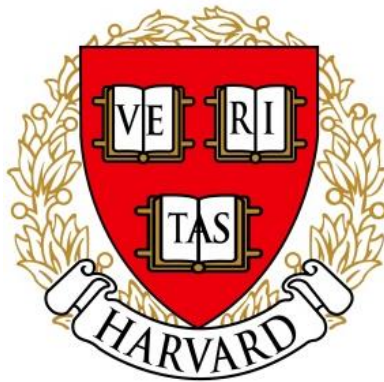


Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 1

September 21st – September 25th



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

Name: _____

Date: September 21, 2020

B.C.C.S Boys

College: _____

ELA Packet

LEQ: How where you live affect your education?

Objective: I can annotate details to support the gist of a section of text.

I can explain what details are showing in a text.



Vocabulary Guided Notes

- Gist:** The _____ or essential part of what your reading
- Annotate:** Adding _____ to a text to help us better _____
what we are reading.
- Perseverance:** Being _____ in doing something even
though it may be _____

Guided Annotation Work

Excerpt from *Rain School* by James Rutherford

Read this sentence from the passage.

“The dry dirt road is filling up with children”

Annotate 2 details in the passage with the letter (L)
for live to supports how where you live can affect
what your education looks like.

In the country of Chad, it is the first day of school. The dry dirt road is filing up with children. Big brothers and sisters are leading the way. 'Will they give us notebooks?' Thomas asks. Will they give us a pencil?' 'Will I learn to read like you?' 'Stop asking so many questions and keep up say the big brothers and big sisters.”

Re-read the passage. What do the details tell you about how your environment impacts your education and the way you learn?

The details show me that where you live can affect your education by...

Name: _____ Date: September 21, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Re-read the passage. What do the details tell you about how your environment impacts your education and the way you learn? **Label two details with a (L)**

The details show me that where you live can affect your education by...

Based on the excerpt from the text, **how does Thomas feel about learning?**

Thomas feels that learning

Excerpt from *Rain School* by James Rutherford

Thomas arrives at the schoolyard but there are no classrooms. There are no desks. It doesn't matter. There is a teacher. "We will build our school," she says. "This is the first lesson". Thomas leans to make mud bricks and dry them in the sun. He learns to build mud walls and mud desks. He gathers grass and saplings with the other children and they make a roof."

Name: _____ Date: September 21, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Does your environment impact your education and the way that you learn? Explain why or why not.

Read the following passage. **Annotate the passage with the letter (E).** Find 2 spots in this passage where their education looks different than your own based on their environment.

What does Thomas learn to build?

- A. Walls and Desks
- B. Mud bricks
- C. Both A and B

Excerpt from Rain School

“Will they give us a notebook?”
Thomas asks. “Will they give us a pencil?” “Will I learn to read like you?” “Stop asking so many questions and keep up”, say the big brothers and the big sisters.

Name: _____ Date: September 21, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Annotation

1. Use the label we worked with today (L) for live
2. Read the passage carefully
3. Place the label where the question asks you to
4. Underline the evidence

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

Parent Signature ☺

Name: _____ Date: September 21, 2020

BCCS-Boys

College: _____

Your Turn

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

"Thomas arrives at the schoolyard but there are no classrooms. There are no desks. It doesn't matter. There is a teacher. "We will build our school," she says. "This is the first lesson". Thomas leans to make mud bricks and dry them in the sun. He learns to build mud walls and mud desks. He gathers grass and saplings with the other children and they make a roof."

1. According to the text. What is the **first lesson** Thomas learns? **Underline your evidence.**

The first lesson Thomas learned was

Label one detail in the passage with the letter (L). How does this detail look different than how you go to school? Explain.

This detail looks different from how I got to school because

Name: _____ Date: September 22, 2020

BCCS-Boys

College: _____

ELA Packet



LEQ: How do the students in Chad show that their education is important?

Objective: I can annotate details to support the gist of a section of text.

I can explain what details are showing in a text.

