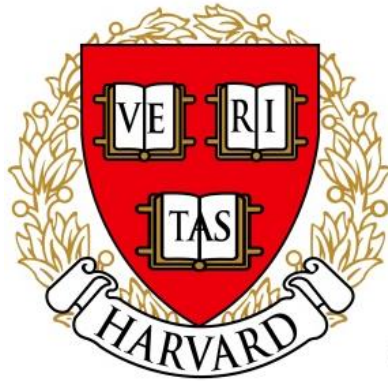




Name _____

3rd Grade ELA Remote Learning Packet

Week 5



Dear Educator,

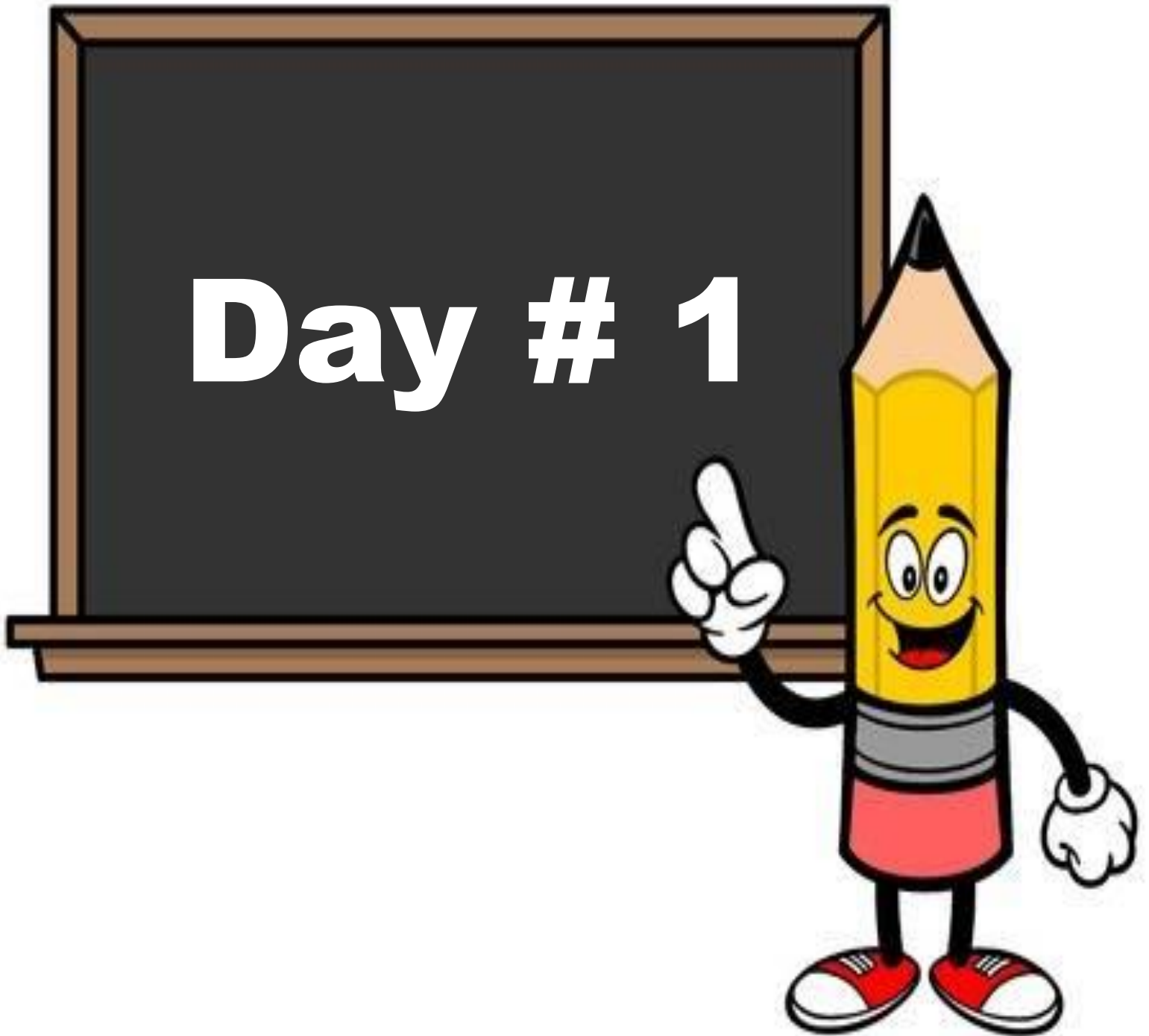
My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(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.

Day # 1



Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton

Our Learning for today:

L, E, A, R, N, I, N, G

RI 3.2

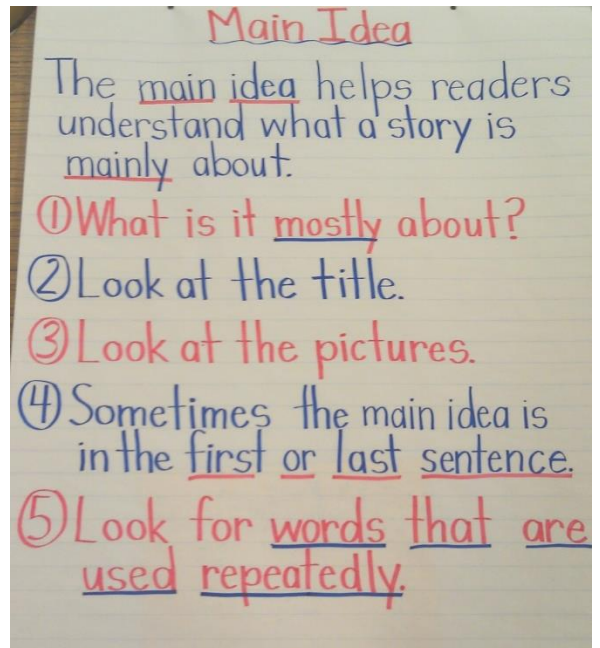
Determine the main idea of a text; recount the key details and explain how they support the main idea.

LEQ (Skill) why it is important to understand the main idea of a text?

Objective: I can identify a sentence detail that best states the main idea of the text.

Our Toolkit for the day

Main Idea



Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

1. **Main Idea:** What a passage or a text is _____ about.
2. **Habitat:** Where an _____ lives.
3. **Survival:** Continuing to _____ or _____ despite difficult conditions.
4. **Characteristics:** A special _____ or _____ that makes a person _____ from others.

Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton



Directions: Read the following passage from *Bullfrog at Magnolia Circle*. On the lines below write what you think the main idea of the passage is **mostly** about. Is it about habitat, survival, physical characteristics, something else? Restate the question as your sentence starter.

Underline your evidence that supports what you think the main idea is.

As bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud. In less than half a second, Bullfrog springs forward. His long, sticky tongue shoots out and grabs the crayfish”

1. _____

2. What words sound “cool” or important on that page? List them.

Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the following passage from *Bullfrog at Magnolia Circle*. On the lines below write what you think the main idea of the passage is **mostly** about. Is it about habitat, survival, physical characteristics, something else? Restate the question as your sentence starter.

Underline your evidence that supports what you think the main idea is.

The crayfish struggles, but bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat”.

1. _____

2. What words sound “cool” or important on that page? List them.

Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the following passage from *Bullfrog at Magnolia Circle*. On the lines below write what you think the main idea of the passage is **mostly** about. Is it about habitat, survival, physical characteristics, something else? Restate the question as your sentence starter.

Underline your evidence that supports what you think the main idea is.

“Rain cascades from the sky, soaking the earth. In the distance, by the large screened in porch, huge oak trees covered by Spanish moss sway in the warm, heavy air. Bullfrog hops past the dock. He moves slowly, closing his eyes with each hop as the rain drips onto his smooth, green skin.”

1. _____

2. What words sound “cool” or important on that page? List them.

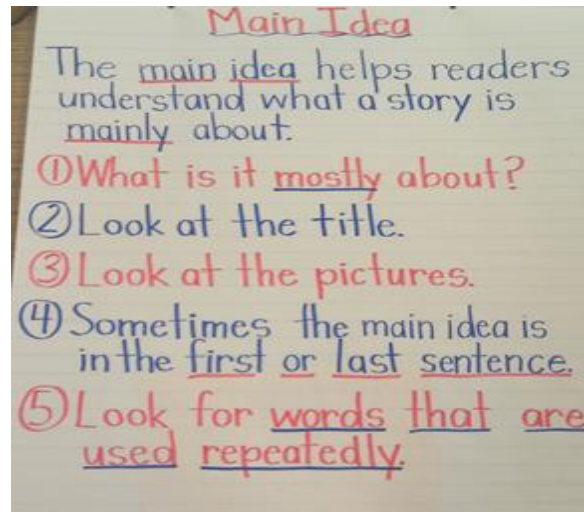
Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton

ELA Homework



Our Toolkit for the day



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

Parent Signature ☺

Name: _____
BCCS-B

Week 5 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the passage below. Determine the main idea (what the passage is mostly about) and circle the choice you think best supports the main idea. In boxes 1, 2 and 3 write 3 details from the passage that help support the main idea you circled.

Finding the Main Idea

The Storm

The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.



What is the main idea? Circle the correct answer.

- A. The farms needed the rain.
- B. The thunder hurt the people's ears.
- C. Lightning made the sky bright.
- D. The storm was very strong.

