

3rd Grade Student Learning Plan

Week of March 23 - 27

[Click here to access ClassLink](#)

[*Click here for a video link for accessing Class Link*](#)

Reading and Writing:

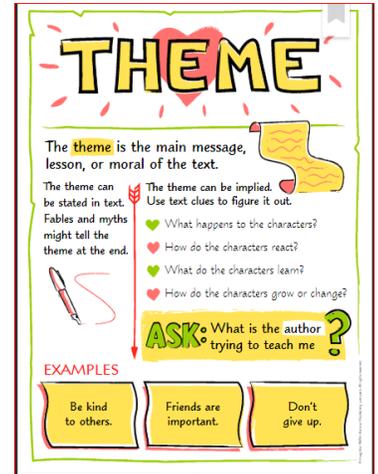
Reading Comprehension: Visualization & Theme

Resources from **HMH Module 10** (Click here for a video tutorial on how to access [Ed: My Friend in Learning.](#))

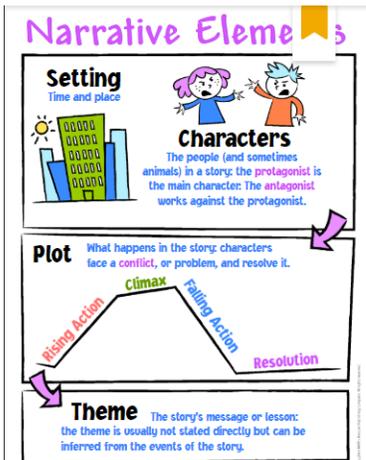
- Watch the [Get Curious Video](#). (You must be signed into Ed: My Friend in Learning.)
- Read “Why We Share Stories” to introduce the topic for Module 10.

Read “Why the Sky is Faraway”. After reading, complete the following activities:

1. Great authors write in a way that allows their readers to visualize with their five senses what is happening in the story. Reread parts of “Why the Sky is Faraway” and explain what you visualize as the reader and how it helps you understand the story in a deeper way.
[Click here for an example graphic organizer](#)
2. A story’s topic - who or what the story is about - differs from its **Theme**. While the topic is specific to the story, a theme is more general, and can apply to many situations. Folktales, such as “Why the Sky is Faraway”, often contain a lesson. Reread parts of “Why the Sky is Faraway” and identify what the author’s message or lesson is to deepen your understanding.
[Click here for an example graphic organizer.](#)



Writing Focus: Imaginative Writing



An **imaginative story** includes [Narrative Elements](#) such as characters or settings that do not exist in the real world or events that could not happen in real life.

THINK about an interesting setting or character.

WRITE an imaginative story that tells about what happens to your character and how your character solves a problem.

- Click here for a [model text](#) to review.
- Click here for an [example graphic organizer](#) to organize your ideas.

Building Foundational Literacy Skills:

1. **Choice Reading:** 20 minutes daily.
2. **Grammar:** Words that show action, or something that is done, are **action verbs**. The verbs am, is, are, was, and were are **forms of the verb be**. They tell what someone or something is or was. Revise your imaginative story to include correct usage of verbs. Click here for more practice with [Action & Being Verbs](#).

Extension Activities (optional):

- Enjoy a play as a family using this script. [Click here for the script.](#)
- Revise your writing using this [example checklist](#) and edit your writing using this [example checklist](#).
- Handwriting Without Tears is our district curriculum and they are offering free online support. [Click here to access their website for more information.](#)

Math:

Please choose **one** of the formats (Interactive or Alternate) below to work on this week's topic:

Interactive Learning Opportunity

Imagine Math:

- Please sign in through [Classlink](#).
- 3 lessons a week on your assigned pathway: Operations and Algebraic Thinking
- It is already assigned when you login! The program also includes an online tutor!
 - Site code: 4828740

Alternate Learning Opportunity

This week we will be working on:

- 3.4(F): Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.
- 3.3(H): Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

Reinforcing the Sixes and Last Division Facts

- Origo Lesson 9.9
 - [Journal Page 9.9](#)
 - [Journal Page Spanish](#)
 - [Answers to 9.9](#)
 - [Problem Solving 1](#)
 - [Problem Solving Spanish](#)

Using an Area Model to Compare Fractions (Same Denominators)

- Origo Lesson 9.11
 - [Journal Page 9.11](#)
 - [Journal Page Spanish](#)
 - [Journal Page Answers](#)

Using a Length Model to Compare Fractions (Same Numerators)

- Origo Lesson 9.12
 - [Journal Page](#)
 - [Journal Page Spanish](#)
 - [Journal Page Answers](#)
 - [Problem Solving 3](#)
 - Be sure to check back next week for the answers!
 - [Problem Solving Spanish](#)
 - Asegúrese de buscar las respuestas la próxima semana

Optional Lesson Support

- [9.9 Presentation](#)
- [9.11 Presentation](#)
- [9.12 Presentation](#)
- [One-Minute Support](#)

Extension Opportunities (Optional)

- ❖ Make 24 game <https://www.4nums.com/>
- ❖ [What Is The Value?](#)
- ❖ <http://www.openmiddle.com/fractions-less-than-one-half/>
- ❖ [More to think about!](#)
- ❖ Hands on: Ask your student to put measuring cups or spoons in order on the kitchen counter. Connect the size of the cup or spoon to the fraction it represents.

Science:

Standard:

TEK 3.9A: Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem.

The questions we want the students to be able to answer: What are the physical characteristics of an environment? How do the physical characteristics support plants and animals?

Please access STEMscopes via the student's class link account. This is what the icon looks like in Class Link.



After you click on it, it will take you to the Assignment page.

Activities:

1. Content Connections Video--Environments (4.36)
2. [Stemscopedia--Environments](#) (English)
[Stemscopedia--Medio Ambientos](#) (Spanish)
3. Optional video: [Ecosystems for Kids | Science Lesson for Grades 3-5 | Mini-Clip](#)

Extension Opportunities: A Small Environment

To help students learn more about their environment, take them to a nearby ecosystem. This could be a park, a forest, a pond, a playground, or perhaps even your own backyard. As students learned in the lesson, an ecosystem includes the living and nonliving things in an environment. For your activity you are going to do a, "three square foot hike." Rather than focusing on everything students can see around them, you will guide students to take a close look at a small area. Explain to students that a single drop of pond water can contain hundreds of tiny, microscopic organisms.

If you have one, take a magnifying glass with you on your exploration. If you go to an aquatic area, you can use a tall clear container to carefully peer down below the surface of the water. If you explore a land environment, you can gently turn over rocks to find tiny organisms like worms and insects. The key of the exploration is to encourage students to observe and scrutinize a small area and see the vast amount of diversity, even in a tiny part of an ecosystem. Make sure you do not permanently disturb the environment and be certain to leave the environment the way it was before you arrived.

Here are some questions to discuss with students:

- Is an ecosystem always a large area?
- What populations did you observe in the ecosystem that you explored?
- How does the environment support these populations?
- What kinds of changes might happen to the environment? How might these changes affect the populations?

Extra Opportunities:

- Take [virtual tours](#) of National Parks, Museums, and landmarks across the globe.
- [Click here to watch the animals at the Houston Zoo](#)

Learning independently will naturally come with its challenges — for teachers, students, and parents. While we understand that remote learning differs greatly from traditional classroom instruction, it is critically important that we continue to engage and communicate with our students in instruction and learning. As we grow through this process, please do not hesitate to contact your child's teacher with celebrations or concerns.