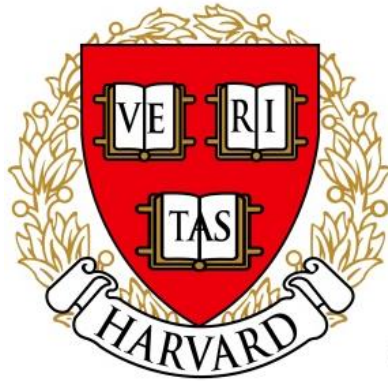




Name _____

3rd Grade ELA Remote Learning Packet

Week 38



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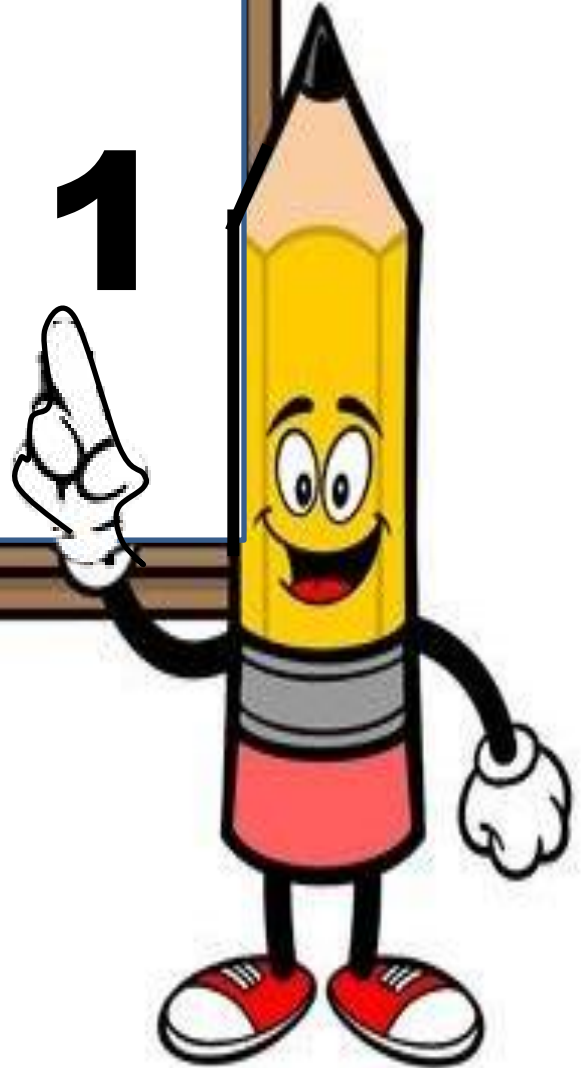
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Day # 1



Name: _____
BCCS-B

Week 38 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 38 Day 1 Date: _____
Harvard Yale Princeton

Stop and Jot



What do you already know about the story of Peter Pan?



Characters:

Setting:

Plot:

Events:

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Name: _____
BCCS-B

Week 38 Day 1 Date: _____
Harvard Yale Princeton

Comprehension Questions for Chapter II

1. List a specific example of how the children are pretending to be a family. _____

2. Why did Tootles mope? _____

3. Why do you think the boys loved Wendy's bedtime story and Peter hated it? (Use R.A.C.E.)

Name: _____
BCCS-B

Week 38 Day 1 Date: _____
Harvard Yale Princeton

Character Analysis

I can describe the characters in a story (traits, motivations, feelings). RL.3.3

Character	Word or phrase from the text:	What does this show about the character's thoughts and feelings?

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Name: _____ Week 38 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



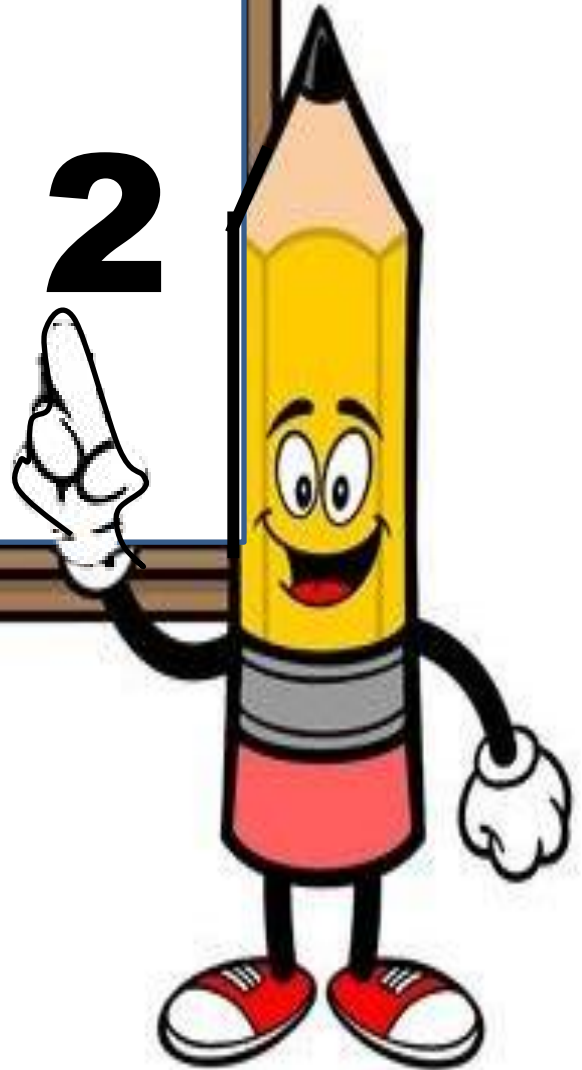
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Day # 2



Name: _____
BCCS-B

Week 38 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 38 Day 2 Date: _____
Harvard Yale Princeton

Comprehension Questions for Chapter 12

1. What does the author mean on page 96 by "The Indians were just bees to be smoked out so they could get to the honey."? _____

2. What is it about Peter that enrages Hook? _____

3. What did Hook do while Peter was sleeping?

4. What did Hook think would happen to Peter?

Name: _____
BCCS-B

Week 38 Day 2 Date: _____
Harvard Yale Princeton

Chapter 12: Extremely Happy Hook



Learning Target: I can describe the setting, characters, and events of Chapter 12 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: _____ Week 38 Day 2 Date: _____
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ELA Homework

Our Toolkit for the day



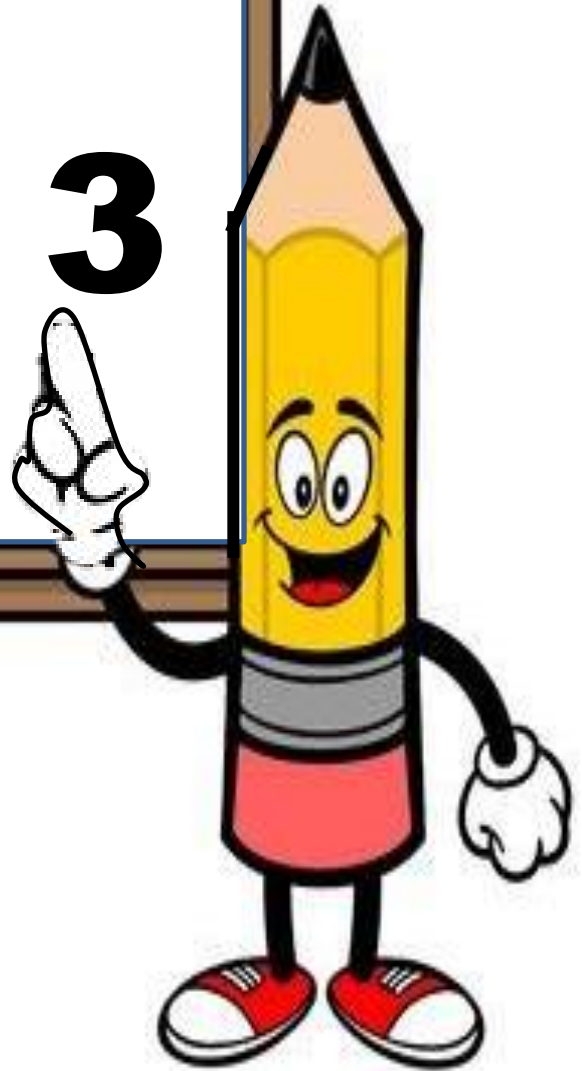
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Day # 3



