



Monday
LESSONS
Grade 3
March 30th – April 3rd, 2020

Week One Subject Goals and Instructions

Monday

- **English Language Arts**

- **Learning Activity:**

- **Spalding:** Review 5 words (Lessons)
- **Poetry:** Practice poem (Lessons)

- **Instructions:**

- **Spalding:** 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 five words, do it once more. (Please follow the same instructions you have always followed with your spelling homework.)
- **Poetry:** Take 2 minutes to practice “‘Hope’ is the thing with feathers.”

- **Mathematics**

- **Learning Activity:**

- Math Journal Prompt (Printing Optional)
- Place Value Review (Printing Optional)

- **Instructions:**

- **Math Journal Prompt:** Students should reflect on the journal prompt “Would you rather...” by using math. Then, they should defend their thinking in writing. (Answer Key may be found in Parent Resources and Keys)
- **Place Value Review:** Students should complete the review worksheet. They should refer to their math journals for help, which should be located in the math section of their binder. (Answer Key may be found in Parent Resources and Keys)

- **History**

- **Learning Activity:** Learn about the first English colony in North America (Lessons)

- **Instructions:**

- Today you are going to read about the start of the Virginia colony, the first English colony in North America. **Read Chapter 2 pgs. 10-14 of The Thirteen Colonies book that is attached. Stop on pg. 14 right before the title “Jamestown.”** You can read aloud to yourself, a family member, or simply quietly to yourself.

- **Art**

- Learning Activity: Still life exercise – line and contour. (Lessons)
- Instructions: Using the photograph of the still life, create a linear drawing of the three objects, closely detailing their positioning and scale.

- **P.E.**

- Learning Activity: Activity Square
- Instructions:
 - Create 12 step square
 - Move around square using different movement skills
 - Practice then use watch to time activity to find fastest time
 - Repeat for a total of 5 sets of 5 laps.
 - Sequence
 - First Lap - run then 5 jumping jacks
 - Second Lap - skip then 5 sit ups
 - Third Lap - hop one foot, switch feet on each side then - 3 push ups
 - Forth Lap - jump feet together then 5 squat jumps
 - Fifth Lap - sprint full speed

Spalding Dictations

Week of: March 30- April 3

Dear Parents,

The following words are from your child's weekly spelling list.

Monday - Wednesday Directions: To help your child practice and prepare for the test on Friday, please dictate the entire list two separate times. During each dictation, please pause between each word to allow your child time to use cursive to write the word once in the correct column with all of the Spalding markings and rules as listed below. Once the word has been written, students should check their spelling for accuracy. After students have completed this process for today's list of words once, please repeat this process a second time.

Thursday Directions: To help your child practice and prepare for the test on Friday, please dictate the entire list one time. Please pause between each word to allow your child time to use cursive to write the word once in the correct space. Once the word has been written, students should check their spelling for accuracy. This time the words will be written without any markings, rules, or breaks for syllables. Thank you for your support!

| Monday | Tuesday | Wednesday |
|----------------------------|-------------------------|--------------------------|
| <u>vi</u> <u>ew</u> | <u>chief</u> r.12 | <u>thief</u> r.12 |
| <u>grief</u> r.12 | <u>friend</u> r.12 | <u>wea</u> <u>ry</u> r.6 |
| <u>crea</u> <u>ture</u> | <u>friends</u> r.12 | <u>weath</u> <u>er</u> |
| <u>ap</u> <u>pear</u> r.29 | <u>pleas</u> <u>ure</u> | <u>treas</u> <u>ure</u> |
| <u>in</u> <u>stead</u> | <u>eight</u> | <u>meas</u> <u>ure</u> |
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"Hope" is the thing with feathers
By Emily Dickinson

"Hope" is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I've heard it in the chillest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

Chapter 2

Starting the Virginia Colony

An Ocean Apart It was September in the year 1607, and Hannah was not happy at all. She was trying to read a new book, but it was too difficult for her.

The Big Question

What challenges did the colonists in Jamestown face?

