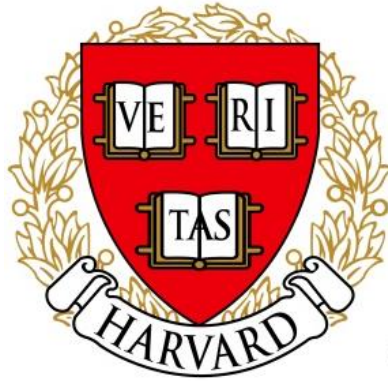


Name _____

3rd Grade Modified 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.

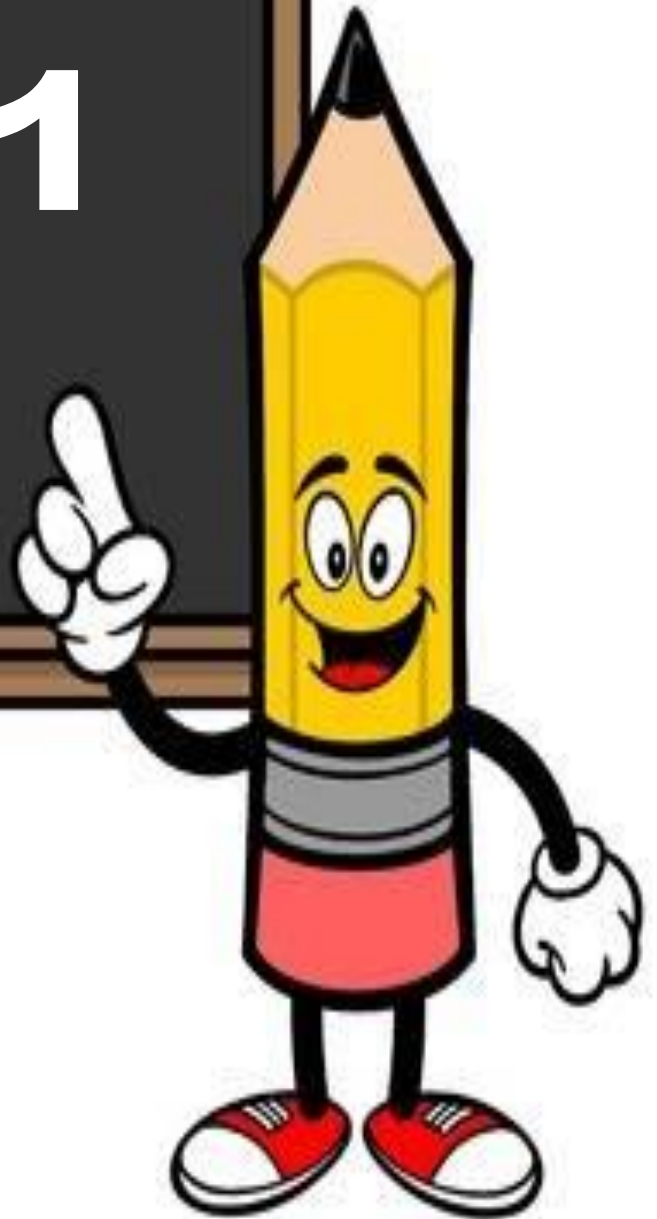
(Parent Signature)

(Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org 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:



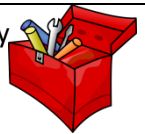
RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

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

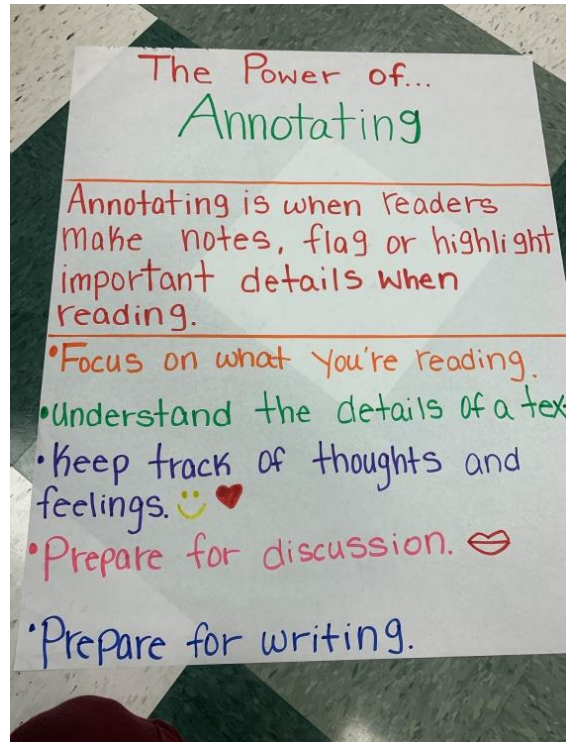
Objective

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?

Annotations are important because _____

Name: _____

Week 3 Day 1 Date: _____

BCCS-B

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...

