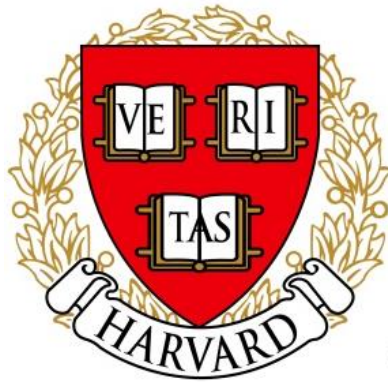


Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 7



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

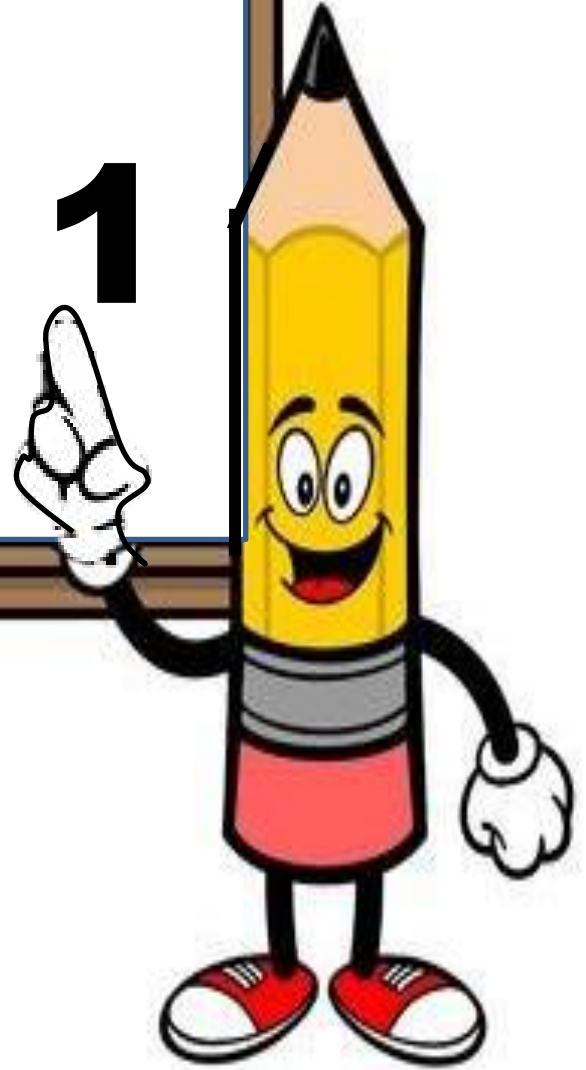
(Parent Signature)

(Date)

Parents please note that all academic 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.



Day # 1



Name: _____
BCCS-B

Week 7 Day 1 Date: _____
Harvard Yale Princeton

LEQ: What are the elements of a quality paragraph?

Objective: I can identify the topic sentence of the paragraph.

What is a **topic** sentence?

