



Wednesday

**LESSONS**

Grade 3

March 30th – April 3rd, 2020

## Wednesday

- **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)**
- **Rounding 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)
- **Rounding 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)

- **Science**

- **Learning Activity:** Light Experiment Reading. (Lessons)

- **Instructions:** Today you are going to read an experiment you can do with light. If you have the materials, please have fun doing the experiment! If you do not, **read the “Light Experiment” article that is attached.** You can read aloud to yourself, a family member, or simply and quietly to yourself.

- After you are done reading, talk to someone in your family about what you learned!

- **History**

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

- **Instructions:**

- **Finish reading chapter 2 of The Thirteen Colonies starting on pg. 14 at “Jamestown”.**

## 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
<i>vi<u>ew</u></i>	<i>ch<u>ief</u> r.12</i>	<i>th<u>ief</u> r.12</i>
<i>g<u>rief</u> r.12</i>	<i>fr<u>ie</u>nd r.12</i>	<i>w<u>ea</u>ry r.6</i>
<i>cr<u>ea</u>ture</i>	<i>fr<u>ie</u>nds r.12</i>	<i>w<u>ea</u>th<u>er</u></i>
<i>ap<u>pear</u> r.29</i>	<i>pl<u>ea</u>sure</i>	<i>tr<u>ea</u>sure</i>
<i>in <u>stea</u>d</i>	<i><u>ei</u>ght</i>	<i>me<u>as</u>ure</i>

"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 chilliest land -  
And on the strangest Sea -  
Yet - never - in Extremity,  
It asked a crumb - of me.

## Experiment with Shadows

This text is adapted from an original work of the Core Knowledge Foundation.

Light can pass through some materials, like air, water, and glass. However, it cannot travel through materials that absorb and block light. For example, light cannot pass through to the other side of wood, cardboard, or even a person's body. Instead, a shadow is created because the light is absorbed. The shadow created by blocked light takes on the shape of the object.

You can experiment making larger and smaller shadows just by using your hand. You will need:

- a light source, such as a flashlight or projector
- several sheets of large white paper and a marker
- masking tape
- a blank wall
- several helpers
- a cardboard cutout of a tree

First, tape a piece of white paper to the wall. Then, mark a spot on the floor and tell a classmate to stand on that spot to project the light. He or she should not move. Now, try holding the cutout of the tree in front of the light so that a shadow is projected onto the white paper. Have one classmate put a piece of masking tape marked "1" on the floor next to where you are standing. At the same time, another classmate should trace the shadow of the tree on the white paper. Mark this tracing of your shadow with a "1."



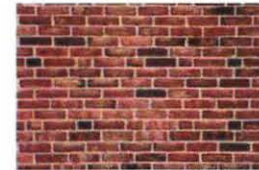
a light source



masking tape



paper and marker



a blank wall



helpers



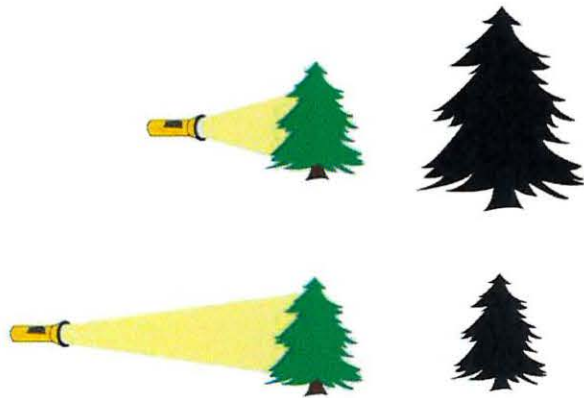
tree cutout

*Here's what you need to experiment with shadows.*

Next, tape up another sheet of white paper. This time, move away from the light, closer to the sheet of paper. Have your classmates mark the floor and shadow tracing with a "2."

Last, try it one more time. This time move closer to the light—even closer than the spot marked "2." Have your classmates mark the floor and shadow tracing with a "3."

