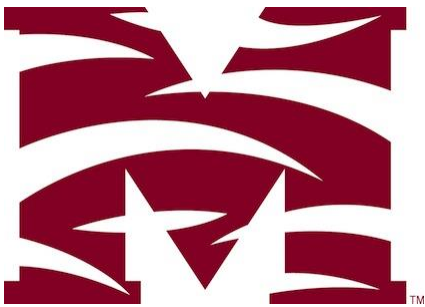




Name \_\_\_\_\_

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

## Week 25



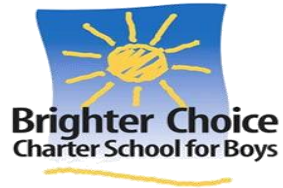
Dear Educator,

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.

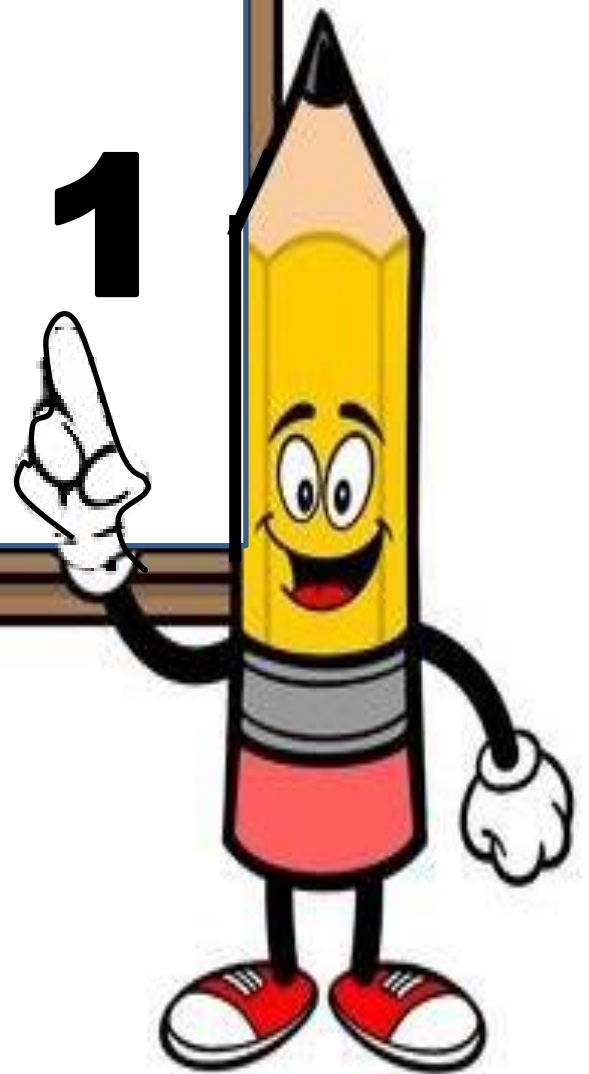
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(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 25 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 25 Day 1 Notes, *One Crazy Summer* PLOT Study

### Do Now

What is a storyline (plot)?

The storyline is \_\_\_\_\_

---

<b>Standard</b>	<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>LEQ</b>	How do the characters, setting, and events drive the plot of the story?
<b>Objective</b>	I can analyze how the characters feel about their upcoming trip in the novel <i>One Crazy Summer</i> .
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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


# Plot: Events

Plot is the action of the story. The events that happen to drive the story.

There is a **SEQUENCE** of events in a story.


<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Introduction:</b> Introduced to the characters, setting, and the problem	<b>Rising Action:</b> The events leading up to the main problem or conflict.	<b>Climax:</b> The problem reaches a high point. Character will face the conflict.	<b>Falling Action:</b> Characters work to solve the problem or conflict.	<b>Resolution:</b> This is how the conflict is resolved and how the story ends.

A character's actions can contribute to the sequence of events in a text.

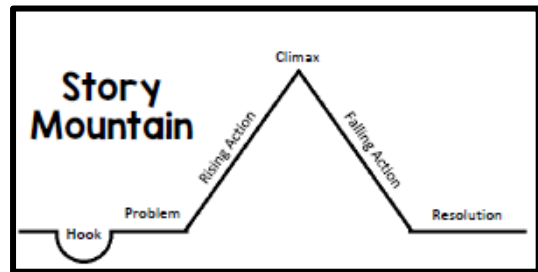


Leaves cover the backyard. Jill decides to rake them all into a pile.

➔



Jill and her brother can jump in the pile of leaves for fun.



The **Story Mountain** is a PLOT \_\_\_\_\_ you will see often. In this diagram you notice that the Hook/Problem are a part of the \_\_\_\_\_ (1) like in our anchor chart. You must include these three things in your Introduction:

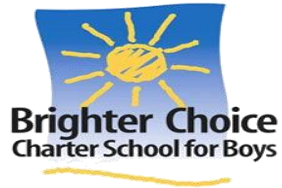
- \_\_\_\_\_
- \_\_\_\_\_
- Problem

<b>PLOT</b>	The action that _____ the story.
<b>Introduction/Exposition</b>	Where readers are introduced to the setting, _____, and problem.
<b>Rising Actions</b>	The events that _____ to the main problem or conflict. This part creates the _____ of the text.
<b>Climax</b>	When the main character(s) is _____ with his or her conflict.
<b>Falling Actions</b>	The main character(s) _____ solve the initial problem of the story.
<b>Resolution/Conclusion</b>	How the conflict is finally _____ and how the story ends.

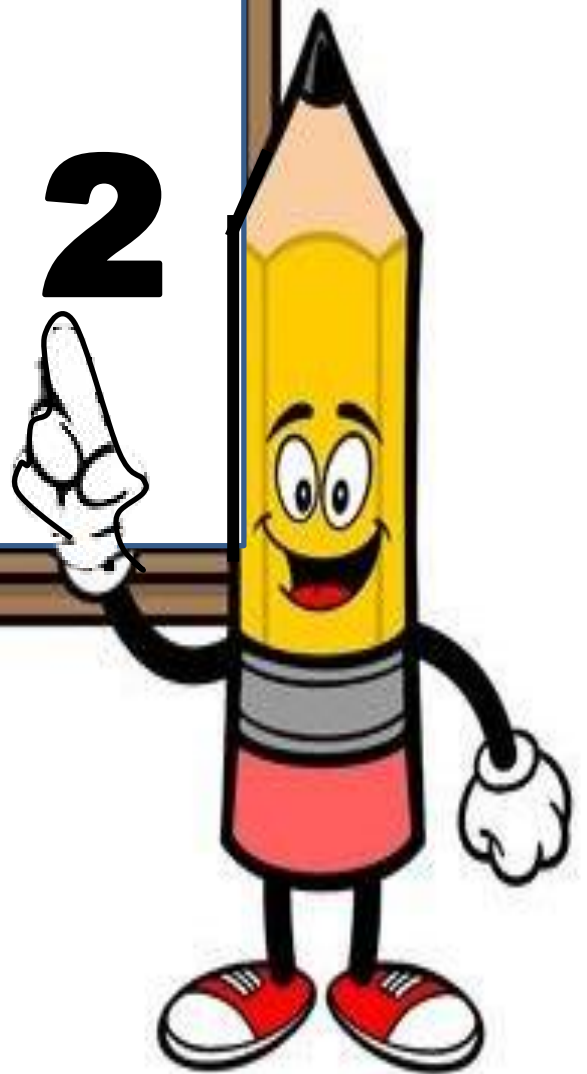
**CFU: Skill Activity: Analysis of Plot with PIXAR and DISNEY Movies**

- **Introduction/Exposition: *UP***
  - **Characters:** \_\_\_\_\_
  - **Setting:** \_\_\_\_\_
  - **Problem:** \_\_\_\_\_
  
- **Inciting Incident: *Finding Nemo***
  - **What did Nemo do that put the entire story into motion?!**  
\_\_\_\_\_
  
- **Rising Actions: *The Lion King***
  - **After \_\_\_\_\_ death, Simba grows up with \_\_\_\_\_ and \_\_\_\_\_**
  
- **Climax: *The Lion King/ UP***
  - **When Simba returns home to find everything \_\_\_\_\_**
  - **When Carl finds Ellie’s note and decides to \_\_\_\_\_ Russell after all**
  - **There is a shift/ \_\_\_\_\_ in the characters**
  
- **Falling Action**
  - **All characters work to fix the problem**
  
- **Resolution**
  - **The “Happily Ever After” or new \_\_\_\_\_ where all loose ends are tied up**

**Application:** One Crazy Summer Chapters 1-5



# Day # 2



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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 25 Day 2 Notes, *One Crazy Summer* PLOT Study

### Do Now

How do the girls feel about Oakland thus far?

