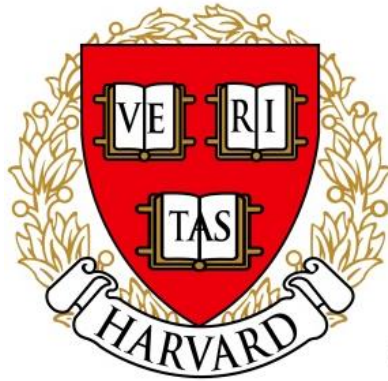


Name \_\_\_\_\_

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

### Week 29



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)

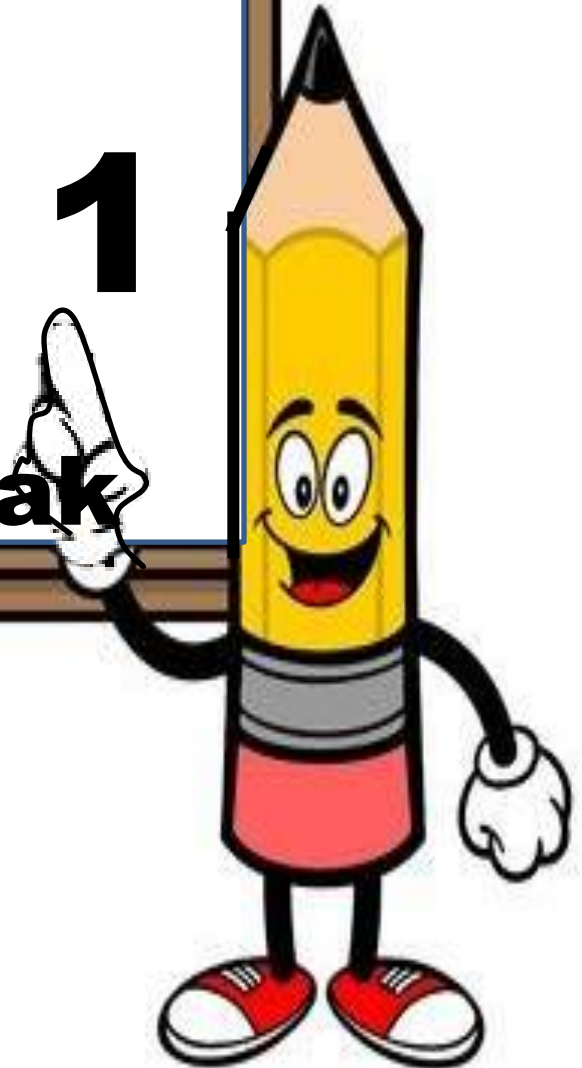
\_\_\_\_\_  
(Date)

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**

**Spring Break**



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

Week 29 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Spring Word Search

K L S O I L L I R P A D U O L C R R  
I D T C E S N I O S H O V E L G A L  
T P R G O F W O R M Z S W D N L H G  
E B U A R E W O H S T A E I L T V A  
B E L D I X P F T O H E R I R W X R  
I B W O D N H I O T S P P A P S M D  
R R A V O L C R C W S R E K L E A E  
D L R I W M E O O N E F C L A A R N  
E E M O M A Y B A T I I C F N S C G  
N A B L L Y N R A T H C S L T O H R  
E F U E I I E C S C D I G P I N J O  
S F T T A T H A T C H P W S R L R W  
T R T R A W D A F F O D I L T O A K  
U X E W J I S U N S H I N E W O U C  
I K R L G N S F R A I N Y E O E R T  
Z C F K X D Q A P I L U T X G E E M  
M C L M E T S L L A B E S A B G Q D  
O M Y F L O W E R G A L L E R B M U

April  
baseball  
bird  
bloom  
butterfly  
caterpillar  
chick  
cloud  
daffodil  
dig  
earth  
egg  
flower

fog  
garden  
grow  
hatch  
insect  
kite  
leaf  
lilac  
March  
May  
nest  
picnic  
plant

puddle  
rainbow  
raincoat  
rainy  
roots  
season  
seed  
shovel  
shower  
soil  
spring  
sprout

