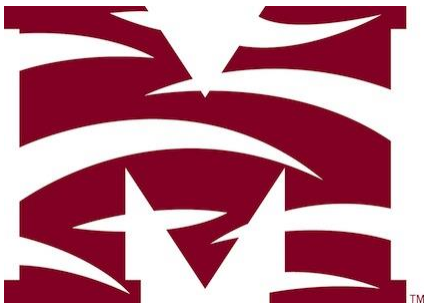


Name \_\_\_\_\_

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

### Week 27



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Dear Educator,

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

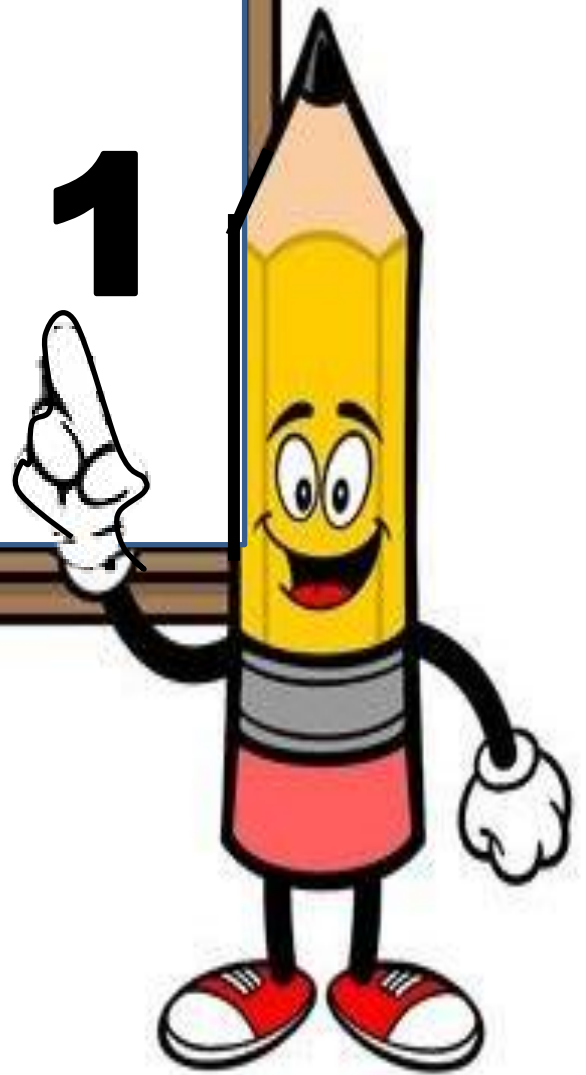
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(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](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 27 Day 1 Date: \_\_\_\_\_




BCCS-B

Hampton Howard Morehouse

### Week 27 Day 1 Notes, Test Prep

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to support my overall comprehension?  |
| <b>Objective</b>            | I can apply my knowledge of 4th grade strategies to analyze a text to better my understanding.                     |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

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

|             |   |
|-------------|---|
| <b>RISE</b> | <p><b>R</b>- read and re-read the question</p> <p><b>I</b> - Identify key words in the question </p> <p><b>S</b>- search for and label evidence</p> <p><b>E</b>- Eliminate the wrong answers (cross them out) before you choose the correct option </p> |
| <b>PEEL</b> | <p><b>P</b>- Point (restate and answer the question)</p> <p><b>E</b>- Evidence (I know this because...)</p> <p><b>E</b>- Evidence (Also, ...)</p> <p><b>L</b>- Link (conclusion sentence restate your point)</p> <p>*4 sentences total*</p>    |

## *D*irections

Read this story. Then answer questions 1-5.

# Pecos Bill Captures the Pacing White Mustang

by Leigh Peck



- 1 Pecos Bill decided to get a real cowpony, and he asked cowboys, “What’s the very best horse in these parts?”
- 2 They answered: “The best horse in all the world is running loose in these very hills. He runs fast as the lightning, so we call him Lightning. Others call him the Pacing White Mustang, and some even say that his real name is Pegasus. We have all tried hard to catch him, but no one has ever got close enough to him to put a rope on him or even to see him clearly. We have chased him for days, riding our very best ponies and changing horses every two hours, but he outran all our best ponies put together.”
- 3 But Pecos Bill told them: “I’ll not ride a cowpony when I chase this horse. I can run faster myself than any of your ponies can.”
- 4 So Pecos Bill threw his saddle and bridle over his shoulder and set out on foot to look for the famous wild white horse. When he got close enough to take a good look at Lightning, he saw that only the horse’s mane and tail were pure white. The beautiful animal was really a light cream or pale gold color—the color of lightning itself. The Spanish people in the Southwest call such a horse a *palomino*. He chased Lightning five days

bridle = a harness, which includes the reins, that fits over a horse’s head and is used to control or guide the horse

and four nights, all the way from Mexico across Texas and New Mexico and Arizona and Utah and Colorado and Wyoming and Montana, clear up to Canada, and then down to Mexico again. Pecos Bill had to throw away his saddle and bridle, as they leaped across cactus-covered plains, down steep cliffs, and across canyons.

5 Finally Lightning got tired of running from Pecos Bill and stopped and snorted. "Very well, I'll let you try to ride me if you think you can! Go ahead and jump on!"

6 Pecos Bill smiled. And he jumped on Lightning's back, gripping the horse's ribs with his knees and clutching the mane with his hands.

7 First, Lightning tried to run out from under Pecos Bill. He ran ten miles in twenty seconds! Next he jumped a mile forward and two miles backward. Then he jumped so high in the air that Pecos Bill's head was up among the stars. Next Lightning tried to push Pecos Bill off his back by running through clumps of mesquite trees. The thorns tore poor Pecos Bill's face.

8 When that failed, too, Lightning reared up on his hind legs and threw himself over backward. But Pecos Bill jumped off quickly, and before Lightning could get on his feet again, Bill sat on his shoulders and held him firmly on the ground.

9 "Lightning," Pecos Bill explained, "you are the best horse in all the world, and I am the best cowboy in all the world. If you'll let me ride you, we will become famous together, and cowboys everywhere forever and forever will praise the deeds of Pecos Bill and Lightning."

10 Then Pecos Bill turned Lightning loose and told him, "You may decide. You are free to go or to stay with me."

11 The beautiful horse put his nose in Pecos Bill's hand, and said, "I want to stay with you and be your cowpony—the greatest cowpony in all the world."

12 Pecos Bill and Lightning went back and found the saddle and bridle where Bill had thrown them. Lightning let Pecos Bill put the saddle on him, but he didn't want to take the bit of the bridle into his mouth. So, Pecos Bill just put a halter on him, and guided him by pressure of the knees and by pulling on the reins of the halter.

13 Lightning would not let anybody but Pecos Bill ride him.

1. Pecos Bill most likely thinks he needs to have the very best horse because
  - A. he wants a horse to match his skill
  - B. he thinks that a good horse is worth a lot of money
  - C. he feels he has to work harder than the other cowboys
  - D. he wants to show off in front of the other cowboys
  
2. Why does Pecos Bill take a saddle and bridle to go catch lightning?
  - A. He hopes they will help him find the horse.
  - B. He believes they will get the horse to come.
  - C. He wants to use them to make the horse look better.
  - D. He thinks he will need them when he rides the horse.
  
3. Which sentence best describes the theme of this story?
  - A. Wild horses are meant to be free.
  - B. Practiced is the way to improve a skill.
  - C. An honest person will make the most friends.
  - D. A great partnership requires hard work and respect.
  
4. Read Paragraph 13 of the story.

**Lightning would not let anybody but Pecos Bill ride him.**

Based on paragraph 13, how does Lightning feel towards Pecos?

- A. Lightning thinks that Pecos Bill is sweet.
- B. Lightning trusts only Pecos Bill.
- C. Lightning wishes that Pecos Bill never tried to ride him.
- D. Lightning regrets having not become Pecos Bill's partner/cowpony.

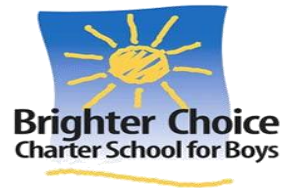
5. What do paragraphs 7 and 8 reveal about Lightning? Use two details from the story to support your response.

\_\_\_ The paragraphs reveal that \_\_\_\_\_

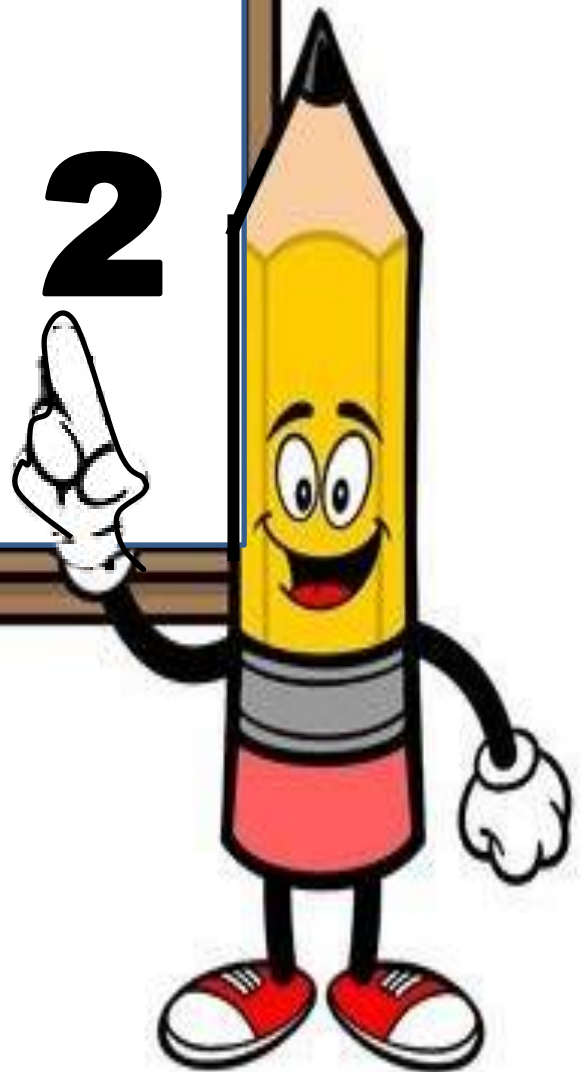
\_\_\_\_\_ I know this because \_\_\_\_\_

Also, \_\_\_\_\_

This proves \_\_\_\_\_



# Day # 2





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

Week 27 Day 2 Date: \_\_\_\_\_



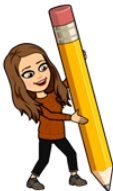
BCCS-B

Hampton Howard Morehouse

### Week 27 Day 2 Notes, Test Prep

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to support my overall comprehension?  |
| <b>Objective</b>            | I can apply my knowledge of 4th grade strategies to analyze a text to better my understanding.                     |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

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

|             |   |
|-------------|---|
| <b>RISE</b> | <p><b>R</b>- read and re-read the question</p> <p><b>I</b> - Identify key words in the question </p> <p><b>S</b>- search for and label evidence</p> <p><b>E</b>- Eliminate the wrong answers (cross them out) before you choose the correct option </p> |
| <b>PEEL</b> | <p><b>P</b>- Point (restate and answer the question)</p> <p><b>E</b>- Evidence (I know this because...)</p> <p><b>E</b>- Evidence (Also, ...)</p> <p><b>L</b>- Link (conclusion sentence restate your point)</p> <p>*4 sentences total*</p>    |

## **D**irections

Read this story. Then answer questions 1-4.