---

---

<b>Standard</b>	<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>LEQ</b>	How do the characters, setting, and events drive the plot of the story?
<b>Objective</b>	I can analyze a how the setting of Oakland and their introduction to the Black Panthers and their causes impacts the way in which the story is told by the narrator Delphine.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart



# Plot: Events

Plot is the action of the story. The events that happen to drive the story.

There is a **SEQUENCE** of events in a story.

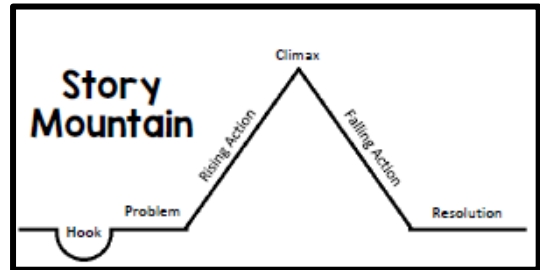
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Introduction:</b> Introduced to the characters, setting, and the problem	<b>Rising Action:</b> The events leading up to the main problem or conflict.	<b>Climax:</b> The problem reaches a high point. Character will face the conflict.	<b>Falling Action:</b> Characters work to solve the problem or conflict.	<b>Resolution:</b> This is how the conflict is resolved and how the story ends.

A character's actions can contribute to the sequence of events in a text.


➔


Leaves cover the backyard. Jill decides to rake them all into a pile.

Jill and her brother can jump in the pile of leaves for fun.



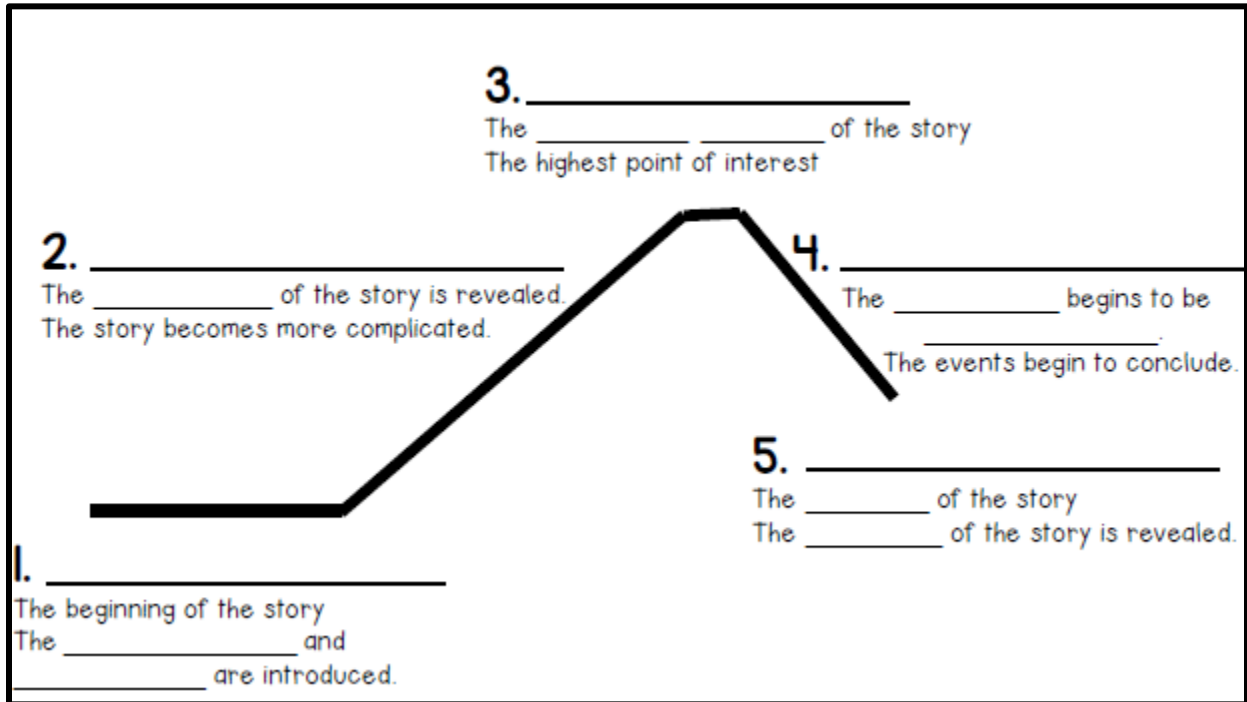
The **Story Mountain** is a PLOT \_\_\_\_\_ you will see often. In this diagram you notice that the Hook/Problem are a part of the \_\_\_\_\_ (1) like in our anchor chart. You must include these three things in your Introduction:

- Characters
- \_\_\_\_\_
- Problem

<b>PLOT</b>	The action that _____ the story.
<b>Introduction/Exposition</b>	Where readers are introduced to the setting, _____, and problem.
<b>Rising Actions</b>	The events that _____ to the main problem or conflict. This part creates the _____ of the text.
<b>Climax</b>	When the main character(s) is _____ with his or her conflict.
<b>Falling Actions</b>	The main character(s) _____ solve the initial problem of the story.
<b>Resolution/Conclusion</b>	How the conflict is finally _____ and how the story ends.



**CFU: Skill Activity: Analysis of Plot with Movies**



• **Introduction/Exposition:**

***Frozen***

- **Characters:** \_\_\_\_\_
- **Setting:** \_\_\_\_\_
- **Problem:** \_\_\_\_\_

**Spider-Man: Into the Spider-Verse**

- **Characters:** \_\_\_\_\_
- **Setting:** \_\_\_\_\_
- **Problem:** \_\_\_\_\_

• **Inciting Incident:**

***Frozen***

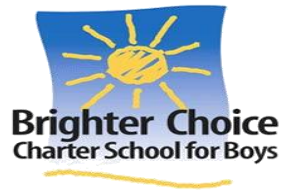
- Elsa follows a \_\_\_\_\_.