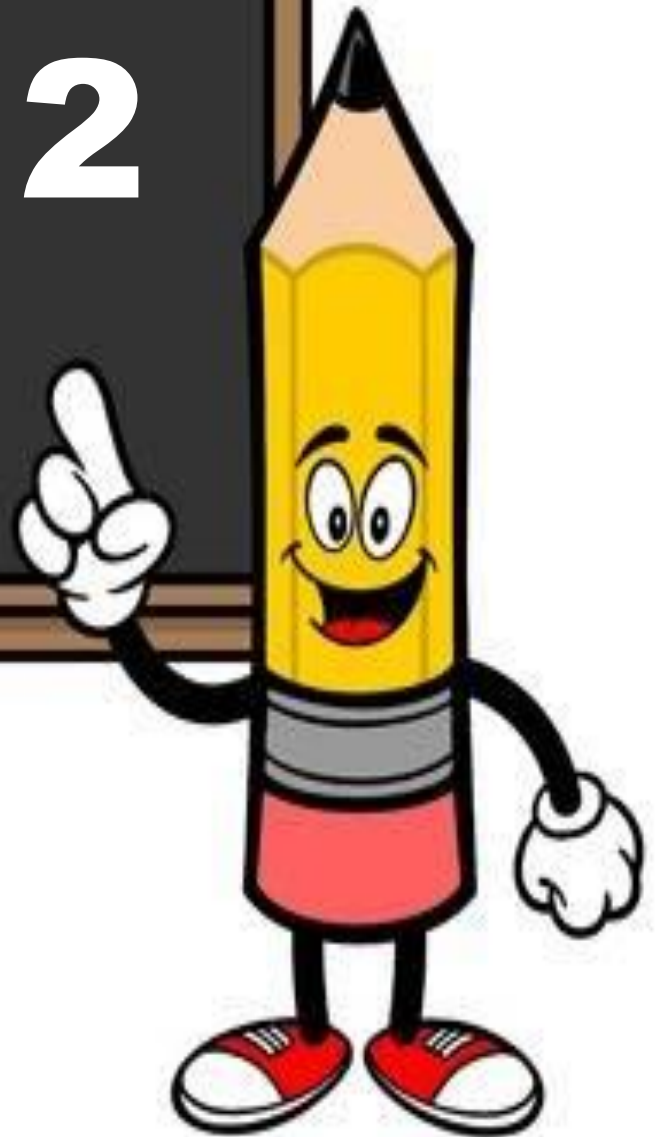
Write three details in the story in the boxes.

1

2

3

Day # 2



ELA Packet

Our Learning for today:



RI 3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

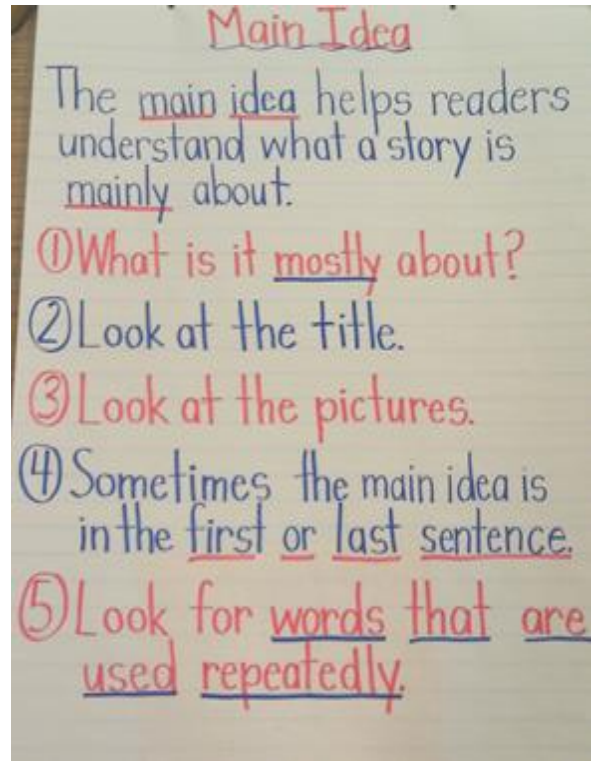
LEQ: Why is it important to understand the main idea of a text?

Objective: I can identify (write) the main idea of a text (identified paragraphs) and use two details to explain how these details support the main idea.

Our Toolkit for the day



Main Idea



Name: _____
BCCS-B

Week 5 Day 2 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

1. **Identify:** To show _____ someone is or to show _____ something is.
2. **Supporting details:** Pieces of _____ that support the main _____.

Name: _____
BCCS-B

Week 5 Day 2 Date: _____
Harvard Yale Princeton



Directions: Read the following passage from *Bullfrog at Magnolia Circle*. On the lines below write what you think the main idea of the passage is **mostly** about. Is it about habitat, survival, physical characteristics, something else? Restate the question as your sentence starter.

Underline your evidence that supports what you think the main idea is.

As Bullfrog eats the moth, he does not notice the silent landing of a black-crowned heron. But the heron notices Bullfrog. A nice, fat juicy bullfrog would satisfy a hungry heron.

1. _____

2. What words sound “cool” or important on that page? List them.

Name: _____
BCCS-B

Week 5 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the following passage from *Bullfrog at Magnolia Circle*. On the lines below write what you think the main idea of the passage is **mostly** about. Is it about habitat, survival, physical characteristics, something else? Restate the question as your sentence starter.

Underline your evidence that supports what you think the main idea is.

“Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift, killing stab. The heron moves slowly closer to unsuspecting Bullfrog.”

1. _____

2. What words sound “cool” or important on that page? List them.

Name: _____
BCCS-B

Week 5 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the following passage from *Bullfrog at Magnolia Circle*. On the lines below write what you think the main idea of the passage is **mostly** about. Is it about habitat, survival, physical characteristics, something else? Restate the question as your sentence starter.

Underline your evidence that supports what you think the main idea is.

Suddenly a loud crash by the garage of the house echoes in the night. A fat raccoon scurries away from the trash can lid she just knocked over. The loud noise startles both Bullfrog and the heron. Squawking a loud complaint, the heron take to the air, leaving Bullfrog behind, unharmed.

1. _____

2. What words sound “cool” or important on that page? List them.

Name: _____
BCCS-B

Week 5 Day 2 Date: _____
Harvard Yale Princeton

Your Turn


Directions: Read the passage below. Determine the main idea (what the passage is mostly about) and write your answer on the lines below. Make sure to restate the question in your answer. Underline the evidence in the passage that helped you determine the main idea.

1. What is the main idea of the passage? Write your answer on the lines


Find the Main Idea

The Meerkat

Meerkats in Africa live in large groups of 20 to 50 members. The group works together to survive. All members of the group care for the baby meerkats. They take turns babysitting and will protect the young ones from danger. Members of the group also take turns watching out for threats from other animals while the group finds food. If any dangerous animal comes towards the group, the meerkat will bark a warning.



