

3rd Grade Distance Learning

Week 4: April 20-April 24

Name: _____

Teacher: _____

Building: _____

✓	Day 1
	<p>Literacy:</p> <ul style="list-style-type: none">● Read 30 minutes - Book Title: _____<ul style="list-style-type: none">○ Read to yourself, someone else or a stuffed animal, etc.● A <u>cause</u> is why something happened. An <u>effect</u> is what happened.● Using the examples below, tell someone which of these are cause and effect examples and which are not. How did you know?<ul style="list-style-type: none">○ I jumped in a puddle, so my feet got wet.○ Birds are colorful and have feathers.○ I think chocolate cake is the best kind of cake.○ I couldn't sleep because my baby sister cried all night.● BONUS: Underline the effect and circle the cause in the correct examples.
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <ul style="list-style-type: none">● When authors write about cause and effect, they use the connecting words because and so. Find these words in the sentences in your literacy lesson. They can help you find cause and effect when you read. Put a box around these words.
	<p>Math: Throughout the week we will be making and using rectangles to create a robot using specific perimeters and measurements. Label the length and width of each robot part. (Save each robot part).</p> <ul style="list-style-type: none">● Arms: perimeters 14cm● Legs: perimeters 18cm
	<p>Science: Amphibians</p> <ul style="list-style-type: none">● Amphibians are the next animal group. The characteristics of Amphibians are:<ul style="list-style-type: none">○ Live on land and in water, webbed feet, breathe with lungs and gills, cold blooded, moist smooth skin, four legs (sometimes none), lay many eggs, ear holes.● Using your animal list, put a "A" next to all the mammals.
	<p>Physical Education:Field Day Activity</p> <ul style="list-style-type: none">● Throwing- Pick a target and throw a ball at the target. If you miss the target move closer. Reminder opposite foot forward when releasing the ball.
	<p>Music:</p> <ul style="list-style-type: none">● Find a new song you've never heard before and listen to it. What did you like about it? What did you not like about it?
	<p>Social-Emotional:</p> <ul style="list-style-type: none">● Circle how you are feeling: 😊 @ 😐 😞 😄● Give a positive greeting to a family member ("Good morning", "how's your day")● <u>Activity:</u> Ask a family member what their favorite memory is. It is important to connect with and understand each other. We can learn from other people's experiences.

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Name: _____ Teacher: _____ Building: _____

✓	Day 2								
	<p>Literacy:</p> <ul style="list-style-type: none">• Read 30 minutes - Book Title: _____<ul style="list-style-type: none">◦ Read to yourself, someone else or a stuffed animal, etc.• Complete the chart below with 3 different effects. <table border="1" data-bbox="367 552 1424 934"><thead><tr><th data-bbox="367 552 654 619">Cause</th><th data-bbox="654 552 1424 619">Effect</th></tr></thead><tbody><tr><td data-bbox="367 619 654 724">The weather is getting warmer.</td><td data-bbox="654 619 1424 724"></td></tr><tr><td data-bbox="367 724 654 829">The weather is getting warmer.</td><td data-bbox="654 724 1424 829"></td></tr><tr><td data-bbox="367 829 654 934">The weather is getting warmer.</td><td data-bbox="654 829 1424 934"></td></tr></tbody></table> <ul style="list-style-type: none">• Read your chart out loud to someone using complete sentences.	Cause	Effect	The weather is getting warmer.		The weather is getting warmer.		The weather is getting warmer.	
Cause	Effect								
The weather is getting warmer.									
The weather is getting warmer.									
The weather is getting warmer.									
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <ul style="list-style-type: none">• When using cause and effect, remember the word because should be used before the cause. So is used after the cause. Example: <u>Because</u> the weather is getting warmer, I can wear a lighter jacket outside. The weather is getting warmer, so I can wear a lighter jacket outside.• Read the sentences you created in your literacy lesson aloud to someone in your house. Make your cause and effect one complete sentence by using because or so.								
	<p>Math: Fluency: What is the value of the 3 in the following numbers: 798,435? 155,304? 23,728?</p> <ul style="list-style-type: none">• Throughout the week we will be making and using rectangles to create a robot using specific perimeters and measurements. Label the length and width of each robot part. (Save each robot part).• Body: perimeter -Double the perimeter of one arm.								
	<p>Science:</p> <ul style="list-style-type: none">• On the top of a piece of paper, label it "Amphibians".• Below write the characteristics of amphibians that were learned on Day 1.• Draw and color amphibians, or cut out amphibians from magazines/newspapers, or print amphibians pictures from the internet and put them on your Amphibians page.• Try to find at least 2 amphibians that were not on your animal list.• Save your Amphibians page to make a book.								

