



Norfolk Public Schools
The cornerstone of a proudly diverse community

3rd Grade



Phase III
April 27 to May 15, 2020

Name:

School:

Grade Level:

Teacher:

NPS Curriculum & Instruction

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**Social Studies Learning in Place Plans
Third Grade: April 27 – May 1**

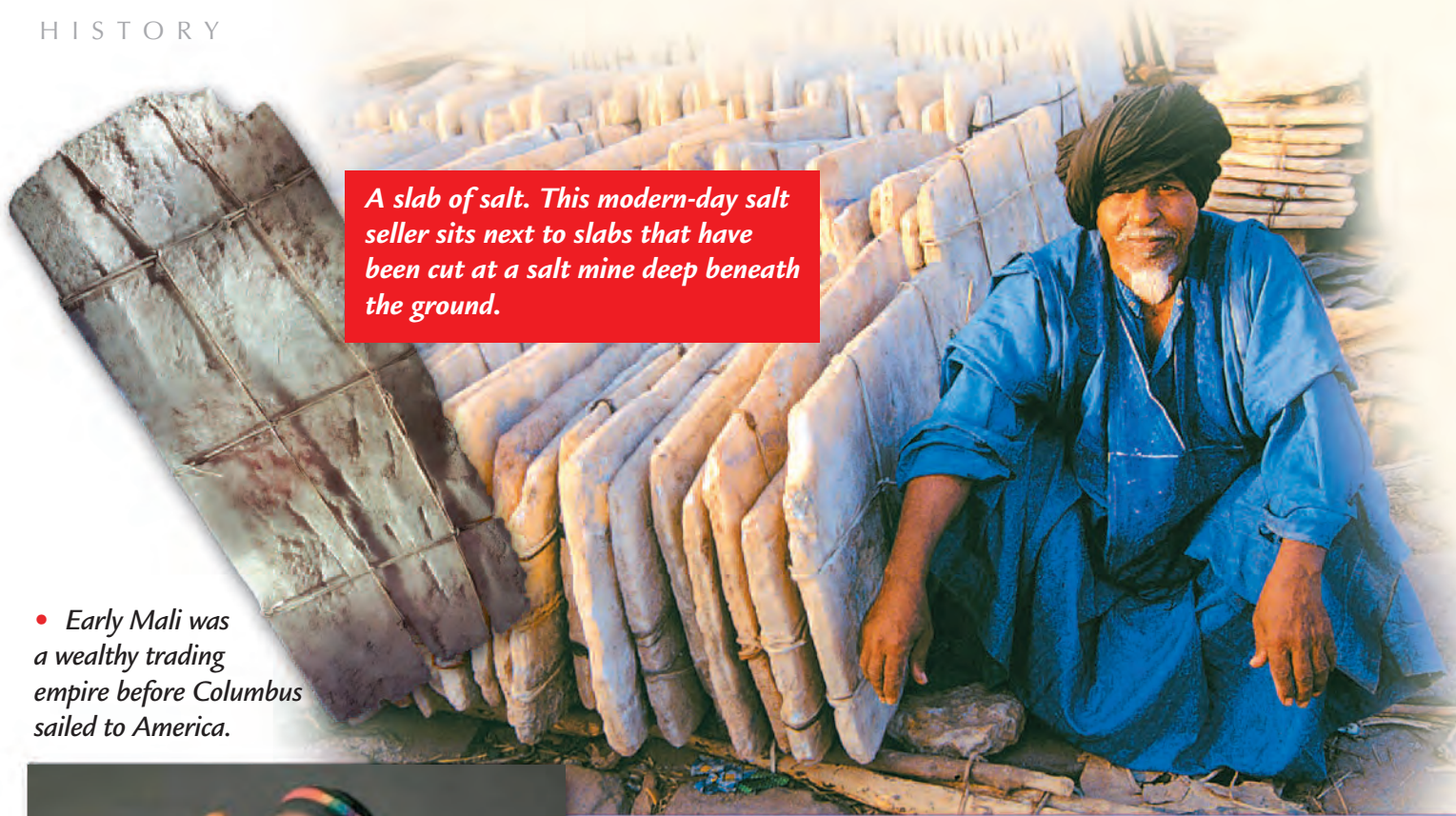
Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Think about the following questions while you read page 122.</p> <ul style="list-style-type: none"> • What two natural resources were traded in Ancient Mali? • Where was each natural resource located? <p>Complete the What is on the Camel’s Back? page to record what you learned.</p>	<p>Travel Journal</p> <p>Imagine that you are a trader trekking through the Sahara with a camel caravan. Write a journal entry describing the trip. Include a description of the goods you are selling and the goods you are hoping to buy. Illustrate the entry to show your understanding of the land and geography of the Empire of Mali.</p>	<p>Your choice- please complete either activity 1 or 2 today.</p> <ol style="list-style-type: none"> 1) Create a KWL (Know, Want to Know, and Learned) chart about Mali. <p align="center">-or-</p> <ol style="list-style-type: none"> 2) Write a 6-sentence paragraph (topic sentence, 4 supporting details, and a conclusion) about Ancient Mali.

**Social Studies Learning in Place Plans
Third Grade: May 4-8**

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Use page 125 to help you answer these questions on a sheet of paper.</p> <ul style="list-style-type: none"> • Describe the people who controlled trade in West Africa. • What is in Timbuktu? • Why were storytellers important in the Empire of Mali? <p>Draw a picture of Timbuktu including the people, merchants, and things traded.</p>	<p>Learn more by reading page 126 and then Complete the Mali Mysteries activity.</p> <p>Mali Mysteries</p> <p>Complete the Mali Mysteries vocabulary activity with what you have learned about Ancient Mali. You may refer to the text pages we have read in this packet to help you complete this activity.</p>	<p>NPS District Performance Task: Ancient Mali</p> <ol style="list-style-type: none"> 1. Read the Readers Theater selection. 2. Complete the Student Response activity attached ‘Why was Timbuktu important to the people of ancient Mali?’

**Social Studies Learning in Place Plans
Third Grade: May 11-15**

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Refer to the Let’s Review Ancient Mali graphic attached. Imagine you are a storyteller in ancient Mali. Complete the Narrative Organizer to help you create a story to tell someone. Think about:</p> <ul style="list-style-type: none"> • The rich and powerful kings of Mali • Mali as the trade center of West Africa • Salt and gold mining and trading • Timbuktu and its ancient university and library <p>Be creative and have fun! Do you raise animals, work in a salt mine, or are you Mansa Musa?</p>	<p>Learn more by reading page 127.</p> <p>Cause and Effect</p> <p>Identify the relationships of different events in Ancient Mali by completing the Cause and Effect: Life in the Empire of Mali graphic organizer. You may refer to pages 126-127 to help you complete this activity.</p>	<p>NPS District Performance Assessment: Ancient Mali</p> <ol style="list-style-type: none"> 1. Read the Readers Theater selection. 2. Complete the Student Response activity attached ‘Why was salt important to the people of ancient Mali?’




A slab of salt. This modern-day salt seller sits next to slabs that have been cut at a salt mine deep beneath the ground.

- Early Mali was a wealthy trading empire before Columbus sailed to America.

LIFE IN THE GOLDEN KINGDOM

Imagine a place where most people live happily. No one goes hungry. People treat one another with kindness. It is safe to walk on the streets late at night. There is music in the air and storytellers to listen to. This is what it was like in a place the people of Mali called the “Bright Country.”

Salt and gold made Mali rich, and because it was so safe, camel **caravans** brought all sorts of wares to the great markets. Merchants knew that they would not be robbed along the way and that people would be honest. The buying and selling of salt and gold made Mali a crossroads of the world.



Music has always played a big part in Malian life. This man is one of modern-day Mali’s most-loved musicians. He sits with his kora—a sort of very large banjo.

What's on the camel's back?



*Draw the 2 natural resources that you can find in Mali on the camel's back.

*Record two facts about the natural resources your camel is carrying.

1. _____

2. _____

*Why do you think people in Ancient Mali traveled in caravans?

Add a picture to show the geographic features you saw during your trip.

KWL Chart

Before you begin reading, list details in the first two columns. Fill in the last column after you're done reading this week.

Ancient Mali

What I KNOW	What I WANT TO KNOW	What I LEARNED

Paragraph about Mali

*Write a 6-sentence paragraph (topic sentence, 4 supporting details, and a conclusion) about Ancient Mali.



These math texts are from the great library in Timbuktu.

CITY OF LEARNING

Mansa Musa decided to create one of the world's great cities near the Niger River in a place called **Timbuktu** (*Tim-buck-TOO*). At the time, it became one of the richest cities in the world and a place devoted to learning. Mansa Musa built two great universities and more than 170 schools.

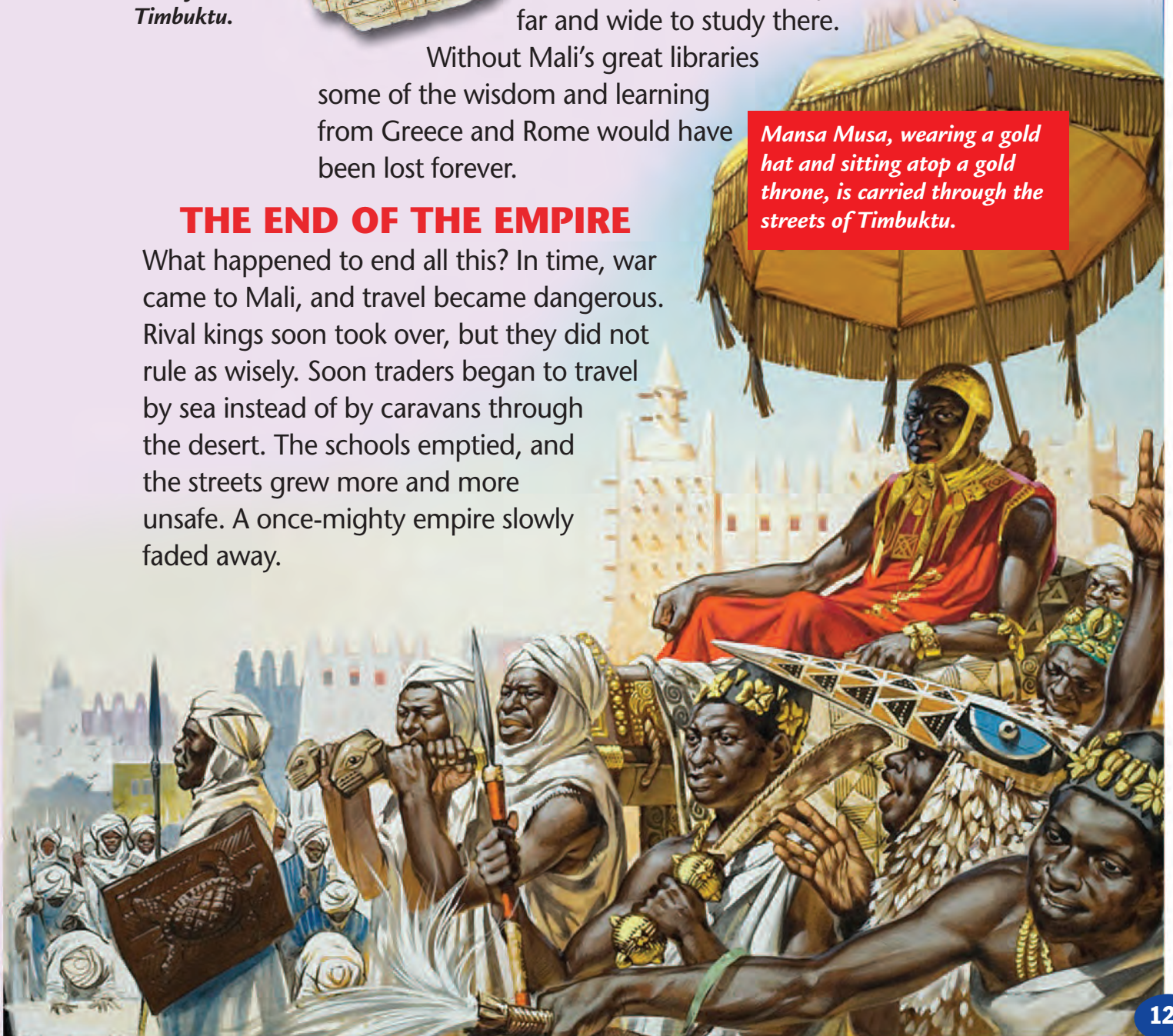
Timbuktu had a great library filled with important books—especially science, mathematics, and history texts. People came from far and wide to study there.

Without Mali's great libraries some of the wisdom and learning from Greece and Rome would have been lost forever.

Mansa Musa, wearing a gold hat and sitting atop a gold throne, is carried through the streets of Timbuktu.

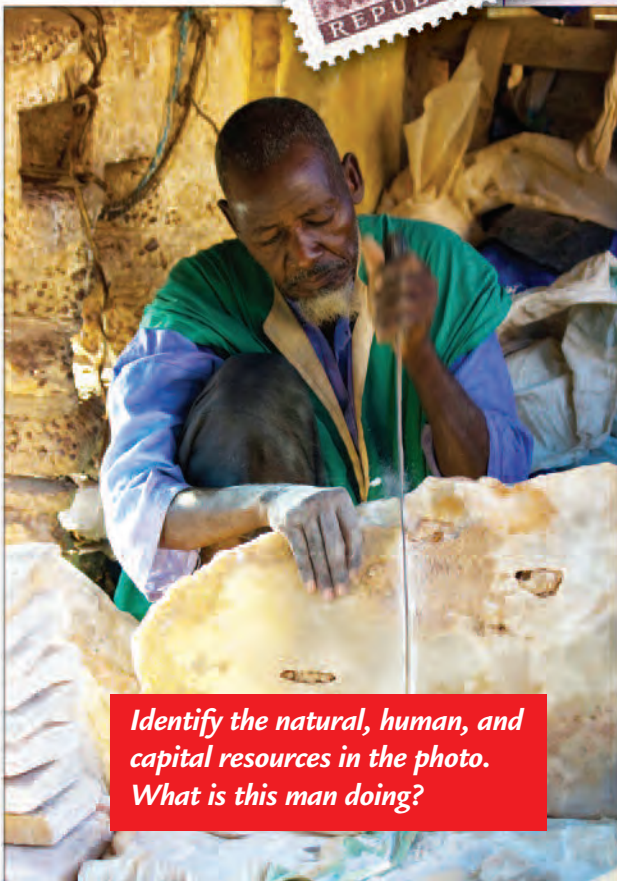
THE END OF THE EMPIRE

What happened to end all this? In time, war came to Mali, and travel became dangerous. Rival kings soon took over, but they did not rule as wisely. Soon traders began to travel by sea instead of by caravans through the desert. The schools emptied, and the streets grew more and more unsafe. A once-mighty empire slowly faded away.



