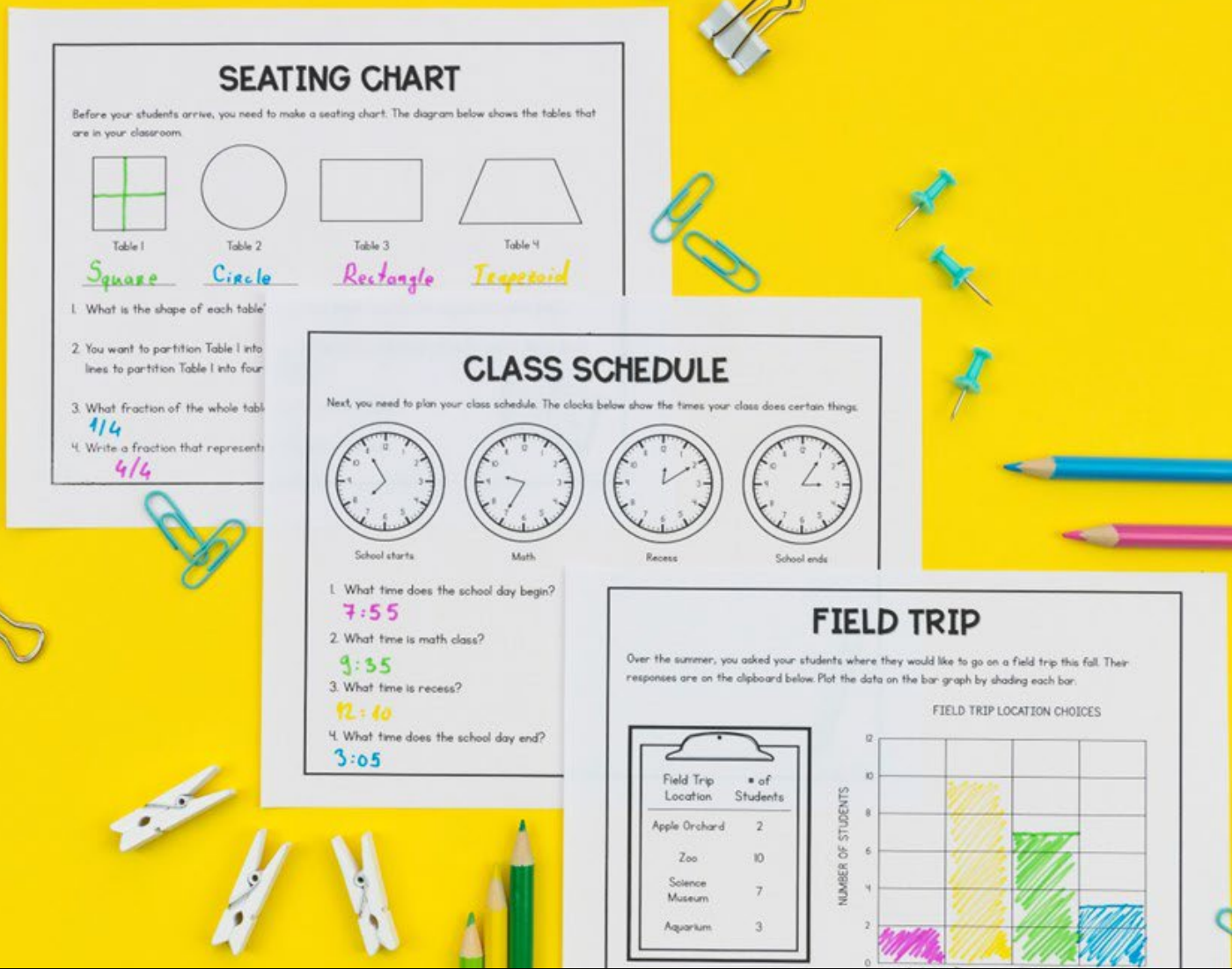
BACK TO SCHOOL

Project Based Learning

3rd Grade Print & Google Slides

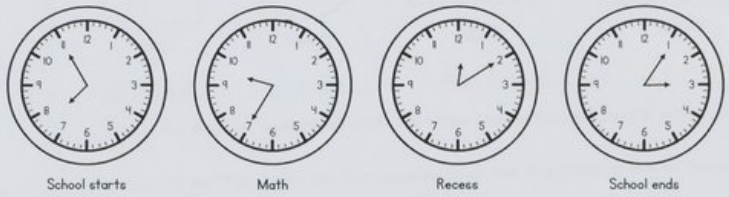


FIELD TRIP

SEATING CHART

CLASS SCHEDULE

Next, you need to plan your class schedule. The clocks below show the times your class does certain things.