Vocabulary Guided Notes

1. **Saplings** The _____ or essential part of what your reading
2. **Gather:** Adding _____ to a text to help us better _____
what we are reading.
3. **Knowledge:** Being _____ in doing something even
though it may be

Excerpt from Rain School

Guided Annotation Work

Read the passage.

Annotate 2 details in the passage with the letter (V) for live to support how the students education is valued.

Re-read the passage. **Do you think that the education of the students in Chad is valued?**
Explain your thinking and **use 2 details** from the passage to support your thinking.

I think the education is Chad is

Inside it is cool. It smells of the earth. It smells of the fields ready for planting. Thomas helps bring in little wooden stools. Everyone sits down. This is the moment they have been waiting for. The teacher brings in a blackboard. On it she writes a letter. "A!" says the teacher. "A!" says Thomas with the other children. The teacher writes the letter with big strokes in the air. The students do the same over and over. "Wonderful, says the teacher.

Name: _____ Date: September 22, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from *Rain School* by James Rutherford

Read the passage.

Annotate 2 details in the passage with the letter (V) for live to support how the students education is valued.

Re-read the passage, using your 2 annotated details; explain why these details support the idea that education is valued.

My details support the idea that education is valued because...

She hands out notebooks and pencils. "Page one," say the teacher. Thomas opens his notebook to the first page and holds his pencil ready and waiting. "Now write the letter A. Beautiful!" says the teacher as she looks at the students' work. Every day Thomas learns something new. Every day the teacher cheers him and the other children on. "Excellent job," she says. "Perfect learning my friends!"

Name: _____ Date: September 22, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Read the passage.

Annotate 1 detail in the passage with the letter (V) for live to support how the students education is valued.

Excerpt from Rain School by James Rutherford

Why is Thomas smiling?

- A. He is happy to go back to school
- B. His day of work is done
- C. It's dinnertime

"Come September, school will start over. Thomas will be a big brother then, leading the other children on their first day to school. They will stand in front of their smiling teachers, ready to build their school again"

Name: : _____ Date: September 22, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Annotation

5. Use the label we worked with today (V) for live
6. Read the passage carefully
7. Place the label where the question asks you to
8. Underline the evidence

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

Parent Signature 😊

Name: _____ Date: September 22, 2020

BCCS-Boys

College: _____

Your Turn

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Use the following excerpt to help you answer the question.

Thomas learns to make mud bricks and dry them in the sun. He learns to build mud walls and mud desks. He gathers grass and saplings with the other children, and they make a roof.

1. According to the text. What does Thomas learn to make? Underline your evidence.

According to the text Thomas learns to make

2. **Label one detail in the passage with the letter (V) that supports that the students' education is valued? Explain.**

The details that supports that education is valued says that

Name: _____ Date: September 23, 2020

BCCS-Boys

College: _____

ELA Packet



LEQ: What are the students of Chad trying to teach us about the value of education?

Objective: I can annotate details to support the gist of a section of text.

I can explain what details are showing in a text.

Vocabulary Guided Notes

1. **Rumpled:** To be _____
2. **Slump:** To _____ or _____ and be limp.
3. **Leading:** To be _____
4. **Disappear:** To be _____

Excerpt from Rain School

Guided Annotation Work

Read the passage.

Annotate 2 details in the passage with the letter (V) for live to support how the students of Chad are showing us they value their education.

Reread the sentence **“This is the moment they have been waiting for.”** Based off your annotations, what does this mean?

This quote means

Inside it is cool. It smells of the earth. It smells of the fields ready for planting. Thomas helps bring in little wooden stools. Everyone sits down. This is the moment they have been waiting for. The teacher brings in a blackboard. On it she writes a letter. “A!” says the teacher. “A!” says Thomas with the other children. The teacher writes the letter with big strokes in the air. The students do the same over and over. “Wonderful, says the teacher.

