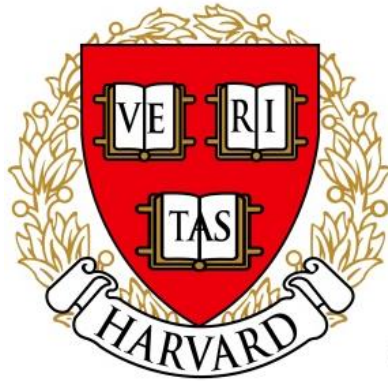




Name _____

3rd Grade Writing Remote Learning Packet

Week 18



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.

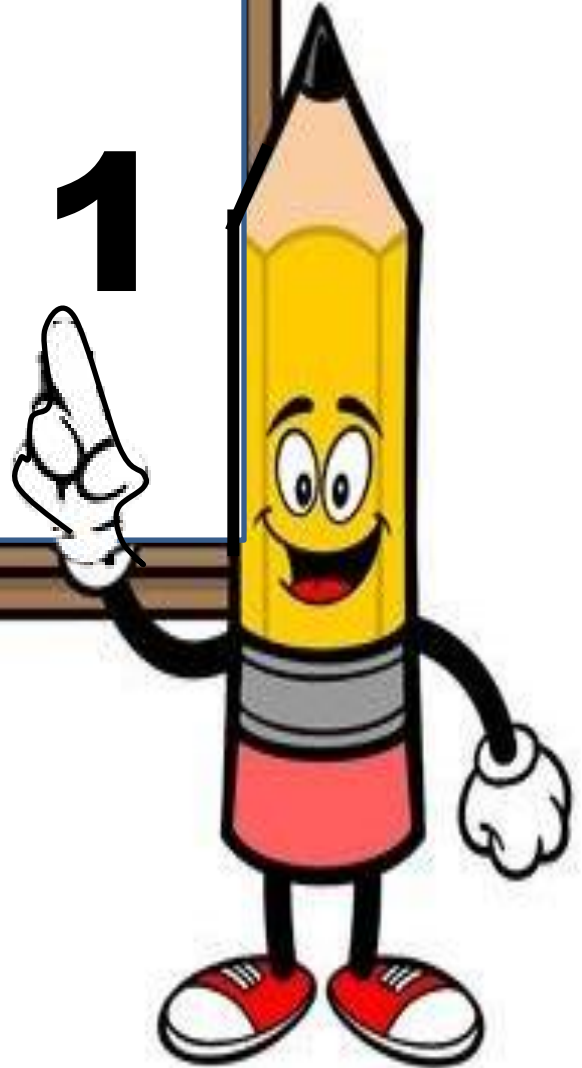
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 18 Day 1 Date: _____
Harvard Yale Princeton

LEQ: How can I analyze the text to make meaning of it?

Objective: I can read the text and make annotations in order to comprehend it.



A Dog for Jenny

“You’re such a cutie!” said Jenny, a third grader, to her German Shepherd puppy, Madison. She snuggled with her little pal, who seemed very excited from all the love she was getting from her new owner.

“Let’s go play catch outside!” Jenny told Madison. Madison, who clearly didn’t understand what Jenny said, went along and followed her anyway. Madison’s tail

was wagging so hard, it nearly bumped into everything she passed! The dog trotted alongside Jenny, and the two looked like they’d never been happier. Jenny continued to pet her as they walked. *She’s such a good girl*, she thought.

The two went into the backyard to throw Madison’s new toy. They managed to play for an entire two hours! In fact, when Jenny’s mom called her inside for dinner, Jenny didn’t realize

how much time had passed. She kept Madison on the deck while she went to eat her favorite meal: her mother’s baked ziti.

Jenny’s family just recently adopted Madison from a shelter in New York City. They were looking to share their home with an adorable puppy. They wanted to choose a dog that needed a home, so they made sure they went to a place where dogs were searching for loving homes. As they walked past the charming dogs of every different size, breed, color, and age, they came across a shy, little thing they just couldn’t resist. They took her home and she instantly became a member of Jenny’s family. Jenny couldn’t believe her luck. For her entire life, she’d been so eager to have a dog, and here she was, playing catch with this new little acquaintance.

At one point during dinner, Jenny’s mom had asked about the new puppy. Jenny went on and on explaining how much she was enjoying her new pup, how much she loved her new companion, and how terrific Madison was at playing fetch.

