

Brandon Valley School District
Distance Learning Plan
August 24-28, 2020

Grade 3 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 1: Week 1

SUBJECT/GRADE: 3rd Grade Reading

DATES: August 24-28

What do students need to do?

[Link to BV Week at a Glance instructional video.](#)

Monday (8/24): Unit 1: Week 1-

- Watch the BV Week at a Glance instructional video.
- Using your Reading Street textbook, read pgs. 22-23 on short vowel words and pgs. 24-25 on character, setting, and theme.
- Complete the Reading Survey so your teacher can get to know you more as a reader!

Tuesday (8/25):

- Turn to pg. 28-29 in your textbook to the story “When Charlie McButton Lost Power” and read the story pgs. 28-46. Think about the characters, setting, and theme of the story as you read it.
- Look for your weekly vocabulary words listed below in the story. You can look them up in the glossary found in the back of the reading book if you want!

bat, battery, blew, fuel, plug, term, vision

Wednesday (8/26):

- Reread the story “When Charlie McButton Lost Power” in your reading textbook pgs. 28-46. You can read it on your own, take turns reading with an older sibling/adult, or even call a classmate and read it together! Discuss the questions found on pg. 46.

Thursday (8/27):

- Using your Reading Street textbook, open to pg. 50-53 and read the story “How a Kite Changed the World”. Think about the characters, setting, and theme of the story as you read!

Friday (8/28):

- Complete the reading test for Week 1: “When Charlie McButton Lost Power”. The reading test is linked through your Seesaw account or in the printed packet available at your school.

What do students need to submit?
How can students submit their work?

Submit the Following:

- 1. Reading Survey
- 2. Reading Test

Submit Work Via:

1. Electronically via [Seesaw](#) (preferred method, if possible)
2. Email it to the teacher

	3. Drop off at school
What standards do the lessons cover?	<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.3 Describe characters in a story and explain how their actions contribute to the plot.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.</p> <p>3.RF.4.c. Decode multi-syllable words.</p> <p>3.RF.4b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L1.i. Use coordinating and subordinating conjunctions.</p> <p>3.L.2e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</p>
What materials do students need? What extra resources can students use?	<p>If you do not have access to the materials you need, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Reading Street textbook ● Reading Test ● Piece of paper ● Pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Watch “Characters, Setting” video link through Seesaw- https://www.youtube.com/watch?v=A2B9FzmFzak
What can students do if they finish early?	<ul style="list-style-type: none"> - Independently read books - Listen to parent or sibling read aloud - Read magazines or comic books
Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Ms. Freeborn 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>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us</p>

	Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens - lindsey.abens@k12.sd.us
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Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District

Reading Survey

Name _____ Birthdate _____ Age _____

Favorite Book: _____

Favorite Series: _____

Favorite Author: _____

Check the boxes that apply to you:

I read -

- Every chance I get Everyday A few times a week Sometimes
 Hardly ever Never (when I can get away with it)

I like to read -

- Fiction Nonfiction Fantasy Mystery Suspense Scary stories
 Historical Fiction Humor Realistic Fiction Poetry Magazines
 Internet articles Comic books Fairytales Folktales & Legends

I think I am a -

- Excellent reader Very good reader Good reader Okay reader
 Poor reader

When I read I have trouble -

- | | |
|--|--|
| <input type="checkbox"/> Remembering what I read when I left off | <input type="checkbox"/> Keeping track of the words |
| <input type="checkbox"/> Understanding what is happening | <input type="checkbox"/> Keeping the facts straight |
| <input type="checkbox"/> Seeing pictures in my mind | <input type="checkbox"/> Thinking about what I'm reading |
| <input type="checkbox"/> Connecting reading to my life | <input type="checkbox"/> Reading for a long time |
| <input type="checkbox"/> Reading the words | <input type="checkbox"/> Reading at a just right speed |
| <input type="checkbox"/> Picking out just right books | <input type="checkbox"/> Answering questions about it |

Name _____

VOCABULARY

Directions

Find the word or words with the same meaning as the underlined word. Fill in the circle next to the answer.

1 We are going to see a bat exhibit at the zoo.

- an object used to hit a ball
- beginning
- fluttering
- a small mammal

2 The class president serves a term of one year.

- a word or phrase
- dinner
- period of time
- report

3 The wind blew in the ship's sails.

- gusted
- lost
- covered
- rocked

4 Tim charged the battery so he could use it for his flashlight.

- power user
- power source
- light bulb
- three pack

5 They plug the hole with mud to keep out squirrels.

- open
- close
- paint
- water

6 His vision is better when he wears his glasses.

- visor
- hearing
- tasting
- eyesight

7 When the fuel goes into the tank, the car will run.

- stuff used to pay for things
- stuff used to clean things out
- material used to power and make things work
- material used to cover and hide things

Common Core State Standards



Questions 1–7: CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

PHONICS

Directions

Find the word that best answers each question. Fill in the circle next to the answer.

