



Name \_\_\_\_\_

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

## Week 11



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 packets 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 11 Day 1 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

**Do Now**

**1. What is the difference between fiction and nonfiction?**

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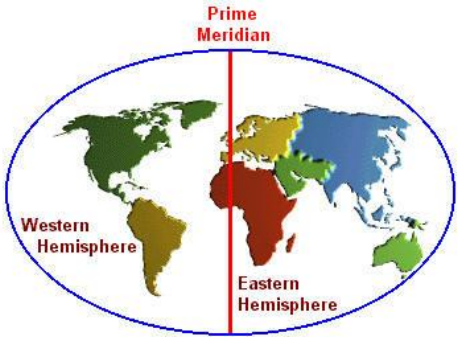
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**Unit 1, Module 2**

<b>Standard</b>	RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>LEQ</b>	What are the _____ of a nonfiction text?
<b>Objective</b>	I can identify the purpose of an _____ text.
<b>Assignment to Submit</b>	Exit Ticket (Google Form)

**Input: Vocabulary**

<b>Informational Text</b>	<b>Rainforest</b>	<b>Western Hemisphere</b>
. Nonfiction writing with the purpose of informing the reader about a specific topic.	A dense forest rich in biodiversity, typically found in tropical areas with consistent heavy rainfall.	The term for the half of the Earth that is west of the Prime Meridian.
		

Input: Purpose of a Nonfiction Text: Guided Notes

**Persuade:**

When the author’s purpose is to                     , the author wants the reader to side with his or her position.

A persuasive text contains                      and the author’s                     .

With persuasive texts, the author’s position is                      or                      the issue or topic.

**Inform:**

If the author’s purpose is to                     , the reader learns something from the text.

Informational texts often include:

- Facts
- Details
- Instructions
- Descriptions
- Explanations

**Entertain:**

If the author’s purpose is to                     , an author writes to interest the reader.

**CFU/Application: Gallery Walk**

**Notice and Wonder Gallery Walk**

	<b>Notice (an observation)</b>	<b>Wonder (a question)</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		



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

Week 11 Day 2 Date: \_\_\_\_\_

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### Do Now

**Directions:** Read the descriptions of each item and determine the author's main purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author's Purpose: \_\_\_\_\_

Explain Your Answer:

Write a sentence or two.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Author's Purpose: \_\_\_\_\_

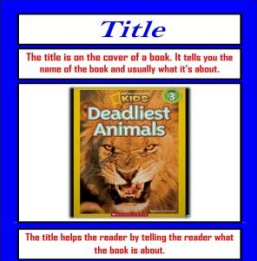


Explain Your Answer:

Write a sentence or two.

### Unit 1, Module 2

<b>Standard</b>	<b>RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</b>
<b>LEQ</b>	What are the different _____ of an informational text?
<b>Objective</b>	I can identify the _____ and the text features of an interview.
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

Input: Vocabulary & Text Features

Text Features	Interview	Biologist
<p>Help you <b>locate and identify important information</b> in a text.</p>	<p>A conversation in which one person asks questions and the other person answers them.</p>	<p>A person who studies biology (the study of living things).</p>
		

Non-Fiction Text Features	
<p><b>caption</b></p>	<p>text near a picture that tells more about the picture.</p>
<p><b>heading</b></p>	<p>title at the top of a page or section that tells what they will read about.</p>
<p><b>table of contents</b></p>	<p>a list of headings in the book and what page they will be on.</p>
<p><b>chart</b></p>	<p>visually shows information.</p>
<p><b>bold word</b></p>	<p>important text that is thicker or wider.</p>
<p><b>glossary</b></p>	<p>a list of important words from the text and their meanings.</p>



**Topic:** \_\_\_\_\_

**Main Idea:**

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## Interview with Sloth Canopy Researcher: Bryson Voirin



### **What is your job description?**

I am a **biologist** studying the behavior and ecology of two- and three-toed sloths. Right now I am studying **biology** and **ecology** at New College of Florida, and working in the rainforests of Panama with the Smithsonian Tropical Research Institute.

