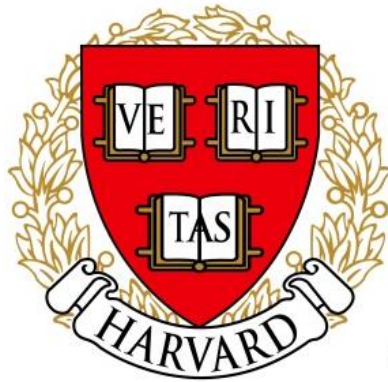




Name _____

3rd Grade Modified ESL ELA Remote Learning Packet
Week 30



Dear Educator,

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

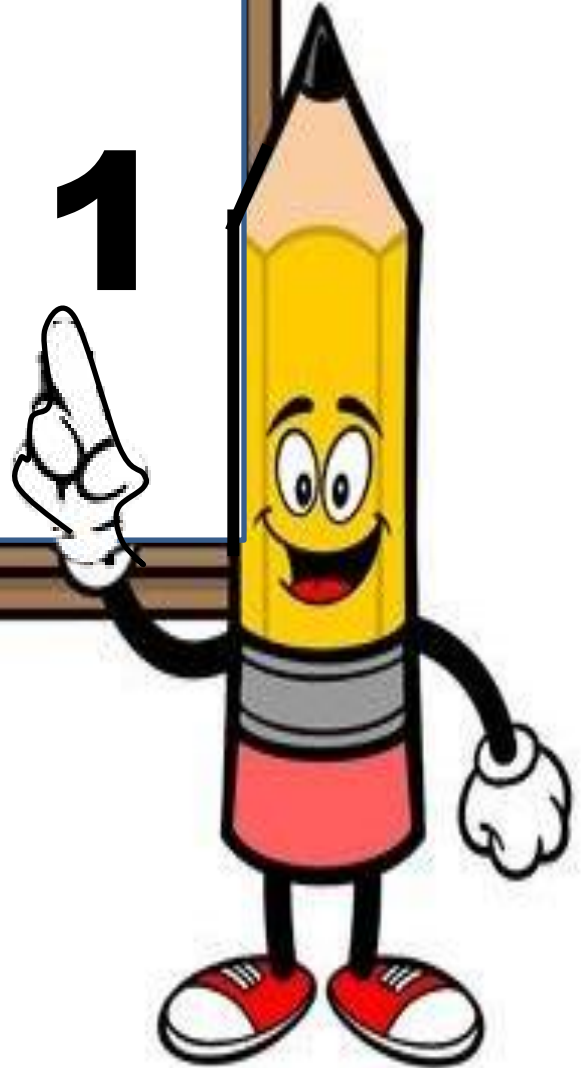
(Parent Signature)

(Date)

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



Day # 1



Name: _____
BCCS-B

Week 30 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can ask questions about a text and find details to support my answer.

Name: _____

Week 30 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Vocabulary Guided Notes

- **Details:** Information that support the overall idea of the text.
- **Relevant:** Directly connected to a topic.
- **Inference:** Making an educated guess to answer questions.

Explicit Instruction

Energy

Energy is the ability to do work. Energy has the ability to cause motion or create a change. A relationship exists between energy, motion, and change. Basic forms of energy include heat, light, chemical, sound, mechanical, and electrical. How do these forms of energy cause change?

Heat energy causes change in matter. Heat can cause a physical change. The right amount of heat changes solids to liquids and liquids to gases. It can also cause a chemical change when cooking food. Tiny particles in eggs and meat change when they are cooked, and they cannot be changed back to their raw form.

Light energy causes change as well. Plants use light from the sun to make food in a process called photosynthesis. The light energy allows the plant to change carbon dioxide and water into food for the plant.

Chemical energy is energy stored in chemicals, such as food, batteries, or gasoline. Food has stored energy that is released during digestion. The food's chemical energy gives us the energy to run, jump, and play.

Have you ever felt a speaker? Sound energy causes vibrations in your parents' car speakers. If the music is loud enough, you can feel those vibrations when you touch the door or dashboard.

Mechanical energy is the energy of motion. It is stored at a position and released in motion. If you have ever observed a fidget spinner spinning, you have witnessed a change in the fidget spinner. The position changed due to mechanical energy.

Electrical energy causes changes that could be very dangerous. Lightning is an example of electrical energy. The electrical energy in lightning can cause trees to split in half or catch on fire.

Heat, light, chemical, sound, mechanical, and electrical energy have the ability to cause motion or create change. All changes happen because of some type of energy.

Name: _____
BCCS-B

Week 30 Day 1 Date: _____
Harvard Yale Princeton

CFU

Complete page 10 in your i-ready textbook.

Application Activity

Complete page 12 in your i-ready textbook.

Exit Ticket

Complete your exit ticket on the following page. Answer the questions for the passage on this page.

List three relevant questions you could ask about the article.

1. _____

2. _____

3. _____

Name: _____

Week 30 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

BENGAL TIGERS

Bengal Tigers are the most common type of tiger found in the world. They are currently **endangered**, which means there are not a lot of them left alive. There is actually less than 2,500 of these tigers left in the world. *What can people do to help these tigers not become endangered?*

WHERE THEY LIVE

Bengal Tigers live in the county called Asia, in the Southeast. Some can also be found in countries called India and China. They live in **tropical rainforests**, or places with lots of trees and rainfall.



Bengal Tigers are usually orange with white faces, and black stripes.

WHAT THEY EAT

Bengal Tigers eat many other types of animals, including monkeys, bears, antelopes, pigs, birds, and sometimes even baby elephants. Using their stripes, they stalk the animal they plan to eat, called their **prey**, and sneak up on it.

THEIR SIZE

Female and male Bengal Tigers grow up to be different sizes. Females usually weigh between 350 and 400 pounds, and males usually weight between 500 and 600 pounds. They can be anywhere from 5 to 10 feet long, that's almost double as tall as your teacher!

Glossary:

Endangered: at serious risk of extinction; dying out

Prey: an animal hunted or killed by another animal for food.

Name: _____
BCCS-B

Week 30 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



***Comprehension
Questions***

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Your Turn

Answer the following questions using the article from your exit ticket.

BENGAL TIGERS

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Glossary:

Endangered: at serious risk of extinction; dying out

Prey: an animal hunted or killed by another animal for food.

Name: _____
BCCS-B

Week 30 Day 1 Date: _____
Harvard Yale Princeton

Directions: Use the article above about Bengal Tigers to answer the following questions.

1. One of the text features used in this article is the glossary. What does the glossary do?

The glossary tells us the definitions of the words.

2. What text feature does the author use to draw your attention to the word “tropical rainforest?”

The author uses _____ to draw our attention to the words “tropical rainforest”.