A meerkat keeping watch

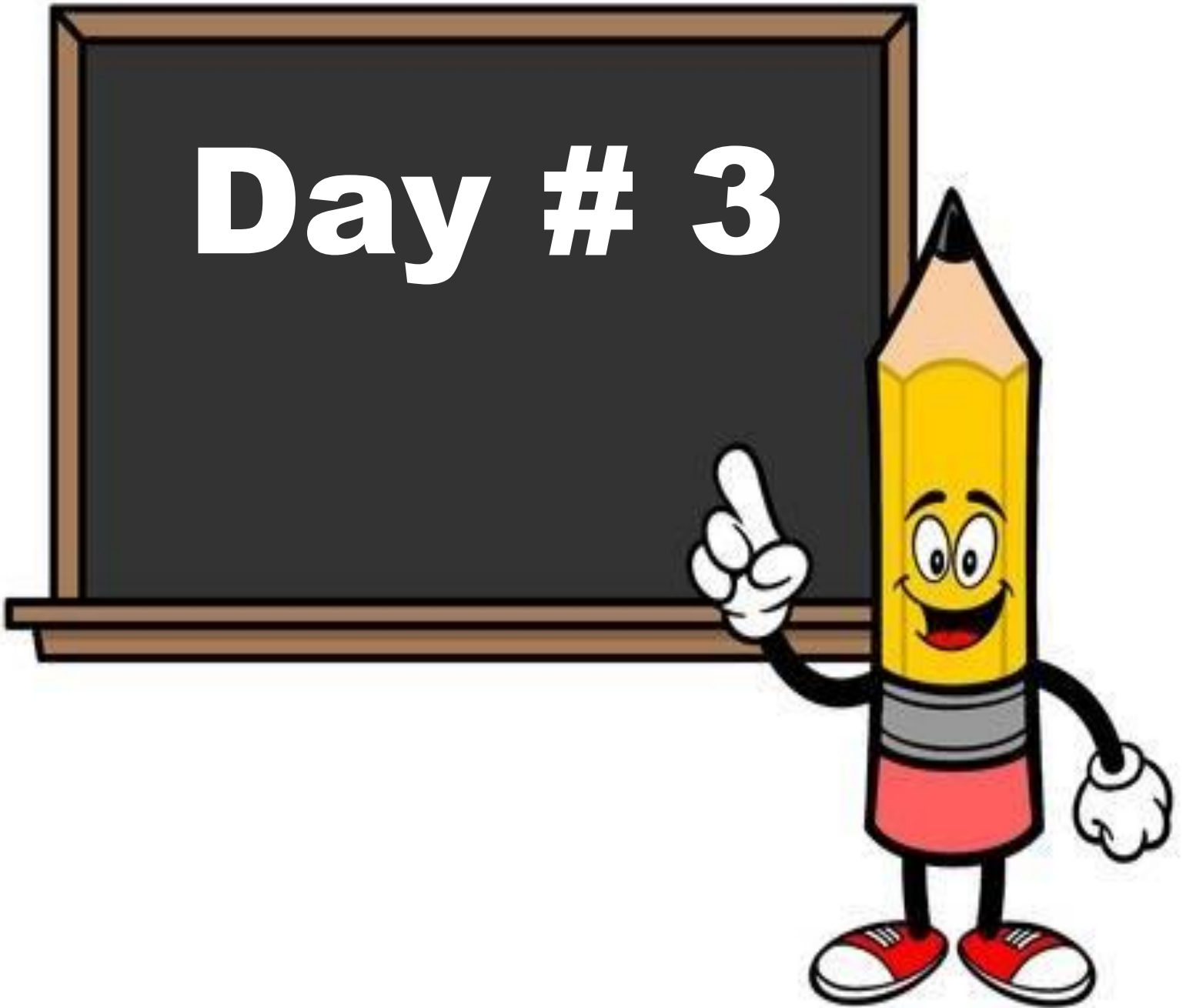


A group of meerkats in the wild

Find the Main Idea

below.

Day # 3



Name: _____
BCCS-B

Week 5 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

SPA #1

Our Toolkit for the day



SPA #1

Name: _____
BCCS-B

Week 5 Day 3 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Review for test

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

Parent Signature 😊

Name: _____
BCCS-B

Week 5 Day 3 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Use the box with the provided definitions to help you answer each. In the box copy the definition that makes the words on the provided lines.

The author wrote what he/she exactly wanted to say

The author meant something different than what was said

What the passage was mostly about

1. Literal Language: _____
2. Non-Literal Language: _____
3. Main Idea: _____

METAPHORS I

Metaphors provide a visual description of a thing or quality. An example of a metaphor is, "That car is a dinosaur". The car is not actually a dinosaur, but it has the same qualities as a dinosaur: it is from an earlier time period, and it is very big.



Directions: Read each sentence below. Circle the metaphor in each sentence. Then rewrite each sentence without the metaphor, to show what is actually happening.

1. Karen was a bulldozer walking through the garden.

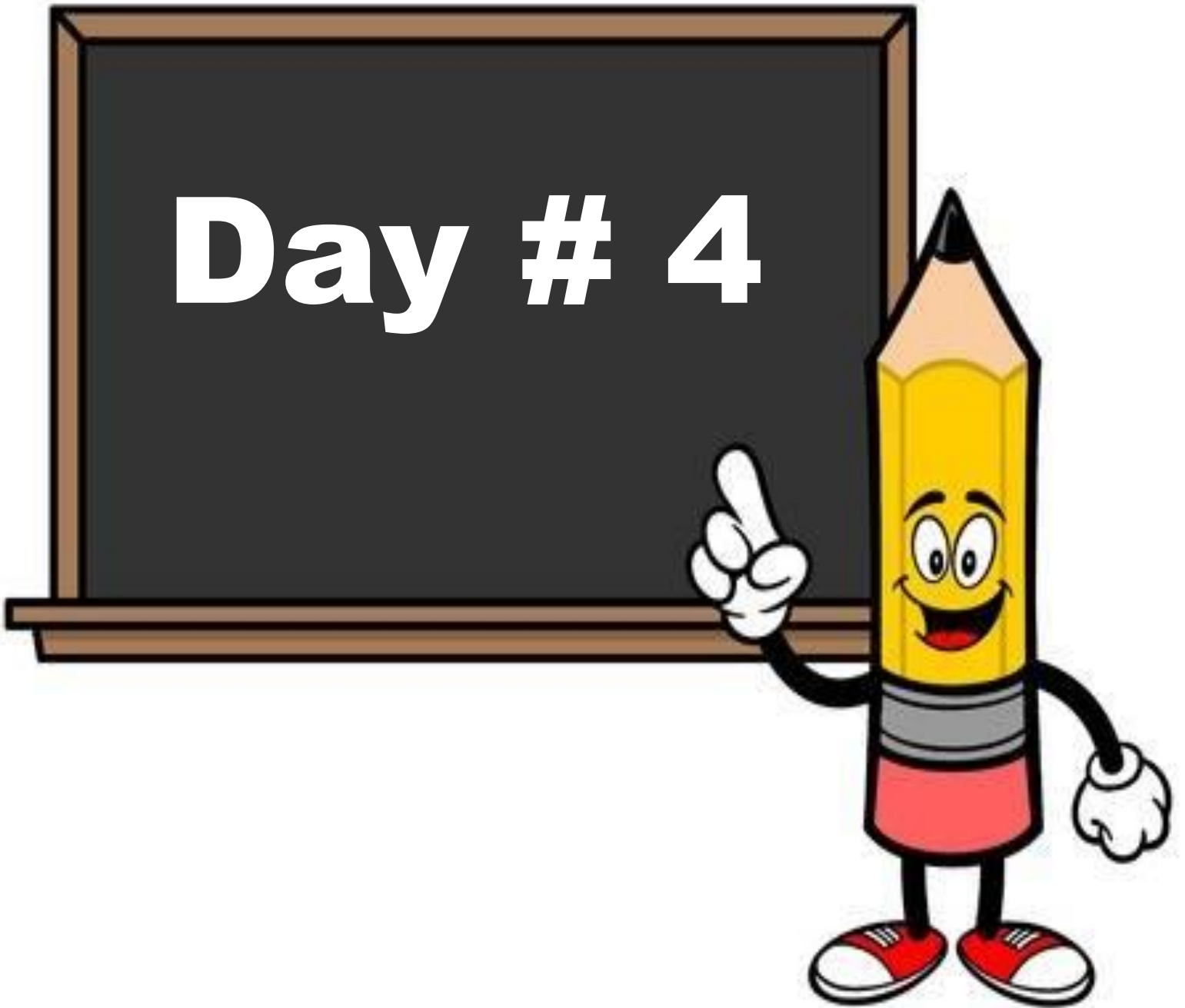
2. Joshua hit a home run with his book report.

3. When Mary's mother won the lottery they were swimming in money.

4. Teri's temper boiled over.

5. Penny's eyes were stars.

Day # 4



Name: _____
BCCS-B

Week 5 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

SPA #1

Our Toolkit for the day



SPA #1

Name: _____
BCCS-B

Week 5 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Review for test

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Name: _____
BCCS-B

Week 5 Day 4 Date: _____
Harvard Yale Princeton

Your Turn

The Shark Kite

by Jane McAdams

- 1 "Oh, no!" said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. "I feel like a spider in a web," she said, frowning as the tangled strings drifted down around her.
- 2 "I think that shark kite has too many strings," said the owner of the biplane kite, as he untangled his string from Stella's.
- 3 "My kite doesn't have too many strings," said Stella. "It's a grownup's kite. That's why it's complicated to fly."
- 4 "You should really try flying a paper plate," said Stella's friend Robby. Stella looked at Robby's kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
- 5 "Your shark kite hasn't flown as high as my paper plate all day," said Robby, wiping his nose on his sleeve.
- 6 "Paper plates are for babies," said Stella. She felt like being mean, because her shark kite could hardly fly.
- 7 Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby's paper plate. Stella wished she could trade her shark for that jellyfish.
- 8 Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark's belly, she started running. If she could catch a tiny breeze, her kite would fly.
- 9 "Stella, it's almost time to go!" called Stella's mother from a park bench in the shade. "We have to pick up your sister at the pool."
- 10 "Come on, shark, fly!" Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all.
- 11 "Maybe it's too heavy," said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

Name: _____
BCCS-B

Week 5 Day 4 Date: _____
Harvard Yale Princeton

- 12 “It’s not heavier than that one,” said Stella. She pointed at an enormous monster truck kite gliding past Robby’s paper plate. The monster truck had big black wings. “I bet that kite weighs more than you do, Robby,” said Stella.
- 13 Robby squinted at the sky. “No, it doesn’t. I weigh forty pounds,” he said.
- 14 “Stella, your sister is waiting,” her mother called again.
- 15 “One more try, Mom,” yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark’s fin and fell into the dirt.
- 16 “Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”
- 17 “You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.
- 18 Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.
- 19 “O.K.,” Stella agreed with a shrug. She took Robby’s string and felt the strong, steady pull of the kite dancing at its end. She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. “You’re right,” she said. “Paper plates do make good kites.”
- 20 “You can keep it,” said Robby. “I’ll make another one next weekend.”
- 21 “Want to borrow the shark, then?” asked Stella, handing the tangle of strings and the grinning shark to Robby. “Maybe you can make it fly.”
- 22 “Hey, thanks,” he said. “See you next weekend, Stella.”
- 23 Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.
- 24 “What happened to your shark kite?” asked Stella’s mother.
- 25 “Robby and I swapped for a while,” Stella replied.
- 26 As Stella rode in the car, she held on to the paper plate’s string and watched it bob next to her window. “I bet that big old shark couldn’t do this!” she laughed.

