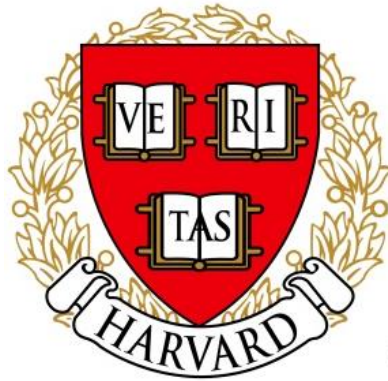


Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 7



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.

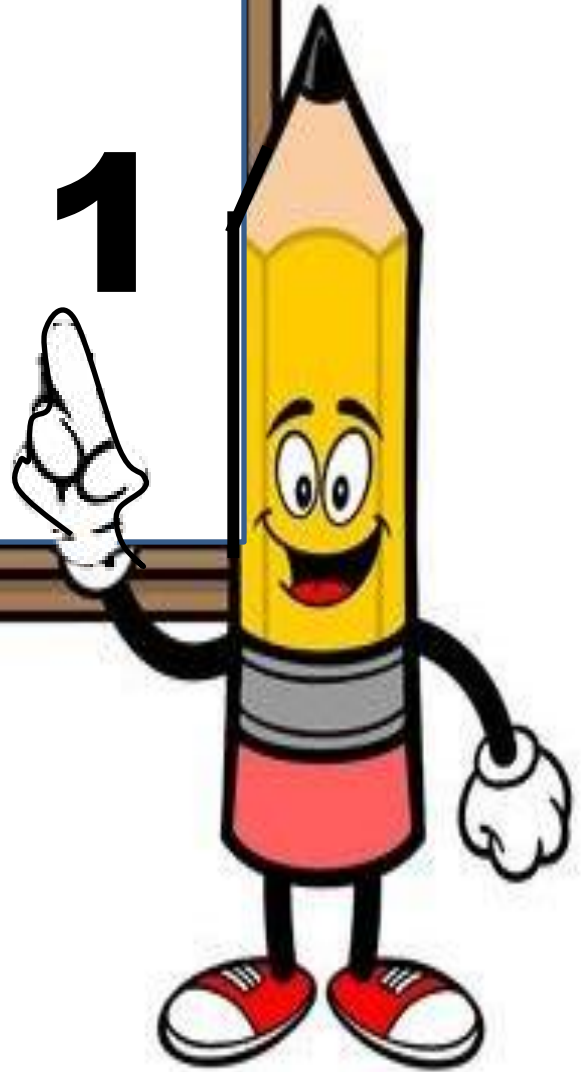
(Parent Signature)

(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



Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

LEQ: Do details within a text help a reader determine the meaning of general and domain specific words within a text?

Objective: I can identify the definition of a word as it is used in a non-fiction text.

Our Toolkit for the day



Context Clues

When you use clues in a story to figure out the meaning of a new word you are using *context clues*.



- Q Clues are in the same sentence as the new word and the sentences around it too.
 - Q Clues can be found by thinking about how the word is used in the sentence.
 - Q Clues can also be found by thinking about the main idea and details of the story.
-

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

Do Now

Why is it important to understand **vocabulary** words?

Vocabulary Guided Notes

Vocabulary: A collection of _____ and their

Specific: _____ or _____

Context Clues: Words or phrases that _____ a specific word to help you _____ the meaning of the unknown word or phrase.

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton



Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

In midwinter, Bullfrog emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Now in April, his throat yellow and bulging, he sings a sound like “brrwoom”.

Using context clue strategies and inferences, what does the word “emerged” mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

After a summer and a fall as a tadpole and over a year as a youngster, Bullfrog is now fully grown. Using his long webbed back feet, he swims through the duckweed to the edge of the bayou.

Using context clue strategies and inferences, what does the word “bayou” mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

The crayfish struggles, but Bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat.

Using context clue strategies and inferences, what does the word “bulging” mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words in the passage.

Rain cascades from the sky, soaking the earth. In the distance, by the large screened in porch, huge oak trees covered by Spanish moss sway in the warm, heavy air. Bullfrog hops past the dock. He moves slowly, closing his eyes with each hop as the rain drips onto his smooth, green skin.

Using context clue strategies and inferences, what does the word “cascades” mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Use the RACES strategy to help you in your writing.

Restate the question

AnsWER the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Context Clues:

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.

1. Clues are in the same sentence as the new word and the sentences around it too.
2. Clues can be found by thinking about how the word is used in a sentence.
3. Clues can also be found by thinking about the main idea and details of the story.

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Read each sentence and determine the meaning of the bolded word using cross sentence clues. Explain what clues helped you work out the meaning of the word.

1. There is a book **belonging** to you in the classroom if you would like to pick it up before you go home.

Definition of belonging: _____

What clues in the sentence lead you to your definition?

2. My friend from Brazil really **suffers** from the cold during our cold Chicago winters.

Definition of suffers: _____

What clues in the sentence lead you to your definition?

3. The old woman **offered** the young boy some money to cut her grass, but he refused, saying it was unnecessary to pay him.

Definition of offered: _____

What clues in the sentence lead you to your definition?

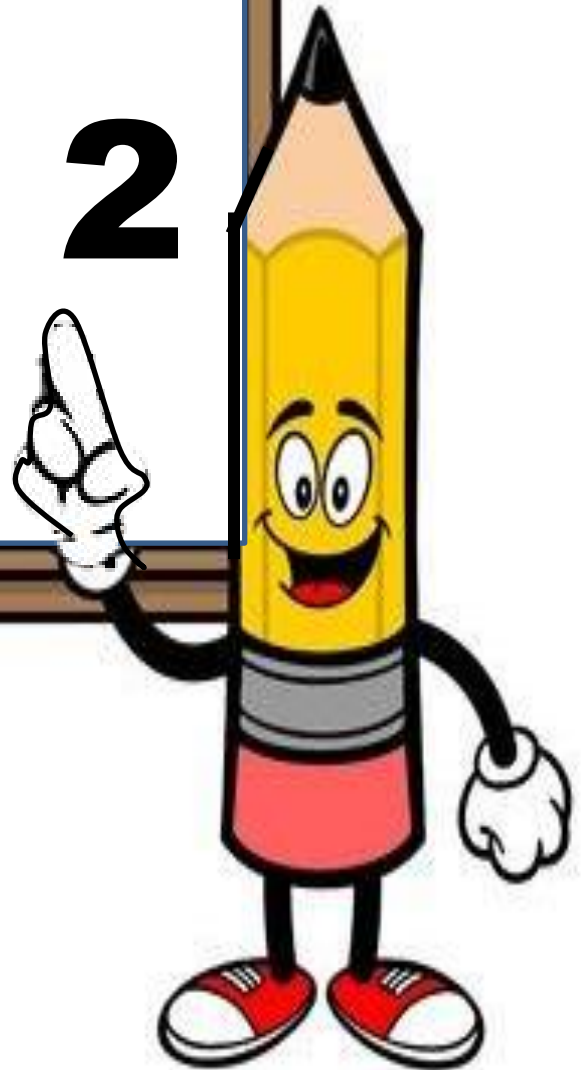
4. The players were obviously **rattled** by the quick goal scored against them, and took time to settle down.

Definition of rattled: _____

What clues in the sentence lead you to your definition?



Day # 2



Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

LEQ: Do detail within a text help a reader determine the meaning of general and domain specific words within a text?

Objective: I can explain how words or phrases are purposely used in a text to explain or show the meaning of something in a non-fiction text.

Our Toolkit for the day



Context Clues

When you use clues in a story to figure out the meaning of a new word you are using *context clues*.



- Q Clues are in the same sentence as the new word and the sentences around it too.
 - Q Clues can be found by thinking about how the word is used in the sentence.
 - Q Clues can also be found by thinking about the main idea and details of the story.
-

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

Do Now

What are context clues?

Context clues are _____

Make sure to restate the question in your own words, and provide a complete thought. This means that you MUST begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

Restate: To put something _____ words

Evidence: Finding _____ - to _____ - your point.

