

Dear Families,

We appreciate your support in the continuing education of your children at home over the next 2 weeks! We are sharing many valuable resources and ideas with you here. You may choose activities to do each day and use whatever time frame works for you and your family!

If you have any questions please contact your teacher. We wish all of our Ward families health and strength through this uncertain time!

Sincerely,

Third Grade Teachers of Ward

Each day try to incorporate approximately :

1 hour of Reading activities

1 hour of Math

45 minutes of Writing

30 minutes of Science or Social Studies

35 minutes of a CAMPEL activity

15 minutes of FLES (Spanish instruction)

Online Resources:

IXL:

In IXL **Reading**, there is a whole menu of teaching points, under THIRD GRADE language arts including : main idea, theme, text structure, author's purpose, inference... Choose 1 to focus on each day.

In IXL **Math**, also an extensive menu of topics like multiplication, division, word problems, and fractions.

We have most recently been studying fractions so that is a great place to start!

Brainpop: newrochelle nr4789

Brainpopjr: nrwbwes Newrochelle

Brainpop and BrainpopJr are great to reinforce topics or to introduce something new. They are fun for science and social studies!

Duolingo for Spanish instruction

Reading Suggestions:

RAZ Kids:

Check out these suggestions, but also explore other texts that fit your child's interests and individual reading level:

Fiction ideas:

The Leprechaun Trap, Level K

The Homework Lesson, Level P

Writing on the Wall, realistic fiction, Level T

The Hollow Kids is a series of mystery stories with of Raz Kids Levels Q,R.S.T

Non fiction ideas:

Animal Discoveries (available at levels O, R, and U)

Ocean Animals, Level M

Albert Einstein, biography Level T

The Amazing Amazon, Level U

Your children should be reading and responding or “jotting” down their thoughts every day for 30 minutes or longer. During reading workshop, the students independently read and write in their notebooks. Use a notebook you have at home or staple some papers together to make one. Date the pages and write the title of each new book at the top of the page. Take notes daily about your reading. Some suggestions/response questions to think and write about are below.

While reading **fiction**:

1. Think about the **main character**. What kind of person are they? What character traits describe them? What do they say or do that makes you think that (evidence)?
2. Think about the **secondary characters**. Are they sidekicks? Are they challengers? Are they advisors? Give evidence and details that explain why you think that.
3. Make a **story mountain**. Write down the problems they face throughout the story and mark the climax or change in events. Then show the resolution or how the character solves their problems.

4. Does your **character change** throughout the story? If so how? What were they like in the beginning? What were they like in the end? What caused them to change?
5. Make **predictions** as you read. Then confirm or negate if you were correct as you read on.
6. Keep a list or **questions** or confusions you have about your stories.
7. Give yourself a **comprehension check**. Make a T-chart and write down Who and What happened in the chapter or chunk of text that you read.

You may also access reading suggestions from our reading department in the Distance Learning section of the Ward School homepage.

Responding to Fiction Reading:

Fiction Reading Response Questions

1. What does the main character/characters learn in this story?
2. What do you predict will happen next in this story? What information in the text helped you make that prediction?
3. What is the main problem of the story? If you know, how was the problem solved?
4. What is the setting of the story? How do you know?
5. What was your favorite part of this story? Why?
6. Who is the main character? Describe him/her using three adjectives/character traits.
7. Why did the author probably write this story?
8. What lesson did you learn from this story? Explain.
9. Is there anything you would change about the story? What is it?
10. Would you like to be a character in this story? Why or why not?
11. How do you feel about this story? Would you recommend it to someone else? Why or why not?
12. Summarize what you read today. What were the most important events? Did you learn anything new about the characters?
13. What is the story mainly about?
14. What was your favorite part of this story? Why?
15. If you were the author, what would you change in the story? Why would you make that change?
16. Is what you read believable? Why or why not?