Name: _____
BCCS-B

Week 5 Day 4 Date: _____
Harvard Yale Princeton

- 19** In paragraph 1, what does Stella mean when she says, "I feel like a spider in a web"?
- A** Stella is untangling the strings.
 - B** Stella is confused by the strings.
 - C** Stella is surrounded by the tangled strings.
 - D** Stella is winding the strings around her spool.

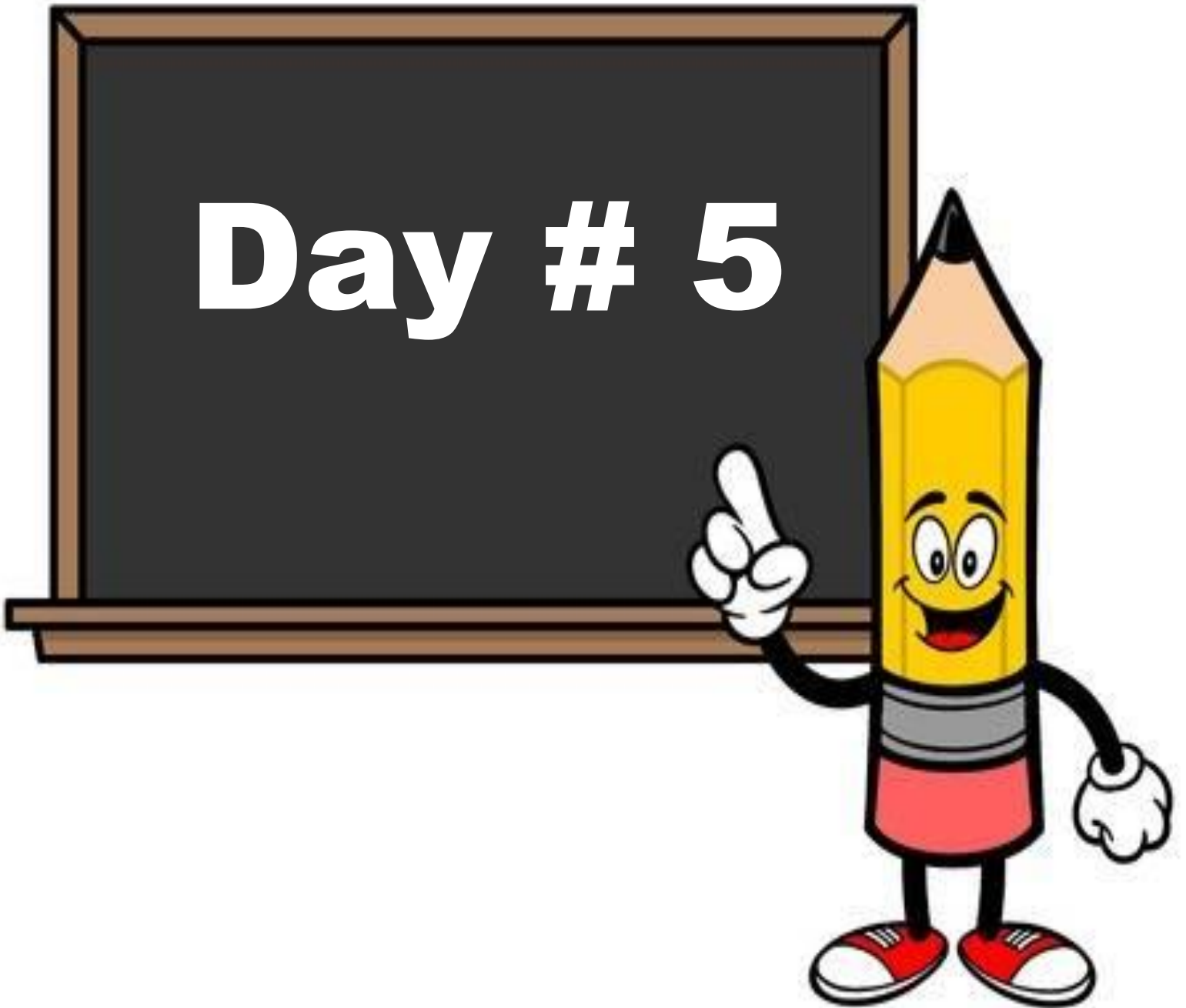
- 21** Read this sentence from paragraph 8.

If she could catch a tiny breeze, her kite would fly.

What does "catch" mean as it is used in the sentence?

- A** stop and hold a moving object
 - B** bring in while hunting or fishing
 - C** get an illness
 - D** find and use
- 23** What do the details in paragraph 17 show about Robby?
- A** He is at the park most weekends.
 - B** He is a thoughtful friend to Stella.
 - C** He is better at flying kites than Stella.
 - D** He is creative with paper plates.

Day # 5



Name: _____
BCCS-B

Week 5 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

Review SPA #1

Our Toolkit for the day



Review SPA #1

Name: _____
BCCS-B

Week 5 Day 5 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Practice Questions Relating to SPA #1

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Name: _____
BCCS-B

Week 5 Day 5 Date: _____
Harvard Yale Princeton

Your Turn

***D*irections** Read this passage. Then answer questions 25 and 26.

How We Use Glass

by Chris Oxlade

Glass and Its Properties

- 1 All the things we use at home, school, and work are made from materials. Glass is a material. It can be used for all sorts of different jobs. For example, we make ornaments from glass, we cover buildings with glass, and a type of glass even carries our emails around the world.
- 2 Properties tell us what a material is like. Glass can be transparent, which means light goes through it. This is a property of glass. Glass can also be clear or colored. It has a very smooth surface. It is hard but it is also brittle, which means it breaks before it bends. Air and water cannot flow through glass and neither can electricity.

Where Does Glass Come From?

- 3 Glass is not a natural material. It is made in factories. But the raw materials for glass are natural. They come from the ground. The main raw material is sand, the same as the sand on a beach. There are different kinds of glass. To make each different kind, different chemicals are added to the sand. Most glass is soda glass. It is made from sand, limestone, and a chemical called soda ash.

Making glass

- 4 At a glass factory the ingredients are mixed together and poured into a huge tank. The glass mixture is heated to about 2,732° F (1,500° C), which is many times hotter than the temperature in a kitchen oven. The sand melts and mixes with the other ingredients. This makes hot, liquid glass.

Glass Windows

- 5 Most of the glass made in factories is used in windows. Glass is a good material for making windows because it is transparent, waterproof, and airtight. So a glass window lets light in, but it keeps out wind and rain. It also keeps warm air in, stopping a room from getting cold. Glass used in windows is called glazing.

Name: _____
BCCS-B

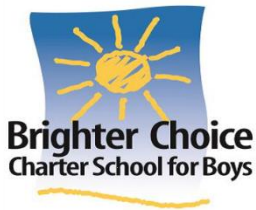
Week 5 Day 5 Date: _____
Harvard Yale Princeton

Making window glass

6 Windows are made from a type of glass called float glass. To make float glass, melted glass is poured into a huge bath of a molten metal called tin. The glass spreads out on top of the tin to make a flat, thin sheet. The sheet is cooled very slowly, which keeps it from cracking.

molten = melted by heat

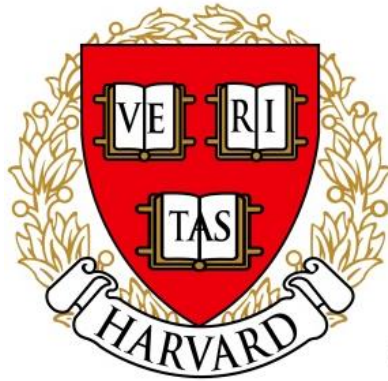
26 How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use two details from the passage to support your response.



Name _____

3rd Grade ELA Remote Learning Packet

Week 6



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.

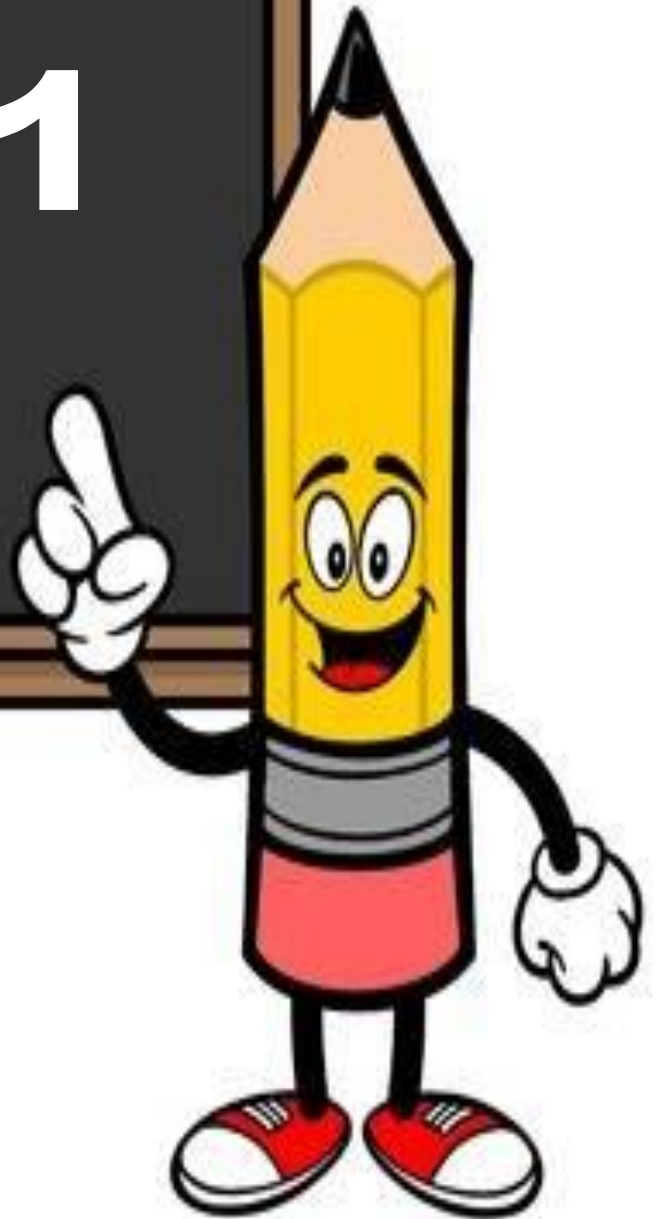
(Parent Signature)

(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.



