

Dear Third Grade EL Families,

Our school is following guidelines provided by the State of Ohio, the Ohio Department of Education, and the Governor as it relates to exercising caution in regards to the COVID-19.

You will find several activities attached to the letter that can be used for student practice. Our goal is to maintain student skills that have already been taught this school year. With this practice, students will be able to return to school and pick-up where they left off.

The following activities that are included in this packet for week 7

- Read The New Hoop and answer the questions
- Grammar worksheet: 19A Subject Pronouns

The following activities that are included in this packet for week 8

- Read Rescue Dogs Save the Day and answer the questions
- Grammar worksheet: 11A Regular Present-Tense Verbs

The following activities that are included in this packet for week 9

- Read Dolores Huerta Growing Up Strong and answer the questions
- Grammar worksheet: 20B Possessive Pronouns

If you have any questions please feel free to email me at myersb@mail.orrville.k12.oh.us

Thank you,
Mrs. Holmes

Estimadas familias EL de tercer grado,

Nuestra escuela sigue las pautas proporcionadas por el Estado de Ohio, el Departamento de Educación de Ohio y el Gobernador en relación con el ejercicio de la precaución con respecto al COVID-19.

Encontrará varias actividades adjuntas a la carta que pueden usarse para la práctica de los estudiantes. Nuestro objetivo es mantener las habilidades de los estudiantes que ya se han enseñado este año escolar. Con esta práctica, los estudiantes podrán regresar a la escuela y continuar donde lo dejaron.

Las siguientes actividades que se incluyen en este paquete para la semana 7

- Lea The New Hoop y responda las preguntas.
- Hoja de trabajo de gramática: pronombres de sujeto 19A

Las siguientes actividades que se incluyen en este paquete para la semana 8

- Lea Rescue Dogs Save the Day y responda las preguntas
- Hoja de trabajo de gramática: 11A Verbos regulares en presente

Las siguientes actividades que se incluyen en este paquete para la semana 9

- Lea Dolores Huerta Growing Up Strong y responda las preguntas
- Hoja de trabajo de gramática: 20B Pronombres posesivos

Si tiene alguna pregunta, no dude en enviarme un correo electrónico a myersb@mail.orrville.k12.oh.us

Gracias,
Señora Holmes



COLLABORATE

1 Talk About It

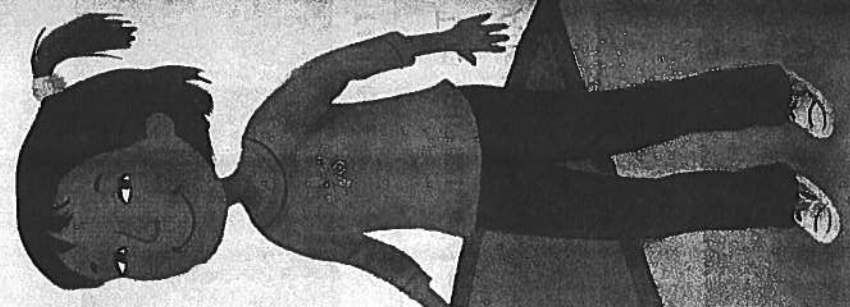
Read the title. Discuss what you see. Write your ideas.

What do you think the title means?

How do you think Marco and Kim will get a new hoop?

Take notes as you read the story

The New HOOP



Essential Question



How can we reuse what we already have?

Read to see how Kim and Marco reuse something to

... their problem

Marco gazed at the basketball hoop and threw the ball up. It whizzed through the air. "Score!" he shouted as the ball fell through with a swish.

"You won this time, but I'll beat you next time, Marco!" said Kim as the two friends made their way home. "I wish we could play at home, too, instead of only at school. It's not fair." The basketball hoop in their neighborhood park had been **ruined** when a tree fell and crushed it.

"My dad says the Parks Department doesn't have enough money to buy a new hoop yet," grumbled Marco in frustration.

