

Supporting Students at Home

Grade 3

Overview

This guide is designed to provide ideas for engaging children in learning activities while schools are closed. The activities listed below are intended to help keep children intellectually active while they are at home.

The activities and tasks that children complete at home will not be used as assessment or counted toward part of the student’s final quarter grades. Families should review the list below and select options that are relevant and accessible. The activities can be done more than once.

Activity Choices

Each instructional area has a “choice board” of options. Consider choosing a variety of activities from a few different content areas each day. Conversations with your child about the activities they are completing will help to support communication skills and understanding.

Please use the following chart to help your child select a variety of activities each day:

Topic	Option 1	Option 2	Option 3	Option 4															
Language Arts	Write a letter to the main character of a book you are reading. Give the character advice on how to solve the problem in the story. In your letter, share if you have ever had a similar problem. How did you solve your problem?	Read a nonfiction article or book. Create a poster displaying facts about the topic	Utilizing a fiction book of your choice. Complete a chart of unknown words you come across in the text, the context clues that help you determine the meaning, and what you believe the meaning is based on the context. <table border="1" data-bbox="1207 1177 1608 1393"> <thead> <tr> <th data-bbox="1207 1177 1339 1255">Unknown Word</th> <th data-bbox="1339 1177 1472 1255">Context Clues</th> <th data-bbox="1472 1177 1608 1255">Meaning</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Unknown Word	Context Clues	Meaning													Utilizing a nonfiction text, make a “flocabulary”-type (rap/song with images) video about the key words in the text providing the definitions/meanings.
Unknown Word	Context Clues	Meaning																	

<p style="text-align: center;">Math</p>	<p style="text-align: center;">Race to 300</p> <p>Players take turns rolling a die. Each roll, players then multiply the number rolled by 10 and record to equation and sum. Players add the numbers after each turn. The first player to reach or pass 300 wins.</p> <p>Example:</p> <table border="1" data-bbox="354 375 699 542"> <thead> <tr> <th>NUMBER ROLLED</th> <th>NUMBER X 10</th> <th>TOTAL SUM</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3 x 10= 30</td> <td>30</td> </tr> <tr> <td>6</td> <td>6 x 10= 60</td> <td>30 + 60=90</td> </tr> <tr> <td>4</td> <td>4 x 10= 40</td> <td>90 + 40= 130</td> </tr> <tr> <td>5</td> <td>5 x 10= 50</td> <td>130 + 50= 180</td> </tr> <tr> <td>2</td> <td>2 x 10 = 20</td> <td>180 + 20=200</td> </tr> <tr> <td>6</td> <td>6 x 10= 60</td> <td>200 + 60= 260</td> </tr> <tr> <td>5</td> <td>5 x 10= 50</td> <td>260 + 50= 310 – GOAL REACHED</td> </tr> </tbody> </table> <p style="text-align: center;">Need a digital dice? https://www.random.org/dice</p>	NUMBER ROLLED	NUMBER X 10	TOTAL SUM	3	3 x 10= 30	30	6	6 x 10= 60	30 + 60=90	4	4 x 10= 40	90 + 40= 130	5	5 x 10= 50	130 + 50= 180	2	2 x 10 = 20	180 + 20=200	6	6 x 10= 60	200 + 60= 260	5	5 x 10= 50	260 + 50= 310 – GOAL REACHED	<p style="text-align: center;">Patio Dimensions</p> <p>The Gonzalez family has a patio that is 9 yards long and 8 yards wide. They put a table on the patio that is 2 yards long and 8 yards wide. Draw a picture of the patio and determine the area of the table and the remainder of the patio not covered by the table.</p>	<p style="text-align: center;">Journaling</p> <p>Jackie and Rebecca were having a debate, Jackie was saying that $\frac{2}{3}$ and $\frac{4}{6}$ were the same size, but Rebecca said that $\frac{4}{6}$ was bigger because 4 is bigger than 2. Who is correct? How do you know? Prove your thinking using two different strategies.</p>	<p style="text-align: center;">Create a Word Problem</p> <p>Write a word problem for $4*6$ and $3*7$.</p>
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<p style="text-align: center;">Science</p>	<p>Think about cause and effect. What do you think would happen if you pushed a ball on different surfaces? What would happen if you pushed it up or down a ramp/hill? What happens? What caused it? What other toys can you push or pull in different ways? Write about the cause and effect in your home science journal.</p>	<p>Watch the following Brain Pop Jr. video: https://jr.brainpop.com/science/matter/solidsliquidsandgases/</p> <p>Complete the Easy Quiz & one additional activity.</p>	<p>Observe the moon for a week. Record the phases of the moon each night.</p>	<p>Create a model, picture, diagram or map of Earth’s land features(including volcanoes, mountains, valleys, canyons, caverns, and islands).</p>																								
<p style="text-align: center;">Social Studies</p>	<p>Discuss how to be a responsible citizen in your community. (e.g. stay informed, talk to community leaders, follow the rules, volunteer, etc)</p>	<p>Create a timeline of your life. Include important events from throughout your life.</p>	<p>Poll friends about their favorite thing about the community.</p>	<p>Create a map of your favorite place (e.g. playground, home, community). Add map elements such as a title, compass rose, and a legend/key.</p>																								
<p style="text-align: center;">Specials</p>	<p>PE and Health: Do 30 minutes of a physical activity of your choice.</p>	<p>Art: Design a theme park based on your favorite thing.</p>	<p>Music: Listen to any song and identify the verse and refrain. Translate the song into letters (ex. ABAB)</p>	<p>Instructional Technology: Practice keyboarding using Typing Agent for 20 minutes.</p>																								

EC Extended Content Standards	Make a daily checklist of activities and use schedule boards to communicate routines ADAPTED CURRICULUM RESOURCES FOR PARENTS	Write 2-3 sentences or draw a picture every day to represent something you did that day.	Read adapted materials and stories https://tarheelreader.org/	Design hunt: Keep an eye out for shapes, patterns, and designs. Point out and trace shapes as you see them.
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