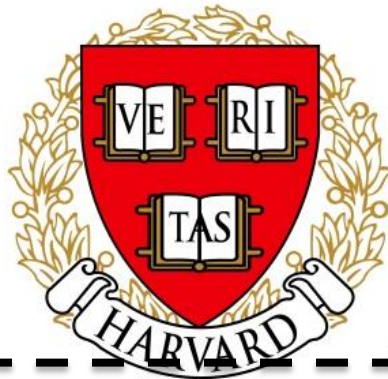




Name _____

3rd Grade **Modified** Writing Remote Learning Packet Week 30



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.

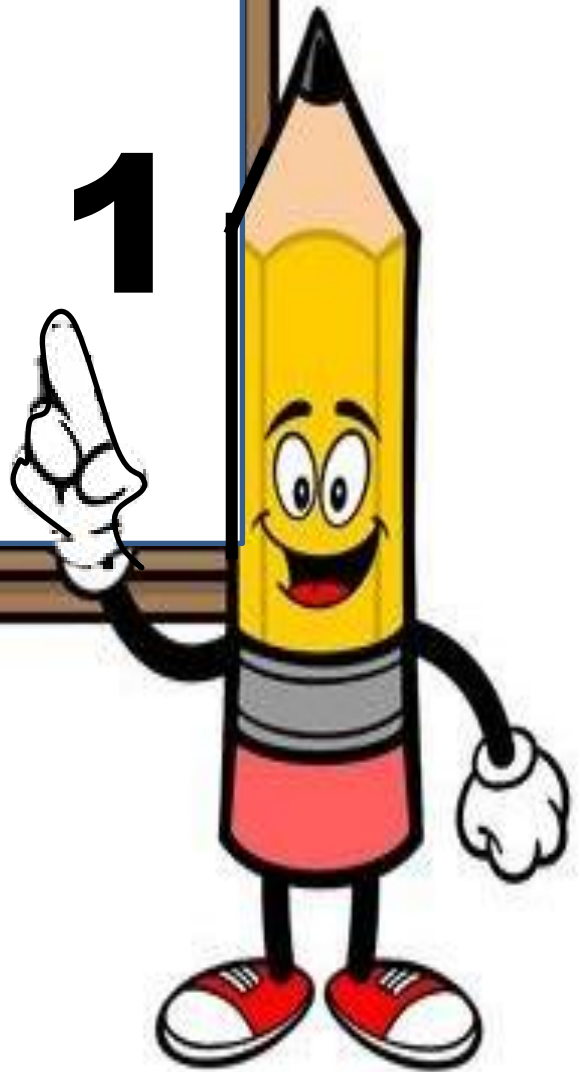
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 30 Day 1 Date: _____
Harvard Yale Princeton

LEQ: How can I unpack the text for understanding?

Objective: I can annotate the gist of the paragraphs as I read to build my understanding of the text.

Knight for a Day

Matthew was tired and bored. He liked the museum, but his class had been walking around for an hour. He needed a break.

That's when he saw it. Up ahead was a shiny suit of armor.

Matthew had read about King Arthur and the Knights of the Round Table. They wore armor to protect themselves. They rode horses and rescued beautiful ladies from trouble. *Life was better back then*, Matthew thought to himself. *I want to be a knight.*

He looked around him. Mrs. Hedlund was pointing to something in a glass case. Matthew's friends were listening. No one was paying any attention to him, so he slipped away.

The armor was so polished and shiny Matthew could see himself in his reflection. He fixed his hair so that it didn't look so messy. He stood up as straight as he could. He turned and looked back at his class. Still, no one was looking at him, so he carefully and quietly climbed into the armor.

Inside it was dark and cramped. The armor was heavy, making it hard to move. He could barely see in front of him.

