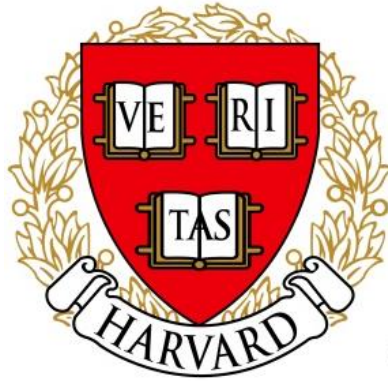


Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 16



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.

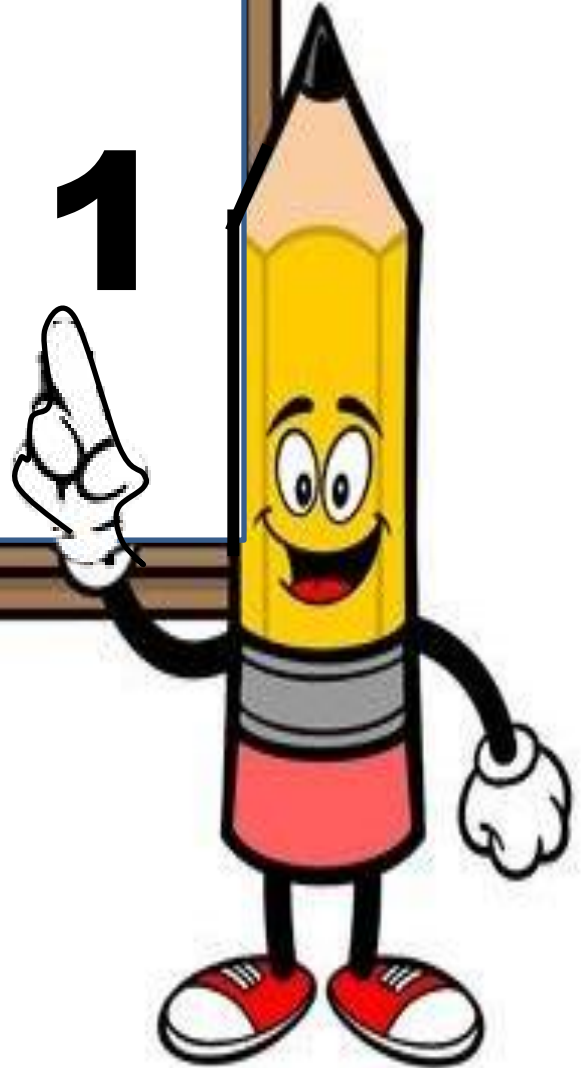
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(Date)

Parents please note that all academic packets 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



ELA Packet

Our Learning for today:



RL 3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3.6

Distinguish their own point of view from that of the narrator or those of the characters.

LEQ: Does understanding identified central messages within texts support our own personal growth as human beings?

Objective: I can use details from a text to identify and explain (write) the central message of a text.

Our Toolkit for the day



Central Message
The **LESSON** the author is teaching you

Steps-

1. What is the problem?
2. What does the character(s) do about the problem?
3. What lesson does the character learn?
4. What lesson does the author want you to learn?

Examples-

- Don't be afraid to try new things
- Always tell the truth
- Never give up
- Don't steal (The Goose's Gold)
- Always be kind to others
- Always ask if you want something that is not yours (Ask the Great)
- Don't be a bully
- Treat others the way you want to be treated

Name: _____
BCCS-B

Week 16 Day 1 Date: _____
Harvard Yale Princeton

Do Now

What do you think central message in a story is?

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

Central message: What the _____ learn in the story or what the _____ wants the _____ to learn.

Lesson: What you _____ from a situation.

Fables: A _____ story with _____ as characters who learn a _____

Explicit Instruction

The Central Message . . .

- is the lesson the characters learned.
- tells the big idea of the story.
- can also be called the moral of the story.
- can be more than one lesson learned.
- is the "heart" of the story.



Example

Hammer Time

It was Ted's first time with a hammer. He tried to hammer a nail into wood for a school project. The nail began to bend and mess up the entire project. Ted said, "I can't do this." His teacher, Mr. Johnson, said it was too early to give up. So Ted tried again and again. Finally, the nail went into the wood. "You were right!" Ted said. "Practice makes perfect!"

What is the central message of this story?

- A. Do not give up right away.
- B. Do things one time only.
- C. It is hard to hammer a nail.
- D. Always follow your teacher's directions.

Name: _____
BCCS-B

Week 16 Day 1 Date: _____
Harvard Yale Princeton



Directions: Read the fable below. Identify the central message of the story (what the characters learn) and circle the choice below. On the lines below discuss the central message using AT LEAST two details. Use RACES to write your response.

The Central Message . . .

- is the lesson the characters learned.
- tells the big idea of the story.
- can also be called the moral of the story.
- can be more than one lesson learned.
- is the "heart" of the story.



Story #1

Tony's Lesson

It was Tony's first time playing with the Tigers. He really wanted to show his team that he was a good player. Tony stepped up to bat. After five pitches, he struck out. He felt horrible. He let his new team down. He dropped the bat and wanted to quit. He put his head down on his knees. Then he saw Jess, Holly, and Francis waving from the bench.

"Great try!" Jess said.

"You'll do better next time," Holly said.

"Welcome to the team!" Francis said.

Tony felt better being on a team with people who cheered for him. Maybe his teammates cared more about having fun than winning the game.

What is the central message of this story?

Questions on the next page

What is the central message?

- A. Always listen to your parents
- B. Practice makes perfect
- C. Friends can help get you through challenges
- D. Don't eat before a big game

On the lines below, discuss what the central message of the story is. Use at least two details to support your thinking. Use RACES to support your answer.

The central message of the story is

Application Activity

Directions: Read the fable below. Identify the central message of the story (what the characters learn) and circle the choice below. On the lines below discuss the central message using AT LEAST two details. Use RACES to write your response.

The Central Message . . .

- is the lesson the characters learned.
- tells the big idea of the story.
- can also be called the moral of the story.
- can be more than one lesson learned.
- is the "heart" of the story.



Story #2

Crow and Squirrel

Crow and Squirrel lived in the same tree. They ate the same nuts. One day, there were no more nuts in their tree.

"You ate all the nuts!" Squirrel said.

"No, you ate the most nuts," said Crow.

They yelled at each other all day long. Then they got more and more hungry. Finally, Squirrel said, "This fight is silly."

Crow agreed. "Let's get nuts from another tree!" he said. So Squirrel and Crow picked nuts together. Soon they had more nuts than ever before!

What is the central message of this story?

Questions on the next page

What is the central message?

- A. When you work together, you can accomplish more
- B. Squirrel is a bad friend
- C. Food is key for survival
- D. Fighting destroys friendships

On the lines below, discuss what the central message of the story is. Use at least two details to support your thinking. Use RACES to support your answer.

Exit Ticket

Directions: Read the fable below. Identify the central message of the story (what the characters learn) and circle the choice below. On the lines below discuss the central message using AT LEAST two details. Use RACES to write your response.

The Central Message . . .

- is the lesson the characters learned.
- tells the big idea of the story.
- can also be called the moral of the story.
- can be more than one lesson learned.
- is the "heart" of the story.



Questions on the next page

Story #3

The Compromise

Angie wanted to play checkers, so she asked her sister, Nina to play. Nina said she'd play only if she could be red. The two sisters couldn't agree and argued about who would be red. Both loved the color red. It was their favorite color. Finally, Angie had a compromise. Nina could be red first, then she would be red next. That idea worked, and the girls played for hours. It was a lot better than arguing and not having any fun at all.

What is the central message of this story?

What is the central message?

- A. Sharing is caring
- B. Face your fears
- C. People or things aren't always what they seem
- D. Try, try, try again!

On the lines below, discuss what the central message of the story is. Use at least two details to support your thinking. Use RACES to support your answer.

The central message of the story is

ELA Homework

Our Toolkit for the day



Central Message

Central Message
The **LESSON** the author is teaching you

Steps-

1. What is the problem?
2. What does the character(s) do about the problem?
3. What lesson does the character learn?
4. What lesson does the author want you to learn?

Examples-

- Don't be afraid to try new things
- Always tell the truth
- Always be kind to others
- Don't be a bully
- Never give up
- Don't Steal (The Goose's Gold)
- Always ask if you want something that is not yours (Nate the Great)
- Treat others the way you want to be treated

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

Parent Signature 😊

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Week 16 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the fable below. Determine the central message of the story and explain on the lines below. Use at least two details in your written response to support your answer. Use RACES to structure your response.

The Central Message . . .

- is the lesson the characters learned.
- tells the big idea of the story.
- can also be called the moral of the story.
- can be more than one lesson learned.
- is the "heart" of the story.



Questions on the other page.

Story #4

The Scary Troll

There once was a scary troll who lived under a bridge. All of the animals that lived nearby didn't want to cross over because they were afraid of the troll. The troll was always saying he would eat them. One day, a brave billy goat crossed the bridge. He was very surprised when nothing happened. Then the billy goat heard a crying sound coming from below the bridge. The troll was so upset. He was lonesome and wanted to make some friends. He was tired of being lonely. The troll said he would change his ways and not scare anyone who tried crossing the bridge. The billy goat went to tell the animals the good news. They didn't know if they could trust the troll. The billy goat convinced everyone to give the troll a chance.

All of the animals decided to cross the bridge to see what would happen. As they approached the bridge, the troll popped up with a basket full of muffins to share. The animals were glad they gave the troll a chance to be kind. They forgave the troll, and he was never lonely or mean again.

What is the central message of this story?

What is the central message?

