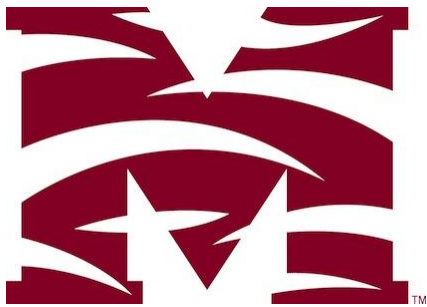


Name _____

4th Grade Modified ELA Remote Learning Packet

Week 11



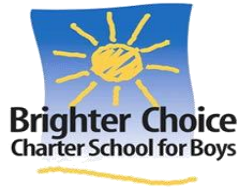
Dear Educator,

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.

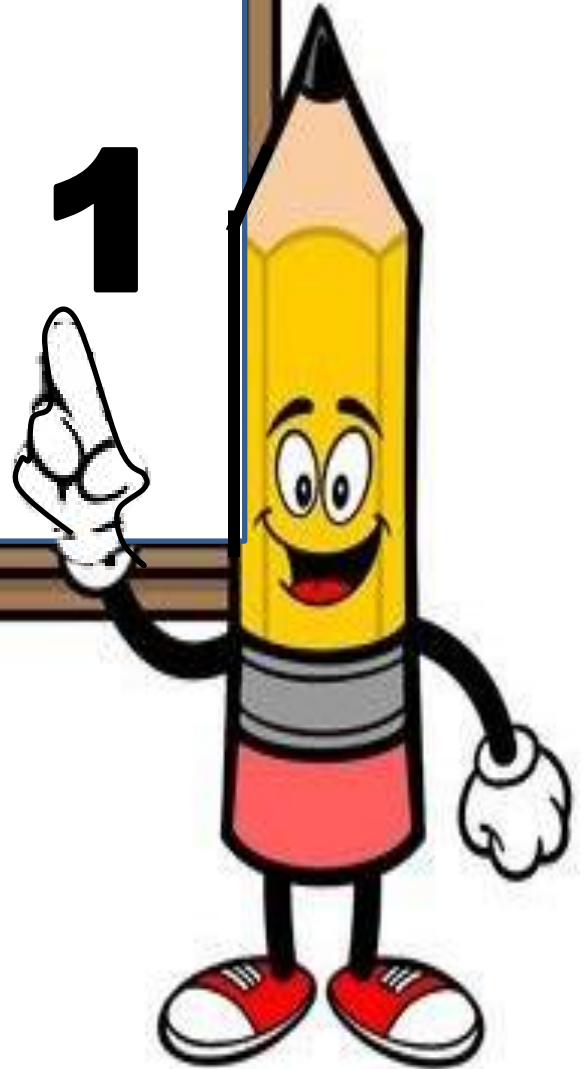
(Parent Signature)

(Date)

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Day # 1



Name: _____

Week 11 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 11 Day 1 Notes, Poetry and Plays

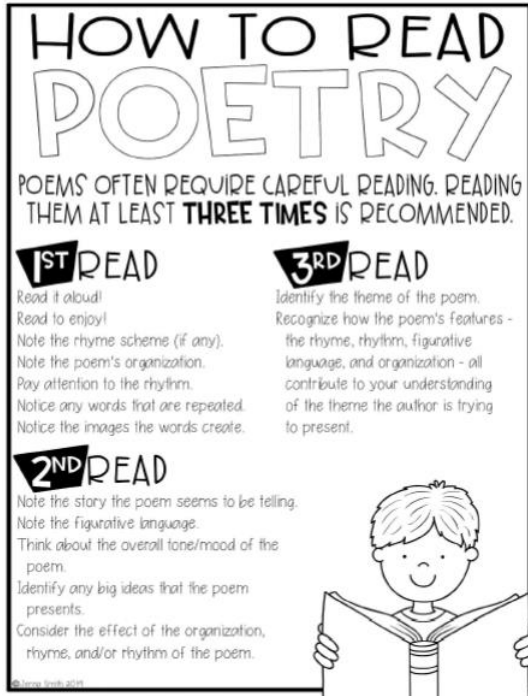
Do Now

What is poetry?

Poetry is _____

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



prose	A type of writing that represents natural flow of speech and grammatical _____. (Essay/short response/letter writing)	
poetry	A type of writing where an author uses figurative language, imagery, style, rhythm, and sometimes _____ to create meaning and invoke _____ in the reader.	
stanza	Instead of _____ poems have stanzas. They are a _____ of lines in a poem.	<p>Toboggan (an excerpt) by: Benjamin Franklin King</p> <p>Down from the hills and over the snow Swift as a meteor's flash we go, Toboggan! Toboggan! Toboggan!</p> <p>Down from the hills with our senses lost, Jealous of cheeks that are kissed by the frost, Toboggan! Toboggan! Toboggan!</p>
verse	a singular _____ of poetry	<p>Toboggan (an excerpt) by: Benjamin Franklin King</p> <p>Down from the hills and over the snow Swift as a meteor's flash we go, Toboggan! Toboggan! Toboggan! } Stanza 1</p> <p>Down from the hills with our senses lost, Jealous of cheeks that are kissed by the frost, Toboggan! Toboggan! Toboggan! } Stanza 2</p>

CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: Walking Big Willie

Walking Big Willie

By Clary Barton

Stanza 1

----->

While I am working hard at school,
To master math and this and that,
At home Big Willie sleeps a lot,
And dreams of chasing neighbors' cats.

Big Willie shakes himself awake
When through the door I come at three.
A furry bullet knocks me down.
A leash is dropped upon my knee.

We're on the street. No time to waste.
A million squirrels must be treed.
Some cats must be tormented next.
Will does this all at double speed.

Around the block and up the street,
He travels at the speed of sound,
And I, attached to him by leash,
Am led around and 'round and 'round

I must confess I like the speed.
It's fun to travel zip-zam-zoom.
But sometimes when I'm out with Will,
I wonder, who is walking whom?

