



Dear 3rd grade Students and Parents/Guardians ~

Please use this cover page along with the created materials as a guide to support your student during this time of school closure. We are only an e-mail away if you should need guidance with the learning opportunities provided. Our goal during school closure is to keep your student's grade level skills robust. We are a team, and we are doing our best to keep a connection between the school and home.

Sincerely,

Lynette Stant Lynette.Stant@saltriversschools.org , Lindsay Klein Lindsay.Klein@saltriversschools.org, Ritu Sharma Ritu.Sharma@saltriversschools.org

Monday 4-27-2020	Tuesday 4-28-2020	Wednesday 4-29-20	Thursday 4-30-20	Friday 5-1-20
Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.
Essential Standard Focus: 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.WF.3 d. Spell regular two and three-syllable words that: Combine all basic syllable types. 3.W.10 Write routinely over extended time frames	Essential Standard Focus: 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.WF.3 d. Spell regular two and three-syllable words that: Combine all basic syllable types. 3.W.10 Write routinely over extended time frames	Essential Standard Focus: 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.WF.3 d. Spell regular two and three-syllable words that: Combine all basic syllable types. 3.W.10 Write routinely over extended time frames	Essential Standard Focus: 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.WF.3 d. Spell regular two-and three-syllable words that: Combine all basic syllable types. 3.W.10 Write routinely over extended time frames	Essential Standard Focus: 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.WF.3 d. Spell regular two and three-syllable words that: Combine all basic syllable types. 3.W.10 Write routinely over extended time frames

Monday 5-4-20	Tuesday 5-5-20	Wednesday 5-6-20	Thursday 5-7-20	Friday 5-8-20
Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.	Reading - Read for 20 min a day. Phonics -Complete one entry per day. Writing -Answer the daily writing prompt. Extra: You may log on to Razz Kids or Edgenuity for extra practice.
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https://www.roomresource.com/pages/WordGames.html	https://sciencekids.co.nz/gamesactivities.html	https://www.ixl.com/science/grade-3	Log into your Raz-Kids account and read 2 books and take 2 tests.	Log into your Raz-Kids account and read 2 books and take 2 tests.
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Concept Review: Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models.	Concept Practice: Specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips. Use math online resources for more practice.	Fluency Practice: Represent and identify fractional parts of different wholes. Use math online resources for more practice.	Real world Math: Represent and identify fractional parts of different wholes.	Real world Math: Partition a whole into equal parts and define the equal parts to identify the unit fraction numerically.
Essential Standard Focus: 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	Essential Standard Focus: 3. NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	Essential Standard 3. NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Essential Standard MP.2. Students also represent word problems involving fractions pictorially and then express the answer in the context of the problem.	Essential Standard Reason abstractly and quantitatively. Students represent fractions concretely, pictorially, and abstractly, as well as move between representations

Monday 5-4-20	Tuesday 5-5-20	Wednesday 5-6-20	Thursday 5-7-20	Friday 5-8-20
Concept Review: Build non-unit fractions less than one whole from unit fractions.	Concept Practice: Use math online resources for more practice Build non-unit fractions less than one whole from unit fractions.	Fluency Practice: Identify and represent shaded and non-shaded parts of one whole as fractions.	Real world Math: Use math online resources for more practice. Represent parts of one whole as fractions with number bonds.	Quick Math: Completing the math provided in the handout. Calculate how many hours you spent on schoolwork this week. Total all minutes and multiply by 20 ☺
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https://www.youtube.com/watch?v=UQ8AzrOPffl&feature=emb_logo	https://www.youtube.com/watch?time_continue=2&v=ViqbRZ0oAag&feature=emb_logo	https://www.coolmathgames.com/	https://e2t2dwn1mz-flywheel.netdna-ssl.com/wp-content/uploads/2014/11/the-race-route.png	https://www.coolmathgames.com/

Elementary resources for further learning to support your student https://saltriversschools.org/news/what_s_new/learningresources2020

Phonics (Week 1 and week 2)

<p>Monday: Word of the day is: <i>bravely</i> (define and use in a sentence).</p> <p>Correct the Sentences and Rewrite (you may use a separate piece of paper):</p> <ol style="list-style-type: none"> we muzt protect the ozone. Remind mee to bring my quiz home <p>On a separate piece of paper, rearrange these words in alphabetical order. together change animal against tell please night serve burn them</p> <p>Unscramble the Unit Words:</p> <ol style="list-style-type: none"> tcr a _____ hecor _____ oxlpeer _____ yatrd _____
<p>Tuesday:</p> <p>Word of the day is: <i>duty</i> (define and use in a sentence).</p>

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. the fox hunts at nite

2. sally is quit shy.

