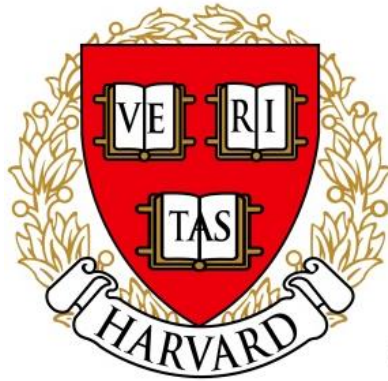




Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Modified ELA Remote Learning Packet

### Week 11



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.

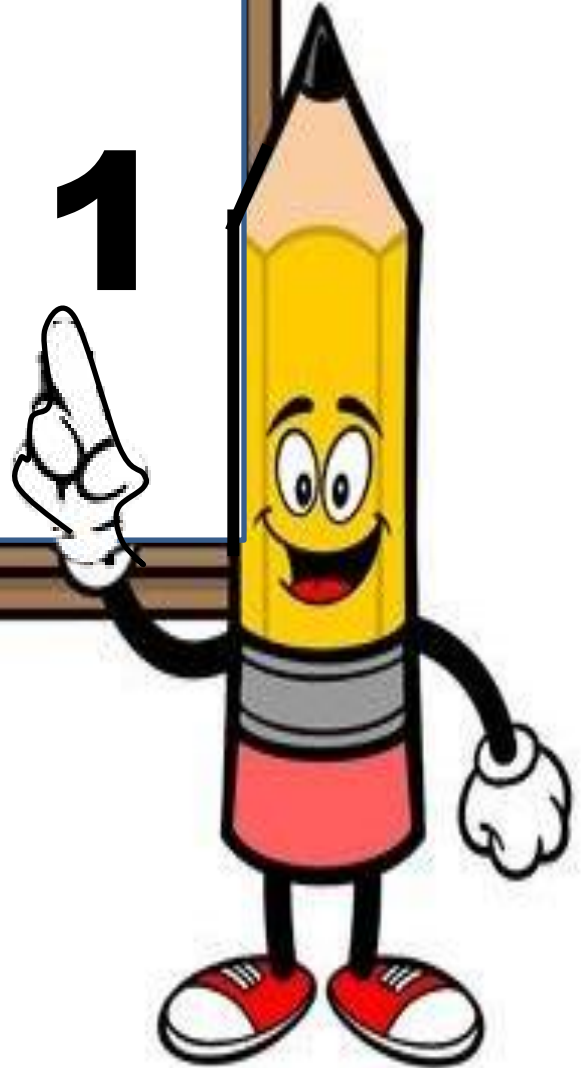
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets 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.



**Day # 1**



# ELA Packet

Our Learning for today:



**RL 3.5**

**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

**Objective:**

I can explain why specific characters or items are important to a story.

Our Toolkit for the day



The Power of...  
**Annotating**

Annotating is when readers make notes, flag or highlight important details when reading.

- Focus on what you're reading.
- Understand the details of a text.
- Keep track of thoughts and feelings. 😊❤️
- Prepare for discussion. 💬
- Prepare for writing.

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Do Now

Do details in a text need to be related for a story to make sense?

**The details in a text should be related because then the story** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Vocabulary Guided Notes

Cellar: A \_\_\_\_\_ below ground level in a \_\_\_\_\_

Hypnotizing To \_\_\_\_\_ the whole \_\_\_\_\_ or someone

Matrimonial: Relating to \_\_\_\_\_ or \_\_\_\_\_ people.

Practical: A \_\_\_\_\_ that is likely to succeed or be \_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the following excerpt from ‘Bud Not Buddy’ and answer the following questions.**

*I opened my eyes to start looking for Miss Hill. She wasn't at the lending desk so I left my suitcase with the white lady there. I knew it would be safe.*

On the lines below, explain why Bud's is concerned about his suitcase being safe. Use RACES to write your response.

**Bud is concerned about his suitcase being safe because**

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton



**Directions: Read the following excerpt from ‘Bud Not Buddy’ and answer the following questions.**

She laughed a quiet, librarian-type laugh and said, "Really, it's not bad news. Unless you had matrimonial plans concerning Miss Hill."

I pretended I knew what she was talking about, most times if you listen to how grown folks ask a question they let you know what it is they want to hear.

I said, "No, ma'am, I didn't plan that at all."

She laughed again and said, "Good, because I don't think her new husband would appreciate the competition. Chariemae ..... Miss Hill is currently living in Chicago, Illinois."

I said, "Husband? You mean she got married, ma'am?"

The librarian said, "Oh, yes, and I must tell you, she was radiating happiness."

I said, "And she moved all the way to Chicago?"

"That's right, but Chicago isn't that far. Here, I'll show you."

She reached under her desk and pulled out a thick leather book called Atlas of the United States of America.

On the lines below, explain why the librarian is an important character in this chapter. Use **RACES** to write your response.

**The librarian in this chapter is important because** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

## Application Activity

They looked pretty close, but I know how tricky maps can be, shucks, they can put the whole world on one page on a map, so I said, "How long would it take someone to walk that far?"

She said, "Oh, dear, quite a while, I'm afraid. Let's check the distance."

She reached under the desk and pulled out another thick book called Standard Highway Mileage Guide and turned to a page that had a million numbers and city names on it. She showed me how to find Chicago on the line that was running across the page and Flint on the line that was running down the page and then to look at the number that was writ where the two of them joined up. It said 270.

She pulled a pencil out and said, "OK, this is how one figures the amount of time required to walk to Chicago. Now--" She pulled a third book out.

Shucks, this is one of the bad things about talking to librarians, I asked one question and already she had us digging through three different books.



**Directions: Read the following excerpt from ‘Bud Not Buddy’ and answer the following questions.**

On the lines below, explain why the librarian and the books are important in this chapter. Use **RACES** to write your response.

**In this chapter the librarian and the books are important because** \_\_\_\_\_

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: on the lines below, write what chapter 7 in “Bud Not Buddy” was about. Be sure to write in complete sentences, (use capitals and punctuation) and include at least 3 details from the chapter in your answer.

