

3rd Grade Student Learning Plan

Week of May 18-20

[Click here to access ClassLink](#)

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

Reading and Writing:

Reading Focus: Inferencing with Graphic Novels & Comics

Make Inferences

Authors may not tell everything in a text. Sometimes you have to make inferences to fill in the holes.

Use clues from the text plus what you know to make inferences.

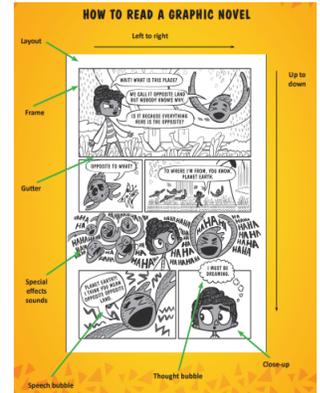


Text Evidence

Background Knowledge

understanding

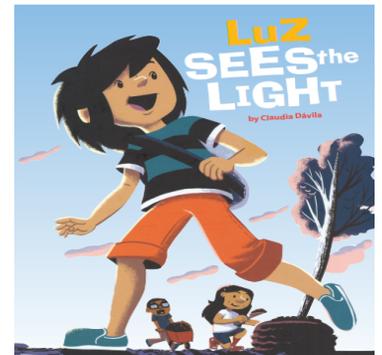
- ★ **Graphic novels** are longer fictional stories told in comic-strip format.
- ★ Graphic novels tell stories through graphic elements such as panels, frames, speech/thought balloons, etc.
- ★ Click to learn more about the [format](#) of a graphic novel.
- ★ Authors of **graphic novels** don't always tell everything that is happening, and sometimes readers have to use clues from the text along with what they know to fill in the holes. This strategy is called [making inferences](#).



Click here to read [Luz Sees the Light](#)

(This book is **NOT** in ED: Your Friend in Learning)

- ★ **Read** [Luz Sees the Light](#) and practice making inferences by answering these [questions](#).
- ★ After reading [Luz Sees the Light](#), choose any picture book and novel to compare to this graphic novel. Fill out this [chart](#) by noticing elements from each text format and answering the questions. Then write about which type of text you enjoy reading the most and why.
- ★ Check your reading comprehension by answering these [questions](#).



Writing Focus: Comics

[Kids Make Comics](#) by Dave McDonald is a series of videos to help you create your own comics.

THINK: What is a story you could tell as a graphic comic? What is a problem your characters can face and how would they solve it?

WRITE: Make up your very own graphic comic.

- Include speech bubbles and pictures to help tell the story and add engagement for your reader.
- Create comic book pages on your own or [print these to use](#).
- Share your graphic novel or comic...you could even include it in the End of Year Project in the Extensions section below.

Building Foundational Literacy Skills:

- ★ **Choice Reading:** 20 minutes daily. Reread your favorite part to practice fluency and share with family.
- ★ **Word Work:** An idiom is a type of common expression. An idiom means something different from the meaning of its individual words. Knowing how to identify idioms helps you understand what the author has written. [Click here for practice](#) identifying and understanding idioms in [Luz Sees the Light](#). Can you think of other common idioms we use? Ask your family for some examples, too.
- ★ **Imagine Language & Literacy:** Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. Click here to [get started](#). Click here for [tips and fixes](#) for the program.

Extension Opportunities:

- ★ **End Of Year Project:** Create a Google Slideshow about your 3rd grade year. [Click here for a video](#) to learn how to create your own. Or Click [here for a template](#) to follow.
- ★ Information for parents about graphic novels:
 - Find great titles here: <https://kids.scholastic.com/kids/books/graphix/>
 - <https://www.youtube.com/watch?v=FeoiKiQRqv8>
 - <https://youtu.be/eOLzG9yyF40>
- ★ Use this [website](#) to create your own digital comic strip. Or imagine you live in Luz's neighborhood and that you go to the party that celebrates the opening of Friendship Park. Create 5-10 comic frames about what you experience at the park on its opening day.

