

Brandon Valley School District  
Distance Learning Plan  
August 24-28, 2020

Grade 4 Reading



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Lesson 1/Unit 1

SUBJECT/GRADE: Reading/4th

DATES: August 24-28

What do students need to do?

[Link to BV Week at a Glance instructional video.](#)

## Monday (8/24):

- Watch the BV Week at a Glance instructional video.
- Read the story Because of Winn-Dixie pg 26-36
- Read the Vocabulary Strategy pg 24-25
- Use the vocabulary practice page to help you better understand the vocabulary words for this week's story

## Tuesday (8/25):

- Complete Short Vowels Pattern VCCV worksheet pg 1
- Complete the Vocabulary worksheet pg 42
- Review the reading skill sequence on page 22 in the reading textbook
- Complete the Sequence worksheet pg 4

## Wednesday (8/26):

- Complete the Short Vowels Pattern VCCV worksheet pg 7
- Complete the Declarative and Interrogative Sentences worksheet pg 43
- Complete the Sequence worksheet pg 8

## Thursday (8/27):

- Complete the Declarative and Interrogative Sentences worksheet pg 9
- Complete the Vocabulary worksheet pg 15
- Complete the Sequence worksheet pg 40

## Friday (8/28):

- Complete the Week 1 vocabulary and reading skill assessment
- Complete Short Vowels Pattern VCCV worksheet pg 44

What do students need to submit?

Submit the Following:

- 1. Vocabulary worksheet pg 42

<p>How can students submit their work?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2. Declarative and Interrogative Sentences worksheet pg 9</li> <li><input type="checkbox"/> 3. Short Vowels Pattern VCCV worksheet pg 44</li> <li><input type="checkbox"/> 4. Sequence worksheet pg 8</li> <li><input type="checkbox"/> 5. Week 1 Vocabulary and reading skill assessment</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p>4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.</p> <p>4.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Pencil</li> <li>● Reading textbook</li> <li>● Weekly reading worksheets</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.brainpop.com/english/writing/theme/">https://www.brainpop.com/english/writing/theme/</a></li> <li>● <a href="https://www.youtube.com/watch?v=HwUpSsTVCfY">https://www.youtube.com/watch?v=HwUpSsTVCfY</a></li> <li>● <a href="https://jr.brainpop.com/readingandwriting/comprehension/sequence/">https://jr.brainpop.com/readingandwriting/comprehension/sequence/</a></li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● <a href="https://www.roomrecess.com/mobile/KidHeroesTheme/play.html">https://www.roomrecess.com/mobile/KidHeroesTheme/play.html</a></li> <li>● <a href="https://www.quia.com/rr/1057774.html">https://www.quia.com/rr/1057774.html</a></li> <li>● <a href="https://www.roomrecess.com/mobile/Sequencing/play.html">https://www.roomrecess.com/mobile/Sequencing/play.html</a></li> <li>● <a href="http://www.wordgametime.com/games/sequencing-game">http://www.wordgametime.com/games/sequencing-game</a></li> <li>● Online books for read <ul style="list-style-type: none"> <li>○ <a href="https://www.funbrain.com/books">https://www.funbrain.com/books</a></li> <li>○ <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>○ <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></li> </ul> </li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a> Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a> Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a> Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b></p> <p><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b> Mr. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a></p>

	Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a> Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@k12.sd.us</a> <b>Valley Springs Elementary</b> <b>Building Principal:</b> Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a> <b>Teacher:</b> Ms. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a>
--	---

**Notes:**

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

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

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

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

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	
Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	
Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

# Short Vowel Pattern VCCV

- **Generalization** Short **a**, **e**, **i**, **o**, and **u** are usually spelled **a**: admire, **e**: method, **i**: finger, **o**: soccer, and **u**: custom.

**Word Sort** Sort the list words by the short vowel in the first syllable.

### Spelling Words

1. admire
2. magnet
3. contest
4. method
5. custom
6. rally
7. soccer
8. engine
9. sudden
10. finger
11. accident
12. mitten
13. intend
14. fabric
15. flatten
16. rascal
17. gutter
18. mammal
19. happen
20. cannon

**a**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**e**

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

**i**

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**o**

16. \_\_\_\_\_
17. \_\_\_\_\_

**u**

18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 4



**Home Activity** Your child is learning to spell words with the short vowel pattern VCCV (vowel-consonant-consonant-vowel). Say a word aloud and have your child identify the short vowel in the first syllable of the word.

## Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- \_\_\_\_\_ 1. remembers
- \_\_\_\_\_ 2. without doubt
- \_\_\_\_\_ 3. excellent
- \_\_\_\_\_ 4. strange
- \_\_\_\_\_ 5. picking out

### Check the Words You Know

- \_\_\_ grand
- \_\_\_ memorial
- \_\_\_ peculiar
- \_\_\_ positive
- \_\_\_ prideful
- \_\_\_ recalls
- \_\_\_ selecting

**Directions** Choose the word from the box that best matches the meaning of the underlined words. Write the word on the line shown to the left.

- \_\_\_\_\_ 6. She needed help choosing a book.
- \_\_\_\_\_ 7. We had a great time in Florida.
- \_\_\_\_\_ 8. Greg saw a statue that helps people remember the town's early settlers.
- \_\_\_\_\_ 9. I was certain that I had my keys with me.
- \_\_\_\_\_ 10. She is a person who thinks a lot of herself.

## Write a Story

On a separate sheet of paper, write a story about becoming friends with someone new. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Because of Winn-Dixie*. With your child, create original sentences using the vocabulary words.



## Sequence

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

**Directions** Read the following passage. Then answer the questions below.

**A**fter school, Lily went home with Francis. She wanted to learn how to make *platanutres*, a snack that Francis often brought to school. Lily loved when Francis shared them. They tasted a little bit like potato chips.

Mr. Matos was heating the oil on the stove when the girls came home. “*Hola*,” he said. “Ready to help me cook?” Lily looked at the ingredients they were going to use. “Those look like bananas!” she exclaimed. Francis said they were a little like bananas, but they were called

plantains. “Plantains aren’t as sweet as bananas,” she said. “We had a tree growing in our backyard in Puerto Rico.” Lily laughed. She couldn’t imagine having a banana tree in her backyard.

First, Mr. Matos cut off the ends of the plantains and made a long slice in them. Then Francis showed Lily how to pry the skins off. Next, Mr. Matos sliced them and fried the slices in the oil. When they came out of the oil, Francis and Lily sprinkled garlic salt on them. Finally, they all ate the *platanutres*. They were even better hot!

1. What is the first event in the passage?

2. What is the last event in the passage?

3. What clue words help you know the order of events?

4. What does Mr. Matos do after the plantains have been peeled and sliced?

5. Write a summary of the passage in one sentence.



**Home Activity** Your child identified the sequence of events in a short passage. Talk with your child about an activity, such as making a meal, in which the sequence of the steps is important to its success. Have your child write down the steps in the activity in the correct sequence.



Name \_\_\_\_\_

# Declarative and Interrogative Sentences

A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter. A sentence that tells something is a **declarative sentence**. A declarative sentence ends with a period. A sentence that asks a question is an **interrogative sentence**. An interrogative sentence ends with a question mark.

**Declarative Sentence**

There was a dog in the library.

**Interrogative Sentence**

May I have this book?

**Directions** Read each sentence and add the correct punctuation. Then write whether each sentence is declarative or interrogative.

- The old woman told her a story

\_\_\_\_\_

- She was glad to have a new friend

\_\_\_\_\_

- How many books did you read

\_\_\_\_\_

**Directions** Change each sentence to the kind named in ( ). Write the new sentence.

- Sasha wants a very large dog. (interrogative)

\_\_\_\_\_

- Is she new in town? (declarative)

\_\_\_\_\_



**Home Activity** Your child learned about declarative and interrogative sentences. Have your child write two declarative and two interrogative sentences about something he or she did today.