Chapter 7 summary:

In chapter 7 of Bud Not Buddy the reader learns that

---

---

---

---

---

---

**R**estate the question

**A**nswer the question

**C**ite text evidence

**E**xplain what it means

**S**um it up

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Annotations

**R**estate the question

**A**nswer the question

**C**ite Evidence

**E**xplain what it means

**S**um it up

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 1 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

**Directions: Use the link located on your ELA tab on Google Classroom to listen to chapter 8. After listening to the audiobook chapter click the google form link attached to the google slide audio book chapter. Answer the online question. After completing this, on the lines below, summarize chapter 8 using at least 3 details from the chapter in your response.**

Chapter 8 summary:

**Chapter 8 in the book Bud Not Buddy, Bud** \_\_\_\_\_

---

---

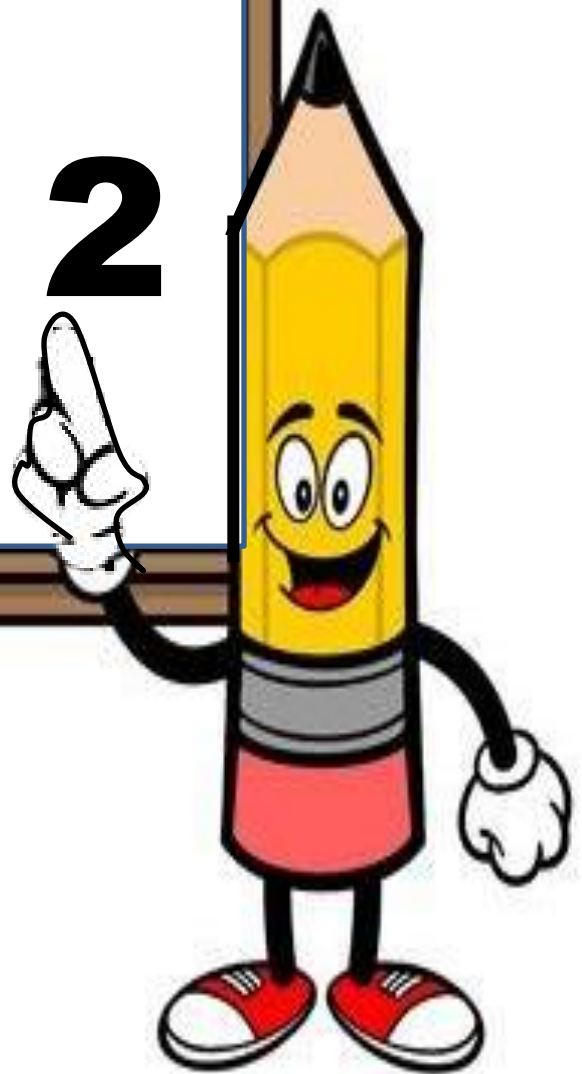
---

---

---



# Day # 2



# ELA Packet

Our Learning for today:



## RL 3.5

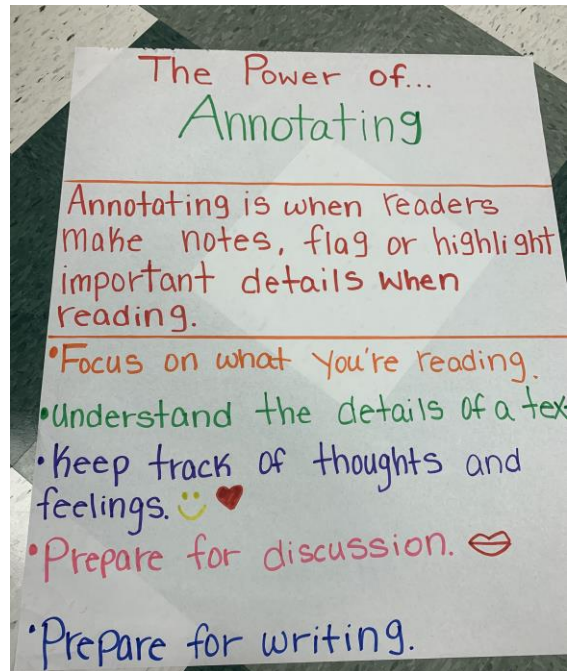
**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

### Objective:

After reading identified paragraphs within a text, I can explain why they are important to the text.

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

## Do Now

Do you think that each paragraph in a story is important?

**Each paragraph in a story is important because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## Vocabulary Guided Notes

**Civil War:** \_\_\_\_\_

**Mission:** \_\_\_\_\_

**Ignorant:** \_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the following excerpt from ‘Bud Not Buddy’ and answer the following questions.**

Next I wrote down 120. Then divided it by 5, that came up to 24. That meant I’d have to walk for twenty four hours to reach Grand Rapids, one whole day and one whole night.

On the lines below describe why this paragraph is important to the story. Be sure to include capital letters, punctuation and use RACES to structure your response.

**This paragraph is important to the story because**

---

---

---

---



Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below describe why these paragraphs are important to the story. Be sure to include capital letters, punctuation and use **RACES** to structure your response.

I mean what other reason could there be for Momma to keep all these things I have in my suitcase and treat them like they were treasures, and why did I know way down in my guts that they were real, real important, so important that I didn't feel comfortable unless I knew where they were all the time?

That little idea had gone and sneaked itself into being a mighty maple, tall enough that if I looked up at the top of it I'd get a crick in my neck, big enough for me to hang a climbing rope in, strong enough that I made up my mind to walk clean across the state of Michigan.

**These paragraphs are important to the story because they** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Application Activity

**Directions: Read the following excerpt from ‘Bud Not Buddy’ and answer the following questions.**

The two other flyers just had little drawings. The first one was a drawing of a accordion and told about a band named "H. E. Callowski and the Wonderful Warblers of Warsaw" who were the "Masters of the Polka." The second one was of a picture of some mountains and it told about a band named "H. E. Bonnegut and the Boisterous Big Band of Berlin" who were the "Masters of All We Behold."

I put the flyers back in the suitcase and stood up. Just like Bugs, I was going west!

On the lines below describe why these paragraphs are important to the story. Be sure to include capital letters, punctuation and use RACES to structure your response.

**These paragraphs are important to the story because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Exit Ticket

**Directions:** on the lines below, write what chapter 9 in “Bud Not Buddy” was about. Be sure to write in complete sentences, (use capitals and punctuation) and include at least 3 details from the chapter in your answer.