Name: _____ Date: September 23, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from Rain School by James Rutherford

Read the passage. Find one detail in paragraph 1 and one detail in paragraph 2 that shows how the children of Chad are showing us they value their education. Label these with a (V)

Read this sentence: "We will build our school," she says. "This is the first lesson. Does this show that the students and teachers of Chad are showing us they value their education? Explain in two full sentences.

 The children and teachers of Chad

1. In the country of Chad, it is the first day of school. The dry dirt road is filling up with children. Big brothers and sisters are leading the way. 'Will they give us notebooks?' Thomas asks. Will they give us a pencil?' 'Will I learn to read like you?' 'Stop asking so many questions and keep up say the big brothers and big sisters.'

2. Thomas arrives at the schoolyard but there are no classrooms. There are no desks. It doesn't matter. There is a teacher. "We will build our school," she says. "This is the first lesson". Thomas leans to make mud bricks and dry them in the sun. He learns to build mud walls and mud desks. He gathers grass and saplings with the other children and they make a roof."

Name: _____ Date: September 23, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Read this sentence from the passage:
“Thomas and the other children call out, “Thank you Teacher.” Based on this sentence, how do the children of Chad feel about their teacher and their education? Use two full sentences in your answer.

_Based on the sentence the children of Chad

Based on the text, what answer best fits the definition of the word **“rumpled”**

- A. Wrinkled
- B. Sharp
- C. Fuzzy
- D. Large

In your own words, what does the word **“value”** mean?

_The word value means

Excerpt from Rain School by James Rutherford

The student's minds are fat with knowledge. Their notebooks are rumpled from learning. Thomas and the other children call out, “Thank you, Teacher.”

Name: _____ Date: September 23, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Annotation

9. Use the label we worked with today (V) for live
10. Read the passage carefully
11. Place the label where the question asks you to
12. Underline the evidence

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

Parent Signature ☺

Name: _____ Date: September 23, 2020

BCCS-Boys

College: _____

Your Turn

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

1. Do the children of Chad value their education? Explain

2. How does the education of the students in Chad differ from your education? Explain.

Name: _____ Date: September 24, 2020

BCCS-Boys

College: _____

ELA Packet



LEQ: Is learning essential?

Objective: I can identify and explain details that George was eager to get an education and therefore never stopped learning

Vocabulary Guided Notes

1. **Essential:** Absolutely _____ and extremely _____
2. **Suspenders:** A pair of _____ that go over the shoulders and fasten around the _____ to hold _____ up.
3. **Details:** A _____ part of a text to help support the story.
4. **Crumpled:** To be _____

Guided Annotation Work

Read the passage.

Annotate 1 detail in the passage with the letter (E) for essential to support learning and education is essential to our reading skills.

How does Mr. George Baker feel about learning to read? Write on the lines below in complete sentences. Underline your evidence and label it with a (F) for feeling.

Mr. George Baker feels learning to read is

Excerpt from Mr. George Baker

See this man? This one here, zipping up his book bag? His book bag is red like mine, and there's a book inside. But George can't read. A hundred years old, and he never learned how. "That must be corrected", says George.

Name: _____ Date: September 24, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from Mr. George Baker

Read the passage. Find one detail in paragraph 1 and one detail in paragraph 2 that shows how Mr. George Baker thinks his learning is essential.

Read this sentence: **“Over here!” they cry “Sit here!” they say, but George sits with me. Each and every day.**

What does this say about Mr. George Baker’s relationship with the boy? Explain your thinking in 2 full sentences.

This tells me that Mr. George Baker feels

“Shh, listen!” George gets up, real slow. I take his hand and he takes mine and we shuffle down the walk to the big school bus. “Morning,” says the driver. “We’ve been waiting,” answers George. There are twenty-two kids on the bus plus four grownups on the bus. They all want George. “Over here!” they cry “Sit here!” they say, but George sits with me each and every day.

Name: _____ Date: September 24, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from Mr. George Baker

How is Mr. George Baker showing that learning is essential in this passage? **Underline 1 piece of evidence and label it with the letter (E).**

In your own words, what does **essential** mean? Write your answer in a complete sentence below.

