

Garfield Public Schools

Remote Learning Lesson Plans

Grade 4th and 5th - ESL

March 30, 2020 and March 31,
OBJECTIVE: SWBAT: *Use word structure to determine word meaning. *read fiction and or nonfiction and complete a reading response prompt. *practice writing in complete sentences, revising and editing.
STANDARD(S): W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. RF.4.4: Read with sufficient accuracy and fluency to support comprehension. L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. RL: 5.1, 5.2 RF: 5.3, 5.4 W.5.9 WIDA 2,4: The Language of Language Arts, The Language of Social Studies
TIME FRAME: 40 minutes (2-day time)
Activity Directions: Students will click on the attached ReadWorks link and read the story: “What’s for Breakfast”. Students will then answer all questions when they are finished reading the passage in their notebook . Students will also write down new vocabulary words introduced in this story in their notebook . Students will then write about 2 paragraphs if they liked this story or not and would they recommend this story to a friend? Did you have a favorite part? <u>Learning Materials:</u> Google translate <u>Assessment:</u> WIDA Writing Rubric

What's for Breakfast?

by ReadWorks

Of course, Dad decided to blame *me* when he came downstairs this morning to make coffee and burn toast and saw the mess in the kitchen and the living room. "DANIEL," I heard him from my post in the bathroom. I stood there on my toes to see what I'd look like if I were taller, brushing my teeth and wondering if I could get out the door with un-brushed hair, and without Miranda, my older and snottier sister, noticing.

"DANIEL!"

I came downstairs still wearing my pajamas and saw a bunch of magazines on the rug by the couch, toppled over from their usual stack on the coffee table. Then I saw the bad mess in the kitchen. The jars with Miranda's baking supplies are usually lined up along the counter, but one of them was on the floor in pieces, and there was flour everywhere. Dad was standing in the middle of it, wearing half of a suit: shiny black shoes and pressed work pants, but no shirt; and his hair still wet from the shower. I laughed. That was a mistake.

"Did you do this, funny man?" The coffeemaker sounded like it was gargling mouthwash. I guess Dad wasn't so mad that he couldn't make his java.

"No, Dad, I didn't." It was the truth, too. When I turned off the TV the night before, the magazines were still stacked. And when I got my nighttime cup of water from the kitchen, there was no flour on the floor.

"Really? Because we've had this problem before, with footballs and jump ropes, and indoor kite-flying." Dad obviously did not believe me.

"Really, Dad, I have no idea how this happened. I got some water in the middle of the night, but everything was clean then."

Dad turned around and got some bread and butter, and honey. The toaster sounded like it hurt when he pushed the lever down. It was old and never made toast right. I only ate toast when I slept over at other people's houses. Dad didn't really care what his toast tasted like, I guess.

"I don't have time to clean this up, Daniel, and I'm mad. Go upstairs and get ready for school." Dad filled a big bowl with water.

"Okay." I was halfway up the stairs when Miranda's cat, Oatmeal, shot up underneath my legs. "DAD!" I yelled. "I BET IT WAS OATMEAL!"

I don't think Dad heard me, but I got dressed and the more I thought about it, the more I just *knew* it had been Oatmeal. That cat always causes problems. At night he either fights things that can't fight back, like the couch or the cabinets or the laundry baskets downstairs, or he sits in the upstairs hallway and howls, trying to get into our rooms to show off the socks he hunts and kills. He's annoying, which means he's Miranda's perfect pet.

"Hey, Bozo." Miranda came out of her room dressed in high-tops and a red polka-dot dress. She had some bracelets on, which, plus the dress, made her look kind of like a girl, except that her bracelets had skulls on them, and her sneakers were black.

She was a weird sister. She was in sixth grade and I was in fourth. I didn't understand why she didn't dress normally. Everything had to have something black or bone-y in it.

"Your stupid cat got me in trouble, Miranda."

"Maybe if you hadn't set precedent so many times, you wouldn't get blamed for wrecking the house."

"I didn't set president!" I didn't even know what that word meant.

"Precedent, dummy. And yes, you did, every time you played ball or some other stupid game in the house." She walked past me and petted Oatmeal as he slithered toward her door.

"Hurry up, or I'll eat all the cereal."

I didn't hurry up. I put on my shoes and was silently thankful that she hadn't noticed my messy hair. I walked back downstairs with heavy feet, and let my backpack hit the steps behind me.

Dad was eating his burned toast with honey and trying to mop up a gloppy mess on the floor. He did not look happy. Miranda was at the table eating a bowl of Kix. She threw one at me. I decided to skip cereal.

