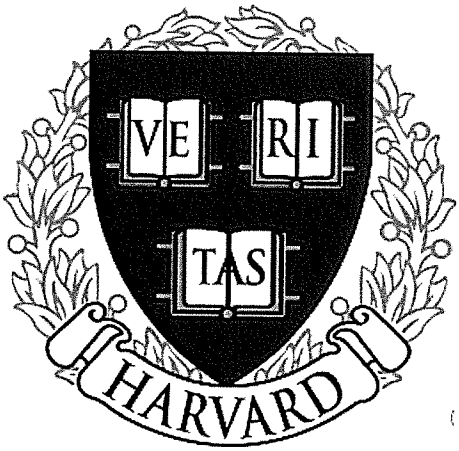
Brighter Choice
Charter School for Boys

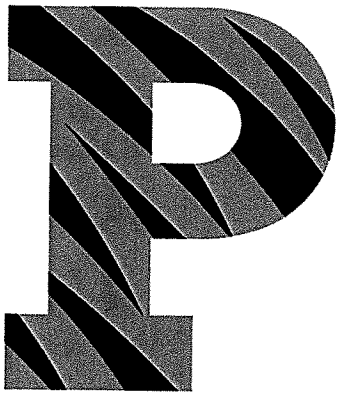
Name _____

3rd Grade Modified ELA/Writing Remote Learning Packet

Week 10

June 1st- June 5th





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Scope and Sequence Week 10

Mrs. Mercado and Ms. Quance

June 1st-June 5th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
6.1.2020	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Scholars will read the text and annotate the gist of each paragraph.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.2.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.3.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.4.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay: introduction and B1 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.5.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay: B2 using RACES and the conclusion.	Scholars will read the online NewsELA text and answer a short response question using RACES.

Name: _____ **Date: June 1, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 3-4. Read the text and next to paragraphs 1,6,7,8,9 write what each paragraph is mostly about. Please Listen to the reading through email.

The New Student by Nancy Bruen

1. Andy woke up and refused to get out of bed. He didn't want to go to school. He told his mother that he didn't have any friends. He said they made fun of him. They laughed at his dinosaur lunch box. Andy loves dinosaurs. His classmates think playing with dinosaurs is babyish.

2. "Why can't I meet one person who likes dinosaurs? It's not fair. "

3. "You'll make friends," said his mother. "Things will get better. It will just take time."

4. "No, it won't. They don't like me, and they never will," said Andy.

5. "Well, I'm sorry about that, but you still have to go to school," said mother.

6. When Andy walked into his classroom, he noticed that everyone was excited. He was curious. He wanted to know why everyone was talking at once. His teacher, Miss Penny, warned the class to be quiet. Then, she introduced the new student. That's why everyone was excited! It's not every day that his class gets a new student.

7. "Hi. I'm Nick," said the new student. Everyone started cracking up. Nick was from another state, and he talked funny. The way he spoke was different than the way they spoke. Miss Penny warned the class to watch their manners. Andy didn't think it was funny. He knows what it feels like to be laughed at. Nick sat down with tears in his eyes.

8. During lunch, Nick was sitting at a table all by himself. He was afraid to talk to anyone. He didn't want them to laugh at him again. Andy came over and introduced himself. He said he liked the way Nick talked.

9. Nick smiled and took out his lunch box. Andy put his lunchbox on the table at the same time. They both looked at the lunch boxes, and then looked at each other. They had matching dinosaur lunch boxes!

10. "You like dinosaurs?" asked Andy. "Of course," answered Nick. "Who doesn't?"

11. "Mom knows what she is talking about," Andy thought to himself. "Things are getting better already!"

Name: _____ Date: June 2, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 4. Re-read the text on p. 3 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. Why was the class excited? Use RACES to answer.

The children were excited because_____

_____

_____

One piece of evidence that shows why the children were excited is_____

_____

_____

_____

This shows that the children were excited because_____

_____

_____

Name: _____ **Date: June 3, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 5. Re-read the text on p. 3 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. **How did Nick feel when the class laughed at him?**

When the class laughed at him Nick felt_____

_____

_____

The text states_____

_____

_____

This shows Nick felt_____ because_____

_____

_____

Name: _____ **Date: June 4, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 6-7. Re-read the text on p. 3 and write your introduction and B1.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Nick faces a challenge as a new student. What is his problem? What is the solution to his problem? Use details from the story in your answer.

In your response be sure to:

- Tell Nick's problem- RACES (B1)
- Tell how Nick solves his problem-RACES (B2)
- Use details from the story

_Nick faces challenges in as a new student. Nick has a problem. The story shows how Nick figures out a solution to his problem.

_____

_____

_____

Body 1

Nick's problem in the story is_____

_____

_____

The text states_____

_____

_____

This show Nick's problem because_____

_____

_____

_____

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_____

_____

_____

_____

_____

Name: _____ **Date: June 4, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 8-9. Re-read the text on p. 3 and write your B2 and conclusion.

R- Restate the question

A-Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Nick faces a challenge as a new student. What is his problem? What is the solution to his problem? Use details from the story in your answer.

In your response be sure to:

- Tell Nick's problem- RACES (B1)
- Tell how Nick solves his problem-RACES (B2)
- Use details from the story

Nick's soloution to his problem was_____

_____

_____

The text states_____

_____

_____

This shows Nick's solution because _____

Conclusion(restate the introduction in your own words.)

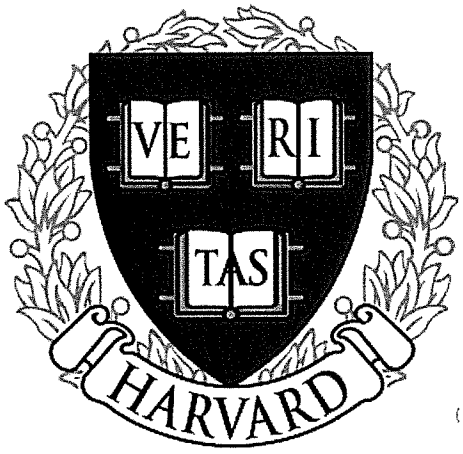
Brighter Choice
Charter School for Boys

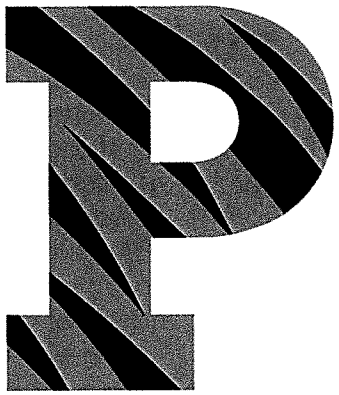
Name: _____

3rd Grade Modified Math Remote Learning Packet

Week 10

June 1st -June 5th





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Math Scope and Sequence

Week 10

June 1st – June 5th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.1	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram and read weight on a scale. Challenge: Ten bags of sugar weigh 1 kilogram. How many kilograms do 50 bags of sugar weigh?	**YouTube** **1) Decomposing Kilograms into Grams** https://www.youtube.com/watch?v=WyIAxJ356xQ **Khan Academy** **2) Understanding Mass: Kg and g** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/v/intuition-for-grams **Study** **3) Grams and Kilograms** https://study.com/academy/lesson/grams-kilograms-lesson-for-kids.html
6.2	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures. Challenge: Ms. Neville put a 1-kilogram bag of flour on one side of a pan balance. How many 100-gram bags of flour does she need to put on the other pan to balance the scale?	**YouTube** **1) Estimate and measure mass** https://www.youtube.com/watch?v=VejovPri9kg **2) Estimation of Mass in g and Kg** https://www.youtube.com/watch?v=aWICncTpiC4 **SpashLearn** **3) Estimation game (weight)** https://www.splashlearn.com/measurement-games **IXL** **4) Which metric unit is appropriate?** https://www.ixl.com/math/grade-3/which-metric-unit-is-appropriate
6.3	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will solve one-step word problems involving metric weights within 100 and estimate to reason about solutions. Challenge: A bicycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more bicycles can the truck hold?	**IXL** **1) Measurement word problems** https://www.ixl.com/math/grade-3/measurement-word-problems **Khan Academy** **2) Word problems with mass (video)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/v/mass-problems **3) Word problems with mass (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/e/measure-mass

6.4	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will solve word problems involving liters and milliliters Challenge: Ms. Morton buys 20 liters of paint to paint her house. She divided the pain in half. How many liters of paint are in each bucket?	**YouTube** **1) Decomposing a liter in milliliters** https://www.youtube.com/watch?v=rVjEEKXvUbU **Khan Academy** **2) Understanding volume (liters)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-volume/v/liter-intuition
6.5	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will estimate and measure liquid volume in liters and milliliters using the vertical number line and reason about capacity. Challenge: Juan pours a container with of lemon juice 450 milliliters into a bottle with 785 milliliters of water to make lemonade. How much lemonade did Juan make?	**YouTube** **1) Volume and capacity** https://www.youtube.com/watch?v=GKCE8ohIBqE

Name: _____

Date: June 1, 2020

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BCCS-Boys

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1 Kilogram (kg) = 1,000 grams (g)

- 1,000 g x 1 = 1,000 g
- 100 g x 10 = 1,000 g
- 10 g x 100 = 1,000 g

1000 grams = 1 Kilogram

100 g	100 g	100 g	100 g	100 g
100 g	100 g	100 g	100 g	100 g

1. Decompose 1 kilogram into groups of 100 grams.

100_ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

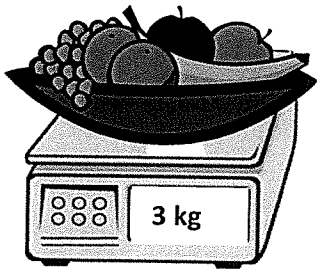
2. Decompose 100 grams into groups of 10 grams.

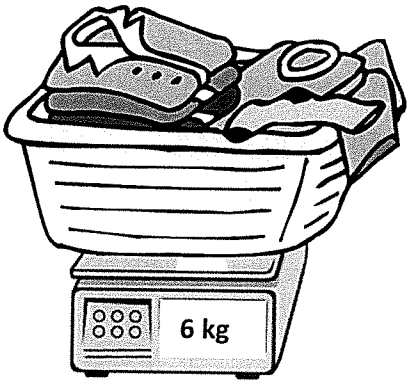
___10_ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

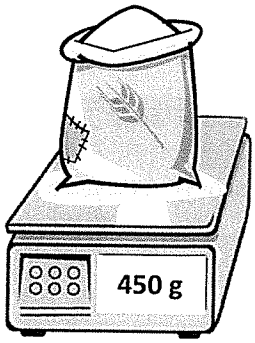
3. Decompose 10 grams into groups of 1 gram.

___1___ g	_____ g	_____ g	_____ g	_____ g
_____ g	_____ g	_____ g	_____ g	_____ g

4. Read each digital scale. Write each weight using the word ***kilogram*** or ***gram*** for each measurement.



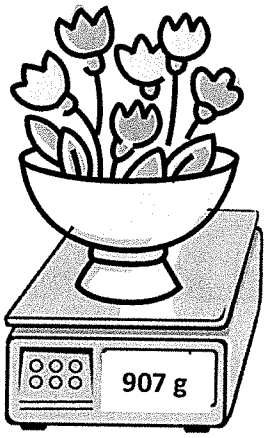


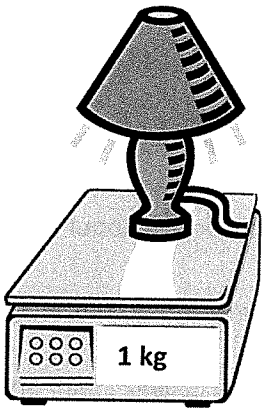


3 kilograms

_____

_____





_____

_____

_____

Challenge: Ten bags of sugar weigh 1 kilogram. How many kilograms do 50 bags of sugar weigh?

Name: _____

Date: June 2, 2020

BCCS-Boys

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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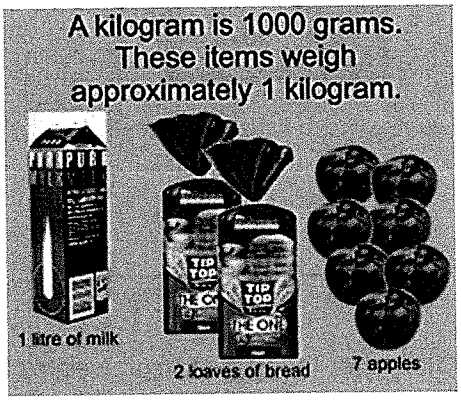
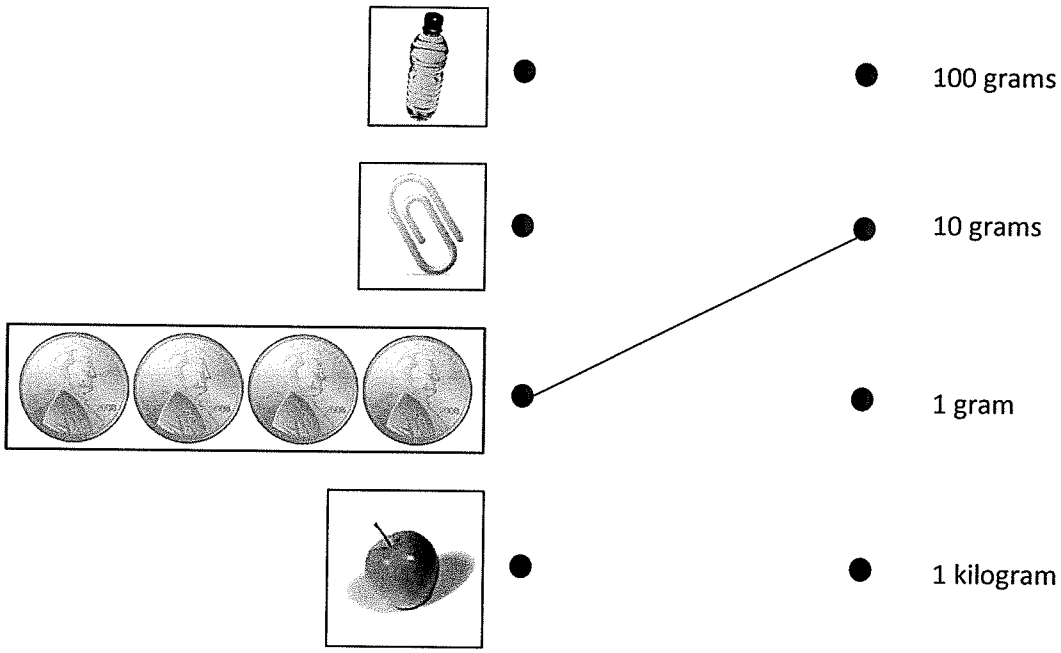
Circle the correct unit of weight for each estimation. Use the pictures to guess and compare the weight.

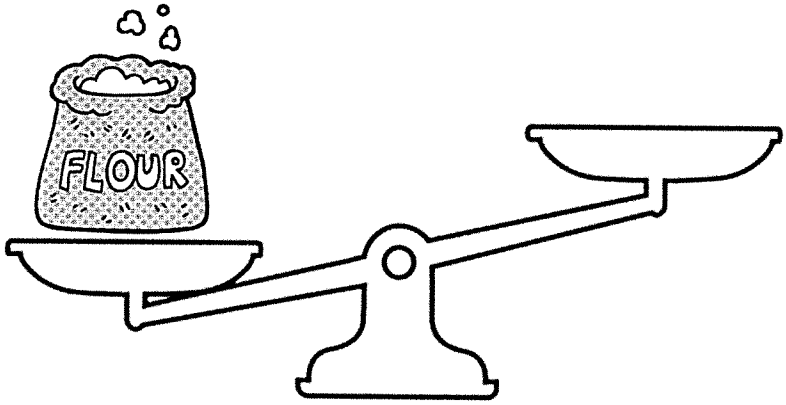


1. A box of cereal weighs about 350 (grams / kilograms).
2. A watermelon weighs about 3 (grams / kilograms).
3. A postcard weighs about 6 (grams / kilograms).
4. A cat weighs about 4 (grams / kilograms).
5. A bicycle weighs about 15 (grams / kilograms).
6. A lemon weighs about 58 (grams / kilograms).
7. An orange weighs about 200 (grams / kilograms).
8. A basketball weighs about 624 (grams / kilograms).
9. A brick weighs about 2 (grams / kilograms).
10. A small packet of sugar weighs about 4 (grams / kilograms).
11. A tiger weighs about 190 (grams / kilograms).
12. A cellphone weighs about 800 (grams / kilograms).
13. A bag of apples weighs approximately 1 (gram / kilogram).
14. A pack of chewing gum weighs approximately 10 (grams / kilograms).

15. Match each object with its approximate weight.



Challenge: Ms. Neville put a 1-kilogram bag of flour on one side of a pan balance. How many 100-gram bags of flour does she need to put on the other pan to balance the scale?



Name: _____ **Date:** June 3, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

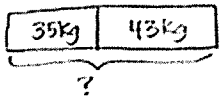
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Use tape diagrams to model the following problem.

Example: Keiko and her brother Jiro get weighed at the doctor's office. Keiko weighs 35 kilograms, and Jiro weighs 43 kilograms.

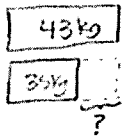
a. What is Keiko and Jiro's total weight?



35 + 43
35 + 3 = 38
38 + 40 = 78

Keiko and Jiro weigh 78 kilograms.

b. How much heavier is Jiro than Keiko?

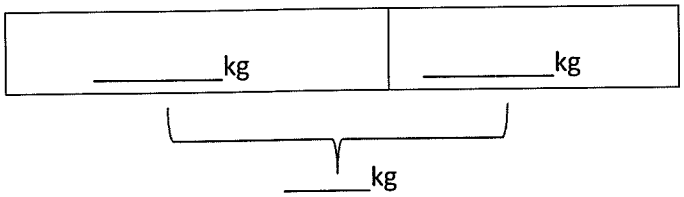


43 - 35
43 - 30 = 13
13 - 5 = 8

Jiro is 8 kilograms heavier than Keiko.

1. Jeremiah and his cousin get weighed at the doctor's office. Jeremiah weighs 41 kilograms, and his cousin weighs 36 kilograms.

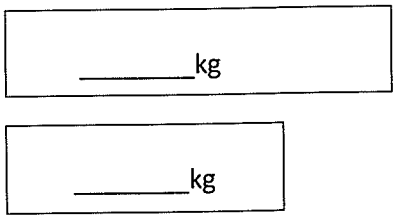
a. What is Jeremiah and his cousin's total weight?



_____kg + _____kg = _____kg

Jeremiah and his cousin weigh _____kilograms

b. How much heavier is Jeremiah than his cousin?

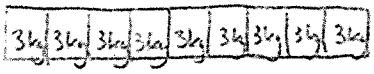


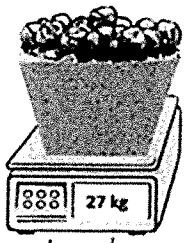
_____ kg - _____kg = _____kg

Jeremiah is _____ kilograms heavier than his cousin

Example: Jane and her 8 friends go apple picking. They share what they pick equally. The total weight of the apples they pick is shown to the right.

a. About how many kilograms of apples will Jane take home?

