Fourth Grade English Language Arts Packets for Distance Learning
Cycle Two - April 14th to May 1st

This packet can be accessed in the following ways:

- **Google Classroom ELA**
  You can type your answers directly on your slide in the text box that we added to each question. (no printing needed for this option.) You may also create your own text boxes and type on the slides.

- **You can print from the BCS website**

- **You may view the work online and write your answers on your own paper.** (no printing needed)

If your child is completing classwork in google classroom directly on the google slide, their work is visible by the teacher. There is no need to “share” or hit the “turn in” button. Just send your teacher an email or text to let her know it is done.

**OR**

Scan your child’s work and send to the teacher via text or email as a PDF document.
Please see video link and pictures below for help:

https://www.youtube.com/watch?v=zgUSYp4pwXo

**OR**

Take a picture of your child’s work and send it to the teacher. **WORK SHOULD BE TURNED IN TWICE PER WEEK TO YOUR CHILD’S TEACHER.**

Miss Reith and Miss Schalk would like 4th grade students to complete a worksheet, article, or piece of writing each day. We have included the page numbers for material you will need to complete. If you normally see Ms. Hale, Miss V, or Miss Dible they have made notes within the weekly calendar about what you need to do. As you complete the packets your teacher will ask for your feedback about the packet and the material in it, but they will not be formally graded, per the district's request. Your teacher will check in with you and your student about the material and how well you did while reviewing it. If you have any questions or need any help, you can contact any of the teachers below through email and we will be glad to help you!

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Grade/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Reith</td>
<td><a href="mailto:sreith@bucyrusschools.org">sreith@bucyrusschools.org</a></td>
<td>4th grade ELA/Science</td>
</tr>
<tr>
<td>Miss Schalk</td>
<td><a href="mailto:mschalk@bucyrusschools.org">mschalk@bucyrusschools.org</a></td>
<td>4th grade ELA/SS</td>
</tr>
<tr>
<td>Ms. Hale</td>
<td><a href="mailto:ahale@bucyrusschools.org">ahale@bucyrusschools.org</a></td>
<td>4th grade intervention</td>
</tr>
<tr>
<td>Miss V</td>
<td><a href="mailto:vruggeri@bucyrusschools.org">vruggeri@bucyrusschools.org</a></td>
<td>4th grade intervention</td>
</tr>
<tr>
<td>Miss Dible</td>
<td><a href="mailto:ldible@bucyrusschools.org">ldible@bucyrusschools.org</a></td>
<td>4th grade intervention</td>
</tr>
</tbody>
</table>
**Miss Schalk** will be holding “office hours” on Thursdays through Zoom from 10am-11am starting on Thursday 4/16/20. You will see the link on the days she is available to speak with the students in their google classroom. You will need access to a device (phones will also work). Zoom is a video conferencing web application and students will only be able to see/talk to Miss Schalk and other participants in the group (which would be their classmates). Please feel free to join your students and say hello! Miss Schalk will still be available through call/text and email as normal.

**Miss Reith** will also be holding “office hours” on Wednesdays from 9-10 on Zoom starting Wednesday 4/15/20. If this time or day does not work for you, please let her know and she can arrange a different time to meet for help. You will see the link on the days she is available to speak with the students in their ELA google classroom. She can also send the information through text or Dojo messenger. You will need access to a device (phones will work). Students will only see Miss Reith and classmates of theirs during these Zoom meetings. Please feel free to join your students and say hello!

In addition to the work we have listed below, please choose **AT LEAST ONE** of the following activities to complete each day. If your student would like, there are also extra **optional** activities available through their google classroom account. Each student is already enrolled into our classes, so they do not need a code or password. If you are having issues logging into any of these programs, please let us know and we can walk you through this process. Your student has been on these websites many times.

- Complete 15 minutes of Freckle Word Study. Please note that these codes are correct for Miss Schalk's and Miss Reith's classes. They were incorrect on the original papers that were sent home. Make sure you are using your school email and the code for your class.
  - Schalk: vf3e9r
  - Sutter: uvhp2h
  - Reith: REITH3
  - Green: REITHQ
- Read 20 minutes on Epic.
  - Schalk: utu9136
  - Reith: jzd3636
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Number</th>
<th>Miss Dible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 4/14</td>
<td>Punctuation/Grammar Practicing Punctuation</td>
<td>8-9</td>
<td>Ms. Hale</td>
</tr>
<tr>
<td></td>
<td>sentences. Rewrite the sentences with the</td>
<td></td>
<td>Miss V</td>
</tr>
<tr>
<td></td>
<td>correct capitalization and punctuation on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the provided lines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/15</td>
<td>Writing</td>
<td>43-58</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Included in your packet is a Lock Down</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diary. Every day that you have writing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you may choose to complete 2 pages of that</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>diary. Follow the directions on the pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of your choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 4/16</td>
<td>Writing</td>
<td>43-58</td>
<td></td>
</tr>
<tr>
<td>Miss Schalk’s</td>
<td>Choose 2 pages to complete from your Lock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“office hours”</td>
<td>Down Diary. Follow the directions on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(the link can be</td>
<td>pages of your choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>found on google</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Fiction
Read *The Choice* and answer the questions as you read. If you would like, complete the “continuing the learning journey” at the end of the reading.


*Remember if you are completing this assignment online, there is a text-to-speech feature that will read the story to you. If you are printing it and need help reading, ask a family member to read it to you.*

**Pause and think- How did Zander feel about being in the thrift store?**
- a. He was excited to be somewhere new.
- b. He was embarrassed.
- c. He was sad to be away from friends.
- d. He was mad his mom made him go.

