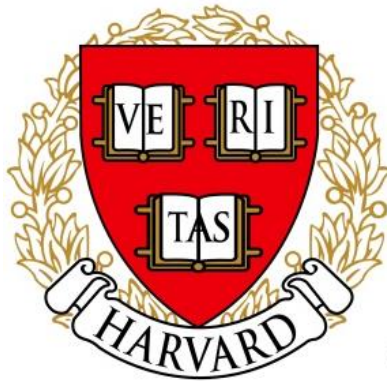


Name \_\_\_\_\_

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

## Week 25



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.

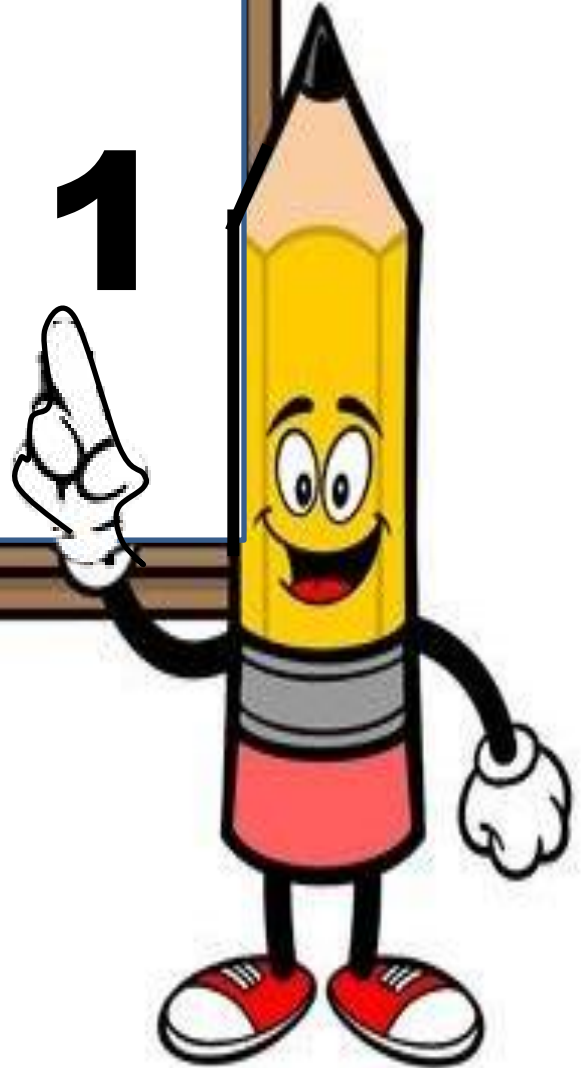
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(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.



**Day # 1**



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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

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

**LEQ:** Do illustrations help build a better understanding of why events occur in a text?

**Objective:** I can explain how illustration supports information in a text.

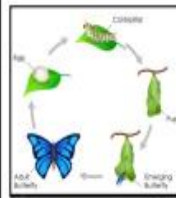
Our Tool kit



## Images in a Text

Pictures help give the reader understanding about the topic.

Examples:



Diagram



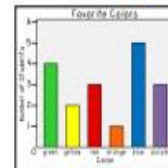
Map



Photograph



Time Line



Graph



Illustration



Infographic

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# Vocabulary Guided Notes

-Text features: Help us \_\_\_\_\_ and \_\_\_\_\_ information in an informational text.

-Illustrations: \_\_\_\_\_ used to help support the information in the text.

-Pictures: \_\_\_\_\_ used to help support the information in the text.

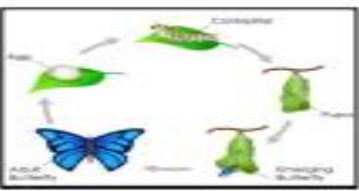



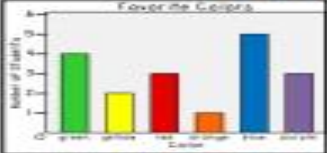


-Text: The \_\_\_\_\_ on the page we \_\_\_\_\_ to gain information.

# Explicit Instruction

## Images in a Text

Pictures help give the reader understanding about the topic.

Examples:

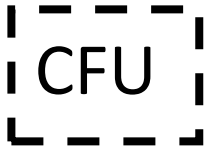
-   
**Diagram**
-   
**Map**
-   
**Photograph**
-   
**Time Line**
-   
**Graph**
-   
**Illustration**
-   
**Infographic**

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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton



# Purposes of Teeth

Teeth are unique to the type of animal that they belong to, and they are used for eating. There are many different kinds of teeth, and most animals have a few different kinds within just one mouth. People have four different kinds of teeth, all for different purposes. Our four different kinds of teeth are for cutting, gripping, crushing, and grinding food.

Animals are the same way. Carnivores, or meat eaters, will have longer and sharper teeth devoted to cutting and gripping food since they do not eat plants. A few types of animals with long, sharp teeth are big cats, wolves, alligators, sharks, and bears. Herbivores, or plant eaters, will have more teeth for crushing nuts and berries and for grinding grass and plants. These teeth tend to be wide and flat. A few types of animals that have flat teeth for plants are horses, zebras, cows, and giraffes.



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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton



Directions: Analyze the text featured on the text to explain how the illustrations/pictures help the reader understand the information in the text.

1. Look at the heading/title to determine what the passage will be about.
2. Look at the other text features (i.e. pictures, graphs etc. to see if they provide other information about the topic)
3. Read the passage.
4. Annotate the passage to show how the text features support the text.

The heading of the passage is:

---

What are the pictures attempting to show you about the information in the passage?

The pictures are trying to show the reader

---

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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Answer the following questions using the text features and the text to support you. Circle where you found the answers

## Purposes of Teeth

The main purpose of teeth is	Circle where you found the information.
<p>What is the main purpose of teeth?</p> <hr/> <hr/> <hr/> <hr/>	<p>Text Images</p>
<p>The cheetahs teeth are</p> <p>Describe a cheetah's teeth.</p> <hr/> <hr/> <hr/> <hr/>	<p>Text Images</p>
<p>The zebra may have flat teeth because</p> <p>Explain why a zebra may have flat teeth.</p> <hr/> <hr/> <hr/> <hr/>	<p>Text Images</p>
<p>The difference is</p> <p>What is the difference between herbivores and carnivores?</p> <hr/> <hr/> <hr/> <hr/>	<p>Text Images</p>

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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Circle the correct multiple choice answer that best answers the question.

Why are pictures/illustrations and other text features important for us to understand?

- A. They provide the reader with another way to understand the information
- B. They don't support our understanding of the information
- C. They are nice to look at when we read



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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Text Features

***If your scholar DID NOT complete their  
“Application Activity” page or their “Exit Ticket”  
please ensure both are done for homework.***

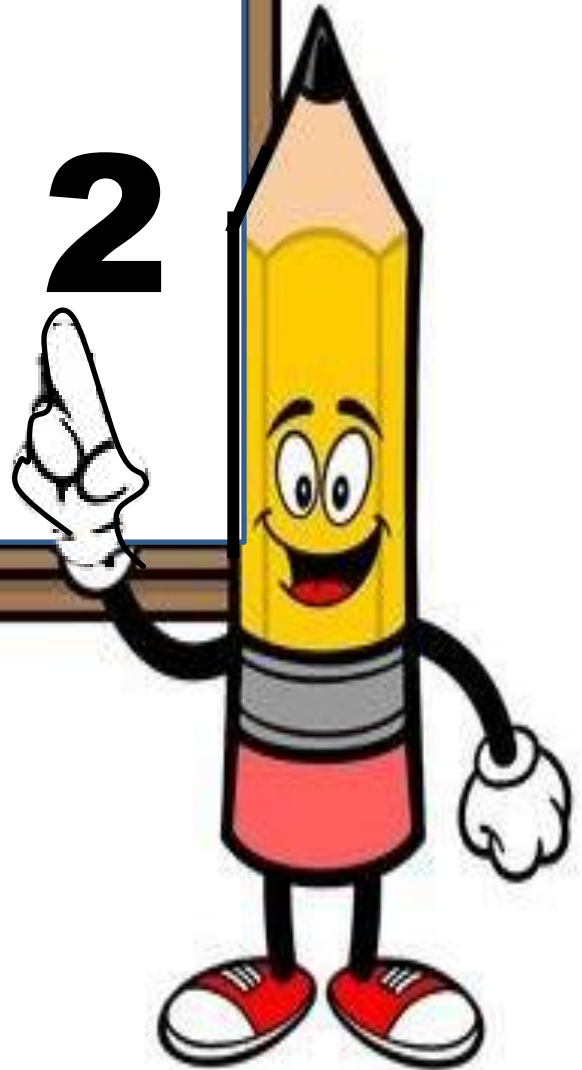
Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar’s ELA homework

---

Parent Signature 😊



# Day # 2



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

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ:** Do illustrations help build a better understanding of why events occur in a text?

**Objective:** I can identify an idea in a text that is best supported by the illustration.

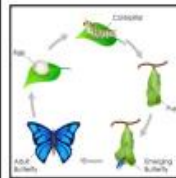
Our Tool kit



## Images in a Text

Pictures help give the reader understanding about the topic.

