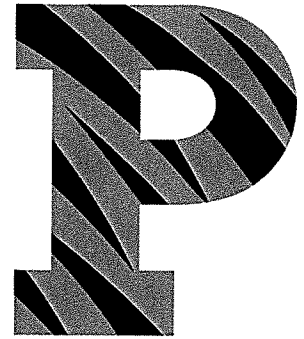
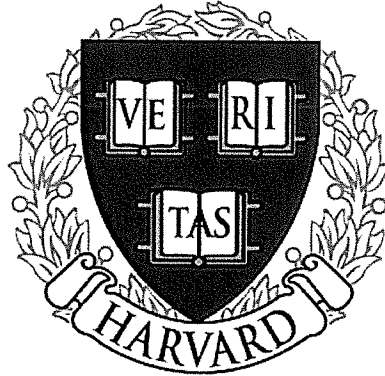


Name \_\_\_\_\_

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

## Week 9



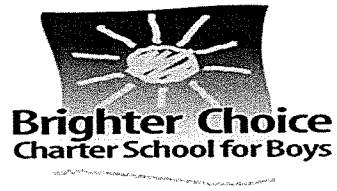
Dear Educator,

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

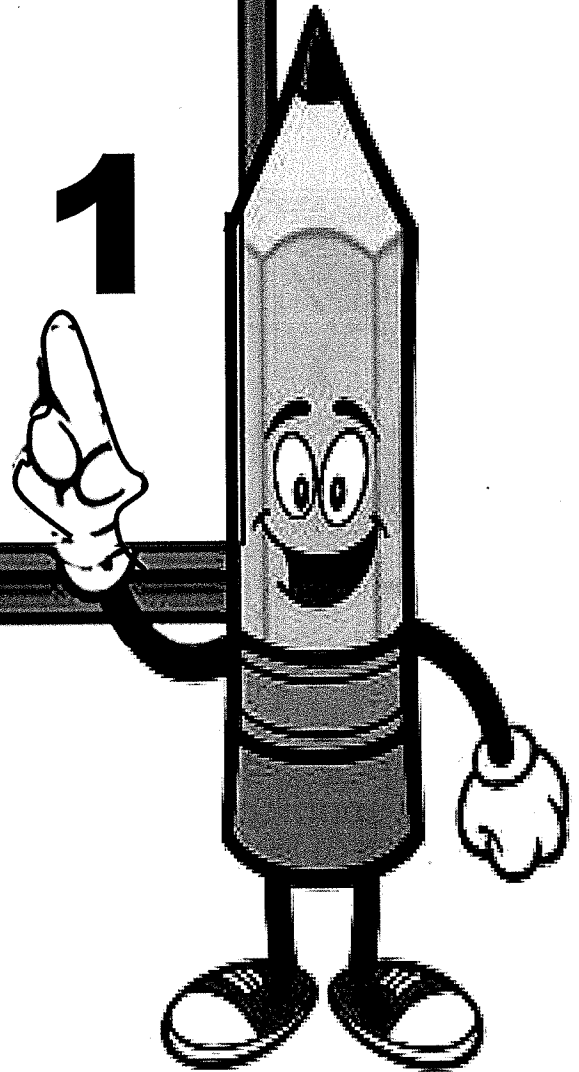
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(Parent Signature)

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

Parents please note that all academic 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 9 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

**LEQ:** Why is it important to understand the main idea of a text?

**Objective:** I can use details from a text to determine the main idea of a passage of text.

Our Toolkit for the day



Main Idea

The main idea helps readers understand what a story is mainly about.

- ① What is it mostly about?
- ② Look at the title.
- ③ Look at the pictures.
- ④ Sometimes the main idea is in the first or last sentence.
- ⑤ Look for words that are used repeatedly.

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

Week 9 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

In your own words, what is main idea?

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Make sure to restate the question in your own words, and provide a complete though. This means that you MUST begin your sentence with a capital letter and end your statement with a period.

## Vocabulary Guided Notes

Main Idea: What the \_\_\_\_\_ is \_\_\_\_\_ about.

Supporting Details: Details that help \_\_\_\_\_ the \_\_\_\_\_ of the story.

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

Week 9 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions:** Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

### How Far Lightning Travels

- 6 Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.

What is the main idea of paragraph 6?

- A Lightning can reach from the sky to the ground.
- B A bolt of lightning can travel up to nine miles.
- C Flashes of lightning can jump from one cloud to another.
- D Lightning can move over large distances very quickly.

1. In your own words, what is the main idea of the paragraph above? Use RACES to answer. Cite two details from the paragraph above to support your answer.

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

Week 9 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

**Directions:** Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

One cold day, Mariko and her dad were walking to the store.  
“I’m tired of winter,” said Mariko.  
Dad waved at their neighbor. “I bet Mr. Hill wishes spring would come too.”  
Mariko looked up to see Mr. Hill in his window. He waved, and she waved back.  
“Mr. Hill loves his garden,” said Mariko. Mr. Hill had the prettiest spring flower garden. It was full of tulips and daffodils.  
Dad nodded. “Yes, he does. And since he is old, it is hard for him to go outside in winter. The streets are too icy.”  
At the store, Mariko helped Dad choose milk, bread, and carrots.  
“You may choose a treat for yourself, Mariko,” said Dad.  
Mariko thought an apple would taste good. But suddenly something else caught her eye.  
She pulled on Dad’s sleeve. “Oh, Dad, look, daffodils!”  
Dad smiled. “Is that the treat you want?”  
Mariko nodded.  
Mariko couldn’t stop looking at her daffodils all the way home. But when she got to Mr. Hill’s house, she stopped. She looked up at the window.  
“Wait here, Dad, please,” she said. “I’ll be right back.”  
Mariko rang the doorbell.  
When Mr. Hill came to the door, Mariko held out the daffodils.  
Mr. Hill’s face lit up like the sun.  
“What a wonderful winter surprise!” he cried. “You have brought me spring!”

What is this story mostly about?

- A shopping for groceries
- B walking to the store
- C being nice to a neighbor
- D working in the garden

1. In your own words, what is the main idea of the paragraph above? Use RACES to answer. Cite two details from the paragraph above to support your answer.

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

Week 9 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

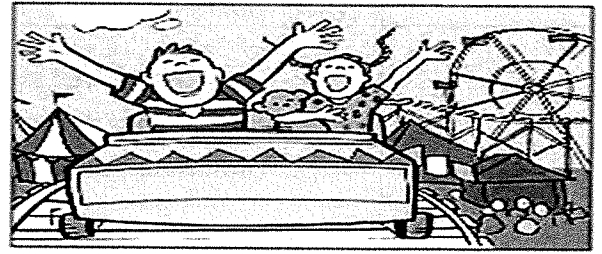
# Exit Ticket

Directions: Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

## Finding the Main Idea

# Saturday at the Carnival

James and his sister, Anna, went to the carnival on Saturday. They rode the merry-go-round, the roller coaster and the Ferris wheel. James ate popcorn and a hot dog. Anna drank lemonade and ate an apple. They saw many exciting shows. They were tired when they went home.



What is the main idea? Circle the correct answer.

- A. James and Anna were hungry.
- B. James and Anna did many things at the carnival.
- C. The merry-go-round was broken.
- D. The carnival was on Saturday.

1. In your own words, what is the main idea of the paragraph above? Use RACES to answer. Cite two details from the paragraph above to support your answer.

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

Week 9 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Main Idea:

When you are looking for the main idea:

1. Read the entire text.
2. Think “what did I mostly just read about”
3. Underline evidence that supports your thinking.

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 9 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

**Directions:** Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

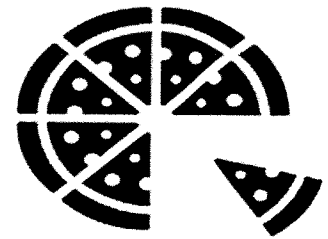
## Main Idea MULTIPLE CHOICE

The main idea of a text tells what the text is mostly about. Supporting details are the sentences that support the main idea.

**Directions:** Read the paragraphs below. Then choose the best main idea from the multiple choice options. Highlight or underline one supporting detail in the text. An example has been done for you.

### EXAMPLE:

Pizza is a favorite food in the United States. Pizza is from Italy in the late 1800s. It became popular in the United States after World War II. People like to add toppings. Some toppings are pepperoni, sausage, and vegetables. These toppings give pizza more flavor. Pepperoni is America's favorite topping.



**What is the main idea of the passage?**

- a. Pizza is made from flour.
- b. Pizza was first made in Italy.
- c. You should eat the delicious pizza.
- d. Pizza is a popular meal in the United States.

1. Living things are organisms with certain characteristics. They need water, food, and air to survive. They grow and change, and they move on their own. Living things reproduce, or make more of themselves. For example, plants and animals are living things. Plants make their own food and animals eat plants or other animals for food.

**What is the main idea of the passage?**

- a. There are four characteristics of living things.
- b. Animals make their own food.
- c. All living things need sunlight.
- d. Plants eat other plants.