Name: _____
BCCS-B

Week 38 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 38 Day 4 Date: _____
Harvard Yale Princeton

Comprehension Questions for Chapter 13

1. What does Tink do to save Peter? _____

2. Why did Tink risk her life to save Peter? _____

3. How did Peter save Tink? (Use R.A.C.E.)

Name: _____
BCCS-B

Week 38 Day 4 Date: _____
Harvard Yale Princeton

Chapter 13: Carried Off



Learning Target: I can describe the setting, characters, and events of Chapter 13 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: _____
BCCS-B

Week 38 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



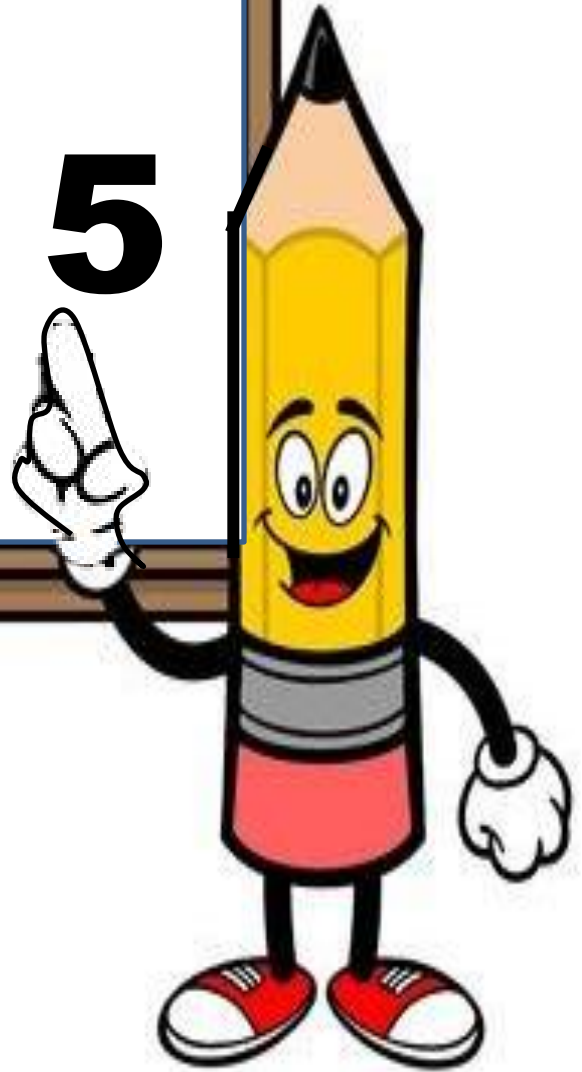
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Day # 5



Name: _____
BCCS-B

Week 38 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 38 Day 5 Date: _____
Harvard Yale Princeton

Comprehension Questions for Chapter 14

1. Why was Hook hurt and lonely? _____

2. Why does Hook envy Smee? _____

3. Why wouldn't John join Hook's crew even though he always wanted to be a pirate named Red-Handed Jack?

4. What reason would Smee have let Wendy go?

5. Which child was the bravest on the Pirate ship? Why?

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Week 38 Day 5 Date: _____
Harvard Yale Princeton

Chapter 4

Compare Mr. Darling and Hook based on what you know from the story so far.



Mr. Darling

Hook

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Week 38 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Answering text based questions.

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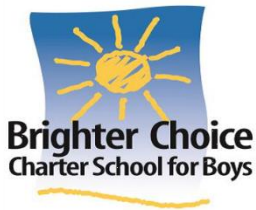
Week 38 Day 5 Date: _____
Harvard Yale Princeton

Chapter 14: The Pirate Ship



Learning Target: I can describe the setting, characters, and events of Chapter 14 in *Peter Pan*.

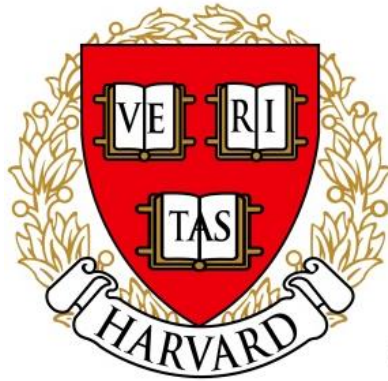
WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?



Name _____

3rd Grade ELA Remote Learning Packet

Week 39



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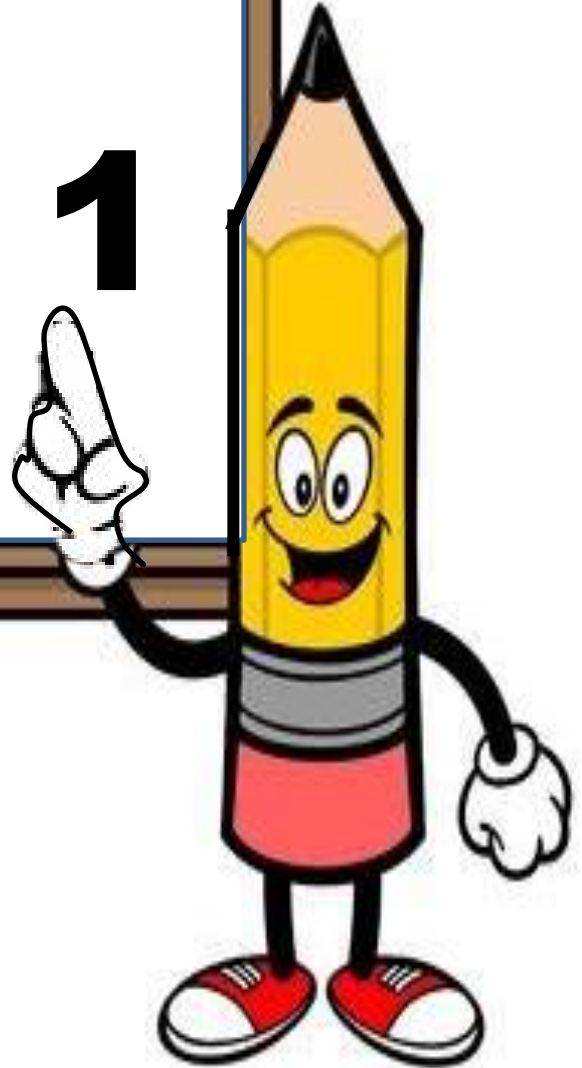
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Day # 1



Name: _____
BCCS-B

Week 39 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 39 Day 1 Date: _____
Harvard Yale Princeton

Comprehension Questions for Chapter 15

1. How did Peter scare Hook's crew? What did they think?

2. What reason does Hook give for their bad luck? _____

3. How does Peter show it when he says, "And above all, I am fair"? _____

4. What did Hook hate about the way Peter was fighting?

5. Why does the author say that Hook "went happily to the crocodile"? _____

Name: _____
BCCS-B

Week 39 Day 1 Date: _____
Harvard Yale Princeton

Chapter 15: Hook or Me This Time!