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton



Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words or phrase in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

A bolt of lightning illuminates the sky. A few seconds later, a loud crash of thunder explodes. The warm, wet evening is perfect for Bullfrog to explore the bayou. Tonight he will begin his search for a calling site, and then he can start singing to attract his first mate.

Using context clue strategies and inferences, what does the word “illuminates” mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the mouth to his mouth and it becomes part of his evening meal.

Using context clue strategies and inferences, what does the underlined phrase mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words in the passage.

As Bullfrog eats the moth, he does not notice the silent landing of a black-crowned heron. But the heron notices Bullfrog. A nice, fat, juicy bullfrog would satisfy a hungry heron.

Using context clue strategies and inferences, what does the underlined phrase mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Use the RACES strategy to help you in your writing.

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Context Clues:

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.

4. Clues are in the same sentence as the new word and the sentences around it too.
5. Clues can be found by thinking about how the word is used in a sentence.
6. Clues can also be found by thinking about the main idea and details of the story.

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

Context Clues

Read each sentence and determine the meaning of the bolded word using cross sentence clues. Explain what clues helped you work out the meaning of the word.

1. My neighbor was a victim of a **thief** who stole her purse while she was out shopping.

Definition of thief: _____

What clues in the sentence lead you to your definition?

2. One of Genghis Khan's first important achievements was to unite the scattered **tribes** of Mongolia.

Definition of tribes: _____

What clues in the sentence lead you to your definition?

3. Rice is the **chief** food for about fifty percent of the population of the world.

Definition of chief: _____

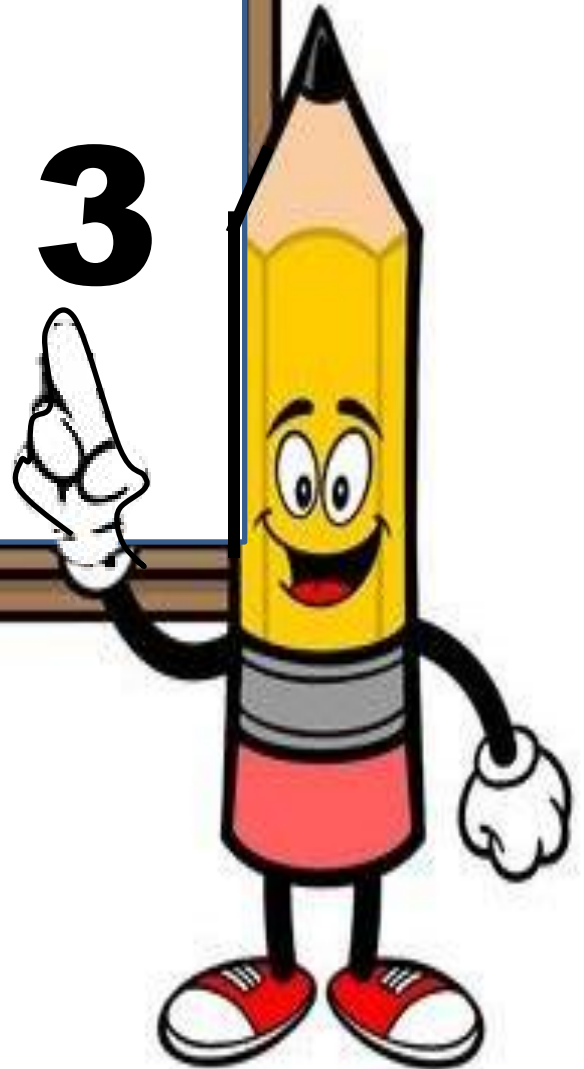
What clues in the sentence lead you to your definition?

4. The little girl smiled with **pride** when her grandmother complimented her on the skirt she had made in sewing class.

Definition of pride: _____



Day # 3



Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

A horizontal row of wooden blocks, each with a letter, spelling out the word "LEARNING". The letters are L, E, A, R, N, I, N, G.

IA #1

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



STUDY! Use your study guide with the definitions to help you answer the review questions.

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

Your Turn

Context Clues

Read each sentence and determine the meaning of the bolded word using cross sentence clues. Explain what clues helped you work out the meaning of the word.

1. Disney World in Florida was opened to the **public** in 1971.

Definition of public: _____

What clues in the sentence lead you to your definition?

2. Ben has been **ill** a lot this term. His teacher is worried by Ben's **frequent** absence from class.

Definition of frequent: _____

What clues in the sentence lead you to your definition?

3. A **mighty** cheer burst from the crowd.

Definition of mighty: _____

Name: _____

Week 7 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Your Turn

Main Idea

Practice

The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

The **details** are *small pieces of information* that make the paragraph more interesting.

The **details** give *small pieces of information* about the **main idea**.

As you read about sloths, think about the **main idea** of each paragraph.

Sloths

Sloths are the slowest mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably couldn't move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths are very cute to look at, but they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur, making the animals appear to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloths move so little and so seldom that the small creatures that live on them don't even know they are animals.

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

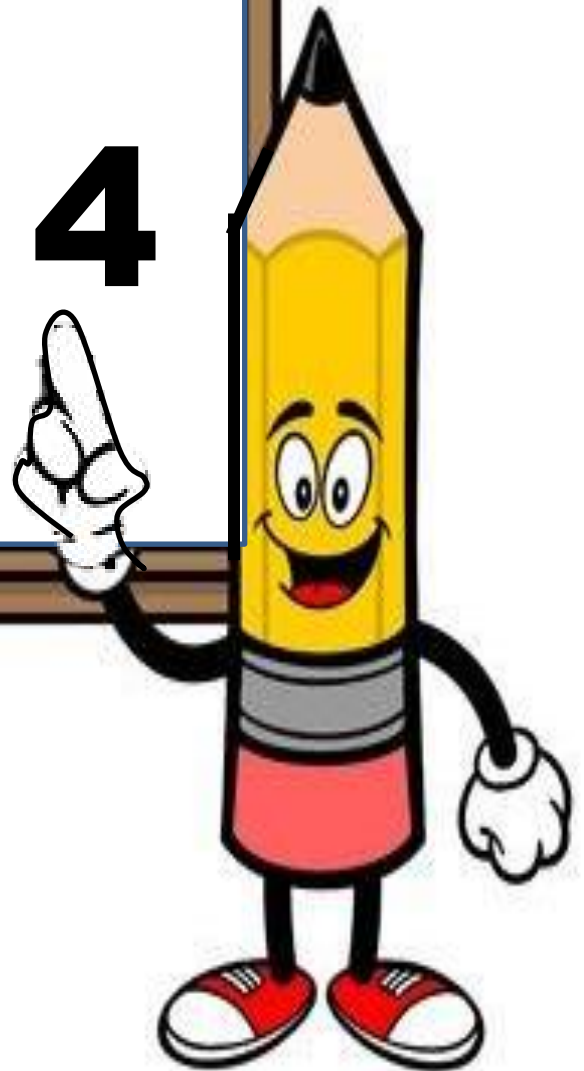
Your Turn

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

1. What is the main idea of the first paragraph?
 - A. Sloths are the slowest mammals on earth.
 - B. It takes a full minute for a sloth to move 6 feet across the ground.
 - C. The sloth's body is about 2 feet long.
 - D. The life of a sloth is not very exciting.
2. What is the main idea of the second paragraph?
 - A. Sloths have a round head, small ears, and sad-looking eyes.
 - B. The shape of a sloth's mouth make it look like it is always smiling.
 - C. A sloth can turn its head almost all the way around.
 - D. Sloths are very cute to look at.
3. What is the main idea of the third paragraph?
 - A. Sloths are home to other plants and creatures.
 - B. Tiny plants grow on the sloth's fur.
 - C. The plants that grow on the sloth make the sloth green.
 - D. Moths and insects live in the sloth's fur.
4. What is the main idea of the last paragraph?
 - A. Sloths the size of elephants once lived on earth.
 - B. Today, sloths live in the tropical forests of Central and South America.
 - C. A sloth can stick its tongue out 12 inches.
 - D. It would be sad if sloths became extinct.



