

Brandon Valley School District  
District Learning Plan  
April 13-17, 2020

Grade 3 Reading



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Comprehension/Skills Practice

SUBJECT/GRADE: Reading/3rd

DATES: April 13-17

<p>What do students need to do?</p> <p><a href="#">Link to BV instructional video for week of April 13-17, 2020</a></p>	<p><b>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.</b></p> <p><b><u>Monday (4/13): NO SCHOOL</u></b></p> <p><b><u>Tuesday (4/14):</u></b> Read the story “The Treasure Hunt” and answer questions #1-7. It is a good strategy to go back in the story to find the answers!</p> <p><b><u>Wednesday (4/15):</u></b> Reread the story “The Treasure Hunt” and answer questions #8-10. Be sure to answer using complete sentences.</p> <p><b><u>Thursday (4/16):</u></b> Draw your own treasure map and hide something as your treasure! You may use the treasure map provided or make your own. It can be a snack, small toy, or any treasure from your room! It can be a treasure map of inside or outside your home. Give them at least 5 clues to find the treasure.</p> <p><b>Examples:</b> Start at the front door. Clue #1-Go to the place you sleep at night. Place the next clue there. Clue #2- Your next clue is where you eat dinner/supper. Have your family go on a treasure hunt using your map and try to find the treasure! ARRRR Have fun! This does not need to be turned in! If you don’t have time to do it on Thursday, you can do it on the weekend too!</p> <p><b><u>Friday (4/17):</u></b> Read for 20 minutes independently and write down two questions that you have about your reading. Examples: Why did the author..... or Why didn’t the character..... What would happen if....</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"><li>• “The Treasure Hunt” completed questions #1-10</li><li>• Two questions you have about your reading</li></ol> <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>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>Need:</b> Pencil, library or personal book to read, lined/unlined paper or may print off reading worksheets if printer is available</p> <p><b>Extras:</b></p> <ul style="list-style-type: none"> <li>● Room Recess- Reading skills games <a href="https://www.roomrecess.com/pages/ReadingGames.html">https://www.roomrecess.com/pages/ReadingGames.html</a></li> <li>● Storyline Online: Have some of your favorite stories read to you by movie stars! - <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>● Into the Book: Go “into the book” to play games that practice reading strategies! <a href="https://reading.ecb.org/student/entry.html">https://reading.ecb.org/student/entry.html</a></li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Read every day for at least twenty minutes</li> <li>● Create more treasure hunts with your family</li> <li>● Keep a journal of each day and what you did</li> <li>● Write a card or color a picture to a family member or friend and mail it</li> <li>● Facetime or call a family member such as a grandma or grandpa and read them a story aloud to them</li> <li>● Utilize resources on your child’s teacher’s website</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b><u>Brandon Elementary</u></b>  <b>Building Principal:</b>  Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a>  <b>Teachers:</b>  Ms. Buum- <a href="mailto:Blossom.Buum@k12.sd.us">Blossom.Buum@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  <b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a>  <b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Hunsaid- <a href="mailto:Jessica.Hunsaid@k12.sd.us">Jessica.Hunsaid@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a>  <b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Kocer- <a href="mailto:Cassie.Kocer@k12.sd.us">Cassie.Kocer@k12.sd.us</a></p>

