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| **3rd Grade Learning Activity Ideas** |
| Content Area | Standard | Activity Suggestion |
| Reading | **ELAGSE3RL9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  | Students use KWHLAQ or Effective Question chart to create questions comparing themes, settings, plots, character, etc.  |
| Writing | **ELAGSE3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **SPAL- ELAGSE3SL5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  | -Students create their narratives.-Students create an illustration and record their narratives in Seesaw.-Create a QR Code for students to share their stories in the hall & media center for a wider audience. |
| Social Studies | **SS3H3 Explain the factors that shaped British Colonial America.** 1. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
2. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
3. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.
 | -Students can go on a [webquest/ station rotation](http://www.scholastic.com/scholastic_thanksgiving/daily_life/) to learn about [British Colonial America](http://interactivesites.weebly.com/colonial-times.html) (Great Media Center collaboration!)-Students select a region to become an expert on, then complete a news article about their region, highlighting key elements. (see example)- Students complete a [journal](https://forsyth.wixie.com/u36920) from the perspective of one of those people. ([See example](https://forsyth.wixie.com/u36920)) [(Example 2)](https://www.mondopub.com/Pages/articles/G5_QSP_WG_T8_RA_D1-2.pdf)-Create a [class book](http://iss.gstboces.org/hancock/home/Colonial%20Kids/Diary%20Entry.htm) to put in the media center to share with a wider audience OR- Students upload [images](https://techiegalstechtips.weebly.com/images-for-projects.html) related to their topic to Seesaw and record their journal entries. Then create a QR code to share in the hallway and media center, to share with a wider audience.  |
| Science | **S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.** 1. A. Ask questions to collect information and create records of sources and effects of pollution on

the plants and animals. 1. B. Explore, research, and communicate solutions, such as conservation of resources and

Rec recycling of materials, to protect plants and animals.  | Pose a real-world problem for students to solve: -How can we impact pollution at our school? -How can we conserve energy at LWE? -How can we impact pollution in Georgia? (based on Georgia studies learning/ habitats)-Include a hands-on piece in the STEM lab (polluted/ vs. filtered water)-Challenge students to create a [water filtration system](https://teachbesideme.com/water-filtration-experiment/) for a local lake or pond (Makerspace Piece- Media Center Collaboration/ Stem Lab)  |
| Math | **MGSE3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  | -Pose a problem to the class where they have to [re-design their bedroom](https://creativeeducator.tech4learning.com/v03/lessons/Dream_Room_Design) or the reading/math corner of the classroom. [(Another link for this project)](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=13&ved=2ahUKEwi8xMyy-dLfAhUMOq0KHXaAAhsQFjAMegQIAhAC&url=http%3A%2F%2Fwww.k12.wa.us%2FCoreStandards%2FMathematics%2Fpubdocs%2FBedroomRemodelMidLevelTaskFinal.docx&usg=AOvVaw00uRreTKhFtjXjmGl0mJ9R)-As a class determine what has to be included in the final product. -Students will use graph paper to create their rooms-Give students graph paper to create their rooms.   |