Day # 1



Name: _____
BCCS-B

Week 6 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

L, E, A, R, N, I, N, G

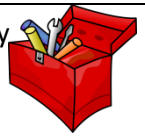
RI 3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

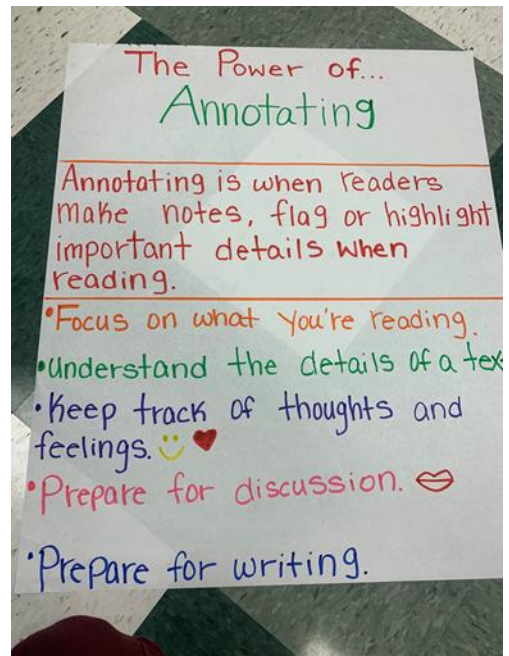
LEQ (Content) How can physical characteristics help an animal survive?

Objective: I can annotate details to support the gist of a section of text.

Our Toolkit for the day



Annotations:



Name: _____

Week 6 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

ELA Packet



LEQ: How can physical characteristics help an animal survive?

Objective: I can annotate details to support the gist of a section of text.

Vocabulary Guided Notes

1. **Gist:** What the text is _____ about.
2. **Annotate:** Making _____ or _____ details as we read to help _____ questions.
3. **Characteristics:** A special _____ or _____ that makes a person _____ from others.
4. **Bayou:** An area of _____ in the Southern United States that moves _____ and is filled with _____.
5. **Emerged:** To _____ or _____ out of hiding.

Guided Annotation Work

Read the passage. **One detail** in the passage that shows a **physical characteristic** of the Bullfrog that may help it survive.

How does this physical characteristic show you that it may help the Bullfrog survive?

After a summer and a fall as a tadpole and over a year as a youngster, Bullfrog is now fully grown. Using his long webbed back feet, he swims through the duckweed to the edge of the Bayou.

Name: _____
BCCS-B

Week 6 Day 1 Date: _____
Harvard Yale Princeton

Application Activity

Read the passage. **One detail** in the passage that shows a **physical characteristic** of the Bullfrog that may help it survive.

How does this physical characteristic show you that it may help the Bullfrog survive?

As Bullfrog pulls his long body up the bank of the Bayou, a crayfish emerges from a chimney made of mud. In less than half a second, Bullfrog springs forward. His long, sticky tongue shoots out and grabs the crayfish.

Name: _____
BCCS-B

Week 6 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

After a summer and a fall as a tadpole and over a year as a youngster, Bullfrog is now fully grown. Using his long webbed back feet, he swims through the duckweed to the edge of the Bayou.

As Bullfrog pulls his long body up the bank of the Bayou, a crayfish emerges from a chimney made of mud. In less than half a second, Bullfrog springs forward. His long, sticky tongue shoots out and grabs the crayfish.

The crayfish struggles, but Bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat.

Adaptation

#1: _____

How it helps the Bullfrog
survive: _____

Adaptation

#2: _____

How it helps the Bullfrog
survive: _____

Adaptation

#3: _____

How it helps the Bullfrog
survive: _____

Name: _____ Week 6 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Annotation

1. Read the passage carefully
2. Underline the evidence

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Parent Signature 😊

Name: _____
BCCS-B

Week 6 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the paragraphs and answer the questions that follow in complete sentences. Make sure to restate the question in your answer for a full and complete thought.

“Adaptation helps organisms do the things they must do to survive in their environments. Hard shells, warm fur, and sharp thorns are examples of how an organism’s form or body can adapt if for survival. These are called physical adaptations. Behavior also helps animals survive. Monarch butterflies migrate. American shad swim in schools for protection.”

1. Who did you learn about?

2. What did you learn about?

Name: _____
BCCS-B

Week 6 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Directions: Read the paragraphs and answer the questions that follow in complete sentences. Make sure to restate the question in your answer for a full and complete thought.

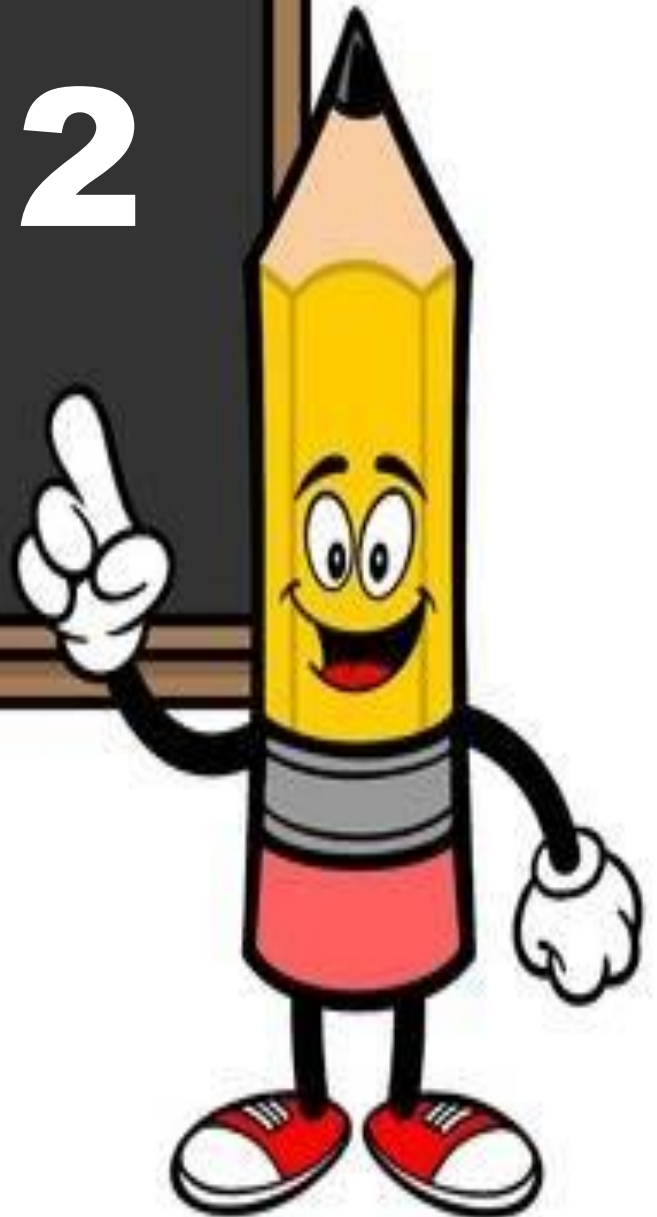
Big eyes, webbed feet, or special colors are some examples of a physical adaptation. This means that the animal has a unique body part. These body parts help them survive where they live. For example, an animal that lives in the water might have webbed feet to help it move in the water. Some animals have big eyes to help them see both their predators and prey.

1. Who did you learn about?

2. What did you learn about?



Day # 2



Name: _____
BCCS-B

Week 6 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

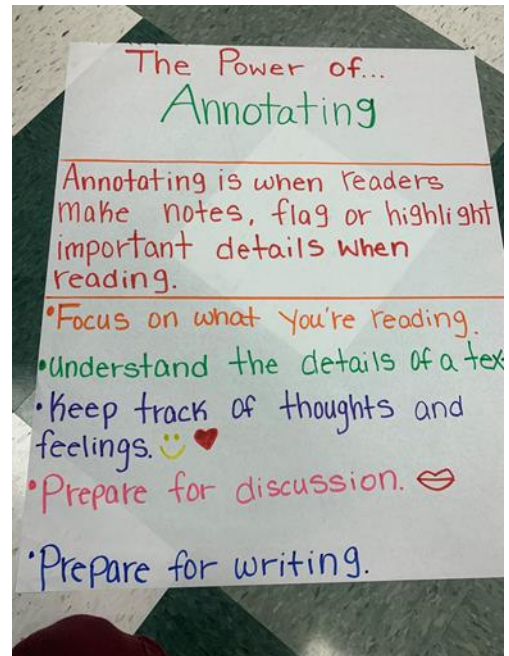
LEQ: How does an animal's habitat help it survive?

