

Third Grade Digital Learning Assignments

Week of April 27th

Complete one activity per subject each day.

RELA- You will be using the fairytale you started the Week of April 13th. You will use the editing checklist (attached) to revise and edit a specific part of your writing. Please email your newly edited writing **each day**. Your teacher must see changes each day, and she will provide feedback for further revising and editing.

If you score yourself with a 'Yes' at the 3rd grade level, edit your writing at the 4th grade level.

| | <u>Monday</u> 4/27 | <u>Tuesday</u> 4/28 | <u>Wednesday</u> 4/29 | <u>Thursday</u> 4/30 | <u>Friday</u> 5/1 |
|-------------|---|---|---|---|---|
| RELA | <p><u>Transitions</u></p> <ul style="list-style-type: none"> • Read the 'Transitions' portion of the checklist. • Circle or highlight the 3rd and 4th grade transitions you used. • Score yourself. • Make changes to your transitions. • Make sure you use a variety of transition all throughout your piece. | <p><u>Elaboration</u></p> <ul style="list-style-type: none"> • Read the 'Elaboration' portion of the checklist. • Re-read your writing to see how you elaborated. Put your finger where you elaborated. • Score yourself. • Make changes to your elaboration. • Elaboration should be all throughout your writing. | <p><u>Organization</u></p> <ul style="list-style-type: none"> • Read the 'Organization' portion of the checklist. • Look at your writing. You should see the paragraphs (indentation and space) without reading. • Score yourself. • Make changes to your paragraphs. • Use the attached chart to help you paragraph. • Remember narrative writing has many paragraphs. | <p><u>Ending</u></p> <ul style="list-style-type: none"> • Read the 'Ending' portion of the checklist. • Re-read your ending. • Score yourself. • Make changes to your ending. | <p>Publish</p> <ul style="list-style-type: none"> • Read the rest of the checklist and score yourself. • Make any necessary changes using the checklist and your teacher's feedback. • Publish your writing and email to your teacher. • This will be graded using the checklist. |
| Math | Finding Area: Tiling AND 1 i-Ready Math Lesson | Finding Area: Repeated Addition AND 1 i-Ready Math Lesson | Finding Area: multiplication AND 1 i-Ready Math Lesson | Finding Area: Distributive Property AND 1 i-Ready Math Lesson | Finding Area Quiz AND 1 i-Ready Math Lesson |


Narrative Writing Checklist

| | Grade 3 | NOT YET | STARTING TO | YES! | Grade 4 | NOT YET | STARTING TO | YES! |
|---------------------|---|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| | Structure | | | | Structure | | | |
| Overall | I told the story bit by bit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I wrote the important part of an event bit by bit and took out unimportant parts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lead | I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transitions | I told my story in order by using phrases such as <i>a little later</i> and <i>after that</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ending | I chose the action, talk, or feeling that would make a good ending and worked to write it well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Development | | | | Development | | | |
| Elaboration | I worked to show what happened to (and in) my characters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I added more to the heart of my story, including not only actions and dialogue but also thought and feelings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Narrative Writing Checklist (continued)

| | Grade 3 | NOT YET | STARTING TO | YES! | Grade 4 | NOT YET | STARTING TO | YES! |
|--------------------|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| Craft | I not only told my story, but also wrote it in ways that got readers to picture what was happening and that brought my story to life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I showed <i>why</i> characters did what they did by including their thinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I made some parts of the story go quickly, some slowly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Language Conventions | | | | Language Conventions | | | |
| 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 used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed. | <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"/> | When writing long, complex sentences, I used commas to make them clear and correct. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | While writing, I used 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |

Chart to Help with Elaboration

 *Come On, Rain!*
What Hesse Did to Make Her Storytelling Voice So Good in *Come On, Rain!*

- ⇒ She put in exact words people say. [*"Is there thunder?" Mamma asks. "No thunder," I say.*]
- ⇒ She wrote *how* people talk. [*breathe, murmur, whisper*]
- ⇒ She used descriptive details. [*ice-chilled glass*]
- ⇒ She told it bit by bit. [*Mamma sinks onto a kitchen chair and sweeps off her hat. Sweat trickles down her neck and wets the front of her dress and under her arms. Mamma presses the ice-chilled glass against her skin.*]

When to Start a New Paragraph

- ¶ When there is a new subtopic.
- ¶ When time has moved forward.
- ¶ When a new person is speaking.

Mentor Text Ending

Ending from Come On, Rain! by Karen Hesse

I hug Mamma hard,
and she hugs me back.