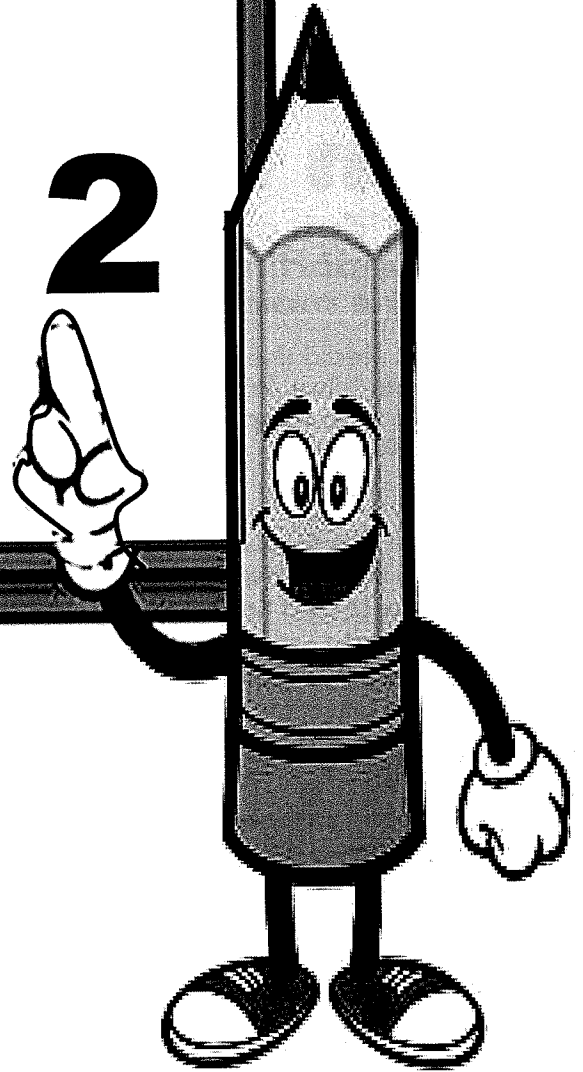
2. Have you ever seen a giraffe at the zoo? Giraffes are the tallest animals in the world. The average height of a giraffe is 16-18 feet tall. This animal has a very long neck and legs. Giraffes eat the leaves from tall trees. Other animals cannot reach that high. Male giraffes are even taller than female giraffes.

**What is the main idea of the passage?**

- a. Giraffes are extremely tall animals.
- b. Giraffes don't sleep very much.
- c. Giraffes are unique animals.
- d. Giraffes eat leaves.



**Day # 2**



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

Week 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

**LEQ:** How can we determine the main idea of a text?

**Objective:** I can read a passage and use supporting details to determine the main idea of a passage.

Our Toolkit for the day



Main Idea

The main idea helps readers understand what a story is mainly about.

- ① What is it mostly about?
- ② Look at the title.
- ③ Look at the pictures.
- ④ Sometimes the main idea is in the first or last sentence.
- ⑤ Look for words that are used repeatedly.

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

Week 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

How can we determine the main idea of a text?

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**Make sure to restate the question in your own words, and provide a complete thought. This means that you MUST begin your sentence with a capital letter and end your statement with a period.**

## Video Notes

As you watch the video, take notes on the lines below about the strategies you hear to help you determine the main idea of a passage.

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

Week 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.**



Wouldn't it be funny if your mom said to you, "It's time for bed, Honey. It's almost November!" Well, if you were a bear cub, your mother might be getting you ready to go into a deep sleep around October.

That "deep sleep" is called "hibernation." Bears who live where it is cold go into hibernation to survive the winter. By taking this long nap, they can get through the chilly and snowy months when the food they eat, like berries and nuts, cannot be found.

Have you ever heard someone say they are as hungry as a bear? Bears need to eat a lot of food before hibernation. They eat so much that they may gain up to forty pounds of fat in a week.

During the winter, bears will live off the fat stored in their bodies. Bears are able to do that because their bodies use a lot less energy during hibernation. That is because their heartbeats slow down. Their breathing slows down, too. Their bodies don't grow and body temperature drops.

If you were going to sleep all winter, wouldn't you want to be in a safe, protected place? That is what a bear wants, so it will look for a cave or a hollow tree to use as its den. It makes a bed using grass, leaves, and twigs. The bear may start to hibernate as early as October and might not wake up until April or May, when the weather is warm again.

When the bear awakens, it will have lost much of the fat that was gained. But springtime will bring a fresh supply of berries and nuts to enjoy until it is time to hibernate again in the fall.

This article is mostly about how bears

- F** gather their food
- G** look for dens
- H** sleep during winter
- J** make their beds

1. In your own words, what is the main idea of the paragraph above? Use RACES to answer. Cite two details from the paragraph above to support your answer.

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

Week 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions: Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

Now your windsock is ready to use, but how does it work? Wind flows through the tube and makes it fly and dance around. Hold the windsock up in the air by its string and run around. It will fly behind you. You can also hang it outside and watch it dance around on its own!

- one piece of heavy colored paper
- five ribbons
- strong tape
- a string
- a pencil

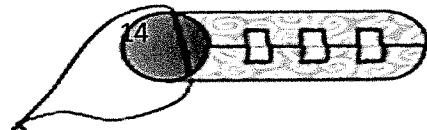
### What to do:

**Step 1:** First, decorate the paper. You can draw pictures on it. You can write your name. Do anything that will make it special to you.

**Step 2:** Roll the paper into the shape of a tube. Hold one of the shorter edges over the other. Then tape the tube together at each end and in the middle.

**Step 3:** Use a pencil to poke a hole into both sides of the tube. The holes should be only on one end of the tube. Pull the string through both holes. Then tie the ends of the string together.

**Step 4:** Now poke five holes around the top of the other end of the tube. Put a ribbon through each of the holes. Tie a knot in the ends. Make sure the knots are bigger than the holes.



What is the main purpose of this article?

- F to teach an important lesson
- G to tell an interesting story
- H to explain how to do something
- J to give information about wind

2. In your own words, what is the main idea of the paragraph above? Use RACES to answer. Cite two details from the paragraph above to support your answer.

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

Week 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

## Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lay down. He can also wave his paw to greet people. When I say, "Dance, Boots.", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- a. Boots is my dog.
- b. Boots can sit.
- c. Boots is very smart.
- d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

The main idea of this paragraph is:

- a. Todd had a great birthday.
- b. Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents don't like the carpet.
- c. Peter likes to make a mess.
- d. Peter's parents made new rules so the new carpet stays clean.

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

Week 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Main Idea:

When you are looking for the main idea:

1. Read the entire text.
2. Think “what did I mostly just read about”
3. Underline evidence that supports your thinking.

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 9 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

Directions: Read the paragraph, determine the main idea. Underline your evidence that best supports your choice in main idea.

## MAIN IDEA: Working Dogs

The main idea of a text tells what the text is mostly about. Supporting details are the sentences that support the main idea.



An avalanche rescue dog in training

### Part 1: Read the paragraph below.

Working dogs are animals that have a job. These animals are trained to help people. They protect people. They make life easier. Some dogs work with police officers. They help them find criminals or weapons. Other dogs also help find people. They are called search and rescue dogs. They are trained to find missing people when there is a disaster, like a flood, avalanche, or tornado. Other dogs act as eyes for people with visual impairments. Some dogs act as ears for people with hearing impairments. Service dogs can also be helpers for people who are physically challenged. Dogs become working dogs when they are specially trained to help and protect people.

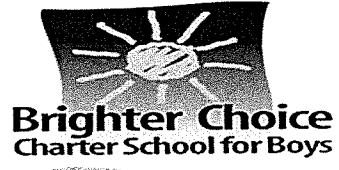
### Part 2: Complete the graphic organizer by choosing the best main idea and supporting details from the sentences below. Some choices will not be used.

Main Idea: \_\_\_\_\_

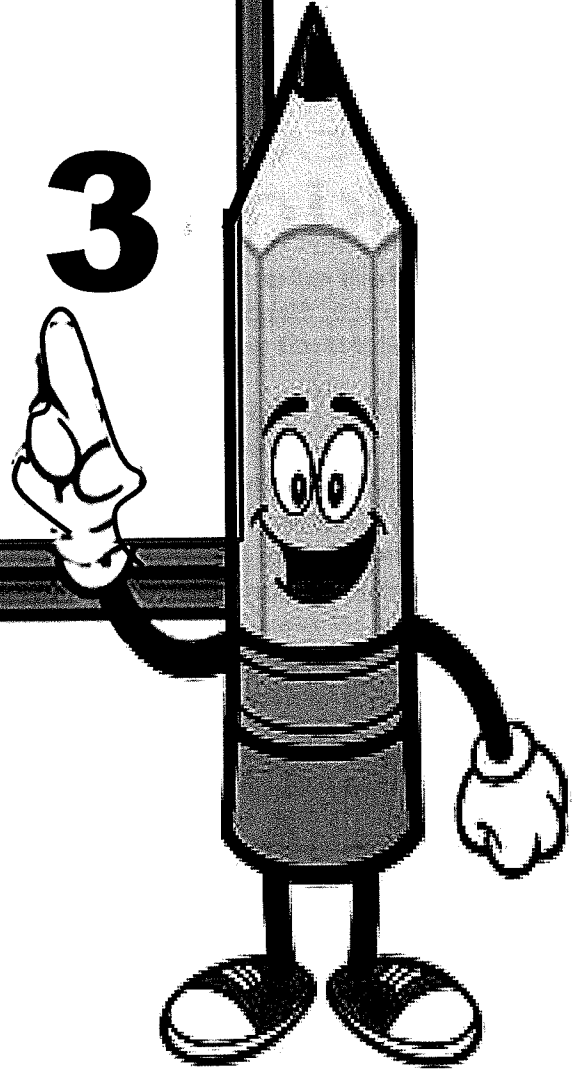
Supporting Ideas:

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

- a. A police dog assists police in finding criminals and weapons.
- b. Working dogs must be puppies.
- c. A dog can help people with visual impairments by acting as their eyes.
- d. Working dogs are trained dogs that help people.
- e. Some dogs help people with hearing impairments by acting as their ears.
- f. A dog should be fed and loved if it is going to be helpful.



**Day # 3**



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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

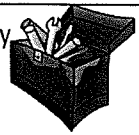
Our Learning for today:

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

**LEQ:** How can using context clues help us determine the meaning of unknown words in a passage?

**Objective:** I can use context clues to determine and explain the meaning of unknown words in a passage

Our Toolkit for the day



**CONTEXT GLUES**  
clues that readers use to find out the meaning of unknown words within a passage, story, or text

**STEPS**

- ① Read the sentence and underline the unknown word
- ② Think about what is happening in the sentence
- ③ Find other words that may explain the meaning of the unknown word (sentence before, of, or after)
- ④ Try different words in place of the unknown word to see if the sentence makes sense

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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

What are context clues?

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Make sure to restate the question in your own words, and provide a complete thought. This means that you **MUST** begin your sentence with a capital letter and end your statement with a period.

