

# BSD 4th Grade Remote Learning Packet 3 (English)

Dear Families, English

The packet is organized by:

 3-week calendar of activities	 Math Lesson (complete in one day)	 Reading Lesson (complete in one day)
 Social Studies Lesson (week-long)	 Science Lesson (week-long)	 Social Emotional Learning

★ Extra Activities

Estimadas Familias: Español

El paquete informativo está dividido de la siguiente manera:

 Calendario de actividades para 3 semanas	 Lección de Matemáticas (complete en un día)	 Lección de Lectura (complete en un día)
 Lección de Estudios Sociales (para una semana)	 Lección de Ciencias (para una semana)	 Aprendizaje Social y Emocional

★ Actividades Adicionales

Arabic اللغة العربية

العائلات الكرام

تم تنظيم الحزمة حسب الآتي

تقويم الأنشطة لمدة 3 أسابيع

درس رياضيات (أكملته في يوم واحد)

درس القراءة (أكملته في يوم واحد)

درس الدراسات الاجتماعية (لمدة أسبوع)

درس العلوم (لمدة أسبوع)

التعليم العاطفي الاجتماعي

★ الأنشطة الإضافية

Goysaska Qaaliga ahow, Somali

Xirmada waxaa diyaariyay::

 Jadwalka howlaha 3-isbuuc	 Casharka Xisaabta (mid dhameey maalinti)	 Casharka Aqrinta (mid dhameey maalinti)
 Casharka Cilmiga Bulshada (Isbuucoo-dhan)	 Casharka Sayniska (Isbuucoo-dhan)	 Barashada shucuurta bulshada

★ Howlaha Dheeraad ah

Уважаемые родители, Russian

Этот пакет составлен:

 Календарь занятий на 3 недели	 Урок Математики (закончить за 1 день)	 Урок Чтения (закончить за 1 день)
 Общественные науки (на неделю)	 Естественные науки (на неделю)	 Социально-эмоциональное развитие

★ Дополнительные занятия

학부모님께, Korean

수업 및 활동들은 다음과 같이 짜여 있습니다:

 3주 동안 활동 캘린더	 수학 수업 (하루에 하나 완성)	 읽기 수업 (하루에 하나 완성)
 사회 수업 (일주 동안)	 과학 수업 (일주 동안)	 사회적 정서적 학습

★ 과외 활동

亲爱的学生家庭: Chinese

数据包包括:

 3周活动日历	 数学课程 (一天完成)	 阅读课程 (一天完成)
 社会学课程 (一周)	 科学课程 (一周)	 社会情感学习

★ 其他活动

保護者の皆様 Japanese

パッケージは以下のように分類されています:

 3週間のアクティビティ	 算数のレッスン(1日で完了)	 リーディングレッスン(1日で完了)
 社会科レッスン(一週間)	 理科レッスン(一週間)	 社会性/情動スキル教育

★ その他の活動

Thân gửi gia đình, Vietnamese

Tài liệu được chuẩn bị do:

 Lịch học cho 3-tuần	 Toán (cần làm trong ngày)	 Đọc (cần làm trong ngày)
 Khóa học xã hội (nguyên tuần)	 Khóa học (nguyên tuần)	 Học và áp dụng kỹ năng giao tiếp

★ Các hoạt động phụ trợ

# Fourth Grade Calendar



June 1-12

Week 1		
	<b>Activities from the packet</b>	<b>Other Activities</b>
Day 1	Reading Activity Science: Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 2	Math Lesson 13 Social Emotional Learning Activity	Read 20 minutes
Day 3	Reading Activity Health	Play a math or strategy game
Day 4	Math Lesson 14 Social Emotional Learning Activity	Read 20 minutes
Week 2		
	<b>Activities from the packet</b>	<b>Other Activities</b>
Day 5	Reading Activity Social Studies: Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 6	Math Lesson 15 Social Emotional Learning Activity	Read 20 minutes
Day 7	Reading Activity	Play a math or strategy game
Day 8	Math Lesson 16 Social Emotional Learning Activity	Read 20 minutes

# Reading Activity

Hello Parents/Guardians,

An **Historical Fiction Book Club** will be the focus for one more week of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead. ☆ Spend 20 minutes reading each day.

## Learning Activity #1:

1. **Reading:** Continue reading your historical fiction book. Look for a passage that is worth pondering. A section that is significant for the whole text.
2. Jot down some notes answering these questions:
  - a. What is this story really about?
  - b. What is the author really saying about life?
  - c. Any lessons learned?

3. **Writing:** Today you get to look back through your story and make it even better. What can you add? Your draft should be full of places where you've added details, found even more descriptive words, and added what your characters were thinking and feeling.

Share today's revisions of your draft with someone else and see what they think of your changes.

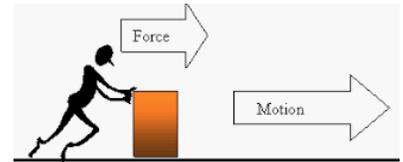
4. **Optional Drawing:** Start your drawing for your historical fiction story cover. Remember to include your title in nice big lettering, the author, and illustrator too.

## Science

### Investigate: How do objects move?

- Talk to a family member about and/or write:
  - If you want to make an object move, what do you need to do?
  - If you want to make it move farther, what do you do differently?

- Get a box (or another heavy object). Talk about and then try out:
  - What happens if you push on a box and someone on the other side pushes with the same amount of force? Does the box move? In what direction?



- What happens if you push on a box and the person on the other side pushes more than you do? Does the box move? In what direction?
- What happens if you push on a box and the person on the other side pushes less than you do? Does the box move? In what direction?

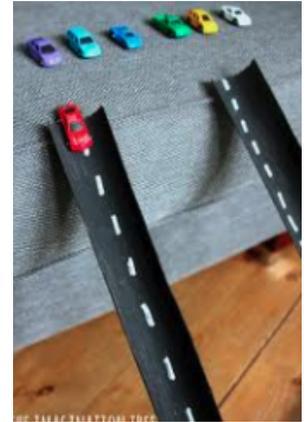
- Talk about what will happen when balls of different sizes, weights, and materials collide with (run into) one another. Then try it out!
  - Did you observe what you thought you would?



- How is this like moving the boxes? How is it different?
- What new questions do you have?

**Investigate: What patterns can I observe when I roll an object down a ramp?**

- Make a ramp. You can use cardboard, paper, wood, a ruler, a toy track, a book, a cardboard tube from paper towels or toilet paper, or anything else around your home.
- Roll an object (ball, marble, can of food, orange, small stone, toy car, etc.) down the ramp. Observe and talk about how far the object rolls.
- Change the height of the ramp. Roll your object down.
- Observe and talk/write about:
  - What do you notice?