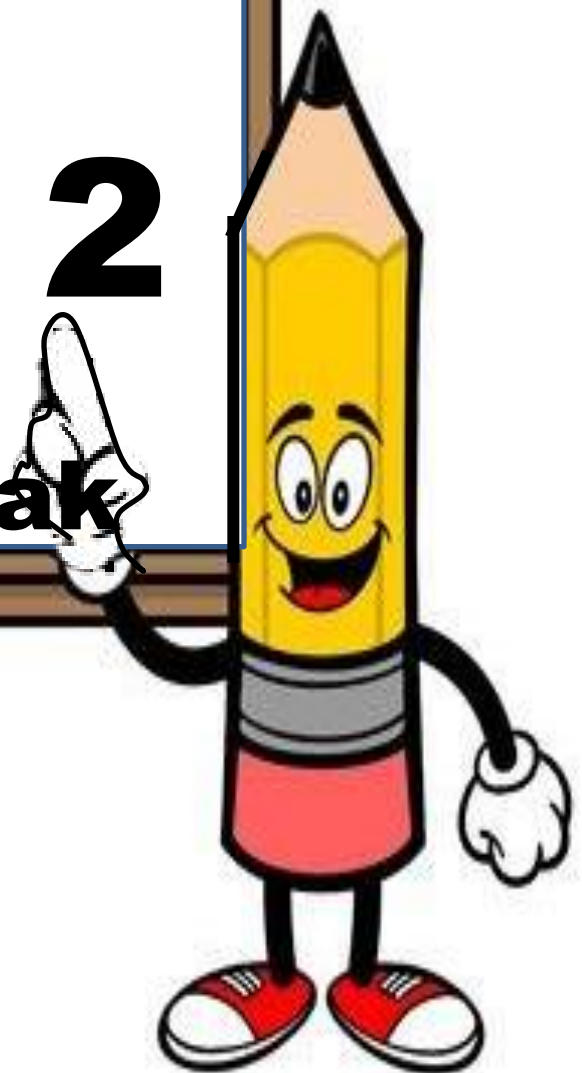
stem  
storm  
sunshine  
thaw  
tulip  
umbrella  
violet  
warm  
water  
weed  
wind  
worm





**Day # 2**

**Spring Break**



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

Week 29 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

### Baby Bears

**Directions: read the short passage below then answer the questions that follow.**

Baby bears are called cubs. Many cubs are born in the middle of winter when it is very cold. Mother bears often have twins. The babies are tiny and have no fur. They stay warm and snug inside their mother's den. When spring comes, the cubs come out of the den with their other.

1. When are many baby bears born?
  - A. In the winter
  - B. In the spring
  - C. In the summer
  - D. In the Fall
  
2. Where are the cubs born?
  - A. In the forest
  - B. In the den
  - C. In streams
  - D. In the mountains
  
3. What are baby bears called?
  - A. Children
  - B. Babies
  - C. Cubs
  - D. Infants
  
4. When do cubs come out of the den?
  - A. When it is warm
  - B. In the snow
  - C. In the rain



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### Pirate Sequencing

**Directions: Number these steps in order from 1-5**

\_\_\_\_\_ Pirate Pete lfts the treasure chest out of the sand.

\_\_\_\_\_ Pirate Pete found his shoel.

\_\_\_\_\_ His shovel ht something hard.

\_\_\_\_\_ He bagan to dig a large hole in the sand.

\_\_\_\_\_ The treasure chest is locked.

**Directions: Number these steps in order from 1-5**

\_\_\_\_\_ They looked inside the chest.

\_\_\_\_\_ Pirate Pete divides the treasure among his crew.

\_\_\_\_\_ Pirate Pete needs help opening the treasure chest.

