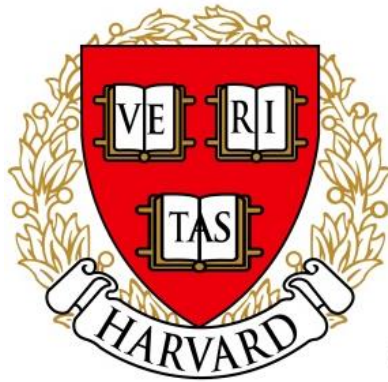




Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 3



Dear Educator,

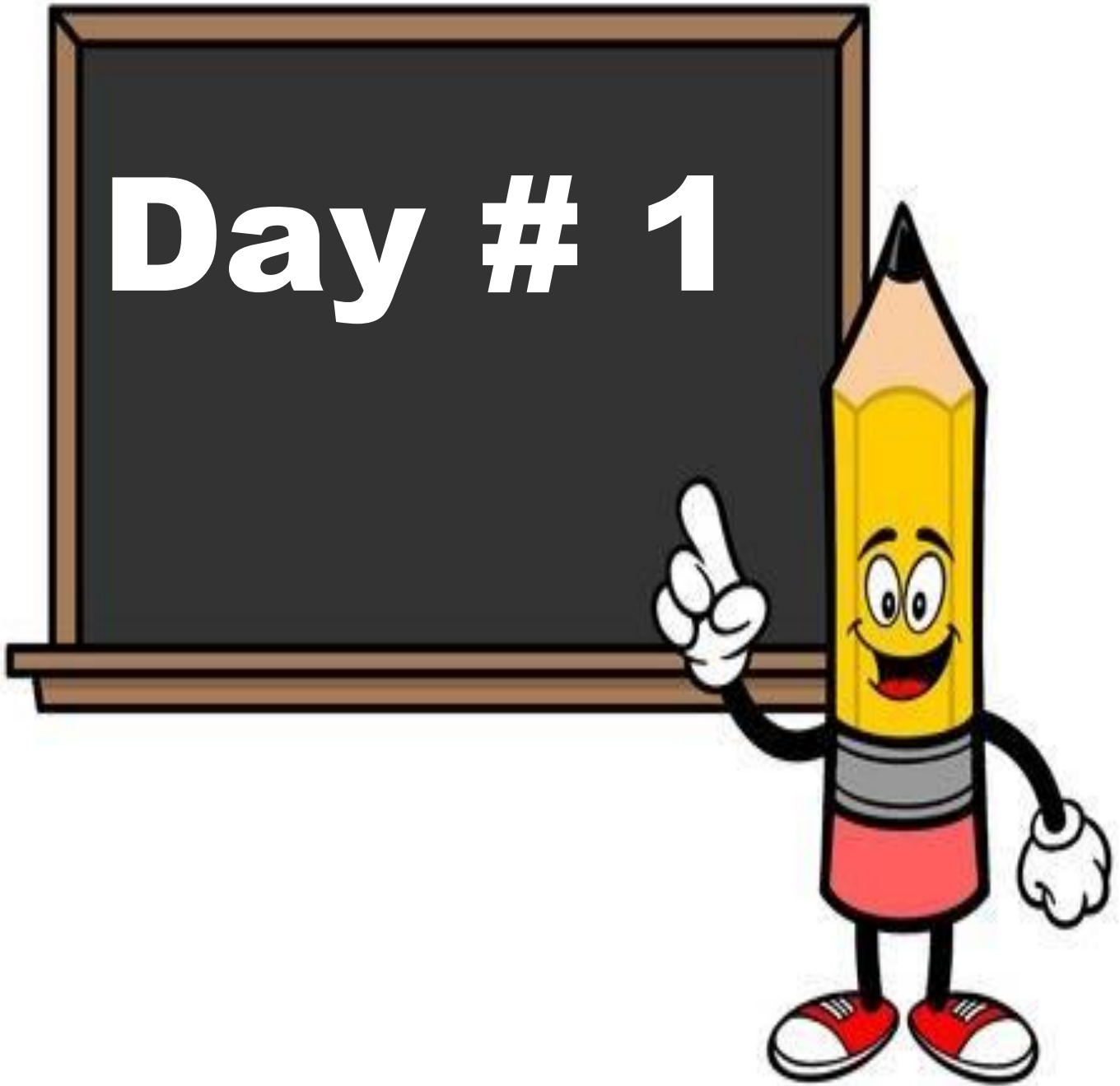
My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(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 3 Day 1 Date: _____
Harvard Yale Princeton

LEQ: How does fluency impact meaning in writing?

Objective: I can identify sentence fluency and write about a topic using sentence fluency.

Guided Notes:

Fluency Song
Sentence fluency,
Sentence fluency,
The writing flows.
The writing flows.
Sentences are longer.
Sentences are tighter
It sounds smooth; it sounds
right.

According to the song, what is sentence fluency?

Sentence fluency is _____

Good **sentence fluency** means the writing uses sentences that are different lengths and that start with different words.

How can we achieve sentence fluency?

- We can _____
- We can _____
- We can _____ and _____ our writing to make sure it makes sense and flows (not choppy).

Creating Variation in **Sentence Beginnings**

There are several ways to make a sentence start with different words. Here are a few examples:

Original Sentence: Reading is one of my favorite hobbies.

Begin with transition words.

For example, reading is one of my favorite hobbies.

Change the sentence to a question.

Is reading one of my favorite hobbies? Of course!

Use a pronoun.

It is one of my favorite hobbies.

Name: _____
BCCS-B

Week 3 Day 1 Date: _____
Harvard Yale Princeton

Creating Variation in Sentence Lengths

There are several ways to make a sentence longer or shorter. Here are a few examples:

Original Sentence: I like playing card games.

Combine two sentences.

I like playing card games, *and I have a few favorites.*

Break a sentence into two separate sentences.

I have many hobbies. Playing card games is one of them.

Add helpful words or a phrase.

After school, I enjoy playing card games.

Our Turn:

My dog is great. He is black and white. He is very smart. He does lots of tricks. His name is Scrappy. He likes to play catch. He also fetches the newspaper from the driveway.

How is the sentence fluency in this paragraph? How do we know?

Sentence lengths are _____.

The beginning of the sentences are _____.

My dog Scrappy is great. He is black and white. Scrappy is very smart, and he does lots of tricks. For example, he loves to play catch and fetch the newspaper from the driveway.

How is the sentence fluency in this paragraph? How do we know?

Sentence lengths are _____.

The beginning of the sentences are _____.

Name: _____
BCCS-B

Week 3 Day 1 Date: _____
Harvard Yale Princeton

Writers Tip: When writing you want to start each sentence differently. These difference sentence starters make your writing more interesting.

Example: I went to the store. I bought new shoes. I went home. I showed my mom. I think she liked them. I put them on. I wore them to school. I received a lot of compliments from my friends.

Teacher's Turn:

Our Turn:

Write about your morning routine.

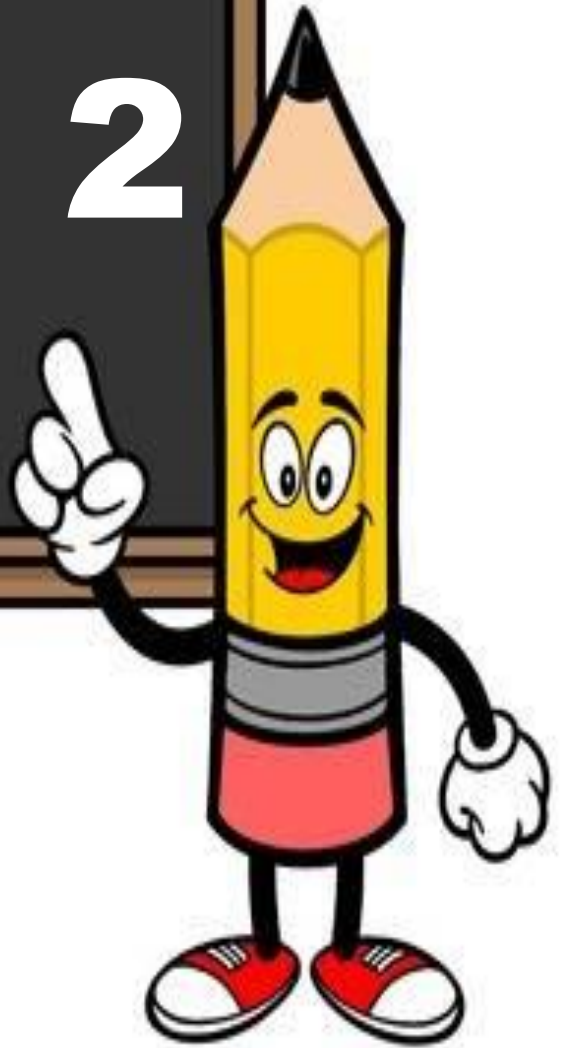
My morning routine is _____

Name: _____ Week 3 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

Your Turn: Write about your routine after school until bed time.

