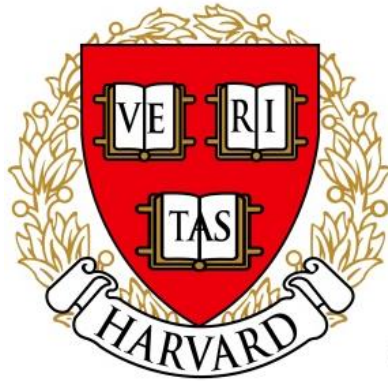


Name _____

3rd Grade Writing Remote Learning Packet

Week 22



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)

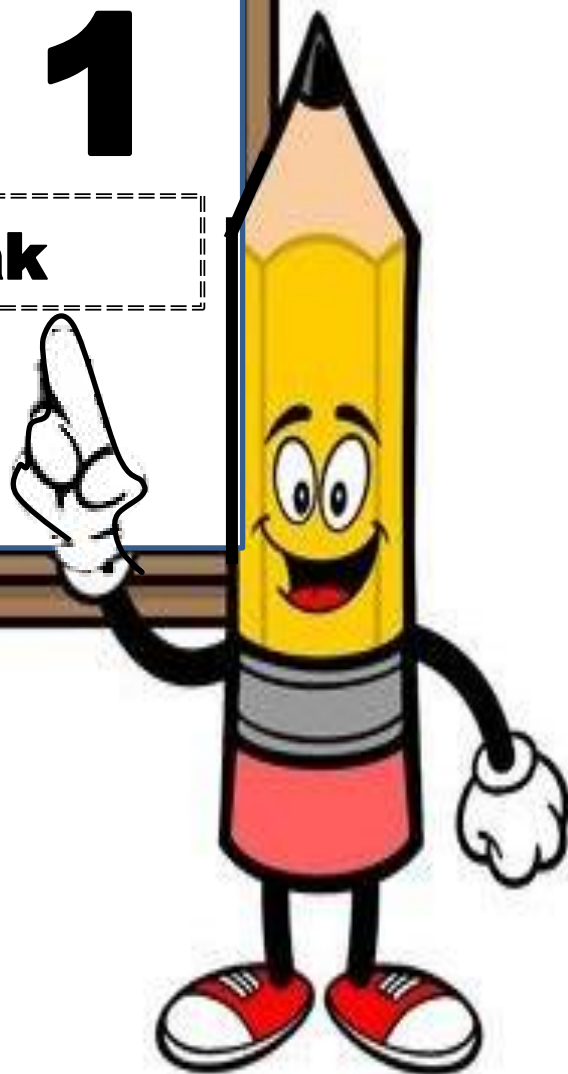
(Date)

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Day # 1

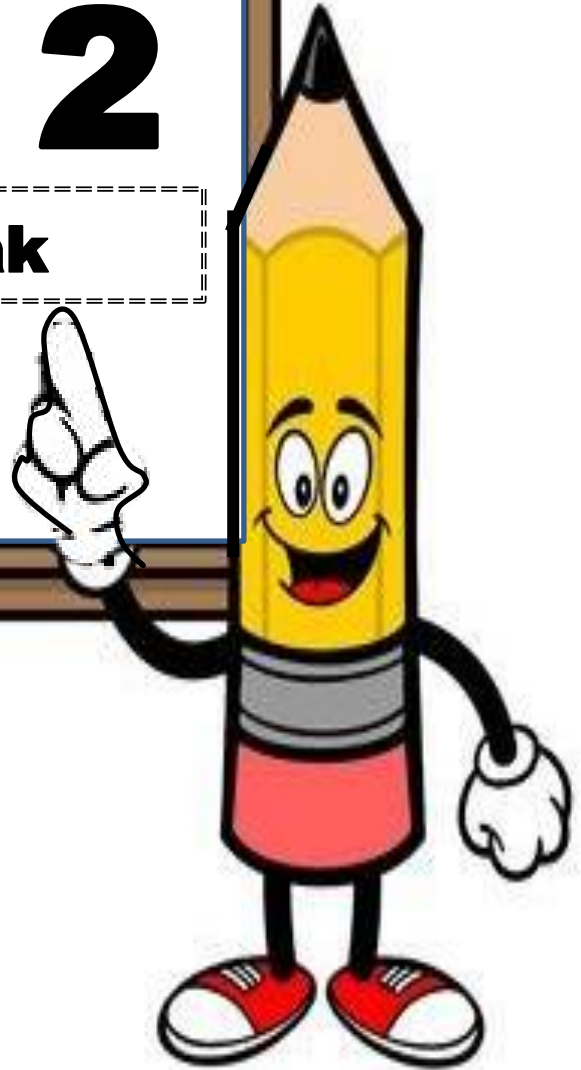
February Break





Day # 2

February Break



Name: _____
BCCS-B

Week 22 Day 2 Date: _____
Harvard Yale Princeton

Directions: Put the steps to the writing process in order from first to last. Write the number on the line next to the step. The first one is done for you.