"I feel so discouraged," said Kim. "I guess there's nothing we can do."

Marco and Kim went past the city's recycling center. They waved at the **manager**, Mr. Morse. His job was to **separate** the plastic, paper, and metal items people brought to him. He was **transferring** cardboard from an overflowing bin into large, empty **containers**.

Text Evidence

1 Sentence Structure **ACT**

Reread the first sentence.

Underline Marco's two actions.

Then circle the connecting word that joins the two actions.



2 Talk About It

How do Marco and Kim feel about the basketball hoop? Use text evidence in your answer.

3 Specific Vocabulary **ACT**

Look at *transferring*. It means

"moving objects from one place to another." What is Mr. Morse transferring? Draw a box around the words that tell you.

Text Evidence

1 Sentence Structure **ACT**

Reread the second sentence in the fourth paragraph. Circle the comma that separates the sentence into two clauses. What will happen after Marco and Kim cut off the bottom of the basket? Underline the clause that tells you.

2 Specific Vocabulary **ACT**

Look at the fifth paragraph. A *hand-me-down* is something that someone gives you after using it. What word in the paragraph is the opposite of hand-me-down? Circle the word.

3 Comprehension

Point of View

What is Kim's point of view about using an old laundry basket for a new basketball hoop? Cite text evidence.

Marco stared at all the old stuff. "That gives me an idea!" he said. "Mr. Morse, do you have anything we could reuse to make a basketball hoop?"

Mr. Morse picked up a plastic laundry basket. "We were going to recycle this basket, but I think it's reusable."

"It looks useless, old, and cracked," said Kim.

"No, it could be useful," said Marco. "We can cut off the bottom to make a fine hoop, and then an adult can help us **attach** it to a post."

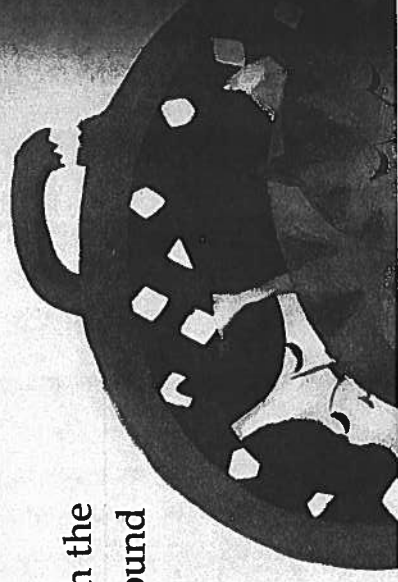
Kim frowned. "I want a new basketball hoop," she said. "Not someone else's **hand-me-down**."

"Why?" wondered Marco. "Reusing things is a great way to practice conservation. It stops waste."

"I guess we can try," said Kim. "But I still don't believe it will be as good as a new one."

They took the basket to Marco's house. His older brother, Victor, got some leftover wood from an old building project. Together they tinkered with the **materials** and made a post and a backboard.

When Marco went to attach the basket to the backboard, he found his two cats napping in it. "I see someone has found a way to reuse the basket already!" he laughed. He let them sleep a few minutes longer.



When all the parts were ready, there was only one thing remaining to do. Marco, Kim, and Victor took everything to the park. Kim helped dig the hole for the post, but she was still unsure. Next, Marco helped Victor ease the post carefully into the hole.

"It looks better than I thought it would!" said Kim.

"Here's the real test!" grinned Marco. He tossed her the basketball. Kim bounced the ball, aimed, and shot a perfect basket. She was jubilant.

"Wow, I was wrong," she said. "This recycled basketball hoop is really great. Now we can play whenever we want!"