When I get home from school I _____

Day # 2



Name: _____
BCCS-B

Week 3 Day 2 Date: _____
Harvard Yale Princeton

LEQ: How does word choice impact my writing?

Objective: I can analyze the word choice within several paragraphs.

Guided Notes:

WORD CHOICE: the writer **creates a mental picture** for the reader by using _____ that are specific and accurate.

Good **word choice** means using specific _____, strong _____, and excellent _____ words.

Good **word choice** is _____ to recognize.

Read the following story.

The kid came into the place. He got some stuff at the counter. Then he sat down and watched a show.

Are the nouns specific?

Are the verbs strong?

Are the describing words excellent?

Now read the final draft. Notice the difference good word choice makes!

The small blonde boy hurried into the theater. He quickly bought some fresh popcorn and a cold soda at the snack bar. Then he slumped into a seat and watched a hilarious movie.

Are the nouns specific?

The small blonde boy hurried into the theater. He quickly bought some fresh popcorn and a cold soda at the snack bar. Then he slumped into a seat and watched a hilarious movie.

Name: _____
BCCS-B

Week 3 Day 2 Date: _____
Harvard Yale Princeton

*Are the verbs strong? **Verbs show action***

The small blonde boy hurried into the theater. He quickly bought some fresh popcorn and a cold soda at the snack bar. Then he slumped into a seat and watched a hilarious movie.

Are the describing words excellent?

The small blonde boy hurried into the theater. He quickly bought some fresh popcorn and a cold soda at the snack bar. Then he slumped into a seat and watched a hilarious movie.

Do the adverbs describe?

