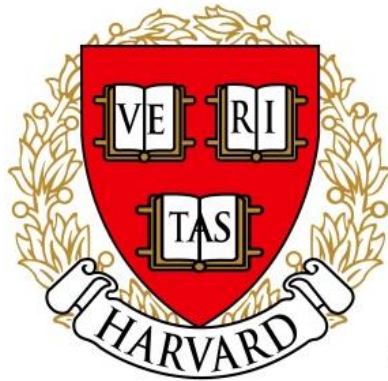


Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 18



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.

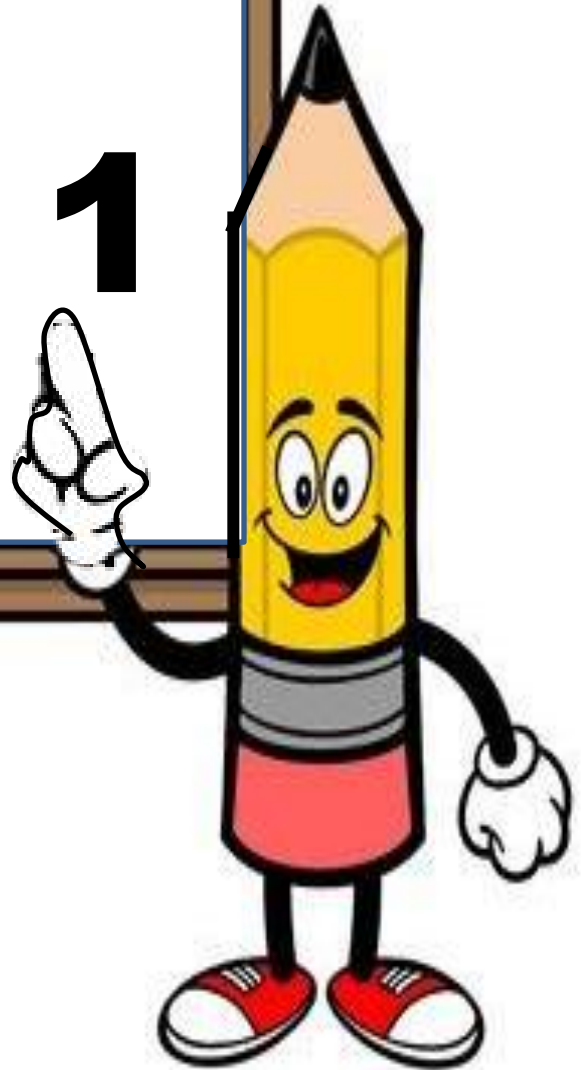
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(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



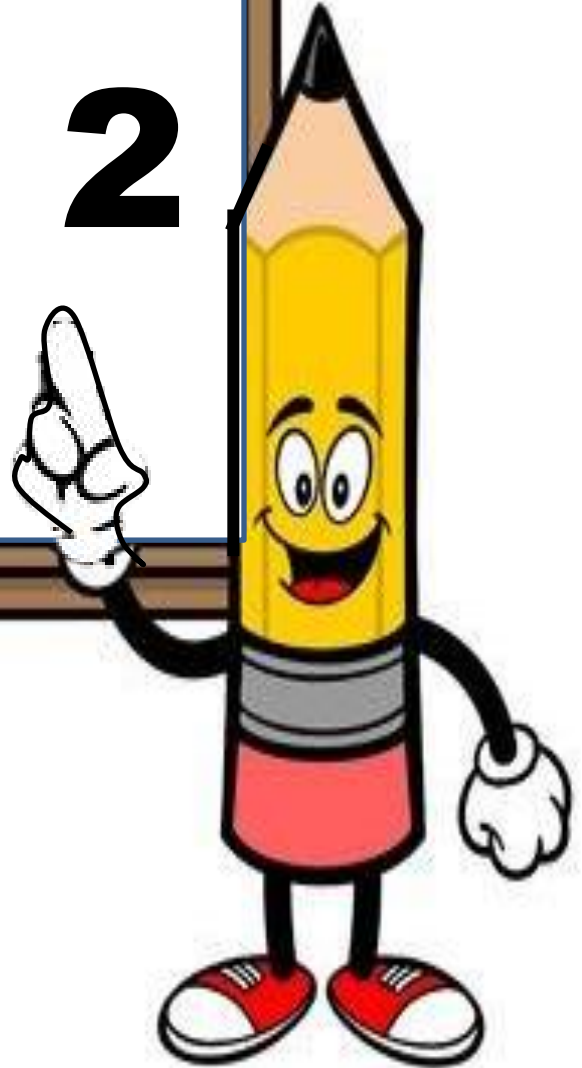
Day # 1



No School Martin Luther King Jr. Day



Day # 2



Name: _____
BCCS-B

Week 18 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

LEQ: Why are details connected within a text? What's the logical connection between these details?

Objective: I can identify first, last, just before and right after details within a text.

Our Toolkit for the day



Name: _____
BCCS-B

Week 18 Day 2 Date: _____
Harvard Yale Princeton

Do Now

Why is it important to understand the order of events in a story?

It is important to understand the order of events in a story because the order helps the reader _____

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

1. **Sequencing:** The _____ of how things are _____.
2. **Transition Words:** _____ that help _____ ideas in phrases _____ or paragraphs.

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BCCS-B

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Harvard Yale Princeton

Explicit Instruction

It is important to understand the sequence of events in story so that we can better understand the events that are happening in the story as we read, and why characters this is important to helping us understand the text.

1. *Read the excerpt/passage*
2. *Look for transition words and label them with a number.*

1. **Ben woke up early and got dressed. He ate two large eggs for breakfast. After that, he brushed his teeth and made his bed. Ben walked to school with his sister.**

CFU

Directions: Read the passage below. Determine the order of events as they occur. Label the events with the number 1, 2, 3 to show which events occur first, second and third. Underline and label any transition words (ex. Next, Then, After) with T for transition.

2. **Pam went to the store with her mother. First they bought milk and sugar. After that, they went to the library. Finally, on the way home, they decided to stop for ice cream!**

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BCCS-B

Week 18 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

It is important to understand the sequence of events in story so that we can better understand the events that are happening in the story as we read, and why characters this is important to helping us understand the text.

1. *Read the except/passage*
2. *Look for transition words and label them with a number.*

Directions: Read the passage below. Determine the order of events as they occur. Label the events with the number 1, 2, 3 to show which events occur first, second and third. Underline and label any transition words (ex. Next, Then, After) with T for transition.

3. **Dan hurt his leg at school. His teacher phoned his mother. His mother took him to the nearest hospital. The doctor took a look at his leg and gave him an injection.**

Exit Ticket

Directions: Create your own story with the support of the transition words below.

Tell the reader about an event and the order in which the event occurred.

EXAMPLE:

One day my mom took me to the park. **First**, I went down all the slides at the park. It was so fun! **Next** I decided I wanted to swing on the swings for a while and see how high I could go. **After** that I was feeling pretty hungry, so I took a break to eat my lunch, my mom packed me peanut butter and jelly! **Finally** I cleaned up my mess and got in the car to go home!

Use at least 3 of the transition words below in your response. You **DO NOT** need to use them all.

First	After	Finally
Next	Then	

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Exit Ticket

Name: _____
BCCS-B

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Harvard Yale Princeton


ELA Homework

Our Toolkit for the day



Sequence of Events

Sequencing
Putting the events in a story in the order in which they happened



Transition Words:
Use transitions to show how events took place over time...

first	eventually	suddenly
next	at last	before long
then	meanwhile	all of a sudden
lastly	in the meantime	the next day
finally	meanwhile	afterward
later	in the end	as soon as
		over time

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Harvard Yale Princeton

Your Turn

It is important to understand the sequence of events in story so that we can better understand the events that are happening in the story as we read, and why characters this is important to helping us understand the text.

1. *Read the excerpt/passage*
2. *Look for transition words and label them with a number.*

Directions: Label the blank boxes with the number in which the event should occur. (1, 2, 3 etc.) The first one is given to you.

Sequence of Events

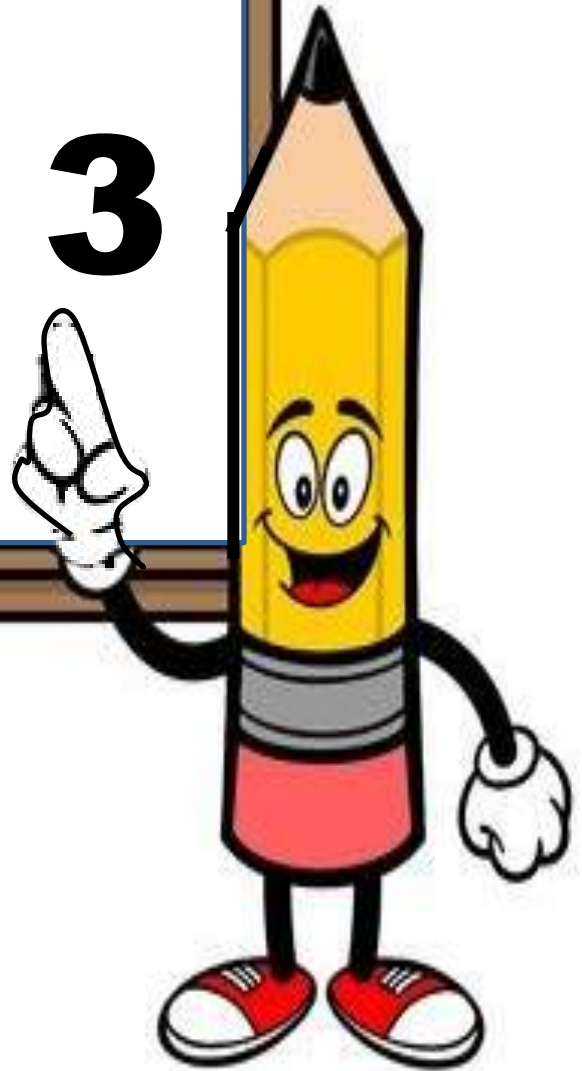
Sequence the events by numbering the sentences.

	We drove the delivery truck all the way to New York.
1	My father got a new job in New York. We sold our house and packed everything into boxes.
	When we reached our new house, we unloaded all the furniture and boxes.
	We cleaned our new house and unpacked all the boxes.
	Early one Saturday, we loaded all the furniture and boxes into a delivery truck.





Day # 3



Name: _____
BCCS-B

Week 18 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

RI 3.3 L, E, A, R, N, I, N, G

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

.LEQ: Why are details connected within a text? What's the logical connection between these details?

Objective: I can identify and explain how text details shows a cause and effect relationship

Our Toolkit for the day



Name: _____
BCCS-B

Week 18 Day 3 Date: _____
Harvard Yale Princeton

Do Now

Does every story have a cause and effect relationship?

Every story

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

- Effect: What happens _____ of the cause or the _____
- Relationship: How two or more things are _____ in a _____

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BCCS-B

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Harvard Yale Princeton

Explicit Instruction

It is important to understand cause and effect in a story so that we can better understand the text as we read, and what happens because characters choose to make certain choices or behave a certain way”.

Directions: Read the non-fiction text below. Determine the cause and effect relationship (the cause tells WHY something happened, the effect is what happened because of it). Underline the cause and label it with the letter C (cause) underline and label the effect and label it with the letter E (effect).

Kid Inventors

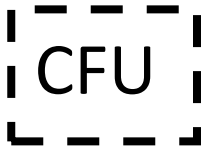
Earmuffs

Chester Greenwood was chilly! It was a cold day in 1873 and Chester was planning to spend the day ice skating. Chester walked to a pond near his house and strapped on his skates. It was bitterly cold outside. Chester’s ears began to hurt because of the cold. He took off his scarf and wrapped it around his head in hopes of protecting his ears. The scarf kept slipping off! Chester thought about his problem on his walk home. Chester and his grandmother came up with a solution. Chester asked his grandmother to sew two little pads in the shape of ears. Chester worked to attach the pads to a piece of wire. Earmuffs were invented! Chester was only 15 years old. He went on to open a big factory that made earmuffs. The factory created hundreds of jobs for his small town in Maine. Chester became rich during World War I when he began selling earmuffs to chilly American soldiers!



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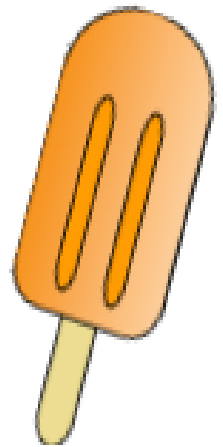
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Directions: Read the non-fiction text below. Determine the cause and effect relationship (the cause tells WHY something happened, the effect is what happened because of it). Underline the cause and label it with the letter C (cause) underline and label the effect and label it with the letter E (effect).

The Popsicle

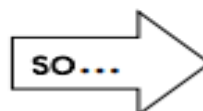
Eleven year old Frank Epperson created the Popsicle by accident! In 1905, Frank added soda powder to a cup of water. He stirred his treat with a wooden stirring stick. Frank accidentally left the cup outside on his porch and the mixture froze. Many years later, Frank began selling his frozen snacks. He named them Epsicle Ice Pops. The name was changed to Popsicle in 1952.



