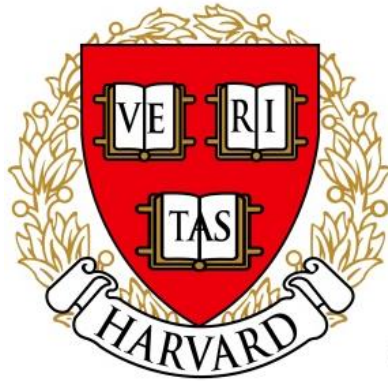




Name _____

3rd Grade ELA Remote Learning Packet

Week 34



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.

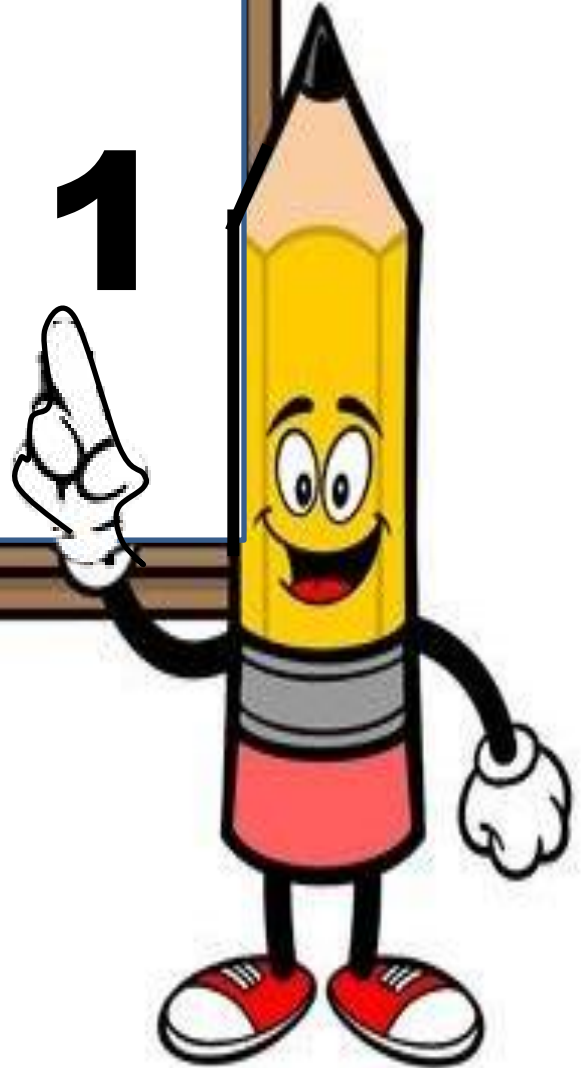
(Parent Signature)

(Date)

Parents please note that all academic packets 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 34 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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



Name: _____ Week 34 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

Vocabulary Guided Notes

1. **Freshwater:** _____ that is _____ for humans to drink.
2. **Saltwater:** _____ that is found in the _____. Not _____ for humans to drink.
3. **Amount:** How _____ of something there is.
4. **Access:** How people _____ things they need.
5. **Need:** Something that a person _____ _____ for survival.

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

Stop and Jot



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

Explicit Instruction

Examples:

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

- **If the topic is dinosaurs, I might ask:**
 1. When did the dinosaurs live?
 2. How large could a dinosaur be?
 3. Why did the dinosaurs die?
 4. Where did dinosaurs live?
 5. What have scientists discovered about dinosaurs?
 6. Who can research more about dinosaurs?

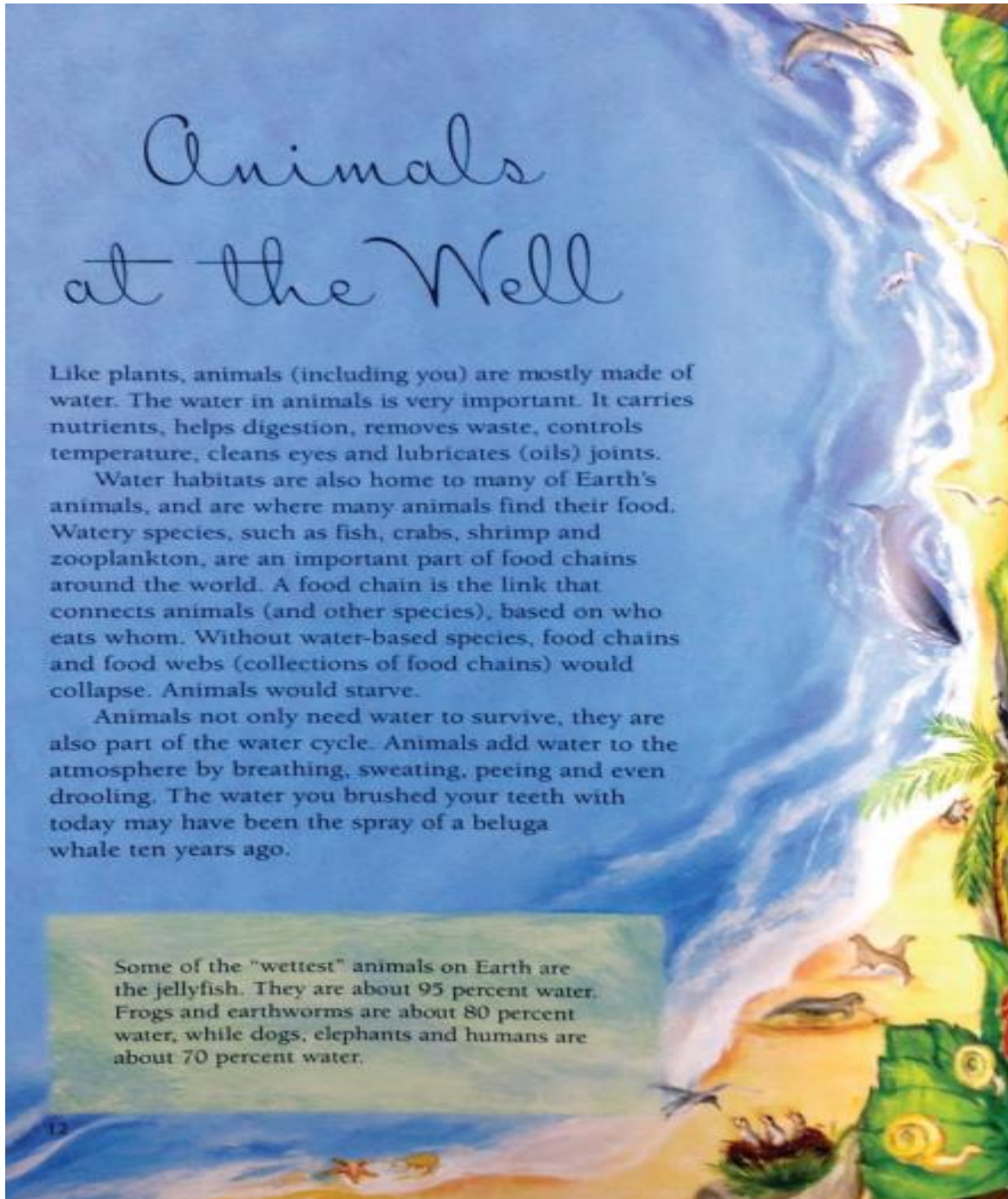
Good readers will try to answer their questions by doing a **close read** of the text and annotating their evidence!

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

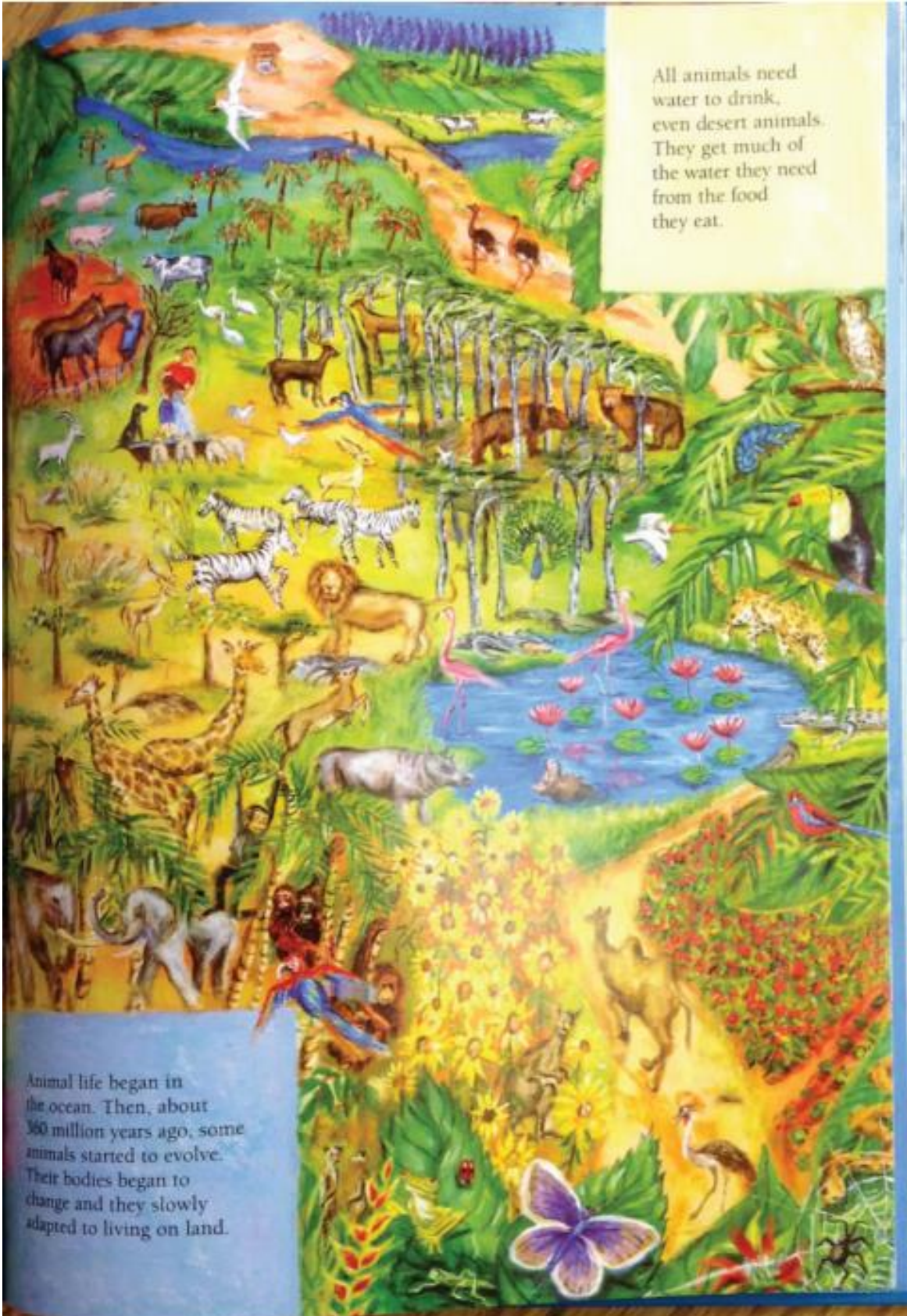
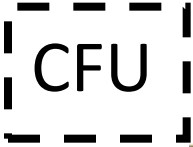


Directions: Use the following pages from One Well On Earth to analyze and determine three different questions we could ask about the topic of the page by using the text features.



Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

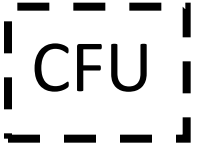


All animals need water to drink, even desert animals. They get much of the water they need from the food they eat.

Animal life began in the ocean. Then, about 360 million years ago, some animals started to evolve. Their bodies began to change and they slowly adapted to living on land.

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton



Write down three questions you could ask about the topic of page 12 from "One Well on Earth".

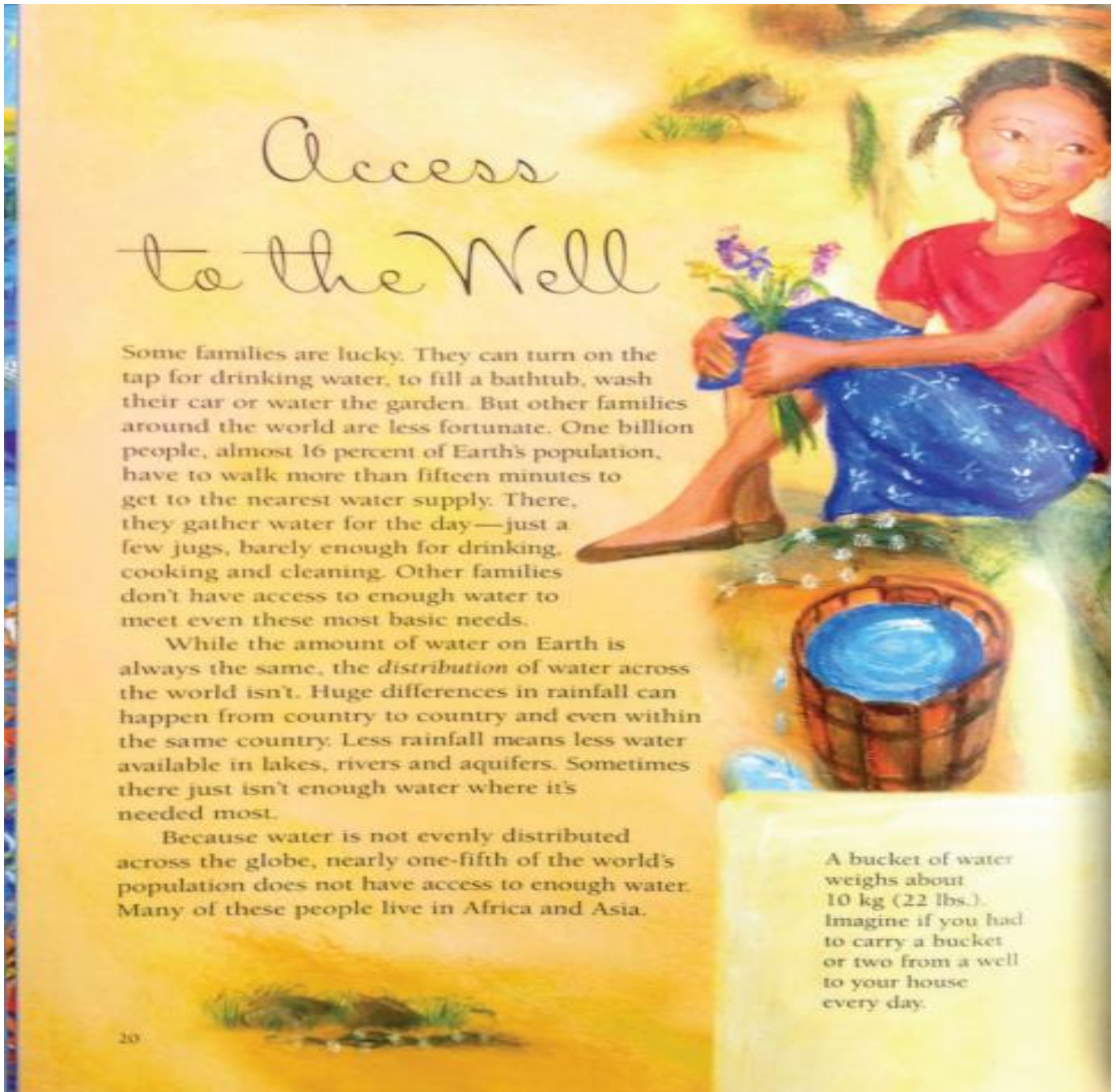
1. _____

2. _____

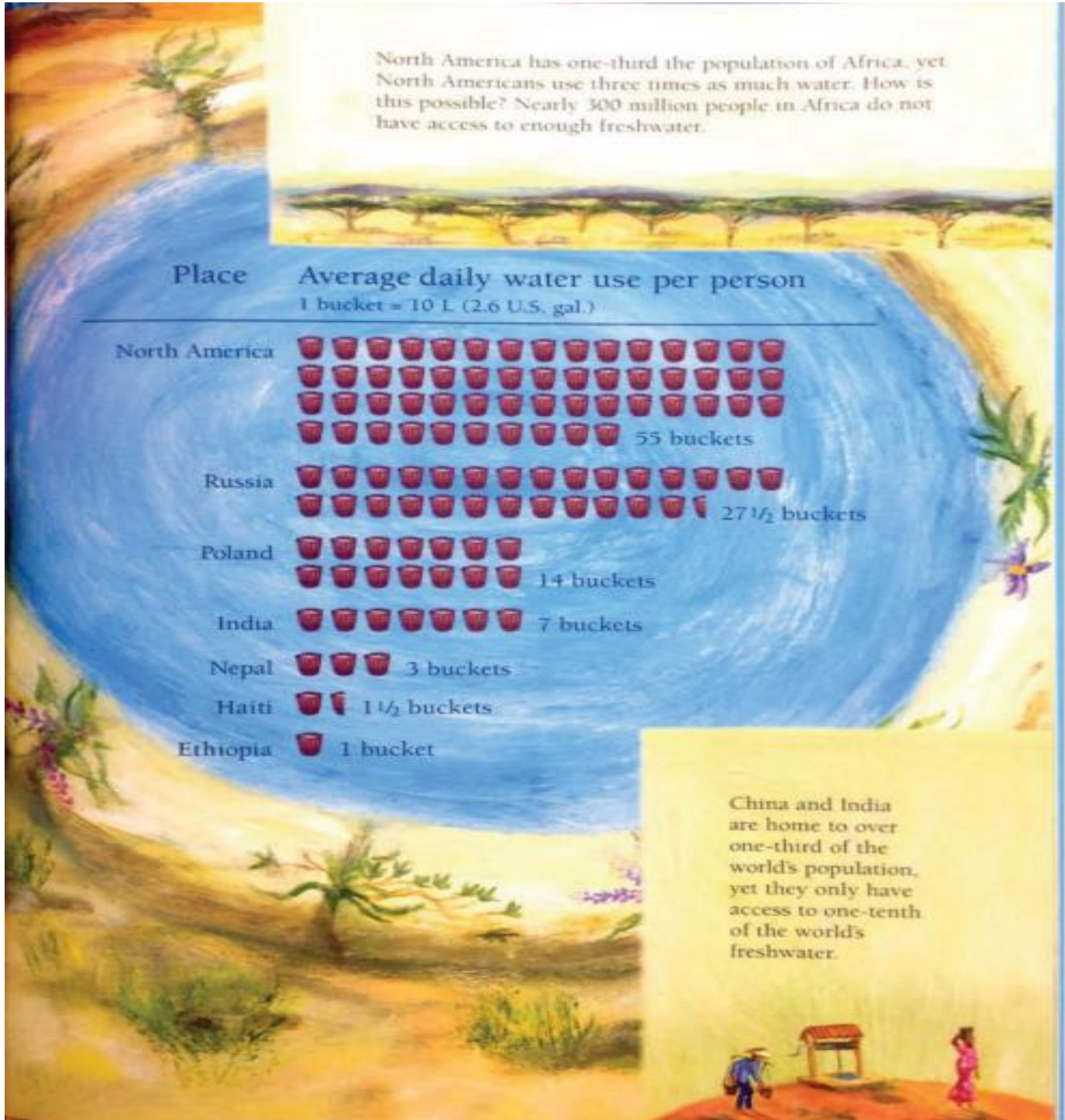
3. _____

Application Activity

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



Application Activity



Name: _____

BCCS-B

Week 34 Day 1 Date: _____

Harvard

Yale

Princeton

Application Activity

Write down three questions you could ask about the topic of page 20 from "One Well on Earth".

1. _____

2. _____

3. _____

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

Exit Ticket

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

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



1. _____

2. _____

3. _____

Name: _____ Week 34 Day 1 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Asking and Answering Questions

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

Parent Signature 😊

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

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

1. Who is the karate grandma?
2. What is karate?
3. How does the grandma teach karate?

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

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



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

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

She can still break boards with her feet.

“Want to know what my grandsons say about me?” she asks. “They say, ‘My grandma can beat up your dad!’”

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

Champs Achievers

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

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

She said, “It’s been a wonderful experience for him.”