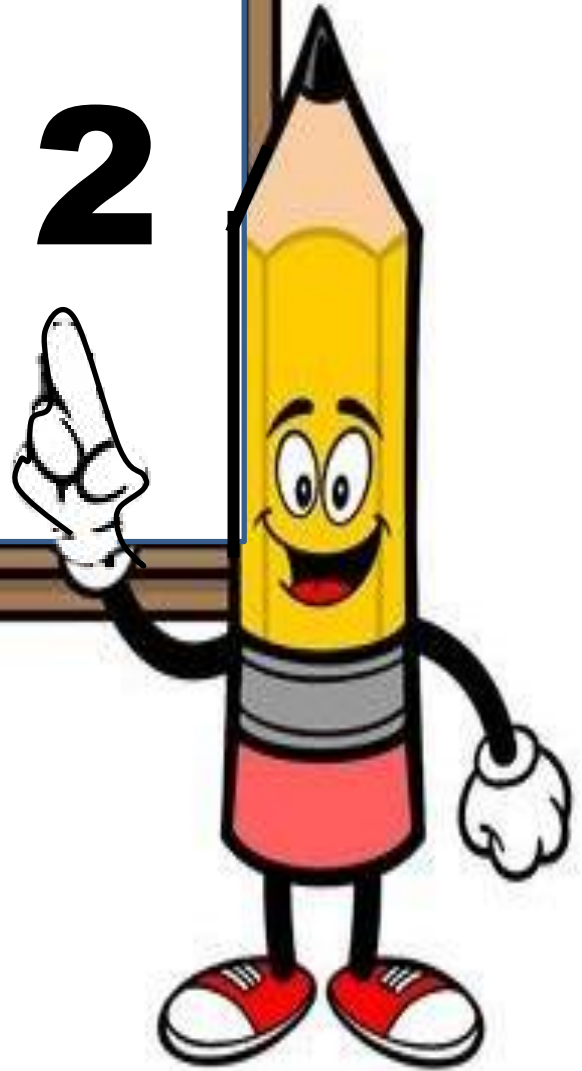
A topic sentence is

Directions: Identify the Topic Sentence **The topic sentence in a paragraph states the main idea of the paragraph.**

1. The best trip my family ever took was to New Orleans, Louisiana. We drove there in two days. I didn't think it would be very interesting, but I was wrong. We saw the Mississippi River, rode a horse carriage in the French Quarter, and visited a cemetery where everyone was buried above the ground. I liked the food best, especially the New Orleans doughnuts called beignets.
2. No one likes to eat with a dirty knife, fork, or spoon. It is important to completely wash all utensils before using them. Clean utensils won't transmit germs and bacteria. They also are more pleasant to eat with.
3. Growing a garden can be fun, good exercise, and will provide fresh fruits and vegetables for the gardener. It is interesting to watch the seeds pop their heads above the soil for the first time. It is sometimes hard to believe that a little seed can become a large vine or plant in just a few weeks. Planting the seeds and pulling weeds are good exercise for anyone. Then, after watching the plant grow and produce, the gardener ends up with delicious tomatoes, beans, or other yummy produce from the garden.
4. Sometimes it is hard to fall asleep. Maybe you are not sleepy, or maybe you are thinking about what happened during the day. You can also lie awake if a big event, like a test or a party, is happening the next day. There are several things you can do to try and fall asleep. You can try counting sheep, or just counting, which will keep your mind busy with a repetitious activity. Sometimes listening to soft music or gentle sounds, like rain, helps. You can even try telling yourself a story, which may distract your mind enough that you will be asleep in no time.



Day # 2



Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

LEQ: What are the **elements** of a quality paragraph?

Objective: I can add detail sentences to support my topic sentence.

Teacher's Turn:

Writers put sentences together to make a paragraph. **A paragraph has two parts:**

- ✓ _____ Sentence – tells what the paragraph will be about
- ✓ _____ Sentences – relate to the topic sentence and answer questions, such as who, what, where, when, why, and how



Toolkit:

Step 1: Read the topic sentence.

Step 2: Think of what answers the questions: who? what? where? when? why? how? and jot down your ideas.

Step 3: Write the answers to the questions in complete sentences in the order they make the most sense.

Teacher Example #1:

Teeth have three important jobs. First, they chew. They break food into small pieces and make it easier to swallow. Teeth are for talking, too. Front teeth help people say special sounds like the *th* in toothbrush. Teeth also help support the muscles around the mouth. They help to give a face its shape.

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton



Toolkit:

Step 1: Read the topic sentence.

Step 2: Think of what answers the questions: who? what? where? when? why? how? and jot down your ideas.

Step 3: Write your ideas in complete sentences in the order they make the most sense.

Directions: Write about a favorite place you have.

Topic Sentence: My favorite place is _____.

- _____
- _____
- _____

Paragraph:

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

Our Turn:



Toolkit:

Step 1: Read the topic sentence.

Step 2: Think of what answers the questions: who? what? where? when? why? how? and jot down your ideas.

Step 3: Write your ideas in complete sentences in the order they make the most sense.

Directions: Write about a favorite place you have.

Topic Sentence: Our favorite place is our classroom.

- _____
- _____
- _____

Paragraph:

Name: _____
BCCS-B

Week 7 Day 2 Date: _____
Harvard Yale Princeton

YOUR TURN



Toolkit:

Step 1: Read the topic sentence.

Step 2: Think of what answers the questions: who? what? where? when? why? how? and jot down your ideas.

