Name_____

# 4th Grade Modified ELA Remote Learning Packet

# Week 3

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____          _____
(Parent Signature)                                                    (Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.
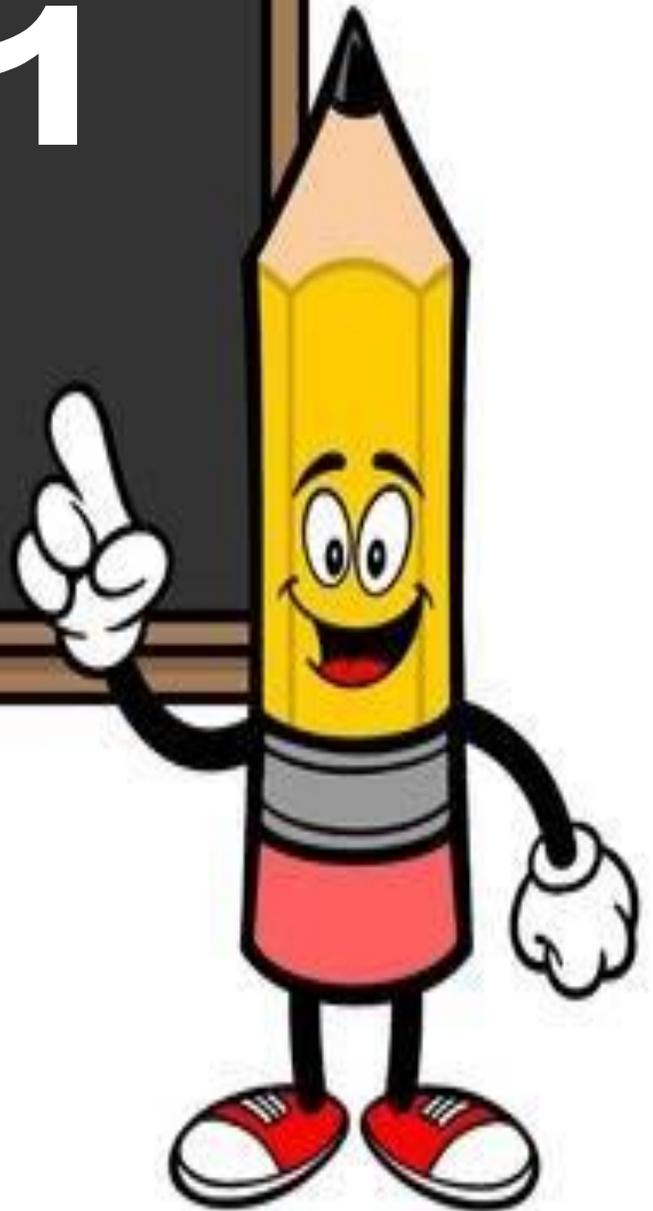
# Day # 1

# Week 3 Day 1 Notes, Module 1A

**Do Now**

What do you believe "Character Traits" are?

_____**I believe character traits are**_____

_____

_____

_____


| Standard | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---|---|
| LEQ | What can I learn about the lives of those a part of other cultures through literature? |
| Objective | I can infer how the protagonist of Eagle Song feels about his new home. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**

- Today we will begin reading the novel _____ _____.

- This text is known as a _____ _____ text
  meaning it includes fictional characters, but the setting, events, and
  narratives fit within that historical time period.

- The text focuses on a young _____ boy who has just moved
  to New York City.

| Protagonist | The leading or _____ character of a drama, movie, novel, or other fictional text. |  |
|---|---|---|
| Character Feelings | This is a character's _____ response to the actions and events around them. They are fleeting/temporary. |  |
| Character Traits | _____ what a person is like on the inside. We find evidence of these traits by a characters _____, _____, dialogue, and thoughts. They are consistent over time. | |
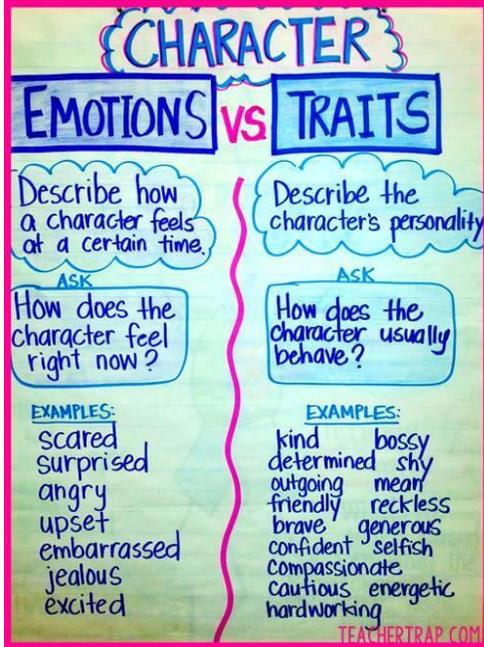
When reading fictional texts we need to ensure that we are paying attention to the character's feelings (emotional response to an event) and their traits (what they are like on the inside). We can determine a character trait by analyzing what a character does (actions), says (dialogue), thinks (usually *italicized*), and how they feel (emotional responses).

Let's Practice.

