

WGSD
Alternative Method of Instruction
(AMI)

Third Grade

Day #1

Student Name: _____

Name: _____

Circle the vowel-r that completes each word. Then, write the letters in the blank.

1 We will see pigs, sheep and goats at the f <u>ar</u> m.	<div>ar</div> <div>or</div>
2 I hope to be f _____st in line for the show.	<div>ar</div> <div>ir</div>
3 Did you send him a c _____d in the mail?	<div>ur</div> <div>ar</div>
4 There is a th _____n on the stem of the rose.	<div>or</div> <div>er</div>
5 He had a blue sh _____t and red shorts.	<div>ar</div> <div>ir</div>
6 Ash plays the h _____n in the jazz band.	<div>er</div> <div>or</div>
7 The big, red c _____ broke down.	<div>ar</div> <div>or</div>
8 They gave me a soft, blue sc _____f.	<div>er</div> <div>ar</div>

★ Read these sentences to a partner.



Goldbeard's Treasure

Sterling jumped for joy when they reached the island. His dad told him that pirates once had a secret base there.

At the beach, Sterling found a bottle half-buried in the sand.

Sterling removed the cork from the bottle and took out a piece of paper. It was a map with the words *Goldbeard's Treasure* and an X.

"A real pirate map! Cool!" Sterling said.

Sterling followed the map to the place with the X. He went up a hill. He counted ten paces from a tree. He found a shallow cave.

Inside the cave, he began to dig. He hit something made of metal. "Goldbeard's treasure!" he yelled.



Sterling was sad to see that he had dug up an old tin box. Inside were a piece of green sea glass and a seashell. A shark's tooth, a fishhook, and a piece of driftwood were also there.

"Is this some kind of joke?" asked Sterling.

He got excited, though, when he saw a plastic bag at the bottom of the box. Inside were five photographs, each of a different person. Some of the photographs were from the 1970s and '80s.

Sterling found a note in the bag. "Congratulations!" it read. "You found Goldbeard's treasure. Please add one new piece of booty and your photo to this box and bury it again. Leave the bottle someplace new to give another person a fun adventure!"

Sterling knew just where to hide it.

NAME _____

Read the Story:
"Goldbeard's Treasure"

Answer the questions below using complete sentences.

What did Sterling find when they landed on the island?

How did Sterling's feelings about the treasure change throughout the story?

How would you define "treasure"? What do you treasure in your life?

What would you add to Goldbeard's treasure? Why?

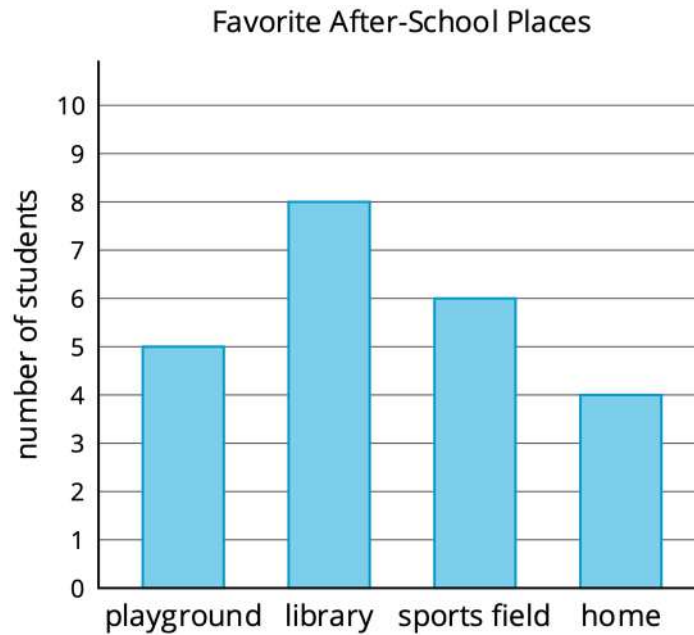
NAME

DATE

PERIOD

Grade 3, Unit 1, Section A: Additional Practice Problems

1. Decide if each statement about the bar graph is true or false.



Select the correct choice.

	TRUE	FALSE
a. The greatest number of students like to spend time at the library after school.		
b. More students prefer to spend time at home or at the playground than at the library.		
c. Twelve students prefer to spend time at the playground or sports field.		
d. Two fewer students prefer to spend time after school at home than at a sports field.		
e. Three more students prefer to spend time after school at the library than at a sports field.		

