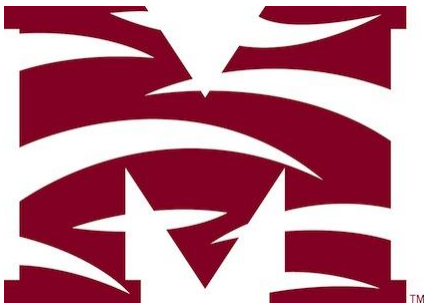




Name _____

4th Grade ELA Remote Learning Packet

Week 13



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.

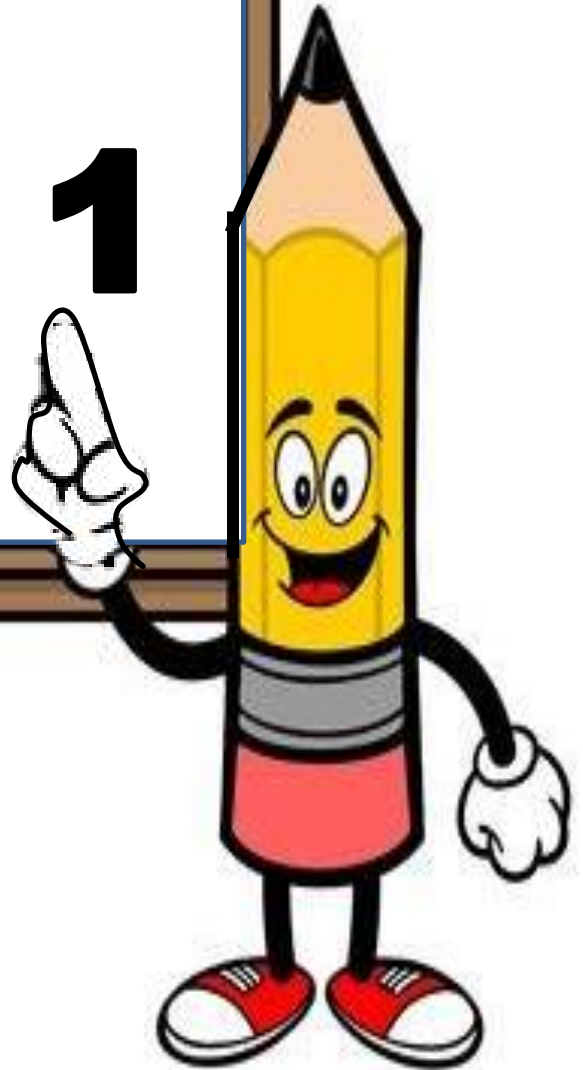
(Parent Signature)

(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: _____

Week 13 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

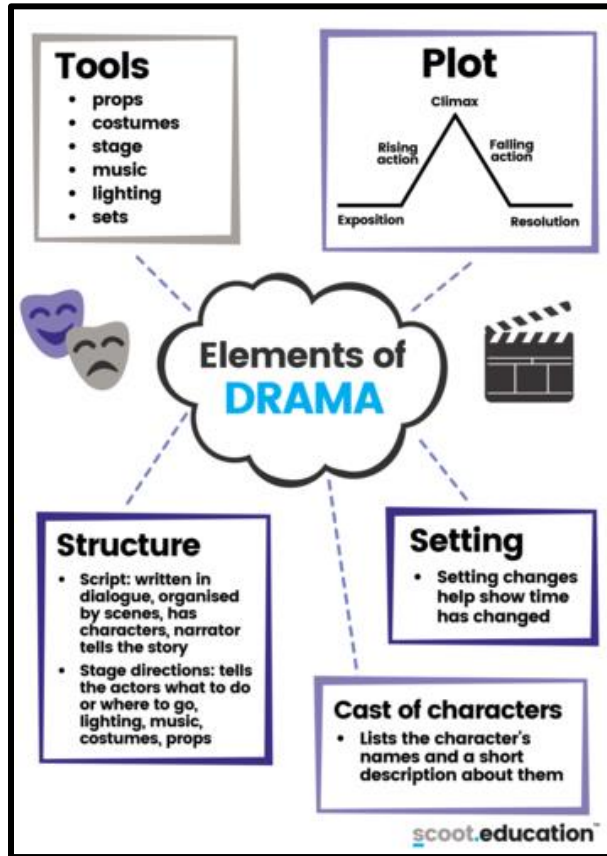
Week 13 Day 1 Notes, Poetry and Plays

Do Now

What is a play?

Standard	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LEQ	What makes a play a unique form of writing?
Objective	I can identify and understand the structural elements of plays.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



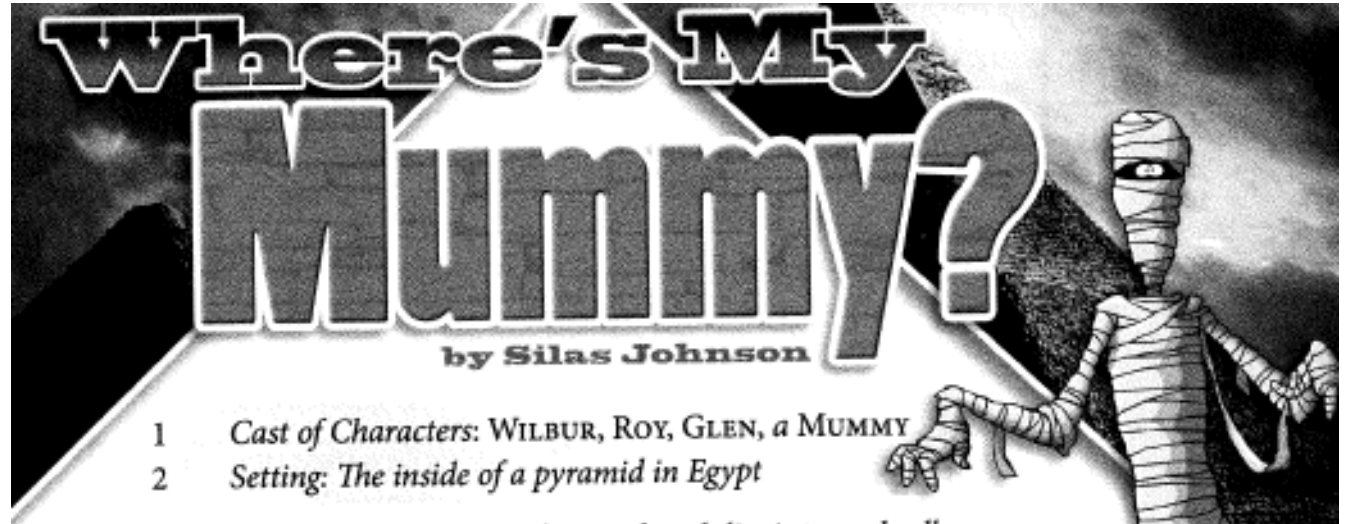
play	dramatic _____ for theater, radio, or television
cast	actors/actresses _____ in a play
setting	where the play _____ / takes place
dialogue	a _____ between two or more people
stage directions	an _____ from the playwright written into the text indicating specific actions
descriptions	_____ about the cast/actors

CFU: Skill Activity: play analysis via online presentation

Application: 3 Reads of Text: *Where's My Mummy*

Topic:

Main Idea:



- 1 *Cast of Characters:* WILBUR, ROY, GLEN, a MUMMY
- 2 *Setting:* The inside of a pyramid in Egypt
- 3 [Two workers, WILBUR and ROY, shovel dirt into a wheelbarrow. Oil lamps light the dark chamber, which includes a MUMMY's tomb made of stone.]
- 4 WILBUR [*shivering*]: Ooooooh, Roy. This place gives me the creeps!
- 5 ROY: What's to be afraid of, Wilbur? Just get to work so we can get out of here.
- 6 [The cover of the tomb creaks open. A wrapped hand reaches from inside.]
- 7 WILBUR: Did you hear that? I heard something. [He sees the MUMMY's hand and starts shaking.] And now I see something that I really don't want to be seeing!
- 8 [The MUMMY climbs out of the tomb, moans, and walks toward them. WILBUR and ROY scream. Then the MUMMY starts laughing.]
- 9 ROY: Hey, I'd know that laugh anywhere. Is that you, Glen?
- 10 GLEN [*unwrapping his head*]: Pretty good costume, don't you think?
- 11 ROY: Not bad. But what did you do with the real mummy?
- 12 GLEN: What mummy? There was nobody in there.
- 13 [Just then a MUMMY walks slowly toward them from the shadows. WILBUR, ROY, and GLEN scream, turn, and run.]

Close Reader Habits

As you read, **underline** the stage directions for Wilbur. Think about how the stage directions help you understand what Wilbur does and how he feels.

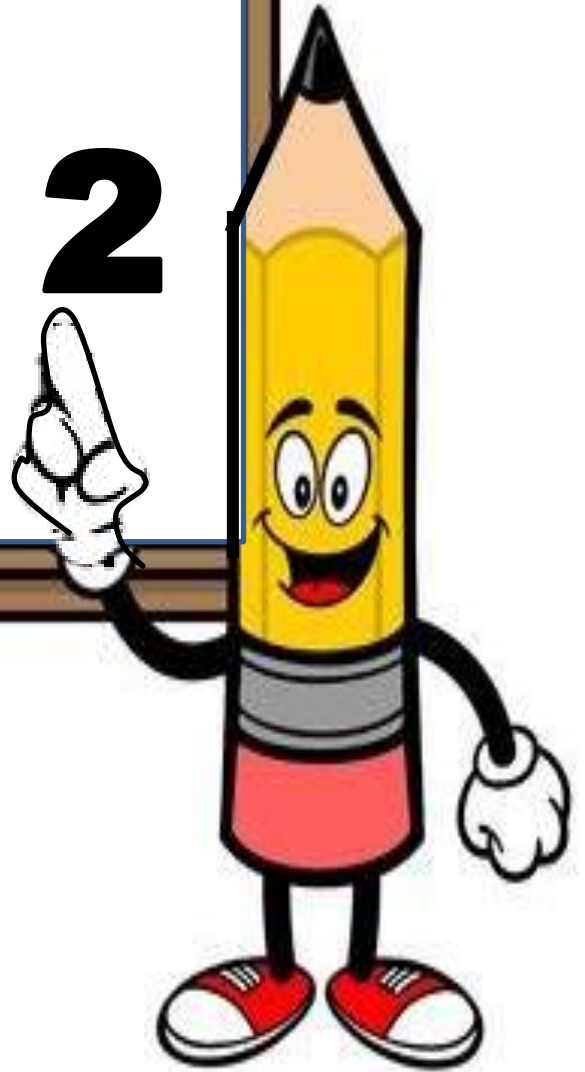
Lines	Detail from the text	What Wilbur Should do	Structural Element
4	[shivering]	Wilbur should act scared.	Stage directions
7	Did you hear that? I heard something.		Dialogue
7			
8			

1. What does the Mummy do after Wilbur and Roy start to scream?
 - A. The Mummy walks towards them.
 - B. The Mummy doesn't move.
 - C. The Mummy starts laughing.
 - D. The Mummy unwraps his head.

2. How did the stage directions help you understand what is happening in Where's My Mummy? Use two details from the script to support your response.



Day # 2



Name: _____

Week 13 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

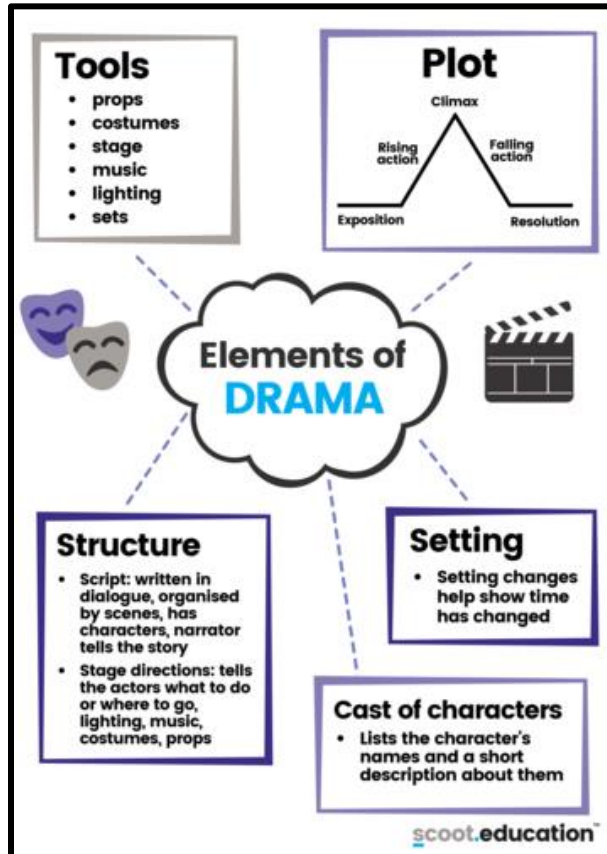
Week 13 Day 2 Notes, Poetry and Plays

Do Now

What is dialogue?