Learning Target: I can describe the setting, characters, and events of Chapter 15 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: _____
BCCS-B

Week 39 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



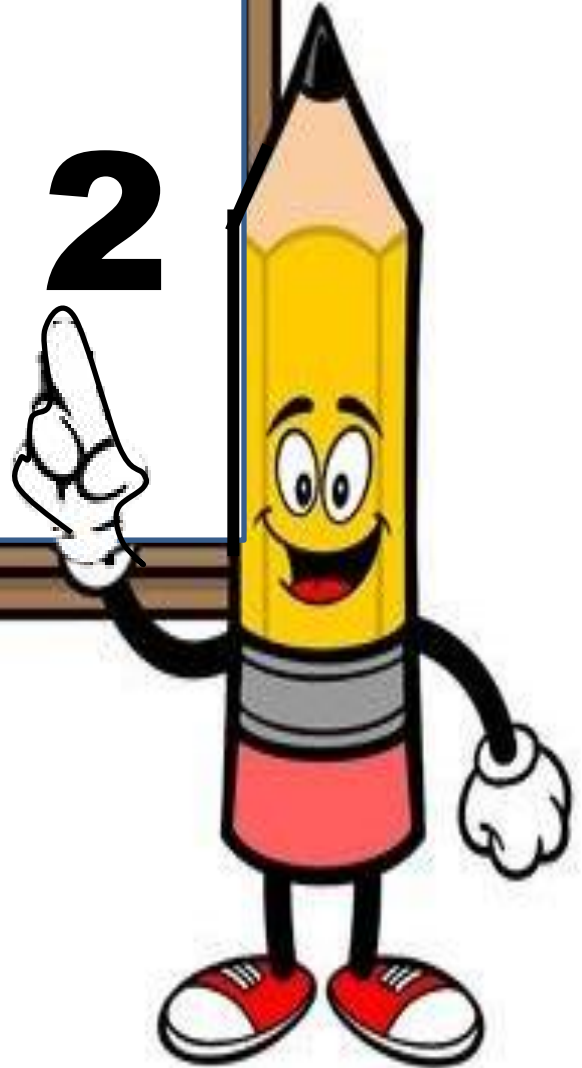
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Day # 2



Name: _____
BCCS-B

Week 39 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Comprehension Questions for Chapter 16

1. Why was Mr. Darling in Maud's kennel? _____

2. Why does the author describe Peter as "bitter" when he discovers the window was left open? _____

3. What plan does Peter have about the open window? _____
4. Why doesn't Peter go through with his plan? _____

5. Who is Peter thinking about when the author says "*I need her too! He wanted to shout. We can't both have her.*"? _____
6. What thought enraged Peter before he flew away? _____

Name: _____
BCCS-B

Week 39 Day 2 Date: _____
Harvard Yale Princeton

Chapter 16: The Return Home



Learning Target: I can describe the setting, characters, and events of Chapter 16 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: _____
BCCS-B

Week 39 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Matching!

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Name: _____
BCCS-B

Week 39 Day 2 Date: _____
Harvard Yale Princeton

Write the name of the character next to their description. Use each character only once.

Peter	Wendy	Mr. Darling	Michael	Tinker Bell
John	Mrs. Darling	Nana	Hook	

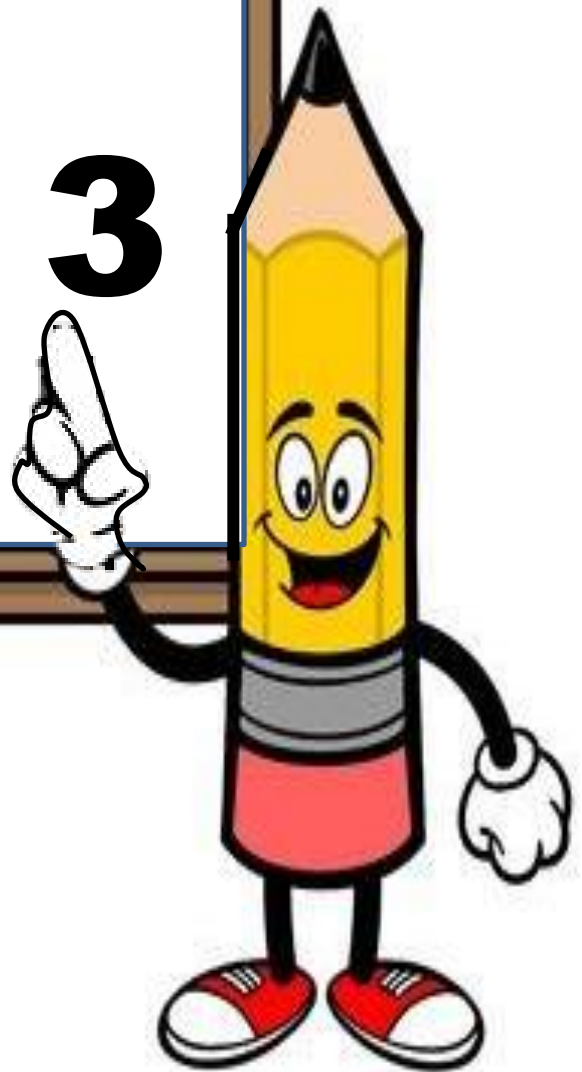
11. The youngest boy who always copied his older brother: _____
12. The nanny: _____
13. A very jealous fairy: _____
14. He felt so guilty when the children left that he stayed in the dog kennel

15. She fell in love with Peter but could not stay in Neverland: _____
16. A man who often worried about "good form": _____
17. The main character of the story: _____
18. He had always secretly wanted to be a pirate named Red-Handed Jack:

19. The mother of Wendy, John, and Michael: _____



Day # 3



Name: _____
BCCS-B

Week 39 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 39 Day 3 Date: _____
Harvard Yale Princeton

Comprehension Questions for Chapter 17

1. What does Mrs. Darling think when she discovers the children sleeping in their beds? _____

2. What happens to the Lost Boys? _____

3. Why does Peter refuse to be adopted by the Darlings?

4. What compromise does Wendy make with her mother about Neverland? _____

5. Who is Jane? How does she know Peter? _____

6. Why is Peter so upset when he sees Wendy years later?

7. What does Peter need most of all? _____

Name: _____
BCCS-B

Week 39 Day 3 Date: _____
Harvard Yale Princeton

Chapter 17: Growing Up and Good-Byes



Learning Target: I can describe the setting, characters, and events of Chapter 17 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: _____
BCCS-B

Week 39 Day 3 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Opinion Writing

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Name: _____
BCCS-B

Week 39 Day 3 Date: _____
Harvard Yale Princeton

Written Response - Opinion

I can state an opinion and support it with reasons. W.3.1

Who is your favorite character in Peter Pan and why?
Describe their character traits using evidence from the text.

Opinion:

Reason:

Reason:

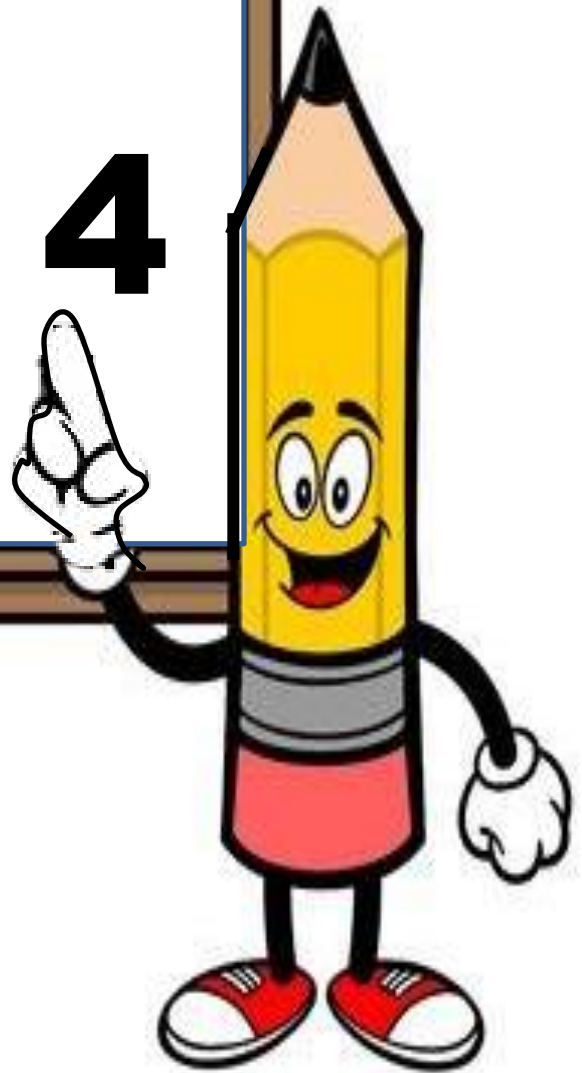
Reason:

Conclusion:

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Day # 4



Name: _____
BCCS-B

Week 39 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can asking and answering questions about a text help me better understand the story?

