

3rd Grade Student eLearning Activities Log Day 10

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 10

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities using Imagine Math via Clever.	Read “How young is too young for cellphones in school?” on NEWSELA via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences.	Read “The Moon: A Natural Satellite”. Then, label the phases of the moon.	<p>PE: Exercise along with this video: Just Dance: That Power https://www.youtube.com/watch?v=f3XyYOLftU4</p> <p>Practice your balance using Balance Bingo.</p>
Wonders/ Maravillas Activities	OR			<p>Music: Dance and sing along to a favorite song.</p>
Writing: You just won a trip to anywhere in the world! Where will you go and why? Tell a story about the place you choose telling what you will do while there. Draw pictures of your travels.	Complete Math handouts - Standards Practice CC.3.NMD.3 and return them to school	Read “Illinois the Prairie State” from NEWSELA and complete the quiz. Then summarize the reading in 4-5 sentences.	Complete the OREO Writing Planner graphic organizer for the following prompt: What do you think is the most significant invention ever made and why do you think so.	<p>Art: Draw a picture to represent the world in 100 years. What do you think a city street might look like? Use crayons, markers, or pencils.</p>

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 10: Grado 3

Nombre _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 10

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. (www.clever.com/in/maywood89)	Engage in Math activities using Imagine Math via Clever <u>or</u> write 4 word problems.	Read “How young is too young for cellphones in school?” on NEWSLA via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences.	Read “The Moon: A Natural Satellite”. Then, label the phases of the moon.	PE: Exercise along with this video: Just Dance: That Power https://www.youtube.com/watch?v=f3XyYOLfTU4 Practice your balance using Balance Bingo.
Wonders/ Maravillas Activities				Music: Dance and sing along to a favorite song.
Writing: You just won a trip to anywhere in the world! Where will you go and why? Tell a story about the place you choose telling what you will do while there. Draw pictures of your travels.	Complete Math handout - Standards Practice CC.3.MD.3 and return them to school.	Read “How young is too young for cellphones in school?” from NEWSLA and complete the quiz. Then summarize the reading in 4-5 sentences	Complete the Science graphic organizer for the following prompt: What do you think is the most significant invention ever made and why do you think so.	Art: Draw a picture to represent the world in 100 years. What do you think a city street might look like? Use crayons, markers, or pencils.

Firma de Padres _____ Fecha _____

Name _____ Date _____

Numerals and Punctuation Marks

Trace and write the words and numerals.

1	one	6	six
2	two	7	seven
3	three	8	eight
4	four	9	nine
5	five	10	ten

Trace the punctuation marks.

?	!	?	!	?	!
?	?	!	?	?	!

Write this sentence:

My cat has 5 kittens!

Name _____ Date _____

Writing Sentences

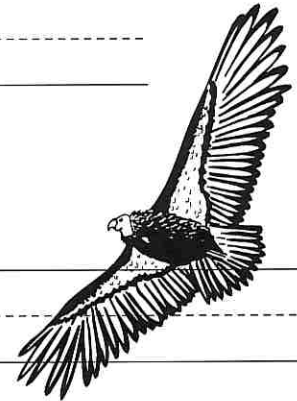
Write the sentences. Remember to include the correct punctuation.

The world has many endangered

animals. The Asian tiger is one.

The California condor is another.

What can be done to help?



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1. ¿Qué frase es un antónimo de la palabra subrayada?

A Carlos le gusta pasear sobre el puente que se encuentra en su calle.

a) por encima b) a través c) por debajo

2. Escribe las palabras subrayadas de forma correcta.

Se encuentra más arriba de la avneida madrid.

3. Subraya el sujeto. Encierra en un círculo el predicado.

Los carros y los camiones pasan de día y de noche.

4. Arregla la oración.

él gusta mirar hacia abajo y pensar sobre a dónde va la gente.

5. Arregla la oración.

a veces solida a la gente que pasa manejando.

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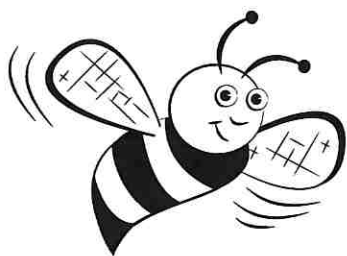
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Nombre _____

Dobla la hoja por la línea de puntos. Escribe las palabras en los espacios en blanco a medida que se leen en voz alta. Cuando termines, abre la hoja y usa la lista que está a la derecha para corregir los errores ortográficos.