School starts | Math | Recess | School ends

1. What time does the school day begin?
   7:55
2. What time is math class?
   9:35
3. What time is recess?
   12:10
4. What time does the school day end?
   3:05

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SCHOOL SUPPLIES

BACK TO SCHOOL

It's the most wonderful time of the year: time to go back to school! You are a second-grade teacher, and you are getting ready to welcome your students to a new school year! Fill out the nametag below with your teacher name so your students can get to know you. You will be organizing your classroom, planning your class schedule, and making sure everything is ready for your second-grade students!

Here are your tasks:

- Read through the entire packet before beginning.
- Create seating charts for your students.
- Plan your class's daily schedule.
- Organize your classroom supplies.
- Plan a fun field trip for your students.
- Determine how many textbooks you need for your students.
- Complete the challenge pages. (Optional)
- Complete the self-reflection and evaluation rubric.



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9. Challenge #2: Lunch Time (Geometric Shapes and Money)
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11. Answer Key



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The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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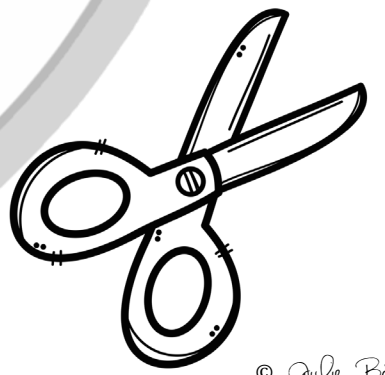
FOR THE TEACHER

BACK TO SCHOOL is a project-based learning task that was created for students in third grade. Students assume the role of a classroom teacher and plan a return to school for their students. It reviews second grade standards while introducing third grade standards. The following standards are addressed:

- 3.OA.A.3 Use multiplication and division within 100 to solve word problems.
- 3.OA.D.8 Solve two-step word problems using the four operations.
- 3.OA.A.2 Interpret whole-number quotients of whole numbers.
- 3.NBT.A.2 Fluently add and subtract within 1000.
- 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
- 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
- 3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- 3.GA.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category.
- 3.GA.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

DIRECTIONS:

1. Decide whether to have students complete the activities as a class, independently, or in small groups.
2. Preview the activity with your students.
3. Allow students class time to complete the activity. This can span several days.
4. Allow students an opportunity to complete extra challenge activities (Optional).
5. Allow students to complete the self-reflection and evaluation rubric.
6. Allow students an opportunity to share their completed projects.



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BACK TO SCHOOL

It's the most wonderful time of the year: time to go back to school! You are a third-grade teacher, and you are getting ready to welcome your students to a new school year! Fill out the nametag below with your teacher name so your students can get to know you. You will be organizing your classroom, planning your class schedule, and making sure everything is ready for your third-grade students!

Here are your tasks:

- Read through the entire packet before beginning.
- Create seating charts for your students.
- Plan your class's daily schedule.
- Organize your classroom supplies.
- Plan a fun field trip for your students.
- Determine how many textbooks you need for your students.
- Complete the challenge pages. (Optional)
- Complete the self-reflection and evaluation rubric.



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SEATING CHART

Before your students arrive, you need to make a seating chart. The diagram below shows the tables that are in your classroom.



Table 1 Table 2 Table 3 Table 4

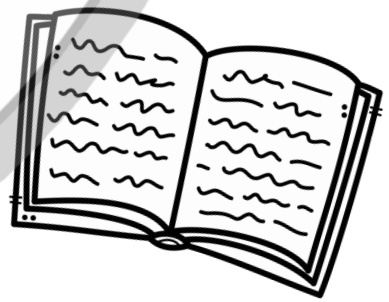
_____ _____ _____ _____

1. What is the shape of each table? Write the shape name in the space under each table.

2. You want to partition Table 1 into four equal parts so that four students can sit there. Draw lines to partition Table 1 into four equal parts.

3. What fraction of the whole table is each part of Table 1?

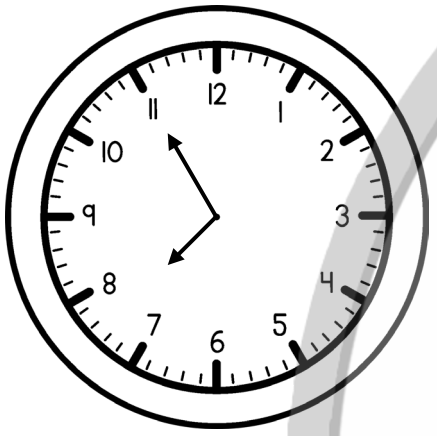
4. Write a fraction that represents all 4 parts of Table 1.



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CLASS SCHEDULE

Next, you need to plan your class schedule. The clocks below show the times your class does certain things.