Chester's ears were cold



Soldiers needed protection from the cold



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Application Activity

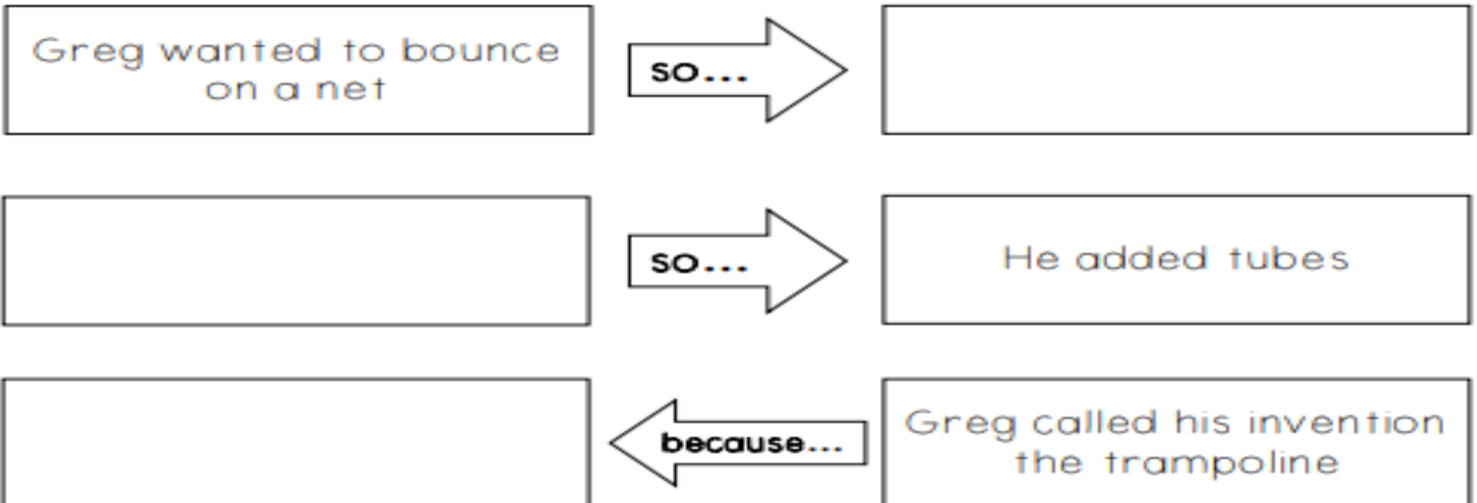
It is important to understand cause and effect in a story so that we can better understand the text as we read, and what happens because characters choose to make certain choices or behave a certain way”.

Directions: Read the non-fiction text below. Determine the cause and effect relationship (the cause tells WHY something happened, the effect is what happened because of it). Underline the cause and label it with the letter C (cause) underline and label the effect and label it with the letter E (effect).

The Trampoline

Greg Nissen was 16 years old in 1930 when his family took him to the circus. He watched performers dance on the trapeze. He watched them spin high above the ground and fall to safety on a giant net below. Then, Greg got an idea. He wondered if there was a way to keep bouncing on the net, and do even more amazing tricks! Greg’s idea caused him to spend hours in his parents’ garage. He built a frame out of metal and attached a large piece of canvas in the center. Greg was excited when he was able to bounce on his new contraption, but he wanted more. Greg added small tubes that would attach the canvas material to the metal frame. These tubes acted like springs and allowed Greg to bounce even higher. His new idea was a hit with Greg and his friends. Now, Greg needed to give his new invention a name. He did some research and found that the word *trampolin* was Spanish for diving board. He loved it! He called his new product the trampoline!


The Trampoline



Exit Ticket

Directions: Read the 4 examples below. Determine **the cause and effect** relationship (the cause tells WHY something happened, the effect is what happened because of it). Underline the cause and label it with the letter C (cause) underline and label the effect and label it with the letter E (effect).

CAUSE AND EFFECT



The pig ran out of the barn as fast as he could, when he saw a snake near his trough.

1 What is the cause and the effect?

© The Teacher Next Door

CAUSE AND EFFECT



When the dog saw the postal worker, he started barking loudly.

2 What is the cause and the effect?

© The Teacher Next Door

CAUSE AND EFFECT




The bunny was able to find lots of carrots in the garden, as a result of the good weather.

3 What is the cause and the effect?

© The Teacher Next Door

CAUSE AND EFFECT



Since the day was warm, the snake slithered out from under the rock and into the sunshine.

4 What is the cause and the effect?

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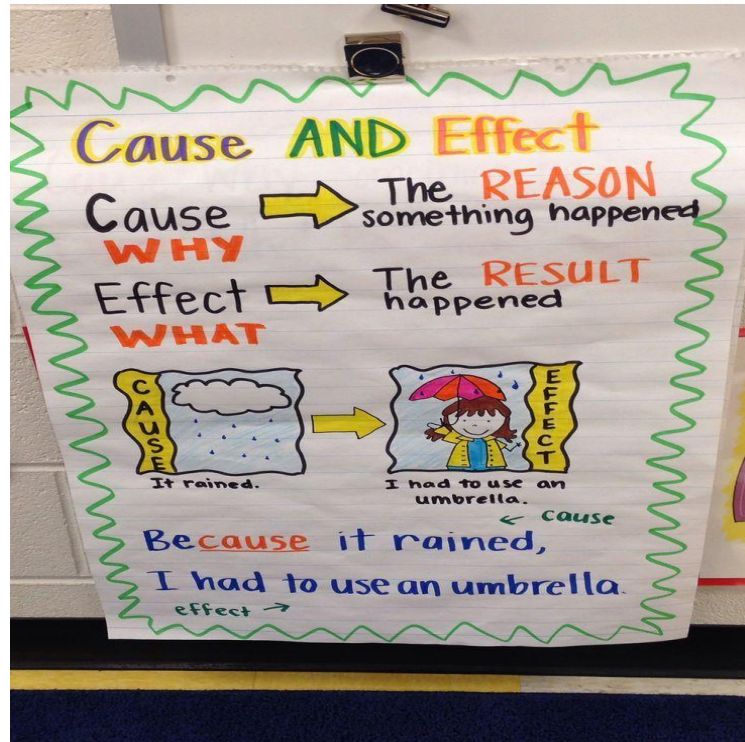
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ELA Homework

Our Toolkit for the day



Cause and Effect



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Harvard Yale Princeton

Your Turn

Directions: Read the story below and fill out the graphic organizer to identify the cause (why something happened) and the effect (what happened because of it).

The Coral Reefs

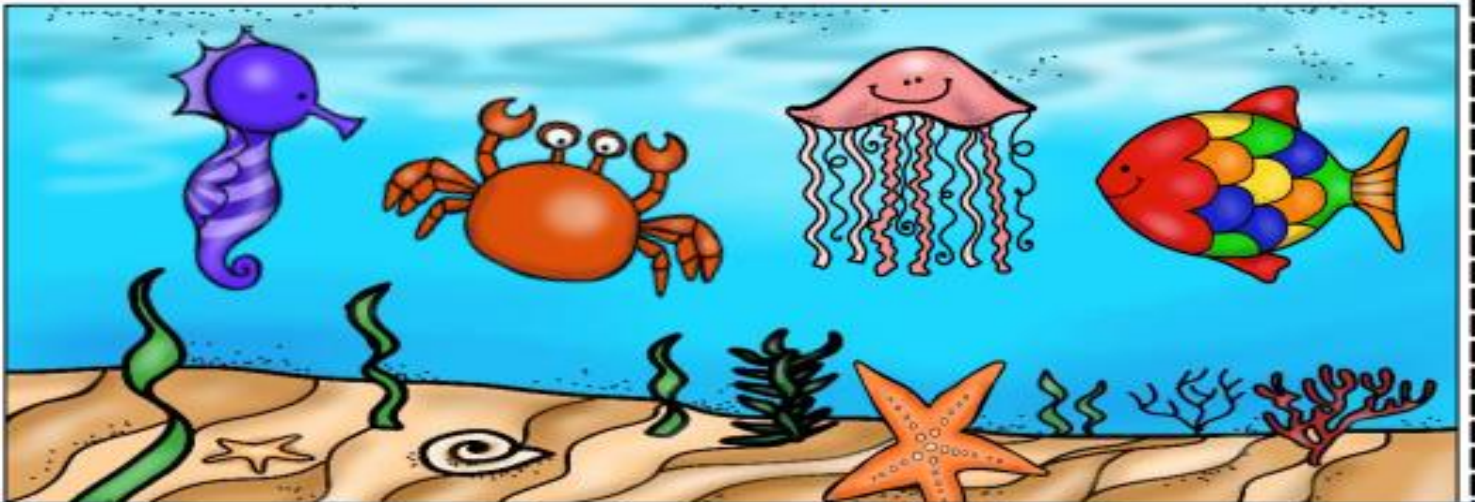
Coral reefs are homes to thousands of ocean animals. Reefs grow in warm, shallow waters where the sunlight can reach the bottom of the ocean floor. Clownfish, jellyfish, sea turtles, sponges, crab, and starfish all make their homes near the reef. But in recent years, coral reefs around the world have been in danger. Scientists believe that about 10% of the world's coral reefs are already gone.

Water pollution has been damaging the reefs. Humans use chemicals to clean their houses, wash their cars, and kill harmful pests. These chemicals flow into streams and rivers, and eventually reach the ocean. The chemicals can make the coral reefs brittle, which causes them to break very easily.

Many scientists believe that something called global warming is hurting the reefs. Scientists believe that humans are using chemicals that get into the air. These chemicals eat away at the ozone layer. The ozone layer is a special layer of air hundreds of miles above the Earth that protects us from the sun – sort of like an umbrella. The temperature of the ocean is warmer because the ozone layer cannot protect the Earth. Some ocean animals die if the water temperature gets too warm.

Humans also hurt coral reefs by overfishing. Humans will travel to the reefs and gather fish and other sea animals. They take these animals home with them to live in aquariums and fish tanks. This overfishing has resulted in a lower population of some ocean animals. Humans also leave behind a lot of garbage when visiting the reefs. Scientists have found plastic bags, water bottles, and even old tires on the reefs. This garbage can cause animals to get sick and coral reefs to break.

Scientists are working to create new laws that will protect the coral reefs.



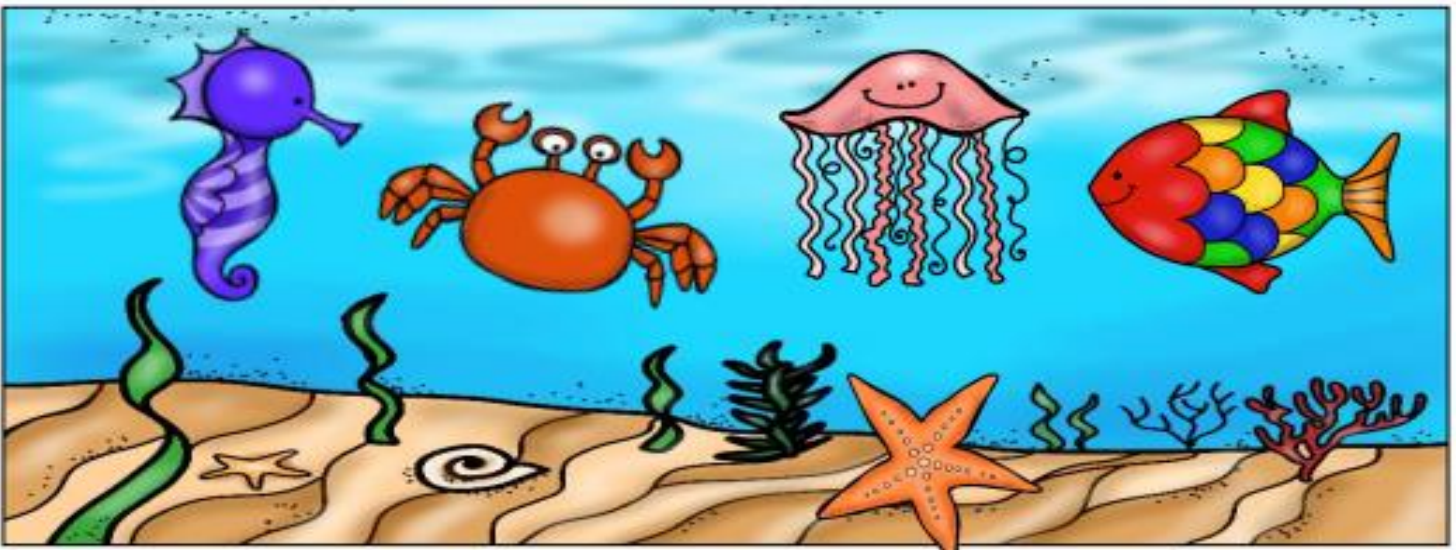
Name: _____
BCCS-B

Week 18 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

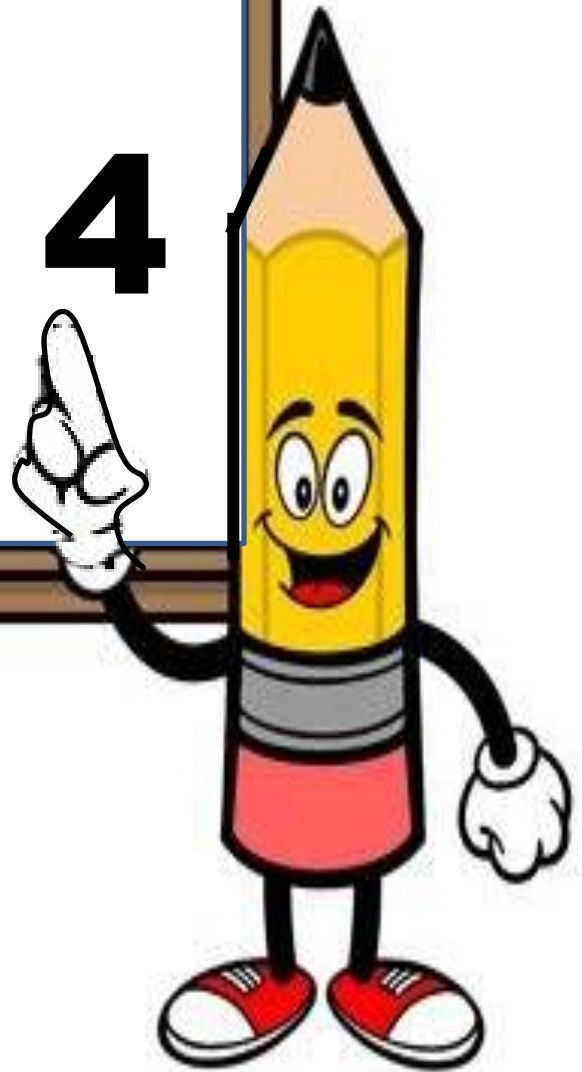
Humans are causing a lot of damage to coral reefs around the world. Name four ways that humans are hurting the coral reefs. Explain how these actions are hurting the reef.