## Vocabulary Guided Notes

Context Clues: \_\_\_\_\_ the author gives us about the \_\_\_\_\_ of a \_\_\_\_\_ or phrase.

Unknown: Something that we \_\_\_\_\_ yet know or understand.

## Video Notes

As you watch the video, take notes on the different strategies you hear on how to determine the meaning of unknown words in a passage using context clues.

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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.**

Mariko couldn't stop looking at her daffodils all the way home. But when she got to Mr. Hill's house, she stopped. She looked up at the window.

"Wait here, Dad, please," she said. "I'll be right back."

Mariko rang the doorbell.

When Mr. Hill came to the door, Mariko held out the daffodils.

Mr. Hill's face lit up like the sun.

"What a wonderful winter surprise!" he cried. "You have brought me spring!"

Read this sentence from the story.

**Mr. Hill's face lit up like the sun.**

This sentence means that Mr. Hill is

- A** kind
- B** shy
- C** happy
- D** confused

1. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure you response.

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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.**

If you were going to sleep all winter, wouldn't you want to be in a safe, protected place? That is what a bear wants, so it will look for a cave or a hollow tree to use as its den. It makes a bed using grass, leaves, and twigs. The bear may start to hibernate as early as October and might not wake up until April or May, when the weather is warm again.

When the bear awakens, it will have lost much of the fat that was gained. But springtime will bring a fresh supply of berries and nuts to enjoy until it is time to hibernate again in the fall.

The article says that spring brings "a fresh supply of berries and nuts" for bears.

The word "fresh" most likely means

F smart

G clean

H bright

J new

2. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure you response.

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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

**Directions:** Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.

## You Can Make a Windsock!

Have you ever seen a windsock blowing in the wind? Well, you can make one of your own! This is a fun project that you can do with things you may have at home. You just need to follow a few easy steps.

Read this sentence from the article.

This is a fun project that you can do with things you may have at home.

The word "project" most likely means

- A game
- B story
- C show
- D task

3. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure your response.

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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.

**My Favorite Sweater**  
*by Bonnie Highsmith Taylor*

My favorite sweater grew too small.  
I loved that sweater best of all.  
My grandma made it when I was three.  
She made that sweater just for me.

I picked the yarn, a special blue.  
The color of bluebells, wet with dew.  
When I was three I was very small  
But now I'm five and much too tall.

I have a new jacket now that's green  
So I gave my sweater to our cat Queen.  
Queen just had kittens out in the shed.  
My favorite sweater is now their bed.

Read this line from the poem.

**My favorite sweater grew too small.**

What does this line mean?

- F** The girl likes small sweaters.
- G** The girl became too big for the sweater.
- H** The girl's grandma made a small sweater.
- J** The girl's sweater became smaller than it once was.

4. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure your response.

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

Week 9 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Main Idea:

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.

4. Clues are in the same sentence as the new word and the sentences around it too.
5. Clues can be found by thinking about how the word is used in a sentence.
6. Clues can also be found by thinking about the main idea and details of the story.

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

# Your Turn

**Directions:** Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.

- 5 When Riley sat down to take her skates off, Craig said, "I wish I could fly."
- 6 Riley retied her skate laces and crouched next to Craig. "Get on my back," she said, and Craig did. Riley started skating, but Craig didn't feel like he was flying. It just felt like a wobbly piggy-back ride.

What does the word "crouched" mean as it is used in paragraph 6?

- A spun around
- B bent down
- C stood up
- D fell over

## Fast Facts

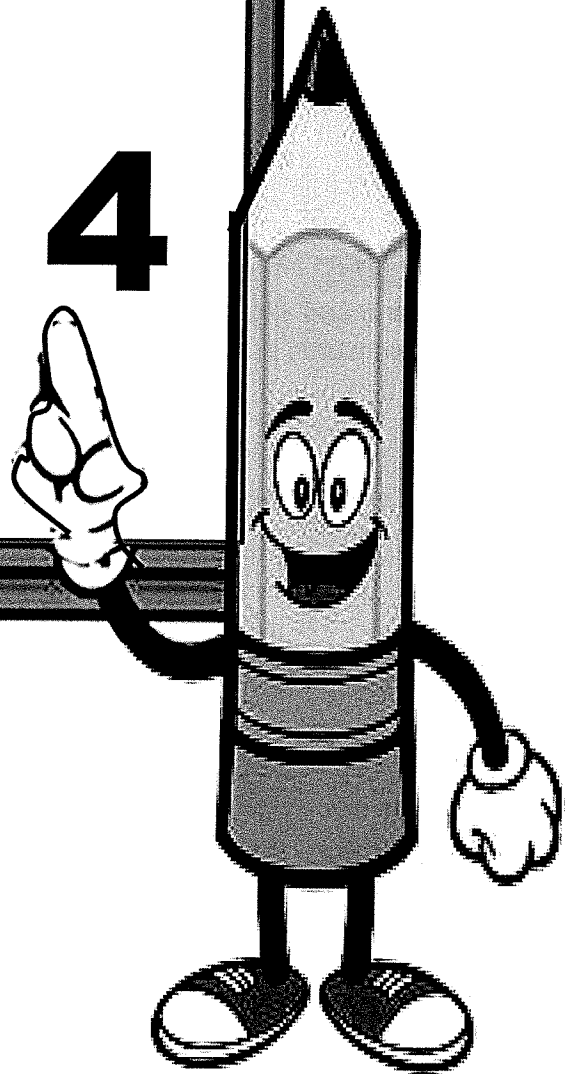
- 10 It does not have to be raining outside for lightning to strike. Lightning can strike both before and after the rain falls, or even when there is no rain at all. Lightning helps nature by putting nitrogen into the ground and air. Nitrogen is a nutrient. That means it feeds plants and helps them grow.

What does the word "nutrient" mean as it is used in paragraph 10?

- A a type of lightning
- B a supply of heat
- C a kind of plant
- D a form of food



**Day # 4**



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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

**LEQ:** How can understanding unknown vocabulary words better help us understand a text?

**Objective:** I can use context clues to determine and explain the meaning of unknown words in a passage

Our Toolkit for the day



**CONTEXT CLUES**  
clues that readers use to find out the meaning of unknown words within a passage, story, or text

**STEPS:**

- ① Read the sentence and underline the unknown word
- ② Think about what is happening in the sentence
- ③ Find other words that may explain the meaning of the unknown word (sentence before, of, or after)
- ④ Try different words in place of the unknown word to see if the sentence makes sense

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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Do Now

How can context clues help us understand words or phrases in a passage?

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Make sure to restate the question in your own words, and provide a complete thought. This means that you **MUST** begin your sentence with a capital letter and end your statement with a period.

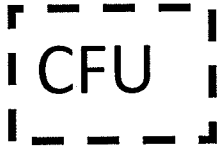
# Vocabulary Guided Notes

Explain: To \_\_\_\_\_ something or to \_\_\_\_\_ something in more \_\_\_\_\_

Structure: How you \_\_\_\_\_ or \_\_\_\_\_ something

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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.**

15 In time, Nitro learned where every bump, every tree, and every food box was in his new cage. When he did, the sand and the peppermint could be put away. Nitro was finally home.

16 Caretakers noticed a big change in Nitro. He mastered his space. He couldn't see people. But he knew where they were, even if they stood perfectly still.

In paragraph 16, what does the word "mastered" suggest about Nitro?

- A that he needed a larger space
- B that he felt comfortable in his space
- C that he liked people to visit his space
- D that he wanted to defend his space

5. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure your response.

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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.**

- 42 “Let’s follow the smell,” said Ivy.
- 43 “Great idea,” said Izzy.
- 44 So Izzy, Inez, and Ivy went outside. They walked around the yard, sniffing.
- 45 “Check out the area behind these bushes,” said Izzy.
- 46 “That’s Baxter’s favorite napping spot,” said Inez. “The ground there is covered

Read the sentence from paragraph 45 of the story.

**“Check out the area behind these bushes,” said Izzy.**

Which best describes the meaning of “check out” as it is used in the sentence?

- A** search
- B** write on
- C** sit next to
- D** stay away from

6. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure you response.

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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

**Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.**

- 17 “He would hide them behind the big, ugly brown chair in the living room,”  
Josh said.
- 18 “That chair is not ugly!” Mom scolded.
- 19 “OK, Mom,” Mary Jane groaned. “I’m going to see if my scraps are behind it.”  
She hopped out of her seat and ran into the next room. With a grunt, she slowly  
pulled out the heavy chair. “My stuff is here!” she gasped. “And here are some  
hair ribbons I thought I had lost along with a wash cloth I remember dropping  
the other day.”

Read these sentences from paragraph 19.

**She hopped out of her seat and ran into the next room. With a grunt, she slowly pulled out the heavy chair.**

Which words give the best clue for why Mary Jane grunts?

- A “hopped out”
- B “ran into”
- C “she slowly”
- D “heavy chair”

7. Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure you response.

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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.**

## The Need for Speed

- 3 Before cars, people used their own feet or animals for transportation. People walked. They rode horses, camels, even elephants. Or they drove wagons, carriages, or sleds. Animals provided the power. Travel was slow and difficult. People rarely went far. They couldn't carry many goods with them.
- 4 Inventors began to dream. What could go faster? What could haul heavier loads? Could they build a vehicle with its own source of power?

In paragraph 4, the word "vehicle" means something that

- A leads to questions
- B takes years to create
- C moves people and goods
- D encourages people to invent

10 Other car inventors had a different idea for power. Would electric batteries work? The first electric car was invented in the 1830s in Scotland. By 1900, electric cars were the most popular kind of car in the U.S. They were quiet. They didn't smell as much.

11 Yet they had drawbacks, too. Most could only go about 30 to 60 kilometers (20 to 40 miles). Then the battery died. Places to plug in and recharge the battery were scarce.

Read this sentence from paragraph 11.