Examples:



Diagram



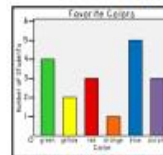
Map



Photograph



Time Line



Graph



Illustration



Infographic

© iStockphoto.com/ElementaryNest

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

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Vocabulary Guided Notes

- **Text features:** Help us **locate** and **use** information in an informational text.
- **Illustrations: Drawings** used to help support the information in the text.
- **Pictures: Photographs** used to help support the information in the text.
- **Text:** The **words** on the page we **read** to gain information.

# Explicit Instruction

Directions: Using the images in the article, determine what the overall idea the author is trying to convey.

I will tell the overall idea the author wants to teach me about. The author is trying to teach me about \_\_\_\_\_.

Two pieces of evidence are \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_. This shows

\_\_\_\_\_. Now you know the overall idea the author wants to

\_\_\_\_\_.

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

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Explicit Instruction

# Purposes of Teeth

Teeth are unique to the type of animal that they belong to, and they are used for eating. There are many different kinds of teeth, and most animals have a few different kinds within just one mouth. People have four different kinds of teeth, all for different purposes. Our four different kinds of teeth are for cutting, gripping, crushing, and grinding food.

Animals are the same way. Carnivores, or meat eaters, will have longer and sharper teeth devoted to cutting and gripping food since they do not eat plants. A few types of animals with long, sharp teeth are big cats, wolves, alligators, sharks, and bears. Herbivores, or plant eaters, will have more teeth for crushing nuts and berries and for grinding grass and plants. These teeth tend to be wide and flat. A few types of animals that have flat teeth for plants are horses, zebras, cows, and giraffes.

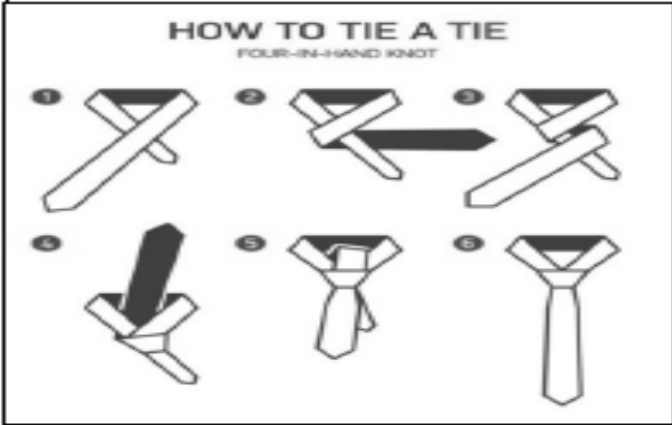






Directions: Analyze the passage below. Determine the idea that the author is trying to teach you by using the text features and information in the article.

There are a few different types of ties, but the necktie is still the most used tie for men when dressing up. The necktie is a single, long article of clothing that wraps around the neck. It then loops and ties in the front. It has a professional look that is used for weddings and business functions. They are often seen at funerals and other situations as well. Neckties come in many colors and patterns and some have images on them. Until recently, the size of neckties was standard. There has been an increase in the popularity of thinner neckties in the last few years. This trend has been more popular with young professionals. Despite the popularity of



neckties, they are not easy to put on. Getting them tied correctly is difficult. Most people have to practice tying them. There are a few different types of knots that can be tied in the front. A good necktie gives a very finished look to any formal outfit.



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

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



**Make an inference, what do you think the author is trying to teach you about?**

The author is trying to teach me about \_\_\_\_\_.

**What did you notice to support your inference?**

I noticed the

---

---

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The main idea of this text is

- A. How to tie a necktie
- B. Why people wear neckties
- C. The necktie is the most used form of tie
- D. Neckties are nice

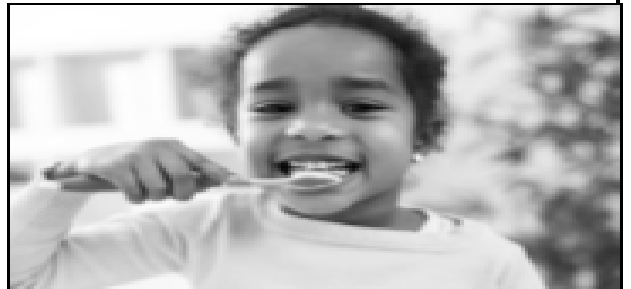
Name: \_\_\_\_\_  
BCCS-B

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions: Analyze the passage below, make an inference using the given text features to determine what this article is mostly about.

Brushing your teeth is the most important thing you can do to keep up your dental hygiene. Keeping your dental hygiene up will make you healthier overall. It will help you avoid problems later in life. Dentists



recommend brushing your teeth for at least two full minutes at a time, twice a day. It is easy to brush your teeth in sections. That is what dentists recommend too. You should brush the outsides, the insides, and the tops of your bottom teeth and the bottoms of your top teeth. Keep your toothbrush at a 45-degree angle when doing this brushing. That will enable you to get the most coverage. It is also a good idea to brush your tongue. That will help keep breath fresher. While brushing is important, there

are other things you can do to improve oral health. Dentists recommend flossing daily and using mouthwash to keep breath fresh and help fight any gum disease. These, along with brushing, will keep your mouth in good shape.



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

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Make an inference, what do you think the author is trying to teach you about?

The author is trying to teach me about \_\_\_\_\_.

What did you notice to support your inference?

I noticed the

---

---

---

**The main idea of this text is**

- A. How to brush your teeth
- B. How to prevent cavities
- C. How to remove a loose tooth
- D. Nice teeth are pretty to look at

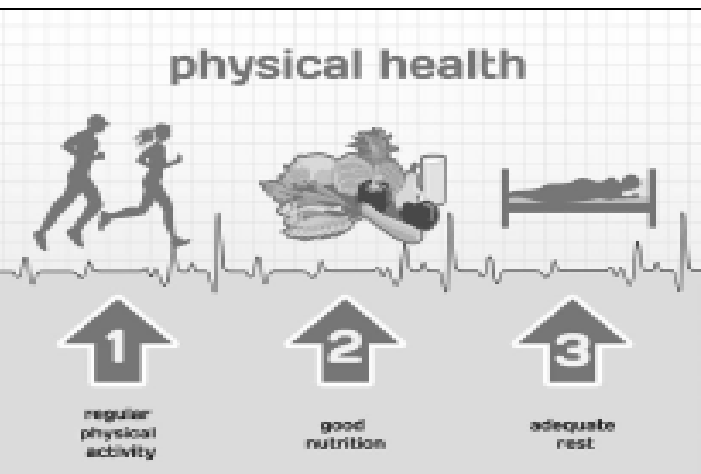
Name: \_\_\_\_\_  
BCCS-B

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Analyze the passage below, make an inference using the given text features to determine what this article is mostly about.

One of the largest problems for children in America is childhood obesity. Almost one out of every three Americans under the age of 20 are either overweight or obese. Childhood obesity rates have been increasing at a very high rate in the U.S. The best way to try to better the obesity rates is improving the diet and physical activities of children. The government has set some specific guidelines they think will help. They will work if people follow them in their everyday lives. The government recommends that children get at least 60 minutes of physical activity each day. This will help keep them in good shape. Most of that exercise should be aerobic exercise, like running or riding a bike. The



government also recommends that children get three days per week of muscle and bone strengthening exercise. These can be done with exercises like push-ups or jumping rope. They can be fun and beneficial.

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

Week 25 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Make an inference, what do you think the author is trying to teach you about?

The author is trying to teach me about \_\_\_\_\_.

What did you notice to support your inference?

I noticed the \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The main idea of this text is**

- A. Children should exercise 60 minutes a day
- B. Exercise can hurt your joints
- C. How to become better at sports
- D. How to eat healthy foods

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

Week 25 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Text Features

***If your scholar DID NOT complete their  
“Application Activity” page or their “Exit Ticket”  
please ensure both are done for homework.***

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

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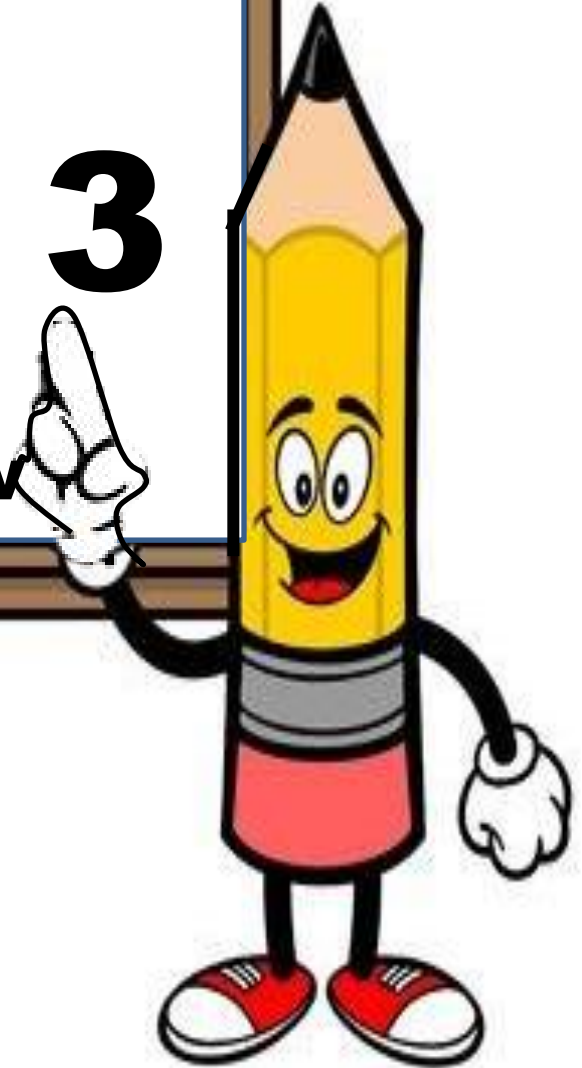
Parent Signature 😊





