

WGSD
Alternative Method of Instruction
(AMI)

Third Grade

Day #5

Student Name: _____

Name: _____



Read the words below. Circle the letter **c** in each word and underline the letter that follows the **c**. Then, write each word in the correct box.

REMEMBER:

- C makes the hard sound /k/ when the next letter in the word is **a, o, u** or a **consonant**.
- C makes the soft sound /s/ when the next letter in the word is **e, i** or **y**.

face

coast

code

clasp

place

lace

crash

cane

cell

cart

ice

price

1

hard c (/k/)

coast

2

soft c (/s/)

face

★ Read these words to a partner.



THE FINAL BOSS

The bell rang, and Daniel slammed his textbook shut.

"History books are so boring," he said to Isabella.

"Too many dates," Isabella agreed.

"Numbers I get," Daniel said as they headed out to recess. "It's books. I stink at those. I don't even want to think about my English grades. My mom is going to ban me from video games when she finds out."

They walked outside and sat on the swings.

"What's your favorite game right now?" Isabella asked, her eyes lighting up.

"*Doom Sword* is really cool," Daniel gushed.

"You like that game?" Isabella asked with a frown. "*Doom Sword* feels like homework. You have to read so much. I got stuck and just quit after a while."

"It's hard," Daniel said. "I got stuck and stopped playing, too. Then I thought I must have missed something. I started a new game and read everything closely, and it turns out clues were buried in all that text. I just had to take the time to read it. Now I read everything, just in case. I'm almost to the final boss!"

"That game hurts my brain like English hurts yours," Isabella said as she started to swing.

Daniel puzzled over this, but the more he thought about it, the more it made sense. You wouldn't make it far in *Doom Sword* without reading—and reading a lot.

When Daniel went to English class after recess, his teacher asked for volunteers to read the book out loud. Daniel paused for a moment, then raised his hand.



NAME _____

Read the Story:
"The Final Boss"

Answer the questions below using complete sentences.

Who is Daniel and how does he feel about English class at the beginning of the story?

What did Daniel and Isabella talk about at recess?

What connection did Daniel make between *Doom Sword* and English class?

What effect will Daniel's new mindset have on his participation in English class? Why do you think so?

Title: *Exploring Life Cycles: Comparing Plants and Animals*

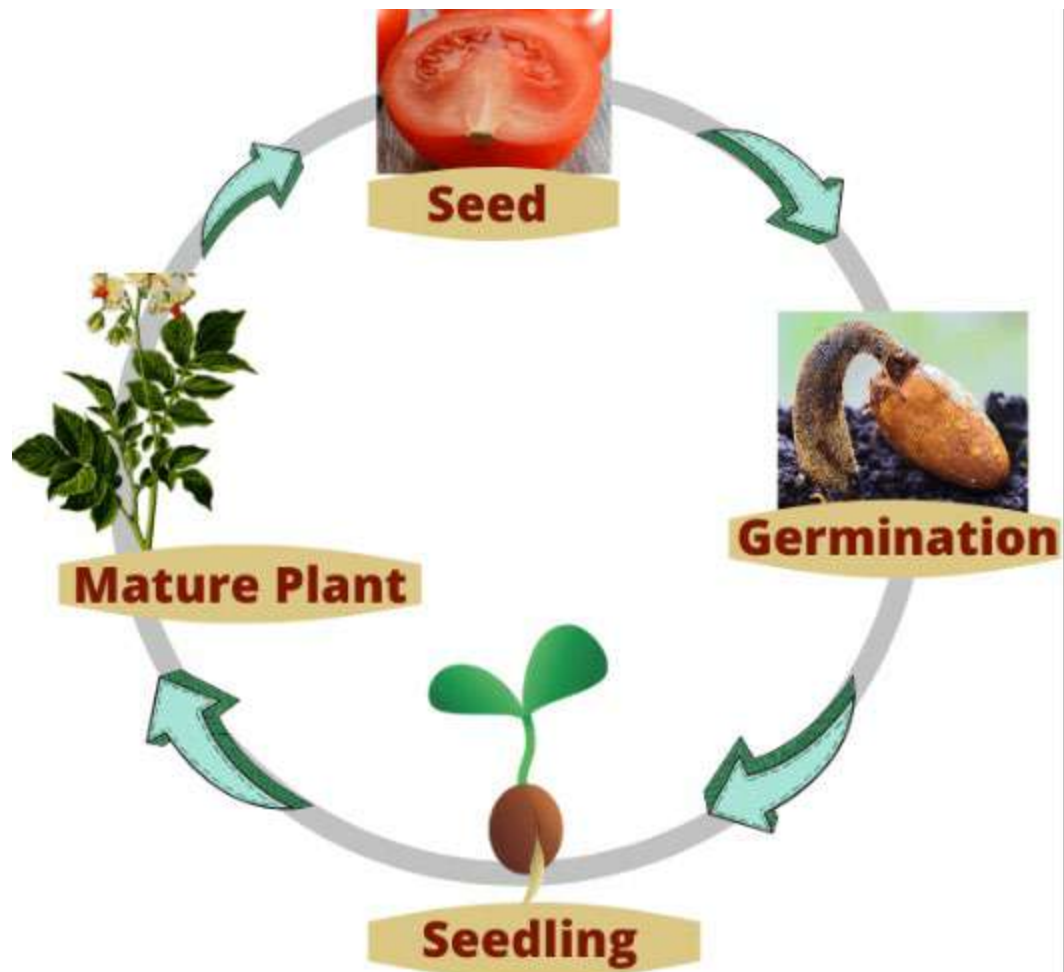
Objective:

Students will compare and contrast the life cycles of different plants and animals by creating a model and discussing the stages of growth and development.

Duration: 20–30 minutes

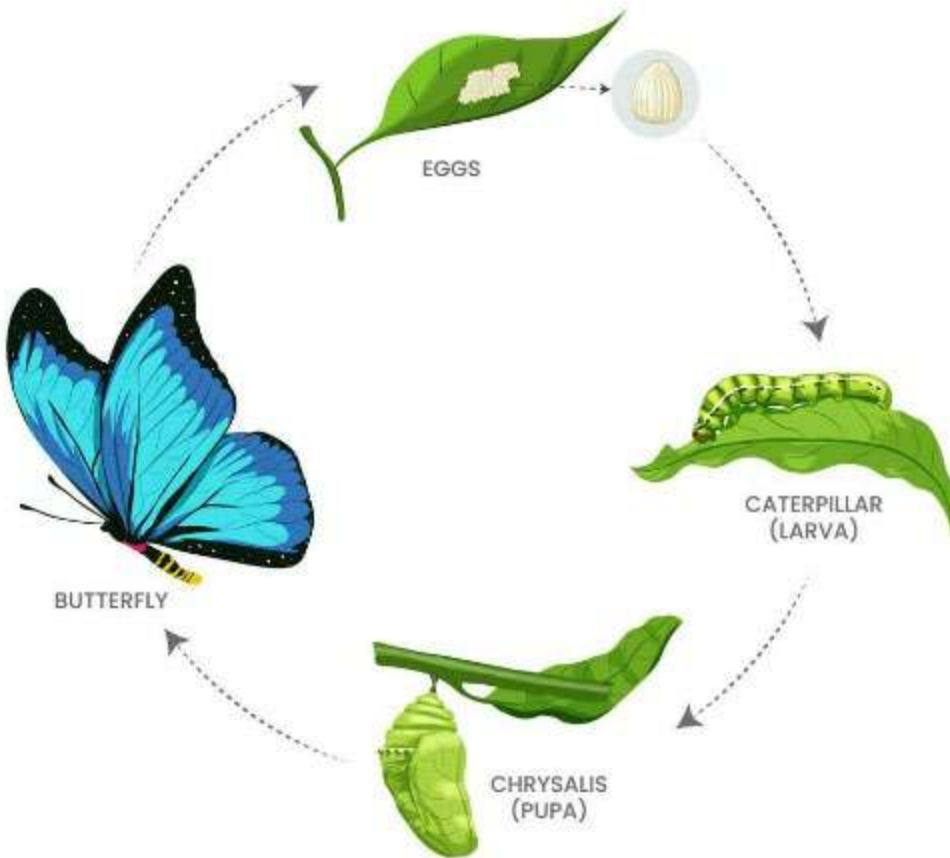
Lesson Steps

1. Introduction Video (5 minutes)



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LIFE CYCLE OF BUTTERFLY



- Explain what you observe in the images above.