Read the words below and sort them into the correct box (draw two large boxes on a piece of paper for this activity).

<u>Y says I</u>	<u>Y says E</u>
Spy happy tiny fry dry sandy tricky fly rainy	

Unscramble the Unit Words:

2. srkap _____ 2. atrst _____ 3. ngrmion _____ 4. tpsors _____

Wednesday: Word of the day is: stalled (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

3. Will you carry sumthng for me

4. why did he chanje classes

Circle the correct u sound for each word below.

- | | | |
|---------|------------|-------------|
| 1. hut | ----long u | ----short u |
| 2. cute | ----long u | ----short u |
| 3. tub | ----long u | ----short u |
| 4. tube | ----long u | ----short u |
| 5. bus | ----long u | ----short u |
| 6. tune | ----long u | ----short u |

Unscramble the Unit Words:

3. srkap _____ 2. atrst _____ 3. ngrmion _____ 4. tpsors _____

Thursday: Word of the day is: comprehend (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

5. rewind the tape and press eject

6. the kids in that class did not behave in lyne.

Does the underlined word have a long u or short u sound? Circle your answer.

1. Can you please fill my <u>cup</u> with milk.	Long /u/	Short /u/
2. In math class, we studied the <u>cube</u> .	Long /u/	Short /u/
3. We get to <u>use</u> paints today in art class.	Long /u/	Short /u/
4. My Dad poured coffee into his <u>mug</u> .	Long /u/	Short /u/

Unscramble the Unit Words:

4. oslo _____ 2. ydacn _____ 3. nubyn _____ 4. elyjl _____

Friday: Word of the day is: defend (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. the robot made a frend

2. my brother's name is sam

On a separate piece of paper, rearrange these words in alphabetical order.

acorn thumb world right again answer girl shirt surf hurt

Unscramble the Unit Words:

5. bylbo _____ 2. ynva _____ 3. itfyf _____ 4. aphyp _____

Monday: Word of the day is: *program* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. what is the name of that place in the citee

2. the umpire sad to postpone the game.

On a separate piece of paper, rearrange these words in alphabetical order.

baby whistle perfect cursive lantern thirty survive chapter spider consider

Unscramble the Unit Words:

6. tryapn _____ 2. zoyc _____ 3. yiv _____ 4. yliwdl _____

Tuesday: Word of the day is: *beside* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. dad mayd us pick up our room

2. mike and I rode our bikes to school

Circle the word in each set that has a long o sound.

A.) dolphin coal B.) slogan monster C.) stock note D.) hobby phone E.) lodge whole
F.) topple soldier G.) throw popping H.) roach pocket I.) loathe common J.) globe moss

Unscramble the Unit Words:

7. vragy _____ 2. lyamfi _____ 3. gesg _____ 4. dwniy _____

Wednesday: Word of the day is: *remote* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. I took my dog for a wawlk

2. the store is on the rit side of the road

Circle the words that start with a long o sound.

A.) olive oboe B.) oats opposite C.) opera old D.) okapi otter E.) otter ozone
F.) open oxygen G.) ocean odd H.) object obey I.) oxen odor J.) over octopus

Unscramble the Unit Words:

8. hetes _____ 2. stebu _____ 3. logbin _____ 4. sotps _____

Thursday: Word of the day is: *admire* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. mom was up earlier today

2. my frend and i played a game of hide and seek.

Circle the words below that have long vowel sounds.

Steal spin scheme sand chose smell clue cost explain quick clown gate tube mint quite snow
funnel soon plate toad quack left slide corn ramp stray sight smash alone friend car climb bed
stump train type ding sheep plop pink boat soup late tape wet fort man fruit dress mule

Unscramble the Unit Words:

9. kace _____ 2. hsein _____ 3. reif _____ 4. tleperi _____

Friday: Word of the day is: *inflate* (define and use in a sentence).

Correct the Sentences and Rewrite (you may use a separate piece of paper):