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...

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

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.

This excerpt is about _____

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 senior”, 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

Parent Signature 😊

Name: _____
BCCS-B

Week 3 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Directions: 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. **Gist= quick summary**

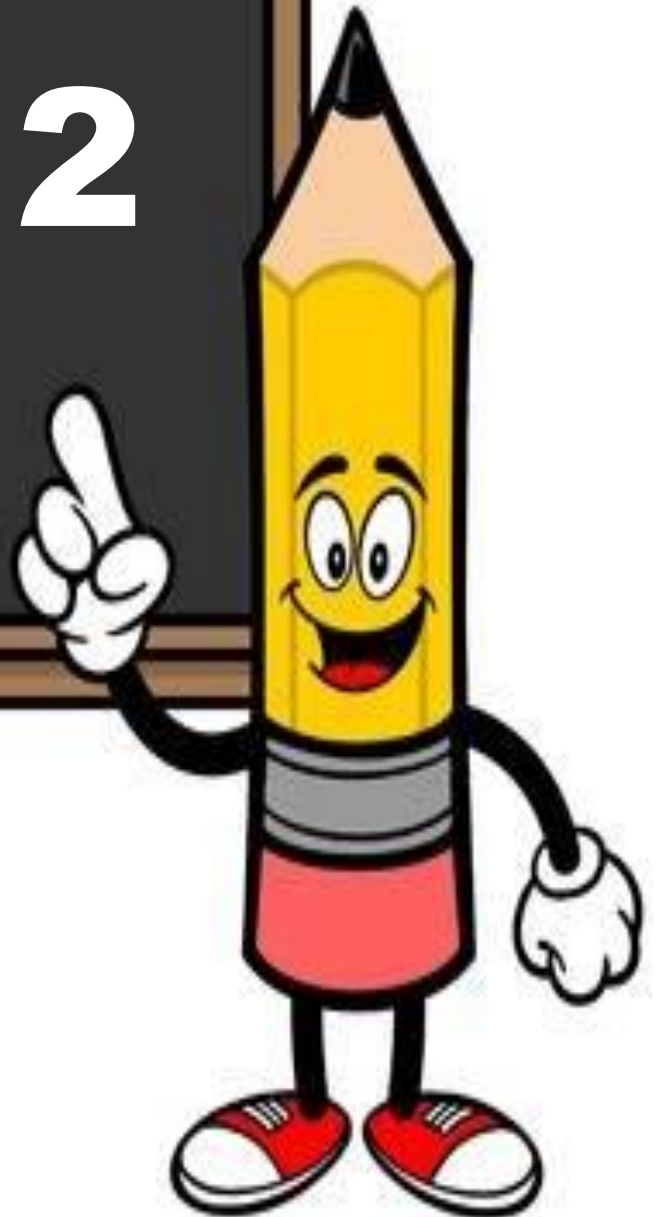
The gist of the passage is _____

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.



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

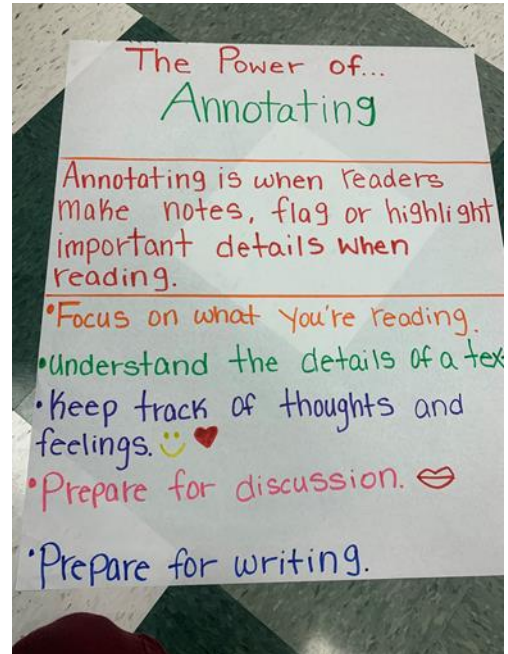
LEQ: Should reading be valued?

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? (Value =important)

We should value reading because _____

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.

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...

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?

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?

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

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.

