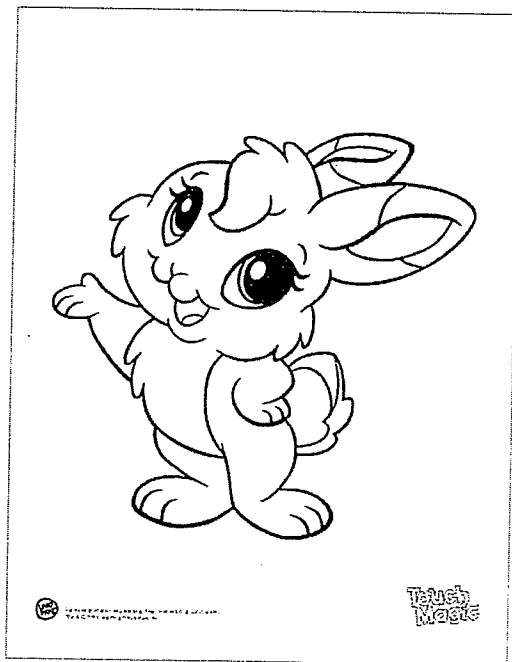

Name _____

Spelman and Howard
4th Grade ELA
Learning Packet
April 19th- April 23rd, 2021



Name: _____

Date: April 19th, 2021

BCCS-Girls

Spelman/Howard

Test Prep: Day 21

Learning Targets	I can answer multiple choice questions based on a text using the ECI strategy.
Assignment to Submit	Close reading annotations: Excerpt from Stunt Performers Multiple Choice Questions using ECI strategy: Packet

Directions
Read this article. Then answer questions 1 through 6.

Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

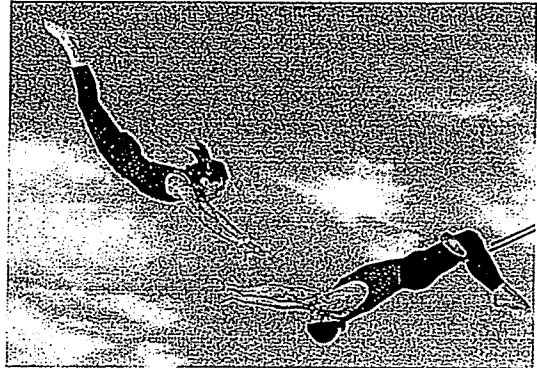
Excerpt from *Stunt Performers*

by Tony Hyland

1 Do you want to be a stunt performer?

2 Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?

3 Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.



4 We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day's work. They'll be back doing more spectacular stunts the following day.

5 Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.

6 Perhaps you could be a stunt performer one day.

Stunt actor or circus performer?

7 Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.

GO ON

8 Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.

9 Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

Life as a stunt performer

10 Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.

11 Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.

12 Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

Circus life

13 Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.

14 Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents' act. Circus children don't usually go to school. They study by correspondence, or have a teacher who travels with the circus.

Risks and dangers

- 15 Stunt performers of all types know that their jobs are risky. They don't let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:
- 16 **Falls** Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.
- 17 **Sports injuries** Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.
- 18 **Fire and explosions** Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.
- 19 **Accidents** A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That's why performers practice their stunts and check their equipment closely.
- 20 **Bad weather** Wind and rain on a movie set can create unexpected hazards for stunt actors.

GO ON

1 Which sentence from the article **best** explains why stunt performers are willing to do such a dangerous job?

- A “For the stunt performers, this is the day’s work.” (paragraph 4)
- B “But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.” (paragraph 5)
- C “They work hard to make it look as if someone else is doing the stunt.” (paragraph 7)
- D “This means filming in remote places such as deserts, jungles, and mountains.” (paragraph 12)

2 Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?

- A They must work to get their bodies ready for action and in good shape.
- B They must live in far off places.
- C They must learn to be either a gymnast or a martial artist.
- D They must become specialists in horse riding, working with explosives, and scuba diving.

3 Based on the article, why do some stunt actors spend long periods of time away from home?

- A They need to live in different parts of the world to be able to help the actors.
- B They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.
- C They need to travel to the different places where movies and television shows are filmed.
- D They need to go to different places to learn new skills from experts.

