



Norfolk Public Schools
The cornerstone of a proudly diverse community

3rd Grade



Phase IV
May 18 – June 5, 2020

Name:	
School:	
Grade Level:	Teacher:

NPS Curriculum & Instruction

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Social Studies Learning in Place Plans
Third Grade: May 18-22

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>As you read page 146 think about why societies have laws. Answer the following questions on a sheet of paper.</p> <ol style="list-style-type: none"> Why does your community have laws? Does the state have laws? Can you name a few? Why does the United States of America need laws? If you could propose a law, what would it be and why? 	<p>America is a nation of diverse cultures. The citizens have many different skills, talents, customs, likes, and dislikes. Because we are all American citizens, we are united. Each of us has a responsibility to the country and our community.</p> <p>Our school is a community of learners. After reading page 155, use a piece of paper to write a story of a student using self-discipline, self-reliance, and trustworthiness in school.</p>	<p>People of all ages can serve their community, state, and nation. Brainstorm two ways you could volunteer in your community thinking about the benefits and costs of each.</p> <p>Benefit – what we gain when we make a choice Cost – what we give up when we make a choice</p> <p>Complete the Volunteer Comparison graphic organizer to compare the two ideas.</p>

Social Studies Learning in Place Plans
Third Grade: May 26-29

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Our country has a representative democracy and uses some principles from other countries that we have studied this year. Think of a problem that possibly occurred, how our government solved it, and what the result was. <i>As an example: Littering is unsightly and bad for the environment, so people are fined for littering and then there is less litter.</i></p> <p>As you think more about this complete the Cause and Effect sheet - Reproducible 117.</p>	<p>What does it mean to have a representative democracy? As you read page 147, think about how the United States government works. Who makes the laws and how?</p> <p>Complete the Representative Democracy graphic organizer. (Representative Graphic organizer is located on the bottom of the Volunteer Comparison graphic organizer from Learning Experience 3 week of May 18-22)</p>	<p>After reading page 148, answer the following question.</p> <ul style="list-style-type: none"> What countries did the American people come from originally? <p>Take a closer look! Complete the Coming to the United States activity – Reproducible 119.</p>

Social Studies Learning in Place Plans
Third Grade: June 1-5

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>As we discussed, the United States of America is a land of diversity. After reading page 151, create a plan for a class Multicultural celebration. Draw a picture and write a description of the event on a piece of paper in the following format. Remember to write where it will be held, who is invited, what will happen at the event, and when it will take place.</p> <p>* Topic sentence * 4 supporting details * Conclusion</p>	<p>Use your knowledge on why and how governments work to complete this activity.</p> <p align="center">Create Your Own Country</p> <p>Imagine you have been given an island and you need to create your own society. Follow the directions sheet in your packet to create a trifold pamphlet on a piece of paper. Complete the left and middle sections of your trifold pamphlet describing your island community.</p>	<p>Finally, you get to decide who lives on your island. Draw or print pictures of your citizens working and volunteering on your island. Complete the right section of your trifold pamphlet.</p> <p>Final project. Do a presentation of your island to someone in your family.</p>

- *Government protects the rights and property of individuals.*
- *Government exists at the local (community), state (Virginia), and national (United States) levels.*

Words To Know

- **communities**
(COM-you-nit-eez)
Places where people live, work, and play
- **laws**
Important rules written and carried out by government
- **government**
A group of people who make laws, carry out laws, and decide if laws have been broken

THE IMPORTANCE OF GOVERNMENT

KEEPING US SAFE

Do not litter! No running in the hallways! Scoop your dog's poop! Red lights, green lights, stop signs! Everywhere you turn it seems as if people are telling you what to do! Why do we have so many rules? Simple! They keep the people who live in our **communities** safe and healthy.

WHO MAKES ALL THE RULES?

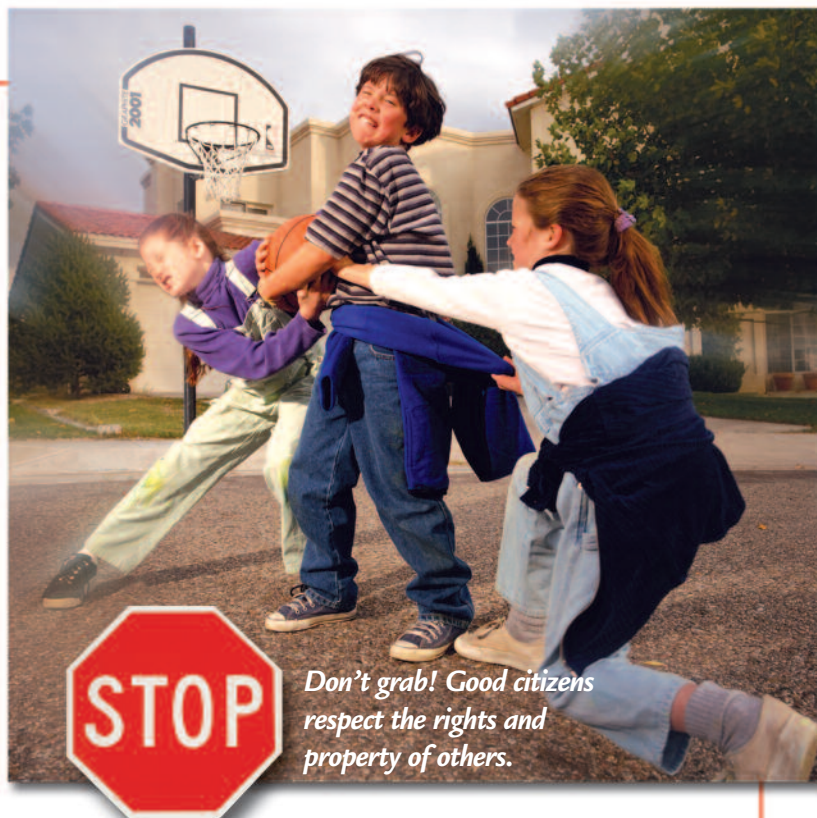
Some rules are simple, such as "No yelling in the library." Others can save lives. Cars *must* stop for red lights and stay within the speed limit. These very important rules are called **laws**. When you break a law, not only could you end up paying a fine, or even going to jail, but you might be putting yourself and others in danger!



Why would a law forbid these fun activities? Laws keep people safe! Name two ways the laws on this sign could have positive effects on a community.

START BY DOING THE RIGHT THING

When you get to school, do you push people as you get off the bus? On the playground, do you boss others around, or do you respect other people's rights—the freedoms with which we are all born? Do you grab things that do not belong to you or do you ask if you can borrow a pencil or a crayon? Follow the rules and always treat people the way you would like them to treat you.



TANTRUMS? OH NO!

Yelling out answers without raising a hand or pushing someone on the lunch line are signs that a child does not have **self-discipline**. Tantrums will never get you anywhere. Good citizens can control themselves even when they are bursting to share the right answer or want to get the first helping of macaroni and cheese.





People who have **self-reliance** get things done without having to be reminded. Doing homework or taking care of your pets without being nagged makes you a good citizen. Always telling the truth and showing **trustworthiness**—being the kind of person others feel they can turn to when they need help—will make you a good citizen and a GREAT friend!

Now it's your turn! How can YOU practice good citizenship skills in your classroom and community? What kind of American will YOU be? YOU can help build a better world!

Words To Know

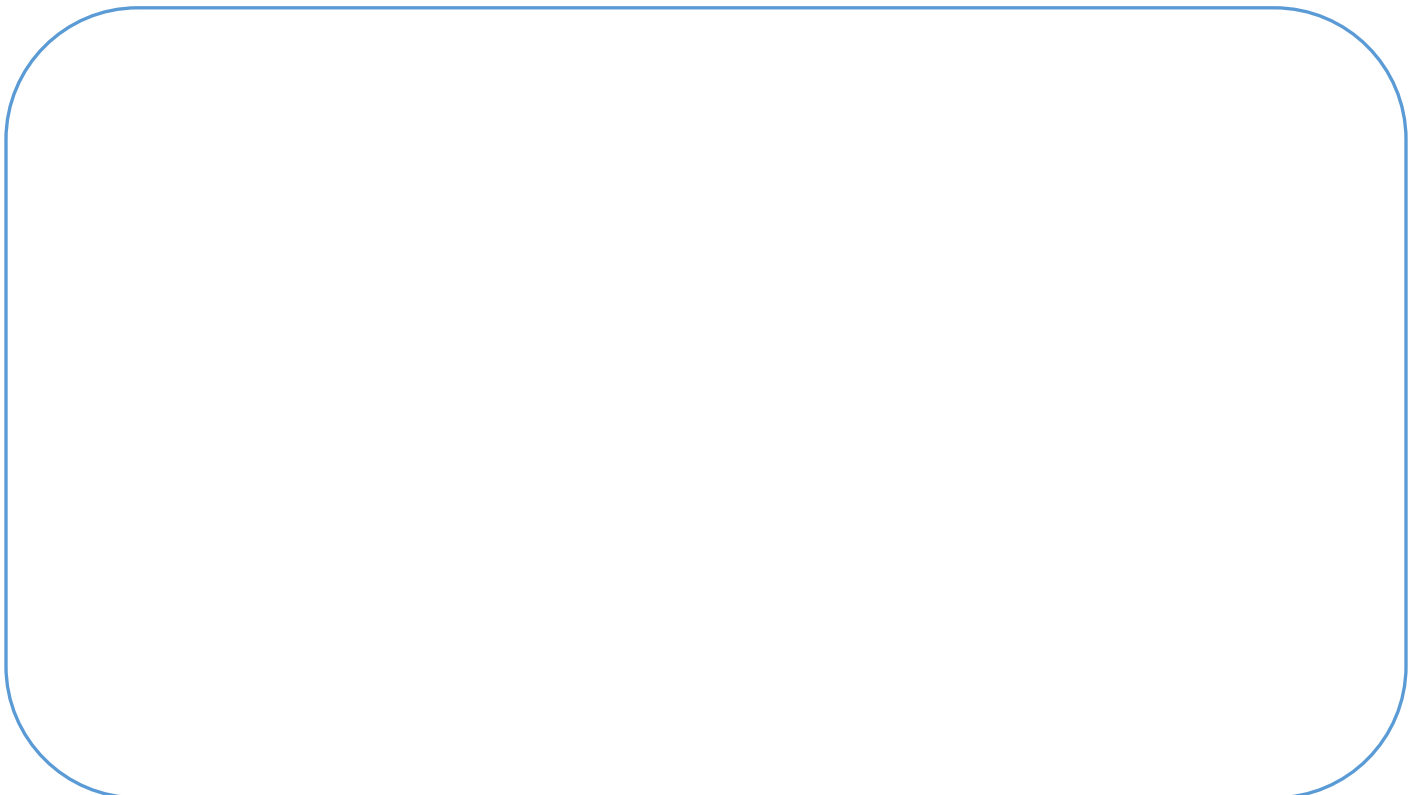
- **citizen**
(SIT-eh-zin)
A person who is a member of a community
- **rules**
Guidelines for how people should act or behave
- **self-discipline**
(SELF-DISS-uh-plin)
The ability to control your behavior
- **self-reliance**
(SELF-ree-LIE-ins)
The ability to do things by yourself without needing to be reminded to do so
- **trustworthiness**
(TRUST-wur-thee-nes)
The quality that makes people feel they can depend on you to do a good job