Cause (how humans are hurting the reef)	Effect (how this is hurting the reef)
Humans are hurting the reef because they are	This action from humans hurts the reef by





Day # 4



Name: _____
BCCS-B

Week 18 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

.LEQ: Why are details connected within a text? What's the logical connection between these details?

Objective: I can identify and explain how text details shows a problem and solution relationship

Our Toolkit for the day



Name: _____
BCCS-B

Week 18 Day 4 Date: _____
Harvard Yale Princeton

Do Now

Does every story have a problem and a solution?

When there is a problem in a story there is

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

1. **Problem:** The _____ the character faces in
the story

Solution: How the _____ is fixed.

Explicit Instruction

It is important to understand the problem and solution in a text so that we can better understand the text as we read, and why characters make certain choices in the story, or behave a certain way". In order to determine problem and solution we need to:

1. Read the except/passage
2. Look for key words
3. Underline and label

Directions: Read the non-fiction passage below. Underline and label the problem with the letter P (problem) and underline and label the solution with the letter S (solution). Fill out the graphic organizer below.

1. Cutting an onion can be an extremely unpleasant experience. In fact, it is so awful that it often results in eyes that sting like bees, and tears streaming down the cook's face. Have you ever wondered what causes this undesirable outcome, and how you can avoid it? Slicing the onion releases sulfuric acid into the air. This sulfuric acid reacts with the moisture in a person's eyes and results in the tearful reaction. There is a simple solution to this common problem. Cut the onion under a stream of running water. This will prevent the sulfuric acid from reacting with your eyes' moisture. If you follow this tip, you will likely have a positive onion-cutting experience without the tears.



Problem

Solution






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BCCS-B

Week 18 Day 4 Date: _____
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Directions: Read the non-fiction passage below. Underline and label the problem with the letter P (problem) and underline and label the solution with the letter S (solution). Fill out the graphic organizer below.

1. If the tears often caused by cutting an onion aren't bad enough, the action also typically results in hands that reek of onions hours after the onion slicing occurred. The next time you cut an onion and your hands stink, try this trick that many cooks swear by. Find a piece of stainless steel- perhaps a sink or a large spoon- and rub your hands against it for about one minute. The sulfur molecules react with the stainless steel, and become neutralized. As a result, the smell vanishes!

	Problem	Solution
		

Name: _____
BCCS-B

Week 18 Day 4 Date: _____
Harvard Yale Princeton

Application Activity

It is important to understand the problem and solution in a text so that we can better understand the text as we read, and why characters make certain choices in the story, or behave a certain way". In order to determine problem and solution we need to:

1. Read the except/passage
2. Look for key words
3. Underline and label



The South China Tiger has not been seen living in the wild for over 25 years. In fact, scientists believe that only about 25 South China Tigers were living in the wild in 1996. Today, these beautiful animals can only be found in zoos. South China Tigers were hunted up until 1979 when the Chinese government changed the laws to protect these animals.

Problem

Solution



Name: _____
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Exit Ticket

Directions: Read the examples given of problems and solutions below. Write possible problems that may have happened if you are given the solution, and write in possible solutions for the given problems.

EXAMPLE:

Problem: Kayla stubbed her toe on the table.

Solution _____

Problem: _____

Solution: Caleb took a nap.

1. Problem: Paul didn't eat breakfast, so he feels hungry.

Solution: Paul needs to get up and _____

2. Problem: _____

Solution: Ellie went to the doctor's to get medicine.

Name: _____
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Week 18 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day





Problem and Solution

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Your Turn

problem:
something that
is causing
trouble
(example: your pencil
breaks):


solution:
how the
problem was
solved
(example: you get a
new pencil)


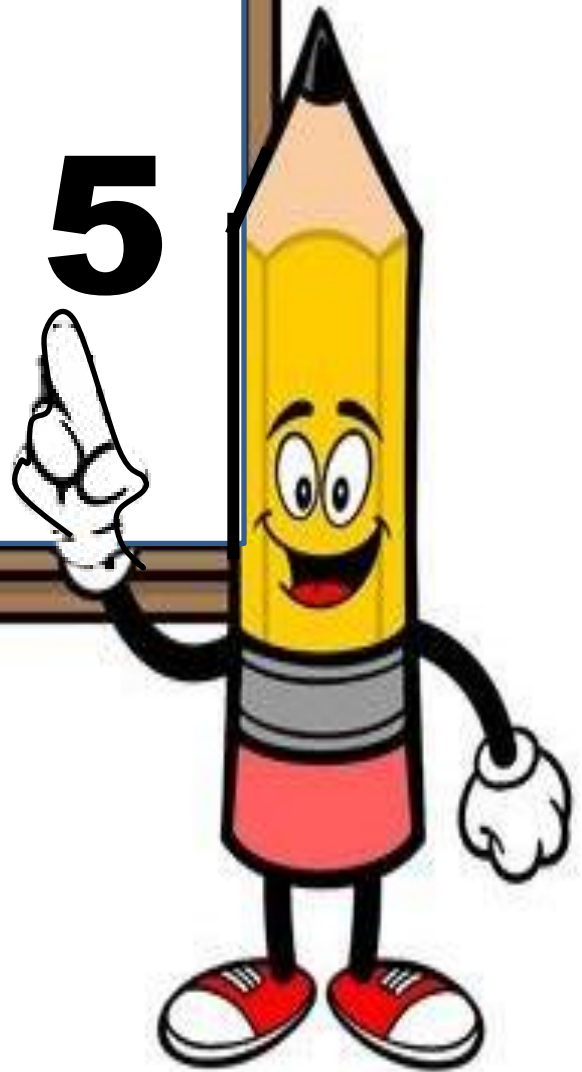
Directions: Read the problems and write down possible solutions. Read the solutions and come up with possible problems.

PROBLEMS	SOLUTIONS
You fell on the playground and scratched your knee.	
You forgot your lunch at home.	

<u>Problems</u>	<u>Solutions</u>
	Your mom glued it back together.
	You asked a buddy to tie your shoe.



Day # 5



Name: _____
BCCS-B

Week 18 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

.LEQ: Why are details connected within a text? What's the logical connection between these details?

Objective: I can explain why and how a series of identified paragraphs are connected.

Our Toolkit for the day



Name: _____
BCCS-B

Week 18 Day 5 Date: _____
Harvard Yale Princeton

Do Now

If details in the story are related, can this help us better understand the overall text being read?

If details in the story are related it CAN help us better the overall text because

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

1. Related: How two things are _____ to each other.
2. Comparison: Looking for _____ or _____ between two or more things.

Explicit Instruction

It is important to understand how to compare the idea of each paragraph so that we can better understand the text as we read, and to identify how the paragraphs are related. In order to determine if paragraphs have ideas that are connected or related we need to:

1. **Read the excerpt/paragraph**
2. **Annotate the margins of each paragraph to determine what the idea of the passage was about**
3. **Compare this to the other paragraphs**
4. **Explain how the ideas are related**

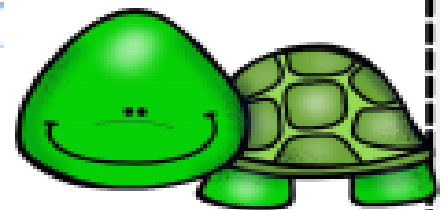
Endangered Species

Many animals on Earth are in danger of dying out. These animals are placed on the endangered species list. We must do everything we can to protect these animals.



The giant panda is one animal on the endangered species list. Giant pandas live in the forests of China. Their favorite food is bamboo. Giant pandas can eat up to 80 pounds of bamboo each day! New construction has threatened the home of these beautiful bears. People are clearing bamboo trees from the forests to build roads. As a result, the pandas do not have bamboo to eat. Also, the new roads run through the forests. The busy roads make it hard for pandas to move freely in the forest.

Leatherback sea turtles are huge animals that can weigh up to 1,500 pounds! They travel the oceans looking for food and places to lay their eggs. But, these turtles are in danger. Fishing boats are accidentally catching the sea turtles in their lines. Fisherman set out lines in hopes of catching shrimp or fish, but leatherback sea turtles sometimes get tangled in the lines. These giant turtles cannot get to the surface of the water to breathe, and therefore, many turtles drown while they are struck on the lines.



How are these two paragraphs related to each other?

- A. Both paragraphs talk about how cute the animals are
- B. Both paragraphs talk about how dangerous the animals are
- C. Both paragraphs talk about why the animals are endangered
- D. Both paragraphs talk about what the animals need to eat to survive

Name: _____
BCCS-B

Week 18 Day 5 Date: _____
Harvard Yale Princeton



Directions: Read the paragraphs below; determine how the paragraphs are related to one another. Underline evidence in paragraph 2 and 3 to show they are related.

The Coral Reefs

Coral reefs are homes to thousands of ocean animals. Reefs grow in warm, shallow waters where the sunlight can reach the bottom of the ocean floor. Clownfish, jellyfish, sea turtles, sponges, crab, and starfish all make their homes near the reef. But in recent years, coral reefs around the world have been in danger. Scientists believe that about 10% of the world's coral reefs are already gone.

Water pollution has been damaging the reefs. Humans use chemicals to clean their houses, wash their cars, and kill harmful pests. These chemicals flow into streams and rivers, and eventually reach the ocean. The chemicals can make the coral reefs brittle, which causes them to break very easily.

Many scientists believe that something called global warming is hurting the reefs. Scientists believe that humans are using chemicals that get into the air. These chemicals eat away at the ozone layer. The ozone layer is a special layer of air hundreds of miles above the Earth that protects us from the sun – sort of like an umbrella. The temperature of the ocean is warmer because the ozone layer cannot protect the Earth. Some ocean animals die if the water temperature gets too warm.

How are paragraphs 2 and 3 related to one another?

- A. Both paragraphs talk about different ways the coral reef is being damaged
- B. Both paragraphs talk about how the coral reef was created
- C. Both paragraphs talk about how humans are harming the coral reefs
- D. The paragraphs are not related.

Application Activity

It is important to understand how to compare the idea of each paragraph so that we can better understand the text as we read, and to identify how the paragraphs are related. In order to determine if paragraphs have ideas that are connected or related we need to:

1. **Read the excerpt/paragraph**
2. **Annotate the margins of each paragraph to determine what the idea of the passage was about**
3. **Compare this to the other paragraphs**
4. **Explain how the ideas are related**

Scientists believe that almost 90% of wildfires are started by humans. People leave campfires unattended. The small campfire that people use to roast marshmallows can accidentally set fire to an entire forest. Some wildfires are sparked because a person is burning garbage. Only about 10% of wildfires are started by nature. Wildfires can be started from a lightning strike or because of burning lava pouring from a volcano.

Sometimes, scientists set wildfires on purpose! These fires are called a controlled burn. Scientists and firefighters work together to study the forest before a controlled burn. They watch the fire very carefully to make sure that no humans or animals are in danger. Firefighters are on hand to stop the fire when it is time.

How are the ideas in the paragraphs **related** to one another?

- A. Both paragraphs talk about how humans are careless
- B. Both paragraphs talk about how forests are dangerous
- C. Both paragraphs talk about how wildfires can start
- D. Both paragraphs talk about how to prevent wildfires

Name: _____
BCCS-B

Week 18 Day 5 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the paragraphs below; determine how the paragraphs are related to one another. Underline evidence to show they are related.

A hurricane is a dangerous storm. This storm can bring high winds and large amounts of rain. Hurricanes are dangerous because they are very large. They cover a wide area of land as they move.

There are steps to take to make sure that you stay safe during a hurricane. It is important to watch the news and have a safety plan. Before the hurricane hits the area you live in, board up all the windows and bring in any outside pets or furniture you have. Create a first aid kit with any materials you may need if you are injured. Flashlights and batteries are also good supplies to have incase the power goes out.

During hurricanes it is important to stay inside. Stay away from the windows. If there are warnings to evacuate, or leave your home because of danger, follow the directions you hear on the news to make sure that you stay safe.

How are the paragraphs related to one another?