### **What do you study now?**

Basically I am trying to understand why sloths move so slowly, as well as a few other weird things about them. We use radio-collars to track sloth movements in the **algae** that (exist) inside the hairs of sloths, something that normally does not occur in

any other mammals. I am looking to see if maybe there is some benefit for the sloth to have algae.

### **What is the best thing about your job?**

The best part of my job is getting to climb trees in the rainforest. Trees in the tropics are some of the biggest in the world, reaching over 150' tall. The view from the tops of the trees is amazing. A lot of times when I am up there **troupes** of monkeys come climbing by, sometimes stopping to look at me and wonder what I am doing up there with them.

### **What is the worst part about your job?**

The worst thing, or hardest thing, is actually finding the sloths to start with. Sloths are very good at hiding. They usually live at the tops of trees, and can have greenish fur. We have to walk through the forest all day with our heads tilted up, looking for dark spots with hair. Sometimes it can take us weeks to find a single sloth.

**What inspired you to first study science?**

Ever since I was little, I was always fascinated with National Geographic magazine. I used to imagine I was one of the scientists in each issue, exploring unknown lands or catching wild animals. I always knew that was what I wanted to do.

**What do you do in a typical day?**

On a typical day working in Panama, I go out into the forest looking for sloths. I usually hike with someone else, and we use **binoculars** to look for the animals. When we find a sloth, I use my tree climbing gear to go up and catch it. Even though sloths are pretty slow animals, it can take hours to catch one once I am in the trees. They can move about as fast as you can walk fast, so in a tree 150' tall, it can be hard to catch them.

**What advice would you give to someone interested in becoming a biologist?**

I would tell anyone interested in working in biology to go outside and explore things. Walk through parks and natural lands. The things you can find in your own backyard can be really cool. If you start exploring young, it will stay with you forever.



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

Week 11 Day 3 Date: \_\_\_\_\_

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### Do Now

1. In the interview we read yesterday, we noticed a few nonfiction text features: photograph, title, and bold print. List at least 3 more nonfiction text features that you may see in an informational text:

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2. How do nonfiction text features help readers?

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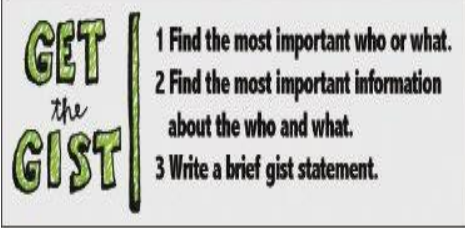
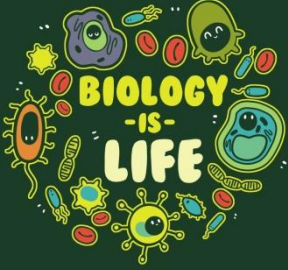

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### Unit 1, Module 2

<b>Standard</b>	<b>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text..</b>
<b>LEQ</b>	How can I determine the _____ of an informational text?
<b>Objective</b>	I can use _____ statements to help form a main idea statement.
<b>Assignment to Submit</b>	Exit Ticket (Google Form)

**Input: Vocabulary & Text Features**

Gist Statements	Biology	Ecology
A <b>summary of a small section</b> of text.	The study of living things.	The study of how living things interact with their environment. (Branch of Biology)
		

**Interview with Sloth Canopy Researcher: Bryson Voirin**



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

Week 11 Day 4 Date: \_\_\_\_\_

BCCS Boys

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### Do Now

1. Based on what Bryson Voirin said, why should someone become a scientist?

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2. What is an interview? How is it organized?

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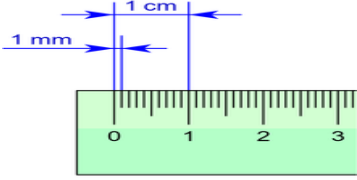
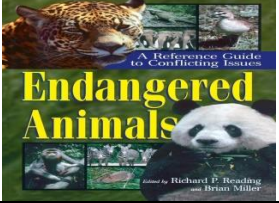
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### Unit 1, Module 2

<b>Standard</b>	<b>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text..</b>
<b>LEQ</b>	<b>How can I determine the _____ of an informational text?</b>
<b>Objective</b>	<b>I clearly label the _____, main idea, and topic of an informational article.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>



