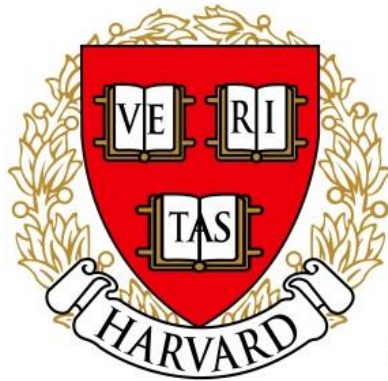




Name \_\_\_\_\_

# 3<sup>rd</sup> Grade Modified ELA Remote Learning Packet

## Week 20



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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.

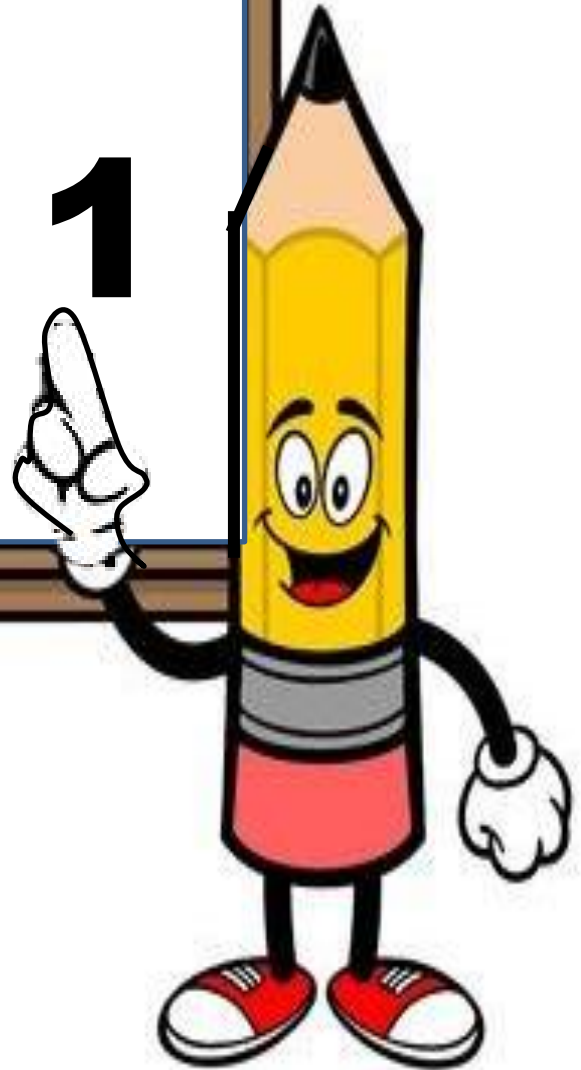
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(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://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 20 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

Our Learning for today:



**LEQ: How did Martin Luther King Jr. help pave the way for equality for all people?**

**Objective: I can identify and explain content specific vocabulary words.**

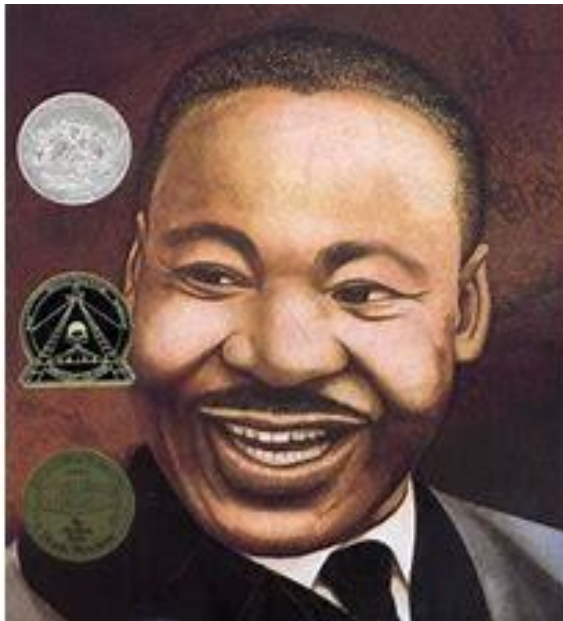
# Vocabulary Guided Notes

1. **Speech:** To \_\_\_\_\_ directly to a group of \_\_\_\_\_ about a certain topic.
2. **Peace:** To not involve \_\_\_\_\_
3. **Love:** Strong \_\_\_\_\_ or feelings of \_\_\_\_\_ towards another person.
4. **Equality:** To treat all \_\_\_\_\_ with \_\_\_\_\_
5. **Separate:** To not be \_\_\_\_\_
6. **Rights:** Things all \_\_\_\_\_ should have to live an \_\_\_\_\_ and happy life.
7. **Segregation:** The act of separating a specific \_\_\_\_\_, class, or \_\_\_\_\_ of people from the rest of society.
8. **Nobel Peace Prize:** The most respected award given to a \_\_\_\_\_ who has worked to bring \_\_\_\_\_ to groups of \_\_\_\_\_ anywhere in the world.

# Explicit Instruction

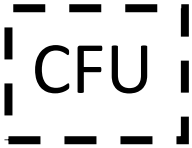
## 1<sup>st</sup> Read of *Martins Big Words*

**Martin Luther King Jr. grew up in a time and a place in our history where you were judged and treated poorly because of the color of your skin. People used their words and their actions to hurt Martin Luther King Jr. and other people of color. Martin decided to use his words to fight back for equal rights for all people of color. Growing up, Martin would see signs saying “WHITES ONLY” and he would remember what his mother always said which is “You are as good as anyone”.**



Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 1 Date: \_\_\_\_\_  
Harvard      Yale      Princeton



Directions: Draw a picture of each word to represent the definition.

