Norfolk Public Schools
The cornerstone of a proudly diverse community

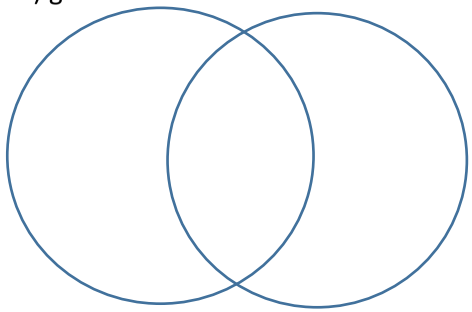
3rd Grade

Phase II
April 6 to April 24, 2020

Name:	
School:	
Grade Level:	**Teacher:**

NPS Curriculum & Instruction

Social Studies Learning in Place Plans
Third Grade: April 6-10

Learning Experience 1	Learning Experience 2	Learning Experience 3
Africa is an interesting place to visit and live. Look at the Geography of Africa fact sheet and pictures. Decide which information you find the most interesting. Choose **one** of the following activities to complete using the Geography Fact Sheet: 1. Design a flyer or advertisement to convince someone to visit Africa. Include facts about Africa and places they should see on their trip. 2. Pretend you visited Africa. Write a journal entry or letter home describing what you have learned and seen on your trip.	Use the world map to label the continents for each of the Ancient Civilizations learned so far this year. ○ Ancient Egypt ○ Ancient China ○ Ancient Greece ○ Ancient Rome In the space under the map, answer the following prompt: Which continent would you like to visit? Write a paragraph to describe the landforms you would see and provide other reasons for why you want to visit. You may use the Continent Essential Knowledge sheet in your packet to help you.	Create a Venn Diagram on a sheet of paper. Compare and contrast the features and location of the continent of Africa with another continent you have learned about this year. You may use the Continent Essential Knowledge sheet in your packet to help you. Remember what the continents have in common (or similar) goes in the center. 

Social Studies Learning in Place Plans
Third Grade: April 20-24

Learning Experience 1	Learning Experience 2	Learning Experience 3
Look at the map Africa From the Beginning to Today in your packet. Read the map key and locate each place on the map. Then read the captions about ancient Mali at its peak and Mali today. Using your background knowledge, the captions, and the map write 2 -3 sentences comparing ancient Mali at its peak and Mali today. Discuss the locations, how life is different, and any other interesting information. You may write your sentences next to the map.	Use the map from Learning Experience 1 to help you complete the Map of Mali Then and Now activity sheet (Reproducible 88).	Use the map from Learning Experience 1 to answer these questions. Put your answers on the map sheet. 1. Which body of water do you think Europeans most often cross to trade gold in Mali? _____ 2. When was Mali the largest? _____ 3. Which statement describes Mali today? A. It stretches further north than ancient Mali. B. It touches the Atlantic Ocean. C. It touches the Red Sea. D It stretches into east Africa.

Geography of Africa (Source: Ducksters)

The continent of Africa borders Mediterranean Sea. The Atlantic Ocean is to the west and the Indian Ocean is to the Southeast. Africa is the world's second largest continent.
Africa has a wide variety of landforms, wildlife, and climates.

Population: 1,022,234,000 (Source: 2010 United Nations)

Area: 11,668,599 square miles

Ranking: It is the second largest and second most populated continent. (That means a large number of people live there!)

Major Landforms: desert, savanna, rain forest

Major cities:

- Cairo, Egypt
- Lagos, Nigeria
- Cape Town, South Africa
- Durban, South Africa

Bordering Bodies of Water: Atlantic Ocean, Indian Ocean, Red Sea, Mediterranean Sea, Gulf of Guinea

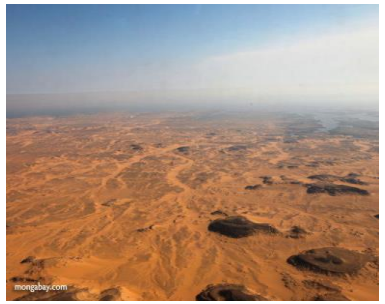
Major Rivers and Lakes: Nile River, Niger River, Congo River, Zambezi River, Lake Victoria, Lake Tanganyika, Lake Nyasa

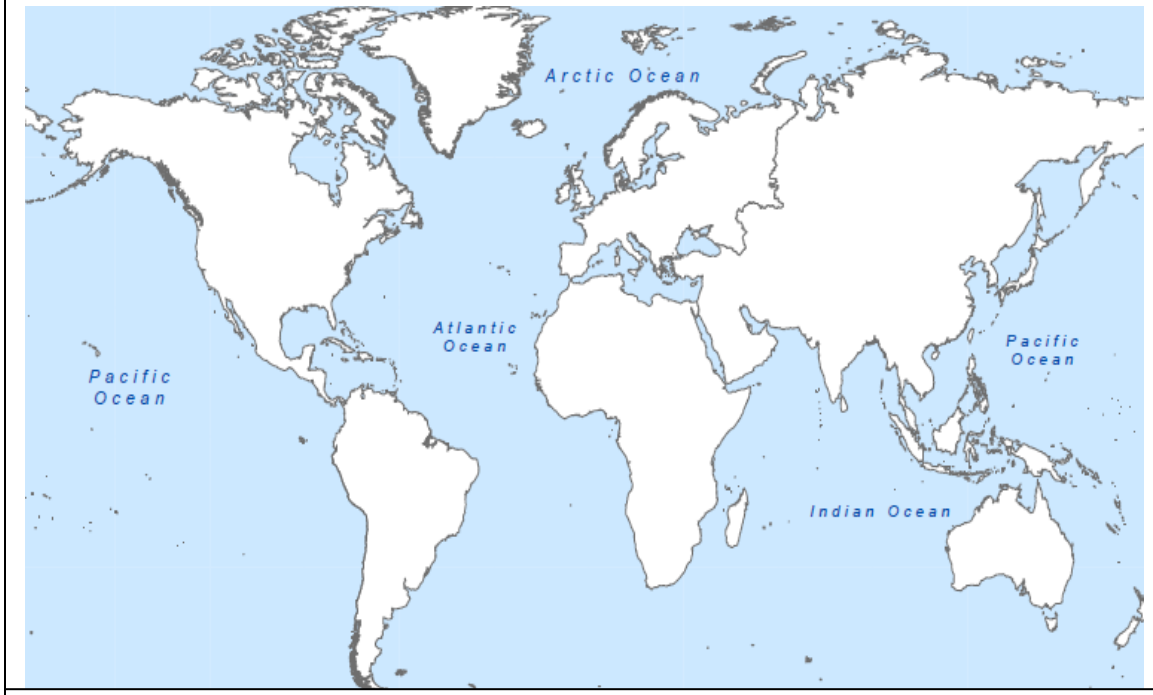
Major Geographical Features: Sahara Desert, Serengeti grasslands, Atlas Mountains, Mount Kilimanjaro, Madagascar Island,

Nile River

Atlas Mountains

Sahara Desert





Learning Experience 1: Use the letters to label the locations of the Ancient Civilizations on the map:

A. Egypt

Name of continent? _____

B. China

Name of continent? _____

C. Greece and Rome

Name of continent? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CONTINENTS
ESSENTIAL KNOWLEDGE 3.6

Major rivers, mountain ranges, and other geographic features of Africa

- **Nile River:** The longest river in the world
- **Atlas Mountains:** Separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert
- **Sahara Desert:** The largest hot desert in the world

Major rivers, mountain ranges, and other geographic features of Asia

- **Huang He River:** Flows through much of China
- **Himalaya Mountains:** Home to some of the highest peaks on Earth
- **Gobi Desert:** Asia's largest desert

