

Week 2: Third Grade Home Study

Week of 3/23/2020

Dear families,

We hope you are all doing well, and everyone is healthy. We miss your children, and hope that we will be back in school together soon(ish)!!

How is the learning going at home? We know that this situation evolved suddenly, and may be stressful or challenging. We are also struggling a bit, missing the interaction with the kids, trying to figure out how to best provide support and learning opportunities from a distance.

We've been sorting through a massive amount of online resources, trying to find the ones that are aligned with the concepts and standards we are focused on. As you'll see, this week we've included some links to these sites that connect to this week's lessons. However, we don't believe that hours every day on the computer is the best way for children to learn. Just like at school, we value a variety of learning opportunities, with interaction at the core of them.

Since you are now in the role of actively teaching your child, we can share a few insights about logistics and daily scheduling that may be helpful. (And if you have a routine in place that's working, feel free to skip over this part :)

- Set up a schedule for learning that is fairly consistent day by day, so that your child understands that school learning, even though it's at home, is still an expected part of his/her day.
- According to our district guidelines, students should spend 2 - 3 hours per day on lessons and schoolwork.
- Every day should include time for reading, writing, word skills/spelling, math, science and/or social studies, and physical activity. Other valuable activities can include art, music, creative play, language learning, cooking, gardening, etc.

And now for this week's lessons:

Math

Spend some of your math time teaching/guiding/explaining the concepts as your child practices with you (in class this is done on whiteboards). This time includes discussion of strategies your child used, and feedback from you. If needed, simplify the content or provide more practice. If your child shows mastery of the content, challenge them with more difficult problems.

Then, your child should spend the rest of your math time working independently - practicing math facts, working on problems similar to the lesson, or playing math games.

Daily lesson - math concepts to review/teach this week (spread these lessons across the week as you see fit):

*View the videos Time to the Minute and Elapsed Time.

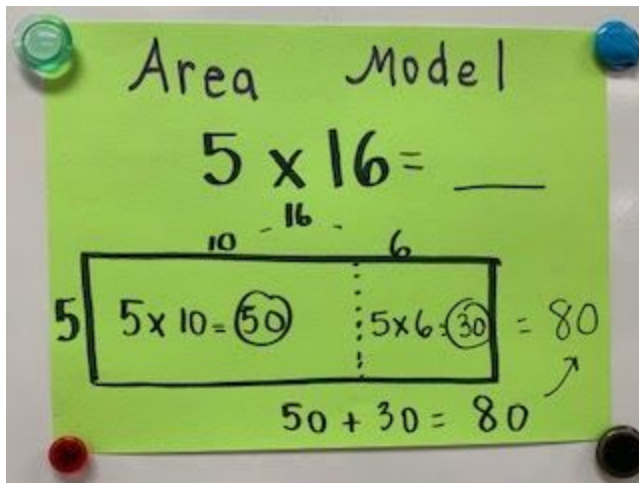
<https://jr.brainpop.com/math/time/timetotheminute/>

<https://jr.brainpop.com/math/time/elapsedtime/>

Continue telling time on the clock to the minute. Practice figuring out how much time has passed between a beginning and ending time, e.g. 1:15 - 2:30 / start at 5:00... what time will it be in an hour and 20 minutes? This is called elapsed time.

<https://www.k5learning.com/worksheets/math/grade-3-elapsed-time-a.pdf>

*Draw an area model to solve equations like this : 5×9 6×8 3×18 5×23 (see example)



*Find the missing factor in a multiplication equation - e.g. $4 \times \underline{\quad} = 36$

*Find the 4 equations for multiplication/division fact families such as: 2,4,8

*Division: Solve for the quotient:

<https://www.k5learning.com/worksheets/math/grade-3-division-facts-1-to-10-a.pdf>

* Solve equations with parentheses - e.g. $(3 \times 4) + 6 =$

*Measurement - Discuss units of measurement: inches, feet, yards, miles

<https://www.k5learning.com/worksheets/math/grade-3-units-of-length-a.pdf>

convert inches to feet e.g. 13 inches = feet (foot), inch(es) etc.

Convert feet to yards e.g. 3 feet = yards etc.

Writing

*Last week your child chose an animal to learn about, and wrote an informational paragraph that included a main idea sentence, supporting details, transition words, and a conclusion.

This week, finish editing the draft. Find and correct punctuation, grammar, spelling, and use of capital letters. Then write a final draft. Remember to write neatly.

Word Skills

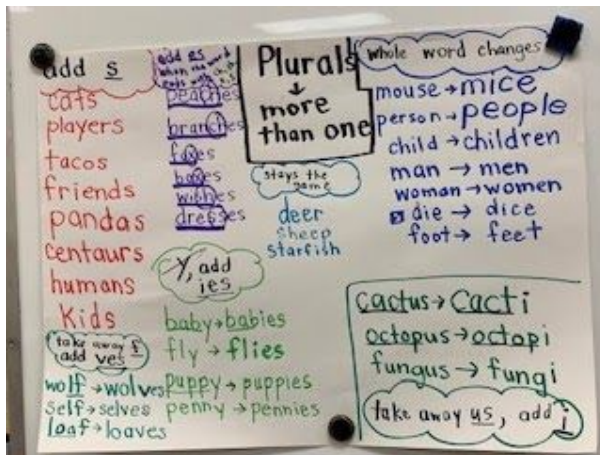
*Create a word notebook to use for word skill practice. This can be a spiral or any notebook, or some paper stapled together.

*View the video Homonyms. <https://jr.brainpop.com/readingandwriting/word/homonyms/>

Review homophones (also known as homonyms)- use in sentences, play “guess my homophone” or “draw the cat” (games we play in class...) e.g. your/you’re, its/it’s, their/there/they’re, herd/heard, write/right, blue/blew, here/hear, to/too/two, sense/cents/since, our/hour, which/witch...etc. Now have your child make a homophone page in the notebook. Choose 5-10 homophone pairs. Either draw a sketch for each homophone or write a sentence.

*View the video Plural Nouns. <https://jr.brainpop.com/readingandwriting/word/pluralnouns/>

Review plurals- create a chart in their notebook for the various categories of plurals. Add some new plurals to each category - e.g. city, beach, key, glass, berry, ax, shelf, mess, butterfly, ...



<https://jr.brainpop.com/readingandwriting/word/homonyms/>

<https://www.k5learning.com/worksheets/grammar/grade-3-plural-nouns-a.pdf>

Science

We alternate science and social studies units in the classroom. We just finished a social studies unit on California Geography. Our science unit this week focuses on life science.

Your child will need a science notebook for information, diagrams, vocabulary work, etc. A spiral or some stapled together paper works well.

This week's driving concept: Plants and animals inherit traits from parents. Some variation of traits exists.

Activities:

*View the video about variation of traits. Discuss the questions that follow. Review the vocabulary.

www.generationgenius.com/?share=AE603

Now, have your child create a vocabulary page in the science notebook. Include the terms: traits, offspring, inherit, predator, prey, and camouflage. For each term, your child should write a simple definition and draw a sketch.

If you want to extend your child's learning there are more options that go with this lesson that follow the video.

Thank you parents! We do appreciate your feedback. Feel free to contact us with questions, or just to touch base. Ms. Schenkelberg schenkelbergl@mhusd.org

Mrs. Cheadle cheadlej@mhusd.org