- People in ancient world cultures adapted to their environment in different ways.
- Resources are used to produce goods and services.

In the West African Empire of Mali, gold and salt were hugely important. Some Malians worked in mines, digging for these precious things. Others traded gold for salt from the desert, and sold both items to people from Europe, Asia, and Africa.



Identify the natural, human, and capital resources in the photo. What is this man doing?

LIVING IN THE EMPIRE OF MALI

LAND OF GOLD

People do not need gold to survive, but many people want it. Gold has always been in great demand all over the world. People DO need salt, but you cannot make a meal of either of those things. How did the ancient Malians satisfy their wants?

TREASURE FROM BELOW

For the people living at the time of the great kings of Mali, gold was glorious. There was so much of it that one foreign visitor described a visit to a royal palace like this:

"[There were] gold-embroidered caps, golden saddles, shields and swords mounted with gold, and dogs' collars adorned with gold and silver."

Mining for gold was brutal, difficult work, and the job of keeping the supply of gold flowing kept hundreds of thousands of African people hard at work. The rulers of the ancient kingdoms built their wealth by keeping the big, hard chunks of pure metal, leaving the unworked flecks of powdery gold to be sold by their people.

MALI MYSTERIES

NAME _____

Directions: Solve these riddles and find all 10 hidden words. They run up, down, and diagonally.

1. These people were singers and storytellers
_____ (6 letters)

2. This man is sometimes called The Lion King
_____ (8 letters)

3. This precious metal is used for jewelry and coins
_____ (4 letters)

4. Mali is on the continent of
_____ (6 letters)

5. These animals are well suited to life in the desert
_____ (6 letters)

6. This word means king in the language of Mali
_____ (5 letters)

7. This was a great city in Mali
_____ (8 letters)

8. This great river runs through Mali
_____ (5 letters)

9. A line of camels that travels together is called a
_____ (7 letters)

10. This now-common item was once very valuable
_____ (4 letters)

C	D	G	V	S	E	G	T	A	M
X	A	C	A	R	A	V	A	N	S
G	T	M	G	R	I	O	T	S	U
F	T	A	E	O	G	F	S	S	N
M	M	N	S	L	L	F	K	H	D
S	E	S	O	A	S	D	U	A	I
A	F	A	N	N	I	G	E	R	A
L	T	I	M	B	U	K	T	U	T
T	D	C	U	A	F	R	I	C	A

Week 2 Learning Experience 3

Information Source: Readers Theater

Why was Timbuktu important to the people of Ancient Mali?

Moussa is talking to his sister, Bintou, about his trip to Timbuktu.

Moussa: Hello my sister!

Bintou: Hello my brother! Are you excited for your trip to Timbuktu?

Moussa: Yes. I can't wait to see the greatest city in Mali.

Bintou: Why is Timbuktu the greatest city?

Moussa: There is a great library there with important books about science, math, and history.

Bintou: Wow! Why are the books so important?

Moussa: People come from all over to study in Timbuktu. We can learn many things from the books that came from Greece and Rome.

Bintou: Are there schools in Timbuktu?

Moussa: Yes, there are many schools there. It is a place where people share ideas and learn from each other.

Bintou: What else will you see in Timbuktu?

Moussa: There is also a large market filled with people who want to trade things.

Bintou: I wish I could go there and see all the goods people are trading.

Moussa: Timbuktu is one of the richest cities in the world! I will see gold, salt, silk cloth, and other exciting things.

Bintou: I wish I could go with you.

Moussa: Don't worry! I will bring you back a present.

Why was Timbuktu important to the people of Ancient Mali?

Using the passage, list 4 reasons Timbuktu was important to the people of Ancient Mali. (3.1a)

1.

2.

3.

4.

WEST AFRICAN EMPIRE OF MALI

LET'S REVIEW ANCIENT MALI

CONTRIBUTIONS



Oral Tradition
Storytelling



Government
Kings controlled trade



Economy
Important trading center



Timbuktu
Important world library

ADAPTATIONS



Mined Gold



Traded
gold for salt



Farmed
and raised animals

HOW MALI CHANGED OVER TIME

In the Beginning

By a river in a grassland region in West Africa



At Its Peak

Spread west to the Atlantic coast and into the Sahara Desert



Mali Today

A country located in West Africa



Writing a **narrative**

Topic Sentence:

First,

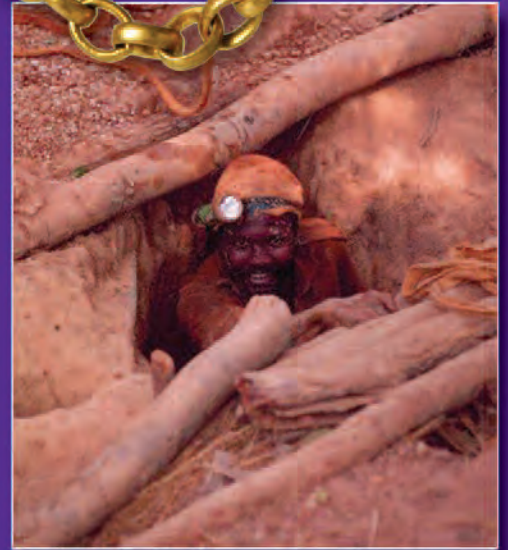
Next,

Then,

Last,

Closing:

Still Digging for Gold



Today, Mali is Africa's third - largest producer of gold, but pulling the gleaming nuggets from the ground is brutally hard work.

It is estimated that across Africa, many thousands of men, women, and even children dig for gold. Some sift through buckets of silt dug up from river bottoms. Others, like the man in the picture above, dig tunnels deep into the earth.

Climate change has made life more difficult as the Sahara grows bigger and grasslands die off.

FEEDING AN EMPIRE

In order to get food, the ancient Malians farmed and raised animals in the grasslands in the Sahel—the edge of the Sahara. They fished in the waters of the Niger, and in the days when the empire reached to the Atlantic, they also plucked seafood from the ocean. They traded gold for salt and then used that salt to preserve their fish and meat. Salt draws out all the moisture so that germs cannot breed.

OFF TO THE MARKET

The Malians grew crops, such as beans, rice, onions, squash, and peanuts, and traded or sold them on market days. Some things have not changed. In modern-day Mali, busy markets, filled with buyers and sellers, are a common sight.









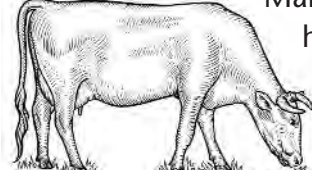

Women often carried their purchases on their heads. That has not changed over the centuries! Could you carry a huge tray of produce atop your head?



Cause and Effect: Life in the Empire of Mali

NAME _____

Directions: The geography of the empire of Mali had a big impact on the lives of its people. Use this cause-and-effect organizer to show the relationship between events from ancient Mali. Use pages 126-127 to fill in the "Effects" and illustrate them.

<p>CAUSE #1: People did not need gold to survive, but they wanted it.</p> 		<p>EFFECT #1:</p>
<p>CAUSE #2: There was so much gold in ancient Mali!</p> 		<p>EFFECT #2:</p>
<p>CAUSE #3: It was a big job to keep the supply of gold flowing.</p> 		<p>EFFECT #3:</p>
<p>CAUSE #4: The ancient Malian people needed food to eat.</p> 		<p>EFFECT #4:</p>
<p>CAUSE #5: The ancient Malian people had to preserve their meat.</p> 		<p>EFFECT #5:</p>

Week 3 Learning Experience 3: Information Source: Readers Theater Why was salt important to the people of Ancient Mali?

Moussa has just traveled from the salt mines in the Sahara Desert to the city of Timbuktu. His sister, Bintou, is learning about his trip.

Moussa: Hello my sister! I am happy to see you.

Bintou: Hello my brother! How was your trip?

Moussa: It was hard work getting salt out of the mines in the Sahara Desert. People had to dig large blocks of salt out of the ground. The men were covered in salt dust all day long.

Bintou: How big were the salt blocks?

Moussa: The salt blocks could weigh up to 200 pounds each! I found out they use camels to carry the salt blocks across the desert. Those camels must be very strong.

Bintou: Wow! What do people do with the salt?

Moussa: One of the men told me that his family uses salt to dry meats and preserve other foods. Preserve means to keep food from going bad or spoiling. People also need salt to keep healthy.

Bintou: Healthy? How does salt help us stay healthy?

Moussa: Our bodies need salt to keep from losing water when we sweat from the hot desert sun. Some people even make medicines from the salt.

Bintou: Salt sounds like a great natural resource.

Moussa: It is. There were many people wanting to trade for it at the market in Timbuktu.

Bintou: What kind of things did they trade?

Moussa: People would trade leather, animal skins, and even gold for the salt.

Bintou: Salt must be really special if people are trading it for gold!

Moussa: It is! Salt is very important to the people of Mali.

Why was salt important to the people of Ancient Mali?

Using the passage, list 4 reasons salt was important to the people of Ancient Mali. (3.1a) (3.1a)

1.

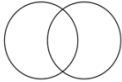
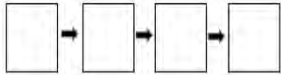
2.

3.

4.

NPS Learning in Place English Third Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	<p>Read <i>How to Make & Fly a Paper Airplane</i></p> <p>Complete Text Dependent Questions 1-4.</p> <p><i>What is something you know how to do? (i.e. draw a picture of a house, jump rope, cook noodles) Using the text you read today as a model, create a set of directions that teaches someone how to do something you know how to do.</i></p>	<p>Reread <i>How to Make & Fly a Paper Airplane</i></p> <p>Follow the instructions using a piece of paper to create a paper airplane of your own. Were the directions easy to follow? What changes would you make?</p> <p><i>A younger friend wants to make a paper airplane, too. Write instructions on how to make a paper airplane that your friend could read and follow.</i></p>	<p>Read <i>Macaroni and Cheese</i></p> <p>Complete Text Dependent Questions 1-4.</p> <p><i>Sally was following this recipe and accidentally cooked 3 cups of elbow macaroni instead of 1 ½ cups. Write about what Sally could do to fix her mistake. (There is more than one possible resolution to her problem.)</i></p>	<p>Read <i>Oak Street Farmer's Market</i></p> <p>Create two questions that can be answered by reading the text.</p> <p><i>List the types of farmers who sell at the Oak Street Farmer's Market. Describe the food they sell and why these foods are healthy.</i></p>	<p>Reread <i>Oak Street Farmer's Market</i></p> <p>Compare the Farmer's Market to a supermarket. How are they the same? How are they different? Create a Venn Diagram to compare and contrast.</p>  <p><i>Which farm stand would you choose to shop? Why would you choose that one? Write a paragraph explaining your choice.</i></p>
	<p>READ 14.2 Read a book of choice and record it on the reading log each day.</p>				
Week 8	<p>Read <i>Dogzilla</i></p> <p>Annotate the text while you read to make your thinking visible. See the Making Thinking Visible guide for help.</p> <p><i>Would you recommend this book to other third graders? Why or not? Write a book review that explains your opinion of this book.</i></p>	<p>Reread <i>Dogzilla</i></p> <p>Complete a sequence of events graphic organizer.</p>  <p><i>Write a paragraph telling what you think will happen next. Make sure you use evidence from the story.</i></p>	<p>Reread <i>Dogzilla</i></p> <p>Complete the Somebody, Wanted, But, So, Then graphic organizer.</p> <p><i>Write a paragraph to summarize the story.</i></p>	<p>Read <i>The Raven</i></p> <p>Annotate the text while you read to make your thinking visible. See the Making Thinking Visible guide for help.</p> <p><i>Write an explanation of the conflict in the story and how the conflict is resolved.</i></p>	<p>Reread <i>The Raven</i></p> <p>Complete the Somebody, Wanted, But, So, Then graphic organizer.</p> <p><i>Write a paragraph to summarize the play.</i></p>

	READ 14.2 Read a book of choice and record it on the reading log each day.				
Week 9	<p>Read <i>I Didn't Do It</i> Annotate the text while you read to make your thinking visible. See the Making Thinking Visible guide for help.</p> <p>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.</p> <p>1. Which character is the narrator? 2. What did you learn about Darren at the end of the story? Did it surprise you? Explain why or why not. 3. Why did the narrator try to blame Darren?</p>	<p>Reread <i>I Didn't Do It</i></p> <p>Think about if Mrs. Jenkins wrote the story. How would the details be different? Write your own version of the story using Mrs. Jenkins as the narrator.</p>	<p>Read <i>I'm Not Going</i> Annotate the text while you read to make your thinking visible. See the Making Thinking Visible guide for help.</p> <p>Who is the narrator of the story? What is the purpose of writing the letter? Write a letter back to Allison from her parents.</p>	<p>Reread <i>I'm Not Going</i> Based on the reasons for not wanting to move, where do you think Alison lives? Use clues from the text and what you know to make an inference. I read.....I know....I conclude Alison lived.....</p>	<p>Reread <i>I Didn't Do It</i> and <i>I'm Not Going</i> Both narrators were trying to persuade their parents to do something or believe a story. In your opinion, who was more persuasive. Write a paragraph stating your opinion. Be sure to include details from both stories to support your opinion.</p>
	READ 14.2 Read a book of choice and record it on the reading log each day.				
Materials	Packet includes all reading material, Reading Log, Paper/pencils, Book of choice to read each day				

How to Make & Fly a Paper Airplane

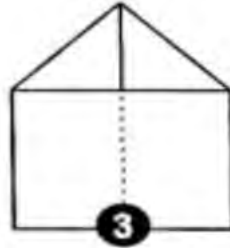
Place a standard sheet of paper in the vertical position.