-
- 4 Based on the article, music helps circus performers by
- A calming their fears when they are in front of an audience
 - B reminding them of home when they are performing in new places
 - C letting them know when to begin and end parts of their shows
 - D allowing them to relax during difficult stunts

- 5 How do paragraphs 15 through 19 support the author's main points?
- A They show that stunt performing has too many dangers.
 - B They give details about how stunt performers train their bodies.
 - C They show how stunt performing is something everyone can do.
 - D They give details about the types of danger stunt performers face.

- 6 Which paragraph best supports a main idea of the article?
- A paragraph 7
 - B paragraph 10
 - C paragraph 13
 - D paragraph 19

GO ON

Name: _____

Date: April 20th, 2021

BCCS-Girls

Spelman/Howard

Test Prep: Day 22

Learning Targets	I can answer multiple choice questions based on a text using the ECI strategy.
Assignment to Submit	Close reading annotations: Excerpt from One day and One Amazing Morning on Orange Street Multiple Choice Questions using ECI strategy: Packet

Directions

Read this story. Then answer questions 19 through 24.

Kids who live on Ali's block like to play in a vacant lot on their street. Ali shows treasures that she finds on the lot to her neighbor, Ms. Snoops, to see if she knows the stories behind them.

Excerpt from *One Day and One Amazing Morning on Orange Street*

by Joanne Rocklin

1 "I had the most wonderful idea yesterday, while I was watering the tree in the empty lot," Ms. Snoops said.

2 "Yes! That happens to me all the time! It just happened this morning!" said Ali. "What was your idea?"

3 Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten "M." "As soon as I got the idea, I wrote this note to myself, just so I wouldn't forget. I'm embarrassed to tell you I can't remember what the 'M' is for."

4 "'M' is for mystery," said Ali, "but that doesn't help you much. How about muffins? Maybe you were thinking of baking your delicious orange muffins. You haven't made those in a while."

5 "No," said Ms. Snoops. "It was more important than that."

6 "Money? Medicine?" asked Ali.

7 "No, it had something to do with you, I believe."

8 "Me?"

9 "That's right, but I'm not sure how. Well, let's not let this spoil our get-together! What treasures have you brought this afternoon?"

10 From her bag, Ali pulled out the round metal disk, the icy-blue stone shaped like a heart, the iron nails, the woolen sock, and the rusty cookie tin with the head inside of it. She spread everything out on the coffee table.

11 Ms. Snoops placed the disk, the nails, and the sock in a separate pile. “These are common household items,” she said. She picked up the scratched metal disk. “This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who still puts up her own preserves, however.” She tapped on the iron nail. “A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm . . . But *this* is interesting.”

marmalade = a sweet jelly that contains pieces of fruit

puts up = stores for later use

preserves = a sweet food made of fruit cooked in sugar

12 She held up the icy-blue stone. It twinkled in the sunlight from the window. “I would bet dollars to doughnuts this was one of Pug’s stones. He collected unusual ones. That boy’s pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart.”

13 “But it does!” said Ali. “Don’t you think so?”

14 Ms. Snoops peered at the stone. “I guess you could say that,” she said. “Funny little guy. He drew pictures, too, like his mother. His father didn’t approve much of his artistry. He had an older brother who was good in sports, if my memory serves me.”

15 “How nice that you remember all that,” said Ali. “Sometimes I forget that other families once lived on this street.”

16 “I used to love the old stories when I was your age,” said Ms. Snoops. “I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking.”

metaphorically = comparing one thing to another to help explain something

17 “That’s just what I like to do!” said Ali.

18 “That’s what all writers do when they create stories. They steal, disguise, and make things up.”

19 “I’m actually planning on becoming an archaeologist, not a writer,” Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

archaeologist = a scientist who studies objects from the past to understand ancient peoples and how they lived

20 “No reason you couldn’t be both,” said Ms. Snoops. “When I—”

21 Ms. Snoops stopped in mid-sentence. She reached for the rusty metal cookie tin. "What do we have here? Oh, my goodness! Can it be?" She opened the box slowly, then peered inside. "It is! It is! Shirley! Dear old Shirley! It's so good to see you again!"

