

**Remote Learning Lessons
Third Grade**

Please complete at least one activity from reading, writing, math, music and PE each day Tuesday-Friday to be submitted for feedback.

Please feel free to do more or all of them if you would like.

Please submit work for feedback by choosing one of the following options:

1. Phone call or email to or from the teacher to summarize learning for the week.
2. Summary of Learning posted to the communication platform (Class Dojo and/or Google Classroom) your teacher is using.
3. Picture of completed work submitted on the designated communication platform your teacher is using.

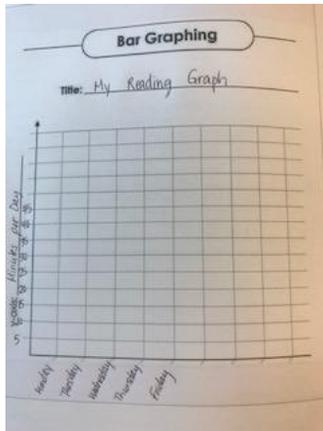
Reading Standard/Skill - R.L and R.I 3.1- Ask and answer questions to demonstrate understanding of a text.

Writing Standard/Skill - W 3.10 and L3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Math Standard/Skill - 3OA.7 and 3.nf.1 - Fluently multiply and divide within 100 and understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Third Grade Reading				
<p>My Reading Line Graph Keep track of your minutes of reading for a week and create your own line graph.</p> <p>1) What is the smallest range of your data?</p> <p>2) What is the largest range of your data?</p> <p>3) Label your graph</p> <p>4) How else could you use a line graph to track data?</p>	<p>1. Read any nonfiction text.</p> <p>2. Ask a Level 1 Question that someone who had read the same text could answer. (You might use one of the following words in your question: describe, list, select, or identify.)</p> <p>3. Ask a Level 2 Question that someone who had read the same text could answer. (You might use one of the following words in your question: compare, contrast, sort, or explain.)</p> <p>4. Ask a Level 3 Question that someone who had read the same text could answer. (You might use one of the following words in your question: imagine, predict, or if/then.)</p>	<p>Read <u>Animal Tales</u> and answer the questions following the story. Also answer the following questions:</p> <p>1. Who or what was the story about?</p> <p>2. Give two details about the story.</p>	<p>Read <u>The Crocodile and The Mango Tree</u> and answer the questions following the story. Also answer the following questions:</p> <p>1. What happened at the beginning, middle, and end of the story?</p> <p>2. What is a summary of this story?</p> <p>3. What is the lesson you should learn from this story?</p>	<p>Read a fictional story. Roll a die and answer the corresponding question about the story. If you do not have a die to use, you can also write the numbers 1-6 on small pieces of paper and flip them over.</p> <p> Where does the story take place?</p> <p> Who are the main characters?</p> <p> When does the story take place?</p> <p> What happened at the beginning, middle, and end of the story?</p> <p> What questions do you have about the story?</p> <p> What is the story mostly about?</p>

Third Grade Reading Modifications



1. My smallest data is ___ minutes.
2. My largest data is ___ minutes.
3. See above graph.
4. I can also use a graph to_____.

Nonfiction book

Title
Level 1 Question
Level 2 Question
Level 3 Question

Choose One in each level
Sample question-
Describe the animal?

Level 1 words: list, describe, identify

Level 2 words: compare, contrast, sort, explain

Level 3 words: imagine, predict, if/then

The story was about _____.

One important thing in the story is _____.

Another interesting part of the story is _____.

1.

Beginning	
Middle	
End	

2.

Name _____

Summarizing!

Somebody
Who is the main character?

Wanted
What did the character want?

But
What was the problem?

So
How did they solve the problem?

Then
What was the resolution to the story?

3. The lesson I learned from the story is _____.

1. Read a fictional story.
2. Roll the die and answer the question that matches the number.
3. **If** you do not have a die, use 6, small pieces of paper. Number the pieces 1-6, and flip them over to find the number and answer the question.