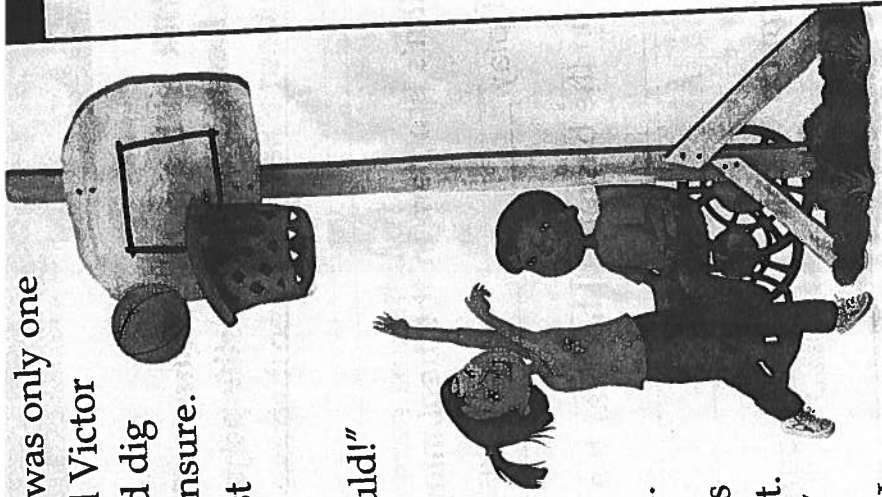
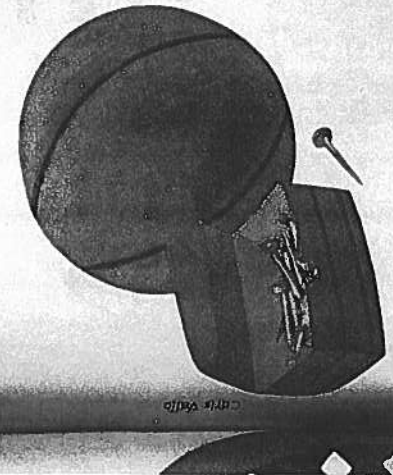
"Yes, and I can beat you whenever I want," grinned Marco.

"Oh, no you can't!" laughed Kim. The two friends played basketball until dinner time.

Make Connections

? What is Kim and Marco's problem? How do they reuse something to solve it? **ESSENTIAL QUESTION**

Discuss how you reused something to solve a problem. How did it work? **TEXT TO SELF**



1 Sentence Structure ACT

Reread the first paragraph. Which connecting word shows what happens after Kim helps dig the hole? Circle the word.

2 Specific Vocabulary ACT

Reread the third paragraph. People test an object to make sure it works correctly. How does Kim do a test of the basket? Draw a box around the sentence that tells you.



3 Talk About It

How have Kim's ideas about recycling changed since the beginning of the story? Cite text evidence in your answer.

Name _____

A **subject pronoun** tells who or what does the action in the sentence.

Singular	Plural
I walk	we walk
you walk	you walk
he, she, it walks	they walk

A. Circle the subject pronoun in each sentence.

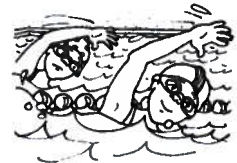
1. You can ride the bus.



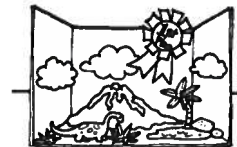
2. He plays basketball.