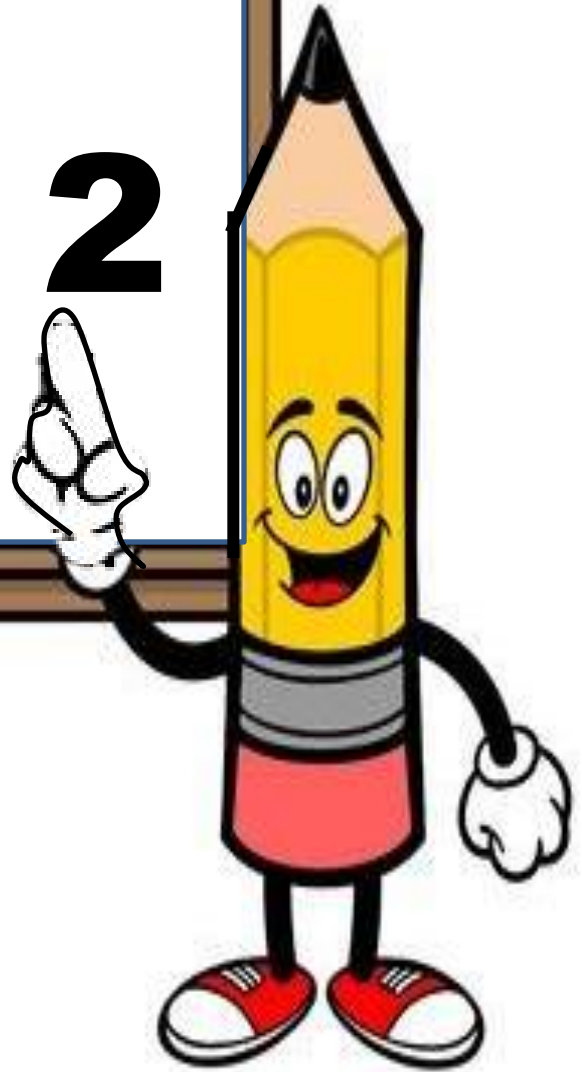
- A. Always give others a chance
- B. Don't give up when things get hard
- C. Don't be afraid to try new things
- D. Be a team player

On the lines below, discuss what the central message of the story is. Use at least two details to support your thinking. Use RACES to support your answer.

The central message of this story is



Day # 2



ELA Packet

Our Learning for today:

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

RL 3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3.6

Distinguish their own point of view from that of the narrator or those of the characters.

LEQ: Does understanding identified central messages within texts support our own personal growth as human beings?

Objective: I can identify a sentence or statement that best shows the central message of a text.

Our Toolkit for the day



Central Message
The **LESSON** the author is teaching you

Steps-

1. What is the **problem**?
2. What does the **character(s)** do about the **problem**?
3. What **lesson** does the **character** learn?
4. What **lesson** does the author want **you** to learn?

Examples-

- Don't be afraid to try new things
- Always tell the truth
- Always be kind to others
- Don't be a bully
- Never give up
- Don't steal (The Goose's Gold)
- Always ask if you want something that is not yours (Ask the Great)
- Treat others the way you want to be treated

Name: _____
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Week 16 Day 2 Date: _____
Harvard Yale Princeton

Do Now

In your own words, describe what the central message of a story is.

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

Compromise: To find a _____ that makes everyone

Checkers: A game played with _____ players

Explicit Instruction

Directions: Read the short story below. Underline the statement that best supports the central message of the story.

Example

Hammer Time

It was Ted's first time with a hammer. He tried to hammer a nail into wood for a school project. The nail began to bend and mess up the entire project. Ted said, "I can't do this." His teacher, Mr. Johnson, said it was too early to give up. So Ted tried again and again. Finally, the nail went into the wood. "You were right!" Ted said. "Practice makes perfect!"

What is the central message of this story?

- A. Do not give up right away.
- B. Do things one time only.
- C. It is hard to hammer a nail.
- D. Always follow your teacher's directions.

The Central Message . . .

- is the lesson the characters learned.
- tells the big idea of the story.
- can also be called the moral of the story.
- can be more than one lesson learned.
- is the "heart" of the story.



Story #3

The Compromise

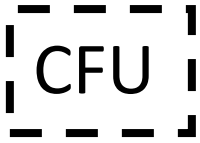
Angie wanted to play checkers, so she asked her sister, Nina to play. Nina said she'd play only if she could be red. The two sisters couldn't agree and argued about who would be red. Both loved the color red. It was their favorite color. Finally, Angie had a compromise. Nina could be red first, then she would be red next. That idea worked, and the girls played for hours. It was a lot better than arguing and not having any fun at all.

What is the central message of this story?

The central message of this story is

Name: _____
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Week 16 Day 2 Date: _____
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Directions: Read the short story below. Circle the statement that best supports the central message of the story.

Story #5

Bed Jumping

Jesse loved to jump on his bed, but this always made his mom worry about him getting injured. She told him not to jump on the bed, but Jesse did it anyway. One day, Jesse lost his balance, fell off the bed, and hit his head on the floor. He had to go to the emergency room to get stitches on his forehead. His mom was very upset. She hoped that Jesse had learned a lesson.

What is the central message of this story?

What is the central message of the story?

- A. Stop and think about what you are doing
- B. Don't hurt people's feelings
- C. Don't worry all the time
- D. Beds are dangerous

Which statement best supports the central message of the story?

- A. She told him not to jump on the bed, but Jesse did it anyway
- B. He had to go to the emergency room and get stitches on his forehead
- C. She hoped that Jesse had learned a lesson
- D. Jesse loved to jump on his bed, but this always made his mom worry about him getting injured.

Application Activity

Directions: Read the short story below. Circle the statement that best supports the central message of the story.

Story #6

Basketball Hoops

Boing! The basketball bounced off the rim of the hoop. "I almost made it that time," Jamie said.

She looked at the hoop and threw the ball. It flew way over the hoop and landed on the neighbor's lawn. The sun was hot on the driveway. Jamie wiped her forehead. Jamie's mother saw her through the kitchen window. She saw that Jamie looked sad. "Do you want some lemonade?" she called out to her. "Yes, please," Jamie answered. She felt tired. The lemonade was cold and sweet. "I'll never make a basket!" Jamie moaned.

"Keep trying, honey," her mother said. "If you keep trying, you will do it."

Back on the driveway, Jamie tried again. "I can do it," she said to herself. She held up the ball and looked at the basket for a very long minute. She threw the ball. Up, up it went. It tapped the rim and then slowly rolled through the hoop. "I did it!" Jamie shouted and clapped. "I made a basket at last!"

What is the central message of this story?

What is the central message of the story?

- A. Don't give up when things get hard
- B. Be yourself
- C. Honesty is hard, but worth it in the end
- D. Don't be afraid to try new things

Which statement best supports the central message of the story?

- A. Boing! The basketball bounced off the rim of the hoop.
- B. She felt tired the lemonade was cold and sweet.
- C. "I can do it" she said to herself.
- D. Jesse loved to jump on his bed, but this always made his mom worry about him getting injured.

Name: _____
BCCS-B

Week 16 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the short story below. Circle the statement that best supports the central message of the story.

Story #7

Silly Squirrels

Summer was over. The air was getting colder. Leaves were falling from the trees. A squirrel family was gathering acorns. They would save them for later. They knew that food would be hard to find when winter came.

"I can jump higher than you can," one squirrel brother said.

"No you can't. Watch me," the second squirrel brother argued.

"Who can find more acorns?" asked their mother. This put the brothers to work. Up and down the tree they went. Then, there it was, at the end of a branch—the biggest acorn ever.

"I saw it first!" said one squirrel brother.

"No, I did," said the second squirrel brother. "It's mine!"

They both held on to the acorn. Neither one would let go as they tugged back and forth on the acorn. Suddenly, the acorn slipped! It fell to the ground and landed near a little boy's feet. "Hey, look at this big acorn," the boy said. He put it in his pocket and walked away with the squirrel brother's acorn.

The two squirrel brothers were very disappointed that their fight made them lose the big acorn. They promised to work together instead of against each other from then on.

What is the central message of this story?

What is the central message of the story?

- A. Working together is the best way to solve a problem
- B. Humans are evil
- C. Be happy with what you have
- D. Treat others the way you want to be treated

Which statement best supports the central message of the story?

- A. Summer was over. The air was getting colder
- B. "I can jump higher than you can" one squirrel brother said.
- C. They promised to work together instead of against each other from then on
- D. They both held on to the acorn.

ELA Homework

Our Toolkit for the day



Central Message

Central Message
The **LESSON** the author is teaching you

Steps-

1. What is the problem?
2. What does the character(s) do about the problem?
3. What lesson does the character learn?
4. What lesson does the author want you to learn?

Examples-

- Don't be afraid to try new things
- Always tell the truth
- Always be kind to others
- Don't be a bully
- Never give up
- Don't Steal (The Goose's Gold)
- Always ask if you want something that is not yours (Nate the Great)
- Treat others the way you want to be treated

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Name: _____
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Week 16 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the fable below. Determine what the central message is (what the characters learn) and then choose the best statement that supports the main idea.



The Ant and the Grasshopper

Aesop: Greece

One day a grasshopper sang and played his fiddle as he watched a group of ants march by carrying heavy food. They grunted and sweat as they carried corn, wheat, and fruit. "What are you doing?" asked the grasshopper. Without stopping, the lead ant told him that they were taking food to their home in the hill for winter. The grasshopper told them to stop and play with him instead, but the ants told him no. They told him to start getting ready for the winter too. "Winter is far away, and it's a beautiful day," grasshopper said, as he went off with his fiddle. The weather soon became cold. Snow fell. The grasshopper found himself hungry and cold. He saw the ants handing out corn they had collected that summer. The grasshopper begged for food. The ants couldn't believe the grasshopper had been so foolish. They shook their heads, and went on with their jobs.

