins near the farm fields.

No one knows exactly how many migrants work on American farms. The number of migrants probably ranges from almost 1 million to 5 million. One expert estimated that 400,000 children travel with migrant families.

Though living and working conditions are far from perfect, things have gotten better for many migrant children. The federal government[2] has started special programs to improve their education, health care, and housing. California runs housing centers for migrant families. A few migrants have even bought houses or mobile homes in southern states. They still travel a lot, but now some of them have a place to call home.

Laws protect young children from dangerous work such as driving tractors, climbing on ladders, and working with insect sprays. In some places, children under 12 years old are now forbidden from farm work. But many of these laws are hard to enforce.[3] Education is the key for a brighter future. With better schooling, migrant children can have more hope that this will come true.

*"Working the Farms: Children on the Move" by Mike Weinstein, AppleSeeds, © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited.*

**Remote Learning Day 52**

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

**Name:** \_\_\_\_\_

**Date:** June 12, 2020

**BCCS Boys**

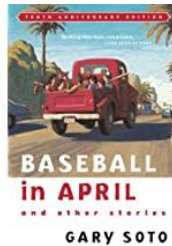
**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ Reread article and annotate

\_\_\_\_ Daily Task  \*\*\*SEND PIC\*\*\*



**Parent Signature:**

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

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

**Daily Task**



1. What is the central idea of the text?
  - A. Migrant children prefer working on farms with their parents over attending school.
  - B. Migrant children work hard on farms and do not have the same chance to get an education.
  - C. Migrant children are better prepared to be adults because they already have job experience.
  - D. Migrant children are used for farming because they pick fruits and vegetables faster than adults.
  
2. How does paragraph 4 contribute to the development of ideas in the text?
  - A. It emphasizes how important migrant children are to the industry.
  - B. It highlights how hard it is to pick fruits and vegetables outside.
  - C. It suggests that migrant workers are happy working outside.
  - D. It suggests that migrant workers are healthy.
  
3. What connection does the author draw between migrant children's work and school? (Paragraph 6)
  - A. Migrant children fall behind in school because they are often working.
  - B. Migrant children care less about school because they already have a job.
  - C. Migrant children study hard so that they can get a job other than farm work.
  - D. Migrant children do better in school because they learn valuable skills working.
  
4. What is the author's purpose for including the data in paragraph 8?
  - A. to show that the estimates about migrant children are exaggerated
  - B. to suggest that there are more migrant children than adults
  - C. to suggest that the statistics about migrants have been faked
  - D. to convey how many children and adults are migrant workers
  
5. What is the meaning of "forbidden" in paragraph 10?
  - A. assisted
  - B. permitted
  - C. not allowed
  - D. given support
  
6. PART A: Which of the following describes a change in the farming industry discussed in paragraphs 9-10?
  - A. New laws require farmers to provide migrant workers with homes.
  - B. Greater demands for food have required migrant children to work more.
  - C. New laws have been put in place attempting to protect migrant children.
  - D. Farms are required to give migrant children time to work on their homework.



**DeRouville: Remote Learning Scope and Sequence**  
**5<sup>th</sup> grade ELA**  
**Week 12: June 15<sup>th</sup> – June 19<sup>th</sup>**

<b>Date</b>	<b>Standards</b> <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	<b>Description of Packet Assignment</b> (30 minutes of work)	<b>Online Assignment</b>
6.15.2020 Day 53	RL.5.5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem	First Read of “Thank You, M’am” and Plot Graphic Organizer	*NewsELA *Day 53: YouTube Read Aloud *Plot Playlist on YouTube
6.16.2020 Day 54	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Second Read of “Thank You, M’am”, Annotations, Figurative Language Miniesson	*NewsELA *Day 54: YouTube: Figurative Language
6.17.2020 Day 55	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “Thank You, M’am”, Text Based Questions and Short Answer	*NewsELA
6.18.2020 Day 56	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	First Read of Article and Author’s Purpose Task	*NewsELA *Day 56: YouTube: Author’s Purpose Miniesson
6.19.2020 Day 57	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text Based Multiple Choice Questions and Short Answer	*NewsELA

**Subscribe to my YouTube channel for ALL Instructional Videos!**

**Easiest Method: Search YouTube for “Erin DeRouville”**

[https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view\\_as=subscriber](https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber)

