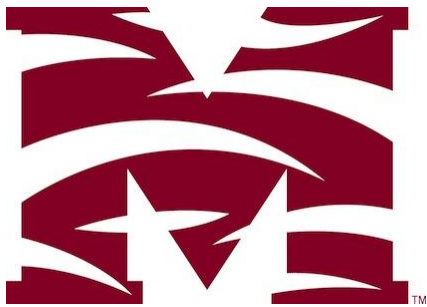


Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet Week 38



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.

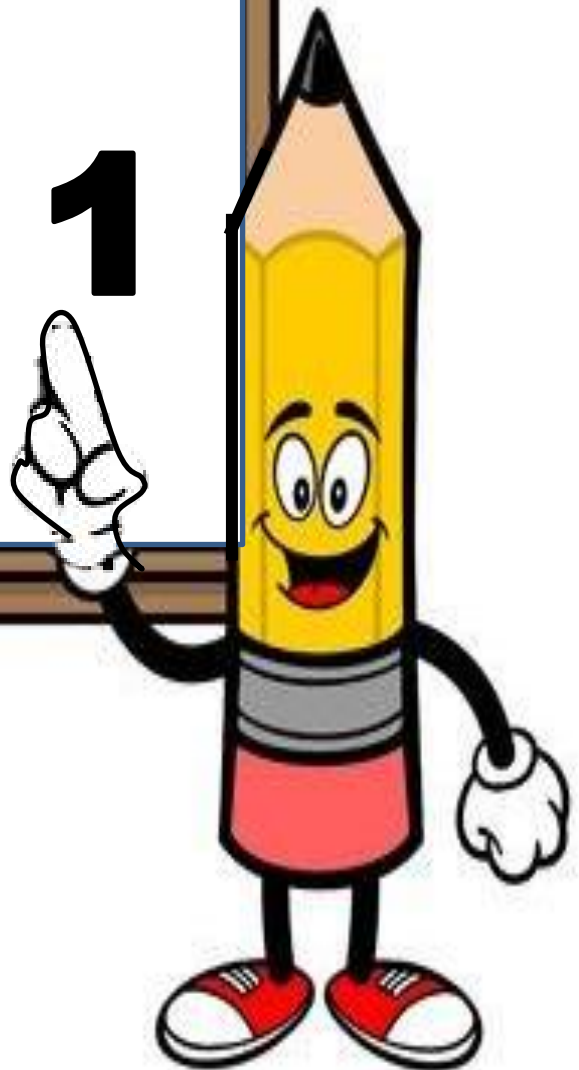
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(Parent Signature)

\_\_\_\_\_  
(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: \_\_\_\_\_  
BCCS-B

Week 38 Day 1 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 38 Day 1 Notes, Suffrage Movement

### Do Now

What is woman suffrage?

\_\_\_\_\_ Women's suffrage is \_\_\_\_\_

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<b>Standard</b>	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>LEQ</b>	How can understanding the overall structure of a text help me better understand the information presented in the text?
<b>Objective</b>	I can identify the organization of an informational text and support my understanding with explicit details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

TEXT STRUCTURE	
<p>DESCRIPTION</p> <p>IS THIS DESCRIBING OR TELLING ABOUT SOMETHING?</p>	
<p>ORDER AND SEQUENCE</p> <p>IS THIS TELLING ORDER OF EVENTS?</p>	
<p>COMPARE AND CONTRAST</p> <p>IS THIS TELLING HOW THINGS ARE ALIKE AND DIFFERENT?</p>	
<p>PROBLEM AND SOLUTION</p> <p>IS THIS TELLING HOW THE PROBLEM WAS SOLVED?</p>	
<p>CAUSE AND EFFECT</p> <p>IS THIS EXPLAINING <u>WHY</u> SOMETHING HAPPENED?</p>	

<b>description</b>	provides details or _____ about a topic
<b>chronology</b>	tells the _____ in which events occur or steps in a process
<b>compare and contrast</b>	shows _____ and _____ between two or more things
<b>cause and effect</b>	tells _____ happened and _____ it happened
<b>problem and solution</b>	states a problem and describes how it is or can be _____

**CFU: Skill Activity: Text Structure**

<p>Aphids, insects that attach themselves to leaves and eventually kill them, pose a great danger for butterflies. Butterflies lay eggs on leaves. Therefore, if aphids are on these same leaves, the eggs will not survive.</p> <p>There is a solution for people who want to get rid of the aphids, and protect the butterflies and plants in a way that is friendly to the environment. One solution is to release ladybugs onto the plants. Another solution is to remove any caterpillars, and then spray the plant with a mixture made of mild soap and water.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Chronology/Sequence of Events</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• <u>Problem and Solution</u></li> </ul> <p><b>Statement of Organization</b> The passage is organized by stating the problem that butterfly eggs have with aphids and the possible solutions.</p>
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<p>Butterflies and moths are both flying insects. Both have wings and antennae. They have similar life cycles that include the egg and caterpillar stages. However, they are different in several ways. Butterflies are usually active during the day, while moths tend to be active at night. Butterflies have knobs at the end of their antennae, but moths do not. Butterflies hold their wings up when they land, whereas moths keep their wings flat when they land.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Chronology/Sequence of Events</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Problem and Solution</li> </ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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<p>Monarch butterflies are the only insects to migrate to a warmer location 2,500 miles away each fall, and then return to</p>	<p><b>How does the author organize the section?</b></p>
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their original homes when the warmer spring weather returns. They migrate for two reasons. First, they cannot survive through freezing weather that covers many parts of the United States in the winter, so they have to go south when cold weather begins. Also, their wintering location (usually in Mexico) does not grow the food plants that the caterpillar needs, so the spring generation of butterflies cannot stay in Mexico. They return north where the plants they need are plentiful.

- Description
  - Chronology/Sequence of Events
  - Compare and Contrast
  - Cause and Effect
  - Problem and Solution
- Statement of Organization**
- 
- 
- 
- 

**Application:** 3 Reads of Text: The Girl Who Acted before Rosa Parks

### **The Girl Who Acted before Rosa Parks**

After school on March 2, 1955, Claudette Colvin walked to downtown Montgomery with three of her classmates. She and her friends were going to take the city bus home from school that day. When they boarded the bus, they sat behind the first five rows, which were reserved for white passengers. A young white woman boarded the bus after Colvin and her friends and found nowhere to sit because the white section was full.

Bus drivers had the **authority** to make black passengers move for white passengers, even if they were sitting in the black section. The bus driver asked Colvin and her friends to get up, which her friends immediately did. She refused to move. On her mind were the lessons she had learned throughout her life, especially during Negro History Month at her school just days before. Though her

friends' seats (one next to Colvin and two across the aisle) were now **vacant**, the white woman refused to sit in them because, according to Jim Crow laws, black people could not sit next to next to white people. They had to sit behind white people to show their **inferiority**. When asked again, Colvin refused to get up.

The bus driver alerted the traffic police, and three stops later, a traffic officer came onto the bus and asked her why she was sitting there and why she would not get up. She replied, "because it's my **constitutional** right," and told him she was not breaking the segregation law by sitting there. The traffic officer told the bus driver that the police needed to get involved. A stop or two later, two police officers came onto the bus and instructed Colvin to get up. She refused. She later said, "I could not move because history had me glued to the seat ... Sojourner Truth's hands were pushing me down on one shoulder and Harriet Tubman's hands were pushing me down on another shoulder."

The police officers each grabbed one of her arms, kicked her, threw her books from her lap, and "manhandled" her off the bus. They shoved her in their police car, handcuffed her through the windows, and took her off to jail. She was the first person to be arrested for challenging Montgomery's bus segregation laws.

1. How is the article organized? Use two details from the text to support your response.

**HINT: This article is organized by...I know this because...Also,...This proves...**

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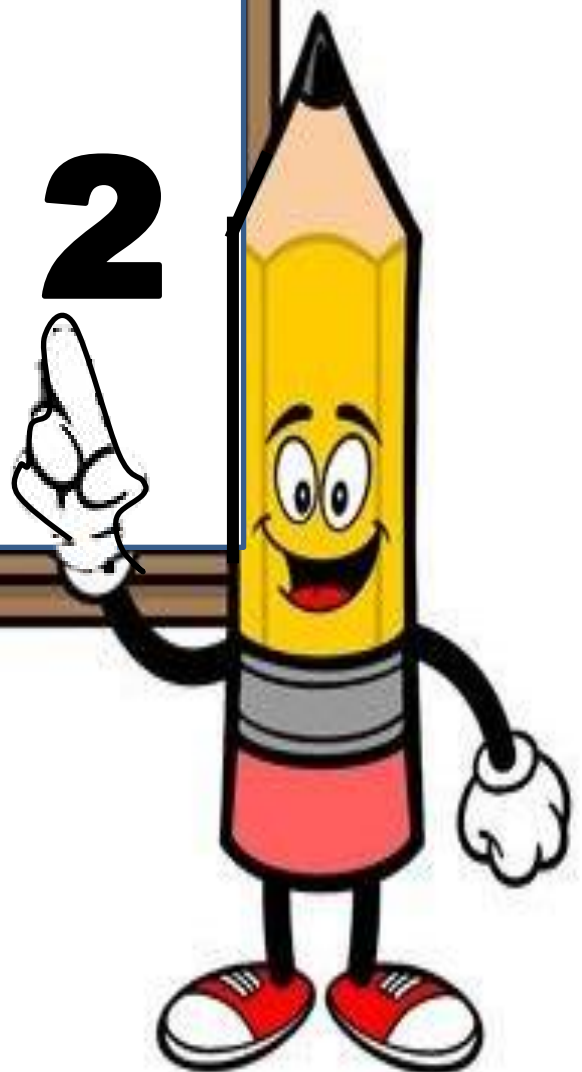
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# Day # 2

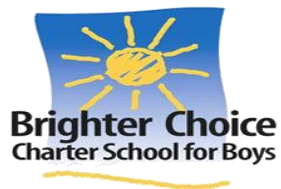


Name: \_\_\_\_\_  
BCCS-B

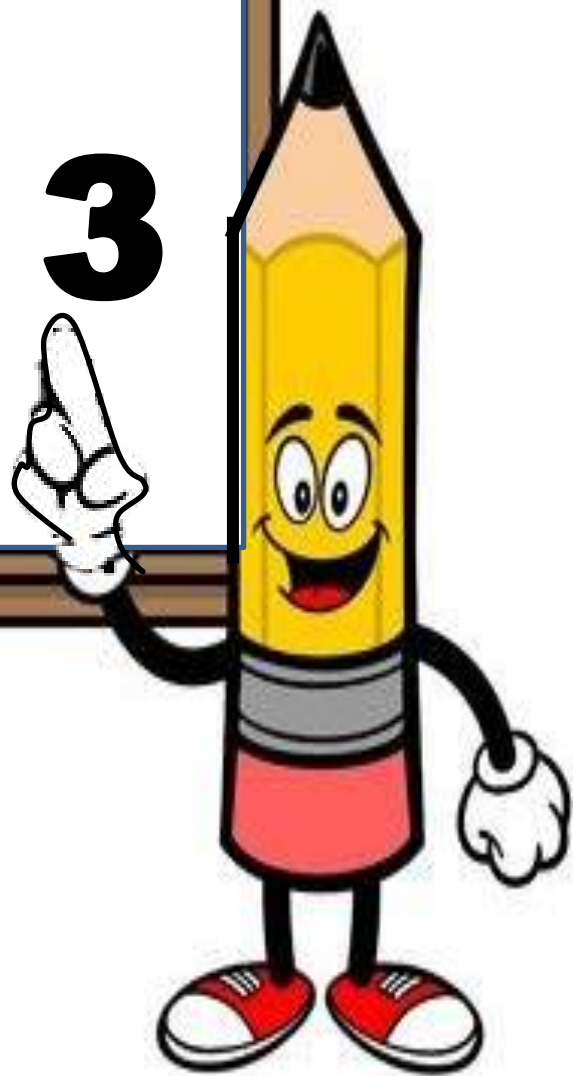
Week 38 Day 2 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## **Week 38 Day 2 Notes**

**NYS SCIENCE Testing Day  
ELA Activity will be provided in class**



# Day # 3



Name: \_\_\_\_\_  
BCCS-B

Week 38 Day 3 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 38 Day 3 Notes, Suffrage Movement

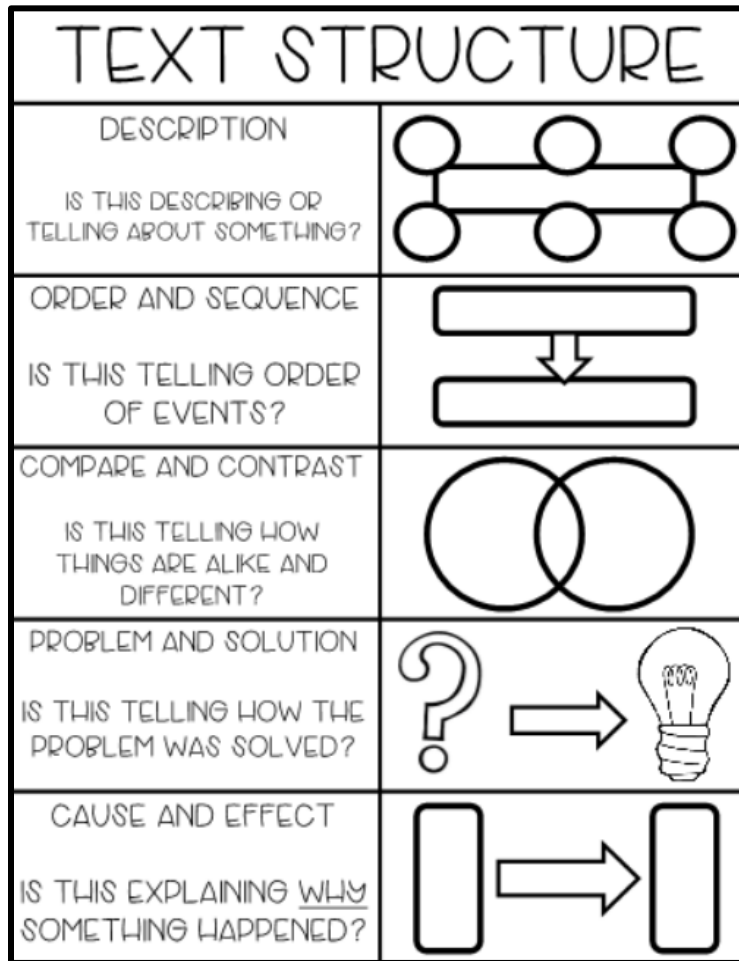
### Do Now

Name the 5 text structures:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

<b>Standard</b>	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>LEQ</b>	How can understanding the overall structure of a text help me better understand the information presented in the text?
<b>Objective</b>	I can identify the organization of an informational text and support my understanding with explicit details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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



