

Dear Third Grade Families,

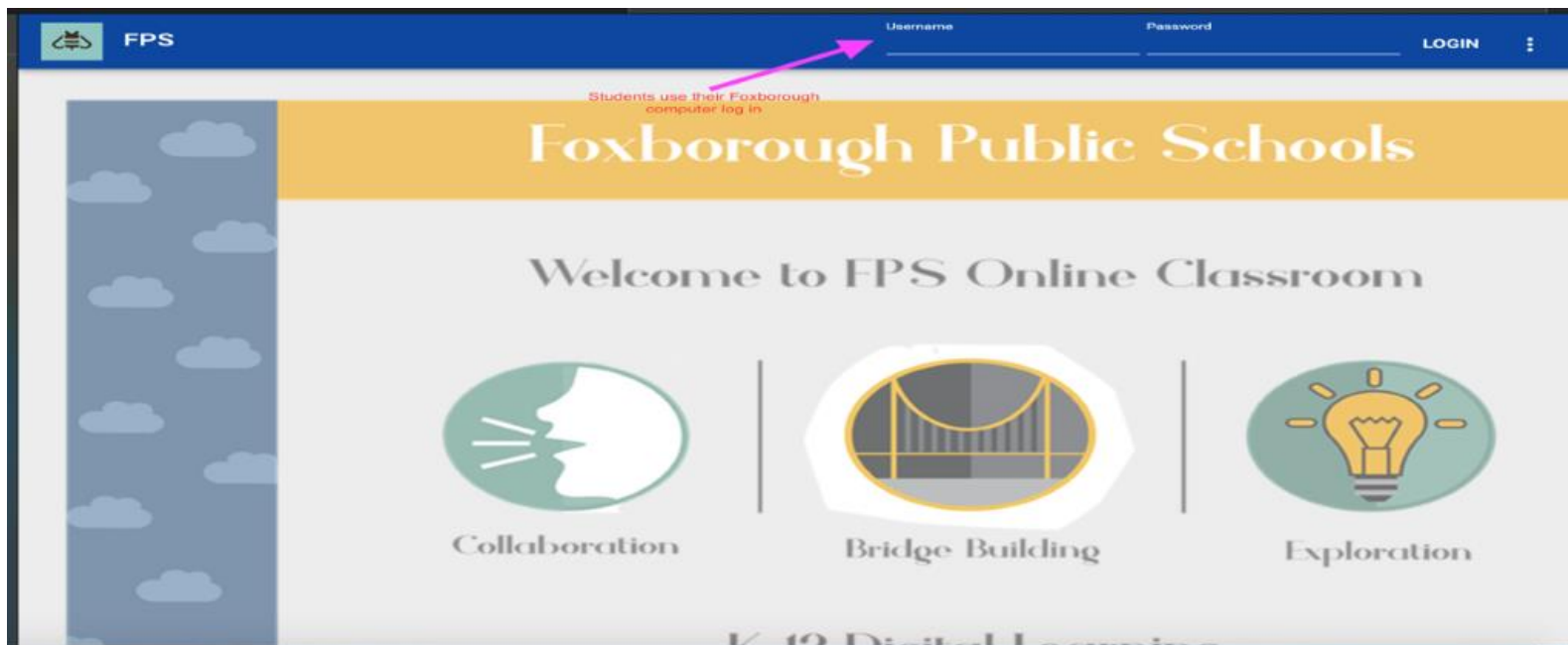
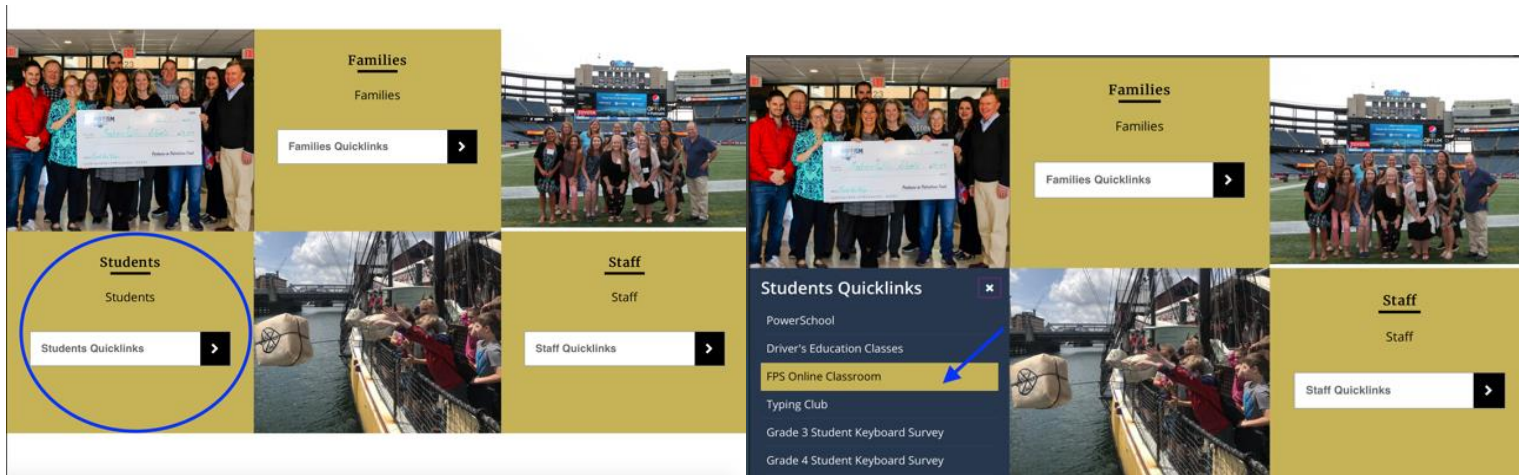
We hope that all of you are well and enjoying some fun learning opportunities with your family! We just wanted to remind families that we will be continuing remote learning through April Vacation. However, Monday, April 20, 2020 is a National Holiday and will not include remote learning. Please do not hesitate to reach out to your child's teacher with any questions regarding the activities and assignments. As a reminder, third grade teachers will have "office hours" from 10:30-11:30 every weekday and we will NOT be conducting Zoom conferences with students. Math specialists, reading specialists and special education also have office hours every day from 8:30-9:30 should you need to reach out to them as well.