22 She lovingly removed the head from the box and laid it in her lap. The doll looked up at her with its one good eye, and its smile seemed to say, *Likewise, I'm sure.*

23 "I knew this doll when I was a young girl," murmured Ms. Snoops. "Oh, Shirley, the memories I have of you!"

24 Suddenly Ms. Snoops jumped from the couch, still clutching the doll's head. "That's it!" she cried. "Memories! 'M' is for memoirs! My wonderful idea was to write my memoirs! All these treasures you've shown me have brought back my memories, and I am so grateful."

25 "It's been a lot of fun," Ali said.

26 Ms. Snoops had begun to pace the room. "I will write down all my stories about Orange Street, before I forget them."

19

What does paragraph 3 reveal about Ms. Snoops?

- A She rarely gets great ideas.
- B She is an organized person.
- C She sometimes forgets things.
- D She wishes Ali were her daughter.

20

Which detail best reveals what Ali wants to be when she grows up?

- A Ali thinks of things starting with “M” to try to help Ms. Snoops remember.
- B Ali collects old objects to show to Ms. Snoops.
- C Ms. Snoops explains to Ali that making things up is what writers do.
- D Ms. Snoops thanks Ali for bringing her treasures.

21

According to the story, what does the phrase “fill in the holes myself” (paragraph 16) mean?

- A rely on memory to finish a true story
- B find evidence for the most likely explanation for a story
- C ask someone questions to figure out the whole story
- D create details to complete an unfinished story

22

Which sentence expresses something important that Ali and Ms. Snoops have in common?

- A They both like old-fashioned fruit preserves.
- B The icy-blue stone is a mystery to both of them.
- C They both enjoy making up stories.
- D Shirley the doll means a lot to both of them.

23

Which theme is best supported by paragraph 21?

- A Childhood toys should be kept forever.
- B Important lessons can be learned from the past.
- C Nothing brings more joy than to talk with a friend.
- D Something that seems worthless may be special to someone.

24

Which detail would be most important to include in a summary of the story?

- A "Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten 'M.'" (paragraph 3)
- B "Maybe you were thinking of baking your delicious orange muffins. You haven't made those in a while." (paragraph 4)
- C "I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones." (paragraph 12)
- D "All these treasures you've shown me have brought back my memories, and I am so grateful." (paragraph 24)

Directions

Read this article. Then answer questions 25 through 31.

You CAN Run a Mile!

by Betsy Dru Tecco

- 1 Have you ever tried to run a mile? If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test. One of the five activities in that test is the endurance run/walk. That activity asks you to complete a 1-mile distance as fast as you can. As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

Prepare Yourself

- 2 "Running a mile is a great accomplishment—no matter how long it takes. But to perform your best in the mile run, and to feel good doing it, you really need to prepare properly," says Larry Greene. He is an exercise science expert, a former professional distance runner and coach, and a coauthor of *Training for Young Distance Runners*.

- 3 One way to start running is to join a school team or a local running club that has a good coach, advises Greene. A coach can teach you correct running form—that's how you hold your body and move your arms and legs. Good form is important for avoiding injuries and doing your best, Greene says, but it's not something you can learn completely on your own. A coach can also remind you to pace yourself. "If you start too fast, you'll have to slow down or stop due to fatigue," he explains. "If you start too slowly, you might not achieve your time goal."

Fun Run

To make your run more fun, add a silly challenge after each lap. For example, run one lap, and then stop and dance like a rock star for a minute. Then continue running. After your second lap, pretend you are a monkey climbing a tree.

Come up with new challenges to do after each lap. What are some other goofy things you could do after each lap? What are some ways you can add other types of exercise between each lap?

GO ON

- 4 The library and the Internet can improve your running. “When I first started competing in track and cross country at age 12, I benefited so much from reading . . . about the sports,” Greene says. “Learn as much as you can by reading running books, magazines, and Web site articles.”

Start With Short Distances

- 5 To train for a mile run, start by running a short distance, such as one-quarter mile. Over the next few weeks, slowly increase the distance by one-eighth or one-quarter of a mile at a time. That gives your body time to adjust to each new challenge. (It can also lower your risk of injury.) Don’t forget to congratulate yourself after you complete each new distance—with a big gulp of water.