Name: _____
BCCS-B

Week 34 Day 1 Date: _____
Harvard Yale Princeton

Your Turn

Strong Body, Strong Mind

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

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

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

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

Forever Young

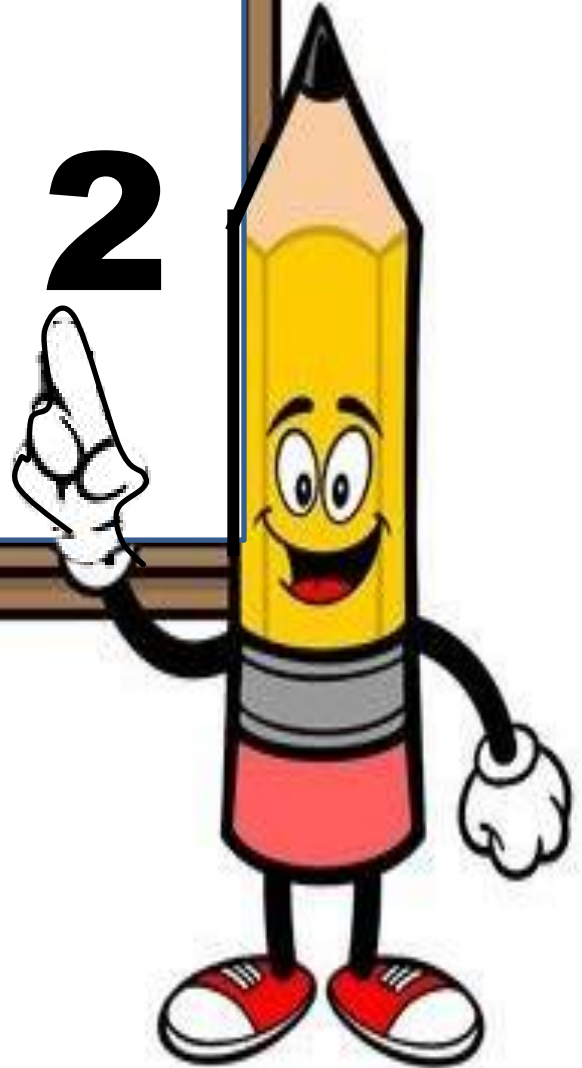
In class, children stand in a line on red-and-blue mats. Up above them hang karate belts. The belts are in 14 colors.

Dugan plans to teach as long as she can.

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



Day # 2



Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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



Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

1. Point of View: The author's _____ about the _____ in the text.

Stop and Jot



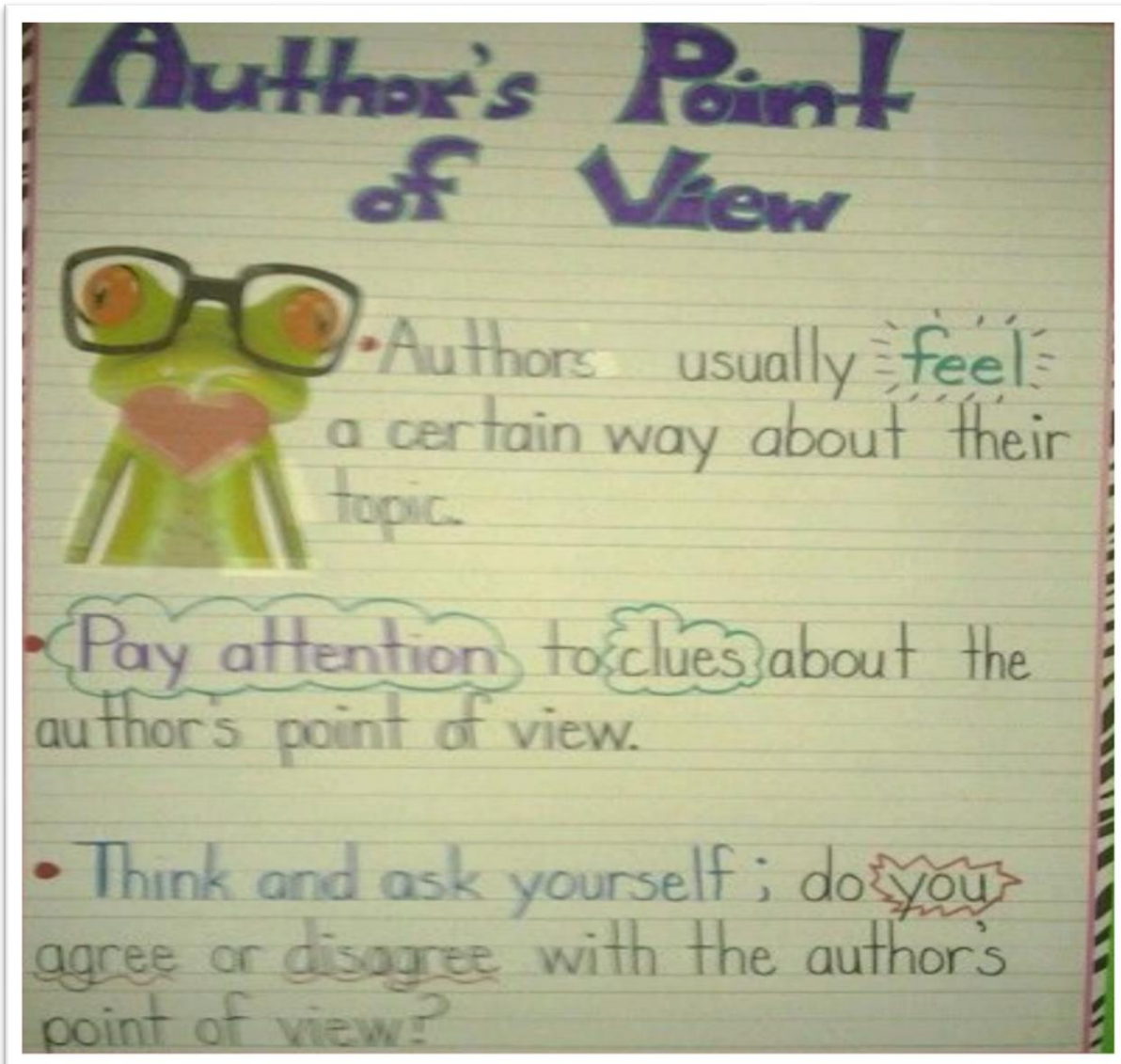
- Would you rather have hands for feet or feet for hands? Why?

Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

Explicit Instruction

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



Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

Explicit Instruction



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

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

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

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

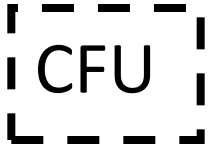
You can make your own choices about smoking, but I will never touch a cigarette!

What is the author's viewpoint on smoking?

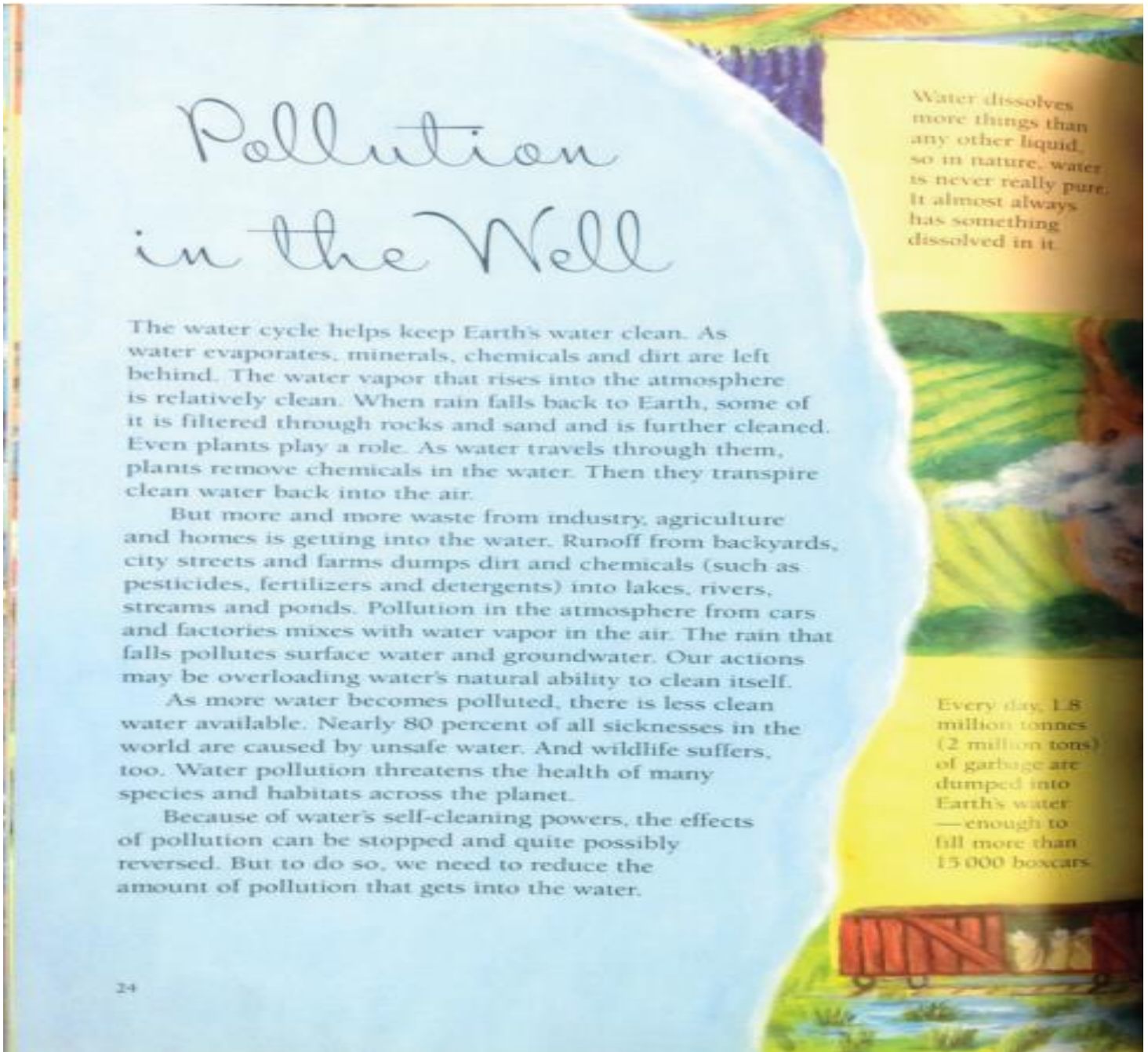
- A. Smoking is not cool.
- B. Smoking is the most preventable cause of death in the United States.
- C. One pack of cigarettes costs five dollars or more.
- D. Smoking is an expensive and harmful habit.

Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton



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



Pollution in the Well

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

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

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

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

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

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

Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton



What is the author's point of view?

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

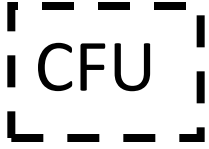
1. Key detail that I found that supports the authors point of view.

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

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

Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton



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

Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

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

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

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

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

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

Plastic Fibers In Water From Around The World

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

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

Scientists say this problem is very big.

Shellfish Are Eating Plastic Waste

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

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

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

Throwing It Away Doesn't Make It Go Away

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

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

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



Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

Application Activity

What is the author's point of view?

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

What is the main idea?

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

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

Name: _____

Week 34 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket

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

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

What is the author's point of view?

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

Name: _____
BCCS-B

Week 34 Day 2 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Author's Point of View

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

Parent Signature 😊

Name: _____

Week 34 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Your Turn

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

3

Over the past year, school officials have been considering changing the school hours from 8:15 am-3:15 pm to 11:15 am-6:15 pm.