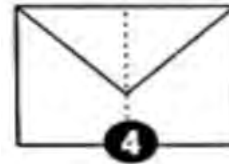
Fold the sheet in half lengthwise.



Fold the upper edges to the centerline.



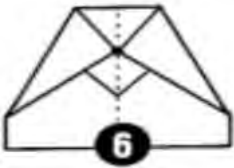
Fold the triangle downwards along its lower, open edge.



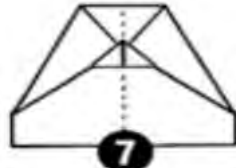
Fold the tip of the triangle up to the top to find the halfway point, then unfold.



While holding the center in place, fold both upper corners to the halfway point.



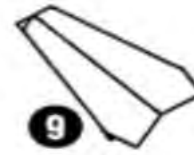
Fold remaining tab up as far as possible. It should overlap the previous fold.



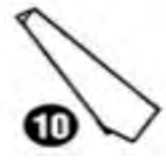
Fold in half along the centerline, with tab on the line outside.



Fold one wing so that the outer edge is the same as the plane's centerline.



Fold the other wing in the same fashion as the first.



Unfold and Fly!

Flying Tips: If the plane climbs, stalls, and crashes, curl the rear wingtips **down**, slightly. If the plane nosedives rapidly, curl the rear wingtips **up**.

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.

1. What will you be able to do after reading these instructions?
2. How do you fold the paper in Step 2?
3. What should you do if the plane climbs, stalls, and then crashes?
4. After you have completed Step 10, what do you do?

Macaroni and Cheese

INGREDIENTS

- 1 1/2 CUPS ELBOW MACARONI
- 3 TABLESPOONS BUTTER
- 3 TABLESPOONS ALL-PURPOSE FLOUR
- 2 CUPS MILK
- 1/2 TEASPOON SALT
- DASH OF PEPPER
- 1/4 CUP MINCED ONION (OPTIONAL)
- 2 CUPS SHREDDED SHARP CHEDDAR CHEESE OR YOUR FAVORITE CHEESE

DIRECTIONS

1. HEAT OVEN TO 350°.
2. COOK MACARONI IN BOILING, SALTED WATER UNTIL TENDER; DRAIN.
3. MELT BUTTER IN SAUCEPAN; BLEND IN FLOUR. ADD MILK. COOK AND STIR UNTIL THICK. ADD SALT, PEPPER, ONION, AND CHEESE; STIR UNTIL CHEESE IS MELTED.
4. MIX SAUCE WITH MACARONI. POUR INTO 1/2 QUART CASSEROLE DISH. SPRINKLE TOP WITH SHREDDED CHEESE AND BREADCRUMBS, IF YOU WISH.
5. BAKE IN OVEN ABOUT 45 MINUTES OR UNTIL BUBBLY AND BROWNED.

MAKES 6 TO 8 SERVINGS.

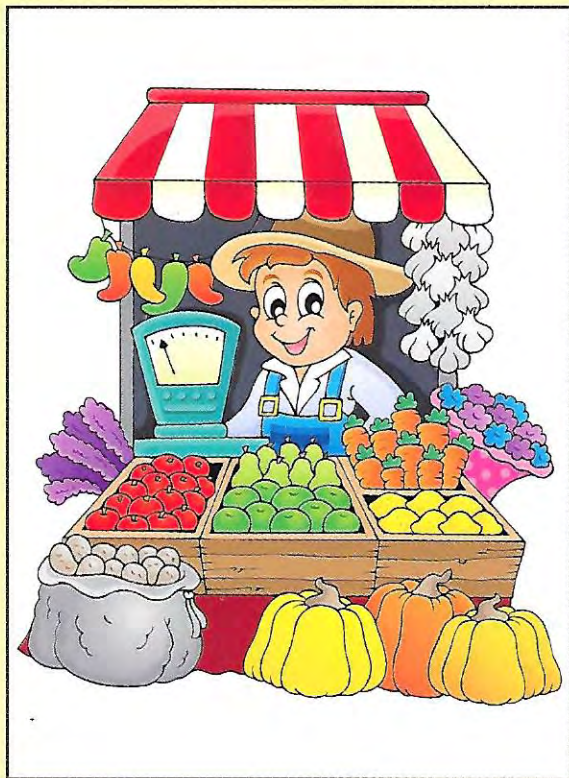
Text Dependent Questions

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.

1. How many servings does this recipe make?
2. How much milk is in this recipe?
3. What do you add right after you blend the flour with the melted butter?
4. How will you know when your macaroni is cooked?

A brochure is a pamphlet that explains or persuades. This brochure is about a market that has healthy foods.

OAK STREET FARMERS' MARKET



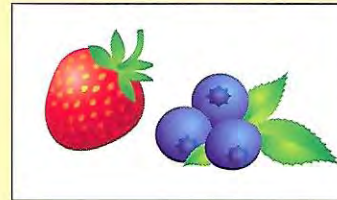
Our market brings the farm to you!
The foods we offer are always fresh—
and they're good for you, too!

Saturdays
8 am to 4 pm

Your supermarket sells all kinds of foods, including sugary and salty snacks! People get tempted into buying—and filling up on—foods that are not good for them. Eating more fruits, vegetables, and low-fat dairy products is a good idea. Shopping at the Oak Street Farmers' Market makes it easier for you to eat well and stay healthy.

OUR GROWERS

Bea's Berries



Greg's Family Farm



Leo's Orchard



Maxie's Dairy



Bea's Berries

Berries are rich in vitamin C and other nutrients that help keep people healthy. Bea also sells berry jams that are sweetened with just a little honey and fruit juices—never sugar!

Try berries on your cereal or in a salad. Berries are great for dessert, too!



Greg's Family Farm

Looking for leafy greens? Greg has lettuce, spinach, and kale. Other popular items are eggplants, carrots, radishes, potatoes, and squash.

Doctors tell us that everyone should eat a rainbow of fruits and vegetables. Shop here for red, orange, yellow, green, and purple veggies.



Leo's Orchard

Apples, peaches, plums, and pears—Leo sells them all! These fruits have lots of B vitamins and potassium—nutrients that are good for your heart.

Kids should have three servings of fruit each day. Fruit slices are great for snacks. Apples are my favorite!



Maxie's Dairy

Maxie uses the milk she gets from her own cows to make her yogurt. She also sells fresh milk and her own chocolate milk in glass containers. Sometimes she sells smoothies made from her yogurt and fruits and veggies she buys from the other growers in the market!

The calcium in yogurt and milk helps your body, especially your bones, stay strong! Sip low-fat milk after soccer or basketball.





Making Thinking Visible

Leave Tracks of Your Thinking

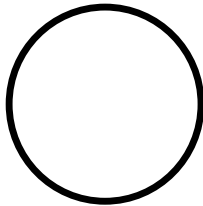
Text Annotation Basics

Read* * *Think* * *Stop* * *Jot



Underline or highlight the important/key ideas.

Who? Where? When? Did what? Why? How?



Circle or record words or phrases that are confusing or unknown to you.



Jot notes restating the author's ideas.

(Summarize, Question, Sketch, Explain)

Dogzilla

Written by Dav Pilkey

It was summertime in the city of Mousopolis, and mice from all corners of the community had come together to compete in the First Annual Barbecue Cook-Off.

As the cook-off got underway, smoke from the hot grills lifted the irresistible scent of barbecue sauce over the rooftops of the city.

A gentle wind carried the mouth-watering smell into the distance, right over the top of an ancient crater. Before long, a strange and mysterious sound was heard: "Sniff...sniff. Sniff...sniff sniff sniff..."

All at once the volcano began to tremble.

And suddenly, up from the very depths of the earth came the most terrifying creature ever known to mousekind: the dreadful Dogzilla!

Immediately, soldiers were sent out to stop the mighty beast. The Heroic troops were led by their brave commanding officer, the Big Cheese.

"All right, you old fleabag," squeaked the Big Cheese, "get those paws in the air-you're coming with us."

Without warning, the monstrous mutt breathed her horrible breath onto the mice.

"Doggy breath!" screamed the soldiers. "Run for your lives!"

"Hey, come back here," shouted the Big Cheese to his troops. "What are you, men or mice?"

"We're MICE, they squeaked.

"HMMMMMM," said the Big Cheese, "you're *right*...Wait for me!"

The colossal canine followed the soldiers back to Mousopolis, licking up all of the food in her path.

Afterward, Dogzilla wandered through the city streets, doing those that come naturally to dogs.

Dogzilla chased cars-right off the freeway!

Dogzilla chewed furniture-and the furniture store as well. And Dogzilla dug up bones-at the Museum of Natural History.

Meanwhile, the Big Cheese had organized an emergency meeting with one of the city's greatest scientific minds, Professor Scarlett O'Hairy.

"Gentlemice," said Professor O'Hairy, "this monster comes from prehistoric times. It is perhaps millions of years old."

"Maybe we could teach it to do something positive for the community," suggested the Big Cheese.

"I'm afraid not," said Professor O'Hairy. "You simply can't teach an old dog new tricks!"

"If we're going to defeat this dog, we've got to *think* like a dog! We've got to find something that *all* dogs are afraid of-something that will scare this beast away from Mousopolis FOREVER!"

"I've got an idea," squeaked the Big Cheese...

Within minutes, the mice had assembled at the center of town.

"All right, Dogzilla," shouted the Big Cheese, "no more Mister Mice Guy-it's BATHTIME!"

Suddenly, a blast of warm, sudsy water hit Dogzilla with tremendous force.

The panicking pooch let out a burst of hot, fiery breath, and the chase was on!

The Big Cheese tried to catch up to the hot dog with all the relish he could muster.

Dogzilla hightailed it out of town, and back into the mouth of the ancient volcano.

"Well, I'll be dog-goned," squeaked the Big Cheese. "It worked!"

With the horrifying memory of the bubble bath etched in her mind forever, Dogzilla never again returned to Mousopolis.

Within a year, Mousopolis had rebuilt itself...just in time for the Second Annual Barbecue Cook-Off. The mice of Mousopolis fired up their grills, confident that they would never see or hear from Dogzilla again.

However, there was one thing they hadn't counted on....Puppies!

Somebody- Wanted- But-So-Then

The strategy “**Somebody- Wanted- But-So-Then**” (SWBST) is used during or after reading. It provides a framework to use when summarizing the action of the story or historical event by identifying key elements. The SWBST strategy is also used to help understand plot elements such as conflicts and resolutions.

Once you have identified these key elements, creating a summary of the story will be a snap! Look at the example for, *The Three Little Pigs*.

Somebody Who is the main character?	Wanted What does the MC want or want to do?	But What is the problem or conflict?	So How does the MC solve the problem?	Then What is the resolution?
The Big Bad Wolf	Pigs for dinner	They kept hiding in new homes made of straw, sticks, and brick.	The wolf blew down the houses, except for the one made of brick.	The pigs were safe and the wolf went hungry.

Somebody Who is the main character?	Wanted What does the main character want?	But (Because) What is the problem or conflict?	So How does the main character solve the conflict?	Then What was the resolution? How did the story end?

Summary:

The Raven

An Inuit Myth Retold by Peter Case

Cast of Characters			
<i>Narrator</i>	<i>Old Man</i>	<i>Person</i>	<i>Raven</i>

Narrator: Long ago, the People lived in darkness. There was no sun to help things grow. The People called the Raven to help.

Person: Oh, Raven, help us. Our lives are a constant struggle.

Raven: I have heard of an Old Man who has two glowing globes of light. I will try to get these globes.

Narrator: Raven went gliding over the dark wilderness. He came to the shelter where the Old Man lived with his daughter. There, Raven turned himself into a human child.

Old Man: I have a grandson! How wonderful!

Narrator: Raven spoke in the voice of a small child.

Raven: May I please play with the globes of light?

Old Man: Here, grandson, you can play with them.

Narrator: Raven thought of a trick to steal the globes. He pretended he was overheated inside the warm shelter.

Raven: It's so hot inside. I want to take the globes outside.

Old Man: Yes, grandson. You can play outside with the globes.

Narrator: Once Raven was outside, he put on his layer of feathers and flew off with the globes. When he got back to the colony of People, Raven threw the globes up into the sky. One became the sun and the other became the moon. The People were overjoyed.

Person: Now the climate will be good for growing food in this region of the world. Thank you, Raven, for the gift of the sun and for the unexpected gift of the moon.

Somebody- Wanted- But-So-Then

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Summary:



I Didn't Do It!

So here I am, alone in my room, grounded for more days than I can count because of Darren. It doesn't matter what I say, though—Mom is never going to believe me. Here's what really happened.

It was hot today, so Darren said we should play in the sprinkler. It's not my fault the yard is dirt right now. It's also not my fault that water and dirt make mud.

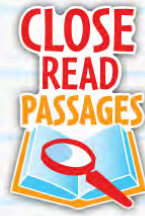
I don't care what nosy Mrs. Jenkins next door says she saw. Darren was the first one to see how far he could throw the mud wads. I told him not to throw them toward the house, but he didn't listen. If I threw any mud at the house, it was by accident.

Mrs. Jenkins also said she saw me bringing the sprinkler into the house. It was Darren who said we shouldn't be outside without sunscreen, just like Mom always tells me. He dragged the sprinkler into the kitchen, even though I told him not to. We didn't get sunburned, but Mom didn't think that was a good enough reason.