**Remote Learning Day 53**

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

**Name:** \_\_\_\_\_

**Date:** June 15, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ **Read Input**

\_\_\_\_ **Watch "Day 53" YouTube Video**

\_\_\_\_ **First Read of "Thank You, M'am"**

\_\_\_\_ **Daily Task**  **\*Send Pic**

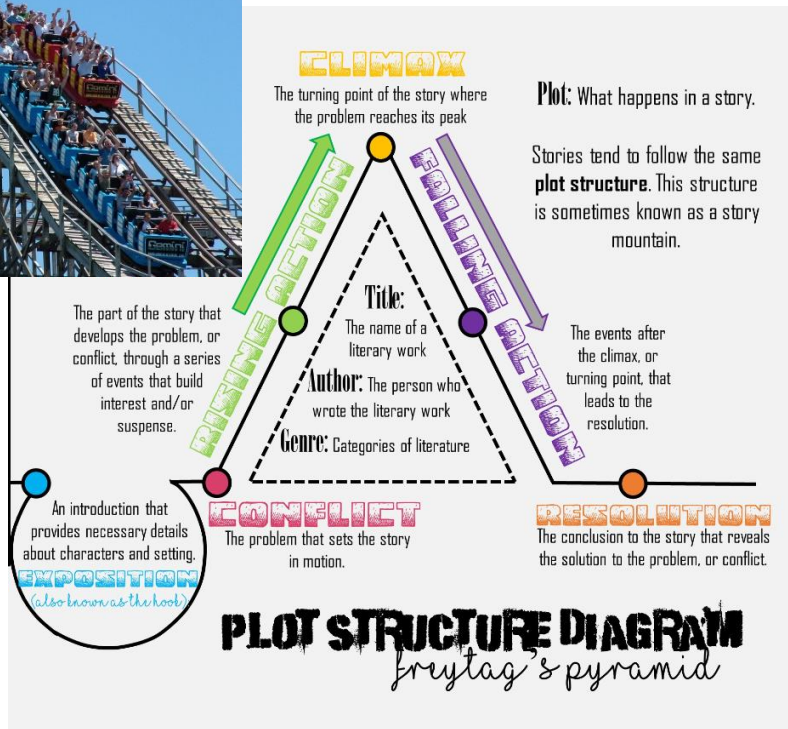


**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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



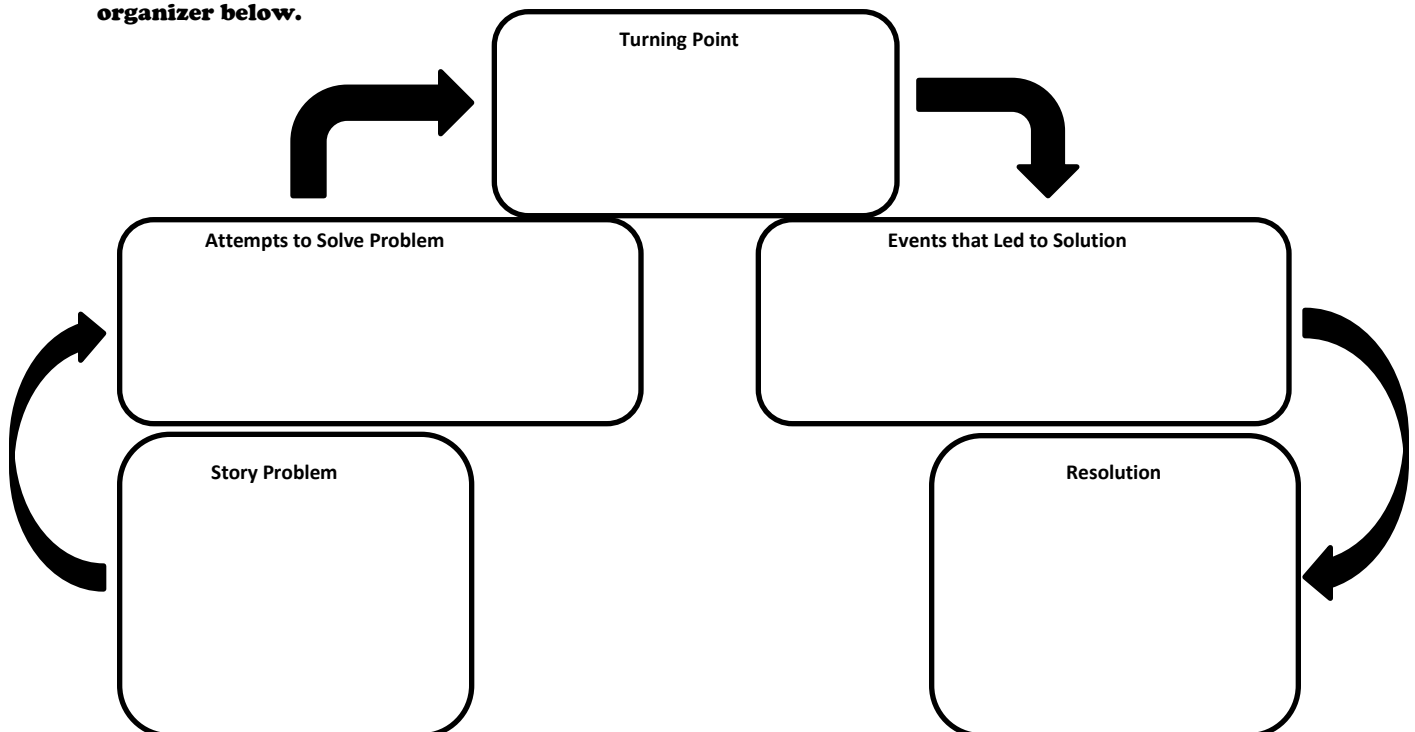
## Input



## Daily Task



**Directions:** Read "Thank You, M'am" along with me on YouTube. Analyze the plot in the graphic organizer below.



**Main Idea:** \_\_\_\_\_

## Thank You, M'am

By Langston Hughes  
1958

*Langston Hughes (1902-1967) was an American poet, social activist, novelist, and playwright. Hughes is considered one of the leaders of the Harlem Renaissance, which was the cultural, social, and artistic movement of black artists that took place in Harlem from about 1918 until the mid-1930s. In this short story, a boy tries to steal a woman's purse to buy himself a pair of shoes. As you read, take notes on Roger's character traits throughout the story.*

- [1] She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.



*"Purse" by Mike Maguire is licensed under CC BY 2.0*

After that the woman said, "Pick up my pocketbook,<sup>1</sup> boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

- [5] The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

---

1. another term for purse or handbag

[10] "Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind<sup>2</sup> to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

[15] He looked as if he were fourteen or fifteen, frail<sup>3</sup> and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being-dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman. "No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

[20] Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson<sup>4</sup> about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers<sup>5</sup> laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose — at last. Roger looked at the door — looked at the woman — looked at the door — *and went to the sink.*

"Let the water run until it gets warm," she said. "Here's a clean towel."

[25] "You gonna take me to jail?" asked the boy, bending over the sink.

---

2. A phrase meaning "to feel tempted or likely to do something"

3. **Frail** (*adjective*): weak or fragile

4. a wrestling hold in which a wrestler puts their arms under their opponent's arms and locks their hands behind their opponent's head

5. a person who lives in a rented room

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry — or been hungry — to try to snatch my pocketbook."

"I wanted a pair of blue suede<sup>6</sup> shoes," said the boy.

[30] "Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*

The woman was sitting on the day-bed.<sup>7</sup> After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

[35] The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son — neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate<sup>8</sup> and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did *not* trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

---

6. a type of soft leather

7. a couch that can be used as a sofa by day and a bed by night

8. a hot plate used for cooking

[40] She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor* *nobody else's* — because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something other than, "Thank you, m'am," to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn't even say that as he turned at the foot of the barren<sup>9</sup> stoop and looked up at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

*"Thank You, M'am" from SHORT STORIES by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux. Users are warned that this work is protected under copyright laws. The right to reproduce or transfer the work via any medium must be secured with Farrar, Straus and Giroux.*

**Remote Learning Day 54**

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

**Name:** \_\_\_\_\_


**Date:** June 16, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

- \_\_\_ **Read Input**
- \_\_\_ **Watch "Day 54" YouTube Video**
- \_\_\_ **Second Read of "Thank You, M'am"**
- \_\_\_ **Relevant Annotations**
- \_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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



## Input

### Examples from "Thank You, M'am"

**"She was a large woman with a large purse that had everything in it but hammer and nails."**

**Hyperbole:** The author is exaggerating how many things the woman had in her purse.

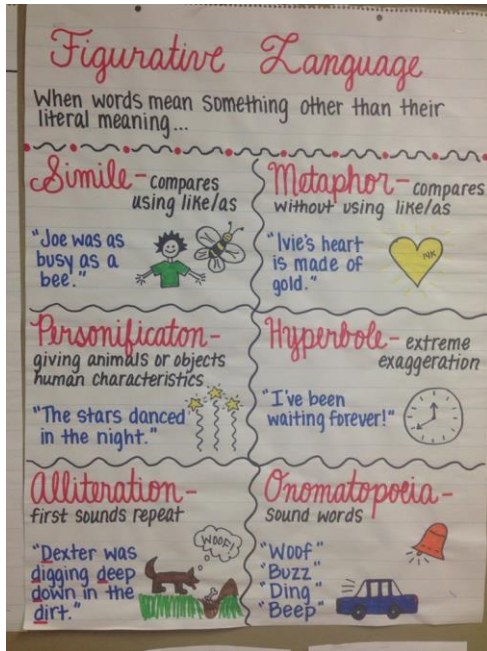
**Why:** The hyperbole helps us to understand how BIG the purse is.