# Day # 3

**SPA Review**



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

Week 25 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# ELA Packet

Our Learning for today:



**LEQ:** Does studying for an exam help me demonstrate my knowledge more successfully?

**Objective** I can review ELA strategies to help me successfully study for an exam.

Our Tool kit



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

Week 25 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Text Features

***Have your scholar review old SPA exams located on their Google Classroom tab to study for their exam tomorrow.***

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

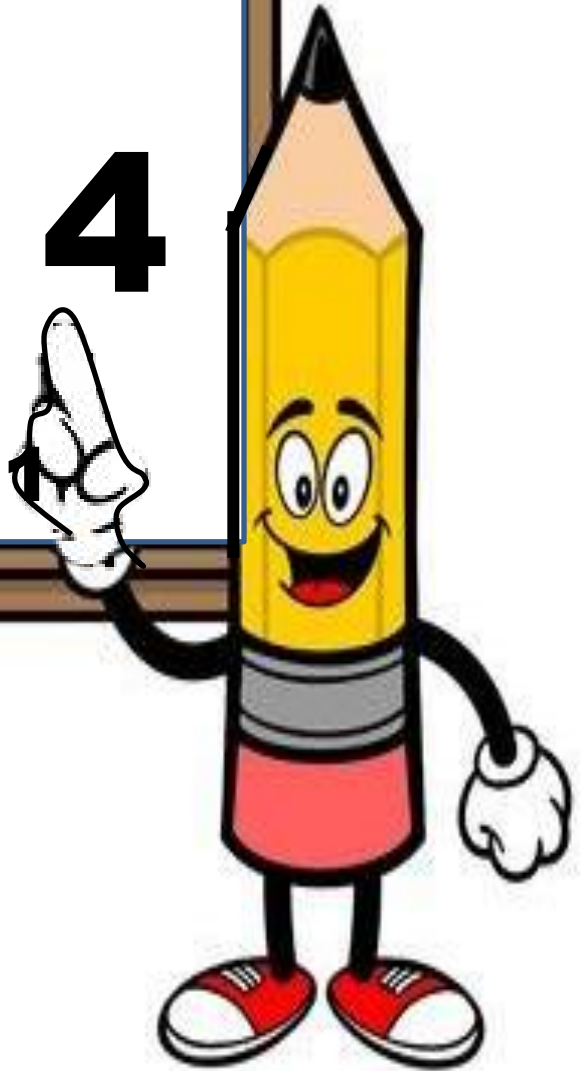
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Parent Signature 😊



# Day # 4

SPA #4 Day 1



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

Week 25 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Text Features

***Have your scholar review old SPA exams located on their Google Classroom tab to study for their exam tomorrow.***

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

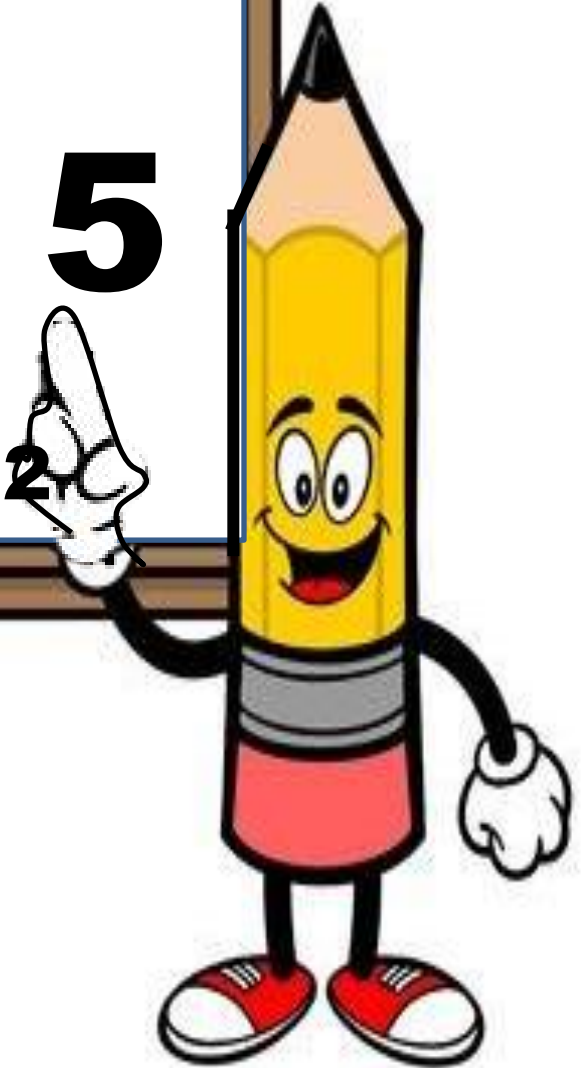
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Parent Signature 😊



# Day # 5

SPA #4 Day 2





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

Week 25 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



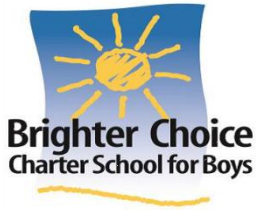
Text Features

***No Homework!***

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

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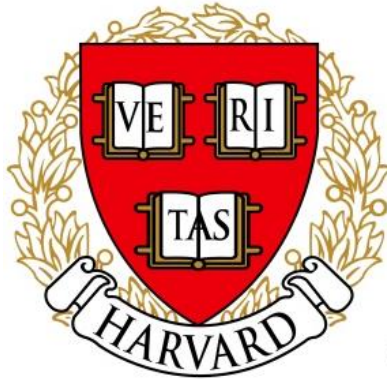
Parent Signature 😊



Name \_\_\_\_\_

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

### Week 26



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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.

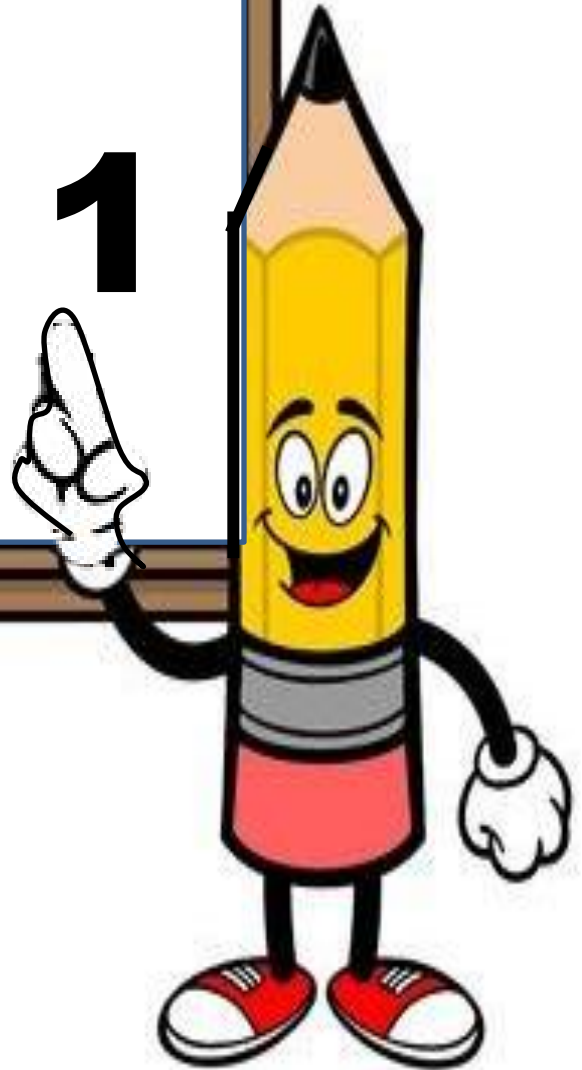
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(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.



**Day # 1**



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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

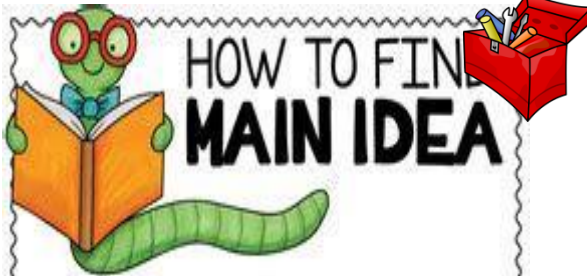
# ELA Packet

Our Learning for today:



**LEQ:** Does understanding the main idea and key details of a text help us better understand the text?

**Objective:** I can identify the main idea and key details of an informational text



## HOW TO FIND MAIN IDEA

**BEFORE YOU READ:**

- Read the title.
- What is the text about?
- What is the topic?