Volunteer Comparison (Learning Experience week 1-3)

Idea #1 _____		Idea #2 _____	
Benefits	Costs	Benefits	Costs
			
<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____

Representative Democracy (Learning Experience week 2-2)

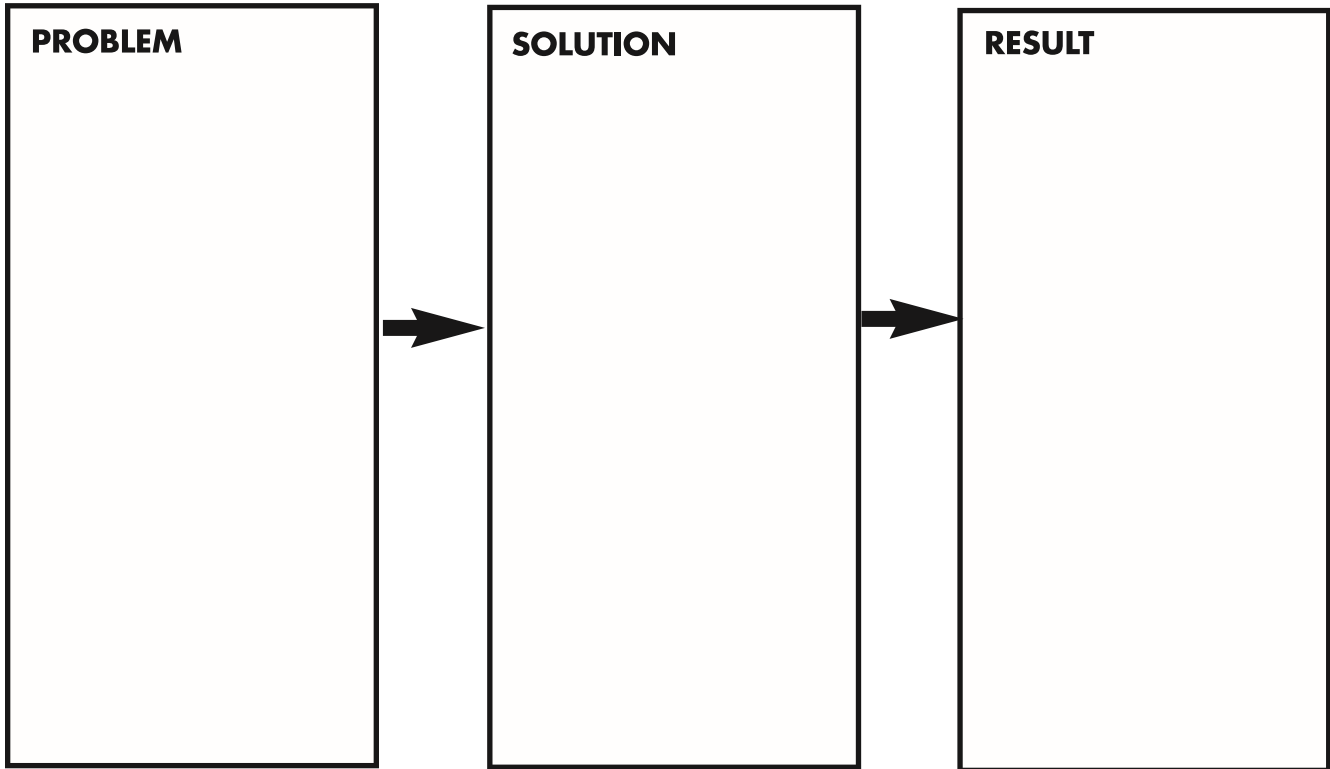
Draw a colorful image of what a representative democracy means to you. You may use words and pictures.



CAUSE-AND-EFFECT MAP

NAME _____

Directions: Create a cause-and-effect map showing how our government helps our community.



Challenge: We have a government that is based on ideas from ancient Greece and ancient Rome. What ideas did we use?

The Virginia State Capitol in Richmond is the place where state laws are made.



THE LAWMAKERS

When we vote we make a choice. We pick people to make our laws and see that they are carried out. If someone breaks a law, the people who run our **government** will see that the lawbreaker is punished. Some rules impact only our community. A “No Skateboarding” sign is usually a local law. Some laws are written at the state level, by our lawmakers in Richmond, Virginia. Speed limits on major roadways are set by each individual state.

Laws that apply to everyone in the United States come to us from Washington, D.C.—our nation’s capital. Homeland security laws at the airport are an example of national laws.

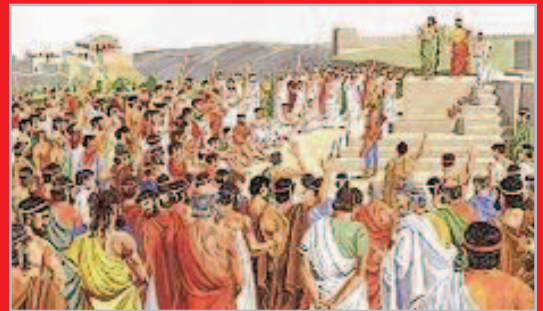
We need governments because they develop laws to keep us safe and protect our rights and property.

The U.S. Capitol in Washington, D.C., is the place where laws for the entire country are made.



Who Gets To Make Our Laws?

Laws exist in our nation, our state, and in our local communities, and it takes a group of dedicated people to develop them. Our system of governing owes a lot to the ideas of ancient Greece and Rome.



The ancient Greek system of direct democracy allowed every voter a say in what laws were made and carried out. But that is not practical in a country the size of the United States.



In ancient Rome voters chose men to speak for them in government. Voters picked people who shared their ideas for a better society. The elected person then worked to write laws that reflected these shared ideals. This system of representative democracy is how our government works.

Get Involved!

There are lots of ways to be a great citizen—now and when you are older.



Volunteer in your community!



Serve as a government official!



Join the military!



Vote! Help a candidate!



CIVICS

- *Being an American is defined by sharing the basic principles of the republican form of government.*
- *There are many ways that people can serve their community, state, and nation.*

WE ARE ALL EQUAL

You now know that Americans are united by something very special—the right to life, liberty, the pursuit of happiness, and equality under the law. These are rights that cannot be taken away.

We must all have the same chances to learn, get jobs, and have a safe place to live, no matter where we come from. We must all have a voice in the way our country is run.



VOTE FOR ME

You also now know that the United States has a **republican form of government**. We elect people to be the president, a governor, a senator, or a mayor because they have

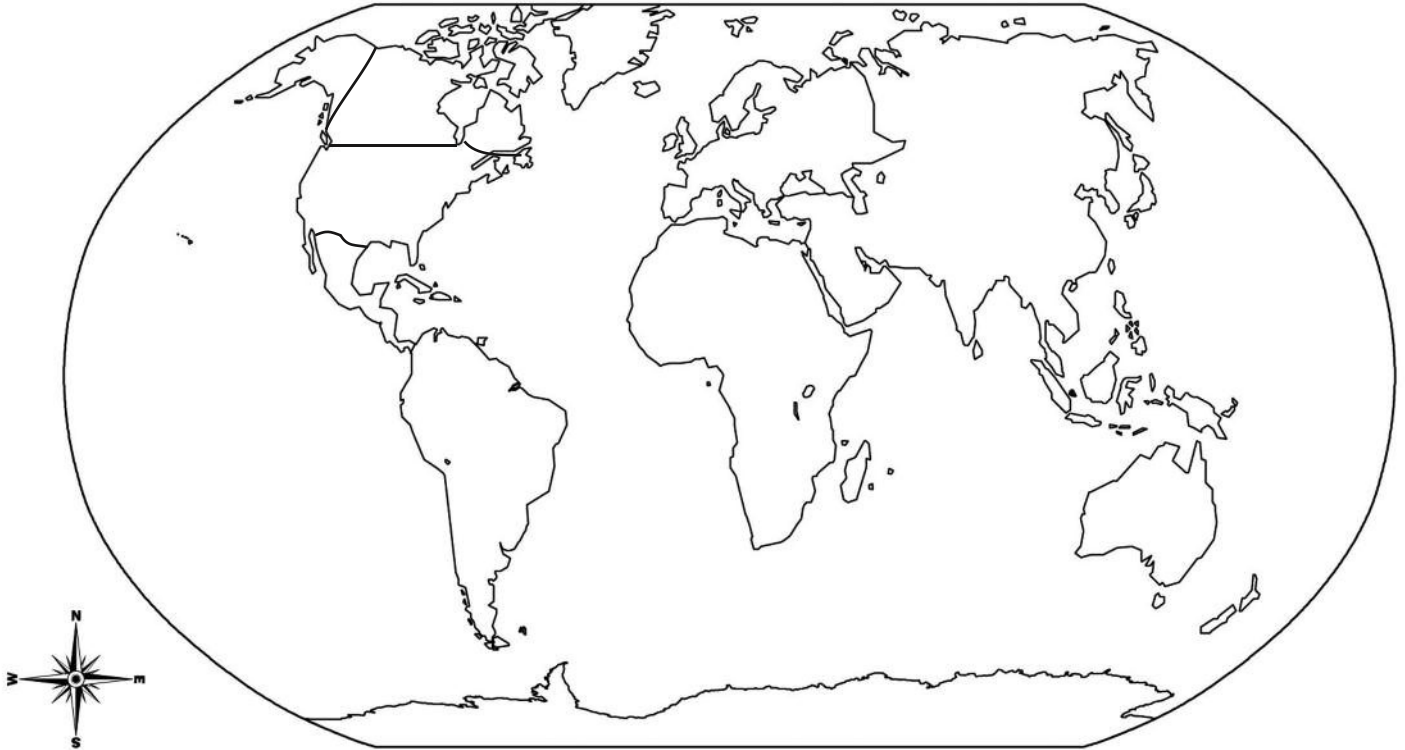
promised to do things the way we would like.

In our **representative democracy**, every American citizen 18 or older can vote for the people who make our laws. They do this by voting in elections. Every year, voters go to the polls—places to vote—and select their favorite candidates and decide on important issues facing the nation and our state.

COMING TO THE UNITED STATES

NAME _____

The United States is a diverse country. People have been moving to our country for many years to try to have a better life. Use the map below to show the immigrants who have come to the U.S. between 1820-2000.



- 1 Over 39 million people moved from the countries of Europe to America.
Color Europe green.
- 2 Over 14 million people immigrated to the U.S. from other countries in North America.
Color these countries yellow.
- 3 Over 9.5 million people arrived from Asia
Color Asia orange.
- 4 Over 3.5 million people came from South America.
Color South America purple.
- 5 Over 1 million people from Africa moved to the U.S. after slavery ended.
Color Africa blue.
- 6 Thousands of people moved from Australia to the U.S.
Color Australia brown.
- 7 American Indians have seen many people move to their ancestral homelands. The United States now has people from many countries living here, sharing ideas and traditions.
Color the United States in a bright rainbow of colors.



Many thousands of years ago, people rarely left their towns. They never saw people who looked different from themselves. Africans were the first people to leave their homeland 200,000 years ago—fanning out to populate the world. Ancient Egyptians and Greeks were some of the first to write stories of what they saw on their journeys.

Diversity was a big surprise at first. Their explorers brought back diaries

from their voyages, along with wild (and often very confused) descriptions of the people, places, and things they had seen.

