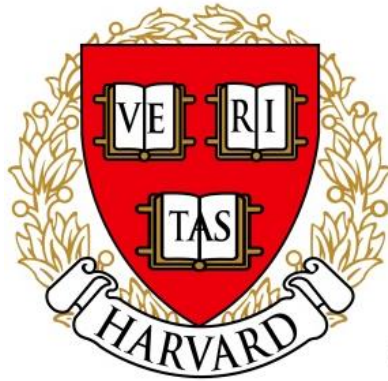


Name \_\_\_\_\_

# 3<sup>rd</sup> Grade ELA Remote Learning Packet

## Week 3



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.

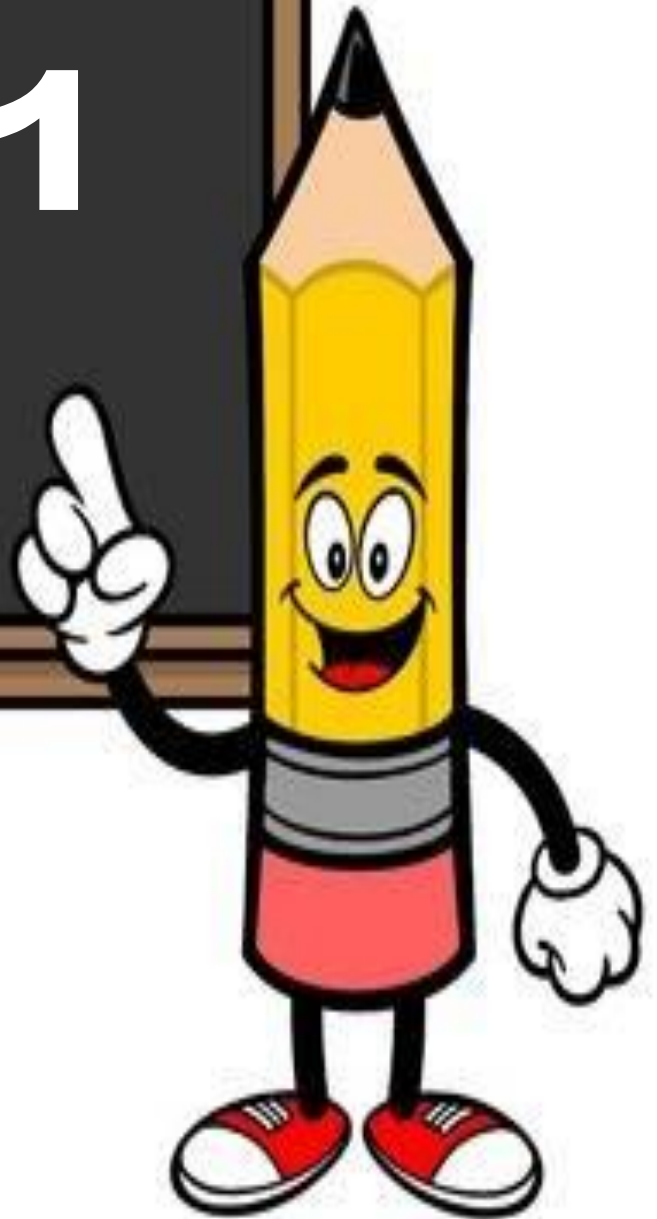
\_\_\_\_\_  
(Parent Signature)

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

Parents please note that all academic are also available on our website at [www.brighterchoice.org](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 3 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



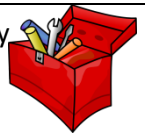
RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**LEQ (Content)** Does your environment affect what you have available to you?

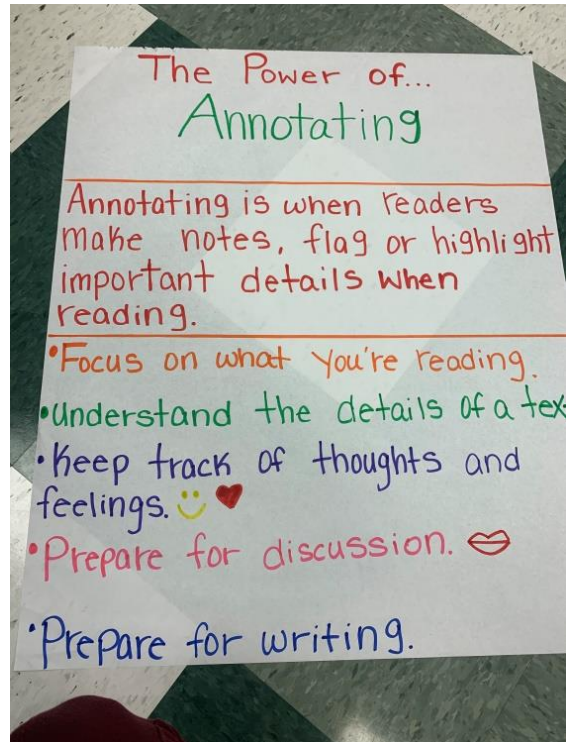
**Objective**

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

Our Toolkit for the day



**Annotations:**



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

Week 3 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Do Now**

Why are annotations important?

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

Week 3 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet



**LEQ:** Does your environment affect what you have available to you?

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

## Vocabulary Guided Notes

1. **Cuentos:** The Spanish word for \_\_\_\_\_
2. **Burros:** The Spanish word for a small \_\_\_\_\_
3. **Abecedario:** The Spanish word for the \_\_\_\_\_
4. **Que Bueno:** The Spanish phrase for how \_\_\_\_\_
5. **Gist:** Understanding the \_\_\_\_\_ of a section of text

## Guided Annotation Work

Read the passage. Annotate two details in the passage with the **letter E** for environment to show what Ana does not have available to her that we do.

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...

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Ana has read her book, her only book; so many times she knows it by heart. The book was a gift from her teacher for working so hard on her reading and writing. But last fall, her teacher moved far away, and now there is no one to teach Ana and the other children in the village.

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

Week 3 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Read the passage. What do the details tell you about how your environment affects what you have available to you? Label 1 detail with the letter E for environment to support your thinking.

The details show me that where you live can affect what you have available to you from the detail...

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So at night on her bed in the house on the hill, Ana makes up her own *cuentos* and tells stories to her little brother to help him fall asleep. She tells him stories about make-believe creatures that live in the forest and the mountains and the sea. She wishes for new stories to read, but her teacher with the books has gone.

Based on the excerpt from the text, how does Ana feel about reading? Underline your evidence and annotate with the letter R for reading

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

Week 3 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Capturing the gist of the story.**

**Write on the lines below what the excerpt is about.**

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Read the following passage. Annotate the passage with the letter (E). Find 2 spots in this passage where their environment affects what they have available to them.

What does the bibliotecario bring to the children?

- A. Books
- B. Paper
- C. Candy

“Ana runs down the hill to a man with a sign and the *burros* and the books. Other children run to him too, skipping down hills and stomping through fields.

Who are you? Who are they? The children ask. The man says, “I am a librarian, a *bibliotecario*, and these are y burros, Alfa and Beto. Welcome to the Biblioburro, my biblioteca.”

“But señor”, Ana says, “I thought libraries were only in big cities and buildings.”

“Not this one,” says the librarian. “This is a moving library.”

Then he spreads out his books and invites the children to join him under a tree.

Name: \_\_\_\_\_ Week 3 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### Annotation

1. Use the label we worked with today (E) for environment
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

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Parent Signature 😊



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

Week 3 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

Use the following excerpt to help you answer the question.