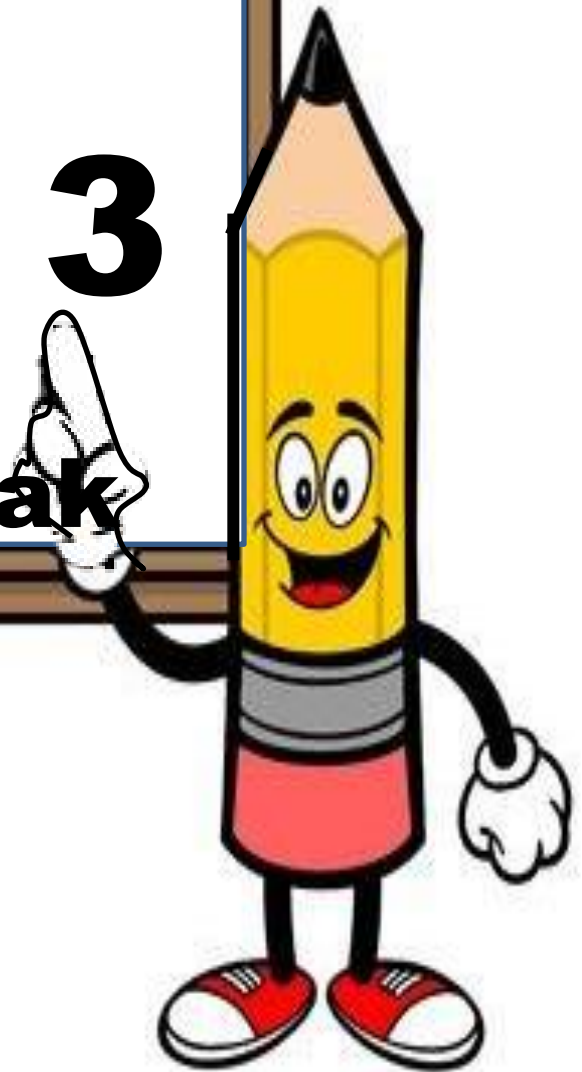
\_\_\_\_\_ His crew is able to break open the lock.

\_\_\_\_\_ It is full og gold coins!



**Day # 3**

**Spring Break**





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

Week 29 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

**Directions: Read the passage, and then answer the questions that follow.**

WEEK 1

## The Red Planet

**technology** – the use of science tools or ideas to do or make things

**orbited** – traveled around something in a curved path

**temperature** – how hot or cold something is, such as air

**impact craters** – bowl-shaped dents in the ground caused by large space rocks hitting a planet or moon

One hundred years ago, going to the moon was a crazy, impossible idea. The only way to study the moon was to observe it from Earth using telescopes. Starting in 1959, however, unpiloted spacecraft landed on the moon. They took photos and studied the rocks and soil. Ten years later, astronauts Neil Armstrong and Buzz Aldrin walked on the moon. What once seemed impossible came true, thanks to advances in **technology** and a lot of hard work.

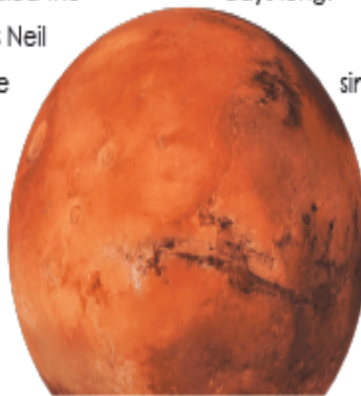
Today's crazy space idea is to travel to Mars. Can it be done? No one knows for sure. However, many people

are working to make it happen. Why Mars? It's our best hope for visiting another planet.

Any planet we visit needs to be made of rock rather than gases. People could only stand on—and land a spaceship on—a rocky planet. Besides Earth, the only rocky planets in our solar system are Mercury, Venus, and Mars. (Jupiter and the planets beyond it are made of gases, so they have no solid ground.) Mercury and Venus are far too hot to travel to, which leaves Mars.

After Venus, Mars is our nearest neighbor in space. It's about half the size of Earth, and its surface area is about the same as all of Earth's land put together. One day on Mars is 24 hours and 37 minutes—a little longer than an Earth day, which lasts 24 hours. However, a year on Mars is 687 days. That's almost twice as long as an Earth year, which is 365 days long.

Spacecraft have been visiting Mars since 1964. They have flown by, **orbited**, or landed and have sent information back to Earth. Because of all this information, we know a lot about Mars. Like Earth, Mars has seasons and weather. However, its atmosphere—the air that surrounds it—is much thinner



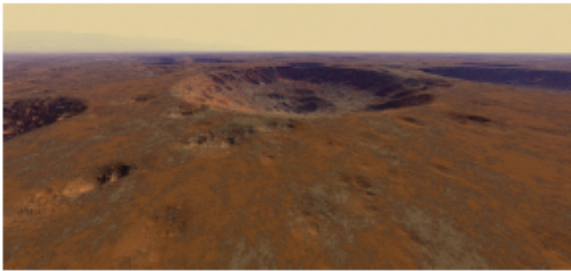


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than Earth's, so it doesn't hold in heat very well. As a result, Mars is much, much colder than Earth. A summer day on Mars is like September in Chicago, but the **temperature** drops to -100 at night. And in winter, the temperature can be at least twice that cold at the poles.

