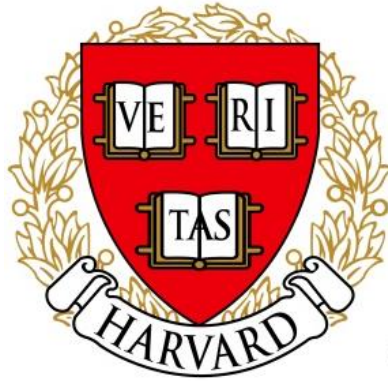


Name \_\_\_\_\_

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

### Week 34



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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.

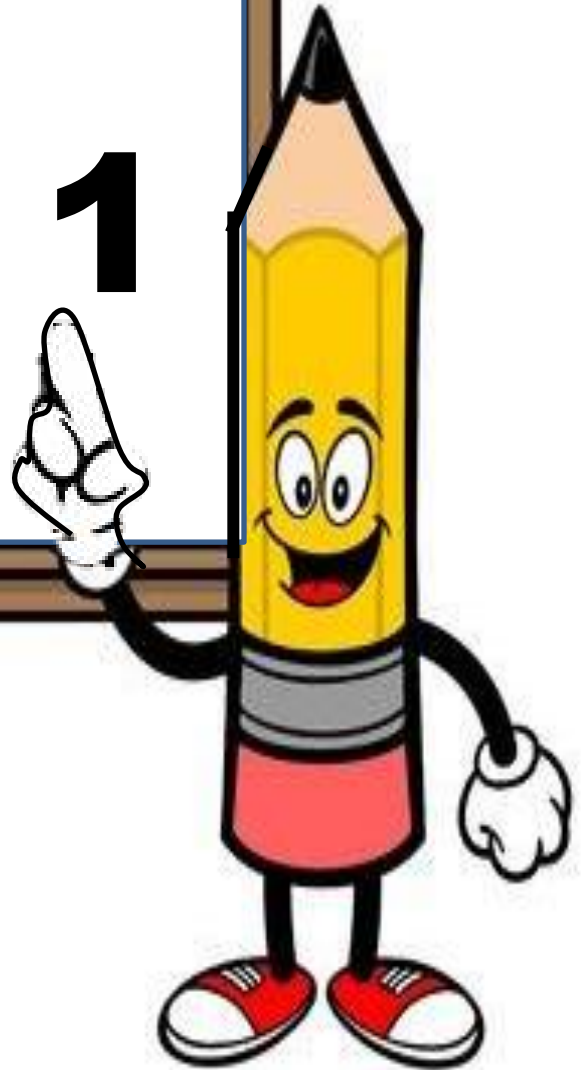
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(Parent Signature)

\_\_\_\_\_  
(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 34 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

Our Learning for today:

**LEQ:**  **How does freshwater play a role around the world?**

**Objective:** I can ask and answer questions about a text by using supporting details.

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

Week 34 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

## Vocabulary Guided Notes

1. **Freshwater:** \_\_\_\_\_ that is \_\_\_\_\_  
for humans to drink.
2. **Saltwater:** \_\_\_\_\_ that is found in the  
\_\_\_\_\_. Not \_\_\_\_\_ for humans to  
drink.
3. **Amount:** How \_\_\_\_\_ of something there is.
4. **Access:** How people \_\_\_\_\_ things they need.

5. **Need:** Something that a person \_\_\_\_\_  
\_\_\_\_\_ for survival.

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

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## Stop and Jot



- Does where you live affect what resources are available to you?

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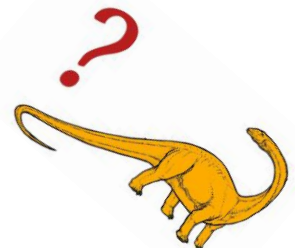
Explicit Instruction



If you are asking questions about a text, you can use the **topic** of the text to help brainstorm questions to ask.

**Examples:** If the topic is *dinosaurs*, I might ask:

1. When did the dinosaurs live?
2. How large could a dinosaur be?



3. Why did the dinosaurs die?
4. Where did dinosaurs live?
5. What have scientists discovered about dinosaurs?
6. Who can research more about dinosaurs?

Good readers will try to answer their questions by doing a **close read** of the text and

Name: \_\_\_\_\_ Week 34 Day 1 Date: \_\_\_\_\_  
 annotating their evidence!

BCCS-B

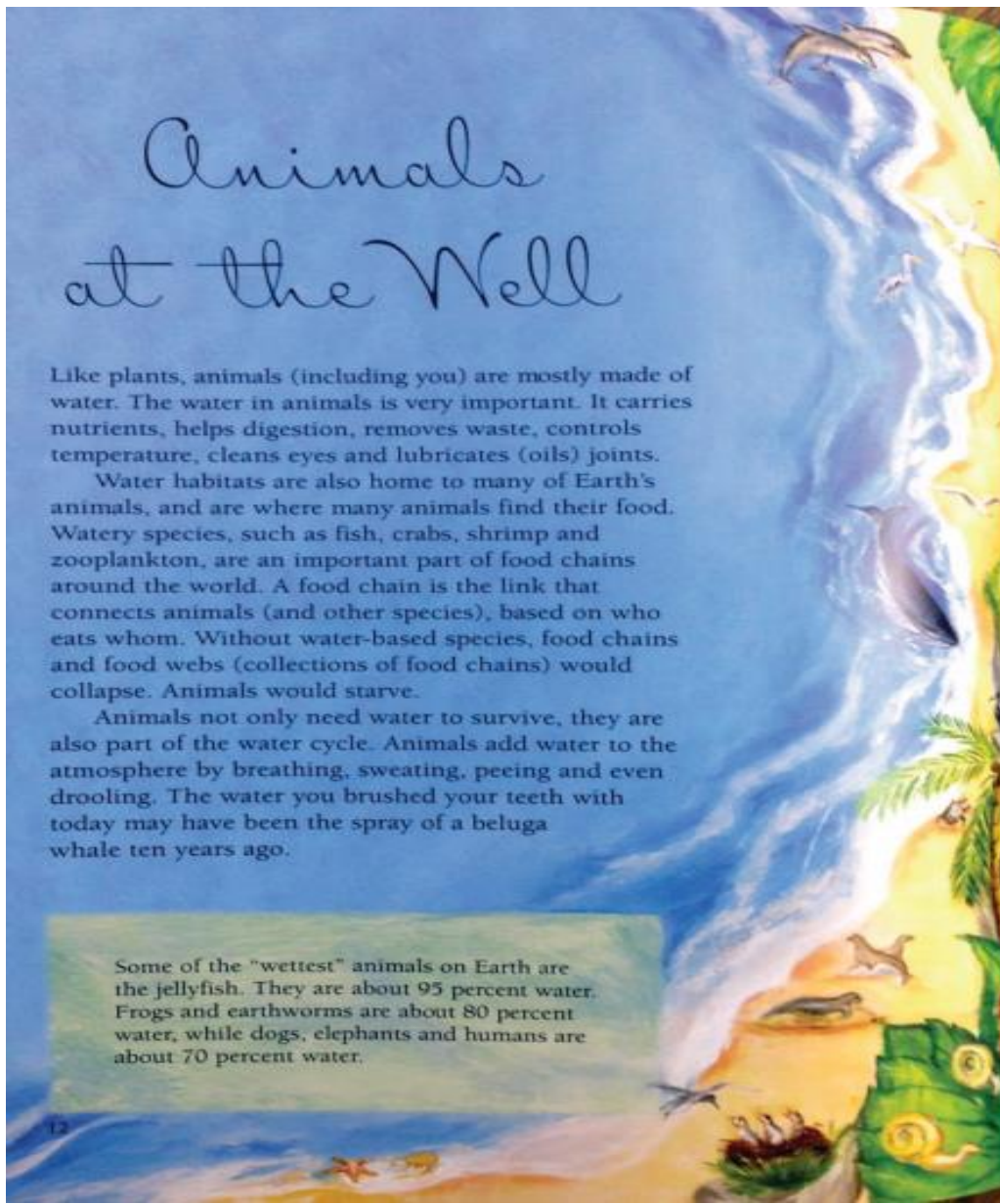
Harvard

Yale

Princeton

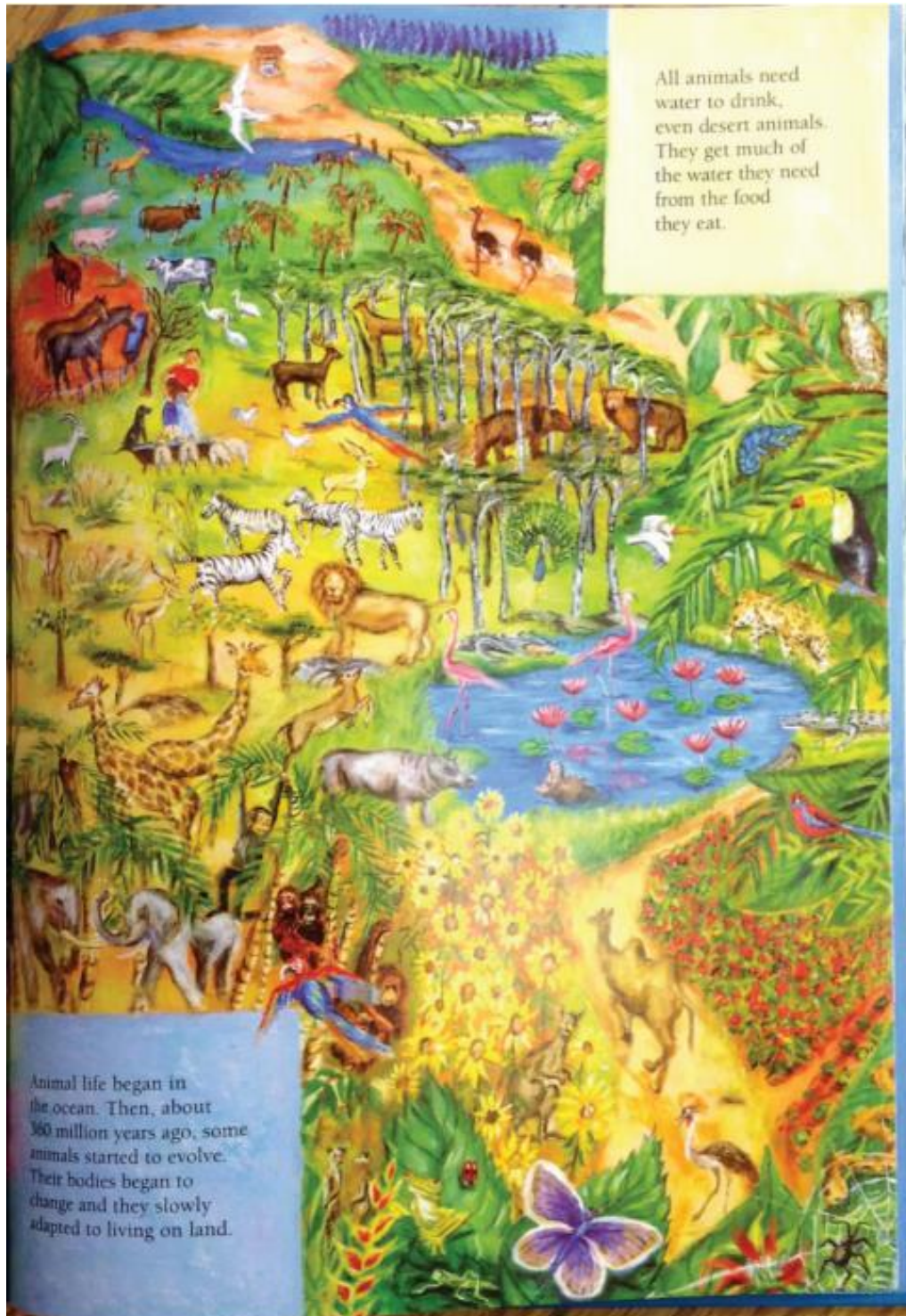
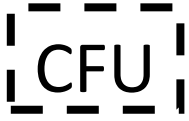


**Directions:** Use the following pages from One Well On Earth to analyze and determine three different questions we could ask about the topic of the page by using the text features.



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All animals need water to drink, even desert animals. They get much of the water they need from the food they eat.

Animal life began in the ocean. Then, about 300 million years ago, some animals started to evolve. Their bodies began to change and they slowly adapted to living on land.

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Write down **three (3)** questions you could ask about the topic of page 12 from “One Well on Earth”.