Finally, he says, “Now it’s your turn. Pick out books and in a few weeks I will be back to collect them and bring you new ones.” “Me too?” asks Ana. “Especially you,” says the librarian with a smile. So many cuentos! While Alfa and Beto chomp the sweet grass under the tree, Ana picks up book after book and finds pink dolphins and blue butterflies, castles and fairies, talking lions and magic carpets. “Someone should write a story about your burros,” Ana tells the librarian, rubbing Alfa’s nose and feeding more grass to Beto. “Why don’t you?” he asks. The he packs up the books and is off.

What is the gist of this passage? Answer in two full sentences below.

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Annotate the passage above with the letter E for environment to show how Ana receives books is different from how we receive books because of her environment. Explain your thoughts on the lines below.

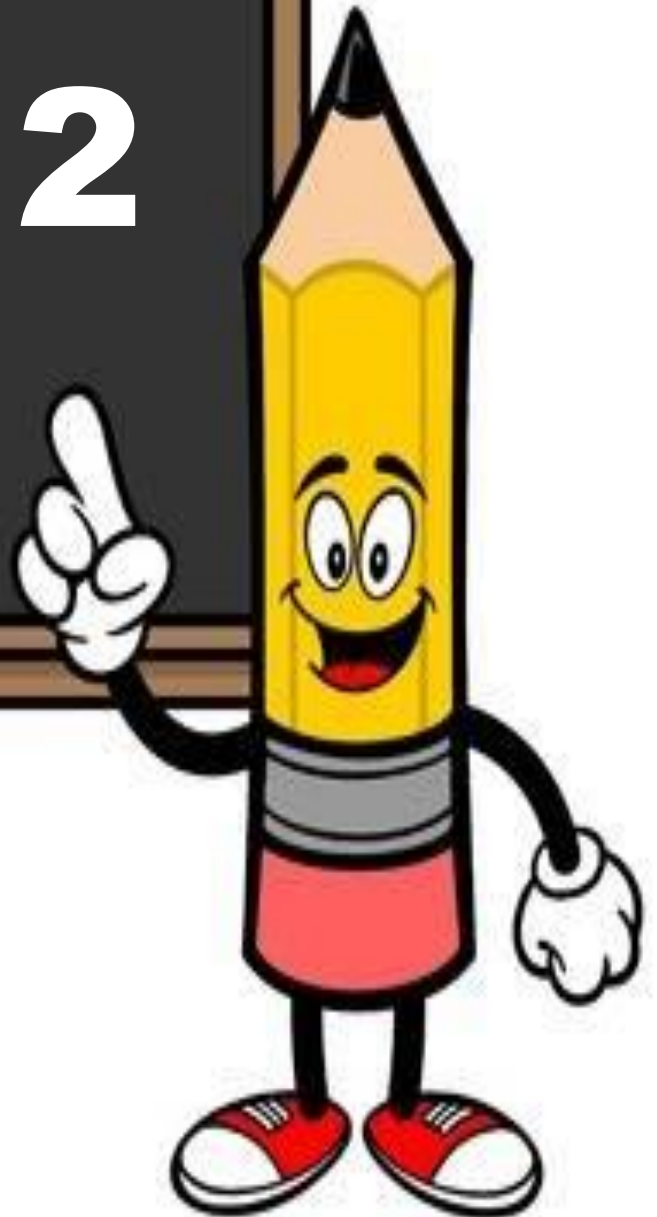
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# Day # 2



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

Week 3 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

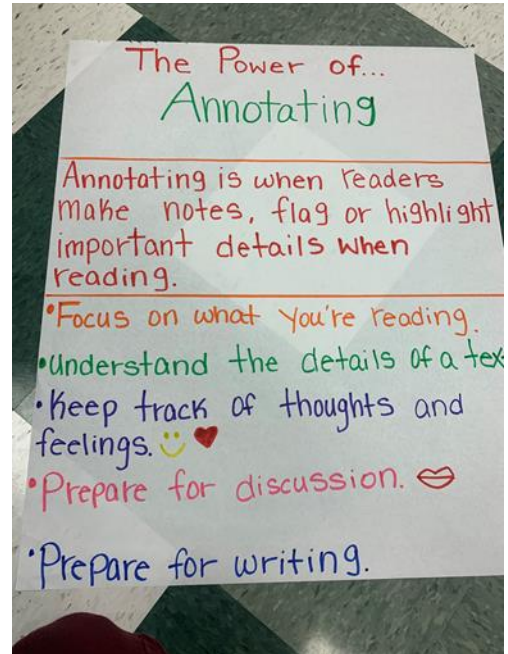
**LEQ:** Should reading be valued?

**Objective:** I can explain how their annotated details show that the children value reading.

Our Toolkit for the day



Annotations:



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

Week 3 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Do Now**

Why should we value reading?

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

Week 3 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet



**LEQ:** Should reading be valued?

**Objective:** I can explain how their annotated details show that the children value reading.

## Vocabulary Guided Notes

1. **Biblioteca** The Spanish word for \_\_\_\_\_
2. **Senor**, The Spanish word for \_\_\_\_\_
3. **Bibliotecario** The Spanish word for \_\_\_\_\_

## Guided Annotation Work

Read the passage.

Annotate 2 details in the passage with the letter (V) for value to support Ana values reading.

Re-read the passage. Do you think Ana values books and reading? Use the text to support your answers.

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Ana runs up the hill to her house, hugging the books to her chest. She can't wait to share her books with her little brother, and that night she reads until she can't keep her eyes open any longer.

Each morning Ana does her chores and reads and looks out her window. She listens for the sounds of Alfa and Beto, but weeks pass, and the librarian doesn't return.

"When will he come back?" she asks her mother, who smiles and says, "Go draw Ana."

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

Week 3 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Read the passage.

Annotate 2 details in the passage with the letter (V) for value to support how Ana values reading.

One night, Ana dreams she is flying over her country on a butterfly' back. In her dream she crosses mountains and oceans and rivers and jungles, bringing stories everywhere she goes. Stories fly from her mouth and fingers like magic, falling into the hands of the children waiting below.

Re-read the passage, using your 2 annotated details; explain why these details support the idea that Ana values reading

My details support the idea that Ana values reading because...

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Re-read the sentence **“Stories fly from her mouth and fingers like magic, falling into the hands of the children waiting below.”** In your own words, what does this mean?

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

Week 3 Day 2 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Exit Ticket

Read the passage.  
Annotate 1 detail in the passage with the letter (V) for value to support how Ana values reading.

Ana loved to read and create *cuentos*, what word best describes her because of this interest?

- a. Sneaky
- b. Intelligent
- c. Determined
- d. Resilient

Why is reading important and why should it be valued?

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When Ana wakes up she misses Alfa and Beto and the Biblioburro's books. She remembers that the librarian told her that she could write a book, and so, with paper and string and colored pencils, she does.

In your own words, write 2 full sentences' explaining why is reading important and why should it be valued?

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Name: \_\_\_\_\_ Week 3 Day 2 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### Annotation

1. Use the label we worked with today (V) for value
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

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Parent Signature 😊



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

Week 3 Day 2 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Your Turn

Use the following excerpt to help you answer the question.

Finally, just when Ana thinks she'll never see the Biblioburro again, she wakes up to iii-aah, iii-aah! And children yelling. She runs down the hill with her library books and a special surprise of her very own.

"I wrote this cuento for you," she says.

"Que Bueno!" the librarian says and then he reads her story to the children under the tree.

When it's time to go, Ana's book is packed carefully on the burro's back, ready to be carried away, over the hills and through the fields to another child who is...asleep on a bed, in a house, on a hill behind a tree, dreaming of Alfa and Beto and all the new stories the Biblioburro will bring.

1. What is the gist of this passage?

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2. What is the gist of this passage? Answer in two complete sentences on the lines below

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3. Label the passage with a V for value to show that reading is valued.

4. Make an inference, if the Biblioburro read Ana's story to the other children, how might that make her feel? Explain in full sentences on the lines below.