_____ Annotate the prompt with Intro, B1, B2, B3, Conclusion

___1___ Read the text

_____ Write out your essay

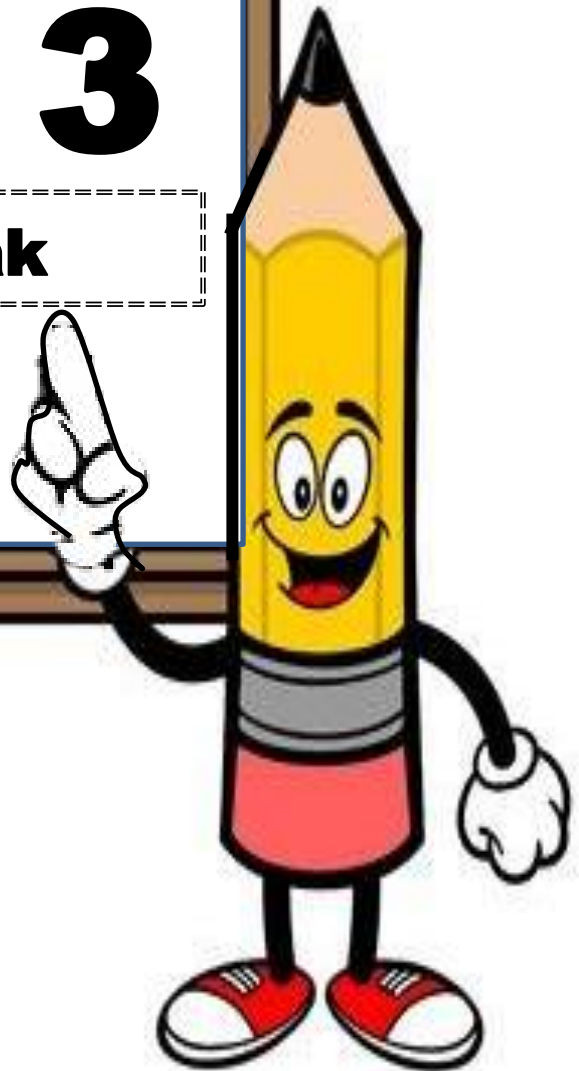
_____ Read the prompt

_____ Check over your work



Day # 3

February Break



Name: _____
BCCS-B

Week 22 Day 3 Date: _____
Harvard Yale Princeton

Directions: Read the text and annotate a note next to each paragraph about the main idea of that paragraph.