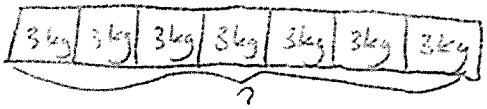




27 kg ÷ 9 = 3kg

Jane will take about 3kg of apples home.

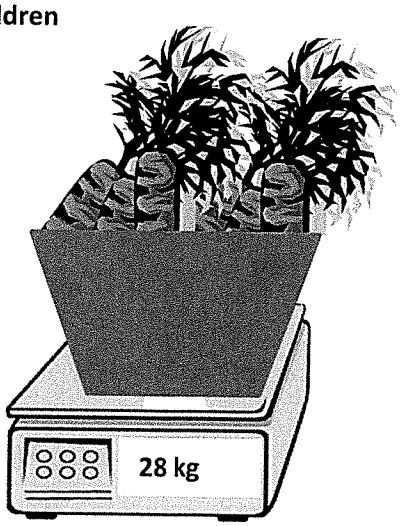
b. Jane estimates that a pumpkin weighs about as much as her share of the apples. About how much do 7 pumpkins weigh altogether?



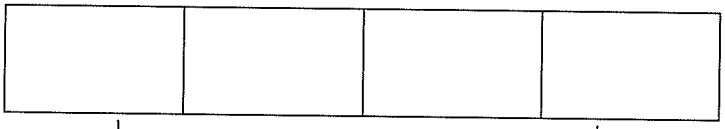
7 x 3kg = 21 kg

7 pumpkins weigh about 21kg altogether.

2. Mrs. Blomgren's grandmother buys carrots at the farm stand. She and her 3 grandchildren equally share the carrots. The total weight of the carrots she buys is shown below.



a. How many kilograms of carrots will Mrs. Blomgren get?



4 X _____ = 28kg 28÷ 4 =_____kg

Mrs. Blomgren will get _____ kilograms of carrots

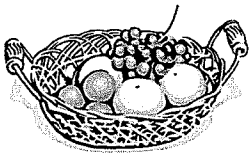
b. Mrs. Blomgren uses 2 kilograms of carrots to bake muffins. How many kilograms of carrots does she have left?

_____ - _____ = _____kg

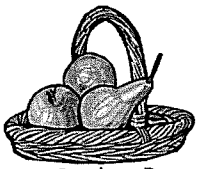
3. The weights of 3 fruit baskets are shown below.

Heaviest= the one that weighs the most or the largest measurement

Lightest=the one that weighs the least or the smallest measurement



Basket A
12 kg



Basket B
8 kg

Basket C
16 kg

a. Basket _____ is the heaviest.

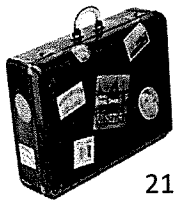
b. Basket _____ is the lightest.

c. Basket A is _____ kilograms heavier than Basket B.(Hint: Basket A- Basket B)

d. What is the total weight of all three baskets?

4. The weights of a backpack and suitcase are shown below.

7 kg



21 kg

a. How much heavier is the suitcase than the backpack? ***(suitcase – backpack)***

_____ kg - _____ kg = _____ kg

b. What is the total weight of 4 identical backpacks? ***(identical= exactly the same)***

_____ kg X 4= _____ kg **OR** _____ kg +_____ kg + _____ kg + _____ kg = _____ kg

c. How many backpacks weigh the same as one suitcase?

Challenge: A bicycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more bicycles can the truck hold?

Name: _____ **Date:** June 4, 2020

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Decomposing a liter (L) into a milliliter (mL)

1 L = 1,000 mL

1 x 1,000 mL = 1L

10 x 100 mL = 1L

100 x 10 mL = 1L

1,000 x 1mL = 1L

C. U. B. E. S.

Circle the important numbers.

Underline the question.

Box the action words.

Eliminate unnecessary information.

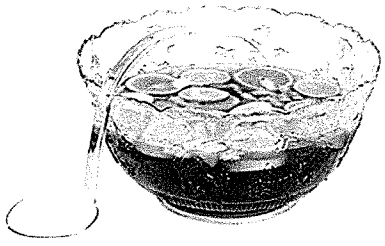
Solve the problem.

1. ~~The vet prescribes Mrs. Blomgren's puppy~~ (5) ~~milliliters of medicine~~ each day ~~for~~ (3) days How many milliliters of medicine will the puppy take altogether?

The puppy will take _____ mL of medicine altogether.

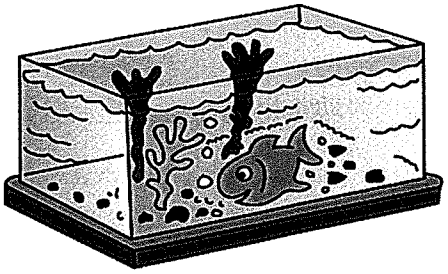
2. Mrs. McLean pours (3) juice boxes into a bowl to make punch. Each juice box holds (236) milliliters.

How much juice does Mrs. Mclean pour into the bowl?



Mrs. Mclean pours _____ mL of juice into the bowl.

3. Daniel's fish tank holds (24) liters of water. He uses a (4) liter bucket to fill the tank. <u>How many buckets of water are needed to fill the tank?</u>



_____ buckets of water are needed to fill the tank.

4. Mrs. Capone buys (15) liters of paint to paint her house. She pours the paint equally into (3) buckets. How many liters of paint are in each bucket?

There are _____ liters of pain in each bucket.

Challenge: A bicycle weighs 8 kilograms. The delivery truck is almost full but can hold 40 kilograms more. How many more bicycles can the truck hold?

Name: _____ **Date:** June 5, 2020

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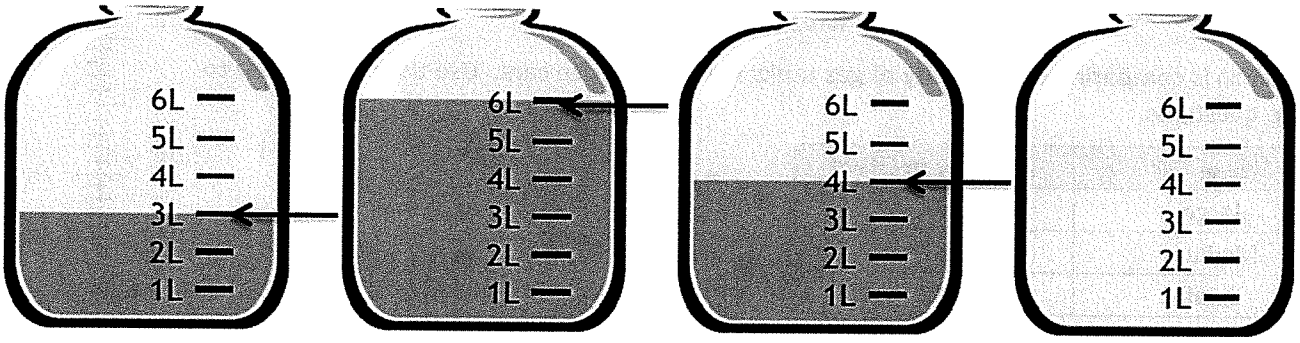
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

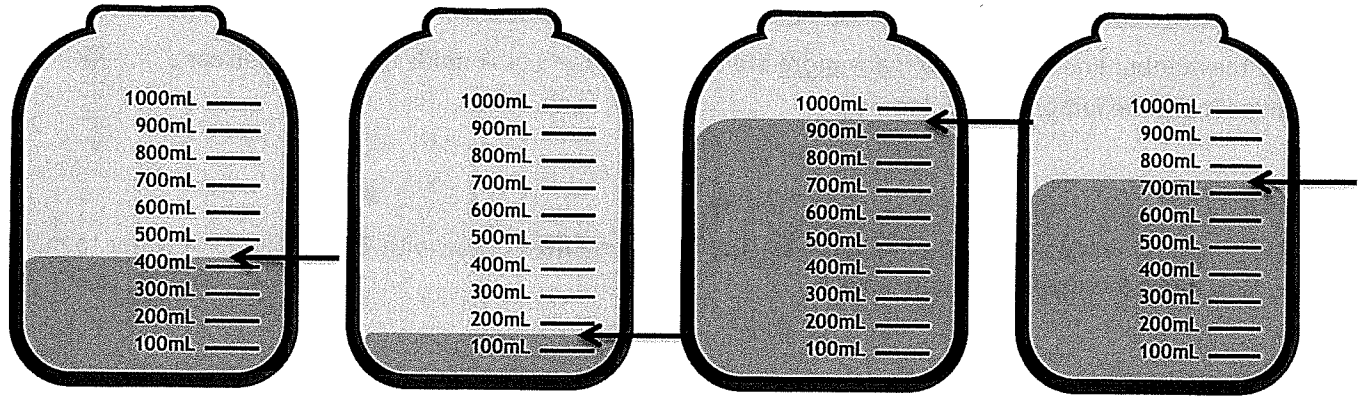
1. How much liquid is in each container?



3 L _____ _____ _____ _____

An estimate is not an exact amount. Choose the measurement that is **closest** to the fill line.

2. Estimate the amount of liquid in each container to the nearest hundred milliliters.

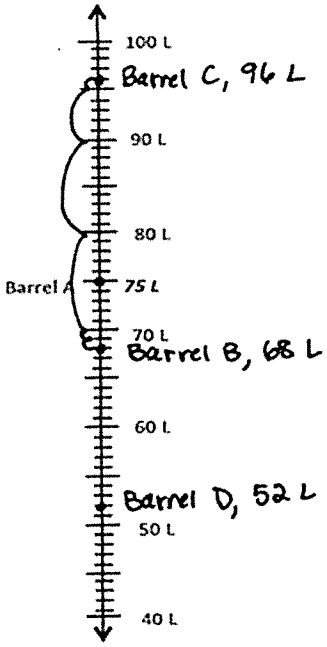


400 mL _____ _____ _____ _____

Example: The chart below shows the capacity of 4 barrels.

Barrel A	75 liters
Barrel B	68 liters
Barrel C	96 liters
Barrel D	52 liters

a. Label the number line to show the capacity of each barrel. Barrel A has been done for you.



b. Which barrel has the greatest capacity?

Barrel C

c. Which barrel has the smallest capacity?

Barrel D

d. Ben buys a barrel that holds about 70 liters. Which barrel did he most likely buy? Explain why.

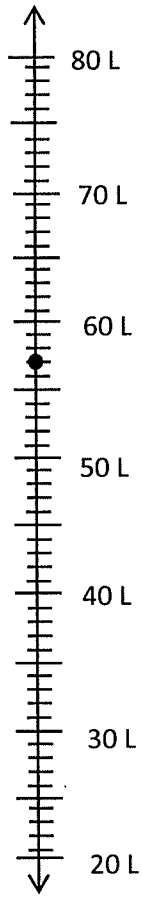
He might buy Barrel B because it's closest to 70 liters.

e. Use the number line to find how many more liters Barrel C can hold than Barrel B.

96 L - 68 L = 28 L It can hold 28 L more.

3. Ms. Sherman is comparing the capacity of gas tanks in different size cars. Use the chart below to answer the questions.

Size of Car	Capacity in Liters
Large	74
Medium	57
Small	42



a. Label the number line to show the capacity of each gas tank. The medium car has been done for you.

b. Which car's gas tank has the greatest capacity? _____ L

(Which can hold the most? Biggest number.)

c. Which car's gas tank has the smallest capacity? _____

(Which can hold the least? Smallest number.)

d. Ms. Sherman's car has a gas tank capacity of about 60 liters. Which car from the chart has about the same capacity as Ms. Sherman's car? _____

Which gas tank can hold the closest amount to Ms. Sherman's?

e. Use the number line to find how many more liters the large car's tank holds than the small car's tank. (Count the jumps from 57 to 74.)

Challenge: Juan pours a container with of lemon juice 450 milliliters into a bottle with 785 milliliters of water to make lemonade. How much lemonade did Juan make?

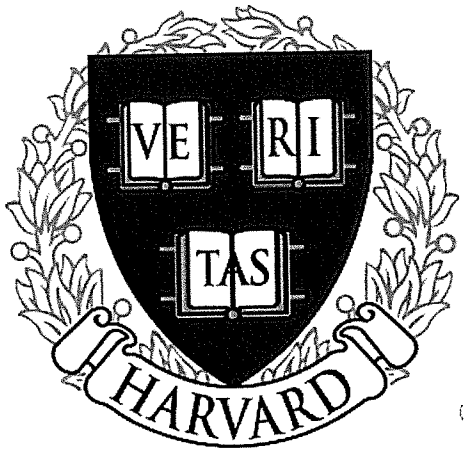
Brighter Choice Charter School for Boys

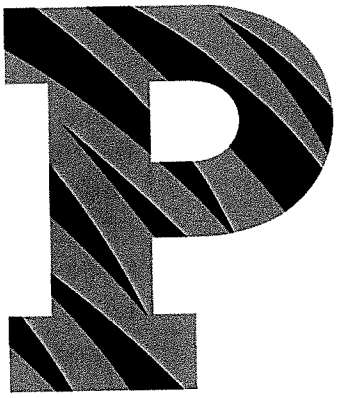
Name _____

3rd Grade Modified ELA/Writing Remote Learning Packet

Week 10

June 1st- June 5th





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Scope and Sequence Week 10

Mrs. Mercado and Ms. Quance

June 1st-June 5th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
6.1.2020	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Scholars will read the text and annotate the gist of each paragraph.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.2.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.3.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.4.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay: introduction and B1 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.5.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay: B2 using RACES and the conclusion.	Scholars will read the online NewsELA text and answer a short response question using RACES.

Name: _____ **Date: June 1, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 3-4. Read the text and next to paragraphs 1,6,7,8,9 write what each paragraph is mostly about. Please Listen to the reading through email.

The New Student by Nancy Bruen

1. Andy woke up and refused to get out of bed. He didn't want to go to school. He told his mother that he didn't have any friends. He said they made fun of him. They laughed at his dinosaur lunch box. Andy loves dinosaurs. His classmates think playing with dinosaurs is babyish.

2. "Why can't I meet one person who likes dinosaurs? It's not fair. "

3. "You'll make friends," said his mother. "Things will get better. It will just take time."

4. "No, it won't. They don't like me, and they never will," said Andy.

5. "Well, I'm sorry about that, but you still have to go to school," said mother.

6. When Andy walked into his classroom, he noticed that everyone was excited. He was curious. He wanted to know why everyone was talking at once. His teacher, Miss Penny, warned the class to be quiet. Then, she introduced the new student. That's why everyone was excited! It's not every day that his class gets a new student.

7. "Hi. I'm Nick," said the new student. Everyone started cracking up. Nick was from another state, and he talked funny. The way he spoke was different than the way they spoke. Miss Penny warned the class to watch their manners. Andy didn't think it was funny. He knows what it feels like to be laughed at. Nick sat down with tears in his eyes.

8. During lunch, Nick was sitting at a table all by himself. He was afraid to talk to anyone. He didn't want them to laugh at him again. Andy came over and introduced himself. He said he liked the way Nick talked.

9. Nick smiled and took out his lunch box. Andy put his lunchbox on the table at the same time. They both looked at the lunch boxes, and then looked at each other. They had matching dinosaur lunch boxes!

10. "You like dinosaurs?" asked Andy. "Of course," answered Nick. "Who doesn't?"

11. "Mom knows what she is talking about," Andy thought to himself. "Things are getting better already!"

Name: _____ Date: June 2, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 4. Re-read the text on p. 3 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. Why was the class excited? Use RACES to answer.

The children were excited because_____

_____

_____

One piece of evidence that shows why the children were excited is_____

_____

_____

_____

This shows that the children were excited because_____

_____

_____

Name: _____ **Date: June 3, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 5. Re-read the text on p. 3 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. **How did Nick feel when the class laughed at him?**

When the class laughed at him Nick felt _____

_____

_____

The text states _____

_____

_____

This shows Nick felt _____ because _____

_____

_____

Name: _____ **Date: June 4, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 6-7. Re-read the text on p. 3 and write your introduction and B1.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Nick faces a challenge as a new student. What is his problem? What is the solution to his problem? Use details from the story in your answer.

In your response be sure to:

- Tell Nick's problem- RACES (B1)
- Tell how Nick solves his problem-RACES (B2)
- Use details from the story

_Nick faces challenges in as a new student. Nick has a problem. The story shows how Nick figures out a solution to his problem.

_____

_____

_____

Body 1

Nick's problem in the story is_____

_____

_____

The text states_____

_____

_____

This show Nick's problem because_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: June 4, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 8-9. Re-read the text on p. 3 and write your B2 and conclusion.

R- Restate the question

A-Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Nick faces a challenge as a new student. What is his problem? What is the solution to his problem? Use details from the story in your answer.

In your response be sure to:

- Tell Nick's problem- RACES (B1)
- Tell how Nick solves his problem-RACES (B2)
- Use details from the story

Nick's soloution to his problem was_____

_____

_____

The text states_____

_____

_____

This shows Nick's solution because _____

Conclusion(restate the introduction in your own words.)

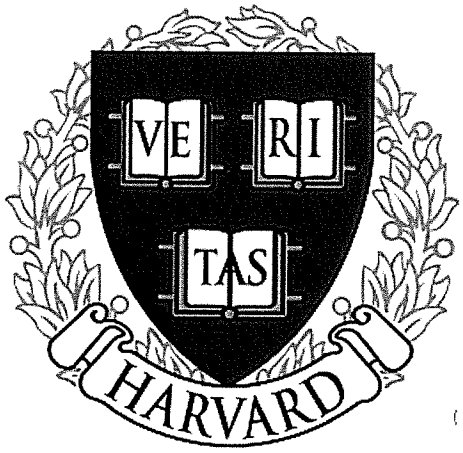
Brighter Choice
Charter School for Boys

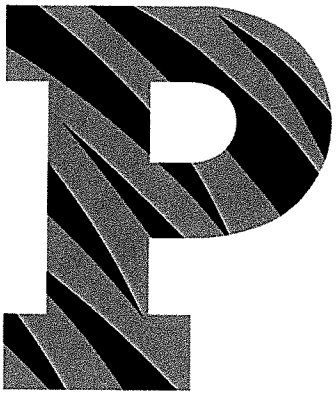
Name _____

3rd Grade Resource Remote Learning Packet

Weeks 10

June 1st- June 5th





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Name:_____ Date: June 1, 2020

BCCS-B 3rd Grade Resource

Multiplying by Three

Find the product.

3 x 2	5 x 3	1 x 3	3 x 4
3 x 0	3 x 3	6 x 3	3 x 8
7 x 3	10 x 3	9 x 3	5 x 3
8 x 3	3 x 6	2 x 3	3 x 1

Fill in the multiplication chart.

x	1	2	3	4	5	6	7	8	9	10
3										

Name:_____ Date: June 1, 2020

BCCS-B 3rd Grade Resource

Grade 3 Reading Comprehension Worksheet

The Boy Who Cried "Wolf!"

Read the story below.