Objective: I can ask and answer questions about a text by using supporting details.



Name: _____
BCCS-B

Week 39 Day 4 Date: _____
Harvard Yale Princeton

Explicit Instruction

Summarizing the Story		
Setting:	Main Character(s):	Minor Character(s):
Problem/Solution or Conflicts:		
Event 1:	Event 2:	Event 3:
Theme(s):		

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BCCS-B

Week 39 Day 4 Date: _____
Harvard Yale Princeton

CFU

Summarizing the Story

Setting:

Main Character(s):

Minor Character(s):

Problem/Solution or Conflicts:

Event 1:

Event 2:

Event 3:

Theme(s):

Name: _____

Week 39 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application Activity

Summarizing the Story

Setting:

Main Character(s):

Minor Character(s):

Problem/Solution or Conflicts:

Event 1:

Event 2:

Event 3:

Theme(s):

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BCCS-B

Week 39 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Summarizing

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Name: _____
BCCS-B

Week 39 Day 4 Date: _____
Harvard Yale Princeton

Make a Summary: Butterflies



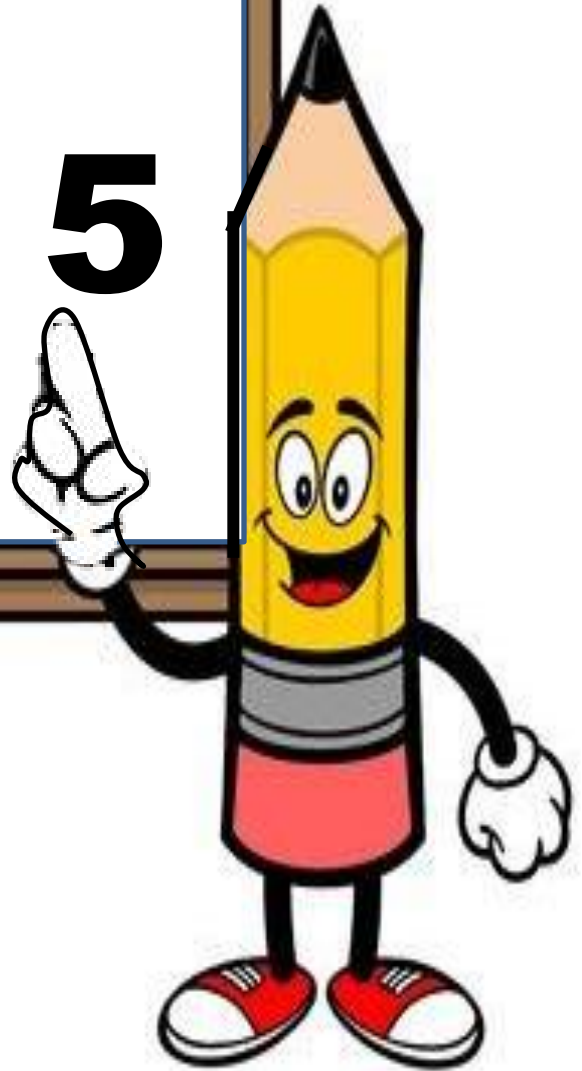
Directions: Circle new vocabulary words. Then use a crayon or highlighter to underline the most important parts of the text. Finally, write a 3–4 sentence summary.

Butterflies start life as tiny eggs laid on top of leaves. The butterfly lays eggs on leaves they like to eat. When the egg hatches, out comes the larva, or caterpillar. They eat and eat. As they grow, they shed their skin, or exoskeleton. When the caterpillar has grown to its full size, it makes a chrysalis. This is called the pupa stage. When the caterpillar is done forming inside the pupa, a butterfly will come out. At first its wings are folded and wet, but in a few hours they are dry and are ready to fly.





Day # 5



Name: _____
BCCS-B

Week 39 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can I review ELA content skills by using an Escape Room?

Objective: I can review ELA skills from this year by completing an online Escape Room.



Name: _____ Week 39 Day 4 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

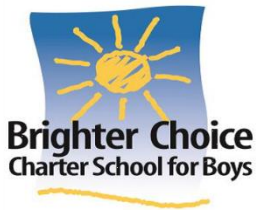
Our Toolkit for the day



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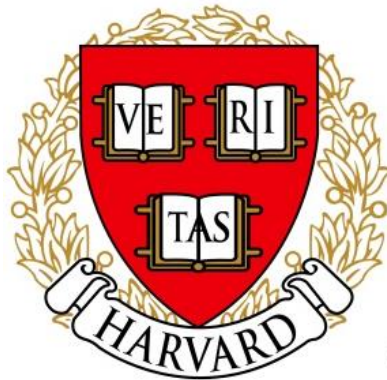
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3rd Grade ELA Remote Learning Packet

Week 40



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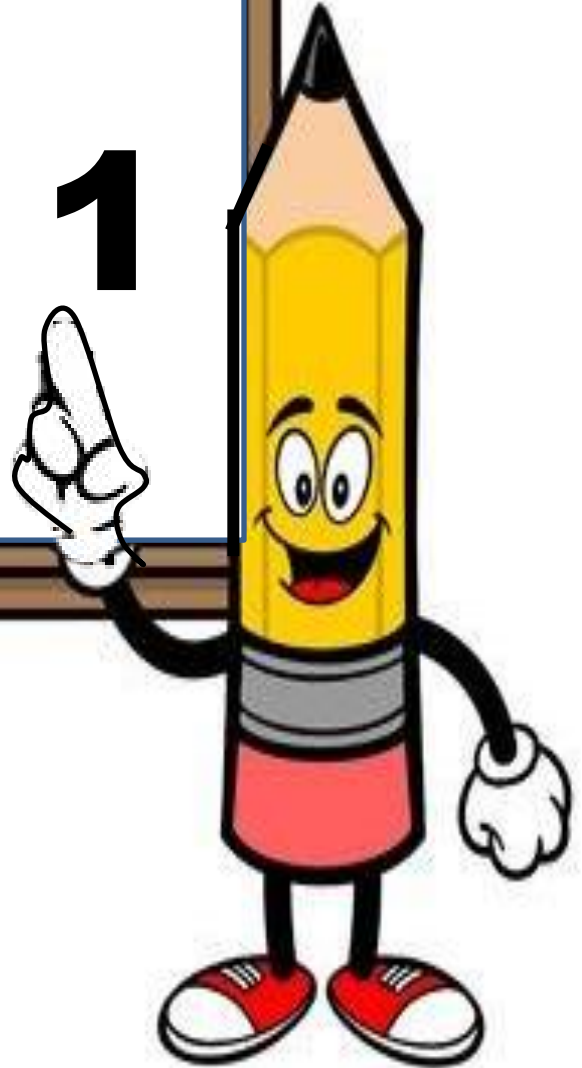
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Day # 1



Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can character traits better help me understand a character in a text?

Objective: I can analyze a text to determine a character's traits.



Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

Character Traits: Parts of a person's _____, _____ and _____ that make a person unique.