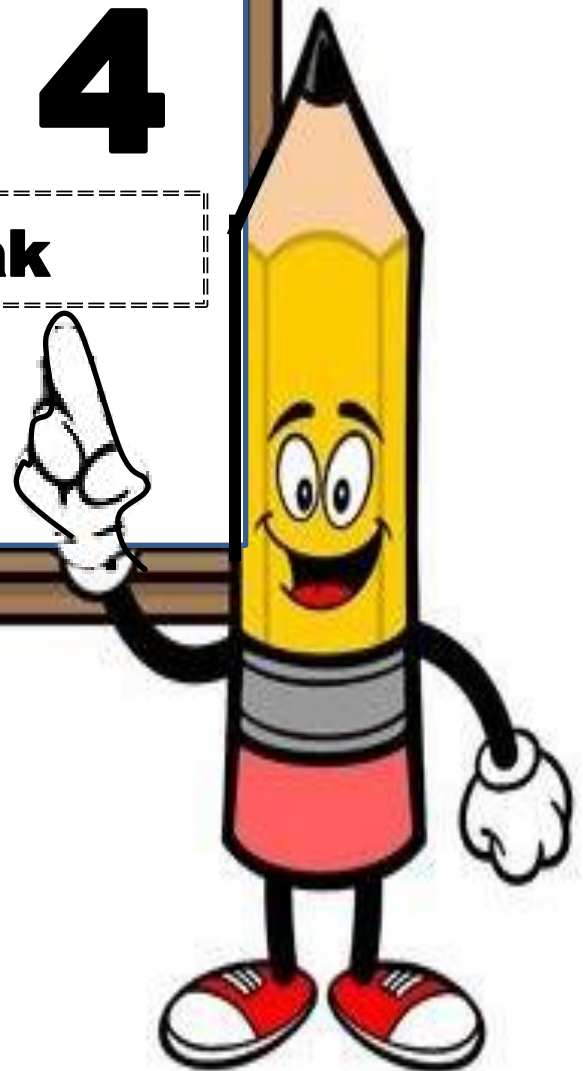
A Bad Move

1. This was the fourth time this year that Lin was the new kid in school. Four moves in seven months--all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time. She would join no more clubs. She would add no new names to her phone list.
2. On her first day, the teacher welcomed her to the class and assigned a "buddy" to help her find her way around. This time, it was a girl named Marley, or Carly, or something. Lin had stopped paying attention to kids' names.
3. Lin knew that she would forget them all, just as the other kids from all those other schools had probably forgotten her. As the teacher was giving Lin papers filled with assignments to make up, Lin made her decision. At this school, she would be memorable.
4. The next day, Tuesday, instead of wearing the usual jeans and tee shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween costume. She didn't brush her hair. On Wednesday, she wore an old dress of her mother's, along with soccer cleats. "At least they'll remember me after we've moved away," she thought on Thursday as she put on a plaid skirt, a tee shirt, and a pile of long beaded necklaces her grandmother had given her to play with.
5. On Friday, they called her mother to school. She was a bit worried about what her mom would say when she saw her outfit—a hula skirt from a vacation in Hawaii worn on top of a pair of tattered jeans. From inside the principal's office, she heard her mother and Mrs. Leonard talking.
6. "She'll be so excited," her mother said to Mrs. Leonard in the hallway. "We've moved so often, but this time, we're here to stay. I've got a new job in town. Finally, she'll be able to fit in."



Day # 4

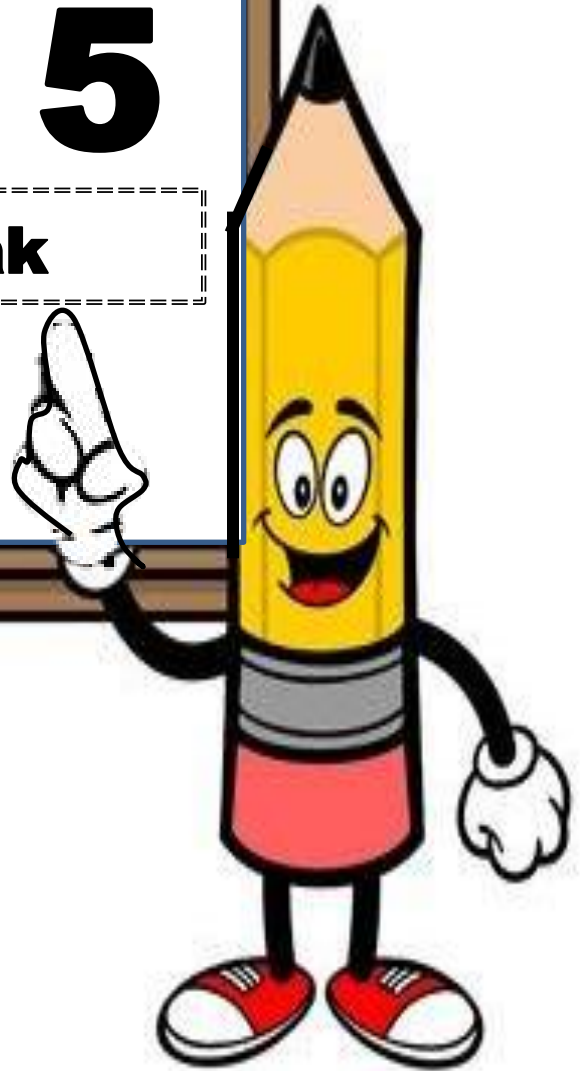
February Break

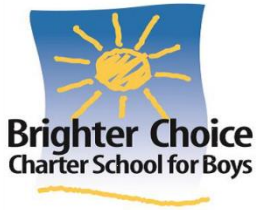




Day # 5

February Break

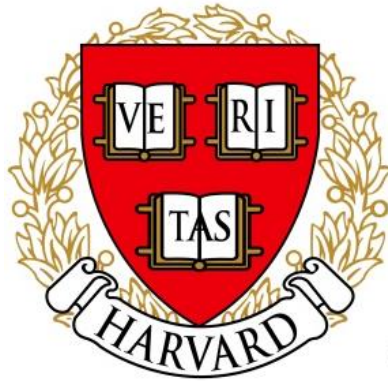




Name _____

3rd Grade Writing Remote Learning Packet

Week 23



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.