FIRST CONTACT

As people began to travel from continent to continent, Asians saw Africans for the first time. Europeans saw Asians.

Something interesting happened in America. It became the first place on Earth where many people of different colors and **ethnic origins** lived side by side. The United States became the first place where Native Americans, Africans, Europeans, and Asians all had to *try* to learn to live side by side. America became the world's first truly diverse nation—a place where, over time, we have learned to appreciate other people's **customs**.

It has not always been easy, and we have made a lot of mistakes. We have worked hard to make this a land where everyone is treated the same. We *still* have a lot to learn, but America will always be a land of promise.

Words To Know

- **diversity**
(Di-VER-sit-ee)
The differences between people, such as age, religion, and race
- **ethnic origin**
(ETH-nik · OR-uh-jin)
A person's race, birthplace, religion, language, or culture
- **customs**
(CUST-umz)
Ways of doing things that are passed from one generation to the next



In the United States, children from many different places came face-to-face with boys and girls who looked, spoke, and dressed differently.

Create Your Own Country

Question: What impact does a government have on its people?

Task: *Congratulations!* Let us imagine that you have won your own island.

No one lives there yet and there is no established government. You get to design your own government and make the rules and laws!

Right now, you live in America. You want your island to unite everyone by the same basic principles you enjoy in America. You also want good citizens on your island!

Project: Create a trifold pamphlet to describe your island.



Left Side	Middle	Right Side
<ul style="list-style-type: none">• Name your island.• Draw a flag to represent your island• Include symbols to communicate what your island community is like.	<p>Write a paragraph to describe the government you will have on your island. Remember the purpose of rules and laws as you create them. In your paragraph include:</p> <ul style="list-style-type: none">• The people in your government and their jobs• Three laws on your island• Three rules on your island• The basic principles of your government	<p>Add pictures of the citizens who will live on your island. Remember you want good citizens to live there. Make sure you show the citizens serving on your island.</p> <p>Your pictures can be hand drawn or printed.</p>

NPS Learning in Place English

Grade: Third Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	<p>Read <i>Fragile Ecosystem</i> on pages 182-183 from the science textbook.</p> <p>Make a list of the text features did the author used in this text.</p> <p><i>The author describes how fire can change an ecosystem. Write a paragraph explaining the positive and negative effects of fire on an ecosystem.</i></p>	<p>Read <i>The Right Amount of Water</i> on pages 184-185 from the science textbook.</p> <p>Explain how does the caption on page 184 helps you understand the photograph?</p> <p><i>Write a story about a flood or a drought. Make sure you include a beginning, middle, and ending.</i></p>	<p>Read <i>Natural Changes</i> on pages 186-187 from the science textbook.</p> <p>Complete the Text Dependent Questions.</p> <p><i>Based on what you read, write a letter to a beaver or a termite. Explain to the beaver or the termite how s/he is changing the environment.</i></p>	<p>Read <i>People and the Environment</i> on page 188 from the science textbook.</p> <p><i>Draw and complete the nonfiction summarizing graphic organizer. Write a paragraph to summarize what you read.</i></p>	<p>Read <i>Celebrating Memorial Day</i> Complete the Text Dependent Questions.</p> <p><i>Create a poster that explains why we should celebrate Memorial Day. Share your poster with members of your household. Enjoy your Memorial Day weekend!</i></p>
	<p>Read 14.2 Read a book of choice and record it on the reading log each day.</p>				
Week 11	Memorial Day	<p>Read <i>Charlotte's Web</i> Draw and complete the fiction summarizing graphic organizer.</p> <p><i>Fern and Mr. Arable have a disagreement. Write a paragraph to explain the conflict and how it was resolved. Use details from the text to support your answer.</i></p>	<p>Reread <i>Charlotte's Web</i> Complete the Text Dependent Questions.</p> <p><i>Do you think Mr. Arable made the right decision? Write a paragraph expressing your opinion about Mr. Arable's decision. Include evidence from the text to support your opinion.</i></p>	<p>Read <i>The Ants and the Grasshopper</i> Draw and complete the fiction summarizing graphic organizer.</p> <p><i>"And they turned their backs on the Grasshopper and went on with their work..." Write to explain what will happen next in the story The Ants and the Grasshopper.</i></p>	<p>Reread <i>The Ants and the Grasshopper</i> Complete the Text Dependent Questions.</p> <p><i>The Ant and the Grasshopper is a fable. A fable is a short story that teaches a lesson or provides a moral by which we can live. Write about a time you or someone you know learned the same lesson as the one taught in this fable.</i></p>
		<p>Read 14.2 Read a book of choice and record it on the reading log each day.</p>			

**Week
12**

Read ***Protecting Against Tornadoes***
Create a heading for each paragraph.

Write a paragraph explaining two ideas you have learned about tornadoes. Include evidence from the text to support each idea.

Reread ***Protecting Against Tornadoes***
Complete the Text Dependent Questions.

Your friend is moving to a state in "Tornado Alley." Based on the information in last paragraph, write a letter to your friend giving him/her suggestions to protect their new home.

Read ***Food Chains Part 1***
Draw and complete the **nonfiction** summarizing graphic organizer. Write a paragraph to summarize what you read.

Read ***Food Chains Part 2***
Draw and complete the **nonfiction** summarizing graphic organizer. Write a paragraph to summarize what you read.

Reread ***Food Chains Parts 1 & 2***
Complete the Text Dependent Questions.

Using the food chain diagram on the last page of the text, write a story about a deer and a wolf. Include a conflict and a resolution in your story. Read your story to someone in your home.

Read 14.2 Read a book of choice and record it on the reading log each day.

Nonfiction Summarizing Graphic Organizer

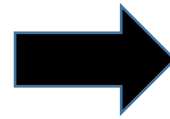
Directions:

1. Read the first paragraph.
2. Write the important details or key words from the first paragraph.
3. Write the main idea of the first paragraph in a sentence.

Repeat steps 1-3 for each paragraph.

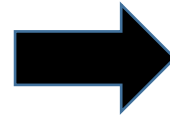
**Use the details and main ideas to write a short summary.*

**Important Details or
Key Words**



Main Idea

**Important Details or
Key Words**



Main Idea

Text Dependent Questions - Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.

Text Dependent Questions for Natural Changes

1. How do beavers change the environment?
2. Which year had the highest number of healthy trees in the forest? Explain why?
3. What is a synonym for "mound"?
4. Does algae cause a positive or negative change on the environment? How do you know?

Text Dependent Questions for The Ants and the Grasshopper

1. How did the grasshopper spend the summer differently than the ants?
2. Using evidence from the text, explain why the Ants did not give the Grasshopper a bite to eat.
3. What is the moral or lesson learned in the text? Use evidence from the text to support your answer.

Text Dependent Questions for Celebrating Memorial Day

1. Who are remembered on Memorial Day in the US?
2. Describe two ways Memorial Day is celebrated. Support your answer with text evidence.
3. Why might the American flag be flown at half-staff on Memorial Day? Support your answer with text evidence.
4. What is the main idea of this article?

Text Dependent Questions for Protecting Against Tornadoes

1. Based on the text, what can tornadoes do to houses.
2. Based on the text, where is the safest place when a tornado hits?
3. What is a tornado? Underline the sentence in the passage that helped you define tornado. Record your definition.
4. What is the main idea of the last paragraph?

Text Dependent Questions for Charlotte's Web

A **theme** of a story is a big idea or central message that tells you what the author wants to say about a thematic topic.

1. Select the best theme for this passage.
 - a. Dads know best and should not listen to their daughters.
 - b. Justice means everyone is treated fairly no matter what differences they have.
 - c. Children should never ask their parents to let them have pets.
2. What are some examples of what Fern and Mr. Arable do or say that supports the theme of the passage? Describe and/or illustrate in them.
3. Look at the 3rd sentence. Using clues in the sentence, what does the word 'runt' mean? Circle other words in the story that have similar meaning to the word 'runt.'

Text Dependent Questions for Food Chains

1. Why does the author list the vocabulary words in the text?
2. In a typical food chain, what would happen after a primary consumer eats a producer?
3. What is an effect of decomposers breaking down animals and plants after they die?
4. Living things protect themselves in their environment. Why do their defenses sometimes not work? Go back to the text and support your answer.
5. Why do you think farmers would like to have certain insect predators in their fields? How does this help them?
6. List two reasons why a shark is called an "Apex Predator."
7. Why is an ecosystem important? What is needed in order for an ecosystem to survive?

Celebrating Memorial Day

Memorial Day is not just a day off from work or school for many people. To them Memorial Day is an important day to remember friends or family who have died while serving in the military. Many of the celebrations on Memorial Day include the military. For example, the Air Force may hold air shows where they fly special planes and jets for everyone to see. The Navy may also let people explore the inside of old battleships. Other military groups may hold drills to show how they do some of their tasks, like saving people from a burning ship.

Another way to celebrate Memorial Day is to fly the American flag at half-staff. Instead of flying the flag all the way to the top of the flagpole, the flag is raised only halfway. Take a look at the flags at police or fire stations. Many are raised at half-staff on Memorial Day. People also fly flags at half-staff on other days in the year to remember important people who have died.

In Washington, DC, people hold many events to celebrate Memorial Day. Arlington National Cemetery was a place where Union soldiers were buried in the Civil War. Since then, soldiers from other wars have also been buried in the Arlington National Cemetery. On Memorial Day, thousands of soldiers place a small flag on each grave. The president of the United States will also place flowers at the Tomb of the Unknowns at the Arlington National Cemetery. The Tomb of the Unknowns is a place to honor those who have died, even though we don't know the soldiers' names.

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Charlotte's Web by E.B. White

It's Not Fair! Passage from Chapter 1

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast. "Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night." "I don't see why he needs an ax," continued Fern, who was only eight. "Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

"Please don't kill it!" she sobbed. "It's unfair." Mr. Arable stopped walking. "Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about controlling myself." Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?" Mr. Arable smiled. "Certainly

not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, and a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

A strange look came over John Arable's face. He seemed almost ready to cry himself. "All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

Fiction Summarizing Graphic Organizer

Directions: 1. Read the passage. 2. Answer the questions using details from the passage.

*Use the details to write a short summary.

Somebody

Who are the main characters?

Wanted, Because

What did the main characters want? Why?

But

What was the conflict/problem?

So

How do the characters solve the conflict/problem?

How was the conflict/problem resolved?

Then

What was the solution/ resolution to the story? What was the end of the story?

Theme

*What does the author want you to learn or know?
(moral, message, or lesson)*

The Ants and the Grasshopper

This text is from "Aesop's Fables."

Retrieved From ReadWorks.org

One bright day in late autumn a family of Ants was bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise. "Haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper. "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

There's a time for work and a time for play.



Protecting Against Tornadoes

By Read Works

Did you know that tornadoes come from thunderstorms? Thunderclouds build up when cool, dry air runs into warm, wet air. If enough cool air runs into warm air, clouds can start to gain energy and power. A tornado can result from this energy. A tornado is a spinning column created by the thunderstorm's strong winds. The winds are so strong that they can pick up water, dust, and scraps. A tornado can spin over 200 miles per hour, which means that it has a lot of force.