**Evidence:** \_\_\_\_\_

\_\_\_\_\_

**Explanation:** \_\_\_\_\_

\_\_\_\_\_



## Daily Task

**Directions:** Reread "Thank You, M'am" along with me on YouTube. Annotate the text as you read. Answer the following question about figurative language.

Reread the following sentence from the story.

***"Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled."***

**What type of figurative language was used? Why did Langston Hughes use this figurative language? Defend your response with at least 1 piece of evidence.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**Remote Learning Day 55**

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

**Name:** \_\_\_\_\_

**Date:** June 17, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ **Third read of "Thank You, M'am"**

\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

## Daily Task



**Directions: Complete a 3<sup>rd</sup> read of “Thank You, M’am”. Use RISE strategies to answer the following multiple choice questions and then complete short answer.**

1. PART A: Which statement best expresses the theme of the story?
  - A. It can be difficult for children to learn right from wrong when there are bad influences around them.
  - B. Children often don't understand that adults have encountered the same challenges they have.
  - C. People are more likely to learn and practice morality when it is taught to them with kindness.
  - D. It's best not to assume the worst in people, as situations can easily be misunderstood.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. “You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?” (Paragraph 16)
  - B. “There’s nobody home at my house,’ said the boy.” (Paragraph 27)
  - C. “I believe you’re hungry — or been hungry — to try to snatch my pocketbook.” (Paragraph 28)
  - D. “After a while she said, ‘I were young once and I wanted things I could not get.” (Paragraph 33)
  
3. PART A: Why does Roger want to thank Mrs. Luella Bates Washington Jones at the end of the story?
  - A. Roger has grown to appreciate the faith that Mrs. Jones has in him.
  - B. Roger was suspicious of Mrs. Jones at first, but she shows him that people can be trustworthy.
  - C. Roger appreciates that she did not report him to the police and wants to help his family.
  - D. Roger realizes that Mrs. Jones invited him to her home because she is lonely and wants his company.
  
4. PART B: Which TWO details from the text best support the answer to Part A?
  - A. “Not with that face, I would not take you nowhere,’ said the woman. ‘Here I am trying to get home and cook me a bite to eat and you snatch my pocketbook!’” (Paragraph 26)
  - B. “After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open.” (Paragraph 32)
  - C. “Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind on the day bed.” (Paragraph 36)
  - D. “But the boy took care to sit... where he thought she could easily see him out of the corner of her eye...he did not want to be mistrusted now.” (Paragraph 36)
  - E. “Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like” (Paragraph 40)
  - F. “Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else’s” (Paragraph 42)

**Remote Learning Day 55**

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

**Name:** \_\_\_\_\_

**Date:** June 18, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_ **Read Input**

\_\_\_ **Watch "Day 55" YouTube Video**

\_\_\_ **Read article.**

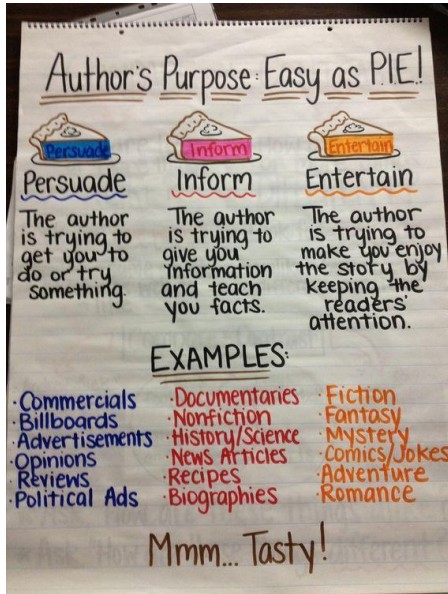
\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

## Input



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

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

They are connected.

## Daily Task



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

**Circle the author's purpose.**

**Persuade**

**Inform**

**Entertain**

**Give evidence from the text to support your choice.**

---

---

**How does the author FEEL about the topic?**

---

---

**Give evidence from the text to support your answer.**

---

---

Main Idea: \_\_\_\_\_

---

## Little Things Are Big

By Jesús Colón  
1961

*Jesús Colón (1901-1974) was a Puerto Rican writer of African descent who moved to Brooklyn, New York, at age 16. Colón wrote about his experiences as an immigrant and discussed how racism influences American culture. In the following story, Colón recalls one such experience on a subway car during the 1950s. As you read, take notes on how Colón presents his point of view in the passage.*

[1] I've been thinking; you know, sometimes one thing happens to change your life, how you look at things, how you look at yourself. I remember one particular event. It was when? 1955 or '56... a long time ago. Anyway, I had been working at night. I wrote for the newspaper and, you know, we had deadlines. It was late after midnight on the night before Memorial Day. I had to catch the train back to Brooklyn; the West Side IRT.<sup>1</sup> This lady got on to the subway at 34th and Penn Station, a nice looking white lady in her early twenties. Somehow she managed to push herself in with a baby on her right arm and a big suitcase in her left hand. Two children, a boy and a girl about three and five years old trailed after her.



*"Do Not Lean"* by Jens Schott Knudsen is licensed under CC BY-NC 2.0.

Anyway, at Nevins Street I saw her preparing to get off at the next station, Atlantic Avenue. That's where I was getting off too. It was going to be a problem for her to get off; two small children, a baby in her arm, and a suitcase in her hand. And there I was also preparing to get off at Atlantic Avenue. I couldn't help but imagine the steep, long concrete stairs going down to the Long Island Railroad and up to the street. Should I offer my help? Should I take care of the girl and the boy, take them by their hands until they reach the end of that steep long concrete stairs?

Courtesy<sup>2</sup> is important to us Puerto Ricans. And here I was, hours past midnight, and the white lady with the baby in her arm, a suitcase and two white children badly needing someone to help her.

