

Brandon Valley School District  
District Learning Plan  
April 20-24, 2020

Grade 3 Reading



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Comprehension/Skills Practice

SUBJECT/GRADE: Reading/3rd Grade

DATES: April 20-24

<p>What do students need to do?</p> <p><a href="#">Link to BV instructional video for week of April 20-24, 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>Monday (4/20):</b> Read the article “Sunflowers” and answer all questions #1-7. It is a good strategy to go back in the story to find the answers.</p> <p><b>Tuesday (4/21):</b> Reread the article “Sunflowers” and answer all questions #8-10. Be sure to answer using complete sentences.</p> <p><b>Wednesday (4/22):</b> Choose one flower to write an informational paragraph (introduction, 2-3 facts, and closing sentence) about that flower. You may use the sunflower information or choose another flower. You may call members of your family and friends for more information on your flower to research.</p> <p><b>Thursday (4/23):</b> Complete worksheets on “Cause and Effect” pg. 374 and “Theme” pg. 375. You do <u>not</u> have to complete the Home Activity at the bottom of both pages.</p> <p><b>Friday (4/24):</b> 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! Think about what is the theme or story’s message as you are reading! You do not need to write it 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"><li>1. “Sunflowers” completed questions #1-10</li><li>2. Flower paragraph writing</li><li>3. “Cause and Effect” and “Theme” worksheet</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.RI.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.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.</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.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>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>Need:</b></p> <p>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> <p><b>Room Recess-</b> Reading skills games  <a href="https://www.roomrecess.com/pages/ReadingGames.html">https://www.roomrecess.com/pages/ReadingGames.html</a></p> <p><b>Storyline Online:</b> Have some of your favorite stories read to you by movie stars! -  <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p> <p><b>Into the Book:</b> 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></p>
<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>● Plant flower seeds if you have some at home to plant!</li> <li>● Research flowers online</li> <li>● Thinking about causes and effects you see every day</li> <li>● Try to come up with the theme of the tv show or movie you are watching</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. Buom- <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></p>

**Valley Springs Elementary**

**Building Principal:**

Ms. Palmer- [tanya.palmer@k12.sd.us](mailto:tanya.palmer@k12.sd.us)

**Teacher:**

Ms. Kocer- [Cassie.Kocer@k12.sd.us](mailto:Cassie.Kocer@k12.sd.us)

**Notes:** We are so proud of your hard work! Don't be afraid to go outside and do some of your schoolwork if it is allowed and the weather is nice! We miss you!

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

*Brandon Valley School District*

# Sunflowers

by Mimi Jorling



A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!

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

1. What is a sunflower?

- A. a big, circular, yellow flower
- B. a big, triangular, red flower
- C. a small, circular, blue flower
- D. a small, triangular, purple flower

2. What does the author describe in the second paragraph?

- A. the center of a sunflower
- B. different ways people use sunflowers
- C. animals that love to eat sunflower seeds
- D. food that is made with sunflower oil

3. Sunflowers provide food to people and animals.

What evidence in the text supports this statement?

- A. "Sunflowers are actually made up of lots and lots of tiny flowers."
- B. "We use sunflowers in different ways. One thing we do with them is look at them!"
- C. "They [sunflowers] will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers."
- D. "People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds."

4. Read these sentences from the text.

"We use sunflowers in different ways. One thing we do with them is look at them!"

Based on the information in this text, why might people look at sunflowers?

- A. because sunflower seeds are filled with protein
- B. because sunflower seeds have a lot of oil in them
- C. because sunflowers need a lot of sun to grow
- D. because sunflowers are bright and pretty

5. What is the main idea of this text?

- A. Sunflowers are actually made up of lots and lots of tiny flowers.
- B. The stems of sunflowers are rough and scratchy.
- C. Sunflowers are pretty flowers that give people and animals food.
- D. Sunflower seeds can be difficult to eat if they are still in their shells.

6. Read this sentence from the text.

"Sunflowers are actually made up of lots and lots of tiny flowers."

Why might the author have used the phrase "lots and lots" here?

- A. to call attention to how bright sunflowers are
- B. to call attention to the amount of flowers that make up sunflowers
- C. to call attention to how small the flowers that make up sunflowers are
- D. to call attention to how much sun sunflowers need to grow

7. Read these sentences from the text.

"Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you!"

What does the word "they" in the last sentence refer to?

- A. people
- B. birds and animals
- C. squirrels and chipmunks
- D. sunflower seeds

**8.** What do sunflower seeds have inside them?

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**9.** What do people use sunflower oil for?

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**10.** Read this sentence from the text.

"We use sunflowers in different ways."

Explain what part of a sunflower might be most useful to people. Support your answer with evidence from the text.

