

# 3rd Grade Parent/Student Review Activities

# Plan for Academic Success

Subject	Monday	Tuesday	Wednesday	Thursday	Friday			
<b>READING:</b> Read a chapter or a book daily for 15-30 minutes, Self-Sustained Reading <b>(F= Fiction NF= Nonfiction)</b>	<b>(F) Character Analysis:</b> Draw a picture of the main characters. Describe the main characters in a few sentences.	<b>(F/NF) Ask Relevant Questions:</b> In a few sentences explain- After reading I wonder...	<b>(F) Communicate Ideas:</b> In a few sentences explain, if you were the author, what would you change and why?	<b>(F/NF) Authors Purpose &amp; Message:</b> In a few sentences explain-What message do you think the author is trying to send?	<b>(F/NF) Sequencing:</b> Make a horizontal flip book, summarize in a few sentences what happened first, next, and last in the story. Draw on the outside, summarize on the inside. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Begin- ning</td> <td style="text-align: center;">Middle</td> <td style="text-align: center;">End</td> </tr> </table>	Begin- ning	Middle	End
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<b>WRITING:</b> Compose Correspondence, a Letter to your Teacher. Tell your child to do the best they can, you know your child best.	<b>Draft:</b> Compose a short letter to your teacher about how you will continue learning this week, be sure to include an introduction and conclusion.	<b>Revise Draft:</b> Add, delete, and combine sentences as needed to your draft with a colored pen/ marker/ highlighter.	<b>Edit Draft:</b> Check for sentence structure, past/present/ future tenses, pronouns, punctuation/ capitalization, spelling of words, add commas where needed with a colored pen/ marker/ highlighter.	<b>Publish Draft:</b> Rewrite your draft legibly, leaving appropriate spaces between words (use your finger to help you add spaces between words as needed).	<b>Drawing:</b> Draw a picture for your letter to your teacher. Put it together with your published draft and mail it to your teacher's school addressed to her.			
<b>MATH:</b> Classify and sort two- and three-dimensional figures.	<b>Classify:</b> Make a T-Chart of two- and three-dimensional figures, have your child draw and label 5 or more on each side. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2D Figures</td> <td style="text-align: center;">3D Figures</td> </tr> </table>	2D Figures	3D Figures	<b>I SPY:</b> Play I SPY with your child and name as many two- and three-dimensional figures they spy in the home.	<b>2-D Toothpick Math:</b> Grab some toothpicks and make eight two-dimensional figures. How many edges and vertices do each of the figures have? Optional: Glue them onto a sheet of paper.	<b>3-D Marshmallow Math:</b> Grab some toothpicks and small marshmallows and make four three-dimensional shapes. How many vertices and edges does each have?	<b>STRAW House Math:</b> Take 20 straws, have your child lay two straws parallel, then two vertical to make a square, have them repeat and stack on top of one another without it falling. Make a two-dimensional	
2D Figures	3D Figures							



1ST-GEN SCHOLARS

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					figure with paper to cover the roof. Repeat with a second one.																																							
<b>SCIENCE:</b> Solids, Liquids, Gases	<p><b>Describe and Classify:</b> Take a half sheet of paper, draw three lines, have your child write solid, liquid gas at the top.</p> <table border="1"> <thead> <tr> <th>Solid</th> <th>Liquid</th> <th>Gas</th> </tr> </thead> <tbody> <tr> <td>XX</td> <td>X X</td> <td>X</td> </tr> <tr> <td>XX</td> <td>X</td> <td>X</td> </tr> <tr> <td>XX</td> <td>X</td> <td></td> </tr> <tr> <td>XX</td> <td>X X</td> <td>X</td> </tr> <tr> <td>XX</td> <td>X</td> <td></td> </tr> <tr> <td>XX</td> <td>X</td> <td>X</td> </tr> <tr> <td>XX</td> <td>X</td> <td></td> </tr> </tbody> </table> <p>Grab any kind of cereal (froot loops work great) have them fill in the rectangle completely to see the three different samples of matter how molecules are packed, move, and then separate.</p>	Solid	Liquid	Gas	XX	X X	X	XX	X	X	XX	X		XX	X X	X	XX	X		XX	X	X	XX	X		<p><b>Scavenger Hunt:</b> Find four objects of each in the home, draw it and label it.</p> <table border="1"> <thead> <tr> <th>Solid</th> <th>Liquid</th> <th>Gas</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Solid	Liquid	Gas													<p><b>I SPY:</b> Play I Spy with your child and name as many solids, liquids, gasses in the home or outside that are visible, have your child explain why each is a solid, liquid, or gas.</p>	<p><b>Go Fish:</b> Take a sheet of paper, have your child cut it into 12 squares evenly, have them draw 2 sets of solids, 2 of liquids, and 2 of gasses. Cut the squares, shuffle them, play go fish and see who gets the most pairs of solids, liquids, and gasses. Optional: help your child make more than 2 sets of each to make the game last longer.</p>	<p><b>Example Solid, Liquid, Gas Experiment:</b> Take a water bottle, make sure to fill it about 2/3 of the way with water, grab an Alka-Seltzer tablet, break it in half, drop it into the water, take a balloon and pull it over the water bottle and allow your child to observe. Have your child share and discuss what was the solid, liquid, gas in the experiment? What happened during the experiment, and what are they wondering after completing the experiment? Have them write a few reflective sentences.</p>
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<b>TECHNOLOGY:</b> If you have access to technology and want your child to explore	<a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>	<a href="https://code.org/">https://code.org/</a>  <a href="https://www.tynker.com/">https://www.tynker.com/</a>	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>	<a href="https://www.ixl.com/">https://www.ixl.com/</a>  <a href="https://www.brainpop.com/">https://www.brainpop.com/</a>	<a href="https://www.nasa.gov/stem/forstudents/k-4/index.html">https://www.nasa.gov/stem/forstudents/k-4/index.html</a>																																							



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