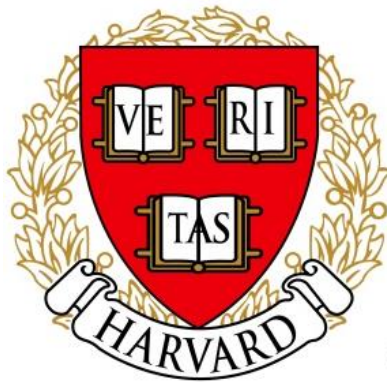




Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 11



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.

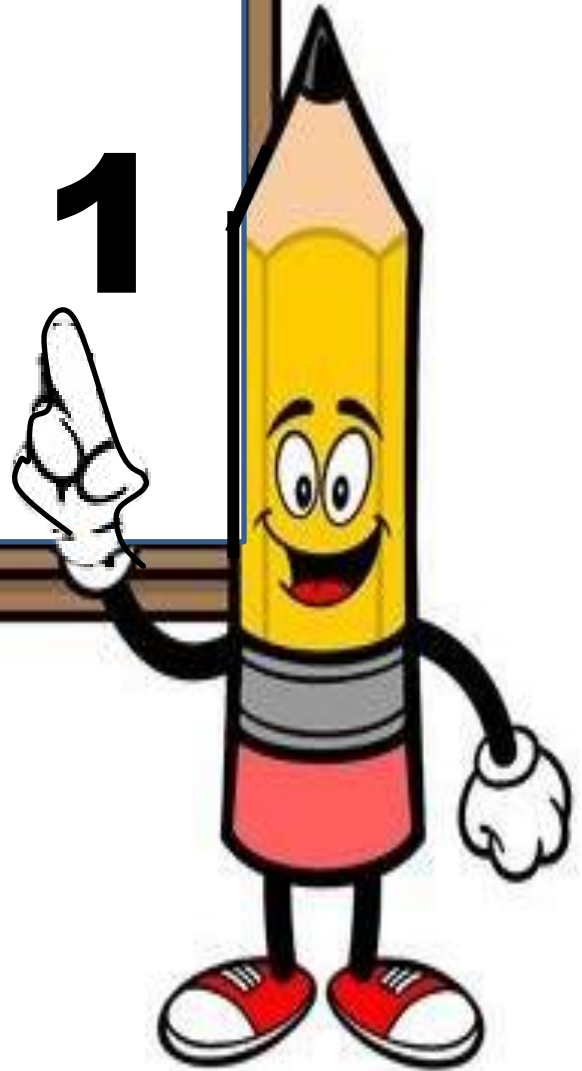
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 11 Day 1 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 not get a pet cat. (Dog POV)

Teacher Turn:

Do not get a pet dog or you will regret it. First, dogs are loud and bark too much at everything. They will wake you up with their noise. Snore, snore, snore...that is the sound of you being tired. Second, you have to spend a lot of your time training a dog and bringing it outside. Boring! With a cat, you only need a litter box and do not need to walk out in the cold for potty time. Ahhh so warm! Finally, cats are cleaner than dogs. Dogs need to be bathed when they stink, which is all the time. With a cat you never have to fight to give it a bath because it licks itself to keep it clean. I advise that you do not get a cat.

What is the opinion?

The opinion is

What are the three details?

1. _____

2. _____

3. _____

Name: _____
BCCS-B

Week 11 Day 1 Date: _____
Harvard Yale Princeton

Our Turn:

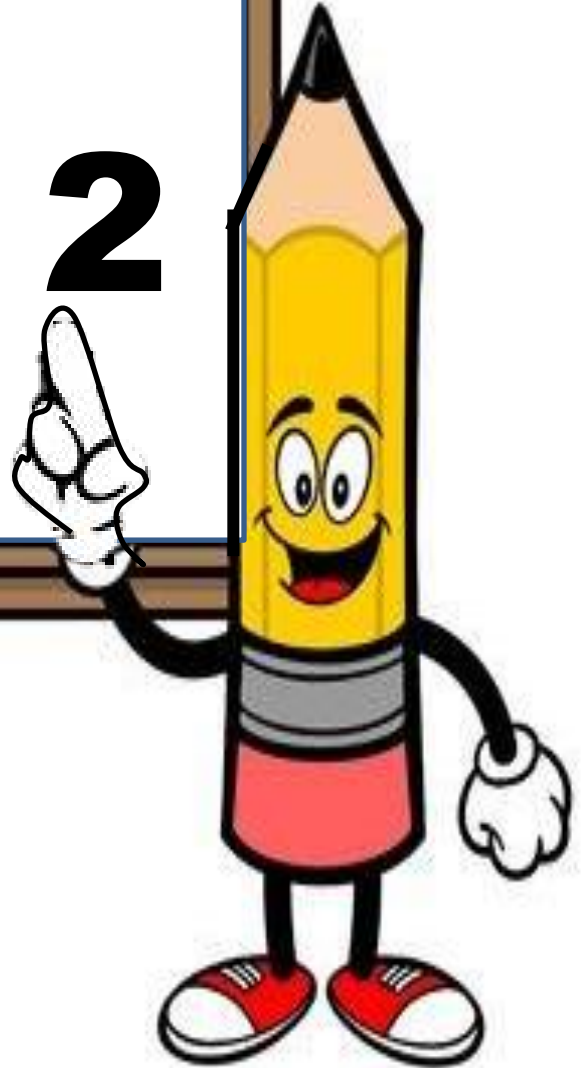
Write an opinion on not getting a cat from a dog's point of view. What is the opinion?

What are the three details about not getting a cat?

1. _____
2. _____
3. _____



Day # 2



Name: _____
BCCS-B

Week 11 Day 2 Date: _____
Harvard Yale Princeton

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

Objective: I can independently use details to write a persuasive paragraph convincing someone to not eat turkey.

Your Turn:

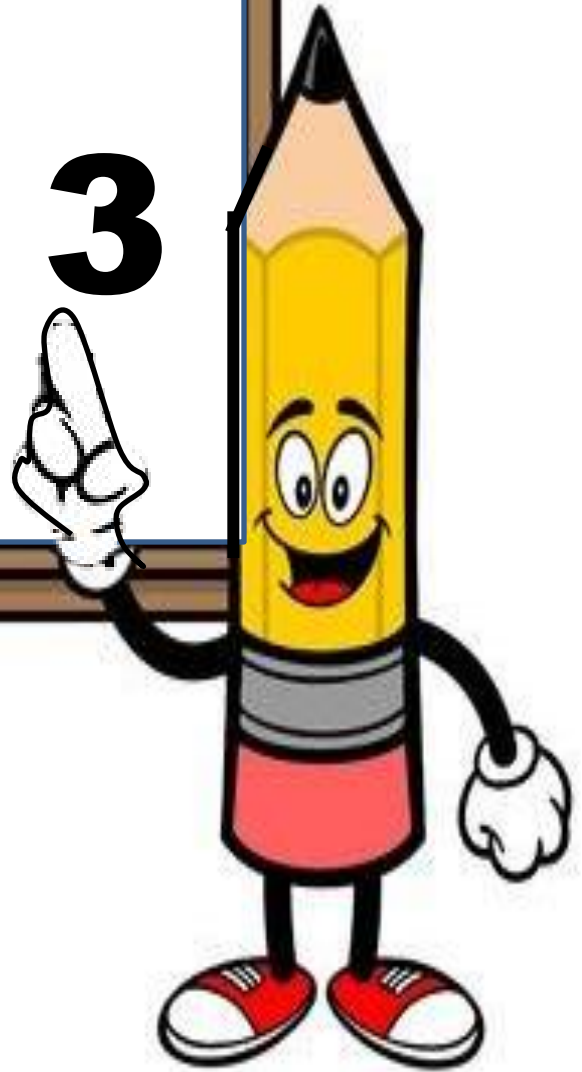
Write an opinion on not getting eating a turkey from the Turkey's point of view.
What is the opinion?

What are the three details about not eating a turkey?

1. _____
2. _____
3. _____



Day # 3



Name: _____
BCCS-B

Week 11 Day 3 Date: _____
Harvard Yale Princeton

LEQ: How can I create a mental picture by writing with details?

Objective: I can use details to write an informational paragraph about a day in the life of a dog.

Teacher Model:

Cat's Diary

Day 983 of My Captivity

My captors continue to taunt me with bizarre little dangling objects. They dine lavishly on fresh meat, while the other inmates and I are fed hash or some sort of dry nuggets. Although I make my contempt for the rations perfectly clear, I nevertheless must eat something in order to keep up my strength.

