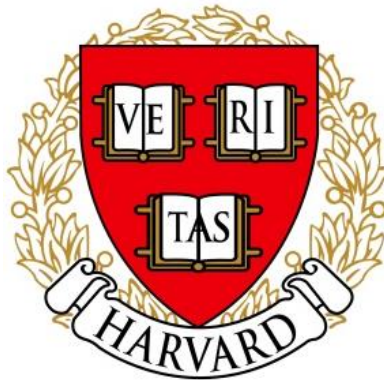


Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 1

September 21st – September 25th



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 are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Name: _____

Date: Monday, September 21, 2020

BCCS-Boys

College: _____

LEQ: Why are ideas important to writing?

Objective: I can brainstorm ideas and pick one to write about.

Guided Notes with Teacher

Focus on Ideas

2. Good ideas are _____ and _____ thoughts that writers _____ with readers.

3. Ideas _____

_____? *My dad*

_____? *My dad made dinner.*

_____? *My dad made dinner last night.*

_____? *My dad made dinner at our house last night.*

_____? *My mom was out of town, so my dad made dinner at our house last night.*

_____? *My mom was out of town, so my dad made dinner at our house last night. Since dad can't cook, he ordered pizza!*

4. Details

Details are additional ideas that _____ about the topic.

Good writers _____ **details** to help the reader

_____ the topic better.

Name: _____

Date: Monday, September 21, 2020

BCCS-Boys

College: _____

5. Read the following part of a rough draft. Are there enough details?

My first day at gymnastics was fun. We did lots of stuff. The coach is really nice. When it was over, we went home.

6. Now read the revised version of the same story. Can you identify some good details?

My first day at gymnastics was fun. First, we played on the trampoline. Then, we played in the pit. After lunch, the coach even helped us practice on the balance beam! I like our coach because she is very helpful and kind. When it was over, I didn't want to leave!

7. Sensory Details

Sensory details are ideas that tell how things look, sound, smell, feel, or taste.

_____ *The water in the pool was as blue as the sky.*

_____ *Dozens of kids were laughing, squealing, and splashing.*

_____ *My mom put sunscreen on me. It smelled like coconuts.*

_____ *When I first jumped in, the water was freezing cold!*

_____ *Later, we ate juicy grilled hotdogs and drank sweet lemonade.*

Remember!

Ideas tell who, what, when, where, why,

and how.

_____ are additional ideas that tell more about the topic. _____ details are ideas about how things look, sound, smell, feel, and taste.

Name: _____

Date: Monday, September 21, 2020

BCCS-Boys

College: _____

Teacher's Turn:

Toolkit for Ideas:

Step 1: Think of experiences in your life. (People, places, objects, things you feel deeply about.)

Step 2: Choose one idea to write about.

Step 3: Make a list of details about your topic.

Step 4: Organize your thoughts.

TOPICS I CAN WRITE ABOUT

<p>People</p> <p>1. mom</p> <p>2. dad</p> <p>3. _____</p>	<p>Places</p> <p>1. home</p> <p>2. school</p> <p>3. _____</p>
<p>Objects</p> <p>1. _____</p>	<p>Topics I Feel Deeply About</p> <p>1. _____</p>

Name: _____

Date: Monday, September 21, 2020

BCCS-Boys

College: _____

Our Turn:

Toolkit for Ideas:

Step 1: Think of experiences in your life. (People, places, objects, things you feel deeply about.)

Step 2: Choose one idea to write about.

Step 3: Make a list of details about your topic.

Step 4: Organize your thoughts.

TOPICS I CAN WRITE ABOUT

People	Places
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Objects	Topics I Feel Deeply About
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Name: _____

Date: Monday, September 21, 2020

BCCS-Boys

College: _____

Your Turn:

Toolkit for Ideas:

Step 1: Think of experiences in your life. (People, places, objects, things you feel deeply about.)

Step 2: Choose one idea to write about.

Step 3: Make a list of details about your topic.

Step 4: Organize your thoughts.

