

# eLearning Plans for Grade 3 , Week # 2

Complete the daily tasks for each subject. Click the links on the right side to view each day's lessons, resources and optional activities in ELA and Math.

## Day 1

## Videos, Activities, Handouts

ELA



Topic: Author's Use of Words and Phrases

- Authors use words and phrases to inform, explain, or describe their topic. Readers can explain (tell about) how authors use words and phrases to inform, explain or describe.

Tasks:

- Read the article, "How Do Stars Form and Evolve?".
- Identify the words and phrases used by the author to inform, explain or describe.
- Use the graphic organizer to explain how the author uses the words and phrases.

Phonics

- **Closed syllables** words can begin or end with a **blend**. Blends are when two or more consonants come together, but each of their sounds are heard.
- L-Blends are when a consonant is blended with a /l/ sound.
- Play Slip, Slide, Spin
  - Roll a die or draw one slip of paper numbered 1-6.
  - Move your piece. (small toy, coin, piece of paper)
  - Say the onset (beginning of a word - a l-blend).
  - Use a paperclip and pencil to spin to find the rime (ending of the word).
  - Blend the onset and rime together to make a word.
  - Tell if the word is real or nonsense.
  - The first person to the end of the slide is the winner!

Explain how the author uses words and phrases to inform, explain, or describe.

Text Evidence	How the Author Uses Words and Phrases to Inform, Explain, or Describe



[Video Lesson](#)

["How Do Stars Form and Evolve?"](#)

[T-Chart](#)

[Slip, Slide, Spin](#)

[Anchor Charts](#)

Optional:  
[Star Video](#)

[What is a Blend?](#)

[Extend the Learning](#)

MATH



Topic:

Comparing and ordering whole numbers (Part 1 - through 1,000 place)

Tasks:

- Watch/read the lesson *Comparing and Ordering Whole Numbers (Part 1)*
- Complete the *Comparing Whole Numbers Using Place Value Practice Page*

Talk With Your Family:

Play the *Comparing Numbers* game



- [Video lesson for Comparing and Ordering Whole Numbers \(Part 1\) \(PDF version\)](#)
- [Comparing and Ordering Whole Numbers Through 1,000 Practice Page](#)
- [Comparing Numbers game](#)

Optional:  
[Comparing Whole Numbers](#)

## Independent Reading



- Read for 20-30 minutes per day. You can read your favorite book or magazine, or choose from the online books and magazines linked to the right. Try using one of the decoding or comprehension strategies you practiced in the learning tasks.
- [Blast Off Bookmark](#) - Color one rectangle for each 20 minutes of reading that you accomplish today.



# eLearning Plans for Grade 3 , Week # 2

Complete the daily tasks for each subject. Click the links on the right side to view each day's lessons, resources and optional activities in ELA and Math.

## Day 2

## Videos, Activities, Handouts

ELA



Topic: Using Appendices, Timelines, Maps and Charts

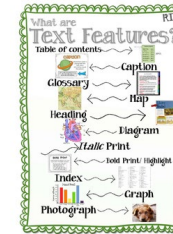
- Authors use different text features to communicate information. Readers can use their understanding of appendices, timelines, maps and charts to locate information and gain meaning.

Tasks:

- Read the articles, "The Planets in Our Solar System" and "Good Morning, Universe!"
- In your reading journal, jot down what you notice about how each text is organized.
- Which text would help you to see how the planets are ordered? Which text would you use to quickly find out information about the planet Mars? Which text grabs your attention as a reader? Explain why.
- In your journal, record information about a planet that you are interested in learning more about by using the charts and other graphic aids from "Good Morning, Universe!"

Phonics

- **Closed syllables** words can begin or end with a **blend**. Blends are when two or more consonants come together, but each of their sounds are heard.
- R-Blends are when a /r/ sound is blended with another consonant.
- Read the story titled *Mud*. Underline words that have r-blends. Use what you know about r-blends and short vowel sounds to read this story.