Major rivers, mountain ranges, and other geographic features of Europe

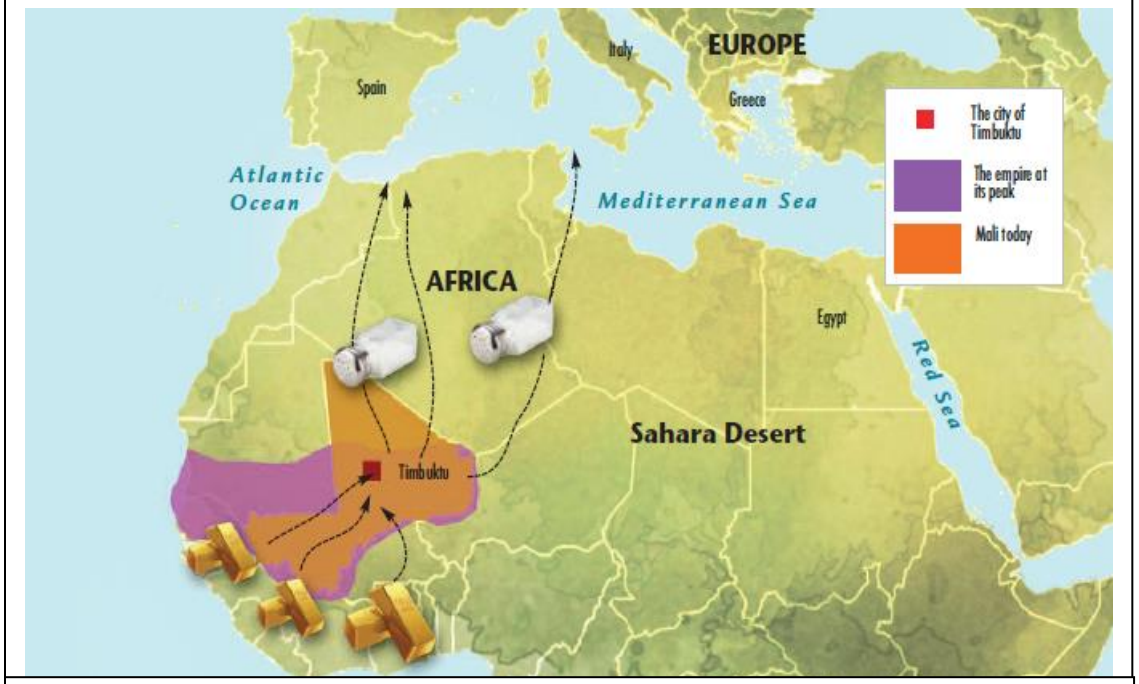
- **Mediterranean Sea:** An inter-continental sea situated between Europe to the north, Africa to the south, and Asia to the east
- **Alps Mountains:** The largest mountain system in Europe
- **Italian Peninsula:** A boot-shaped peninsula in southern Europe extending into the Mediterranean Sea

Major rivers, mountain ranges, and other geographic features of North America

- **The Mississippi River:** One of the longest rivers in North America
- **The Rio Grande:** Marks part of the boundary between Mexico and the United States
- **Rocky Mountains:** Located in western North America and extend from Canada to New Mexico
- **Appalachian Mountains:** Located in eastern North America and extend from Canada to Alabama
- **Great Lakes:** A series of interconnected freshwater lakes located in northeastern North America

Major rivers, mountain ranges, and other geographic features of South America

- **Amazon River:** The second longest river in the world
- **Andes Mountains:** The longest continental mountain range in the world
- **Amazon rainforest:** The largest tropical rainforest in the world, it includes many types of plants and animals



FROM ITS BEGINNING TO TODAY

Eight hundred years ago, the part of West Africa where Mali is located looked very different. Back then there were lush grasslands that supported a great variety of wildlife. Mali had all the things you need to build a great city and a strong empire. Today, it is dry and barren, and the Sahara is growing bigger.

AT ITS PEAK

The empire spread westward to the Atlantic coast and northward into the Sahara Desert.
In time it came to control the salt mines as well as the trade routes for gold, which was in great demand in Europe.

MALI TODAY

Today, Mali is a country in West Africa. The ever-growing Sahara Desert and climate change have taken a toll on the land, and life can be difficult. Still, the griots keep the memories alive with their music and stories of the past.

1. Draw a compass rose on the map. If I traveled from Egypt to Timbuktu, what direction would I go?

_____

2. Using your background knowledge, the captions, and the map write 2 -3 sentences comparing ancient Mali at its peak and Mali today. Discuss the locations, how life is different, and any other interesting information.

_____

_____

_____

_____

_____

_____

Write the answers for Learning Experience 3 here:

1. _____

2. _____

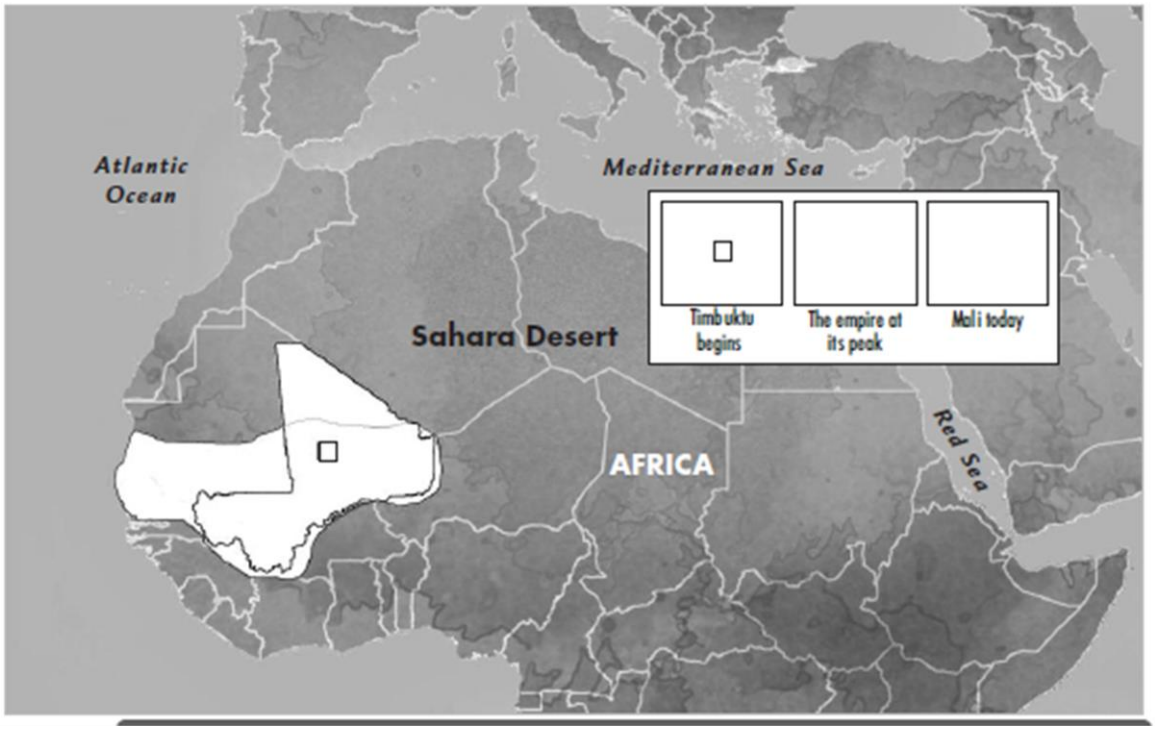
3. _____

REPRODUCIBLE 88

MAP OF MALI: THEN AND NOW

NAME _____

Part 1: Use the map on page 129 of the Student Edition to complete the map below. Choose three brightly colored crayons or colored pencils. Complete the map legend using the three colors. Then color the land to show where the three periods in Mali's history are located.



Part 2: Use the map to analyze the changes in the land of Mali. Write a description of changes in the size and location of Mali in the flowchart.

In the Beginning	At Its Peak	Mali Today

Part 3: How have changes in environment and natural resources changed the land of Mali over the past eight hundred years?

_____

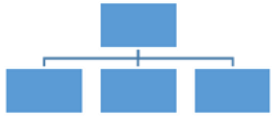
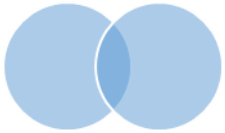
_____

_____

_____

#NPS LITERACY
STRATEGIC.
AUTHENTIC.
ENGAGED.

NPS Learning in Place English
Grade: Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4	*Read passage **"Moose on the Move!"*** *Complete a main idea and details map about the passage.*  *Write an explanation explaining how wildlife officials are working to solve the problem of not enough food.*	*Read "**Whoop It Up**"* *Complete a main idea and details map about the passage.*  *Write an explanation of why scientists are using Operation Migration.*	*Reread **"Moose on the Move!"** and "**Whoop It Up**"* *Complete the Venn diagram comparing the two articles.*  *Write an explanation of how the officials in **"Moose on the Move!"** and **"Whoop It Up"** are alike.*	*Read **How the Empire of Mali Changed*** Social Studies text pp128-129 *Write 5 questions that can be answered using only the text features.*	*Reread **How the Empire of Mali Changed*** Social Studies text pp128-129 *Write a paragraph explaining why Mali declined. Make sure you give 2 reasons.*
Week 5	***Spring Break: April 13 through 17, 2020***				
Week 6	Read ***"All in a Week"*** using the strategy of visualizing while you read. Label your visualization. *Think about things that you do or would like to do. Make a list by the days of the week. Example Monday-swim*	Reread ***"All in a Week"*** and answer the comprehension questions. *Write a poem using your prewrite from yesterday about your week using the format of **"All in a Week"** to guide you.*	Read ***"Kittens"*** using the strategy of visualizing while you read. Label your visualization. *Write a poem about an animal. Use the format of **"Kittens"** to guide you.*	Reread ***"Kittens"*** and answer the comprehension questions. *Write a paragraph telling the theme of the poem. Use the poem to provide evidence of the theme.*	Read ***"I Saw My Teacher on a Saturday"*** and answer the comprehension questions. *Write a story or poem about running into your teacher at the store.*
Read	*Read a book of choice and record it on the reading log each day.*				
Materials	Reading Log/ Book of Choice to read each day/ paper /pencils				

READ 14.2 READING LOG			
Date	**Number of Pages Read**	**Title**	**#summary**
3-12-20	10	*Cinderella*	#mistreatedgirlmeetsprincelosesshoeandliveshappilyeverafter

Moose on the Move

by Jeff Ives

Helicopters bring Utah's moose to their new home in Colorado.