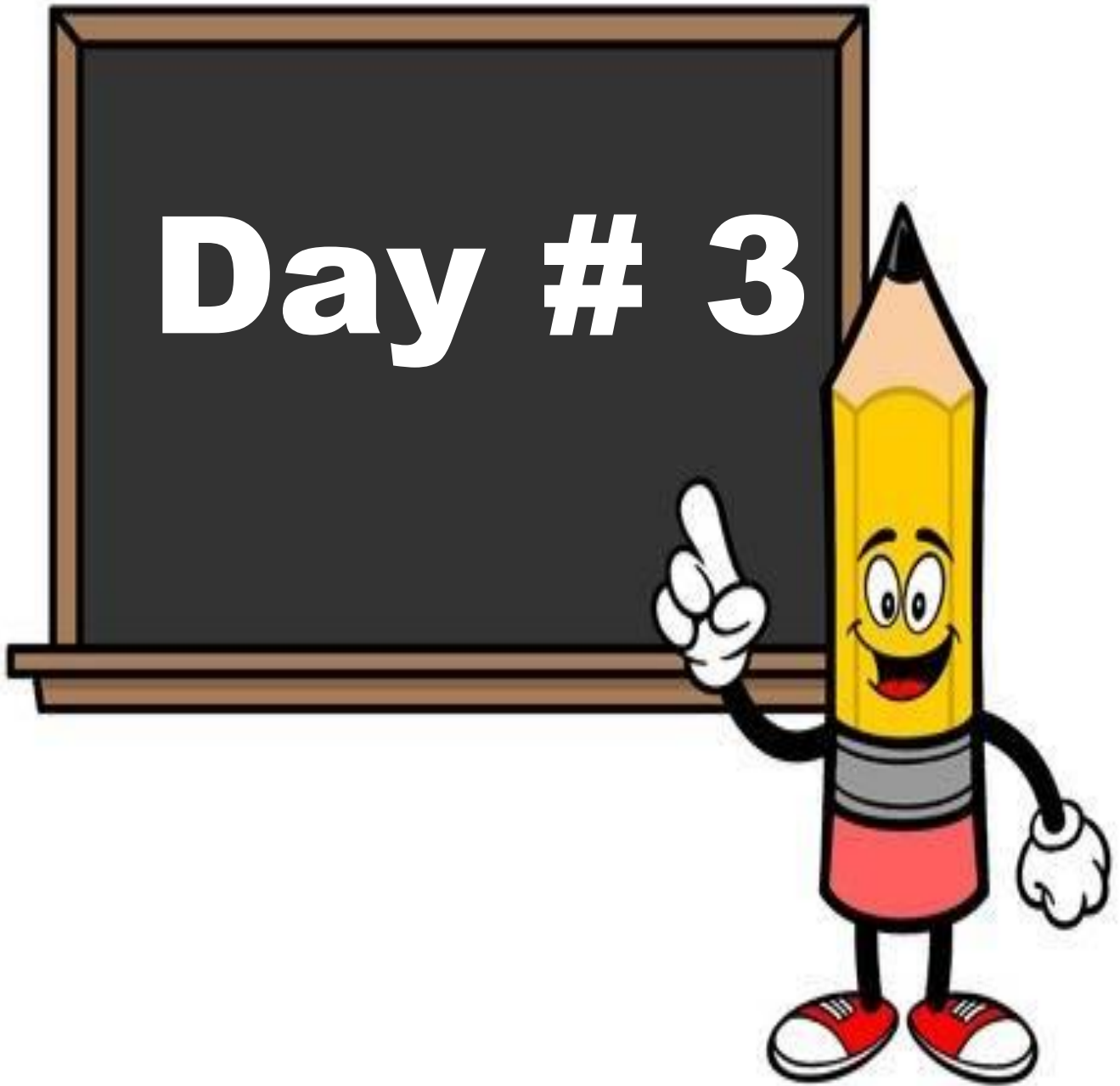
*****Remember!*****

Good **word choice** means using specific nouns.

Good **word choice** means using strong verbs.

Good **word choice** means using excellent describing words, such as adjectives and adverbs.

Day # 3



Name: _____
BCCS-B

Week 3 Day 3 Date: _____
Harvard Yale Princeton

LEQ: How does word choice impact my writing?

Objective: I can use nouns, verbs, adjectives, and adverbs to enhance my writing.

Teacher's Turn

Last year's blizzard was an event I will never forget. I remember it like yesterday. The morning started with slate gray clouds rolling like waves across the sky. By mid-morning, the skies opened up with a torrent of snow. Sheets of snowflakes trounced the ground in an unending array of white. Before I knew it, the snow was knee-deep outside. I knew right away that we wouldn't have school that day, or the next. It might be a whole week before we reluctantly dug ourselves out of this mess.

Our Turn:

Jennifer had bad day last week. It began when she got up. She was late for school. She raced around getting dressed in the middle of the dark. It was quite a mistake. She put on mismatched socks, two different color shoes, and a sweater with a large ketchup stain on it. As she went downstairs, Jennifer tried to get a quick breakfast. She thought she took a granola bar, but instead it was something else. As soon as she went outside, she tripped down the stairs. Of course, this happened just as the bus showed up in front of her house. She got on the bus with no breakfast, a bad wardrobe, and her face quite red. And, that was just the start of her day.

Name: _____
BCCS-B

Week 3 Day 3 Date: _____
Harvard Yale Princeton

Synonyms- words that mean the same and can replace a word

Said - whispered, cried, screamed, hollered, shrieked, bellowed, believed, wept, howled, wailed, blubbered, shouted, exclaimed, called, yelped, screeched

Good - nice, pleasant, well-behaved, excellent, gracious, phenomenal, extraordinary, unique, fantastic, awesome, super, fabulous, wonderful, amazing, exceptional

Big - large, huge, enormous, gigantic, gargantuan, giant, immense, great whopping, extensive, massive

Small - tiny, miniature, teeny, little, microscopic, petite, undersized, minute

Laugh - chortle, chuckle, grin, guffaw, crow, titter, cackle, hoot, giggle, snicker

Slow - swagger, saunter, shuffle, meander, amble, stroll, sluggish

Happy - tickled, elated, thrilled, lighthearted, delighted, ecstatic, blissful, jovial, overjoyed, jubilant