There was once a boy who lived in a village. His family owned many sheep. The boy had a job to watch the sheep. If a wolf came near, he needed to call for help. His sheep stayed on a hill near the village. One day, he thought of a trick he could play on the people who lived in the village. He ran and crying out for help. He shouted, "Wolf! Wolf! Come and help! The villagers heard him crying and thought that they had to help. So, the villagers ran to help him. They would try to help him and protect his lambs. However, when the villagers got there, the boy laughed at them. There was no wolf there. He thought it was funny. Then another day the boy tried the same trick. Once again, the villagers came to help him out, and the boy laughed at them. Then, one day, a wolf really did come and it started chasing the lambs. In great fright, the boy ran for help. "Wolf! Wolf!" he screamed. "There is a wolf! Help! Please! Help! Please!"All the villagers heard him, but they thought he was pulling another trick, and the shepherd-boy lost all his sheep. When the people found out they were sorry, but they told the boy it was his fault. That is the kind of thing that happens to people who lie. Even when they tell the truth, no one believes them.

Answer each question.

1. What was the job of the boy?

   _____

2. What did the boy think one day?

   _____

3. Did the boy do the same trick another day?

   _____

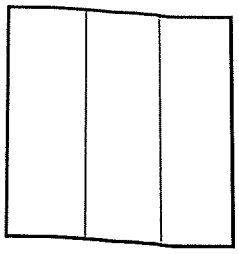
4. What did happen when a wolf really did come?

   _____

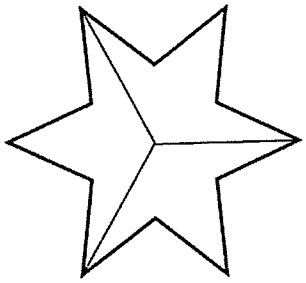
Name:_____ Date: June 2, 2020

BCCS-B 3rd Grade Resource

Fractions — Thirds coloring activity



Color one third



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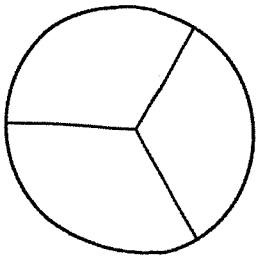

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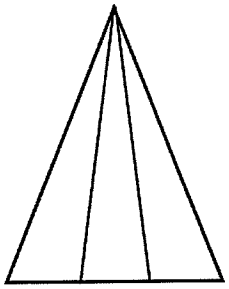

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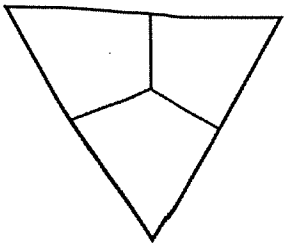

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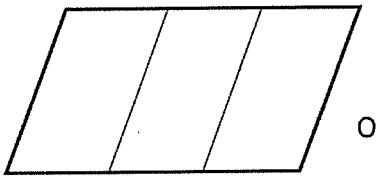

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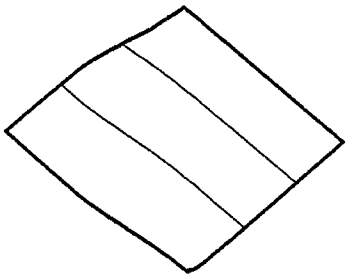

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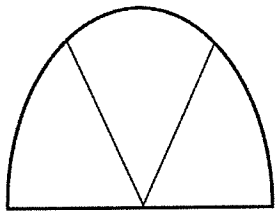


Color two thirds

Name:_____ Date: June 2, 2020

BCCS-B 3rd Grade Resource

Adapting to Survive

Cross-Curricular Focus: Life Science

Living things adapt to their environment so they can **survive**. An organism **adapts** when it develops a **behavior** that makes it more likely to survive. It can also adapt by forming a physical characteristic or body part that helps it survive.

In a forest biome, some trees grow taller than the other plants around them. This lets them reach the sunlight. Growing taller is an adaptation that helps trees survive. Shorter plants have adapted with their behavior. They have learned to live in the shade with less sunlight.

Animals in the forest have a wide variety of adaptations. Monkeys have long tails. They can use them almost like another hand. This helps them swing quickly through the tops of trees. They can even do this while holding their babies or gathering food. Giraffes need to reach leaves at the tops of tall trees. Having a long neck is an adaptation that allows them to do this.

Some animals' adaptations prevent other animals from wanting to eat them. A skunk's horrible smell makes larger animals choose something else to eat. Even plants sometimes protect themselves in this way. Roses and acacia trees both have dangerous thorns. The thorns prevent animals from eating their leaves.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the two main ways that an organism adapts?

_____

_____

2) What is one animal adaptation you read about in the passage?

_____

_____

3) Is the animal adaptation you chose a physical or behavioral adaptation?

_____

_____

4) What is one plant adaptation you read about in the passage?

_____

_____

5) Is the plant adaptation you chose a physical or behavioral adaptation?

_____

_____

Name:_____ Date: June 3, 2020

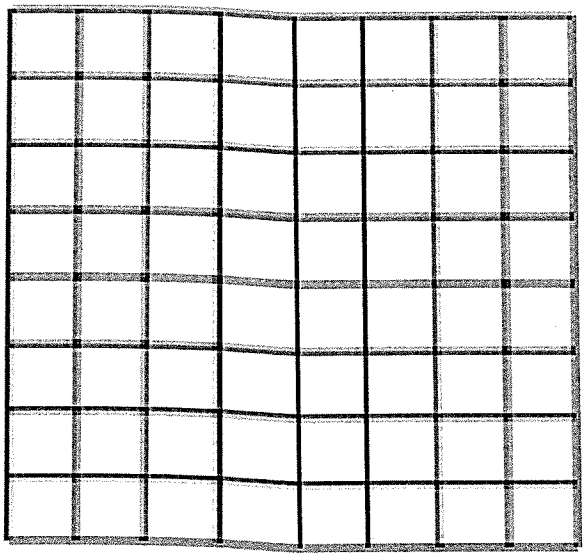
BCCS-B 3rd Grade Resource

Multiply with arrays

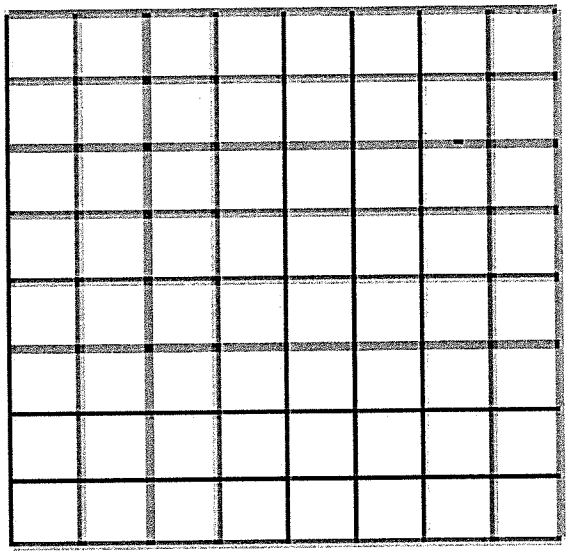
Grade 3 Multiplication Worksheet

Color in squares to solve the multiplication question.

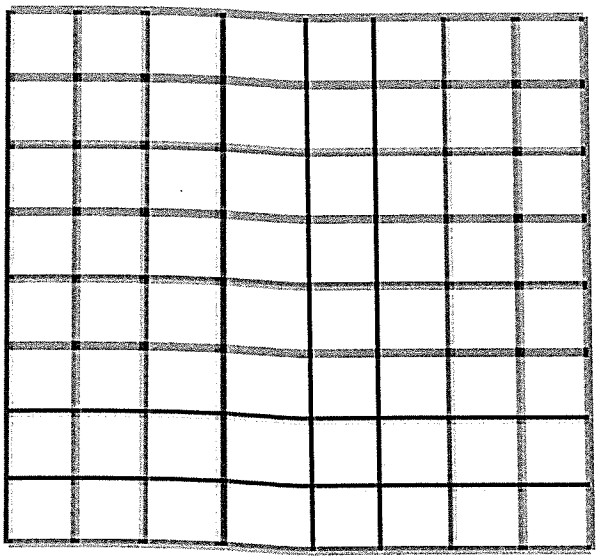
3 x 3 = _____



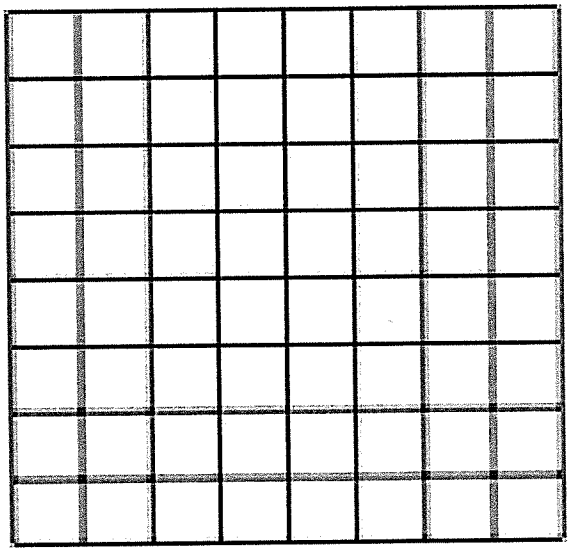
5 x 6 = _____



4 x 7 = _____



2 x 6 = _____



Name:_____ Date: June 3, 2020

BCCS-B 3rd Grade Resource

Point of View Worksheet 3

Directions: Read the following passages and determine the narrative perspective, then explain how you were able to identify the point of view.

Narrative Perspective (point of view): first-person, second-person, third-person objective, third-person limited, and third-person omniscient

1. *Most Improved Player* by Robert Grisly

"Do you want to take the shot, Vince?" The coach asked me. I looked into his eyes. They were ice-cold blue. His face did not betray his feelings, but I knew that he meant it. "I do, Coach. I can make the shot." I replied. He nodded and then put his hand on top of my head. "I don't know how long any of us will live, but we will all remember what happens next for as long as we do." He then slapped me on the back. The referee blew the whistle and it was time to find out just how I would be remembered.

Narrator's Point of View: _____

Explain your Answer

2. *Tatakai Warriors: Fighting for Peanut Butter Instruction Manual* by Tatakai Warriors Inc.

Congratulations on purchasing the *Tatakai Warriors: Fighting for Peanut Butter* computer game. Before you install this program, you'll need to make sure that you have at least 24 kb of free space on your installation target. Insert the cd rom disc into your drive. The disc should run automatically. Select "Full Install" from the installation menu. The program will begin installing on your target drive. This might take up to twenty-four hours. Once installation is complete, an alert box should appear. If you see a successful installation message, remove the disc from the drive and enjoy the adventure!

Narrator's Point of View: _____

Explain your Answer

3. *For the Stars and Heavens* by Bradley Fox

Odin brushed the snowflakes off of his sword and replied, "I will never accept a peace treaty from the Hamburgs. They are our sworn enemies and so long as I can hold a sword, I will point it at Hamburgs." Epée looked at him and wrinkled her face. A long moment passed in silence. Snow continued to fall from the sky. Finally, Epée responded, "But, Odin, think about what peace might mean for the children." Odin sneered and said, "Humph," but made no further comment. Epée drew her weapon.

Narrator's Point of View: _____

Explain your Answer

Name:_____ Date: June 4, 2020

BCCS-B 3rd Grade Resource

10 20 30 40 50 60 70 80 90 100

All these questions involve subtracting a different number of ones from two-digit numbers.

1) 37 - 2 = _____

2) 65 - 3 = _____

3) 55 - 4 = _____

4) 77 - 6 = _____

5) 31 - 2 = _____

6) 27 - 5 = _____

7) 65 - 5 = _____

8) 89 - 7 = _____

9) 57 - 6 = _____

10) 34 - 5 = _____

11) 76 - 4 = _____

12) 82 - 3 = _____

13) 94 - 5 = _____

14) 26 - 7 = _____

15) 41 - 3 = _____

16) 42 - 4 = _____

17) 31 - 5 = _____

18) 62 - 4 = _____

19) 73 - 5 = _____

20) 86 - 3 = _____

21) 70 - 6 = _____

22) 53 - 7 = _____

23) 81 - 6 = _____

24) 90 - 3 = _____

25) 85 - 9 = _____

26) 92 - 6 = _____

27) 67 - 8 = _____

28) 52 - 5 = _____

29) 66 - 9 = _____

30) 93 - 8 = _____

Name:_____ Date: June 4, 2020

BCCS-B 3rd Grade Resource

Re-Writing Capitalization Worksheet (Part 1)

Capitalization is the writing of a word with its first letter as upper case and the remaining letters in lower case. Capital letters are used to start sentences and identify proper nouns.

Directions: Re-Write each sentence below. Capitalize each one correctly.

Example A: i went to the movies to watch snow white.
Answer: I went to the movies to watch Snow White.

1. on monday we went to the zoo.

_____

_____

2. i learned to speak english when i was young.

_____

_____

3. my birthday is in the month of june.

_____

_____

4. my family lives on gloria road.

_____

_____

Name:_____ Date: June 5, 2020
BCCS-B 3rd Grade Resource

Division Worksheet

1 a.	15 ÷ 3 = _____	**1 b.**	18 ÷ 3 = _____
2 a.	2 ÷ 2 = _____	**2 b.**	27 ÷ 3 = _____
3 a.	12 ÷ 3 = _____	**3 b.**	12 ÷ 2 = _____
4 a.	21 ÷ 3 = _____	**4 b.**	3 ÷ 3 = _____
5 a.	14 ÷ 2 = _____	**5 b.**	4 ÷ 2 = _____
6 a.	9 ÷ 3 = _____	**6 b.**	8 ÷ 2 = _____
7 a.	6 ÷ 2 = _____	**7 b.**	30 ÷ 3 = _____
8 a.	24 ÷ 3 = _____	**8 b.**	18 ÷ 2 = _____
9 a.	6 ÷ 3 = _____	**9 b.**	16 ÷ 2 = _____
10 a.	10 ÷ 2 = _____	**10 b.**	20 ÷ 2 = _____

Name:_____ Date: June 5, 2020

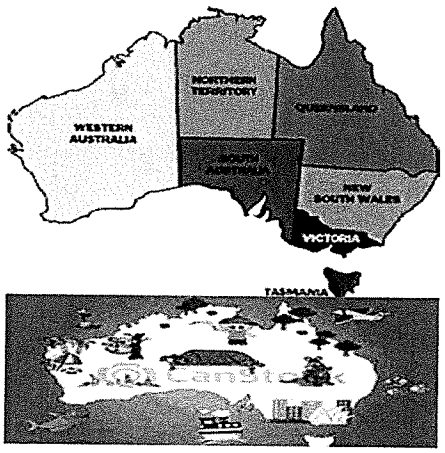
BCCS-B 3rd Grade Resource

Grade 3 Reading Comprehension Worksheet

"THERE IS NOTHING NEW UNDER THE SUN"

Read the passage below.

The land of Australia is perhaps the oldest in the world. At a time when the wide ocean swept over the continent of Europe, the land of Australia stood above the lone waters. No ship had touched that unknown shore. But in the seventeenth century, when Holland was mistress of the seas, the Dutch planted their flag on every shore; they found their way to the Great South Land. It was a Dutchman who discovered Tasmania. In the long reign of George III of Britain, in 1768 Captain James Cook was sent upon an exploring expedition. At Torres Strait Cook landed. Once more he set up the British flag and claimed the whole eastern coast with all its bays, harbours, rivers, and islands, for King George. And to this great tract he gave the name of New South Wales.



Answer each question.

1. **The land of Australia is perhaps the oldest in the world.**
   a. True b. False
2. **What did happen in the seventeenth century?**

   _____
3. **Who did discovered Tasmania?**
   a. A French man b. A Dutchman c. An Englishman
4. **To whom did George III send upon an expedition?**

   _____
5. **Where did Captain Cook do when he landed there?**

   _____
6. **What was the name he gave to this tract?**

   _____

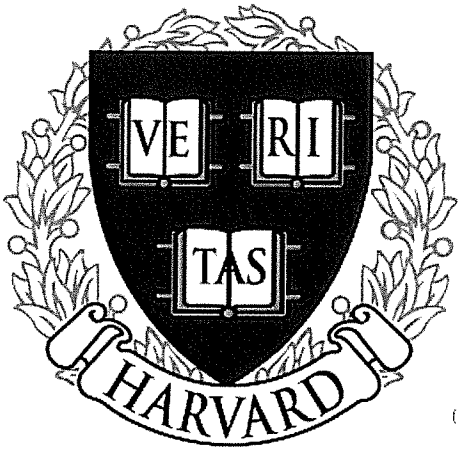
Brighter Choice
Charter School for Boys

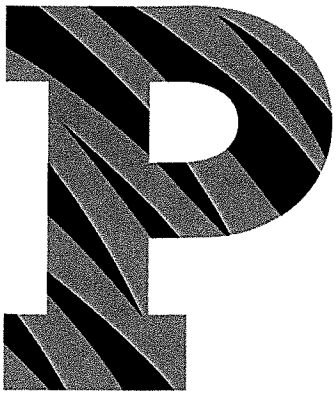
Name: _____

3rd Grade Modified Math Remote Learning Packet

Weeks 11-13

June 8th -June 26th





Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

Math Scope and Sequence

Week 11

June 8th – June 12th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.8	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Scholars will solve mixed word problems involving all four operations with liters, and milliliters and reason about capacity. Challenge: Oziah squeezes 140 milliliters of lemon juice to make 1 liter of lemonade. How many milliliters of lemon juice are in 2 liters of lemonade?	**Khan Academy** **1) Word problems with volume (video)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-volume/v/arithmetic-word-problems-with-volume **2) Word problems with volume (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-volume/e/volume-word-problems-1
6.9	**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Scholars will round 2-digit measurements (minutes, mL, L, kg, g, etc.) to the nearest Challenge: Mr. Banks goes grocery shopping at about 11:30 a.m. Which of the four times below could be the actual time Mr. Banks went shopping? a. 10: 27, b. 11:15, c. 11:43, d. 11:27	**YouTube** **1) Rounding to the nearest 10** https://www.youtube.com/watch?v=Yiu9NuelKKo **Study** **2) How to Round Whole Numbers (video)** https://study.com/academy/lesson/how-to-round-whole-numbers.html **3) How to Round Whole Numbers (quiz)** https://study.com/academy/practice/quiz-worksheet-rounding-whole-numbers.html
6.10	**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Scholars will add measurements (mL, L, kg, g, etc.) using the standard algorithm to compose larger units once. Josiah and Nymir buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams more than the popcorn. What is the weight of the pretzel?	**LearnZillion** **1) Add and subtract grams and kilograms** https://learnzillion.com/lesson_plans/2215-9-add-and-subtract-grams-and-kilograms-fp/ **Study** **2) Standards algorithm (addition)** https://study.com/academy/lesson/standard-algorithm-for-addition.html

6.11	**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Scholars will subtract measurements including three-digit minuends with zeros in the tens or ones place. Challenge: Aaron buys 714 grams of grapes at the market on Tuesday. On Thursday, he buys 345 grams of grapes. How many more grams of grapes did Aaron buy on Tuesday than on Thursday?	**IXL** **1) Subtract numbers up to three digits** https://www.ixl.com/math/grade-3/subtract-numbers-up-to-three-digits **Khan Academy** **2) Methods for subtracting 2-digt numbers** https://www.khanacademy.org/math/arithmetic/arith-review-add-subtract/arith-review-regrouping-3-dig/v/methods-for-subracting-3-digit-numbers
6.12	**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$	Scholars will multiply and divide with familiar facts using a letter to represent the unknown. Challenge: Mrs. Howard used a total of 28 cups of flour to bake some bread. She used 4 cups of flour for each loaf of bread. How many loaves of bread did she bake? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem. _____ × _____ = _____ _____ ÷ _____ = _____	**Khan Academy** **1) Unknowns in multiplication and division (video)** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/imp-more-with-1-digit-multiplication-and-division/v/unknowns-with-multiplication-and-division **2) Unknown in multiplication (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/imp-more-with-1-digit-multiplication-and-division/e/finding-missing-factors--1-digit-multiplication- **3) Unknown in division (practice)** https://www.khanacademy.org/math/cc-third-grade-math/imp-multiplication-and-division/imp-more-with-1-digit-multiplication-and-division/e/division_1

Name: _____ **Date:** June 8, 2020

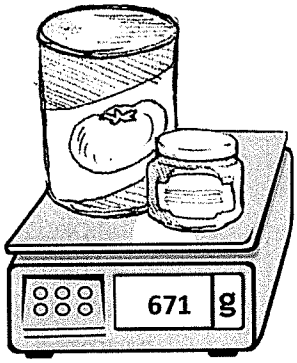
BCCS-Boys **College:** _____

Parent Signature: _____

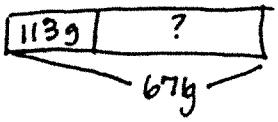
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Example: **The total weight in grams of a can of tomatoes and a jar of baby food is shown to the right.**

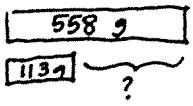


a. The jar of baby food weighs 113 grams. How much does the can of tomatoes weigh?