**Input: Vocabulary & Note Catcher**

<b>arachnid</b>	<b>millimeters</b>	<b>endangered</b>
<b>The scientific name is a spider.</b>	<b>One thousandth of a meter; a very small measurement.</b>	<b>Seriously at risk of extinction.</b>
		

TEXT Paragraph Number	VOCABULARY Important words	GIST What is the main idea of what you read?
#1		
#2		
#3		
#4		
#5		
#6		

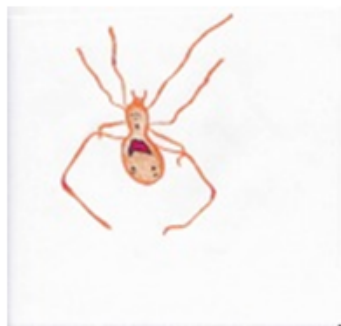
Topic: \_\_\_\_\_

Main Idea:

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### “Hawaii’s Endangered Happy Face Spider”



Author’s drawing of the “happy face spider”

#1	Meet <i>Theridion Grallator</i> , meaning “happy face spider.” This little <i>arachnid</i> , found in <i>Hawaiian</i> rainforests, is quite small. It measures only 5 millimeters in length, at most!
#2	The happy face spider’s name comes from the <i>unique pattern</i> found on its pale-colored back. The marks resemble two circles that look like eyes. There is a <i>curved</i> shape below, similar to a smile.
#3	Some scientists think the spider may have developed these <i>strange markings</i> as a way to warn <i>predators</i> , such as birds. However, not all scientists agree on this <i>theory</i> . Some believe the features may do nothing to help the spider avoid its enemies.
#4	The happy face spider generally tries to stay out of the <i>limelight</i> . It lives its life on the <i>undersides</i> of leaves, deep in the rainforest. This can make it difficult for scientists to <i>locate</i> and study.
#5	One scientist, Dr. Geoff Oxford, has studied the happy face spider for nearly twenty years. In an interview in 2009, Dr. Oxford said the spider is very <i>difficult</i> to find because it is in danger of <i>extinction</i> . He stated that the species was <i>under threat</i> from <i>non-native</i> animals brought to the islands.
#6	Because of the happy face spider’s <i>endangered</i> status, it has become a <i>symbol</i> for all of Hawaii’s <i>threatened</i> wildlife. In fact, <i>conservationists</i> have placed images of it on T-shirts, baseball hats, and even garbage trucks. They hope to use this as a way to bring <i>attention</i> to the loss of various <i>fauna</i> throughout Hawaii.

Written by Expeditionary Learning for Instructional Purposes 2012



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

Week 11 Day 5 Date: \_\_\_\_\_

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**Do Now**

1. Where did the name “happy face spider” come from?

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2. What text feature could be added to the article to make it better? Why?

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**Unit 1, Module 2**

<b>Standard</b>	<b>RI.5.10: Read and comprehend grade-level informational texts.</b>
<b>LEQ</b>	<b>How can I _____ read a text to support my comprehension.</b>
<b>Objective</b>	<b>I can search for _____ to support my comprehension of an informational text.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>

## “Hawaii’s Endangered Happy Face Spider”



Author’s drawing of the “happy face spider”

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Written by Expeditionary Learning for Instructional Purposes 2012

1. Describe the unique pattern found on the happy face spider's back. What does unique mean? What makes this pattern unique? What in the text makes you think so?

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2. What do different scientists believe about the strange markings found on the happy face spider's back? **Include details from the text in your answer.**

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3. How does living on the undersides of leaves help the happy face spider stay out of the limelight? **Use a quote from the text in your answer.**

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Name \_\_\_\_\_

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

## Week 12



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Dear Educator,

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

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

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

Parents please note that all academic packets 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 12 Day 1 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

### Module 2 Unit 1 Mid-Unit Assessment

**Directions:** Closely read the following interview and answer the questions in the Google Form.

**Assessment Text:** “Live Online Interview with Eve Nilson”

Excerpts from Part 1 of the “Live Online Interview with Eve Nilson”

Thank you for joining Scholastic News Zone’s live interview with 15-year-old scientist Eve Nilson on Tuesday, April 23. The following is a transcript from that interview.