Day # 4



Name: _____

Week 7 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

ELA Packet

Our Learning for today:



L, E, A, R, N, I, N, G

IA #1

Name: _____
BCCS-B

Week 7 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



STUDY! Use your study guide with the definitions to help you answer the review questions.

Name: _____

Week 7 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Your Turn

A Winter Surprise

(An Excerpt from the NYS ELA Exam)

One cold day, Mariko and her dad were walking to the store.

“I’m tired of winter,” said Mariko.

Dad waved at their neighbor. “I bet Mr. Hill wishes spring would come too.”

Mariko looked up to see Mr. Hill in his window. He waved, and she waved back.

“Mr. Hill loves his garden,” said Mariko. Mr. Hill had the prettiest spring flower garden. It was full of tulips and daffodils.

Dad nodded. “Yes, he does. And since he is old, it is hard for him to go outside in winter. The streets are too icy.”

At the store, Mariko helped Dad choose milk, bread, and carrots.

“You may choose a treat for yourself, Mariko,” said Dad. Mariko thought an apple would taste good. But suddenly something else caught her eye.

She pulled on Dad’s sleeve. “Oh, Dad, look, daffodils!”

Dad smiled. “Is that the treat you want?”

Mariko nodded.

Mariko couldn’t stop looking at her daffodils all the way home. But when she got to Mr. Hill’s house, she stopped. She looked up at the window. “

Wait here, Dad, please,” she said. “I’ll be right back.”

Mariko rang the doorbell.

When Mr. Hill came to the door, Mariko held out the daffodils.

Mr. Hill’s face lit up like the sun.

“What a wonderful winter surprise!” he cried. “You have brought me spring!”

Your Turn

1 What is this story **mostly** about?

- A** shopping for groceries
- B** walking to the store
- C** being nice to a neighbor
- D** working in the garden

2 Why does Mariko **most likely** choose the daffodils?

- F** Her garden needs new flowers.
- G** The flowers are colorful.
- H** Her father will like the flowers.
- J** The flowers remind her of spring.

4 Mariko is **best** described as someone who

- F** wants to please her father
- G** is kind and thinks of others
- H** complains a lot about winter
- J** likes pretty things like flowers

5 Which detail about Mr. Hill is **most** important to the story?

- A** He is older than Mariko.
- B** He is Mariko's neighbor.
- C** He likes daffodils.
- D** He likes gardening.

3 Read this sentence from the story.

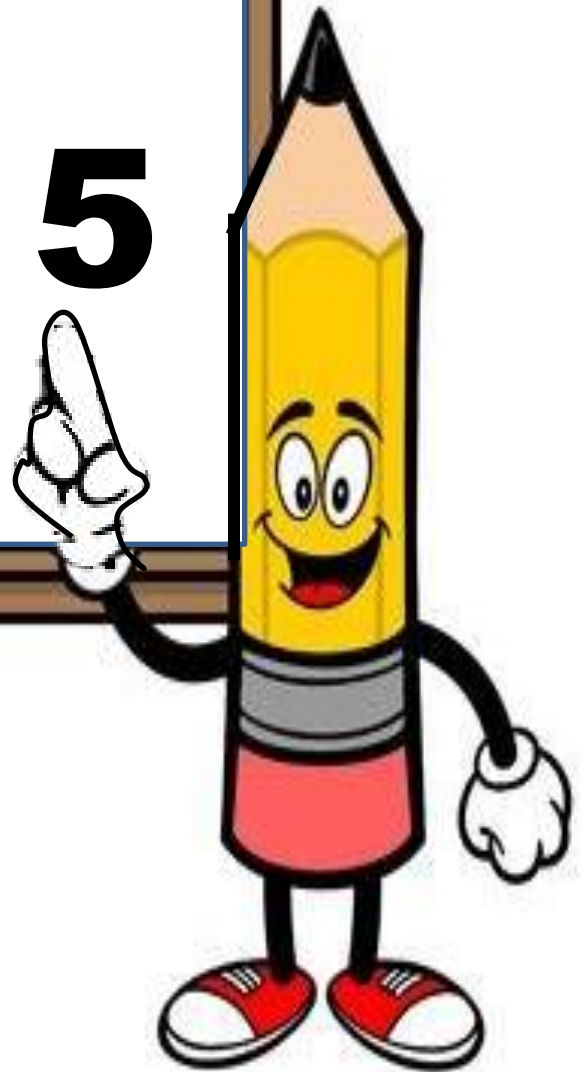
Mr. Hill's face lit up like the sun.

This sentence means that Mr. Hill is

- A** kind
- B** shy
- C** happy
- D** confused



Day # 5



Name: _____

Week 7 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

ELA Packet

Our Learning for today:

L, E, A, R, N, I, N, G

LEQ: Do detail within a text help a reader determine the meaning of general and domain specific words within a text?

Objective: I can explain the meaning of phrases or sentences as they are used in a non-fiction text.

Our Toolkit for the day



Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton

Do Now

Read this excerpt from “A Long Winter’s Nap” and determine the meaning of the word given. Answer using RACES.

The article says that spring brings “a fresh supply of berries and nuts” for bears. The word “fresh” most likely means

- F** smart
- G** clean
- H** bright
- J** new

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____ Week 7 Day 5 Date: _____
BCCS-B Harvard Yale Princeton

Vocabulary Guided Notes

Heron: A _____ of _____.

Prey: Swift: To _____ quickly.

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton



Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words or phrase in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift killing stab. The heron moves slowly closer to unsuspecting Bullfrog.

Using context clue strategies and inferences, what does the underlined phrase mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

The underlined phrase means

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words or phrase in the passage.

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

From the booming croaks all around, Bullfrog knows other male bullfrogs are nearby. While calling for his mate, Bullfrog might have to wrestle with one of these males, or her might simply do battle with his deep bass voice, calling and calling.

Using context clue strategies and inferences, what does the underlined word mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the passage. Use context clues to help you determine the meaning of the underlined words or phrase in the passage.

He rises to the surface, spreads his legs out and floats effortlessly. His throat bulges. He croaks again and again, “*brrwoom, brrwoom*”.

Using context clue strategies and inferences, what does the underlined word mean as it is used in this passage? Be sure to restate the question in your answer and answer using 1 detail from the text to support your response.

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Context Clues:

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.

7. Clues are in the same sentence as the new word and the sentences around it too.
8. Clues can be found by thinking about how the word is used in a sentence.
9. Clues can also be found by thinking about the main idea and details of the story.

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton

Your Turn

Directions Read this article. Then answer questions 17 through 21.

You Can Make a Windsock!

Have you ever seen a windsock blowing in the wind? Well, you can make one of your own! This is a fun project that you can do with things you may have at home. You just need to follow a few easy steps.

You will need:

- one piece of heavy colored paper
- five ribbons
- strong tape
- a string
- a pencil

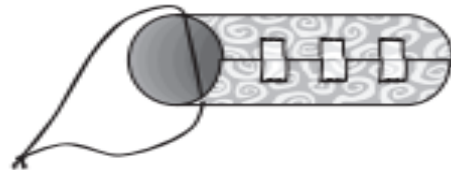
What to do:

Step 1: First, decorate the paper. You can draw pictures on it. You can write your name. Do anything that will make it special to you.

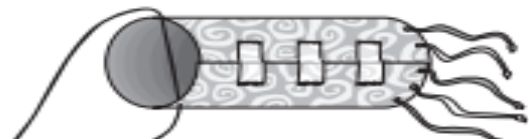
Step 2: Roll the paper into the shape of a tube. Hold one of the shorter edges over the other. Then tape the tube together at each end and in the middle.



Step 3: Use a pencil to poke a hole into both sides of the tube. The holes should be only on one end of the tube. Pull the string through both holes. Then tie the ends of the string together.