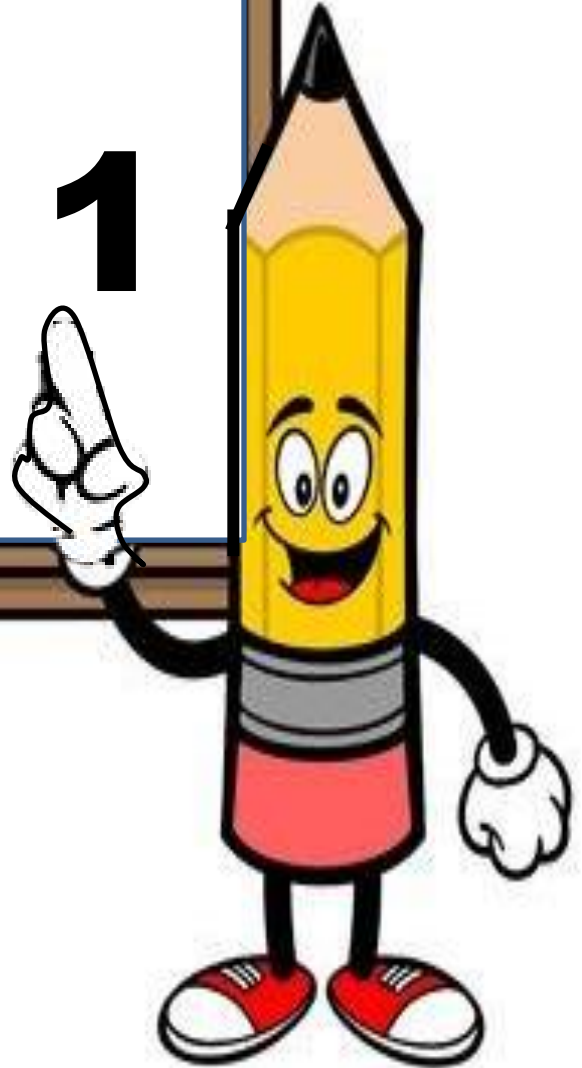
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 23 Day 1 Date: _____
Harvard Yale Princeton

LEQ: Is it really important to understand possessive nouns?

Objective I can convert a singular noun to a singular possessive noun.

Grammar Rule

Singular Possessive Nouns

- ❖ A **singular possessive noun** shows ownership by **one** person or thing.
- ❖ Add an apostrophe (') and s to most singular nouns to show possession.

Singular possessive noun examples:

Bob's dog (This tells the dog belongs to Bob.)

the dog's tail (This tells the tail belongs to the dog.)

Name: _____
BCCS-B

Week 23 Day 1 Date: _____
Harvard Yale Princeton

Practice with rules

Teacher Turn

1. the rays of the sun the _____ rays
2. the light of the moon the _____ light

Our Turn

3. the orbit of the Earth the _____ orbit
4. rings of Saturn _____ rings
5. the light of the computer the _____ light
6. the award of the scholar the _____ award
7. the jump rope of the girl the _____ jump rope
8. the bone of the dog the _____ bone

Your Turn

9. the bottle of the baby the _____ bottle
10. the car of the man the _____ car
11. the pencil of the scholar the _____ pencil
12. the watch of the lady the _____ watch
13. the marker of the teacher the _____ marker

Grammar Rule

Singular Possessive Nouns

- ❖ A **singular possessive noun** shows ownership by **one** person or thing.
- ❖ Add an apostrophe (') and s to most singular nouns to show possession.

