



Dear Parents, Guardians and Students,

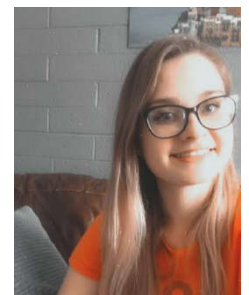
We hope you all are doing well and staying healthy during this time. The third grade team has been busy putting together meaningful academic work for all our wonderful students. Please know that we miss you and cannot wait to see you again soon. We understand that this time of change is different for everyone. Families, we encourage you to reach out to us through email; we are checking our email throughout the day. Students, we would love to hear from you through email as well, what a great way to practice your typing and writing skills! With the closure of schools, we ask for your patience as we too are learning and planning for the remainder of the year during this COVID-19 time. We are so glad the first round of work packets were well received. We did hear back from some families informing us that the work was finished. Right now schools are closed and we are not able to make additional work packets at this time. Remember school at home can look a lot different. Here are a few tips if you finish your packet early: 1) READ. Reading is the biggest brain booster ever! You have access to books on Raz-Kids and other on-line school resources. 2) Pick a topic and do research on it. 3) Visit a virtual museum and write about what you saw in the museum. 3) Make a family recipe book. 4) Research Native American figures who have contributed to: education, medicine, science or engineering and 5) Write thank you notes to people in the community who are working hard to serve, protect, and keep the community healthy and safe. Learning does not have to be a worksheet, so use your imagination and send us an email and tell us what you are learning or even send us a joke or two. We would love to hear from you. Learning at home does not have to be perfect to be WONDERFUL ☺ Thank you for your patience and understanding. We wish all our families good health and happiness. Mrs. Stant.

Here are a few messages from Mrs. Sharma and Ms. Klein.



Dear Students, For math this week, students will be working on Interpreting Data and practicing multiplication and division fluency. If your child completes the work early, please feel free to use the online math resources we have previously provided or have them practice their multiplication and division facts. Please do not hesitate to reach out to us with any questions or concerns you may have. Ms. Sharma

Dear Students, I am so happy that I had the opportunity to teach you this year. It has been great getting to know each of you and even though our time in person was cut short, I want you to know that I frequently think about you all and miss you. You and your families are in my thoughts and prayers. I look forward to seeing each of you in person next school year and want you to know that I am here for you during this time to support you. Ms. Klein



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Ms. Klein: Lindsay.Klein@saltriversschools.org

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading for details and comprehension:</p> <p>Choose a book to read. Pay attention to the characters in the story you are reading.</p> <p>Summarize the story to a member of your family.</p> <p>Read for 20 minutes!</p>	<p>Attacking Words: Owning vocabulary. Use the words provided in the teacher materials. Practice these words in Thursday's writing or use them when talking with family. Remember to look up words you do not know.</p> <p>Read for 20 minutes!</p>	<p>Word relationships: Synonyms of familiar words are fun to discover and use when you speak or write.</p> <p>Read for 20 minutes!</p>	<p>Time for writing: Write in a journal about your week at home, remember to include interesting details; or create a fictional story; or create a comic strip. Remember to use words from Tuesday's vocabulary and Wednesday's Synonyms.</p> <p>Read for 20 minutes!</p>	<p>Reading for enjoyment: Read virtually with a friend or find an enjoyable space to read with a family member, or just read independently, or listen to an online book.</p>
<p>Essential Standard Focus: 3.RL.3; 3.RL.7</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) —</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p>	<p>Essential Standard Focus: 3.RL.4; 3.RF.3</p> <p>Determine the meaning of words and phrases as they are used in a text —</p> <p>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p>	<p>Essential Standard Focus: 3.L.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Essential Standard Focus: 3.W.10; 3.W.3</p> <p>Write routinely over extended time frames —</p> <p>Write narratives to develop real or imagined experiences or events.</p>	<p>Essential Standard Focus: 3.RL.10; 3.RF.4</p> <p>By the end of the year, proficiently and independently read and comprehend literature, —</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>
Additional Resources to support your students:				
<p>https://jenniferfindley.com/character-traits-activities/</p> <p>https://az.pbslearningmedia.org/subjects/english-language-arts-and-literacy/literature/key-ideas-and-details/individuals-events-and-ideas/?selected_facet=grades:3</p> <p>https://az.pbslearningmedia.org/resource/nc_1031-2_levelled_readers/nature-cat-whats-with-wind-1-2/</p>	<p>https://www.ixl.com/ela/vocabulary</p> <p>https://az.pbslearningmedia.org/resource/85b63bb6-1a28-4ca2-8dd7-43acd03c6dd5/the-electric-company-magazine-issue-one/</p>	<p>https://englishlinx.com/similes/#ES</p>	<p>https://www.journalbuddies.com/prompts-by-grade/short-story-writing-prompts/</p> <p>https://www.journalbuddies.com/prompts-by-grade/journal-entry-prompts/</p>	<p>https://librivox.org/the-voyages-of-doctor-dolittle-by-hugh-lofting/</p> <p>https://www.wfla.com/community/health/coronavirus/audible-is-offering-free-audiobooks-for-kids-stuck-at-home/</p>
2_levelled_readers/nature-cat-whats-with-wind-1-2/				

