

**15 -Day Emergency Instructional Plan – Grade 3**

Subject	Day 11	Day 12	Day 13	Day 14	Day 15
<b>ELA</b>	<p>1)Ready NY CCLS ELA pages 120-121 (Determining the Central Message).            2)Look the cartoon, use the details to think about the lesson that can be learned from the cartoon. What message can you learn from the cartoon and use in your own life?            3) Go to YouTube. Search: Central Message for 3<sup>rd</sup> grade.            4) Click on the 2<sup>nd</sup> link – RL32: Central Message.            5)What did you learn about Central Message? What are some common central messages in stories (Think: The Boy Who Cried Wolf, Cinderella, etc.)?</p> <p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete ReadWorks Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul>	<p>1)Ready NY CCLS ELA pages 122-123 (Determining the Central Message).            2) Close Read, The Girl and the Apples.            3) Chunk and Annotate the text and circle any unfamiliar words.            4) Think: What was this story about? What were the important events? What lesson can I learn from this story and use in my own life?            5) Complete the graphic organizer on page 123 (Identifying the Key Details and Determining the Central Message).            6) Discuss/Short Response: What other lesson might the girl learn from what happened?            7) Complete the Short Response on page 126.</p> <p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete ReadWorks Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul>	<p>1)Ready NY CCLS ELA pages 124-125 (Determining the Central Message).            2)Discussion: What are the characteristics of a folktale?            3) Close Read, Sharing the Crops.            4) Chunk and Annotate the text and circle any unfamiliar words.            5) Think: What was this story about? What were the important events? What lesson can I learn from this story and use in my own life?            6) Discuss: How did the famer outsmart the landowner.            7) Complete the multiple- choice questions on page 125. Use text evidence to eliminate wrong answers and provide the paragraph that helped you choose the correct answer.            8) Complete the short response question on page 127: Explain which character from sharing the crops learns a lesson. Use one detail from the folktale to support your response.</p> <p>Independent Work (Homework)</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete ReadWorks Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul>	<p>1)Ready NY CCLS ELA pages 128-130 (Determining the Central Message).            2) Close Read, Zel: The Gentle Donkey.            4) Chunk and Annotate the text and circle any unfamiliar words.            5) Think: What was this story about? What were the important events? What lesson can I learn from this story and use in my own life?            6) Discuss: What were the important events?            7) Independently complete the questions on page 131. Use text evidence to eliminate wrong answers and provide the paragraph that helped you choose the correct answer. Photo message the page to the teacher on Class Dojo. (Assessment)</p> <p>Independent Work (Homework)</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete ReadWorks Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul>	<p>1)Re-read Ready NY CCLS ELA pages 128-130 (Determining the Central Message).            2)Independently complete #'s 4-5 on page 132. Use text evidence to eliminate wrong answers and provide the paragraph that helped you choose the correct answer. Photo message the page to the teacher on Class Dojo. (Assessment)            3) Discussion: What was the central message in Zel: The Gentle Donkey? How did the characters help to deliver this message?</p> <p>Independent Work (Homework)</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete ReadWorks Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul>
<b>Math</b>	<p>Ready NY CCLS Mathematics page 176-Creating Equivalent Fractions.</p> <p>1) Discuss:</p> <ul style="list-style-type: none"> <li>What word do you hear in equivalent?</li> <li>Casen ate <math>\frac{2}{8}</math> of an orange. Trey's orange is the same size and he ate <math>\frac{1}{4}</math> of</li> </ul>	<p>Ready NY CCLS Mathematics page 180 – Writing a Whole Number as a Fraction.</p> <p>1)Discuss:</p> <ul style="list-style-type: none"> <li>Justin picked 4 green peppers from his garden. He did not cut them into pieces. How can you</li> </ul>	<p>Ready NY CCLS Mathematics page 182 -183 – Finding Equivalent Fractions.</p> <p>2) Discuss:</p> <ul style="list-style-type: none"> <li>What makes 2 fractions equivalent?</li> </ul>	<p>Ready NY CCLS Mathematics pages 184-185 – Assessment.</p> <p>1) Complete assessment and Photo message the page to the teacher on Class Dojo.</p>	<p>Ready NY CCLS Mathematics page 186</p> <p>2) Discuss:            3) How do we compare fractions?</p>