"Daniel, this is unacceptable," Dad muttered.

"Dad, it was Oatmeal. He went on a night rampage and did this."

"MIRANDA!" Dad raised his voice.

"Dad, he's just being a cat. He has wild instincts." Miranda didn't even lift her head.

"You need to start keeping your cookie things in the pantry."

"They look good in the jars."

"Fine. They'll just have to look good in the jars in the pantry."

Miranda decided not to argue, I guess, because she shut up. Dad was struggling. The paper towels he was using to wipe up the wet flour weren't doing a good job. He threw two handfuls in the trash, but there were still smears of paste on the ground and some dry flour powdering the corners of the kitchen. Dad looked at the clock on the stove, and he said, "Look at the time! We have to go." Then he rushed to the laundry room to put on a work shirt.

"Get your school stuff together and get in the car," Dad said. He huffed his way out the door. Miranda got up and went back upstairs, leaving me in the kitchen by myself. I sidestepped the sticky streaks of flour on the ground and got a Popsicle from the freezer. Breakfast!

When I got outside, Dad was already waiting in the driveway. I got in the front seat (take that, Miranda!) and noticed some crusty flour on the back of his work jacket. I didn't say anything. He'd probably just get mad. He was already mad anyway and getting angrier, as he impatiently honked the horn for Miranda. She shuffled out the front door, holding her lumpy backpack in front of her with both arms. We pulled out and Dad turned on NPR.

"I hope you two packed lunch."

"I forgot," I said. "Can I have some money?"

"Here, take 10 bucks." Dad tossed his wallet into my lap. I looked back at Miranda. I was kind of disappointed that she hadn't gotten mad about me sitting in the front seat.

"Miranda, do you need money, too?" Dad asked.

"No."

"What did you bring for lunch?"

"Oatmeal."

"That's gross, weirdo." Who eats oatmeal for lunch, I thought.

"If you say so, kiddo." Dad rolled his eyes. "I hope you packed the instant stuff, because if you cooked oatmeal just now, it's going to get really cold and nasty, and I'm going to be really annoyed that you wasted time doing that while we were waiting outside for you."

Miranda just looked out the window. We didn't talk for a few minutes, and the radio droned on about the news.

"Yeah, we waited forever," I said, turning around to glare. When I did, I noticed something weird. Miranda's backpack moved. I opened my mouth to say something but Miranda made a mean face and mouthed, "*Don't say anything.*"

A little white paw poked out from under the flap on her bag. I turned around again.

Unbelievable! How is it that I was the one who always got in trouble for what that cat did?

Miranda was worse than I was!

Dad pulled up to our school. "Have a good day, guys," he said, and I still didn't tell him about the flour-paste on his coat.

I got out; Miranda didn't. I stood on the sidewalk for a moment wondering why she was just sitting there. And then I saw Oatmeal squeeze his way out of her bag, despite her struggle to keep him contained. I slammed the door shut so he wouldn't escape. I heard her shriek and my dad yell, while I watched the cat tear the leather as he clawed his way under the passenger seat.

"MIRANDA!!!" Dad's scream was muffled with all the doors closed. I could hear them arguing, and then Dad waved at me without looking and drove away.

I probably should have felt a little angry that Miranda got to be late to school, or that my dad just drove away like that. But as I walked into the building, I just could not stop smiling.

despite de · spite

Definition preposition

1. without being changed or stopped by.

He kept driving despite the blizzard.

Advanced Definition

preposition

1. notwithstanding; regardless of.

The wedding took place despite the bad weather.

He left school despite his parents' warnings and threats.

Despite the fact that she's allergic to dogs, she has two of them.

noun

1. insulting treatment.
2. insolence.

These are some examples of how the word or forms of the word are used:

1. Skin may cover a large area, but it is very thin. It is only about 1/8 inch thick. **Despite** being so thin, skin is made of three layers.
2. **Despite** their violent ways, the Vikings were very religious people. They worshiped several gods, who dwelled in a place called Asgard. Among the most important of the Viking gods were Thor, Odin, Frey and Freyja.
3. So which one is it, Sarah wondered. Is the Meadowlands a big, ugly, dangerous swamp? Or is it a beautiful oasis of birds and flowers? **Despite** her dad's warnings to stay away, Sarah wanted to see for herself.
4. The Pilgrims built very simple and practical houses for themselves. **Despite** a terrible first winter, they worked hard to create homes for everyone. Until then, most of the group lived on the Mayflower, the ship that had brought them there.