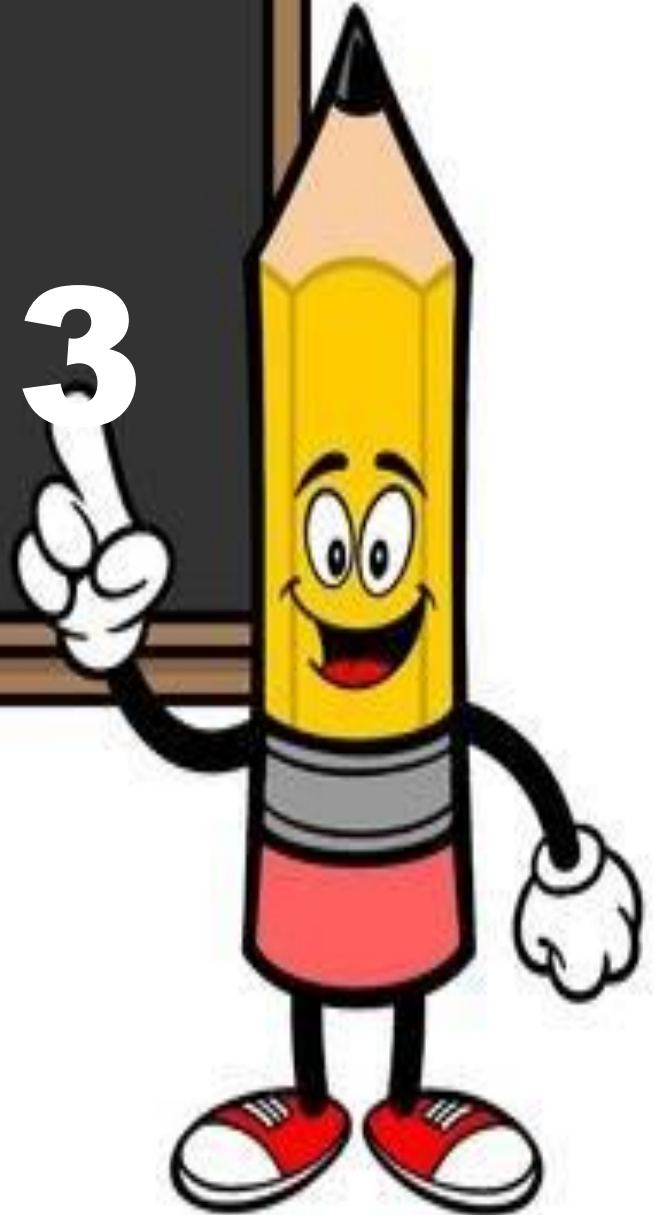
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**Day # 3**



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

Week 3 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**LEQ:** Are libraries essential?

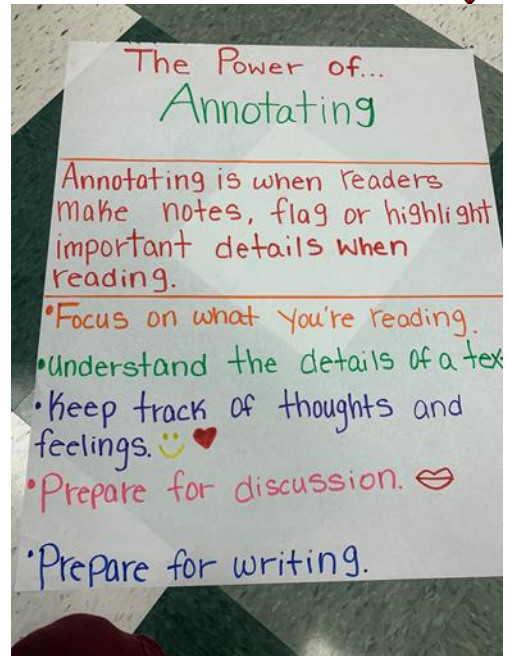
**Objective:**

I can identify and explain how libraries are different around the world using text evidence.

Our Toolkit for the day



Annotations:



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

Week 3 Day 3 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

**Do Now**

What does a library look like where you live?

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

Week 3 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# ELA Packet



**LEQ:** Are libraries essential?

**Objective:** I can identify and explain how libraries are different around the world using text evidence.

## Vocabulary Guided Notes

1. Kenya, \_\_\_\_\_
2. Impassable \_\_\_\_\_
3. Nomadic \_\_\_\_\_

## Guided Annotation Work

Read the passage. Label and underline two pieces of evidence with the letter E for essential to show how libraries and books are essential to those living in Kenya.

How do these details from the passage show that libraries are essential? Explain on the lines below in complete sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The roads to Bulla Iftin, two hundred miles northeast of Nairobi, are impassable because of the desert sand, even for cars with four-wheel drive. But young people who live in nomadic villages in the area are hungry for books. So librarians use the most economical means of transportation - - - camels!

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

Week 3 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Application Activity

Read the passage. Find one detail in paragraph 1 and one detail in paragraph 2 that shows how the students of Bulla Iftin think that libraries are essential. Label your evidence with an E and underline.

Read these sentences “. The librarian places the grass mats on the ground in the shade of an acacia tree, making a place where children can sit. The students can treasure their new books for two weeks. When the library camels return, the children can trade their books for new ones.”

How do these sentences show that the students think libraries are essential? Explain in complete sentences below.

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Library camels are on the road five days a week. They can carry heavy loads and need little water in the heat of the desert. One camel may carry as many as five hundred books, weighing about four hundred pounds. A driver and a librarian divide the books into two boxes. They saddle them on the camel’s back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.

The students of Bulla Iftin eagerly await the arrival of the camels. When the library caravan finally reaches the village, the children watch as the librarian pitches the tent and displays the books on wooden shelves. The librarian places the grass mats on the ground in the shade of an acacia tree, making a place where children can sit. The students can treasure their new books for two weeks. When the library camels return, the children can trade their books for new ones.

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

Week 3 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Exit Ticket

England has other types of mobile libraries as well. Share-a-Book is a children’s mobile library van in Gloucester, a county in England. A librarian travels with the van to the country side, where children don’t have access to a regular public library. Many children don’t have books at home to read and share with their parents.

1. What is the gist of this passage? Answer on the lines below in complete sentences.

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2. How is the way that scholars in Kenya receive books different from how you receive books? Look back in the text to find your answer and explain on the lines below in complete sentences.

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Name: \_\_\_\_\_ Week 3 Day 3 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### Annotation

1. Use the label we worked with today (V) 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

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Parent Signature ☺



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

Week 3 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Your Turn

Use the following excerpt to help you answer the questions.

Maj-Len the chief librarian in Pargas Stad, oversees the operation of the book boat. “Reading has become very important to our book-boat children,” she says. “If the book boat didn’t come, they might not be reading at all. They are always happy to see us and their supply of new books.

1. What is the gist of this excerpt? Explain in two complete sentences below.

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2. Is reading important to the book-boat children? Underline your evidence and explain in two complete sentences below. Use your evidence to support your answer.

