



Name \_\_\_\_\_

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

### Week 5



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.



Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

**Do Now**

1. What was Esperanza's family like in the beginning of the novel? Use details to support your answer.

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**Day 3, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>LEQ</b>	<b>What can I learn about _____ from literature?</b>
<b>Objective</b>	<b>I can make _____ about characters in the novel and human rights issues they face.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

**Input/CFU: Making Inferences Video/Read Chapter 3/Annotate Human Rights Violations**

**Character Response**

**How doe Esperanza respond to her father’s death? Support with two details.**

**She responds \_\_\_\_\_.**

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

**Human Rights Challenges**

<b><u>Who?</u></b>	<b><u>What is it?</u></b>	<b><u>What article does it violate?</u></b>

**Application: Collaboration Board.**



Name: \_\_\_\_\_ Week 5 Day 2 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

**Do Now**

1. How did Papa die in Esperanza Rising?

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2. How did Esperanza respond to her father's death?

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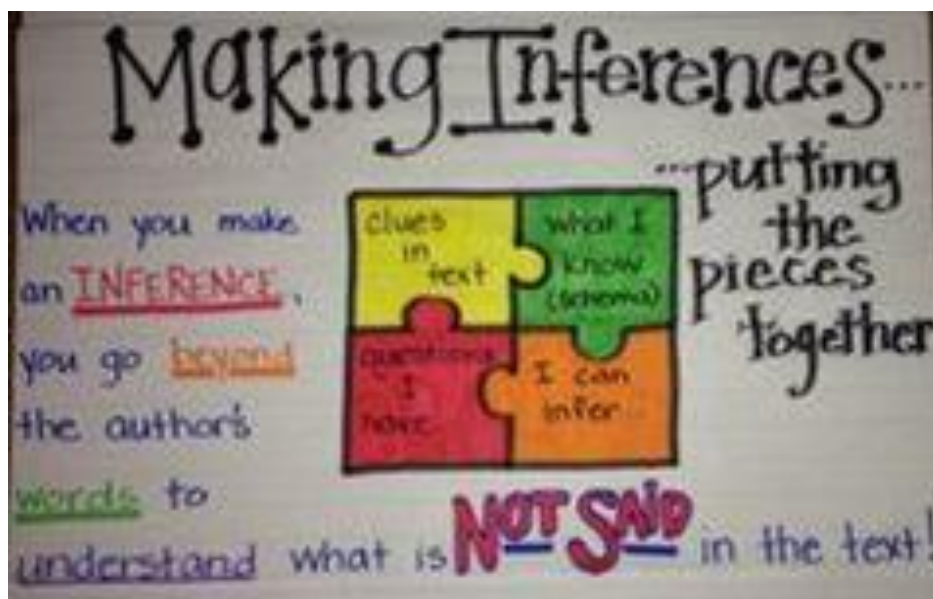
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**Day 4, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>LEQ</b>	<b>What can I learn about _____ from literature?</b>
<b>Objective</b>	<b>I can make _____ about characters in the novel and human rights issues they face.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

Input/CFU: Review Making Inferences Anchor Chart/ Read Chapter 4/ Complete T-Chart



How did the major characters react to the decision to move to the US?	
Character	Reaction
Miguel	
Mama	
Esperanza	

Application: Collaboration Board





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

BCCS Boys

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**Standards Progress Assessment #1**  
**Day 1**

**SPA #1 Day 1**

<b>Standard</b>	<b>Cumulative</b>
<b>LEQ</b>	How can I perform 80% or better on assessment?
<b>Objective</b>	I can use close reading and RISE strategies to perform 80% or better on the SPA #1.
<b>Assignment to Submit</b>	SPA Part 1 (Google Form)

**Directions: Close-read the following passage and answer the questions that follow.**

# Adventure on a Hot Air Balloon

By ReadWorks



The wind is starting to blow stronger, and when you're riding in a basket under a hot air balloon, just 400 feet above ground, that's not necessarily a good thing. Keith Rodriguez looks to the horizon and squints. He had planned to take off from Scioto Downs, a horse racetrack south of Columbus, Ohio, fly a few miles north, and land his balloon in a barren cornfield next to his pickup truck.