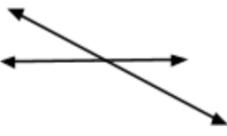
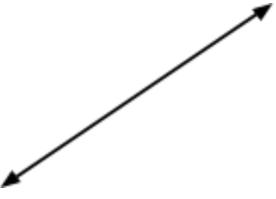
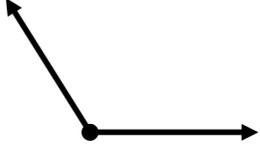
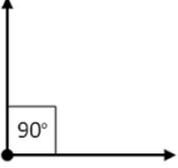
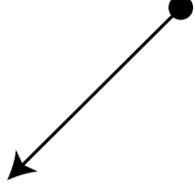
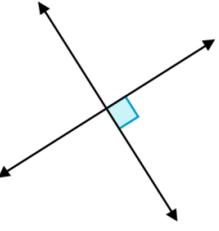
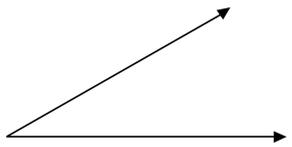


- Does the height of your ramp affect how far the object rolls?
- If you change the ramp height again, what do you think will happen?
- Try it out. What happened? How does it compare to your prediction?
- What new questions do you have?

Math Vocabulary Warm-Up 

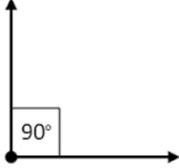
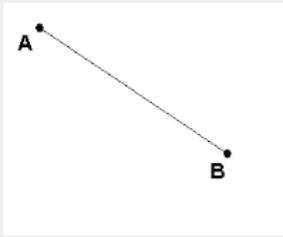
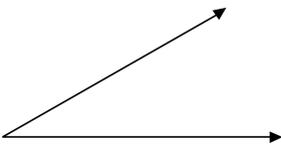
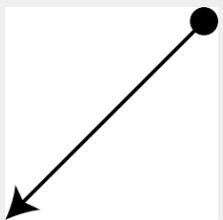
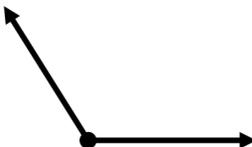
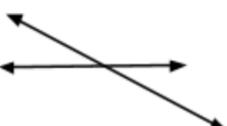
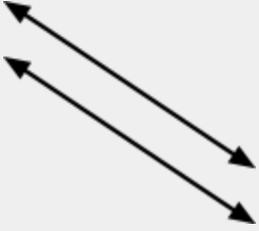
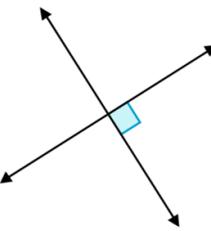
You will need to use these math vocabulary words throughout this packet, so this warm-up is to get you thinking about these words. Match the words and pictures using the definitions. Then, check yourself on the next page!

**Matching:** Draw a line between the names and definitions with the picture examples:  
**Match** Column 1 with Column 2                      **Match** Column 3 with Column 4

Column 1	↔	Column 2	↔	Column 3	↔	Column 4
		<p><b>Ray</b> A straight figure that has a starting point and extends infinitely in one direction.</p>		<p><b>Obtuse angle</b> Two rays that share a starting point and form an angle greater than <math>90^\circ</math></p>		
		<p><b>Point</b> This dot represents a location in space</p>		<p><b>Right angle</b> Two rays that share a starting point and that form a <math>90^\circ</math> angle.</p>		
		<p><b>Line</b> A straight figure that extends infinitely in both directions.</p>		<p><b>Intersecting lines</b> Two lines that intersect to form two acute angles and two obtuse angles.</p>		
		<p><b>Line segment</b> A straight figure with two endpoints.</p>		<p><b>Acute angle</b> Two rays that share a starting point and form an angle less than <math>90^\circ</math></p>		
		<p><b>Parallel lines</b> Lines that stay the same distance apart from each other in both directions.</p>		<p><b>Perpendicular lines</b> Two lines that intersect to form four right angles.</p>		

Math Vocabulary Warm-Up (Continued) 

### Basics of Geometry - Examples and Definitions

	<p><b><u>Point</u></b> This dot represents a location in space</p>		<p><b><u>Right angle</u></b> Two rays that share a starting point and that form a <math>90^\circ</math> angle.</p>
	<p><b><u>Line segment</u></b> A straight figure with two endpoints.</p>		<p><b><u>Acute angle</u></b> Two rays that share a starting point and form an angle less than <math>90^\circ</math>.</p>
	<p><b><u>Ray</u></b> A straight figure that has a starting point and extends infinitely in one direction.</p>		<p><b><u>Obtuse angle</u></b> Two rays that share a starting point and form an angle greater than <math>90^\circ</math>.</p>
	<p><b><u>Line</u></b> A straight figure that extends infinitely in both directions.</p>		<p><b><u>Intersecting lines</u></b> Two lines that intersect to form two acute angles and two obtuse angles.</p>
	<p><b><u>Parallel lines</u></b> Lines that stay the same distance apart from each other in both directions.</p>		<p><b><u>Perpendicular lines</u></b> Two lines that intersect to form four right angles.</p>

**Directions:** Study the Geometry Art example and use what you observe to think about the basics of geometry in art. Try labeling the next art piece using math vocabulary or draw your own art to label!

**Hints:** Use the "Basics of Geometry" on the previous page with all of the words, definitions, and example drawings.

**Challenge:** Write about places you see lines, line segments, rays, and angles in the real world.

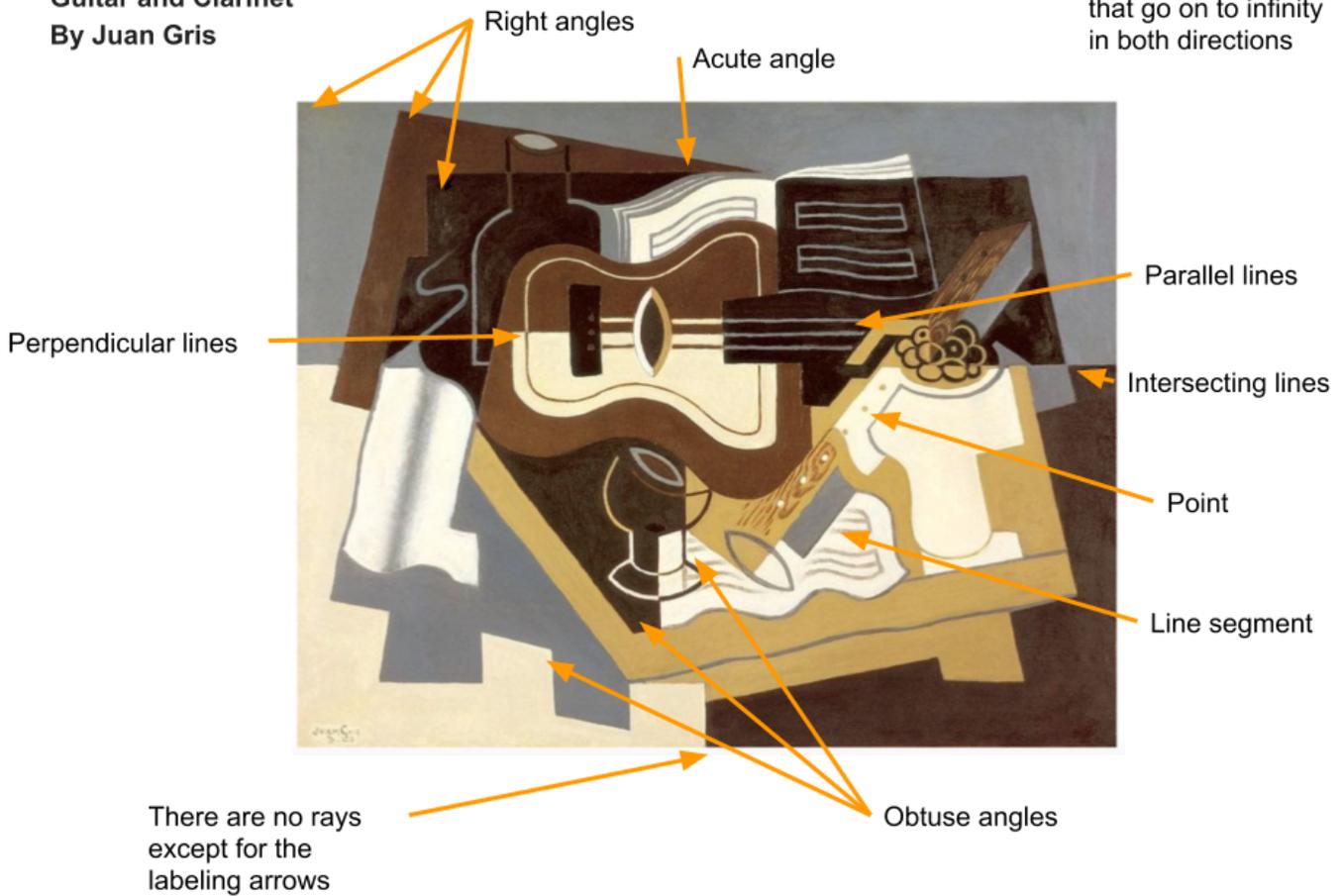
### Geometry Art!