Explicit Instruction

1 CHARACTER TRAITS

Jim bundled up. It was freezing outside. The wind was whipping snow everywhere. School had been canceled. Jim wanted nothing more than to stay in bed for a little while. He'd eventually get up and eat a waffle. He could then play video games! He had no such luck. *That's enough daydreaming*, Jim thought. It wasn't helping.

Mrs. Cooper was a friend of his grandfather. She was in Florida. She'd asked Jim to visit her cats every day. They needed to be fed. They also went crazy without company. Jim's sister Marsha said that Jim should just skip going today. The storm was too ugly. Jim wouldn't hear of it. Before he left, Marsha asked Jim if he could help her in an hour or so. She needed to dig her car out from the snow. Jim agreed to help.

Jim stepped into the storm and trudged through the snow. He fed Mrs. Cooper's cats. He then played with them for a while. He also watered Mrs. Cooper's plants. He looked at his watch. He figured that it was time to help Marsha. Jim headed home. He came across his friends building a snow fort. It looked like great fun. Jim really wanted to join the fun. As promised, however, he headed home to help Marsha.

Which character trait best describes Jim?

- outgoing
- dependable
- friendly
- careless

Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

CFU

2 CHARACTER TRAITS

Gia knew that she had to study. She hadn't taken math as seriously as her other subjects. She had to do great on the big math test. It was beautiful outside. Still, Gia was focused. The doorbell rang. It was a group of Gia's friends. They were headed to the park. Gia said that she had to study. Her friend Bruce then revealed something. He'd found the answers to the big math test. He reached into his backpack and pulled out a piece of paper. Gia refused it.

Bruce and the others left. Gia shut the door and turned to go back upstairs. When she did, she bumped into a table. A vase toppled over. It was an antique. It was her mother's favorite. The vase shattered on the ground. Just then, Bobo, the family dog, ran through the room. Gia's mother ran in. She saw the vase. She covered her mouth with her hands. Her eyes were as big as moons. She yelled, "Bobo, you clumsy dog!" Gia was off the hook for the vase. However, she couldn't let Bobo take the blame. "Mom, it was me. I accidentally bumped the table. I'll clean it up. I'll find a way to pay for it," she said.

Which character trait best describes Gia?

- untrustworthy
- intelligent
- honest
- friendly

Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

3 CHARACTER TRAITS

Marcus had let his brother sleep in long enough. He jumped onto Lou's bed. Marcus landed on both feet and then hopped up and down. "It's the first day of spring, Lou!" Marcus yelled. "Get up, sleepyhead!" It was 6 a.m. Marcus was holding two baseball gloves and a ball. Lou just pulled the pillow over his head. He went back to sleep.

Marcus leapt off the bed. He shrugged. He'd have to fill the time until Lou got up. He went into the kitchen. He decided to make pancakes for everyone. He pulled out the ingredients. He then noticed something. The cabinets were really messy. He made a mental note of that. Marcus made the pancakes. He put them under aluminum foil to stay warm and then got to work. Marcus rearranged all of the cabinets. It would now be much easier to find things.

Finally, Marcus's parents and Lou got up. Marcus squeezed a bunch of oranges for fresh OJ. Marcus had already eaten. He put out the pancakes and the OJ. He then went for a bike ride. He rode ten miles before coming home. Marcus then helped his dad move logs. Finally, Marcus and Lou played catch until it was time for Marcus's soccer game.

Which character trait best describes Marcus?

- energetic
- brave
- careless
- charming

Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

4 CHARACTER TRAITS

Allie rolled out of bed. It was long after the sun had come up. In fact, it was much closer to noon than dawn. The house was empty. Her parents would be gone all day. Her mother had left a list of chores on the counter. It was long! Allie didn't read it. She put it down. She grabbed a box of cereal and opened the fridge. She got out the milk. She spilled some milk on the counter. There wasn't a dishrag nearby. She just left the milk puddled there.

Allie ate and then put her dirty dishes in the sink. Next to the sink was a big sign. It read, "PUT DIRTY DISHES IN DISHWASHER PLEASE". Allie left the milk jug and cereal box on the counter. She picked up the chore list again. She scanned it from top to bottom. Allie made a face like she'd just eaten a lemon. She put down the list again and picked up the remote control. She turned on the TV and found a baseball game. It was a replay of a boring game she'd already seen. She plopped down on the couch to watch. Pretty soon, Allie was fast asleep.

Which character trait best describes Allie?

- organized
- helpful
- lazy
- shy

Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Character Traits

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Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

Directions: Read the following text and answer the question to determine the character trait that best describes the character in the story.

5 CHARACTER FEELINGS

The amusement park was empty. Amber's heart thumped in her chest. She didn't know exactly what she was looking for, just some kind of clue. *I'll know it when I see it*, she told herself. The full moon beamed down at her. It made deep shadows. Amber did her best to avoid them. Every once in a while, a gust of wind arrived. Somewhere off in the night, one of the rides creaked. Amber jumped a foot in the air each time.

Amber tiptoed along. She tried not to make any noise. A big dark cloud moved in front of the moon. Everything turned to total darkness. Amber gasped. She froze in place. She balled her fists and squeezed them tight. The cloud finally passed. She could see again. She scanned the park. The rides were outlined against the night sky. Each looked like a different monster. They seemed to be watching her.

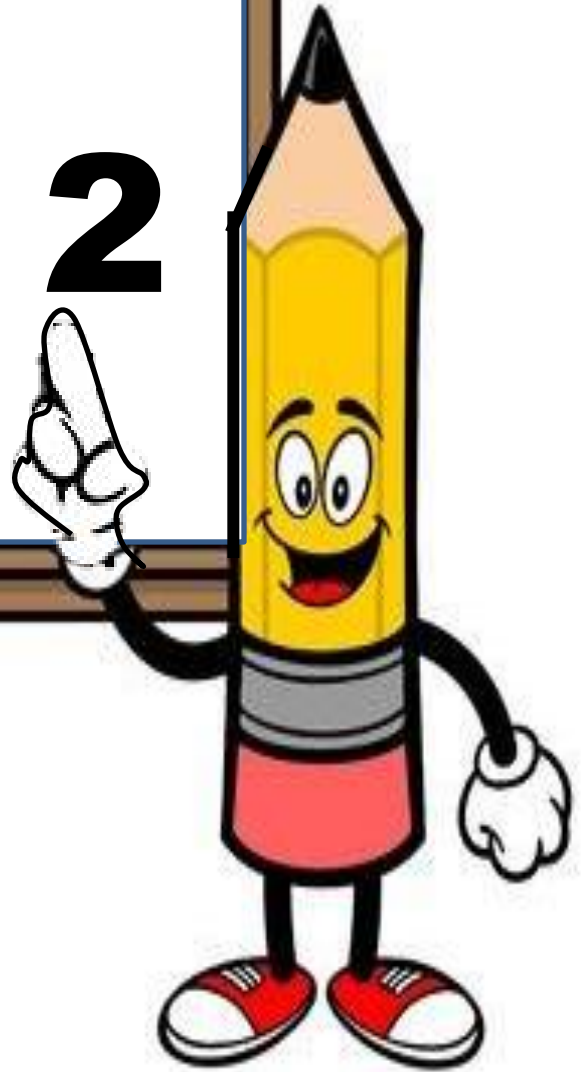
Amber wanted nothing more than to find this clue...whatever it was. When she did, she would run for the exit. She would not look back. She would never come back here. In fact, she would do her best to never even think of this place again.

Which word best describes how Amber is feeling?

- curious
- lonely
- sad
- frightened



Day # 2



Name: _____
BCCS-B

Week 40 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can point of view better help me understand an author's opinion on the information in a text?

Objective: I can analyze a text to determine the author's point of view.



Name: _____
BCCS-B

Week 40 Day 2 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

Point of View: The _____ on the text.