Step 3: Write your ideas in complete sentences in the order they make the most sense.

Directions: Write about a favorite place you have.

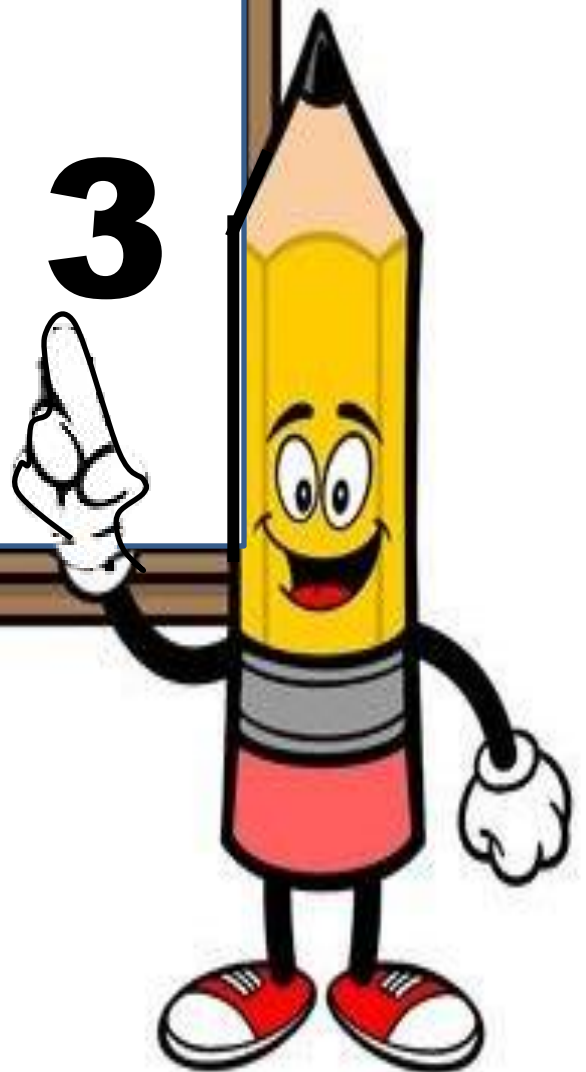
Topic Sentence: My favorite place is _____.

- _____
- _____
- _____

Paragraph:



Day # 3



Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

LEQ: How does **evidence** support my details in a paragraph?

Objective: I can choose and use the best evidence to support my answer.

Teacher's Turn:

Writers put sentences together to make a paragraph. A paragraph has two parts:

- ✓ _____ Sentence – tells what the paragraph will be about
- ✓ _____ Sentences – relate to the topic sentence and answer questions, such as who, what, where, when, why, and how

Sometimes writers need to use the story or text **to explain**.

Explain means to use the evidence or information in the text or your own thoughts to give more details of what you are saying.



Toolkit:

Step 1: Reword the question to write a topic sentence.

Step 2: Look back in the text and underline evidence to explain your topic sentence. who? what? where? when? why? how?

Step 3: Use RACES to write a complete paragraph.

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

Teacher Example of **Writing a Paragraph Using Text Evidence:**

The Dog and His Bone

One day, a dog walked through the forest carrying a huge bone in his mouth. As the dog passed beside a lake, he noticed his reflection in the water. He thought it was another dog that had an even bigger bone. The dog decided to steal the bone away so that he would have two bones for dinner.

The dog crouched close to the water and began to growl. Then he opened his mouth to bark. With a splash, his bone fell into the water and sank. The dog realized what had happened, but it was too late. Sadly he said, "I was much too greedy. I should have been happy with what I had."

Question: Is this story real or make-believe? **Explain** your answer using **two** details from the story.

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

Our Turn:



Toolkit:

Step 1: Reword the question to write a topic sentence.

Step 2: Look back in the text and underline evidence to explain your topic sentence. who? what? where? when? why? how?

Step 3: Use RACES to write a complete paragraph.

Many believe that Alexander Graham Bell’s greatest goal was to invent the telephone. This was not true. Bell called himself “teacher of the deaf.”

Bell’s father was a speech teacher. Bell also taught speech. He used what he had learned from his father to teach at a school for the deaf in England.