“Mom! You’ll never believe it! I threw the tennis ball so far, and Madison was still able to catch it!” exclaimed Jenny. “That’s nice, dear. I’m glad you’re having fun with her!” said her mom.

“Oh, and one time, I threw the ball so high, and there was Madison, up in the air, trying to catch it!” yelled Jenny excitedly.

Jenny continued to gush about the little dog. She realized that there was just too much to say! At one point, while eating her broccoli, Jenny took a peek to check on Madison.

She looked over to where she left her puppy, and realized that the gate was down on the deck and

Name: _____
BCCS-B

Week 18 Day 1 Date: _____
Harvard Yale Princeton

couldn't see Madison! She ran out immediately to search for her puppy.

"Madison! Madison!" Jenny called as loud as she could as she raced down her street. Several of her neighbors peeked out of the windows to ask what the problem was. Jenny told them what was going on as quickly as she could. Her next-door neighbors, Jane and Peter, joined her in her search for her new dog.

The neighbors, along with Jenny and her parents, went up and down the streets, in and out of backyards, and finally into the woods nearby. They had no luck. Madison was nowhere to be found! Jenny couldn't even think about being without her new friend. The two of them were just perfect together, and as she ran down the street, she got so upset thinking about life without Madison. She couldn't let it happen.

She walked into the nearby pizza place and asked the man at the counter, "Is there any way you saw a dog trotting by?" Unfortunately, he said no. She continued asking people in the restaurant if they'd come across her beloved pup. No one saw a thing.

She ran past a park with some boys playing basketball outside. She called out, "Anyone see a dog walking by itself?"

"No, sorry!" They called.

They walked around the neighborhood for what felt like hours until they were ready to give up. Jenny was on the verge of tears, but tried to hold back until she knew for sure that they couldn't find Madison. She started walking back to her house feeling terrible when she noticed a tiny head sticking out of the bushes. No, it couldn't be, she thought. But she figured she would peek in just in case.

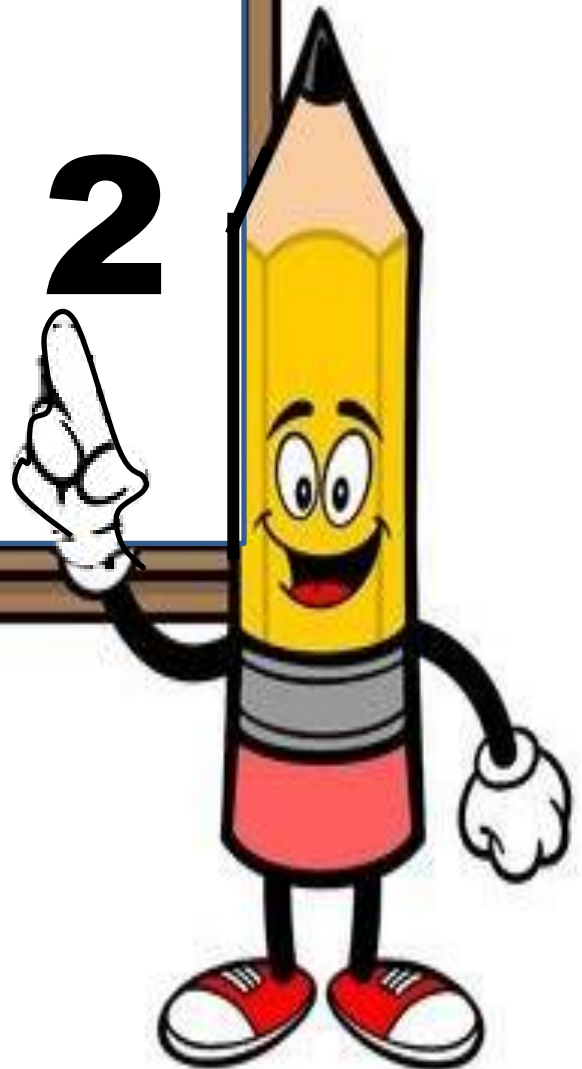
All of a sudden, there was a sad-looking puppy, looking at her in such a frightened way.

"Oh, my poor little girl! You must've been so scared!" cried Jenny. She was showered with kisses by Madison! Her parents followed to where they heard their daughter's voice. They rushed over and started petting the cute, tiny animal. "Oh, thank goodness we found her!" Jenny's father said softly. He understood how his daughter felt. When he was younger, he went two days before he found his dog that went loose from his family's home. When they finally found his dog, he had already given up on the possibility that he would find his dog, Muffin. How lucky he felt!