<b>description</b>	provides details or _____ about a topic
<b>chronology</b>	tells the _____ in which events occur or steps in a process
<b>compare and contrast</b>	shows _____ and _____ between two or more things
<b>cause and effect</b>	tells _____ happened and _____ it happened
<b>problem and solution</b>	states a problem and describes how it is or can be _____

**CFU: Skill Activity: Text Structure**

<p>There are thousands of species of bacteria, and the human eye cannot see any of them without the help of a microscope. However, with the help of a microscope, scientists have discovered that all bacteria are basically one of three different shapes. One type is shaped like a rod, or stick. These are called bacilli (buh-sill-eye). Another type is shaped like a little ball. These are called cocci (cox-eye). The third type is spiral- shaped. Bacteria consists of a single cell, and come in many shapes and colors.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Chronology/Sequence of Events</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <p>This passage uses the text structure of description by listing details of the many types of bacteria.</p>
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<p>How does a germ enter the human body? There are three ways that it can enter. The first way is through a droplet. When a sick person sneezes or coughs without covering his or her nose and mouth, droplets spray through air, and another person may breathe in these germs. A germ can also enter the human body through skin contact. Germs can live on surfaces for up to three hours. If a person touches something (doorknobs, light switches, pencils etc.) that is already infected, the germ may be transferred to their skin. Then it may eventually end up in their body if they put their hand to their mouth. The last way a germ can enter the body is through broken skin, like a cut. Some of these germs can cause illness.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Chronology/Sequence of Events</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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<p>Hand sanitizer and soap are both effective at killing germs. Doctors recommend that you use one of these products to clean your hands. However, there are some differences between soap and hand sanitizer. Hand sanitizer is alcohol-based and does not need to be washed off with water. In fact, your hands should be dry when you apply hand sanitizer. Soap, on the other hand, requires water to be added. Unlike hand sanitizer that actually kills the microorganisms, soap does NOT kill germs. Soap makes your hands slippery so the germs slide down the drain when rinsed with water. Doctors don't care which you use, just use either regularly!</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Chronology/Sequence of Events</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Problem and Solution</li> </ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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**Application:** 3 Reads of Text: America's newspapers chronicled the struggle for women's rights

# America's newspapers chronicled the struggle for women's rights

By Leah Weinryb Grohsgal, National Endowment for the Humanities, adapted by Newsela staff on 10.11.19

Word Count 540

Level 610L



Image 1. Headline reads "Pardoned Suffragettes refuse to leave Occoquan Workhouse" from the July 19, 1917, issue of the Washington Times. The Occoquan Workhouse was a short-term prison in Virginia where people were sentenced to hard labor. Women who protested in favor of voting rights were sent there. Photo from: Library of Congress.

On Election Day in 1920, millions of American women voted. For many of them, it was their first time. For almost 100 years, women had been fighting for their rights, including suffrage. Suffrage is the right to vote. It was a hard struggle. In the end, the efforts of many women helped them reach their goal.

## Seneca Falls Convention

In July 1848, activists for women's rights held a convention. It was in Seneca Falls, New York. They gathered to discuss women's role in society. At that time, women had few rights. The attendees prepared a "Declaration of Sentiments." It was similar to the Declaration of Independence. It listed the "civil, social, political and religious rights" women deserved. The convention eventually added the right to vote. Many newspapers made fun of the convention. Women should have the same rights as men? The idea seemed impossible.



### **The West Advances The Right To Vote**

Women first gained voting rights in Western states. In 1890, Wyoming led the way. It soon was followed by Colorado, Utah and Idaho. One Utah newspaper wrote that women's suffrage was rushed into the Utah constitution with enthusiasm and "went into the constitution with a whoop." Few people lived in Western states. Adding women voters gave these places more political strength.

### **The Anti's**

Support for women's rights grew in the 1890s and 1900s. So did its opposition. Opponents of suffrage attacked from all sides. Some progressives feared more women voters in the West would help conservatives. Conservatives feared men would have less control over women. One Oklahoma group said suffrage activists were "discriminating against mother." It told voters to "protect the family." Voters were urged to reject women's suffrage.

### **Things Heat Up: Picketing And Hunger Strikes**

By 1913, young suffragists were becoming new leaders of the movement. They wanted to put more pressure on U.S. lawmakers. They were inspired by what had happened in Illinois. Lawmakers there had passed a new law: Women could vote for U.S. president. Before, suffragists had tried to get voting rights for women state-by-state. Now they wanted women's suffrage across the country. They pushed for an amendment to the U.S. Constitution. By 1917, their cause was gaining support. That year the United States joined World War I. President Woodrow Wilson called it a "War for Democracy." Suffragists



saw an opening. Women were important to the war effort, they argued. They therefore should have the right to vote. Activists protested in front of the White House. Many were arrested. Some were put in jail. In October 1917, Alice Paul organized a hunger strike in one of the jails. The activists did not eat to bring attention to their cause. Guards mistreated and beat the prisoners. Newspapers reported these events. President Wilson saw it was time to change his mind. In 1918, he announced that he supported women's suffrage. A year later, the 19th Amendment was passed. It says it is illegal to deny voting rights on the basis of sex. The amendment became law on August 18, 1920.

- 1 Which question is answered in the section "Seneca Falls Convention"?
- (A) Why should women have the same rights as men?
  - (B) What was the purpose of the Seneca Falls Convention?
  - (C) What rights did women have in 1848?
  - (D) How can women earn the right to vote?
- 2 Which sentence from the section "Things Heat Up: Picketing And Hunger Strikes" explains why suffragists went on hunger strikes?
- (A) Women were important to the war effort, they argued.
  - (B) Newspapers reported these events.
  - (C) A year later, the 19th Amendment was passed.
  - (D) The activists did not eat to bring attention to their cause.
- 3 How did President Woodrow Wilson change because of the treatment of suffragists?
- (A) He urged voters to reject women's suffrage.
  - (B) He put more pressure on lawmakers.
  - (C) He called it a "War for Democracy."
  - (D) He supported women's suffrage.
- 4 According to the section "The West Advances The Right To Vote," why were Western states the first to give women the right to vote?
- (A) They wanted to be the first states to change the U.S. Constitution.
  - (B) Women voters gave the states more political power.
  - (C) There were not enough people in Western states to deny women the vote.
  - (D) Western states were coming into the union more quickly with voting women.

5. How is the article organized? Use two details to support your response.

**HINT: This article is organized by...I know this because...Also,...This proves...**

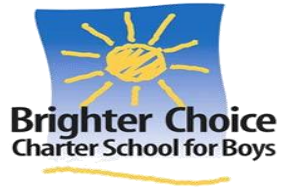
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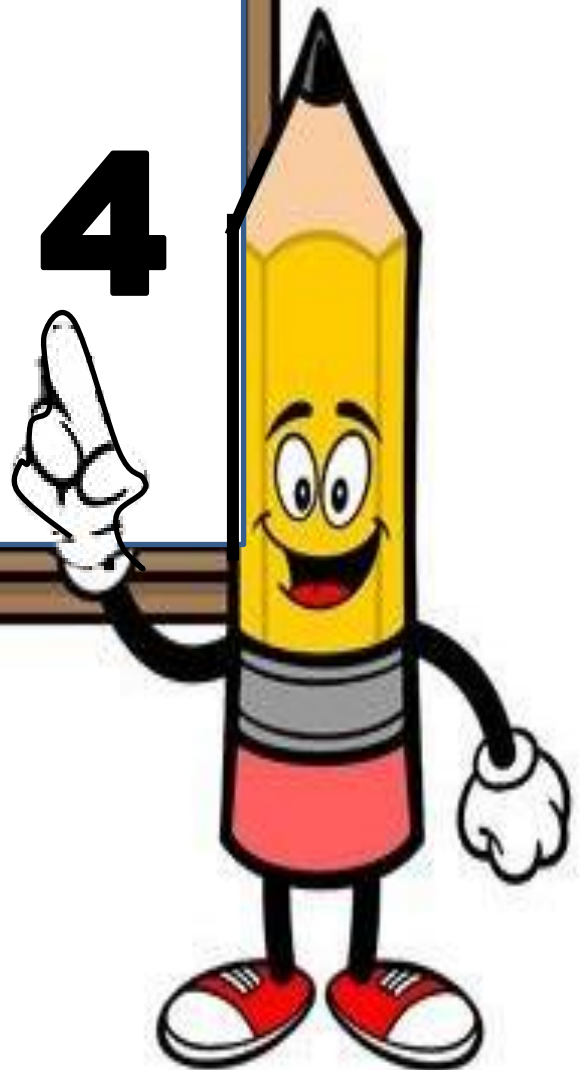
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**Day # 4**



Name: \_\_\_\_\_  
BCCS-B

Week 38 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 38 Day 4 Notes, Suffrage Movement

### Do Now

What have you learned about the Suffrage Movement?

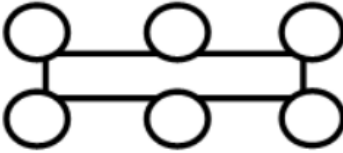
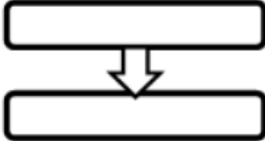
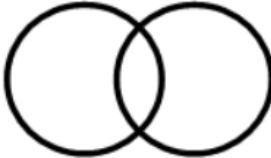
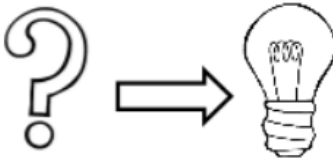
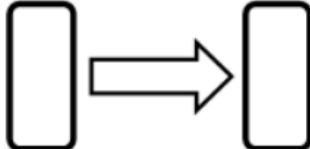
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<b>Standard</b>	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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

TEXT STRUCTURE	
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<p>ORDER AND SEQUENCE</p> <p>IS THIS TELLING ORDER OF EVENTS?</p>	
<p>COMPARE AND CONTRAST</p> <p>IS THIS TELLING HOW THINGS ARE ALIKE AND DIFFERENT?</p>	
<p>PROBLEM AND SOLUTION</p> <p>IS THIS TELLING HOW THE PROBLEM WAS SOLVED?</p>	
<p>CAUSE AND EFFECT</p> <p>IS THIS EXPLAINING <u>WHY</u> SOMETHING HAPPENED?</p>	

<b>description</b>	provides details or _____ about a topic
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<b>compare and contrast</b>	shows _____ and _____ between two or more things
<b>cause and effect</b>	tells _____ happened and _____ it happened
<b>problem and solution</b>	states a problem and describes how it is or can be _____

**CFU: Skill Activity: Text Structure**

<p>Anthony Van Leeuwenhoek is known as the Father of Microbiology. He was born in 1632 in the Netherlands. As an adult, he became interested in lenses while working with magnifying glasses at a store. His interest increased and he learned how to make lenses. He discovered that by grinding and polishing the lenses, he could curve them. The rounder lenses were able to magnify much better, and he used them in microscopes. He created at least 25 microscopes, and was able to see things that no man had ever seen before. His microscopes could magnify up to 275 times. In 1676, he was the first person ever to observe bacteria under a microscope. He made many contributions to the field of microbiology before he died in 1723.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• <b>Chronology/Sequence of Events</b></li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <p>The excerpt discusses the history of bacteria in chronological order.</p>
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<p>We all know that germs can cause illnesses, like the flu. How can we avoid these harmful germs? The Center for Disease Control recommends that you take certain steps to prevent the spread of the flu. First, take the time to get a flu vaccine each year. This is the first and most important step in protecting against the flu virus. Second, wash your hands often with soap and water. Also, avoid touching your mouth, eyes, and nose with your hands. Finally, if you are sick, avoid contact with other people. If everyone takes these precautions,</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Chronology/Sequence of Events</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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germs will not spread so quickly.	
<p>Washington and Granny Smith are both varieties of apples. They make healthy snacks and are full of vitamins. However, the apples have some important differences. Washington apples are dark red and taste very sweet, while Granny Smith apples are green and taste very sour. Which type of apple do you prefer?</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Chronology/Sequence of Events</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Problem and Solution</li> </ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>

**Application:** 3 Reads of Text: The History of the 19<sup>th</sup> Amendment

# The History of the 19th Amendment

By History.com, adapted by Newsela staff on 02.28.17

Word Count **647**

Level **810L**



Women in New York City line up to vote for the first time in 1920 after the passage of the 19th Amendment. Photo: Underwood Archives/Getty Images

The 19th Amendment to the U.S. Constitution was passed on August 18, 1920. This law gave American women the right to vote. At the time the U.S. was founded, women did not share all the same rights as men. The movement for women's rights began on a national level with a meeting in Seneca Falls, New York. Following the convention, the demand for the vote became a central part of the women's rights movement. The movement was known as the "suffrage" movement. "Suffrage" refers to the right to vote. Activists formed groups that raised awareness and pressured the government to give voting rights to women. After a long battle, these groups finally won their victory with the passage of the 19th Amendment.

## **Origins of women's suffrage in the U.S.**

During America's early history, women were denied some of the key rights enjoyed by men. For example, women did not have the right to vote. They were expected to give their attention to housework and motherhood, not politics.



During the 1820s and 1830s, this changed. Many women started to push back against the idea that the only "true" woman was a wife and mother devoted to her family.

### **Suffrage movement gets organized**

In 1848, the movement for women's rights began. In July, Elizabeth Cady Stanton and Lucretia Mott organized the first women's rights gathering at Seneca Falls, New York. More than 300 people attended. They believed that women should be given better opportunities. They also agreed that women should have political rights, like the right to vote.

### **National suffrage groups established**

In 1869, Stanton joined together with another activist named Susan B. Anthony. They formed the National Woman Suffrage Association (NWSA). The NWSA wanted to pass an amendment to the Constitution that would give women the right to vote. That same year, Lucy Stone and Henry Blackwell founded the American Woman Suffrage Association (AWSA). The AWSA thought it would be easier to give women the right to vote a different way. The group wanted to pass amendments to individual state constitutions.

In 1890, the NWSA and the AWSA merged together. They formed a new group called the National American Woman Suffrage Association (NAWSA). This group planned to push for voting rights state by state. Within six years, Colorado, Utah and Idaho gave women the right to vote. In 1900, Carrie Chapman Catt became the leader of the NAWSA.

### **Progress and civil disobedience**

In the early 1900s, the NAWSA had many successes. Between 1910 and 1918, 17 states and territories gave voting rights to women.

In 1918, President Woodrow Wilson became a supporter of women's voting rights. He argued for an amendment to the Constitution. But when a plan for such an amendment came up for a vote, it failed to pass. Another year passed before national lawmakers considered the amendment again.

### **Getting the vote**

When Congress voted again on the amendment in 1919, it passed. Then the amendment was sent to the states to be approved. To become a law, two-thirds of the states had to vote in favor of the amendment.

By March of the following year, a total of 35 states had approved the amendment. To reach a two-thirds majority, one more state needed to approve it. Seven Southern states had already rejected the amendment. In the end, it was up to Tennessee to make the final decision.