Stay Safe

- 6 If you ever feel too tired to keep going, stop. “Don’t push yourself when running becomes painful,” Greene says. And never run outside alone—have a workout partner who will run with you. Warm up, stretch, and cool down together. Check each other’s posture as well as your running form. Having someone else watch you run will help you make sure you are running both safely and efficiently. It helps to pass the time too!

First Place Finish!

Demian L. started running about a year and a half ago at his school in Brooklyn, N.Y., and then he joined another running program, called the Mighty Milers. He’s come a long way. This past spring, Demian qualified for a national running event: the USA Track and Field National Youth Indoor Track and Field Championships in Chicago. Demian, now in fifth grade, took first place in the 1,500-meter race for his age group. He ran the distance, which is nearly 1 mile, in 5 minutes and 44 seconds. That is superfast! “It felt really good and was a big confidence builder,” he says. To train for the race, Demian ran three times a week and did stretching exercises and other sports. He likes the way running keeps him fit and feeling good. “Running makes me happy!” he says.

25

In paragraph 2, the details about Larry Greene are important because they suggest why

- A coaches need running experience
- B his book is full of good ideas for running
- C young people need special training
- D his advice about training can be trusted

26

Based on the article, what is the main reason it is helpful to join a team or a club?

- A You can have fun running with people.
- B You can improve by working with a coach.
- C You can learn to change your time goals.
- D You can learn to run far without getting tired.

27

Why is the text box “Fun Run” included in the article?

- A It provides ideas for training that add to suggestions given in the article.
- B It gives an opinion about training that is different from the rest of the article.
- C It suggests that a silly approach to running is better than the article’s serious approach.
- D It provides evidence to support the article’s claim that people can become better runners.

GO ON

28 Read this sentence from paragraph 1.

As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

Which paragraph best supports this claim?

- A paragraph 2
- B paragraph 3
- C paragraph 5
- D paragraph 6

29 Based on paragraph 6, what does it mean to run "efficiently"?

- A to stretch and cool down correctly
- B to use correct speed and form
- C to train with another person
- D to avoid any danger

30

Which sentence best expresses the main idea of the article?

- A "If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test." (paragraph 1)
- B "But to perform your best in the mile run, and to feel good doing it, you really need to prepare properly," says Larry Greene." (paragraph 2)
- C "To train for a mile run, start by running a short distance, such as one-quarter mile." (paragraph 5)
- D "Don't push yourself when running becomes painful," Greene says." (paragraph 6)

31

Based on information in the text box "First Place Finish!" what can the reader conclude about racing?

- A Running in races can encourage people to work hard.
- B Competing in races is something every runner must try.
- C Training three days a week is necessary to win races.
- D Winning championship races requires joining a program.

GO ON

Name: _____

Date: April 21st, 2021

BCCS-Girls

Spelman/Howard

TEST DAY

Learning Targets	I can read a play and use textual evidence to answer text-specific questions.
Assignment to Submit	Text-dependent questions (Packet)

A decorative border of curtains with a scalloped top edge and vertical pleats, framing the central text.

Now Presenting...

Keelboat Annie

A stormy night and a slumber party provide the perfect setting for an evening of storytelling as Crystal's favorite aunt, Aunt Lois, spins the tale of Annie Christmas.

Characters

Narrator..... _____

Aunt Lois..... _____

Crystal (Aunt Lois's niece) _____

Ruth _____

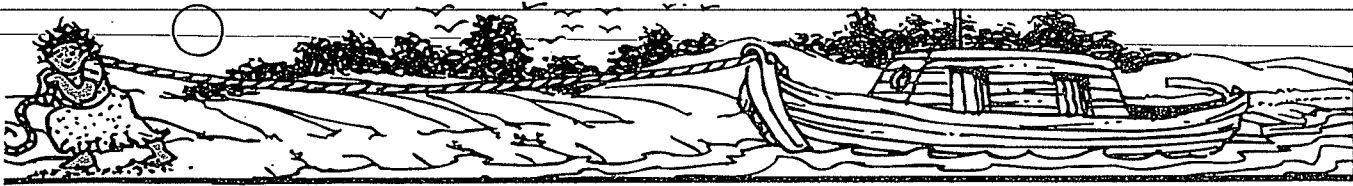
Nona _____

Brigitte..... _____

Annie Christmas..... _____

Bully 1 _____

Bully 2 _____



Keelboat Annie

..... Characters

Narrator	Brigitte
Aunt Lois	Annie Christmas
Crystal	Bully 1
Ruth	Bully 2
Nona	

.....