1. My first question about the text is \_\_\_\_\_  
\_\_\_\_\_

2. The next question about the text is \_\_\_\_\_  
\_\_\_\_\_

3. My last question about the text is \_\_\_\_\_  
\_\_\_\_\_



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

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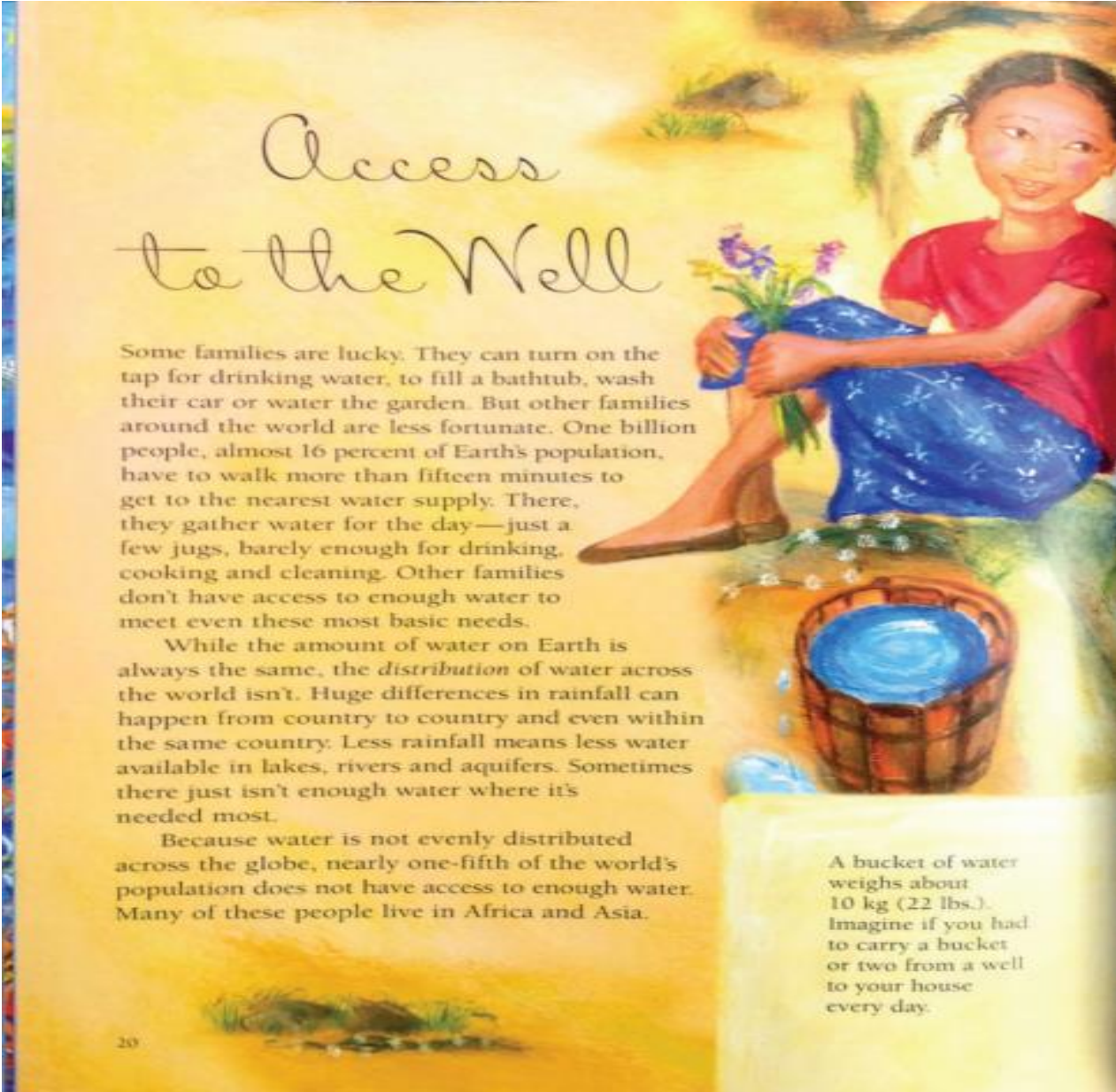
Harvard

Yale

Princeton

## Application Activity

**Directions:** Use the following pages from *One Well on Earth* to analyze and determine three different questions we could ask about the topic of the page by using the text features.



*Access to the Well*

Some families are lucky. They can turn on the tap for drinking water, to fill a bathtub, wash their car or water the garden. But other families around the world are less fortunate. One billion people, almost 16 percent of Earth's population, have to walk more than fifteen minutes to get to the nearest water supply. There, they gather water for the day—just a few jugs, barely enough for drinking, cooking and cleaning. Other families don't have access to enough water to meet even these most basic needs.

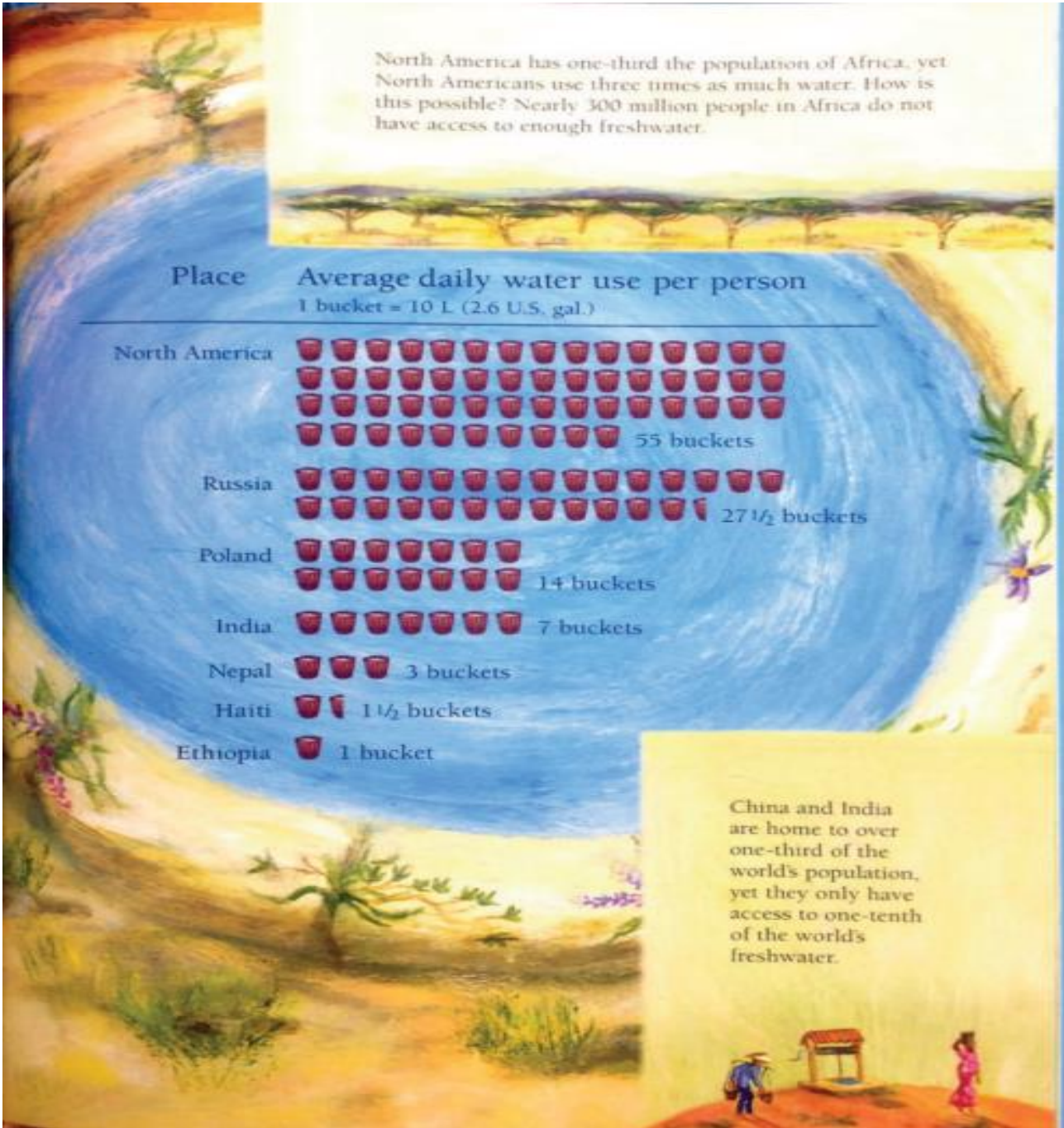
While the amount of water on Earth is always the same, the *distribution* of water across the world isn't. Huge differences in rainfall can happen from country to country and even within the same country. Less rainfall means less water available in lakes, rivers and aquifers. Sometimes there just isn't enough water where it's needed most.

Because water is not evenly distributed across the globe, nearly one-fifth of the world's population does not have access to enough water. Many of these people live in Africa and Asia.

A bucket of water weighs about 10 kg (22 lbs.). Imagine if you had to carry a bucket or two from a well to your house every day.

20

Application Activity



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Harvard          Yale          Princeton

## Application Activity

Write down three (3) questions you could ask about the topic of page 20 from “One Well on Earth”.

1. My first question about “One Well on Earth” is \_\_\_\_\_  
\_\_\_\_\_
  
2. The next question I have is \_\_\_\_\_  
\_\_\_\_\_
  
3. My final question about the text is \_\_\_\_\_  
\_\_\_\_\_

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BCCS-B

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Exit  
Ticket

**Directions:** What are three questions you could ask about the following?

## Black-belt grandma teaches special kids how to get their kicks



1. My first question about this text is \_\_\_\_\_

\_\_\_\_\_

2. My next question about the text is \_\_\_\_\_

\_\_\_\_\_

3. My final question is \_\_\_\_\_

\_\_\_\_\_

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Harvard Yale Princeton

## ELA Homework

# Our Toolkit for the day



# Asking and Answering Questions

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 34 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Your Turn

**Directions:** Read the following article and **annotate** the passage to see if you are able to answer any of your questions from your exit ticket. If you can't find an answer to your own questions, annotate to answer the following:

### 1. Who is the karate grandma?

The karate grandma is \_\_\_\_\_

\_\_\_\_\_

### 2. What is karate?

Karate is \_\_\_\_\_

\_\_\_\_\_

### 3. How does the grandma teach karate?

The grandma teaches karate by \_\_\_\_\_

\_\_\_\_\_

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Your Turn

## Black-belt grandma teaches special kids how to get their kicks



Helen Dugan is 80 years old. She has gray hair and wrinkles. She has 17 great-grandchildren.

Dugan has a black belt in American karate. A black belt is the highest level.

She can still break boards with her feet.

"Want to know what my grandsons say about me?" she asks. "They say, 'My grandma can beat up your dad!'"

Laugh if you want. This karate grandma is no joke.

### Champs Achievers

Dugan teaches karate to kids with special needs. The kids may have problems speaking or seeing. These kids do not have much of a chance to learn karate. Other karate classes may not accept them. Her school is called Champs Achievers.

"Helen is an amazing woman," said Angela Degnan. She has a 3-year-old son named Aiden. He learns karate at Champs. "She has dedicated her life to children with special needs. My son has special needs."

She said, "It's been a wonderful experience for him."

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## ! Your Turn !

### **Strong Body, Strong Mind**

Dugan began taking karate lessons with her two sons. Her kids quit after four years. She kept practicing karate.

Karate made her body stronger. It also made her mind stronger. It gave her confidence.

As a child, Dugan also had problems. She had a hard time learning. She failed many of her classes. Dugan was creative. Yet, she could not do math. She had memory problems.

Dugan later became a nurse. She still struggles, though. She has a hard time recognizing faces, even of family and friends. It is hard for her to remember her students' faces. She takes pictures of them so she remembers.

### **Forever Young**

In class, children stand in a line on red-and-blue mats. Up above them hang karate belts. The belts are in 14 colors.

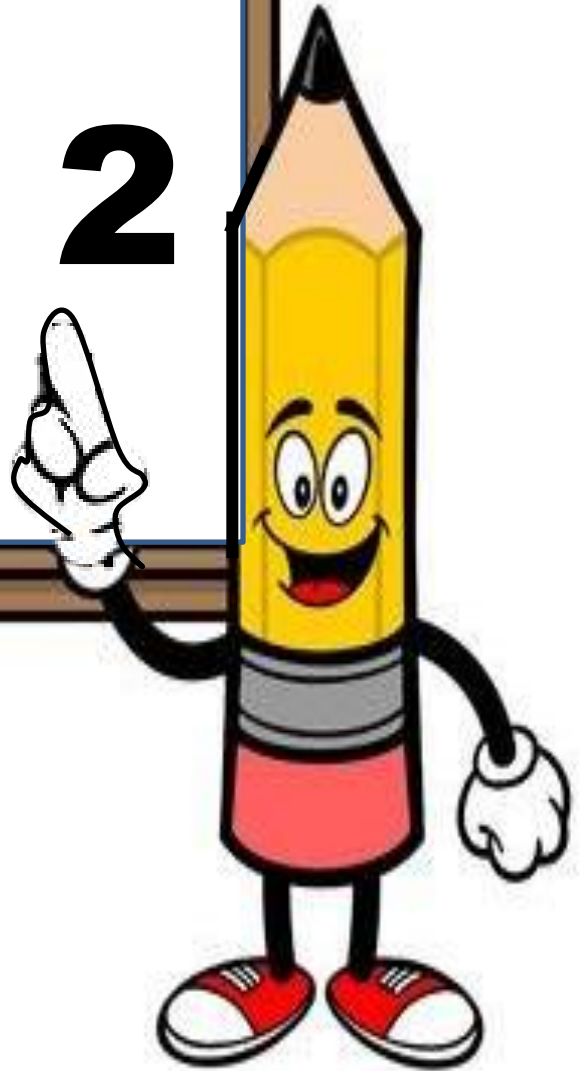
Dugan plans to teach as long as she can.

"Put me with the kids," she said. "They keep you young."