See this man? This one in Room 7? That's Mr. Gorge Baker, and he's a hundred years old, no kidding. He's learning to read with the grownups in Room 7, and my room is right down the hall. I'm learning, too, and it's hard.

Do Mr. George Baker and the boy think learning to read is easy or hard? **Underline your evidence and explain your thinking on the lines below.**

Name: : _____ Date: September 24, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Annotation

13. Use the label we worked with today (V) for live
14. Read the passage carefully
15. Place the label where the question asks you to
16. Underline the evidence

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

Parent Signature 😊

Name: _____ Date: September 24, 2020

BCCS-Boys

College: _____

Your Turn

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from Mr. George Baker

"We can do it," says George after school. Our books are green, and his lips sound out the letters. Real slow. But his fingers fly across his knees. Like a big old drum. Tappidy-boom. Tappidy-boom. Tappidy-boom-boom-tap.

1. How does Mr. George Baker feel about learning to read? **Underline your evidence and then write your response in a full sentence on the lines below.**

According to the text, Mr. George Baker feels reading

2. Why is learning essential? Explain your thoughts. Your response should contain at least **two details** to support your thinking.

Name: _____ Date: September 25, 2020

BCCS-Boys

College: _____

ELA Packet



LEQ: Does age have a limit on learning?

Objective: I can use details from a text to help explain if age matters to how we learn

Vocabulary Guided Notes

1. **Limit:** A _____ or a point where you can _____ do something.
2. **Learning:** Gaining _____ about something through _____ and studying
3. **Flatter:** To give someone _____ and make them feel _____
4. **Teeters:** To _____ or _____ unsteadily

Guided Annotation Work

Read the paragraph. Does Mr. George Baker feel like he is too old to learn?
Underline and label your evidence with an (A) for age. Explain your response in a complete sentence on the lines below.

_ Mr. George Baker feels that

Place the label (A) for age next to how old Mr. George Baker is.

Excerpt from Mr. George Baker

But George can't read. A hundred years old, and he never learned how. "That must be corrected," says George.

Name: _____ Date: September 25, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from Mr. George Baker

Does Mrs. Baker think there is an age limit on learning? Underline and label your evidence with an (A) in paragraph 1 to show your thinking. Explain in two full sentences on the lines below.

Does Mrs. Baker think there is an age limit on learning? Underline and label your evidence with an (A) in paragraph 2 to show your thinking. Explain in two full sentences on the lines below.

Now the screen door creaks, and you know who teeters out? Mrs. Baker and some people say she's ninety! "Well, here you are, Harry, looking after my George." Mrs. Baker puts a sack on the step beside George, and there's lunch in the sack for later. "For the man I love," says Mrs. Baker.

Why Mrs. B you flatter me!" George gets up, all crookedy and slow, and the next thing you know, they're dancing! Then Mrs. Baker gives a wave and a wink. "Goodbye," she says. "Be good," she says, and goes back in the house with purple shutters.

Name: _____ Date: September 25, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Read the passage. **Label two pieces of evidence with the letter (A) to show that Mr. George Baker does not think there is an age limit on learning.** Explain your thoughts in two complete sentences on the lines below.

What is Mr. George Baker trying to learn how to do? **Circle the correct answer below and underline your evidence and label it with an (L) for learning in the passage.**

- A. Write
- B. Math
- C. Read
- D. Build

Excerpt from Mr. George Baker

See this man? This one in Room 7? That's Mr. Gorge Baker, and he's a hundred years old, no kidding. He's learning to read with the grownups in Room 7, and my room is right down the hall. I'm learning, too, and it's hard.

"We can do it," says George after school. Our books are green, and his lips sound out the letters. Real slow. But his fingers fly across his knees. Like a big old drum. Tappidy-boom. Tappidy-boom. Tappidy-boom-boom-tap.

Name: _____ Date: September 25, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Annotation

17. Use the label we worked with today (V) for live
18. Read the passage carefully
19. Place the label where the question asks you to
20. Underline the evidence

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

Parent Signature ☺

Name: _____ Date: September 25, 2020

BCCS-Boys

College: _____

Your Turn

Directions: Read the passage and the prompts below. Answer questions 1 and 2.