**Yet they had drawbacks, too.**

The word "drawbacks" shows that the electric car

- A was not quickly accepted by the public
- B changed the way that people traveled
- C did not provide a perfect solution
- D used batteries for power

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

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## ELA Homework

Our Toolkit for the day



Main Idea:

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.

7. Clues are in the same sentence as the new word and the sentences around it too.
8. Clues can be found by thinking about how the word is used in a sentence.
9. Clues can also be found by thinking about the main idea and details of the story.

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

# Your Turn

**Directions:** Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.

*by Saviour Pirotta*

- 1 One day, as Niel was strolling down the road, he spotted a snake trapped between two rocks. Niel hated seeing a creature in trouble. He pulled apart the rocks carefully so that the snake could slither away.
- 2 “I owe you a reward,” said the snake. “Hold out your hand.” And the snake dropped a snake tooth into his palm.
- 3 “Wear it around your neck,” he whispered, “and you’ll understand everything that animals say. But if you reveal your secret, the charm won’t work anymore.”
- 4 “I won’t tell anyone,” Niel assured him.
- 5 The snake flicked out his tongue. “Beware! Secrets are hard to keep, my friend.”

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**1** Read paragraphs 3 and 4 from the story.

“Wear it around your neck,” he whispered, “and you’ll understand everything that animals say. But if you reveal your secret, the charm won’t work anymore.”

“I won’t tell anyone,” Niel assured him.

Which word from paragraph 3 or 4 best helps the reader understand the meaning of the word “reveal”?

- A** whispered
- B** understand
- C** tell
- D** assured

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

Week 9 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Your Turn

Directions: Read the excerpts from the passages. Determine the meaning of the unknown words or phrases. Underline your evidence.

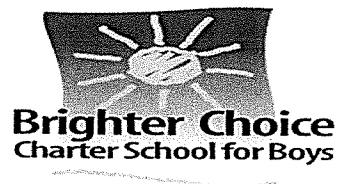
- 2 But the real dig wasn't at all what he'd expected. For starters, he wasn't even digging. "No shovels," Dave, the paleontologist in charge, told them. "Any dinosaur bones buried here should be within a couple of feet of the surface. We don't want to risk clunking around and breaking them." Then he'd handed out ice picks and paint brushes and showed everyone how to chip and brush away sand and dirt, slowly and carefully, a little bit at a time.
- 3 "The most important thing is knowing where to look," Dave said. "Some rocks aren't old enough to have dinosaur bones. Other rocks are too old. We've studied this area before and found lots of fossils, so I'm hopeful you'll find some too!"
- 4 Well, that had been two days ago, and so far the most exciting thing Benny had found was that his front tooth was loose. He wiggled it now. If he couldn't find any dinosaur bones, at least he could show his friends back home that he'd lost another tooth.
- 5 Dave crouched beside Benny. "How's it going?" he asked.
- 6 "OK," Benny said. It didn't seem very nice to say that he was bored. "This is pretty slow."
- 7 Dave nodded. "Yep," he agreed. "It's hard work. Sometimes paleontologists and fossil hunters look for weeks without finding anything. And we hardly ever find a whole skeleton." He added, "You know, Ben, if you're tired of searching, you can always help someone else on the crew."

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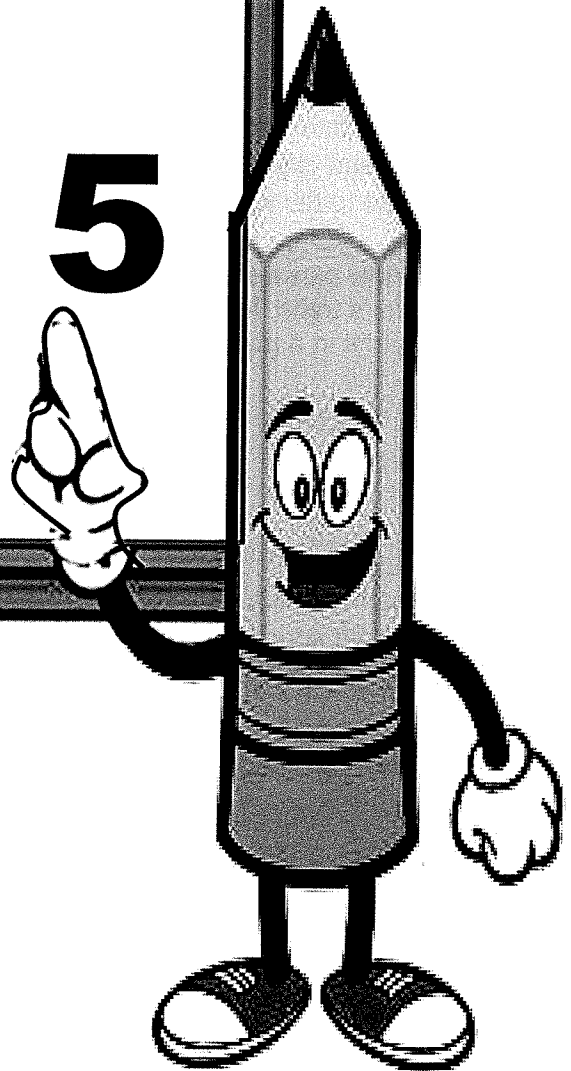
**19**

Based on paragraphs 2 and 7, a "paleontologist" is a person who **mainly**

- A** digs deep in the ground
- B** studies ancient animal bones
- C** leads a big team
- D** finds complete animal skeletons



**Day # 5**



# ELA Packet

Our Learning for today:

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

11/20

CCLS: RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LEQ: How can we determine a character's traits, feelings and motivations in a passage?

**Objective:** I can determine character traits motivations and feelings through surrounding supporting details in a passage.


Our Toolkit for the day



characters in a story RL.3

On the outside:

- short
- brown hair
- pretty
- pink shirt



On the inside:

- brave
- smart
- caring
- honest

how to describe a character:

1. Character Traits  
All the aspects of a person's behavior that make up their personality.

2. Motivations  
The reason why the character behaves the way they do.

3. Feelings  
The way the character feels in the story. They can have multiple feelings throughout the story.

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

Week 9 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Do Now

Can a story tell us about a character's feelings, motivations, and actions?

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Make sure to restate the question in your own words, and provide a complete thought. This means that you **MUST** begin your sentence with a capital letter and end your statement with a period.

# Vocabulary Guided Notes

Character: \_\_\_\_\_ the story is about.

Motivation: The \_\_\_\_\_ the character does \_\_\_\_\_

Feelings: \_\_\_\_\_ a character feels in the story. These feelings can \_\_\_\_\_.

Actions: What a character \_\_\_\_\_.

Traits: How we \_\_\_\_\_ a character's \_\_\_\_\_ or \_\_\_\_\_

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

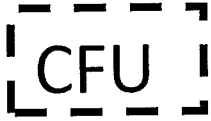
Week 9 Day 5 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton



**Directions: Read the excerpts from the passages. Answer the questions that relate to the character.**

- 5 Dave crouched beside Benny. "How's it going?" he asked.
- 6 "OK," Benny said. It didn't seem very nice to say that he was bored. "This is pretty slow."
- 7 Dave nodded. "Yep," he agreed. "It's hard work. Sometimes paleontologists and fossil hunters look for weeks without finding anything. And we hardly ever find a whole skeleton." He added, "You know, Ben, if you're tired of searching, you can always help someone else on the crew."

14203065\_1

**20** Read this sentence from paragraph 7.

He added, "You know, Ben, if you're tired of searching, you can always help someone else on the crew."

What does this show about Dave?

- A He is concerned that Ben may be feeling unhappy.
- B He hopes that Ben will work harder than he has been.
- C He needs Ben to work with some of the others in the group.
- D He is worried that Ben will become careless with the tools.

- 9 Benny thought holding the GPS tool might be fun, but he wasn't giving up. "I'll keep looking," he said. "But," he added, thinking out loud, "the pictures always show dinosaurs in swampy places. Did they live in deserts, too?"
- 10 "Ahh," said Dave. "Some probably did, but not around here. Millions of years ago, this wasn't desert. It was wet and green and lush. The Earth's changed a lot since the time of the dinosaurs." Dave slapped Benny on the back and got to his feet. "Keep up the good work, Ben," he said encouragingly. "I think today will be your lucky day!"
- 11 Pick, chip, brush, and sweep. Benny bent over his patch of rocky ground and carefully cleared away the sand and gravel. When he needed a break, he wiggled his loose tooth. The sun climbed higher and hotter into the sky. He was getting into the rhythm of things. Either that, or the heat was just making him drowsy.

14203066\_4

**21** Paragraphs 9 through 11 show that Benny

- A knows about changes that took place over time
- B prefers working in cooler weather
- C enjoys thinking out loud
- D continues to work hard



# Application Activity

**Directions:** Read the excerpts from the passages. Answer the questions that relate to the character.

## GETTING A BETTER LOOK

- 6 After the family trip to Pennsylvania, a friend lent Neil a pair of binoculars. Neil went to the roof of his building and looked at the night sky through the binoculars. He was amazed to see craters—large, bowl-shaped holes—on the moon. He wanted to see more. When he was eleven, his parents bought him a telescope.
- 7 Soon Neil wanted a bigger telescope to learn more about astronomy. But a more powerful telescope cost two hundred dollars. Neil's parents didn't have a lot of extra money. So Neil started a business walking dogs for people who lived in his building.
- 8 He walked several dogs three times a day. Most days, he earned five dollars. He saved his money until he had enough to pay for half of the telescope he wanted. His parents paid for the other half.

astronomy = the scientific study of stars, planets, and other objects in outer space

What do paragraphs 6 through 8 show about Neil's parents?

- A They work hard to give Neil everything he wants.
- B They are supportive of Neil's interests.
- C They set good examples for Neil to follow.
- D They want Neil to become a scientist.

Using your underlined evidence, Explain the meaning of the unknown word or phrase from the passage. Use RACES to structure you response.

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

Week 9 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Directions:** Read the excerpts from the passages. Answer the questions that relate to the character.

- 15 In time, Nitro learned where every bump, every tree, and every food box was in his new cage. When he did, the sand and the peppermint could be put away. Nitro was finally home.
- 16 Caretakers noticed a big change in Nitro. He mastered his space. He couldn't see people. But he knew where they were, even if they stood perfectly still.
- 17 He chuffed in their direction to get them to answer. He wanted to hear if he knew their voices. He wanted to know who they were.
- 18 Nitro, the blind tiger, has become a Rescue favorite. Volunteers guide people through Carolina Tiger Rescue once a week. They never miss a stop at Nitro's cage. They tell his story and give him little treats (scraps of chicken or beef). Nitro never disappoints.

## DID YOU KNOW?

What's a chuffle? It's the sound a tiger makes when it sees or smells a friend. It sounds like a purr with a tiny cough.

What causes Nitro to chuffle?

- A being aware of people
- B feeling afraid
- C wanting a treat
- D having a cough

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

Week 9 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



Character's

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 9 Day 5 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

**Directions: Read the excerpts from the passages. Answer the questions that relate to the character.**

- 21 He trailed off. Caroline was standing right in front of Raj’s desk. “Good job on the quiz,” she said.
- 22 “Thanks,” Raj replied. Then he added, “You, too—I mean, winning the past two weeks. I thought you were going to beat me again today.”
- 23 Caroline shrugged. “At my old school, I was the best at math, so I always won. It’s fun to have some competition here. It makes math more exciting.”
- 24 Fun? Exciting? Raj stared at her. What was fun about losing?
- 25 “Are you going to try to win the title back next Friday?” he asked.
- 26 “Of course.” She patted her backpack and smiled. “I’ve got my flashcards right here.”
- 27 “I’ve got mine, too,” he said quickly, pulling them out of his desk.
- 28 “Great!” she said. “Well, see you Monday. And good luck, champ.”

**Use RACES to write your response. R- restate the question A – Answer the question C – cite evidence E – explain your answer S – sum it up**

What do paragraphs 21 through 28 show about Caroline? Use two details from the story to support your response.

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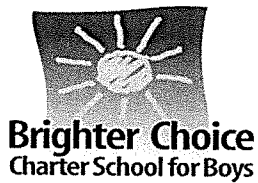
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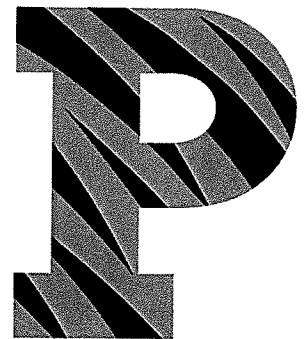
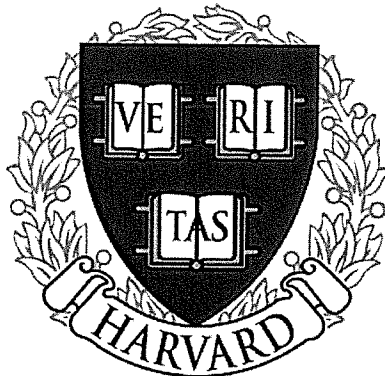
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Name \_\_\_\_\_

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

## Week 10



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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.

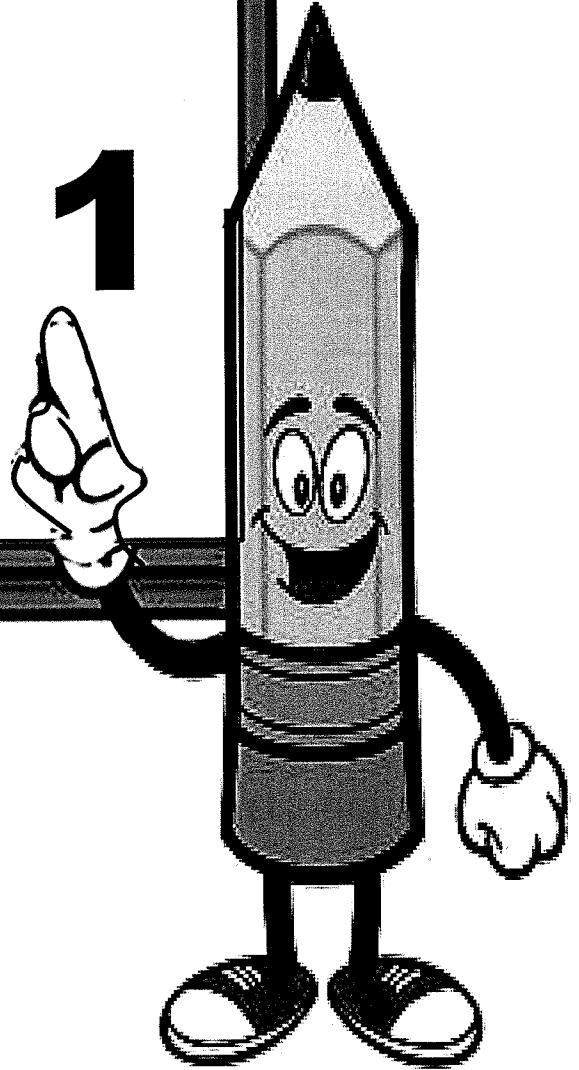
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\_\_\_\_\_  
(Date)

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 10 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

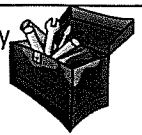
Our Learning for today:

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

**LEQ:** Why is it important to understand the characters actions in a text?

**Objective:** I can use details from a text to determine why a character acts a certain way

Our Toolkit for the day



## characters in a story

On the outside:

- short
- brown hair
- pretty
- pink shirt



On the Inside:

- brave
- smart
- caring
- honest

### how to describe a character:

#### 1. Character Traits

All the aspects of a person's behavior that make up their personality.



Character Trait	Character Trait	Character Trait	Character Trait

#### 2. Motivations

The reason why the character behaves the way they do.

#### 3. Feelings

The way the character feels in the story. They can have multiple feelings throughout the story.



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

Week 10 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

Does a character's actions effect the story?

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Make sure to restate the question in your own words, and provide a complete though. This means that you MUST begin your sentence with a capital letter and end your statement with a period.

## Vocabulary Guided Notes

Character: \_\_\_\_\_ the story is about.

Motivation: The \_\_\_\_\_ the character does \_\_\_\_\_

Feelings: \_\_\_\_\_ a character feels in the story. These feelings can \_\_\_\_\_.

Actions: What a character \_\_\_\_\_.

Traits: How we \_\_\_\_\_ a character's \_\_\_\_\_ or \_\_\_\_\_



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

Week 10 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the excerpts from chapter. Determine why the character is feeling/acting the way he /she is. Underline your evidence and explain on the lines below.**

It was a lot later than I'd ever been up before and I was kind of scared of the cops catching me. I had to be real careful, even if it was the middle of the night, even if I was crouching down, sneaking along the street like Pretty Boy Floyd.

At the library I walked past a row of giant Christmas trees that were planted on the side of the building. There was a door on the side with a light burning above it so I kept walking in the shadows made by the big trees. When I got to the back windows, I almost busted out crying. Somebody had gone and put big metal bars on the windows.

Even though I knew it was useless I tried tugging at the bars but they were the real McCoy, solid steel.

1. How does Bud feel in these passages? Why? Label your evidence with an F for feeling. Use RACES to support your answer.

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

Week 10 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

**Directions:** Read the excerpts from chapter. Determine why the character is feeling/acting the way he /she is. Underline your evidence and explain on the lines below.

She'd say, "Bud is your name and don't you ever let anyone call you anything outside of that either."

She'd tell me, "Especially don't you ever let anyone call you Buddy. I may have some problems but being stupid isn't one of them. I would've added that *dy* onto the end of your name if I intended for it to be there. I knew what I was doing. Buddy is a dog's name or a name that someone's going to use on you if they're being false-friendly. Your name is Bud, period." I'd say, "OK, Momma."

1. How does Bud's mother feel about people calling him Buddy? Underline your evidence and mark it with an F for feeling. Use RACES to support your answer.

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

Week 10 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Directions:** Read the excerpts from chapter. Determine why the character is feeling/acting the way he /she is. Underline your evidence and explain on the lines below.

It's funny how now that I'm ten years old and just about a man I can see how Momma was so wrong. She was wrong because she probably should've told me the things she thought I was too young to hear, because now that she's gone I'll never know what they were. Even if I was too young back then I could've rememorized them and used them when I did need help, like right now.

1. How does Bud's feel in the passage? Underline your evidence and mark it with an F for feeling. Use RACES to support your answer.

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

Week 10 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



Character's: **11/23**

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 10 Day 1 Date: \_\_\_\_\_  
Harvard                  Yale                  Princeton

# Your Turn

**Directions:** Read the passage, underline your evidence and answer the questions that follow.

- 15        “One more try, Mom,” yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark’s fin and fell into the dirt.
- 16        “Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”
- 17        “You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.
- 18        Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.

What do the details in paragraph 17 show about Robby?

- A    He is at the park most weekends.
- B    He is a thoughtful friend to Stella.
- C    He is better at flying kites than Stella.
- D    He is creative with paper plates.

On the lines below, explain your answer. Use RACES to structure your response. Make sure to include at least 2 details to support your answer.