Objective: I can explain how annotated details in the text that an animals habitat can help it survive

Our Toolkit for the day



Annotations:



ELA Packet



LEQ: How does an animal’s habitat help it survive?

Objective: I can explain how annotated details in the text that an animals habitat can help it survive.

Vocabulary Guided Notes

1. **Webbed:** The fingers or toes being _____
2. **Bulging:** To _____ out
3. **Habitat:** A place where an _____ or _____ lives.
4. **Cascades:** To _____ downward

Guided Annotation Work

Read the passage. Underline and label one piece of evidence with the letter H for habitat to show what the Bullfrog’s habitat is.

What is the habitat of a frog? Find one extra piece of evidence to support your answer on the lines below. Use both pieces of evidence to support your thinking.

Lightning zigzags through the early evening sky over the Bayou waters that slowly wind their way behind the white wooden house on Magnolia Circle. Thunder rumbles in the distance. The croaking of bullfrogs, and the peeps and sounds of other frogs, fill the air.

In midwinter, Bullfrog emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Now in April, his throat yellow and bulging, he sings a sound like “brrwoom”.

After a summer and a fall as a tadpole and over a year as a youngster, Bullfrog is now fully grown. Using his long webbed back feet, he swims through the duckweed to the edge of the bayou.

Name: _____
BCCS-B

Week 6 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

Read the passage. Underline and label one piece of evidence with the letter H for habitat to show how the Bullfrog's habitat can help it survive.

How does the Bullfrog' habitat help it survive according to this passage? Use the evidence you found to make an inference as to why the Bullfrog's habitat helps him survive.

A bolt of lightning illuminates the sky. A few seconds later, a loud crash of thunder explodes. The warm, wet evening is perfect for Bullfrog to explore the bayou. Tonight he will begin his search for a calling site, and then he can start singing to attach his first mate.

Name: _____
BCCS-B

Week 6 Day 2 Date: _____
Harvard Yale Princeton

Exit Ticket

Directions: Read the following passage and answer the questions that follow.

Rain cascades from the sky, soaking the earth. In the distance, by the large screened in porch, huge oak trees covered by Spanish moss sway in the warm, heavy air. Bullfrog hops past the dock. He moves slowly, closing his eyes with each hop as the rain drips onto his smooth green skin.

A bolt of lightning illuminates the sky. A few seconds later, a loud crash of thunder explodes. The warm, wet evening is perfect for Bullfrog to explore the bayou. Tonight he will begin his search for a calling site, and then he can start singing to attract his first mate.

1. What is the habitat of a frog? Underline 3 pieces of evidence and use this evidence from the passage to support your answer. Be sure to write in complete sentences.

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BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Annotation

1. Read the passage carefully
2. Underline the evidence

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Name: _____

Week 6 Day 2 Date: _____

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Your Turn

If you have ever been to a beach near the ocean, you probably saw a variety of sea creatures there - except for frogs. That's because frogs can't live in saltwater. Their bodies are designed for freshwater habitats. A **habitat** is a place where living organisms get water, find food, shelter and reproduce. Therefore, frogs must live in places where freshwater is available. There are many different species of frogs that live in a variety of freshwater habitats around the world.

Frogs must have water, food, shelter and place to reproduce in order to survive. Frogs must live near or in fresh water habitats. This is where they drink water, keep their skin moist and lay their eggs. They also live in habitats where there are a lot of insets to eat and plants to give them shelter and a place to hide.

1. How can the Bullfrog's habitat help him survive?

2. Why might a Bullfrog move from one pond to another?

3. Read the bolded sentence and circle True or False to answer.

Frogs live in saltwater habitats.

True

False



Day # 3



Name: _____
BCCS-B

Week 6 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:



RI 3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

LEQ: What are prey and predators and how do they affect the Bullfrog?

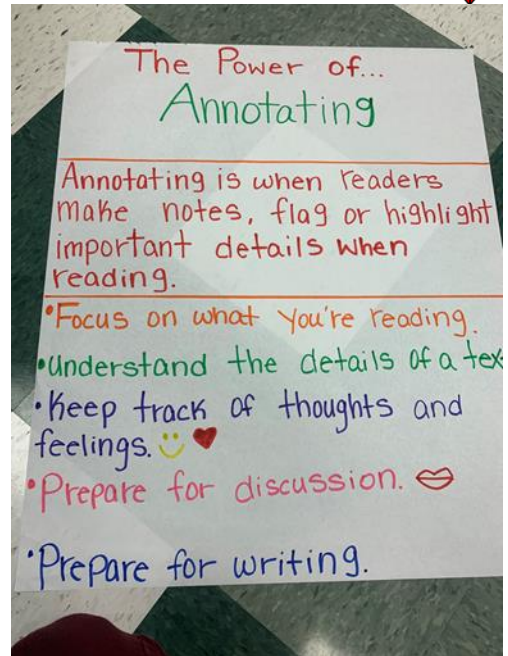
Objective:

I can explain how annotated details in the text show what predators and prey are to the Bullfrog.

Our Toolkit for the day



Annotations:



Name: _____
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Week 6 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet



LEQ: What are prey and predators and how do they affect the Bullfrog?

Objective: I can explain how annotated details in the text show what predators and prey are to the Bullfrog.

Vocabulary Guided Notes

Prey: An _____ that is _____ to be food for another

Predator: An animal usually _____ that hunts prey for _____

Illuminates: To _____ up

Satisfy: To be _____ or _____

Stalks: Following something by _____ slowly and _____

Guided Annotation Work

Read the passage. **CIRCLE** the animal that is the prey in this passage, **UNDERLINE** the animal that is the predator in this passage.

How do you know which animal is the prey and which is the predator? Underline the details that give you your evidence and explain on the lines below in complete sentences.

The crayfish struggles, but Bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat.

Name: _____
BCCS-B

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Harvard Yale Princeton

Application Activity

Read the passage. **CIRCLE** the animal that is the prey in this passage, **UNDERLINE** the animal that is the predator in this passage.

How do you know which animal is the prey and which is the predator? Underline the details that give you your evidence and explain on the lines below in complete sentences.

A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal.

The passage says: "A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water."

What does the word flutter mean?

Name: _____
BCCS-B

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Harvard Yale Princeton

Exit Ticket

As Bullfrog eats the moth, he does not notice the silent landing of a black-crowned heron. But the heron notices Bullfrog. A nice, fat juicy Bullfrog would satisfy the hungry heron. Ever so slowly, the heron stalks his prey. His neck is pulled back and he is ready to make a swift, killing stab. The heron moves slowly closer to the unsuspecting Bullfrog.

1. What does the word satisfy mean? Use the surrounding evidence in the passage to help you determine the answer.

A. To be hungry
B. To be scared
C. To be filled up
D. To be fat

2. The passage says “His neck is pulled back and he is ready to make a swift, killing stab.

What does the word swift mean?

3. CIRCLE the animal that is the predator to Bullfrog.
4. How do you know this animal is the predator to the Bullfrog? Underline your evidence and write your answer on the lines below.

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ELA Homework

Our Toolkit for the day



Annotation

1. Read the passage carefully
2. Underline the evidence

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Name: _____
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Week 6 Day 3 Date: _____
Harvard Yale Princeton

Your Turn

Predator and Prey

A **predator** is an animal that hunts other animals for food.

Prey is an animal that is hunted and eaten for food.



Identify the predator and prey for each scenario below.