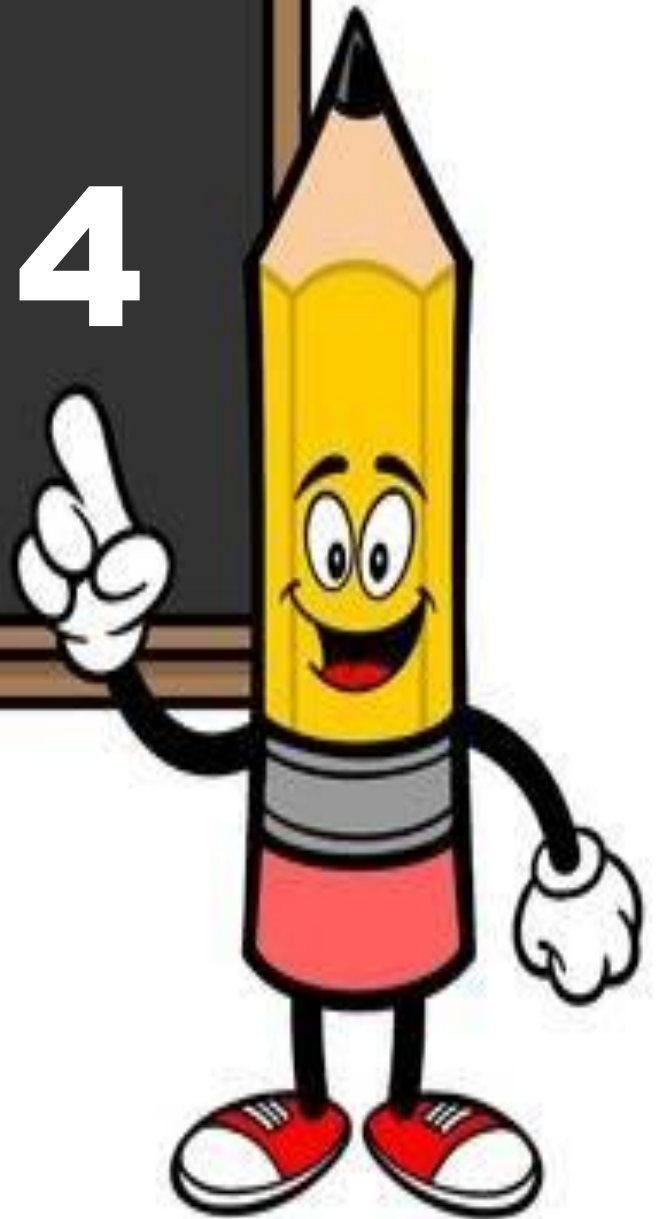
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**Day # 4**



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

Week 3 Day 4 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# ELA Packet

Our Learning for today:



RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**LEQ:** Are libraries essential?

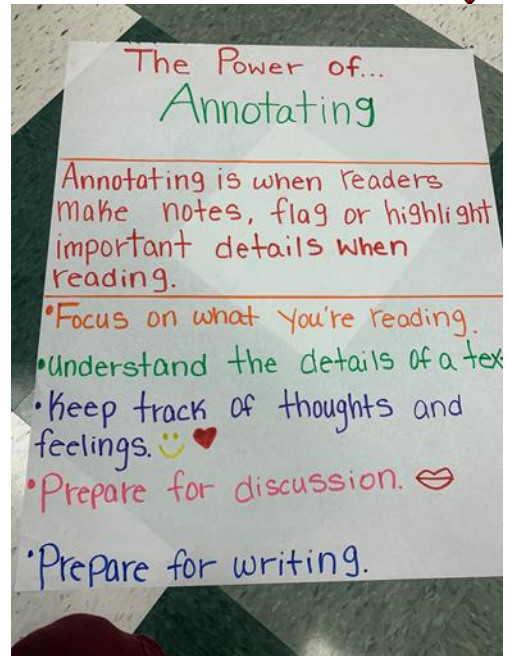
**Objective:**

I can identify and explain how libraries are different around the world using text evidence.

Our Toolkit for the day



Annotations:



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

Week 3 Day 4 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

**Do Now**

How can libraries be different?

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

Week 3 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet



**LEQ:** Are libraries essential?

**Objective:** I can identify and explain how libraries are different around the world using text evidence.

## Vocabulary Guided Notes

1. **Thailand:** A \_\_\_\_\_ in Southeast \_\_\_\_\_.
2. **Tribal:** A \_\_\_\_\_ or community with \_\_\_\_\_ traditions.
3. **Remote:** Far \_\_\_\_\_ from the \_\_\_\_\_ population.
4. **Refurbished:** \_\_\_\_\_ or to redecorate something, especially in a \_\_\_\_\_.

## Guided Annotation Work

Read the passage. Label and underline two pieces of evidence with the letter E for essential to show how libraries and books are essential to those living in Thailand

How do these details from the passage show that libraries are essential? Explain on the lines below in complete sentences.

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In Omki, a region of northern Thailand, there are no schools or libraries. Tribal people cannot read or write. The government of Thailand hopes to change that with a literacy program that includes bringing books to remote villages in the jungle.

A number of these villages can be reached only on foot. This makes transportation difficult, especially during the rainy season. How do you get books to people who need them most, when they live in hard-to-reach mountainous regions of northern Thailand? Elephants!

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

BCCS-B

Week 3 Day 4 Date: \_\_\_\_\_

Harvard

Yale

Princeton

# Application Activity

Read the passage find two details that show how libraries are essential in Thailand. Label your evidence with an E and underline.

Read these sentences **“They have even designed special metal slates that won’t break when carried on the elephants’ backs across the rough terrain. These slates are used to teach Thai children to write and read.”**

How do these sentences show that the libraries in Thailand are essential? Explain in complete sentences below.

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The Books-by Elephant delivery program serves thirty-seven villages, providing education for almost two thousand people in the Omkoi region. They have even designed special metal slates that won’t break when carried on the elephants’ backs across the rough terrain. These slates are used to teach Thai children to write and read.

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

Week 3 Day 4 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Exit Ticket

They turned the railway cars into a library and a classroom. Here the children learn to read and write. The police have even transformed the area around the train into a garden, where they grow herbs and vegetables.

1. What is the gist of this passage? Answer on the lines below in complete sentences.

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2. How is the way that scholars in Thailand receive books different from how you receive books? Use evidence from the text to support your answer.

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Name: \_\_\_\_\_ Week 3 Day 4 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### Annotation

1. Use the label we worked with today (V) 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

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Parent Signature 😊



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

Week 3 Day 4 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Your Turn

Use the following excerpt to help you answer the questions.

In Bangkok, the capital of Thailand, old train carriages have been transformed into a library. The train is called Hong Rotfai Yoawachon, which means “Library Train for Young People”. The train serves the homeless children of Bangkok. The Railway Police Division in Bangkok realized there was a need for a safe place for street children, so they refurbished the old train carriages at the railway station, where many of the kids were hanging out.

1. What is the gist of this excerpt? Explain in two complete sentences below.

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2. How are libraries in Thailand different than libraries in the United States? Explain your thinking.

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**Day # 5**



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

Week 3 Day 5 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

# ELA Packet

Our Learning for today:

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

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**LEQ:** How do different areas around the world show us that libraries are essential?

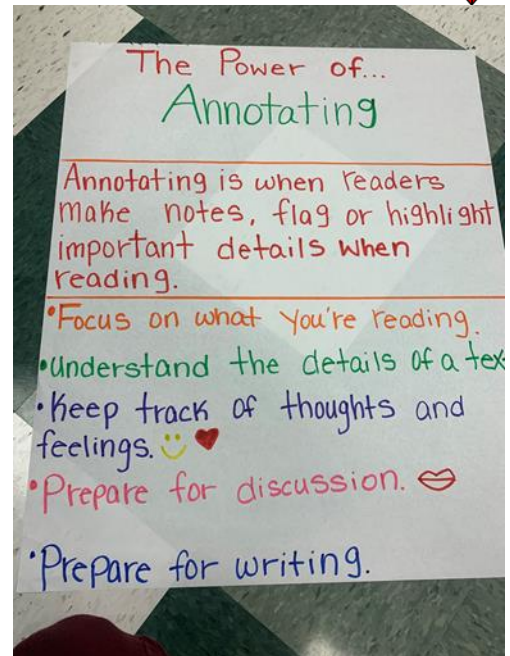
**Objective:**

I can identify and explain how libraries are essential from details in the text.