Please remember to visit the [Covid-19 Resource Page](#) that has been added to the Foxborough Public Schools homepage.

The information on that page details our Remote Learning Plan and clarifies the required and optional learning activities. As we enter this week, we are transitioning to including two must do assignments.

- Students will complete **TWO MUST DO** assignments this week. Both assignments are clearly highlighted at the top of this week's learning plan.
- Students will be using an online platform called Buzz to complete both must do assignments. Students are familiar with logging in and using this, but here is a quick refresher.

Go to the Foxborough Public Schools homepage. Scroll down to Student QuickLinks. Reminder: You will be logging in the same way that you do to get onto the computer in school. Children that were new to the school may need to include **aaa** after your lunch number for the password.



- If you need clarification about which assignments are the “**MUST DOs**”, how to access or use the Buzz platform, or your child’s log in information please reach out to your child’s teacher during their office hours.

Teachers will be providing feedback to students about their assignment through the Buzz platform. We are asking that students have the math assignment complete by Wednesday and the reading assignment completed by Friday so that teachers have enough time to respond to each student. The rest of the learning activities are provided for learning and enrichment and do not need to be given to your child’s teacher. The amount of may do assignments is completely up to you as we realize that some families want more, and others are feeling a bit overwhelmed. We will clearly indicate which assignments are required and are available to answer any of your questions.

As always, the health and wellbeing of our students and their families is our priority. Please let us know how we can continue to support you during this time. Our hearts are with our students and we miss them!

Fondly,

The Third Grade Team

## Grade 3 Resources

*The following activities will support all students in reviewing and practicing skills that they have most recently been working on in class.*

**Week of: April 13<sup>th</sup>-April 17<sup>th</sup>**

### **MATH MUST DO ASSIGNMENT: DUE WEDNESDAY**

**This is a required assignment and will be submitted online to your child's teacher.**

Visit the **FPS Online Classroom (Buzz)** to locate the assignment (if you need help with access, contact your child's teacher during their office hours).

**Assignment:**

- In Buzz, find the math activity with the image shown below.
- Respond the questions in Buzz. Be sure to use math vocabulary in your response. Your response should be at least two complete sentences. If you choose to draw your response, you may upload a photo in the response box.

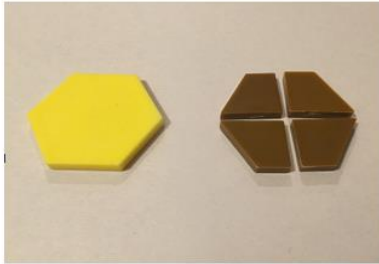
- When your response is done, you can submit it to your teacher. Your teacher will read your response and provide feedback to you on Buzz.