# Elephants Don't Wear Boots

*by Lisa Hart*

- 1 Did you ever wonder while snuggling up in your winter coat, how zoo lions keep warm? Did you ever picture when pulling on your hat and mittens, a flamingo wearing a scarf? Did you ever consider as you put on your winter boots that elephants do not wear boots?
- 2 The lions stretched out on the rocks at the zoo share a secret. The hot rocks they lie on are not real. Heaters hidden under the fake stones keep the big cats cozy warm. Zoos use lots of little tricks to help the animals in their care fight off the chill of winter. Keepers warm up the water in swimming pools for residents like the otters.
- 3 Animals such as deer and elk find outside shelter in three-sided barns with extra bedding.
- 4 Nature allows many animals like flamingos to adapt to some cold even if they come from a warm climate. And if the temperatures dip too low for comfort, keepers simply bring the animals inside.
- 5 All this extra time indoors presents a challenge for zoo keepers. For one thing, animals need exercise to make up for the time spent cooped up. A new toy or a small change in schedule gives a bored beast something to look forward to. Hiding some food treats lets animals do what comes naturally: hunt for their meal.
- 6 Sometimes a zoo resident's diet needs changing during the winter too. Zoos give more food to those who build fat to keep warm or become more active. Animals that burn less energy in the winter need less food.
- 7 Forget the snow and the cold. Ice presents the real danger at zoos in winter. A frozen-over watering hole leaves an animal to go thirsty, spelling disaster. A slip on the ice in an enclosure leads to deadly, serious injuries. Some animals like elephants never see ice in the wild. Nature did not give them feet designed for walking on it.

8 So once you snuggle into your coat and pull on your hat, mittens, and boots, pay a visit to a local zoo in winter. You might be surprised at who you see enjoying the snow.

1. According to the article, what is not considered a reason as to why extra time indoors during the winter present challenges?
  - A. there is not enough room to take all the animals inside for warmth
  - B. the diets of the animals changes in the winter
  - C. the animals need to exercise often
  - D. freezing ice can make animals become thirsty and/or slip and fall
  
2. Why is it that in the winter the lions are outside and still warm and cozy?
  - A. They are immune to the cold
  - B. They have custom made blankets to keep them warm and active
  - C. Underneath the rocks are heaters to keep them warm
  - D. Lions have a thick coat of fur that the cold does not bother them
  
3. Why do zoo keepers hide the animals food?
  - A. It helps the animals fight the cold.
  - B. It helps the animals hunt, which is a natural act.
  - C. The animals are lazy and they need to keep moving.
  - D. The zookeepers enjoy the act of hiding the food.

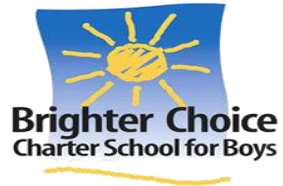
4. What is the main idea of the article, “Elephants Don’t Wear Boots”? Use two details from the text to support your response.

\_\_\_\_ The main idea is \_\_\_\_\_

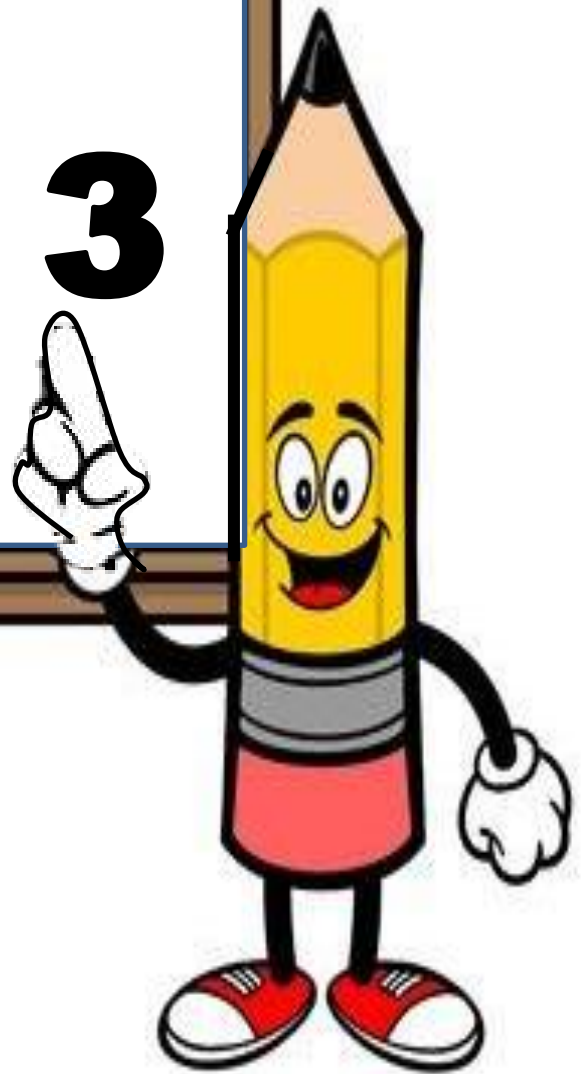
\_\_\_\_\_ I know this because \_\_\_\_\_

Also, \_\_\_\_\_

This proves \_\_\_\_\_



**Day # 3**



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

Week 27 Day 3 Date: \_\_\_\_\_



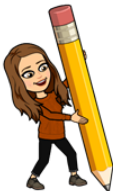
BCCS-B

Hampton Howard Morehouse

### Week 27 Day 3 Notes, Test Prep

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to support my overall comprehension?  |
| <b>Objective</b>            | I can apply my knowledge of 4th grade strategies to analyze a text to better my understanding.                     |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

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

|             |   |
|-------------|---|
| <b>RISE</b> | <p><b>R</b>- read and re-read the question</p> <p><b>I</b> - Identify key words in the question </p> <p><b>S</b>- search for and label evidence</p> <p><b>E</b>- Eliminate the wrong answers (cross them out) before you choose the correct option </p> |
| <b>PEEL</b> | <p><b>P</b>- Point (restate and answer the question)</p> <p><b>E</b>- Evidence (I know this because...)</p> <p><b>E</b>- Evidence (Also, ...)</p> <p><b>L</b>- Link (conclusion sentence restate your point)</p> <p>*4 sentences total*</p>    |

## **D**irections

Read this story. Then answer questions 1-4.

# Call of the Wild

by Debra A. Bailey

- 1 Its body stretched flat in the water, the hunter swims toward the prey. One hop, and the hunter is out of the water, snatching its catch. Licking its lips, it prepares to devour its meal.
- 2 A ruthless killer? An unlucky victim? Nope. The hunter is a fluffy muskrat, looking more like a bedroom slipper than a dangerous predator. Its prey is an apple slice, hidden in an exhibit at the Museum of Life and Science in Durham, N.C.
- 3 The “hunt” is part of a game called *enrichment*. And it’s happening at zoos all over the country.

### Game of life

- 4 When zoo animals are put on display with nothing to do, they get bored, upset and even sick. That’s especially alarming if the animals are threatened or endangered and don’t breed because they feel uncomfortable.
- 5 That’s where enrichment—anything that helps animals act and feel as if they are back in the wild—comes in. Natural-looking exhibits, hidden foods, weird smells and even toys are used to promote wild behaviors such as hunting, playing, sniffing and stalking.
- 6 “Wild muskrats like to look for their food,” says Thea Staab, a Museum of Life and Science animal keeper. That’s why she hides apple slices on tree limbs and sweet potatoes behind fake rocks.

### Dip Sticks

- 7 The same thing goes for the chimpanzees at the Oregon Zoo<sup>SM</sup> in Portland.



8 In the wild, chimps poke sticks into termite mounds to catch a tasty snack. So the zoo built fake termite mounds in the chimp exhibit.

9 “Animals have to work for their food in nature,” says Dr. Blair Csuti, conservation coordinator for the zoo. “This presents their food the way it is in the wild.”

10 Of course, the zookeepers don’t use real termites—they might eat the exhibit instead of the chimps eating them! Instead, the mound is filled with tasty hot sauce and mustard, perfect for dipping.

### **Tall Order**

11 What do you do when giraffes lick the walls because they have no leafy trees to nibble?

12 “We take something that looks like giant frozen Lifesavers® candy made of chunks of bananas, apples and carrots,” says conservation program assistant Cathy Dubreuil of the Calgary Zoo in Alberta, Canada. “Then we hang it from the ceiling.”

13 The result? Giraffes lick the ice to free the food—and forget about the walls.

14 And then there are smells.

15 “Animals just like to sniff things,” says Janine Antrim, behavior specialist for the San Diego Zoo in California. “We’ll rub the logs in the bear exhibit with fabric softener sheets, and they love it. They’ll spend hours rubbing and sniffing those spots.”

16 If you think fabric softener sounds strange, wait till you watch a bear roll around in perfume, aftershave . . . and elephant dung.

17 Whatever makes them happy!



1. Read paragraphs 5. What does the term enrichment mean as it is used in the passage?
  - A. how the animals hunt for their food in the zoo
  - B. how the zookeepers help the animals feel and act as if they are in the wild
  - C. how the animals are meant to exercise often
  - D. when animals need to be watched more intently so they don't become sick
  
2. Reread the section Game of Life, what is the most alarming impact if animals are uncomfortable in their surroundings?
  - A. they lash out at the zookeepers
  - B. they will not play with others
  - C. they will not breed
  - D. they tend to over-sleep
  
3. What is the main idea of the article, "Call of the Wild"? Use two details from the text to support your response.

\_\_\_\_ The main idea is \_\_\_\_\_

\_\_\_\_\_ I know this because \_\_\_\_\_

Also, \_\_\_\_\_

\_\_\_\_\_

This proves \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How do zookeepers use food to improve the lives of animals? Use two details from the text to support your response.