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

Parent Signature 😊

Name: _____
BCCS-B

Week 3 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

Directions: 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? Answer in two complete sentences on the lines below

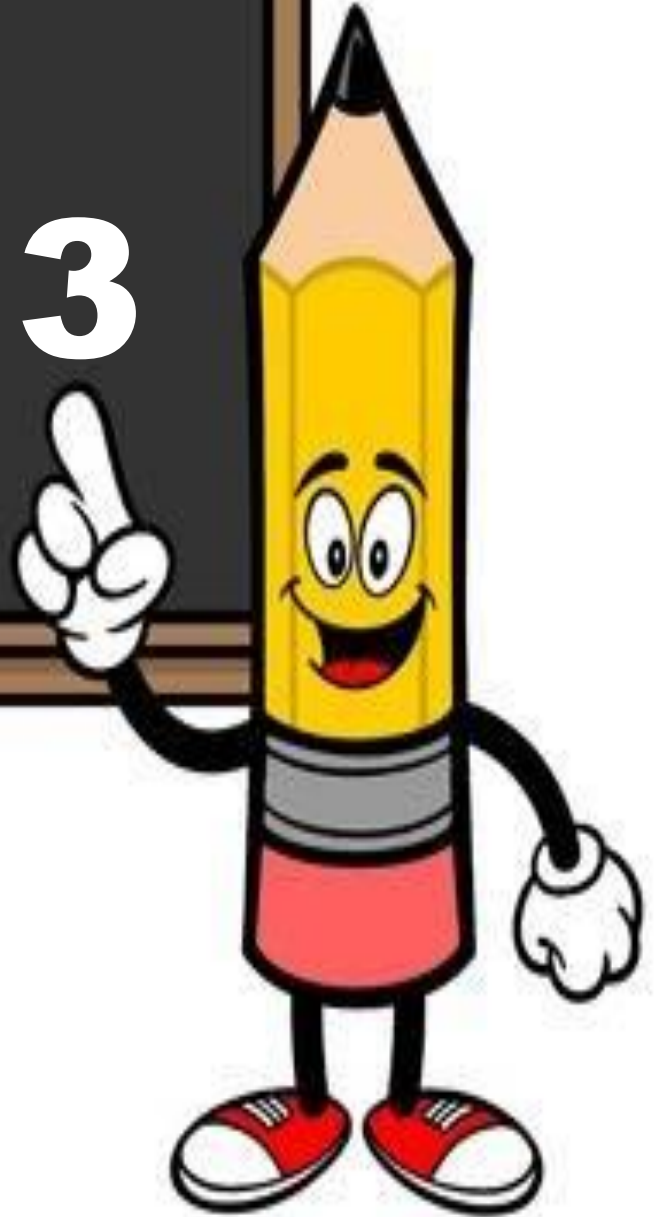
The gist of the passage is _____

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

I think she feels _____



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?

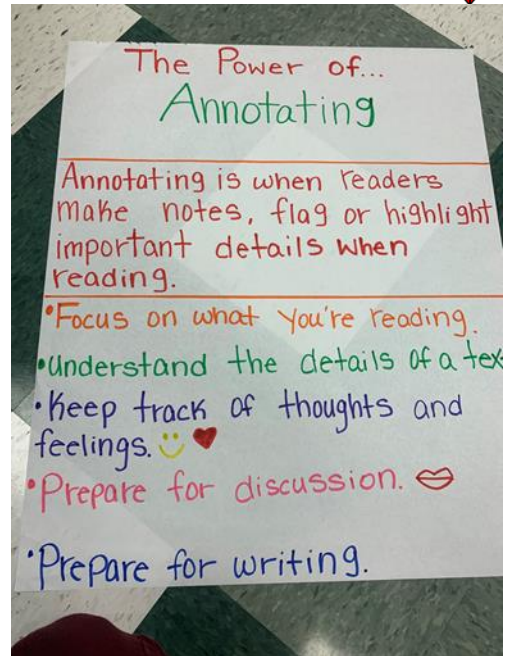
Objective:

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?

The library in my neighborhood looks like

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 2 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.

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.

The gist of this passage is _____

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.

The way scholars in Kenya receive books is different than how I do because _____

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

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.