The only thing that keeps me going is my dream of escape. In an attempt to disgust them, I once again vomit on the carpet. Today I decapitated a mouse and dropped its headless body at their feet. I had hoped this would strike fear into their hearts, since this clearly demonstrates my capabilities. However, they merely made condescending comments about what a "good little hunter" I am. Bastards!

There was some sort of assembly of their accomplices tonight. I was placed in solitary confinement for the duration of the event. However, I could hear the noises and smell the food. I overheard that my confinement was due to the power of "allergies." I must learn what this means, and how to use it to my advantage.

Today I was almost successful in an attempt to assassinate one of my tormentors by weaving around his feet as he was walking. I must try this again tomorrow, but at the top of the stairs.

I am convinced that the other prisoners here are flunkies and snitches. The dog receives special privileges. He is regularly released, and seems to be more than willing to return. He is obviously retarded. The bird must be an informant. I observe him communicating with the guards regularly. I am certain that he reports my every move. My captors have arranged protective custody for him in an elevated cell, so he is safe . . . for now.

Name: _____
BCCS-B

Week 11 Day 3 Date: _____
Harvard Yale Princeton

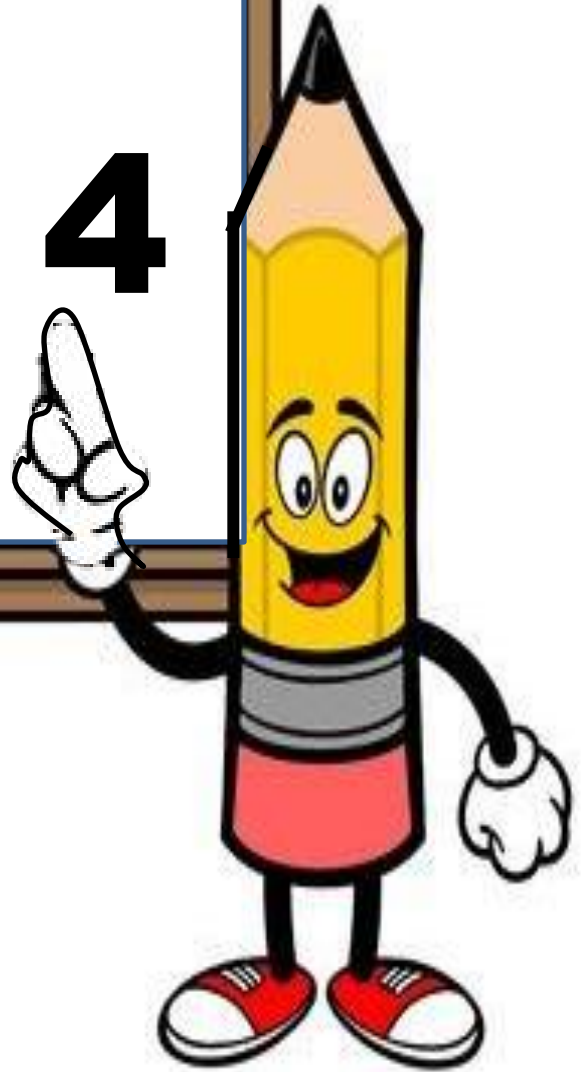
Our Turn:

What does a dog do during the day?

Dog's Diary



Day # 4



Name: _____
BCCS-B

Week 11 Day 4 Date: _____
Harvard Yale Princeton

LEQ: How can I create a mental picture by writing with details?

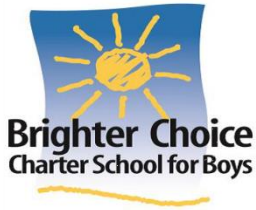
Objective I can use details to write an informational paragraph about a day in the life of a turkey.

What does a turkey do during the day?

During the day you can find a turkey

Turkey's Diary

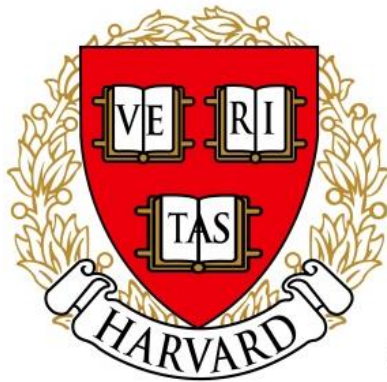
Dear Diary Today I walked along the edge of the woods and ate some bugs.



Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 12



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.