- 
1. West Side IRT is another name for the IRT Broadway-Seventh Avenue Line, one of the many subway routes in New York City.
  2. **Courtesy** (*noun*): polite and kind behavior

I remember thinking; I'm a Negro<sup>3</sup> and a Puerto Rican. Suppose I approach this white lady in this deserted subway station late at night? What would she say? What would be the first reaction of this white American woman? Would she say: 'Yes, of course you may help me,' or would she think I was trying to get too familiar or would she think worse? What do I do if she screamed when I went to offer my help? I hesitated. And then I pushed by her like I saw nothing as if I were insensitive to her needs. I was like a rude animal walking on two legs just moving on, half running along the long the subway platform, leaving the children and the suitcase and the woman with the baby in her arms. I ran up the steps of that long concrete stairs in twos and when I reached the street, the cold air slapped my warm face.

- [5] Perhaps the lady was not prejudiced<sup>4</sup> after all. If you were not that prejudiced, I failed you, dear lady. If you were not that prejudiced I failed you; I failed you too, children. I failed myself. I buried my courtesy early on Memorial Day morning.

So, here is the promise I made to myself back then: if I am ever faced with an occasion like that again, I am going to offer my help regardless of how the offer is going to be received. Then I will have my courtesy with me again.

*"Little Things Are Big" by Jesús Colón. Copyright © 1961 by International Publishers. Reprinted with permission, all rights reserved.*

- 
3. The word "Negro" was used up to the mid-20th century to refer to African Americans and people of African heritage. It is no longer commonly used.
  4. **Prejudice (noun):** an unfair feeling of dislike for a person or group

**Remote Learning Day 57**

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

**Name:** \_\_\_\_\_

**Date:** June 19, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ **Reread article and annotate**

\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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



## Daily Task

1. PART A: Which statement best expresses a central idea of the passage?
  - A. People need to remain guarded in unfamiliar or scary situations in order to protect themselves.
  - B. Puerto Rican culture stresses that people should be kind and friendly towards one another.
  - C. It is important not to lose sight of one's values in an uncertain situation, even when one is afraid of the outcome.
  - D. Little events can have big impacts on people but they rarely change how people act in the moment.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "I remember one particular event. It was when? 1955 or '56... a long time ago... I had to catch the train back to Brooklyn" (Paragraph 1)
  - B. "Courtesy is important to us Puerto Ricans." (Paragraph 3)
  - C. "I ran up the steps of that long concrete stairs in twos and when I reached the street, the cold air slapped my warm face." (Paragraph 4)
  - D. "if I am ever faced with an occasion like that again, I am going to offer my help regardless of how the offer is going to be received." (Paragraph 6)
  
3. Which statement best describes the relationship between the author and the woman on the train?
  - A. The woman on the train is afraid of the author and is prejudiced towards him because of his race.
  - B. The author is worried about the woman on the train because she looks overwhelmed and needs someone to talk to.
  - C. The author and the woman have no relationship whatsoever because they are strangers on a train and never interact.
  - D. The author wants to offer the woman help but is afraid to do so because he doesn't know what her reaction will be.
  
4. PART A: What does the phrase "I buried my courtesy" mean as it is used in paragraph 5?
  - A. He forever loses the part of himself that was polite and thoughtful and will never be able to get it back.
  - B. He hides his courtesy from this woman and the world, fearing that they will take it from him.
  - C. He resists the urge to help another and later feels mournful regret at the temporary loss of his polite nature.
  - D. He realizes that he has lost his sense of courtesy long ago after coming to America, and he mourns its loss by burying it.

**DeRouville: Remote Learning Scope and Sequence**  
**5<sup>th</sup> grade ELA**  
**Week 13: June 22<sup>nd</sup> – June 26<sup>th</sup>**

<b>Date</b>	<b>Standards</b> <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	<b>Description of Packet Assignment</b> (30 minutes of work)	<b>Online Assignment</b>
6.22.2020 Day 58	RL.5.5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem	First Read of “Thank You, M’am” and Plot Graphic Organizer	*NewsELA *YouTube Read Aloud *Plot Playlist on YouTube
6.23.2020 Day 59	RL.5.3 Compare and contrast two more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Second Read of “Thank You, M’am”, Annotations, Figurative Language Minilesson	*NewsELA *YouTube: Figurative Language
6.24.2020 Day 60	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Third Read of “Thank You, M’am”, Text Based Questions and Short Answer	*NewsELA
6.25.2020 Day 61	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	First Read of Article and Author’s Purpose Task	*NewsELA *YouTube: Author’s Purpose Minilesson
6.26.2020 Day 62	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Second Read of Article and Text Based Multiple Choice Questions and Short Answer	*NewsELA

**Subscribe to my YouTube channel for ALL Instructional Videos!**

**Easiest Method: Search YouTube for “Erin DeRouville”**

[https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view\\_as=subscriber](https://www.youtube.com/channel/UCAPCWqTuespS6KTWgBLynRQ?view_as=subscriber)