Geometry can be seen everywhere in our world...even in our art! Check out the painting below and observe all of the geometry terms that have been labeled.

Can you find more places in the painting that could be labeled with these terms? Can you tell what makes an angle: right, acute, or obtuse? What makes different types of lines: intersecting, parallel, and perpendicular?

**Guitar and Clarinet**  
By Juan Gris

There are no lines that go on to infinity in both directions



Now observe this new painting to explore Geometry Art and **try your own labeling** of the terms below:

point  
line segment

ray  
line

perpendicular lines  
parallel lines

right angles  
intersecting lines

obtuse angles  
acute angles

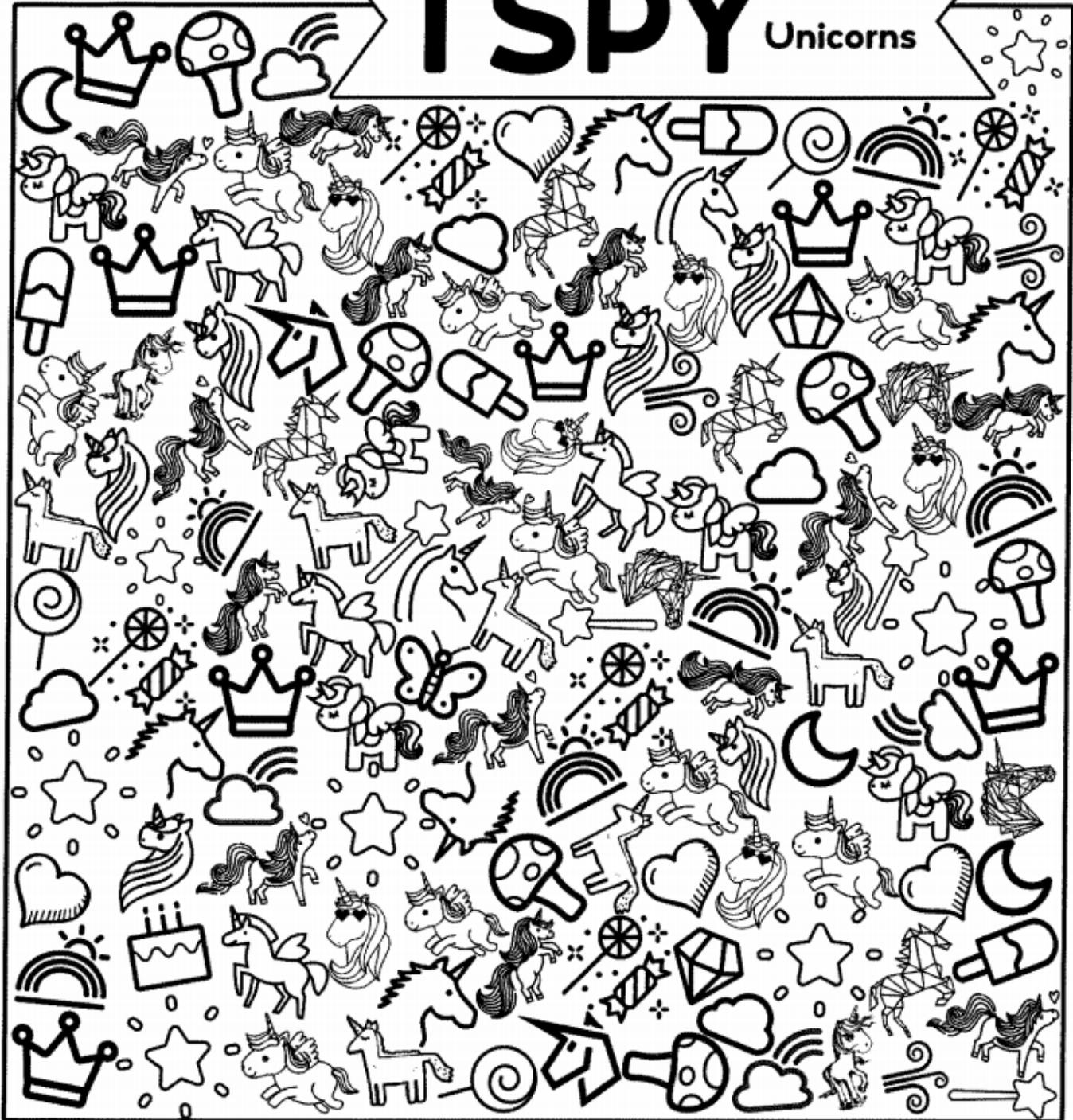


**Cassie Thinking About Cubism**  
**By Philip Absolon**

Space for art:

# I SPY

## Unicorns



- |   |   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|---|--|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  | 5  |
| 1  | 2  | 7  | 1  | 3  | 6  | 7  | 4  | 7  | 4  |
| 3  | 6  | 4  | 6  | 2  | 7  | 3  | 9  | 6  | 3  |



## Editing Checklist for Self- and Peer Editing

**Directions:** Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital Letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

## 4th Grade Historical Fiction Checklist

My Historical Fiction Story Has.....	YES	NO
Characters may be real people from the past		
Characters dress, speak, and act like people from the time period.		
The story is set in a specific time period from the past.		
The setting is real or realistic.		
Some or all of the events may have really happened		
Made up events are realistic.		

My Historical Fiction Story Has.....		YES	NO
Lead	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.		
Transitions	I showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).		
Ending	I wrote an ending that connected to the beginning or the middle of the story.		
Precise Language	I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.		
Elaboration	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.		
Craft	I made some parts of the story go quickly, some slowly.		
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.		