**Chapter 9 summary:**

**In chapter 9 the author tells the reader** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**R**estate the question

**A**nswer the question

**C**ite text evidence

**E**xplain what it means

**S**um it up

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Annotations

**R**estate the question

**A**nswer the question

**C**ite Evidence

**E**xplain what it means

**S**um it up

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 2 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

**Directions: Use the link located on your ELA tab on Google Classroom to listen to chapter 10. After listening to the audiobook chapter click the google form link attached to the google slide audio book chapter. Answer the online question. After completing this, on the lines below, summarize chapter 10 using at least 3 details from the chapter in your response.**

Chapter 10 summary:

**In chapter 10 the author told us about** \_\_\_\_\_

\_\_\_\_\_

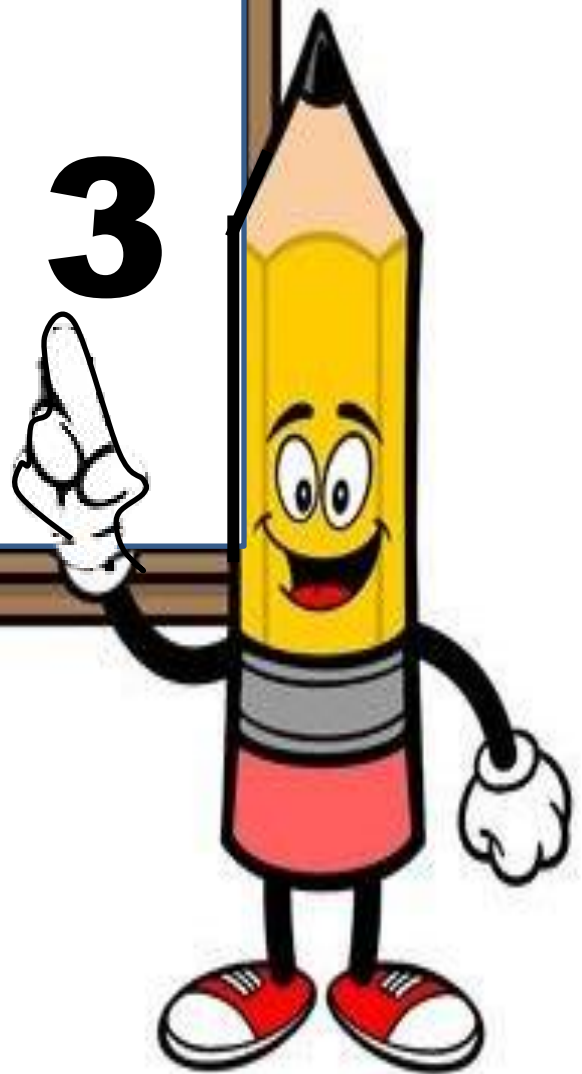
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Day # 3**



# ELA Packet

Our Learning for today:



## RL 3.5

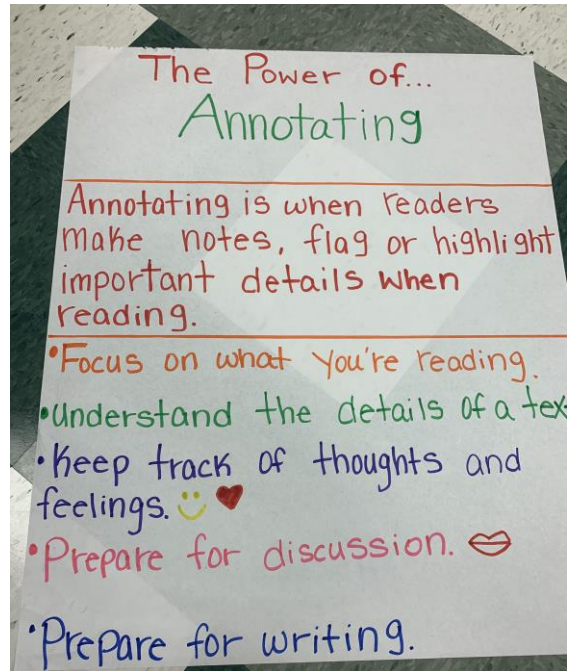
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

### Objective:

I can identify and explain the cause of something happening in a text.

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

How can we determine why an event happens 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

Genuine: To be \_\_\_\_\_ or \_\_\_\_\_

Mumbled: To say something \_\_\_\_\_

Glimpse: To \_\_\_\_\_ only part of something

Conscience: An \_\_\_\_\_ feeling or voice that acts as a \_\_\_\_\_



Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below describe what caused these events to occur in the story.

I said, "Don't you think I can read? How come you're carrying real human blood around in your car?" I showed him my jackknife. "I'll warn you, I know how to kill vampires. This knife is genuine solid twenty-four- karat silver."

He put both of his hands over his face and shook his head back and forth a couple of times. He said, "Sweet baby Jesus, why me?"

Then he said, "Bud, if you were from Flint I might think you believe that, but you're a Grand Rapids boy, you've got to be smarter than that. If I was a vampire why have I got that sandwich and bottle of red pop?"

Why does Bud pull out a jackknife on the man? **Underline your evidence** and explain what caused the event on the lines below. Use capitals, punctuations and cite your evidence in your answer.

**Bud pulled out the jackknife on the man because**

---

---

---

---

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below describe what caused these events to occur in the story.

The woman said, "What kind of man is he that he let this child be so thin? And look at the condition of the boy's clothes. Everything is either too small for him or almost in tatters. Where is this child's mother? There's not much of a woman's touch about him."

What causes the woman in this passage to be upset? **Underline your evidence** and explain what caused the event on the lines below. Use capitals, punctuations and cite your evidence in your answer.

**The woman in the passage is upset because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Application Activity

On the lines below describe what caused these events to occur in the story.

The woman said, "Ignore him, Bud. My father doesn't mean anything, he just can't stop teasing."

I said, "I know, ma'am, he told me I've got a head shaped like a peanut."

The woman slapped her father on the arm. "Poppa! I can't believe you've teased this child already. What is on your mind?"

Why does the woman hit her poppa on the arm? Underline your evidence and explain what caused the event on the lines below. Use capitals, punctuations and cite your evidence in your answer.

The women hits her poppa on the arm because her father  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Exit Ticket

**Directions:** on the lines below, write what chapter 11 in “Bud Not Buddy” was about. Be sure to write in complete sentences, (use capitals and punctuation) and include at least 3 details from the chapter in your answer.

