



SUPPLEMENTAL LEARNING ACTIVITIES

3RD GRADE

Week 1

Learning Activities for Reading

Grade 3

Oregon reading standards foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system and is a priority skill in 3rd grade. These activities will help your child build background knowledge to be better readers, determine central ideas and make connections.

Week 1 Activities

1. Point of View

Materials: paper, pencil

Characters in stories have opinions and feelings about things. Ask about favorite foods, sports, and weather. These are examples of different points of view.

Think and share out loud:

- An individual who is special to them; such as a family member, a neighbor, or a family friend.

Write about this person on a piece of paper or in a journal. Explain how you feel and give two reasons why. After you are done, share your writing with two people.

2. Short Story Point of View

Materials: short story or picture book

Choose one story you are familiar with and imagine how the story might be different if you were the "MAIN CHARACTER". What that would this look like and why?

Choose one more familiar short story or picture book that has a "MAIN CHARACTER", with thoughts and feelings different from yours. Write a new story and imagine you are the "MAIN CHARACTER". How would you speak and what would you do? How would you change the story? Read your new story out loud to two people.

3. Reading Comprehension

Materials: paper, pencil,

Read the short story and answer the questions about apples. Please use complete sentences.

Jonas is going apple picking with his sister, Maria. They are going to the apple orchard near their house. They need to pick twelve apples. Their mom is going to use the apples to make a big apple pie. At the orchard, Jonas picked nine apples and Maria picked three. They had a great day together. Now they can't wait to enjoy their pie!

1. Where is Jonas going?
2. Who is he going with?
3. How many apples do they need?
4. What will their mom do with the apples?

What Families Can Do

- Reading, writing, speaking, and comprehension is the best for learning. Use stories and real world examples to share themes to determine meaning. Stories, books and personal accounts help develop the capacity to build knowledge and demonstrate understanding. *Ask your child to read a short story and give you three details from the text?*
- Let your child read and listen to you. Reading is encouraged for 20 minutes daily and helps connect the text and everyday life.

Learning Activities for Title 1 Reading

Grade 3

Oregon 3rd grade standards require that students will tell the difference between “short and long vowels” in words when reading. This will help students with decoding which will help them to become stronger, more fluent readers.

Week 1 Activities

1. Review words with “silent e (long vowel sounds)”.

Materials: paper and pencil, printed material (book, magazine, food box/can, anything with words on it!)

Have your child look for five words that have a “silent e” at the end (for example: “home, tune, lake, kite, these”). Have them write the words down on a piece of paper.

2. Review words with “short vowel sounds”.

Materials: paper and pencil, printed material (book, magazine, food box or can, anything with words on it!)

Have your child look for five words that have a short vowel sound (for example: “cat, pet, kit, pot, dug”). Have your child write them down on a piece of paper.

3. Review words that have “vowel teams” in them.

Materials: paper and pencil, printed material (book, magazine, food box or can, anything with words on it!)

Have your child look for five words that have a “vowel team” in them (for example: “rain, dream, boat”). Have your child write them down on a piece of paper.

4. Review words with “long and short vowel sounds”.

Materials: paper, pencil, scissors

Gather the words you found from the past 3 days. Write each word on a small piece of paper or notecard. Mix them up and sort them into two groups: words with “short vowel sounds” and words with “long vowel sounds.”

What Families Can Do

- Read for 20 minutes every day with your child.
- As your child works on sounding out words while they read, give them time before telling them the word. After they have sounded out a word, have them go back to re-read the sentence.
- Challenge your child to write a silly story using all of the words they found this week.

Learning Activities for Writing

Grade 3

Oregon writing standards identify students should be able to **write opinion pieces supporting a point of view with reasons. (3 - 4 paragraphs)**

Week 1 Activities

1. Choose a prompt

Materials: paper, pencil

Choose a prompt from below. Make a list, use a mind map, or just write ideas down as you brainstorm.

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts. Be sure to include a topic paragraph, 2 supporting reasons with examples, and a closing paragraph.

3. Write rough draft

Materials: paper, pencil, dictionary

Use what you wrote on your organizing sheet to write your first draft. Write 3-4 paragraphs, neatly.

4. Revise, Edit, Write Final Copy

Materials: paper, pencil, dictionary

Did you...

- State your opinion?
- Give 2 supporting reasons?
- Include a closing paragraph?
- Use complete sentences?
- Use linking words (first, second, for example)
- Use correct spelling, punctuation, and capitalization?

5. Write Final Copy

Materials: paper, pencil, dictionary

Write your final copy neatly. Make sure spacing on the paper is correct.

What Families Can Do

Prompt #1	Prompt #2	Prompt #3
<p>The Best Pet People keep all kinds of animals as pets. In your opinion, which animal makes the best?</p>	<p>Superpower! Imagine that you could have one superpower (such as being able to fly, be super strong, turn invisible, etc.). What would you choose?</p>	<p>Smartphones for kids Do you think kids your age should have Smartphones? Explain why you think this is a good or a bad idea.</p>

- Help your student brainstorm and organize their reasons and examples to support their opinion.
- Help your student with editing/revising their work. Have them read it aloud for fluency and check for edits.

EXTENDED LEARNING OPTIONS

- Write an opinion essay of your own and have a friendly debate on the topic with your child.
- If you have access to Word or Google Docs, practice your typing skills and publish your work. Share it with your teacher!

Learning Activities for Math

Grade 3

Oregon math standards identify **adding and subtracting within 1000 using a variety of strategies** as a skill that contributes to mastering standards in 3rd grade. These activities will help your child review and practice the skills of adding and subtracting fluently within 1000 using real world applications of measurement (perimeter and time).

Week 1 Activities

1. Adding to Find the Perimeter

Materials: Ruler, Paper, and Pencil

Perimeter is the distance around the outside of an object. Find an object around your house (example: piece of paper, painting on the wall, picture frame, book, etc.). Measure every side of the object. Add the measurement of each side together to find the perimeter.

2. Race to 1000

Materials: Paper, Pencil, and Spinner

Each player starts with 50 points. Each player writes 50 at the top of their own paper. Using the spinner, Player 1 spins 3 times to create a three-digit number. (For Example, player 1 spins a 2, 3, and 7= 237). Player 1 adds that number to their existing 50 points. Player 2 repeats the same step. Continue taking turns. The first player to reach 1,000 wins.

3. Aim for Zero

Materials: Paper, Pencil, and Spinner

Each player starts with 150. Each player writes 150 at the top of their paper. Using the spinner, Player 1 spins 2 times to create a two-digit number. (For Example, player 1 spins a 3 and 7= 37). Player 1 subtracts that number from their existing 150 points. Player 2 repeats the same step. Continue taking turns. The first player to reach Zero wins.

*Challenge- Start at 1,000 and subtract three-digit numbers.

4. Elapsed Time

Materials: Paper, Pencil, and Clock

Alex has been practicing how to play the guitar at home. Each day he spends 47 minutes practicing. Complete the table below showing his Start and Finish times if he practices for 47 minutes each day.

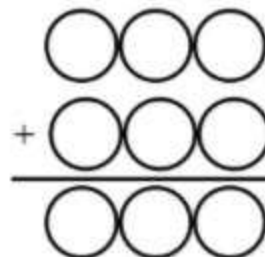
Day	Start	Finish
Mon.	2:00 PM	
Tues.		1:00PM
Wed.	4:30 PM	
Thurs.		11:00AM

On Saturday Alex wakes up at 8:30 AM. His mom gives him a list of things to do before he can watch TV. He practices his guitar for 47 minutes. Then he cleans his room for 20 minutes, After that he reads for 15 minutes and practices his math facts for 30 minutes. What time will Alex be done with his mom's list and be allowed to watch TV?

5. Addition Challenge (Advanced)

Materials: Pencil and paper

Use the numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9 one time each to fill in these circles and make a true equation. One solution is $237 + 654 = 891$. There are over 300 solutions with 32 different sums. How many can you find?



What Families Can Do

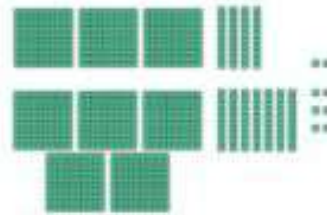
- Let your child know anytime you use mental math throughout the day, this can help show real world application for math concepts.
- Have students practice mental math when adding two digit numbers (Example: What is 25 + 76)
- Have students practice making patterns. (For Example: Start at 7 and add 3 : 7,10, 13, 15, 18, etc. **OR** Start at 99 and subtract 4: 99, 95, 91, 87, 83, 79, etc.)

3rd Grade Addition Strategies

Decompose by Place Value
 $342 + 576 =$

$$\begin{array}{r} 300 + 40 + 2 \\ + 500 + 70 + 6 \\ \hline 800 + 110 + 8 = 918 \end{array}$$

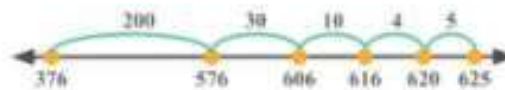
Base Ten/Drawing a Picture
 $342 + 576 =$



Number Line

$$376 + 249 = 625$$

$$200 + 30 + 10 + 4 + 5 = 249$$



3rd Grade Subtraction Strategies

Decompose by Place Value
 $637 - 142 =$

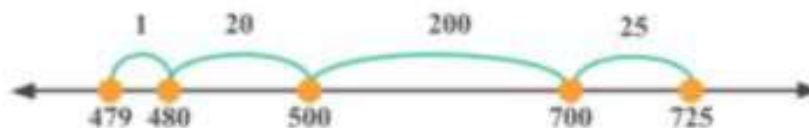
$637 = 500 + 130 + 7$			
500	130	7	400
<u>-100</u>	<u>-40</u>	<u>-2</u>	90
400	90	5	<u>+5</u>
			495

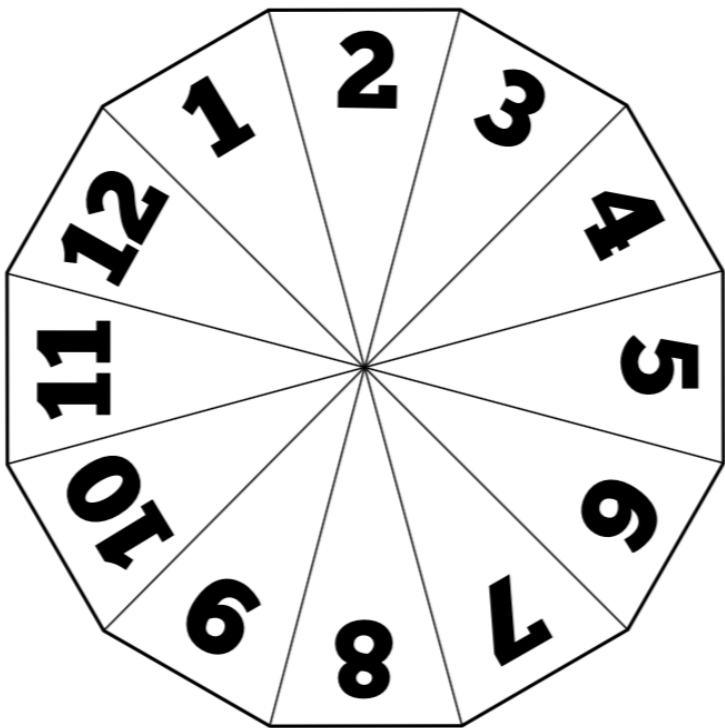
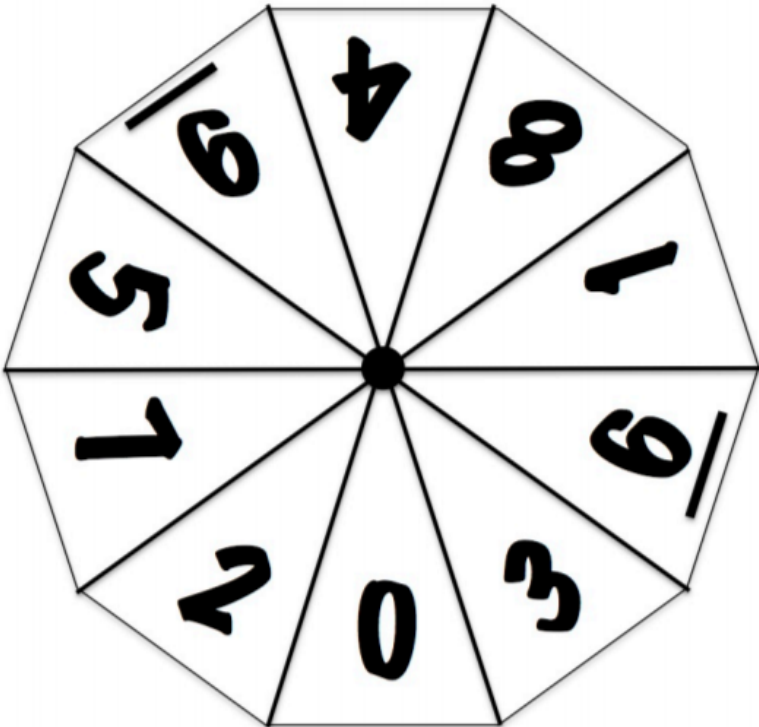
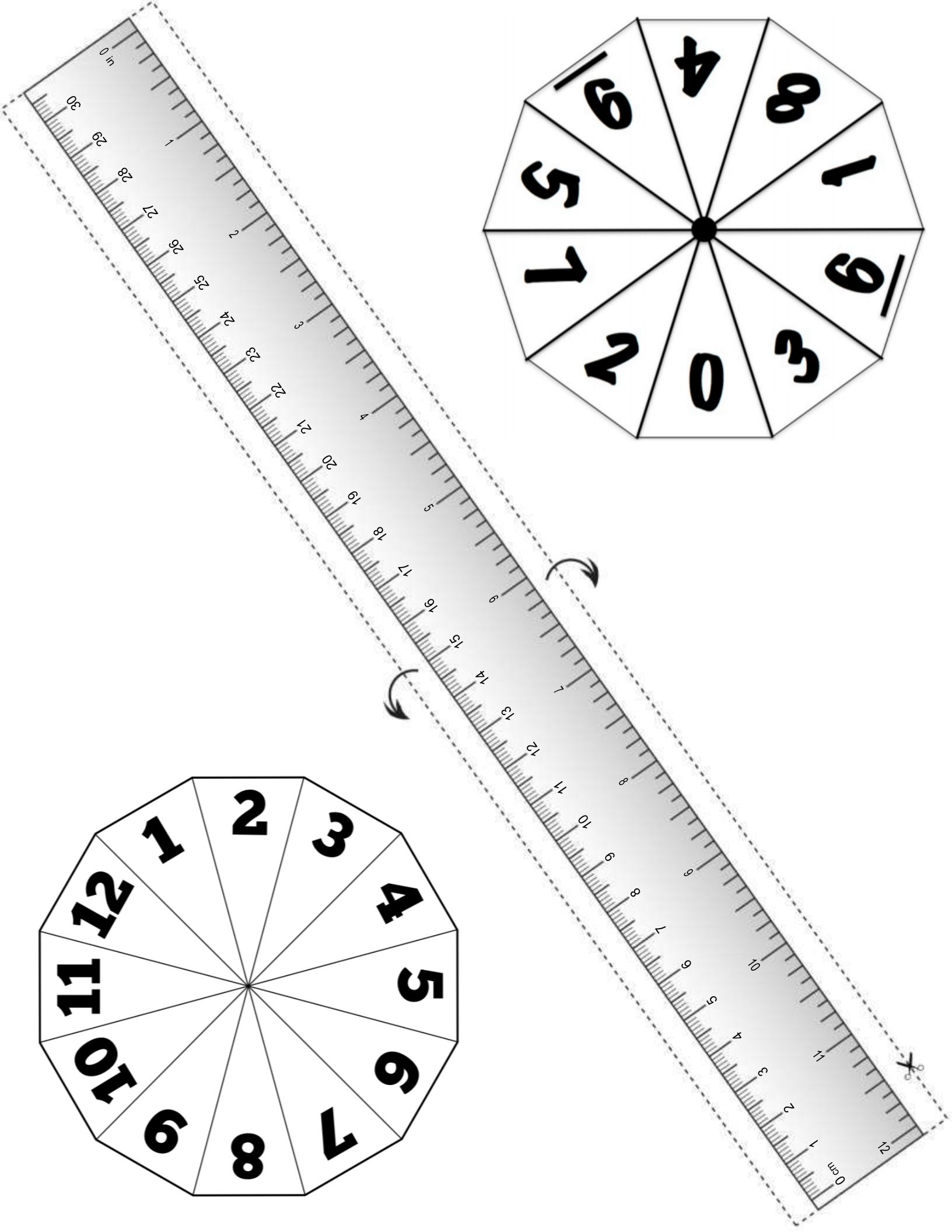
Counting Up
 $725 - 479 =$

