

# Third Grade Digital Learning Assignments

## Week of March 30<sup>th</sup>

Complete one activity per subject each day.

	<u>Monday</u> 3/30	<u>Tuesday</u> 3/31	<u>Wednesday</u> 4/1	<u>Thursday</u> 4/2	<u>Friday</u> 4/3
RELA	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Read Passage 1 <i>Dogs Should Be Allowed in Restaurants</i> and Passage 2 <i>Leave Dogs at Home When Eating Out</i>. Highlight or underline reasons that support each opinion.</li> <li>Pick your opinion (side).</li> <li>Do a box and bullet to plan your opinion piece (box is your opinion; bullets are your reasons).</li> <li>Begin drafting your opinion piece and send to your</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Complete <u>one</u> Pronoun activity <b>AND</b> <u>one</u> Subject-Verb Agreement activity.</li> </ul> <p><b><u>Pronoun</u></b></p> <ul style="list-style-type: none"> <li>Pronouns are words that replace nouns (he, she, it, they, us, etc.)</li> <li>Complete the Pronoun NearPod (join.nearpod.com code VRDNA).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Complete the Pronoun worksheet attached.</li> </ul> <p><b><u>Subject-Verb Agreement</u></b></p> <ul style="list-style-type: none"> <li>Complete the Subject-Verb Agreement NearPod (join.nearpod.com code YWGZN).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Complete the Verb Agreement worksheet attached.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue drafting your opinion piece.</li> <li>Use the feedback from your teacher to revise and edit your piece.</li> <li>Check your spelling, punctuation, and capitalization.</li> <li>Share your final opinion piece with your teacher.</li> <li>Type and share on Office365 OR send a picture of your handwritten draft.</li> </ul>	<p><b>Graded</b></p> <ul style="list-style-type: none"> <li>River Rescue- read the passage and answer the questions.</li> <li>This can be completed on NearPod (join.nearpod.com code VNDWG) <b>OR</b> see attached.</li> <li>If completing on paper, send a picture to your teacher to be graded.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Marathon Read for at least 45 minutes.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Complete 2 lessons in iReady.</li> </ul>

	<p>teacher for feedback.</p> <ul style="list-style-type: none"> <li>Type and share on Office365 OR send a picture of your handwritten draft.</li> </ul>				
<b>Math</b>	<p>Workbook pages: 639—644 (Solve Capacity Problems)</p> <p><b>AND</b></p> <p>1 i-Ready lesson</p>	<p>Workbook pages: 645—650 (Estimate and Measure Mass)</p> <p><b>AND</b></p> <p>1 i-Ready lesson</p>	<p>Workbook pages: 651—656 (Solve Mass Problems)</p> <p><b>AND</b></p> <p>1 i-Ready lesson</p>	<p><b>CFA (Weight)</b></p> <p>Will be emailed the morning of; copies are also available at the front office. Please submit to your teacher by midnight on Friday 4/3 for an accuracy grade.</p>	<p>Review: Line plots and measuring to the nearest quarter inch.</p> <p><a href="#">CLICK HERE</a></p>

### **Passage # 1: Dogs Should be Allowed in Restaurants**

Many dogs are well behaved and healthy—maybe more so than many people, even—so why not allow dogs in restaurants? The eating experience would be better for everyone if dogs could be next to their owners while eating.

Many restaurants already have outdoor places for dogs to stay, next to the tables, with only a guardrail separating them. If this is already okay, why not let dogs inside too? The people and the dogs are close to each other both ways. In any case, people are probably just as likely to get sick from another person sneezing as they are from dog germs.

Anyone can see how fun it could be to order a sandwich for yourself and food for your pet at the same time. You could order your dog a hamburger or even split a sandwich. While you enjoy your meal, you have the extra joy of knowing your pet is enjoying hers too. Other diners too can also enjoy the sight of a cute dog happily snacking, and they too will smile. Everyone smiles at happy puppies.

Dogs should be well-behaved, clean, and healthy before they come into restaurants. But, if they are, they should be welcomed in restaurants.

### **Passage #2: Leave Dogs at Home When Eating Out**

It is against the law to have animals in restaurants (except for service animals). This law was passed so that places that serve food stay clean—without animal waste and germs. This law also keeps restaurants calm for people who may not want to eat right next to a panting, barking dog. Changing the law would be a mistake: pets should not be in restaurants!