Tennessee's lawmakers were evenly divided. Representative Harry T. Burn had to cast the final vote to break the tie. Although Burn was against the amendment, his mother convinced him to support it. With Burn's vote, the 19th Amendment became law.

1 Which of the following are two MAIN ideas from the article?

*During the 1800s, activists formed organizations and began efforts to give women the right to vote.*

*Two groups merged in 1890 to form a new organization called the National American Woman Suffrage Association (NAWSA).*

*In 1920, the 19th Amendment was passed and ratified, granting women the right to vote.*

*It took more than six decades for the last 12 states to approve the 19th Amendment.*

- (A) 1 and 2
- (B) 1 and 3
- (C) 2 and 4
- (D) 3 and 4

2 Which sentence from the article BEST summarizes a MAIN idea of the article?

- (A) They were expected to give their attention to housework and motherhood, not politics.
- (B) Within six years, Colorado, Utah and Idaho gave women the right to vote.
- (C) Representative Harry T. Burn had to cast the final vote to break the tie.
- (D) On November 2, 1920, more than 8 million women across the U.S. voted in elections for the first time.

3 Which section of the article explains HOW the amendment passed?

- (A) "Suffrage movement gets organized"
- (B) "National suffrage groups established"
- (C) "Progress and civil disobedience"
- (D) "Getting the vote"

4 What effect did the National Woman Suffrage Association (NWSA) have on the suffrage movement?

- (A) It voted for the 19th Amendment to become a law.
- (B) It cast the final vote to break the tie for the two-thirds majority.
- (C) It led to many states giving women the right to vote.
- (D) It wrote the amendment to the U.S. Constitution in 1918.

5. What was the main event described in the article? Use two details to support your response.

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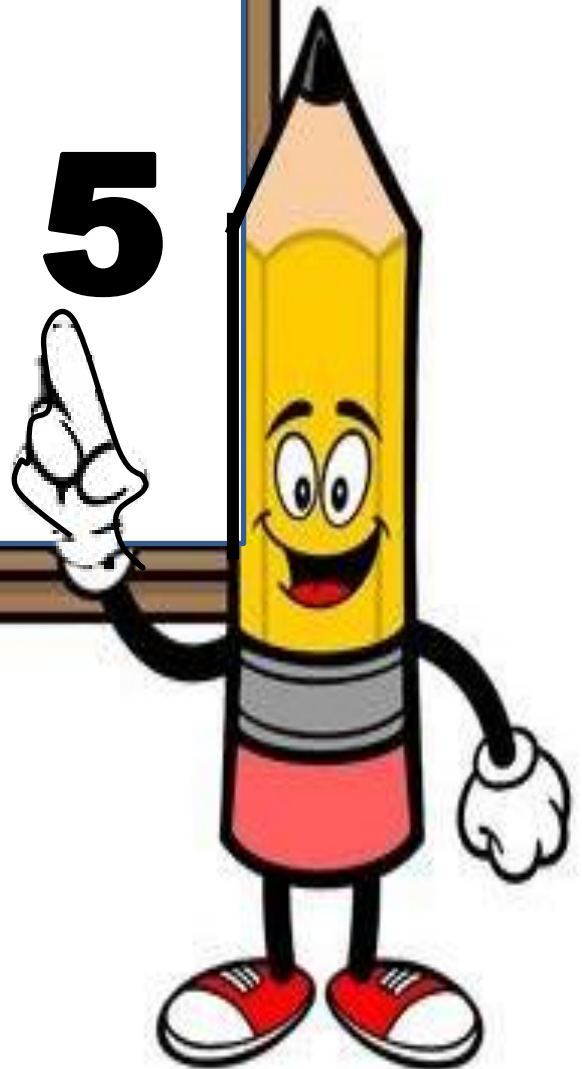
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# Day # 5



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

Week 38 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 38 Day 5 Notes, Suffrage Movement

### Do Now

What did the 19<sup>th</sup> Amendment allow?

The 19<sup>th</sup> Amendment allowed \_\_\_\_\_

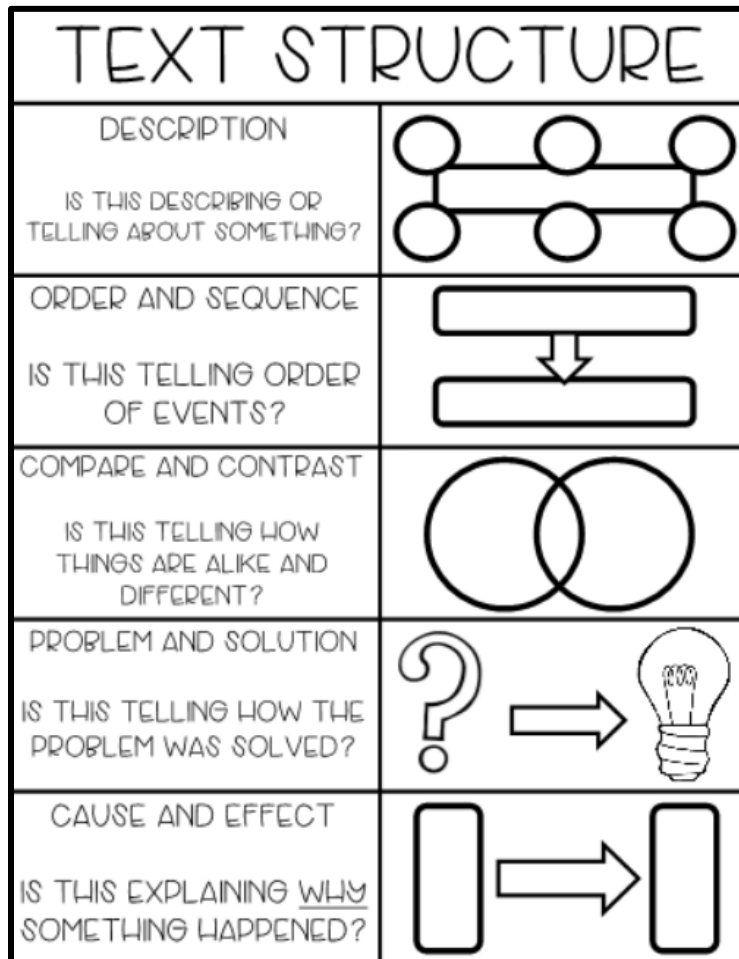
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\_\_\_\_\_

<b>Standard</b>	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>LEQ</b>	How can understanding the overall structure of a text help me better understand the information presented in the text?
<b>Objective</b>	I can identify the organization of an informational text and support my understanding with explicit details.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

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



<b>description</b>	provides details or _____ about a topic
<b>chronology</b>	tells the _____ in which events occur or steps in a process
<b>compare and contrast</b>	shows _____ and _____ between two or more things
<b>cause and effect</b>	tells _____ happened and _____ it happened
<b>problem and solution</b>	states a problem and describes how it is or can be _____

**CFU: Skill Activity: Text Structure**

<p>Have you ever eaten a Jazz apple? They are medium-sized apples that are mainly red, but are broken up by areas of orange, yellow, and green. Jazz apples are considered quite flavorful, and they are usually one of the higher priced apples in a grocery store. These apples are very firm. In fact, it can be difficult to bite into a Jazz apple! Most people who take a bite, however, keep going back for more bites of this tasty, healthy treat.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Chronology/Sequence of Events</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <p>The excerpt describes characteristics of Jazz apples.</p>
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**Application:** Text Structure Quiz

<p>In winter, apple trees are dormant. They have no leaves until spring arrives and leaves begin to grow on the branches. Flowers begin to grow, too, and bees buzz from flower to flower. Once a flower has been pollinated by a bee, an apple begins to grow. The apples grow bigger and bigger throughout the summer. In the fall, apples are ripe and ready to be picked from the trees and eaten! Eventually, the trees lose their leaves and the cycle begins again.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Chronology/Sequence of Events</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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<p>Have you ever heard the saying “an apple a day keeps the doctor away”? Apples are definitely healthy foods. There are many positive outcomes to eating apples. First, apples contain vitamin C, which boosts your immune system and keeps you healthy. Ripe apples contain 80% water and are low in calories, making them a great snack. Apples provide energy to the body. Apples help prevent heart disease, some cancers, and tooth decay. Obviously, apples are excellent foods to eat.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Chronology/Sequence of Events</li><li>• Compare and Contrast</li><li>• Cause and Effect</li><li>• Problem and Solution</li></ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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<p>Basketball has changed a lot since its invention in 1891. For example, dribbling was not part of the original game. The “baskets” have changed too. When basketball was invented, peach baskets were hung at each end of the court, and players tried to shoot the ball into the basket. Now, the “basket” consists of a hoop with an open-bottom hanging net. In 1891, three pointers did not exist. Today, three point lines are painted on nearly every basketball court. However, some features of basketball have remained the same over the years. Players are not allowed to run while holding the ball, and the ball must be passed with the hands. The goal has always been to get the ball into the basket. Certain basketball rules will never change.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Chronology/Sequence of Events</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Problem and Solution</li> </ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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<p>During a basketball game, players sometimes illegally come in contact with their opponent. When this happens, the result is a foul. If a foul occurs while the player is trying to shoot the ball, the game is stopped, and the fouled player gets to shoot “free throws” from a special line on the court. If the player who was fouled when he or she was shooting from behind the three point line, that player is given the opportunity to shoot three free throws! Clearly, a foul can result in serious penalties in the sport of basketball.</p>	<p><b>How does the author organize the section?</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Chronology/Sequence of Events</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Problem and Solution</li> </ul> <p><b>Statement of Organization</b></p> <hr/> <hr/> <hr/> <hr/>
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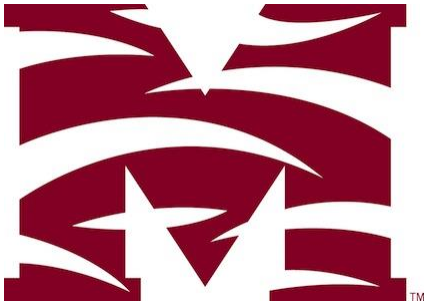




Name \_\_\_\_\_

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

### Week 39



Dear Educator,

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

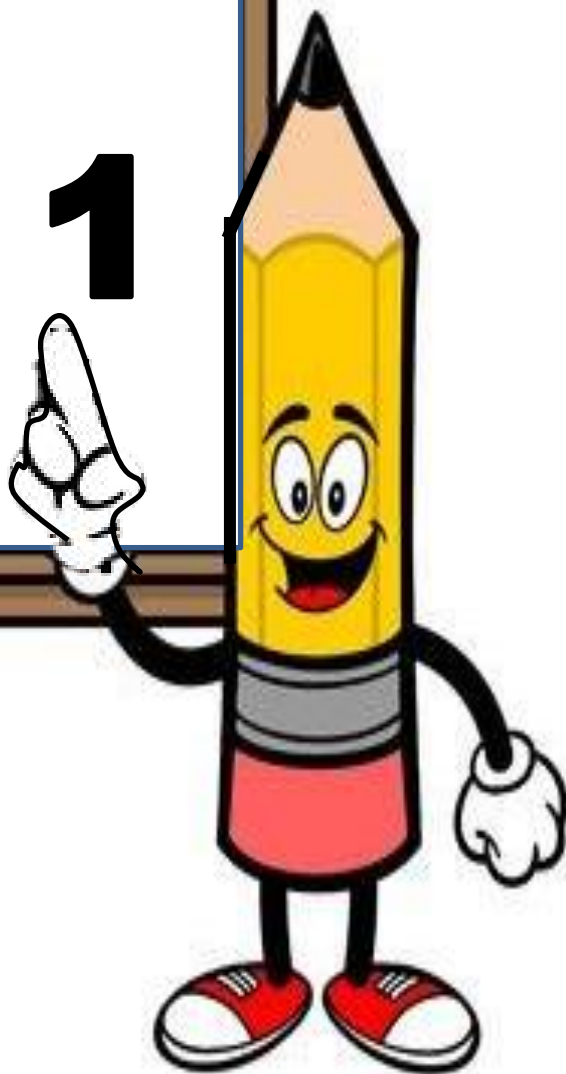
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

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



**Day # 1**



Name: \_\_\_\_\_  
BCCS-B

Week 39 Day 1 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 39 Day 1 Notes, Scholastic News

### Do Now

What have you learned in Fourth Grade ELA this year?

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<b>Standard</b>	<b>CCRA. R.10</b> 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, CFU:** Completed as whole group online for all scholars

**Text:** Scholars remotely will receive article via Scholastic News website and scholars in person will receive magazines in person.

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## History Makers: Bessie Coleman

Pages 2-3

**1 Part A** An obstacle in Coleman's way was \_\_\_\_.

- Ⓐ lack of skill
- Ⓑ lack of interest
- Ⓒ disapproval
- Ⓓ discrimination

**2 Part B** Which detail best supports the answer to question 1?

- Ⓐ "... she hated this backbreaking work."
- Ⓑ "At the time, there were few opportunities for Black people in the U.S."
- Ⓒ "Coleman amazed audiences ..."
- Ⓓ "In 1923, Coleman's plane crashed."

**3** "Taking Flight" is mostly about \_\_\_\_.

- Ⓐ how Coleman turned her dreams into reality
- Ⓑ how difficult aviation courses were
- Ⓒ how Coleman's brothers inspired her
- Ⓓ how Coleman died

## Should You Be Banned From Buying Junk Food?

Pages 4-5

**4** Which is mentioned as an alternative to banning the sale of junk food to kids?

- Ⓐ instructing kids how to make healthy choices
- Ⓑ signing up kids for exercise classes
- Ⓒ reducing the price of junk food
- Ⓓ increasing the price of junk food

**5** Which detail identifies a problem that the ban attempts to solve?

- Ⓐ "You're too young!"
- Ⓑ "About one in five kids in the U.S. have obesity."
- Ⓒ "The ban would put salty and sugary snacks in the same category as cigarettes."
- Ⓓ "... a ban would also give parents more control ..."

**6** A word similar in meaning to *encourage* is \_\_\_\_.

- Ⓐ learn
- Ⓑ deny
- Ⓒ inspire
- Ⓓ taste

## I Build Bots! Page 6

**7** Callum Daniel would likely agree that \_\_\_\_.

- Ⓐ robots will someday rule the world
- Ⓑ kids can't run their own companies
- Ⓒ technological skills can lead to success
- Ⓓ all robots should have a similar look

**8** Which question is not answered by the text?

- Ⓐ How has learning about robotics changed Callum's life?
- Ⓑ What are Callum's plans for the future?
- Ⓒ When did Callum become interested in robotics?
- Ⓓ What is the price of a class with Callum?

## A Fierce Comeback Page 7

**9** According to the article, which occurred first?

- Ⓐ Tasmanian devils were brought to a mainland sanctuary.
- Ⓑ Wildlife conservationists worked to save the species.
- Ⓒ Cancer wiped out almost all of the devils in Tasmania.
- Ⓓ Tasmanian devils couldn't survive on Australia's mainland.