**CFU:** Skill Activity: Determine the Character Trait by each scenario. We will do the first one together.

| Scenario | Character Trait or Feeling |
|---|---|
| Mekiya reached for the top of the summit. Feeling with her fingers, she grasped the rock ledge above her head. She pulled herself upward. She had made it to the top without giving up! | _____<br><br>Trait or Feeling |
| Joseph saw an elderly woman struggling to carry the heavy bags to her car as she left the grocery store. He ran up and offered to carry them for her. | _____<br><br>Trait or Feeling |
| Amy's twin sister Alice just won an award for the MVP of the soccer team. Amy couldn't help the anger that boiled inside her. She thought she should have won the award, not Alice. Alice didn't deserve it as much as she did! | _____<br><br>Trait or Feeling |

**Application:** Eagle Song Chapter 1 (Novel Provided to Scholars)
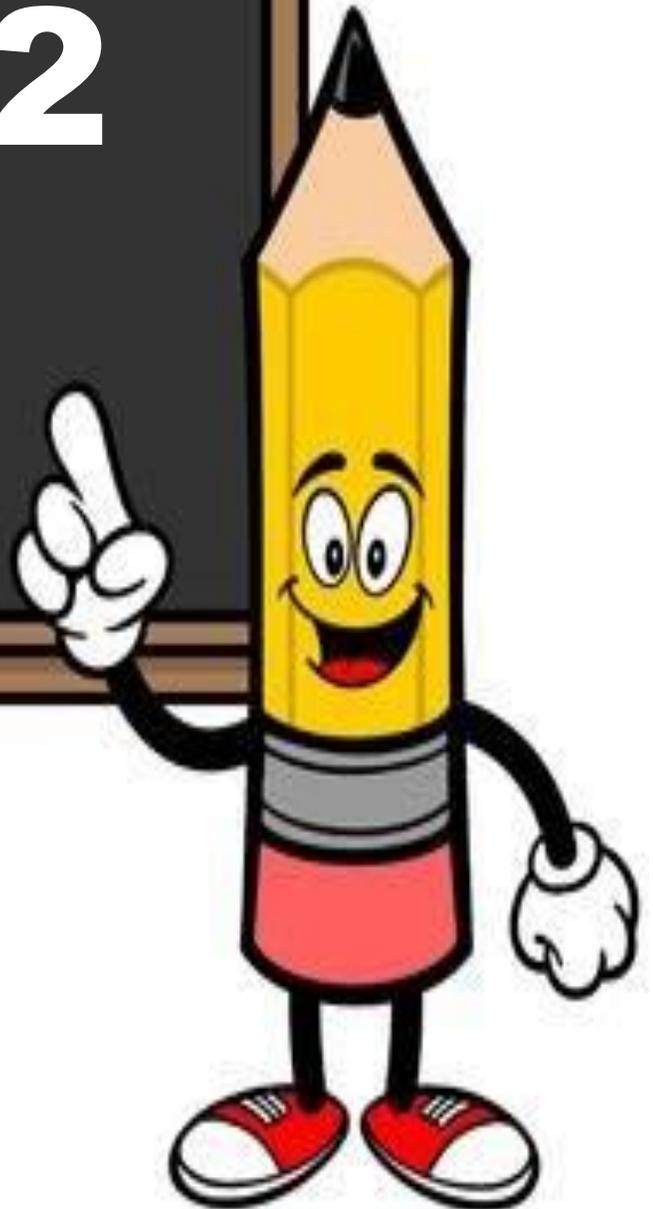
Day # 2

# Week 3 Day 2 Notes, Module 1A

**Do Now**

Where did Danny move to when they left the reservation?

_____ <u>Danny moved to</u> _____

_____

_____

_____

| Standard | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---|---|
| LEQ | What can I learn about the lives of those a part of other cultures through literature? |
| Objective | I can infer how Danny feels about his new school and support my claim with evidence. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| | | |
|---|---|---|
| Gustoweh | A _____ decorated with beads and feathers that distinguishes different nations of Native Americans. |  |
| Mohawk | The most _____ tribe of the Haudenosaunee. |  |
| Lacrosse | Team sport played, one of the _____ organized sports in North America. Originally played by the _____ as a spiritual endeavor to praise the and give thanks to the gods. |  |

**CFU:** Skill Activity: Determine the Character Trait and which clue assisted in providing that trait. We will do the 1st one together.

| Scenario | Which one helped determine the trait? |
|---|---|
| When Seth saw the pile of junk, a feeling of excitement bubbled up inside him. He couldn't wait to begin building the object he was imagining. | Trait: _____<br>☐ Action<br>☐ Dialogue/Speech<br>☐ Thoughts<br>☐ Feelings |
| Kelly wondered what would happen if she told her *dad* that her mom said the sleepover was okay, and if she told her *mom* that her dad had already approved the sleepover. Kelly grinned. *I* | Trait: _____<br>☐ Action<br>☐ Dialogue/Speech<br>☐ Thoughts<br>☐ Feelings |

| | |
|---|---|
| *think it will work.* | |
| Brandon glanced at his math assignment and sighed. It would take too long to do these five story problems. He quickly scribbled some random numbers on the lines and slammed the book shut. Done. | Trait: _____<br>☐ Action<br>☐ Dialogue/Speech<br>☐ Thoughts<br>☐ Feelings |

**Application:** Eagle Song Chapter 2 (Novel Provided to Scholars)

Day # 3
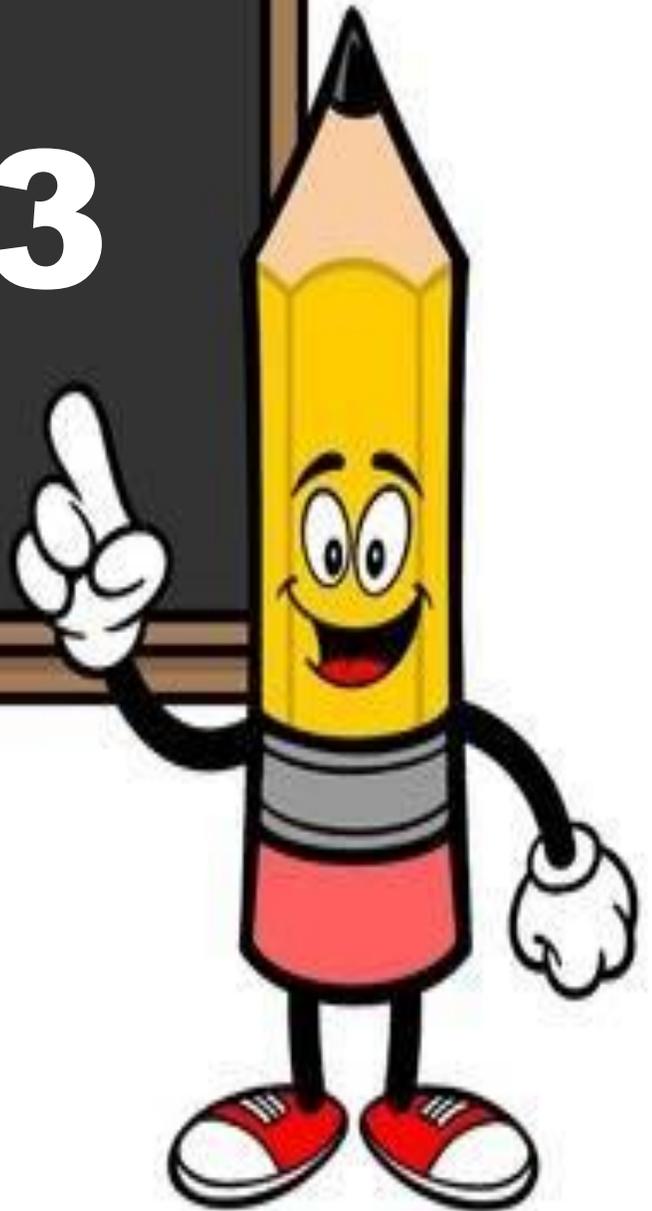
Name:_____        Week 3 Day 3 Date: _____

BCCS-B                                 Hampton, Howard, Morehouse

## Week 3 Day 3 Notes, Module 1A

**Do Now**

What did Danny share with his dad about school?

_____ Danny told his dad_____

_____

_____

_____

| Standard | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
|---|---|
| LEQ | What can I learn about the lives of those a part of other cultures through literature? |
| Objective | I can use context clues within Chapter 3 of Eagle Song to determine the meaning of unknown words and phrases and support my claim with evidence. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| | |
|---|---|
| Context Clues | _____ that can help strong readers determine the meaning of unfamiliar words or phrases. |
| Inference | The meaning is _____ given so you must use text clues around the word/phrase. |
| Definition | The meaning of the word is _____ in or around the sentence. |
| Example | An _____ of the word is in the sentence or nearby sentences. |
| Antonym | A word with _____ meaning is used in the sentence or nearby sentences. |
| Synonym | Words with _____ meaning are used in or near the sentence. |

**CFU:** Skill Activity: Use Context Clues to determine the unknown word. We will do the first one together.

| Scenario | Context Clue (Circle One) |
|---|---|
| Ricardo is so *arrogant* he thinks he is more important than everyone else. | Inference   Definition   Example        Antonym        Synonym |
| Ricardo is so *arrogant*, proud, self-centered, and over-bearing. | Inference   Definition   Example        Antonym        Synonym |
| Ricardo is so arrogant. He is always bragging about how great he is at sports. | Inference   Definition   Example        Antonym        Synonym |
| Ricardo is so arrogant. He needs to learn too be humble like his little brother Jose. | Inference   Definition   Example        Antonym        Synonym |
| You don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant. | Inference   Definition   Example        Antonym        Synonym |