671 − 113 = 558 The can of tomatoes weighs 558 grams.

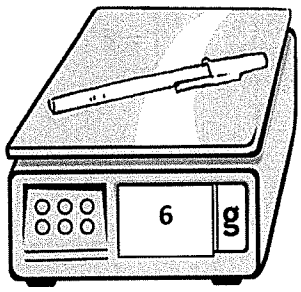
b. How much more does the can of tomatoes weigh than the jar of baby food?



558 − 113 = 445 The can of tomatoes weighs 445 grams more than the jar of baby food.

---

1. The weight of one pen in grams is shown to the right.

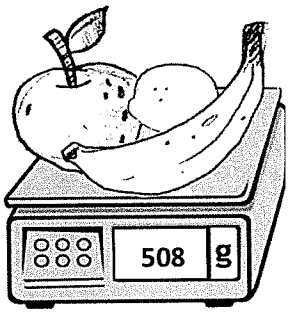


a. What is the total weight of **10** pens? ____ *x 6 g =* ____ *pens*

b. An empty box weighs 82 grams. What is the total weight of a box of 10 pens?

82 + _____ *=* _____ *g*

2. The total weight of an apple, lemon, and banana in grams is shown to the right.



a. If the apple and lemon together weigh 317 grams, what is the weight of the banana?

508 - 317 = _____grams

b. If we know the lemon weighs 68 grams less than the banana, how much does the lemon weigh?

_____ - _____ = _____grams

The capacities of three cups are shown below.

Cup A
160

Cup B
280

Cup C
237

a. Find the total capacity of the three cups. ***(add)***

_____ + _____ + _____ =_____

b. Brandon drinks exactly half of Cup B. How many milliliters are left in Cup B? ***(2 x___ = 280mL OR 280mL ÷2= __)***

c. Ms. Schmidt drinks 3 cups of tea from Cup A. How much tea does she drink in total? ***(160 + 160 + 160 =_____)***

Challenge: Oziah squeezes 140 milliliters of lemon juice to make 1 liter of lemonade. How many milliliters of lemon juice are in 2 liters of lemonade?

Name: _____ **Date:** June 9, 2020

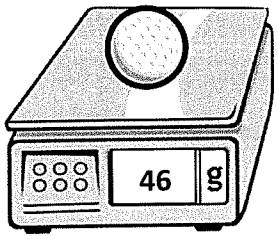
BCCS-Boys **College:** _____

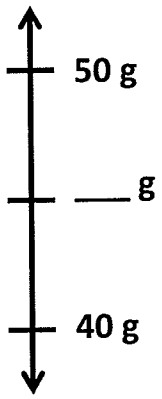
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

1. The weight of a golf ball is shown below.





← think: "what is the halfway point?"

a. The golf ball weighs _____. ***(exact amount)***

b. Round the weight of the golf ball to the nearest ten grams. Model your thinking on the number line.

c. The golf ball weighs about _____. ***(estimate or approximate ammount)***

d. Explain how you used the halfway point on the number line to round to the nearest ten grams.

_____

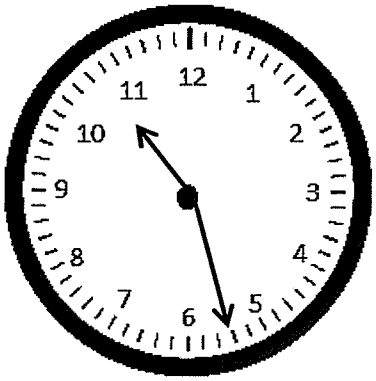
_____

_____

2. Complete the chart.

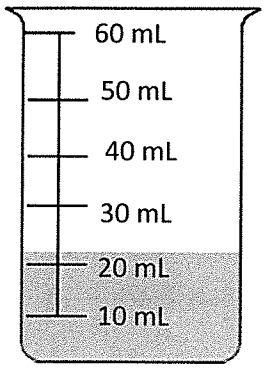
Object	**Measurement (in cm)**	**The object measures between (which two tens)...**
Length of desk	66 cm	**60** and **70** cm
Width of desk	48 cm	_____ and _____ cm
Width of door	81 cm	_____ and _____ cm

3. **Gym class ends at 10:27 a.m. Round the time to the nearest 10 minutes.** Which 10 is it closer to 20 or 30?



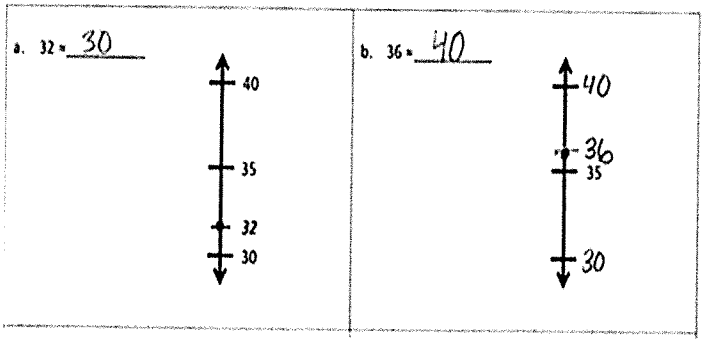
Gym class ends at about _____ a.m.

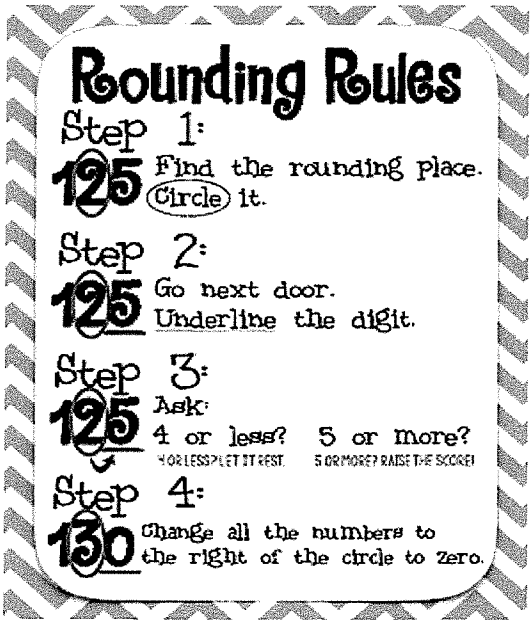
4. Measure the liquid in the beaker to the nearest 10 milliliters.



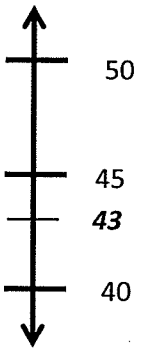
There are about _____ milliliters in the beaker.

Example:





5. 43 ≈ _____



6. 35 ≈ _____

Challenge: Mr. Banks goes grocery shopping at about 11:30 a.m. Which of the four times below could be the actual time Mr. Banks went shopping? Circle one answer.

a. 10:27 b. 11:15 c. 11:43 d. 11:27

Name: _____ **Date:** June 10, 2020

BCCS-Boys **College:** _____

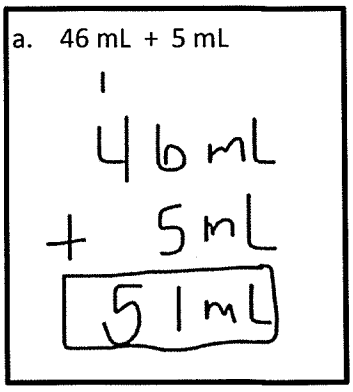
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

1. Find the sums below using the standard algorithm. Use the Stack and Solve Method.

a. 46 mL + 5 mL



b. 46 mL + 25 mL

c. 46 mL + 125 mL

d. 59 cm + 30 cm

e. 509 cm + 83 cm

f. 597 cm + 30 cm

g. 29 g + 63 g

h. 345 g + 294 g

i. 480 g + 476 g

j. 75 cm + 7 cm

k. 39 kg + 56 kg

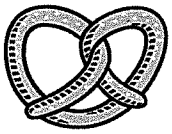
l. 362 mL + 229 mL

m. 283 g + 92 g

n. 451 mL + 339 mL

f. 149 L + 331 L

Challenge: Josiah and Nymir buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams more than the popcorn. What is the weight of the pretzel?



___ grams

44 grams

Name: _____ **Date:** June 11, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Solve the subtraction problems below. **Stack and Solve.**

a. 60 mL – 24 mL

5 10
~~60~~ mL
−24 mL
36 mL

b. 360 mL – 24 mL

c. 360 mL – 224 mL

d. 518 cm – 21 cm

e. 629 cm – 268 cm

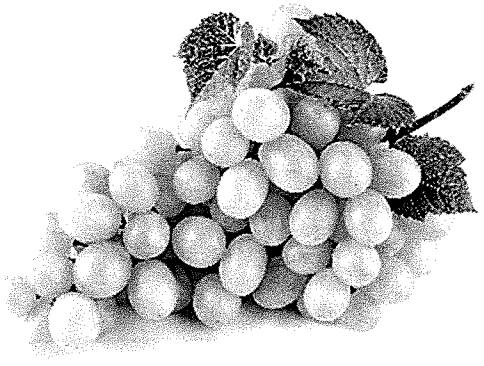
f. 938 cm – 440 cm

g. 307 g – 130 g

h. 307 g – 234 g

i. 807 g – 732 g

Challenge: Aaron buys 714 grams of grapes at the market on Tuesday. On Thursday, he buys 345 grams of grapes. How many more grams of grapes did Aaron buy on Tuesday than on Thursday?



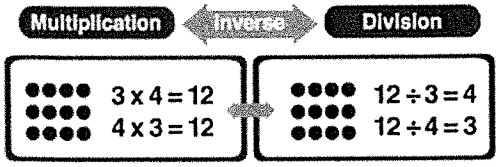
Name: _____ **Date:** June 12, 2020

BCCS-Boys **College:** _____

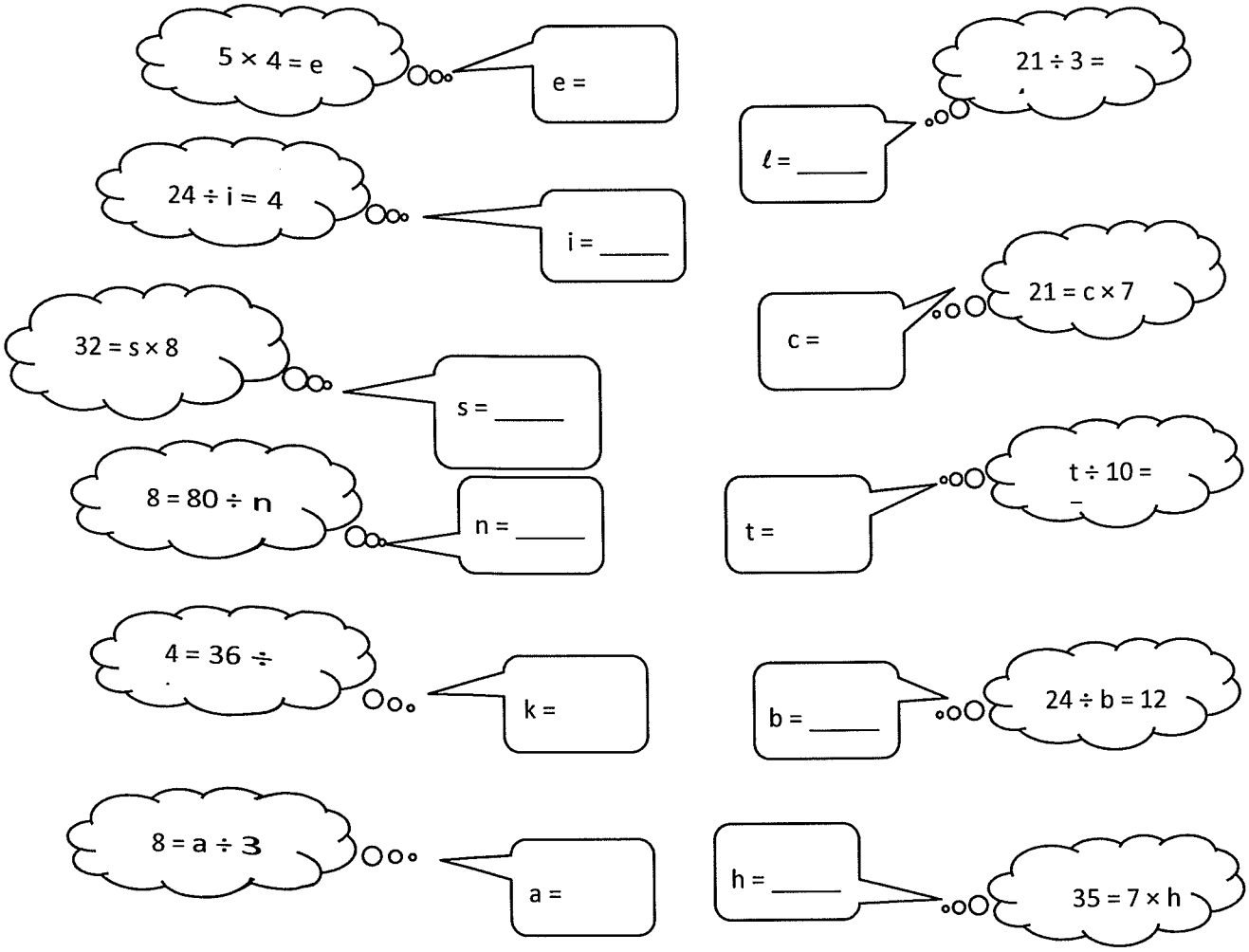
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...



1. **Each equation contains a letter representing the unknown. Find the value of the unknowns, and then write the letters that match the answers to solve the riddle. Use the Multiplication chart in the back of your binder.**



Which tables do you NOT have to learn?

9	6	70	3	5	20	10	70	24	2	7	20	4

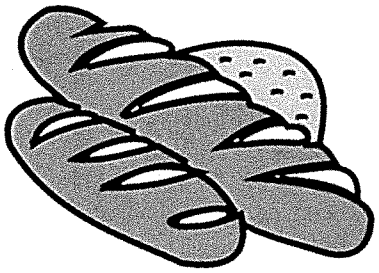
2. Each equation contains a letter representing the unknown. Find the value of the unknown.

8 ÷ 2 = n	***n = 20***
3 × a = 12	a = _____
p × 8 = 40	p = _____
18 ÷ 6 = c	c = _____
d × 4= 24	d = _____
h ÷ 7 = 5	h = _____
6 × 3 = f	f = _____
32 ÷ y = 4	y = _____

Challenge: Mrs. Howard used a total of 28 cups of flour to bake some bread. She used 4 cups of flour for each loaf of bread. How many loaves of bread did she bake? Represent the problem using multiplication and division sentences and a letter for the unknown. Then, solve the problem.

_____ × _____ = _____

_____ ÷ _____ = _____

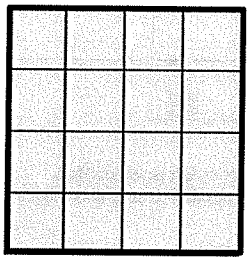


Math Scope and Sequence

Week 12

June 15th – June 19th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.15	**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	Scholars will count by units of 6 to multiply and divide. Challenge: Amere solves 6 × 9 by adding 48 + 6. Show how Amere decomposed to multiply. Then, solve.	**Khan Academy** **1) Multiplication as repeated addition** https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-intro/v/multiplication-as-repeated-addition **2) Multiply by 6** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-6
6.16		Scholars will count by units of 7 to multiply and divide. Challenge: Jovan says he can count by seven 6 times to solve 7 × 6. Brandon says he can count by six 7 times to solve this problem. Who is right? Explain your answer.	**Khan Academy** **1) Multiply by 7** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-7 **SplashLearn** **2) Divide by 7** https://www.splashlearn.com/math-skills/third-grade/division-facts/divide-by-7
6.17	**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Scholars will reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division Challenge: Kyri divides 8 by 0 and says it equals 0. Is he correct? Explain why or why not.	**Khan Academy** **1) Dividing by 1** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/division-facts/e/dividing-by-1 **2) Multiplying by 1 or 0** https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-facts/e/multiplying-by-0-or-1

6.18	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Scholars will understand area as the number of square units it takes to cover a two-dimensional figure Challenge: Each ▢ is a square unit. Count to find the area of the rectangle below. Then, draw a different rectangle that has the same area. 	**LearnZillion** **1) Use equal squares to find the area** https://learnzillion.com/lesson_plans/7512-use-equal-square-units-to-find-the-area/ **2) Find the area of a square or rectangle by counting unit squares** https://learnzillion.com/lesson_plans/5206-find-the-area-of-a-square-or-rectangle-by-counting-unit-squares/
6.19		Scholars will find the area of rectangles on a grid and draw a different rectangle with the same area.	**KhanAcademy** **1) Area review** https://www.khanacademy.org/math/cc-third-grade-math/imp-geometry/imp-multiply-to-find-area/a/area-rectangles-review **IXL** **2) Multiply to find the area of a rectangle made of unit squares** https://www.ixl.com/math/grade-3/multiply-to-find-the-area-of-a-rectangle-made-of-unit-squares

Name: _____ **Date:** June 15, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Example: 6, 12, 18, 24

Complete the multiplication equation that represents the final number in your count-by.