- A. The paragraphs talk about how to stay safe during a tornado
- B. The paragraphs talk about how to run away during a storm
- C. The paragraphs talk about how to stay safe during a hurricane

D. The paragraphs talk about how to run away from a hurricane

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Week 18 Day 5 Date: _____
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ELA Homework

Our Toolkit for the day



How Ideas are Connected

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Name: _____

Week 18 Day 5 Date: _____

BCCS-B

Harvard

Yale

Princeton

Your Turn

Directions: Read the passage below, determine how the paragraphs are related to one another and explain using RACES on the lines below.

Africanized Honeybees

Bees are an important animal. These tiny insects travel from plant to plant to gather pollen. They use the pollen to make delicious honey. But, that is not all they do to help humans! When bees visit different plants, they help to pollinate the plant. This pollination helps the plants to grow and produce fruits and vegetables. Plants would not be able to produce fruits and vegetables without bees! Humans have healthy, delightful food to eat as a result of the bees' hard work.



In the 1950's, farmers in Brazil were hoping to find a way to make more honey, so they brought Africanized Honeybees to their country. These bees are usually found in Africa. They were brought to Brazil because they are able to live in harsh climates and withstand difficult weather conditions. The bees were brought to Brazil and lived in special hives. The farmers would collect honey from the bee hives and sell the honey to customers.

Hundreds of bees accidentally escaped from their hives in 1957. The bees went wild! Africanized Honeybees are much more aggressive than any type of bee that lives in Brazil. These bees build huge nests and work very hard to protect their homes. The bees swarm animals and humans that threaten their nests. There have been reports of hundreds of bees attacking one man that accidentally got too close to the nest. They have been known to chase humans for up to a quarter mile to scare them away from their nests! They fill their victim with a dangerous poison and a painful sting. Over 1,000 people have died because of these deadly bee stings. The Africanized Honeybee is also known as a "killer bee" for this reason.

How are the paragraphs related to one another?

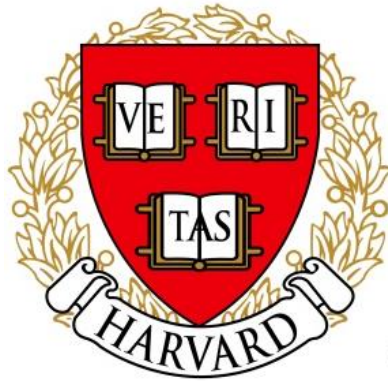
R – Restate the question (I will tell) A – Answer the question C – Cite evidence (Two pieces of evidence are) E – Explain (This shows) S – Sum it up (Now you know)



Name _____

3rd Grade Modified ELA Remote Learning Packet

Week 19



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.

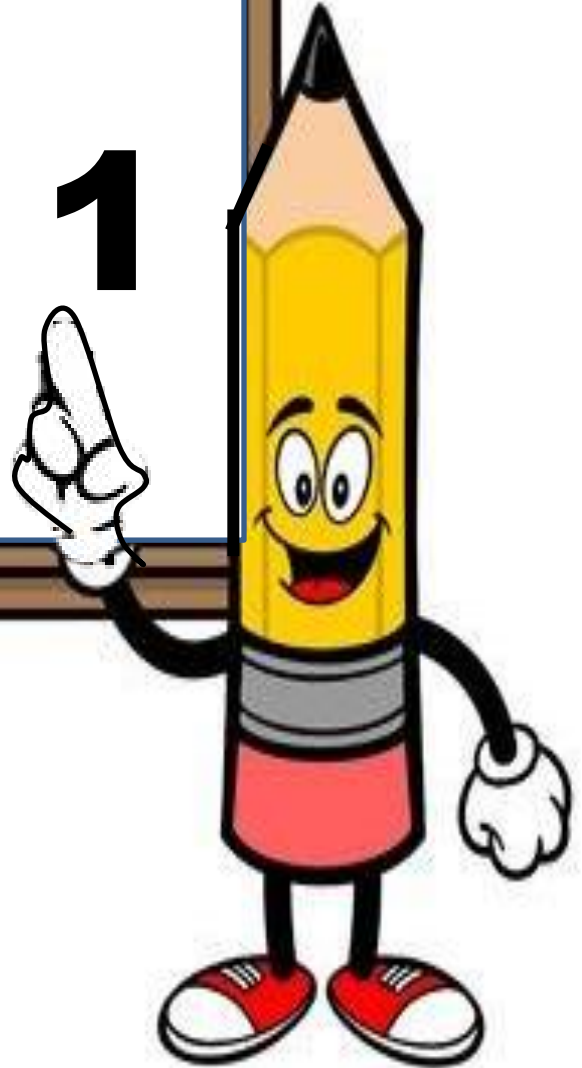
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LEQ: Are text features really necessary in order for readers to understand **a text**?

Objective: I can identify and label different text features with in a text.

Our Toolkit for the day



Name: _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

Do Now

Can visuals/illustrations/graphic features help readers understand information being presented in an informational text?

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

1. Text features: Something that helps us better _____ what we are reading
2. Headings: A _____ or _____ at the beginning of a passage to help us understand what the passage will be _____
3. Table of Contents: A list usually in the _____ of the text that tells a reader where certain _____ or _____ are located.
4. Graphs: A _____ way to represent _____
5. Illustrations: _____ used to help us understand a _____
6. Glossary: A page usually in the _____ of a book, that tells us the meaning of _____
7. Titles: A _____ that tells us the _____ of a text


Explicit Instruction

It is important to understand how to identify and use text features so that we can better make meaning of the information the author(s) are presenting to the reader, and how we can use that information to better understand the entire text.

Boldface Type
words typed in a darker color to show their importance

During ancient Greek times, the soil was not very **fertile**.
However, the Greeks were able to grow many kinds of crops by developing **irrigation** systems.

Caption
words underneath or beside an illustration or photo that explain what it is about

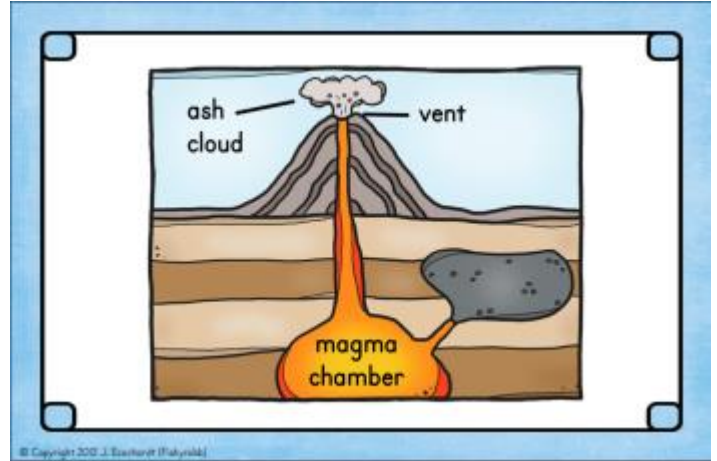


A turtle hides inside its shell to protect itself from danger.

Explicit Instruction

Diagram

a drawing or picture that shows parts of something or explains how it works



Glossary

a list of important words and their definitions found at the end of a text

Atmosphere: the blanket of air that surrounds the earth

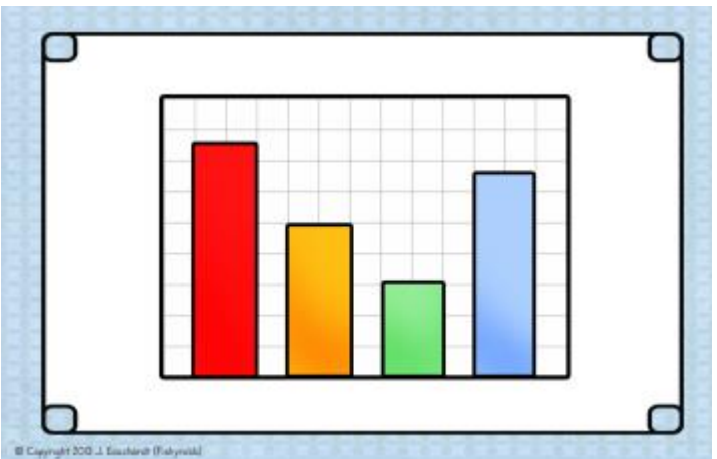
Matter: anything that takes up space

Pitch: how low or high a note sounds

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Graph

a visual way to show and compare information



Explicit Instruction

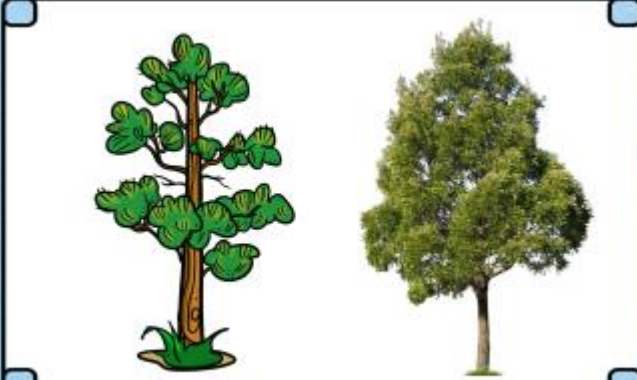
Heading
a word or short phrase that tells the topic or main idea of a section

Types of Matter
There are three forms of matter: solids, liquids, and gas. Matter can change from one form to another.

Solids
Solids have definite shape and volume. They stay the same shape even when

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Illustration/Photo
an artist's drawing or camera picture that shows what something in the text looks like



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Sidebar
a box of text on the side of the page that gives extra information about the topic

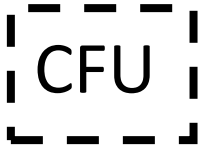
Mammals of the Sky

Bats are the only mammal that can truly fly. Their wings aren't like bird wings. They are made of two layers of skin stretched over the bat's fingers and arms.

Bats use their wings mostly at night as they hunt for prey.

Are Vampires Real?
There actually is a Vampire bat! It drinks the blood of other animals for food. But don't worry; vampire bats aren't interested in humans.

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Directions: Use pages 4 and 5 in Exploring Countries Iraq to determine which text features are present on the pages. Use the definitions and word bank to help you.

Word bank

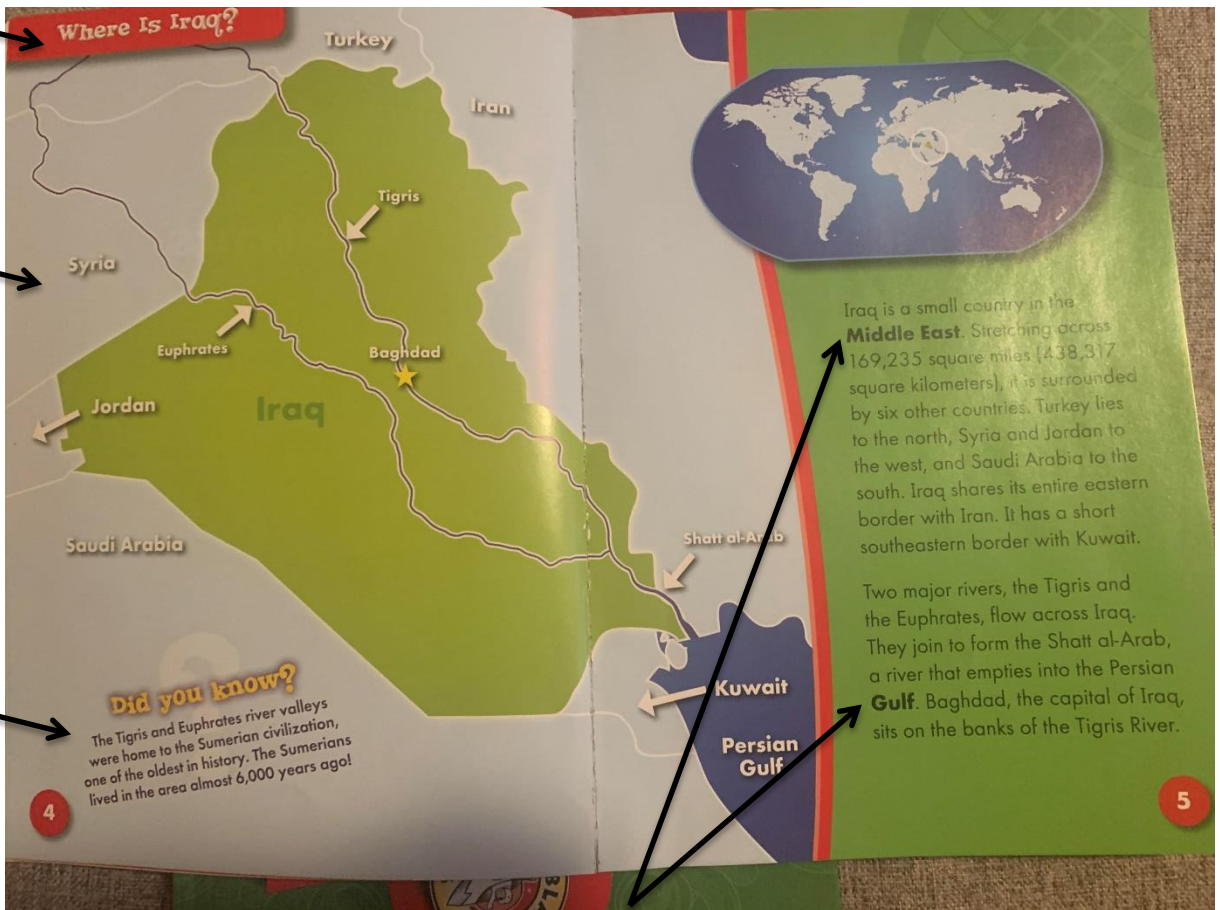
Map – an image of a location of the world