$+200 \Rightarrow 679$
$+20 \Rightarrow 699$
$+1 \Rightarrow 700$
$+25 \Rightarrow 725$
246

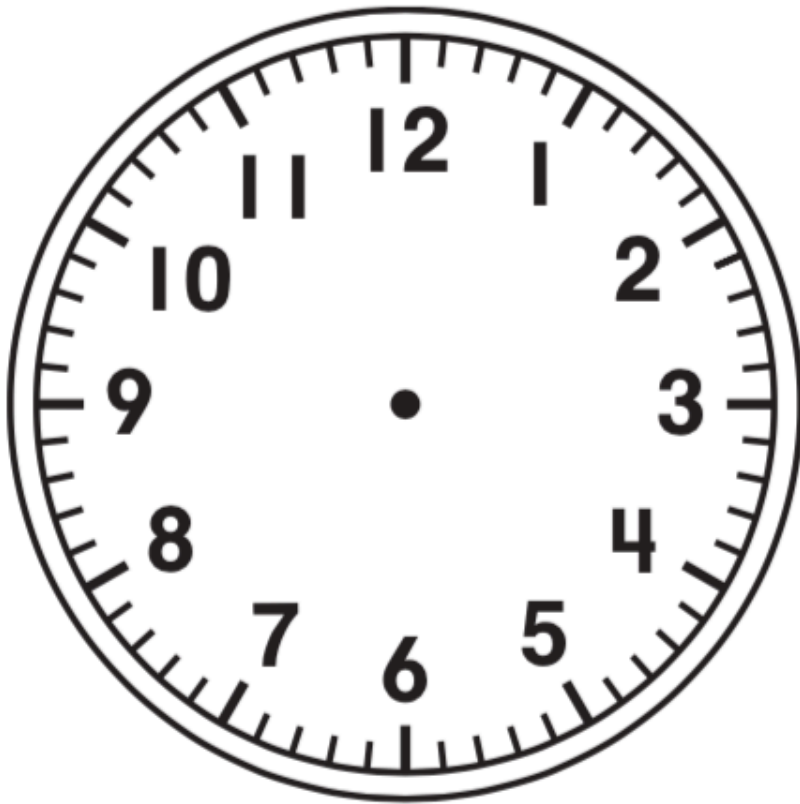
Number Line

$$725 - 479 =$$





1 •	2 ••	3 •••	4 ••••	5 •••••
6 ••••• •	7 ••••• ••	8 ••••• •••	9 ••••• ••••	10 ••••• •••••



Learning Activities for Science

Grade 3

Next Generation Science Standards state that third grade students should be able to identify and understand weather and climate. These activities will help your child study the weather.

Week 1 Activities

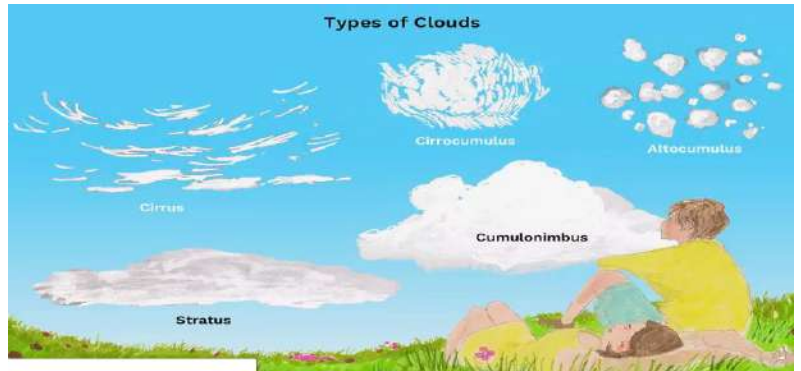
1. Types of Clouds

Materials: paper and pencil

Keep track of the different clouds you see each day. What type of weather happened on each day?

I notice the clouds are _____.

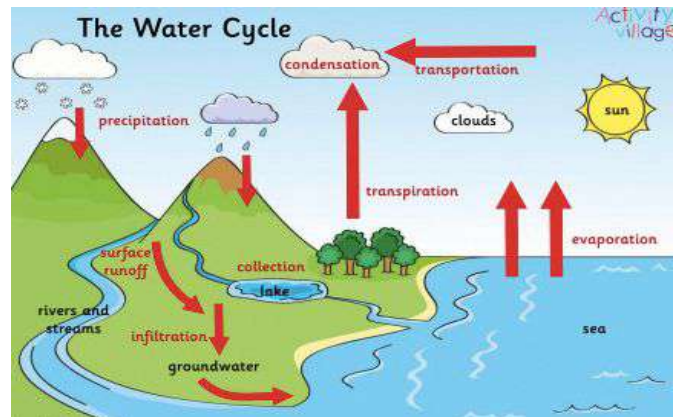
The weather was _____.



2. Water Cycle

Materials: water cycle diagram

Use the water cycle diagram to explain the water cycle to a family member using the sentence format **first, next, then, finally**.



3. How to make a rain gauge

Materials: clear cup, ruler (optional)

PROCESS:

Put a jar outside in an open area before it starts raining.

After it stops raining, measure how many inches or centimeters of rain are in the jar with your ruler.

What Families Can Do

Ask your child:

- How many different types of weather did you see today?
- Why is water important?
- Where does our water come from in Portland?

Learning Activities for Social Studies

Grade 3

Standard(s) Addressed: Communities around the world share common characteristics. This week encourages students to **explore and describe different types of communities**. Students live in one area and they may not be aware of other types of regions, and communities.

Week 1 Activities

1. Rural Communities

Materials: Paper, pencil, (optional: crayons, markers)

- Ask your third grader what a rural community is (open land with few people or homes).
- Have them draw a picture of a rural setting. At the top of the picture, label it "Rural Community."
 - Optional: On the back, write 2 facts about rural communities.

2. Urban Communities

Materials: Paper, pencil, (optional: crayons, markers)

- Ask your third grader what an urban community is (city population with many people)
- Have them draw a picture of an urban setting. At the top of the picture, label it "Urban Community."
 - Optional: On the back, write two facts about Urban communities.

3. Compare and Contrast Communities

Materials: Drawings from previous lessons

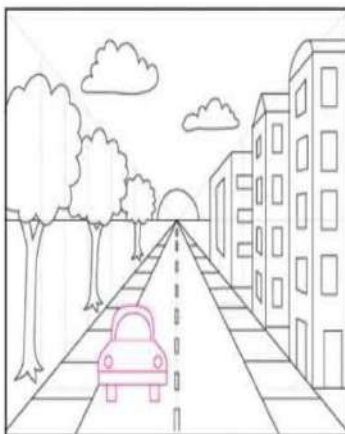
- Discuss what is similar (compare) about the two communities
- Discuss what is different (contrast) about the two communities
- Discuss which community you live in and how you know, giving at least two reasons

What Families Can Do

- Continue talking about rural and urban communities by asking your third grader about the communities in books they're reading or movies they watch.
- Since we live in the city, point out rural communities whenever possible.



Draw a Farm



Learning Activities for Art

Grade 3

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Dance!**

Week 1 Activities

1. Experience Language Through Dance **Materials:** None

Students, spell words or names of your family members with your body. Can someone else guess what you're spelling?

Arts Standard Addressed: DA.1.CR1.3, 1. Experiment with a variety of self-identified stimuli for movement (e.g., text, images, observed dance, personal experiences).

2. Still Life With Found Objects **Materials:** Various objects from your home or from outdoors.

Collect objects from your house or from outside to make a collage. As you work, make a 'picture frame' with your fingers to look at your creation, or 'take a photo' with an imaginary camera- CLICK!

Arts Standard Addressed: VA:Cr1.2.3 a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art - making process.

3. Life Cycle Performance **Materials:** None

Act out a process, for example:the water cycle or the life cycle of an animal.

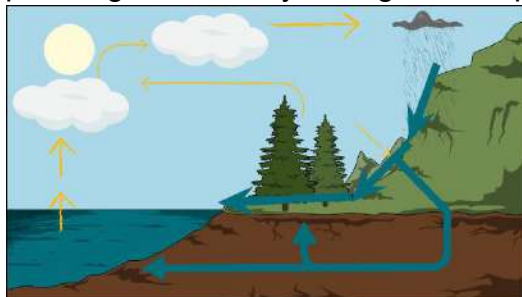
Arts Standard Addressed: TH.3.CR3.3 2. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

4. **Materials:**

5. **Materials:**

What Families Can Do

- Families can help students by collecting objects to use to make a collage that represents something your child enjoys doing or represents the student themself.
- Ask your student questions about the different parts of a cycle. Let them teach you! Explaining requires deep thinking, (sequencing, vocabulary, and grammar practice).



- Make it fun!

Learning Activities for Health

Grade 3

Safe at Home, Safe Away: to identify poisons (including drugs/medicines) in your home and create family safety rules, to accept responsibility for emergency planning, to work with family to design solutions to community safety problems, to identify feelings associated with safe and unsafe behavior

Week 1 Activities

1. Poisons!

Materials: Paper and pencil

Students work with family members to identify poisons at home and create family safety rules.

- Poisons can make you sick or even kill you. Some things such as bleach or hair dye can burn your skin or damage your eyes. Other things like ammonia and some kinds of glue can cause lung damage if you breathe them in. And remember, even vitamins, which can taste so good, or candy-flavored medicine, can be harmful if taken the wrong way. The National Poison Control Center phone number is 800-222-1222 or you can call 911 in the event of an accidental poisoning.
- Include all members of the family in this assignment. Take a walk through your home and find all of the places where poisons and medicines are kept. Create a family rule about how to safely keep poisons and medicines in the home. Make sure all family members are aware of the expectations.

2. Make Plans for an Emergency Situation **Materials:** Paper, pencil and family members

- Complete a personalized escape plan with help from your parents or guardians. Talk about your family emergency plan. Consider fire, earthquake, tornado, or other emergencies that might separate family members.
- With students, compile an individualized list of people and numbers to call in case of accidental poisoning. Have students take the list home and post it near their home phones, or add it to their cell phone directory. Using a disconnected phone, allow students to practice calling the emergency numbers and communicating with emergency personnel.

3. Responsibility for Public Safety

Materials: Paper, pencil, family, vehicle or take a walk

Increase awareness of responsibility for public safety by working with family members to design a solution to community safety problems.

- With an adult in your family, take a car ride, bus ride, or walk through the community. Create a chart as a guide of what to look for on your trip and to record your findings. (For example, if there is litter in the street, record where and what type—glass, paper, dangerous substance, etc.). Then, create a possible solution to these problems.

4. Feelings

Materials: Paper and pencil

Discuss how we all share the same feelings, but different people often feel differently when faced with the same situation. Understanding these different reactions can help us understand others' points of view. Identifying how we feel can help us communicate with others. Brainstorm at least 5 different emotions and draw a picture of what that emotion looks like.

Read the following situations and explain how it might make you feel



Situation 1: Tito sits with his grandma reading a book. How do you think Tito feels? How would you feel?