Bell and his family went to Canada in 1870. After two years, he opened a school for the deaf. This school was in Massachusetts.

Bell had the idea for the telephone in 1874. He experimented with the telephone. He also worked on tools to help the deaf. It was 1876 before Bell spoke the first words over the telephone. He said, “Mr. Watson, come here; I want you.” Watson was Bell’s assistant.

In 1888, Bell helped start the National Geographic Society. In 1890, he also began an association for the deaf. Bell died in August of 1922.

Directions: Explain what Alexander Graham Bell accomplished during his life. **Use information from the text to support your answer.**

Alexander Graham Bell

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

Your Turn:



Toolkit:

Step 1: Reword the question to write a topic sentence.

Step 2: Look back in the text and underline evidence to explain your topic sentence. who? what? where? when? why? how?

Step 3: Use RACES to write a complete paragraph.

A polar bear’s fur is white. The color helps it blend in with the ice and snow to help it stay safe. Layers of fat keep polar bears warm. Long noses help them smell food nearly three miles away. The only part of the bear that is small is its ears. Scientists believe that polar bears have small ears because the ears would freeze if they were bigger. These features help the polar bear survive in the cold.

Explain how the polar bear survives in cold temperatures? Use **two** details from the text to support your response.

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

Writing Homework

Directions: Read the text **and** answer the questions using RACES.

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

Camouflaged Creatures by Guy Belleranti

In nature, predators and prey seem to play a game of hide-and-seek. Prey need to hide, so predators do not find them and eat them. Predators need to hide too, so smaller prey cannot see them approaching. Some animals have special colors or marks on their bodies that help them hide among trees, rocks, and grass. This blending is called camouflage.

The earth tone colors of deer and squirrels help them hide from predators among the browns of trees, bushes and soil. A brown squirrel can be difficult to see when it is scampering among brown autumn leaves. A brown deer can be overlooked when it is hiding between tree trunks. The deer and squirrel's special coloring help them hide from predators.

African lions have a tan body coloring. However, lions use it not to hide from predators, but to hide in savanna grasses while watching for prey. A lion can sneak up on prey without being seen more easily by blending into the grassy environment.

Another popular animal camouflage color is green. The green tree frogs of Australia blend in and hide from predators better because of their color. Green tree pythons and emerald boas, meanwhile, are more like lions, using their green color to blend in. When a likely meal (a rodent, bird or lizard) comes along these snakes strike quickly, catching the prey. Can you see the green snake in this picture? The snake's shape and color help it hide among the green forest leaves. This owl sleeps during the day, so it does not want to be seen by other animals. Notice how its feather pattern and coloring match the tree trunk. Is this polar bear camouflaged to protect itself from predators or to hunt prey?

The praying mantis takes things a step further. While its green to brown color helps it blend in with vegetation, the mantis also mimics the shape of a stem or leaf. The mantis uses these camouflage

Name: _____
BCCS-B

Week 7 Day 3 Date: _____
Harvard Yale Princeton

Writing Homework

methods both to hide from predators like birds, frogs, snakes, spiders and bats, and to await prey such as insects (including other mantises!), spiders, hummingbirds, and small frogs and mice.