Explicit Instruction

1 POINT OF VIEW

For years, I'd dreamed about being taller. It was for a reason. I wanted to go on a roller coaster known as the Screaming Meanie! It was at the Enchanted Amusement Park. For years, I'd watched my sisters go on that ride. I was so jealous. They raved about it. On my 12th birthday, I was finally tall enough. I dragged my sisters to the park. We were in line for 45 minutes. I didn't care.

It was finally our turn. I got in the front car. The bar clicked down into place. We were off. The first thing we did was slowly go up this huge hill. *Click, click, click.* Butterflies, or maybe birds, were flapping in my stomach. I'd heard about this from my sisters. I knew it would pay off once we shot down the other side. However, it didn't pay off. The sick feeling was with me the whole time. On every turn, my neck snapped left and right. It felt like fifty car accidents. My sister next to me raised her arms. She elbowed me in the eye!

I was so happy when it was over. I couldn't believe I had waited so long for this! I had a black eye, a sore neck, and a sick stomach. I think I'll stick to the Ferris wheel!

Which sentence is true about the narrator and how he or she views the event or topic being described?

- The narrator loves the roller coaster and is excited to finally be able to ride it.
- The narrator hates the roller coaster ride and will not ride it again.
- The narrator loves being taller than other people his or her age.
- The narrator strongly dislikes the fair and all of the rides.

Name: _____
BCCS-B

Week 40 Day 2 Date: _____
Harvard Yale Princeton

CFU

2 POINT OF VIEW

It was my parents' anniversary. They wanted the whole family to go to dinner. They had met when they were working in Japan. They wanted to go out for Japanese food at a sushi restaurant. When I heard that, I truly gagged. I hated the idea of sushi. I'd never had it. It was raw fish! Fish was supposed to be cooked. I had no choice.

It came out "family style" in a big wooden boat. I had to admit that was kind of cool. There were all these different rolls. They were all really colorful. You could tell that they were made by a real artist. I still wasn't going to eat any! With every bite my brother and parents took, they rolled their eyes because it was so good. That's what they kept saying.

I was starving. I took the least gross-looking piece. I closed my eyes and popped it in my mouth. I was just trying to choke it down. Do you know what? It was kind of amazing. The flavors all fit together...the fish, the sauce, and even the seaweed wrapper! I tried another and another. They were all amazing in a different way. I had to try them all. We had to order more! It turned out that I really liked sushi.

Which sentence is true about the narrator and how he or she views the event or topic being described?

- The narrator surprisingly likes eating sushi and being at the restaurant.
- The narrator loves the colors and the wooden boat at the restaurant, but he or she still gets grossed out by...
- The narrator dislikes the restaurant and the taste of the sushi.
- The narrator actually likes the taste of the sushi but doesn't like the colors and the way that sushi is made.

Name: _____
BCCS-B

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Harvard Yale Princeton

Application Activity

3 POINT OF VIEW

I was a big music fan. I listened to everything I could get my hands on. I was a musician, too. I played the piano and the trumpet. We lived out in the middle of nowhere. There was one thing I'd never been able to do as far as music. That was go to a rock concert. It was something I'd been looking forward to forever. I'd watched concerts on TV. I couldn't wait for the real thing.

My chance finally came. I was visiting my cousins in the city. They took me to the local arena for my first rock concert. We waited in line for a long time. We then jammed inside like cattle. That wasn't so great. You couldn't move! We had to wait a *really* long time for the bands to come out.

There were three bands before the one we went to see. Those bands weren't very good. Plus, they were so far away! They were like tiny specks. Finally, RabbitSauce came out. By that point, I was exhausted. The whole crowd was singing the lyrics. You couldn't even hear the band! I was so happy when it was over. My ears were ringing. At least I could get some fresh air!

Which sentence is true about the narrator and how he or she views the event or topic being described?

- The narrator loves all types of music and is thrilled to be at the concert.
- The narrator enjoys the rock concert but doesn't care for other types of music, like pianos and trumpets.
- The narrator hates the long line and the crowds but loves the bands playing at the rock concert.
- The narrator loves music but does not like being at the rock concert.

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Exit Ticket

4

POINT OF VIEW

I'm an actual musician. I play the guitar. I sing. I write songs. I always thought karaoke was super lame. It was being a fake musician. I was a real musician. My friends always wanted to do it. I was always too good for it. My best friend Todd really wanted to have a karaoke birthday party. I had to go.

His parents set up the machine in the basement. Everybody was getting into it. I'll be honest. There was a lot of joy. People were being goofy. They were having fun. They weren't taking themselves too seriously. Some people had surprisingly great voices. I just always guessed that people would be terrible singers.

I heard the first notes of my favorite song: "We Are the Champions" by Queen. Todd was holding the mic toward me. I really didn't want to do it. It was Todd's birthday. I took the mic. I was tense at first. I still felt like I was too good for this. I just decided to let go. I decided to have fun. I danced around. I got really dramatic with the singing. It was a blast! Everyone cheered. I immediately thought about what I should sing next.

Which sentence is true about the narrator and how he or she views the event or topic being described?

- The narrator is a real musician and thinks that karaoke is lame, even after trying it.
- The narrator is a real musician who thought karaoke was lame until he or she tried it.
- The narrator is embarrassed to sing during the karaoke birthday party.
- The narrator has always loved karaoke and is eager to sing it at his or her friend's birthday party.

Name: _____ Week 40 Day 2 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Point of View

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

Parent Signature

Name: _____
BCCS-B

Week 40 Day 2 Date: _____
Harvard Yale Princeton

Directions: Read the following passage and determine the author's point of view of the text.

5

POINT OF VIEW

Many people grow up scared of bees. They can be terrified of them! Maybe they had been stung. Maybe they had just been taught to be scared. Many people, even adults, flip out if they see bees. They swat at them. They jump around. They yell. They scream. Some even run away. They'd like it if bees were gone forever. Here's what they're not thinking about.

Bees are a big part of a very important process in nature. It's called pollination. This is the delivery of pollen to plants. Bees do the delivering. Pollen allows plants to reproduce. This doesn't just mean flowers. It means all kinds of plants. It also means trees. This includes fruit trees. It means the crops that grow on farms. That's right. Bees play a big part in making the food we eat. Without them to deliver pollen, our food supply would have big problems.

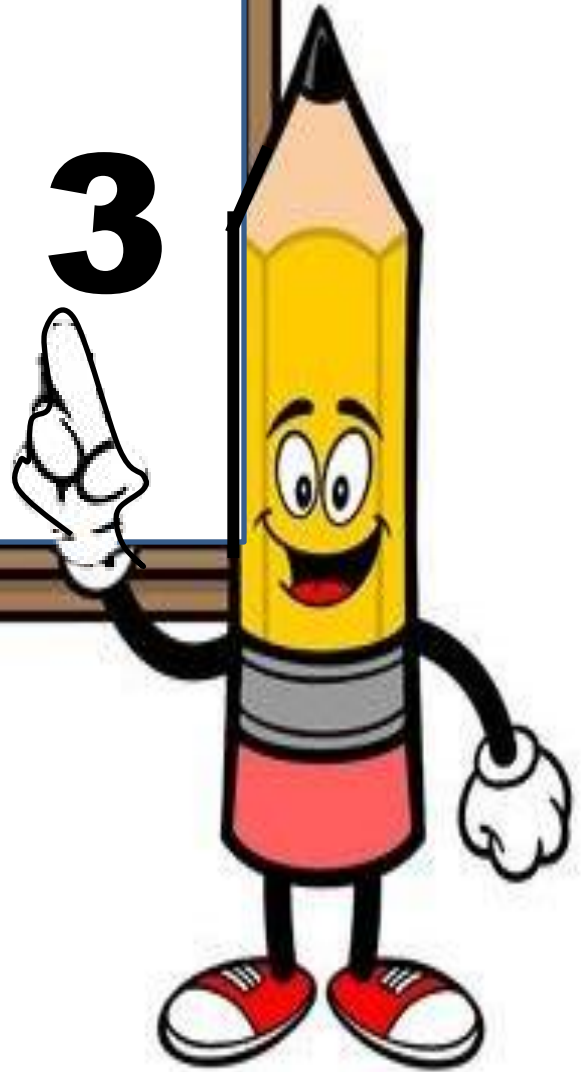
Sadly, bees are threatened. We need to figure out ways to protect them, not fear them! After all, they create many products we love. Honey is a big one. They also help make much of the food we need to survive.