<p>Vocab Flash Cards</p> <p>Directions: Draw a picture of each word to help you remember it. Then cut out the squares. Tell a partner what each word means.</p>	<p>speech</p>
<p>peace</p>	<p>love</p>
<p>equality</p>	<p>Martin Luther King Jr.</p> <p style="text-align: right;"><small>7 ©Emily Barnes 2015</small></p>

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Application Activity

Directions: Draw a picture of each word to represent the definition.

<p>Vocab Flash Cards</p> <p>Directions: Draw a picture of each word to help you remember it. Then cut out the squares. Tell a partner what each word means.</p>	<p>separate</p>
<p>together</p>	<p>rights</p>
<p>segregation</p>	<p>Nobel Peace Prize</p>

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Exit Ticket

**Directions: Using at least 2 vocabulary words, explain what Martin Luther King Jr. fought for in our history. Use the definitions previously given to help you.**

---

Martin Luther King Jr. fought for

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ame: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



**FIVE FAB FACTS**

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

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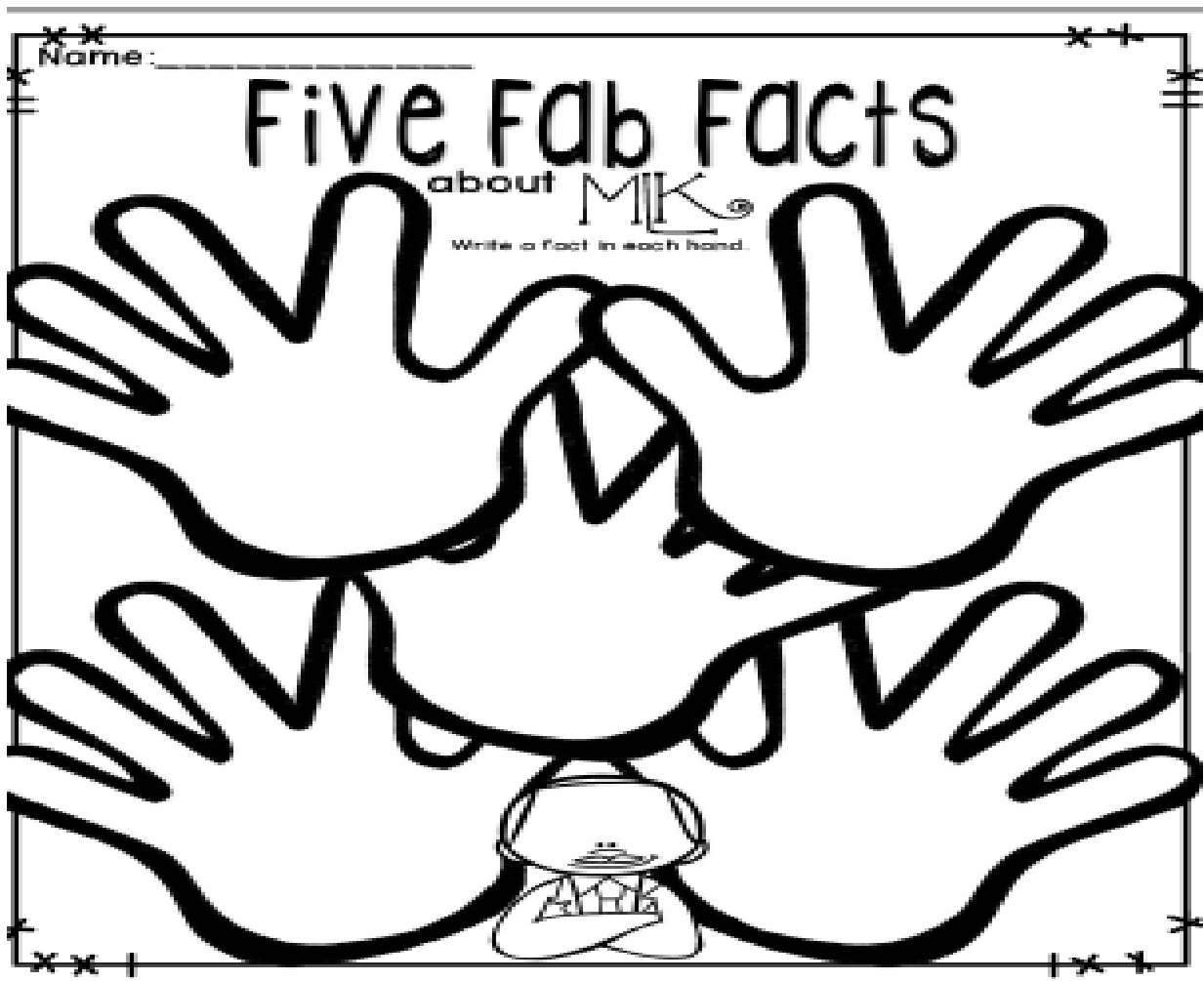
Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