**DURING THE READING:**

- Look for and carefully read text features.
- Is the text fiction, non-fiction..
- Look for information, words, and pictures that are repeated.

**AFTER YOU READ:**

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Vocabulary Guided Notes

- Main idea: What the \_\_\_\_\_ is \_\_\_\_\_ about.
- Informational Text: A text that tells \_\_\_\_\_ or \_\_\_\_\_ information.
- Key Details: Details that \_\_\_\_\_ the reader what the \_\_\_\_\_ of the passage is

# Explicit Instruction

## Main Idea

Read the excerpt from an informational passage below, Write down the main idea (what the text is mostly about) and then give three key details that helped to identify the main idea. Write these in the raindrops.

Main Idea: The main idea of the text is

---



Detail



Detail



Detail

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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

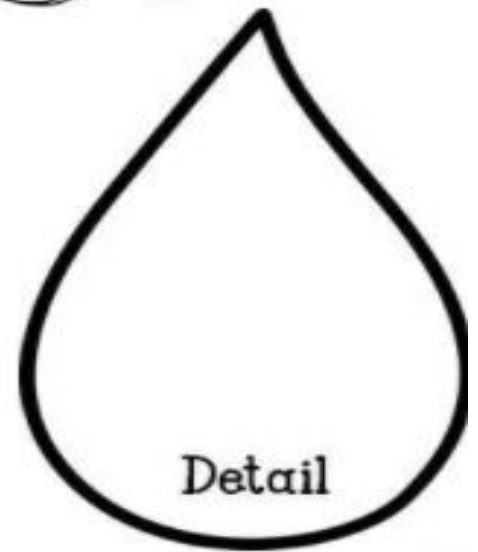
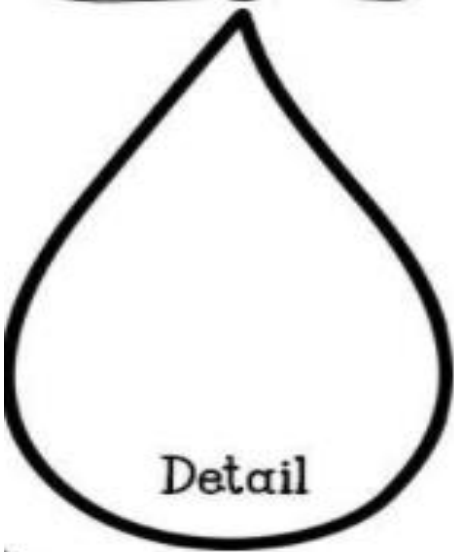


**Directions:** Use evidence from pages 4-7 of *One Well* to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**What is the main idea of the text on page 4? Use details from the text to support your answer.**

Main Idea: The main idea of the text on page 4 is

---



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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

## Application Activity

**Directions:** Use evidence from pages 4-7 of *One Well* to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**What are some key details from the illustration on page 4 that help you understand the main idea? Use details from the text to support your answer.**

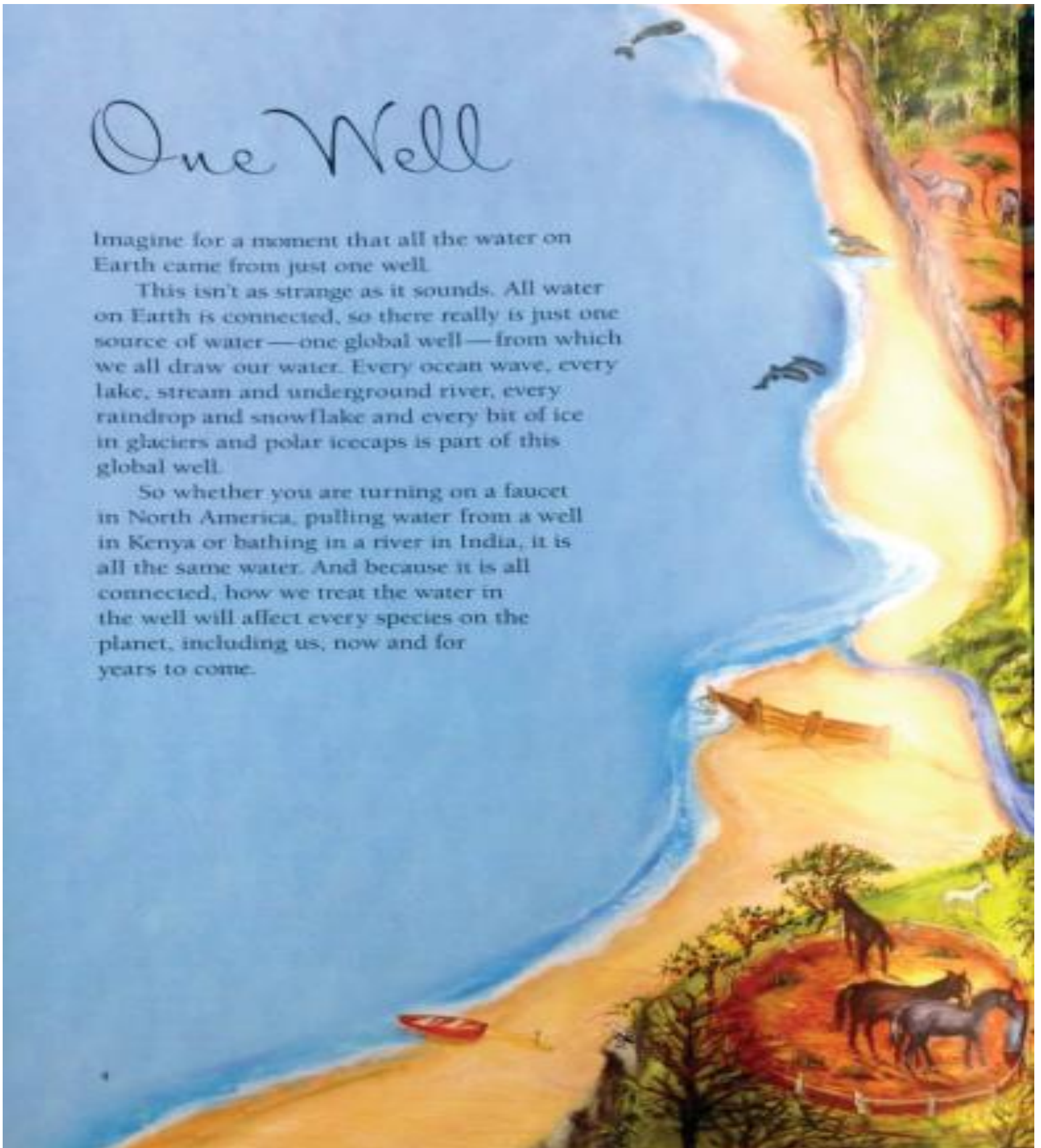


# One Well

Imagine for a moment that all the water on Earth came from just one well.

This isn't as strange as it sounds. All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water. Every ocean wave, every lake, stream and underground river, every raindrop and snowflake and every bit of ice in glaciers and polar icecaps is part of this global well.