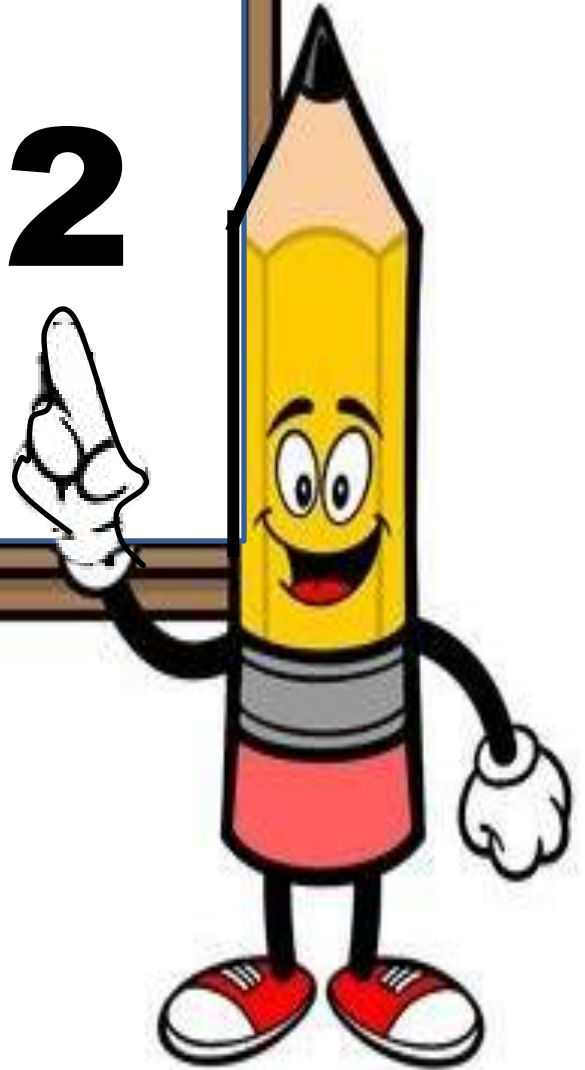


Matthew imagined another knight riding directly toward him. The knight's horse snorted, and Matthew couldn't get out of the way. He pulled his horse's reins, but the animal wouldn't move. He didn't know what to do. Being a knight was kind of scary!

As carefully as he had climbed in, Matthew climbed out of the armor. His heart was beating fast when he snuck back down the hall. Mrs. Hedlund was still talking, *I'm glad I'm a kid*, Matthew thought.



Day # 2



Name: _____
BCCS-B

Week 30 Day 2 Date: _____
Harvard Yale Princeton

LEQ: How can I answer the prompt following the criterion of an essay?

Objective I can answer the prompt using RACES and by underlining and annotating my evidence in the text.

Prompt: Matthew faces a problem in the story which affects his feelings. Tell what Matthew’s problem is and how he felt at the end of the story.

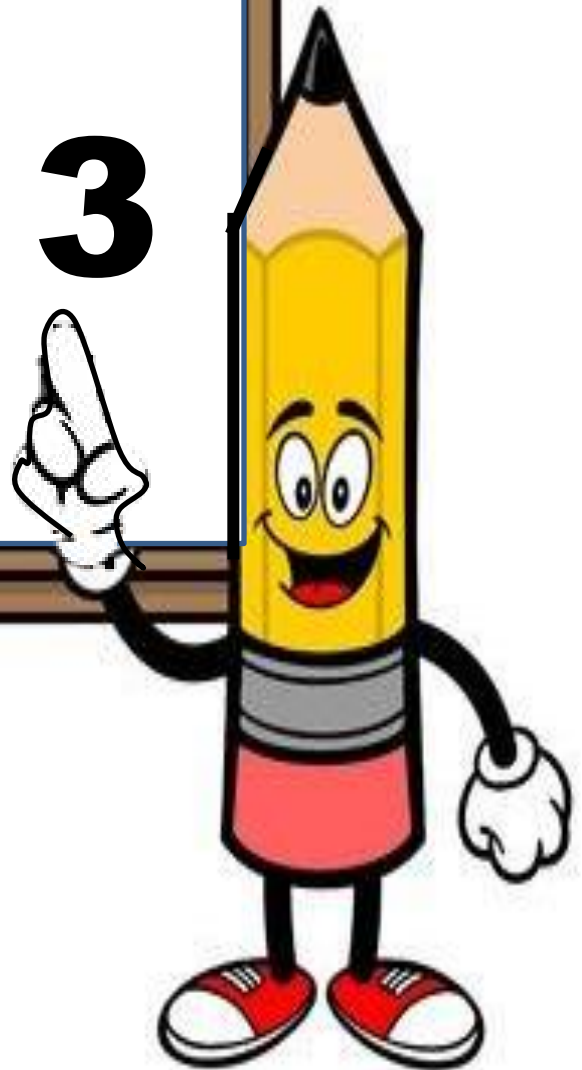
In your answer, be sure to include:

- Tell Matthew’s problem in the passage
- Tell how Matthew feels at the end of the story
- Give details from the story to support your answer

In the story, Matthew’s problem is



Day # 3



Name: _____
BCCS-B

Week 30 Day 3 Date: _____
Harvard Yale Princeton

LEQ: How can I unpack the text for understanding?

Objective: I can annotate the gist of the paragraphs as I read to build my understanding of the

The Bridge

Jane stared at the stick bridge she was making for school. She had gone to the kitchen to get some string. While she was gone, her dog Skip found the bridge and chewed it in half. Bits of wood covered the carpet like tiny puzzle pieces.

Jane gathered the two end pieces in her hands. She walked down the hall to find her dad. He was in the kitchen.

“Skip broke my bridge!” Jane cried with a shaky voice. “And I don’t have enough sticks to repair it.”

“Hmmm,” replied Dad thoughtfully. “When I have a hole in my shirt, I use another piece of cloth for a patch. Maybe you can find something else to patch your bridge.”

“I’ll try,” Jane answered uncertainly.

Jane had no idea what to use. She decided to start her search in her yard. She stepped outside and looked around. First, she spotted some leaves beneath the oak tree. Jane picked one up, but it broke apart in her

hands. Next, Jane found some round stones, but they were too heavy. Her bridge could not hold up the rocks. Then Jane discovered some branches, but the funny sticks curved like giant question marks. She needed something straight.

Jane sighed and went back inside. Her search had made her thirsty. She asked her dad for a drink, and he gave her a glass of water with ice and a straw. Suddenly, Jane smiled. *She knew exactly what to use for her patch!* Bubbling with excitement, Jane hurried to try her plan.

Thirty minutes later, Jane proudly carried her completed bridge into the kitchen. She showed her dad how she had fixed the broken middle. Straws connected the two wooden ends.

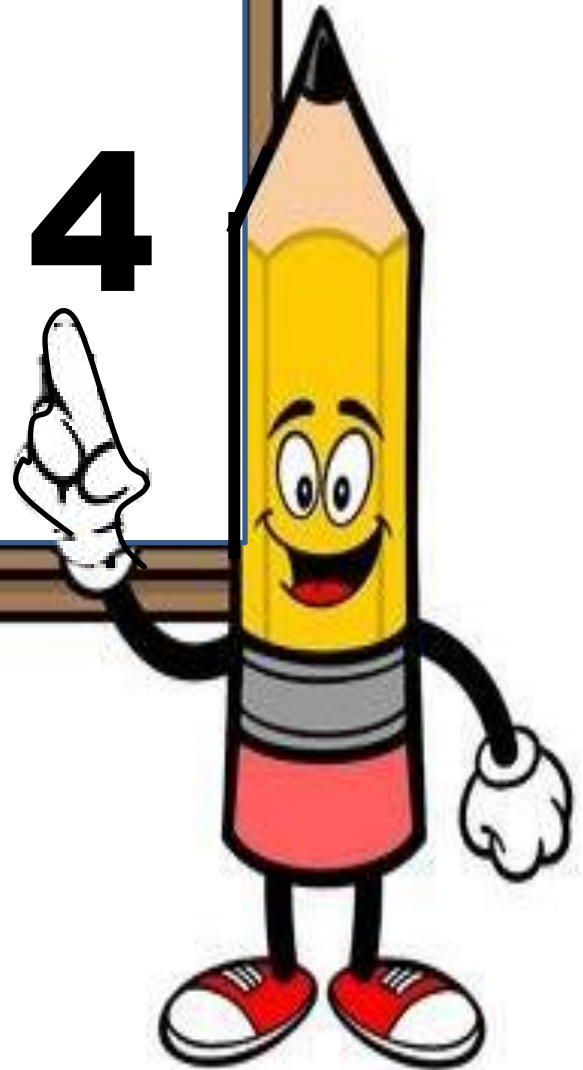
“The straws are straight and strong,” Jane explained. “They were easy to tie together with my string.”