What is the moral or lesson of this story?

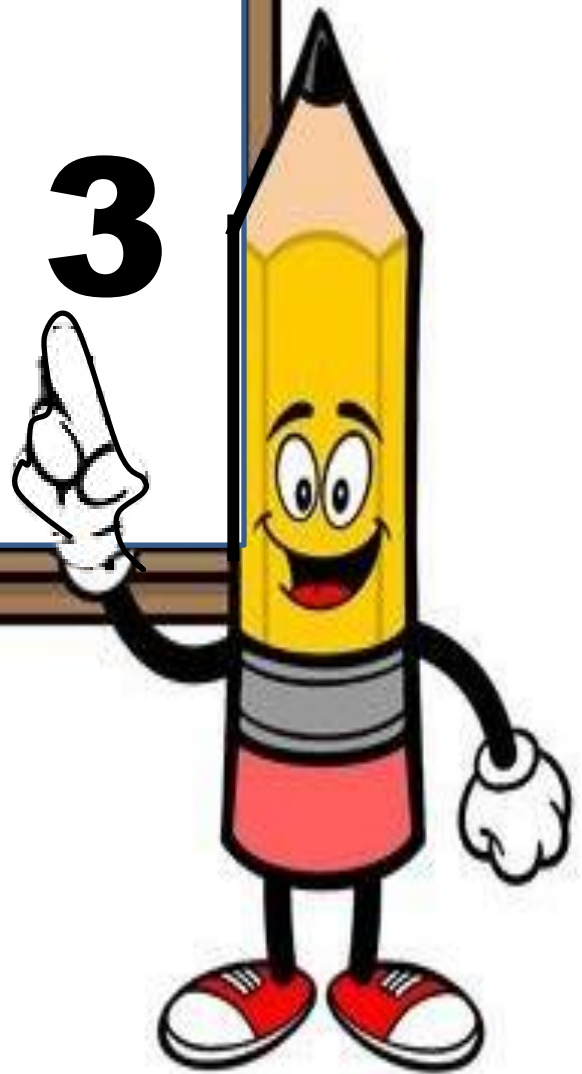
- A. There is a time for work, and a time for play
- B. Summer is a time for play
- C. Grasshoppers are lazy
- D. Summer is a time for work

What statement best supports the central message of the story?

- A. They grunted and sweat as they carried corn, wheat, and fruit.
- B. They shook their heads, and went on with their jobs.
- C. “Winter is far away, and it’s a beautiful day”.
- D. He saw the ants handing out corn they had collected that summer, The grasshopper begged for food.



Day # 3



ELA Packet

Our Learning for today:

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

RL 3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3.6

Distinguish their own point of view from that of the narrator or those of the characters.

LEQ: Does understanding identified central messages within texts support our own personal growth as human beings?

Objective: I can identify and explain which character learns a lesson in a text.

Our Toolkit for the day



Central Message
The **LESSON** the author is teaching you

Steps-

1. What is the **problem**?
2. What does the **character(s)** do about the **problem**?
3. What **lesson** does the **character** learn?
4. What **lesson** does the author want **you** to learn?

Examples-

- Don't be afraid to try new things
- Always tell the truth
- Always be kind to others
- Don't be a bully
- Never give up
- Don't steal (The Goose's Gold)
- Always ask if you want something that is not yours (Ask the Great)
- Treat others the way you want to be treated

Name: _____
BCCS-B

Week 16 Day 3 Date: _____
Harvard Yale Princeton

Do Now

What helps us determine the central message in a story?


Vocabulary Guided Notes

Moral: Another way to _____ the _____ a character learns in the story.

Fiction: A _____ that does not really _____

Explicit Instruction

Directions: Read the short story below. Determine which character(s) learn a lesson in the story. Explain on the lines below using RACES to structure your response. Use at least two details in your response.



12. **The Tortoise and the Hare**
Aesop's Fables: Greece

There once was a hare who bragged about how fast he could run. The tortoise got tired of hearing him brag, and challenged him to a race. All the animals of the forest gathered to watch the race. The hare took off, leaving the tortoise far behind. Tortoise didn't mind. He kept up his slow and steady pace. The hare was so far ahead that he stretched out, and decided to take a little nap. Tortoise kept up his slow and steady pace, and crossed the finish line just as the hare woke up. The hare was shocked to see the tortoise cross the line to the cheers of every animal in the forest.

Which character learns a lesson in the fable?

- A. Hare**
- B. Tortoise**
- C. The other animals**

Which statement best shows which character learns a lesson in the fable?

- A. The hare was shocked to see the tortoise cross the line to the cheers of every animal in the forest.
- B. There once was a hare who bragged about how fast he could run.
- C. All of the animals of the forest gathered to watch the race.
- D. The hare was so far ahead that he stretched out, and decided to take a little nap.

Which character learns a lesson in the story? Answer using at least two details from the text. Use RACES to structure your response.

The character that learns a lesson in this story was

Name: _____

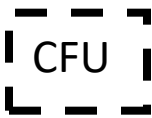
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Directions: Read the short story below. Determine which character(s) learn a lesson in the story. Explain on the lines below using RACES to structure your response. Use at least two

16. 

Why Koala has a Stumpy Tail Australia

Once there were two friends. They were Tree Kangaroo and Koala. Tree Kangaroo was a hard worker. Koala spent his time looking at his long fluffy tail. It was the year of the hot and dry summer that it happened. There was no water anywhere to be found. Tree Kangaroo had the idea of digging for water. While Tree Kangaroo dug, Koala found reasons why he couldn't help dig the hole. He brushed his tail instead. Tree Kangaroo dug the hole himself. Finally he hit water! At that moment Koala jumped in. He drank every drop of water in the hole. Tree Kangaroo was so mad he grabbed him by the tail. He pulled so hard the tail broke off at the base. Now all Koalas have a stumpy tail to remind them that greed and laziness only bring unhappiness.

details in your response

Which character learns a lesson in the fable?

- A. Koala
- B. Kangaroo

What is the central message in this fable?

- A. Greed and laziness only bring unhappiness
- B. Do your fair share of the work
- C. Good things come to those who wait

Which character learns a lesson in the story? Answer using at least two details from the text. Use RACES to structure your response


Application Activity

Directions: Read the short story below. Determine which character(s) learn a lesson in the story. Explain on the lines below using RACES to structure your response. Use at least two details in your response

30. The Lion and the Mouse
Aesop: Greece

One day a lion lay sleeping in the morning sun. A tiny mouse came along and was frightened to see the lion. In her hurry to get away, she ran across the lion's nose and woke him up. He grabbed the tiny mouse, and prepared to eat her. The mouse begged the lion to let her go, and promised to help him one day. The lion laughed so hard he put the mouse down, and told her to be on her way. Not long after, the mouse heard the roaring of the lion throughout the forest. She found him caught in a hunters net, and no matter how hard he fought, he could not free himself. The tiny mouse set to work chewing each of the ropes. In no time the lion was free. The mouse looked up at the lion and said, "You were kind to me and let me live, now you see that even a small mouse can help the mighty lion." **What is the moral of the story?**

- A. A kindness is never wasted
- B. When someone hurts you, hurt them back
- C. Mice are good friends to have
- D. Lions often make poor choices



What character learns a lesson in this fable?

- A. Mouse
- B. Lion

Which character learns a lesson in the story? Answer using at least two details from the text. Use RACES to structure your response

Name: _____

Week 16 Day 3 Date: _____

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Exit Ticket

Directions: Read the short story below. Determine which character(s) learn a lesson in the story. Explain on the lines below using RACES to structure your response. Use at least two details in your response.

5.



Tom and the Leprechaun

Ireland

Tom was walking through a meadow one day when he heard clackety, clackety, clack. He peeked over the stone wall, and what should he see but a tiny leprechaun tapping on a pair of shoes. Tom knew if he could catch him, he'd have to tell Tom where his gold was buried. He also knew he could never take his eyes off of him, or he would disappear. He leaped over the wall, and grabbed the wee man. "Give me your gold!" he demanded!

The wee man agreed, and pointed across the field. After an hour of walking they came to a large field of millions of ragweed plants. "There" said the wee man. "Under that weed." Tom didn't have a spade, so he tied his red handkerchief around the plant, let the wee man go, and ran home to get the spade. When he returned, what did he see? Every one of the millions of plants were tied with a red handkerchief! All were exactly the same as his own. There was no way he could dig up the entire field, so he went home, ever so angry at that leprechaun! **What is the lesson of this story?**

A. Never trust a leprechaun

C. Always travel with a spade

B. Keep leprechauns in a bag

D. Do whatever a leprechaun says to do

What character learns a lesson in this fable?

- A. Tom
- B. Leprechaun

Which character learns a lesson in the story? Answer using at least two details from the text. Use RACES to structure your response

Name: _____

Week 16 Day 3 Date: _____

BCCS-B

Harvard

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ELA Homework

Our Toolkit for the day



Central Message

Central Message
The **LESSON** the author is teaching you

Steps-

1. What is the problem?
2. What does the character(s) do about the problem?
3. What lesson does the character learn?
4. What lesson does the author want you to learn?