There could be benefits to this change. One, students would be less tired coming to school, as they would get to sleep in. They would also have more time in the morning to get homework done or to study. Kids could even get some relaxation time in before boarding a bus to school in the afternoon. However, there could be drawbacks, too. There would be less time to participate in after school sports. Also, certain families would not be able to spend as much time together with a late dismissal time.

4

A recent study has shown that kids who use electronics in their bedroom, before bedtime, get at least an hour less of sleep than

kids who "unplug" from electronics before retiring to their bedroom at night. Why is this? Having electronics in a child's bedroom creates an engaging, almost addictive environment. Children would much rather stay up "five more minutes" to finish a TV show, video game, or text, than to try to unwind and get right to sleep. In turn, this causes some children to experience fewer hours of sleep per week and become sleepy during the day. It is important for parents to have strict guidelines when it comes to electronics before bedtime!

Number 3

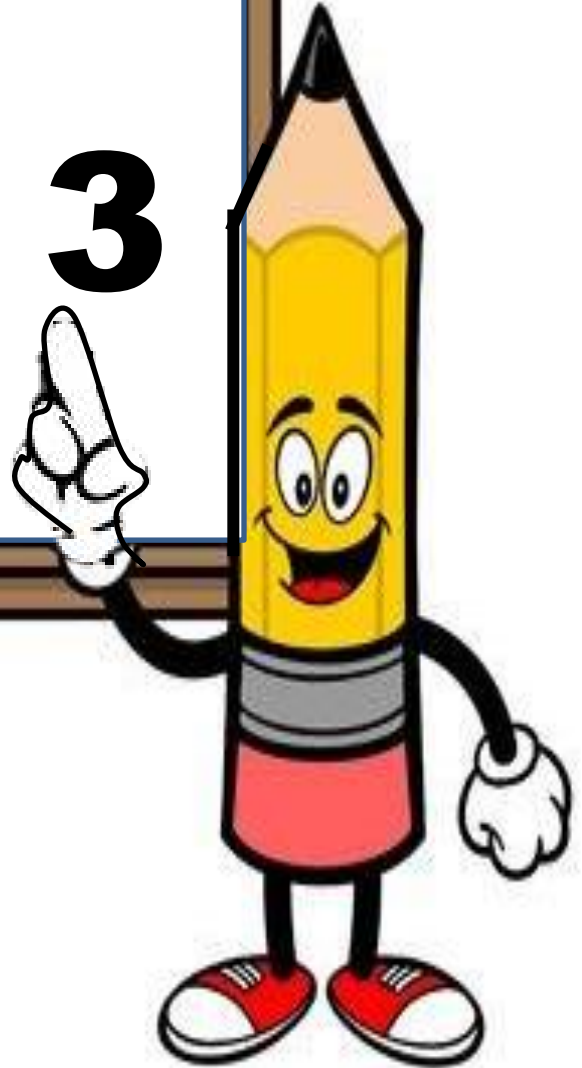
- A. Switching school to later times may help students.
- B. There is no difference in students' energy.
- C. This is better for families

Number 4

- A. Strict guidelines for using electronics at night are important.
- B. There is no difference in children.
- C. Less sleep makes you more sleepy.



Day # 3



Name: _____
BCCS-B

Week 34 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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



Name: _____
BCCS-B

Week 34 Day 3 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

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

Science

Tons of trash in the ocean hurt animals

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

Plastic Can Hurt Animals

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

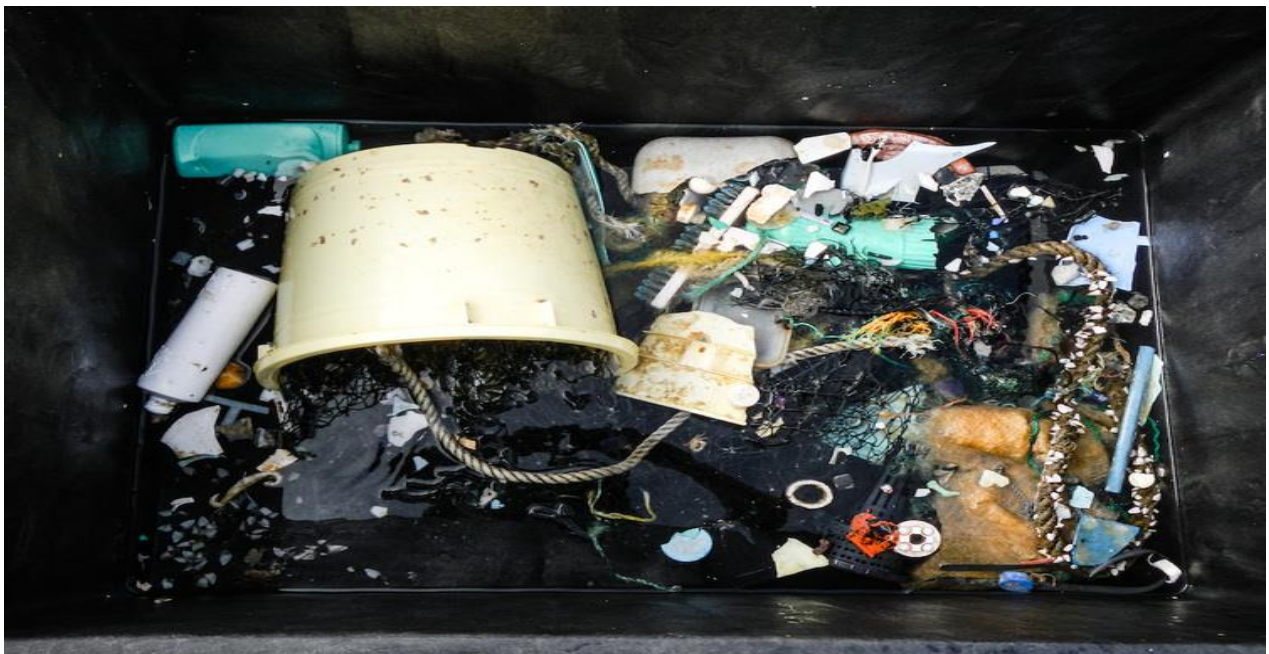


Name: _____ Week 34 Day 3 Date: _____
BCCS-B Harvard Yale Princeton

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

41 Years Ago!

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



Name: _____
BCCS-B

Week 34 Day 3 Date: _____
Harvard Yale Princeton

Giant Wave

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

Pollution in the Well

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

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

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

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

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

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

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

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

Word I don't know _____

What I think it means _____

What it actually means _____

The context clue I used from the passage

Word I don't know _____

What I think it means _____

What it actually means _____

The context clue I used from the passage

Word I don't know _____

What I think it means _____

What it actually means _____

The context clue I used from the passage

Exit Ticket

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

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

Name: _____
BCCS-B

Week 34 Day 3 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Context Clues

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

Parent Signature 😊

Name: _____

BCCS-B

Week 34 Day 3 Date: _____

Harvard

Yale

Princeton

Your Turn

Name _____

Date _____



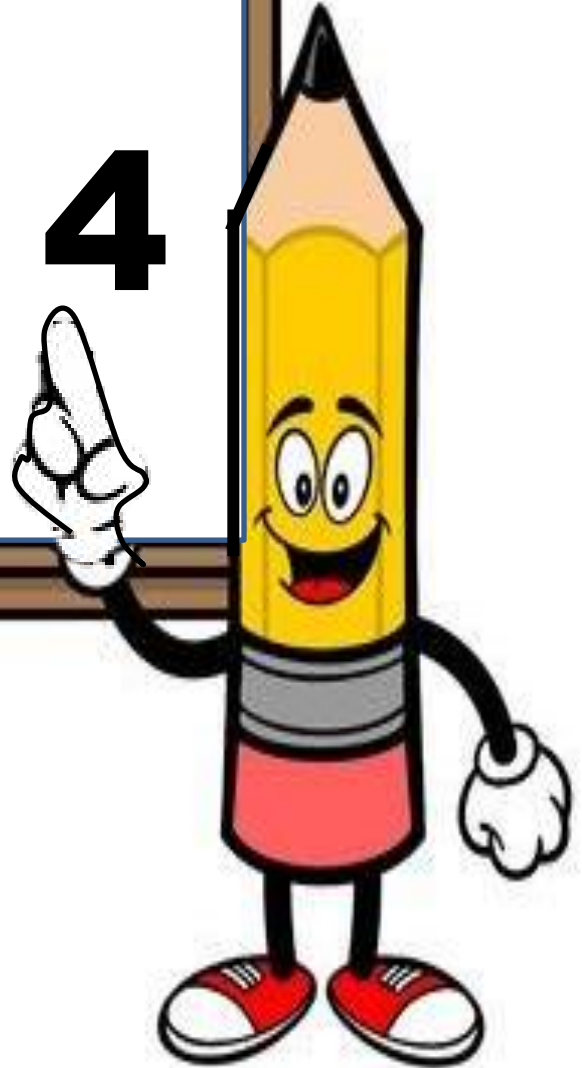
Reading in Context

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

1. The tough task was filled with inherent danger.
 - a. overflowing
 - b. built-in
 - c. combined
 - d. external
2. The counterfeit money was not accepted at the retailer.
 - a. fake
 - b. important
 - c. thick
 - d. repulsive
3. Even though a storm had just come through, the lake was strangely very placid that afternoon.
 - a. wild
 - b. rough
 - c. calm
 - d. wet
4. Please nullify our agreement; I am not interested anymore.
 - a. improve
 - b. seal
 - c. cancel
 - d. sign
5. The bin of potatoes in the cellar was replete; we would not run out of food all winter.
 - a. empty
 - b. crooked
 - c. hungry
 - d. full
6. The laceration on the boy's finger was not bad – it only needed 2 stitches.
 - a. bruise
 - b. cut
 - c. blood
 - d. lash
7. I have a plethora of cookies – please, take as many as you want.
 - a. scarcity
 - b. enough
 - c. shortfall
 - d. excess
8. Sitting in study hall all day is tedious.
 - a. fun
 - b. hard
 - c. exciting
 - d. boring



Day # 4



Name: _____
BCCS-B

Week 34 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

Objective: I can compare and contrast two informational texts.



Name: _____
BCCS-B

Week 34 Day 4 Date: _____
Harvard Yale Princeton


Vocabulary Guided Notes

Compare: Looking for things that are _____ in different things.

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

Compare and Contrast

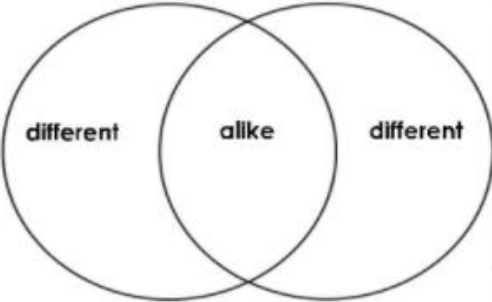
When you **COMPARE** something, you are telling how they are similar or alike.