# Day # 2



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

Week 34 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

**Our Learning for today:**

**LEQ: How can support the change of water pollution on Earth?**

**Objective: I can determine the authors POV by using key details from the text.**



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Harvard Yale Princeton

## Vocabulary Guided No

1. **Point of View:** The author's opinion about the topic in the text.

# Stop and Jot



**Would you rather have hands for feet or feet for hands? Why?**

I would rather have \_\_\_\_\_

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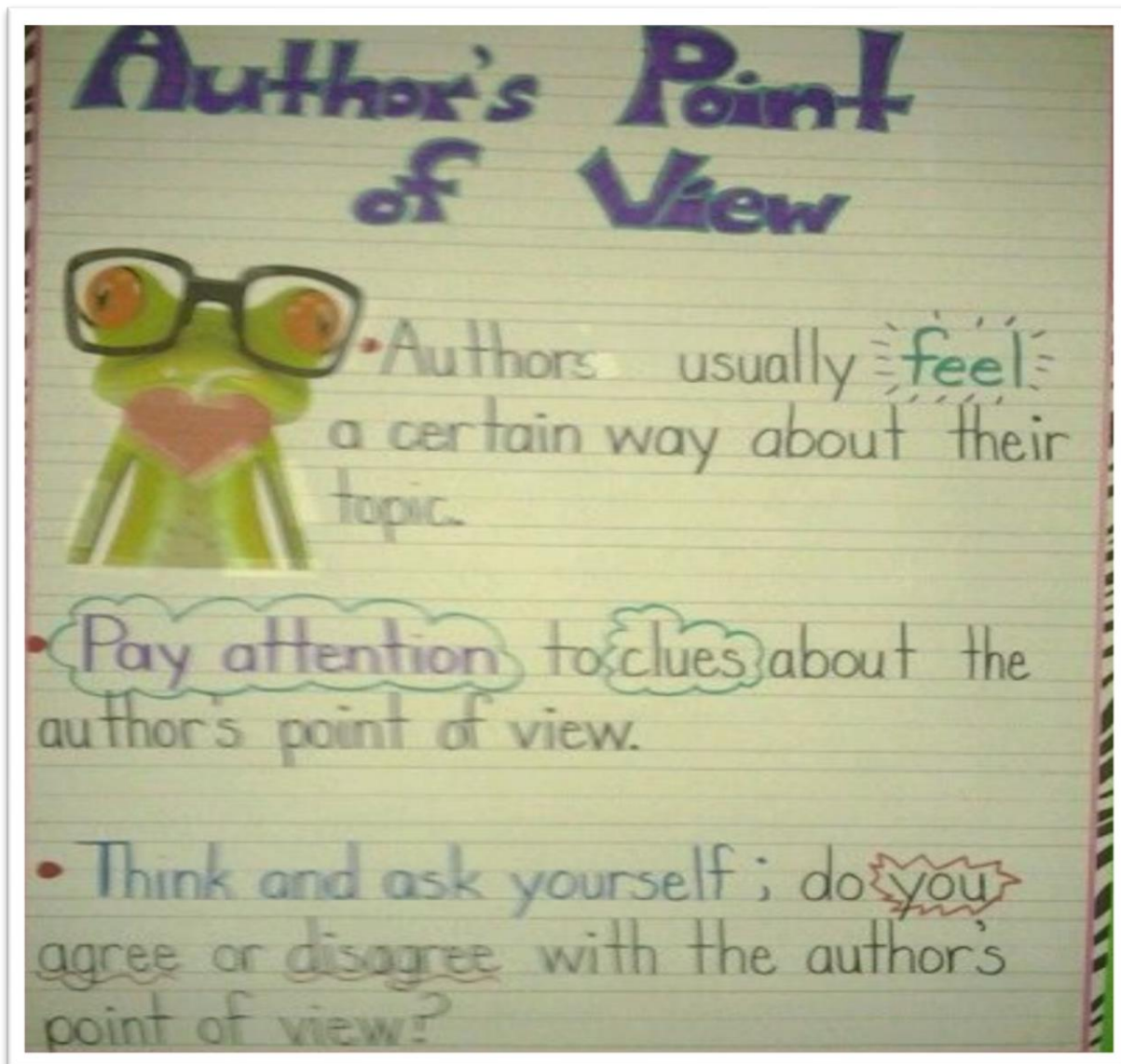
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## Explicit Instruction

When we think of an author's **point of view**, we can think of it as his/her opinion about a topic.



**Author's Point of View**

 • Authors usually **feel** a certain way about their topic.

- **Pay attention** to **clues** about the author's point of view.
- Think and ask yourself; do **you** agree or disagree with the author's point of view?

## Explicit Instruction



Everyone knows that smoking is bad for you. I don't think that smoking should be allowed in the United States. Smoking can lead to many health problems, smoking doesn't make you look cool, and it is a very expensive habit.

Smoking is the most preventable cause of death in the United States. Cigarettes are full of poisonous chemicals that are inhaled through smoking. Those chemicals can make you very sick and even lead to death.

Many people think that smoking makes them look cool. That is not true! Is having bad breath cool? Is having yellow fingernails cool? I don't think so! I used to think that all celebrities smoked but the truth is, most don't!

Another reason not to smoke is that it is expensive! One pack of cigarettes cost five dollars or more! If you smoke one pack a day, that ends up being 1,825 dollars a year! Smoking is very addictive and even just smoking for a few days can lead to an addiction that can be hard to break!

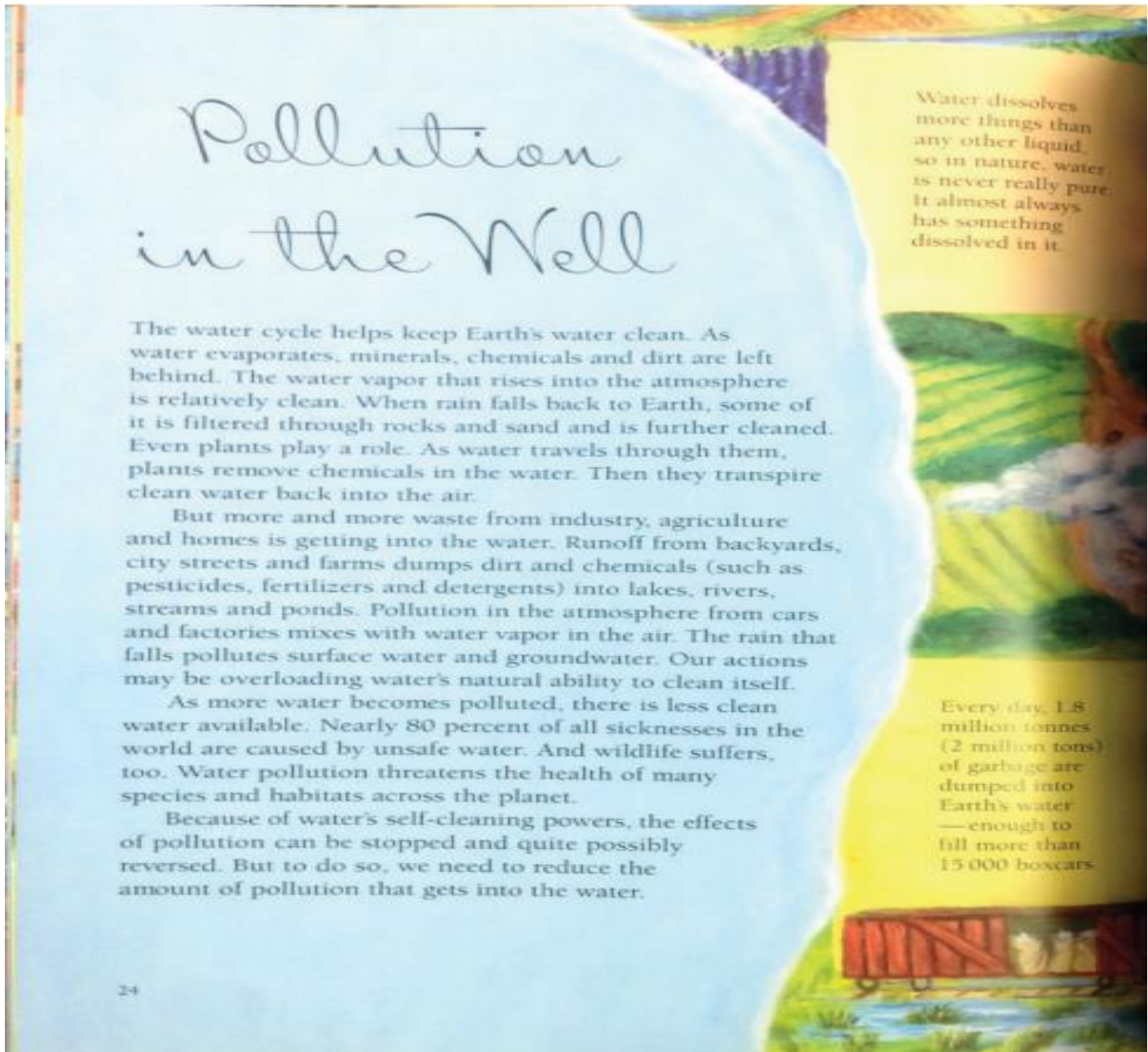
You can make your own choices about smoking, but I will never touch a cigarette!

What is the author's viewpoint on smoking?

- A. Smoking is not cool.
- B. Smoking is the most preventable cause of death in the United States.
- C. One pack of cigarettes cost five dollars or more.
- D. Smoking is an expensive and harmful habit.



**Directions:** Read the following pages from *One Well on Earth*. Determine the author's point of view about water pollution. Annotate details that support the viewpoint on this topic.



## Pollution in the Well

The water cycle helps keep Earth's water clean. As water evaporates, minerals, chemicals and dirt are left behind. The water vapor that rises into the atmosphere is relatively clean. When rain falls back to Earth, some of it is filtered through rocks and sand and is further cleaned. Even plants play a role. As water travels through them, plants remove chemicals in the water. Then they transpire clean water back into the air.

But more and more waste from industry, agriculture and homes is getting into the water. Runoff from backyards, city streets and farms dumps dirt and chemicals (such as pesticides, fertilizers and detergents) into lakes, rivers, streams and ponds. Pollution in the atmosphere from cars and factories mixes with water vapor in the air. The rain that falls pollutes surface water and groundwater. Our actions may be overloading water's natural ability to clean itself.

As more water becomes polluted, there is less clean water available. Nearly 80 percent of all sicknesses in the world are caused by unsafe water. And wildlife suffers, too. Water pollution threatens the health of many species and habitats across the planet.

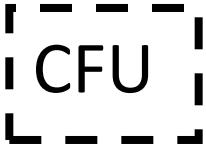
Because of water's self-cleaning powers, the effects of pollution can be stopped and quite possibly reversed. But to do so, we need to reduce the amount of pollution that gets into the water.

Water dissolves more things than any other liquid, so in nature, water is never really pure. It almost always has something dissolved in it.

Every day, 1.8 million tonnes (2 million tons) of garbage are dumped into Earth's water — enough to fill more than 15 000 boxcars.

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What is the author's **point of view**?

- A. Humans are damaging the earth and our water supply by polluting it.
- B. Pollution has not had severe effects on the Earth.
- C. Pollution helps us to know which water is safe to use and what is not.
- D. We have damaged the Earth's water supply, but pollution will go away on its own.

1. Key detail that I found that supports the author's point of view.

One key detail that I found to support the authors point of view is

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2. Key detail that I found that supports the author's point of view.

Another key detail that I found to support the authors point of view is

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3. Key detail that I found that supports the author's point of view.

Another key detail that I found to support the authors point of view is

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

Week 34 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



What is **your** point of view on water pollution?

My point of view on water pollution is

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

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## Application Activity

Directions: Read the following article and determine the author's point of view.

### **Creatures at the bottom of the ocean are eating our plastics pollution**

Plastic is polluting the planet. It fills up garbage dumps. Plastic bits float on the ocean. They even sink to the bottom of the sea.

A new study found plastic in the stomachs of sea animals. This was a big find because of where the animals live. They are deep-sea animals. They live in the deepest parts of the earth.

Dr. Alan Jamieson led the study. He is a scientist. He said he was surprised by the results. It means plastic has polluted the whole planet, he said. No place is free from it.

### **Plastic Fibers In Water From Around The World**

The proof of this growing. Some scientists have found plastic bits in drinking water. They tested water from around the world. Most of it had plastic in it. Other studies have found plastic in salt. Some have found it in fish bellies.

People started making plastic about 100 years ago. Since then, we have made billions of tons of it. Plastic does not break down quickly. It takes hundreds of years.

Scientists say this problem is very big.

### **Shellfish Are Eating Plastic Waste**

Dr. Jamieson is worried. People need to act quickly, he said. Plastic pollution is a growing problem. It affects the whole world.

The new study tested shellfish. It studied 90 different animals. These shellfish lived in trenches. Trenches are the deepest parts of the ocean floor. There are more than 50 in the ocean. Most of them are in the Pacific Ocean. The deepest ones are 7 miles down.

Most of the shellfish had plastic in their stomachs. It did not matter which trench the animals lived in. Some lived thousands of miles apart. They had all eaten plastic. Some of the plastic bits came from bottles or packages. Some came from tiny plastic fibers in clothes.