3. They swim together at the lake.



4. We won a prize in the science fair.



B. Write the subject pronouns from above on the lines below.

1. _____

3. _____

2. _____

4. _____



COLLABORATE

1 Talk About It

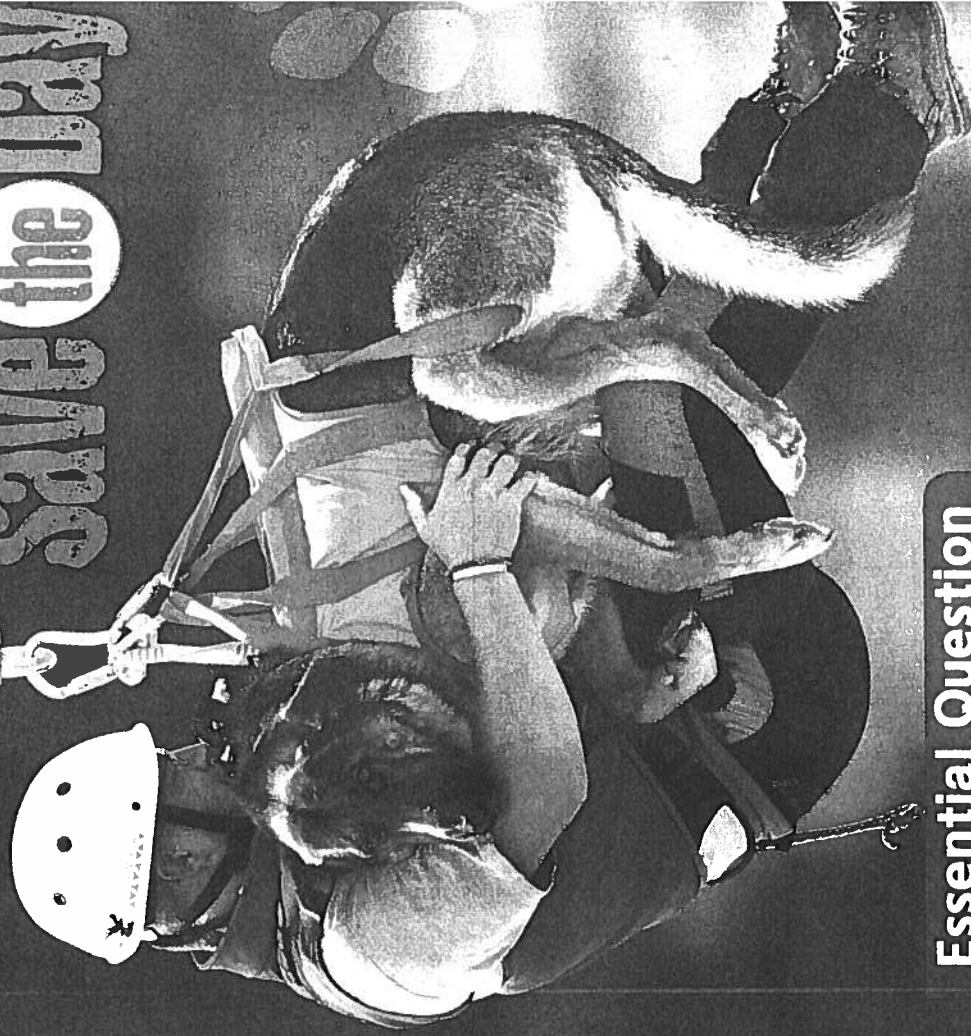
Read the title. Discuss what you see. Write your ideas.

What does the title tell you?

What are the man and the dog doing?

Take notes as you read the text.

Rescue Dogs Save the Day



Rescue dogs are trained to help anyone in need. They are heroes.

Essential Question



How do teams work together?

Read how rescue dogs help in emergencies.

Rescue teams are there when we need them. They respond quickly to help people in trouble. They are brave heroes. But heroes aren't always people. Heroes can be dogs, too!

Rescue Dogs Are Heroes

Rescue dogs are always ready to go to work. They team up with police, fire and other rescue workers. They are good at finding people who are lost. They rescue families after earthquakes and other disasters. They work in all types of weather. And the best news is that rescue dogs can do their jobs with no special equipment. All they need is their **excellent** hearing and a good nose!

Rescue dogs are smart and brave. They listen well to commands and do their jobs even when they are tired, thirsty, or hungry. They are friendly and get along well with their handlers, the people who work with them. They also must be **obedient** and do what they are told.

Certain **breeds** of dogs are easier to train to work in dangerous rescue situations than others. The Border Collie is one breed of dog used during disasters and **emergencies**. Border Collies can work for a long time. They do not get tired easily, and that's important. But dogs need more than energy. They also need to follow commands, and that takes a lot of **training**.