The surface of Mars is dusty and dry, with soil that contains iron, a metal. Because the iron rusts, the planet's surface looks reddish from far away. For that reason, Mars is called the Red Planet. It has deep valleys and long-dead volcanoes. It also has dust storms as well as **impact craters** from space rocks hitting the planet.



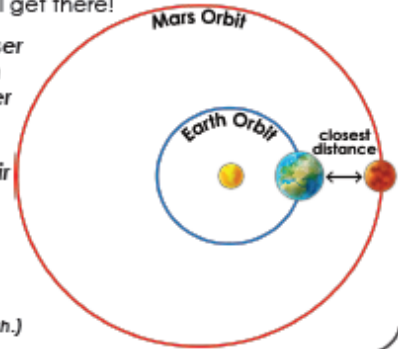
*An impact crater on Mars*

Mars has some water, but because of the thin atmosphere, it doesn't stay in liquid form for long on the planet's surface. Sheets of ice known as ice caps cover the poles. Some features on Mars suggest that

the planet may have been much wetter several billion years ago. Water is needed for all life as we know it. Scientists don't think that Mars has living things today. However, they are searching for signs of life from long ago.

Scientists are also studying whether people can travel to Mars. NASA, the US space agency, set a goal of sending people there in the 2030s. Several other countries are also working on sending astronauts to Mars. What would it take? People would need to live and work in space for a long time. Being in space is hard on the body. Scientists are studying how people can stay healthy in space. They are also studying how to land safely on Mars and return to Earth. Going to Mars may seem like a crazy, impossible idea today. However, if it's anything like what happened with moon travel, we'll get there!

*Mars is much closer to Earth at certain times than at other times. It depends on where the two planets are in their orbits around the sun.*



*(Model not drawn to scale. The sun is 109 times wider than Earth.)*

1. In your own words, list five facts about the surface of Mars (RI.3.1)

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2. Using a complete sentence, tell what the main idea of the passage and list 3 supporting details. (RI.#.2)

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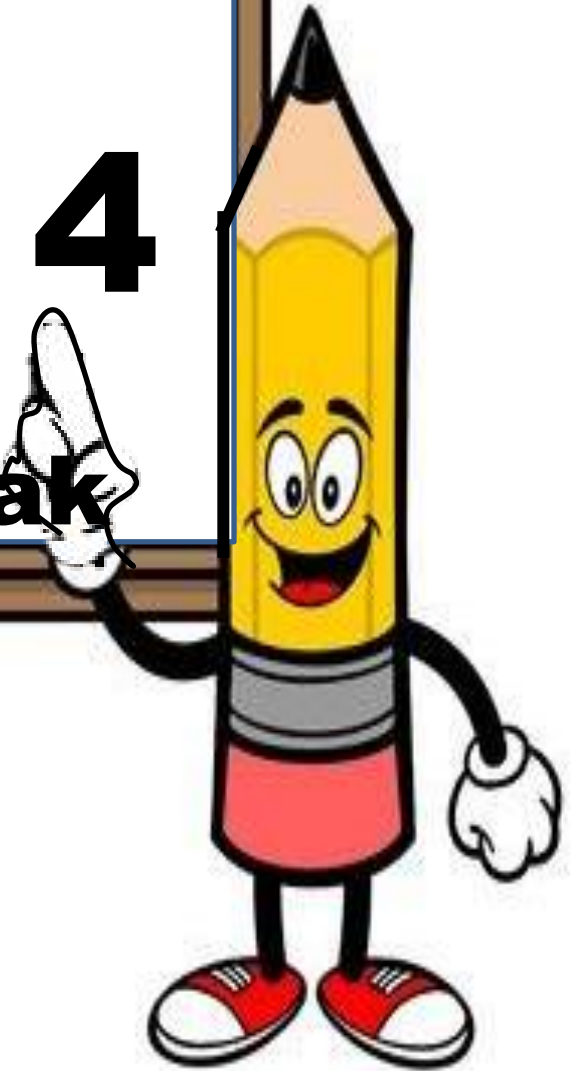
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**Day # 4**

**Spring Break**



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BCCS-B

Week 29 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Plural or Possessive

Directions: Read the sentences below. Determine which word should go in the blank.