Step 4: Now poke five holes around the top of the other end of the tube. Put a ribbon through each of the holes. Tie a knot in the ends. Make sure the knots are bigger than the holes.



Now your windsock is ready to use, but how does it work? Wind flows through the tube and makes it fly and dance around. Hold the windsock up in the air by its string and run around. It will fly behind you. You can also hang it outside and watch it dance around on its own!

Name: _____
BCCS-B

Week 7 Day 5 Date: _____
Harvard Yale Princeton

Your Turn

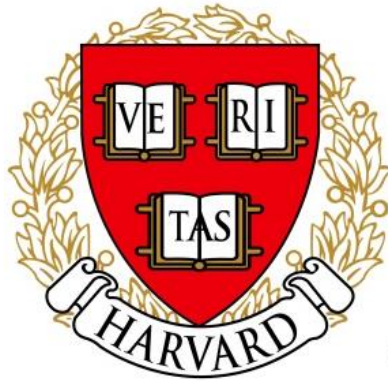
- 17** Which of these items do you need for Step 2?
- A** tape
 - B** ribbons
 - C** a pencil
 - D** a string
- 18** What do you do **right after** you put ribbons through the holes in the tube?
- F** Poke holes in the tube.
 - G** Tie knots in the ribbons.
 - H** Tape the tube together.
 - J** Put a string through the hole.
- 19** Read this sentence from the article.
- This is a fun project that you can do with things you may have at home.**
- The word “project” **most likely** means
- A** game
 - B** story
 - C** show
 - D** task
- 20** What is the **main purpose** of this article?
- F** to teach an important lesson
 - G** to tell an interesting story
 - H** to explain how to do something
 - J** to give information about wind
- 21** What is probably **most important** to how a windsock works?
- A** its shape
 - B** its decorations
 - C** the size of the tape
 - D** the color of the paper



Name _____

3rd Grade ELA Remote Learning Packet

Week 8



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.

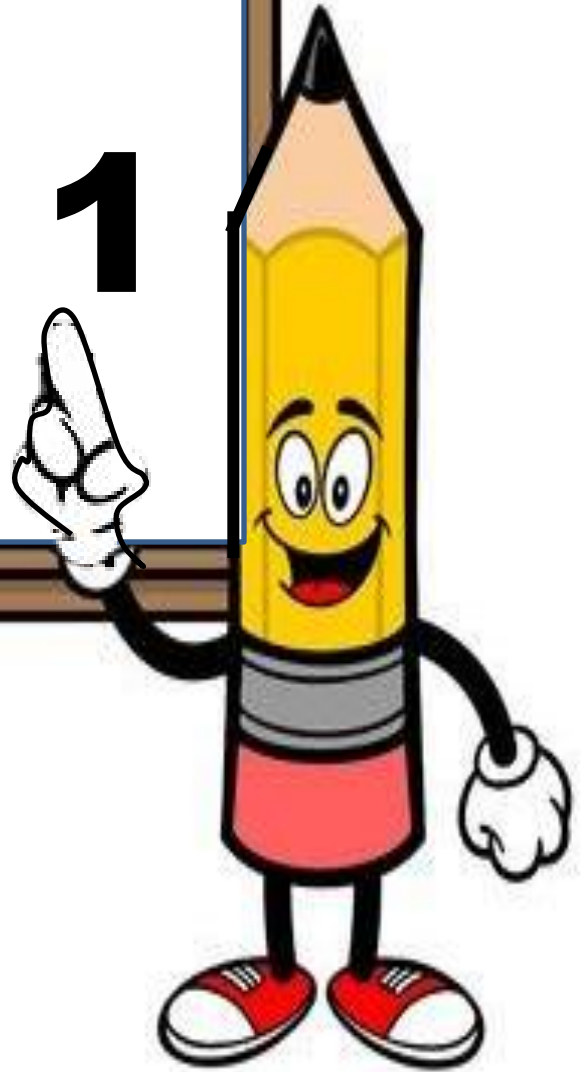
(Parent Signature)

(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



Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

L, E, A, R, N, I, N, G

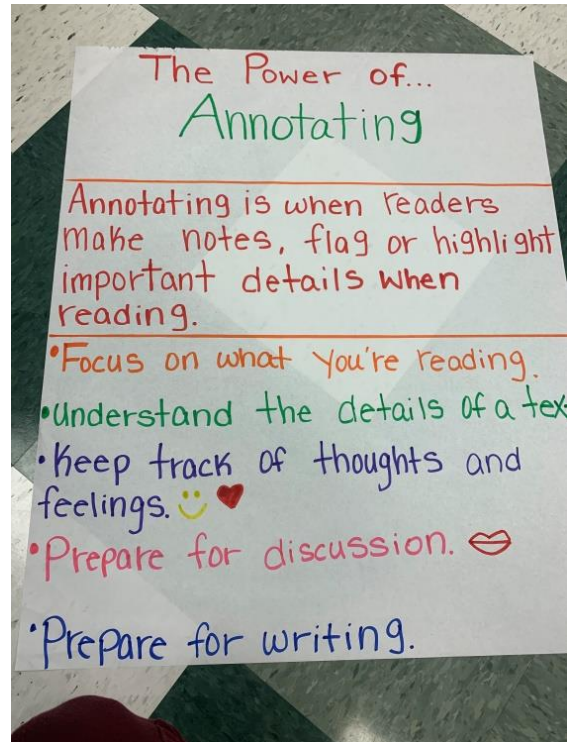
LEQ: How can annotations help me better understand the gist of a story?

Objective: I can use annotations to help me answer questions relating to a text.

Our Toolkit for the day



Annotations:



Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

Do Now

Can understanding a part of a text help us better understand the entire story?

Understanding a part of text can help the reader

Make sure to restate the question in your own words, and provide a complete thought. This means that you **MUST** begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

Depression: A feeling of being _____ for long periods of _____

Foster: To give _____ for a child that is not _____

Suspicion: To _____ - or be _____ about something.

Flyer: A _____ to bring attention.

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton



Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions.

HERE WE GO AGAIN. We were all standing in line waiting for breakfast when one of the caseworkers came in and tap-tap-tapped down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"

I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of line. Then she pulled Jerry, one of the littler boys, over. "Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Jerry asked the same thing I was thinking. "Together?"

She said, "Why, no. Jerry, you'll be in a family with three little girls ..."

Jerry looked like he'd just found out they were going to dip him in a pot of boiling milk.

". .. and Bud ..." She looked at some papers she was holding. "Oh, yes, the Amoses, you'll be with Mr. and Mrs. Amos and their son, who's twelve years old, that makes him just two years older than you, doesn't it, Bud?"

"Yes, ma'am."

She said, "I'm sure you'll both be very happy."

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton



1. **Annotate** the excerpt from the passage to help you determine how Bud and Jerry feel. Underline your evidence in the passage and mark it with an (F) for feeling. Use the evidence to answer the questions on the lines below.

How do the characters, Bud and Jerry feel? What tells you this? Use at least 2 details to support your answer.

Bud and Jerry feel _____

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions.

Me and Jerry looked at each other.

The woman said, "Now, now, boys, no need to look so glum. I know you don't understand what it means, but there's a depression going on all over this country. People can't find jobs and these are very, very difficult times for everybody. We've been lucky enough to find two wonderful families who've opened their doors for you. I think it's best that we show our new foster families that we're very ..."

She dragged out the word very, waiting for us to finish her sentence for her. Jerry said, "Cheerful, helpful and grateful." I moved my lips and mumbled. She smiled and said, "Unfortunately, you won't have time for breakfast. I'll have a couple of pieces of fruit put in a bag. In the meantime go to the sleep room and strip your beds and gather all of your things." Here we go again. I felt like I was walking in my sleep as I followed Jerry back to the room where all the boys' beds were jim-jammed together. This was the third foster home I was going to and I'm used to packing up and leaving, but it still surprises me that there are always a few seconds, right after they tell you you've got to go, when my nose gets all runny and my throat gets all choky and my eyes get all stingy. But the tears coming out doesn't happen to me anymore, I don't know when it first happened, but it seems like my eyes don't cry no more.