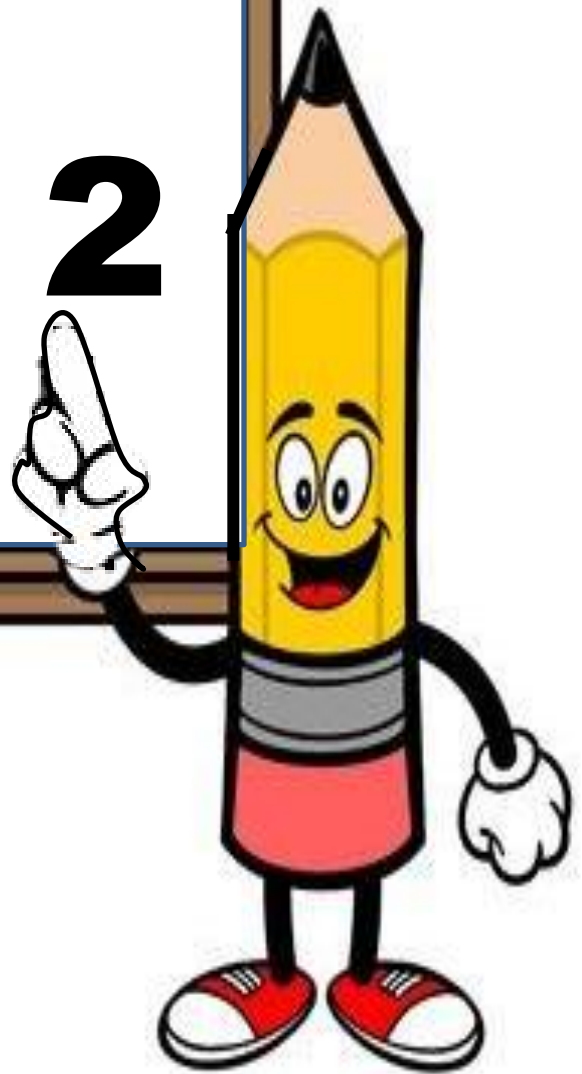
Singular possessive noun examples:

Bob's dog (This tells the dog belongs to Bob.)

the dog's tail (This tells the tail belongs to the dog.)



Day # 2



Name: _____
BCCS-B

Week 23 Day 2 Date: _____
Harvard Yale Princeton

Problem Solving/Showing Understanding of the Rules

LEQ: Why are possessions important to writing?

Objective I can write a sentence converting the singular nouns to possessive singular nouns.

Teacher Turn

1. The (comet) _____ tail is made of dust and gas.
2. The (center) _____ guides talked to the scholars.

Our Turn

3. The (sun) _____ rays are very powerful.
4. A (ring) _____ shape may not be circular.

Your Turn

5. The (librarian) _____ books are neatly arranged on the shelf.
6. The (manager) _____ store was open on Sunday.
7. A (cat) _____ toy was on the floor.

Grammar Rule

Singular Possessive Nouns

- ❖ A **singular possessive noun** shows ownership by **one** person or thing.
- ❖ Add an apostrophe (') and s to most singular nouns to show possession.

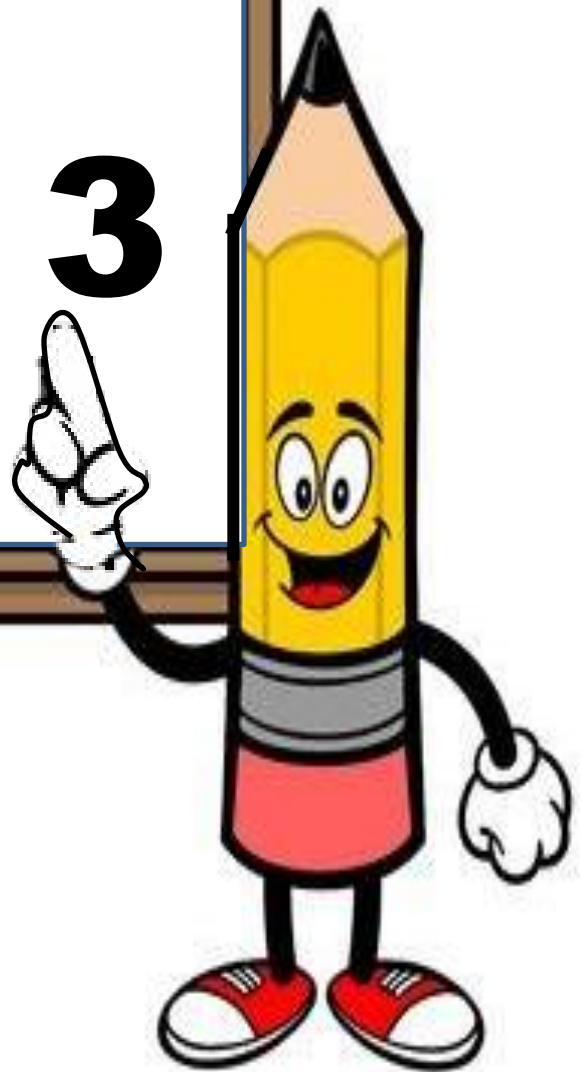
Singular possessive noun examples:

Bob's dog (This tells the dog belongs to Bob.)

the dog's tail (This tells the tail belongs to the dog.)



Day # 3



Name: _____
BCCS-B

Week 23 Day 3
Harvard

Date: _____
Yale Princeton

Application of Rules to Writing

LEQ: Why are possessions important to writing?