People may say their animals are clean, but it's unlikely that every dog will have a bath before going out to eat. They could spread germs when they come into the restaurant. Restaurant employees might pet the dogs and not wash their hands before serving food. Also, dogs will track in dirt and lick things, and some will even have accidents! And who likes the smell of dog while eating? Restaurants are for food, and dogs being in them will make them unhealthy.

There will also be trouble. What will happen when a dog jumps on a waiter carrying a hot bowl of chicken soup? What will happen when a dog chews someone's purse or a dog bites a child's messy fingers? How enjoyable will it be when dogs bark or whine for food? Eating out will be no fun anymore.

People who want to eat with their pets should plan a picnic, leaving restaurants for people who want clean, safe, calm eating experiences with other humans.

## Prompt: Dogs in Restaurants

Some people think dogs should be allowed in restaurants. Others think they should not be allowed in restaurants.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS:** Use the pronouns below to complete the sentences.

*her*                  *him*                  *their*  
**his**                  *them*

1. Sam was running late this morning and forgot \_\_\_\_\_ homework.
2. I almost forgot my shoes. Now where did I put \_\_\_\_\_?
3. Mother cat and \_\_\_\_\_ kittens napped in the sun.
4. I have a dog named Fred. I gave \_\_\_\_\_ a bone to chew on.
5. Ken helped me mow the lawn. I owe \_\_\_\_\_ big time!
6. Tim competes in gymnastics. The judges always give \_\_\_\_\_ high scores.
7. Zack and Dave went to a concert. They got \_\_\_\_\_ tickets two months ago.
8. Bryan went fishing. He forgot \_\_\_\_\_ tackle box.
9. I am a math teacher. My students grade \_\_\_\_\_ own work.
10. The coach was upset with his team. He made \_\_\_\_\_ run 8 laps.
11. Our cat gets a lot of attention. \_\_\_\_\_ name is Moshi.
12. The football team made it to Super Bowl. \_\_\_\_\_ coach must be proud of them.

## Verb Agreement Worksheet

*Directions: Circle the correct conjugated verb. Make sure the verb agrees with its subject.*

1. She and her friends **is / are** at the fair.
2. The book or the pen **is / are** in the drawer.
3. The boy or his friends **run / runs** every day.
4. I think the girls or John **dance / dances** every Tuesday.
5. He doesn't **like / likes** it
6. One of the gifts **is / are** open!
7. The team captain, as well as his teammates, **is / are** nervous.
8. Each of these hot dogs **is / are** yummy!
9. Everybody **know / knows** Mr. Gilder.
10. Today, the news **is / are** boring.
11. Twenty dollars **is / are** a lot of money.
12. Dollars **is / are** often used in the United States.
13. There **is / are** many questions.
14. The team **run / runs** during practice.
15. The family **has / have** gone camping.

Name \_\_\_\_\_

Read the passage. Use the visualize strategy to help form pictures in your mind.

### River Rescue

12 Enid lived in the jungle with her family and friends. Her home  
13 had tall green trees, cool blue streams, and bright and beautiful  
23 flowers. It had enough tasty, fresh fruit to last forever.

33 The only thing Enid loved and adored more than her jungle  
44 home was reading. She read stories about fish. She read stories  
55 about dogs. She read stories about castles in France. Sometimes  
65 her friends told her that she read too much.

74 "Enid! You always have your trunk in a book! Your eyes will  
86 start to ache if you read too much," her friend Mabel would say.  
99 "Come swimming instead."

102 "I'll swim later. I'm reading about a girl with ruby red  
113 slippers."

114 Every evening after dinner, Enid would try to read her favorite  
125 stories to her friends. They would listen for a little while, but one of  
139 them would always say, "Hearing stories isn't fun! Let's go play!"

150 Enid kept reading. She hoped she would inspire her friends to  
161 read.

162 One day, after a heavy rain, Enid was trying to read a story  
175 about a beaver building a dam. In the middle of chapter 12, she  
188 heard a cry for help.

193 Books are a good way to become educated. However, even  
203 Enid would put a book down if someone needed her help.

214 "Help!" said the small, meek voice. It came from the river's edge.

