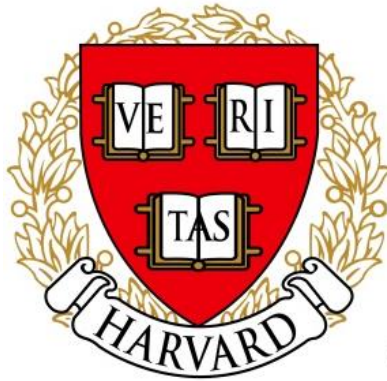


Name \_\_\_\_\_

# 3<sup>rd</sup> Grade Writing Remote Learning Packet

## Week 20



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.

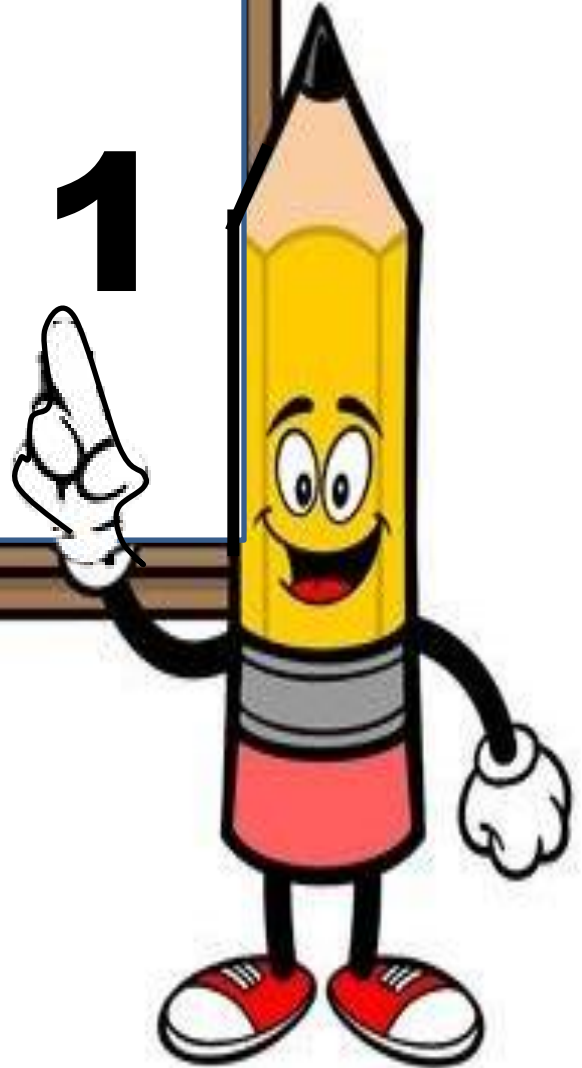
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**Day # 1**



Name: \_\_\_\_\_ Week 20 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

**LEQ:** How do I find the best character attribute/character motivation?

**Objective** I can take guided notes to define character attributes/motivation.

A character attribute is a word that describes how a character \_\_\_\_\_,  
\_\_\_\_\_. This can be determined by thinking about how the character  
is \_\_\_\_\_, what the character is \_\_\_\_\_, or what  
\_\_\_\_\_ the character is making.

Certain things \_\_\_\_\_ characters to act a certain way. A character's motivation to do  
something can be based on how they \_\_\_\_\_,  
\_\_\_\_\_.

