

LEARNING FROM Home

A Supplement for Third Grade

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INTRODUCTION



Hello! My name is Kelsey O'Banion, and I am a licensed Oregon teacher currently at home with my two young kids, Bowen, age 3.5 and Crosby, almost 2. Before kids, I earned my Masters Degree in Early Childhood Education and spent five years teaching in the Lake Oswego School District, in kindergarten, 3rd and 4th grade classrooms. I left the classroom in 2017 when Bowen was born. Since then I've kept my license active and stayed up to date with current best teaching practices, worked as an Artist in Residence and created a homeschool plan for kids 2- to 5-years old.

In this supplemental packet, I've taken a handful of Common Core Standards (CCSS) in reading, writing and math, broken them down into a simple language, and linked activities and lessons to help you practice these specific standards with your child.

This is by no means a complete list of what your child needs to know by the end of the year. This is also not an alternative to what they're learning through their school. This *is* a resource to help you better understand a handful of the standards they are expected to meet, and an opportunity for you to further challenge your child and supplement what they're learning during this time. For all of the common core state standards, please visit <http://www.corestandards.org/>



Enjoy. Have fun. You've got this!

HOW TO SET YOUR CHILD UP FOR SUCCESS

LEARNING AT HOME:

1. **Stick to a routine.** Most schools have done a great job establishing schedules for your child to help ensure they have a routine of some sort. Stick to this routine. Be prepared for that morning check-in and each lesson that follows. Your child is learning accountability and reliability, very valuable traits.
2. **Pick a location** without distractions where school will happen. Keep it stocked with all the supplies they need, and keep it in that place.
3. **Just add water...and food.** Feed yourself and feed your child before school. Everyone will be happier and more successful.
4. **We can do hard things.** Learning virtually is new for your child, it's new for your child's teacher, it's new for you, and change is *hard*. Give it time. Let everyone feel frustrated, but stay optimistic! Take breaks. Reassure everyone that you're in this together. It *will* get easier.

STATE ASSESSMENT PRACTICE:

The link below will take you to the Oregon Department of Education sample state test. While it's unknown if state testing will take place during the 2020-2021 school year, it never hurts to introduce the format to your child, and work through some practice questions together. The link will take you to a page where it asks you to "sign in," simply click the "sign in" button and select your grade level - you do not need to enter any information or create an account of any sort to take this sample test:

https://login11.cloud1.tds.airast.org/student/V470/Pages/LoginShell.aspx?c=Oregon_PT&a=student

WHAT DOES MY THIRD GRADER NEED TO KNOW?

In 2010, Oregon adopted the [Common Core State Standards \(CCSS\)](#), along with 41 US states, the District of Columbia, and four US territories. CCSS are college- and career-ready standards and learning goals for what students should know and be able to do at each grade level. It is not a curriculum, but it is what school curriculums (determined by district) teach.

On the following pages, you will find a handful of standards for four subject areas, reading and writing in the English and Language Arts (ELA) category, math, and science. As mentioned before, this is by no means a complete list of what your child needs to know by the end of the school year. This is a resource to help you better understand *some* of the standards that your child is expected to meet, and an opportunity for you to further challenge your child within these standards and supplement what they're learning through their schooling. For a complete list of the standards, visit the [CCSS](http://www.corestandards.org/) website: <http://www.corestandards.org/>

Reading		
Common Core Standard	What does this mean? "I can" statement	What does this look like?
Reading: Literature (i.e. Fiction)		
CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions, using the text for support, to show my understanding.	After reading with your child, ask who, what, where, when, why, and how questions about the text. Encourage them to think about the setting, characters, lesson, and other important details. An activity with questions can be found on page 12.
CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	I can write and talk about terms when discussing a story or text. (chapter, scene, etc.).	When your child is talking about the book, encourage them to say things like, "In chapter ____, the main character..." or "The scene when ____..."