It's a bird! It's a plane! Wait...it's a moose! Wildlife workers moved 24 moose from Utah to their new home in Colorado in 2007. The moose traveled part of the way hanging from helicopters. The helicopters safely **transported,** or moved, the animals to trucks for a six-hour drive.

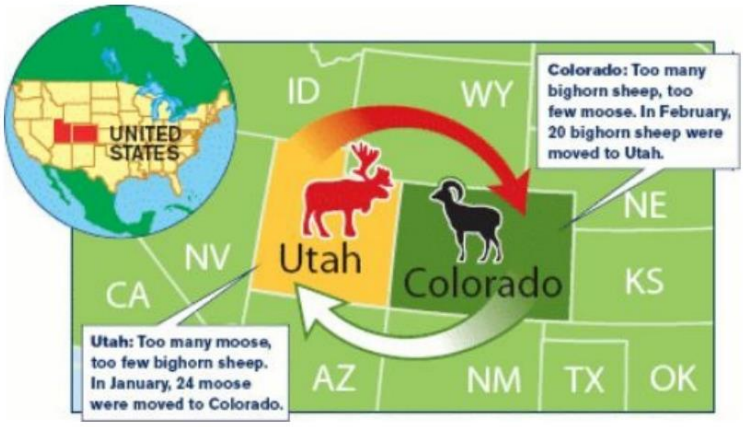
More than 90 moose were brought to Grand Mesa, Colorado that way by the end of the 2000s. The idea for the project began when a Colorado man thought of bringing moose to Grand Mesa for the first time. "There was a big meadow full of willows, and it looked like there should be a moose standing there," Roger Shenkel told *WR News.* Shenkel shared his idea with officials at the Colorado Division of Wildlife (DOW).

The DOW spent years studying Grand Mesa's habitat. A habitat is the place where an animal or a plant naturally lives. When officials decided that the area was suitable for moose, the DOW workers set out to find some of the animals to live there.

Fair Trade

Utah needed more bighorn sheep, because their numbers had dropped. In **exchange,** or trade, for the 24 moose, Colorado sent 20 bighorn sheep to Utah. "Here in northern Utah, we have too many moose," Justin Dolling of the Utah DOW told *WR News.* "We made a trade."

Animal Swap



Baker Vail

Colorado exchanged bighorn sheep for moose in 2007.

Animal **overpopulation** can be a big problem. That happens when too many animals live in one area. Those animals can run out of food. Wildlife officials help solve the problem by moving animals to areas where they can find enough food. The map shows how some moose and some bighorn sheep were swapped to keep both groups of animals healthy.

Whoop It Up!

Fish and Wildlife Association

Whooping Crane

Whooping Crane

Scientists have been teaching whooping cranes to fly south.

Dressed in a white costume, scientist Joe Duff pretended to be a whooping crane. He might have looked silly, but he had an important job to do. Duff trained a flock of whooping crane chicks in Wisconsin to think he was their mother. "It's like becoming a bird yourself," he told *Weekly Reader*.

Joe Duff is the team leader of a group called Operation Migration. Members have been teaching "whoopers" to **migrate** to Florida since 2001. When animals migrate, they move from one place to another.

Operation Migration workers train young whoopers to follow **ultralight** aircraft, or very lightweight airplanes. Each aircraft is flown by a pilot in a whooping crane costume. In six months, the birds would be ready to follow the aircraft and migrate to Florida for the winter.

Bringing Back the Whoopers

The whooping crane is an endangered bird. In 1941, only one flock of whooping cranes lived naturally in the wild. Those birds migrated between Canada and Texas. The Canadian and United States governments have protected these birds to help save them. The population increased slowly, but scientists decided that having more than one flock would keep the whooping cranes from dying out.

Whooping cranes trained by Operation Migration in the past have remembered the route. They return to Wisconsin each spring and fly back to Florida in the fall.

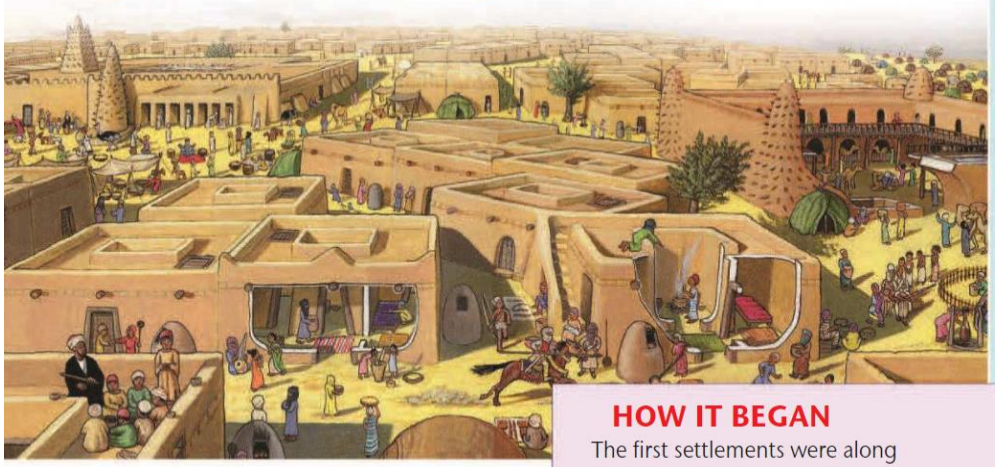
"We want our birds to pay attention to us for the first year, until we get them down to Florida," said Duff. "After that, we hope they communicate with wild birds and become wild birds themselves."

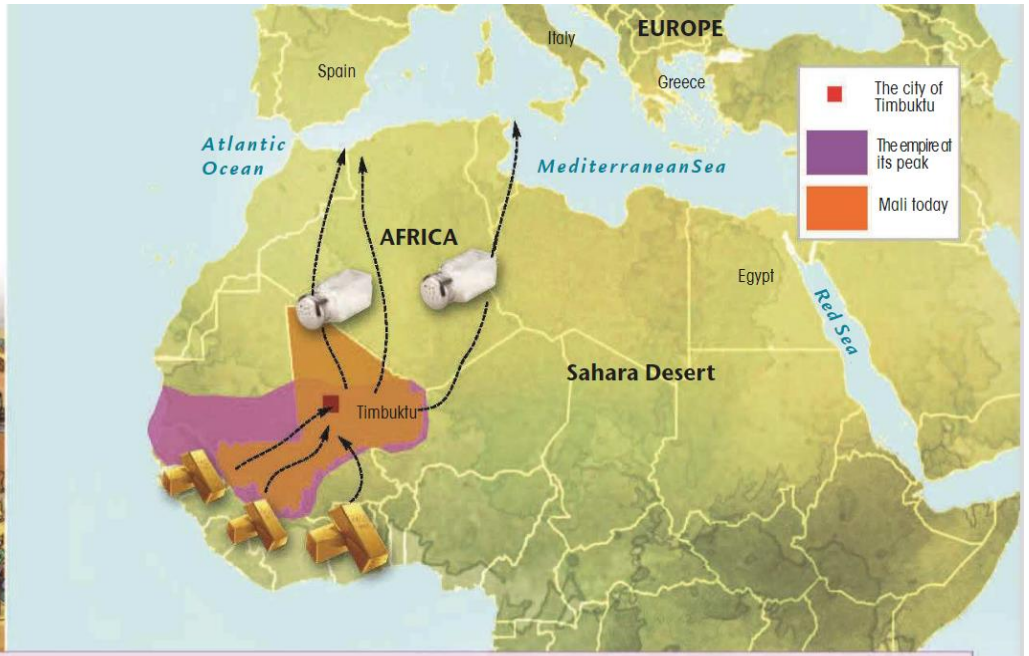
Migration Route

Every October since 2001, pilots have been leading the new flock of whoopers south for the winter. The migration route takes them over seven states: Wisconsin, Illinois, Indiana, Kentucky, Tennessee, Georgia, and finally, Florida.

• *The sizes and locations of ancient world cultures have changed over time.*

HOW THE EMPIRE OF MALI CHANGED





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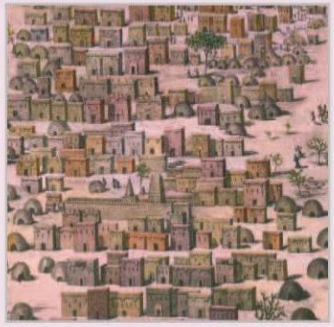
HOW IT BEGAN

The first settlements were along the Niger River in a grassland region in West Africa.



