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Grade 3 Summer Learning Plan - Days 1-20

Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

Day	Daily Assignments	
(Day 1)	<p>Math</p> <p>Add To with Numbers to 1,000: Today, you will explore "Add To" problems. These problems are about situations where something is being added. Read the lesson on pg. 5. Complete the word problems for Day 1 on pg. 7. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)</p> <p>Fluency: Complete the fluency problems for Day 1 on pg. 7. Explain any patterns you notice when multiplying by 2's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Social Studies Topic: NC Culture & Regions</p> <p>The features within NC's different regions affect people economically and culturally. The culture of a group is frequently expressed through its art, food, celebrations, music, family roles, etc. North Carolina consists of three main geographic regions: the Atlantic coastal plain, in the eastern portion of the state; the central Piedmont region, and the western Mountain region, which is part of the Appalachian Mountains.</p> <p>Activity: What do you already know about NC, its regions, and its culture? For each region listed above, write several things you know about what makes this region unique and how its physical features impact life there. [4.C.1.1]</p> <p>Optional Enrichment Resource: NC Regions [2:08] bit.ly/2Lz4WKm</p>
(Day 2)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 2. bit.ly/CMS3Day2</p> <p>-With a family member, caregiver, or friend, read the excerpts for Day 1. Think about what you know about poetry, then discuss what you think makes a poem, a poem. See pg. 17.</p> <p>-Write what you know, notice and wonder in your workbook about what makes a poem, a poem. See pg. 13. (W4.6)</p>	<p>ALL Block</p> <p>Optional Video bit.ly/3rdSummerLearning</p> <p>ALL Block Introduction (UIWID1)- Watch the Day 2 video to learn about the components and purpose of ALL Block. Independent Activity:</p> <p>-Reading and Speaking Fluency/GUM - Read the poem, <i>Firefly</i>, on pg. 19 and self-assess how you did. See pg. 15. (RF.4.5)</p> <p>-Independent Reading: Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>
(Day 3)	<p>Math</p> <p>Take From with Numbers to 1,000: Today, you will explore "Take From" problems. These problems are about situations where something is being removed or taken away. Read the lesson on pg. 6. Complete the word problems and fluency activity for Day 3 on pg. 7. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)</p> <p>Fluency: Complete the fluency problems for Day 3 on pg. 7. Explain any patterns you notice when multiplying by 10's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Social Studies Topic: Native People</p> <p>Our area has been home to indigenous cultures for thousands of years. By the time European settlers arrived, we were home to approximately 30,000 Native Americans. Over time, tribes began protesting the seizure of their lands and enslavement of their people by Carolina settlers. The disputes led to battles and restrictions imposed on the Native population. In the 1730's a smallpox epidemic wiped out much of the Indian population in NC. In 1838 about 17,000 NC Cherokee were forcibly removed to the Indian Territory (Oklahoma). Today NC's American Indian population is the largest east of the Mississippi River with 8 state and federally recognized Native American tribes.</p> <p>Activity: Tribes in NC have included the Cherokee, Lumbee, Waxhaw, Waccamaw and Catawba. Pick 2 tribes and connect them to other things you know about NC. [4.C.1.1]</p> <p>Optional Enrichment Resource: The Story of North Carolina-American Indians in Our State [6:13] bit.ly/2LzVLJQ</p>
(Day 4)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 4. bit.ly/CMS3Day4</p> <p>-With a family member, caregiver, or friend, read the article "Writer Shows Kids How Cool and Funny Poetry Can Be!" See pg. 17-18.</p> <p>-On p. 13 of your workbook, write what you notice about the different types of poems described in the article, and the characteristics of those types of poetry. See pg. 13. (RL.4.5)</p> <p>-Write the gist of the article, and describe what inspires writers to write poetry, according to the author. See pg. 13. (RI.4.2)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>ALL Block Introduction (UIWID2)- Watch the Day 4 video to listen carefully and ask questions of others about their choice reading. Independent Activity:</p> <p>-Word Study and Vocabulary - Break apart the compound words and find the meaning. See pg. 15. (L4.4)</p> <p>-Independent Reading - Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>