Walking Big Willie Comprehension Questions

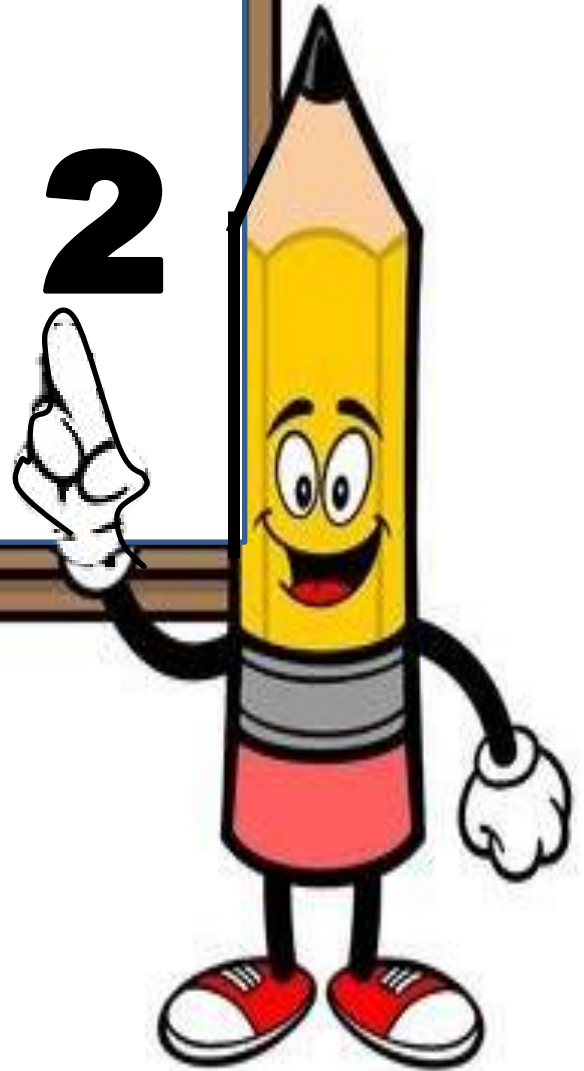
1. What can you infer that Willie is?
 - a. a cat
 - b. a dog
 - c. a young boy
 - d. an older woman

2. In stanza 2, what is Willie wanting to do?
 - a. play inside
 - b. get a belly rub
 - c. go to the bathroom
 - d. go on a walk

3. Re-read stanza 3, what type of dog does this describe Willie to be?
 - a. active
 - b. somber
 - c. lazy
 - d. frustrated



Day # 2



Name: _____

Week 11 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 11 Day 2 Notes, Poetry and Plays

Do Now

How is poetry a unique form of writing?

Poetry is a unique form of writing because _____

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

HOW TO READ POETRY

POEMS OFTEN REQUIRE CAREFUL READING. READING THEM AT LEAST **THREE TIMES** IS RECOMMENDED.

1ST READ


Read it aloud!
Read to enjoy!
Note the rhyme scheme (if any).
Note the poem's organization.
Pay attention to the rhythm.
Notice any words that are repeated.
Notice the images the words create.

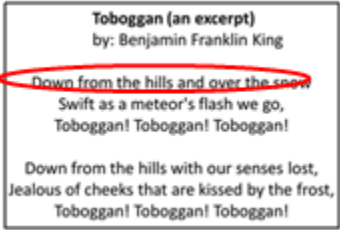
3RD READ

Identify the theme of the poem.
Recognize how the poem's features - the rhyme, rhythm, figurative language, and organization - all contribute to your understanding of the theme the author is trying to present.

2ND READ

Note the story the poem seems to be telling.
Note the figurative language.
Think about the overall tone/mood of the poem.
Identify any big ideas that the poem presents.
Consider the effect of the organization, rhyme, and/or rhythm of the poem.



prose	A type of writing that represents natural flow of speech and grammatical _____. (Essay/short response/letter writing)	
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CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: Young Night Thought

Young Night Thought

By Robert Louis Stevenson

All night long and every night,
When my mama puts on out the light,
I see the people marching by,
As plain as day before my eye.

Armies and emperor kings,
All carrying different kinds of things,
And marching in so grand a way,
You never saw the like by day.

So fine a show was never seen,
At the great circus on the green,
For every kind of beast and man
Is marching in that caravan.

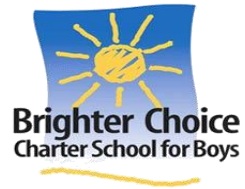
As first they move a little slow,
But still the faster on they go,
And still beside me close I keep
Until we reach the town of Sleep.

Young Night Though Comprehension Questions

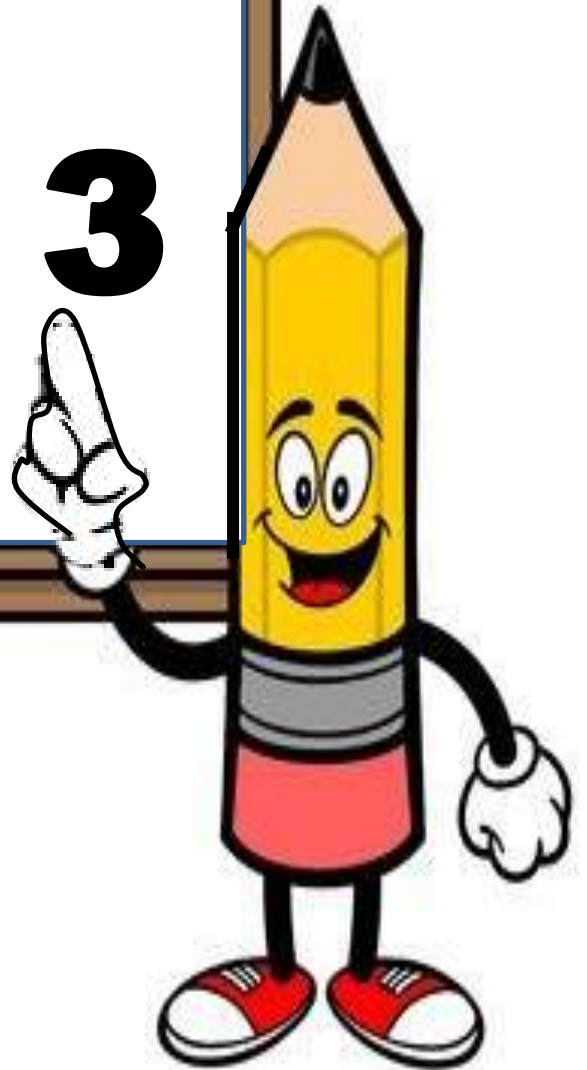
1. What does the speaker mean in lines 3 and 4?
 - a. The speaker is bored
 - b. It is daytime
 - c. The speaker wants to be in a marching band
 - d. The people are easy for the speaker to see