Important
Action

The rain has made us new.

As the clouds move off,
I trace the drips on Mamma's face.

More important
actions

Everywhere, everyone, everything
is misty limbs, springing back to life.

strong
images

"We sure did get a soaking, Mamma," I say,

Important
Dialogue

and we head home

purely soothed,

fresh as dew,

Images

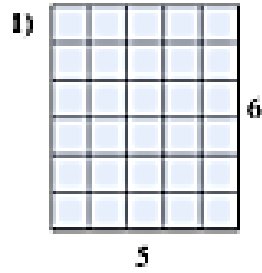
turning toward the first sweet rays of the sun.

Reminds
us why this
moment matters!



Find the area (in u) by tiling the rectangles shown. The first is tiled for you.

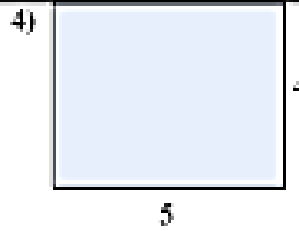
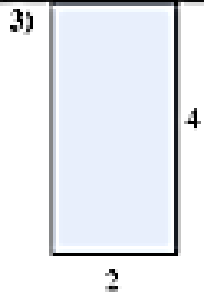
Answers



1. _____

2. _____

3. _____

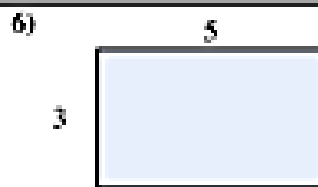
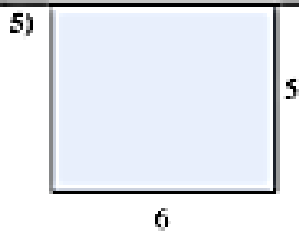


4. _____

5. _____

6. _____

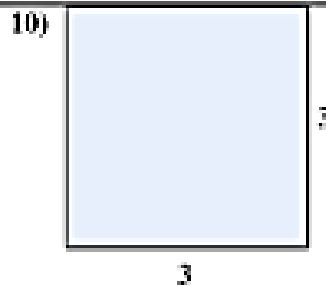
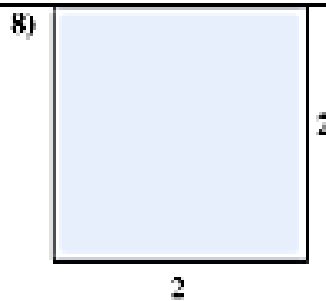
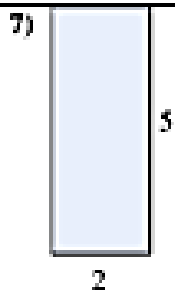
7. _____



8. _____

9. _____

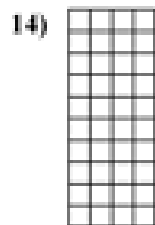
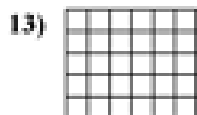
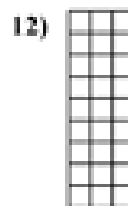
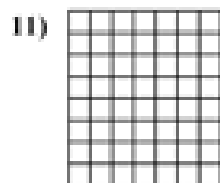
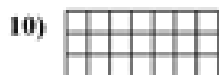
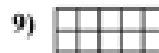
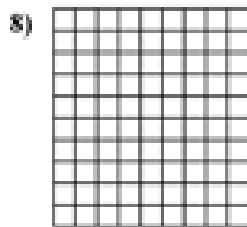
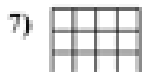
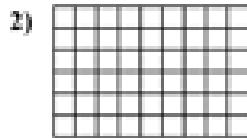
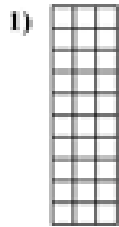
10. _____



Use repeated addition to help you solve for the area of each.



Determine the area. Each $\square = 1$ square unit (u^2).



Answers

3+3+3+3+3+3+3+3+3 = 30

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Use multiplication to find the area of each rectangle.

Write the area of this shape in the answer box.



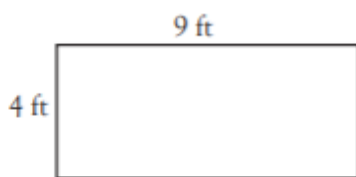
8 ft

3 ft

$$3 \times 8 = 24$$

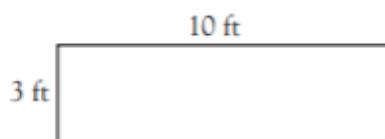
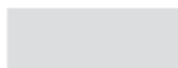
24 ft²

Write the area of each shape in the answer box.