# My Responsibility Chart

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

Date: \_\_\_\_\_

Responsibilities	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
<b>Self-care:</b>							
Wash own body							
Brush and floss own teeth							
Comb own hair							
Be physically active							
Put self to bed							
Prepare own food							
Wash hands before dinner							
Wash hands after using bathroom							
Get ready for school							
Make own bed							
Take out the trash							
Walk the dog							
Dust the furniture							
Choose nutritious food							
Complete own homework							



**Objective:** To assume responsibility for self-grooming, hygiene, and chores

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**Directions:**

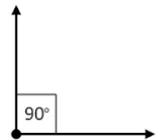
Read the instructions below and use a tool to decide what type of angles you see.

**Hints:** Use the “Basics of Geometry” for reminders on acute, obtuse and right angles.

**Challenge:** Using large capital letters, write your name and identify all of the acute, obtuse and right angles in the letters. You can also find examples of each type of angle in your environment.

**Are These Right?**

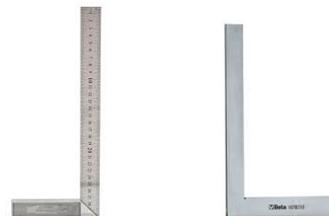
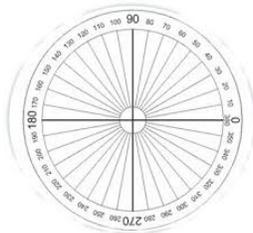
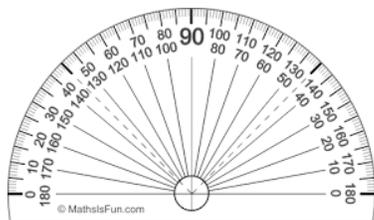
For a triangle to be labeled a “right triangle”, there must be one right angle. A triangle has 3 angles. A right angle is  $90^\circ$  and looks like this:



Some people think about shapes like squares and rectangles that have  $90^\circ$  angles or corners of a piece of paper to remember what a right angle looks like.

We also have tools that can help us to know whether an angle is  $90^\circ$ .

One tool is a protractor that might look like these: Here are set squares with  **$90^\circ$  (right angles)** :



If you have one of these tools, you can use it to help to decide what kind of angles are in the shapes below. If you don't have one, you can always use the corner of a piece of paper to decide if an angle is  **$90^\circ$  (right angle)**.

You can also use any of these tools to decide if any angle is **less than  $90^\circ$  (acute angle)**, and if it is **more than  $90^\circ$  (obtuse angle)**.

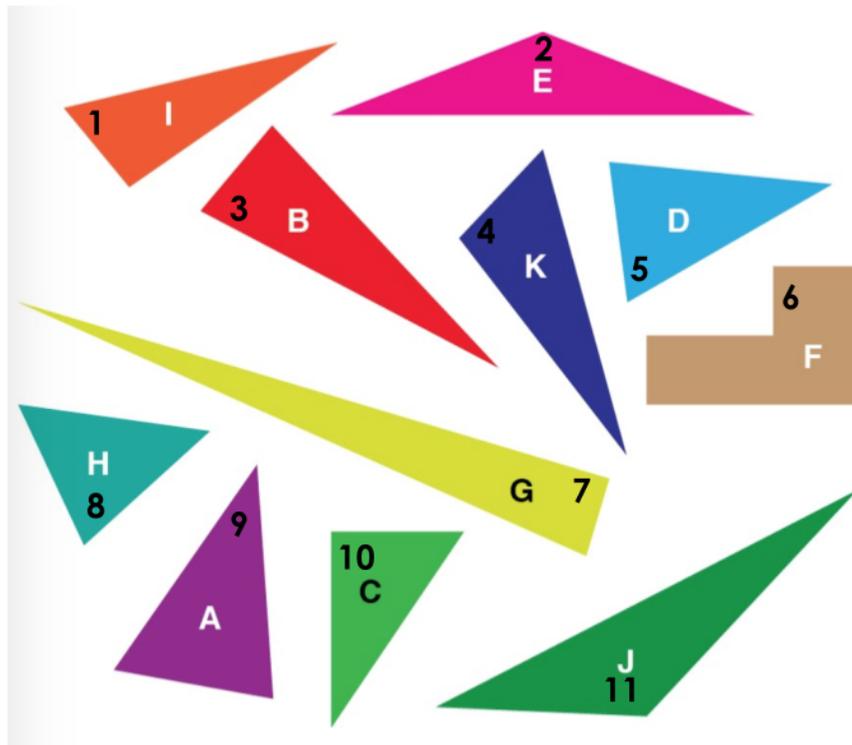
Using a protractor (if you have one), a corner of a piece of paper, or cut out this set square to decide how to sort the numbered angles in the shapes below into: **right, acute, or obtuse**.



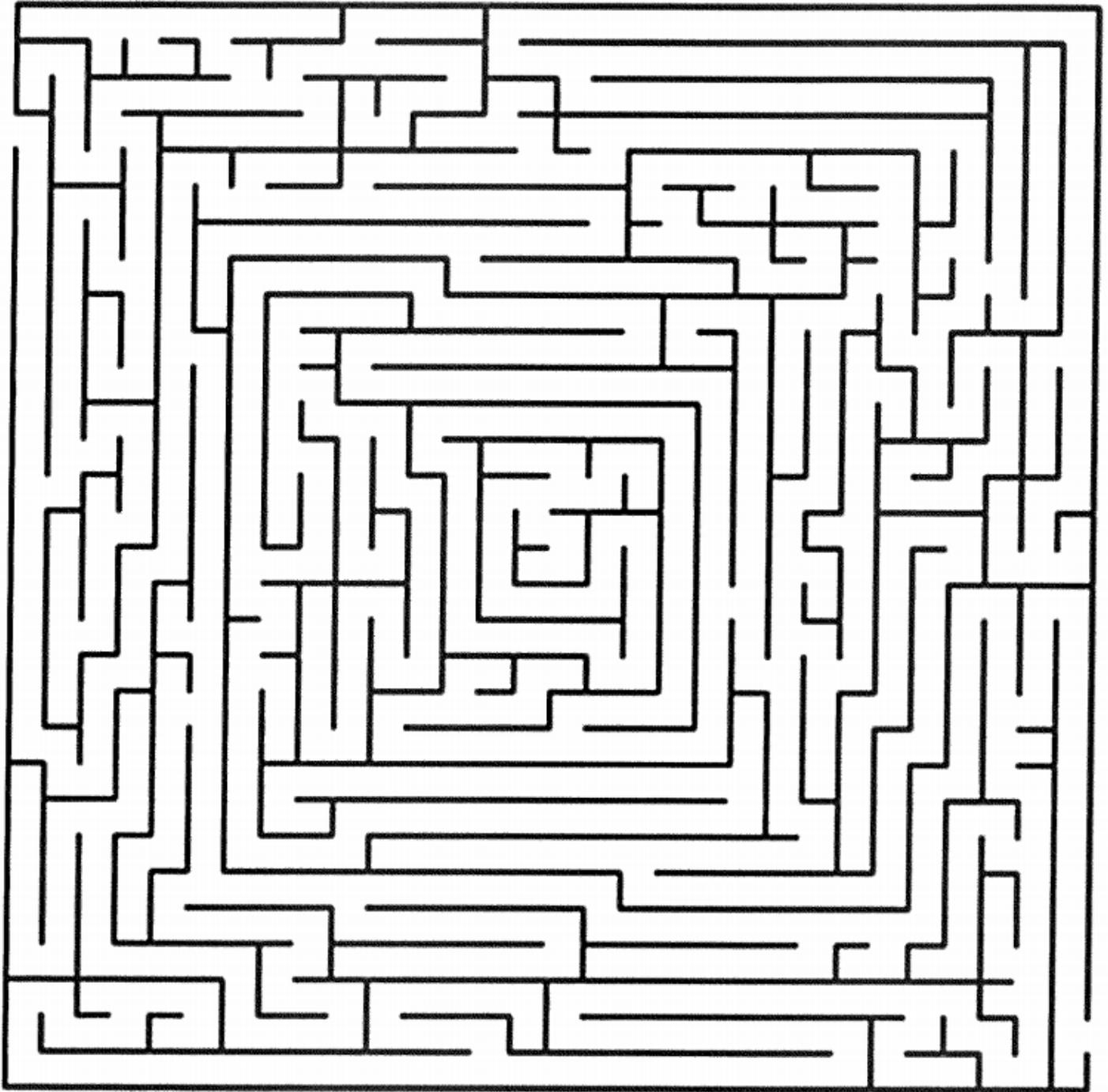
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Use the tools to identify each numbered angle and sort it into the table below by writing the angle number under the correct type of angle. Be sure you have numbers 1-11.