2. The speaker of the poem is
 - a. a child
 - b. a narrator
 - c. a mother
 - d. a king

3. In line 16 the reader can conclude
 - a. That the speaker is playing with toys
 - b. That the speaker is falling asleep
 - c. That the speaker is going on a trip
 - d. That the speaker is with his friends



Day # 3



Name: _____

Week 11 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 11 Day 3 Notes, Poetry and Plays

Do Now

Do you enjoy reading poetry? Why or why not?

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

HOW TO READ POETRY

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1ST READ


Read it aloud!
Read to enjoy!
Note the rhyme scheme (if any).
Note the poem's organization.
Pay attention to the rhythm.
Notice any words that are repeated.
Notice the images the words create.

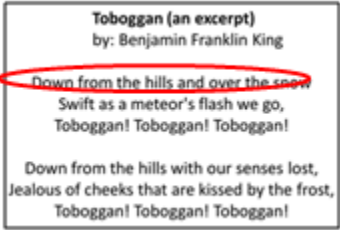
3RD READ

Identify the theme of the poem.
Recognize how the poem's features - the rhyme, rhythm, figurative language, and organization - all contribute to your understanding of the theme the author is trying to present.

2ND READ

Note the story the poem seems to be telling.
Note the figurative language.
Think about the overall tone/mood of the poem.
Identify any big ideas that the poem presents.
Consider the effect of the organization, rhyme, and/or rhythm of the poem.



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CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: Day and Night

Day and Night

By James Stephens

When the bright eyes of the day
Open on the dusk, to see
Mist and shadow fade away
And the sun shine merrily,
Then I leave my bed and run
Out to frolic in the sun.

Through the sunny hours I play
Where the stream is wandering,
Plucking daises by the way,
And I laugh and dance and sing,
While the birds fly here and there
Singing on the sunny air.

When the night comes, cold and slow,
And the sad moon walks the sky,
When the whispering winds says "Boh,
Little boy!" and makes me cry,
By my mother I am led
Home again and put to bed.

Day and Night Comprehension Questions

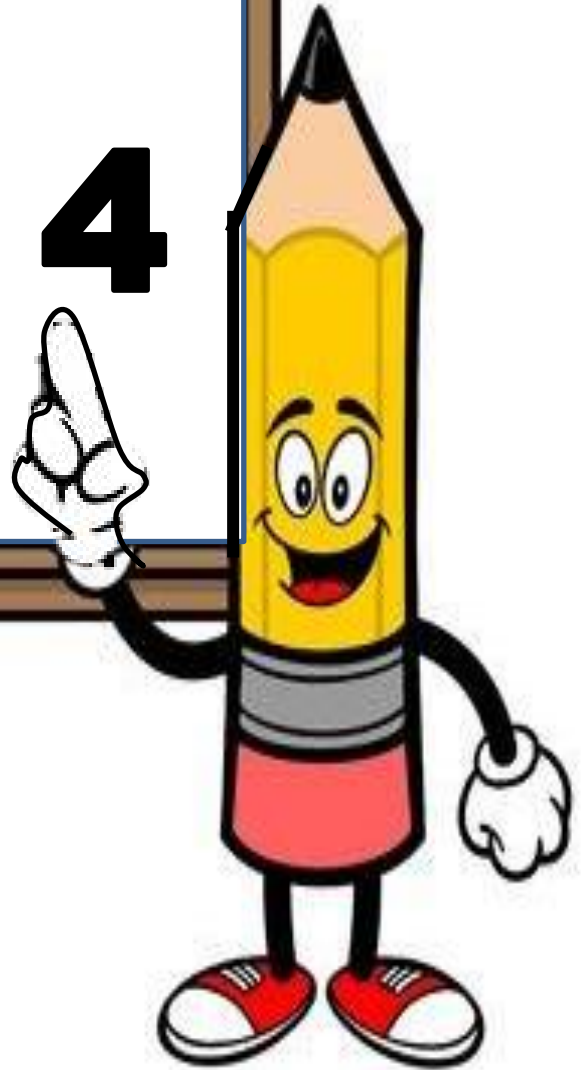
1. The speaker of the poem is a young boy who-
 - a. likes getting up early
 - b. likes spending time outside
 - c. doesn't like to go home
 - d. is scared of the dark

2. In line 9, what does the word plucking mean?
 - a. Removing someone from danger
 - b. To pick
 - c. To make sound with the strings of an instrument with fingers
 - d. To remove hair from something

3. The poet uses lines 13 and 14 mainly to
 - a. describe the night
 - b. scare the reader
 - c. describe how the boys feels
 - d. tell how he walked home



Day # 4



Name: _____

Week 11 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 11 Day 4 Notes, Poetry and Plays

Do Now

Does all poetry have to rhyme?

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

HOW TO READ POETRY

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1ST READ


Read it aloud!
Read to enjoy!
Note the rhyme scheme (if any).
Note the poem's organization.
Pay attention to the rhythm.
Notice any words that are repeated.
Notice the images the words create.

3RD READ

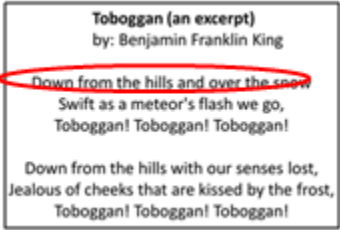
Identify the theme of the poem.
Recognize how the poem's features - the rhyme, rhythm, figurative language, and organization - all contribute to your understanding of the theme the author is trying to present.