# Sequence

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

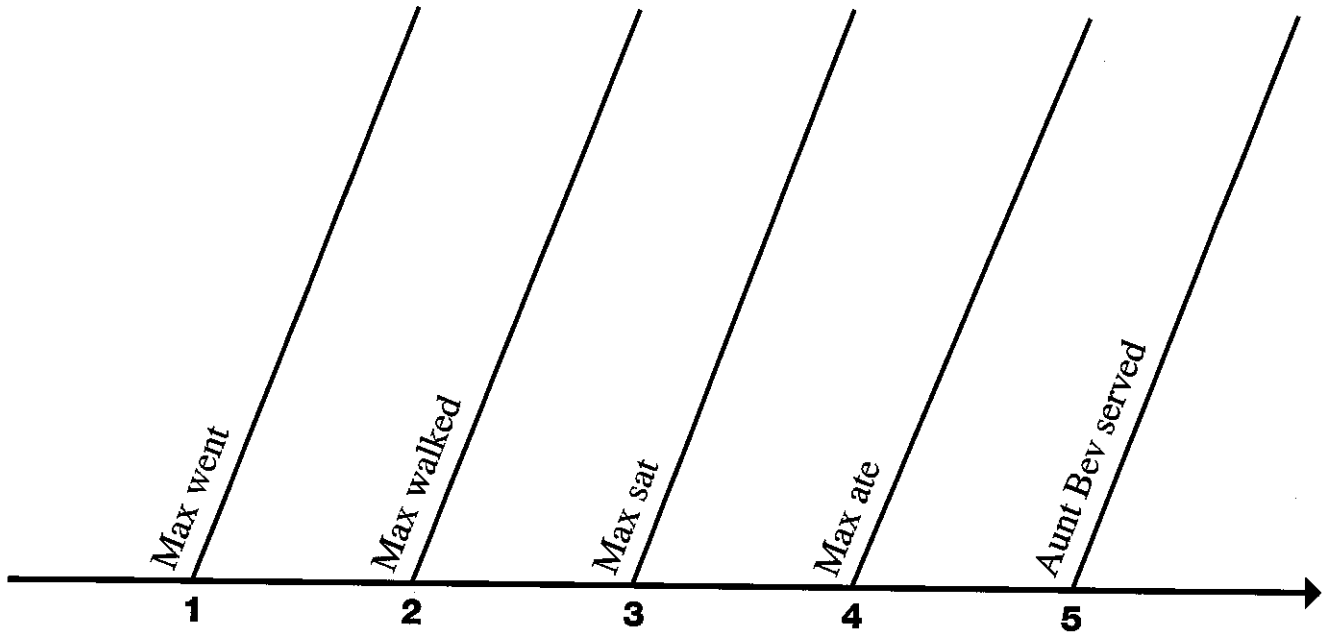
**Directions** Read the following passage. Then complete the diagram below.

**M**ax was excited to go to his aunt and Uncle’s house for dinner. Aunt Bev was from California, and Uncle Kento was from Japan.

When Max arrived, he walked into the dining room. The table was low to the ground. Max sat on the floor and crossed his legs. Uncle Kento served green tea in beautiful decorated cups. Then they ate rice, fish, and vegetables. Max ate with

chopsticks even though he wasn’t very good at it.

After they ate, Aunt Bev served everyone a slice of cake, and they ate it at a tall table in the kitchen with forks. “Which do you like best, Max—chopsticks or forks?” she asked. Max thought hard and replied, “I like chopsticks for Uncle Kento’s food and forks for yours!”



How does understanding the sequence of events help you understand what life is like in Aunt Bev and Uncle Kento’s house?

---



---



**Home Activity** Your child identified the sequence of events in a short passage. Have your child use a time line to write down five or six major events in his or her own life, starting with birth.

## Declarative and Interrogative Sentences

**Directions** Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

1. The old lady is a good storyteller. \_\_\_\_\_
2. Do we have time for another story? \_\_\_\_\_
3. She may tell a story about when she was young. \_\_\_\_\_
4. Can you imagine what Florida was like? \_\_\_\_\_

**Directions** Make each group of words into a sentence by writing it with correct capitalization and punctuation. Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

5. would you like a big dog

\_\_\_\_\_

6. she knew all the answers

\_\_\_\_\_

7. was it a man or a woman

\_\_\_\_\_

8. it was a very large bear

\_\_\_\_\_

**Directions** Change each sentence to the kind named in ( ). Write the new sentence.

9. She found the dog in a store. (interrogative)

\_\_\_\_\_

10. How could he look in the window? (declarative)

\_\_\_\_\_

11. She thought the dog was a bear. (interrogative)

\_\_\_\_\_

12. Does the bear intend to eat me? (declarative)

\_\_\_\_\_



Name \_\_\_\_\_

# Vocabulary

**Directions** Use the vocabulary words in the box to fill in the blanks in the sentences below.

**Check the Words You Know**

___ grand	___ memorial	___ peculiar	___ positive
___ prideful	___ recall	___ select	

1. I was \_\_\_\_\_ the black bear had not seen me.
2. Many people support putting up a \_\_\_\_\_ sign for all the black bears killed crossing highways.
3. Black bears like to \_\_\_\_\_ the tastiest berries.
4. Besides the armadillo, another \_\_\_\_\_ animal is the porcupine, with its unusual quills.
5. One of the most amazing habitats in North America is the \_\_\_\_\_ Florida Everglades.
6. Nina could not \_\_\_\_\_ where she had put her homework the night before.
7. People who live in Florida are \_\_\_\_\_ of many beautiful plants that grow in their state.