## **Throwing It Away Doesn't Make It Go Away**

When people dump plastic in the water, there are only a few places it can go. It may wash onto the shore. It may float on the surface. Or, it may sink straight down.

There is not a lot of food in the deep sea. Creatures wait for food to "rain" down from above, Dr. Jamieson said. Sometimes plastic bits come down, too. The animals eat it. They are not very picky.

Once plastic reaches the seafloor, it stays there. There is nowhere for it to go, he said. It will not break down. It just builds up over time.



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

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## Application Activity

### 1. What is the author's point of view?

- A. Humans are harming aquatic life from our pollution.
- B. It is best to use oceans for garbage because it breaks down over time.
- C. Human waste provides another source of food for aquatic life.
- D. Our oceans are not polluted enough to cause harm.

### 2. What is the main idea?

- A. Plastic pollution is harmful to aquatic life.
- B. Dr. Alan Jamieson was surprised by the results.
- C. Deep-sea animals live in the deepest part of the oceans.
- D. Throwing it away doesn't make it go away.

Write down one detail you found that supports the author's point of view.

One detail that supports the author's point of view is

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

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## Exit Ticket

**Directions:** Read the passage and determine the author's point of view.

**2** Pets are an extension of our family. We love and care about them deeply. Lately there has been debate about whether or not pets should be kept in cages. The answer is simple—yes, for their own safety. However, I don't believe pets should be kept in a cage all the time. Take a hamster, for example. There would be great danger to a hamster who was kept outside of his/her cage at all times. The hamster could get trapped somewhere in your house, injured by a human who didn't see the hamster, or even attacked by another pet in the family. I think that putting in animals in cages is meant to protect them.

**What is the author's point of view?**

- A. Pets are an extension of our family.
- B. Pets should be kept in cages all the time.
- C. Pets are in danger.
- D. We love and care about our animals.

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BCCS-B

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Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



Author's Point of View

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

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Parent Signature 😊

# Your Turn

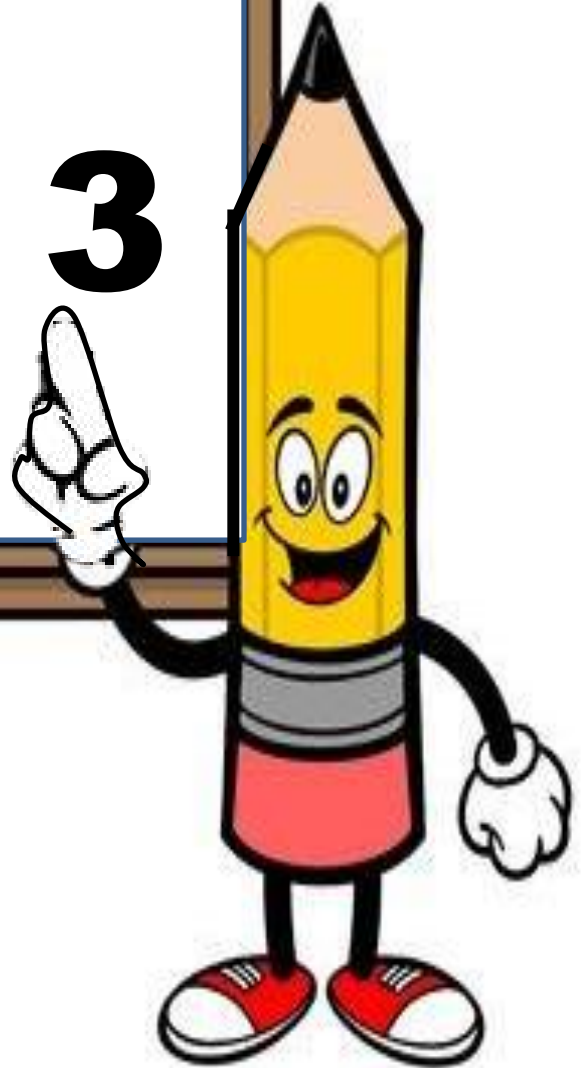
Directions: Read the passage and determine the author's point of view.

<p><b>3</b> Over the past year, school officials have been considering changing the school hours from 8:15 am-3:15 pm to 11:15 am-6:15 pm. There could be benefits to this change. One, students would be less tired coming to school, as they would get to sleep in. They would also have more time in the morning to get homework done or to study. Kids could even get some relaxation time in before boarding a bus to school in the afternoon. However, there could be drawbacks, too. There would be less time to participate in after school sports. Also, certain families would not be able to spend as much time together with a late dismissal time.</p>	<p><b>4</b> A recent study has shown that kids who use electronics in their bedroom, before bedtime, get at least an hour less of sleep than kids who "unplug" from electronics before retiring to their bedroom at night. Why is this? Having electronics in a child's bedroom creates an engaging, almost addictive environment. Children would much rather stay up "five more minutes" to finish a TV show, video game, or text, than to try to unwind and get right to sleep. In turn, this causes some children to experience fewer hours of sleep per week and become sleepy during the day. It is important for parents to have strict guidelines when it comes to electronics before bedtime!</p>
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<p><b>Number 3</b></p> <ul style="list-style-type: none"><li>A. Switching school to later times may help students.</li><li>B. There is no difference in students' energy.</li><li>C. This is better for families</li></ul>	<p><b>Number 4</b></p> <ul style="list-style-type: none"><li>A. Strict guidelines for using electronics at night are important.</li><li>B. There is no difference in children.</li><li>C. Less sleep makes you sleepier</li></ul>
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**Day # 3**



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

Week 34 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

Our Learning for today:

**LEQ: How do context clues help support my overall understanding of a text?**

**Objective: I can determine the meaning of unknown words in an informational text.**





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## Vocabulary Guided Notes

1. **Pollution:** \_\_\_\_\_ is the introduction of harmful materials into the environment. These harmful materials are called \_\_\_\_\_.
2. **Damage:** \_\_\_\_\_ or injury that makes something less \_\_\_\_\_ or valuable.
3. **Habitat:** A \_\_\_\_\_ where a \_\_\_\_\_ lives.

## Science

### Tons of trash in the ocean hurt animals

1. The Great Pacific Garbage Patch is a big glob of trash. It floats in the middle of the Pacific Ocean. It is between California and Hawaii. It is mostly made of plastic. It is very big. A lot bigger than we thought it was. It is twice the size of Texas. And it is only getting bigger.
2. A team of scientists were **curious** about the garbage patch. They wanted to measure how big it was. They were in for a surprise. The patch was much larger than they expected. Worse, it is still growing!
3. Laurent Lebreton led the group. He called the garbage "frightening."

### Plastic Can Hurt Animals

4. Plastic is very **useful**. Plastic bags help us with our groceries. They can hurt our oceans, though. Animals can eat plastic bags. They can be hurt if they try to. Shellfish and other animals can stick to the plastic. Fish and birds then eat these animals. Soon, the plastic has hurt the whole food chain!



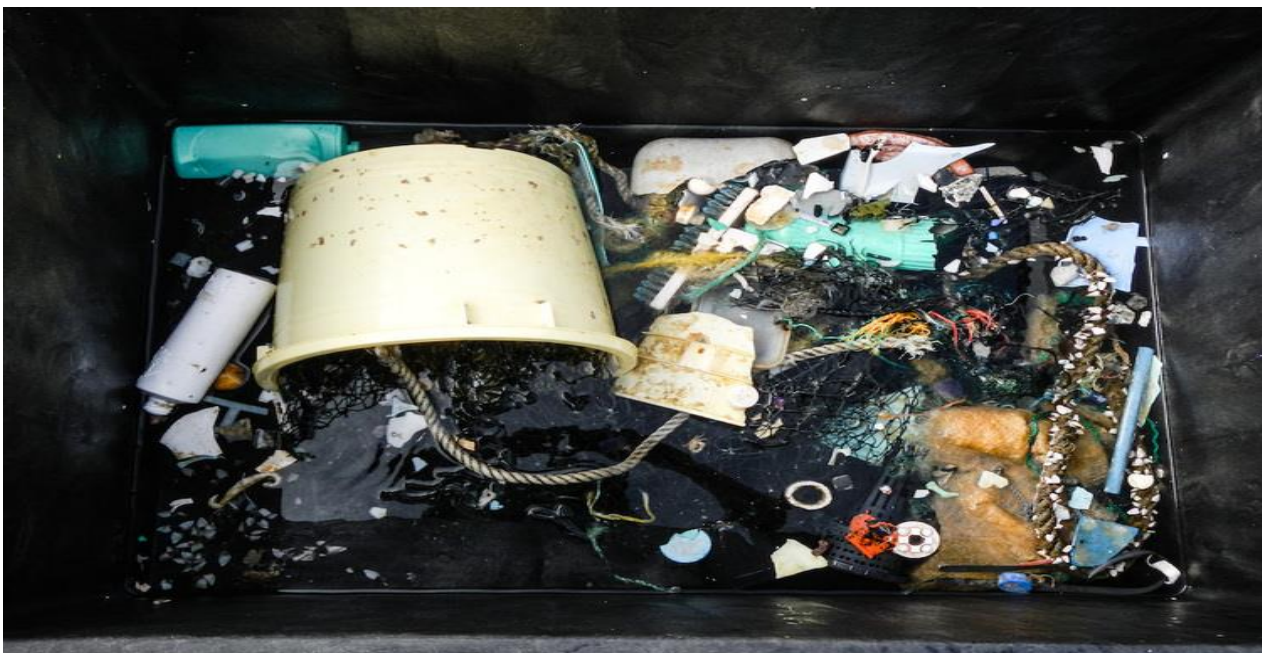
Name: \_\_\_\_\_  
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5. Mr. Lebreton's team wanted a bird's-eye view of the trash. They studied what it looked like from above. They also sent boats to take pieces of trash. The scientists looked at these pieces very closely. Most of the garbage patch is made of tiny bits of plastic. This time, the scientists got to see bigger pieces, too.

## 41 Years Ago!

6. Where did all that trash come from? Fishing nets are part of the problem. They made up a big part of the garbage patch. Fishing boats leave them behind. Then they **drift** through the ocean. Animals can get stuck in the nets.
7. Fifty plastic items had dates printed on them. Most were from the 1990s and 2000s. One was from 1977. That is 41 years ago! There were 386 items with words from different languages. Many were in Japanese.



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## Giant Wave

8. Why might that be? The scientists have a guess. In 2011, Japan was hit by a **tsunami**. The giant wave washed tons of trash into the sea. That trash could have floated across the ocean. Then it could have made its way to the garbage patch.
  9. This study just looked at floating plastic. There might be much more on the ocean floor.
- 
1. According to paragraph 2, what does the word **curious** mean?
    - A. Angry
    - B. Interested
    - C. Happy
    - D. Bored
  2. According to paragraph 4, what does the word **useful** mean?
    - A. Helpful
    - B. Annoying
    - C. Scary
    - D. Careful
  3. According to paragraph 6 what does the word **drift** mean?
    - A. Turn around
    - B. Jump
    - C. Float
    - D. Move quickly

# Pollution in the Well

The water cycle helps keep Earth's water clean. As water evaporates, minerals, chemicals and dirt are left behind. The water vapor that rises into the atmosphere is relatively clean. When rain falls back to Earth, some of it is filtered through rocks and sand and is further cleaned. Even plants play a role. As water travels through them, plants remove chemicals in the water. Then they transpire clean water back into the air.

But more and more waste from industry, agriculture and homes is getting into the water. Runoff from backyards, city streets and farms dumps dirt and chemicals (such as pesticides, fertilizers and detergents) into lakes, rivers, streams and ponds. Pollution in the atmosphere from cars and factories mixes with water vapor in the air. The rain that falls pollutes surface water and groundwater. Our actions may be overloading water's natural ability to clean itself.

As more water becomes polluted, there is less clean water available. Nearly 80 percent of all sicknesses in the world are caused by unsafe water. And wildlife suffers, too. Water pollution threatens the health of many species and habitats across the planet.

Because of water's self-cleaning powers, the effects of pollution can be stopped and quite possibly reversed. But to do so, we need to reduce the amount of pollution that gets into the water.

Water dissolves more things than any other liquid, so in nature, water is never really pure. It almost always has something dissolved in it.

Every day, 1.8 million tonnes (2 million tons) of garbage are dumped into Earth's water — enough to fill more than 15,000 boxcars.

Name: \_\_\_\_\_ Week 34 Day 3 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

**Directions:** Identify three unknown words by circling them in the passage. Write down the words, what you think the words mean and tell what the word actually means with the context clue you used to figure it out.

Word I don't know \_\_\_\_\_  
What I think it means \_\_\_\_\_  
What it actually means \_\_\_\_\_  
The context clue I used from the passage  
\_\_\_\_\_  
\_\_\_\_\_

Word I don't know \_\_\_\_\_  
What I think it means \_\_\_\_\_  
What it actually means \_\_\_\_\_  
The context clue I used from the passage  
\_\_\_\_\_  
\_\_\_\_\_

Word I don't know \_\_\_\_\_  
What I think it means \_\_\_\_\_  
What it actually means \_\_\_\_\_  
The context clue I used from the passage  
\_\_\_\_\_  
\_\_\_\_\_

# Exit Ticket

**Directions:** Read each sentence below. Use the other words in the sentence to help you figure out the meaning of the underlined word. Fill in the circle for the correct answer.

