

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES
Day 1	Activity 1: Memory Jogger (page 5) Complete the Memory Jogger for Day 1 Activity 2: STEM Project Complete the STEM project on p. 481 and record your answer in your journal as fraction strips. Optional Activity 3: Workbook Review Complete two unused pages from pp. 123-154 in your Additional Practice Workbook. Complete two unused pages from pp. 289-465 in your Volume 2 Student Workbook. Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.	Read At Least for 20 minutes Everyday Read fiction or nonfiction books on Exploring Literary Classics from Reading A-Z or books of your choice. What Does It Mean To Be Brave Paul Bunyan How Does Point of View Affect How a Story is Told? A New Year's Gift What Will Susie Choose? The Night Hunter Cooking at Camp Sarah Sails to the New World A Surprise in the Barn Mad at Machu Pichu What Sadie Sold Far From Home Undersea Adventure Sailing Toward America A Surprise from Father Mozart A Selection From Alice and Wonderland Aladdin and the Wonderful Lamp Cinderella Persephone: A Greek Myth Robin Hood Wins the Sheriff's Golden Arrow Robin Hood and the King Snow White and the Queen The Hunting Trip The Three Little Pigs How Little John Joined Robin Hood Aesop's Fable Hansel and Gretel Write About A Book Everyday Complete the Readers Response Journal for a fiction or nonfiction book that you read today. See the 3rd Grade Literacy Activities on page 7.	Flashcard Fluency Using your Week 1 Fry's Phrases, create flashcards on index cards or squares of paper. Practice reading the phrases with fluency and expression. Time yourself to see how many phrases you can read in one minute! (Page 8)	Science Topic: Parts of a Plant Activity: Draw and label the parts on the plant. Include stomata, chlorophyll, stems, leaves, flowers, roots. Resource: Plants Need Stems
Day 2	Activity 1: Memory Jogger (page 5) Complete the Memory Jogger for Day 2 Activity 2: Fact Fluency Write your multiples of 5 and 10. What is true about all multiples of 5? What is true about all multiples of 10? Which multiples are both multiples of 5 and 10? Optional Activity 3: Workbook Review Complete two unused pages from pp. 123-154 in your Additional Practice Workbook. Complete two unused pages from pp. 289-465 in your Volume 2 Student Workbook. Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.		Memory Game Using Fry's Phrases To set up the game, create two sets of phrase cards using your Fry's Phrases for Week 1 and arrange them, face down, in a grid. Pick one card, turn it over, and read the phrase. Pick a second card, turn it over, and read the phrase. If the phrases on the two overturned cards match, keep the pair and take another turn. If they do not match, turn the cards back over so the words are no longer showing, and have the next player take their turn. (Page 8)	Science Topic: Purpose of Roots Activity: Roots Exploration (must log on to Discovery Ed through clever). Write a summary about the importance of roots for a plant's survival Resource: Roots Exploration Must be logged in to Discovery Ed to use this resource
Day 3	Activity 1: Memory Jogger (page 5) Complete the Memory Jogger for Day 3 Activity 2: Pick-a-Project Open your workbook to p. 207-208. Read the description for each Pick-a-Project task. Select one and demonstrate your understanding of fractions. Optional Activity 3: Workbook Review Complete two unused pages from pp. 123-154 in your Additional Practice Workbook. Complete two unused pages from pp. 289-465 in your Volume 2 Student Workbook. Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.		Create a Story with Fry's Phrases Select any 10 Fry's Phrases from Week 1 and incorporate them into a fictional story. Write your story in your notebook or on a piece of lined paper. When you're finished you can be an illustrator and draw a picture to match your story! (Page 8)	Science Topic: Plant Parts Activity: Take the studyjams quiz and record your score Resource: Study Jams Roots and Stems