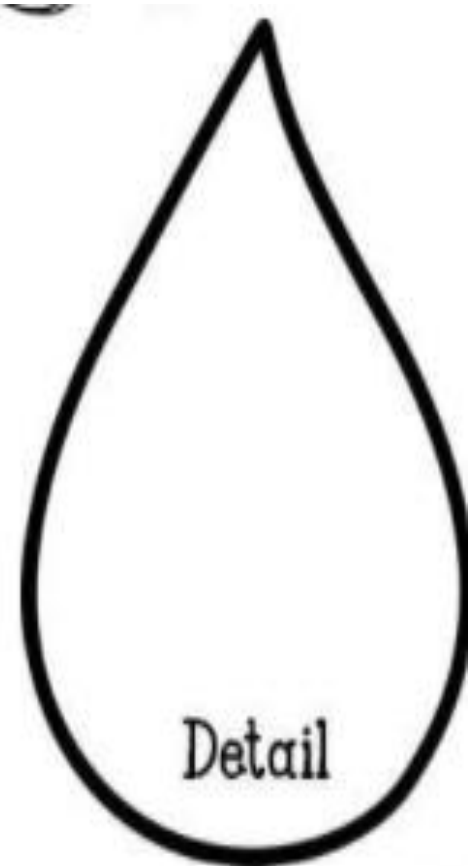
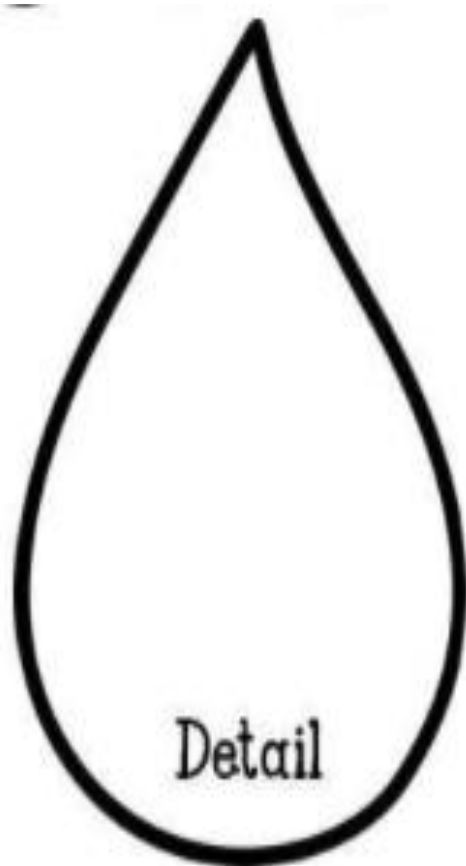
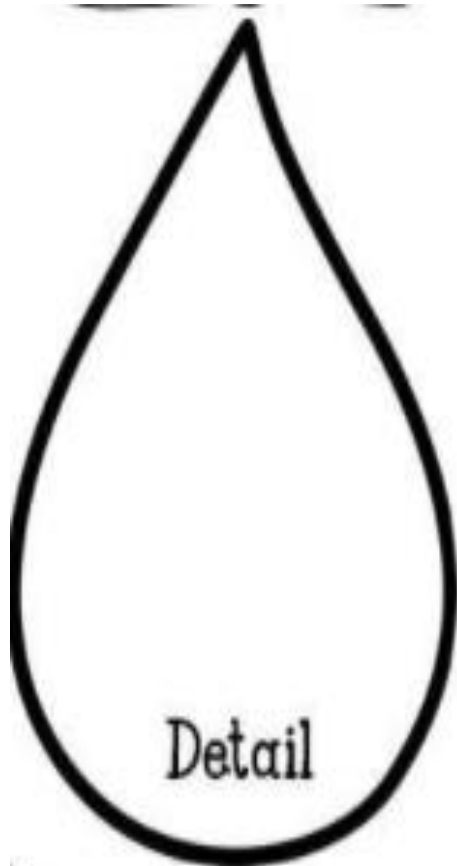
So whether you are turning on a faucet in North America, pulling water from a well in Kenya or bathing in a river in India, it is all the same water. And because it is all connected, how we treat the water in the well will affect every species on the planet, including us, now and for years to come.



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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

Application Activity



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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Circle the correct answer to the question below.

**Circle the correct definitions for main idea and key details.**

- A. Main idea is how to find unknown words and key details are all the surrounding words.
- B. Main idea is what the text is mostly about and key details are text features.
- C. Main idea is what the text is mostly about and key details tell what the main idea is
- D. Main idea is the theme of the text and key details tell what the main idea is

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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### Main Idea and Key Details

Complete the “Your Turn” page. If your scholar **DID NOT** complete the page titled “Application Activity” or “Exit Ticket” please ensure both are completed.

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

---

Parent Signature 😊

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

Week 26 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

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

## Main Topic and Key Details

### Elephants



Elephants are amazing animals. They are the biggest land animals. Elephants have trunks and ivory tusks. They use their tusks to grasp, eat, drink, and smell. Elephants have flat teeth to eat berries, fruit, and grass.

#### Main Topic

The main idea of this passage is

#### Key Details

The first detail that supports the main idea is

The second detail that supports the main idea is

*Shirley Barber*

Elephants have flat teeth to eat berries, fruit, and grass.

Elephants have trunks and ivory tusks.

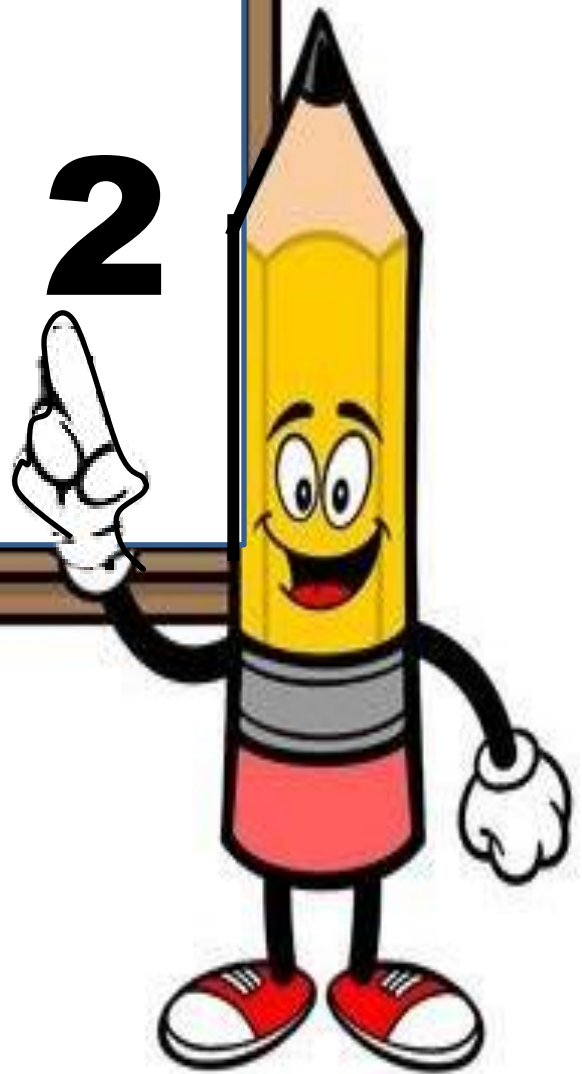
They are the biggest land animals.

Elephants are amazing animals.

They use their trunks to grasp, eat, drink, and smell.



# Day # 2



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

Week 26 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ:** Does understanding the main idea and key details of a text help us better understand the text?

**Objective:** I can identify the main idea and key details of an informational text.

## HOW TO FIND MAIN IDEA

**BEFORE YOU READ:**

- Read the title.
- What is the text about?
- What is the topic?

**DURING THE READING:**

- Look for and carefully read text features.
- Is the text fiction, non-fiction.
- Look for information, words, and pictures that are repeated.

**AFTER YOU READ:**

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

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# Vocabulary Guided Notes

- Main idea: What the **text** is **mostly** about.
- Informational Text: A text that tells **factual** or **true** information.
- Key Details: Details that **tell** the reader what the **main idea** of the passage is.

# Explicit Instruction

Directions: Review page 4 from yesterday. Determine the main idea of the passage by **annotating** key details in the text.

The main idea of this page is

\_\_\_\_\_.

Other supports on the page that helped me determine the main idea

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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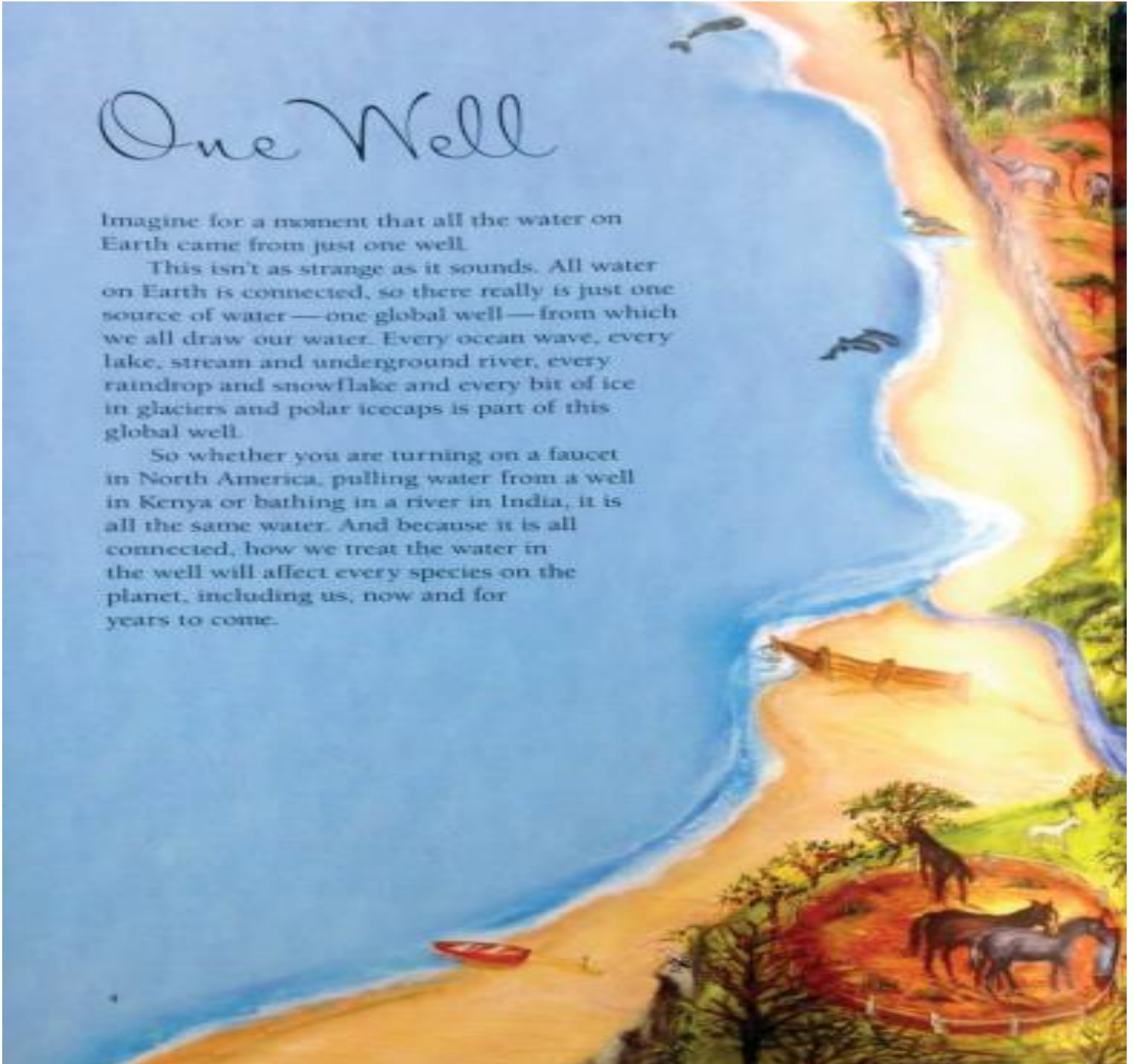
## Explicit Instruction

### One Well

Imagine for a moment that all the water on Earth came from just one well.