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	<p>Physical Education: Field Day Activity</p> <ul style="list-style-type: none">● Obstacle course- Create an obstacle course. Your obstacle needs to have these items: something to go under, over, around and through. Example items to use inside: chairs, blankets, tape/streamers on wall, table, toys. Example items to use outside: Sticks, trees, playground equipment, toys, be creative.
	<p>Music:</p> <ul style="list-style-type: none">● A repeated pattern is called an ostinato.● Here are some examples. Remember the repeat sign! Practice each pattern then choose one to accompany a song. <p></p> <p></p> <p></p>
	<p>Social-Emotional:</p> <ul style="list-style-type: none">● Circle how you are feeling: 😊 😐 😞 😏● Give a positive greeting to a family member (“Good morning”, “how’s your day”)● <u>Activity:</u> Show appreciation to someone in your home (ex. Thanks for supper). The emotion of gratitude has consistently been one of the strongest happiness boosters.

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Name: _____ Teacher: _____ Building: _____

✓	Day 3								
	<p>Literacy:</p> <ul style="list-style-type: none">• Read 30 minutes - Book Title: _____<ul style="list-style-type: none">◦ Read to yourself, someone else or a stuffed animal, etc.• Complete the chart below. <table border="1" data-bbox="367 554 1446 936"><thead><tr><th data-bbox="367 554 902 621">Cause</th><th data-bbox="902 554 1446 621">Effect</th></tr></thead><tbody><tr><td data-bbox="367 621 902 726"></td><td data-bbox="902 621 1446 726">I couldn't go outside today.</td></tr><tr><td data-bbox="367 726 902 831">The volcano erupted.</td><td data-bbox="902 726 1446 831"></td></tr><tr><td data-bbox="367 831 902 936"></td><td data-bbox="902 831 1446 936">My friend was laughing.</td></tr></tbody></table> <ul style="list-style-type: none">• Tell someone a cause and effect that happened in your day.	Cause	Effect		I couldn't go outside today.	The volcano erupted.			My friend was laughing.
Cause	Effect								
	I couldn't go outside today.								
The volcano erupted.									
	My friend was laughing.								
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <ul style="list-style-type: none">• In the chart above, the cause happens <i>first</i>. The effect happens <i>after</i> the cause.• Act out the sentences you wrote in the chart above. Make sure you act out the cause first and then the effect. This might be fun to do with someone else in your family.								
	<p>Math: Fluency: Show 26,987 in expanded form. (Ex. $345 = 300 + 40 + 5$)</p> <ul style="list-style-type: none">• Throughout the week we will be making and using rectangles to create a robot using specific perimeters and measurements. Label the length and width of each robot part. (Save each robot part).• Head: perimeter 16cm								
	<p>Science: Insects</p> <ul style="list-style-type: none">• Insects are the next animal group. The characteristics of insects are:<ul style="list-style-type: none">◦ Lay eggs, six legs, 3 body parts (head, thorax, abdomen) cold-blooded, some have wings and antennas.• Using your animal list, put a "I" next to all the Insects.								
	<p>Physical Education: Field Day Activity</p> <ul style="list-style-type: none">• Obstacle course- Create an obstacle course. Your obstacle needs to have these items: something to go under, over, around and through. Example items to use inside: chairs, blankets, tape/streamers on wall, table, toys. Example items to use outside: Sticks, trees, playground equipment, toys, be creative.								

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	<p>Music:</p> <ul style="list-style-type: none">Using these notes and rests  create a new 4 beat ostinato. Practice your ostinato then play it with a song.
	<p>Social-Emotional:</p> <ul style="list-style-type: none">Circle how you are feeling: 😊 😐 😞 😏Give a positive greeting to a family member (“Good morning”, “how’s your day”)<u>Activity:</u> Call someone you care about. Nurturing relationships strengthens bonds and keeps us connected with those we care about.