TOPICS I CAN WRITE ABOUT

<p>People</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Places</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Objects</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Topics I Feel Deeply About</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Name: _____

Date: Monday, September 21, 2020

BCCS-Boys

College: _____

Below pick one idea from your list and write about it:

Name: _____

Date: Tuesday, September 22, 2020

BCCS-Boys

College: _____

LEQ: Why are ideas important to writing?

Objective: I can revise my ideas for clarity with details for the reader.

Teacher Turn:

I have a dog. He is funny.

Do you have any questions about my story?

Revise my story:

I have a dog. He is funny. (use details, like color and size of the dog)

Name: _____

Date: Tuesday, September 22, 2020

BCCS-Boys

College: _____

Your Turn:

1. Re-read your writing on page 6 (4 minutes)
2. After reading, write any questions you may have that would make the story more clear
(5 minutes) (did I give enough details so the reader can “see” the picture in their mind)

3. Independently re-write your story adding more details that answer your questions

Name: _____

Date: Wednesday, September 23, 2020

BCCS-Boys

College: _____

LEQ: Can organization impact how an author's ideas are presented in his writing?

Objective: I can identify the elements of organization in writing.

Guided Notes with Teacher

Organization: The _____ that holds ideas together.

There are many ways to **organize** writing.

You could:

1. _____ a story with a beginning, middle, and ending.
2. _____ how your topic looks, sounds, smells, feels, and tastes.
3. Express your _____ about the topic and support it with facts.
4. Compare or contrast your topic with _____ else.

Which of these could you use
to tell about a family
vacation?

Which of these could you
use to tell about your pet?

Name: _____

Date: Wednesday, September 23, 2020

BCCS-Boys

College: _____

The Organization

Song

A good beginning,
middle, and end

Help to shape your writing.

Placing details where
they make sense,

Pop! It's inviting.

You start it off with
something fine.

Next comes
something exciting

Your perfect ending

Wraps it up.

Bam! Now you're writing.



Take a close look at the song,
and use the details from the song to fill in the blanks
about organizing your writing.

What are the three things that help to **organize**
your writing?

- a. _____
- b. _____
- c. _____

Placing your details where they make sense,
means that you have to place your details in the
right _____

What do you need to end your story?

When thinking of organization, remember: **W.A.T**

W: Write a bold beginning

A: Add a mighty middle

T: Tie it up with an excellent ending

Name: _____

Date: Wednesday, September 23, 2020

BCCS-Boys

College: _____

Activity: Annotate the prompt for beginning (B), middle (M), and end (E).

Teacher Turn:

Sample 1: beginning (B), middle (M), and end (E).

Once we went to visit Danielle. A bear came right out to us from the bushes. The bear started to chase us. We ran really fast to Danielle's house. Then the bear went in the bushes and we played outside Danielle's house.

Our Turn:

Sample 2: beginning (B), middle (M), and end (E).

One spring morning a little girl went to the beach. She saw a starfish. She picked it up. She wanted to put it back in the water. The starfish was happy when he was put back into the water. The end.

Your Turn:

Sample 3: beginning (B), middle (M), and end (E).

Last Sunday afternoon I was over at the O. There was a bird's nest up in a tree. The bird was yellow and the eggs were small. The colors of the eggs were blue and white. There were two bullies walking by the nest. They started to try and knock the nest down. The mommy bird got really mad and started to peck at them. They got scared and ran way. They never bothered them again.

Name: _____

Date: Thursday, September 24, 2020

BCCS-Boys

College: _____

LEQ: What is organization and how is it used in writing?

Objective: I can write a paragraph using the elements of organization.



Teacher Turn:

Writing prompt: Write a story about a time you were upset in school.

<u>Mrs. Mercado's Turn</u>
I was playing. I got pushed. My stockings ripped and my
knees were bleeding. I went to the nurse.

Name: _____

Date: Thursday, September 24, 2020

BCCS-Boys

College: _____



Your Turn:

Writing prompt: Write a story about a time you were upset in school.

