

NHE REMOTE LEARNING PLAN

Week 3

Teacher: 3rd Grade

Date: March 31st-April 3rd

Tuesday (Week 3) 3/31/20	Wednesday (Week 3) 4/1/20	Thursday (Week 3) 4/2/20	Friday (Week 3) 4/3/20	Monday (Week 4) 4/4/20
60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5
ELA Social Studies Art	ELA Social Studies Art	Math Science PE/Music	ELA Social Studies Art	Math Science PE/Music
<p>Math: Review video to study for Unit 5 post-test on Thursday (can be viewed Tuesday or Wednesday)</p> <p>ELA- NearPod Lesson on Non-Fiction Text Features</p> <p>Writing: Fairy Tales Read Three Billy Goats Gruff Look at the Anchor Chart for Ways Authors Adapt Fairy Tales. Plan out things you want to change in the story Three Billy Goats Gruff.</p> <p>Social Studies- Pebble Go Economic Research: What is Money & Scarcity Complete Google Doc.</p> <p>Art: Click here for Mrs. Tom's Art Lesson Plan</p>	<p>ELA- Reading Strategy: 10:13 (Mini-Lesson Video) Use the Reading Strategy 10:13 and anchor charts to explore text features using Reading A-Z Amazing Ants</p> <p>Writing: Fairy Tales Writing Strategies 2.22 One Bite at a Time: Focus on one part of the story. Plan that part, write it, and then think about the next part. Think about how you could adapt this fairy tale to make it your own. See anchor chart posted in Google Classroom from yesterday.</p> <p>Social Studies- Pebble Go Economic Research: Supply/Demand, Needs/Wants & Word Sort Complete Google Doc</p> <p>Art: Click here for Mrs. Tom's Art Lesson Plan</p>	<p>Math Unit 5 post-test in Illuminate.</p> <p>Science Use Student eBook - HMH Heat Lesson 1 Unit 5 What are Some Heat Resources? Pgs 167 - 177 (online)</p> <p>PE: Click here for Coach Martin's PE Lesson Plans</p> <p>Music: Click here for Mrs. Bailey's Music Lesson Plans</p>	<p>ELA- Complete the text features assignment using the Heat Energy book (PDF document) in google classroom.</p> <p>Writing: Fairy Tales Work on writing a new version on Three Billy Goats Gruff. Make it your own. Type your final copy in Google Docs and submit when finished.</p> <p>Social Studies- Goods, Services, Producers & Consumers Slides Activity.</p> <p>Art: Click here for Mrs. Tom's Art Lesson Plan</p>	<p>SPRING BREAK</p>
Graded Items:	Graded Items: Pebble Go Research-Social Studies	Graded Items: -Unit 5 Post-Test (in Illuminate)-Math	Graded Items: -Text Features Assignment- ELA	SPRING BREAK

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		-HMH Heat Lesson Google Form	-Three Billy Goats Gruff Writing Assignment	
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Learning Targets:

Math: I can identify and understand fractions.

ELA:

I can use text features to help me understand non-fiction texts.

I can use text features to locate information.

I can write a narrative revising a fairy tale.

Science:

I can identify sources of heat energy.

I can ask questions to identify sources of heat energy (sunlight, burning, friction)

Social Studies:

I can give examples of interdependence and trade and explain the benefits of voluntary exchange.

I can explain how goods and services are allocated by price in the marketplace.

Enrichment

Optional Activity to Accelerate Learning

Reading

Learning Target (4.RI.7): I can interpret information presented visually and explain how the information contributes to an understanding of the text.

Task: After reading the book [Heat](#), practice the strategy "Why a Visual?" Think about the questions below as you read the article.

-What did you learn from this picture?

-Why is this picture important?

-Read the text first. Now look at the pictures. What more are you learning?

-**Why** did the author choose this picture to put on this page?

-What can you learn from this?

Now, reflect on the following questions:

-What are the attributes of conduction?

-What are the attributes of convection?

-What distinguishes convection from conduction?

-How did the author use text features to explain the difference between conduction and convection?

Reflect on these questions by presenting your thinking in a Google Slides or record yourself discussing the answer. Share your thoughts with your teacher or Ms. Perryman (tara.perryman@henry.k12.g.us). Thank you for taking on this challenge!

Instructional Video:

<https://drive.google.com/file/d/1FamtLFEJ4hnTtCKDW44UVVI3krGmu9Cq/view>

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Math

Learning Target (3.NF.3): I can compare fractions by reasoning about size.

Task: Practice comparing fractions with and without visual models. This task can be completed as a game, or individually with a handout.

Game: Play with a partner. Place the [game cards](#) face down. Player one turns over the top card. Each player determines if the fractions are equal or if one is greater. When players are ready, at the same time, they point to the greater fraction or say "equal." If they agree, they put that card aside and turn over the next card. If they disagree, they discuss their strategy or draw a picture of the fractions. When consensus is reached, they play again with a new card.

Independent: Complete [handout](#). Explain your thinking for each answer with an adult.

Guiding questions:

- How do you know ____ is greater than/less than ____? How can you show it?
- How did you know which symbol to use?
- What would those fractions look like?
- Where would those fractions be placed on a number line?

Instructional Video:

<https://drive.google.com/file/d/1KnjPtVmR9lfYq6eAknIXtRQXWHOoyDg-/view>

Remediation

Optional Activity to Support Learning

Please click on the link for Ms. Eadie's Office Hours:

<https://schoolwires.henry.k12.ga.us/Domain/10699>

Reading (Tuesday/Wednesday/Friday)

I can use text features to help me understand non-fiction texts.
I can use text features to locate information.

Continue using this reading strategy from last week to help you with your reading strategy this week:

Reading Strategy: Why a Visual?

When you see a visual (graph, chart, picture, diagram and so on) on the page, stop and think: "What information is this visual giving me? Why is it important to the information in this section?"

Questions to ask while you are reading this week:

What did you learn from the picture?

Why is this picture or diagram important?

Read the text first. Now look at the pictures. What more are you learning?

Why did the author choose this text feature on this page?

[Video about reading strategy](#)

Math (Tuesday/Thursday)

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Click on the Link below to Review for your assessment with Ms. Eadie:

https://drive.google.com/file/d/1I06oAyJLc8sCbT_ObBGCpxqpFwwzwWtp/view

Use the following compass codes/activities to help you prepare for your unit test on Thursday:

Compass Login Page

I can identify and understand fractions.

1. Understanding Fractions of a Whole
 - a. M3026, M3027, M3028, QZM3029
2. Representing Fractions on a Number Line
 - a. M3030, M3031, QZM3033
3. Understanding Equivalent Fractions
 - a. M3034, M3035, M3036, QZM3037
4. Comparing Fractions with the same Numerator and Denominator
 - a. M3038, M3039, QZM3041
5. Equivalent Fractions
 - a. 34165
6. [Create Line Plots with Fractions](#) (Will only let you answer about 10 questions)