1 Comprehension

Author's Point of View

Reread the first paragraph.

What is the author's point of view about rescue teams?

Underline two sentences that tell what the author thinks.

2 Sentence Structure **ACT**

Look at the second paragraph.

Circle the pronoun *they* each time it appears. Underline the subject in the first sentence that *they* refers to.

3 Specific Vocabulary **ACT**

Reread the first sentence in the last paragraph. There are clues in this paragraph to the meaning of *breeds*. Underline the clues.

Name one breed of dog.

Text Evidence

1 Specific Vocabulary **ACT**

Reread the second sentence.

The word *completely* means that something has ended or is finished. How long does it take to completely train a rescue dog? Circle the words that tell you.

2 Sentence Structure **ACT**

Reread sentence three in the second paragraph. The word *while* connects the two clauses in the sentence. What do rescue dogs learn at the same time they are working? Underline the clause that tells you.



3 Talk About It

Discuss what rescue dogs learn to do during their training. Write two things rescue dogs do.

Getting Ready to Work

Rescue dogs begin their training as puppies. It can take up to two years to **completely** train a rescue dog. Then it is able to save people in harmful and dangerous situations.

The dogs learn to work outdoors in heat, cold, and bad weather. They run, jump, and climb for many hours every day. Rescue dogs also learn to ignore everything around them while they are working. This helps them to focus on the job and keeps them from making careless mistakes.

Everything a rescue dog learns to do has a purpose. Even friendship is not accidental. A dog and the people it works with must learn to communicate as a team. They trust each other. And when they have practiced and trained enough, they are ready to participate, or take part in, a real rescue mission.



Rescue dogs are ready to dive in and help someone.

Best Rescue Dog Breeds

These dogs make great rescue dogs.



Dog Breed

Labrador Retriever

Rescue Trait

friendly



German Shepherd

brave



Bloodhound

great sense of smell



Border Collie

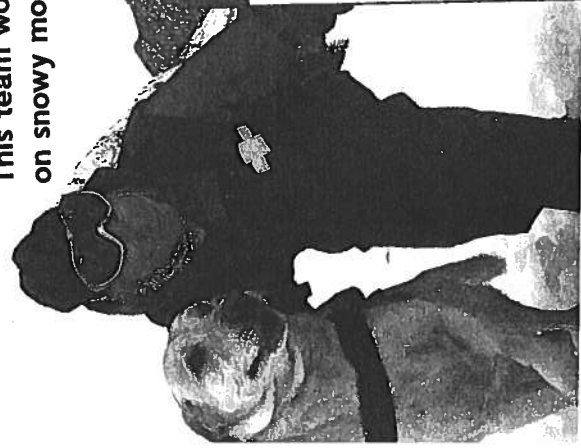
lots of energy and stamina

Good Dog!

When a hiker is lost, a rescue dog sniffs the air and the ground to find her. A dog's sense of smell is much stronger than a person's. Rescue dogs can even smell someone **trapped** under fifteen feet of snow. When a dog finds someone, it barks to alert its partner. The rescue worker trusts the dog, so the team works quickly to save a life. At the end of every rescue, the dog gets praise and treats for doing a great job.

Sometimes rescue teams go to schools to teach children about safety and disaster prevention. They show children how to stay safe and what to do during emergencies. This job is fun for rescue dogs. They get lots of attention for just doing what they do best – helping people. Rescue dogs really are heroes!

This team works on snowy mountains.



Make Connections

How do rescue workers and dogs work together in an emergency? **ESSENTIAL QUESTION**

What do you think is the best thing about working with a rescue dog? **TEXT TO SELF**

Text Evidence

1 Specific Vocabulary **ACT**

Reread the third sentence in the first paragraph. A *trapped* person cannot move or get free. Circle the words that help you understand the meaning of trapped.

