

	MATH	READING - Modules bit.ly/3rdReading21-30	Reading - ALL Block bit.ly/3rdReading21-30	SCIENCE & SOCIAL STUDIES
April 29 (Day 21)	<p>Complete the Memory Jogger for Week 6, Day 21 on pg. 5. (NC.3.NF.1, NC.3.NBT.2, NC.3.NF.2, NC.3.NF.3)</p> <p>Length: Learn about and explore customary units used to measure length (inches, feet, and yards). Study the length column of the Benchmarks for Customary Measurement chart in the packet on pg. 7. Then complete the tasks for Day 21 in the packet. See pg. 5 (NC.3.MD.2)</p>	<p>Optional: Watch the module video for Day 21. https://bit.ly/3rdModules</p> <p>Read the first two sections of the text “Earth’s Water” on pg. 17 and underline any new learning as you read. (RI.3.10 - pre-reading Unit 2).</p> <ul style="list-style-type: none"> • Water Everywhere • Different Forms of Water 	<p>Optional Video: bit.ly/3rdALLBlockVideos Writing Practice - In the Day 21 video, you will revisit your paragraphs from Day 19 and color code sentences to determine revisions.</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> • Word Study & Vocabulary - Break apart the compound words and find the meaning using Day 21 on pg. 15. (L.3.1a - U1W2D3) • Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10) 	<p>Social Studies Topic: Supply Supply is how much of a good or service is available. The supply of a good is impacted by the amount of resources that can be accessed or the willingness of producers to create goods and services to sell. Activity: Talk to an adult about a recent trip they took to the store. Ask him/her about an item there was a lot of and another item that was difficult to find. This is the supply of the store, or the amount of goods available. Discuss possible reasons for the varying amounts available. Write 3 sentences about the conclusions you discussed about the supply of these items. (3.E.1.1) Optional Enrichment Resource: Supply and Demand for Kids https://bit.ly/3dIqxwH</p>
April 30 (Day 22)	<p>Complete the Memory Jogger for Week 6, Day 22 on pg. 5. (NC.3.NF.1, NC.3.NBT.2, NC.3.NF.2, NC.3.NF.3)</p> <p>More About Length: Build on what you have learned about customary units used to measure length (inches, feet, and yards). Study the length column of the Benchmarks for Customary Measurement chart in the packet on pg. 7. Then complete the tasks for Day 22 in the packet. See pg. 5 (NC.3.MD.2)</p>	<p>Optional: Watch the module video for Day 22. https://bit.ly/3rdModules</p> <p>Read the last two sections of the text “Earth’s Water” on pg. 17 and underline any new learning as you read. (RI.3.10 - pre-reading Unit 2).</p> <ul style="list-style-type: none"> • Changing Water • Water is Important 	<p>Optional Video: bit.ly/3rdALLBlockVideos Word Study & Vocabulary - Watch the Day 22 to analyze words using a vocabulary tree.</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> • Writing - Follow the directions on pg. 15 for Day 22 to write a comparing and contrasting paragraph. (W.3.2 - U1W2D4) • Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U1W2D4) 	<p>Social Studies Topic: Demand Demand is how much of something that people want. When people want to buy something, they create a demand for a product or service. Activity: Collect at least seven things around the house These might include items like: a half-used eraser, a chewed-up pencil stub, a package of fruit snacks, chewed up bubble gum, new pencils, a scribbled picture, a Lego ® figure, etc. List and illustrate each item and then write a sentence to describe if there is a demand for this item and why. (3.E.1.1) Optional Enrichment Resource: Supply and Demand https://bit.ly/2UKUROR</p>
May 1 (Day 23)	<p>Complete the Memory Jogger for Week 6, Day 23 on pg. 6. (NC.3.NF.1, NC.3.NBT.2, NC.3.NF.2, NC.3.NF.3)</p> <p>Capacity: Learn about and explore customary units used to measure capacity (cups, pints, quarts, and gallons). Study the capacity column of the Benchmarks for Customary Measurement chart in the packet on pg. 7. Then complete the tasks for Day 23 in the packet. See pg. 6 (NC.3.MD.2)</p>	<p>Optional: Watch the module video for Day 23. https://bit.ly/3rdModules</p> <p>Re-read the first two sections of “Earth’s Water” on pg. 17 and complete pg. 13 for Day 23 (RI. 3.6, RI.3.2, RI.3.4 - U2L1).</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos Complex Text - Watch the Day 23 video for help reading and analyzing the text, “Real Lives: Angola, Africa.” (pre-reading U2W1D2)</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> • Writing - Follow the directions for Day 23 on pg. 15 to finish writing your paragraph. Then, color code the paragraph to make revisions. (W.3.2f - U1W2D4/Flex) • Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U1W2D4/Flex) 	<p>Social Studies Topic: Scarce vs. Available If something is scarce, there isn’t much of it around. For example, crops are scarce after a long drought. If something is available it is easy or possible to get or use. Activity: Think about scarcity in our community - what is scarce and what isn’t? On paper list three things that are available in limited quantities and explain why. For instance, “Snow is available in limited quantities in Charlotte because we are in the South.” Next, list three things that are available in unlimited quantities and include why (an example is “Pollen is available in unlimited quantities in Charlotte because we have so many trees.”). Share your lists with an adult. (3.E.1.1) Optional Enrichment Resource: Scarcity of resources https://bit.ly/39veejo</p>