Hi Third Grade Mathematician!

Look at these two pictures. Tell one way these pictures are different. Tell one way these pictures are the same.

Don't forget to use math words or pictures!

Type your response or upload your work as a photo.



## **ELA MUST DO ASSIGNMENT: DUE FRIDAY**

**This is a required assignment and will be submitted online to your child's teacher.**

Visit the **FPS Online Classroom (Buzz)** to locate the assignment (if you need help with access, contact your child's teacher during their office hours).

### **Assignment:**

- In Buzz, you will be able to watch the video of the story Sophie's Masterpiece being read aloud.
- Use the Guiding Questions to help you think about the story as you listen to it. You do not need to write down answers to these questions, just keep them in mind as you listen to the story to help your comprehension.
- After listening to this story, please respond to the Writing Prompt. Your response should be in paragraph form and contain:
  - a topic sentence,

- evidence from the story to support your answer
  - a closing sentence.
- 
- When your response is done, you can submit it to your teacher. Your teacher will read your response and provide feedback to you on Buzz.
  - Please review this [SAMPLE RESPONSE](#) and this list of [CHARACTER TRAITS](#) before you do your work.

**Lotus and the Feather:** Exemplar

**Writing Prompt:**

How did the children's feelings about Lotus change from the beginning to the end of the story? Use at least two details from the story to support your response.

Start with a Topic Sentence

Include Transitional Phrases

In this story, the children's feelings towards Lotus changed. **At first**, when Lotus had lost her voice due to a winter illness, the children treated her like a strange creature. The children never invited Lotus to play with them. Poor Lotus was so lonely!

**When Lotus played her music**, Feather followed her to school and the children were amazed to see Feather dance. Every day the children joined Lotus and Feather dancing and cheering.

By the end of the story, Lotus was no longer lonely. Through the help of Feather, she had made many friends!

Include specific details from the story.

Be sure to end with a Closer.

**Active Reader Word Chart:  
Identifying Character Traits and Feelings**

A character **trait** is something you notice over and over throughout a text that shows how a character acts, thinks, and feels in many different situations.

A character **feeling** is something you notice one time or a couple of times in a text that helps you understand the character right now.

- |               |             |            |
|---------------|-------------|------------|
| afraid        | determined  | miserable  |
| angry         | dishonest   | patient    |
| ashamed       | embarrassed | proud      |
| bored         | excited     | reckless   |
| brave         | foolish     | scared     |
| calm          | frustrated  | selfish    |
| careful       | funny       | shy        |
| careless      | gloomy      | silly      |
| cautious      | grumpy      | sorry      |
| cheerful      | honest      | surprised  |
| clever        | hurt        | thankful   |
| compassionate | jealous     | thoughtful |
| content       | kind        | wicked     |
| cross         | loved       | wise       |
| cruel         | loving      | worried    |
| curious       | mischievous |            |

**MAY DO ACTIVITIES:**

If you are looking for *additional* learning activities for your child, this is a *suggested* plan. The activities below are NOT required and work from these activities should not be submitted to teachers. You and your child can pick and choose as needed.

	Reading	Writing	Math	Science/Social Studies
<b>M O N D A Y</b>	<p>1. Read or have someone read to/with you for 30-35 minutes. You may also choose one of your stuffed animals and read to them.</p> <p>2. Read <a href="#">“The Great Molasses Flood of 1919”</a> from scholastic magazine.</p> <p>When you are finished reading,</p> <ul style="list-style-type: none"> <li>Use this <a href="#">CHECK LIST</a> to look for text features in the article.</li> <li>Choose <b>one</b> text feature and explain how it helps you as a reader.</li> </ul>	<p>What’s your opinion?</p> <p>Think about your recent experience learning at home. What do you think? Is it better to learn at home or go to school?</p> <ol style="list-style-type: none"> <li>Complete <a href="#">this graphic organizer</a> listing the pros and cons of each.</li> </ol>	<p><b>Begin work on Math Must Do assignment.</b></p> <p>Multiplication Monday:</p> <ol style="list-style-type: none"> <li>Practice your 9’s facts by choosing one (or more!) of these options: <ul style="list-style-type: none"> <li>Print out a <a href="#">practice page</a> or two and use the build down strategy to practice.</li> <li>Play <a href="#">Nurse Shark Bump</a>.</li> <li>Play <a href="#">Multiplication Squares</a>.</li> <li>Print and complete the <a href="#">mystery picture</a>.</li> <li>Use the <a href="#">fact fluency links</a> on the Foxborough website. Choose 9’s facts when starting the game.</li> </ul> </li> </ol>	<p><i>Science:</i></p> <ol style="list-style-type: none"> <li>Either watch this <a href="#">video</a> or read <a href="#">this article</a> to review forces and motion.</li> <li>Answer these <a href="#">questions</a> about the video.</li> <li>Optional at home <a href="#">science experiment</a>.</li> </ol>
<b>T U E S</b>	<ol style="list-style-type: none"> <li>Read or have someone read to/with you for 30-35 minutes.</li> </ol>	<p>Which would you rather do; learn at home or go to school to learn?</p>	<p>Try It Tuesday:</p> <p>Today you will learn about a type of graph called a line plot!</p>	<p><i>Science:</i></p> <ol style="list-style-type: none"> <li>On a piece of paper make 3 columns. Label one column Push, one column Pull and one</li> </ol>