Third Grade Writing

<p>Read each sentence. Circle the answer that shows the correct ending punctuation mark.</p> <ol style="list-style-type: none"> 1. What time is it a) ? b) . c) ! 2. Please close the window a) . b) ! c) ? 3. My dad made a sandwich a) ! b) ? c) . 4. Kimberly is a wonderful singer a) . b) ! c) ? 5. Help a) ? b) . c) ! 6. Where is my little dog a) ! b) ? c) . 7. Bring me a pair of scissors a) . b) ! c) ? 8. What is your lucky number a) ? b) . c) ! 	<p>Consider the following prompt: How do you help out at home?</p> <p>Write a well-written paragraph using correct capitalization and punctuation.</p> <p>Be sure to include lots of details such as how you help, why you help, who you help, when you help, and what you are doing.</p>	<p>You wake up to go to school one day and you realize it's still dark outside. The sun didn't rise in the sky. When you get to school, the teachers are all talking about the sun disappearing. What do you think happened to the sun? What will happen to Earth? Can Earth survive without the sun? Be sure to elaborate when you answer each question.</p>	<p>Every school offers basic subjects, such as reading, math, etc. Make a list of three other choices you think should be offered at your elementary school. Write 2 sentences to describe each class.</p>	<p>Write 4 sentences about your pet or a pet that you wish you had. Try to include one question and one exclamation. Make sure you include capitals at the beginning of each sentence. Always capitalize names!</p>
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Third Grade Writing Modifications

<p>Write the correct punctuation mark at the end of each sentence.</p> <p>Use ? for questions Use . for statements Use ! for exclamations</p> <ol style="list-style-type: none"> 1. What time is it ____ 2. Please close the window ____ 3. My dad made a sandwich ____ 4. Kimberly is a wonderful singer ____ 5. Help ____ 6. Where is my little dog ____ 7. Bring me a pair of scissors ____ 	<p>Answer the question, "How do you help at home?"</p> <p>Start with a topic sentence, add details, and end with a closing sentence.</p> <p>Use the sentence frames to help you get started.</p> <p>I help at home by ____.</p> <p>Some other ways I help at home are ____.</p> <p>One reason I help at home is ____.</p> <p>When I help at home I help ____ (person).</p> <p>I help at home when</p>	<p>Read the short story above. Use the sentence frames to help you talk about what happened.</p> <p>I think ____ happened to the sun. I think ____ happened because ____.</p> <p>I think the earth <u>will/will not</u> survive without the sun. This is because ____.</p> <p>Without the sun, the earth will _____. I think this because _____.</p>	<p>Every school has reading and math classes. What other classes should your school have?</p> <p>Come up with 3 ideas. Write two things about each class.</p> <p>Idea #1 :</p> <ol style="list-style-type: none"> 1. 2. <p>Idea #2 :</p> <ol style="list-style-type: none"> 1. 2. <p>Idea #3 :</p> <ol style="list-style-type: none"> 1. 	<p>Use these sentence frames to help you write about a pet that you have or a pet that you want. Try to add in a question (?) and an exclamation (!) to your writing.</p> <p>I have a _____ as a pet. Its name is _____. He/she looks like _____. He/she likes to _____.</p> <p>What kind of pet do you have?</p> <p style="text-align: center;">OR</p> <p>If I had a pet, I would get a _____. I would get a ____ because _____.</p> <p>My pet would _____ with me. It would have _____ fur/wings/scales.</p> <p>Do you like _____?</p>
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8. What is your lucky number _____	_____.	2.	
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Third Grade Math

Draw a rectangle. Divide the rectangle into four equal pieces. Shade three of the pieces. What fraction is shaded?

Draw another rectangle. Divide the rectangle into six equal pieces. Shade in one of the pieces. What fraction is shaded?

Draw a picture to represent the fraction $\frac{2}{5}$.