Then the wind changed. Instead of a light breeze from the south, now Rodriguez's bright red balloon is getting hit by stronger, colder winds headed west. He has plenty of propane fuel in his tank—he probably could ride the wind halfway to Pennsylvania. But that would be dangerous. Rodriguez's choice of landing sites just became very limited. As the balloon switches direction and floats east, everything below becomes a wide carpet of suburban sprawl—big-box stores, major highways, and strip malls. Beyond the stores lie forests.

The only factor in Rodriguez's favor is that it's early, just after 7 a.m. The highways are filling up with people driving to work, but otherwise the morning is quiet and still.

"Oh boy," Rodriguez thinks. "If I don't land, like now, this could get bad."

The balloon has no propeller or engine, so Rodriguez can't change direction on his own—he's entirely dependent on the wind. The only thing he controls is

altitude. He does this by changing the properties of two invisible gases: air and propane. Sitting on the floor of the wicker gondola are three tanks of propane, compressed to its liquid form. The tanks are connected via black rubber hoses to two burners overhead. Each burner is nearly as big as Rodriguez's head.

Rodriguez turns a knob on one side of the burners. This releases propane from a tank into the heating coil, where it is ignited by a pilot light. This heats the propane from a liquid into a gas. The gas catches fire, and flames leap two feet high into the balloon.

The balloon rises. Rodriguez has a plan in mind. The flame heats the air inside the nylon balloon. This works on a simple principle: hot air is lighter than cold air. One cubic foot of air weighs about an ounce. If you heat that air by 100 degrees, its weight drops by about 7 grams. So every foot of heated air inside Rodriguez's balloon can lift about 7 grams. Just by himself, Rodriguez weighs 170 pounds, which equals 77,110 grams. That means he needs about 11,015 cubic feet of hot air just to raise his own body off the ground. This is why hot air balloons are so big—they must trap tremendous amounts of heated air. Rodriguez's balloon is a common size, trapping about 100,000 square feet of air. The balloon is 90 feet tall and 65 feet wide.

As Rodriguez gives his short burst of flame, the air inside swirls in complicated, invisible patterns. Little of it escapes out the hole in the bottom—instead, it cools off gradually by coming into contact with the surrounding air outside the balloon's thin nylon wall. As this happens, the balloon gradually sinks. To drop altitude more quickly, Rodriguez can pull a cord attached to a parachute valve at the very top of the balloon. Since the hottest air sits at the top, this releases the balloon's most buoyant air and increases the speed of descent.

Rodriguez gives the cord a short pull, and the gondola drops.

"I don't have an altimeter, and I can't really see anything happening inside the balloon," Rodriguez thinks. "I have to pilot by feel."

Pushed by the wind, the balloon is flying quickly now. It's floating over the back wall of a Wal-Mart when Rodriguez grabs hold of the parachute valve cord and gives it a long, hard tug. The balloon drops. Quickly. The hot air balloon is sinking, but still flying forward.

It looks as though it's about to slam into the edge of Wal-Mart's roof but it sails over it, with only about 15 feet to spare. Still, Rodriguez does not let go of the cord. He drops and drops, right between the light poles of the nearly empty parking lot. Just a few feet above the ground, Rodriguez releases the parachute cord, turns the knob above his head and fires both burners. The steep descent slows. The gondola touches lightly against the asphalt, and then drags to a stop.

There are only two people in the parking lot, standing near the entrance to the store. They look toward the balloon, their eyes and mouths open wide in shock.

“That was a little closer than I expected,” Rodriguez says to himself, laughing. “I really needed to land quick.”

