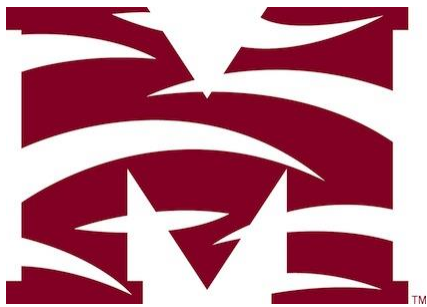




Name \_\_\_\_\_

# 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

## Week 18



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.

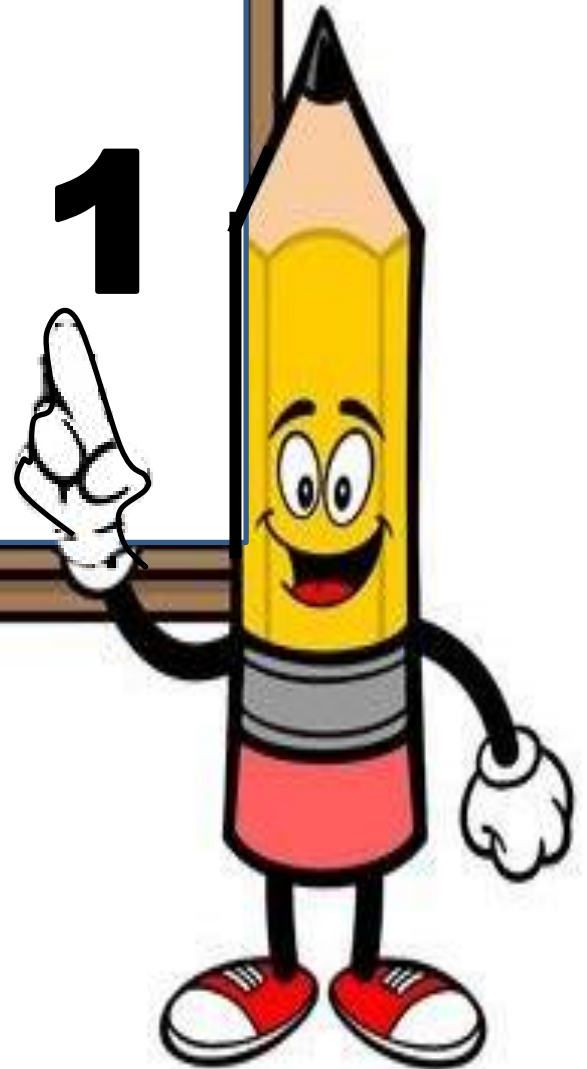
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(Parent Signature)

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

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



**Day # 1**



Name: \_\_\_\_\_

Week 18 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 18 Day 1 Notes, Colonial Times

### Do Now

What is a colony?


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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand an author's purpose for a text?
<b>Objective</b>	I can analyze details in a text to understand the author's purpose.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**



# Reasons and Evidence

Writers of informational text make points, or state ideas about a topic. Authors use reasons and evidence to support their point. This helps authors prove their point.

## Claim

the writer's position or stance on a topic, the point an author is trying to make.

## Reason

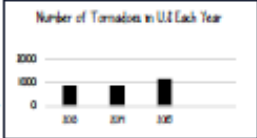
a cause or explanation to WHY something happens

## Evidence

facts that support the claim such, authors also use text features to support their point

**Claim:**  
People may think a hurricane has passed an area when it has not.

**Reason:**  
The eye of the hurricane has calm air and blue skies or scattered clouds.



Graphs are evidence!

**THINK...**

1. What is the author's **main point or claim** about the topic?
2. How does the author feel about the topic?
3. What **reasons** does the author give to support their point?
4. What **evidence** does the author use to support his point?

<b>Colony / colonies</b>	A group of people from one country who built a _____ in another territory or land.
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**CFU:** Skill Activity: Author's Purpose via online presentation

**Application:** 3 Reads of Text: *Colonial Times*

<b>Topic:</b>	<b>Main Idea:</b>
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## Colonial Times

Colonial times occurred long ago. Colonial times began about seventy years after Columbus discovered America. They began when some settlers came from Spain to live in a colony in America. That was in the year 1565. Colonial times ended when the thirteen English colonies became the United States. That was in the year 1776.



### What did Colonial People look like?

When you look in the mirror, you see you.

If you lived in colonial days, you would look the same as you do now, but you would wear your hair in a different way. And your clothes would be different too. Even baby clothes were different then.



Clothes in colonial days had different names. If a baby fell, he/she fell right on his pudding! A pudding was a soft pillow worn around the baby's middle to keep him from getting hurt. When boys and girls were six years old, they stopped wearing baby clothes. From that time on they dressed just like their mothers and fathers.

### Where did people buy their clothes?

Most people in colonial days did not buy their clothes at any place. Most people made all their own clothes.