Math:

This week we will be working on:

- Fractions: Compare unit fractions (the numerator is 1) using various methods, including the length and number line models
- Multiplication: Apply various strategies to multiply numbers within 100

Origo Opportunities:

[Click here to take a virtual trip with our district through the Origo at Home option and hear some tips for navigating the site...or simply follow the steps below and explore:](#)

[Click to access Origo at Home Week 7](#)



Click United States at the bottom of the screen.

Select Grade 3 at the bottom of the screen.

Click the **pink**, Week 7 button.

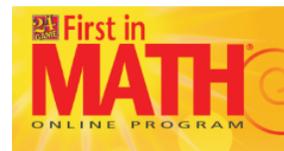


You can build fluency with fractions and multiplication by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

Fluency with First in Math:

→ Don't forget: You must access First in Math *through* [Clever](#) or [ClassLink](#).

- Skill Set 4 (All Operations)
- Fractions - More or Less
- Just the Facts (Multiplication)
- Grand Slam - Multiply/Divide



- Click the link to see how to access this week's games in First in Math: [FIM Week 9 Directions](#)

Extension Opportunities

❖ [Missing Multipliers](#)

- Can you find the missing multipliers? Your skill with multiplication will be a *factor* here. Hidden behind each cell is a product. Try to figure out the puzzle with as few reveals as possible!

❖ [Four in a Row](#)

- Back by popular demand! Take advantage of these 3 games to practice all of your multiplication facts! Challenge a family member and use your abilities to strategically place four in a row before they do. You can use any small objects as markers for the board (M&M's, Legos, etc.). And don't forget: if you are unable to print, you can lay your laptop flat and play right on the screen.
 - [Complete directions can be found here.](#)

❖ Dicey Operations

- Choose one of these three games and challenge a family member. Roll the die and carefully make your decision on where to place your number to hit the target. Watch out...things might get dicey! Use this [Online Die](#). If you roll a 10, use it as a zero.

❖ Equivalent Fractions

- In this interactive game, try your best to make as many equivalent fractions as you can! It might be as easy as pie.

Science:

Standard: TEKS 3.10B: Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles.

The questions we want the students to be able to answer: What comparisons can we make among the diverse life cycles of different plants and animals?

Parent Background information

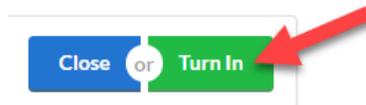
To access the activities, go to [ClassLink](#) and click the STEMscopes app.



Activities:

1. Science Rock
2. Claim Evidence Reasoning ([English](#)) ([Spanish](#))
3. Concept Attainment Questions ([English](#)) ([Spanish](#))

Don't forget to hit the "Turn in" button when you are done.



Extension Opportunities:

1. Video: [Frog Song \(Life Cycle of a Frog\) | CoCoMelon Nursery Rhymes & Kids Songs](#)
2. Video: [Frog Life Cycle Video for Kids -Science for Kids by makemegenius.com](#)
3. Critter Connection Magazine: [Backyard Bugs](#)
4. Critter Connection Magazine: [Woodpecker](#)
5. Website: [Frog Life Cycle](#)

Social Studies:

Standards:

4A describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards

8B explain how supply and demand affect the price of a good or service

Studies Weekly Week 22: Review of Environment and Economy

Read the articles and answer the questions to earn coins.

Questions to be answered:

How do weather and climate affect Texans?

Why is the U.S. economy described as a "free market economy"?



Activities:

- Review [English](#) [Spanish](#)
- Video: Weather Patterns [English](#) [Spanish](#)
- Video: Money and Markets [English](#) [Spanish](#)

Extensions:

- Think of something special you want to buy. Maybe a new video game or book. How will you decide if you need to spend money on the item? Why is it important to you? What steps will you take to decide if you should buy it?

Specials:

- [Click here for Art Learning Plans](#)
- [Click here for Music Learning Plans](#)

GT Challenges:

- [This Week's Challenges](#)

Summer Opportunities:

Parent work with students during the last nine weeks of school has been vital to student progress and very much appreciated. Throughout the summer, students should continue reading at least 20 minutes per day and continue math fluency practice regularly. Additionally, the district will provide four weeks of supplemental learning opportunities that will be posted on the district webpage beginning June 8. The learning opportunities will provide parents with accessible and free resources to keep students learning and growing as readers and thinkers!