April 6, 2020

Parents,

Please read through the plans! The links below will allow you access to the documents, powerpoints, and videos that we have created. If you have a problem, please contact your child's teacher through their method of contact to notify them that something isn't working.

We've tried to assemble the weekly work in such a way that you will be able to find everything you need to complete our weekly lessons. In the event that something isn't clear, please reach out to us so that we can help. We are available everyday Monday-Friday to help you.

IEP/504: As you work through the packet, please use your child's accommodations as specified in their plan. If you have any questions or concerns, please contact your child's teacher.

RtI: Your child is receiving an additional packet to address their RtI plans. If you have any questions or concerns, please contact your child's teacher.

Thank you,

Third grade teachers

Third Grade   Language Arts   4/6-4/10

Use the You Tube link above to access all 3rd grade videos for all subjects.

Spelling
It is very important that you learn and apply grade-level phonics and word decoding skills. This week we are reviewing patterns from Unit 5.

Monday

In 5.1 we spelled words with the CV/VC pattern. This happens when a word has to vowels beside each other. The vowel can produce one or two sounds.

Examples: create, medium, piano, idea

Workbook p. 371 for practice

Tuesday

In 5.2 we spelled words that were homophones. Homophones are words that have exactly the same sound pronunciation but different meanings and (usually) spelling.

Examples: week/weak, I/eye, there/their/they're

Workbook p. 373 for practice

Wednesday

In 5.3 we spelled words that contained au, augh, ough. These vowel patterns almost sound like the o in hot.

Examples: taught, August, bought

Workbook p. 375 for practice

Thursday

In 5.4 we spelled words that had ei and eigh that produce a long a sound like in bake.

Examples: rein, weigh, eight, sleigh

Workbook p. 377 for practice

Friday

In 5.5 we spelled words with the suffixes –y, -ish, -hood, and –ment

Suffixes are word parts that are added to the end of a word and add to or change the meaning of the word.

Examples: funny, childish, parenthood, enrollment

Workbook p. 379 for practice

Grammar

Monday

In 5.1 we learned about adjectives and articles. An adjective describes a noun. It can tell you about the size, shape, color, amount, and more. Articles are the words a, an, and the. They qualify as adjectives also.

Examples: funny, red, four, hard, round

Workbook p. 372 for practice

Tuesday

In 5.2 we learned about comparative and superlative adjectives. A comparative adjective is used to compare two things. A superlative adjective is used when you compare three or more things.

Examples: Comparative-bigger, slower, funnier Superlative-biggest, slowest, funniest

Workbook p. 374 for practice

Wednesday

In 5.3 we learned about adverbs. Adverbs describe verbs, adjectives, or other adverbs. They can add to or change the meaning of a word. A great way to spot adverbs is to look for words that end in –ly.

Examples: Slowly, happily, desperately,

Workbook p. 376 for practice

Thursday

In 5.4 we learned about comparative and superlative adverbs. With short adverbs you simply add –er for comparative and –est for superlative.

Examples: slower, happiest, funnier, saddest

Workbook p. 378 for practice

Friday

In 5.5 we learned about conjunctions. Conjunctions are words that link other words, phrases, or clauses together. The conjunctions are for, and, nor, but, or, yet, so. We memorized them by FANBOYS.

Workbook p. 380 for practice

Reading

<u>Monday</u>

In 5.1 we learned to compare and contrast. To compare is to examine how things are alike. To contrast is to see how they differ.

An apple and a banana are both fruits, they both are healthy, and they both grow on trees. This is a comparison of an apple and banana.

An apple has seeds and a banana does not. A banana is easier to peel. An apple is crunchy and a banana is squishy. This is a contrast of an apple and a banana.

Workbook p. 317 for practice.

<u>Tuesday</u>

In 5.2 we learned about main idea and details. The main idea is the central or main point of a passage. The main idea is usually supported by points or details. For example, the main idea of The Three Little Pigs is…Three pigs learn a lesson that it is better to do something right rather than easy or quick. A supporting detail would be the wolf blew down the straw house.

Workbook p. 328 for practice.

<u>Wednesday</u>

In 5.3 we learned about sequence. Sequence is the order of events in a story. The most obvious form of sequence is beginning, middle, and end. There are key words to look for to help with sequencing.

Examples of signal words: first, next, later, after that, last

Workbook p. 339 for practice

<u>Thursday</u>

In 5.4 we learned about drawing conclusions. When you draw a conclusion, you use the information given to you by the author in the text and what you know to reach a conclusion that the author has not specifically stated to you.

For example: I looked out the window to see gray skies. The trees were moving so much I was sure they were going to fall. I decided it was time to move to a safe location away from windows. You would draw the conclusion that a tornado is coming.

Workbook p. 350 for practice

<u>Friday</u>

In 5.5 we learned about author's purpose. The reason an author writes a text is to persuade the reader, inform the reader, or entertain the reader. An author may include many things in their writing that makes us wonder what their purpose was.

For example: A news article is written to inform. An advertisement is written to persuade. Fairy tales are written to entertain.

Workbook p. 361 for practice

Pine Level Elementary School Third Grade Literacy   ELearning Plans 4/6-4/10

Video Link: https://www.youtube.com/playlist?list=PL_XTzpfJVMIlXXRccj7cORaP8EcAErB-b

Leader in Me Quote: Alone we can do so little. Together we can do so much. –Hellen Keller

Unit 5 Review

Monday

Spelling: CV/VC
The consonant-vowel-vowel-consonant pattern is found in words like: pool and pair. This spelling pattern occurs when a word has two internal vowels and two external vowels. The vowel can be used to produce one or two sounds.

Examples: create, medium, piano, idea

Video

Independent Practice: Workbook p. 371

Grammar: Adjectives and Articles
Simply put, an adjective describes or modifies a noun. It provides further information about a noun, indicating things like size, shape, color, and more.

Articles are the words a, an, and the

Video

Independent Practice: Workbook p. 372

Reading: Compare and Contrast
To **compare** is to examine how things are similar, while to **contrast** is to see how they differ.

Video

Independent Practice: Workbook p. 317

Tuesday

Spelling: Homophones
Homophones are words that have exactly the **same sound** (pronunciation) but different meanings and (usually) spelling.

Examples: weak/week   I/eye   their/there/they're

Video

Independent Practice: Workbook p. 373

Grammar: Comparative and Superlative Adjectives
A comparative adjective is used to compare two things. A superlative adjective is used when you compare three or more things.

Video

Independent Practice: Workbook p. 374

Reading: Main Idea and Details
The main idea, also called the central idea or main point, is the primary concept of a passage. ... The main idea is usually reinforced by a series of other points or details which support the premise of the main idea. These are called supporting idea

Video

Independent Practice: Workbook p. 328

Spelling: Vowel Patterns for /o/
The vowel sounds for au, augh, and ough may produce the sound /o/ as in words like because, taught, and bought.

Video

Independent Practice: Workbook p. 375

Grammar: Adverbs
Adverbs modify verbs, adjectives, or other adverbs. They can add to or change the meaning of a word. A great way to spot adverbs is to look for words that end in -ly.

Video

Independent Practice: Workbook p. 376

Reading: Sequence

In its simplest terms, identifying sequence in a text involves identifying the beginning, the middle, and the end. One of the easiest ways to recognize the order of events is to look out for the sequencing words or transitions that are used to connect the various parts of the text.

Video

Independent Practice: Workbook p. 339

Spelling: ei, eigh
The vowel sound for ei and eigh is often the long a sound as in rate.

Examples: rein, weigh

Video

Independent Practice: Workbook p. 377

Grammar: Comparative and Superlative Adverbs
With short adverbs that do not end in -ly comparative and superlative forms are identical to adjectives: add -er to form the comparative and -est to form the superlative. If the adverb ends in e, remove it before adding the ending.

Video

Independent Practice: Workbook p. 378

Reading: Drawing Conclusions

When you draw a conclusion you use the information given to you in the text and what you know to reach a conclusion that the author has not specifically stated to you.