**Q: What was your inspiration to study animals?**

Eve: I have always had a fascination with animals and an interest in tropical rain forests and the tropics. Growing up in Alaska and studying whales with my mother, I spent a lot of time in nature and found them to be extremely interesting.

**Q: Is it cool to be a scientist?**

Eve: Yes, it has been an amazing experience waking up in the morning when I was in Brazil, waking up and seeing so many animals I’ve never seen before, and going out into the forest to study the frogs. Also, knowing that I’m making a difference, that’s amazing to me. The students of today are interested in biology, and by spreading the word about the danger rain forests are in, I feel I am making a difference, which is a really good feeling.

**Q: Did you travel alone?**

Eve: Yeah, I traveled for the first two and a half months. I stayed in the forest alone in my hut. The scientists lived about a mile further down the road, so I wasn’t completely alone.

**Q: Where is the picture for the chat taken?**

Eve: That is in front of the research station in Brazil, about 50 feet from my hut.

**Q: Do you like snakes, tarantulas, reptiles, and turtles?**

Eve: Yeah, I really like snakes. I like all of the animals except for mice. I’m really afraid of mice. Why? I don’t know, I guess the way they sneak up on you. That’s frightening. I had a bad experience as a kid when I reached into a cracker box and there was a mouse. I’ve been afraid ever since.



Eve Nilson displays a lizard she found sunning itself between two rocks by a stream in Brazil. The lizard was photographed so it could be identified later. Photo Courtesy Eve Nilson

**Q: Why did you want to study frogs?**

Eve: I was offered a position studying frogs, but I also felt they were extremely important. They are an indicator species; they’re extremely sensitive to the environment and its changes. Any rapid disappearance of frogs is a sign there’s trouble in the environment. Also because frogs breathe through their skin. You’re able to see more clearly the affects that pollution and acid have.

**Q: Did you ever get lost? Were you glad to be home? Did you ever get homesick? Were you ever threatened by an animal?**

Eve: The first week I was extremely homesick and I called home. It was wonderful talking to my family. After that I was okay. I found it was really peaceful. I was never lost. A few times in the beginning I would be walking out alone at night and I’d hear noises. There’s only so much you can see with a small flashlight. I got used to it. I got used to sleeping in the jungle at night. An animal did not threaten me, but I was followed by a jaguar. Its tracks were really fresh. A ranger went up after me and saw that the tracks were following me down. That was really intimidating knowing that a jaguar was just a few minutes behind me.

**Q: Did you bring any animals back with you?**

Eve: A bots fly bit my mother, and her ankle swelled up. My mom came to visit the last few weeks of my trip and got bit by a bots fly. Bots flies commonly bite cattle. She was a host for the bots fly. When the doctors did an incision in her foot and brought out the larva it was an inch long and ready to hatch. So she brought back an insect with her by accident! We’re not allowed to bring back any plant or animal species. It’s against Brazilian and U.S. law.

**Q: Would the fly have hatched inside of your mother?**

Eve: No, when it hatches, it breaks the skin and flies away. It would have hurt when it broke the skin. She got sharp pains in her foot when it moved around. It was in there six weeks. Doctors weren’t exactly sure what it was. It was the first bots fly found in California.

**Q: Do you plan to go to college? What do you want to study?**

Eve: I definitely plan to go to college. Absolutely. That’s my number one priority right now since I’m a junior in high school. I plan to major in biology, but I also want to study zoology because I’m so interested in animals in the rain forest.

**Q: Why are you so interested in the rain forest over other regions of the world?**

Eve: I’ve always had this fascination for the rain forest because of the high diversity of animals. When you are walking in the forest, you look up in the trees and see things you have never seen before in your life. I’m especially interested in the tropical rain forest. There are so many animals living in such a small region of the world. The rain forest can support such an extreme amount of diversity. I also like how pristine and beautiful the forest is when you are walking through and really appreciating nature.

**Q: Why do they call the rain forest a rain forest?**

Eve: Rain forests receive large amounts of rain every year. It’s very lush and green because of the rain, which makes it a hot spot for biodiversity.



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

Week 12 Day 2 Date: \_\_\_\_\_

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**Do Now**

1. What is the difference between an article and an interview?

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2. Why might an author use bold words?