AT ITS PEAK

The empire spread westward to the Atlantic coast and northward into the Sahara Desert.
In time it came to control the salt mines as well as the trade routes for gold, which was in great demand in Europe.

MALI TODAY

Today, Mali is a country in West Africa. The ever-growing Sahara Desert and climate change have taken a toll on the land, and life can be difficult. Still, the griots keep the memories alive with their music and stories of the past.

955 C.E.

People settle along the Niger River.

1000

Wealthy settlements start to flourish.

1100

The city of Timbuktu is founded.

1200–1400

Timbuktu grows into a great center of learning.

1235

Sundiata defeats the king of Sosso, and Mali grows bigger.

1307

Mansa Musa, one of the world's great leaders, takes over.

1400

After Mansa Musa's death, Mali is under attack from all sides.

1591

Timbuktu is invaded and begins to fall into decline.

On Monday I rode a rocket ship away to outer space.

On Tuesday I ran my heart out in a mile-long foot race.

On Wednesday I taught a purple baby dragon how to fly.

On Thursday I flew in a big balloon across the sunny sky.

On Friday I swam the ocean blue atop a friendly whale.

On Saturday I climbed a mountain up a rocky trail.

How did I go on a great adventure every day?

Easy—I just read a book, and words took me away!

The theme of this passage is

A. reading is relaxing.

B. reading is difficult.

C. reading is exhausting.

D. reading is adventurous.

Which of the following sentences supports the theme of the poem?

A. Reading lets you experience many things.

B. Once you start reading a book, you are forced to travel.

C. You will be tired after you read a book.

D. You can travel to a new place everyday.

What could someone learn from this poem? Explain.

Kittens

by Myra Cohn Livingston

Our cat had kittens
weeks ago
when everything outside was snow.

So she stayed in
and kept them warm
and safe from all the clouds and storm.

But yesterday
when there was sun
she snuzzled on the smallest one

and turned it over
from beneath
and took its fur between her teeth

and carried it
outside to see
how nice a winter day can be

and then our dog
decided he
would help her take the other three

and one by one
they took them out
to see what sun is all about

so when they're grown
they'll always know
to never be afraid of snow.

The description in lines 9 through 12 helps the reader picture —

A what a kitten's fur looks like

B which kitten the mother cat is worried about

C where the mother cat keeps her kittens

D how the mother cat moves a kitten

Read line 21 from the poem.

> to see what sun is all about

The poet includes this line to emphasize that the mother cat —

F knows it will snow again soon

G has had a bad experience in the winter

H wants her kittens to explore new things

J thinks her kittens will like the snow

The mother cat takes her kittens outside because —

F the dog arrives

G the kittens grow up

H the sun comes out

J winter is over

Saw My Teacher on a Saturday

by Dave Crawley

Saw my teacher on a Saturday!
I can't believe it's true!
I saw her buying groceries,
like normal people do!

She reached for bread and turned around,
and then she caught my eye.
She gave a smile and said, "Hello."
I thought that I would die!

"Oh, hi . . . hello, Miss Appleton,"
I mumbled like a fool.
I guess I thought that teacher types
spend all their time at school.

To make the situation worse,
my mom was at my side.
So many rows of jars and cans.
So little room to hide.

Oh, please, I thought, *don't tell my mom*
what I did yesterday!
I closed my eyes and held my breath
and hoped she'd go away.

Some people think it's fine to let
our teachers walk about.
But when it comes to Saturdays,
they shouldn't let them out!

Read line 8 from the poem.

> I thought that I would die!

The poet uses this line to show that the speaker is —

F careless

G disappointed

H embarrassed

J angry

Which of these lines from the poem rhyme?

A Lines 2 and 4

B Lines 5 and 7

C Lines 11 and 12

D Lines 23 and 24

Read lines 17 and 18 from the poem.

> *Oh, please,* I thought, *don't tell my mom what I did yesterday!*

These lines best support the idea that the speaker —

F is hoping to talk about something other than school

G wants to be the one who tells his mother what happened at school

H wants to get home as quickly as possible

J knows he did something wrong at school

Math Pacing					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	3.1 Notes	3.1 TEI	3.1 Checkpoint #s 1-5	3.1 Checkpoint #'s 6-10	3.1 Formative Assessment
Week 2	3.2 Notes	3.2 TEI	3.2 Checkpoint #s 1-5	3.2 Checkpoint #'s 6-10	3.2 Formative Assessment

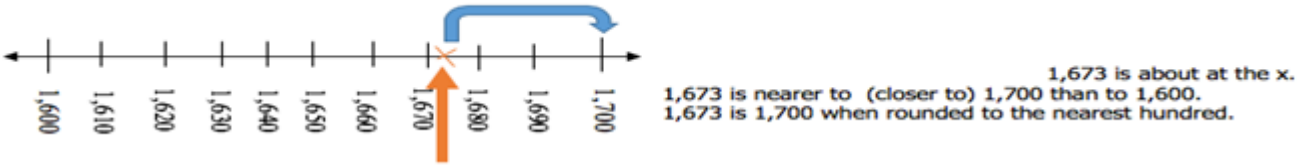
SOL 3.1 Notes and Practice

Place Value Chart

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	One

Rounding on a Number Line

Round **1,673** to the nearest hundred.



1. What is the value of 5 in the numeral 856,127?

A 5
B 50
C 500
D 50,000

2. What does the *4* represent in the numeral 124,789?

A 4
B 40
C 400
D 4,000

3. There are eighty-two thousand twelve seats in the stadium. How would you write this numeral?

A 82,12
B 82,012
C 812
D 8,012

4. There were 504,609 people who came to the concert. How do you read this number?

A five hundred thousand, six hundred nine
B five zero four thousand, six zero nine
C five hundred four thousand, six hundred nine
D five hundred four, six hundred nine

5. There are 23,668 buttons in a jar. What is that number rounded to the nearest hundred buttons?

A 23,000
B 23,600
C 23,700
D 24,000

6. Which is the greatest number?

A 5073 rounded to the nearest ten
B 4743 rounded to the nearest hundred
C 5851 rounded to the nearest ten
D 5706 rounded to the nearest hundred

7. Which set of numbers in in order from *least to greatest*?

A 5951 7441 6300
B 5391 6600 7841
C 7451 6070 5991
D 6003 7415 5931

8. Which digit goes in the box to make this a true statement?

48,276 < 4☐069

A 9
B 8
C 7
D 6

SOL 3.1 Technology Enhanced Items (TEI)

1. **How is "four hundred thirty-two thousand, twenty-seven" written in standard form?**

2. **How is "three hundred fifty-six thousand, four hundred three" written in standard form?**

3. Directions: Look carefully at the number below. Round this number to the nearest hundred. Circle the correct answer from the choices in the shaded box below.

4,563

4,000	4,500	4,600

4. Directions: Read the number below to yourself. Identify the place value of each digit in the number. Use the terms on the right to complete the box next to each digit of the number shown.

473,502

4 ____

7 ____

3 ____

5 ____

0 ____

2 ____

ones

hundred thousands

thousands

tens

hundreds

ten thousands

5. Directions: Look at both numbers shown below. Circle the number that is the least.

4,609 **4,069**

6. Directions: Look at the two numbers in each box below. Write <, >, or = on the blank line between the two numbers to make each a true statement.

6,468 _____ 7,486	8,015 _____ 8,051	2,750 _____ 2,750

3.1 Checkpoint Questions

1 Which shows 125,074 written in expanded form?

A 100,000 + 20,000 + 5,000 + 700 + 4
B 100,000 + 20,000 + 5,000 + 70 + 4
C 100,000 + 2,000 + 500 + 70 + 4
D 100,000 + 20,000 + 5,000 + 700 + 40

2 Which shows 125,374 written in word form?

F One hundred and twenty-five thousand and three hundred and seventy-four
G One hundred twenty-five thousand and three hundred seventy-four
H One hundred twenty-five thousand, three hundred seventy-four
J One hundred and twenty-five thousand, three hundred and seventy-four

3 Directions: Write your answers in the boxes.

What is the place value position for the digits 7 and 0 in this number?

267,103

The place value position for the digit 7 is ____

The place value position for the digit 0 is ____

4 Directions: Circle each box you want to select. You must select all correct answers.

Circle all the numbers that represent 563.

5 hundreds, 5 tens, 13 ones	5 hundreds, 4 tens, 23 ones	5 hundreds, 5 tens, 23 ones
4 hundreds, 16 tens, 13 ones	4 hundreds, 16 tens, 3 ones	4 hundreds, 14 tens, 23 ones

5 Directions: Write your answer in the box.

Sara recycled 3,761 cans. What is 3,761 rounded to the nearest thousand?