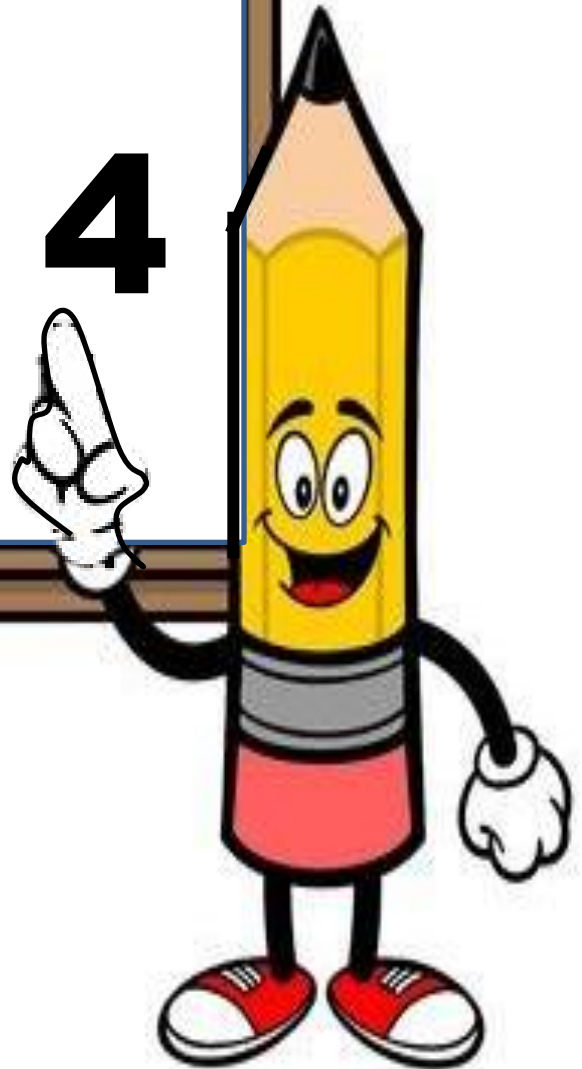
Just as important as color camouflage and mimicry is pattern camouflage. Tiger stripes and leopard and jaguar spots are all patterns which help these cats hide among the plants and shadows when they search for prey.

In nature, hide-and-seek is a game of life and death. Pattern and color camouflage, and mimicry, can give predators and prey a survival advantage. Can you think of any other animals that have camouflage?

1. How does a lion's special coloring help it survive? Use RACES.



Day # 4



Name: _____
BCCS-B

Week 7 Day 4 Date: _____
Harvard Yale Princeton

LEQ: How can I use **voice and word choice** to write a convincing paragraph?

Objective: I can use details to write a persuasive paragraph convincing someone to agree with my opinion.

Writers put sentences together to make a paragraph. A paragraph has two parts: a topic sentence and body sentences. In a persuasive paragraph, you try to **convince someone to agree with you**.



Toolkit for Persuasive Paragraph:

Step 1: Write your opinion in the topic sentence.

Step 2: Write facts and details to support your opinion

Step 3: Use convincing words and strong ideas!

Topic: Should junk food commercials be banned from kids' TV?

Indent →

Junk food commercials **should be** banned from kids' TV. Kids see food advertisements every day, mostly for fast food and sugary, fatty snacks while watching their favorite TV show. These commercials are designed to tease kids so much that they nag their mom or dad until they buy the food they see advertised. Kids who watch junk food commercials are more likely to eat junk food and become less healthy. So, let's get our kids healthier, and ban those junk food commercials!

Name: _____
BCCS-B

Week 7 Day 4 Date: _____
Harvard Yale Princeton

Teacher's Turn:



Toolkit:

Step 1: Write your opinion in the topic sentence.

Step 2: Write facts and details to support your opinion

Step 3: Use convincing words and strong ideas!

Which college is the best at Brighter Choice, Princeton, Harvard, or Yale?

Topic Sentence: _____.

- _____
- _____
- _____

Paragraph:

Name: _____
BCCS-B

Week 7 Day 4 Date: _____
Harvard Yale Princeton



Toolkit:

Our Turn:

Step 1: Write your opinion in the topic sentence.

Step 2: Write facts and details to support your opinion

Step 3: Use convincing words and strong ideas!

Are school uniforms a good idea?

Topic Sentence: _____.

- _____
- _____
- _____

Paragraph:

Name: _____
BCCS-B

Week 7 Day 4 Date: _____
Harvard Yale Princeton

YOUR TURN



Toolkit:

Step 1: Write your opinion in the topic sentence.

Step 2: Write facts and details to support your opinion

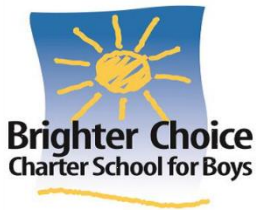
Step 3: Use convincing words and strong ideas!

Should boys at Brighter Choice be able to earn free homework passes?

Topic Sentence: _____.