2ND READ

Note the story the poem seems to be telling.
Note the figurative language.
Think about the overall tone/mood of the poem.
Identify any big ideas that the poem presents.
Consider the effect of the organization, rhyme, and/or rhythm of the poem.



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prose	A type of writing that represents natural flow of speech and grammatical _____. (Essay/short response/letter writing)	
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CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: Revenge

Revenge

By Felicia Witt

“A very fin Friday,” Fiona did say,
And set out to write up a plan for her day.
“The first thing I’ll do,” said Fiona with flair
“Is find out who planted this gum in my hair.”

For Fiona, just moments ago, had tried prying
Her head from her pillow, which made her start crying.
For stuck ‘twixt her head and the pillow so dewy
Was a wad of gum – sticky, icky, and chewy.

“Who did this thing?” asked Fiona, whose eyes
Narrowed to slits of the tiniest size.
“Maybe a kid on whom I’ve played a prank—
But that’s nearly everyone!” Fiona’s heart sank.

Yes it’s true, our Fiona was known as a trickster
Neither parents nor doctors nor teachers could fix her.
Every soul in her school had at some point been bitten
By her tricks, though she seemed like an innocent kitten.

So it made all the sense in the world, she admitted,
That the gum in her hair was a message to quit it.
“I’ve played some great tricks on that crybaby, Jack.
Bet he put this old gum in my hair to get back.”

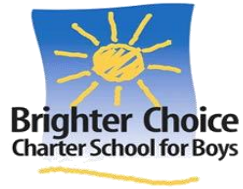
She would have to get back at that back-getter, Jack,
And she thoughtfully planned out the perfect attack.
Jack’s habits were something that Fiona knew
So she set out to replace his shampoo with glue.

But Fiona, in haste to avenger her gummed head,
Had missed all the gum wrappers under her bed.
She’d forgotten her own constant habit of chewing
And that the past night, that’s what she’d been doing.

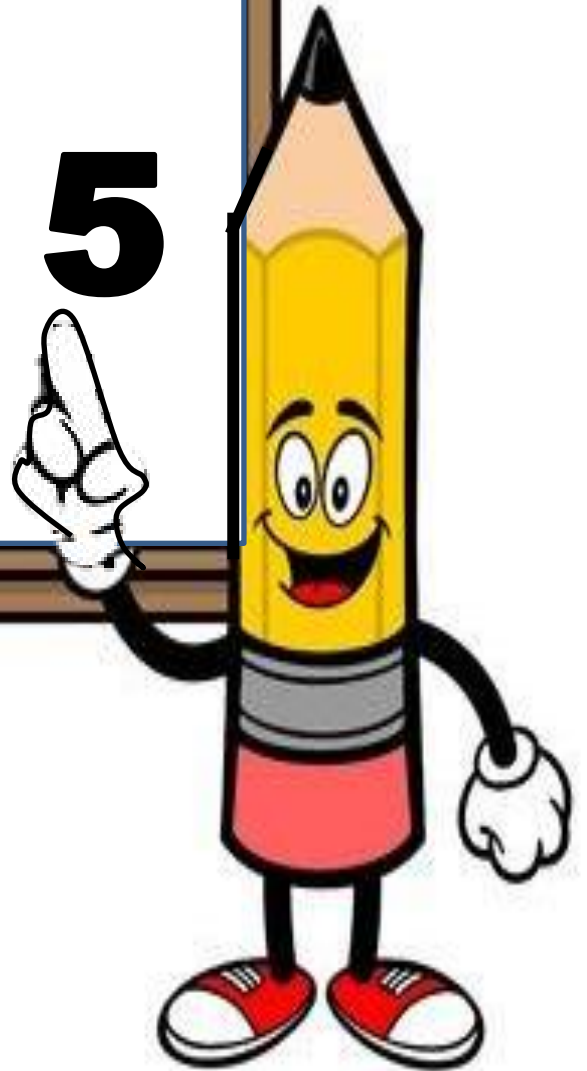
Revenge Comprehension Questions

1. The poet uses long verses and fast rhythm to create a certain feeling. What is the feeling she most likely wants readers to experience?
 - a. how upset Fiona is about finding the gum in her hair
 - b. how tired Fiona is just after waking up in the morning
 - c. how happy Fiona is thinking about all the pranks she's played
 - d. how bad Fiona feels about all the tricks she's played on others

2. What is the main purpose of each stanza in Revenge?
 - a. To make the lines that rhyme in pairs
 - b. To tell one part of Fiona's story
 - c. To show when Fiona talks to herself
 - d. To help the reader speak the poem aloud



Day # 5



Name: _____

Week 11 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 11 Day 5 Notes, Poetry and Plays

Do Now

Does all poetry have to rhyme?

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

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1ST READ


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Notice any words that are repeated.
Notice the images the words create.

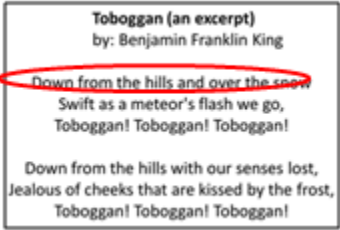
3RD READ

Identify the theme of the poem.
Recognize how the poem's features - the rhyme, rhythm, figurative language, and organization - all contribute to your understanding of the theme the author is trying to present.

2ND READ

Note the story the poem seems to be telling.
Note the figurative language.
Think about the overall tone/mood of the poem.
Identify any big ideas that the poem presents.
Consider the effect of the organization, rhyme, and/or rhythm of the poem.



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poetry	A type of writing where an author uses figurative language, imagery, style, rhythm, and sometimes _____ to create meaning and invoke _____ in the reader.	
stanza	Instead of _____ poems have stanzas. They are a _____ of lines in a poem.	
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CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: The Canary

The Canary

By Elizabeth Turner

Mary had a littler bird,
With feathers bright and yellow,
Slender legs – upon my word,
He was a pretty fellow!