3. What is a tropical rainforest?

A tropical rainforest is _____

4. What text feature helps you know what each paragraph is going to be about?

5. What paragraph would you look in to figure out what Bengal tigers eat?

I would look in paragraph number _____

6. What text feature helps us visualize what a tiger looks like?

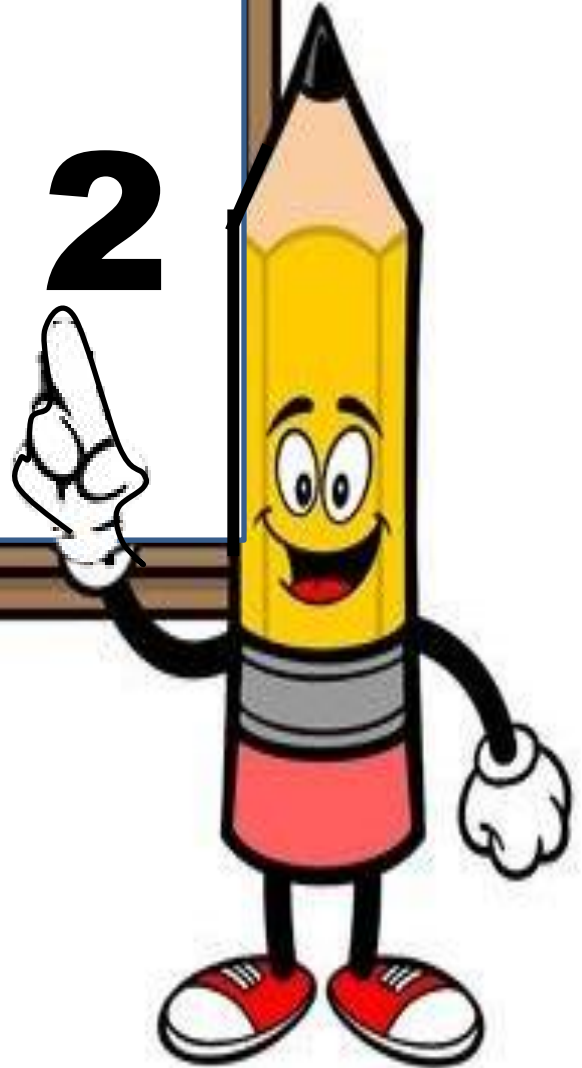
7. What are the words under the picture called AND what do they help us do?

The words under the picture are called _____

They help us _____



Day # 2



Name: _____
BCCS-B

Week 30 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



L, E, A, R, N, I, N, G

LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can ask question about a text and find details to support my answer.

Name: _____
BCCS-B

Week 30 Day 2 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

Squishy: _____ and _____

Active: To move _____

Unmanned: Not _____ by someone

Explicit Instruction

Schools Around the World

All across the world, schools are trying to turn out the best and brightest.

Take a tour through these five school systems that span the globe.

You might be surprised to learn how unique each one actually is!

China

- 1 There are more than 400 million students in China. With that many kids, it can't be too difficult to make a friend or two!
- 2 Chinese classes are very large. Often, one teacher is assigned to a class with more than 40 students. Children learn by repeating facts over and over again. Few schools have air conditioning or heating. In the winter, teachers and students are bundled up in heavy coats and gloves. Students practice daily eye exercises because it is believed to improve their vision.
- 3 The school year runs from the beginning of September until mid-July. The average school day begins at 7:30 a.m. and ends at 5 p.m. Students go home for a 2 hour lunch break and nap. After a dinner break (at home), middle school students return to school for a 2-hour evening session. High school evening sessions are longer and last until 11 p.m. Many Chinese students also attend classes on Saturday mornings where they receive lessons in math and science.
- 4 The work in Chinese high schools is very difficult. Students spend most of their high school years preparing for a test called the *gaokao*. The *gaokao* lasts for 2-3 days. The results of the test determine if the student will be accepted into college or not.



A teacher instructs a large group of students in this Chinese classroom.

Name: _____
BCCS-B

Week 30 Day 2 Date: _____
Harvard Yale Princeton

CFU

Complete page 14 and 15 in your i-ready textbook.

Application Activity

Complete page 20 in your i-ready textbook.

Exit Ticket

Complete your **exit ticket** on the following page. Answer the questions for the passage on this page.

List three relevant questions you could ask about the article.

1. _____

2. _____

3. _____

Iran

14 Libraries are exciting for many children in Iran because they aren't what you might expect. When school **resources** are lacking, the government offers mobile libraries to visit the schools and bring books to the children. Each bus holds two librarians and around 3,000 books. No official library card is necessary – just a desire to read!

15 The school year for all students is normally from September to June. The school day begins at 7:30 a.m. and ends at about 2 p.m. Students are required to attend elementary school for five years, and lower secondary school for an additional three years. Although upper secondary school is optional, the majority of Iranian students attend. The same curriculum is followed throughout the country and teachers spend the majority of the day giving long lectures.



Two librarians assist a female student on a mobile library.

16 Boys and girls learn in different classrooms. The girls have female teachers, and the boys have male teachers. Because the classes are **segregated**, Iranian girls are allowed to remove their headscarves. High walls are built around the school to protect the uncovered girls. For both boys and girls, flashy and bright colors are not permitted. Students attending the same school must all wear the same color.

Name: _____
BCCS-B

Week 30 Day 2 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



***Comprehension
Questions***

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Your Turn

Directions: Read the following excerpt from the article and answer the following questions.

Costa Rica

- 10 The literacy rate in Costa Rica is one of the highest in all Latin American countries. Ninety-six percent of all students (older than 15) have the ability to read and write.
- 11 The school year runs from February to the end of November with students having two months off for summer vacation (in December and January). The school day is usually half-day, with some grades attending in the morning and others attending in the afternoon. Teachers provide instruction for different grades and classes in the morning and afternoon. For example, one teacher might teach first grade in the morning and high school in the afternoon. Some schools are forced to combine various grades in one classroom due to a lack of space and/or funding.
- 12 Students may spend as little as three hours a day in the classroom – and at only 180 required school days, Costa Rica has one of the shortest school years in the world. There are no substitute teachers in Costa Rica. If a teacher is absent, the class does not occur. Children are expected to play or work on their lessons if their class has been cancelled.
- 13 Uniforms are required and consist of blue pants (or skirts for girls) and a white shirt. The grading system is as follows: S for Sobreasaliente (outstanding), N for Notable (good), Suf for Suficiente (passing), and I for Insuficiente (failing).