**Spider Main: Into the Spider-Verse**

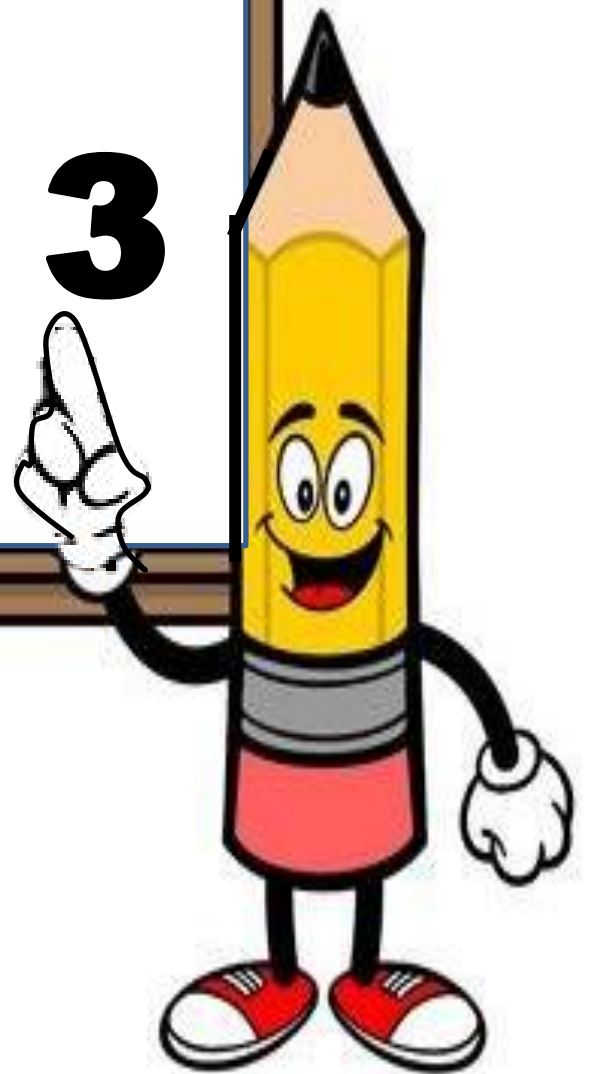
- Miles witnesses the \_\_\_\_\_ and the dying \_\_\_\_\_  
\_\_\_\_\_ sends him on a mission.
- **Rising Actions:**
  - Frozen**
    - Discover- \_\_\_\_\_ and the elements
  - Spider-Man: Into the Spider-Verse**
    - Other \_\_\_\_\_
    - Struggling to control his \_\_\_\_\_
- **Climax:**
  - Frozen**
    - Learning the truth about their \_\_\_\_\_
  - Spider-Man: Into the Spider-Verse**
    - Big \_\_\_\_\_
    - Masters his \_\_\_\_\_

There is a shift/ \_\_\_\_\_ in the characters
- **Falling Action**
  - All characters work to fix the problem
- **Resolution**
  - The “Happily Ever After” or new \_\_\_\_\_ where all loose ends are tied up

**Application:** One Crazy Summer Chapters 6-10



**Day # 3**



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

Week 25 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

### Week 25 Day 3 Notes, *One Crazy Summer* PLOT Study

#### Do Now

Fern was made fun of for carrying a doll. Why and by whom?

*Fern was made fun of for carrying a doll by* \_\_\_\_\_

---

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<b>Standard</b>	<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>LEQ</b>	How do the characters, setting, and events drive the plot of the story?
<b>Objective</b>	I can infer how the girls feel about their situation in Oakland based upon their actions, dialogue, thoughts, and emotions.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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


## Plot: Events

Plot is the action of the story. The events that happen to drive the story.

There is a **SEQUENCE** of events in a story.


<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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A character's actions can contribute to the sequence of events in a text.

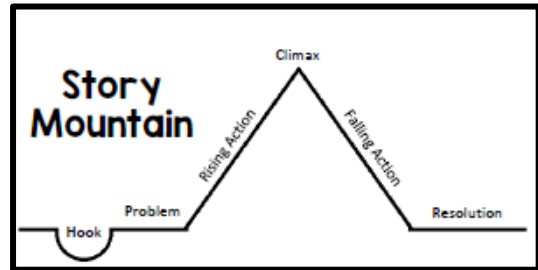


Leaves cover the backyard. Jill decides to rake them all into a pile.

➔



Jill and her brother can jump in the pile of leaves for fun.

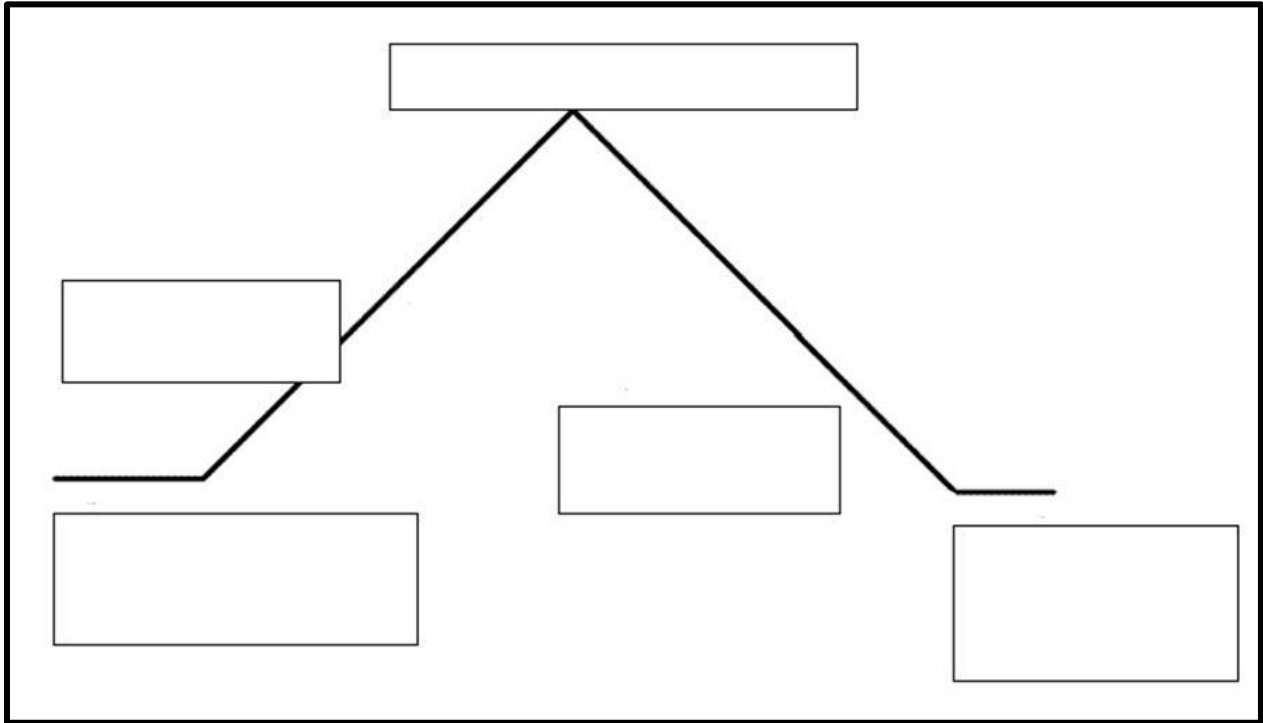


The **Story Mountain** is a PLOT \_\_\_\_\_ you will see often. In this diagram you notice that the Hook/Problem are a part of the \_\_\_\_\_ (1) like in our anchor chart. You must include these three things in your Introduction:

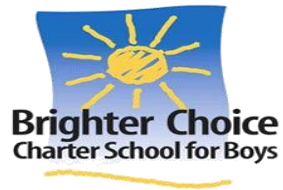
- Characters
- \_\_\_\_\_
- Problem

<b>PLOT</b>	The action that _____ the story.
<b>Introduction/Exposition</b>	Where readers are introduced to the setting, _____, and problem.
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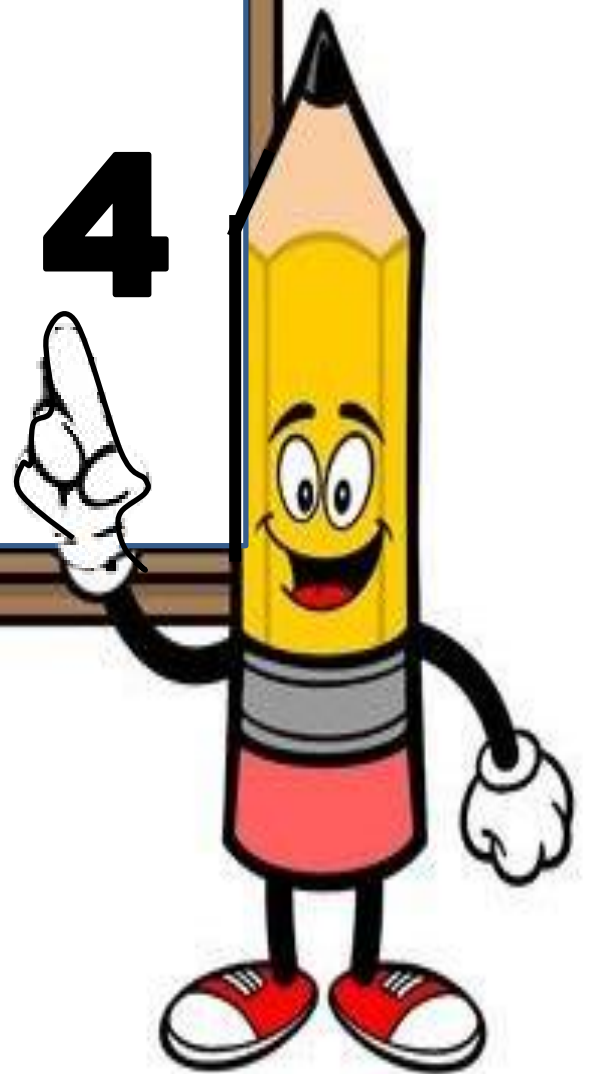
**CFU: Skill Activity: Analysis of Plot**



**Application:** One Crazy Summer Chapters 11-15



**Day # 4**



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

Week 25 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

### Week 25 Day 4 Notes, *One Crazy Summer* PLOT Study

#### Do Now

Why was Delphine upset about her name?

*Delphine was upset about her name because* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Standard</b>	<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>LEQ</b>	How do the characters, setting, and events drive the plot of the story?
<b>Objective</b>	I can analyze how the girls feelings have evolved since the beginning of the Novel, <i>One Crazy Summer</i> .
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)



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

## Plot: Events

Plot is the action of the story. The events that happen to drive the story.

There is a **SEQUENCE** of events in a story.

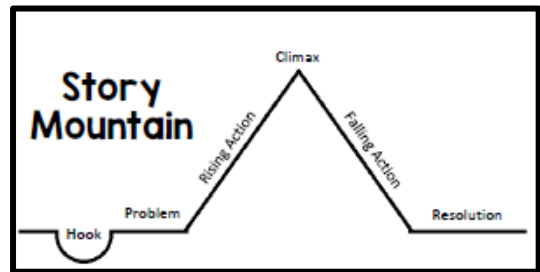
1	2	3	4	5
<b>Introduction:</b> Introduced to the characters, setting, and the problem	<b>Rising Action:</b> The events leading up to the main problem or conflict.	<b>Climax:</b> The problem reaches a high point. Character will face the conflict.	<b>Falling Action:</b> Characters work to solve the problem or conflict.	<b>Resolution:</b> This is how the conflict is resolved and how the story ends.

A character's actions can contribute to the sequence of events in a text.

➔

Leaves cover the backyard. Jill decides to rake them all into a pile.

Jill and her brother can jump in the pile of leaves for fun.

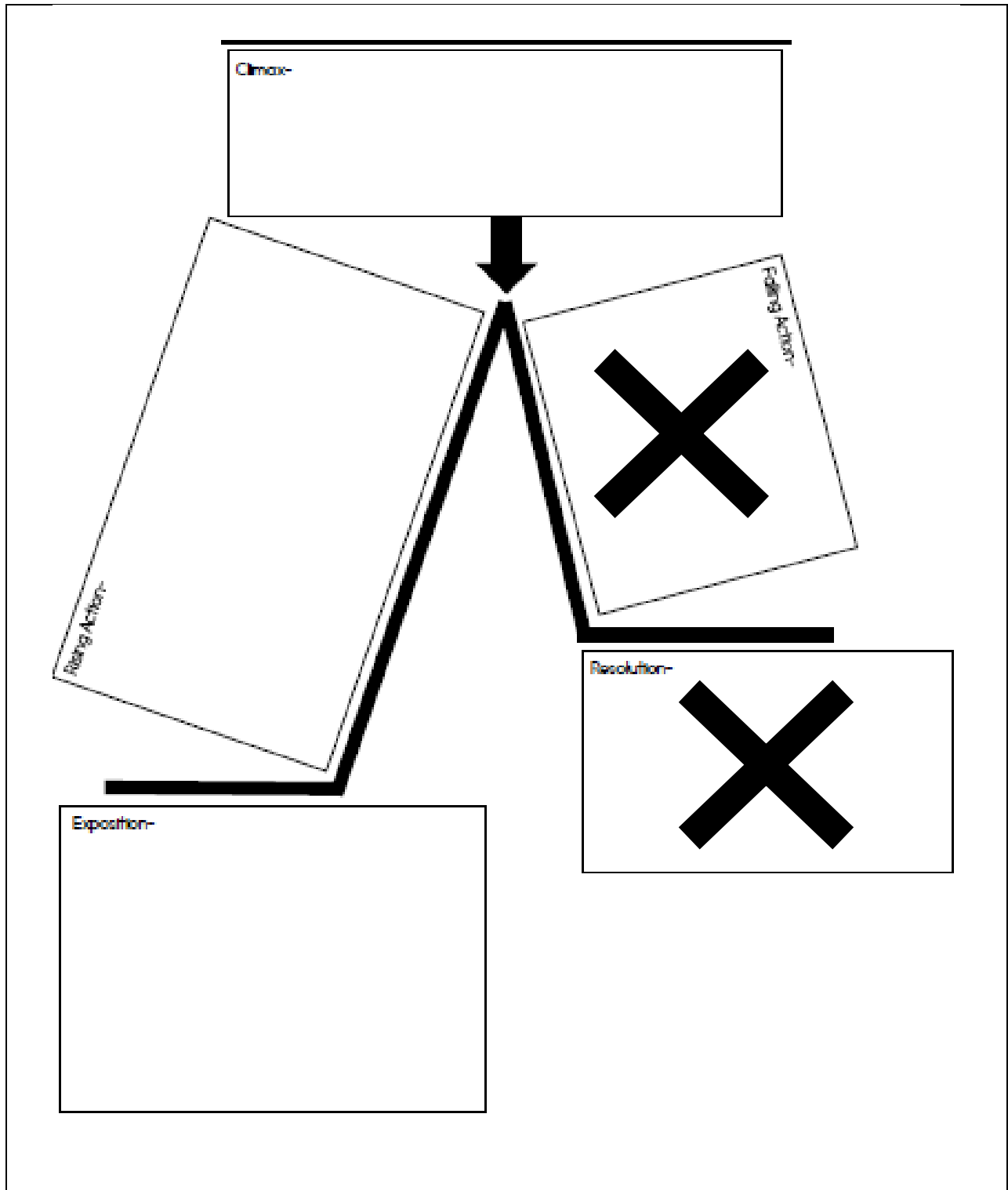


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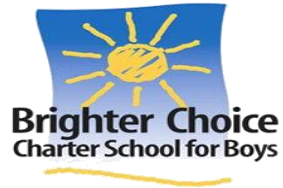
- Characters
- \_\_\_\_\_
- Problem