<p>May 4 (Day 24)</p>	<p>Complete the Memory Jogger for Week 6, Day 24 on pg. 6 (NC.3.NF.1, NC.3.NBT.2, NC.3.NF.2, NC.3.NF.3)</p> <p>Mass: Learn about and explore customary units used to measure mass (ounces and pounds). Study the mass column of the Benchmarks for Customary Measurement chart in the packet on pg. 7. Then complete the tasks for Day 24 in the packet. See pg. 6. (NC.3.MD.2)</p>	<p>Optional: Watch the module video for Day 24. https://bit.ly/3rdModules</p> <p>Point of View: Re-read the “Water is Important” section of the text “Earth’s Water on pg. 17. Complete the point of view chart and text-dependent question for Day 24 on pg. 13. (RI.3.6 - U2L2)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos</p> <p>Complex Text - Watch the Day 24 video for help with reading and analyzing the text, “Real Lives: Angola, Africa.” (pre-reading U2W1D2)</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Independent Activity - there is no new activity for today. Catch up on any unfinished work! ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U2/Flex) 	<p>Science Topic: Skeletal System</p> <p>Your skeletal system is a group of bones that work together to support your body. Much like a house with walls, without the walls the house would not be able to stand. They also protect many of your organs. Inside your bones you have bone marrow. Bone marrow makes new blood cells. What are some organs that your skeleton protects? An organ is soft tissue like your brain. What would happen if you did not have a skeletal system? What bone or set of bones do you think is most important? Discuss your thinking with an adult. (3.L.1.1)</p>
<p>May 5 (Day 25)</p>	<p>Complete the Memory Jogger for Week 6, Day 25 on pg. 7. (NC.3.NF.1, NC.3.NBT.2, NC.3.NF.2, NC.3.NF.3)</p> <p>Review: It’s time to review all you have learned about time and measurement! Review the work you have done this week and last week. Review the Benchmarks for Customary Measurement chart on pg. 7.</p> <p>When you are ready, find a quiet place where you can work and focus. Complete the 3rd Grade Topic 14 Review Questions in the packet. Use a separate sheet of paper to show your work. See pg. 8. (NC.3.MD.1, NC.3.MD.2, NC.3.NF.3, NC.3.OA.8, NC.3.NBT.2)</p>	<p>Optional: Watch the module video for Day 25 https://bit.ly/3rdModules or the ALL Block video from Day 24 bit.ly/3rdALLBlockVideos.</p> <p>Read the text: “Real Lives: Angola, Africa” on pg. 18 and complete pg. 13 for Day 26. (RI.3.1, RI.3.3, RI.3.4 - U2L3)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos</p> <p>Fluency - Watch the Day 25 video to self-assess your fluency skills.</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Complex Text - Use the chart on pg. 15 for Day 25 to draw what you learned about life in Mabuia from the text, “Real Lives: Angola, Africa” on pg. 18. (RI.3.1 - U2W1D1) ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U2W1D1) 	<p>Science Topic: Muscular System</p> <p>The muscular system works with the skeletal system to help you move. Muscles contract or become shorter and relax or become longer. The contracting and relaxing causes the bones to move. Muscles come in pairs with one relaxing while the other contracts. You have three types: skeletal, smooth, and cardiac muscles. Compose a song or rap including facts and vocabulary about the muscular system. (3.L.1.1)</p>

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

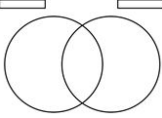
<ul style="list-style-type: none"> <input type="checkbox"/> Put on some slow music and match the music with your movements. <input type="checkbox"/> Make an instrument out of recycled materials. Take a picture of it to share with your teacher later or bring it with you when you come back to class. <input type="checkbox"/> Draw a picture of your best friend. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fill your page with different drawings of bugs, seashells, or something that you collect. <input type="checkbox"/> For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Do these actions 8 times each: jumping jacks, leaps, frog jumps, vertical jumps (as high as you can). Then repeat 3 times. <input type="checkbox"/> Learn about an important member of the community by reading a book or learning in World Book Encyclopedia in ONE Access. Write a rap song or poem to tell why this community member is important. Sing to your family. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read a book about a holiday celebrated in another country (fiction or nonfiction). Write a plan for this holiday. Don’t forget to tell about the food, decorations/music, activities/games, and invitations.
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I certify that my child, _____, did complete all of the required activities in days 21-25 of this learning plan.