Situation 2: Betsy sees her baby brother Luke run into the street after a ball. How do you think Betsy feels? How would you feel?

Situation 3: Cool Dude sees an older boy picking on Willie and calling him names. How do you think Cool Dude feels? How would you feel?

Situation 4: Hamisi goes with Willie and his dad to a ballgame. How do you think Hamisi feels? How would you feel?

What Families Can Do

- Discuss the safety plans so all are on the same page - where will you meet if you are not able to be in your home?
- Why is it important to keep poisons out of the reach of children? What will we do if we have an incident with poison?
- Create a scavenger hunt to find items needed for a first aid/emergency kit

Learning Activities for Music

Grade 3

Oregon Music Standards identify improvising rhythmic and melodic musical ideas for a specific purpose as a priority skill in 3rd grade. Being able to explain reasons for their instrument choices and performing for an audience are activities that will help your child understand part of what it is to be a musician.

Week 1 Activities

1. Making Music

Materials: Metal pots, pans, lids, wooden spoons

Find these objects around your house. Be sure to ask parent's permission first! Play along with your favorite song or music, or make up your own song.

2. Shakers

Materials: Empty containers with lids, beans or popcorn kernels, rice

Make your own shaker instruments out of household objects (non pitched)

3. Pitch

Materials: Glasses or mugs (similar in size) that are filled to various levels of water, metal spoon

Fill various glasses with water, from a small amount, to almost full. Use a metal spoon to *gently* tap the sides of each glass, creating your own melodies. (pitched)

4. Drumming

Materials: Bucket, cardboard box, empty plastic container

Using your hands, create drumming rhythms using various materials.

5. Be a Rockstar!

Materials: Using all of the instruments that you have created throughout the week

Put on a concert for your family!

What Families Can Do

- Have your student explain the different sounds (ie: high, low, loud, soft) they have created.
- Have your student describe why they chose the "instruments" they picked/created.
- Play along with your student to form a "band".
- Have the student choose to play along with and/or create music that is slow and fast and loud and soft.
- Play the rhythms provided for your student.

DAVID DOUGLAS RHYTHM CHART

1. ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ ||

2. ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ ||

3. ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ ||

4. ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ ||

5. ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ ||

6. ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ | ♩ ♩ ♩ ||

Learning Activities for PE

Grade 3

Oregon Physical Education Standards recognizes the importance of individuals applying the knowledge of concepts, principles, strategies, and tactics related to movement and performance. These activities will help you challenge your body and keep you moving.

Week 1 Activities

1. Complete 3 Rounds

Materials: None

1:00- High knees in place

7 burpees(start in a standing position,drop to the ground into a push-up position, jump back up).

14 squats

2. Complete 5 Rounds

Materials: None

5 push-ups

5 burpees

3. Complete 6 Rounds

Materials: None

10 push-ups

10 squats

10 sit-ups

4. Complete 1 Round

Materials: None

5 Jumping Jacks

50 squats

25 push-ups

10 burpees

5. Complete 1 Round

Materials: None

1:00- High knees in place

30 squats

20 sit-ups

10 push-ups

5 burpees

What Families Can Do

Start and end your day with a Mindful Minute.

- A Mindful Minute is 60 seconds of quietness in the present moment. Don't think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.
 - Start of the day Mindful Minute
 - End of the day Mindful Minute.

Learning Activities for Speaking & Listening

Grade 3

In 3rd grade, students are expected to **effectively engage in discussions in order to explain their own ideas & understanding, determine the main idea & supporting details and ask & answer questions.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

***The following learning activities do not need to be completed in sequential order. Choose the learning activity that best connects to another subject area being studied.**

Week 1 Activities

1. Gratitude (Wellness & Self Care) Materials: paper, pencil (optional)

Explain three things that you are grateful for.

I am grateful for ____, ____, and ____. I am grateful for ____ because _____. I am also grateful for ____ because _____. Lastly, I am grateful for ____ because _____.

2. Breathing Tool (Wellness & Self Care) Materials: paper, pencil (optional)

Tell about a time when you felt frustrated and explain how the Breathing Tool helped you or could help you the next time you feel frustrated.

I felt frustrated when _____. The Breathing Tool helped me _____. The next time I feel frustrated, I could _____.

3. Communities (Social Studies) Materials: paper, pencil (optional) **Vocabulary:** rural, urban

Describe your community.

I live in a ____ community. Three characteristics of my community are ____, ____, and _____. This is different from a ____ community because _____.

4. Weather (Science) Materials: paper, pencil (optional)

Talk about the weather and the clouds.

Yesterday, it was ____ outside. Today, it is ____ and the clouds are _____. Tomorrow, I predict, it is going to be _____.

5. State your Opinion (Writing) Materials: paper, pencil (optional)

Do you think a third grader should have a smartphone?

In my opinion, a third grader should (not) have a smartphone because _____. In addition to that, ____ and _____.

What Families Can Do

- Give your student time to think and prepare his/her question and/or response.
- Your student may benefit from writing his/her idea down before or after he/she shares.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.
- Have your student practice using the Listening Tool - *"I listen with my ears, eyes, and heart."*
- Ask your student questions that cannot be answered with a one word response, like "Yes" or "No."
- Encourage your student to add-on to his/her response and explain his/her thinking. - *"Tell me more about _____." "How do you know _____?"*
- If your student's response is, *"I don't know,"* work together to develop a response that is a complete sentence, using academic language when appropriate, and have your student repeat it back to you.
- Talk to your third grader about what they're doing! Conversations can happen at any time throughout the day!

Learning Activities for Wellness & Self Care

Grade 3

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 1 Activities

1. Wellness/Self-Care Gratitude

Materials: Pencil and paper

Take one minute to list three things you are grateful for. You can be grateful for big things or small things. Gratitude is the ability to recognize and acknowledge the good things people and places in our lives. Share your list with someone in your home.

2. Wellness/Self-Care Breathing Tool

Materials: None

Pretend your stomach is a balloon. Put your hand on your stomach. Breathe in deeply for 5 seconds. Feel your stomach go out like you're filling up a balloon. Then, breathe out for 5 seconds and feel the air go out of the balloon. Try this 5 more times.

Remember-I calm myself and check in.

3. Wellness-Self Care-Breathing Tool

Materials: paper, pencil/crayons

Draw a picture of yourself using your breathing tool. Show your breath coming in and out. Share your picture with someone in your family. Hang up your picture somewhere in your home to remind yourself to use your breathing tool.

4. Wellness-Self Care-Breathing Tool

Materials: None

Hold your hand up with your fingers separated. Start at the bottom of your thumb and breathe in. When you are at the top of your thumb, begin to breathe out. Go out and down each finger until you have practiced breathing in and out 5 times. Do it again on the next hand. Teach someone in your home how to do this.

5. Wellness-Self care

Materials: None

Make a list of things that help calm you down when you are angry. Think about the Breathing Tool and other tools in your Toolbox.

What Families Can Do

- Your child has been learning how to use different "tools" in their toolbox to help them with their emotions.
- Listen to your child during this difficult time.
- Reassure your child that we are going to "get through this" and things will be OK.

Week 2

Learning Activities for Reading

Grade 3

As you read, it is important to make sure you understand what you read. Sometimes, when we read, we can think about each word by itself to understand a story. Other times we need to think about phrases (two or more words put together) as special sayings with their own special meaning. If these sayings are new to you, sometimes the other words in the sentence can help give you hints about their meaning. These activities will help your child comprehend what they read.

Week 2 Activities

1. Comprehension

Materials: none

Read each sentence to someone.

Explain in your own words what the underlined words mean.

Use the underlined words in a sentence of your own.

I think the test will be a piece of cake, so I am not going to study for it.

My little brother is usually as good as gold, so I don't mind babysitting him.

All third graders have too much work to do. I guess we are all in the same boat.

He has lied to me many times, so I take what he says with a grain of salt.

Forgive and forget. Let sleeping dogs lie, and don't bring it up again.

2. Vocabulary/Comprehension

Materials: none

Using a variety of words adds details and expresses emotions. Read each list of words to someone. Then put the words in order of strength from least to greatest.

Talk, whisper, shout, yell

Cold, freezing, cool, warm

Frustrated, angry, mad, furious

Large, tiny, huge, colossal

Happy, content, elated, ecstatic

3. Comprehension

Materials: none

Read the story below and find the groups of words that have a special meaning. Explain the meaning to someone.

The Fishing Trip

Harry's father suggested that the two of them go fishing together. Harry agreed. But on his way out the door his mother pulled him aside. "Your father suspects something about the surprise party we are planning for him," she told Harry. "Don't let him get any information out of you!" Harry assured her that his lips were sealed. It was a beautiful, warm day. Harry and his father both baited their hooks, and cast their lines into the water. They sat quietly for a while. Then Harry's father said, "Do you have any big plans for the weekend?" Aha, Harry thought to himself, his mother was right! His father was fishing for information already. "Nothing in particular," Harry said carelessly. Then he tossed his father a bone. "Mom did ask me to run a few errands for her on Saturday morning though." "Oh?" his father asked, taking the bait. "What kinds of errands?" "She said something about the bakery," Harry said. Just then there was a tug on his fishing line. Harry reeled in his line, but his hook was empty. A fish had taken the bait and escaped the hook. "What does your mother want you to do at the bakery?" Harry's father asked. "I don't know," Harry lied, thinking of the fancy cake his mother had ordered for his father's birthday party. "I think she wanted donuts for Sunday's breakfast." Harry's father scowled, and huffed, and helped Harry re-bait his hook. "You didn't tell your father anything did you?" Harry's mother demanded as soon as they returned home. "No, and he's as sour as vinegar that he couldn't get any information out of me!" Harry told her.

What Families Can Do

- Have your child read for at least 20 minutes a day.
- Read or listen to books (on Epic, Storyline, or Youtube) with phrases that have special meanings such as Amelia Bedelia, The Day the Crayons Quit, More Parts, In a Pickle, or Pigsty. Discuss these phrases from each book with someone you live with.
- Choose/Google an idiom of the day. Have your child guess the meaning and then discuss the actual meaning as a family.
- Does your family have special sayings they use? Are there special sayings that are unique to your culture? List and discuss these sayings with someone you live with.

Learning Activities for Title 1 Reading

Grade 3

Students in 3rd grade need to be able to decode words with common suffixes. Suffixes help students to know the meanings of words which helps them to better understand what they are reading.

Week 2 Activities

1. Decode words with the “-ly” ending Materials: pencil, paper

Write the following words: “slow, sudden, soft, quick, friend, deep”
Now, write the same words again but with “-ly” on the end “(for example: slow, slowly).”
Read this list to someone in your house. Tell them a sentence with each word.

2. Decode words with the “-ful” ending Materials: pencil paper

Write the following words on a piece of paper: “hope, wonder, pain, help, hurt, fear.”
Now, write the same words again but this time add the suffix “-ful” to the end of each word “(for example: hope, hopeful).”
Read this list to someone in your house. Tell them a sentence with each word.

3. Decode words with the “-or” ending Materials: pencil, paper

Write the following words on a piece of paper: “govern, visit, sail, arm, direct, instruct”
Now, write the same words again but this time add the suffix “-or” to the end of each word “(for example: govern, governor).”
Read this list to someone in your house. Tell them a sentence with each word.

4. Decode words with the “-er” ending Materials: pencil, paper

Write the following words on a piece of paper: “teach, cheat, read, sing, fast, eat”
Now, write the same words again but this time add the suffix “-er” to the end of each word “(for example: teach, teacher).”
Read this list to someone in your house. Tell them a sentence with each word.

What Families Can Do

- Have your child write a sentence using each of the words from the lists they created this week. Discuss how adding an ending changes the way we use the word.
- Act out the words with suffixes and have your child guess the word you are acting.
- As you read with your child, point out these word patterns when you come across them.
- For each of the suffixes listed above, see what other words you can come up with that have the same ending. Keep a running list and see how many you come up with by the end of the week.

Learning Activities for Writing

Grade 3

Oregon writing standards identify students should be able to **write informational pieces using facts, details or examples to support the writing. (3 - 4 paragraphs)**

Week 2 Activities

1. 1. Choose a prompt

Materials: paper, pencil

Ask your child to choose a prompt from below. Brainstorm all your thoughts on this topic. You can make a list, use a mind map, or just write ideas. Don't worry about complete sentences or correct spelling yet.

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts. Be sure to include a topic paragraph, 2 supporting facts with examples, and a closing paragraph.

3. Write rough draft

Materials: paper, pencil

Use what you wrote on your organizing sheet to write your first draft. Write Neatly.

4. Revise and Edit rough draft.

Materials: paper, pencil, dictionary

Write a final copy, neatly.

Editing Checklist:

Did you?

- State your topic and give at least 2 supporting details?

- Does it make sense?
- Is capitalization and punctuation correct?
- Are your words spelled correctly?

What Families Can Do

- Choose one of the three writing prompts below to write a 3-4 paragraph essay. Be sure to include an opening paragraph clearly stating your topic, 2 facts to support your topic with examples, and a closing paragraph restating your topic.

Prompt #1	Prompt #2	Prompt #3
<p>A better planet</p> <p>There are many things we can do to help take care of our planet. Come up with a couple of things you can do to help our planet and write a 3-4 paragraph paper to support your thinking.</p>	<p>Someone you admire</p> <p>Write 3-4 paragraphs telling about someone you admire. Give at least two reasons why you admire them, including examples of these reasons.</p>	<p>How to make a sandwich</p> <p>What is your favorite sandwich? How do you make it? Write 3-4 paragraphs telling the steps of how to make your sandwich.</p>

Have a discussion with your child about each topic. Help them brainstorm and organize their reasons and examples to support their opinion. Help your student with editing and revising their work. Have them read it aloud to you for fluency and check for edits.

EXTENDED LEARNING OPTIONS

Type it on Google Docs and share it with your teacher

Learning Activities for Math

Grade 3

Oregon math standards identify **developing multiplication and division strategies** as a priority skill in 3rd grade. These activities will help your child apply the strategies they have learned about the relationship between multiplication and division.

