



# Elementary E-Learning Plan

## Dear Third Grade Parents and Guardians,

This year it has been decided that all classes (P-6) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find three days worth of work for your student to complete on e-learning days **ONLY**. Please only complete **one day's worth of work** on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student's teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

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Thank you, and have a great e-learning day!



# Third Grade E-learning Packet

**Day 1**

**Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> Written activity: <ul style="list-style-type: none"> <li>- Think about the book you read for 'read to self' time. What is the Author's Purpose for writing it? Is it written to <b>Persuade</b>, <b>Inform</b>, or <b>Entertain</b>? Write your answer down in your notebook using this sentence starter: <ul style="list-style-type: none"> <li>• The Author's purpose for writing this book is to_____. I know this because_____.</li> </ul> </li> </ul>
<b>SEL Social Skills</b>	<input type="checkbox"/> Think of an "at home" scenario where you may need to use self talk before you respond. Write your scenario and the self talk you would use, in your notebook. <ul style="list-style-type: none"> <li>- Ex. You are trying to read and your sibling is distracting you by talking loudly/screaming. You might use self talk and say, "Focus your attention on the book" to stay on task.</li> </ul>
<b>Reading Work</b>	<input type="checkbox"/> Review finding key details and identifying the main idea with the following Quick Check passages: <ul style="list-style-type: none"> <li>- <a href="#">Determine Main Idea of a Text</a></li> <li>- <a href="#">Recount Key Details of a Text</a></li> </ul> <input type="checkbox"/> Review Spelling words (word lists were sent home Friday or can be found through email/seesaw from Friday's class Newsletter)
<b>Math Work</b>	<input type="checkbox"/> <a href="#">Subtraction Practice Review</a> Students should practice and review subtraction. Problems will include regrouping.
<b>Music - Biehn</b>	<b>Complete Note Value Review 1.</b>  <b>Note Value Review 1.pdf</b>
<b>PE - Landquist</b>	<p>Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats.</p> <p>Do 10 minutes of various movements running, shoveling snow, playing catch, etc</p>
<b>English Language Development (Mrs. Marcus)</b>	<a href="#">"5 Seconds" Game</a>
<b>Letter Work (Mrs. Elfering/Ms. Hagen)</b>	<p>Think of or find (in a book, magazine, etc.) 5 short a words and 5 long a words.</p> <p>(Ex. Short a- man, ran; Long a- mane, rain)</p>

**Guardian Signature**\_\_\_\_\_

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Passage B

1 Yogi Berra was one of the best baseball players of all time. He was a catcher for the New York Yankees and played for 17 years.

2 Yogi was born in 1925 in Missouri, and he grew up playing sports. His family had money problems, so he dropped out of school in the eighth grade to help them. A few years later, he started playing for minor league baseball teams. In 1946, the New York Yankees discovered his talent. He became the starting catcher for the team.

3 Yogi was a very good catcher and liked to distract the batters. He also liked to talk a lot during games. When a good hitter came to the plate, he started chattering. He hoped to break the batter's concentration so he would make a mistake. Ted Williams, a great batter, once told him to be quiet so he could work!

4 As a batter, Yogi was terrific. He struck at almost any pitch, no matter how bad it was. But he very rarely struck out.

5 As famous as Yogi Berra is for baseball, he may be better known for things he said, such as "It ain't over 'til it's over." He also said: "A nickel ain't worth a dime anymore" and "Nobody goes there anymore. It's too crowded." One sports reporter thinks Yogi's funniest saying of all time was, "If you don't know where you are going, you might wind up somewhere else."

**Comprehension Questions:**

1. Which sentence gives the main idea of paragraph 3?  
Circle the sentence.
2. Underline the sentence that states the main idea of paragraph 4?
3. What is the main idea of the passage as a whole?
4. What would be a good title for this passage?

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

Informational Text

## The Largest National Park

1 Most people have heard of Yellowstone National Park and the Grand Canyon. But have you heard of the Wrangell-St. Elias National Park in Alaska? Many people never have, but it is the largest national park in the United States.

2 The U.S. government began creating national parks in 1872. The first was Yellowstone. The purpose was to preserve the beautiful landscapes for everyone to enjoy in the future.

3 Wrangell-St. Elias National Park is one of the youngest parks. It was established in 1978 and is quite impressive. It covers over 13 million acres of land and is six times the size of Yellowstone. But size is not the most impressive part. You can see nine of America's highest mountains in Wrangell-St. Elias. The park is so large that you can hike for days without seeing a soul. Unlike other national parks, this one has ocean, volcanoes, and glaciers all in one place.