<p>CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p>I can compare and contrast themes, characters, and plots of two stories by the same author.</p>	<p>Use the activity on page 13 to compare two stories by the same author.</p>
<p>Reading: Informational Text (i.e. Non-Fiction)</p>		
<p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>I can describe historical events, scientific ideas, or steps in a text to show the sequence.</p>	<p>Use the activity on page 14 to practice recalling the sequence within a non-fiction text.</p>
<p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>I can use text features to locate information.</p>	<p>Work with your child to locate key words, titles, headings, sidebars, etc.</p>
<p>Reading: Foundational Skills</p>		
<p>CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can use different strategies to figure out a word I'm unfamiliar with.</p>	<p>Practice various prefixes and suffixes, break apart words into syllable segments and read irregularly spelled words. 15 ways to help teach prefixes and suffixes: https://minds-in-bloom.com/15-ways-to-teach-prefixes-and-suffixes/</p>
<p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>I can read fluently and accurately with intonation, correct myself when I make mistakes, and understand what I'm reading.</p>	<p>Read, read, read! Have your child read alone, aloud, to the mirror, to his or her toys, to the family pet, just keep reading!</p>

Writing

Common Core Standard	What does this mean? “I can” statement	Activity
<p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>I can write an opinion piece with reasons and details to support my opinion.</p>	<p>Opinion writing prompts:</p> <ol style="list-style-type: none"> 1. Write about your favorite food. 2. Write about your favorite place. 3. Write about the best sport. 4. Write about your favorite movie. 5. Write about your favorite animal <p>Opinion writing template on page 16.</p>
<p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>I can write a paper to inform someone or explain something, and provide details and facts to support my topic.</p>	<p>Expository writing prompts:</p> <ol style="list-style-type: none"> 1. Write about an animal. 2. Explain three ways people can be kind to each other. 3. Choose an important tool in your home and explain why it’s important. 4. Think about one of your best friends and explain why you like him or her. 5. Think about something you’re really good at. Explain how to do that, to someone who doesn’t know how. <p>Expository writing template on page 17.</p>
<p>CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>I can write a story with at least two events, details in order, and a conclusion. (e.g. first, next, then, last.)</p>	<p>Narrative writing prompts:</p> <ol style="list-style-type: none"> 1. Write a story about the best day ever. 2. Write a story about a time you got hurt. 3. Write a story about a time when you learned something new. 4. Write a story about a time you were scared. 5. Write a story about your earliest memory. What happened? <p>Narrative writing template on page 18.</p>
<p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from</p>	<p>I can revise and edit my writing with the help of a</p>	<p>Edit your child’s writing (within reason, spelling, uppercase and lowercase letters,</p>

<p>peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>peer or an adult.</p>	<p>ending punctuation.)</p>
<p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>I can do research on a topic to learn more before I write about it.</p>	<p>Let your child choose a topic they're interested in and encourage them to research the topic: a sport, an animal, a location, a hobby, etc. Research can be done through different mediums, books, magazines, interviews, the internet (please discuss how to be safe on the internet), etc.</p>

Math

Common Core Standard	What does this mean? “I can” statement	Activity
<p>CCSS.MATH.CONTENT.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>I can apply multiplication and division strategies in order to solve multiplication and division problems.</p>	<p>*Important note* When we were in third grade, we learned one, maybe two ways of solving a multiplication or division problem. Now students are taught multiple strategies for solving these problems. Some kids resonate with one strategy, while others turn toward completely different strategies. So when you’re helping your frustrated child and they say, “That’s not how my teacher showed me,” they’re probably telling the truth. Hang on, and open your mind to these new strategies for adding and subtracting. You might find a method you like better than what you learned growing up!</p> <p>Multiplication Strategies Poster: https://www.pinterest.com/pin/74942781288823585/?nic_v2=1a4MLVSjz</p> <p>Multiplication worksheets: https://www.dadsworksheets.com/worksheets/multiplication.html</p> <p>Division Strategies Poster: https://www.pinterest.com/pin/23573598038120560/?nic_v2=1a4MLVSjz</p> <p>Division worksheets: https://www.dadsworksheets.com/worksheets/division.html</p>
<p>CCSS.MATH.CONTENT.3.NBT.A.2</p>	<p>I can quickly and easily add</p>	<p>Addition Practice Worksheets:</p>