“I like it!” Dad said.

Jane grinned. Then she carefully placed her bridge on a high shelf. “My bridge needs a safe spot,” she said, “because Skip likes bridges too!”



Day # 4



Name: _____
BCCS-B

Week 30 Day 4 Date: _____
Harvard Yale Princeton

LEQ: How can I answer the prompt following the criterion of an essay?

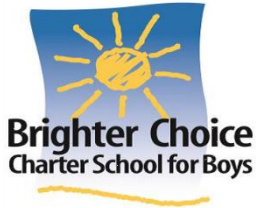
Objective I can answer the prompt using RACES and by underlining and annotating my evidence in the text.

Think about the story. What is Jane’s problem in the story? How does her dad help her fix her problem? Be sure to use at least **two** details from the story in your answer.

In your answer, be sure to

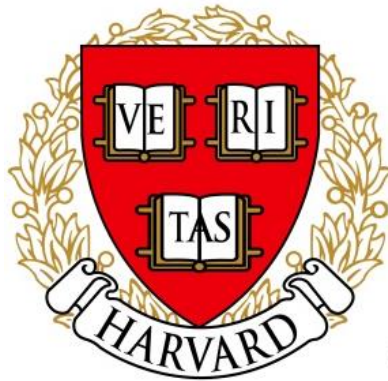
- tell what Jane’s problem is in the story
- tell how her dad helps her fix the problem
- use at least **two** details from the story in your answer

Janes problem in the story is that she



Name _____

3rd Grade **Modified** Writing Remote Learning Packet Week 31



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.

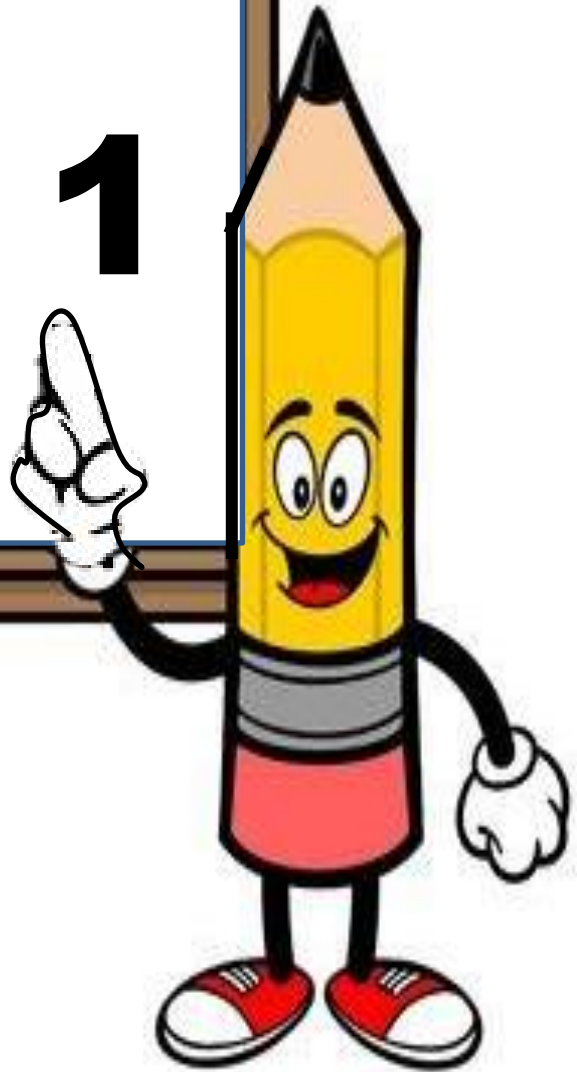
(Parent Signature)

(Date)

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Day # 1



Name: _____
BCCS-B

Week 31 Day 1 Date: _____
Harvard Yale Princeton

LEQ: How can I unpack the text for understanding?