Fourth and Ten, 2012, 20

Responding to Non-Fiction Texts

Non-Fiction Reading Response Choice Board		
Interesting Fact Explain the most interesting thing you learned from the reading and why it stood out for you. Be specific & reference the text.	What I Learned What are two new pieces of information that you learned from your reading?	Opinion What is your opinion on the topic you read about? How do you feel about the issue? Are there any moral issues present?
Main Idea What is the main idea of the text? In other words, what is the passage mostly about?	Vocabulary Pick 1 vocabulary words that either you don't know the meaning of or are important to understanding the text. Complete a Frayer Model card for each word.	Details What are 3 details from the text that support the main idea?
Questions After reading the article or selection, what are 2 questions you have that you could research to find more about?	Visual Images Choose a diagram, map, chart, graph or image that is important to the text. Draw the image & explain its significance to the text.	Summary Use who, what, when, where, and why to summarize what you read.

Directions: Choose 3 activities to complete by creating a tic-tac-toe and passing through the center. Use the attached templates, cut them out and glue them into your reading notebook.

Use evidence from text!

Math Suggestions:

Dreambox or IXL:

Please have your child complete 40 minutes of Dreambox or IXL daily. We have assigned some lessons and there are many more beneficial lessons students can be engaging in. This is a great time to review 2-3 digit addition and subtraction, practice multiplication and stay current with fractions!

Close to 100 card game: Instructions, score sheet and digit cards in link below

- https://www.milforded.org/uploaded/MPSOurSchools/Calf_Pen_Meadow/Close_to_100.pdf
- <http://www.math-play.com/Interactive-Math-Games.html>

Writing Suggestions:

Opinion writing: Choose a topic that you feel a passion for or that you have thoughts about: Animals in restaurants; cell phones for elementary students; mixed teams (boys and girls on the same team); or come up with your own idea.

Write a piece that persuades your reader of your opinion! Start with a hook, state your claim, give 3 reasons, and conclude with a strong ending.

Here are a few more ideas to choose from:

Best Relative

Your local newspaper or blog is ready to select the city's best relative. Think of somebody in your family, whether it be a close or distant relative, and demonstrate why he or she deserves to win this distinction. What are some of the qualities that make this person a great family member? What does he or she do better than relatives in other families?

Celebrity Speaker

Your principal is planning to invite a famous speaker to address the entire student body on the characteristics of a good citizen. Write to the principal and give your suggestion for the person you most want to see at the presentation. What makes the celebrity qualified as a speaker, and what should he or she discuss? What has this person done in the past to demonstrate the qualities of a good citizen?

Cell Phones

Are cell phones okay to have in the 3rd grade? You can write your essay on why kids should be allowed to have them at all times, or why phones should be banned from class. What are the advantages of having a phone? What kind of distractions could be avoided if they were kept out of the classroom?

Personal Narrative: There is a lot happening right now so the kids may have a new story to tell! A strong personal narrative tells about a life event that takes place in a short period of time (not a full 14 day quarantine!) It should start with an interesting beginning, have a detailed middle, and an ending that evokes emotions. Remember to include dialogue, third grade vocabulary, and sensory details.

Other Ideas:

Word Study:

Attached is a link with a list of **homophones**. (Homophones are two words with the same sound, but different meaning and spellings. For example: threw/through, read/reed, write/right, dear/deer, son/sun, blew/blue, etc) Link to list: <https://www.poetrysoup.com/homophones/>

Pocket Game: One fun way to study homophones is to have children pick a pair of homophones and write each one on a small piece of paper to put in each pocket. Throughout the day you can ask, "What is in your right (or left) pocket?" The children have to remember which word is in which pocket, along with the spelling and the meaning. They say the words, spell it, and use it in a sentence. So in my right pocket I might have: "SEA. S- E- A The ship sailed across the sea." And in my left pocket I might have: "SEE S-E-E- I can see the birds flying in the sky." (This game can also be used to practice **multiplication facts!!**)

IXL: IXL also has some great skill practice under Language Arts then Vocabulary. Topic ideas under Vocabulary: Shades of Meaning, synonyms and antonyms, vocabulary, homophones and multiple meaning words. Once the children are working on skill sets there is an option LEARN WITH AN EXAMPLE to click and read a little mini-lesson to help them get on track.