**Chapter 11 summary:**

Chapter 11 of Bud not Buddy was mainly about

---

---

---

---

---

**R**estate the question

**A**nswer the question

**C**ite text evidence

**E**xplain what it means

**S**um it up

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Annotations

**R**estate the question

**A**nswer the question

**C**ite Evidence

**E**xplain what it means

**S**um it up

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 3 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

**Directions: Use the link located on your ELA tab on Google Classroom to listen to chapter 12. After listening to the audiobook chapter click the google form link attached to the google slide audio book chapter. Answer the online question. After completing this, on the lines below, summarize chapter 12 using at least 3 details from the chapter in your response.**

Chapter 12 summary:

**Chapter 12 was about** \_\_\_\_\_

---

---

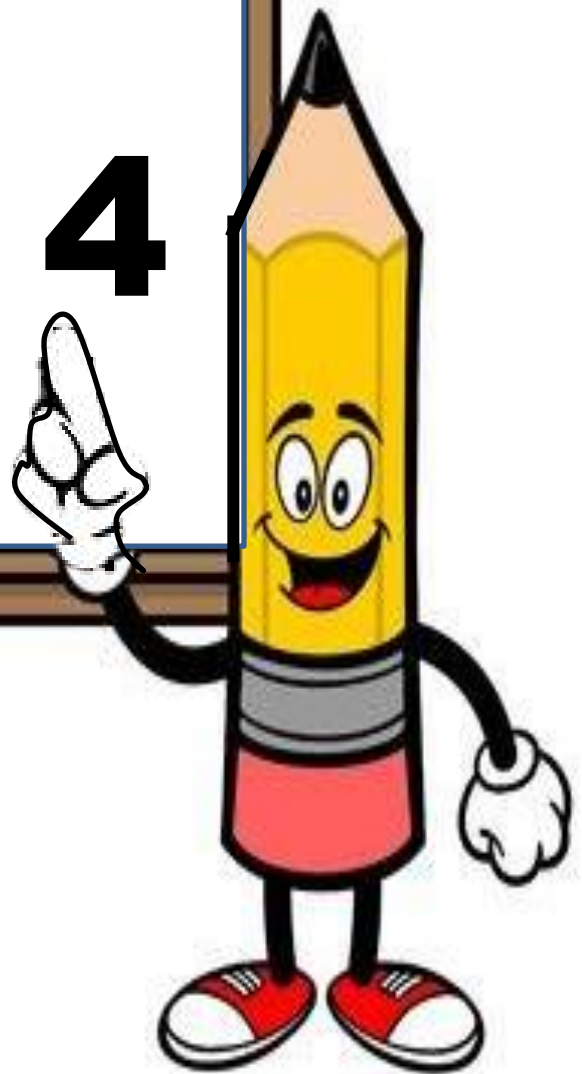
---

---

---



**Day # 4**



# ELA Packet

Our Learning for today:



## RL 3.5

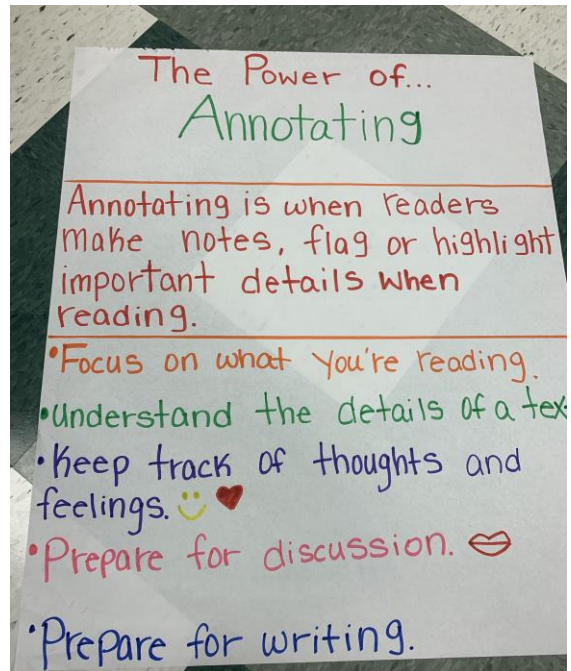
**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

### Objective:

I can identify and explain the cause and effect relationship of details in a text.

Our Toolkit for the day





Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Do Now

What is “cause and effect”?

**Cause and effect is when** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Vocabulary Guided Notes

Cause and Effect: \_\_\_\_\_ something happened and \_\_\_\_\_ happened after because of it.

Meddling: To \_\_\_\_\_ with something

Affection: A feeling of \_\_\_\_\_ or \_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below describe what caused these events to occur in the story.

"What's the Sweet Pea, sir?"

"Best restaurant in Grand Rapids. Is it a deal?" I don't know how grown-ups can tell I'm always so doggone hungry but I sure wasn't going to turn down getting my very first real restaurant food. I grabbed his hand and made sure I gave it a hard squeeze like Momma told me to and said, "Yes, sir. Thank you, sir."

He smiled. "No problem."

Why does Bud agree to go to the restaurant? Explain why this happened and what happens after on the lines below. **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**Bud agrees to go to the restaurant because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below describe what caused these events to occur in the story.

These guys really thought I was dumb. I said, "Yes, sir. But isn't it just like my luck to come clean across the state to find my daddy and he turns out to be a mean old coot?"

I slapped my hand over my mouth, I knew better than saying something like this out loud but it just fell out of my mouth before I could swallow it down. This was Bud Caldwell's Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself Number 63.

What is the cause and effect relationship in this passage? **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**The cause and effect in the passage is** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Application Activity

On the lines below describe what caused these events to occur in the story.

Steady Eddie said, "Thug, you're gonna have to lay off the kid's chops, the little man's got problems enough and he sure don't need to have you meddling with him. Let's get that car loaded, me and ... what's your name again, kid?"

What is the cause and effect relationship in this passage? **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**The cause and effect in this passage is** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Exit Ticket

Directions: on the lines below, write what chapter 13 in “Bud Not Buddy” was about. Be sure to write in complete sentences, (use capitals and punctuation) and include at least 3 details from the chapter in your answer.

Chapter 13 summary:

In chapter 13 the reader learns that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**R**estate the question

**A**nswer the question

**C**ite text evidence

**E**xplain what it means

**S**um it up

Name: \_\_\_\_\_ Week 11 Day 4 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Annotations

**R**estate the question

**A**nswer the question

**C**ite Evidence

**E**xplain what it means

**S**um it up

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

Directions: Use the link located on your ELA tab on Google Classroom to listen to chapter 14. After listening to the audiobook chapter click the google form link attached to the google slide audio book chapter. Answer the online question. After completing this, on the lines below, summarize chapter 14 using at **least 3 details** from the chapter in your response.