Narrator: Crystal has invited her three best friends over for a slumber party. They are planning to stay up late eating popcorn and watching some of their favorite movies.

Crystal: This is going to be so much fun! I can't wait to see *The Little Dragonfly* again!

Ruth: And you know how much I love *Princess LuLing*!

Nona: *(smiling)* No bedtime, hot buttered popcorn, my favorite movies, and my best friends. What could possibly be better?

Narrator: As the girls settle down with a giant bowl of popcorn, they suddenly hear a loud BOOM! The lights go out and the room is plunged into darkness.

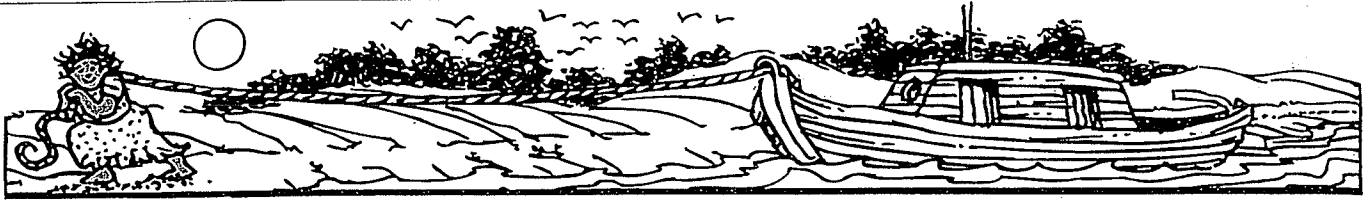
Nona: Oh, my gosh! They were actually right about that storm they predicted!

Ruth: I guess so! The power's out! There's no electricity at all!

Brigitte: *(making spooky sounds)* Ooooo! This could get scary!

Crystal: What are we going to do? We were going to watch movies all night! Now what do we do?

Ruth: Isn't your Aunt Lois staying with you again? I'd love to visit with her! I remember when she came to school last year and told our class all those stories about John Henry and Paul Bunyan and his big blue ox.



Nona: Yeah, and about Slue-Foot Sue and Calamity Jane!

Narrator: Suddenly, from the dark living room comes the sound of four voices, joined together in an urgent cry.

Brigitte, Crystal, Nona, Ruth: Aunt Lois!! Come here, please!

Narrator: A moment later, the living room is bathed in a warm light as Aunt Lois enters carrying a lantern.

Aunt Lois: Goodness gracious, girls. What's all the fuss?

Crystal: The electricity's out and we can't watch our movies! What are we going to do all night long?

Aunt Lois: I was wondering how long it would take before you girls started hollering for help. I think what you need is a good story about a woman who knew how to take care of herself. Keelboat Annie was more likely to help others than to need help herself—that's for certain!

Brigitte: I've never heard of Keelboat Annie. Who's she?

Aunt Lois: (*incredulous*) Who's Keelboat Annie? What do they teach you in school these days? Why, Keelboat Annie was the queen of the Mississippi!

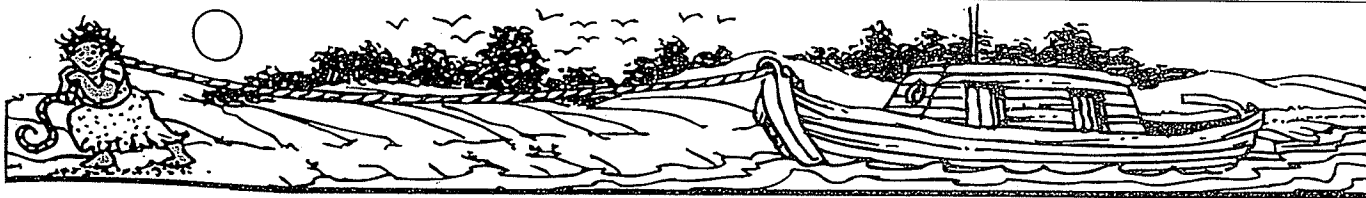
Crystal: The Mississippi? Isn't that way down in the South?