Video

Independent Practice: Workbook p. 350

Spelling: Suffixes –y, -ish, -hood, -ment

Suffixes are word parts added to the end of a word and add to or change the meaning of the base word.

-y having the quality of : funny / -ish turns nouns into adjectives : childish/ -hood sometimes references family or a time : childhood / -ment the act of doing something :enrollment

Video

Independent Practice: Workbook p. 379

Grammar: Conjunctions (for, and, nor, but, or, yet, so)

Conjunctions are words that link other words, phrases, or clauses together. I like cooking and eating, but I don't like washing dishes afterward

Video

Independent Practice: Workbook p. 380

Reading: Author's Purpose

The reason an author writes a text is to persuade the reader, inform the reader, or entertain the reader. An author may include lots of things within their text for a purpose also.

Video

Independent Practice: Workbook p. 361

Syllable Pattern CV/VC

Spelling Words				
create	medium	piano	idea	radio
video	studio	violin	duo	patio
rodeo	pioneer	trio	stadium	audio

Hidden Words Circle the list word hidden in each puzzle. Write the word.

1. m b c r e a t e t c _____
2. c p i o n e e r d g _____
3. b n k m e d i u m _____
4. f o i d e a j d c a _____
5. o l s t a d i u m _____
6. u v i o l i n l m p _____

Meaning Clues Circle the word that fits the meaning clue. Write it.

7. moving pictures   video or audio   _____
8. outdoor space   piano or patio   _____
9. pair   duo or radio   _____
10. artist's workplace   rodeo or studio   _____
11. sound   audio or duo   _____
12. group of three   trio or duo   _____
13. hear music and news here patio or radio   _____
14. instrument with keys   piano or radio   _____
15. place where cowboys   radio or rodeo   _____
    compete

Summarizing Look at the words you wrote for numbers 7–15. Write a sentence that tells how they are all alike.

_____

School + Home **Home Activity** Your child spelled words with the CVVC (consonant-vowel-vowel-consonant) and CVV (consonant-vowel-vowel) syllable patterns. Together, write the words on a calendar page. Fill the calendar. Take turns choosing a date and spelling the word on that date.

Adjectives and Articles

Directions Circle each article. Underline each adjective.

1. Once, the word *kimono* referred to all clothes in Japan.

2. Then a new piece of clothing was invented.

3. People called the loose outfit a kimono.

4. They loved the bright, colorful kimonos.

5. A kimono was an outfit for both men and women.

Directions Choose the article in ( ) that correctly completes each sentence.
Write the sentence.

6. Kimonos had (a, an) advantage over other clothes.

_____

_____

7. On (a, an) winter day, people could wear many layers of kimonos.

_____

_____

8. Around 1900, (a, the) people of Japan began wearing styles from Europe and
America.

_____

_____

9. Now, people might wear kimonos for (a, the) wedding.

_____

_____

10. Kimonos are (a, an) enchanting sight at parties and festivals.

_____

_____

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Compare and Contrast

- When you **compare and contrast** two or more things, you tell how they are alike and different.

- Some clue words that signal that things might be the same are *like, same, both, also,* and *as well as.*

- Some clue words that signal that things might be different are *but, however, different,* and *instead.*

Directions Read the following passage.

Fong and his family traveled to Senegal for the summer. On their first night, they ate dinner at a friend's house. Instead of tables and chairs, everyone sat on the floor around a big blanket. Out came a large bowl of food.

Fong watched as the dinner guests ate from the bowl of food with their hands. Rather than taking food onto a plate as they did at home. the guests ate from the part of the bowl that faced them. Just like at home. the food was delicious.

Directions Fill in the Venn diagram to compare and contrast two styles of dining.

Fong's Family   Both   Senegalese Family
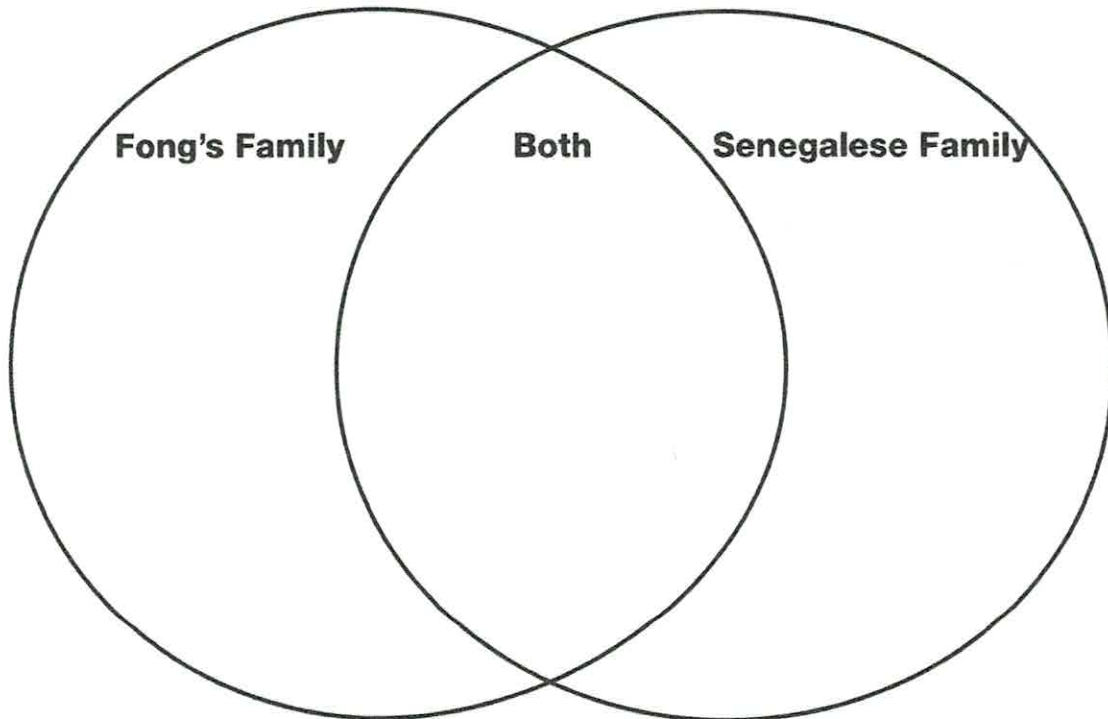
School + Home **Home Activity** Your child compared and contrasted dining customs in two different cultures. Talk with your child about customs you grew up with and compare and contrast them with customs today.

Homophones

Spelling Words				
to	too	two	week	weak
road	rode	stair	stare	bear
bare	write	right	new	knew

Complete the Sentences Write the list word that completes each sentence.

1. Jason has (to, two) bikes.   _____

2. Next (week, weak) is my eighth birthday.   _____

3. Can you (write, right) neatly with a pen?   _____

4. Do not (stair, stare) at people on the street.   _____

5. Maya wants to go to the party (two, too).   _____

6. Which (road, rode) goes to the park?   _____

7. Maya had no shoes, so her feet were (bear, bare).   _____

8. Who (new, knew) the answer to the problem?   _____

9. I tripped on a (stair, stare) and fell.   _____

Mixed-up Homophones Cross out two incorrectly used list words in each sentence. Write the correct words.

A knew baby kitten is very week.

10. _____   11. _____

We road too the show in a big car.

12. _____   13. _____

Is the bare in the write cage?

14. _____   15. _____

School + Home **Home Activity** Your child is learning to spell homophones—words with the same pronunciation but different spellings and meanings. Ask your child to point to a list word, spell it, and use it in a sentence. Continue until all words have been used.

Comparative and Superlative Adjectives

Directions Underline the adjectives that compare in the sentences.

1. I have the friendliest grandparents in the world.

2. Grandpa is the busiest man in town.

3. He is older than many of his neighbors.

4. No one is nicer than Grandma.

5. I have the tastiest meals at her house.

Directions Choose the adjective in ( ) that correctly completes each sentence. Write the sentence.