**Pause and think- What did Zander find in the pocket of his new jeans?**
- a. A necklace
- b. A bracelet
- c. A charm
- d. A ring

**Pause and think- What did Xavier and Yuri each think Zander should do with the ring?**
- a. They both said to keep it.
- b. They both said give it back.
- c. Xavier said to keep it, Yuri said to give it back
- d. They both said nothing.

**Pause and think- What did Zander decide to do with the ring?**
- a. Keep the ring.
- b. Give it back to the thrift shop.
- c. Find the rings owner.
- d. Share the ring with his friends.

**Pause and think- What solution did Zander come up with before returning to the store?**
- a. Keep the ring.
- b. Give it to his mom.
- c. Give it to Yuri.
- d. Give it to Xavier.

**Pause and think- How do you think the ring got into the pocket of Zander’s jeans?**
- a. Someone left it there on accident.
- b. Zander’s mom put it in there.
- c. It came from the ring jar.
- d. Miss V. lost it.

**Pause and think- Why did Zander feel angry?**
- a. Because he did not keep the ring.
- b. Because he thought he was tricked.
- c. Because the ring was worth a lot of money.
- d. Because he gave the ring to his friend Xavier.

You do not have to do the Continue Learning Journey.
<p>| Monday 4/20 | <strong>Reading Nonfiction Science</strong> | 15-19 | Play it Safe: What kids should know about the Coronavirus. Read the article and answer the questions including the short answer. |
| Tuesday 4/21 | <strong>Writing</strong> Choose 2 pages to complete from your Lock Down Diary. Follow the directions on the pages of your choice. | 43-58 | <strong>Writing</strong> Included in your packet is a Lock Down Diary. Every day that you have writing, you may choose to complete at least 1 page. If you want an extra challenge fill out 2 pages in the diary. Follow the directions on the pages of your choice. |
| Wednesday 4/22 | <strong>Writing</strong> Choose 2 pages to complete from your Lock Down Diary. Follow the directions on the pages of your choice. | 43-58 | <strong>Writing</strong> Included in your packet is a Lock Down Diary. Every day that you have writing, you may choose to complete at least 1 page. If you want an extra challenge fill out 2 pages in the diary. Follow the directions on the pages of your choice. |
| Thursday 4/23 | <strong>Punctuation/Grammar</strong> Start with the Labor Day Paragraph and then move on to the Apple paragraph. Please rewrite the paragraph with the corrected punctuation, capitalization, grammar and spelling on the provided lines. | 20-21 | <strong>Punctuation/Grammar</strong> Choose one of the articles to correct. If you want to challenge yourself or have extra time you can do the second one. |
| Friday 4/24 | <strong>Reading Fiction</strong> Read and answer the questions from Jump! Jump! Jump! | 22-27 | <strong>Reading Fiction</strong> Read and answer the questions from Jump! Jump! Jump! ~Answer all of the multiple choice questions. ~Choose one of the extended response questions. |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Activity</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4/27</td>
<td>Reading Nonfiction Social Studies</td>
<td>Read and answer the questions from Harriet Tubman and the Underground Railroad.</td>
<td>28-31</td>
</tr>
<tr>
<td>Tuesday 4/28</td>
<td>Writing</td>
<td>Choose 2 pages to complete from your Lock Down Diary. Follow the directions on the pages of your choice.</td>
<td>43-58</td>
</tr>
<tr>
<td>Wednesday 4/29</td>
<td>Writing</td>
<td>Choose 2 pages to complete from your Lock Down Diary. Follow the directions on the pages of your choice.</td>
<td>43-58</td>
</tr>
<tr>
<td>Thursday 4/30</td>
<td>Punctuation/Grammar</td>
<td>Start with the George Washington paragraph and then move on to being a “Sentence Fixer Upper!”. Rewrite the George Washington paragraph on the provided lines with the appropriate capitalization, punctuation, grammar and spelling. You may rewrite the sentences for the fixer upper or you may just use the marking we have discussed in class to fix your sentences.</td>
<td>32-33</td>
</tr>
</tbody>
</table>

For the Sentence Fixer Upper, after each sentence there is a number. This number tells us how many mistakes there are in the sentence.

Use a colored pen or pencil to fix the George Washington paragraph to have the correct capitalization, punctuation, spelling, and grammar.
### Reading Fiction

Read **Squeak Twice for Yes** and answer the questions. The questions are located on the purple edges of the reading and there is a separate sheet after the reading.

This link will take you to the passage where the lower level can be read and there is also a text to speech feature. [https://storyworks.scholastic.com/issues/2017-18/030118/Squeak-Twice-for-Yes.html](https://storyworks.scholastic.com/issues/2017-18/030118/Squeak-Twice-for-Yes.html)

The red arrows throughout the reading will help you find the bold sentences that help you answer the questions.

**Question 1**: Answer as is.
**Question 2**: How does Brian think Sherlock is talking?
   a. With his voice.
   b. Using Barks.
   c. Using the squeaky toy.
   d. Knocking things over.

**Question 3**: Skip

**Question 4**: Answer as is.

**Question 5**: What does Brian have in mind about halfway through the story?
   a. To quit science fair.
   b. To eat a sandwich.
   c. That his dog can speak using Morse code.
   d. That his friend Ophelia is boring.

**Question 6**: What is Ophelia's problem in the story?
   a. She has a fear of talking in front of others.
   b. She did not do her part of the project.
   c. She got food poisoning.
   d. She thinks they will lose.

**Question 7**: Answer as is.

**Question 8**: What do you think the idiom “cat got his tongue” means?
   a. A cat bit someone's tongue.
   b. Is not able to talk right now.
   c. A fear of cats.
   d. The dog got bit by the cat.