Standard	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LEQ	What makes a play a unique form of writing?
Objective	I can identify and understand the structural elements of plays.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



play	dramatic _____ for theater, radio, or television
cast	actors/actresses _____ in a play
setting	where the play _____ / takes place
dialogue	a _____ between two or more people
stage directions	an _____ from the playwright written into the text indicating specific actions
descriptions	_____ about the cast/actors

CFU: Skill Activity: play analysis via online presentation

Application: 3 Reads of Text: *The Lightning Tantrum*

Topic:	Main Idea:
--------	------------

The Lightning Tantrum

by Hillary Sturm

- 1 *Cast of Characters:* YOUNG LIGHT, MOTHER LIGHT, FATHER LIGHT
- 2 *Setting:* A colorful, cloud-filled sky at late evening. The light dims on three figures dressed in bright white gowns.
- 3 YOUNG LIGHT: I'm tired of behaving! It's boring, and I don't want to be quiet! And I really don't want to go to bed yet!
- 4 MOTHER LIGHT: Young Light, I know you don't want to go to bed yet, but that's the way it has to be.
- 5 FATHER LIGHT: During the day you can play as much as you like. But when night comes, you've got to go to bed.
- 6 YOUNG LIGHT: But why? Why can't I play at night?
- 7 MOTHER LIGHT: Because there can't be light in the sky at night. That's when people on Earth are sleeping.
- 8 YOUNG LIGHT: It's not fair! [YOUNG LIGHT *stamps her foot. Then she begins pounding her fists against the sky.*]
- 9 FATHER LIGHT: Stop that! You'll wake up the whole sky!
- 10 YOUNG LIGHT: So? I want to wake up the sky! Hey, Clouds! Wake up! [*There's a low rumbling sound that gradually grows very loud. A flash of light is followed by a loud BOOM!*]
- 11 YOUNG LIGHT: Ha ha! I woke up the Clouds! RUMBLE!
- 12 MOTHER LIGHT [*shaking her head*]: Oh, dear. I guess the people on Earth will have a big thunder and lightning storm tonight.

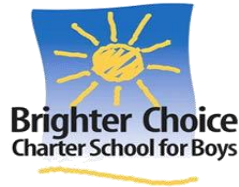
Close Reader Habits

Which structural elements help you understand what is happening? Reread the script. **Underline** elements that help you understand events in the play.

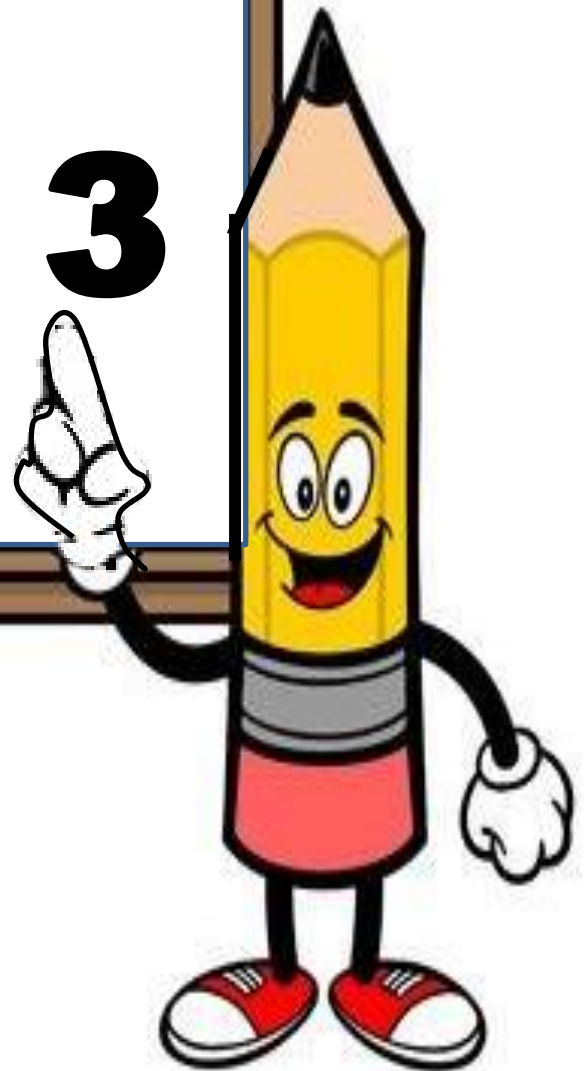
Stage Directions	Dialogue	How Young Light Should Act

1. Which statement best explains why the description in Line 2 is important to understanding the drama?
 - A. It tells how the actors will move on the stage.
 - B. It describes the setting and how the actors will look.
 - C. It describes the tone of voice actors will use when they speak.
 - D. It names the characters who will appear in the play.

2. What would the sounds and setting you would use if you were putting on this play production? Use details from the script to support your response.



Day # 3



Name: _____

Week 13 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

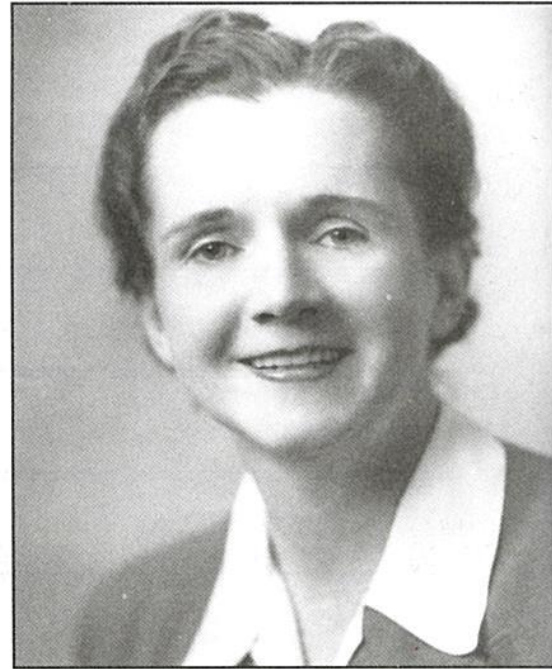


4th Grade

**Interim Assessment # 1 Re-Teach
Assessment**

A Battle for the Earth

- 1 When she was 10 years old, Rachel Carson knew she wanted to write. But why wait until she grew up? Her favorite magazine printed stories by children. She would send one in, if only she had a story to tell.
- 2 The year was 1918. The United States was at war. Rachel's brother, Robert, had joined the army a year earlier. When he sent letters home, Rachel's mother read them aloud. One letter told of a pilot whose plane had been shot. Was this a story Rachel could write about? She listened carefully. One wing had been damaged. The plane would crash unless the pilot acted quickly. He climbed out and inched along the wing. The pilot held on like an acrobat and balanced the plane again. His copilot landed it safely. This was it. Rachel had an exciting story to tell.
- 3 She wrote about that pilot in her own words, then sent in her story. Five months later, she opened *St. Nicholas* magazine and felt a thrill. Her name appeared under the title "A Battle in the Clouds."
- 4 Rachel kept writing. *St. Nicholas* printed more of her work. Her poems and essays won awards at school. At college, Rachel studied English. But in her third year, she focused more on science. As a young girl, Rachel had loved the wildlife and plants in the fields around her home. Now, in her science classes, she enjoyed studying those animals and plants.



Rachel Carson

- 5 Rachel became a biologist, a scientist who studies life and living creatures. She wrote about what she learned. Her three books about the sea became best sellers. Rachel was able to combine her love of science with her love of writing.
- 6 In 1958, Rachel received an alarming letter from a friend. A poison had been sprayed to kill pest insects, but many birds died, too. That pesticide, or pest killer, was known as DDT. Just as her brother's letter had once inspired her to write a story, Rachel again had a story to tell.
- 7 First, Rachel collected facts from scientists around the world. She learned that DDT and other pesticides had helped to control some harmful insects that carry diseases. However, they had also killed harmless insects, fish, and birds. Even our national bird, the bald eagle, was dying out. Pesticides were polluting the earth and poisoning humans, too.
- 8 Rachel wrote a new book called *Silent Spring*. She said that people must be more careful with pesticides, or else there would be no birds left to sing in springtime. She wanted scientists to seek less harmful ways of controlling pests.
- 9 When *Silent Spring* came out in 1962, many people did not believe what Rachel had written. She waged a battle of words to convince them—a battle for the earth. She showed courage, like the war hero whose story she had written long ago. Rachel appeared on television. She spoke in front of many groups of people, including lawmakers.
10. In time, Rachel gained support from people around the world. They shared her concern for cleaning up the earth. Laws were passed to stop the use of DDT, and people joined groups to protect the environment. Rachel Carson died in 1964. Today she is remembered as a great environmentalist, a person who searches for ways to protect nature in an ever more crowded world.

1. What does the phrase “a battle for the earth” mean as it is used in paragraph 9 of the article?
 - a. To fight against the earth
 - b. To fight for the safety of earth
 - c. To stop fights within earth
 - d. To stop fighting for pollution in earth

2. Based on the information in the passage, what would **most likely** happen if Rachel didn’t write her book call Silent Spring?
 - a. There would be no birds left to sing in spring time
 - b. Scientist would seek less harmful ways of controlling pests
 - c. Lawmakers and scientist would not have been aware of the harmful use of pesticides
 - d. Rachel would not be considered like the war hero whose story she had written about previously.

3. What does the phrase “like an *acrobat*” mean as it is used in paragraph 2?
 - a. Acting like a robot
 - b. Moving like a bat
 - c. Responding like a gymnast
 - d. Speaking like a guitarist

4. How does the author organize the information in paragraph 6?
 - a. by listing events in the order they happen
 - b. by comparing and contrasting the things Rachel had done
 - c. by showing what caused Rachel to what to write again
 - d. by stating how the problem pesticide was affecting the world

5. What do the readers know in paragraphs 7 and 8 that lawmakers were not aware of?
- Pesticides helped to control most harmful insects that carry diseases. They also endangered the lives of humans.
 - Rachel wrote a book about the use of pesticides and how using it can help to control some of the harmful insects that carry diseases.
 - While pesticides helped to control some harmful insects that carry diseases. They also were a danger to other harmless animals, causing some of them to be at risk of extinction.
 - Scientists were seeking less harmful ways to control pests. As a result DDT and other pesticides were used and it was a great solution.
6. According to the author, DDT and other pesticides are harmful how?
- DDT killed off all birds within the United States.
 - DDT began to kill insects, birds, some animals, and began polluting the earth.
 - DDT is not harmful to any animals or humans.
 - Laws were passed to get rid of DDT.
7. Which sentence from the text **best** summarized the main idea of the article?
- They shared her concern for cleaning up the earth. Laws were passed to stop the use of DDT, and people joined groups to protect the environment.
 - When Silent Spring came out in 1962, many people did not believe what Rachel had written.
 - When she was 10 years old, Rachel Carson knew she wanted to write.
 - At College Rachel studied English. But in her third year, she focused more on science.

8. How does the photograph contribute to your understanding of the article “A Battle for the Earth”? Use two details from the article to support your response.

9. How do paragraphs 6 and 7 support the main idea of the article “A Battle for Earth”? Use two details from the article to support your response.

Directions

Read this story. Then answer questions 1 through 6.

Cam is very excited for a special visit from a family member. He is eager to go exploring with his Aunt Deb, but needs a little help finding some creatures.

Hidden Wonders

Art by Maurie Manning

- 1 Cam ran to look out the window again. He was too excited to sit still. Aunt Deb was coming to visit for the entire month of June!
- 2 Aunt Deb had traveled to jungles and deserts and swamps. She'd heard whales sing, followed herds of zebras across mighty rivers, and watched wild penguin chicks hatch. Cam loved looking at the photos she sent him and hearing about the amazing animals she'd seen. Now she was coming, and she had promised to take Cam exploring!
- 3 When Aunt Deb finally arrived, Cam gave her a big hug. Then he asked, "When are we going exploring?"



Go On

Test 1 - Session 1

PAGE 23

4 Aunt Deb laughed and said, “How about now?” But when they went outside, she headed straight to Cam’s backyard.

5 Cam frowned and said, “There’s nothing interesting to see here.”

6 “Sure, there is,” said Aunt Deb, “but sometimes it’s hiding. We have to look very carefully.”