6. Abuelito's life was (easier, easiest) in Texas than in Mexico.

_____

_____

7. Grandpa's stories are (longer, longest) than Abuelito's.

_____

_____

8. The family sailed on the (bigger, biggest) ship in Europe.

_____

_____

9. It was (safer, safest) than a trip in a covered wagon.

_____

_____

10. My grandparents tell the (finer, finest) stories in the world.

_____

_____

Name _____

Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about a topic.
- **Supporting details** are small pieces of information that tell more about the main idea.

Directions Read the following passage.

If you're going to eat cookies, you should eat homemade cookies. When you make your own cookies, you can make cookies that are as good for you as possible. My grandmother and I often make cookies together. We always use the freshest ingredients. We look for recipes that don't use much sugar. We put in healthy foods, such as nuts and raisins, to give our cookies their special flavor. Nothing tastes better than a warm cookie right out of the oven!

Directions Fill in the graphic organizer to show the topic, main idea, and details of the passage.

```
┌──────────┐      ┌──────────┐      ┌──────────┐
│ Topic    │ ───► │ Main Idea│ ───► │ Detail   │
│          │      │          │      │          │
└──────────┘      │          │ ───► ┌──────────┐
                  │          │      │ Detail   │
                  │          │      │          │
                  └──────────┘ ───► ┌──────────┐
                                    │ Detail   │
                                    │          │
                                    └──────────┘
```

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School + Home
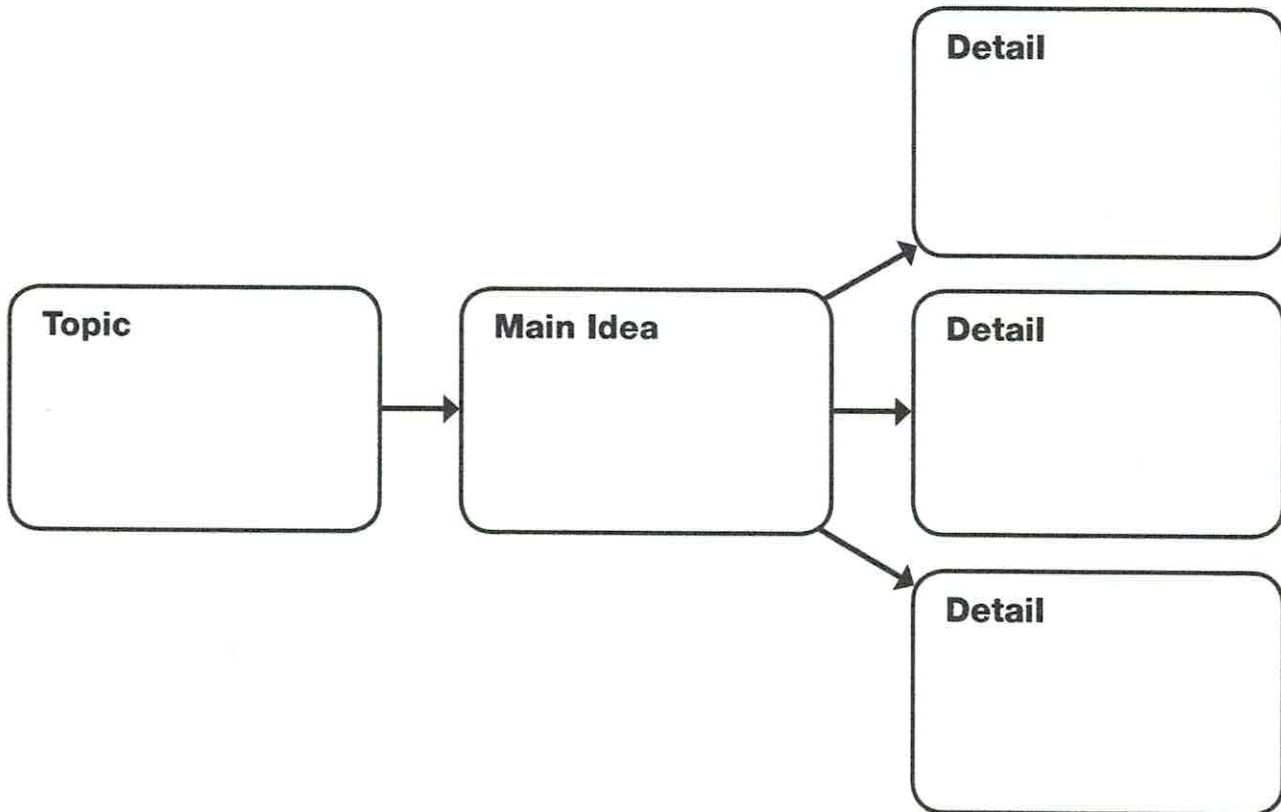
Home Activity Your child identified the main idea and supporting details in a passage. Read a realistic story with your child. Then ask him or her to identify the topic, main idea, and the supporting details.

Vowel Patterns *au, augh, ou, ough*

		Spelling Words		
because	though	taught	bought	touch
would	author	could	enough	sausage
fought	should	faucet	daughter	brought

Synonyms Write the list word for each synonym or synonym phrase. The answer to the riddle will be in the shaded boxes.

What is a skunk worth?

1. writer

2. meat

3. able to

4. female child

5. all that was needed

6. water tap

Before and After Write the list word that begins and ends with the same letters as each word shown.

7. bright _____

8. bone _____

9. world _____

10. said _____

11. trench _____

12. alter _____

School + Home **Home Activity** Your child is learning to spell words with *au, augh, ou,* and *ough*. Ask your child to circle these letters in each word and say the vowel sound that each makes.

Adverbs

Directions Underline the adverbs in the sentences.

1. Luis's family recently moved to a new place.

2. Luis excitedly moved his things into his new room.

3. Next he went to meet his new neighbors.

4. Yesterday Luis saw his new school.

5. He soon got to know the new neighborhood.

Directions Choose the correct word in ( ) to complete each new sentence. Write the new sentence.

6. Maria (sudden, suddenly) felt homesick for her old school.

_____

_____

7. (Usual, Usually), Maria enjoyed meeting new people.

_____

_____

8. She sat (quietly, quiet) in class all day.

_____

_____

9. Some girls (cheerful, cheerfully) asked Maria to play.

_____

_____

10. She (quick, quickly) felt better.

_____

_____

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Sequence

- To tell the **sequence** in a story, tell the important events in the order in which they happened.
- Clue words such as *first, next, then,* and *finally* are often used to sequence in a story. Dates, days, and times can also be clues.

Directions Read the following passage.

The first clue that a big change was coming happened at dinner on Monday. Mom and Dad started talking about travel. They said travel would be a good experience for my sister and me. On Tuesday, Dad told us he would be working overseas for a year and the whole family would go along. From Wednesday to Friday we packed. Finally, the big day came. We flew for hours and hours on Saturday. We stepped out of the plane and into a new adventure.

Directions Fill in the graphic organizer to show the important story events in the correct sequence. Then answer the question.