Sidebar – A smaller piece of text that gives more information on a topic

Bold text – Text that is darker in color than the rest

Headings – a title that tells what a portion of text will be about

Heading

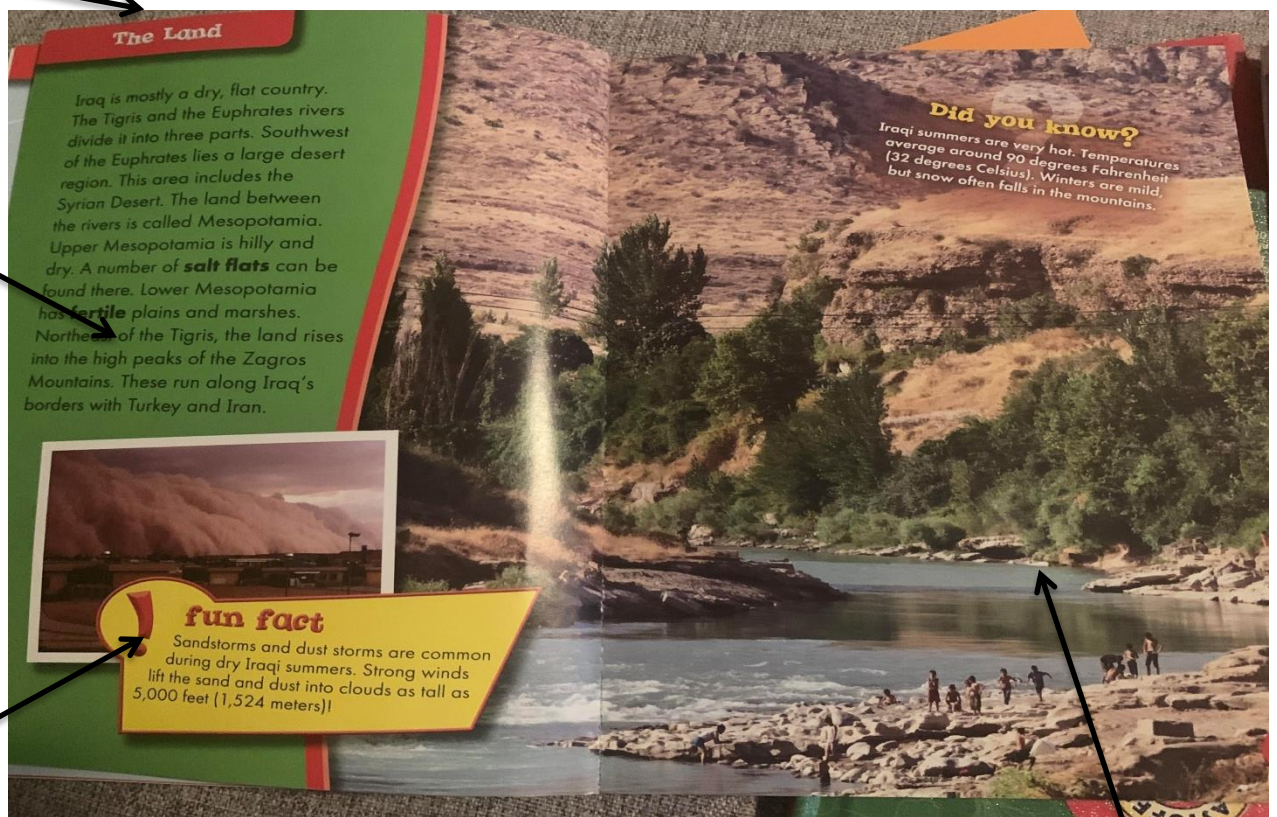


Application Activity

Directions: Use pages 4 and 5 in Exploring Countries Iraq to determine which text features are present on the pages. Use the definitions and word bank to help you.

Word bank

- Map – an image of a location of the world
- Sidebar – A smaller piece of text that gives more information on a topic
- Bold text – Text that is darker in color than the rest
- Headings – a title that tells what a portion of text will be about



Name: _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Draw a line matching the definition to the correct word.

glossary	
----------	--

word or short phrase that tells the topic or main idea of a section

graph	
-------	--

a box of text on the side of the page that gives extra information about the topic

heading	
---------	--

way to show and compare information

sidebar	
---------	--

a list of important words and their definitions found at the end of a text

Name _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Text Features

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

Parent Signature ☺

Name: _____
 BCCS-B

Week 19 Day 1 Date: _____
 Harvard Yale Princeton

Your Turn

Directions: Read the information in the passage below Use the text features to help support your understanding of the text. Answer the questions that follow on the next page.

460L

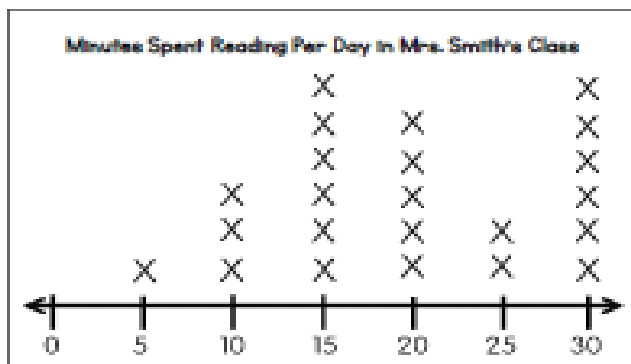
Nonfiction Images

Name: _____ Date: _____

The Power of Reading

Reading is powerful. There are many benefits to reading every day. Reading improves language. Readers have a larger vocabulary than non readers. Reading increases comprehension. It improves concentration. Reading helps memory. Readers communicate better. Children develop skills when parents read aloud. Reading prepares children for school. Readers tend to do well in all subjects. Children who read make more money when they grow up. For all of these benefits, read 20 minutes each day!

Minutes Spent Reading Each Day	Minutes Read in a School Year	# of Words Read Each Year	School Days Read by the End of 6 th Grade
20 minutes	3,600	1,800,000	60 days
5 minutes	900	282,000	12 days
1 minute	180	8,000	3 days




Children read 2,611 books in 30 days in the Wild About Reading Read-A-thon

Name: _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Nonfiction Images

1. How long does the author suggest children read every day? Use the text and the text features to help you. 

The author suggests _____


Image that helped me: _____

2. Why is it important for children to read every day? (Choose all that apply.) 


- a. Reading improves memory.
- b. Reading improves vocabulary.
- c. Reading increases comprehension.
- d. Reading prepares children for school.

3. Which statement could you conclude based on the chart? 

- a. If you read 20 minutes every day, you will read 900 minutes in a school year.
- b. If you skip your reading for a few days a week, it won't affect your total reading time.
- c. Increasing your reading time each day makes a big difference in your total reading time for the year.
- d. There isn't a big difference in the total days you read if you read one minute per day or five minutes per day.

4. If you read 20 minutes every day, how many total minutes will you have spent reading in a school year? 

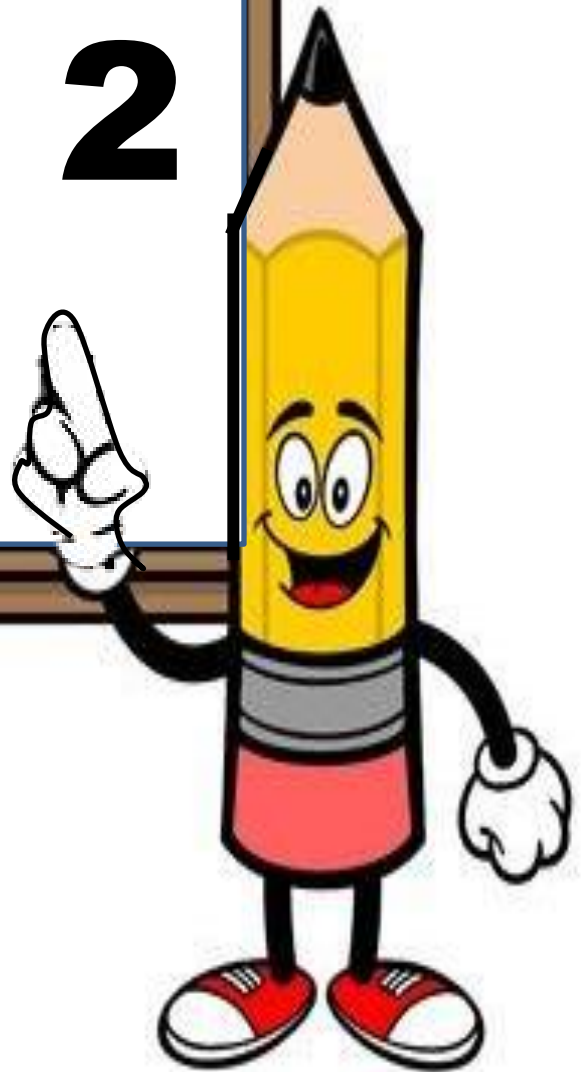
5. How many books did children read in the Wild About Reading Read-A-Thon? 

6. How many children read for 20 minutes or more per day in Mrs. Smith's class? According to the article, what could you conclude about these students? 

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Day # 2



Name: _____
BCCS-B

Week 19 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LEQ: Are text features really necessary in order for readers to understand **a text**?

Objective: Using the heading of a text, I can identify questions that would be best answered with details from that section..

Our Toolkit for the day



Name: _____
BCCS-B

Week 19 Day 2 Date: _____
Harvard Yale Princeton

Do Now

Do text features give readers a clue as to what information a page or paragraph may be about?

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

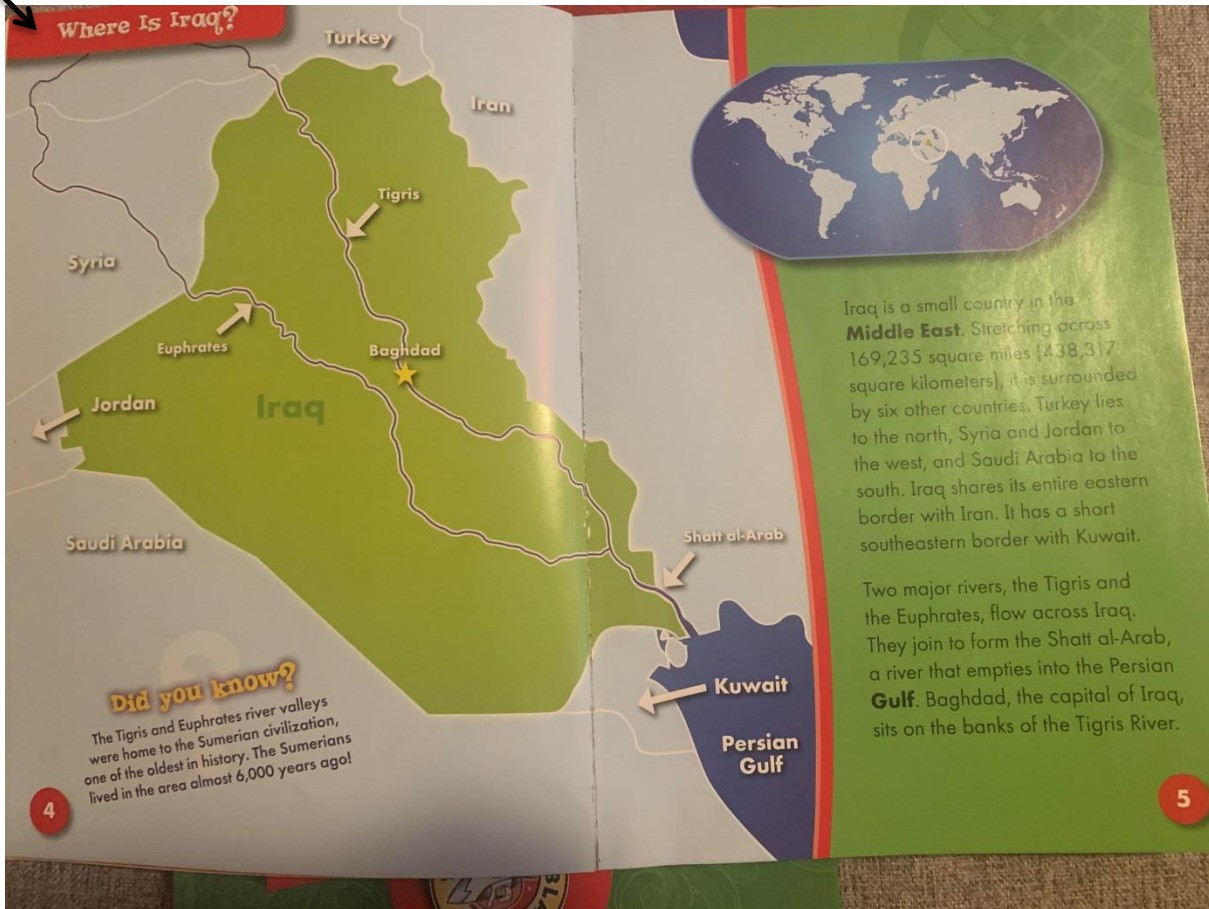
1. **Heading:** A _____ for a given _____ of text to tell the reader what the text is

2. **Section:** Part of a _____
3. **Inference:** Making an educated _____

Explicit Instruction

It is important to know how to use text features to help us understand the information being presented on a page, and how making this connection can help us make meaning of the presentation of information and supporting details.