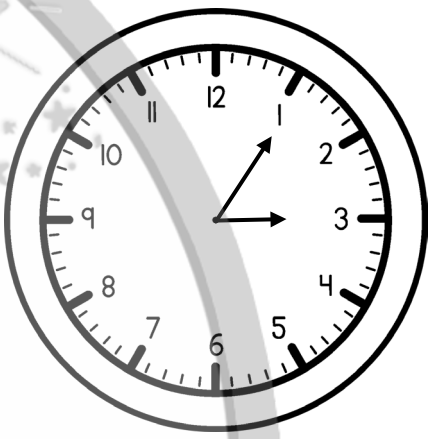
School starts



Math



Recess



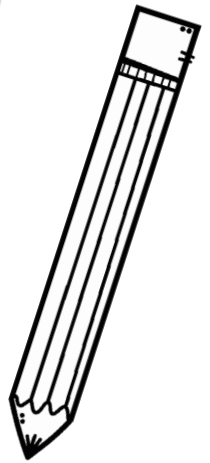
School ends

1. What time does the school day begin?

2. What time is math class?

3. What time is recess?

4. What time does the school day end?



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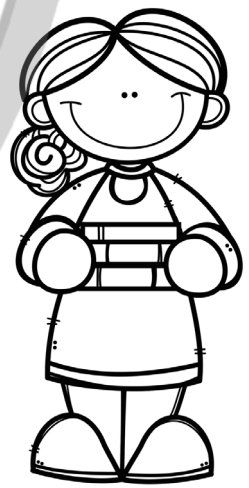
SCHOOL SUPPLIES

You have lots of supplies for your students to use to help them learn this year. The table below shows how many of each school supplies item you have. Use the data to answer the questions.