Palabras de repaso

Palabras difíciles

- | | |
|-----------|------------------|
| 1. _____ | 1. chaleco |
| 2. _____ | 2. chelín |
| 3. _____ | 3. chubasco |
| 4. _____ | 4. chillar |
| 5. _____ | 5. chal |
| 6. _____ | 6. chancla |
| 7. _____ | 7. charco |
| 8. _____ | 8. chino |
| 9. _____ | 9. chispa |
| 10. _____ | 10. choza |
| 11. _____ | 11. chorizo |
| 12. _____ | 12. chupete |
| 13. _____ | 13. chacra |
| 14. _____ | 14. chile |
| 15. _____ | 15. chaval |
| 16. _____ | 16. húmedo |
| 17. _____ | 17. huida |
| 18. _____ | 18. hospitalizar |
| 19. _____ | 19. champiñón |
| 20. _____ | 20. charada |

Nombre _____

chaleco	chelín	chubasco	chillar	chal
chancla	charco	chino	chispa	choza
chorizo	chupete	chacra	chile	chaval

A. Escribe las palabras de ortografía en la columna que corresponda.

**Palabras que empiezan con *cha*,
che o *chi***

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

**Palabras que empiezan con *cho*
y *chu***

12. _____
13. _____
14. _____
15. _____

B. Escribe las palabras que tienen una sílaba y tres sílabas.

16. _____
17. _____
18. _____
19. _____
20. _____

Nombre _____

chaleco	chelín	chubasco	chillar	chal
chancla	charco	chino	chispa	choza
chorizo	chupete	chacra	chile	chaval

A. Completa cada oración con una palabra de ortografía.

1. El _____ es la moneda de curso legal en Kenia.
2. Una persona nacida en China se llama _____.
3. Saltó una gran _____ de la hoguera.
4. El _____ es un ingrediente de muchas comidas sabrosas.
5. El niño tiró el _____ y hubo que lavarlo.

B. Escribe la palabra de ortografía que signifique lo mismo o casi lo mismo que las de la lista.

6. ají, pimienta _____
7. chaquetilla _____
8. mantón _____
9. gritar _____
10. lodazal, charca _____
11. aguacero _____
12. cabaña _____
13. chico, muchacho _____
14. chinela, chancleta _____
15. granja, quinta _____

Nombre _____

chaleco	chelín	chubasco	chillar	chal
chancla	charco	chino	chispa	choza
chorizo	chupete	chacra	chile	chaval

En cada fila, rodea con un círculo la palabra que tenga la misma sílaba con *ch* que la palabra en negrilla de la primera columna.

- | | | | |
|--------------------|-----------|----------|------------|
| 1. chillar | escarcha | chino | techado |
| 2. enchufe | chubasco | cincha | lecho |
| 3. cosechar | rancho | charco | cartuchera |
| 4. morichal | enganchar | ensancha | chal |
| 5. chisme | cochera | dicho | chispa |
| 6. hechizo | buche | chillar | marchar |
| 7. serrucha | chaleco | guinche | coche |
| 8. mancha | enchilada | capricho | chacra |
| 9. boliche | chelín | lucho | chasco |
| 10. chance | chancla | gancho | cinchar |
| 11. poncho | anoche | choza | lechón |
| 12. chuleta | chambra | chilena | chupete |
| 13. chapa | chaval | churro | chinche |
| 14. chocar | chutar | chorizo | chiste |
| 15. chico | lechuza | brecha | chile |

Nombre _____

A. Hay seis errores ortográficos en la carta. Rodea con un círculo las palabras mal escritas. Escríbelas correctamente en las líneas.

Querida abuela:

Te cuento que aprendí a chatear. Es muy interesante. No me cuesta ni un shelín y encontré un lindo grupo de escritores. Me gustaría ser uno de ellos. Espero tener al menos una cihspa de creatividad. Disfruto mucho cuando hablamos de nuestros autores y libros favoritos. El mío es Julio Verne. Encontré mucha gente a la que también le gusta.

Otras veces, nos divertimos contando algún chiste a un chavall amigo. Extraño tu exquisito cihle. Recibí el cahleco y el shal que me mandaste. Son muy bonitos. Gracias.