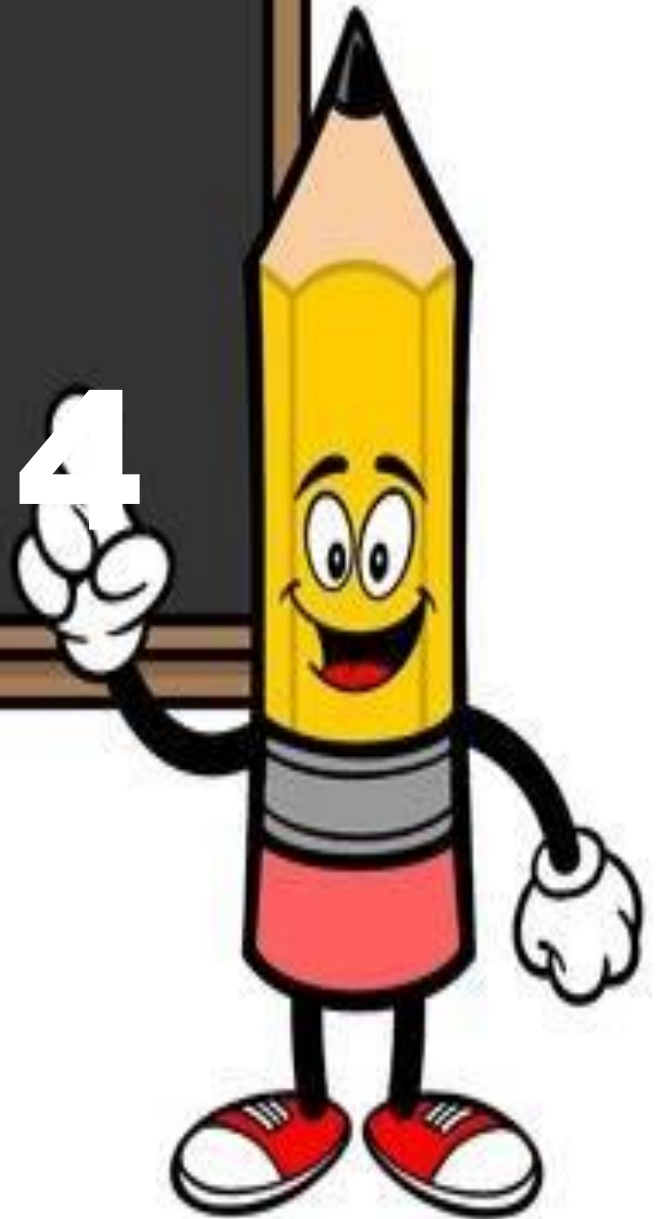
The gist of this passage is _____

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.

Reading is _____



Day # 4



Name: _____
BCCS-B

Week 3 Day 4 Date: _____
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: Are libraries essential?

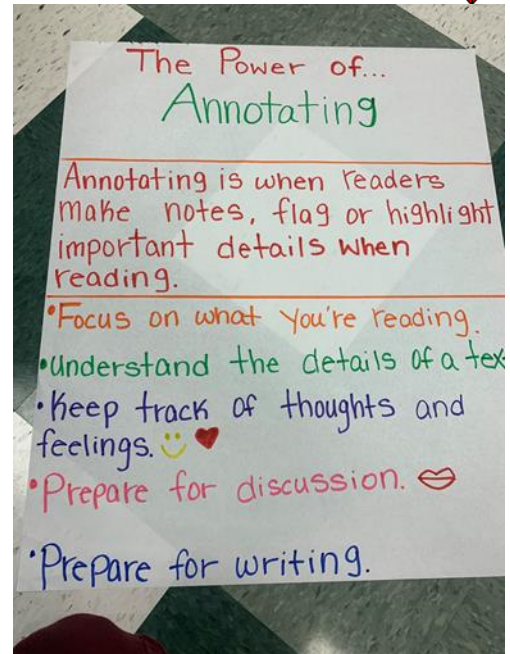
Objective:

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?

Libraries can be different

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.

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.

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.

The gist of this passage is _____

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.

The way scholars in Thailand receive books is different than how I do because _____

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

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.