6 × 4 = 24

Complete the division equation that represents your count-by.

24 ÷ 6 = 4

1. Skip-count by six to fill in the blanks.

a.

6, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

6 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 6 = _____

b.

6, _____, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

6 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 6 = _____

c.

6, _____, _____, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

6 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 6 = _____

d.

6, _____, _____, _____, _____, _____, _____

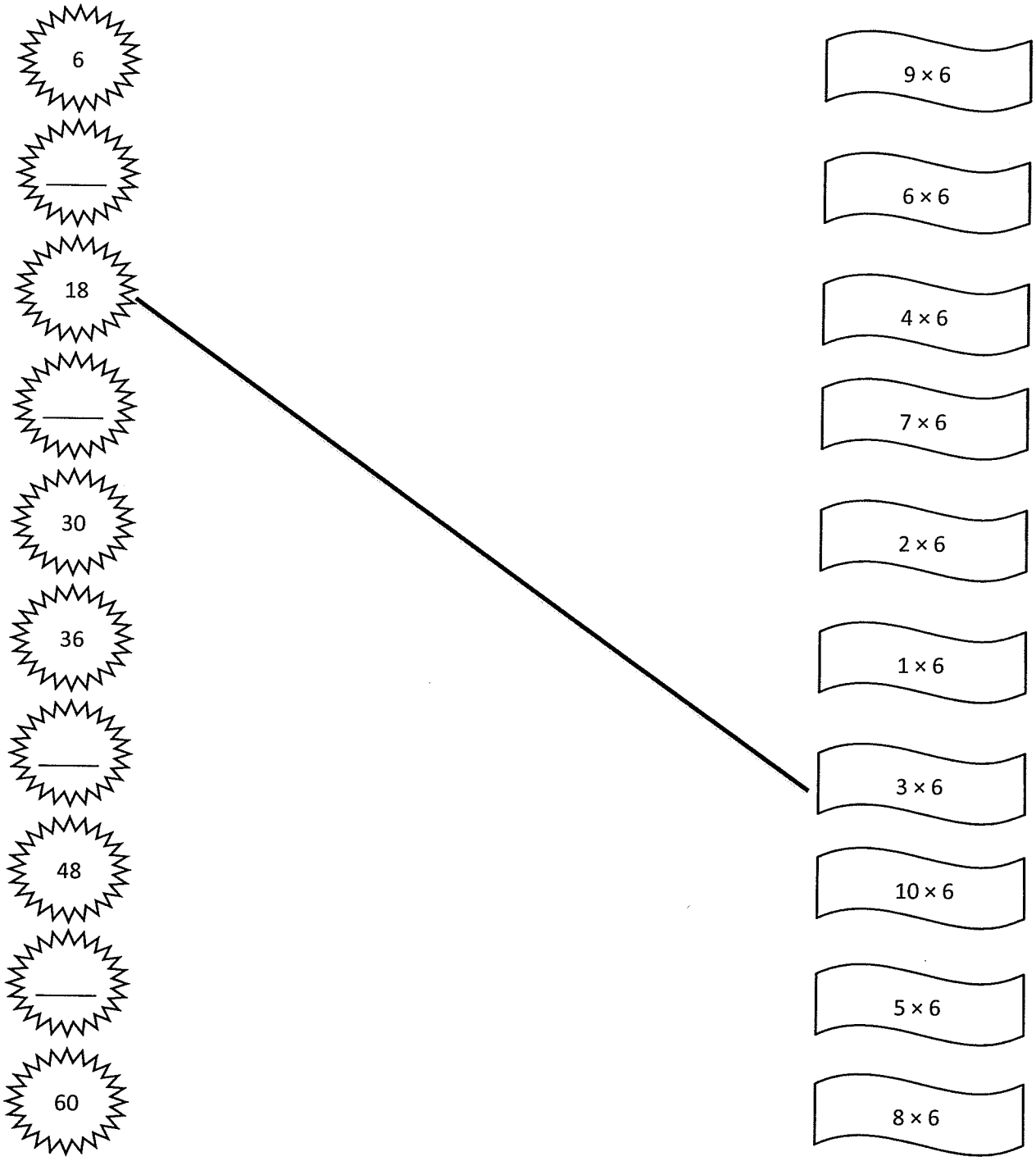
Complete the multiplication equation that represents the final number in your count-by.

6 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 6 = _____

2. **Skip-count by six to fill in the blanks. Match each number in the count-by with its multiplication fact. Use Multiplication chart in binder.**



Challenge: Amere solves 6 × 9 by adding 48 + 6. Show how Amere decomposed to multiply. Then, solve.

Name: _____ Date: June 16, 2020

BCCS-Boys College: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

1. Skip-count by seven to fill in the blanks below. Use multiplication chart in binder.

a. 7, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

b. 7, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

c. 7, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

d. 7, _____, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

e. 7, _____, _____, _____, _____, _____

Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

f. 7, _____, _____, _____, _____, _____, _____

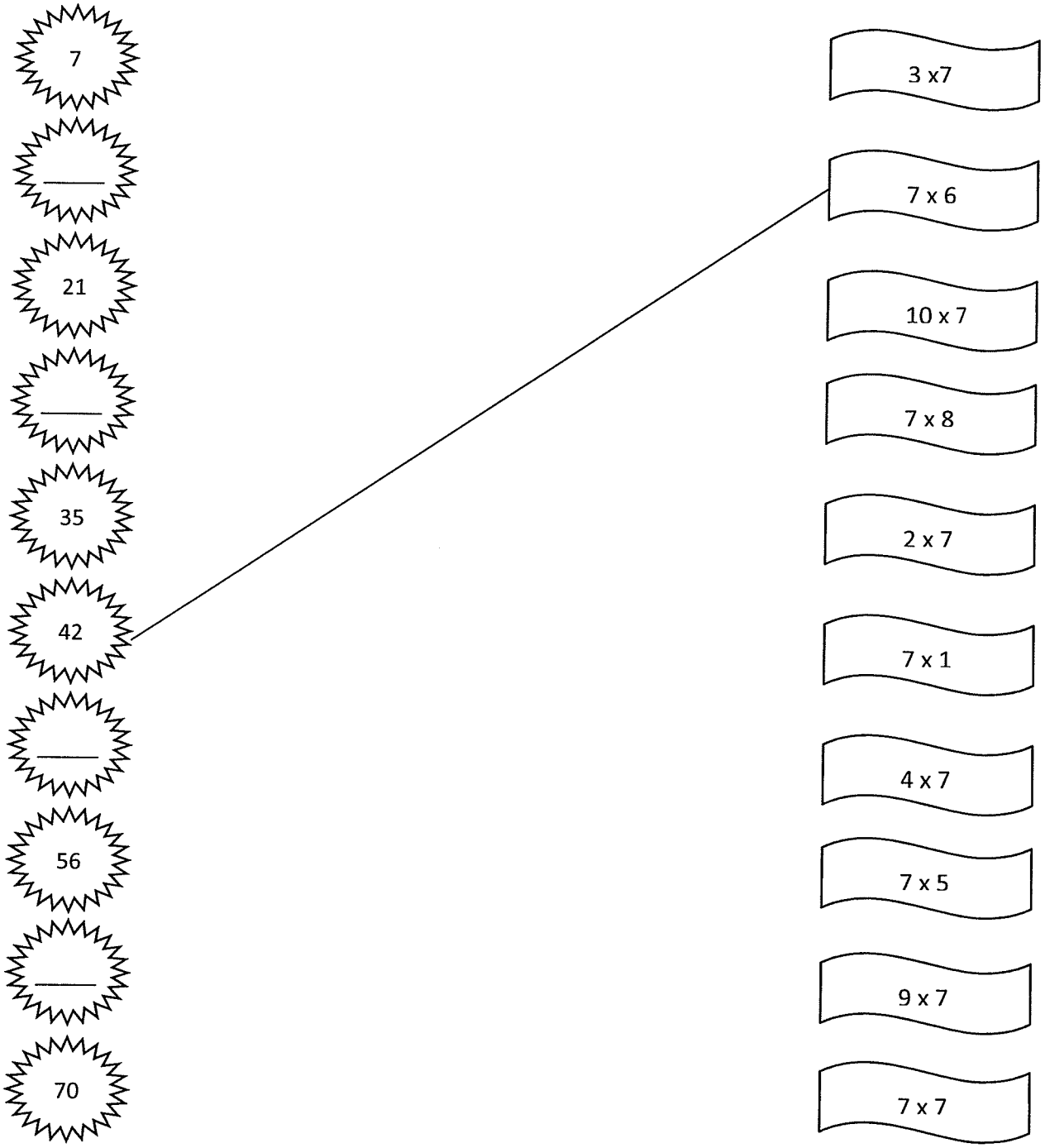
Complete the multiplication equation that represents the final number in your count-by.

7 × _____ = _____

Complete the division equation that represents your count-by.

_____ ÷ 7 = _____

3. **Skip-count by six to fill in the blanks. Match each number in the count-by with its multiplication fact. Use multiplication chart in binder.**



Challenge: Jovan says he can count by seven 6 times to solve 7 × 6. Brandon says he can count by six 7 times to solve this problem. Who is right? Explain your answer.

_____

_____

_____

Name: _____ **Date:** June 17, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Rules for Dividing and Multiplying by 1	
Rule: when you multiply a number by one, the product is always *that number* Examples: 4x1 =4 1x9 =9 12x1=12	Rule: dividing a number by 1 does not change the value of that number Examples: 4÷1=4 9÷1=9 12÷1=12

Multiply by 1 to find the product.	**Fill in the blank to find the missing factor.**	**Fill in the black to find the missing dividend, quotient, or divisor.**
7x1= _____	_____x 1=10	50÷1= _____
25x1=_____	20x _____=20	_____÷3=1
1x8= _____	9x 1=_____	4÷_____=4
12x1=_____	_____x100= 100	9÷1= _____
1x100= _____	50x _____= 50	10÷10= _____
1x34= _____	_____ x11= 11	_____÷1=1
4x1= _____	6x _____ =6	12÷1= _____

Rules for Dividing and Multiplying by 0	
Rule: when you multiply a number by zero, the product is always 0 Examples: 0x1 =0 6x0 =0 0x100=0	Rules: zero divided by any number is zero, EXCEPT for zero because no number can be divided by 0. Examples: 8÷0= undefined 0÷12=0 0÷4=0

Fill in the blanks to find the missing factor or product.	**Fill in the black to find the missing dividend, quotient, or divisor. Write "undefined for any number÷0**
1x_____= 0	0÷5= _____
0x2= _____	9÷_____= undefined
10x0= _____	50÷0= _____
5x_____= 0	0÷18= _____
0x100= _____	0÷1=_____
8x0= _____	25÷0=_____

Challenge: Kyri divides 8 by 0 and says it equals 0. Is he correct? Explain why or why not.

Name: _____ **Date:** June 18, 2020

BCCS-Boys **College:** _____

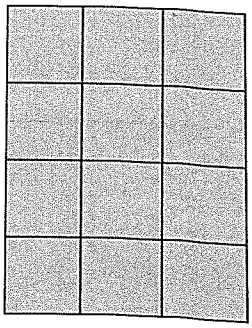
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

1. Davion uses squares to find the area of a rectangle. His work is shown below.

a. How many squares did he use to cover the rectangle?

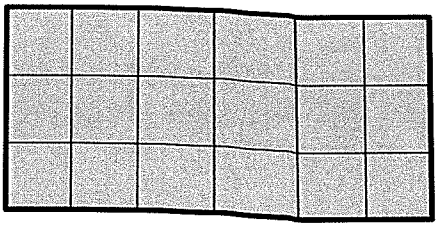


_____ squares

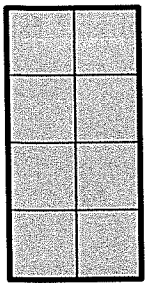
b. What is the area of the rectangle in square units? _____ square units

_____

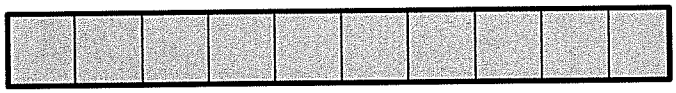
2. Each ▢ is 1 square unit. Which rectangle has the largest area? How do you know?



Rectangle A



Rectangle B



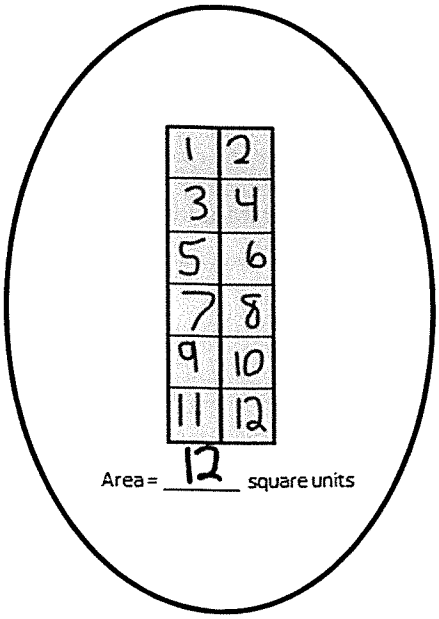
Rectangle C

Rectangle _____ has the largest area. I know this because _____

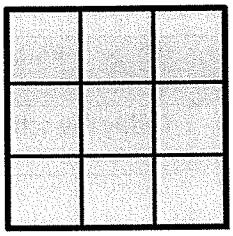
_____

_____

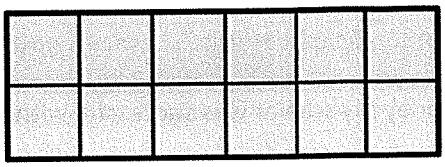
3. Each ☐ is a square unit. Count to find the area of each rectangle. Then, circle all the rectangles with an area of 12 square units.



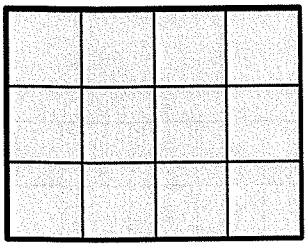
Area = 12 square units



Area = _____ square units

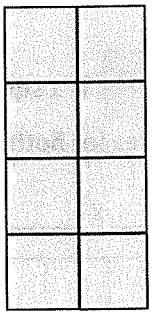


Area = _____ square units



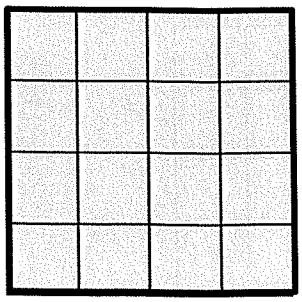
Area = _____ square units

Area = _____ square units

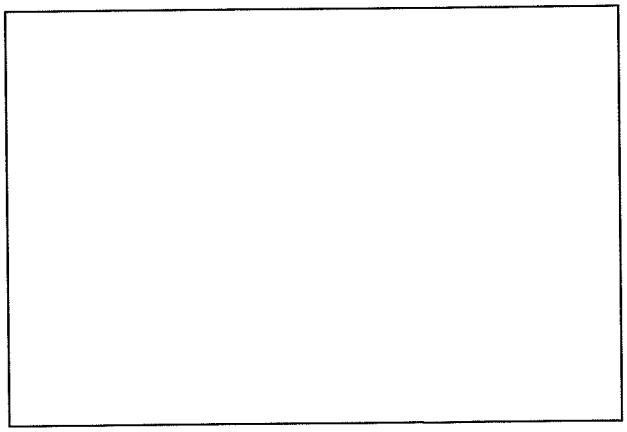


Area = _____ square units

Challenge: Each ☐ is a square unit. Count to find the area of the rectangle below. Then, draw a different rectangle that has the same area in the space provided.



Area = _____ square units



Name: _____ **Date:** June 19, 2020

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Hint: when drawing a different rectangle with the same area, list all the factors and choose a different combination of sides.

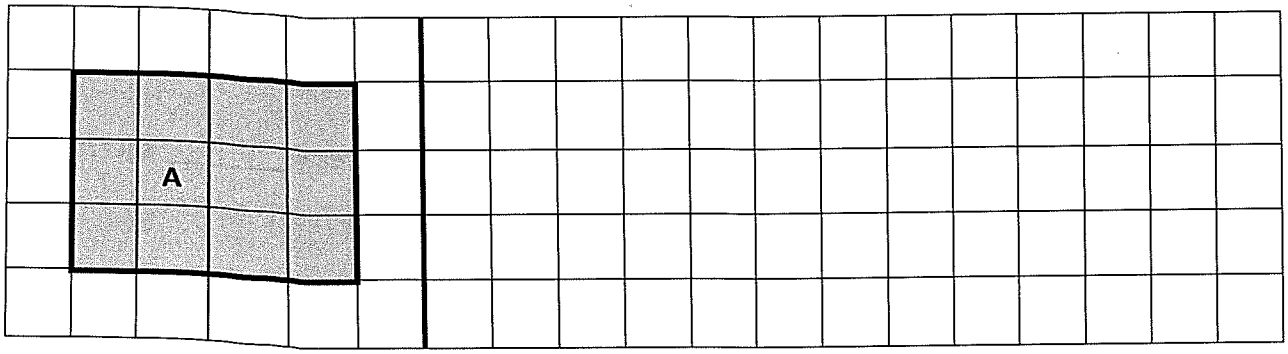
Example:

12 square units → 1, 2, 3, 4, 6, 12

Possible side lengths: 1x12, 12x1, 2x6, 6x2, 3x4, 4x3

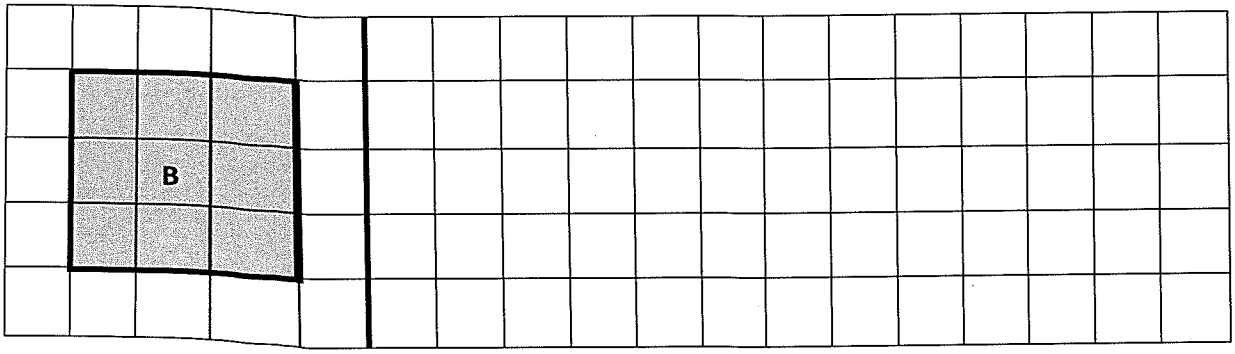
1. **Each ▢ is 1 square unit. Write the area of Rectangles A and B. Then, draw a different rectangle with the same area for both A and B in the space provided.**

a. _____ X _____ = _____ _____ X _____ = _____



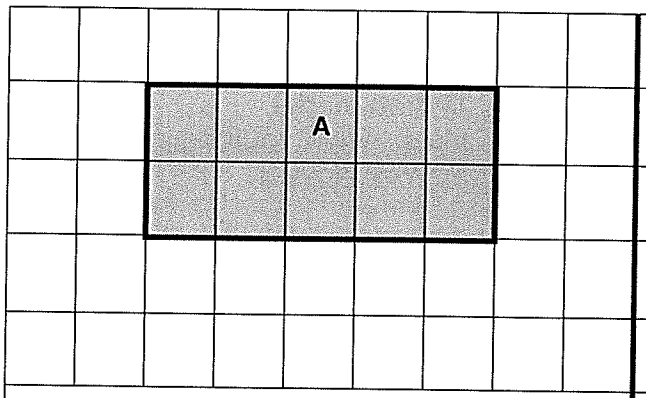
Area = _____

b. _____ X _____ = _____ _____ X _____ = _____

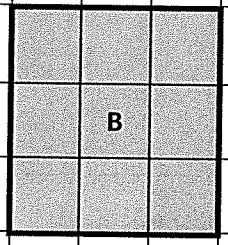


Area = _____

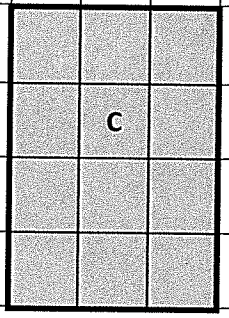
2. Each ☐ is 1 square unit. Write the area of each rectangle. Then, draw a different rectangle with the same area in the space provided.