**Question 9**: Skip this question.

**Question 10**: How has Ophelia’s problem been solved?
   a. She won first place.
   b. She got to take the dress she hated off.
   c. She learned to talk in front of people.
   d. She learned to love dogs.
Practicing Punctuation

Directions: Please rewrite these sentences using the correct capitalization and punctuation.

1. Dr. Hamlet lives in CA.

2. Her ZIP code is 03950.

3. Wesley lives in FLA with his wife, Mrs. Roberts.

4. Elizabeth was reading *Little House on the Prairie*.

5. The distance between Rachel’s house and Samuel’s house is 10 km.

6. Yesterday we saw *Mean Girls* at Muvico.

7. Mr. Rogers said, “It’s a beautiful day in the neighborhood.”

8. This summer I will travel to NJ.
11. tomorrow at 10:00 AM we will take a class picture

10. we drove from CA to FL on a summer road trip

12. my favorite movie is the karate kid

12. will you please pass the jelly

13. the baby weighed 5 lb 12 oz

14. i was born on feb 10

15. drake and josh is on at 9:00 PM

16. mark played great music in his car when we drove down union ave
The Choice

What would you do if you found a ring that didn’t belong to you? BY NAN MARINO | ART BY KYLE M. STONE

My mom whistled as she sorted through the clothes at the **thrift store**. Like she didn’t have a care in the world. Like we had always shopped there.

She held a pair of jeans in front of me. “What about these, Zander? Do you think they’ll fit?”

The weird guy who worked behind the counter **smirked**.

“Whatever you pick is fine,” I whispered. I was embarrassed to be there. I wanted to leave before anyone I knew saw me. “Can I go? X and Y are waiting for me to get home.”

“And they’re missing Z,” said Mom, smiling at the old joke. My two best friends are Xavier and Yuri. We’ve been called X, Y, and Z since forever.

I was almost to the door when Weird Counter Guy called out, “Hey, kid. What’s the hurry?”

I ran outside. I didn’t even stop to answer him.

**The Surprise**

The next morning when I was getting dressed for school, I reached into the back pocket of those jeans and felt something round. I pulled out a ring.
A real ring! At first I thought it was cheap and plastic, but when I held it up to the window, it sparkled in the light. The ring had three colored jewels. They were surrounded by diamonds.

My mom knocked on my bedroom door. I closed my fist to hide the ring. “Ready for school?” she asked.

“Yes?” I squeaked.

“You OK?”

“I’m fine.” My voice came out higher than normal.

“Jeans fit OK?”

“Great,” I said. Again, with this high and squeaky voice.

“You know, Zander,” my mom called through the door, “no one knows where we bought them.”

I closed my fist tighter.

“Finders, Keepers?”

I kept the ring hidden all day. Through math. Through English. Through lunch. Even when I was walking home with Xavier and Yuri, I didn’t say a word.

It wasn’t until we got back to my apartment that I showed my friends what I’d found.

Xavier patted me on the back.

“You’re rich! I hope you remember who your friends are.” Yuri whistled. “Will you keep it?”

“Of course he will,” Xavier said.

“Finders, keepers. That’s how life works.” Yuri threw a pillow at him. “But someone might be looking for it.”

That’s how it is with these two. One says one thing, and the other goes the other way. After all these years, it’s a wonder they’re still friends.

I decided that my ring was real. And that it was worth thousands of dollars.

After school, we’d sit in my bedroom with the ring on the floor between us. We’d eat barbecue potato chips and dream about all the things I could buy with that money.

Well, Xavier and I dreamed. Yuri did his best to squash every last dream.

“What about the person who lost the ring?” he asked. “What if it belonged to some grandmother, and it was the last thing her husband ever bought her?” He pointed to Xavier. “What if the owner was your grandmother?”

“Zander paid for those jeans,” said Xavier. “He can’t help it that the ring came with them.” He didn’t answer the grandma question.

They looked at me to break the tie. That’s what I always did when they disagreed. But this time, it was different. This decision was up to me. I thought about being able to buy a car and video games and a skateboard.

“The ring is mine,” I said finally. “We paid for it.”

We heard the sound of keys in the door and the click of my mother’s heels on the floor. I pushed the empty potato chip bag over the ring before she walked into the room.

Yuri leaned over and whispered, “If you really believe that ring is yours, then why are you hiding it from your mom?”

I hate it when Yuri’s right.

**The Solution**

I spent the next few days watching the thrift store. As people went in and out, I tried to find a person who looked worried or sad. I saw a woman holding the hand of a little girl. The ring could be hers. Maybe she was a single mom, and maybe money was tight.
It upset me to think about that mom and daughter. But that’s when I got the idea: I could give the ring to my mom. That wasn’t keeping it exactly, but it wasn’t giving it back either. It seemed like a good solution. But I knew my mother would search for the person who lost the ring. For my mom, this would be an easy decision.

I wished it were easy for me.

Then I saw the sign on the window. Right in the middle was a picture of a diamond ring that said the word lost in large black letters. In even larger print, it said "Heartbroken." Below, it said "Inquire within."

I waited for the store to empty out before I stepped inside.

**The Jar of Rings**

Weird Counter Guy was wiping down a display case with a dirty rag. I decided to say it fast, all in one breath. "I need to speak to the person who posted that sign about the ring. I think I found it."

Weird Counter Guy didn’t answer. He just reached under a counter and pulled out a glass jar filled with rings. They all sparkled.

He tossed one in my direction.

"Did it look like this?"

It looked exactly the same. I didn’t know what to say.

**Keepers and Returners**

"They’re fake," he explained. "Don’t feel bad, kid. They fool everyone." He grinned. "Sometimes I hide them in some clothing here to see what people will do. Most people don’t return them."