Jerry sat on his bed and I could tell that he was losing the fight not to cry. Tears were popping out of his eyes and slipping down his cheeks.

I sat down next to him and said, "I know being in a house with three girls sounds terrible, Jerry, but it's a lot better than being with a boy who's a couple of years older than you. I'm the one who's going to have problems. A older boy is going to want to fight, but those little girls are going to treat you real good. They're going to treat you like some kind of special pet or something."

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

1. **Annotate** the excerpt from the passage to help you determine how Bud and Jerry feel. Underline your evidence in the passage and mark it with an (F) for feeling. Use the evidence to answer the questions on the lines below.

How do the characters, Bud and Jerry feel? What tells you this? Use at least 2 details to support your answer.

Restate the question

AnsWER the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the following excerpt from Bud, Not Buddy and answer the questions that follow.

I said, "I'd trade you in a minute. The worst thing that's going to happen to you is that they're going to make you play house a lot. They'll probably make you be the baby and will hug you and do this kind of junk to you." I tickled Jerry under his chin and said, "Ga-ga goo-goo, baby-baby."

Jerry couldn't help but smile. I said, "You're going to be great."

Jerry looked like he wasn't so scared anymore so I went over to my bed and started getting ready.

How did Jerry feel in the beginning of the passage? How did he feel at the end? Underline your evidence and mark it with an (F) for feeling. Explain your thoughts on the lines below. Use RACES to help you answer the question. Your answer should include at least 2 details.

In the beginning of the passage Jerry felt

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Annotations

Restate the question

AnsWER the question

Cite Evidence

Explain what it means

Sum it up

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the following excerpt from Bud, Not Buddy and answer the questions that follow.

Even though it was me who was in a lot of trouble I couldn't help but feel sorry for Jerry. Not only because he was going to have to live around three girls, but also because being six is a real rough age to be at. Most folks think you start to be a real adult when you're fifteen or sixteen years old, but that's not true, it really starts when you're around six.

It's at six that grown folks don't think you're a cute little kid anymore, they talk to you and expect that you understand everything they mean. And you'd best understand too, if you aren't looking for some real trouble, 'cause it's around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that'll knock you right down and have you seeing stars in the middle of the day. The first foster home I was in taught me that real quick.

Six is a bad time too 'cause that's when some real scary things start to happen to your body, it's around then that your teeth start coming a-loose in your mouth.

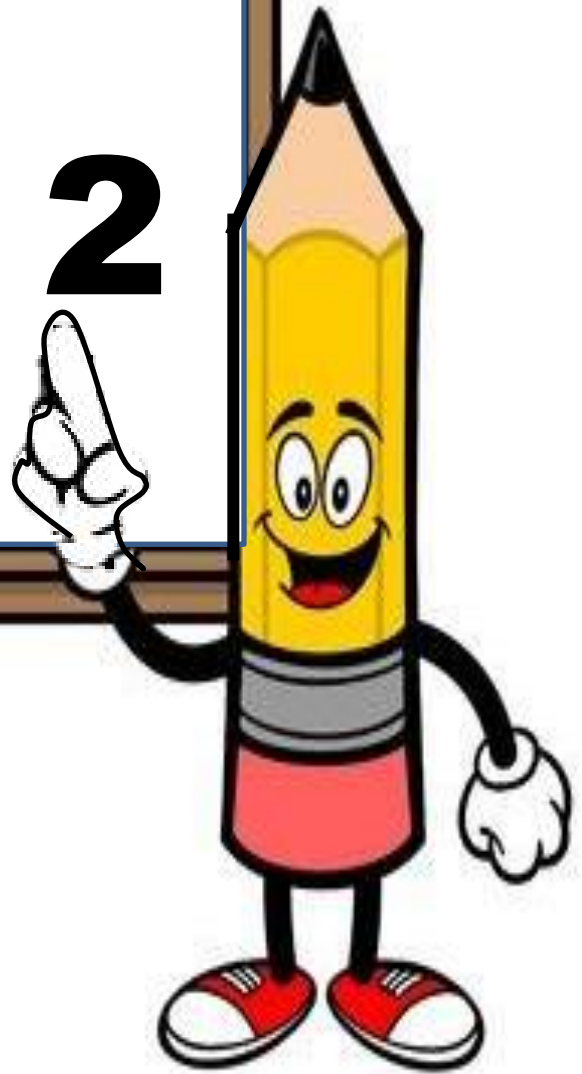
You wake up one morning and it seems like your tongue is the first one to notice that something strange is going on, 'cause as soon as you get up there it is pushing and rubbing up against one of your front teeth and I'll be doggoned if that tooth isn't the littlest bit wiggly.

How does Bud feel about Jerry being six years old? Annotate the passage with the letter (F) for feeling to support your thinking. Answer on the lines below. Your answer must include at least two details. Use RACES to help structure your answer.

Bud feels that Jerry being 6 is



Day # 2



Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

L, E, A, R, N, I, N, G

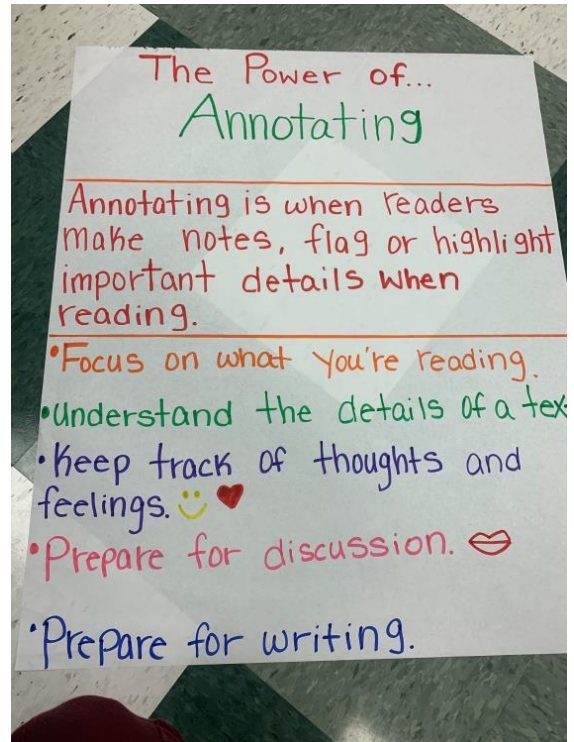
LEQ: How can annotations help me better understand the gist of a story?

Objective: I can use annotations to help me answer questions relating to a text.

Our Toolkit for the day



Annotations:



Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton

Do Now

How do annotations help support our understanding of a character in a text?

Make sure to restate the question in your own words, and provide a complete thought. This means that you MUST begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

Jumbo: Very _____

Snatch: To _____ something from _____

Repay: Giving _____ to someone you _____ from.

Lavatory: A word for a _____

Brute: _____ rough or _____ person.

Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton



Directions: Read the excerpts from the story “Bud, Not Buddy” annotate details in the passage to answer the following questions

Todd had done that. But this wasn't really a good test because Mrs. Amos had her ears set to believe anything Todd said. In her eyes Todd's mouth was a prayer book.

But I can't blame Todd for lying like that, having someone who likes you so much that they think everything you say is the truth has got to be a liar's paradise, that might feel so good it could make you want to quit lying. But maybe not, 'cause Todd hadn't quit lying since the second I came to his house.

What had really happened was that I woke up from a good sleep because it felt like a steam locomotive had jumped the tracks and chug-chug-chugged its way straight into my nose.

When I'd jerked up in bed and opened my eyes Todd was standing next to me with a yellow pencil in his hand. He was looking at it like it was a thermometer and said, "Wow! You got all the way up to R!"

He turned the pencil toward me, crunched up against the headboard. I saw TICONDEROGA printed on the yellow wood.