1. yesterday, frank sing for his family

2. mary invented a game with lots of rulez

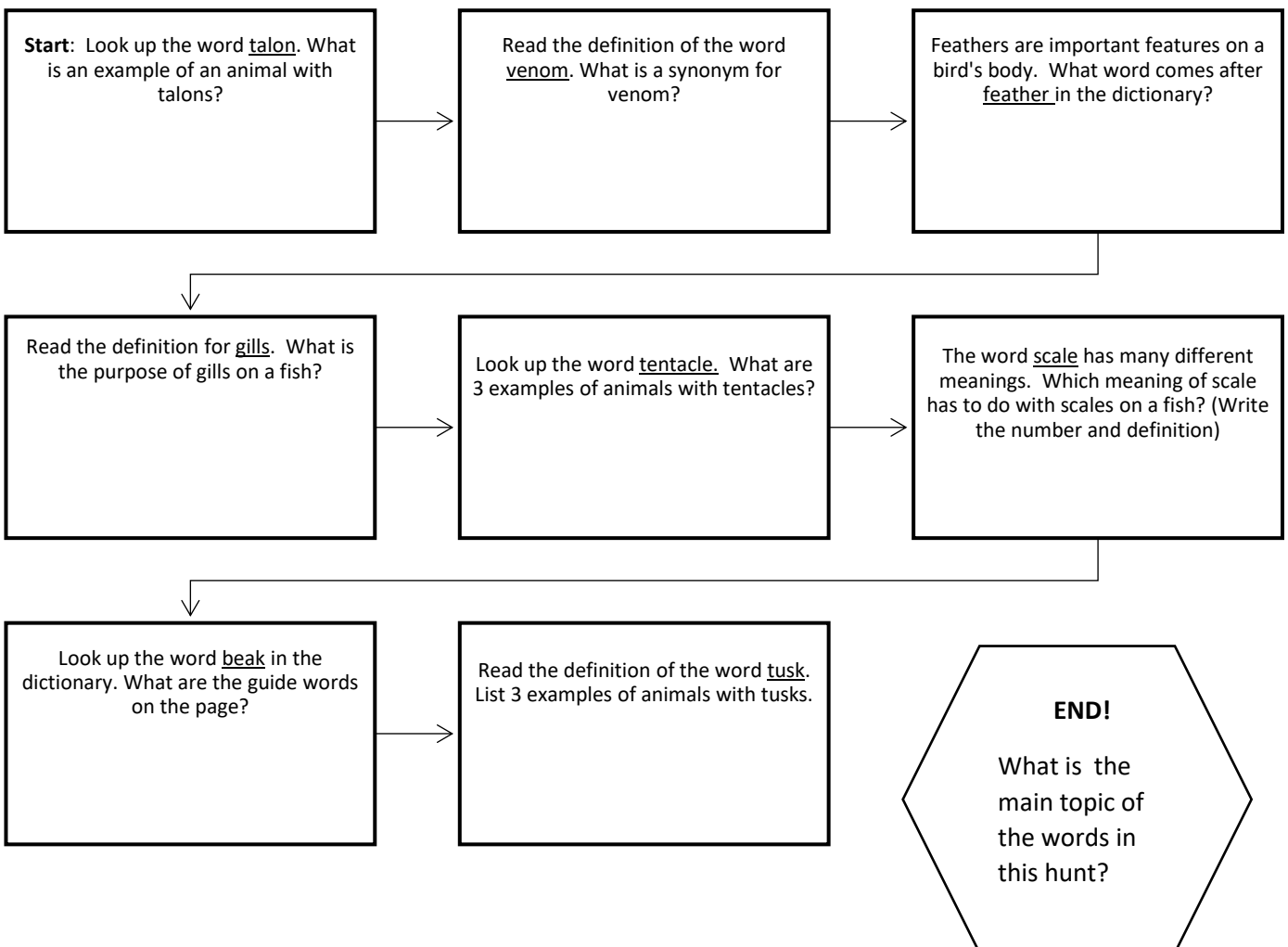
On a separate piece of paper, rearrange these words in alphabetical order.

horn ring picture brother family termite curl perfume curtsy blister

Unscramble the Unit Words:

10. tenivi _____ 2. elat _____ 3. dol _____ 4. ouhes _____

Dictionary Scavenger Hunt!

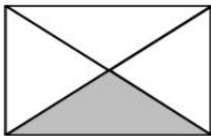


Writing: Using your writing journal you have been using, enter a response to each daily question. Challenge yourself to writing an entry with a beginning paragraph, 3 support details, and a closing statement.

4/27 Who is the funniest person in your family? Why?	4/28 If you had to choose between a million ice cream cones and a million chocolate bars, what would you choose? Why?
4/29 Have you ever accidentally hurt someone else's feelings? How did you feel?	4/30 Write about a time you made something for yourself. What did you make? Did it work well?
5/1 Write about your most important accomplishment.	5/4 Write a list of words that describe yourself and a separate list of your best friend. What similarities do you share?
5/5 Would you rather fly to space or swim to the bottom of the ocean? Why?	5/6 What is your favorite chore? Why?
5/7 Are you excited to go back to school? Why or why not?	5/8 If you have a visit with the President, what would you like to share or tell with him?