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

Compare Glue Words

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



Contrast Glue Words

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

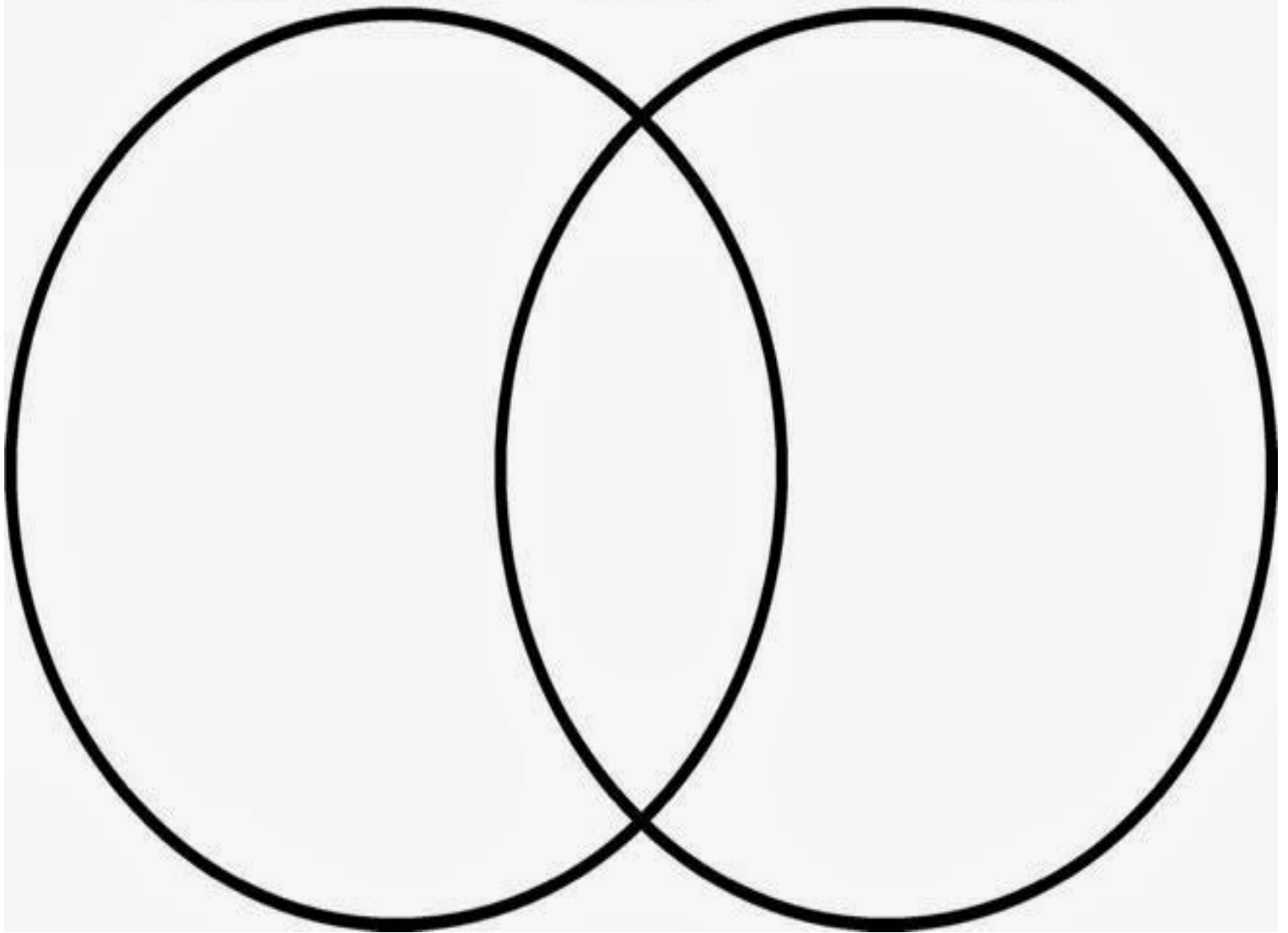
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BCCS-B

Week 34 Day 4 Date: _____
Harvard Yale Princeton

VENN DIAGRAM

Cats

Dogs



Name: _____
BCCS-B

Week 34 Day 4 Date: _____
Harvard Yale Princeton

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



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

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

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

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

Air That Is Not Clean

Millions of people around the world breathe air that is not clean. It makes them sick. Some even die from this. The group said this has to change. Countries must stop polluting the air. They need to make other changes, too. They must make it easier to reuse and recycle. This will help make less waste.

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



People Want To End Pollution

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

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

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

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

Taking Care Of The Earth

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

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

Pollution in the Well

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

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

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

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

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

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

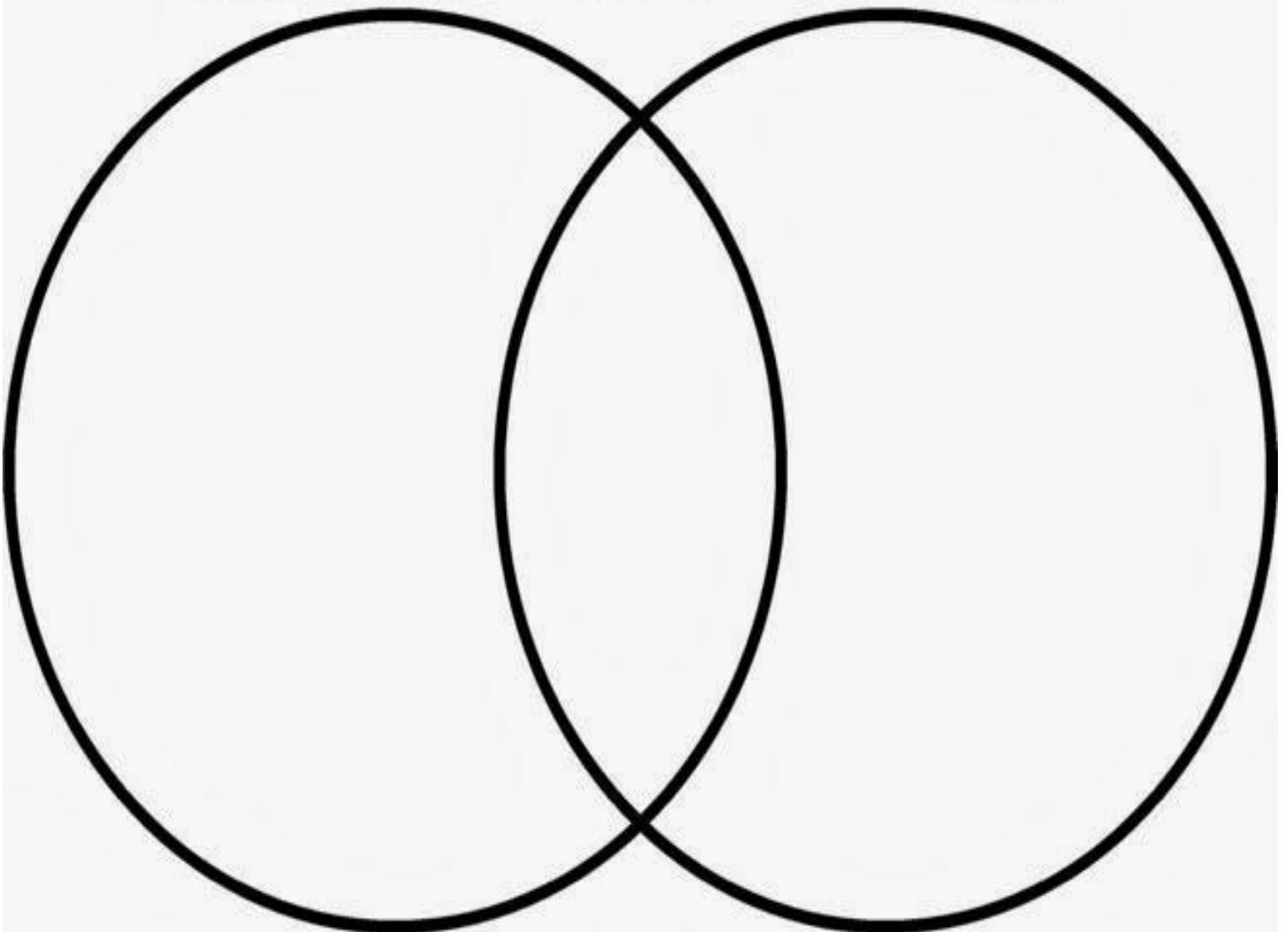
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Week 34 Day 4 Date: _____
Harvard Yale Princeton