\_\_\_The zookeepers improve the lives of animals by \_\_\_\_\_  
\_\_\_\_\_

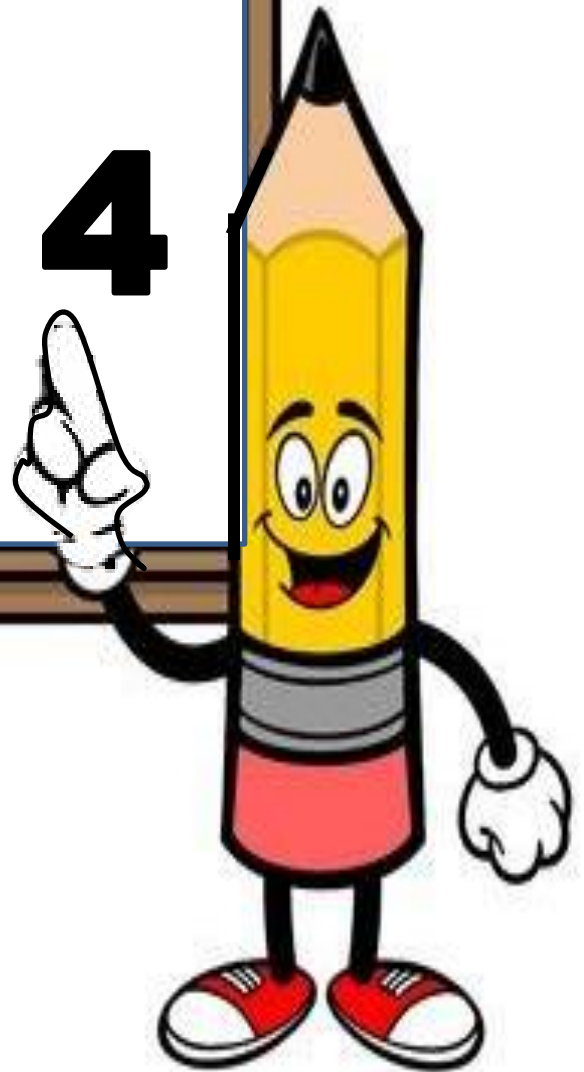
\_\_\_\_\_I know this because \_\_\_\_\_  
\_\_\_\_\_

Also, \_\_\_\_\_  
\_\_\_\_\_

This proves \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Day # 4



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

Week 27 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

### **Week 27 Day 4 Notes, Test Prep**

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to brainstorm and create a 5 paragraph essay.                                     |
| <b>Objective</b>            | I can apply my knowledge and complete a 5 paragraph essay.   |
| <b>Assignment to Submit</b> | Completion of Essay  |

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

|                                 |  |
|---------------------------------|--|
| <b>Hook/<br/>Introduction</b>   | A sentence that makes a _____ about your topic. It connects the prompt to your writing.  |
| <b>Body<br/>Paragraph</b>       | Each body paragraph answers a _____ of the prompt. Written much like the format of a short response where you provide details. |
| <b>Conclusion<br/>Paragraph</b> | Last paragraph of your essay. It is where you restate your introduction claim and _____ your main points.                      |

How are the topics of “Call of the Wild” and “Elephants Don’t Wear Boots” similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the topics of “Call of the Wild” and “Elephants Don’t Wear Boots” are similar
- explain how the topics of both articles are different
- use details from **both** articles to support your response

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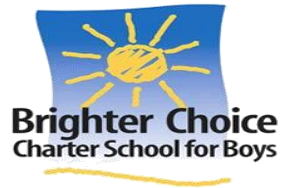
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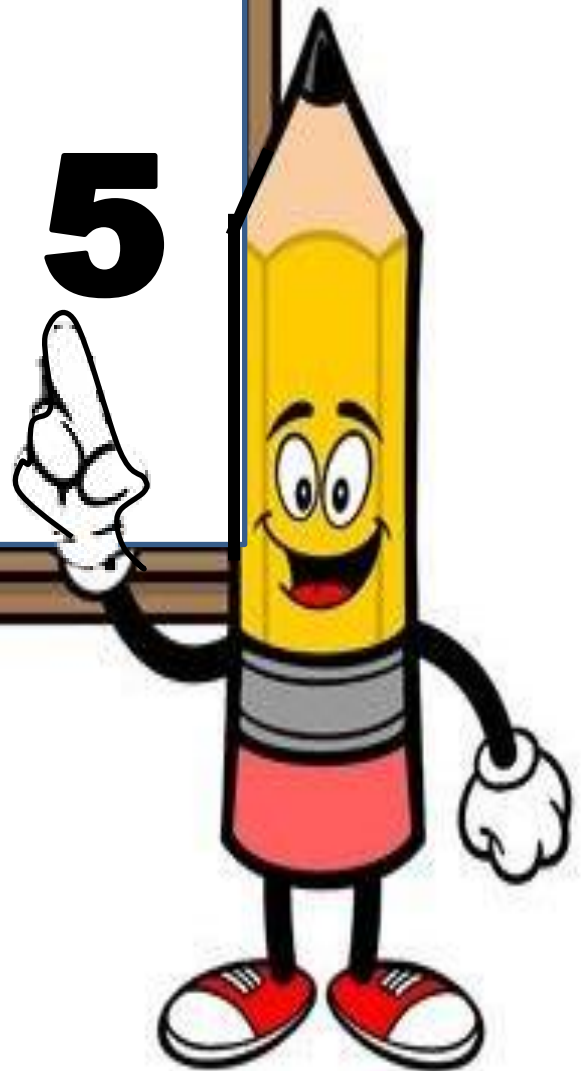
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**Day # 5**



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

Week 27 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

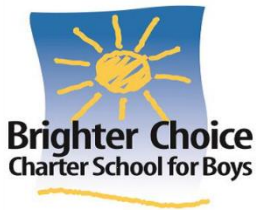
### **Week 27 Day 5 Notes, Test Prep**

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to brainstorm and create a 5 paragraph essay.                                     |
| <b>Objective</b>            | I can apply my knowledge and complete a 5 paragraph essay.   |
| <b>Assignment to Submit</b> | Continued work on essay  |

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

|                                 |  |
|---------------------------------|--|
| <b>Hook/<br/>Introduction</b>   | A sentence that makes a _____ about your topic. It connects the prompt to your writing.  |
| <b>Body<br/>Paragraph</b>       | Each body paragraph answers a _____ of the prompt. Written much like the format of a short response where you provide details. |
| <b>Conclusion<br/>Paragraph</b> | Last paragraph of your essay. It is where you restate your introduction claim and _____ your main points.                      |

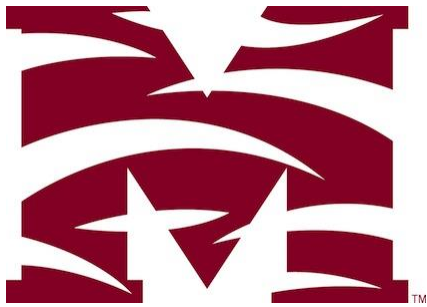




Name \_\_\_\_\_

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

### Week 28



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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)

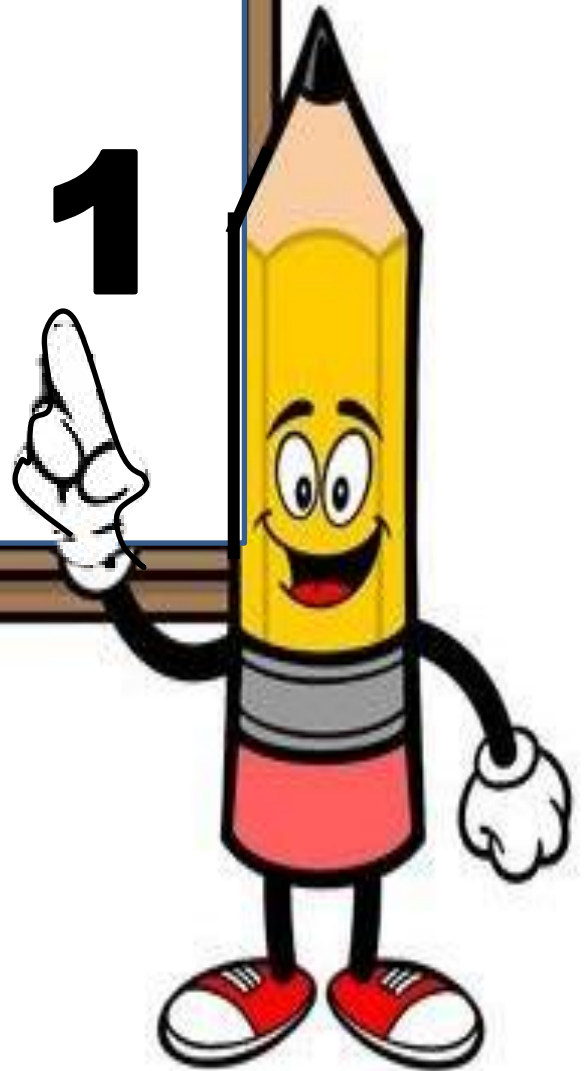
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(Date)

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 28 Day 1 Date: \_\_\_\_\_




BCCS-B

Hampton Howard Morehouse

### Week 28 Day 1 Notes, Test Prep

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to support my overall comprehension?  |
| <b>Objective</b>            | I can apply my knowledge of 4th grade strategies to analyze a text to better my understanding.                     |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

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

|             |   |
|-------------|---|
| <b>RISE</b> | <p><b>R</b>- read and re-read the question</p> <p><b>I</b> - Identify key words in the question </p> <p><b>S</b>- search for and label evidence</p> <p><b>E</b>- Eliminate the wrong answers (cross them out) before you choose the correct option </p> |
| <b>PEEL</b> | <p><b>P</b>- Point (restate and answer the question)</p> <p><b>E</b>- Evidence (I know this because...)</p> <p><b>E</b>- Evidence (Also, ...)</p> <p><b>L</b>- Link (conclusion sentence restate your point)</p> <p style="text-align: center;">*4 sentences total*</p>    |

## **D**irections

Read this story. Then answer questions 1-7.

# When Animals Snoozzzzzze

by Elizabeth Schleichert

1 Cat nap, anyone? Big cats are big sleepers. They may doze 12 to 20 hours a day, and in all kinds of places. Leopards sprawl out on branches. Lions and tigers doze every which way on the ground. But cats aren't the only animals to kick back and catch some zzz's! The animal world is filled with sleepyheads.

### SNOOZING BASICS

2 But wait! What exactly is sleep? Here's how many scientists define it: Sleep is a period of rest when an animal is less aware of its surroundings. The animal's breathing and heartbeat slow down. And its brain waves show a pattern that is different from when the animal is awake.

3 Why do animals sleep? Many experts say sleep brings animals back to peak performance. It restores their bodies and gives them new energy to go about their normal activities. It's kind of like recharging a cell phone.

### CHILL-OUT ARTISTS

4 Bet you're wondering if all animals sleep. Mammals and birds do, for sure. (They may also dream.) But what about other animals—reptiles, fish, amphibians, and insects, for instance? It's not so easy to tell what's going on with them, and experts disagree about whether they sleep.

5 Still some of these animals often *look* as if they're sleeping. It's just that their brain waves don't show the usual sleep patterns. Who knows? Maybe they're just having a slightly different *kind* of sleep.

### WHATEVER WORKS!

6 Sleeping animals doze in different ways. Take elephants. Like you, they lie down at night. But they don't always snooze straight through. They may rise and feed a bit, then settle back down again—averaging about five hours of sleep a night. During the day, the elephants in a herd nod off now and then. When the calves lie down to nap, the adults often gather around them in a protective circle.

- 7 Animals that are active at night often sleep during the day. Fruit bats in Africa, for example, roost (rest or sleep) in the daylight. They crowd together in trees. Here, thousands of them hang upside down by their rear feet, which automatically tighten and get a grip so the bats don't fall.

### **NORTHERN NAPS**

- 8 Polar bears nap when there's nothing better to do, especially after big meals. In summer, they may flop down on ice or snow—not just to sleep, but also to cool off. With its super-warm coat, a bear can easily overheat. So it has to chill out!
- 9 Other animals living in snowy places have the opposite problem: how to stay warm while sleeping! Foxes curl up and use their tails as scarves to help keep the cold off.

### **FISHY TRICKS**

- 10 Fish brain waves may never show sleep patterns, but many fish seem to do some serious resting. The parrotfish, for example, squeezes itself into a rocky crevice at night and puts up its very own "tent." The tent is actually a bubble made of clear mucus. The mucus oozes from the fish's mouth, forming a protective sac. The mucus may keep tiny pests away, as well as help hide the fish's scent from eels and other predators. The bubble may also act as an alarm. If a predator touches it, the parrotfish "wakes up," bursts out, and swims off.