5. **Despite** its small size (about 3 pounds), the brain is able to receive and send an unlimited number of messages. It does this with the help of the spinal cord, the sense organs, and the autonomic (automatic) nervous system. The brain carries out this task by assigning jobs.

ReadWorks Vocabulary - despite

6. Young Jun is already prepared to visit. An American he met on his way to South Korea gave him a U.S. dollar. **Despite** plenty of opportunities to spend the money in South Korea, Young Jun has kept it. After all, he tells me, he's going to need it when he gets to the United States.
7. To keep up with her assignments, she got used to studying calculus and chemistry textbooks on international flights. She'd surf all morning, take a study break for lunch, surf again, and then hit the books after dinner. **Despite** not being in the classroom, she managed to get good grades. She even got a few A's here and there.
8. Apple is hesitant; she really does not want to upset the girl, but she couldn't be more desperate for a treat. She finally agrees to the plan. What could go wrong? Plates are replaceable, and surely the girl won't mind. On the other hand, **despite** being the most loved, she is also likely to be the first blamed for the mishap.

precedent

prec · e · dent

Advanced Definition

noun

1. an act that serves or may serve as an example for future actions of a similar nature.

Her high grades set a precedent for the class.

There is no precedent for this new rule.

2. in law, a decision serving as a guidepost for future cases of a similar nature.

The judge's decision was based on precedents rather than on legal theory.

adjective

1. going before; prior.

Spanish cognate

precedente: The Spanish word *precedente* means precedent.

These are some examples of how the word or forms of the word are used:

1. "They told me that I had no hope," says Summers. "My comment was, 'You don't know me very well. I'm going to fight until I get well again.'" Five years later, Summers has regained the ability to stand and can take steps on a treadmill. His recovery "remains **unprecedented**," European researchers commented in the British medical journal The Lancet. "We are entering a new era."
2. The government has tried to cut down on the number of protesters. In one attempt, it ordered all Russian students between the ages of 14 and 17 to attend school on a Saturday for hastily arranged tests during the hours of the protest. They were warned they would risk flunking their courses if they failed to attend the **unprecedented** Saturday exams.

What's for Breakfast? - Comprehension Questions

Name: _____ Date: _____

1. During what time of day does the story take place?

- A. afternoon
- B. morning
- C. evening
- D. midnight

2. Why is Daniel's father upset at the beginning of the story?

- A. Daniel and Miranda had gotten into a fight.
- B. There was a bad mess in the kitchen.
- C. Daniel and Miranda were running late for school.
- D. Daniel's father was out of clean shirts.

3. Daniel's father appears very stressed throughout the passage.

Which evidence from the passage best supports this conclusion?

- A. Daniel's father suspects Daniel is responsible for the bad mess in the kitchen.
- B. Daniel's father was eating burned toast with honey and trying to mop up the mess on the floor.
- C. Daniel's father huffs his way out the door and honks the horn impatiently while waiting for Miranda in the car.
- D. Daniel's father wishes Daniel and Miranda a good day at school.

4. Why does Daniel's father think it was Daniel who made the big mess in the kitchen?

- A. Daniel has a history of making messes in the house.
- B. Daniel always makes a mess when he cooks with flour.

C. Daniel was angry with his father and wanted to make him mad.

D. Daniel never cleaned up after himself.

5. What is this story mainly about?

A. the way Daniel and his family make breakfast

B. Daniel's difficult behavior

C. a troublemaking cat named Oatmeal

D. a morning incident that Daniel and his family experience

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What's for Breakfast? - Comprehension Questions

6. Read the following sentence from the story: "The toaster **sounded like it hurt** when he pushed the lever down. It was old and never made toast right."

Why does the author say that the toaster "**sounded like it hurt**"?

A. to emphasize how old and non-functional the toaster was

B. to show that the toaster had feelings

C. to emphasize how badly the family treated the toaster

D. to show that the toaster made the same sounds as a human

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

_____ Daniel is frustrated and annoyed by his sister Miranda; he doesn't tell his father that he saw Oatmeal in Miranda's backpack.

A. In summary

B. Even though

C. Because

D. Since

8. What does Miranda bring to school?

9. Why did Daniel think that Oatmeal made the big mess in the kitchen?

10. Explain why Daniel "just could not stop smiling" at the end of the story. Use information from the story to support your answer.