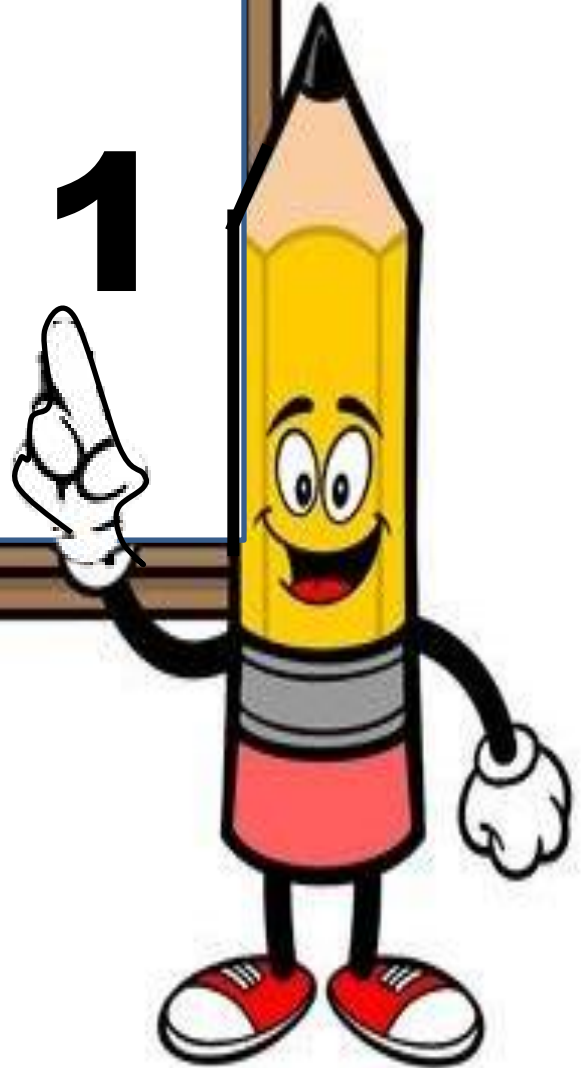
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 12 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 12 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.
- A **subject** can be one word or more than one word.
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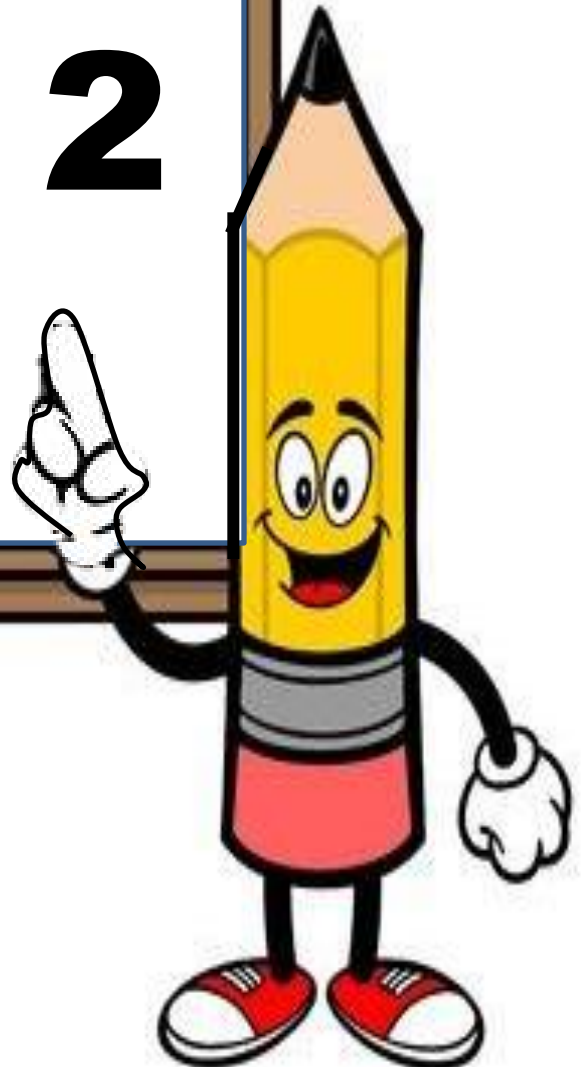
Examples:

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.