## No Snow Required! Page 7

**10** Which word from the article conveys how smoothly skiers can go down Copenhill?

- Ⓐ down
- Ⓑ glide
- Ⓒ hike
- Ⓓ lined

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

# All About Bessie Coleman

After reading the article "History Makers: Bessie Coleman," use facts and details from the text to complete the graphic organizer below.

List two details about Coleman's childhood.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Write two adjectives that describe Coleman. Explain your choices.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_



Describe a challenge Coleman faced.

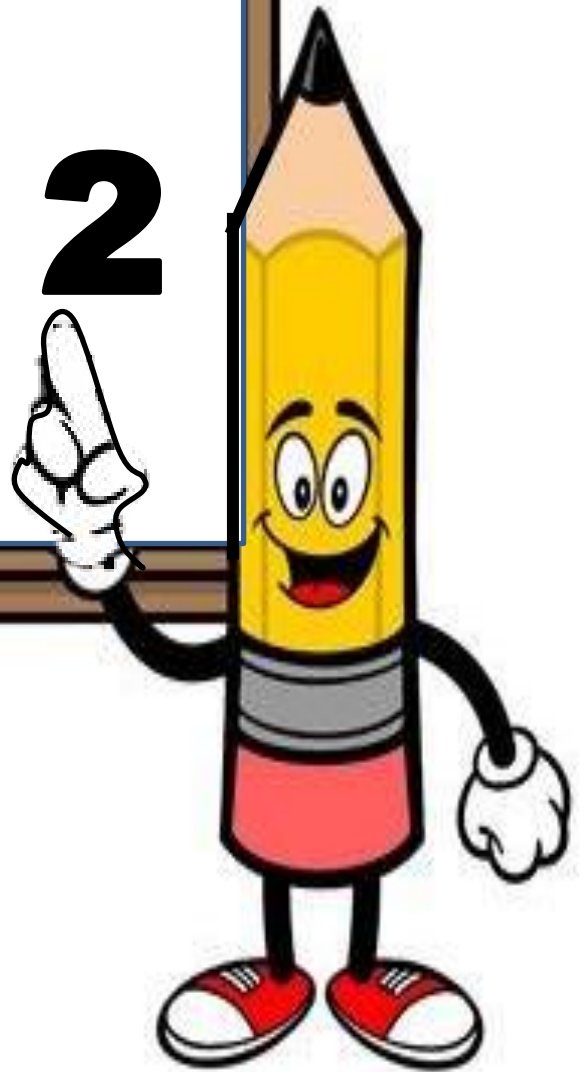
\_\_\_\_\_  
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\_\_\_\_\_

Describe one of Coleman's major life accomplishments.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 39 Day 2 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 39 Day 2 Notes, Scholastic News

### Do Now

What do you think you will remember about this year the most in 4<sup>th</sup> grade?

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<b>Standard</b>	<b>CCRA. R.10</b> 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, CFU:** Completed as whole group online for all scholars

**Text:** Scholars remotely will receive article via Scholastic News website and scholars in person will receive magazines in person.

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## Dogs On Duty Pages 2-3

- 1 Part A** CFC dogs are helpful in stopping poachers because the dogs \_\_\_\_.
- Ⓐ help stop poached items from being sold
  - Ⓑ scare them away before they can kill animals
  - Ⓒ alert the animals before they can be poached
  - Ⓓ can identify them by their appearance
- 2 Part B** Which detail best supports the answer to question 1?
- Ⓐ "The goal of CFC is to use their dogs to help save Africa's animals before it's too late."
  - Ⓑ "Some breeds have about 300 million sensors in their noses."
  - Ⓒ "The dogs begin training when they are a year or two old."
  - Ⓓ "So far, the unit has sniffed out nearly 400 illegal wildlife products."
- 3** Which choice best describes the article's structure?
- Ⓐ compare/contrast      Ⓒ cause/effect
  - Ⓑ problem/solution      Ⓓ sequence

## Should We Send Astronauts to Mars?

Pages 4-5

- 4** Which is a benefit of sending people to Mars?
- Ⓐ Future journeys would take less time.
  - Ⓑ Technology would no longer be needed.
  - Ⓒ Research would be done more quickly.
  - Ⓓ The atmosphere there would become safer.
- 5** A word similar in meaning to rely is \_\_\_\_.
- Ⓐ depend
  - Ⓑ expect
  - Ⓒ receive
  - Ⓓ want

- 6** Which supports the idea that conditions on Mars would threaten astronauts' health?
- Ⓐ "On average, Mars is more than 100 times farther from Earth."
  - Ⓑ "... astronauts on Mars would have to worry about deadly radiation..."
  - Ⓒ "On Earth, the thick atmosphere protects us..."
  - Ⓓ "Many people agree that humans are better explorers than robots."

## Reaching New Heights Page 6

- 7** Which of the following occurred last?
- Ⓐ China and Nepal agreed to work together.
  - Ⓑ Surveyors used various tools to calculate the exact height of Mount Everest.
  - Ⓒ The U.S. measured Mount Everest.
  - Ⓓ Mount Everest formed along the shared border of two countries.

## The Year of the Ox Page 7

- 8** In 2027, it will be the Year of the \_\_\_\_.
- Ⓐ Dragon      Ⓒ Dog
  - Ⓑ Sheep      Ⓓ Tiger

- 9** Which question is not answered by the text?
- Ⓐ How many days does the holiday last?
  - Ⓑ Where is the Lunar New Year celebrated?
  - Ⓒ When does the 2021 Lunar New Year begin?
  - Ⓓ Have the animals on the chart ever changed?

## Whose Holiday Is It? Page 7

- 10** Which describes the significance of Presidents' Day?
- Ⓐ It falls on the exact birth date of Washington.
  - Ⓑ Lincoln and Washington were both born on this date.
  - Ⓒ It is a day to celebrate all U.S. presidents.
  - Ⓓ It's the day when a new president takes office.



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

# Close-Reading Questions

Refer to "Should We Send Astronauts to Mars?" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. What is the purpose of sending Perseverance to Mars?

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2. Why does scientist Jim Rice argue that humans are better explorers than robots are?

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3. Based on the "no" argument, what dangers would astronauts face on Mars?

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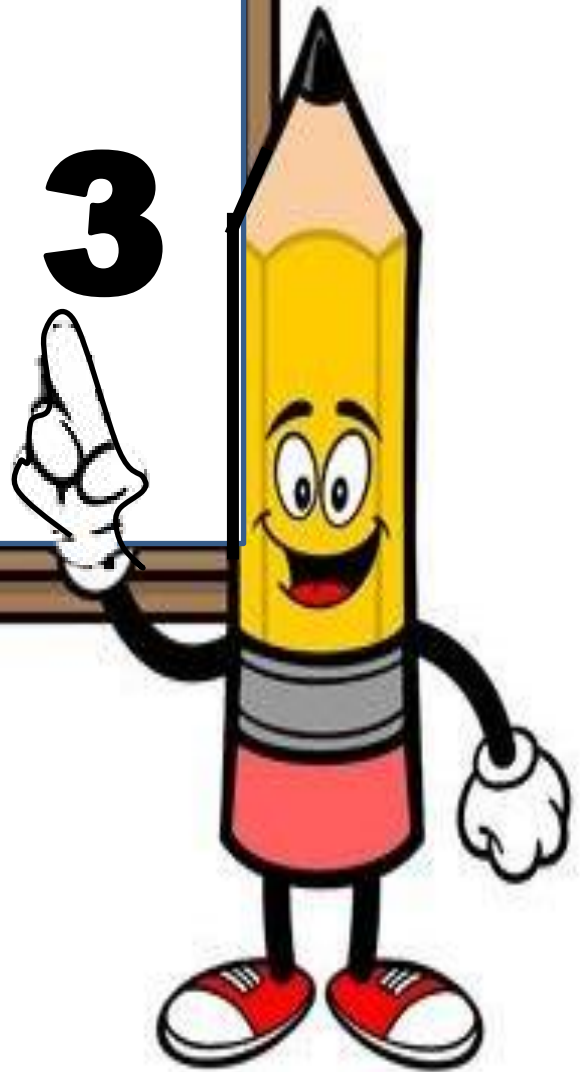
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# Day # 3



Name: \_\_\_\_\_  
BCCS-B

Week 39 Day 3 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 39 Day 3 Notes, Scholastic News

### Do Now

Are you excited for 5<sup>th</sup> Grade? Why or why not? Explain.

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<b>Standard</b>	<b>CCRA. R.10</b> 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, CFU:** Completed as whole group online for all scholars

**Text:** Scholars remotely will receive article via Scholastic News website and scholars in person will receive magazines in person.

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## 5 Big Questions About Immigration

Pages 2-3

- 1 Which would be an appropriate alternate title for the map on page 2?**
- Ⓐ Countries With High Immigrant Populations
  - Ⓑ Origins of American Immigrants
  - Ⓒ Languages Spoken in America
  - Ⓓ Countries Similar in Size to America
- 2 Which detail supports the idea that the debate over immigration isn't new?**
- Ⓐ Immigrants helped build railroads.
  - Ⓑ Benjamin Franklin worried about German immigrants.
  - Ⓒ Most of today's immigrants come from China.
  - Ⓓ America has always welcomed immigrants.
- 3 Why does the author include the names of three major companies in the third section?**
- Ⓐ to show that immigration rates have grown
  - Ⓑ to inform readers which companies hire immigrants
  - Ⓒ to emphasize the positive influence of immigrants
  - Ⓓ to persuade readers to support these companies
- 4 If something is a burden, it \_\_\_\_.**
- Ⓐ causes problems      Ⓒ involves traveling
  - Ⓑ is extremely large      Ⓓ lasts a long time

## Welcome to America Pages 4-5

- 5 Based on the section "First Stop," readers can infer that \_\_\_\_.**
- Ⓐ ships carried only one class of passengers
  - Ⓑ wealthy immigrants did not travel on ships
  - Ⓒ classes were divided by age group
  - Ⓓ classes were determined by wealth or status

- 6 "Passing the Test" is mainly about the \_\_\_\_.**
- Ⓐ questions asked during immigrant interviews
  - Ⓑ medical exams immigrants had to pass
  - Ⓒ check-in process at Ellis Island
  - Ⓓ reasons that some people were deported
- 7 Which question is unanswered by the section "A Symbol of Hope"?**
- Ⓐ Why did Ellis Island close in 1954?
  - Ⓑ What is Ellis Island used for today?
  - Ⓒ Why do Americans visit Ellis Island?
  - Ⓓ What did Ellis Island represent to immigrants?

## I Was Turned Away Pages 6-7

- 8 The purpose of the first paragraph is to help readers \_\_\_\_.**
- Ⓐ visualize the journey across the ocean
  - Ⓑ imagine some challenges immigrants face
  - Ⓒ learn why some immigrants are deported
  - Ⓓ learn why immigrants travel to America
- 9 Part A The Chinese Exclusion Act of 1882 was the result of Americans \_\_\_\_.**
- Ⓐ worrying that Chinese immigrant workers were taking hard-to-find jobs
  - Ⓑ wanting to create an immigration station
  - Ⓒ being excluded from Angel Island
  - Ⓓ searching for jobs in California

- 10 Part B Which detail best supports the answer to question 9?**
- Ⓐ "By the time Ong voyaged to the U.S., Chinese people had a long history here."
  - Ⓑ "Many helped build railroads, worked on farms, and owned businesses."
  - Ⓒ "In the 1800s, America welcomed more than 150,000 Chinese immigrants."
  - Ⓓ "In the 1870s, jobs became scarce, and many blamed the Chinese."

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

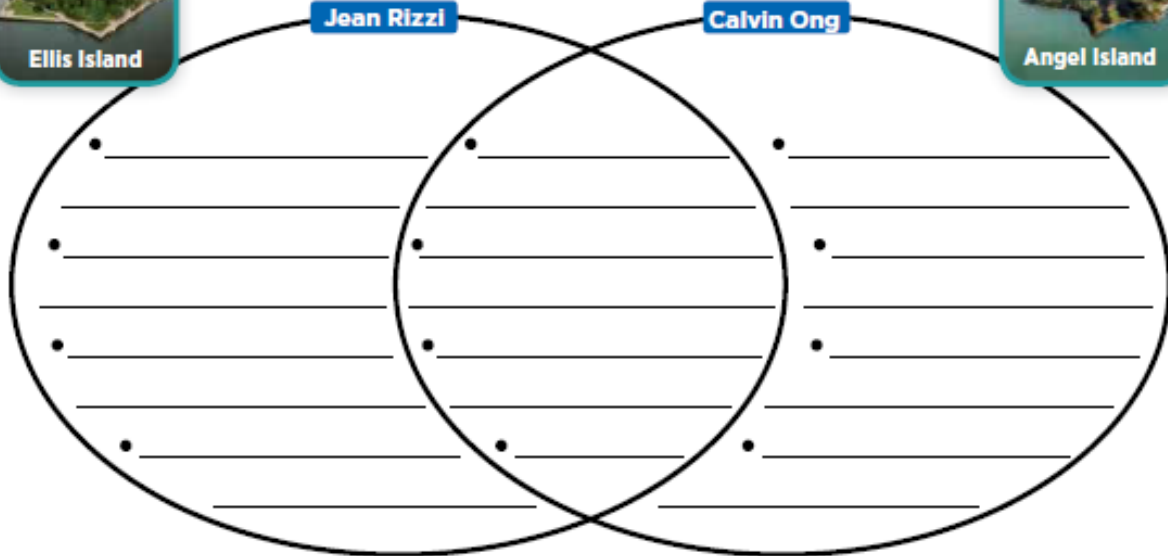
# Comparing Experiences

As you read "Welcome to America" and "I Was Turned Away," fill in the Venn diagram below to compare and contrast the experiences of each immigrant. Then complete the writing task below.



Jean Rizzi

Calvin Ong



## Write About It!

Both Jean Rizzi and Calvin Ong voyaged to the U.S. in search of a better life. Yet they each had very different experiences. Using evidence from both articles, explain how their journeys, experiences, and challenges were both similar and different.