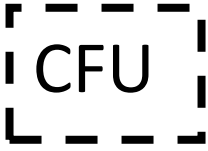
This isn't as strange as it sounds. All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water. Every ocean wave, every lake, stream and underground river, every raindrop and snowflake and every bit of ice in glaciers and polar icecaps is part of this global well.

So whether you are turning on a faucet in North America, pulling water from a well in Kenya or bathing in a river in India, it is all the same water. And because it is all connected, how we treat the water in the well will affect every species on the planet, including us, now and for years to come.



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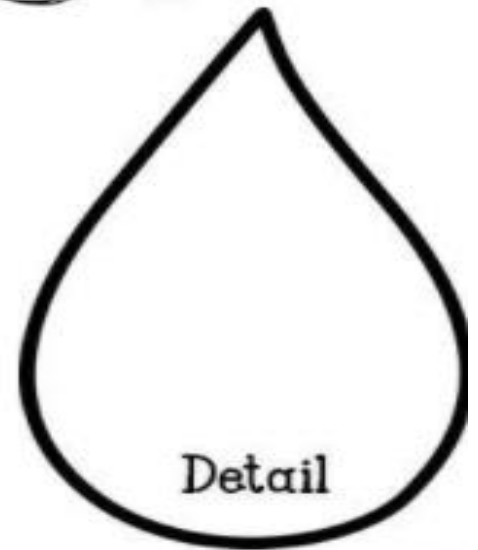
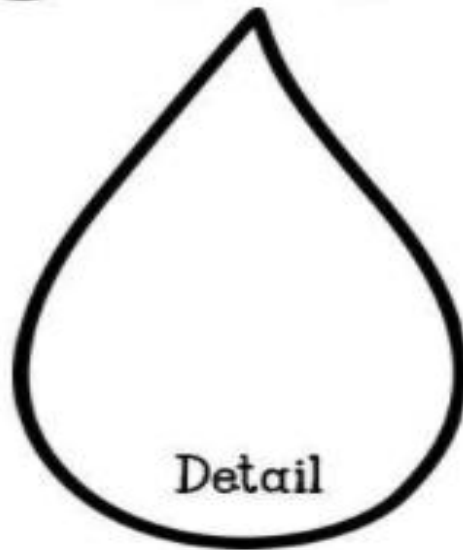
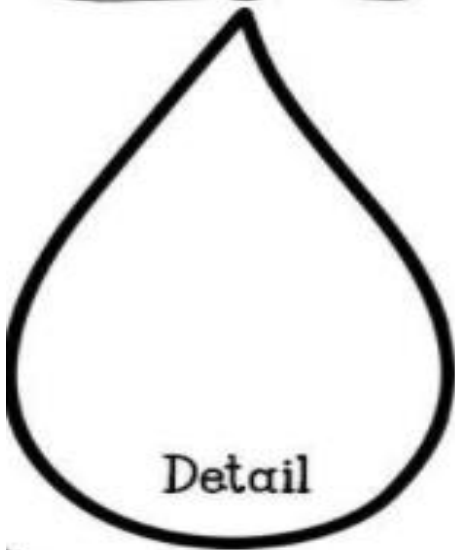


**Directions:** Use evidence from page 8 of *One Well* to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), a

**What is the main idea of the text on page 8? Use details from the text to support your answer.**

Main Idea: The main idea of the text on page 4 is

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# Application Activity

**Directions:** Use evidence from page 8 of *One Well* to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), a

**What are some key details from the illustration on page 8 that help you understand the main idea? Use details from the text to support your answer.**

*Recycling Water in the Well*

The water you drank today may have rained down on the Amazon rainforest five years ago. A hundred years ago, it may have been steam escaping a teapot in India. Ten thousand years ago, it may have flowed in an underground river. A hundred thousand years ago, it may have been frozen solid in a glacier. And a hundred million years ago, it may have quenched the thirst of a dinosaur.

The amount of water on Earth doesn't change —there's no more water now than when the dinosaurs walked the Earth. The same water just keeps going through a cycle over and over again. This constant movement of water is called the water cycle.

During the water cycle, water evaporates from oceans, lakes, rivers, ponds and puddles, even from plants and animals. It rises into the air as water vapor.

As water vapor rises, it cools into tiny water droplets. This is called condensation. These droplets form clouds. Gradually, clouds collect more and more water droplets. The average white cloud weighs about twice as much as a blue whale.

When water droplets get too heavy, they fall from the clouds in the form of hail, snow or rain. This precipitation returns to oceans, lakes and rivers. It also seeps into the soil and down into the groundwater. Year after year, water continuously circulates through the water cycle.

*The Water Cycle*

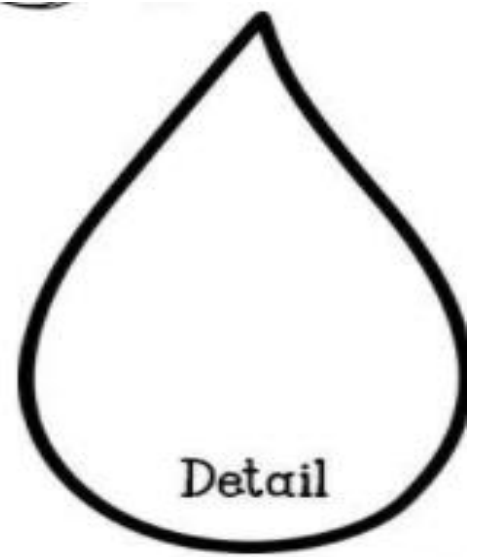
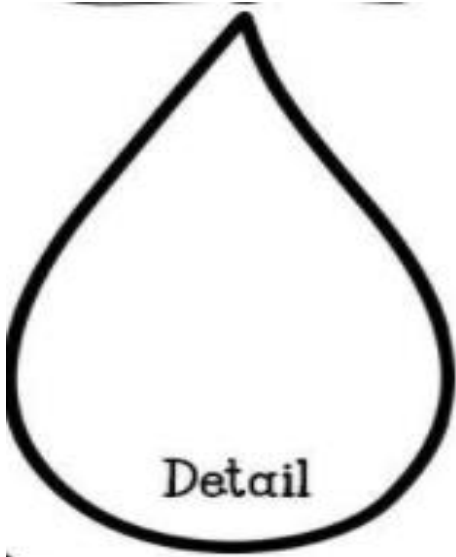
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# Application Activity

**Directions:** Use evidence from page 8 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), a

**What are some key details from the illustration on page 8 that help you understand the main idea? Use details from the text to support your answer.**





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# Exit Ticket

## The Storm

The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.

What is the main idea? Circle the correct answer.

- A. The farms needed the rain.
- B. The thunder hurt the people's ears.
- C. Lightning made the sky bright.
- D. The storm was very strong.

Write three details in the story in the boxes.

1

2

3

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## ELA Homework

Our Toolkit for the day



Main Idea and Key Details

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ensure both are completed.

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# ELA Packet

Our Learning for today:

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

**LEQ:** Does understanding the main idea and key details of a text help us better understand the text?

**Objective:** I can identify the main idea and key details of an informational text.



## HOW TO FIND MAIN IDEA

**BEFORE YOU READ:**

- Read the title.
- What is the text about?
- What is the topic?

**DURING THE READING:**

- Look for and carefully read text features.
- Is the text fiction, non-fiction..
- Look for information, words, and pictures that are repeated.

**AFTER YOU READ:**

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

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# Vocabulary Guided Notes

- Main idea: What the **text** is **mostly** about.
- Informational Text: A text that tells **factual** or **true** information.
- Key Details: Details that **tell** the reader what the **main idea** of the passage is.

# Explicit Instruction

Directions: Review page 8 from yesterday. Determine the main idea of the passage by **annotating** key details in the text.

The main idea of this page is

\_\_\_\_\_.

Other supports on the page that helped me determine the main idea

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

# Explicit Instruction

## Recycling Water in the Well

The water you drank today may have rained down on the Amazon rainforest five years ago. A hundred years ago, it may have been steam escaping a teapot in India. Ten thousand years ago, it may have flowed in an underground river. A hundred thousand years ago, it may have been frozen solid in a glacier. And a hundred million years ago, it may have quenched the thirst of a dinosaur.