1. **Annotate** with an (F) details in the passage to help you determine what actually caused the fight between Todd and Bud.

What caused the fight between Todd and Bud? Answer on the lines below. Use the RACES strategy to help support your answer.

The fight between Todd and Bud was caused by _____

Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions

The whole room smelled like the rubber from the eraser and I was winking and blinking my left eye because it felt like something had poked the back of my eyeball.

Todd laughed. "I've never gotten it in as deep as the N on any of you other little street urchins. I just might enjoy your stay here. Who knows what other things you could be number one in, Buddy?"

I'd already told him twice that my name was Bud, not Buddy.

I didn't care that Todd Amos was twelve years old, I didn't care that he was twice as big as me, and I didn't care that his mother was being paid to take care of me. I wasn't about to let anybody call me Buddy and stick a pencil up my nose all the way to the R.

I swung as hard as I could at Todd's big balloon head. Somewhere between the time I threw my punch and the time it landed my fist came open and when my hand landed it made a pop like a .22 rifle going off. Todd fell on the floor like he'd been coldcocked.

He sputtered and muttered and felt the spot where I'd slapped him. Then a big smile came on his face and he stood up and started walking real slow toward where I was on the bed. He untied his robe and dropped it on the floor like he was getting ready to do some hard work.

I jumped to the floor and got my fists up. Todd might've been a lot bigger than me but he'd better be ready, this wasn't going to be a bird's nest sitting on the ground for him. He could kiss my wrist if he thought I was going to let him whip me up without a good fight.

Annotate with a (c) details in the text that helped you to understand the character trait for Bud.

(Describes the characters personality)

What is a character trait you would give to Bud? Answer on the lines below and use RACES to support your thinking. Your answer must contain at least 2 details.

I think a character trait of Bud would be

Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions

This was wrong. They'd promised they'd keep it safe and not look in it. They'd laughed at me when I made them promise: but they did promise.

"Boy," Mrs. Amos said, "I am not the least bit surprised at your show of ingratitude. Lord knows I have been stung by my own people before. But take a good look at me because I am one person who is totally fed up with you and your ilk. I do not have time to put up with the foolishness of those members of our race who do not want to be uplifted. In the morning I'll be getting in touch with the Home and, much as a bad penny, you shall be returning to them. I am a woman of my word, though, and you shall not spend one night in my house."

She looked at her husband. "Mr. Amos will show you to the shed tonight and you can come back in tomorrow for breakfast before you go. I do hope your conscience plagues you because you may have ruined things for many others. I do not know if I shall ever be able to help another child in need, I do know I shall not allow vermin to attack my poor baby in his own house."

She talked like this and she wasn't even a preacher or a teacher. Shucks, she talked strange like this and she wasn't even a librarian.

Annotate with a (c) details in the text that helped you to understand the character trait for Mrs. Amos.

What is a character trait you would give to Mrs. Amos? Answer on the lines below and use RACES to support your thinking. Your answer must contain at least 2 details.

A character trait that I would give Mrs. Amos would be

Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Annotations **11/10**

Restate the question

Answer the question

Cite Evidence

Explain what it means

Sum it up

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 8 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the following excerpt from Bud, Not Buddy and answer the questions that follow.

She looked at her husband. "Mr. Amos will show you to the shed tonight and you can come back in tomorrow for breakfast before you go. I do hope your conscience plagues you because you may have ruined things for many others. I do not know if I shall ever be able to help another child in need, I do know I shall not allow vermin to attack my poor baby in his own house."

What does the underlined word mean as it is used in the passage? Use context clues to help support your thinking. Use your RACES strategy to answer the question.

The underlined word vermin means

Restate the question

Answer the question

Cite text evidence

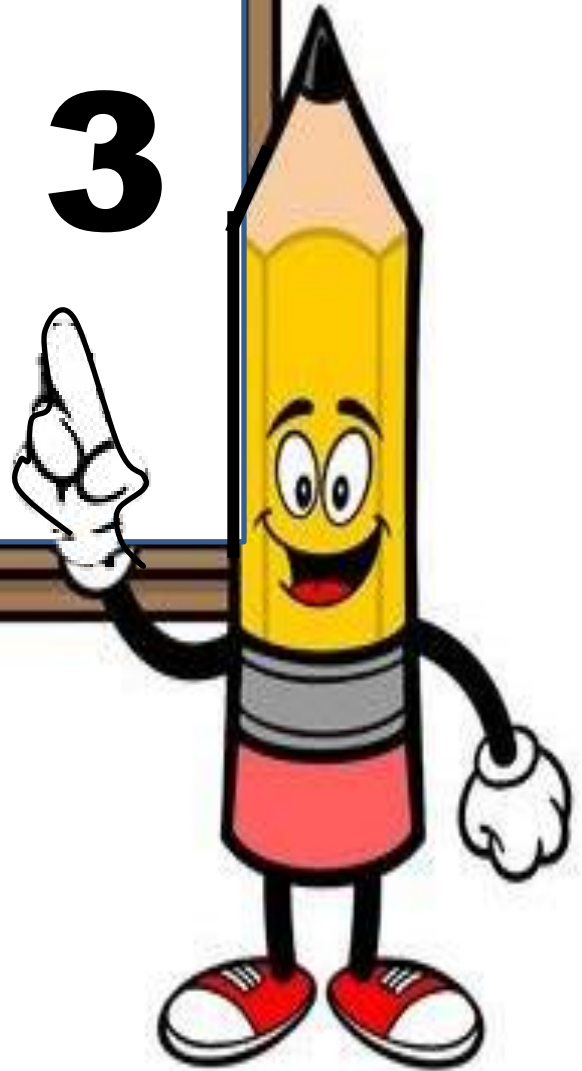
Explain what it means

Sum it up



Day # 3

No School



Name: _____ Week 8 Day 3 Date: _____
BCCS-B Harvard Yale Princeton

EXTRA CREDIT

Directions: Read the passage and answer the questions that follow. If this is complete you will earn 5 extra credit points towards your overall grade.

Directions

Read this poem about a girl and her favorite sweater. Then answer questions 13 through 16.

My Favorite Sweater

by Bonnie Highsmith Taylor

My favorite sweater grew too small.
I loved that sweater best of all.
My grandma made it when I was three.
She made that sweater just for me.

I picked the yarn, a special blue.
The color of bluebells, wet with dew.
When I was three I was very small
But now I'm five and much too tall.

I have a new jacket now that's green
So I gave my sweater to our cat Queen.
Queen just had kittens out in the shed.
My favorite sweater is now their bed.

EXTRA CREDIT

- 13** What is the **most likely** reason the sweater is the girl's favorite?
- A** The girl's grandma made it.
 - B** The girl got it at the age of three.
 - C** The yarn is the color of bluebells.
 - D** The cat uses it for the kittens.

- 14** Why does the girl give the sweater away?
- F** The girl is tired of the sweater.
 - G** The girl wants her grandma to make a new sweater.
 - H** The girl likes her new jacket better than the sweater.
 - J** The girl thinks the sweater is too small.

- 15** What will **most likely** happen to the green jacket?
- A** The jacket will become too small.
 - B** The kittens will use the jacket for a bed.
 - C** The jacket will become the girl's favorite.
 - D** The girl will trade the jacket for the sweater.

- 16** Read this line from the poem.