Which sentence is true about how the author views the topic being described?

- The author thinks that bees are scary insects.
- The author thinks that bees are important and should be protected.
- The author thinks that people should be taught to run away and scream when they see bees.
- The author thinks that bees are most important because of the honey they create.



Day # 3



Name: _____
BCCS-B

Week 40 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can I determine the lesson a character learns in a story?

Objective: I can analyze a text to determine the lesson learned by the characters.



Name: _____
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Vocabulary Guided Notes

Lesson: What a _____ learns in a text.

Explicit Instruction

1 LESSON

It was time for the Animal Olympics. The jungle was full of excitement. There was then disappointment...among some animals anyway. A big rule change was made. The teams would be smaller by one member each. That meant that one less tiger was allowed on Team Tiger, one less monkey on Team Monkey, one less cheetah on Team Cheetah, and one less frog on Team Frog. The weakest member of each team was cut. These four animals were all very disappointed. They all ran into each other down by the river. They then decided something. They would make their own team! There was nothing in the rules that said that they couldn't.

In the Animal Olympics, each animal team was best at one sport. Team Tiger was best at hunting. Team Frog was best at hopping. Team Monkey was best at swinging. Team Cheetah was best at running. Each team lost a lot of points in the other three sports. That wasn't the case with this new team. Team Misfit had an expert in each sport. The team didn't win any single competition. However, they earned a lot of points in each. As a team, they won the Animal Olympics!

What lesson can the reader learn from the story?

- Rules should be changed.
- Differences in team members can be helpful.
- There should be different animals on all teams.
- Earning a lot of points helped the misfit team win the Animal Olympics.

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CFU

2

LESSON

Deere Elementary had two talent shows each year. There was one in the fall and one in the spring. Allie had never entered one before. This year, she got up the courage. She had always loved singing. She had always done it by herself, never in front of anyone. Still, she'd always pictured herself as a singing star. She wanted to be the lead in a musical or the singer in a rock band.

The fall talent show arrived. It was Allie's turn. She sang. However, she wasn't great. She only got polite applause from the crowd. It was the same applause they gave for a bad juggling act.

Allie was upset. She had thought that she was better. Obviously, she wasn't. Still, she didn't quit. She vowed to return in the spring to wow them. Every morning, she worked on her singing. She worked on her breathing. She got tips from Aunt Mel. Mel used to sing in a band. Allie wanted more experience performing in front of people. Once a week, she sang in front of her family.

Finally, the spring show arrived. It was Allie's turn. She was confident. She knew what she was doing. After all, she had worked at it every day. This time, she wowed the crowd. The applause was so loud that it almost hurt her ears.

What lesson can the reader learn from the story?

- Sometimes we are just not talented at the skills we dream about.
- It is okay to change your dream for one that is better.
- Work hard for something that is important to you, and it will pay off.
- Allie got better at singing and did much better than she had the year before.

Name: _____
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Application Activity

3 LESSON

Hardy was a poor farmer. He came from a family of poor farmers. In this kingdom, you were what you were born into. Shepherds' children were shepherds, queens gave birth to kings and queens, and so on. There wasn't anything you could do about it.

One day, Hardy was standing in the pouring rain. He was staring at the wet fields. He was thinking about these things and about how he was stuck here. He was pretty sure that his crops were ruined. Hardy hated farming. He wanted to go to school. He wanted to study books. He wanted to come up with important ideas! Unfortunately, he would never be able to afford this. He knew that these were just dreams.

Hardy heard something in the distance. It was the sound of horses struggling. He investigated. The horses were trying to pull a carriage that was stuck in the mud. The carriage was covered in mud, too.

Hardy knew that he should tend to his drowning fields. However, these people needed help. He helped them. He and the driver pushed the carriage until it was free. Hardy, caked in mud, waved as the carriage drove on.

The next day, a messenger came. It was a royal messenger. Hardy was confused. He opened the note. It thanked him for helping free the king's carriage. The messenger then handed Hardy a bag of gold.

What lesson can the reader learn from the story?

- Being kind may bring you rewards.
- You cannot change your future.
- You should always focus on your work instead of helping others.
- Hardy chose to think of others, and he was rewarded for this.

Name: _____
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Week 40 Day 3 Date: _____
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Exit Ticket

4

LESSON

The Black Wizard had put a spell on the castle. All of the doors were locked. The Queen was trapped inside. Otherwise, the castle was empty. Every hour, the castle shrank a little. The Queen was in real trouble.

A special spell had been put on the castle's main door. The Black Wizard said that it could only be opened by the "bravest of the brave". Word went out across the land. Knights and warriors arrived from all over. Each wanted to save the Queen. Most thought that there would be a nice reward if they did.

One by one, they walked up to the door. They were big and strong. Each was confident that he could rip open the door. Each met a different fate. One was struck by lightning. One turned into a pig. Another turned to dust. Meanwhile, the castle kept getting smaller. The Queen called for help, but no one could open the door.

A figure then appeared in the distance. It was a small girl. She was riding a pony. No one knew her. She was a proud warrior from a distant land. There, she defended the weak from the evil and powerful. She walked to the door. Everyone laughed at her. She reached out and turned the knob. She rescued the Queen.

What lesson can the reader learn from the story?

- Only strong people can be heroes and save others.
- Bad things will happen to people who try to save others.
- Don't judge a person by what you see on the outside because what is inside is what matters most.
- A queen was trapped by magic in a castle and needed rescuing.

Name: _____
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Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Lesson

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

Parent Signature

Name: _____
BCCS-B

Week 40 Day 3 Date: _____
Harvard Yale Princeton

Directions: Read the following passage and choose the best option that shows what lesson the character learned.

5

LESSON

Sammy Squirrel's mother kept bothering him. At least, that's how Sammy saw it. She kept telling him to start gathering acorns. "Winter is coming," she said. Sammy was busy! He was hanging out with his friends. He was exploring some new trees. He knew that he'd have plenty of time to gather acorns. His mom kept after him. "You've got to help," she said. "The family needs enough to get through the long winter. You need to start now!" Sammy ignored her. Eventually, it was a couple of weeks before winter usually rolled in. Sammy finally decided to get to work. "I'll start bright and early tomorrow," Sammy said. That night, a surprise blizzard arrived. Snow fell in buckets.