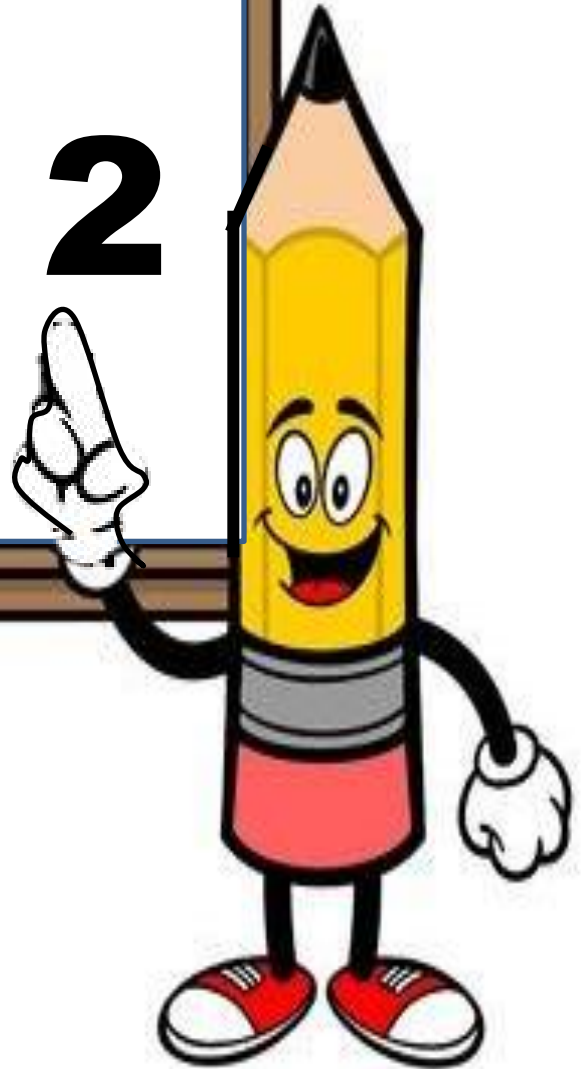
# Your Turn

**Directions:** Using your vocabulary words from today's lesson and your prior knowledge of today's story, write 5 facts about Dr. Martin Luther King Jr.'s life. If you need assistance with remembering facts please use the provided story link on google classroom.





# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

Our Learning for today:



L, E, A, R, N, I, N, G

**LEQ:** How can sequencing events help me better understand the text?

**Objective:** I can determine the sequence of events as they relate to our history.

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

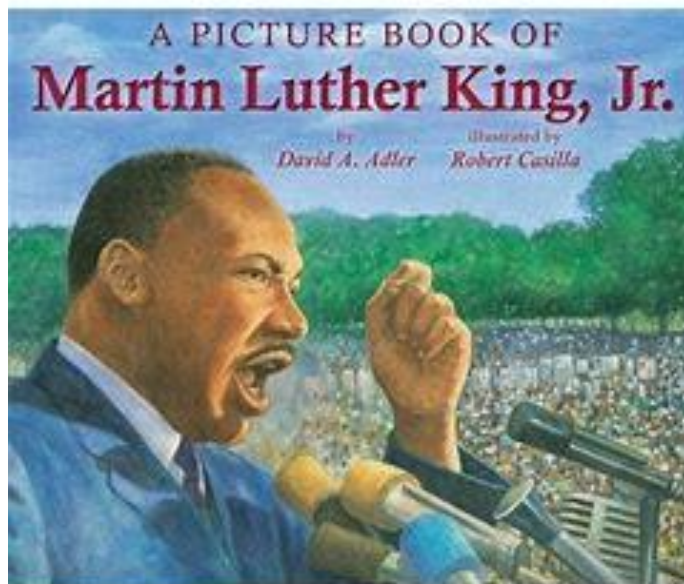
# Vocabulary Guided Notes

1. **Sequencing:** To put things in \_\_\_\_\_ in which they occur.
2. **Protests:** An \_\_\_\_\_ where people \_\_\_\_\_ to show their disapproval for something.
3. **Boycott:** Joining \_\_\_\_\_ in \_\_\_\_\_ something or someone to \_\_\_\_\_ changes.

# Explicit Instruction

1<sup>st</sup> Read

*A Picture Book of Martin Luther King Jr.* is written by David A. Adler and illustrated by Robert Casilla.



Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



Directions: In the blank space below, use your knowledge of Martin Luther King Jr. and his life to create a timeline to sequence events in his life.

**First**

**Next**

**Then**

A large, empty rectangular box with a solid black border, intended for writing the first event in the timeline.A large, empty rectangular box with a solid black border, intended for writing the next event in the timeline.A large, empty rectangular box with a solid black border, intended for writing the third event in the timeline.

**After**

**Finally**

A large, empty rectangular box with a solid black border, intended for writing the event that occurs after the previous three.A large, empty rectangular box with a solid black border, intended for writing the final event in the timeline.

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

## Application Activity

Directions: Read the sentences below. Each sentence is an event that Martin Luther King, Jr. lived through. Sequence the events in the order that they occurred. The first one has been given to you. Use the words **first for the 1<sup>st</sup> event, next for the 2<sup>nd</sup> event, then for the 3<sup>rd</sup> event and finally for the 4<sup>th</sup> event.**



<b>First</b>	Dr. King was born in Georgia on January 15 <sup>th</sup> 1929
	Dr. King receives the Nobel Peace Prize in 1964
	Dr. King leads the Montgomery Bus Boycott in 1955
	Dr. King gives his famous “I Have a Dream” speech during the March on Washington in 1963.

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Sequence the events of Dr. Martin Luther King Jr. and his life in order. Use the words **first for the 1<sup>st</sup>** event, **next for the 2<sup>nd</sup>** event, **then for the 3<sup>rd</sup>** event and **finally for the 4<sup>th</sup>** event.

First	Dr. King attends Morehouse college in September of 1944.
	Dr. Dr. King is shot and killed on April 4 <sup>th</sup> 1968
	Dr. King leads the Montgomery Bus Boycott in 1955
	Alabama declares that their laws separating blacks and whites unfair and unconstitutional in 1955, ending the bus boycotts.