1. He saw in the distance a beautiful, graceful bird soaring across the sky.  
 falling             gliding             leaping
2. The little boy became drowsy as the day turned into night.  
 desperate             active             tired
3. He was amazed at the beauty he saw above him.  
 pleased             disappointed             astonished
4. Little sparrow began to feel as powerful as the giant bird.  
 large             strong             beautiful
5. When the boy became chief, he ruled with wisdom.  
 many riches             no help             understanding
6. The people watched with awe as the eagle flew above them.  
 anger             terror             wonder
7. The pterodactyl was gliding high above the ground.  
 flapping             moving smoothly             spinning
8. The boy was very confused after he bumped his head.  
 mixed up             relaxed             excited
9. The castle looked enormous in the background.  
 very big             far             near

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

Week 34 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the  
day



Context Clues

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Parent Signature ☺



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BCCS-B

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# Your Turn

Name \_\_\_\_\_

Date \_\_\_\_\_



## Reading in Context

Instructions: Read the sentence and select the meaning of the underlined word.

1. The tough task was filled with inherent danger.

- a. overflowing
- b. built-in
- c. combined
- d. external

2. The counterfeit money was not accepted at the retailer.

- a. fake
- b. important
- c. thick
- d. repulsive

3. Even though a storm had just come through, the lake was strangely very placid that afternoon.

- a. wild
- b. rough
- c. calm
- d. wet

4. Please nullify our agreement; I am not interested anymore.

- a. improve
- b. seal
- c. cancel
- d. sign

5. The bin of potatoes in the cellar was replete; we would not run out of food all winter.

- a. empty
- b. crooked
- c. hungry
- d. full

6. The laceration on the boy's finger was not bad – it only needed 2 stitches.

- a. bruise
- b. cut
- c. blood
- d. lash

7. I have a plethora of cookies – please, take as many as you want.

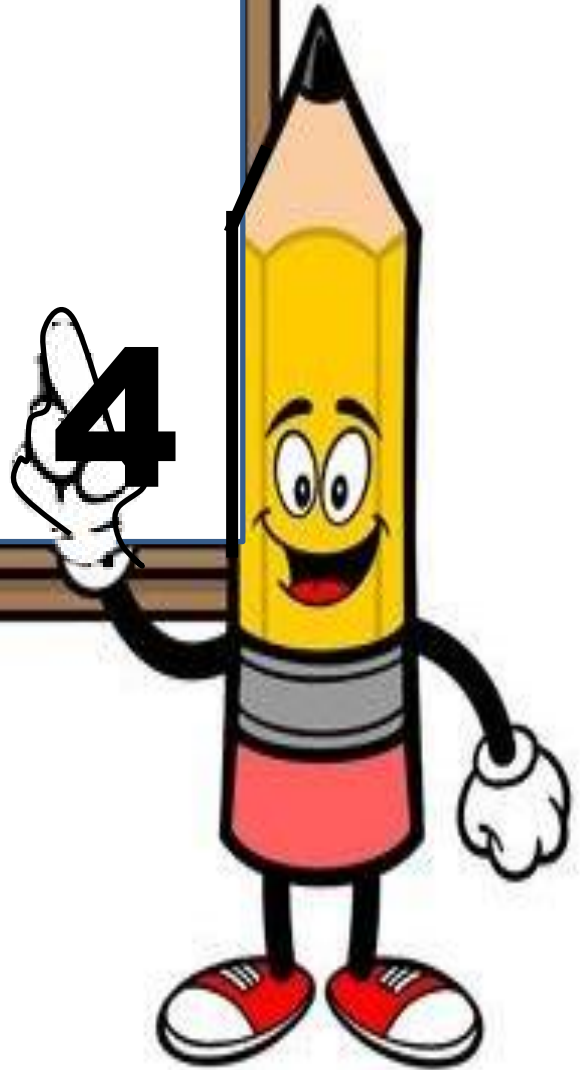
- a. scarcity
- b. enough
- c. shortfall
- d. excess

8. Sitting in study hall all day is tedious.

- a. fun
- b. hard
- c. exciting
- d. boring



**Day # 4**



## ELA Packet

Our Learning for today:



**LEQ: How can I determine the differences and similarities between two similar texts?**

**Objective: I can compare and contrast two informational texts.**

# Vocabulary Guided Notes

**Compare:** Looking for things that are \_\_\_\_\_ in different things.

**Contrast:** Looking for things that are \_\_\_\_\_ in different things.

**Compare and Contrast**

When you **COMPARE** something, you are telling how they are similar or alike.

When you **CONTRAST** something, you are telling how they are different.

**Compare Glue Words**

- like
- both
- similar
- also
- as well as
- most important
- have in common
- same
- too
- alike
- as

**Contrast Glue Words**

- but
- although
- while
- instead
- whereas
- on the other hand
- even though
- yet
- unlike
- unless
- differ

**different**      **alike**      **different**

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

Week 34 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# VENN DIAGRAM

Cats

Dogs

meow

bark

Name: \_\_\_\_\_ Week 34 Day 4 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

## Countries around the world meet to find ways to cut air pollution



Countries around the world have made a promise. They want to clean up the environment. This means making changes in how people live and work.

The countries agreed to do this. They have promised to work together. That way, they can end pollution.

A group of 193 countries made this promise. They are all part of the United Nations. This is a global group. It helps countries work together.

Spokespeople from all 193 countries met last week. They got together in Africa. It was for a meeting about the environment.

### **Air That Is Not Clean**

Millions of people around the world breathe air that is not clean. It makes them sick. Some even die from this. The group said this has to change. Countries must stop

polluting the air. They need to make other changes, too. They must make it easier to reuse and recycle. This will help make less waste.

The countries put facts in their plan to fix pollution. People dump millions of tons of plastic into the ocean, it said. They throw away millions of tons of electronics. This includes old cellphones and computers.



## **People Want to End Pollution**

There is good news, though. Lots of people want to end pollution. The group has gotten millions of anti-pollution pledges. It is not only countries that promised to make changes. Cities and towns did, too. So did businesses and people.

The promises are non-binding. That means no one has to make the changes. It is not a law. But the United Nations hopes they will.

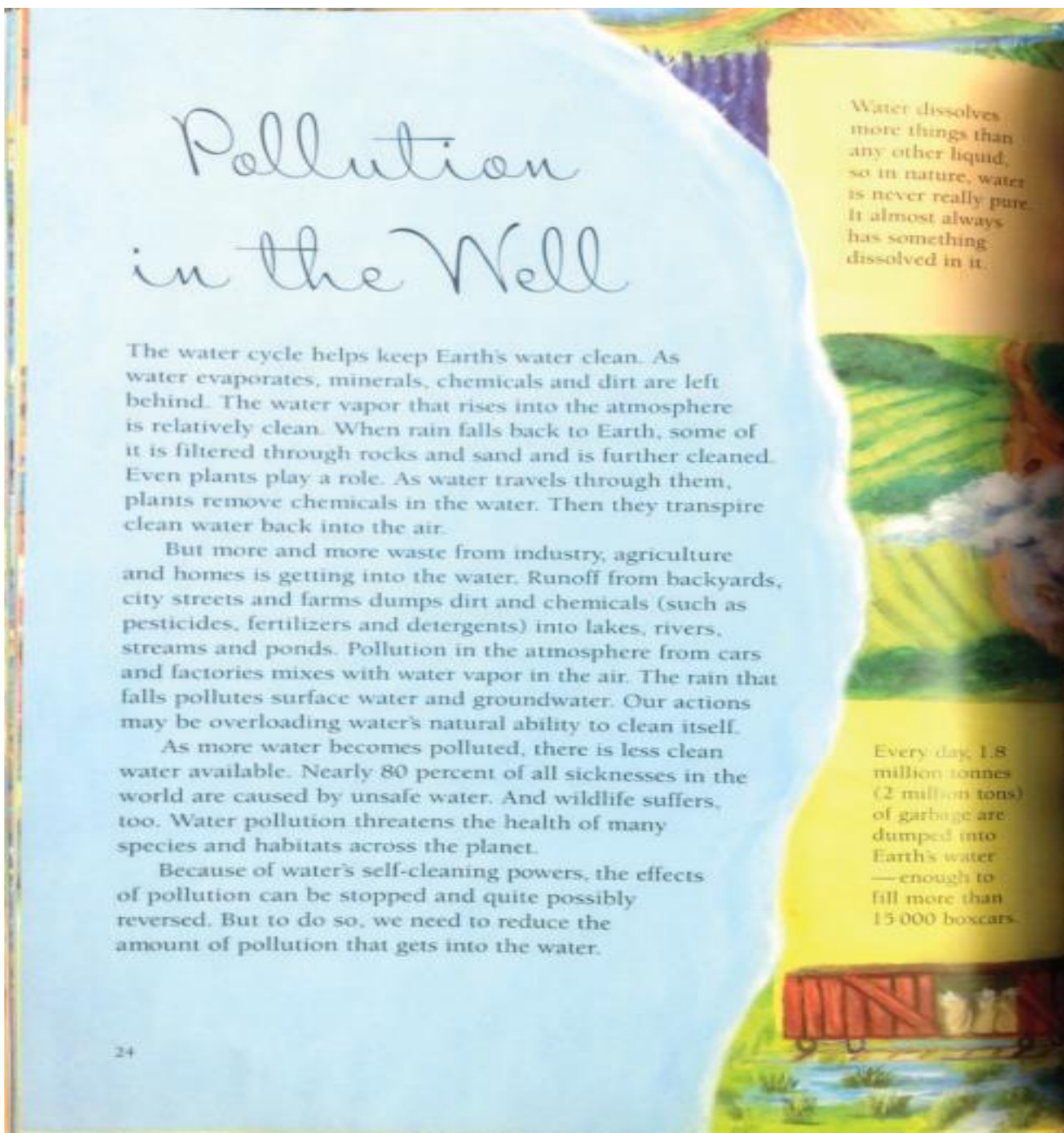
Jacqueline McGlade is a scientist. She wrote a report about pollution. She gave it to the United Nations. It helped the countries make decisions about their promise.

Ms. McGlade hopes everyone will keep their promises. If they do, there will be big changes. Air and water will be cleaner. This will be true around the world.

## Taking Care of the Earth

Edgar Gutierrez is a leader at the United Nations. He ran the meeting of all the countries. He said people are not doing a good job "taking care of the Earth." We need to do better.

Mr. Gutierrez also said we do not have a lot of time left. We cannot keep making the same mistakes. We must start changing things right away.





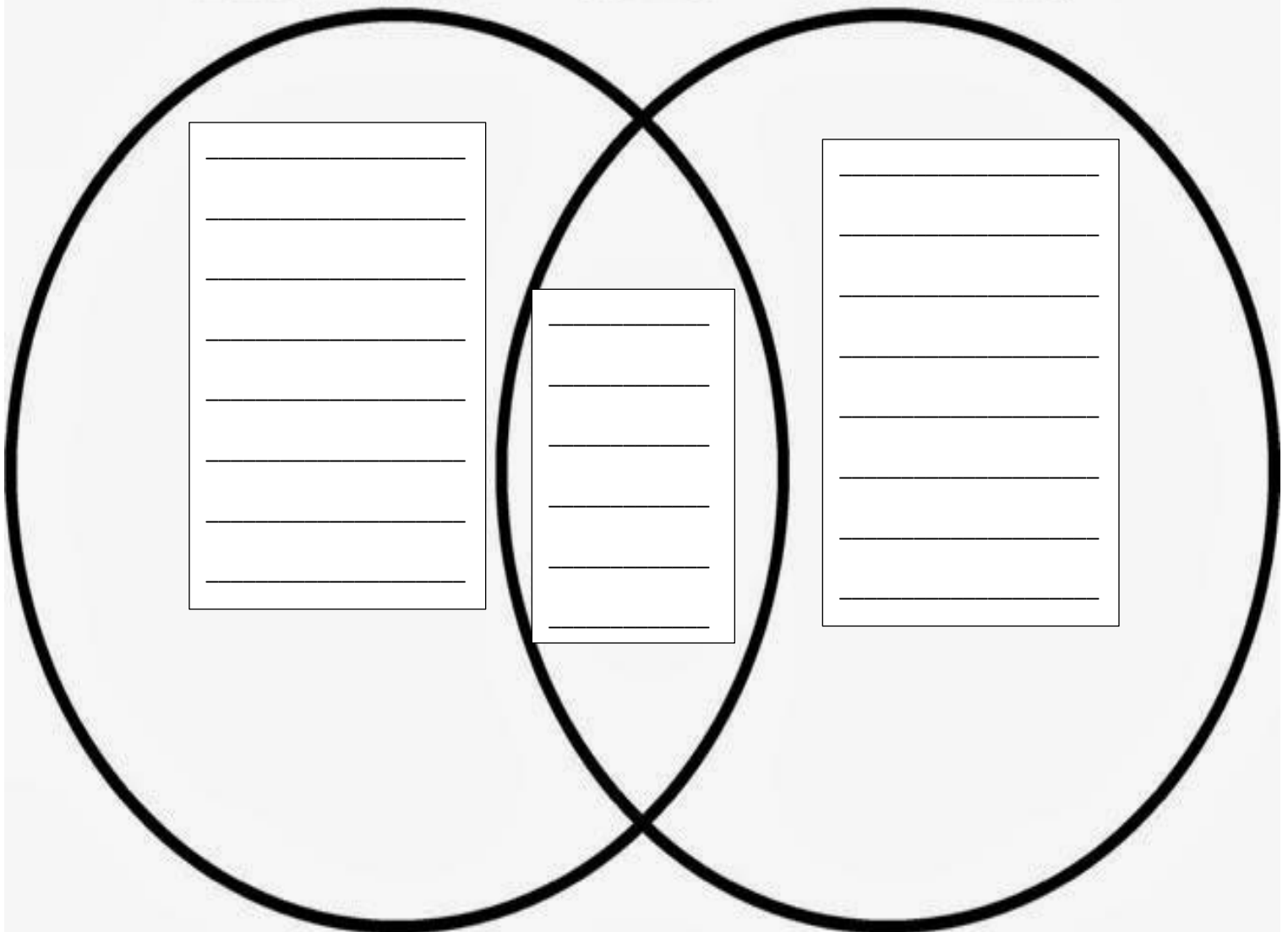
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# VENN DIAGRAM

Article

One Well



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

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**Directions:** Read the passage. Compare and contrast the two animals being discussed.