226 "I know that voice!" said Enid. "It's my friend Mabel!"

Enid ran toward Mabel's voice. When she reached the river's edge she was surprised and shocked by what she saw. The usually calm, flat, clear water was now dark and swirling with splashing white waves. On the other shore on the opposite side of the river was tiny Mabel.

"Enid. What can we do?" asked her friend Harold. "We were about to play in the river like we always do. Mabel was on the other side of the river about to pick some fruit for lunch. Then it happened! The river got deeper and wider all of a sudden. It was magic."

"It wasn't magic," said Enid. "It is a flood. I read about it. Sometimes when it rains too much like it did today, rivers can swell and get bigger without a warning."

"What can we do to help Mabel?" asked Harold. "Did you also read about something to help when rivers get too big?"

Enid thought about her book about the beaver's dam. "Yes! We can build a dam. A dam is like a wall in the river. It slows down the water. When it slows down, Mabel can cross back to us safely."

"How do we make a dam?" asked Harold.

"Like this," said Enid. She rolled round, gray stones toward the river, slowly building a wall in the water. Her friends began helping her, assisting Enid in building the dam. Soon, it was complete and the water slowed. Mabel was able to cross back.

After that day, Enid's friends were satisfied to read books with her and listen to her stories.





Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What do Enid's actions in the first half of the story tell you about her?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Why do you think Enid wants her friends to read and listen to stories?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. A character's actions make the events in a story happen. If Enid did not like reading, how would the story be different?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Reading a Scale Quiz



## Reading a Scale

Name: \_\_\_\_\_

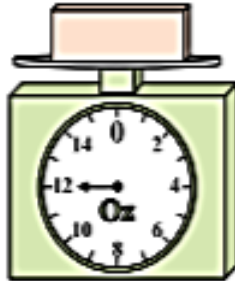
Use the scale to answer each question.

1)



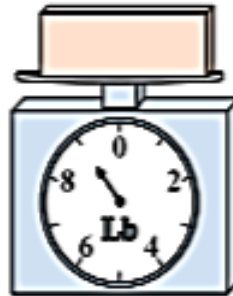
If the block shown were 9 pounds heavier, how much would it weigh?

2)



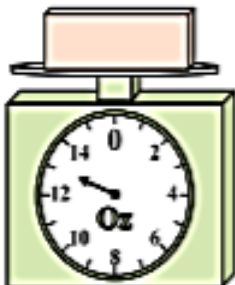
What is the weight (in ounces) of the block?

3)



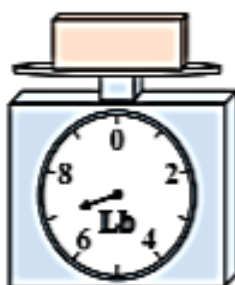
If the block shown were 7 pounds lighter, how much would it weigh?

4)



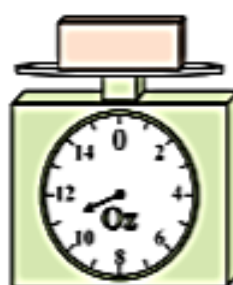
If you have 7 blocks that are the same weight, how many ounces total do the blocks weigh?

5)



If you have 8 blocks that are the same weight, how many pounds total do the blocks weigh?

6)



If the block shown were 6 ounces lighter, how much would it weigh?

7)



If the block shown were 8 pounds heavier, how much would it weigh?

8)



What is the weight (in ounces) of the block?

9)



What is the weight (in pounds) of the block?


## Answers






1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_








Measure each battery tip to tip then place your results in the line plot.

**Answers**

Ex)   $\frac{1}{4}$       1) \_\_\_\_\_      2) \_\_\_\_\_      3) \_\_\_\_\_      4) \_\_\_\_\_

5)  \_\_\_\_\_      6)  \_\_\_\_\_      7)  \_\_\_\_\_      8)  \_\_\_\_\_      9)  \_\_\_\_\_

10)  \_\_\_\_\_      11)  \_\_\_\_\_      12)  \_\_\_\_\_      13)  \_\_\_\_\_      14)  \_\_\_\_\_

- Ex.  $\frac{1}{4}$  \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