Objective: I can correct singular possessive nouns in a paragraph.

Teacher Turn

How long is Earths orbit? What are Saturns rings made of?

Grammar Rule

Singular Possessive Nouns

- ❖ A **singular possessive noun** shows ownership by **one** person or thing.
- ❖ Add an apostrophe (') and s to most singular nouns to show possession.

Singular possessive noun examples:

Bob's dog (This tells the dog belongs to Bob.)

the dog's tail (This tells the tail belongs to the dog.)

Our Turn

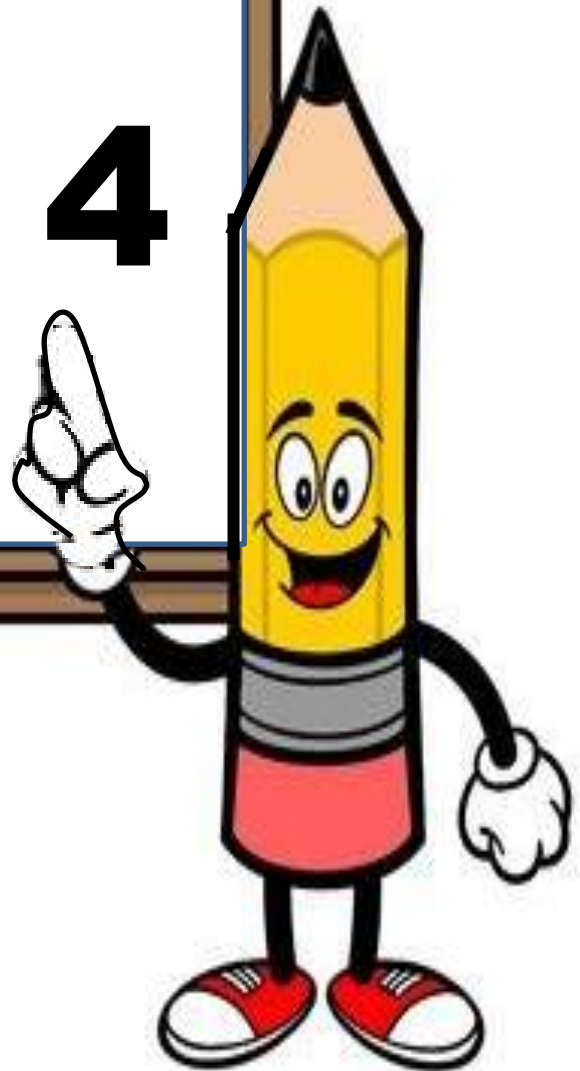
How hot is Earths surface? Learn all this and more in "Our Super Solar System," a new show at the Museum of Science! Call 555-SOLAR for todays show times.

Your Turn

Mondays shows are sold out. Ask about our special childrens show for schools and other groups. You don't want to miss this!



Day # 4



Name: _____
BCCS-B

Week 23 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

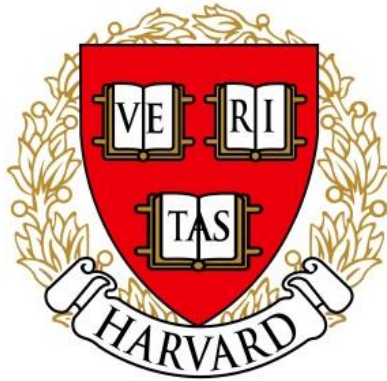
1. Log onto google classroom
2. Click on Princeton Writing
3. Click on the WRITING HOMEWORK assignment on the stream
4. Complete the WRITING HOMEWORK and submit it



Name _____

3rd Grade Writing Remote Learning Packet

Week 24



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.