**Directions** Use a thesaurus to find antonyms for each of the words below.

8. **grand** \_\_\_\_\_

\_\_\_\_\_

9. **peculiar** \_\_\_\_\_

\_\_\_\_\_

10. **prideful** \_\_\_\_\_

\_\_\_\_\_

# Sequence

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

**Directions** Read the following passage. Then complete the time line below by putting events in the order in which they happen.

**W**hen Anna first met Lexi, they were waiting to audition for the school play. Anna's family had just moved to America from Uruguay a month before, and Anna was still learning English. Her mother, a well-known actor in her country, encouraged Anna to try out for the play. Anna wanted to do a good job and please her mother.

While the drama coach listened to each student perform, Anna and Lexi quietly practiced their lines. Lexi turned to Anna

and asked, "Do you want to practice together?" Anna nodded her head, but inside she was afraid Lexi would laugh at the way she said some of the words.

But Lexi didn't laugh. Instead, Lexi whispered Anna's lines to her, which helped Anna pronounce them correctly. This helped Anna relax and not feel worried. Soon, the girls were giggling like best friends. In fact, they were best friends for the rest of the year.

1 2 3 4 5

© Pearson Education, Inc., 4



**Home Activity** Your child completed a time line with the order of events from a short passage. Talk together about the main events of a typical day. Ask your child to put those events in sequential order using a simple time line.

## VOCABULARY

**D**irections

Find the word or words with the same meaning as the underlined word. Circle the letter next to the answer.

1 The actor dressed in a peculiar way.

- A strange
- B bold
- C normal
- D stylish

2 The statue is a memorial.

- F something replacing a loss
- G something repaying a debt
- H something rewarding good service
- J something honoring a person, group, or event

3 The prideful father watched his son play soccer.

- A worried
- B protective
- C pleased
- D scared

4 My mother recalls the first time she met my father.

- F forgets
- G remembers
- H celebrates
- J regrets

5 Hermann Park in Houston has a grand statue of Sam Houston.

- A small
- B beautiful
- C impressive
- D expensive

6 I have positive memories of summer camp.

- F good
- G bad
- H unhappy
- J beautiful

7 Her family is selecting a new car.

- A buying
- B selling
- C training
- D choosing





**COMPREHENSION****Rosa Parks**

Rosa Parks has been called *The Mother of Civil Rights*. Many people think she is one of the most important citizens of our time.

Rosa was born on February 4, 1913, in Alabama. She spent most of her childhood in Alabama. When she was eleven years old, she went to a school for girls in a new town. Later, she stayed in the town and got a job sewing clothes.

In the early 1950s, the city buses where Rosa Parks lived were segregated. This means that black people were separated from white people. To ride a city bus, blacks first had to get on the bus at the front and buy their tickets. Then they had to get off the bus, walk outside to the back door, and then get back on the bus. Sometimes, they weren't able to get on the bus again before it drove away. Blacks could not sit in the front of the bus. They had to sit in the back. This made it difficult to get off at the right stop. They also had to give up their seats to white people if the "white section" was full.

On December 1, 1955, Rosa Parks, a black woman, boarded a bus in the early evening. She paid her fare. Then she took an empty seat in the "black section" near the middle of the bus. Soon the bus began to fill up. A few white passengers were standing. The bus driver walked back to the black section. He asked Parks to give up her seat to a white passenger. She refused. As a result, the bus driver had her arrested. Parks was tried and found guilty of breaking a local law.

Rosa's act started a citywide boycott of the buses in Montgomery, Alabama. A boycott is when many people refuse to buy a product or use a service. This boycott introduced the country to a man named Martin Luther King, Jr. He led the protest saying, "There comes a time that people get tired."

