

E-Learning Activities for Students

3rd Grade - Day One

	Math	Reading and Writing	Science	Social Studies	Electives
Lesson Title:	Fractions on a Number Line	Visualizing	Magnetic Forces	Illinois Landforms and Waterways	PBIS
Objective:	Students will practice making number lines with appropriate fractions	Students will be able to make a movie in their mind while reading	Students will identify objects that are attracted by a magnetic force	Students will identify local landforms and waterways	Students will know what it means to show positive behavior at school.
Materials:	Paper and Pencil	Paper, pencil, and book of their choice	Paper, pencil, magnet	None	Art supplies
Activities and Instructions:	<p>Students will draw 3 number lines from zero to 5. On each number line, students will locate the following points:</p> <p>Number Line 1:</p> <ul style="list-style-type: none"> • $\frac{3}{4}$, $2\frac{1}{4}$ • $4\frac{1}{4}$, $4\frac{2}{4}$ <p>Number Line 2:</p> <ul style="list-style-type: none"> • $3\frac{1}{2}$, $\frac{8}{2}$ • $1\frac{1}{2}$, $\frac{10}{2}$ <p>Number Line 3:</p> <ul style="list-style-type: none"> • $\frac{3}{3}$, $3\frac{2}{3}$ • $\frac{1}{3}$, $\frac{13}{3}$ 	Students will read for 20 minutes, creating mental images based on rich descriptions in the text	Students will use a magnet on items found around the house. Make a list of items placed against the magnet and if there was a force or not.	Students will go for a walk with an adult and/or other family members and identify local landforms and waterways	<p>Students will make a Center PBIS Poster to demonstrate the following:</p> <ul style="list-style-type: none"> • Be Safe • Be Respectful • Be Responsible
Independent Practice:	Students should locate and label 2 additional fractions on each number line	Students will draw an illustration of the movie in their mind.	Students will make 2 column notes with the left side labeled HAS A FORCE, and on the right side DOES NOT HAVE A FORCE. Students then list the items from the scavenger hunt under the correct column.	Students will describe the landforms and waterways they saw (example: hills, rivers, creeks, plains, etc)	Students will practice presenting their poster to an adult.
Check for Understanding:	<p>Students should make a fourth number line and put the following fractions in order from least to greatest.</p> <ul style="list-style-type: none"> • $\frac{1}{3}$, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{5}{8}$, $\frac{4}{4}$ 	Students use their illustration to retell the story to another.	If students do not know how to sort the objects, go back to using a magnet on different items and record the results as you go.	Ask your student if they know how these landforms and waterways are important	

Every Day: Practice Math Facts

Parent Signature: _____

E-Learning Activities for Students

3rd Grade - Day Two

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Writing story problems and fact families	Story Elements	Environment and Survival	Illinois	Exercise and Movement
Objective:	Students will be able to write story problems and fact families	Students will be able to identify story elements in a fictional text	Students will be able to identify what makes an organism less likely or more likely to survive in an environment.	Students will be able to identify their city, state, and country.	Students will be able to learn a line dance.
Materials:	Pencil and paper	Fiction Text of their choice, Paper, Pencil	Pencil, paper	Pencil	ChaCha slide song.
Activities and Instructions:	<p>Have your child solve the following story problem:</p> <p>Taj walked into the parking lot and saw 36 tires. How many cars are in the lot?</p>	Have your child read a fictional text for 20 minutes.	Have your child identify an organism in their environment (inside or outside). Name the organism, environment and needs for survival.	Have your child orally tell you what city, state and country they live in.	Have your child follow the movements to the ChaCha slide song by D.J Casper.
Independent Practice:	Have your child write fact families from the story above.	Have your child list on paper the characters, setting, mood, tone, and 3 plot elements from their reading.	Have your child look around the home or garden for organisms and their needs for survival.	.Have your child write a paragraph explaining where they live.	Dance to the ChaCha slide.
Check for Understanding:	Have your child write a story problem and solve it. Also write fact families for the story.	Have your child write 5 sentences about how the story would be different if it was set somewhere else.	.Ask your child how likely or unlikely the organism will survive in a different environment.	Ask your child the city, state, and country they live in but in different orders, Example:city, country, state.	See if your child can follow the movements smoothly.