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(Day 5)	<p>Math</p> <p>Add To/Take From to 1,000: Today, you will explore a mix of addition and subtraction problems. Review the lessons on pgs. 5 and 6. Complete the word problems for Day 5 on pg. 7. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 5 on pg. 7. Explain any patterns you notice when multiplying by 5's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Social Studies Topic: European Settlers</p> <p>The first permanent European settlers of NC were English colonists who moved from Virginia. Soon the area became diverse as different immigrant groups came to make NC their home. The Scottish arrived in the early 1700s (with the Scot-Irish founding Charlotte in 1730). These were followed by the French, Swiss, Irish, Welsh, and German throughout the 1700's. Scotch-Irish settlers farmed and raised livestock. Their blacksmiths, carpenters, potters, and wagon makers established local businesses. Many German settlers gathered together in communities to preserve their language in homes, churches, and schools.</p> <p>Activity: Write an answer to the following questions: [1] What do you believe attracted these different groups to North Carolina? [2] Why do you think so many of the groups settled apart from one another? [4.C.1.1]</p> <p>Optional Enrichment Resource: What Happened to the Lost Colony? bit.ly/2LCMNv7</p>
(Day 6)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 6. bit.ly/CMS3Day6</p> <p>-With a family member, caregiver, or friend, read the poems written in different styles for Day 6. See pg. 18.</p> <p>-Write what you notice in each style of poem and the characteristics of that style in your workbook. See pg. 13. (RL.4.5)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>ALL Block Introduction (UIWID3)- Watch the Day 6 video to use a variety of strategies to determine the meaning of unknown words and phrases.</p> <p>Independent Activity:</p> <p>-Writing - Write a comparing and contrasting paragraph. See pg. 15. (W.4.2)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>
(Day 7)	<p>Math</p> <p>Add To/Take From to 1,000: Today, you will explore a mix of addition and subtraction problems. Review the lessons on pgs. 5 and 6. Complete the word problems for Day 7 on pg. 8. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 7 on pg. 8. Explain any patterns you notice when multiplying by 5's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Science Topic: Science Inquiry</p> <p>Think about the question "What does a Scientist do?" and "What does a scientist look like?" Create a t-chart and label it "notice" on one side and "wonder" on the other. Using your background knowledge, list words that are associated with scientists and what you notice or wonder about Scientists. Be as detailed as possible and include equipment that you think scientists may use. Use these questions to help. 1. Where might a scientist be located? 2. Who might a scientist be collaborating with? 3. What actions might the scientist be doing? 4. How might a scientist show their learning? (NC 4th Science and Engineering Practices)</p>
(Day 8)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 8. bit.ly/CMS3Day8</p> <p>-With a family member, caregiver, or friend, review your workbook notes and the poems you have read so far.</p> <p>-Think about what inspires you. Choose two styles of poetry and try writing your own in the blank space provided on p. 13 in your workbook, or on a separate sheet of paper. Share them with a family member or friend. See pg. 13. (L.4.3.a)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>ALL Block Introduction (UIWID4) Watch the Day 8 video to draw an illustration using details from the text and read your research reading text independently for 10 minutes.</p> <p>Independent Activity:</p> <p>-Additional Work with Complex Text - Read <i>Fireflies</i> on pg. 19 and select two words you do not know. Complete the chart. See pg. 15. (L.4.4)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>

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Day	Daily Assignments	
(Day 9)	<p>Math</p> <p>Add To/Take From to 1,000: Today, you will explore a mix of addition and subtraction problems today. Review the lessons on pgs. 5 and 6. Complete the word problems for Day 9 on pg. 8. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)</p> <p>Fluency: Complete the fluency problems for Day 9 on pg. 8. Explain any patterns you notice when multiplying by 5's, and 10's. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Science Topic: Adaptations and Behaviors of Organisms</p> <p>Select an animal or plant in your local environment (e.g., a bird, squirrel, tree, or flower) and observe it over the course of a few days. Create a t-chart and label it "notice" on one side and "wonder" on the other. Take notes on its behaviors, and how it responds to its environment. Jot down things you notice and wonder about your animal or plant. For example, you might note how a bird uses its beak to find food or how a tree's roots anchor it to the soil. After observing for a few days, create a simple model (using materials like clay, paper, or even drawing) that represents how the plant or animal survives.. (LS.4.1)</p>
(Day 10)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 10. bit.ly/CMS3Day10</p> <p>-With a family member, caregiver, or friend, read the poem "Firefly" on p.19.</p> <p>-Write in your workbook to answer the questions about the poem. Use evidence from the poem and notes from previous days to support your answers. See pg. 14. (RI.4.1)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>Word Study and Vocabulary (UIW2D1) - Watch the video for Day 10 to explain the difference between academic and domain-specific vocabulary words.</p> <p>Independent Activity:</p> <p>-Reading and Speaking Fluency/GUM -Read two pages of your AIR book and self-assess how you did. See pg. 15. (RF.4.5)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>