### **SPLISH, SPLASH, YAWN**

- 11 Water is where you'll often find hippopotamuses sleeping, too. They loll their days away on river banks or in shallow lakes, using each other as puffy pillows. A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on top of its head. But don't be fooled by a sleeping hippo's lazy, lumpy looks. If alarmed, it can awaken and charge a would-be attacker in an instant.

### **SLEEP ON THE FLY?**

- 12 An albatross spends most of its life gliding on wind currents at sea. How does it find time to sleep? Experts aren't sure. The bird may alight on the water's surface and sleep there. Or, while flying, it may close down half of its brain—keeping the other half awake—for several seconds at a time.

## PAUSE THAT REFRESHES

- 13 Many grazing animals live out in the open. They have to be on guard, ready to run from danger. So they often snatch short naps. Horses, for instance, sleep for only a few minutes at a time, often while standing. A horse's legs can "lock" in place, so the animal can sleep without the risk of falling down!
- 14 *So now you know what's up when animals settle down!*

1. According to the article, why might an elephant rise in the middle of sleeping?
  - A. to get something to eat
  - B. to watch over the calves
  - C. to find the rest of the herd
  - D. to protect itself from enemies

2. Read these sentences from paragraph 11 of the article.

**A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on top of its head.**

What is the meaning of "submerged" as it is used here?

- A. relaxed
- B. on the shore
- C. sound asleep
- D. beneath the surface

3. Which detail from the article explains why grazing animals sleep for short periods of time?
- A. They can sleep while standing.
  - B. They only require a little sleep.
  - C. They need more time for eating.
  - D. They need to be ready for danger.
4. Which sentence supports the idea that scientists are not certain that all animals sleep?
- A. “Many experts say sleep brings animals back to peak performance.”  
(paragraph 3)
  - B. “It’s just that their brain waves don’t show the usual sleep patterns.”  
(paragraph 5)
  - C. “An albatross spends most of its life gliding on wind currents at sea.”  
(paragraph 12)
  - D. “They have to be on guard, ready to run from danger.” (paragraph 13)
5. What do fruit bats and horses have in common?
- A. Both “sleep” at night.
  - B. Both “sleep” near others.
  - C. Both “sleep” in a way that they won’t fall.
  - D. Both “sleep” out in the open for protection.

6. Which sentence best states the main idea of this article?
- A. “Big cats are big sleepers.” (paragraph 1)
  - B. “Maybe they’re just having a slightly different kind of sleep.” (paragraph 5)
  - C. “Sleeping animals doze in different ways.” (paragraph 6)
  - D. “Animals that are active at night often sleep during the day.” (paragraph 7)

7. What is the main idea of the article, “When Animals Snooze”? Use two details from the text to support your response.

\_\_\_\_ The main idea is \_\_\_\_\_

\_\_\_\_\_ I know this because \_\_\_\_\_

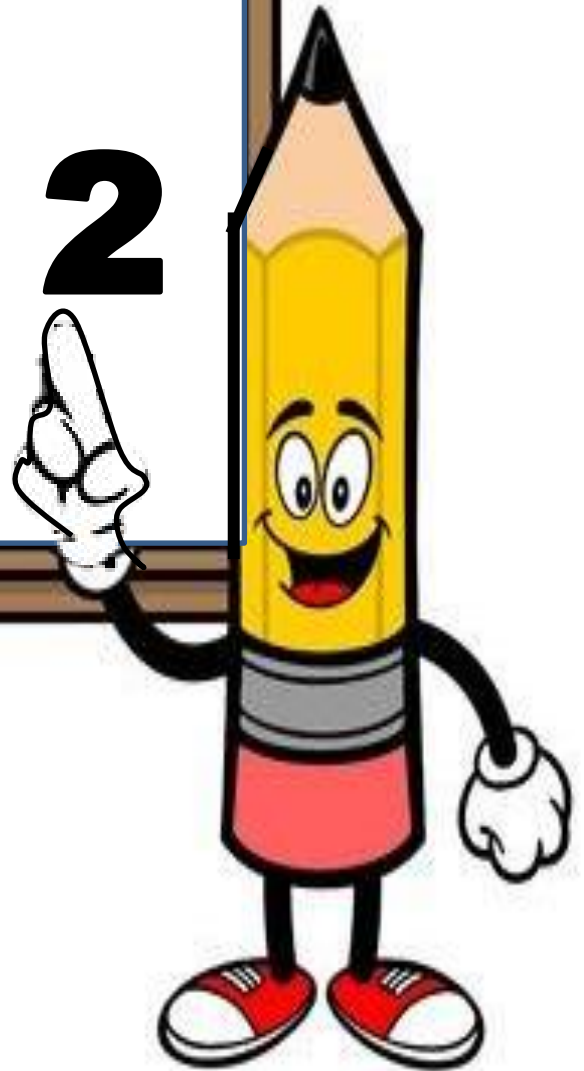
Also, \_\_\_\_\_

This proves \_\_\_\_\_





# Day # 2



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

Week 28 Day 2 Date: \_\_\_\_\_




BCCS-B

Hampton Howard Morehouse

### Week 28 Day 2 Notes, Test Prep

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to support my overall comprehension?  |
| <b>Objective</b>            | I can apply my knowledge of 4th grade strategies to analyze a text to better my understanding.                     |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

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

|             |   |
|-------------|---|
| <b>RISE</b> | <p><b>R</b>- read and re-read the question</p> <p><b>I</b> - Identify key words in the question </p> <p><b>S</b>- search for and label evidence</p> <p><b>E</b>- Eliminate the wrong answers (cross them out) before you choose the correct option </p> |
| <b>PEEL</b> | <p><b>P</b>- Point (restate and answer the question)</p> <p><b>E</b>- Evidence (I know this because...)</p> <p><b>E</b>- Evidence (Also, ...)</p> <p><b>L</b>- Link (conclusion sentence restate your point)</p> <p>*4 sentences total*</p>    |

## *D*irections

Read this story. Then answer questions 1-5.

# Excerpt from *Lawn Boy*

by Gary Paulsen



- 1        Okay. Since I was twelve, I didn't have much experience with motors. I've never even had a dirt bike or four-wheeler. I'm just not machine oriented.
- 2        My birthday present sat there. I tried pushing it toward our garage, but it didn't seem to want to move. Even turning around to put my back against it and push with my legs—which I thought might give me better leverage—didn't help; it still sat there.
- 3        So I studied it. On the left side of the motor was a small gas tank, and I unscrewed the top and looked in. Yep, gas. On top of the tank were two levers; the first was next to pictures of a rabbit and a turtle. Even though I'm not good with machines, I figured out that was the throttle and the pictures meant fast and slow. The other lever said ON-OFF. I pushed ON.
- 4        Nothing happened, of course. On the very top of the motor was a starting pull-rope. What the heck, why not? I gave it a jerk and the motor sputtered a little, popped once, then died. I pulled the rope again and the motor hesitated, popped, and then roared to life. I jumped back. No muffler.
- 5        Once when I was little, my grandmother, in her usual logic-defying fashion, answered my request for another cookie by saying that my

grandfather had been a tinkerer. “He was always puttering with things, taking them apart, putting them back together. When he was around nothing ever broke. Nothing ever *dared* to break.”

6 Loud as the mower was, it still wasn’t moving and the blade wasn’t going around. I stood looking down at it.

7 This strange thing happened.

8 It spoke to me.

9 Well, not really. I’m not one of those woo-woo people or a wack job. At least I don’t think I was. Maybe I am now.

10 Anyway, there was some message that came from the mower through the air and into my brain. A kind of warm, or maybe settled feeling. Like I was supposed to be there and so was the mower. The two of us.

11 Like it was a friend. So all right, I know how *that* sounds too: We’ll sit under a tree and talk to each other. Read poems about mowing. Totally wack.

12 But the feeling was there.

13 Next I found myself sitting on the mower, my feet on the pedals. I moved the throttle to the rabbit position—it had been on turtle—and pushed the left pedal down, and the blade started whirring. The mower seemed to give a happy leap forward off the sidewalk and I was mowing the lawn.

14 Or dirt. As I said, we didn’t really have much of a lawn. Dust and bits of dead grass flew everywhere and until I figured out the steering, the mailbox, my mother’s flowers near the front step and a small bush were in danger.

15 But in a few minutes I got control of the thing and I sheared off what little grass there was.

16 The front lawn didn’t take long, but before I was done the next-door neighbor came to the fence, attracted by the dust cloud. He waved me over.

17 I stopped in front of him, pulled the throttle back and killed the engine. The sudden silence was almost deafening. I stood up away from the mower, my ears humming, so I could hear him.

18 “You mow lawns?” he asked. “How much?”

19 And that was how it started.

1. What does the narrator most likely mean when he says he is “not machine oriented”?
  - A. He has no use for machines
  - B. He is afraid to operate machines
  - C. He has not seen very many machines
  - D. He knows little about how machines work
  
2. What is the most likely reason the narrator is pushing the lawn mower in paragraph 2?
  - A. He is afraid the mower will not start.
  - B. He does not want the mower to sit outside.
  - C. He needs more time to examine the mower.
  - D. He is not familiar with how to start the mower.
  
3. In paragraph 5, the narrator remembers a story his grandmother told him about his grandfather. The effect this story has on the narrator is to.
  - A. remind him of how little he knows about machines
  - B. encourage him to keep trying
  - C. amuse him while he is doing uninteresting work
  - D. show him that he needs to be faster
  
4. In paragraph 8, when the narrator says that the mower spoke to him, he most likely meant that he suddenly
  - A. became more confident about using the mower
  - B. enjoyed the sound of the running motor of the mower
  - C. understood how the different parts of the mower work
  - D. became more interested in using the mower to make money

5. How does the character change from the beginning of the story to the end?  
Use two details from the story to support your response.

