

Third Grade Distance Learning Plan

Week of March 23-27, 2020

Reading and Writing Activities (Suggested: 45 minutes of off-line activities)

[Scholastic Learn at Home](#) (website) TEKS: 3.6, 3.7c, 3.8, 3.9d, 3.10
[ReadingIQ](#) (ABC Mouse website)

Monday:

- **Read** a book from **ABC Mouse's** [ReadingIQ](#) and read independently for at least 30 minutes.
- **Write** a summary of what you read, highlighting the big ideas. Practice using your best handwriting. Have an adult help you with spelling, then read your summary to them.

As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading.

When I finish a book, I can briefly summarize it in a way that shows what I know about the story and its story elements. I talk about the characters—their traits and wants—and recap especially important events using sequence words. Alternatively, I may talk about the problem and solution.

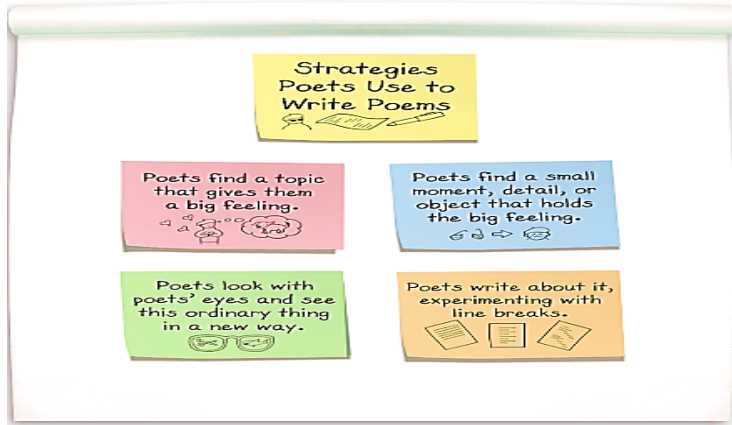
If the character learned a life lesson, I mention that, most likely at the end of my summary.



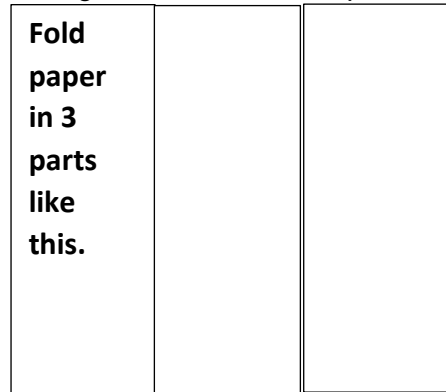
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Tuesday:

- **Choose** a book from **ABC Mouse's ReadingIQ** and read independently for at least 35 minutes.
- **Write** a "how to" brochure explaining different ways to stay healthy. Fold a piece of paper into three parts. Practice using your best handwriting. Have an adult help with spelling. Then share your brochure with an adult.

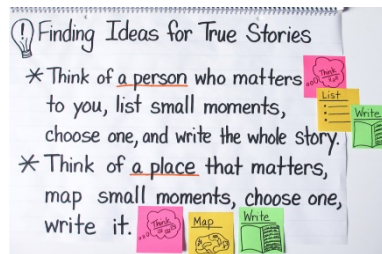


Fold paper in 3 parts like this.



Wednesday:

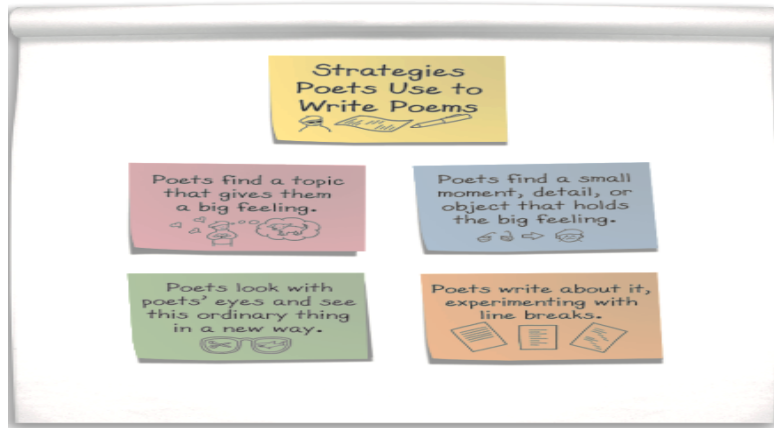
- **Read** a book on **ABC Mouse's ReadingIQ** independently for at least 35 minutes.
- **Write** a special moment story about a time during your spring break. Practice using your best handwriting. Have an adult help with spelling. Then read your story to an adult.



Thursday:

- **Read** a book on **ABC Mouse's ReadingIQ** independently for at least 40 minutes.
- **Write** a poem. Then share it with your family. Practice using your best handwriting. Have an adult help with spelling.

