

Brandon Valley School District  
District Learning Plan  
March 23-27, 2020

Grade 3 Reading



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fluency, Comprehension Skill Practice

SUBJECT/GRADE: Reading 3rd Grade

DATES: March 23-27, 2020



<p>What do students need to do?  <a href="#">Link to BV instructional video for week of March 23-27, 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 (3/23):</b> Read for 20 minutes and write a complete paragraph (introduction, 2-3 details, and closing sentence) about what you read about. Include the title of the story, details about the character, setting, and problem/solution. Writing paper is included below or you can use lined/unlined paper.</p> <p><b>Tuesday (3/24):</b> Complete “Cause and Effect” pg. 1 and read independently for 15 minutes</p> <p><b>Wednesday (3/25):</b> Persuasive/Opinion Writing “Pizza for Lunch”. Write one complete paragraph (introduction, 2-3 details, and closing sentence) stating your opinion and using details to support your reasoning.</p> <p><b>Thursday (3/26):</b> Complete “Synonyms” pg. 1 and read independently for 15 minutes</p> <p><b>Friday (3/27):</b> Read for 20 minutes and write a complete paragraph (introduction, 2-3 details, and closing sentence) about what you read about. Include the title of the story, details about the character, setting, and problem/solution. Writing paper is included below or you can use lined/unlined paper.</p>
<p>What do students need to bring back to school?</p>	<p>All work completed for the following: (If you have a binder to organize the work or at least paper clip or staple it together by each week would be very helpful!)</p> <ul style="list-style-type: none"> <li>● Written paragraph about your reading.</li> <li>● “Cause and Effect” pg. 1</li> <li>● “Pizza for Lunch” writing</li> <li>● “Synonyms” pg. 1</li> <li>● Written paragraph about your reading.</li> </ul>
<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.3 Describe characters in a story and explain how their actions contribute to the plot.</p> <p>3.RL.10 By the end of the year, read and comprehend a variety of literary texts.</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.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.</p> <p>3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

	3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
What materials do students need? What extra resources can students use?	Need: Pencil, library or personal book to read, lined/unlined paper or may print off reading worksheets if printer is available  Extra: <a href="http://www.storylineonline.net">www.storylineonline.net</a> ,
What can students do if they finish early?	<ul style="list-style-type: none"> <li>• State Testing Practice: <a href="https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT">https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT</a></li> <li>• Read every day for at least twenty minutes</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>
Who can we contact if we have questions?	<p><b>Brandon Elementary</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></p> <p><b>Robert Bennis Elementary</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></p> <p><b>Fred Assam Elementary</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> <p><b>Valley Springs Elementary</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>
<b>Notes:</b> Keep up the great work! We know you can do it!	

*Instructional materials are posted below (if applicable)*

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*Brandon Valley School District*

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 & Effect



Read the cause and write an effect.

Then, write one full sentence that states the cause and effect.

example: **Cause:** A blizzard hit the city.

**Effect:** All the schools were closed.

**Sentence:** A blizzard hit the city, so all the schools were closed.

1. **Cause:** I planted some sunflower seeds.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_

2. **Cause:** My sister stayed up past midnight.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_

3. **Cause:** Lizzy spilled milk all over the floor.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_

4. **Cause:** David signed up for guitar lessons.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_







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

## Pizza for Lunch



VEGGIES



PIZZA



# TEACHER NOTES

## Pizza for Lunch

### Recommendations for Lesson:

Before presenting this persuasive writing prompt to students, you may choose to have a class discussion to present both sides of the issue.

Arguments in favor of serving pizza in school cafeterias might include:

- Pizza offers balanced nutrition, including dairy (cheese), protein (pepperoni), fruit (tomato sauce).
- Many kids enjoy pizza. They'll be more likely to eat their lunch.
- Pizza isn't very unhealthy when eaten in moderation.
- Schools could serve sides of vegetables or other healthy foods with the pizza.

Arguments in against serving pizza in school cafeterias might include:

- Pizza is unhealthy. It has cholesterol and fat.
- Students could be offered healthier options instead, such as vegetable platters, salads, or healthy sandwiches.
- When students get used to eating healthy foods at school, they will choose healthy options throughout their lives.

When writing their persuasive essays, students should be encouraged to include a topic sentence (or topic paragraph) stating their opinion, followed by persuasive details to support their point of view. Writers can also acknowledge the opinions of those who might have a different view, and follow up with an argument to make their case.

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

# Synonyms

Synonyms are words that have almost the same meaning.

Synonyms for **big**: large, huge, gigantic

Circle the 2 synonyms for each set of words.

- |    |         |         |         |             |
|----|---------|---------|---------|-------------|
| 1. | toasty  | chilly  | cool    | comfortable |
| 2. | walk    | crawl   | stroll  | run         |
| 3. | argue   | scare   | confuse | frighten    |
| 4. | bravery | honesty | courage | winner      |
| 5. | cook    | drink   | eat     | munch       |
| 6. | record  | paint   | draw    | sketch      |

Write a synonym for each word.

- |            |       |              |       |
|------------|-------|--------------|-------|
| 7. thin    | _____ | 8. tiny      | _____ |
| 9. store   | _____ | 10. fall     | _____ |
| 11. see    | _____ | 12. friendly | _____ |
| 13. tasty  | _____ | 14. silent   | _____ |
| 15. smelly | _____ | 16. smile    | _____ |
| 17. think  | _____ | 18. break    | _____ |