4 The park also has abundant wildlife, including wild sheep, mountain goats, moose, bears, and caribou. On the coasts, sea lions and harbor seals swim in the seas.

5 Only a visit to Wrangell-St. Elias can reveal the beauty of this park. But don't come in the winter. Then it is closed to everyone but the animals that live there.

**Comprehension Questions:**

- 1.What was the first national park? Circle the name.
- 2.What animals can you see off the coast of Wrangell-St. Elias? Draw boxes around the animal names.
- 3.How large is Wrangell-St. Elias? Draw two lines under the sentence that tells.
- 4.Name three special things you can see in Wrangell-St. Elias National Park.

Name:

Solve the following problems anyway you know how. (Don't be afraid to stack them!)

1.  $845 - 322 =$

2.  $524 - 488 =$

3.  $281 - 155 =$

4. Savanna had \$450 from her summer job. She bought a new bike that cost \$199.  
How much money does Savanna have left?

5. If Jimmy bought a pack of 90 Gatorade bottles, and Spencer bought 145 Gatorade bottles, how many more bottles does Spencer have?



## Student Worksheet 1: Whole, Half, Quarter Note

Name: \_\_\_\_\_

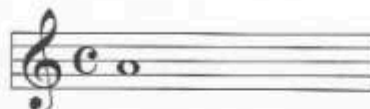
How long a note is held for - its duration - is determined by the note value.

### Whole Note

A whole note (○) is held for four beats in 4/4 time.

The whole note is drawn as an oval and has no stem.

Draw one whole note in each measure.



### Half Note

The half note (♩) looks like a whole note with a stem added.

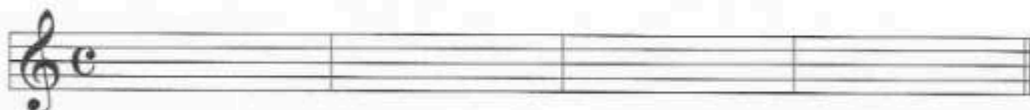
Stems are drawn up on the right side and down on the left side of the note.

If the note is above the middle line, the stem goes down.

If the note is below the middle line, the stem goes up.

A half note is held for two beats in 4/4 time.

Draw two half notes in each measure.



### Quarter Note

A quarter note (♪) is held for one beat in 4/4 time.

The quarter note looks like a half note that is filled in.

Draw four quarter notes in each measure.



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K-4 e-Learning: Day #1

ELL assignment from Mrs. Marcus

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes






## Third Grade E-learning Packet

Day 2

Date: \_\_\_\_\_

Name: \_\_\_\_\_

<b>Independent Reading</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home.</li><li><input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home.</li><li><input type="checkbox"/> Written activity:<ul style="list-style-type: none"><li>- Think about the book you read for 'read to self' time. What is the setting of this story or chapter? Explain how you know and give evidence from the text to support your answer.<ul style="list-style-type: none"><li>• The setting of this story or chapter is _____. I know this because in the book I read _____.</li></ul></li></ul></li></ul>
<b>SEL Social Skills</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Think of an "at home" scenario where you may need to focus your attention. Write your scenario and the skills for learning (self talk, listen, etc.) you will use to focus your attention.<ul style="list-style-type: none"><li>- Ex. Your parent is giving you directions for a chore that needs to be done at home, while you are playing on your ipad. You might pause what you are doing, make eye contact and use self-talk to focus attention and hear directions.</li></ul></li></ul>
<b>Reading Work</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Review Asking/Answering questions with the following Quick Check passages:<ul style="list-style-type: none"><li>- <a href="#"><u>Ask Questions to Demonstrate Understanding of a Text</u></a></li><li>- <a href="#"><u>Answer Questions Using Text References to Demonstrate Understanding of a Text</u></a></li></ul></li><li><input type="checkbox"/> Review Spelling words (word lists were sent home Friday or can be found through email/seesaw from Friday's class Newsletter)</li></ul>
<b>Math Work</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> <a href="#"><u>Addition and subtraction mixed operation review</u></a> Practice addition and subtraction intermixed. Make sure to read the sign before you solve it!</li></ul>
<b>Music -Biehn</b>	<b>Complete Note Value Review 2.</b>  <a href="#"><u>Note Value Review 2.pdf</u></a>
<b>PE - Landquist</b>	Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats. Do 10 minutes of various movements running, shoveling snow, playing catch, etc
<b>English Language Development (Mrs. Marcus)</b>	<a href="#"><u>"5 Seconds" Game</u></a>
<b>Letter Work (Mrs. Elfering/Ms. Hagen)</b>	Think of or find (in a book, magazine, etc.) 5 short e words and 5 long e words. (Ex. Short e-bet, men; Long e-beat, mean)