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



**SEQUENCING**

- Putting things in order
- The order of events in a story

First • Next • Then • Finally

↓  
↓  
↓  
↓

or □ → □ → □

**GLUE WORDS**

<b>B</b>	<b>M</b>	<b>E</b>
first initially to begin in the beginning before as soon as	next then later after that meanwhile also	finally afterward eventually in conclusion last all in all

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

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Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

Name \_\_\_\_\_

Skill: Sequencing

Read the sentences below.

Then Sarah brought Hunter home.

As Sarah walked down the street, a big dog ran toward her.

Then Sarah realized that she knew the dog.

Sarah hugged Hunter when he got to her.

Her face turned white with fear.

Its name was Hunter.



Rewrite the sentences in the correct order.

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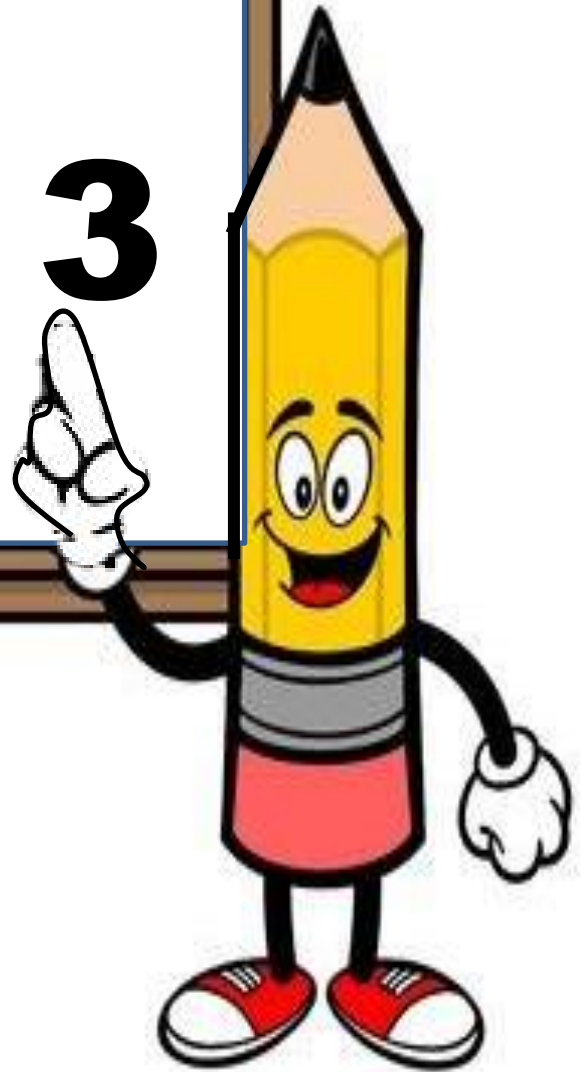
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**Day # 3**



Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

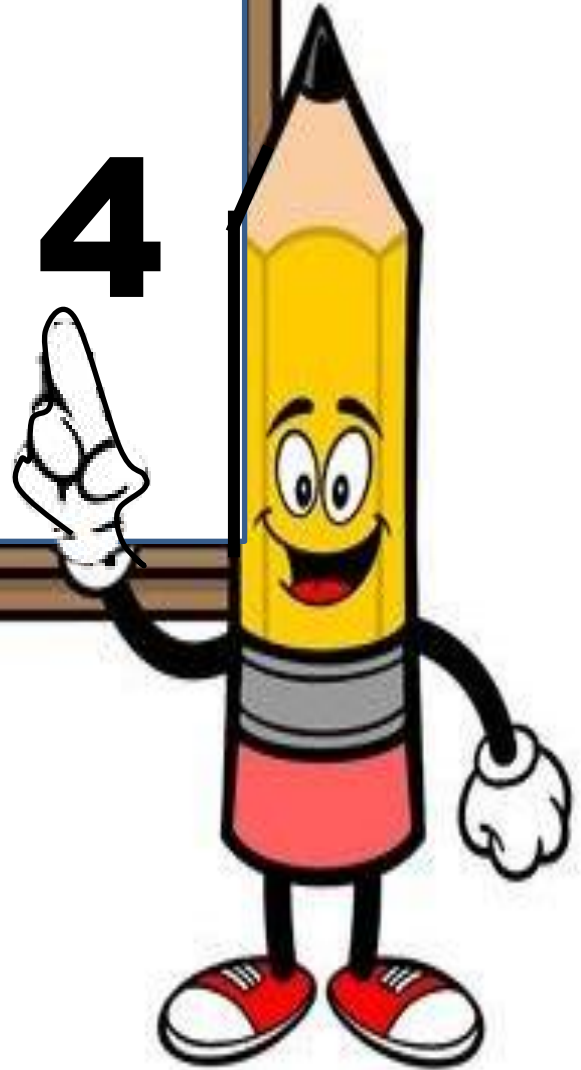


L, E, A, R, N, I, N, G

## ELA SPA #3



**Day # 4**



Name: \_\_\_\_\_  
BCCS-B

Week 20 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



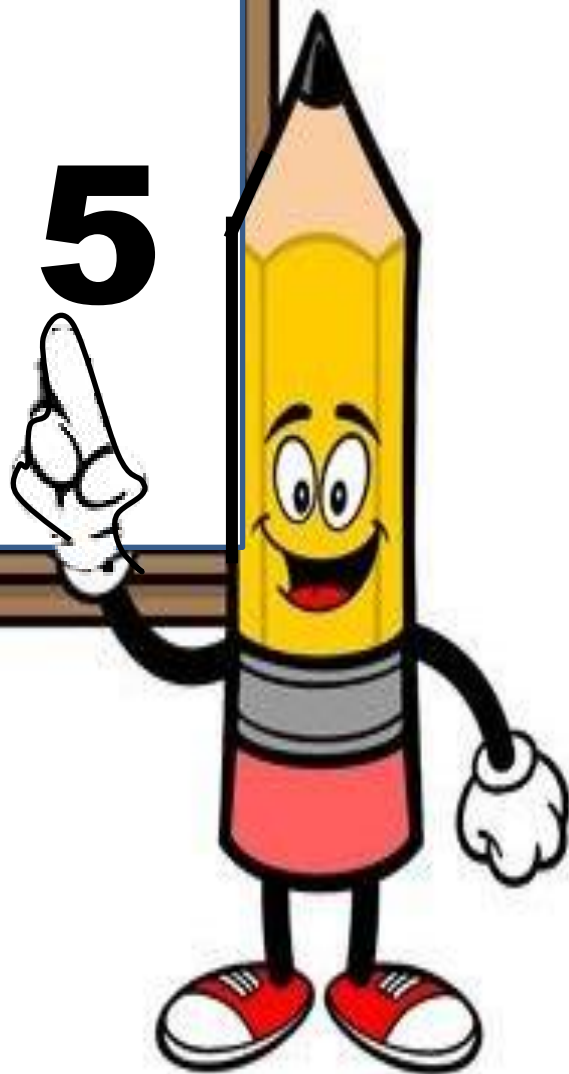
L, E, A, R, N, I, N, G

## ELA SPA #3





**Day # 5**



Name: \_\_\_\_\_  
BCCS-B

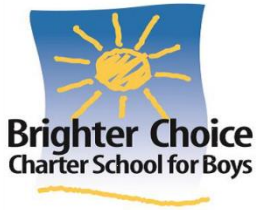
Week 20 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



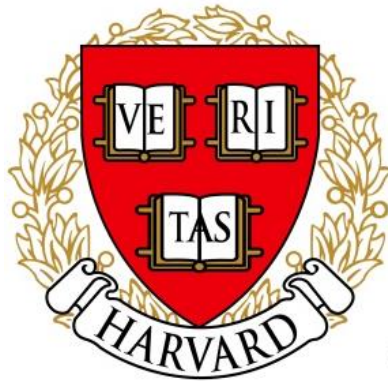
## ELA SPA #3 Review



Name \_\_\_\_\_

# 3<sup>rd</sup> Grade Modified ELA Remote Learning Packet

## Week 21



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.

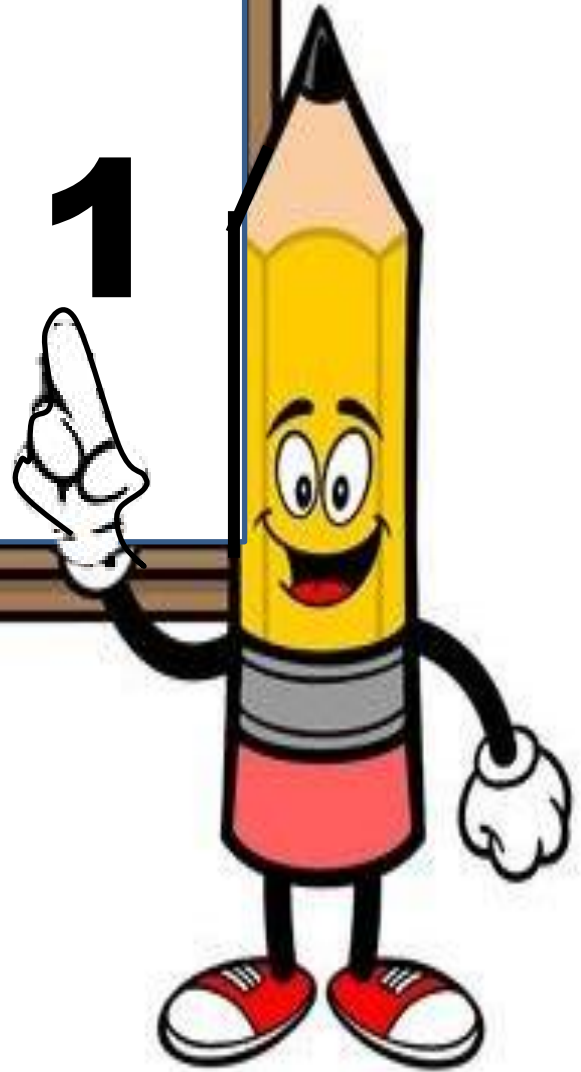
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\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://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 21 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# ELA Packet

Our Learning for today:



**LEQ: How can having a dream help change your future?**

:

***Objective:* I can answer targeted questions about Martin Luther King Jr's life that in order to understand the purpose of his dream.**

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Vocabulary Guided Notes

**Courage:** A feeling of being \_\_\_\_\_

**Dream:** A \_\_\_\_\_ or a \_\_\_\_\_ that a person has.

**Persistence:** To \_\_\_\_\_ with a task that may be \_\_\_\_\_ and to  
not \_\_\_\_\_ up.

# CFU/Application Activity

Directions: On the following page complete the poster about Dr. Martin Luther King Jr.

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

**Dr. Martin Luther King, Jr.**

Important life events...

--	--	--

portrait

His dream for America...