Monday	Tuesday	Wednesday	Thursday	Friday
Concept Review: Practice interpreting data and counting by units of 6 to multiply and divide using the handouts provided. Use math online resources for more practice.	Concept Practice: Continue building on your knowledge of interpreting data and multiplication and division facts using the handouts. Use math online resources for more practice.	Fluency Practice: Continue building on your knowledge of interpreting data and multiplication and division facts using the handouts. Use math online resources for more practice.	Real world Math: Who will win the race? Two students walk in different paths to the finish line. Using the map and distances, determine which student will reach finish line first. Continue working on handouts.	Quick Math: Check your understanding by completing the exit ticket provided in the handout. Calculate how many hours you spent on schoolwork this week. Total all minutes ☺
Essential Standard Focus: 3.OA.A.1 Interpret products of whole numbers as the total number of objects in equal groups. 3. MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.	Essential Standard Focus: 3.OA.A.1 Interpret products of whole numbers as the total number of objects in equal groups. 3. MD.3 Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	Essential Standard 3. MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.	Essential Standard 3. MD.3 Solve one- and two-step problems involving graphs.	Essential Standard 3. MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories
https://www.youtube.com/watch?v=UQ8AzrOPffI&feature=emb_logo	https://www.youtube.com/watch?time_continue=2&v=VjbRZ0oAag&feature=emb_logo	https://www.coolmathgames.com/	https://e2t2down1mz-flywheel.netdna-ssl.com/wp-content/uploads/2014/11/the-race-route.png	

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

Vocabulary Words

bravery-courage when facing danger

amazement- a feeling of great surprise

disappear- to stop being visible

donated-gave something to help

leader- a person who guides or leads others

nervous-upset or worried about something

refused-would not do something

temporary- lasts for only a short time

Prefix Key:

un = not

re = again

pre = before

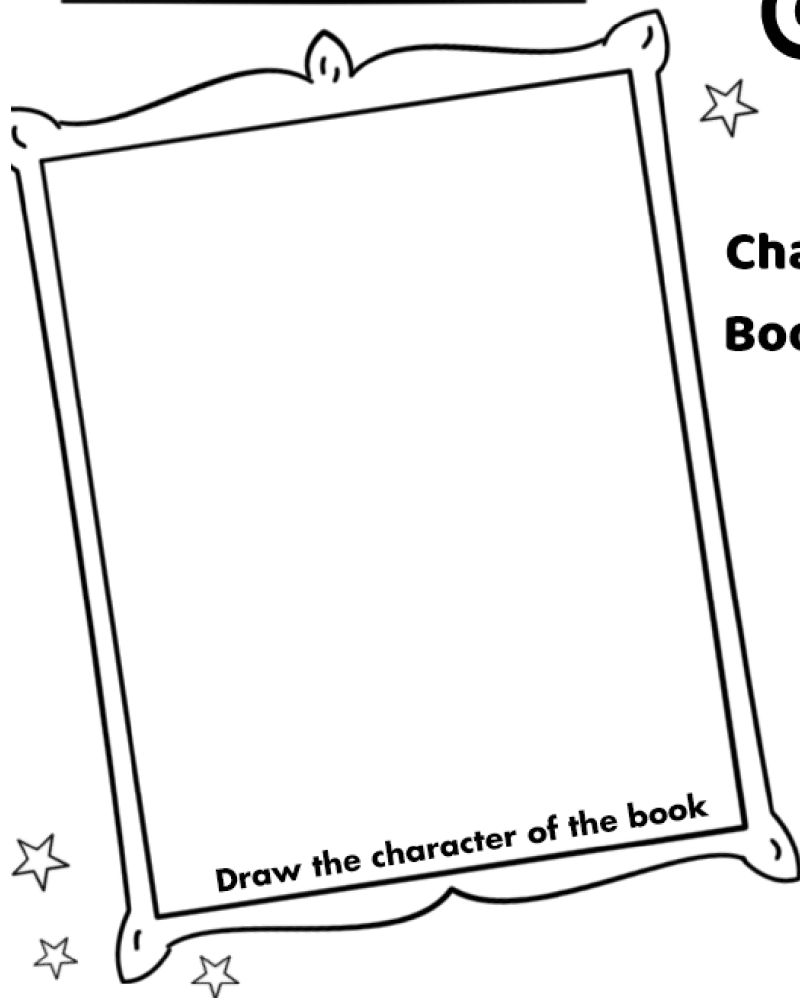
dis = not

Directions: Create words using the prefixes and root words below. Practice using the words you created in sentences. You may use scissors to cut out the words or a piece of paper to write them.

Write the correct prefix in front of the root word. Highlight the prefix. Sort the words into the 4 prefix groups: un, re, dis, pre.			
un	re	dis	pre
try	happy	like	school
test	obey	able	trust
kind	heat	agree	write

Name: _____

Character Study



Character: _____

Book: _____

Character traits:

circle the ones that apply

moody	brave
afraid	silly
curious	loyal
cheerful	wise
selfish	evil
exciting	lazy
generous	gentle
angry	fair
funny	mean
evil	calm
lazy	bossy
calm	nasty
responsible	polite

The character does:

would
wouldn't

I like this character as a friend because:

Same and Opposite

Write a **synonym** and an **antonym** for each word.
Use the words from the word box.

laugh	false	difficult	moist
ill	different	healthy	full
easy	cowardly	sob	factual
similar	dry	famished	daring
construct	rich	destroy	poor

	SYNONYM	ANTONYM
	Right	False
true	_____	_____
damp	_____	_____
cry	_____	_____
alike	_____	_____
build	_____	_____
hard	_____	_____
sick	_____	_____
wealthy	_____	_____
hungry	_____	_____
brave	_____	_____

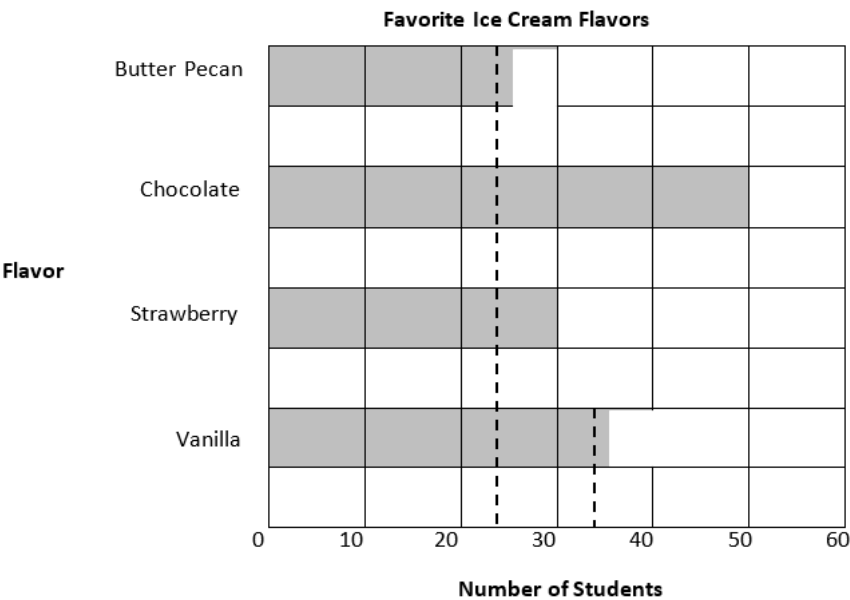
TIME FOR WRITING:

Write about your week at home, remember to include interesting details; or create a fictional story; or create a comic strip. Remember to use words from Tuesday’s vocabulary and Wednesday’s synonyms.

COMIC STRIP TEMPLATE

Math

The bar graph below shows the students' favorite ice cream flavors.



- a. Use the graph's lines as a ruler to draw intervals on the number line shown above. Then plot and label a point for each flavor on the number line.
- b. Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.