Day 4	<p>Activity 1: Memory Jogger (page 5) Complete the Memory Jogger for Day 4</p> <p>Activity 2: Equivalent Fraction - Take a sheet of paper and fold it into 4 equal sections- color in and label the section that is $\frac{1}{4}$. Refold the paper as before and fold it in half one more time. Color in and label the section that is $\frac{2}{8}$. What is the fraction of paper not shaded? Identify another fraction that is equal to that amount.</p> <p>Activity 3: Workbook Review Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages!) Workbook Vol. 2 pages: Any blank pages from 289-465; Additional Practice Workbook; Any blank pages from 123-154</p> <p>Optional Activity 4: Dream box Directions: Log into Dreambox and complete some activities.</p>		<p>Revise & Edit Your Fictional Story Use the COPS strategy to revise and edit the fictional story you wrote on Day 3. Write a final copy.. C - check & fix Capitalization O - is it Organized? Fix it! P - check & fix Punctuation S - check & fix Spelling (Page 8)</p>	<p>Social Studies Topic: What impact do different inventions have on the society that I live in? Activity: Ask yourself and your family members how the lightbulb has impacted you and them. Record 2 answers for each prompt:</p> <ul style="list-style-type: none"> • The lightbulb has impacted me by . . . • The lightbulb has impacted my family by . . .
Day 5	<p>Activity 1: Memory Jogger (page 5) Complete the Memory Jogger for Day 5</p> <p>Activity 2: Solving Problems - Create a word problem using measuring cups and showing how amounts of the measuring cups are equal to each other. Practice measuring different amounts of water to measure the same amount with a different size measuring cup.</p> <ul style="list-style-type: none"> • What are different ways to measure $\frac{1}{2}$ cup? • What are the different ways to measure 1 cup? • What are ways to measure $1\frac{1}{2}$ cup? <p>In your Math journals, explain how you solved the problem using different amounts of measuring cups and how they are equal to each other.</p> <p>Optional Activity 3: Workbook Review - Complete two unused pages from pp. 123-154 in your Additional Practice Workbook. Complete two unused pages from pp. 289-465 in your Volume 2 Student Workbook.</p> <p>Optional Activity 4: DreamBox - Log into DreamBox and continue working for 15-20 minutes.</p>		<p>Kaboom! Write your Fry's Phrases for Week 1 on tiny slips of paper. Put all your slips into a cup. Pull out one slip at a time and read the phrase aloud. You have 10 seconds to use the phrase in a complete sentence in order to keep the word card. If you can't think of a sentence in 10 seconds, say the word KABOOM and put the phrase back in the cup! Once you get through all the phrases, put your slips back in the cup and start again. (Page 8)</p>	<p>Social Studies Topic: What impact do different inventions have on the society that I live in? Activity: Ask members of your community (church, teachers, coaches, etc.) how the lightbulb has impacted them. Record 2 answers for the prompt:</p> <ul style="list-style-type: none"> • The lightbulb has impacted my community by . . .

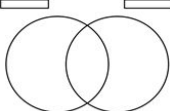
SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Google search Mozart. Listen to one of his songs. Did you know he wrote songs and played them for kings when he was your age? | <input type="checkbox"/> Express in your drawing the happiest time that you had this year. | <input type="checkbox"/> Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees. | <input type="checkbox"/> Read about two animals, using books from Pebble Go Science (ONE Access) or books that you already have with you. If your plant and animal had a battle, who would win? Write 1-2 reasons why and draw a picture. |
| <input type="checkbox"/> Discuss favorite songs with a family member. | <input type="checkbox"/> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. | <input type="checkbox"/> Find a story to read from Sora or ONE Access (or your own book). Read the book to a family member (or retell the story) and ask 3-5 questions. | |
| <input type="checkbox"/> List 10 things that make you think of the color BLUE (or other colors). | | | |

I certify that my child, _____, did complete all of the required activities in days 1-5 of this learning plan.

Parent/Guardian Signature _____

Date _____

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES
Day 6	Activity 1: Memory Jogger (page 6) Complete the Memory Jogger for Day 1 Activity 2: STEM Project Complete the STEM project on p. 377. Record your answer in your journal explaining what objects your paperclip could hold. Optional Activity 3: Workbook Review Complete four unused pages from pp. 289-465 in your Volume 2 Student Workbook. Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.	Read At Least for 20 minutes Everyday: Read fiction or nonfiction books on Exploring Literary Classics from Reading A-Z or books of your choice. What Does It Mean To Be Brave Paul Bunyan How Does Point of View Affect How a Story is Told? A New Year's Gift What Will Susie Choose? The Night Hunter Cooking at Camp Sarah Sails to the New World A Surprise in the Barn Mad at Machu Pichu What Sadie Sold Far From Home Undersea Adventure Sailing Toward America A Surprise from Father Mozart A Selection From Alice and Wonderland Aladdin and the Wonderful Lamp Cinderella	Flashcard Fluency Using your Week 2 Fry's Phrases, create flashcards on index cards or squares of paper. Practice reading the phrases with fluency and expression. Time yourself to see how many phrases you can read in one minute! (Page 8)	Science Topic: Plant Survival Activity: Parts of a plant help it to survive in different locations. What are some plants where you live that survive in North Carolina? Draw and label (each plant part of) the North Carolina plant you can find in nature. Resource: Parts of a Plant Video:
Day 7	Activity 1: Memory Jogger (page 6) Complete the Memory Jogger for Day 2 Activity 2: Fact Fluency Write your multiples of 3 and 6. What is true about all multiples of 3? What is true about all multiples of 6? What do you notice about the relationship between the multiples of 3 and 6? Record your answer in your math journals. Optional Activity 3: Workbook Review Complete four unused pages from pp. 289-465 in your Volume 2 Student Workbook. Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.	Persephone: A Greek Myth Robin Hood Wins the Sheriff's Golden Arrow Robin Hood and the King Snow White and the Queen The Hunting Trip The Three Little Pigs How Little John Joined Robin Hood Aesop's Fable Hansel and Grete	Memory Game Using Fry's Phrases To set up the game, create two sets of phrase cards using Fry's Phrases for Week 2 and arrange them, face down, in a grid. Pick one card, turn it over, and read the phrase. Pick a second card, turn it over, and read the phrase. If the phrases on the two overturned cards match, keep the pair and take another turn. If they do not match, turn the cards back over so the words are no longer showing, and have the next player take their turn. (Page 8)	Science Topic: Stomata Activity: Watch the visual of the stomata. Humans use lungs to breathe and have bones for structure. Compare the parts of a plant you've learned with the parts of yourself you know. Make a venn diagram of similarities and differences from plants to humans. 
Day 8	Activity 1: Memory Jogger (page 6) Complete the Memory Jogger for Day 3 Activity 2: Pick a Project Open your workbook to p. 251. Read the description for each Pick-a-Project task. Select one and complete for Multiples of Ten. Optional Activity 3: Workbook Review Complete four unused pages from pp. 289-465 in your Volume 2 Student Workbook. Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.	Write About A Book Everyday: Complete the Readers Response Journal for a fiction or nonfiction book	Create a Story with Fry's Phrases Select any 10 Fry's Phrases from Week 2 and incorporate them into a fictional story. Write your story in your notebook or on a piece of lined paper. When you're finished, you can be an illustrator and draw a picture to match your story! (Page 8)	Social Studies Topic: What impact do different inventions have on the society that I live in? Activity: Ask yourself and your family members how the gasoline engine has impacted you and them. Record 2 answers for each prompt: <ul style="list-style-type: none"> The gasoline engine has impacted me by . . . The gasoline engine has impacted my family by . . .
Day 9	Activity 1: Memory Jogger (page 6) Complete the Memory Jogger for Day 4		Revise & Edit Your Fictional Story Use the COPS strategy to revise and edit	Social Studies Topic: What impact do different

	<p>Activity 2: Time is an Issue Have an adult tell you the time at different times during the day. Record what you are doing each time in your math journal and the time it will be in 30 minutes, 45 minutes and 60 minutes.</p> <p>Optional Activity 3: Workbook Review Complete four unused pages from pp. 289-465 in your Volume 2 Student Workbook.</p> <p>Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.</p>	that you read today. See the 3rd Grade Literacy Activities on page 7.	<p>the fictional story you wrote on Day 8. Write a final copy..</p> <p>C - check & fix Capitalization O - is it Organized? Fix it! P - check & fix Punctuation S - check & fix Spelling (Page 8)</p>	<p>inventions have on the society that I live in?</p> <p>Activity: Ask members of your community (church, teachers, coaches, etc.) how the gasoline engine has impacted them. Record 2 answers for the prompt:</p> <ul style="list-style-type: none"> • The gasoline engine has impacted my community by . . .
Day 10	<p>Activity 1: Memory Jogger (page 6) Complete the Memory Jogger for Day 5.</p> <p>Activity 2: Solving Problems In your math journal, create a schedule for the day. Record the time you will eat your meals, complete your school work and play. Include times for other events you have, too. Record the time it will take to complete activity.</p> <p>Optional Activity 3: Workbook Review Complete four unused pages from pp. 289-465 in your Volume 2 Student Workbook.</p> <p>Optional Activity 4: DreamBox Log into DreamBox and continue working for 15-20 minutes.</p>		<p>Kaboom! Write your Fry's Phrases for Week 2 on tiny slips of paper. Put all your slips into a cup. Pull out one slip at a time and read the phrase aloud. You have 10 seconds to use the phrase in a complete sentence in order to keep the word card. If you can't think of a sentence in 10 seconds, say the word KABOOM and put the phrase back in the cup! Once you get through all the phrases, put your slips back in the cup and start again. (Page 8)</p>	<p>Social Studies Topic: What impact do different inventions have on the society that I live in?</p> <p>Activity: Ask yourself, your family, and your community how computers have impacted you and their lives. Record 2 answers for each prompt:</p> <ul style="list-style-type: none"> • Computers have impacted me by . . . • Computers have impacted my family by . . . • Computers have impacted my community by . . .

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.			
<input type="checkbox"/> Keep the beat using your spider fingers with a parent or guardian. <input type="checkbox"/> Put on your favorite song and dance. <input type="checkbox"/> Draw something that you are good at doing or playing.	<input type="checkbox"/> Draw something that you would like to become better at doing or playing. <input type="checkbox"/> The game is just like musical chairs except you will hop around like frogs and sit on lily pads (pillows)	<input type="checkbox"/> Grab a broom stick and have two people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful path. How low can you go? <input type="checkbox"/> Read about someone important in a book or using the World Book Encyclopedia. Create a speech for your family to tell why this person should be on MyHero.com.	<input type="checkbox"/> Ready to try your hand at creating and coding? Log into Code.org and click on Hour of Code. Pick one of the activities to do and learn how to code! Share what you learned with your family or friend.

I certify that my child, _____, did complete all of the required activities in days 6-10 of this learning plan.

Parent/Guardian Signature _____

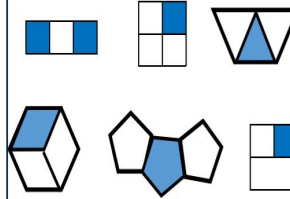
Date _____

WEEK 1

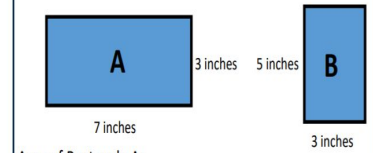
MEMORY JOGGERS

DAY 1

Problem A:
Circle all of the figures that have $\frac{1}{3}$ shaded.



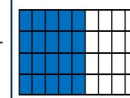
Problem B:
Find the area of rectangle A and rectangle B.



Area of Rectangle A: _____
Area of Rectangle B: _____

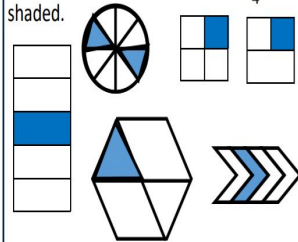
Problem C:
Carla has 345 stickers.
She has 187 more than her sister.
How many stickers does Carla's sister have?

Problem D:
 $7 \times \underline{\quad} = 7$ $8 \times \underline{\quad} = 0$ $5 \times 7 = \underline{\quad} \times 5$
Write an equation to represent the Shaded and unshaded parts of this array.
($\underline{\quad} \times \underline{\quad}$) + ($\underline{\quad} \times \underline{\quad}$) = _____

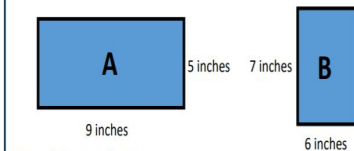


DAY 2

Problem A:
Circle all of the figures that have $\frac{1}{4}$ shaded.



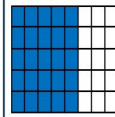
Problem B:
Find the area of rectangle A and rectangle B.



Area of Rectangle A: _____
Area of Rectangle B: _____

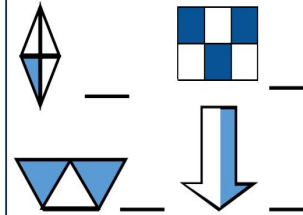
Problem C:
Logan played Dreambox from 274 minutes this week. He played Dreambox for 158 minutes less than Jackie. How many minutes did Jackie play Dreambox?

Problem D:
 $3 \times \underline{\quad} = 6 \times 3$ $0 = \underline{\quad} \times 5$ $8 \times \underline{\quad} = 8$
Write an equation to represent the Shaded and unshaded parts of this array.
($\underline{\quad} \times \underline{\quad}$) + ($\underline{\quad} \times \underline{\quad}$) = _____

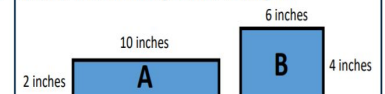


DAY 3

Problem A:
Use a fraction to show how much of each figure is shaded.



Problem B:
Find the area of rectangle A and rectangle B.



Area of Rectangle A: _____
Area of Rectangle B: _____

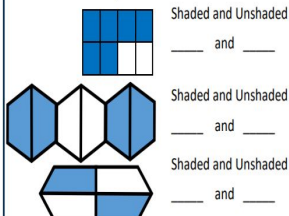
Problem C:
Peyton needs 1,000 beads for a project.
• She has 487 colored beads.
• She has 398 clear beads.
How many more beads does she need for the project?

Problem D:
 $2 \times 9 = \underline{\quad} \times 2$ $8 \times \underline{\quad} = 0$ $\underline{\quad} \times 1 = 3$
Write an equation to represent the Shaded and unshaded parts of this array.
($\underline{\quad} \times \underline{\quad}$) + ($\underline{\quad} \times \underline{\quad}$) = _____

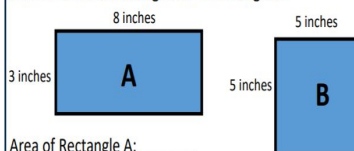


DAY 4

Problem A:
Write a fraction to represent the shaded and unshaded parts.



Problem B:
Find the area of rectangle A and rectangle B.



Area of Rectangle A: _____
Area of Rectangle B: _____

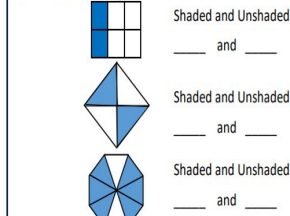
Problem C:
Tyler needs 900 Legos for a project.
• He has 365 Legos in on box.
• He has 487 Legos in another box.
How many more Legos does he need for the project?

Problem D:
 $9 = 9 \times \underline{\quad}$ $8 \times 6 = \underline{\quad} \times 8$ $\underline{\quad} \times 4 = 0$
Write an equation to represent the Shaded and unshaded parts of this array.
($\underline{\quad} \times \underline{\quad}$) + ($\underline{\quad} \times \underline{\quad}$) = _____

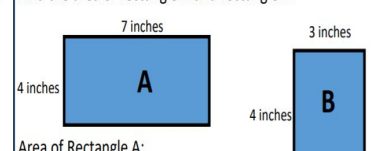


DAY 5

Problem A:
Write a fraction to represent the shaded and unshaded parts.



Problem B:
Find the area of rectangle A and rectangle B.



Area of Rectangle A: _____
Area of Rectangle B: _____

Problem C:
Taylor and Emma are working on a project. They need 1,000 beads.
• Taylor has 285 beads.
• Emma has 427 beads.
How many more beads do they need for the project?

Problem D:
 $4 = 4 \times \underline{\quad}$ $4 \times 5 = \underline{\quad} \times 4$ $\underline{\quad} \times 2 = 0$
Write an equation to represent the shaded and unshaded parts of this array.
($\underline{\quad} \times \underline{\quad}$) + ($\underline{\quad} \times \underline{\quad}$) = _____



WEEK 2

MEMORY JOGGERS

DAY 1

Problem A:

$$4 \times V = 16 \quad V = \underline{\quad}$$

$$12 \div G = 3 \quad G = \underline{\quad}$$

$$18 = J \times 9 \quad J = \underline{\quad}$$

$$2 \times 3 = S \div 2 \quad S = \underline{\quad}$$

Problem B:



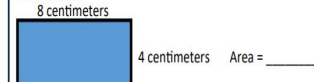
Where is point B located? $\underline{\quad}$

Point A is located at $\underline{\quad}$.

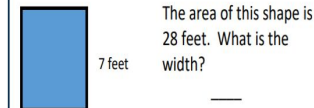
Another name for where point A is located is $\underline{\quad}$.

How far is point A from point B? $\underline{\quad}$

Problem C:



Area = $\underline{\quad}$



The area of this shape is 28 feet. What is the width? $\underline{\quad}$

Problem D:

Third grade wants to bring in 1,000 books for the book drive.

- They brought in 387 books last week.
- They brought in 645 books this week.

Have the third graders met their goal?

Yes or No

If yes, how many extras? $\underline{\quad}$

If no, how many more are needed? $\underline{\quad}$

DAY 2

Problem A:

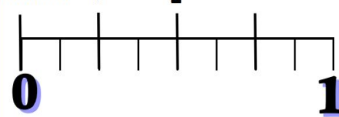
$$8 \times 9 = J \quad J = \underline{\quad}$$

$$64 \div V = 8 \quad V = \underline{\quad}$$

$$24 = 6 \times W \quad W = \underline{\quad}$$

$$E \times 8 = 24 - 8 \quad E = \underline{\quad}$$

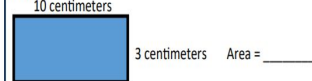
Problem B:



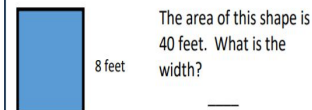
Write 2 fractions that could be used to describe the location of point Y: $\underline{\quad}$ and $\underline{\quad}$

Write 2 fractions that could be used to describe the location of point Z: $\underline{\quad}$ and $\underline{\quad}$

Problem C:



Area = $\underline{\quad}$



The area of this shape is 40 feet. What is the width? $\underline{\quad}$

Problem D:

Third grade wants to bring in 500 can for a can food drive.

- They brought in 348 books last week.
- They brought in 139 books this week.

Have the third graders met their goal?

Yes or No

If yes, how many extras? $\underline{\quad}$

If no, how many more are needed? $\underline{\quad}$

DAY 3

Problem A:

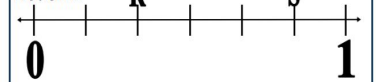
$$A \times 3 = 24 \quad A = \underline{\quad}$$

$$B \div 5 = 10 \quad B = \underline{\quad}$$

$$42 = 7 \times C \quad C = \underline{\quad}$$

$$7 \times 3 = D + 1 \quad D = \underline{\quad}$$

Problem B:



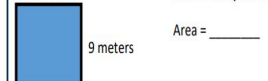
Where is point S located? $\underline{\quad}$

Point R is located at $\underline{\quad}$.

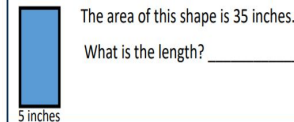
How far is point R from point S? $\underline{\quad}$

What is another way to say how far R is from S? $\underline{\quad}$

Problem C:



Area = $\underline{\quad}$



The area of this shape is 35 inches. What is the length? $\underline{\quad}$

Problem D:

Third grade wants to bring in 700 pencils to donate for other students who need them.

- She brought in 238 pencils last week.
- She brought in 471 pencils this week.

Have the third graders met their goal?

Yes or No

If yes, how many extras? $\underline{\quad}$

If no, how many more are needed? $\underline{\quad}$

DAY 4

Problem A:

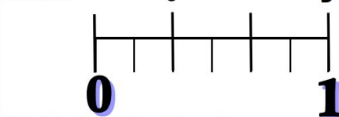
$$6 \times Z = 42 \quad Z = \underline{\quad}$$

$$Y \div 3 = 9 \quad Y = \underline{\quad}$$

$$64 = 8 \times W \quad W = \underline{\quad}$$

$$4 \times V = 12 + 8 \quad V = \underline{\quad}$$

Problem B:



Write 2 fractions that could be used to describe the location of point C: $\underline{\quad}$ and $\underline{\quad}$

How far is point C from point D?

Name 2 ways to describe how far: $\underline{\quad}$ and $\underline{\quad}$

Problem C:



The area of this rectangle is 48 square inches.. Length = $\underline{\quad}$

The area of this square is 25 square inches.

What is the length of one side? $\underline{\quad}$

Problem D:

The PTO wants to bring in 1,000 freezer pops for field day

- They brought in 564 pops last week.
- They brought in 435 pops this week.

Have the third graders met their goal?

Yes or No

If yes, how many extras? $\underline{\quad}$

If no, how many more are needed? $\underline{\quad}$

DAY 5

Problem A:

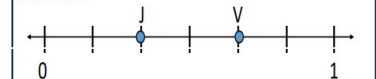
$$Q \times 2 = 6 \quad Q = \underline{\quad}$$

$$U \div 4 = 8 \quad U = \underline{\quad}$$

$$5 = I \div 10 \quad I = \underline{\quad}$$

$$5 \times 3 = Z + 8 \quad Z = \underline{\quad}$$

Problem B:



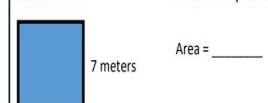
Where is point J located? $\underline{\quad}$

Point V is located at $\underline{\quad}$.

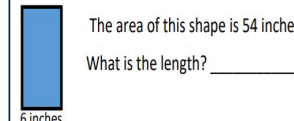
How far is point J from point V? $\underline{\quad}$

What is another way to say how far J is from V? $\underline{\quad}$

Problem C:



Area = $\underline{\quad}$



The area of this shape is 54 inches. What is the length? $\underline{\quad}$

Problem D:

Michael has a kit with 800 blocks. He wants to build a tower like one that his brother built.

- His brother used 476 red blocks.
- His brother also used 529 blue blocks.

Does Michael have enough blocks to make a copy of his brother's building?

Yes or No

If yes, how many extras? $\underline{\quad}$

If no, how many more are needed? $\underline{\quad}$

Third Grade Literacy Activities

Reader's Response Sheets: Each day your child will be reading and/or listening to you read a non-fiction or fiction book. After reading the story, your child should use paper or a journal to answer the following questions on the documents below. If the book is Fiction, use the questions on the top of the box. If the book is Nonfiction, use the questions on the bottom of the box.

<div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> Reading Response Sheet (Front) Full & Consolidated Phases </div> <p>Name: _____ Date: _____</p> <p>Text Title: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> My Goal for Reading: _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Evidence from the Text: _____ _____ _____ </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Main Characters: _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Setting: _____ _____ _____ </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> My Favorite Part of the Story or Favorite Characters: _____ _____ </div> <div style="border: 1px solid black; padding: 5px;"> Why This is My Favorite Part of the Story or Favorite Characters: _____ _____ </div>	My Goal for Reading: _____ _____ _____	Evidence from the Text: _____ _____ _____	Main Characters: _____ _____ _____	Setting: _____ _____ _____	<div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> Reading Response Sheet (Back) Full & Consolidated Phases </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> In the beginning... _____ _____ _____ </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> In the middle... _____ _____ _____ </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> In the end... _____ _____ _____ </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Problem- Use specific evidence/details from the text _____ _____ _____ _____ </div> <div style="border: 1px solid black; padding: 5px;"> Solution- Use specific evidence/details from the text _____ _____ _____ </div>	In the beginning... _____ _____ _____	In the middle... _____ _____ _____	In the end... _____ _____ _____
My Goal for Reading: _____ _____ _____	Evidence from the Text: _____ _____ _____							
Main Characters: _____ _____ _____	Setting: _____ _____ _____							
In the beginning... _____ _____ _____	In the middle... _____ _____ _____	In the end... _____ _____ _____						

<div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> Nonfiction Reading Response Sheet Full & Consolidated Phases (front) </div> <p>Name: _____ Date: _____</p> <p>Text Title: _____</p> <div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> BEFORE READING </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Topic _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> What I Already Know About the Topic _____ _____ _____ </td> </tr> </table> <div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> DURING READING </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Connections _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Evidence from the Text _____ _____ _____ </td> </tr> </table> <div style="border: 1px solid black; padding: 5px;"> Questions I Have About the Text While Reading _____ _____ _____ _____ </div>	Topic _____ _____ _____	What I Already Know About the Topic _____ _____ _____	Connections _____ _____ _____	Evidence from the Text _____ _____ _____	<div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> Nonfiction Reading Response Sheet Full & Consolidated Phases (back) </div> <p>Name: _____ Date: _____</p> <p>Text Title: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Topic _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Most Important Thing the Author Wants Me to Know _____ _____ _____ </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Topic _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Most Important Thing the Author Wants Me to Know _____ _____ _____ </td> </tr> </table> <div style="background-color: #444; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> AFTER READING </div> <div style="border: 1px solid black; padding: 5px;"> Three Facts I Learned: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> _____ _____ _____ </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> _____ _____ _____ </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> _____ _____ _____ </td> </tr> </table> </div>	Topic _____ _____ _____	Most Important Thing the Author Wants Me to Know _____ _____ _____	Topic _____ _____ _____	Most Important Thing the Author Wants Me to Know _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
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_____ _____ _____	_____ _____ _____	_____ _____ _____										

Third Grade Literacy Activities

Weeks	Writing	Speaking	Listening	Reading
Weeks 1-2 Topics: Exploring Literary Classics	<p>Write a paragraph explaining what makes your book a literary classic.</p> <p>Create a book jacket to illustrate your book. On the inside cover, write a summary of your book.</p> <p>Write who your favorite character is and give at least 3 reasons why.</p> <p>Compare and contrast two characters in your book or two different books.</p>	<p>Use the texts below to practice fluency by reading aloud more than once. Practice reading in phrases and make sure your reading sounds like talking.</p> <p>Jumping In The Haunted House Three-Point Shot Goldilocks and the Three Bears Aesop's Fables Henny Penny Aladdin and the Magic Lamp Rumplestiltskin The Emperor's New Clothes</p>	<p>Listen to a story on one of the following resources:</p> <ul style="list-style-type: none"> RAZ Kids bit.ly/CMSk3distanceread <p>Video: Stores read aloud by famous actors https://www.storylineonline.net/</p>	<p>Login through NCEdCloud: RAZ Kids SORA - login video</p> <p>Create free account: Readworks Starfall One Access NewsELA EPIC</p>
Weeks 3-4 Topics: Frogs & Habitats	<p>Write a how to paragraph from a frog's perspective. Describe how you survive in your habitat.</p> <p>Create a tri-fold brochure about your frog/habitat. Include the following: a picture of your frog/habitat, a description of your habitat, and three or more ways that the frog depends on the habitat for survival.</p> <p>Write a friendly letter from your frog to something else in your habitat. Explain how you work together in your habitat.</p> <p>Write a poem about your frog or habitat.</p>	<p>Create a commercial explaining the importance of protecting our natural habitats such as forests, lakes, oceans, etc.</p> <p>Explain to someone how your brochure could be used in a school setting, at a library, or another public setting. Explain how your brochure could help others.</p> <p>Read one of the books on frogs or habitats aloud to someone. Remember to read in phrases and make your reading sound like talking.</p> <p>After you have watched one of the videos listed under Listening, share 3 new things you learned and 3 wonderings or questions that you have.</p>	<p>Listen to a story on one of the following resources:</p> <ul style="list-style-type: none"> RAZ Kids bit.ly/CMSk3distanceread <p>Video: Teens, Frogs, and Climate Change Breaking Trail: Green Tree Frog Breaking Trail: Catching a Poison Frog</p>	

Fry's Phrases							
Week 1		Week 2		Week 3		Week 4	
The people	Can you go?	Not now	It's no use.	There was an old man.	Come and get it.	When would you go?	He has it.
By the water	We like to write.	From my room	With his mom	It may fall down.	Part of the time	A number of people	If we were older
You and I	Into the water	Will you be good?	As big as the first	See the water	Can you see?	How long are they?	The other people
He called me.	Look for some people.	Then we will go	When will we go?	But not for me	Now and then	The first word	When did they go?
What did they say?	So there you are.	An angry cat	From here to there	Write it down.	Go find her.	I like him.	She said to go.
No way	A long time	Write your name.	More people	Who will make it?	At your house	Out of the water	Each of us
One or two	Have you seen it?	This dog is big.	Go down.	What will they do?	It's been a long time.	How many words?	All day long
More than the other	One more time	Two of us	Did you like it?	We had their dog.	Give them to me.	This is a good day.	It's about time.
Now is the time.	This is my cat.	Did you see it?	For some of your people	A long way to go	Look up.	Sit down	Up in the air
May I go first?	Get on the bus.	How did they get it?	What are these?	But not me	Which way?	All or some	Number two