Math

1. Name the fraction that is shaded.



2. Estimate to partition the rectangle into thirds.

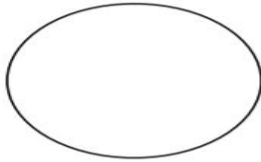


3. A plumber has 12 feet of pipe. He cuts it into pieces that are each 3 feet in length. What fraction of the pipe would one piece represent? (Use your strip from the lesson to help you.)

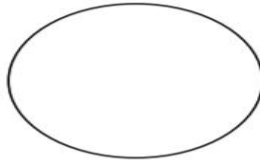
2. Danielle cut her candy bar into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of candy bar represented by the shaded part.



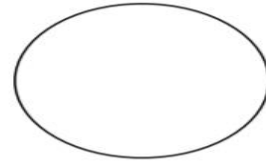
3. Each circle represents 1 whole pie. Estimate to show how you would cut the pie into fractional units as indicated below.



halves



thirds



sixths

Multiply with Six

1.	$1 \times 6 =$	
2.	$6 \times 1 =$	
3.	$2 \times 6 =$	
4.	$6 \times 2 =$	
5.	$3 \times 6 =$	
6.	$6 \times 3 =$	
7.	$4 \times 6 =$	
8.	$6 \times 4 =$	
9.	$5 \times 6 =$	
10.	$6 \times 5 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	
13.	$6 \times 7 =$	
14.	$8 \times 6 =$	

23.	$10 \times 6 =$	
24.	$9 \times 6 =$	
25.	$4 \times 6 =$	
26.	$8 \times 6 =$	
27.	$3 \times 6 =$	
28.	$7 \times 6 =$	
29.	$6 \times 6 =$	
30.	$6 \times 10 =$	
31.	$6 \times 5 =$	
32.	$6 \times 4 =$	
33.	$6 \times 1 =$	
34.	$6 \times 9 =$	
35.	$6 \times 6 =$	
36.	$6 \times 3 =$	

1.	$6 \times 1 =$	
2.	$1 \times 6 =$	
3.	$6 \times 2 =$	
4.	$2 \times 6 =$	
5.	$6 \times 3 =$	
6.	$3 \times 6 =$	
7.	$6 \times 4 =$	
8.	$4 \times 6 =$	
9.	$6 \times 5 =$	
10.	$5 \times 6 =$	
11.	$6 \times 6 =$	
12.	$6 \times 7 =$	
13.	$7 \times 6 =$	
14.	$6 \times 8 =$	

23.	$9 \times 6 =$	
24.	$3 \times 6 =$	
25.	$8 \times 6 =$	
26.	$4 \times 6 =$	
27.	$7 \times 6 =$	
28.	$5 \times 6 =$	
29.	$6 \times 6 =$	
30.	$6 \times 5 =$	
31.	$6 \times 10 =$	
32.	$6 \times 1 =$	
33.	$6 \times 6 =$	
34.	$6 \times 4 =$	
35.	$6 \times 9 =$	
36.	$6 \times 2 =$	

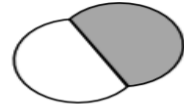
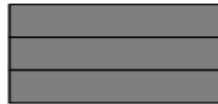
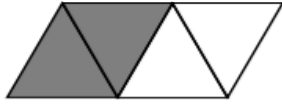
Answer the following questions:

1. Dylan plans to eat 1 fifth of his candy bar. His 4 friends want him to share the rest equally. Show how Dylan and his friends can each get an equal share of the candy bar.

2. Nasir baked a pie and cut it in fourths. He then cut each piece in half.

a. What fraction of the original pie does each piece represent? b. Nasir ate 1 piece of pie on Tuesday and 2 pieces on Wednesday. What fraction of the original pie was not eaten?

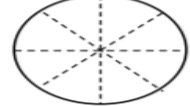
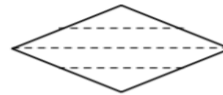
1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.



Fourths

2 fourths are shaded.

2. Circle the shapes that are divided into equal parts. Write a sentence telling what *equal parts* means.



Each shape is 1 whole. Divide and shade to show the given fraction.

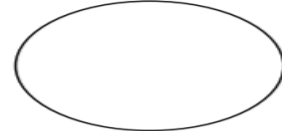
1 half



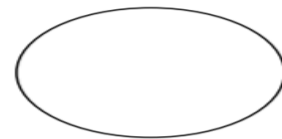
1 sixth



1 third



Each shape is 1 whole. Estimate to divide each into equal parts (do not draw fourths). Divide each whole using a different fractional unit. Write the name of the fractional unit on the line below the shape.