Mom says I need to be responsible for my own actions and stop blaming Darren. It's not my fault she and nosy Mrs. Jenkins can't see him. Imaginary friends can be such a pain.



I'm Not Going



Credits: Background: © iStock.com/lurfiguss

Dear Mom and Dad,

Since you told me about the move, I've been thinking. I've been thinking a lot. You say this change is good. I respectfully disagree. I've decided that I'm not going, and you shouldn't, either.

I have my reasons, and they're pretty good. After you read them over, you'll see that it's better for our whole family if we stay here.

- It doesn't snow in the desert. What will we do during the holidays—sled down dirt hills?
- There are no lakes there, either. What will we do during the summer—roll around in the sand?
- The chart on our wall shows how much I've grown since I was little. We can't keep track of it if we leave. If I started shrinking, we would never know. Isn't my health important to you people?

- If I go to a new school, everyone will already have their own friend groups. Where would I fit in? Do you want a social outcast for a child?
- Speaking of school, do you think it's a good idea to leave in the middle of the year? My grades will suffer.

There you have it. I'm sure you can see that it's just not an option for me, this whole leaving thing. I hope you will decide to stay, too, but if you really have to go, we can work something out. I'll live with Jessica's family, and maybe you can visit me on weekends.

Think about it.

Love, Allison



Norfolk Public Schools
Science Learning in Place Plan: Grade 3 Lessons

Week 7: April 27 – May 1, 2020 (Water Conservation – Pt1)

Monday	Tuesday	Wednesday	Thursday	Friday
What Are Some Natural Resources? pg. 249 <ul style="list-style-type: none"> ▪ Engage Your Brain! ▪ Active Reading 	Natural Resources pg. 250 - 251 <ul style="list-style-type: none"> ▪ Active Reading ▪ What Resources Do You Use? 	Going, Going, Gone pg. 252 - 253 <ul style="list-style-type: none"> ▪ Active Reading ▪ Renewable or Nonrenewable? 	The Effects of Pollution pg. 256 - 257 <ul style="list-style-type: none"> ▪ Active Reading ▪ What the Cause? 	Brain Check pg. 261

Week 8: May 4 – 8, 2020 (Water Conservation – Pt2)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the Interactive Notebook Passage entitled, “Renewable and Nonrenewable Resources” and answer questions on the handout.	Students will divide the back of the page into 7 sections, and illustrate each paragraph or bullet based on information was learned from that section.	Students will brainstorm ways to conserve water at school and at home. Students will write their ideas their notebooks in a chart.	Students will make observations of how much water their family uses. Students will come up with a plan for their family to better conserve water. Students will share their plan with their family.	Students will design a flyer to be posted in their neighborhood on water conservation.

Week 9: May 11 – 15, 2020 (Natural Events)

Monday	Tuesday	Wednesday	Thursday	Friday
How Do Environmental Changes Affect Living Things? pg. 181 <ul style="list-style-type: none"> ▪ Engage Your Brain! ▪ Active Reading 	Fragile Ecosystem pg. 182 - 183 <ul style="list-style-type: none"> ▪ Active Reading ▪ Write a Headline 	The right Amounts of Water pg. 184 - 185 <ul style="list-style-type: none"> ▪ Active Reading ▪ Finish the Story 	Natural Changes pg. 186 - 187 <ul style="list-style-type: none"> ▪ Active Reading ▪ Do the Math! 	People and the Environment pg. 188 – 189 <ul style="list-style-type: none"> ▪ Active Reading ▪ Write and Effect



Lesson 1

Essential Question

What Are Some Natural Resources?

Engage Your Brain!

Find the answer to the following question in this lesson and record it here.

How does this wind farm help people use a natural resource?

Active Reading

Lesson Vocabulary

List the terms. As you learn about each one, make notes in the Interactive Glossary.

Compare and Contrast

Many ideas in this lesson are connected because they explain comparisons and contrasts—how things are alike and different. Active readers stay focused on comparisons and contrasts when they ask themselves, How are these things alike? How are they different?

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Natural Resources

Most of the things you use every day come from nature. But how do we get these things? How do we use them?

Active Reading As you read, underline the definitions for *natural resource* and *renewable resource*.

A **natural resource** is something that comes from nature that people can use. The air you breathe, and the soil that crops grow in are natural resources. Other natural resources are used to make products you may use. Can you guess which natural resource is used to make paper and pencils?

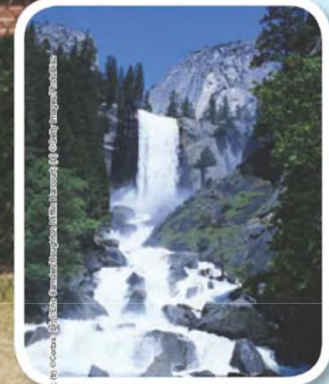
Paper and pencils are made from trees. Trees are a **renewable resource**—one that can be replaced easily. We can plant more trees to make more paper and pencils.

Wood from a tree was used to make this bat. Even though trees can be replaced, we have to be careful not to use them too quickly. New trees take time to grow.



The food we eat comes from nature. Fish that are caught in the ocean are sold to people in stores and markets.

Fish are a renewable resource. Young fish replace those that are caught. Other animals also eat fish. We have to be careful not to eat fish more quickly than they can be replaced.



Water is an important resource. We drink water and also use it for many other things. We can use falling water to produce energy. If we clean water, we can use it again.

Some natural resources are used to make reusable products. You can use this plastic water bottle over and over again.



What Resources Do You Use?

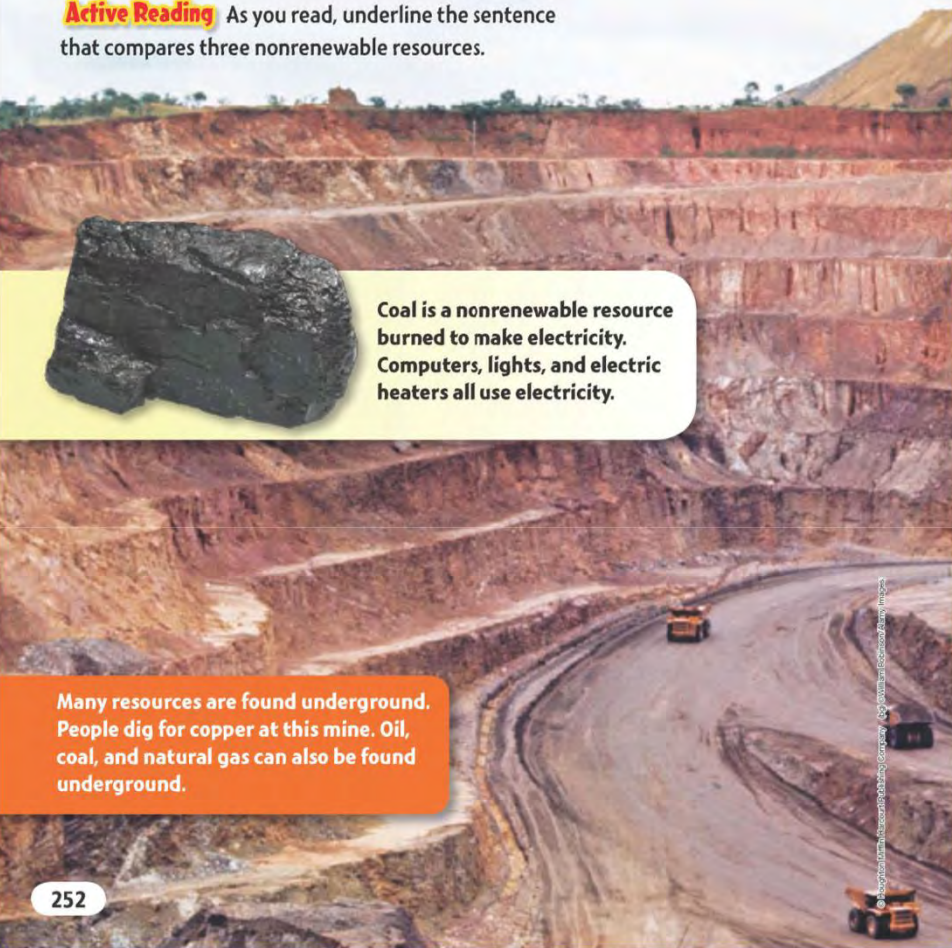
List three natural resources you see on the page. Choose a resource and describe how you use it.



Going, Going, Gone

Not all natural resources are renewable. Some natural resources will eventually be used up and be gone.

Active Reading As you read, underline the sentence that compares three nonrenewable resources.



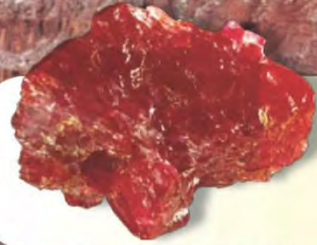
Coal is a nonrenewable resource burned to make electricity. Computers, lights, and electric heaters all use electricity.

Many resources are found underground. People dig for copper at this mine. Oil, coal, and natural gas can also be found underground.



A **nonrenewable resource** is a natural resource that can be used up. Oil, coal, and natural gas are nonrenewable resources we use to produce different kinds of energy, including electricity. They are **fossil fuels**—fuels that form over many years from the remains of once-living organisms.

How can we make sure these resources don't disappear too quickly? We have to conserve them. **Conservation** is saving resources by using them wisely. What are some ways that you can use nonrenewable resources wisely? You can start by turning off lights when you don't need them.



Gemstones, like this ruby, are taken from the ground. Gemstones are a nonrenewable resource used to make jewelry.

Renewable or Nonrenewable?

Decide whether each resource is renewable or nonrenewable. Put an X in the correct column.

Resource	Renewable	Nonrenewable
Wind	X	
Natural Gas		X
Corn		
Diamond		
Oil		
Water		



The Effects of Pollution

What's that smell? Pollution can make the air, land, and water smell awful. Some of the ways we use natural resources can be harmful.

Active Reading As you read this page, underline all the causes of pollution.

Smoke from this factory mixes with the air. This makes the air harmful to breathe.

What is pollution? **Pollution** is harmful substances in the environment. Smoke in the air is pollution. So are chemicals in water and garbage on land.

What causes pollution? Pollution often results from people using natural resources. Burning fossil fuels, such as gasoline in cars and coal for energy, can cause air pollution. Land pollution is caused when people don't put trash where it belongs. When chemicals and wastes get into water, they cause water pollution.



What's the Cause?

Write one sentence to show how people caused each type of pollution shown.



Land Pollution



Water Pollution



Air Pollution





Name _____

Word Play

1

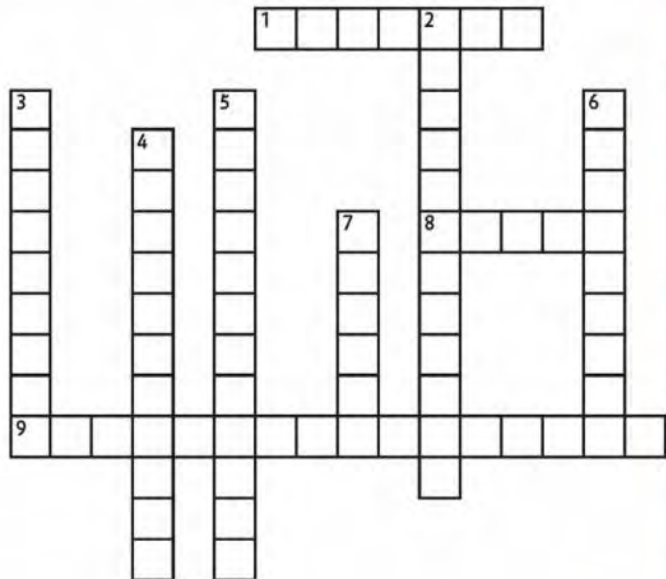
Use the words in the box to complete the puzzle.

Across

- When you _____ something, it is broken down and made into something new.
- You can _____ everyday items like grocery bags to prevent them from polluting the land.
- Things that are useful to humans and come from nature are called _____.

Down

- The practice of saving resources by using them wisely is called _____.
- Introducing harmful materials into the environment causes _____.
- Energy resources that were formed from the remains of organisms that lived long ago are called _____.
- Natural resources that cannot be reused or renewed are called _____ resources.
- Natural resources that can be replaced easily are called _____ resources.
- In order to help conserve fossil fuels, _____ your use of them.



natural resources* renewable* nonrenewable* fossil fuels* reduce
 conservation* reuse pollution* recycle

* Key Lesson Vocabulary

**Natural Forms of Energy:
Renewable and Nonrenewable Resources**

As we know, the three main energy sources on Earth are **sunlight, water,** and **wind**. These are not the only sources of energy on our planet, however.

Earth's natural energy resources can be divided into two separate groups: **renewable and nonrenewable**.

A **renewable energy source** is one that can be replaced or one that will never run out. Some examples of renewable energy resources are **sunlight, water, wind,** and **wood**.

- **Sunlight** is renewable because we can never use it all up. Every day the Sun shines down on the Earth and gives us more heat and light. Every day we get a *new* supply!
- **Water** is another renewable energy resource. Water is renewable because even though we drink it, fill our swimming pools with it, and wash our bodies and cars with it, it is replaced every day in the form of rain, snow, and ice.
- **Wind** is also a renewable energy resource. It, too, can never be used up. Each day the air surrounding our planet moves, producing everything from gentle breezes to the damaging winds of a hurricane.
- **Wood** is another renewable energy resource. Wood comes from trees. We can burn wood as a fuel to produce energy. It is renewable because we can plant new trees to replace the ones we cut down.

Natural Forms of Energy: Renewable and Nonrenewable Resources Analysis Question

Directions: Answer each question in the space provided and justify your thinking by highlighting the evidence in the text.

1. Is water a renewable or nonrenewable resource?
2. What are some water resources important to the Hampton roads area?
3. Why is it important for people to conserve water?



Lesson 5

Essential Question

How Do Environmental Changes Affect Living Things?