Chapter 14 summary:

**We learned in Chapter 14 that** \_\_\_\_\_

\_\_\_\_\_

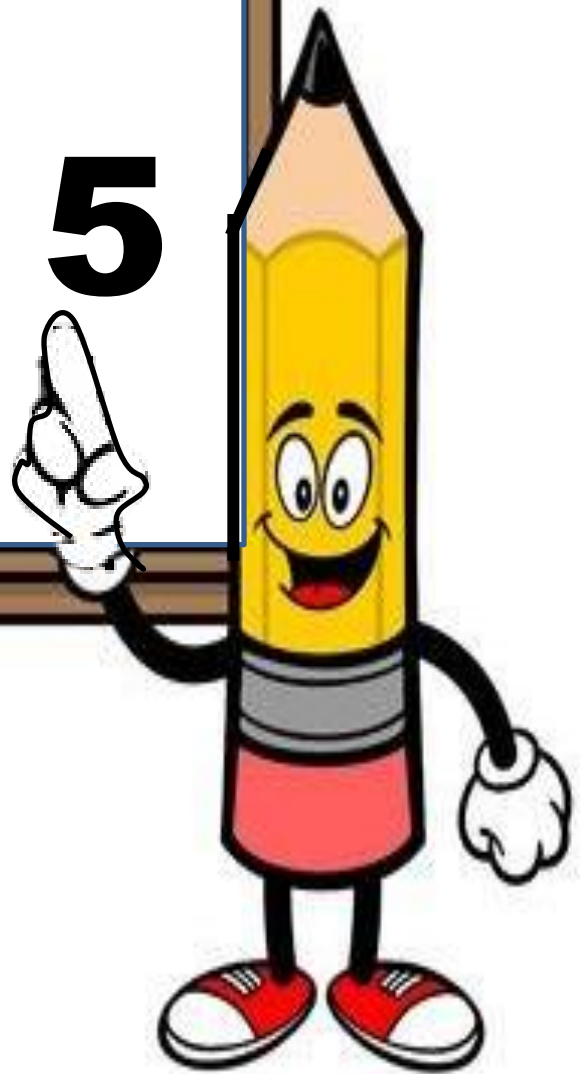
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Day # 5**





Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# ELA Packet

Our Learning for today:

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

**RL 3.5**

**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

**Objective:**

I can identify and explain the problem and solution relationship between details in a text.

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Do Now

What is “problem and solution”?

**In this book a problem and a solution are** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Vocabulary Guided Notes

Snoop: To look \_\_\_\_\_ or \_\_\_\_\_

Problem: Something that is causing an \_\_\_\_\_.

Solution: A way to \_\_\_\_\_ the problem.

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below, identify and explain the problem and solution in the passage given.

Miss Thomas turned on the lamp and the horse got all bright, now I could see he was brown. Miss Thomas said, "We're going to have to talk to Mr. Calloway about where you can put your things, Bud, I don't think you'll be able to fit anything in those closets." She pointed at the two little doors. "There're a lot of old things in there that he really needs to clear out. For now just put your suitcase there." She pointed at the table with the mirror on it.

What is the problem in this passage? What is the solution? **Underline and label the problem with a P and underline and label the solution with the letter S.** On the lines below, using **RACES** tell what the problem and solution is.

**The problem in the passage is that Bud needs**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                      Yale                      Princeton



On the lines below, identify and explain the problem and solution in the passage given.

She laughed and said, "I don't think they're locked, Bud, there's nothing in there but girl's clothes and toys."

I said, "Won't the girl get mad if she comes back in here and I'm sleeping in her bed?"

Miss Thomas waited a second like she had to think. She finally said, "No, Bud, I don't think you have to worry about that, she's gone."

What is the problem in this passage? What is the solution? **Underline and label the problem with a P and underline and label the solution with the letter S.** On the lines below, using **RACES** tell what the problem and solution is.

**The problem in the passage is** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                      Yale                      Princeton

# Application Activity

On the lines below, identify and explain the problem and solution in the passage given.

Before we'd start swimming the white lifeguard made us sit on the edge of the pool with just our feet in the water. He'd say, "We've had problems with you children urinating in the pool in the past, we've begged you and pleaded with you to stop but you don't seem to get the message. This has forced the Y to spend a great deal of money to put a special new kind of magic chemical in the water.

"This chemical reacts to turn water contaminated with urine a bright red. Therefore, if you urinate in the pool a bright red cloud will surround you and we will be able to tell who has relieved themselves. The chemical also causes severe burns to the skin of the urinator.

"So if a red cloud appears around any of you people you will be arrested by the Flint police, you will go to the hospital to fix your burns, you will go to jail and then your name will go on the list that says you can't swim in any pool in any building anywhere in the world.

What is the problem in this passage? What is the solution? **Underline and label the problem with a P and underline and label the solution with the letter S.** On the lines below, using RACES tell what the problem and solution is.

**The problem in the passage above was that** \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Exit Ticket

Directions: on the lines below, write what chapter 15 in “Bud Not Buddy” was about. Be sure to write in complete sentences, (use capitals and punctuation) and include at least 3 details from the chapter in your answer.

Chapter 15 summary:

Chapter 15 in Bud not Buddy was about

---

---

---

---

---

**R**estate the question

**A**nswer the question

**C**ite text evidence

**E**xplain what it means

**S**um it up

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Annotations

**R**estate the question

**A**nsWER the question

**C**ite Evidence

**E**xplain what it means

**S**um it up

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 11 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

Directions: Use the link located on your ELA tab on Google Classroom to listen to chapter 16 after listening to the audiobook chapter click the google form link attached to the google slide audio book chapter. Answer the online question. After completing this, on the lines below, summarize chapter 16 using at **least 3 details** from the chapter in your response.

Chapter 16 summary:

**Chapter 16 was about** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

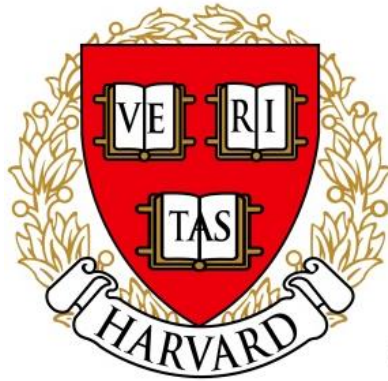




Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Modified ELA Remote Learning Packet

### Week 12



---

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.