**Application:** Eagle Song Chapter 3 (Novel Provided to Scholars)
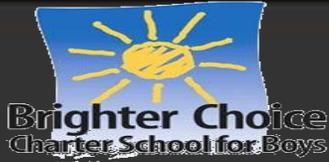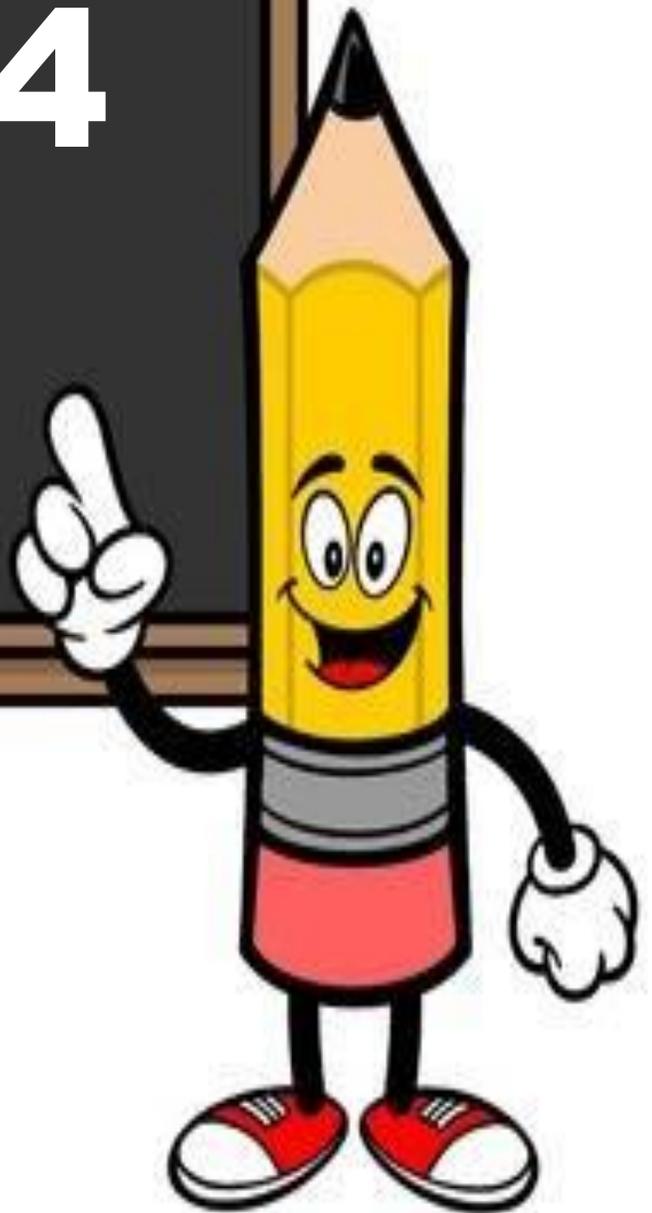
# Week 3 Day 4 Notes, Module 1A

**Do Now**

What story does Danny want his father to share with his class?

_____ **Danny wants his father to tell the class**_____

_____

_____

_____

| Standard | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
|---|---|
| LEQ | What can I learn about the lives of those a part of other cultures through literature? |
| Objective | I can use context clues within Chapter 4 of Eagle Song to determine the meaning of unknown words and phrases and support my claim with evidence. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**
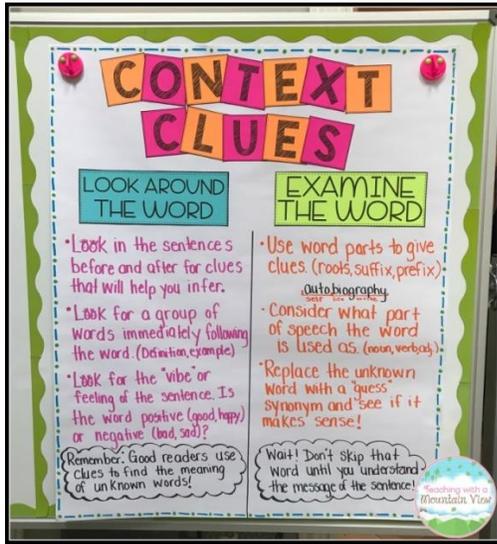


**CFU:** Skill Activity: Determine the definition of the unknown word using context clues within each scenario. We will do the first one together.

| Unfamiliar Word/Phrase | Example | Definition |
|---|---|---|
| garble | The usual garble of sounds that no one but teachers could understand came out of the intercom grille. | |
| band | The founders of this country, Benjamin Franklin in particular, knew about the Iroquois League, Old Ben Franklin said that the colonists ought to band together like the Iroquois nations did. | |
| Pirouette | As she walked across toward the door, she did a pirouette. Another ripple of laughter ran through the classroom and Ms. Mobry joined in. Everybody knew Consuela was dancer. | |