Nos vemos pronto,

Rosa

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Actividad de escritura**B. Piensa en alguien a quien te gustaría escribirle. Usa, al menos, tres palabras de ortografía en tu carta.**

CC.3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

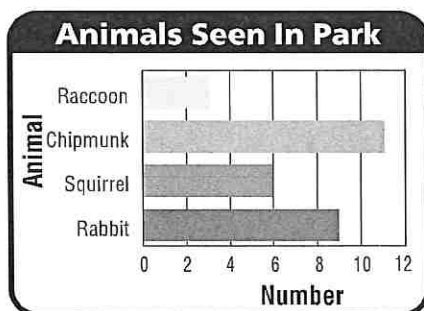
1. Paula made this graph to show her classmates' favorite pets.



Key: Each 😊 = 2 children

Which pet received a total of 10 votes?

- A bird
B dog
C fish
D cat
2. The bar graph shows the number of animals Mario and Jesse saw in the park.

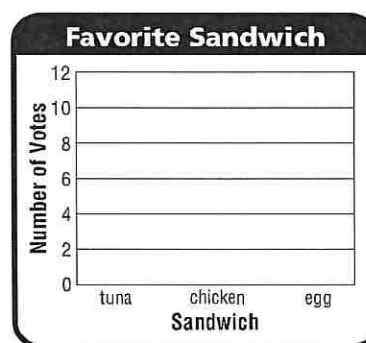


How many rabbits did they see?

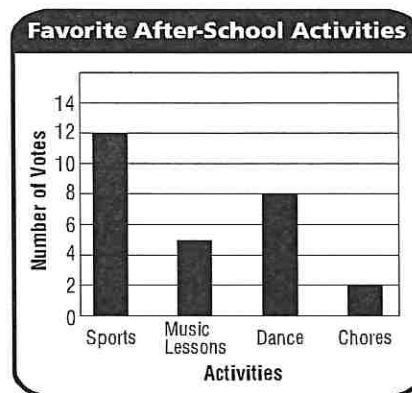
- A 8 rabbits
B 9 rabbits
C 10 rabbits
D 11 rabbits

3. The third-grade class voted for their favorite sandwiches. They learned that 11 students voted for tuna, 6 students voted for chicken, and 8 students voted for egg sandwiches.

Use the information. Draw the bars to complete the bar graph.



4. Mr. Patel's students voted on their favorite after-school activity.



How many students voted for music lessons and dance in all?

- A 5 students
B 8 students
C 12 students
D 13 students

Name _____

5. Lucas has 6 dimes, 8 pennies, and 10 nickels.

Coins Lucas Has	
Coin	Number of Coins
Penny	
Nickel	
Dime	

Key: Each ● = 2 coins

Complete the graph to show how many of each coin he has.

6. Olivia counted the flowers in her backyard. She made this table to show her data.

Type of Flower	Number of Flowers
tulip	6
rose	4
sunflower	2

Which picture graph correctly shows this data?

A

Flowers in the Backyard	
Tulip	●
Rose	● ●
Sunflower	● ● ● ●

B

Flowers in the Backyard	
Tulip	● ●
Rose	● ● ●
Sunflower	● ● ● ● ● ●

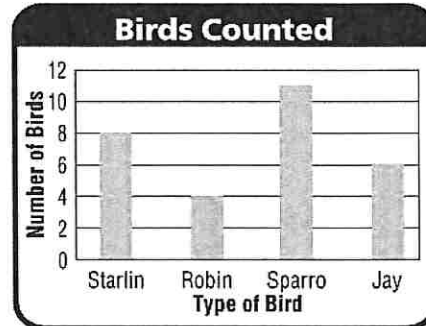
C

Flowers in the Backyard	
Tulip	● ● ● ● ● ●
Rose	● ● ● ●
Sunflower	● ●

D

Flowers in the Backyard	
Tulip	● ● ●
Rose	● ●
Sunflower	●

7. During a nature hike, Sasha and her friends counted the number of birds they saw, and displayed the data on the bar graph.



Which bird did they see most often?

- A starling
B robin
C sparrow
D jay
8. Tom made a picture graph to show the number of dogs that live on each street in his neighborhood.