**Remote Learning Day 58**

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

**Name:** \_\_\_\_\_

**Date:** June 22, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ **Read Input**

\_\_\_\_ **Watch "Day 58" YouTube Video**

\_\_\_\_ **First Read of "Sometimes A Dream Needs A Push"**

\_\_\_\_ **Daily Task**  **\*Send Pic**

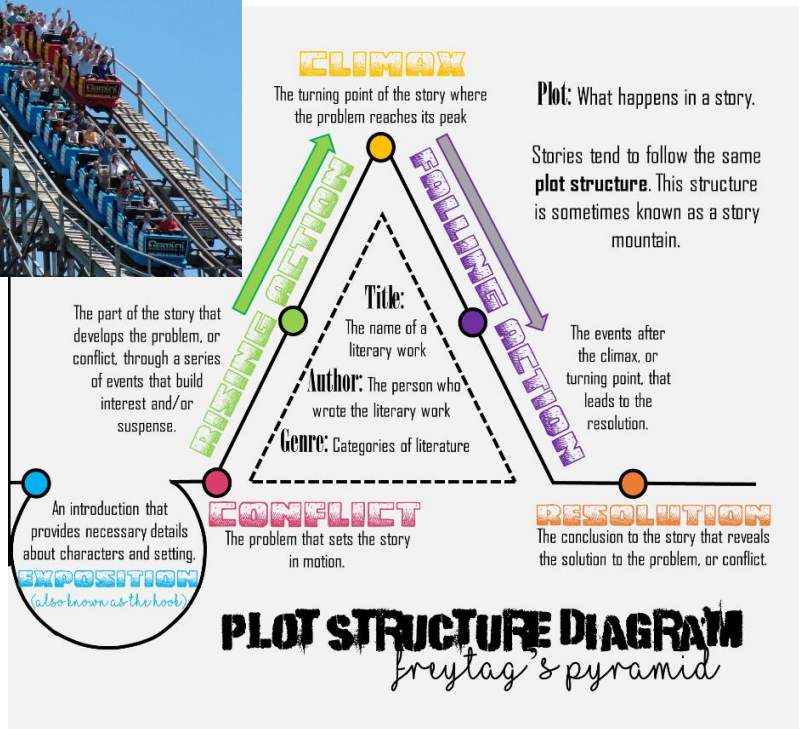


**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

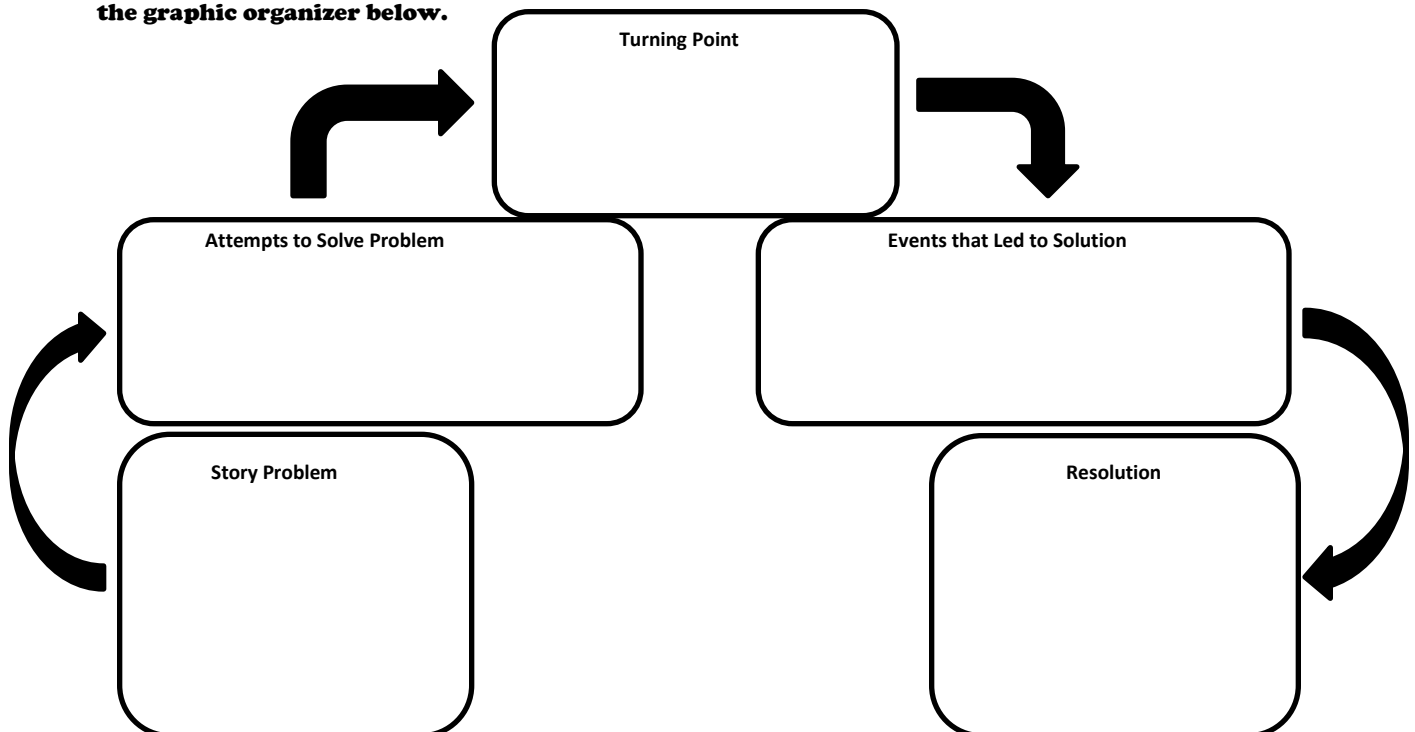


**Input**



**Daily Task** 

**Directions:** Read “Sometimes A Dream Needs A Push” along with me on YouTube. Analyze the plot in the graphic organizer below.



## Sometimes a Dream Needs a Push

By Walter Dean Myers

2007

*Walter Dean Myers (1937-2014) was an American writer of children's books and young adult literature. Myers wrote over one hundred books and received many awards, including five Coretta Scott King Awards. In this short story, a boy must find a new way to accomplish his dreams after his life changes. As you read, take notes on Chris' dad's attitude throughout the text.*

- [1] You might have heard of my dad, Jim Blair. He's 6'5" and played a year of good basketball in the pros before tearing his knee up in his second year. The knee took forever to heal and was never quite the same again. Still, he played pro ball in Europe for five years before giving it up and becoming an executive with a high-tech company.

Dad loved basketball and hoped that one day I would play the game. He taught me a lot, and I was pretty good until the accident. It was raining and we were on the highway, approaching the turnoff toward our house in Hartsdale, when a truck skidded across the road and hit our rear bumper. Our little car spun off the road, squealing as Dad tried to bring it under control. But he couldn't avoid the light pole. I remember seeing the broken windows, hearing Mom yelling, amazingly bright lights flashing crazily in front of me. Then everything was suddenly dark. The next thing I remember is waking up in the hospital. There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again.

I didn't like the idea, but Mom and I learned to live with it. Dad took it hard, real hard. He was never much of a talker, Mom said, but he talked even less since I was hurt.

"Sometimes I think he blames himself," Mom said. "Whenever he sees you in the wheelchair he wants to put it out of his mind."

- [5] I hadn't thought about that when Mr. Evans, an elder in our church, asked me if I wanted to join a wheelchair basketball team he was starting.

"We won't have the experience of the other teams in the league," he said. "But it'll be fun."

When I told Mom, she was all for it, but Dad just looked at me and mumbled something under his breath. He does that sometimes. Mom said that he's chewing up his words to see how they taste before he lets them out.



*"Basketball!"* by Chilli Head is licensed under CC BY 2.0.

Our van is equipped with safety harnesses for my chair, and we used it on the drive to see a game between Madison and Rosedale. It was awesome to see guys my age zipping around in their chairs playing ball. I liked the chairs, too. They were specially built with rear stabilizing wheels and side wheels that slanted in. Very cool. I couldn't wait to start practicing. At the game, Mom sat next to me, but Dad went and sat next to the concession stand. I saw him reading a newspaper and only looking up at the game once in a while.