Excerpt from Mr. George Baker

See this man? This one in Room 7? That's Mr. Gorge Baker, and he's a hundred years old, no kidding. He's learning to read with the grownups in Room 7, and my room is right down the hall. I'm learning, too, and it's hard.

1. Do you think that there is an age limit on learning? Explain your thinking. Your response should include **two full sentence** and at least two details.

2. Read the passage above. Where in this excerpt does it show that there is no age limit on learning? **Underline and label your evidence with an (A)**. Explain your thinking in a complete sentence below.

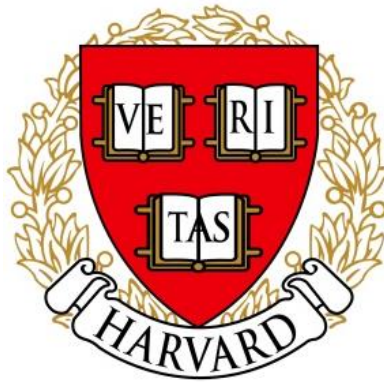


Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 2

September 28th – October 2nd



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

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____

ELA Packet

Our Learning for today:

RL 3.3

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

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the

LEQ: Why is it important to understand characters' motivation, traits or feelings within a text?

Objective: I can use details from a text (paragraphs) to explain what motivated a character's

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____

Do Now

Directions: Read the prompt below and answer the question in a complete sentence.

Why is it important to understand characters?

It is important to understand characters because

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____



Directions: Read each paragraph and determine how the characters feel.

The school is empty, and just in time. The big rains have started. The drops come down hard and fast. Strong winds tear at the grass roof. The rain finds its way inside. The school's mud walls are soaked and start to slump. The mud desks, too. Slowly, the school disappears until there is almost nothing left. It doesn't matter. The letters have been learned and the knowledge taken away by the children.

1. How do the characters feel about the school being washed away? **Underline your evidence and label with an (F).**

2. If the school is washed away, what may the students need to do next year?
 - A. Not go to school
 - B. Build the school again
 - C. Move

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the following excerpt from *Rain School* by James Rutherford and answer the following questions.

“Thomas arrives at the schoolyard but there are no classrooms. There are no desks. It doesn’t matter. There is a teacher. “We will build our school,” she says. “This is the first lesson”. Thomas leans to make mud bricks and dry them in the sun. He learns to build mud walls and mud desks. He gathers grass and saplings with the other children and they make a roof.”

1. Read the excerpt and determine from the choices listed below a **character trait** you’d give to Thomas.

- A. Excited
- B. Hard-working
- C. Anxious

1. What is **motivating** Thomas to build the school? Use the surrounding text clues to make an inference.

 Thomas is motivated to build the school because

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Answer the following question using complete sentences, capitals and punctuation.

1. How does Thomas **react** when he realizes he needs to help build the school? Why do they act this way?

When Thomas realizes he needs help to build the school he reacts by

- **React means how does Thomas respond or act to a situation. Is he happy , sad or angry**

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

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

Parent Signature 😊

Name: _____ Date: September 28, 2020

BCCS-Boys

College: _____

Your Turn

Directions: Read the paragraph and answer the questions about how the character feels.

The Present

Robbie excitedly tore the bright red wrapping paper off the box. Instead of the science kit he was hoping for, he saw that the box was from a clothing store. He took the lid off to find a brown sweater inside.

1. How is Robbie feeling? **Underline your evidence and label it with an (F)** Explain your thinking using 2 sentences.

Robbie is feeling

2. What is **motivating** Robbie to feel this way?

- A. The Present
- B. The wrapping paper
- C. The Brown Sweater

Name: _____ Date: September 29, 2020

BCCS-Boys

College: _____

ELA Packet

Our Learning for today:

RL 3.3

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

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the

LEQ: Why is it important to understand characters' motivation, traits or feelings within a text?