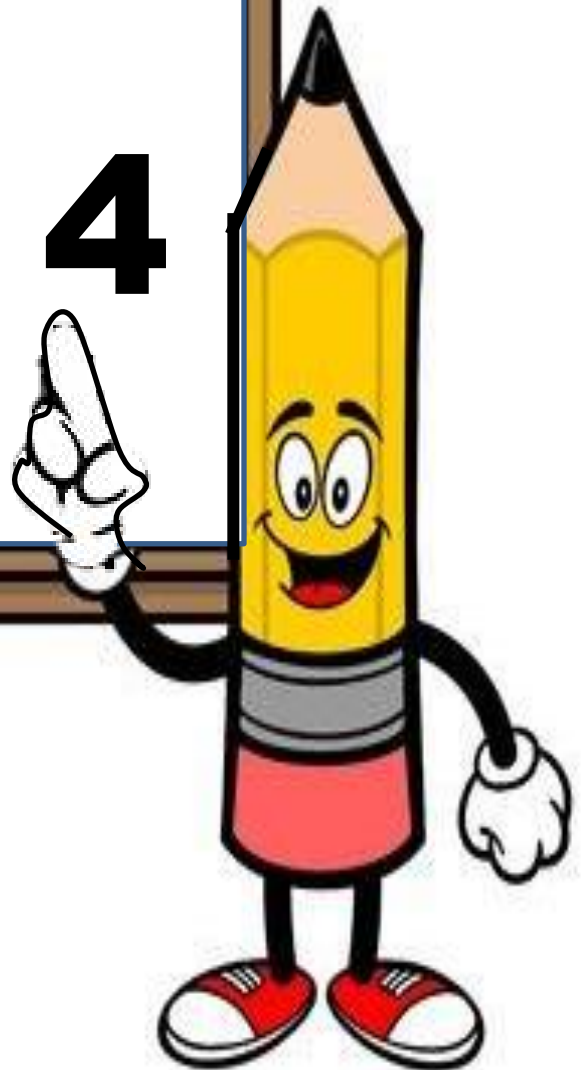
My favorite sweater grew too small.

What does this line mean?

- F** The girl likes small sweaters.
- G** The girl became too big for the sweater.
- H** The girl's grandma made a small sweater.
- J** The girl's sweater became smaller than it once was.



Day # 4



Name: _____
BCCS-B

Week 8 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

L, E, A, R, N, I, N, G

11/12

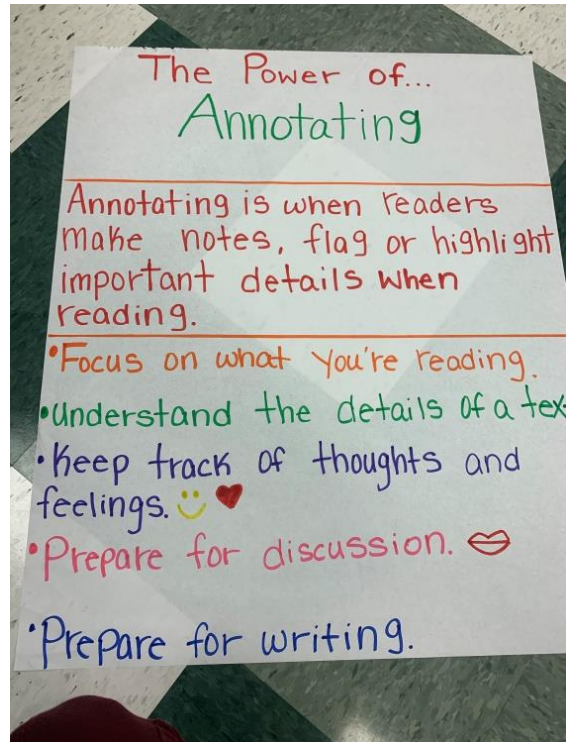
LEQ: How can annotations help me better understand the gist of a story?

Objective: I can use annotations to help me answer questions relating to a text.

Our Toolkit for the day



Annotations:



Name: _____
BCCS-B

Week 8 Day 4 Date: _____
Harvard Yale Princeton

Do Now

Summarize what we have read this far in the text "Bud Not Buddy"

So far in Bud Not Buddy we have read

Make sure to restate the question in your own words, and provide a complete thought. This means that you **MUST** begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

Cockroach: A type of _____ that carries _____

Commenced: To _____ an event

Vampire Bat: A _____ - of bat that sucks blood from _____ and _____

Louisville Slugger: A type of _____

Hornet: A _____ insect similar to a _____ that _____

Name: _____

Week 8 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton



Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions

I closed my eyes and thought real hard about making my breathing slow down. Pretty soon it sounded like the five other breathers in the shed had left. I was still scared but now it was that get-real excited-and-want-to-move-around kind of scared.

It didn't take too long for my eyes to get used to the dark. There was a gray gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles. Maybe Mr. Amos had only pretended to lock the door.

I reached my hand toward the gray doorknob and quick as that I went from kind of calm to being in that stand-in-one-place-with-spit-drooling-down-the-front-of-your-shirt kind of scared.

Halfway up the door were three little flat monster heads guarding the doorknob. Each head had two little round eyes staring right at me. The eyes were the only thing in the shed that weren't gray. They were a bright yellow with a big black spot right in the middle.

I dropped my blanket and pillow and back-stepped until my legs hit the woodpile behind me. From all the fast breathing going on you'da thought the five other scared people had come back and brought a couple of scared friends with them.

Each head had a wide-open mouth with a sharp set of pointy teeth and lips smiling back ready to bite. It felt like the shed was getting smaller and smaller and the little mouths were getting closer and closer.

Then I knew what I was looking at. The doorknob guards were three dried-out fish heads that someone had nailed to the door.

I ran over to the pile of rags and poked at one of them with my shoe to make sure there weren't any rats or centipedes hiding under it, then I picked it up and hung it over the fish heads so I couldn't see them and they couldn't see me.

I picked up my blanket and pillow and had to decide what was the best way to sleep. I knew the door was no good, I'da bet all sorts of bugs and roaches were crawling around.

I remember what happened to my best friend, Bugs, when a cockroach crawled in his ear one night at the Home. Four grown folks had held Bugs down whilst they tried to pull it out with a pair of tweezers but the only thing that they did

Name: _____

Week 8 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton



Annotate the excerpt from the passage to show why Bud is scared. Underline and label your evidence with the letter (F) for feeling.

What is making Bud scared? Answer on the lines below. Use the RACES strategy to help support your answer.

Buddy is scared because

Name: _____

Week 8 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application Activity

Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions

After about fifteen minutes of Bugs screaming the joint down they said they were going to have to take him to the emergency room to get the roach out. It was almost morning when Bugs got back. Everyone was asleep except me.

I waited until they put him in his bed and turned off the lights.

I said, "Did they get it out?"

He said, "Oh, hi, Bud. Yeah, they got him."

"Did it hurt a lot?"

"Nope."

"Were you scared?"

"Nope."

"Then how come you were screaming so doggone loud?" He said, "I didn't know I was, I probably couldn't hear me screaming 'cause that roach was so loud."

I'd seen lots of roaches but I'd never heard one of them make any sound. I said, "Loud how?"

"Well, bugs ain't so different from us as you'd think, soon as he saw those tweezers coming at him he was pretty terrified and commenced to screaming, screaming in English too, not some bug language like you'd expect from a roach."

"Yeah? What'd he say?"

"All he kept yelling was, 'My legs! My legs! Why have they done this to my legs?' " That's the true story about how Bugs started getting called Bugs.

I'd bet a thousand dollars that there were roaches on the floor of this shed, just waiting to crawl in someone's ear. And I'd bet those Amoses wouldn't've even tried to pull the roach out, and who knows how long I'd've had to listen to some terrified roach screaming his head off right up against my eardrum?

Name: _____

BCCS-B

Week 8 Day 4 Date: _____

Harvard

Yale

Princeton

Application Activity

Annotate the excerpt from the passage to show why Bugs was scared. Underline and label your evidence with the letter (F) for feeling.

How did Bugs get his nickname? Use your evidence to support your answer. Use RACES to help you write your response.

Bugs got his nickname by

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 8 Day 4 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the excerpts from the story “Bud, Not Buddy” annotate details in the passage to answer the following questions

There was a light on. That had to be Mr. and Mrs. Amos’s bedroom. The little bit of light that came through the hole in the paper made me get calm enough that I could lay my head on my pillow and take a nap. WHEN I BLINKED my eyes open, the first thing I noticed was that the light from the Amoses’ bedroom was out. The next thing I noticed made me wish I’d stayed asleep.

