

WGSD
Alternative Method of Instruction
(AMI)

Third Grade

Day #6

Student Name: _____

Name: _____



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

REMEMBER:

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

game

gym

goal

page

gem

gain

glass

gentle

grab

germ

large

gutter

1

hard g (/g/)

game

2

soft g (/j/)

gym

★ Read these words to a partner.

A Penny for Your Thoughts



Some people think that pennies are lucky. Others think they are just a bother. Today, you can't buy anything for a penny. A long time ago, people could buy a piece of candy for a penny. That same piece of candy costs ten cents now. People are left to ask if it is even a good idea to make pennies anymore.

It costs the United States almost two cents to make one penny. Some people don't even use pennies. They throw them out.

Also, pennies are made of metal that come from mines. As the metal is taken out of the earth, it makes the air dirty.

Do You Know?

The real name for the penny is the "one-cent piece." When the United States was under British rule, it used British money. The smallest coin was a penny. The name stuck when the United States later made its own money.

If we didn't have pennies, it might cost more to buy some things. If bread was \$1.99, for example, the price could go up to \$2.00. However, stores could instead lower the price of bread to \$1.95.

Others think that places that raise money to help people might have a problem if there were no pennies. These places often ask people to give them their pennies. Without pennies, people could give away their nickels instead.

Many people think that it is not a good idea to make pennies anymore. Other countries no longer make pennies. The United States should stop, too.

What's In a Penny?



A penny is made like a sandwich. Thin coats of copper on the top and bottom give the penny its color. Zinc is in the middle and makes up most of the penny.

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NAME _____

Read the Story:

“Penny for Your Thoughts”

Answer the questions below using complete sentences.

How much does the United States spend to make one penny?

If there were no pennies, what might happen to the cost of certain items?

Are pennies valuable? Explain your thinking.

Do you think the United States should stop making pennies?
Explain your thinking.

Title: *Survival in Ecosystems: How Adaptations Help Organisms Live*

Objective:

Students will learn about how certain organisms are better suited to survive in their environments due to their structural adaptations (body parts) and behaviors (actions). They will construct an argument using evidence to explain how adaptations influence survival in ecosystems.

Duration: 20–30 minutes

Lesson Steps

1. Introduction Video (5 minutes)

Create a short video explaining the concept of **adaptations**:



What is one thing that is unique about each of the pictures above?

2. Activity: Observing Adaptations in Action

Materials Needed:

- Paper
- Markers, crayons, or colored pencils

Instructions:

1. **Step 1:** Choose an ecosystem to study (e.g., desert, forest, ocean).
2. **Step 2:** Select three organisms from that ecosystem (e.g., cactus, desert fox, and a rattlesnake for a desert ecosystem).
3. **Step 3:** For each organism, draw or find pictures of them and identify one or more adaptations that help them survive in that environment. Label the adaptation(s) on your picture.
4. **Step 4:** Write a short paragraph explaining how these adaptations help the organisms survive better than others in the same ecosystem.

Example:

- **Cactus:** "The cactus has a thick, waxy coating on its skin that helps keep water inside. This adaptation helps it survive in the dry desert."
 - **Desert Fox:** "The desert fox has big ears that help it stay cool by releasing heat. This helps it survive in the hot desert."
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3. Reflection Activity

Reflect on what they learned by answering the following questions:

- "Which animal or plant did you find the most interesting? Why?"
- "How do you think the environment or habitat affects the way an organism adapts?"
- "If you were an animal living in a different ecosystem, what adaptations would you need to survive?"

Students can submit their answers as a written response, audio recording, or video.

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 6

Art

Draw a scene from your favorite book or movie.

Create a comic strip with at least three panels.

Sketch an animal using only black and white (pencil, charcoal, or pen).

Try a still-life drawing of objects around you (e.g., fruit, toys, or plants).

Music

Draw or write about your favorite song and why you like it.

Share a song you love with a family member and explain why.

Perform something you've practiced for someone at home.

Make a list of five songs that make you happy.

March or tiptoe around the room to two different kinds of music. Do a fast piece and a slower piece, or a happy and a sad piece, or maybe a rock and roll piece and a country piece. You have the choice but keep in a steady beat!

Name _____

1. Solve. Show your thinking.

$$288 + 217 =$$

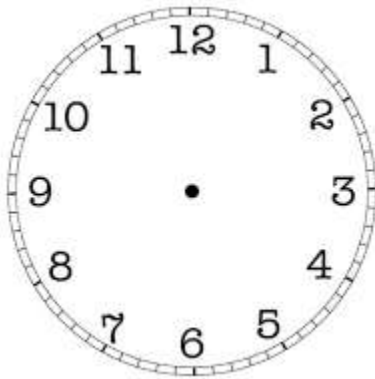
2. Solve. Show your thinking.

$$458 - 267 =$$

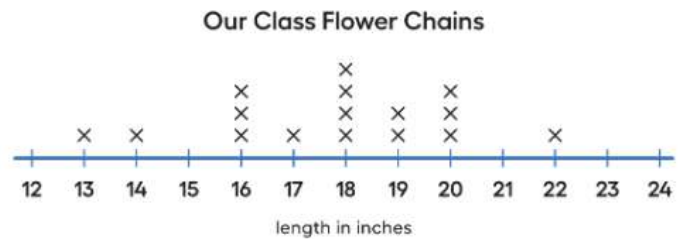
3. How many tens are in 530?

4. Which digit is in the hundreds place in 892?

5. Draw the hands on the clock to show 6:15.



6. Tyler's class made flower chains. The line plot shows the length of some of the chains they made.



What is the difference between the longest and shortest chain?

7. Find the unknown and show your thinking.

$$64 + \underline{\hspace{1cm}} = 96$$

8. Fill in each blank with $>$, $<$, or $=$ to make the statement true.

$$100 + 50 + 7 \underline{\hspace{1cm}} 500 + 10 + 7$$

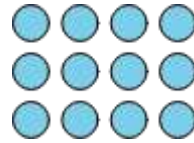
9. Maria has 15 candies. She gives 3 to each of her 4 friends. How many does she have left?

10. Label the point with the number it represents.

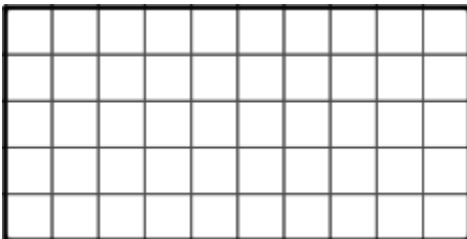


11. Nadia has 4 packs of gum that have 4 pieces each. If she wants to share her gum with 8 of her friends, how many pieces will each friend get?

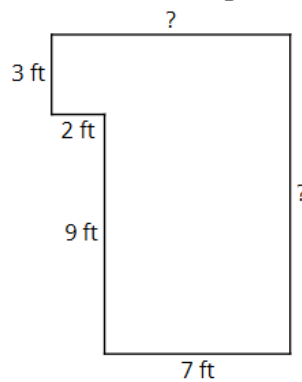
12. Write a multiplication expression to represent this diagram.



13. Write an expression that represents the area of the rectangle.



14. Find the length of the unknown sides. What is the area of the figure? Show your work.



15. Fill in the blank.

$$54 \div \underline{\hspace{2cm}} = 6$$

16. The pet store has 12 turtles. Nina feeds 2 lettuce leaves to each turtle. How many lettuce leaves does Nina feed the turtles?

17. Label the point with the number it represents.



18. Round 76 to the nearest ten.