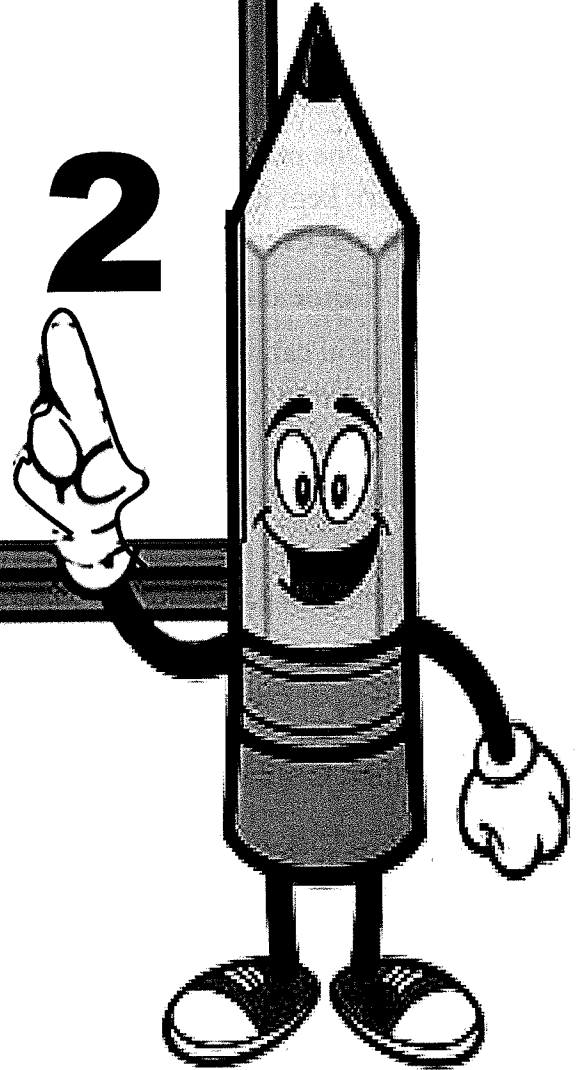
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**Day # 2**



# ELA Packet

Our Learning for today:

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

**LEQ:** How does understanding character actions and dialogue help us better understand the character?

**Objective:** I can use character actions and dialogue in a text through analyzing supporting details to analyze a character.

Our Toolkit for the day



## characters in a story

On the outside:

- short
- brown hair
- pretty
- pink shirt

On the inside:

- brave
- smart
- caring
- honest



### how to describe a character:

#### 1. Character Traits

All the aspects of a person's behavior that make up their personality.



#### 2. Motivations

The reason why the character behaves the way they do.

#### 3. Feelings

The way the character feels in the story. They can have multiple feelings throughout the story.



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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Do Now

What can we look for in the story to help us better understand a character?

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## Vocabulary Guided Notes

Analyze: To \_\_\_\_\_ at something \_\_\_\_\_

Dialogue: When characters' \_\_\_\_\_ in the \_\_\_\_\_

Actions: What a \_\_\_\_\_



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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Directions: Read the excerpts from chapter. How would you describe the man? Underline your evidence and explain on the lines below.**

The man raised his hand and said, "Look, kid, everybody's got a story and everybody knows the rules. The line closes at seven o'clock. How's it fair to these people who been here since five o'clock that you can sleep until" -- he looked at his wristwatch-- 'until seven-fifteen, then come busting down here expecting to eat? You think you got some kind of special privilege just 'cause you're skinny and raggedy? Look in the line, there's lots of folks look just like you, you ain't the worst.

On the lines below, explain your answer. Use RACES to structure your response. Make sure to include at least 2 details to support your answer.

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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Application Activity

**Directions:** Read the excerpts from chapter. How would you describe the mother?  
**Underline** your evidence and explain on the lines below.

The oatmeal was delicious! I poured some of my milk into it so it wouldn't be so lumpy and mixed it all together.

My pretend mother opened her pocketbook and took out a little brown envelope. She reached inside of it and sprinkled something on my pretend brother's and sister's oatmeal, then said to them, "I know that's not as much as you normally get, but I wanted to ask you if you minded sharing some with Clarence."

They pouted and gave me a couple of dirty looks. My pretend mother said, "Good," and emptied the rest of the envelope over my oatmeal. Brown sugar!

Shucks, I didn't even mind them calling me Clarence anymore. I said "Thank you, Momma, ma'am."

On the lines below, explain your answer. Use RACES to structure your response. Make sure to include at least 2 details to support your answer.

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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Directions: Read the passage and answer the question that follows.**

- 5 When Riley sat down to take her skates off, Craig said, “I wish I could fly.”
- 6 Riley retied her skate laces and crouched next to Craig. “Get on my back,” she said, and Craig did. Riley started skating, but Craig didn’t feel like he was flying. It just felt like a wobbly piggy-back ride.
- 7 “You’re too heavy,” Riley said. “I can’t go fast when I’m carrying you.” She skated slowly back to the bench. Craig got off her back.
- 8 “Even if you could go fast, I wouldn’t be flying,” he said sadly. “I need skates to fly.”
- 9 Riley didn’t say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.

In paragraph 9, what is the **most likely** reason Riley stays quiet as she and Craig walk home?

- A She is thinking about how well she played hockey.
- B She is upset with Craig because he hurt her back.
- C She is thinking about how to get skates for Craig.
- D She is tired from skating in the hockey game.

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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

## ELA Homework

Our Toolkit for the day



Character's:

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 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Your Turn

**Directions:** Read the passage below and answer the questions that follow.

- 12 The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.

What does paragraph 12 help the reader understand about Craig?

- A Craig is too young to learn how to skate.
- B Craig is very excited about learning to skate.
- C Craig is unable to take the skates off by himself.
- D Craig is worried that his sister will take the skates back.

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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Your Turn

**Directions:** Read the passage below and answer the questions that follow.

- 1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him “teacher.” Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father’s cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.
- 2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda’s cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.
- 3 At first it seemed like all nonsense to Tatenda. “I was always pressing the wrong button,” he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.
- 4 Meanwhile, Tatenda’s friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, “He always had some reason to go home. We were all puzzled.”
- 5 So one day, Tatenda’s friends, Saidi, Themba, and Solomon, decided to pay him a surprise visit. When they arrived, Tatenda was so busy that he did not hear them coming. Tatenda was surprised to see his friends. But they were even more surprised to see not only a computer, but Tatenda working on it.

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

Week 10 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

In the passage "Meet the Teacher," how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

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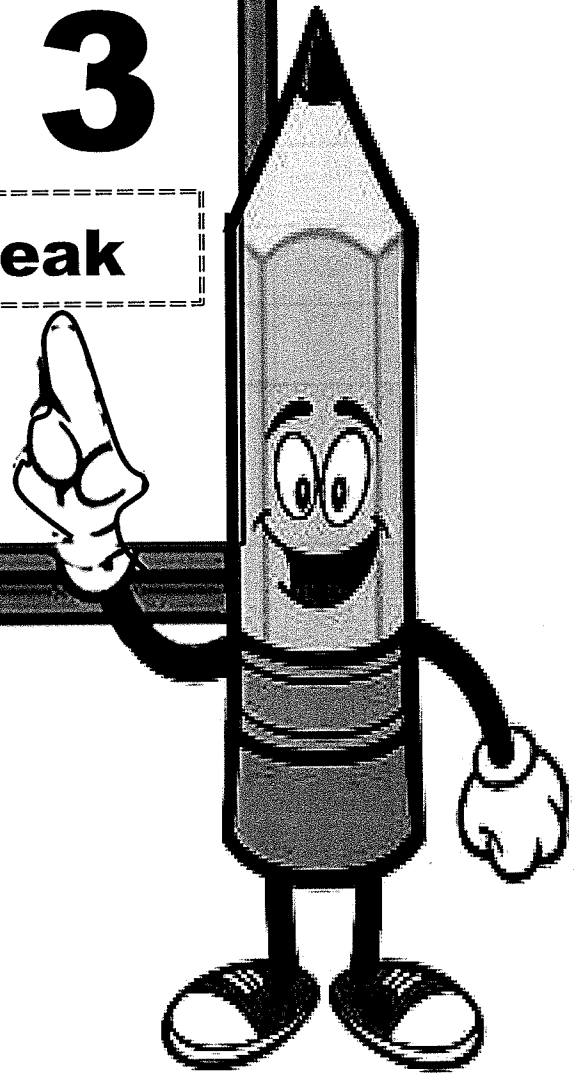
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**Day # 3**

**Thanksgiving Break**





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

Week 10 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

## Thanksgiving Break Work

Our Toolkit for the day



## Thanksgiving Break Work

## æ The Pilgrims æ

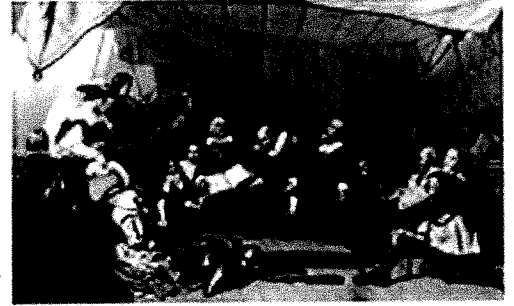
IT'S IMPORTANT TO REMEMBER that the Pilgrims were not the first people in America – Native Americans had lived in what's now the United States for thousands of years. The Pilgrims were the first large group of people to move to America and start a successful colony.

The Pilgrims were from England. England was a Roman Catholic country until the 1530s, when Henry VIII established a new church called The Church of England and made himself the leader. However, a small group of people wanted to break away from the Church of England. They disagreed with the ideas the church taught, and didn't like that the church was controlled by politicians and not by religious leaders. They felt forced to practice their faith in a way that they did not like. They called themselves "Separatists" because they wanted to separate themselves from the Church of England.

The Separatists started their own congregation. However, since the government was in charge of religion in England at the time, starting your own church was against the law. To avoid breaking the law, the Separatists moved to a city in Holland called Leiden to start fresh. Though they were free to practice their beliefs there, life was hard in Leiden. In England, most of the Separatists had been farmers. Leiden was an urban area, and many Separatists did not have the right skills to find work in a city. After twelve years of struggling, they thought it might be time to start over once again.

They had heard about a new land across the sea that people called "The New World." They had heard that a group of explorers and settlers had started a town called Jamestown there. They thought of joining them, but in the end decided not to, since the Jamestown settlers were also from England and might also look down on them for their beliefs. Soon after, they met businesspeople who were willing to give them the money they needed to get to The New World and build their own settlement. They bought a ship and sailed back to England, where they were able to buy a bigger ship and convince more people to come with them.

The Separatists set sail on the *Mayflower* on September 6th, 1620. They wanted to settle in what is now New York City, but bad weather made them choose to sail in a different direction. After over a month at sea, they saw land for the first time on November 9th. They landed two days later at Cape Cod, which is now in Massachusetts. After searching for a place that would fit their needs, they got off the ship and settled in Plymouth. We now call these people The Pilgrims.