Every Day: Read for 20 minutes. Write five sentences.

Parent Signature: _____

E-Learning Activities for Students

3rd Grade - Day Three

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Elapsed Time	Making Connections	Forces Word Sort	Supply and Demand	Creative time
Objective:	Students will determine elapsed time.	Students will make text-to-text, text-to-world and text-to-self connections.	Students will review science vocabulary.	Students will explore how supply and demand is affected during an emergency	Students will complete a task that fosters creativity.
Materials:	Paper, Pencil, analog clock (as a visual aid, not a necessity)	Paper, Pencil, and a Book of their choice	Paper, Pencil, and Scissors.	Paper, pencil	Pencil and Paper, other items to be determined.
Activities and Instructions:	<p>Students will identify the amount of time that passed from one time to another.</p> <ul style="list-style-type: none"> • 3:30 to 5:20 • 11:15 to 12:45 • 9:00 to 11:20 • 7:45 to 8:50 • 8:35 to 9:55 • 10:30 to 1:15 	Students will read for 20 minutes while making connections to another book, the world or themselves. This can be done during or after the reading.	Students will write the vocabulary word on the left side of the paper and the definition on the right. Cut them apart to match the vocabulary words with the appropriate definition.	<p>Have students look around the house and make a list of 10 household items. Have them sort their list into 3 columns.</p> <ol style="list-style-type: none"> 1. Things we must have 2. Things we like to have 3. Things we can live without 	<p>Complete one of the following tasks.</p> <ul style="list-style-type: none"> - Build with legos, Draw, Make a craft, Play or write music, Cook or bake (with an adult)
Independent Practice:	Determine elapsed time for the times listed above.	Students will write down one connection of each type.	<p>Force- a push or a pull</p> <p>Object- a thing that can be seen or touched</p> <p>Evidence- information that helps you figure out an answer to a question</p> <p>Observe- to use any of the 5 senses to learn more about something</p> <p>Magnetic Force- when magnets exert a force on each other</p>	Discuss with a parent why they sorted the list in this way.	Make a picture and/or write about the task completed.
Check for Understanding:	Have your student explaining their thinking and strategy	Students will explain their connections to someone	Students will use each of the vocabulary words in a sentence.	Ask your student what might we do if one of the essential items is no longer available.	Share your work with a friend or family member

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E-Learning Activities for Students

3rd Grade - Day Four

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Multiplication & Division	Character Traits	Forces All Around	Incentives	Mindfulness
Objective:	Students will be able to write 8 fact families after practicing multiplication facts.	Students will use text and pictures to identify the character traits of a character.	Students will be able to identify pushing and pulling forces	Students will how incentives encourage us to take action	Students will identify what they can do to keep themselves engaged and learning this week.
Materials:	Multiplication flash cards, pencil, notebook	Book of their choice, paper, and pencil	Paper and pencil	Paper and pencil	Art supplies, notebook, pencil
Activities and Instructions:	Students will practice their multiplication facts for 20 minutes working on their fluency (quickness) while running through their multiplication flashcards.	Students will read their book of choice for 30 minutes. While reading the student will pay attention to the characters actions and words to identify character traits.	Students will take ten minutes to observe forces around the house. While observing, the student will record observations of 5 pulling or pushing forces they see around the house on a piece of paper	Students will identify a task that needs to be done at home and suggest an appropriate reward (incentive) for completion	Students will brainstorm ideas/draft for a poster (a page in their notebook) of positive things they can do for the week.
Independent Practice:	Students will choose 8 facts and build a fact family for each fact by writing the eight fact families into a notebook. Ex: $3 \times 6 = 18$ $6 \times 3 = 18$ $18 / 6 = 3$ $18 / 3 = 6$	Student will write a journal entry stating the character traits that best describe the character. The student will use evidence from the text to support their answer.	Record observations on paper.	With adult approval, complete the task and receive the desired incentive	Design a poster choosing ideas of things that will engage you and keep you learning for the week. Explain how you will exercise your brain and keep yourself learning in a positive way this week.
Check for Understanding:	Students find the matching flashcard, check their fact families & show someone.	Student will share their journal entry with a family member.	Show someone in your family your work and explain your observations.	Discuss with an adult why the incentive (reward) encouraged doing the task	Show someone in your family and hang up your poster to share your ideas!