The heading of this section of text is “Where is Iraq”. Based on the heading, what information will this page most likely give us?

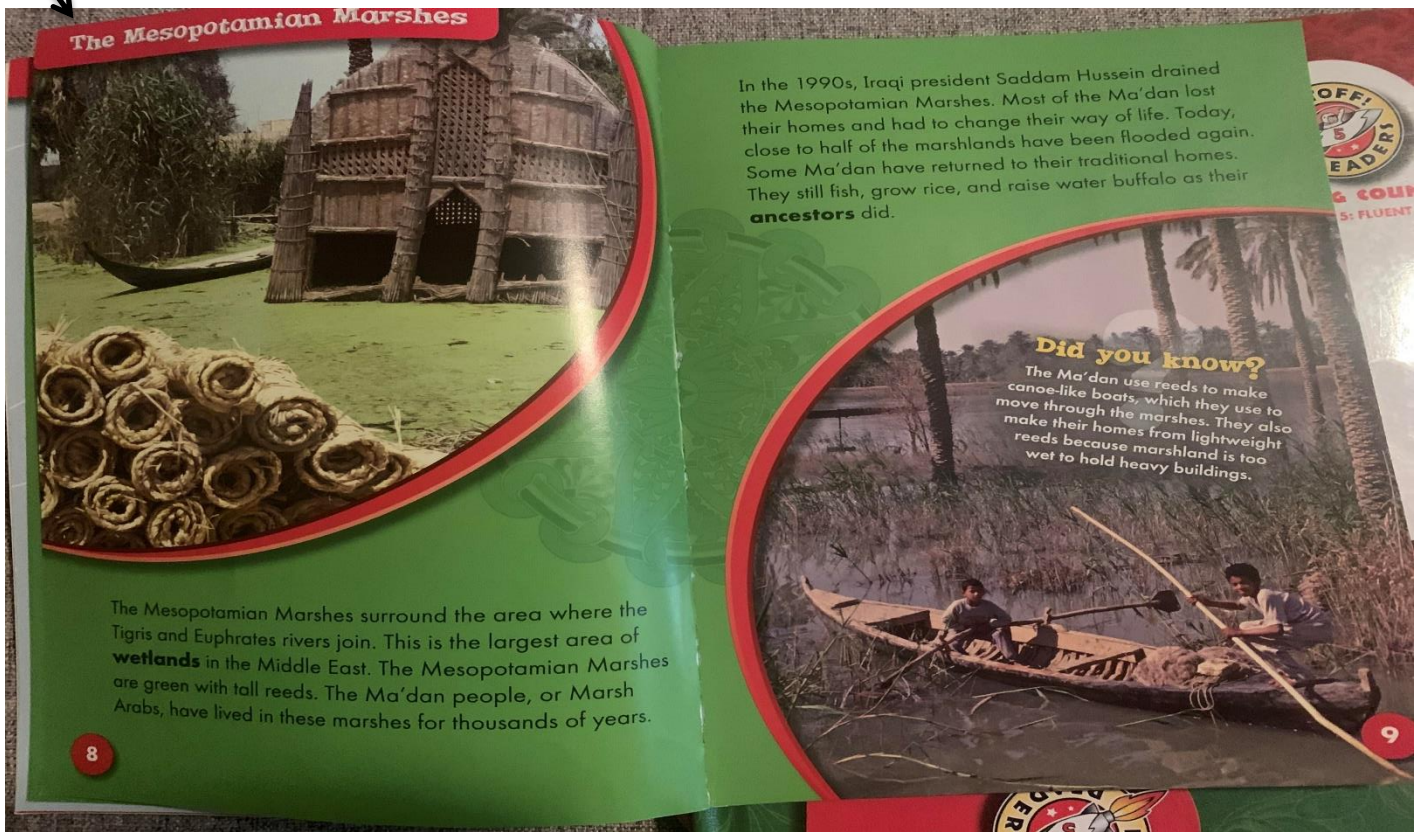


- A. Where Iraq is located
- B. What food is eaten in Iraq
- C. How close Iraq is to the United States



Directions: Using the heading of the given section of text, determine the types of questions that you may ask about the text.

The Mesopotamian Marshes



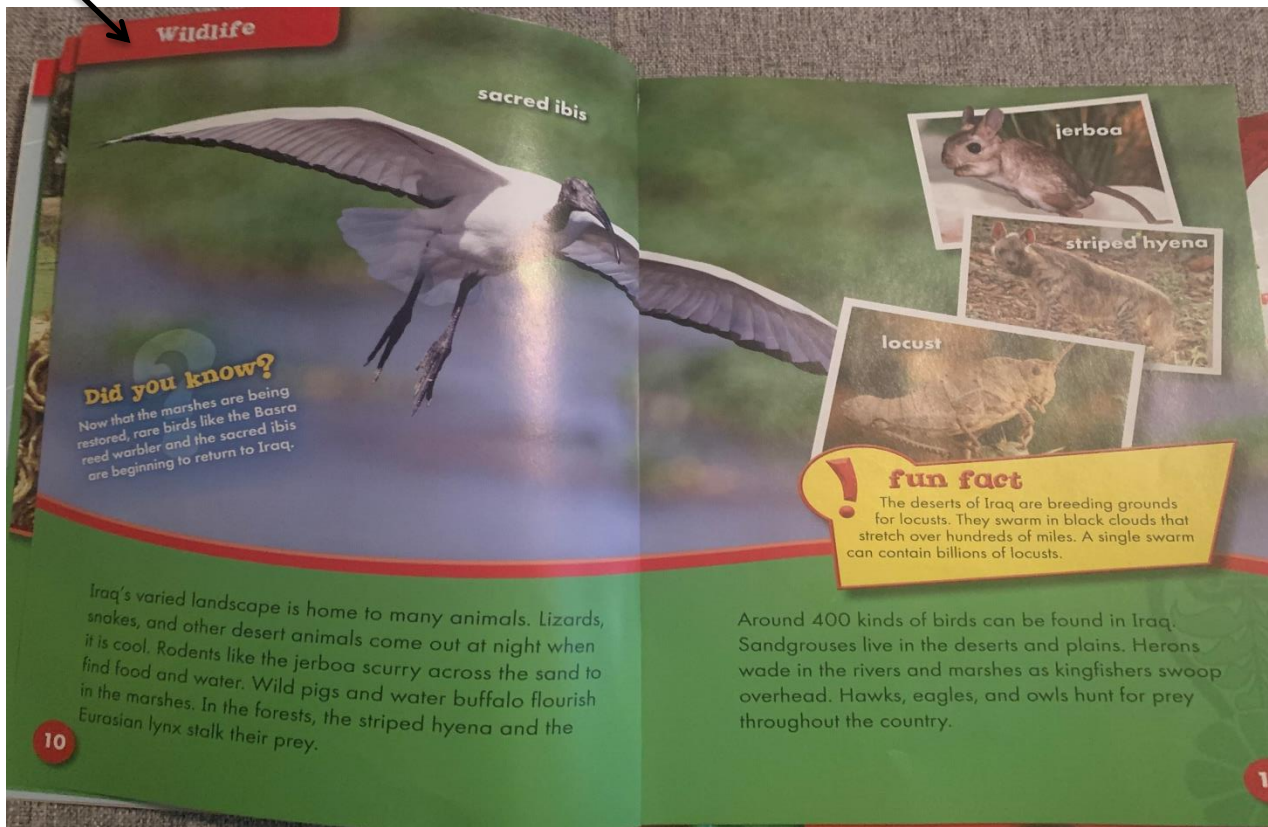
Determine 3 questions a reader may ask about the information in the passage based off the heading?

1. _____
2. _____
3. _____

Application Activity

Directions: Using the heading of the given section of text, determine the types of questions that you may ask about the text.

Wildlife



Determine 3 questions a reader may ask about the information in the passage based off the heading?

1. _____
2. _____
3. _____

Name: _____
BCCS-B

Week 19 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Based off the heading and the information in the paragraph below, answer the multiple choice question and determine 2 types of questions a reader may ask about the topic presented in the heading.

The People

fun fact
Iraq has a very young population. Four out of every ten Iraqis are 14 years old or younger.

Iraq is home to over 29 million people. About three out of every four Iraqis are Arabs. Small numbers of Turkmen, Assyrians, and Armenians also live in Iraq. Many of these groups have been living in and around Iraq for thousands of years.

How many people live in Iraq?

A, 100,000

B 28,000

C 29 million

List 2 additional questions someone may ask about this topic

1. _____

2. _____

Name _____
BCCS-B

Week 19 Day 2 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Text Features

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Parent Signature ☺

Name: _____
BCCS-B

Week 19 Day 2 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Given the bolded “heading” determine 2 questions for each a reader may ask about the topic, or may be in the paragraph a reader would read.

1. Food

Question 1:

Question 2

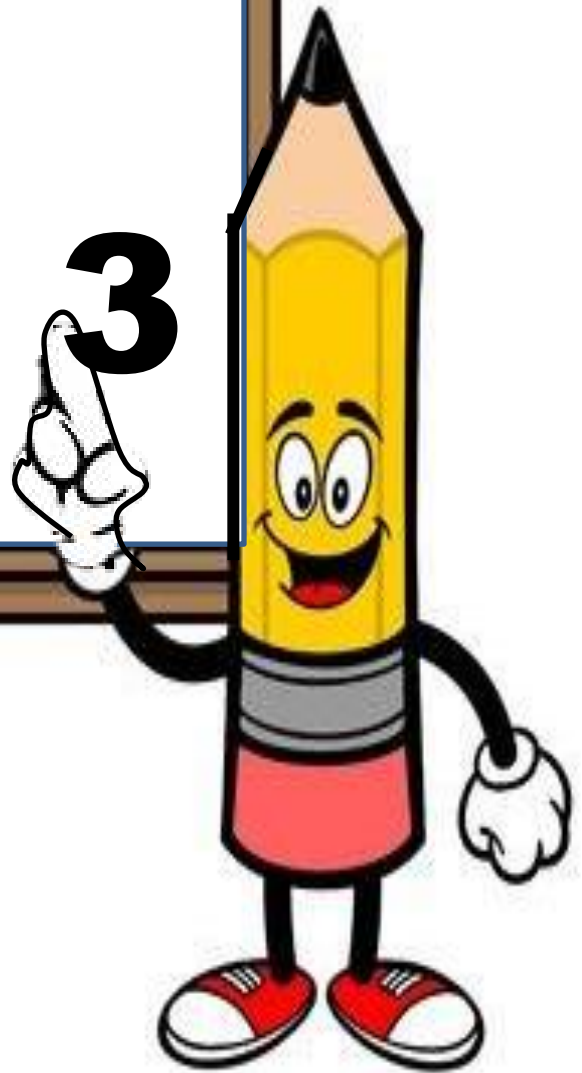
Going to School

Question 1

Question 2



Day # 3



Name: _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LEQ: Are text features really necessary in order for readers to understand **a text**?

Objective: I can explain how illustrations/pictures/ graphs/diagrams helps the reader understand information in a text.

Our Toolkit for the day



Name: _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

Do Now

Do images/illustrations/pictures help us better comprehend what we are reading?

These text features do help with understanding what I am reading because

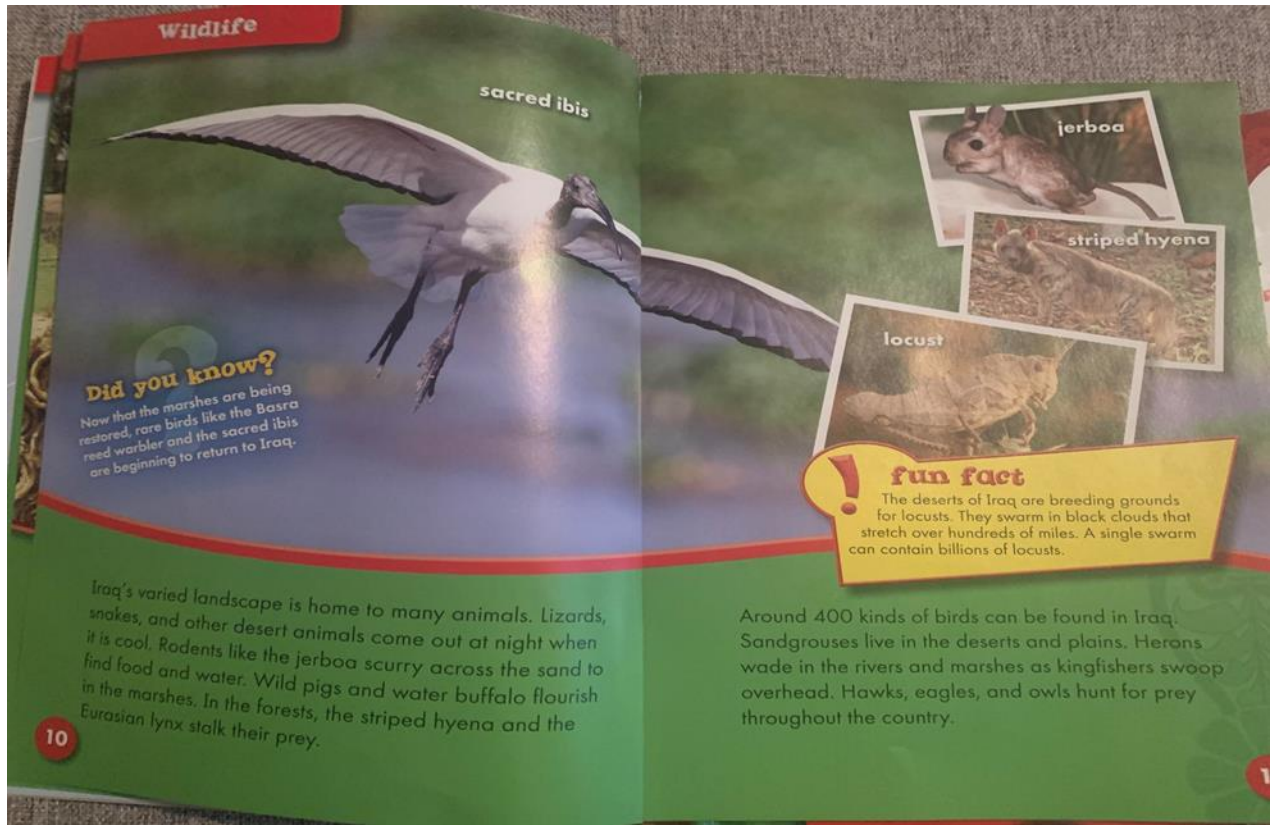
Make sure to restate the question in your own words, and provide a complete though. This means that you MUST begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

1. Illustrations: _____ used to help us understand a _____
2. Graphs A _____ way to show and _____ information
3. Diagrams: A _____ or picture that shows parts of something and _____ how it works.