Dogs in Our Neighborhood	
Willow Street	● ● ●
Maple Avenue	● ● ● ● ●
Elm Drive	●
Magnolia Way	● ●

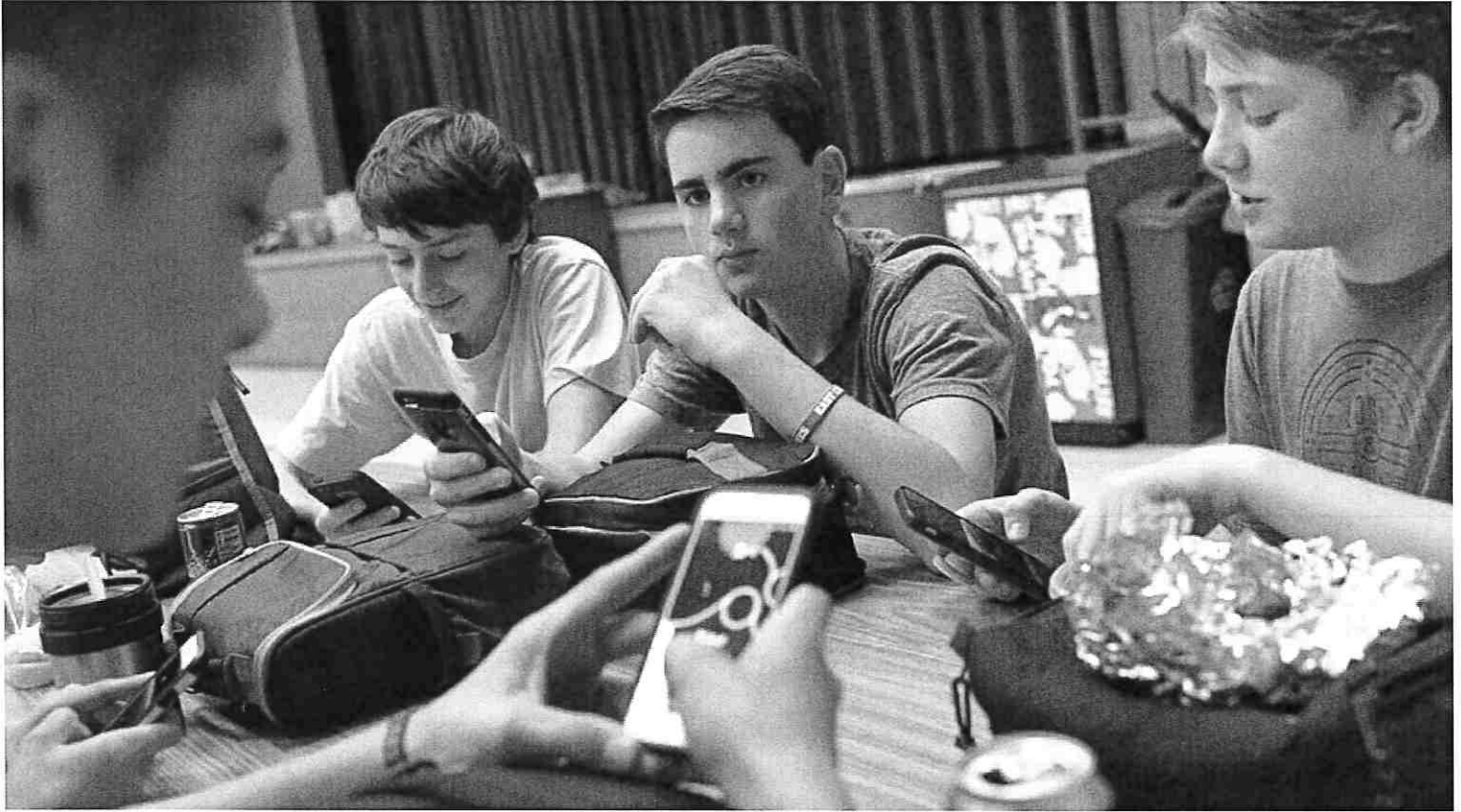
How many more dogs live on Maple Avenue than on Willow Street?

Do cellphones belong in schools?

By Washington Post, adapted by Newsela staff on 11.20.17

Word Count **480**

Level **400L**



Students (from left) Jack Doyle, Ryan Ward, Aiden Franz and Gray Rager use their cellphones during lunch at Westland Middle School in Bethesda, Maryland. Photo by: Washington Post by Michael Robinson Chavez

Cellphones have been around for a long time. Many kids have their own. But schools still do not know what to do about it.