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3. In your opinion, could there be a cold-weather rainforest? Explain.

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**Unit 1, Module 2**

<b>Standard</b>	<b>RI.5.7: Draw upon print and digital sources to answer questions.</b>
<b>LEQ</b>	How can I determine the main idea of a _____ ?
<b>Objective</b>	I can view, take notes on, and determine the _____ of a documentary.
<b>Assignment to Submit</b>	Exit Ticket (Google Form)

**Input/CFU/Application**

**First Viewing:**

**Topic:** \_\_\_\_\_

**Main Idea:**

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Stopping Point	Gist Statement	Vocabulary
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3		
4		
5		
6		



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

Week 12 Day 3 Date: \_\_\_\_\_

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Do Now

1. What is a documentary?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How is the Great Bear Rainforest unique?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Unit 1, Module 2

<b>Standard</b>	<b>RI.5.9: Integrate information from several sources to speak about a topic.</b>
<b>LEQ</b>	<b>How can I explain what I have learned from several _____ on a topic using key details?</b>
<b>Objective</b>	<b>I can state a _____ about the rainforest and support it with evidence from several sources.</b>
<b>Assignment to Submit</b>	<b>Exit Ticket (Google Form)</b>



**Input/CFU/Application: Gathering Information from Several Sources**

	<b>Facts</b>	<b>Quotes</b>	<b>My Thinking</b>
Interview With Sloth Canopy Researcher Bryson Voirin			
Hawaii's Endangered Happy Face Spider			
Great Bear Rainforest Remote Camera Project Video Transcript			

Is the rainforest diverse? Explain with details from **3 different informational texts.**

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

Week 12 Day 4 Date: \_\_\_\_\_

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### Module 2 Unit 1 Assessment

**Directions: Closely read the following interview and answer the questions in the Google Form.**

#### Assessment Text:

Live Online Interview with Eve Nilson

Below are excerpts from Part II of the original interview, reprinted by permission of Scholastic Inc.:

**Q: What made you move to the rain forest?**

Eve: I don't live in the rain forest, I just spent three months studying there. I'm returning this summer for three months. I plan to conduct studies in the rain forest after I graduate from college. The rain forest is so appealing to me. It's so pure and natural. I really like being where there isn't the noise of the city. I love all the animals in the forest. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.

**Q: Are you going to study frogs again next summer?**

Eve: No, I'll be studying brown capuchin monkeys. They are extremely intelligent monkeys. I saw some last summer. They are highly endangered. I feel it would be very important to do research of these monkeys. I'll be doing a census of how many monkeys are in certain areas. I'll study the effects hunters will have on these groups.

**Q: What do your friends think about your fascination with the rain forest? Do they really like science, too?**

Eve: Some of them think I'm a little weird, actually. They really respect that I am so passionate about something that is in such critical condition. It is so important to the world. It affects everything. The depletion of the rain forest is occurring so rapidly. It's important that we do something about it. They have actually asked me about how they can get involved in rain-forest research as well.

**Q: What kinds of dangers do rain forests face?**

Eve: The effects of global warming and logging, too much logging, and urbanization. Urbanization is when the cities encroach on the land that was original forest to make houses for the people. Six percent of the original forest remains and that's just for the Atlantic rain forest. That's why my study was important. Scientists wanted to determine if they could reforest the areas cut down. I was studying whether there were any new frog species that adapted to the land. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.

**Q: What did your family think about you going to the rain forest?**

Eve: My mother was extremely supportive. She actually feels there's more danger in California as a teenager than in the rain forest for me. I was pretty comfortable in nature, because I was raised in Alaska. It seemed really natural for me to be in the jungle. She was sure that I was with safe people. My mother wasn't there, but the scientists were very trustworthy.

**Q: When did you first start taking an interest in our environment?**

Eve: I've always had an interest, because my mom is a whale biologist, and growing up in Alaska, I've always had an appreciation for nature. I'm just more comfortable in the wilderness. I've had this appreciation for nature ever since I was a young girl.