I reached into my pocket and pulled out the other ring. My ring. Then I threw it on the counter.

"Do you know what you put me through? For nothing?" I asked.

Weird Counter Guy shrugged his head. "Not for nothing, kid. You learned something. There are two types of people in the world: the Keepers and the Returners. You never know which type you are until you’re put to the test." He pointed the rag at me. "And you, kid, are a Returner."

He pushed the ring back toward me. "Keep it. It’s yours. You’ve earned it."

"It’s not even real. What am I going to do with it?" I asked.

Weird Counter Guy shrugged, and I ran out of there. I stopped running only when my lungs ached and my muscles hurt. I leaned up against a garbage can, gasping for breath. All I could think about was that stupid ring.

But instead of throwing it away, I put it back into the pocket of my jeans.

Maybe I’d keep it. Maybe I’d give it to my mom. There was no need to hide it anymore. It might be a fake ring, but it has a real story to go with it."

**Think and Write**

Imagine you’re Zander. Write a letter to your mom explaining how you got the ring, why you decided to return it, and what you will do with it now. Be sure to use details from the story in your letter.
Pause and Think Questions from The Choice

1. How did Zander feel about being in the thrift store?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

2. What did Zander find in the pocket of his new jacket?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

3. What did Xavier and Yuri each think Zander should do with the ring?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

4. What did Zander decide to do with the ring?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
5. What solution did Zander come up with before returning to the store?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. How do you think the ring got into the pocket of Zander's jeans?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. Finally, why did Zander feel angry at the end of the story?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

_____________________________________________________________________

p. 14
Play it safe: What kids should know about the coronavirus outbreak

By Washington Post, adapted by Newsela staff on 03.25.20
Word Count 772
Level 700L

Image 1. Children draw a rainbow and the slogan of hope being shared in Italy, "Andrà tutto bene" (Everything will be alright), during quarantine measures amid the novel coronavirus COVID-19 pandemic on March 13, 2020, in Milan, Italy. Photo: Pietro D'Aprano/Getty Images
Schools across the country are closing because of the coronavirus. Many students may be jumping for joy. Others might be worried, scared or confused.

The American writer Ralph Waldo Emerson once wrote that knowledge cures fear. With that in mind, let's answer a few common questions about coronavirus.

**Everybody keeps talking about "coronavirus" and "covid-19." Which is it?**

Both of these terms are correct, but they refer to different things. The virus itself is called "SARS-CoV-2." This is short for "Severe Acute Respiratory Syndrome" and "coronavirus." SARS-CoV-2 causes an illness known as "Coronavirus Disease 2019," or covid-19. It is also called "novel coronavirus" because it is a type of coronavirus scientists have not seen before.

**How does covid-19 affect people?**

The most common symptoms are fever, cough and shortness of breath. However, someone with the virus may not feel sick immediately. It could take 2 to 14 days for them to start feeling sick.

Scientists say most people who get the virus can fight it like they would the flu. Some people won't even realize they have the virus. However, it will be harder for the elderly and people with other health problems to fight the virus. In the worst cases, covid-19 can cause death. Fortunately, death is extremely unlikely for infected children and teenagers.

**Can pets get covid-19?**

A dog in Hong Kong, China, has tested positive for the coronavirus. However, it has no symptoms. The World Health Organization focuses on the public international health. It is called WHO for short. The organization has studied covid-19. For now, WHO does not think people can catch the virus from dogs. Still, keeping your animals inside will lower their chance of getting the virus.
Why are schools, stores and restaurants closing?

SARS-CoV-2 is new. Our bodies do not know how to fight it yet. This makes it easier for the virus to infect new people quickly. Large groups gather at schools, stores and restaurants. This makes them perfect places for the virus to spread.

Experts are most worried that many people could get COVID-19 at the same time. It would be hard for hospitals to treat all those people at the same time. That is what happened in Italy. That would make it difficult to treat people with COVID-19. Full hospitals would also make it difficult for people with other health problems to get medical help.

Can this coronavirus be stopped?

Scientists are working on a vaccine to help stop the coronavirus. Vaccines help the body learn how to fight the virus. However, the vaccine will take time. For now, communities and families can help slow the spread of the virus.

Why do we have to wash our hands so often?

Washing your hands is always a good idea to prevent illness. Hand-washing is even more important as this coronavirus spreads. Make sure you wash your hands with warm or cold water and soap. Scrub your hands, fingers and wrists. Scrub them for as long as it takes to sing "Happy Birthday to You" twice. Remember to cover your cough with a tissue or your elbow, too.

What is "social distancing"?

Your parents might not want you to play basketball with your neighbors these days. Or, they might not want you to go to a party this weekend. This is because of "social distancing." It might feel like a bummer. However, experts say it is one way everyone can work together to slow the coronavirus.

The idea of social distancing is simple. We must limit how many people we are in close contact with. Then, the virus has fewer chances to spread. The Centers for Disease Control studies diseases. It is called the CDC for short. The CDC says people should stay at least six feet apart.
Social distancing gives people a better chance to avoid covid-19. It can make you and your family safer. Social distancing can also help your grandparents, friends and strangers who may have a higher risk of getting a serious case of the virus.

How long will this last?

Unfortunately, no one can answer that question yet. The CDC recommends canceling large events for at least eight weeks. Your parents and teachers will help think of creative ways to pass the time.

1. Read the following paragraph from the section "What is social distancing?"

The idea of social distancing is simple. We must limit how many people we are in close contact with. Then, the virus has fewer chances to spread. The Centers for Disease Control studies diseases. It is called the CDC for short. The CDC says people should stay at least 6 feet apart. Social distancing gives people a better chance to avoid covid-19. It can make you and your family safer. Social distancing can also help your grandparents, friends and strangers who may have a higher risk of getting a serious case of the virus.