**Application:** Eagle Song Chapter 4 (Novel Provided to Scholars)
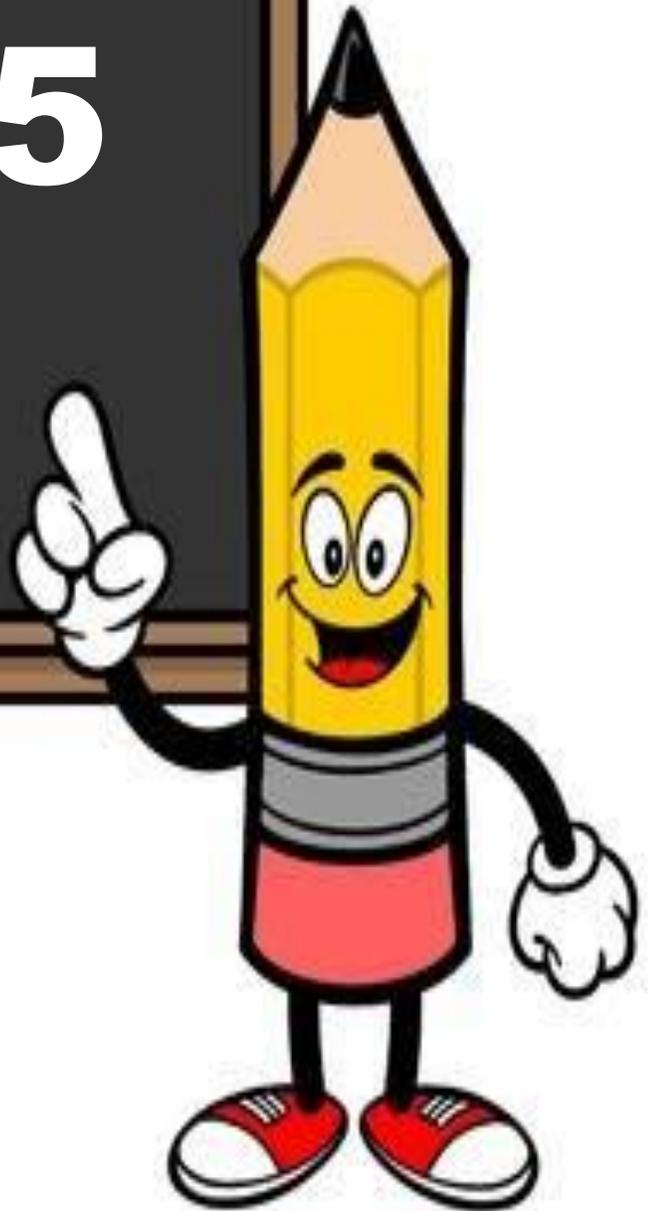
## Week 3 Day 5 Notes, Module 1A

**Do Now**

What are context clues and how do you use them?

_____**Context clues are**_____

_____

_____

_____

| Standard | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---|---|
| LEQ | What can I learn about Danny's life in Brooklyn based up his thoughts, words, and actions? |
| Objective | I can describe Danny using character traits. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| Character Traits | _____ what a person is like on the inside. We find evidence of these traits by a characters _____, _____, dialogue, and thoughts. They are consistent over time. | Examples: kind, generous, shy, rude, respectful, principled, persistence |
|---|---|---|

**CFU:** Skill Activity: Match the character trait to an example that aligns to. We will do the first two together.

sneaky

considerate

grateful

confident

persistent

arrogant

- Getting up no matter how many times you've been knocked down.
- I am *sooo* much better than anyone else on the soccer team
- Thank you so much for being such a great friend.
- Let me open the door for you since your arms are full.
- The suspicious man tiptoed into the garden to steal all the apples.
- Standing at the starting line, the boy felt sure he would win this race.

**Application:** Eagle Song Chapter 5 (Novel Provided to Scholars)
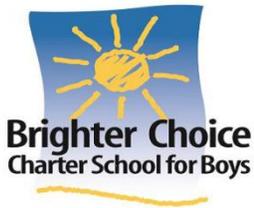
Name_____

# 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

## Week 4
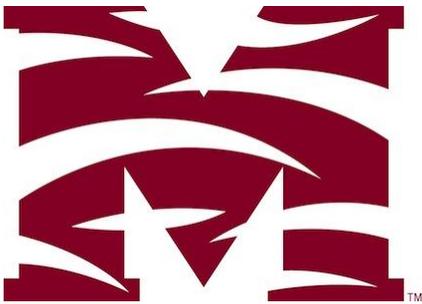
Dear Educator,

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_____          _____
(Parent Signature)                                                    (Date)

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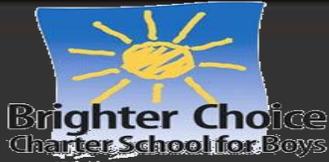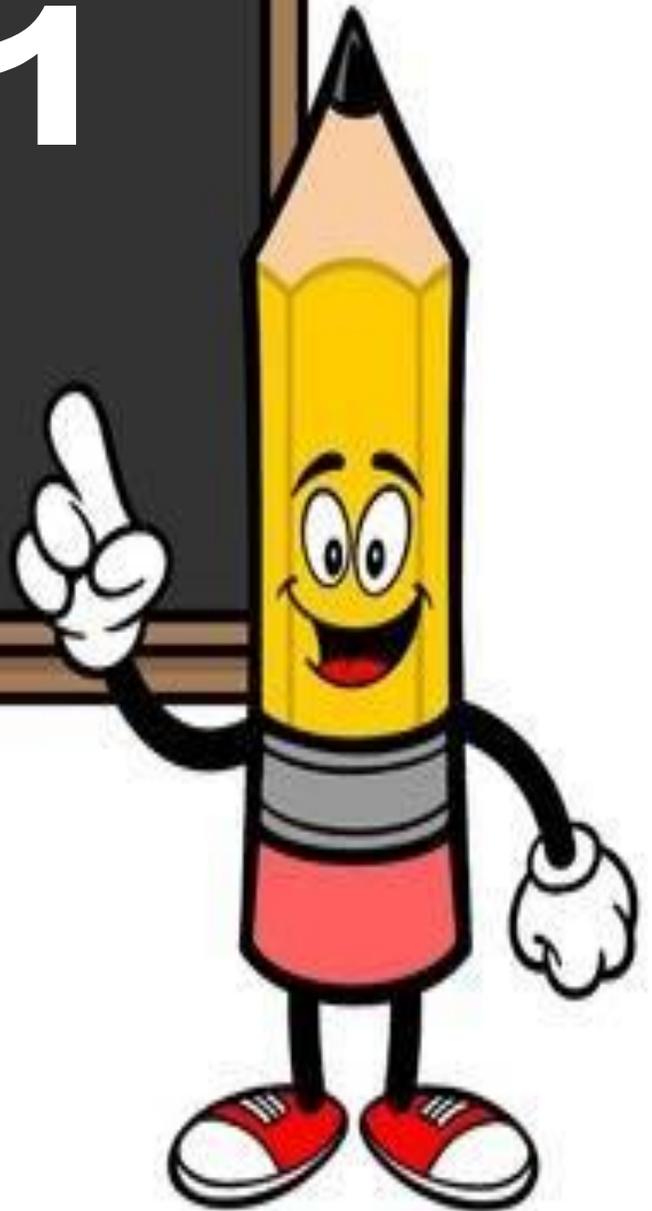
Day # 1

