

Name \_\_\_\_\_

Spelman and Howard  
4th Grade ELA  
Learning Packet  
February 8<sup>th</sup>-12<sup>th</sup>, 2021



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

Date: February 8, 2021

BCCS-Girls

Spelman/Howard

### Module 3: Unit 2: Lesson 10

<b>Learning Targets</b>	I can determine the gist and the meaning of unfamiliar words in Act III, Scene 2 of “Divided Loyalties.”  I can write a first-person point of view narrative of a character using details from the text in Act III, Scene 2.
<b>Assignment to Submit</b>	Text based questions: Packet Exit ticket: Packet/ Google Docs

### Character Analysis Note-catcher: Act III, Scene 2

How do characters react to events/situations in *Divided Loyalties*?

Act/Scene:	Gist:

<b>Character</b>	<b>What does the character think/feel?</b>	<b>How do you know? What are his/her actions? How does the character interact with others?</b> (refer to details and examples in the text)

**Exit Ticket:** On the lines below, write a response (7-10 sentences) from first person point of view as Robert from Act III, Scene 2. You will write as if you are Robert reacting to dinner.

Today was an incredibly sad day. Today, we opened the store for one last time to  
sell the last of the goods, to pack things up, and to say goodbye to our customers  
and neighbors.

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

Date: February 9, 2021

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### Module 3: Unit 2: Lesson 11

<b>Learning Targets</b>	I can critique my partner's first-person narrative and provide kind, helpful and specific feedback.  I can revise my first person narrative based on peer feedback.
<b>Assignment to Submit</b>	Close Reading: Google docs Text based questions: Packet

### Progressive Verb Tenses

Progressive Verb Tenses:

**The progressive verb tenses are used to show continuing action that is going on in the present, past, or future.**

Examples:

We **were laughing** so hard at school yesterday. (past)

Today I **am feeling** really happy. (present)

They **will be leaving** on the school bus soon. (future)

	<b>Past Progressive</b> (yesterday)	<b>Present Progressive</b> (today)	<b>Future Progressive</b> (tomorrow)
<b>I</b>	<b>was + verb+ing</b>	<b>am + verb+ing</b>	<b>will be + verb+ing</b>
<b>he/she/it</b>	<b>was + verb+ing</b>	<b>is + verb+ing</b>	<b>will be + verb+ing</b>
<b>we/they/ you</b>	<b>were + verb+ing</b>	<b>are + verb+ing</b>	<b>will be + verb+ing</b>

## Directions for Peer Critique

1. Partner A, read first person narrative aloud to B.
2. Partner B, consider the Progressive Verb Tenses handout and read the criteria on the Narrative Writing Checklist.
3. Identify one star (one thing your partner did well).
4. Record your star on a sticky note.
  - For example, “I noticed that you used the past progressive tense here correctly.”
5. Identify one step (one thing your partner could improve).
6. Record your step on a (different colored) sticky note.
  - For example, “I don’t see any evidence of this in *Divided Loyalties*, and I don’t infer this from the character’s actions either. What in the text made you think this?”
7. Repeat with partner B presenting.
8. Explain your feedback. Partner A first, then partner B.
9. Ask your partner clarifying questions if you don’t understand.
10. Revise your narratives accordingly.

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

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**Module 3: Unit 2: Lesson 12**

<b>Learning Targets</b>	I can refer to Divided Loyalties to answer text-dependent questions.
<b>Assignment to Submit</b>	Module 3: Unit 2: Final Assessment on Google Forms

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Date: February 11, 2021

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### Module 3: Unit 2: Lesson 13

<b>Learning Targets</b>	I can closely read an excerpt of the Declaration of Independence to restate it in my own words.  I can make connections between an excerpt of the D.O.I. and the opinions of character from "Divided Loyalties."
<b>Assignment to Submit</b>	Close Reading: Google docs Text based questions: Packet

#### Input/Application:

#### Close Reading Note-catcher: Excerpt of the Declaration of Independence, Part III

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved....



1. Write this excerpt of the Declaration of Independence in your own words:

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2. Choose one character in *Divided Loyalties*: Robert, William, Mary, **OR** Abigail. From what you have read in *Divided Loyalties*, in your opinion, what would the character think of this excerpt? Based on his or her situation, would he or she agree? Why or why not? Use your *Divided Loyalties* text to complete the note-catcher below.

<b>Character:</b>	
<b>What would the character think of this excerpt? Based on his or her situation, would he or she agree? Why or why not?</b>	<b>Evidence/example from Divided Loyalties (Act/Scene)</b>

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Date: February 12, 2021

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### Module 3: Unit 3: Lesson 1

<b>Learning Targets</b>	I can determine an author’s opinion in a text. I can explain how an author supports an opinion with reasons and evidence.
<b>Assignment to Submit</b>	Text dependent questions (Packet)

Input/ Application:

#### **Entrance Ticket: Opinions in *Divided Loyalties*: Pages 38-39**

What is Mary Barton’s opinion of William leaving to join the fighting?

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How do you know that this is how she feels? What evidence in the text shows that this is Mary Barton’s opinion?

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## William Barton's Letter

January 1777

Dear Father,

- 1) I arrived safely at the Patriot camp yesterday evening. It is certainly not like living in our warm, comfortable home, but the excitement in the air is keeping us all warm. I can feel a fire burning in my heart as I prepare for the day's training. It is with great joy that I join this regiment, so determined for the cause of freedom. Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain.
- 2) You say that we are British subjects, but we are not treated like we are part of Great Britain. We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions. The king sends his own governors to rule us, and we have no representatives in the British Parliament. True British subjects would never be treated this way!
- 3) Even our safety has been threatened. The British soldiers have been sent here to control, not protect, us. British soldiers watch our every move and have even killed innocent people. There is no choice but to fight for our freedom! General Washington is a great leader, and I know he will lead our army to victory. War is not safe, but neither are our streets!
- 4) I truly am sorry for the worry I have caused you and Mother. I will do my best to send regular letters so that your fear and worry may not last long. As long as I am well, you will hear word from me. I believe I am doing what is right—I hope you can respect that and find a way to be proud of your son. I know this cause is one worth fighting—and perhaps dying—for.

Fondly,  
William Barton

## 1) What is the gist of William's letter?

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### Exploring Opinions as Readers and Writers

#### Exploring Opinions as Readers and Writers

**opinion:** what a person thinks about something or someone; this thinking can be based on facts, feelings, experience, or a combination of all three

#### Characteristics of opinions:

- a way of thinking about something
- a belief
- a judgment; can be debated or argued
- a differing point of view could be stated

Authors support their *opinions* (WHAT they believe) with *reasons* (WHY they believe).

#### Opinions are supported by:

Reasons: WHY an author has a particular opinion

**WITH**

Evidence: HOW authors support their reasons with facts or details (based on research and/or observations.)