Week 2 Activities

1. Measurement Activity

Materials: Ruler, paper, pencil

Find rectangular objects in your home. Using a ruler, measure the length and width of the object. Next multiply those two numbers to find the area (the inside measurement) of the object. Some examples of objects are: books, picture frames, cereal boxes, etc.

2. Multiplication War

Materials: Playing cards, dice or spinners, paper and pencil

Remove the Jacks, Kings and Queens (Aces are 1) from a regular deck of cards and shuffle. Players place the cards face down in a pile. Each player draws 2 cards. Multiply the 2 numbers to find the product. Whoever has the highest product wins all 4 cards. Play until you run out of cards. (If using dice or spinners) Write each player's name on a piece of paper. Each player rolls 2 dice and multiplies them together. Write your answer under your name. Whoever has the highest total at the end of the game (whenever you decide to stop) wins.

3. Fact Family Fun

Materials: Dice, numbered cards, or spinner, paper and pencil

Roll 2 dice (or draw 2 cards). Write down all of the Multiplication and division equations for those 2 numbers. EXAMPLE: 3 and 7 would be: $3 \times 7 = 21$ $7 \times 3 = 21$ $21 \div 7 = 3$ $21 \div 3 = 7$

4. Division Equal Groups

Materials: paper and pencil, dice or numbered cards, legos, coins, dried beans, cheerios, or any small objects

Using the following numbers one at a time, use your materials (small items) to make as many equal groups and arrays as you can using only that amount of items.

Example: Number 12 could be made into 4 equal groups with 3 items in each. Or you could make 2 equal groups with 6 items in each. Etc... *Numbers to use could be: 8, 15, 16, 18, 20, 21, 24, 27, 32, 36, 40, 42, 45

5. Multiplication Challenge (Advanced) What's the 411?

Materials: Paper and pencil

The product of the digits in the number 411, is $4 \times 1 \times 1 = 4$. Let's explore the digit products of three-digit numbers.

- There are other three-digit numbers with a product of 4. For example, 114 and 212. How many three-digit numbers have a digit product equal to 4? Try to list all of them.
- How many three-digit numbers have a digit product of 8? Try to list all of them.
- How many three-digit numbers have a digit product of 12? Try to list all of them.
So far, we have explored 3 possible digit products (4, 8, and 12). Try to find all of the three-digit numbers that have the digit product of 1, then 2, then 3...up to 25.
- Which digit products are impossible? Why are they impossible?
- Which digit product can be made the most number of ways?

What Families Can Do

- Look for opportunities while doing activities around the house or running errands to ask your child to solve problems that follow this format: "How many are _____ groups of _____?" Help your child realize that multiplication is the same as adding up a number of groups that each have the same value. Example: "Tickets to the movies cost \$9.00, so how much will all 5 of our movie tickets cost?"

Multiplication Strategies

Equal Groups



4 groups x 6 students in each group
= 24 students



$$4 \times 6 = 24$$

Array



$$6 \times 4 = 24$$

Repeated Addition

$$6 \times 4 = 24$$

$$4 + 4 + 4 + 4 + 4 + 4 = 24$$

Skip Counting

$$6 \times 4 =$$

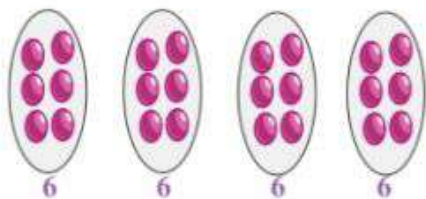
6, 12, 18, 24

4, 8, 12, 16, 20, 24

Division Strategies

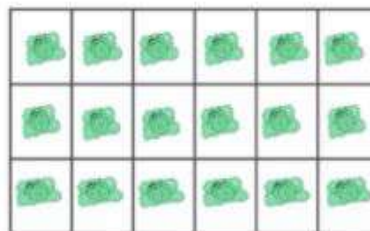
Equal Groups

$$24 \div 4 = 6$$



Array

$$18 \div 3 = 6$$



Repeated Subtraction

$$\begin{array}{r} 24 \\ -4 \\ -4 \\ -4 \\ -4 \\ -4 \\ -4 \\ -4 \\ \hline 0 \end{array}$$

$$24 \div 4 = 6$$

Skip Counting

$$24 \div 4 =$$

Skip count by 4 until you get to 24

4, 8, 12, 16, 20, 24

Counted by 4, 6 times to get to 24, so...

$$24 \div 4 = 6$$

Learning Activities for Science

Grade 3

Next Generation Science Standards state that third grade students should be able to identify and understand forces in motion. These activities will help your child explore these concepts.

Week 2 Activities

1. Tug-o-War

Materials: Rope (Objects which can be pulled on each side)

Directions

Lay a large rope down. Ask the questions: "Is the rope moving?" (No.) "How can we make the rope move?" Have your child brainstorm ideas of how to make the rope move. Have two people grab each end of the rope. Make a prediction on whether the force will be balanced or unbalanced. Repeat with different people and make observations. What makes a force balanced or unbalanced?

2. Magnet Scavenger Hunt

Materials: Magnet

Directions: Find objects around your house. Make a prediction if the object is magnetic or non-magnetic. Test with a magnet. Were there any surprises? Were there similarities about magnetic objects?

I think _____ will be magnetic/non-magnetic because _____.

3. Bending Water

Materials: Comb, piece of wool, nylon or fur

Directions

1. Rub a comb quickly against the piece of wool, nylon or fur for about a minute.
2. Hold the comb near a trickle of water from the faucet.
3. The charged comb should attract the water towards it.

Explanation: Why does this happen? By rubbing the comb, you are covering it with negative charges. The negative charges are attracted to the positive charges against the water.

What Families Can Do

- Make a list of things you push and pull in a day.

Learning Activities for Social Studies

Grade 3

Last week you discussed urban and rural communities. This week you'll learn how all communities have unique characteristics that make them special. All communities have unique characteristics that make them special. This lesson asks students to look at their community and use their **understanding of maps and geography** to create their own map.

Week 2 Activities

1. Portland as an Urban Community

Materials: Paper, pencil (Optional: drawings from last week)

- Talk about what you know about Portland - How do you know Portland is an urban community?
- What features are in Portland? What features make Portland unique? What do you know about other places around the world that Portland doesn't have?

2. My Neighborhood

Materials: None needed

- Take a walk around your neighborhood and discuss - What do you see? Hear? Who is around you? What type of environment do you live in?

3. Neighborhood Visual

Materials: Paper, pencil, (optional: crayons or markers)

- Draw a picture of your neighborhood.
- What *features* does your neighborhood have?
 - Examples include: apartment complexes, houses, libraries, stores, parks, schools, streets with or without sidewalks, etc.

4. Add Details

Materials: Drawing from yesterday, pencil

- On your drawing, label (write) the unique *features* of your neighborhood
- On the back, write in complete sentences three unique features of your neighborhood.

What Families Can Do

- Think of friends or family you know well who live in different communities than ours.
 - Have a conversations
 - What is it like there?
 - How is their community like ours? How are they different?
 - What is special about where they live?
- As you continue to go on walks, have your third grader point out features of your neighborhood.
 - If you take a longer walk, discuss another neighborhood. Compare and contrast it to where you live. What makes your neighborhood unique? What makes another neighborhood unique?

Learning Activities for Art

Grade 3

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Dance!**

Week 2 Activities

1. Commercial Creation

Materials: none

Create a commercial to sell or explain a service or item. Use different voices and movements for your commercial.

Arts Standard Addressed: TH.3.CR3.3, 2. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

2. Dance

Materials: none

Create a dance that effectively demonstrates different patterns (AB, ABBA, repetition) that shows how you feel about something you enjoy doing.

Arts Standard Addressed: DA.2.CR2.3, 1. Create a simple movement combination using other dance structures (e.g., AB, ABA, theme and variation, repetition) that may express an idea or feeling.

3. Map it out

Materials: Paper, Writing utensil (pencil, pen, etc)

Make a map of your neighborhood or house.

Arts Standard Addressed: VA.10.CO1.3 1. 1. Create works of art based on observations of surroundings.

What Families Can Do

- Discuss with your student a favorite product that the family uses and analyze the parts of the commercial.
- Families can help students think of patterns, such as clapping two times, in order to create a dance that expresses joy.
- Take a walk in your neighborhood. Remind your child that we use maps in our daily lives. Maps help us locate a place. Start where you live.

Learning Activities for Health

Grade 3

The Better To See You With: Perform experiments exploring how the eyes work, Develop respect for the complex function of the eyes, Develop respect and empathy for people with impaired vision, and Practice protecting the eyes.

Week 2 Activities

1. The Moving Finger & The Coin Drop **Materials:** Cup/Dish, Coin

The Moving Finger: Have your son or daughter extend one arm straight out in front of them. Ask them to hold up one finger of that hand. Next, have them move the finger until it appears directly in front of some other object in the room (such as a lamp, or a picture on a wall). Now, have your child look at the finger, blinking one eye at a time in rapid succession. What happens?

The Coin Drop: Place a cup or dish on a desk. Have person #1 stand with the coin in hand. Person #2 should stand approximately nine feet away. Have this person cover or close one eye. Then, they should direct person #1 where to hold their hand so that it is directly over the cup, they should tell person #1 to drop the coin. (Person #1, with both eyes open, should not help or hinder person #2 in any way.)

2. Eye Injuries from Fighting **Materials:** paper/pencil

Often, on TV we see people in fist fights. Sometimes, these fights are made to look funny. However, a blow to the eye is serious business. Fighting with fists is never funny. Let's talk about what can happen to people when they fight. What are some consequences? What can happen physically, mentally, and emotionally?

Draw a picture showing the kind of injury that could happen to the eye. Label the parts of the eye and circle the part which was injured. Create a picture that illustrates what can happen to a person's feelings, to show the emotional effect of fighting. Write a sentence describing the consequence. Suggest how a fight could be settled without using violence or harming the other person.

3. What It's Like to Have Vision Problems **Materials:** paper/pencil

Ask students to write their names on a piece of paper. Next, have them close their eyes tightly and write their names again. Have students talk about the difficulties they encountered. Continue, substituting other activities that kids do routinely. They may then reflect on this experience by answering the questions: How did the activities make you feel? What you can do to help someone who is visually impaired? Why do you feel people who are visually impaired should be respected?

4. Protecting Your Eyes **Materials:** paper/pencil

List ways the eyes can be protected. Consider the sports you play, the weather, and possible eye problems (like allergies). Write one way to protect the eyes for each day of the week (M-F). You will show the ways to protect eyes to family members at the end of the week.

What Families Can Do

- Review the parts of the eye and have kids create a diagram- a simple google search will help!
- Discuss how to protect the eyes in different scenarios. Discuss how carelessness can lead to eye injuries: *What are some careless actions that might injure our eyes or someone else's?* (not following rules, walking behind swings or someone up at bat, throwing things like sand and rocks, hitting or punching, not wearing protective gear, misusing sports equipment)
- Ask students to write to the following address requesting information about what students can do to protect their eyesight. American Academy of Pediatrics, 141 Northwest Point Blvd., Elk Grove, IL. 60009-0927.

Learning Activities for Music

Grade 3

State and national music standards require that students in third grade be able to sing in tune, evaluate a performance, and create and discuss their own musical choices. Students will show this by creating lyrics to a familiar melody, recalling a melody they know, and evaluating a recording of a performance.

Week 2 Activities

1. Can You Guess My Song?

Materials: Phone or device to contact family or friends if no family is present in house and is available.

Invite family members (or friends, via a device) to listen to your student humming a melody. Have someone guess the song. Invite others to hum their own song for you to guess.

2. Trace The Melody.

Materials: pen/pencil and paper or any item that can be used to make lines/shapes; any song from the song list below or one from your own culture/family!

Recall a song from music class or from your own culture/family. Use a pencil to draw or any item that you can lay out to outline the way the pitches move in the song (high, medium, low). When you are finished sing the song again while tracing your finger along with your pattern.

3.

Create New Lyrics

Create NEW lyrics to a song (written down or not) sung to the tune of "Twinkle, Twinkle Little Star" (or any other simple song)

Materials:

*Twinkle Twinkle little star
How i wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle twinkle little star
How I wonder what you are.*

Invite family members (or friends, via a device) to listen to your student humming a melody. Have someone guess the song. Invite others to hum their own song for you to guess.

Topic: Staying home all day

4. Song of a Family Member

Ask a family member to teach you a song they know from their own family, culture, heritage, special occasion, etc. Bonus points if you sing it together!

Materials: None

5. Vocal Exploration

Find an object or set of objects around the house. Lay them out in a pattern of up, down, and stay the same. Move your voice on different syllables/vowels to the image you created.

Materials: Any objects, ie: legos, toys, stuffies- that you can use to make patterns of up, down, stay the same.

What Families Can Do

- For the most part, adults tend to sing with a voice that is *too low* for children. Using your ears, encourage your student to show you their singing voice, and then join them in the same range, matching their starting point.

Suggested Songs to Sing:

Songs from Link Up	Other Songs You May Know
<ul style="list-style-type: none"> <input type="checkbox"/> Simple Gifts <input type="checkbox"/> Ode to Joy <input type="checkbox"/> Come to Play <input type="checkbox"/> Oye <input type="checkbox"/> To Make Words Sing <p><i>Any songs from Musical Explorers if you participated</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Hot Cross Buns <input type="checkbox"/> Gently Sleep <input type="checkbox"/> Land of the Sliver Birch <input type="checkbox"/> Banuwa <input type="checkbox"/> Birch Tree <input type="checkbox"/> Do A Deer <input type="checkbox"/> This Land Is Your Land <input type="checkbox"/> Tingalayo <input type="checkbox"/> Sansa Kroma <input type="checkbox"/> Do Like A Rock <input type="checkbox"/> Bye'm Bye <input type="checkbox"/> Zum Gali <input type="checkbox"/> Do Like A Rock <input type="checkbox"/> Crocodile Song <input type="checkbox"/> On My Toe, There Is A Bee <input type="checkbox"/> Dona Nobis Pacem <input type="checkbox"/> Wishy Washy <p><i>Any other songs you remember from music class!</i></p>

Learning Activities for PE

Grade 3

Oregon Physical Education Standards recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. These activities will help you challenge your body and keep you moving.