Sad - pitiable, downhearted, woebegone, forlorn, dispirited, miserable, wretched, dejected, disheartened, depressed

Went - traveled, meandered, scurried, trotted, hurried, scuttled, rushed, darted, dashed, hustled, crept, crawled, edged, strolled, roamed, wandered, ambled, scampered

Nice - pleasant, good, kind, polite, satisfying, enjoyable, pleasing, pleasurable, lovely, amusing, cheery

Look - peer, gaze, peek, stare, glance, peep, glimpse

Eat - nibble, crunch, gobble, wolf, munch, chomp, devour, gorge, swallow, gnaw, chew, bite, snack

Name: _____
BCCS-B

Week 3 Day 3 Date: _____
Harvard Yale Princeton

Our Turn:

Toolkit for word choice:

Step 1: Use adjectives to describe the noun.

Step 2: Use adverbs to describe the verb.

Step 3: Ask yourself- “What do you see?” when rereading your sentences.

Step 4: Add more descriptive words to help the reader see a picture in their mind.

2. Mrs. Mercado was mad. _____

3. Breakfast was good. _____

4. The baby cried. _____

5. My neighbor yelled at me. _____

6. The teacher said it was time to write. _____

Your Turn:

1. Mom made pepperoni pizza and it was good.

2. My puppy was happy.

3. My friend was nice.

BCCS-B

Harvard

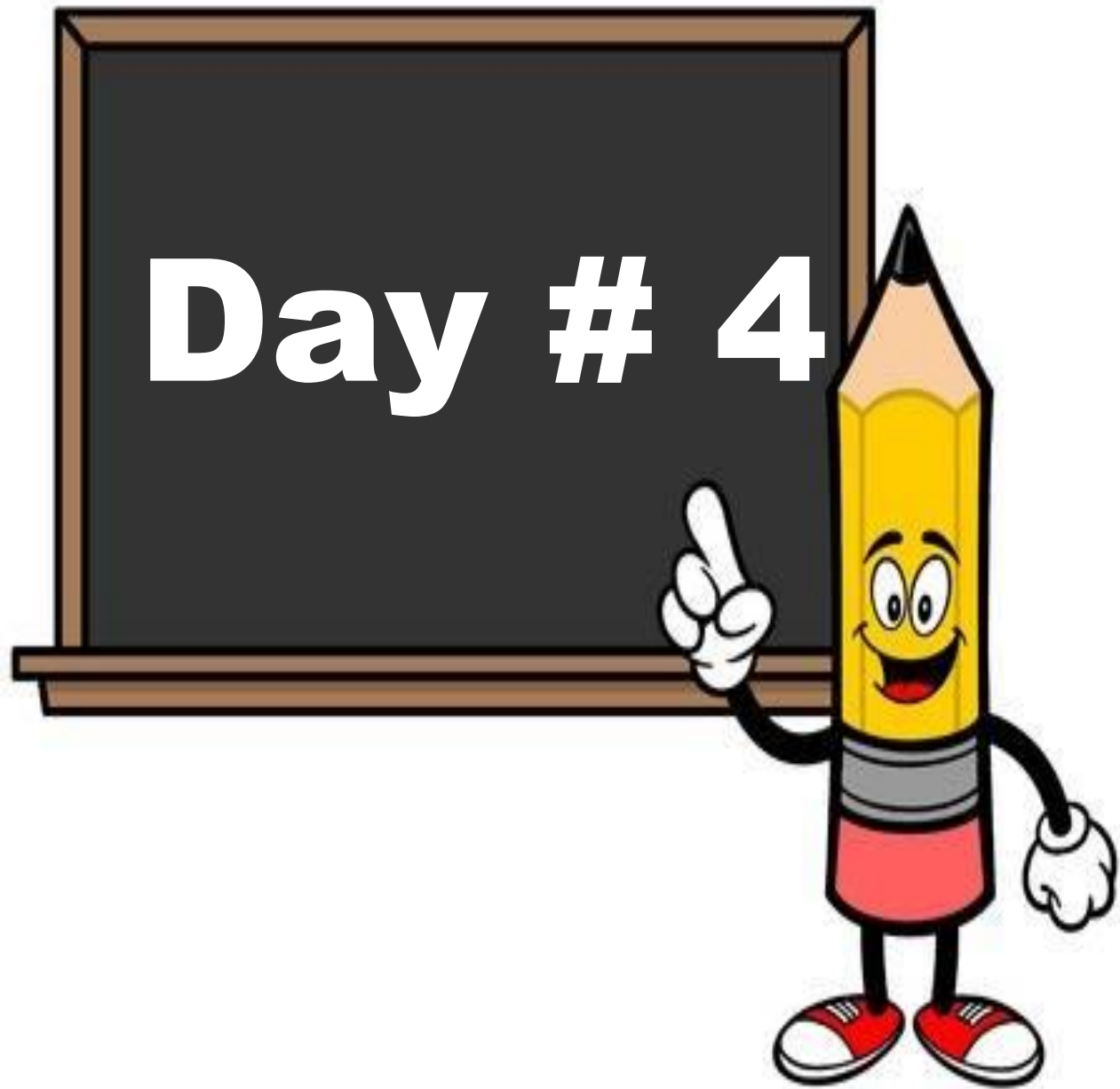
Yale

Princeton

My Restaurant Visit

Tell a story about a time you went to a restaurant. Who were you with? What did you eat? Why did you go to the restaurant? Why was it special?

[illegible]



Name: _____
BCCS-B

Week 3 Day 4 Date: _____
Harvard Yale Princeton

LEQ: Is it necessary to write using both statements and questions?

Objective: I can identify if the sentence is a statement or a question.

Grammar Rule

Statements and Questions

