



Remote Student Study Packet

WEEKLY OVERVIEW

Grade 3

March 23rd - 27th, 2020

General Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. The packet has an overview of each subject, then is specifically arranged by days of the week. It is up to the parent to decide the daily schedule and chunk how much of the work to do in one sitting, but there is a recommended weekly schedule attached. The teachers have designed the activities to be done independently as much as possible.



For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach, review, or assist the student. If you do need to do that, please mark the page "completed with PA." If you happen to be available to discuss the material with the student (especially literature or open-ended tasks or questions), please do! We encourage calling classmates to engage in scholarly dialogue about these topics as well.

These packets will be turned in to teachers upon return to school, so hold onto them and encourage your scholar to complete the work thoughtfully. Please don't hesitate to reach out to teachers if you have any questions!

Letter to Our Students

To our dearest 3rd grade students,

We hope you all had a wonderful and restful spring break. We miss each of you very much! In the meantime, thank you for being flexible, patient, and showing citizenship during this time. Here is a brief overview of tasks that need to be completed while you are learning from home!

Each day requires you to complete various tasks for each subject. Sometimes the instructions will require you to find an attached document to read or complete. At the end of each day, fill out the Daily Rubric. If you have any questions, do not know or understand how to do something, please tell your mom or dad. They can send us an email, and we will provide more directions and clarifications. You can do it! We can't wait to see all of you soon. Be safe, healthy, and studious!

All of our best,

Your 3rd Grade Teachers

Weekly Recommended Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
English Language Arts	50 minutes *includes 20 minutes of independent reading	50 minutes *includes 20 minutes of independent reading	50 minutes *includes 20 minutes of independent reading	50 minutes *includes 20 minutes of independent reading	50 minutes *includes 20 minutes of independent reading
Mathematics	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Science		20 minutes	20 minutes	20 minutes	
History	20 minutes		20 minutes		20 minutes
Art	20 minutes			20 minutes	
Music		20 minutes			20 minutes
P.E.	20 minutes			20 minutes	
Spanish		20 minutes			20 minutes

How to reach out to your child's teacher:

Email

Mrs. Lifsey ALifsey@archwayglendale.org

Mrs. Changose KChangose@archwayglendale.org

Mrs. Rode KRode@archwayglendale.org

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Mrs. Ohbayashi COhbayashi@archwayglendale.org

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Mrs. Mure MMure@archwayglendale.org

Week One Subject Goals and Instructions

- **English Language Arts**

- Monday

- Learning Activity:

- Spelling: Review 10 spelling words.
- Poetry: Read “‘Hope’ is the thing with feathers” by Emily Dickinson

- Instructions:

- Spelling: Have a parent or older sibling read the spelling words to you aloud. As you write the word, say it! After you are done with that word, mark it. When you finish all ten words, do it once more. (Please follow the same instructions you have always followed with your spelling homework.)
- Poetry: Read through your poem 2 times aloud, one time silently. Ask a parent to help you with words you don’t know how to pronounce or you don’t understand. Take some time to think about what the poem means and what Ms. Dickinson is writing about.

- Tuesday

- Learning Activity:

- Spelling: Review 10 spelling words.
- Poetry: Memorize poem

- Instructions:

- Spelling: Have a parent or older sibling read the spelling words to you aloud. As you write the word, say it! After you are done with that word, mark it. When you finish all ten words, do it once more. (Please follow the same instructions you have always followed with your spelling homework.)
- Poetry: March around your room (or any room in your house) for 10 minutes reading the poem out loud. Read it loudly and clearly! Count how many times you can look away from the poem while still reciting it.

- Wednesday

- Learning Activity:

- Spelling: Review 10 spelling words.
- Poetry: Illustrate poem

- Instructions:

- Spelling: Have a parent or older sibling read the spelling words to you aloud. As you write the word, say it! After you are done with that word, mark it. When you finish all ten words, do it once more. (Please follow the same instructions you have always followed with your spelling homework.)