Schools have all different rules about phones. Can younger kids bring phones to school? Can middle school students use phones at lunch? Teachers are not sure. Which rules make the most sense?

Montgomery County Public Schools is in Maryland. It is the biggest school system in the state. A big debate is happening there. It is all about cellphones. Parents, students and teachers cannot agree.

Parents Think Phones Keep Kids Safe

The school district just changed its rules. Before, kids could bring phones to school. But they needed special permission. Not all parents agreed with this. Many wanted their kids to bring phones to school. Some kids walk from home. The parents think phones help keep kids safe. With phones, kids can always call for help.

So the schools changed the rule. Now everyone can bring phones. They do not need permission. Younger kids still cannot use phones in school. They can use them after school, though. They can use them on the bus, too.

There are also new rules for middle schoolers. Now they can use their phones during lunch.

Not everyone is happy. Some parents do not like the changes. They do not think 6- and 7-year-olds should have phones at school. Some do not want older kids using phones at lunch, either.



Screens Can get In The Way

Many parents worry their kids spend too much time on screens already. Parents want their kids to spend more time with people. They think this is important. Kids must learn to make friends. They must learn to deal with problems face-to-face. Screens can get in the way.

Justus Swan is 11 years old. He is in sixth grade. Justus does not want phones at lunch, either. Lunchtime is about talking, he said. It is a time to chat with other kids.

Not everyone agrees. Some kids do want a phone-friendly lunch.

Gary Rager is one of them. He is 14 years old. Gary goes to Westland Middle School. He likes using his phone at lunch. He can text parents, he said. Or he can watch videos.

He said phones give kids freedom.

Gary's school took a survey. Most students wanted phones at lunch, said Alison Serino. She is the school principal. Most parents did not.

Friday Phone Day

Principal Serino had an idea. She decided kids can have cellphones at lunch. But only on Fridays. There are other limits, too. Kids cannot play violent games. They cannot take photos. Also, they cannot play music out loud. They must wear ear buds, instead.

Quiz

1 Which detail in the text shows WHY some parents want kids to be able to bring phones to school?

- (A) Not all parents agreed with this.
- (B) Many wanted their kids to bring phones to school.
- (C) The parents think phones help keep kids safe.
- (D) Younger kids still cannot use phones in school.

2 What is a reason WHY some parents don't want students bringing phones to school?

- (A) They think that kids spend too much time on screens.
- (B) They don't want to buy cellphones for their kids.
- (C) They don't want kids using phones on the bus.
- (D) They don't think that phones keep kids safe when they walk home.

3 What does the author of this article want to explain?

- (A) the different rules schools can have about cellphones
- (B) why schools shouldn't allow students to bring cellphones
- (C) when students should be allowed to use cellphones
- (D) what kinds of games students can play on their phones

4 Read the introduction [paragraphs 1-3].

Which sentence from the section shows the author's purpose for writing?