The amount of water on Earth doesn't change — there's no more water now than when the dinosaurs walked the Earth. The same water just keeps going through a cycle over and over again. This constant movement of water is called the water cycle.

During the water cycle, water

evaporates from oceans, lakes, rivers, ponds and puddles, even from plants and animals. It rises into the air as water vapor.

As water vapor rises, it cools into tiny water droplets. This is called condensation. These droplets form clouds. Gradually, clouds collect more and more water droplets. The average white cloud weighs about twice as much as a blue whale.

When water droplets get too heavy, they fall from the clouds in the form of hail, snow or rain. This precipitation returns to oceans, lakes and rivers. It also seeps into the soil and down into the groundwater. Year after year, water continuously circulates through the water cycle.

The Water Cycle



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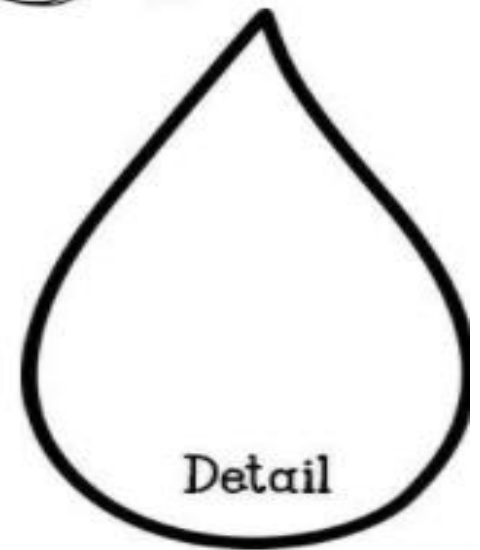
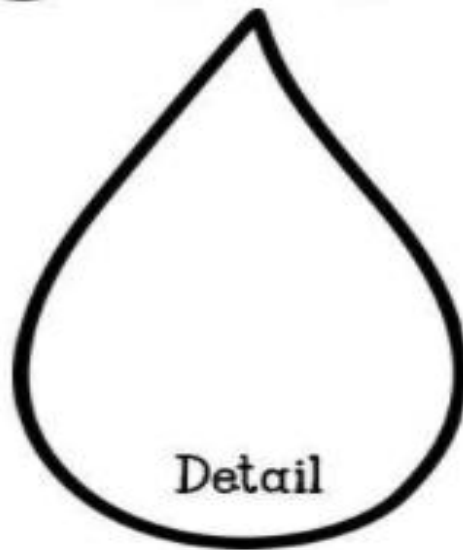
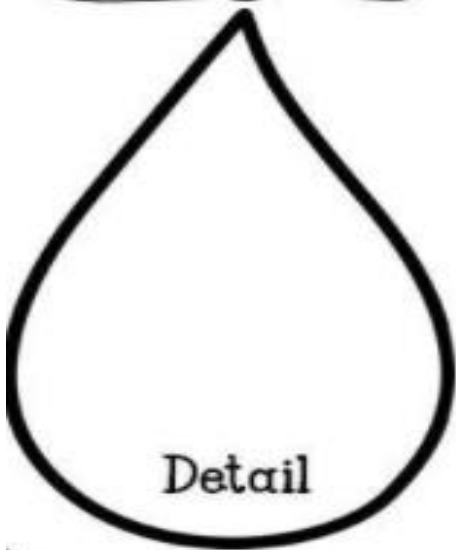


**Directions:** Use evidence from page 16 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), a

**What is the main idea of the text on page 16? Use details from the text to support your answer.**

Main Idea: The main idea of the text on page 4 is

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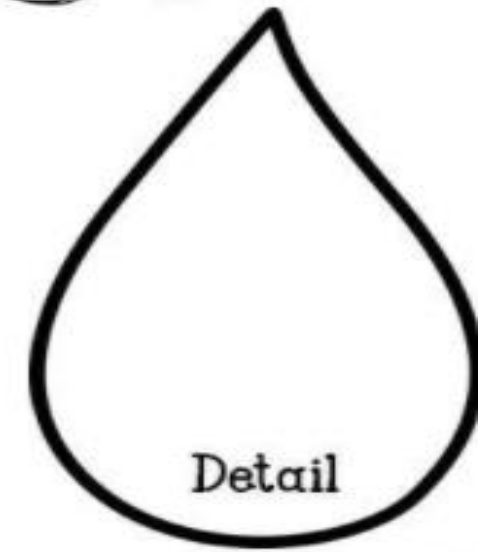
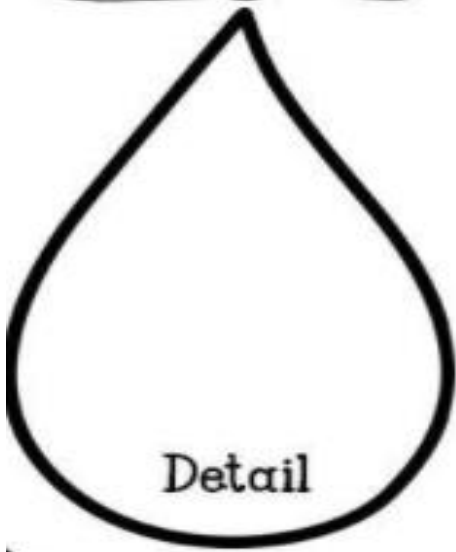
# Application Activity

**Directions:** Use evidence from page 20 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), a

**What is the main idea of the text on page 20? Use details from the text to support your answer.**

Main Idea: The main idea of the text on page 4 is

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# Exit Ticket

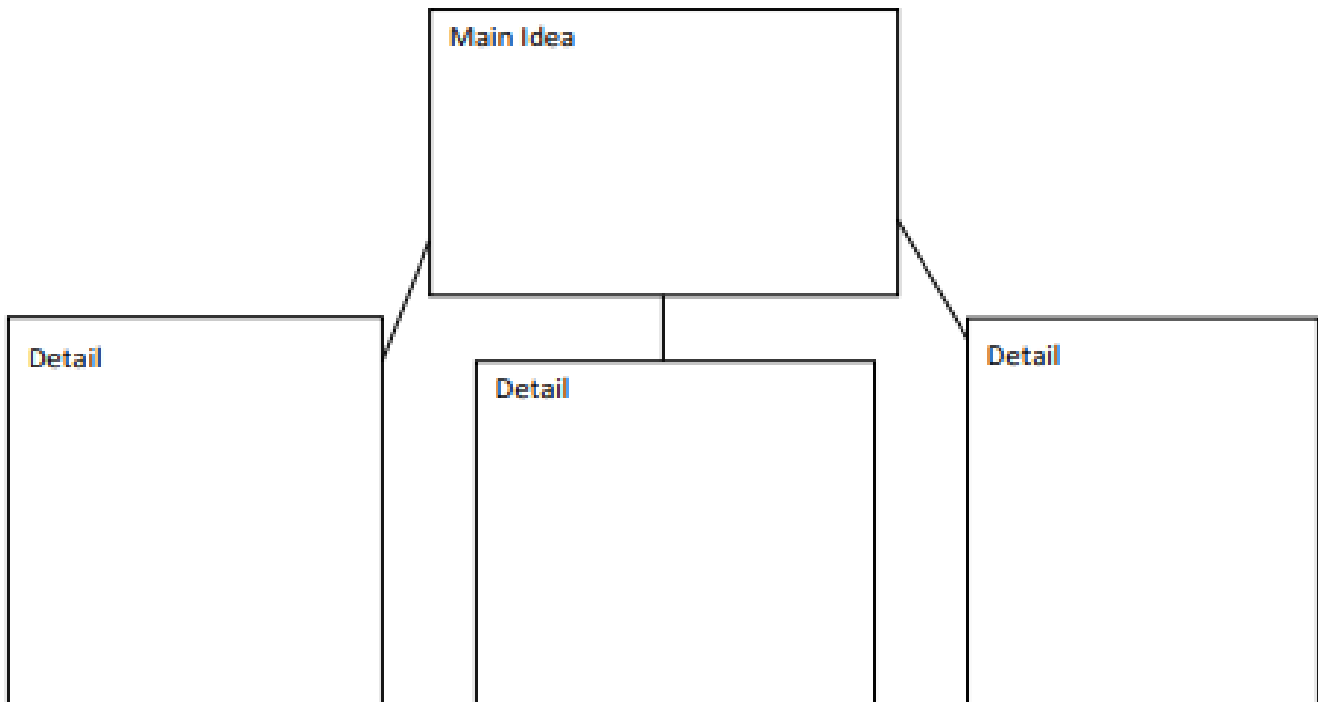
## and Key Details Practice

### Passage 1

Directions: Read the following paragraph below. Circle the sentence in the paragraph that would be the main idea sentence. Then cross out any sentences that **do not** support the main idea sentence.