Photo of a
Tornado

Tornadoes connect the ground to the thunderstorm clouds in the sky. The ground that the tornado touches is a dangerous place to be. Tornadoes can pick up people, cars, trucks, and houses. Sometimes, tornadoes can ruin whole towns. In the United States, towns in "Tornado Alley" are often hit hard by tornadoes. "Tornado Alley" is the nickname for Texas, Oklahoma, Kansas, and Nebraska, because these states are most frequently hit by tornadoes.

The deadliest tornado to hit the United States was called the "Tri-State Tornado." The tornado blasted through three states and traveled for more than 300 miles. Six hundred ninety-five people were killed during this tornado. It occurred on March 18, 1925. Another deadly tornado swept through Gainesville, Georgia, and it is known as the "Gainesville Tornado." Two different storms collided to cause this tornado. It killed 203 people in its path. Over 750 homes were destroyed.



The
aftermath of
a tornado.

Even though tornadoes have a lot of force, there are ways to protect your home. One way is to set up wind-proof shutters and doors. Some shutters and doors are designed to hold up against strong winds. Another way is to clip your roof down. Steel clips can help to keep your roof from flying off of your house. A third way to protect your home is to tie your house down with strong cables. These cables are designed to prevent your whole house from getting picked up by the tornado!

Food Chains

By Read Works

Part 1

In order to understand the food chain, there are some vocabulary words you should learn. Look at the words and definitions below.

Producer – Plants or tiny animals that are eaten by other animals. For example: grass.

Consumer – Animals that eat producers or other consumers. For example: mice, birds, or bears.

Herbivore – Animals that eat only plants. For example: rabbits.

Carnivore – Animals that eat only meat. For example: cats.

Omnivore – Animals that eat plants and meat. For example: humans.

Decomposer – An organism that breaks down deceased animals into tiny pieces. For example: worms.

All food chains begin with a producer. A producer is usually a type of plant. That producer is then eaten by a consumer. There are two main types of consumers: primary and secondary. Herbivores are primary consumers. They eat plants. Carnivores, secondary consumers, eat primary consumers. For example: a mouse (a primary consumer) eats grass (a producer). A cat (a secondary consumer) eats mice. When an animal dies, decomposers break apart the animal, returning nutrients back into the environment. These nutrients then feed plants (the producers), which completes the cycle.

Part 2

An ecosystem is like a habitat where an organism lives, but it includes many habitats plus the nonliving systems that support them. In an ecosystem, each living thing depends on other living and nonliving things for survival.

In a forest ecosystem, living things depend on one another. Many living things depend on trees for shelter and food. You can almost certainly find bugs on any tree. Woodpeckers can find them too!

If you dig down into the soil or scrape away some tree bark, you will discover all sorts of other critters in the forest ecosystem, such as worms, beetles, and ants.

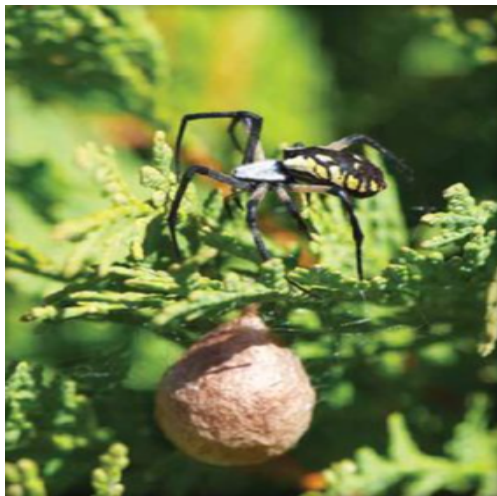
You might not see all those insects and other little critters when you look around the forest, but they are there! You can find them under leaves, rocks, and fallen trees. Mostly, their world is underground and out of sight, unless you are willing to get dirty digging for them!

What are all those bugs doing there? They are doing what all living things do: surviving. To survive, living things need food. The nutrients in food provide energy for the body. Without energy, the body stops. It's that simple! What else are bugs and other living things doing besides eating? They are doing whatever it is they need to do in order to produce young. Plants make seeds. Mammals, such as squirrels and deer, give birth to live babies. Bugs and birds lay eggs.



Beetles live in the forest ecosystem.

Spiders make egg sacs like the one in this image. When the sac opens, hundreds of tiny baby spiders will run out. Most of them will be eaten by other bugs. Those that survive will grow to be hunters like their parents.

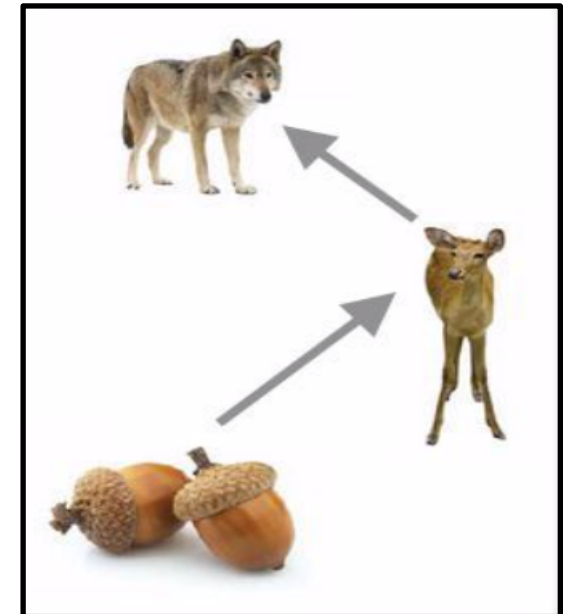


Living things also must develop ways to protect themselves from other things in the ecosystem. Squirrels build their nests high in trees, away from predators. Worms dig down into the soil. Snails and turtles have shells to protect them.

Unfortunately for squirrels, worms, snails, and turtles, these defenses do not always work. The predators that hunt and eat other animals for a living have sharp teeth and claws for catching their prey.

There are ecosystems in many places. Each ecosystem has its own food chain. Look at the image of the wolf, the deer, and the acorn. This is a very simple way to think of the food chain. Smaller animals are eaten by slightly larger animals. But this image only represents a small part of a real food chain. Most food chains also include plants. They also include bacteria and other tiny, microscopic organisms.

Plants and smaller animals are usually near the bottom of the food chain. At the top of the food chain, you will find beasts like grizzly bears, lions, blue whales, or great white sharks. These animals are too big to be hunted by anything else. A lion or shark is called an apex predator because it is at the top of the food chain.



Norfolk Public Schools

Science Learning in Place Plan: Grade 3 Lessons

Week 10: May 18 – 22, 2020 (Natural Events – Pt.2)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will reread “Fragile Ecosystem” on pgs. 182 – 183 and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> 1. Can you think of another kind of weather event that can change an ecosystem? 2. Explain how one change in an ecosystem can affect plants and animals. 3. How did the fire affect the coyote’s habitat? 	<p>Students will reread “The Right Amount of Water” on pgs. 184 – 185 and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> 1. What is the difference between a flood and a drought? 2. What do animals do when the plants they depend on for food die out due to drought? 3. How has the drought affected the riverbed? 	<p>Students will reread “Natural Changes” on pgs. 186 – 187 and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> 1. How does a beaver’s dam impact the environment in a positive way? 2. What happens to an animal if the plant that the animal eats dies out from disease? 3. Are termite mounds good or bad for plants? Why? 	<p>Students will reread “People and the Environment” on pgs. 188 – 189 and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> 1. What does cutting down trees do to a forest ecosystem? 2. What happens to trash that gets collected? 3. Why is it important for people to think about the effects that their actions have on the environment? 	<p>Sum it Up! Pg. 192</p> <p>Apply Concepts Pg. 194</p> <p>Take it Home! Pg. 194</p>

Week 11: May 25 – 29, 2020 (Soil Conservation – Pt.1)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read the Interactive Notebook Passage entitled “Soil” and answer questions for paragraph 1. Students will justify their thinking by highlighting evidence from the text.</p>	<p>Students will reread the Interactive Notebook Passage entitled “Soil” and answer questions for paragraph 2. Students will justify their thinking by highlighting evidence from the text.</p>	<p>Students will reread the Interactive Notebook Passage entitled “Soil” and answer questions for paragraph 3. Students will justify their thinking by highlighting evidence from the text.</p>	<p>Students will reread the Interactive Notebook Passage entitled “Soil” and complete illustrations for paragraphs 1 – 3.</p>	<p>Students will reread the Interactive Notebook Passage entitled “Soil” and answer Test Prep question. Students will justify your thinking.</p>

Week 12: June 1 – 5, 2020 (Soil Conservation – Pt.2)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will the complete soil conservation graphic organizer by writing in each statement fragment in the correct location on the graphic organizer.</p>	<p>Students will find examples of soil erosion in their yard or community by making observations. The students will determine the possible cause(s) and share with their parents.</p>	<p>Students will begin creating a plan to reduce erosion in <u>one</u> of the identified locations during Tuesday’s lesson. Students will:</p> <ol style="list-style-type: none"> 1. Draw a detailed picture of the location of the erosion with labels and a caption. 	<p>Students will continue their plan to reduce soil erosion. Students will:</p> <ol style="list-style-type: none"> 1. Brainstorm ideas of how the amount of erosion could be reduced or eliminated. 2. Arrange their thoughts in a paragraph 	<p>Students will conclude their plan to reduce erosion. Students will:</p> <ol style="list-style-type: none"> 1. Communicate their plan to family members

Fragile Ecosystems

In an ecosystem, plants, animals, and other living things share the same environment. But what happens when that environment changes?

Active Reading As you read these two pages, draw a circle around the clue word that signals a cause.



Strong winds have destroyed this forest ecosystem.

In an ecosystem, both living and nonliving things interact. If nonliving things cause the ecosystem to change, the living things will be affected. A powerful storm, for example, may kill plants and animals. Some animals may have to leave to survive. Other animals may stay and have to compete for resources.

Fires cause flame, heat, smoke, and ash. As a result, they can change ecosystems. Fires can be caused by a natural event, like lightning. Fires can also be caused by people. Their effects can be both positive and negative.

NEGATIVE Fires destroy trees and other plants as well as animal habitats.



NEGATIVE This coyote left the fire-burned area to look for a new habitat.



POSITIVE Fires clear space for new plant growth. Ashes from burned plants add nutrients to the soil.



POSITIVE Pinecones open to let their seeds out. Some pinecones will only open when fire heats them.

Write a Headline

Write one headline that describes a positive effect of fire and one headline that describes a negative effect of fire.

The Right Amount of Water

Plants and animals need water to live. But too much or too little water can have a negative effect on an environment.

Active Reading As you read these two pages, find and underline the definitions of *erosion*, *flood*, and *drought*.

Earth's surface is always wearing down and breaking apart.

Erosion is when small pieces of rock are carried away by water and sometimes by wind.

When you look at a flowing river, you see more than just moving water. There are also pebbles, sand, and other earth materials. This is erosion. Ocean waves can also cause erosion. Waves hitting a beach carry sand out to sea. As the land wears away, habitats for plants, animals, and people disappear.



Water loosens and moves sand and rock away from the beach. Areas where grass once grew have been washed away by the water.

Erosion is not the only way water affects the environment. Both floods and droughts affect the environment. A **flood** is a large amount of water that covers normally dry land. Floods can happen very suddenly.

A **drought** occurs when it does not rain for a long time. Long droughts force people and animals to look for new places to live. Plants wilt and die.

Finish the Story

Read the start of each story. Look at the photograph. Then finish the story.