Our Toolkit for the day



Annotations:



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

Week 3 Day 5 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton



# ELA Packet

**LEQ:** How do different areas around the world show us that libraries are essential?

**Objective:** I can identify and explain how libraries are essential from details in the text.

## Vocabulary Guided Notes

1. Peru: A place in \_\_\_\_\_
2. Innovative: New or \_\_\_\_\_ ideas
3. Ancient: Very \_\_\_\_\_ or no longer \_\_\_\_\_
4. Browsing: To \_\_\_\_\_

## Guided Annotation Work

Read the passage. Label and underline one piece of evidence with the letter **E** for essential to show how libraries and books are essential to those living in Peru

How does this detail from the passage show us that those living in Peru think that libraries are essential? Explain on the lines below in complete sentences.

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Children in Peru can receive their books in several different, innovative ways. CEDILI-IBBY Peru is an institution that delivers books in bags to families in Lima. Each bag contains twenty books, which families can keep for a month. The books come in four different reading levels so that children really learn how to read.

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

Week 3 Day 5 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Application Activity

Read the passage find two details that show how libraries are essential in Peru. Label your evidence with an **E** and underline.

Based on the surrounding words in the passage, what does the word rural most likely mean?

- A. Countryside
- B. City
- C. Evil
- D. Weird

What are the two ways in this passage people living in Peru can receive books?

- A. Bags/suitcases and donkey carts
- B. Airplanes and boats
- C. Wagon and horse

In small, rural communities, books are delivered in wooden suitcases and plastic bags. These suitcases and bags contain books that the community can keep and share for the next three months. The number of books in each suitcase depends on the size of the small community. There are no library buildings in these small towns, and people gather outside, in the plaza, to see the books they can check out. In the coastal regions, books are sometimes delivered by donkey cart. The books are stored in the reading promoter's home.

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

Week 3 Day 5 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Exit Ticket

Books in this system are for children and adults. And last but not least Fe Y Alegria brings a collection of children’s books to rural schools. The books are brought from school to school by wagon. The children, who are excited about browsing through the books when they arrive, are turning into avid readers.

1. What is the gist of this passage? Answer on the lines below in complete sentences.

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2. How do people in Peru receive library books differently than we do? Explain your thinking.

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Name: \_\_\_\_\_ Week 3 Day 5 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### Annotation

1. Use the label we worked with today (V) 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

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Parent Signature ☺

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

Week 3 Day 5 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

## Your Turn

Use the following excerpt to help you answer the questions.

In Bangkok, the capital of Thailand, old train carriages have been transformed into a library. The train is called Hong Rotfai Yoawachon, which means “Library Train for Young People”. The train serves the homeless children of Bangkok. The Railway Police Division in Bangkok realized there was a need for a safe place for street children, so they refurbished the old train carriages at the railway station, where many of the kids were hanging out.

3. What is the gist of this excerpt? Explain in two complete sentences below.

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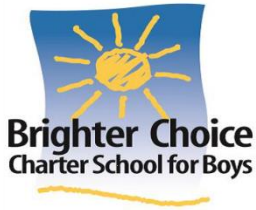
4. How are libraries in Peru different than libraries in the United States? Explain your thinking.

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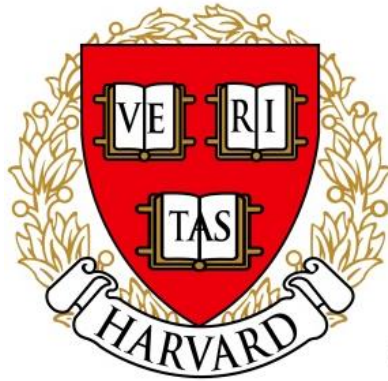




Name \_\_\_\_\_

# 3<sup>rd</sup> Grade ELA Remote Learning Packet

## Week 4



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Dear Educator,

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

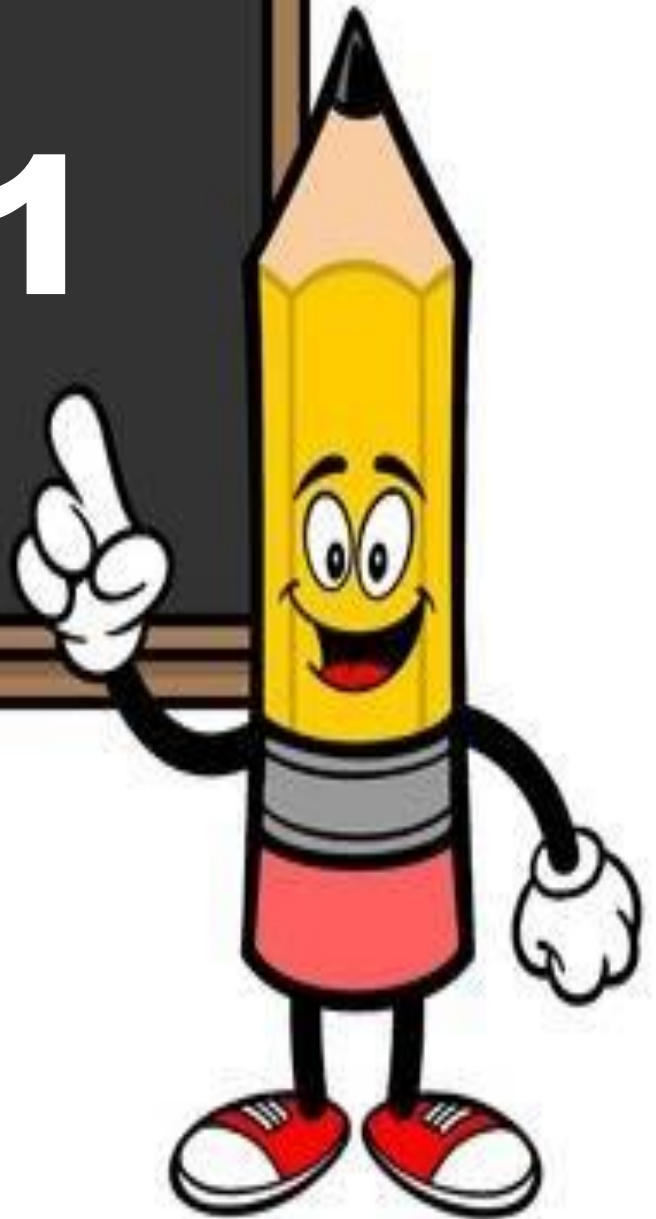
\_\_\_\_\_  
(Parent Signature)

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

Parents please note that all academic 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**



# ELA Packet

Our Learning for today:



RL 3.4

**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

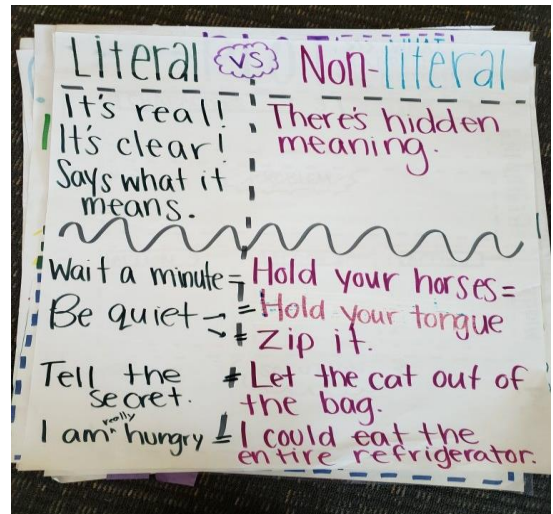
**LEQ** How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

**Objective:** I can use details from a text, to explain the meaning unknown words or phrases

Our Toolkit for the day



Literal Vs. Non-Literal Language



- 1. Read the excerpt/passage
- 2. Look at the word/phrase, does it mean exactly what it says?
- 3. Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4. Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 1 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

## Do Now

Why is it important to understand what an author means by the words in a text?