Right Angles ( $90^\circ$ )	Acute Angles (Less than $90^\circ$ )	Obtuse Angles (Greater than $90^\circ$ )



Are any of these shapes “right triangles”? List the letter of those triangles here (A, B, etc.):



# Reading Activity

☆ Spend 20 minutes reading each day.

## Learning Activity #3:

### Reading:

- + Make a list of every book you can think of that we read in school this year. They can be books that you read or we read together.
- + Create a ranking system where you score the books from your most favorite to least favorite.
- + Read one of the attached fantasy stories and do the activities.

### Writing:

- + Write a letter to your teacher for this year including some of these ideas.
  - + Share what you will always remember from this year.
  - + What was the funniest moment?
  - + What was your favorite memory?
  - + What did your teacher do that you really liked?
  - + What subject or unit was your favorite? Why?
  - + Share a specific time when your teacher really helped you.

### Optional Drawing:

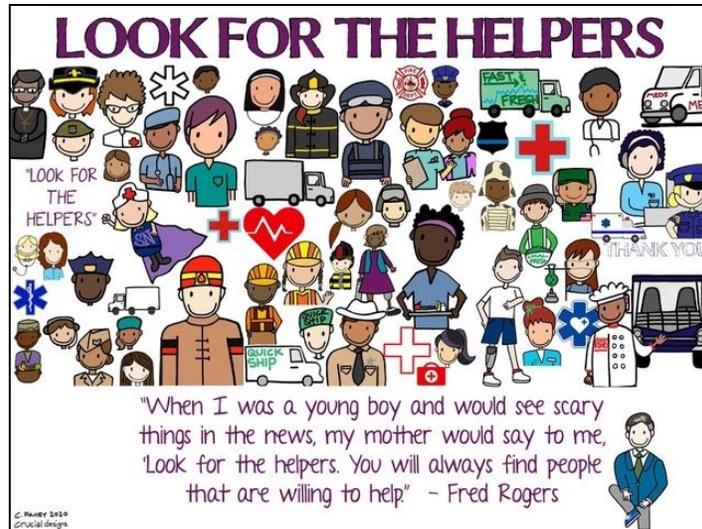
- + Draw a picture of a special memory from this year or a picture of you with your teacher.
- + If you can, send the letter and drawing in the mail to your school or take a photo of them and email them as a special treat for your teacher .

# Social Studies

Even as many students, teachers, and families are staying home to stay safe, many people are still working to help others in the community during the COVID pandemic.

Look at the picture and quote below, do some more research, and talk about these 3 questions with someone at home or a classmate (on the phone/computer):

1. What does it mean to be a helper?
2. How can we say thanks to our amazing community helpers?
3. How can **you** become a (better) community helper?



Pick some of the pictures above, do some research, and start to draw and write a list of helpers in *your* community. List as many as you can (there are 4 ideas below in an example list to help get you started). *Can you come up with 15? 25? Or more?!*

Helpers in <i>my</i> community
<ol style="list-style-type: none"><li>1. Family members taking care of each other at home</li><li>2. Doctors and nurses</li><li>3. Teachers</li><li>4. Grocery store workers</li></ol>

## Optional bonus!

- Write a letter saying thank you to some community helpers! With some help, *send it!*
- Come up with a list of ways you can be a better community helper, both individually (alone) and cooperatively (with others). Compare and contrast your list with your classmates. Discuss your ideas and make a plan to do some of them this summer!
- Think about the different ways that different people, other living things, and different environments might be affected by COVID-19.
  - What are some ways that we can make sure everyone is safer and healthier?
- When it is safe for everyone to leave home and return to school, come up with a plan after doing some research, to make sure people are both ready and safe. Share it.

**Directions:**

Study the Lines of Symmetry in the Real World pictures and use what you observe to find lines of symmetry on all of the pictures.

**Hints:** Folding the images to make matching halves can help to find the line of symmetry.

**Challenge:** Draw at least two shapes that have exactly 4 lines of symmetry.

**Lines of Symmetry in the Real World!**

Study these pictures.



What do you notice and wonder?

In nature, there are many examples of symmetry (or very close to it!) Where could lines be drawn and then folded in the figures above that would make a matching, or mirror, image on either side of your line? Are the lines that would make these equal halves horizontal? Vertical? Both?

Here are alphabet and other shape examples of lines of symmetry:

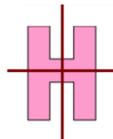
Vertical -



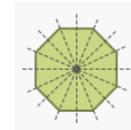
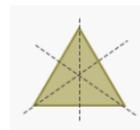
Horizontal -