Objective: I can annotate the gist of the paragraphs as I read to build my understanding of the text.

Billy's New Business

Billy was so excited about his first lawn mowing job. He had practiced on his own yard several times and learned a lot from his own father. He passed out flyers around the neighborhood telling people about his new lawn mowing service. Now Billy had his first lawn mowing customer! Mrs. Jackson needed her lawn mowed this Friday.



Billy arrived at her house right on time. He listened carefully to her directions on how she wanted her lawn mowed. Most importantly, he needed to have the job done by 4:00 before her guests arrived for their weekend visit.

At 3:45, Billy's friends drove by and asked him if he wanted to go to the game with them. He said he could not go because he still needed to finish his work. His friends told him that this was a once in a lifetime

chance to see the championship game. Billy really wanted to see the game, especially because the tickets were free! He had mowed all but one spot of the lawn. Maybe Mrs. Jackson would not even notice? Billy knew that if he didn't finish this job, Mrs. Jackson would not be happy with his work. Then he may not ever get another job mowing lawns in the neighborhood. Billy told his friends he could not make it and finished the lawn on time.

Billy was proud to show Mrs. Jackson her freshly mowed lawn. She thanked him over and over again and told him that she would call him next week for another mow.

Billy's Business Blossoms

Billy was becoming a successful lawn mower in the neighborhood. Mrs. Jackson told all of her friends that Billy did a wonderful job on her lawn. She was impressed that Billy finished the entire lawn in time for her weekend visitors.

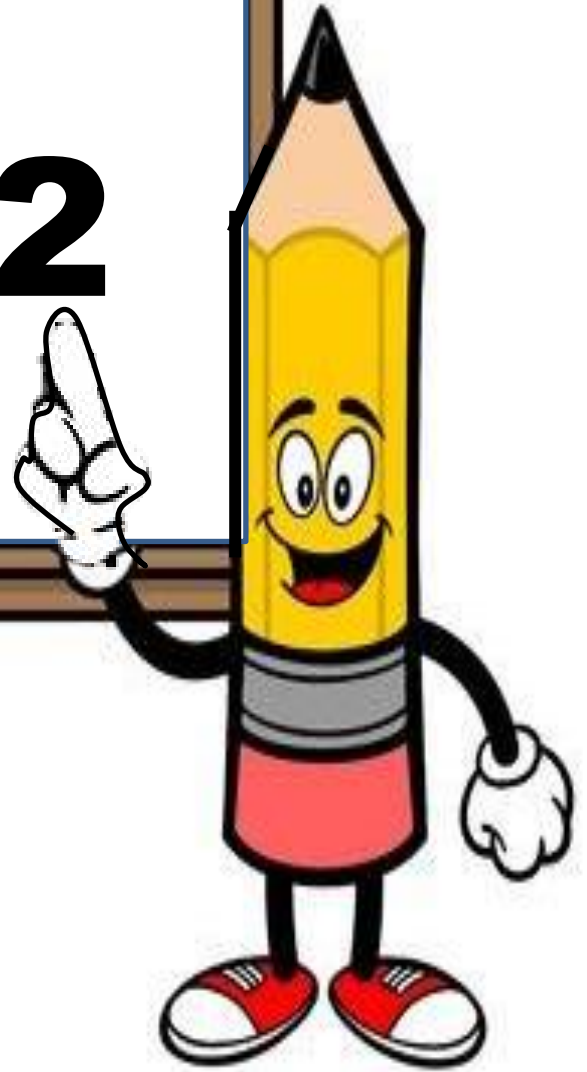
Now, another neighbor needed his lawn mowing services. Mrs. Kendall scheduled Billy to mow her lawn on Friday afternoon. Mrs. Kendall's lawn was twice the size of Mrs. Jackson's and very hilly. Billy was worried that he would not be able to finish the lawn before dark, and

the hills would be tricky to mow.