VENN DIAGRAM

Article

One Well



Name: _____
BCCS-B

Week 34 Day 4 Date: _____
Harvard Yale Princeton

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

Name: _____

Compare and Contrast



Penguins and Parrots



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

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

Name: _____
BCCS-B

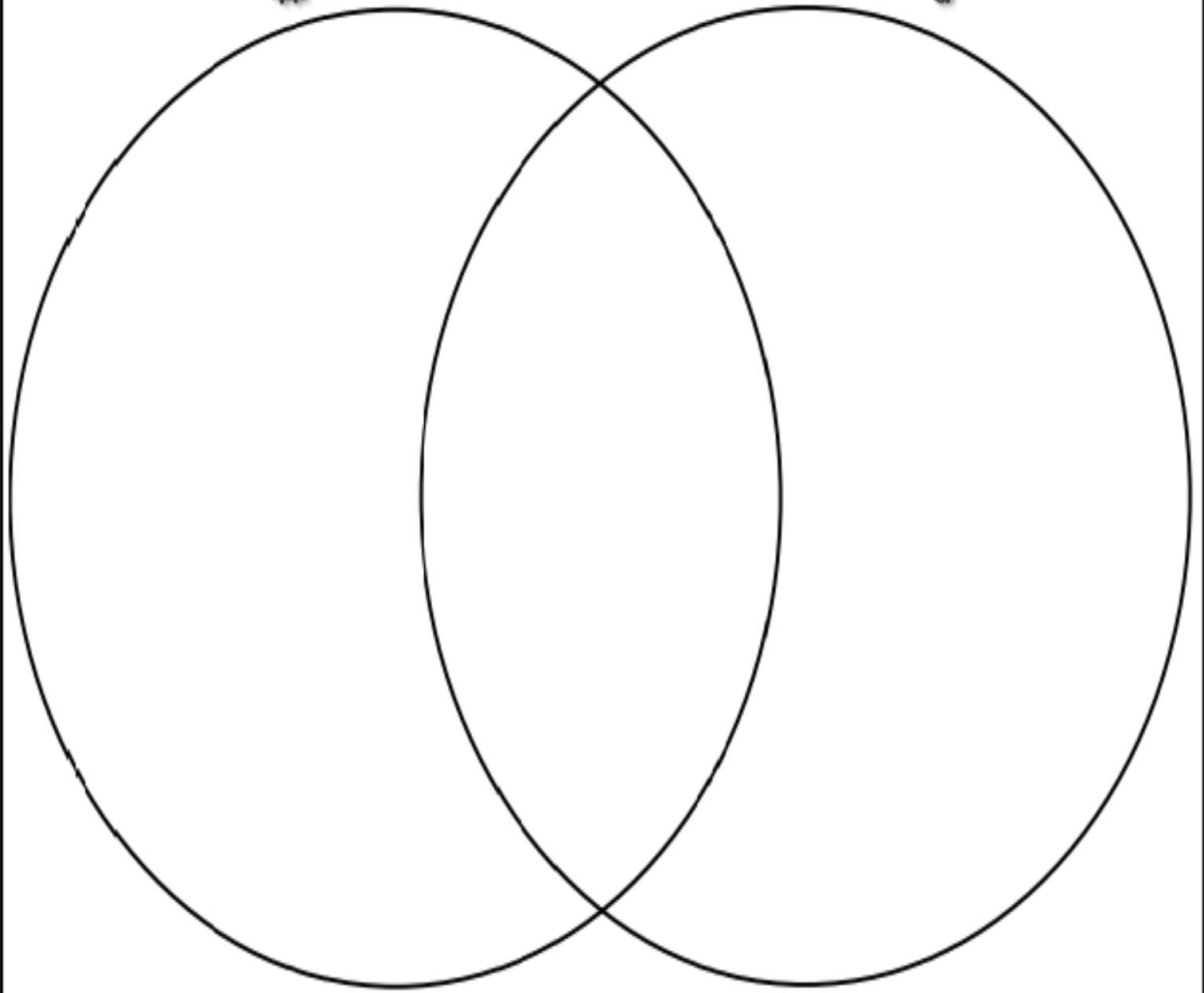
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Name: _____

Compare and Contrast



Penguins and Parrots



Name: _____

Week 34 Day 4 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket

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

Red Blood Cells

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

White Blood Cells

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

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

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

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Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



Comparing and Contrasting

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Harvard Yale Princeton

Your Turn

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

The Statue of Liberty

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

The Liberty Bell

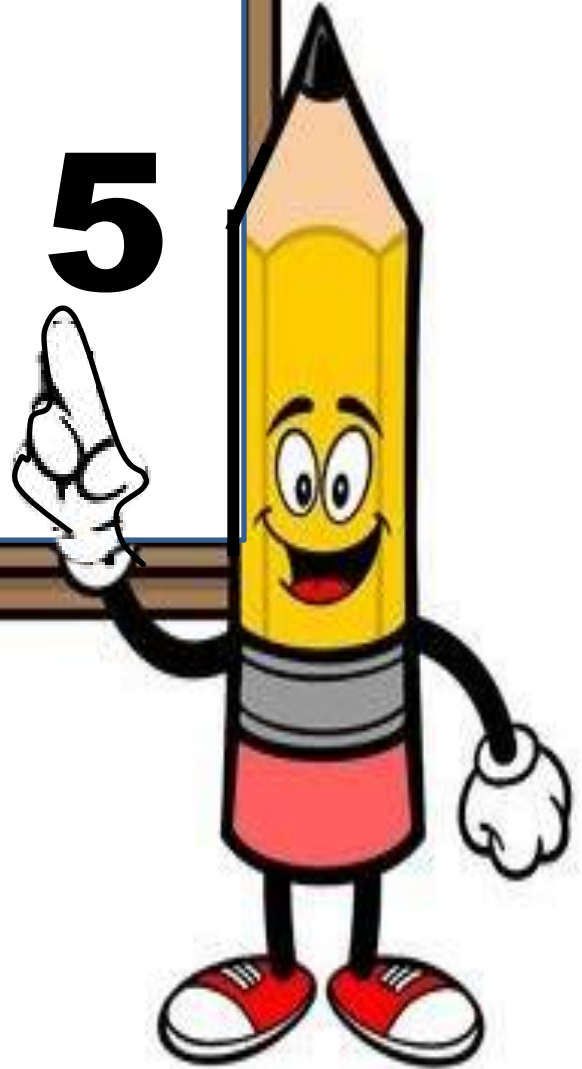
The Liberty Bell is a symbol of the United States of America. It represents independence. The Liberty Bell is located in Philadelphia, Pennsylvania. It was made in London, England. It was brought to America in 1752. Some people may know of it as being called the State House Bell. The Bell is mostly made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

One way red and theses are **similar**:

One way these are **different**:



Day # 5



Name: _____
BCCS-B

Week 34 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

Objective: I can compare and contrast two informational texts.




Vocabulary Guided Notes

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

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

Compare and Contrast

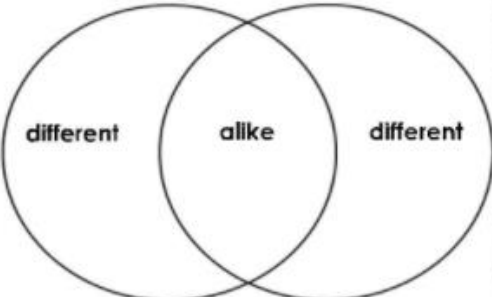
When you **COMPARE** something, you are telling how they are similar or alike.



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

Compare Glue Words

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



Contrast Glue Words

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

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Harvard Yale Princeton

Do Now

Directions: Compare and contrast these two animals.

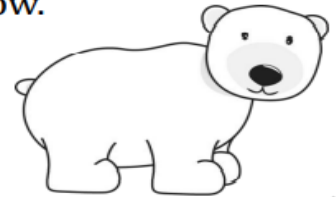
The Penguin

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



The Polar Bear

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



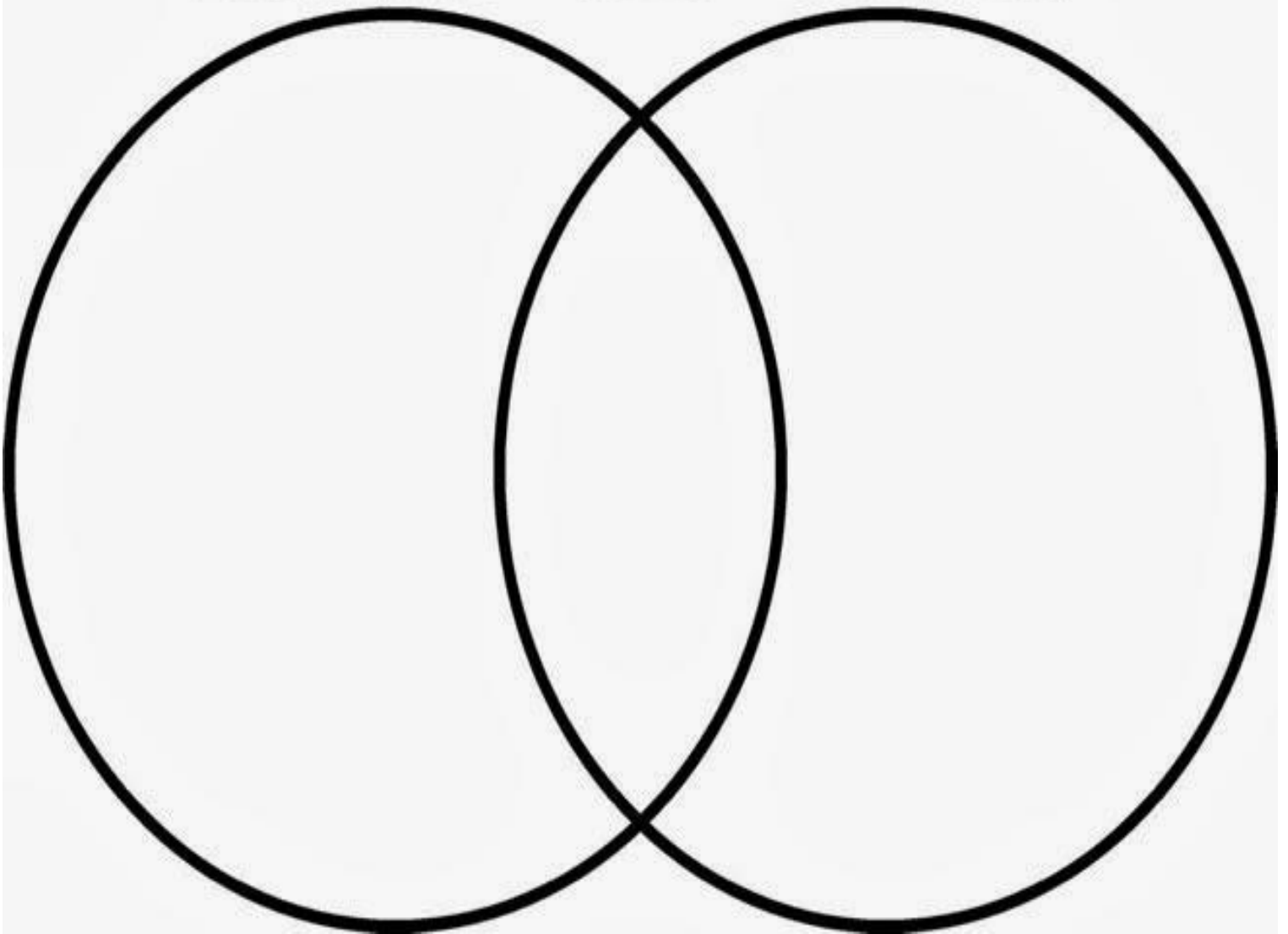
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VENN DIAGRAM

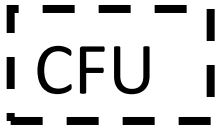
Penguin

Polar Bear



Name: _____
BCCS-B

Week 34 Day 5 Date: _____
Harvard Yale Princeton



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

Pollution

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

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

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

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

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



What is Water Pollution?