Now, compare the tracings. Which is the biggest? Where were you standing in relation to the light when the tree made the biggest shadow? Where were you standing when the tree made the smallest shadow?



*Is the cutout of the tree making these shadows closer to the light in the top image or bottom image?*

You can have even more fun making shadows with your hands. Try making the shadows in these drawings. Look carefully at one drawing at a time. Try placing your hands exactly as shown in the drawing. Practice several times. When you think you have it right, try making the shape in front of the light. If you get really good, you might want to put on a show for your family!



*You can make shadow puppets with your hands.*

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.

“We were all very happy to get off the ships and onto land. But trouble began almost at once.

“Our first task was to build a fort to protect us from Native Americans and the Spanish. Most of us had never built anything before. Many of the gentlemen had never worked a day in their lives, and they did not want to work now. What they really wanted was for someone else to do the work while they looked for gold.

“John Smith knew a lot about building. He showed me how to chop down trees and carve them into thick posts.

“He also showed me how to bury the lower part of the posts into the ground close together so that they could stand up straight. These posts became a strong wall called the **palisade** that protected the fort.

#### Vocabulary

**palisade**, n. a fence made from wooden or metal stakes driven into the ground

### Finding Food

“John Smith took me to the river each day to fish. Sometimes the other gentlemen joined us, but they rarely caught anything. Smith almost always caught fish for us to eat. I watched him carefully and did what he did. Soon I was able to catch fish, too.

“Smith also taught me how to find other foods. I learned where to look for berries and nuts. Native Americans watched us as we worked.

"After a few weeks of hard work, the fort was partly finished. But then the council decided to send Captain Newport and John Smith to explore farther up the James River. I wanted to go, too. I wanted to see more of the land.

"John Smith did not want to explore the James River. He did not want anyone else to explore it, either. He thought we should finish the fort first.

"Many of the gentlemen were angry because they had not found any gold. They did very little except eat, sleep, and argue.

"Smith became angry. He said it was very important to prepare for the coming winter. The council did not listen to Smith. They ordered us to explore the river instead.

### **Trouble at the Fort**

"We did as we were told and left to explore the river. We traveled up the river for several days. Eventually, we came to a place where the water ran over huge rocks that could destroy our boat. We had to return to Jamestown.

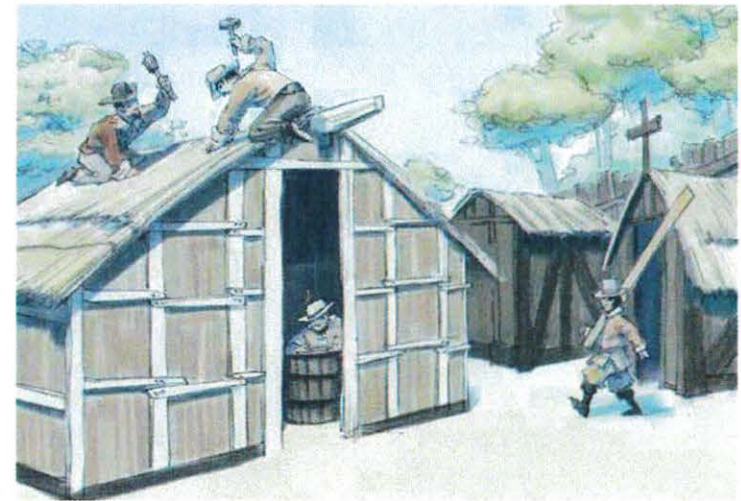
"When we got back, we heard bad news. While we were gone, there had been conflict between the men left behind and Native Americans. Two of our men were killed. Ten more were wounded. The fort had also been damaged.

"John Smith had been right, and the council had been wrong. Now the council was ready to listen to John Smith. He told the men to get to work and rebuild the fort.

"I am happy to say that we finished the fort a few days ago. Captain Smith, as everyone calls him now, took his seat on the council.

"The ship that will carry our letters home to England is about to sail. If the ship does not sink on the way and you get this letter, please write back to me. I will write again when the next ship sails.

Your loving Thomas."



John Smith knew that it was important to prepare for the cold winter months.