Billy decided to start in the back and tackle the hills first. Once he finished the hills, the rest of the lawn was much easier to mow. He finished just before sunset. He was sure glad that he didn't put off the hardest part of the job until last because it could have been dangerous. Billy was starting to feel like a true professional lawn mower!



Day # 2



Name: _____
BCCS-B

Week 31 Day 2 Date: _____
Harvard Yale Princeton

LEQ: How can I answer the prompt following the criterion of an essay?

Objective I can answer the prompt using RACES and by underlining and annotating my evidence in the text.

Prompt: Billy decides to start a business. Write an essay on how each story about his business is similar.

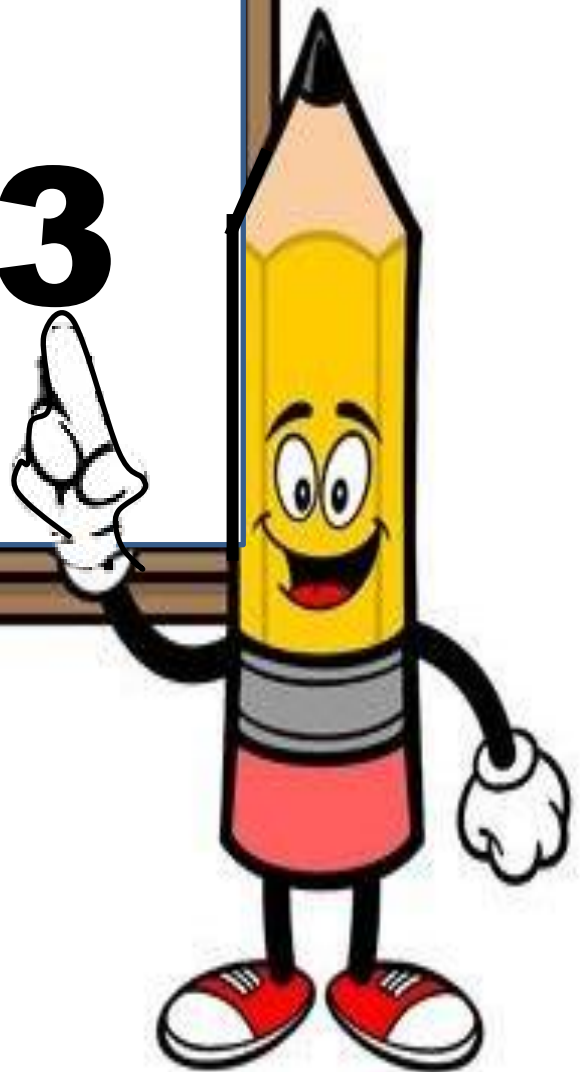
In your response, be sure to include:

- Tell what happens at the end of each story
- Tell the central message in both stories
- Use details from the text

The stories about Billy starting a business are similar (same) because in the first



Day # 3



Name: _____
BCCS-B

Week 31 Day 3 Date: _____
Harvard Yale Princeton

LEQ: How can I unpack the text for understanding?

Objective: I can annotate the gist of the paragraphs as I read to build my understanding of the text.

Recess

The double doors flew open and the children raced onto the playground. John and Pat played catch. Kelly and her friends played on the swings. Pat missed a catch and the ball landed right in front of Kelly's feet. They asked Kelly to toss the ball back, but instead Kelly picked up the ball and threw it to one of her friends. John and Pat ran after Kelly. They told her to give the ball back. The recess teacher saw John and Pat chasing Kelly and she made them stand against the wall for the rest of recess.



John and Pat were very angry with Kelly. It was all her fault and they were the ones who got in trouble. Instead of telling the teacher what had happened, they talked about ways to get back at Kelly. While their classroom teacher was working with a reading group, John took the class frog out of its tank. He quietly passed it to Pat. Pat slipped it into Kelly's backpack. The two of them giggled at the thought of Kelly seeing the frog. They knew she would scream!

But before Kelly could open her backpack, something terrible happened. Tim, the biggest boy in class, rushed over to see what John and Pat were giggling about. He accidentally stepped on the backpack. John and Pat screamed! Tim didn't know why John and Pat were screaming, so he started to scream too. The teacher ran over to see what had happened. Pat and John stood silently as the teacher picked up the backpack. She opened it slowly and peered inside. The look on her face was very stern. Kelly was upset because her backpack had been stepped on. The other kids cried because the frog was dead.