**1. According to the text, what makes landing the hot air balloon a challenge? (RL 5.1)**

- A. the gondola**
- B. the wind**
- C. the parking lot**
- D. the time of day**

**2. What problem does Keith Rodriguez solve? (RL 5.2)**

- A. how to fly from Ohio to Pennsylvania in his hot air balloon**
- B. how to increase the altitude of his hot air balloon**
- C. how to safely land his hot air balloon**
- D. how to change direction on his own in his hot air balloon**

**3. A hot air balloon floats because the air inside the balloon is warmer than the air outside of it. (RL 5.1)**

**What information from the story supports this statement?**

- A. Hot air is lighter than cold air.**
- B. One cubic foot of air weighs about an ounce.**
- C. The air inside the balloon swirls in complicated, invisible patterns.**
- D. The hot air balloon is sinking, but still flying forward.**

**4. Based on information in the passage, what would make a good landing area for a hot air balloon? (RL 5.1)**

- A. a large, open space with no buildings**
- B. a large space with lots of tall buildings**
- C. a small, narrow space near a highway**
- D. a small space, such as the roof of a building**

**5. What is this story mainly about? (RL 5.2)**

- A. a hot air balloon that scares lots of people when it lands in a parking lot**
- B. a hot air balloon that does not work properly**
- C. a person who gets stuck up in the air and does not know what to do**
- D. a person trying to land a hot air balloon in difficult conditions**

6. Read the following sentences: “To drop altitude more quickly, Rodriguez can pull a cord attached to a parachute valve at the very top of the balloon. Since the hottest air sits at the top, this releases the balloon’s most buoyant air and increases the speed of descent.”

What does the word **altitude** mean in the sentence above? (RL 5.4)

- A. length
- B. width
- C. height
- D. volume

7. Reread sentence 1 from the passage. (RL 5.5)

*The wind is starting to blow stronger, and when you’re riding in a basket under a hot air balloon, just 400 feet above ground, that’s not necessarily a good thing.*

Why did the author choose to include this sentence?

- A. to give us information on the wind
- B. to teach us about hot air balloons
- C. to let us imagine what the main character is experiencing
- D. to make us question what is happening in the text

**Directions: Close-read the following passage and answer the questions that follow.**

## **Civil Rights on a City Bus**

By ReadWorks



On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the “Jim Crow laws” (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa’s arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa’s arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman’s strength and commitment to change helped fuel a movement. Sometimes that is all it takes.



**8. Why was Rosa Parks ordered to give up her seat on the bus?**

**(RI 5.1)**

- A. because the driver disliked her**
- B. because she wasn't allowed to sit**
- C. so that a black man could sit**
- D. so that a white man could sit**

**9. The cause of Rosa Parks' arrest was her refusal to give up her bus seat. What was a direct effect of her arrest? (RI 5.5)**

- A. blacks in Montgomery boycotted the public bus system**
- B. Dr. Martin Luther King, Jr. became a civil rights leader**
- C. the U.S. Supreme Court ruled segregation unconstitutional**
- D. Rosa Parks showed Americans that segregation was wrong**

**10. Rosa Parks refused to give up her bus seat because she was tired of accepting unjust treatment. What evidence from the passage supports this conclusion? (RI 5.2)**

- A. "Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won."**
- B. "Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights."**
- C. "The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some more than 20 miles."**
- D. "'People always say that I didn't give up my seat because I was tired, but that isn't true. No, the only tired I was, was tired of giving in.'"**

**11. How can Rosa Parks best be described? (RI 5.1)**

- A. tired
- B. brave
- C. smart
- D. sad

**12. What is this passage mostly about? (RI 5.2)**

- A. how Rosa Parks helped start the civil rights movement
- B. the unjust segregation laws called the “Jim Crow laws”
- C. the life and work of Dr. Martin Luther King, Jr.
- D. Rosa Parks’ autobiography, *Rosa Parks: My Story*

**13. Read the following sentences: “The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus to let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.”**

**As used in this sentence, what does “defiance” mean? (RI 5.4)**

- A. act of stopping something from happening
- B. permission to do something
- C. refusal to obey someone or something
- D. act of accepting the authority of someone

**14. Read the following excerpt from the passage:**

*In her autobiography, Rosa Parks: My Story, Rosa writes of that day on the bus:*

*People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.*

**Why was this paragraph included?**

- A. to give us a first-hand account perspective of the event**
- B. to convince us that Rosa was dynamic**
- C. to make us question the author**
- D. to make it more entertaining**



Name: \_\_\_\_\_ Week 5 Day 4 Date: \_\_\_\_\_

BCCS Boys

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**Standards Progress Assessment #1**  
**Day 2**