Jenny scooped up her little friend and carried her "bundle of joy" back to their home. Madison looked up at her with love in her eyes. As soon as she reached her house, Jenny made a promise never to let Madison out of her sight. But at the same time, she knew that she'd have a lot of work to do in helping to train this little puppy to listen and stay!



Day # 2



Name: _____
BCCS-B

Week 18 Day 2 Date: _____
Harvard Yale Princeton

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

Objective: I use RACES to thoroughly answer a short response question.

Teacher Turn:

R- Restate the question (I will tell...)

A- Answer the question

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

E- Explain how you know that your answer and evidence is correct (This shows...)

S- Sum it up (Now you know...)

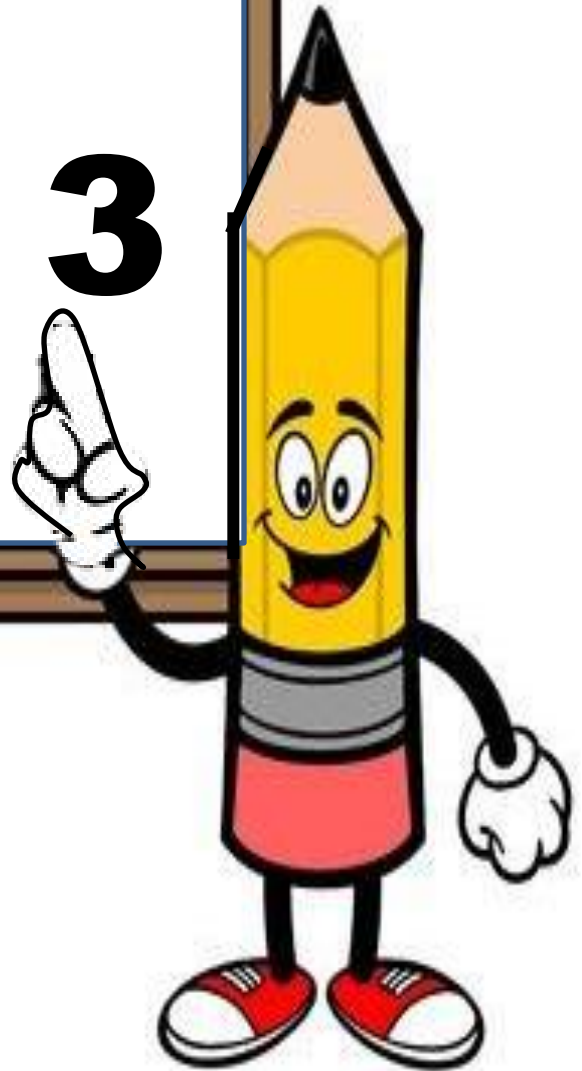
What is the main idea of this passage?

- a) A new dog is too much work because they run away.
- b) Having a pet can be a lot of work and a lot of fun.
- c) Lonely dogs make the best pets.
- d) Jenny has a great family.

Use 2 details from the article to support your answer.



Day # 3



Name: _____
BCCS-B

Week 18 Day 3 Date: _____
Harvard Yale Princeton

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

Objective: I use RACES to thoroughly answer a short response question.

Our Turn:

R- Restate the question (I will tell...)

A- Answer the question

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

E- Explain how you know that your answer and evidence is correct (This shows...)

S- Sum it up (Now you know...)

Based on what you read about Jenny, how can you *best* describe her?