Monday	Tuesday	Wednesday	Saturday
1.	2.	3.	4.
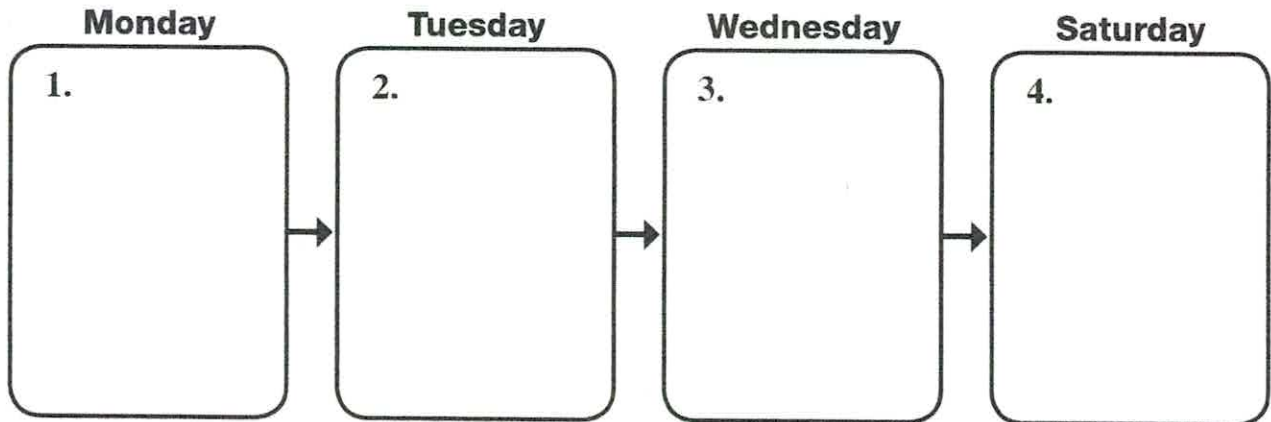
5. How did clue words help you fill in the organizer above?

_____

_____

_____

School + Home **Home Activity** Your child identified the sequence in a realistic story. Talk with your child about a day or activity you shared. Then ask your child to use clue words to tell the events in sequence.

Name _____

Vowel Patterns *ei, eigh*

Spelling Words

ceiling	neighbor	either	eighteen	height
neither	weight	leisure	protein	freight
receive	weigh	deceive	sleigh	conceited

Crossword Puzzle Write the list word that could be used in an answer to each question.

Across

2. the top of a room

5. how tall something is

6. cargo

7. trick

Down

1. to get

2. overly proud

3. not either

4. carriage used on snow
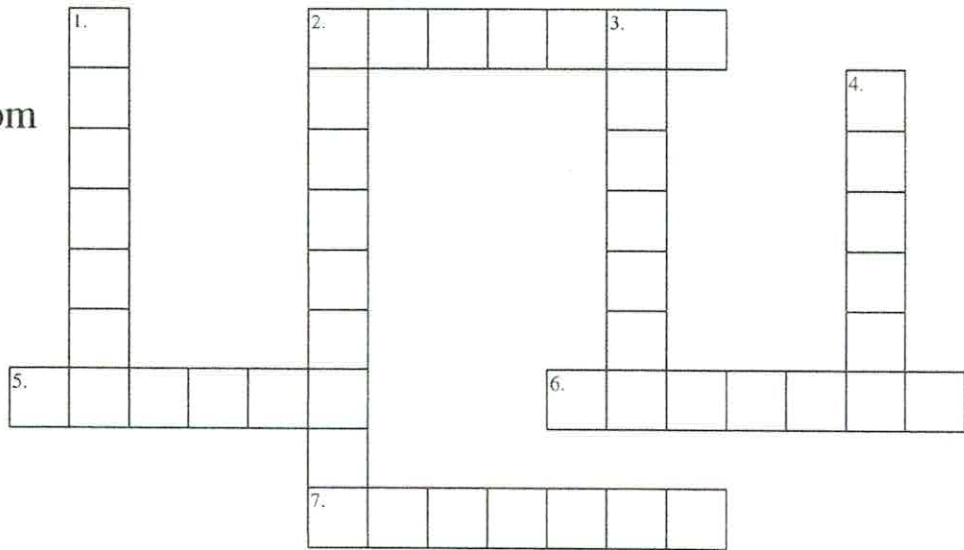
Alphabetizing Write each group of words in ABC order.

neighbor
protein
either

9. _____

10. _____

11. _____

weight
leisure
eighteen

12. _____

13. _____

14. _____

School + Home **Home Activity** Your child learned spelling words with the vowel pattern *ei* and *eigh*. Together, divide the words into two groups based on their vowel pattern. Ask your child to choose words from each group to spell to you.

Comparative and Superlative Adverbs

Directions Underline the adverb that compares in each sentence.

1. Bread bakes longer than biscuits do.

2. The big oven heats more quickly than the other ovens.

3. Of all the breads, the banana bread will be done soonest.

4. Mrs. Stone kneads dough harder than Kelly does.

5. Of all the neighbors, Mrs. Lopez works most slowly.

Directions Choose the correct word in ( ) to complete each sentence. Write the new sentence.

6. Of all the girls, Jo learned (more quickly, most quickly) how to bake breads.

_____

_____

7. She worked (hard, hardest) of all on her tomato bread.

_____

_____

8. Everyone eats her pumpkin bread (faster, fastest) than any other bread.

_____

_____

9. Uncle Dan compliments Jo (more frequently, most frequently) than I do.

_____

_____

10. Jo stays in the kitchen (longer, longest) than Mom.

_____

_____

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Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

Directions Read the following passage and use the information to complete the chart below.

> My dad is a baker. He works right around the corner from our house. He leaves our house in the morning, when it is still very, very dark out. He has to start early so people can have fresh baked goods when the bakery opens.
>
> Dad doesn't mind getting up so early. He says it's really quiet outside when he goes to work. And he especially likes the smiles on people's faces when they bite into something good that he has made.

Directions Write a fact from the story in boxes 1–3. Write something you know about that relates to the story in box 4. Then write a conclusion in box 5.

1. Fact:	2. Fact:	3. Fact:	4. What I Know:

5. Conclusion:

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Suffixes

Spelling Words				
rocky	foolish	rainy	childhood	selfish
treatment	movement	neighborhood	childish	parenthood
crunchy	bumpy	payment	sleepy	shipment

Suffix Story Read the story. Circle each list word where the writer forgot to use a suffix. Write the word with its suffix.

One rain day a fool king went for a ride.

1. _____   2. _____

The road was bump and rock.

3. _____   4. _____

The king wanted to get a ship of crunch cereal.

5. _____   6. _____

The move of the coach made the king feel sleep.

7. _____   8. _____

In the right neighbor, the king made a pay for the cereal.

9. _____   10. _____

The self king was very child and gobbled up all the cereal with both hands.

11. _____   12. _____

This was his treat of cereal ever since child.

13. _____   14. _____

Parent should help him know better.

15. _____

School + Home **Home Activity** Your child spelled words with the suffixes -y, -ish, -hood, and -ment. Have your child read the story on the page, using the words he or she wrote as answers.

Conjunctions

Directions Write the conjunction in each sentence.

1. Would you rather visit the city or the country on your trip? _____

2. You can ride horses and have picnics in the country. _____

3. The country is quiet, but it is interesting. _____

4. In the city, you can go to museums and cafés. _____

5. You can ride in buses, trains, or taxis. _____

Directions Choose the conjunction in ( ) that best completes each sentence. Write the sentence.

6. We went to the museum (but, and) saw all kinds of art.

_____

_____

7. We saw paintings of people (and, but) buildings.

_____

_____

8. Most sculptures stand on the floor, (or, but) some hang from the ceiling.

_____

_____

9. Did you like the paintings (but, or) the sculptures better?

_____

_____

10. My trip to the museum was educational (but, or) tiring.

_____

_____

Name _____

Author's Purpose

- The **author's purpose** is the author's reason for writing.
- An author usually writes to inform, to persuade, to entertain, or to express an opinion.

Directions Read the following passage.

Philadelphia is a wonderful place to visit. It is a beautiful city with lots of history. The Declaration of Independence and the U.S. Constitution were signed in Philadelphia. You can tour Independence Hall, where these documents were written.

The downtown area has several beautiful parks. You can sit in a park and hear live music while you eat ice cream and watch people.

Philadelphia has theaters, concert halls, great restaurants, and stores. You can always find something interesting to do in Philadelphia.

Directions Fill in the graphic organizer to tell the author's purpose and support your response. Then answer the question.