Supply	Rulers	Scissors	Glue Sticks	Crayons	Pencils
Number	18	33	25	256	98

1. How many more crayons are there than pencils? Draw a diagram to show your thinking.

2. Five of the scissors are red, 12 of the scissors are blue, and the rest are green. How many green scissors are there?

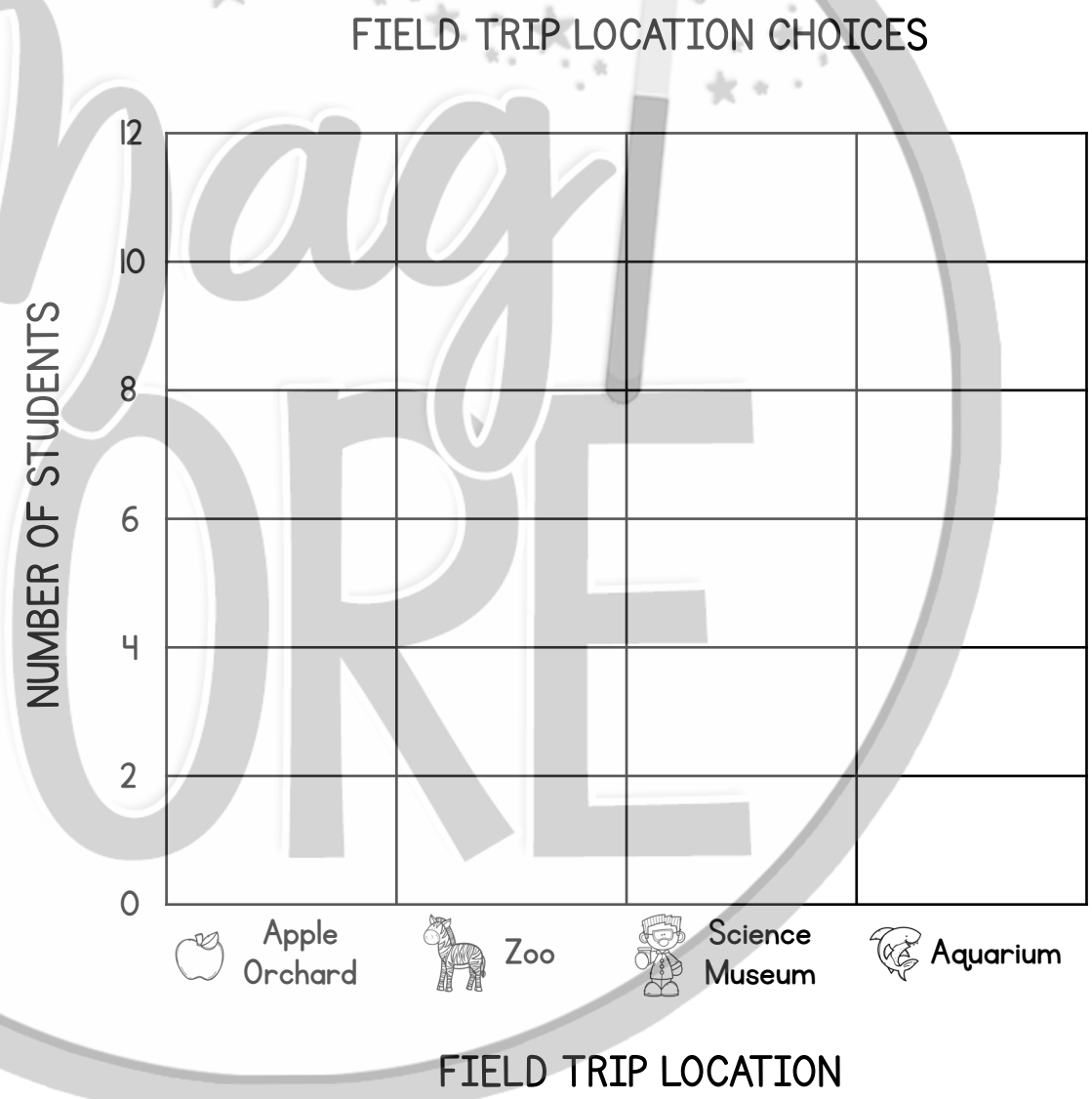


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FIELD TRIP

Over the summer, you asked your students where they would like to go on a field trip this fall. Their responses are on the clipboard below. Plot the data on the bar graph by shading each bar.

Field Trip Location	# of Students
Apple Orchard	2
Zoo	10
Science Museum	7
Aquarium	3



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TEXTBOOKS

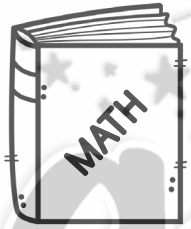
Each student will receive a textbook for math, reading, science, and social studies. The textbooks and the number of pages in each are shown below.



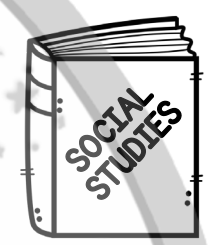
109 pages



265 pages



223 pages



94 pages

Expanded Form	_____	_____	_____	_____
Number Name	_____	_____	_____	_____

1. Write the number of pages in each textbook using expanded form and as a number name.

2. Compare the number of pages in the different textbooks. Complete each number comparison by filling in the space with the correct symbol < , > , or = .

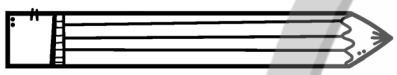
94 ◯ 109 265 ◯ 223 223 ◯ 94 109 ◯ 265

3. The social studies book includes a 10-page glossary at the back of the book. How many pages are in the social studies book NOT counting the glossary? Explain how you know.

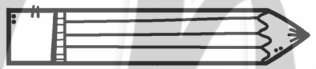
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CHALLENGE #1: PENCIL LENGTHS

It's the first day of school, and your students have arrived at the classroom! For your first math class, you want your students to practice using a ruler. You have each student take out their pencils and measure them. Cut out the ruler and use to measure each student's pencil from the end of the eraser to the tip of the point. Record the pencil length to the nearest half inch in the table.



Jameel



Evie

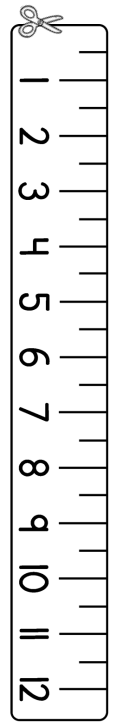


Fabiola



Jake

Student Name	Jameel	Evie	Fabiola	Jake
Pencil Length (in inches)				



1. Whose pencil is the longest?

2. Whose pencil is the shortest?

3. How much longer is Jameel's pencil than Evie's pencil?

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SELF-REFLECTION

Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

RATE THIS PROJECT

Circle the statement you most agree with.

I am ready for something harder. This was just right. I found this very challenging.

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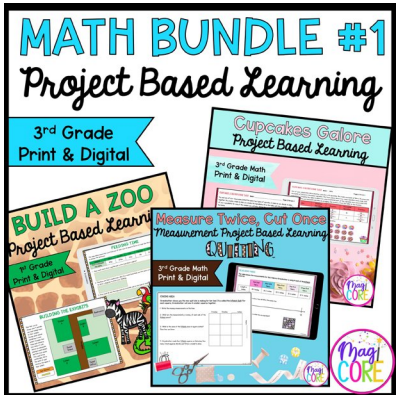
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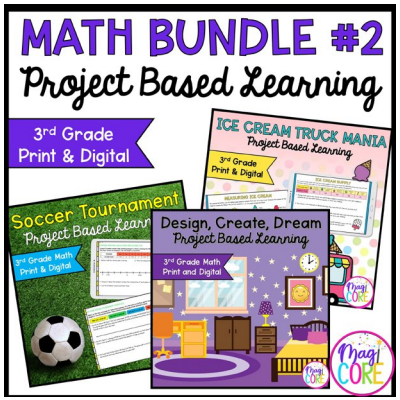
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