Draw a picture to represent $\frac{1}{3}$.

1. Get a deck of cards. Remove the Jacks, Queens, and Kings. You will use only Aces through 10.
2. Turn over 2 cards.
3. Write a multiplication/division fact family.
4. Write a total of 10 fact families.

Complete the following multiplication and division problems and use inverse operations to check your work. Hint: Inverse operation means the opposite operation of the operation in the problem. You should have two answers for each problem listed.

10×3	9×7	8×6
$144 / 12$	$90 / 10$	$42 / 7$

Challenge problems

32×7	62×4	89×5
$84 / 7$	$78 / 6$	$98 / 7$

Draw a rectangle and cut it into thirds. Color one of the thirds. What is the fraction of the rectangle that is colored?

Draw a circle and cut it into fourths. Color 2 of the fourths.

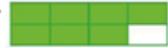
What is the fraction of the rectangle that is colored?

Is there another fraction that names this part?

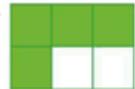
Draw a square and cut it into eighths. Color 5 of the eighths.

What is the fraction that is colored?

In 1-6, write the unit fraction that represents each part of the whole. Next write the number of shaded parts. Then write the fraction of the whole that is shaded.



2. 



5. 

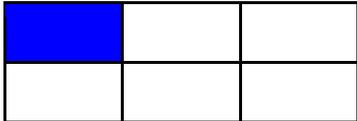




Third Grade Math Modifications

Write the fraction that shows the blue area in the rectangle.

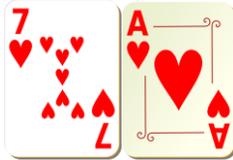




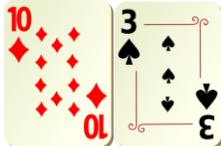
Draw a picture to show $\frac{1}{3}$



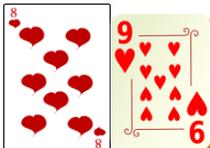
Write the fact family for each set of cards. The first one has been done for you as an example.



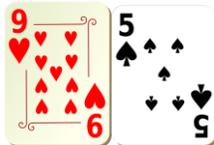
$7 \times 1 = 7$ $1 \times 7 = 7$
 $7 \div 7 = 1$ $7 \div 1 = 7$



__ x __ =
 __ x __ =
 __ ÷ __ =
 __ ÷ __ =



__ x __ =
 __ x __ =
 __ ÷ __ =
 __ ÷ __ =



__ x __ =
 __ x __ =
 __ ÷ __ =
 __ ÷ __ =

Solve the following problems. Use **inverse operations** to check your answer.

Inverse operations means opposite operation. For example, the opposite of adding (+) is subtracting (-). The opposite of multiplying (x) is dividing (\div).

The first one has been done for you.

$10 \times 3 = 30 \checkmark$
 $30 \div 3 = 10 \checkmark$

$9 \times 7 =$
 __ \div __ =

$8 \times 6 =$
 __ \div __ =

$144 \div 12 =$
 __ x __ =

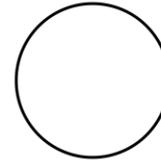
$90 \div 10 =$
 __ x __ =

$42 \div 7 =$
 __ x __ =

Color one of the squares in the rectangle. What fraction is represented?



Divide the circle into 4 parts. Color 2 of the sections. What fraction is represented?



Divide the square into 8 parts. Color 5 of the parts. What fraction is represented?



Write the fraction for each picture above. Start with the shaded parts, then the number that represents the whole.

For example,



Shaded parts: 3
 Whole parts: 5
 Fraction: $\frac{3}{5}$

- 1.
- 2.
- 3.
- 4.
- 5.

Name _____ Date _____

Directions: Read the passage and answer the questions.
Write your answers on separate paper or on the back of this page.