April 1, 2020

OBJECTIVE:

- * use word structure to determine word meaning.
- *read fiction and or nonfiction and complete a reading response prompt.
- *practice writing in complete sentences, revising and editing.

STANDARD(S):

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL: 5.1, 5.2

RF: 5.3, 5.4

W.5.9

WIDA 2, 4: The Language of Language Arts, The Language of Mathematics

TIME FRAME: 20 Minutes.

Activity Directions: Students will look up different recipes on the computer. Look up a recipe you think you would be interested in making with your family. Read the ingredients, how much do you need of each ingredient?

Students will then write down the recipe they chose, along with all the ingredients. Next, students will write down how to make that meal. (For example: First you put 2 eggs in a bowl....) When students are finished writing down all the steps in making their meal, they will then write a paragraph if they think they would make this meal soon at home. Why or why not? Don't forget to use sequencing words. (First, Next, Then, After that, Finally)

Learning Materials: Google translate as needed.

Assessment: WIDA Writing Rubric

April 2, 2020 and April 3, 2020

OBJECTIVE: SWBAT:

- * use word structure to determine word meaning.
- *read fiction and or nonfiction and complete a reading response prompt.
- *practice writing in complete sentences, revising and editing.

STANDARD(S):

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences).

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RL: 5.1, 5.2

RF: 5.3, 5.4

W.5.9

WIDA 2: The Language of Language Arts

TIME FRAME: 40 minutes (2-day time)

Activity Directions:

Click on the attached link or do a Google Search: YouTube: Persuasive writing for kids: Planning and Pre-Writing (<https://www.youtube.com/watch?v=nHCYvNvV68c>). Students will watch the video and take notes in their notebook. **The video is part of a series, feel free to watch the others to help with your writing.** Students will understand what they need to do to persuade somebody into doing something. This lesson focus's on Persuasive Writing. The video will discuss: "More Time for Recess". The video will inform the students who the audience is, who are you trying to persuade? When the student is done with the video, they will write about two paragraphs on why more time is needed for recess. The student has to try to convince his/her audience why there should be more recess time in school. "

Learning Materials: Google translate as needed.

Assessment: WIDA Writing Rubric

Garfield Public Schools

Remote Learning Lesson Plans

Grade 4th and 5th - ESL

April 6,2020
OBJECTIVE: SWBAT: *Use word structure to determine word meaning.
STANDARD(S): W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. RF.4.4: Read with sufficient accuracy and fluency to support comprehension. L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. RL: 5.1, 5.2 RF: 5.3, 5.4 W.5.9 WIDA 1,2: Social & Instructional Language, The Language of Language Arts
TIME FRAME: 20 minutes
Activity Directions: Students read article from USA today by clicking on Newsela.com. Students read article: "The five best board games to play in coronavirus Quarantine." ***In your notebook, answer the comprehension questions. You do not have to write the whole question but at the top of the page write the name of article and number your answers to keep track of your responses. <u>Learning Materials:</u> Google translate <u>Assessment:</u> WIDA Writing Rubric

The five best board games to play in coronavirus quarantine

By USA Today, adapted by Newsela staff on 03.20.20

Word Count **504**

Level **580L**



In the days before coronavirus, a group of friends got together to play Catan. Now, families find themselves playing board games to pass the time as they stay at home because of the deadly virus. Photo: Valentin Gorbunov. Licensed under CC BY-SA 4.0

It looks like we could be staying home for a while.

The coronavirus is a flu-like illness. It began in China. It has been spreading around the world since December 2019. To help slow down the spread of the virus many schools are closing down. So are workplaces. Parents are being told to work from home. Kids are being told to do their school work from home. Social distancing is when you stay away from crowds to prevent the spread of an illness.

More and more people are staying home all day. We will need ways to entertain ourselves from our living rooms.

There are plenty of things to do at home. You could watch TV or exercise. However, board games are the perfect activity to involve the whole family.

Clue and Life are typical board games. However, there is an amazing world of other board games out there. You may already own some of them. Others you could try to buy to stay busy during these difficult times. We just recommend you stay away from Pandemic the game. It is about diseases spreading. It is normally very fun. However, it probably is not a good choice right now.

If You Want Something To Play With The Kids:

Telestrations

Telestrations is a mix of the whisper game Telephone and Pictionary. Players draw a word. The player next to them guesses the word from the picture. The next player draws the word the second player guessed. The game continues this way. By the end, the final drawing or word is very different from the original word.