**Plural**- more than one

**Possessive** -somebody or something has possession of something

1. The _____ skin is green. <b>frogs frog's</b>	<b>Plural</b> <b>Possessive</b>
2. _____ brother planted some green beans. <b>Saras Sara's</b>	<b>Plural</b> <b>Possessive</b>
3. My friend has 3 _____ in his yard. <b>ducks duck's</b>	<b>Plural</b> <b>Possessive</b>
4. My _____ barked at the butterfly. <b>dogs dog's</b>	<b>Plural</b> <b>Possessive</b>

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**Directions: Read the story, and then answer the following questions**

WEEK 2

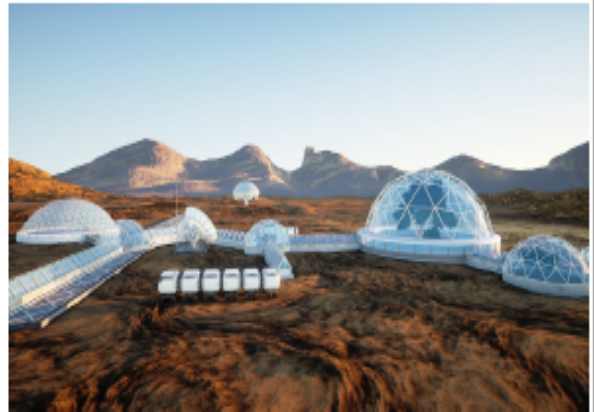
## The New Kid on Mars

It was bedtime on the Planet Mars. I could hear the hum of the space station settling in for the night. The door to my family unit slid shut with a whoosh. The familiar sound usually helped me fall asleep—but not tonight. As soon as the sky went dark, I hopped out of bed and grabbed my telescope. Carefully, I pointed it out the window. Then I leaned in close and looked. There. Thirty-three million miles away. The Planet Earth.

I had been born on Earth but didn't remember it. When I was a year old, my parents were chosen for a special mission on Mars. Instead of studying Martian gravity, or rocks, or aliens, like the other scientists, their job was to help the space station grow. For the past eight years, they had worked hard to make it possible for more families, like me and my parents, to live on Mars.

Tomorrow, the first new family would arrive. Looking through my telescope at tiny Planet Earth, I frowned. Right now, I was the only kid on Mars...and to tell the truth, I kind of liked it that way. While my parents and the other scientists focused on work, I

roamed the red surface of Mars on my own. I zoomed over the ice caps on my hoverboard and climbed solo up the cliffs and canyons. I experimented in the labs and taught my alien puppy new tricks.



As the only kid on Mars, I was free as a shooting star. But tomorrow, I feared, all of that might change.

The spaceship landed at dawn. After breakfast, my mom introduced me to the new family. There was a boy my age with freckles the same color as Martian soil.

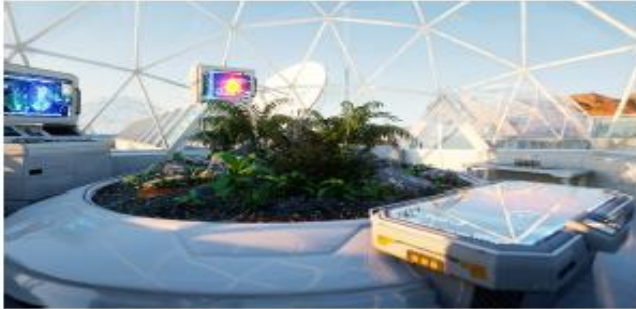
"Luna, meet Max. Max, meet Luna," my mom said. "Luna, why don't you give Max a tour?"

I sighed. "Okay," I said. "Follow me." Dutifully, I led Max through the space station. I showed him the anti-gravity room and the space garden. I showed him a telescope a hundred times more

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powerful than my own. I taught him how to suit up to go outside. But though my tour hit all the right spots, I knew I wasn't being very friendly. I had a funny feeling in my stomach, like space worms wiggling around inside. I had never met another kid before—I didn't know what to say.



Finally, Max broke the silence. "So...do you like living here?" he asked.

"Honestly, I can't remember anything else," I said. "What do you think so far?"

"I'm not sure I'm going to like it," Max said.