Based on this paragraph, choose the statement that is TRUE.

(A) Social distancing is a simple way to cure covid-19.
(B) Some groups are more likely to get sick from covid-19 than others.
(C) Social distancing is the only way to stop covid-19.
(D) Some groups cannot be in close contact with others.

2. Read the paragraph below from the section "Can pets get covid-19?"

A dog in Hong Kong has tested positive for the coronavirus. However, it has no symptoms. The World Health Organization focuses on the public international health. It is called WHO for short. The organization has studied covid-19. For now, WHO does not think people can catch the virus from dogs. Still, keeping your animals inside will lower their chance of getting the virus.

What inference can the reader make based on this paragraph?

(A) Pets cannot be tested for covid-19.
(B) Pets can get very sick from covid-19.
(C) Pets are probably spreading covid-19 to people.
(D) Pets are not likely to spread covid-19 to people.
5. What other ways have you learned about covid-19? Have you watched any news stations? Read anything online? Talked about this with an adult? What have you learned and what can you tell us about what you learned? Use 3 sentences to answer how you have learned about covid-19. Remember to use capital letters and punctuation.
Correct the paragraph

Labor day is a holiday that occurs the first Monday in September. The holiday first began in the United States over two hundred years ago. Many people have the day off work and celebrate with parades and barbecues. Many people also thinking of this day as the end of summer. How do you celebrate Labor Day!
Apples is a popular fruit harvested in the fall. From the time an apple seed is planted, it takes about five years for the tree to grow and produce apples. There are over 7,000 different types of apples grown around the world. Most apples are some shade of red, green, or yellow. They can be as small as a cherrie or as large as a grapefruit. Apples are used in many different recipes, with apple pie being the most popular in the US.

Rewrite the paragraph correctly on the lines below.
"You're doing it all wrong," said Ryan.

"You're nuts!" shouted Tom. "I'm the best jumper there ever was!"

"Then how come you can't touch the doorframe?"

"It's hard, okay?"

Tom stood on the concrete, rubbing his shoulder and looking straight up. The doorway to the lunchroom was ten feet high, at least. Nobody his age could jump high enough to touch it. Older kids tried every day. Nobody even came close. But Ryan had dared Tom that he couldn't do it, and so Tom had to try.

He muttered under his breath: "I'm the best jumper there ever was."

It had started the year before at recess. A Frisbee was stuck in a tree. Nobody could jump high enough to get it. Nobody could climb the tree to get it. Nobody could throw anything that would knock it down. And so Tom had stood way back from the tree. He got a running start. And when he was going as fast as he could run, he leapt. It was like he was in the air forever, and then he felt the Frisbee in his hand. From that day on, when there was a problem that could be solved by jumping, they called Tom.

Everybody loved their jumping champion, except for Ryan. Before Tom had come along, Ryan had been the best jumper in the class. He could jump over hurdles. He could jump down the stairs. He could jump all sorts of places—but never quite as high as Tom. Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

"Come on," he taunted. "You can't jump just a little bit higher? I thought you were the best jumper there ever was!"
Tom gritted his teeth. He tensed his legs. He threw his body up into the air. And he still fell short by at least two feet. He didn't want to say it was impossible, but...

"It's impossible," he said.

"Ha! I knew it."

"Unless we work together."

A few minutes later, Tom knelt on the ground. He laced his fingers together and held Ryan's foot in his hands.

"One...two...three!" shouted Tom. On three, Ryan put all his weight on Tom's hands, and Tom threw him up into the air. Ryan's hand smashed into the doorframe, and he fell down laughing.

"We did it!" he said.

"Now it's my turn!" said Tom.

Together, they were the best jumpers there ever were.
1. Tom says that he is the best ______ there ever was.
   A. soccer player
   B. swimmer
   C. jumper
   D. runner
   Answer:

2. What problem does Tom have in this story?
   A. He cannot get a Frisbee to fly smoothly through the air when he throws it.
   B. He cannot jump over as many hurdles as Ryan can.
   C. He cannot jump high enough to reach the top of a doorway.
   D. He cannot climb a tree to get a Frisbee that is stuck in it.
   Answer:

3. Tom is the best jumper in his class. What evidence from the story supports this statement?
   A. Tom falls at least two feet short of the top of the lunchroom doorway when he tries jumping up to touch it.
   B. Tom is the only person who is able to jump high enough to get the Frisbee out of the tree.
   C. Tom grits his teeth and tenses his legs before jumping toward the top of the lunchroom doorway.
   D. Tom kneels to the ground, laces his fingers together, and holds Ryan's foot in his hands.
   Answer:
4. Read these sentences from the text.

Everybody loved their jumping champion, except for Ryan. Before Tom had come along, Ryan had been the best jumper in the class. He could jump over hurdles. He could jump down the stairs. He could jump all sorts of places—but never quite as high as Tom. Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

Based on this evidence, why might Ryan be "out for revenge"?

A. Ryan is angry that Tom has taken his place as the best jumper in the class.
B. Ryan is upset that Tom is taller and more popular than he is.
C. Ryan does not believe that Tom is a better jumper than he is.
D. Ryan wanted to rescue the Frisbee, but Tom got to it before he did.

Answer:

5. What is a theme of this story?

A. By working together, people can achieve something that they cannot achieve on their own.
B. Making friends is more important than impressing the people around you.
C. The best way to resolve a conflict with someone is to challenge that person to do something dangerous.
D. Impressing the people around you is more important than making friends.

