**HANCE GRADE 3: AT HOME INSTRUCTION FOR April 20 - 24**

**Parents:** Left Column: “Must Dos” for all students; Right Column: “Can Dos”. Please use your judgement as to what is best for your son/daughter. Please send photos of work daily or weekly - whatever works best for you. Click on blue text for links to instruction.

<table>
<thead>
<tr>
<th>Day</th>
<th>Must Do</th>
<th>Enrichment - These are additional learning opportunities if you want to extend and enrich your child. Do not feel pressured to complete these.</th>
</tr>
</thead>
</table>
| **Mon., 4/20** | **ELA:**  
1. Reading Writing Workshop Book, pg. 372-375 - Answer the “Talk About It” and “Your Turn” questions in your journal. Email photo of your answers to your teacher. Read over the vocabulary words. View the Learning Bridge Video.  
Math:  
1. Continue working on your “Dream House” project. If you finish early, consider adding a second and third floor.  
2. Use your Clever Badge and complete a math facts drill on Splash Math.  
**Social Studies:**  
1. Read, discuss, and answer questions on pages 256-257. | **ELA:**  
2. Write the vocabulary in a sentence. Email photo of your answers to your teacher. Use your Clever Badge and log on to Epic for 20 minutes of Read to Self.  
**Math:** (Work on “Dream House” Project) |
| **Tues., 4/21** | **ELA:**  
1. Reading Writing Workshop Book, pg. 376-379 - Read or listen to the story, “Dolores Huerta: Growing Up Strong.” Answer the “Make Connections” questions in your journal. Email photo of your answers to your teacher. View the Genre Video Lesson.  
Math:  
1. Finish your “Dream House” project. If you finish early, consider adding a second and third floor. Email a photo of your completed project to your teacher.  
2. Use your Clever Badge and complete a math facts drill on Splash Math.  
**Social Studies:**  
1. Read, discuss, and answer questions on pages 258-259. | **ELA:**  
2. Look at the timeline in “Dolores Huerta: Growing Up Strong”. Can you make a timeline about your life? Give it a try! Send a photo to your teacher of your timeline.  
**Math:** (Work on “Dream House” Project)  
**Social Studies:**  
2. https://www.getepic.com/app/read/48349  
Epic Book: Do I Need It? Or Do I Want It? |
| **Wed., 4/22** | **ELA:**  
1. Reading Writing Workshop Book, pg. 380-385 - Read and review skills. Answer the “Your Turn” questions in your journal. Email photo of your answers to your teacher. View the Prefixes and Suffixes Video Lesson.  
Math:  
1. Ch. 14 Introductory Lesson “Points, Lines, Line Segments, and Rays”- not in your book so have a | **ELA:**  
2. After watching the Prefixes and Suffixes Video Lesson, make a list of more words that have prefixes and suffixes.  
3. Using your Clever Badge log on to Epic for 20 minutes of Read to Self.  
**Math:**  
3. Khan Academy Geometry Video (Advanced) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Tasks</th>
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</table>
| Thurs., 4/23 | ELA:      | 1. Anthology, pg. 432-449 - Read or listen to the story Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote. View this Pronouns Lesson Video. Complete the grammar page on pronouns, capitalizing I, and nouns (either print and complete or write the answers in your journal). Email photo of your answers to your teacher.  
Math:  
1. Finish Ch. 14 Introductory Lesson on “Points, Lines, Line Segments, and Rays”- not in your book so have a pencil & piece of paper handy to complete the HW pages S5-S6. See the end of the video from Wed. for the problems. Email photo of your answers to your teacher.  
2. Use your Clever Badge and complete a math facts drill on Splash Math.  
Social Studies:  
1. Chapter 7 Review - do pages 260-261. Email photo of your answers to your teacher. |
| Fri., 4/24   | ELA:      | 1. Anthology, pg. 432-449 - Reread or listen to the story Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote. Answer the “Response to Reading Questions” on page 451 in your journal. Email photo of your answers to your teacher.  
Math:  
2. Use your Clever Badge and complete a math facts drill on Splash Math.  
Social Studies:  
1. Chapter 7 Review - do pages 262-263. Email photo of your answers to your teacher. |
Epic Book: Where Do We Keep Money? |
|            | ELA:      | 2. Make a pronoun flower! Link to what it can look like: Pronoun Flower  
Math:  
3. Sorting Angles: Print and cut apart the various angles. Then sort based on the angle type. You can even have a relay race with a family member.  
Social Studies:  
2. https://www.getepic.com/app/read/48381  
Epic Book: What Can You Do With Money? |
Gifts for My Family Project Guidelines

Name: ___________________________ Due Date: ______________

As part of our Economics unit, you have been studying concepts such as wants/needs, opportunity cost, economic choices, being a consumer, and budgeting. This project will allow you to connect those concepts to the real world. Have fun and happy spending!

Task:

To brighten everyone’s spirits during this time of social distancing, you are going to pretend that you have $200.00 to spend on gifts for your family. Use advertisements or internet stores as a guide for pricing the items you want to buy. Then design a poster (or use multiple pieces of paper) that shows the gifts you would purchase for each family member. You could even make a PowerPoint presentation if you’re up to the challenge.

Your poster should include:

- Your name
- A title, for example: “Gifts for Frank’s Family”
- Family member’s names, the gifts chosen for each person, and an explanation as to why you chose that item
- Pictures of gifts (drawn, cut out, or printed)
- The cost of each gift
- The total cost for each family member
- The total cost for your entire family (show your work/computations)
**Gifts for My Family Project Grading Rubric**

**Student’s name: ____________________  Date: ______________**

This is the rubric that your teacher will use to score your project so make sure you’ve included every requirement.