Heavy rains this week caused the river to rise higher and higher. Nearby fields were flooded.



We have not had rain in many months. We are now in a drought.

Natural Changes

Water, wind, and other nonliving things can change the environment. But living things can also cause changes.

Active Reading As you read these two pages, draw a star next to what you consider to be the most important sentence, and be ready to explain why.

Animals and plants can make big changes to their environments. Animals can change the environment when they build shelters. Beavers can cause a new lake to form when they build a dam across a river using trees and sticks. The mounds that termites build add nutrients to the soil. The nutrients help plants grow.

Plants can change their environment, too. One kind of plant may take over all the space in an area. This makes it harder for other plants to survive. It can also make it harder for animals to live there.

Some very small living things change environments by causing disease in plants and animals. Diseases harm plants and make animals sick, and can even kill them.



Beavers change the environment when they cut down trees, make canals, and build dams.

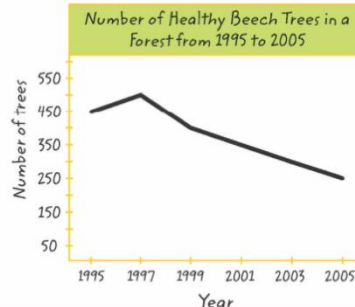


Termites can build mounds as high as a three-story building!

Do the Math!

Interpret a Graph

Interpret the line graph. What do you think might have happened to the beech trees in 1999?



Some algae blooms release poisons. Algae blooms use up oxygen in the water when the algae die and decompose.

People and the Environment

Can you change the environment? You can and you do! People change the environment every day.

Active Reading As you read these two pages, find and underline two ways that people change the environment.

People can change the environment by using resources. Trees are cut down to build houses. Rocks and stones are dug up to make roads.

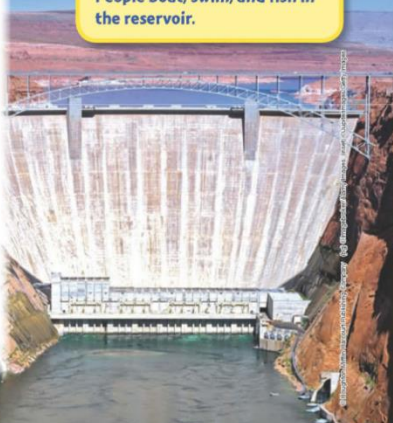
People can change the environment by causing pollution. The exhaust from cars and trucks can pollute the air. Trash can pollute water and land.

People sometimes cause events that usually happen naturally. When people are careless, they can start wildfires. Habitats can be lost when people build dams. In some places, new dams can even cause floods.

People build large dams to control the flow of water. The flow of water is controlled so cities and towns receive just the right amount.



Reservoirs collect the water that is held back by a dam. People boat, swim, and fish in the reservoir.



Write an Effect

For each cause, write an effect.



Campers forget to put out their campfire.



Workers build a new road through the forest.



Garbage trucks collect people's trash.



Sum It Up!

When you're done, use the answer key to check and revise your work.

The table below summarizes this lesson. Complete the table.

Environmental Changes Affect Living Things

People Affect Living Things	Natural Events Affect Living Things
1. People can cause natural events like _____.	4. Fire forces animals to leave, but it also makes space for _____.
2. People can cause _____ of air, water, and land habitats.	5. Plants and animals are made sick by _____.
3. One way people can help plants and animals survive is to _____.	6. A beaver building a dam is an example of how animals affect the _____.
	7. Natural events caused by water or lack of it include _____, _____, and _____.



Apply Concepts

2 Write the missing cause or effect for each picture.



Cause: flood

Effect: _____



Cause: wildfire

Effect: _____



Cause: drought

Effect: _____



Cause: trash

Effect: _____



Cause: one plant uses too many resources

Effect: _____



Cause: _____

Effect: land is flooded

3 Write three ways you could help protect a beach habitat.



Share what you have learned about environments with your family. Talk about how you can change the environment in positive ways.

Paragraph Illustrations

Soil

Our planet is rich in **natural resources**. One of the most valuable of these natural resources can be found right beneath our feet – **soil**! Soil is created over many, many years by a process called **weathering**. Weathering is when rocks and other materials on the Earth's surface are broken down into smaller pieces by:

- weather (precipitation, changing temperatures);
- water (waves, currents);
- living things such as **decomposers** (earthworms, fungi such as mushrooms);
- people;

As a result, soil can be made of several different substances such as rock, clay, sand, silt, and humus.

Soil is an important resource that makes many other resources possible. One of the most important roles of soil is to hold the water and nutrients necessary for plants to live and grow. Soil is also an important natural resource for humans and animals that rely on plants for food. Remember, all **food chains** on Earth begin with a **producer**, a green plant. Without soil to grow plants, life on Earth would end!

Soil is very important to life on Earth. It needs to be conserved or used wisely because it takes hundreds of years to form. The best way to conserve our soil is to protect plant life. Plant life protects the Earth's topsoil against **erosion**. Erosion is a process that slowly wears away the soil and its nutrients. Plants actually fight erosion by holding the soil in place with their roots. The leaves of the plants also protect the soil from the drying sun, the strong winds, and the pouring rain. When humans carelessly remove plant life, erosion slowly wears away the soil until it is completely gone.

SOL 3.7 Soil

Paragraph 1

- What is one of the most valuable natural resource on our planet?
- How is soil created?
- What is *weathering*?
- What are some of the different substances in soil?

Paragraph 2

- What makes soil an important resource?
- What is one of the most important roles of soil?
- Why is soil an important resource for humans and animals?
- What would happen if there wasn't soil to grow plants?

Paragraph 3

- Why should soil be conserved wisely?
- What is the best way to conserve soil?
- How does plant life protect Earth's topsoil?
- What is *erosion*?
- How do plants prevent erosion?
- How else do plants protect the soil?

Interactive Reading & Notetaking

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Test Prep Question

All of the following are reasons to conserve and protect soil except –

- A **Soil fights erosion by holding the roots of plants in place.**
- B **Soil has many nutrients plants need to live and grow.**
- C **Soil dries quickly after a rainstorm.**
- D **Soil takes a very long time to form.**

Answers

A large rectangular area with a black border, a vertical red line on the left side, and horizontal blue lines for writing. Three black dots are placed on the red line at the top, middle, and bottom of the area.

Conserving Soil

Ways to Conserve Soil

Ways to Damage Soil

Write each sentence fragment in the correct location in the table.

Farmers rotating their crops in the field to replenish soil nutrients	Using food scraps to make compost to help enrich the soil
Planting trees, shrubs and other plants to help prevent erosion	Leaving soil exposed to wind and rain
Allowing factory waste to cause soil pollution	Droughts and extreme weather conditions
Using too much fertilizer	Adding earthworms to soil to help create humus

Detailed picture of soil erosion with labels and a caption

Plan to Reduce Erosion



Math LIP Grade 3 – Phase 4 May 18 – June 5

Name _____		School _____		Teacher _____	
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Day 1 - Money	Day 2 - Money	Day 3 - Geometry	Day 4 - Geometry	Day 5 - Review
Week 2	Day 1 - Probability	Day 2 – Data Investigations	Day 3 – Data Investigations	Day 4 – Data Investigations	Day 5 - Review
Week 3	Day 1 – Practice and TEI	Day 2 – Checkpoints and Practice	Day 3 - Practice	Day 4 – TEI	Day 5 - Review

Day 1 – Money: Count and Compare

Have your child practice counting and compare collections of money, but do not exceed \$5.00.

1 Write your answer in the empty box. Your answer should include a decimal. Count the coins and bills shown in the box.



\$

2 Write your answer in the empty box. Your answer should include a decimal. Count the coins and bills shown in box.



\$

3 Write your answer in the below box.

Look at each set of money. Find the total for each set. In the box write the words “**greater than**”, “**less than**”, or “**equal to**” to make a true statement.



is



4 Write your answer in the below box.

Look at each set of money. Find the total for each set. In the box write the words “**greater than**”, “**less than**”, or “**equal to**” to make a true statement.





is








Day 2 – Money: Make Change

Practice at Home




- Change is the money a person gets back when they pay more than the total cost.
- Make change from \$5.00 or less.

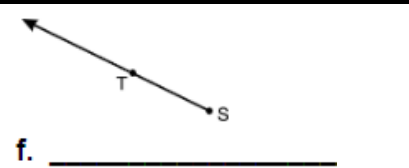
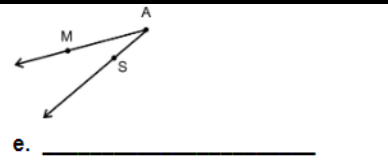
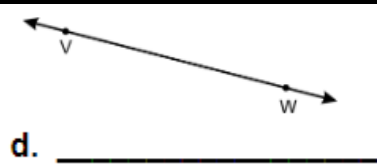
<p>1 How much change should you get if you owe \$1.87 and give the cashier \$3.00?</p> <p>A \$1.13 B \$1.23 C \$1.27 D \$2.87</p>	<p>2 Hope bought a yo-yo for \$3.96. She gave the clerk a \$5.00 bill. How much change did she get back?</p> <p>A \$2.96 B \$2.04 C \$1.40 D \$1.04</p>
<p>6 Timora wanted a scarf that cost the below amount of money. If she paid with \$5.00, how much change did she get back?</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid black; width: 100px; height: 60px; margin-left: 20px;"></div> </div>	<p>7 Janice had \$5.00 and bought lunch. This is her change, how much was her lunch?</p> <div style="text-align: center;">  </div> <p>Hint: Subtract the change shown from \$5.00.</p>

Day 3 - Geometry: Points, Line Segments, Lines, Rays, and Angles

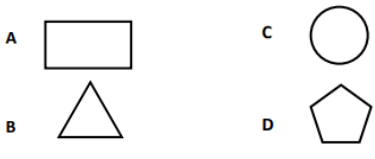
 A				
<p>A point is an exact location in space. It has no length, width, or height.</p>	<p>A line segment is part of a line. It has two endpoints and includes all the points between and including those endpoints.</p>	<p>A line is a collection of points <u>extending indefinitely in both directions</u>. It has no endpoints.</p>	<p>A ray is part of a line. It has one endpoint and extends indefinitely in one direction.</p>	<p>An angle is formed by two rays that share a common endpoint called the vertex. Angles are found wherever lines or line segments intersect.</p>

1 Write if each figure is a line, ray, line segment, or an angle, and name it.

 <p>a. _____</p>	 <p>b. _____</p>	 <p>c. _____</p>
--	--	--



2 Amelia used exactly three angles to make a figure. Which figure could she have made?



3 What does the figure below represent?



- A a point
- B an angle
- C a line
- D a line segment

4 Which of these figures goes on in one direction without stopping?

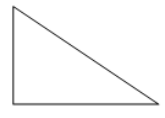
- A line
- B angle
- C segment
- D ray

Day 4 – Geometry: Congruent and Noncongruent

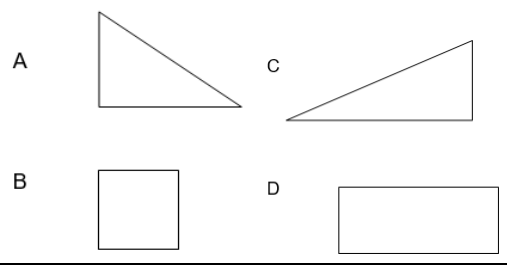
Congruent - the same size and shape.