____

6 **Melissa saved 8,607 pennies last year. Round the number of pennies Melissa saved last year to the nearest ten.**

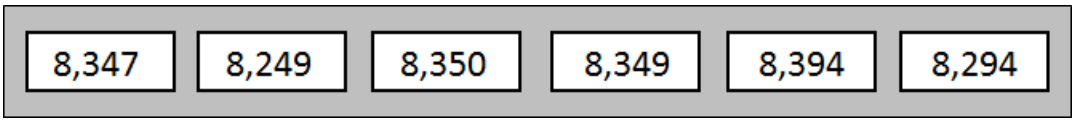
A 9,000
B 8,700
C 8,610
D 8,600

7 **Bob sold 4,984 hats in his store last year. What is 4,984 rounded to the nearest hundred?**

F 5,000
G 4,900
H 4,980
J 4,000

8 **Directions: Circle each box you want to select. You must select all correct answers.**

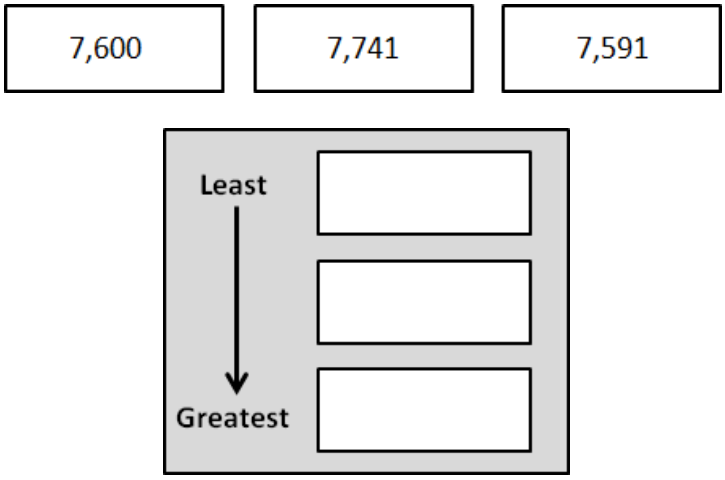
Which numbers are greater than 8,349?



9 **Which is true?**

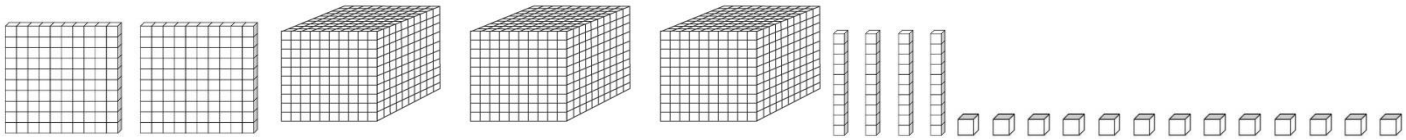
A 8,799 > 8,979
B 5,233 = 5,322
C 2,140 < 2,164
D 1,899 > 1,989

10 **Directions: Write each number in the correct box. Order these numbers from least to greatest.**



3.1 Formative Assessment

1. The place value model shown represents a number.



What number is represented by this place value model?

A 3,253

B 3,263

C 2,359

D 2,362

2. Which shows the number 85,430 in word form?

A eighty-five and four hundred three

B eight five hundred, forty three

C eighty-five thousand, four hundred thirty

D eighty-five thousand, four hundred three

3. Complete each box in the table.

Round 5,647 to the nearest places shown.

Nearest Thousand	Nearest Hundred	Nearest Ten

4. Select the symbol that will make this number sentence true.

2,288 ☐ 2,199

<
>
=

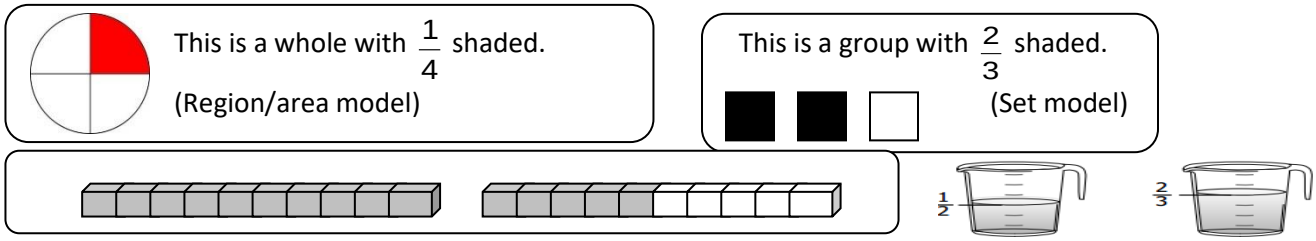
5. Put the numbers in order from greatest to least.

876,497 876,479 875,032

☐ ☐ ☐

SOL 3.2 Notes and Practice

A **fraction** is a way of representing part of a whole (as in a region/area model or a measurement model) or part of a group (as in a set model). Fractions are used to name a part of one thing or a part of a collection of things.



This linear model shows the mixed number $1\frac{5}{10}$ representing the shaded cubes.

The measurement model could use measuring cups, rulers, or number lines.

The fractional parts are not always congruent and could have a different shape as shown in the examples.

Compare fractions using pictures or words (with the same or different denominators):

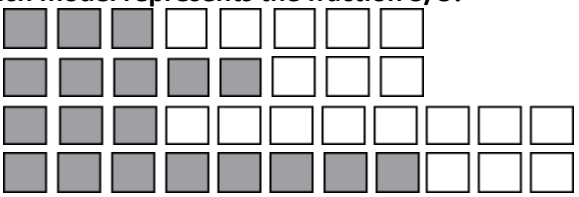
$\frac{1}{2} > \frac{1}{3}$ ½ is greater than $^1/_3$

$\frac{1}{10} < \frac{1}{4}$ $^1/_{10}$ is less than ¼

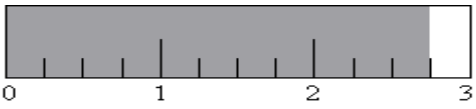
$\frac{1}{8} = \frac{1}{8}$ $^1/_8$ is equal to $^1/_8$

9. Which model represents the fraction 3/8?

A
B
C
D



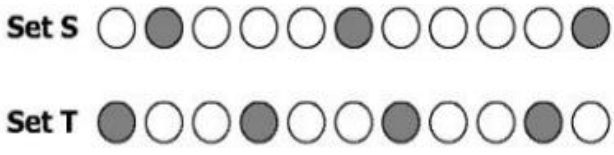
10. What mixed number represents the shaded part of the ruler?



A $2\frac{1}{4}$ B $2\frac{3}{4}$

C $3\frac{2}{4}$ D $4\frac{2}{3}$

11. Two sets of circles are shown.



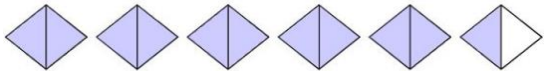
Which of the following correctly compares the fraction of circles shaded in Set S to the fraction of circles shaded in Set T?

A $^3/_{11} > {}^7/_{11}$ **C** $^3/_{11} > {}^4/_{11}$

B $^8/_{11} < {}^7/_{11}$ **D** $^3/_{11} < {}^4/_{11}$

12. This model is shaded to represent one whole.

Look at the following model.

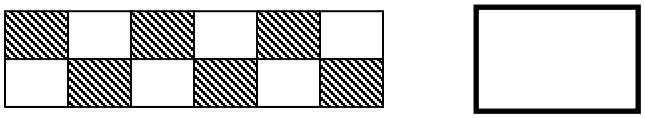


What number do the shaded parts in this model represent?

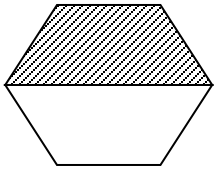
A $^1/_{12}$ **B** $^{11}/_{12}$ **C** $^{11}/_2$ **D** $^{13}/_2$

SOL 3.2 Technology Enhanced Items (TEI)

1. Directions: Write your answer in the box.
   Look carefully at the model shown below. Determine the fraction of the shaded part of the large rectangle.



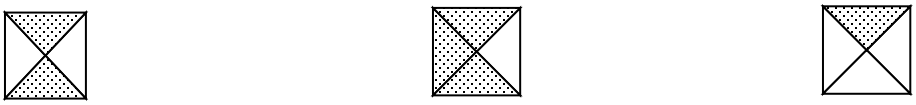
2. Directions. Circle the box with the correct answer.
   Look carefully at the shape below. Determine the fraction of the shaded part of the shape.



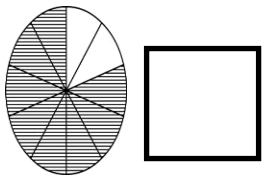
$\frac{0}{1}$ $\frac{1}{1}$ $\frac{0}{2}$ $\frac{1}{2}$ $\frac{2}{2}$

3. Directions: Circle the model that shows the correct answer.

   Find a square with $\frac{3}{4}$ parts shaded.