Copyright © 2011 Curriculum Labs

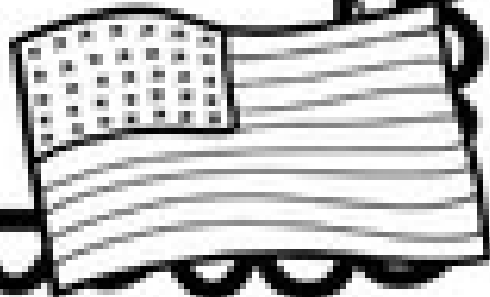
Name: \_\_\_\_\_

# Dr. Martin Luther King, Jr.

Important life events...



His dream for America...





Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Exit Ticket

Directions: Using your vocabulary words, tell on the lines below what Martin Luther King Jr's. dream was and how he achieved it.

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Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton



# ELA Homework

Our Toolkit for the day



**making inferences**

Using clues to figure out what the author's **NOT** saying

 + 

clues from the book      what we already know

"I think..."  
"I predict..."  
"My guess is..."  
"Maybe..."

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Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Your Turn

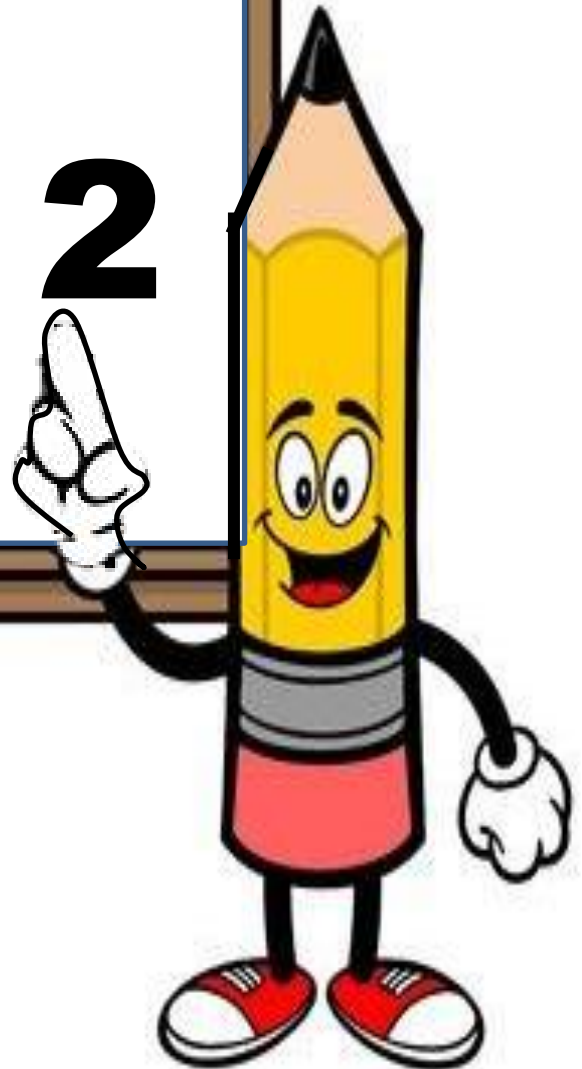
## Making Inferences Courageous Leaders Part 1

Directions: Complete the chart by either writing a quote from the text or an inference you can make.

The text states . .	This most likely means . . .
<p>"In 1955, an African American woman by the _____</p> <p>name of Rosa Parks disobeyed a bus driver who _____</p> <p>ordered her to give her seat to a white passenger." _____</p>	<p>What can you infer about Parks's personality?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>"As a result, he was arrested and jailed, his home _____</p> <p>was bombed . . . None of this stopped him from _____</p> <p>continuing with his nonviolent protest." _____</p>	<p>What can you infer about King's personality?</p> <p>_____</p> <p>_____</p> <p>_____</p>



# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ: How can we be a positive change in this world?**

**Objective: I can identify and explain the change that Martin Luther King Jr. fought for using a writing response.**

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Vocabulary Guided Notes

Change: To want to make something \_\_\_\_\_

Goal: What a person wants to \_\_\_\_\_

CFU

Directions: On the lines below write a RACES response telling what Dr. Martin Luther King Jr.'s goal was in his life.

R – Restate the question (I will tell)

A – Answer the question

C – Cite Evidence (Two pieces of evidence are)

E – Explain (This shows)

S – Sum it up (Now you know)







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Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

**Circle** the multiple choice response that best describes what Dr. Martin Luther King. Jr fought for.

- A. Dr. Martin Luther King Jr. fought for women's rights,
- B. Dr. Martin Luther King Jr. fought for animal rights.
- C. Dr. Martin Luther King Jr. fought for civil rights.
- D. Dr. Martin Luther King Jr. fought for equal pay.