Examples-

- Don't be afraid to try new things
- Always tell the truth
- Always be kind to others
- Don't be a bully
- Never give up
- Don't Steal (The Goose's Gold)
- Always ask if you want something that is not yours (Nate the Great)
- Treat others the way you want to be treated

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

Parent Signature ☺

Your Turn

Directions: Read the short story below. Determine which character(s) learn a lesson in the story. Explain on the lines below using RACES to structure your response. Use at least two details in your response



The Fisherman and the Genie

Middle East

6. There once was a very poor fisherman. One day he pulled up a bottle that was trapped in his net. He pulled on the stopper of the bottle. As he pulled out the stopper, smoke came out! Then a huge genie appeared. The genie laughed and said the fisherman would now die. The genie was angry about being trapped in the bottle for hundreds of years! Just as he was about to kill the fisherman, the clever man asked where the genie really came from. It couldn't be the bottle. The genie was too big to fit in the bottle. The genie couldn't believe the fisherman was so stupid. The genie showed his magic by once again pouring himself back into the bottle. The fisherman quickly stopped up the bottle to keep him from getting out again! The genie begged to be let go. He promised not to kill the fisherman. In fact, he would give him the secret to riches. The genie begged and begged. Finally, the fisherman trusted the genie enough to let him go. The genie did give the man the secret to riches. The happy fisherman lived the rest of his life in comfort.

What word in the text lets you know the fisherman could solve the genie problem?

- A. Fisherman
- B. Clever
- C. poor
- D. trusted

What character learns a lesson in this fable?

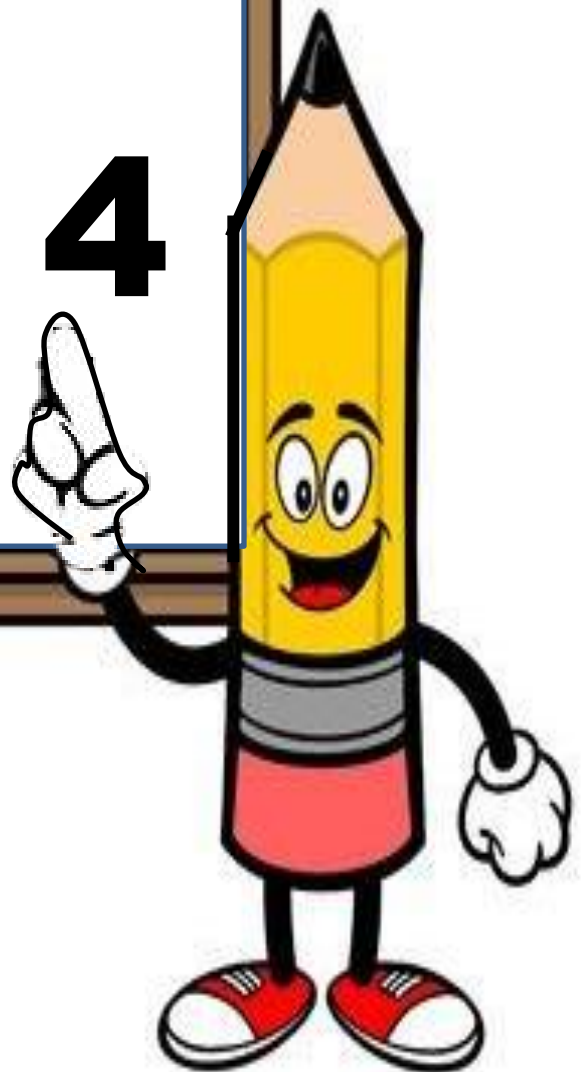
- A. The Fisherman
- B. The genie

Which character learns a lesson in the story? Answer using at least two details from the text. Use RACES to structure your response.

The character that learns a lesson in the story was



Day # 4



Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

RL 3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

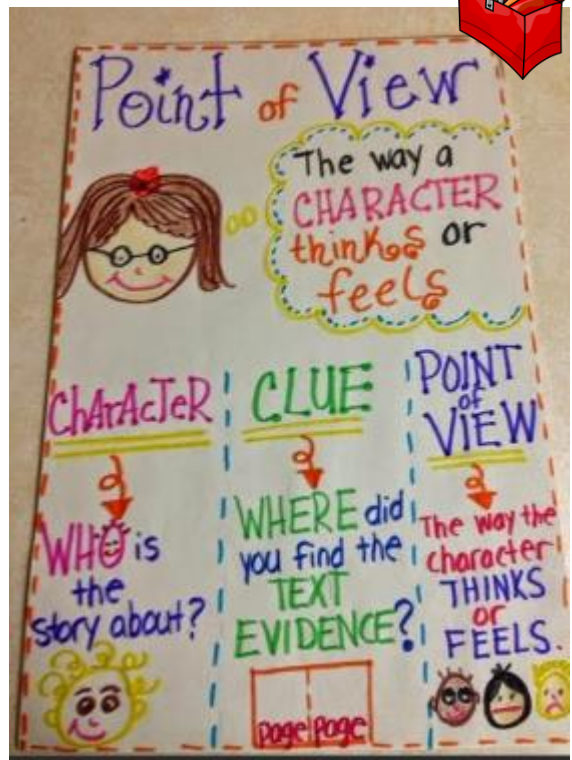
RL 3.6

Distinguish their own point of view from that of the narrator or those of the characters.

LEQ: How does an author's POV differ or is similar to the readers? It is okay to have different POVs?

Objective: I can identify and explain the POV of characters within a text.

Our Toolkit for the day



Name: _____

Week 16 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now

What is point of view when discussing characters?

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

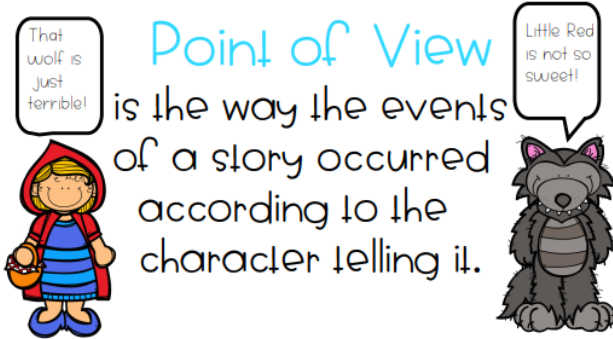
Point of View: What a _____ thinks in the _____

Opinion: What one _____ thinks to be true

Explicit Instruction

what is POINT OF VIEW??

Point of View is the way the events of a story occurred according to the character telling it.



Directions: Read the short story below. Determine the character's point of view

directions: In the space provided, write down the differing points of view of Cinderella and her stepmother using evidence from the story. Think of the character's actions, feelings, and dialogue. Then, decide your point of view of the story using the evidence.

CINDERELLA'S POINT OF VIEW

STEMOTHERS POINT OF VIEW

MY POINT OF VIEW



Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton





what is POINT OF VIEW??

Point of View is the way the events of a story occurred according to the character telling it.

That wolf is just terrible!

Little Red is not so sweet!





Directions: Read the short story below. Determine the character's point of view (POV).

NAME: _____ DATE: _____

POINT OF VIEW

directions: In the space provided, write down the differing points of view of the wolf and the pigs using evidence from the story. Think of the characters' actions, feelings, and dialogue. Then, decide your point of view of the story using the evidence.

| WOLF'S POINT OF VIEW | PIGS POINT OF VIEW | MY POINT OF VIEW |
|---|--|------------------|
|  |  | |

Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the passage from each character. Tell what each character's point of view is. Underline at least two details from each passage.

I just can't believe the queen would treat me so badly. How can she be jealous of me? I have been very kind to her and a good stepdaughter. I can't help it if I have skin as white as snow, lips as red as ruby and hair as black as the night sky. I was just born this way!

When she ordered the huntsman to take me to the woods to kill me, I thought how evil she had become. Luckily the woodsmen let me escape. But I was not so lucky when the queen disguised herself as an old woman and tried to poison me, what was she thinking!



I am furious and filled with envy at the fact that Snow White is considered prettier than I! The magic mirror is wrong in my opinion. Why anyone can see I am the most beautiful woman in the entire kingdom and perhaps the world. This is so unfair!

How can you blame me if I gave orders to kill Snow White? I must preserve my reputation as the most beautiful woman in the kingdom. As a Queen, I and will have anything that I want.



Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton

Application Activity

What is Snow White’s point of view?

- A. The wicked step mother is evil
- B. She wants to be friends with her wicked step mother
- C. She thinks the wicked step mother is prettier than her
- D. She hates apples

What is the Wicked Step Mother’s point of view?

- A. She hates Snow White for being prettier than she is
- B. She disagrees with the magic mirror and believes she is prettier
- C. She wants to be friends with Snow White
- D. She is angry with the huntsman

On the lines below, tell whose point of view you agree with, why? Use at least two details in your response and use RACES to structure your response.

The point of view I agree with is

Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton

Exit Ticket

On the lines below, describe how you can identify a character's point of view in a story.

I can identify a characters point of view in a story by

Name: _____

Week 16 Day 4 Date: _____

BCCS-B

Harvard

Yale

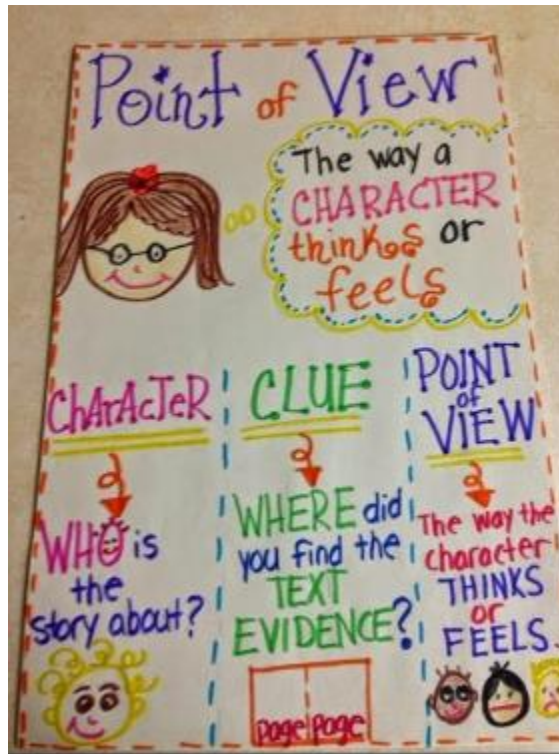
Princeton

ELA Homework

Our Toolkit for the day



Point of View



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

Parent Signature ☺

Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the two excerpts from the characters below. Determine their point of view and then describe on the lines below who you agree with and why. You need to underline two details from each character that identifies their point of view. Use RACES in your response on the lines below.