Eventually, the U.S. Supreme Court decided that segregation on city buses was against the law. In December 1956, Montgomery's buses were not segregated any more.

Over the next forty years, Rosa Parks helped make her fellow Americans aware of the history of the Civil Rights struggle. She earned many honors, including the Martin Luther King Jr. Nonviolent Peace Prize, the Presidential Medal of Freedom, and the Congressional Gold Medal. Rosa Parks died in Detroit, Michigan, on October 24, 2005, at the age of ninety-two.



# Directions

Choose the item that best answers each question about the selection you just read.  
Circle the letter next to the answer.

- 13** What did Rosa Parks do when she was eleven years old?
- A She refused to give up her seat on a bus.
  - B She got a job sewing clothes.
  - C She was found guilty of breaking a local law.
  - D She went to a girls' school in a new town.
- 14** What did black passengers on a city bus have to do after paying the fare?
- F They had to get back on the bus in the back.
  - G They had to wait on the street to see if there was room on the bus for them.
  - H They had to stand at the front of the bus.
  - J They had to sit in the front of the bus.
- 15** Before December 1956, black people in Montgomery, Alabama, were not allowed to
- A ride the buses on Sundays.
  - B ride the buses on weekdays.
  - C sit in the front of the buses.
  - D sit in the back of the buses.
- 16** What happened to Rosa Parks after she refused to give up her seat on the bus?
- F She got a job sewing clothes.
  - G She was arrested.
  - H She received the Presidential Medal of Freedom.
  - J Martin Luther King Jr. got angry at her.
- 17** A boycott is
- A a way for people to protest something they don't like.
  - B a person who breaks the law.
  - C a type of city bus.
  - D a law that people do not agree with.
- 18** Which event happened after the citywide boycott of the buses?
- F Rosa Parks went to a new school for girls.
  - G A bus driver asked Rosa Parks to give up her seat.
  - H The Supreme Court decided that segregation was against the law.
  - J Rosa Parks got a job sewing clothes.
- 19** Rosa Parks can best be described as
- A courageous.
  - B unkind.
  - C unoriginal.
  - D weary.
- 20** The author's purpose in writing this passage is to
- F inform.
  - G entertain.
  - H persuade.
  - J frighten.



## Common Core State Standards

Questions 13–20: CCSS Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

# Short Vowels VCCV

Spelling Words				
admire	magnet	contest	method	custom
rally	soccer	engine	sudden	finger
accident	mitten	intend	fabric	flatten
rascal	gutter	mammal	happen	cannon

**Classifying** Write the list word that fits each group.

- |  |           |
|--|-----------|
| 1. rules, game, winner, _____            | 1. _____  |
| 2. wheels, trunk, hood, _____            | 2. _____  |
| 3. foot, toe, hand, _____                | 3. _____  |
| 4. mistake, error, mishap, _____         | 4. _____  |
| 5. cotton, wool, silk, _____             | 5. _____  |
| 6. baseball, football, basketball, _____ | 6. _____  |
| 7. pancake, road, dough, _____           | 7. _____  |
| 8. otter, wolf, horse, _____             | 8. _____  |
| 9. mean, plan, aim, _____                | 9. _____  |
| 10. iron, attract, pole, _____           | 10. _____ |
| 11. meeting, gathering, assembly, _____  | 11. _____ |
| 12. habit, ritual, routine, _____        | 12. _____ |
| 13. hat, scarf, earmuffs, _____          | 13. _____ |

**Context Clues** Choose a list word to complete each sentence of the script. Write the word.

- |  |           |
|--|-----------|
| 14. Bowler 1: Hooray! I got a strike! Did you see it ___?        | 14. _____ |
| 15. Bowler 2: I ___ your skill.                                  | 15. _____ |
| 16. Bowler 3: The ball looked as if it had been shot from a ___. | 16. _____ |
| 17. Bowler 1: My bowling ___ is perfect!                         | 17. _____ |
| 18. Bowler 2: Then how come your ball just rolled into the ___?  | 18. _____ |
| 19. Bowler 1: All of a ___ I just lost control of the ball.      | 19. _____ |
| 20. Bowler 1: You ___! I think you enjoyed my mistake.           | 20. _____ |



**Home Activity** Your child spelled words with short vowels in VCCV pattern. Read the script aloud with your child. Have your child spell the list words with closed eyes.