Both -

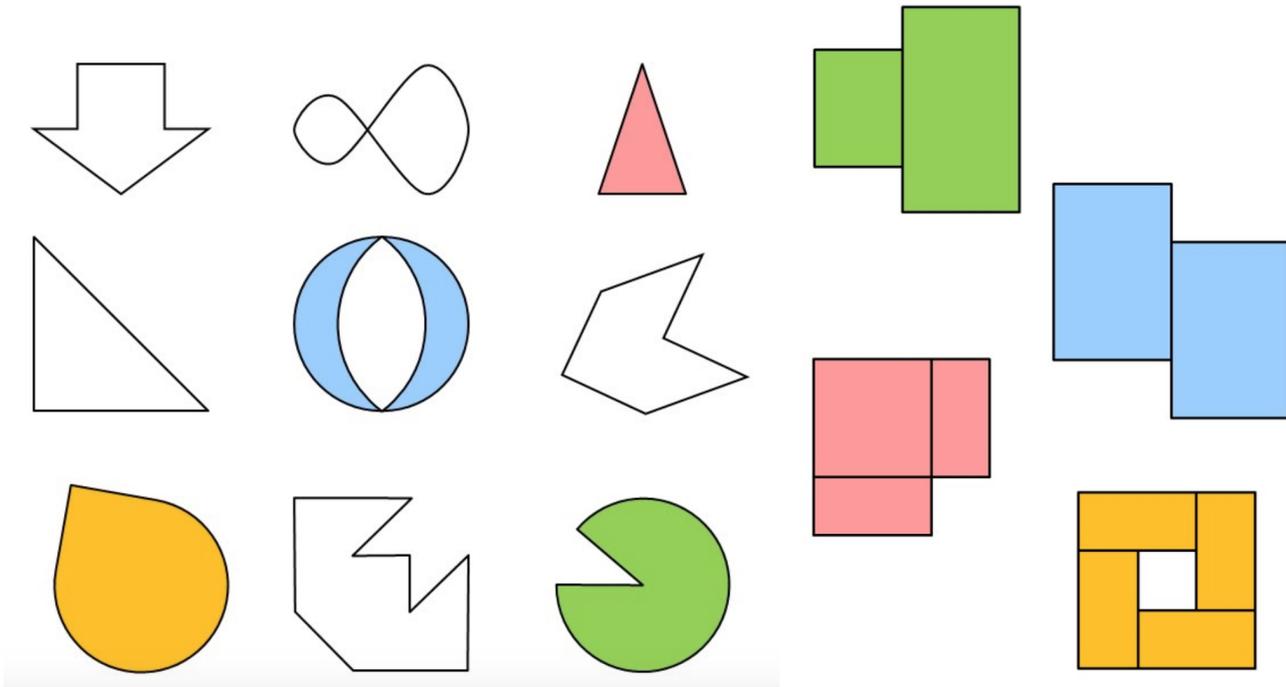


Diagonal (vertical and horizontal too!)-



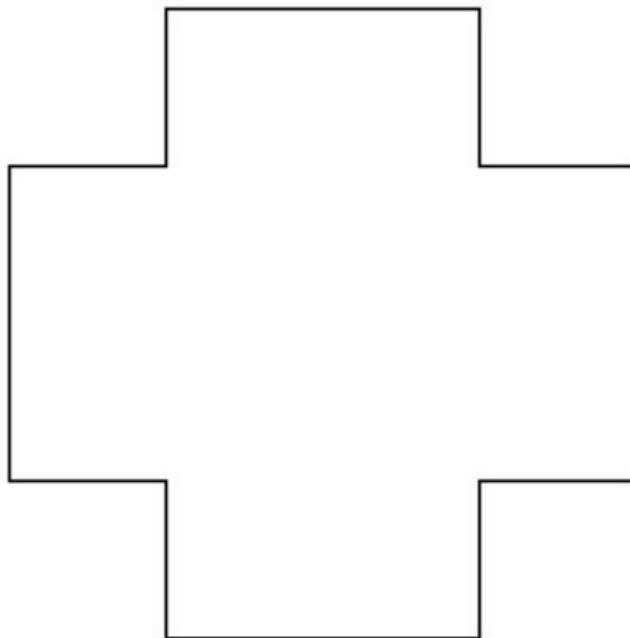
**Write the letters of your name and draw any lines of symmetry you can find. Label them as: vertical, horizontal, diagonal, or a combination.**

Study each shape and draw all the lines of symmetry you identify.



Some polygons have many lines of symmetry.

**Draw all the lines of symmetry of this polygon. How many are there?**





# Reading Activity

☆ Spend 20 minutes reading each day.

## Learning Activity #4:

### Reading:

- + Make a list of every book that you want to read this summer.
- + Rank them to show the books you most want to read in order.
- + Read one of the attached historical fiction stories and do the activities.

### Writing:

- + Create your own memory book from this year including some of these ideas.
  - + Names of each of your classmates. Can you list them all?
  - + Your teacher's name
  - + Your age
  - + Names of each of your teachers from each grade level
  - + Specials teachers
  - + School special days
  - + Field trips
  - + Assemblies
  - + Favorite subject
  - + Favorite unit
  - + Favorite book you read this year
  - + Best piece you wrote this year
  - + Best recess memory
  - + Best lunch memory
  - + Best specials memory
  - + Saddest moment
  - + Happiest moment
  - + Funniest moment
  - + Something I will never forget

### Optional Drawing:

- + Decorate your memory book with drawings and pictures.

**Directions:**  
Read the instructions below.

**Hint:** See the vocabulary page at the back if you have questions about the names of shapes.

**Challenge:** All squares are rectangles, but not all rectangles are squares. Why?  
All squares are rhombi, but not all rhombi are squares. Why?

**Name each figure!** Next to each number, write the name of the shape that matches to the numbered picture below. Some shapes you will write more than once.

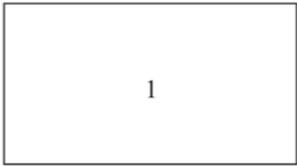
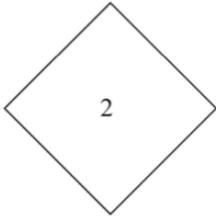
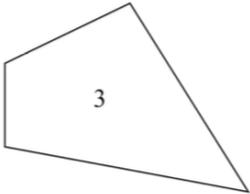
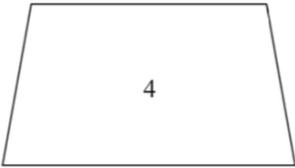
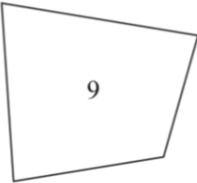
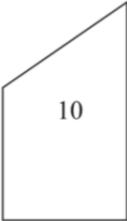
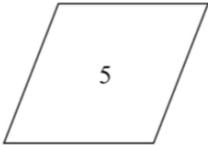
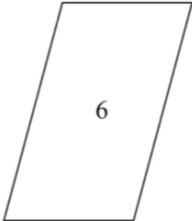
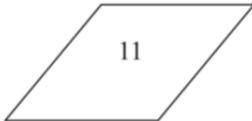
quadrilateral    square    rectangle    rhombus    trapezoid    parallelogram

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

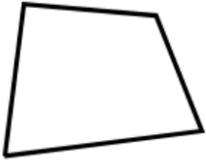
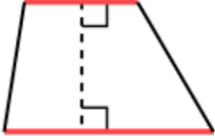
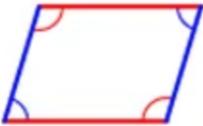
 <p>1</p>	 <p>2</p>	 <p>7</p>	 <p>8</p>
 <p>3</p>	 <p>4</p>	 <p>9</p>	 <p>10</p>
 <p>5</p>	 <p>6</p>	 <p>11</p>	 <p>12</p>

**Fill out this chart with a number for the first two rows and then yes, no, or maybe for the remainder of the rows.**

Investigating Quadrilaterals

Attributes of Shapes	Quadrilateral	Square	Rectangle	Rhombus	Trapezoid	Parallelogram
number of sides						
number of angles						
equal sides						
right angles						
non-right angles						
perpendicular sides						
parallel sides						
symmetry						