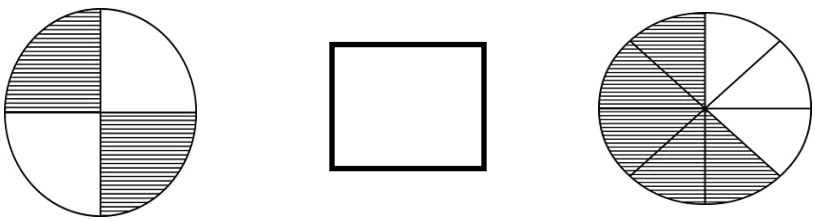
4. Directions: Write a fraction in the empty box with your answer.
   Look carefully at the model shown below. Determine the shaded part of the circle.



5. Directions: Write your answer in the empty box.

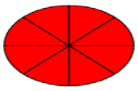
   Look carefully at the shaded part of each model. The rectangle on the left is the same size as the rectangle on the right. In the box, write the symbol >, <, or = to make a true statement based on the drawing.

6. Directions: Write your answer in the empty box.
   Carefully look at the shaded part of each circle. Write the symbol >, <, or = to compare the circles and make a true statement.

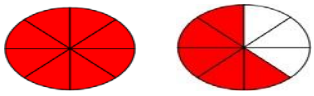


3.2 Checkpoint Questions

1 **This model is shaded to represent one whole.**



What fraction does this model represent?



A $1\frac{3}{8}$

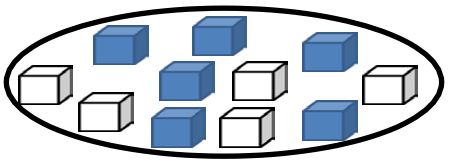
C $1\frac{5}{16}$

B $1\frac{13}{16}$

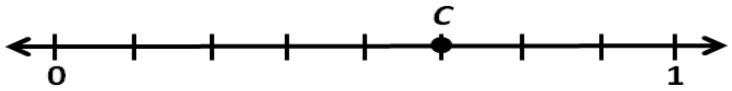
D $1\frac{5}{8}$

2 **Directions: Write your answer in the box.**

What fraction of this set of blocks is shaded?



3 **What fraction is represented by point *C* on this number line?**



F $\frac{5}{9}$

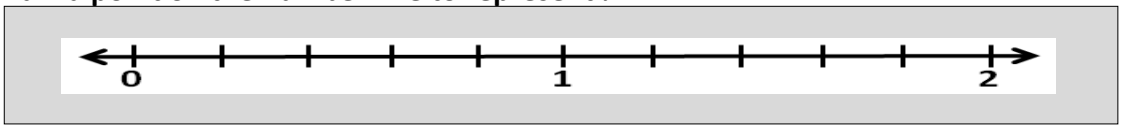
H $\frac{6}{9}$

G $\frac{5}{8}$

J $\frac{6}{8}$

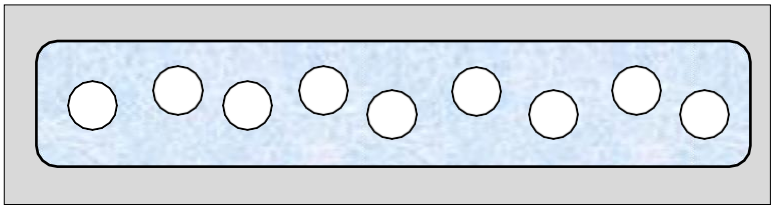
4 **Directions: Draw a point on the number line to show your answer.**

Draw a point on the number line to represent ½.

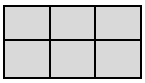


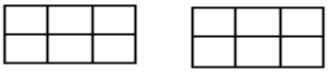
5 **Directions: Color each part you want to shade.**

Shade this set of circles to show .4/9



6 **Directions: Color each part you want to shade. Write your answer in the box.**

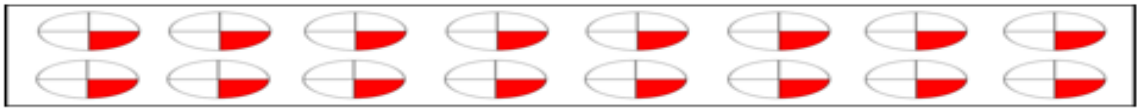
This picture is shaded to represent one whole. 

Shade this picture to represent 

Write the mixed number.

7 **This model is shaded to represent one whole.** 
Model A is shaded to represent a fraction of one whole. **Model A** 
Which model is shaded to represent a fraction with a value equal to the fraction shaded in Model A?

8 **Directions: Circle each box you want to select. You must select all correct answers.**
This model is shaded to show a fraction. 
Circle the number of models needed to show 1¾.



9 **Avery and Molly each brought a pizza to the family picnic. The figures below have been shaded to show the fraction of each pizza that was left after the picnic.**

Which correctly compares the shaded parts of the two figures?

A $\frac{2}{5} < \frac{8}{10}$

B $\frac{3}{5} < \frac{2}{10}$

C $\frac{2}{5} = \frac{8}{10}$

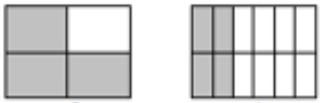
D $\frac{3}{5} = \frac{2}{10}$

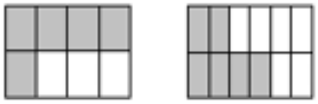
10

Which correctly compares the fractions represented by the shaded regions of each rectangle?

F 
$\frac{2}{6} = \frac{2}{8}$

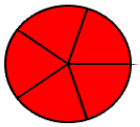
G 
$\frac{2}{8} = \frac{1}{4}$

H 
$\frac{3}{4} < \frac{4}{12}$

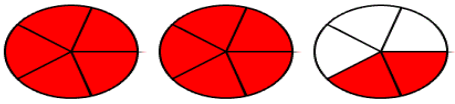
J 
$\frac{5}{8} < \frac{6}{12}$

3.2 Formative Assessment

1. This model is shaded to represent one whole.



Look at the following model.



What number do the shaded parts in this model represent?

A $\frac{12}{15}$ B $\frac{2}{5}$ C $2\frac{2}{5}$ D $2\frac{12}{15}$

2. In which group are exactly $\frac{4}{6}$ of the shapes circles?

A 

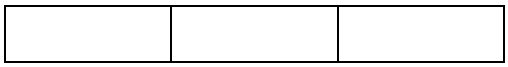
B 

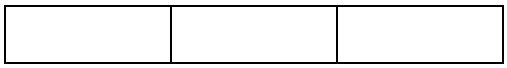
C 

D 

3. This model is shaded to show one whole.

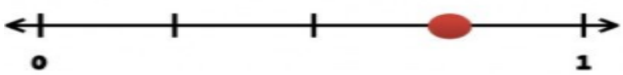
Shade the following pieces to show $1\frac{1}{3}$.





4. Two number lines are shown.

Number line A

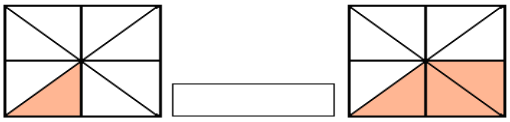


Number line B

Which of the following correctly compares the fraction on the number line A to the number line B?

A $\frac{3}{4} < \frac{2}{5}$ B $\frac{2}{5} > \frac{3}{5}$ C $\frac{1}{2} = \frac{2}{5}$ D $\frac{3}{4} > \frac{2}{5}$

5. Two shapes are shaded below. Complete the box with the correct symbol to make the statement true.



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

Week 4: April 6 – 10, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
What is Science? pg. 4-5 ▪ Active Reading ▪ Look for a Question	**Getting Answers** pg. 8-9 ▪ Active Reading ▪ Predict	Students will answer the following questions in their science notebooks: 1. Why use predictions when investigations better answer questions? 2. Predict what will happen if you forget to water the flowers and it does not rain?	**Show Me the Evidence** pg. 34-35 ▪ Active Reading ▪ Question	**Careers in Science** pg. 47-48 ▪ Be a Meteorologist 1-6

Week 5: April 13 – 17, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
Spring Break				

Week 6: April 20 – 24, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
How do Scientists Use Tools? pg. 17 ▪ Engage Your Brain! ▪ Active Reading	**Make it Clear!** pg. 18-19 ▪ Active Reading ▪ Question	**Measure It!** pg. 20-21 ▪ Active Reading	**Time and Temperature** pg. 22-23 ▪ Question **Do the Math** *Optional Lesson Extension* *Complete this extension activity only if a rule is available. However, it is not mandatory.*	**Sum It Up!** pg. 26 **Apply Concepts** pg. 28

What Is Science?

