Summer Learning is **Out of this WORLD**!

Dear Parents and Teachers,

Thank you so much for allowing your student to journey through space this summer as they learn more about reading and writing whole numbers and fractions, comparing numbers with symbols, making models of fractions, and representing numbers on number lines!

In order for your child to be successful, the following resources will need to be provided in advance for all 20 days.

- ★ Video Lesson (virtual learning only)
- ★ Lesson Plan (paper-pencil only)
- ★ PDF Version of the Lesson (paper-pencil only)
- ★ Practice Page
- ★ Interactive Game Links or Board Game Resources

A Few Helpful Hints About These Math Lessons

Lesson Structure:

Each day's lesson has a predictable structure:

- Introduction of the standard and "I can" statement for the lesson
- Modeling/demonstration of the new skill
- "Let's Practice" for shared learning as we try it together
- Practice Page for independent practice
  Students should share their completed practice page with a family member and/or teacher in order to demonstrate understanding of learning.
- "Game Time" for fun, ongoing practice with the new skill (previewed in the video lesson)
- Review of the "I Can" statement

Resources for Week 3:

- NCTM.org
- Khanacademy.org
- Mathplayground.com
- Math Songs by NUMBEROCK (YouTube)
- Splashlearn.com
- Mikkadamia (YouTube)

- Mr. Pearson Teacher 3rd Grade (YouTube)

Daily Topics & Standards for Week 3:

SCCCR Standards	Daily Topic	Lesson Overview
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. **c.** A fraction is a number that can be represented on a number line based on counts of a unit fraction;	Representing Fractions on a Number Line	In this lesson, the learner will represent fractions on a number line.
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. **c.** A fraction is a number that can be represented on a number line based on counts of a unit fraction; **d.** A fraction can be represented using set, area, and linear models.	Representing Fractions in Multiple Ways	In this lesson, the learner will represent fractions using set, area, and linear models.
3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that: **a.** two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line; **b.** fraction equivalence can be represented using set, area, and linear models;	Explaining Equivalent Fractions	In this lesson, the learner will explain equivalent fractions using area models.
	Representing Fraction Equivalence on a Number Line	In this lesson, the learner will explain equivalent fractions using linear models on a number line.
3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that: **c.** whole numbers can be written as fractions (e.g., 4 = 4/1 and 1 = 4/4);	Writing Whole Numbers as Fractions	In this lesson, the learner will explain how whole numbers are written as fractions.

We hope you enjoy these learning adventures with your child.

Happy Space Travels!