(Day 11)	<p>Math</p> <p>Put Together/Take Apart with Numbers to 1,000: Today, you will explore "Put Together/Take Apart" problems that involve putting two parts together to get the whole or taking one part away from the whole to get the other part. Read the lesson on pg. 9. Notice that some Put Together/Take Apart problems can be solved using addition or subtraction. Complete the word problems for Day 11 on pg. 11. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4)</p> <p>Fluency: Complete the fluency problems for Day 11 on pg. 11. Explain any patterns you notice when multiplying factors in different orders. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Social Studies Topic: African Americans</p> <p>Many African Americans in NC today are descendants of people brought to the colonies from Africa as enslaved workers. Slavery is a system that deprives people of personal freedom and forces them to perform labor. After the Civil War, slaves were freed but NC and other southern states passed laws subjecting former slaves to restrictions on their freedom. Later Jim Crow laws were passed at the state and local level to enforce racial segregation. The laws were in place through the 1960's when the Civil Rights movement began to change the laws and practices in NC and the US.</p> <p>Activity: Slavery and Jim Crow laws seem like injustices that happened a long time ago. Write about a way that these practices still affect the culture we have in North Carolina Today [4.C.1.1]</p> <p>Optional Enrichment Resource: Ernie Barnes [5:40] bit.ly/2WLexEB</p>
(Day 12)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 12. bit.ly/CMS3Day12</p> <p>-With a family member, caregiver, or friend, read the article "Fireflies." See pg. 19.</p> <p>-Write the gist and evidence from the text that supports the gist in your workbook. See pg. 14. (RI.4.2)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>Word Study and Vocabulary (UIW2D2) - Watch the Day 12 video to use your vocabulary log to analyze the meaning of a vocabulary word.</p> <p>Independent Activity:</p> <p>-Word Study and Vocabulary - Deconstruct words into root and any affixes. See pg. 16. (L.4.4)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>

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(Day 13)	<p>Math</p> <p>Comparison Problems with Numbers to 1,000: Today, you will explore "Compare" problems that involve comparing two amounts, or considering how much more or how many fewer one amount is than another. Read the lesson on pg. 10. Notice that Comparison problems can be solved using addition or subtraction. Complete the word problems for Day13 on pg. 11. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 13 on pg. 11. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Social Studies Topic: North Carolina Today</p> <p>Cities in North Carolina with large populations have a melting pot of cultures. Much of the rest of North Carolina remains rural however, and leans toward traditional Southern culture. Over 170,000 Asian Americans make NC their home, coming from places as varied as China, India, and the Philippines. Almost 600,000 Hispanics live here, with most coming from Puerto Rico, Mexico and Cuba. North Carolinians come from different backgrounds, but they all contribute to the richness of our culture. Activity: Think about our community. Where do you see evidence of varied cultures represented? Think of celebrations, music, food, art, and places of worship. Being specific, list as many as you can. [4.C.1.1] Optional Enrichment Resource: 15 facts about NC [5:50] bit.ly/2X6LHNR</p>
(Day 14)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 14. bit.ly/CMS3Day14</p> <p>-With a family member, caregiver, or friend, re-read the poem "Firefly" and the article "Fireflies." See pg. 19.</p> <p>-Write one similarity and two differences between the two texts in your workbook. See pg. 14. (RL 4.5)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>Word Study and Vocabulary (U1W2D3) - Watch the video for Day 14 to use your vocabulary log to analyze the meaning of a vocabulary word.</p> <p>Independent Activity:</p> <p>-Writing- Revise your comparing and contrasting paragraph. See pg. 16. (W.4.2)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>
(Day 15)	<p>Math</p> <p>Comparison Problems with Numbers to 1,000: Today, you will explore "Compare" problems that involve comparing two amounts, or considering how much more or how many fewer one amount is than another. Review the lesson on pg. 10. Remember that Comparison problems can be solved using addition or subtraction. Complete the word problems for Day15 on pg. 11. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 15 on pg. 11. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Science Topic: What Causes Day and Night</p> <p>In the morning, look up to see where the Sun is, and in the evening, observe where the Sun sets. At night, go outside and observe the Moon, drawing a picture of it. Over the course of the next few nights, track how the Moon changes. After observing the Moon for a few nights, create a model of what you've seen. This activity will help you understand the causes of day and night and how the Moon's movement leads to its phases. Have fun observing the sky and creating your models! (ESS.4.2)</p> <p>Optional Video: Phases of the Moon</p>