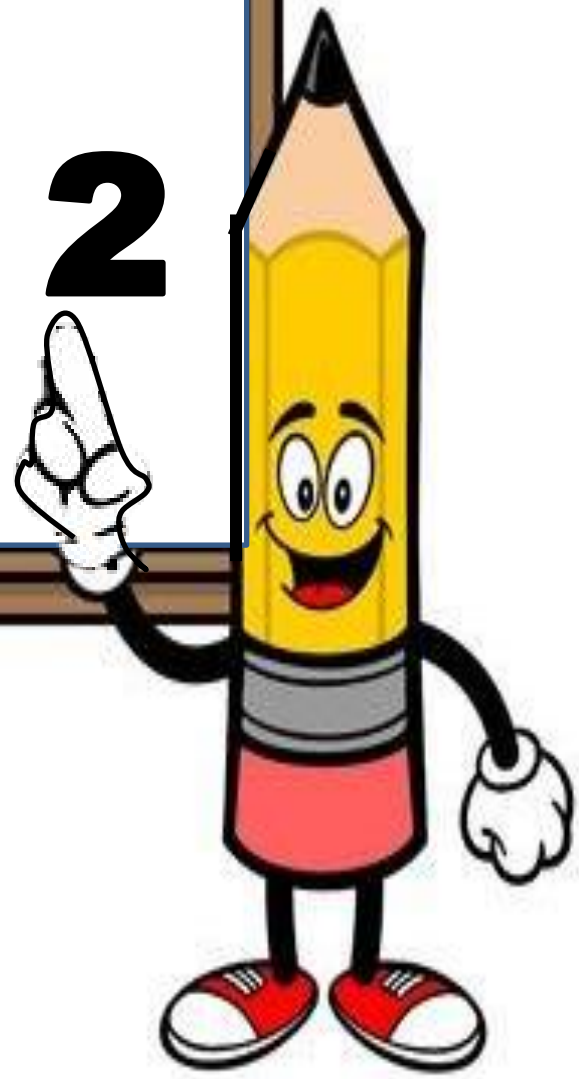
They planted flax to make linen thread. They raised sheep to get wool.

Everybody in the family helped to make the clothes. Grandmother's job was to card the wool. The children gathered flowers and berries and roots to make the dyes to color the yarn.

People wore bright-colored clothes in colonial days --- yellow, red, purple, blue. Girls wore bright-red cloaks and hoods. Boys wore gray-colored stockings and caps.



# Day # 2



Name: \_\_\_\_\_

Week 18 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 18 Day 2 Notes, Colonial Times

### Do Now

How many original colonies were there?


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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand an author's purpose for a text?
<b>Objective</b>	I can analyze details in a text to understand the author's purpose.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**



# Reasons and Evidence

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the writer's position or stance on a topic, the point an author is trying to make.

## Reason

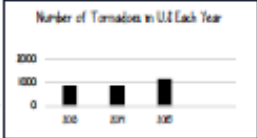
a cause or explanation to WHY something happens

## Evidence

facts that support the claim such, authors also use text features to support their point

**Claim:**  
People may think a hurricane has passed an area when it has not.

**Reason:**  
The eye of the hurricane has calm air and blue skies or scattered clouds.



Graphs are evidence!

**THINK...**

1. What is the author's **main point or claim** about the topic?
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3. What **reasons** does the author give to support their point?
4. What **evidence** does the author use to support his point?

<b>Colony / colonies</b>	A group of people from one country who built a _____ in another territory or land.
<b>colonist</b>	Someone who lived in _____ America.

**CFU:** Skill Activity: Author's Purpose via online presentation

**Application:** 3 Reads of Text: *Many Cultures One Land*



<b>Topic:</b>	<b>Main Idea:</b>
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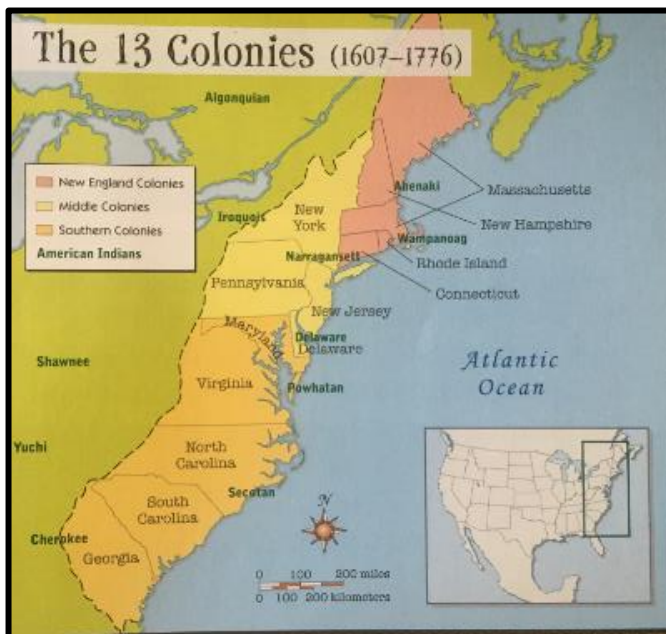
## Many Cultures, One Land

The people of colonial America were a strange mix. Colonists came from many countries, including England, the Netherlands, Germany, Sweden, and France. Their **customs** varied as much as their languages. Some colonists came seeking adventure. Others, like those at Jamestown, Virginia, hoped to get rich through trade. The pilgrims who settled in Plymouth, Massachusetts, wanted religious freedom.

In America, colonists also met American Indians. Dozens of tribes lived on America’s east coast. Each tribe was unique. The Iroquois were as different from the Algonquins as the English were from the Swedes.

In 1619 the first Africans arrived in America. These people didn’t come by choice. Slave traders forced them into slavery. Their numbers increased slowly. By 1675 about 5,000 Africans lived in the colonies.

**Fast Fact:** Not all slaves came from Africa. Many European slave traders also stole slaves from the Caribbean Islands as well.