If You Want Something Cute, Quick And Wordy:

Bananagrams

Bananagrams is a fruit-themed word game. Players use small letter tiles to build word grids faster than everyone else. The tiles come in a fabric banana. The game never disappoints.

If You Are Dipping Your Toes Into Complex Board

Games: Catan

Catan is a more complicated game than Risk or Monopoly. Players become "settlers." They have to build settlements while trading resources. The bigger your settlement, the more points you get. The first player to reach a set number of points wins. The game also has many expansions if you get bored with the original.

If You Love Fantasy TV And Film: Lords Of Waterdeep

Lords of Waterdeep is a complicated but rewarding fantasy game. Players complete quests. Players earn victory points when

they complete a quest. Whoever has the most victory points at the end of the game wins.

If You Like Strategy Games But Not A Fantasy Aesthetic: Ticket To Ride

Fantasy games aren't for everyone. However, there are plenty of games that aren't fantasy themed. Ticket to Ride is an easy-to-understand game. It is about trains. Players collect train cards. They use cards of the same color to build train routes across the United States. Players win points for having bigger train routes. They can also win points by completing secret ticket cards. The game has expansion packs with new maps, too.

Quiz

- 1 Read the paragraph from the introduction [paragraphs 1-5].

The coronavirus is a flu-like illness. It began in China. It has been spreading around the world since December 2019. To help slow down the spread of the virus many schools are closing down. So are workplaces. Parents are being told to work from home. Kids are being told to do their school work from home. Social distancing is when you stay away from crowds to prevent the spread of an illness.

Which question is answered in this paragraph?

- (A) What are the best games to play at home?
- (B) Why should people practice social distancing?
- (C) How many people have coronavirus around the world?
- (D) When will people be allowed to go back to work and school?

- 2 Read the paragraph from the section "If You Like Strategy Games But Not A Fantasy Aesthetic: Ticket To Ride."

Fantasy games aren't for everyone. However, there are plenty of games that aren't fantasy themed. Ticket to Ride is an easy-to-understand game. It is about trains. Players collect train cards. They use cards of the same color to build train routes across the United States. Players win points for having bigger train routes. They can also win points by completing secret ticket cards. The game has expansion packs with new maps, too.

Which sentence from this paragraph explains how to play Ticket to Ride?

- (A) However, there are plenty of games that aren't fantasy themed.
- (B) Ticket to Ride is an easy-to-understand game.
- (C) They use cards of the same color to build train routes across the United States.
- (D) The game has expansion packs with new maps, too.

3 Which section from the article gives information about a game that combines two other popular games?

- (A) "If You Want Something To Play With The Kids: Telestrations"
- (B) "If You Are Dipping Your Toes Into Complex Board Games: Catan"
- (C) "If You Love Fantasy TV And Film: Lords Of Waterdeep"
- (D) "If You Like Strategy Games But Not A Fantasy Aesthetic: Ticket To Ride"

4 What does the section "If You Want Something Cute, Quick And Wordy: Bananagrams" show the reader?

- (A) where to buy Bananagrams
- (B) when Bananagrams was created
- (C) what the players of Bananagrams do
- (D) how many people can play Bananagrams

April 7, 2020

OBJECTIVE:

- * use word structure to determine word meaning.
- * read fiction and or nonfiction and complete a reading response prompt.

STANDARD(S):

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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RL: 5.1, 5.2

RF: 5.3, 5.4

W.5.9

WIDA 2: The Language of Language Arts

TIME FRAME: 20 Minutes.

Activity Directions: Students will highlight new vocabulary words in same Newsela article: "The 5 best board games to play in coronavirus quarantine". Use google translate to listen to word 3 times & repeat word. Students will write definitions and original sentences for following words: social, prevent, necessity, pandemic & disease.

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

April 8,2020

OBJECTIVE: SWBAT:

- * use word structure to determine word meaning.
- *read fiction and or nonfiction and complete a reading response prompt.
- *practice writing in complete sentences, revising and editing.

STANDARD(S):

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences).

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L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL: 5.1, 5.2

RF: 5.3, 5.4

W.5.9

WIDA 2,4: The Language of Language Arts, The Language of Social Studies

TIME FRAME: 20 minutes

Activity Directions:

Students will summarize article “The 5 best board games to play in coronavirus quarantine”.

Students will write 2 paragraphs using sequence words: first, next, then & finally.

Additionally, students will respond to the following prompt: **Of the games the author mentioned in this article, which game interests you the most? Why? Is it similar to another game that you like to play?**

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

April 9, 2020

OBJECTIVE: SWBAT:

- * use word structure to determine word meaning.
- * read fiction and or nonfiction and complete a reading response prompt.
- * practice writing in complete sentences, revising and editing.