We think the Trolls is being very unfair to us. There is only one way to get across the river and that is by crossing the bridge. We'd be more than happy to pay the toll because we are very hungry. We tried to be nice but he is determined to eat us.

It is so nice to have a big brother who can defend us. He should know better than to pick on little guys like us. We think the Troll may have been having a bad day, but he could just be grumpy all the time. At least he knows, he can't stop us from crossing the bridge.



Of course I was hungry! I had not eaten since winter began! It's not every day I can feast on goat stew! Over the years, many have learned to fear me because I have such a large appetite. But I can't help that my stomach is always growling.

I live under the bridge because no one wants me near them. Everyone says I am hideous and have a foul odor. I am a troll! What do you expect? I think the goats tricked me! The biggest Billy Goat Gruff is a bully!



Name: _____
BCCS-B

Week 16 Day 4 Date: _____
Harvard Yale Princeton

Your Turn

What is the point of view of the three Billy goats?

- A. They think the troll is mean for not letting them pass
- B. They think the troll is ugly
- C. They are scared of the bridge
- D. They want to be friends with the troll

What is the point of view of the Troll?

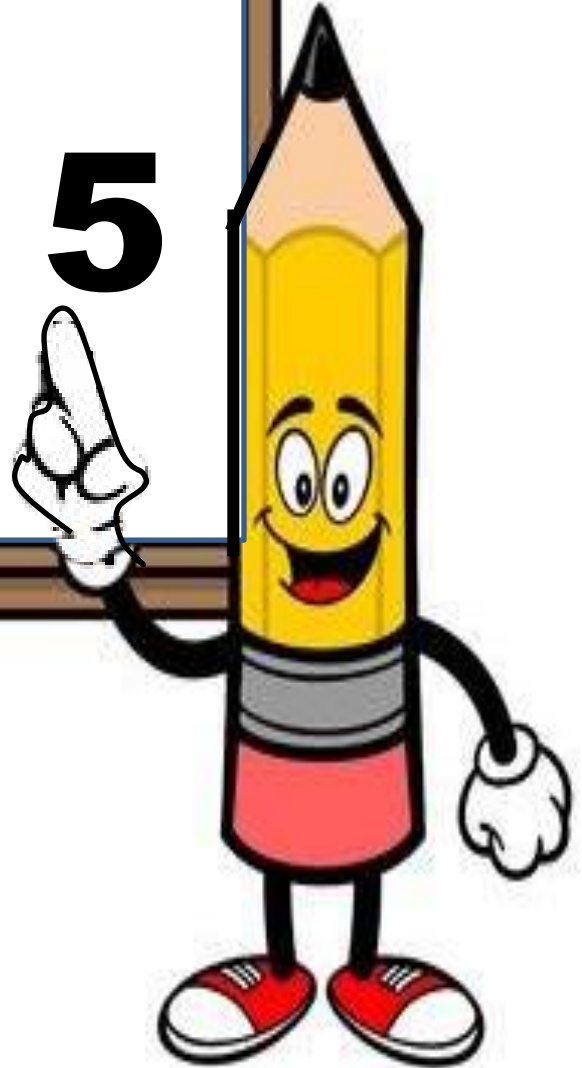
- A. He thinks the goats are making him look bad
- B. He is a troll, what do they expect from him?
- C. He is starving
- D. Goats are his favorite snack

On the lines below, tell whose point of view you agree with, why? Use at least two details in your response and use RACES to structure your response.

I agree with the point of view of



Day # 5



ELA Packet

Our Learning for today:



RL 3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

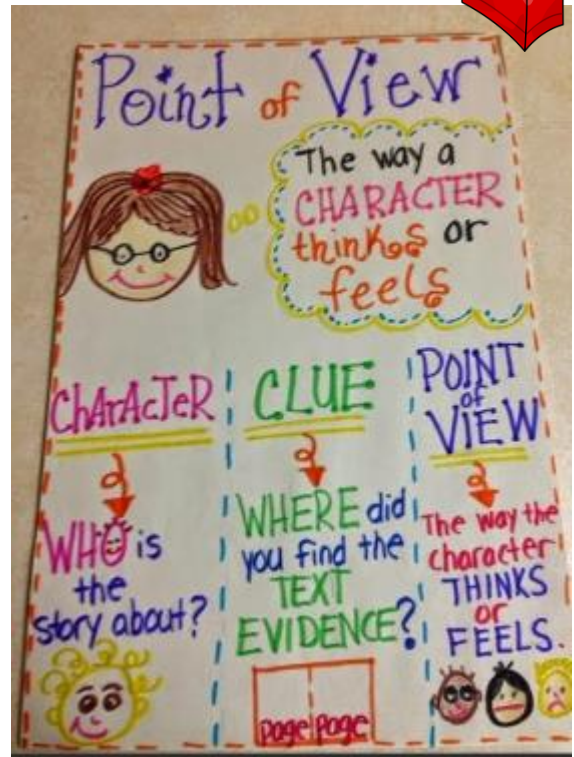
RL 3.6

Distinguish their own point of view from that of the narrator or those of the characters.

LEQ: How does an author's POV differ or is similar to the readers? It is okay to have different POVs?

Objective: I can explain how a character's POV change throughout the text

Our Toolkit for the day



Name: _____
BCCS-B

Week 16 Day 5 Date: _____
Harvard Yale Princeton

Do Now

Can a character's point of view change in the story?

Vocabulary Guided Notes

Clue: _____ you found the _____ evidence

Distinguish: To _____ the difference

Explicit Instruction

Directions: Read the following texts below. Identify the character's point of view in the first text, then determine how the character's point of changes in the second text.

1. Hi! My name is Goldilocks! I was stumbling my way through the woods when I came across a cute little cottage. I was feeling very hungry and tired so I figured I would go in for a meal and a nap before I continued on my journey through the woods. When I got to the house and knocked, no one answered, I decided to go in any way!

The house was very cute and had plenty of options for food to eat and places to sit and sleep! It took me awhile to find the best food and bed, but when I did, I was full and happy! I rested for a while before these bears came into the house! They were yelling and chased me out of the house. How rude! They don't know how to be kind to strangers!

2. Hi! My name is Goldilocks I was stumbling my way through the woods when I came across a cute little cottage. I was feeling very hungry and tired so I figured I would go knock on the door to see if someone was home to help me. I knocked a few times but no one answered. I figured I would wait awhile in that area to see if anyone came home.

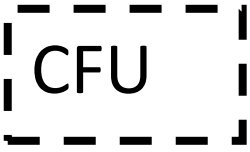
Later on, I saw a family of bears come home to the house, they looked so friendly! I decided to walk back up and ask them for a quick meal and a place to rest. They let me inside and fed me and let me sleep. I was so grateful to these kind bears who took such nice care of me, and I am so glad I waited patiently!

What is Goldilocks's point of view in story 1?

How does her point of view change in story 2?

Name: _____
BCCS-B

Week 16 Day 5 Date: _____
Harvard Yale Princeton



Directions: Read the following texts below. Identify the character’s point of view in the first text, then determine how the character’s point of changes in the second text.

1. I am furious and filled with envy at the fact that Snow White is considered prettier than I! The magic mirror is wrong in my opinion. Why anyone can see I am the most beautiful woman in the entire kingdom and perhaps the world. This is so unfair!

How can you blame me if I gave orders to kill Snow White? I must preserve my reputation as the most beautiful woman I the kingdom. As a Queen, I and will have anything that I want.

2. I am getting older, and losing some of the beauty I once had. At one point I was the fairest in all the land, and now it appears as though my step daughter Snow White is the fairest of them all. At first I was angry that I was no longer the most beautiful. But the more that I think about it, I am happy that Snow White will find herself a prince to look after her. Who cares about my reputation, I have lived a wonderful life so far!

What is Malificent’s point of view in story 1?

How does her point of view change in story 2?

Name: _____
BCCS-B

Week 16 Day 5 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the following texts below. Identify the character's point of view in the first text, then determine how the character's point of changes in the second text.

1. Of course I was hungry! I had not eaten since winter began! It's not every day I can feast on goat stew! Over the years, many have learned to fear me because I have such a large appetite. But I can't help that my stomach is always growling.

I live under the bridge because no one wants me near them. Everyone says I am hideous and have a foul odor. I am a troll! What do you expect? I think the goats tricked me! The biggest Billy Goat Gruff is a bully!

3. I am not the best at making friends. People say that I am ugly and have a foul odor. I try my best to stay clean, but it's hard to when you live under a smelly bridge with no clean water. I am always cranky because I am embarrassed at how I look. People are afraid of me, including the three Billy Goats Gruff. They think I am trying to eat them! Really I just don't know how to start a conversation. I am going to practice how to come across in a nice way so that I can make friends. I'd love for them to cross my bridge so I can get to know them better!

What is the Troll's point of view in story 1?

The Troll's point of view in story 1 is

How does his point of view change in story 2?

The Troll's point of view changes in story 2 because

Name: _____

Week 16 Day 5 Date: _____

BCCS-B

Harvard

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Exit Ticket

Directions: Pretend you are the Big Bad wolf from The Three Little Pigs. Read the first story from his perspective, then create your own so his point of view changes.

1. These pigs are so annoying! They don't understand that a wolf has to eat! It's called the cycle of life. I am the predator and they are the prey. I understand that no one wants to be eaten, but hey a wolf can't starve to death either! They don't realize that by them building these houses and hiding, they are making my life harder and they are being more selfish. I am going to hunt them by blowing down their houses until I can get a meal!