Noncongruent- do not have exactly the same size and shape.

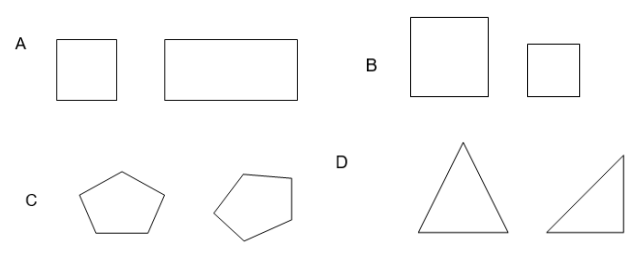
1 Look at this figure



Which of the following is congruent to the figure?

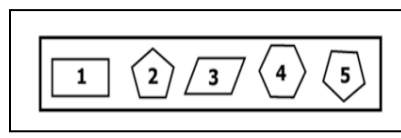


2 Which set contains congruent figures?



5 Which two figures are congruent?

- F 1 and 3
- G 2 and 5
- H 2 and 4
- J 4 and 5



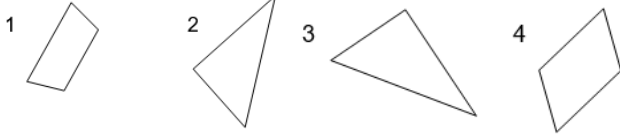
6 Which is true about these two figures?



- F They are congruent because they have the same shape and size.
- G They are congruent because they are the same shape but different size.
- H They are noncongruent because they are the same size but different shape.
- J They are noncongruent because they have the same shape and size.

Day 5 - Weekly Review

1 7 Which of these figures are congruent?



- A figures 1 and 4
- B figures 3 and 4
- C figures 1 and 2
- D figures 2 and 3

2 What is the value of the below set?



3 Meghan and Kristen saved their money for one week.

Meghan's Money



Kristen's Money



Which is true?

- F Meghan saved more money than Kristen.
- G Kristen saved more money than Meghan.
- H Kristen saved the same amount of money as Meghan.
- J Kristen saved less money than Meghan.

4 Caroline uses the money below to buy a \$2.99 book at the book fair.



How much change will she get back?

- a) \$0.62
- b) \$1.38
- c) \$6.60
- d) \$2.52

5 Name this figure.

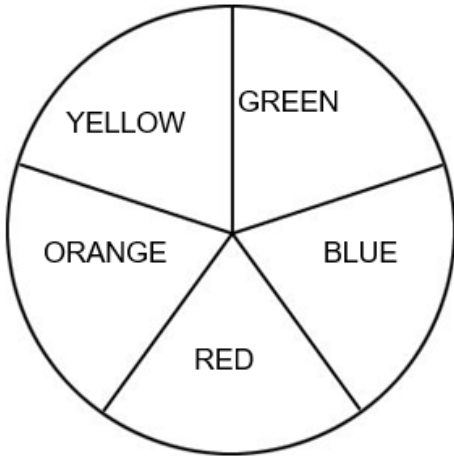


- F line segment
- G ray
- H angle
- J line

Day 1 - Probability

- Probability is the chance of an event happening.

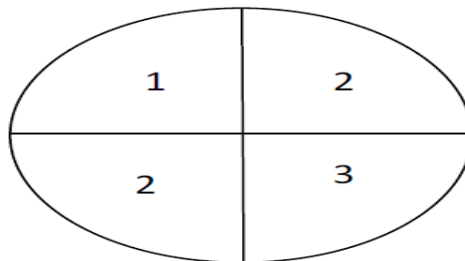
Example: The spinner below has five equal sections. The **possible outcomes** are YELLOW, GREEN, BLUE, RED, and ORANGE



Event	Probability
Landing on YELLOW, GREEN, BLUE, RED, or ORANGE	Certain
Landing on any of the colors but BLUE	Likely
Landing on GREEN as related to landing on RED	Equally likely
Landing on ORANGE	Unlikely
Landing on BROWN	Impossible

unlikely	as likely as	likely
impossible	equally likely	certain

1. Directions: Look at the spinner board below. Write your answer from the vocabulary box above.



It is

that you would spin a 1 on this spinner.

2. Directions: Write your answer from the vocabulary box above.

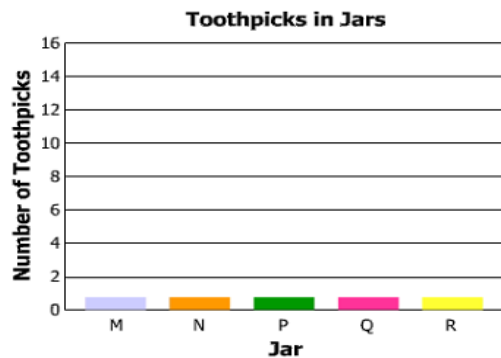
Look at the number cube below. How likely would it be to roll a "0" on this number cube?



3.

Day 2 - Data Investigations

1.) Create a bar graph that correctly displays all of the data shown in the table. On the bar graph below draw a bar to show the amounts given in this table.



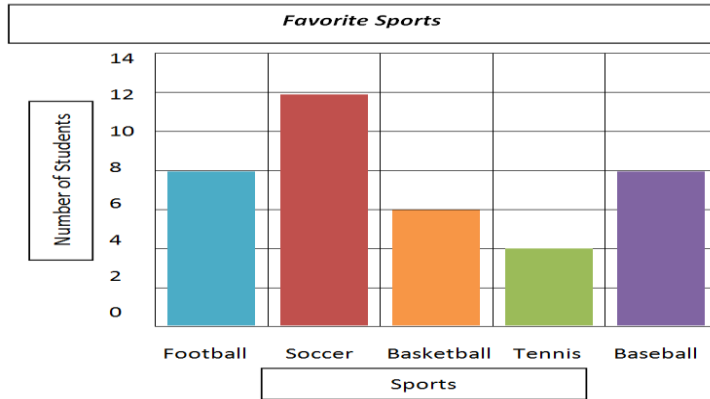
Jar	Number of Toothpicks
M	4
N	2
P	8
Q	2

Day 3 – Data Investigations

2.) How many strawberries did Cerise eat?

Number of strawberries with each student	
Cerise	
Ed	
George	
Sally	
Each = 2 strawberries	

3.) Directions: Circle the box you want to select.
Which statement is true based on the graph shown?



Baseball is the sport liked by most students

More students like basketball than tennis

More students like tennis than soccer

Day 4 – Data Investigations

On another sheet of paper, create 3 sentences for different graphs from days 2 and 3 of this week.

Day 5 – Data Review

Answer each question. Then write a paragraph for each one to explain your thinking.

1. How many more red cars were seen on Wednesday than Thursday? _____

Red Cars




One  represents 5 cars

Monday	
Tuesday	
Wednesday	
Thursday	

3 These blocks were placed in a paper bag and shaken.



If Gail picks 1 block without looking, what kind of block is it most likely to be?

- A
- B 
- C 
- D 

Patterns

What is a pattern? A pattern is a group of objects, pictures, numbers, etc... that are organized in a predictable sequence

There are **repeating patterns** where the student needs to identify the **core** (the part of the pattern that repeats) for example **ABBC** ABBC ABBC.

core

A **growing pattern** can be identified by the relationship of the change from step to step. It can be increasing, decreasing, or constant in value.

Example: 3, 5, 7, 9 or 3, 6, 10, 15 or 15, 12, 9, 6

$\begin{matrix} \downarrow & \downarrow & \downarrow & & \downarrow & \downarrow & \downarrow \\ +2 & +2 & +2 & & +3 & +4 & +5 & & -3 & -3 & -3 \end{matrix}$

Day 1 - Practice

<p>If the pattern continues, what is the 15th figure in this pattern?</p> <div style="text-align: center;"> </div> <p>A. B. C. D. </p>	<p>Look at the pattern below. 5, 7, 9, 11, 13, 15</p> <p>Which pattern uses the same rule as the pattern above?</p> <p>A. ABABABAB B. 2, 4, 6, 8, 10 C. 5,7,9,5,7,9 D. 2, 5, 8, 11, 14</p>
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Day 1 –TEI

<p>1. Directions: Write your answer in the box. The answer should be a whole number.</p> <p>Study the pattern carefully. Then complete the box in the statement that follows.</p> <p style="text-align: center;">1, 4, 7, 10, 13, ...</p> <p>The pattern grows by adding each time.</p>	<p>3. Directions: Draw an arrow from the shape in the bank to the blank lines to extend the pattern.</p> <p>Study the pattern shown. Draw an arrow from the shape to the blank line to extend the pattern. You must draw one arrow to each line.</p> <div style="text-align: center;"> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p>Bank: </p> </div>
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Day 2 –Checkpoints

<p>1. Jeff wrote this number pattern. 2, 4, 8, 16, 32</p> <p>Which best describes Jeff's number pattern?</p> <p>A. Add one to each number B. Add two to each number C. Double each number D. Multiply each number by one</p>	<p>2. Which best describes this pattern?</p> <div style="text-align: center;"> </div> <p>A. A B A B A B B. A B C A B C C. A A B B C C D. A B B C C C</p>
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<p>2. What is the missing number in this pattern? 36, 48, 60, _____, 84, 96</p> <p>A. 61 B. 72 C. 83 D. 97</p>	<p>Use the rule to complete the table.</p> <p>A. 60 B. 50 C. 40 D. 20</p>	<table border="1"> <tr> <th colspan="2">Rule: Subtract 10</th> </tr> <tr> <th>Input</th> <th>Output</th> </tr> <tr> <td>100</td> <td>90</td> </tr> <tr> <td>90</td> <td>80</td> </tr> <tr> <td>80</td> <td>70</td> </tr> <tr> <td>30</td> <td>?</td> </tr> </table>	Rule: Subtract 10		Input	Output	100	90	90	80	80	70	30	?
Rule: Subtract 10														
Input	Output													
100	90													
90	80													
80	70													
30	?													

Numerical Relationships

Students will be able create equations to represent equivalent mathematical relationships.