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

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

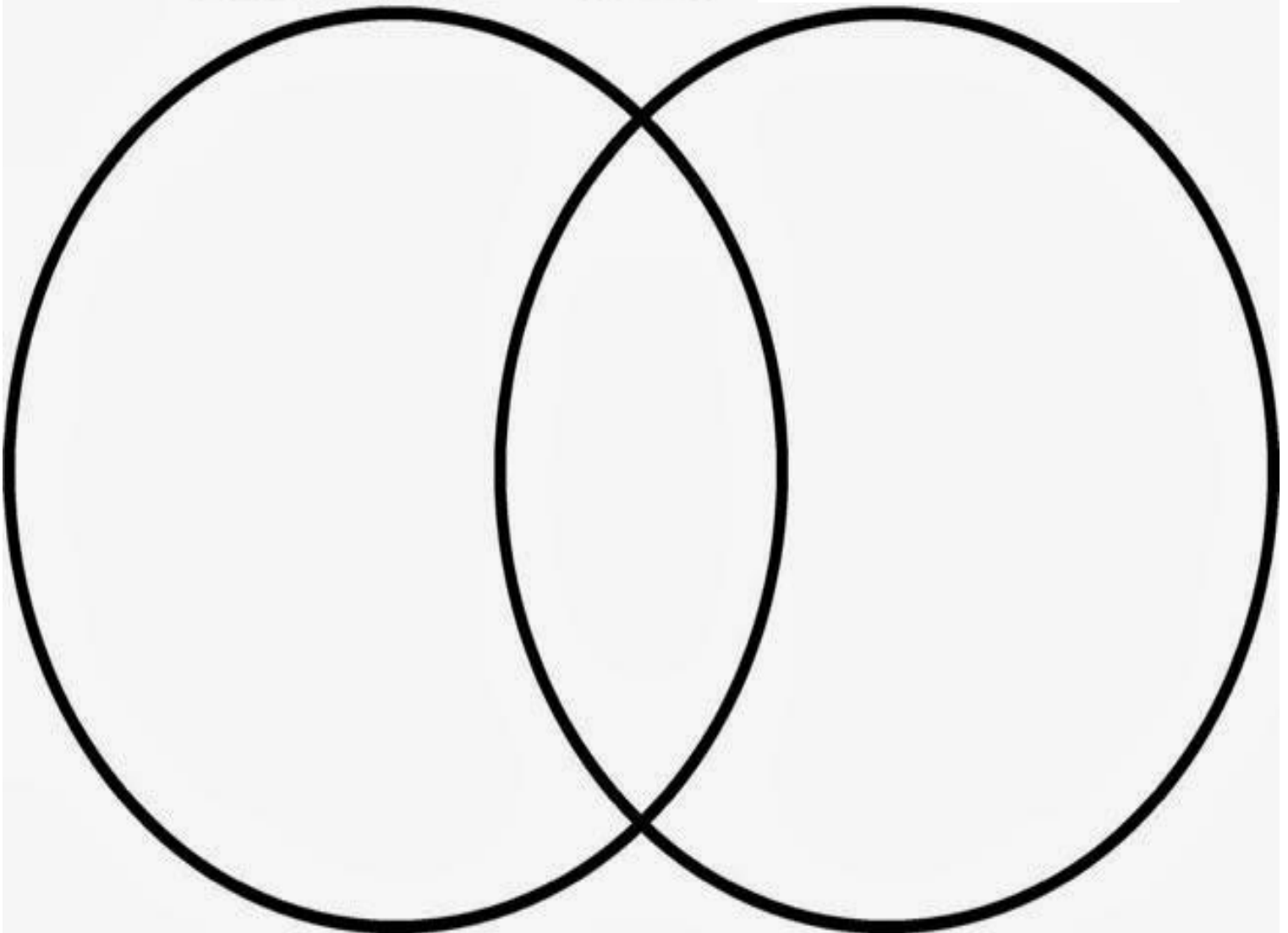
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VENN DIAGRAM

Article 1

Article 2



Name: _____
BCCS-B

Week 34 Day 5 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



No Homework! 😊

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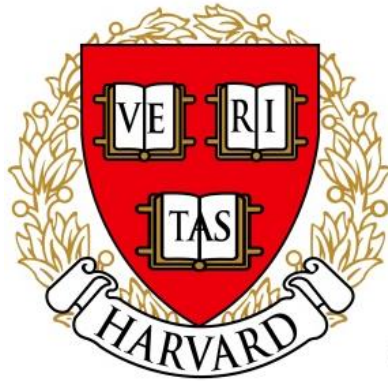
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Name _____

3rd Grade ELA Remote Learning Packet

Week 35



Dear Educator,

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

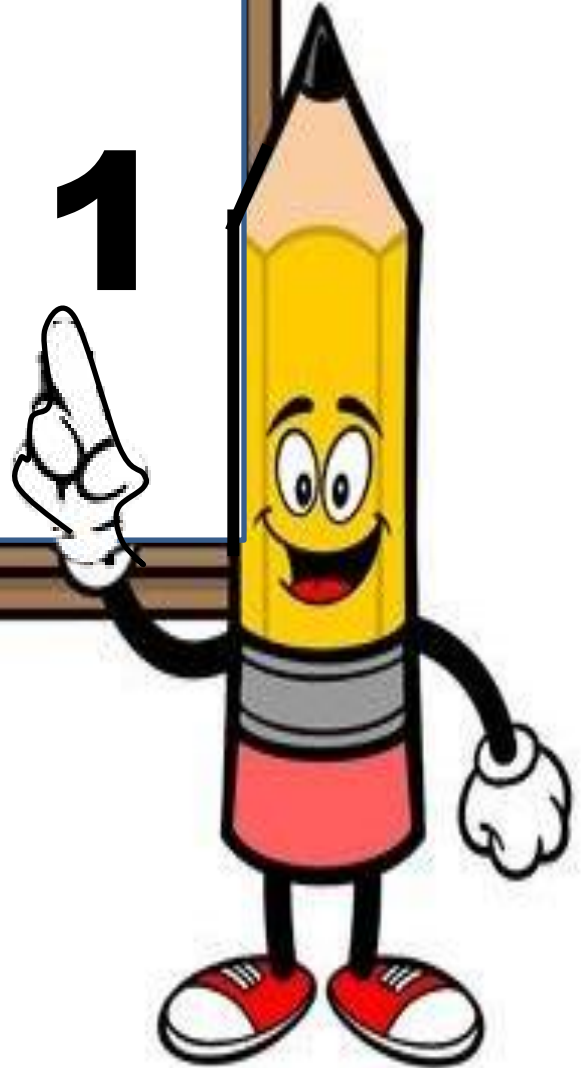
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(Date)

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



Day # 1



Name: _____
BCCS-B

Week 35 Day 1 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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



Name: _____ Week 35 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

Vocabulary Guided Notes

1. Research: _____ for more _____

about a topic through _____ and searching

_____.

2. Brainstorming: Coming up with an _____.

3. Graphic Organizer: A _____ to take notes about a

_____.

Name: _____
BCCS-B

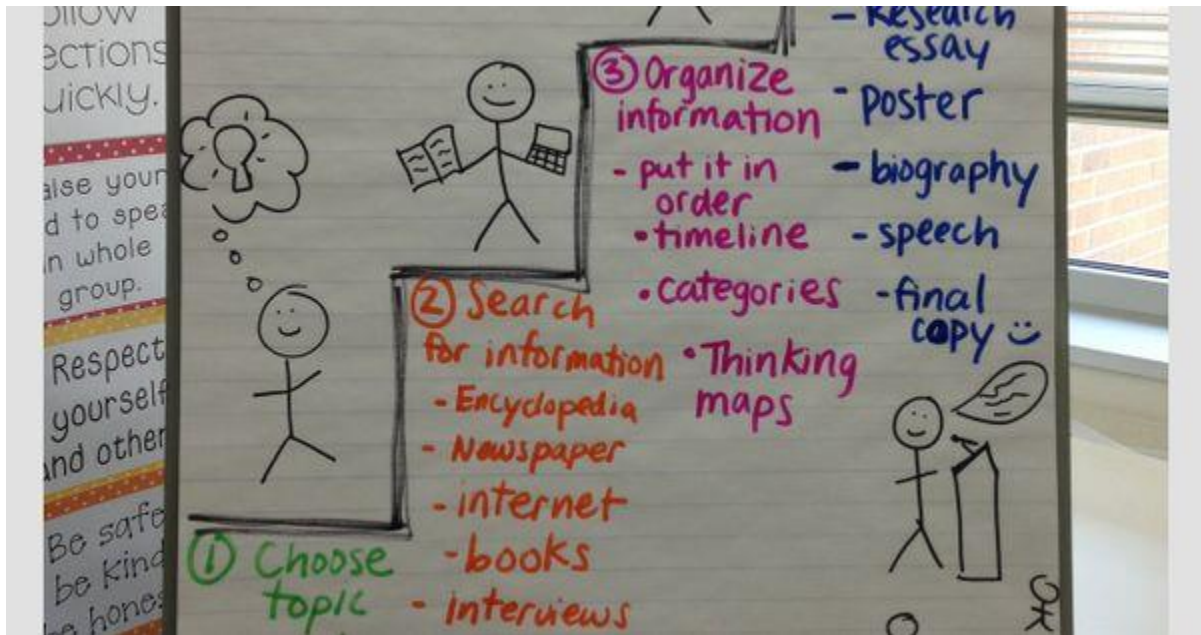
Week 35 Day 1 Date: _____
Harvard Yale Princeton

Stop and Jot



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

Explicit Instruction



Name: _____
BCCS-B

Week 35 Day 1 Date: _____
Harvard Yale Princeton

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

List all the questions that you have about the topic:

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

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

Name: _____
BCCS-B

Week 35 Day 1 Date: _____
Harvard Yale Princeton

Directions: Pick as a class which of the three topics we should research.

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

Questions we have about the topic?

1. _____
2. _____
3. _____
4. _____

Where could we find information on our topic?

Name: _____
BCCS-B

Week 35 Day 1 Date: _____
Harvard Yale Princeton

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

1. _____

2. _____

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

Directions: Pick a topic from the list below. Use the following listed titles to research the topic.

List three new things you learned about this topic.

