

Home Learning

Welcome to a new week of online learning! Here is the weekly agenda for each day this week. Please don't forget to share your hard work with your teacher. They want to see all of the amazing things you are doing at home! Remember that you **DO NOT** need to print anything if you are unable. Everything can be done in a notebook or on a piece of paper. Your teacher will check in with you on zoom every Monday to get you ready for the week and do some math activities. They'll meet with you again on Friday for a quick meeting to go over any questions you may have and to celebrate the work you've done that week. Don't forget you can send your teacher a Remind message or an email anytime.

Week of May 4th

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	*Read on RAZKids or a book of your choice. *Respond with a check-in slip.	*Read a fiction book on RAZKids or a fiction book of your choice & respond with a check-in slip. *Tell someone at your house a SWABS. See the template below.	*Reread your fiction book on RAZKids or the fiction book you chose yesterday. *Write a SWABS in paragraph form.	*Read a fiction book on RAZKids or a book of your choice. *Respond with a check-in slip. *Revise your SWABS capital letters & punctuation. *Challenge: add another SWABS paragraph.	*Read a fiction book on RAZKids or a fiction book of your choice. *Respond with a check-in slip. *Write SWABS for your book in paragraph form.
Writing	Animal Research -Continue writing your animal research. - Page 4: What makes _____ interesting? -Graphic Organizer included.	Animal Research -Revise your writing using the information checklist. -It's included below.	Animal Research - Create a cover & dedication page -Graphic organizer included.	Animal Research -Create an 'About the Author' page. -Graphic Organizer included.	Animal Research -Celebrate your writing by sharing it with your family. -You can bring it to our Zoom meeting to share also!
Math	Math Monday on Zoom	*Khan Academy www.khanacademy.org *Watch & Practice the assigned lessons: - Fractions in Context - Understanding Fractions: Quiz 1 *MobyMax/DreamBox	*Khan Academy www.khanacademy.org *Watch & Practice the assigned lessons: - Identify Numerators & Denominators - Recognize Fractions *MobyMax/DreamBox	*Khan Academy www.khanacademy.org *Watch & Practice the assigned lessons: - Recognize Fractions Greater than 1 -Understand Fractions: Quiz 2 *MobyMax/DreamBox	*Complete Fractions Practice Page *MobyMax/DreamBox
Social Studies/ Science	Zoom Meeting	*Read 'Dog Traits' & Answer Text Dependent Questions	*Complete Family Traits by interviewing members of your family.	*Analyze Your Family Traits *Make a list: Who do you have the most/least traits in common with?	"Fun Friday" Zoom Meeting – Crazy Hair

Fiction Check – In

Name _____	GUIDED READING
Book _____	check-in <input checked="" type="checkbox"/>
Characters _____	
Setting [where] _____ [when] _____	
Problem _____	
Solution _____	
Quick Summary _____	

Theme _____	

Non-Fiction Check – In

Name _____	GUIDED READING
Book _____	check-in <input checked="" type="checkbox"/>
This text was mainly about _____	

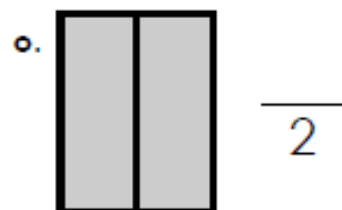
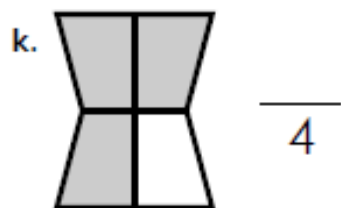
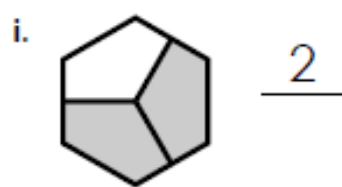
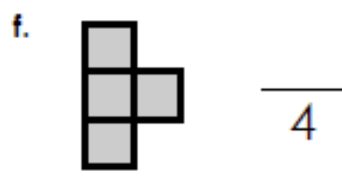
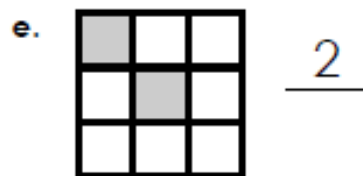
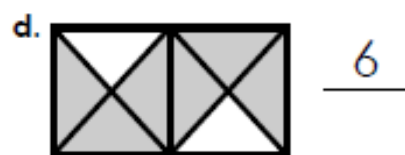
Quick Summary _____	

I never knew what _____ meant, but now I know it means	

Name: _____

Fractions

What fraction of each shape is shaded?
Write the missing numerator or denominator for each.



SWBS

_____ wanted _____
(Somebody)

but _____ so _____.

Then _____

Source: Adapted from NSF Guided Reading Module #24

For Practice With:

Independent
Written Summary:
Text Sections (or)
Text Summary

Summary of a text (or) section of a text

What makes _____ interesting?