Complete the multiplication and division problems:

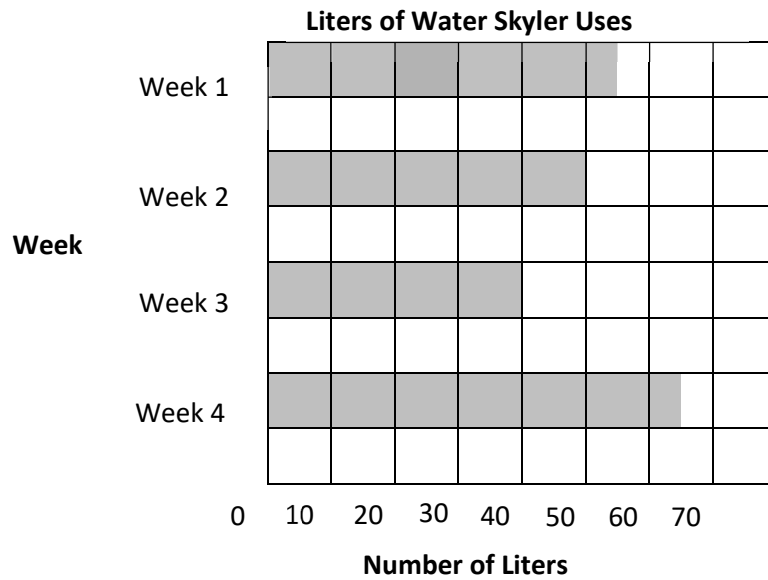
1.	$2 \times 6 =$		23.	$___ \times 6 = 60$	
2.	$3 \times 6 =$		24.	$___ \times 6 = 12$	
3.	$4 \times 6 =$		25.	$___ \times 6 = 18$	
4.	$5 \times 6 =$		26.	$60 \div 6 =$	
5.	$1 \times 6 =$		27.	$30 \div 6 =$	
6.	$12 \div 6 =$		28.	$6 \div 6 =$	
7.	$18 \div 6 =$		29.	$12 \div 6 =$	
8.	$30 \div 6 =$		30.	$18 \div 6 =$	
9.	$6 \div 6 =$		31.	$___ \times 6 = 36$	
10.	$24 \div 6 =$		32.	$___ \times 6 = 42$	
11.	$6 \times 6 =$		33.	$___ \times 6 = 54$	
12.	$7 \times 6 =$		34.	$___ \times 6 = 48$	
13.	$8 \times 6 =$		35.	$42 \div 6 =$	
14.	$9 \times 6 =$		36.	$54 \div 6 =$	
15.	$10 \times 6 =$		37.	$36 \div 6 =$	
16.	$48 \div 6 =$		38.	$48 \div 6 =$	
17.	$42 \div 6 =$		39.	$11 \times 6 =$	

18.	$54 \div 6 =$	
19.	$36 \div 6 =$	
20.	$60 \div 6 =$	
21.	$\underline{\quad} \times 6 = 30$	

40.	$66 \div 6 =$	
41.	$12 \times 6 =$	
42.	$72 \div 6 =$	
43.	$14 \times 6 =$	

Interpret Data:

1. This bar graph shows the number of liters of water Skyler uses this month.



- During which week does Skyler use the most water? _____
The least? _____
- How many more liters does Skyler use in Week 4 than Week 2?
- Write a number sentence to show how many liters of water Skyler uses during Weeks 2 and 3 combined.
- How many liters does Skyler use in total?
- If Skyler uses 60 liters in each of the 4 weeks next month, will she use more or less than she uses this month?
Show your work.