Aunt Lois: Actually, child, the Upper Mississippi begins way up north in Great Lakes country, up in Minnesota.

Ruth: (*amazed*) No way! But it comes out in the Gulf of Mexico, in Louisiana!

Aunt Lois: I guess you *are* learning something in school after all. That mighty river actually runs right smack down the middle of the country. It seems like every little creek and stream in the land is a tributary! Why, the Mississippi gets so filled up with water that it just about spills over its banks! That mighty Mississippi can be awfully powerful—even wicked at times. You had to be mighty strong to run a keelboat on that river.

Nona: What's a keelboat? Is it like those old-fashioned riverboats?



Aunt Lois: Keelboats were much smaller and flatter, more like a barge. They were used before steamboats. A skilled keelboat captain could navigate that rushing river with nothing more than a sail, a strong hand on the rudder, and a sharp eye. To go upriver, though, a captain had to arrange for people or mules to pull the keelboat. 'Course, Keelboat Annie didn't have to hire mules. She could pull the boat herself, even if it was loaded with 200 barrels of cotton!

Brigitte: (*incredulous*) No way!

Aunt Lois: (*laughing*) Oh, Keelboat Annie wasn't your run-of-the-mill woman. Some folks say she stood a full seven feet tall, though my great-grandma—who knew Miss Annie personally—told me she wasn't more than 6 foot, 12 inches. And some folks say Keelboat Annie weighed 250 pounds of solid muscle, but my great-grandma told me she weighed in at a full 300. She said she knew this for a fact because she once saw Annie ride a seesaw with a 300-pound prize bull.

Brigitte: (*to the other girls*) Um. . . okay. . . whatever you say.

Aunt Lois: Believe what you will, but I'm telling you Keelboat Annie was one larger-than-life human being. Folks say her beautiful skin was as black as the night, and her hair was as wild as the river itself. Annie Christmas was a sight to behold! My great-grandma once saw her walk a ship's gangplank with a barrel of cotton under each arm and one on her head. Folks up and down the Mississippi admired Annie Christmas. You see, there was only one thing Miss Annie liked better than steering her boat down the most treacherous channels of the Mississippi....

Crystal: And what was that?

Aunt Lois: She loved running bullies out of town. Any time Miss Annie came ashore at a riverside town, she kept a sharp lookout for bullies. No one knows exactly why, but she just couldn't abide the idea of some tough guy picking on someone who was littler or meeker.

(Annie Christmas moves to the cleared area of the "stage." Aunt Lois continues with the story, while the action shifts to Annie and the bullies.)



Annie: This seems like a nice little town. I wonder if they've got any seesawing bulls around here?

Narrator: Two bullies walk by, eating oranges and talking loudly about their exploits.

Bully 1: I'll bet that little old lady will think twice before she goes marketing on a Wednesday again!

Bully 2: *(laughing)* You said it! I sure do love the taste of a good orange, especially if it's been snatched from an old lady!

Aunt Lois: Now, Annie could not believe what she had just heard. What kind of lowdown, no-good skunks would steal oranges from old ladies? She feared her ears were playing tricks on her, so she walked right up to those two bullies.

Annie: Excuse me, gentlemen. Did you just say that you stole those oranges from an old lady who was doing her Wednesday marketing?

Aunt Lois: The bullies were a bit taken aback at Annie's size, but, being bullies, they weren't very smart.

Bully 1: You heard what you heard, lady. This here bag of oranges was snatched right from the hands of an old woman.