All About _____



Author: _____

This book is dedicated to:



About the Author



Name: _____

Date: _____

Information Writing Checklist

Grade 3



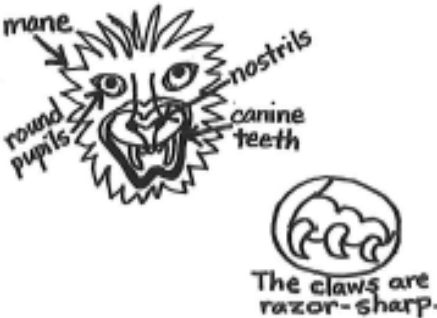
STRUCTURE

Overall	I taught readers information about a subject. I put in ideas, observations, and questions.					
	Did I do it like a third grader?	NOT YET	STARTING TO	YES!		
Lead		I wrote a beginning in which I got readers ready to learn a lot of information about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transitions		I used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . I also used words to show what didn't fit such as <i>however</i> and <i>but</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ending		I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization		I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Information Writing Checklist (continued)

Grade 3

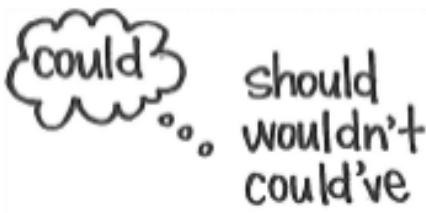

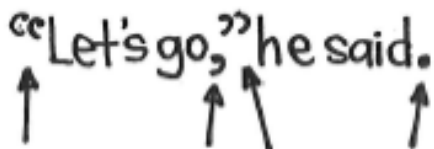

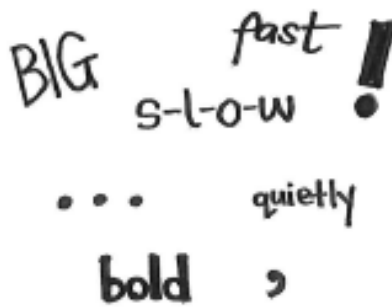
DEVELOPMENT

	Did I do it like a third grader?	NOT YET	STARTING TO	YES!	
Elaboration		I wrote facts, definitions, details, and observations about my topic and explained some of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		I chose expert words to teach readers a lot about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information Writing Checklist (continued)

Grade 3

LANGUAGE CONVENTIONS

		Did I do it like a third grader?	NOT YET	STARTING TO	YES!
Spelling		I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		I punctuated dialogue correctly, with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		While writing, I put punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The Breeds and Traits of Dogs

Do you have a dog? Even if you do not own a dog, you have seen different dogs. Some are big, and some are small. Some have short hair, and others have long hair. Dogs come in all shapes, sizes, and colors. Why?

People breed dogs to do certain jobs. Some dogs, like Labrador retrievers, pick up dead animals. When a hunter shoots a bird, the dog brings it back. Other dogs are bred to herd sheep or cows. Sheep may wander away if a dog does not make them stay with the group. St. Bernard dogs were first bred where there is deep snow. These big dogs can find people buried under snowbanks. They can dig them out and save their lives. Some dogs are bred just to sit on a person's lap and be good company. Long ago, kings and queens liked to hold dogs. Many royal courts had some kind of small dog.

To breed dogs, people look for traits they like in a male and a female. The traits can be things like size, color, personality, or the **ability** to run fast. People breed these dogs together. Then the puppies have the good traits from both parents.

Puppies always look like one or both of their parents. Two poodles will produce poodle puppies. They will not have beagles! Some people like cockapoos. One dog parent is a cocker spaniel, and the other parent is a poodle. The puppies will not look just like a cocker spaniel. They will not look just like a poodle, either. They will have traits from each parent. Some may have curly poodle hair, and others may have long, wavy cocker spaniel hair. A pup's coat may also be a mix of the two hair types.



Poodles do not shed their hair, but cocker spaniels do. That means that cockapoo pups may shed, or they may not. Each puppy is an individual and will have the shedding trait of one parent or the other.

Even though dogs don't all look alike, they do have traits in common, especially behaviors. They bark and eat meat. They like to smell things. They wag their tails when they are happy and growl or whine when they get upset. They like to be members of a pack and view their human families as their packs.



The Breeds and Traits of Dogs

Directions: Darken the best answer choice.

1. When people breed dogs, they want the puppies to

- (A) have the parents' best traits.
- (B) be a different color than the parents.
- (C) bark more than the parents do.
- (D) be much larger than the parents are.

2. The word **ability** means

- (A) agrees to.
- (B) able to.
- (C) unable to.
- (D) refuses to.

3. What happens first?

- (A) A retriever uses its nose to find a duck.
- (B) A hunter and his retriever share a meal of roasted duck.
- (C) A hunter shoots a duck.
- (D) A retriever brings the duck to the hunter.

4. A St. Bernard dog was bred to

- (A) pick up dead animals.
- (B) herd sheep.
- (C) sit on a person's lap.
- (D) rescue people.

5. Every dog

- (A) gets some traits from each of its parents.
- (B) sheds its fur.
- (C) likes to eat vegetables.
- (D) wags its tail when it is afraid.

6. Lap dogs were first bred for

- (A) protection.
- (B) royal families.
- (C) hunters.
- (D) farmers.