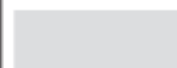
9 ft

4 ft



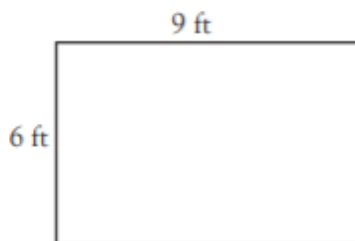
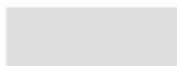
10 ft

3 ft



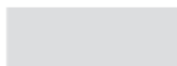
3 ft

12 ft



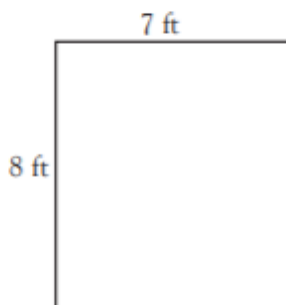
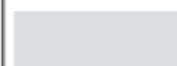
9 ft

6 ft



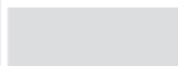
9 ft

7 ft



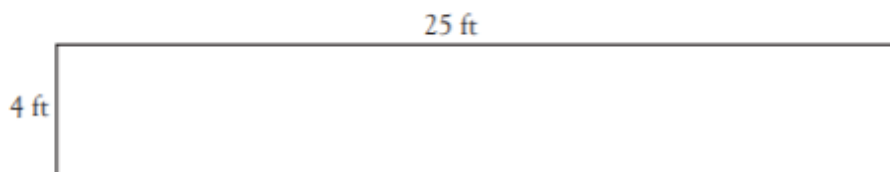
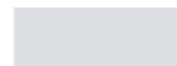
7 ft

8 ft



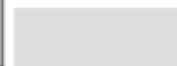
10 ft

20 ft



25 ft

4 ft

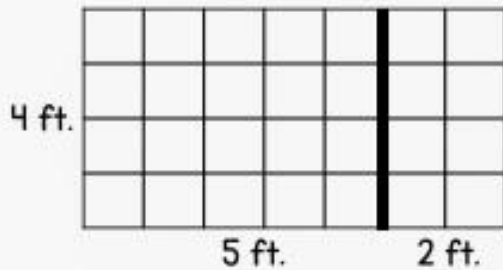


3.MD.7 - Applications of Area

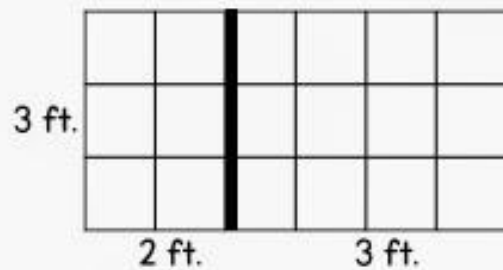
Name: _____

Date: _____

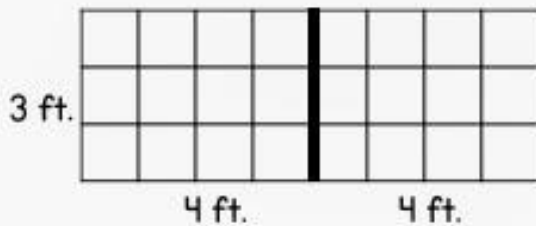
Use the distributive property to find the area of the tiled rectangles.



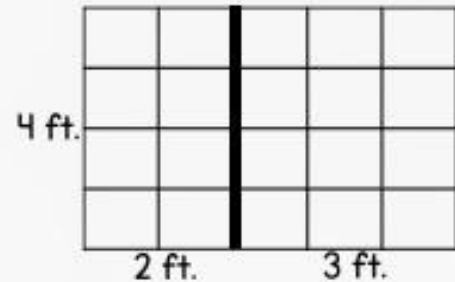
$$\begin{aligned} &= (4 \times 5) + (4 \times 2) \\ &= 20 + 8 \\ &= 28 \text{ square feet} \end{aligned}$$



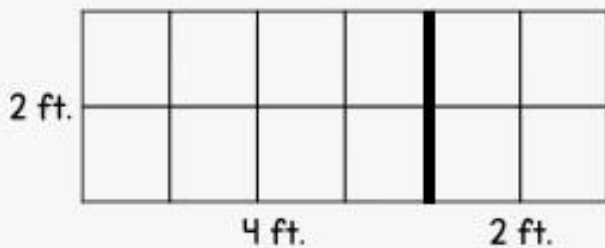
$$\begin{aligned} &= (___ \times ___) + (___ \times ___) \\ &= ___ + ___ \\ &= _____ \text{ square feet} \end{aligned}$$



