

Grade 3 - Weeks 9 and 10

Objectives

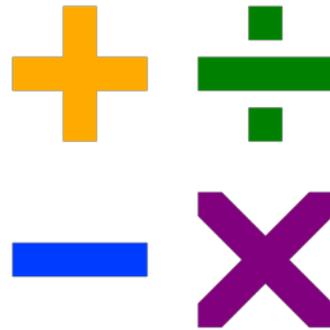
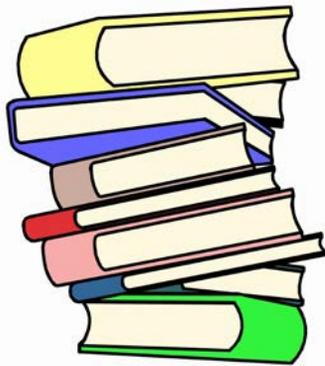
- Students will choose 3 choices from each of the content areas (Language Arts, Math, Science, and Social Studies) to show their understanding of content.

For Parents

- Read the choice options for each choice board and help your child choose 3 from each choice board for week 9 and week 10.
- Work with your child to complete 3 options on the choice boards.

For Students

- Read the choice options on the choice boards.
- Choose 3 options for each week to complete.
- Complete 3 options for week 9.
- Complete 3 options for week 10.



Grade 3 – Math Choice Board –Weeks

For Students: Choose 3 of the tasks below to complete for this week.

Operations



Challenge yourself to think of as many number sentences that equal 50 as you can.

Technology

Complete at least 1 lesson on your adaptive software!



Money

There are **293 ways** to make change for a dollar.

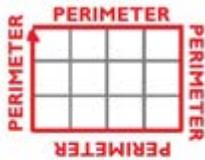


How many can you find?

Measurement

Find 5 objects that are rectangular shaped (example: a baking pan).

Find the perimeter and area of each object.



Geometry



Choose a 2-dimensional or 3-dimensional shape.

Write 4 clues about it.

See if a parent or sibling can guess your shape.

Taking turns, play 3-4 times.

Place Value

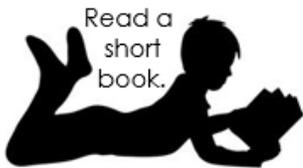


One person thinks of a number between 1 and 100,000.

The other person asks 10 yes or no questions to guess the number.

(Examples: Is it odd? Is it less than 50? Does it have a 2 in the tens place?)

Operations



Read a short book.

Create 3 story problems that involve the people, places, and/or things in your book.

Have someone else in your

house solve them. Check their work!

BONUS: Create story problems that would take more than one operation to solve.

Play! Multiplication War

Use the 1-9 cards from a deck of cards.

Split the cards in half.

Each player turns over 1 card.

The player to find the correct product fastest keeps the cards.

The game ends when 1 player has all of the cards.



Graph It

Write a question that you can collect data for in your home. (Example: What type of fruit do you have?)

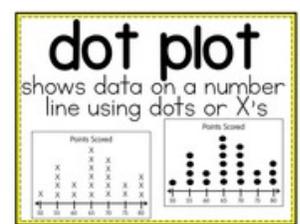
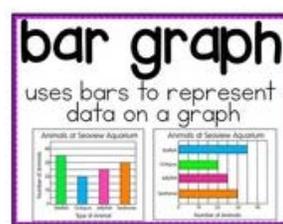
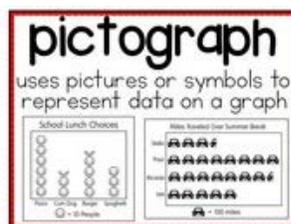
Create a frequency table with the data.

frequency table
a way to organize data to show the number of times something occurs using categories, tally marks and numbers

Students' Favorite Colors

Color	Number of Students	Frequency
Red	15	IIII I
Blue	12	IIII II
Green	8	IIII

Graph your data on a pictograph, bar graph, and dot plot.

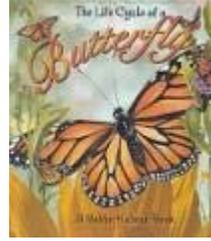
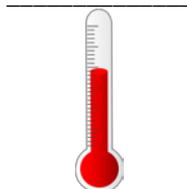


BONUS: Use an interval of more than one.

Grade 3 - Science Choice Board - Weeks 9 & 10

For Students

- Choose 3 of the tasks below to complete for this week.

<p>Matter: Art</p> <p>Create a matching card game about the physical properties of matter.</p> <p>You will need objects that can be measured or classified by: temperature, mass, magnetism, ability to sink or float, and are solid, liquid, or gas</p> 	<p>Energy: Art</p> <p>Write and illustrate a comic book about the different forms of energy that you encounter in one day.</p> <p style="text-align: center;">Forms of Energy</p> 	<p>Life Cycles: Art</p> <p>Choose an organism. Then, on the fingers of a dish glove, draw illustrations for each stage of the organisms' life cycle. Make sure your drawings are in the correct order showing how the organism develops.</p> 																													
<p>Matter: Math</p> <p>Mario and Alyssa are using a scale to figure out the weight of different liquids. They pour 200 milliliters (mL) of 4 different kinds of liquid into beakers of the same mass. Calculate the mass of water and dish soap and write it in your notebook..</p> <table border="1" data-bbox="105 1102 560 1323"> <thead> <tr> <th>Liquid</th> <th>Mass of beaker</th> <th>Mass of liquid</th> </tr> </thead> <tbody> <tr> <td>Water</td> <td>60g</td> <td>200g</td> </tr> <tr> <td>Dish soap</td> <td>60g</td> <td>234g</td> </tr> </tbody> </table>	Liquid	Mass of beaker	Mass of liquid	Water	60g	200g	Dish soap	60g	234g	<p>Energy: Math</p> <p>How many degrees does the temperature rise every 5 minutes?</p>  <table border="1" data-bbox="584 1155 966 1312"> <thead> <tr> <th>Minutes</th> <th>0</th> <th>5</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>Temperature</td> <td>30</td> <td>45</td> <td>55</td> </tr> </tbody> </table>	Minutes	0	5	10	Temperature	30	45	55	<p>Organisms: Math</p> <p>Create a bar graph using data from the table below to compare the number of days and the height of each plant.</p> <table border="1" data-bbox="1063 976 1518 1323"> <thead> <tr> <th>Day</th> <th>Stage</th> <th>Height</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>Leaf sprouts</td> <td>2</td> </tr> <tr> <td>15</td> <td>Plant grows</td> <td>4</td> </tr> <tr> <td>30</td> <td>Plant grows</td> <td>7</td> </tr> </tbody> </table>	Day	Stage	Height	10	Leaf sprouts	2	15	Plant grows	4	30	Plant grows	7
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<p>Matter: Writing</p> <p>States of Matter</p>  <p>Write about why you think sand can sometimes behave like a liquid. What are some things that can be made out of sand?</p> <p>Think about how it flows or moves and the size of the grains--can you hold it like a regular solid?</p>	<p>Energy: Writing</p>  <p>Write about the forms of energy that are involved in making breakfast. Can you find examples of mechanical, light, sound, and thermal energy?</p>	<p>Organisms: Writing</p>  <p>Write about the life cycle of a plant. How do the life cycle stages of a plant compare to the life cycle stages of another organism you know?</p>																													