<b>PLOT</b>	The action that _____ the story.
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<b>Rising Actions</b>	The events that _____ to the main problem or conflict. This part creates the _____ of the text.
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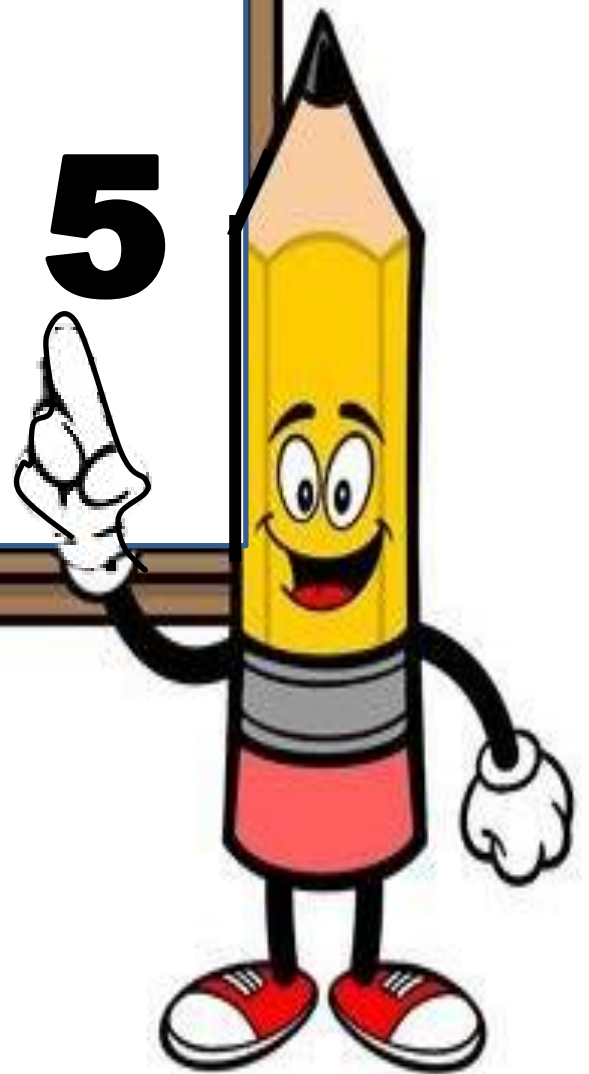
**CFU: Skill Activity: Analysis of Plot**



**Application:** One Crazy Summer Chapters 16-20



**Day # 5**



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

Week 25 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 25 Day 5 Notes, *One Crazy Summer* PLOT Study

### Do Now

Why was Delphine upset about her name?

---

---

---

<b>Standard</b>	<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>LEQ</b>	How do the characters, setting, and events drive the plot of the story?
<b>Objective</b>	I can analyze how the girls feelings have evolved since the beginning of the Novel, <i>One Crazy Summer</i> .
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

# Plot: Events

Plot is the action of the story. The events that happen to drive the story.

There is a **SEQUENCE** of events in a story.

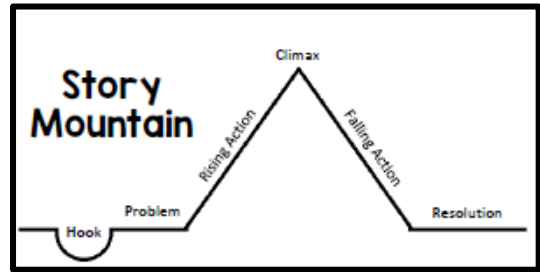
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Introduction:</b> Introduced to the characters, setting, and the problem	<b>Rising Action:</b> The events leading up to the main problem or conflict.	<b>Climax:</b> The problem reaches a high point. Character will face the conflict.	<b>Falling Action:</b> Characters work to solve the problem or conflict.	<b>Resolution:</b> This is how the conflict is resolved and how the story ends.

A character's actions can contribute to the sequence of events in a text.

➔

Leaves cover the backyard. Jill decides to rake them all into a pile.

Jill and her brother can jump in the pile of leaves for fun.

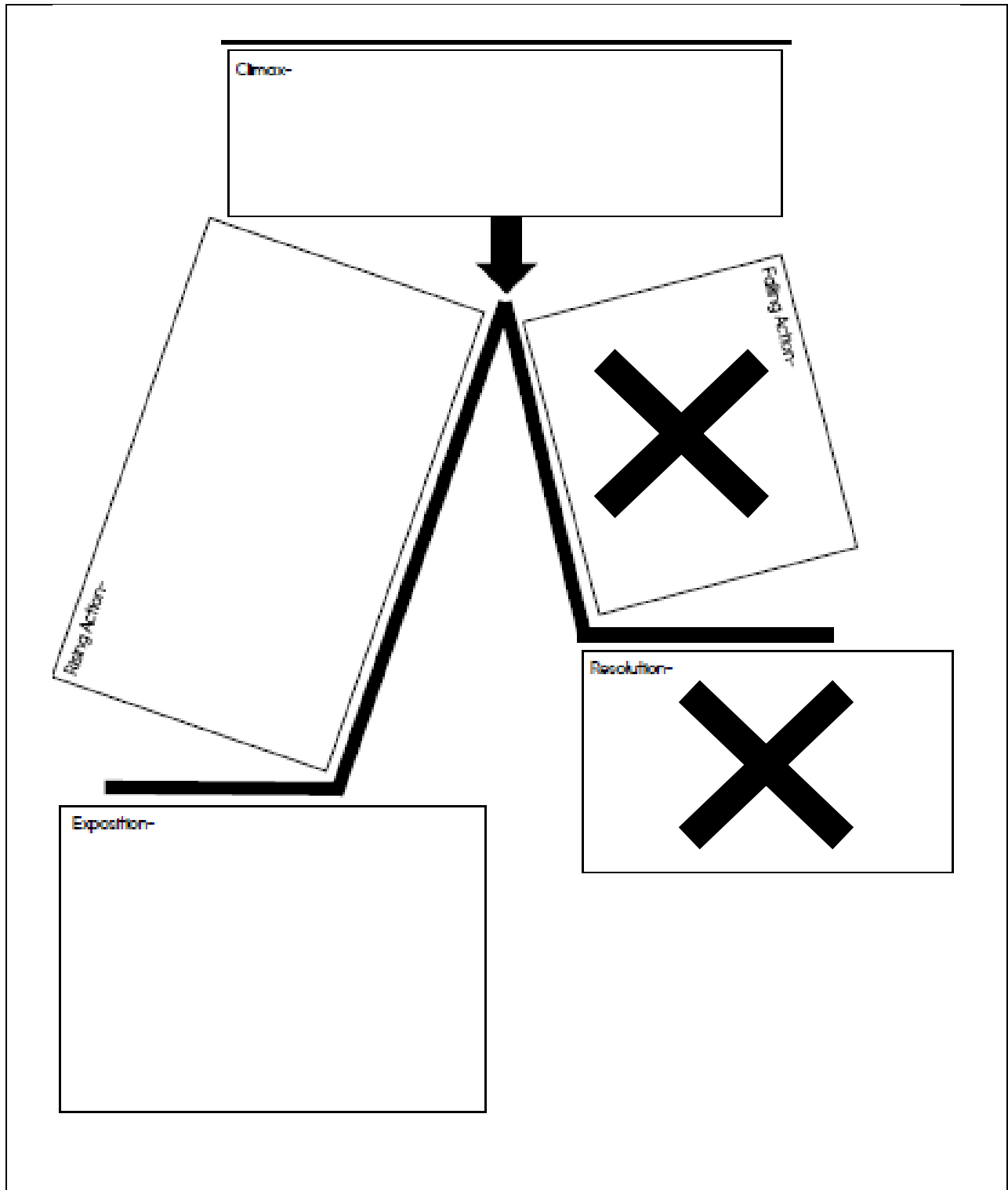


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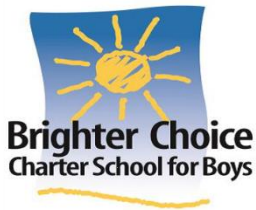
- Characters
- \_\_\_\_\_
- Problem

<b>PLOT</b>	The action that _____ the story.
<b>Introduction/Exposition</b>	Where readers are introduced to the setting, _____, and problem.
<b>Rising Actions</b>	The events that _____ to the main problem or conflict. This part creates the _____ of the text.
<b>Climax</b>	When the main character(s) is _____ with his or her conflict.
<b>Falling Actions</b>	The main character(s) _____ solve the initial problem of the story.
<b>Resolution/Conclusion</b>	How the conflict is finally _____ and how the story ends.

