**Grade 3 Day 5 - Reading**

**Overview**: Be a REAL reader

**Estimated Time**: Approximately 40 minutes

**Explanation**:

We have been learning this year that real readers combine the author’s text with their deep reading thoughts.

**Things to Know**:

1. REAL readers activate and add to their schema

2. Make inferences, predictions, and connections

3. Determine what is important make

4. Visualize what is happening

5. Ask questions before, during, and after reading

6. Summarize/Reflect on what they’ve read

**Tasks**:

1. Read a chapter or 2 from the book you are currently enjoying for independent reading.

2. While you are reading, use the habits of a REAL reader

3. Complete the Day 5 activity (or another from the list) from the Distance Learning: Reading Discussions in your folder

4. OPTIONAL – work on completing a Book Celebration from the list in your folder

**Turn in You Assignment**:

You may either have a discussion with a family member or write about the topic in the notebook in your folder.

**Gr 3 Day 5 - Math**

**Overview**: Multiplication Facts

**Estimated Time**: Approximately 30 minutes

**Explanation**: You can use strategies to help you figure out multiplication facts.

**Things to Know**:

1. For tutorials on how to access online Math in Focus resources using Ed Your Friend in Learning visit <https://www.cbsd.org/Page/1511> (See Microsoft Student Log-in Directions in your folder)

2. If you cannot print activities, you may write the answers on a sheet of paper.

3. Please look at Student Workbook Chapter 4 if you need guidance.

**Tasks**:

1. Complete the sheet called Gr 3 Day 5 Multiplication Facts.

2. Complete the sheet called Gr 3 Day 5 Multiplication Crossword Puzzle.

3. **OPTIONAL Extra Practice**: Play a game: Top It

a. Use a deck of playing cards or make your own cards with digits 1-12.

b. Each player turns over 2 cards and multiplies the numbers.

c. Each player says their product (answer) out loud.

d. The player with the largest product (answer) gets the cards (or gets a point).

4. **OPTIONAL Extra Practice:** Practice your fast facts by doing Freckle or Pet Bingo (free iPad app).

**Turn in You Assignment**:

You may share what you know about multiplying numbers with your family members. Bring your packet when we come back to school.

**Grade 3 Day 5 - Language Arts: Writing and Spelling**

**Overview:**

* Students will complete page 5 of their Spelling Verb Tense packet.
* Students will write in their *new* Journal.

**Estimated Time:** 25 minutes.

**Explanation:**

Spelling/ Grammar: Students will review spelling strategies and practice verb tenses.

Journal: Students will move through the steps of the writing process- planning, drafting, editing, and revising- to create a written piece.

**Tasks:**

**Spelling Verb Tense packet**: Students will complete page 5

1. Complete Past, Present and Future Tense Verbs sheet

**Writing**: Students will write in their Journal.

1. Continue writing yesterday’s piece or…
2. Read through the Distance Learning Writer’s Notebook Activity topics
3. Select a given topic or create your own idea!
4. Plan in your head or on a piece of planning paper.
5. Write your piece for at least 10 – 15 minutes in your new Journal.
6. You may publish a piece, continue a piece tomorrow or share with a family member 😊

**Turn in You Assignment:**

Spelling/ Grammar: return completed packet to school when we return.

Writing: bring journal to school when we return.

**Grade 3 Day 5 - Social Studies: Historic Hero Project**

**Overview:**

Practice speech presentation of Historic Hero; Enrich reading, writing, thinking skills related to social studies research learning.

**Estimated Time:** 20 minutes

**Explanation:**

Students will use speech presentation skills (speed, volume, expression, hand motions) to guide them in practicing oral speech.

**Tasks:**

1. Reread your written speech until you are reading it fluently.
2. Practice performing your speech to stuffed animals and/or yourself in the mirror.
3. How could you improve your performance? Maybe use more expression in your voice, dramatic pauses, or incorporate prop use in your speech?
4. Perform your speech for a live audience (sibling, parent, grandparent, etc.)
5. Ask audience to give you feedback on your performance.
6. Make changes to improve your speech based on the feedback you received.
7. OPTIONAL:
   * Make a Flipgrid video of yourself performing your speech to share on our class Flipgrid page 😊

**Turn in You Assignment:**

* Optional: make a Flipgrid video performing your speech.