Answer:
6. Read these sentences from the text.

Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

'Come on,' he taunted. 'You can't jump just a little bit higher? I thought you were the best jumper there ever was!'

Tom gritted his teeth. He tensed his legs. He threw his body up into the air. And he still fell short by at least two feet.

Based on these sentences, what does the word "taunted" mean?

A. asked or questioned in a polite way
B. teased or challenged in mean language
C. praised or gave a compliment
D. helped out or assisted without being asked

7. Choose the answer that best completes the sentence.

He got a running start. And when he was going as fast as he could run, he leapt.

How could these sentences be combined?

A. He got a running start; and when he was going as fast as he could run, he leapt.
B. He got a running start, and when he was going as fast as he could run, he leapt.
C. He got a running start, when he was going as fast as he could run, he leapt.
D. He got a running start and when he was going as fast as he could run, he leapt.
8. What is impossible unless Tom and Ryan work together?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. What happens after Tom throws Ryan up into the air?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Explain whether working together solves a problem in this story. Support your answer with evidence from the text.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Harriet Tubman lived during a time when it was illegal to help enslaved people escape to freedom, but she helped them escape anyway. Because of her efforts, she came to be known as "Moses," referring to an important figure in the Bible. The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. Similarly, Tubman led African Americans out of slavery in the American South. She became the most well-known leader of the Underground Railroad. The Underground Railroad was a system of secret routes that helped enslaved people escape to free states.

Harriet Tubman was born enslaved. She escaped slavery and made a promise to help others do the same. She made a total of 19 rescue trips back down south. She never lost one of the 300 people she saved. She was skillful and brave. She even led her parents to freedom in 1857.

Harriet Tubman continued to help other African American people. She was a nurse and a spy during the Civil War. In her later years, Tubman established a house for elderly African Americans who needed help. She was a beacon for the African American community and the United States.
1. How was Harriet Tubman most like Moses?
   A. They are both important figures in the Bible.
   B. They both saved people from slavery.
   C. They are both famous Americans.
   D. They both lived in Egypt.

2. What does the author describe in the passage?
   A. slavery in the United States
   B. how Harriet Tubman escaped from slavery
   C. how Moses led the Jews out of Egypt
   D. the life and works of Harriet Tubman

3. Harriet Tubman helped African Americans in more ways than just her role in the Underground Railroad. What evidence from the passage supports this conclusion?
   A. She never lost one of the 300 enslaved people she led to freedom.
   B. She made a total of 19 rescue trips to the South.
   C. She established a house to help elderly African Americans.
   D. She became the most famous leader of the Underground Railroad.

4. Why is Tubman most likely described as brave?
   A. She promised to help free enslaved people.
   B. She made 19 rescue trips back down south.
   C. She established a house for elderly African Americans who needed help.
   D. She is compared to Moses, an important figure in the Bible.

5. What is this passage mostly about?
   A. how Tubman helped enslaved people and other African Americans
   B. why the Underground Railroad was never discovered by police
   C. how Tubman trained to be a nurse in the Civil War
   D. similarities and differences between Tubman and Moses from the Bible
6. Read the sentences: "The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. **Similarly**, Tubman led African Americans out of slavery in the American South."

As used in this sentence, what does the word "**similarly**" mean?

A. mysteriously  
B. very differently  
C. legally  
D. in about the same way

Answer:

7. Choose the answer that best completes the sentence below.

Harriet Tubman wanted to continue helping African Americans, ________ she established a house for elderly African Americans who needed help.

A. because  
B. so  
C. earlier  
D. instead

Answer:

8. What was the Underground Railroad?

__________________________________________________________

__________________________________________________________

__________________________________________________________
9. Based on the passage, why did Harriet Tubman most likely want to help other enslaved people escape?

10. One of the definitions of the word "beacon" is someone or something that guides or gives hope to others. The text states that Harriet Tubman was a "beacon" for the African American community and the United States. Use information from the text to support this statement.
George Washington

George Washington was the first president of the United States before he became president. Washington was named commander in chief of the Continental Army during the American Revolution. Washington was a strong leader and proving himself to be a great president. He set the standard for those that follow in his footsteps.

Rewrite the paragraph correctly on the lines below.
#1  this wil be the best school year ever  (3)

#2  My Dog has really very thik fur.  (3)

#3  Is it to windy out side to have a picnic!  (3)

#4  My familly went to a zoo in texas on Vacation.  (3)

#5  I no how count in five different Languages.  (3)

#6  Our hole class likes to wach Movies  (3)

#7  It took ben one our to dig the whole.  (3)

#8  don't trip in the whole on the play ground?  (4)

#9  Hour school play will take one our to to perform.  (3)

#10  Our Soccer team is caled the red rangers.  (4)
The night I discovered Sherlock could talk was just a regular night.

Mom was rushing around the kitchen, trying to figure out what to do
with the pork chops Dad had forgotten to take out of the freezer.

“Brian,” Mom cried. “Would you please call your dog? He’s driving me
crazy with his squeaky toy!”

Sherlock stood in front of her, squeaking his stuffed monkey over and over.

“Come here, Sherlock,” I said. Sherlock bounded over, wagging his tail. He looked
up at me with those big brown eyes. Most of the time his eyes were happy. This time
his eyes said, “Listen up!”

“What is it, Sherlock?” I asked.

Squeak, squeak—squeeeekeek!

“Are you trying to tell me something?”

Squeak! Squeak!

“Hey, Dad,” I said. “I think Sherlock is trying to talk to us through Mr. Squeaks.”

Sherlock squeaked the monkey twice.

“He’s trying to tell you he wants his dinner,” Mom called from the kitchen.