If Thomas were home, here in London, he would have helped her. But Thomas had gone away last year, when she was seven, to a place called Virginia. Hannah often thought about Thomas. Sometimes she worried about him because he had set off on a dangerous voyage across the giant ocean.

Thomas was Hannah's uncle, her father's younger brother. But he had always lived with her family in London, and Hannah thought of him as her big brother. Thomas was eighteen years old, and Hannah was eight. She missed Thomas.



In 1607, ships carried the first English settlers—such as Hannah's Uncle Thomas—to North America.

Letter from Jamestown

"Hannah, Hannah, come quickly! We have a letter from Thomas!" Mother was very excited.

Hannah raced into the parlor. She laughed and jumped up and down before falling into a chair. "What does Thomas say? Oh, read it, please, Mother. Read it to me, please!"

Hannah's mother unfolded the letter. She laughed. She looked so happy. She had worried about Thomas, too. "His letter is dated June 1607. That was more than three months ago! Virginia certainly is far away," Hannah's mother said.

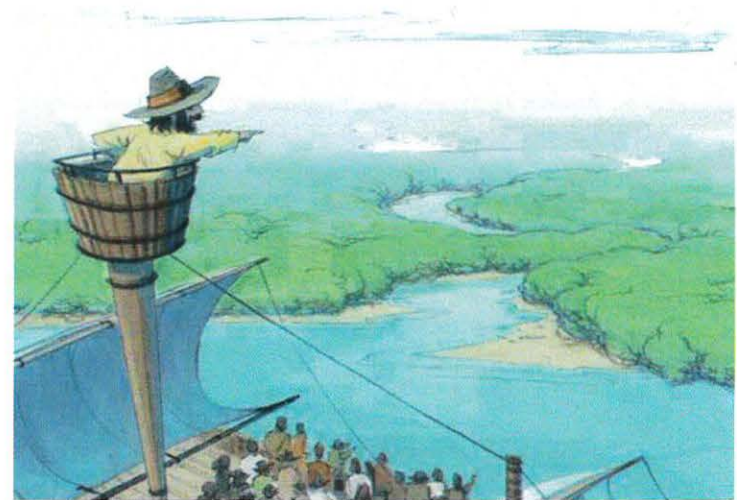
Thomas began his letter, "To my family:

"Six months ago our three ships, the *Discovery*, the *Godspeed*, and the *Susan Constant*, sailed from England. We men of the Virginia Company of London were eager to sail. We thought the adventure in Virginia would make us rich.

"We were at sea four long months before we saw land again. During those months, we grew very tired of sailing—and of each other.

"One man argued with Mr. Edward Wingfield, a very important man aboard the ship. The poor fellow was then locked in chains for the rest of the voyage. I became friends with that man, and he has proved to be a most unusual fellow.

"We finally reached the Chesapeake Bay in April. That's when I saw Virginia for the first time. It is a beautiful land, with great forests and green fields. The water in the bay is clear and deep and filled with fish.



"We were all so happy to see land stretching out before us."

Instructions from London

"We put ashore at a point we called Cape Henry, named for the king's oldest son. Shortly afterward, Captain Newport of the *Susan Constant* brought out a sea chest. Instructions from the Virginia Company had been locked in there since we left England.

"We were to follow the instructions. First, we were to sail up a deep river and find a place for a settlement. Then we were to build a fort to protect us from attack.

"The instructions included the names of seven men who were to make rules for the colony. They would be called the **council**. Six of those names were no surprise to us at all,

Vocabulary

council, n. group of people who meet to help run a government

for they were important **gentlemen** or ship captains.

“But one name was a great surprise to everyone—John Smith. John Smith was not a rich gentleman. He was the man who had been locked in chains below **deck**, my new friend.

Vocabulary

gentleman, n.
a man with high position in society; not a laborer

deck, n. the floor of a ship that people walk on

“The six gentlemen who were named to the council would not accept John Smith as an equal. They would not let him on the council, but they did take off his chains.

Jamestown

“We followed the Virginia Company’s instructions. We sailed up a clear, deep river, which we named the James River after the king. About sixty miles upriver, we came upon a place that all the gentlemen thought would be just right for our settlement. This place would be safe and unnoticed by our enemy, the Spanish. We named the place Jamestown, once again in honor of King James.