Engage Your Brain!

Find the answer to the following question in this lesson.

What would the prairie dogs need to do if their habitat was flooded?

Active Reading

Lesson Vocabulary

List the terms. As you read, make notes about them in the Interactive Glossary.

Cause and Effect

Words signaling a cause include *because* and *if*. Words signaling an effect include *so* and *thus*. Active readers remain alert to cause-and-effect signal words.

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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.

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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.

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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.

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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.

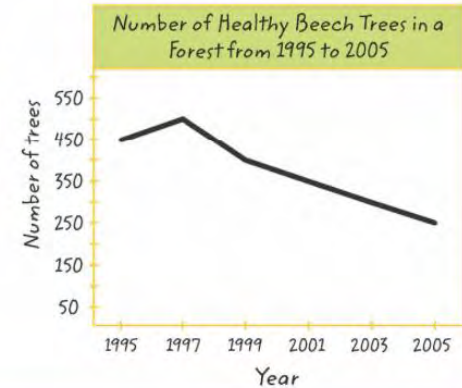


Termites can build mounds as high as a three-story building!

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.



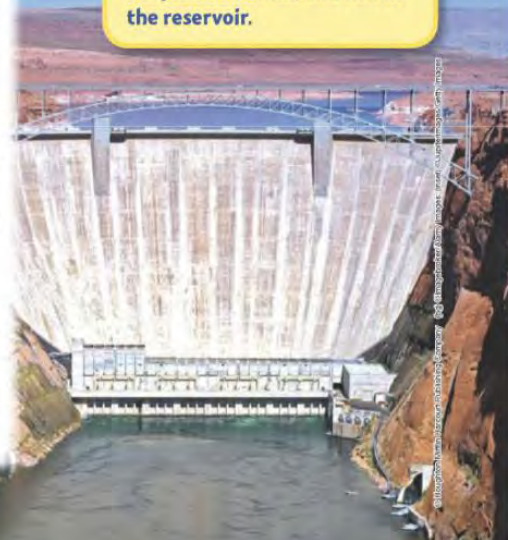
Reservoirs collect the water that is held back by a dam. People boat, swim, and fish in the reservoir.

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.



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.



Name _____ School _____ Teacher _____		Norfolk Public Schools - Math Learning in Place Plan Grade 3 Lessons April 27 – May 15, 2020		
Monday	Tuesday	Wednesday	Thursday	Friday
3.5 Notes and Practice	3.5 TEI	3.5 Checkpoint #1-6	3.5 Additional Practice	3.5 Formative Assessment

SOL 3.5 Notes

Proper fractions, improper fractions, and mixed numbers are often terms used to describe fractions.

Proper	Improper	Mixed Number
$\frac{3}{4}$ ← Numerator (top) is smaller 4 ← Than denominator (bottom)	$\frac{4}{3}$ Numerator is equal to or greater than the denominator	$1\frac{3}{4}$ Contains a whole number and a proper fraction

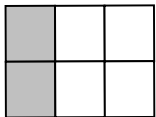
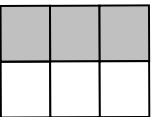

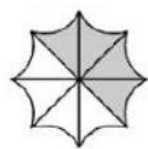
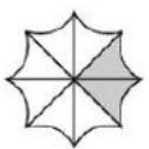
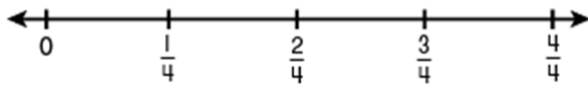
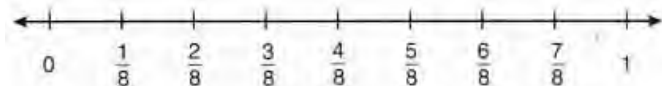

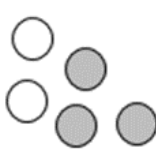
- When adding or subtracting fractions, an answer greater than one can be written as an improper fraction or the equivalent mixed number.
- When adding or subtracting fractions the fractions must have like size units or the same denominator.

Examples: $\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$ $\frac{5}{6} + \frac{2}{6} = \frac{7}{6}$ $\frac{5}{6} + \frac{2}{6} = 1\frac{1}{6}$ $\frac{4}{6} - \frac{1}{6} = \frac{3}{6}$ $\frac{7}{6} - \frac{5}{6} = \frac{2}{6}$ $1\frac{1}{6} - \frac{2}{6} = \frac{5}{6}$

Common Mistakes to avoid:

- When adding and subtracting fractions, **do not change the denominator**. The denominator stays the same because the whole does not change. $\frac{4}{6} + \frac{1}{6} \neq \frac{5}{12}$
- Pay attention to the operation. Make sure not to add when it is a subtraction problem.

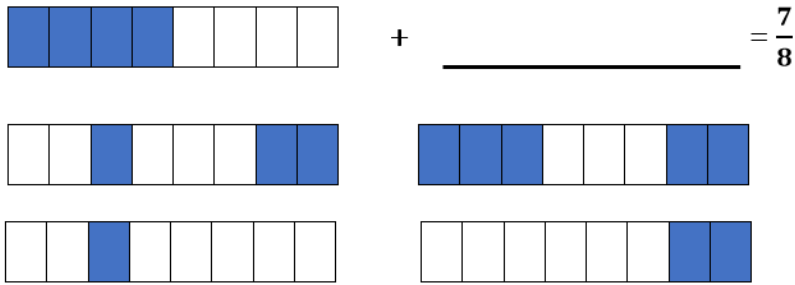
SOL 3.5 Practice

<p>Area/Region Models Devin used these models to add two fractions.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Model 1</p>  <p>$\frac{2}{6}$</p> </div> <div style="text-align: center;"> <p>Model 2</p>  <p>$\frac{3}{6}$</p> </div> </div> <p>What is $\frac{2}{6} + \frac{3}{6}$?</p> <p>A. $\frac{1}{6}$ B. $\frac{5}{6}$ C. $\frac{5}{12}$ D. $\frac{1}{12}$</p>	<p>Area/Region Models This model is shaded to represent one whole.</p>  <p>These two models are each shaded to represent a fraction.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Model 1</p>  </div> <div style="text-align: center;"> <p>Model 2</p>  </div> </div> <p>What is the difference between these two fractions?</p> <p>A. $\frac{2}{8}$ B. $\frac{6}{16}$ C. $\frac{10}{16}$ D. $\frac{6}{8}$</p>
<p>Length Measurement Models Find the sum for $\frac{2}{4}$ and $\frac{1}{4}$.</p> 	<p>Length Measurement Models Solve. $\frac{5}{8} - \frac{3}{8} = \underline{\hspace{2cm}}$</p> 
<p>Set Model Add the fractions represented by the shaded circle in the two sets below.</p> <div style="display: flex; align-items: center; justify-content: center;">  +  = <div style="border: 2px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> </div> </div>	

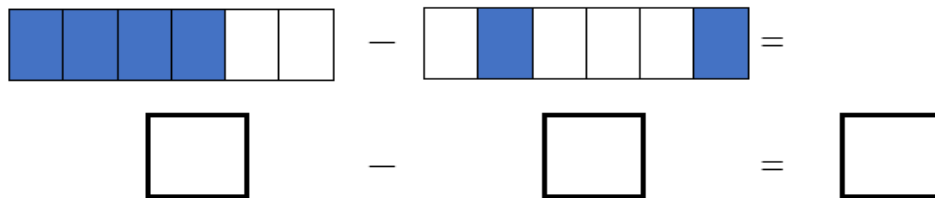
SOL 3.5 Technology Enhanced Items (TEI)

Directions: Circle the fraction strip you want to select.

1. Consider the addition problem shown by the fraction strip below. Which fraction strip should be on the blank line to make the math sentence true?

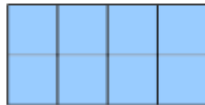


2. Identify the fraction for each strip shown and write it in the box under each strip. Then find the difference of the two fractions and place your answer in the box.



Directions: Write the correct answer in the boxes.

3. This model is shaded to represent one whole.



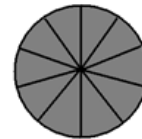
These two models are each shaded to represent a fraction.



What is the sum of these two fractions?

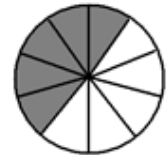
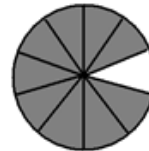
—

4. This model is shaded to show one whole.

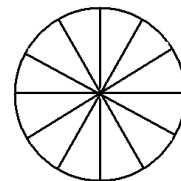


Model A

Model B



Shade the model below to show the difference between model A and Model B.



Directions: Circle each fraction that shows the correct sum of these models. You must circle ALL correct answers.

5. This model is shaded to show one whole.



These two models are each shaded to show a fraction.



Circle each fraction that shows the correct sum of these models.



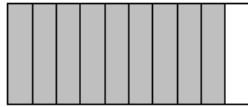
SOL 3.5 Checkpoint #1-6

1. This model is shaded to represent 1 whole.

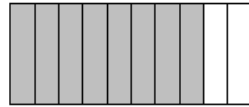


These models are each shaded to represent a fraction.

Model 1



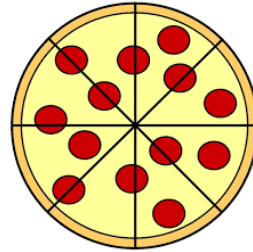
Model 2



What is the difference between these two fractions?

- A. $\frac{17}{20}$ B. $\frac{1}{8}$ C. $\frac{1}{20}$ D. $\frac{1}{10}$

2. Sue cut a pizza into 8 equal pieces.



She gave one piece to her friend and ate 2 pieces. What fractional part of the pizza was left?

- A. $\frac{7}{8}$ B. $\frac{5}{8}$ C. $\frac{3}{8}$ D. $\frac{1}{8}$

3. This is 1 whole.

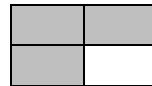


What is $\frac{3}{5} - \frac{2}{5}$?

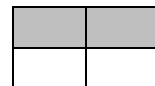


- A. $\frac{1}{5}$ B. $\frac{2}{5}$ C. $\frac{3}{5}$ D. $\frac{6}{5}$

4. What is $\frac{3}{4} + \frac{2}{4}$?



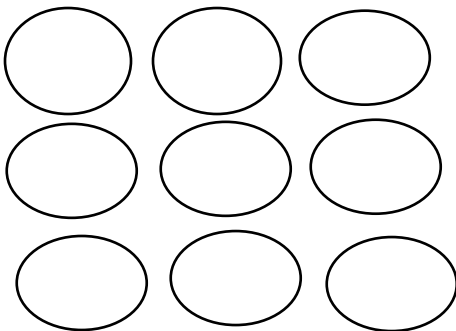
$\frac{3}{4}$



$\frac{2}{4}$

- A. $\frac{3}{8}$ B. $\frac{5}{8}$ C. $\frac{5}{4}$ D. $\frac{5}{3}$

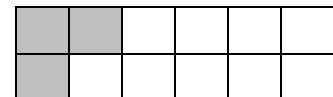
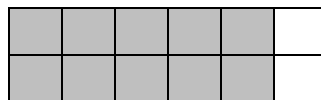
5. Carl had nine cookies to decorate. He put chocolate chips on 2 cookies and sprinkles on 3. What fractional part of the cookies did Carlos decorate?



- A. $\frac{5}{9}$ B. $\frac{2}{7}$ C. $\frac{3}{9}$ D. $\frac{2}{3}$

Directions: Write your answer in the box.

6. What is $\frac{10}{12} - \frac{3}{12}$?



SOL 3.5 Additional Practice #7-

1. This model is shaded to show one whole.



These two models are shaded to represent a fraction.

Model A



Model B



Which model is shaded to show the difference between Model A and Model B?

A



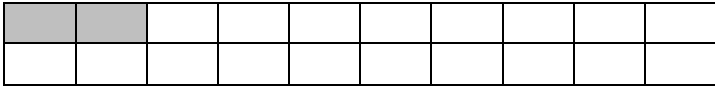
B



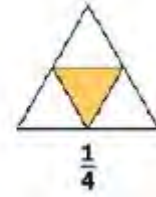
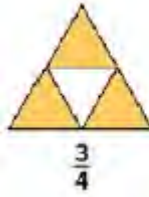
C



D



2. What is $\frac{3}{4} + \frac{1}{4}$?



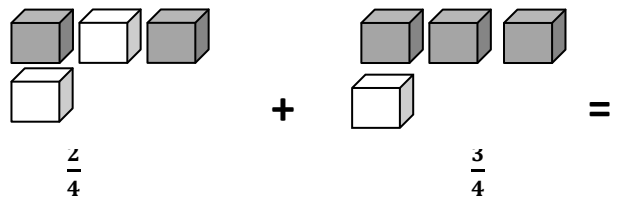
A. $1 \frac{1}{4}$

B. 1

C. $\frac{4}{8}$

D. $\frac{2}{8}$

3. Jervion made this fraction model.



What fraction is the sum of the shaded cubes?

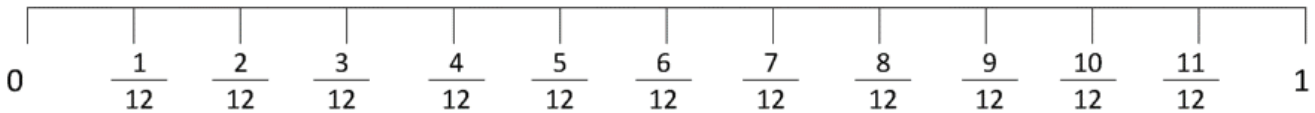
A. $\frac{5}{8}$

B. $1 \frac{1}{4}$

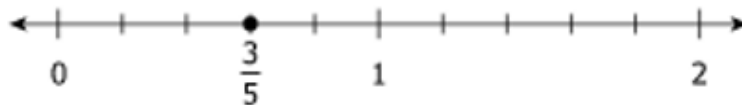
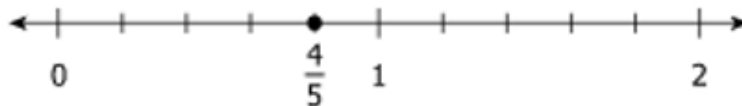
C. $\frac{3}{8}$

D. $\frac{3}{4}$

4. Find the difference. $\frac{5}{12} - \frac{4}{12} =$



5. Cindy rode her bike $\frac{4}{5}$ of a mile. Wyatt rode his bike $\frac{3}{5}$ of a mile.



What is the total distance, Cindy and Wyatt rode their bikes?