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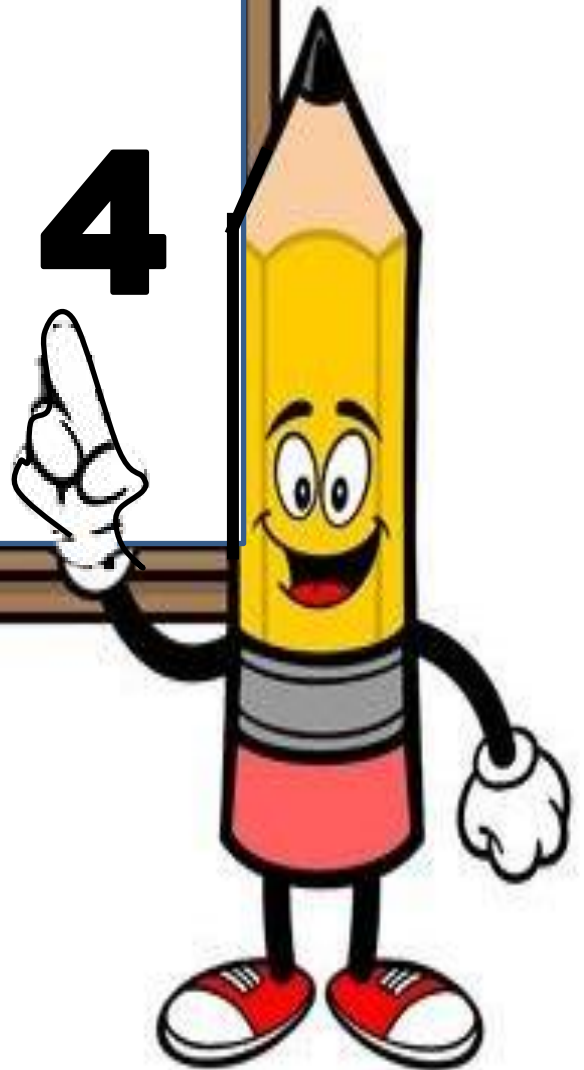
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# Day # 4



Name: \_\_\_\_\_  
BCCS-B

Week 39 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 39 Day 4 Notes, Scholastic News

### Do Now

What module/ unit have you enjoyed most in 4<sup>th</sup> Grade ELA?

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<b>Standard</b>	<b>CCRA. R.10</b> 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, CFU:** Completed as whole group online for all scholars

**Text:** Scholars remotely will receive article via Scholastic News website and scholars in person will receive magazines in person.

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## Should We Worry About Robots Taking Over? Pages 2-3

**1 Part A** Which statement tells a main concern people have about robots taking over?

- Ⓐ AI technology would continue to improve.
- Ⓑ Robots could replace teachers.
- Ⓒ Robots could replace people in many jobs.
- Ⓓ Robots cannot do multiple tasks.

**2 Part B** Which detail best supports the answer to question 1?

- Ⓐ "That's the ability of a machine to think ..."
- Ⓑ "'Robots can often complete tasks more quickly than humans can—without getting tired' ..."
- Ⓒ "But most robots are programmed to do just one."
- Ⓓ "'Robotics is actually going to create more jobs' ..."

**3** The text mentions the jobs of doctor, nurse, and teacher to \_\_\_\_.

- Ⓐ explain how robots are similar to humans
- Ⓑ give an opinion on certain jobs
- Ⓒ compare those jobs with one another
- Ⓓ identify jobs that robots cannot do well

## The Teen Hero of the American Revolution Pages 4-5

**4** Young colonists showed their support by \_\_\_\_.

- Ⓐ paying taxes on certain items
- Ⓑ going horseback riding during the night
- Ⓒ signing up to fight and showing leadership
- Ⓓ organizing militias in their hometowns

**5** Which led to Sybil's recognition as a hero?

- Ⓐ Sybil grew up in New York in the 1700s.
- Ⓑ Sybil's father organized a militia.
- Ⓒ The British forced colonists to pay taxes.
- Ⓓ A descendant of hers shared her story.

**6** Which statement summarizes the events described in the sidebar?

- Ⓐ The American colonists defeated the British during the Revolutionary War.
- Ⓑ Taxation caused colonists to revolt against the British and eventually win independence.
- Ⓒ The colonists had to pay taxes on goods.
- Ⓓ The revolution began in Massachusetts.

## Lava on the Loose Page 6

**7** Which detail supports the idea that volcanoes can be unpredictable?

- Ⓐ "She's used to seeing Kilauea erupt."
- Ⓑ "Hundreds of homes were destroyed."
- Ⓒ "It has formed a scorching-hot lava lake ..."
- Ⓓ "'But we don't know exactly what's going to happen.'"

**8** According to the sidebar, which is true?

- Ⓐ Each eruption causes Kilauea to grow.
- Ⓑ Kilauea is a composite volcano.
- Ⓒ After an eruption, magma flows back into the chamber.
- Ⓓ The lava in the magma chamber is hard.

## World's Smallest Reptile? Page 7

**9** Why is there a question mark in the title?

- Ⓐ Scientists can't find the nano-chameleon.
- Ⓑ The nano-chameleon is a mythical creature.
- Ⓒ The nano-chameleon is endangered.
- Ⓓ Scientists believe, but are not certain, that it is the tiniest reptile.

## Look Out, Below! Page 7

**10** An optical illusion is \_\_\_\_.

- Ⓐ something that looks different than it really is
- Ⓑ a mural that looks realistic
- Ⓒ a new type of technology
- Ⓓ a type of smartphone app



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

# Exploring Text Structures

“Text structure” is the term for how an author organizes information in a text. Knowing different text structures helps readers understand the main idea and the author’s purpose. Read “The Teen Hero of the American Revolution.” Then use the chart below to identify the text structure in several parts of the article.

Description	Cause & Effect	Problem & Solution	Compare & Contrast	Sequence of Events
Includes details to help you picture or get to know a person, a place, a thing, or an idea	Explains why something happened (cause) and what happened as a result (effect)	Presents a problem and explains how it is solved	Gives similarities and/or differences between two items, such as events, time periods, ideas, or people	Describes events in the order in which they happened and often includes dates and other words that tell order (first, next, finally, etc.)

1. “The messenger had ridden several miles to reach the home of Colonel Henry Ludington. He was the leader of the local militia. His men were needed to fight the British, but they were spread out over miles.”

**TEXT STRUCTURE:** \_\_\_\_\_

2. “Someone would have to alert them, but who? The colonel needed to stay home to organize his fighters as they arrived. It would be up to Ludington’s eldest child, 16-year-old Sybil, to spread the word.”

**TEXT STRUCTURE:** \_\_\_\_\_

3. “Boys 15 and older could sign up to fight with their parents’ permission. And many did. But others as young as 10 joined the war effort by hiding their age. Girls supported the cause too. Some took care of and defended farms while their fathers and brothers were away at war.”

**TEXT STRUCTURE:** \_\_\_\_\_

4. “On that night in April 1777, she mounted her horse and began her dangerous ride through the dark. At homes across the countryside, Sybil called the men to battle. She finally returned home just before dawn. By then, her father’s men were gathering to rush to Connecticut to fight.”

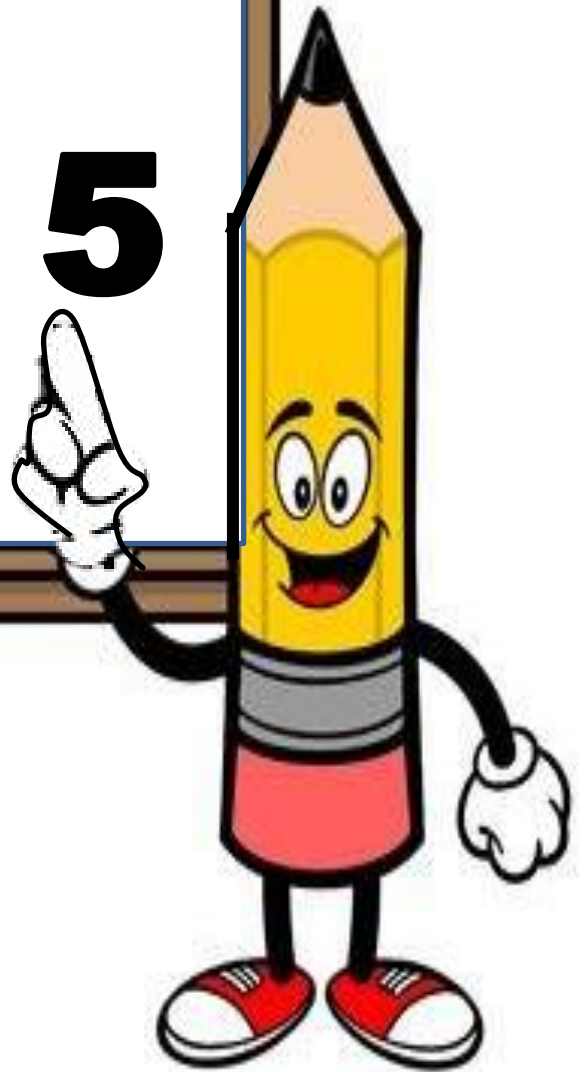
**TEXT STRUCTURE:** \_\_\_\_\_

## Go Further!

On a separate sheet of paper, tell how you recognized the text structure in each of the above examples.



# Day # 5



Name: \_\_\_\_\_  
BCCS-B

Week 39 Day 5 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 39 Day 5 Notes, Scholastic News

### Do Now

What skill type of questions do you enjoy in ELA? Explain (e.g. main idea, author's purpose, context clues, text structures etc.)

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<b>Standard</b>	<b>CCRA. R.10</b> 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, CFU:** Completed as whole group online for all scholars

**Text:** Scholars remotely will receive article via Scholastic News website and scholars in person will receive magazines in person.

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

# Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

## The Fight to Protect Grizzlies Pages 2-3

- 1 Part A** Why does the U.S. Fish and Wildlife Service consider grizzlies a success story?
- Ⓐ Grizzlies became friendly toward people.
  - Ⓑ The grizzly population increased because of protective measures.
  - Ⓒ The grizzly population is as high as it was before the 1800s.
  - Ⓓ Grizzlies were thought to be extinct but were rediscovered.

- 2 Part B** Which detail best supports the answer to question 1?

- Ⓐ "It's illegal to kill or harm endangered animals, or to disturb their habitats."
- Ⓑ "With the protection of the ESA, the Yellowstone grizzly population bounced back to about 700."
- Ⓒ "By the 1970s, there were fewer than 140 grizzlies in the Yellowstone area."
- Ⓓ "... conservation groups have been fighting that decision."

- 3** The phrase "out of the woods" means \_\_\_\_.

- Ⓐ lost and confused
- Ⓑ stranded in the forest
- Ⓒ unaware of risk
- Ⓓ out of danger

## What Does This Statue Stand For?

Pages 4-6

- 4** Many people who want to remove Confederate statues believe the statues represent \_\_\_\_.
- Ⓐ a history of wealth and industry
  - Ⓑ a history of hatred and mistreatment
  - Ⓒ the success of the Union in the Civil War
  - Ⓓ the defeat of the Confederacy in the Civil War

- 5** Which two sections present opposing viewpoints on the topic of statue removal?
- Ⓐ "A Nation Divided" and "Symbols of the War"
  - Ⓑ "Symbols of the War" and "What's Next?"
  - Ⓒ "Painful Reminders" and "Preserving the Past"
  - Ⓓ "A Nation Divided" and "What's Next?"

- 6** You can infer from "What's Next?" that \_\_\_\_.
- Ⓐ Confederate symbols are illegal in the U.S.
  - Ⓑ no Confederate symbols remain in the U.S.
  - Ⓒ symbols that were removed will be put back
  - Ⓓ more symbols will probably be removed

## Digging Up the Past Page 7

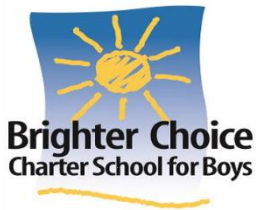
- 7** You can infer from the last two paragraphs that archaeologists \_\_\_\_.
- Ⓐ do not plan to dig in this area in the future
  - Ⓑ will continue to dig in this area
  - Ⓒ have not found anything meaningful there
  - Ⓓ had not discovered other mummies in Egypt

- 8** A word similar in meaning to *prevent* is \_\_\_\_.
- Ⓐ stop
  - Ⓑ decay
  - Ⓒ assist
  - Ⓓ bless

## Bug's-Eye View Page 7

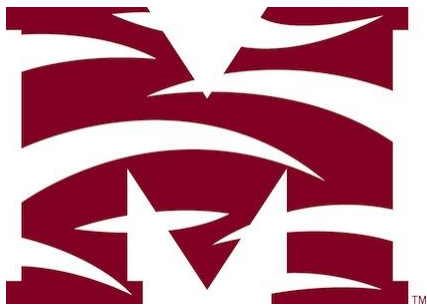
- 9** Which detail helps show the camera's size?
- Ⓐ "The device is three times lighter than a raisin."
  - Ⓑ "The camera streamed video ..."
  - Ⓒ "... this bug didn't get a backache!"
  - Ⓓ "... researchers could see exactly what the bug was seeing."

- 10** The scientists wanted to \_\_\_\_.
- Ⓐ measure the weight of a beetle
  - Ⓑ see what the world looks like to a beetle
  - Ⓒ get video footage of a beetle
  - Ⓓ make a camera that looks like a beetle



Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet Week 40



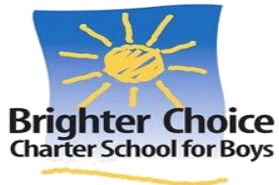
Dear Educator,

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

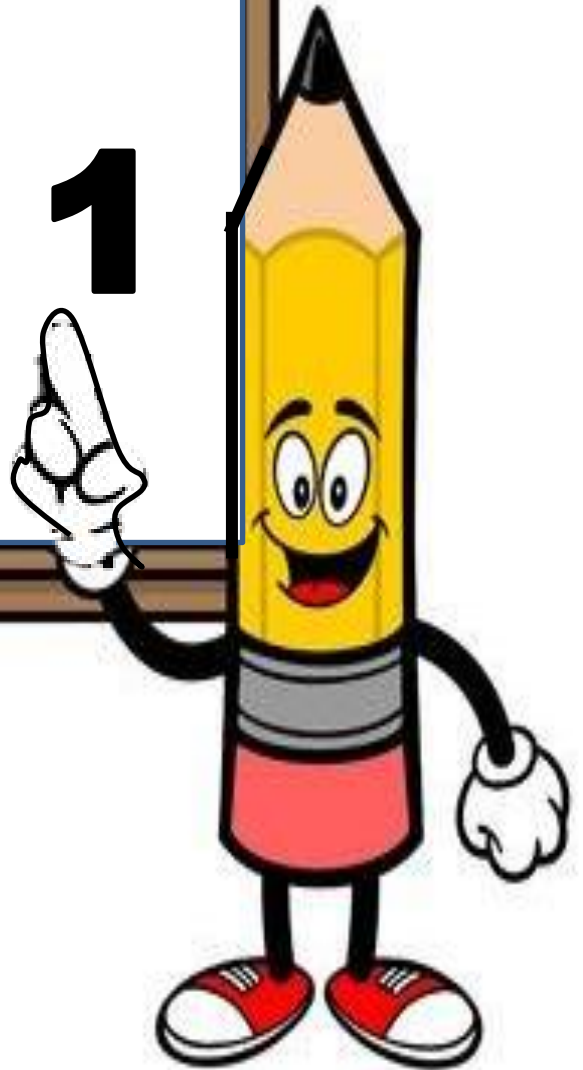
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

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



**Day # 1**



Name: \_\_\_\_\_  
BCCS-B

Week 40 Day 1 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 40 Day 1 Notes, Project Based Learning

### Do Now

What will you miss about your 4<sup>th</sup> Grade Year?