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✓	Day 4
	<p>Literacy:</p> <ul style="list-style-type: none">● Read 30 minutes - Book Title: _____<ul style="list-style-type: none">○ Read to yourself, someone else or a stuffed animal, etc.● From your reading this week, write 5 cause and effect sentences.● Tell someone a goal you have for yourself. Include what you will do to reach your goal and why you would like to achieve it.
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <ul style="list-style-type: none">● Here are some sentence frames to use with your cause and effect sentences. Use character names from your own reading. Because Rodrick _____, Rowley _____. Greg _____, so Rowley _____.● Here is a sentence frame to use with your goal. I would like to _____ because _____.
	<p>Math: Fluency: Read your clock. What will the time be in 15 minutes?</p> <ul style="list-style-type: none">● Throughout the week we will be making and using rectangles to create a robot using specific perimeters and measurements. Label the length and width of each robot part. (Save each robot part).● Neck: perimeter -Half the perimeter of the head.
	<p>Science:</p> <ul style="list-style-type: none">● On the top of a piece of paper, label it "Insects".● Below write the characteristics of insects that were learned on Day 3.● Draw and color insects, or cut out insects from magazines/newspapers, or print insects pictures from the internet and put them on your Insects page.● Try to find at least 5 insects that were not on your animal list.● Save your Insects page to make a book.
	<p>Physical Education: Field Day Activity</p> <ul style="list-style-type: none">● Obstacle course- Create an obstacle course. Your obstacle needs to have these items: something to go under, over, around and through. Example items to use inside: chairs, blankets, tape/streamers on wall, table, toys. Example items to use outside: Sticks, trees, playground equipment, toys, be creative.
	<p>Music: Make a list of high sounds in your house. Make a list of low sounds in your house. Make a new list sorting your sounds from lowest to highest.</p>
	<p>Social-Emotional:</p> <ul style="list-style-type: none">● Circle how you are feeling: 😊 ☹️ 😞 😏● Give a positive greeting to a family member ("Good morning", "how's your day")● <u>Activity:</u> Help a family member with a chore. Working together creates routine and supports family togetherness.

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Name: _____ Teacher: _____ Building: _____

✓	Day 5
	<p>Literacy:</p> <ul style="list-style-type: none">● Read 30 minutes - Book Title: _____<ul style="list-style-type: none">○ Read to yourself, someone else or a stuffed animal, etc.● Write a story including at least 1 setting, 2 characters, and 3 cause and effect events.● BONUS: Illustrate your story.
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <ul style="list-style-type: none">● You wrote a story in literacy today. Read it out loud to yourself.● Check your work. Do you have capital letters and end marks? Does your story make sense? Do you have a who or what doing something for each sentence (a person/thing with an action)?
	<p>Math:</p> <ul style="list-style-type: none">● Throughout the week we will be making and using rectangles to create a robot using specific perimeters and measurements. Label the length and width of each robot part. (Save each robot part).● Build your robot.● Make a background using a variety of polygons.
	<p>Science: Make Animal Book</p> <ul style="list-style-type: none">● Put all your animal pages together to make a book. Staple or paperclip together if possible. You should have a page for each animal group - mammals, birds, fish, reptiles, amphibians, insects.● Read and show your animal book to family members.● If possible, find books at home with animals. Decide what animal group they belong to.
	<p>Physical Education: Choice Day</p> <ul style="list-style-type: none">● Be active for 30 min. Example: Shoot baskets, play catch, jump rope
	<p>Music:</p> <p>Create a 4-8 sentence rap about what you did at home this week.</p>
	<p>Social-Emotional:</p> <ul style="list-style-type: none">● Circle how you are feeling: 😊 ☹️ 😐 😞 😄● Give a positive greeting to a family member ("Good morning", "how's your day")● <u>Activity:</u> Play a game together (ex. I Spy, Uno, Video game) Learning to play together builds relationships and creates positive experiences.

Parent Signature _____ Date _____