Day 3 - Practice

<p>1. Fill in the box to make the number sentence true.</p> <p align="center">$15 - 3 = \square + 6$</p> <p>A. 18 B. 12 C. 11 D. 6</p>	<p>2. Fill in the box to make the number sentence true.</p> <p align="center">$10 + 4 = 7 \times \square$</p> <p>A. 14 B. 8 C. 7 D. 2</p>
<p>3. Look at the equation below: _____ = 13 + 8 Which of the following answer choices would balance the equation.</p> <p>A 21 - 1 B 7 + 13 C 10 + 3 D 3 x 7</p>	<p>4. Which number sentence is true?</p> <p>A. $3 \times 5 = 10 - 5$ B. $27 \div 3 \neq 8 \times 4$ C. $6 + 4 = 10 - 2$ D. $30 \div 5 \neq 6 + 7$</p>
<p>Create your own balanced equations: _____ = _____ _____ = _____ _____ = _____</p>	

Day 4 – TEI

<p>1. Solve for the missing number. Write that number in the box.</p> <p align="center">$9 + \square = 9$</p>	<p>2. Solve. $7 \times 1 = \underline{\hspace{2cm}}$</p> <p align="center"> <input type="text" value="0"/> <input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/> <input type="text" value="8"/> <input type="text" value="9"/> </p>
<p>3. Study the equation below. Circle the choice that correctly completes the blank line.</p> <p align="center">$18 - 2 = 4 \times \underline{\hspace{2cm}}$</p> <p align="center">2 3 4</p>	<p>4. Study the equation below. Circle the choice that correctly completes the blank line.</p> <p align="center">$3 \times 6 = 20 - \underline{\hspace{2cm}}$</p> <p align="center">1 2 3</p>

Day 4- Check Point and Practice Items

<p>5. Fill in the correct symbol to show the relationship between the two expressions.</p> $457 + 100 \quad \boxed{} \quad 557 + 100$ <p style="text-align: center;">= OR \neq</p>	<p>6. Fill in the correct symbol to show the relationship between the two expressions.</p> $325 + 25 \quad \boxed{} \quad 300 + 50$ <p style="text-align: center;">= OR \neq</p>
<p>Which number sentence is true?</p> <p>A. $8 \times 2 = 16 + 3$</p> <p>B. $9 - 1 \neq 16 \div 2$</p> <p>C. $5 \times 6 = 25 + 5$</p> <p>D. $15 \div 3 \neq 9 - 4$</p>	<p>Which number sentence is true?</p> <p>A. $7 \times 2 = 4 + 17$</p> <p>B. $10 - 1 \neq 9 \div 3$</p> <p>C. $5 \times 7 = 25 + 15$</p> <p>D. $18 \div 3 \neq 8 - 2$</p>

Day 5 - Weekly Review

<p>3. A pattern is shown below. 10, 13, 16, 19, 22</p> <p>Which pattern uses the same rule as the pattern above?</p> <p>A. 10, 15, 20, 25, 30</p> <p>B. 19, 16, 13, 10, 7</p> <p>C. 21, 24, 23, 26, 25, 28</p> <p>D. 49, 52, 55, 58, 61</p>	<p>4. Use the rule to complete the table.</p> <table border="1" data-bbox="1263 1087 1502 1354"> <tr> <td colspan="2">Rule: Subtract 5</td> </tr> <tr> <th>Input</th> <th>Output</th> </tr> <tr> <td>90</td> <td>85</td> </tr> <tr> <td>70</td> <td>75</td> </tr> <tr> <td>40</td> <td>?</td> </tr> <tr> <td>10</td> <td>5</td> </tr> </table> <p>A. 80 B. 70 C. 45 D. 35</p>	Rule: Subtract 5		Input	Output	90	85	70	75	40	?	10	5
Rule: Subtract 5													
Input	Output												
90	85												
70	75												
40	?												
10	5												
<p>Directions: After showing your thinking, place a circle around each box you want to select. Study the equation below. Circle the choice that correctly completes the blank line.</p> $3 \times 5 = 18 - \underline{\hspace{2cm}}$ <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">3</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">4</div> </div>	<p>Which number sentence is true?</p> <p>A. $50 + 25 = 25 \times 3$</p> <p>B. $256 - 13 \neq 220 + 23$</p> <p>C. $143 + 17 = 140 + 10$</p> <p>D. $14 \times 3 \neq 7 \times 6$</p>												

MUSIC

3rd Grade Learning in Place May 18-22

Name _____ Teacher _____

Can you find all of these music words? Circle each word you find. Some are backwards and some are upside down!

O S T I N A T O Q E

A F L O S B D O R N

D B S T A F F N E O

C A N O N L E K C T

A R Z R G J R S O A

L L A E C I M L R T

F I E S L F A S D N

I N O T E P T B E E

N E M J F L A V R P

E X C H O R U S I M

Pick 2 words and write them on the lines below. Write a definition or describe the meaning of the musical word.

1. _____

2. _____

barline
canon
fermata
G clef
note
ostinato
pentatone
recorder
chorus

la
so
mi
re
do
solfa
staff
D.C. al Fine
rest

MUSIC

3rd Grade Learning in Place May 25-29

Name _____ Teacher _____

Summer Camp

Study the note chart below, then fill in the mystery words to complete this summer camp letter.

Note Chart


C D E F G A B C D E F G

Dear Mom and , 


I've only been at camp for three days, but I've already filled up my laundry

. That's because the rain plus all the hiking  up

to lots of mud. Can you send me clean clothes and an umbrella? Thanks.

My  is mostly comfortable, except for the corn flakes that my cabin mates put in it. We are studying bugs, because there are lots of them.



I drew a picture of a  yesterday. They  us pretty well. If you don't like the meal, you can just eat cookies. We had an

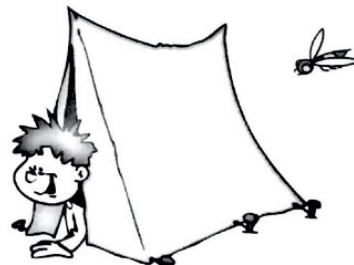
 toss the other day. (How do you get eggs out of your hair?)

We made a  and shell necklace. Did you know beads

work well with sling shots? Gotta go. We're doing  painting

today. I think the paint eventually comes off. Bye for now! Miss you!


P.S. I promise to  good.

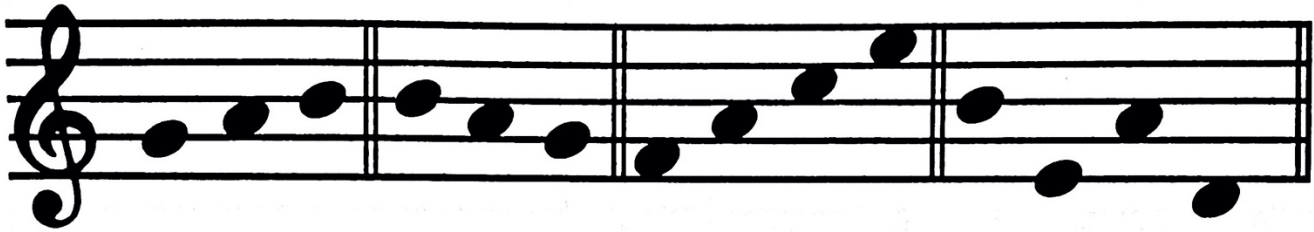


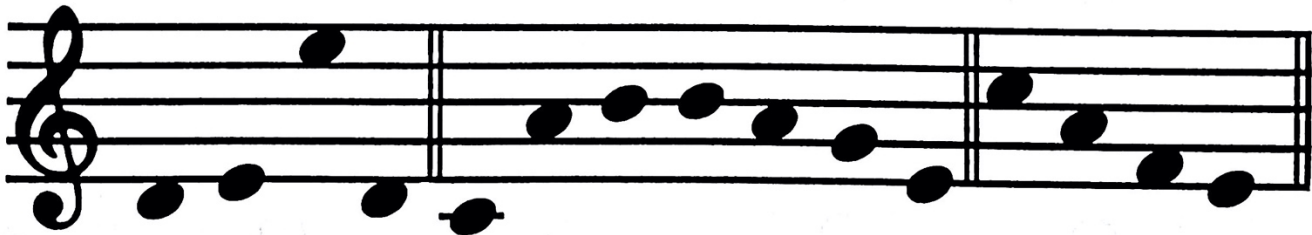
MUSIC
3rd Grade Learning in Place June 1-5

Name _____ Teacher _____

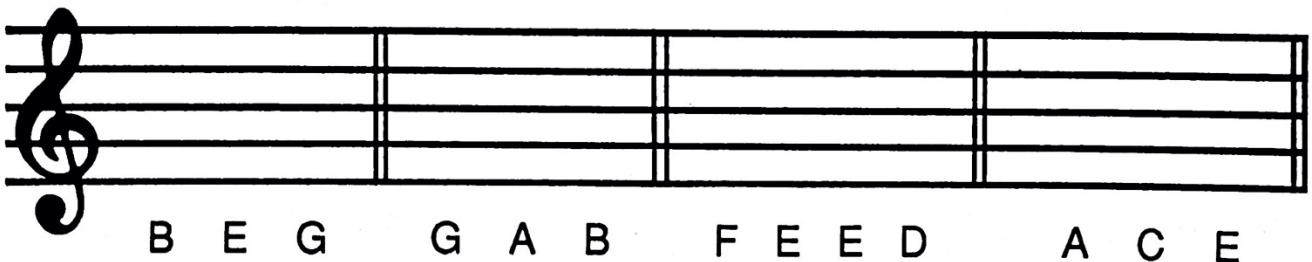


Write the absolute pitch name below each note. Remember to use capital letters. What words do these notes spell?





Write the notes for these words.



Elementary Art Packets

May 18- June 5

*Please select one prompt from the list below to create a piece of art each week.

Are you looking for more art ideas?

Silly Drawing Prompts

Animals

1. Draw a llama surfing.
2. Draw a fish swimming in something other than water.
3. Combine two animals to create a new one.
4. Draw a shark eating a cupcake.
5. Draw a crab at a birthday party.
6. Draw a seahorse in a blizzard.
7. Draw a dinosaur crying.
8. Draw an animal with arms for legs and legs for arms.
9. Draw a pug on a treadmill.
10. Draw a horse throwing a horseshoe.
11. Draw a shark waterskiing.
12. Draw a walrus in a beach chair.
13. Draw a circus elephant standing on a ball.
14. Draw a koala bear sitting on a trashcan.
15. Draw a lizard putting on lipstick.
16. Draw a squirrel roasting a marshmallow.
17. Draw an octopus with spoons for legs.
18. Draw a mouse riding a motorcycle.
19. Draw a flamingo doing ballet.
20. Draw a butterfly eating a steak
21. Draw a cat chasing a dog.
22. Draw a lobster dancing.
23. Draw a cat playing a sport.
24. Draw a chicken skydiving.

Food

1. Draw a piece of fruit in outer space.
2. Draw a Pop Tart lifting weights.
3. Draw a loaf of bread at a disco.
4. Draw a rainstorm of sprinkles.
5. Draw french fries on a rollercoaster.
6. Draw a food eating another food.
7. Draw a walking taco.

8. Draw chicken wings flying.
9. Draw a banana slipping on banana peels.
10. Draw a cookie with googly eyes instead of chocolate chips.
11. Draw a pineapple rollerblading.
12. Draw a piece of asparagus snowboarding.
13. Draw an annoying orange.
14. Draw a donut riding a skateboard.
15. Draw a turkey leg eating a turkey sandwich.
16. Draw a cheeseburger wearing a dress.
17. Draw a banana in pajamas.
18. Draw a peanut butter and jelly sandwich on vacation.
19. Draw an apple talking to your art teacher.
20. Draw a hot dog flying.
21. Draw a lemon making orange juice.
22. Draw an ice cream cone eating a Popsicle.
23. Draw a garden of lollipops.



STUDENT TRAINING PACKS

OPENPhysEd.org

Practice Plan Number 1

Write 3 different words that you would use to help you describe Field Day.

1.
2.
3.

Before you practice any of the 5 events below, which activity do you think you'll like the most and why?

Event Name	Practice Day 1		Practice Day 2		Rate 1 thru 4 1 = Not Fun 4 = Most Fun
	Score 1	Score 2	Score 1	Score 2	
Paper Plane Corn Hole					
Wind Bowling					
Sock-er Skee-Ball					
Towel Flip Challenge					
Milk Jug Relay					

Now that you have practiced these events, which activity did you like the most and why?