"Jim, have you actually seen wheelchair games before?" Mom asked on the way home.

- [10] Dad made a little motion with his head and said something that sounded like "Grumpa-grumpa" and then mentioned that he had to get up early in the morning. Mom looked at me, and her mouth tightened just a little.

That was okay with me because I didn't want him to talk about the game if he didn't like it. After washing and getting into my pj's I wheeled into my room, transferred to the bed, and tried to make sense of the day. I didn't know what to make of Dad's reaction, but I knew I wanted to play.

The next day at school, tall Sarah told me there was a message for me on the bulletin board. Sarah is cool but the nosiest person in school.

"What did it say?" I asked.

"How would I know?" she answered. "I don't read people's messages."

- [15] "Probably nothing important," I said, spinning my chair to head down the hall.

"Just something about you guys going to play Madison in a practice game and they haven't lost all season," Sarah said. "From Nicky G."

"Oh."

The school has a special bus for wheelchairs and the driver always takes the long way to my house, which is a little irritating when you've got a ton of homework that needs to get done, and I had a ton and a half. When I got home, Mom had the entire living room filled with purple lace and flower things she was putting together for a wedding and was lettering nameplates for them. I threw her a quick "Hey" and headed for my room.

"Chris, your coach called," Mom said.

- [20] "Mr. Evans?"

"Yes, he said your father had left a message for him," Mom answered. She had a big piece of the purple stuff around her neck as she leaned against the doorjamb. "Anything up?"

"I don't know," I said with a shrug. My heart sank. I went into my room and started on my homework, trying not to think of why Dad would call Mr. Evans.

With all the wedding stuff in the living room and Mom looking so busy, I was hoping that we'd have pizza again. No such luck. Somewhere in the afternoon she had found time to bake a chicken. Dad didn't get home until nearly 7:30, so we ate late.

While we ate Mom was talking about how some woman was trying to convince all her bridesmaids to put a pink streak in their hair for her wedding. She asked us what we thought of that. Dad grunted under his breath and went back to his chicken. He didn't see the face that Mom made at him.

- [25] "By the way" — Mom gave me a quick look — "Mr. Evans called. He said he had missed your call earlier."

"I spoke to him late this afternoon," Dad said.

"Are the computers down at school?" Mom asked.

"No, I was just telling him that I didn't think that the Madison team was all that good," Dad said. "I heard the kids saying they were great. They're okay, but they're not great. I'm going to talk to him again at practice tomorrow."

"Oh," Mom said. I could see the surprise in her face and felt it in my stomach.

- [30] The next day zoomed by. It was like the bells to change classes were ringing every two minutes. I hadn't told any of the kids about my father coming to practice. I wasn't even sure he was going to show up. He had made promises before and then gotten called away to work. This time he had said he was coming to practice, which was at 2:30, in the middle of his day.

He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right. I couldn't catch the ball at all, and the one shot I took was an air ball from just behind the foul line. We finished our regular practice, and Mr. Evans motioned for my father to come down to the court.

"Your dad's a giant!" Kwame whispered as Dad came onto the court.

"Your dad's a giant!" Kwame whispered as Dad came onto the court.

"That's how big Chris is going to be," Nicky G said.

I couldn't imagine ever being as tall as my father.

- [35] "I was watching the teams play the other day." Dad had both hands jammed into his pockets. "And I saw that neither of them were running baseline<sup>1</sup> plays and almost all the shots were aimed for the rims. Shots off the backboards are going to go in a lot more than rim shots if you're shooting from the floor."

Dad picked up a basketball and threw it casually against the backboard. It rolled around the rim and fell through. He did it again. And again. He didn't miss once.

"I happen to know that you played pro ball," Mr. Evans said, "and you're good. But I think shooting from a wheelchair is a bit harder."

---

1. the line marking each end of the court

"You have another chair?" Dad asked.

Mr. Evans pointed to his regular chair sitting by the watercooler. Dad took four long steps over to it, sat down, and wheeled himself back onto the floor. He put his hands up and looked at me. I realized I was holding a ball and tossed it to him. He tried to turn his chair back toward the basket, and it spun all the way around. For a moment he looked absolutely lost, as if he didn't know what had happened to him. He seemed a little embarrassed as he glanced toward me.

[40] "That happens sometimes," I said. "No problem."

He nodded, exhaled slowly, then turned and shot a long, lazy arc that hit the backboard and fell through.

"The backboard takes the energy out of the ball," he said. "So if it does hit the rim, it won't be so quick to bounce off. Madison made about 20 percent of its shots the other day. That doesn't win basketball games, no matter how good they look making them."

There are six baskets in our gym, and we spread out and practiced shooting against the backboards. At first I wasn't good at it. I was hitting the underside of the rim.

"That's because you're still thinking about the rim," Dad said when he came over to me. "Start thinking about a spot on the backboard. When you find your spot, really own it, you'll be knocking down your shots on a regular basis."

[45] Nicky G got it first, and then Kwame, and then Bobby. I was too nervous to even hit the backboard half the time, but Dad didn't get mad or anything. He didn't even mumble. He just said it would come to me after a while.

Baseline plays were even harder. Dad wanted us to get guys wheeling for position under and slightly behind the basket.

"There are four feet of space behind the backboard," Dad said. "If you can use those four feet, you have an advantage."

We tried wheeling plays along the baseline but just kept getting in each other's way.

"That's the point," Dad said. "When you learn to move without running into each other you're going to have a big advantage over a team that's trying to keep up with you."

[50] Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby.<sup>2</sup> Dad shook his head and Mr. Evans laughed.

We practiced all week. Dad came again and said we were improving.

"I thought you were terrible at first," he said, smiling. I didn't believe he actually smiled. "Now you're just pretty bad. But I think you can play with that Madison team."

---

2. a competition in which cars are driven into each other until only one is left running



Madison had agreed to come to our school to play, and when they arrived they were wearing jackets with their school colors and CLIPPERS across the back.

We started the game and Madison got the tip-off.<sup>3</sup> The guy I was holding blocked me off so their guard, once he got past Nicky G, had a clear path to the basket. The first score against us came with only 10 seconds off the clock.

[55] I looked up in the stands to see where Mom was. I found her and saw Dad sitting next to her. I waved and she waved back, and Dad just sat there with his arms folded.

Madison stopped us cold on the next play, and when Bobby and Lou bumped their chairs at the top of the key, there was a man open. A quick pass inside and Madison was up by four.