Week 2 Activities

1. Jumping Jacks

Materials: None

Get your body moving and challenge yourself. For 1 minute perform as many jumping jacks as possible.

2. Stretches

Materials: None

How many muscles can you stretch safely? Hold your stretches for 10 seconds each.

3. Hopping

Materials: None

Hop on one foot and name as many vegetables as possible. Switch and perform it on the other foot.

4. Toss and Catch

Materials: None

20 times perform 1 hand toss, turn, 1 hand catch

20 times perform 1 hand toss and try to clap as many times as possible before you catch.

5. Four Corners

Materials: None

Corner 1: 10 jumping jacks

Jog to one corner of the room,

Corner 2: 5 sit ups

Jog to another corner

Corner 3: hop side to side 10 times

Jog to your last corner

Corner 4: 5 arm circles on each side

What Families Can Do

Start and end your day with a Mindful Minute.

A Mindful Minute is 60 seconds of quietness in the present moment. Don't think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.

- Start of the day Mindful Minute
- End of the day Mindful Minute

Learning Activities for Speaking & Listening

Grade 3

In 3rd grade, students are expected to **effectively engage in discussions in order to explain their own ideas & understanding, determine the main idea & supporting details and ask & answer questions.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

***The following learning activities do not need to be completed in sequential order. Choose the learning activity that best connects to another subject area being studied.**

Week 2 Activities

1. Synonyms and Antonyms (Reading) Materials: Words from “Week Two Reading Activity”

Talk, whisper, shout, yell Cold, freezing, cool, warm Frustrated, angry, joyful, furious
Large, tiny, huge, gigantic Happy, grumpy, glad, pleased

I know the words ___ and ___ are synonyms because they mean the same thing.

I know the words ___ and ___ are antonyms because they have the opposite meaning.

Once you have used all of these words come up with synonyms and antonyms of your own.

2. Compare and Contrast Two Objects (Social Studies) Materials: An adult

How are your classroom and your house the same? How are they different?

My classroom and my house are similar because they both have/are __. Another similarity between them is __.

My classroom and my house are different because my classroom is/has ____, but my house is/has ____.

Another difference between them is that my house is/has ____, but my classroom is/has ____.

3. Wellness/Self-Care Quiet, Safe Place Materials: A book and person to talk to

After doing the Wellness/Self Care activity “Read for 15 Minutes” tell an adult about the book you are reading. Tell them if it is fiction or nonfiction. Give them a summary of what you read. To summarize a fictional book, tell them the answers to the 5 W questions in the following order: who are the characters, what are they doing, why are they doing it, when and where is it taking place? If it’s nonfiction, tell them the main idea (what is the most important thing about the topic you are reading) and what the supporting details are (other important things about your main idea) to tell them what you read about.

4. Wellness/Self-Care Quiet, Safe Place Materials: A person to talk to

After doing the Wellness/Self Care activity “Clean Your Room!” tell someone what your three most special objects in your room are. What is it that makes these things special to you? Where did you get them? Do they have a special place that you keep them? The most special object is my _____. My _____ is special to me because _____. My _____ is also very important to me because _____. I got it at/from _____. The final object I picked is my _____. I value (love/like) my _____ because _____.

What Families Can Do

- Give your student time to think and prepare his/her question and/or response.
- Your student may benefit from writing his/her idea down before or after he/she shares.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.

Learning Activities for Wellness & Self Care

Grade 3

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 2 Activities

1. Wellness/Self-Care Quiet, Safe Place Materials: none

Find a quiet, safe place in your house or yard. Sit quietly while you take five deep breaths. What do you hear? What do you see? What do you smell?

2. Wellness/Self-Care Quiet, Safe Place Materials: none

Ask a family member who is older than you to think back to when they were your age. What was their favorite place back then and why was it special?

3. Wellness/Self-Care Quiet, Safe Place Materials: books

Grab a good book and get cozy! Read for 15 minutes in your quiet, safe place.

4. Wellness/Self-Care Quiet, Safe Place Materials: none

Clean your room! No, really. In times of stress, organizing and cleaning your room can make you feel more calm, in control, and able to deal with your feelings.

What Families Can Do

- Help your student find a space in your home that can be “theirs” when needed to take a break or to do school work.
- Have “quiet time” in your home where noise is kept to a minimum. This is a great way to take a technology break and a good reason for kids to get outside!

Week 3

Learning Activities for Reading

Grade 3

Why is this important? Comprehension of text is improved when a reader can state the main idea in his or her own words, and identify its supporting details. These activities will help your child understand the main idea and supporting details of a nonfiction text.

Week 3 Activities

1. Identify the Main Idea of a story.

Materials: Any nonfiction text, pencil

Quite often, the first or last sentence of a paragraph will tell you what the paragraph is mostly about, or its main idea. First, read the paragraph below, paying close attention to the first and last sentences in the paragraph. You then chose which sentence best represents what the paragraph is mostly about.

I have two brothers and two sisters. My oldest brother's name is Matthew. My younger brother's name is Edward. My youngest sister's name is Naomi. My older sister's name is Sarah.

The "main idea" of the paragraph is:

- a. My oldest brother's name is Matthew. b. I have two brothers and two sisters. c. My youngest sister's name is Naomi. d. My youngest brother's name is Edward.

Discuss how you identified the main idea of the paragraph above, and underline the sentence that helped YOU. (*The correct answer is b.*)

Your turn! Choose a paragraph from any nonfiction text, and see if the first or last sentence of the paragraph can help you identify the "main idea".

2. Identify the MAIN IDEA & SUPPORTING DETAILS of a story. **Materials:** Planets in the Solar System, pencil

Good readers use pictures, captions, the title, and headings to help identify the main idea of a text.

Read the attachment, "Planets in the Solar System" or another nonfiction text.

Write the MAIN IDEA in your own words (remember to use the title, and first/last sentences as clues). Next, identify at least two supporting details. SUPPORTING DETAILS help explain or prove the main idea. These sentences may present facts, reasons, examples, or definitions.

3. Look for repeated words.

Materials: Any nonfiction text, or "Skunks," pencil.

Read the text. Next, circle KEYWORDS that are repeated in the text. Also, circle the title, and "KEY IDEAS" in the first and last paragraphs. Look at the words and phrases you have circled and ask yourself, "What do they all have in common?" "What is the article mostly about?" "What is the MAIN IDEA?" After that, identify at least three KEY DETAILS. Remember, SUPPORTING DETAILS help explain or prove the MAIN IDEA, and may present facts, reasons, examples, or definitions.

What Families Can Do

Encourage your child to look at headings, titles, repeated key words and phrases, introductory and concluding paragraphs, as well as pictures and captions to help them figure out the "Main Idea." Next, ask your child to identify the supporting details.

Optional Activities: Watch a TV documentary, or a short video about an animal and have your child retell the main idea and supporting details at:

<https://kids.nationalgeographic.com/videos/amazing-animals/>.

Additional nonfiction texts about mammals can be found at:

<https://kids.nationalgeographic.com/animals/mammals/>.

Find the Main Idea

Planets in the Solar System

There are eight planets in the Solar System, and each one is very different. Some planets, like Jupiter and Saturn are very large. Others, like Mercury and Mars are smaller. Jupiter has moons that are larger than Mercury. The planets also have different atmospheres. Uranus, Jupiter and Saturn have atmospheres of hydrogen and helium. The atmosphere on Venus is made up of carbon dioxide. Earth has a nitrogen and oxygen atmosphere. Neptune's atmosphere is mostly hydrogen. The planets also have different temperatures. Uranus is the coldest and Venus is the hottest.

<https://www.k12reader.com/>

Skunks!

By Cynthia Sherwood

P-U! That might be what you think when you hear the word "skunk." But there is much more to this little creature than just its stinky smell when it sprays.

Skunks are mammals that live in many places in North America. All are black and white, but some have stripes and others have spots. Most are the size of a cat. Some live mainly in the country, while others live in cities. But you probably do not see skunks very often. They are "nocturnal," meaning they are active at night while you are asleep.

Skunks eat a variety of foods. Their main diet is insects, including underground bugs called "grubs" that are considered pests. So skunks can be helpful to have around.

You may not feel that way, though, if you ever get sprayed by a skunk. The spray is a thick, yellowish-green liquid that can travel fifteen feet! But skunks do not want to make you stinky. They are usually quite shy and only spray to keep their enemies away.

Skunks also warn you first. If you ever see one hiss, click its teeth, or stamp its front feet, run away fast! The skunk is getting ready to spray. And if it does, you know what that means—P-U!

Learning Activities for Title 1 Reading

Grade 3

Students in 3rd grade need to be able to decode words with common prefixes. Prefixes help students to know the meanings of words which helps them to better understand what they are reading.

Week 3 Activities

1. **Decode words with the “un-” prefix.** **Materials:** pencil, paper
The prefix “un-” means “not”.

Write the following words on a piece of paper: “zip, happy, safe, fair, pack, wrap”.

Now, write the same words but this time put “un-” at the beginning of each word (for example: “zip, unzip”). Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how the prefix “un-” changes the meaning of the word.

2. **Decode words with the “re-” prefix.** **Materials:** pencil, paper
The prefix re- means “again”.

Write the following words on a piece of paper: “read, play, do, visit, act, build”.

Now, write the same words but this time put “re-” at the beginning of each word (for example: “read, reread”). Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how the prefix re- changes the meaning of the word.

3. **Decode words with the prefix “pre-”.** **Materials:** pencil, paper
The prefix “pre-” means “before.”

Write the following words on a piece of paper: “heat, cook, set, mix, read, paid”.

Now, write the same words but this time put “re-” at the beginning of each word (for example: “heat, reheat”). Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how the prefix “pre-” changes the meaning of the word.

4. **Decode words with the prefix “dis-”.** **Materials:** pencil, paper
The prefix “dis-” means “not/opposite.”

Write the following words on a piece of paper: “like, trust, infect, place, agree, cover”.

Now, write the same words but this time put “dis-” at the beginning of each word (for example: “like, dislike”). Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how “dis-” changes the meaning of the word.

What Families Can Do

- Have your child write a sentence using each of the words from the lists they created this week. Discuss how adding a prefix changes the meaning of the word.
- As your child reads, ask them to point out these prefixes when they come across them. Discuss the meaning of the prefix.
- For each of the prefixes listed above, see what other words your child can come up with that have the same prefix. Keep a running list and see how many they come up with by the end of the week.
- Have your child write a story using at least 5 of the words from the lists this week

Learning Activities for Writing

Grade 3

Oregon writing standards state that 3rd graders should be able to **write a narrative (story) with descriptive details, and a clear sequence of events.**

Week 3 Activities

1. Choose a prompt

Materials: paper, pencils

Ask your child to choose a prompt from below. Brainstorm all your thoughts on this topic. You can make a list, use a mind map, or just write ideas as they come to you. Don't worry about using complete sentences or correct spelling yet.

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts. You must have characters, a setting, a beginning, middle (with a possible problem and solution) and an ending. Details should include the main character's thoughts and feelings.

3. Write a rough draft

Materials: paper, pencil

Use what you wrote on your organizing sheet to write your first draft. Write 3-4 paragraphs, neatly.

4. Revise and edit rough draft

Materials: paper, pencil

Did you...

- Include characters/setting?
- Write a beginning, middle and ending?
- Include enough details?
- Use complete sentences?
- Use linking words (first, then, next, later)
- Use correct spelling, punctuation, and capitalization?

5. Final copy

Materials: paper, pencil

Write your final copy neatly. Make sure spacing on the paper is correct.

What Families Can Do

Prompt #1	Prompt #2	Prompt #3
Invisibility! Imagine that you could be invisible for one day. Write about what you would do on your invisible day.	\$1,000 Imagine that you win a contest. The prize is \$1,000. Write about how you would spend your prize money.	Fond Memory Write about something special or fun that you did with your family.

- Talk through the story with your student. Help them brainstorm ideas to expand their writing.
- Help your student with editing/revising their work. Have them read it aloud for fluency and check for edits.

EXTENDED LEARNING OPTIONS

- Illustrate your story or turn it into a graphic novel.
- Re-write a story you enjoy and change it to be about you and what you would do in that character's place.

Learning Activities for Math

Grade 3

Oregon math standards identify **developing an understanding of fractions as numbers** as a priority skill in 3rd grade. These activities will help your child understand fractions.

Week 3 Activities

1. Identifying Fractions

Materials: spinner, pencil, paper clip, paper

Spin the spinner two times or pick two numbers from the spinner. The lowest number is the numerator (the top number in the fraction) and the highest number is the denominator (the bottom number in the fraction). Then, draw and partition a shape (circle, square, rectangle, etc.) with the fraction you spun. Then, spin 2 more fractions and draw and partition 2 more shapes.

2. Fractions on a Number Line

Materials: spinner, pencil, paper clip, paper

Spin the spinner two times or pick two numbers from the spinner. The lowest number is the numerator (the top number in the fraction) and the highest number is the denominator (the biggest number in the fraction). Then draw a number line from 0 to 1 and partition it into the correct number of units based on your denominator. Then, mark where the fraction should go. Choose 2 more fractions and mark them on another number line.

3. Fractions About Us

Materials: paper, pencil

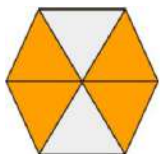
Ask your child to figure out what fraction of your family likes the following:

Likes popcorn, likes to swim, basketball is their favorite sport, soccer is their favorite sport, likes to eat broccoli. For example, if 3 out of your 4 family members like pizza, the fraction would be $\frac{3}{4}$.