The Crocodile and the Mango Tree

- 1 One day, Crocodile found a mango tree on the far side of the river. Although he didn't like mangoes, he knew that monkeys did. So he lay in the water by a willow tree on the near side of the river.
- 2 Moments later, Baby Monkey jumped into the willow tree.
- 3 Crocodile said, "There are some delicious mangoes across the river." Monkey screamed. She said, "I can't cross the river. You'll eat me."
- 4 Mother Monkey heard the noise. She climbed the willow tree.
- 5 Crocodile said, "Delicious mangoes await you! Why don't you climb on my back and I'll take you across the river?"
- 6 Mother Monkey screamed. "No, thanks. You'd drown me!"
- 7 Father Monkey heard the noise. He came and climbed the willow tree. Then he saw the delicious mangoes on the other side of the river.
- 8 "If you swim across, you can toss the mangoes to all your monkey friends!" Crocodile said.
- 9 Father Monkey knew Crocodile would eat him. So he screamed. Ten other monkeys came and climbed the tree. But the tree couldn't hold all the monkeys, so it bent over and broke, making a nice bridge across the river.
- 10 All the monkeys scampered across the bridge and feasted on the mangoes.



Comprehension Questions

1. **Where is the mango tree?**
2. **Why doesn't Baby Monkey pick some mangoes?**
3. **Why do Mother and Father Monkey show up?**
4. **How do the monkeys get the mangoes?**

4

3rd Grade Choice Board - Extra Activities (All activities on this board are Optional)
Students can also practice skills on applications in their Clever account.