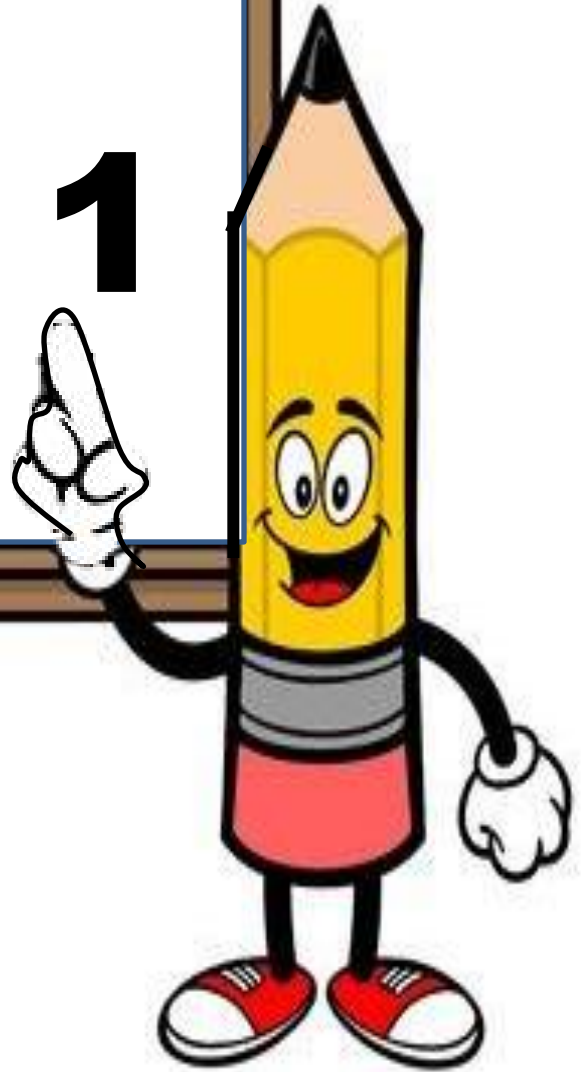
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets 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.



**Day # 1**



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**RL 3.5**

**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

**Objective:**

I can annotate details to determine the problem and solution in a text.

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Do Now

Are problem and solution related to one another?

**The problem and solution are related to one another because** \_\_\_\_\_

---

---

---

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

# Vocabulary Guided Notes

Slacking: To not put in \_\_\_\_\_

Fade: To slowly become \_\_\_\_\_

Curtsey: A \_\_\_\_\_ or \_\_\_\_\_ formal greeting made by bending the knees and one

\_\_\_\_\_ in front of the other.

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 1 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton



On the lines below describe what caused these events to occur in the story

I know Herman E. Calloway was trying to work me like a dog, but he was doing a real bad job at it. I'd already wiped all the tables and chairs down in the Log Cabin and now I was going back to clear-mop the floor for the second time. It was a piece of cake! The bucket even had a thing on top of it that you could use to wring the mop out, and Herman E. Calloway didn't even know how much fun I was having. Making somebody work hard isn't as easy as it looks, some folks are good at it and some folks aren't.

What is the cause and effect relationship in this passage? Underline your evidence and be sure to include capitals, punctuation and use RACES to structure your response.

**The cause and effect relationship in this passage is that** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 1 Date: \_\_\_\_\_  
Harvard                      Yale                      Princeton

# Application Activity

On the lines below describe what caused these events to occur in the story

"We haven't met since then, gee, but it's nice to see you again," she said. "nice to see you, to see you again," and the storm was over. The last thing you could hear was the rain from the Thug and the thunder from Herman E. Calloway getting farther and farther away, like the storm had gone and blowed itself over into the next county.

Then it was dead quiet. I let the mop fall over and clapped as loud as I could and said, "Wow!"

Miss Thomas stood up and did one of those curtsey bows.

I clapped louder. I could see now why this band got to have six exclamation points behind their name!

What is the cause and effect relationship in this passage? **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**The cause and effect relationship in this passage is** \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 1 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Exit Ticket

Directions: on the lines below, write what chapter 17 in “Bud Not Buddy” was about. Be sure to write in complete sentences, (use capitals and punctuation) and include at least 3 details from the chapter in your answer.

Chapter 17 summary:

Chapter 13 in Bud Not Buddy was about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**R**estate the question

**A**nswer the question

**C**ite text evidence

**E**xplain what it means

**S**um it up

Name: \_\_\_\_\_ Week 12 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Annotations

**R**estate the question

**A**nswer the question

**C**ite Evidence

**E**xplain what it means

**S**um it up

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

---

Parent Signature 😊



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 1 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

Directions: Use the link located on your ELA tab on Google Classroom to listen to chapter 18 after listening to the audiobook chapter click the google form link attached to the google slide audio book chapter. Answer the online question. After completing this, on the lines below, summarize chapter 18 using at **least 3 details** from the chapter in your response.

Chapter 18 summary:

**In chapter 18 of Bud Not Buddy the reader learned that** \_\_\_\_\_

\_\_\_\_\_

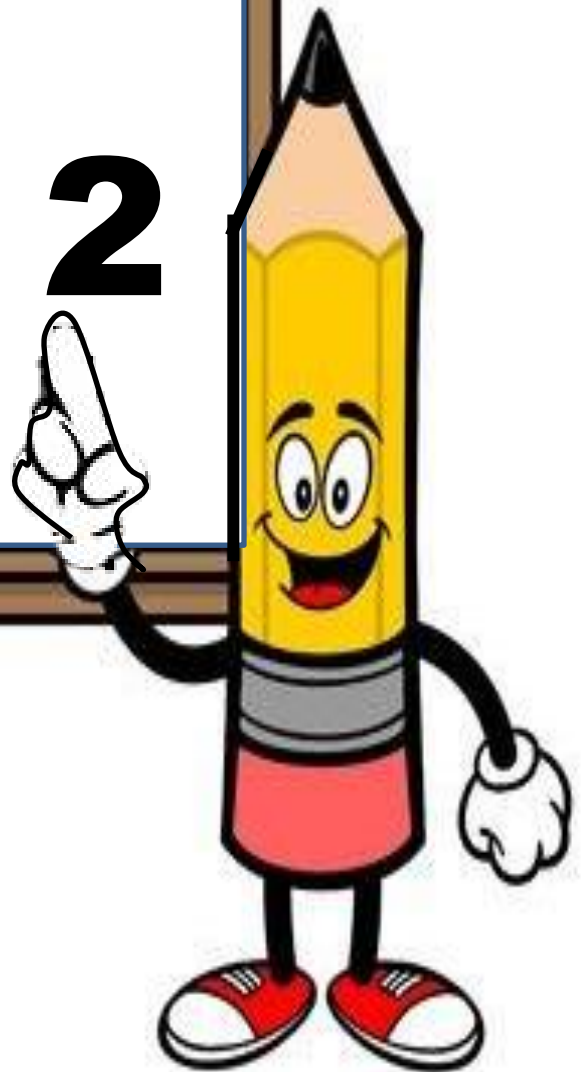
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**Review for SPA 2**

Our Toolkit for the day



**Review for SPA 2**

Name: \_\_\_\_\_ Week 12 Day 2 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



Review!

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

---

Parent Signature 😊

# Your Turn

**Directions:** Read the paragraph, answer the questions that follow.

- 15 “One more try, Mom,” yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark’s fin and fell into the dirt.
- 16 “Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”
- 17 “You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.
- 18 Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.