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

Compare and Contrast



## Penguins and Parrots



Penguins are birds. They are warm-blooded animals. Most penguins live in icy climates. They cannot fly. Instead, they use their wings to glide through the water. Penguins have black and white feathers. They lay only one egg at a time. The male penguin incubates the egg while the female hunts for food. Penguins eat small fish and Krill.

Parrots are birds. They are warm-blooded animals. Most parrots live in tropical climates. They use their wings to fly high into the trees. Parrots can be many colors: red, blue, green, and yellow. Parrots can lay between one and six eggs at a time. The male and female parrots take turns incubating the eggs while the other parrot finds food. They eat seeds, fruit, and small insects.

Name: \_\_\_\_\_  
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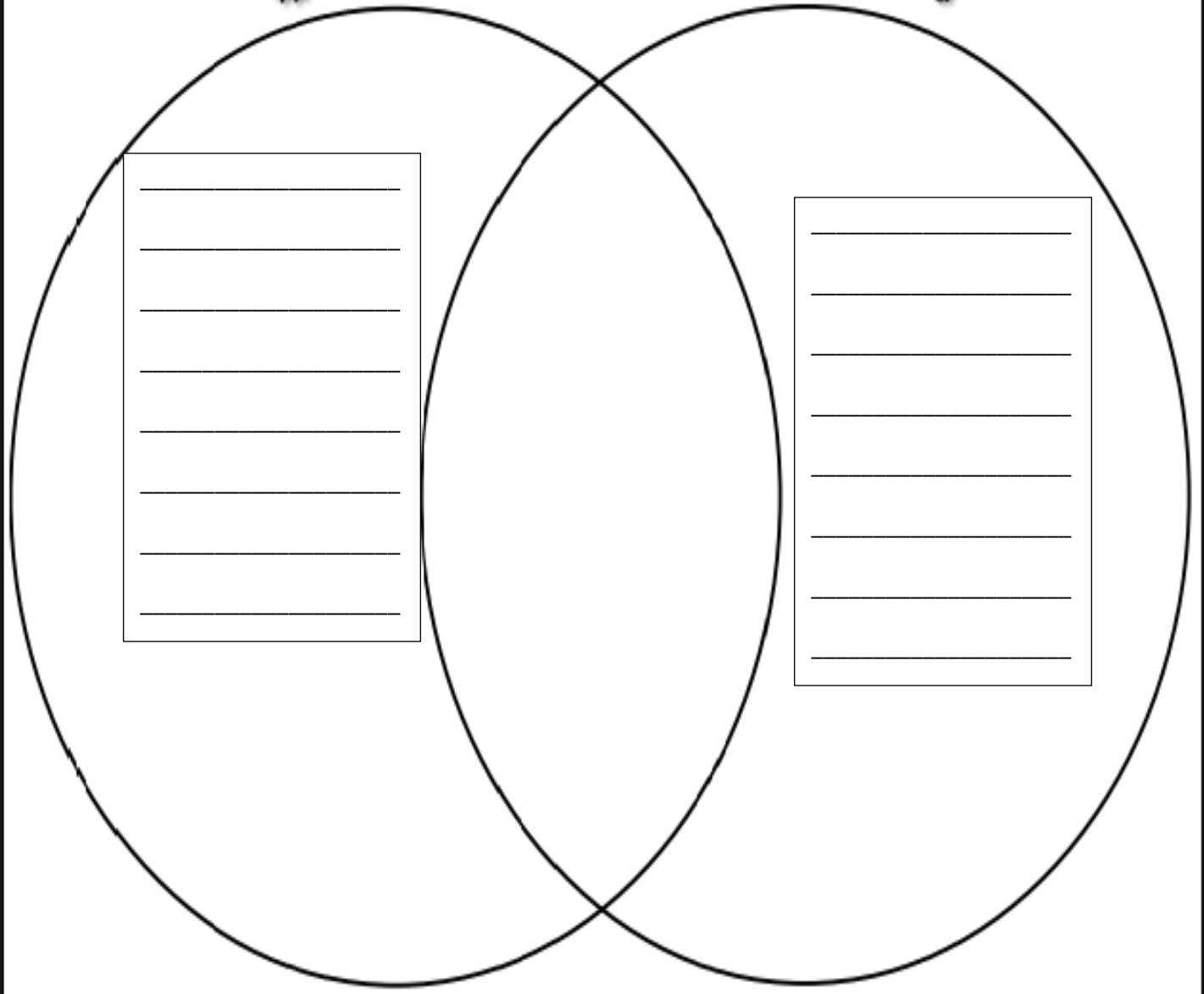
Week 34 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

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

Compare and Contrast



# Penguins and Parrots



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

Week 34 Day 4 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

# Exit Ticket

**Directions:** Read each passage. Compare and contrast the two passages.

## Red Blood Cells

Red blood cells give blood its color. The cells look like doughnuts without holes. Red blood cells can also be known as erythrocytes. These cells are located in blood. They are very tiny. Red blood cells are important because they carry oxygen all throughout the body. There are only one type of red blood cell. In blood, there are many red blood cells. However, if there are a large amount in a person's blood, they could have a heart disease.

## White Blood Cells

White blood cells are a little bigger than red blood cells. They are located in blood. White blood cells have an irregular shape. They can be called leukocytes. The important role of white blood cells is that they keep you healthy by killing germs. There are not many white blood cells in blood. If a person has a lot of white blood cells in their body, they could have leukemia. There are many types of white blood cells.

One way red and white blood cells are **similar**:

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One way red and white blood cells are **different**:

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

Week 34 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

# Our Toolkit for the day



# Comparing and Contrasting

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

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Parent Signature 😊

Name: \_\_\_\_\_  
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Week 34 Day 4 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

# Your Turn

Directions: Read each passage. Compare and contrast the two passages.

## The Statue of Liberty

The Statue of Liberty is an American symbol. The statue represents freedom. Many people call the statue Lady Liberty. She is located in New York City on an island. This statue was a gift from France and it was built there. Lady Liberty took nine years to build. She is made out of copper. Inside there are 142 steps. The Statue of Liberty came to New York City in 214 boxes! It is very tall! On October 28, 1886 the Statue of Liberty was standing tall on Liberty Island in New York City. Many people visit Lady Liberty each day.

## The Liberty Bell

The Liberty Bell is a symbol of the United States of America. It represents independence. The Liberty Bell is located in Philadelphia, Pennsylvania. It was made in London, England. It was brought to America in 1752. Some people may know of it as being called the State House Bell. The Bell is mostly made of copper. It only stands three feet tall. People still come to visit the Liberty Bell.

One way these are **similar**:

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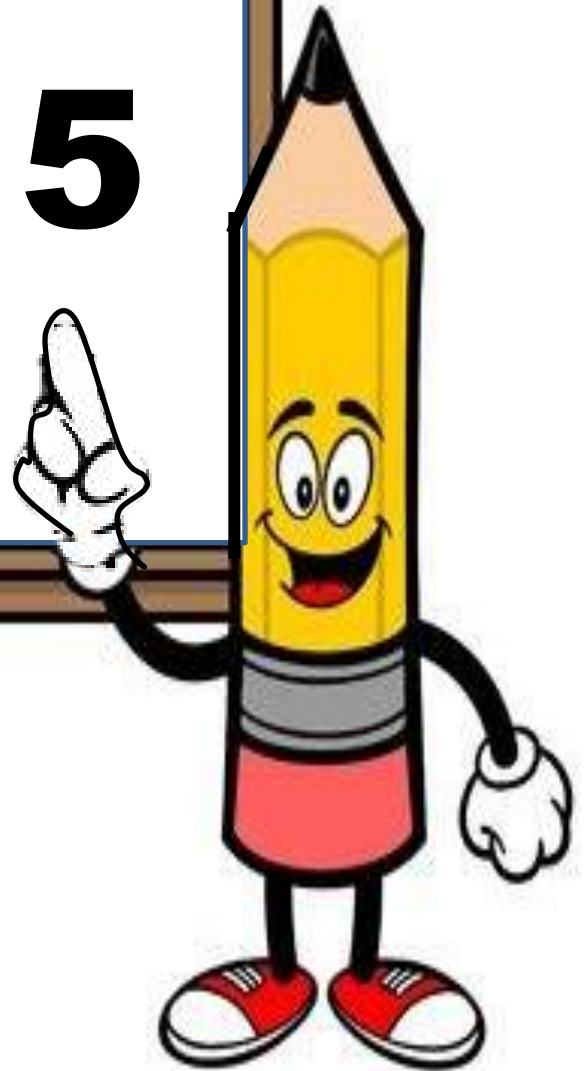
One way these are **different**:

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# Day # 5



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

Week 34 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

**Our Learning for today:**



**LEQ: How can I determine the differences and similarities between two similar texts?**

**Objective: I can compare and contrast two informational texts.**



## Vocabulary Guided Notes

**Compare:** Looking for things that are **similar** in different things.

**Contrast:** Looking for things that are **different** in different things.

### Compare and Contrast

When you  
**COMPARE**

something, you are  
telling how they are  
similar or alike.

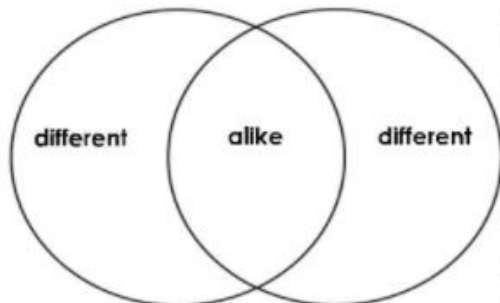


When you  
**CONTRAST**

something, you are  
telling how they are  
different.

#### Compare Glue Words

like      same  
both     too  
similar   alike  
also     as  
as well as  
most important  
have in common



#### Contrast Glue Words

but      yet  
although   unlike  
while     unless  
instead   differ  
whereas  
on the other hand  
even though

# Do Now

**Directions:** Compare and contrast these two animals.

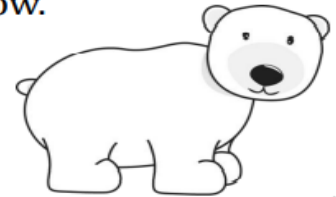
## The Penguin

Penguins are birds that cannot fly. They live in the Antarctica. They find fish in the sea to eat. Female penguins lay eggs. The father keeps the egg warm. The mother hunts for food for her chick. Penguins stay in group to keep warm and safe. When the chicks are four or five months old, they go off on their own. Penguins enjoy slipping on ice with their feathers.



## The Polar Bear

Polar bears are mammals. The polar bear's home is the North Pole. They eat seals from the icy water. The female polar bear gives birth and takes care of her cubs. The polar bear cubs drink their mother's milk. Polar bears stay in dens to keep safe and warm. When the cubs are two years old, they leave their mother. Polar bears have fun sliding on the ice and snow.



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

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# VENN DIAGRAM

**Penguin**

**Polar Bear**



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

Week 34 Day 5 Date: \_\_\_\_\_  
Harvard          Yale          Princeton



Directions: Read both passages and determine the similarities and differences.

## Pollution

Besides food, people and all living organisms need oxygen and water. The oxygen humans breathe in each day is found in the air, but if the air is not clean, breathing problems could occur. For example, sometimes people who have asthma have trouble breathing if the air is not clean. In some countries, air pollution becomes bad enough, that people must cover their mouth and noses with a mask, like a filter, to help them breathe.



**Pollution** includes substances in the environment that are harmful or dangerous for living things. The pollution may be in the air, in water, or on land. There are different types of pollution such as air, noise, land, and light. Some of the pollution may cause minor problems for the environment, and other kinds of pollution may lead to serious problems for all living things.

Though all pollution is unsafe and unhealthy for living organisms, one of the worst kinds of pollution is water pollution. Because water is essential and necessary for all living organisms, polluted water causes many problems in the world.

For example, your body is made up of 70% water, so you need to regularly drink water. The water must be clean. Plants need water to grow. If the water is not clean, the plants will die off or become unhealthy to eat. Water is everywhere on the Earth. In fact, 70% of the Earth's surface is covered in water. Most of it is in the oceans, which contain salt water and cannot be used for drinking.

