

WGSD
Alternative Method of Instruction
(AMI)

Third Grade

Day #4

Student Name: _____

Name: _____

Circle the word to complete each sentence. Then, write the word on the line.

1 Last winter, the pond <u>froze</u> .	<u>froze</u> freezed
2 Rosa _____ a party yesterday.	had haved
3 We _____ candy at the fair last week.	selled sold
4 Rory _____ me a gift on my birthday.	sent sended
5 After a long game, our team _____.	losed lost
6 I _____ a story for homework.	writed wrote
7 Dad _____ the baby in his arms.	held holded
8 The phone _____ all day long.	ringed rang
9 She _____ a hat at the game yesterday.	wore weared
10 We _____ in line for a long time to get tickets.	standed stood

★ Read these sentences to a partner.

Birds, Bats, Bees, and Butterflies

Animals such as birds, bats, bees, and butterflies help plants make seeds. Human actions have destroyed many of the homes of these animals, so a lot of them are dying. You can help give these animals food and homes. Ask an adult to help you try some of these ideas:



- 1.** Plant a flower garden. Flowers native to the area where you live will give bees and butterflies lots of food. Then they can help other plants grow.



- 2.** Make a bat house. Hang a wooden box on a pole or the side of a building. This will give bats a safe place to rest.

- 3.** Hang hummingbird feeders. You can make a mixture of sugar and water to feed hummingbirds. Make sure to clean the feeders often.



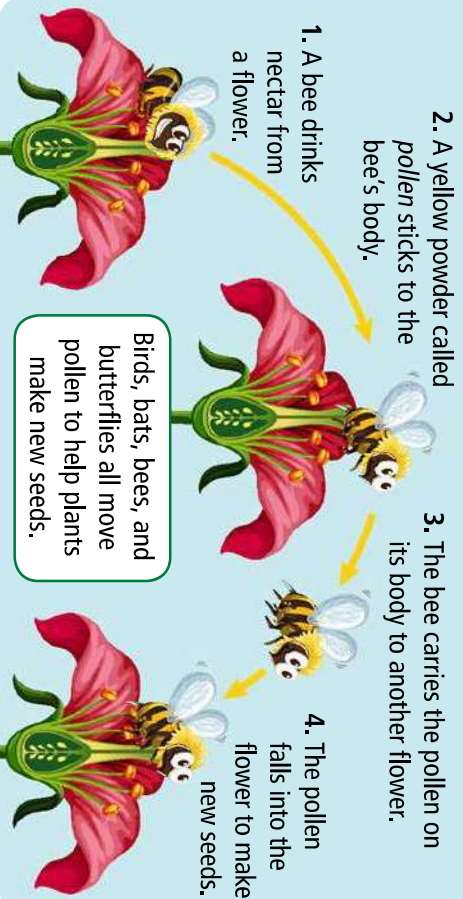
- 4.** Tell others how to help. When more people help, it will be easier for these animals to live.

Do You Know?

People use plants for food, medicine, and clothing. Birds, bats, bees, and butterflies help flowers make seeds to grow new plants, nuts, and fruit. Without those animals, we would lose many kinds of plants, foods, and other products.



How Bees Help Flowers



NAME _____

Read the Story:

“Birds, Bats, Bees, and Butterflies”

Answer the questions below using complete sentences.

Why are birds, bats, bees, and butterflies important to plants?

What is pollen? Why is it important?

What is the purpose of this passage? How do you know?

What could happen if people continue to destroy the homes of birds, bats, bees, and butterflies?

Title: *Exploring Electricity and Magnets from a Distance*

Objective:

Students will plan and conduct an investigation to explore how electricity and magnets can affect objects without touching them. They will investigate cause-and-effect relationships and observe how electric and magnetic forces work.

Duration: 20–30 minutes

Lesson Steps

1. Introduction





- Explain your observations of the images above.
-

2. Activity: Magnetic and Electric Interactions Investigation

1. Read the following story.

The Magnetic Adventure of Max and the Paperclip

One sunny afternoon, Max was playing in his room when he found a shiny, colorful magnet on his desk. "I wonder what this can do," he thought, holding it in his hand. As he looked around for something to test it with, his eyes landed on a small paperclip lying on the table. "I bet I can make the paperclip move without touching it!" Max said excitedly.

Max placed the magnet carefully on the table, then picked up the paperclip. Holding it in his hand, he moved the paperclip closer and closer to the magnet, without letting it touch. As soon as the paperclip got near the magnet, something amazing happened! The paperclip started to slide toward the magnet, as if it was being pulled by an invisible force. Max gasped in surprise. "Wow! It's like magic!" he exclaimed, watching the paperclip move on its own.

Curious, Max decided to try something new. He carefully flipped the magnet over, so the other side was facing up. Then, he brought the paperclip close to the opposite side of the magnet. To his amazement, the paperclip still moved toward the magnet, as if the magnet had some kind of superpower.