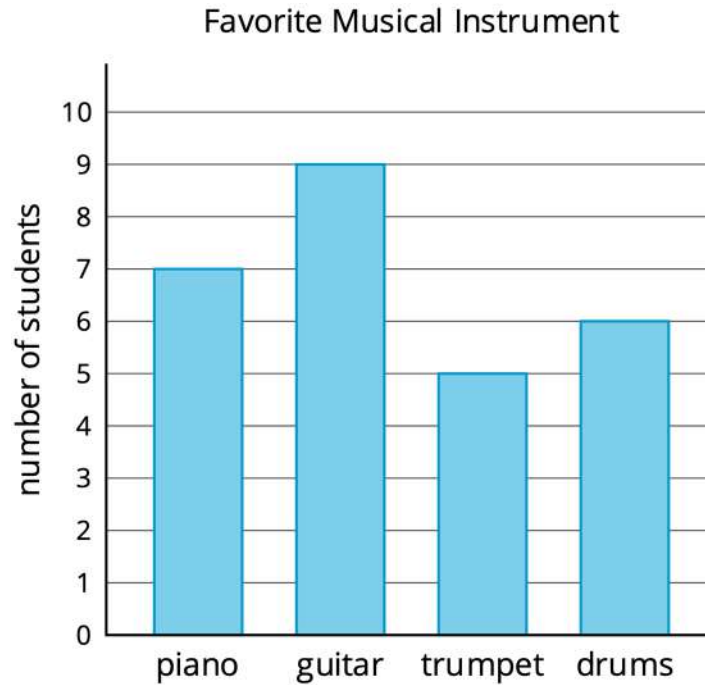
(From Unit 1, Lesson 1.)

NAME

DATE

PERIOD

2. The bar graph shows the instrument each student plays in a 3rd grade class. Use the graph to answer the questions.



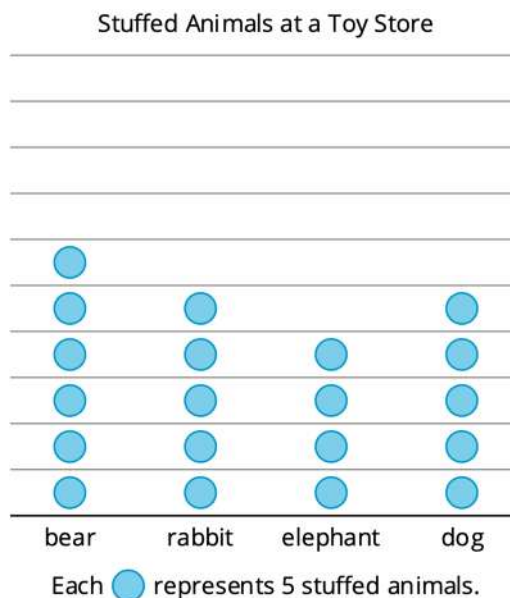
- a. How many more students like guitar or drums than piano? _____
- b. How many students like an instrument that isn't the guitar? _____
- (From Unit 1, Lesson 2.)

NAME _____

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PERIOD _____

3. The picture graph shows the number of stuffed animals at a toy store. Use the graph to answer the questions.



- a. How many stuffed bears and stuffed rabbits are at the toy store?

- b. How many fewer stuffed elephants are there than stuffed bears?

- c. Write one other question that you could answer about stuffed animals at the toy store using the picture graph.

(From Unit 1, Lesson 3.)

Indoor Physical Activity Checklist for Second and Third Graders

Choose 3 of the activities listed below. Once completed, check the items off of the list.

