Third-Grade Digital Learning Day Menu 2019-20

Fulton County plans to implement **Digital Learning Days** in the event that school is closed 2 or more days due to inclement weather. Digital Learning Days are an opportunity to engage in learning remotely instead of attending school onsite on an inclement weather day.

**What to expect:** Students in grades 3-5 should plan to spend no more than **3 hours** on their assignments. All assignments are due 1 week after our return to school unless additional time is provided by the teacher. If you do not have access to technology and require alternative assignments, please let your teacher know. Your child's Digital Learning plan that is specific to 3rd grade is included. If you have any questions about the assignments, please do not hesitate to email your child’s teacher.

**MENU Options:** please complete the required assignments below. Some of the menu options have choices. You may choose one of the numbered options. For example, the “Main Course” has three numbered options. Please choose one.

*Students who do not have access to a device and/or the Internet at home will receive a packet to complete. Packets will be sent home with students upon returning to school after the inclement day.*

* To log onto ClassLink, students will need to go to the River Eves website. [http://school.fultonschools.org/es/rivereves/Pages/default.aspx](http://school.fultonschools.org/es/rivereves/Pages/default.aspx).

Students should click on the tab marked “Students” and then from the drop-down menu click on “ClassLink”. Students will put in their log in information (lunch number and mmddyyyy) and click “Log in”. They will be directed to their ClassLink.

**Math:**

**Soup/ Salad (Required)**
- 20 minutes of iReady Math (via ClassLink)

**Main Course (Required) – choose 1**
1) In SAFARI Montage watch *Fractions and All Their Parts: Part 1* (via ClassLink). Students will complete a one-pager on fractions. (see One Pager directions)

2) On SAFARI Montage watch "**Multiplication**" (via ClassLink). Students will complete a one-pager on multiplication. (see One Pager directions)

3) Log on to BrainPOP, Jr. and watch a review math video (via ClassLink). Pick one of these topics to research:
   - Pictograph
   - Tally Chart and Bar Graph
   - Inches and Feet
   - More Fractions

Take the quiz and write your responses on a piece of paper.

**Dessert (optional)**
- Create three multiplication word problems.

**Language Arts/Writing/ Reading**

**Soup/ Salad (Both Required)**
1. 20 minutes of iReady Reading (via ClassLink)
2. 20 minutes of student selected reading

**Main Course (Required) – Choose 1**

1. Log on to SAFARI Montage (via ClassLink) and watch *Who Wrote That Paragraph?* - take notes about what you learned using 2-column notes.
2. Reading reflection: Create a **one-pager** on a book that you read.

**Dessert (optional)**

1. Students can read for 20 additional minutes and draw a picture of a scene or event from their book.
2. Write a personal narrative about what you did on your day off from school. Be sure to include details!

**One Pager Directions:**

1. A one pager is a single-page response to your reading. It is a way to be creative and experimental. It is a way to respond imaginatively and honestly.
2. The **purpose** of a one-pager is to own what you are reading. We learn best when we can create our own patterns of understanding.
3. A one-pager connects the verbal and the visual; it connects the ideas in what you read to your thoughts. It connects words and images. The one-pager becomes a metaphor for the reading you have done.
4. When you do a one-pager, **do all** of these:
   - Pull out a quotation or two, using them to explore one of your own ideas, and write them on the page (perhaps using a different colored pen).
   - Use visual images, to create a visual focus. Draw a ½ inch border around the perimeter of your paper.
   - Focus work around a dominant impression, feeling or thought you have while reading.
   - Ask a question or two and answer them.
   - Create the one-pager so that your audience will understand something about the reading from what you do.
   - Feel free to use colored pens or pencils.
5. What not to do:
   - Don’t merely summarize.
   - Use lined paper. Don’t be restricted by the lines on the paper.
   - Don’t think a half a page will do—make it rich with quotes and images.
   - Grading: full credit depends on completeness (and imagination counts, too.)