Sweetest notes he always sung,
Which much delighted Mary;
Often where his cage was hung,
She sat to ear Canary,

Crumbs of bread and dainty seeds
She carried to him daily
Seeking for the early weeds,
She decked his palace gaily.

This, my little readers, learn,
And ever practice duly;
Songs and smiles of love return
To friends who love you truly.

The Canary Comprehension Questions

1. Which statement best describes Mary?
 - a. She likes to sing
 - b. She enjoys decorating
 - c. She has no friends but the canary
 - d. She takes good care of her pet

2. Why does Mary sit near Canary's cage?
 - a. Canary wants something to eat
 - b. Mary wants to listen to the bird
 - c. Canary wants someone to play with
 - d. Mary wants to watch the pretty bird

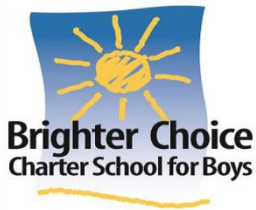
3. Read lines 11 and 12 from the poem

***Seeking for the early weeds,
She decked his palace gaily.***

The word "decked" ***most likely*** means

- a. Cleaned
 - b. Polished
 - c. Decorated
 - d. built
-
4. What is the poem mainly about?
 - a. How a canary taught a girl about responsibility
 - b. How a canary made a girl believe in herself
 - c. How a girl and a canary spend their days together
 - d. How a girl and a canary show love for each other

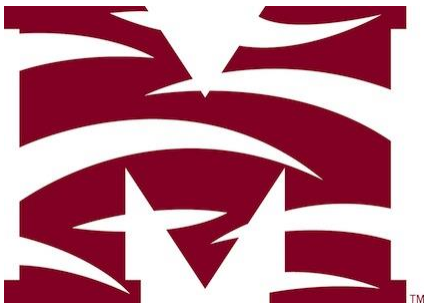
5. Which statement best expresses the theme of the poem?
- a. Having a pet requires a lot of hard work.
 - b. Caring for a pet is a good skill to learn.
 - c. Taking care of others shows that you love them.
 - d. Singing is one of the best ways to lift your mood.



Name _____

4th Grade Modified ELA Remote Learning Packet

Week 12



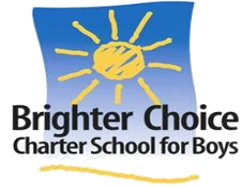
Dear Educator,

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.

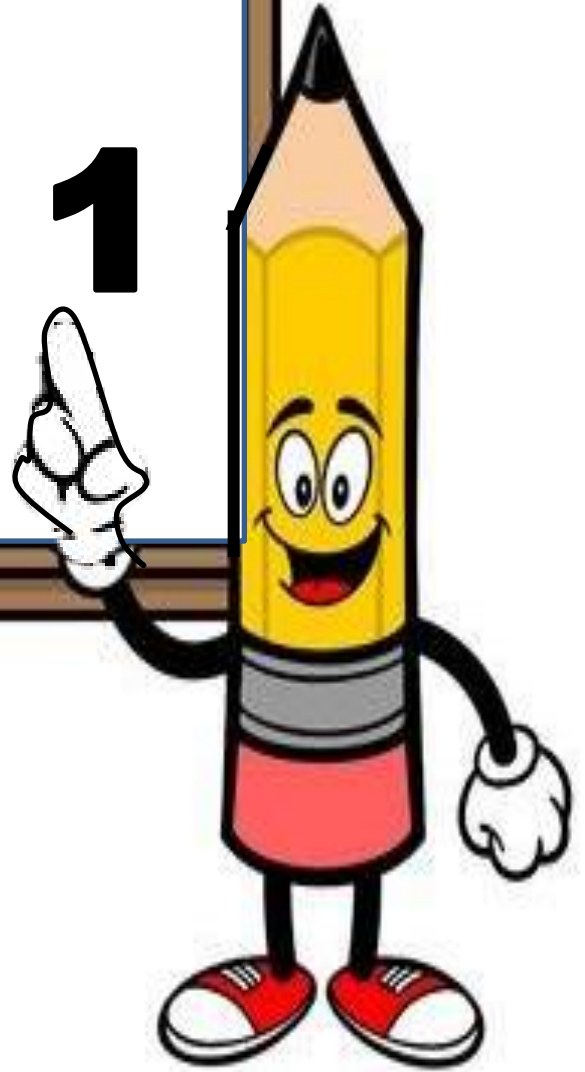
(Parent Signature)

(Date)

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Day # 1



Name: _____

Week 12 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 12 Day 1 Notes, Poetry and Plays

Do Now

What have you learned about poetry?

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

HOW TO READ POETRY

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1ST READ


Read it aloud!
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Note the rhyme scheme (if any).
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Pay attention to the rhythm.
Notice any words that are repeated.
Notice the images the words create.

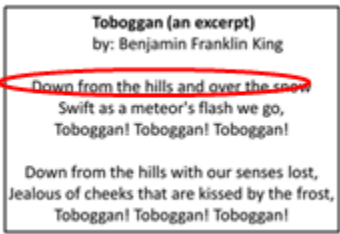
3RD READ

Identify the theme of the poem.
Recognize how the poem's features - the rhyme, rhythm, figurative language, and organization - all contribute to your understanding of the theme the author is trying to present.

2ND READ

Note the story the poem seems to be telling.
Note the figurative language.
Think about the overall tone/mood of the poem.
Identify any big ideas that the poem presents.
Consider the effect of the organization, rhyme, and/or rhythm of the poem.