- **Jump Rope Practice** – Practice jumping rope in different patterns (single jumps, double jumps).
- **Ball Toss Challenge** – Toss a ball or rolled-up sock into a bucket from increasing distances.
- **Balance Beam Walk** – Use tape or a scarf on the floor and add challenges like walking backward or balancing an item.
- **Yoga Flow** – Practice a sequence of yoga poses, like warrior pose, tree pose, and child's pose.
- **Simon Says with Exercise** – Incorporate jumping jacks, lunges, or squats into Simon Says.
- **Freeze Dance** – Dance energetically to music and freeze when it stops.
- **Mini Obstacle Course** – Create an obstacle course with chairs, cushions, and toys to climb over, under, or around.
- **Balloon Tennis** – Use hands, paddles, or books to hit a balloon back and forth without letting it touch the floor.
- **Jump Over the Line** – Lay down a piece of tape and practice jumping back and forth across it.
- **Follow the Leader with Actions** – Add challenges like skipping, hopping on one foot, or spinning in circles.
- **Hopscotch Grid** – Use tape to create a hopscotch grid and hop through it while counting or saying the alphabet.
- **Chair Aerobics** – Sit on a chair and perform leg lifts, seated marches, and arm movements to music.
- **Wall Sit Challenge** – See how long they can hold a wall sit position and try to beat their record.
- **Pretend Sports Game** – Act out sports like shooting basketball hoops, swinging a baseball bat, or kicking a soccer ball.
- **Shadow Boxing** – Practice punching and ducking an imaginary opponent while moving in place.
- **Dance Routine** – Create and practice a short dance routine to a favorite song.
- **Plank Time Challenge** – Hold a plank position for as long as possible and aim to improve each time.
- **Sock Bowling** – Set up plastic bottles or toys as pins and roll a ball or sock to knock them down.
- **Animal Movements** – Move across the room like a different animal (galloping horse, slithering snake, waddling penguin).
- **Scarf or Ribbon Dance** – Use a scarf or ribbon to create shapes and patterns while moving to music.
- **Step Challenge** – Count how many steps they can take marching or jogging in place in one minute.

- **Stretch and Reach** – Practice stretching and reaching for imaginary stars, fruits, or objects on a high shelf.
- **Room Relay Race** – Set up a relay race with items to carry or tasks to complete at different spots in the room.
- **Floor Puzzle Movement** – Lay puzzle pieces around the room and move to retrieve and assemble them.
- **Simon Says with Balance** – Include balancing on one foot, hopping on one leg, or walking heel-to-toe.
- **Chair or Table Crawls** – Crawl under and over sturdy chairs or tables in a safe manner.
- **Target Practice** – Set up paper targets and throw soft objects like rolled-up socks to hit them.
- **Sock Sliding** – Use socks to "ice skate" on smooth floors, practicing balance and coordination.
- **Musical Chairs** – Play with just one chair and alternate running, skipping, or jumping in a circle around it.
- **Stair Step Challenge** – If stairs are available, step up and down while counting to a certain number.
- **Ball Balancing Act** – Balance a ball on a flat object (like a book) and move it across the room without dropping it.

Grade 3 - Day 1

Art

Invent your own creature and draw its habitat.

Design a vehicle, house, or machine of the future.

Create a "mash-up" animal (e.g., half-bird, half-fish).

Draw what the world might look like 100 years from now.

Music

Listen to a song and draw a picture of how it makes you feel.

Identify two or three instruments you hear in a song.

Explore music from another country and share what you like about it.

Find a song with a fast tempo and one with a slow tempo.

Learn a hand game to music. An example would be Miss Mary Mack or I Let her Go go. You can learn from a family member or on YouTube.

Three Levels of Government

Cross-Curricular Focus: History/Social Sciences



There are three different levels of government: local, state and **federal**. Each level of government has its own elected officials who have specific jobs to do. Adult American citizens have a voice in all three levels of government. Their voice is their vote.

Local government is the level that is closest to the community. People in the neighborhood elect a mayor and city council members. Town meetings allow the people to bring their concerns to their elected leaders. The mayor and city council members pass **laws**. The laws affect the city and the people who live there.

State government is in charge of writing and enforcing laws for all the people within one state. The people of the state elect a governor and representatives who handle business for the state. Special state departments handle issues for the state. They protect the health and safety of state citizens.

The federal government is in charge of writing and enforcing laws for the people in the United States. The people of the United States elect a president, senators, and representatives. These officials handle business that affects the whole country. The federal level of government is able to do some things the other levels cannot. It can print money. It can negotiate with other countries. It can declare war on another country.

Each level of government has specific officials and duties. The people entrust their power to their leaders. It is their responsibility to protect the interests and safety of the people.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the three levels of government?

2) How does the average person have a voice in government?

3) Which level of government has the ability to print money?

4) Which level of government has a governor?

5) Which level of government is closest to the community?