Write out each fraction and discuss why the numerator (top number) changes and the denominator (bottom number) stays the same.

4. Compose a Fraction

Materials: pencil



1. What is the unit fraction?
2. How many units are shaded?
3. What fraction is shaded?
4. What fraction is unshaded?

5. Fraction Follow Along

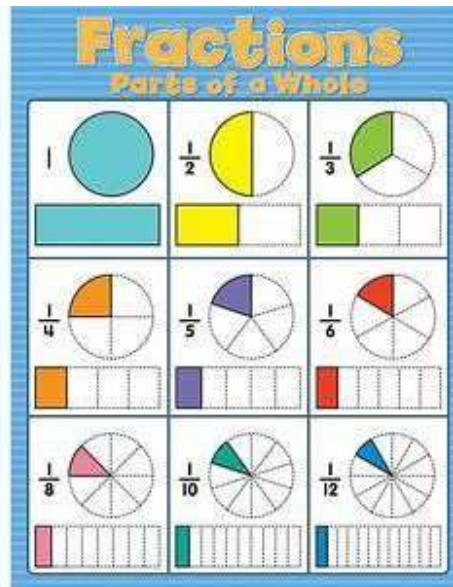
Materials: Blank sheet of paper, crayons, markers or colored pencils

Follow the directions below.

1. Draw a house with 4 windows. Put a curtain on $\frac{2}{4}$ of them.
2. Draw a door. Color $\frac{1}{2}$ of it purple and $\frac{1}{2}$ of it yellow.
3. Draw a chimney with 10 bricks. Color $\frac{7}{10}$ of the bricks brown.
4. Draw 3 clouds. Color $\frac{2}{3}$ of them gray.
5. Draw 15 raindrops. Color $\frac{13}{15}$ of them blue.
6. Draw 14 flowers Color $\frac{1}{2}$ of them blue. Color the other $\frac{1}{2}$ orange.
7. Draw the sun. Color $\frac{1}{2}$ yellow and $\frac{1}{2}$ orange.
8. Draw 10 trees in the yard. Make $\frac{5}{10}$ of them apple trees.
9. Draw 15 stars. Color $\frac{6}{15}$ of them black.

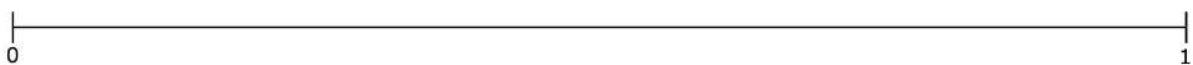
What Families Can Do

- Experiencing the concept of fractions is the best for learning. Use objects and share them in halves, thirds, and quarters. Pizza is always popular. *Ask your child to show which is bigger: two fourths of a pizza or two thirds of a pizza?*
- Let your child know when you are using fractions in your own life. Seeing you use the same math they are learning is a powerful inspiration to learn. It helps to make a stronger connection between math and everyday life.



BLM 2: Living Number Line

Student Name: _____



Learning Activities for Science

Grade 3

Next Generation Science Standards identify understanding how different habitats or environments affect the survival of the animals in it as a priority in third grade. These activities will help your child study the animals in your neighborhood.

Week 3 Activities

1. Environment Observation

Materials: Paper, pencil

Observe the environment outside your home. What is natural, or from nature? What is human-made? You can record it in a T-Chart. See example to the right.

Natural (from nature)	Human-made
- Tree -	- Telephone pole -

2. Animal Observation

Materials: paper, pencil

Observe the wild animals outside your home. What animals did you see? Where were they? What were they doing? How do you think they use their environment to survive? Record and/or discuss your observations.

3. Compare Environments

Materials: none

Talk about how your neighborhood is different from the wilderness and how it is alike. What are some things that are dangerous to wild animals in your neighborhood? What are some things that are dangerous to wild animals in the wilderness? What environment do you think is better for the animals in your neighborhood and why?

4. Animal Adaptations

Materials: paper, pencil

The wild animals we see in our neighborhood have changed over time (adapted) to survive here. How do you think they have adapted and why? If you could move one to the wilderness, do you think it would survive? Why or why not? Discuss and/or record your thinking.

What Families Can Do

- Talk about wild animals that live in the wilderness or different parts of the world. Which of them do you think would be able to survive in your neighborhood, and which would not?

Learning Activities for Social Studies

Grade 3

After looking about types of communities and features within neighborhoods, you will now learn about **citizens that live within communities**. This week will encourage students to think about the community and people around them.

Week 3 Activities

1. Citizens As Contributing Members **Materials:** Paper, pencil (Optional: crayons, markers)

- Discuss the different citizens that make up our community
 - Examples include: teachers, nurses, mailman/mailwoman, firemen, policemen, construction workers, librarians, etc.
- Make a chart that lists the citizen on one side and their role on the other (see example below)

Citizen	Their Role
Mail	Sort and distribute mail to various neighborhoods

2. Citizen Locations **Materials:** Chart from yesterday, pencil (Optional: markers)

- Review the chart you made yesterday and now add the locations of each member near the “Citizen section”
 - Example: Mailmen begin in a distribution center and then in specific neighborhoods

3. We as Citizens **Materials:** Paper, pencil

- Write down 2-3 things you can do to support your community
- Think about the COVID19 pandemic. How are you helping the citizens of your community? Neighborhood? Nation? What else could you do, starting today, to support community members during this time?

4. Citizens during COVID19 **Materials:** None needed

- Discuss the citizens that are still working during this pandemic - Why are these community members working? Are they working from home or in their usual location? Why or why not? How can you support or encourage them (now or in the future)?

What Families Can Do

- Continue to discuss how this pandemic is affecting our community:

What are the roles of citizens in our community and how can we support each other? This lesson addresses the question, What are the roles of citizens in our community and how can we support each other? How are they contributing to the community? How are the people around them contributing?

Learning Activities for Art

Grade 3

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Dance!**

Week 3 Activities

1. Personal life art

Materials: Paper, writing utensil, any art supplies you have

Create and narrate a painting or drawing inspired by a positive event in your life.

Art Standard Addressed: 2nd VA.1.CR1.3 Generate ideas for narrative or events that could be the basis of art works using personal experiences

2. Bring a story to life!

Materials: None

Act out a story you read or remember from class, using only dance.

Art Standard Addressed: DA.1.CR1.3 Experiment with a variety of self-identified stimuli for movement (e.g., text, images, observed dance, personal experiences).

3. Become a character

Materials: Various items around the home

Use any materials you have around your home to dress up like a character from a book, movie, or TV show. Share with family how costumes help make a character come to life.

Art Standard Addressed: TH.9.RE3.3 Consider and analyze technical elements from multiple drama/theatre works.

4.

Materials:

5.

Materials:

What Families Can Do

- Help brainstorm some positive events in your child's life
- Discuss how movements can show emotions
- Help gather materials for dressing up like: clothes, cardboard, paper, or anything you have!

Learning Activities for Health

Grade 3

Healthful Foods vs. Less Healthful Foods: Classify foods as healthful foods and less healthful foods (organize into food groups), Describe healthful eating habits by making healthful choices. Create 3 healthful meal plans and explain why they choose each food item.

Week 3 Activities

1. Where does this food belong?

Materials: Pencil/crayons/markers and paper

Food Groups: Grains, Fruit, Vegetable, Protein, Dairy, Oils/Fats and Sugars (okay in moderation)

Draw a picture of the following foods on a piece of paper:

Bread-- Salmon-- Grapes-- Lollipop-- Bell Pepper-- Cucumber-- Chicken-- Milk-- Apples-- Broccoli-- Zucchini-- Rice-- Low fat yogurt-- Carrots-- Potato Chips-- Watermelon-- Lettuce-- Eggs-- Beans-- Pasta

Decide which group the different foods would go to and why. Then, ask a member of your family to organize each food into the food groups. Did you have the same answers?

2. Hidden Sugar

Materials: Sugar (or salt to represent sugar), teaspoon, bowl

Students will measure the amount of sugar that is in different foods. Measure out the amount of sugar in a bowl for each item.

- 1 can of soda: 9 teaspoons of sugar
- 1 slice of pie with ice cream: 20 teaspoons of sugar
- Chocolate bar: 7 teaspoons of sugar
- 2 cookies: 2 teaspoons of sugar

Every 4 grams of sugar is equal to 1 teaspoon of sugar.

3. Make Apple Chips

Materials: 2-3 apples, $\frac{3}{4}$ teaspoon ground cinnamon, sheet pan, oven, knife (for parents)

Parents: Preheat the oven to 225° fahrenheit, slice the apples very thin, horizontally.

Students: Sprinkle the apple slices with cinnamon and place the apples on a baking sheet (make sure the apples don't overlap).

Parents: Place the baking sheet in the oven for 1 hour, then flip the apples and bake for 1 more hour.

Family: Enjoy your apple chips!

4. Creating Diverse Meal Plans

Materials: Pencil/crayons/markers and paper

Create 3 meal plans you would enjoy by drawing a picture of the meals and labeling the foods. Each meal should have at least one food from each food group (**Grains, Vegetables, Fruits, Dairy, Protein**).

What Families Can Do

- Prepare healthful meals and snacks together and discuss why these meals and snacks are healthful and beneficial.
- Talk with your children about hidden sugar in snacks and how to make alternative healthy choices, ex. Instead of eating a bag of chips, make apple chips at home instead.

Learning Activities for Music

Grade 3

National music standards require that 3rd graders can read and perform music using symbols, known as standard notation and asks that students be able to justify or discuss musical choices. Students will show this by writing their own music patterns as well as enhancing a story with musical sounds and describing or justifying their choices.

Week 3 Activities

1. Practice Standard Notation



(Ta) (rest) (ti ti)



(To-oo) (ti-ka ti-ka)

Materials: paper and pencil

Practice drawing/writing the following rhythms, making sure to practice drawing them correctly, several times. Be sure to color in the note heads as you see above.

Write Rhythms in Groups of FOUR BEATS.

2. Remember that ta, rest, ti ti, and tika/tika/tibi tibi are ONE beat, and a half note (to-o, to-woo, ta-a) is TWO beats. Sixteenth notes fill one beat, but have four fast sounds within that beat.

Materials: pencil and paper

3. Creating Sound for Short Story or Book.

Materials: Children's book or short story.
Instruments you make up at home.

Choose a short story or children's book you have at home, and create sounds using instruments you've created, body percussion, or vocal sounds to help tell your story. You can use a different sound for each character or for repeating sounds in the book.

4. Baby Shark

Give each character its own instrument sound or voicing (baby, mama, daddy, grandpa) and play/sing the "doo doo doo" with that voice.

Materials: Instruments found around the house, or ones that you make yourself.

What Families Can Do

- Help students find instruments or remember instruments from week 1.
- Draw lines on paper (____) to outline beats.
- Help locate stories and help with reading if possible
- Be a positive and engaged audience member for your student.

Learning Activities for PE

Grade 3

Oregon Physical Education Standards recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. These activities will help you challenge your body and keep you moving.

Week 3 Activities

1. Coin Flip Fitness

Materials: Coin

For this activity, get any coin and decide which side is heads and which one is tails. Flip the coin and do the activity whether it lands on heads or tails.

Round	Heads 	Tails 
1	20 Jumping Jacks	20 High Knees
2	30 Seconds Jog in Place	30 Seconds Body Twist
3	15 Squats	15 Frog Jumps (touch your toes, jump up high)
4	5 Push Ups	10 Kneeling Push Ups
5	20 Seconds Plank	20 Sit-Ups
6	20 Butt Kicks	20 Jumping Jacks
7	20 Seconds Arm Circles	20 Seconds Sit and Reach your toes
8	20 Bunny Jumps (standing and jumping)	20 Jumping Jacks
9	5 Push Ups	20 Mountain Climbers
10	15 High Knees	15 Butt Kickers

2. Obstacle Course

Materials: Anything you choose

Create an obstacle course in your house or yard. Be creative with it. Time yourself and try to beat your time!

3. Dance Party

Materials: Music Player

Play some music and have a dance party! You can do this activity by yourself, or get as many people involved as you can. You can come up with a dance routine and try different movements.

4. Rock Paper Scissors Fitness

Materials: None

Select a partner to play rock paper scissors with. Before you begin the game, choose a fitness activity that the loser has to complete.

Examples could include:

- 5 Push Ups
 - 10 Jumping Jacks
 - 5 Sit-Ups
 - 5 Squats
 - Create your own!
-

5. Alphabet of Healthy Food

Materials: None

For this activity, find a partner (could be a brother/sister, parent, cousin, etc.) to challenge. You will be listing healthy foods starting with the first letter of the alphabet "A" going all the way down to "Z". Take turns who says the first food for the letter. If you cannot think of a healthy food for the letter you are on, do 5 jumping jacks and move on to the next letter.

Example:

Letter	Player #1	Player #2
A	Apple	Almond
B	Blueberry	Banna
C	Carrot	-- (Can't think of any, 5 jumping jacks) --
Continue with letters all the way down to "Z"		

What Families Can Do

- Start and end your day with a Mindful Minute.
A Mindful Minute is 60 seconds of quietness in the present moment. Don't think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.
 - Start of the day Mindful Minute
 - End of the day Mindful Minute
- Incorporate physical activities together.
Spend some time each day doing physical activities together. This can be a great way to work together to relieve stress and develop healthy lifestyle habits. Another example of how this could be done, is for those who can, to take a daily walk as a family.

Learning Activities for Speaking & Listening

Grade 3

In 3rd grade, students are expected to **effectively engage in discussions in order to explain their own ideas & understanding, determine the main idea & supporting details and ask & answer questions.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

***The following learning activities do not need to be completed in sequential order. Choose the learning activity that best connects to another subject area being studied.**

Week 3 Activities

1. Narrate (Writing)

Materials: paper, pencil (optional)

How would you spend one thousand dollars?

If I had the opportunity to spend one thousand dollars, I would _____. Also, I would _____. Finally, I would _____.