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Friday:

- **Read** a book on **ABC Mouse's ReadingIQ** independently for at least 40 minutes.
- **Write** a review of a book/article that you read this week. Be sure to:
 - Give it a rating
 - Share a few details from the book.
 - Use details that you think will make others want to read the book
 - Give a reason why you think others should read the book.

Share a few of the details from the book, but not too many.



Tell details that you think will make others want to read the book.



Give a reason why you think people should read the book.



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

TEKS: 3.4d,e 3.2a 3.3e

Monday: Write a number that is the same when rounded to the nearest hundred and ten. Explain how this is possible.

Play multiplication hopscotch. Create a hopscotch board using your favorite set of multiplication facts. Practice saying your multiplication facts as you hop down the board. What happens to the facts as you hop back down the board? Does the operation change?

Tuesday: Write a riddle for a division fact. Then ask someone if they can guess your three numbers. Ex: The quotient is two times the divisor and the sum of the divisor and quotient is 6. (Answer: $8 \div 2 = 4$)
Remember*

$$\text{dividend} \div \text{divisor} = \text{quotient}$$

Guess my number: Write a number in expanded notation on a sheet of paper or notecard. Give clues to someone and have them guess your number then write your number in standard form.

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Wednesday: Draw a 5-sided figure with a perimeter of 35 and all equal side lengths. Draw a different figure with a perimeter of 35 and unequal side lengths.

Write and draw a problem that can be solved by finding 6 groups of 4. Write a multiplication sentence to solve the problem. Then solve.

Thursday: Katie drew a plane figure and described it as a rhombus. Jamie described it as a square. Mike described it as a rectangle. Can they all be correct? Explain how you know. Draw the figure that Katie could have drawn.

Pick one of the following numbers: 8 12 16 20. Draw as many arrays as you can to represent that number and write the multiplication sentence that matches the representations.

Friday: Fraction Scavenger Hunt: Search your home for items or sets of items that are partitioned into 2, 3, 4, 6 or 8. Use a chart to organize your findings.

Pick one item from each group and write the fraction that represents the item. (Ex: there are 4 cans of soda left in the six pack, write $\frac{4}{6}$ to represent what is left or $\frac{2}{6}$ to represent what is missing). Once you have picked at least 4 items and written the fractions to represent the item, order the fractions on an open number line.

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

[Scholastic Learn at Home \(website\)](#)

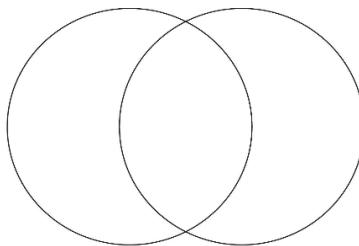
TEKS: 3.9a 3.6b 3.2f

Monday: Investigate the sloth.

Think about your favorite animal and its environment..

Create a Venn-Diagram to represent the differences and similarities of the environment of the sloth and the environment of your favorite animal.

Venn-Diagram



Extension - Design and illustrate a park environment that would support 3 different populations of producers and 3 different populations of consumers. Include labels of producers and consumers and a description of how the park environment supports the different populations.

Tuesday: Why Do Zebras Have Stripes?

Read investigation about zebras and their stripes.

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Illustrate a food chain with a zebra in the food chain.
Describe the flow of energy in the food chain.

Extension - Illustrate and describe the flow of energy in a food chain in your environment.

Wednesday: Research otters in California.
Identify the physical characteristics in the otter's environment.

Otter's Environment	
Producers	Consumers

Otter's Environment	
Physical Characteristic	Describe how the physical characteristic supports a population of plants or animals.

Extension - Observe your environment and identify the physical characteristics. Describe how the physical characteristics supports a

Thursday: What is your favorite sport?
Illustrate and record how your favorite sport demonstrates a change in position and motion.

Play catch with a ball or a crumpled piece of paper with someone in your home.



How does the position and motion change as you toss the ball or piece of crumpled paper?

Extension - Design an experiment to test the force of gravity on the ball or crumpled piece of paper.

Friday: Investigate the Trash Collector.
Think about a place in your community that has a trash or pollution problem. Design a plan to reduce the trash or pollution.

Extension - Trash to treasure: create something that uses mechanical energy or makes sound out of items that would be thrown away.

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

Monday: Write an autobiography. Tell how your life has changed over the last three years.

Tuesday: Choose one of your family celebrations and create a short story book explaining the significance of that celebration.

Wednesday: Create a map of your neighborhood - make sure to include a title, map key, compass rose, scale, and grid system.

Thursday: Interview a family member and gather the following information: Favorite movies, books, hobbies, songs, and holidays. Use this information to write a story about that person.

Friday: Create a poster (using notebook paper) illustrating different ways you can serve and improve the community.