Explicit Instruction

It is important to know how to use text features to help us understand the information being presented on a page, and how making this connection can help us make meaning of the presentation of information and supporting details.



Based off the pictures in this section of text, what do the images help the reader better understand?

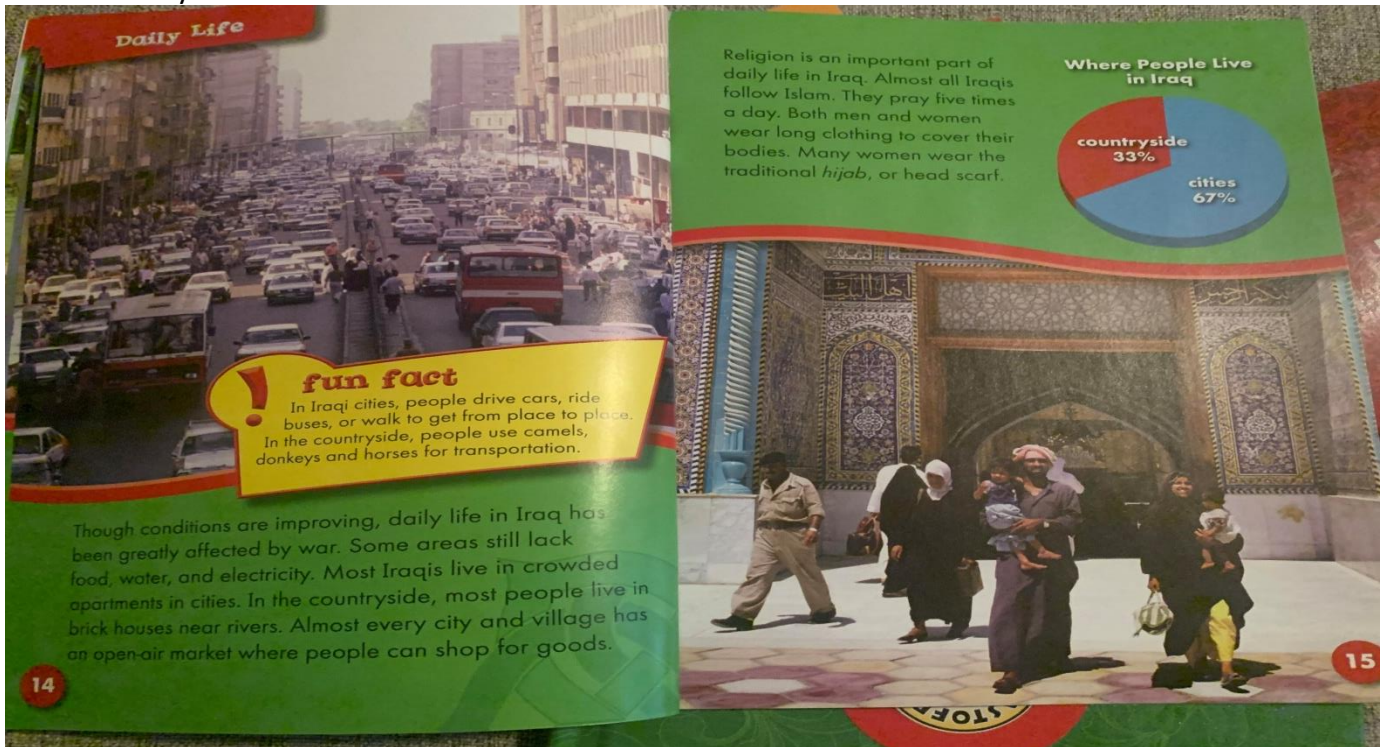
- A. The different types of wildlife in Iraq
- B. What the different types of wildlife eat
- C. How the different types of wildlife protect themselves
- D. The different types of food the wildlife eat

Name: _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton



Directions: Look at the images below. How do these images help a reader better understand the information presented? Use RACES to answer, and provide at least two details referring directly to the illustrations.



R – Restate the question A – Answer the question C – Cite Evidence E – Explain S – Sum it up

I will tell how the illustrations help me better understand the information presented in the text.

The illustrations help me understand the information I read because

Name: _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Look at the images below. Label each illustration/image/picture with the correct word and definition. Use the word bank to help you.

Daily Life

Religion is an important part of daily life in Iraq. Almost all Iraqis follow Islam. They pray five times a day. Both men and women wear long clothing to cover their bodies. Many women wear the traditional *hijab*, or head scarf.

Where People Live in Iraq

Location	Percentage
countryside	33%
cities	67%

fun fact

In Iraqi cities, people drive cars, ride buses, or walk to get from place to place. In the countryside, people use camels, donkeys and horses for transportation.

Though conditions are improving, daily life in Iraq has been greatly affected by war. Some areas still lack food, water, and electricity. Most Iraqis live in crowded apartments in cities. In the countryside, most people live in brick houses near rivers. Almost every city and village has an open-air market where people can shop for goods.

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Word Bank

Graph – A visual way to compare information

Picture – an image used to help a reader understand information

Name: _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Answer the question by circling the multiple choice answer below that best answers the question.

How do the illustrations/images/pictures on a page help us better understand the information in the text?

- A. It allows us to make meaning of what the text says
- B. It looks pretty for the reader
- C. It lets us see what new things around the world look like
- D. Illustrations/pictures/images do not help a reader understand the text

Name _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Text Features

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

Parent Signature ☺


Your Turn

Directions: Read the passage below, answer questions on the next page about the text.

540L Nonfiction Images Name: _____ Date: _____

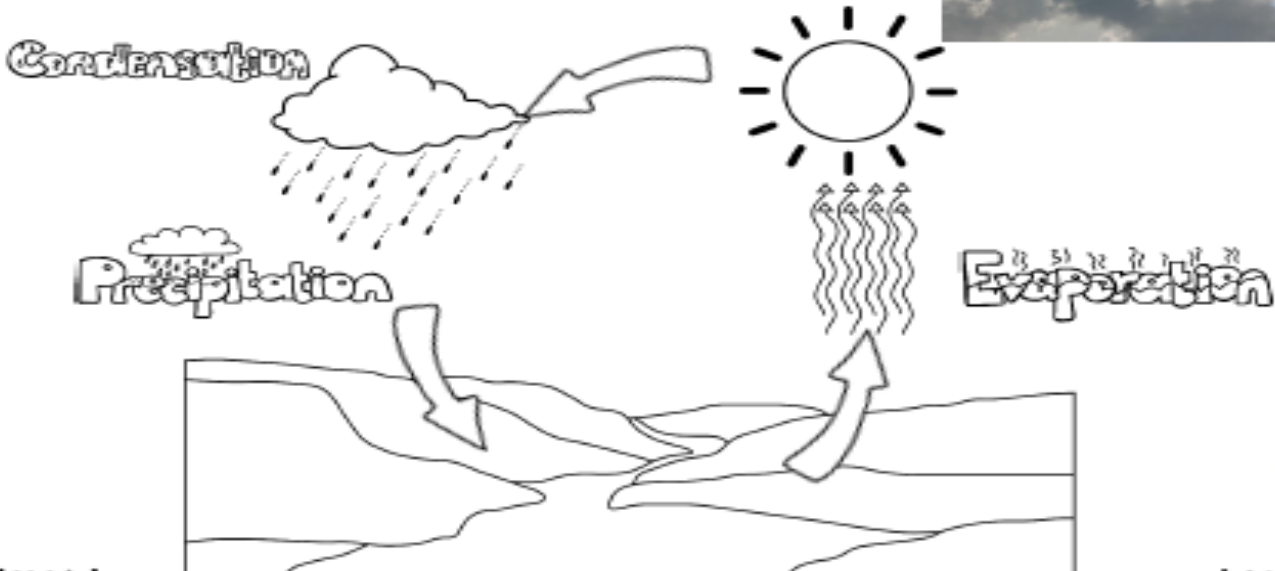

The Water Cycle

Did you know that a glass of water you drink could be the same water that dinosaurs drank? Earth's water never goes away. It is constantly recycled through the Earth's atmosphere. This is why it is called a water cycle. It never ends!



Water falls to Earth as precipitation. Precipitation is rain, snow, or sleet. The water collects on land or in water on Earth. Eventually, this water evaporates. Evaporation happens when the sun heats up water and turns it into gas. The gas is called water vapor. Water vapor goes up into the air. Next, the water vapor gets cold. When it gets cold, it changes back into a liquid, which is called condensation. This is how clouds are made. When clouds have a lot of water, the clouds get heavy. Water falls back to Earth as precipitation.

The water cycle never ends. Earth's water has continued through this process for billions of years. Next time you drink a glass of water, imagine all of the places that water has been.



The diagram illustrates the water cycle. At the top, a sun with rays is shown. Below it, wavy arrows point upwards from a body of water, labeled 'Evaporation'. To the left, a cloud is shown with rain falling from it, labeled 'Precipitation'. Above the cloud, the word 'Condensation' is written. The entire diagram is enclosed in a rectangular frame.

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BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

Your Turn

Nonfiction Images

1. Why is the water cycle never ending? Use the text and the text features to help you.

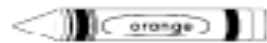
The water cycle is never ending because _____



Image that helped me: _____

2. What stage of the water cycle is the first photograph showing?

- a. water vapor
- b. evaporation
- c. precipitation
- d. condensation



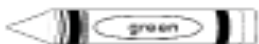
3. What stage of the water cycle is the second photograph of the clouds showing?

- a. water vapor
- b. evaporation
- c. precipitation
- d. condensation



4. Explain what happens during the evaporation stage of the water cycle.

— During the evaporation stage of the water cycle, the water will _____



5. In which stage of the water cycle does water vapor get cold and change back into a liquid?

- a. snow
- b. evaporation
- c. precipitation
- d. condensation



6. What happens to water after it rains?

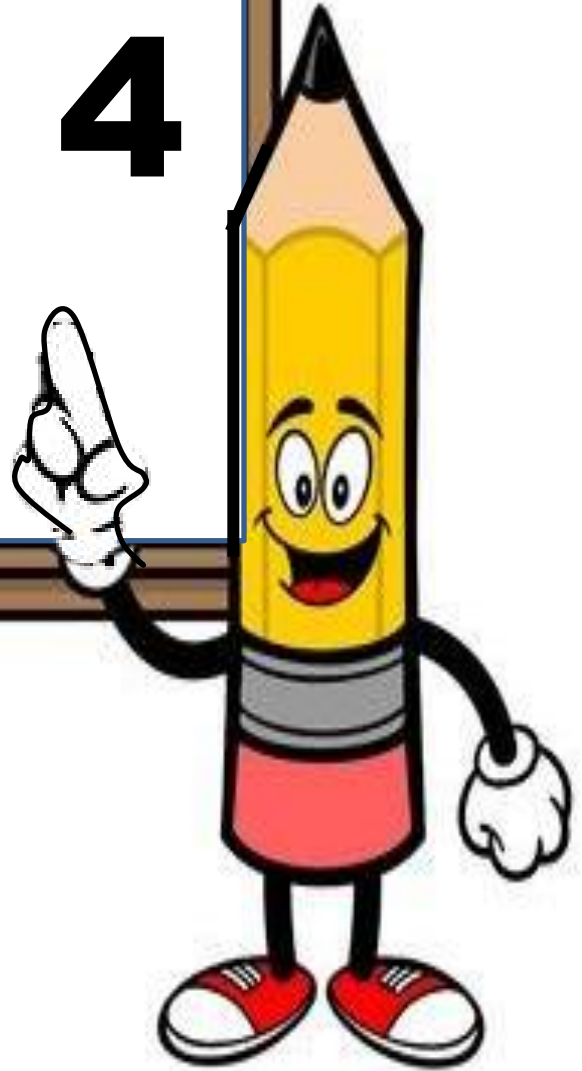
After it rains, the water will _____



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Day # 4



Name: _____
BCCS-B

Week 19 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LEQ: Are text features really necessary in order for readers to understand **a text**?