A. $\frac{3}{7}$ mile

B. $\frac{7}{10}$ mile

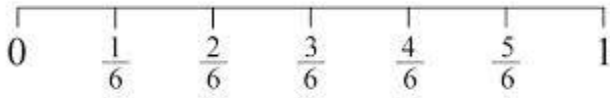
C. $1 \frac{2}{5}$ miles

D. $2 \frac{2}{5}$ miles

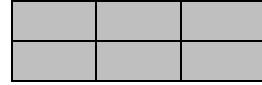
SOL 3.5 Formative Assessment

Directions: Write your answer in the box.

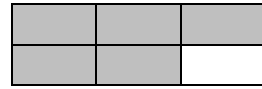
1. What is $\frac{2}{6} + \frac{3}{6}$?



2. This is one whole.

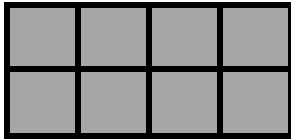


What is $\frac{5}{6} - \frac{2}{6}$?



- A. $\frac{7}{6}$ B. $\frac{7}{12}$ C. $\frac{3}{6}$ D. $\frac{3}{12}$

3. This is one whole.

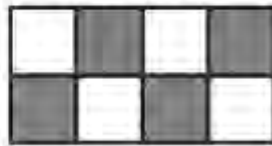


Model 1



$\frac{7}{8}$

Model 2



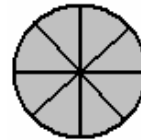
$\frac{4}{8}$

What is the difference of the two fraction models?

- A. $\frac{1}{16}$ B. $1\frac{3}{8}$ C. $\frac{3}{8}$ D. $\frac{1}{16}$

4. Rylee ordered pizza for lunch.

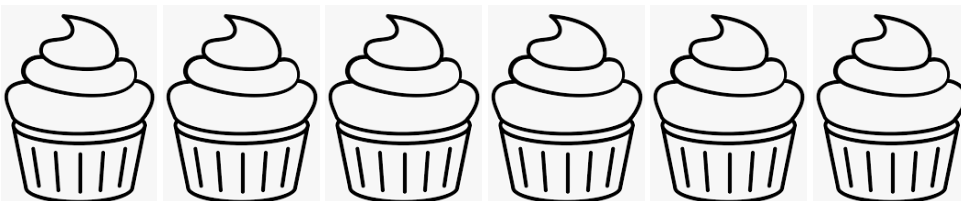
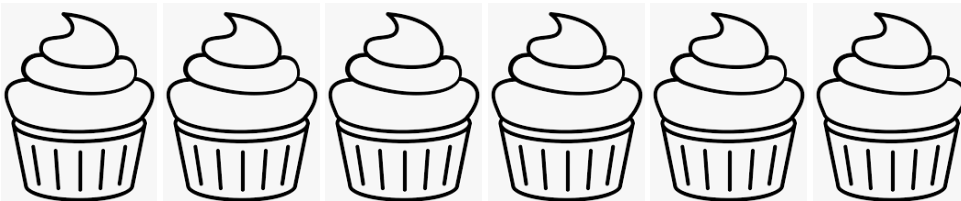
This represents 1 whole pizza



Neville ate $\frac{2}{8}$ of the pizza, Anai'yah ate $\frac{3}{8}$ of the pizza and Victoria ate $\frac{1}{8}$ of the pizza. How many slices were left for Rylee?

- A. $\frac{6}{24}$ B. $\frac{1}{8}$ C. $\frac{6}{8}$ D. $\frac{2}{8}$

5. Malik had twelve cupcakes. He decorated 5 with coconut and 2 with a cherry. What fractional part of the cupcakes did Malik decorate?



- A. $\frac{7}{24}$
 B. $\frac{7}{12}$
 C. $\frac{2}{5}$
 D. $\frac{5}{7}$

SOL 3.3 and 3.4 NOTES and PRACTICE

Monday	Tuesday	Wednesday	Thursday	Friday
3.3-3.4 Notes and Practice	3.3.-3.4 TEI	3.3 Checkpoint	3.4 Checkpoints	3.3-3.4 Formative Assessment


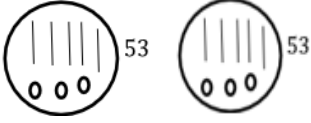
VOCABULARY

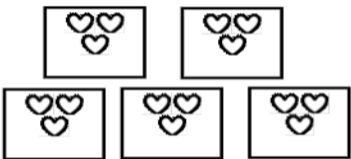
3.3	3.4
<p>Sum - The answer in an addition problem</p> <p>Difference - The answer to a subtraction problem</p> <p>Number Sentence - An equation $3+4=7$</p> <p>Rounding - Reducing the digits in a number while trying to keep its value similar</p> <p>Estimation - Finding a value that is close enough to the correct answer</p>	<p>Product - the answer in a multiplication equation</p> <p>Factor - A number that is multiplied by another to get a product</p> <p>Whole Numbers - a number from the set $\{0, 1, 2, 3, \dots\}$</p> <p>Array - numbers arranged in order often in rows and columns</p>

EXAMPLES:

Addition	Subtraction
$\begin{array}{r} 11 \\ 5,397 \\ + 3,489 \\ \hline 8,886 \end{array}$ <p><i>Actual Sum</i></p> $\begin{array}{r} 5,000 \\ + 3,000 \\ \hline 8,000 \end{array}$ <p><i>Estimated Sum</i></p>	$\begin{array}{r} 7,698 \\ - 5,341 \\ \hline 2,357 \end{array}$ <p><i>Actual Difference</i></p> $\begin{array}{r} 8,000 \\ - 5,000 \\ \hline 3,000 \end{array}$ <p><i>Estimated Difference</i></p> <p>Check your work: $2,357 + 5,341 = 7,698$ <input checked="" type="checkbox"/></p>

A store has 2 packages of baseball cards with 53 cards in each package. What is the total number of baseball cards in these packages?

Repeated Addition	Number Line	Set Model	Traditional
$\begin{array}{r} 53 \\ + 53 \\ \hline 106 \end{array}$	$53 + 53 = 106$ 	 106	$\begin{array}{r} 53 \\ \times 2 \\ \hline 106 \end{array}$

<p>1. Estimate the sum of $2,402 + 3,681$.</p> <p>A.) 4,000 B.) 5,000 C.) 6,000 D.) 7,000</p>	<p>3. Which number sentence best represents this set of flowers?</p>  <p>A) $5 + 3 = \underline{\quad}$ B) $15 + 5 = \underline{\quad}$ C) $15 - 3 = \underline{\quad}$ D) $15 \div 5 = \underline{\quad}$</p>
<p>2. There were 4,000 books in the library at the beginning of December. There were 2,616 books left. How many books were checked out?</p> <p>A) 2,616 B) 2,414 C) 1,494 D) 1,384</p>	<p>4. What is the product of 84 and 4?</p> <p>A.) 168 B.) 252 C.) 336 D.) 420</p>

SOL 3.3 and SOL 3.4 Technology Enhanced Items (TEI)

1. Directions: Write the rounded numbers on the blank lines.

$$\begin{array}{r} 6,712 \\ + 1,839 \\ \hline \end{array} \begin{array}{l} \longrightarrow \boxed{} \\ \longrightarrow + \boxed{} \\ \hline 9,000 \end{array}$$

2. Directions: After showing your thinking, circle the box with the correct answer.

Solve the problem below.

$$5,082 - 2,996 =$$

8,078

3,114

2,086

3. Directions: After showing your thinking, circle the box with the correct answer.

The school store had 274 pencils at the beginning of the week. On Friday, at the end of the week, there were 71 pencils. How many pencils were sold during the week at the school store?

345

203

4. Directions: Circle the box with the answer. You must circle all the correct answers.

Look at the product in the shaded box below. Circle the multiplication fact that would equal this product.

36

9×5

8×7

9×4

6×8

4×5

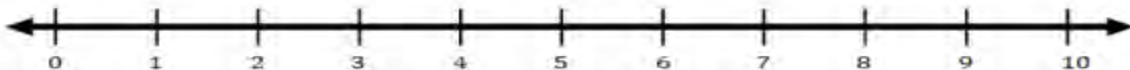
12×3

9×3

6×6

5. Directions: Use the number line below to model the multiplication problem shown below: Draw arrows to show the jumps on the number line.

$$4 \times 2 = 8$$



6. Directions: After showing your thinking, write your answer in the empty box below.

Solve the following division fact.

$$77 \div 7 =$$

3.3 Checkpoint Questions

- 1 James had a piggy bank with 4,227 pennies. His friend, Brian, had 3,142 pennies in his bank. Which is the best number sentence to use to estimate how many more pennies James has than Brian?

- A $4,000 + 3,000$
- B $4,000 + 4,000$
- C $5,000 - 3,000$
- D $4,000 - 3,000$

- 2 The table shows the number of shells Kenny and Sue collected on the beach.

	Number of Shells
Kenny	1,145
Sue	1,502

About how many shells did Kenny and Sue collect altogether?

- F 1,000
- G 2,000
- H 3,000
- J 4,000

- 3 Directions: Write your answer in the box.

$$6,195 + 9,115 = ?$$

- 4 Directions: Write your answer in the box.

$$4,201 - 4,108 = ?$$

- 5 There were 5,000 books in the library at the beginning of December. There were 3,719 books left. How many books were checked out?

- A 1,281
- B 1,419
- C 2,391
- D 2,719

3.4 Checkpoint Questions

- 1 Bob gave 28 marbles to his friends. He gave each of his 7 friends the same number of marbles. Which number sentence shows how many marbles Bob gave each of his friends?

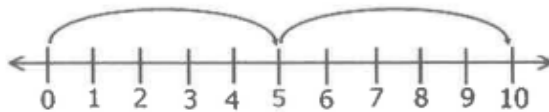
- A $28 + 7 = 35$
- B $28 - 7 = 21$
- C $28 \div 7 = 4$
- D $28 \times 7 = 196$

- 2 Which set model BEST represents $3 \times 4 = 12$?



- 3 Write your answer in the box.

What multiplication fact does this number line show?



- 4 Mrs. Goodwin made 3 trays of cookies. Each tray had 24 cookies. What is the total number of cookies Mrs. Goodwin made?

- A 21
- B 27
- C 72
- D 75

- 5 Directions: Write your answer in the box.

$$26 \times 4 = \underline{\quad}$$

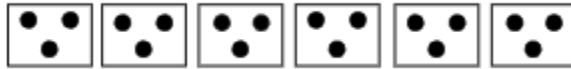
3.3 and 3.4 Formative Assessment

1. Rounding each number to the nearest thousand, what is the sum?

$$1,227 + 1,679 = \underline{\hspace{2cm}}$$

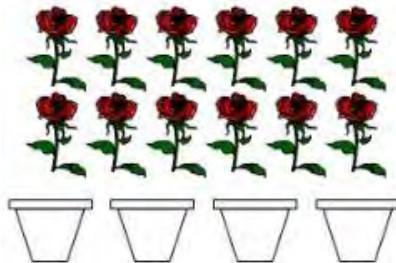
- A. 1,000
 - B. 2,000
 - C. 2,900
 - D. 3,000
2. Beverly weighs 99 pounds. Together, Beverly and her baby sister weigh 114 pounds. How many pounds does Beverly's baby sister weigh?
- A. 15 pounds
 - B. 28 pounds
 - C. 32 pounds
 - D. 33 pounds
3. A new store opened. On the first day, 219 people came to the store. On the second day, 189 people came to the store? How many people came to the store during the first two days?
- A. 30
 - B. 308
 - C. 398
 - D. 408

4. Look at the picture below:



Which expression describes the picture?

- A. $6 + 6$
 - B. 6×6
 - C. $6 + 3$
 - D. 6×3
5. Look at the flowers and flowerpots below. Lois has four pots and 12 flowers. She wants to put the same number of flowers in each pot.



- A. 2 Flowers
- B. 3 Flowers
- C. 4 Flowers
- D. 5 Flowers

Monday	Tuesday	Wednesday	Thursday	Friday
SOL 3.7a	SOL 3.7b	SOL 3.8	SOL 3.9	SOL 3.10

FOCUS: SOL 3.7a Estimate and use U.S. Customary and Metric units to measure length

Customary:

INCH: An inch is about the size of your thumb. An inch is marked by the longest lines (the lines marked with numbers) on a ruler.

1/2 INCH: 1/2 of an inch is half way between one inch and another.

FOOT: A foot is 12 inches, the length of a ruler.

YARD: A yard is 3 feet (think 3 rulers), and 36 inches.

Metric

CENTIMETER: A centimeter is a small unit a measurement. It is less than an inch.

A centimeter is about the width of your finger.

METER: A meter is 100 centimeters. It is about the width of a door.

What is the length of the object below to the nearest inch?



What is the length of the object below to the nearest 1/2 inch?



What is the length of the object below to the nearest centimeter?



What is the length of the object below to the nearest centimeter?



Look around your house or outside and think of 2 things that are larger than a foot but smaller than a yard?

- 1.
- 2.

Lucas is a third grader. Which of the following is closest to Lucas's height?

- A. 4 centimeters B. 4 inches C. 4 feet D. 4 yards

What would you use to measure a football field?