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A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

Name \_\_\_\_\_

# Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect**.
- An **effect** may have more than one **cause**.

**Directions** Read the following passage. Then answer the questions below.

Anthony was just a kid—a kid who had to make a big decision. Anthony’s aunt wanted him to visit her in Italy because it was her 50th birthday. His parents kept telling him how wonderful it would be for him. “You’ll make your aunt so happy!” they said. But Anthony didn’t like to travel, so he was very nervous. Besides, how could he leave his family for two whole months?

Because Anthony was so worried, he wasn’t sleeping well and he lost his appetite. Finally, he told his parents that he had decided not to go. As soon as he said that, he was calmer and happier. He felt better right away because he knew he had made the right decision!

1. Why did Anthony’s aunt want him to come to Italy?  
\_\_\_\_\_
2. When Anthony wasn’t sleeping well or eating, what was the cause?  
\_\_\_\_\_  
\_\_\_\_\_
3. What was the effect of Anthony’s decision?  
\_\_\_\_\_  
\_\_\_\_\_
4. Underline clue words for causes and effects.



**Home Activity** Your child learned about cause and effect. Think of simple experiments to do with your child to demonstrate cause and effect, such as putting an ice cube in the sunshine. Help your child determine the cause (sunshine) and the effect (melted ice cube).

Name \_\_\_\_\_

# Literary Elements • Theme

- To identify the **theme** of the story, or the story's message, do the following:
  - Identify the main character and the main problem.
  - Follow how the character solves the problem.
  - Decide what the character learns from solving the problem.
  - Figure out the story's message.

**Directions** Read the following story. Then fill in the diagram below.

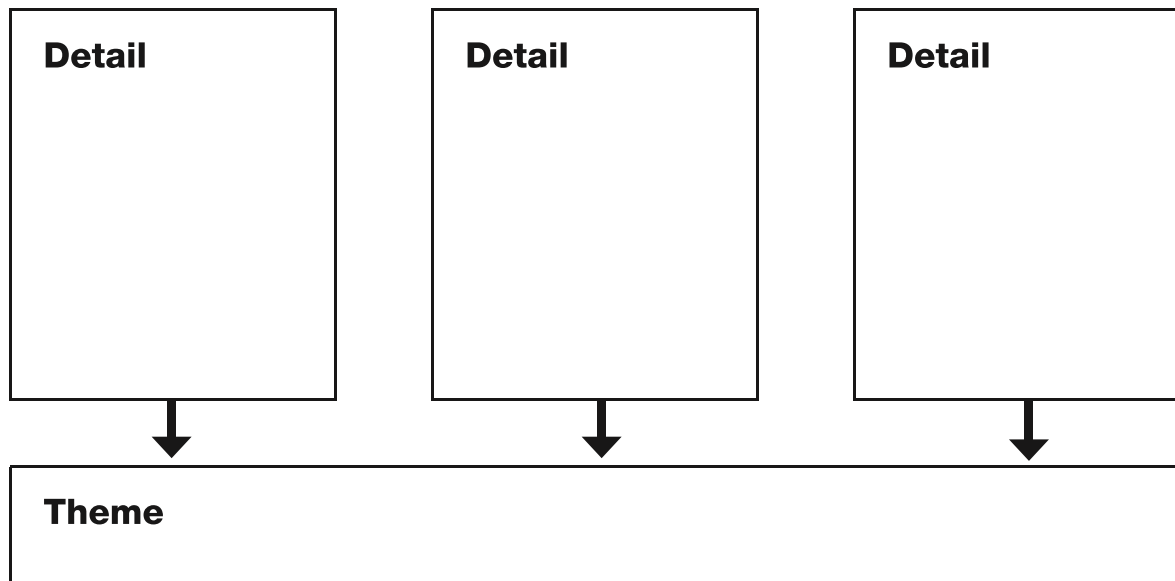
The emperor of China loved the song of birds. His people combed the forests to capture the birds with the loveliest voices. They would bring the birds to the palace to win the emperor's favors.

The bird with the most beautiful song of all was the little brown nightingale. The emperor loved her song but did not like her plain brown feathers. He asked the jeweler to make a more beautiful nightingale. The jeweler made a mechanical musical bird of gold, rubies, and diamonds. The emperor was delighted with the music box, which glittered and gleamed. When the real

nightingale saw and heard the music box, she flew quietly away.

One day the music box wore out, and would not play any more. The emperor grew very ill. As he lay dying, he heard the sweet and beautiful song of the real nightingale again. She had flown back to the palace to cheer the emperor with her song.

The emperor apologized to the nightingale. The nightingale promised to return every day and sing to him until he was well again.



**Home Activity** Your child identified a story's theme. Read a folk tale or fairy tale with your child. Discuss the story's theme. Have your child identify details that explain the theme.