PAPER PLANE CORN HOLE

Get Ready: You'll need 3 paper sheets per player, a bucket or laundry basket.

Get Set: Create 3 paper airplanes using a design of your choice. Place your bucket 5-10 feet away from your throwing line.

GO!

- This event is called Paper Plane Corn Hole.
- The object of the game is to score points by throwing your paper airplane into your bucket. You have 1 minute to score as many as possible.
- Design and create 3 paper airplanes.
- On the start signal, fly your airplanes as many times as you can toward your bucket.
- Score 1 point for every plane that hits the outside of the bucket and 2 points for every plane that lands in the bucket.
- Write your score down on the official Field Day Score Card.



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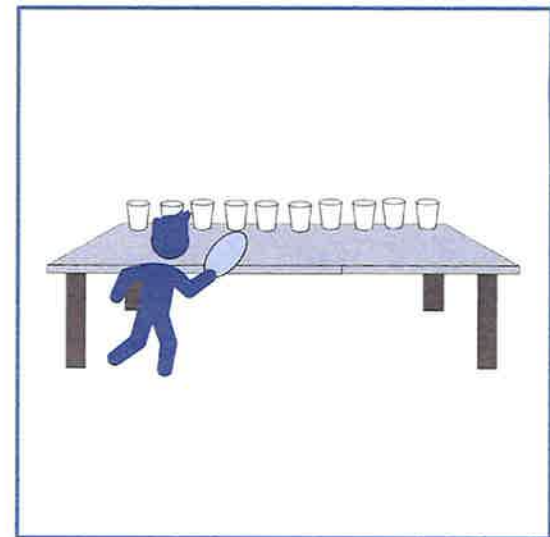
WIND BOWLING

Get Ready: 1 Balloon (or Paper Plate), 10 Plastic Cups

Get Set: Set 10 empty plastic cups at the edge of a table in single file along the edge.

GO!

- This event is called Wind Bowling. The object of the game is to knock all the cups off a table edge using only the air from the balloon or paper-plate fan.
- You'll do that by blowing the balloon up and aiming the escaping air towards the empty plastic cups. If you don't have a balloon you can wave the paper plate like a fan with the fan's air hitting the cups.
- Score a point for every cup that gets knocked off the table.
- You have 1 minute to knock down as many cups as you can.
- Write your score down on the official Field Day Score Card.



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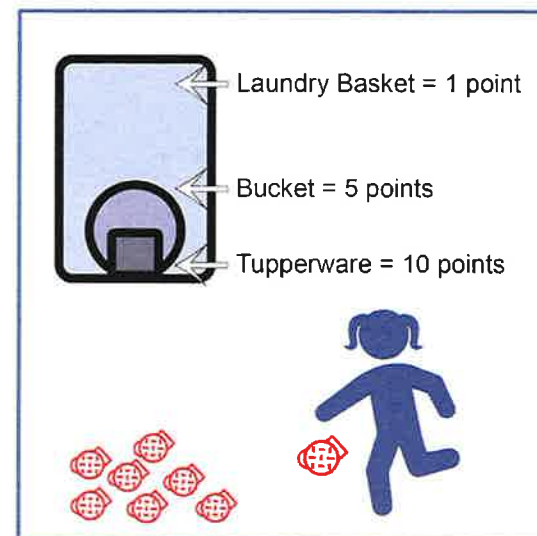
SOCK-ER SKEE-BALL

Get Ready: 10 sock balls, 1 Laundry Basket, 1 Bucket, 1 Tupperware container

Get Set: Roll up the socks to make sock-balls. Stack the targets into skee-ball formation with the Tupperware inside the bucket and the bucket inside the laundry basket.

GO!

- This event is called Sock-er Skee-ball. The object of this game is to score points by kicking the sock ball into the skee-ball targets.
- You'll do that by using your feet to kick the sock ball into the target.
- Score 1 point for every sock ball that lands in the laundry basket.
- Score 5 points for sock balls in the bucket.
- Score 10 points for sock balls in the Tupperware container.
- You get 10 chances to score as many points as you can.
- Write your score down on the official Field Day Score Card.



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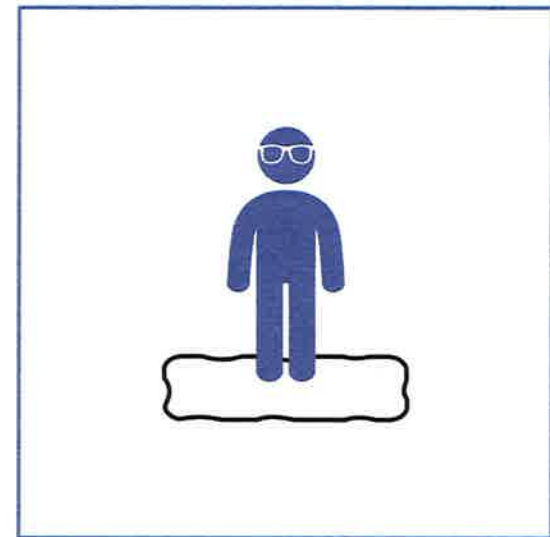
TOWEL FLIP CHALLENGE

Get Ready: 1 large beach or bath towel

Get Set: Lay your towel out flat on your floor and stand on it.

GO!

- This event is the Towel Flip Challenge. The object of this game is to flip the towel as fast as you can without stepping off of it.
- You can take small steps from one part of the towel to another. However, you can only move it when you have both feet firmly in place on top of the towel.
- The towel must be flat at the start and flat at the finish.
- You have 1 minute to complete the challenge.



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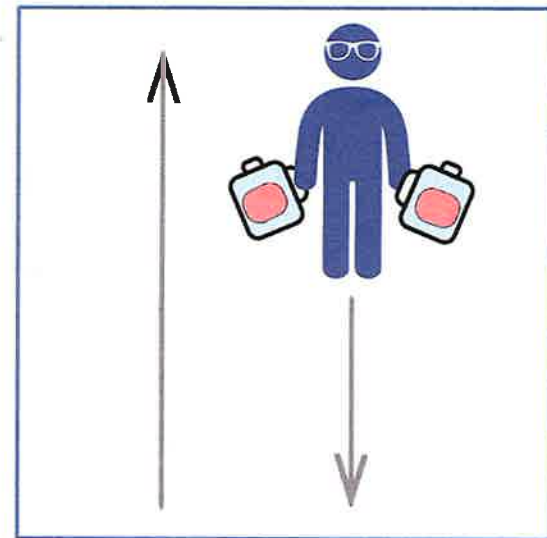
MILK JUG RELAY

Get Ready: Two 1-Gallon Milk Jugs, Items to Mark Start/End Points (cones, socks, plastic cups, etc.), Clock or Stopwatch

Get Set: Set up an area to move in by making a starting point and ending point. Distance can be 15 to 30 walking steps from beginning to end. Fill two used 1-gallon milk jugs with water ($\frac{1}{4}$, $\frac{1}{2}$, or full) and place at a start spot.

GO!

- This event is called the Milk Jug Relay. The object of this game is to carry the milk jug across the room as many times as you can.
- You get 1 point for each full length you travel.
- Add extra challenge by carrying two milk jugs at once.
- You have 1 minute to complete the challenge.
- Write your score down on the official Field Day Score Card.



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Grade 3: Gifted Opportunities

Gifted Education & Academic Rigor Services

May 18 – June 5

Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your Gifted Resource Teacher. If your brain needs more, then do the STEM challenge for an extra brain boost! Enjoy!

Subject	Week 10 May 18 - 22	Week 11 May 26 - 29	Week 12 June 1 - 5
Math	Abby wants to play a game with Hannah using two 6-sided dice. If Abby rolls doubles she will earn 5 points. If Hannah rolls anything other than doubles she will earn 1 point. Hannah said she would only play the game if it was fair. Is this game fair? Show your math thinking.	You are planning a special game in your class of 22 students. For the activity each student will need a 2 inch square of paper. How many sheets of 12 inch by 9 inch construction paper will be needed to make the squares? Will there be any paper left over? Explain your solution with words and pictures.	It takes Kathy 4 minutes to walk to her grandmother's house, and 4 minutes to walk home. Kathy walked to her grandmother's house every morning for 2 weeks to have breakfast with her grandmother, and then she walked home. How many minutes did Kathy spend traveling to and from her grandmother's house during those 2 weeks?
Communication Skills /Reading	Write a paragraph about <i>winter</i> , starting every sentence with the letter <i>W</i> . Make your paragraph 5 or more sentences long.	"Oops," muttered Miss Klinkfelder. Using your imagination, create a description of what led up to the "Oops," using at least 5 sentences.	How many ways can you find to say no? Write ten sentences that say no in various ways, but without using the word <i>no</i> .
STEM Challenge	Build a boat out of aluminum foil. Set your boat in a bathtub or sink with several inches of water. Measure how much it can hold without sinking. Try to change it to make it hold more weight. Record your changes and new measurements.	Create a blueprint of a futuristic phone design. What can your phone do?	Use newspaper ads or advertisements you get in the mail to plan a meal for your family. Make a grocery list and figure out how much your meal will cost.

Don't forget to read every day! Your brain will thank you 😊.

Online Resources for ESL Families

English learning websites are a great way to learn. This list of websites can be used by your family to learn English and learn to read in English. Please go to the websites to find reading opportunities, educational activities, and English learning games. Use these tips to help your child learn English:

- Read in your native language or in English everyday!
- Have your child keep a vocabulary journal of new words they read or hear. Use the new words to write sentences and stories. Draw pictures to go with the new words.
- Watch educational shows in English on TV. Ask your child to write down 3-5 new English words in their journal each day.
- Talk to your child in your native language (ie: Spanish). Tell your child stories and sing songs. Talking and listening in any language builds vocabulary and background knowledge. A strong vocabulary is important for reading success.
- Playing together as a family is important to build language and a strong family bond. You can play games on the computer, play board games, or play together outside. Have fun and build language at the same time.
- When it is safe, take family trips in the community. Going for a walk or going to stores creates many opportunities to talk together and build vocabulary using the world around you.

For more information about how to help your child learn English and your native language, go to <https://www.colorincolorado.org/>.

Websites for ESL Families

Reading - eBooks:

Elementary: <https://abdodigital.com/?tk=414F33301B8E136DEE3F0A93BF1795E1>

Secondary: <https://abdodigital.com/?tk=840BC558E6676AB1F4C9FA29D8EC6D69>

TumbleBooks K-12: <https://www.tumblebooks.com/>

TumbleBookLibrary (k-6)	Username: tumble735	Password: books
TumbleMath (k-6 math)	Username: tumble2020	Password: A3b5c6
TeenBookCloud (6-12)	Username: tumble2020	Password: A3b5c6

Reading - Audio books:

<https://www.tumblebooklibrary.com/>

Kid to Adult Audio books	Username: tumble2020	Password: A3b5c6
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<https://www.uniteforliteracy.com/>

<https://www.myon.com/school/readathome>

School Name: Read at Home	Username: readnow	Password: myon
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Beginning Reading, Grammar & Games:

<https://www.starfall.com>

<https://www.abcya.com/games/tangrams>

<https://pbskids.org/games/music/>

<https://esl-kids.com/>

Spanish Literacy:

<https://www.spanishplayground.net/online-spanish-stories-kids/>