**Guardian Signature** \_\_\_\_\_

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Horse and Rabbit

1 Horse and Rabbit lived on a farm, and they were born the same day. They grew up together and became great buddies.

2 One day, Rabbit suggested that they go to the hill behind the barn. "Let's roll down the hill. It'll be fun!"

3 So Rabbit and Horse climbed the hill. When they got to the top, Rabbit hugged herself into a ball and rolled all the way to the bottom of the hill. Rabbit laughed and laughed. "It's your turn, Horse!" But when Horse tried it, he couldn't move. "What's wrong?" Rabbit asked.

4 Horse replied, "My legs get in the way and won't tuck in. Let's play in the lake."

5 So Horse jumped into the deep water and began swimming. "Come on in and join the fun!" he said to Rabbit. But when Rabbit hopped into the water, he didn't know what to do. He thrashed around, but he couldn't move. So Horse pushed him back to shore.

6 "There must be something we can do together, but what?" Rabbit asked.

7 Horse nudged Rabbit and let him hop on his head, then onto his back. "Hold on, Rabbit," Horse yelled as he galloped off through the pasture. Rabbit shrieked with delight as Horse ran faster. Everyone on the farm turned to see what all the noise was about.

**Comprehension Questions:**

1. Where does this story take place?
2. What does Rabbit do at the beginning of the story?
3. What can Horse do that Rabbit cannot do?
4. What do Rabbit and Horse do at the end of the story?

Name: \_\_\_\_\_

Solve the mixed addition and subtraction problems anyway you can!

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +63 \\ \hline \end{array} \qquad \begin{array}{r} 57 \\ +43 \\ \hline \end{array} \qquad \begin{array}{r} 87 \\ -14 \\ \hline \end{array} \qquad \begin{array}{r} 94 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 321 \\ +321 \\ \hline \end{array} \qquad \begin{array}{r} 564 \\ +392 \\ \hline \end{array} \qquad \begin{array}{r} 324 \\ -116 \\ \hline \end{array} \qquad \begin{array}{r} 574 \\ -342 \\ \hline \end{array}$$

## Student Worksheet 2: Quarter Rest, Eighth Notes, Dotted Half

Name: \_\_\_\_\_

### Quarter Rest

A quarter rest ( $\text{♩}$ ) is one beat in 4/4 time. A rest is a silent beat. Draw four quarter rests in each measure.



### Eighth Notes

Eighth notes can be drawn separately ( $\text{♪}$   $\text{♪}$ ), but are usually joined as a pair ( $\text{♪♪}$ ). Draw four pairs of eighth notes in each measure.



### Dotted Half Note

The dotted half note looks like a half note with a dot beside it ( $\text{♩.}$ ).

The dotted half note is held for 3 beats in 4/4 time.

Draw one dotted half note in each measure.



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This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!


Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like



Day 3

## Third Grade E-learning Packet

Date: \_\_\_\_\_ Name: \_\_\_\_\_

<p><b>Independent Reading</b></p>	<p><input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home.</p> <p><input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home.</p> <p><input type="checkbox"/> Written activity:</p> <ul style="list-style-type: none"> <li>- Think about the book you read for 'read to self' time. What has been your favorite part of the story so far? Why? Write your response in your notebook.</li> <li>• My favorite part so far of the story I am reading was when _____ because _____.</li> </ul>
<p><b>SEL Social Skills</b></p>	<p><input type="checkbox"/> Think of an "at home" scenario where you may need to be assertive to ask for what you want/need in a <b>respectful</b> way. Write your scenario and what you would say in an assertive way, in your notebook.</p> <ul style="list-style-type: none"> <li>- Ex. You are watching a movie and a sibling keeps trying to talk to you while you really want to focus. You might say in a <b>respectful</b> way with eye contact and a clear strong voice, "I hear you and I really want to watch my movie right now, can I talk with you later?"</li> </ul>
<p><b>Reading Work</b></p>	<p><input type="checkbox"/> Review recounting the story and identifying the lesson, or moral with the following Quick Check passages:</p> <ul style="list-style-type: none"> <li>- <a href="#">Recount the Story</a></li> <li>- <a href="#">Identify Central Message, Lesson, Moral</a></li> </ul> <p><input type="checkbox"/> Review Spelling words (word lists were sent home Friday or can be found through email/seesaw from Friday's class Newsletter)</p>
<p><b>Math Work</b></p>	<p><input type="checkbox"/> <a href="#">Multiplication review</a> Students will make repeated addition into multiplication problems and then multiplication problems into addition. Students will also solve 1 problem with the array method.</p>
<p><b>Music - Biehn</b></p>	<p><b>Complete Note Value Review 3.</b>  <a href="#">Note Value Review 3.pdf</a></p>
<p><b>PE - Landquist</b></p>	<p>Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats.</p> <p>Do 10 minutes of various movements running, shoveling snow, playing catch, etc</p>
<p><b>English Language Development (Mrs. Marcus)</b></p>	<p><a href="#">"5 Seconds" Game</a></p>
<p><b>Letter Work (Mrs. Elfering/Ms. Hagen)</b></p>	<p>Think of or find (in a book, magazine, etc.) 5 short i words and 5 long i words.</p> <p>(Ex. Short i-bit, lit; Long i-bite, light)</p>

Guardian Signature \_\_\_\_\_



Directions:

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Hazel's Bike Ride

1 Hazel lived in the countryside. She loved this time of year when all the fruit trees were covered with ripe fruit.

2 One day, Hazel got a new bike with a big wicker basket on the front. Hazel rode that bike all afternoon and never wanted to stop. But then she felt a little hungry. She spotted an apple tree and climbed it to pick some apples. She put them in the basket on her bike.

3 Meanwhile, her mother called, "Hazel, it's time to come home!"

4 Hazel didn't hear her mom because she was riding her bike toward a tree loaded with peaches. She picked as many peaches as she could. Then she put them in the bike's basket with the apples.

5 Again, her mother called, "Hazel, it's getting late!"

6 Hazel still didn't hear her mother because she was riding her bike. Just ahead, she spotted a nut tree that was full of ripe nuts. She climbed the tree and picked the nuts. Then she put them into the basket.

7 Finally, Hazel turned toward home.

8 Her mother was waiting for her and said, "Hazel, it's time for dinner!"

9 Hazel said, "I know! I have brought it home in my basket!"

### **Comprehension Questions:**

1. What is the first important event of the story?
2. Describe what Hazel's mother does in this story.
3. What does Hazel do all afternoon?
4. Tell how the story ends.



**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## The Farmer's Treasure

1 A rich farmer was getting very old, and he was concerned about his farm. His three sons were not very hard workers, and he worried about what would happen to them. So he called his sons together. He said, "A treasure is buried on this farm. I cannot tell you where, but if you dig every inch of the fields, you will find where it is hidden."

2 So the sons began digging the very next day. They worked very hard, and soon all the soil had been overturned. However, they found no treasure.

3 But since the soil was ready for planting, the three sons put seeds in the ground. They planted all kinds of crops.

4 Months later, the sons harvested the crops. They took the vegetables to market and sold most of what they had picked. The sons made more money than they ever thought possible.

5 The next day, the sons went to their father. The oldest one said, "We found a valuable treasure in the ground, but it was not what we expected!"

6 Their father said, quietly, "Yes, hard work is a treasure on a farm like this. My sons, you have become very wise."

**Comprehension Questions:**

1. Why was the farmer worried about his sons?

Underline the sentence that tells the reason.

2. How did the farmer trick his sons into digging up the fields?

3. What lesson did the sons learn from their father?

Name: \_\_\_\_\_

Rewrite the following addition sentences as multiplication. Also, rewrite the following multiplication sentences as addition.

1.  $8+8+8+8 =$

2.  $4+4+4+4+4+4 =$

3.  $7 \times 2 =$

4.  $3 \times 5 =$

5.  $6+6+6+6+6 =$

6.  $4 \times 7 =$

Draw an array for the following multiplication problem, write your answer and put a STAR around it.

$6 \times 4 =$

## Name: \_\_\_\_\_

**To Do:** Tell what kind of note is given and how many beats it will receive in 4/4 time. The first example is done for you.

- To Do:** Say the following rhythm using the names ta, sh, titi, too-oo:



K-4 e-Learning: Day #3

ELL assignment from Mrs. Marcus

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house