[Video Lesson](#)

["The Planets in Our Solar System"](#)

["Good Morning, Universe!"](#)

[Mud](#)

[Anchor Charts](#)

Optional:

[R Blends](#)

[Extend the Learning](#)

MATH



Topic:

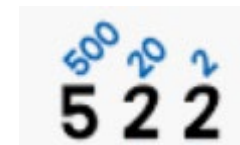
Comparing and ordering whole numbers (Part 2 - through 10,000 place)

Tasks:

- Watch/read the lesson
- Complete the *Comparing and Ordering Whole Numbers Through 10,000* Practice Page

Talk With Your Family:

Play the *Digit Values* game



• [Video lesson for Comparing and Ordering Whole Numbers \(Part 2\) \(PDF version\)](#)

• [Comparing and Ordering Whole Numbers Through 10,000](#) Practice Page

• [Digit Values](#) interactive game ([PDF version](#))

Optional:

[Comparing Whole Number Place Values](#)

## Independent Reading



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# eLearning Plans for Grade 3 , Week # 2

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## Day 3

### Videos, Activities, Handouts

ELA



Topic: Author's Use of Words and Phrases

- Authors use words and phrases to inform, explain, or describe their topic. Readers can explain (tell about) how authors use words and phrases to inform, explain or describe.

Tasks:

- Read the article, "Mercury, the Smallest Planet of Solar System".
- Identify the words and phrases used by the author to inform, explain or describe.
- Use the graphic organizer to explain how the author uses the words and phrases.

Phonics

- **Closed syllables** words can begin or end with a **blend**. Blends are when two or more consonants come together, but each of their sounds are heard.
- S-Blends are when a /s/ sound is blended with another consonant.
- Complete the S-Blends Activity titled "Slippery Snails or Sparkling Stars".
  - Cut out the word endings.
  - Match them with the beginning s-blends to make and read real words.
  - Record the words on the recording sheet.
  - You may use word ending more than once.

Explain how the author uses words and phrases to inform, explain, or describe.

Text Evidence	How the Author Uses Words and Phrases to Inform, Explain, or Describe



[Video Lesson](#)

["Mercury, the Smallest Planet of Solar System"](#)

[S-Blends Activity](#)

[Anchor Charts](#)

Optional:

[Consonant Blends - The Letter S](#)

[Extend the Learning](#)

MATH



Topic:

Comparing and ordering whole numbers (Part 3 - through 100,000 place)

Tasks:

- Watch/read the lesson *Comparing and Ordering Whole Numbers (Part 3)*
- Complete the *Comparing and Ordering Whole Numbers Through 100,000 Practice Page*

Talk With Your Family:

Play the game *Place Value Bingo* with someone in your family!



• [Video lesson for Comparing and Ordering Whole Numbers \(Part 3\) \(PDF version\)](#)

• [Comparing and Ordering Whole Numbers Through 100,000 Practice Page](#)

• [Place Value Bingo](#) game

Optional:

[Comparing Multi-Digit Numbers](#)

## Independent Reading










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- [Blast Off Bookmark](#) - Color one rectangle for each 20 minutes of reading that you accomplish today.