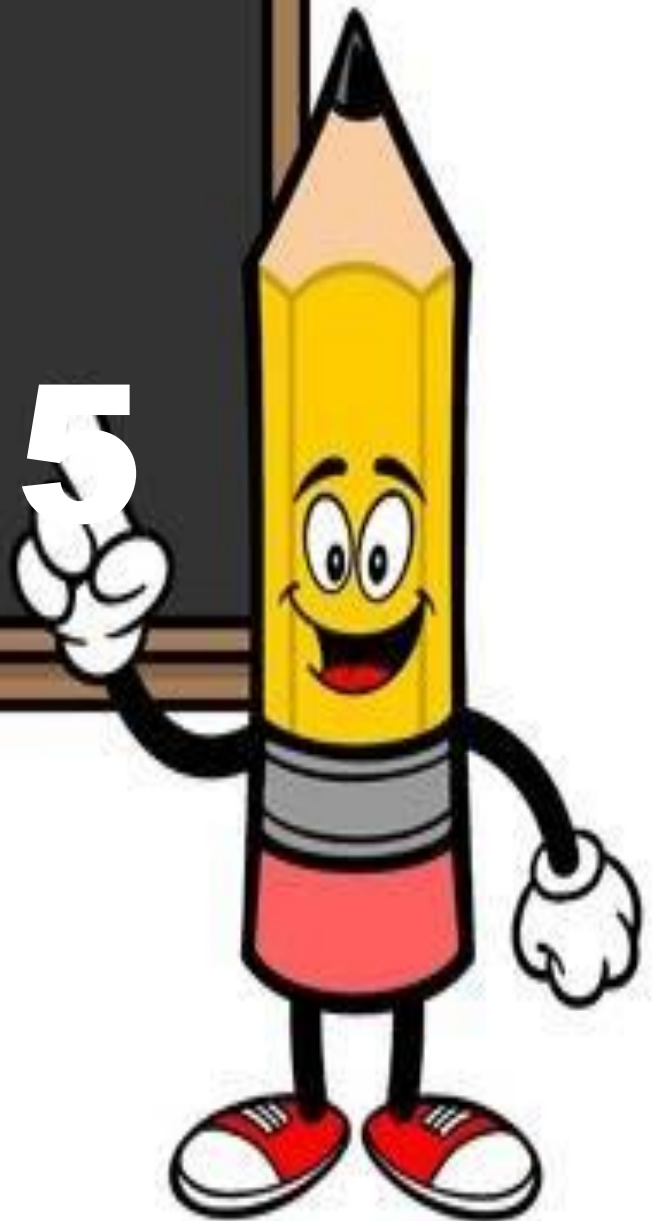
The gist of this passage is _____

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

Libraries in Thailand are different than libraries in the United States because _____



Day # 5



Name: _____
BCCS-B

Week 3 Day 5 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: How do different areas around the world show us that libraries are essential?

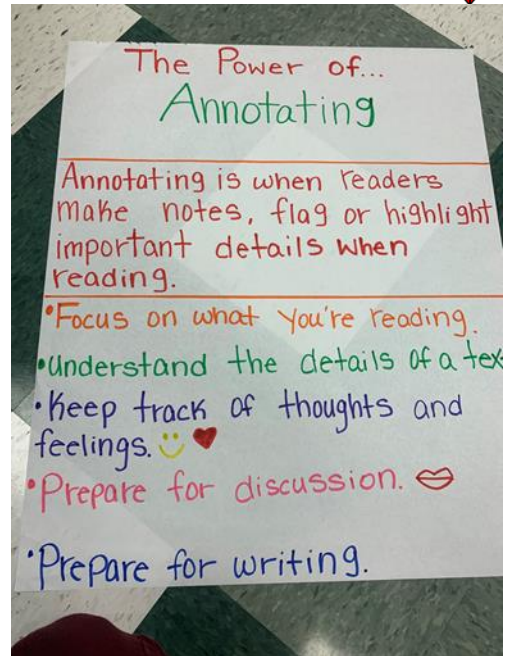
Objective:

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

Our Toolkit for the day



Annotations:



Name: _____
BCCS-B

Week 3 Day 5 Date: _____
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.

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.

The gist of the passage is _____

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

The way people in Peru receive library books is different than how we do because _____

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

Parent Signature ☺

Name: _____
BCCS-B

Week 3 Day 5 Date: _____
Harvard Yale Princeton

Your Turn

Use the following excerpt to help you answer the questions.

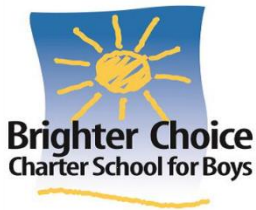
In Bangkok, the capital of Thailand, old train carriages have been transformed into a library. The train is called Hong Rotfai Yoawachon, which means “Library Train for Young People”. The train serves the homeless children of Bangkok. The Railway Police Division in Bangkok realized there was a need for 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.

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

The gist of this passage is _____

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

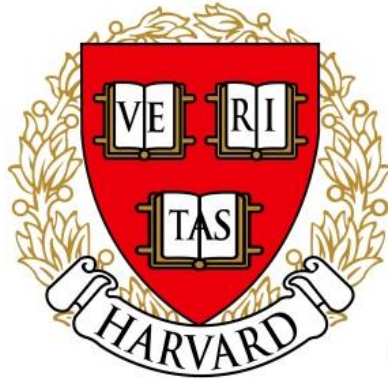
Libraries in Peru are different than libraries in the United States
because _____



Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 4



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.