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<b>Standard</b>	<b>SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>LEQ</b>	How can problem solving skills and collaboration impact my understanding?
<b>Objective</b>	I can collaborate with my peers to design a project!
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input, CFU:** Introduced to problem and daily tasks remotely

**Application:** Completion of Water Park Brainstorming Activities





# WATER YOU THINKING OF?

Answer the questions below.

**WHAT IS YOUR FAVORITE PART OF A WATER PARK? WHY?**

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**WHAT IS YOUR LEAST FAVORITE PART OF A WATER PARK? WHY?**

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**WHY DO PEOPLE LIKE TO VISIT THESE PARKS?**

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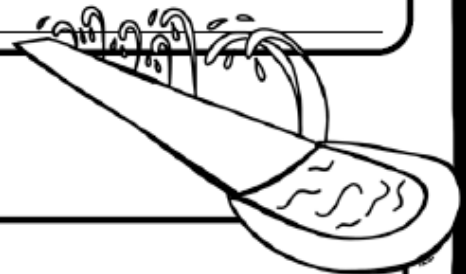
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**WHAT MAKES THE PARKS SO SPECIAL?**

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# MAKE IT OFFICIAL

Create an official name, slogan and logo for the water park.

## WATER PARK NAME

## SLOGAN

A slogan is a motto or memorable phrase.

## LOGO

A logo is a symbol or design to identify products or businesses.

Design an official logo on the kickboard.

- Color
- Add details
- Add the slogan

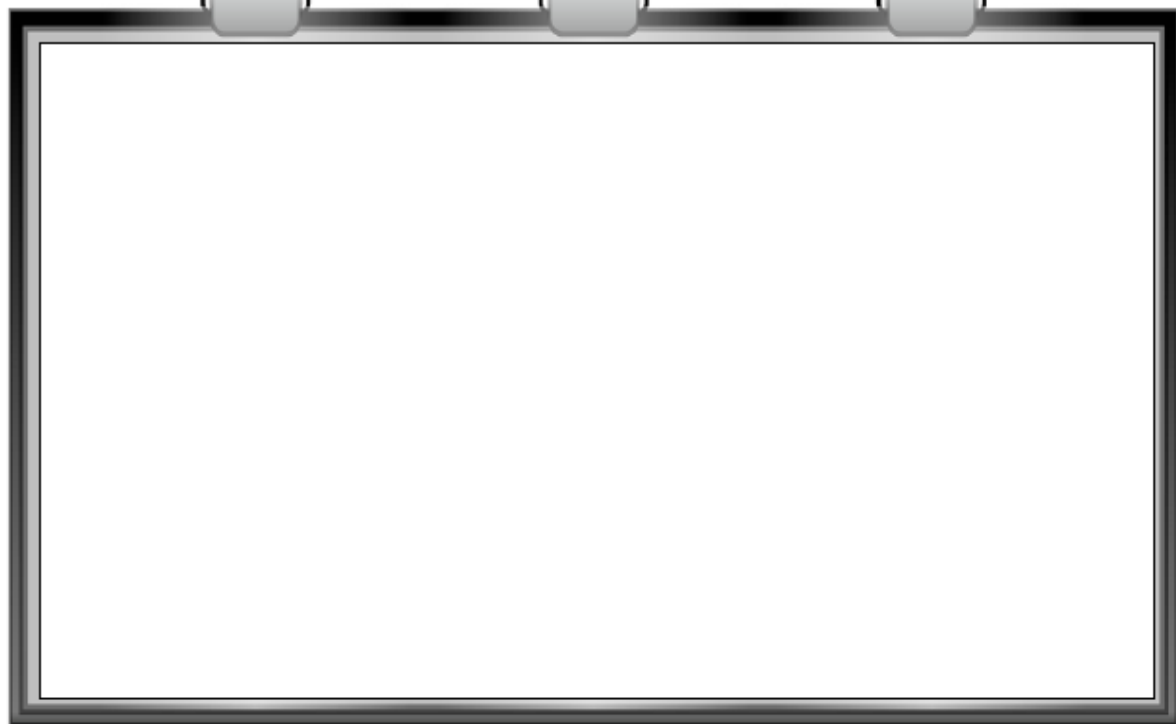


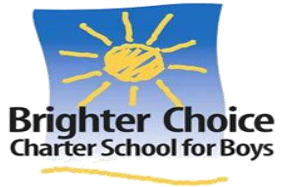
# ADVERTISING

Create a billboard for the waterpark. This will be next to the highway, where it will try to entice drivers to come and visit the park.

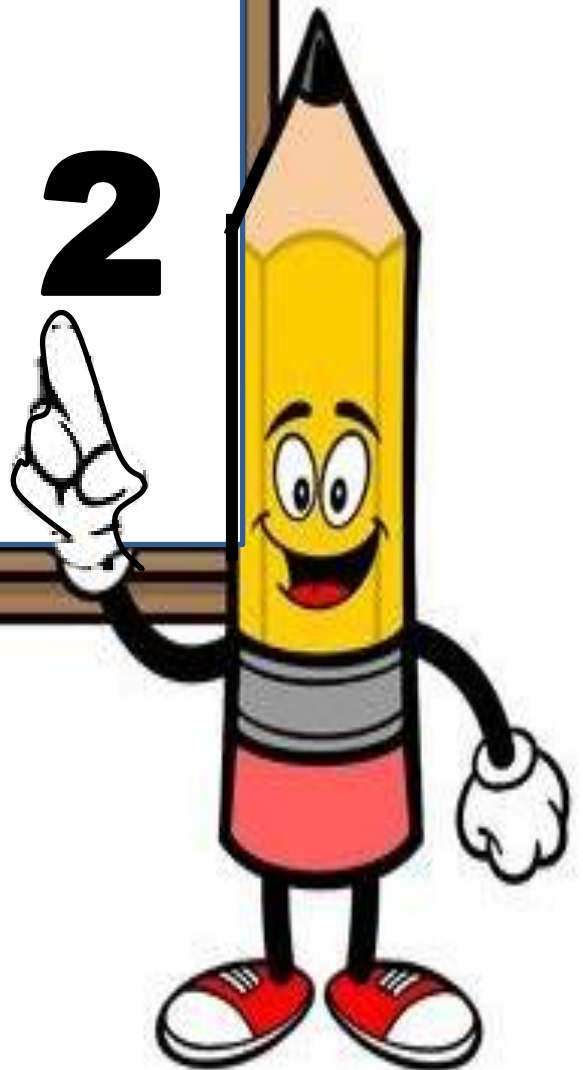
You must include the park name and slogan.  
Other ideas could be rides, kids playing, bright colors, or other elements you think will attract visitors.

**BILLBOARD**





# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 40 Day 2 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 40 Day 2 Notes, Project Based Learning

<b>Standard</b>	<b>SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>LEQ</b>	How can problem solving skills and collaboration impact my understanding?
<b>Objective</b>	I can collaborate with my peers to design a project!
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input, CFU:** Introduced to problem and daily tasks remotely

**Application:** Completion of Water Park Activities

# SUPPLY BUDGET

The city council has given you 200 credits for your supply budget. Below is a large list of items to choose from. Pick supplies you need and keep track of your total. Do not exceed 200 credits!

ITEM	CREDITS PER ITEM	NUMBER OF ITEMS	TOTAL
goggles	1		
life jacket	1		
floaties	1		
boogie board	1		
single inner tube	2		
double inner tube	3		
towels	1		
floatable toys	1		
inflatables	2		
sunscreen	1		
lockers	5		
hammock	3		
chairs	2		
tables	4		
lounge chair	2		
pool noodles	1		
life guard stand	9		
lifesaver	3		

ITEM	CREDITS PER ITEM	NUMBER OF ITEMS	TOTAL
snorkel	1		
deluxe pool floating lounger	3		
hot tub	11		
mega hot tub	15		
snow cone maker	9		
umbrella	2		
cleaning net	3		
water guns	1		
floating inflatable iceberg	16		
small slide	6		
flippers	1		
floating lights	1		
floating ping pong table	7		
volleyball net (water)	8		
sand volleyball courts	16		
basketball hoop (water)	7		

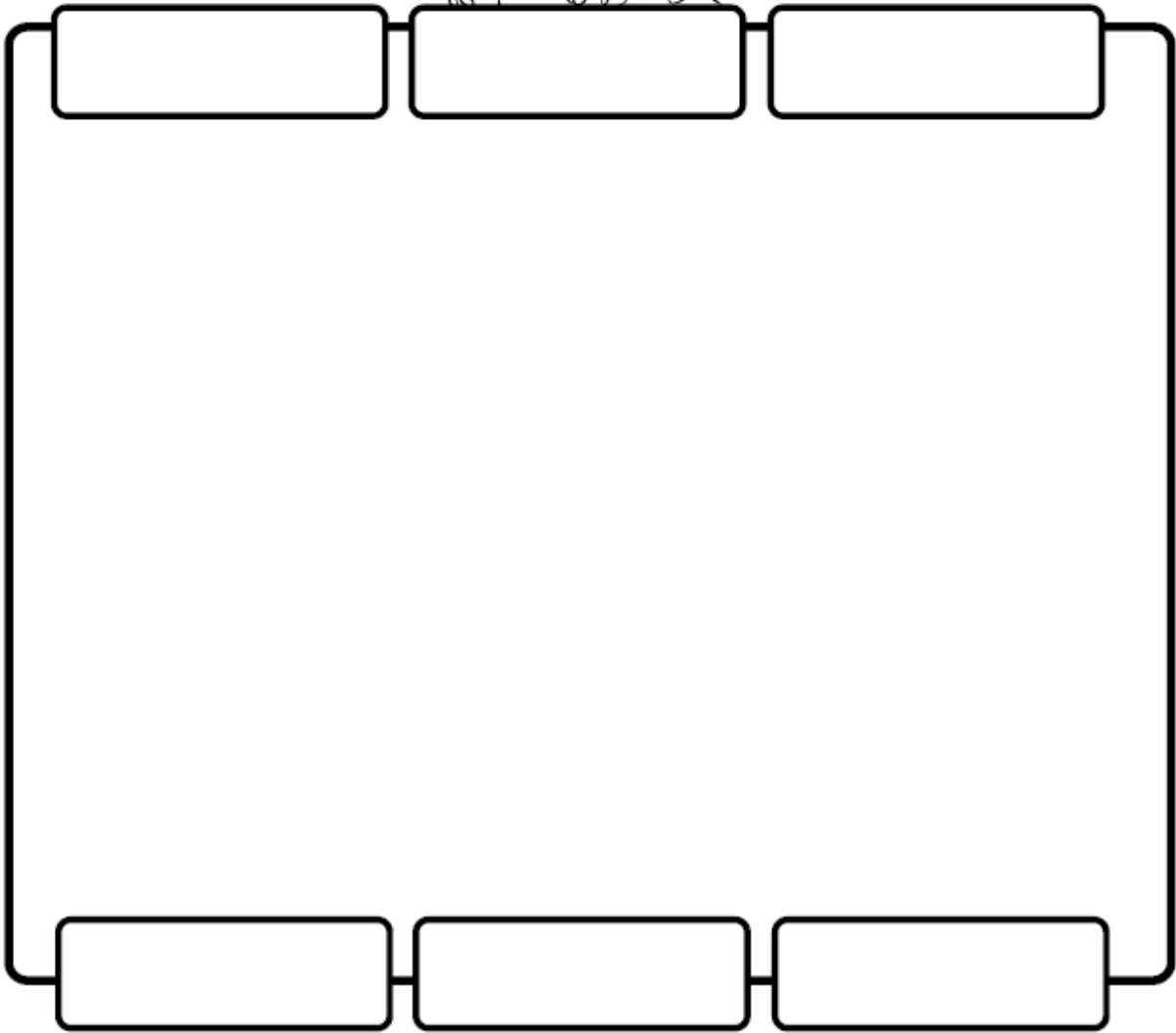
**TOTAL ALL CREDITS USED**

# WATER SUPPLY

To conserve water the park you will be tapping into a nearby river. The water will filter in, move through the park, and then exit back into the river. The park will need to build large pumps that connect to the river.

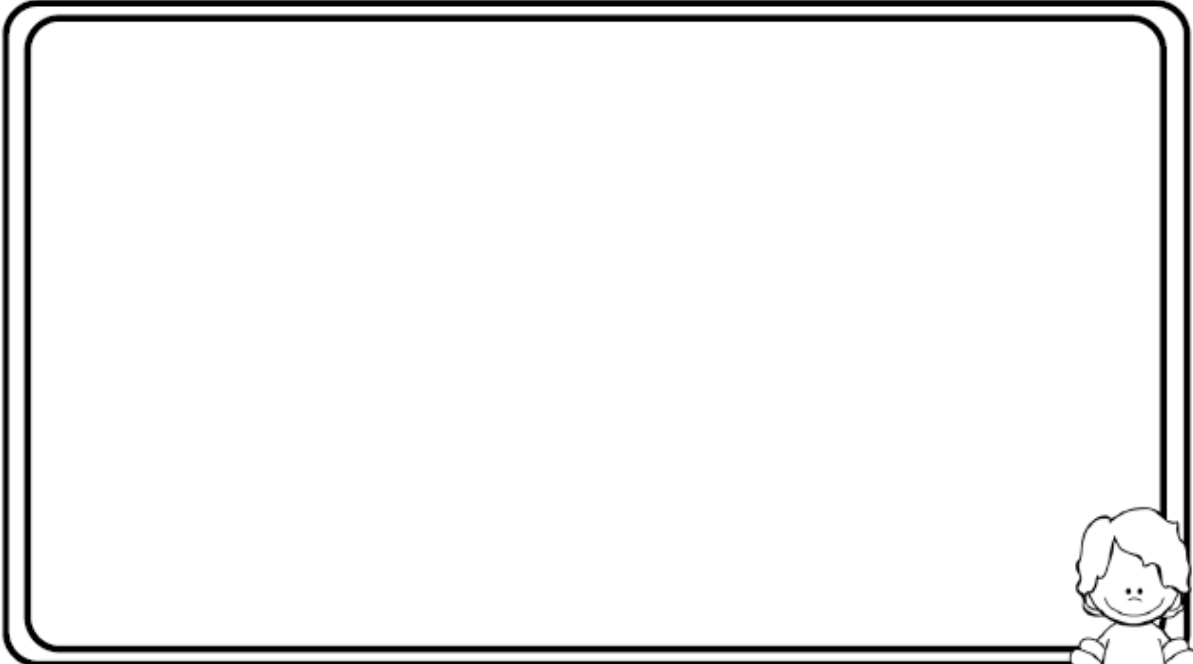
**DRAW AND DESIGN A PUMPING SYSTEM THAT PULLS IN WATER FROM A RIVER.  
HOW WILL YOU KEEP FISH, PLANTS, AND POLLUTION OUT?**

Label at least six parts of the pump system.



# LITTLE KID SECTION

Design and draw a little kid section for the park.  
Add in at least six play activities for the kids.



What are three of the activities in the kids' section?  
Why did you include them?