3

Read the following sentence from paragraph 10:

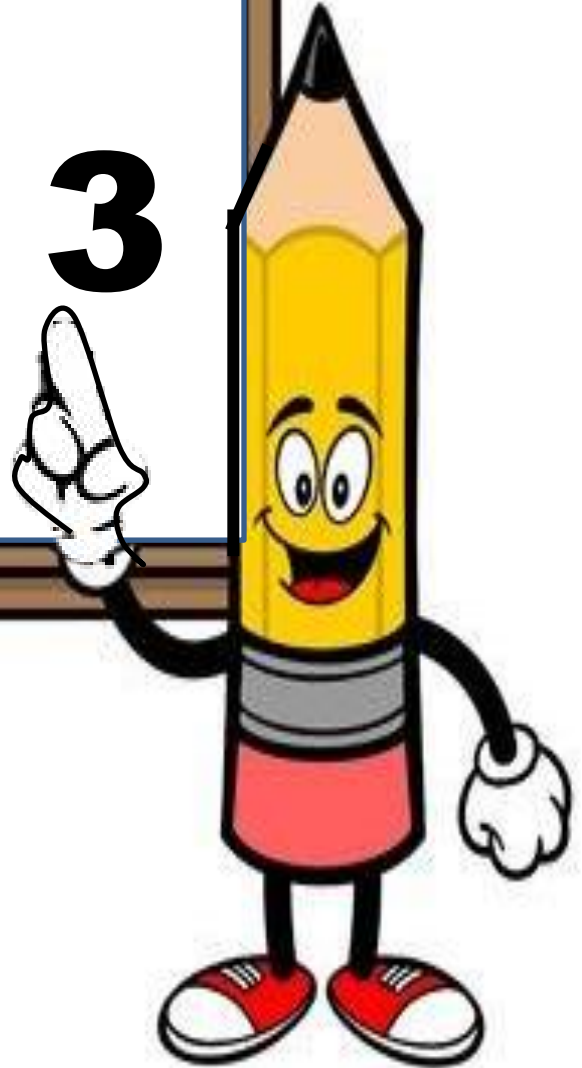
The literacy rate in Costa Rica is one of the highest in all Latin American countries.

What is the best definition for the word literacy as it is used in the sentence?

- A the ability to read and write
- B the possession of an education
- C a person's knowledge on a specific topic
- D the ability to use language correctly



Day # 3



Name: _____
BCCS-B

Week 30 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can answer context clue related questions to help me determine the meaning of unknown words.

Name: _____
BCCS-B

Week 30 Day 3 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

Context Clues: _____ or groups of words that give _____ about the meaning of unknown words.

Topic: What a _____ will be about.

Explicit Instruction

Directions: Turn to page 146 in your i-ready text.

CFU

Directions: Turn to page 146 in your i-ready text.

Application Activity

Directions: Turn to page 148 in your i-ready text.

Exit Ticket

Directions: Read the sentence, **Circle** the correct definition of the word being used in the sentence.

Chest

Read all of the definitions of the word.

1. An item to store toys in.
2. Part of the body directly below the neck.

Go put all of your toys in the chest.

Which definition is being used in this sentence?

Brush

Read all of the definitions of the word.

1. An item used to comb your hair
2. The act of smoothing out your hair

Will you grab the brush off the bathroom counter?

Which definition is being used in this sentence?

organ

Read all of the definitions of the word.

1. Important parts of your body on the inside
2. A type of musical instrument, like a piano

Do you know how to play the organ?

Which definition is being used in this sentence?

Name: _____
BCCS-B

Week 30 Day 3 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Context Clues

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: _____

Week 30 Day3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Your Turn

Directions: Read the following passage and answer the questions that follow on the next page.

What Stinks?

Opening the door into my house was like bumping into a wall of the nastiest smell in the whole world.

"Mom?" I called.

There was no answer, so I proceeded to the kitchen in search of clues. Could it be rotten food in the refrigerator? Hesitantly, I pulled the refrigerator door open, but quickly realized that the odor wasn't coming from the fridge. It was just too revolting to be rotting vegetables or rotten milk.

"Dad?" I yelled.

I was met with silence. The putrid smell seemed to be intensifying. I felt like my nose hairs were starting to singe and burn.

"Sam?" I screamed in a much more desperate tone. Surely he would be home from school. While I waited for a reply, I crept slowly down the hall towards his bedroom. Pulling the front of my shirt over my nose, I rapped on his door, quietly at first, then with more trepidation.

"Brother, you here?" I called.

Yet again, no answer.

Feeling defeated, I made my way back down the hall towards the kitchen and wondered what could be going on. The odor wasn't like anything I had ever smelled before.

Just as I placed my backpack on the back of the kitchen chair, my mom busted through the back door.

"GET OUT!" she screeched.

I didn't even have a chance to respond. She clutched my arm and virtually threw me right out the back door.

"Where have you been?" she said, with a sense of urgency in her voice.

"Um, where have you been?" I retorted, "and what's that terrible smell?"

Just then, a truck pulled up in front of the house.

"I drove to your school to pick you up because I didn't want you to come home. I must have missed you. Dad and Sam are at the neighbors," she replied.

A man appeared at the back gate.

"We're here to investigate a gas leak," he said.

"A gas leak?" I mumbled.

Wow! Gas really does stink, I thought.



┌ Your Turn ┐

Name: _____ Date: _____

Choose the best answer for each question.

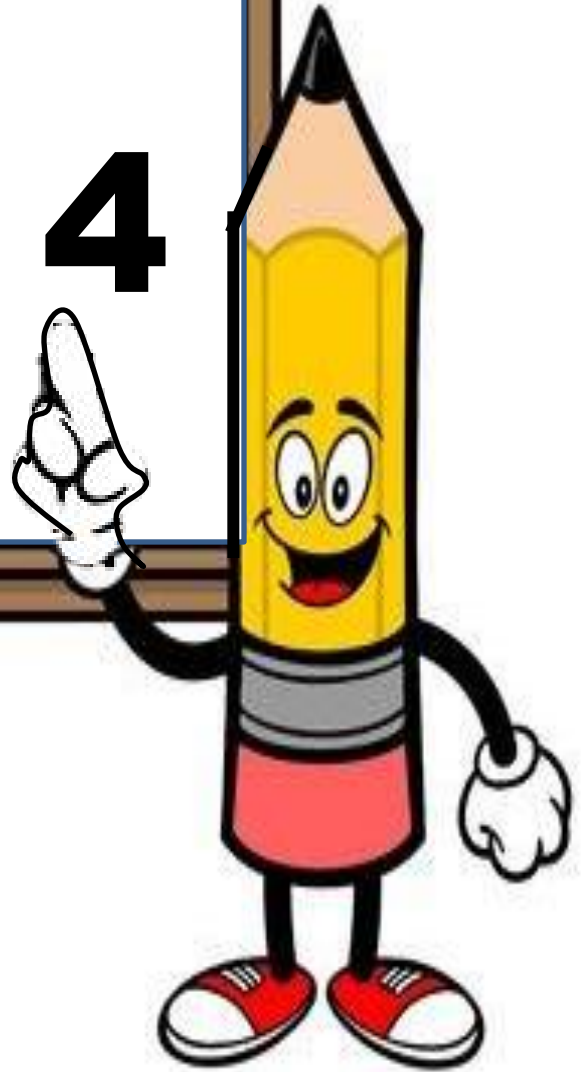
- | | |
|--|---|
| <p>1. What word could replace <u>revolting</u> in the reading passage?</p> <ul style="list-style-type: none">a. crazyb. uneasyc. disgustingd. fabulous <p>2. What word could replace <u>desperate</u> in the reading passage?</p> <ul style="list-style-type: none">a. sweetb. quietc. excitedd. urgent <p>3. What do you think the word <u>singe</u> means?</p> <ul style="list-style-type: none">a. to burnb. to become dampc. to fall outd. to get dirty <p>4. What do you think the word <u>hesitantly</u> means?</p> <ul style="list-style-type: none">a. quicklyb. cautiouslyc. loudlyd. playfully | <p>5. What word could replace <u>proceeded</u> in the reading passage?</p> <ul style="list-style-type: none">a. pausedb. ranc. stoppedd. continued <p>6. What word could replace <u>intensifying</u> in the reading passage?</p> <ul style="list-style-type: none">a. escalatingb. decreasingc. dwindlingd. annoying <p>7. How does the reading passage provide a context clue for the meaning of the word <u>trepidation</u>?</p> <ul style="list-style-type: none">a. by providing a synonymb. by providing an antonymc. by underlining the wordd. by spelling it correctly <p>8. What word can you use to help you understand the word <u>urgency</u>?</p> <ul style="list-style-type: none">a. senseb. currencyc. gentd. urgent |
|--|---|

9. Create a list of synonyms for the word PUTRID:





Day # 4



Name: _____
BCCS-B

Week 30 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can answer context clue related questions to help me determine the meaning of unknown words.

Name: _____

Week 30 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Vocabulary Guided Notes

Context Clues: _____ or groups of words that give _____ about the meaning of unknown words.

Identify: To _____ someone or something.

CFU

Directions: Turn to page 150 in your i-ready text.

Application

Directions: Turn to page 154 in your i-ready text.

Exit Ticket

Directions: Read the sentence, Circle the correct definition of the word being used in the sentence.

Bark

Read all of the definitions of the word.

1. The wood covering the outside of the tree
2. The sounds a dog makes

The dog's bark woke me up last night.

Which definition is being used in this sentence?

watch

Read all of the definitions of the word.

1. An item used to tell time
2. An action of looking at different things

Do you enjoy going to the park to watch the game?

Which definition is being used in this sentence?

Plant

Read all of the definitions of the word.

1. An item that grows from the ground
2. The action of placing a seed in the ground to grow

Will you help me plant my garden?

Which definition is being used in this sentence?

Name: _____ Week 30 Day 4 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Context Clues

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Your Turn

Context Clue Detectives

Read the sentence. Use the context clues to figure out the meaning of the underlined word.

1. Read the sentences around the underlined word.
2. Look at the text features.
3. Think about the word parts.
4. What word comes to mind? Substitute that word for the unknown word. Does it make sense?



Context Clue Detectives #1

Wolves like to stay in their pack. They do not like to leave the group.

Pack means...

- A. A bag
- B. A box
- C. A group
- D. A store



Context Clue Detectives #2

We bought our groceries at a store that gets food from local farms. The farms are close to our home.

Local means...

- A. Near our home
- B. Country
- C. Old
- D. Hot



Context Clue Detectives #3

We did not do a good job on our homework so our teacher made us redo it.

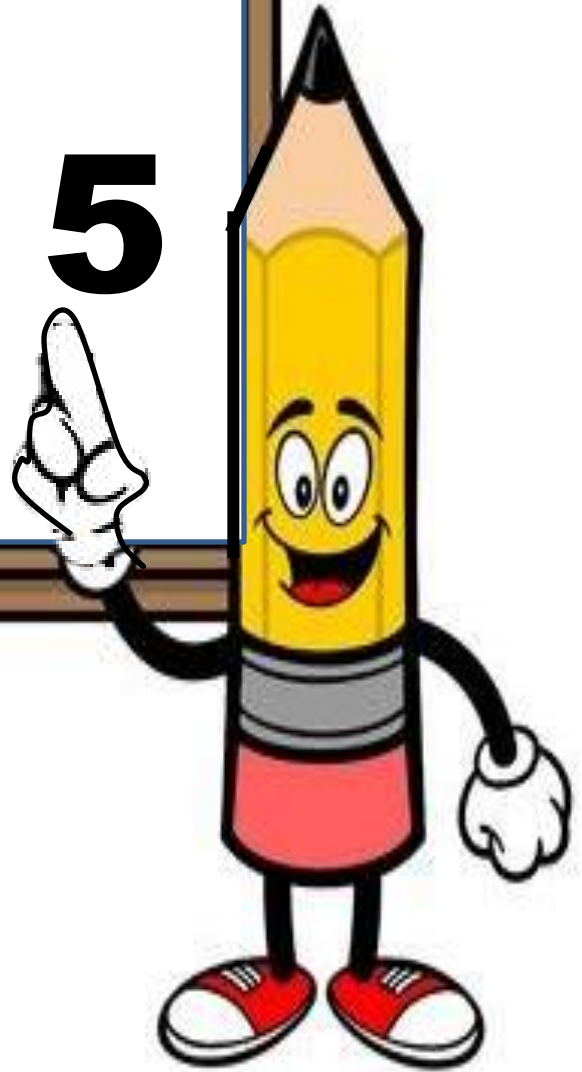
Redo means...

- A. Do it again
- B. Forget it
- C. Color it
- D. Throw it away





Day # 5



Name: _____
BCCS-B

Week 30 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can answer context clue related questions to help me determine the meaning of unknown words.

Review Game!

Name: _____ Week 30 Day 5 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



No Homework!

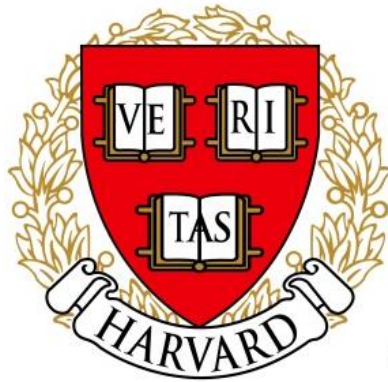
Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊



Name _____

3rd Grade Modified ESL ELA Remote Learning Packet
Week 31



Dear Educator,

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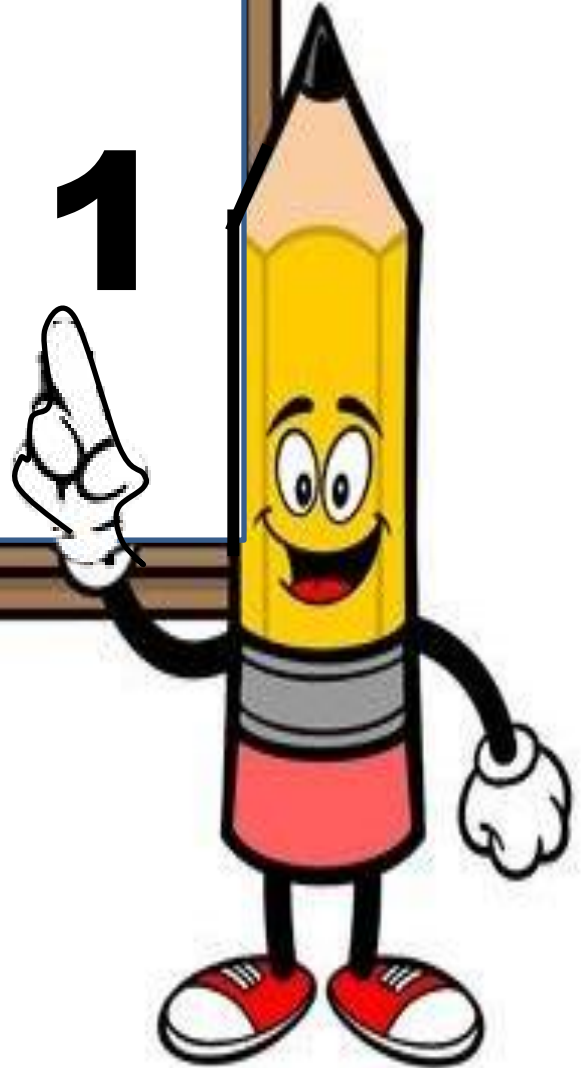
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 31 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can answer targeted questions as they relate to a NYS exam passage.

Directions: Read the following story and answer the following questions

The Private I's and the Case of the Big Stink

by Wendi Silvano



- 1 Inez brushed some brown hairs from her bedspread. Ivy fluffed up the pink pillow on her bed. Then she picked up the green pillow.
- 2 "Ack!" said Ivy. "This pillow smells!"
- 3 Inez took a whiff. "You're right!"
- 4 Izzy came into the bedroom. "Hey," she said, "who rolled my slippers in garbage?"
- 5 Ivy and Inez laughed.
- 6 "I'm not joking," said Izzy. "Smell them!"
- 7 Ivy smelled the slippers. "Yuck! That smells just like my pillow."
- 8 "What's going on?" said Inez.
- 9 "Something smelly is going on," said Izzy.
- 10 "But what would make my pillow and your slippers stink?" said Ivy.

GO ON

Name: _____
BCCS-B

Week 31 Day 1 Date: _____
Harvard Yale Princeton

- 11 “This must be a case for the Private I’s,” said Izzy.
- 12 “I’ll get my notebook,” said Inez.
- 13 She wrote: *The Case of the Big Stink*.
- 14 “Any ideas?” she asked.
- 15 “Let’s see if anything else smells the same,” said Ivy.
- 16 “Great idea!” said Izzy.
- 17 Inez wrote: *Plan 1: Sniff out the stink*.
- 18 The Private I’s went to the kitchen. They sniffed the counter. They sniffed the table. They sniffed the garbage can.
- 19 “The garbage can stinks,” said Ivy, “but not in the way my pillow does.”
- 20 “Let’s try the living room,” said Izzy.
- 21 They sniffed the curtains. They sniffed the lamps. They sniffed the sofa.
- 22 “Yuck!” said Ivy. “That’s the stink, all right.”
- 23 Inez wrote: *The sofa has the big stink*.
- 24 “What do Ivy’s pillow, my slippers, and the sofa have in common?” said Izzy.
- 25 “They all stink,” said Ivy.
- 26 “Ha, ha,” said Izzy.
- 27 “Hey! Wait a minute,” said Inez. “All of those things are soft and cushy.”
- 28 “That’s an important clue,” said Izzy.
- 29 Inez wrote: *Everything with the big stink is soft and cushy*.
- 30 “My pillow is the cushiest,” said Ivy. “That’s why I like to lie on it.”
- 31 “Hmm,” said Izzy. “The pillow and the sofa are things people lie on.”
- 32 “What about the slippers?” said Inez. “People don’t lie on slippers.”
- 33 “But Baxter does,” said Ivy. “He sleeps on anything soft.”
- 34 “And look—brown hairs on my slippers!” said Izzy. “I suspect Baxter rolled in something stinky.”
- 35 “How can we check?” said Inez. “He’s gone with Mom.”
- 36 “Let’s smell his bed,” said Ivy.
- 37 “Brilliant!” said Izzy.
- 38 They all went to sniff Baxter’s bed.

Name: _____
BCCS-B

Week 31 Day 1 Date: _____
Harvard Yale Princeton

- 39 "Yuck!"
- 40 Inez wrote: *Baxter is spreading the big stink.*
- 41 "But what is he rolling in?" asked Izzy.
- 42 "Let's follow the smell," said Ivy.
- 43 "Great idea," said Izzy.
- 44 So Izzy, Inez, and Ivy went outside. They walked around the yard, sniffing.
- 45 "Check out the area behind these bushes," said Izzy.
- 46 "That's Baxter's favorite napping spot," said Inez. "The ground there is covered with soft moss."
- 47 She took a whiff. "It's got the stink, all right."
- 48 Ivy peeked under the bushes. "There are two rotting eggs under here. They must be leftovers from our Easter-egg hunt. They're all crushed from Baxter rolling in them."
- 49 Just then, Mom came home with Baxter.
- 50 "Someone has to give this dog a bath!" said Mom. "He stinks."
- 51 Izzy, Inez, and Ivy laughed.
- 52 "Come on, Baxter," said Izzy. "Let's get you un-stinked."
- 53 Inez wrote: *The Case of the Big Stink: Solved.*

Name: _____
BCCS-B

Week 31 Day 1 Date: _____
Harvard Yale Princeton

1 Read these sentences from paragraphs 13 and 17 of the story.

She wrote: *The Case of the Big Stink.*

Inez wrote: *Plan 1: Sniff out the stink.*

Which **best** describes why these lines are important to the story?

- A** They show how the girls record their information.
- B** They provide proof that Inez has the best ideas.
- C** They give a clue that the story is about a dog.
- D** They show that Inez wants to be a writer.

2 In the story, which two items smell the same?

- A** the curtains and the garbage can
- B** the slippers and the counter
- C** the table and the lamps
- D** the sofa and the pillow

3 In paragraphs 27 and 28, why does Izzy think the clue is important?

- A** It shows why the smelly things are in the house.
- B** It shows a way to connect all of the smelly things.
- C** It shows that the girls need to look for more things that smell the same.
- D** It shows that the girls have become good at finding the things that smell.

Name: _____
BCCS-B

Week 31 Day 1 Date: _____
Harvard Yale Princeton

4 Read the sentence from paragraph 45 of the story.

“Check out the area behind these bushes,” said Izzy.

Which **best** describes the meaning of “check out” as it is used in the sentence?

- A search
- B write on
- C sit next to
- D stay away from

5 Which **best** describes the main idea of the story?

- A Three girls write in their notebook about a smelly dog.
- B Three girls try to discover where a bad smell comes from.
- C Three girls discover that some parts of the house are smelly.
- D Three girls help look for things in the house that smell the same.

6 Why do the girls **most likely** call themselves the “Private Fs”?

- A because they want to keep a big secret
- B because they keep their information in a notebook
- C because they are all important and because of their ideas
- D because they are solving a mystery and because of their names

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Directions: Read the following story and answer the questions that follow.

Mary Jane and Her Recycled Sticks

by Marcia K. Wasson

- 1 Mary Jane woke up excited. She had barely slept the night before. Today when she got to school, she would turn in her art project. Mary Jane went downstairs, walked into the kitchen, and noticed the kitchen table had been cleaned off. The ice pop sticks and tissue paper she had left everywhere the night before were gone.
- 2 "Good morning, Mom," Mary Jane said. "Thanks for cleaning up my mess! I was going to do it this morning."
- 3 "Good morning, Mary Jane," Mom said, smiling. "I didn't clean up anything. I thought you put your supplies away after you finished your art project. Better grab some eggs and bacon. Dad and Josh will be down any minute."
- 4 Mary Jane sat down with her breakfast as her dad and older brother came into the kitchen.
- 5 "Dad, Josh, did either of you clean up the mess I left on the kitchen table last night?" Mary Jane asked.
- 6 "It wasn't me," Dad said.
- 7 "It wasn't me either," Josh added with a shrug.
- 8 "Well someone cleaned up the leftover tissue paper and broken ice pop sticks," Mary Jane said. "I didn't, and Mom said it wasn't her. I wonder what happened to them."
- 9 Suddenly Smokey, the family cat, jumped up on the table. He tried to steal a piece of bacon from Josh's plate.
- 10 "Hey!" Josh yelled. "That's mine, Smokey! Get down!"
- 11 Smokey meowed and jumped to the floor without the bite of bacon.
- 12 "Poor Smokey," Mary Jane sighed.
- 13 "Remember when Smokey would steal my toys when I was little?" Josh asked.

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14 "I remember," Mom said.

15 "Me too," Dad agreed, nodding. "He drove you nuts. You would leave your jacks on the floor after playing with them, and Smokey would take several and hide them. You would have to find the missing jacks when you wanted to play again."

16 "Maybe Smokey took my leftover art project scraps," Mary Jane said. "Josh, what did he do with your toys when he took them?"

17 "He would hide them behind the big, ugly brown chair in the living room," Josh said.

18 "That chair is not ugly!" Mom scolded.

19 "OK, Mom," Mary Jane groaned. "I'm going to see if my scraps are behind it." She hopped out of her seat and ran into the next room. With a grunt, she slowly pulled out the heavy chair. "My stuff is here!" she gasped. "And here are some hair ribbons I thought I had lost along with a wash cloth I remember dropping the other day."

20 Josh poked his head into the living room. "Look, Josh," Mary Jane continued, "Smokey made a bed with the pieces of tissue paper and the wash cloth. The leftover ice pop sticks and my missing ribbons are on the floor around the bed. He probably plays with those." She laughed. "It's sort of funny when you think about it."

21 "What's funny?" Josh asked.

22 "My assignment was to reuse or recycle everyday objects and make an art project out of them. I recycled and painted the ice pop sticks and I reused the colored tissue paper to make a stained glass window. The ice pop sticks are the borders and the colored tissue paper is the glass."

23 "I still don't see why that's funny," Josh said.

24 "Smokey recycled and reused my leftovers!" Mary Jane explained. "He recycled the tissue paper and sticks that I was going to throw away! He reused the wash cloth as bedding. I never thought about animals recycling and reusing."

25 "That is funny," Dad called from the kitchen. "Now move the chair back and let's finish breakfast."

26 Mary Jane pushed the chair back in place and sat back down at the table. Smokey walked over and sat next to Mary Jane's chair and looked up at her. She leaned over and patted his head. "Thanks, Smokey," she said. "This will be a funny story to tell my teacher. And it's a great idea for another class project—what does your pet recycle and reuse?"

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13 Which detail would be **most** important to include in a summary of the story?

- A Mary Jane is bringing her art project to school that day.
- B Mary Jane notices that her art leftovers are gone from the table.
- C Mary Jane thanks her mother for cleaning the table.
- D Mary Jane plans to eat some eggs and bacon for breakfast.

14 Why is paragraph 17 important to the rest of the story?

- A It introduces Smokey's favorite piece of furniture.
- B It introduces a conflict between Josh and his mother.
- C It suggests that Josh knows where Smokey hides.
- D It gives the information that helps Mary Jane solve the problem.

15 Read these sentences from paragraph 19.

She hopped out of her seat and ran into the next room. With a grunt, she slowly pulled out the heavy chair.

Which words give the **best** clue for why Mary Jane grunts?

- A "hopped out"
- B "ran into"
- C "she slowly"
- D "heavy chair"

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16 Which items suggest that Smokey has been taking things for a long period of time?

- A Mary Jane's hair ribbons
- B bits of tissue paper
- C Josh's piece of bacon
- D broken ice pop sticks

17 What does paragraph 22 **mostly** show about Mary Jane?

- A She is very creative.
- B She is an excellent student.
- C She enjoys art class.
- D She spends a lot of time on her assignments.

18 What did Mary Jane make for her art project?

- A a sheet of glass with colored tissue paper
- B a fancy window with ice pop sticks and colored tissue paper
- C a tiny home with ice pop sticks and colored tissue paper
- D a bed frame with ice pop sticks

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ELA Homework

Our Toolkit for the day



NYS Exam Essay

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

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Directions: Read the story and write an essay that fully answers all parts of the questions.

Excerpt from *Leaving Emma*

by Nancy Steele Brokaw

- 1 It took Tem and me two weeks to finish with North Dakota. We had to research the official state things like the bird, flower, and song, as well as the state history and what important people came from North Dakota. I drew a page-size version of the state flag that we used as a report cover.
- 2 We got out a ruler and measured. The distance from Fargo, N.D., to Grand Forks, N.D., was seventy-five miles. That was the same as the distance from my house in Champaign to Tem's new house, which they hadn't even bought yet, in Kankakee. We'd driven through North Dakota before, to visit my grandma. It was like driving across the moon.
- Champaign and Kankakee are towns in the state of Illinois
- 3 The leaves were really falling, since it was the end of October. It was snowing in colors. Dad and I had always raked the leaves together. Now Mom said cleaning up the leaves was my job.
- 4 "Hey, Mom," I said, "since you want me to do the leaves, I was wondering if you'd mind typing our North Dakota paper? It's worth extra credit."
- 5 Mom was always up for typing. Before I was born, she worked as a secretary at Caterpillar, which I thought was a goofy name for a big factory.
- 6 "Sure," said Mom.
- 7 "Want to try it on the computer?" I asked.
- 8 "I wish I knew how," she said. "I'd love to be able to move words around and add graphs and pictures. One of these days I'll learn."
- 9 "You should," I said. "Anyway, I'll do the leaves and you do the typing."
- 10 "That's a deal," said Mom.

