

Brandon Valley School District
District Learning Plan
April 27-May 1, 2020

Grade 3 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Comprehension/Skills Practice

SUBJECT/GRADE: Reading/3rd Grade

DATES: April 27-May 1

<p>What do students need to do?</p> <p><u>PART ONE link to BV instructional video for week of April 27 - May 1, 2020</u></p> <p><u>PART TWO link to BV instructional video for week of April 27 - May 1, 2020</u></p>	<p>Students may print out worksheets listed below or write on lined or unlined paper with the title of the worksheet with name and date written at top.</p> <p>Monday (4/27): Read the article “The Big Hike” and answer all questions #1-7. It is a good strategy to go back in the story to find the answers.</p> <p>Tuesday (4/28): Reread the article “The Big Hike” and answer all questions #8-10. Be sure to answer using complete sentences.</p> <p>Wednesday (4/29): Go on a long hike or walk somewhere with your family! If the weather does not allow, pick another day to go on your walk! Remember to use social distancing! Take this time to reflect and think about all the things you are thankful for! Share one thing you are grateful for as a family! You do not have to record anything for this.</p> <p>Thursday (4/30): Complete “Abbreviations” worksheet front and back (pg. 27 & 376). You do not have to complete the Home Activity at the bottom of the page.</p> <p>Friday (5/1): Read for 20 minutes independently! Find a comfy spot to read! If it is nice outside, go outside and read if you are able to! Look for any abbreviations in your reading (Examples: Mr. Mrs. Dr. St.) You do not need to write them down.</p>
<p>What do students need to bring back to school?</p>	<p>All work completed for the following:</p> <ol style="list-style-type: none"> 1. “The Big Hike” completed questions #1-10 2. Abbreviations worksheet (both sides completed) <p>When the work is completed, you may send it electronically to your child’s teacher or drop it off at their school in the 3rd grade tub.</p>
<p>What standards do the lessons cover?</p>	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>3.RL.10 By the end of the year, read and comprehend a variety of literary texts.</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>

What materials do students need? What extra resources can students use?	<p>Need: Pencil, library or personal book to read, lined/unlined paper or may print off reading worksheets if printer is available</p> <p>Extras: Room Recess- Reading skills games https://www.roomrecess.com/pages/ReadingGames.html Storyline Online: Have some of your favorite stories read to you by movie stars! - https://www.storylineonline.net/ Into the Book: Go “into the book” to play games that practice reading strategies! https://reading.ecb.org/student/entry.html</p>
What can students do if they finish early?	<ul style="list-style-type: none"> ● Read every day for at least twenty minutes ● Go on a hike or walk to a new place you have never explored! ● Go on a drive or walk and write down as many abbreviations that you observe- street signs, store signs, billboards, etc. ● Keep a journal of each day and what you did ● Write a card or color a picture to a family member or friend and mail it ● Facetime or call a family member such as a grandma or grandpa and read them a story aloud to them ● Utilize resources on your child’s teacher’s website
Who can we contact if we have questions?	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Buum- Blossom.Buum@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Hunsaid- Jessica.Hunsaid@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Kocer- Cassie.Kocer@k12.sd.us</p>
Notes: You are a rockstar! Keep up the awesome work!	

Instructional materials are posted below (if applicable)

Brandon Valley School District

The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they

left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

"Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Name: _____ Date: _____

1. In the story, Tamara goes on her first what?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasp**ed with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasp**ed" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

7. Choose the answer that best completes the sentence below.

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

Abbreviations

An **abbreviation** is a shortened form of a word. Many abbreviations begin with a capital letter and end with a period.

- Some titles used for names of people are abbreviations. For example, *Dr.* is the abbreviation for *Doctor*. The title *Miss* is not abbreviated.

Mr. Mark Elton Lewis Ms. Susan Wang Mrs. Carmen Mendoza

- An **initial** is the first letter of a name. It is written with a capital letter and is followed by a period.

Mr. Mark E. Lewis S. B. Wang C. M. Mendoza

- The names of days and months can be abbreviated. *May*, *June*, and *July* are not abbreviated.

Days of the Week

Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

Months of the Year

Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Directions Write each phrase. Be sure to capitalize letters and use periods correctly.

1. ms. Janine Lee _____

2. jan 24 _____

3. Dr N D Bond _____

4. thurs, aug 2 _____

5. B. c Pepper _____

6. Mon, dec. 13 _____

Directions Some abbreviations can be used in sentences. Find the words that can be abbreviated in the sentences below. Write the sentences with the abbreviation.

7. Doctor Sanchez showed us his new parrot.

8. Mister Davidson can teach parrots to talk.

Abbreviations

Directions Write the answer to each question. Use abbreviations correctly.

1. What are your initials?

2. What is the abbreviation for the month in which you were born?

3. What are the titles and last names of the adults in your family?

4. What is the abbreviation for your busiest day of the week?

5. What is the abbreviation for the month in which your favorite holiday takes place?

6. What is the abbreviation for today's day of the week?

Directions Write two sentences about two adults besides your parents who have taught you important skills or lessons. Use at least two abbreviations.



Home Activity Your child learned how to use abbreviations in writing. With your child, list some adults who live in your neighborhood. Have your child write their names, using the correct abbreviations for their titles.