### **Vocabulary for writing character attributes**

**persistent** – not giving up

**courageous** –brave in danger

**determination** –a firm purpose, willpower

**confident** –certain

**brave** –courage, daring, boldness

**ecstatic** –extreme excitement

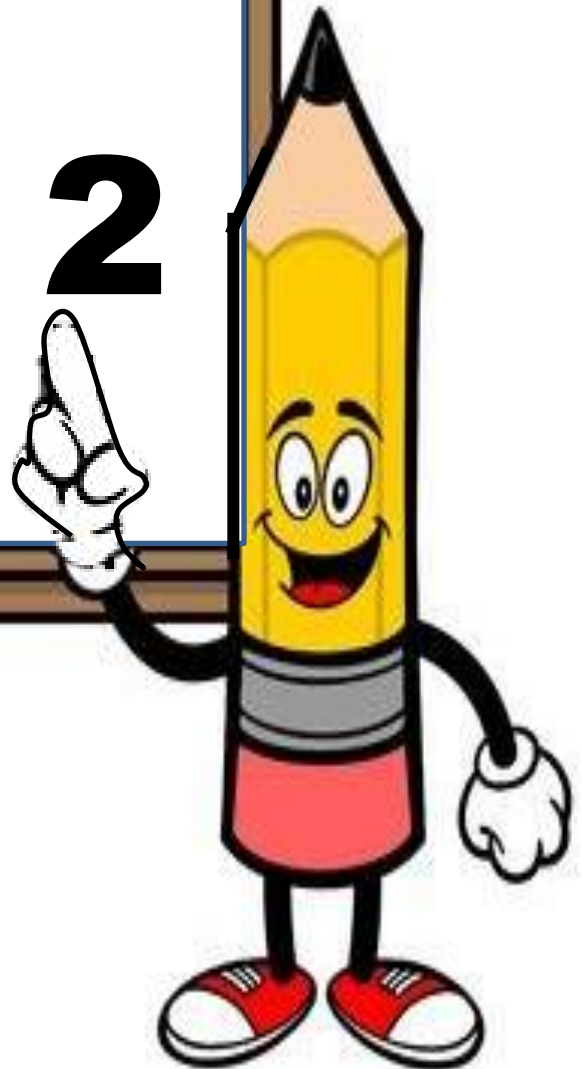
**elated** –feeling joyful

**accomplishment** –something done, a goal that has been reached

**achieve** –to do what one sets out to do



# Day # 2



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

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

**LEQ:** How do I find the best character attribute/character motivation?

**Objective** I can analyze a text to find the character's attribute or motivation.

A character **Trait** is a character **attribute- a word that describes the character based on how they feel, think or act.**

Chicago started out as a small town. Then many people moved to Chicago. They wanted to be part of the new city. They were brave. They came here to make a new life. They started with nothing. They worked hard. They made their homes good places to live.

But Chicago grew so fast people did not have time to build homes of brick. So they made them of wood. The city had to put in streets quickly. The streets were made of wood. People had just put wooden planks down to make streets. They stuck them together with tar.

Some people said to watch out. They said that all the wood was dangerous. There could be a fire. But more people kept moving here. They needed homes in a hurry. So they kept building more wooden houses.

More than 100 years ago there was a big fire in Chicago. It was 1871. It had been hot all summer. The trees and bushes were dry because they needed rain. It had not rained enough to keep them growing green.

The fire kept burning. It lasted more than 30 hours. People tried to stop it. But all the wood kept the fire burning. Finally, it started to rain. That helped to put the fire out.

When people saw how much was burned, they were worried. How would they be able to stay here? But the people who had moved here had started with nothing. They had built the city. They could have moved. But they decided to stay. They would rebuild the city of Chicago.

The day after the fire the newspaper had headline that said "Cheer up! Chicago shall rise again." People stayed and worked together. They built new homes of brick.

People helped each other. They shared food. They shared homes. And they passed laws about building in Chicago. From then on, people would build with bricks so homes would not burn. By 1891, Chicago was a big city again. People who had stayed felt glad. They knew they had made the right choice.

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

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

**Directions: Choose the best answer for each question and underline your evidence for each question.**

1. Which trait did the people who moved to Chicago have?

- a. new      b. hard working      c. worried      d. careless

One piece of evidence is

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2. Why do you think the people who moved here were brave?

- a. They built homes.      b. They traveled a lot.      c. They hurried.      d. They stayed after the fire.

One piece of evidence is

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3. What trait do you think the people who said to watch out had?

- a. careful      b. careless      c. angry      d. friendly

One piece of evidence is

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4. What trait do you think people who shared food after the fire had?