On Sunday, my family and I will be headed to the park for a family picnic. I am so excited and can't wait to spend the day with my family. While at the park, we will play some games, eat a yummy picnic lunch, and then go fishing at the lake. I once went to the park with my best friend, Paige. My mom told me that we were going to play a huge game of family tag. I love playing tag! For lunch, my dad is going to make us some really big subs full of meat, cheese, lettuce, and tomatoes. The first time I had a sub all of the fixings fell out of my bread and right onto the floor. I was upset and cried. After we eat our lunch, we will head down to the lake to fish. This will be the first time my little sister has ever gone fishing, so I'm excited to teach her how to fish.

Directions: Fill in the chart below using the the main idea and key details found in the paragraph above.



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## ELA Homework

Our Toolkit for the day



### Main Idea and Key Details

If your scholar **DID NOT** complete the page titled “Application Activity” or “Exit Ticket” please ensure both are completed. Your scholar also needs to complete the page titled “Your Turn” for homework.

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Parent Signature 😊

# Your Turn

## Main Idea MULTIPLE CHOICE

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

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



### EXAMPLE:

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

What is the main idea of the passage?

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

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

What is the main idea of the passage?

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

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

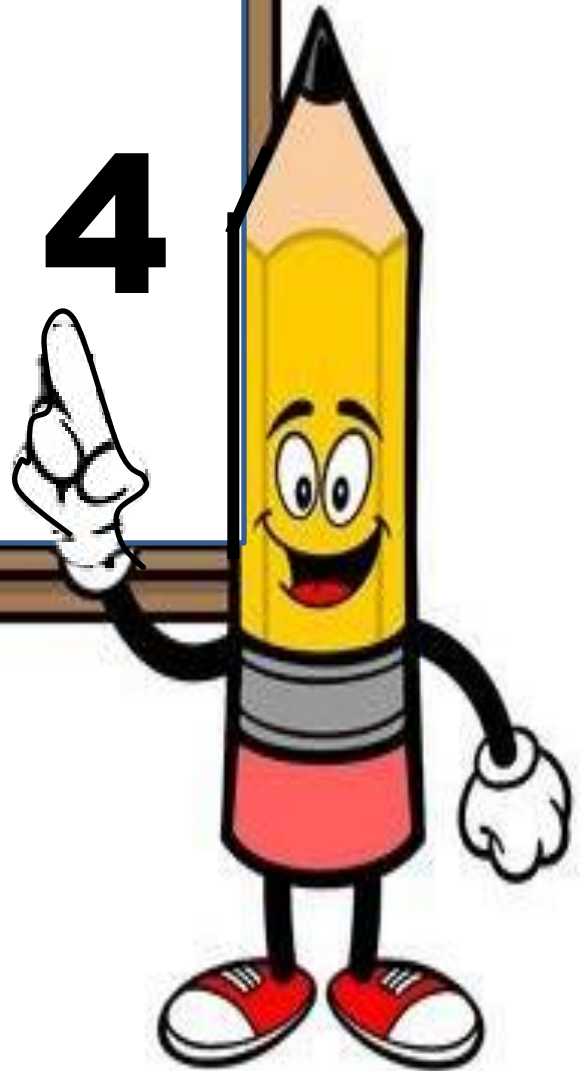
What is the main idea of the passage?

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





# Day # 4





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# ELA Packet

Our Learning for today:



**LEQ:** Does understanding the main idea and key details of a text help us better understand the text?

**Objective:** I can write an informational paragraph including important key details

**R** RESTATE THE QUESTION  
Turn the question into a statement

**A** ANSWER THE QUESTION  
Answer all of the parts

**C** CITE TEXT EVIDENCE  
According to the text... the author says...  
The text shows... The author explains...

**E** EXPLAIN THE EVIDENCE  
The word that... The phrase means...  
The sentence says...  
The phrase shows...

**S** SUMMARIZE  
Restate the question in your conclusion

# Vocabulary Guided Notes

- **RACES:** A \_\_\_\_\_ strategy used for \_\_\_\_\_ questions.  
R is \_\_\_\_\_ A is \_\_\_\_\_ C is \_\_\_\_\_ E is \_\_\_\_\_  
\_\_\_\_\_ and S is \_\_\_\_\_
- **Paragraph:** A piece of \_\_\_\_\_ that answers a \_\_\_\_\_ and has more than one \_\_\_\_\_.
- **Informational:** \_\_\_\_\_ or \_\_\_\_\_

# Explicit Instruction

**Directions:** Use evidence from pages 4-7 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

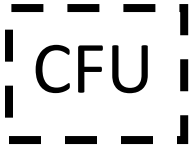
**Why does Earth look blue from outer space? Use details from the text to support your answer.**

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

I will tell why Earth looks blue from out space. The Earth looks mostly blue from outer space because it is mostly water.

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**Directions:** Use evidence from page 8 of *One Well* to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**Why doesn't the amount of water on Earth change? Use details from the text to support your answer.**

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

The water on Earth doesn't change in amount because

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# Application Activity

**Directions:** Use evidence from page 16 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**If the amount of water on Earth is always the same, why do many people not have access to enough freshwater?"**

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

Many people do not have access to fresh water because they

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## ELA Homework

Our Toolkit for the day



Main Idea and Key Details

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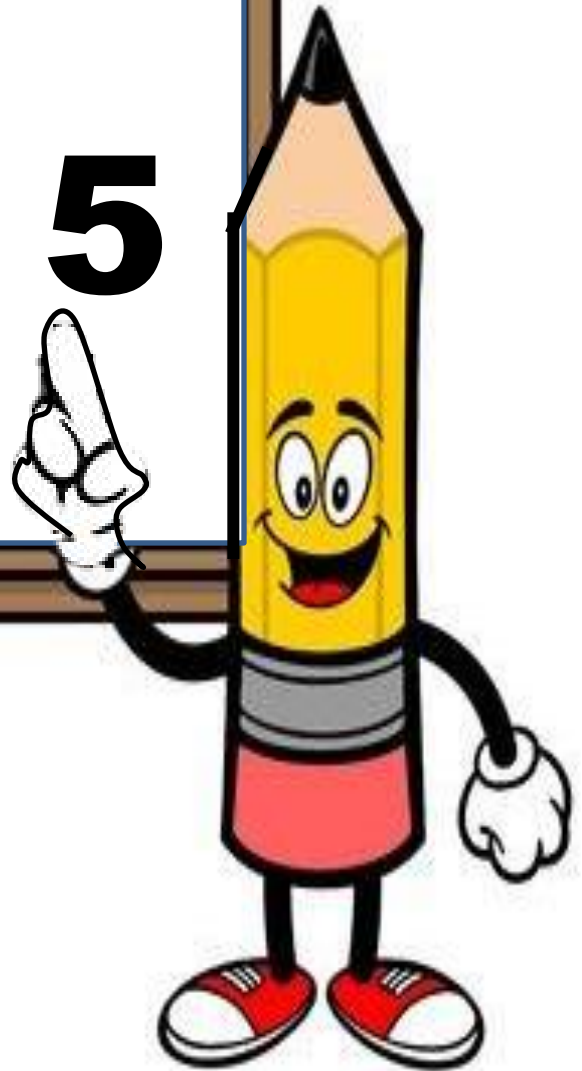
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**Day # 5**



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# ELA Packet

Our Learning for today:



**LEQ:** Can a writing response demonstrate my knowledge of a topic or text?

**Objective:** I can write an informational paragraph including important key details

**R** RESTATE THE QUESTION  
Turn the question into a statement

**A** ANSWER THE QUESTION  
Answer all of the parts

**C** CITE TEXT EVIDENCE  
According to the text... the author says...  
The text shows... The author explains...

**E** EXPLAIN THE EVIDENCE  
The word that... The phrase means...  
The sentence says...  
The phrase shows...

**S** SUMMARIZE  
Restate the question in your conclusion

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## Vocabulary Guided Notes

- **RACES:** A **writing** strategy used for **short response** questions. R is **Restate** A is **Answer** C is **Cite Evidence** E is **explain** and S is **Sum it up**
- **Paragraph:** A piece of **writing** that answers a **question** and has more than one **sentence**.
- **Informational: Factual** or **true**

## Explicit Instruction

**Directions:** Use evidence from pages 4-7 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**Why does Earth look blue from outer space? Use details from the text to support your answer.**

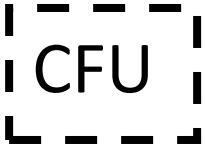
R – Restate the question (I will tell) A – Answer C – Cite evidence (Two pieces of evidence are) E – Explain (This shows) S – Sum it up (Now you know)

I will tell why Earth looks blue from out space. The Earth looks mostly blue from outer space because it is mostly water.



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**Directions:** Use evidence from page 22-25 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**How can the movement of water through the land and the water cycle make water pollution worse?**

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

Water pollution gets worse when water moves through land

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Name: \_\_\_\_\_  
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# Application Activity

**Directions:** Use evidence from pages 4-7 of One Well to answer the question below. Be sure to include at least 3 sentences - an **inference** (from your brain), an **explanation** (What do you mean?), and **evidence** (What does the text say?)

**Where is the majority of water on Earth? How do you know? Use details from the text to support your answer.**

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

The majority of water on Earth can be found in \_\_\_\_\_ and I know this because \_\_\_\_\_

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## ELA Homework

Our Toolkit for the day



Main Idea and Key Details

If your scholar **DID NOT** complete the page titled  
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