# eLearning Plans for Grade 3 , Week # 2

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Day 4		Videos, Activities, Handouts
<p style="text-align: center;"><b>ELA</b></p> 	<p><u>Topic:</u> Using Appendices, Timelines, Maps and Charts</p> <ul style="list-style-type: none"> <li>● Authors use different text features to communicate information. Readers can use their understanding of appendices, timelines, maps and charts to locate information and gain meaning.</li> </ul> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>● Read the chart, "10 Need-to-Know Things About Venus".</li> <li>● In your reading journal, jot down what you notice about how this text is organized.</li> <li>● What types of information can you gather from this chart?</li> <li>● In your journal, record information about the planet Venus using the chart provided.</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>● <b>Closed syllable</b> words can also <u>begin</u> or <u>end</u> with a <b>digraph</b>. <b>Digraphs</b> are when <b>two or more</b> consonants come together, but they make a <b>new</b> sound.</li> <li>● The digraph sh sounds like the /sh/ in shell. The digraph th sounds like /th/ in thumb.</li> <li>● Play "Shh! Don't Wake the Baby!" <ul style="list-style-type: none"> <li>○ Players take turns flipping over the top card. The player must identify the picture on the card and tell which sound the words starts with (either the s, h, or sh.).</li> <li>○ If the player is correct, he/she gets to keep his card.</li> <li>○ Players continue in this manner, collecting cards.</li> <li>○ BUT, if a player draws the Shh! with the baby sleeping, he has to put all of his cards in a discard pile (all players can use the same discard pile area) including the Shh! card he just drew. The cards in the discard pile cannot count towards that player's final card count when the game is over.</li> <li>○ Players continue drawing cards in this manner until all the cards are gone from the draw pile. The player with the most cards wins (not counting discarded cards).</li> </ul> </li> </ul> <div style="text-align: right;">   </div>	<p><a href="#">Video Lesson</a></p> <p><a href="#">"10 Need-to-Know Things About Venus"</a></p> <p><a href="#">Shh! Don't Wake the Baby Digraph Game</a></p> <p><a href="#">Anchor Charts</a></p> <p>Optional: <a href="#">Digraphs</a></p> <p><a href="#">Extend the Learning</a></p>
<p style="text-align: center;"><b>MATH</b></p> 	<p><u>Topic:</u> Understanding Fractions (Part 1)</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>● Watch/read the lesson</li> <li>● Complete the <i>Naming Unit Fractions</i> Practice Page</li> </ul> <p><u>Talk With Your Family:</u> Play the <i>Unit Fractions of Shapes</i> interactive game</p> <div style="text-align: right;">    </div>	<ul style="list-style-type: none"> <li>• <a href="#">Video lesson for Understanding Fractions (Pt 1)</a> (<a href="#">PDF version</a>)</li> <li>• <a href="#">Naming Unit Fractions Practice Page</a></li> <li>• <a href="#">Unit Fractions of Shapes Game (PDF version)</a></li> </ul> <p>Optional: <a href="#">Identifying Unit Fractions in Word Problems</a></p>

## Independent Reading



- Read for 20-30 minutes per day. You can read your favorite book or magazine, or choose from the online books and magazines linked to the right. Try using one of the decoding or comprehension strategies you practiced in the learning tasks.
- [Blast Off Bookmark](#) - Color one rectangle for each 20 minutes of reading that you accomplish today.



epic!

ReadWorks.org

Storyline Online



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## Day 5

### Videos, Activities, Handouts

Topic: Explain Text Features

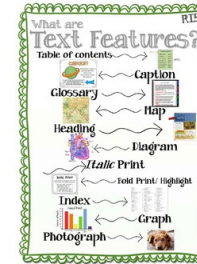
- Authors use different text features to communicate information. Readers can explain how the author's use of appendices, timelines, maps and charts contribute to a text.

Tasks:

- Read "All About Earth".
- What types of nonfiction text features has the author used in this text?
- Why do you think the author chose those text features?
- How do these text features contribute (provide) information that helps a reader gain meaning?
- Use the graphic organizer to record your responses.

Phonics

- **Closed syllable** words can also begin or end with a **digraph**. **Digraphs** are when **two or more** consonants come together, but they make a **new** sound.
- The digraph ch sounds like the /ch/ in shell. The digraph ck sounds like /ck/ at the end of sock.
- Play Digraph Connect 4
  - Each play picks up a group of colored bingo chips or other similar items.
  - Pick up a word card and read the word.
  - Place your chip on the matching word.
  - The first play with 4 in a row wins!



[Video Lesson](#)

["All About Earth"](#)

[Text Features Graphic Organizer](#)

[Digraph Connect 4](#)

[Anchor Charts](#)

Optional:

[NASA Science Place](#)

[Extend the Learning](#)

ELA



Topic:

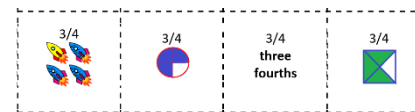
Understanding Fractions (Part 2)

Tasks:

- Watch/read the lesson *Understanding Fractions (Pt 2)*
- Complete the *Naming Fractions* Practice Page

Talk With Your Family:

Play *Fractions Go Fish* with someone in your family!



• [Video lesson for](#)

[Understanding Fractions \(Pt 2\)](#) (PDF version)

• [Naming Fractions](#) Practice Page

• [Fractions Go Fish](#) Game

Optional:

[Elementary Math: How to Name a Fraction of a Whole and a Set](#)

MATH



## Independent Reading



- Read for 20-30 minutes per day. You can read your favorite book or magazine, or choose from the online books and magazines linked to the right. Try using one of the decoding or comprehension strategies you practiced in the learning tasks.
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