\_\_\_The characters change from the beginning to the end by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_I know this because \_\_\_\_\_

\_\_\_\_\_

Also, \_\_\_\_\_

\_\_\_\_\_

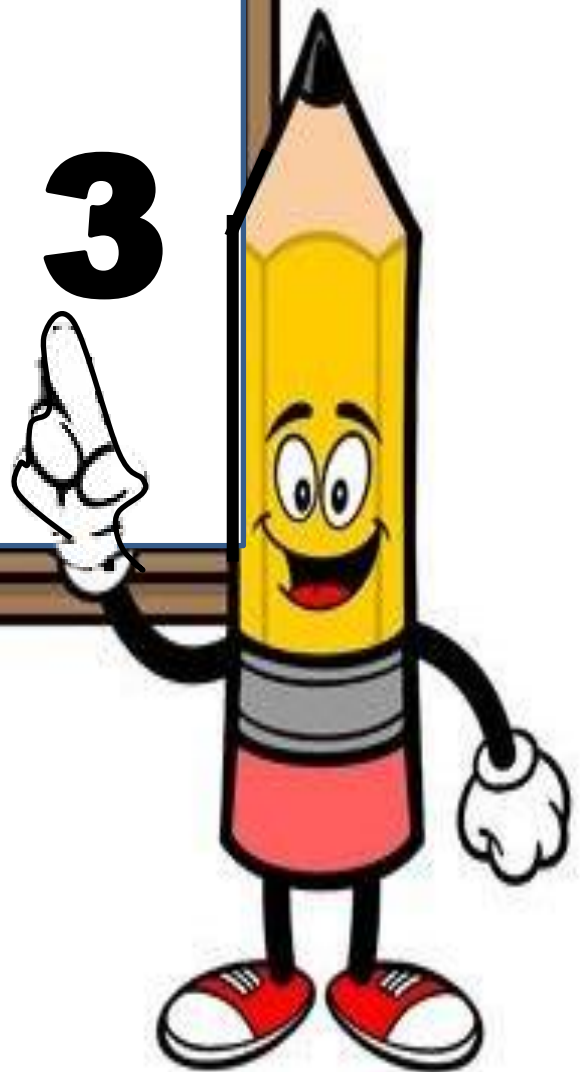
This proves \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Day # 3**



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

Week 28 Day 3 Date: \_\_\_\_\_




BCCS-B

Hampton Howard Morehouse

### Week 28 Day 3 Notes, Test Prep

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to support my overall comprehension?  |
| <b>Objective</b>            | I can apply my knowledge of 4th grade strategies to analyze a text to better my understanding.                     |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

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

|             |   |
|-------------|---|
| <b>RISE</b> | <p><b>R</b>- read and re-read the question</p> <p><b>I</b> - Identify key words in the question </p> <p><b>S</b>- search for and label evidence</p> <p><b>E</b>- Eliminate the wrong answers (cross them out) before you choose the correct option </p> |
| <b>PEEL</b> | <p><b>P</b>- Point (restate and answer the question)</p> <p><b>E</b>- Evidence (I know this because...)</p> <p><b>E</b>- Evidence (Also, ...)</p> <p><b>L</b>- Link (conclusion sentence restate your point)</p> <p style="text-align: center;">*4 sentences total*</p>    |



## *D*irections

Read this story. Then answer question 1.

# The Cave of the Oilbird

*by Shulamith Levey Oppenheim*

- 1 I'm nine years old today, and Manuelo has a surprise for me. "Happy birthday, Carla," he calls when he sees me. "I am going to take you into the rain forest today! Deeper and farther than you have ever been, because I want you to discover the cave of the oilbirds. That's my present to you." He puts a flashlight and mosquito repellent into his back pocket. "We'll need these," he explains. I can tell from his voice, he's excited. I'm excited, too.
- 2 I have a question. "Manuelo, you've been to the cave, and many other people have been to the cave. How can I discover something that has already been discovered?"
- 3 My brother squats down beside me when we talk, because he is very tall. "Every time someone sees something for the first time," he answers quietly, "it is a discovery." I think Manuelo is very wise.
- 4 We start down the path that leads away from our house into the forest. The sun is shooting golden arrows through the canopy of thick leathery leaves. Some of them are shaped like canoe paddles. Manuelo and I walk slowly. I love my rain forest. The earth is moist and red, and there is no grass or shrubs. The bulging roots prop up ancient trees with names like milk and monkeypot and incense.
- 5 "When will we get to the cave?" I look up at Manuelo.
- 6 "Wait." Manuelo puts a finger to his lips. I think I know what he means. In the rain forest you really should not speak. You look and you listen.
- 7 We have been walking for a very long time. The path is dropping sharply now. I hear water gurgling. I want to race ahead, but I don't. Manuelo peers through the trees. He walks a short distance into the forest, then comes back to the path. He once told me that if you hurry in the rain forest, you could miss something very interesting and very beautiful. And he's right.
- 8 Suddenly we are standing in front of a rock cliff with shallow water bubbling over brown and yellow stones. In the cliff is a dark opening. The

bellbird clangs out. My heart is pounding, and I hold Manuelo's hand tightly as we step from one slippery stone to another, till we are close to the mouth of the cave.

9       Manuelo turns on his flashlight and runs the light along the cave walls. At first I don't see anything except sharp rocks sticking out from the sides of the cave. I open my eyes as wide as I can, till I feel wrinkles in my forehead. I peer and peer. Then! I see two red dots appear—two more and two more. And then! Around those red dots faces begin to shape. Faces with stiff whiskers pointing downward on each side of hooked beaks. The faces are still as stones, not moving even one bit, and the eyes are staring without a blink.

10       “The oilbirds!” My brother mouths the words. He has the same look on his face as the time when the motmot bird perched in the immortelle tree outside our house. Manuelo still moves the light up and down the walls, and I can see another pair of eyes and then another and another. And more and more heads appear around the eyes—serious heads with whiskers and hooked beaks—silent and still like statues. There must be hundreds! I feel goose bumps rising all over me. Are the oilbirds staring at me? I shiver, and Manuelo pulls me close to him. There isn't a sound except the water gurgling over the stones.

11       I don't know how long we stand in the cave of the oilbirds—but it must be a very long time. When Manuelo turns off his flashlight, we start back across the stones and up the path.

12       “Did you like the oilbirds, Carla? What have you been thinking?” Manuelo asks me.

13       I don't answer right away. But I have been thinking.

14       “Oh, Manuelo, that was the best birthday present ever,” I whisper. “Will you take me here again, please, please?”

15       He smiles. “Of course I will. There are very few oilbirds left in the world. We must protect them so that other children can discover them.”

16       My brother is very wise. I don't think I will make another discovery as special as this one for a long, long time.

1. Why is the setting of “The Cave of the Oilbird” important? Use two details from the story to support your response.

\_\_\_The setting is important because \_\_\_\_\_

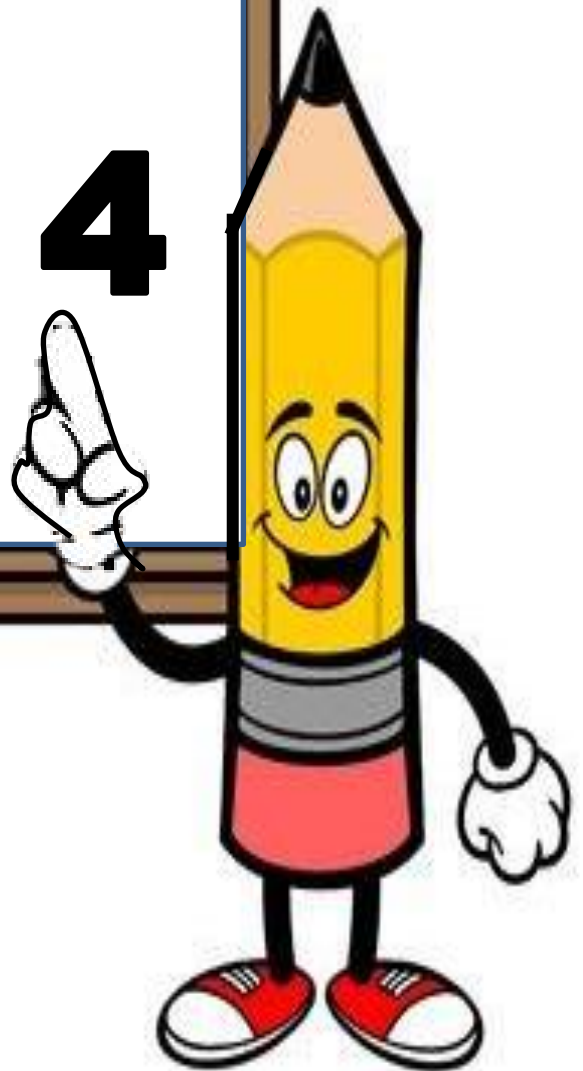
\_\_\_\_\_ I know this because \_\_\_\_\_

Also, \_\_\_\_\_

This proves \_\_\_\_\_



**Day # 4**



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

Week 28 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

### **Week 28 Day 4 Notes, Test Prep**

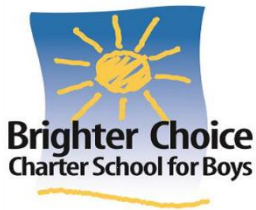
|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA. R.10</b><br>Read and comprehend complex literary and informational texts in dependently and proficiently. |
| <b>LEQ</b>                  | How can I closely analyze a text to brainstorm and create a 5 paragraph essay.                                     |
| <b>Objective</b>            | I can apply my knowledge and complete a 5 paragraph essay.   |
| <b>Assignment to Submit</b> | Completion of Essay  |

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

|                                 |  |
|---------------------------------|--|
| <b>Hook/<br/>Introduction</b>   | A sentence that makes a _____ about your topic. It connects the prompt to your writing.  |
| <b>Body<br/>Paragraph</b>       | Each body paragraph answers a _____ of the prompt. Written much like the format of a short response where you provide details. |
| <b>Conclusion<br/>Paragraph</b> | Last paragraph of your essay. It is where you restate your introduction claim and _____ your main points.                      |



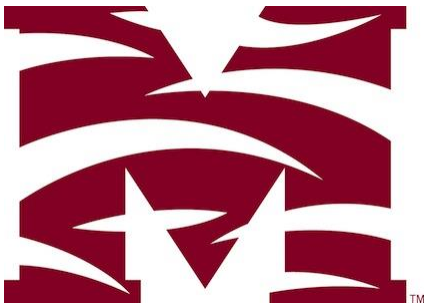




Name \_\_\_\_\_

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

### Week 29



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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)

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(Date)

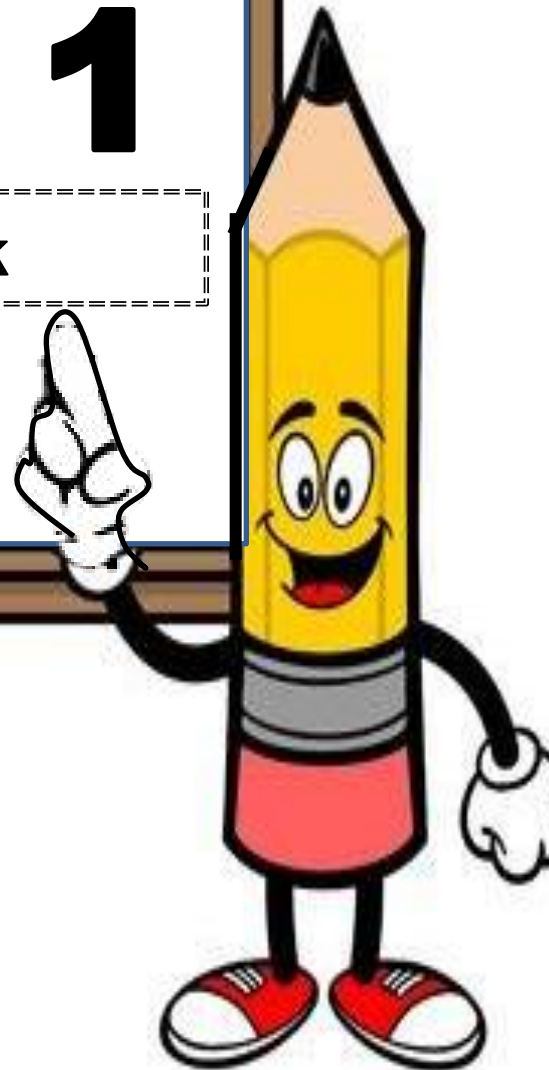
Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.





# Day # 1

Spring Break



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

Week 29 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## **Week 29 Day 1 Notes, *Spring Break Packet***

### **See You at the Pole**



"Because those who are penguined will never part for very long." Photo by: David Schultz/Mint Images/Getty  
**By** Nurit Zarchi, translated by Annette Appel, The Short Story Project **Published:**10/23/2019  
**Word Count:**1092

"Sir, I have something for you."