- A. Centimeters B. Inches C. Feet D. Yards

FOCUS: SOL 3.7b Estimate and use U.S. Customary and Metric units to measure liquid volume

Customary

Cups	
Pint	2 cups
Quart	4 cups 2 pints
Gallon	16 cups 8 pints 4 quarts

Metric

Milliliter	About 10 drops of water
Liter	About 1,000 water drops About the size of a large water bottle

Matching: What would you use to measure each item?



Cup



Quart



Gallon

Mr. Davis wants to wash his window using a bucket filled with water. About how much water will his bucket hold?

- a) 5 cups
- b) 5 gallons
- c) 1 pound
- d) 20 gallons



What is the closest amount of milk in this container when it is full

- A. 10 gallons
- B. 10 pints
- C. 1 cup
- D. 1 quart



Chandler bought the biggest size at the store he could of grape juice. Was this size most likely a gallon or a quart?

Does a bottle of syrup at a restaurant hold 1 cup or 1 quart?

What are some things around your house that are about a

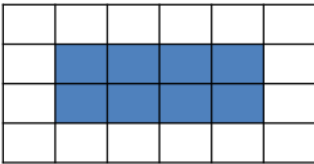
Cup _____
Quart _____
Gallon _____

Would this measure milliliters or liters?



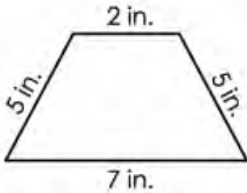
FOCUS: SOL 3.8 Measure area and perimeter

Area: The measure of space inside a shape, measured in square units

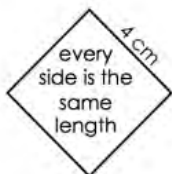


Area = 8 square units

Perimeter: The distance around an object (Add all of the sides together)



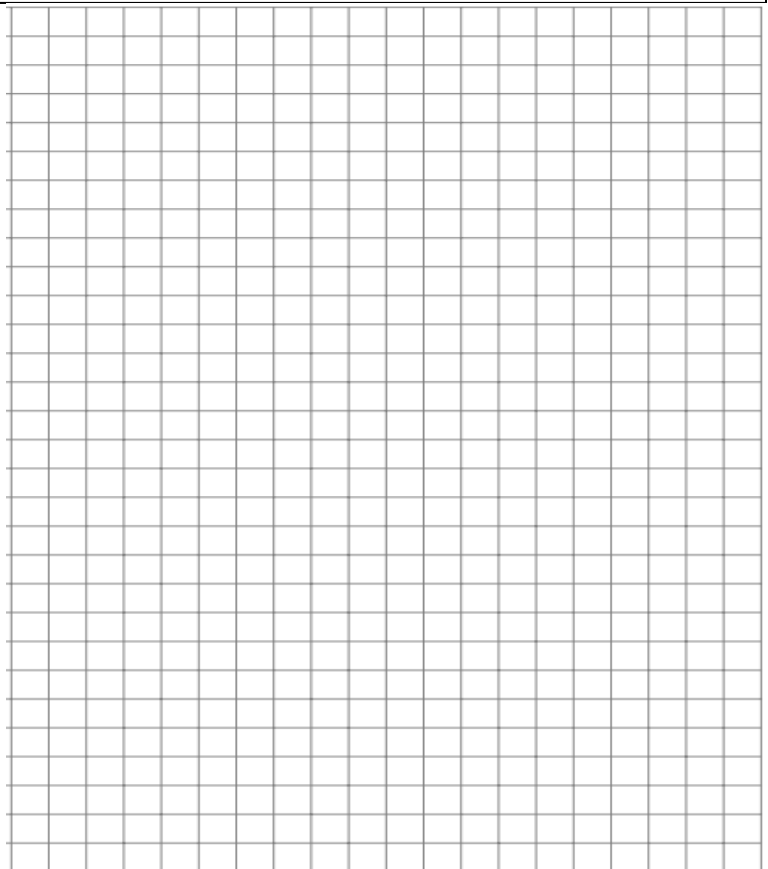
Perimeter
 $5 + 2 + 5 + 7 = 19$ in



Perimeter
 $4 + 4 + 4 + 4 = 16$ cm

Task:

Use the graph paper below to draw a garden. You need to have 5 different boxes of flowers or vegetables in your garden. Make sure you write the area and perimeter of each box.



FOCUS: SOL 3.9 a) tell time to the nearest minute, using analog and digital clocks

b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period

c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.

Clock:

Hour Hand: Short Hand, Tells you the hour (1-12)

Minute Hand: Long Hand, Tells you the minute (:00-:59)

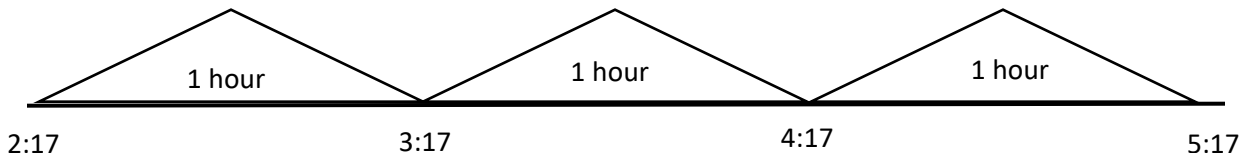
AM: morning, before noon (12:00)

PM: after noon (12:00) and evening

Elapsed Time: Use a number line to show elapsed time

Example: Macy arrived at her friend's house at 2:17p.m. If she was there for 3 hours, what time did she leave?

(See below)



What time is it?



What time is it?



What time is it?



Casey went to the basketball courts at 2:45p.m. If he stayed there was 4 hours, what time did Casey leave?

Mark went to the movies. The movie was 2 hours long, it was 5:45p.m. when he got out. What time did the movie start?

Josia got to the park at 8:26a.m. and left at 11:26 a.m., how long was Josia at the park?

How many minutes are in an hour?

- A. 30 B. 60 C. 100 D. 20

How many hours are in a day?

- A. 60 B. 100 C. 24 D. 12

FOCUS: SOL 3.10 Read temperature to the nearest degree.

Thermometer: Tool used to measure temperature.

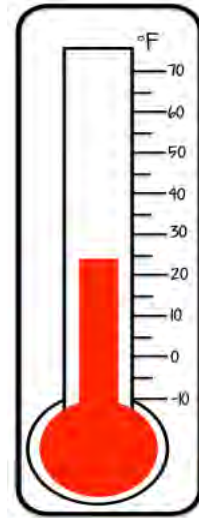
°F – Fahrenheit

°C – Celsius

Reading a Thermometer

1. What is the scale (°F or °C)
2. What is the pattern or increments (1, 2, 5, 10, ect.)
3. Go to the last marked number and count by the pattern

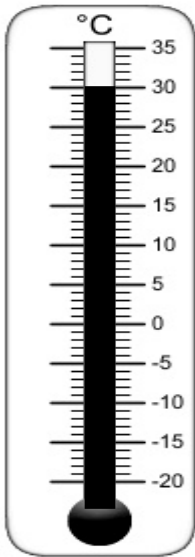
Example



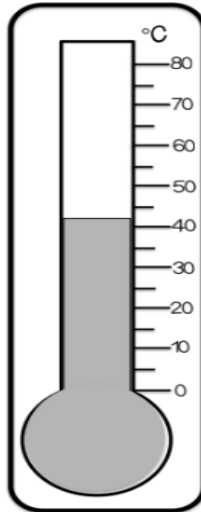
Pattern is by 5.

So it is 25°F

What is the temperature in °C?



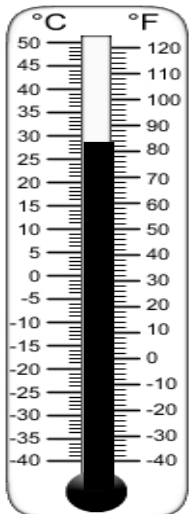
What is the temperature in °C?



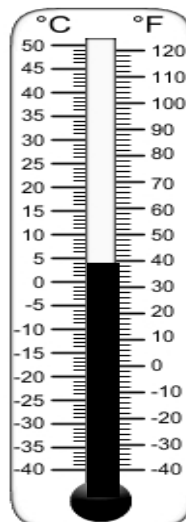
What is the temperature in °F?



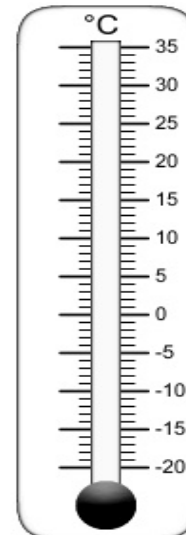
What is the temperature in °F?



What is the temperature in °F?







Use the thermometer to **show** 28 °C



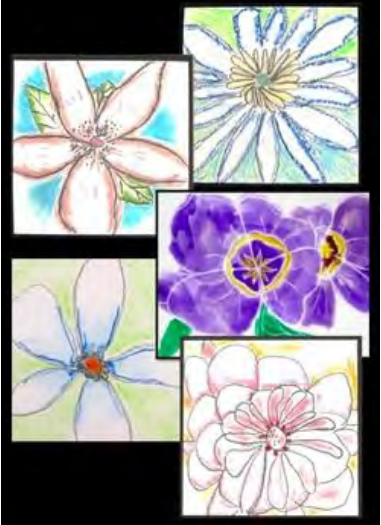




3rd Grade ART, MUSIC, PE, GIFTED AND ESL

Elementary Art-Learning in Place Packet

Grades K-5 April 27-May 15, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Crisscross applesauce and draw a flower or plant using a pencil or pick the flower and take it indoors to draw. This is called observational drawing, which means drawing from life. Add color using crayons, markers, colored pencils or watercolor.	Observational drawing Line Color Nature	
May 4-8	Draw a picture of your favorite dessert. Think about the shapes that make the object. Use different types of lines. Create a pattern on the background.	Shape Color Line-(straight, zigzag, broken, dotted, wavy) Background Pattern	
May 11-15	Go for a nature walk with your family. Draw one of the animals that you see in your neighborhood. Draw the shape of the animal and then add color to create the texture of the animals (fur, scales, hair, or feathers). Don't forget to draw where the animal lives-habitat. The entire page should be filled with color.	Shape Texture (how something feels or looks like it feels) Habitat Color	
Grades 2-3			
April 27-May 1	. Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross applesauce and begin drawing what you see with a pencil. This is called	Observational drawing Nature Foreground Background Line Color	

	observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.		
May 4-8	Draw a chair. A chair may seem like a complex object, break it down into smaller shapes. Use your observational drawing skills. Really look at the chair and how all of the shapes connect together. Add shadow and horizon line.	Observational Draw Shapes Form Shadow Horizon Line	
May 11-15	Draw a picture of your favorite toy. Think about the shapes that make the whole object. Add color and then add shadow and highlight to the color. Add a horizon line and color to the background.	Observational Draw Shapes Shadow Highlight Background	
Grades 4-5			
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross apple sauce and begin drawing what you see with a pencil. This is called observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.	Observational drawing Nature Foreground Middle ground Background Line Color	

<p>May 4-8</p>	<p>Begin in one spot on the paper and start drawing doodles. Create as many doodles as you like, no doodles should overlap or interfere with any other doodles.</p> <p>If you wish, you can create a doodle theme. In other words, draw only geometric shapes (ie squares, triangles, circles etc.) or draw only organic shapes (squiggly “natural” shapes).</p> <p>When you have filled your paper with doodles, begin coloring in.</p> <p>You may use solid color, lines, texture, or pattern to fill the entire page.</p>	<p>Doodle Overlap Geometric Shapes Picture Plane Organic Shapes Line Color Texture Pattern</p>	
<p>May 11-15</p>	<p>Contour Portrait Drawing: A contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. Look in the mirror.</p> <p>Pick a point on the object where the eye can begin its slow journey around the contour or edge of the object. Remember, the eye is like a snail, barely crawling as it begins its journey.</p> <p>When the eye begins to move, so should the hand holding the pencil. Try drawing the entire contour of the object without lifting your pencil from the paper.</p>	<p>Contour Portrait Proportion</p>	

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.

MUSIC

3rd Grade Learning in Place April 27-May 1, May 4-8, and May 11-15

Name _____ Teacher _____

Work alone or with someone. Read and complete the activity in a square. Mark an X over the completed activity. Complete 5 activities in a row to win MUSIC BINGO each week. Rows can go top to bottom, left to right, or diagonally across the squares.



<p>SING a song or poem</p>	<p>Tell a story using a LOW VOICE</p>	<p>DANCE or MOVE SLOW</p>	<p>SING a song FAST</p>	<p>SPEAK a song or poem</p>
<p>Ask an adult what song they remember from their childhood. Have them SING it to you.</p>	<p>CHANGE the words to a song</p>	<p>Make or find something to shake. PLAY along with a song.</p>	<p>March to the STEADY BEAT of a song</p>	<p>LISTEN to the music that's created outside your window</p>
<p>Pat your legs to the STEADY BEAT of a song</p>	<p>PLAY a beat using pencils while LISTENING to your favorite song</p>		<p>SING a silly song</p>	<p>Tell a story using a HIGH VOICE</p>
<p>LISTEN to a song and name 1 instrument you hear</p>	<p>Clap your hands to the STEADY BEAT of a song</p>	<p>SING a soft (quiet) song to your favorite toy</p>	<p>DANCE or MOVE to a song</p>	<p>Clap this pattern to someone else: </p>
<p>WHISPER a song or poem</p>	<p>SING a song SLOW</p>	<p>Tap your toes to the STEADY BEAT of a song</p>	<p>DANCE or MOVE FAST</p>	<p>SHOUT a song or poem</p>

Mark below for each week you complete a MUSIC BINGO!