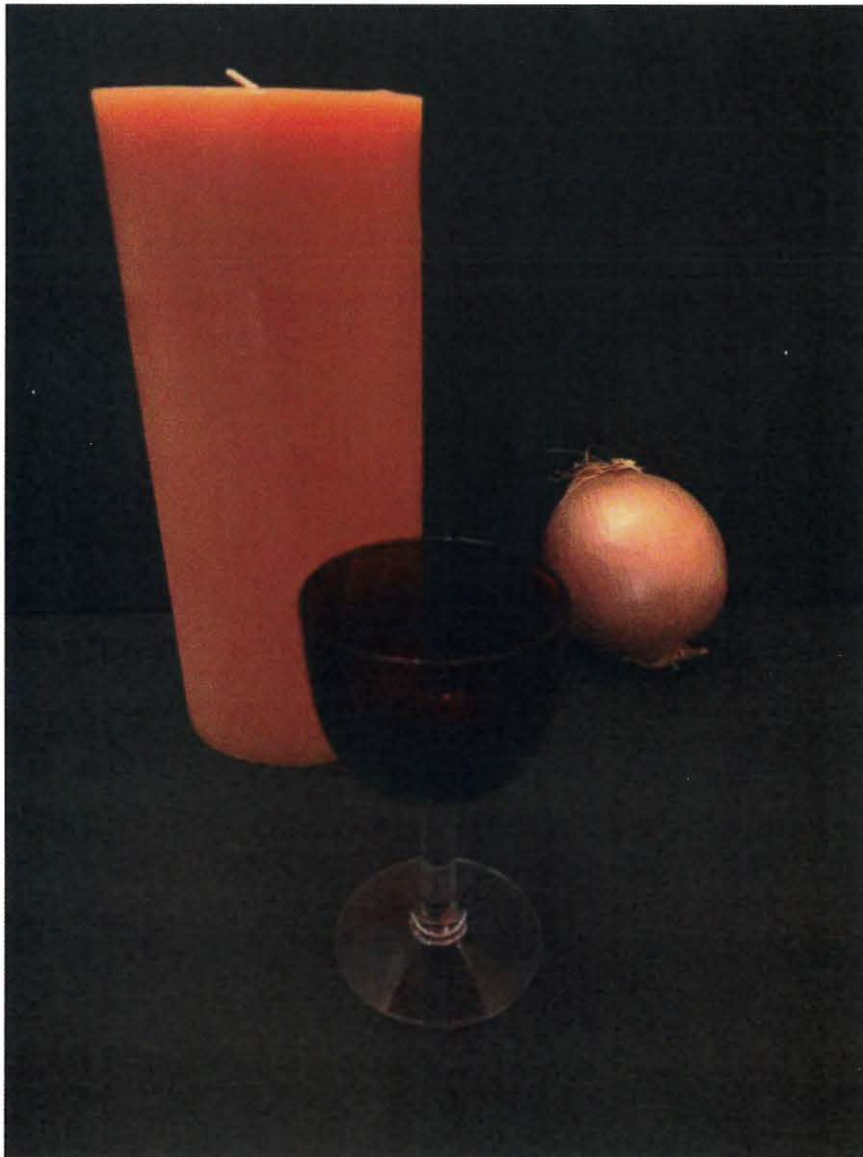


The passengers were happy to leave their ships after such a long voyage.

3.30.20 lesson

This week I am going to provide the image of a still-life, so we (3rd, 4th and 5th grades) will be looking at the same objects, lighting, positioning and composition. The first part of lesson will be observation.

1. How many cylinders are present?
2. Which object is in the middle ground?
3. Are these three objects shapes or forms?
 - a. How do you know that? Tell your pencil or another person.



I want you to draw the three objects just as they appear in the photo. I have provided a sample drawing for you below. **I only want you to spend 10 minutes on this observational drawing.** Please use a full sheet of paper (8.5x11") and fill the space with your drawing of the photographed still-life. Are you going to use light or dark lines? Is your paper in landscape or portrait orientation?