2 Sentence Structure **ACT**

Reread the fourth sentence in the first paragraph. Circle the comma that breaks the sentence into two parts. Underline what a dog does when it finds someone.

3 Comprehension

Author's Point of View

Reread the last paragraph. What is the author's point of view about rescue teams visiting schools? Underline a sentence that tells what the author thinks.

Name _____

Present-tense verbs tell about actions that are happening now.

Remember: A present-tense verb must agree with its subject. Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

I like apples. My mother likes apples.
He washes the apples.

Write the correct word that completes each sentence.

1. She _____ today.
dance dances



2. Jill _____ apples.
love loves



3. Ben _____ my question.
answer answers



4. A fish _____ by.
swim swims



5. He _____ it.
fix fixes

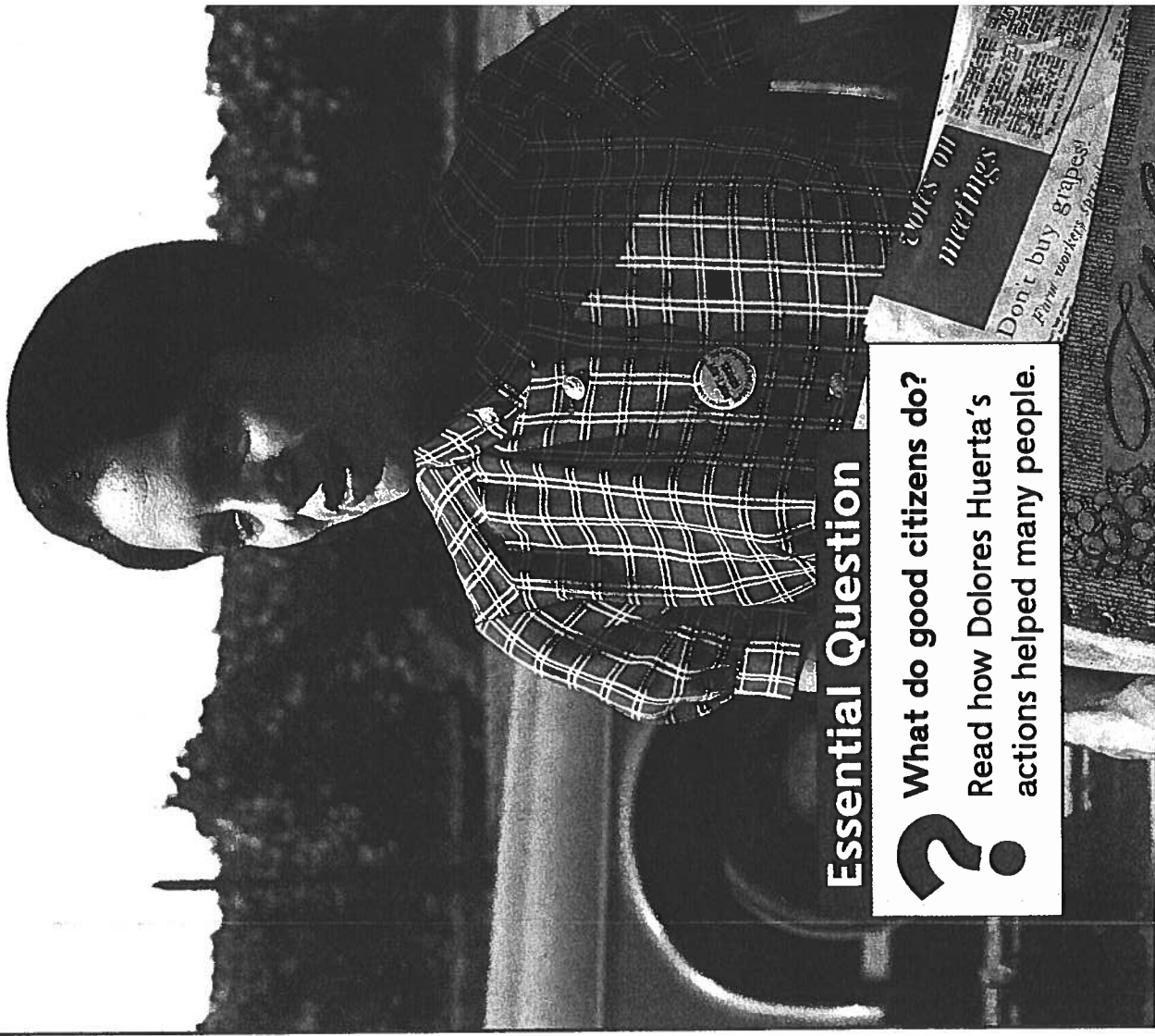


6. I _____ the game.
watch watches



Dolores Huerta

GROWING UP STRONG



Essential Question



What do good citizens do?
Read how Dolores Huerta's actions helped many people.



1 Talk About It

Read the title. Discuss what you see. Write your ideas.

Why do you think Dolores Huerta is strong?

Where does Dolores Huerta work?

Take notes as you read the text.

Dolores Huerta learned to help people by watching her mother. Good citizenship was important to her, and she taught Dolores that women can be strong leaders. When Dolores grew up, she had the same beliefs.

Good Citizens

Dolores was born on April 10, 1930. She lived in a small town in New Mexico until she was three years old. Then she moved to California with her mother and two brothers. Dolores grew up watching her mother participate in community organizations. Her mother believed that all people deserved to be treated fairly.