**SPA #1 Day 2**

<b>Standard</b>	<b>Cumulative</b>
<b>LEQ</b>	How can I perform 80% or better on assessment?
<b>Objective</b>	I can use close reading and PEEL writing to perform 80% or better on the SPA #1.
<b>Assignment to Submit</b>	SPA Part 2 (Edlight)

**Directions: Close-read the following passage and answer the questions that follow.**

## **Adventure on a Hot Air Balloon**

By ReadWorks



The wind is starting to blow stronger, and when you're riding in a basket under a hot air balloon, just 400 feet above ground, that's not necessarily a good thing. Keith Rodriguez looks to the horizon and squints. He had planned to take off from Scioto Downs, a horse racetrack south of Columbus, Ohio, fly a few miles north, and land his balloon in a barren cornfield next to his pickup truck.

Then the wind changed. Instead of a light breeze from the south, now Rodriguez's bright red balloon is getting hit by stronger, colder winds headed west. He has plenty of propane fuel in his tank—he probably could ride the wind halfway to Pennsylvania. But that would be dangerous. Rodriguez's choice of landing sites just became very limited. As the balloon switches direction and floats east, everything below becomes a wide carpet of suburban sprawl—big-box stores, major highways, and strip malls. Beyond the stores lie forests.

The only factor in Rodriguez's favor is that it's early, just after 7 a.m. The highways are filling up with people driving to work, but otherwise the morning is quiet and still.

“Oh boy,” Rodriguez thinks. “If I don’t land, like now, this could get bad.”

The balloon has no propeller or engine, so Rodriguez can’t change direction on his own—he’s entirely dependent on the wind. The only thing he controls is altitude. He does this by changing the properties of two invisible gases: air and propane. Sitting on the floor of the wicker gondola are three tanks of propane, compressed to its liquid form. The tanks are connected via black rubber hoses to two burners overhead. Each burner is nearly as big as Rodriguez’s head.

Rodriguez turns a knob on one side of the burners. This releases propane from a tank into the heating coil, where it is ignited by a pilot light. This heats the propane from a liquid into a gas. The gas catches fire, and flames leap two feet high into the balloon.

The balloon rises. Rodriguez has a plan in mind. The flame heats the air inside the nylon balloon. This works on a simple principle: hot air is lighter than cold air. One cubic foot of air weighs about an ounce. If you heat that air by 100 degrees, its weight drops by about 7 grams. So every foot of heated air inside Rodriguez’s balloon can lift about 7 grams. Just by himself, Rodriguez weighs 170 pounds, which equals 77,110 grams. That means he needs about 11,015 cubic feet of hot air just to raise his own body off the ground. This is why hot air balloons are so big—they must trap tremendous amounts of heated air. Rodriguez’s balloon is a common size, trapping about 100,000 square feet of air. The balloon is 90 feet tall and 65 feet wide.

As Rodriguez gives his short burst of flame, the air inside swirls in complicated, invisible patterns. Little of it escapes out the hole in the bottom—instead, it cools off gradually by coming into contact with the surrounding air outside the balloon’s thin nylon wall. As this happens, the balloon gradually sinks. To drop altitude more quickly, Rodriguez can pull a cord attached to a parachute valve at the very top of the balloon. Since the hottest air sits at the top, this releases the balloon’s most buoyant air and increases the speed of descent.

Rodriguez gives the cord a short pull, and the gondola drops.

“I don’t have an altimeter, and I can’t really see anything happening inside the balloon,” Rodriguez thinks. “I have to pilot by feel.”

Pushed by the wind, the balloon is flying quickly now. It’s floating over the back wall of a Wal-Mart when Rodriguez grabs hold of the parachute valve cord and gives it a long, hard tug. The balloon drops. Quickly. The hot air balloon is sinking, but still flying forward.

It looks as though it’s about to slam into the edge of Wal-Mart’s roof but it sails over it, with only about 15 feet to spare. Still, Rodriguez does not let go of the

“That was a little closer than I expected,” Rodriguez says to himself, laughing. “I really needed to land quick.”