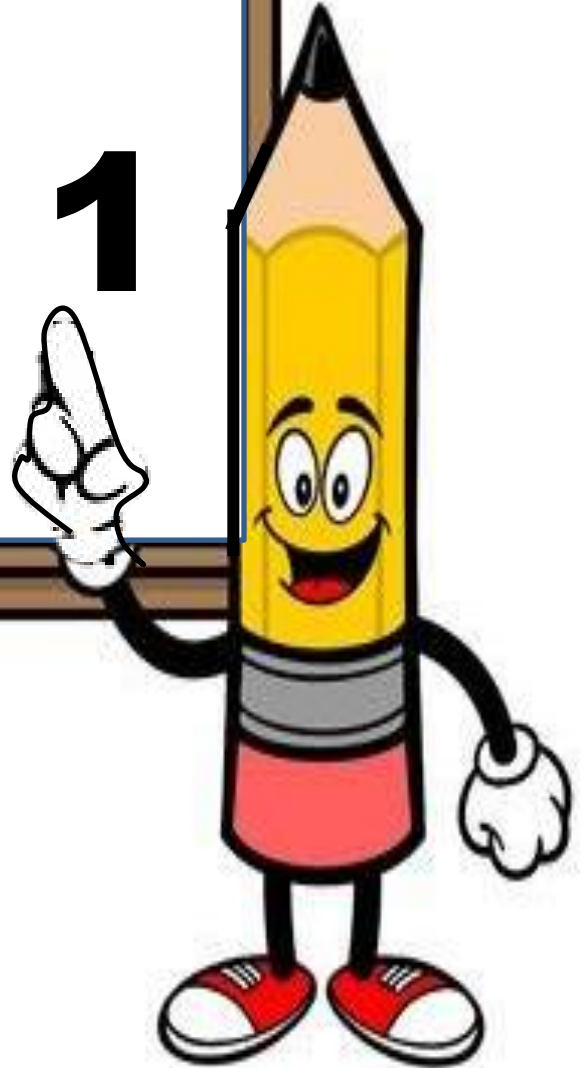
(Parent Signature)

(Date)

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Day # 1



Name: _____
 BCCS-B

Week 24 Day 1 Date: _____
 Harvard Yale Princeton

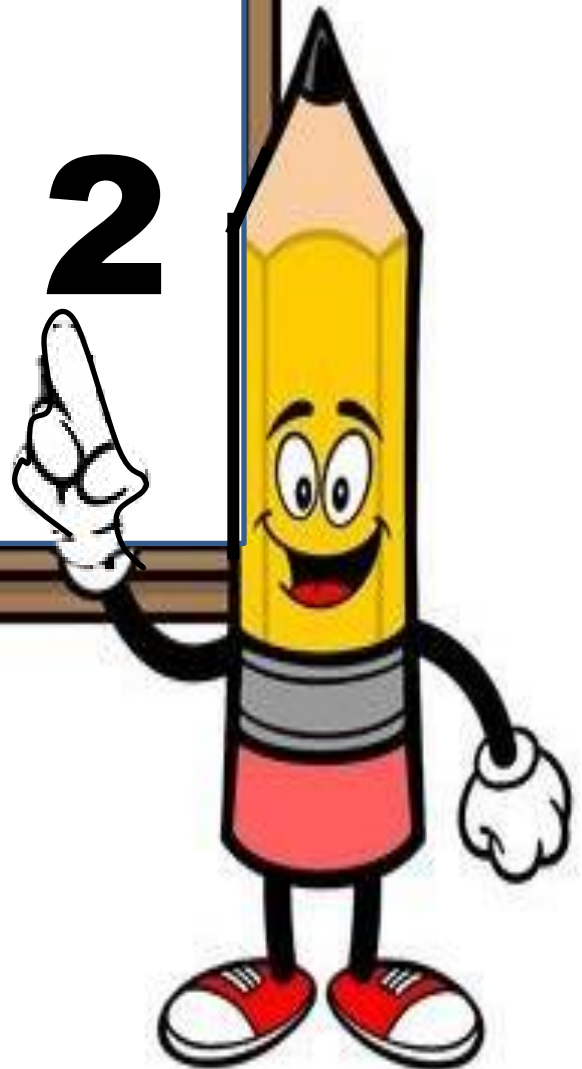
LEQ: How does a rubric help evaluate the quality of writing?

Objective I can review a rubric to understand how to evaluate a quality essay.

	4	3	2	1	0
CONTENT AND ANALYSIS: the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	—clearly introduce a topic in a manner that follows logically from the task and purpose — demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not follow the task —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the essay presents evidence from the provided texts to support analysis and reflection	—develop the topic with relevant, well-chosen facts, definitions, details, quotations	—develop the topic with relevant facts, definitions, details, quotations, or other information from the text(s)	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: organizes ideas, concepts, and information using formal style and precise language	—exhibit clear, purposeful organization —skillfully link ideas —provide a concluding statement that follows clearly from the topic	—exhibit clear organization —link ideas using linking words —provide a concluding statement that follows from the topic	—exhibit some attempt at organization —inconsistently using linking words —provide a concluding statement that follows generally from the topic	—exhibit little attempt at organization —lack the use of linking words —provide a concluding statement that is illogical or unrelated to the topic	—exhibit no evidence of organization — exhibit no use of linking words —no concluding statement
CONTROL OF CONVENTIONS: demonstrates command of the conventions grammar, usage, capitalization, punctuation, and spelling	demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable



Day # 2



Name: _____
BCCS-B

Week 24 Day 2 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.