Author's Purpose
to persuade readers to

Fact from article	Fact from article	Fact from article
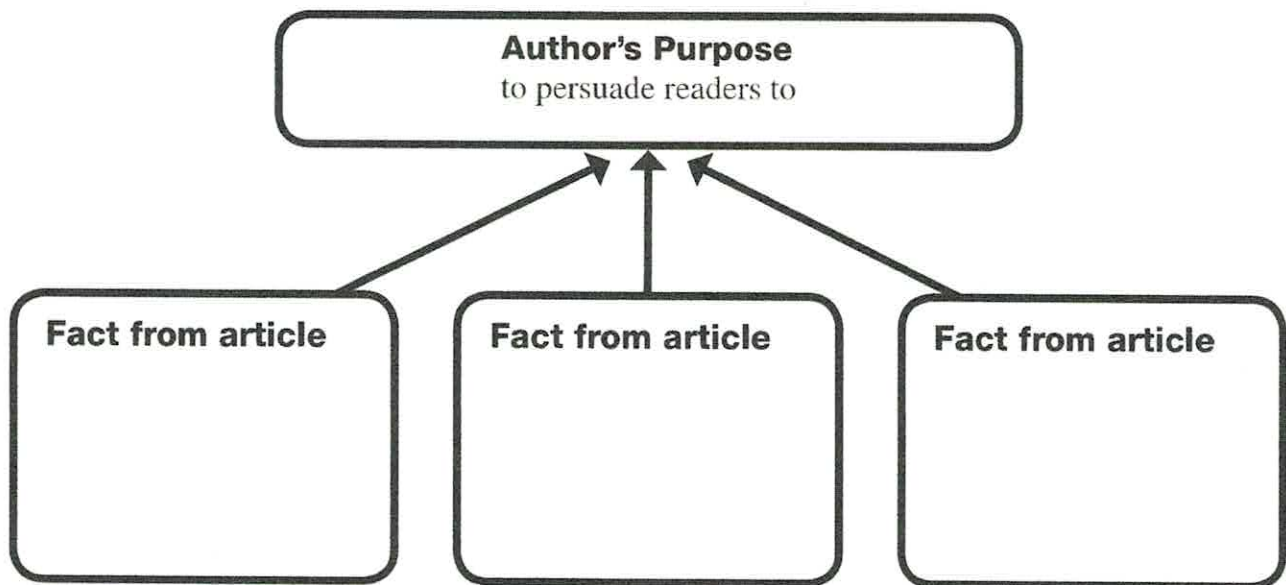
Do you think the author accomplished his or her purpose? Why or why not?

_____

_____

School + Home **Home Activity** Your child identified an author's purpose for writing. Read a story or article together. Talk about why the author might have written it.

3rd grade lesson plans   Week of April 6th-10th, 2020

	Math	Social Studies/Science
Standards	2,3, 13, 24, 25	SS: 3 Science: 5,6,7
Monday 4/6/2020	Daily Warm-up: • 5-A-Day Week (Monday) • Word problem #141 (Complete problem marking keywords and important numbers.) • Homework sheet (Monday) Math lesson: Topic 13, Lesson 1, Understanding Perimeter *video on pearsonsuccessnet.com Math book pages 324-325 Reteaching/Practice workbook page 13-1	Studies Weekly Newspaper: Week 20 • Read articles and find key vocabulary words. • Vocabulary: climate, conserve, deforestation, environment, extinct, inevitable, impaired, universal, urbanization, weather
Tuesday 4/7/2020	Daily Warm-up: • 5-A-Day Week (Tuesday) *video reviewing M/T • Word problem #142 (Complete problem marking keywords and important numbers.) • Homework sheet (Tuesday) *video reviewing M/T (school youtube channel) Math lesson: Topic 13, Lesson 2, Tools and Units for Perimeter *video on pearsonsuccessnet.com Math book pages: 326-327 Reteaching/Practice workbook page 13-2	Studies Weekly Newspaper: Week • Reread articles and complete online activities and/or newspaper activities. • Review vocabulary words Complete Vocabulary Quiz
Wednesday 4/8/2020	Daily Warm-up: • 5-A-Day Week (Wednesday) • Word problem #143 (Complete problem marking keywords and important numbers.) • Homework sheet (Wednesday) Math lesson: Topic 13, Lesson 3, Perimeter of Common Shapes *video on pearsonsuccessnet.com Math book pages 328-329	Mystery Science Lesson Online: Why do plants give us fruit? • Work through lesson. Complete activity if you have the materials. You can try it with other fruits/vegetables too! Science Book: Chapter 3: Lesson 1 How can you classify plants • Read lesson and complete activities. **Only one of the science lessons has to be completed.**

	Reteaching/Practice workbook page 13-3	
Thursday 4/9/2020	Daily Warm-up: • 5-A-Day Week (Thursday) *video reviewing W/TH • Word problem #144 (Complete problem marking keywords and important numbers.) • Homework sheet (Thursday) *video reviewing W/TH (school youtube channel) Math lesson: Topic 13, Lesson 4, Different Shapes with the Same Perimeter *video on pearsonsuccessnet.com Math book pages 330-331 Reteaching/Practice workbook page 13-4	Mystery Science Lesson Online: Why are some apples red and some green? • Work through lesson. Complete activity if you have the materials. Science Book: Chapter 3: Lesson 2 How do plants use leaves to make food. • Read lesson and complete activities. **Only one of the science lessons has to be completed.**
Friday 4/10/2020	Weekly Assessment Additional Activity: Freckle.com: Complete 20 minutes of fact practice and/or complete a lesson.	Studies Weekly Week 20 Questions: Answer questions in complete sentences.
Extras	**Multiplication War:** Using only the numeral cards from a deck of cards, divide your cards equally among the two players. Each player puts a card down face up. The first person to correctly multiply the cards gets to keep the two cards. The person with the most cards at the end wins. Practice fact practice on *Freckle.com* daily or complete assignments/lessons.	

Online Links:

Pine Level Youtube Channel: https://www.youtube.com/playlist?list=PL_XTzpfJVMIlXXRccj7cORaP8EcAErB-b

Studies Weekly: https://app.studiesweekly.com/online/

3rd grade lesson plans   Week of April 6th-10th, 2020

The students will login using their username and password given to them by their teacher. They should be able to pull up the weekly newspaper and complete different activities online. They will find their weekly questions and vocabulary on Google Classroom.

Science:

Mystery Science: Why do plants give up fruit?

https://mysteryscience.com/flowers/mystery-2/seed-dispersal-plant-life-cycle/89?code=NTUyMTI4ODM&t=student

Mystery Science: Why are some apples red and some apples green?

https://mysteryscience.com/flowers/mystery-3/trait-variation-inheritance-artificial-selection/90?code=NTUyMTI4ODM&t=student

Math:

Pearson Success Net

Login in using your child's username and password. Click on To Do in the top right side of the screen. This should take you to a page that says My Work. On this page your child's teacher may have put some activities for your child to do to review the current math skill. In the center of the screen you should see an Explore tab. Click the Explore tab. Scroll down to the current topic (13). Click on the lesson in the middle of the screen and it should start a short video lesson. You will do this for any lesson.

Topic 13 Powerpoint: This will be available online for parents to access to use to assist in teaching the topic.

EnVisionsMathGrad
e3Topic13.pptx

*For each lesson review the information at the top of the page and work through the guided practice and practice problems before moving to the workbook. The reteaching side of the workbook reviews the skill as well.

Lesson 13-1: Understand Perimeter- How do you find perimeter?

You can find the perimeter by adding the side lengths or counting the side lengths.

Find the perimeter of shapes like the one shown below.