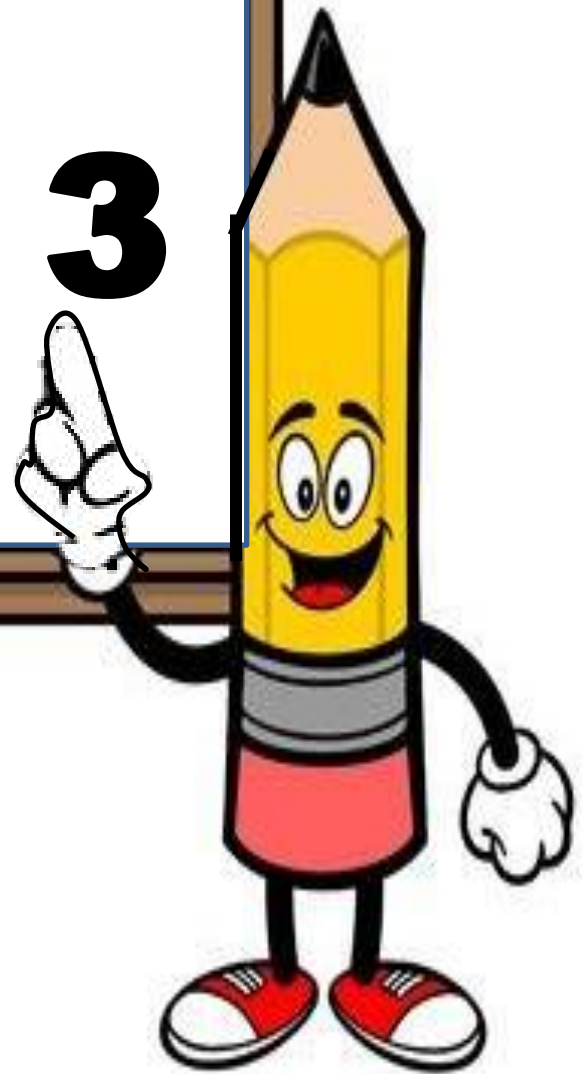


Throughout the colonial period (1607-1776), European colonists, American Indians, and African slaves learned from one another. They exchanged ideas to create homes, clothing, and customs. This sharing of ideas resulted in a culture that became uniquely American.

**custom-** a tradition in culture or society



# Day # 3



Name: \_\_\_\_\_

Week 18 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 18 Day 3 Notes, Colonial Times

### Do Now

What was the main reason for England expanding into America?


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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand an author's purpose for a text?
<b>Objective</b>	I can analyze details in a text to understand the author's purpose.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**



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## Reason

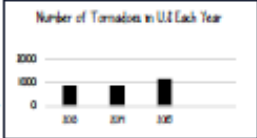
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## Evidence

facts that support the claim such, authors also use text features to support their point

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People may think a hurricane has passed an area when it has not.

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The eye of the hurricane has calm air and blue skies or scattered clouds.



Graphs are evidence!

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3. What **reasons** does the author give to support their point?
4. What **evidence** does the author use to support his point?

<b>Colony / colonies</b>	A group of people from one country who built a _____ in another territory or land.
<b>colonist</b>	Someone who lived in _____ America.

**CFU:** Skill Activity: Author's Purpose via online presentation

**Application:** 3 Reads of Text: *What did People Eat?*

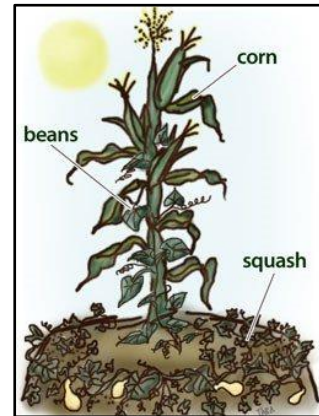
<b>Topic:</b>	<b>Main Idea:</b>
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## What did People Eat?

Corn, corn, corn, and more corn! Boiled corn and roasted corn. Corn ground into cornmeal and baked into corn cake and corn pudding.

The Indians taught the people how to plant corn and how to cook it. If there was nothing else to eat, the people could always count on corn.

But there *were* other things to eat. The people planted pumpkin and squash in the Indian way. The Indians showed them how to get maple sap from the maple trees. From the sap they made maple sugar and maple syrup, to sweeten their food.



There were no grocery stores in early colonial times --- no place to buy food.

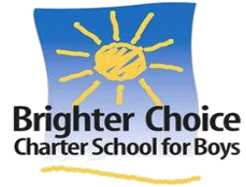
The people planted vegetables and fruit seeds that came all the way from Europe. They planted beans and trained them to climb up the cornstalks. They cooked the beans into a mush or porridge. And they ate bean porridge hot, bean porridge cold, and bean porridge in the pot nine days old!

The men and the boys fished. They came home with lobsters, clams, and many other kinds of fish. The men and the boys hunted. They came home with rabbits, squirrels, bear, and deer.