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

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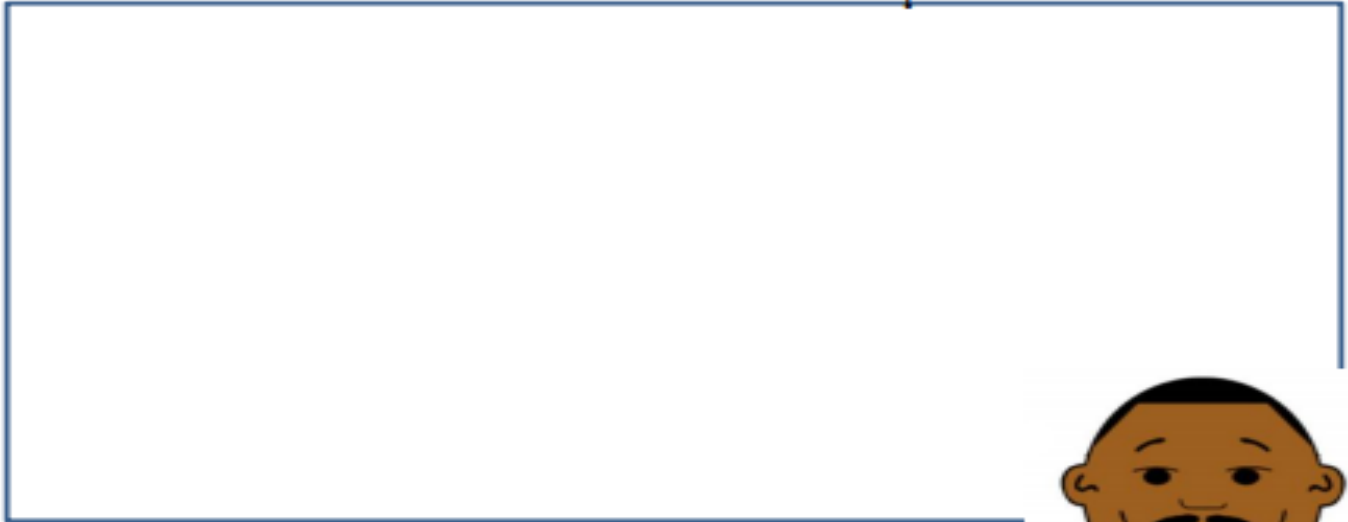
Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

## I Have a Dream...

*Draw a picture of a dream that you have that would make our world a better place.*



*Write about your dream!!*



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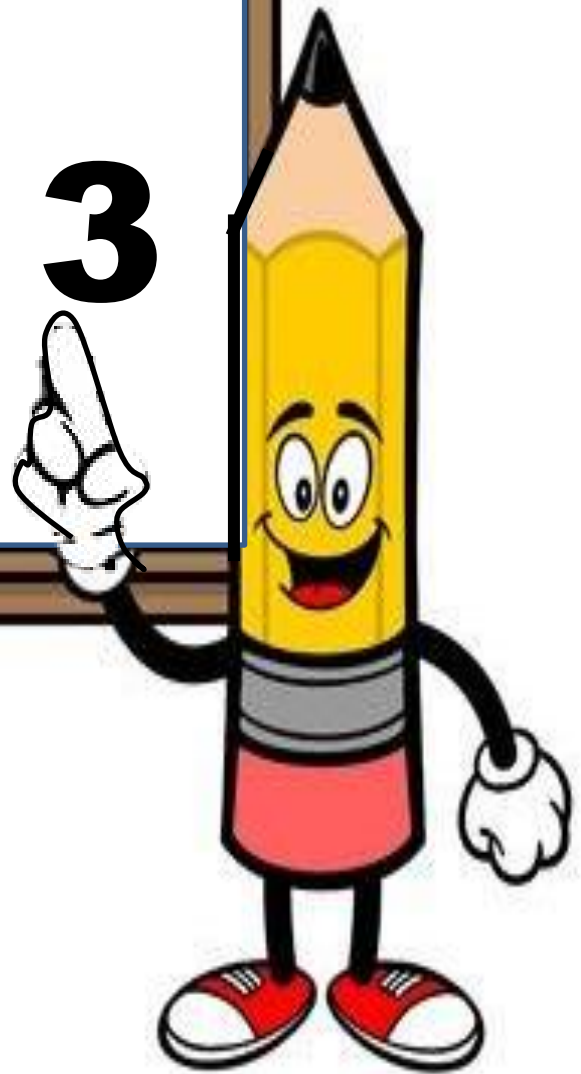
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# Day # 3



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ: How can my writing response show my knowledge of Martin Luther King Jr?**

**Objective: I can complete a writing response to show my knowledge of Martin Luther King Jr.**

Our Toolkit for the day



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# CFU/Application Activity

Directions: On the next page rewrite your RACES response from the previous lesson. This is to be the final draft for your project. Use the model to create the project on your own when you have finished your project.

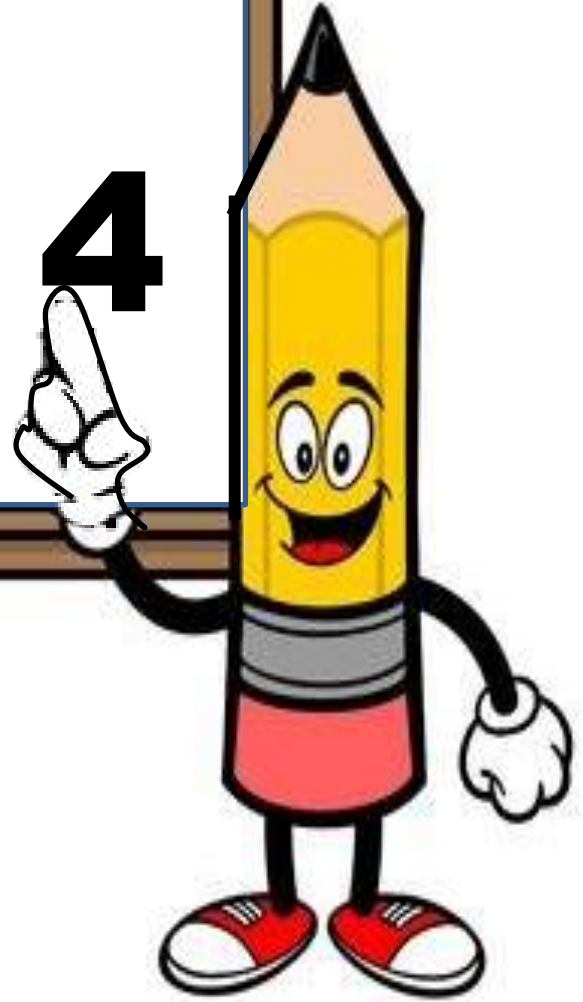








**Day # 4**



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ: How can we use  
character traits to describe a  
person in our history?**

**Objective: I can use  
character traits to describe  
and explain who Rosa Parks  
was.**

# Explicit Instruction



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# CFU/ Application Activity

Directions: Fill in the other half of the chart with words to represent Rosa Park's character traits. WHY are we using these words to describe Rosa Parks? Color and decorate the picture when finished.

