

3rd Grade Daily Learning Plan

Teacher: Bixler and Liford

Office Hours: 10 -11 and 1-2

Date: **March 19, 2020**

* If you need a phone conversation, please email with details of your needs or concerns. We will be in touch!

Content Area: Reading

Learning Target: Students can compare and contrast different text.

Standard: RI.3.9I can compare and contrast the most important points and key details in two texts on the same topic.

Duration: 10-15 minutes

Activities:

- 1) Complete page 3-4 of the packet with the picture of the man and women.

Turn In:

Packet upon return/ Assessment Check In (at end of week)

Notes:

Find 20-30 minutes of time for self-selected reading!

Content Area: Eureka Math Module 5 Lesson 29

Learning Target: Compare fractions with the same numerator using $<$, $>$, and $=$.

Standard: 3.NF.3d

Duration: 30-40 minutes

Activities: You will need your chromebook for the link/slideshow, Blue math notebook and a pencil. You may write practice problems on the back of any sheet or use lined paper or a white board at home.

- 1) Video Lesson link is [here](#).
- 2) (Optional) Read through the Google Slideshow like we do in class [here](#).
- 3) Do the Application Problem for review.
- 4) Complete Problem Set.

Turn In:

Lesson Exit Ticket to be completed on Google.

<https://forms.gle/onknB2Uiq1CRcqFT8>

Notes:

Exit Ticket will count as task completion for a pass/fail grade.

Content Area: Science

Learning Target: I can create a magnet maze to determine if a magnetic force can pass through objects.

Standard: 3-PS2-4

Duration: 20-30 minutes

Activities: Magnetic Maze

You will need:

Paper plate and magnet from science kit I sent home.

Small item (car, eraser, small animal, lego, etc.)

Straw or chopstick

Marker

Glue/or glue gun (with parent)

Magnetic Maze handout in Blue Binder behind Science Tab.

Timer

Students create a maze on a paper plate. You will glue one magnet on whatever you decide to go through your maze (car, lego, etc). Glue one magnet onto chopstick or tool (stick) to navigate. See directions from there and fill out sheet as you go.

Turn In: Google form [here](#).

Notes:

Content Area: Social Studies - Study for Test

Content Area: Writing

Learning Target: I can draft my research-based opinion 5 paragraph essay.

Standard: W3.5

Duration: 20-30 minutes

Activities:

Students are to work on writing their draft essay.

In your writing binder/folder, pull out the lined paper where we began DRAFTING your piece.

Use your colored graphic organizers to pick up where you left off of your draft.

Here is the order in which you should be DRAFTING your essay:

Paragraph 1 - Introduction

Paragraph 2 - Pros Paragraph (pink graphic organizer)

Paragraph 3 - Cons Paragraph (green graphic organizer)

Paragraph 4 - Reasons Paragraph (yellow graphic organizer)

Paragraph 5 - Conclusion Paragraph (mini lesson to come)

With your graphic organizer, take your ideas and compose sentences in order on your lined paper. Don't forget to skip lines.

The order of the graphic organizer goes:

Topic Sentence/Opinion/Reason/Example/Reason/Example/Reason/Example, Conclusion

*Please watch the video posted to the Google Classroom on 3/18 for help on getting started at home.

Turn In: Nothing YET...

Notes: We will eventually transfer this draft to our Google Doc that we created before you left. :)

Daily CHALLENGE - Completely Optional!!

Standard: Cross Curricular Practice

Two Options

Activities:



[Challenge links](#)

Please Note: Daily Learning Plans for Essential Arts, Special Education and LEAPS will be delivered directly by those teachers.