

# Grade 3 Weekly Work Plan

## April 6th - April 10th

[Click here to see the online PDF version of the chapter book “The One and Only Ivan”](#)  
[Click here to listen to the online audio version of the chapter book "The One and Only Ivan"](#)

### Mondays' Task:

	Learning Goal	Task	Instructions
<b>English Language Arts (Literacy)</b>	Students will connect prior knowledge and personal experiences with new ideas and information in oral, print and other media text.	Reading, Listening	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>Go to <a href="https://classroom.google.com">https://classroom.google.com</a></li> <li>Read and/or listen to pages 19-24 in “<a href="#">The One &amp; Only Ivan</a>” chapters titled “artist” to “tv”.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>Listen to the student read the text out loud.</li> <li>Encourage the student to explain what a word means, or to read again with more expression</li> </ol>
<b>Numeracy (Math)</b>	<p>Students will demonstrate an understanding of division facts up to <math>5 \times 5</math> by:</p> <ul style="list-style-type: none"> <li>relating division to multiplication</li> <li>-creating &amp; <i>solving</i> problems with division &amp; multiplication</li> </ul>	Complete all questions in the lesson in your Jump Math workbook	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>Complete all questions on “The Two Meanings of Division” pgs. 15-16.</li> <li>Use small objects found at home (ex: coins, buttons, paper clips) to practice sorting into equal groups different ways. (ex. 15 divided into 3 groups or 5 groups)</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>Read through the instructions on Jump Pg.15-16, and read through with their child the gray boxes on those pages that have examples.</li> </ol>

			<p>2. Use small objects found at home (ex: coins, buttons, paper clips) to practice sorting into equal groups.</p> <p>3. Check the students work when finished on Pg.15-16.</p>
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## Tuesday's Task:

	Learning Goal	Task	Instructions
<b>English Language Arts (Literacy)</b>	Students will use comprehension strategies and identify the main idea or topic and supporting details in simple narrative and expository passages.	Reading Comprehension	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>Go to <a href="https://classroom.google.com">https://classroom.google.com</a></li> <li>Answer the reading comprehension questions in this week's Student worksheet Google Doc.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>Check over the completed student questions</li> </ol>
<b>Math (Numeracy)</b>	<p>Students will demonstrate an understanding of division facts up to <math>5 \times 5</math> by:</p> <ul style="list-style-type: none"> <li>relating division to multiplication</li> <li>-modeling/showing equal sharing &amp; grouping with visual representations &amp; recording/writing with symbols</li> </ul>	Complete all questions in the lesson in your Jump Math workbook	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>Complete all questions in the "Division and Multiplication" pages 17 and 18 lesson</li> <li>Use small objects found at home (ex: coins, buttons, paper clips) to practice sorting into equal groups.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>Read through the instructions on Jump Pg. 17 - 18, and read through with their child the gray boxes on those pages that have examples.</li> </ol>

			<p>2. Give, for example, 24 toothpicks to the student and ask them to put them into as many different equal groups as possible. (2, 3, 4, 6, 8, 12) and explain that 24 can be divided by all of those numbers.</p> <p>3. Check the students work when finished on Pg. 17-18</p>
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### Wednesday's Task:

	Learning Goal	Task	Instructions
<b>English Language Arts (Literacy)</b>	Students will use comprehension strategies and extend sight vocabulary.	Work on Vocabulary	<p><u>Students will:</u></p> <ol style="list-style-type: none"> <li>Go to <a href="https://classroom.google.com">https://classroom.google.com</a></li> <li>Use an online dictionary to find the definition of each vocabulary word and complete in this week's Student worksheet Google Doc.</li> <li>Write/use each vocabulary word in a full sentence in this week's Student worksheet Google Doc.</li> </ol> <p>Online dictionary sites:</p> <ol style="list-style-type: none"> <li><a href="https://kids.britannica.com/kids/browse/dictionary">kids.britannica.com/kids/browse/dictionary</a></li> <li><a href="https://kids.wordsmyth.net/we/">https://kids.wordsmyth.net/we/</a></li> </ol> <p>This weeks Vocabulary words are:  <b>-weary, timid, canvas, imagination, ponder</b></p> <p><u>Parents will:</u></p> <ol style="list-style-type: none"> <li>Check the students' written answers for clarity and accuracy.</li> </ol>