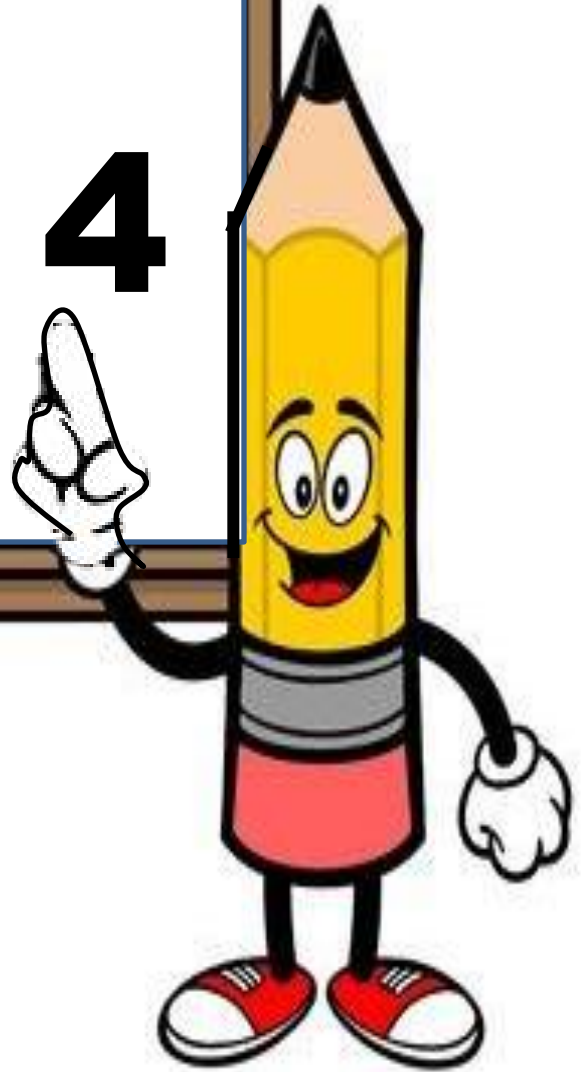
Winter had come much earlier. Sammy had not gathered any acorns. Sammy felt terrible. He knew that his family would have a hard winter because of him. Luckily, the family in the next tree had gathered more acorns than they needed. Their son Scooter had been collecting acorns a few hours each day. He'd been at it for months. "Why can't you be more like Scooter Squirrel?" Sammy's mother asked. Sammy promised to himself, "Next year, I'll gather twice as many acorns as Scooter. I'll never let my family down again."

What lesson can the reader learn from the story?

- Animals prepare for winter in different ways.
- Some children don't listen to their parents.
- It is okay to wait until the last minute if you know that you plenty of time.
- If something is important, don't wait until it is too late to do it.



Day # 4



Name: _____
BCCS-B

Week 40 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

LEQ: How can I determine the lesson a character learns in a story?

Objective: I can analyze a text to determine the lesson learned by the characters.



Name: _____
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Week 40 Day 4 Date: _____
Harvard Yale Princeton

Lesson: What a **character** learns in a text.

Directions: With a partner (or online if you are an online scholar) answer these additional questions about the lessons characters learn.

6 LESSON

The forest had a new ruler. The strong Emperor came from a land far away. He was in control of many forests. He was visiting this one to see if it was worth keeping. He was thinking of destroying it. He would then build a castle here instead.

The Emperor arrived. He sent out word that the different animals of the forest should bring him gifts. If he liked the gifts, the forest would survive. Each group of animals brought their best products or possessions. Bees brought honey. Monkeys brought bananas. Cows brought milk. Hummingbirds brought nectar. Bears brought berries. Elephants brought peanuts. One by one, the Emperor received these gifts. Nothing impressed him. He was prepared to destroy the forest. Wise Owl then asked the Emperor to wait just one more day. He agreed.

Wise Owl had an idea. What if they combined everything into one incredible gift? The animals had nothing to lose. They made a plan. Beaver carved a beautiful wooden bowl and spoon. The milk and nectar were turned into ice cream. It was covered in fruit, nuts, and honey. This great sundae was brought to the Emperor. A wide smile formed across his face. He was delighted. The forest was saved.

What lesson can the reader learn from the story?

- If something doesn't work the first time, it is okay to give up.
- Working together as a team can be better than working alone.
- Animals have nothing good to give emperors.
- The Emperor wanted to destroy the forest, but he decided not to after getting a great gift from the animals.

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7

LESSON

Everyone knew about the ogre. He came to town once a month. Everyone was afraid of him. He was huge. He had a mean look on this face. He carried a club. People quickly moved out of the way. Some ran inside and locked their doors. By the time he got to the market, it was usually empty. Everyone had heard the stories. He had a terrible temper. He'd beat you with his club if you even looked at him. It was terrifying! Thank goodness he only came around once a month.

One day, however, I was playing near the river. I couldn't really swim. I slipped and fell in! I yelled and yelled as I thrashed in the water. I felt a hand grab my shirt. I was yanked out of the water. It was the ogre! I was too exhausted to run. He sat there with me until I relaxed. It turned out that he was really nice. He said that it was nice to talk to someone. He hated coming to town because everyone was so mean. I asked why he carried a club. He explained that he used it for farming. It was how he shook the almonds out of his almond trees. I smiled. It was all such a pleasant surprise.

What lesson can the reader learn from the story?

- People who look scary and mean usually are.
- Don't judge others before you get to know them.
- If you fall in a river, an ogre is a great creature to save you.
- Ogres carry clubs for different reasons.

8

LESSON

Prince Ronald needed a new head knight. He came up with a bunch of tests. There was one left. Three knights were still in the running. They would have to cross Evil Swamp without help. The first through would win.

Evil Swamp was as bad as it sounded. There were fire trees and scary animals. The three knights each took a different path. Trees exploded. Animals nipped at their legs with sharp teeth. The Red Knight was having an awful time. In the middle of the swamp, he met a wizard. The wizard gave him a deal. For 50 gold pieces, he'd transport the Red Knight to the end of the swamp. The Red Knight happily agreed.

Right then, the wizard was also appearing to the Orange Knight. She also took the deal. At the same moment, the two knights appeared at the far end of the swamp. Neither told anyone about the wizard's help. The wizard also appeared to the Blue Knight. He turned down the wizard's offer. The Blue Knight continued on. An hour later, he emerged from the swamp. He was bruised and burned. He'd come in third. To his shock, he was named Head Knight. Prince Ronald's wizard had told the prince everything.

What lesson can the reader learn from the story?

- People should not enter contests unless they know that they can win.
- Giving up on a task is okay if it is too hard.
- The challenge was a difficult one, and two knights took a deal to win.
- It is better to be honest and not take shortcuts to win.

Name: _____
BCCS-B

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ELA Homework

Our Toolkit for the day



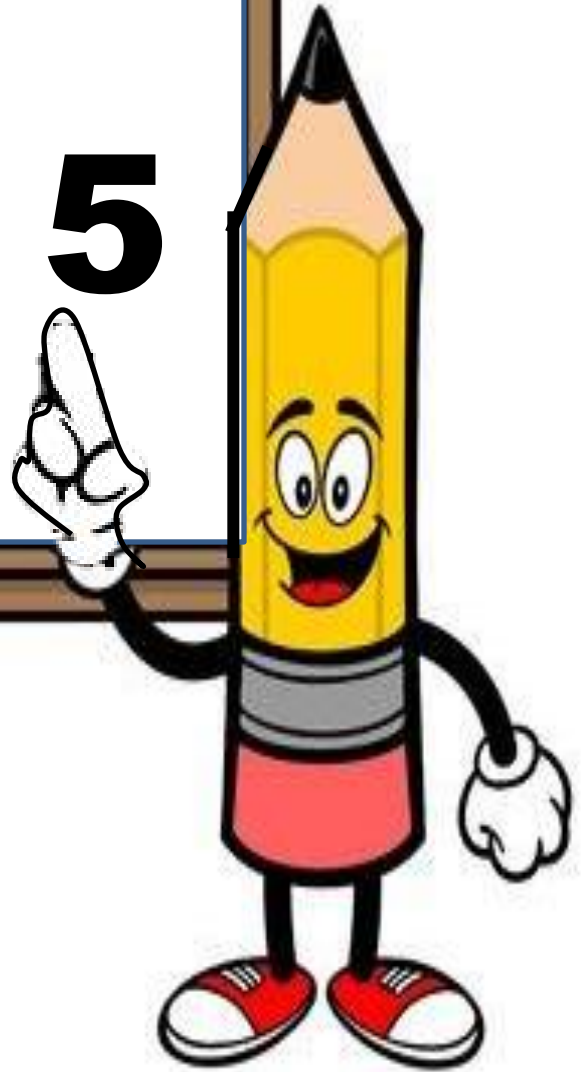
No homework!

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Parent Signature



Day # 5



Name: _____
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Week 40 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

Fun Final Friday! 😊