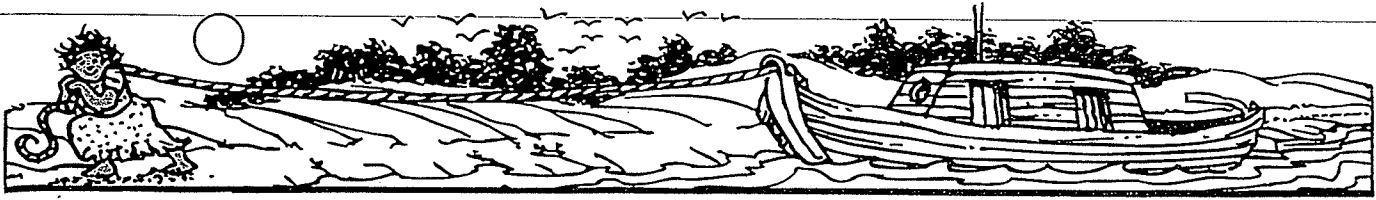
Annie: *(taking a deep breath)* You're going to return those oranges.

Bully 2: *(with a wide grin)* And if we don't?

Aunt Lois: Annie was distracted for a moment by the bully's grin. She noticed his two rows of perfect teeth. Now, Annie didn't like violence, but she could defend herself. And she was mighty fond of collecting bullies' front teeth. She strung them onto a necklace that was already 10 feet long and wrapped around her neck in 10 strands.

Nona and Ruth: *(with disgust)* Ew, nasty!! Gross!

Aunt Lois: The bullies hadn't noticed her necklace because, being bullies, they weren't too sharp.



Annie: Then I'll take that bag of oranges and return it myself.

Aunt Lois: Just then, the second bully tried to sneak behind Annie, and the first bully made a terrible mistake: he actually tried to take a swing at Keelboat Annie! Annie ducked and the punch missed her, but it landed right smack in the center of the second bully's mouth. Out flew those two perfect front teeth! Annie reached down and snatched them up, knowing they would make a nice addition to her necklace. She grabbed the bag of oranges that the bullies had dropped in the scuffle. They were so busy throwing punches that they didn't notice Keelboat Annie taking off with the bag of oranges and the two perfect front teeth.

Crystal: C'mon, Aunt Lois! Do you really expect us to believe that story?

Aunt Lois: Believe what you will. But I'll tell you this: not only could Annie Christmas take care of herself just fine, she was also ready to stand up for the small and meek.

Brigitte: Just like Robin Hood!

Nona: Yeah, he stole from the rich to help the poor.

Crystal: That's right, Aunt Lois, you've told me tales about Robin Hood before. How about telling us one of those stories now?

Aunt Lois: I thought I was here on vacation! I need to get some rest, and you girls do too. Wake me up bright and early, and I'll come back and spin you another yarn. Now get to sleep!

Crystal: Good night, Aunt Lois!