Science is about Earth and everything beyond it. What does a scientist look like? To find out, take a look in the mirror!

Active Reading As you read these two pages, underline the main idea.

Why do volcanoes erupt?

Look for a Question

How does a butterfly use its six legs? What does the shape of a cloud tell about the weather? It's never too soon to start asking questions! Write your own question below.

_____

_____

Science is a way of looking at the world and thinking about it. When you think like a scientist, you ask questions about the world around you. You try to answer your questions by doing investigations.

Some investigations are simple, such as watching animals play. Other investigations take planning. You need to gather and set up materials. Then you write down what happens.

You can think like a scientist on your own or in a group. Sharing what you learn is part of the fun. So get started!

Why does a compass point north?

What do stars look like through a telescope?

Getting Answers!

People ask questions all day long. But not all questions are science questions. Science questions can be answered in many ways.

A park with benches, grass, and trees.

Active Reading As you read these two pages, circle a common, everyday word that has a different meaning in science.

Exploring

Some science questions can be answered by exploring. Say you see a leaf float by on the water. You wonder what else can float on water. You find an eraser in your pocket. You **predict,** or use what you know to tell if it will sink or float. When you know which items float and which don't, you can **classify,** or group, them.

Predict

Think about each item pictured. Then circle the ones you predict will float. Mark an *X* on those you predict will sink.

Investigating

You might think of an investigation as looking for clues. In science, an **investigation** is a planned way of finding answers to questions. When you do an investigation, you might ask a cause-and-effect question, "Does the amount of weight in a boat affect whether it floats or sinks?" Because you don't want to use a real boat, you can **make and use models.** A raft made of sticks is not exactly like a real boat, but it can be used to learn about them.

Show Me the Evidence

Scientists use observations to answer their questions. You can do this, too!

Active Reading As you read these two pages, find and underline the definitions of *data* and *evidence*.

My data are my *evidence*. The data show that a raft with six planks floats twice as much weight as a raft with three planks.

Onisha, how do you know that a bigger raft can float more weight than a smaller one?

- I put the pennies on the raft with three planks. It held fewer pennies than the other raft.

Each science observation is a piece of **data.** For example, the number of pennies on a raft is data.

Onisha finished her investigation and thought about what it meant. She studied her data. Scientists use data as **evidence** to decide whether a hypothesis is or is not supported. Either way, scientists learn valuable things.

Scientists ask other scientists a lot of questions. They compare data. They repeat the investigation to see if they get the same results. Scientists review and talk about the evidence. They agree and disagree while respecting each other's ideas.

▶ Scientists might live too far away to meet face to face. What are three other ways they can share data and discuss evidence?

6 THINGS You Should Know About Meteorologists

A weather map of the central United States.

1

A meteorologist is a person who studies weather.

2

Meteorologists use tools to measure temperature, wind speed, and air pressure.

3

Meteorologists use data they collect to forecast the weather.

4

Computers help meteorologists share weather data from around the world.

5

Keeping good records helps meteorologists see weather patterns.

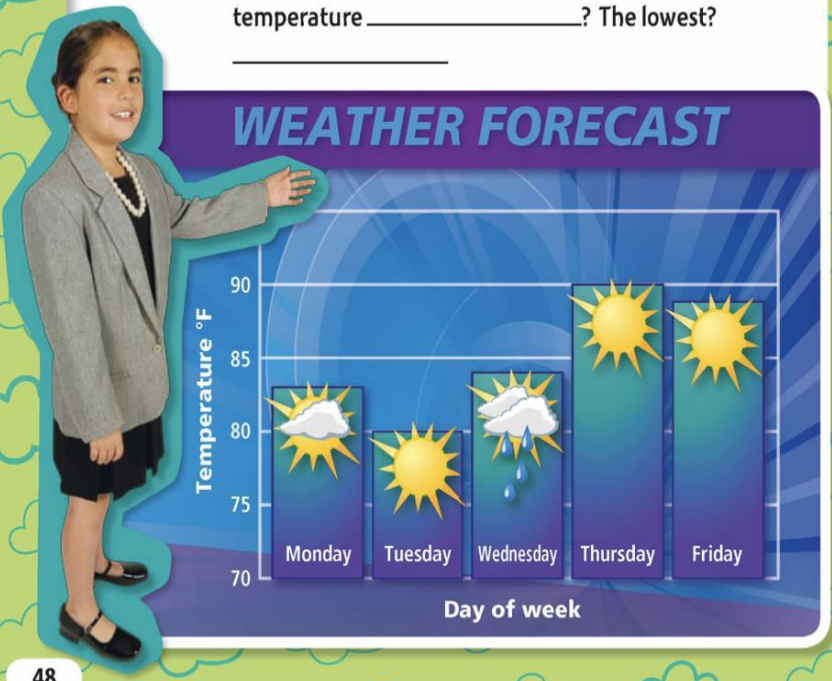
6

Meteorologists' forecasts help people stay safe during bad weather.

Be a Meteorologist

Answer the questions below using the Weather Forecast bar graph.

1. What was the temperature on Thursday? _____
2. Which day was cloudy and rainy? _____
3. How much cooler was it on Tuesday than Thursday? _____
4. Which day was partly cloudy? _____
5. Compare the temperatures on Tuesday and Friday. Which day had the higher temperature? _____
6. In the forecast below, which day has the highest temperature _____? The lowest? _____



Lesson 3

Essential Question

How Do Scientists Use Tools?

Engage Your Brain!

A hand lens can make a bug look bigger.

What other tools make objects look bigger?

_____

_____

_____

Active Reading

Lesson Vocabulary

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

_____

_____

_____

Compare and Contrast

Ideas in parts of this lesson explain comparisons and contrasts—they tell how things are alike and different. Active readers focus on comparisons and contrasts when they ask questions such as, How are measuring tools alike and different?

Make It Clear!

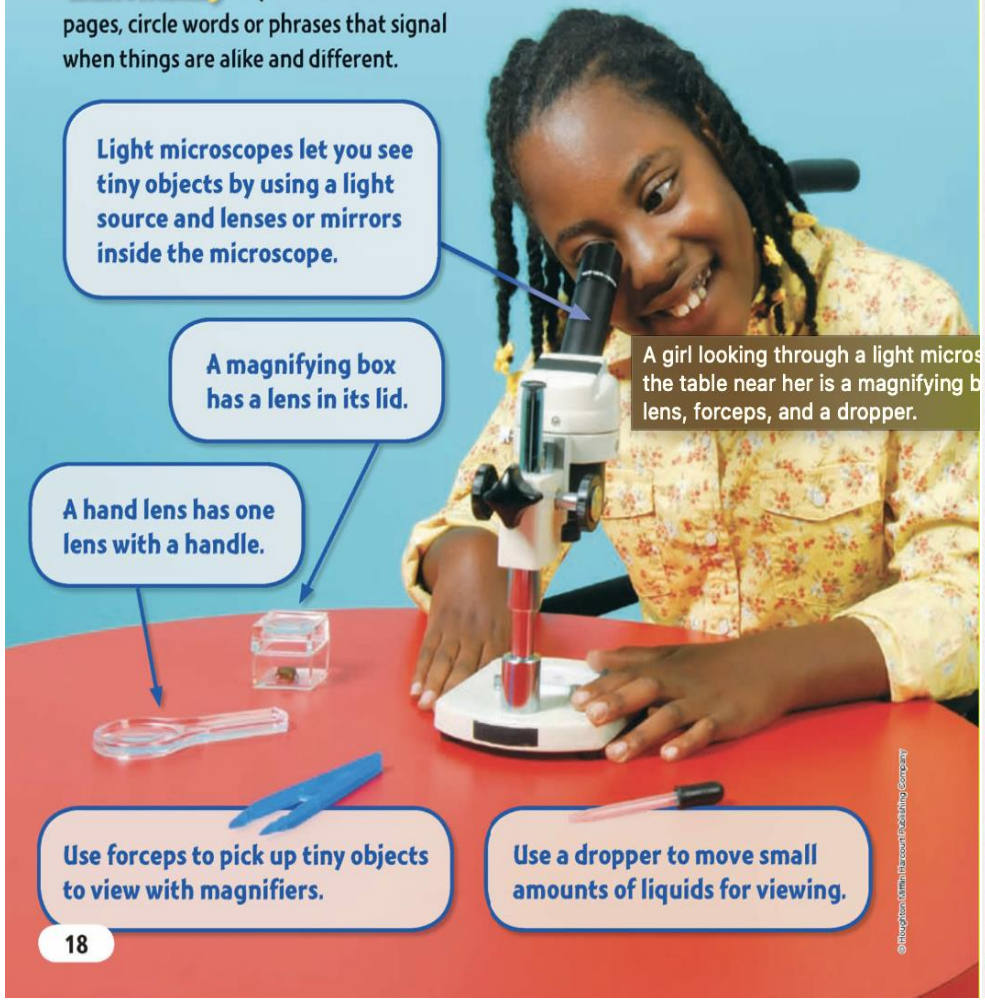
Scientists use tools to give them super-vision! Some tools that do this include hand lenses and microscopes.