When Dolores was a young girl, her mother owned a hotel and a restaurant. Many farm workers who lived in their town were poor and hungry. They were paid very little for their hard work. Dolores's mother let them stay at her hotel and eat at her restaurant for free. This taught Dolores and her brothers that good citizens get involved in the community by helping their neighbors.

Dolores Huerta helped farm workers who spent many hours working in fields.



1 Sentence Structure **ACT**

Reread the second sentence. Circle the comma that breaks the compound sentence into two parts. Box the word that connects each part of the sentence. Underline the part that tells what was important.

2 Specific Vocabulary **ACT**

Reread the last sentence. A neighbor is someone who lives close. Who were Dolores's neighbors? Circle the words that tell you.



3 Talk About It

How do you know that Dolores's mother was a good citizen? Justify your answer.

1 Specific Vocabulary **ACT**

The word *attended* means “went to classes in school.” Circle what Dolores attended.

2 Sentence Structure **ACT**

Reread sentence three in the second paragraph. Circle the word that connects the two clauses in the sentence. Which clause explains why students came to school barefoot? Underline the clause.

3 Comprehension**Author’s Point of View**

Reread the last paragraph. What is the author’s point of view about Dolores helping children of farm workers? Underline two sentences that tell what the author thinks.

Dolores Goes to School

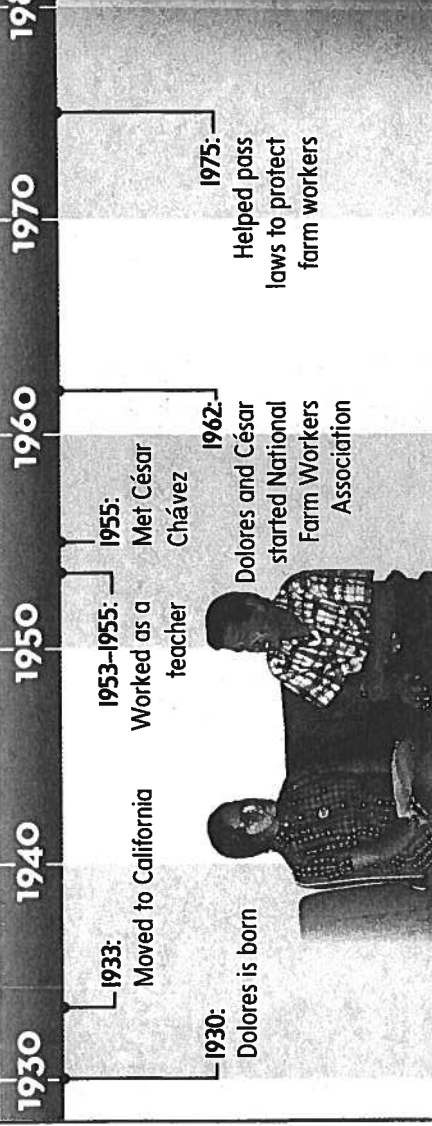
Dolores saw how hard life was for farm workers in California. She wanted everyone to be treated fairly. This attitude continued as she attended college and studied to become a teacher.