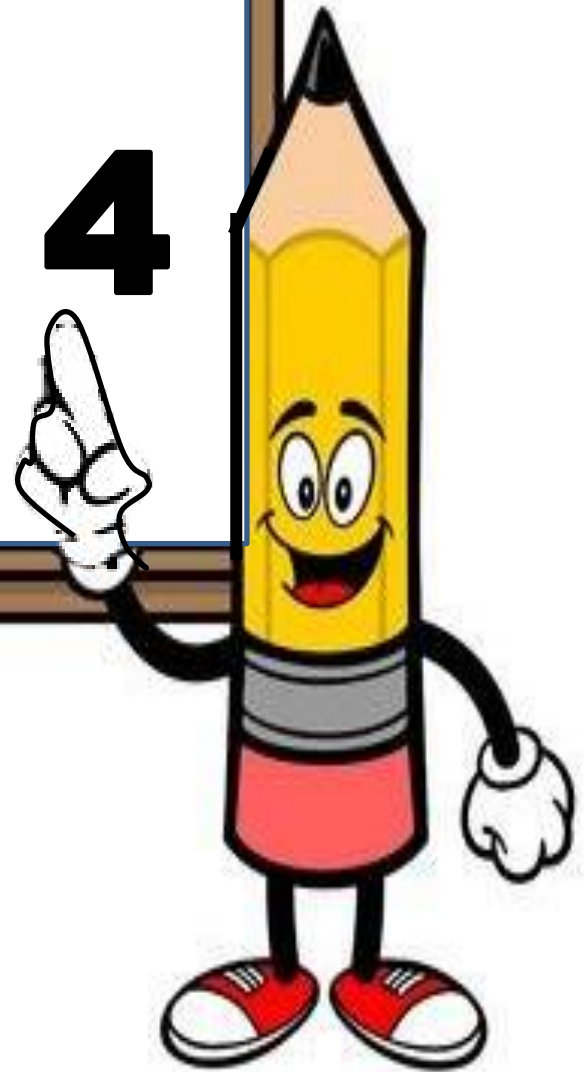
Some families kept a few pigs, so they could have bacon, pork, and sausage. During the cool days before winter, everybody worked extra hard. They had to get all their food ready for the cold months ahead. Meat was smoked, salted, and pickled. Apples and pumpkins and peaches were peeled and sliced and hung up to dry. Later they would be cooked into stews or made into jams. No one would be hungry. No one would be thirsty either.



There were not many cows in early colonial days, so there was not much milk. And people thought water would make them sick. So they drank cider made from apples, pears, and peaches.



# Day # 4



Name: \_\_\_\_\_

Week 18 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 18 Day 4 Notes, Colonial Times

### Do Now

What did colonists eat?


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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand an author's purpose for a text?
<b>Objective</b>	I can analyze details in a text to understand the author's purpose.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**



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## Claim

the writer's position or stance on a topic, the point an author is trying to make.

## Reason

a cause or explanation to WHY something happens

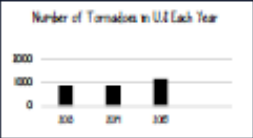
## Evidence

facts that support the claim such, authors also use text features to support their point

**Claim:**  
People may think a hurricane has passed an area when it has not.

**Reason:**  
The eye of the hurricane has calm air and blue skies or scattered clouds.

Number of Tornadoes in U.S. Each Year



Graphs are evidence!

**THINK...**

1. What is the author's **main point or claim** about the topic?
2. How does the author feel about the topic?
3. What **reasons** does the author give to support their point?
4. What **evidence** does the author use to support his point?

<b>Colony / colonies</b>	A group of people from one country who built a _____ in another territory or land.
<b>colonist</b>	Someone who lived in _____ America.

**CFU:** Skill Activity: Author's Purpose via online presentation

**Application:** 3 Reads of Text: *Choosing a Home*



<b>Topic:</b>	<b>Main Idea:</b>
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## Choosing a Home

When the colonists arrived, there were already villages in America, but these homes belonged to American Indians.

In the cold northeast, Abenaki and Wampanoag people lived in wigwams. These small houses had arched roofs and wooden frames covered with bark. They were cozy in winter and cool in summer. Many Eastern Woodland Indians built longhouses. Up to 60 people lived in each wooden longhouse. People hung woven mats or wood screens to separate rooms. The Algonquian tribes of the Middle and Southern colonies used wigwams and longhouses. Both could be built in a few days, and they could last 10 years or more.



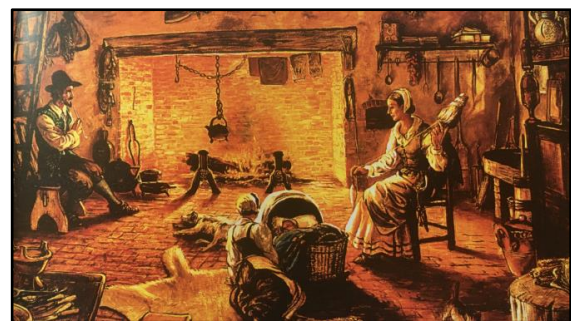
### First Colonial Homes

Some early colonists took over abandoned wigwams. Others tried to build their own, but English wigwams were not warm or weatherproof like Indian wigwams. The English structure had a door in one end and a fireplace in the other.

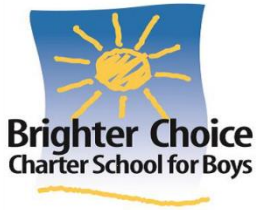
Some settlers dug cellars 6 or 7 feet into the ground for homes. Only the thatched roof showed above the ground. These houses were damp, dark, and dirty. The earth helped keep colonists warm, but it also allowed bugs, mice, and snakes to skitter and slither in.

After the first few years, colonists built houses of logs, bricks, or stones. Brick was a great choice because it was durable and colonists could make it themselves. Brickmakers made bricks by combining water, clay, and sand and baking them over a hot fire.