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CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: The Wind

The Wind

By Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

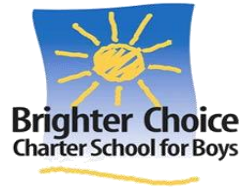
O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

The Wind Comprehension Questions

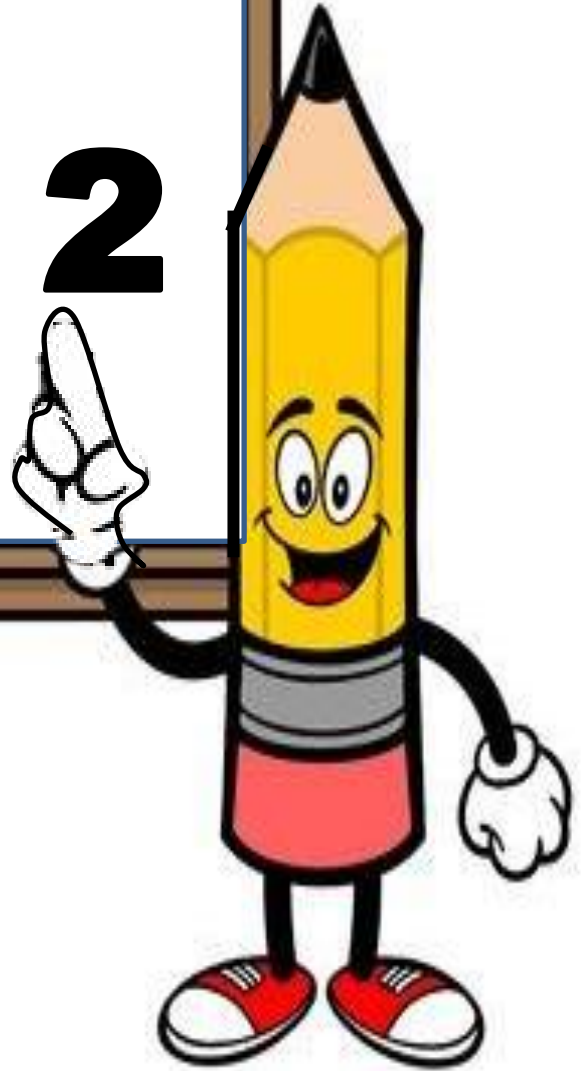
1. The speaker in the poem is most likely—
 - a. a child
 - b. a tree
 - c. an old man
 - d. the wind

2. Which of the lines from the poem rhyme?
 - a. lines 4 and 5
 - b. lines 6 and 8
 - c. lines 14 and 16
 - d. lines 11 and 12

3. What is the speaker's main purpose of the poem?
 - a. persuade the reader to fly a kite
 - b. to express his feelings about the wind
 - c. to teach readers about the importance of the wind
 - d. to explain how the wind blows



Day # 2



Name: _____

Week 12 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 12 Day 2 Notes, Poetry and Plays

Do Now

Do you annotate a piece of poetry?

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

HOW TO READ POETRY

POEMS OFTEN REQUIRE CAREFUL READING. READING THEM AT LEAST **THREE TIMES** IS RECOMMENDED.

1ST READ


Read it aloud!
Read to enjoy!
Note the rhyme scheme (if any).
Note the poem's organization.
Pay attention to the rhythm.
Notice any words that are repeated.
Notice the images the words create.

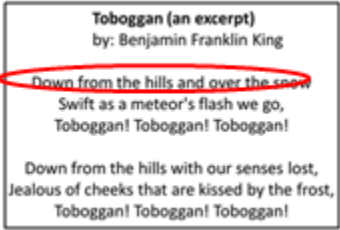
3RD READ

Identify the theme of the poem.
Recognize how the poem's features - the rhyme, rhythm, figurative language, and organization - all contribute to your understanding of the theme the author is trying to present.

2ND READ

Note the story the poem seems to be telling.
Note the figurative language.
Think about the overall tone/mood of the poem.
Identify any big ideas that the poem presents.
Consider the effect of the organization, rhyme, and/or rhythm of the poem.



prose	A type of writing that represents natural flow of speech and grammatical _____. (Essay/short response/letter writing)	
poetry	A type of writing where an author uses figurative language, imagery, style, rhythm, and sometimes _____ to create meaning and invoke _____ in the reader.	
stanza	Instead of _____ poems have stanzas. They are a _____ of lines in a poem.	
verse	a singular _____ of poetry	<p>Toboggan (an excerpt) by: Benjamin Franklin King</p> <p>Down from the hills and over the snow Swift as a meteor's flash we go, Toboggan! Toboggan! Toboggan! } Stanza 1</p> <p>Down from the hills with our senses lost, Jealous of cheeks that are kissed by the frost, Toboggan! Toboggan! Toboggan! } Stanza 2</p>

CFU: Skill Activity: poem analysis via online presentation

Application: 3 Reads of Text: Mr. Nobody

Mr. Nobody

By Anonymous

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

'Tis he who always tears out books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

He puts damp wood upon the fire
That kettles cannot boil;
His are the feet that bring in mud,
And all the carpets soil.
The papers always are mislaid;
Who had them last, but he?
There's no one tosses them about
But Mr. Nobody.

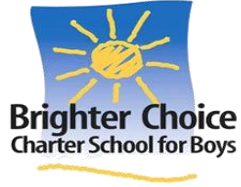
The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill' the boots
That lying round you see
Are not our boots, -- they all belong
To Mr. Nobody.