- a. greedy      b. helpful      c. frightened      d. mean

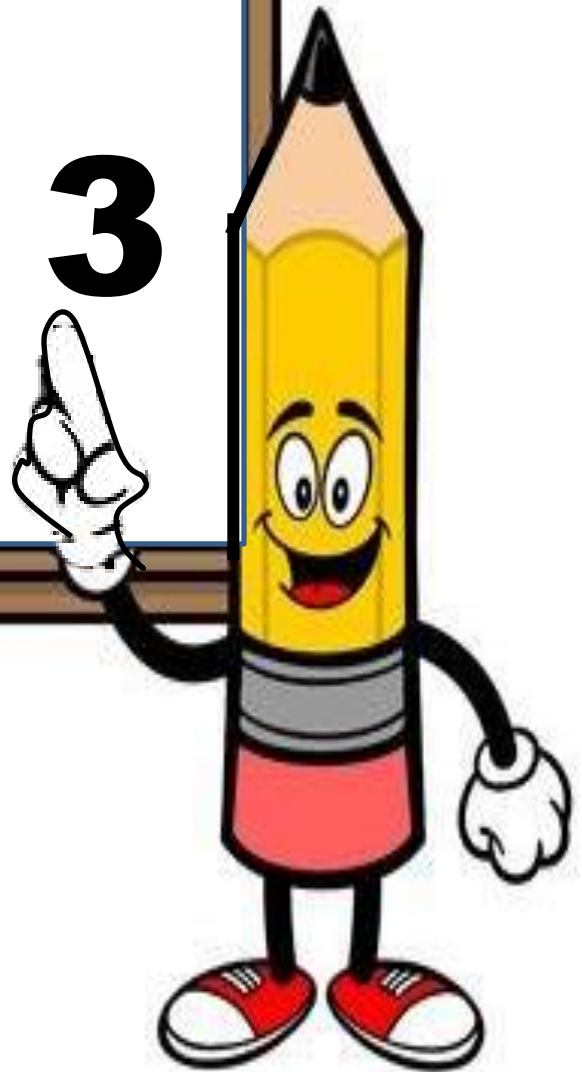
One piece of evidence is

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# Day # 3



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

Week 20 Day 3  
Harvard

Date: \_\_\_\_\_  
Yale

Princeton

**LEQ:** How can I unpack the text for understanding?

**Objective** I can annotate the paragraphs as I read to build my understanding of the text.

### **Sacagawea**

Sacagawea means “Bird Woman.” She was a Native American guide who led the Lewis and Clark expedition across the United States. The trip started in St. Louis, Missouri, and ended at the Pacific Ocean.

Sacagawea was the daughter of a Shoshone Indian chief. She was born in the year 1790. When she was ten years old, her village was raided. All of the homes were set on fire. She was taken prisoner by the Hidatsa Indians.

Sacagawea was traded from one tribe to another. The princess became a slave. One day, natives were gambling with a French Canadian trapper. His name was Toussaint Charbonneau. He won the game, and Sacagawea was his prize. She became his many wife. She was just sixteen.

Sacagawea could speak many languages. She understood many Native American dialects. This made her very valuable. When Lewis and Clark asked Charbonneau to be their interpreter on a trip, they also asked for Sacagawea to come. They felt she would be valuable as an interpreter, but also as a guide. Lewis and Clark also felt she would be a good sign of peace to Native Americans they met along the way.

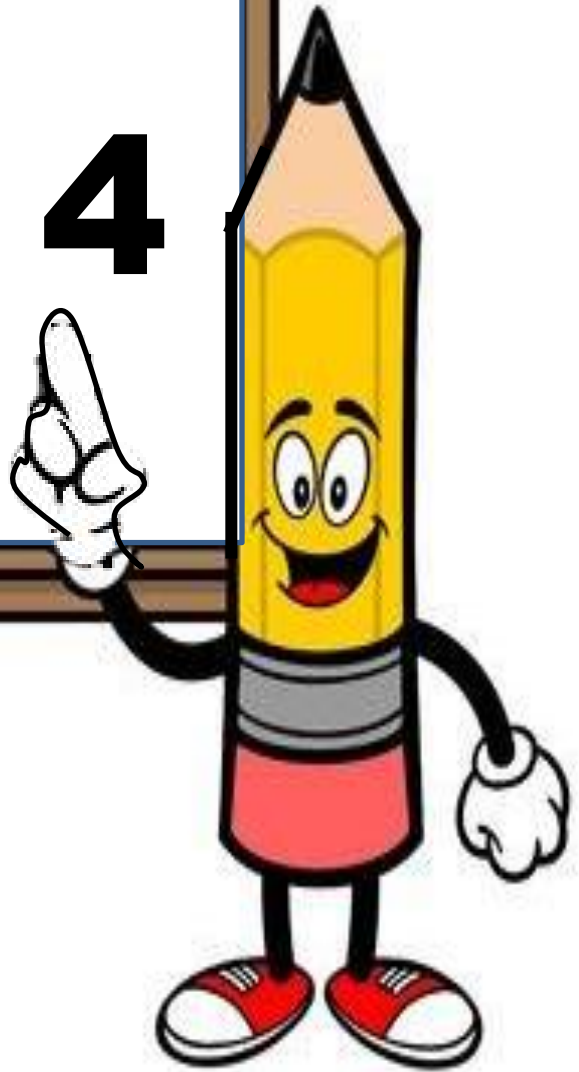
Sacagawea had other valuable skills. She was strong and hard working. She helped Lewis and Clark pick plants for food. She taught them the ways of the Native Americans to help them survive in the wilderness. Sacagawea had a son who was born while they traveled. She continued to lead the trip.