**CFU: Skill Activity: Analysis of Plot**



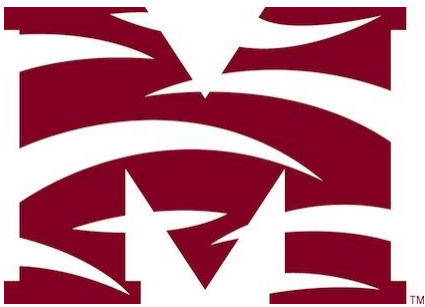
**Application:** One Crazy Summer Chapters 21-25



Name \_\_\_\_\_

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

### Week 26



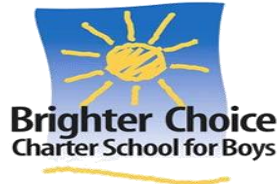
Dear Educator,

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.

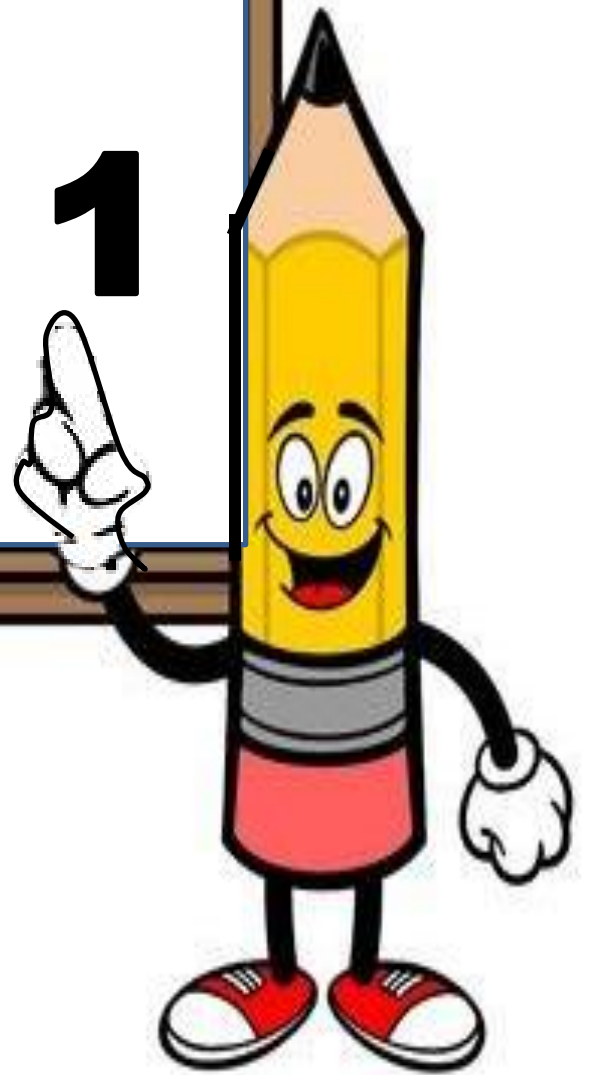
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(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 26 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 26 Day 1 Notes, *One Crazy Summer*

### Do Now

What have you learned about Delphine's, Vonetta's, and Fern's time in Oakland?

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<b>Standard</b>	<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<b>LEQ</b>	How do I determine the meaning of unknown words and phrases to better understand a text?
<b>Objective</b>	I can use context clues within a text to determine the meaning of unknown words and phrases.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

# Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

<b>I</b>	Inference - the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
<b>D</b>	Definition - the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
<b>E</b>	Example - an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
<b>A</b>	Antonym - a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
<b>S</b>	Synonym - words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

- Finding Context Clues refers to using \_\_\_\_\_ and \_\_\_\_\_ sentences to determine the meaning of the unknown word/phrase.
- Using Figurative Language is when an author uses speech or writing that departs from its literal meaning to achieve \_\_\_\_\_ or meaning.
  - “had your heart set” on something
  - to be on “pins and needles”
  - to be “on cloud nine”

<b>coiled</b>	To arrange in a circle/ to _____ into a circle.
<b>doggedly</b>	In a manner that shows _____ or persistence.
<b>timidly</b>	In a manner that shows a _____ of confidence.
<b>amplified</b>	To _____ volume or intensity of something.
<b>community</b>	A social _____ or group.
<b>oppressed</b>	Subject to harsh _____.

**CFU: Skill Activity: Analysis of Unknown Words and Phrases**

### Match Up

*Match the vocabulary words with their synonyms!*

- |             |                |
|-------------|----------------|
| coiled •    | • neighborhood |
| doggedly •  | • cautiously   |
| timidly •   | • magnified    |
| amplified • | • abused       |
| community • | • stubbornly   |
| oppressed • | • curled       |

### Best Word

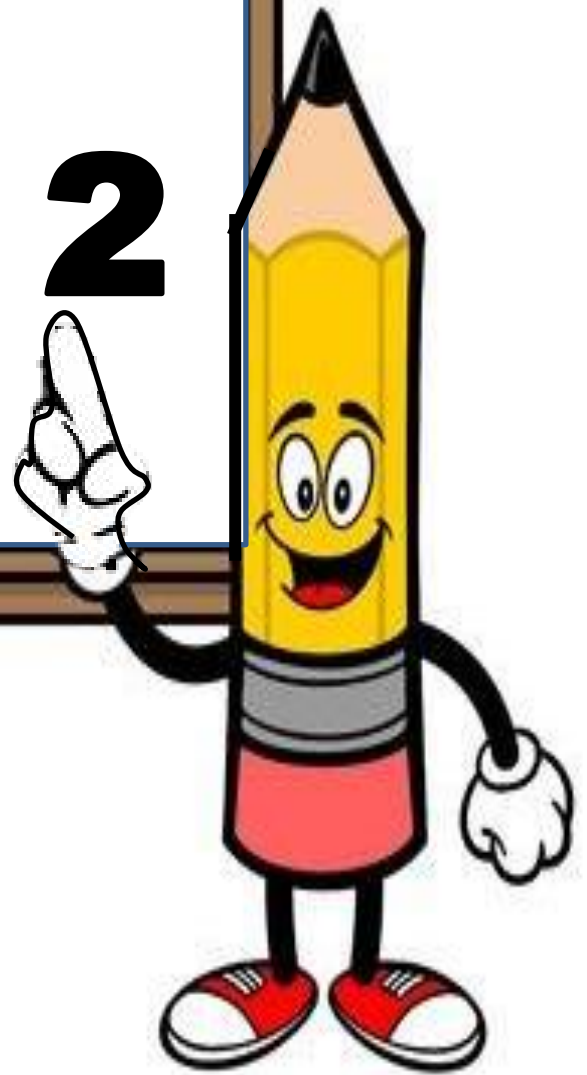
*Circle the word which works best in each sentence.*

1. After being ( oppressed / coiled ) by a dictator for many years, the citizens were happy to finally be free.
2. The vine ( coiled / timidly ) around the mailbox until the mailbox was impossible to open.
3. Alexander ( oppressed / doggedly ) tried to befriend the stray cat for weeks even though the cat would not go near him.
4. Our ( amplified / community ) holds a block party every summer in July.
5. The microphones ( amplified / community ) the sound of the music at the concert.
6. Jax ( timidly / doggedly ) looked around the corner when he heard a big thump.

**Application:** One Crazy Summer Chapters 26-29



# Day # 2



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

Week 26 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 26 Day 2 Notes, *One Crazy Summer*

### Do Now

Have you enjoyed the novel, *One Crazy Summer*?