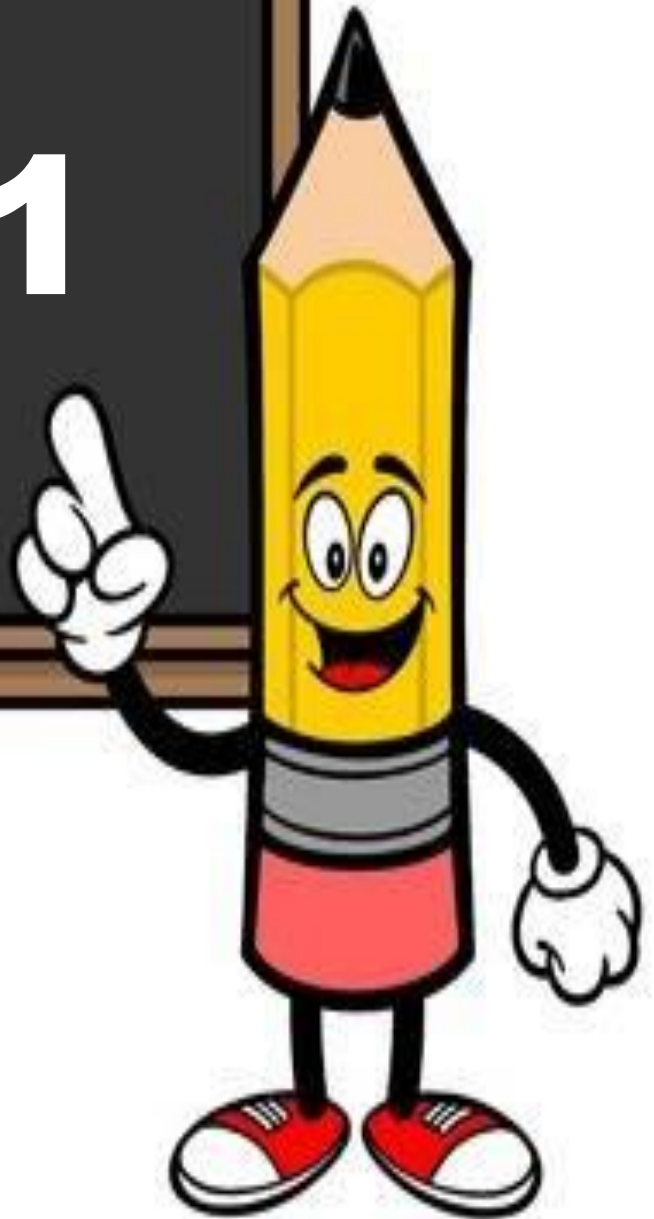
(Parent Signature)

(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.



Day # 1



ELA Packet

Our Learning for today:

RL 3.4

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

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

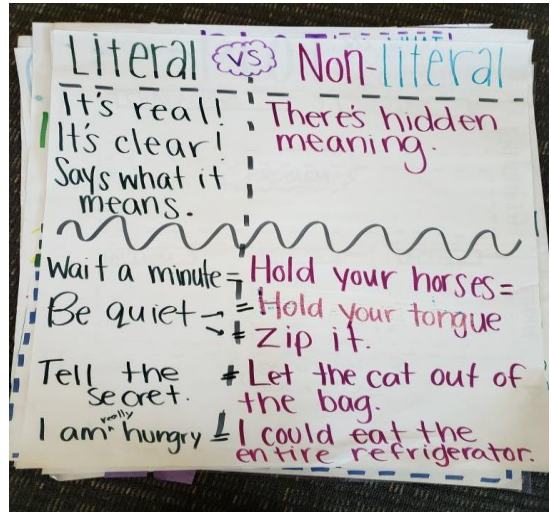
LEQ How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

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?

It is important to understand what an author means by the words

in a text because _____

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.

- **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.

- **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: _____

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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.

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*

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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.

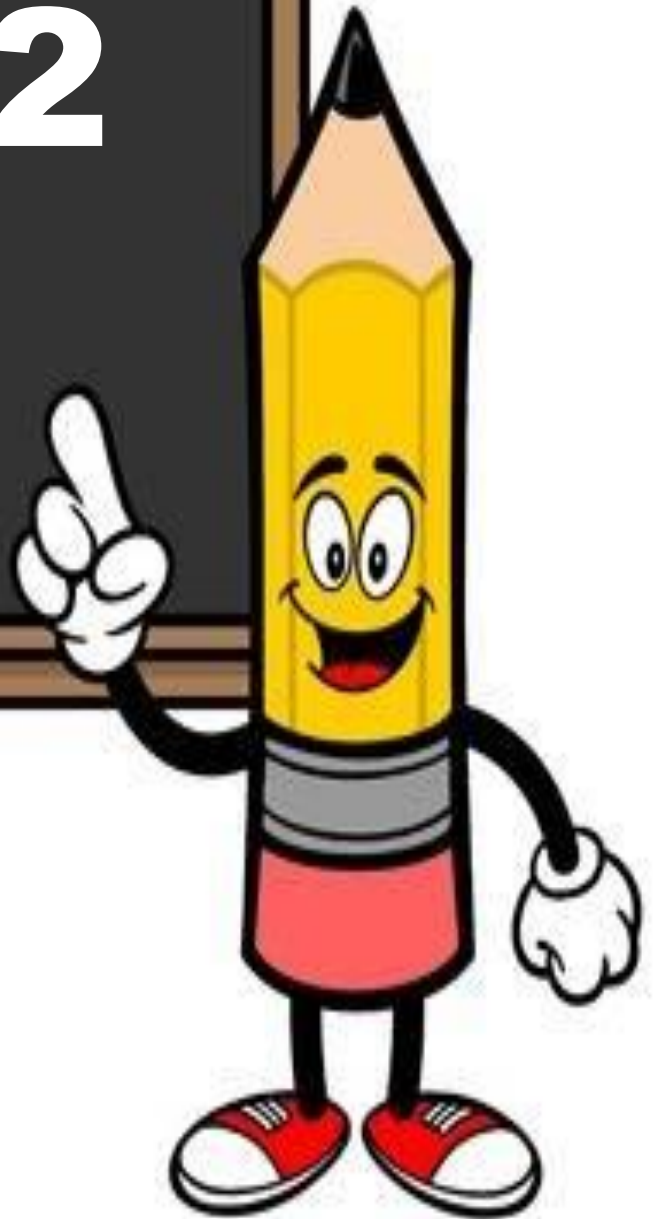
1. I'm as blind as a bat in the dark.