But then, Max had an idea. "What if I try it the other way?" he wondered. He picked up a second magnet he found in his drawer and placed it on the table, facing the same side of the first magnet. He held the paperclip near them and... nothing happened! Max frowned, confused. He flipped the second magnet around, so the other side was facing the first magnet. This time, something different happened—the two magnets actually *pushed* the paperclip away! The magnets were repelling each other!

Max laughed. "So, magnets can pull things *toward* them, but if the same sides are facing each other, they push away!" He was fascinated by the invisible power of the magnets. He spent the rest of the afternoon experimenting, learning how magnets could attract and repel, all while imagining the adventure of the tiny paperclip and the mighty magnet.

From that day on, Max knew that magnets were more than just shiny objects—they were powerful forces that could move things without even touching them. And every time he saw a magnet, he remembered the exciting day when he discovered the magical world of attraction and repulsion.

3. Draw a model of what happened in the story.

NAME

DATE

PERIOD

Grade 3, Unit 3, Section B: Additional Practice Problems

1. a. Find the value of $352 - 142$.

b. Find the value of $423 - 168$.

c. Find the value of $507 - 323$.

(From Unit 3, Lesson 7.)

NAME _____

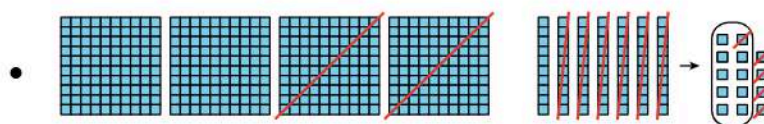
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2. Match the expanded form problem with the base-ten block diagram that shows the same answer.

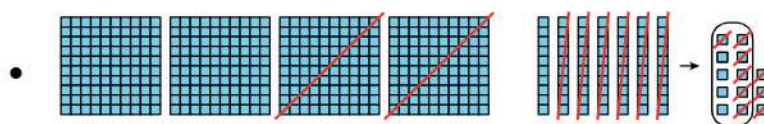
a.

$$\begin{array}{r} 300 + \cancel{80} + \cancel{4} \\ - 200 + 20 + 6 \\ \hline \end{array}$$



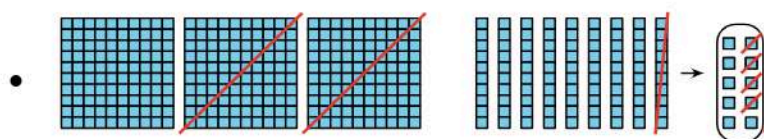
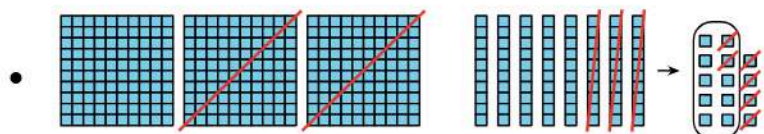
b.

$$\begin{array}{r} 400 + \cancel{70} + \cancel{4} \\ - 200 + 50 + 5 \\ \hline \end{array}$$



c.

$$\begin{array}{r} 400 + \cancel{70} + \cancel{3} \\ - 200 + 50 + 9 \\ \hline \end{array}$$



(From Unit 3, Lesson 8.)

NAME

DATE

PERIOD

3. a. Identify the error in the expanded form problem. Describe or circle the error.

$$\begin{array}{r} 600 + 30 + 3 \\ - 400 + 60 + 1 \\ \hline \end{array}$$

$$200 + 30 + 2$$

- b. What is the correct difference? Write in expanded form.

(From Unit 3, Lesson 9.)

4. How are these two methods similar?

Kiran's algorithm	Mai's algorithm
$\begin{array}{r} 400 \quad 130 \\ \cancel{500} + \cancel{30} + 4 \\ - 400 + 50 + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \quad 13 \\ \cancel{5} \quad \cancel{3} \quad 4 \\ - 4 \quad 5 \quad 3 \\ \hline \end{array}$

Solve using any method that you like. Show your work.

(From Unit 3, Lesson 10.)

NAME

DATE

PERIOD

5. Use any method to find the value of the difference. Explain the method you used.

$$\begin{array}{r} 644 \\ - 457 \\ \hline \end{array}$$

(From Unit 3, Lesson 11.)

6. Use any method to solve.

a. $305 - 284$

b. $620 - 453$

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 4

Art

Design your own wrapping paper with repeated patterns.

Create a mandala or radial design with markers or crayons.

Design a logo or emblem for your "personal brand."

Make a pattern inspired by nature (e.g., leaves, flowers, or shells).

Music

Make your own shaker or drum using materials at home.

Write a short song with words about your favorite activity.

Invent a new rhythm pattern and perform it.

Create a story where each character has a special sound or rhythm.