

# Grade 3 | At Home Learning Activities

## *Too Good for Violence – Social Perspectives*

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### Lesson 1 Program Designer - *Setting Reachable Goals*

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#### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Goal

Success

Reachable

Achieve

Determination

#### Social Studies Extender

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Imagine you are Christopher Columbus as a third grader. You enjoy adventure and exploration and are interested in anything that has to do with the ships and the sea. Name a goal for yourself that you can accomplish within the next year. What are two things you will need to do to reach the goal?

### Language Arts Extender

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Tell your child you are going to read them the beginning of a story, and you want them to predict what will happen next.

Harry was pumped about today because today was the day he was going to reach his goal of climbing the big Oak tree in his backyard. Harry had already conquered the smaller trees in his yard, but today was the day he was going to the top of that old Oak tree. For safety, Harry asked his dad to help him with a harness. He also watched lots of videos about how to climb trees safely. Today was the day, and he was ready to reach his goal. His family and friends gathered at the base of the tree as he strapped on the harness and took the first step toward the top.

What do you think will happen next in the story? What evidence from the story supports your prediction?

### Art Extender

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Explain that the second step to setting a goal is to picture yourself reaching it. Ask your child to draw or paint a picture of them reaching their goal.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Decision

Consequence

Responsible

Reflect

### Social Studies Extender

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Animals like the Wood Bison, Hawksbill Turtle, and Manatee are endangered and at risk of becoming extinct. Ask your child to consider what decisions humans could make that would help to protect these animals and the environments in which they live?

### Language Arts Extender

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Explain that the characters in story books often make decisions that affect the plot and outcome of the story. You will read some decisions made by characters in a story. Ask your child to use the character's decision to create a title for the book. The title can represent a possible consequence of the decision, the decision itself, or what they think will be the outcome of the decision.

1. James is driving home from work when he sees a sad lonely stray dog at the side of the road. He decides to stop the car and take the dog home with him.
2. Maggie is exploring an ancient castle when she finds a secret room. She turns the door knob and the door opens. She decides to enter the secret room.
3. Christopher has worked at the train station fixing the rails for most of his life. Today, as the train blew its horn to leave the station, Christopher jumped on the train as it rolled out. He had no idea where the train would take him or what would happen next.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Envious

Melancholy

Zany

### Language Arts Extender

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Write the following sentences on a piece of paper.

1. Arthur was (furious, mad) that his brand new skateboard was stolen.
2. Megan was (happy, ecstatic) that her dad was coming home after a two year deployment overseas.
3. Benjamin was (startled, terrified) when someone accidentally dropped a book on the classroom floor.
4. Jessica was (sad, devastated) when her dog didn't greet her first when she and her brother walked through the front door.
5. Elias was (mortified, embarrassed) when the substitute teacher mispronounced his name.

Explain that feeling words can describe different levels of intensity. Read each sentence aloud and ask your child to share which feeling word best completes the sentence according to the situation.

### Art Extender

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Ask your child to illustrate his or her emotions: happy, sad, angry, scared, and disgust. Instruct them to choose a color for each emotion. Have them paint or draw each emotion as a character. Then, ask them to write down what makes each character feel the emotion.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Assertive

Tone of voice

Confidence

### Language Arts Extender

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Ask your child to think about his or her favorite time of the year. It can be a season or a holiday. Ask them to describe this season or holiday using each of the five senses. Tell them to write down what they see, hear, feel, smell, and taste.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Encouraging

Considerate

Dependable

### Literacy Extender

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Ask your child to think of a book he or she has read recently about best friends. Ask them which best friend characters are most like you and your best friend? Have your child write a paragraph describing how they and their best friend are like the best friends in the book.

### Language Arts Extender

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Have your child write a poem about what his or her friend(s) means to them. The poem can be any type of poem.

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### **Dab of Vocab**

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Respect

Self-respect

Empathy

### **Language Arts Extender**

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Explain to your child that he or she is unique. People deserve to be respected for the things that make them different and unique. Ask your child to write down a few things that make them unique. Then, ask your child to write two or three sentences describing what they think happens when people are disrespected for the things that make them different and unique.

### **Social Studies Extender**

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Explain that respect is a central part of every culture worldwide. Ask your child to pick a country he or she is interested in studying. Help your child search online to learn about how people in this country show each other respect. Then, ask your child to write down what they learned about respect in that country.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Conflict

Peaceable

Point of view

### Language Arts Extender

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Help your child change these aggressive statements that would likely escalate a conflict to polite, assertive statements that could resolve the conflict.

“Give me that! It’s mine!”

“Shut up! I can’t concentrate!”

“You’re idea is dumb! No one wants to do that!”

“Hey! Watch where you’re going! I was here first.”

### Social Studies Extender

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Explain that throughout history, people have displayed positive character traits like cooperation and courage when dealing with conflicts. For example, think about Martin Luther King Jr. Ask your child what we know about him that shows us he resolved conflicts peacefully by using a cooperative approach?



### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Tantrum

Aggravate

Infuriate

### Language Arts Extender

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Ask your child to write a short story about someone who is angry. Tell your child to give the story a happy ending by describing how the character managed his or her anger in a healthy way.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Difference

Diversity

Community

### Language Arts Extender

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Explain that sometimes your child may need to stand tall and be assertive to stop bullying behavior. But even then, he or she can be polite. Polite, assertive talk is what people will listen to and respect. Ask your child to listen to the following scenarios and write down an assertive response. Remind them to use capital letters correctly, quotation marks, commas, and appropriate end marks (exclamation point, question mark, etc).

A bully is standing in the door way, trying to block you from getting through.

A bully makes fun of you for something you are wearing.

A bully tells you to hand over your lunch money.

A bully is teasing you.

### Dab of Vocab

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Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Obstacle

Perseverance

Resilience

### Language Arts Extender

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With your child, brainstorm three possible solutions to this problem: How can you lift an elephant with one hand?

### Social Studies Extender

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With your child, research a variety of inventors that worked to find a solution to a problem. Ask your child to choose his or her favorite inventor and write a paragraph about the inventor and the problem he or she solved with their famous invention.