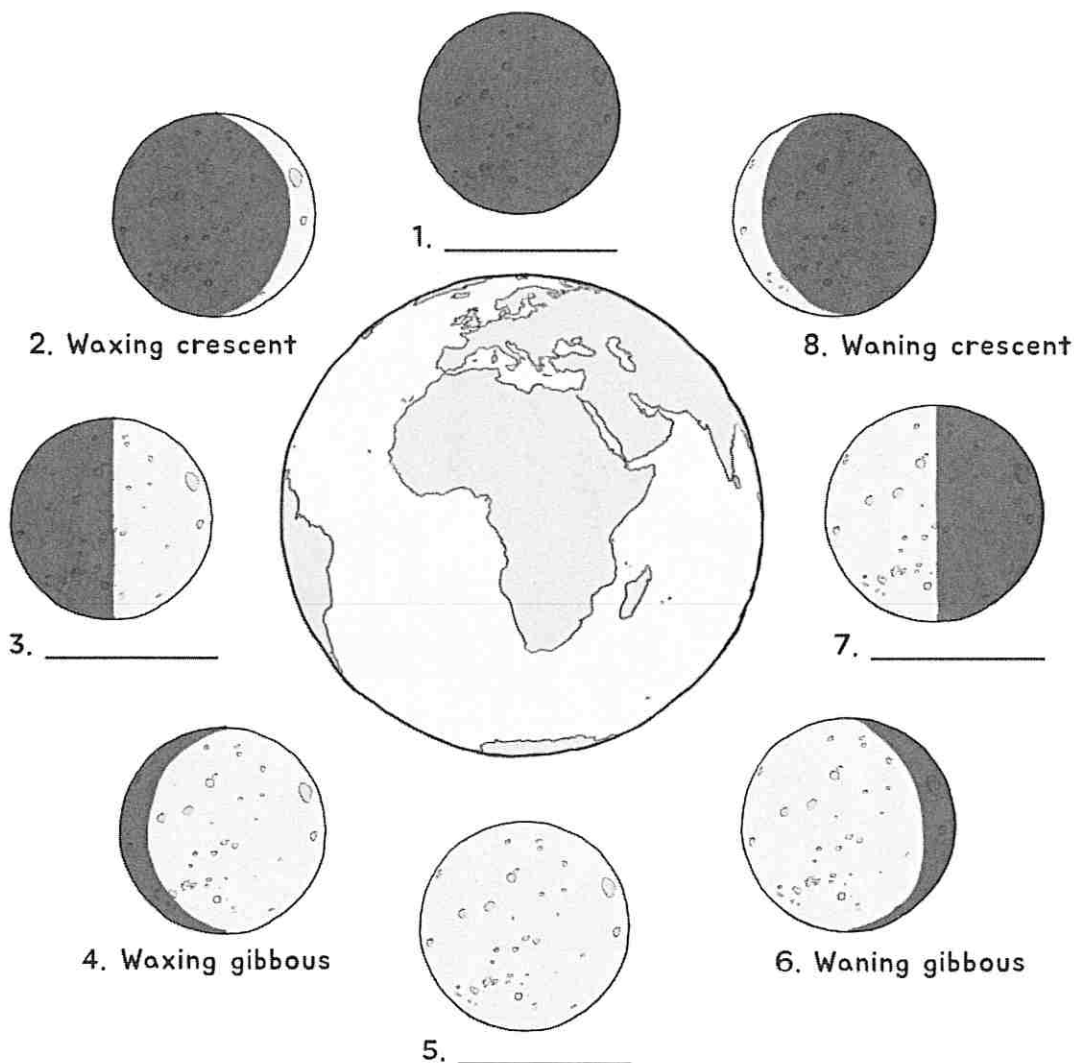
- (A) Cellphones have been around for a long time.
- (B) Many kids have their own.
- (C) Montgomery County Public Schools is in Maryland.
- (D) Parents, students and teachers cannot agree.

The Moon: A Natural Satellite

The **moon** is not a planet, but a natural satellite that circles the earth. The moon reflects light from the sun, like a mirror. As the moon orbits earth, sunlight hits different areas of the moon, making it visible. These changes are called *phases*.














At the **New Moon** phase, the moon is very hard to see because it's between the earth and the sun, and it is not lit up. The moon becomes visible during the **Waxing Crescent** phase, but we can only see a small piece of it. During the **First Quarter** moon, you can see half of the moon. The moon looks like it is almost full in the **Waxing Gibbous** phase. When there's a **Full Moon**, it is fully facing the sun causing it to appear fully lit up. Then, the **Waning Gibbous** phase is when the moon begins shrinking and we can see all but a small sliver. In the **Last Quarter**, you can see half of the moon again. The last phase before a New Moon is the **Waning Crescent** phase, which is when the moon appears as a small crescent shape again.

Directions: Label each phase of the moon below using the information from above.



Directions: Hold each balance for a minimum of 5 seconds and then cross of the board. Try to see how many different ways you can get Bingo on the board. You can also play with a partner and take turns attempting different balances to make a Bingo

Balance Bingo

 HALFWAY HANDSTAND	 BROKEN CANDLESTICK	 SPLIT STAND	 THE PEG LEG	 THE ANKLE HOLD
 PLANK	 SIDE PLANK	 ELBOW STAND	 SUNSHINE	 BRIDGE
 TOE TOUCH	 SITTING TOE TOUCH	FREE SPACE	 WARRIOR	 SIDEWAYS STRETCH
 DAZZLER	 LAZY TOE TOUCH	 TOE POINTER	 SPLIT	 AIR CHAIR
 HANDSTAND	 HEADSTAND	 TRIPOD	 CANDLESTICK	 HANDSTAND STRADDLE