Name:_____     Week 4 Day 1 Date: _____

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# Week 4 Day 1 Notes, Module 1A

**Do Now**

Why was Danny's mom so upset in Chapter 5 (the chapter we read Friday)?

_____Danny's mom is upset because_____

_____

_____

_____

| Standard | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---|---|
| LEQ | What can I learn about Danny's life in Brooklyn based up his thoughts, words, and actions? |
| Objective | I can describe Danny using character traits and supporting my claim with evidence. |
| Assignment to Submit | Short Response Submitted on Edlight |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| Character Traits | _____ what a person is like on the inside. We find evidence of these traits by a characters _____, _____, dialogue, and thoughts. They are consistent over time. | Examples: cheerful, bossy, selfish, playful, wild, honest, respectful, trustworthy |
| --- | --- | --- |

**CFU:** Skill Activity: Read and annotate the excerpt. What character traits are exhibited by the character?

| |
| --- |
| Mercy snorted. She should have known better than to challenge Victoria. Of all Mercy's friends, Victoria talked loudest, ran fastest and took the most risks. She bragged about the time she convinced her older brothers to spend a weekend building her a fort. Mercy liked to call Victoria "Buster." "Because you are always bursting things up," she laughed. Victoria wore the nickname with pride. |
| 1.  Based on the passage, which of the following is one of Victoria's traits?<br>    A.  forgetful<br>    B.  confused<br>    C.  bold<br>    D.  shy |

**Application:** Eagle Song Chapter 6 (Novel Provided to Scholars)
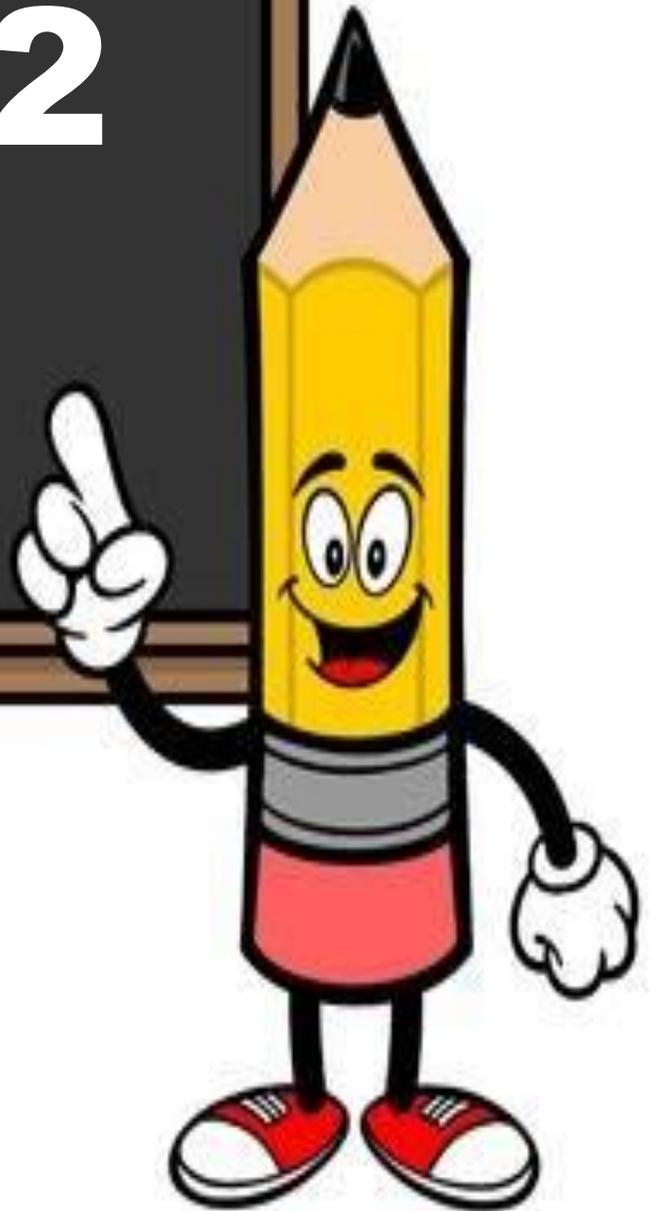
Day # 2

# Week 4 Day 2 Notes, Module 1A

**Do Now**

How would you describe Danny?