Sacagawea helped many of the men through hard times. More than once she saved explorers from drowning in the rivers. She made them laugh and treated them kindly. Without her, the Lewis and Clark expedition would not have had success.





**Day # 4**



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

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

**LEQ:** How can I answer the prompt following the criterion of an essay?

**Objective** I can answer the prompt using RACES and by underlining and annotating my evidence in the text.

**Prompt:** Write an essay informing the reader about Sacagawea. Tell the character attribute **that would best describe the feeling, behavior, or emotion** of Sacagawea, give evidence **to support** the attribute, and what motivates Sacagawea to be a shooter.

In your response, be sure to

- Tell the character attribute **that would best describe the feeling, behavior, or emotion** of Sacagawea
- what motivates Sacagawea to help Lewis and Clark
- use details from the story in your answer

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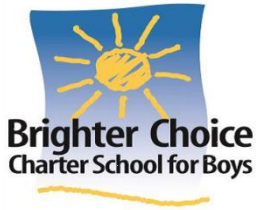
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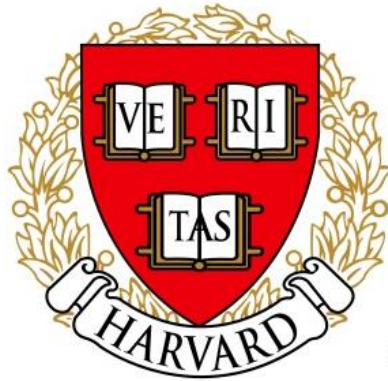




Name \_\_\_\_\_

# 3<sup>rd</sup> Grade Writing Remote Learning Packet

## Week 21



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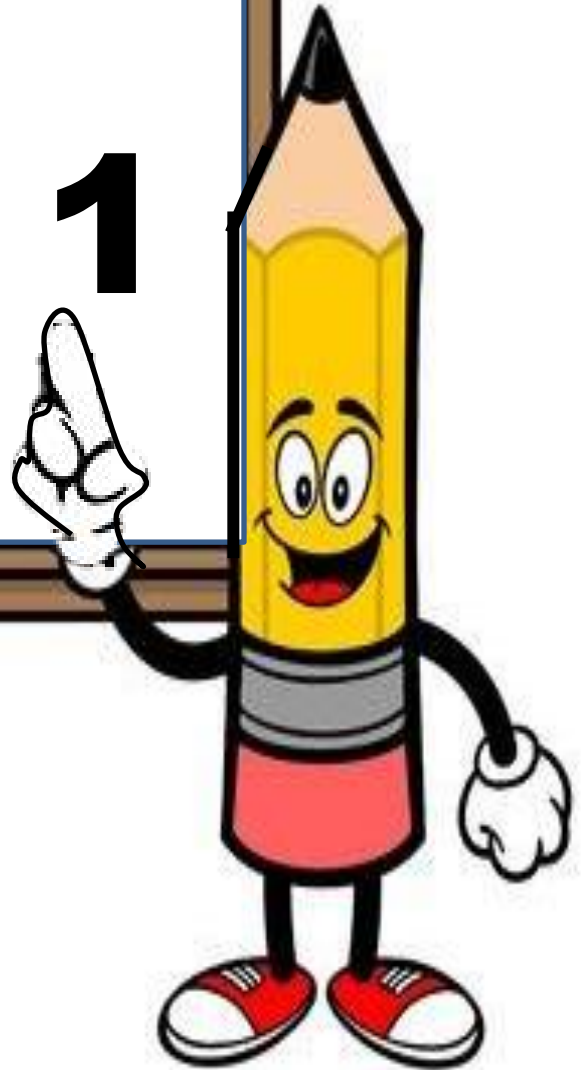
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**Day # 1**



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

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

**LEQ:** How do I write using irregular nouns?

**Objective:** I can match the singular noun to the plural noun.

### **Grammar Rule**

#### **Singular and Plural Nouns**

- ❖ A **singular noun** names **one** person, place, or thing.
- ❖ A **plural noun** names more than one person, place, or thing.
- ❖ Some plural nouns are irregular or special plural forms
- ❖ A few nouns have the same form in both the singular and plural