2. Citizens (Social Studies)

Materials: paper, pencil (optional)

How can you be a supportive citizen in your community?

I can be a supportive citizen in my community by _____ and _____. I can _____ and _____, too.

Challenge! - Do, at least, one of your ideas!

3. Environments (Science)

Materials: paper, pencil (optional)

Compare and contrast your neighborhood and the wilderness.

My neighborhood and the wilderness are alike because _____. In addition to that, they both have/are _____. They are different because my neighborhood has/does not have _____ and the wilderness has/does not have _____.

4. Main Idea (Reading)

Materials: book, article (required) paper, pencil (optional)

After reading a paragraph or chapter, identify the main idea and two supporting details.

The main idea of the paragraph/chapter is _____. Two supporting details that helped me identify the main idea are _____ and _____.

5. Obstacle Course (PE)

Materials: paper, pencil (optional)

Describe how you built your obstacle course, in sequential order.

I had to complete several steps, in sequential order, to build my obstacle course. First, I _____. Next, I _____. After that I, _____. Lastly, I _____.

What Families Can Do

- Give your student time to think and prepare his/her question and/or response.
- Your student may benefit from writing his/her idea down before or after he/she shares.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.
- Have your student practice using the Listening Tool - *"I listen with my ears, eyes, and heart."*
- Ask your student questions that cannot be answered with a one word response, like "Yes" or "No."
- Encourage your student to add-on to his/her response and explain his/her thinking. - *"Tell me more about _____."* *"How do you know _____?"*
- If your student's response is, *"I don't know,"* work together to develop a response that is a complete sentence, using academic language when appropriate, and have your student repeat it back to you.
- Talk to your third grader about what they're doing! Conversations can happen at any time throughout the day!

Learning Activities for Wellness & Self Care

Grade 3

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being**. Week three includes the practice of listening. Most of us are born with the sense of hearing, but many people do not practice listening in their daily lives.*

Week 3 Activities

1. Wellness/Self-care-Listening

Materials: Pencil and Paper

When you wake up, drink a large cool glass of water. Take five deep breaths inhale through your nose and out through your mouth. Open a window in your home and listen. Write down a list of all the things you hear. Do you hear wind, rain, birds, or people?

2. Wellness/Self-care-Listening

Materials: None

Ask someone in your home to take five minutes to sit with you and talk. Ask them, "How have you been feeling this past week? What has made you happy and what has made you sad?" Take the time to just listen to them. When they finish telling you, tell them what you understood about what they were saying.

3. Wellness/Self-care-Listening

Materials: Pencil and paper

Think of one of your favorite songs. Close your eyes and sing the song to yourself. What images do you see when you sing the song? Draw a picture of what comes to mind.

4. Wellness/Self-care-Listening

Materials: None

Do 25 jumping jacks. Then sit down and listen to your heart beat until it slows down.

5. Wellness/Self-care-Listening

Materials: Paper and pencil.

Go outside with an adult and listen for birds. See how many different birds you can hear. Can you see all the birds you hear? Draw a picture.

What Families Can Do

- Please encourage kids by spending time with them if you can and participating.

Week 4

Learning Activities for Reading

Grade 3

Oregon reading standards foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system and is a priority skill in 3rd grade. These activities will help your child build background knowledge to be better readers, determine central ideas and make connections.

Week 4 Activities

1 READING COMPREHENSION

Materials: paper, pencil

Read the short passage and answer the questions about the baseball game.

Alexa is going to a baseball game with her dad. She can hardly wait! It is the first game of the season and they have front row seats! When they get to the stadium, it is very loud. Alexa loves baseball but her favorite part of the game is the snacks. In the middle of the game, a man wearing red stripes walks up and down the aisles yelling, "Peanuts! Popcorn!" "Dad! Can we please get some popcorn?" asks Alexa. "Sure," says dad. He raises his hand and yells, "We will take a large popcorn!" He hands Alexa the popcorn and they share it as they finish watching the game. They are having a great time!

1. Where is Alexa going?
2. Who is she going with?
3. Where are their seats?
4. What do they get to eat?

2 READING COMPREHENSION

Materials: paper, pencil

Read the short story and answer the questions about the school carnival. Please use complete sentences.

Rico's class went to the school carnival today. It was a lot of fun. Rico won two prizes. He won a blue balloon and a toy car. He had a great time with all of his friends. First, he played a few games. Then, he got popcorn and lemonade with his friends. Finally, he got to watch a magic show. Rico can't wait to get home and tell his parents all about his fun day!

1. Where did Rico's class go?
2. What did Rico win?
3. What did he do first?
4. What did Rico eat at the carnival?

3 READING COMPREHENSION

Materials: paper, pencil

Read the short story and answer the questions about bug hunters. Please use complete sentences.

Joey and Jake spent the weekend looking for bugs. They saw a lot of different types of bugs. First, they saw an ant. It was on an ant hill. Next, they saw a big spider. Joey ran away from that bug. He hates spiders! Then, they saw a caterpillar on a tree branch. Finally, they saw a bee sitting on a flower. "I bet it is getting something to eat!" said Jake. At the end of the day, the boys saw ten different types of bugs. They had a fun day!

1. What did Joey and Jake do during the weekend?
2. What did they see first?
3. What did Joey run from? Why?
4. Where did they see a caterpillar?

What Families Can Do

- Reading, writing, speaking and comprehension is the best for learning. Use stories and real world examples to share themes to determine meaning. Stories, books and personal accounts help develop the capacity to build knowledge and demonstrate understanding. *Ask your child to read a short story and give you three details from the text.*
- Let your child read and listen to you. Reading is encouraged for 20 minutes daily and helps connect the text and everyday life.

Learning Activities for Title 1 Reading

Grade 3

Students in 3rd grade need to be able to decode multisyllable words. Decoding words with more than one syllable helps students to be able to decode increasingly more complex words.

Week 4 Activities

1. Reviewing syllables in words

Materials: pencil, paper

Write the following words on a piece of paper: **jungle, rainbow, pave, monument, play, celebrate**. Draw lines in each word to show how many syllables are in the word. (example: muf/fin) Hint: You won't draw lines in words with only 1 syllable.

2. Blending syllables into words (matching game)

Materials: paper, pencil, scissors/ or notecards

Write the following word parts on notecards(or cut paper into squares): spi, der, win, dow, ta, ble, tur, tle. You will have 8 notecards. Place them face down. With a partner, take turns picking 2 cards. Read the word part on each card. If you can put them together to make a word, then they are a "match" and you keep them. Keep taking turns picking cards, reading the parts and keeping the cards if they make a match until all the cards are used.

3. Segmenting syllables into words (sorting activity)

Materials: paper, pencil

Draw 2 lines on a piece of paper to divide the paper into 3 columns. Label one column "one syllable words", label another column "two syllable words", and the last column "three syllable words". Sort the following words by writing them under the correct column: "**insect, pinball, invented, strap, drum, basketball, trust, finishing**". (Example: "snowman" has 2 syllables, it would be written under the column "two syllable words")

What Families Can Do

- Play I-Spy with syllables. Look around the room and pick an object. For example, if you choose "table" you can say, I spy something brown that has 2 syllables.
- Cut a piece of paper into squares. Write each of the words from this week's activities on to the cards. Have your child read through the cards as quickly as they can. As a variation, have them read all of the words in a silly voice, in a loud voice, in a quiet voice etc.
- As you read with your child, identify words that have 1, 2 and 3 syllables. Keep a list for each. At the end of the week, see how many words from each group you found.

Learning Activities for Writing

Grade 3

Oregon writing standards identify students should be able to **conduct short research pieces that build knowledge about a topic. (3 - 4 paragraphs)**

Week 4 Activities

1. 1. Choose a prompt

Materials: paper, pencil

Ask your child to choose a prompt from below. Brainstorm questions and then interview a family member or family friend. Record their responses. Don't worry about using complete sentences or correct spelling yet.

2. Organizing

Materials: paper, pencil

Use your interview to organize your responses into a logical order to write a 3 - 4 paragraph paper. Be sure to include a topic paragraph and a closing paragraph.

3. Write rough draft

Materials: paper, pencil

Use what you wrote on your organizing sheet to write your first draft. Write Neatly.

4. Revise and Edit rough draft.

Materials: paper, pencil, dictionary

Write a final copy, neatly.

Editing Checklist:

Did you?

- State your topic and expand on your information?

- Does it make sense?
- Is capitalization and punctuation correct?
- Are your words spelled correctly?

What Families Can Do

- Choose one of the three writing prompts below to interview a person in your family or family friend, and write a 3-4 paragraph report. Be sure to include an opening paragraph clearly stating your topic, examples, and a closing paragraph restating your topic.

Prompt #1	Prompt #2	Prompt #3
An event from the past	Family history	Biography
Interview someone that has lived through a historical event, or natural disaster and report on that.	Interview a family member about your ancestors or about how your family came to live in Oregon.	Tell about a person, when and where they were born and important events from their life.

Have a discussion with your child about each topic. Help them brainstorm interview questions and organize their information. Help your student with editing and revising their work. Have them read it aloud to you for fluency and check for edits.

EXTENDED LEARNING OPTIONS:

Make a timeline of the events and illustrate your timeline.

Learning Activities for Math

Grade 3

Oregon math standards identify **solving word problems using multiplication and division within 100 and solving 2-step word problems using the 4 operations (add, subtract, multiply and divide)** as priority skills in 3rd grade. These activities will help your child apply their mathematical reasoning skills.

Directions for the week: Solve math problems on blank paper or template provided. Show your work (drawing a picture, number line, equation) and explain your thinking in a few sentences.

Materials for the week: blank paper, story problem template.

Week 4 Activities

1. One-Step Problems

Problem 1: Darrell made a batch of 384 cupcakes. He gave some to his friends. Now Darrell has 139 cupcakes. How many did he give to his friends?

Problem 2: There are 324 students in second grade and 296 students in third grade. How many more second graders are there than third graders?

2. One-Step Problems

Problem 1: There are four bunches of bananas. Each bunch has 5 bananas. How many bananas are there in all?

Problem 2: You have 48 inches of ribbon, which you will cut into pieces that are 8 inches long. How many pieces of ribbon will you have?

3. One-Step Problems

Problem 1: Sarah's restaurant charges \$12 for a pizza. Riley's restaurant charges 3 times more than Sarah. How much does Riley charge for his pizza?

Problem 2:

There are 9 containers with 4 lolly-pops in each container. How many lolly-pops are there in all?

4. Two-Step Problems

Problem 1: Cammie had 15 double yolk eggs. She gave 5 eggs away to her friend, Marcus. She then discovered that she needed to put them into two equal groups to fit them in the refrigerator. How many eggs are in each of the equal groups?

Problem 2: Kyle had 17 cookies and then he bought 25 more cookies. He wants to share them between himself and 6 friends. How many cookies will each friend get?

5. Challenge Problems

Problem 1: Mike won 55 pieces of gum playing hoops at the county fair. At school he gave four to every student in his math class. He only has 3 remaining. How many students are in his class?

Problem 2: Abe went running 4 days this past week. He ran 9 miles each day. In the same week, Samantha ran 15 fewer miles than Abe. How many miles did Samantha run?

What Families Can Do

- As your child is solving math problems ask them critical thinking questions like "Can you explain your thinking?" "How do you know your answer is correct?" "Can you solve it a different way?"

Name: _____

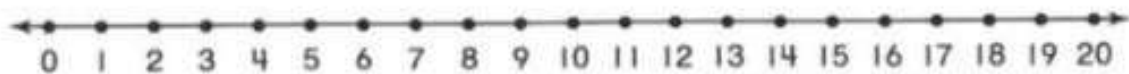
Story Problem

Picture

Number Sentence

Answer

There are _____



Learning Activities for Science

Grade 3

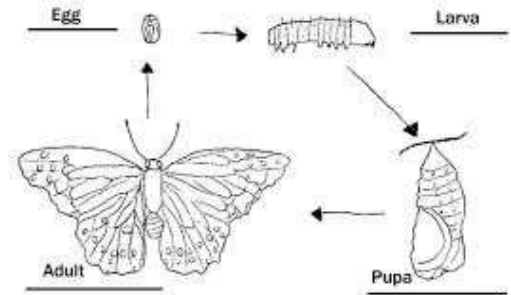
Next Generation Science Standards identify understanding of the variations in traits and how these can affect the organism's survival as a priority in third grade. These activities will help your child learn about lifecycles.

Week 4 Activities

1. Life Cycle of a Butterfly

Materials: The Life Cycle of a Butterfly

What do you know about the lifecycle of animals? Explain to a family member the life cycle of the butterfly using the diagram above and the following sentence pattern:

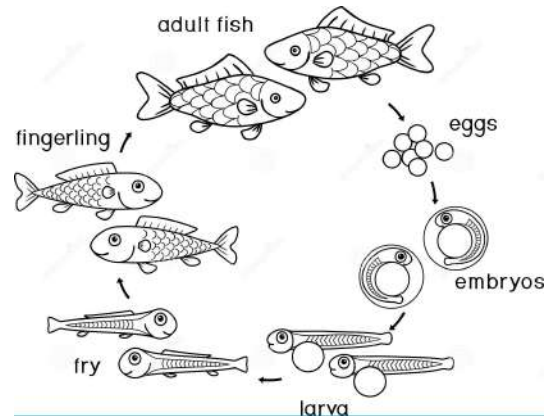


In the beginning _____, next _____, then _____ finally _____.

2. Life Cycle of a Fish

Materials: The Life Cycle of a Fish

Explain to a family member the life cycle of the fish using the diagram above and the following sentence pattern:



In the beginning _____, next _____, then _____ finally _____.

3. Compare/Contrast Life Cycles

Materials: Life Cycle diagrams from above

Compare and contrast the life cycles of fish and butterflies. How are they the same? How are they different? Example: The life cycles of fish and butterflies are the same because they both start as eggs. They are different because _____.

4. Vertebrate/Invertebrate

Materials: Paper, pencil

Vertebrate refers to an animal that has a backbone such as a giraffe.