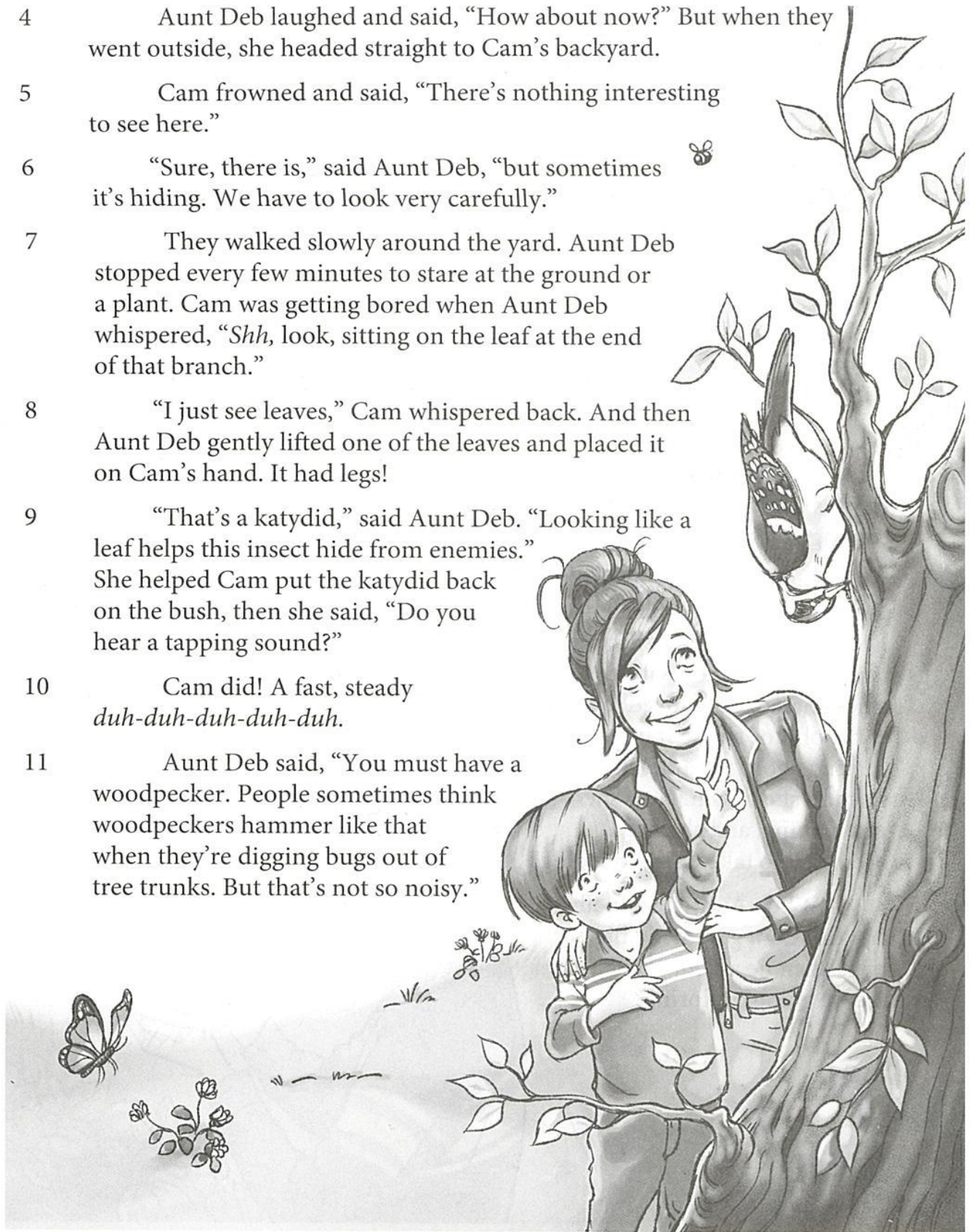
7 They walked slowly around the yard. Aunt Deb stopped every few minutes to stare at the ground or a plant. Cam was getting bored when Aunt Deb whispered, “*Shh*, look, sitting on the leaf at the end of that branch.”

8 “I just see leaves,” Cam whispered back. And then Aunt Deb gently lifted one of the leaves and placed it on Cam’s hand. It had legs!

9 “That’s a katydid,” said Aunt Deb. “Looking like a leaf helps this insect hide from enemies.” She helped Cam put the katydid back on the bush, then she said, “Do you hear a tapping sound?”

10 Cam did! A fast, steady *duh-duh-duh-duh-duh*.

11 Aunt Deb said, “You must have a woodpecker. People sometimes think woodpeckers hammer like that when they’re digging bugs out of tree trunks. But that’s not so noisy.”



12 “So why do they hammer?” asked Cam.

13 “In spring, they drum loudly with their beaks to attract a mate,”
said Aunt Deb. “But your woodpecker’s probably telling another
bird, ‘Go away. This is my yard.’ Come on, let’s try to find it.”

14 They started to look, but then Mom called them in for
dinner. As they walked toward the house, Cam pointed and
cried, “Look, under that tree branch! That bird’s upside down!”



15 “Way to go, Cam,” said Aunt Deb. “That’s the woodpecker.”

16 Nearly every day for the next month, Cam and Aunt Deb
explored his yard and the parks nearby. They looked underneath
leaves and found tiny butterfly eggs. They looked up in trees and
watched squirrels leap from branch to branch like circus acrobats.
And they took tons of photos of their finds.

17 Cam’s favorite was when he and Aunt Deb filled a shallow
tray with damp sand. They smoothed the sand off and placed a
small bowl of food in the center of the tray. Then they left the tray
under a bush overnight. The next morning they found footprints in
the sand and spent hours figuring out what animal left them.

18 Too soon, it was time for Aunt Deb to leave. Cam felt sad
but also a little excited. Now whenever he and Aunt Deb talked,
she wouldn’t be the only one with animal stories. He’d be able to
tell her about all the wonders he’d found too!

Go On

PAGE 25

Test 1 - Session 1

10. Read these sentences from the story.

***Cam frowned and said, "There's nothing interesting to see here."
(Paragraph 5)***

***Now whenever he and Aunt Deb talked, she wouldn't be the only
one with animal stories. (Paragraph 18)***

How do these sentences develop the overall story?

- a. They show that Cam knows more about hidden insects than his aunt does.
- b. They show that Cam is more adventurous at the end of the story.
- c. They show that Cam now knows how to dig deeper to discover new things.
- d. They show that Cam does not want Aunt Deb to leave.

11. The details about Aunt Deb in paragraph 2 are important to the story because they...

- a. explain why Aunt Deb does not live with Cam.
- b. show that Cam would go exploring alone.
- c. describe the dangers of exploring.
- d. explain Aunt Deb's knowledge of the hidden wonders of nature.

12. Based on the story, which sentence **best** describes Cam and Aunt Deb?

- a. They are both fascinated with things they can find in nature.
- b. They both prefer bird-watching to bug-watching.
- c. They both do not know how to track animal's footprint.
- d. The both know which insects have legs and which do not.

13. Read this sentence from paragraph 16 of the story.

They looked up in the trees and watched squirrels leap from branch to branch like circus acrobats.

What does the phrase “leap from branch to branch like circus acrobats” mean as it is used in this paragraph? (RL 4.4)

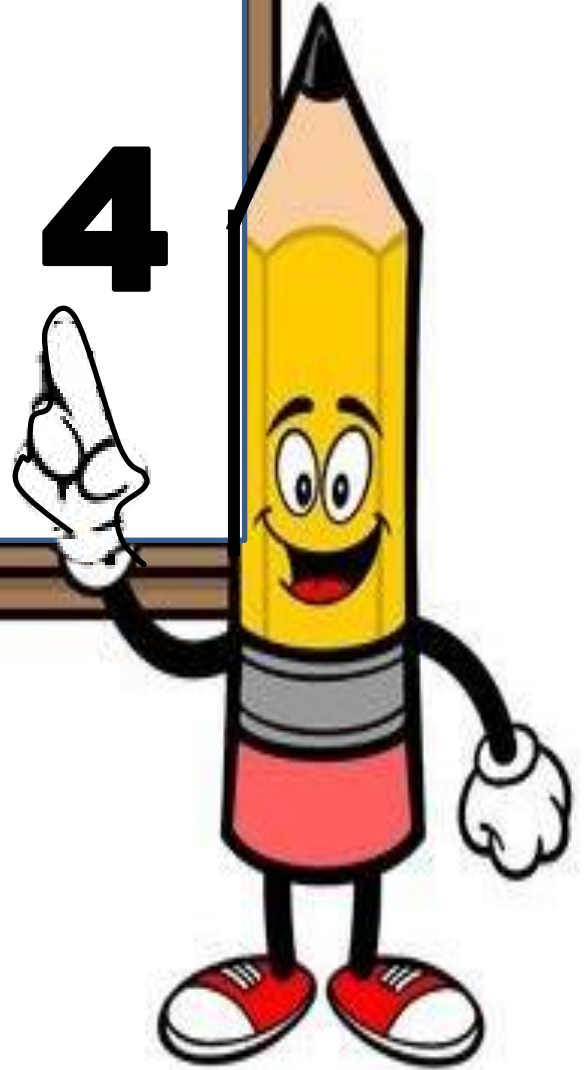
- a. Take a picture quickly and easily
 - b. Jump quickly and gracefully
 - c. Fall asleep on the different branches
 - d. Blend into a plant to escape danger
14. Which detail would be most important to include in the summary of the story? (RL 4.2)
- a. “Aunt Deb was coming to visit the entire month of June!” (paragraph 1)
 - b. “Cam loved looking at the photos she sent him and hearing about the amazing animals she’d seen.” (paragraph 2)
 - c. “Nearly every day for the next month, Cam and Aunt Deb explored his yard and the parks nearby.” (paragraph 16)
 - d. “Too soon, it was time for Aunt Deb to leave.” (paragraph 18)

15. What the theme of “Hidden Wonders?” Use two details to support your response. (RL 4.2)

16. Why is the setting important to the development of the story? Use two details from the text to support your response. (RL 4.5)



Day # 4



Name: _____

Week 13 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

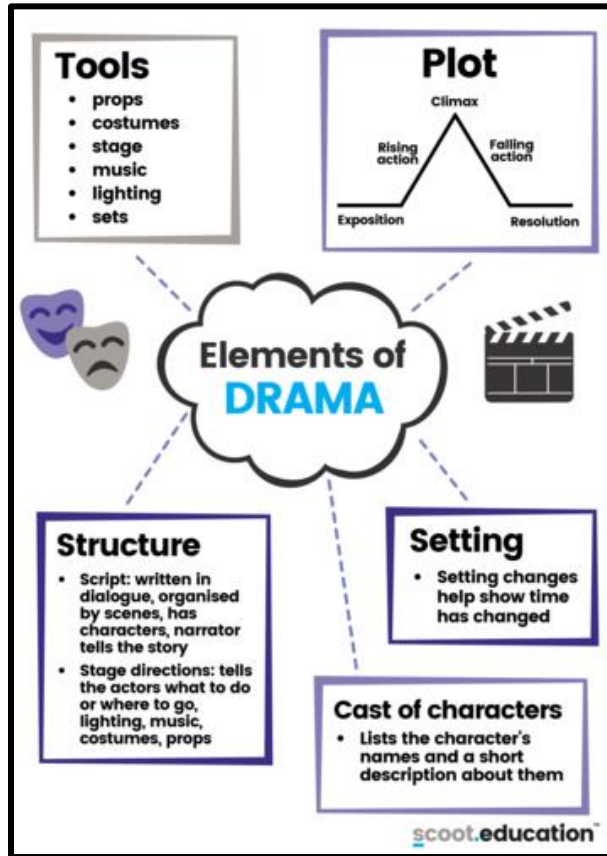
Week 13 Day 4 Notes, Poetry and Plays

Do Now

What are stage directions?