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<b>Standard</b>	<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<b>LEQ</b>	How do I determine the meaning of unknown words and phrases to better understand a text?
<b>Objective</b>	I can use context clues within a text to determine the meaning of unknown words and phrases.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

# Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

<b>I</b>	Inference - the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
<b>D</b>	Definition - the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
<b>E</b>	Example - an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
<b>A</b>	Antonym - a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
<b>S</b>	Synonym - words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

- Finding Context Clues refers to using \_\_\_\_\_ and \_\_\_\_\_ sentences to determine the meaning of the unknown word/phrase.
- Using Figurative Language is when an author uses speech or writing that departs from its literal meaning to achieve \_\_\_\_\_ or meaning.
  - “had your heart set” on something
  - to be on “pins and needles”
  - to be “on cloud nine”

<b>swarmed</b>	Moved in _____ numbers.
<b>demonstrated</b>	Showed, described, or _____.
<b>satisfaction</b>	A feeling of _____.
<b>political</b>	Of or about the _____ or state.
<b>sobered</b>	Quieted or _____ down.
<b>churning</b>	Turning over or _____.

**CFU: Skill Activity: Analysis of Unknown Words and Phrases**

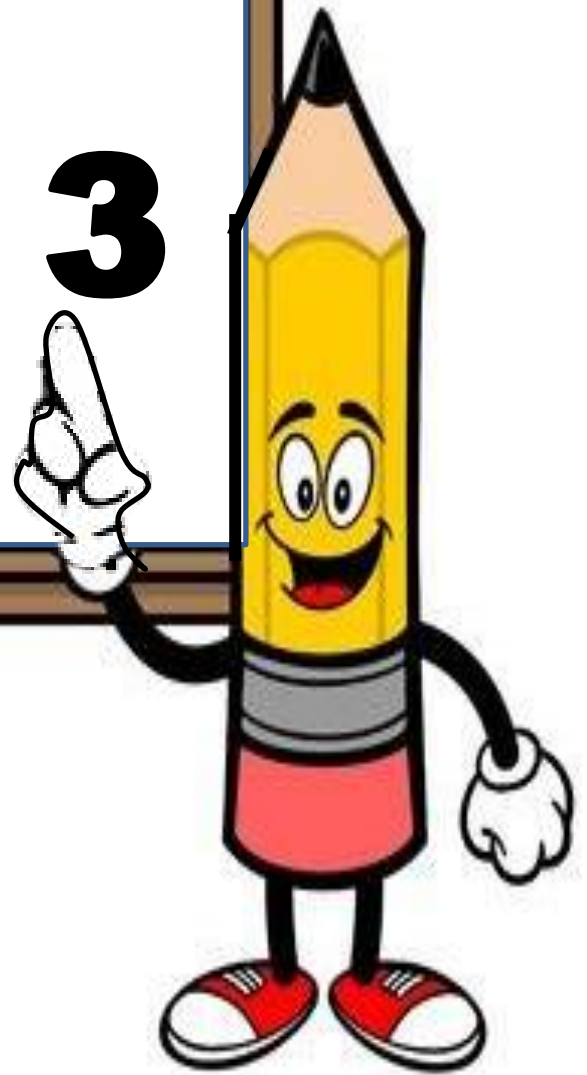
Create a sentence for each word below.

<b>swarmed</b>	<hr/> <hr/> <hr/>
<b>demonstrated</b>	<hr/> <hr/> <hr/>
<b>satisfaction</b>	<hr/> <hr/> <hr/>
<b>political</b>	<hr/> <hr/> <hr/>
<b>sobered</b>	<hr/> <hr/> <hr/>
<b>churning</b>	<hr/> <hr/> <hr/>

**Application:** One Crazy Summer Chapters 30-33



# Day # 3





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

Week 26 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## **Week 26 Day 3**

### **Skills Progress Assessment**

**Today your scholar is taking an assessment virtually. Please be sure they are prepared with a pencil(s) and a charged Chromebook.**

**Directions:** Read the article and answer questions 1-11.

*from*

## **The Moffats**

*by Eleanor Estes*

1 [Jane Moffat] watched Mr. Brooney, the grocery man, drive up with his horse and wagon. The Moffats called Mr. Brooney's horse the dancey horse, because of the graceful way he threw his legs about when he cantered up the street. Mr. Brooney stopped between Mrs. Squire's house and the yellow house. He threw down the heavy iron weight to keep his horse from dancing away and took several baskets of groceries from the wagon. He crossed the street and disappeared in Mrs. Frost's back yard. He was gone a long time. The horse stood there with the greatest patience. Occasionally he flicked his long tail to rid himself of a pesky fly. Or now and then he wriggled an ear when Sylvie, who was practicing her graduation music, hit a high note. And sometimes he raised one dainty foot or another and then planted it firmly on the ground. For the most part, however, he stood there dreamily, looking neither to left nor to right.

2 Jane watched him and watched him.

3 He had wings and could carry her away.

4 He was the wooden horse of Troy and many men could step out of him.

5 He was a bridge that she could walk under.

6 Sitting up there on the hitching post, watching the horse and watching the horse, Jane repeated to herself, "The horse is a bridge for me to walk under, and I'm goin' to walk under it."

hitching post = a post that people can tie their horses to

7 So she jumped down and marched over to the horse. He stood there immobile. Except for his eyes, which followed her around like those of the velvet-clad lady in the picture in the sitting-room.

8 Jane walked under him and came out on the other side. This gave her an extraordinary feeling of satisfaction and elation.

elation = a feeling of great joy

9

At that moment when Jane was walking under the horse, Mama came to the window of the front parlor and shook her duster out vigorously. “Thank heavens!” she said to herself. “Thank heavens, it’s spring again and that long hard winter is over.” No more fussing with stoves and wondering where the next coal was coming from, she thought, slapping the duster against the green shutters. . . .

parlor = a room in a house that is similar to a living room

10

But goodness! Could Mama believe her eyes? What was Janey doing? Walking under that horse! Of all things! Mama was speechless with amazement and dropped the duster out of the window at the sight. Joe and Rufus saw her from the other side of the yard and became all tangled up in their stilts in consequence. Sylvie, who was practicing her singing way back in the kitchen, was the only one who did not see her.

11

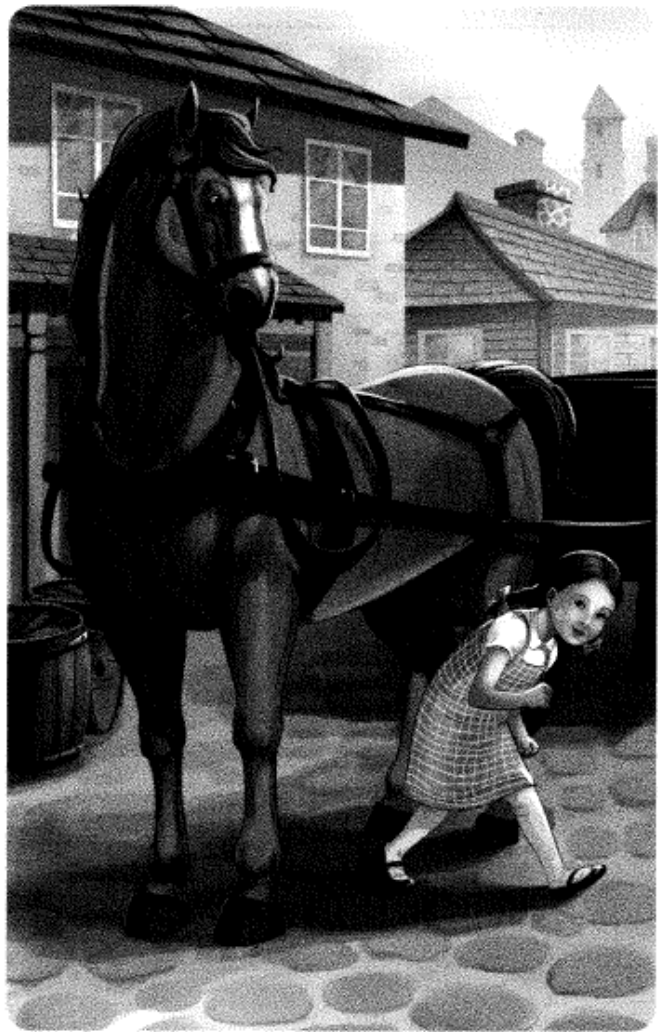
“Jane! Whatever on earth!” Mama cried. “You mustn’t do such things. You mustn’t walk under horses. They might kick or start walking or something.”