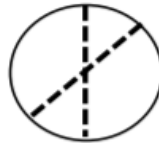
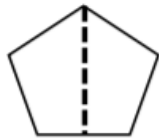


Charlotte wants to equally share a candy bar with 4 friends. Draw Charlotte's candy bar. Show how she can divide her candy bar so everyone gets an equal share. What fraction of the candy bar does each person receive?

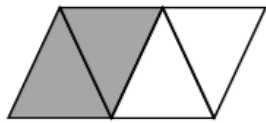
1. _____ sevenths are shaded.



2. Circle the shapes that are divided into equal parts.

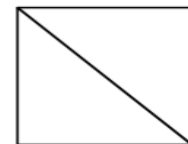
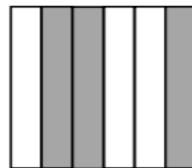
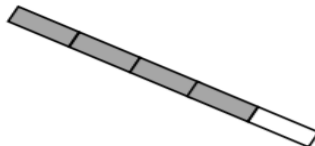


1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.

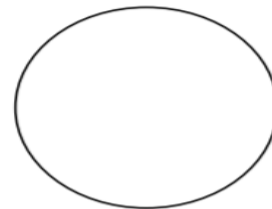
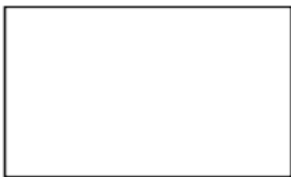


Fourths

2 fourths are shaded.



2. Each shape is 1 whole. Estimate to divide each into equal parts. Divide each whole using a different fractional unit. Write the name of the fractional unit on the line below the shape.



3. Anita uses 1 sheet of paper to make a calendar showing each month of the year. Draw Anita's calendar. Show how she can divide her calendar so that each month is given the same space. What fraction of the calendar does each month receive?

Multiply and Divide by Six

1.	$2 \times 6 =$	
2.	$3 \times 6 =$	
3.	$4 \times 6 =$	
4.	$5 \times 6 =$	
5.	$1 \times 6 =$	
6.	$12 \div 6 =$	
7.	$18 \div 6 =$	
8.	$30 \div 6 =$	
9.	$6 \div 6 =$	
10.	$24 \div 6 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	
13.	$8 \times 6 =$	
14.	$9 \times 6 =$	
15.	$10 \times 6 =$	
16.	$48 \div 6 =$	
17.	$42 \div 6 =$	

23.	$\underline{\quad} \times 6 = 60$	
24.	$\underline{\quad} \times 6 = 12$	
25.	$\underline{\quad} \times 6 = 18$	
26.	$60 \div 6 =$	
27.	$30 \div 6 =$	
28.	$6 \div 6 =$	
29.	$12 \div 6 =$	
30.	$18 \div 6 =$	
31.	$\underline{\quad} \times 6 = 36$	
32.	$\underline{\quad} \times 6 = 42$	
33.	$\underline{\quad} \times 6 = 54$	
34.	$\underline{\quad} \times 6 = 48$	
35.	$42 \div 6 =$	
36.	$54 \div 6 =$	
37.	$36 \div 6 =$	
38.	$48 \div 6 =$	
39.	$11 \times 6 =$	

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

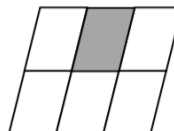
1. 1 fourth



2. 1 fifth





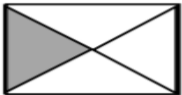
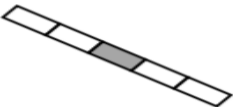
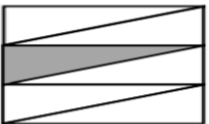
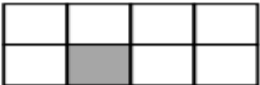
3. The shape represents 1 whole. Write the fraction for the shaded part.



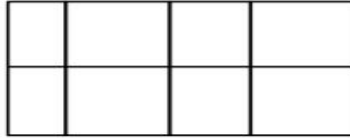
The shaded part is _____.

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1. Fill in the chart. Each image is one whole.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
a. 				
b. 				
c. 				
d. 				
e. 				
f. 				
A	B	C	D	

2. Andre's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Andre cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Andre cut the cake into eighths? Explain your answer.



3. Two of Andre's friends came late to his party. They decide they will all share the second cake. Show how Andre can slice the second cake so that he and his nine friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?



4. Andre thinks it's strange that $\frac{1}{10}$ of the cake would be less than $\frac{1}{8}$ of the cake since ten is bigger than eight. To explain to Andre, draw 2 identical rectangles to represent the cakes. Show 1 tenth shaded on one and 1 eighth shaded on the other. Label the unit fractions and explain to him which slice is bigger.