An early colonial home was usually about 20 by 20 feet in size. The walls were thin and had many cracks. The door was so small that visitors had to crouch to enter. There were no windows, so houses were dark. A fireplace provided a little heat and lots of smoke. Soot covered everything.

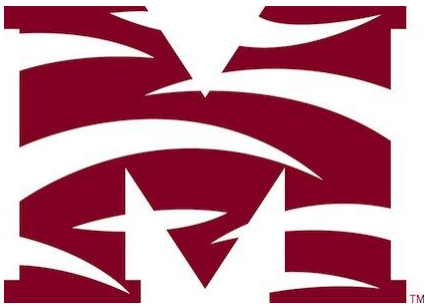


Most houses had one main room, called a hall, where everyone gathered, at, and slept. Sometimes there was a loft over the main room where children slept. A lucky family owned a table and one chair. At night, they put mattresses stuffed with straw, grass, or cornhusks on the floor as beds.



Name \_\_\_\_\_

**4<sup>th</sup> Grade Modified ELA Remote Learning Packet**  
**Week 19**



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

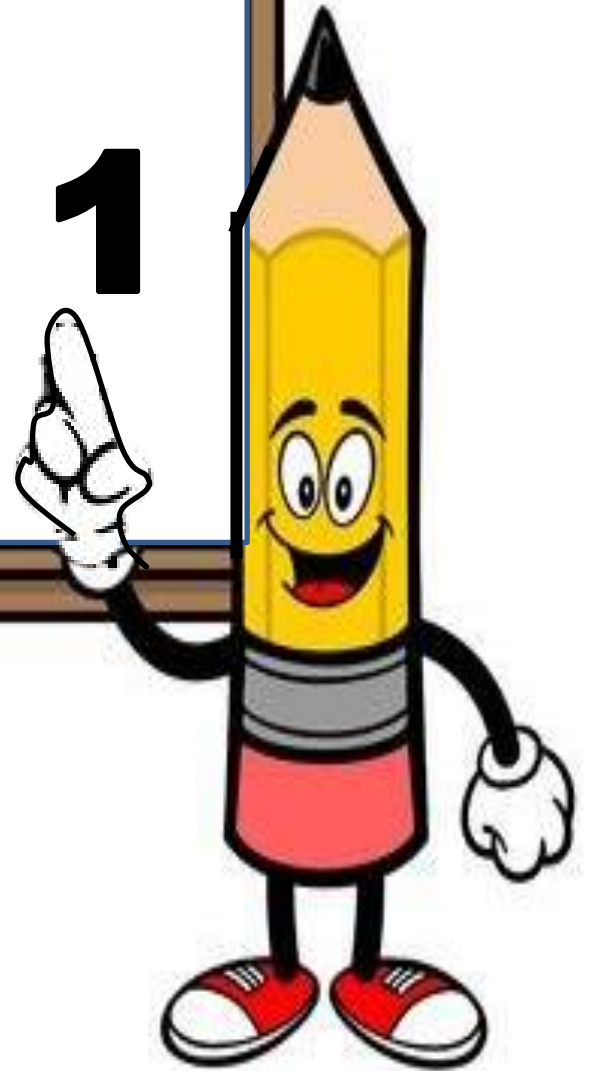
\_\_\_\_\_  
(Parent Signature)

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

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



**Day # 1**



Name: \_\_\_\_\_

Week 19 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 19 Day 1 Notes, Colonial Times

### Do Now

What have you learned about Colonial Times thus far?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can finding key details help support my understanding of the main idea of a text?
<b>Objective</b>	I can determine the main idea and how it relates to key details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

# MAIN IDEA and Supporting DETAILS

At the end of each section, THINK...

- What's the **ONE BIG THING** this section teaches me?
- How do the details **CONNECT** to this big idea?

**THINK!**

**JOT!**

Spiders come in different shapes and sizes.

- some are smaller than a dot
- females are bigger than males sometimes
- tarantulas are huge

<b>New England Primer</b>	First reading _____ designed for the American colonies.
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**CFU:** Skill Activity: Main Idea via online presentation

**Application:** 3 Reads of Text: *Education in Colonial Times*

<b>Topic:</b>	<b>Main Idea:</b>
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## Education in Colonial Times

Except in New England, most children in the colonies received little formal education. Neither the Middle nor the Southern Colonies had public schools.

In the Southern Colonies, most families were spread out along rivers. A few neighbors might get together to hire a teacher for their children. Often, wealthy planters hired tutors to educate younger children at home. Older children were sent to schools in distant cities, or even England, to complete their education.

In the Middle Colonies, religious differences among Quakers, Catholics, Jews, Baptists, and other religious groups slowed the growth of public education. Each religious group or family had to decide for itself how to educate its children. Some groups built church schools. Others were content to have parents teach their children at home.

Only in New England were towns required to provide public schools. The Puritans' support for education was inspired by their faith. They wanted their children to be able to read God's word in the Bible.

To encourage education, Massachusetts passed a law in 1647 that required every town with 50 families or more to hire an instructor to teach their children to read and write. Towns with more than 100 families were required to build a school. Similar laws were passed in other New England colonies.

Parents were asked to contribute whatever they could to the village school. This might mean money, vegetables, firewood, or anything else the school needed. Often, land was set aside as "school-meadows" or "schoolfields." This land was then rented out to raise money for teachers' salaries.