Less than 1% of the Earth is covered with freshwater, such as lakes, rivers, streams, and reservoirs. If the freshwater becomes polluted and dirty, there will be less safe water for drinking. Unfortunately, much of the water pollution in the world is caused by humans.

## What is Water Pollution?

In short, water pollution is dirty, unsafe water. Polluted water cannot be used for drinking. Salt water cannot be used by humans to drink, but pollution in the oceans causes problems for the aquatic life living in the oceans of the world.

Water pollution occurs when different particles, chemicals, and other substances cause the water to become unsafe. Sometimes the **pollutants** flow directly into the water from a factory. It can also flow indirectly from rainwater mixed with farm chemicals, construction sites, or other places that release unsafe chemicals. All rainwater eventually seeps into the ground and then flows into rivers, lakes, or streams.

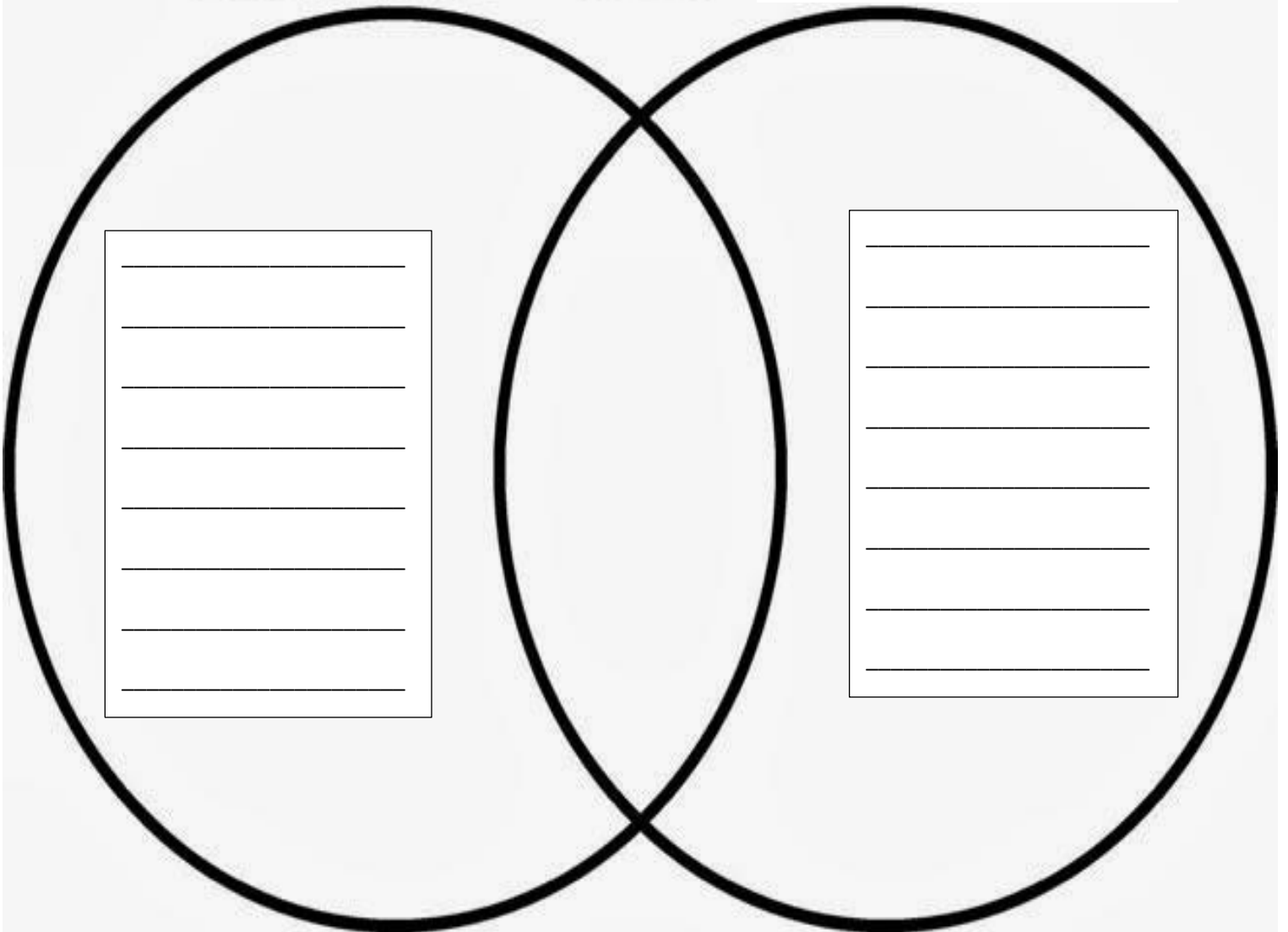
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Week 34 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# VENN DIAGRAM

**Article 1**

**Article 2**



Name: \_\_\_\_\_  
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Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day

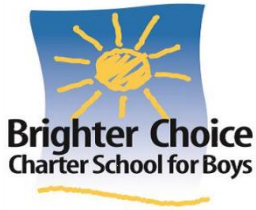


No Homework! 😊

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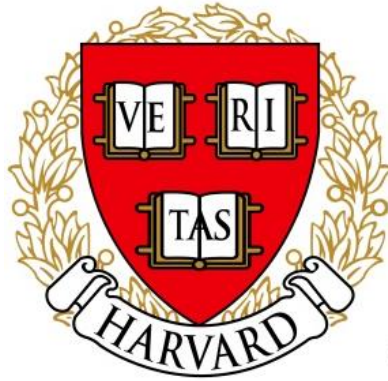
Parent Signature 😊



Name \_\_\_\_\_

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

### Week 35



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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.

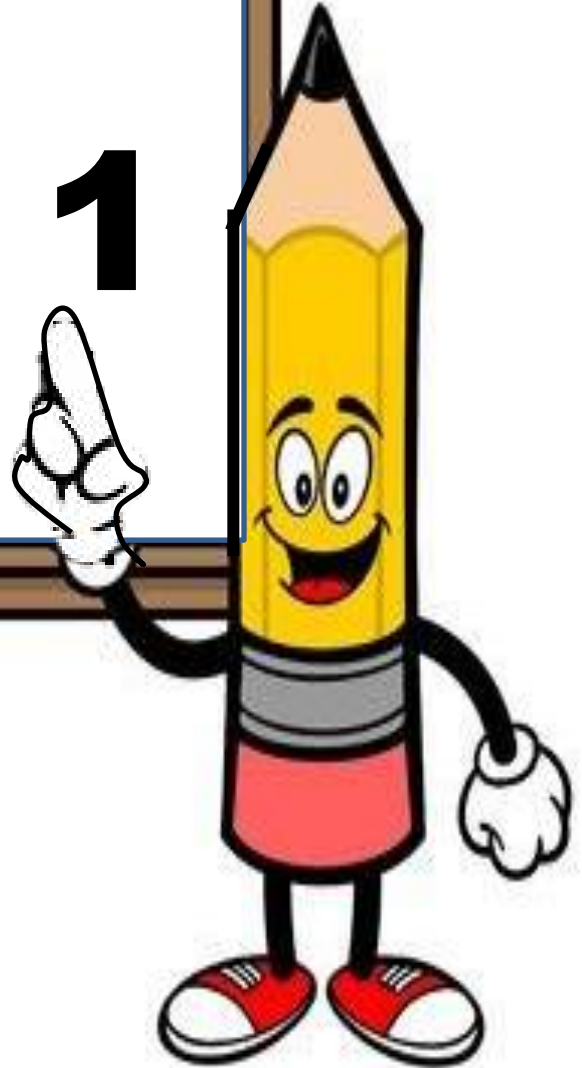
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(Date)

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 35 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:



**LEQ: How can I research to find out more about a topic?**

**Objective: I can determine different ways to complete research on a topic.**

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

Week 35 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

## Vocabulary Guided Notes

1. **Research:**

\_\_\_\_\_ for more \_\_\_\_\_ about  
a topic through \_\_\_\_\_ and  
searching \_\_\_\_\_.

2. **Brainstorming:**

Coming up with an \_\_\_\_\_.

3. **Graphic Organizer:**

A \_\_\_\_\_ to take notes about a  
\_\_\_\_\_.

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

Week 35 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Stop and Jot



*What can you do to learn more information about a topic?*

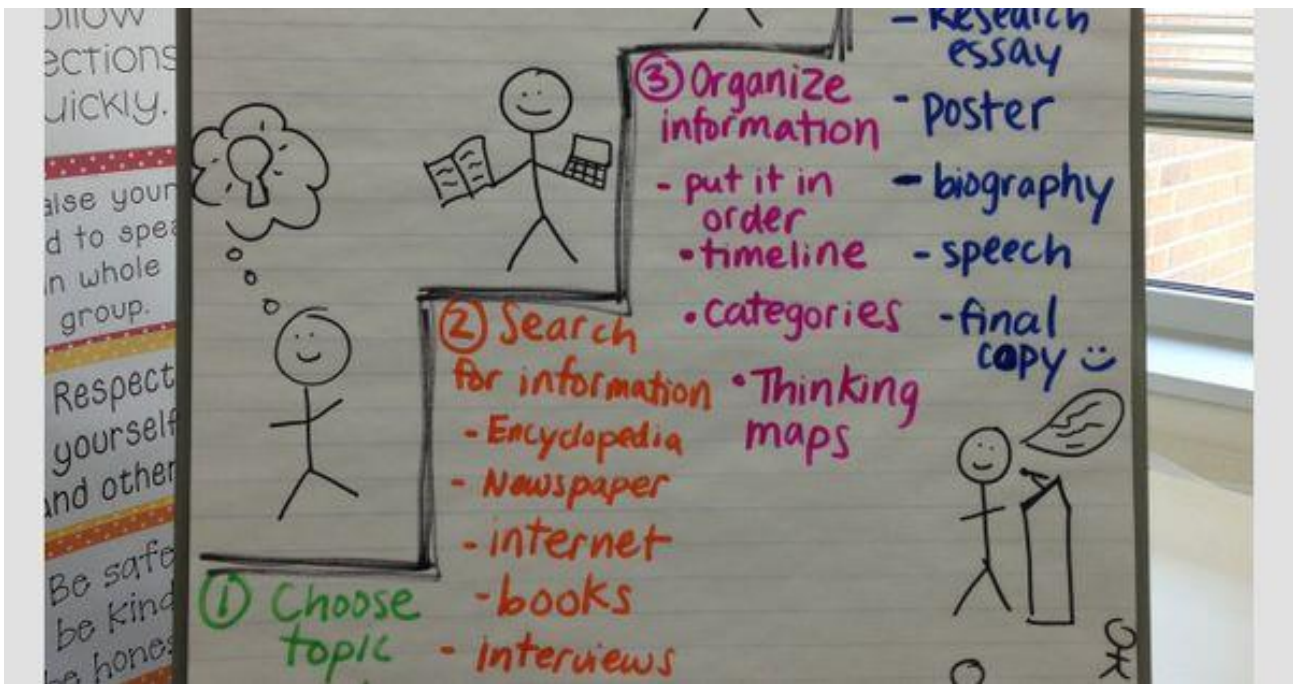
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## Explicit Instruction



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

Week 35 Day 1 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

Imagine you are asked to research project on the **differences** and **similarities** between reptiles and amphibians. Follow the steps below to complete the research process.



List all the questions that you have about the topic:

1. What is a reptile?
2. What is an amphibian?
3. Where are their habitats?
4. How can I tell the difference?
5. Do they eat similar foods?
6. How do they reproduce?

What could I use to find the answer to these questions? \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Week 35 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

**Directions:** As a class, pick which of the three topics we should research.

1. Endangered animals
2. Habitat loss
3. Negative effects of cell phones for children.

Questions we have about the topic?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Where could we find information on our topic?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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Harvard          Yale          Princeton

List two new details you learned about this topic through our research.

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

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

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

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Harvard          Yale          Princeton

Directions: Pick a topic from the list below. Use the following listed titles to research the topic. List three new things you learned about this topic.

Topics:

- Dinosaurs
- Water pollution
- Cell phones
- Endangered animals
- Famous athletes
- Social Media

[Fact Monster - A Trusted Reference Site for Kids](#)

[BrainPOP](#)

[Cool Kid Facts](#)

[National Geographic Kids](#)

[SchoolTube - Safe video sharing and management for K12](#)

Three new things I learned about my topic:

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

What sites did you use? Circle any site you used to find the information you gave.