1. **A snapping turtle in a pond eats a small perch.**

predator - _____ prey - _____

2. **A shrew is eaten by a barn owl.**

predator - _____ prey - _____

3. **A seagull lands near an alligator and the alligator eats it.**

predator - _____ prey - _____

4. **A gray wolf hunts and eats a rabbit.**

predator - _____ prey - _____

5. **A blue whale swallows krill.**

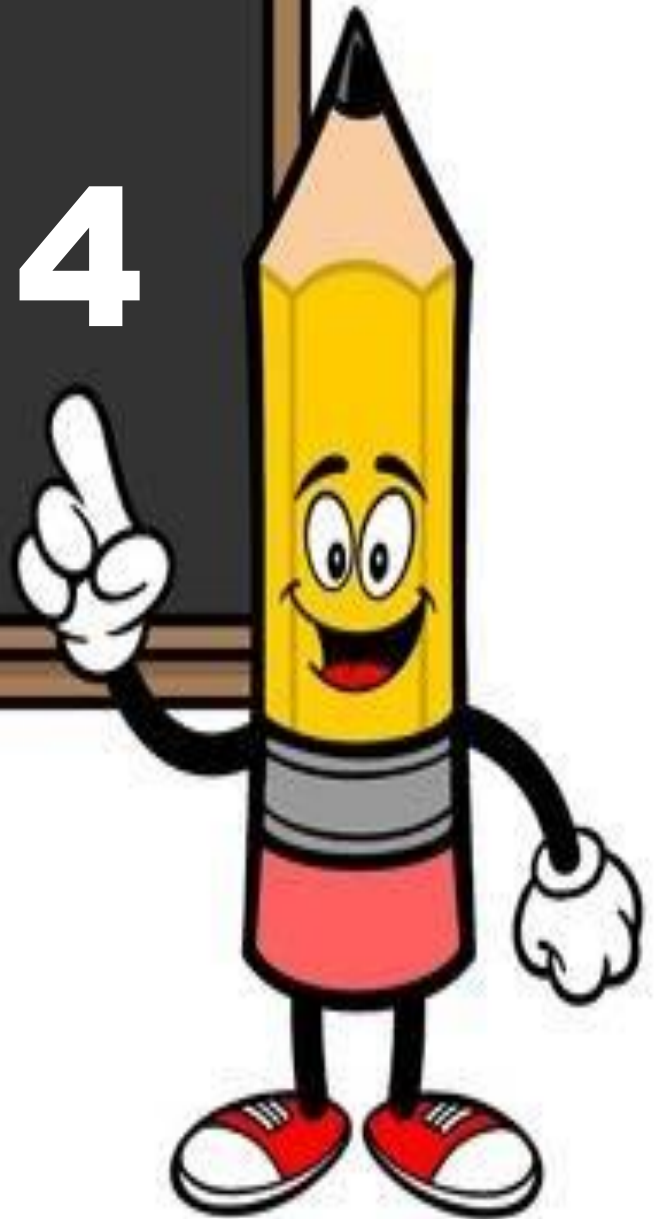
predator - _____ prey - _____

6. **A penguin is captured and eaten by a leopard seal.**

predator - _____ prey - _____



Day # 4



Name: _____
BCCS-B

Week 6 Day 4 Date: _____
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Our Learning for today:



RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

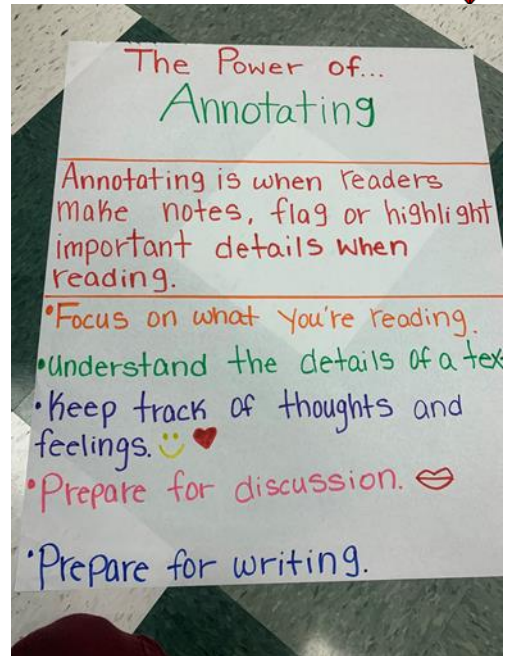
LEQ: What is the life cycle of a frog?

Objective: I can use evidence from the text to answer targeted questions about a frog's life cycle.

Our Toolkit for the day



Annotations:



Name: _____
BCCS-B

Week 6 Day 4 Date: _____
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ELA Packet



LEQ: What is the life cycle of a frog?

Objective: I can use evidence from the text to answer targeted questions about a frog's life cycle.

Vocabulary Guided Notes

- 1. Life cycle:** The _____ of a living thing as it passes through the _____ of life until death.
- 2. Develop:** To become _____ or more advanced.
- 3. Tadpole:** A _____ creature that becomes an _____ that has a rounded body and a long _____
- 4. Spawn:** To lay _____ in the _____

Name: _____
BCCS-B

Week 6 Day 4 Date: _____
Harvard Yale Princeton

Guided Annotation Work

Directions: Read the following passage and answer the questions that follow.

Egg Stage

Frogs lay their eggs in water or wet places. A floating clump of eggs is called a spawn. The large and slippery mass of eggs is too big to be eaten. This is nature's way of protecting them. But the smaller clumps of eggs will be eaten by creatures living near or in the pond. The egg begins as a single cell. Several thousand are sometimes laid at once. It becomes surrounded by a jelly like covering, which protects the egg. The female may not stay with the eggs to take care of the young, after she has laid them. The egg slowly develops. But, only a few develop into adults. Ducks, fish, and other water creatures eat the eggs.

1. How many eggs are laid at once? Underline your evidence and write it on the lines below.

2. What are two ways that the eggs are protected from predators? Circle your evidence and write it on the lines below.

Name: _____
BCCS-B

Week 6 Day 4 Date: _____
Harvard Yale Princeton

Application Activity

Directions: Read the following passage and answer the questions that follow.

Egg Stage

Frogs lay their eggs in water or wet places. A floating clump of eggs is called a spawn. The large and slippery mass of eggs is too big to be eaten. This is nature's way of protecting them. But the smaller clumps of eggs will be eaten by creatures living near or in the pond. The egg begins as a single cell. Several thousand are sometimes laid at once. It becomes surrounded by a jelly like covering, which protects the egg. The female may not stay with the eggs to take care of the young, after she has laid them. The egg slowly develops. But, only a few develop into adults. Ducks, fish, and other water creatures eat the eggs.

1. What are the predators of the egg? Underline your evidence to support your answer and write it on the lines below.

Name: _____
BCCS-B

Week 6 Day 4 Date: _____
Harvard Yale Princeton

Exit Ticket

Egg Stage

Frogs lay their eggs in water or wet places. A floating clump of eggs is called a spawn. The large and slippery mass of eggs is too big to be eaten. This is nature's way of protecting them. But the smaller clumps of eggs will be eaten by creatures living near or in the pond. The egg begins as a single cell. Several thousand are sometimes laid at once. It becomes surrounded by a jelly like covering, which protects the egg. The female may not stay with the eggs to take care of the young, after she has laid them. The egg slowly develops. But, only a few develop into adults. Ducks, fish, and other water creatures eat the eggs.

1. Where might you find frog eggs? Circle your evidence and write it on the lines below.

Name: _____ Week 3 Day 4 Date: _____
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ELA Homework

Our Toolkit for the day



Annotation

1. Read the passage carefully
2. Underline the evidence

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Week 6 Day 4 Date: _____
Harvard Yale Princeton

Your Turn



Name: _____

Frogs

egg	amphibian	adult	legs	arms
lungs	carnivore	tail	omnivore	herbivore
cold-blooded	warm-blooded	gills	tadpole	metamorphosis

Choose the best word from the box to complete each sentence. All words will not be used.

1. A frog changes during its life through a process called _____.
2. A frog begins its life by hatching from an _____.
3. A young frog that can breathe water is a _____.
4. A frog that breathes air and has legs is in the _____ stage.
5. A tadpole breathes water through _____ on the sides of its head.
6. An adult frog is a _____ because it only eats live animals.
7. A tadpole has a _____ to help it swim.
8. When a tadpole is transforming into an adult frog, it grows four _____.
9. A vertebrate that begins its life breathing water and grows up to breathe air as an adult is an _____.
10. A frog is _____ because its body temperature is the same as the air or water surrounding it.





Day # 5



Name: _____
BCCS-B

Week 6 Day 5 Date: _____
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ELA Packet

Our Learning for today:



RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

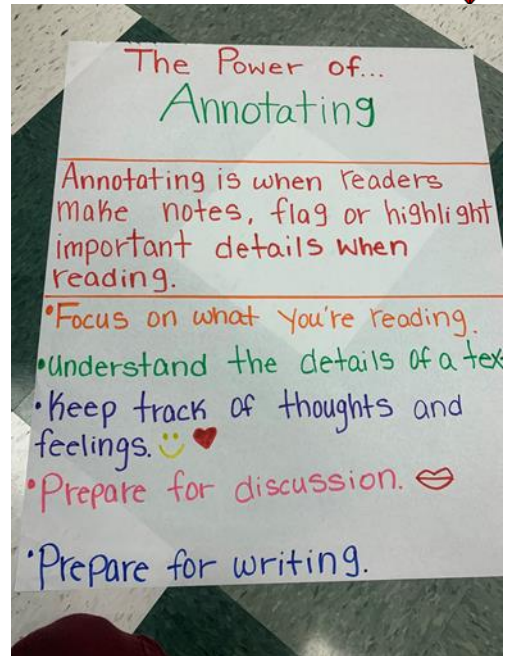
LEQ: What are the stages of a frog's life cycle?

Objective: I can use evidence from the text to answer targeted questions about a frog's life cycle.

Our Toolkit for the day



Annotations:



Name: _____
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LEQ: What are the stages of a frog's life cycle?

Objective: : I can use evidence from the text to answer targeted questions about a frog's life cycle.

Vocabulary Guided Notes

1. Effortlessly: To do something _____

2. Bulges: To _____ out in a _____ lump.

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Guided Annotation Work

Bullfrog Life Cycle

1 Bullfrogs pass through several stages of development during their relatively brief life cycles. As most people already know, Bullfrogs are amphibians so they begin as eggs.

How Many Bullfrog Eggs?

2 In fact, an adult female frog will lay 20,000, even up to 25,000 eggs at one time – on water. This huge egg mass appears to be a kind of “floating white sheet” as it moves lazily on top of the water. It is also a target for predators and, in fact, many eggs are eaten before they get a chance to hatch.