**D  
A  
Y**

2. Reread “[The Great Molasses Flood of 1919](#)” from Scholastic magazine. What is the main idea? Gather up facts and sort them into two groups: interesting facts vs. those that are important to the main idea. [Use this chart to keep track of your thinking.](#)
3. Share you learning with someone at home.

Today, using your list from Monday, complete [this graphic organizer](#) to help you **elaborate** on your ideas.

Once your organizer is complete, write flash draft about your opinion.

1. Set your timer and write as much as you can in 3-5 minutes.

Here are some **Sentence Starters**:

Have you ever...

Let’s not forget...

You wouldn’t believe...

If you think that’s bad, ...

Another reason...

I don’t know about you, but...

For all these reasons...

As you can see...

1. Watch this [lesson video](#) to learn how to make and read a line plot.
2. Complete the [line plot practice pages](#).
3. How many windows does **each** room in your house have? Are they similar in number or different? Let’s find out! Count the number of windows in each room of your house. Make a line plot that shows the data you collected. Remember the steps you learned in the video!

column Push and Pull. Go on a scavenger hunt around your house or in your backyard and record as many objects that you can that you either push or pull or both.

Example: You *push* a ball when you kick it, you *pull* open the fridge door.

2. Draw a picture of you pushing or pulling an object. Label it using as many of the vocabulary words listed below that you can.

- unbalanced force
- balanced force
- motion
- gravity
- strength
- force

<p style="text-align: center;"><b>W E D N E S D A Y</b></p>	<p><b>Begin work on Must Do ELA assignment.</b></p> <p>In <a href="#">Buzz</a>, watch the video of the story <a href="#">Sophie’s Masterpiece</a> being read aloud.</p> <ul style="list-style-type: none"> <li>• Use the Guiding Questions to help you think about the story as you listen to it.</li> <li>• After listening to this story, please respond to the Writing Prompt. Your response should be in paragraph form and contain a topic sentence, evidence from the story to support your answer and a closing sentence.</li> <li>• Be sure to look at the <a href="#">Sample Response</a> at the end of this plan and the list of <a href="#">character traits</a> before you write your response.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the article <a href="#">“Should Students Have Assigned Seats at Lunch?”</a></li> <li>2. Complete this <a href="#">graphic organizer</a> to list the pros and cons of each.</li> </ol>	<p><b>REMEMBER: YOUR MATH MUST DO ASSIGNMENT IS DUE TODAY!</b></p> <p>Word Problem Wednesday:</p> <ol style="list-style-type: none"> <li>1. Solve each <a href="#">word problem</a> on the worksheet. Be sure to show your mathematical thinking!</li> <li>2. Practice your word problem skills by playing <a href="#">Grand Slam Math</a>! It would be helpful to have scrap paper with you while you play.</li> </ol>	<p><i>Science:</i></p> <ol style="list-style-type: none"> <li>1. Watch this video on Study Jams about forces and motion. <a href="#">Forces and Motion Video</a></li> <li>2. After watching the video, on a piece of paper make 3 columns: <b>Word Meaning Sketch</b></li> </ol> <p>Use the video to help you infer the meaning of <b>force</b>, <b>motion</b> and <b>inertia</b> and then draw a sketch to go along with your definition.</p>
<p style="text-align: center;"><b>T H U R S D A Y</b></p>	<ol style="list-style-type: none"> <li>1. Read or have someone read to/with you for 30-35 minutes.</li> <li>2. Complete this <a href="#">Making Words</a> Lesson using the letters a, e, l, g, m, r, t.</li> <li>• Have someone at home read the <a href="#">DIRECTIONS</a> to you as you build each word.</li> </ol>	<p>Should students have assigned seats at lunch?</p> <ol style="list-style-type: none"> <li>1. Using your brainstorming graphic organizer from yesterday, complete <a href="#">this graphic organizer</a> to help you <b>organize</b></li> </ol>	<p>Think About It Thursday:</p> <ol style="list-style-type: none"> <li>1. Grab your favorite color markers or crayons (or just a pencil!) and try this <a href="#">Hundreds Chart Challenge</a>!</li> <li>2. Can you figure out the missing digits in these <a href="#">Math Puzzle Boxes</a>?</li> </ol>	<p><i>Science:</i></p> <p><b><i>Try this At Home Experiment</i></b></p> <p><b><u>Friction Experiment</u></b></p>

