

Week 4 Resources & Enhancement Activities

Grade: 3

Week of: April 13 - April 17th

Guideline:

We worked hard to ensure that the Learning Plan provides accessibility for all learners. We hope that you see that there are options to engage learners at all levels. *These activities are not intended to replace the normal school day.* **At this time we are expecting you to turn in one activity of your choice to your Teacher.** We want you to take time to enjoy family, be safe, stay healthy and find time within this week to engage in learning opportunities. Feel free to create a schedule that works for you and your family. We strongly encourage each student to participate in approximately two hours a day. We want your brain working and challenging yourself, while staying safe and having fun.

Social Media Calendar for the week-

[Social Media Calendar April 13 - 17](#)

Teachers	Related Services
Mrs. Thomas lthomas@fairhavenps.net Mrs. Hoak ehoak@fairhavenps.net Mrs. Castelo jcastelo@fairhavenps.net	Special Education- Mrs.Pallatroni epallatroni@fairhavenps.net ELL- Mrs. Pickup spickup@fairhavenps.net SLP- Mrs. Mello mmello@fairhavenps.net School Counselor- Mrs. Nogueira pnogueira@fairhavenps.net

Links:

(For Educators) <https://mass.pbslearningmedia.org/>

(For Educators/ Families) <https://www.wgbh.org/distancelearning>

Subject	Resource and Enhancement	Modifications/Accommodations
ELA 	<p>Read for 20 minutes a day.</p> <p>Reading keeps our brain engaged and takes us on new adventures!</p> <p>Use this <i>Reading Choice Board</i> to read in new and different ways!</p> <p>Reading Choice Board</p> <p>Reading Response: Wacky Word Finder: At the end of the week or as you read, write down two to three interesting words on sticky notes or a piece of paper. Look up their definition (meanings) and write a new</p>	<p><u>Not sure what to read?</u> Check out these leveled book lists. If a book looks interesting to you, click on the title to get a brief summary.</p> <p>Great Books for 3rd Graders</p> <p><u>If you need access to books:</u> Libby has digital audiobooks and ebooks from your public library. Free - MA residents can sign up for an e-card through the Boston Public Library</p>

meaningful and complete sentence, using the word.
Readworks: Login to [Readworks](#) to complete the Weekly Reading Assignment.

Mrs. Hoak's Code: **CGQ2AQ**
Mrs. Castelo's Code: **NGWHQR**
Mrs. Thomas's Code: **6HBNM5**

Focus Text: Watch the Read Aloud for [The Man Who Invented Basketball](#) and respond to the following discussion questions either verbally, written, or typed in a google doc, email, or [google form](#):

- ★ How would you describe the early part of James Naismith's childhood?
- ★ How were James's first basketball games different from later ones?
- ★ How can talents make someone unique? Can you give an example from the text?

Nonfiction Connection:

Read this connected Newsela article about a [Dunking Otter](#).

Either *verbally*, on a piece of *paper*, or *typed*, please complete a 3-2-1 chart on the article about the *Dunking Otter*.

- ★ **3 facts** you learned.
- ★ **2 important** words from the text.
- ★ **1 question** you still have.

Here is an example (and *optional* printable link) to help you!

[3-2-1 Chart Example](#)

* We have completed these charts regularly in class but if you have any questions, please feel free to ask your teacher.

Family Reading Fun & Connections:

- ★ [Dear Basketball Poem](#)
- ★ [Video: Invention of Basketball-James Naismith](#)
- ★ [Paired Text: Special Olympics](#)
- ★ [Basketball STEM Challenge](#)
(use the link above to build and guide you)

(BPL). e-card provides access to all of their digital and streaming content without ever needing to get a physical library card. Click here to [register for a BPL e-card](#).

Before Reading:

Take a look at these vocabulary words from [The Man Who Invented Basketball](#), a nonfiction story about a man named James Naismith.

After reading the words and definitions you can draw a sketch or visual representation to help you. Search the word in Google Images if you aren't sure what to draw.