We settled down a little, but nothing worked that well. We made a lot of wild passes for turnovers,<sup>4</sup> and once, when I was actually leading a fast break, I got called for traveling<sup>5</sup> when the ball got ahead of me, and I touched the wheels twice before dribbling. The guys from Madison were having a good time, and we were feeling miserable. At halftime, we rolled into the locker room feeling dejected.<sup>6</sup> When Dad showed up, I felt bad. He was used to winning, not losing.

"Our kids looked a little overmatched in the first half," Mr. Evans said.

"I think they played okay," Dad said. "just a little nervous. But look at the score. It's 22 to 14. With all their shooting, Madison is just eight points ahead. We can catch up."

[60] I looked at Dad to see if he was kidding. He wasn't. He wasn't kidding, and he had said "we." I liked that.

We came out in the second half all fired up. We ran a few plays along the baseline, but it still seemed more like bumper cars than basketball with all the congestion. Madison took 23 shots in the second half and made eight of them plus three foul shots for a total score of 41 points. We took 17 shots and made 11 of them, all layups<sup>7</sup> off the backboard, and two foul shots for a total of 38 points. We had lost the game, but everyone felt great about how we had played. We lined up our chairs, gave Madison high fives before they left, and waited until we got to the locker room to give ourselves high fives.

Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league. Dad had shown us that we could play, and even though we had lost we knew we would be ready for the next season.

Dad only comes to practice once in a while, but he comes to the games when they're on the weekend. At practice he shows us fundamentals,<sup>8</sup> stuff like how to line your wrist up for a shot, and how the ball should touch your hand when you're ready to shoot. That made me feel good even if he would never talk about the games when he wasn't in the gym. I didn't want to push it too much because I liked him coming to practice. I didn't want to push him, but Mom didn't mind at all.

---

3. a jump ball in basketball, between one player from each side, that's used to begin the game with the official tossing the ball in the air

4. when a player loses the ball to the other team

5. to go too far with the ball without dribbling it

6. **Dejected (adjective):** sad and depressed

7. a one-handed shot made from near the basket

8. a basic principle that serves as the groundwork of a system

"Jim, if you were in a wheelchair," she asked, "do you think you could play as well as Chris?"

- [65] Dad was on his laptop and looked over the screen at Mom, then looked over at me. Then he looked back down at the screen and grumbled something. I figured he was saying that there was no way he could play as well as me in a chair, but I didn't ask him to repeat it.

*"Sometimes a Dream Needs a Push" from Boys' Life by Walter Dean Myers. Copyright © 2007 by Walter Dean Myers. Used by permission of Publisher. All rights reserved.*

**Remote Learning Day 59**

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

**Name:** \_\_\_\_\_

**Date:** **June 23, 2020**

**BCCS Boys**

**College:** \_\_\_\_\_

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



**Today's Task List**

\_\_\_\_ **Read Input**

\_\_\_\_ **Watch "Day 59" YouTube Video**

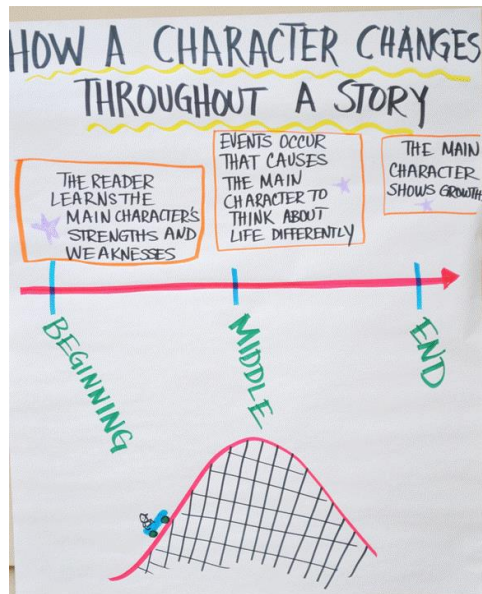
\_\_\_\_ **Second Read of "Sometimes A Dream Needs A Push"**

\_\_\_\_ **Relevant Annotations**

\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***

**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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



www.literacymathideas.blogspot.com

**Input**

**One way to determine theme is to look how the main character changes in the story.**

**What was Dad like in the beginning?**

---



---

**What event caused a change in him?**

---



---

**How did he grow in the end?**

---



**Daily Task**

**Directions: Reread “Sometimes a Dream Needs a Push” along with me on YouTube. Annotate the text as you read. Answer the following question about character analysis.**

**How does Chris’ dad’s attitude gradually change throughout the text? Support with at least 2 pieces of text evidence.**

---



---



---



---



---



---



---



---



---



---

**Remote Learning Day 60**

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

**Name:** \_\_\_\_\_

**Date:** June 24, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ **Third read of "Sometimes A Dream Needs A Push"**

\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***

**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

**Daily Task**



**Directions: Complete a 3<sup>rd</sup> read of “Sometimes A Dream Needs A Push”. Use RISE strategies to answer the following multiple choice questions and then complete short answer.**

1. PART A: Which of the following identifies the theme of the text? [RL.2]
  - A. Obstacles arise in life, but that doesn't mean a person should give up on what they want.
  - B. When a tragedy occurs, we should allow people to grieve in different ways.
  - C. Overcoming life's difficulties will always make a person stronger.
  - D. Children cannot succeed without the support of their family.
  
2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
  - A. "There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again." (Paragraph 2)
  - B. "He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right." (Paragraph 31)
  - C. "Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby." (Paragraph 50)
  - D. "Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league." (Paragraph 62)
  
3. What does Chris' mother mean when she tells Chris that his dad is "chewing up his words to see how they taste before he lets them out"? (Paragraph 7). [RL.4]
  - A. That Chris' dad wants to make sure he is clear.
  - B. That Chris' dad is trying not to be mean.
  - C. That Chris' dad is deciding what to say.
  - D. That Chris' dad doesn't like what he's about to say.
  
4. How does the scene where Jim uses a wheelchair contribute to the text (Paragraph 39)? [RL.5]
  - A. He is able to better understand Chris' experience in a wheelchair.
  - B. He realizes he isn't as good of a basketball player from the wheelchair.
  - C. He understands Chris' frustration playing basketball in a wheelchair.
  - D. He feels guilty for not working with Chris' basketball team sooner.