*The Embarkation of the Pilgrims  
from Delfthaven in Holland*  
by Robert Walter West - 1844



Henry VIII

✎ The Pilgrims were so frustrated by the rules in their home country that they not only moved to a different country, but a country that had hardly been explored by anyone! How would you feel if you did that today? Would you be scared to move to a place that no one knew anything about? Or would you be excited to explore it for yourself?

Directions, answer the question on the lines below. Be sure to use RACES to structure your response.

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1. What is a Pilgrim? Use the evidence in the article to support your answer.

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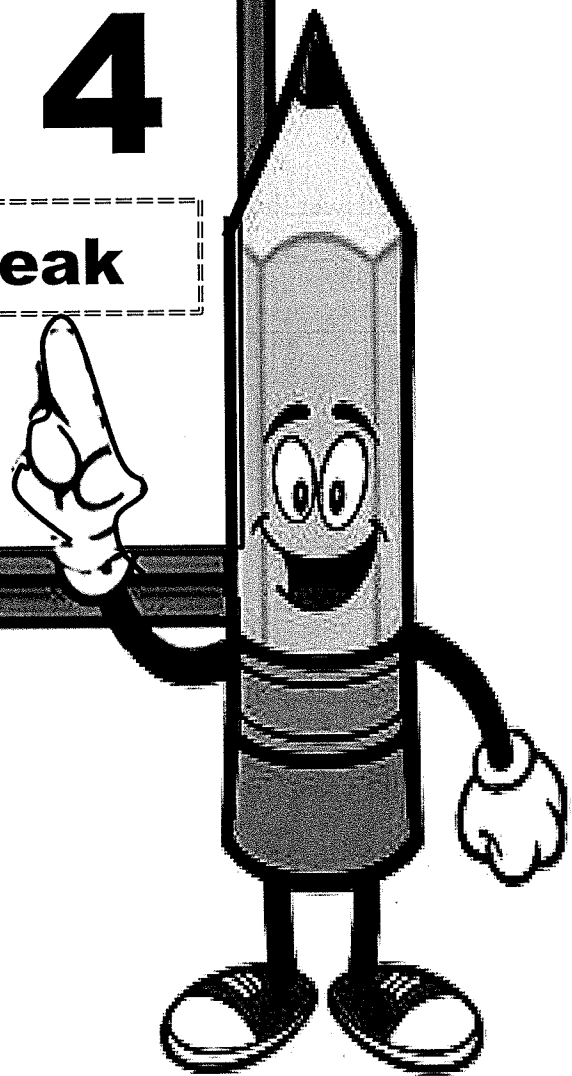
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# Day # 4

Thanksgiving Break



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

Week 10 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

11/26

## Thanksgiving Break Work

Our Toolkit for the day



## Thanksgiving Break Work

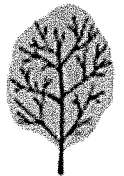
Name: \_\_\_\_\_  
BCCS-B

Week 10 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Word Search

Find the words from the list below!

V	I	O	K	K	M	H	N	L	E	B	G	N	I	A
F	P	X	X	Y	S	T	U	F	F	I	N	G	S	Y
O	P	P	R	H	U	N	W	I	M	J	Z	Q	Y	N
M	I	U	L	X	M	X	Z	I	A	P	P	L	E	X
G	E	U	C	R	A	N	B	E	R	R	I	E	S	P
Y	K	Y	E	M	I	Q	K	Z	B	V	I	Y	P	U
A	E	C	M	E	N	S	Q	U	A	S	H	U	S	M
M	K	F	E	L	D	A	G	X	Y	C	C	C	S	P
U	B	E	M	Z	Z	U	B	M	Z	B	L	W	I	K
R	M	T	U	R	K	E	Y	D	E	L	K	M	V	I
M	A	S	H	E	D	P	O	T	A	T	O	E	S	N
O	S	Y	G	L	O	P	S	M	S	W	V	H	W	G
V	S	E	S	D	K	S	N	S	R	S	T	Q	E	O
Q	X	Y	K	K	P	G	D	V	B	J	J	Q	E	B
U	F	U	A	O	U	L	C	C	V	Y	T	F	P	E



Pumpkin  
Squash  
Pie

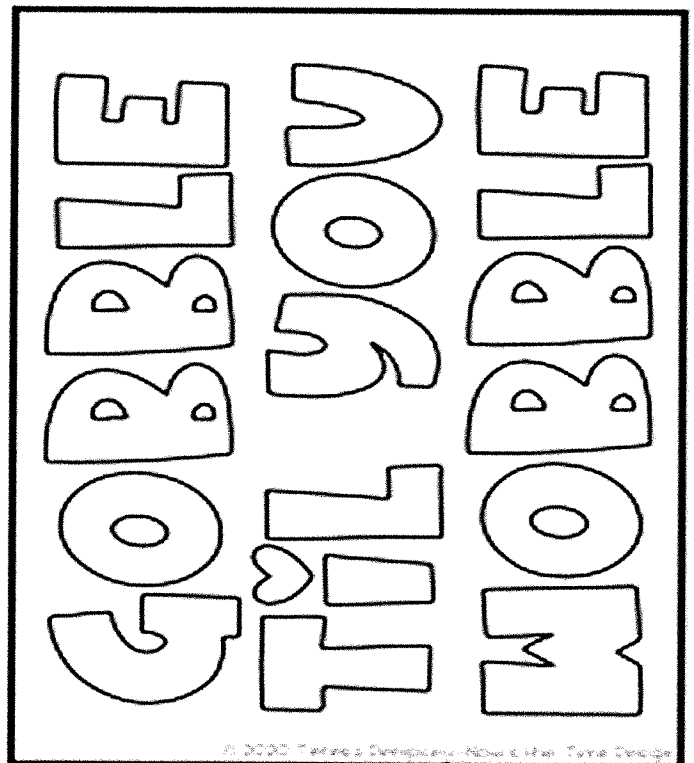
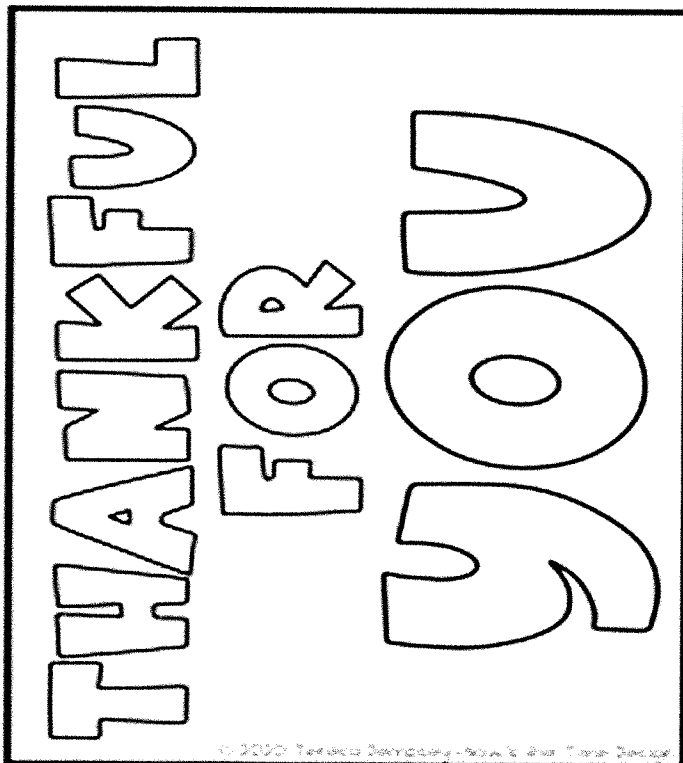
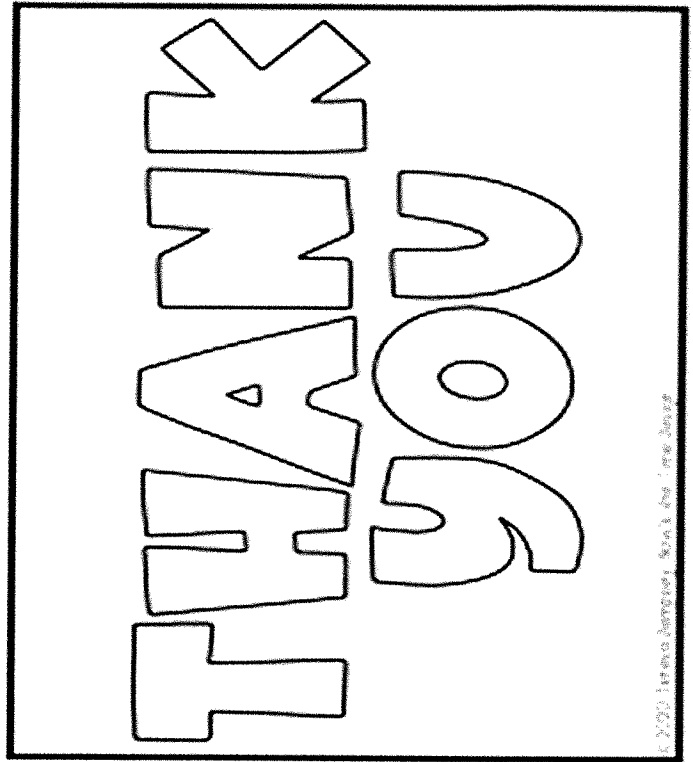
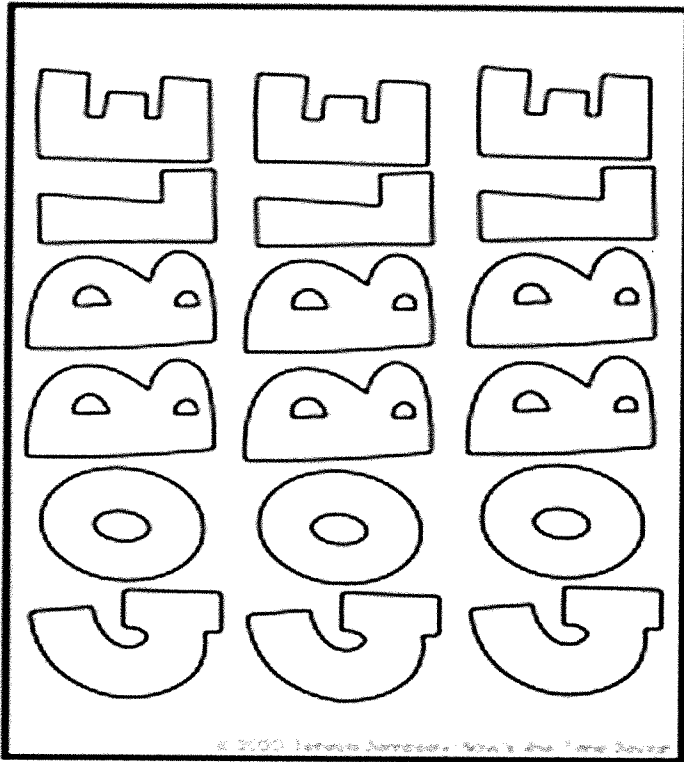
Apple  
Turkey  
Yam

