

# Third Grade Distance Learning Plan

Week of April 20 -24, 2020

## Math Activities (Suggested: 45 minutes of off-line activities)

Students that have access to technology and internet access assignments are in Education Galaxy. Assignments have been created in your account.

I have extended last week's assignment due date in Education Galaxy. If you did not do well on any assignment, go to My Study Plan and work on the skills you were not successful on.

Please join the Google Classroom  
Code: hwivj5a

Monday	Tuesday
<p>Number and Operations - Whole Number Computations</p> <p>McDonald's sold 987 burgers in January. In February they sold a total of 597 burgers. How many burgers did McDonald's sell?</p> <p>What is the difference between the amount of burgers sold in January than February?</p>	<p>Number and Operations - Rounding Whole Numbers</p> <p>Erica wrote a four-digit number.</p> <ul style="list-style-type: none"><li>• The digit in the ones place is 3 more than the digit in the tens place.</li><li>• The digit in the tens place is 2 less than the digit in the hundreds place.</li><li>• The digit in the hundreds place is 4.</li><li>• The digit in the thousands place is 3 more than the digit in the hundreds place.</li><li>• The sum of all 4 digits is 18.</li></ul> <p>What is the four-digit number? What is the number rounded to the nearest ten? What is the number rounded to the nearest hundred?</p> <p>Show your thinking.</p>

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<b>Wednesday</b>	<b>Thursday</b>
<p style="text-align: center;">Number and Operations - Whole Number Computations</p> <p>Find the missing number for each problem. Show two ways to solve each problem.</p> $827 + 609 = \underline{\quad\quad} + 723$ $1028 + 24 = 599 + \underline{\quad\quad}$ $976 - \underline{\quad\quad} = 562 + 14$ <p style="text-align: center;">Which problem did you think was easier to work? Explain.</p>	<p style="text-align: center;">Number and Operations - Rounding Whole Numbers</p> <p>Mrs. Gonzalez is thinking of a number. When she rounds her number to the nearest 10, it is 1000. What number might Mrs. Gonzalez be thinking of?</p> <p style="text-align: center;">Find as many solutions as possible. Use a number line to find the solutions.</p>


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**Science Activities  
(Suggested: 25 minutes of off-line activities)**

Students that have technology and internet access assignments are in IXL ([ixl.com/signin/pva](http://ixl.com/signin/pva)). Assignments (**yellow stars**) have been created in your account.

**This week: A3, A4**

**Google Class Code: hwivj5a**

Monday	Tuesday
<p><b>Moon Journal Long-term Project</b></p> <p><b>Earth and Space: Recognizable Patterns</b></p> <p>Observe the sky every night. Illustrate and describe the following:</p> <ul style="list-style-type: none"> <li>• Moon</li> </ul>  <p><b>Friday:</b> Discuss the appearance of the Moon you observed every night. Do you see any changes in the Moon?</p>	<p><b>Weather Journal Long-term Project</b></p> <p><b>Earth and Space: Recognizable Patterns</b></p> <p>Observe the weather every day in Houston, Texas and compare to the weather in Chicago, IL.</p> <p>Record the following:</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Wind</li> <li>• Precipitation</li> </ul> <p><b>Everyday:</b> Describe the similarities and differences in the weather in Houston to the weather in Chicago.</p>
Wednesday	
<p><b>It's All About Relationships!</b></p> <p><b>Organisms and Environments: Relationships</b></p> <p>Organisms</p> <ul style="list-style-type: none"> <li>• With parental supervision, observe the environment outside of your home.</li> <li>• Observe different organisms (plants, animals, bugs, etc.) in this environment.</li> <li>• How do you think energy is transferred here?</li> <li>• List the organisms in this environment. (Some you may not see when you are observing)</li> <li>• Create a food chain that includes the Sun.</li> </ul>	

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- **Consumer** – an organism that eats other organisms (plants and / or animals) for food
- **Decomposer** – an organism that gets energy by feeding on dead materials and waste
- **Dependent** – to rely on someone or something else
- **Ecosystem** – the living and nonliving components of an area
- **Food chain** – a representation of the flow of energy from the Sun through producers to consumers and decomposers in an ecosystem

Examples:

