

Hello, everyone!

We know this is a crazy time and we appreciate your help in your students' virtual learning! Here are some directions for everything that we have prepared:

Reading, Writing, and Word Work

- Reading: Students should read one comprehension passage per day and answer word work, vocabulary, and understand it questions on the page. They should also answer the comprehension questions on the back of each page.
- Writing: Students should spend 20 minutes writing per day. They can use the writing supports in the work packet as a start. They should create an at-home writing "notebook" where they can extend their writing ideas. We have been working on opinion writings in class. Students are encouraged to write about their opinion on any topic they feel strongly about.
- Language/Grammar: Read a grammar passage per day and complete the activities on that page.
- Vocabulary: Students should complete one vocabulary page per day.
- If your student has Lexia, they will log into www.lexiacore5.com and complete **60 minutes per week**. To login they will need their teacher emails (see login info at the bottom).
- READ, READ, READ!!!! They can read news articles, books, magazines, newspapers, etc. Anything you have! They can get on A-Z kids as well and read books on there (see login information at bottom).
- On Thursday or Friday of each week, they should get on and do their ReadyTest on A-Z kids (see login information at the bottom).

Math

- There is a math review packet for everything that we have learned this year. They can work on this throughout the next couple weeks. If you'd like to divide up the pages for or with them, that is fine!
- Students may also practice 0-12 multiplication facts. You can either give them problems or use flash cards.
- They should login to Dreambox at <https://play.dreambox.com/login/6g3f/2za6>. They can login from there. They should have **60 minutes per week and at least 5 lessons**.

Science:

- Students should read the passages about batteries and electricity and complete the questions on the bottom of the passages.
- Play with and talk about magnets. Students can experiment with what items are magnetic and which are not.

Social Studies:

- Students should complete the "Map of Me" workbook to review their continent, country, and state.
- Discuss current events, the spread of this and other diseases and how it affects our economy and lifestyle.

Login information:

Ms. Byrd	Ms. Fox	Ms. Tanis	Mrs. Breeden
Lexia: rebecca.byrd@ richlandone.org	Lexia: patricia.fox@ richlandone.org	Lexia: devin.tanis@ richlandone.org	Lexia: kelly.breeden@ richlandone.org
A-Z: rbyrd2	A-Z: pfox2	A-Z: dtanis0	A-Z: kcrawford43

Stay safe and healthy. We can't wait to see your students when we return! Please feel free to contact us with questions or concerns, we will do our best to be available and answer questions during this time!

3rd grade team

Week 1, Day 1

Standards: R.L.5.1, R.L.8.1, W.4.1, R.L.10.1, W.3.1, R.L.11.1

I can determine meaning of a passage by making predictions, inferences, and draw conclusions. I can write a narrative to develop real or imagined experiences or events using well-chosen details and sequence of events. I can identify common and proper nouns in a text. I can use context clues to determine the meaning of 5 vocabulary words from given passage.

How do readers interpret meaning?

How can writers produce a strong personal narrative?

Read Aloud -

The Empty Pot: <https://www.storylineonline.net/books/the-empty-pot/>

Where does this story take place? How do you know?

How can you tell the emperor loves flowers?

How did Ping feel when he received his seed from the emperor?

Why are the characters worried?

What is the moral the author wants you to learn?

Reading –

Students will read Time to Recycle and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Use the hamburger strategy to write a personal narrative.

Language/Grammar –

Complete common and proper nouns.

Vocabulary –

Complete Defining Words: Week 1.

Math –

Assignment: Complete “Round to the Nearest Ten” Worksheet

Standard: 3.NSBT.1

Essential Question: How can we use place value in order to round numbers to the nearest ten?

I Can Statement: I can use place value to round numbers to the nearest ten.

Technology Resources:

Rounding to the Nearest Ten Video:

<https://www.khanacademy.org/math/arithmetic-home/arith-place-value/arith-rounding/v/rounding-to-the-nearest-10>

15 – 20 minutes of DreamBox and at least one lesson completed

Science –

Assignment: Read the book, “Battery Power” on RAZ Kids and then answer the Discussion Questions provided. Complete the quiz on RAZ Kids.

Standard: 3.P.3

Essential Question: What are batteries and why are they important?

I Can Statement: I can explain what batteries are and why they are important.

Technology:

www.kidsa-z.com *Please refer to parent resources for login information for your student*

Social Studies –

Standard: 3-5.1

I can summarize the social and economic impact of development in agriculture, industry, and technology.

How did developments in agriculture, industry, and technology impact South Carolina both socially and economically?

Watch Industrial Economy Crash Course Video:

<https://www.youtube.com/watch?v=r6tRp-zRUJs&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=24>

Take notes while you watch the video. Write a summary about what you learned in the video about the development of industry in the U.S. using the page provided.

Week 1, Day 2

Standards: R.I.9.1, R.I.11.1, R.I.6.1, W.4.1, W.3.1

I can summarize key details and ideas to support the central idea of a nonfiction text.
I can write a narrative. I can write an informative paragraph to share information. I can identify singular and plural nouns in a text. I can associate a word with a sentence based on context.

How do readers use nonfiction text to support inferences and conclusions with text evidence?

How do writers go about creating well developed informational writing?

Read Aloud -

A Bad Case of Stripes: <https://www.storylineonline.net/books/a-bad-case-of-stripes/>

Have you ever not eaten something or joined a group because you were afraid of what someone would say?

Why didn't Camilla want to let others know that she liked lima beans?

How does Camilla feel when the kids laugh at her?

Do you think the kids are bullying Camilla? Why or why not?

How did Camilla change through the story?

Reading -

Students will read North America and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing -

Use the ice cream strategy to write about a nonfiction topic.

Language/Grammar -

Complete singular and plural nouns sheet.

Vocabulary -

Complete Associating Words: Week 1.

Math -

Assignment: Complete "Round to the Nearest Hundred" Worksheet

Standard: 3.NSBT.1

Essential Question: How can we use place value in order to round numbers to the nearest hundred?

I Can Statement: I can use place value to round numbers to the nearest hundred.

Technology Resources:

Rounding to the Nearest Hundred Video:

<https://www.khanacademy.org/math/arithmetic-home/arith-place-value/arith-rounding/v/rounding-to-the-nearest-100>

15 – 20 minutes of DreamBox and at least one lesson completed

Science –

Assignment: Read the passage, "Batteries" and then answer the Discussion Questions provided.

Standard: 3.P.3

Essential Question: What are batteries and how do they work?

I Can Statement: I can explain what batteries are and how they work.

Social Studies –

Standard: 3-5.1

I can summarize the social and economic impact of development in agriculture, industry, and technology.

How did the creation of the Jim Crow laws circumvent the legal rights established for African Americans?

Read Ducksters Civil Rights: Jim Crow Laws -

https://www.ducksters.com/history/civil_rights/jim_crow_laws.php

Complete the 10 question quiz at the end.

Week 1, Day 3

Standards: R.L.5.1, R.L.8.1, W.4.1, R.L.10.1, W.1, R.L.11.1

I can determine meaning of a passage by making predictions, inferences, and drawing conclusions. I can write a narrative to develop real or imagined experiences or events using well-chosen details and sequence of events. I can identify collective and possessive nouns in a text. I can use vocabulary words to make connections to moments in my life.

How do readers interpret meaning?

How can writers produce a strong personal narrative?

Read Aloud –

As Fast as Words Could Fly: <https://www.storylineonline.net/books/fast-words-fly/>

Who are the main characters in the story?

Where does the story take place? How does the author build a sentence?

What's the problem in the story?

Describe the characters attempt to solve the problem.

What lesson do you think Mason learned from learned from his experience?

Reading –

Students will read Visit to the Fire Station and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Use hamburger strategy to write a personal narrative.

Language/Grammar –

Complete collective and possessive nouns.

Vocabulary –

Complete Vocabulary in My Life: Week 1.

Math –

Assignment: Complete "Time Match" and "Build the Clocks" Worksheets

Standard: 3.MDA.1

Essential Question: How can we use digital and analog clocks to tell time to the nearest minute?

I Can Statement: I can use digital and analog clocks to tell time to the nearest minute.

Technology Resources:

Telling Time in 5 Minute Intervals:

https://learnzillion.com/lesson_plans/8368-tell-time-to-the-nearest-5-minutes-using-analog-and-digital-clocks/

15 – 20 minutes of DreamBox and at least one lesson completed.

Science –

Assignment: Read the passage, "Electric Circuits" and then answer the Discussion Questions provided.

Standard: 3.P.3A.2

Essential Question: How does the path of an electric current, complete a simple circuit?

I Can Statement: I can explain how the path of an electric current completes a simple circuit.

Social Studies –

Standard: 3-5.2

I can explain what the term migration means, the difference between emigration and immigration, and that both 'push' and 'pull' factors influence migration.

What push and pull factors influence emigration and immigration?

Watch Growth, Cities, and Immigration video:

<https://www.youtube.com/watch?v=RRhjqqe750A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=26>

Take notes while watching on the provided note sheet. After watching, write a summary of what you learned in the video about migration and growth of cities. List some push and pull factors that they listed in the video.

Week 1, Day 4

Standards: R.I.9.1, R.I.11.1, R.I.6.1, W.4.1

I can summarize key details and ideas to support the central idea of a nonfiction text. I can write an informative paragraph to share information. I can identify action verbs in a text. I can use vocabulary words to make a connection to the passage.

How do readers use nonfiction text to support inferences and conclusions with text evidence?

How do writers go about creating well developed informational writing?

Read Aloud –

Catching the Moon: <https://www.storylineonline.net/books/catching-the-moon-the-story-of-a-young-girls-baseball-dream/>

Can you really catch the moon? What does the author mean?

What was the main character's dream?

What obstacles did she face in realizing her dream?

How did she overcome these obstacles?

Did she realize her dream?

Reading –

Students will read How to Read a Map and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Use ice cream strategy to write an informational paragraph.

Language/Grammar –

Complete Action Verbs sheet.

Vocabulary –

Complete Returning to the Context: Week 1.

Math –

Assignment: Complete "Addition Practice" Worksheet

Standard: 3.NSBT.2

Essential Question: How can I use my knowledge of place value to add and subtract fluently to 1,000?

I Can Statement: I can use my knowledge of place value to add and subtract fluently to 1,000.

Technology Resources:

Using Place Value to Add 3-Digit Numbers:

<https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/v/carrying-when-adding-three-digit-numbers>

15 – 20 minutes of DreamBox and at least one lesson completed.

Science –

Assignment: Watch the Video, [The Power of Circuits](#), take notes while you watch the video and then write a summary about what you learned. There is an attached sheet for you to complete both the notes and the summary.

Standard: 3.P.3A.2

Essential Question: How does the path of an electric current complete a simple circuit?

I Can Statement: I can summarize how the path of an electric current completes a simple circuit.

Technology Resource:

<https://www.youtube.com/watch?v=HOFp8bHTN30> – The Power of Circuits Video

Social Studies –

Standard: 3-5.2

I can explain what the term migration means, the difference between emigration and immigration, and that both 'push' and 'pull' factors influence migration.

What push and pull factors influence emigration and immigration?

Watch the video Segregation and Jim Crow:

<https://www.youtube.com/watch?v=2yJA7LdJNwU>

Take notes while watching on the provided note sheet. After watching, write a summary of what you learned in the video. How does this relate to migration?

Week 1, Day 5

Standards: R.L.5.1, R.L.8.1, W.4.1, R.L.10.1, W.2, R.L.11.1

I can determine meaning of a passage by making predictions, inferences, and drawing conclusions. I can write a narrative to develop real or imagined experiences or events using well-chosen details and sequence of events. I can identify conjunctions in a text. I can use what I know about vocabulary words to complete sentences.

How do readers interpret meaning?

How can writers produce a strong personal narrative?

Read Aloud –

The Garbage Barge: <https://www.storylineonline.net/books/garbage-barge/>

What is the author's purpose?

What is the problem in the story?

Is this story fiction or nonfiction? How do you know?

What is the lesson the author wants you to learn?

How can you relate this to your own life?

Reading –

Students will read Saving Money is Hard and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Use the hamburger strategy to write a personal narrative.

Language/Grammar –

Complete conjunctions sheet.

Vocabulary –

Complete Sentence Stems: Week 1.

Math –

Assignment: Complete "Subtraction Practice" Worksheet

Standard: 3.NSBT.2

Essential Question: How can I use my knowledge of place value to add and subtract fluently to 1,000?

I Can Statement: I can use my knowledge of place value to add and subtract fluently to 1,000.

Technology Resources:

Using Place Value to Add 3-Digit Numbers:

<https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-subtracting-with-regrouping-within-1000/v/regrouping-when-subtracting-three-digit-numbers>

15 – 20 minutes of DreamBox and at least one lesson completed.

Science –

Assignment: Read the passage, "Static Electricity" and then answer the questions at the bottom of the passage. Underline or highlight the text evidence in the passage that you used to support your answer.

Standard: 3.P.3

Essential Question: How is static electricity created?

I Can Statement: I can explain what static electricity is.

Social Studies –

Standard: 3-5.3

I can describe the effects of the Great Depression in South Carolina.

How does the state and country recover from the Great Depression?

Read Week 18 Studies Weekly: Great Depression pages 1 and 2. Take notes as you read.