- _____
- _____
- _____

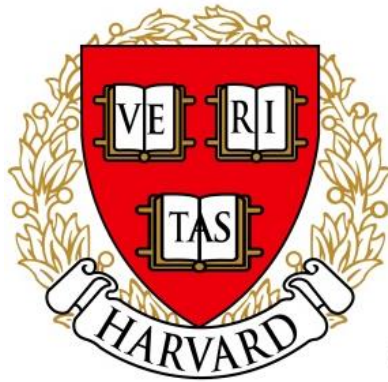
Paragraph:



Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 8



Dear Educator,

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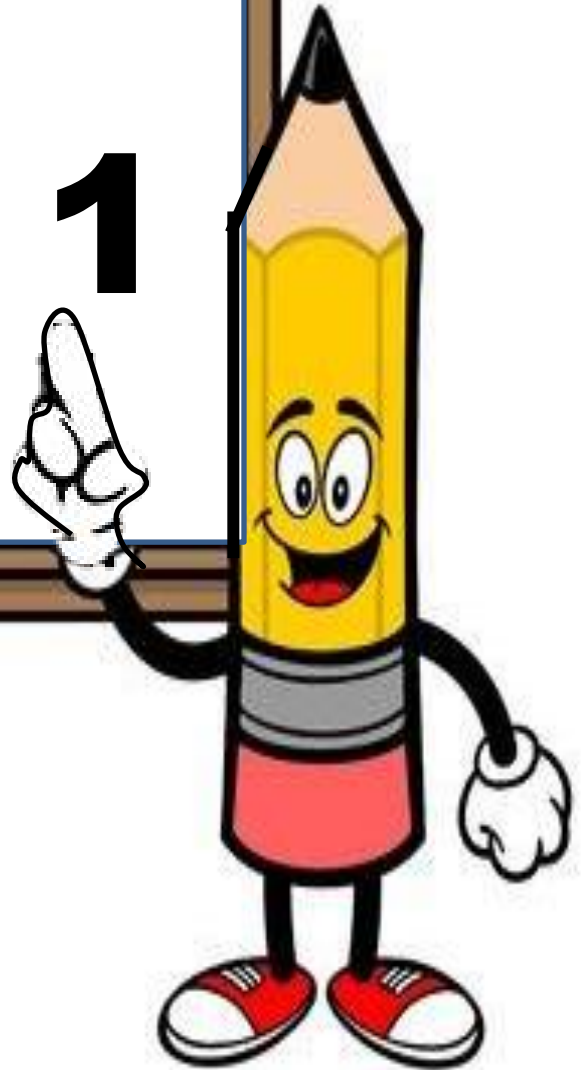
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

LEQ: How does the **subject** add to the meaning of a sentence?

Objective: I can identify the subject of the sentence by circling it in a sentence.

Grammar Rule

Subjects

A sentence has two parts: the **subject** and the predicate.

- The **subject** tells who or what the sentence is about.
- A **subject** can be one word or more than one word.
- The **subject** is usually the first part of the sentence.

Examples:

Penguins swim. (Penguins is the subject because it tells whom the subject is about.)

Tired penguins swim in the ocean. (Tired penguins is the subject because it tells whom the subject is about.)

Name: _____
BCCS-B

Week 8 Day 1 Date: _____
Harvard Yale Princeton

Practice with Rules

Teacher Turn:

1. The city is my habitat.
2. The streets are busy.

Our Turn:

3. Trees lose their leaves.
4. Large buses stop at the corner.
5. The large deer crossed my yard.
6. Scholars work hard in the classroom.

Your Turn:

7. People rush by quickly.
8. Some girls are playing on the playground.
9. Tiny babies cry when they are hungry.
10. Big and little dogs love to chew on bones.

A sentence has two parts: the **subject** and the predicate.

- The **subject** tells who or what the sentence is about.
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- The **subject** is usually the first part of the sentence.