Sherlock yipped at the sound of his favorite word: dinner.

“Is that what you want, Sherlock?” I asked. “Squeak twice for yes if you want
dinner.”

**Sherlock picked up the slobbery monkey and squeaked it twice.**

“Mom! Did you see that?”

Dad watched Mom poke at the frozen pork chops.

“Brian, just feed that poor dog. And honey, call Speedy’s Pizza,” Mom said as
she slumped down on the couch.

I filled Sherlock’s dish with food.

“You want your dinner, boy?” I asked. Squeak! Squeak!

I decided to try something else. “Do you want to go to the vet, Sherlock? Squeak
twice for yes and once for no.”

Sherlock bit down once on Mr. Squeaks. Hard.

“What! Mom! Dad! Did you see that?”

They were too busy arguing over pizza toppings to notice.
The next day at school, I found Ophelia in the library. She was easy to spot because she wears the same clothes every day—jeans, a T-shirt that says “It’s All Relative,” and a purple cap with “Doctor Who Rules” stitched on it. The kids in fifth grade think she’s weird. I happen to know she’s a genius. That’s why I was lucky to get her as my science fair partner. With her brains, I actually had a chance of going to the Missouri State Championship in St. Louis. The winners would get tickets to Six Flags amusement park, which had just opened the Super Anti-Gravity Coaster. I wanted to ride it more than anything.

“Hey, Phee,” I said. “You’re coming over today to work on our project, aren’t you?”

She glared at me over the rim of her glasses. I’m pretty sure I’m the only one who can call her Phee without getting socked in the stomach. “Of course,” she said. “Our presentation is in five days.”

“Cool!” I held my hand up for an automatic high five. Ophelia rolled her eyes. Ophelia does not do high fives.

Later that day, we sat cross-legged on my bedroom floor, going over our presentation on Morse code. Ophelia studied her checklist as she tapped her pencil on the side of her glasses.

“First, you’ll tell them how Samuel Morse and some others invented this method of communicating in 1836. Then, using this Morse code alphabet chart I made, you’ll explain how each letter and number is represented by a unique sequence of dots and dashes or clicks. And don’t forget—”

“It’s boring, Phee,” I groaned.

“It’s a perfectly good presentation,” she sniffed.

“But it’s not going to win,” I said.

Sherlock trotted into my room holding Mr. Squeaks in his mouth.

“Watch this, Phee. Sherlock, squeak twice for a dog cookie.”

Squeak! Squeak!

“See,” I said. “He can talk.”

“Coincidence,” Ophelia said.

“No, really,” I said. “Watch this.”

We ran through our yes-for-dinner and no-for-the-vet routine. “Interesting but irrelevant,” Ophelia said.
Sherlock put his front paws on Ophelia’s knees. Squeak, squeak-squeak, squeeese, squeak!

“See, he’s using Morse code,” I said, half joking and half not.

Ophelia rolled her eyes. “Right. How would a dog learn Morse code?”

“Why not?” I said. “On Animal Planet they said chimpanzees, dolphins, and even dogs have been taught to ‘read’ symbols for words.” Picking up steam, I said, “He’s been in the room with us while we’ve been working on this project. It makes total sense!”

Ophelia shook her head.

I paced around my bedroom. “Phee, do you know what this means?” I grabbed Sherlock by his furry front paws and danced him around the room. “There’s no way we can lose now with Sherlock.”

Ophelia stuffed her notepad into her Albert Einstein backpack. “The only way we’ll win is by hard work, not with a trick dog!”

“But Phee—”

“No buts, Brian. I’ve worked hard on the research and graphs and posters. All I need you to do is give the oral presentation.”

“Why can’t you do it along with me?”
She looked down at her cowboy boots. “I Can’t Talk In Front Of People.”
I touched her trembling arm. “Don’t worry. I have it covered.”
After she left, I studied the Morse code alphabet chart. “Maybe Ophelia’s right,” I said. “Maybe you weren’t really using Morse code.”
Sherlock picked up Mr. Squeaks. Squeak, squeak-squeak, squeeee, squeak!
I wrote down the pattern of his squeaks then looked up at the chart.
“I’ve got it!” I crowed. “You said, ‘One smart boy,’ didn’t you?” Sherlock squeaked his monkey twice.
I laughed and rolled on the floor with my dog. “Six Flags, here I come!”

The day of the science fair arrived. Ophelia had the charts and posters. All I had to bring was Sherlock. And Mr. Squeaks.
“I still don’t understand why we’re bringing the dog,” Mom said.
“I told you. He’s part of the presentation,” I said with a grin.
I found Ophelia setting up our table in the packed gymnasium. I hardly recognized her. She had on a dress and no Doctor Who cap.
“Wow, Phee,” I said. “You look really—”
“Don’t say a word,” she said, her face turning as red as Mr. Squeaks’s cape. “And what’s he doing here?” she demanded, pointing at Sherlock.
Before I had a chance to argue with her again, Principal Meeks announced the beginning of the contest.
“You’re ready with your part, right?” Ophelia grew paler the closer the judges came.
Before I had a chance to argue with her again, Principal Meeks announced the beginning of the contest.

“You’re ready with your part, right?” Ophelia grew paler the closer the judges came.

“I’ve been working with Sherlock all week,” I assured her. “He can say ‘Hello, my name is Sherlock’ in Morse code.”

“That’s not what I meant,” she hissed.

The judges, teachers, parents, and students arrived at our table. There must have been 30 people. Ophelia whimpered behind me.

“Ah, and what would a science fair be without a Morse code project,” Mr. Dent, the English teacher, sighed.

I smiled. “My partner and I have a very different presentation. We’ve taught my dog to communicate using Morse code.”