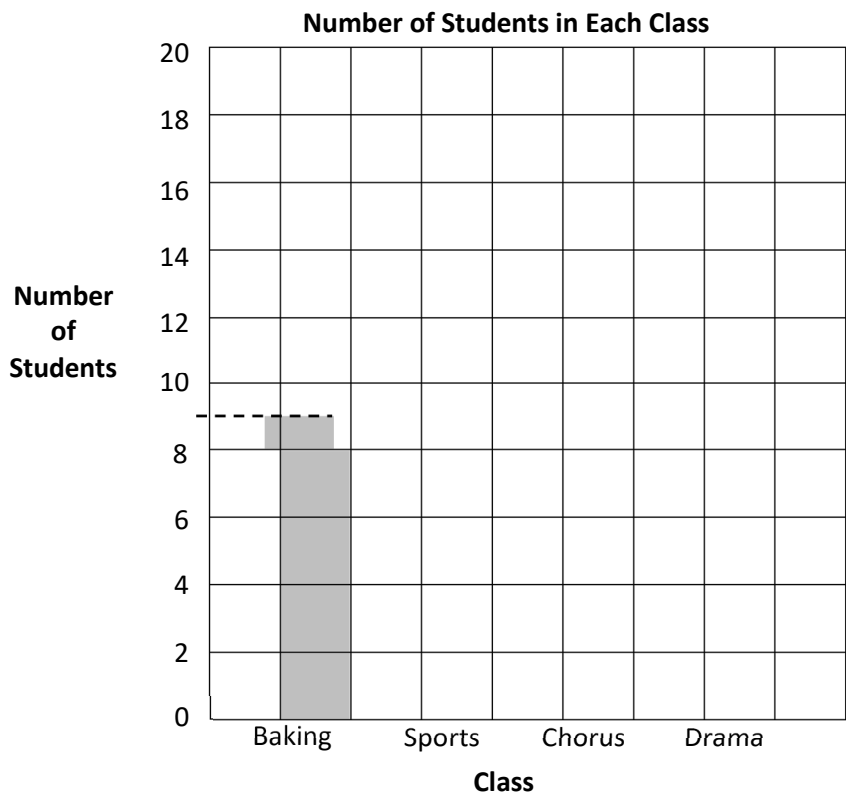
$42 \div 6 =$	
$36 \div 6 =$	
$48 \div 6 =$	
$60 \div 6 =$	
$54 \div 6 =$	

$42 \div 6 =$	
$11 \times 6 =$	
$66 \div 6 =$	
$12 \times 6 =$	
$72 \div 6 =$	

This table shows the number of students in each class.

Number of Students in Each Class	
Class	Number of Students
Baking	9
Sports	16
Chorus	13
Drama	18

Use the table to color the bar graph. The first one has been done for you.

