

Brandon Valley School District
District Learning Plan
March 30 - April 3, 2020

Grade 3 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fluency, Comprehension Skill Practice

SUBJECT/GRADE: Reading/3rd

DATES: March 30 - April 3

<p>What do students need to do?</p> <p>Link to BV instructional video for week of March 30 - April 3, 2020</p>	<p>Students may print out worksheets listed below or write on lined or unlined paper. Please put the title of the worksheet, student name, and date at the top of the page..</p> <p>Monday (3/30): Read the story “Happy Trails” pgs. 1-3 and discuss with a family member about a time you went to a sleepover or camping. Did you ever feel like Maria did in the story? Talk about how you felt and what you did during the sleepover. You do not need to write your discussion down. (If you have never been to a sleepover or gone camping, discuss what you think it might be like if you had the opportunity.)</p> <p>Tuesday (3/31): Reread the story “Happy Trails” and answer all questions #1-7. It is a good strategy to go back in the story to find the answers.</p> <p>Wednesday (4/1): Reread the story “Happy Trails” and answer questions #8-10. Be sure you answer using complete sentences.</p> <p>Thursday (4/2): Read for 20 minutes independently and look for 2 facts and 2 opinions you found while reading in your book. Share the facts and opinions with someone in your home and discuss a fact and opinion you have about sleepovers. You do not need to record these.</p> <p>Friday (4/3): Read for 20 minutes and make a list of 5 nouns, 5 verbs, and 5 adjectives you found while reading. Write them down on a lined or unlined sheet of paper.</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">● “Happy Trails” completed questions #1-10● Written list of 5 nouns, 5 verbs, and 5 adjectives <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>

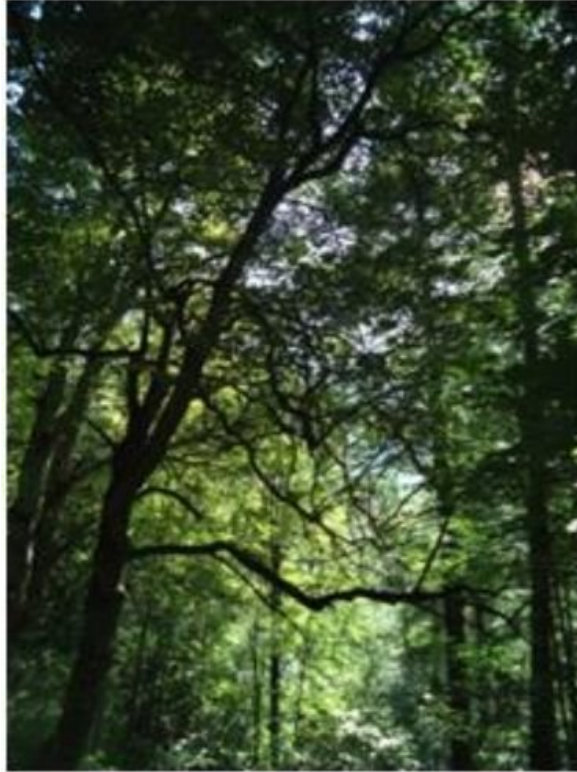
<p>What materials do students need? What extra resources can students use?</p>	<p>Need: Pencil, library or personal book to read, lined/unlined paper or may print off reading worksheets if printer is available</p> <p>Extras: Room Recess- Reading skills games https://www.roomrecess.com/pages/ReadingGames.html 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>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Read every day for at least twenty minutes ● Look for facts and opinions on tv, magazines, newspapers, movies, etc. ● Make a list of nouns, verbs, and adjectives that you hear while watching a movie, tv show, 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
<p>Who can we contact if we have questions?</p>	<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</p> <p>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</p> <p>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</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Kocer- Cassie.Kocer@k12.sd.us</p>
<p>Notes: We are so proud of your hard work! Keep it up!</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her

new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Name: _____ Date: _____

1. At the beginning of the story, where is Maria about to go?
 - A. a sleepover
 - B. Camp Kanawa
 - C. Aunt Jolie and Uncle Ed's
 - D. school

2. How do Maria's feelings about camp change in the story?
 - A. At first Maria is nervous, but then she is excited.
 - B. At first Maria is excited, but then she is nervous.
 - C. At first Maria is excited, but then she is bored.
 - D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?
 - A. Maria decides to eat French toast for breakfast before going to camp.
 - B. Maria's parents give her advice about making friends at camp.
 - C. Maria and her mom joke with her dad about being hip and cool.
 - D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

 - A. Maria is confident that she will make friends.
 - B. Maria is not sure if she will like her cabin mates.
 - C. Maria is nervous about making friends.
 - D. Maria has already made some new friends.

5. What is this story mostly about?

- A. Maria goes to camp for the first time.
- B. Maria really loves to eat French toast.
- C. Maria discovers her love for dragonflies.
- D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

- A. The powdered sugar was cold like falling snow.
- B. The powdered sugar was wet like falling snow.
- C. The powdered sugar smelled like falling snow.
- D. The powdered sugar looked like snow as it fell.

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

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

- A. Finally
- B. Initially
- C. Especially
- D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

A **fact** is a statement that **can be proven**.

Example: Polar bears are mammals.

An **opinion** is a statement that tells what someone **thinks or believes**.

Example: Polar bears are the coolest animals on the planet!

Noun: A part of speech that names a person, place, thing, or idea.

Examples: dog, cat, desk, chair, basketball, girl, playground, bee, book, etc.

Verb: A verb is a main part of speech that is often used to describe or indicate an action

Examples: hear, explore, jog, hop, draw, laugh, sing, etc.

Adjective: Adjectives are words that are used to help **describe** or give description to people, places, and things.

Examples: big, small, tiny, circular, red, yellow, old, young, etc.