**Remote Learning Day 61**

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

**Name:** \_\_\_\_\_

**Date:** June 18, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ **Read Input**

\_\_\_\_ **Watch "Day 61" YouTube Video**

\_\_\_\_ **Read article.**

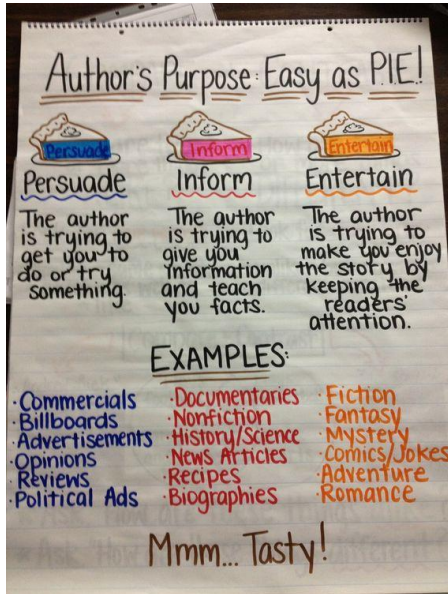
\_\_\_\_ **Daily Task**  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

## Input



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

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

They are connected.

## Daily Task



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

**Circle the author's purpose.**

**Persuade**

**Inform**

**Entertain**

**Give evidence from the text to support your choice.**

---

---

**How does the author FEEL about the topic?**

---

**Give evidence from the text to support your answer.**

---

---



Main Idea: \_\_\_\_\_

## **Reaching New Heights**

*On and off the basketball court, Charlie Villanueva inspires kids.*

By Marjorie Flintom  
2017

*Charlie Villanueva is a professional basketball player who last played for the Dallas Mavericks. In this informational text, Marjorie Flintom discusses Villanueva's success and his challenges growing up with a skin disease that caused him to lose his hair when he was young. As you read, take notes on Villanueva's attitude about his hair loss.*

- [1] Crowded by defenders, Charlie Villanueva leaps toward the basket. One hand lifts the ball high, and for a moment he seems to hang in the air. Then he hammers the ball through the rim. Slam dunk! Another two points!

Today, Villanueva's career may look like a slam dunk. He was a high-school all-American and a national champion at the University of Connecticut. He set Toronto Raptors' rookie<sup>1</sup> records for single-game points (48) and rebounds (18). He has played for the Detroit Pistons, the Milwaukee Bucks, and the Dallas Mavericks.

But life wasn't always easy for him. In fact, he says, his success is due to more than his ability to shoot hoops. He owes much of who he is today to a skin disease he has had since childhood — alopecia areata.

Alopecia makes a person's hair fall out. It's not contagious, so no one can get it from another person. It's caused by an error in the immune system<sup>2</sup> that triggers germ-fighting cells to attack the body's own hair-growing cells. More than six million Americans have it, and most of them are healthy in every other way. They have talents, abilities, and a need to feel accepted. That's what Villanueva wants the world to know about him and his special group of fans, Charlie's Angels.

- [5] Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs. But something more important happens, too.



*"I learned to flip my frustration into motivation." by Tribune Content Agency LLC/Alamy is used with permission.*

1. a player's first full season in that sport  
2. a system in the body that protects it from harmful substances

## Sharing His Story

Villanueva shares his painful past. At age 10, he lost patches of hair from his head. It grew back, but then at age 12, all of his hair disappeared. He and his family wondered why. An aunt sent tea recipes, hoping one might cure him. Nothing helped.

The boy from Queens, New York, soon discovered how embarrassing hair loss could be. Other kids called him hurtful names. He began to withdraw,<sup>3</sup> hiding his head under caps and hoods. In middle school, he was suspended for breaking a no-hats rule. A note from his doctor gave him permission to wear hats, but they only drew more negative attention.

Through it all, Villanueva's mother gave him the support he needed. "She was there for me in good times and bad times. On days when I was hurting and feeling bad, my mother was hurting even more for me."

## Discovering His Talent

Then something incredible happened: Villanueva grew taller. In one summer, he grew seven inches! With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a "freak of nature." He began spending more time on the basketball court with his older brothers.

- [10] As he improved as an athlete, basketball helped him deal with his alopecia. "I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well."

The bullying stopped, and his stellar<sup>4</sup> career began. All along the way, he has helped others. Since his rookie year, he has been a spokesperson for the National Alopecia Areata Foundation. He started the Charlie Villanueva Foundation to help families of kids with alopecia and to stop all kinds of bullying. The son of immigrants from the Dominican Republic, Villanueva also works toward ending poverty<sup>5</sup> in that country.

## His Message for Kids

Villanueva wants Charlie's Angels and all kids to feel good about who they are. "We're all special in our own different ways. Embrace<sup>6</sup> it, and enjoy life positively. I've always tried to surround myself with good people and good environments. Believe in yourself, and all dreams are possible."

He encourages kids to work hard toward their goals and to be there for others. "Basketball is about more than just putting a ball in a hoop," he says. "It's about teamwork and discipline.<sup>7</sup> Many didn't think I'd amount to anything. Thank God they were wrong about me."

---

3. **Withdraw** (*verb*): to move away from contact or communication with people

4. **Stellar** (*adjective*): extremely good

5. a state of being very poor

6. **Embrace** (*verb*): to accept or support something

7. **Discipline** (*noun*): the practice of training to improve strength or self-control

**Remote Learning Day 62**

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

**Name:** \_\_\_\_\_

**Date:** June 26, 2020

**BCCS Boys**

**College:** \_\_\_\_\_

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

**Today's Task List**

\_\_\_\_ Reread article and annotate

\_\_\_\_ Daily Task  **\*\*\*SEND PIC\*\*\***



**Parent Signature:** \_\_\_\_\_  
**(Parent signature is proof that parent reviewed work with scholar)**

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

## Daily Task

1. PART A: What is the central idea of the text?
  - A. Villanueva's experiences taught him that skills are more important than looks.
  - B. It's important not to care about what other people think or say about you.
  - C. People often don't accept people that they think are different from them.
  - D. Villanueva overcame obstacles in his life to become a successful athlete and help others.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs." (Paragraph 5)
  - B. "With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a 'freak of nature.'" (Paragraph 9)
  - C. "'I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well.'" (Paragraph 10)
  - D. "'Basketball is about more than just putting a ball in a hoop,' he says. 'It's about teamwork and discipline.'" (Paragraph 13)
  
3. In paragraph 2, what does the author mean when she describes Villanueva's career as a "slam dunk"?
  - A. His career is extremely successful.
  - B. His career relies on his slam dunks.
  - C. His career took a lot of work.
  - D. His career developed suddenly.
  
4. Why does Villanueva meet with kids who have alopecia?
  - A. He feels bad for kids with the skin disease.
  - B. He understands what they're going through and wants to help.
  - C. He wants to help find a cure for alopecia for the kids.
  - D. He wants them to develop a love for basketball like he did.