

GRADE THREE - ELA ACTIVITIES

Thank you so much for taking the time to learn at home! These activities are not required, but we know our Team 3 Learners are leaders, so here we go! Record your work in the notebook sent home on Friday, 3/13/2020.

Please include a heading and date on each notebook page/task you chose to do. We cannot wait to reflect back on the many discoveries and learning experiences you made while away!

-Team 3

ENGLISH LANGUAGE ARTS ACTIVITIES:

- **Reading Fiction**

- **Character Selfie:** Read a picture book of your choice or a chapter in a personal/teacher chapter book. Think about a main character and his/her feelings, actions, dialogue, and thoughts. If you could sum up this character in one word, what would it be? Draw a "character selfie" of this character and include the trait word below the picture.
- **Character Collage:** Analyze a character of your choice from a book you are reading or recently read. Create a collage of words, quotes, and actions that describes this character. Make this big, bold, and colorful!
- **Interview the Author:** Pretend you get to interview your FAVORITE author! (or the author of a book you recently read you liked!). What kinds of questions would you ask him/her? What do you think h/she would say? Jot down some ideas in your notebook.
- **RACE:** Read for 15 minutes. Reflect. What connections did you make while you read? (text-to-text, text-to-self, text-to-world). Using RACE explain at least one connection you made while reading.
- **Wonder List:** Throughout your daily reading, create a list of "wonders" or questions about the text you have or you hope the author answers later in the text. Will your questions be answered?!

- **Story Mountain:** Read a picture book that you may already have at home, a text from Tumble books, or a chapter from your chapter book. Create a story mountain in your notebook (suggestion: use two pages worth of space to draw the whole mountain). Map out the five key events from BME. Box the problem and solution!
 - **Theme:** Think about the heart of a story you just read. What important idea did the main character learn? Then, craft a central message statement with the theme and the lesson in the story.
 - **Point of View:** Consider who is telling the story you are reading! Is a narrator outside the text describing the events? Then the story is told in third person! Is a character inside the text describing the events? Then the story is told in first person!
 - **Vocabulary:** Circle or make a list of unknown words in your text. Can you determine their meaning using context clues, look them up in a dictionary, or find word parts like affixes to help?
- **Reading Nonfiction**
 - **KWL:** Before you read an informational text, make a list of things you think you KNOW about the topic. For each item, generate a question you're WONDERING about that item. Then, read and enjoy the text! After reading, return to your list and add something you learned about each initial item.
 - **Text Features:** Explore an informational text and analyze the text features you see! Ask yourself if they help you locate (find) or interpret (understand) information!
 - **Main Idea:** As you read a section of text, identify the topic and then list details about the topic. When you finish, ask yourself what the big idea is that the details are saying about the topic! Create a main idea sentence and be sure to include the topic!
 - **Juicy Words:** Create an ongoing list of juicy words you encounter!
 - **Writing**
 - **Narrative Writing:** Write a personal or creative narrative about a moment over break or an imaginary adventure! Remember to focus on a seed moment, zoom in and share lots of sensory details, and share your story with a family member or stuffed animal!

- **Persuasive Writing:** Using Google Docs (share with your homeroom teacher!) or your notebook, write a persuasive letter to your teacher persuading her to host a pizza party at the end of the year. Be sure to use ethos, logos, or pathos!
- **Persuasive Writing:** Using Google Docs (share with your homeroom teacher!) or your notebook, write a persuasive letter to your neighbors. Persuade them ways they can stay healthy!
- **Revise:** Review the work you've done in your notebook so far this break! Revise your writing to make it stronger, think ARMS...
 - Add: What details can I add? Did I include who, what, where, when, why, how?
 - Remove: Are there any details that are off topic that I should remove?
 - Move: Do my details go in time order? Should I move any details around so they make sense?
 - Substitute: Switch out boring words for bold words!
- **Edit/Conventions:** Review the work you've done in your notebook so far this break! Check for conventions to make your writing correct, think CUPS...
 - Capitalization: Did I capitalize the first word in each sentence? Did I capitalize proper nouns? Are there any capital letters in the middle of words you should make lowercase?
 - Usage: Did I use grammar correctly?
 - P: Did I punctuate the end of sentences? Did I punctuate dialogue correctly?
 - S: Did I check my spelling?

- **Word Work**

- **Review:** Review any and all past sorts that have been sent home! Sort again, write your words in sentences, and highlight the pattern!
- **Word Hunt:** Hunt for past patterns in books, in mail, or on cars that pass by your home! Record in your notebook!
- **Prefix Minute to Win It:** Search for the prefixes re-, mis-, and un- in a book of your choice. How many can you find?! Can you beat your score using a different text?
- **Suffix Minute to Win It:** Search for the suffixes -ly, -ment, and -ness in a book of your choice. How many can you find?! Can you beat your score using a different text?