Write the story from a different point of view from the wolf on the lines below.

Name: _____

Week 16 Day 4 Date: _____

BCCS-B

Harvard

Yale

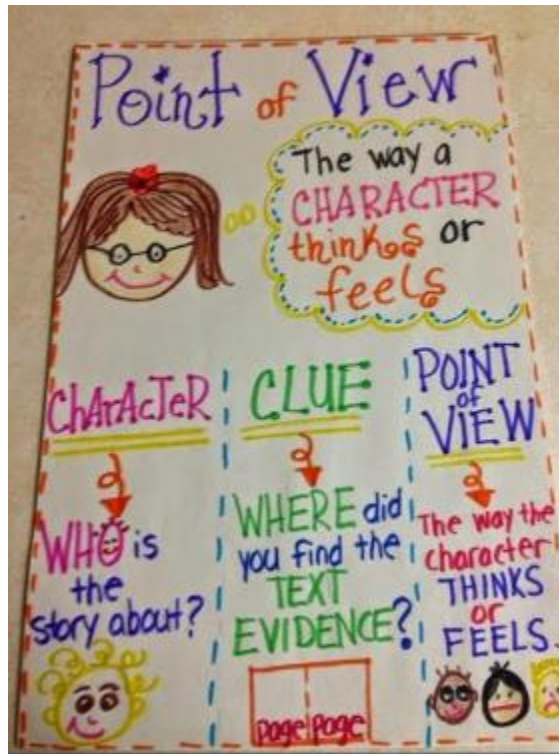
Princeton

ELA Homework

Our Toolkit for the day



POV



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Name: _____
BCCS-B

Week 16 Day 5 Date: _____
Harvard Yale Princeton

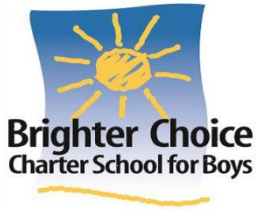
Your Turn

Directions: Pretend you are the Snow White. Read the first story from her perspective, then create your own so her point of view changes.

I just can't believe the queen would treat me so badly. How can she be jealous of me? I have been very kind to her and a good stepdaughter. I can't help it if I have skin as white as snow, lips as red as ruby and hair as black as the night sky. I was just born this way!

When she ordered the huntsman to take me to the woods to kill me, I thought how evil she had become. Luckily the woodsmen let me escape. But I was not so lucky when the queen disguised herself as an old woman and tried to poison me, what was she thinking!

Write the story from a different point of view from Snow White on the lines below.



Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 17



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.

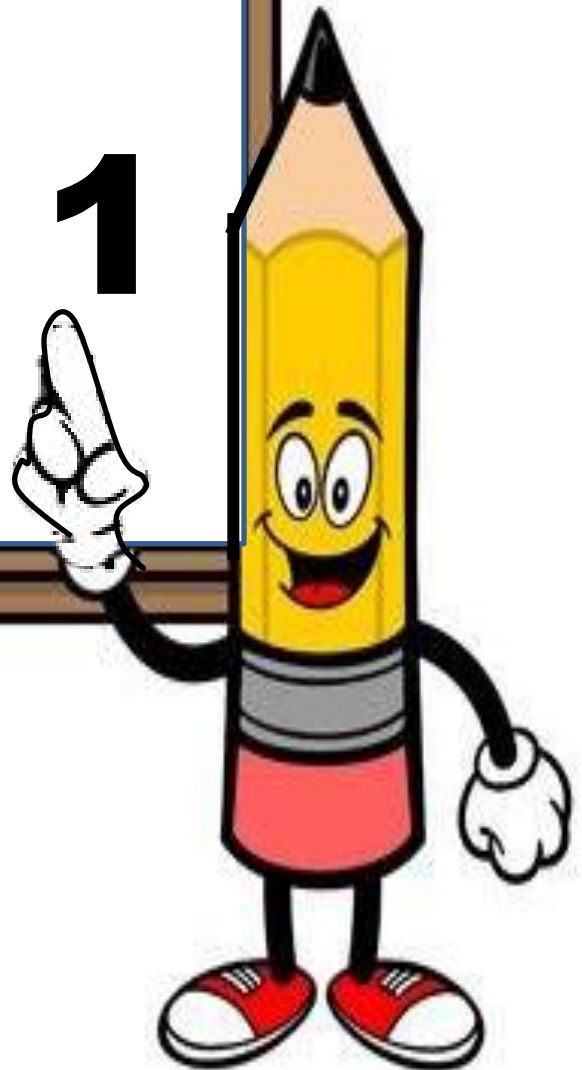
(Parent Signature)

(Date)

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



Day # 1



Name: _____
BCCS-B

Week 17 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Does understanding text features help us better understand the text?


Objective: I can use text features to help determine differences and similarities in different parts of the world compared to the United States.

Our Toolkit for the day



Text Features

| Feature: | Purpose: | Example |
|------------|--|---------|
| Labels | Helps the reader identify pictures and its parts | |
| Captions | Help the reader better understand the pictures | |
| Bold Words | Tells the reader what words are important. | |
| Word Wise | Defines the bold words for reader | |
| Heading | Tells the reader what the text is mostly about (main idea) | |
| Title | Tells the reader what the whole article is about | |

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Name: _____
BCCS-B

Week 17 Day 1 Date: _____
Harvard Yale Princeton

Do Now

What do you think text features are in a book?

I think text features in a book _____

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

Text features: Different _____, headings, _____ and images that help us better _____ a text.

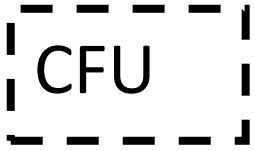
Captions: _____ the reader better _____ a picture

Labels: Helps the _____ better _____ a picture and its parts

Bold Words: Tells the _____ what _____ are important

Name: _____
BCCS-B

Week 17 Day 1 Date: _____
Harvard Yale Princeton



Directions: On the lines below, determine the main idea of the given section of text. In your response, be sure to include two details that helped you identify the main idea of the informational text. Underline the main idea of the passage, and underline and label two supporting details with (D).

- Volcanoes and Earthquakes pages 8-9

Name: _____
BCCS-B

Week 17 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

Directions: On the lines below, determine the main idea of the given section of text. In your response, be sure to include two details that helped you identify the main idea of the informational text. Underline the main idea of the passage, and underline and label two supporting details with (D).

- Wildlife pages 10-11

Name: _____
BCCS-B

Week 17 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: On the lines below, determine the main idea of the given section of text. In your response, be sure to include two supporting details that helped you identify the main idea of the informational text. Underline the main idea of the passage, and underline and label two supporting details with (D).

- The People 12-13

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Harvard

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Princeton

ELA Homework

Our Toolkit for the day



Main Idea

How to Find the Main Idea
Informational Text

The **main idea** of a text is the most important point that the author is making about the topic/subject.

1. Read the text.
2. Find the **topic/subject**.
 - Look for important words that repeat in the text.
3. Look for **important details** about the topic/subject.
 - Think to yourself: "What does the author say about the topic/subject?"
 - **Circle** the text and look for words that describe or tell about the topic/subject.
4. Use the **important details** about the topic/subject to help you identify the **main idea** of the text.
 - Think about the details.
 - Write on the lines about the topic/subject.
 - Write in the spaces about the main idea.
5. Tell the **main idea** in your own words!

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Name: _____
BCCS-B

Week 17 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Treading Water

From *On the Trail An Outdoor Book for Girls* By Lina Beard and Adelia Belle Beard

DIRECTIONS: Underline the main idea in each paragraph. Write the supporting details on the lines.

In treading water you maintain an upright position as in walking. Someone says: "To tread water is like running up-stairs rapidly." Try running up-stairs and you will get the leg movement. While the water is up to your neck, bend your elbows and bring your hands to the surface, then keep the palms pressing down the water. The principle is the same as in swimming. When you swim you force the water back with your hands and feet and so send your body forward. When you tread water you force the water down with your hands and feet and so send your body, or keep it, up.

SUPPORTING DETAILS

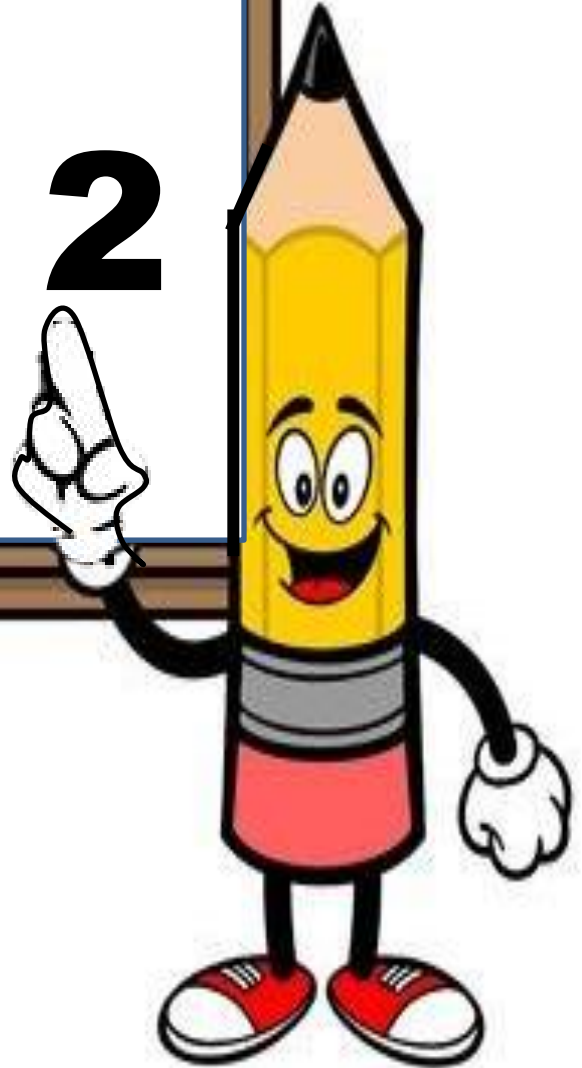


It is even possible to stand quite still in deep water when you learn to keep your balance. All you do is to spread out your arms at the sides on a line with your shoulders and keep your head well back. You may go below the surface once or twice until you learn, but you will come up again and the feat is well worth while. What an outdoor girl should strive for is to become thoroughly at home in the water so that she may enter it fearlessly and know what to do when she is there.