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

## Character Traits of Rosa Parks

The image shows a large, simple outline of a person's body. Ten empty rectangular boxes are placed around the outline, with lines connecting them to various parts of the body: the head, shoulders, arms, and legs. This is a template for students to write character traits and explain why they are used to describe Rosa Parks.

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22

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Exit Ticket

Directions: Circle the words that **DO NOT** best describe Rosa Parks.

1. Scared
2. Evil
3. Brave
4. Hardworking
5. Mean
6. Brave
7. Courageous
8. Jealous
9. Disrespectful
10. Selfish

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



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Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn



## DESCRIBE A CHARACTER Inside & Out!

Choose a character from the story you have read.  
Describe the character's personality traits on the inside of the silhouette  
and their physical traits on the outside.

**Character Name:**  
**Book/Story:**

Physical Traits

Personality Traits

Here are some suggestions to get you started:

### Personality Traits

- What does he like/dislike?
- Is he brave, strong or adventurous?

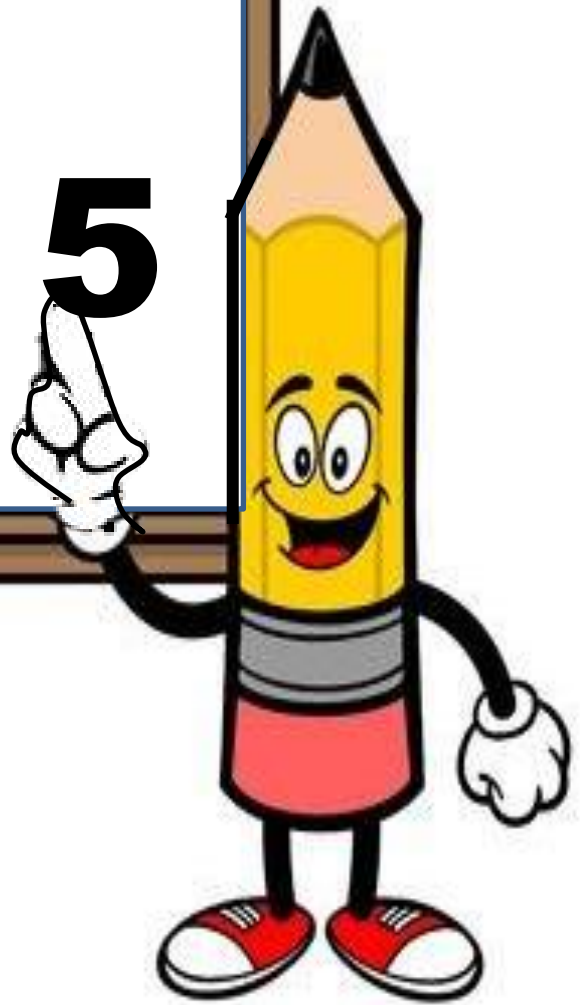
### Physical Traits

- Is he young or old?
- Does anything stand out about him?

What do *you* like best about this character?



**Day # 5**





Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ:** How can using a graphic organizer help me describe a character in a writing response?

*Objective* I can use a graphic organizer to create a writing response describing Rosa Parks

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Vocabulary Guided Notes

**Graphic Organizer:** A \_\_\_\_\_ tool that helps our  
\_\_\_\_\_

**Character Traits:** How we \_\_\_\_\_ a person's \_\_\_\_\_  
and their \_\_\_\_\_.

# Explicit Instruction

Directions: Using a graphic organizer create a RACES response that describes Martin Luther King Jr.



R – Restate the question (I will tell) A – Answer the question C – Cite evidence (Two pieces of evidence are) E – Explain (This shows) S – Sum it up (Now you know)

I will tell how I can describe Dr. Martin Luther King. Jr. Martin Luther King Jr. was persistent and brave. Two examples are he fought for every person to be treated equally and did not stop when it was difficult. This shows that Martin was striving for civil rights for every man, woman and child. Now you know about Martin Luther King Jr.'s traits.

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 5 Date: \_\_\_\_\_  
Harvard          Yale          Princeton



Directions: Using your graphic organizer from yesterday's lesson use a RACES response to describe Rosa Parks.

Brave    smart    powerful  
Kind    hardworking

How would you describe Rosa Parks?

Rosa Park was a black women who

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Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions on the next page, rewrite your rough draft on your final sheet of paper. Then complete the rest of the project using the model provided on this page.

## Rosa Parks WRITING + CRAFT



The illustration shows a stylized drawing of Rosa Parks with dark skin, black hair in a bun with a purple flower, and black-rimmed glasses. She is wearing a purple collared shirt. She is holding a white sign with a purple border. The sign has the name 'Rosa Parks' at the top, followed by several horizontal lines for writing. In the bottom right corner of the sign, there is a small, detailed drawing of Rosa Parks. The entire illustration is set within a dashed-line border.

# Rosa Parks



Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Homework

Our Toolkit for the day



Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

Parent Signature 😊

Name: \_\_\_\_\_  
BCCS-B

Week 21 Day 5 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

# Your Turn

Directions: Think of a person in your life, using the graphic organizer below, describe that person by giving character traits that describes their appearance and personality.