___ April 27-May 1

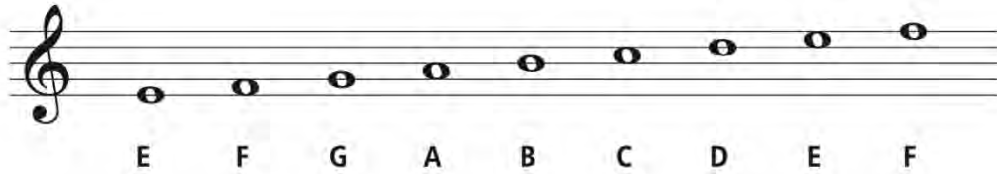
___ May 4-8

___ May 11-15

MUSIC

3rd Grade Learning in Place April 27-May 1, May 4-8, and May 11-15

Name _____ Teacher _____



Use the example above.

Write the letter name for each pitch on the blank lines provided below each staff.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

Dear 3rd Graders,

We missed our Virginia Symphony Youth Concert this year but please use the link below to see the video our friends at [Virginia Symphony Orchestra](https://www.youtube.com/watch?v=HKpGK363HUQ) prepared just for us:
























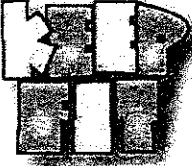
<https://www.youtube.com/watch?v=HKpGK363HUQ>

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: If you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

April 2020



























Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Student Name: _____ Classroom Teacher: _____		Parent Signature: _____	Hold a push-ups position while saying the months of the year 3 times. 1 	Skip around the house while you sing the school song. 2 	Crab Walk from the kitchen to your bedroom (even if it's up or down the stairs!) 3 	Rest Day 4
Get some cans of food and do arm curls while a family member or friend counts to 100. Use both arms! 5 	Keep your legs straight while you bend relaxed at the waist. Bwa the in and out slowly making your hands reach for the floor. 6 	Do the butterfly stretch while saying out loud 10 words that begin with the letter "J". 7 	Reach up off the floor 15 times. 8 	Do squats while watching 3 commercials on T.V. 9 	Rest Day 10	Balance on one foot while a family member or friend sings the ABC song 3 times. 11 
Challenge a family member or friend to a "Mountain Climber To 50" Race. 12 	Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it! 13 	Dance to one of your favorite songs. 14 	Do 60 seconds of arm circles. 15 	Rest Day 16	Grab one foot and stretch your thigh for 30 seconds. Repeat using the other leg. Then try it with your eyes closed. 17 	Hold a push-ups position while giving a high five to a family member or friend 25 times. 18 
Stand in front of a mirror and flex or move every muscle you can think of. 19 	Get some cans of food and do lunges while a family member or friend sings you THEIR favorite song. 20 	Spell your full name while you jump in the air for each letter. 21 	Rest Day 22	Reach and touch your toes while counting to 30. Go slow! Repeat 3 times. 23 	Do 50 side bends. While doing them sing your favorite song out loud. 24 	Challenge a family member or friend to a "Jumping Jack race to 50" contest. 25 
Do 100 Jumping Jacks. 26 	With your back flat against the wall, do the Wall Sit for 60 seconds. 27 	Rest Day 28	Make up your own fitness challenge and draw it on the back of this paper. 29	Pick One Of Your Favorite Days And Do It Again!!! 30 	Check off (✓) when you finish each day	

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Student Name: _____ Classroom Teacher: _____		Parent Signature: _____		Check off (✓) when you finish each day		Touch your elbows to knees 50 times while keeping your eyes closed.  1 Keep your belly on the floor while you push up off the floor. Repeat 20 times.  2
Do squats while singing the school song.  3	Do 15 push-ups.  4	Hold a plank position while counting to 100 by 5's.  5	Do 25 back leg kicks for each leg.  6	Ask a family member or friend to read a short passage from a book to you while you hold onto one foot.  7	Do 50 windmills touching one foot, then the other.  8	Rest Day 9
Reach to both sides of your body while listening to one of your favorite songs.  10	Stretch your calf muscles while you watch 3 commercials on T.V.  11	Reach for one toe while counting to 25 backwards. Repeat with the other leg. Do that 3 times per leg.  12	Do 50 Jumping Jacks with a family member or friend.  13	In a straddle position reach for one toe and count to 10. Repeat reaching for the other toe. Do that 3 times per leg.  14	Rest Day 15	Hold one foot while balancing and counting to 20. Repeat holding the other foot. Do that 3 times per leg.  16
Do jumping jacks every time a commercial comes on T.V.  17	With both legs straight, see how far you can reach. Do slow Breathe In and out each time you reach.  18	Jog in place while you answer 10 math questions given to you by a family member or friend.  19	With legs crossed reach up and over your body as far as you can. Repeat reaching the other way. Repeat 3 times per side.  20	Rest Day 21	Do 50 lunges.  22	Put your toes under the couch and do 15 curl-ups.  23
Do a plank while spelling your full name backwards 3 times.  24	Do windmills while you count to 100 by 2's.  25	Hold a plank position while counting to 50.  26	Rest Day 27	Do a jumping jack for every letter of the alphabet.  28	Jog 3 times around the outside of your home or block.  29	Make up your own fitness challenge and draw it on the back of this paper. 30
Pick One Of Your Favorite Days And Do it Again!!! 31			EXERCISE			

what's YOUR name! WORKOUT FOR BEGINNERS

SPELL OUT YOUR FULL NAME AND COMPLETE THE EXERCISE LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A DIFFERENT HISTORICAL PERSON'S NAME OR A FAMILY MEMBER'S NAME EACH TIME.

- | | |
|-------------------------------|---------------------------------|
| A 10 jumping jacks | N 10 second jump rope |
| B 5 push-ups | O 10 russian twists |
| C 1 burpee | P 5 plie squats |
| D 20 high knees | Q 10 arm circles |
| E 5 crunches | R 10 skaters |
| F 10 mountain climbers | S 10 second jog in place |
| G 5 squats | T 10 butt kickers |
| H 10 front lunges | U 5 inchworms |
| I 10 side lunges | V 5 tricep dips |
| J 10 second wall sit | W 3 star jumps |
| K 5 calf raises | X 5 bird dogs |
| L 5 second plank | Y 10 leg raises |
| M 3 squat jumps | Z 5 squat jacks |

Grade 3: Gifted Opportunities

Gifted Education & Academic Rigor

April 27 – May 15









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 7 April 27-May 1	Week 8 May 4-8	Week 9 May 11-15
Math	Mrs. Green's Class had too much delicious food for their class party because many parents sent in treats. The class decided to invite the other third graders to their party. 30 students ate pizza. 25 students ate hot dogs. 15 students ate both pizza and hot dogs. How many students ate all of this delicious food?	Dan played 3 games of marbles. In the 1st game, he lost half of his marbles. In the 2nd game he won four marbles. In the 3rd game, he won the same number of marbles as he had at the end of the second game. He finished with 32 marbles. How many marbles did Dan start with?	Emma lives on an egg farm. Her dad gave her 2 chickens to raise. One chicken lays 1 egg daily. The other chicken lays 2 eggs daily. Emma sells each egg for 5 cents. She wants to earn \$1.00 to buy a glitter pen. Emma thinks she can earn the dollar in one week. Do you agree with her? Show your math thinking.
Communication Skills /Reading	Here's' the last part of a newspaper story: <i>Neighbors called police when they noticed the pink gooey substance oozing from all the doors and windows of the modest ranch home.</i> Now write the first part of the story. Remember that a newspaper story answers the questions: who, what, where, when, why, and how?	Write a paragraph that includes at least 10 words that rhyme with <i>be</i> .	As the writer for a clothing catalog, you must describe a sweater that is brown, beige, red-orange and purple. Describe the sweater, but use new, two-word descriptions for each color. (Hint: Catalogs rarely describe something as <i>black</i> , for example. They are more likely to say <i>ebony ink</i> or <i>midnight oil</i> .)
STEM Challenge	Create a paper airplane of your own design. Measure how far it flies. See if you can change it to make it fly further. Record your changes and your new measurements.	Design a device for catching ice cream cone drippings. Describe or draw your design to share with others.	Using 6 different shapes of found cardboard (think cereal boxes) create a "pet home" for your real or imaginary pet. Can you take a picture or make a drawing of your new pet house?


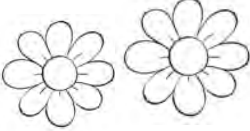


Don't forget to read every day! Your brain will thank you 😊.

April 27 – May 1, 2020

Topic: Living Things


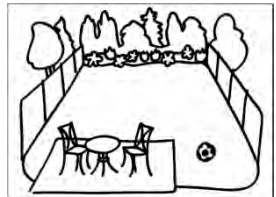




Tree Trees	Plant Plants	Flower Flowers	Person People	Animal Animals	Insect Insects
 <p>Cliparting.com</p>	 <p>vectorstock.com</p>	 <p>Clip-artlibrary.com</p>	 <p>Cliparting.com</p>	 <p>Clipartart.com</p> <p>squirrel / squirrels</p>	 <p>Clipartkey.com</p> <p>beetle / beetles</p>

Directions: Use notebook paper to complete these learning activities.

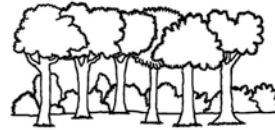

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Point to each picture above and say the words 3 times.</p> <p>Draw and label 3-5 other living things.</p> <p>Example:</p>  <p>cat</p> <p>clipartix.com</p>	<p>Watch a movie or TV show about living things. What living things did you see in the movie or on TV?</p> <p>Write 3-5 sentences using describing words (number, size, or color): I saw _____.</p> <p>Example: I saw <u>two big, pink flowers</u>.</p>  <p>PNGio.com</p>	<p>Read a book or magazine in English or your home language about living things.</p> <p>Talk to a family member about the living things you read about.</p> <p>Example: I read a book about zoo animals. There were big, yellow lions and tall giraffes. There was a family of five monkeys.</p>	<p>Look <i>inside</i> your home. What living things can you find <i>in</i> your home?</p> <p>Write 3-5 sentences and use describing words (number, size, or color): In my home, I see _____.</p> <p>Example: In my home, I see <u>five people</u>.</p> <p>In my home, I see <u>big green plants</u>.</p>	<p>Look out your window or take a walk with a parent. What living things do you see outside?</p> <p>Make a list of each living thing you see. Draw a picture beside each word.</p> <p>Example:</p> <p>Bee</p>  <p>shutterstock.com</p> <p>Grass</p>  <p>wikiclipart.com</p>

May 4 – May 8, 2020

Topic: **PLACES** where we see living things


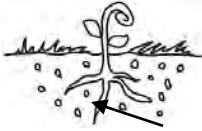

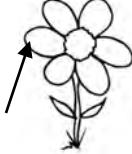
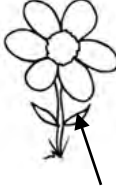
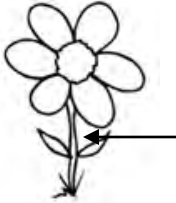
Playground	Yard	Street	Beach	Tree	Bush
at the playground	in the yard	next to the street	at the beach	in the tree	in the bush
 clipartbarn.com	 clipartbarn.com	 cliparting.com	 wikiclipart.com	 cliparting.com	 clipart.email

Directions: Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday & Friday																		
<p>Point to each picture above and say the words 3 times.</p> <p>Think of 3-5 other PLACES where you see living things.</p> <p>Example: woods</p>  clipartart.com	<p>Pick 3-5 living things. Write a sentence telling WHERE (the place) you see each living thing. Use the pictures to help.</p> <p>I see _____ at/in _____.</p> <p>Examples: I see a <u>squirrel</u> at <u>the playground</u>. I see <u>insects</u> in <u>the yard</u>. I see <u>birds</u> in <u>the tree</u>.</p>  clipartkey.com	<p>Read a book or watch a TV show about living things.</p> <p>What living things did you read about or see on TV? Talk to a family member about living things in English or your home language.</p> <p>Example: I watched a TV show about <u>the beach</u>. <u>Noisy birds</u> live <u>on the beach</u>. They eat the <u>small crabs</u> that live <u>in the sand</u>.</p>	<p>Look out your window or take a walk with a parent. Copy this chart on your notebook paper. Then complete the chart with 3-5 living things.</p> <p>Try to use describing words in your sentences (number, size, or color).</p> <table border="1" data-bbox="1260 1088 1942 1404"> <thead> <tr> <th>Living Thing</th> <th>Place</th> <th>Sentence</th> </tr> </thead> <tbody> <tr> <td>dog</td> <td>yard</td> <td>I saw a <u>brown dog</u> in my <u>small yard</u>.</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Living Thing	Place	Sentence	dog	yard	I saw a <u>brown dog</u> in my <u>small yard</u> .												
Living Thing	Place	Sentence																			
dog	yard	I saw a <u>brown dog</u> in my <u>small yard</u> .																			

May 11 – May 15, 2020

Topic: Plant Parts

Seed	Roots	Flower	Petal	Leaf/Leaves	Stem
 <p>Clipart.email</p>	 <p>Clipart-library.com</p>	 <p>Clip-artlibrary.com</p>			
brown	brown	white, pink, yellow, orange, or purple		green	green

Directions: Use notebook paper to complete these learning activities.

Monday & Tuesday	Wednesday & Thursday	Friday
<p>Point to each picture above and say the words 3 times.</p> <p>Draw, color, & label a picture of a plant.</p> <p>Write 3 sentences telling about your plant.</p> <p>Example: My tall plant has eight leaves.</p> <p>clipart.email</p>	<p>Draw a picture with different types of plants – trees, bushes, flowers, and grass.</p> <p>Label the parts of each plant using the words above.</p> <p>Talk to a family member about your picture. Tell about the plant parts and use describing words (number, size, or color).</p> <p>Speaking Example: This is my picture. I drew <u>three trees, one bush, grass, and five yellow flowers.</u> See this flower. Here are the <u>roots, the stem, the leaves, and the petals.</u> My favorite plant in this picture is the <u>tall green tree.</u> It looks like the tree outside of our window.</p>	<p>Use the picture you drew on Wednesday & Thursday.</p> <p>Write 3-5 sentences telling about your picture.</p> <p>Write about the plant parts and use describing words (number, size, or color).</p> <p>Writing Example</p>