<p><b>Math (Numeracy)</b></p>	<p>Students will demonstrate an understanding of division facts up to 5 × 5 by: -creating &amp; <i>solving problems</i> with division &amp; multiplication</p>	<p>Complete all questions in the lesson in your Jump Math workbook</p>	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Complete all questions in the “Knowing When to Multiply or Divide” pages 19 and 20 lesson</li> <li>2. Use small objects found at home (ex: coins, buttons, paper clips) to practice sorting into equal groups.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>1. Read through the instructions on Jump Pg. 19 - 20, and read through with their child the gray boxes on those pages that have examples.</li> <li>2. Work together to create a division word problem using something from your home. (example: pinecones, buttons, stickers, popsicle sticks)</li> <li>3. Check the students work when finished on Pg. 19-20.</li> </ol>
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**Thursday’s Task:**

	Learning Goal	Task	Instructions
<p><b>English Language Arts (Literacy)</b></p>	<p>Students will explore how authors use a variety of techniques in their writing to enhance the story and provide mental images for the reader</p>	<p>Identify and write adjectives from the passage.</p>	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Go to <a href="https://classroom.google.com">https://classroom.google.com</a></li> <li>2. Read and review the definition of an adjective</li> <li>3. Identify and write the adjectives in this week’s Student worksheet Google Doc.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>1. Check the student’s written adjectives</li> </ol>

<b>Math (Numeracy)</b>	<p>Students will demonstrate an understanding of division facts up to <math>5 \times 5</math> by:</p> <p>-creating &amp; <i>solving problems</i> with division &amp; multiplication</p>	<p>Complete all questions in the lesson in your Jump Math workbook</p>	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Complete all questions in the “Knowing When to Multiply or Divide: Word Problems” pages 21 and 22 lesson</li> <li>2. Use small objects found at home (ex: coins, buttons, paper clips) to practice sorting into equal groups.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>1. Read through the instructions on Jump Pg. 21 - 22, and read through with their child the gray boxes on those pages that have examples.</li> <li>2. Check the students work when finished on Pg. 21- 22.</li> </ol>
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### Friday's Task:

	Learning Goal	Task	Instructions
<b>English Language Arts (Literacy)</b>	<p>Students will:</p> <p>-describe and compare characters</p> <p>-connect their own experiences with characters in the novel</p>	<p>Journal writing response about Ivan's friends, Julia and Bob</p>	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Go to <a href="https://classroom.google.com">https://classroom.google.com</a></li> <li>2. Find and reread the text passages about Ivan's friends, Julia and Bob the dog.</li> <li>3. Read the journal response questions. Write a journal response in this week's Student worksheet Google Doc about Ivan's friends Julia and Bob</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>1. Help student find the text passages about Julia and Bob</li> </ol>

			<ol style="list-style-type: none"> <li>2. Read the journal questions and guide in responding</li> <li>3. Read back to check the journal entry for grammar, punctuation &amp; capitals</li> </ol>
<b>Math (Numeracy)</b>	Students will review multiplication and division of division facts up to $5 \times 5$	Complete Google Classroom questions to review this week's lessons	<p><b><u>Students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Complete all questions in the "Multiplication and Division (Review)" pages 23 and 24.</li> <li>2. Go to <a href="https://classroom.google.com">https://classroom.google.com</a> <b>Complete 5 review questions on google classroom</b> for this week's lessons.</li> </ol> <p><b><u>Parents will:</u></b></p> <ol style="list-style-type: none"> <li>1. Read through the instructions on Jump Pg. 23 - 24, and read through with their child the gray boxes on those pages that have examples.</li> <li>2. Discuss &amp; identify key problem solving words to signal multiplication or division problem solving strategies.</li> <li>3. Check the students work when finished on Pg. 23 - 24.</li> <li>4. Read through the 5 review questions on google classroom and make sure students submit them online.</li> </ol>