<p>Trees and bushes now have lots of buds and leaves growing every day. Find and record how a leaf or plant grows over time.</p> <ol style="list-style-type: none"> 1. Go outside and find a tree, bush, or plant that has buds or tiny leaves growing. 2. Look carefully at the bud or leaf and decide how you can record the growth each day. Ideas for recording are: take a picture, measure with a ruler, or draw. 	<p>Marble Maze</p> <p>Materials:</p> <ul style="list-style-type: none"> • Shoebox lid or file box lid • Drinking straws • Paper • Tape or glue dots • Scissors • Marbles <p>Instructions:</p> <ol style="list-style-type: none"> 1. Supply each child with scissors, the box lid, drinking straws, and tape (or glue dots). 2. Instruct the children to create a maze using the straws. 3. Encourage the children to use their creativity to add tunnels, ramps, and other features. <p>Have the children swap marble mazes and try to solve their neighbor's mazes!</p>	<p>Backyard/Neighborhood Safari</p> <p>Go on an adventure in your own backyard (or front yard, or nearby park, or as you take a neighborhood walk.</p> <p>Materials:</p> <ol style="list-style-type: none"> 1. Your eyes 2. A keen sense of awareness 3. A mobile phone camera 4. An outdoor space 5. Adult Supervision (not optional) <p>Instructions: Find</p> <ol style="list-style-type: none"> 1. A wild creature with eight or more legs (like a spider or a centipede) 2. A wild creature with six legs (All insects have six legs.) 3. A wild creature with four legs (Look on the ground and in the trees.) 4. A wild creature with two legs (No, your brother or sister doesn't count! Look in the sky, in the trees, or on the ground.) 5. A flower in bloom 6. A clover leaf (Extra points for a four-leaf clover!) 7. A bud (flower or leaf that has not yet bloomed but is close – Look at the limbs of trees and shrubs. 8. A dandelion (in bloom, or as a seed head) 9. Bonus – A wild creature with no legs (HmMMM.....?) 	<p>Easter Egg Tower</p> <p>Materials: Plastic Easter Eggs</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Lay out a pile of plastic Easter eggs in halves. 2. Start building a tower. 3. Count as you build to see how tall your tower is. 4. After you've built a few towers answer the following questions. <ol style="list-style-type: none"> a. What helped to make your tower taller? b. Did the surface you built your tower on make a difference? Why? c. Was a straight tower sturdier than one that was not straight? d. Did you support your tower in any way? If so, how? Did that support help you build a taller tower? 	<p>Go to generationgenious.com</p> <p>Click on parent</p> <p>Click on grades 3-5</p> <p>Watch the "extreme weather solutions" video</p> <p>Click discussion questions, read through the question and try to answer and then click on answer to see if you were correct.</p> <p>Click on Vocabulary. Read the vocabulary word and the definition.</p> <p>Then watch the video again</p> <p>Write a paragraph about what you learned.</p>
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<ul style="list-style-type: none"> · Look outside to watch a bird, squirrel, rabbit for a few minutes. · Describe what body parts it uses to move and get food. · Draw a picture of your animal and label it. 	<p>Oobleck- Solid or Liquid?</p> <p>Materials: 1 cup water 1 ½-2 cups corn starch Few drops of food coloring</p> <p>Instructions:</p> <p>Put the water in a bowl and add the cornstarch slowly. Stir with a spoon to mix it up. When you get close to adding 1 ½ cups of corn starch, start adding the rest more slowly and use your hands to mix it. Mix until the Ooblek reaches a state that is liquid yet solid. When it reaches desired consistency, add food color.</p>	<p>Go on a Shape Hunt! Inside your home, or outside in your yard, try to find an object that is one of the following shapes: circle, triangle, square, rectangle, pentagon, quadrilateral, hexagon, octagon</p>	<p>Hide 5 things around your house. Create a scavenger hunt with written clues or draw a map to help a family member find the items.</p>	<p>Weather Watcher: This time of year has weather that can be different every day! Go outside for 3 days in a row and draw or write about the weather you observe.</p> <ol style="list-style-type: none"> 1. If you have a thermometer, what is the temperature? 2. Look up, are there any clouds in the sky? If so, what color and shape are they? 3. Find a dry leaf and throw it in the air. Did the leaf fall straight down or was there enough wind to blow it away?
<p>Where I Live</p> <p>House number: _____</p> <p>Street: _____</p> <p>Town/city: _____</p> <p>County: _____</p> <p>State: _____</p> <p>Country: _____</p> <p>Continent: _____</p> <p>Draw a picture of your home.</p>	<p>Plant Dissection:</p> <p>Materials: small weed, clump of grass, or other small plant, white paper, magnifying glass (optional)</p> <ol style="list-style-type: none"> 1. Go outside and find a small weed, clump of grass, or other small plant. 2. Carefully pull it out of the ground, trying to get some of the roots. Brush off as much soil as you can and place the plant down on the paper. 3. Can you find these basic parts?: roots, stem, leaves, flower (not all plants will have a flower) 4. Carefully pull the parts off the plant, place on the paper, and label each. 	<p>How To Make Frost: the Science of Condensation</p> <p>Materials: --2 empty aluminum cans (vegetable cans work well) --crushed ice -- salt</p> <ol style="list-style-type: none"> 1. Fill both cans with crushed ice. Sprinkle salt liberally in just one of the cans (you may want to also give the can with the salt a gentle shake). 2. What happens to the can with just ice? 3. What happens to the can with ice and salt? 4. What caused one can to form condensation and the other can to form frost? 	<p>Go to the San Diego Zoo Website</p> <p>https://kids.sandiegozoo.org/</p> <p>Explore :)</p>	<p>Make a Puzzle</p> <ol style="list-style-type: none"> 1. Take a sheet of paper and draw and color a picture on it. Try to include lots of detail in your picture and use as much of the paper as you can. (Leave as little white space as possible). 2. Cut your picture into at least 10 pieces using zig zag and curving patterns. 3. Give your puzzle to a family member to put together.