<table>
<thead>
<tr>
<th><strong>Poster</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Included</strong></td>
<td>Complete, correct spelling, capitalized</td>
<td>Complete, some mistakes</td>
<td>Partial, lots of mistakes</td>
<td>Missing</td>
</tr>
<tr>
<td><strong>Your Name</strong></td>
<td>Complete, correct spelling, capitalized</td>
<td>Complete, some mistakes</td>
<td>Partial, lots of mistakes</td>
<td>Missing</td>
</tr>
</tbody>
</table>

**FAMILY MEMBERS:**

<table>
<thead>
<tr>
<th><strong>Names</strong></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Prices</strong></td>
<td>Complete, dollar sign ($) and decimal point (.)</td>
<td>Complete, some mistakes</td>
<td>Partial, lots of mistakes</td>
<td>Missing</td>
</tr>
</tbody>
</table>

| **Pictures of gifts** | Cut out and glued down neatly, or drawn neatly | Cut out and glued down or drawn somewhat neatly | Cut out and glued down or drawn but messy | Missing |

| **$ added up** | Complete, dollar sign ($) and decimal point (.) | Complete, some mistakes | Many mistakes | Missing |

| **Grand Total** | Correct Sum and Complete, dollar sign ($) and decimal point (.) | Complete, some mistakes | Many mistakes | Missing |

| **Colorful** | Everywhere | Over half | In some places | None |

| **Neat and Organized** | Everywhere | In most places | In some places | Nowhere |

| **Turned in on time** | Yes |  | No |  |
| **Followed Directions** | Yes |  | No |  |

**Social Studies Grade: _________________/29 possible points**
Here is an example of a finished Social Studies project so you know what is expected.

**Gifts for the Family**

- **T.J.**
  - Why: The Family loves going to Caliente's and Mad Mex for dinner.
  - What: Mad Loott Pizza & Drink Home Cooked Champions Pizza EXPO
  - Why: $50.00 + $50.00

- **Aiden**
  - Why: Aiden requested the Mandalorian Lego set because he loves the Mandalorians. All of our markers have dried out.

- **Abby**
  - Why: Abby loves all things princess and asked for the nightgown. All of our markers dried out.
  - What: Markers + Lego + Nightgown = $14.99

**Grand Total**: $95.82
Points, Lines, Line Segments, and Rays

Lines, line segments, rays, and points can be helpful when dissecting angles and two-dimensional figures. A point marks an exact position. We represent a point with a dot. A straight set of points that goes on forever in opposite directions is called a line.

Math in My World

Example 1

Nic draws the figure shown. Identify the figure he drew.
The figure extends in both directions. The arrows show that it extends without ending.
So, Nic drew a line.

Key Concept: Lines, Rays, Line Segments

Words
A line is a straight set of points that extends in opposite directions without ending.

A ray is a part of a line that has one endpoint and extends in one direction without ending.

A line segment is a part of a line between two endpoints.

Models

Guided Practice

Label each of the following as a point, line, line segment, or ray.

1. point
2. line segment
3. line
4. ray

Example 2

Describe the path of sunshine as a line or a ray.
The path of light begins at the sun and extends without ending. So, the path of light is a ray.

Problem Solving

13. Describe the figure and draw. Then label its parts.

Sample answer: Three line segments form the sides of a triangle. Each line segment has two endpoints.

14. Use a pencil to draw a different type of figure than a triangle. Then cut a piece of paper to form the segment on the figure. See students' drawings.

15. Model Math. Name three examples of line segments that you see every day.

Sample answers: edges of a whiteboard, ruler, monkey bars

16. Look for Structure. How is a line different from a line segment?

How are they alike?

Lines and segments are both a series of points set in a straight path. Lines differ because they have no endpoints and continue on and on. A segment has endpoints.

17. Building on the Essential Question. How can points, lines, line segments, and rays help describe geometric figures?
Lesson 1: Hands On Angles

An angle is made when two rays share the same endpoint. A ray is part of a line that has one endpoint and extends in one direction without ending. The shared endpoint is called the vertex.

Try It
1. Use a rubber band to make a large triangle on a geoboard that is similar to the green pattern block.
2. Use an index card to compare one angle formed by two sides of the triangle. This angle is less than a right angle. How many angles in this triangle are less than a right angle? 3

Build It
Use a geoboard and pattern blocks to explore angles.
1. Use a rubber band to make a large square on a geoboard that is similar to the orange pattern block.
2. Use an index card to compare one angle formed by two sides of the square. An angle that forms a square corner is called a right angle.

Do all four corners of a square form right angles? Yes

Talk About It
1. Can a triangle have two right angles? Explain.
   No: Sample answer: The shape would not have all three sides connected.
   Yes: Sample answer: The corner of a doorway forms a right angle.

Practice It
Tell whether each angle shown is a right angle, less than a right angle, or greater than a right angle. Use an index card if needed.

1. less than
2. right angle
3. less than
4. right angle
5. less than
6. right angle
7. greater than
8. less than
9. greater than
10. right angle

Apply It
Sample answers: 11, 13-15
11. Claudio noticed that the sides of his $1 bill formed angles. Tell whether the angles are right angles, less than right angles, or greater than right angles. Explain. All of the angles are right angles because each angle forms a square corner.

12. Mrs. Monroe drew four shapes on the board. Circle the shape that appears to have one or more right angles.

13. Model Math: Draw three shapes, each showing a different type of angle. Make each angle and label it.

   - right angle
   - greater than a right angle
   - less than a right angle

14. Reason: Circle the two angles in the figure to the right that are greater than a right angle. Explain. Angles 2 and 3 are greater than a right angle.

Write About It
15. How can I tell if an angle is a right angle? Explain. I can line up an index card on the angle and compare. The corners of an index card form right angles.