Statement- is a sentence that tells something. It ends with a period. (.)

Question- is a sentence that asks something. It ends with a question mark. (?)

Example:

Statement: There are many ways to make new friends.

The sentence is telling that there are many ways to make friends.

Question: What do you do to make friends?

The sentence is asking what to do.

Name: _____
BCCS-B

Week 3 Day 4 Date: _____
Harvard Yale Princeton

Practice with rules

Statement- is a sentence that tells something. It ends with a period. (.)

Question- is a sentence that asks something. It ends with a question mark. (?)

Think: Is the sentence telling me something or asking something? Does the sentence begin with a capital letter?

Teacher Model:

1. Meg liked to make new friends . _____

Circle statement or question

2. She said hello to the new students _____ **Circle:** statement or question

3. How would you greet a new student _____ **Circle:** statement or question

4. She told him about their school _____ **Circle:** statement or question

Our Turn:

5. She told him how they had fun _____ **Circle:** statement or question

6. What would you say about our school _____ **Circle:** statement or question

7. She showed him around the school _____ **Circle:** statement or question

8. Where would you take a new student __? _____ **Circle:** statement or question

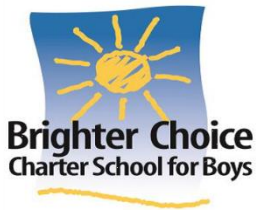
Your Turn:

9. What would you ask someone new _____ **Circle:** statement or question

10. So you like to hear about new places. _____ **Circle:** statement or question

11. We like our school _____ **Circle:** statement or question

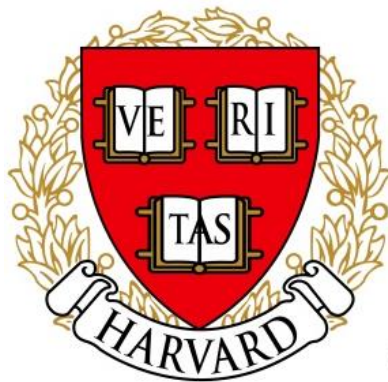
12. What was your school like _____ **Circle:** statement or question