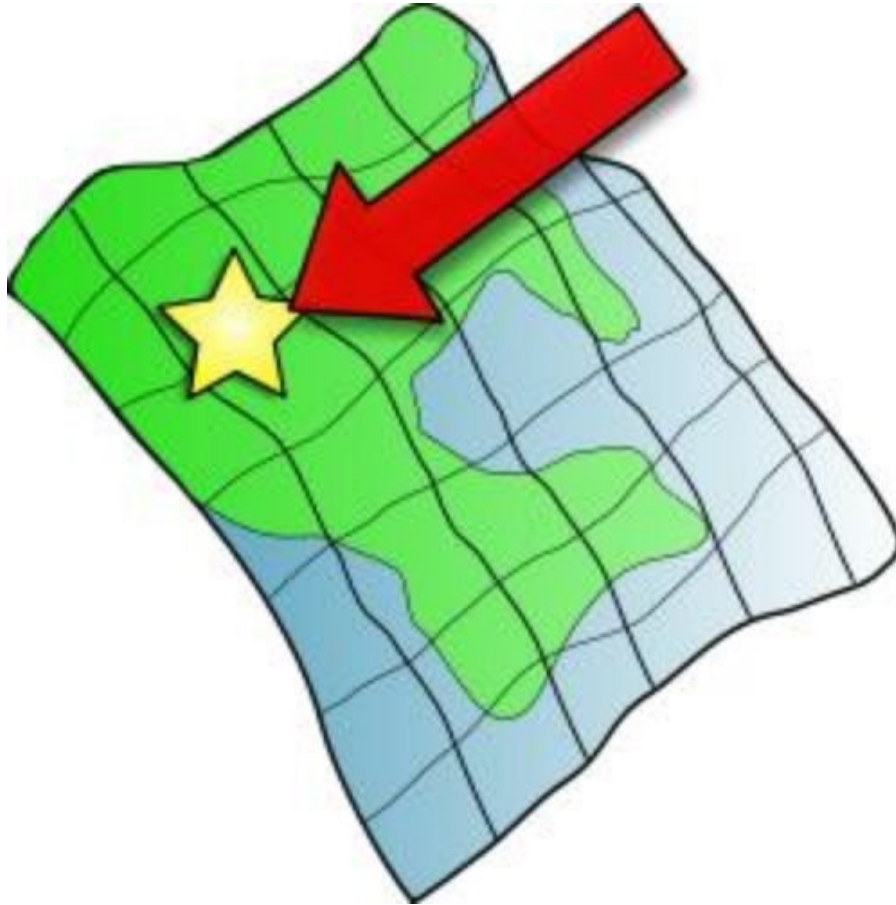
**Notes: Keep reading and working hard! We love seeing your work turned in! Keep it up!**

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

# The Treasure Hunt

by ReadWorks



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom.

"How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees

that surround their backyard. "See? There are plenty of places to hide a treasure," she tells him.

The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says.

"And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do Annie and Cameron do for Jordan's birthday?
  - A. buy her a puppy
  - B. throw a surprise party
  - C. take her to a pirate theme park
  - D. create a treasure hunt
  
2. What is the first step Annie and Cameron take to plan Jordan's treasure hunt?
  - A. hide the clues
  - B. bury the treasure
  - C. draw a map
  - D. buy the candy
  
3. There are lots of places to hide clues in Cameron's backyard. What evidence supports this conclusion?
  - A. Cameron and Annie ask their parents for help.
  - B. Cameron and Annie hide ten different clues.
  - C. Cameron and Annie make a map of the backyard.
  - D. Cameron and Annie mark where the clues are hidden on the map.
  
4. How does Jordan feel about the scavenger hunt her friends prepare?
  - A. happy and excited
  - B. bored and uninterested
  - C. sad and disappointed
  - D. nervous and doubtful
  
5. What is this passage mostly about?
  - A. pirates and treasure
  - B. mapping a backyard
  - C. planning a treasure hunt
  - D. birthday parties

6. Read the following sentences: "After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue. 'This is so exciting! Thank you so much, guys!' Jordan **exclaims**."

What does "**exclaim**" mean?

- A. breathe
- B. mumble
- C. whisper
- D. shout

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

\_\_\_\_\_ they bury the treasure, Annie and Cameron hide all of the clues.

- A. Finally
- B. Before
- C. Although
- D. First

8. What was the treasure at the end of the scavenger hunt?

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9. What did Cameron and Annie draw and mark on the treasure map?

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**10.** How will Jordan use the treasure map Cameron and Annie created to find the treasure? Use information from the passage to support your answer.

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Create your own Treasure Map

