

Brandon Valley School District
District Learning Plan
April 6-10, 2020

Grade 3 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fluency, Comprehension Skill Practice

SUBJECT/GRADE: Reading/3rd Grade

DATES: April 6 - 10

<p>What do students need to do?</p> <p>Link to BV instructional video for week of April 6-10, 2020</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 (4/6): Read the story “Crossing the Finish Line” pgs. 1-2 and answer all questions #1-7. It is a good strategy to go back in the story to find the answers!</p> <p>Tuesday (4/7): Reread the story “Crossing the Finish Line” and answer questions #8-10. Be sure you answer using complete sentences.</p> <p>Wednesday (4/8): Write an opinion paragraph about running a marathon. Write at least one complete paragraph (introduction, 2-3 details, and closing sentence) stating your opinion and using details to support your reasoning.</p> <p>Thursday (4/9): Read for 20 minutes independently and see if you can find connections with things that have happened in your life, connections with another book, or connections to the world. Discuss with your family any connections you found! You do not have to record this.</p> <p>Friday (4/10): No School</p>
<p>What do students need to bring back to school?</p>	<p>All work completed for the following:</p> <ul style="list-style-type: none">• “Crossing the Finish Line” completed questions #1-10• Written opinion paragraph about running a marathon <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.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.</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.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>

<p>What materials do students need? What extra resources can students use?</p>	<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:</p> <p>Room Recess- Reading skills games https://www.roomrecess.com/pages/ReadingGames.html</p> <p>Storyline Online: Have some of your favorite stories read to you by movie stars! - https://www.storylineonline.net/</p> <p>Into the Book: https://reading.ecb.org/student/entry.html</p>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Read every day for at least twenty minutes ● Discuss facts and opinions at the dinner/supper table- have each person share a fact and opinion about what you are eating! ● 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
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u></p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers:</p> <p>Ms. Buum- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us</p> <p><u>Robert Bennis Elementary</u></p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers:</p> <p>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</p> <p><u>Fred Assam Elementary</u></p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers:</p> <p>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</p> <p><u>Valley Springs Elementary</u></p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Kocer- Cassie.Kocer@k12.sd.us</p>
<p>Notes: Keep Smiling! Today is a good day to have a good day!</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Crossing the Finish Line

by ReadWorks



a marathon runner

Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

"I was very nervous," she said, "but I had my mom there, so that helped."

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. "I just wanted to be done," she said. "I was spent, but my mom

kept me going. It was already her 15th marathon."

The word "marathon" comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping-a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

"I don't mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time."

Running a marathon is a great achievement. "It's a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line," Lea explained. "I can't wait for the next one!"

Name: _____ Date: _____

1. What did Lea Tambellini train for when she was 22?

- A. her first marathon
- B. her first relay race
- C. her first swim meet
- D. her first baseball season

2. What does this text describe?

- A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
- B. This text describes how the marathon known as "The Flying Pig" got its name.
- C. This text describes marathons and the experience of someone who runs them.
- D. This text describes what Lea Tambellini's dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?

- A. Runners train for months to get ready for a marathon.
- B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
- C. There is a marathon in Ohio called "The Flying Pig."
- D. The word "marathon" comes from a Greek legend.

4. How did Lea's feelings about running a marathon change?

- A. At first she felt excited, but later she felt nervous.
- B. At first she felt bored, but later she felt scared.
- C. At first she felt scared, but later she felt bored.
- D. At first she felt nervous, but later she felt excited.

5. What is the main idea of this text?

- A. It takes most people four or five hours to run a marathon.
- B. Running a marathon is hard work, but Lea Tambellini enjoys it.
- C. The hardest part of Lea Tambellini's first marathon was running past a cookie factory.
- D. Lea Tambellini loves running with a group of friends and working toward a goal with them.

6. Read these sentences from the text.

To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

Why might the author have included an exclamation point here?

- A. to help readers imagine what running 20 miles would be like
- B. to show amazement at how far Lea was running on the weekends
- C. to suggest that Lea should not have run so many miles on the weekends
- D. to support the statement that running a marathon is not easy

7. Read these sentences from the text.

Running a marathon is not easy. It takes hard work, practice, and patience.

What does the pronoun "it" refer to here?

- A. patience
- B. practice
- C. hard work
- D. running a marathon

8. Describe what Lea did to prepare for one of the marathons.

9. Describe how Lea feels when she crosses the finish line of a marathon.

10. The author states that "running a marathon is a great achievement." Based on the information in this article, explain whether Lea would probably agree or disagree with that statement.

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.