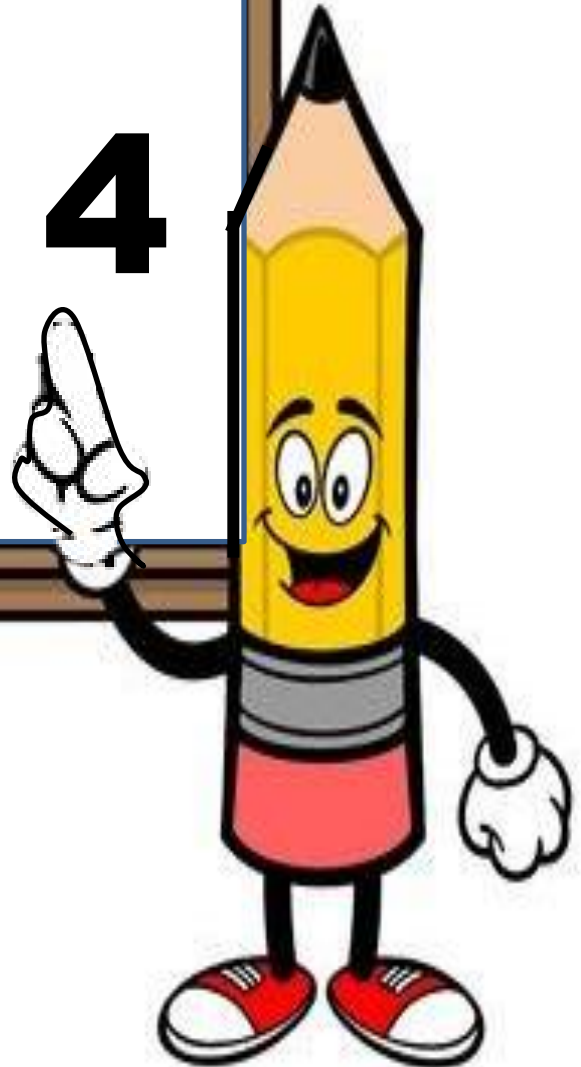
Select one word from the box below that *best* describes Jenny.

dedicated worried excited

Use **two** details from the text to support your response.



Day # 4

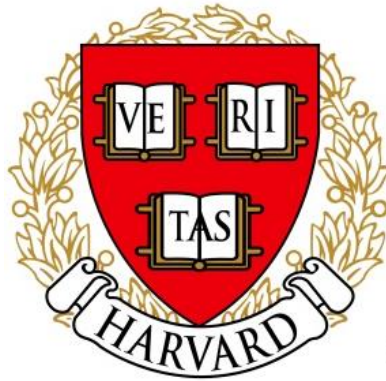




Name _____

3rd Grade Writing Remote Learning Packet

Week 19



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.

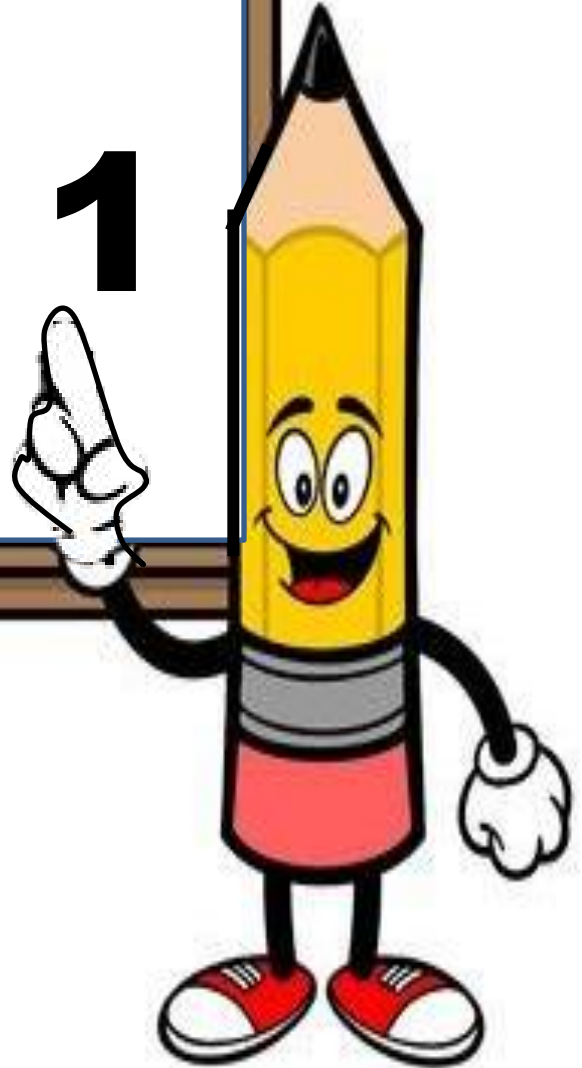
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

LEQ: How are singular and plural pronouns used in writing?

Objective: I can convert a singular noun to a plural noun.

Grammar Rule

Singular and Plural Nouns

❖ A **singular noun** names **one** person, place, or thing.

A **singular noun** example:

There is a desk in the hall. (There is just one desk, so the noun is singular.)

❖ A **plural noun** names more than one person, place, or thing.

- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change the *y* to *i* and add **-es**.

Examples:

Singular Noun	Plural Noun
girl	girls
class	classes
dish	dishes
bench	benches
box	boxes
sky	skies

Hint: Look at what letter the singular noun ends with so you know to add an **-s**, **-es**, or change the *y* to an *i* and add **-es**.