**What do you notice about this chart now that it is filled out? (please write at least two things you notice)**

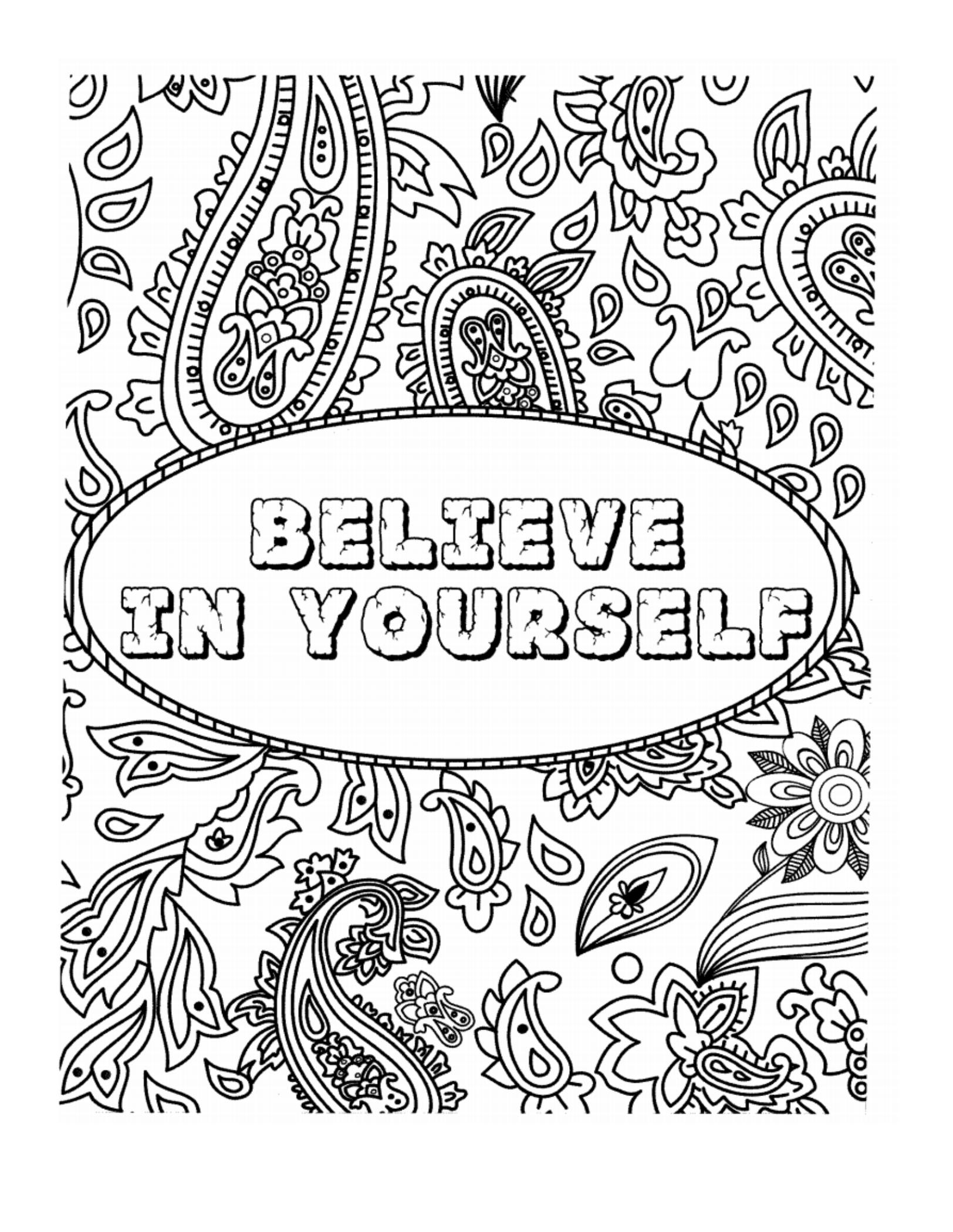
<p><b>Quadrilateral</b> - any 4-sided figure</p>		<p><b>Rectangle</b> - all of the attributes of the parallelogram, and 4 right angles</p>	
<p><b>Trapezoid</b> - 4 sided figure and at least 1 pair of parallel sides</p>		<p><b>Rhombus</b> - All of the attributes of a parallelogram</p>	
<p><b>Parallelogram</b> - all of the attributes of a trapezoid, and 2 pairs of parallel sides (which results in congruent opposite angles)</p>		<p><b>Square</b> - all of the attributes of parallelogram, rhombus, and rectangle, and equal sides, equal angle</p>	

# Tic-Tac-Toe!







**BELIEVE  
IN YOURSELF**



**YOU**

**are**

**AMAZING!**

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

## Little Women: Temper and Skates

*Little Women* by Louisa May Alcott was published in 1869. It is the story of four sisters: Meg, Jo, Beth, and Amy March. In the passage below, Jo is angry with her little sister Amy. Amy had burned the book Jo was writing because Jo wouldn't allow Amy to go with her to the theater. Now Jo has gone skating with Laurie, the boy who lives next door. Amy has followed without permission.

### Chapter Eight — Jo Meets Apollyon

Jo heard Amy panting after her run, stamping her feet and blowing on her fingers as she tried to put her skates on, but Jo never turned and went slowly zigzagging down the river, taking a bitter, unhappy sort of satisfaction in her sister's troubles. She had cherished her anger till it grew strong and took possession of her, as evil thoughts and feelings always do unless cast out at once. As Laurie turned the bend, he shouted back...

"Keep near the shore. It isn't safe in the middle." Jo heard, but Amy was struggling to her feet and did not catch a word. Jo glanced over her shoulder, and the little demon she was harboring said in her ear...

"No matter whether she heard or not, let her take care of herself."

Laurie had vanished round the bend, Jo was just at the turn, and Amy, far behind, striking out toward the smoother ice in the middle of the river. For a minute Jo stood still with a strange feeling in her heart, then she resolved to go on, but something held and turned her round, just in time to see Amy throw up her hands and go down, with a sudden crash of rotten ice, the splash of water, and a cry that made Jo's heart stand still with fear. She tried to call Laurie, but her voice was gone. She tried to rush forward, but her feet seemed to have no strength in them, and for a second, she could only stand motionless, staring with a terror-stricken face at the little blue hood above the black water. Something rushed swiftly by her, and Laurie's voice cried out...

"Bring a rail. Quick, quick!"

How she did it, she never knew, but for the next few minutes she worked as if possessed, blindly obeying Laurie, who was quite self-possessed, and lying flat, held Amy up by his arm and hockey stick till Jo

dragged a rail from the fence, and together they got the child out, more frightened than hurt.

"Now then, we must walk her home as fast as we can. Pile our things on her, while I get off these confounded skates," cried Laurie, wrapping his coat round Amy, and tugging away at the straps which never seemed so intricate before.

Shivering, dripping, and crying, they got Amy home, and after an exciting time of it, she fell asleep, rolled in blankets before a hot fire. During the bustle Jo had scarcely spoken but flown about, looking pale and wild, with her things half off, her dress torn, and her hands cut and bruised by ice and rails and refractory buckles. When Amy was comfortably asleep, the house quiet, and Mrs. March sitting by the bed, she called Jo to her and began to bind up the hurt hands.

"Are you sure she is safe?" whispered Jo, looking remorsefully at the golden head, which might have been swept away from her sight forever under the treacherous ice.