Y

- For fun, go outside and use chalk to write the words you make on the pavement.

**and elaborate** on your ideas.

2. Next, use today's organizer to write a letter to your principal or teacher convincing them of your opinion why students should or should not have assigned seats at lunch. Be sure to back up your opinion with reasons and details.

Here are some **Sentence Starters**:

Have you ever...

Let's not forget...

You wouldn't believe...

If you think that's bad, ...

Another reason...

I don't know about you, but...

For all these reasons...

As you can see...

3. Think of a two-digit number. Write 5 clues that would help someone figure out your mystery number. Use math vocabulary words like factor, product, sum, digit, place, value, etc. I each of your clues.
  - Try it with a three and/or four-digit number too!

**F  
R  
I  
D  
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Y**

**REMEMBER: YOUR ELA  
MUST DO ASSIGNMENT  
IS DUE TODAY!**

1. Read or have someone read to/with you for 30-35 minutes.
2. Listen to or read a poem on <https://www.poetry4kids.com/poems/>

After reading the poem choose 2 activities from the following list:

- Read your poem repeatedly, practicing your fluency and accuracy
- Try memorizing the poem and reciting it for an audience.
- Look for figurative language. Did you notice any similes, metaphors, alliterations, or personification?
- Draw a picture of what you visualized while reading the poem
- Look for rhyme, repetition, and rhythm
- Write one notebook page about how the poem made you feel. What did

**Journal Friday:**

Today is a **FREE-WRITE DAY!**

Here are some ideas:

- Describe your day.
- Sketch a picture and write about it.
- Describe a day when you were grouchy. What made you so grumpy and how did you get in a better mood?
- Imagine you could snap your fingers and be anywhere else in the world. Write about where you'd go.
- If you could be the main character from your favorite book, who would you be? Write about an adventure you might have.
- What is your favorite room in your home and why?
- Climbing trees is...
- If you were in charge of managing the zoo, which animals would you spend most of your time with?
- Create your own story

**Fraction Friday:**

1. Watch this lesson [video](#) to review how to decompose fractions into unit fractions.
2. Complete the [decomposing fraction practice pages](#)
3. Practice decomposing fractions with this [online quiz](#).
4. Practice your fraction skills using one or more of these fun [online fraction games](#).

This [equivalent fraction chart](#) may help you with these activities.

**Science:**

1. Create a bar graph of your results from the Friction Experiment. If you want to review how make a bar graph watch this [lesson video](#).
2. [Bar Graph Template](#)

	you wonder? Did you make any connections? What feeling did you get while reading the poem?			
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## Digital Learning Links

[Story Online](#) (provides families with stories they can access online)

[TumbleBook](#) (this website gives your student access to online books at the Boyden Library! Some can be read aloud to them and some on their own. Enter card # (each school has its own library card # found on the school's library website.)

[Scholastic News Magazine](#) (choose a nonfiction article to read on a topic of interest.)

[Math Problem of the Day](#) (children can begin their math routine with a problem of the day. Click grade 3 or try a grade below or higher!)

[Buzz Online Classroom](#) (children can log in using their typical computer logon credentials. Complete a math journal or two.)

[Foxborough Elementary Math Website](#) (these are links to games that allow children to practice the math concepts that we have learned in class so far. Currently, we are in the fraction unit, but children are free to explore any of the previous skill categories as well)

[Typing Club](#) (practice typing skills)

[Go Noodle for Families](#) (choose from a variety of videos to get some exercise in. Free to join)

[Freckle](#) (available in some classrooms)

## Just For Fun!!

[Fun Extra Activities](#) (Here are some fun things you may consider doing as a family for “homework” this week)