[Fact Monster - A Trusted Reference Site for Kids](#)

[BrainPOP](#)

[Cool Kid Facts](#)

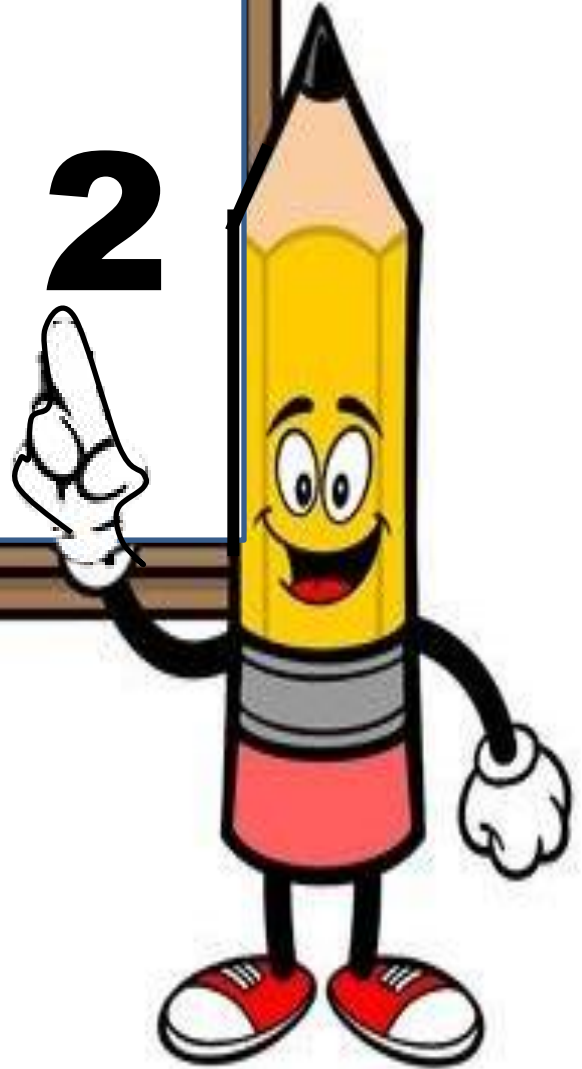
[National Geographic Kids](#)

[SchoolTube - Safe video sharing and management for K12](#)





# Day # 2



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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet



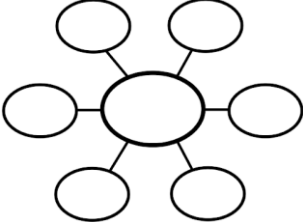
Our Learning for today:



**LEQ: How can I use informational texts to research a topic?**

**Objective: I can identify the ways I can use an informational text for research on a topic.**

## Vocabulary Guided Notes

<p><b><u>Research</u></b> Searching for more information about a topic through <b>reading books</b> and <b>searching online</b></p>	
<p><b><u>Brainstorming</u></b> Coming up with an <b>idea</b>.</p>	
<p><b><u>Graphic Organizer</u></b> A <b>chart</b> to take notes about a <b>topic</b>.</p>	

## Explicit Instruction

**Directions:** I will read an informational text and model how to take notes about my topic.

**My topic:**

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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

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

Book Title:  
\_\_\_\_\_

# NONFICTION Notes

Topic/Main Idea:

5 New words:

FACTS:

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

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

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

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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton



Directions: Use the books or sites selected for you to practice note-taking a new topic. Fill out the three charts for the three different books you look through.

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

Book Title: \_\_\_\_\_

**NONFICTION**  
**Notes**

Topic/Main Idea:

5 New Words:

**FACTS:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

Directions: Use the books or sites selected for you to practice note-taking a new topic. Fill out the three charts for the three different books you look through.

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

Book Title: \_\_\_\_\_

**NONFICTION**  
**Notes**

Topic/Main Idea:

5 New words:

**FACTS:**

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

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

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

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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

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

Book Title:  
\_\_\_\_\_

**NONFICTION**

**Notes**

Topic/Main Idea:

5 New Words:

FACTS:

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

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

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

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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

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

Book Title:  
\_\_\_\_\_

**NONFICTION**

**Notes**

Topic/Main Idea:

5 New Words:

FACTS:

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

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

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



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

Week 35 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the  
day



No Homework! 😊

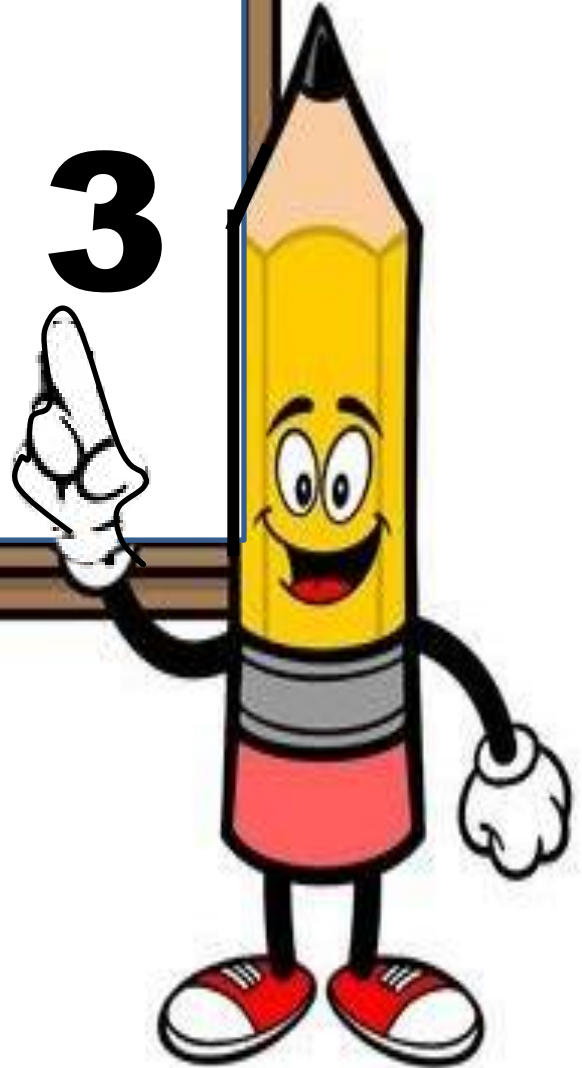
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# Day # 3



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

Week 35 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

**LEQ: How can I use more than one research tool to gather information on a topic?**

**Objective: I can use multiple sources to gather evidence on a given topic.**



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

Week 35 Day 3 Date: \_\_\_\_\_  
Harvard          Yale          Princeton

**Website:**

**What I learned about my topic**

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**What I learned about my topic**

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**Website:**

**What I learned about my topic**

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**What I learned about my topic**

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

Week 35 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the  
day



No Homework! 😊

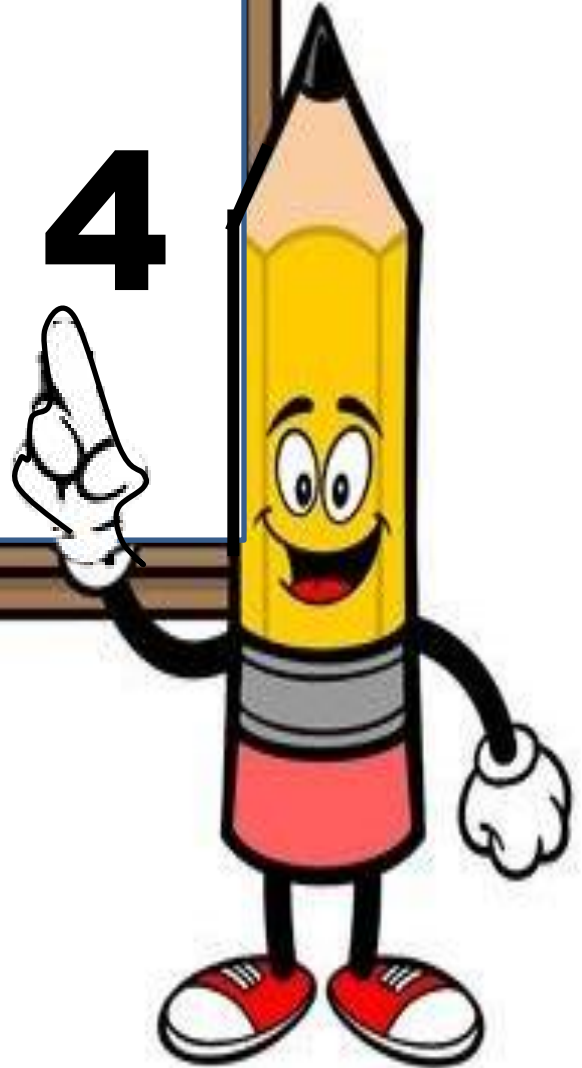
Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

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Parent Signature 😊



**Day # 4**





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

Week 35 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

Our Learning for today:

**LEQ: How can I use my notes to write a rough draft of an essay?**

**Objective: I can write a rough draft of an essay by using notes from a graphic organizer.**

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

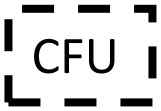
Week 35 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Vocabulary Guided Notes

1. **Rough draft:** The \_\_\_\_\_ write of an essay.
2. **Essay:** A piece of \_\_\_\_\_ that has a  
\_\_\_\_\_ and \_\_\_\_\_  
paragraphs.
3. **Edit:** To make changes to writing.
4. **Final draft:** A \_\_\_\_\_ piece of writing that is  
free of any \_\_\_\_\_

Name: \_\_\_\_\_  
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**Directions:** Work with me to determine the steps in writing an essay.  
Take notes on this page.

Prompt: Using the article, “Caffeine Confusion”, write a letter to Swiss Miss with two reasons explaining why kids should not drink hot cocoa (chocolate) with caffeine. Convince them to make hot cocoa (chocolate) without caffeine.

In your writing be sure to include:

- one reason why kids should not drink hot cocoa (chocolate) with caffeine
- another reason why kids should not drink hot cocoa (chocolate) with caffeine

Dear Swiss Miss,

I am writing a letter to you with two reasons explaining why kids should not drink hot cocoa (chocolate) with caffeine. I hope I will convince you to make hot cocoa (chocolate) without caffeine.

First, I will give one reason why kids should not drink hot cocoa with caffeine. One reason kids should not drink hot cocoa with caffeine is that caffeine can cause you to be distracted in school. The text says “Too much caffeine will make it hard to fall asleep, which might mean you won't be able to pay attention in school the next day.” This is a problem because then you will not be able to focus to learn and your grades can drop.

Second, I will give another reason why kids should not drink hot cocoa with caffeine. Another reason kids should not drink hot cocoa with caffeine is that caffeine is not good for the body. The text says “And too much caffeine can give you a stomachache, headache, or a racing heartbeat. In fact, kids with heart problems should not drink caffeine because it's known to affect heart rates and force the heart to work harder.” This is a problem because too much caffeine can cause kids to become sick.

In conclusion, I have written a letter to you with two reasons explaining why kids should not drink hot cocoa (chocolate) with caffeine. I hope I convinced you to make hot cocoa (chocolate) without caffeine.

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## Application Activity

**Directions:** Begin your rough draft of your essay here.

**Prompt:** Using your research, tell me what you learned about your topic.

Be sure to include:

- 3 new facts you learned
- Where you found the information.

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

Week 35 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the  
day



No Homework! 😊

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

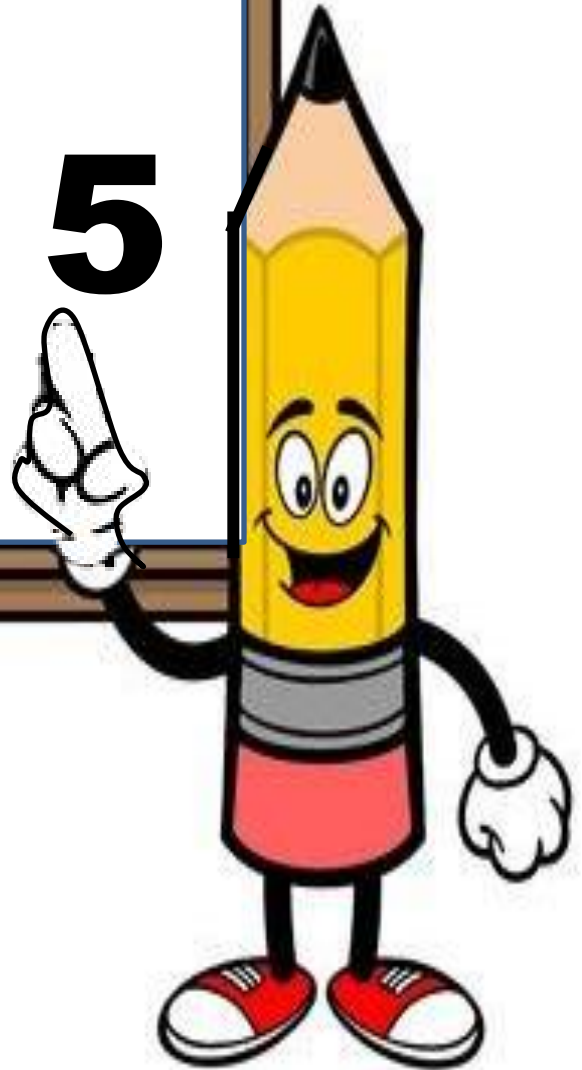
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Parent Signature 😊





**Day # 5**



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

Week 35 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# ELA Packet

Our Learning for today:

**LEQ: How can I write an essay using notes from my graphic organizer?**

**Objective: I can complete an essay by using notes from a graphic organizer.**

Name: \_\_\_\_\_  
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Week 35 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Application Activity

**Directions:** Begin your final draft of your essay here.

**Prompt:** Using your research, tell me what you learned about your topic.

Be sure to include:

- 3 new facts you learned
- Where you found the information.
- Check your writing and make sure there is punctuation after each sentence.
- Each new sentence has a capital letter.
- We have one line in between new supporting paragraphs.

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

Week 35 Day 5 Date: \_\_\_\_\_  
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## ELA Homework

Our Toolkit for the  
day



No Homework! 😊

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

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