Objective: I can use details from a text (paragraphs) to explain what motivated a character's

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and

Name: _____ Date: September 29, 2020

BCCS-Boys

College: _____

Do Now

Directions: Read the prompt below and answer the question in a complete sentence.

In your own words, what is an **inference**?

An inference is when

Name: _____ Date: September 29, 2020

BCCS-Boys

College: _____



Directions: Read each paragraph and determine how the characters feel.

“She hands out notebooks and pencils. “Page one says the teacher. Thomas opens his notebook to the first page and holds his pencil ready and waiting”.

1. How is Thomas **feeling** in the passage? **Make an inference and underline your evidence and label with an (F).**
2. Explain your inference, what in this excerpt gave you your answer?

My inference was from

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: September 29, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the following excerpt from *Rain School* by James Rutherford and answer the following questions.

“Inside it is cool. It smells of the fields ready for planting. Thomas helps bring in the little wooden stools. Everyone sits down. This is the moment they have been waiting for”.

1. Based on this excerpt, how is the Thomas feeling? Underline and label your evidence with an (F). Use the surrounding evidence to make an inference to support your answer.
2. What does this say about Thomas?

_Thomas is feeling _____. This feeling says that Thomas is

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: September 29, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Answer the following question using complete sentences, capitals and punctuation.

The nine months of the school year fly by. The last day has come. The students' minds are fat with knowledge. Their notebooks are rumped from learning. Thomas and the other children call out, "Thank you, Teacher." She smiles and says, "Well done, my hardworking friends! See you next year. Thomas and the other children race home.

1. Is Thomas happy to have learned this school year? **Underline and label your evidence with an (F).** Explain your thinking.

Thomas is

Name: _____ Date: September 29, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Character Description Toolkit

1. Read the except/passage
2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

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Parent Signature 😊

Name: _____ Date: September 29, 2020

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Your Turn

Directions: Read the paragraph and answer the questions about how the character feels.

Click Click

Emma was in class and somebody was making a clicking sound with their tongue. Whoever it was wouldn't stop! Emma could not concentrate on her school work. She wished the sound would stop

1. How is Emma feeling? **Underline your evidence and label it with an (F)**
Explain your thinking using 2 sentences.

According to the passage Emma feels

2. Why can't Emma **concentrate**?
 - A. Someone is making noises with their tongue
 - B. Someone is crying
 - C. Emma is tired

** Concentrate means to focus

Name: _____ Date: September 30, 2020

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ELA Packet

Our Learning for today:

RL 3.3

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

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the

LEQ: Why is it important to understand characters' motivation, traits or feelings within a text?

Objective: I can use details from a text (paragraphs) to explain what motivated a character's

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Character Description Toolkit

1. Read the except/passage
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3. Use the surrounding words and

Name: _____ Date: September 30, 2020

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Do Now

Directions: Read the prompt and answer the question in a complete sentence.

Does understanding how a character feelings, traits, and motivation help us to become a better reader? Explain.

Understanding how a character feels, their characters traits and their motivation helps us become better readers by

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Directions: Read each paragraph and determine how the characters feel.

“Why Mrs. B! You flatter me! George gets up, all crookedly and slow, and the next thing you know, they’re dancing! Then Mrs. Baker gives a wave and a wink, Goodbye she says be good she says and goes back in the house with purple shutters”.

1. How is Mr. George feeling in the passage? **Make an inference and underline your evidence and label with an (F).**

Mr. George is feeling _____

2. How is **Mrs. Baker feeling** in the passage? **Make an inference and underline your evidence and label with an (F).**

Mrs. Baker is feeling _____. I know this because _____

3. Mr. George and Mrs. Baker are doing what in this excerpt?

- A. Singing
- B. Dancing
- C. Talking
- D. Sleeping

Character Description Toolkit

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Name: _____ Date: September 30, 2020

BCCS-Boys

College: _____

Application Activity

“Morning” says the driver. “We’ve been waiting”, answers George. There are twenty –two kids on the bus plus four grownups on the bus. They all want George. “Over here!” they cry. “Sit here!” they say, but George sits with me. Each and every day.