2. The argument was a thunderstorm of words.

3. The sweater was hugging him tightly.



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.

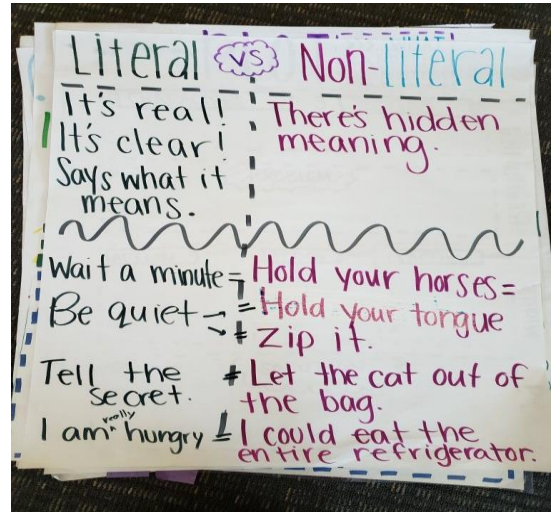
LEQ: How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

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?

The difference between literal and non-literal language is _____

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.

- **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.

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.

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*

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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.

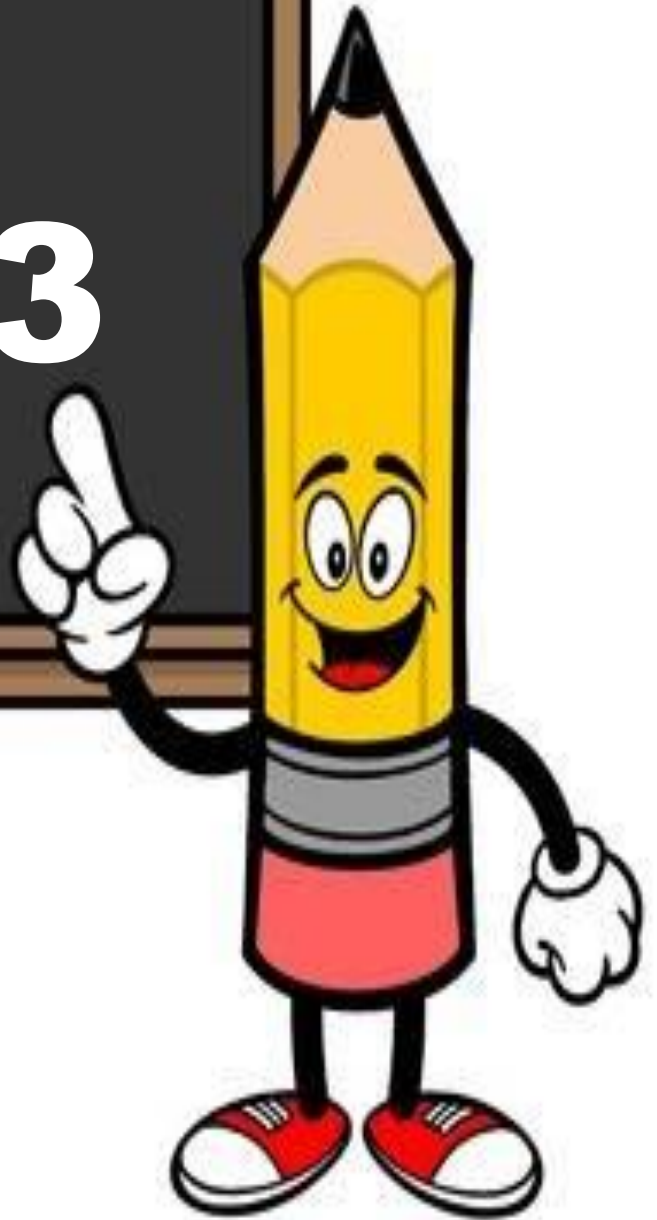
One day when Runt was exploring the forest, he noticed that a storm was coming. He decided to stay out in the storm to prove that he was brave. But the storm came, and Runt was terrified. He ran like the wind, not knowing or caring where he was going.

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

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.