12

Jane stepped thoughtfully up the walk. “All right, Mama,” she said.

13

She had no desire to keep on walking under horses. It was just something she felt she had to do at that moment, just that once. And she knew that horse. She’d been watching him and watching him. So she had walked under him and from the feeling inside of her she thought it had turned out to be an all right sort of thing to do—just that once.



1. Which phrase best describes Mr. Brooney's horse?
  - A. small but dangerous
  - B. useful but unpredictable
  - C. elegant and calm
  - D. heavy and slow
  
2. Why does Mr. Brooney's horse wriggle his ears?
  - A. He hears Sylvie sing a high note.
  - B. He is bothered by a pesky fly.
  - C. He is impatient waiting for Mr. Brooney.
  - D. He is listening to Jane talking to him.
  
3. What can readers infer about Jane based on her thoughts in paragraphs 3 through 5?
  - A. She is fond of Mr. Brooney's horse.
  - B. She wants to run away.
  - C. She is very imaginative.
  - D. She wishes she lived in another time.
  
4. Which phrase best describes the setting of the story?
  - A. a neighborhood in the past
  - B. a farm in the past
  - C. a playground in the present
  - D. a big city in the present

5. Which event occurs after Jane jumps off the post and marches over to the horse?
- A. She watches her brothers play on stilts.
  - B. She helps her mother dust the parlor.
  - C. She walks underneath the horse.
  - D. She rides the horse down the street.
6. Based on paragraph 7, what does “immobile” mean?
- A. unpleasant
  - B. graceful
  - C. helpless
  - D. motionless
7. What does the word “vigorously” in paragraph 9 suggest about Mama’s action?
- A. that it was done softly
  - B. that it was done happily
  - C. that it was done angrily
  - D. that it was done forcefully
8. Which detail would be most important to include in the summary of the story?
- A. Jane’s mother is inside the house dusting the front parlor.
  - B. Jane and her brothers are outside playing.
  - C. While Mr. Brooney delivers groceries, Jane and her brothers feed the horse.
  - D. Jane sits on the hitching post and watches Mr. Brooney’s horse.

9. What do paragraphs 10 and 11 reveal about how Mama feels about Jane's action? Use **two** details from the story to support your response.

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10. What is the theme that is developed in the story? Use **two** details from the story to support your response.

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11. How can the reader tell that Janie is determined? Use **two** details to support your response.

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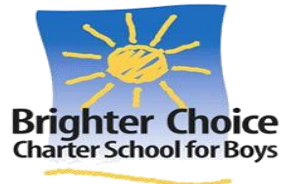
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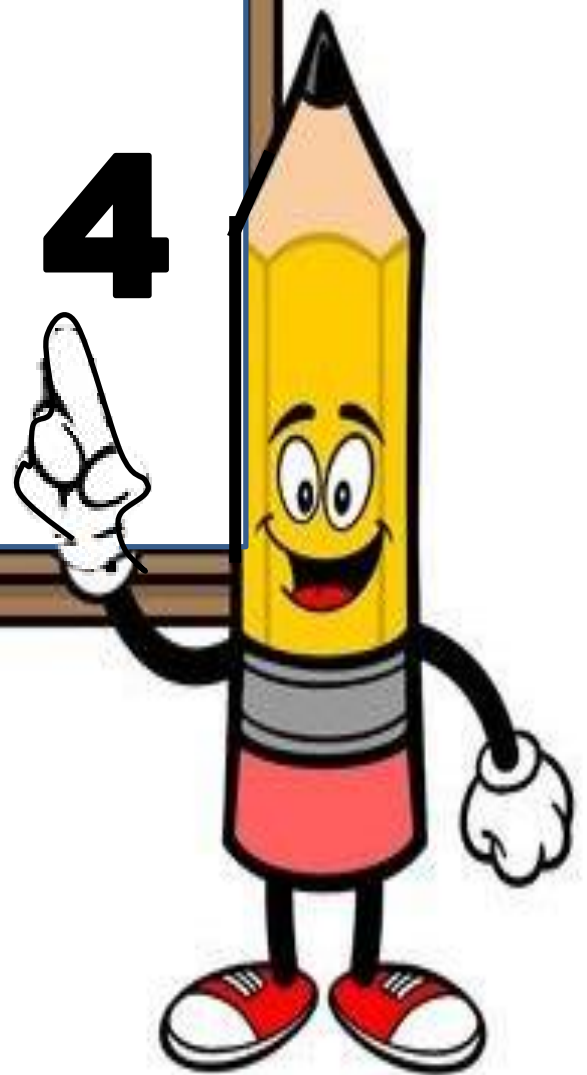
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# Day # 4





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

Week 26 Day 4 Date: \_\_\_\_\_

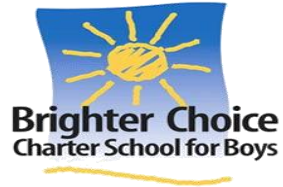
BCCS-B

Hampton Howard Morehouse

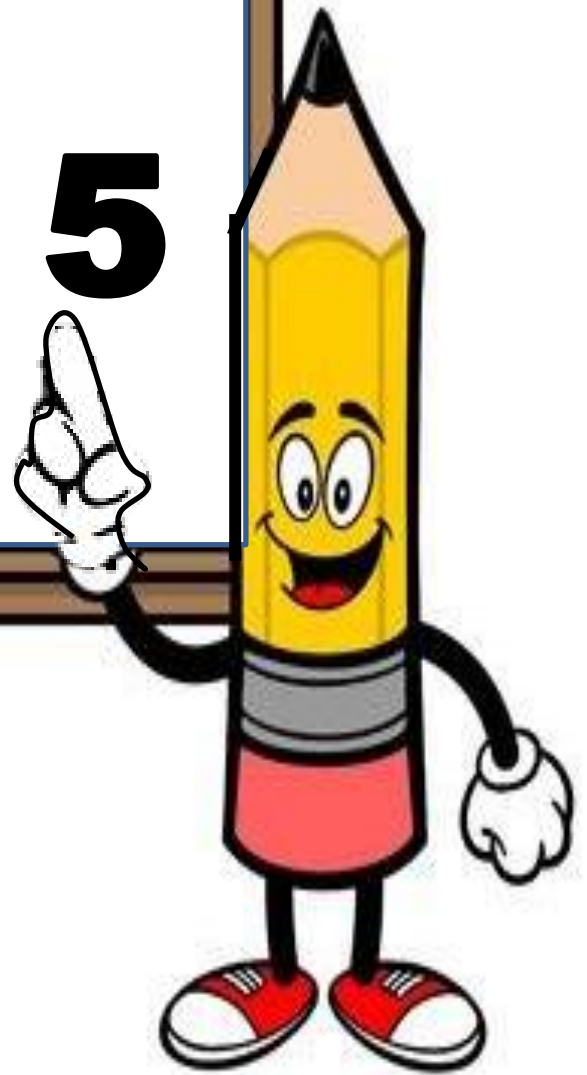
## **Week 26 Day 4**

### **Skills Progress Assessment continued**

**Today your scholar is taking an assessment virtually. Please be sure they are prepared with a pencil(s) and a charged Chromebook.**



**Day # 5**



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

Week 26 Day 5 Date: \_\_\_\_\_

BCCS-B

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### **Week 26 Day 5 Notes, *One Crazy Summer***

#### **Do Now**

Did you enjoy the novel, *One Crazy Summer*? Why or why not?

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