**Please use at least 2 pieces of evidence from the passage.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



**Directions: Close-read the following passage and answer the questions that follow.**

## **Civil Rights on a City Bus**

By ReadWorks



On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the “Jim Crow laws” (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa’s arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa’s arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman’s strength and commitment to change helped fuel a movement. Sometimes that is all it takes.

[illegible]

**In both the story, “Adventure on a Hot Air Balloon”, and the informational text, “Civil Rights on a City Bus”, there is a common theme of perseverance. What challenges did Keith Rodriguez and Rosa Parks face? How did they both respond to their challenges? Use details from both texts to support your answer.**

- explain the challenge the Keith Rodriguez faced and how he responded
- explain the challenge that Rosa Parks faced and how she responded
- Use evidence from both texts and complete sentences

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

### #17 Edlight Task 3

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Name: \_\_\_\_\_ Week 5 Day 5 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

**Do Now**

**Directions:** Complete the rest of this picture by drawing what you think is happening.



**Day 5, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.</b>
<b>LEQ</b>	<b>How does _____ impact how a story is told?</b>
<b>Objective</b>	<b>I can describe _____ is telling the story and explain why that's important.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

## **Input/CFU: Guided Notes/Read Remainder of Chapter 4/Exit Ticket**

### **Guided Notes**

**Perspective:** the way characters \_\_\_\_\_ people or events in the story or passage.

**Why is it different for different people?**

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**It is important because it impacts the \_\_\_\_\_ or \_\_\_\_\_ of the story or passage.**

**\_\_\_\_\_ : How a story or passage makes you \_\_\_\_\_.**

### **Application: Flip Grid**



Name \_\_\_\_\_

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

### Week 6



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.



Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

**Do Now**

1. If Esperanza Rising was told from Mama's perspective, how might the story be different?

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**Day 6, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.</b>
<b>LEQ</b>	How does _____ impact how a story is told?
<b>Objective</b>	I can describe how the story would be _____ if told from a different character's perspective.
<b>Assignment to Submit</b>	Exit Ticket (Google Form)

## Input/CFU: Notes/Video/Practice/Read Chapter 5

When analyzing perspective we need to consider 3 things:

1. How do the characters                      things differently?
2. What does this                      us about the character?
3. How does the character's perspective impact the                      of the story?

### Video: Toy Story 3

#### Viewing: Getting the Basics

- What is happening in this scene?

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- How many characters are involved?

### Analyzing Perspective: Model

As I walked through my bedroom door, my mom came to stand beside me. The walls, once decorated with posters, and the bookshelves once covered in toys and games, were now barren. Only two boxes remained—an old collection of toys and one last box ready to go with me to college. Mom gasped and threw her arms around me as she saw the empty room. My excitement dampened when I realized how sad my mom was to see me go. I couldn't believe today was the day I would be leaving for college, and even though I was excited, I sure was going to miss my family.

Whose Perspective is this?	What does it teach us about the character?	What mood is created though this perspective?

### Analyzing Perspective: Guided

When I walked into my oldest child's bedroom, I was shocked to see the bare walls and empty shelves. It felt like yesterday that I was looking into this same room watching him play happily with his favorite toys, zooming Buzz Lightyear through the air. Today, there are only two boxes left. As I hug him tightly, I whisper in his ear that I wish I could always be with him. My heart breaks to see my boy going off to college, and I'm not sure how I'll get along without him here at home. I'm reassured when he tells me that I'll always be with him. I just can't believe my dear son is leaving today.

Whose Perspective is this?	What does it teach us about the character?	What mood is created though this perspective?

### Analyzing Perspective: Independent

Peering through the cardboard box, Woody could see Andy coming through the door, followed closely by his mom. He watched eagerly, excited to see what would happen. When mom began to cry while hugging Andy, Woody knew something was wrong. He quickly realized that he would be leaving, separated from his friends stuffed in the box sitting on the floor. Woody turned his head away from the sad scene and came face to face with an old picture of himself, Andy, and his best buds. His eyes lowered, and his heart sank with sadness.

Whose Perspective is this?	What does it teach us about the character?	What mood is created though this perspective?