Invertebrate refers to an animal without a backbone such as a jellyfish. Make a T chart and see how many animals you can list in each category. See example.

Vertebrate	Invertebrate
- Giraffe	- Jellyfish
-	-

What Families Can Do

- Pick two other animals to compare and contrast.
- Ask: How do you think each animal's life cycle helps them survive in their environments?
- Ask: Where do vertebrates live? Where do invertebrates live? Why do you think they live there?

Learning Activities for Social Studies

Grade 3

This week we move into understanding geography in a broader sense. We will work to build on students' **understanding of continents and oceans** *using maps*.

Week 4 Activities

1. Continents

Materials: Pencil, maps (included)

- Ask your third grader if they know what a continent is and point them out on the maps.
- Have them practice labeling the continents by writing each name on the blanks provided
 - Double check spelling and capitalization

2. Oceans

Materials: Pencil, maps (included)

- Review the work you did yesterday about continents
- Explain that continents are separated by oceans and refer to the maps
- Have your third grader label the oceans
 - Double check spelling and capitalization

3. Connections

Materials: Maps (included)

- Review the labels of the continents and oceans
- Ask your third grader to identify the continent we live on
- Ask some follow-up questions like the ones below:
 - What, if any, other continents have you been to?
 - Have you seen or touched other oceans?
 - Do you have family or friends that live on another continent?

4. Review

Materials: Maps (included), pencil

- Practice saying each continent and ocean aloud in addition to labeling it on the map
- Try quizzing yourself (or each other) on the location of each continent and ocean
 - Ask questions such as:
 - Which continent is _____ closest to? Which ocean is _____ closest to?
 - Which continent is _____ farthest away from? Which ocean is _____ farthest away from?
 - Which continent would you most be interested in visiting and why?

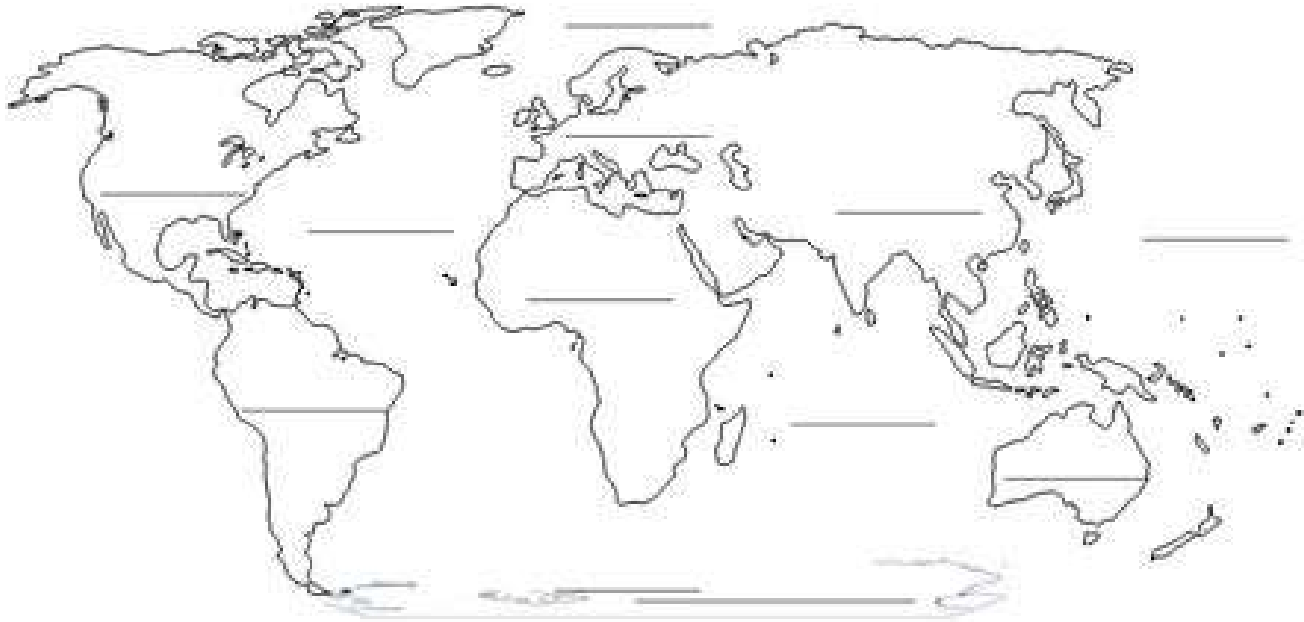
What Families Can Do

- Continue the discussion about continents and oceans as you read or watch movies with your third grader
- Discuss how other countries within various continents are handling the pandemic. How does it compare with how the United States is handling COVID19? What about North America overall?

- **Fold on the dotted line** below to cover up the answers and test your understanding.

Blank Map of Continents and Oceans

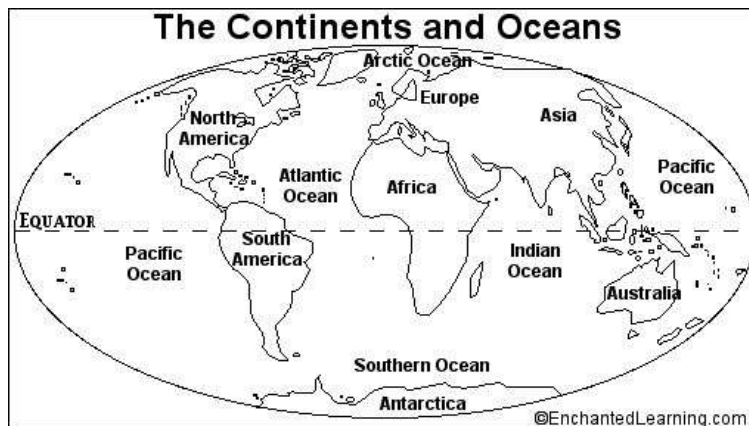
I can label the continents and oceans of the world. Name Date



Continents: Africa, Antarctica, Asia, Australasia/Oceania, Europe, North America, South America,

Oceans: Pacific, Atlantic, Indian, Arctic, Southern Ocean

Answer Key of Continents and Oceans



Learning Activities for Art

Grade 3

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Media Arts!**

Week 4 Activities

1. Solve a problem with art

Materials: Paper, Writing or drawing utensil, various materials

Figure out a problem in your home or community. Use drawings or other materials to plan and show a way to solve this problem.

Art Standard Addressed: MA.2.CR2.3 Form, share, and test ideas, plans, and models to prepare for media arts productions.

2. Act out your reading

Materials: Book or short story

As you are reading a book or short story, change your voice to make it unique to a specific character. Act out the things your character says and does.

Art Standard Addressed: TH.1.CR1.3 Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

3. Draw about life

Materials: Paper, drawing utensil

Draw a picture about something you miss doing in school.

Art Standard Addressed: VA.1.CR1.3 Generate ideas for narrative or events that could be the basis of art works using personal experiences.

What Families Can Do

- Help brainstorm some ideas of simple problems for your child to solve. Some ideas include: ways to share food, how to share devices or toys, how to cross the street safely, getting along with siblings, etc.
- Help pick out a book or story for your child to read. Discuss the characters and how they might sound if they were real.
- Talk about the different things your child remembers from school (friends, teachers, a certain subject, recess, etc).

Learning Activities for Health

Grade 3

Community Health: Describe my community, List helpers who keep our community healthy, Identify pollution problems and set goals to keep our community clean and Practice refusal skills.

Week 4 Activities

1. Describe Your Community

Materials: paper/pencil

Have a discussion or answer in writing:

- 1) How would you describe your own community? How does it compare to a big city or a small town?
- 2) What things in your community make it a nice place to live? What things could make it better?
- 3) Do you think your community is a safe and healthy place to live? Tell why.

2. Role Play Community Helpers

Materials: none

Brainstorm a list of community helpers who help keep you safe and/or healthy such as doctors, nurses, dentists, EMTs, police, fire fighters, parents, teachers, crossing guards, food inspectors, and sanitation workers.

Think of situations where community helpers help keep the community safe (a car accident where people are hurt, young children crossing the street on the first day of school). Role play being the community helper. Your family can pretend to be the community you are keeping safe.

3. Your Community - Keep it Clean!

Materials: paper/pencil

Pollution means that something is dirty because of waste. Some kinds of pollution are air, water, and noise pollution. What kinds of pollution affect your community? Think about ways you can help your community.

Title a paper: "How I Can Keep My Community Clean and Healthy." List your goals for helping to keep your community clean.

4. Just Say, "No!" Role Play

Materials: none

We need to learn to use our refusal skills to stand up to negative pressure.

1. Identify and avoid risky situations.
2. Say "No!" with words and body actions (you can give a reason if you choose)
3. Leave the situation.
4. Report what happened to a trusted adult.

Role play these situations:

1. Setting: A school playground

A teacher is on one side of the playground. Two students are on the other side playing ball. Another student (not one of the two playing ball) approaches a younger child and starts pushing him/her around.

2. Setting: A neighborhood home

A student goes to visit a friend. The older brother or sister of the friend offers the kids a cigarette / vape.

3. Setting: School athletic field

Students from one team start using markers to write mean words on your teams' equipment. Some students from your team want to do something for revenge.

4. Setting: A convenience store in a community

A student is about to walk into the store to buy some milk. A teenager can be seen through the window shoplifting. A police officer is in the store, buying coffee.

What Families Can Do

- Discuss what your family can do to help your community stay clean and healthy.
- Violence is what people do to hurt others. You might hear about it on the news or see it on TV or in the movies. Discuss ways you can stop violence in your community.

Learning Activities for Music

Grade 3

State Music Standards identify expressive movement as a priority skill in 3rd Grade. These activities will help your child to understand how to express music through movement and be able to explain the choices they made.

Week 4 Activities

1. Blanket Parachute

Materials: Blanket or Sheet, other members of your family (recorded music or radio, if you have access to it) OR song from music class or from your culture.

With other people in your house, each taking a corner of a blanket, make the blanket go up and down on given cues you design in the song. Other actions with the “parachute” would be to walk clockwise, walk counter clockwise, shake down low, shake up high.

2. Freeze & Move Game

Materials: Recorded music or music on the radio.
Movement ideas: Sway, Crawl, Lunge, Swing, Fly, Leap, Waddle, Stroll, Skip, Bend, Sink, Shake, etc..

Listen to the radio or recorded music. Move to the music until it stops then make or draw a pose. Make the pose last for 10-15 seconds. Make each time you freeze be different from the last.

3. Hand Clapping Game

Materials: Another person needed to play with, even if it's on a virtual/video phone call. **Song Ideas: Lemonade, A Sailor Went To Sea, etc.**

Teach a family member a hand clapping game. Or invent your own!

What Families Can Do

- Help create poses/ideas for Freeze Game.
- Join in the Hand Clapping Game.
- Play with the parachute.

Learning Activities for PE

Grade 3

Oregon Physical Education Standards recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. These activities will help you challenge your body to keep you moving.

Week 4 Activities

1. Deck of Fitness

Materials: deck of cards

Hearts =Jumping Jacks Clubs=Push ups Diamonds= Invisible Jump Rope Spades =Squats.

*When you draw a card, you'll use the exercise chart to determine which exercise to do. Complete the number Of repetitions shown on the card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.

*Take turns drawing the cards, if you're playing with someone.

*Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.

2. Yoga Poses

Materials: none

Hold the following yoga poses for 20 seconds: Chair pose, cat pose, tree pose, cobra pose, child pose

3. Dance, Dance, Dance!

Materials: none

Teach a family member a dance routine with at least 4 moves.
Practice the routine for 10 minutes.

4. Simon Says

Materials: none

Play a game of Simon Says for 10 minutes. Don't forget to include exercises.
Example: jog in place, jumping jacks, hop on one foot

5. Exercise BINGO

Materials:

Complete these different exercises in order to get a Blackout Bingo!

B	I	N	G	O
Shuffle and touch 3 RED objects	Jump like a Bunny 10 times	10 Jumping Jacks	20 seconds 1 leg balance	30 seconds Plank Hold
10 High Jumps	10 Mountain Climbers	20 second Toe Touches	10 Deep Breaths	5 Squat Jumps
5 sit ups	15 Arm Circles	FREE	20 second Squat Hold	20 seconds High knees
Jog in place 30 seconds	20 seconds Butterfly Stretch	15 Supermans	10 Shoulder Stretch	5 Push ups
Child Pose 20 Second	10 Single leg hops	10 Push ups	5 squat jumps	10 sit ups

What Families Can Do

- Take a walk outside and count how many times you see something red.
- This is the perfect time to teach your child how to tie their shoe laces! Once they have that down, time them and see if they can do it faster next time.

Learning Activities for Wellness & Self Care

Grade 3

These activities will help your child practice the Empathy Tool. Empathy is the ability to understand what another person is going through. Caring and compassion are other words to describe empathy. Students need to 1. Understand their own emotions 2. Think about how another person is feeling. 3. Say what they are feeling and listen with caring and understanding to what another person is saying and feeling.

Week 4 Activities

1. Emotions List

Materials: none

Think of as many feelings as you can like “happy” and “sad.” Share how you’re feeling now.

2. Emotions Charades

Materials: none

Show an emotion and have your family member guess what you’re feeling. Take turns.

3. Listening and Empathizing

Materials: none

Ask a family member about a difficult thing they had to do. Tell them how you think they felt.

Mom: I woke up late for work.

You: I bet that made you feel worried.

4. Character Empathy

Materials: book or show

Read a book or watch a show and stop to ask yourself, “How is this character feeling right now? Stop 3-4 times to see if their feelings are changing.

5. Show Empathy

Materials: phone

Call a friend or a neighbor to see how they are doing. Listen to them and ask questions like, “How are you feeling?” Share how you are feeling.

What Families Can Do

- Listen without judgement when your child tells you how they are feeling.
- When you’re having an emotion, share how you are feeling with your child.
- Talk to your child about seeing something from someone else's perspective.