What do the details in paragraph 17 show about Robby?

- A** He is at the park most weekends.
- B** He is a thoughtful friend to Stella.
- C** He is better at flying kites than Stella.
- D** He is creative with paper plates.

On the lines below, explain your answer. Use **RACES** to structure your response. Make sure to include at least 2 details to support your answer.

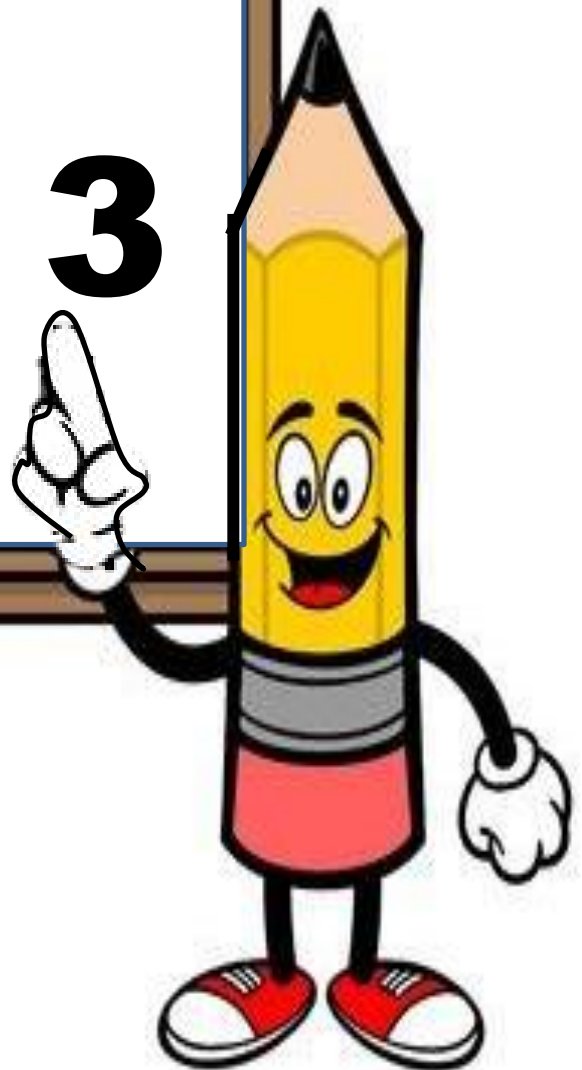
---

---

---



**Day # 3**



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 3 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# ELA Packet

Our Learning for today:



**SPA 2**

Our Toolkit for the day



**SPA 2**

Name: \_\_\_\_\_ Week 12 Day 3 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



**Review!**

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

---

Parent Signature 😊



# Your Turn

**Directions:** Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.

- 5 When Riley sat down to take her skates off, Craig said, "I wish I could fly."
- 6 Riley retied her skate laces and crouched next to Craig. "Get on my back," she said, and Craig did. Riley started skating, but Craig didn't feel like he was flying. It just felt like a wobbly piggy-back ride.

What does the word "crouched" mean as it is used in paragraph 6?

- A spun around
- B bent down
- C stood up
- D fell over

## Fast Facts

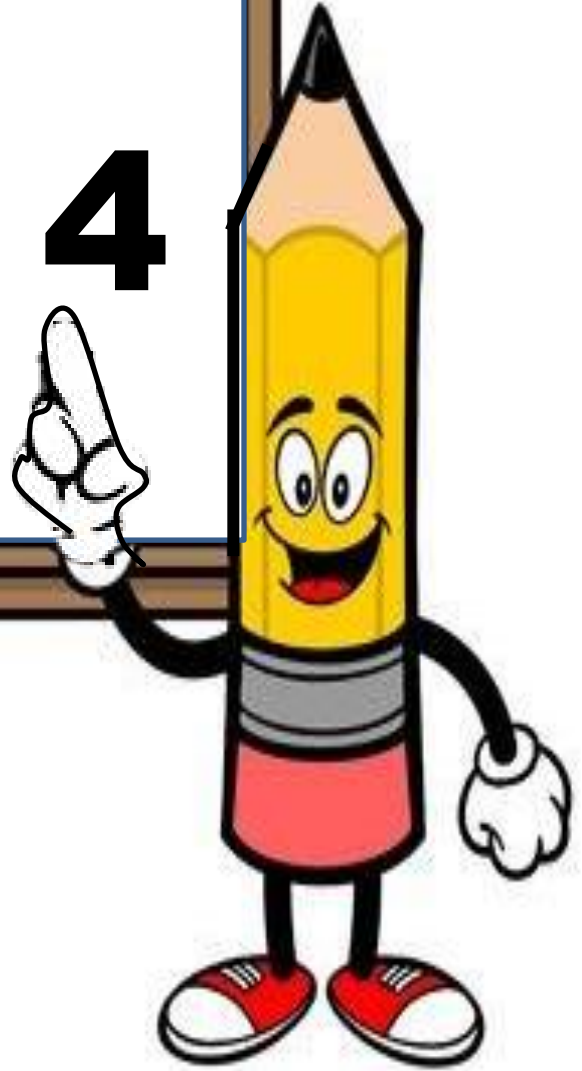
- 10 It does not have to be raining outside for lightning to strike. Lightning can strike both before and after the rain falls, or even when there is no rain at all. Lightning helps nature by putting nitrogen into the ground and air. Nitrogen is a nutrient. That means it feeds plants and helps them grow.

What does the word "nutrient" mean as it is used in paragraph 10?

- A a type of lightning
- B a supply of heat
- C a kind of plant
- D a form of food



# Day # 4



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# ELA Packet

Our Learning for today:

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

**SPA 2**

Our Toolkit for the day



**SPA 2**

Name: \_\_\_\_\_ Week 12 Day 4 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



**Review!**

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

## Your Turn

**Directions:** Read the passage below and answer the questions that follow.

- 12      The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.

What does paragraph 12 help the reader understand about Craig?

- A**    Craig is too young to learn how to skate.
- B**    Craig is very excited about learning to skate.
- C**    Craig is unable to take the skates off by himself.
- D**    Craig is worried that his sister will take the skates back.

## Your Turn

**Directions:** Read the passage below and answer the questions that follow.

- 1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him “teacher.” Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father’s cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.
- 2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda’s cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.
- 3 At first it seemed like all nonsense to Tatenda. “I was always pressing the wrong button,” he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.
- 4 Meanwhile, Tatenda’s friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, “He always had some reason to go home. We were all puzzled.”