The Surviving Bullfrog Eggs

3 After a period of a few days, the surviving eggs all hatch and release newly-born tadpoles (also known as polliwogs) to the world. The tadpoles which have long, narrow bodies and a tail, will spend their first winter, and often much longer, as tadpoles. During this period, they'll live exclusively in water and eat only water plants. They will also begin to grow, store fat in their tails and breathe through newly-formed gills.

Young Tadpoles

4 It can take as long as 2 to 3 years of growth and metamorphosis before a tadpole becomes a mature frog. However, after about one year, a young tadpole will grow legs and then, after the passage of a little more time, it will also grow arms. This is the beginning of the transformation that will turn the tadpole into a frog. The tadpole's tail begins to shorten, it develops lungs and its gills disappear. However, it continues to live in water.

Tadpole to Froglet

5 During its next stage, the tadpole turns into a froglet -- an almost fully mature frog. By this time, the soon-to-be mature frog breathes oxygen and can hop around on land. However, it still has a tail which is now very small.

Transformation Complete

6 After a period of 2-3 years, the transformation of egg to frog is complete. The adult Bullfrog now lives on land and no longer in water. As a newly-mature frog it has grown to about two-and-a-half inches long (older mature frogs may be as long as 6 ½ inches) and weighs as much as four pounds or more.

The Adult Bullfrog

7 The adult Bullfrog is carnivorous and aggressive. It eats just about anything it can fit into its mouth – insects, small mammals, birds, fish, other frog species, even smaller Bullfrogs. It rests during the day, usually at the water's edge and it hunts after dark. And the tail that

8 has been a part of its body since it hatched has disappeared (it actually has been absorbed by the frog's body).

Bullfrog Maturation

9 The life of the adult, mature Bullfrog will continue this way until it dies. Rest by day, hunt for prey at night. Mating will take place when the male's "bellow" attracts a female. And, after a period of 7 to 9 years, the adult Bullfrog's life cycle will end.

Bullfrog Lifecycle

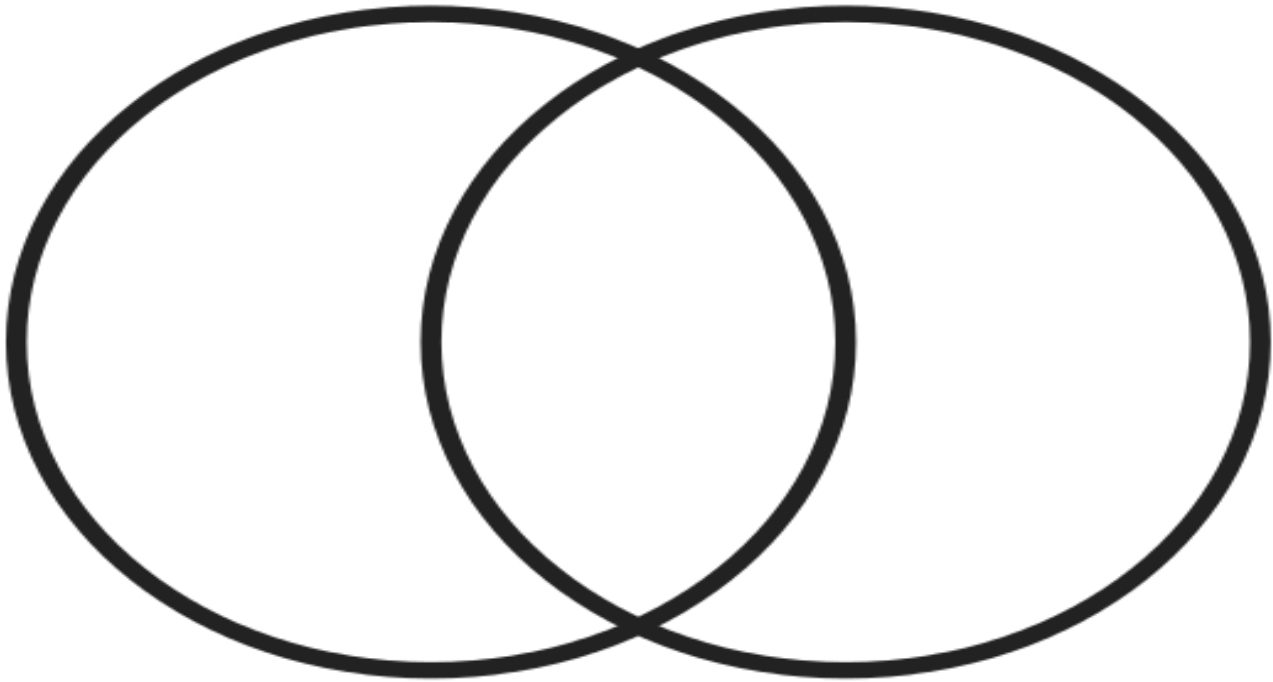
10 However, while the average life cycle is in the range of 7 to 9 years, the record for longevity goes to a Bullfrog in captivity – an amazing thirteen years. Of course, frogs, in the wild or in captivity, tend to live longer in warmer climates than when the weather is cold.

Directions: Compare the Life Cycle Stage of a Tadpole to a Froglet.

Similar

Different

Similar



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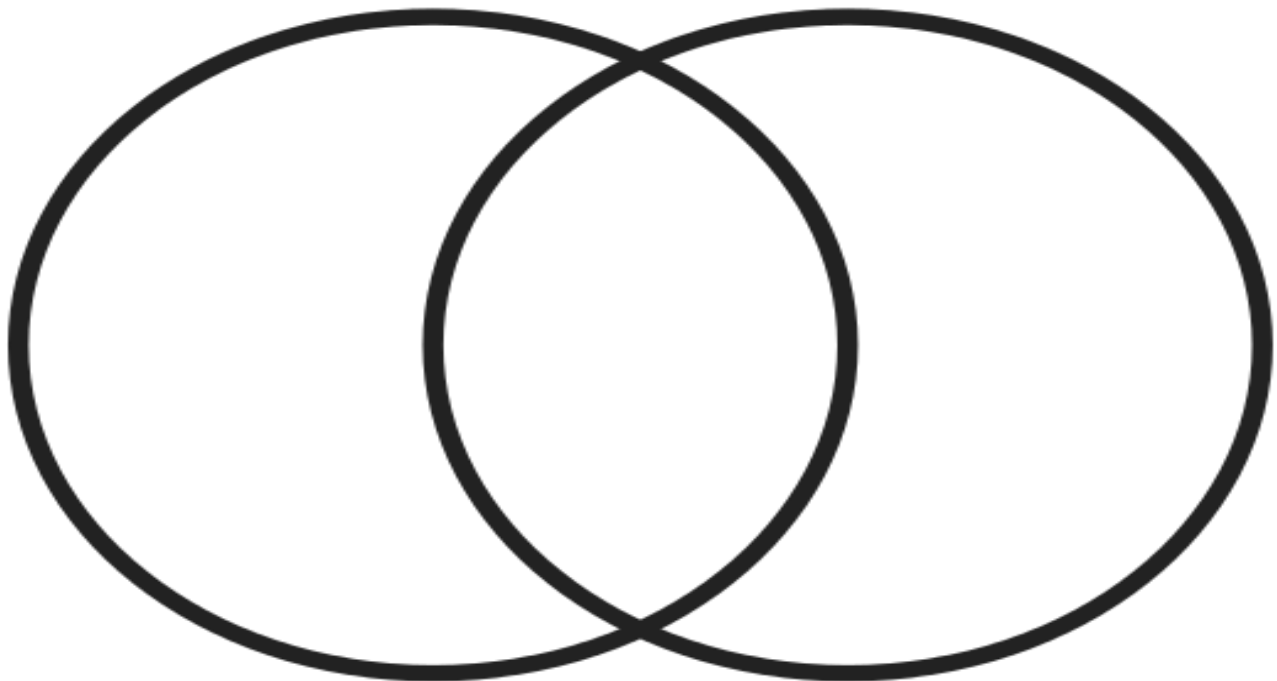
Application Activity

Directions: Read 5, 6 and 7 paragraphs compare the Life Cycle Stage of a Froglet to an Adult Bullfrog.

Similar

Different

Similar



Name: _____ Week 6 Day 5 Date: _____
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ELA Homework

Our Toolkit for the day



Annotation

3. Read the passage carefully
4. Underline the evidence

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Name: _____
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Week 6 Day 5 Date: _____
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Your Turn

Directions: Read the “Egg stage” and read paragraphs 1,2 and 3 from “Bullfrog Life Cycle”. Compare and Contrast what each story tells you about this stage of the Life Cycle.

Egg Stage

Frogs lay their eggs in water or wet places. A floating clump of eggs is called a spawn. The large and slippery mass of eggs is too big to be eaten. This is nature’s way of protecting them. But the smaller clumps of eggs will be eaten by creatures living near or in the pond. The egg begins as a single cell. Several thousand are sometimes laid at once. It becomes surrounded by a jelly like covering, which protects the egg. The female may not stay with the eggs to take care of the young, after she has laid them. The egg slowly develops. But, only a few develop into adults. Ducks, fish, and other water creatures eat the eggs.

Bullfrog Life Cycle

1 Bullfrogs pass through several stages of development during their relatively brief life cycles. As most people already know, Bullfrogs are amphibians so they begin as eggs.

How Many Bullfrog Eggs?

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The Surviving Bullfrog Eggs

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Similar

Different

Similar