Standard	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LEQ	What makes a play a unique form of writing?
Objective	I can identify and understand the structural elements of plays.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



play	dramatic _____ for theater, radio, or television
cast	actors/actresses _____ in a play
setting	where the play _____ / takes place
dialogue	a _____ between two or more people
stage directions	an _____ from the playwright written into the text indicating specific actions
descriptions	_____ about the cast/actors

CFU: Skill Activity: play analysis via online presentation

Application: 3 Reads of Text: *The Endless Tale*

Topic:

Main Idea:

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- interrupt
- seize



Genre: Drama

The Endless Tale

by Augusta Stevenson, *Children's Classics in Dramatic Form*

1 Setting

TIME: *a long time ago*

PLACE: *the King's palace*

2 Cast of Characters

KING

PRINCESS

FIRST STORYTELLER

SECOND STORYTELLER

LORDS and LADIES

GUARDS

3 [*The KING sits on a cushion in the great hall. The PRINCESS sits on a cushion beside him. In front of them sits the FIRST STORYTELLER. The LORDS and LADIES sit nearby.*]

4 FIRST STORYTELLER: "Then the prince married the princess and they were happy forever and ever."

5 [*There is a pause.*]

6 KING: Go on!

7 [*The STORYTELLER hangs his head.*]

8 KING: Go on, I say!

9 FIRST STORYTELLER: That is all, your Majesty.

10 KING: [*outraged*] All!

11 FIRST STORYTELLER: The prince married the princess. There is nothing more to tell.

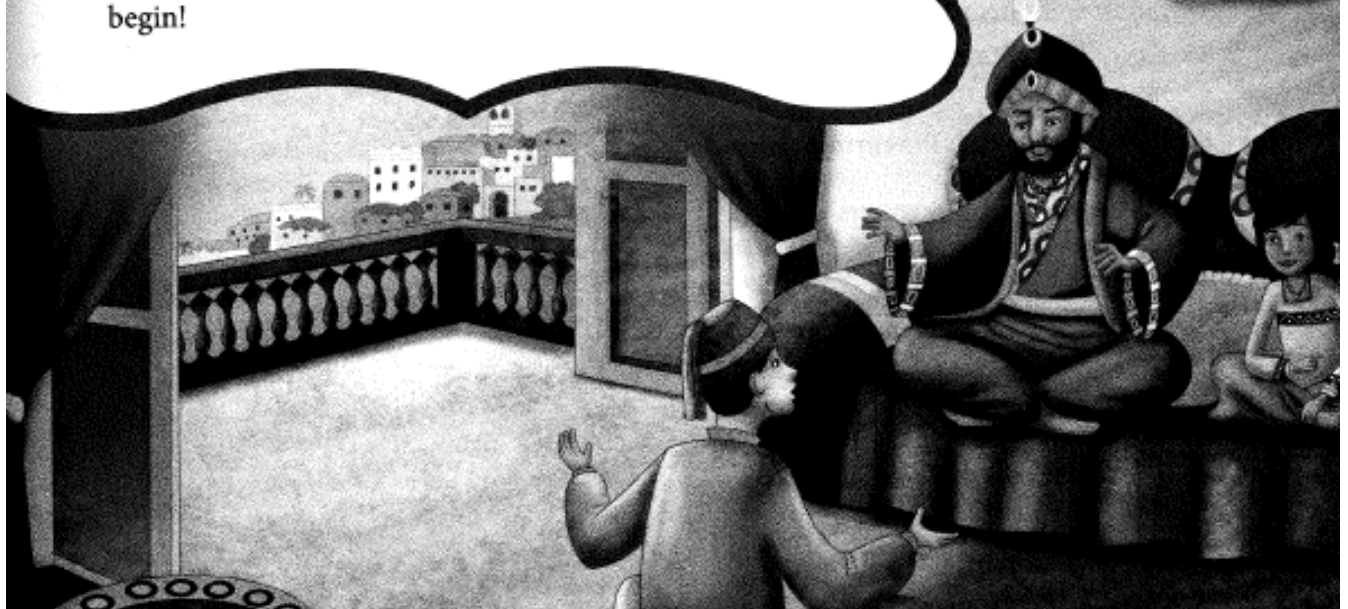
12 KING: I cannot bear so short a story!

13 PRINCESS: Why, father, for three months we have listened to it!

14 KING: 'Tis short, I say! I bid you make it longer, sir!

15 FIRST STORYTELLER: I cannot, Sire. The prince married the princess. There is nothing—

16 KING: Throw him out of the palace, guards! Cut off his head!
17 [GUARDS *seize the STORYTELLER.*]
18 PRINCESS: Father!
19 LORDS: Your Majesty!
20 LADIES: Sire!
21 PRINCESS: Spare his life!
22 FIRST STORYTELLER: Let me keep my head, Sire!
23 KING: Why should you keep it? You do not use it.
24 FIRST STORYTELLER: For three months I have used it, Sire!
25 KING: Your story is too short, I say! Away with him, guards!
Away!
26 [GUARDS *take out the FIRST STORYTELLER.*]
27 KING: Bid another storyteller come!
28 [A GUARD *admits the SECOND STORYTELLER, who bows before the KING and PRINCESS.*]
29 KING: Sir, hear me. You must tell a story that will last forever.
30 SECOND STORYTELLER: I hear, O King!
31 KING: If you can do this, you shall be king after me.
32 SECOND STORYTELLER: I hear, O King!
33 KING: If you fail, you shall lose your head. Begin! And remember, the story must go on forever. Now again I say, begin!



34 SECOND STORYTELLER: "Once upon a time a certain king seized upon all the corn in his country. He had it stored in a strong granary. Then came a swarm of locusts over the land. Soon they found a crack in the south side of the granary. Now the crack was just large enough for one locust to pass through at a time. So one locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then—"

35 KING [*interrupting*]: Yes, yes! Now go on with the story.

36 SECOND STORYTELLER: The story shall go on, O King! "Then another locust went in and carried away another grain of corn. Then another locust—"

37 KING [*interrupting*]: I tell you to go on with the story!

38 SECOND STORYTELLER: I obey, great King. "Then another locust went in and carried away another grain of corn. Then another—"

39 KING: The story! The story, I tell you!

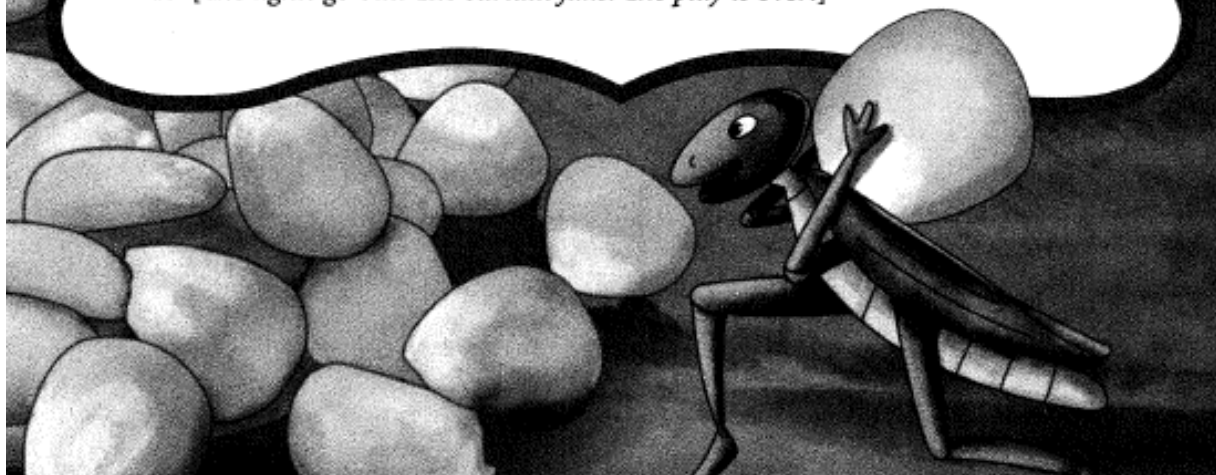
40 SECOND STORYTELLER: This is the story, O King! "Then another locust went in and carried away another grain of corn. Then—"

41 KING: I cannot stand it! How long will it take the locusts to carry away all the grain?

42 SECOND STORYTELLER: One thousand years, O King! "Then another locust went in and—"

43 KING: Stop! Stop! Be king after me! Be king now! Anything to stop the locusts!

44 [*The lights go out. The curtain falls. The play is over.*]



1. Which feature is found only in a script for a play and not in a story?
 - A. Description of when the story takes place
 - B. Dialogue between characters
 - C. Cast of characters
 - D. Description of where the story takes place

2. Read the sentence from line 14.

KING: I bid you make it longer, sir!

What does the word bid mean as it is used in this sentence?

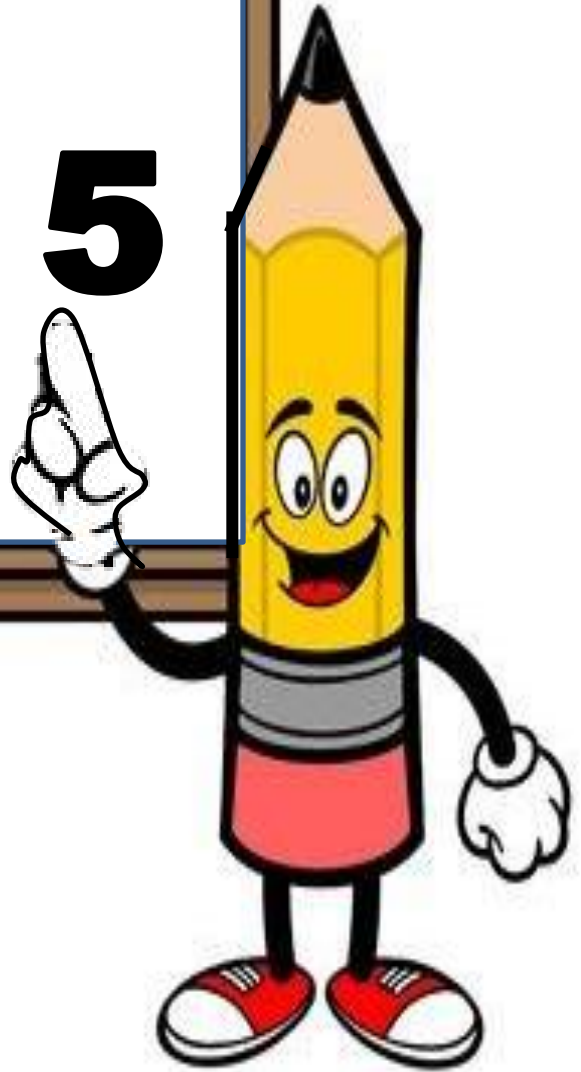
- A. Offer
 - B. Provide
 - C. Request
 - D. Answer
3. Which statement best describes why the script provided this detail in line 7?

[The STORYTELLER hangs his head.]

- A. To let the audience know that the storyteller is tired
 - B. To let the audience know the storyteller's neck is sore
 - C. To let the audience know the storyteller is finished with his story
 - D. To let the audience know the storyteller is ashamed



Day # 5



Name: _____

Week 13 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

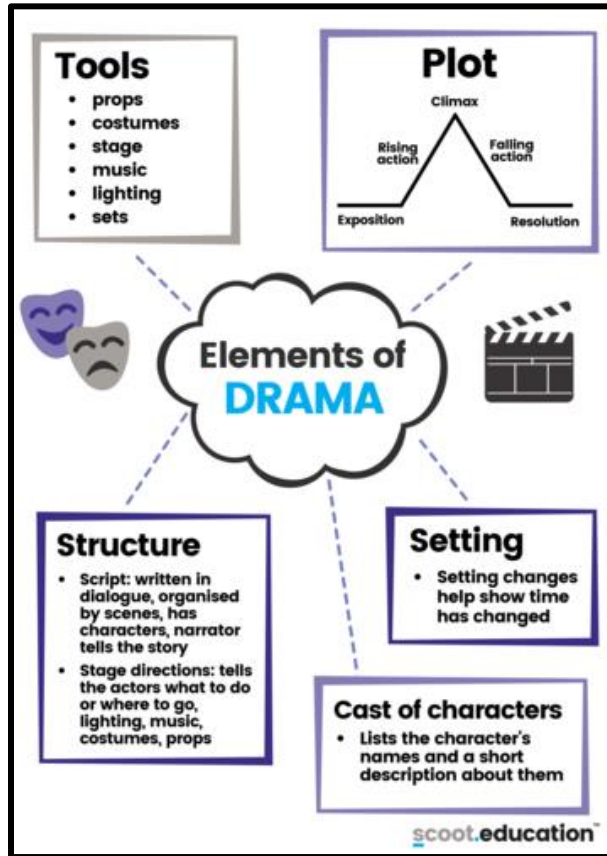
Week 13 Day 5 Notes, Poetry and Plays

Do Now

What is a description?

Standard	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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descriptions	_____ about the cast/actors

CFU: Skill Activity: play analysis via online presentation

Application: 3 Reads of Text: *The Escape*

Topic:	Main Idea:
--------	------------

Directions Read this play. Then answer questions 8 through 11.

The Escape

a play by John Martin

Characters

CARL A prisoner

KASPER A prisoner

- 1 (**Setting:** *The dark, underground prison in an evil prince's castle, a long time ago.*)
- 2 (*Curtain opens on a torch-lit, stone dungeon. Two prisoners, Carl and Kasper, can be seen behind bars. Carl is reaching through the bars, working on a lock. Kasper lies on the floor.*)
- 3 **KASPER:** What a foolish thing we've done, to land ourselves here, in the prince's dungeon. Did we do the right thing, Carl, trying to help that old couple?
- 4 **CARL:** The prince's men were stealing the last of their food. Those poor people are already near starving, and almost everything they grow goes to the castle. We had to try and help them.
- 5 **KASPER:** The two of us, with our shovels and hoes, we weren't much of a match for armed guards, were we? But we put up a fight! (*He groans and holds his leg.*) Oh, but I am hurt bad!
- 6 **CARL:** Your leg will heal, but we've got to get you help. The monks at the monastery will know what to do. But first, we must escape. (*He picks at the lock some more.*) I think I've almost got it. There! (*He pulls the lock off and opens their cell door. He steps out and looks both ways.*)
- 7 **KASPER:** (*pulls himself up from the floor, groaning*) Carl, you must go alone. I can barely stand, let alone walk. You can make it on your own, but you won't have a chance with me.