_____Danny is_____

_____

_____

_____

| Standard | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---|---|
| LEQ | What can I learn about Danny's life in Brooklyn based up his thoughts, words, and actions? |
| Objective | I can make inferences about Danny's character due to how we handles the prejudices he faced by supporting my claim with evidence. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| Conflict | Something that causes _____ for the character. |
|---|---|
| Resolution | How the character _____ the problem. |
| Character vs. Self | The character faces an INTERNAL struggle with him/herself. |
| Character vs. Character | The character faces an EXTERNAL struggle. |
| Character vs. Nature | The character faces and external struggle with the _____ |
| Character vs. Society | The character faces and external struggle with _____ or culture. |

**CFU:** Skill Activity: Match the type of character conflict to specific scenarios that could appear in fictional texts.

Character vs. Self
- lack of confidence, difficulty in making a big decision, facing a personal problem

Character vs. Character
- tornados, natural disasters

Character vs. Nature
- problem with another character, disagreement or issue, sometimes physical sometimes emotional

Character vs. Society
- racism, discrimination, inequalities

**Application:** Eagle Song Chapter 7 (Novel Provided to Scholars)
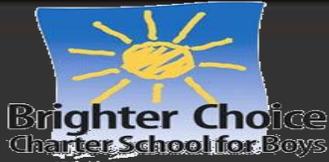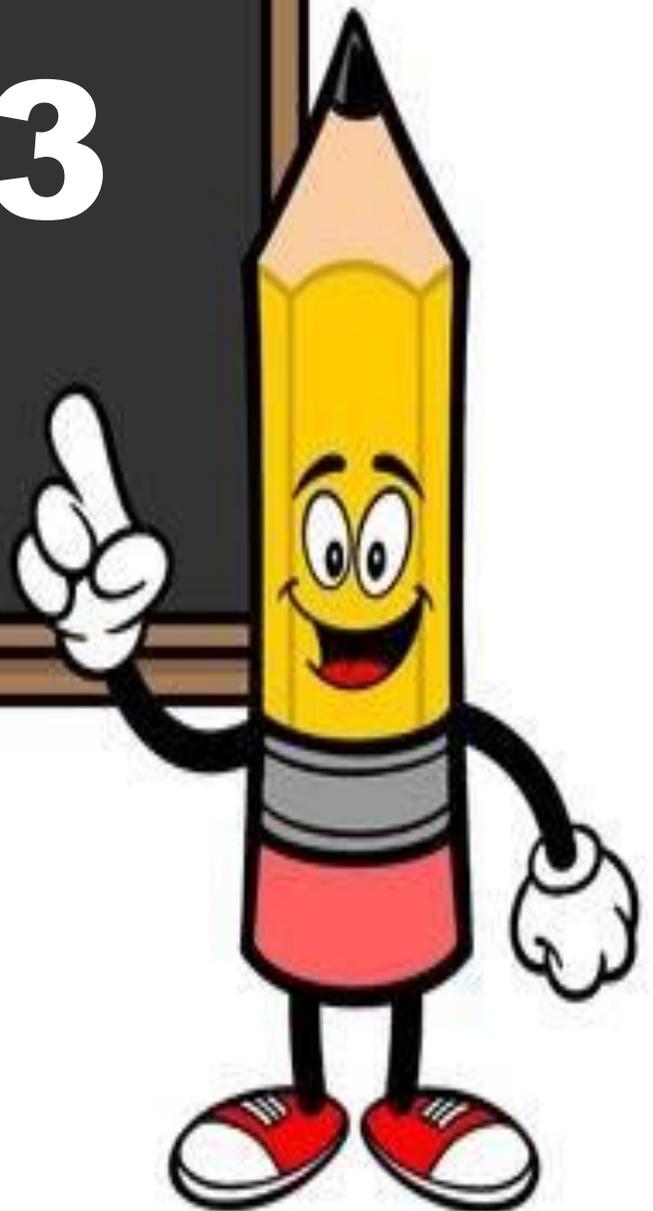
# Week 4 Day 3 Notes, Module 1A

**Do Now**

What major event happened to Danny's Dad?