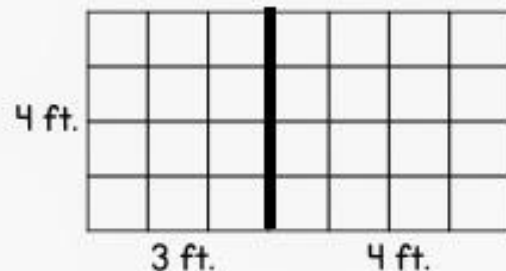
$$\begin{aligned} &= (___ \times ___) + (___ \times ___) \\ &= ___ + ___ \\ &= _____ \text{ square feet} \end{aligned}$$



$$\begin{aligned} &= (___ \times ___) + (___ \times ___) \\ &= ___ + ___ \\ &= _____ \text{ square feet} \end{aligned}$$



$$\begin{aligned} &= (___ \times ___) + (___ \times ___) \\ &= ___ + ___ \\ &= _____ \text{ square feet} \end{aligned}$$



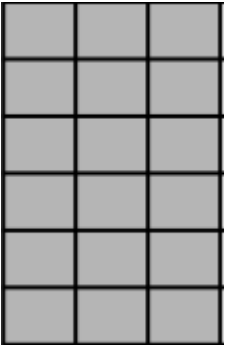
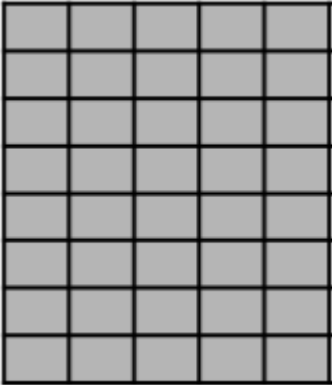
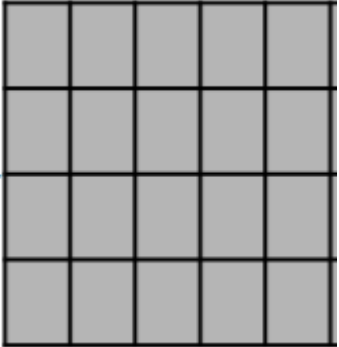
$$\begin{aligned} &= (___ \times ___) + (___ \times ___) \\ &= ___ + ___ \\ &= _____ \text{ square feet} \end{aligned}$$

Finding Area Quiz



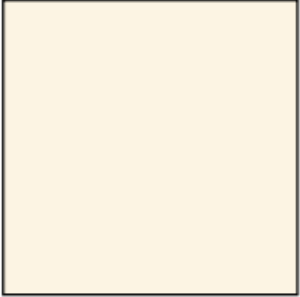
Name: _____

Date: _____

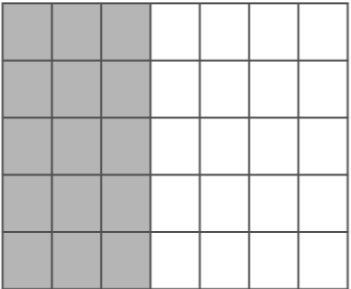
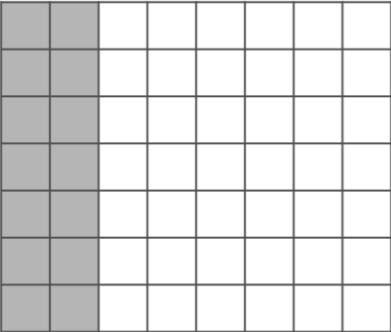
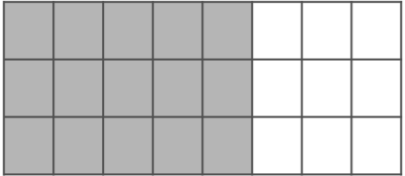
Find the area of each rectangle by **TILING or REPEATED ADDITION.**

| | | |
|---|---|---|
|  |  |  |
| _____ sq. units | _____ sq. units | _____ sq. units |

Find the area of each rectangle by using **MULTIPLICATION.**

| | | |
|---|--|--|
|  |  |  |
| _____ sq. units | _____ sq. units | _____ sq. units |

Find the area of each rectangle by using the **DISTRIBUTIVE PROPERTY.**

| | | |
|---|---|---|
|  |  |  |
| $(\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$ | $(\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$ | $(\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$ |