1. Based on this excerpt, how do the children feel about Mr. George? **Underline and label your evidence with an (F)**. Use the surrounding evidence to make an inference to support your answer.

The children feel that Mr. George is

2. What does this say about George’s character?

The way the children feel about Mr. George is based on

Character Description Toolkit

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Name: _____ Date: September 30, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Answer the following question using complete sentences, capitals and punctuation.

“We can do it, says George after school. Our books are green and his lips sound out the letters. Real slow. But his fingers fly across his knees like a big old drum.

1. Based off this excerpt, how does Mr. George Baker feel about learning to read? Use the surrounding text to make an inference. **Label your evidence with an (F) and underline.**
2. Does Mr. George think learning is important? Explain your answer.

Mr. George thinks that learning is

Name: _____ Date: September 30, 2020

BCCS-Boys

College: _____

ELA Homework

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Your Turn

Directions: Read the paragraph and answer the questions about how the character feels.

Annabel's Doll

Annabel carried her doll wherever she went. It was dirty and it was missing its left ear, but she didn't care! No other doll could replace this one.

1. How does Annabel feel about her doll? **Underline your evidence and label with an (F)**
2. Why do you think Annabel feels this way? Explain your thinking. **Use 2 full sentences when writing your response.**

Name: _____ Date: October 1, 2020

BCCS-Boys

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ELA Packet

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RL 3.3

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

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Do Now

Directions: Read the passage below and answer the questions.

Computer Screen

Derrick was watching the screen. Nothing would move. He banged on the keyboard. “Why won’t this thing work!?” he screamed. He took his headphones off and threw them on the floor and stomped away.

How is Derrick feeling? Write your answer in complete sentences. **Underline your evidence and label it with an (F)**

Derrick is feeling

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BCCS-Boys

College: _____



Directions: Read the passage below and answer the questions.

Saturday

“Kylie and Juana were excited about Saturday. They had planned a picnic in the park. They were looking forward to walking around the lake and feeding the ducks. On Saturday morning, Kylie hopped out of bed and looked out the window at the sky. Her shoulders slumped and she frowned.”

1. How are Kylie and Juana feeling? **Underline your evidence and label it with an (F).**
- 2.
3. Why do you think Kylie and Juana feel this way? **Make sure to answer in a complete sentence.**

Character Description Toolkit

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2. Look for descriptive words about the character and circle them.
3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: October 1, 2020

BCCS-Boys

College: _____

Application Activity

Directions: Read the passage below and answer the questions.

John bent over to pick up his pencil and his pants ripped. Everyone in the class saw his Spiderman underwear. His face turned bright red.

1. How is John feeling? **Underline your evidence and label it with an (F).**
 - A. Embarrassed
 - B. Happy
 - C. Sad
 - D. Tired
2. Why do you think John feels this way? **Use your evidence to support your answer.**

I think that John is feeling _____ because

Character Description Toolkit

1. Read the except/passage
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Name: _____ Date: October 1, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage below and answer the questions.

“Freddy and Jimmy woke up early on Tuesday morning and looked out the window. Snow covered the ground. “Mom!” Freddy said. “Turn on the news!” The boys bounced up and down on the couch. Finally, they heard the news that they were waiting for. “YES!!!!” they screamed. “I’ll get the sled!” said Jimmy. “I’m going back to sleep!” Freddy yelled.”

1. How are Jimmy and Freddy feeling? **Underline and label your evidence with a (F).**
2. What was the news that the boys were waiting for? **Label your evidence with an (N) for news, and write down your answer.**

The news the boys were waiting for was

3. What **motivated** the boys to go look out the window?
 - A. Snow Day
 - B. Tornado
 - C. Puppies

Name: _____ Date: October 1, 2020

BCCS-Boys

College: _____

ELA Homework

Our Toolkit for the day



Character Description: Tells us about the characters traits in a story, their motivations and their feelings.