_____

_____

_____

| Standard | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---|---|
| LEQ | What can I learn about Danny's life in Brooklyn based up his thoughts, words, and actions? |
| Objective | I can describe in depth the changes Danny experienced as it relates to internal and external events. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| Summary | A _____ version of the story. Told in sequence, includes the main idea, and key details. |
|---|---|
| Character Change/Development | When a character's appearance, traits, feelings, opinions, or behaviors _____ in a text. |

- **Once you as a reader identify that the character changed you have to ask yourself: What _____ this development?**
- **To help yourself answer the previous question you have to _____ the character in the beginning, middle, and end of the text.**
- **At the beginning strong readers pay attention to the character's _____ , _____ likes, dislikes, perspectives etc.**
- **To understand how a character develops pay attention to what they _____, think, do, and feel.**
- **At the end of a text ask yourself:**
  - **Did the character's _____ change?**
  - **Did an aspect of their _____ change?**
  - **Did their opinion change?**
  - **Did a _____ change?**

**CFU:** How did the characters develop/change in these recent or popular stories?

| Scenario/Story | Character Change |
|---|---|
| Tadodaho and the Haudenosaunee Story of The Great Peace. | |
| A Bad Case of the Stripes | |
| A Christmas Carol | |

**Application:** Eagle Song Chapter 8 (Novel Provided to Scholars)

Day # 4
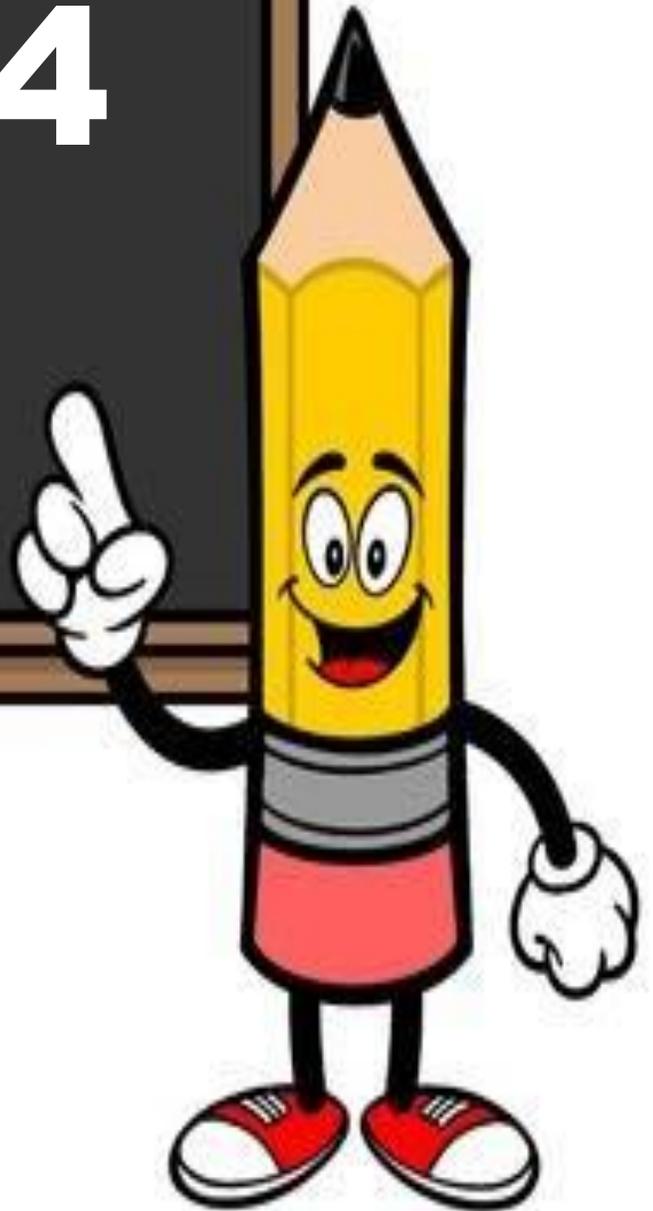
# Week 4 Day 4 Notes, Module 1A

**Do Now**

Did you enjoy the novel Eagle Song? Why or why not?

_____

_____

_____

| Standard | RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
|---|---|
| LEQ | What can I learn about life and human behavior within literature? |
| Objective | I can determine the theme within the passage. |
| Assignment to Submit | Written Short Response Submitted to EdLight |

**Input: Notes on Content/Vocabulary/Anchor Chart**

| Theme | The moral, message, or life _____ of the story/text. Not stated in the text you must analyze and look below the surface to determine the _____. |  |
|---|---|---|

- **To help you identify the theme of a story you can ask yourself these questions:**
    - **What were the _____ or issues in the story and what did the characters _____ ?**
    - **How did the characters feelings or actions change in the story and did it _____ them anything?**
- **Common Themes**
    - **It takes _____ to face scary or dangerous situations.**
    - **Don't _____ a people before you get to know them.**
    - **Perseverance pays off.**
    - **_____ each other's differences.**
    - **It is important to be honest with yourself.**
    - **Actions _____ louder than words.**
    - **It is important to listen to your parents.**
    - **Money doesn't bring happiness.**

**CFU:** Skill Activity: Determine the theme of each scenario. We will do this together.

| Scenario |
|---|
| Kara chose a difficult piece to play for the piano recital. Her teacher advised her to select an easier one, but Kara knew she could do it.

Kara practiced every day after school. When her friends called to see if she could play, Kara told them that she couldn't and continued to practice. Even with all that practicing, a week before the recital, Kara still could not play the piece without |

making mistakes. Kara thought about giving up and switching to an easier piece, but instead she decided to double her practice time.

The night of the recital arrived. Kara was the last student to play. As she walked onto the stage to take her place at the piano, she remembered the long hours she had spent practicing. Kara began to play. Her hands danced across the keyboard. She knew the piece so well! When the final note faded the room erupted in applause. She had played the piece perfectly!

Theme:

**Application:** Independent Short Response