<p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>and subtract numbers within 1000.</p>	<p>https://www.dadsworksheets.com/worksheets/addition.html Subtraction Practice Worksheets: https://www.dadsworksheets.com/worksheets/subtraction.html</p>
<p>CCSS.MATH.CONTENT.3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</p>	<p>I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.</p>	<p>FractionsActivities: https://theappliciousteacher.com/fractions-part-1/ Fraction Practice: https://www.math-aids.com/Fractions/</p>
<p>CCSS.MATH.CONTENT.3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>I can solve real world math problems involving the perimeter of polygons.</p>	<p>Measurement Activities: https://www.123homeschool4me.com/free-measurement-hunt-math-challenge_21/</p>
<p>CCSS.MATH.CONTENT.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>I can recognize shapes by looking at their attributes.</p>	<p>This link will take you to a website where you can print worksheets that help teach triangles, 2D and 3D shapes and their properties: https://www.math-salamanders.com/3rd-grade-geometry.html</p>

Science

Focus	Activity
Physical Sciences	Balloon and Baking Soda Balloon (chemical reactions): https://www.cmosc.org/balloon-blow-up-science-experiment/#:~:text=When%20baking%20soda%20and%20vinegar,larger%20the%20balloon%20will%20inflate. Newton Color Wheel: https://www.fizzicseducation.com.au/150-science-experiments/light-sound-experiments/newton-colour-wheel/
Life Sciences	Animals and Ecosystems Activities: https://www.teachertrap.com/2013/05/we-bought-a-zoo.html/
Earth and Space	Rock Buffet - this is a really fun way to teach about the different types of rocks and how they're formed! http://www.elementaryshenanigans.com/2014/08/the-rock-buffet-new-unit.html Growing Crystals: https://www.kidzworld.com/article/26598-make-your-own-crystals/
Engineering and Design	Bridge Building: http://pmastersonlessons.weebly.com/3-2-bridge-building.html Hour of Code: https://hourofcode.com/us/learn

ASK AND ANSWER PRACTICE

1. Who is the main character in this book?

The main character in this book is _____

2. What is the setting of this book and when does it take place?

The setting of the book is _____.

and the story takes place _____.

3. What is the lesson or moral in the story? How do you know?

The lesson or moral of the story is _____

_____.

I know because in the text _____

_____.

4. If you could change something about this story, what would you change?

If I could change something about this story I would change _____

_____.

Below, draw an illustration of your favorite part of this story.

SAME AND DIFFERENT: COMPARING TEXTS

Story 1

Title: _____

Author: _____

Story 2

Title: _____

Author: _____

Write a sentence about what was **the same** in the stories, and draw a picture to go with it.

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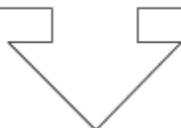
Write a sentence about what was **different** in the stories, and draw a picture to go with it.

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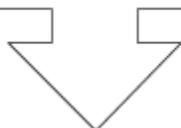
Timeline ORGANIZER

Use this template to organize your summary of what you've read.

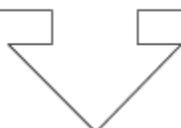
FIRST



NEXT



THEN



LAST

OPINION WRITING

Opinion writing **tells your opinion**. Be sure to **list reasons** for your opinion.

MY OPINION (EXAMPLE: I THINK...)

REASON 1:

REASON 2:

REASON 3:

ENDING SENTENCE (EXAMPLE: THAT'S WHY...)

EXPOSITORY WRITING

Expository writing explains or gives information. Be sure to share facts about your topic.

TOPIC SENTENCE (EXAMPLE: TODAY I WILL TELL YOU ABOUT...)

FACT 1:

FACT 2:

FACT 3:

CONCLUSION (EXAMPLE: NOW YOU KNOW ALL ABOUT...)

NARRATIVE WRITING

Narrative writing **tells a story**. It **describes** an experience or an event.

Tell: who, what, where, when, why, how.

INTRODUCTION (EXAMPLE: THE BEST DAY EVER WAS...)

FIRST...

NEXT...

THEN...

FINALLY...

CONCLUSION (EXAMPLE: IN THE END...)