Area = _____ square units



Area = _____



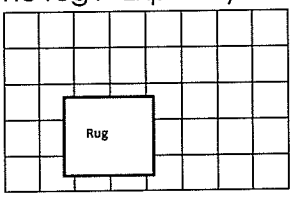
Area = _____

Challenge: To find the area of a rectangle, we multiply its length and width. Write 3 different possible side lengths for a triangle with an area of 24 square inches.

Triangle 1	Triangle 2	Triangle 3
_____ X _____ = 24 square inches	_____ X _____ = 24 square inches	_____ X _____ = 24 square inches

Math Scope and Sequence

June 22nd – June 26th

Date	Standards	Description of Packet Assignment (30 mins)	Online Assignment
6.22	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Scholars will interpret area models to form rectangular arrays. Challenge: Ms. Quance wants to replace the square tiles on her bathroom floor. The square tiles are sold in boxes of 8 square tiles. Ms. Quance buys 4 boxes of tiles. Does she have enough to replace all of the tiles, including the tiles under the rug? Explain your answer.  	**YouTube** **1) Area model** https://www.youtube.com/watch?v=mZWk8XNgvG8 **Khan Academy** **2) Array model to the area model** https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/transitioning-from-counting-to-multiplying-to-find-area-3rd-grade-khan-academy
6.23	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Scholars will find the area of a rectangle through multiplication of the side lengths. Challenge: Ms. Neville and Mr. Confesor both skip-count square units to find the area of the same rectangle. Ms. Neville counts, "3, 6, 9, 12, 15, 18, 21." Mr. Confesor counts, "7, 14, 21." Draw what the rectangle might look like, and then label the side lengths and find the area.	**IXL** **1) Multiply to find the area** https://www.ixl.com/math/grade-3/find-the-area-of-rectangles-and-squares **2) Finding the area of a rectangle** https://www.youtube.com/watch?v=CgqgY7a630Q
6.24	**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Scholars will partition a whole into equal parts and define the equal parts to identify the unit fraction numerically. Challenge: Ms. Moise cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mr. Thompson cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes?	**Khan Academy** **1) Numerator and Denominator** https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/numerator-and-denominator-of-a-fraction **2) Identifying unit fractions** https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/fractions-intro/e/cutting-shapes-into-equal-parts

6.25	**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Scholars will build and identify non-unit fractions less than one whole from unit fractions. Challenge: Michael's dad partitions his garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?	**YouTube** **1) Build non-unit fractions less than one whole from unit fractions** https://www.youtube.com/watch?v=MFz3pYcCZHM https://www.youtube.com/watch?v=h9ObSlHbTN4
6.26	**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Scholars will identify and represent shaded and non-shaded parts of one whole as fractions. Challenge: Mr. Mercado ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his twin boys. Mr. Mercado said, "I ate 1 half, and each of you gets 1 half." Is Mr. Mercado right? Draw a picture to prove your answer.	**IXL** **1) Match the models and fractions** https://www.ixl.com/math/grade-3/match-fractions-to-models https://www.ixl.com/math/grade-3/match-unit-fractions-to-models

Name: _____ **Date:** June 22, 2020

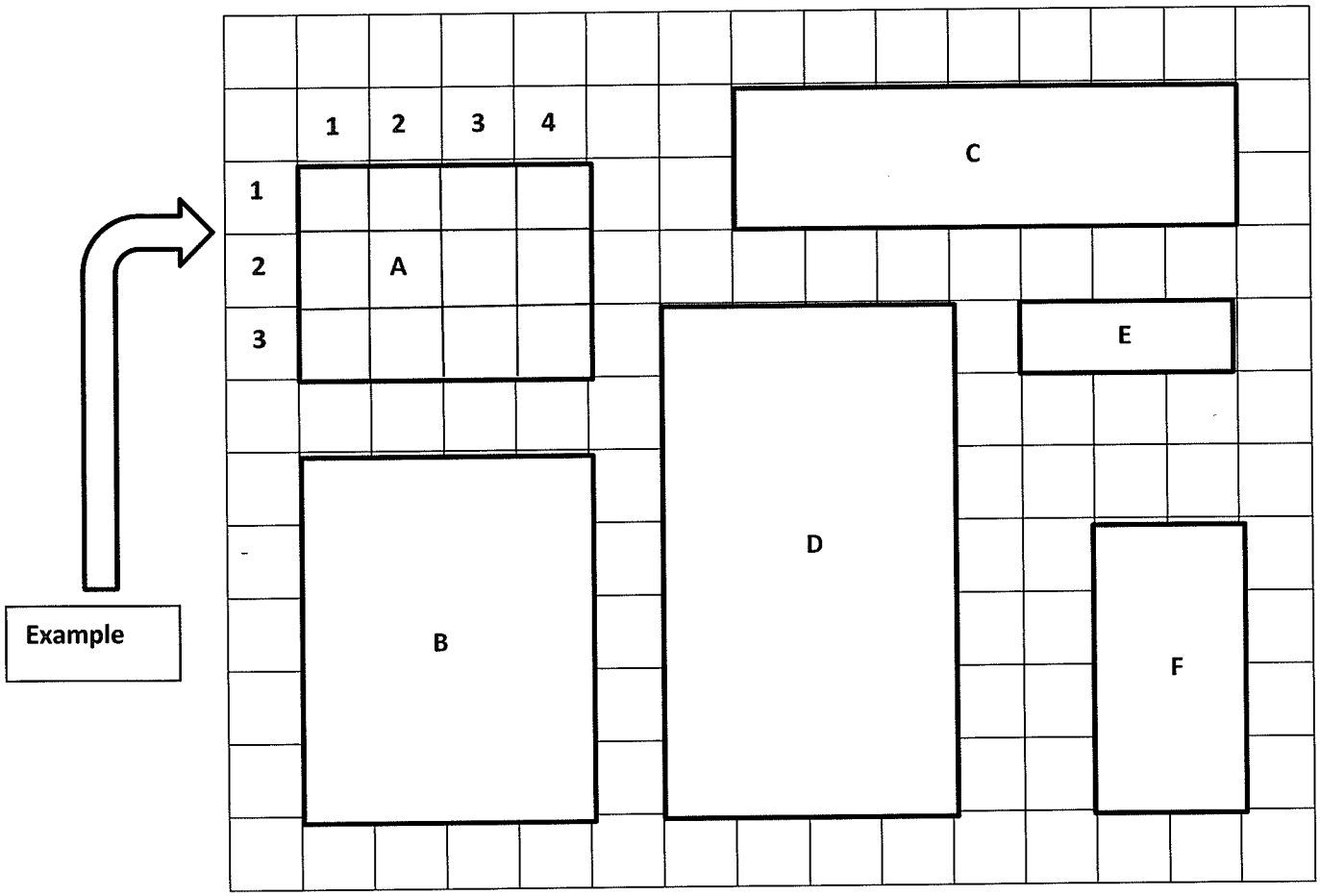
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

1. **Use a straight edge to draw a grid of equal size squares within the rectangle. Find and label the side lengths. Then, multiply the side lengths to find the area.**



a. Area A: 3 units × 4 units = 12 square units

b. Area B: ____ units × ____ units = ____ square units

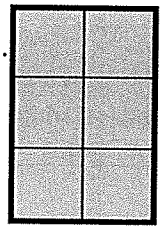
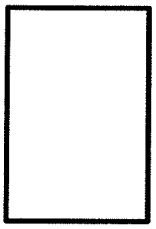
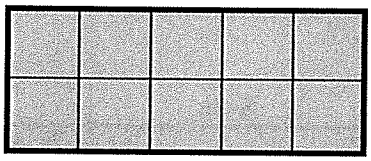
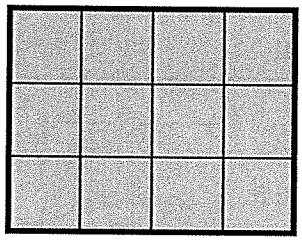
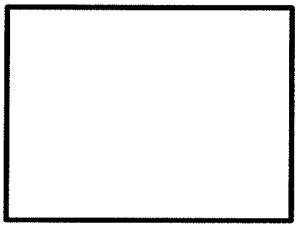
c. Area C: ____ units × ____ units = ____ square units

d. Area D: ____ units × ____ units = ____ square units

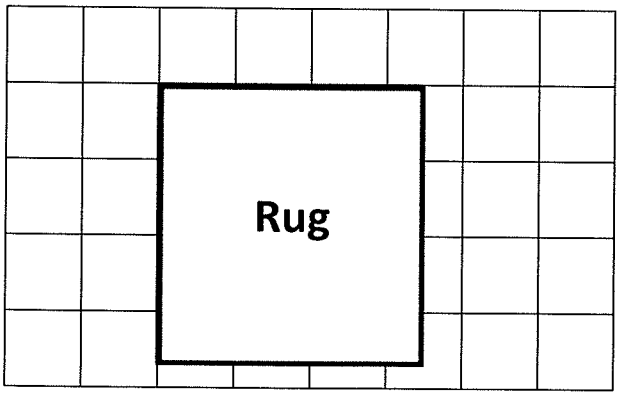
e. Area E: ____ unit × ____ units = ____ square units

f. Area F: ____ units × ____ units = ____ square units

2. **Find the area of each rectangular array. Label the side lengths of the matching area model, and write a multiplication equation for each area model.**

Rectangular Arrays(Count the boxes)	Area Models (Multiply side lengths)
a.  _____ square units	3 units  2 units 3 units × _____ units = _____ square units
b.  _____ square units	_____ units × _____ units = _____ square units
c.  _____ square units	 _____ units × _____ units = _____ square units

Challenge: Ms. Quance wants to replace the square tiles on her bathroom floor. The square tiles are sold in boxes of 8 square tiles. Ms. Quance buys 4 boxes of tiles. Does she have enough to replace all of the tiles, including the tiles under the rug? Explain your answer.



Name: _____ **Date:** June 23, 2020

BCCS-Boys **College:** _____

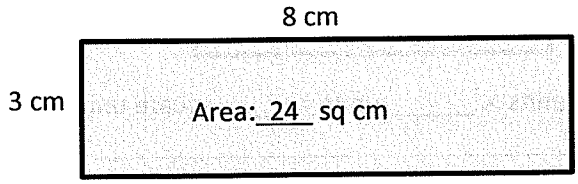
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

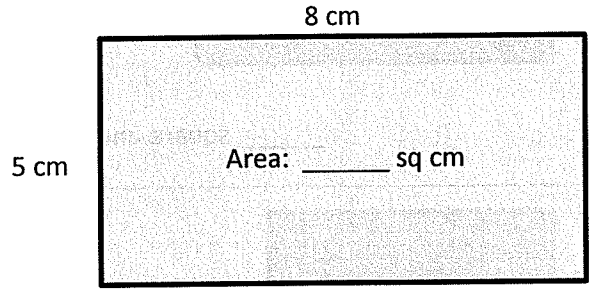
1. Write a multiplication equation to find the area of each rectangle. Use the multiplication chart in binder.

a. ***Example***



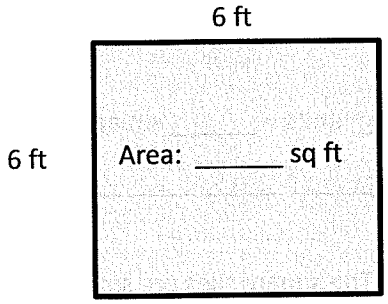
3 × 8 = 24 square cm

b.



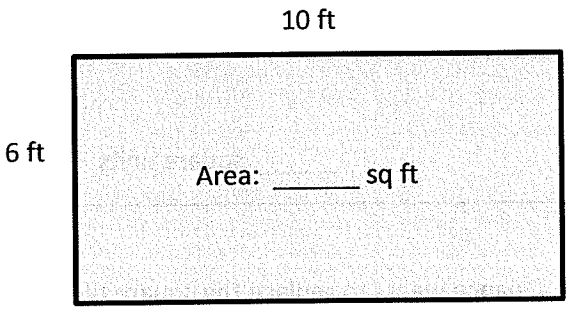
_____ × _____ = _____

c.



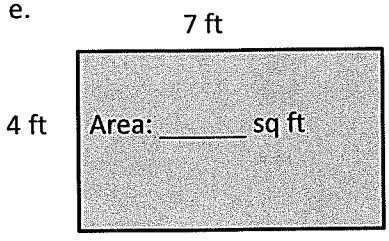
_____ × _____ = _____

d.



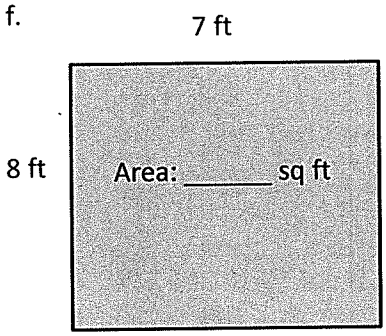
_____ × _____ = _____

e.



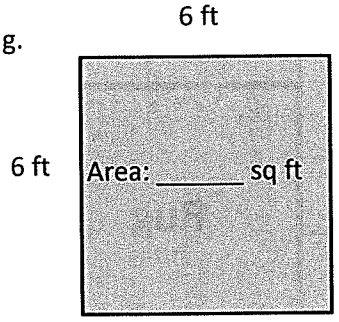
_____ × _____ = _____

f.



_____ × _____ = _____

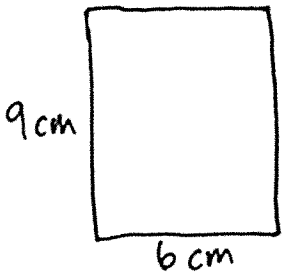
g.



_____ × _____ = _____

Example

Ursa draws a rectangle that has side lengths of 9 centimeters and 6 centimeters. What is the area of the rectangle? Explain how you found your answer.



$9 \times 6 = 54$
The area of the rectangle is 54 sq cm. I found the area by multiplying the side lengths.

2. Ms. Young draws a rectangle that has side lengths of 8 inches and 6 inches. What is the area of the rectangle? Explain how you found your answer.

The area is _____sq. in. I found the area by _____.

3. Mr. Moore draws a rectangle that has side lengths of 9 centimeters and 4 centimeters. What is the area of the rectangle? Explain how you found your answer.

The area is _____sq. cm. I found the area by _____.

Challenge: Ms. Neville and Mr. Confesor both skip-count square units to find the area of the same rectangle. Ms. Neville counts, "3, 6, 9, 12, 15, 18, 21." Mr. Confesor counts, "7, 14, 21." Draw what the rectangle might look like, and then label the side lengths and find the area.

Name: _____ **Date:** June 24, 2020

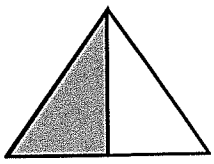
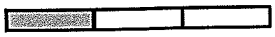
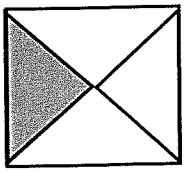
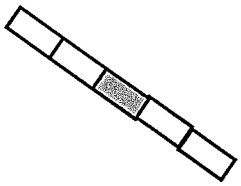
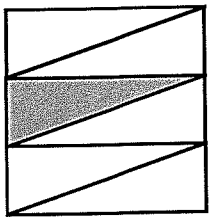
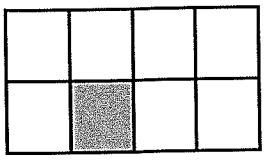
BCCS-Boys **College:** _____

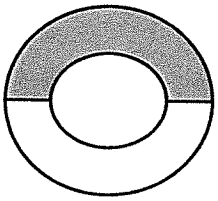
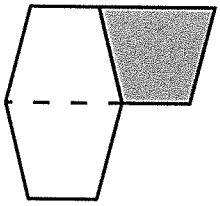
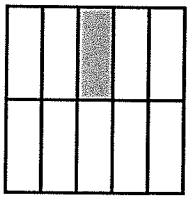
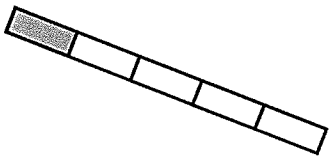
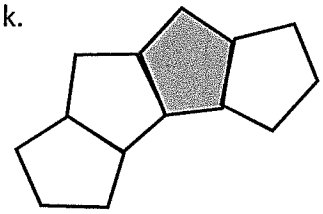
Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

1. Fill in the chart. Each image is one whole.

	Total Number of Equal Parts	**Total Number of Equal Parts Shaded**	**Unit Form**	**Fraction Form**
a. 	**2**	**1**	**1 half**	$\frac{1}{2}$
b. 				
c. 				
d. 				
e. 				
f. 				

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
g. 				
h. 				
i. 				
j. 				
k. 				

Challenge: Ms. Moise cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mr. Thompson cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes?

Name: _____ **Date:** June 25, 2020

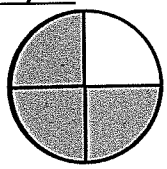
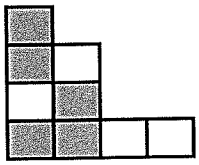
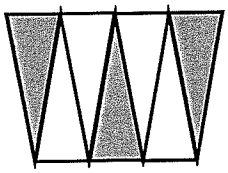
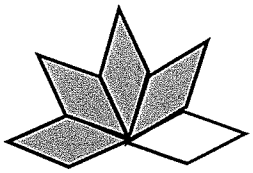
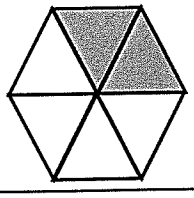
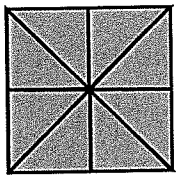
BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

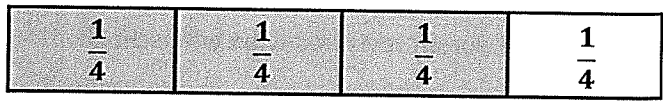
1. Fill in the chart.