- Poetry: Get creative! Ms. Dickinson is describing how she views “hope.” What does she say hope is like? Draw a picture, using lots of color, of the scene she is describing. Take today and tomorrow to memorize the second stanza.
- Thursday
 - Learning Activity:
 - Spelling: Take a practice spelling test and correct misspelled words.
 - Poetry: Memorize poem
 - Instructions:
 - Spelling: Have a parent or older sibling read the spelling words to you aloud. As you write the word, say it! Today, you do not need to mark it. After you finish all thirty words, have your parent check it. Correct any mistakes you made by crossing out the word and writing it correctly. (Please follow the same instructions you have always followed with your Thursday spelling homework.)
 - Poetry: Set the timer for 10 minutes and practice memorizing this poem.
- Friday:
 - Learning Activity:
 - Spelling: Take a spelling test
 - Poetry: Recite poem
 - Instructions:
 - Spelling: Have a parent or older sibling read the words to you just like a teacher would do in class. Label the paper with your name and the date! Use wonderfully beautiful handwriting. Have your parent write how many spelling words you spelled correctly at the top after they check it. Were you able to spell all thirty correctly!? Great Job!
 - Poetry: Set a stage and invite your family to come watch. Your stage could simply be a cleared space in your living room or somewhere like a fireplace hearth. Recite what you already know with a loud, clear voice and don’t forget to take a bow if you make it through the whole poem!
- **Mathematics**
 - Monday
 - Learning Activity
 - Journal Prompt
 - Math Activity
 - Word Problem
 - Instructions
 - Journal Prompt: Spend time reflecting on the journal prompt before writing to explain your thinking. Write at least two sentences to support your answer.

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- Math Activity: Follow the instructions to complete the activity for fraction review.
- Word Problem: Read the fraction word problem. Be sure to first create a bar model, then solve, and answer the question in a complete sentence.
- Tuesday
 - Learning Activity
 - Journal Prompt
 - Math Activity
 - Word Problem
 - Instructions
 - Journal Prompt: Spend time reflecting on the journal prompt before writing to explain your thinking. Write at least two sentences to support your answer.
 - Math Activity: Follow the instructions to complete the activity for fraction review.
 - Word Problem: Read the fraction word problem. Be sure to first create a bar model, then solve, and answer the question in a complete sentence.
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- Thursday
 - Learning Activity
 - Journal Prompt
 - Math Activity
 - Word Problem
 - Instructions
 - Journal Prompt: Spend time reflecting on the journal prompt before writing to explain your thinking. Write at least two sentences to support your answer.
 - Math Activity: Follow the instructions to complete the activity for fraction review.

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- Word Problem: Read the fraction word problem. Be sure to first create a bar model, then solve, and answer the question in a complete sentence.
 - Friday
 - Learning Activity
 - Journal Prompt
 - Math Activity
 - Word Problem
 - Instructions
 - Journal Prompt: Spend time reflecting on the journal prompt before writing to explain your thinking. Write at least two sentences to support your answer.
 - Math Activity: Follow the instructions to complete the activity for fraction review.
 - Word Problem: Read the fraction word problem. Be sure to first create a bar model, then solve, and answer the question in a complete sentence.
- **Science**
 - Tuesday
 - Learning Activity: Animal Observation Experiment
 - Instructions:
 - 1. **Choose a window** in your house through which you think you might be able to see animals. (A view of a tree or a bush is better than just a street!) If you are able, you can sit in your backyard and do this as well!
 - 2. **Look through that window for 15 minutes.** Write down on a piece of paper EVERY animal you see! (If you see an animal more than once, use tally marks to record how many times you saw it.) Remember, bugs count, too! If you absolutely cannot find any wildlife outside, please watch this live video of a backyard in Akron, Ohio with a parent's guidance!
<https://www.youtube.com/watch?v=OIqUka8BOS8>
 - 3. Go to a table and **write down the class of each animal** you saw.
 - Fish
 - Amphibian
 - Reptile
 - Mammal
 - Bird
 - 4. **Write three sentences:**
 - Write a sentence describing which class of animal you saw the most.
 - Write another sentence explaining why you think you saw that animal the most.