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## Vocabulary Guided Notes

Literal: Means \_\_\_\_\_ what it says

Non-Literal: Means \_\_\_\_\_ than what is written.

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

Week 4 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton



Directions: Read each paragraph and determine the non-literal language/phrase being used.

After breakfast, Ana and her mother walk down the hill. Ana closes her eyes against the sun and wishes she was back in the cool of the house with her *libro*, her book.

1. What sentence contains **non-literal language**? Underline it.
2. What does the author mean by this non-literal language? Explain in complete sentences on the lines below.

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- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Application Activity

Directions: Read the following paragraph. Determine the non-literal language the author is using.

Ana has read her book, her only book; so many times she knows it by heart. The book was a gift from her teacher for working so hard on her reading and writing. But last fall, her teacher moved far away, and now there is no one to teach Ana and the other children in her village.

1. What sentence contains **non-literal language**? Underline it.
2. What does the author mean by this non-literal language? Explain in complete sentences

on the lines below.

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- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 1 Date: \_\_\_\_\_

BCCS-B

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Yale

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# Exit Ticket

**Directions: Read the following paragraph. Determine the non-literal language and underline it. Then explain what the author actually means.**

It's raining cats and dogs! Mom shouted. I went running to the window, I wanted to see the cats and dogs falling from the sky. Puppies and kittens were my favorite! When I looked out the window all I saw were rain puddles, but it was raining so hard, I could barely see that! No fluffy kittens, no playful puppies, just a soggy front yard. What kind of trick was my mom trying to play on me?"

1. Underline the non-literal language
2. What do you think the author meant by this non-literal language? Explain.

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

Week 4 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Literal vs. Non-literal Language

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4.** Determine what the author is trying to convey to the reader through the *nonliteral language*

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

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Parent Signature 😊



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

Week 4 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

**Directions: Read the sentences and determine what the non-literal language means.**

1. I'm as blind as a bat in the dark.

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2. The argument was a thunderstorm of words.

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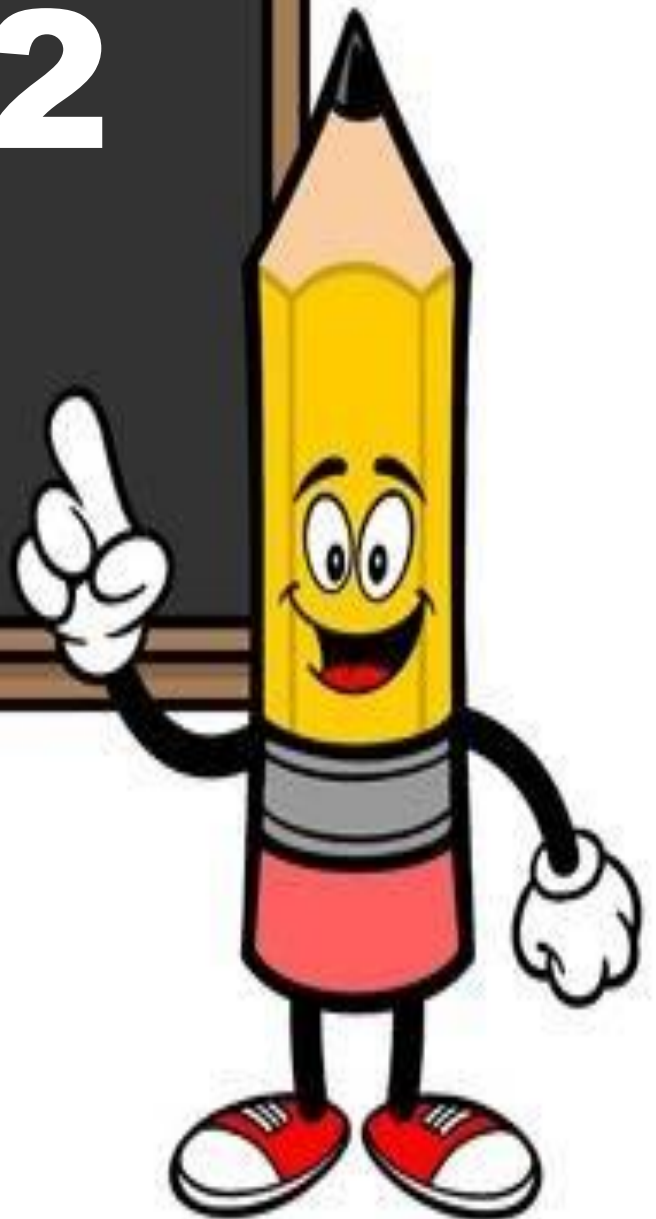
3. The sweater was hugging him tightly.

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# Day # 2



# ELA Packet

Our Learning for today:



RL 3.4

**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

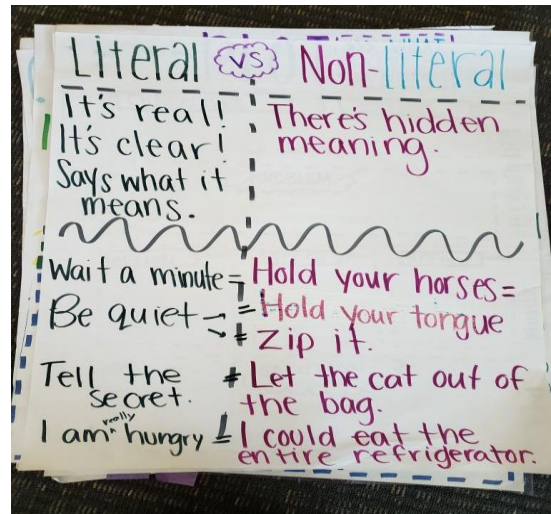
**LEQ:** How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

**Objective:** I can identify sentence details that best describes the meaning of unknown words or phrases

Our Toolkit for the day



Literal Vs. Non-Literal Language



- 1. Read the excerpt/passage
- 2. Look at the word/phrase, does it mean exactly what it says?
- 3. Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4. Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Do Now

What is the difference between literal and non-literal language?

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# Vocabulary Guided Notes

Personification: Giving \_\_\_\_\_ to animals or inanimate objects

Simile: A comparison of \_\_\_\_\_ unlike things using the words \_\_\_\_\_ or \_\_\_\_\_

Metaphor: A comparison of two unlike things \_\_\_\_\_ using the words like or as

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

Week 4 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



Directions: Read each paragraph and determine the non-literal language/phrase being used.

While Alfa and Beto chomp the sweet grass under the tree, Ana picks up book after book and finds pink dolphins and blue butterflies, castles and fairies, talking lions and magic carpets.

1. What sentence contains **non-literal language**? Underline it.
2. What does the author mean by this non-literal language?

Explain in complete sentences on the lines below.

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- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions: Read the following paragraph. Determine the non-literal language the author is using.

One night, Ana dreams she is flying over her country on a butterfly's back. In her dream she crosses mountains and oceans and rivers and jungles, bringing stories everywhere she goes. Stories fly from her mouth and fingers like magic, falling into the hands of the children waiting below.

1. What sentence contains **non-literal language**? Underline it.
2. What does the author mean by this non-literal language? Explain in complete sentences

on the lines below.

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3. What type of non-literal language is being used?
  - A. Metaphor
  - B. Simile
  - C. Onomatopoeia

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Directions: Read the following paragraph. Determine the non-literal language and underline it. Then explain what the author actually means.**

Crow tapped Miss Hickory’s hickory nut head with his long yellow beak. “Don’t be so hard-headed, Miss Hickory,” he said. “It is just as I have told you. The family is leaving, and you should start getting ready to move.”