	Total Number of Equal Parts	**Total Number of Shaded Equal Parts**	**Unit Fraction**	**Fraction Shaded**
Example: 	**4**	**3**	$\frac{1}{4}$	$\frac{3}{4}$
a. 				
b. 				
c. 				
d. 				
e. 				

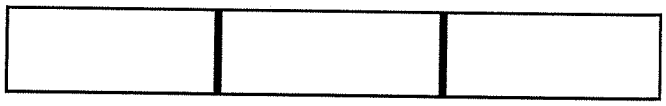
2. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

Example:

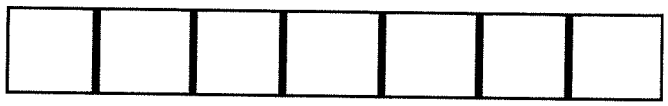
3 fourths = $\frac{3}{4}$



a. 2 thirds =

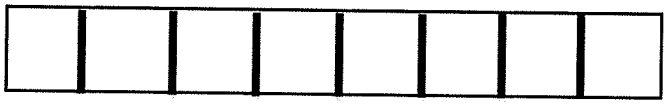


b. 5 sevenths =



c. 3 fifths =

d. 2 eighths =



Challenge: Michael's mom partitions her garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?

Name: _____

Date: June 26, 2020

College: _____

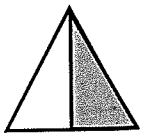
BCCS-Boys

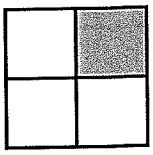
Parent Signature: _____

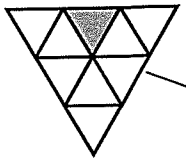
(Parent signature is proof that parent reviewed work with scholar)

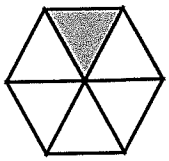
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

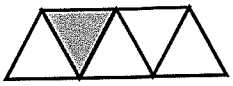
Match the shape to the amount that is not shaded.

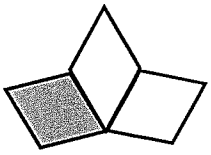
1. 

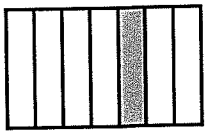
2. 

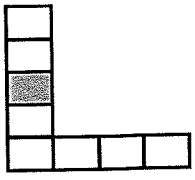
3. 

4. 

5. 

6. 

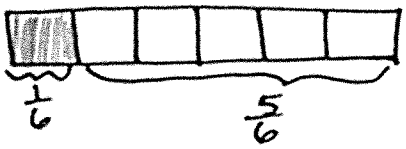
7. 

8. 

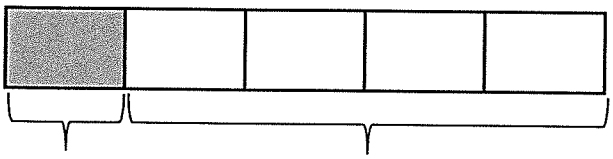
- 2 thirds
- 6 sevenths
- 4 fifths
- 8 ninths
- 1 half
- 5 sixths
- 7 eighths

Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.

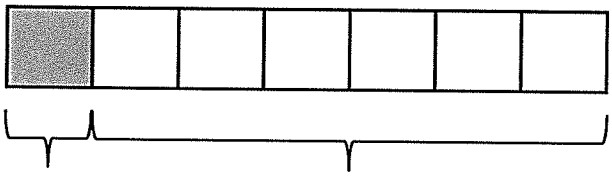
Example:



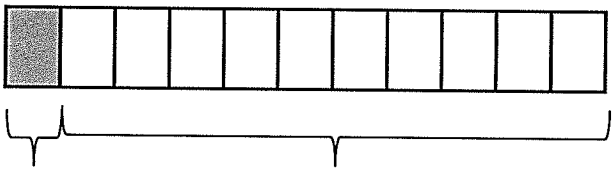
a.



b.



c.



Challenge: Mr. Mercado ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his twin boys. Mr. Mercado said, "I ate 1 half, and each of you gets 1 half." Is Mr. Mercado right? Draw a picture to prove your answer.

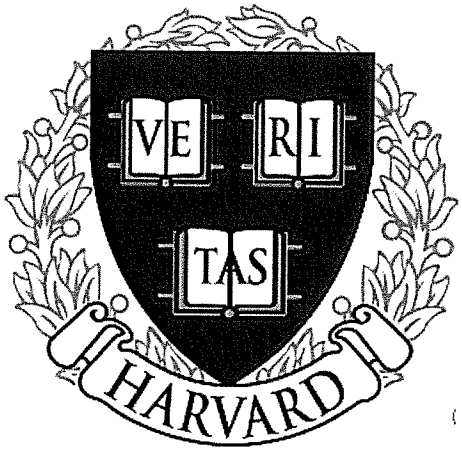
Brighter Choice
Charter School for Boys

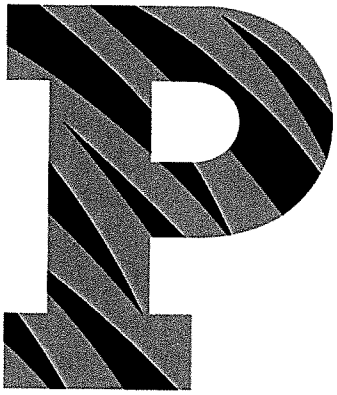
Name _____

3rd Grade Modified ELA/Writing Remote Learning Packet

Weeks 11-13

June 8th- June 26th





Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

Scope and Sequence Week 11

Mrs. Mercado and Ms. Quance

June 8th-June 12th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
6.8.2020	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Scholars will read the text and annotate the gist of each paragraph.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.9.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.10.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay introduction and B1 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.11.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay B2 and B3 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.12.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay conclusion.	Scholars will read the online NewsELA text and answer a short response question using RACES.

Name: _____ Date: June 8, 2020

BCCS-Boys College: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 12-13. Read the text and next to paragraphs 1, 3, 5, & 7 write what each paragraph is mostly about. Listen to the text through email.

An Unforgettable Day at the History Museum by Martha Gold

1. Hakeem's third-grade class takes a field trip every spring to the county historical museum. The county historian gives the class a tour and afterward sets the students loose to explore the museum. Hakeem's older brother, Gerard, went two years earlier. Gerard said the museum was great except for one room. "Watch out for the room with the old war uniforms, it's haunted," said Gerard at dinner one night. "What do you mean, haunted?" asked Hakeem.

2. "We heard funny noises in the room," said Gerard. "We looked around to see if anyone else was there, but it was empty. Then Sammy swore he saw the eyes of one of the costume dummies move around, as if it were watching us. We were so scared we left before we got to the end of the exhibit." "Gerard, stop scaring your brother," said Hakeem's mother. "Hakeem, there is no such thing as ghosts. I'm sure there is a logical explanation for those noises. As for the eyes moving, that's just Sammy's imagination getting out of hand."

3. Stories about ghosts usually do not frighten Hakeem. He laughed at all the ghost stories his counselor told at camp last summer around the campfire. He watched scary movies with his babysitter and felt fine. But something about Gerard's words made Hakeem feel uneasy. Gerard does not usually joke around. Hakeem doubted that Gerard was just trying to scare him. Instead, Gerard was probably trying to warn him.

4. On the day of the field trip, Hakeem asked his teacher, Mr. Orwell, about Gerard's story as they rode the bus to the museum. "It's an old building," said Mr. Orwell. "The floor boards creak and I'm sure there are other parts of the museum that make strange noises. It's not haunted, just a little creepy." "What about the eyes watching Sammy?" asked Hakeem. Mr. Orwell laughed. "Sammy's got a great imagination," he said. "I'm sure that's what made him think the statue was watching him."

5. After the tour, Hakeem walked around the museum with his best friend Malcolm. Malcolm wanted to see the old war uniforms, but Hakeem was nervous. Finally, he agreed to follow his friend into the room. There were just a few standing lamps and one small bulb on the ceiling to provide light. Ten life-size dummies, or mannequins, each one wearing a different war uniform, stood in the dim room. As Hakeem walked by a mannequin, the overhead light flickered. At that moment, Hakeem looked at the mannequin's face. The flickering light made the shadows over its eyes jump. Hakeem gasped.

6. "What is it?" asked Malcolm.
"Watch," said Hakeem. They stood in front of the mannequin and waited. After a minute, the light overhead flickered.
"Whoa!" said Malcolm. "That looked like he was shifting his eyes!"
"That explains what Sammy saw," said Hakeem. "What about the noises?"

7. Malcolm started leaning from side to side and walked around the room like a duck. Each time he shifted his weight to one side, a floorboard creaked. As he wobbled around the room, the floorboards creaked and moaned.

8. Hakeem laughed. "This place is great!" he said. "I'm so glad my brother didn't scare me away!

Name: _____ **Date: June 9, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 14. Re-read the text on p. 12-13 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. **Why does Hakeem's brother think the room is haunted?**

Hakeem's brother thinks the room is haunted because_____

_____

_____

The text states_____

_____

_____

This shows Hakeem's brother thinks the room is haunted because_____

_____

_____

Name: _____ **Date: June 10, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 15-16. Re-read the text on p. 12-13 and write your introduction and B1.

R- Restate the question

A-Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Hakeem explores a haunted room. How does Hakeem feel at the beginning of the story about the room? How does Hakeem feel at the end of the story about the room? What caused Hakeem's feeling to change? Use details from the story.

In your response be sure to:

- Tell how Hakeem feels at the beginning of the story about the room- RACES (B1)
- Tell how Hakeem feels at the end of the story about the room-RACES (B2)
- Tell what caused Hakeem's feeling to change- RACES (B3)
- Use details from the story

Introduction

Hakeem explores a haunted room. How does Hakeem feels_____ at the beginning of the story about the room. Hakeem's feelings change and at the end of the story he feels _____ The events in the story caused Hakeem's feeling to change.

Body 1

In the beginning of the story Hakeem feels_____

_____

_____

The text states_____

_____

_____

This shows Hakeem's problem because_____

_____

_____

_____

Name: _____ **Date: June 11, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 18-19. Re-read the text on p. 12-13 and write your B2 and B3.

R- Restate the question

A-Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Hakeem explores a haunted room. How does Hakeem feel at the beginning of the story about the room? How does Hakeem feel at the end of the story about the room? What caused Hakeem's feeling to change? Use details from the story.

In your response be sure to:

- Tell how Hakeem feels at the beginning of the story about the room- RACES (B1)
- Tell how Hakeem feels at the end of the story about the room-RACES (B2)
- Tell what caused Hakeem's feeling to change- RACES (B3)
- Use details from the story

Body 2

In the end of the story Hakeem feels_____

_____

_____

The text states _____

_____

_____

This shows that Hakeem's feelings changed because_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: June 12, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 19. Re-listen the text on p. 12-13 and write your conclusion.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Hakeem explores a haunted room. How does Hakeem feel at the beginning of the story about the room? How does Hakeem feel at the end of the story about the room? What caused Hakeem's feeling to change? Use details from the story.

In your response be sure to:

- Tell how Hakeem feels at the beginning of the story about the room- RACES (B1)
- Tell how Hakeem feels at the end of the story about the room-RACES (B2)
- Tell what caused Hakeem's feeling to change- RACES (B3)
- Use details from the story

Conclusion (restate your introduction.)

Scope and Sequence Week 12

Mrs. Mercado and Ms. Quance

June 15th -June 19th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
6.15.2020	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Scholars will read the text and annotate the gist of each paragraph.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.16.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.17.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.18.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay: introduction and B1 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.19.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay: B2 using RACES and the conclusion.	Scholars will read the online NewsELA text and answer a short response question using RACES.

Name: _____ **Date: June 15, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 21-22. Listen to the text and next to each paragraph write what each paragraph is mostly about.

The Sun and the Stars By: Sue Peterson

1. Scientists know many things about the Sun. They know how old it is. The Sun is more than 4½ billion years old. That would be too many candles to put on a birthday cake! They also know the Sun's size. The Sun may seem small, but that is because it is so far away. It is about 93 million miles (150 million kilometers) away from the Earth.

2. The Sun is so large that the diameter of the Sun is 109 times the Earth's diameter. The Sun also weighs as much as 333,000 Earths. The Sun is made up of gases: 75% hydrogen and 25% helium. Hydrogen is the simplest and lightest of all of the known elements. When you combine hydrogen with oxygen, you get water. You probably know what helium is. It is the gas that can be put into balloons to make them stay in the air and float.

3. Scientists also know the temperature of the Sun. The surface of the Sun is about 10,000 degrees Fahrenheit (5,600 degrees Celsius). That might sound hot, but the Sun's core is even hotter. The core is the central region where the temperature reaches about 27 million degrees Fahrenheit (15 million Celsius). The Sun is the center of our Solar System. Besides the Sun, the Solar System is made up of the planets, moons, asteroid belt, comets, meteors, and other objects. The Earth and other planets revolve around the Sun. The Sun is very important. Without it, there would be only darkness and our planet would be very cold and be without liquid water. Our planet would also be without people, animals, and plants because these things need sunlight and water to live.

4. The Sun also gives out dangerous ultraviolet light which causes sunburn and may cause cancer. That is why you need to be careful of the Sun and wear sunscreen and clothing to protect yourself from its rays. Scientists have learned many things about the Sun. They study the Sun using special tools or instruments such as telescopes. One thing they do is to look at the amount of light from the Sun and the effect of the Sun's light on the Earth's climate. The Sun is actually a star. It is the closest star to the Earth.

5. Scientists also study other stars, huge balls of glowing gas in the sky. There are over 200 billion stars in the sky. Some are much larger than the Sun and others are smaller than the Earth. They all look tiny because they are so far away from the Earth. This distance is measured in light-years, not in miles or kilometers. (One light-year is equal to the distance that light travels in one year. This is about six trillion miles or ten trillion kilometers!) Stars look like they are twinkling because when we see them, we are looking at them through thick layers of turbulent (moving) air in the Earth's atmosphere. That is why the words are written in the song: Twinkle, Twinkle, Little Star. Stars have lifetimes of billions of years. They are held together by their own gravity. Over half of the stars in the sky are in groups of two. They orbit around the same center point and across from each other. There are also larger groups of stars called clusters. These clusters of stars make up galaxies. Our Solar System is located in the Milky Way Galaxy.

Name: _____ **Date: June 16, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 23. Re-listen the text on p. 21-22 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. What is the main idea of this passage? Use RACES to answer.

The main idea of the passage is_____

_____

_____

The text sates_____

_____

_____

_____

_____

This shows the main idea because_____

_____

_____

Name: _____ Date: June 17, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 24. Re-listen to the text on p. 21-22 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. **What do you think the author included a section on the Sun and another section on stars in the same text? Use RACES to answer.**

The author included a section on the Sun and another section on stars in the same text because _____

_____

_____

The text states _____

_____

_____

This proves the author included both sections because _____

_____

_____

_____

Name: _____ Date: June 18, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 25-26. Re-listen to the text on p. 21-22 and write your introduction and B1.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

The Sun is important in our universe. Why do scientists feel it is important to study the Sun? Why does the Sun look so small, but it is really large? Use details from the story in your answer.

In your response be sure to:

- Tell why scientists feel it is important to study the Sun- RACES (B1)
- Tell why the sun looks so small even though it is really large-RACES (B2)
- Use details from the story

Introduction

The Sun is important in our universe. Scientists feel it is important to study the Sun for many reasons. The Sun may look so small, but it is really large.

Body1- Tell why scientists feel it is important to study the Sun

Scientists fee the sun is important because_____

_____

_____

The text states_____

_____

_____

This show scientists feel the sun is important because_____

_____

_____

_____

_____

_____

Name: _____ Date: June 19, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 27-28. Re-listen to the text on p. 21-22 and write your B2 and conclusion.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

The Sun is important in our universe. Why do scientists feel it is important to study the Sun? Why does the Sun look so small, but it is really large? Use details from the story in your answer.

In your response be sure to:

- Tell why scientists feel it is important to study the Sun- RACES (B1)
- Tell why the sun looks so small even though it is really large-RACES (B2)
- Use details from the story

Body 2 - Tell why the sun looks so small even though it is really large

The sun may look very small even though it is very large because

_____

_____

The text states_____

_____

_____

_____

This shows that the sun is bigget than it appears because

_____

_____

_____

Conclusion- restate the introduction

_____

_____

_____

_____

_____

_____

_____

_____

Scope and Sequence Week 13

Mrs. Mercado and Ms. Quance

June 22nd -June 26th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment On NewsELA
6.22.2020	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Scholars will read the text and annotate the gist of each paragraph.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.23.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer a short response question using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.24.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay introduction and B1 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.25.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay B2 and B3 using RACES.	Scholars will read the online NewsELA text and answer a short response question using RACES.
6.26.2020	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Scholars will re-read the text and answer part of the essay conclusion.	Scholars will read the online NewsELA text and answer a short response question using RACES.

Name: _____ Date: June 22, 2020

BCCS-Boys College: _____

Parent Signature: _____

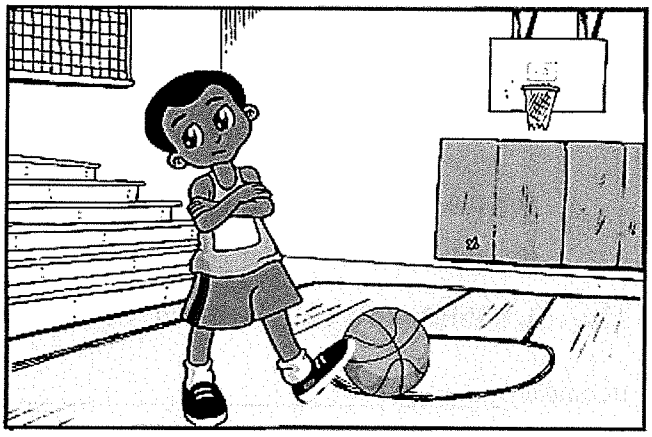
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 30. Listen to the text and next to paragraphs 1, 5,6, and 7 write what each paragraph is mostly about.

Tommy Helps the Team

1. "Why should I go to the game?" Tommy asked. "Now that my ankle is hurt, I won't be able to do anything."



2. Coach George smiled. "Of course you will," he said. "There isn't anything wrong with your smile, your voice, or your arms. You can cheer your team on."

3. "What good will that do?" Tommy asked.

4. "You'll see," said Coach George.

5. The next day, Tommy cheered for his team during the game. He was sad that he didn't get to play, but he got very excited when his team started to win.

6. "You can do it!" Tommy shouted, clapping his hands and smiling. Finally, he heard the buzzer ring, which meant the game was over and his team had won.

7. "We couldn't have done it without you cheering us on," said Aaron, his teammate.