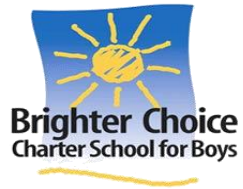


Children gather with their teacher in a colonial school. These children were among a minority of children who received formal education. Most children did not go to school beyond the elementary level.

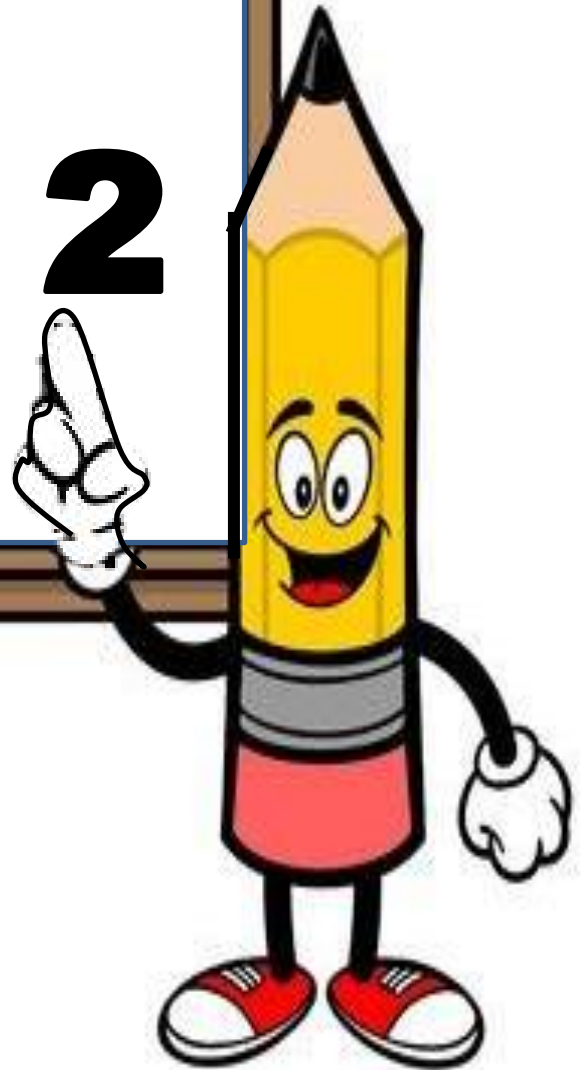
Schools were one-room buildings with a chimney and fireplace in the center. There were no maps, or boards to write on. Pencils and paper were scarce. Students shouted out spelling words and wrote sums in ink on pieces of bark. There was usually one book, the New England Primer, which was used to teach the alphabet, syllables, and prayers.

Most colonists believed that boys needed more education than girls. "Female education, in the best families," wrote Abigail Adams, "went no further than writing and arithmetic; in some few and rare instances, music, and dancing."





# Day # 2



Name: \_\_\_\_\_

Week 19 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 19 Day 2 Notes, Colonial Times

### Do Now

Who received more education, boys or girls, and why?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can finding key details help support my understanding of the main idea of a text?
<b>Objective</b>	I can determine the main idea and how it relates to key details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

# MAIN IDEA and Supporting DETAILS

At the end of each section, THINK...

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- How do the details **CONNECT** to this big idea?

**THINK!**

**JOT!**

Spiders come in different shapes and sizes.

- some are smaller than a dot
- females are bigger than males sometimes
- tarantulas are huge

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CFU: Skill Activity: Main Idea via online presentation

Application: 3 Reads of Text: *Colonial Life on Farms*

<b>Topic:</b>	<b>Main Idea:</b>
---------------	-------------------

## Colonial Life on Farms

The colonists developed an **economy** based on farming, commerce (buying and selling goods), and handcrafts. Nine out of ten people lived on small family farms. Most farm families either raised or made nearly everything they needed. One farmer wrote with pride about a typical year: “Nothing to wear, eat, or drink was purchased, as my farm provided all.”

**economy** the way a society organizes the manufacture and exchange of things of value, such as money, food, products, and services

The first and hardest task facing farm families was to clear the land of trees. The colonists had only simple, basic tools. They cut down trees with axes and saws. Then they used the same tools to cut square timbers and flat planks for building houses, barns, and fences.

Imagine living on a colonial farm. Your home is a single large room with a chimney at one end. In this room, your family cooks, eats, and sleeps. Your parents sleep in a large bed built into one corner. Your younger brothers and sisters sleep in a smaller “trundle” bed, a bed that can slide under the big bed during the day. At bedtime, you climb a ladder next to the chimney to sleep in an attic or a loft. As your family grows, you help to build another room on the other side of the chimney.

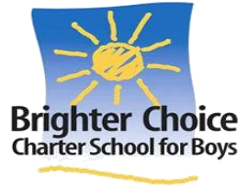
The fireplace is the only source of heat for warmth and cooking. So, keeping a supply of firewood is important. The fire is kept burning all the time because, without matches, it is very difficult to light a new one.

Cooking is one of the most dangerous jobs on your farm. Food is cooked in heavy iron pots hung over an open fire. While lifting or stirring these pots, your mother might burn her hands, scorch her clothes, or strain her back.