STANDARD(S):

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL: 5.1, 5.2

RF: 5.3, 5.4

W.5.9

WIDA 2: The Language of Language Arts

TIME FRAME: 20 minutes

Activity Directions:

Students will read the article: "Why tough times can create better neighbors"

Students respond to comprehension questions in their notebooks and the prompt: How have you stayed connected with friends and family during this time?

Bonus Activity: To help spread kindness and hope in the community, make a poster with uplifting messages and pictures (just like the girl and her mother did in the article). Hang it in your window or on your door so others can see it. Take a picture of it and share it with your friends and teachers.

Learning Materials: Google translate as needed.

Assessment: WIDA Writing Rubric



Why tough times can create better neighbors

By Christian Science Monitor, adapted by Newsela staff on 03.18.20

Word Count **473**

Level **600L**



Image 1. Flavia, who is 8 years old, and her mother, Silvia, put a banner reading "Everything will be alright" on the balcony of their apartment in Rome, Italy, March 13, 2020. Photo: Alessandra Tarantino/AP Photo

People around the world have gotten sick. They have the coronavirus. Its symptoms include fever, cough and trouble breathing.

Similar scenes are playing out in neighborhoods across the world quarantined because of COVID19, (short for coronavirus disease 2019). The coronavirus is a

flu-like illness that began in China and has been spreading across the globe since December 2019.

To fight this virus, people have to stay away from each other. Still, they have found ways to reach out.

In Boston, Massachusetts, people came from their homes for a flash mob. It was on March 14. The neighbors waved to each other. They joined to sing the Beatles song "Let it Be."

During their show, they stayed more than 6 feet apart. It was to keep the virus from spreading.

The show got people to dance. It also made many cry.

Finding Ways To Connect

Similar things are happening around the world. In Wuhan, China, buildings full of people chanted, "Keep up the fight." In Italy, people leaned out of windows to sing. People in Spain clapped together to cheer health care workers.

People find ways to connect even though they can't meet face-to-face. They use video calling. Some are on social networks like Facebook. They are not just staying in touch with friends and family.

People are reaching out to their communities. In this outbreak, there is kindness among strangers.

Jamil Zaki wrote the book "The War for Kindness: Building Empathy in a Fractured World." Helping others is a way to avoid feeling helpless, he said. Kindness can help people heal, he said.

One of the ways that people are being kind to others is by staying away. They want to protect others.

Still, not everyone is being kind. Fights have broken out in supermarkets over the last item on a shelf. Some are keeping hand sanitizer and toilet paper for themselves. Many did not stay home. They went out to restaurants. So leaders in several states shut down restaurants except for takeout.

Kindness Can Go Viral, Too

Even so, acts of kindness have become common. Pro basketball players have given money to people who can't work. Others give food to children who are out of school.

Seeing kindness moves others, said Zaki. He has written about how people "catch" generosity from others. This desire to help others grows during times of trouble. It goes across class, race and other divisions.



In Germany, people began staying inside in March. Molly Wilson realized she did not know the older people near her. Wilson and a neighbor put up flyers on their street. They offered help to those who felt unable to go outside.

Quiz

- 1 Read the section "Kindness Can Go Viral, Too."

Select the sentence from the section that explains why more people are practicing kindness.

(A) Pro basketball players have given money to people who can't work.
(B) This desire to help others grows during times of trouble.
(C) In Germany, people began staying inside in March.
(D) Wilson and a neighbor put up flyers on their street.

- 2 Which question is answered in the introduction [paragraphs 1-6]?

(A) Why should people stay away from each other?
(B) How are people in other countries supporting each other?
(C) Who has donated money to help people who cannot work?
(D) Where can people learn more about the coronavirus?

- 3 According to the section "Finding Ways To Connect," why are people using video calling?

(A) They are talking to their doctors about staying healthy.
(B) They are keeping in touch with their friends and family.
(C) They are finding out where they can buy supplies.
(D) They are trying to organize singalongs with neighbors.

- 4 According to the section "Kindness Can Go Viral, Too," why did Molly Wilson put up flyers?

(A) She wanted to help children who are out of school get food.
(B) She wanted to support health care workers.
(C) She wanted to volunteer to help her neighbors.
(D) She wanted to inform people about the coronavirus.

Differentiation Strategies for Remote Learning
English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.