1

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2

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3

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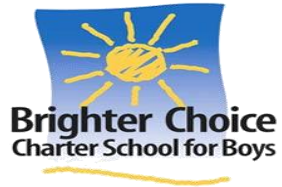
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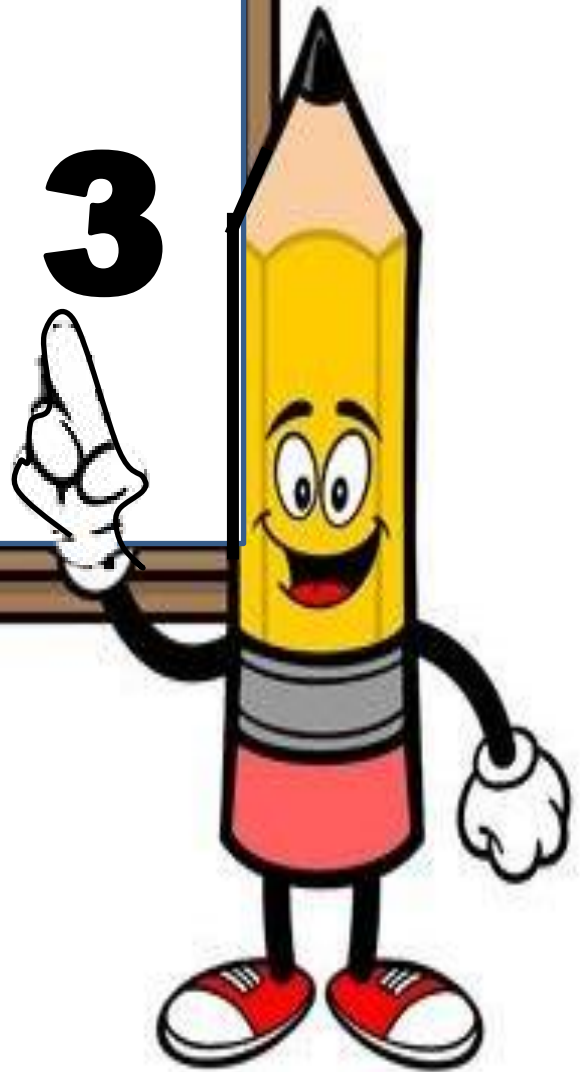
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# Day # 3



Name: \_\_\_\_\_  
BCCS-B

Week 40 Day 3 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 40 Day 3 Notes, Project Based Learning

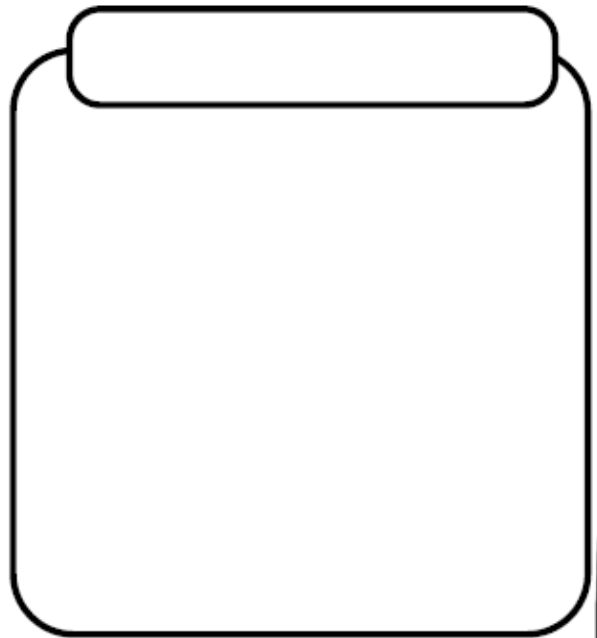
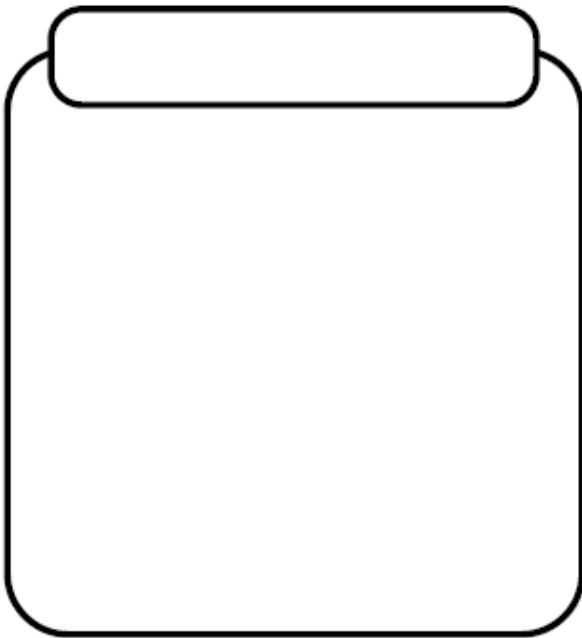
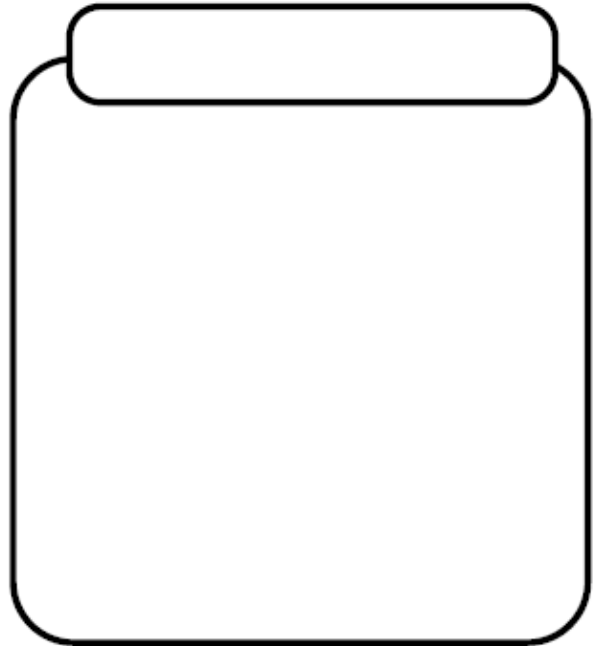
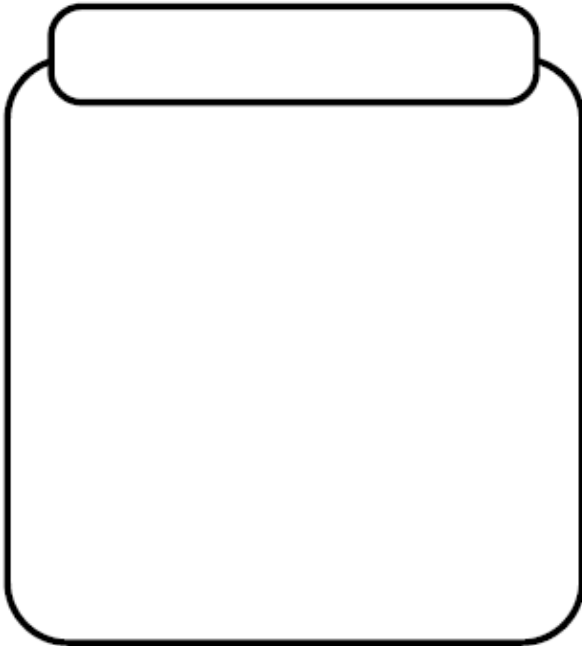
<b>Standard</b>	<b>SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>LEQ</b>	How can problem solving skills and collaboration impact my understanding?
<b>Objective</b>	I can collaborate with my peers to design a project!
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input, CFU:** Introduced to problem and daily tasks remotely

**Application:** Completion of Water Park Activities

# THE RIDES PART I

Create and name four rides the park will have.  
Draw a picture of each ride in the spaces below.

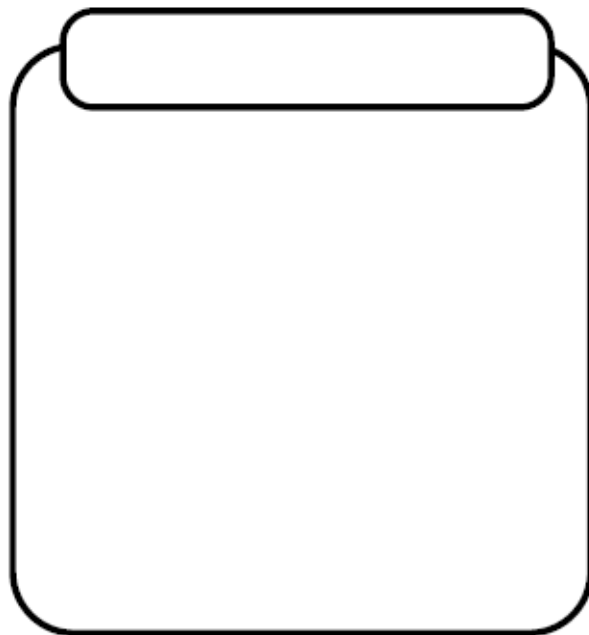
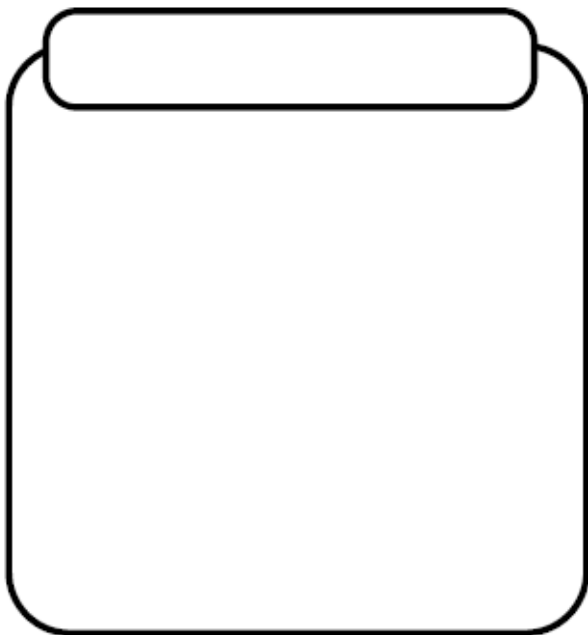


Collaborate with classmates if needed.

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# THE RIDES PART 2

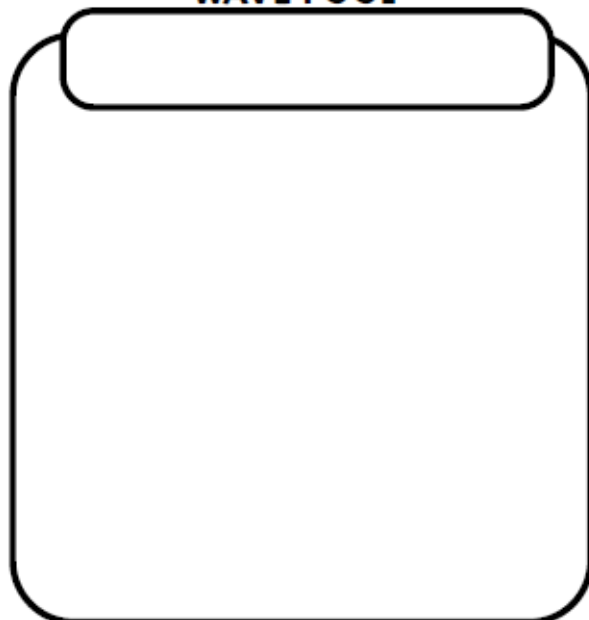
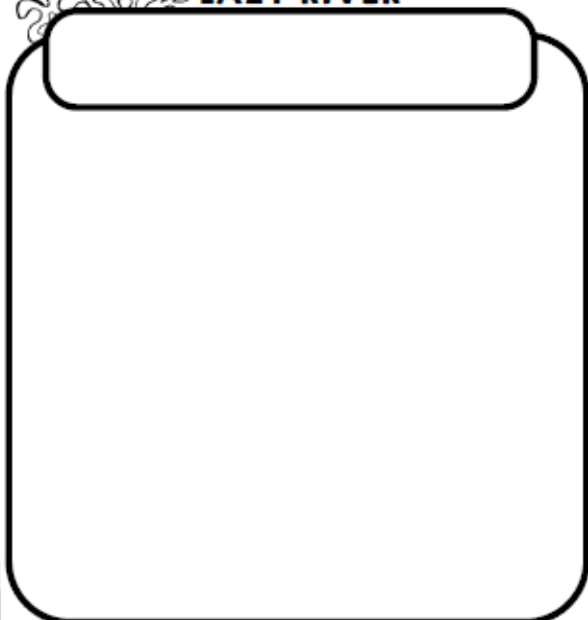
Create and name two more rides the park will have.  
Draw a picture of each ride in the spaces below.



Create and name two more classic rides below.

**LAZY RIVER**

**WAVE POOL**

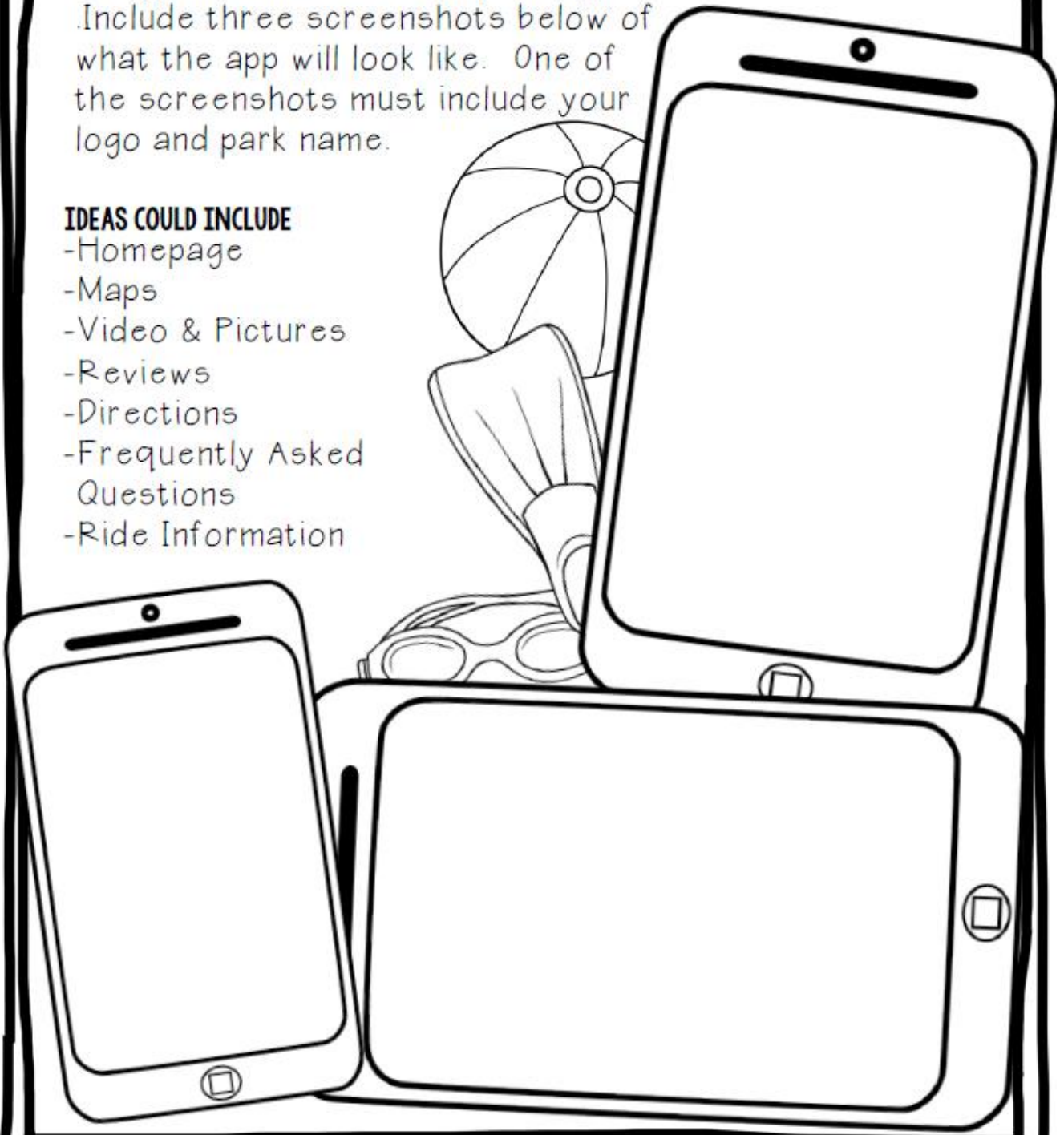


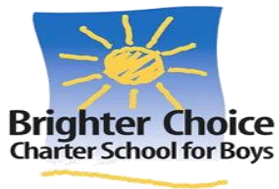
# APP DESIGN

Design the official water park app.  
Include three screenshots below of  
what the app will look like. One of  
the screenshots must include your  
logo and park name.