Annie Oakley

Annie Oakley was born in Ohio on August 13, 1860. Her parents were poor Quakers who lived on a small farm. Annie learned to trap animals and do chores. In 1866, her father died. When she was eight, her mom sent her to work for a neighbor. She learned to embroider and sew from the neighbors wife.

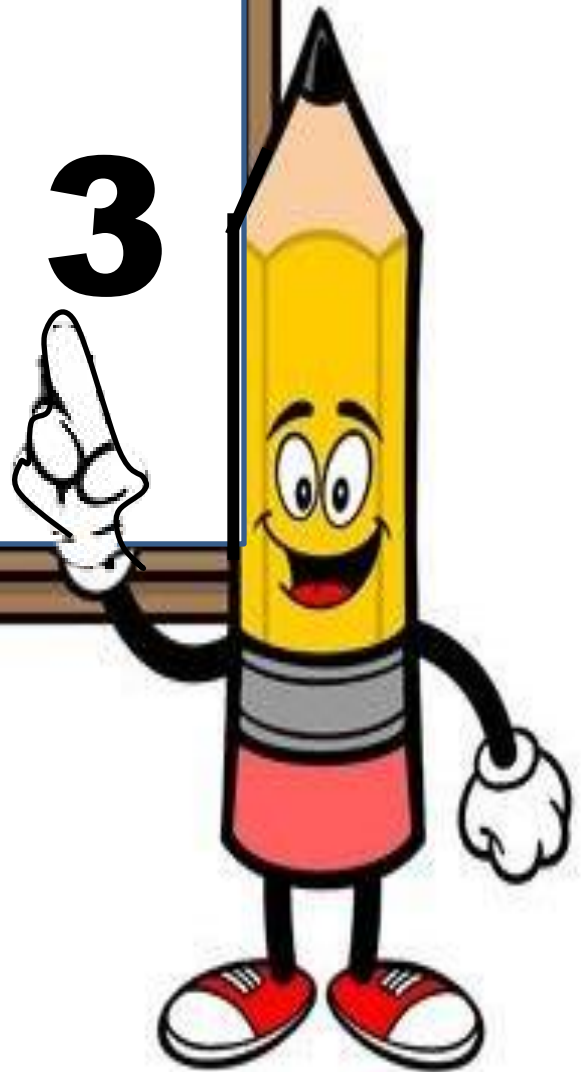
After two years, she ran away. Annie came back to the farm. Her family could not pay the bills and did not have money to pay for the farm. Annie went to work hunting animals to sell to restaurants and hotels. She was very good at trapping animals and she could shoot well. Soon she earned enough money to buy the family farm.

People heard stories about Annie and her gun. The manager of one of the hotels was in charge of a shooting contest. He asked Annie to enter the contest. She and her brother saved \$50.00 to enter the contest. Annie won the contest by one shot. She beat the famous shooter named Frank Butler. He could not believe how well she could shoot a gun. He asked her to marry him and she did.

Annie and Frank spent 15 years acting in Wild West shows. Annie Oakley was a great actress. She was the star of the show. Frank was her manager. She could shoot a hole in a card from 90 feet away. She could shoot an apple off her dog's head. She could even shoot a cigarette out of Frank's mouth! Annie could shoot faster than any man for miles.



Day # 3



Name: _____
BCCS-B

Week 24 Day 3 Date: _____
Harvard Yale Princeton

LEQ: How does a rubric help evaluate the quality of writing?

Objective I can review an essay using a rubric to determine their quality.

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

In your response, be sure to

- Tell the character attribute **that would best describe the feeling, behavior, or emotion** of Annie
- what motivates Annie to be shooter?
- use details from the story in your answer
- Write your essay in complete sentences.

EXAMPLE OF A DRAFT ESSAY

I will inform you about Annie Oakley.

She was a great shooter.

She wanted to be a good shooter. That is why she became a shooter.

In conclusion, I hope I told you everything you wanted to know about Annie Oakley.

Name: _____
 BCCS-B

Week 24 Day 3 Date: _____
 Harvard Yale Princeton

	4	3	2	1	0
CONTENT AND ANALYSIS: the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	—clearly introduce a topic in a manner that follows logically from the task and purpose — demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not follow the task —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the essay presents evidence from the provided texts to support analysis and reflection	—develop the topic with relevant, well-chosen facts, definitions, details, quotations	—develop the topic with relevant facts, definitions, details, quotations, or other information from the text(s)	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
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Day # 4