(Day 16)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 16. bit.ly/CMS3Day16</p> <p>-With a family member, caregiver, or friend, read the poem "Turtle Came to See Me" on p. 19.</p> <p>-Write in your workbook to answer the questions about the poem. Use evidence from the poem and notes from previous days to support your answers. See pg. 14. (RL 4.1)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>Accountable Independent Reading (U2W2D4)- Watch the Day 16 video to read an independent reading text with increasing stamina.</p> <p>Independent Activity:</p> <p>-Additional Work with Complex Text- Revisit the poem, <i>Turtle Came to See Me</i>, on pg. 19 and underline or highlight 3 interesting words or word phrases. Share with a family member why these words or word phrases are interesting to you. See -Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>

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(Day 17)	<p>Math</p> <p>Put Together/Take Apart/Comparison with Numbers to 1,000: Today, you will explore a mix of the problem types we have worked on this week. Review the lessons on pgs. 9 and 10. Complete the word problems for Day 17 on pg. 12. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 17 on pg. 12. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Science Topic: Light</p> <p>First, gather a flashlight, a mirror, a clear glass of water, a piece of white paper, and a piece of black paper. Start by exploring light reflection. Shine the flashlight at the mirror and observe how the light bounces off (reflects). Draw what you see and change the angle of the mirror to see how it affects the direction of the light. Next, investigate how light refracts (bends the light). Place the flashlight beam through the glass of water and observe how the light bends as it passes through the water. Record your observations and explain how the light changes direction. Finally, explore light absorption. Shine the flashlight onto the white paper and the black paper and feel which one gets warmer. Draw conclusions about how the color of materials affects how light is absorbed. (PS.4.3)</p>
(Day 18)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 18. bit.ly/CMS3Day18</p> <p>-With a family member, caregiver, or friend, read the article "Cuban-American Poet Takes Readers on a Visit to Cuba with Writing." on p. 20, which is about the author of the poem "Turtle Came to See Me" from Day 16.</p> <p>-In your workbook explain what inspires writers and the evidence from the text to support your answers. Then write the gist of the section "Becoming a Poet and Plant Scientist". See pg. 14. (RL.4.1, 4.2)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>Reading and Speaking Fluency/GUM (U2W1D1)- Watch the Day 18 video to read a text fluently and accurately then define <i>fluently</i> and <i>accurately</i> in your vocabulary log.</p> <p>Independent Activity:</p> <p>-Reading and Speaking Fluency/GUM - Complete a Fluency Performance and Self-Assessment using Day 9 of your ALL Block Handout. See pg. 16. (RF.4.5)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>
(Day 19)	<p>Math</p> <p>Put Together/Take Apart/Comparison with Numbers to 1,000: Today, you will explore a mix of the problem types we have worked on this week. Review the lessons on pgs. 9 and 10. Complete the word problems for Day 19 on pg. 12. (NC.3.NBT.2, NC.4.OA.3, NC.4.NBT.4) Fluency: Complete the fluency problems for Day 19 on pg. 12. Explain any patterns you notice when using a known fact to solve a more challenging fact. (NC.3.OA.7, NC.4.OA.4, NC.4.NBT.5)</p>	<p>Science Topic: Rocks on Earth</p> <p>Gather a variety of rocks outside. You will test their hardness, color, streak, and luster. To test hardness, use a nail or metal object to scratch the mineral and determine if it can be scratched. For streak, scrape the mineral across a white porcelain tile and observe the color left behind. Examine the luster by looking for shine (metallic, glassy, or dull) and describe the color. Create a t-chart labeled "Notice and Wonder." Record all observations in a chart under "notice" and any wonderings you still have under "wonder." (ESS.4.2.1)</p>
(Day 20)	<p>Reading</p> <p>Optional: Watch the module video for Summer Learning Day 20. bit.ly/CMS3Day20</p> <p>-With a family member, caregiver, or friend, re-read the poems and your notes in your workbook.</p> <p>-Write two poems about something that inspires you in the blank space provided in your workbook or on a separate sheet of paper... Share them with a family member or friend. See pg. 14. (L.4.3.a)</p>	<p>ALL Block</p> <p>Optional Video - bit.ly/3rdSummerLearning</p> <p>Accountable Independent Reading (U2W2D2) Watch Day 20 video to read my research reading text independently for 10 minutes and choose and respond to an appropriate reading prompt.</p> <p>Independent Activity:</p> <p>-Word Study and Vocabulary - Write 4 sentences with the -able words and make sure to show the meaning of the word. Share with a family member or caregiver, see pg. 16. (W.4.3a)</p> <p>-Independent Reading -Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.4.10/RI.4.10)</p>