Name: _____
BCCS-B

Week 19 Day 1 Date: _____
Harvard Yale Princeton

ENDINGS	ADD
Most single nouns	Add -s
Nouns that end in <ul style="list-style-type: none">• S• Sh• Ch• X	Add -es
Nouns that end in <ul style="list-style-type: none">• Y	Change the y to i then add -es y → ies

Practice with rules

Teacher Turn

1. worry _____
3. bench _____
5. path _____

2. wish _____
4. box _____

Our Turn

6. flash _____
8. mix _____

7. porch _____
9. kiss _____

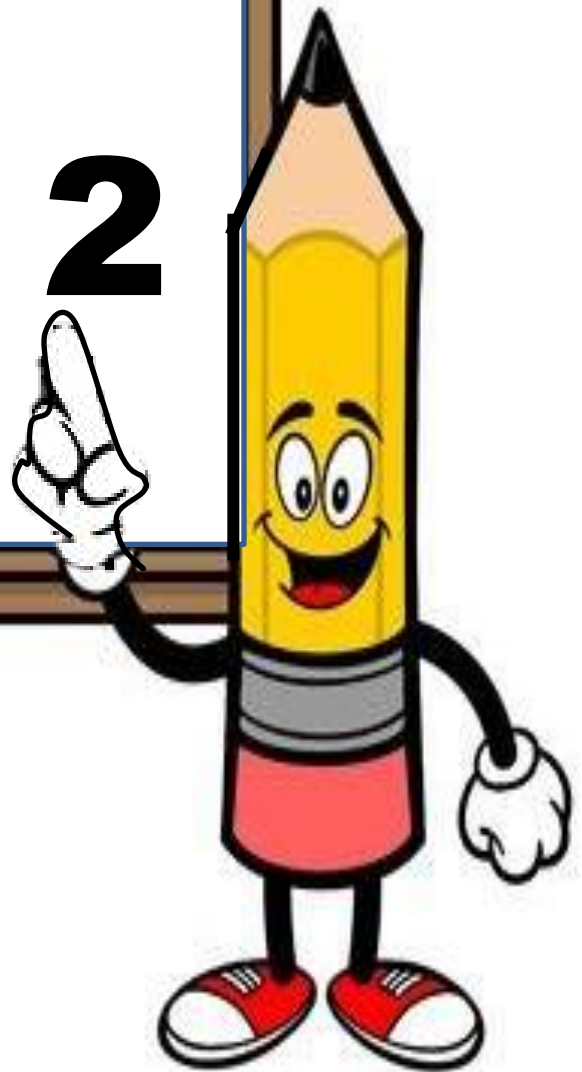
Your Turn

9. brush _____
11. leash _____
12. cry _____
13. table _____

10. inch _____
12. watch _____



Day # 2



Name: _____
BCCS-B

Week 19 Day 2 Date: _____
Harvard Yale Princeton

LEQ: How are singular and plural pronouns used in writing?

Objective: I can write a sentence converting the singular nouns to plural

ENDING	ADD
Most single nouns	Add -s
Nouns that end in <ul style="list-style-type: none">• S• Sh• Ch• X	Add -es
Nouns that end in <ul style="list-style-type: none">• Y	Change the y to i then add -es y → ies