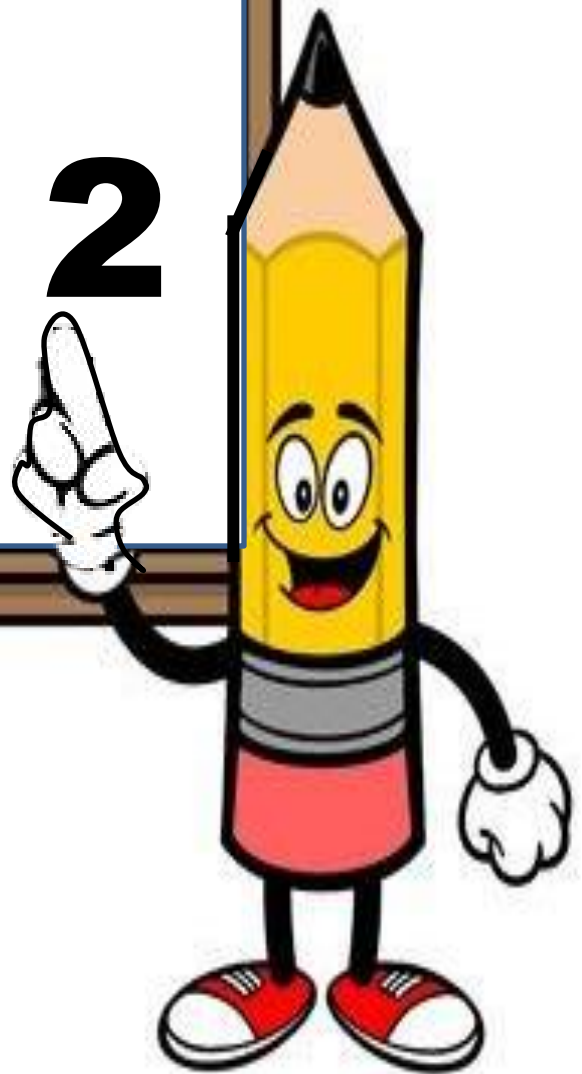
Examples:

Penguins swim. (Penguins is the subject because it tells whom the subject is about.)

Tired penguins swim in the ocean. (Penguins is the subject because it tells whom the subject is about.)



Day # 2



Problem Solving/Showing Understanding of the Rules

LEQ: How does the **subject** add to the meaning of a sentence?

Objective: I can write a subject to complete a sentence.

Teacher Turn:

1. _____ hopped into the water.
2. _____ was bright and warm.

Our Turn:

3. _____ buzzed near the flowers.
4. _____ is orange and black.
5. _____ drifted across the sky.

Your Turn:

6. _____ kept us cool.
7. _____ grew on the trees.
8. _____ worked hard at their grammar.

A sentence has two parts: the **subject** and the predicate.

- The **subject** tells who or what the sentence is about.
- A **subject** can be one word or more than one word.
- The **subject** is usually the first part of the sentence.

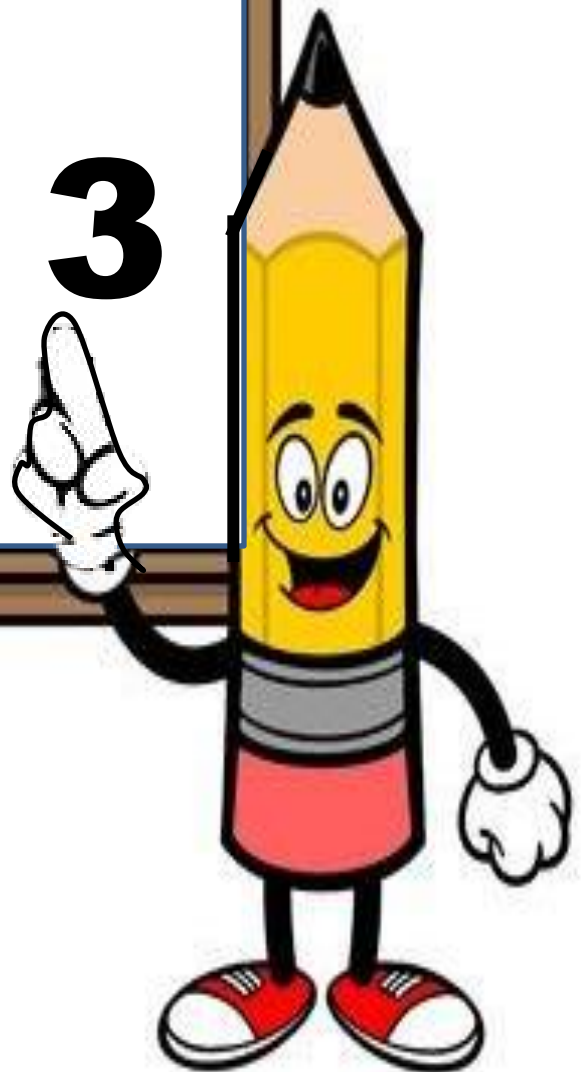
Examples:

Penguins swim. (Penguins is the subject because it tells whom the subject is about.)