- 8 Colette put the apples she picked in a basket.
- Which word has the same syllable pattern as the VC/CV in basket?
- accord
 - crime
 - music
 - third

- 9 We made cinnamon bread with Grandpa.
- Which word has the same short vowel sound as the ea in bread?
- beauty
 - ready
 - beach
 - team

- 10 She tapped her pencil on the table.
- Which word has the same syllable pattern as the VC/CV in pencil?
- picnic
 - planet
 - placed
 - second

- 11 Take the time to tell us all about your trip.
- Which word has the same short vowel sound as the e in tell?
- meet
 - meat
 - met
 - mate

- 12 Things happen whenever Emma gets an idea.
- Which word has the same syllable pattern as the VC/CV in happen?
- catching
 - lower
 - seven
 - lesson

COMPREHENSION

Brighter School Days

Roy and Sammy rode their bikes to school. They rode through the gates and saw the new solar roof on top of the school. The morning sun was already shining on it.

Last week in school, Roy and Sammy learned about the sun's energy. They also learned about how a solar roof uses the sun's energy. The sun shines all day onto



Common Core State Standards

Questions 8, 10, 12: CCSS Foundational Skills 3.c. Decode multisyllable words (e.g., *supper, chimpanzee, refrigerator, terrible, frightening*).
Questions 9, 11: CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.

Name _____

solar cells on the roof. The solar cells take in and save energy from the sun. This energy is used for lights in the school.

Sammy parked his bike. He said, “Look, Roy, there’s the new solar roof we helped our dads put up on the school. We carried lots of tools for them so they could go up to the roof. Too bad the kids couldn’t go up.”

“I know,” replied Roy as he got off his bike. He added, “But it was cool riding in the crane with our dads.”

“Look,” said Sammy, “there’s a leaf on one of the solar cells. Let’s get a ladder and take it off so that it doesn’t block the sun. And we can see if the cells are working.”

Sammy ran behind the school to look for a ladder. As he followed Sammy, Roy said, “I’m not sure that’s a good idea.”

Tools and ladders were still in the schoolyard. The boys started to look for a ladder they could carry. “What are you boys up to?” said a voice from behind them.

The boys turned around to see Mr. Harris, the school groundskeeper. He walked towards them with a hammer in his hand. “We were just looking for a ladder to check the solar roof and get a leaf off,” said Roy.

Mr. Harris looked at them and said, “Come with me.”

Sammy and Roy followed Mr. Harris into the school and down to the basement. He brought them to a room with a box on the wall. Circles with numbers on them turned on the box. Mr. Harris explained that the numbers were the energy readings. The solar cells on the roof were taking in the sun’s energy. Mr. Harris added, “When the lights in your classroom are turned on, they use this energy. As long as there is a sun, we will not run out.”

“But what about the leaf?” wondered Sammy. “It’s blocking the sun! We need a ladder to get to the roof!”

Mr. Harris answered, “The wind will probably blow it off. But I have an idea if you are interested in the solar roof. Would you both like to check on the energy readings every week?”

Both boys nodded their heads yes. “Great!” said Mr. Harris. “Well, let’s get you to your class so your teacher knows where you are.” He walked the boys to their classroom.

When they got there, Mr. Harris told their teacher, “It looks like these boys have a bright future in school.” They all chuckled.



Directions

Choose the item that best answers each question about the selection you just read.
Fill in the circle next to the answer.

13 When does this story most likely take place?

- on a spring morning
- in the middle of winter
- during summer vacation
- during the evening in autumn

14 Which best describes Sammy?

- lazy
- sad
- curious
- grumpy

15 What did Sammy want to do that he knew he should not?

- go onto the solar roof
- carry tools to his dad
- ride Roy's bike
- take Mr. Harris's hammer

16 Based on the story, how do you know that Roy usually goes along with what Sammy decides to do?

- Sammy is smarter than Roy.
- Sammy is like an older brother to Roy.
- Roy thinks Sammy has a good idea to go up on the solar roof.
- Roy helps look for a ladder even though he thinks it is not a good idea.

17 How did the boys almost get into trouble at school?

- They almost rode their bikes to school.
- They almost rode through the wrong school gate.
- They almost went into the basement.
- They almost climbed onto the solar roof.

18 Why did Mr. Harris take the boys to the basement?

- to put away his hammer
- to get a ladder for them to go to the roof
- to show them that the solar roof was working
- to get them some water

19 How did Sammy and Roy stay out of trouble?

- Mr. Harris chased them away from the tools in the schoolyard.
- Mr. Harris showed them how to check the solar cells without going on the roof.
- Mr. Harris let Sammy and Roy go onto the roof to get the leaf off.
- Their dads had to come to school to fix the solar roof.

20 Which sentence tells the theme of the story?

- Adults spoil everything.
- The sun is very powerful.
- You can learn about something without getting in trouble.
- It does not pay to be curious.

Common Core State Standards

Question 13: CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Questions 14–19: CCSS Literature 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **Question 20: CCSS Literature 2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