8. Tommy looked at Coach George, who was smiling.

9. "I'm glad I could help," Tommy said.

Name: _____ Date: June 23, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 31. Re-listen to the text on p. 30 and answer the question using RACES.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

1. **Why does the coach think it is important for Tommy to go to the game even though he can't play?**

The coach thinks it is important for Tommy to go to the game even though he can't play

because _____

_____

The text states_____

_____

_____

This shows the coach thinks it is important for Tommy to go to the game because_____

_____

_____

_____

Name: _____ **Date: June 24, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 32-33. Re-listen to the text on p. 30 and write your introduction and B1.

R- Restate the question

A-Answer the question

C- Cite (give) 1 piece of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Tommy has a basketball game. How does Tommy feel at the beginning of the story about the game? How does Tommy feel at the end of the story about the game? What caused Tommy's feeling to change? Use details from the story.

In your response be sure to:

- Tell how Tommy feels at the beginning of the story about the game- RACES (B1)
- Tell how Tommy feels at the end of the story about the game-RACES (B2)
- Tell what caused Tommy's feeling to change- RACES (B3)
- Use details from the story

Introduction

Tommy has a basketball game. Tommy feels one way at the beginning of the story about the game. Tommy feels different at the end of the story about the game. Events in the story caused Tommy's feeling to change.

Body 1 Tell how Tommy feels at the beginning of the story about the game In the beginning of the game tommy feels_____

_____

The text states_____

_____

_____

This shows Tommy feels_____

_____

_____

_____

Name: _____ **Date: June 25, 2020**

BCCS-Boys **College:** _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete pages 34-35. Re-listen to the text on p. 30 and write your B2 and B3.

R- Restate the question

A-Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Tommy has a basketball game. How does Tommy feel at the beginning of the story about the fame? How does Tommy feel at the end of the story about the game? What caused Tommy's feeling to change? Use details from the story.

In your response be sure to:

- Tell how Tommy feels at the beginning of the story about the game- RACES (B1)
- Tell how Tommy feels at the end of the story about the game-RACES (B2)
- Tell what caused Tommy's feeling to change- RACES (B3)
- Use details from the story

Body 2 Tell how Tommy feels at the end of the story about the game-

At the end of the story Tommy feels_____

_____

_____

The text states_____

_____

_____

This shows tommy feels_____ **because**_____

_____

_____

_____

Body3 Tell what caused Tommy's feeling to change-

Tommy's feelings changed because_____

_____

_____

The text states_____

_____

_____

This shows Tommy's feelings changed because_____

_____

_____

_____

_____

Name: _____ Date: June 26, 2020

BCCS-Boys College: _____

Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Directions: Complete page 36. Re-listen to the text on p. 30 and write your conclusion.

R- Restate the question

A-Answer the question

C- Cite (give) 2 pieces of evidence from the text to support your answer

E- Explain how you know that your answer and evidence is correct

S- Sum it up

Tommy has a basketball game. How does Tommy feel at the beginning of the story about the fame? How does Tommy feel at the end of the story about the game? What caused Tommy's feeling to change? Use details from the story.

In your response be sure to:

- Tell how Tommy feels at the beginning of the story about the game- RACES (B1)
- Tell how Tommy feels at the end of the story about the game-RACES (B2)
- Tell what caused Tommy's feeling to change- RACES (B3)
- Use details from the story

Conclusion: Re-state the introduction.

_____

_____

_____

Brighter Choice
Charter School for Boys

Name _____

3rd Grade Resource Remote Learning Packet

Weeks 11-13

June 8th - June 26th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If for whatever reason you do not receive a packet in the mail, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

3rd Grade Speech Activities

These activities are provided to the scholars based on their needs and services through their IEP. Please have the scholars work on the activities *as you can.* They are to be used as resources for their needs and support the services they have had while school was in session. These activities are to help practice with their goals and needs. Thank you for all of your support.

Speech Note:

Hello Brighter Choice Parents!

My name is Nicole Geary and I am the Speech Language Pathologist at Brighter Choice Charter School for Boys! I'm sending home some general speech and language activities for your son to work on at home. It would be great if you could add in a few of these activities each week. Please reach out with any questions.

Nicole Geary, CCC-SLP

Speech Pathologist

SpeechServices@BrighterChoice.org

Similarities and Differences

Name:_____ Date: June 8, 2020

BCCS-B

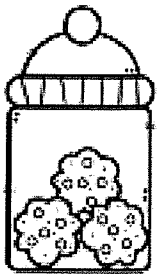
3rd Grade Resource

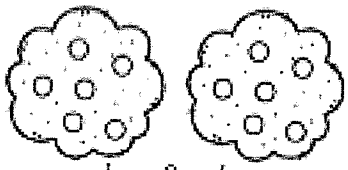
Home Speech Practice

language concept activities

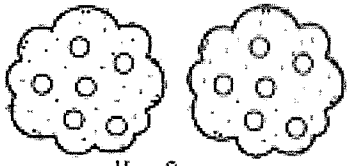
practice 9

Similarities and differences. Name 3 similarities and 3 differences between the pairs of items. Color the cookies.

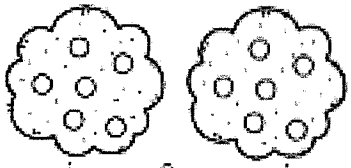




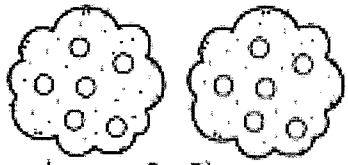
socks & shoes



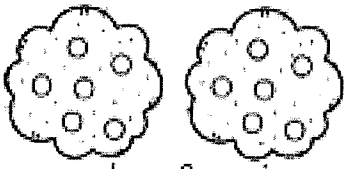
milk & juice



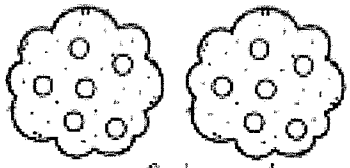
chair & couch



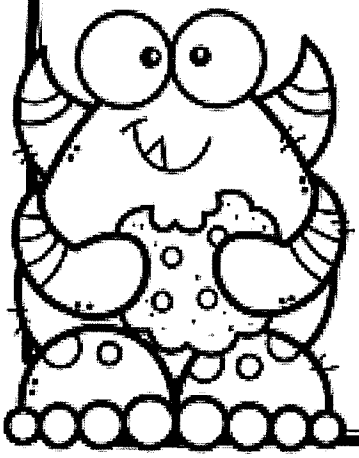
tree & flower

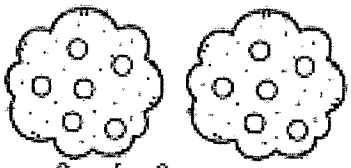


cookie & cake



car & truck





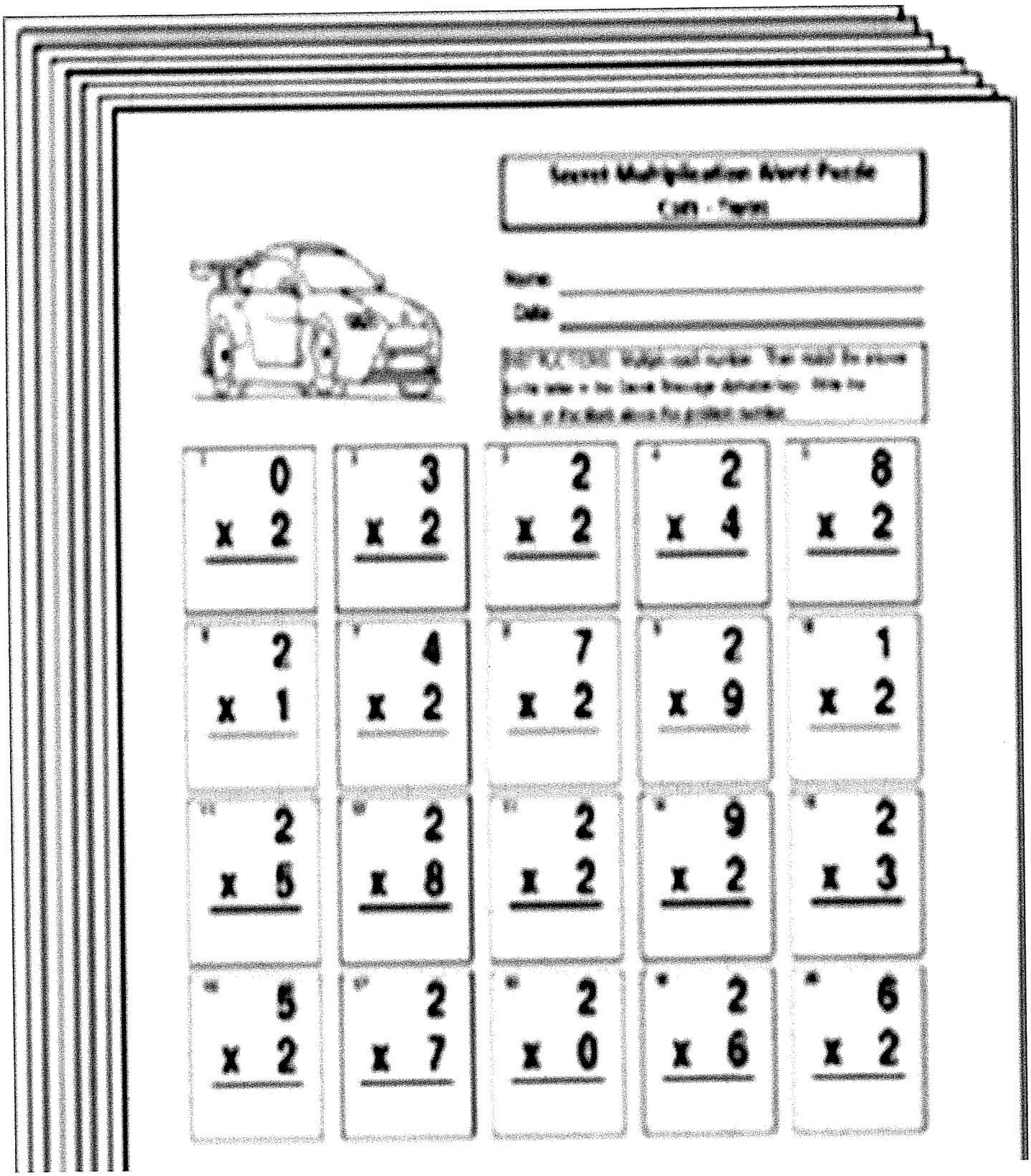
fork & spoon

EXTRA PRACTICE

Bake cookies with a helper. Make a sentence with **has** and **have** while they bake.

Name:_____ Date: June 8, 2020

BCCS-B 3rd Grade Resource



0 x 2	3 x 2	2 x 2	2 x 4	8 x 2
2 x 1	4 x 2	7 x 2	2 x 9	1 x 2
2 x 5	2 x 8	2 x 2	9 x 2	2 x 3
5 x 2	2 x 7	2 x 0	2 x 6	6 x 2

Name:_____ Date: June 8, 2020

BCCS-B 3rd Grade Resource

Spelling Words and Activities

Please choose a spelling activity each day and complete the activity on a separate paper.

Each	Teaching	Teeth	Wishbone	Matching
Which	Path	Fishing	Watch	Dish

Word Study Choice Board

Triangle Spelling D Do dog	**Abc Order** Write your words in ABC Order	**Rainbow Spelling** Write your words 5x each with different colors	**Color Code** Write the Vowels Blue and Consonants Red
Silly Sentences Write each word in a silly sentence.	**Silly letters** Write each word using crazy letters.	**Backwards to Forwards** Write each word backwards and then write it Forwards **sgod** **dogs**	**Type your Words** IF available, type your words on the computer or other device.
Context Clues Write a detailed sentence with each word.	**Bubble Letters** Write each of your words using bubble letters.	**Dictionary Dig** Look up 10 of your words in the dictionary and write the definition.	**Picture Perfect** Write the word and draw a picture to represent it.
Ghost Words Use a white crayon to write your words. Color over with a marker.	**Follow the Swirl** Draw a swirly line. Write your word over and over along the line.	**Rhyme Time** Write each word and write a word that rhymes with it.	**Code Creation** QUICKLY assign each letter of the abc's a number then write each word and write the code.
Spell and Tell Write each word 3x and whisper each letter as you write.	**Michelangelo** Tape your paper on the bottom side of your desk. Lay on the floor and write your words 3 times each. Your arms will get tired!	**Wrong Hand** Use the opposite hand you write with, to write each word.	**Teacher Choice**

Name:_____ Date: June 15, 2020

BCCS-B

3rd Grade Resource

3-Digit Addition Without Regrouping

Directions: Find the sums.

523 +374	456 +243	364 +522	291 +707	170 +829
632 +335	803 +096	120 +636	535 +444	733 +266
208 +591	282 +617	639 +330	164 +534	868 +121
166 +210	825 +164	907 +091	550 +220	732 +145
663 +206	349 +340	763 +133	880 +117	114 +685

Name:_____ Date: June 15, 2020

BCCS-B 3rd Grade Resource

Read the short story. Then answer each question.

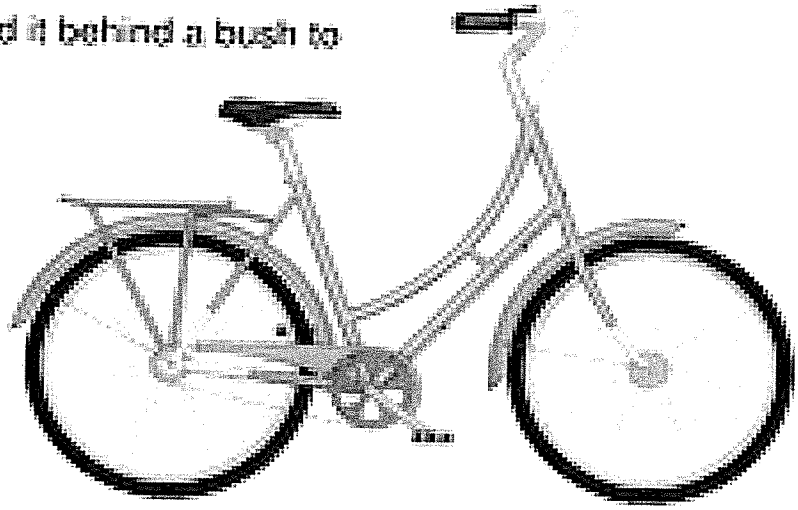
The New Bicycle

Emma has a new bicycle. It is bright pink and shiny.

It was a gift from her uncle. He hid it behind a bush to surprise her.

When Emma looked behind the bush and saw the bicycle, she jumped for joy. It was just what she wanted. She gave her uncle a big hug.

She loves her new bicycle, and she loves her uncle.



Questions:

1. What color is the bicycle?

_____

2. Who was it a gift from?

_____

3. Where was it hidden?

_____

4. What did Emma do when she saw the bicycle?

_____

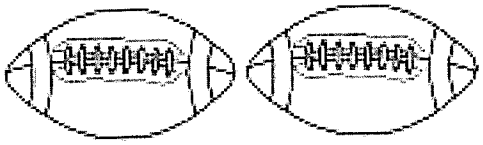
Name:_____ Date: June 15, 2020
BCCS-B 3rd Grade Resource

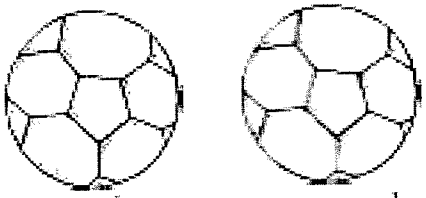
Home Speech Practice

Vocabulary activities

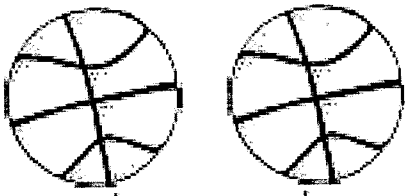
practice 5

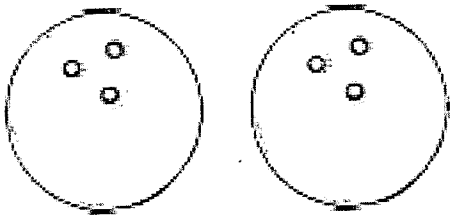
Color the pictures and tell how each pair of words are related.


leaf tree


marker pencil

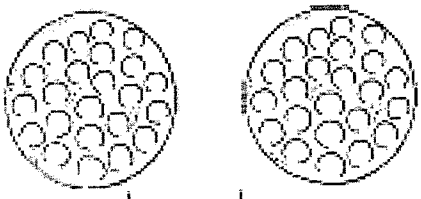
apple grapes


sock shoe


pig cow

dog tail

toe foot


nail hammer

EXTRA PRACTICE

While playing with a ball, tell how these words go together: ball/round, throw/arm

©busy bee speech

Name:_____ Date: June 22, 2020

BCCS-B 3rd Grade Resource

Make Compound Words - Family

Put two words together to make compound words.

grand	+	daughter	=	granddaughter
my	+	self	=	
step	+	son	=	
grand	+	mother	=	
your	+	self	=	
step	+	sister	=	
off	+	spring	=	
grand	+	pa	=	
new	+	born	=	
step	+	dad	=	

Name:_____ Date: June 22, 2020

BCCS-B 3rd Grade Resource

Summarize It!

Cross-Curricular Text Study Skills

You have probably written a **summary** after the **completion** of a book you have read. You may have told about the characters. You may have told about the setting. You probably told about how a **problem** was **solved**. But did you know that summarizing is not just for stories? You can use your summarizing skills to be better prepared in all your subjects.

Some students have a hard time with science and social studies because there are lots of new words. There is also a lot of information to remember. Research shows that just writing things down will help you remember them. It works even if you never read what you wrote again. Wow! That's a great reason for taking notes.

Did you know that taking notes is summarizing? When you read your science and social studies textbooks, keep a notebook with lined paper close to you. Most textbooks are divided into sections that have headings. Headings are like titles in darker letters. Write down the heading of each section before you read the section. As you read, jot down the big ideas. Look for new words. You can also use your summary to study!

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why are science and social studies hard for some people?

_____

_____

2) What does research say about writing things down?

_____

3) What is a heading in your textbook?

_____

4) Based on the other information in the last paragraph, what do the words "jot down" mean?

_____

5) What can you use when you study?

_____

Name:_____ Date: June 22, 2020

BCCS-B 3rd Grade Resource

Home Speech Practice

grammar activities

practice 5

Write sentences using the conjunctions on the lines below.

although but and because when or

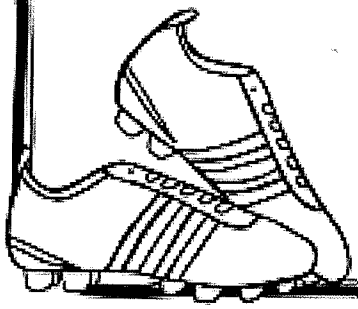
1. _____

2. _____

3. _____

4. _____

5. _____



EXTRA PRACTICE

Play with a ball. Say a sentence with "and" or "but" before you throw one.

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