5        So one day, Tatenda's friends, Saidi, Themba, and Solomon, decided to pay him a surprise visit. When they arrived, Tatenda was so busy that he did not hear them coming. Tatenda was surprised to see his friends. But they were even more surprised to see not only a computer, but Tatenda working on it.

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 4 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

In “Meet the Teacher” Tatenda made some changes from paragraph 1 to paragraph 10 by

---

---

---

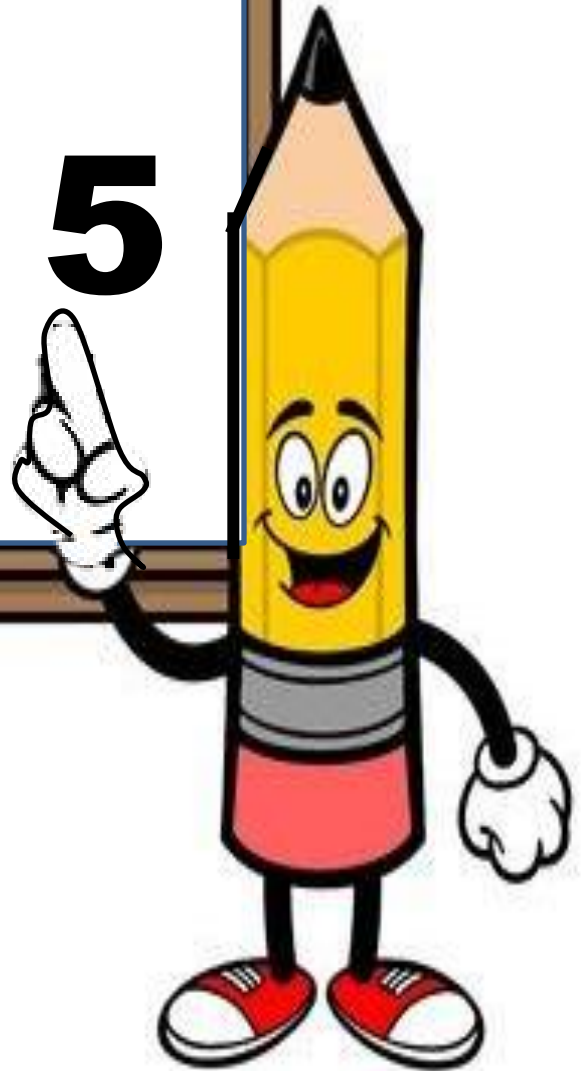
---

---





**Day # 5**



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**RL 3.5**

**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

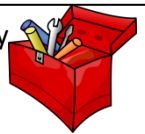
**12/11**

**LEQ:** Are details within a text connected to each other? How are they connected and should readers pay attention to these connections?

**Objective:**

I can annotate details to determine the problem and solution in a text.

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

What is the difference between cause and effect?

**The difference between cause and effect is that cause is the problem  
and effect is the**

---

---

---

---

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

## Vocabulary Guided Notes

Suffer: \_\_\_\_\_

Twitvh: \_\_\_\_\_

Generations: \_\_\_\_\_

Merchandise : \_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 5 Date: \_\_\_\_\_  
Harvard                      Yale                      Princeton



On the lines below describe what the cause and effect are.

When you got a old person crying you got a whole 'nother story. When you got someone as old as Herman E. Calloway crying you better look around, 'cause you know you're square in the middle of one of those boiling tragedies. You can't help but feel sorry for him, even if he's been mean to you from the minute he first had eyes on you, even if he's crying 'cause he found out the two of you were kin.

I walked over to Herman E. Calloway and before I could think my hand moved out toward his back. I waited for one of those spaces between the muhs and the huhs, then I touched him. His skin under his shirt was very, very warm.

What is the cause and effect relationship in this passage? **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**The cause and effect relationship in this passage is**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

On the lines below describe what the cause and effect are.

I said, "How come Herman E. Calloway never called on me and my mother? All he'd've had to do was call on us one time and I know she wouldn't have been so sad."

Miss Thomas and Mr. Jimmy took turns shooting quick looks at each other, then she said, "Bud, give me your hand."

Uh-oh, pretty soon I'd have to come up with a Rules and Things about when Miss Thomas holds your hand.

She stretched her arm across the table and I held on to her fingers.

"Bud" she said, "Mr. C. excuse me, your granddad didn't know anything about you. No one knew where your mother had gone."

What is the cause and effect relationship in this passage? **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**The cause and effect relationship in the above passage was** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Exit Ticket

On the lines below describe what the cause and effect are.

She said, "Now take your mother, for instance. He was so, so proud of that young woman, and he loved her very, very much. He was determined that she was going to be the first Calloway to get schooling all the way through college so he thought he had to be strict on her, but he went overboard, Bud, simple as that. He used to crow about how his mother and father had been born slaves and how now it was only two generations later and the Calloways had come so far and worked so hard that one of them was actually going to be a teacher. "It was his dream, not hers--not yet, anyway--and he never gave her time to pick it for herself. The more he pushed her, the more she fought him. Finally it got to be too much and she left. We think she ran off with one of Herman's drummers.

What is the cause and effect relationship in this passage? **Underline your evidence** and be sure to include capitals, punctuation and use **RACES** to structure your response.

**The cause and effect relationship in this passage is** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Week 12 Day 5 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



**Cause and Effect**

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

---

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 12 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

## Cause and Effect

As you read the story below, think about cause and effect. Then fill out the T-chart with the examples of cause and effect you identified in the story.

Today was the day of my big dance performance! I had been practicing for weeks and I had the whole dance memorized. When I got to the performance hall, I put on my new shoes and hat. I checked my reflection in the mirror. "I look good!" I thought with a grin. It was almost my turn to perform, so I peeked out from behind the curtain. There were so many people in the audience! I began to feel a little nervous. But then I saw my parents smiling in the front row. "I can do this!" I thought to myself. When the curtain opened and the music started, I felt my confidence grow as I remembered all the steps I had practiced. First, I heard the beat get fast, so I did a quick spin and tipped my hat. When the beat slowed down, I did a shuffle and twist. I was almost finished dancing, when suddenly, I saw that there was a loose board at the front of the stage. But it was too late, I tripped over it and almost fell off stage! I caught myself just in time and jumped backward, pretending like it was just part of my dance. The music ended and I bowed. Everyone in the audience jumped to their feet and clapped. My parents were cheering loudest of all. I was so happy that I did a little jig and smiled before walking off stage. After the performance was over, my coach gave me a pat on the back and said, "Nice job, Marcus!" My parents were so proud of me, they took me to get ice cream!



Cause	Effect
<b>Example:</b> I had been practicing for weeks.	I had the whole dance memorized.