Parent/Guardian Signature _____

Date _____

	MATH	READING - Modules bit.ly/3rdReading21-30	Reading - ALL Block bit.ly/3rdReading21-30	SCIENCE & SOCIAL STUDIES
<p>May 6 (Day 26)</p>	<p>Complete the Memory Jogger Week 7, Day 26 on pg. 9. (NC.3.MD.1, NC.3.NBT.2, NC.3.NF.4, NC.3.OA.8)</p> <p>Geometry - Day 1: Attributes of Quadrilaterals Use the Geometry Vocabulary chart to learn key third grade geometry vocabulary words. Pay close attention to the examples of each word. An attribute is a characteristic of someone or something. You may describe a person based on their attributes (eye color, hair color, etc.). Just like people have attributes, shapes have attributes. You could describe a square by saying that it has 4 equal sides and 4 square corners. Those are both attributes of a square. Complete the Solve and Share, Convince Me and practice tasks in this packet that are based on the attributes of different quadrilaterals (closed shapes with 4 sides and 4 angles). See pg. 9. (NC.3.G.1)</p>	<p>Optional: Watch the module video for Day 28. https://bit.ly/3rdModules</p> <p>Read the text "Dry Days in Australia." See pg. 19 and complete pg. 14 for Day 26. (RI.3.4, RI.3.6 - U2L4)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos Work with Complex Text - Watch the Day 26 video about using details to determine the author's point of view in the text, "Real Lives: Angola, Africa."</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Fluency/GUM - Read two pages of your AIR book and self-assess how you did using pg. 15 for Day 26. (RF.3.5 - U2W1D2) ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U2W1D2) 	<p>Social Studies Topic: Increasing Demand The purpose of advertising is to create more demand for a good or service by providing information to consumers. Activity: Think of three things you have in your house that have been advertised. List what you have, how it was advertised, and who bought it. Next, create an advertisement (picture and words) for your school. What information do you need to include so that others will want to go there? Share your work with an adult. (3.E.1.1) Optional Enrichment Resource: Lemons and Lemonade https://bit.ly/3dJ1f1e</p>
<p>May 7 (Day 27)</p>	<p>Complete the Memory Jogger Week 7, Day 27 on pg. 10. (NC.3.MD.1, NC.3.NBT.2, NC.3.NF.4, NC.3.OA.8)</p> <p>Geometry - Day 2: Attributes of Triangles Review the Geometry Vocabulary chart on pg. 9. Today's Solve and Share focuses on the attributes of triangles. The practice task reviews attributes of quadrilaterals. Complete both of those tasks in this packet. See pg. 10. (NC.3.G.1)</p>	<p>Optional: Watch the module video for Day 27. https://bit.ly/3rdModules</p> <p>Read the text: "Access to Water" on pg. 20 and complete pg. 14 for Day 27. (W3.1a, RI.3.3 - U2L5)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos Fluency - Watch the Day 27 video and practice your fluency.</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Complex Text - Circle words & phrases in the text, "Real Lives: Angola Africa" on pg. 18, that describe the water as polluted or filtered. See pg. 16 for Day 27. (RI.3.4 - U2W1D3) ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U2W1D3) 	<p>Social Studies Topic: Price Price is the payment in money for goods or service. The price of something will go up if the demand goes up or the supply goes down. The price of something will go down if the demand goes down or the supply goes up. Activity: For each scenario write two possible reasons for the change in price. [1] Last month a bag of apples cost me \$5.00. Today the grocery store was selling a bag for only \$3.00. [2] Before school started a package of markers sold for \$2.50. By February mine were all dried out so I went to replace them and found that a package now cost \$4.75. (3.E.1.1) Optional Enrichment Resource: What Is Supply and Demand? https://bit.ly/2WSV451</p>
<p>May 8 (Day 28)</p>	<p>Complete the Memory Jogger Week 7, Day 28 on pg. 10. (NC.3.MD.1, NC.3.NBT.2, NC.3.NF.4, NC.3.OA.8)</p> <p>Geometry - Day 3: Composing Quadrilaterals Review the Geometry Vocabulary chart on pg. 9. Today's Solve and Share focuses on the attributes of quadrilaterals and what happens when two quadrilaterals are combined. Complete the tasks for Day 28 in this packet. See pg. 10. (NC.3.G.1)</p>	<p>Optional: Watch the module video for Day 28. https://bit.ly/3rdModules</p> <p>Use the chart provided on pg. 14 for Day 28 to organize your research for your opinion paragraph. (W3.1a, W3.6 - U2L6)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos Work with Complex Text - Watch the Day 28 video of a Language Dive analyzing the structure of a complex sentence from the text, "Real Lives: Angola, Africa."</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Fluency/GUM - Complete a Fluency Performance and Self-Assessment on pg. 16 for Day 28. (RF.3.5 - U2W1D4) ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - U2W1D4) 	<p>Science Topic: Skeletal and Muscular System Design an exercise routine that works out the major muscles in your body. Think about the bones they are connected to and how this enables you to move. Try and identify the bones and muscles then share it with your family. (3.L.1.1)</p>