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Day # 2



Name: _____
BCCS-B

Week 17 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Does understanding text features help us better understand the text?

Objective: I can use text features to help determine the main idea and supporting details of a passage.

Our Toolkit for the day



Text Features

| Feature: | Purpose: | Example |
|------------|--|---------|
| Labels | Helps the reader identify pictures and its parts | |
| Captions | Help the reader better understand the pictures | |
| Bold Words | Tells the reader what words are important. | |
| Word Wise | Defines the bold words for reader | |
| Heading | Tells the reader what the text is mostly about (main idea) | |
| Title | Tells the reader what the whole article is about | |

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Name: _____
BCCS-B

Week 17 Day 2 Date: _____
Harvard Yale Princeton

Do Now

Can text features help us determine the main idea of an informational paragraph?

Vocabulary Guided Notes

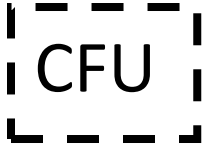
Informational: Giving a reader _____ information

Main Idea: What the passage is _____ about

Supporting Details: Help _____ the topic we are _____ about

Name: _____
BCCS-B

Week 17 Day 2 Date: _____
Harvard Yale Princeton



Daily Life pages 14-15

On the lines below, determine the main idea of the informational text.

The main idea of this informational text is

What are two supporting details from the passage that helped you identify the main idea?

Name: _____
BCCS-B

Week 17 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

- Going to school pages 16-17

On the lines below, determine the main idea of the informational text.

The main idea of this informational text is

What are two supporting details from the passage that helped you identify the main idea?

Name: _____
BCCS-B

Week 17 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Think of a topic you know a lot about. Write an informational paragraph providing information to your reader about your topic. Your first sentence should be the **main idea** (what your passage will mostly be about) and should include at least 2 supporting details. Fill out the organizer below before writing your response.

My Topic: _____

What are two supporting details about your topic?

| |
|-------|
| |
| _____ |
| _____ |
| _____ |
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| _____ |
| |

| |
|-------|
| |
| _____ |
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Name: _____

Week 17 Day2 Date: _____

BCCS-B

Harvard

Yale

Princeton

ELA Homework

Our Toolkit for the day



Main Idea



How to Find the Main Idea
Informational Text

The **main idea** of a text is the most important point that the author is making about the topic/subject.

1. Read the text.
2. Find the **topic/subject**.
 - Look for **topic words** that repeat in the text.
3. Look for **important details** about the **topic/subject**.
 - Find the **details** that **help** the author say about the **topic/subject**.
 - **Exclude** the text and look for words that provide a lot about the **topic/subject**.
4. Use the **important details** about the **topic/subject** to help you identify the **main idea** of the text.
 - Think about the **details**.
 - **Write** on the details that you about the **topic/subject**.
 - What is the **big idea** about the **topic/subject**?
5. Tell the **main idea** in your own words!

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

Parent Signature ☺

Name: _____
BCCS-B

Week 17 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

How Great Ideas Happen



When we read a wonderful book, it's easy to imagine that the story sprang, fully developed, from the author's imagination, but that is not always the case—sometimes great ideas are accidents; and sometimes they are the result of adapting to things that didn't work out the way that we had hoped. Have you ever read the book *Where the Wild Things Are* by Maurice Sendak? The story of how that book came to be what we know and love is a perfect example of "accidents" and "adaptation".

The original title for *Where the Wild Things Are* was going to be *Where the Wild Horses Are*. As you can probably guess, the story featured fillies, foals and mares. Maurice Sendak had a very good editor named Ursula Nordstrom who had edited many classic books you have probably read or heard of, like *The Giving Tree*, *Goodnight Moon*, *Harold and the Purple Crayon* and *Charlotte's Web*. Nordstrom really loved the proposed title for Sendak's book. She thought that it was very poetic. But when Sendak began to illustrate the book, he discovered that there was a problem: Sendak couldn't draw horses. He had to tell Nordstrom that he wasn't going to be able to finish the Wild Horses book after all. Nordstrom was not pleased.

"But I can't draw horses," he tried to explain.

"Maurice, what *can* you draw?" she asked.

"Things," he said, and "things"—wild things—is what he drew.

It's important to always try when you have an idea. Sometimes you might fail; but in that failing, it just may turn out that what you end up with is better than what you had first hoped that it would be.

Main Idea

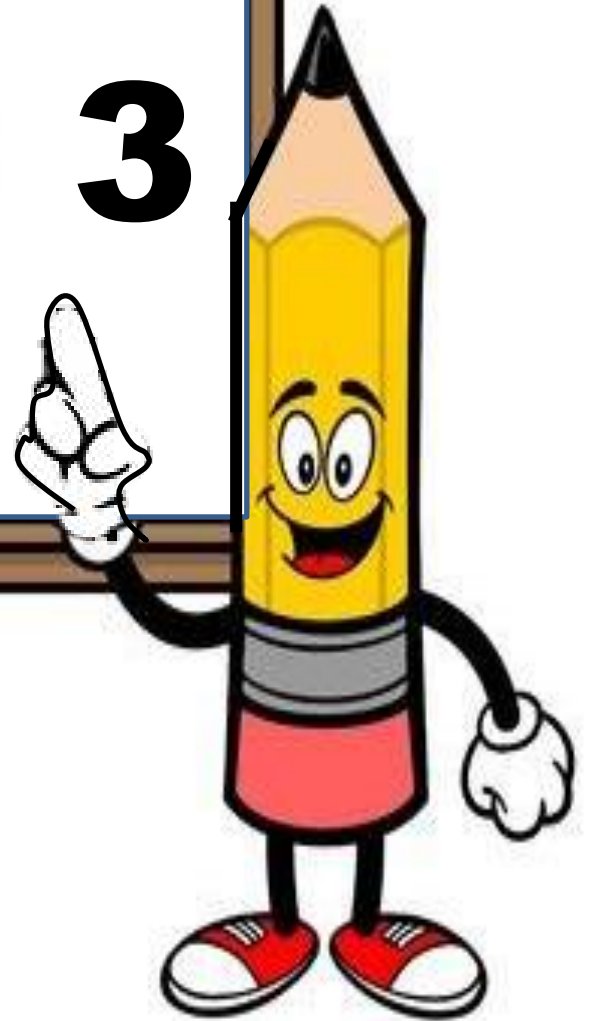
1. Great ideas sometimes happen by:
 - A. accident
 - B. adaptation
 - C. accident and adaptation
2. *Where the Wild Things Are* is the book that it is today because of:
 - A. accident
 - B. adaptation
 - C. accident and adaptation

Significant Details

3. *Where the Wild Things Are* was originally going to be about:
 - A. horses
 - B. dogs
 - C. wild things
4. Sendak drew the wild things because:
 - A. his editor asked him to
 - B. it was what he imagined
 - C. he couldn't draw horses



Day # 3



Name: _____
BCCS-B

Week 17 Day 3 Date: _____
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ELA Packet

Our Learning for today:



LEQ: Does understanding text features help us better understand the text?

Objective: I can use text features to help determine the main idea and supporting details of a passage.

Our Toolkit for the day



Text Features

| Feature: | Purpose: | Example |
|------------|--|---------|
| Labels | Helps the reader identify pictures and its parts | |
| Captions | Help the reader better understand the pictures | |
| Bold Words | Tells the reader what words are important. | |
| Word Wise | Defines the bold words for reader | |
| Heading | Tells the reader what the text is mostly about (main idea) | |
| Title | Tells the reader what the whole article is about | |

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Do Now

What are supporting details?

In s storv. supporting details are

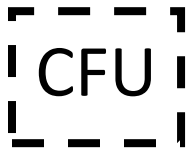
Vocabulary Guided Notes

Graph: A visual that _____ numbers

Natural Resources: _____ that we get from the

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- Working pages 18-19

On the lines below, determine the main idea of the informational text.

Identify two text features that help support the main idea

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Application Activity

- Playing pages 20-21

On the lines below, determine the main idea of the informational text.

The main idea of the informational text

Identify two text features that help support the main idea

Exit Ticket

FIND THE MAIN IDEA:

Butterflies

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



The Viceroy Butterfly

You know that butterflies are insects that glide through the air on colorful wings. Did you know they are also masters of disguise? For example, the viceroy butterfly has evolved to look almost exactly like the monarch, a poisonous butterfly that predators know to avoid. Though the viceroy itself is

not poisonous, birds and other predators steer clear, mistaking it for the monarch. Another master of disguise is the buckeye butterfly. The buckeye sports "eyespot," target-shaped spots resembling eyes, on the tips of its wings. Predators will aim for an eyespot, believing it to be the head of the buckeye, but will instead end up with just a wing tip, allowing the buckeye to escape.



The Buckeye Butterfly

Main Idea: _____

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ELA Homework

Our Toolkit for the day



Main Idea

How to Find the Main Idea
Informational Text

The **main idea** of a text is the **most important point** that the author is making about the topic/subject.