### Application: Read and Discuss Chapter 5





Name: \_\_\_\_\_ Week 6 Day 2 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

**Do Now**

1. Why didn't Esperanza give the little girl the doll in "Las Guayabas"?

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2. Mama was disappointed in Esperanza, why?

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**Day 7, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</b>
<b>LEQ</b>	<b>How does _____ language impact my comprehension of a literary text?</b>
<b>Objective</b>	<b>I can identify examples of _____, simile, and personification and explain their meaning inside the text.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

## Input: Guided Notes/Guided Practice/Read Chapter 6

**Figurative Language:** words or phrases not used in the

“                    ” way - used to allow the reader to

                     or                      what is happening in the text.

Figurative Language	Definition	Example
Simile	<u>                    </u> one thing to another using the words “ <u>          </u> ” or “ <u>          </u> ”	Mr. Pierce’s jokes are like flat soda to us.
Metaphor	<u>                    </u> one thing to another <u>                    </u> using “like” or “as”	Life is a rollercoaster.
Personification	Describing something as if it is a <u>                    </u>	Last night the wind was howling in the dark.
Hyperbole	<u>  </u> that is done for effect	He runs faster than the wind.

## CFU: Guided Practice

Chapter	Figurative Language	What type of figurative language is it?	What does it mean?
Introduction	“This whole valley lives and breathes,” he said, sweeping his arm toward the distant mountains that guarded them. “It gives us the grapes and then they welcome us.”		
Las Uvas	But now that she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.	Metaphor:  What does the river represent? _____ _____ _____ _____ _____	
Las Papayas	Her heart felt so big and hurt so much that it crowded out her voice.		
Los Higos	The flames ran along the deliberate rows of the vines, like long curved fingers reaching for the horizon, lighting the night sky.		

**Application: Read and discuss Chapter 6.**



Name: \_\_\_\_\_ Week 6 Day 3 Date: \_\_\_\_\_

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**Do Now**

**1. What is the difference between a simile and a metaphor?**

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**Day 8, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</b>
<b>LEQ</b>	<b>How does _____ language impact my comprehension of a literary text?</b>
<b>Objective</b>	<b>I can identify examples of _____, simile, and personification and explain their meaning inside the text.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>



# PRACTICE!

## SIMILES & METAPHORS



**Part I. Find the Figurative Language!** Identify any figures of speech used in the following sentences. Then explain how you can tell.

1. His father yelled, and the mean words hung in the air like smoke, making Eliot's eyes water.

- A. simile
- B. metaphor
- C. both a simile and a metaphor
- D. there is no figure of speech in that sentence

How can you tell? \_\_\_\_\_  
\_\_\_\_\_

2. The computers in Mikaela's office are dinosaurs, and the printer is as slow as a sloth!

- A. simile
- B. metaphor
- C. both a simile and a metaphor
- D. there is no figure of speech in that sentence

How can you tell? \_\_\_\_\_  
\_\_\_\_\_

3. Ray was nervous and excited for the school dance.

- A. simile
- B. metaphor
- C. both a simile and a metaphor
- D. there is no figure of speech in that sentence

How can you tell? \_\_\_\_\_  
\_\_\_\_\_

4. When we walked into the gym, Ray's heart was a butterfly fluttering around his chest.

- A. simile
- B. metaphor
- C. both a simile and a metaphor
- D. there is no figure of speech in that sentence

How can you tell? \_\_\_\_\_

\_\_\_\_\_

5. Malia led her basketball team off the bus, and the trophy waved above them like a flag.

- A. simile
- B. metaphor
- C. both a simile and a metaphor
- D. there is no figure of speech in that sentence

How can you tell? \_\_\_\_\_

\_\_\_\_\_

**Part II. Explain the Similes and Metaphors!** Each Sentence A below contains a literal description, and each Sentence B contains a simile or metaphor. Identify the figure of speech in Sentence B by circling the correct answer. Then, explain what that figure of speech adds to the description.