“Let me introduce him.” I looked behind me. No Sherlock.

“He was here just a minute ago,” I said.

“Sherlock, where are you, boy?” I called.

A faint squeak came from under the table. I lifted the tablecloth. Sherlock was hiding with Mr. Squeaks.

I pulled him out and set him on the table beside the poster of the Morse code alphabet. “Meet Sherlock, the talking dog,” I said. He looked as terrified as Ophelia.

I explained how I’d taught him to talk using different squeaks for dots and dashes. I handed Sherlock his monkey. Someone in the back laughed.

“Sherlock, why don’t you introduce yourself?” He stared out at the crowd, frozen. Mr. Squeaks shook in Sherlock’s mouth.

“What’s the matter? Cat got his tongue?” someone called. Everyone laughed.
Sherlock squealed with fright and leapt off the table, knocking Ophelia’s charts to the floor. The crowd scattered as he flew across the gym toward the doors.

“Sherlock! Wait!” I cried. “Come back!”

**Ophelia clutched a sheet of paper, her hands shaking but her face determined. “I’ll take over. Go find him.”**

I almost melted in gratitude. “Thanks, Phee,” I said as I dashed away.

Mom and Dad scoured the hallways with me and called Sherlock’s name. No Sherlock. I felt sicker than sick.

Dad patted my shoulder. “We’ll find him.”

Mom put her arm around me. “I’m sorry about the project, honey. I know how much you wanted to win.”

Tears stung my eyes. “I don’t care about winning the stupid science fair. I just want to find Sherlock.”

But Sherlock was nowhere to be found. “We’ll look out in the parking lot,” Mom said. “You go help Ophelia.”

When I spotted Ophelia with all our stuff packed up, I felt even more terrible. “I’m really sorry, Ophelia,” I said miserably. “I ruined everything.”

She turned around, grinning!

“Sherlock!” I cried. I took my dog from her arms.

“He came back here while you were looking for him,” she said.

I hugged him. “You were right all along, Phee,” I said. “It was stupid to think he could talk. I guess sometimes a squeak is just a squeak.”

She ruffled Sherlock’s ears. **“It’s OK. If he hadn’t run away, I’d never have found the courage to actually talk in front of people. That’s worth more than any first-place medal.”**

Sherlock yipped and wagged his tail. I put him on the floor. He grabbed his monkey and squeaked it for all he was worth.

Sherlock pawed Ophelia’s leg and squeaked the same pattern again. Ophelia grabbed a pen and scribbled something down.

Her eyes grew huge, and then she laughed.

“What is it?” I asked.

She turned the pad so I could read it:

“Sherlock sorry sorry boy.”

We laughed. Ophelia held up her hand, and we slapped the best high five ever.

“You ready to go home, Sherlock?”

Squeeeak! Squeeeeeeak!
Squeak Twice for Yes

Answer the questions as you read the passage. Use the red arrows and highlighted sentences in the reading to help you find the answers.

1. What a great way to grab your attention! What does the first line of the story make you wonder?

2. How does Brian think Sherlock is “talking”?

3. What does the description of Ophelia in this paragraph tell about her?
4. What do you learn about Morse Code in the story? Why is it important?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What plan does Brian have in mind about halfway through the story?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What is Ophelia’s main problem in the story?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. What does Brian want from the science fair? What do you think Ophelia wants?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8. What do you think the idiom “cat got his tongue” means?


9. How does the series of events in the story lead to a turning point for the main characters?


10. How has Ophelia’s problem been solved?


MY
LOCK
DOWN
DIARY
2020

NAME: 
AGE: 
CITY: 
DATE: 

DRAW YOU IN YOUR BUBBLE!

ISOLATION APPRECIATION

© Stephen McCourtney

MYLOCKDOWNDIARY.COM
WHO ARE YOU HOME WITH?

WRITE WHAT YOU APPRECIATE ABOUT THESE PEOPLE.

NAME

NAME

NAME

NAME

NAME

NAME

IF YOU NEED MORE PRINT ANOTHER PAGE.
WHO ARE YOU HOME WITH?

WRITE WHAT YOU APPRECIATE ABOUT THESE PEOPLE.

NAME

NAME

NAME

NAME

NAME

NAME

NAME

IF YOU NEED MORE PRINT ANOTHER PAGE:
WHY A LOCKDOWN DIARY?
EVEN THOUGH THE WORLD JUST BECAME PRETTY DIFFERENT THERE’S STILL A LOT TO APPRECIATE.
The small things you might not have noticed before tell the future your story.

WRITE HOW YOU ARE FEELING
FIVE AWESOME THINGS ABOUT TODAY

1.

2.

3.

4.

5.
MOVIE DAY

WATCH A MOVIE/TV SHOW. HOW WAS IT?

TITLE

YOUR REVIEW

WHAT ELSE DID TODAY HOLD?

CIRCLE ONE:
LIKE
DISLIKE
ISOLATION

WHAT DO YOU APPRECIATE ABOUT YOUR FAMILY.

APPRECIATION DAY.
What did you do to not get bored today?

Morning

Afternoon

Evening
THIS SPECIAL DAY. WHAT MADE TODAY AWESOME?
WHAT DO YOU APPRECIATE ABOUT YOUR FRIENDS

APPROPRIATION DAY.
If you can, take a walk outside. Draw 4 things you remember.
WHAT are you looking forward to when life returns to normal... when the lockdown ends?
Write a kind message to someone in your Bubble!
Feelings

What are your feelings today? Chat about them with those in your bubble.
MY STAY AT HOME SUMMARY.

SUM UP THIS time?

TO Future Kids?

signed: 

p. 58