Mr. Nobody Comprehension Questions

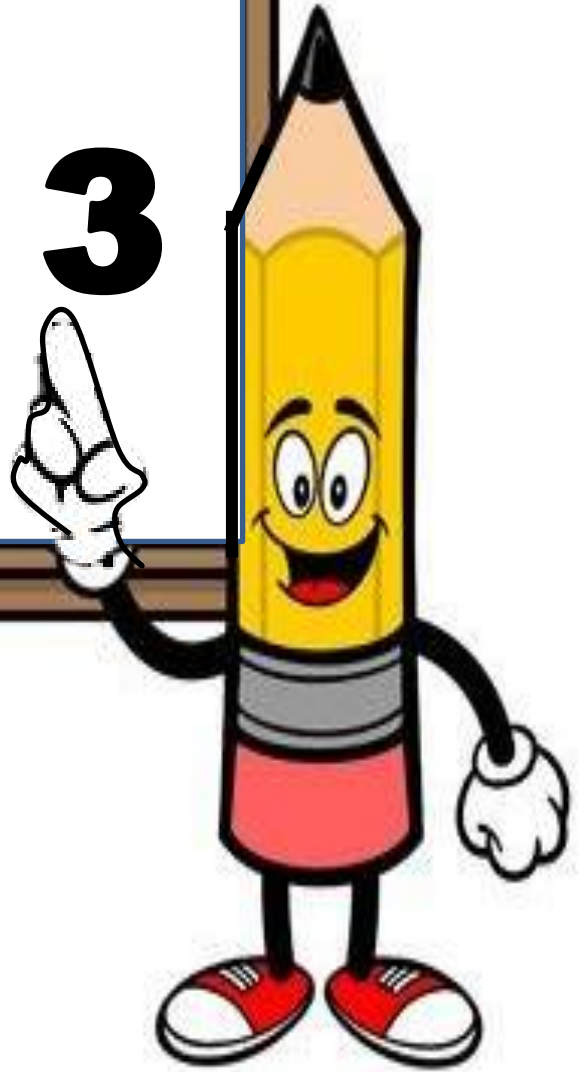
1. Which line from the poem expresses how Mr. Nobody does all the irresponsible behavior secretly?
 - a. That every plate we break was cracked
 - b. And scatters pins afar
 - c. As quiet as a mouse
 - d. In everybody's house

2. The poet most likely titled this poem Mr. Nobody because –
 - a. It is about a ghost
 - b. The man is not a likeable person
 - c. The man is always getting into trouble
 - d. No person wants to take the blame for the misbehavior

3. What is the theme of the poem?
 - a. be responsible for your own actions
 - b. be nice to others
 - c. always clean your room
 - d. always tell the truth



Day # 3



Name: _____

Week 12 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 12 Day 3, SPA #2

*D*irections

Read this story. Then answer questions 1 through 8.

A Family Reunion

by Readworks

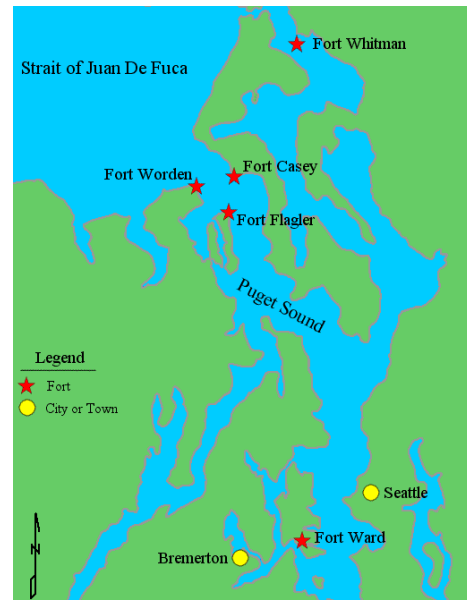
In July [2002], a group of orcas swam to a beach in western Canada. There, they rubbed their bellies on the smooth pebbles along the beach. The group included a young female orca named Springer.

Orca Facts

- An orca is sometimes called a killer whale.
- A male orca can grow to weigh 9 tons.
- An orca is a mammal that breathes air.
- Orcas are not whales. They are dolphins.

The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

During spring, the orphaned orca stayed in Puget Sound. She swam near boats, and many people got to see her. They named her Springer.



As the months passed, the orca became sickly. She developed a skin rash. Scientists then captured Springer. They treated the rash, and Springer got better.



Like Peas in a Pod

After Springer had recovered, scientists decided that they should return the orca to the ocean. Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists to track her.

In July, wildlife experts loaded Springer onto a jet-powered boat.

The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

Springer was put back into the ocean. Soon scientists saw her swimming with her pod. An aunt and three cousins are part of the pod. Springer's family reunion seemed to be a happy one.

- 1.** The image of the Orca is included in the article to
- A** to compare Springer’s size to other Orca whales
 - B** to demonstrate what Orca’s do for fun in the water during early fall
 - C** to explain why Orca’s are often orphaned
 - D** to show what, Springer the Orca, looks like
- 2.** Refer back to paragraph 7 of the article. What does the word “pod” mean as it is used in that paragraph?
- A** a group of Orcas
 - B** a group of fish
 - C** a piece of a pea
 - D** a detachable unit of a boat
- 3.** Which sentence **best** supports the main idea of the article?
- A** The group included a young female orca named Springer. (paragraph 1)
 - B** Springer was put back into the ocean. Soon scientists saw her swimming with her pod. (paragraph 8)
 - C** An orca is sometimes called a killer whale. (paragraph 2)
 - D** Before releasing her, they attached a radio transmitter to Springer. (paragraph 6)

4. According to the section “Like Peas in a Pod” why did the scientists put a radio transmitter on Springer?

A to locate or keep track of Springer the Orca

B to make sure Springer stays with her new pod

C to know when Springer eats

D to locate the Puget Sound

5. How do paragraphs 6 through 8 support the author’s main points?

A They give details as to what harms Orcas.

B They show how Orcas travel from the Puget Sound to more open waters.

C They give details about how Orcas should be with other Orcas.

D They show that working with this large creature can be dangerous.

6. Which of the following sentences describes an event that happened in the last section “Like Peas in a Pod”?

A scientists helped Springer by treating her skin rash

B scientists saw Springer swimming with her family

C scientists saw the orphaned orca swimming in the Puget Sound

D scientists figured out that Springer had no mother

7. Read these sentences from paragraph 3 of the article.

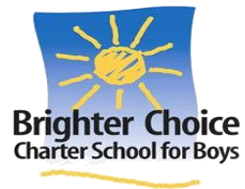
The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

Based on these sentences, what does “lone” mean?