- 8 **CARL:** (*thinking*) What you say may be true. If I escaped, I might get a message to King Halberd. If he hears what the prince and his men have been doing, his people might help you. He's a good man, and nothing like his wicked son.
- 9 **KASPER:** Then go, Carl. Leave while you can. Run!
- 10 **CARL:** (*reaching for the door, then stopping and straightening his back*) I can't do this without you, Kasper. To escape alone would be no escape at all. I'd be a prisoner in the labyrinth of my mind if I left you, my brave friend, behind.
- 11 (*CARL stoops and lifts KASPER onto his shoulders. They exit the stage. The lights go down on the open cell door.*) stoops = bends over

1. What does the word wicked in paragraph 8 of the play suggest about the son?
 - A. He is childish.
 - B. He is evil.
 - C. He is dangerous.
 - D. He is foolish.

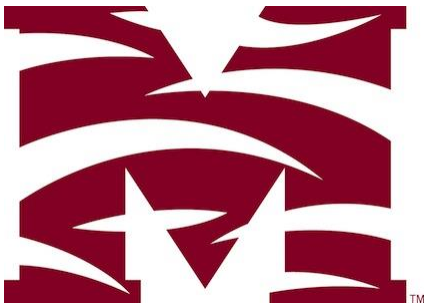
2. How would you describe Carl? Use two details from the script to support your response.



Name _____

4th Grade ELA Remote Learning Packet

Week 14



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.

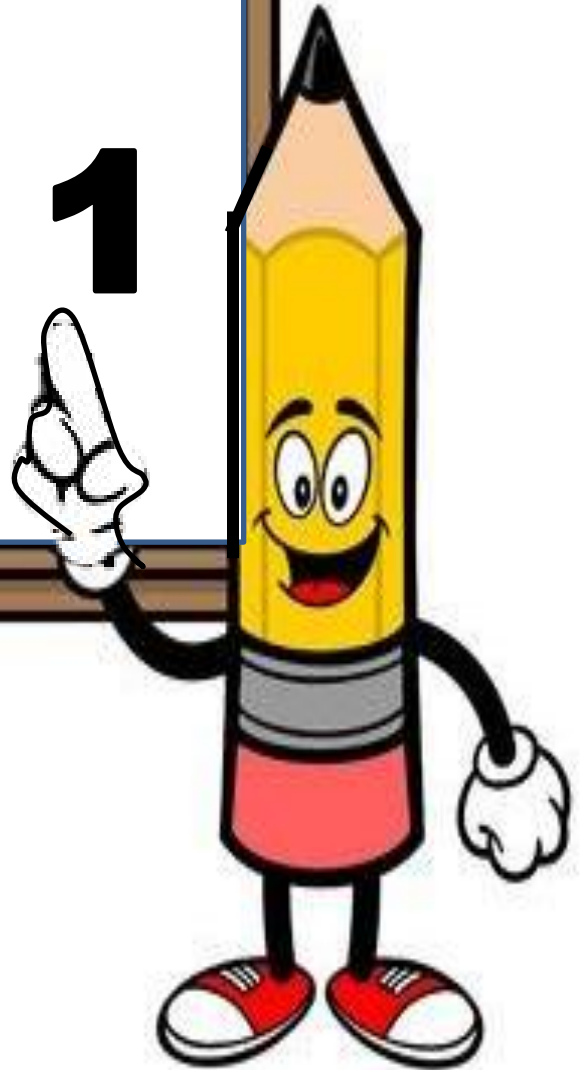
(Parent Signature)

(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: _____

Week 14 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 14 Day 1 Notes, Simple Machines

Do Now

What is a machine?

Standard	RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LEQ	How does the visual information contribute to your overall understanding of the text?
Objective	I can name each of the 6 simple machines.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



simple machine	Any device that helps us do _____ with less force, making the work _____.
lever	A bar that that rotates/ _____ on a fulcrum and can help you _____ heavy objects.
pulley	A _____ that turns on an axle with a rope to raise, lower, or move a _____.
wheel and axle	These simple machines are used to carry loads _____ with less effort.
inclined plane	A slope or _____ that makes it easier to lift something by pushing it up or down the ramp.
wedge	A _____ inclined plane used to separate an object through force.
screw	An inclined plane wrapped in a _____.
compound machine	Consists of more than one _____.

CFU: Skill Activity: play analysis via online presentation

Application: 3 Reads of Text: *Machines*

Topic:	Main Idea:
---------------	-------------------

Machines

Machines have changed the way in which we do work. A **machine** is any device that makes doing work easier. They reduce the force you have to apply to do the work.

Advantages of using a machine:

- Makes doing work easier by reducing the force exerted
- Changes the distance over which the force is exerted
- Changes the direction of the force

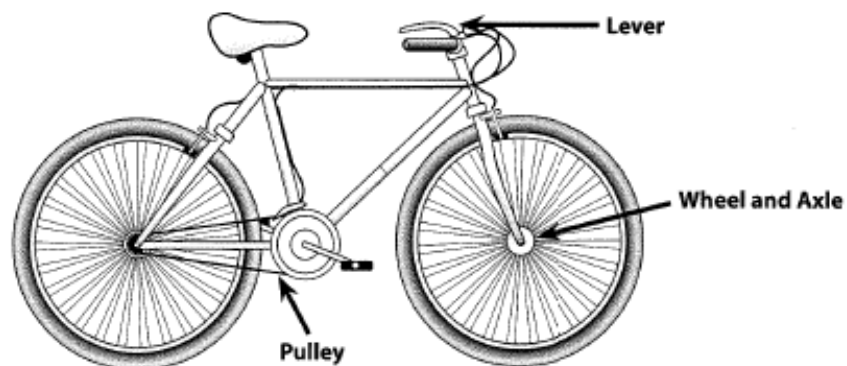
Some of the machines we use everyday are **simple machines**. They have few or no moving parts to them. These machines help us to move objects closer, apart, or to raise them to different levels by increasing the force or changing the direction of the force.

Simple machines are designed to do specific jobs.

- A **lever** is a rigid bar that is free to rotate about a point called a fulcrum.
- The **pulley** is a wheel that turns readily on an axle. The axle is usually mounted on a frame.
- The **wheel and axle** is a wheel rigidly fixed to an axle.
- The **inclined plane** is a device that allows us to increase the height of an object without lifting it vertically.
- The **wedge** is a double inclined plane.
- The **screw** is an inclined plane wound around a cylinder.

Simple machines may be classified into two groups: levers and inclined planes. Levers include the lever, the pulley, and the wheel and axle. Inclined planes include the inclined plane, the wedge, and the screw.

A **compound machine** or complex machine has two or more simple machines working together to make work easier. Most machines are compound machines. Compound machines can do more difficult jobs than simple machines alone. Their mechanical advantage is far greater, too. Examples of compound machines are the wheelbarrow, scissors, can opener, bicycle, and automobile.



Machines- Comprehension Check

Matching

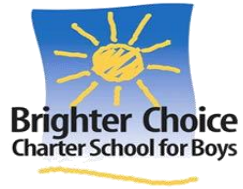
- | | |
|-------------------------|--|
| _____ 1. wheel and axle | a. a double inclined plane |
| _____ 2. screw | b. a wheel rigidly fixed to an axle |
| _____ 3. wedge | c. a rigid bar that is free to rotate about a point called a fulcrum |
| _____ 4. lever | d. a wheel that turns readily on an axle |
| _____ 5. pulley | e. an inclined plane wound around a cylinder |

Fill in the Blanks

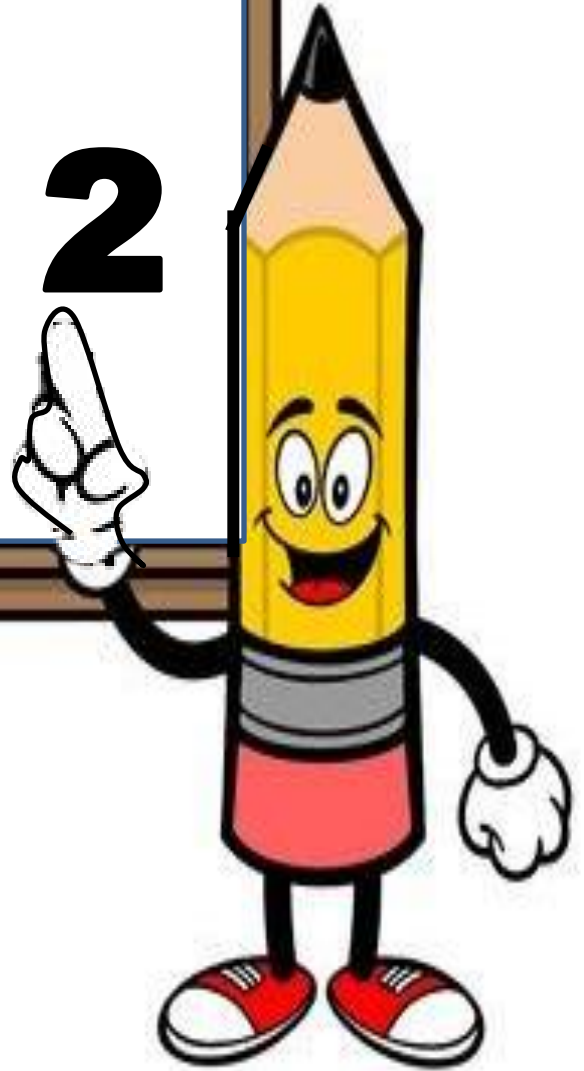
- Simple machines may be classified into two groups: _____ and _____.
- A _____ is any device that makes doing work easier.
- _____ can do more difficult jobs than simple machines alone.
- A compound machine or _____ machine has two or more simple machines working together to make work easier.
- The _____ is a device that allows us to increase the height of an object without lifting it vertically.

Multiple Choice

- Which of the following is NOT a simple machine?
a. screw b. wedge c. pulley d. scissors
- Which of the following is NOT an advantage of using a machine?
a. They make doing work easier.
b. They have few or no moving parts.
c. They change the distance over which the force is exerted to do work.
d. They change the direction of the force used to do work.
- Which of the following is an inclined plane?
a. bicycle b. pulley c. wheel and axle d. screw



Day # 2



Name: _____

Week 14 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 14 Day 2 Notes, Simple Machines

Do Now

How many simple machines are there?

Standard	RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LEQ	How does the visual information contribute to your overall understanding of the text?
Objective	I can name the 6 simple machines and their purpose of making work easier.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



simple machine	Any device that helps us do _____ with less force, making the work _____.
lever	A bar that that rotates/ _____ on a fulcrum and can help you _____ heavy objects.
pulley	A _____ that turns on an axle with a rope to raise, lower, or move a _____.
wheel and axle	These simple machines are used to carry loads _____ with less effort.
inclined plane	A slope or _____ that makes it easier to lift something by pushing it up or down the ramp.
wedge	A _____ inclined plane used to separate an object through force.
screw	An inclined plane wrapped in a _____.
compound machine	Consists of more than one _____.

CFU: Skill Activity: play analysis via online presentation

Application: 3 Reads of Text: *Levers*

Topic:	Main Idea:
--------	------------

Levers

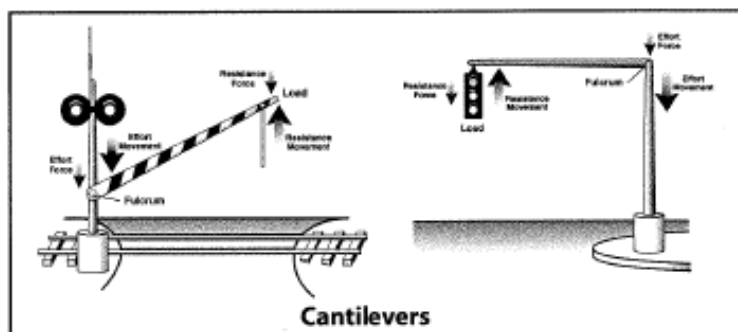
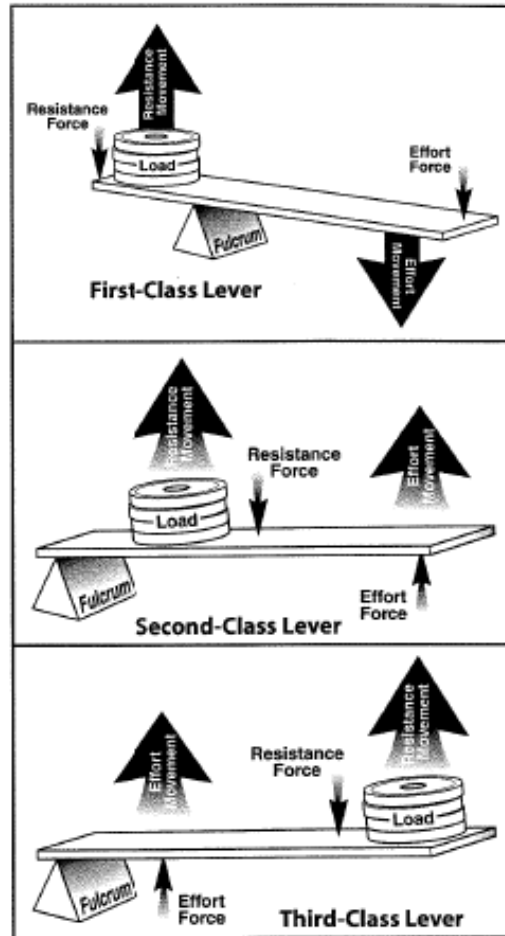
The simplest machine is a lever. A **lever** is a bar that can turn on a fixed point, the **fulcrum**. A lever can be used to multiply the force or change the direction of the force. A lever has a **resistance or load** (the object being moved), a **fulcrum or pivot point** for the bar, and a **force** (any push or pull on an object) to move the object. As shown in the diagrams, the effort force and effort movement are in the same direction. The resistance force is in the direction of gravity, and the resistance motion is in the opposite direction. The resistance on the machine may be due to the force of gravity, friction, and inertia. In order to simplify the discussion, the **resistance force** referred to in this book is the force of gravity.