Many of the students that Dolores taught were the children of farm workers. These students were often tired and hungry. They came to school barefoot because they had no shoes. Dolores knew she needed to help them. As a result, she went to her school’s principal and proposed some good ideas. She tried to get free lunches and milk for the children. She tried to get them new clothes and shoes.

Trying to help the children was a daring thing for Dolores to do. The other teachers did not agree with her ideas. Dolores risked a lot, but her beliefs did not waver. She decided to do something about the unfairness she saw. She wanted to find a better way to help farm workers and their families.

Dolores: Strong and Fair

This time line shows important dates in Dolores Huerta’s life.



Dolores Stands Strong

Every day Dolores saw people working in unusually **unsafe** and disagreeable conditions. She was horrified. Many farm workers had little money to feed their families. Dolores decided to do something.

In 1955, Dolores met César Chávez. He wanted to make life better for farm workers, too.

Dolores and César organized the workers into a group called the National Farm Workers Association. This group protected the **rights** of the farm workers. It helped make big farms treat them better. As a result, working conditions on the farms **improved**.

Growing up with a mother who cared about other people taught Dolores to be a good citizen. Her kind and brave acts helped farm workers and their families. Who is a good citizen? Dolores Huerta is!



Dolores Huerta speaks for farm workers at a rally in 1969.

Text Evidence

1 Specific Vocabulary **ACT**

Reread sentence one in the first paragraph. Something that is *unsafe* is dangerous. Why were people unsafe?

2 Sentence Structure **ACT**

Look at the first sentence in the last paragraph. Underline the clause "who cared about other people." What noun does this clause describe? Circle the noun.



3 Talk About It

Why were Dolores and César Chávez a good team? Use text evidence in your answer.

Make Connections



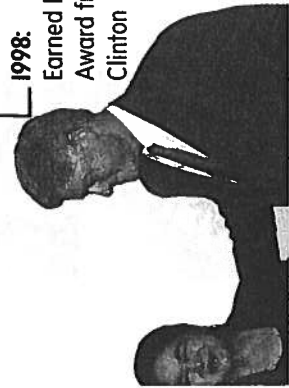
How did Dolores Huerta's actions make her a good citizen? **ESSENTIAL QUESTION**

What can you do to improve people's lives? **TEXT TO SELF**

1990 2000 2010

1998:

Earned Human Rights Award from President Clinton



Name _____

A **possessive pronoun** shows that a person or thing owns something. A possessive pronoun can take the place of a possessive noun.

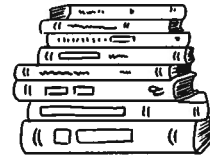
My, your, her, his, its, our, and their are possessive pronouns.

John's pen is blue. His pen is blue.

A. Write the possessive pronoun that can replace the underlined possessive noun in each sentence.

1. Tom's books are on the table.

_____ are on the table.



2. The group's report is well written.

_____ report is well written.



3. Mrs. Lee's diner has tasty food.

_____ diner has tasty food.



4. The Garcia's house is on Elm Street.

_____ house is on Elm Street.



B. Circle the possessive pronoun in each sentence.

1. I walk my dog with Mom.

2. Did you finish your homework?

3. John and I can play after we finish our chores.