Examples:

- fish- one fish, two fish
- deer- one deer, two deer
- moose- one moose, two moose

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

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

Practice with rules

1. foot \_\_\_\_\_
2. knife \_\_\_\_\_
3. mouse \_\_\_\_\_
4. goose \_\_\_\_\_
5. child \_\_\_\_\_
6. man \_\_\_\_\_
7. woman \_\_\_\_\_
8. tooth \_\_\_\_\_
9. life \_\_\_\_\_
10. shelf \_\_\_\_\_
11. ox \_\_\_\_\_
12. leaf \_\_\_\_\_
13. tomato \_\_\_\_\_
14. buffalo \_\_\_\_\_
15. hoof \_\_\_\_\_

- A. women
- B. shelves
- C. feet
- D. mice
- E. teeth
- F. geese
- G. lives
- H. men
- I. children
- J. knives
- K. tomatoes
- L. buffalo
- M. oxen
- N. hooves
- O. leaves

Singular and Plural Nouns

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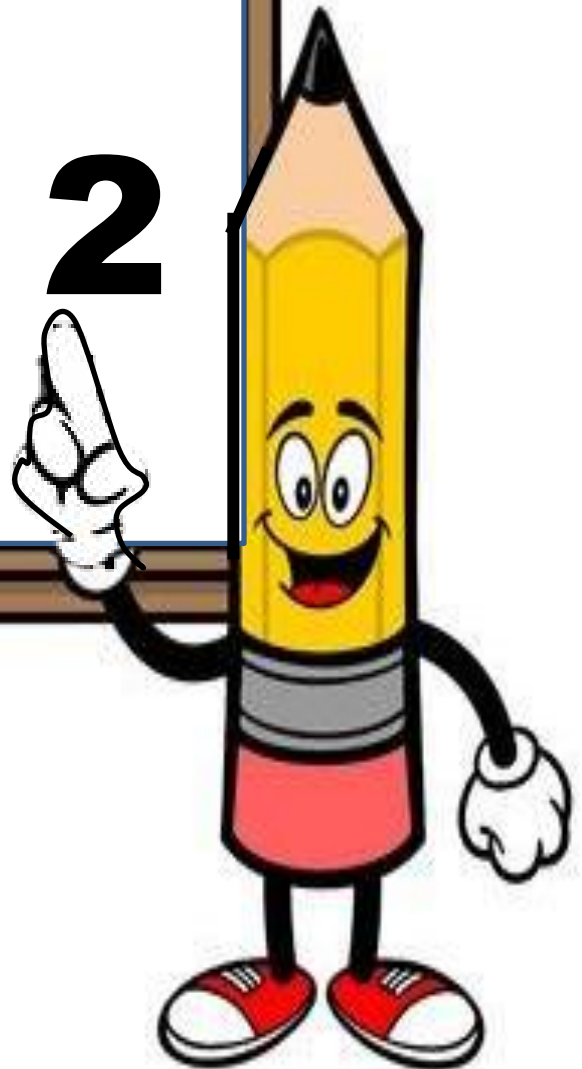
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# Day # 2