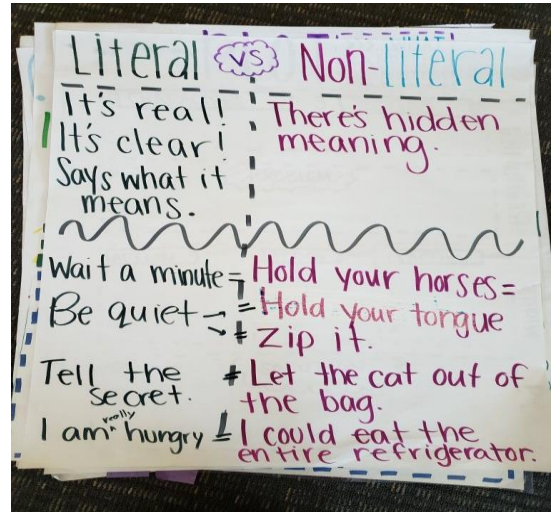
LEQ: How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

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.

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.

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.

- **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*

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Name: _____
BCCS-B

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

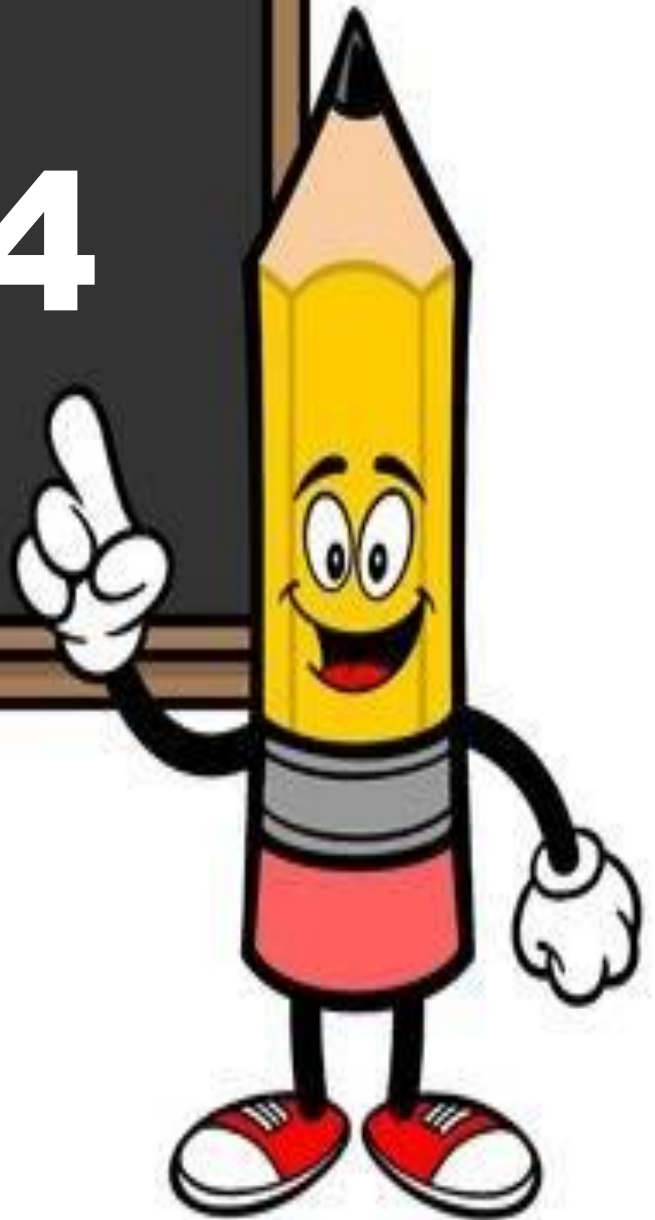
1. _____
2. _____
3. _____

Similes

1. _____
2. _____
3. _____



Day # 4



Name: _____

Week 4 Day 4 Date: _____

BCCS-B

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Princeton

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.

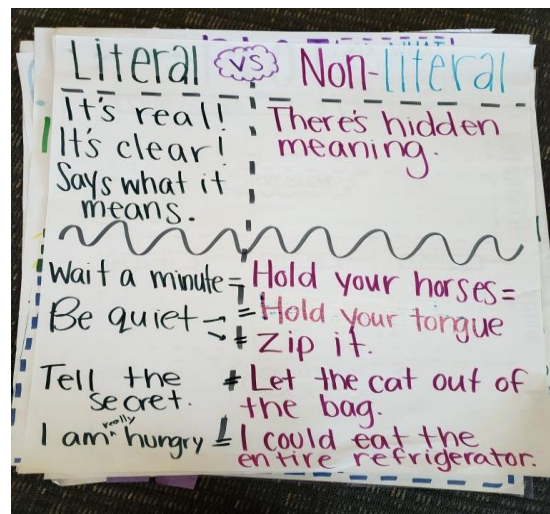
LEQ: How do I determine the meaning of words and phrases within a text in order to distinguish literal from non-literal language?

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: _____

BCCS-B

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Do Now

How can figurative language make a story more enjoyable?

Figurative language can make a story enjoyable _____

Vocabulary Guided Notes

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

:

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.

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.

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

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: _____
BCCS-B

Week 4 Day 4 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

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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.

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

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

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

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