- Your final sentence should describe something beautiful you saw and why you thought it was beautiful!
- Wednesday
 - Learning Activity: Animal Observation Experiment
 - Instructions:
 - 1. Yesterday, you looked at many animals! Today, **find one animal and observe what that animal does!** Observation means that you use your five senses to guide you. (If you cannot find any animal, a parent can help you with a video clip from a nature documentary or you may use a book at your house that talks about an animal.)
 - As you **watch** that one animal, **write five sentences** about it's class:
 - What type of blood does it have?
 - What type of skin or outer layer does it have?
 - Is it a vertebrate or an invertebrate?
 - What kind of birth does it have?
 - How does it breathe?
 - **Write a final sentence**, using that information, to describe what class it is in.
- Thursday
 - Learning Activity: Animal Observation Experiment
 - Instructions:
 - Now that you have observed many animals and a single animal, **draw the habitat in which those animals reside.** Take a clean sheet of paper and use any coloring material available to you to accurately draw/color/paint the landscape you saw these animals living in.
 - **Label using words the animals you saw** and incorporate them into your artwork.
 - After you are finished, **clip the artwork in front of the papers where you wrote your observations and sentences.** Keep them all together so that you can share what you found in your own backyard!
- **History**
 - Monday
 - Learning Activity: The Start of the Thirteen Colonies
 - Instructions:
 - Today you are going to read about the very beginnings of the Thirteen Colonies in North America. These colonies will eventually become the beginnings of the United States. **Read Chapter 1 of The Thirteen Colonies book that is attached.** You can read aloud to yourself, a family member, or simply quietly to yourself.
 - Wednesday

- Learning Activity: The Start of the Thirteen Colonies
- Instructions:
 - Monday you read about the English Thirteen Colonies and the different regions of the coast on which they settled.
 - Looking at the map of the colonies on pg. 6, decide where you would want your colony started. **On a piece of paper, write 2-3 sentences explaining why you choose that place.** Use your knowledge from what you read to make the best decision! Try to answer the questions:
 - Why would you land there?
 - What resources are there that will help you survive?
 - If you would like, draw a picture at the bottom of your page of what your colony might look like!
- Friday
 - Learning Activity: The Start of the Thirteen Colonies
 - Instructions: **Using chapter 1 as a reference, answer the following questions in complete sentences on a piece of paper:**
 - 1. What caused the English people to leave England and settle in America?
 - 2. What is a colony?
 - 3. How do you think the Native Americans and the new colonists got along?
- Art
 - Monday
 - Learning Activity: Review Worksheet
 - Instructions: Read and fill in the blanks
 - Thursday
 - Learning Activity: Practice using a grey value scale with graphite
 - Instructions: Observing the sample copy of Mary Cassatt's painting, use your pencil to match the grey values you see.
- Music
 - Tuesday
 - **Learning Activity:** The Story of J.S. Bach
 - **Instructions:** Read the story on the life of J.S. Bach and complete the worksheet.
 - Friday
 - **Learning Activity 1:** Demonstrate the Beat through Movement
 - **Instructions:** Play music for your student and have the student show the beat with his body (e.g. pat hands on lap, clap hands, march, hop, bounce, tap toes, etc.). For more ideas of movement prompts, see the attached document.

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into a square where a marker is, or if a player puts two feet down in a single box.

- The player puts the marker in the square where he or she will resume playing on the next turn, and the next player begins.

- Thursday

Repeat Day 1

- **Spanish**

- Tuesday

- Learning Activity: Las mascotas: Learn vocabulary to name and describe pets.

- Instructions: See Resources for Vocabulary List and Worksheets.

- Activity 1: Practice vocabulary list, fill in the blanks with the Spanish words.
- Optional: Students can make flashcards to practice. To confirm pronunciation, you can go to <http://www.spanishdict.com/>, search for the word and click the sound icon to hear the word in Spanish.

- Friday

- Learning Activity: Label and color the pets in the worksheet, Workbook activity.

- Instructions:

- Activity 1: Label the worksheet with the animal names and color them.
- Activity 2: Complete the crossword search on the workbook activity.

Student Resources and Materials

Daily Rubric: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work!

<p>Monday, 3/23</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 110-120 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
<p>Tuesday, 3/24</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 110-120 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
<p>Wednesday, 3/25</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 110-120 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
<p>Thursday, 3/26</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 110-120 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/>

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	<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
Friday, 3/27	<input type="checkbox"/> <input type="checkbox"/> I spent between 110-120 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____