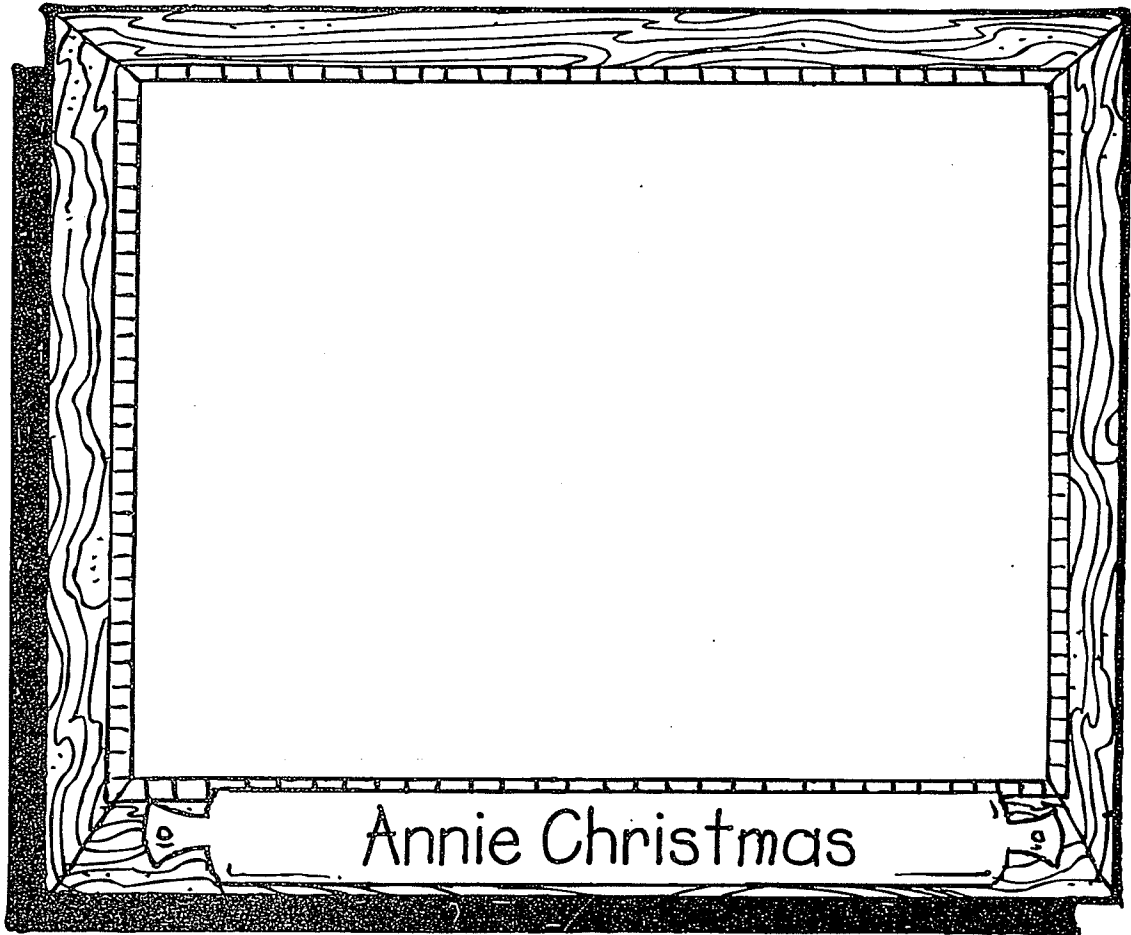
Crystal, Ruth, Nona, Brigitte: And thanks for the tall tale!

Name _____



Picture This!

Review the script to find physical descriptions of Annie Christmas. Based on what you read, draw a picture of Keelboat Annie. On the lines below, list the features you included as well as the number of the page and paragraph where you found the information.



Features	Page #	Paragraph #

Name _____



Truth or Exaggeration?

As you know, tall tales include lots of exaggeration. Read each sentence below that contains information from the story. If the information is true, write a **T** in the box. If it's an exaggeration, write an **E**. Then write a true sentence that is not an exaggeration, as in the completed example.

1. Keelboat Annie could pull a boat loaded with 200 barrels of cotton.

Keelboat Annie was a very strong woman.

2. The Mississippi River starts near the Great Lakes in Minnesota.

3. Every creek in the United States flows into the Mississippi River.

4. To go upriver, a keelboat has to be pulled by people or mules.

5. At six foot twelve, Miss Annie was 250 pounds of solid muscle.

6. Annie Christmas rode a seesaw with a 300-pound bull.

7. Keelboats were used on the Mississippi before steamboats.

8. Keelboat Annie used a sail and a rudder to guide her boat.

9. Miss Annie collected the front teeth of bullies.

Name: _____
BCCS-Girls

Date: April 22nd, 2021
Spelman/Howard

Module 4: Unit 2: Lesson 2

Learning Targets	I can summarize chapter 9 of <i>The Hope Chest</i> .
Assignment to Submit	Theme chart and summary (Packet)

Summarizing *The Hope Chest*, Chapter 9

Which theme can you see in Chapter 9?

Theme:		
Supporting details (including pages): 1.	Elaboration: How is this detail evidence of the theme?	What is happening at this point in the chapter? (be brief)
2.		

Name: _____
BCCS-Girls

Date: April 23rd, 2021
Spelman/Howard

Module 4: Unit 2: Lesson 3

Learning Targets	I can summarize chapter 10 of <i>The Hope Chest</i>
Assignment to Submit	Theme chart and summary (Packet)

Summarizing *The Hope Chest*, Chapter 10

Which theme can you see in Chapter 10?

Theme:		
Supporting details (including pages): 2.	Elaboration: How is this detail evidence of the theme?	What is happening at this point in the chapter? (be brief)
2.		