Mr. Zoom stopped walking and looked around.

Cars whizzed by, people strode past, but a deliveryman reached out and handed Mr. Zoom a package.

"Why me?" said Mr. Zoom who was hurrying to his office.

"Because everybody should make time to help somebody else," said the deliveryman.

Mr. Zoom turned. He wanted to get going.

"But don't take off the wrapping," shouted the deliveryman as he rounded the corner and disappeared.

He left the package on the hood of the nearest car.

Mr. Zoom was in a big rush, and planned to walk away, but he thought he heard something.

It was the package.

He put his ear next to the box and asked, "What? Tadpole? Did you say tadpole?"

The package quivered and Mr. Zoom walked toward the small pond in the middle of the park. He wanted to get rid of the package as quickly as possible and go to his office.

When he reached the pond, he said to the package, "Is this what you meant?"

The voice inside said something.

"Oh," said Mr. Zoom. "Did you mean patrol? I really don't have time for this right now. I'm in a big rush to get to the office."

But the package said it again, and Mr. Zoom hurried off to look for a patrol car.

He walked along busy streets, waited at crosswalks, rushed past a road block until he finally saw a policeman on patrol. "Here we are! Is this what you meant?"

"Profiterole," said the package.

"Can you try to speak more clearly?" Mr. Zoom was getting frustrated. "We walked halfway across town and now you want a fancy piece of cake?"

The package quivered again and so Mr. Zoom marched over to the nearest drugstore and bought a pack of Oreo cookies.

"Good enough?" he asked.

"Superbowl," answered the package.

"Stop it," said Mr. Zoom. "This is getting ridiculous. I was just minding my own business, walking to the office. Everyone over there is waiting for me. Now, I must be going crazy, taking orders from a package?!"

The package did not answer and Mr. Zoom rushed off toward his office.

It was already very late and when he arrived, and the place was empty.

"Happy now?" Mr. Zoom said as he threw the package on the table.

One corner of the package tore open.

"For a stroll," whispered the package.

"What?" said Mr. Zoom. "After I dragged you here and there and everywhere, now you want to go out again for a stroll?"

The package trembled and Mr. Zoom said, "You have to speak clearly if you want to be understood."

"Out of control," said the package.

"I'm out of control?" said Mr. Zoom. "How dare you!" And he ripped off the wrapping in a frenzy.

"Oh my," said Mr. Zoom. "It is an egg!"

And the egg, of which Mr. Zoom could now hear very clearly, said, "The South Pole. Open on Sunday."

"Today is Friday," Mr. Zoom said in alarm. "And I opened the package three days too early. What should I do now? The South Pole can wait, but the egg cannot."

He cleared away all the documents and files, chose the softest pillow, hung a sign on the door that read "Do not disturb! Important meeting!" and sat to brood on the egg.

"Not much else I can do," sighed Mr. Zoom. "Everybody should make time to help somebody else."

He sat one day, he sat for two days. On the third day, it seemed that the egg was not so comfortable anymore because it rocked and jumped until it cracked into two.

And who came out?

"Welcome!" said Mr. Zoom. It was a baby penguin.

"Papa?" said the baby.

"In a manner of speaking," answered Mr. Zoom and decided to call him Pinny.

"Southpolehere?" asked Pinny.

"Southpolethere," answered Mr. Zoom, because he wanted little Pinny to know where he belonged. He hung up a new sign on the door to his office that read, "Be back soon," reserved a ticket to the South Pole on his phone, put Pinny in a baby carrier, and the two flew out that very day.

When they got off the plane, they got onto a sleigh and went straight to the reserve.

There, they saw hundreds of penguins — brooding, swimming in the ocean, or just walking back and forth.

"Southpolehere?" asked little Pinny.

"Basically speaking," said Mr. Zoom, who was looking around but did not recognize anyone.

"Excuse me," someone ran up to them and said. "I've been waiting for you for three days!"

"Mama," shouted little Pinny, and he ran over to his mother. She gave him a great big hug and then introduced herself to Mr. Zoom. "Nice to meet you. I am Penina. I wish to thank you very much, sir. I was so worried. It is lucky that there are still people in the world who are willing to take care of someone other than themselves."

Little Pinny held on to Mr. Zoom's hand on the left, and onto Penina on the right, and the three took a walk along the shore, gazing at the icebergs humming:

"The tip of the iceberg is all you can see. The most important part lies deep in the sea."

"The time has come to say goodbye," said Mr. Zoom, as he spotted the sleigh waiting for him nearby.

"You will never leave, in a manner of speaking," said little Pinny, who really hadn't learned how to speak so well yet.

And Mr. Zoom, who already knew how to speak, said, "That is true. How can I go and leave the little baby behind. I'm the one who penguined him."

But Penina said, "Don't worry, sir. I am here."

The sleigh bells chimed impatiently, so Mr. Zoom gave Pinny one last hug. "I have two phones," he said. "Here. Take one. Call me whenever you miss me."

Then he shook Penina's hand and got on the sleigh.

As the sleigh slid by Pinny, he called out, "In a manner of speaking, I penguined you! Will you ever come back?"

"Of course," called Mr. Zoom. "We will all travel from here to there and from there to here. Because those who are penguined will never part for very long."

"See you tomorrow," called little Pinny to the sled as it pulled away.

And Mr. Zoom shouted back in the wind, "Life is an adventure. Let's make that a goal. We'll meet again soon. See you at the Pole."

1. How does Penina feel about Mr. Zoom bringing Pinny to the South Pole?

- (A) annoyed
- (B) grateful
- (C) worried
- (D) relaxed

2. What lesson does Mr. Zoom learn?

- (A) People should do their best to help others.
- (B) The South Pole is closer than he imagined.
- (C) Baby penguins can be interesting pets.
- (D) It is always more fun to go on trips with friends.

3. Read the sentence below from the story.

*Cars whizzed by, people strode past, but a deliveryman reached out and handed Mr. Zoom a package.*

What does the word "strode" mean?

- (A) crawled
- (B) flew
- (C) jumped
- (D) walked

4. Read the sentence below from the story.

*And he ripped off the wrapping in a frenzy.*

Which word has the SAME meaning as "frenzy"?

- (A) calm
- (B) while
- (C) craze
- (D) surprise

5. What is the central message/theme of this text? Use two details from the text to support your response.

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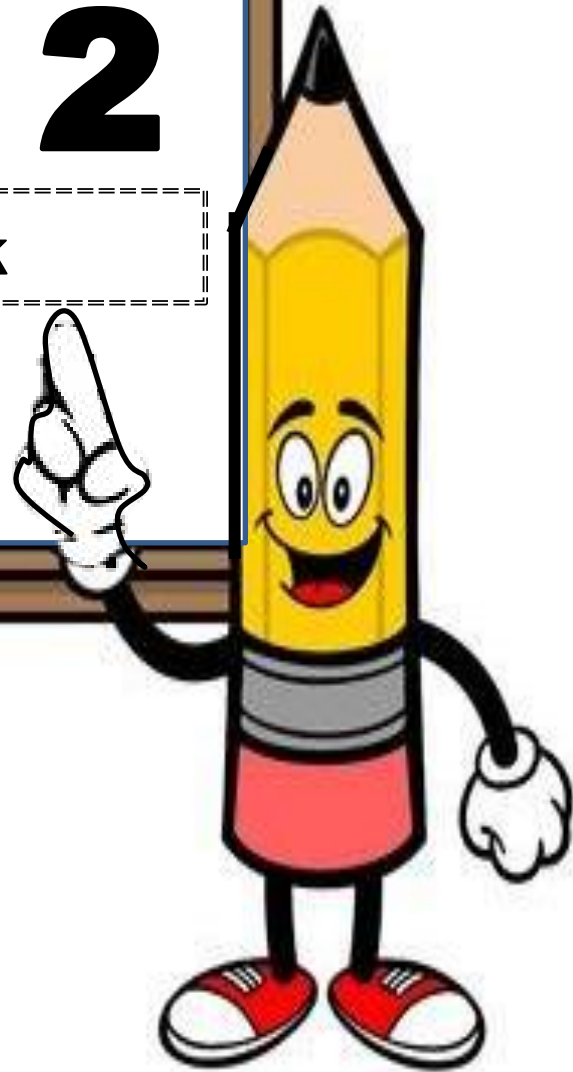
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# Day # 2

**Spring Break**





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

Week 29 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## **Week 29 Day 2 Notes, *Spring Break Packet***

### **At 92, the queen of England shares her first Instagram post**



Image 1. Queen Elizabeth II visits the Science Museum to announce its summer exhibition, Top Secret, on March 7, 2019, in London, England. During her visit, the queen published her first Instagram post, an archive image of a letter from Charles Babbage to Prince Albert, on the @theRoyalFamily Instagram account. Photo by: Max Mumby/Indigo/Getty Images

**By** Washington Post, adapted by Newsela staff **Published:**03/20/2019 **Word Count:**596

LONDON, England — Britain's Queen Elizabeth II published her first Instagram post. It was posted on March 7. She wrote it while visiting London's Science Museum.

The queen was dressed head to toe in bright orange clothes. She wore pearls and dark gloves. The 92-year-old queen appeared to be in good spirits as she published the image using an iPad.

The surrounding crowd applauded as the image was shared to the Royal Instagram account. It has more than 4.5 million followers. The account was launched in 2013. It is regularly updated by the royal family's employees. They post news and updates about the work of the queen and other members of the royal family. This marks the first time the queen has updated the account herself.

## Early Computers

The queen was on a visit to open the new Smith Centre at the museum. She helped the museum announce a major summer exhibition.

"Today, as I visit the Science Museum I was interested to discover a letter from the Royal Archives," she wrote. The letter was written in 1843, to her great-great-grandfather Prince Albert. Charles Babbage is credited as the world's first computer inventor. Prince Albert had the opportunity to see an early model of Babbage's computer in July 1843, the queen wrote.

"In the letter, Babbage told Queen Victoria and Prince Albert about his invention the 'Analytical Engine,'" she wrote. The first computer programs were created by Ada Lovelace, the queen wrote. Lovelace was a daughter of Lord Byron, a famous British poet.

## Science Museum Teaches About Communications

The queen said she had the chance to learn about children's computer coding plans while at the museum. It made sense to publish her first Instagram post at the Science Museum, she continued. After all, the museum supports technology and helping young people become inventors, she said.

The queen signed the post with her well known signature: Elizabeth R.

The museum's new exhibition is called "Top Secret." It explores more than 100 years of communications intelligence. It shows how the government gathers information to keep the country safe. It includes handwritten papers and government writings that used to be secret. It has old objects people have not been allowed to see before.

In 1958, the queen made her first telephone call. In 1976, she sent her first email from an army military base. The British royal family's website was launched by the queen in 1997. In 2014, the queen supposedly sent her first tweet from the Science Museum. Some are not convinced that the queen sent the tweet, though. They argue that she had help from a worker.

## Royal Family Receive Mixed Messages Online

Earlier in the week, the royal family made changes to their social media accounts. They released new guidelines. They hope to stop hurtful comments being left online. In recent months, two members of the royal family have been the subject of hateful comments posted to their official accounts.

Users found to be breaking the new rules will be deleted and blocked. They may even be reported to law enforcement.

The royal social media accounts receive a number of angry comments. Reaction to the queen's first post was mostly good, though. Many users thanked the queen for her post and celebrated her use of the platform.