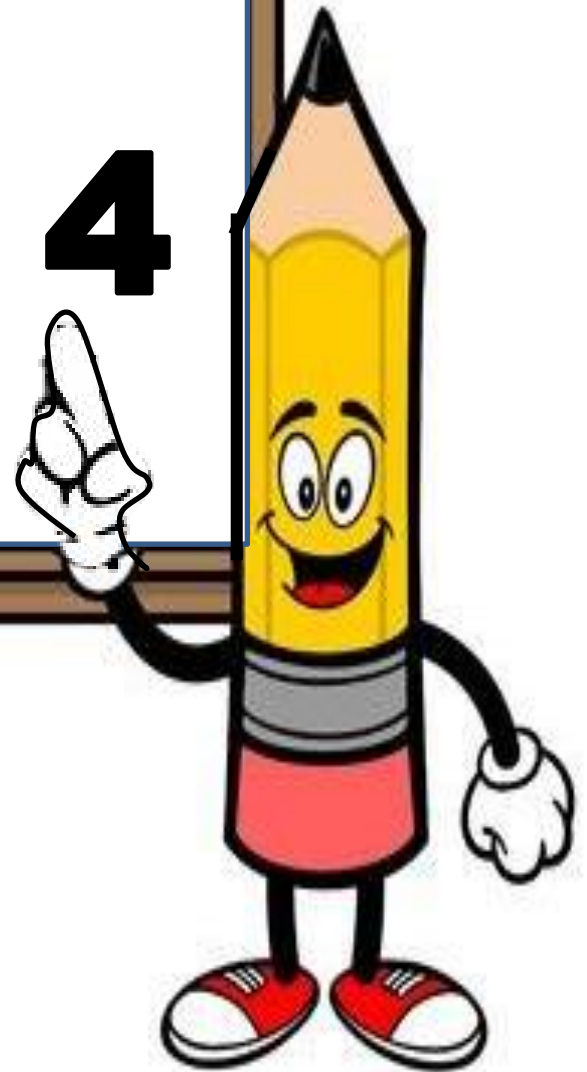
- A** having fun
- B** being the only one
- C** swimming very slowly
- D** needing money

8. How does the author organize this article?

- A** by showing the effects that Orcas have on people
- B** by comparing and contrasting Orcas to other Sharks
- C** by describing the events connected why Orca’s are orphaned
- D** by presenting a problem with an Orca and how it was solved



Day # 4



Name: _____

Week 12 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 12 Day 4, SPA #2

***D**irections*

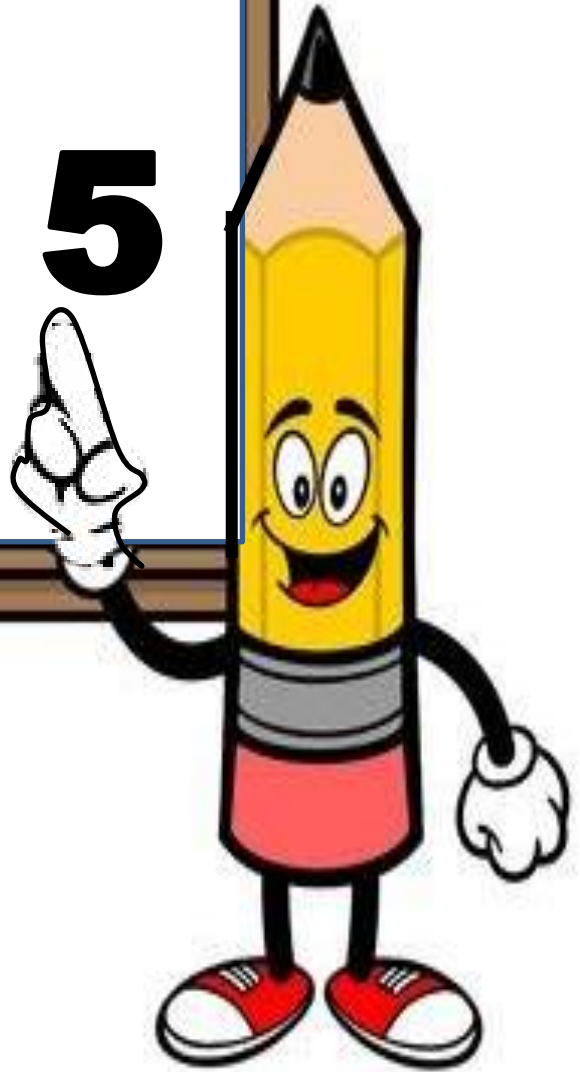
Read this story A Family Reunion again on pages 40 and 41. Then answer questions 9 and 10.

- 9.** What is the main idea of the article “A Family Reunion”? Use **two** details to support your response.

10. How does the map contribute to your understating of “A Family Reunion”? Use **two** details from the article to support your response.



Day # 5



Name: _____

Week 12 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 12 Day 5 Notes, Poetry and Plays

Do Now

Why do people write poems? Explain.

People write poetry because _____

Standard	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LEQ	What makes poetry a unique form of writing?
Objective	I can analyze a poem and summarize each stanza.
Assignment to Submit	Exit Ticket (Flipgrid reading of completed poem)

BIO POEM

Bio poems are about a person. You can write a bio poem about yourself or someone else. Bio poems are ten lines long and follow a specific pattern. They do not rhyme.

Pattern:

Example:

Line 1: First name	<i>Lucy</i>
Line 2: Four adjectives	<i>Creative, Daring, Joyful, Kind</i>
Line 3: Son/Daughter of...	<i>Daughter of Adam and Rachel</i>
Line 4: Who loves....	<i>Who loves drawing, dancing, and skating</i>
Line 5: Who fears....	<i>Who fears boredom and the garbage disposal</i>
Line 6: Who needs....	<i>Who needs her friends and her family</i>
Line 7: Who gives...	<i>Who gives warm hugs and frequent smiles</i>
Line 8: Who would like to see...	<i>Who would like to see a parade of bunnies</i>
Line 9: Resident of....	<i>Resident of Woodinville, Washington</i>
Line 10: Last name	<i>Lynette</i>

Now try writing your own bio poem. When you are writing your poem, try to think of two or three different things for the lines that start with the word, "Who."

First name _____

Four adjectives _____

Son/Daughter of... _____

Who loves... _____

Who fears... _____

Who needs... _____

Who gives... _____

Who would like to see... _____

Resident of... _____

Last name _____