2. Observation and Reflection Worksheet

Lifecycle Stage	Plant (e.g. Flower)	Animal (e.g. Butterfly)
Stage 1		
Stage 2		
Stage 3		
Stage 4		
Similarities		

Differences		
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3. Reflection Activity

Reflect on the activity by answering the following questions:

- "What did you notice about the way plants and animals grow and change?"
- "What were the most interesting differences between the plant and animal life cycles?"
- "Why do you think it's important for plants and animals to go through these life stages?"

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

1. A carpenter has 590 nails in his tool bag. He finds a box with some nails in his truck. Then, he uses 211 nails at a job site. Now, he has 520 nails. How many nails does the carpenter find in his truck?

The carpenter finds _____ nails in his truck.

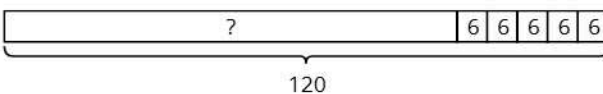
Use drawings, numbers, or words. Explain how you can use estimation to make sure your answer makes sense.

(From Unit 3, Lesson 17.)

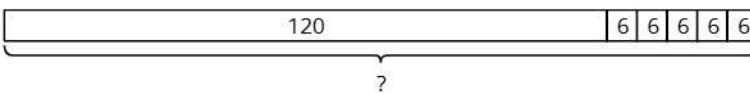
NAME _____ DATE _____ PERIOD _____

2. Match cards so that each group represents the same problem.

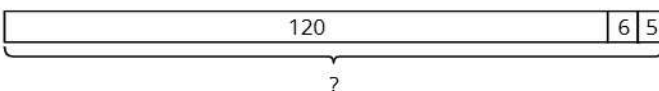
A butterfly garden has 120 butterflies of one species. It also has 6 butterflies of each of 5 different species. How many butterflies are in the garden?	Mai is baking 120 muffins for a bake sale. She starts by making 6 of each of 5 different types of muffins. How many muffins does Mai have left to make?	Priya has 120 rare pennies in her coin collection. She buys 5 nickels at a trade show. Her aunt gives her 6 quarters. How many coins does Priya have now?

A. 

D. $? = 120 + 5 \times 6$

B. 

E. $? = 120 + 6 + 5$

C. 

F. $120 - 5 \times 6 = ?$

(From Unit 3, Lesson 18.)

3. A box holds 175 mints. Diego's brother eats 21 of the mints. Then, Diego also eats 21 mints from the box. Use n for the unknown quantity. Which equation can be used to find out how many mints are left in the box?

A. $n - 21 + 21 = 175$

B. $n + 21 + 21 = 175$

C. $175 + 21 - 21 = n$

D. $175 + 2 \times 21 = n$

Solve the problem.

(From Unit 3, Lesson 19.)

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4. This problem is missing information to answer the question.

Andre rides his bike to the store. He buys 3 packs of gum. He also buys some milk for \$5. How much does Andre spend in all?

- a. What information do you need to answer the question?
- A. how much milk Andre buys
 - B. how much each pack of gum costs
 - C. how long Andre spends at the store
 - D. how far away the store is from Andre's house
- b. Which expression using a variable for the unknown may be used to solve the problem?
- A. $(m \times 3) + 5$
 - B. $(m + m) - 5$
 - C. $(m \times 3) - 5$
 - D. $m + (3 \times 5)$

(From Unit 3, Lesson 20.)

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 5

Art

Make a collage using old magazines, newspapers, or scrap paper. Combine painting, drawing, and paper for a mixed-media art piece. Use textured materials (e.g., fabric, yarn, or foil) to add depth to your art.

Create a layered artwork showing a scene or story.

Music

Dance to a song and match your movements to the rhythm.

Create a simple movement routine for a favorite tune.

Walk or march in time with a song's beat.

Try pretending to be a conductor and lead an imaginary band.