PE Standard/Skill: Review of multiple skills
Music Standard/Skill: Review of multiple skills

Third Grade PE

<p>Yoga: https://www.cosmickids.com/category/watch/?energy=active&change_d=energy</p> <p>OR</p> <ul style="list-style-type: none"> - While standing move your head sideways and front and back (3 times) - Roll your shoulders forward and backwards (3 times) - Lift your arms up and reach up as high as you can - Lean your body on one side then the other side - Reach forward and try to touch your toes - Swing your arms up and down then add a jump as you swing them upward - Arms out and rotate them forward and backward - Arms out and twist your body left and right - Rotate your hips - Jogging on your space, then 	<p>Plank Challenge: Start with forearms on the floor and knees down. Bring knees up, count to 10. If you can't make 10 go as long as you can!! Remember this is a challenge.</p> <p>Now lift right leg straight up, down. Now lift left leg straight up, down. Hold for a 10 count or as long as possible</p> <p>Now lift right arm straight out, down. Now lift left arm straight out, down. Hold for a 10 count or as long as possible.</p> <p>Do this 3 times, remember to keep good form and keep breathing. See if you can increase your count by 2 daily.</p>	<p>While brushing your teeth move your hips in the same motion as your toothbrush.</p> <p>With a family member use a bed sheet like a parachute in PE. Lift up and down to move the air underneath the sheet.</p> <p>Gather rounded objects of varying size. Starting with the largest object try walking around your house keeping the object between your knees.</p>	<p>Do you know about the movie "Toy Story". What toys belonged to Andy, the little boy? Buzz Lightyear the astronaut, Woody the cowboy, Ham the pig, Mr. Potato Head, (and others). The toys could move and talk except when a real person can see them. Because of this, you will be moving around like the toy which is called out, but when someone calls out "Andy's coming!", everyone has to freeze in a shape that looks like the toy might make. But before they can do this, you'll need to practice making the shapes like the toys. Spread out in your personal space, and practice these statues:</p> <p>Make a statue like Buzz might make. How are his arms and legs? Yes, straight. Make a Buzz shape with your body all the way on the floor...partly on the floor...up in the air. How would Woody look? Yes, curvy and loose. How would Woody look all the way on the floor? Partly on the floor? What about Ham? Yes, he would make an angular shape, using all his body parts on the floor. What about Mr. Potato Head? Yes, a wide shape. How would Mr. Potato Head look if he was all the way on the floor? Standing up?</p> <p>Now that everyone has had practice making the shapes, call out a toy. Challenge students to move around like the toy might move; then call out "Andy's coming!". Students should freeze in a shape the toy might make. Challenge them not to move! "He's gone!"-- students can begin to move again! Call out another toy to move; again, periodically call out "Andy's coming".</p>	<p>Superhero PE with Joe: https://youtu.be/nMpSKmcdXB !</p>
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<p>high knees, bottom kicks</p> <p>- 25 jumping jacks</p> <p>Sequence/Activities: It would be best if the students could do the following activities outside in the backyard on a grassy area. If that is not available, they can be done inside in the living room. If done inside, please be careful not to bump into any furniture in the house.</p> <p>- Start in a push up position on your hands and feet with your back straight. Touch your shoulders with the opposite hands. You can do at least 10 touches. Take a 30 seconds break then repeat at least 3 times.</p> <p>- Start in a push up position and face a partner. Both of you try to tap your partner's hands.</p> <p>- Start in a crab position and try to move a ball (you can make one with your socks if you do not have one) across the room.</p> <p>- Start in a crab position on your hands and your feet with your belly facing up. Face a partner and try to tap their feet with your feet.</p>			<p>You can also put on music; have students move around using any movement. When you call out a toy's name, they must freeze in a shape that toy might make. Make sure they hold the freeze until you call "all clear!".</p>	
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Third Grade Music

Name That Tune!

Grab a partner.

Have your partner pick a genre of music. (i.e. pop, country, etc.)

Play a song in that genre of music and only allow the first fifteen seconds of the song to play.

Guess the name of the song!

Score one point for the name of the song and two points for the correct name of the artist who sings the song.