1. Underline the non-literal language
2. What do you think the author meant by this non-literal language? Explain.

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

Week 4 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Literal vs. Non-literal Language

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4.** Determine what the author is trying to convey to the reader through the *nonliteral language*

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

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Parent Signature 😊



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

Week 4 Day 2 Date: \_\_\_\_\_

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## Your Turn

**Directions: Read the following paragraph. Determine the non-literal language and underline it. Then explain what the author actually means.**

One day when Runt was exploring the forest, he noticed that a storm was coming. He decided to stay out in the storm to prove that he was brave. But the storm came, and Runt was terrified. He ran like the wind, not knowing or caring where he was going.

1. Underline the non-literal language
2. What do you think the author meant by this non-literal language? Explain.

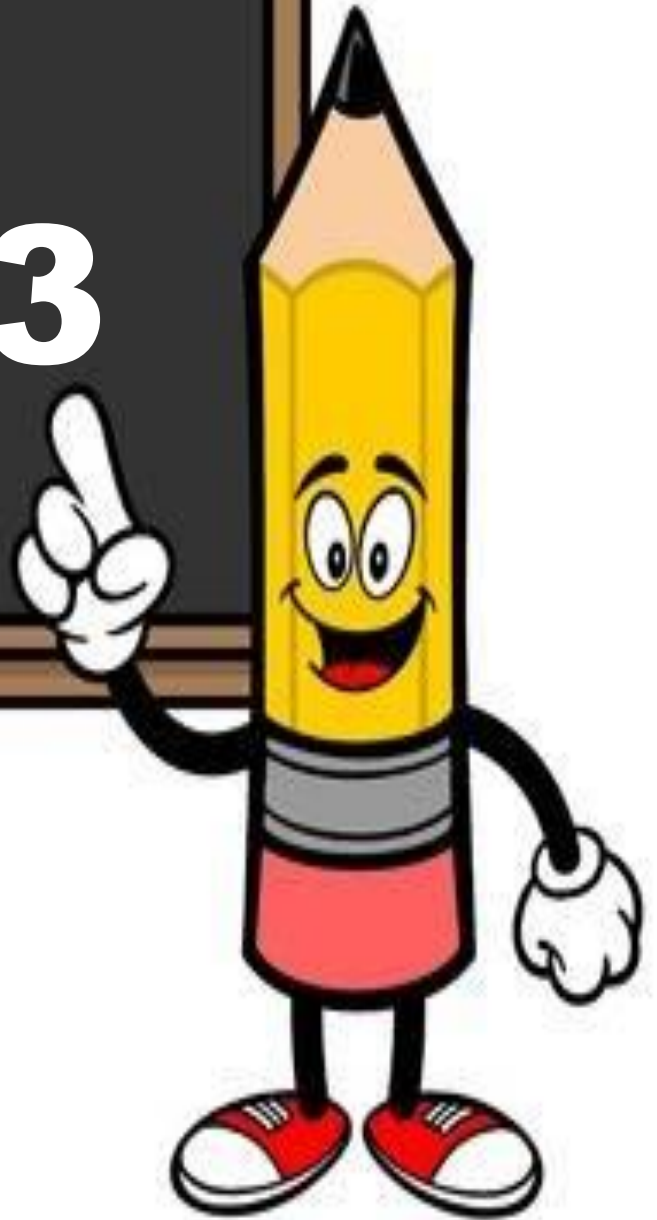
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3. What type of non-literal language is being used?
  - A. Alliteration
  - B. Simile
  - C. Metaphor
  - D. Hyperbole



**Day # 3**



# ELA Packet

Our Learning for today:



RL 3.4

**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

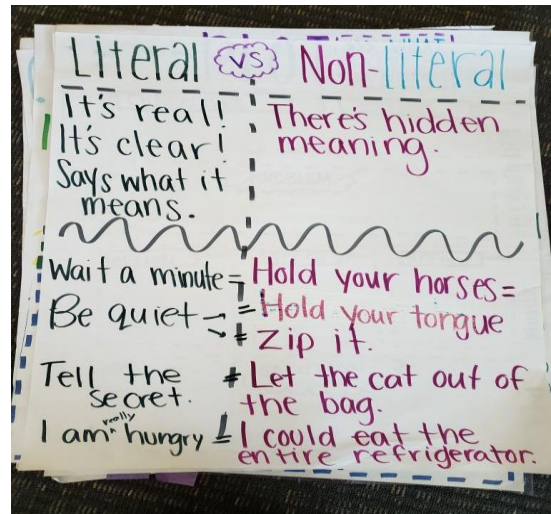
**LEQ:** How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

**Objective:** I can explain the meaning of phrases that characters use in a text.

Our Toolkit for the day



Literal Vs. Non-Literal Language



- 1. Read the excerpt/passage
- 2. Look at the word/phrase, does it mean exactly what it says?
- 3. Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4. Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

Write your own sentence using non-literal language.

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## Vocabulary Guided Notes

Hyperbole: An \_\_\_\_\_ statement that is not meant to be taken seriously

Onomatopoeia: A \_\_\_\_\_ associated with a \_\_\_\_\_

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

Week 4 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton



Directions: Read each paragraph and determine the non-literal language/phrase being used.

They can keep their book for up to six weeks. After that, they'll pack them up and walk to the local post office to mail the books back to the library. Then they'll check the mail every day... until another big brown package arrives with new books to devour in their remote corner of Canada's Artic.

1. What sentence contains **non-literal language**? Underline it.
2. What does the author mean by this non-literal language? Explain in complete sentences on the lines below.

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3. What type of non-literal language is being used?
  - A. Hyperbole
  - B. Personification

- 1. Read the excerpt/passage
- 2. Look at the word/phrase, does it mean exactly what it says?
- 3. Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4. Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions: Read the following paragraph. Determine the non-literal language the author is using.

The boat, with a crew consisting of a librarian and an assistant, sails among the islands, making about ten stops. Kids come scrambling down the rocky shore to collect their books.

4. What sentence contains **non-literal language**? Underline it.
5. What does the author mean by this non-literal language? Explain in complete sentences on the lines below.

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- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Metaphor:** Comparing to unlike things **WITHOUT** using the words like or as

**Simile:** Comparing two unlike things using like or as

**Personification:** Giving human qualities to animals or inanimate objects

**Hyperbole:** An exaggeration

## Simile, Metaphor, Hyperbole, or Personification Worksheet



Directions: Label: simile, metaphor, hyperbole, personification. Explain.

Example: The baby cow was as big as a house.  
\_hyperbole\_      \_Exaggeration "as big as a house"\_\_\_\_\_

1. Her smile was as sweet as sunshine on a rainy day.

\_\_\_\_\_

2. The raindrops danced along the window pane.

\_\_\_\_\_

3. The woman gave a huge donation to the church because she had a heart of gold.

\_\_\_\_\_

4. The apartment was so dirty that you would need a hazmat team to enter it.

\_\_\_\_\_

5. The kitten played as quietly as a dormouse.

\_\_\_\_\_

6. The wooden table was as solid as a rock.

\_\_\_\_\_

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

Week 4 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Literal vs. Non-literal Language

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4.** Determine what the author is trying to convey to the reader through the *nonliteral language*

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

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Parent Signature 😊



Name: \_\_\_\_\_  
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Week 4 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

**Directions:** Read the following paragraph. Determine the non-literal language and underline it. Then explain what the author actually means.