9 m

6 m   6 m

9 m

Perimeter = 9 + 6 + 9 + 6

= 30 meters

6

8   8

6

Area = 48 square units

Perimeter = 28 units

12

4   4

12

Area = 48 square units
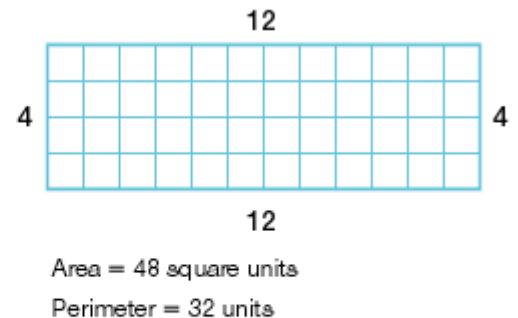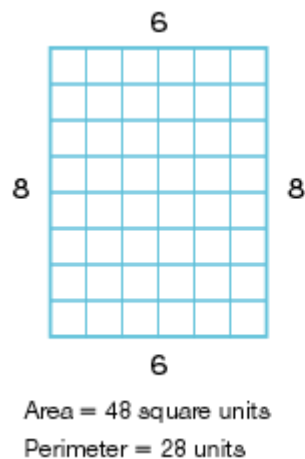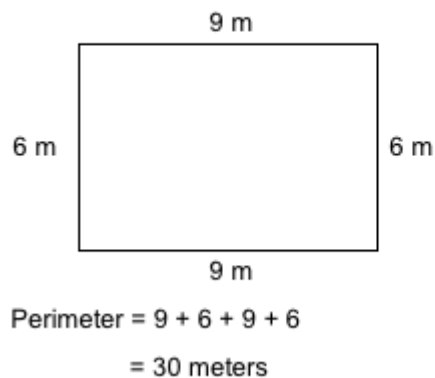
Perimeter = 32 units

Lesson 13-2: Tools and Units for Perimeter

Different tools are used to measure different lengths. You wouldn't want to use a ruler to measure a football field.

A ruler measures in inches or feet and measures short distances. You would measure your desk with a ruler.

A yardstick measures medium distances such a football field. A yardstick measures in inches, feet, and yards.

3 ft. = 1 yd.

36 in. = 1 yd.

A mile is a measure of longer distance. It is too long to measure with a ruler or yardstick. Most people can walk a mile in about 15 minutes.

Lesson 13-3: Perimeter of Common Shapes-

How can you find the perimeter of common shapes?

- Remember that opposite sides of a rectangle have the same length.
- All four sides of a square have the same length.
- The sides of an equilateral triangle have the same length.

Lesson 13-4: Different Shapes with the same perimeter

Different shapes can have the same perimeter. In this lesson, you will experiment by drawing different shapes with the same perimeter. Be creative!

Perimeter = 20 units
Area = 25 square units

Perimeter = 20 units
Area = 24 square units

Name: _____ Date: _____
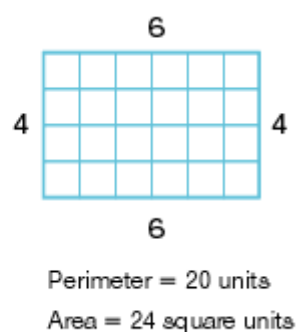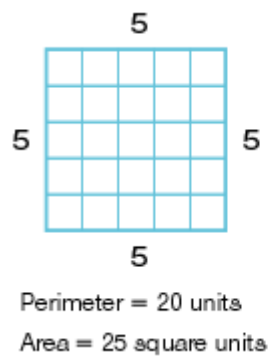
5-A-Day Math Review: Week 27

Book 3

Monday

①

Round	10	100
516		
381		
141		

②
$$483 - 341$$ $$293 + 227$$ $$319 - 127$$

③ Complete the fact family.

$7 \times 3 = $ _____

$3 \times 7 = $ _____

$21 \div 7 = $ _____

$21 \div 3 = $ _____

④ What is the area of this figure?

side lengths: _____ × _____

area = _____

⑤
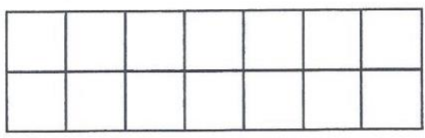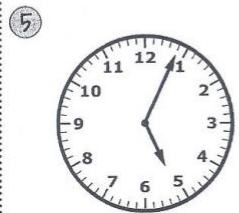
The time is _____

28 minutes ago it was _____.

Tuesday

① Circle the shapes to model:

$7 \times 8 = $ _____

② Name the fraction.

0 ———————— 1 $\frac{\square}{\square}$
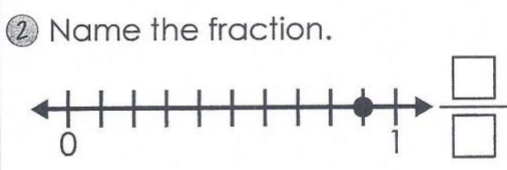
③ Find the missing numbers.

$6 \times \square = 24$ $6\overline{)24}$

$11\overline{)55}$ $11 \times \square = 55$

④ Measure to the nearest $\frac{1}{4}$ inch.

0 1 2 3 4 5 6
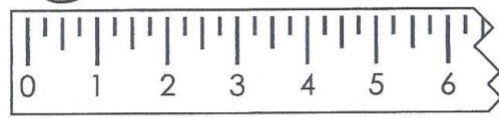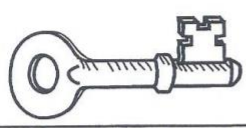
⑤ Distributive Property: Solve and circle the shapes to model.

$4 \times 8 = (4 \times 5) + (4 \times \square)$

Wednesday

① Write an equivalent fraction.

$$\frac{2}{8} = \frac{\square}{\square}$$

② Find the perimeter.

8 m.

9 m.   p = _____
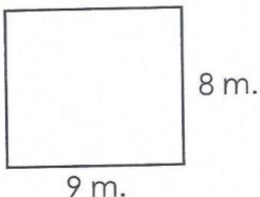
③ Draw a trapezoid with no right angles.
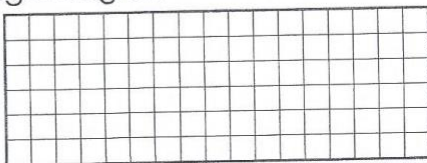
④ Renee has 36 marbles. She places 9 marbles in separate bags. How many bags were there? Draw a model to show your work.

⑤ Find the area.

8 in.

3 in.   5 in.

2 in.

6 in.
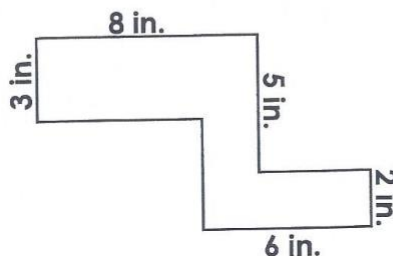
Thursday

Hair Color of the School

Hair Color

Blond
Brown
Red
Black

0 30 60 90 120 150 180
Number of Students
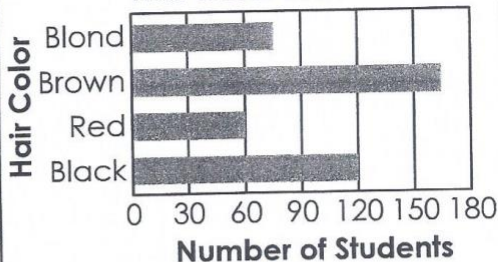
① How many more students have brown hair than red?

② How many fewer students have blond hair than black?

③ How many students are there total at the school?

④ Fran made 58 rings. She kept 13 of them. She evenly shared the rest of them with her 5 friends. How many rings did each friend get?