## Quiz

1. Read the paragraph from the introduction [paragraphs 1-3].

***The surrounding crowd applauded as the image was shared to the Royal Instagram account. It has more than 4.5 million followers. The account was launched in 2013. It is regularly updated by the royal family's employees. They post news and updates about the work of the queen and other members of the royal family. This marks the first time the queen has updated the account herself.***

Which detail from the paragraph supports the conclusion that the Royal Instagram account is popular?

- (A) It has more than 4.5 million followers. The account was launched in 2013.
- (B) It is regularly updated by the royal family's employees.
- (C) They post news and updates about the work of the queen and other members of the royal family.
- (D) This marks the first time the queen has updated the account herself.

2. Read the section "Science Museum Teaches About Communications." Which selection from the section shows that the queen has a history of using new technologies invented in her lifetime?

- (A) After all, the museum supports technology and helping young people become inventors, she said.
- (B) The museum's new exhibition is called "Top Secret." It explores more than 100 years of communications intelligence.
- (C) In 1976, she sent her first email from an army military base. The British royal family's website was launched by the queen in 1997.
- (D) In 2014, the queen supposedly sent her first tweet from the Science Museum. Some are not convinced that the queen sent the tweet, though.

3. What caused the royal family to make new guidelines for their social media accounts?

- (A) They want to give the queen more chances to post on Instagram and Twitter.
- (B) They want to help more young children access the family's official posts.
- (C) They want to report people who fail to view or comment on their recent posts.
- (D) They want to stop people from leaving hurtful comments about family members.

4. What is the relationship between the museum's new exhibit and the queen?

(A) The new exhibit includes the queen's own handwritten papers telling the government what to do.

(B) The new exhibit includes letters written to one of the queen's relatives about the first computer programs.

(C) The new exhibit outlines computer programs written for the queen by the daughter of a famous British poet.

(D) The new exhibit outlines the queen's efforts to promote children's computer coding plans and programs

5. How did the author organize the section "Royal Family Receive Mixed Messages Online"?

Use two details from the text to support your response. (Text Structures: Sequence, Cause & Effect, Problem & Solution, Compare and Contrast, etc.)

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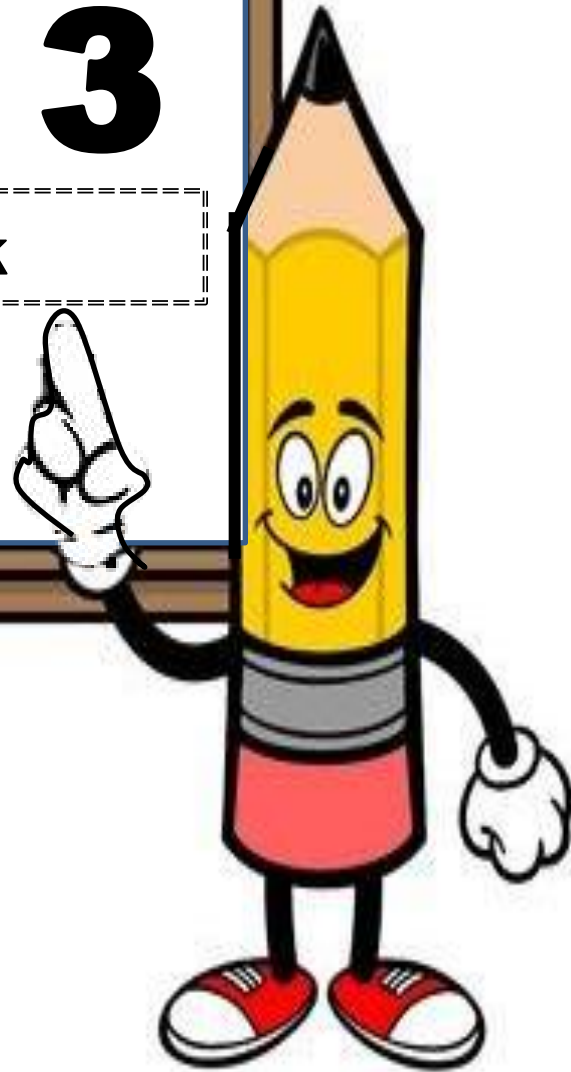
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# Day # 3

Spring Break



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

Week 29 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## **Week 29 Day 3 Notes, *Spring Break Packet***

### **The Baker's Daughter**



When the girl thought the bread should be ready she looked in the oven expecting to find there a small cake, and was very much amazed to find instead a very large loaf of bread. Photo: Enadan/Shutterstock

**By** Charles John Tibbits **Published:**02/14/2020 **Word Count:**633

A very long time ago, I cannot tell you when, it is so long since, there lived in a town in Herefordshire a baker who used to sell bread to all the folk around. He was a mean, greedy man, who sought in every way to put money away, and who did not scruple to cheat such people as he was able when they came to his shop.

He had a daughter who helped him in his business, being unmarried and living with him, and seeing how her father treated the people, and how he succeeded in getting money by his bad practices, she, too, in time came to do the like.

One day when her father was away, and the girl remained alone in the shop, an old woman came in.

"My pretty girl," said she, "give me a bit of dough I beg of you, for I am old and hungry."

The girl at first told her to be off, but as the old woman would not go, and begged harder than before for a piece of bread, at last the baker's daughter took up a piece of dough, and giving it to her, said:

"There now, be off, and do not trouble me any more."

"My dear," says the woman, "you have given me a piece of dough, let me bake it in your oven, for I have no place of my own to bake it in."

"Very well," replied the girl, and, taking the dough, she placed it in the oven, while the old woman sat down to wait till it was baked.

When the girl thought the bread should be ready she looked in the oven expecting to find there a small cake, and was very much amazed to find instead a very large loaf of bread. She pretended to look about the oven as if in search of something.

"I cannot find the cake," said she. "It must have tumbled into the fire and got burnt."

"Very well," said the old woman, "give me another piece of dough instead and I will wait while it bakes."

So the girl took another piece of dough, smaller than the first piece, and having put it in the oven, shut the door. At the end of a few minutes or so she looked in again, and found there another loaf, larger than the last.

"Dear me," said she, pretending to look about her, "I have surely lost the dough again. There's no cake here."

"'Tis a pity," said the old woman, "but never mind. I will wait while you bake me another piece."

So the baker's daughter took a piece of dough as small as one of her fingers and put it in the oven, while the old woman sat near. When she thought it ought to be baked, she looked into the oven and there saw a loaf, larger than either of the others.

"That is mine," said the old woman.

"No," replied the girl. "How could such a large loaf have grown out of a little piece of dough?"

"It is mine, it is sure," said the woman.

"It is not," said the girl, "and you shall not have it."

Well, when the old woman saw that the girl would not give her the loaf, and saw how she had tried to cheat her, for she was a fairy, and knew all the tricks that the baker's

daughter had put upon her, she drew out from under her cloak a stick, and just touched the girl with it. Then a wonderful thing occurred, for the girl became all of a sudden changed into an owl, and flying about the room, at last, made for the door, and, finding it open, she flew out and was never seen again.

## Quiz

1. Which statement summarizes the MAIN events in this story?

- (A) A baker in Herefordshire was a very greedy man who cheated people. His daughter learned from him and acted the same way toward others.
- (B) The daughter of a baker tries to cheat an old woman out of her loaves of bread. The old woman is a fairy who turns the girl into an owl.
- (C) An old woman begs the daughter of a baker for a bit of dough. When the girl cooks the dough, the loaf in the oven is larger than she expected.
- (D) A father leaves his daughter in charge of his shop in Herefordshire. She bakes loaves of bread for an old woman who is really a fairy.

2. Which answer choice explains the theme shown by this story?

- (A) Helping other people can be its own reward.
- (B) Working together can bring unexpected results.
- (C) People suffer consequences from being dishonest.
- (D) Children should follow the example of their parents.

3. What does the girl's response to the cooked loaves reveal about her?

- (A) She has become a very talented baker.
- (B) She is frightened by the fairy's magic.
- (C) She wants to learn the old woman's secrets.
- (D) She acts selfish toward those in need.

4. How would the story be different if it were told from the old woman's point of view?

- (A) It would reveal that the old woman is a fairy earlier in the story.
- (B) It would tell why the girl refused to give the woman bread.
- (C) It would explain where the girl went at the end of the story.
- (D) It would show that the girl did not really become an owl.



5. What does the text reveal about the Baker's Daughter? Use two details from the text to support your response.

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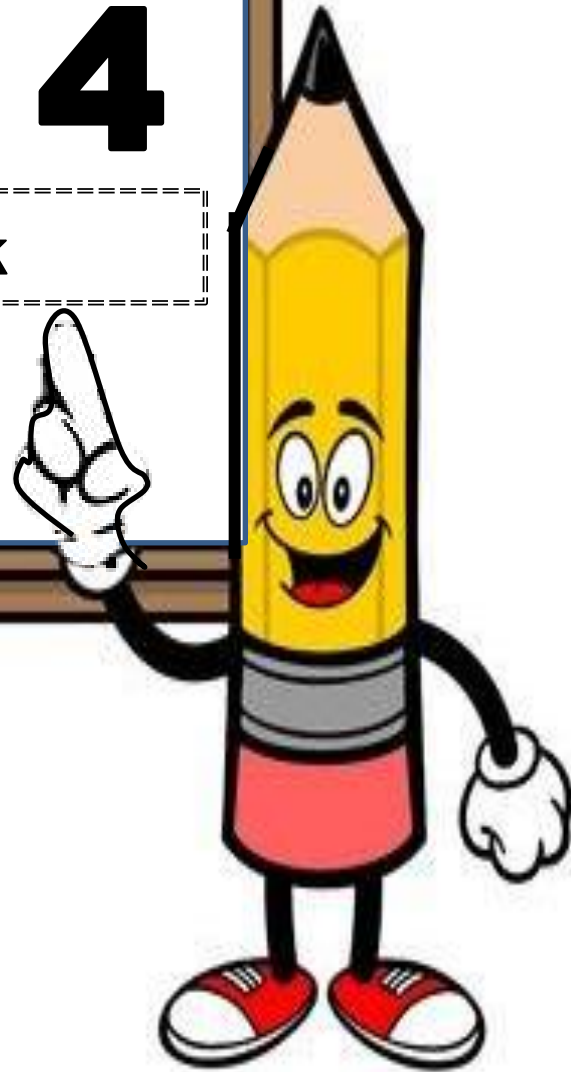
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# Day # 4

Spring Break



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

Week 29 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## **Week 29 Day 4 Notes, *Spring Break Packet***

### **Humans are not independent from the rest of nature, report says**



Burchell's zebras and Masai giraffe seen in Masai Mara National Reserve, Kenya. Photo by: Anup Shah/Getty Images

**By** Associated Press, adapted by Newsela staff

People might not pay attention to endangered animals or plants. However, the world's biodiversity trouble **threatens** everyone. The risks come in many unseen ways, scientists say.

Biodiversity is the variety of living things in an environment. It might be in a forest, a stream, an ocean or all across Earth.

### **UN Special Report**

A new report released on May 6 warned that nature is in trouble. It estimated that 1 million species could become extinct, or die out. The worldwide decline of nature is everyone's problem, it said. The report was done by the United Nations. It is an international group of countries that try to work together.

Nature is important for survival and "quality of life," the report said.