Mashed Potatoes  
Cranberries  
Stuffing




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

Week 10 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton



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

Week 10 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton



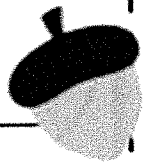
Thanksgiving Day is important to Mary and her family. They always have a big Thanksgiving feast at her house. Mary invites her grandparents, her cousins, and all of her aunts and uncles. It is one of Mary's favorite holidays!

This year, Mary did not help her mom cook a turkey or mashed potatoes for their Thanksgiving Dinner. She did not help bake pumpkin pies. Mary also did not help get the house ready for all of their family to arrive.

Instead, Mary visited her mom at the hospital to meet her new baby sister. Mary's mom had a baby on Thanksgiving Day and now Mary is a big sister!

Thanksgiving Day was always special to Mary, and now it is even more special with the arrival of their new family member!

*Happy Thanksgiving and Happy Birthday!*



1. What is Mary's favorite holiday?

Christmas

Her Birthday

Thanksgiving

2. Who does Mary invite for Thanksgiving Dinner at her house?

Circle all of the correct answers.

grandparents

aunts and uncles

cousins

her dog

3. Mary does not help her mom with Thanksgiving Dinner this year. Where does she go instead?

to school

to the hospital

to the grocery store

4. Mary has a new baby \_\_\_\_\_

Brother

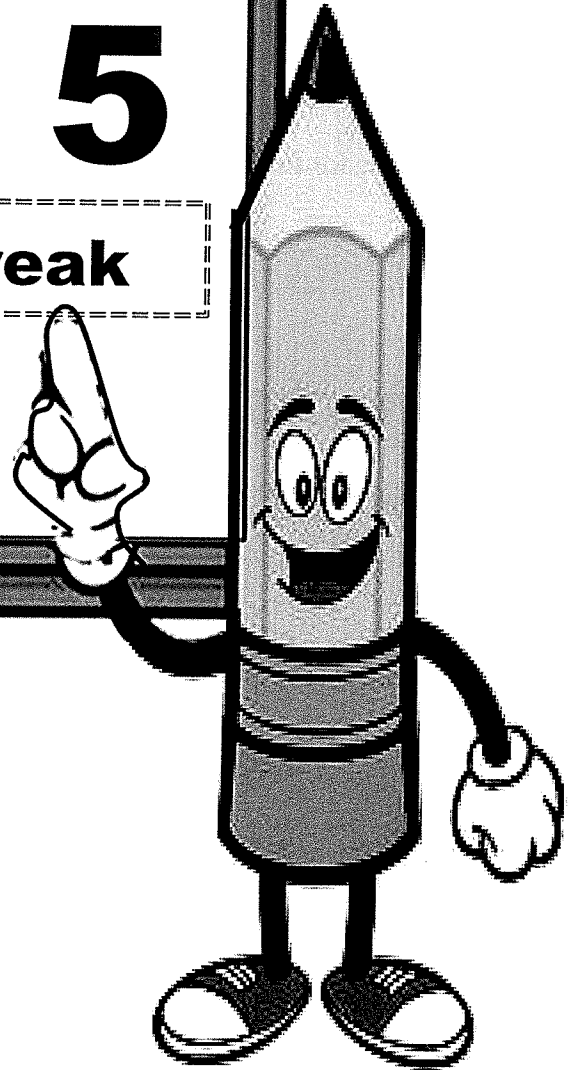
Sister





# Day # 5

Thanksgiving Break



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

Week 10 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

## Thanksgiving Break Work

Our Toolkit for the day



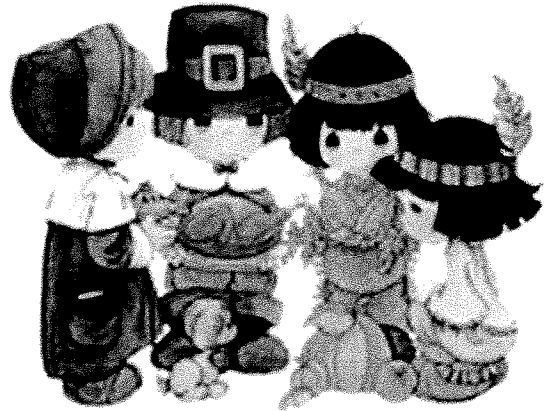
## Thanksgiving Break Work

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

Week 10 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Thanksgiving Day

Thanksgiving Day is a national holiday celebrated in Canada and the United States as a day of giving thanks for the blessing of the harvest and the new year. It is celebrated on



the second Monday of October in Canada and on the fourth Thursday of November in the United States. The first Thanksgiving celebration was held in 1621. Traditional foods are turkey, sweet potatoes, fruits and vegetables. Many people have pumpkin pie for dessert at the end of the meal. It is a time for counting our blessings we have received during the year and being with our families and friends.

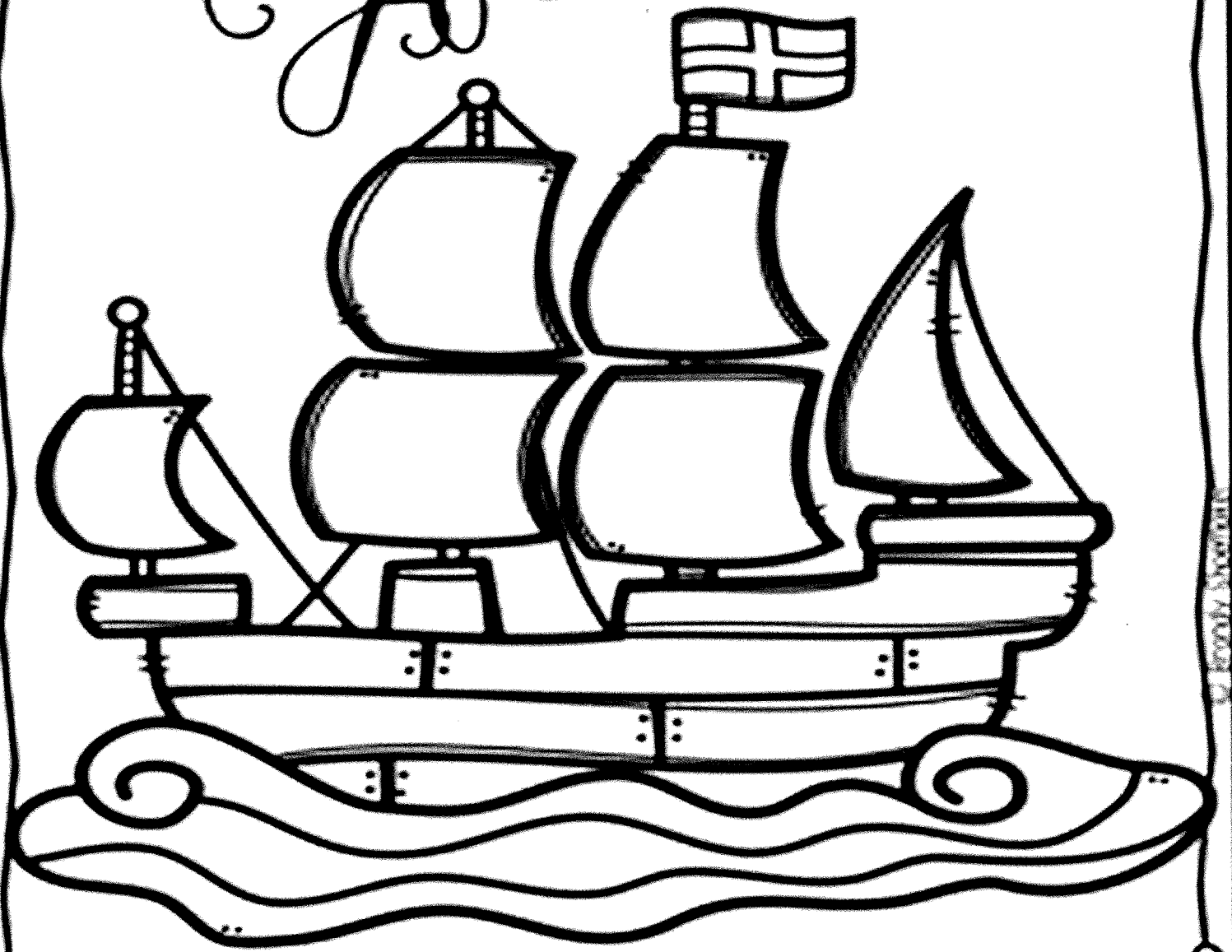
Answer the questions.

- When do people celebrate Thanksgiving Day in Canada?  
.....
- Why do people celebrate Thanksgiving Day?  
.....
- When was the first Thanksgiving Day?  
.....

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

Week 10 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# The Mayflower



Name \_\_\_\_\_

Date \_\_\_\_\_