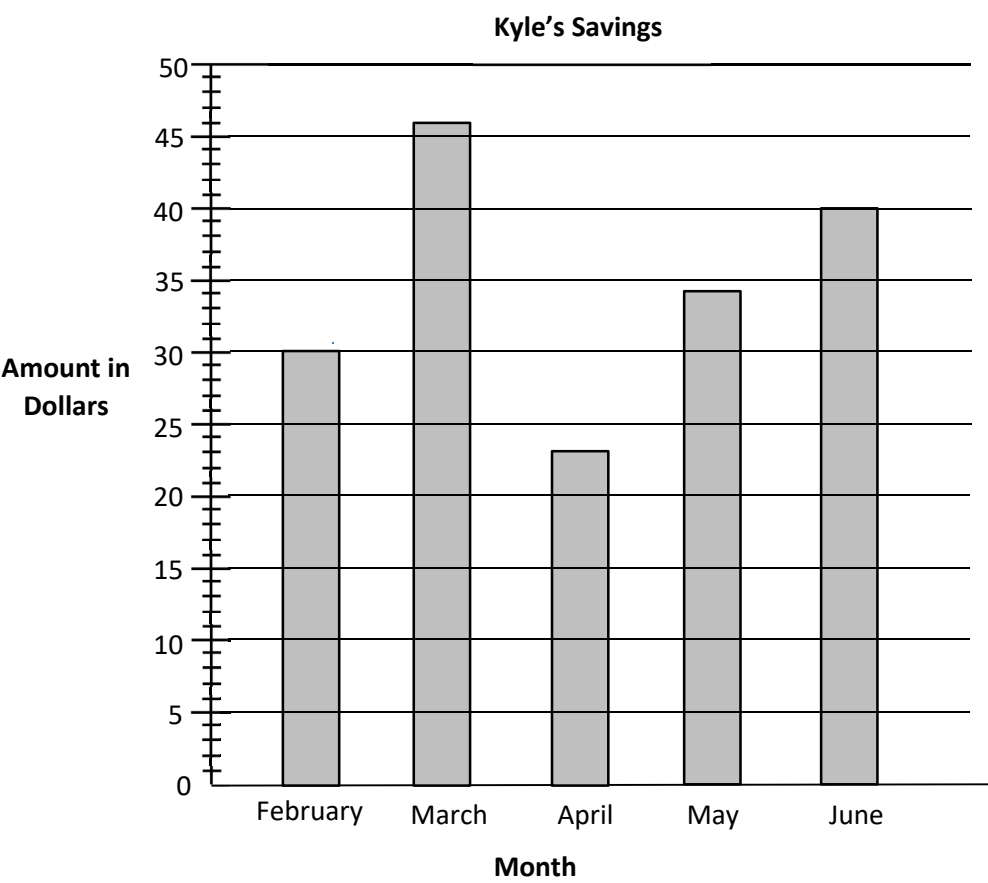


- a. What is the value of each square in the bar graph?
- b. Write a number sentence to find how many total students are enrolled in classes.
- c. How many fewer students are in baking than in drama and baking combined? Write a number sentence to show your thinking.

1.	$1 \times 6 =$	
2.	$2 \times 6 =$	
3.	$3 \times 6 =$	
4.	$4 \times 6 =$	
5.	$5 \times 6 =$	
6.	$18 \div 6 =$	
7.	$12 \div 6 =$	

23.	$\underline{\hspace{1cm}} \times 6 = 12$	
24.	$\underline{\hspace{1cm}} \times 6 = 60$	
25.	$\underline{\hspace{1cm}} \times 6 = 18$	
26.	$12 \div 6 =$	
27.	$6 \div 6 =$	
28.	$60 \div 6 =$	
29.	$30 \div 6 =$	

1. This bar graph shows Kyle’s savings from February to June. Use a straightedge to help you read the graph.



- a. How much money did Kyle save in May?
 - b. In which months did Kyle save less than \$35?
 - c. How much more did Kyle save in June than April? Write a number sentence to show your thinking.
 - d. The money Kyle saved in _____ was half the money he saved in _____.
2. Complete the table below to show the same data given in the bar graph in Problem 2.

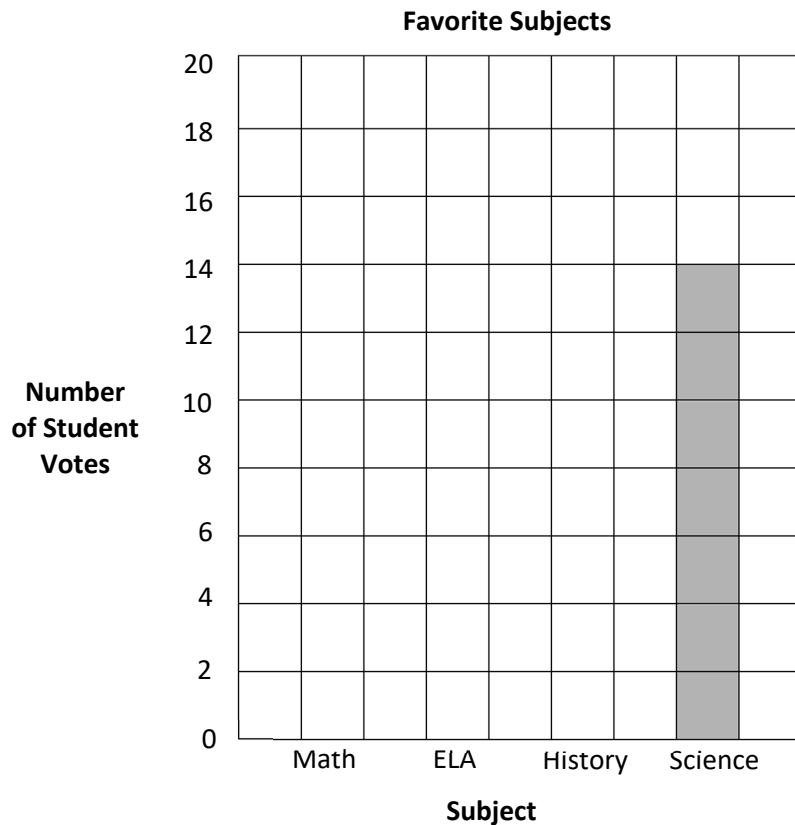
Months	February				
Amount Saved in Dollars					

Exit Ticket- Check your understanding

2. This table shows the favorite subjects of third graders at Cayuga Elementary.

Favorite Subjects	
Subject	Number of Student Votes
Math	18
ELA	13
History	17
Science	?

Use the table to color the bar graph.



- How many students voted for science?
- How many more students voted for math than for science? Write a number sentence to show your thinking.
- Which gets more votes, math and ELA together or history and science together? Show your work.