Tired penguins swim in the ocean. (Penguins is the subject because it tells whom the subject is about.)



Day # 3



Name: _____
BCCS-B

Week 8 Day 3 Date: _____
Harvard Yale Princeton

Application of Rules to Writing

LEQ: How does the **subject** add to the meaning of a sentence?

Objective: I can read a paragraph and circle each subject.

Directions: Read the paragraph. Underline each subject.

Bicycle camping is a special kind of camping. It combines two different activities, biking and camping. You carry everything on your bike.

Bike camping gives you an incredible sense of freedom. You get rid of that heavy backpack! Of course, you will need some special equipment. First, a bike is necessary. Any kind will do. But you will need a rack for your panniers. Panniers are cloth packs.

They attach to the front and back of your bike. The panniers ride low to the ground. Ordinary camping gear is fine for bike camping. You can use your tent, sleeping bag, and cook it. And you should always wear your bike helmet.

A sentence has two parts: the **subject** and the predicate.

- The **subject** tells who or what the sentence is about.
- A **subject** can be one word or more than one word.
- The **subject** is usually the first part of the sentence.

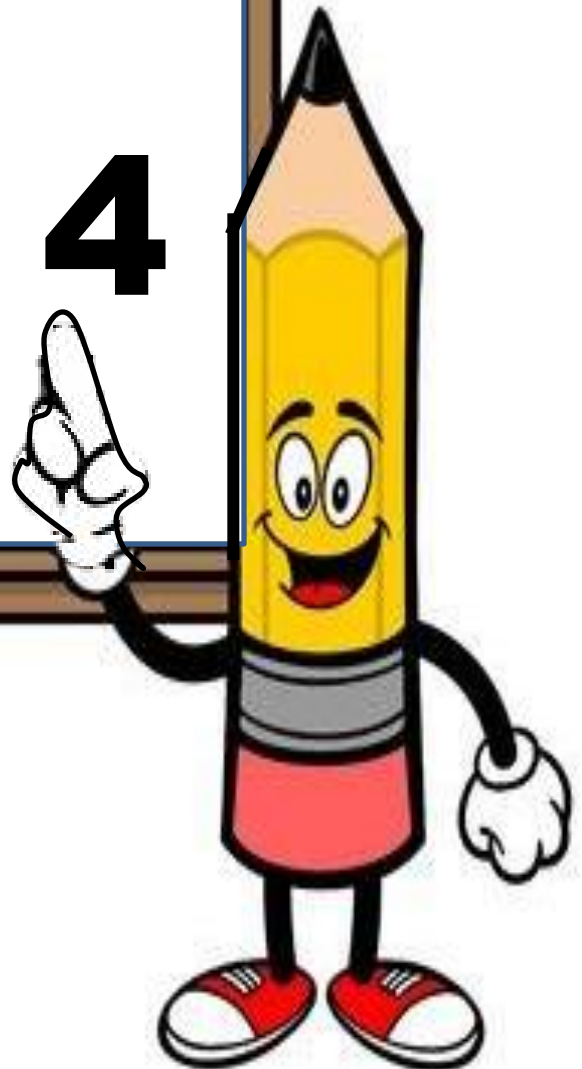
Examples:

Penguins swim. (Penguins is the subject because it tells whom the subject is about.)

Tired penguins swim in the ocean. (Penguins is the subject because it tells whom the subject is about.)



Day # 4



Name: _____
BCCS-B

Week 8 Day 4 Date: _____
Harvard Yale Princeton

Your Turn:

1. Log onto google classroom
2. Click on Princeton Writing
3. Click on the Grammar assignment on the stream
4. Complete the GRAMMAR QUIZ and submit it

Writing Homework

1. Log onto google classroom
2. Click on Princeton Writing
3. Click on the WRITING HOMEWORK assignment on the stream
4. Complete the WRITING HOMEWORK and submit it