Problem Solving/Showing Understanding of the Rules

Teacher Turn

1. we heard sound in the bush

2. wow, there was a wolf and two fox

Our Turn

3. did we know where there were any library

4. we gave direction to the animal

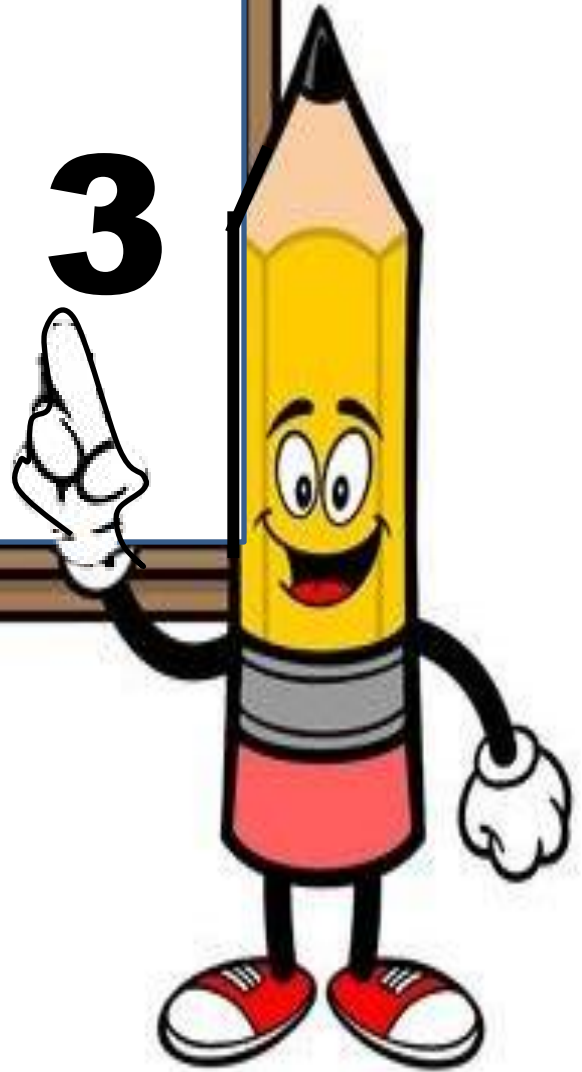
Your Turn

5. you can read fun story at the library

6. there are bunch of banana at the store



Day # 3



Name: _____

Week 19 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

LEQ: How are singular and plural pronouns used in writing?

Objective: I can write complete sentences using the plural form of each noun.

ENDING	ADD
Most single nouns	Add -s
Nouns that end in <ul style="list-style-type: none">• S• Sh• Ch• X	Add -es
Nouns that end in <ul style="list-style-type: none">• Y	Change the y to i then add -es y → ies

Application of Rules to Writing

Teacher Turn

1. glass _____ (plural form)
-

Our Turn

2. fox _____ (plural form)
-

3. patch _____ (plural form)
-

Name: _____
BCCS-B

Week 19 Day 3 Date: _____
Harvard Yale Princeton

ENDING	ADD
Most single nouns	Add -s
Nouns that end in <ul style="list-style-type: none">• S• Sh• Ch• X	Add -es
Nouns that end in <ul style="list-style-type: none">• Y	Change the y to i then add -es y → ies

Your Turn

4. lunch _____ (plural form)

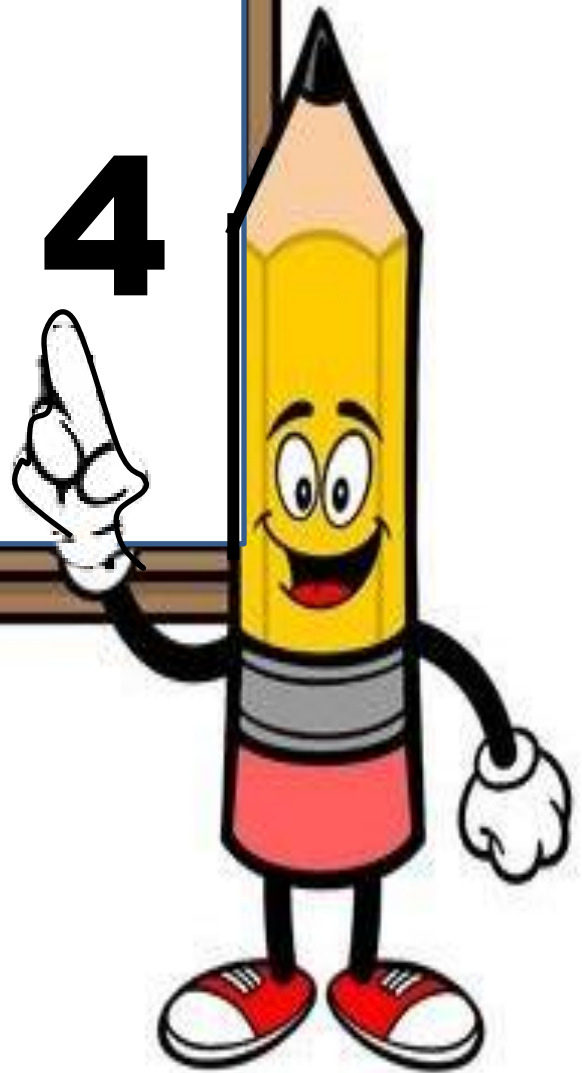
5. daisy _____ (plural form)

6. dress _____ (plural form)

7. dollar _____ (plural form)



Day # 4



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