Metaphor: Comparing to unlike things **WITHOUT** using the words like or as

Simile: Comparing two unlike things using like or as

**Write the examples you find of each on the lines below the story.**

My home, a moss covered rock, is an emerald fortress. It provides shelter from the heavy springtime showers, when the raindrops are like large **iridescent** pearls. My rock is neighbors with a weeping willow tree. Its branches are thick snakes, but to the children who come to swim from town, the willow is a **majestic** pirate ship. I peek my head between the daisies to watch the kids in brightly colored swimsuits plunge into the pool from the tips of the willow's branches. The water's surface is like a shattered mirror. A **frenzy** of ripples take over the pond, and the lily pads twirl like dancers who suddenly have the mad desire to switch partners. I fancy the idea of surfing the pond's wild waves one day!

## Vocabulary

**Iridescent:** displaying an array of shimmering colors.

**Majestic:** splendid or impressive in appearance.

**Frenzy:** a period of wild activity.

## Metaphors

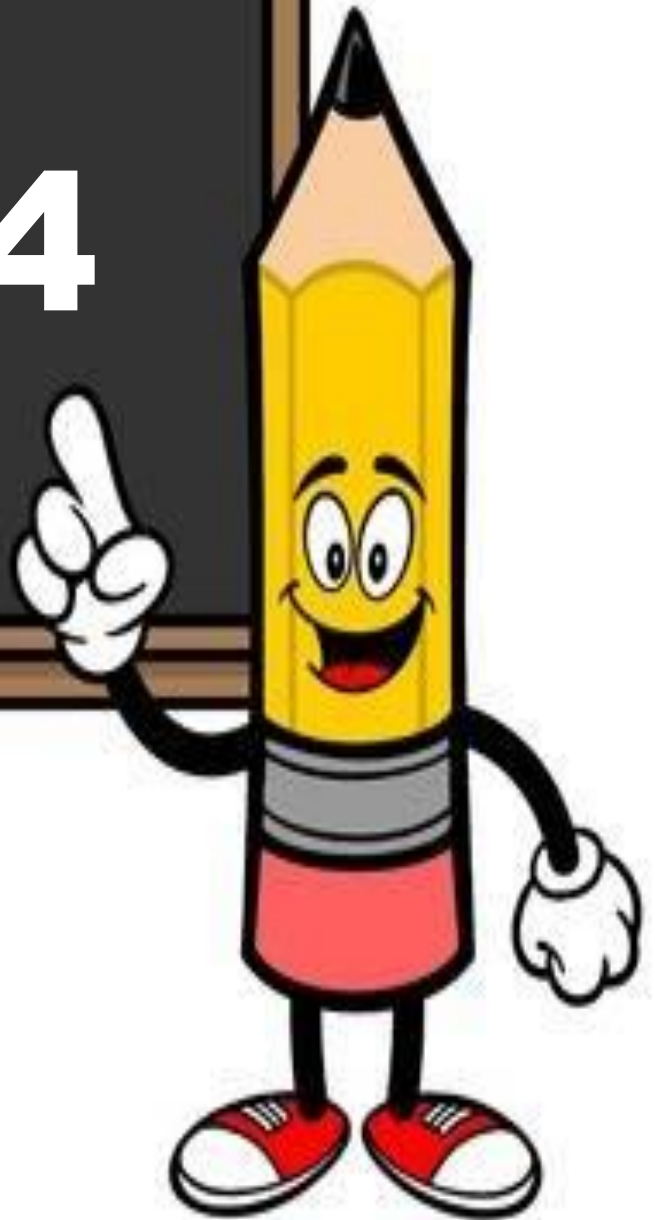
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Similes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**Day # 4**



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

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

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# ELA Packet

Our Learning for today:

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

RL 3.4

**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

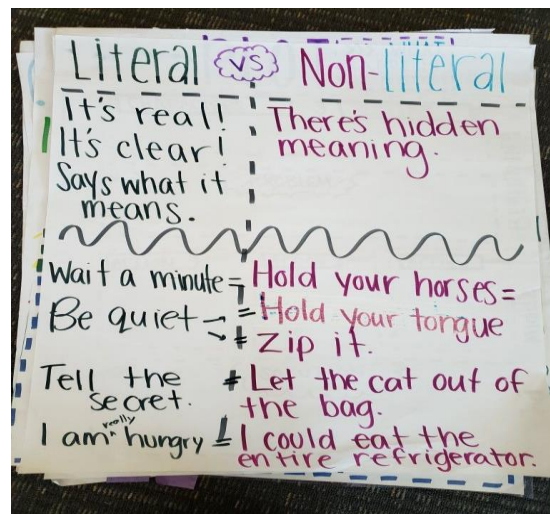
**LEQ:** How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

**Objective:** I can explain why authors use certain words or phrases to describe a characters actions or thoughts in a text.

Our Toolkit for the day



Literal Vs. Non-Literal Language



- 1. Read the excerpt/passage
- 2. Look at the word/phrase, does it mean exactly what it says?
- 3. Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- 4. Determine what the author is trying to convey to the reader through the nonliteral language.

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

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

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Yale

Princeton

## Do Now

How can figurative language make a story more enjoyable?

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## Vocabulary Guided Notes

Alliteration The \_\_\_\_\_ letter or \_\_\_\_\_ at the \_\_\_\_\_ of words close to each other.

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

Week 4 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton



Directions: Read each paragraph and determine the non-literal language/phrase being used.

Afshan, thirteen, says “I didn’t know what a library looked like before! This bus is magic! It brings stories and books. I just wish it came more often or stayed longer!”

1. What sentence contains **non-literal language**? Underline it.
2. What does the author mean by this non-literal language? Explain in complete sentences on the lines below.

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1. What type of non-literal language is being used?
  - A. Hyperbole
  - B. Simile
  - C. Alliteration

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

Week 4 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions: Read the following paragraph. Determine the non-literal language the author is using.

Some schools get a weekly visit, but in most places the Storyteller can come only once every two weeks. This bus full of books has opened up a whole new world to children.

2. What sentence contains **non-literal language**? Underline it.
3. What does the author mean by this non-literal language? Explain in complete sentences

on the lines below.

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4. What type of non-literal language is being used?
  - A. Hyperbole
  - B. Simile
  - C. Alliteration

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language.

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

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

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# Exit Ticket

**Directions:** Read the following paragraph. Use the surrounding words to help you determine the meaning of the vocabulary words.

1. "I plan to pig out"

The **literal** meaning of the phrase is \_\_\_\_\_

The **nonliteral** meaning of the phrase is \_\_\_\_\_

2. "It's raining cats and dogs"

The **literal** meaning of the phrase is \_\_\_\_\_

The **nonliteral** meaning of the phrase is \_\_\_\_\_

3. "I am a night owl"

The **literal** meaning of the phrase is \_\_\_\_\_

The **nonliteral** meaning of the phrase is \_\_\_\_\_

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

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

BCCS-B

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## ELA Homework

Our Toolkit for the day



Literal vs. Non-literal Language

- **1.** Read the excerpt/passage
- **2.** Look at the word/phrase, does it mean exactly what it says?
- **3.** Look at the surrounding words/phrases for clues to help us make meaning of the unknown word/phrase
- **4.** Determine what the author is trying to convey to the reader through the nonliteral language

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

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Parent Signature ☺



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

Week 4 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

An example of figurative language is the phrase “He drove as quick as lightning.” This means that he drove very quickly. It does not mean that he was literally as quick as lightning.

Instructions: Read each sentence below carefully. Underline the figurative language in each sentence. Then, rewrite each sentence without using the figurative language. Make sure each sentence still has the same meaning as the original sentence.

1. Kathy is smart as a whip. She always knows the answer.

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2. Mark loves jumping on the trampoline. He can jump as high as a house.

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3. Amanda has hair that is pure silk. It is gorgeous.

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4. Billy works like a horse. He is always doing something.

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5. Kaeley is as pretty as a whip. All the other girls are jealous.

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