Objective: Using text details, I can identify questions that can be answered with the details.

Our Toolkit for the day



Name: _____
BCCS-B

Week 19 Day 4 Date: _____
Harvard Yale Princeton

Do Now

How do details in the text help us answer questions?

Details in a text help me answer questions because I can look

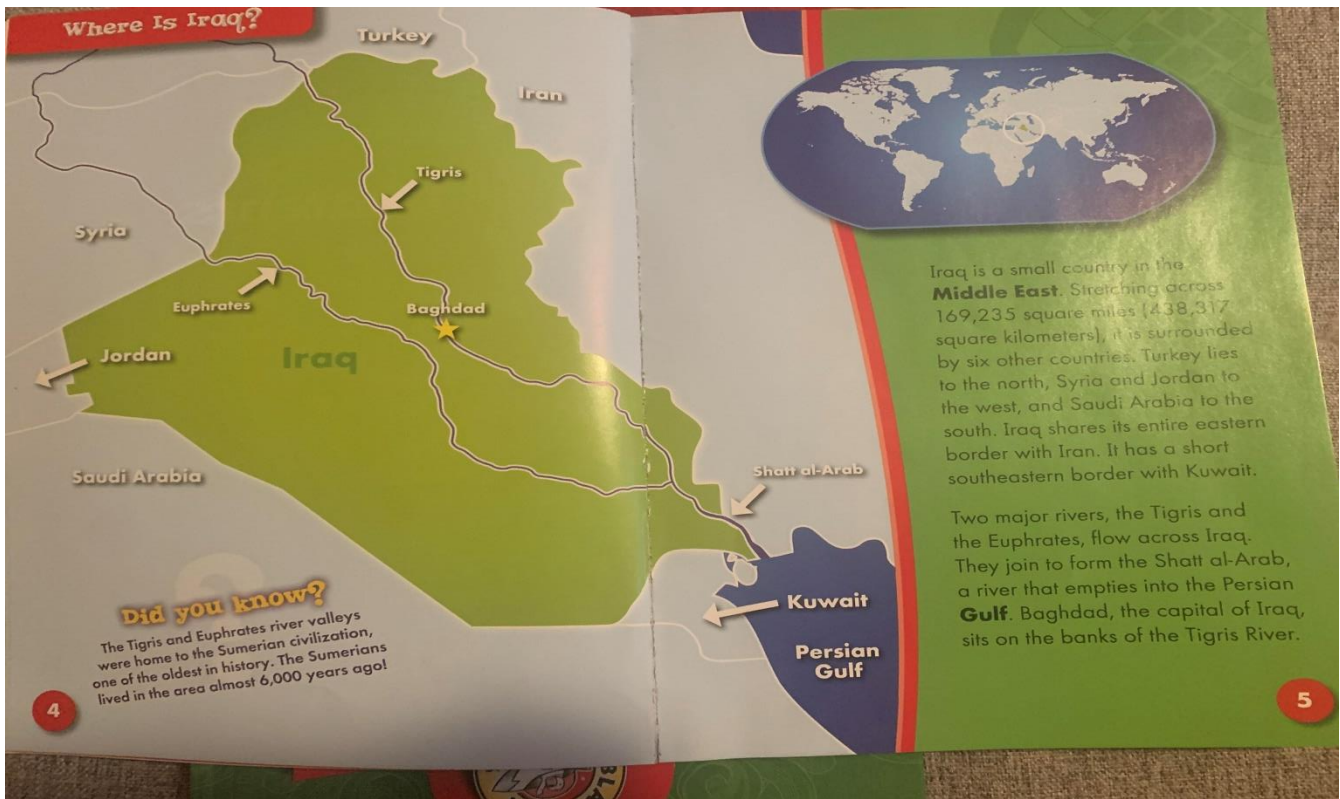
Make sure to restate the question in your own words, and provide a complete though. This means that you MUST begin your sentence with a capital letter and end your statement with a period.

Vocabulary Guided Notes

1. Text features: Something that helps us better _____ what we are reading
2. Text Details: Information about the _____ located in the _____

Explicit Instruction

It is important to know how to use text features to help us understand the information being presented on a page, and how making this connection can help us make meaning of the presentation of information and supporting details.

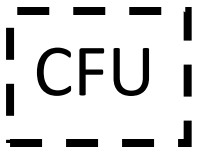


Directions: Read the text and then answer the following questions.

1. Where is Iraq located?
 - A. The Middle East
 - B. In Asia
 - C. North America
2. What two rivers are located near Iraq?
 - A. The Hudson and the Flint
 - B. The Tigris and Euphrates
 - C. There is no river near Iraq

Name: _____
BCCS-B

Week 19 Day 4 Date: _____
Harvard Yale Princeton



Directions: Read the text and then answer the following questions.

Wildlife

sacred ibis

Did you know?
Now that the marshes are being restored, rare birds like the Basra reed warbler and the sacred ibis are beginning to return to Iraq.

jerboa

striped hyena

locust

fun fact
The deserts of Iraq are breeding grounds for locusts. They swarm in black clouds that stretch over hundreds of miles. A single swarm can contain billions of locusts.

Iraq's varied landscape is home to many animals. Lizards, snakes, and other desert animals come out at night when it is cool. Rodents like the jerboa scurry across the sand to find food and water. Wild pigs and water buffalo flourish in the marshes. In the forests, the striped hyena and the Eurasian lynx stalk their prey.

10

Around 400 kinds of birds can be found in Iraq. Sandgrouse live in the deserts and plains. Herons wade in the rivers and marshes as kingfishers swoop overhead. Hawks, eagles, and owls hunt for prey throughout the country.

How many different types of birds can be found in Iraq?

- A. Around 400
- B. Near 50 thousand
- C. Birds are endangered in Iraq
- D. There are no birds in Iraq

1. What type of bug flies through Iraq in swarms?

- A. Bees
- B. Mosquitos
- C. Locusts

Application Activity

Directions: Read the text and then answer the following questions.

Daily Life

Religion is an important part of daily life in Iraq. Almost all Iraqis follow Islam. They pray five times a day. Both men and women wear long clothing to cover their bodies. Many women wear the traditional *hijab*, or head scarf.

Where People Live in Iraq

Location	Percentage
cities	67%
countryside	33%

fun fact
In Iraqi cities, people drive cars, ride buses, or walk to get from place to place. In the countryside, people use camels, donkeys and horses for transportation.

Though conditions are improving, daily life in Iraq has been greatly affected by war. Some areas still lack food, water, and electricity. Most Iraqis live in crowded apartments in cities. In the countryside, most people live in brick houses near rivers. Almost every city and village has an open-air market where people can shop for goods.

14

15

How many people live in the country and how many live in the city?

- A. 30% In the country 70% in the city
- B. 33% in the country 67% in the city
- C. 40% in the country and 60% in the city
- D. 100% in the city and 0% in the country

1. What do some areas lack in Iraq because of the war?

- A. Food water and electricity
- B. Wifi
- C. Proper clothing
- D. Water for hygiene

Name: _____
BCCS-B

Week 19 Day 4 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the question below and circle the multiple choice responses that best answer the questions.

1. If the illustrations of a text were showing you different types of food what types of questions could you ask about the topic? Circle all that apply.

- A. What types of food are eaten?
- B. How is food prepared?
- C. How do people eat their food?
- D. What games do they enjoy playing?
- E. What holidays are celebrated?

2. If the illustrations of a text were showing you different types of jobs people have, what questions could you ask about the topic? Circle all that apply.

- A. What are the different jobs?
- B. Where to eat?
- C. What are popular pets to have?
- D. Where do people work?
- E. How do people get to work?

Name _____
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Week 19 Day 4 Date: _____
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ELA Homework

Our Toolkit for the day



Text Features

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

Parent Signature ☺

Name: _____
BCCS-B

Week 19 Day 4 Date: _____
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Your Turn


Directions: Read the passage below, answer questions on the next page about the text.

600L Nonfiction Images Name: _____ Date: _____





Arbor Day


Arbor Day is a holiday to plant and care for trees. Trees are important. They give us oxygen. Trees also give food and shelter to living things. Arbor Day happens all around the world. The first Arbor Day was in Spain. There was a big festival. It began with planting a tree. Afterwards, there was a large feast.

The first Arbor Day in America was on April 10, 1872. One million trees were planted in Nebraska. Birdsey Northrop spread the tradition of Arbor Day across the world. He brought this holiday to Japan in 1883. Soon after, he spread Arbor Day to Australia, Canada, and Europe.



Arbor Day Tree Planting in California 2011

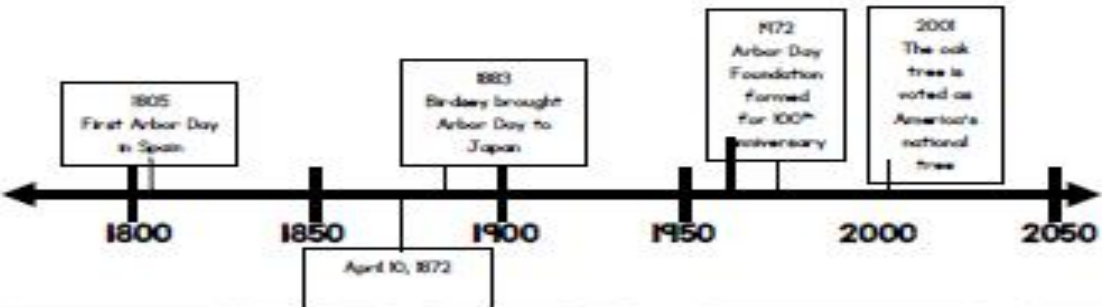
Oak	
Ash	
Maple	
Elm	

 = 10 trees

Arbor Day in Korea

Today, Arbor Day is celebrated in many countries. In Belgium, International Day of Tree Planting is celebrated on March 21. In Brazil, Arbor Day is on September 21. School children plant trees and help the environment. In China, March 12 is Arbor Day. Every Chinese citizen is expected to plant 3-5 trees each year.

It is important to remember the importance of trees every day. Celebrate Arbor Day by planting trees in your community.



1800 1850 1900 1950 2000 2050

1805 First Arbor Day in Spain

April 10, 1872

1883 Birdsey Northrop brought Arbor Day to Japan

1972 Arbor Day Foundation formed for 100th anniversary

2001 The oak tree is voted as America's national tree

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Your Turn

Nonfiction Images

1. When was the first Arbor Day? How was it celebrated? Use the text and the text features to help you.



The first Arbor Day was in _____

Image that helped me: _____

2. Which event belongs in the timeline box under April 10, 1872?



- a. The first Arbor Day was celebrated in Spain.
- b. America had its first Arbor Day in Nebraska
- c. Birdsey Northrop brought Arbor Day to Japan
- d. Birdsey Northrop brought Arbor Day to Australia, Canada, and Europe

3. When was the Arbor Day Foundation formed?



The Arbor Day Foundation was formed _____

4. What tree was planted the most in California on Arbor Day in 2011?



The tree that was planted was the most in California was _____

5. How many elm trees were planted in California on Arbor Day in 2011?



- a. 2
- b. $2\frac{1}{2}$
- c. 25
- d. 30

6. According to the photograph, how do children celebrate Arbor Day in Korea?

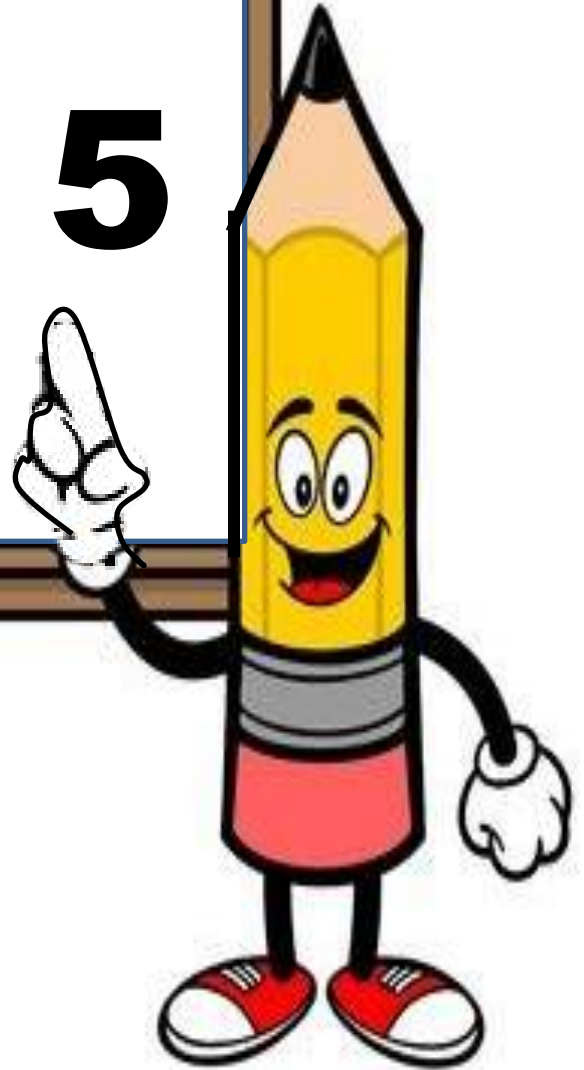


Children in Korea celebrated Arbor Day by _____

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Day # 5



No School: Professional Development