Topics:

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

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

[BrainPOP](#)

[Cool Kid Facts](#)

[National Geographic Kids](#)

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

Three new things I learned about my topic:

1. _____

2. _____

3. _____

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

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

[BrainPOP](#)

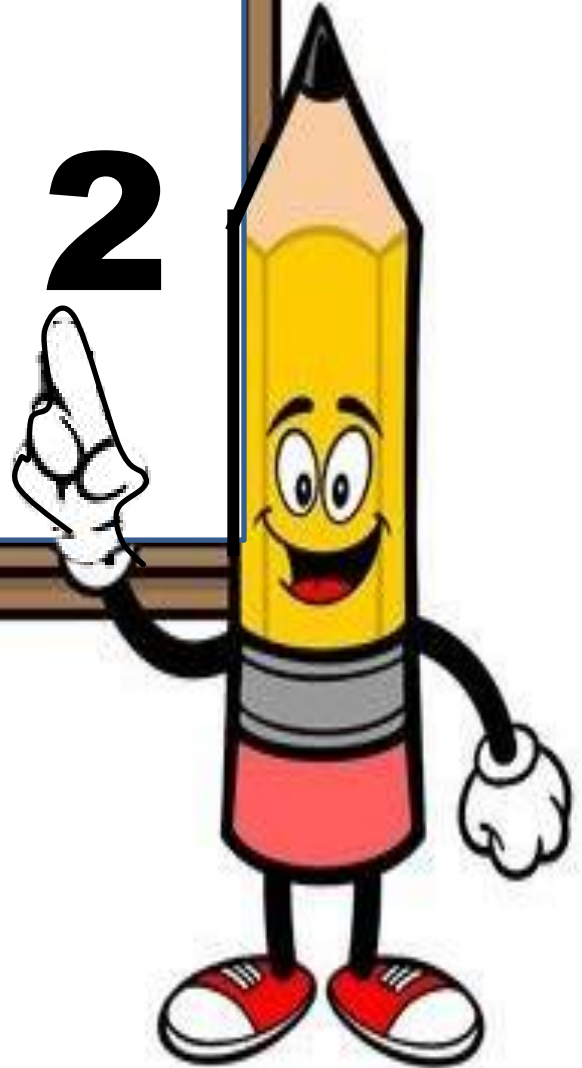
[Cool Kid Facts](#)

[National Geographic Kids](#)

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



Day # 2



Name: _____
BCCS-B

Week 35 Day 2 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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



Name: _____
BCCS-B

Week 35 Day 2 Date: _____
Harvard Yale Princeton

Vocabulary Guided Notes

1. Research: Searching for more **information** about a topic through **reading** and searching **online**.
2. Brainstorming: Coming up with an **idea**.
3. Graphic Organizer: A **chart** to take notes about a **topic**.

Explicit Instruction

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

My topic:

Name: _____
BCCS-B

Week 35 Day 2 Date: _____
Harvard Yale Princeton

Name: _____

Book Title:

NONFICTION Notes

Topic/Main Idea:

5 New words:

FACTS:

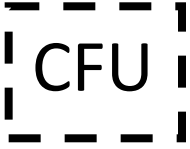
1. _____

2. _____

3. _____

Name: _____
BCCS-B

Week 35 Day 2 Date: _____
Harvard Yale Princeton



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

Name: _____

Book Title: _____

NONFICTION
Notes

Topic/Main Idea:

5 New Words:

FACTS:

1. _____
2. _____
3. _____

Name: _____

Week 35 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application Activity

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

Name: _____

Book Title: _____

NONFICTION
Notes

Topic/Main Idea:

5 New Words:

FACTS:

1. _____

2. _____

3. _____

Name: _____

Week 35 Day 2 Date: _____

BCCS-B

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Princeton

Name: _____

Book Title:

NONFICTION

Notes

Topic/Main Idea:

5 New Words:

FACTS:

1. _____

2. _____

3. _____

Name: _____
BCCS-B

Week 35 Day 2 Date: _____
Harvard Yale Princeton

Name: _____

Book Title:

NONFICTION

Notes

Topic/Main Idea:

5 New Words:

FACTS:

1. _____

2. _____

3. _____

Name: _____
BCCS-B

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Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



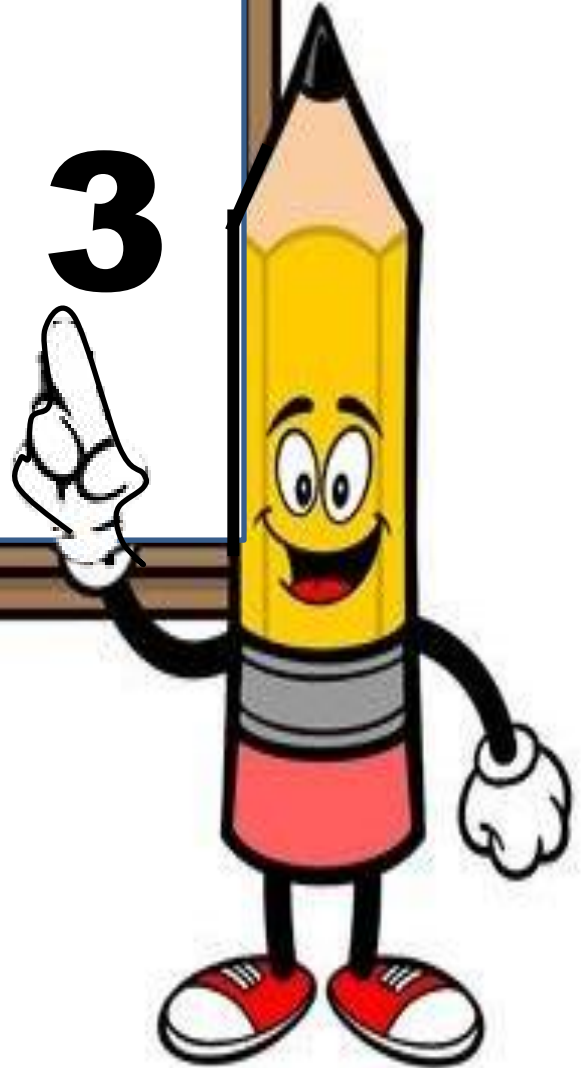
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Day # 3



Name: _____
BCCS-B

Week 35 Day 3 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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

Name: _____
BCCS-B

Week 35 Day 3 Date: _____
Harvard Yale Princeton

Directions: Pick a topic to research using the headings from One Well on Earth. Use three sites and the book page to tell me more about your topic.

Topic:	Page Number
---------------	--------------------

What could I ask about this topic?

What could I ask about this topic?

What could I ask about this topic?

What could I ask about this topic?

Name: _____
BCCS-B

Week 35 Day 3 Date: _____
Harvard Yale Princeton

Website:

What I learned about my topic

What I learned about my topic

Website:

What I learned about my topic

What I learned about my topic

Name: _____ Week 35 Day 3 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



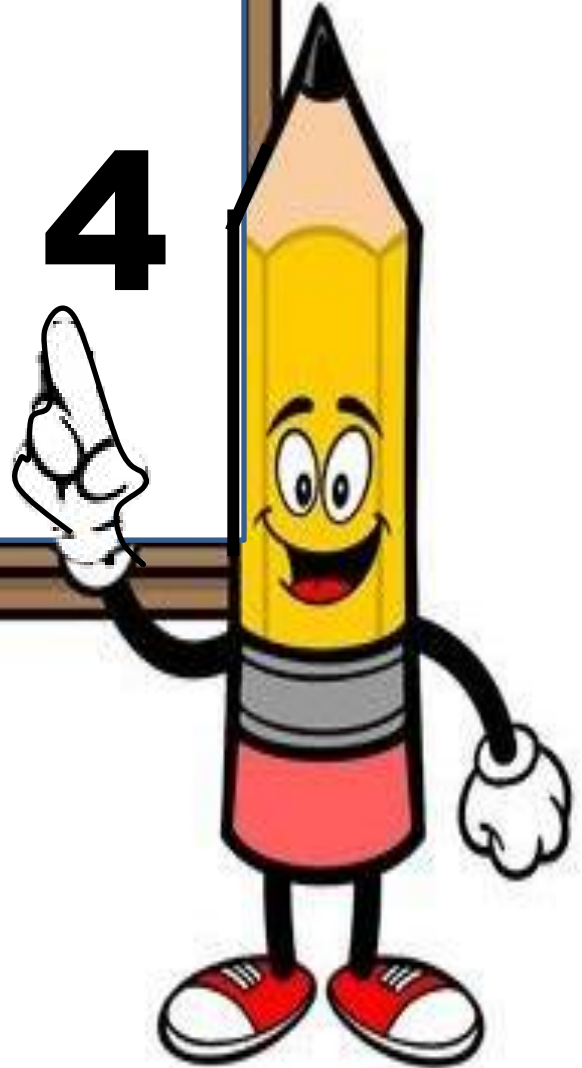
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Day # 4



Name: _____
BCCS-B

Week 35 Day 4 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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

Vocabulary Guided Notes

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

Name: _____
BCCS-B

Week 35 Day 4 Date: _____
Harvard Yale Princeton



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

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

In your writing be sure to include:

- one reason why kids should not drink hot cocoa (chocolate) with caffeine
- another reason why kids should not drink hot cocoa (chocolate) with caffeine
- details from the article to support your answer

Dear Swiss Miss,

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

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

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

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

Name: _____
BCCS-B

Week 35 Day 4 Date: _____
Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



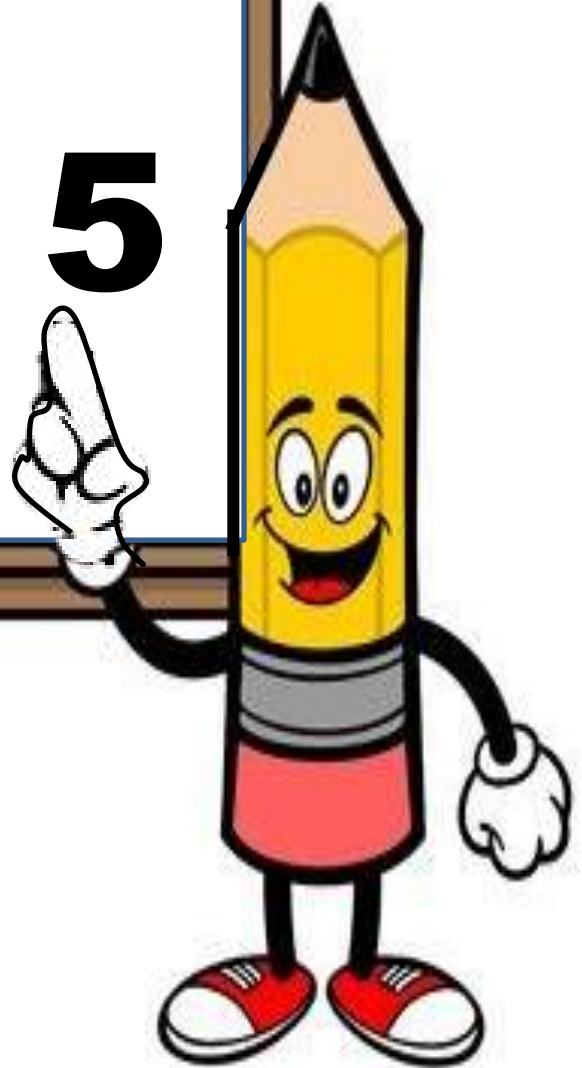
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Day # 5



Name: _____
BCCS-B

Week 35 Day 5 Date: _____
Harvard Yale Princeton

ELA Packet

Our Learning for today:

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

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

Name: _____ Week 35 Day 5 Date: _____
BCCS-B Harvard Yale Princeton

ELA Homework

Our Toolkit for the day



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