"Why not?" I asked, crossing my arms.

"Well, my favorite place is the ocean," Max said. "And I don't see much ocean around here!"

I had to admit he was right. "What's so great about the ocean?" I asked curiously. "I've never seen an ocean before."

"It's fantastic! It's always moving and changing colors. The waves are so big, they knock you over. Except when you're surfing—then you ride them like a king." Max bent his knees and stuck his arms out. His surfing pose looked pretty funny in a space suit, and I laughed.

Suddenly, my stomach felt much better.

"I have an idea," I said. With a smile, I grabbed Max's hand and pulled him the other way. All my nerves about meeting the new kid on Mars had disappeared.

"Where are we going?" Max shouted as we ran, kicking up clouds of red dust.

"To the hoverboard shed!" I called back.

"Something tells me you're going to be a big fan!"

1. What does Luna mean when she describes herself as "free as a shooting star"? (RL.3.4)

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2. How does Luna feel about meeting the new kid on Mars? Use details from the text to support your answer.

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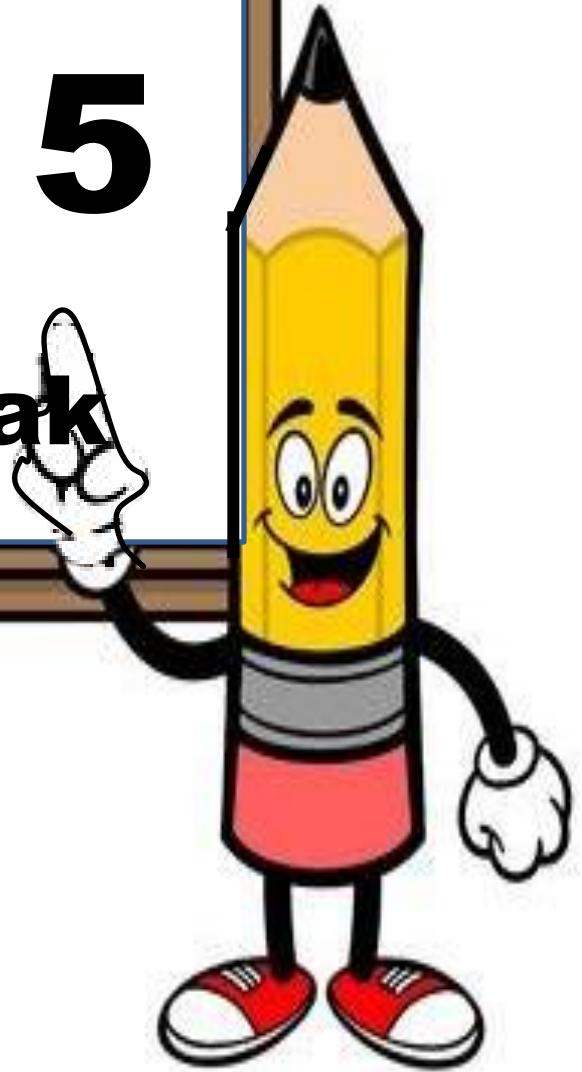
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**Day # 5**

**Spring Break**





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BCCS-B

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## Subjects and Predicates

The subject names something or someone.

**Directions:** Complete each sentence by writing the subject or predicate.

1. \_\_\_\_\_ cried because she was hungry.

2. \_\_\_\_\_ raced down the street.

3. Kyla and Chloe \_\_\_\_\_

\_\_\_\_\_

4. Mrs. Starkey \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_ forgot to do his homework.

6. The police officer \_\_\_\_\_

\_\_\_\_\_

7. My pet snake \_\_\_\_\_

\_\_\_\_\_



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BCCS-B

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Name \_\_\_\_\_

# Main Idea & Details

Directions: Read the following paragraph. Determine the main idea and write it beside the cone. Identify the three most important details and write them beside the scoops of ice cream.

Thunderstorms are dangerous. Every thunderstorm contains lightning, and lightning kills more people each year than tornadoes or hurricanes! Do you know what to do to remain safe during a thunderstorm? First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the National Weather Service recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid taking showers or baths. If you are unable to get safely inside a building, avoid taking cover beneath tall, isolated trees. Also avoid water, high ground, and metal objects. Knowing what to do (and what *not* to do) during a thunderstorm could save your life.