Food, medicine, water and protection from storms and floods are some of the ways nature helps keep people alive, the report said. It listed 18 things nature provides. It said that 14 of those have been declining.

"You destroy nature and it's going to bite you back," said Stuart Pimm. He is a professor at Duke University in North Carolina.

The report points to more than 2,500 wars and other conflicts over natural fuels, water, food and land. It shows how important nature is to people.

### **Protecting Biodiversity For Mankind**

"Protecting biodiversity means protecting mankind" because human beings depend on the variety of living things, said Audrey Azoulay. She is the Director-General of UNESCO. It is a United Nations group. She announced the report in Paris, France.

Below are some ways people depend on nature.

### **Crops And Medicines**

Nearly all food comes directly from nature, said report writer Kai Chan. He is a scientist at the University of British Columbia in Canada. Even though overall the world is growing more food, there has been pressure on crops from pollution and other forces, he said. That has made prices soar. Problems have even caused food riots in Latin America, he said.

Bees and other pollinators across the globe are in decline. Three out of 4 of the world's foods, including fruits, vegetables, coffee and cocoa, need pollination. The report said pollinator loss could cost the world \$285 billion to \$577 billion a year.

About 7 out of 10 of the drugs used to fight cancer are natural or are products **inspired** by nature, the report said. About 4 billion people **rely** on natural medicines. There are about 7.5 billion people in the world.

Thomas Lovejoy is a scientist at George Mason University in Virginia. He points to a microbe that comes out of Yellowstone National Park's hot springs. The park is in Idaho, Montana and Wyoming. The microbe, a tiny living thing, is the key to a scientific reaction. It is used for medical and other tests.

### **Protecting Humans From Climate Change And Weather**

Without forests and oceans, Earth would be warming faster, scientists said.

Climate change or global warming is the heating up of Earth's atmosphere. Fossil fuels are natural fuels like oil, gas and wood. Burning them creates greenhouse gases, which cause global warming.

The world's forests and oceans reduce carbon dioxide, the report said. Carbon dioxide traps heat. Forests and oceans remove about 60 percent of what humans produce through burning fossil fuels.

Climate change and biodiversity loss are equally huge environmental problems, report leader Robert Watson said. They make each other worse, he said.

People can build **expensive** sea walls to fight the rise of oceans from climate change, or protection can be offered by coastal mangroves, the report said.

They are trees or shrubs that grow in coastal swamps. However, mangroves are in trouble, Watson said.

"They often act as a nursery for fisheries basically," Watson said. "And they clearly help to protect land from **severe** weather events and storm surges from the sea."

The problem, he said, is that many mangrove systems have been turned into shrimp farms. That leaves the land in more danger from storms, and without biodiversity.

### **All Parts Depend On Each Other**

People may think of biodiversity or endangered species as something removed from their daily lives. However, those people don't understand that Earth works as a "living planet," Lovejoy said. Many parts depend on each other, he said.

### **Quiz**

1. Read the paragraph from the section "All Parts Depend On Each Other."

*People may think of biodiversity or endangered species as something removed from their daily lives. However, those people don't understand that Earth works as a "living planet," Lovejoy said. Many parts depend on each other, he said.*

Which of the following is an accurate explanation of what this paragraph means?

- (A) Problems with biodiversity and endangered species do not really affect humans that much.
- (B) Problems with biodiversity and endangered species are on people's minds all of the time.
- (C) Sometimes people do not realize that there are many endangered animals on Earth.
- (D) Sometimes people do not realize that living things on Earth are connected and need each other.

2. Re-Read the section "Protecting Humans From Climate Change And Weather."

Select the paragraph from the section that shows how things in nature can help fight climate change.

(A) Climate change or global warming is the heating up of Earth's atmosphere. Fossil fuels are natural fuels like oil, gas and wood. Burning them creates greenhouse gases, which cause global warming.

(B) The world's forests and oceans reduce carbon dioxide, the report said. Carbon dioxide traps heat. Forests and oceans remove about 60 percent of what humans produce through burning fossil fuels.

(C) Climate change and biodiversity loss are equally huge environmental problems, report leader Robert Watson said. They make each other worse, he said.

(D) The problem, he said, is that many mangrove systems have been turned into shrimp farms. That leaves the land in more danger from storms, and without biodiversity.

3. Read the following paragraph from the section "Crops And Medicines."

*Bees and other pollinators across the globe are in decline. Three out of 4 of the world's foods, including fruits, vegetables, coffee and cocoa, need pollination. The report said pollinator loss could cost the world \$285 billion to \$577 billion a year.*

Which word from the paragraph provides a context clue that helps the reader understand the meaning of the phrase "in decline"?

(A) pollinators

(B) globe

(C) loss

(D) world

4. Read the selection from the section "Crops And Medicines."

*Even though overall the world is growing more food, there has been pressure on crops from pollution and other forces, he said. That has made prices soar. Problems have even caused food riots in Latin America, he said.*

Which answer uses "soar" in the SAME way as the selection above?

- (A) Her popularity on the Internet began to soar after her video went viral.
- (B) The birds look so free when they soar high in the sky.
- (C) His imagination began to soar as he read the new book for the first time.
- (D) They loved to soar above the mountains with their hang gliders.

5. Read the excerpt from the article:

***"You destroy nature and it's going to bite you back,"*** said Stuart Pimm. *He is a professor at Duke University in North Carolina.*

What does Stuart mean when he says, "You destroy nature and it's going to bite you back"? Use two details from the article to support your response.

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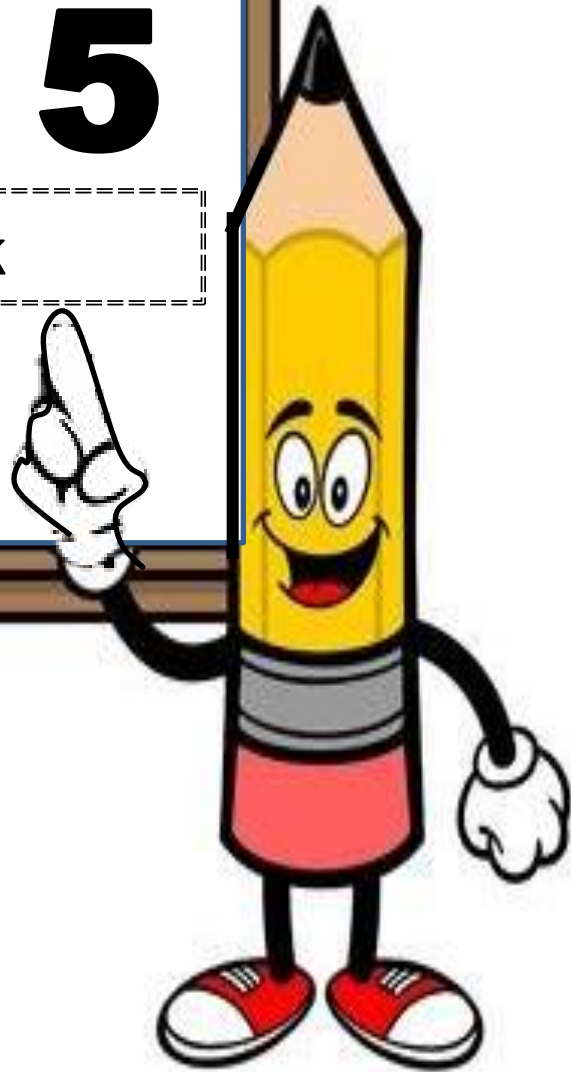
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# Day # 5

**Spring Break**





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

Week 29 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 29 Day 5 Notes, *Spring Break Packet*

### Translating Aunt Edna



"It is my obligation to increase your vocabulary," says Aunt Edna. Illustrations: James Serafino/Cricket Media

By Rhonda Telfer, Cricket Media

We love our Aunt Edna. She's kind and sweet, she brings us donuts, and her dog Webster knows cool tricks. But every time she visits, she announces, "It is my obligation to **increase** your vocabulary."

Translation: she always teaches us new words. Lots of them.

When she arrives, she says, "It is time for a familial embrace!" Translation: a hug no matter what, even if she is wearing too much perfume and her buttons poke us in the eye.

When she makes lunch, she says things like, "The legumes are delectable." Translation: the peas are good, so don't hide any under your mashed potatoes.

She doesn't teach us manners, oh no. She teaches us to "avoid the social faux pas." Translation: don't embarrass her in public by burping on the bus or snorting through our noses when we laugh.

One day, when we were out "perambulating" Webster (Translation: walking him), little Hank said, "My brain is dizzy from all those big words."

"Mine, too. I can't even pronounce half of them," said Matt.

"Legumes don't taste any better than peas. We need a plan," I replied.

"A plot," said Matt.

"An **effective** scheme," said little Hank.

We stopped to watch Webster perambulate on his hind legs.

"I've got it!" I said. I whispered my idea and told them to make serious faces when we went inside. When we walked in the front door, Aunt Edna asked if we had "enjoyed our diversions."

"Yes," I translated, "We had lots of fun. But the cal-lee-hop-adids were really biting."

"Oh my," said Aunt Edna. She scrunched her eyebrows. After supper, she spent an hour looking through the encyclopedia for advice on **preventing** calleehopadid bites, but she could not find a thing.

Then she **suggested** we play Scrabble.

"I'm sorry," Matt said, "but I have to finish building my edi-fac-tabulous malli-pod, before the glue dries."

Aunt Edna tried desperately to find a description of an edifactabulous mallipod so she could help, but there was nothing in the books.

We told her we couldn't take baths because there were reports of "glaw-ba-tious bacter-yo-nee" in the local water. She spent the rest of the evening searching the news for updates on the epidemic. Poor Aunt Edna.

At bedtime, she looked tired. **Exhausted**. Fatigued. But she still asked, "Shall I read to you?" And little Hank, schemer of schemers, said, "Please do. May I suggest something yawny-fic-acious?"

How about ..."

"... the dictionary!" we cried.

Aunt Edna looked confused. She reached for the dictionary. "How do you spell yawny—"

Then she smiled. She grinned. She giggled and chuckled and laughed and tilted her head back and got downright boisterous. She even snorted through her nose!

"OK, you got me," she said. "Your pranks were quite clever. You're the cat's pajamas and the bee's knees!" (Whoa! What did that mean?!)

Then Aunt Edna hugged us, turned off the light, and went downstairs. We happily, gleefully, and mirthfully fell asleep.

## Quiz

1. Which statement about Aunt Edna is true?

- (A) She does not have very good manners when she visits.
- (B) She likes to make up new words to use around her family.
- (C) She likes to make up new words to use around her family.
- (D) She is angry that she has to visit her nephews.

2. Why do the nephews make up new words?

- (A) to prank their Aunt Edna
- (B) to explain a new experience
- (C) to describe something they saw
- (D) to help Aunt Edna use a dictionary

3. Read the sentence from the story.

*But every time she visits, she announces, "It is my obligation to increase your vocabulary."*

What does the word "obligation" mean?

- (A) woe
- (B) duty
- (C) dream
- (D) failure

4. Read the sentence from the story.

*When we walked in the front door, Aunt Edna asked if we had "enjoyed our diversions."*

What does the author mean by the word "diversions"?

- (A) chores
- (B) jokes
- (C) classes
- (D) amusements

5. Why did the children play a trick on their Aunt Edna? Use two details from the text to support your response.

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