Up at the very top of the shed was the biggest vampire bat you’d ever see! He was hanging upside down asleep, but the smell of me rising up to him would probably wake him up at any minute!

Annotate the excerpt from the passage to show why Bugs was scared. Underline and label your evidence with the letter (F) for feeling.

What made Bud feel scared? Use your evidence to support your answer. Use RACES to help you write your response.

Buddy was scared because

Restate the question

Answer the question

Cite text evidence

Explain what it means

Sum it up

Name: _____
BCCS-B

Week 8 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Annotations **11/12**

Restate the question

Answer the question

Cite Evidence

Explain what it means

Sum it up

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____
BCCS-B

Week 8 Day 4 Date: _____
Harvard Yale Princeton

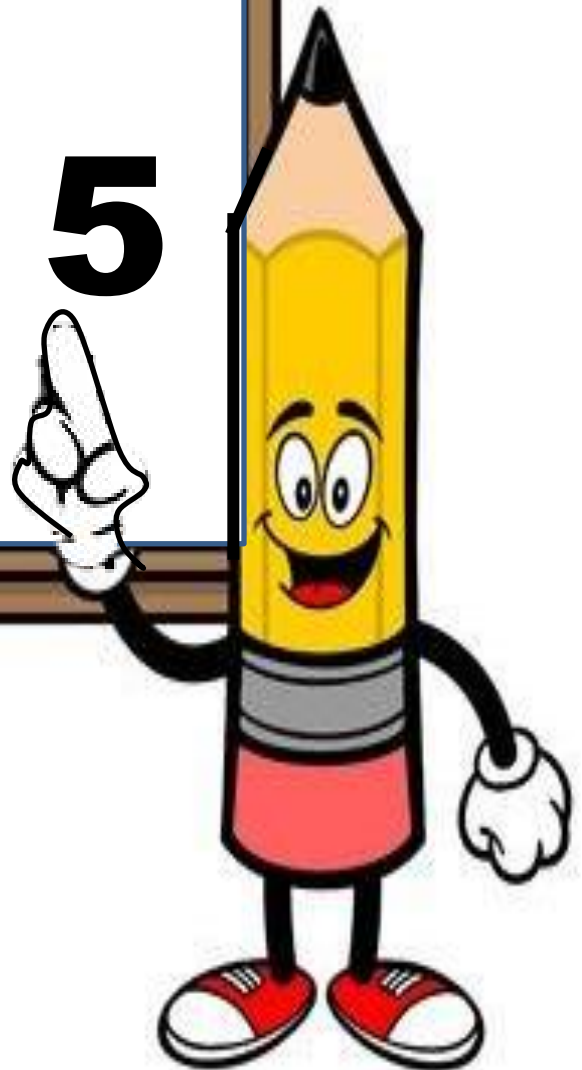
Your Turn

Directions: On the lines below, write a **5 sentences** response summarizing what we have read so far in “Bud Not Buddy”. Your response should begin with a capital letter, have punctuation and use details from the readings. **Use your book to help support your answer.**

In the book Bud Not Buddy we have read to page _____. So far in the book we have met important people like



Day # 5



Name: _____
BCCS-B

Week 8 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

L, E, A, R, N, I, N, G

11/13

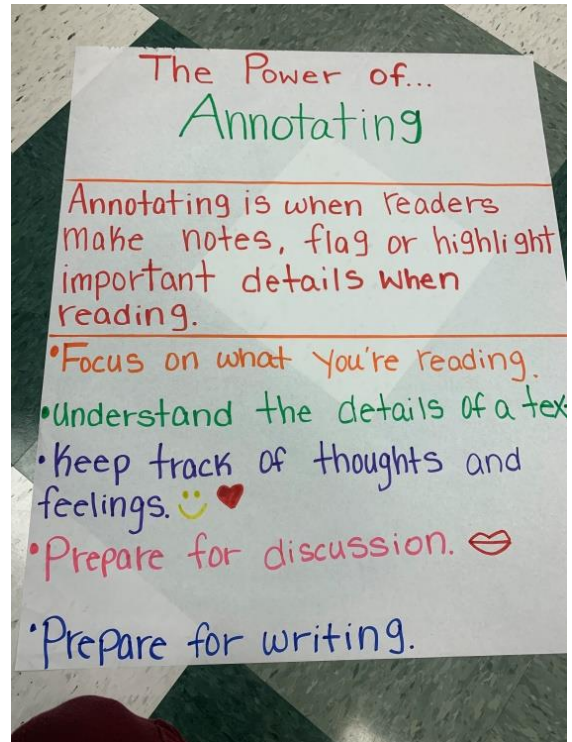
LEQ: How can annotations help me better understand the gist of a story?

Objective: I can use annotations to help me answer questions relating to a text.

Our Toolkit for the day



Annotations:



Name: _____
BCCS-B

Week 8 Day 5 Date: _____
Harvard Yale Princeton

Do Now

How does our RACES strategy help our writing?

RACES helps our writing by

Make sure to restate the question in your own words, and provide a complete thought. This means that you **MUST** begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

Torturing: Giving a person _____ or _____ harm.

Revenge: Doing _____ to someone after they have
_____ something bad to you.

Name: _____

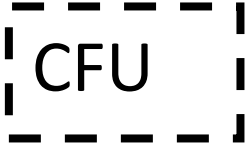
Week 8 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton



Directions: Read the excerpts from the story “Bud, Not Buddy” annotate details in the passage to answer the following questions

When I was back in the kitchen I started opening cupboards looking for the drinking glasses. The first one I opened had the jelly jar they'd given me to drink out of at suppertime.

I walked over to the sink and turned on one of the spigots. These Amoses had hot water running right into the house! I let it run for a second to warm up and put a dishrag in the bottom of the sink so the splashing wasn't too loud.

When the water was good and hot I stuck the jelly jar underneath until it was filled to the brim.

I started down the hall. Todd's door came open easy as anything.

I tiptoed over to his bed. He was deep asleep and his hands were crossed on his chest like he was ready for the graveyard.

I dipped my middle finger in the water. It felt like the perfect temperature.

Annotate the excerpt from the passage to determine what Bud is attempting to do. Underline and label your evidence with the letter (F) for feeling.

What is Bud trying to do? Make an inference and use your evidence to support your answer. Use RACES to help you write your response.

Bud is trying to

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Application Activity

Directions: Read the excerpts from the story "Bud, Not Buddy" annotate details in the passage to answer the following questions

I held my breath and picked up one of Todd's chubby hands. One of the older boys at the Home told me if you dipped someone's hand in a warm glass of water whilst they're asleep they don't have any choice but to pee the bed. It's something about chemistry and biology making some valve in your guts open up and ... woop, zoop, sloop ... you got a wet bed.

I started to dip Todd's fingers in the water. But I couldn't dip more than two fingers at a time. Todd's bed stayed as dry as the desert.

Annotate the excerpt from the passage to determine what Bud is attempting to do Underline and label your evidence with the letter (F) for feeling.

What is Bud trying to do? Make an inference and use your evidence to support your answer. Use RACES to help you write your response.

Bud is trying to

Find the non-literal phrase in the passage and underline it. What do you think it means? Explain on the lines below.

The non-literal phrase is

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Exit Ticket

Directions: Read the excerpts from the story “Bud, Not Buddy” annotate details in the passage to answer the following questions.

Man! I was on the lam, I was just like Public Enemy Number One. If J. Edgar Hoover and the FBI saw me now I'd be in some real serious hot water!

Underline the non-literal phrase in the passage. What do you think it means? Answer using the RACES strategy on the lines below.

The non-literal phrase is

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ELA Homework

Our Toolkit for the day



Annotations **11/13**

Restate the question

Answer the question

Cite Evidence

Explain what it means

Sum it up

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

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Your Turn

Directions: On the lines below, write a **five sentence** response describing Bud. How would you describe his personality? Your response should begin with a capital letter, have punctuation and use details from the readings. Use your book to help support your answer.

Bud's personality is

Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.