Character Description Toolkit

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Your Turn

Directions: Read the paragraph and answer the questions about how the character feels.

Whispers

During playtime, Brittany whispered something into Kaitlin's ear. Both girls looked at Sarah and started to laugh. Sarah walked away, with tears in her eyes.

1. How is Brittany feeling? **Underline your evidence and label it with an (F).**
2. Why do you think Brittany feels this way? **Support your answer with 2 complete sentences.**

I think Brittany is feeling _____. I think she is feeling this way because

Name: _____ Date: October 1, 2020

BCCS-Boys

College: _____

ELA Packet

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RL 3.3

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

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Name: _____ Date: October 2, 2020

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Do Now

Directions: Read the passage below and answer the questions.

Valentine's Day

Michael stayed up all night making a pink card shaped like a heart. In the morning, he put it on Molly's desk. When Molly found the card, she ripped it up and threw it in the trash.

1. What did Michael **make**?
 - A. A macaroni necklace
 - B. Pink card shaped like a heart
 - C. Purple card shaped like a star
2. How does Michael feel? **Underline and label your evidence with an (F)**. Use an inference to support your thinking.
3. Why do you think Michael feels this way?

I think Michael feels this way because

Name: _____ Date: October 2, 2020

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Directions: Read the passage below and answer the questions.

Cookies

“John walked into his classroom and noticed a bag of Cookies on the floor. “I guess nobody wants these,” he thought, and ate the whole bag. Later, John heard his friend Nate crying. “I can’t find my special cookies anywhere!” Nate said. “My grandma made them for me when she visited last weekend. And now I won’t get to try them!” John sat down and stared at his desk.”

1. How is John feeling? **Underline and label your evidence with an (F)**

2. Why is Nate crying?

Nate is crying because he _____

3. Where did John **find** the cookies?

A. On the desk

B. On the floor

C. Under a chair

Character Description Toolkit

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3. Use the surrounding words and context of the story to make an inference.

Name: _____ Date: October 2, 2020

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College: _____

Application Activity

Directions: Read the passage below and answer the questions.

The Store

“I want candy!” Shelby shouted as loudly as she could. “I want it, I want it, I want it!” The other shoppers stopped to stare. Shelby’s mother picked her up and carried her out to the car.

1. How is Shelby’s mother feeling in the store use a inference and evidence to answer. **Underline and label your evidence with an (F)**
2. What does Shelby **want**?
 - A. Cake
 - B. Candy
 - C. Cookies
3. What is Shelby doing? Why? **Underline your evidence and label it with an (F).** Explain your thinking.

Shelby is

Character Description Toolkit

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Name: _____ Date: October 2, 2020

BCCS-Boys

College: _____

Exit Ticket

Directions: Read the passage below and answer the questions.

Roller Coaster

“Cory quietly stood in line with his friend Mark. As he looked up, he could see the huge rollercoaster rushing by. He watched the riders go high in the sky! As he watched, Cory bit his lip and looked down to the ground. Inside, his stomach felt like it was turning.”

1. How is Cory feeling?
 - A. Scared
 - B. Happy
 - C. Mad
 - D. Tired

2. **Underline and label your evidence with an (F).** Explain your thinking.

According to the text , Cory is feeling

Name: _____ Date: October 2, 2020

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College: _____

ELA Homework

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Your Turn

Directions: Read the paragraph and answer the questions about how the character feels.

School

Ms. Maisenbacher's stomach hurt, it was the first day of school and she was feeling nervous to meet her new scholars and start the day. As her students started to enter her homeroom, they smiled at her and said good morning. She realized her stomach wasn't hurting anymore. She was ready to start the day!

- 1. How is Ms. Maisenbacher feeling? Underline your evidence and label it with an (F).**
- 2. Make an inference. If Ms. Maisenbacher is the teacher and she is nervous, how might the students feel on the first day? Answer in 2 complete sentences.**

If the teacher is nervous then the students must be