"Quite safe, dear. She is not hurt, and won't even take cold, I think, you were so sensible in covering and getting her home quickly," replied her mother cheerfully.

"Laurie did it all. I only let her go. Mother, if she should die, it would be my fault." And Jo dropped down beside the bed in a passion of penitent tears, telling all that had happened, bitterly condemning her hardness of heart, and sobbing out her gratitude for being spared the heavy punishment which might have come upon her.

"It's my dreadful temper! I try to cure it, I think I have, and then it breaks out worse than ever. Oh, Mother, what shall I do? What shall I do?" cried poor Jo, in despair.



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

# Understanding the Text: Little Women

## Part I. Short Answer

Answer each question below.

1. Where was the ice unsafe? \_\_\_\_\_
2. What did Laurie and Jo use to get Amy out of the ice? \_\_\_\_\_
3. What was one reason Jo cried when she told Marmee about the accident? \_\_\_\_\_
4. What did Jo blame for the accident? \_\_\_\_\_
5. Why didn't Jo warn Amy about the ice? \_\_\_\_\_

## Part II. Who Was It?

The passage has four characters: Jo, Laurie, Amy, and Marmee Write the the correct character for each event below.

1. \_\_\_\_\_ Reached Amy first when she fell through the ice
2. \_\_\_\_\_ Said Amy wouldn't catch cold
3. \_\_\_\_\_ Had hands that were cut and bruised
4. \_\_\_\_\_ Laid flat on the ice to rescue Amy
5. \_\_\_\_\_ Stood still with fear when Amy fell

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

## Vocabulary in Little Women

### I. Vocabulary Match

Match each word in Column A with its meaning in Column B

#### Column A

- \_\_\_\_\_ harboring
- \_\_\_\_\_ resolved
- \_\_\_\_\_ self-possessed
- \_\_\_\_\_ confounded
- \_\_\_\_\_ intricate
- \_\_\_\_\_ bind
- \_\_\_\_\_ remorsefully
- \_\_\_\_\_ treacherous
- \_\_\_\_\_ penitent
- \_\_\_\_\_ condemning

#### Column B

- calm
- fasten or tie
- frustrating or bewildering
- regretful for doing wrong
- firmly decided
- complex or difficult
- disapproving or blaming
- dangerous
- keeping
- filled with sadness or sorrow

### Part II. Meaning in the Text

Below are phrases from the text. Circle the correct meaning of the underlined word.

- “During the bustle Jo had scarcely spoken”  
A. accident B. excited or noisy activity C. argument D. part of a woman’s dress
- “her hands cut and bruised by ice and rails and refractory buckles.”  
A. metal B. skating C. pretty D. stubborn or difficult
- “It’s my dreadful temper!”  
A. terrible B. often or frequent C. youthful D. quiet
- “sobbing out her gratitude for being spared the heavy punishment”  
A. amazement B. thankfulness C. sadness D. fear
- “Laurie had vanished round the bend”  
A. crept B. returned from C. disappeared D. sped or gone quickly

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

## Find the Supporting Evidence: Temper and Skates

Below is one of the main ideas of the passage. Write three quotations from the passage that support this main idea.

Jo was sorry that her  
temper had almost hurt Amy.

Three large empty circles are provided for students to write supporting quotations from the passage.



## At Home Activities

Use the following chart for ideas for activities that you can try at home. Pick five different exercises to complete, once you have done all five repeat them for three rounds. Be sure to start with a warm-up to get your muscles ready for movement and end with a cool down and stretches to avoid soreness. Once you're done, think about all the activities you did. Circle the activities you enjoyed and star the activities that were challenging. Be sure to try all the activities before repeating.

<p><b>Vertical Jump</b> Jump as high as you can for 30 seconds. Repeat.</p>	<p><b>Fitness Intervals</b> 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups</p>	<p><b>Cardio Day</b> 10 Jump rope 10 Mountain climbers 10 Boxing punches (use both arms) 10 Step-ups</p>	<p><b>Balance</b> Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides</p>	<p><b>Core Challenge</b> Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest!</p>	<p><b>Frog Sit-Ups</b> Sit down with your knees bent and soles of your feet touching with knees spread. Do a sit-up touching your heels and lower back down.</p>	<p><b>Ragdoll Pose</b> Hold Ragdoll Pose for 30 seconds. Repeat.</p> 
<p><b>Reverse Lunges to Front Kicks</b> Do a reverse lunge and transition into a front kick with the same leg. 10 then switch. Do at a good pace.</p>	<p><b>Boat Pose</b> Hold Boat Pose three times for 15 seconds</p> 	<p><b>10 Chair Squats</b> Stand about six inches in front of a chair. Squat until your buttocks barely touches the chair and stand back up.</p>	<p><b>Jab, Jab, Cross</b> Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.</p>	<p><b>Abs!</b> 10 knee to elbow planks 10 crunches 10 superman poses</p>	<p><b>Fish Pose</b> Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds.</p> 	<p><b>Wild Arms</b> As fast as you can complete: 10 Arm Circles front &amp; back 10 Forward punches 10 Raise the Roofs Repeat 3x</p>
<p><b>Kick City</b> 10 side kicks 10 front kicks 10 back kicks</p>	<p><b>Scissor Jacks</b> As you jump, scissor your legs each time. When your right leg is in front, raise left arm. Left leg in front, raise right arm. 4 sets of 10</p>	<p><b>Paper Plate Planks</b> In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest</p>	<p><b>10 Squat Kicks</b> Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg</p>	<p><b>Yogi Squat Pose</b> Hold for 30 seconds rest and repeat.</p> 	<p><b>10 Star Jumps</b> Jump up with your arms and legs spread out like a star. Rest and repeat.</p>	<p><b>Shuffle, Cross</b> Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.</p>
<p><b>Flutter Kicks</b> Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.</p>	<p><b>Bridge Pose</b> Lie on your back; place your hands and feet on the ground. Push your stomach up towards the sky.</p> 	<p><b>10 Shuffle Squat</b> Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat.</p>	<p><b>10 Lunges with a Hook</b> Complete a side lunge with a cross-hook punch. Do 10 on each side.</p>	<p><b>Power Knees</b> Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.</p>	<p><b>Plank Jacks</b> In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.</p>	<p><b>10 Half Burpees</b> Start in a push-up position; jump both feet forward into a squatting position and jump back out into pushup position.</p>
<p><b>Walk Down Superman</b> Walk your hands down to your feet and out until you're flat on your stomach then complete a superman. Walk your hands back to your feet &amp; repeat 10 times.</p>	<p><b>Crane Pose</b> Here's a challenge! Put your hands on the ground, lean forward &amp; balance your knees on your elbows.</p> 	<p><b>Tabata</b> Jump squats 20 seconds of work 10 seconds of rest 8 rounds</p>	<p><b>10 Fly Jacks</b> Done like a normal jumping jack except bring your arms to the side to form a T. Open &amp; close your arms in front as you move your feet.</p>	<p><b>10 High Knee Twists</b> Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.</p>	<p><b>Happy Baby Pose</b> Straighten your legs for an added challenge.</p> 	<p><b>Wall Sit</b> Find an empty space on the wall and pretend to be sitting in a chair. Hold for 30 seconds. Repeat two more times.</p>