	<p>his. Who ate more of their orange? Let's draw a picture to figure it out.</p> <ul style="list-style-type: none"> <li>Let's compare the fractions on a number line to see if they are equivalent.</li> </ul> <p>2)Connect It – Ready NY CCLS page 177. 3) Go to BrainPop Jr. and Search Equivalent Fractions (Watch Video and Complete Quiz)</p> <p><a href="https://jr.brainpop.com/search/?keyword=Equivalent+Fractions">https://jr.brainpop.com/search/?keyword=Equivalent+Fractions</a></p> <p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>Write 3 x tables 3 times each (study)</li> <li>Create two equivalent fractions by making models.</li> </ul>	<p>write the number of peppers Justin picked as a fraction?</p> <ul style="list-style-type: none"> <li>How many peppers are there? How many pieces is each pepper divided into?</li> <li>Expressing a fraction greater than 1 on a number line.</li> </ul> <p>2)Connect It – Ready NY CCLS page 181. 3)Go to khanacademy.org and Search Equivalent Fractions. 4)Click on the 1<sup>st</sup> Video and Watch.</p> <p><a href="https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/visualizing-equiv-frac/v/equivalent-fractions">https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/visualizing-equiv-frac/v/equivalent-fractions</a></p> <p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>Write 4x tables 3 times each (study)</li> </ul>	<ul style="list-style-type: none"> <li>How can you determine if two fractions are equivalent?</li> <li>How can you determine if a fraction is equivalent to 1/2?</li> <li>How can you use a number line to determine if two fractions are equivalent?</li> </ul> <p>3) Go to khanacademy.org and Search Equivalent Fractions. 4) Click on the 2<sup>nd</sup> Video and Watch.</p> <p><a href="https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-visualizing-equiv-frac/v/equivalent-amount-of-pizza">https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-visualizing-equiv-frac/v/equivalent-amount-of-pizza</a></p> <p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>Write 5x tables 3 times each (study)</li> </ul>	<p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>Write 6x tables 3 times each (study)</li> </ul>	<p>4) How can we compare fractions with the same denominator using models? 5) How can we compare fractions with the same denominator using a number line? 6) Draw models to compare the following fractions: <math>\frac{1}{2}</math> <math>\frac{2}{2}</math> <math>\frac{3}{4}</math> <math>\frac{1}{4}</math> <math>\frac{6}{8}</math> <math>\frac{3}{8}</math> 7) Go to khanacademy.org and Search Equivalent Fractions. 8) Click on the 1<sup>st</sup> Video and Watch.</p> <p><a href="https://www.khanacademy.org/math/cc-third-grade-math/equivalent-fractions-and-comparing-fractions/imp-comparing-fractions/v/comparing-fractions-with-the-same-denominator-math-3rd-grade-khan-academy">https://www.khanacademy.org/math/cc-third-grade-math/equivalent-fractions-and-comparing-fractions/imp-comparing-fractions/v/comparing-fractions-with-the-same-denominator-math-3rd-grade-khan-academy</a></p> <p>Independent (Homework)</p> <ul style="list-style-type: none"> <li>Write 6x tables 3 times each (study)</li> </ul>
<p>Social Studies/ Science</p>	<p>1) Watch the local news or pick an article from the newspaper. Use the template to write a summary:</p> <p><b>This article was about</b></p> <p>_____.</p> <p><b>This is important because</b></p> <p>_____</p> <p><b>This article makes me feel</b></p> <p>_____ because</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Log onto BrainPop. Click the top left drag down menu to access BrainPop Jr. Click science, then conservation, then 'Reduce', 'Reuse' and 'Recycle'. Watch the video:</p> <p><a href="https://jr.brainpop.com/science/conservation/reducereuserecycle/">https://jr.brainpop.com/science/conservation/reducereuserecycle/</a></p> <p>On paper/journal, respond to the following questions using complete answers:</p> <p>1. What is waste? What are the the 3 Rs of conservation? What does each word mean?</p>	<p>1) Click on the link and read the article: Nothing can Stop Her (Scholastic News) 2) Click on lower level and text -to -speech</p> <p><a href="https://sn4.scholastic.com/issues/2018-19/020419/nothing-can-stop-her.html#On%20Level">https://sn4.scholastic.com/issues/2018-19/020419/nothing-can-stop-her.html#On%20Level</a></p> <p>2)Use the template to write a summary:</p> <p><b>This article was about</b></p>	<p>Watch the YouTube video: <a href="https://www.youtube.com/watch?v=6jQ7y_qQYUA">https://www.youtube.com/watch?v=6jQ7y_qQYUA</a> (You can search 'Recycling for Kids' – Kids' Academy)</p> <p>Journal Writing: Describe what happens to materials after they have been recycled. Use at least 3 details to explain.</p> <p>Draw a picture of the recycling symbol, and</p>	<p>1) Click on the link and read the article: Nothing can Stop Her (Scholastic News) 2) Click on lower level and text -to -speech</p> <p><a href="https://sn4.scholastic.com/issues/2018-19/020419/cats-under-wraps.html">https://sn4.scholastic.com/issues/2018-19/020419/cats-under-wraps.html</a></p> <p>1. Why did the ancient Egyptians make mummies? 2. Who was Bastet? Describe how she looked and acted.</p>

			<p>_____. <b>This is important because</b></p> <p>_____</p> <p><b>This article makes me feel _____ because</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>examples of materials that can be recycled.</p>	<p>3. How does the sidebar "How to Make a Mummy" relate to the article?</p>
<p><b>Physical Education (PE)</b></p>	<p>1.</p>				
<p><b>Art &amp; Media</b></p>					

Jackson Annex School

**14-Day Emergency Instructional Plan – Grade 3**

Subject	Day 6	Day 7	Day 8	Day 9	Day 10
ELA					
Math					
Social Studies					
Science					
Physical Education (PE)					
Art & Media					