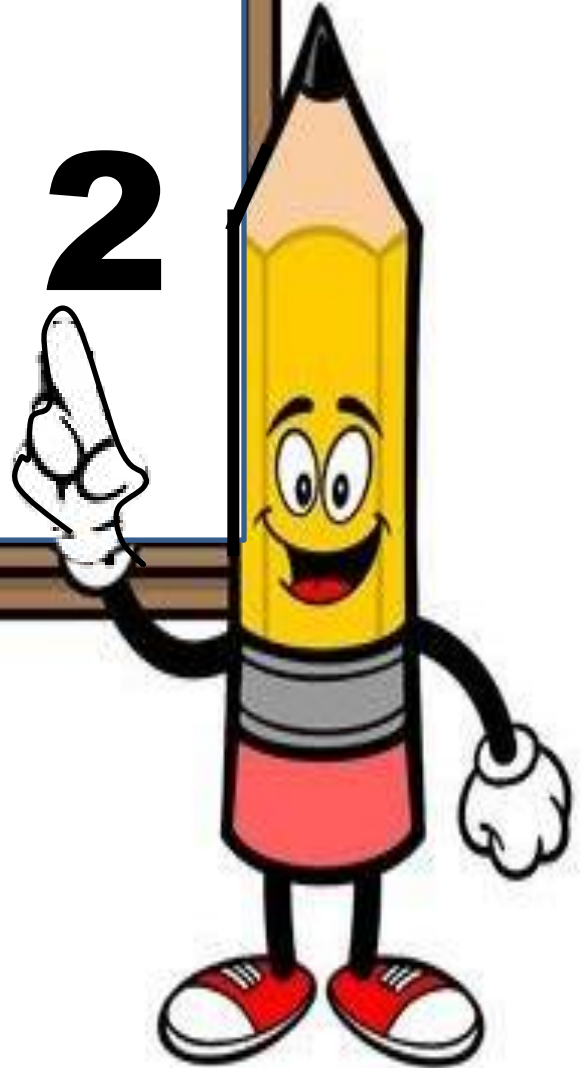
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- 11 I got Tem to help me. We raked the leaves into little piles, and then we raked the little piles into bigger piles and finally into one big pile that we jumped in.
- 12 Sometimes when we raked, I could see my dad raking alongside us. Not the way you see people in real life or on TV, but in a different way, sort of inside my head. I needed to remember to tell Dad about this when he called.
- 13 That night I found a half-empty notebook and glued a piece of white paper on the cover. I drew a border of pens, pencils and markers. In the center, in cursive, I wrote *Day by Day*. At first I was going to call it *Emma's Journal*, but I thought "Day by Day" sounded a lot better. I didn't want to write a bunch of words, so that night I wrote just one: *leaves*. If I read that one word, I'd remember the rest and be able to tell Dad.
- 14 I wrote down *soccer*, too, because I had sort of, almost, scored a goal, and I figured Dad would want to know. Dad liked soccer a lot more than I did.
- 15 After my bath I shut the door and climbed up on my bed. I held Dad's pocket watch in my hand. It felt smooth and solid and the right amount of heavy, like a good rock. I heard the seconds ticking out the time. Time was falling away, like leaves blowing to the ground. When I wound the watch, I thought about how I wanted time to speed up to bring Dad home, and I wanted time to slow down so Tem could be my best friend longer.
- 16 It was five in the morning in Turkey. Dad would still be sleeping. I wrapped the watch in a bandanna and set it on my nightstand. I heard it ticking. I heard the wind blowing. Winter was coming, my last winter with Tem.



Day # 2



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ELA Packet

Our Learning for today:



LEQ: Can asking questions about a text and finding supporting details help support my answers?

Objective: I can answer targeted questions as they relate to a NYS exam passage.

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Directions: Read the following passage and answer the questions that follow.

Excerpt from *How To Convince Your Parents You Can . . . Care For A Kitten*

by Stephanie Bearce

- 1 Would you like a furry pet that likes to jump, play, cuddle, and purr? If so, a kitten could be the perfect pet for you. Baby cats are called kittens, and they like to be with people. They enjoy playing games, chasing string, and batting balls with their paws. Kittens love sitting on a person's lap and being petted. They are small and like to live inside with people. Kittens make great pets.
- 2 Have your parents said that a pet would be too messy in the house? Kittens are neat and tidy animals. They do not often need a bath because they use their tongues and paws to clean their fur. Kittens are also tidy about their bathroom habits and quickly learn to use a litter box.
- 3 Do your parents say that a pet needs lots of room? Are they worried about exercising a pet? You can tell them that kittens do not need a lot of space. They are happy living in small apartments and are good pets for people who live in towns and cities. Kittens do not need to go to the park for exercise, and they do not need to be walked on a leash. They exercise by jumping and running around the house. Because they are so active, it is important to keep their play space clean and free from objects that could hurt them. Kittens must be supervised to ensure they don't tear up things they shouldn't—like furniture, carpets, or curtains.
- 4 Do your parents think it costs too much for a pet? You can tell them that kittens are not too expensive. You can adopt kittens from animal shelters, or you can look in the newspaper to find people who are giving away kittens for free. Kittens do not need lots of expensive food. Most kittens like to eat dry cat food. They only need about a cup of food a day. Kittens do need regular visits to the veterinarian. Every year your kitten will need shots to keep him or her healthy. This can cost over \$100. Sometimes kittens can become ill, and they may need medicine from a veterinarian. This is another cost of having a kitten for a pet.

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- 5 When kittens are happy they will purr. Purring is a deep rumbling sound in the kitten's chest. It is fun to pet a kitten and make it purr.
- 6 Petting a kitten can also make you feel better when you have had a bad day. Doctors have found that when people sit quietly and pet a kitten, their hearts beat slower. That makes their blood pressure lower, and low blood pressure is a good thing. You can tell your family that having a kitten will be good for their health.
- 7 Kittens are fun to watch. They are great athletes. This is because they have a good sense of balance. If they jump or fall, they usually land on their feet. They have special muscles that help them twist their bodies in the air. Kittens have strong leg muscles. They learn to climb and jump when they are very young.
- 8 Kittens are smart and love to learn. Sometimes people think that you cannot teach a kitten tricks. That is because kittens are independent. They like to explore on their own and do what they want. But kittens can learn rules and how to obey. You can teach your kitten to come and sit, to lie down, and maybe even how to ring doorbells and flush toilets.
- 9 Today, kittens are some of the most popular pets in the world. You can find them in apartments in New York City. You can see them in Paris, France, or on farms in Missouri. Almost anywhere there are people, you will find kittens.