One time at school I was upset because

[illegible]

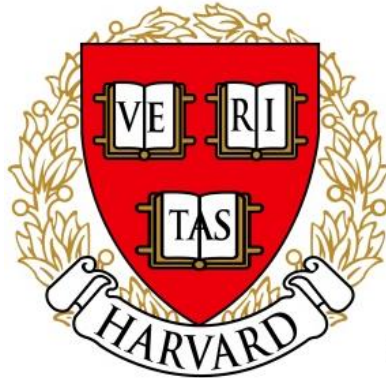


Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 2

September 28th – October 2nd



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 are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Name: _____

Date: Monday, September 28, 2020

BCCS-Boys

College: _____

LEQ: Do the elements of a sentence really matter?

Objective: I can identify a complete sentence.

Grammar Rule for Complete Sentences

- A **sentence** is a group of words that expresses a complete thought.

Example of a sentence: The scholar walked to school.

Not a sentence: Walked to school.

- Every sentence begins with a capital letter.

Example: The scholar walked to school.

- Every sentence ends with punctuation:

- a period (.) I rode my bike.

- a question mark (?) Did you ride your bike?

- an exclamation point (!) I rode my bike into a pond!

Name: _____

Date: Monday, September 28, 2020

BCCS-Boys

College: _____

Practice with rules

Teacher Turn:

1. Peter's family is **moving** to a new town. **Circle: complete or not complete.**
2. Went to a new school. **Circle: complete or not complete.**
3. Peter worries about his school day **Circle: complete or not complete.**
4. drove him to school. **Circle: complete or not complete.**

Our Turn:

5. He sits quietly in the car. **Circle: complete or not complete.**
6. Unlike his other school. **Circle: complete or not complete.**
7. Bigger and newer **Circle: complete or not complete.**
8. she felt lost. **Circle: complete or not complete.**

Your Turn:

9. Bright and sunny. **Circle: complete or not complete.**
10. Made friends. **Circle: complete or not complete.**
11. She had a fun day. **Circle: complete or not complete.**
12. He can't wait to go back **Circle: complete or not complete.**
13. the dog barked loudly. **Circle: complete or not complete.**

A **sentence** is a group of words that expresses a complete thought.

Example of a sentence:

The scholar walked to school.

Not a sentence:

Walked to school.

- Every sentence begins with a capital letter.

Example: The scholar walked to school.

- Every sentence ends with punctuation:

- a period (.)

- a question mark (?)

- an exclamation point (!)

Name: _____

Date: Tuesday, September 29, 2020

BCCS-Boys

College: _____

LEQ: What are the elements of a sentence?

Objective: I can correct each sentence to make it a complete sentence.

Problem Solving/Showing Understanding of the Rules

Teacher Turn:

1. Not nervous. _____
2. I try to help them _____
3. the frog jumped high. _____

Our Turn:

4. An excellent swimmer.
- _____

5. because of the weather.
- _____

6. Jane swam in the pool
- _____

Your Turn:

7. what is that noise?
- _____

8. The first day of school
- _____

A sentence is a group of words that expresses a complete thought.

Example of a sentence: The scholar walked to school.

Not a sentence:

Walked to school.

- Every sentence begins with a capital letter.
Example: The scholar walked to school.
- Every sentence ends with punctuation:

a period (.)

a question mark (?)

an exclamation point (!)

Name: _____

Date: Wednesday, September 30, 2020

BCCS-Boys

College: _____

LEQ: What are the elements of a sentence?

Objective: I can formulate a complete sentence about a picture.

Application of Rules to Writing

Directions: Look at the picture. Then write complete sentences about the picture.

Teacher Turn:



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A **sentence** is a group of words that expresses a complete thought.

Example of a sentence: The scholar walked to school.

Not a sentence: Walked to school.

- Every sentence begins with a capital letter.
Example: The scholar walked to school.
- Every sentence ends with punctuation:

- a period (.)
- a question mark (?)
- an exclamation point (!)

1. _____

2. _____

Your Turn:

1. _____

2. _____

3. _____



Name: _____

Date: Thursday, October 1, 2020

BCCS-Boys

College: _____

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