**Q: Did you see anything you did not expect?**

Eve: I came into a clearing one day and saw a lot of bullet holes in trees. There was litter everywhere. It really shocked me. It was traumatizing because I was walking through pristine forest, and then to come to this area where trash was thrown about like people didn't care about the forest. It was from the poachers who had been hunting the monkeys that we had been observing earlier that day.

**Q: What scientists do you most respect?**

Eve: I most respect Jane Goodall for her work. I really appreciate all the work she's done for the environment. I also respect my mother for the work she's done as a whale biologist. She has instilled this appreciation in me for animals and nature that I live by.

**Q: Are poachers dangerous? Why do they poach?**

Eve: I was actually afraid of poachers when I was walking alone at night, because I was afraid they would mistake me for an animal and shoot me. One of the rangers, who took hikes with me and became my friend, used to be a poacher. I asked him why. He said because he was very poor and he was doing it to feed his family. Some of them kill to eat them and use all the parts. But there are also some that just do it for the sport and that's shocking to me.

**Q: Has your brother or any family members ever gone on any of these trips with you?**

Eve: My brother grew up in Alaska with me studying whales. We both have this appreciation for nature. My mother came down to the rain forest in Brazil for a month and she also went some other places with me. We went to the Amazon, Pantanal, where there are more species of flora and fauna than anywhere else in the world. Those places are also highly endangered. The area is undergoing great destruction. There's also another area of Brazil that needs focus. My brother is 18. He's a musician, so this summer he's going to be performing in Macedonia. He plays all kinds of music: jazz, flamenco. He's a guitar player. Classical, blues, rock, everything.

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

Week 12 Day 5 Date: \_\_\_\_\_

BCCS Boys

MIT/Stanford

### Do Now

1. Do you prefer reading fiction or nonfiction? Why?

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2. List 3 new things you have learned about the rainforest in Module 2:

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

### Unit 2, Module 2

<b>Standard</b>	RI.5.1: Quote accurately when drawing inferences from the text.
<b>LEQ</b>	How can making _____ deepen my understanding of a text?
<b>Objective</b>	I can make inferences about _____, research scientist.
<b>Assignment to Submit</b>	Exit Ticket (Google Form)

**Input:**

**Video:**

What do you think happened to the girl's hair?

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Why do you think the girl forgave the sour patch kid?

---

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What are the two meanings of the word sweet and sour?

---

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What time of day do you think it is?

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**Interview with Meg Lowman:**

Write/Pair/Share: What motivates Meg Lowman to be a rainforest scientist?

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Support your claim: Jot down *cited evidence to support your claim!*

**1:** \_\_\_\_\_

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**2:** \_\_\_\_\_

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## Meg Lowman Interview Questions and Answers

### **A. Why spend time in trees?**

Almost 50 percent of life on earth is estimated to live in tree canopies, yet this was an unexplored region until about 25 years ago. Much of my work has involved solving the challenge of just getting into the treetops: inventing gadgets, refining hot air balloon design, creating canopy walkways, working from cherry pickers and construction cranes. Once up there, I discovered that insects eat four times more leaf material than we imagined.

### **B. Is that important?**

Lots of things stress forests. And with forests becoming warmer, drier, and more fragmented, insect outbreaks are predictably one of the first responses to climate change.

### **C. What was your first science project/experience as a child?**

In fifth grade, I won second prize in the N.Y. State science fair, surrounded by boys. I was so shy that I did not even dare speak, due to the gender disparity, but it also made me determined to pursue what I loved.

### **D. What fascinates you the most about canopy ecology?**

The amazing “eureka” element. Until recently, when a few of us climbed into the canopy, no human being knew that half of the biodiversity on our terrestrial earth lived in the treetops. For centuries, foresters had assessed forests by looking at the very bottom of the tree. It is almost as if we had been trying to gauge the health of people by just looking at someone’s big toe but ignoring the rest. It is also humbling to realize that a kid can come from a small, underserved town (as I did) and make a cool discovery in science, because there is so much left that remains unknown.

Source:

Questions 1 and 2: “Interview: Margaret Lowman” by Marian Smith Holmes. Smithsonian (December, 2006).

Questions 3 and 4: “24 Questions with NRC Director Dr. Meg Lowman” Copyright © 2012 Greater Raleigh Convention and Visitors Bureau.

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