[The Man Who Invented Basketball Vocabulary Links:](#)

[Vocabulary Practice-Page 1](#)

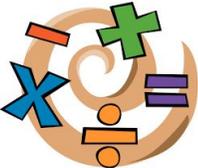
[Vocabulary Practice-Page 2](#)

Language Support and Helpful Writing/Speaking Tips

Sentence starters and frames

provide support to help students get started in speaking or writing activities. Use these sentence starters to help you start speaking or writing about the Dunking Otter article:

- ★ I learned that . . .
- ★ I also learned that . . .
- ★ One other thing I learned is . . .
- ★ One important word is . . .
- ★ Another important word is . . .
- ★ One question I still have is . . .

	<p>Writing: Respond to the journal prompt below, either handwritten or typed (ex. add on to your google doc, microsoft word), in 3-4 sentences.</p> <p>Weekly Prompt:</p> <p style="text-align: center;">Would you rather go to see the Harlem Globetrotters (video) or Boston Celtics? (video)</p> <p>Sample Journal Prompt Response: I would rather go see the _____. I would rather see them because _____. Additionally, they would be my choice because _____. As you can see, I would really like to watch the _____ play basketball.</p> <p>Typing Practice: ★ Visit Typetastic to practice your typing skills in a fun way!</p>	<p style="text-align: center;"><u>Language Support and Helpful Writing/Speaking Tips</u></p> <p>Need more help? Before writing, help your child come up with ideas by drawing a picture of what they want to write about. Next, help them label their drawing to create a visual word bank to use when they write. A word bank is a written list of words or phrases to support students with their writing. It is helpful for students to check off each word or phrase as it is used. This helps students stay organized and gain confidence in their writing abilities.</p>
<p style="text-align: center;">Math</p> 	<p>Moby Max: Login to Moby Max and complete the Assignment on <i>Rounding to the nearest Ten and Hundred</i></p> <p>Khan Academy: Watch the assigned video each day: <i>Rounding to the nearest ten or hundred</i></p> <p>Below each video are some sample problems for each lesson. <i>These can be solved using a piece of paper or dry erase board.</i></p> <p>Lesson 1: Rounding to the Nearest 10 <i>Suggested Examples:</i> Use a number line to round the following numbers:</p> <p style="text-align: center;">35 91 108 367</p> <p>Lesson 2: Rounding Whole Numbers to the Nearest Ten <i>Suggested Examples:</i></p> <p style="text-align: center;">61 187 265 843</p>	<p>Modifications/Accommodations Practice rounding to the nearest 10 this week. Review these concepts then complete Lessons 1 and 2 (in column 1)</p> <p>Before rounding to the nearest 10: Practice Skip Counting by 10s. When rounding a 2-digit number to the nearest 10, ask yourself <i>which multiple of 10 is it closer to?</i> Example: When rounding 48 to the nearest 10, is it closer to 40 or 50 on a number line?</p> <p>Review Rounding: Rounding to the Nearest 10 Song</p> <p>Questions to ask about each Lesson 1 example. On a numberline is: 35 closer to 30 or 40? 91 closer to 90 or 100? 108 closer to 100 or 110? 367 closer to 360 or 370</p> <p>Questions to ask about each Lesson 2 example. On a numberline is: 61 closer to 60 or 70? 187 closer to 180 or 190? 265 closer to 260 or 270? 843 closer to 840 or 850?</p>

Social Studies



American Revolution: Thirteen Colonies

Use the following resources to learn about life in the Thirteen Colonies during the 18th century.

- ★ Click to see a *new* interactive [map](#) of the Thirteen Colonies!
- ★ [Weekly Focus: Let's visit the Southern Colonies!](#) (Region 3)

Additional Resources:

- ★ [If You Lived in Colonial Times Read Aloud \(Part 3\)](#)
- ★ [Liberty Kids Episode 5: The Midnight Ride](#)
- ★ [The History of Colonial America](#)
- ★ [Colonial Williamsburg](#)

Virtual Family Field Trip:

- ★ [Beyond the Battlefield: The Revolutionary War](#)
- ★ [Paired Nonfiction Article](#)

WGBH Distance Learning:

[Explore Colonial Boston](#)

Video Introduction: Watch this video to discover more about the southern colonies of Virginia, Maryland, The Carolinas and Georgia. You will find out more about the founder of each colony. You will also learn about the Mason Dixon Line, an invisible "line" that separates the northern and southern colonies. Lastly, you will learn about the differences that colonists experienced when living in the southern colonies. Life in the south was very different from life in the north.