⑤ Compare the fractions.

$$\frac{7}{10} \bigcirc \frac{7}{9}$$

Name:

141. An index card is 4 inches tall and 6 inches wide. What is the area of the index card?

Show Work

Answer: _____

142. The ping-pong table is 5 feet wide and 9 feet long. What is the area of the ping-pong table?

Show Work

Answer: _____

143. A piece of plywood is 8 feet long and 4 feet wide. What is the area of the piece of plywood?

Show Work

Answer: _____

144. The rectangular playground is 9 m long and 7 m wide. What is its area?
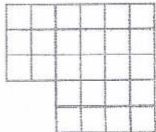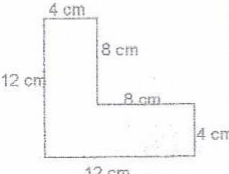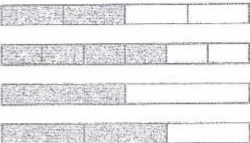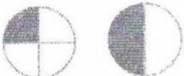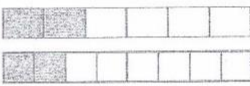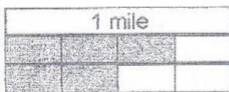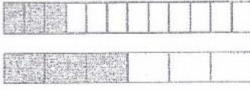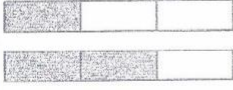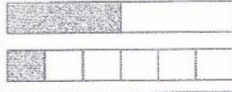
Show Work

Answer: _____

Monday	Tuesday	Wednesday	Thursday
Order the numbers from least to greatest. 304 403 343	Round each number to the nearest 10 and 100. |	10	100
78		
308		
251				Write the number 472 in each form. Word: _____ Expanded: _____	What is the VALUE of the underlined number? 1,2$\underline{8}$4 5,$\underline{4}$93
The band One Direction is selling tickets to their concert. In the first hour, they sold 1,345 tickets. In the second hour, they sold 1,769 tickets. How many tickets did they sell altogether?	Over the next 3 days Ms. Messer would like to write 27 thank you cards. How many cards will she need to write each day in order to finish on time?	The band One Direction is selling tickets to their concert. In the first hour, they sold 1,345 tickets. In the second hour, they sold 1,769 tickets. How many more tickets did they sell in the second hour than the first?	At Kerry's party she has 8 ounces of juice for each of her 6 friends. How much juice does Kerry have altogether?
Find the product. $12 \times 9 =$ _____ $9 \times 8 =$ _____ 5 $\times$ 12 8 $\times$ 8 11 $\times$ 11	Find the quotient. $120 \div 12 =$ _____ $88 \div 11 =$ _____ $72 \div 8 =$ _____ $64 \div 8 =$ _____	Find the product. $7 \times 7 =$ _____ $6 \times 8 =$ _____ 6 $\times$ 4 5 $\times$ 12 9 $\times$ 3	Find the quotient. $28 \div 7 =$ _____ $24 \div 8 =$ _____ $99 \div 9 =$ _____ $36 \div 12 =$ _____
Luis is building a deck in his backyard. The area of the deck will be 64 square feet. What might the length and width of the deck be?	What is the area of the figure?	Find the total area. 4 cm 8 cm 12 cm 8 cm 4 cm 12 cm	Find the area of the square. 7 in
How are the two shapes similar?	Match the pairs of equivalent fractions.	Draw a shape that has 4 right angles.	Fill in the missing number. $\dfrac{3}{3} = \square$ $\dfrac{8}{4} = \square$
Compare the fractions using $>$, $<$, or $=$. $\dfrac{1}{4} \bigcirc \dfrac{1}{2}$	Compare the fractions using $>$, $<$, or $=$. $\dfrac{2}{6} \bigcirc \dfrac{2}{8}$	Compare the fractions using $>$, $<$, or $=$. $\dfrac{1}{4} \bigcirc \dfrac{3}{4}$	Compare the fractions using $>$, $<$, or $=$. $\dfrac{4}{6} \bigcirc \dfrac{4}{12}$
Emma and Grace tried to run a mile in Gym class. Emma ran ¾ of a mile, and Grace ran 2/4 of a mile. Who ran further? 1 mile	Natalie baked 12 cookies. She ate 3/12 of the cookes, and her sister ate 3/6 of the cookies. Who ate more cookies?	Joshua's cake recipe needs 1/3 cup sugar and 2/3 cup flour. Which does he need more of, sugar or flour?	Judith and Jonathan had to read for homework tonight. Judith read ½ an hour, and Jonathan read 1/6 of an hour. Who read longer?

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Name: _____ Weekly Math Quiz – Q3:9   Date: _____

1. 3.NBT.A.2 Solve. $\begin{array}{r} 523 \\ +299 \\ \hline \end{array}$ $\begin{array}{r} 700 \\ -\ \ 49 \\ \hline \end{array}$	**2.** 3.NBT.A.2, 3.NBT.A.1 One table costs $246 to make. How much will it cost to make 2 tables? Round your answer to the nearest 100.
3. 3.OA.A.3, 3.NBT.A.1 Cindy is taking orders for her homemade cookies. She has 10 orders for 8 cookies each, and one order for 25 cookies. How many cookies were ordered altogether? Round your answer to the nearest 10.	**4.** 3.MD.C.5.A, 3.MD.C.5.B, 3.MD.C.6 What is the area of the shaded region?
5. 3.G.A.1 Draw a quadrilateral with no right angles.	**6.** 3.NF.A.2.A, 3.NF.A.2.B Match the pairs of equivalent fractions. Draw each fraction. $\dfrac{2}{6}$ $\dfrac{2}{4}$ $\dfrac{5}{10}$ $\dfrac{1}{3}$
7. 3.NF.A.3.C Fill in the missing numbers. $\dfrac{5}{5} = \boxed{}$ $\dfrac{6}{2} = \boxed{}$	**8.** 3.NF.A.3.D Gina drank 1/4 of her milk at lunch, while Arnold drank 1/3 of his milk. Who drank more milk at lunch?

Science Fruit or Science Vegetable?

Circle your answers for each food.

Radish:

What do you think it is?	science fruit	science vegetable
Did you find seeds?	Yes, I found seeds!	No seeds here.
What did the class decide?	science fruit!	science vegetable!

Tomato:

What do you think it is?	science fruit	science vegetable
Did you find seeds?	Yes, I found seeds!	No seeds here.
What did the class decide?	science fruit!	science vegetable!

Cucumber:

What do you think it is?	science fruit	science vegetable
Did you find seeds?	Yes, I found seeds!	No seeds here.
What did the class decide?	science fruit!	science vegetable!

Potato:

What do you think it is?	science fruit	science vegetable
Did you find seeds?	Yes, I found seeds!	No seeds here.
What did the class decide?	science fruit!	science vegetable!

Celery:

What do you think it is?	science fruit	science vegetable
Did you find seeds?	Yes, I found seeds!	No seeds here.
What did the class decide?	science fruit!	science vegetable!

MYSTERYscience

Apple Taste Test

What is it called?	What color is it?	How sweet is it?
Granny Smith		Very Sweet Slightly Sweet Slightly Sour Very Sour
Red Delicious		Very Sweet Slightly Sweet Slightly Sour Very Sour
Golden Delicious		Very Sweet Slightly Sweet Slightly Sour Very Sour
Honeycrisp		Very Sweet Slightly Sweet Slightly Sour Very Sour

What's your favorite apple? _____

Studies Weekly Week 20 Vocabulary

inevitable— unable to be avoided

universal— present or existing everywhere

climate— the average weather conditions of a place or region over a period of time

extinct— no longer in existence

weather— the state of the atmosphere around Earth

environment— all the physical surroundings on Earth

impaired— damaged

conserve— protection of things found in nature so that they will be around in the future

urbanization— making more and bigger cities

deforestation— cutting down or clearing out of trees and plants

Studies Weekly Vocabulary Quiz
Week 20   Name _____

Choose the correct vocabulary word for each definition. Use a capital letter.