**Sentence A.** It was cloudy all afternoon.

**Sentence B.** The sky was a gray ocean all afternoon.

1. What does the **simile/metaphor** add to the description? \_\_\_\_\_

\_\_\_\_\_

**Sentence A.** The flowers smelled too sweet.

**Sentence B.** The flowers smelled like a grandmother's expired perfume.

2. What does the **simile/metaphor** add to the description? \_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_ Week 6 Day 4 Date: \_\_\_\_\_

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**Do Now**

**1. What did Esperanza do to try to connect with her father in California?**

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**Day 9, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</b>
<b>LEQ</b>	<b>How does character study give a reader insight to _____?</b>
<b>Objective</b>	<b>I can define _____ and brainstorm themes that are apparent in Esperanza Rising.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

**Input: Video/Notes/Practice/Start Reading “Las Cebollas”**

A                                      is the big idea in a story. It's the message about people or the world that the author is trying to get across. Themes are                                     , which means they are true in all times and all places. They apply to many different types of people.

**Practice #1**

*Rohan triumphantly lifted the trophy above his head. Despite all the obstacles, he had won. Beneath his cheerful exterior, he felt a twinge of the constant pain he'd learned to live with. Almost unconsciously, Rohan removed one hand from the trophy and rubbed the thin red scar that snaked around his ankle. He thought back to the surgery and the weeks spent lying in his bed, unable to compete. The months of exercises to strengthen his leg. "Rohan!" he heard the crowd scream, as if in slow motion. A smile broke across Rohan's face, shattering his thoughts. He returned his hand to his trophy, firmly grasping it.*

Which of the following is most likely a theme of the story?

- |   |  |
|---|--|
| A. Some goals are too hard to achieve even if you try many times. | B. Through determination, you can overcome big challenges. |
| C. You need the support of your family to overcome challenges.    | D. When you achieve a goal, you shouldn't brag about it.   |

**Practice #2**

*Eriene gazed across the field, noticing how peaceful Creature's Cove seemed now. The only evidence of the battle were the scorched patches of earth dotting the landscape like a sunburn. Eriene clasped the jade pendant that dangled heavily under her robe. Her great-aunt's words echoed in her head. "This necklace has always belonged to the protector of what is good and just in the kingdom. Now, it belongs to you."*

*Eriene had passed her first test, the dragon no longer a threat to the kingdom's way of life. Wisps of smoke drifted up from the land that its poisonous breath had burned. Soon, new grass would poke through, and memories of the battle would recede into the past. But Eriene knew this was not the end. This dragon lay slain in the Yonderland. But its spirit would return again and again in different forms.*

Which of the following is most likely a theme of the story?

- |  |  |
|--|--|
| A. Evil can easily be defeated.                      | B. Good people are difficult to find.                          |
| C. Good and evil always exist together in the world. | D. People often forget the things they don't want to remember. |



Name: \_\_\_\_\_ Week 6 Day 5 Date: \_\_\_\_\_

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**Do Now**

1. How has Esperanza changed so far in the story?

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2. Based on that change, what is a good theme for Esperanza Rising?

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**Day 10, Unit 2, Module 1**

<b>Standard</b>	<b>RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</b>
<b>LEQ</b>	<b>How does character study give a reader insight to _____?</b>
<b>Objective</b>	<b>I can distinguish between _____ and theme.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

**Input: Notes/Practice/Finish Reading “Las Cebollas”**

<b>Main Idea</b>	<b>Theme</b>
<b>What a story or article is</b> <b>_____.</b>	<b>The overall _____ that the</b> <b>author wants the reader to think about .</b> <b>_____</b>
<b>A family’s farm catches fire. They lose</b> <b>everything but there are no injuries to</b> <b>the family.</b>	<ul style="list-style-type: none"><li>• <b>Family is more important than</b> <b>belongings.</b></li><li>• <b>You can always start over.</b></li></ul>

**CFU**

<b>Main Idea</b>	<b>Theme</b>
<b>Danthony and Ibtesam are very</b> <b>different kids but they manage to get</b> <b>along.</b>	
<b>Juan struggled nightly with his</b> <b>homework, then he asked his mother for</b> <b>help, and started to do much better.</b>	
<b>The boys never expected to get caught</b> <b>stealing the bag of chips, but the security</b> <b>camera captured their theft.</b>	