32 How are paragraphs 1 through 4 alike? Use two details from "Excerpt from *How To Convince Your Parents You Can . . . Care For A Kitten*" to support your response.

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ELA Homework

Our Toolkit for the day



NYS Exam Essay

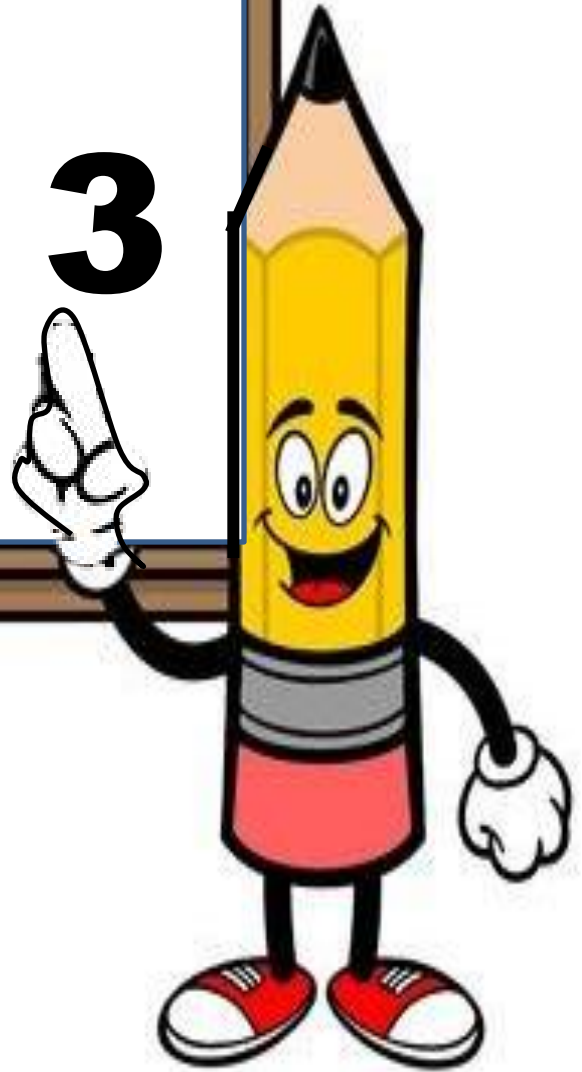
If your scholar did not finish last night's homework, please complete it tonight.

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊



Day # 3



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Week 31 Day 3 Date: _____
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ELA Packet

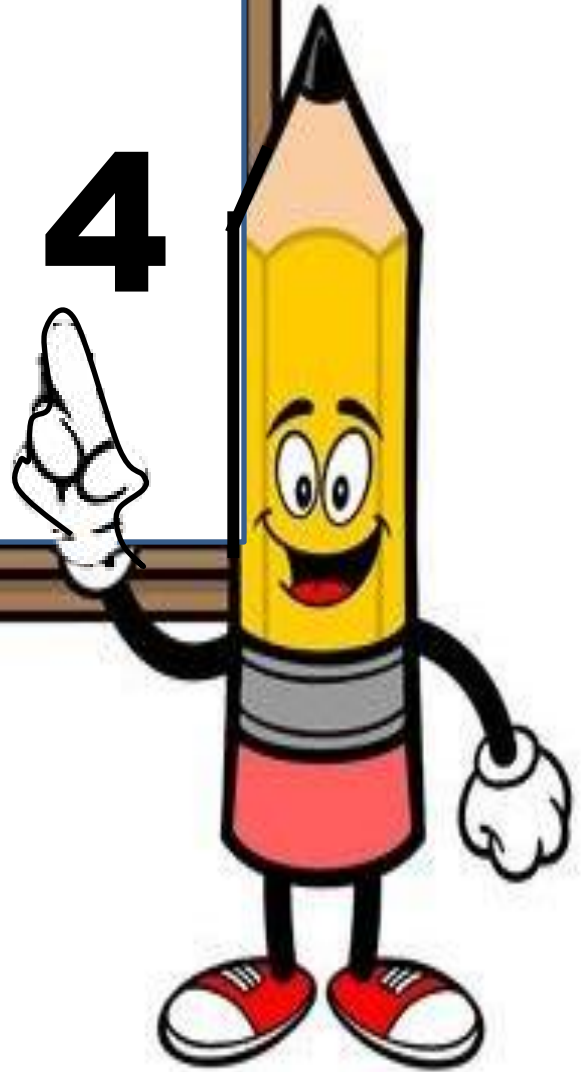
Our Learning for today:



EXAM



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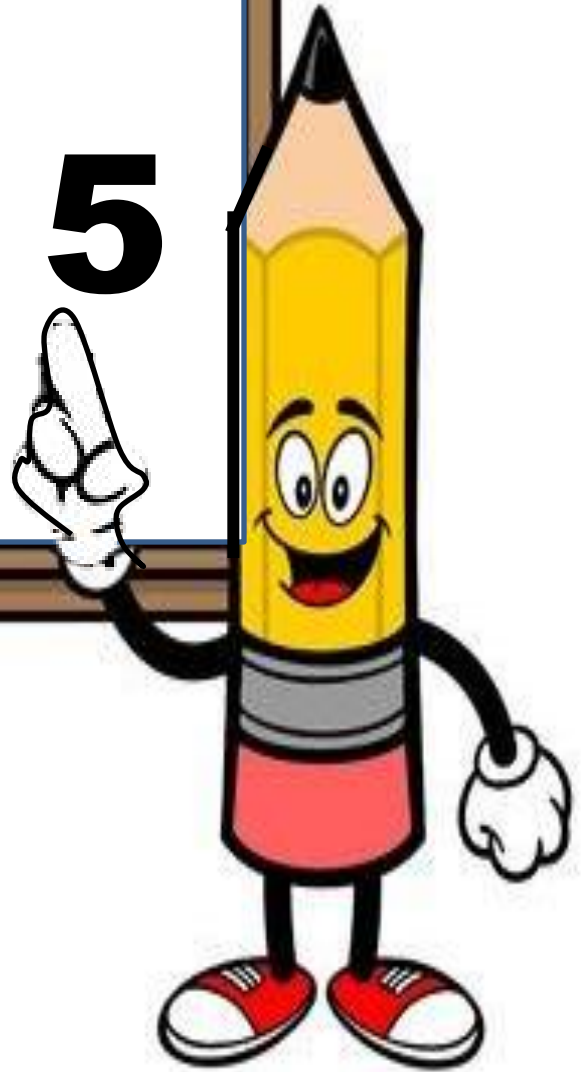
Our Learning for today:



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Our Learning for today:



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