Check out this interactive map of Boston. Be sure to use the **zoom tool** and the **map key** to help you.

Science



Mystery Science: Life Cycles & Genetics

Each week, we will explore a new scientific mystery on Mystery Science. We will update that each week. If you can complete the hands-on activity, great! If not, please at least have your child view the Exploration Video.

Our Weekly Mystery is:

[How could you make the biggest fruit in the world?](#)

Also view:

[Inherited Traits for Kids \(Puppies\)](#)

Science Journal:

Continue to draw plants (or take pictures of) in your Science Journal. Please observe what is happening or has happened recently.

- Has it rained recently?
- What happens to the plants when we get lots of sunshine?
- How does the early spring weather affect the plants in your garden?

Additional Resources:

- ★ [Grow a Potato](#)
- ★ [Bill Nye the Science Guy: Plants](#)
- ★ [Mystery Doug Weekly Mini-lesson](#)

Language Support and Helpful Writing/Speaking Tips

Need help with the Science Journal?

Before writing, help your child come up with ideas by **drawing** a picture of what they observe outside. What do they see? What do they *notice*? Have there been any *changes*? Next, help them **label** their drawing to create a visual word bank. A **word bank** is a written list of words or phrases to support students with their writing. It is helpful for students to check off each word or phrase as it is used. This helps students stay organized and gain confidence in their writing abilities.

Science Journal Response Starters:

- ★ I observed that . . .
- ★ I noticed that . . .
- ★ One change I observed is . . .
- ★ Another change I noticed is . . .
- ★ An important thing to note is . . . because . . .
- ★ One question I have is . . .

Specialist:	Resource and Enhancement	Support
Innovation	<p>Click the link to access this week's Innovation lessons on Paper and recycled materials projects. Have fun creating! I can't wait to see what you make!</p> <p>https://docs.google.com/presentation/d/13TxA1tsWcZ1IYLnKIH8yOxo7tFqa0IVN3_AVAFQo0w/edit?usp=sharing</p>	
Physical Education	<p>https://docs.google.com/document/d/1PtcmqVvNEdeK0b7xDda_z8LhBINIoOeFzA1ekezQvRA/edit?usp=sharing</p> <p>https://docs.google.com/document/d/18q4LY0UYTJDyvfCjTanXjqcaXrpxh0AErZp2yXQQng0/edit?usp=sharing</p> <p>https://docs.google.com/document/d/1EMqZE4h89TljoZPYh4DXcy8uqDJB1r8AbCfpSe9iBDE/edit?usp=sharing</p>	
Music	<p>Music Lesson Week 4</p>	
<p>Art</p> 	<p>Send Me a picture of your Awesome Art Via Email hlong-roise@fairhavenps.net Or Make a video on flipgrid on your Clever site click on Mrs. Long-Roise site (view EFS ART TOO)</p> <p>Mrs. Long-Roise's Week 4</p> <p>Padlet for ideas</p>	
<p>Social and Emotional (Mrs. Nogueira)</p>	<p>Lesson 1: Superflex helps us to use our strategies to defeat the unthinkables. Remember Rock Brain, Glassman and Mean Jean. Please create (draw) a new unthinkable that represents what we are going through currently in our world.</p> <p>Lesson 2: Superflex is going to need some help defeating the unthinkable. Can you create (draw) another super hero to help superflex and what will his or her name be.</p>	

Social and
Emotional
(Mrs. Nogueira)

Remember **Space Invader**, always trying to get into your personal space. Here is a cool book you could make about personal space.

<https://media.centervention.com/pdf/Personal-Space-Worksheet.pdf>

Here is a video that will give you some ideas to organize your workspace and make a schedule for learning and play. Please send me a copy of your schedule that you have designed with your family. I would love to see it.

<https://youtu.be/20pflnSuc1Q>