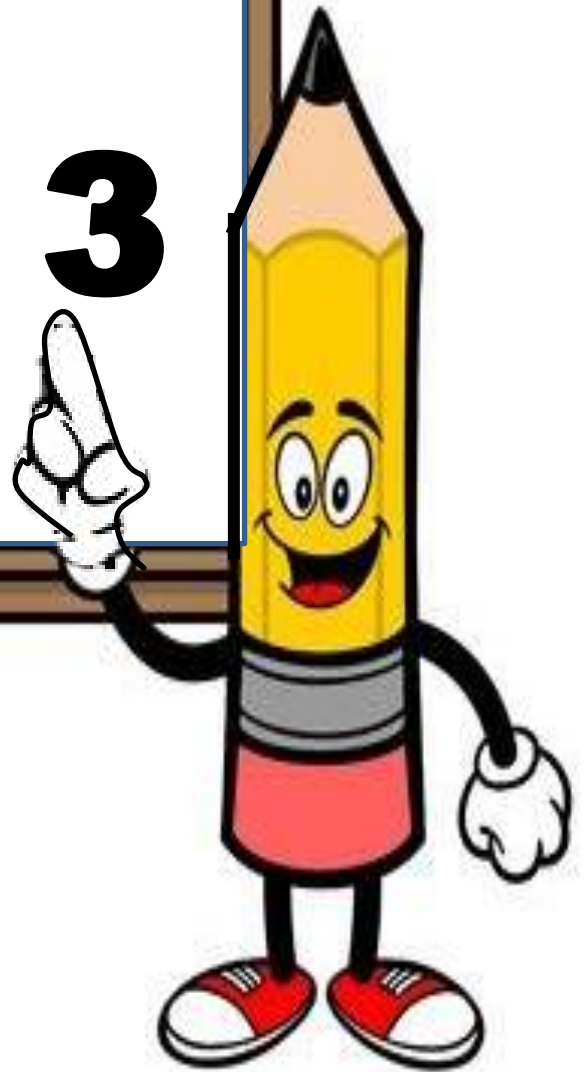
Life on your farm starts before sunrise. Everyone wakes up early to share the work. Chores include cutting wood, feeding animals, clearing land, tending crops, building fences, making furniture and tools, gathering eggs, spinning thread, weaving cloth, sewing clothes, making candles and soap, cooking, cleaning, and caring for babies.



Although most farmers lived in one room farmhouses, they held out hope that they would achieve wealth like that pictured above.



**Day # 3**



Name: \_\_\_\_\_

Week 19 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 19 Day 3 Notes, Colonial Times

### Do Now

What was the most dangerous job on a farm during colonial times?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can finding key details help support my understanding of the main idea of a text?
<b>Objective</b>	I can determine the main idea and how it relates to key details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input: Notes on Content/Vocabulary/Anchor Chart**

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**CFU:** Skill Activity: Main Idea via online presentation

**Application:** 3 Reads of Text: *Colonial Life in Cities*

<b>Topic:</b>	<b>Main Idea:</b>
---------------	-------------------

## Colonial Life in Cities

In 1750, one colonist out of 20 lived in a city. Compared to the quiet farm life, cities were exciting places.

The **heart** of the city was the waterfront. There, ships brought news from England as well as eagerly awaited items such as paint, carpets, furniture, and books.

heart: most important part

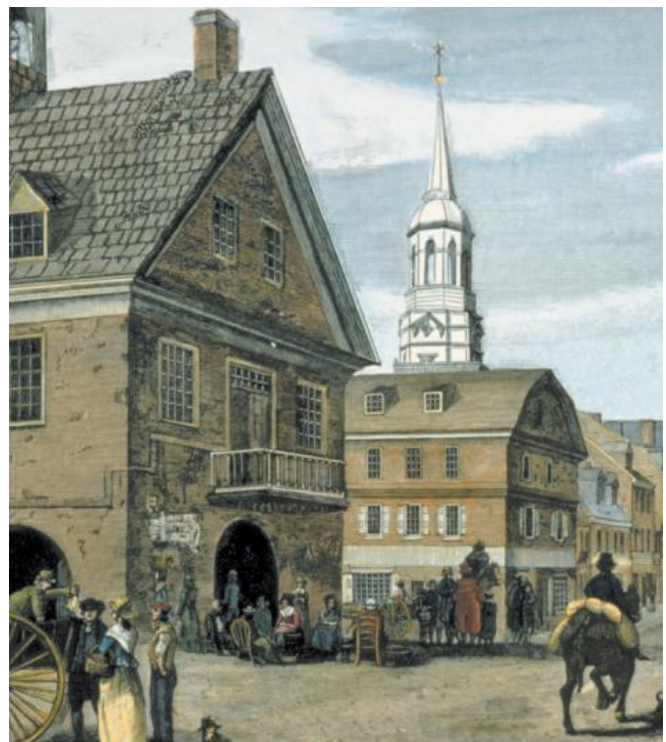
Just beyond the docks, a marketplace bustled with fishermen selling their catch and farmers selling fresh eggs, milk, and cheese. Close by were taverns, where food and drink were served. People gathered there to exchange gossip and news from other colonies.

The nearby streets were lined with shops. Sparks flew from the blacksmith's block as he hammered iron into tools. Shoemakers, clockmakers, silversmiths, tailors, and other craftspeople turned out goods based on the latest designs from England. There were barbers to cut colonists' hair and wigmakers to make it look long again.

Cities were noisy, smelly places. Church bells rang out daily. Carts clattered loudly over streets paved with round cobblestones. The air was filled with the stench of rotting garbage and open sewers, but the colonists were used to it. Animals ran loose in the street. During hot weather, clouds of flies and mosquitoes swarmed about.