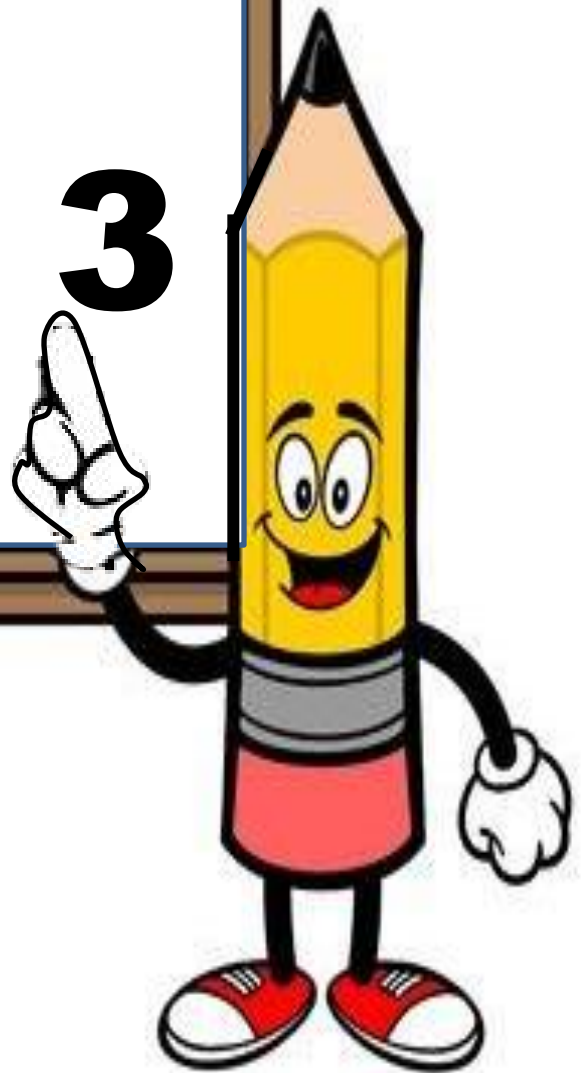
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Tired penguins swim in the ocean. (Penguins is the subject because it tells whom the subject is about.)



Day # 3



Name: _____
BCCS-B

Week 12 Day 3
Harvard

Date: _____
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.

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.)

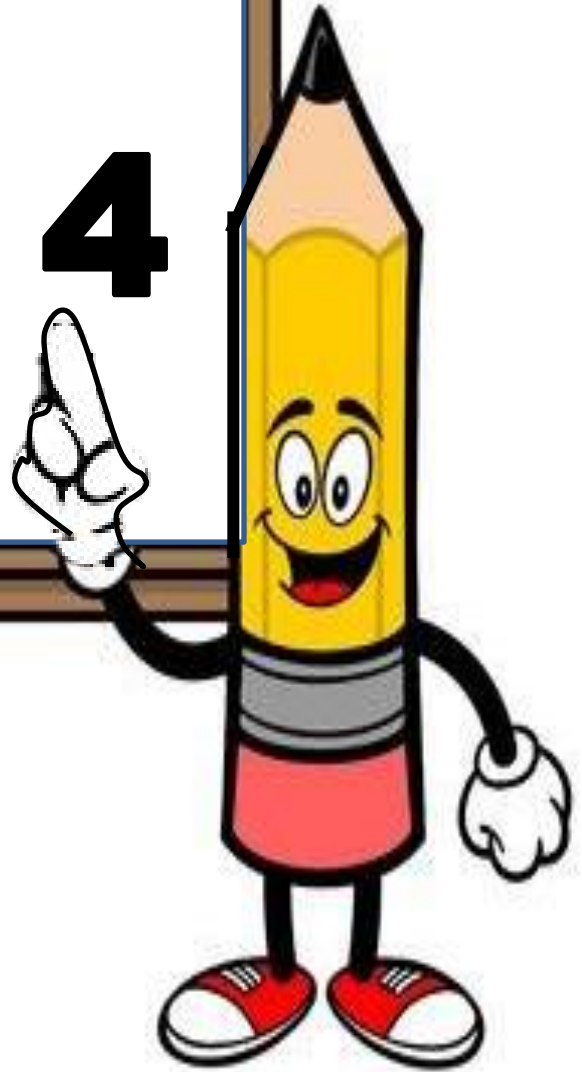
Bicycle camping is a special kind of camping. It combines two different activities, biking and camping. You carry everything on your bike.

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.



Day # 4



Name: _____
BCCS-B

Week 12 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