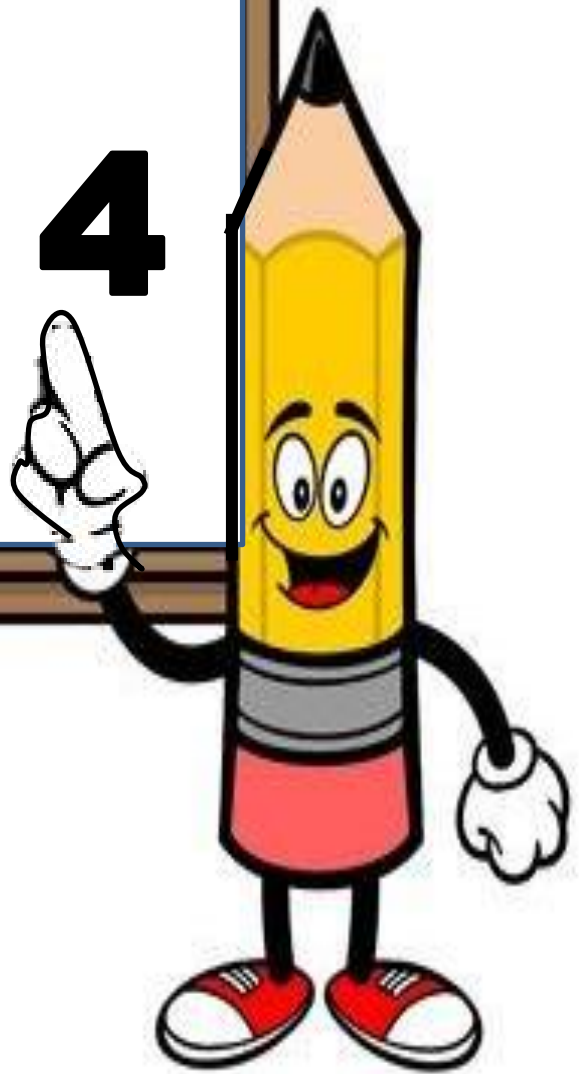
## IDEAS COULD INCLUDE

- Homepage
- Maps
- Video & Pictures
- Reviews
- Directions
- Frequently Asked Questions
- Ride Information





**Day # 4**



Name: \_\_\_\_\_  
BCCS-B

Week 40 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 40 Day 4 Notes, Project Based Learning

<b>Standard</b>	<b>SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>LEQ</b>	How can problem solving skills and collaboration impact my understanding?
<b>Objective</b>	I can collaborate with my peers to design a project!
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

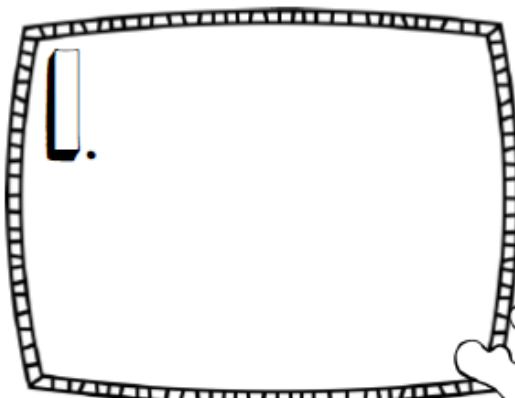
**Input, CFU:** Introduced to problem and daily tasks remotely

**Application:** Completion of Water Park Activities

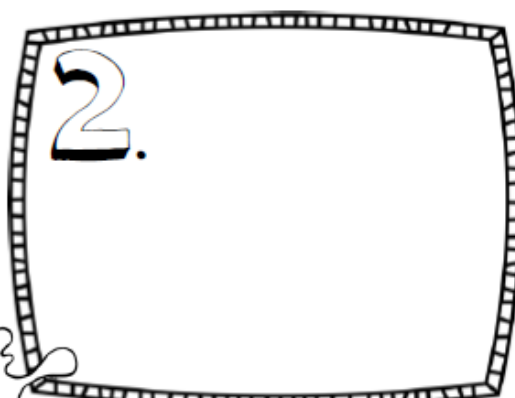
# MARKETING STRATEGY

The marketing department needs your help.  
List of FIVE reasons why people need to visit the park.  
Write down those reasons below.

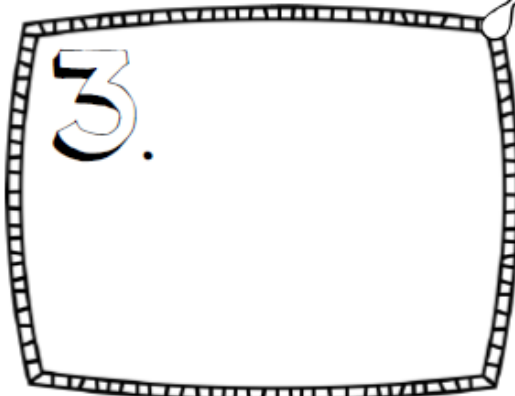
1.



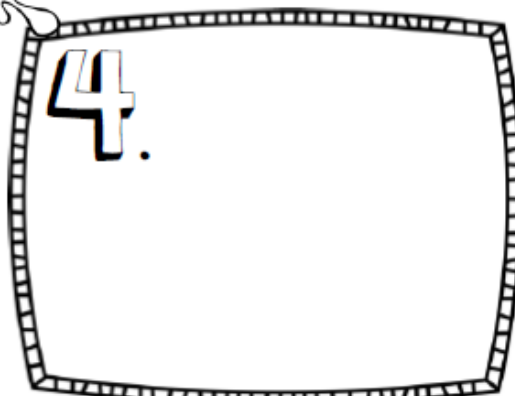
2.



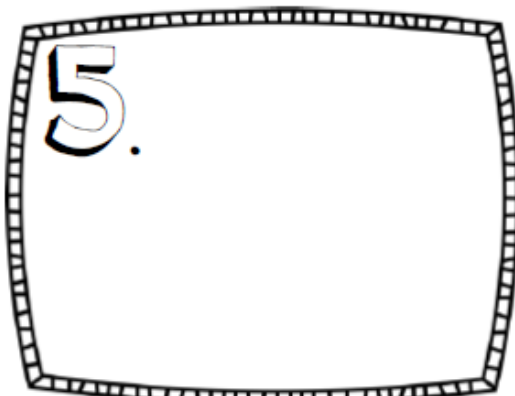
3.



4.



5.

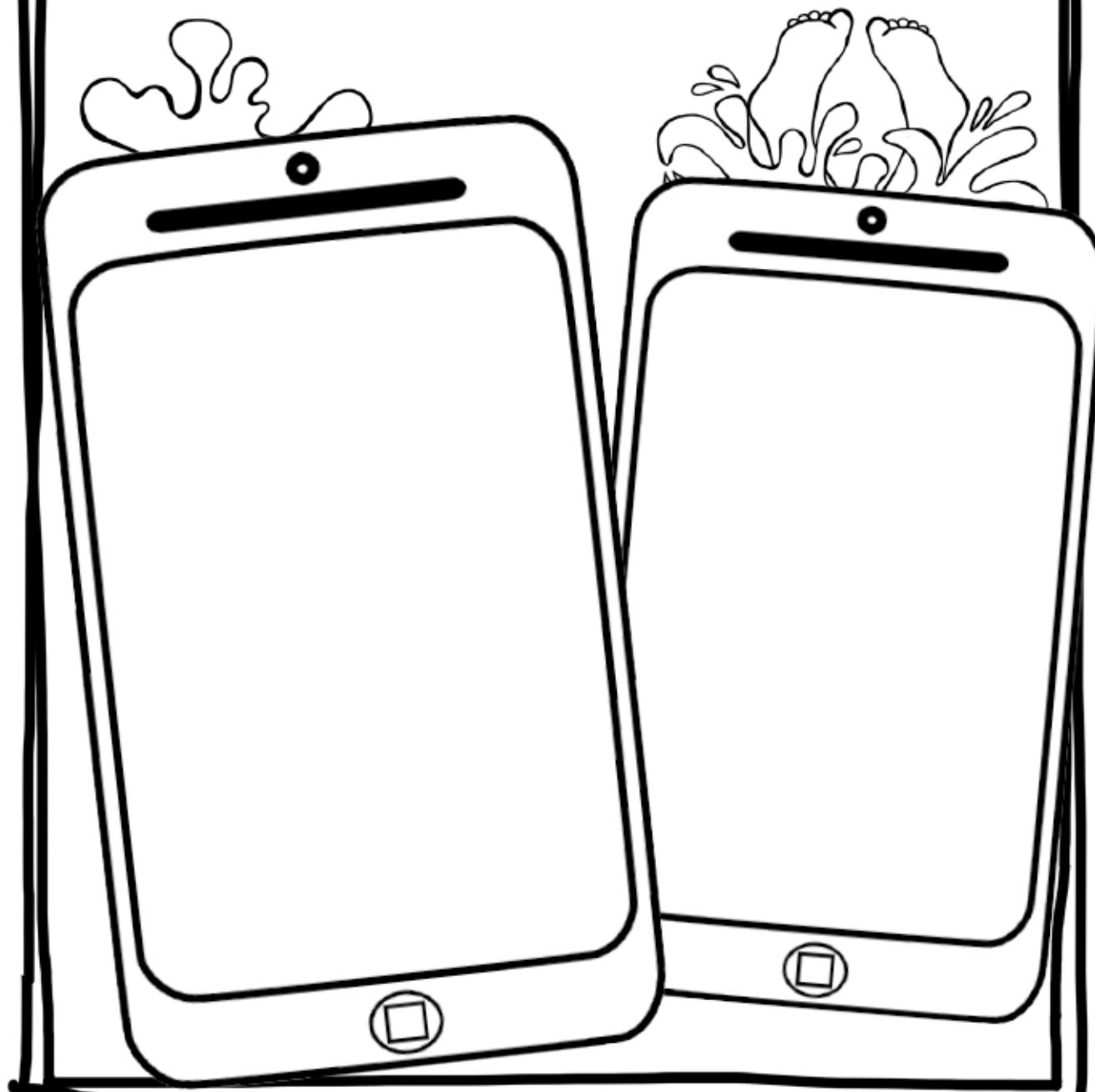




## TEST DRIVING THE RIDES

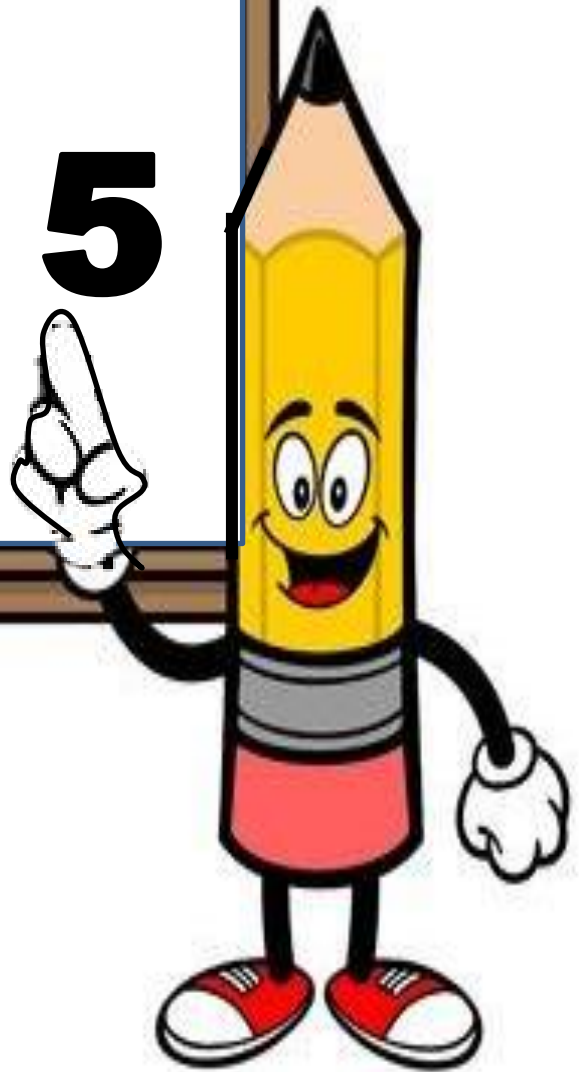
You just had the chance to test drive all the rides at the park, and now you want to tell your friends.

Create a text message conversation on one phone and include a great photo of the park on the smaller phone.





**Day # 5**



Name: \_\_\_\_\_  
BCCS-B

Week 40 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 40 Day 5 Notes, Project Based Learning

<b>Standard</b>	<b>SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>LEQ</b>	How can problem solving skills and collaboration impact my understanding?
<b>Objective</b>	I can collaborate with my peers to design a project!
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Input, CFU:** Introduced to problem and daily tasks remotely

**Application:** Completion of Water Park Activities

# THE PARK EXPERIENCE

Write a story telling about your park experience on the first day it opened. What did you ride? Where did you go? How did it make you feel?

