

Third Grade Choice Board
Week: 2 Date: March 23 to March 27

- Students need to do one activity from each subject area column every day.
- Place a check on the activities completed and have parent/guardian sign below when the activities are finished.
- Challenge activities are optional.
- If you have the internet, work on additional activities in the Technology Section.
- Students please return this sheet and any additional sheets to your teacher **within two days** of your return to school.
- Need support? Contact us!

Ms. Zorzi – tzorzi@d158.net

Ms. Larson – klarson@d158.net

Ms. White – kwhite@d158.net

Ms. Kmetz – mkmetz@d158.net

Miss Kreuger – mkrueger@d158.net

Mr. Earnshaw – mearnshaw@d158.net

Mrs. Lam – tlam@d158.net

Miss Spangler – aspangler@d158.net

Student Name _____

Parent/Guardian Signature _____

Date _____

Math (90 minutes)	Reading (45 minutes)	Language Arts / Writing (45 minutes)	Science / Social Studies (60 minutes)	Specials (60 minutes)
Write out your division facts (up to 12) for $\div 2$, $\div 4$, and $\div 8$. <u>Challenge:</u> Create flash cards for one set of facts you wrote out.	Read 30 minutes. Write these spelling words in abc order in your favorite color. Skillet, picnic, planet, system, pumpkin, accidents, libraries, mysteries, carpenters, merchants, included, occurred, supplying, scarier, happiest. <u>Challenge:</u> Write the spelling words in cursive.	Finish this sentence 10 different ways. “I am...” <u>Challenge:</u> Watch the jr.brainpop.com video on writing about yourself	Make flash cards with the following words: Rural Urban Suburban Countryside City Town <u>Challenge:</u> Jr.Brainpop.com video on rural, suburban, and urban areas	<u>Physical Education</u> (Pick one activity) Floss for 5 mins 10 imaginary dunks Go Noodle 30 mins

<p>Create a total of 5-word problems that go with the $\div 2$, $\div 4$, and $\div 8$ facts.</p> <p><u>Challenge:</u> Give your word problems to a family member to solve.</p>	<p>Read 30 minutes. Define the following vocabulary words. Player Referee Inventor Intelligent</p> <p><u>Challenge:</u> Draw a picture for each vocabulary word with a caption.</p>	<p>Describe a dream you had recently using many details.</p>	<p>Compare and contrast urban and rural areas using a Venn Diagram</p> <p><u>Challenge:</u> Draw a picture of an urban area</p>	<p><u>Physical Education</u> (Pick one activity)</p> <p>Floss for 5 mins</p> <p>10 imaginary dunks</p> <p>Play outside</p>
<p>Write out your division facts (up to 12) for $\div 3$, $\div 6$, and $\div 9$.</p> <p><u>Challenge:</u> Create flash cards for one set of facts you wrote out.</p>	<p>Read 30 minutes. Read a cereal box. Use descriptive words to describe the taste, smell, texture, size, and shape of the cereal.</p> <p><u>Challenge:</u> Create a new cereal. Be creative!</p>	<p>Besides food, water, and shelter what is something you cannot imagine living without? Why is this so important to you?</p>	<p>Compare and contrast urban and Suburban areas using a Venn Diagram</p> <p><u>Challenge:</u> Draw a picture of a suburban area</p>	<p><u>Art</u></p> <p>Use colors (crayons, colored pencils, paint, pastels, anything!) to draw or paint a sun set. Start with yellow for the sun, and then move to oranges, pinks, reds, then purple and blue at the top. Do not outline anything in black. Let the colors mix together.</p>
<p>Create a total of 5-word problems that go with the $\div 3$, $\div 6$, and $\div 9$ facts.</p> <p><u>Challenge:</u> Give your word problems to a family member to solve.</p>	<p>Watch a parent approved show or movie. Turn on the closed caption and read it.</p> <p><u>Challenge:</u> Pick someone at home to give a verbal summary of the show or movie.</p>	<p>Use five words to describe yourself and five words to describe a family member.</p>	<p>Compare and contrast rural and suburban areas using a Venn Diagram</p> <p><u>Challenge:</u> Draw a picture of a rural area</p>	<p><u>Music</u></p> <p>Make a list of musical instruments.</p> <p>Which are brass instruments?</p> <p>Which are woodwind instruments?</p> <p>Which are percussion instruments?</p>

Write out your division facts (up to 12) for $\div 7$, $\div 5$, and $\div 10$. <u>Challenge:</u> Create a total of 5 word problems that go with the for $\div 7$, $\div 5$, and $\div 10$ facts.	Read for 30 minutes. Read a newspaper, magazines or sales ad. <u>Challenge:</u> Create a newspaper, magazine, or sales ad about a topic of your choice.	Go outside and list as many nouns that you see.	Create a picture of your town and identify which community Lansing is. <u>Challenge:</u> Research what year Lansing was established.	<u>Technology</u> Sumdog.com Parents create an account Practice Math facts for 3 rd grade
---	---	---	---	--

Optional Technology Activities – Please use if the internet is available to your family.

Name	Website	Login Information	Use
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Brainpop Jr.	https://jr.brainpop.com/	<u>Username:</u> reavispop <u>Password:</u> poplearn	Use Brainpop Jr. to watch videos and complete activities that cover division.
Art for Kids Hub	https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ	No login	Art- All Grades: Complete 2 drawings a week, color them in, and make a background for each! Bring them back to school and we can hang them up in the art room.
LRC	https://www.symbaloo.com/mix/learnathome5		Tons of link to various websites for all subjects
Go Noodle	https://family.gonoodle.com/	None	Use for movement and mindfulness breaks.
Tumble Books	https://www.tumblebooklibrary.com/Home.aspx?categoryID=77	None	Virtual book/video library. May be used for reading choice. Access through district website in students' links
Ixl.com	www.ixl.com	Students have their own username and passwords	Access to math and language arts activities

Fry Words – Students should practice reading these words every week. These words are also referred to as sight words which means that students should be able to read the words without sounding out the word. These words are also known as high frequency words because the words are “frequently used” in reading for this grade level.

high	light	life	sea	watch	every	thought	always	began	far
near	head	those	grow	Indian	add	under	both	took	real
food	story	paper	river	almost	between	saw	together	four	let
own	left	got	carry	above	below	don't	group	state	girl
country	few	often	once	sometimes	plant	while	run	book	mountains
last	along	important	hear	cut	school	might	until	stop	young
father	close	children	without	talk	keep	something	side	second	soon
tree	seem	feet	late	list	never	next	car	miss	song
start	hard	mile	idea	being	city	open	night	enough	leave
earth	example	walk	eat	family	eyes	begin	white	face	it's

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.