_____ 1. making more and bigger cities

      a. urbanization   b. conserve   c. environment   d. extinct

_____ 2. cutting down or clearing out of trees and plants

      a. climate   b. impaired   c. urbanization   d. deforestation

_____ 3. present or existing everywhere

      a. inevitable   b. weather   c. universal   d. environment

_____ 4. damaged

      a. climate   b. impaired   c. deforestation   d. conserve

_____ 5. protection of things found in nature so that they will be around in the future

      a. weather   b. extinct   c. conserve   d. urbanization

_____ 6. all the physical surroundings of Earth

      a. inevitable   b. environment   c. deforestation   d. universal

_____ 7. no longer in existence

      a. extinct   b. universal   c. impaired   d. weather

_____ 8. unable to be avoided

      a. deforestation   b. urbanization   c. extinct   d. inevitable

_____ 9. the average weather conditions of a place or region over a period of time

      a. conserve   b. weather   c. universal   d. climate

_____ 10. the state of the atmosphere around Earth

      a. impaired   b. environment   c. climate   d. weather

Studies Weekly
Week 20 Questions   Name _____

1. Give one example of a time that something changed in your life. _____
_____
_____

_____ 2. Which of the following jobs would the EPA most likely do?

        a. help clean up your backyard

        b. make maps showing rivers and streams in your area

        c. test water samples to make sure they are clean

3. What is an estuary? _____
_____

4. How can you help make our water cleaner? _____
_____

_____ 5. Which of the following things does not lead to global warming?

        a. car exhaust going into the environment

        b. planting new trees in your yard

        c. factories polluting the air with smoke

6. Why are trees and plants so important to Earth? _____
_____

7. What is another name for clear cutting? _____

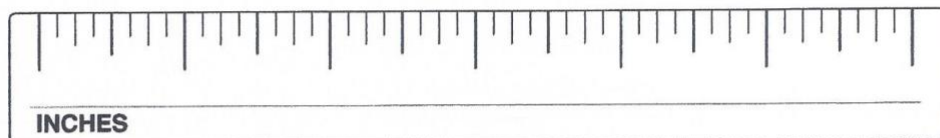_____ 8. Which of the following best describes *climate*?
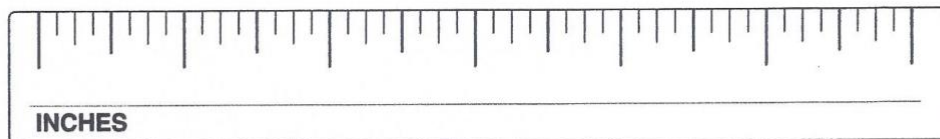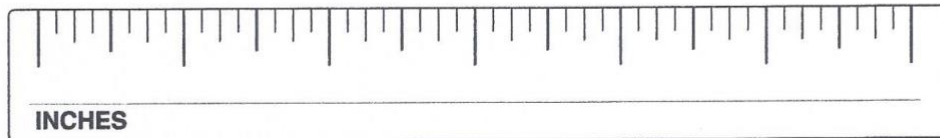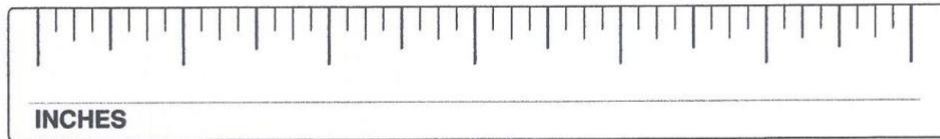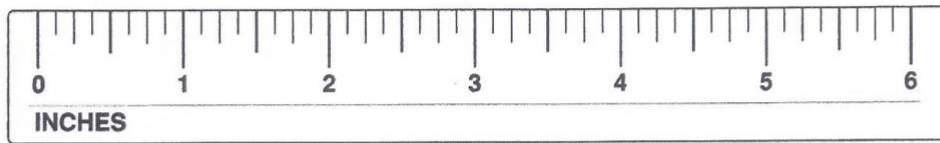
        a. the change occurring outside from hour to hour

        b greenhouse gasses melting ice at the poles

        c. what happens to weather over a lot of years

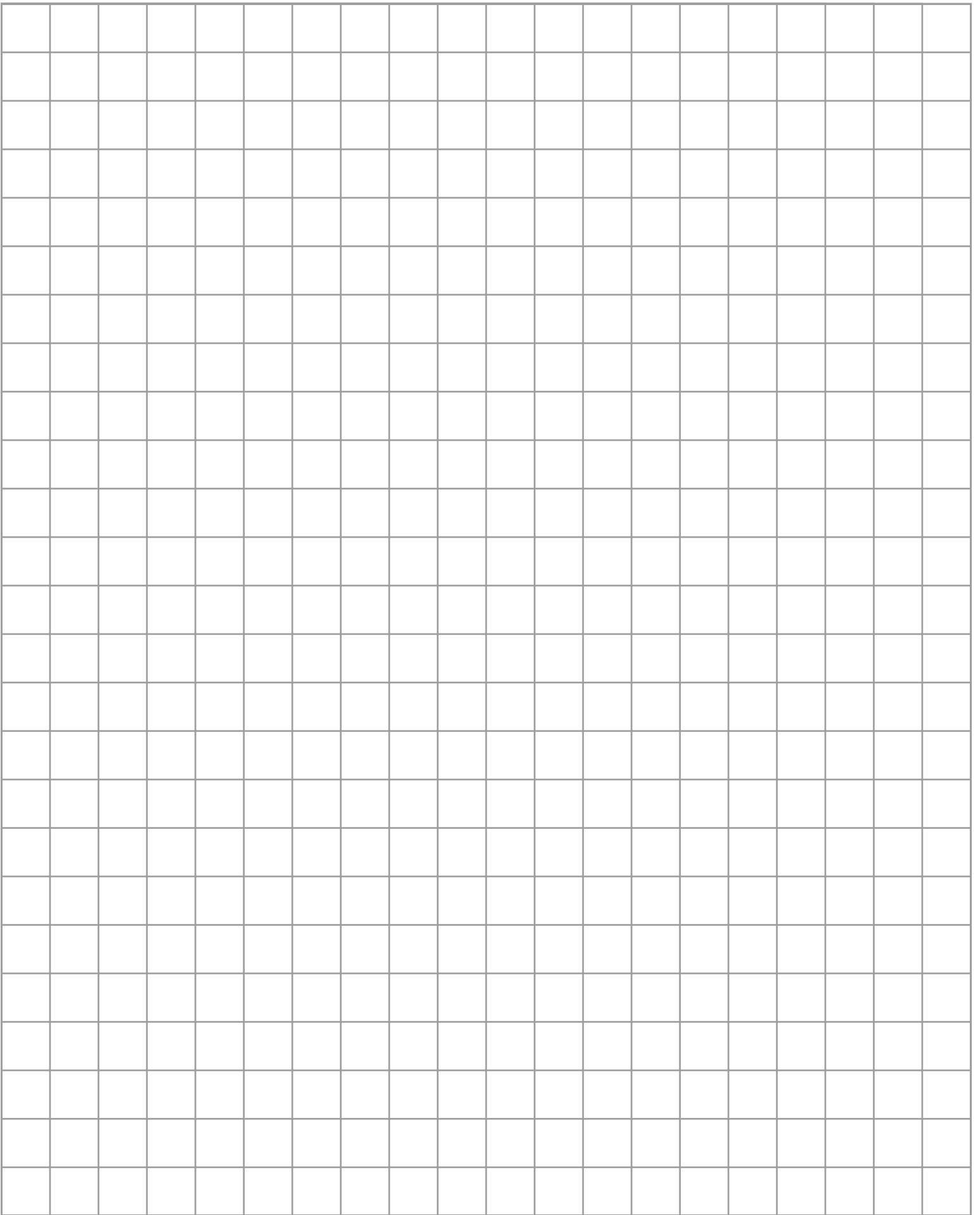9. What are three things you can do to stop global warming? _____
_____
_____
_____

Name _____

0   1   2   3   4   5   6
INCHES

INCHES

INCHES

INCHES

INCHES

INCHES
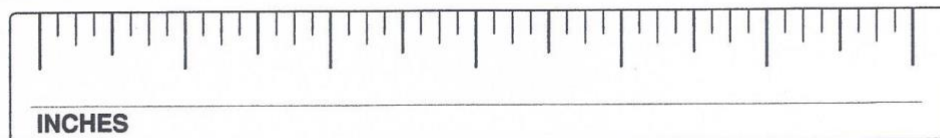
(To form a yardstick, cut out and tape rulers together and complete labeling.)

1 Block = 3/8 "

Math-Aids.Com