There are three classes of levers. Using a **first-class lever**, the force changes directions. The load is on one side of the fulcrum, and the forces are on the other side of the lever. When the force pushes down on one end, the load (resistance) moves up. An example of this would be using a crowbar to pry the lid off a box.

In a **second-class lever**, the load is placed between the force and the fulcrum. The direction of the force stays the same as the load. The force on the load is increased; however, the load will not move as far. An example of this is a wheelbarrow.

The **third-class lever** is similar to the first-class lever with the fulcrum at one end and the load on the other end. However, a third-class lever has the force applied between the fulcrum and the load. The effort force and the load are moving in the same direction. An example of this type of lever is your elbow and your lower arm. The fulcrum is your elbow, and the load is your hand. The force is applied in the middle by your biceps muscles.

A **cantilever** is an example of a lever that consists of an arm supported at only one end. The mass of the arm and the load it carries must be counterbalanced at the fulcrum. Railroad crossing arms and stoplight supports are examples of cantilevers.



Levers- Comprehension Check

Matching

- | | |
|-----------------------------|---|
| _____ 1. resistance force | a. any push or pull on an object |
| _____ 2. fulcrum | b. a bar that can turn on a fixed point |
| _____ 3. lever | c. force of gravity |
| _____ 4. resistance or load | d. pivot point |
| _____ 5. force | e. the object being moved |

Fill in the Blanks

6. A lever can be used to multiply the _____ or change the _____ of the force.
7. The _____ on the machine may be due to the force of gravity, friction, and inertia.
8. In a _____-class lever, the load is placed between the force and the fulcrum.
9. A _____-class lever has the force applied between the fulcrum and the load.
10. Using a _____-class lever, the force changes directions.

Multiple Choice

11. How many classes of levers are there?
 - a. three
 - b. two
 - c. four
 - d. six



12. Which of the following is an example of a second-class lever?
 - a. spiral staircase
 - b. wheelbarrow
 - c. crowbar lifting lid off box
 - d. your elbow and your lower arm



13. Which of the following is an example of a first-class lever?
 - a. pair of scissors
 - b. your elbow and your lower arm
 - c. crowbar lifting lid off box
 - d. wheelbarrow



Name: _____

Week 14 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 14 Day 3 Notes, Simple Machines

Do Now

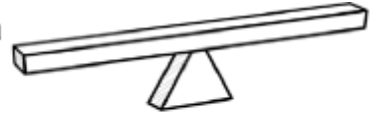
What is a compound machine?

Standard	RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LEQ	How does the visual information contribute to your overall understanding of the text?
Objective	I can name the 6 simple machines and their purpose of making work easier.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

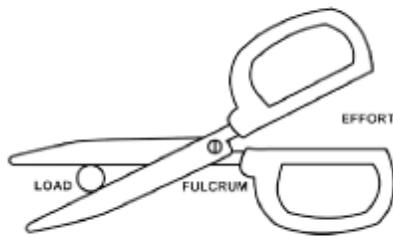
Topic:	Main Idea:
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All About Levers

What is a lever? Have you ever played on a see-saw? Swung a tennis racket? Went fishing? Rolled a wheelbarrow? If you have done any or all of these, then you have used a lever. A lever was invented to help move stones in ancient times. A device, usually a long stick, was used as a lever. Levers are one type of simple machine. Simple machines are parts of other machines. Levers are called simple machines because they are often parts of other machines. Levers change force and make work easier to do. Levers increase force. They are used to move heavy objects. A lever is a bar that is free to pivot, or turn, around a fixed point. The fixed point is called the fulcrum. The part that effort is applied is called the effort arm. The part that moves the object is called the resistance arm.



What are the parts of the lever called?



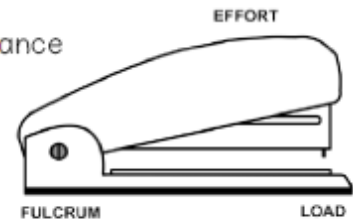
The fulcrum. The fulcrum is one part of what makes up a lever. The fulcrum is the point where the lever is supported. When using a lever, it moves around the fulcrum.

What is the fulcrum?

The effort arm. The area of the lever that you push on is called the effort arm. If you look at the picture of the scissors above, the effort arm is where you push the scissors to cut through the paper. Effort is the amount of force you are using on the lever. The

length of the effort arm can be calculated by measuring the distance between the fulcrum and the end of the effort arm.

How do you know where the effort arm is?

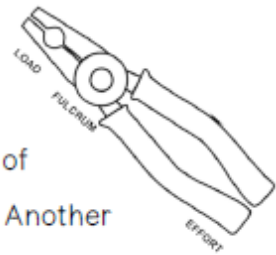


The resistance arm. The area of the lever that you use to move an object is called the resistance arm. If you think again to the pair of scissors shown on the previous page, the resistance arm is area of the scissors that cuts the paper. You can determine the length of the resistance arm by measuring the distance from the fulcrum to the end of the resistance arm.

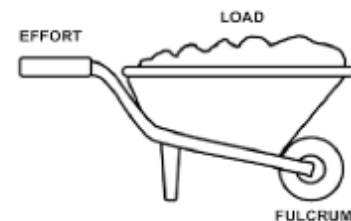
What is the resistance arm?

Types of Levers: There are many different types of levers. Levers are divided into three different classes. The classes are determined based upon the position of the effort force, resistance force and the fulcrum.

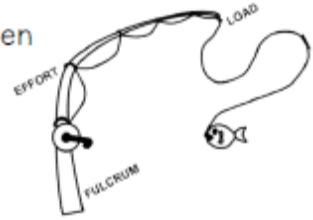
First Class Levers: A first class lever has the fulcrum positioned between the effort and resistance (load) arms. The fulcrum is placed here to help multiply force. An example of this type of lever are a pair of scissors, a see-saw or the claw of a hammer (when pulling out a nail). Another example is the pair of pliers shown to the right.



Second Class Levers: A second class lever has the resistance (load) located between the fulcrum and the effort. These types of levers will always multiply force. Examples of this type of lever are a stapler, bottle opener, nail clippers and a nutcracker. Wheelbarrows, like shown to the right, are another example of a second class lever.



Third Class Levers: A third class lever has the effort located between the resistance (load) and the fulcrum. The effort arm is always shorter than the resistance arm so it cannot multiply force. These types of levers provide a greater distance and speed of motion.



Examples of a third class lever are a hockey stick, tweezers, tongs and a fishing rod.

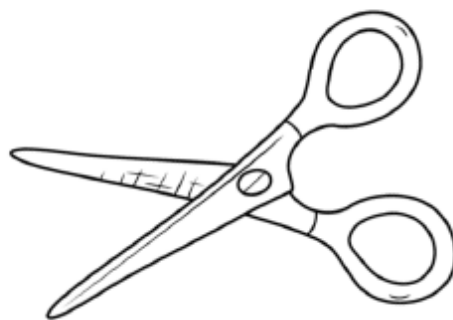
Comprehension Questions:

1. Where is the lever supported? _____

2. What is the difference between the effort arm and the resistance arm?

3. Identify one lever in the human body and describe how it works.

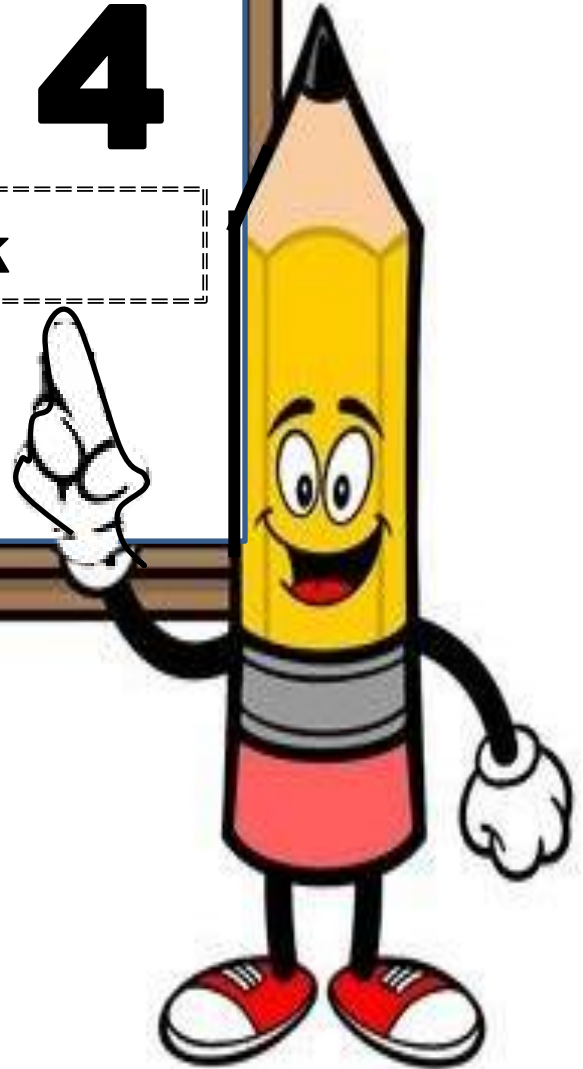
4. Label the fulcrum, resistance arm and effort arm on the scissors.





Day # 4

Winter Break



Name: _____

Week 14 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 14 Day 4 –Winter Break Activity

WINTER WORD SEARCH



E T C G B W T B X E S S Y H I
T N A H Q L W I K Q E N T O J
A Y E H I I I A U V F O S L T
L W C Z N L L Z O S W W O I S
O I W T O F L L Z I W G R D E
C I E M W R G Y P A H O F A W
O R D O W T F W I B R F N Y O
H S N E E R T E N I P D J S S
C S C T M I T T E N S Y A N N
T E P A E L C I C I F K O A G
O J E K R H B O O T S W M C I
H Y U S E F D N I W B W O V V
F I R E P L A C E A O L E E I
A V U C R U G U L N D D C E N
C P Y I J U U L S U Q S I Y G

WORDS TO FIND:

BLIZZARD
COLD
FROZEN
HAT
ICE
MITTENS
SNOW
SNOWMAN
WINTER

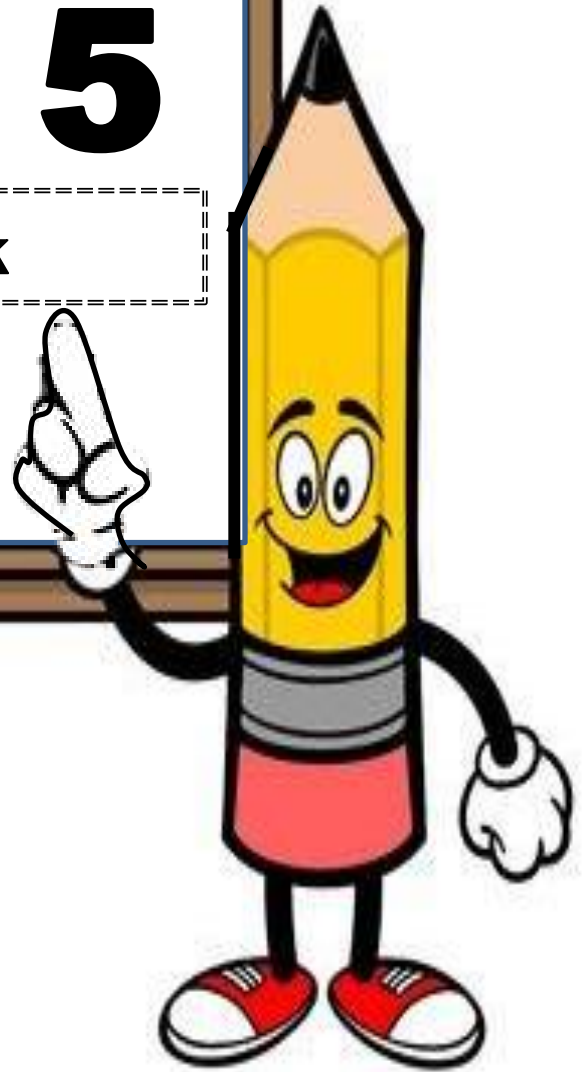
BOOTS
FIREPLACE
GIVING
HOLIDAYS
ICESKATE
PINETREE
SNOWBALL
SNOWSUIT

CHILLY
FROSTY
GLOVES
HOTCHOCOLATE
ICICLE
SCARF
SNOWFLAKE
WIND



Day # 5

Winter Break



Name: _____

Week 14 Day 5 Date: _____

BCCS-B

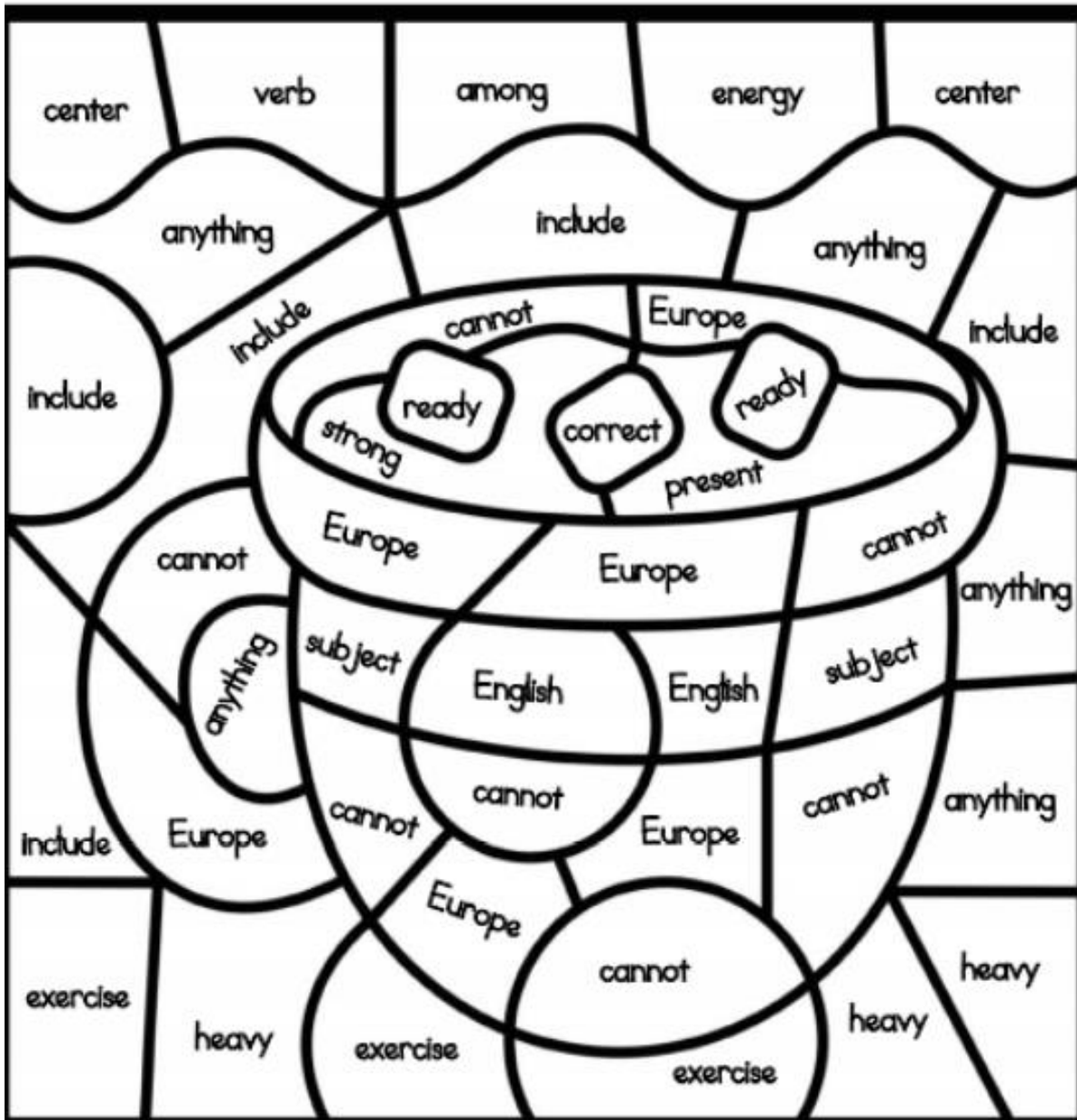
Hampton Howard Morehouse

Week 14 Day 5- Winter Break Activity

Color by Code

Directions: Use the color code to correctly color the picture.

English, subject = pink	heavy, exercise = yellow	cannot, Europe = blue	strong, present = brown
among, center = purple	include, anything = green	verb, energy = orange	correct, ready = white

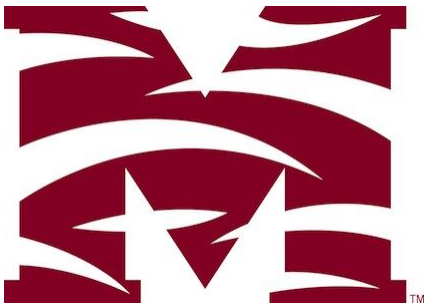




Name _____

4th Grade ELA Remote Learning Packet

Week 15



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)

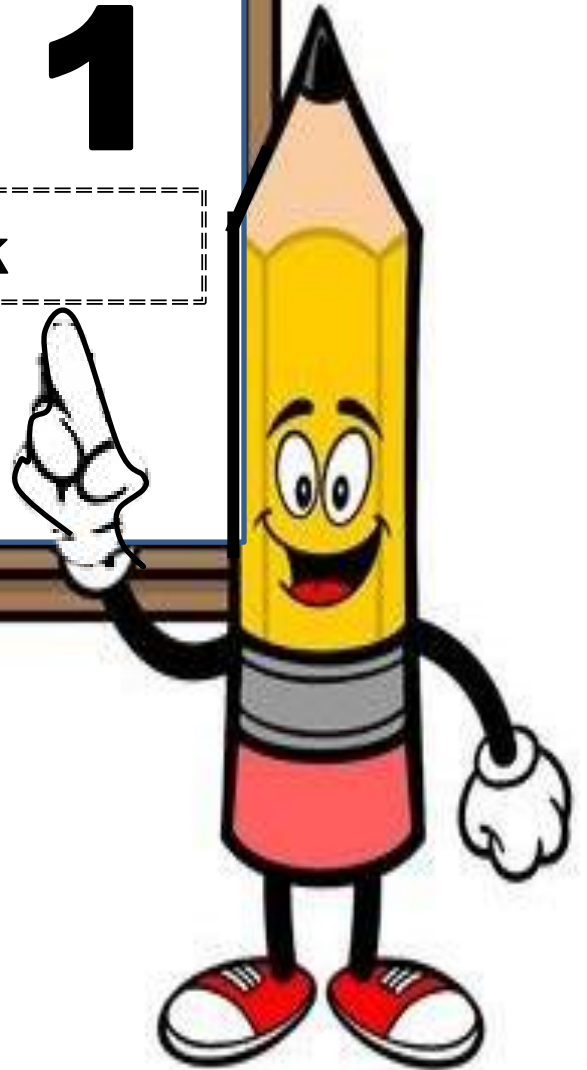
(Date)

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

Winter Break



Name: _____

Week 15 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

IGLOOS

HISTORY & FORMATION

Igloos have been around for hundreds of years. The Inuit tribe would use igloos as **temporary** shelter. They were easy to make and the material was readily available. To make the igloos, people would find **compacted** snow and cut blocks out of the snow. They would then place the blocks in a circle. The igloo was then built up. It would get smaller each time around. Snow was then placed on the outside to create a solid form.



Igloos were fairly warmer than other houses built in the area. The ice acted as a 'blanket.' It would trap the body heat inside. Sometimes it would reach up to 50 degrees Fahrenheit inside the igloo. The inside layer of the igloo would melt during the day then refreeze at night. This made the igloo even stronger. Because of this, igloos could hold the weight of a grown man.

OTHER USES

Eskimos live in Alaska. They use igloos during hunting and fishing trips. Even though igloos are not a permanent home, it is great for groups of people who travel for food. Even though living in an igloo may not seem very comfortable, it is better than sleeping in animal tents. Animal tents allow cold air in and is not insulated well.



If built correctly and with the right type of snow, igloos can last for an entire season and sometimes longer.

With the modern advances after World War II and the interest of the Arctic on the rise, the Inuit way of life changed. The outside world wanted to know more about the area. They built military bases and research stations. More permanent structures were built, so only a few Inuits still use igloos today. Of the igloos used, most are for hunting and fish houses.



IGLOOS

Answer each question below based on what you read in the text. Refer back to the text when needed.

1. In paragraph 1, what text structure is used to organize the text? Why did the author choose this structure? (RI.5)

2. What is the overall main idea of this passage? List at least two details to support your answer. (RI.2)

3. Why are igloos a better choice for fishing? Support your reasoning with details from the text. (RI.1)

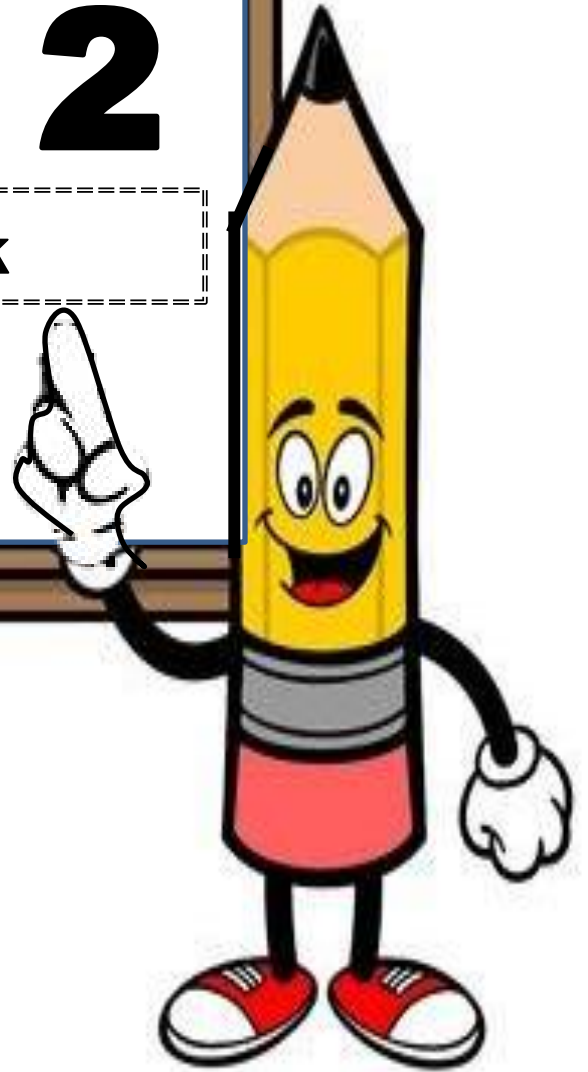
4. What caused the need of igloos to decline after World War II? Support your answer with facts from the passage. (RI.1)

5. In the text, it compared igloos to animal skin tents. How are these two housing structures alike and different? Which would you rather live in? Construct an opinion response and use examples from the text to support your choice. (RI.1)



Day # 2

Winter Break



Name: _____

Week 15 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

POLAR BEARS

Polar bears are strong swimmers that live in the Arctic and coastal waters. They live in one of the planet's coldest environments. How do they survive?



ADAPTATIONS

In order to survive the cold temperatures of the Arctic, polar bears have many adaptations that help them survive. One of the well known features is its white, thick fur. The polar bear's fur has many purposes. First, it is thick and insulates the polar bear to help keep it warm. Second, it is white. This helps it blend in with the snow and ice. It also helps it hide from predators. This adaptation is known as camouflage. Lastly, it covers the polar bear from nose to paws. Did you know that polar bears have fur on the bottom of their paws? This helps them keep the bottom of their feet warm. It also helps them from slipping on the ice. Below the white fur is black skin. This skin helps the polar bear soak in the sun's rays to help control its body temperature.

SURVIVAL

Polar bears depend on the ice and water to help it survive. Its webbed feet helps the polar bear travel long distances. Sometimes, polar bears are seen hundreds of miles away from land. It floats and rests on ice to help it travel long distances. They travel these long distances to search for food. The polar bear's main food source is the sea seal.



Polar bears rely on the Arctic ice for survival. If global climate change continues, polar bears may not be around forever.

AT RISK

Unfortunately, these beautiful creatures are at risk. Global climate change is rapidly causing Arctic ice to melt. This is a threat to polar bears in many ways. Less ice means farther distances to travel without the ability to stop and rest. Less sea ice is also making it more difficult to hunt for food. Seals live in the water and polar bears rely on the ice to help them travel and hunt.



POLAR BEARS

Answer each question below based on what you read in the text. Refer back to the text when needed.

1. What are some adaptations that polar bears have that help them survive? Include some examples from the passage. (RI.10)

2. As it is used in the text, what does the word *regulate* mean? Explain how you know. (RI.4)

3. Why do polar bears depend on the ice? Support your answer with details from the text. (RI.3)

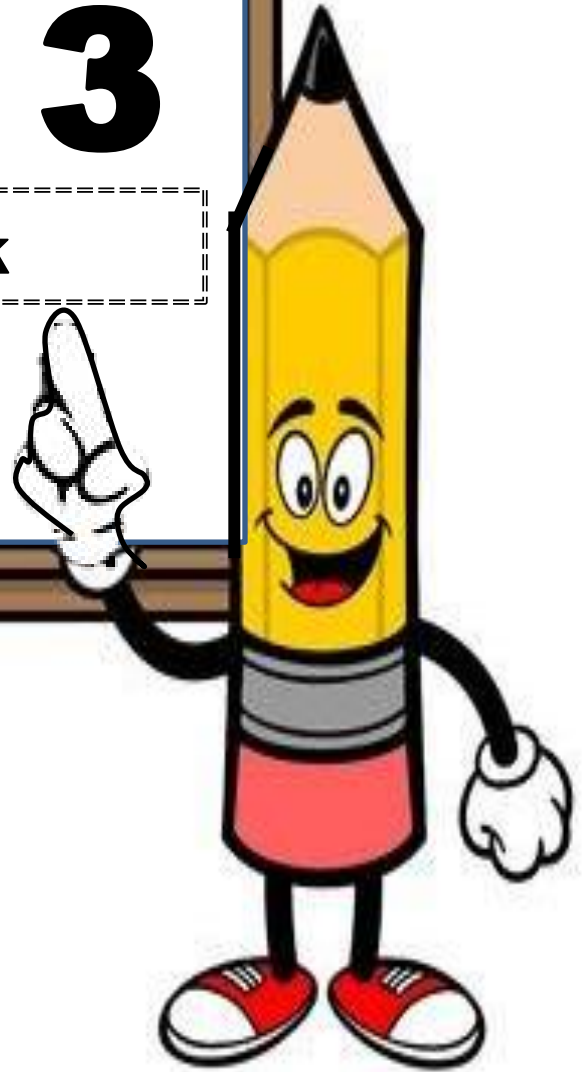
4. What are the main ideas for the paragraphs labeled Adaptations and Survival? Support your main ideas with key details. (RI.2)

5. Why are polar bears in danger and what can we do to help? Use facts from the text to help support your response. (RI.8)



Day # 3

Winter Break



Name: _____

Week 15 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

PENGUINS



Penguins are social birds that live mostly in the water. They are **flightless**, or not able to fly. They travel in groups and are found mostly in the **southern hemisphere**. There are many types of penguins. You can tell them apart by color and markings on their heads and bodies.

SWIMMING BIRDS

Penguins have many **adaptations** that make them special. One of them is their ability to swim. Penguins can swim just about as good as other birds can fly.

Penguins do have wings, but they mostly resemble flippers. Penguins travel mostly by water. On land, they **waddle** on their hind feet or slide across the ice on their belly.

OTHER INTERESTING FACTS

All penguins are shaped the same. They come in many sizes. Larger penguins have a thicker layer of body fat called **blubber**. This helps them survive in places like Antarctica. Smaller penguins cannot survive in cold temperatures. They are found closer to the equator.

SURVIVAL

A penguin is a **carnivore**, or meat eater. Its diet consists of fish, krill, and squid. The type of fish they eat depends on where they live. Penguins that live closer to Antarctica mostly live on krill and squid. Penguins in warmer temperatures eat fish. Penguins are protected by their tuxedo-like appearance called **countershading**. This **camouflages**, or hides, them from **predators**. Their white bellies blend in with the sky from underneath. Their black bodies blend in with the dark ocean from above.

BABY PENGUINS

Both female and male penguins protect the penguin egg and keep it warm. After about 35 days, the baby penguin, or chick, hatches. The chick eats **regurgitated** food from its mother's beak. After about a month, the chick will leave the nest.



This African penguin lives on sandy beaches and is found closer to the equator.



PENGUINS

Answer each question below based on what you read in the text. Refer back to the text when needed.

1. As it is used in the text, what does the word *waddle* mean? Explain how you know. (RI.4)

2. What is the overall main idea of this passage? Support your answer with details from the text. (RI.2)

3. Some penguins are large and some are small. Why is their location where they live important? Support your reasoning with facts from the passage. (RI.1)

4. What do you think the word *regurgitated* means? Support your reasoning with information from the text. (RI.4)

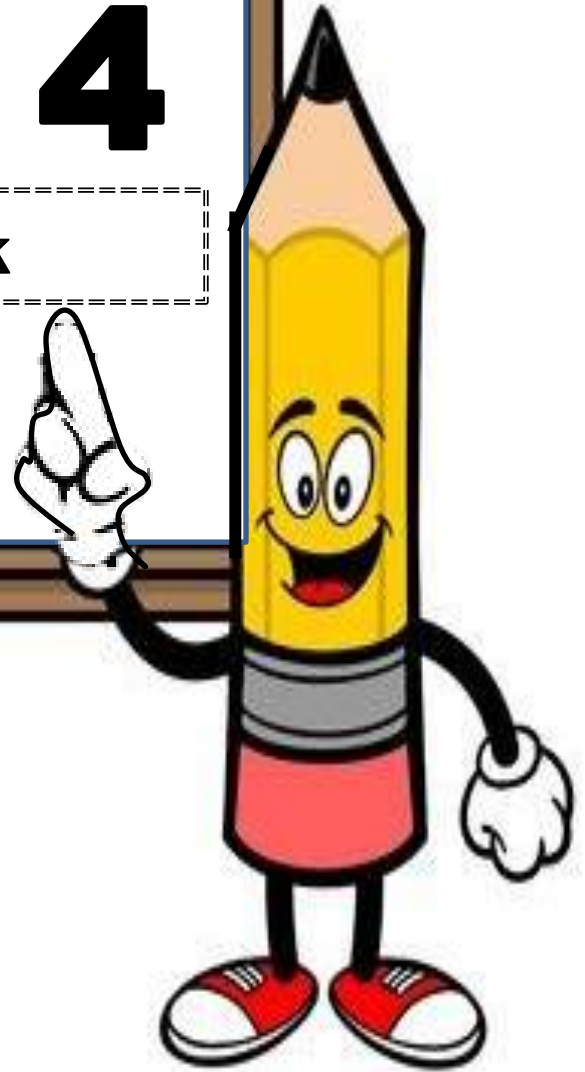
5. Based on the text, do you think penguins could live in the northern hemisphere? Why or why not? Use what you read in the passage to help form a reasonable response. (RI.1)



Brighter Choice
Charter School for Boys

Day # 4

Winter Break



Name: _____

Week 15 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

ARCTIC TUNDRA

The arctic tundra is found in areas that have cold temperatures. Canada, Alaska, and Siberia are places with arctic tundra. The arctic tundra is a **biome**. A biome is an area of plants and animals that have common characteristics. The arctic tundra biome has long cold winters and short cool summers.



WHAT'S SO DIFFERENT?

The arctic tundra has low **precipitation**. It receives less than ten inches per year. It's like a cold, frozen desert. It is so cold that underneath the top layer, its ground is **permafrost**, or permanently frozen. The top layer is called the **active layer** because it thaws each summer. The permafrost layer underneath never thaws. It stays frozen through summer and has no cracks or pores. Nothing can go through this layer. During the summer months, snow and ice melt. Large puddles of water stand on the active layer.

One of the most unique characteristics of the arctic tundra is the position of the sun in the sky. In the winter, the sun can stay below the horizon. It can leave the tundra in darkness for up to two months. The sun remains in the sky for 24 hours a day during parts of the summer.

WHAT LIVES HERE?

Even though the tundra is very cold, it is home to many animals that have are able to live in its cold temperatures. Animals like polar bears, seal, penguins, wolf, and caribou call the tundra home.

All of these animals have characteristics that make surviving the harsh winters possible.



ARCTIC TUNDRA

Answer each question below based on what you read in the text. Refer back to the text when needed.

1. In your own words, what is a biome? Use information to help form your response. Make sure to paraphrase and use your own words. (RI.4)

2. If the arctic tundra only receives 10 or less inches of precipitation a year, why does it have water puddles for some parts of the year? Support your reasoning with details from the passage. (RI.1)

3. Why are some parts of the year totally dark or completely light? Explain this process. (RI.1)

4. How do animals that live in the tundra survive? Use facts from the text to help you form your conclusion. (RI.1)

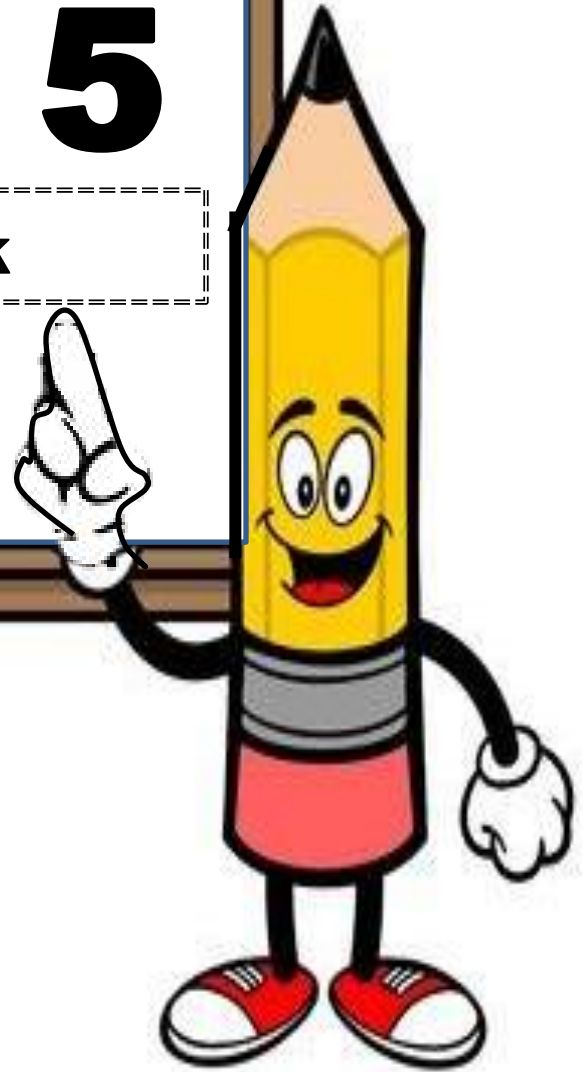
5. What are some ways that a biome and desert are alike and different? Use information from the text to help support your comparisons. (RI.1, RI.5)



Brighter Choice
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Day # 5

Winter Break



Name: _____

Week 15 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse



SNOW FORMATION

Snow is so exciting for children and adults. The peaceful serenity of it alone is breath-taking. But have you ever wondered how snow is formed?

HOW IS IT FORMED?

Snow occurs when moisture in the air freezes before it can turn into water. In order for this to happen, the temperature in the clouds must

be very cold. A snowflake occurs when the ice crystals collide together. Size varies depending on the number of times the ice crystals join. Eventually, the ice crystals become heavy enough to fall to the ground. In order for snow to stay snow as it falls, the temperature near earth's surface needs to be right at freezing. If the snow melts before it reaches the surface, it will fall as sleet, or freezing rain. This type of **wintery mix** can be dangerous to travelers as it causes ice on the roadways and overpasses.

WET SNOW VS. DRY SNOW

Did you know there are different types of snow? Many factors affect the way snow forms and the type of snow it becomes. If snow falls through cold, dry air, the snowflakes will often times be small and powdery. This is called 'dry' snow. This type of snow is ideal for snow sports because it does not easily stick together. Be careful though! This type of snow is also easily blown by the wind. When the air is slightly warmer, the snowflakes melt around the outer edge as they fall. These snowflakes will then stick together and form larger flakes. This is considered 'wet' snow and sticks together to form the perfect snowball!



SNOW FORMATION

Answer each question below based on what you read in the text. Refer back to the text when needed.

1. What determines the size of snowflakes? Support your answer with details from the text. (RI.1, RI.3)

2. What text structure is paragraph two written in? Explain how you know. (RI.5)

3. Construct a short response that explains how dry and wet snow are alike and different. Use key words to construct a comparison response. (RI.1, RI.5)

4. In the caption underneath the snowman photo, it says, "building snowmen is a favorite pastime of many adults and children." Explain what the word *pastime* means. (RI.5, RI.4)

5. Describe the process of snow formation. Follow a sequential order and include facts from the text. (RI.1, RI.3)