1. Read the text.
2. Find the **topic/subject**.
 - Look for words that repeat in the text.
 - Look for words that tell you what the text is about.
3. Look for **important details** about the topic/subject.
 - Find the details that tell you the most about the topic/subject.
 - Read the text and look for words that describe a lot about the topic/subject.
4. Use the **important details** about the topic/subject to help you identify the **main idea** of the text.
 - Think about the details.
 - Which do the details tell you about the topic/subject?
 - Which is the **biggest** about the topic/subject?
5. Tell the **main idea** in your own words!

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

Parent Signature ☺

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Your Turn

Learning about the Ocean



Underline or highlight the main idea in the text.

Look back at the text to complete the sentences at the bottom of the page.

The ocean is important to all living things. More than 70 percent of Earth's surface is covered by oceans. If you saw Earth from outer space, it would look similar to a blue marble. That's a lot of water! The ocean is the Earth's largest habitat.

There is only one world ocean and five ocean basins. The water in the world ocean flows between the ocean basins, just like air moves around on land.

About one million types of animals live in the ocean. Different animals live in different parts of the ocean depending on what they need to stay alive.

It's important that humans take care of the ocean so it stays healthy for years to come. One way to help the ocean is to pick up trash on the beach.

The ocean is important to all living things. Over half of the Earth's surface is covered by the ocean. Scientists have only explored part of the ocean. There is still so much left to explore!

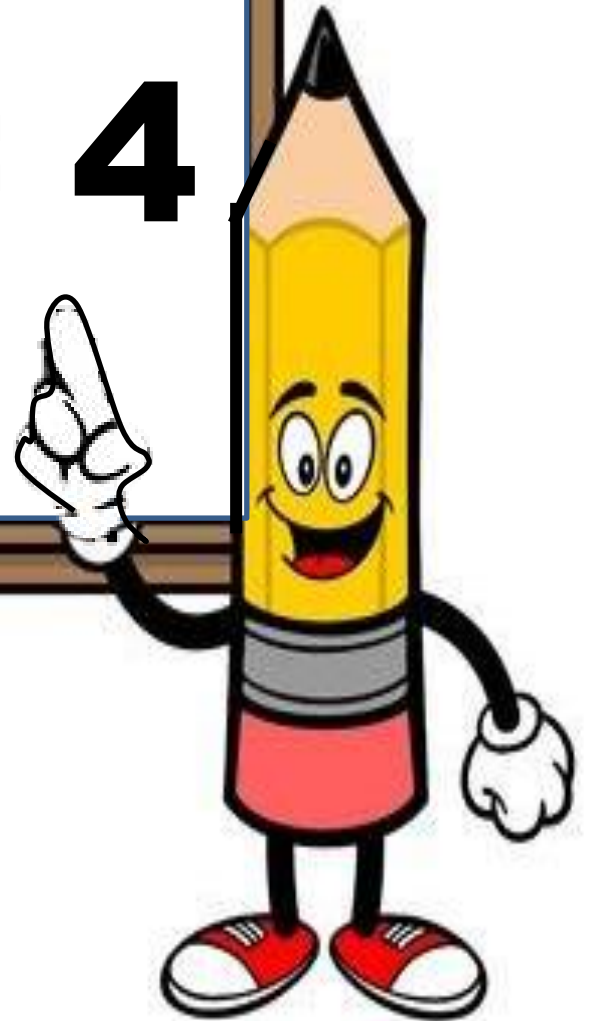
The topic of the text is _____.

The main idea of the text is _____.

| Key Detail #1 | Key Detail #2 | Key Detail #3 |
|---------------|---------------|---------------|
| | | |



Day # 4



Name: _____
BCCS-B

Week 17 Day 3 Date: _____
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ELA Packet

Our Learning for today:



LEQ: Does understanding text features help us better understand the text?


Objective: I can use text features to help determine the main idea and supporting details of a passage.

Our Toolkit for the day



Text Features

| Feature: | Purpose: | Example |
|------------|--|---------|
| Labels | Helps the reader identify pictures and its parts | |
| Captions | Help the reader better understand the pictures | |
| Bold Words | Tells the reader what words are important. | |
| Word Wise | Defines the bold words for reader | |
| Heading | Tells the reader what the text is mostly about (main idea) | |
| Title | Tells the reader what the whole article is about | |


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Do Now

What fun facts have you learned about life in Japan?

Some fun facts I learned about Japan were

Vocabulary Guided Notes

Similar: To be the _____ or _____ to the same

Different: To _____ be the same or _____ - to the same

Culture: The _____, _____, and social interactions among a group of people

Name: _____

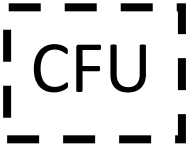
Week 17 Day 4 Date: _____

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Food Page 22-23

Read the passage; determine the main idea of the informational text and two supporting details. How is this part of Japanese culture similar or different from your own? Use RACES to write your response.

Main Idea:

The main idea of this informational text is _____

Two supporting Details

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How is this part of Japanese culture similar or different from your own? Use RACES to write your response.

The Japanese culture is different from mine _____

Name: _____

Week 17 Day 4 Date: _____

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Application Activity

Holidays pages 24-25

Read the passage; determine the main idea of the informational text and two supporting details. How is this part of Japanese culture similar or different from your own? Use RACES to write your response.

Main Idea:

The main idea of this informational text is

Two supporting Details

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How is this part of Japanese culture similar or different from your own? Use RACES to write your response.

This part of the Japanese culture is

Name: _____

Week 17 Day 4 Date: _____

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Exit Ticket

As you read this story, look for the **main idea** of each paragraph. These can be put together to make a **summary** of the whole story.

Whales are the biggest creatures that have ever lived on the earth. They are even bigger than the biggest dinosaurs were. Scientists think that whales once walked on land. They believe this because whales are not fish—they are mammals.

Not only are whales the biggest creatures on earth, they also are some of the smartest. They live in family groups. They communicate with each other, and hunt for food in groups. Mother whales keep their babies close by, and give them gentle taps to guide them in the right direction. Sometimes a whale will lift its head out of the water just to take a look around.

Because whales are mammals, they must breathe air. They breathe through a blowhole on their back. However, they can hold their breath for a very long time. Some kinds of whales can hold their breath for two hours at a time. Whales never really sleep. Instead, they swim along with their blowhole above the water.

Many kinds of whales migrate to warmer waters during the winter months. During the summer, they build up a layer of fat so that during migration they do not have to eat. Bears also eat during the summer to build up a layer of fat so that they can sleep during the winter. Some scientists think the prehistoric whales may have looked like gigantic bears.

1. What is the main idea of the first paragraph?
 - A. Whales are bigger than the dinosaurs were.
 - B. Whales are the biggest creatures on earth.
 - C. Whales are mammals.

2. What is the main idea of the second paragraph?
 - A. Whales are some of the smartest creatures on earth.
 - B. Whales live in family groups.
 - C. Mother whales keep their babies close by.

3. What is the main idea of the third paragraph?
 - A. Some kinds of whales can hold their breath for a very long time.
 - B. Whales must breathe air.
 - C. Whales breathe through a blowhole.

4. What is the main idea of the fourth paragraph?
 - A. Bears sleep during the winter.
 - B. Whales do not eat while they are migrating.
 - C. Many kinds of whales migrate for the winter.

Name: _____

Week 17 Day 4 Date: _____

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ELA Homework

Our Toolkit for the day



Main Idea

How to Find the Main Idea
Informational Text

The **main idea** of a text is the **most important point** that the author is making about the topic/subject.

1. Read the text.
2. Find the **topic/subject**.
 - Look for words, words, and phrases that repeat in the text.
3. Look for **important details** about the topic/subject.
 - Find the subject: "What does the author say about the topic/subject?"
 - Read the text and look for words that provide a lot about the subject.
4. Use the **important details** about the topic/subject to help you identify the **main idea** of the text.
 - Think about the details.
 - Which do the details tell you about the topic/subject?
 - Which is the **biggest** about the topic/subject?
5. Tell the **main idea** in your own words!

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

Parent Signature 😊

Your Turn

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

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

As you read this story, think about what the whole story is *mostly about*.

The Crab and His Mother

A Mother Crab was watching her son play on the beach. Like all crabs, the Young Crab walked along sideways. He walked along to the left, then he walked along to the right. The Mother Crab saw the lobsters on the other side of the beach. The lobsters were all walking straight forward. The Mother Crab said to her son, "Why do you walk sideways like that, my son? It would be much better to walk straight forward."

The Young Crab said to his mother, "That is true, dear mother. Show me how to walk straight, and I will follow your example."

The Mother Crab tried and tried, but she could not walk straight forward. She finally gave up trying, when she saw how foolish she had been to find fault with her son.

1. What is this whole story *mostly about*?
 - A. We learn best by example.
 - B. The lobsters walked straight forward.
 - C. The Young Crab learned to walk straight forward.

2. Which of these is a *small piece of information* from the story that makes the story more interesting?
 - A. The Mother Crab walked up and down the beach, looking for her son.
 - B. The Young Crab walked along to the left, then he walked along to the right.
 - C. The Young Crab sat by his mother, watching the lobsters walking around on the beach.

3. Which of these is a *small piece of information* from the story that makes the story more interesting?
 - A. The Mother Crab laughed when she saw her son walking sideways.
 - B. The Mother Crab told the lobsters that it would be better if they walked sideways.
 - C. The Mother Crab told her son that it would be better to walk straight forward.

4. Which of these is a *small piece of information* from the story that makes the story more interesting?
 - A. The Mother Crab showed the Young Crab how to walk straight forward.
 - B. The Mother Crab tried and tried, but she could not walk straight forward.
 - C. The Mother Crab asked the lobsters to show the Young Crab how to walk straight forward.



Day # 5

Review!