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

Week 21 Day 2  
Harvard

Date: \_\_\_\_\_  
Yale

Princeton

**LEQ:** How do I write using irregular nouns?

**Objective:** I can change the underlined noun to a plural noun.

**Problem Solving/Showing Understanding of the Rules**

**Teacher Turn:**

1. The child wondered about the future.  
\_\_\_\_\_

**Our Turn:**

2. People might be able to fly like goose.

\_\_\_\_\_

3. They might be ten foot tall.

\_\_\_\_\_

4. They might have more tooth.

\_\_\_\_\_

**Your Turn:**

5. How else will our life be different?  
\_\_\_\_\_

6. The rivers might run out of fish.  
\_\_\_\_\_

Singular and Plural Nouns

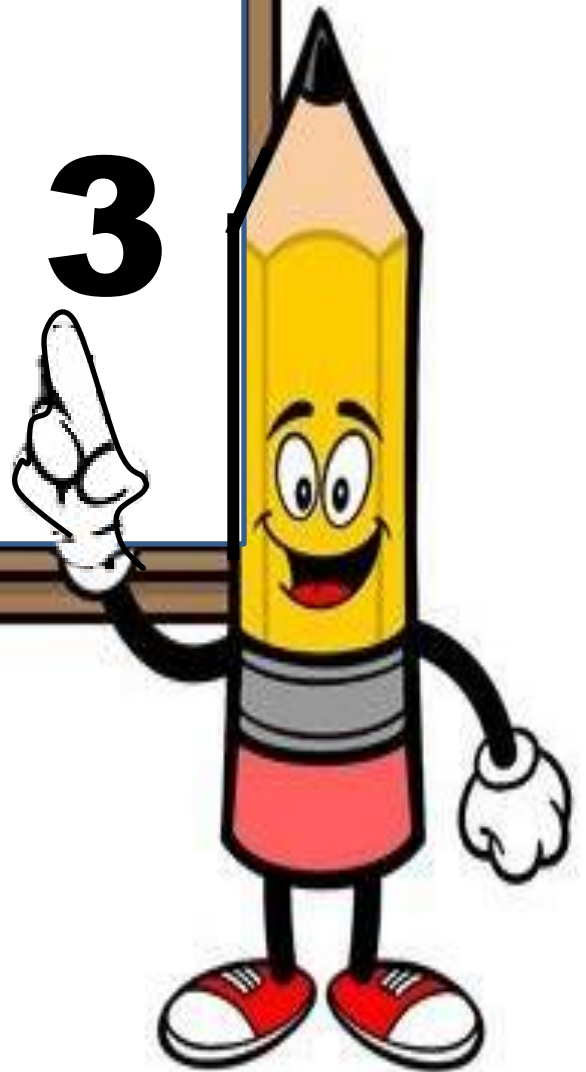
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# Day # 3



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

Week 21 Day 3  
Harvard

Date: \_\_\_\_\_  
Yale

Princeton

**LEQ:** How do I write using irregular nouns?

**Objective:** I can correct the paragraph by circling the irregular plural nouns and write re-write them correctly.

**Application of Rules to Writing**

**Teacher Turn:**

What is in store for the future? I think our lives will change. Maybe humans will have four foots.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Our Turn:**

Then we will be able to run faster. Maybe we will have super-sharp toothes. Then we will use them instead of scissorses. Science will change the world in many ways.

3. \_\_\_\_\_

4. \_\_\_\_\_

**Your Turn:**

Tomato might be bigger than gooses. Mouses might be as strong as mooses. I think the world will be a very strange place.

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Singular and Plural Nouns

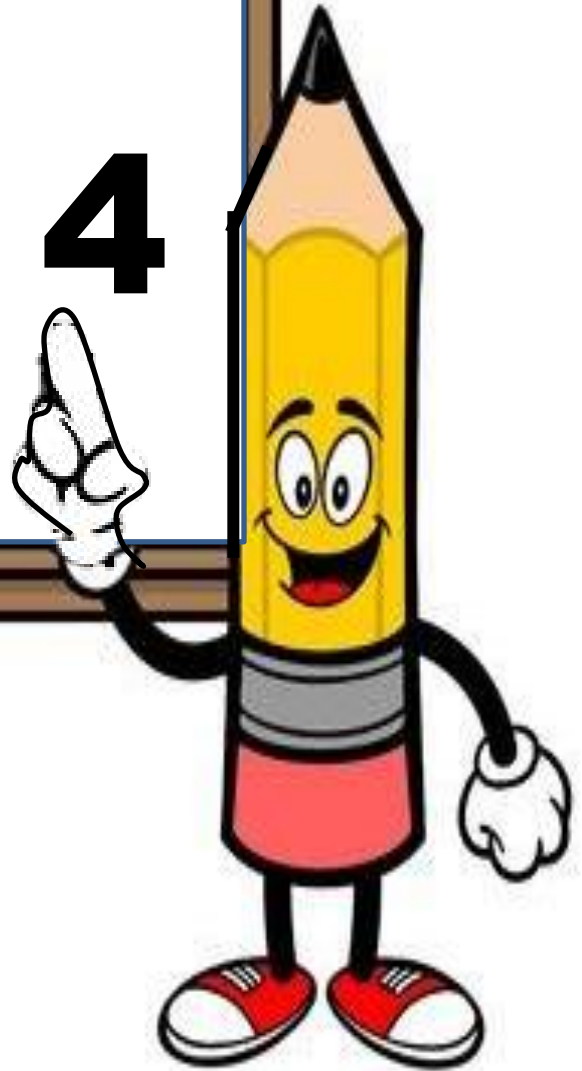
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# Day # 4



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

Week 21 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