City homes were close together on winding streets. Most were built of wood with thatched roofs, like the houses the colonists had left behind in Europe. Their windows were small, because glass was costly.

For lighting, colonists used torches made of pine that burned brightly when they were wedged between hearthstones in the



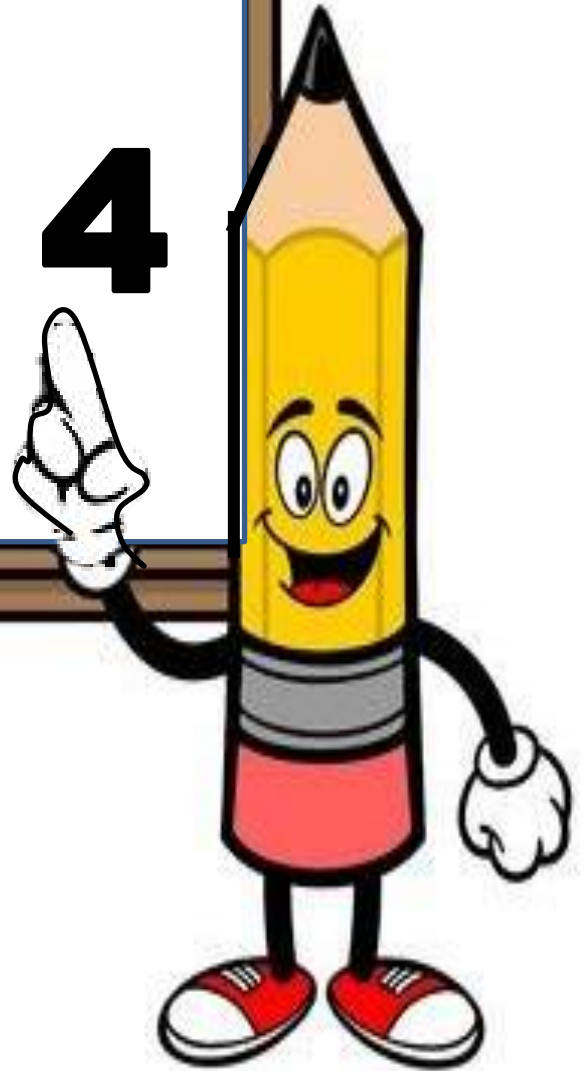


fireplace. Colonists also burned grease in metal containers called “betty lamps” and made candles scented with bayberries.

With torches and candles lighting homes, fire was a constant danger. Colonists kept fire buckets hanging by their front doors. When a fire broke out, the whole town helped to put it out. Grabbing their buckets, colonists formed a double line from the fire to a river, pond, or well. They passed the buckets full of water from hand to hand up one line to the fire. Then the empty buckets went hand over hand back down the opposite line to be filled again.



# Day # 4



Name: \_\_\_\_\_

Week 19 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 19 Day 4 Notes, Colonial Times

### Do Now

What was a constant danger in colonial cities?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can finding key details help support my understanding of the main idea of a text?
<b>Objective</b>	I can determine the main idea and how it relates to key details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

# MAIN IDEA and Supporting DETAILS

At the end of each section, THINK...

- What's the **ONE BIG THING** this section teaches me?
- How do the details **CONNECT** to this big idea?

**THINK!**

**JOT!**

Spiders come in different shapes and sizes.

- some are smaller than a dot
- females are bigger than males sometimes
- tarantulas are huge

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CFU: Skill Activity: Main Idea via online presentation

Application: 3 Reads of Text: *Leisure*

<b>Topic:</b>	<b>Main Idea:</b>
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## Leisure

While most colonists worked hard, they enjoyed their periods of leisure (time away from work). They also took advantage of gatherings, such as town meetings and Sunday services, to talk with neighbors and make friends.

### Bees and Frolics

When possible, colonists combined work and play by organizing “bees” and “frolics.” New settlers might hold a “chopping bee” in which all the neighbors helped clear the trees off their land. Other frolics included corn-husking bees for men and quilting bees for women. Sharing the work made it faster and a lot more fun. The Germans introduced house and barn raisings to the colonies. At these events, neighbors joined together to build the frame of a house or barn in one day. The men assembled the four walls flat on the ground and then raised them into place. Meanwhile, the women prepared a huge feast. At the end of the day, everyone danced on the barn’s new floor.

### Toys and Sports

Colonial children had a few simple toys, such as dolls, marbles, and tops. They played games of tag, blindman’s bluff, and stoolball, which was related to the English game of cricket (a game like baseball). Children in New England also enjoyed “coasting” downhill on sleds. Adults must have thought coasting was dangerous, because several communities forbade it.

Adults enjoyed several sports. Almost every village had a bowling green. Here men rolled egg-shaped balls down a lane of grass toward a white ball called a “jack.” Colonists also played a game similar to backgammon called “tick-tack” and a form of billiards (pool) called “trock.”

In the Southern Colonies, fox hunting with horses and hounds was a popular sport. Card playing was another favorite pastime, one that New England Puritans



disapproved of strongly. Horse racing, cockfighting, and bull baiting were also popular.

Fairs were held throughout the colonies. At these events, colonists competed in contests of skill and artistry. There were footraces, wrestling matches, dance contests, and wild scrambles to see who could win a prize by catching a greased pig or climbing a greased pole.