<p>May 11 (Day 29)</p>	<p>Complete the Memory Jogger Week 7, Day 29 on pg. 11. (NC.3.MD.1, NC.3.NBT.2, NC.3.NF.4, NC.3.OA.8)</p> <p>Geometry - Day 4: Composing and Decomposing Quadrilaterals Review the Geometry Vocabulary chart on pg. 9. Today's Solve and Share focuses on the attributes of quadrilaterals and what happens when two quadrilaterals are combined. The second task focuses on decomposing, or breaking apart, quadrilaterals into triangles. Complete the tasks for Day 29 in this packet on pg. 11. (NC.3.G.1)</p>	<p>Optional: Watch the module video for Day 29. https://bit.ly/3rdModules</p> <p>Use your opinions, facts, and text evidence from your research to begin a draft of an opinion paragraph for Day 29 using pg. 14. (W3.1a, b, c - U2L7)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos Need extra help with a specific skill? Rewatch any of the videos from Days 21-28.</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Fluency/GUM (Flex) - Create cards for the game of Memory by referencing pg. 16 for Day 29. (L.3.4 - Unit 2 Flex) ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10 - Unit 2 Flex) 	<p>Science Topic: Skeletal and Muscular System Create a Venn Diagram comparing the skeletal system and the muscular system. Could one system work without the other? Why or why not? (3.L.1.1)</p> 
<p>May 12 (Day 30)</p>	<p>Complete the Memory Jogger Week 7, Day 30 on pg. 11. (NC.3.MD.1, NC.3.NBT.2, NC.3.NF.4, NC.3.OA.8)</p> <p>Geometry Review: It's time to review all you have learned about time and geometry! Review the work you have done this week and last week. Make sure you review the Geometry Vocabulary chart on pg. 9.</p> <p>When you are ready, find a quiet place where you can work and focus. Complete the 3rd Grade Topic 15 Review Questions in the packet on pg. 12. Use a separate sheet of paper to show your work. (NC.3.G.1, NC.3.NBT.2, NC.3.OA.8, NC.3.NF.2)</p>	<p>Optional: Watch the module video for Day 30. https://bit.ly/3rdModules</p> <p>Continue writing the draft you began on Day 29 for pg. 14. (W3.1a, b, c - U2L8)</p>	<p>Optional Video: bit.ly/3rdALLBlockVideos Writing Practice - Watch the Day 30 video and use the prompt provided to agree or disagree and provide reasons for your opinion.</p> <p>Independent Activity:</p> <ul style="list-style-type: none"> ● Fluency/GUM - Play the Memory Game with a family member that you created yesterday from pg. 16 for Day 29. (L.3.4 - U2W2D1) ● Independent Reading - Read your independent text and complete a graphic organizer on pg. 21. (RI.3.10) 	<p>Science Topic: Skin List or discuss what you already know about your skin. What does your skin do for your body? Your skin is the largest organ on/in your body. There are three layers of skin each with its own specific job. The inner layer helps to keep your body temperature constant, the middle layer has blood running through it as well as hair follicles and sweat glands. The outer layer protects all the internal layers. Choose one way to care for your skin and make a poster about it (for example, keeping clean or using sunscreen). (3.L.1.2)</p>

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

<input type="checkbox"/> Watch a movie with music in it and sing along. <input type="checkbox"/> Pretend your living room is full of jello. How would you have to move through the jello to get through the room? <input type="checkbox"/> Draw a picture of your pet or the pet you would LOVE to have right this minute.	<input type="checkbox"/> Draw your favorite place in the whole world! <input type="checkbox"/> For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<input type="checkbox"/> Pick a distance and challenge a friend to a speed walking race. No running! <input type="checkbox"/> Use Pebbles Go Science (in ONE Access) or a book to read about inventions/simple machines. Draw an invention that would make it easier for you to do your chores. Share with your family.	<input type="checkbox"/> Read a nonfiction (true) book about an animal or use ONE Access Pebble Go to learn about an animal. Write to explain how this animal will make a good pet for your family.
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I certify that my child, _____, did complete all of the required activities in days 26-30 of this learning plan.

Parent/Guardian Signature _____

Date _____