John and Pat knew they were going to be in big trouble. The teacher told them they each needed to write a letter to Kelly saying they were sorry. She said they would discuss the frog during the next recess. She sent them back to their desks and continued the

Name: _____

Week 31 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

reading groups. John and Pat could not believe they had to write an apology letter to Kelly. They felt that Kelly had started the whole problem. It was one of the hardest letters they could remember writing. It seemed like forever until recess. Their teacher seemed so calm. They both wondered what she would say to them. At last, the bell rang. All the students whispered about John and Pat as they went outside.

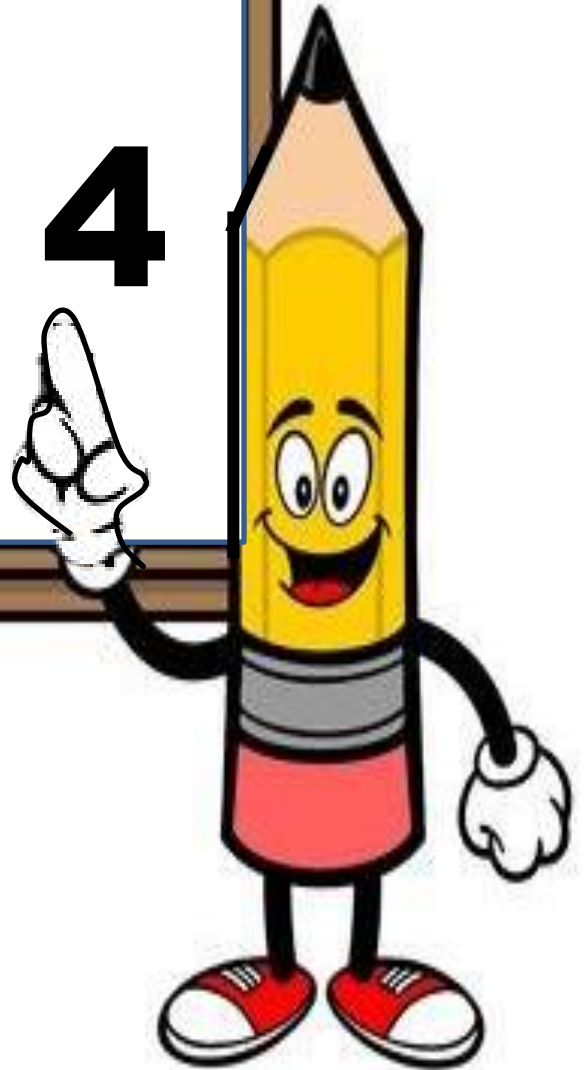
John and Pat sat very still. Their teacher told them they would have to stay after school every day for one week. They were going to earn enough money doing chores around the school to pay for a new class frog. At first, they thought that was okay because they didn't think their parents would find out. Then, their teacher gave them notes for their parents to sign that had to be returned the next day. Suddenly, their joke was not so funny anymore.

After school, everyone raced home, everyone except John and Pat. They had knots in their stomachs. Their friends from another class asked if they wanted to come over and play soccer. John and Pat sadly said no. They walked slowly home from school. They couldn't even speak or look at each other. They didn't want to go home. They knew their

parents would be angry. They didn't know how they would explain what had happened. John and Pat had learned a hard lesson.



Day # 4



Name: _____
BCCS-B

Week 31 Day 4 Date: _____
Harvard Yale Princeton

LEQ: How can I answer the prompt following the criterion of an essay?

Objective I can answer the prompt using RACES and by underlining and annotating my evidence in the text.

Prompt: Pat and John have some experiences at recess on the playground. Write an essay describing John and Pat and tell how Pat probably felt after Tim stepped on the backpack

In your response, be sure to:

- Tell what word best describes John and Pat
- Tell how Pat probably felt after Tim stepped on the backpack
- Use details from the text.

John and Pat had some experiences at recess on the playground. John and Pat are two boys who play together and are very