Name _____

3rd Grade Modified Writing Remote Learning Packet

Week 4



Dear Educator,

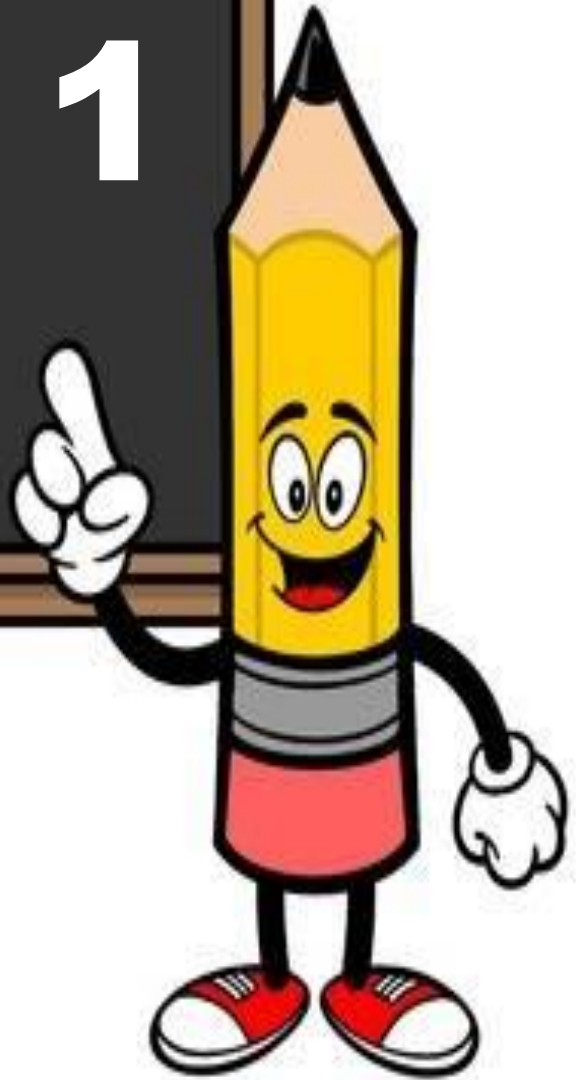
My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(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: _____

Week 4 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

LEQ: Is it necessary to write using both statements and questions?

Objective: I can write a statement and question using correct punctuation.

Grammar Rule

Statements and Questions

Statement- is a sentence that tells something. It ends with a period. (.)

Question- is a sentence that asks something. It ends with a question mark. (?)

Example:

Statement: There are many ways to make new friends.

The sentence is telling that there are many ways to make friends.

Question: What do you do to make friends?

The sentence is asking what to do.

Name: _____

BCCS-B

Week 4 Day 1 Date: _____

Harvard

Yale

Princeton

Problem Solving/Showing Understanding of the

Teacher's Turn:

1. **Topic:** summer

Statement: _I like summer a lot.

Question: _____

2. **Topic:** teacher

Statement: _____

Question: _Who is the new teacher ?

3. **Topic:** ice cream

Statement: _____

Question: _____

Our Turn:

4. **Topic:** field trips

Statement: _____

Question: _____

5. **Topic:** Parents

Statement: _____

Question: _____

Statement- is a sentence that tells something. It ends with a period. (.)

Question- is a sentence that asks something. It ends with a question mark. (?)

Think: Is the sentence telling me something or asking something? Does the sentence begin with a capital letter?

Name: _____
BCCS-B

Week 4 Day 1 Date: _____
Harvard Yale Princeton

Statement- is a sentence that tells something. It ends with a period. (.)

Question- is a sentence that asks something. It ends with a question mark. (?)

Think: Is the sentence telling me something or asking something? Does the sentence begin with a capital letter?

6. **Topic:** basketball

Statement: _____

Question: _Who is your favorite basketball team?

Your Turn:

7. **Topic:** movies

Statement: _____

Question: _____

8. **Topic:** food

Statement: _____

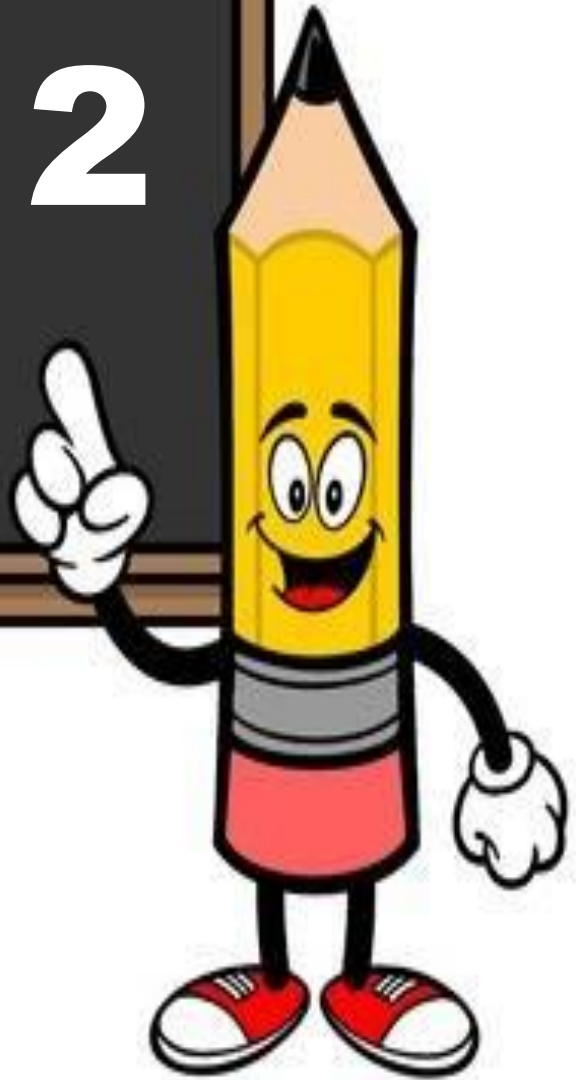
Question: _____

9. **Topic:** animals

Statement: I like seeing all the animals at the zoo.

Question: _____

Day # 2



Name: _____
BCCS-B

Week 4 Day 2 Date: _____
Harvard Yale Princeton

Application of Rules to Writing

LEQ: Is it necessary to write using both statements and questions?

Objective: I can correct mistakes of statements and questions in the paragraph.

Directions:

- Read the paragraph.
- Cross out any mistakes.
- Make corrections of mistakes above your cross out.

Teacher's Turn:

It

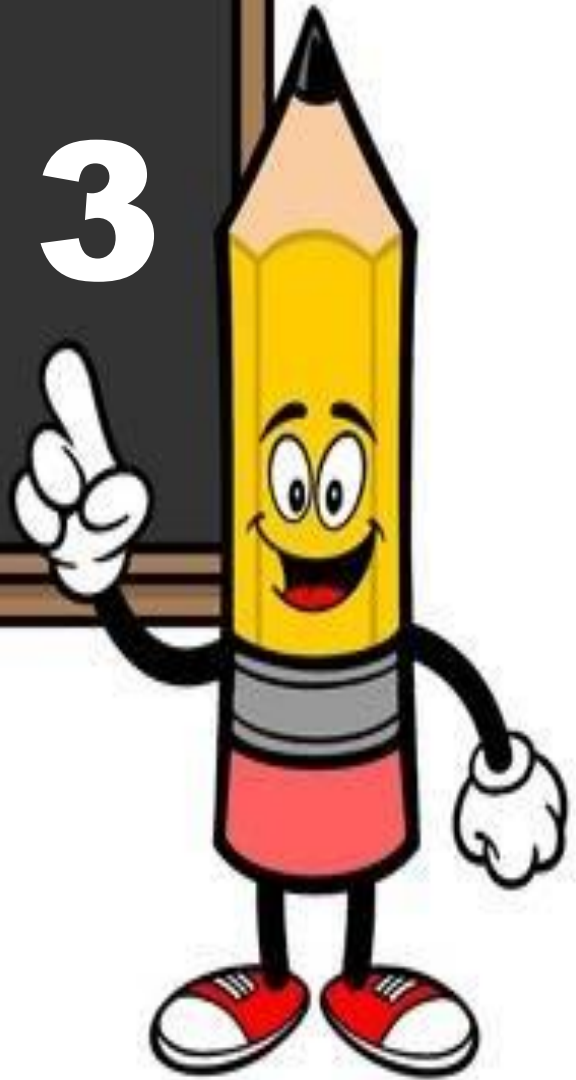
I woke up early. ~~it~~ was the first day of camp. I didn't know what to expect. Would I know anybody in my group. Would we do things I like to do? Would we swim in the lake or the pool? I had never gone swimming outside before?

Your Turn:

Then

The bus was already filled with campers. I looked nervously down the aisle? ~~The~~ I saw Lisa. she had been on my soccer team. I sat down next to her. Now I didn't even mind the rain. It would be fine because I had a friend with me?

Day # 3



Name: _____
BCCS-B

Week 4 Day 3 Date: _____
Harvard Yale Princeton

Your Turn:

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