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E-Learning Activities for Students

3rd Grade - Day Five

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Math Facts	Reading with Fluency	Classifying actions	Current Events	Outdoor Education
Objective:	Students will practice their multiplication math facts.	Students will use tone and expression to read a story to a sibling.	Students will identify actions as a push or pull	Identify the effect that current events have on your life.	Students will go for a walk around the neighborhood
Materials:	Paper, pencil	A book of choice	Paper, pencil, scissors, glue/tape	Newspaper Article/watch news	nothing
Activities and Instructions:	Students will practice their multiplication math facts (1's,2's,3's,4's,5's,6's,7's, 8's, 9's,10's,11's,12's) for 20 minutes	Read a book aloud to a sibling or adult with different emotions (angry, happy, sad, confused etc.)	Write the words below on paper, make a 2 column note and sort the actions as a push or a pull. Draw a picture by each action showing the direction of the push or pull.	Watch news and/or read a new article about the school closure/ Current events	Walk around the neighborhood or yard and observe what is in your environment.
Independent Practice:	Practice facts using pencil and paper.	Students will rehearse with a sibling or adult.	Write actions on paper: falling to the ground, opening a door, closing a door, kicking a ball, braking on a bike, press a gas pedal on a car, press buttons on a phone, climb up a rope	Write a paragraph about how the school closing is affecting you, your family, and your community.	Make a list of your observations, why are they important.
Check for Understanding:	Demonstrate how to use an array to find the product of a multiplication fact.	Identify emotions after reading and why it may express that.	Students will draw a picture that demonstrates the direction of the push or pull.	Ask your child to restate the effects that current events have on their lives.	What is important in your environment?

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E-Learning Activities for Students

3rd Grade - Day Six

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Comparing Fractions	Narrative Writing	Weather Poem	Identify Kindness Actions	P.E.
Objective:	Students will compare fractions using $>$, $<$, $=$ symbols, and draw and example of each.	Students will write a story based on their life.	Students will identify the weather and create a poem about the weather	Students will identify acts of kindness.	Students will understand the value of physical activity.
Materials:	Paper and pencil	paper and pencil	Paper, pencil, paper, or computer	Paper, something to draw with.	none
Activities and Instructions:	$1/2$ ___ $6/9$ $1/8$ ___ $2/8$ $3/5$ ___ $3/4$ $1/2$ ___ $2/4$ $5/6$ ___ $2/2$ $3/4$ ___ $2/3$ $1/3$ ___ $2/6$	Talk with your student about a special gift they have received. Ask your student to write a paragraph about the day they got the gift.	Students will observe the weather outside, then create a poem on paper, or in a google doc about the current weather for the day.	Discuss being kind with your student. Ask them to tell you some examples of what they can do to show kindness.	Students should pick an activity that requires physical movement. For example, walking, running, riding a bike or dancing.
Independent Practice:	Compare fractions using comparison statements and drawings as evidence.	Write a paragraph about getting a special gift.	Students will create poems, and in addition draw pictures to accompany poems.	Have your student draw pictures of acts of kindness they can do for others	Students should do their chosen activity for 20 min.
Check for Understanding:	Check to make sure students have an understanding of what the fractions look like in comparison to one another.	Read your student's writing and check to see if it is in chronological (time) order. Check to see if your student remembered to use capitals and ending punctuation.	Check to make sure that student understands the current weather and is able to describe it in writing and pictures.	Check to make sure students understand what kindness is, and how they can show kindness to others.	Check to make sure your student is participating in their chosen activity.

Every Day: Read for 20 minutes. Write five sentences.

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