Active Reading As you read these two pages, circle words or phrases that signal when things are alike and different.

Light microscopes let you see tiny objects by using a light source and lenses or mirrors inside the microscope.

A magnifying box has a lens in its lid.

A hand lens has one lens with a handle.



A girl looking through a light micros the table near her is a magnifying b lens, forceps, and a dropper.

Use forceps to pick up tiny objects to view with magnifiers.

Use a dropper to move small amounts of liquids for viewing.

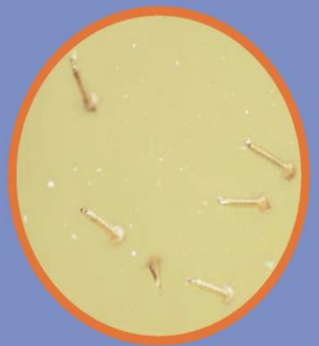
Close, Closer, Closest!

Magnifying tools make objects look larger. Hold a hand lens close to one eye. Then move the hand lens closer to the object until it looks large and sharp. A magnifying box is like a hand lens in that it also has one lens. You can put things that are hard to hold, such as a bug, in it.

A **microscope** magnifies objects that are too tiny to be seen with the eye alone. Its power is much greater than that of a hand lens or magnifying box. Most microscopes have two or more lenses that work together.

▶ Draw a picture of how something you see might look if it was magnified.

Pond water as seen with just your eyes.



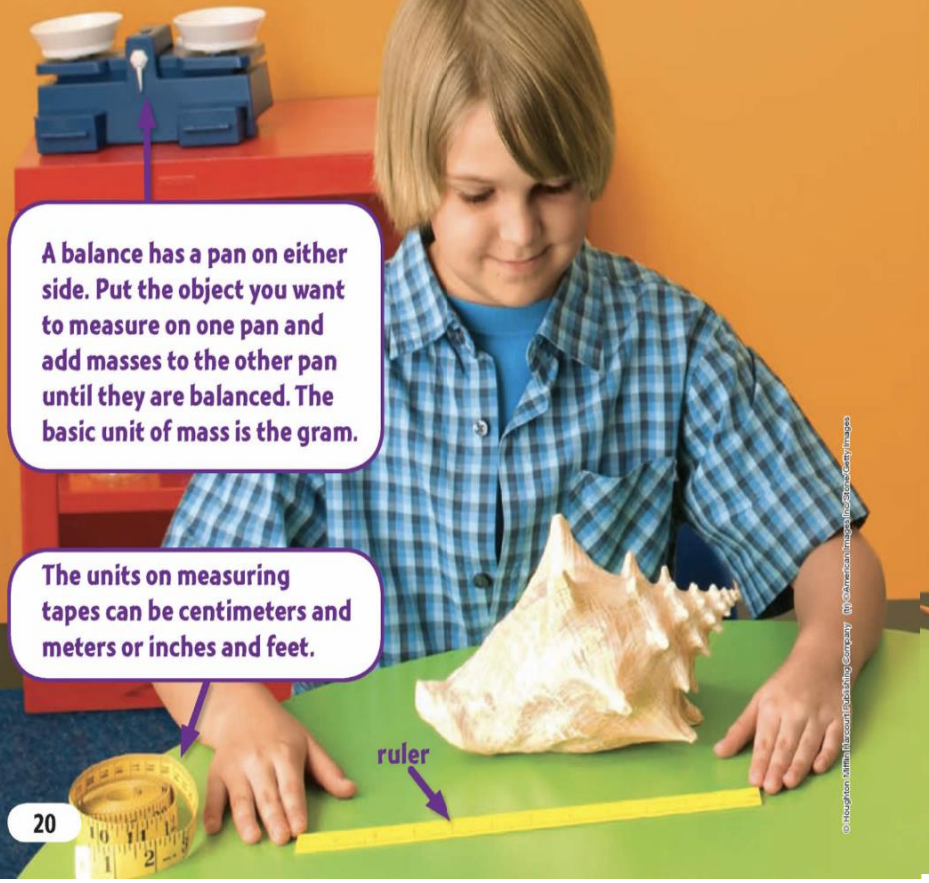
Pond water as seen through a hand lens.

Pond water as seen through a microscope.

Measure It!

Measuring uses numbers to describe the world around you. There are several ways to measure and more than one tool or unit for each way.

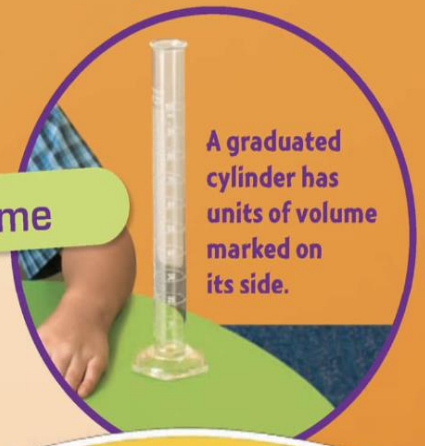
Active Reading As you read the next page, circle the main idea.

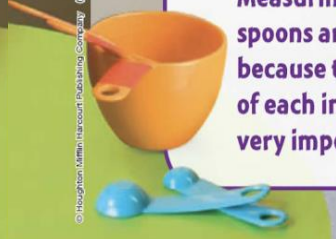


Length, Mass, and Volume

Every tool has its purpose! You can **measure** length with rulers and tape measures. Mass is the amount of matter in an object. It is measured with a pan balance. Volume is the amount of space a solid, liquid, or gas takes up.

The volume of a liquid can be measured with a **graduated cylinder** or a measuring cup or spoon. You can also use these tools to find the volume of solids that can be poured, such as sugar or salt. You **use numbers** to report measurements and **compare** objects. You can also **order** things using measurements. You can put pencils in order from shortest to longest.





Do the Math!
Subtract Units

Use a metric ruler to measure the parts of the frog.

1. How many centimeters is the frog's longest front leg?

2. How many centimeters is the frog's longest back leg?

3. Now find the difference.

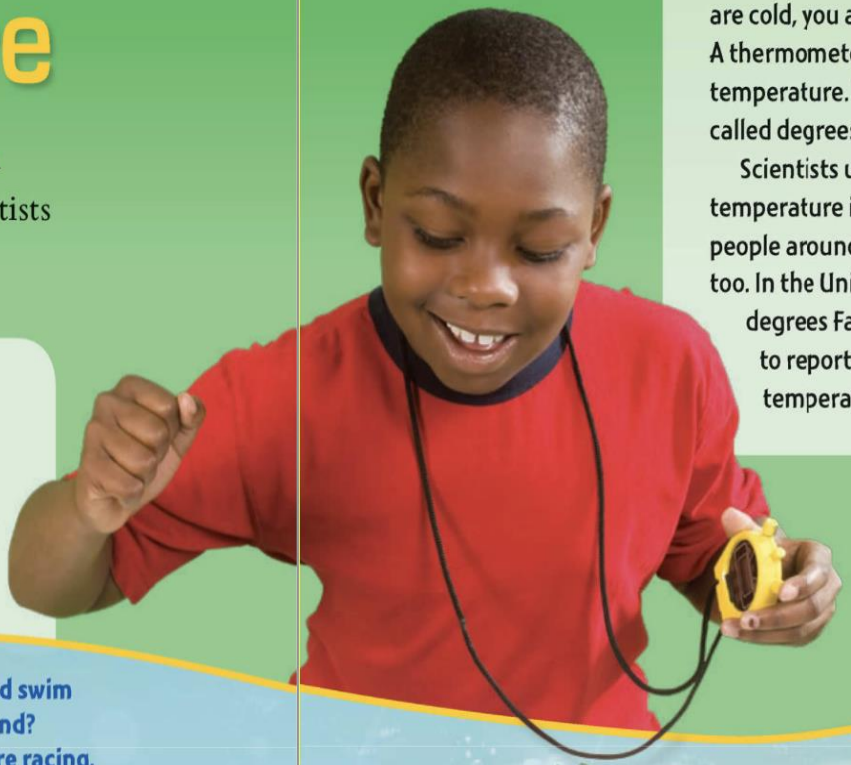
4. Compare your measurements to those of other students.

Time and Temperature

How long did that earthquake shake? Which freezes faster, hot water or cold water? Scientists need tools to answer these questions!

Time

When you count the steady drip of a leaky faucet, you are thinking about time. You can **use time and space relationships.** Clocks and stopwatches are tools that measure time. The base unit of time is the second. One minute is equal to 60 seconds. One hour is equal to 60 minutes.



What if frogs held swim races across a pond? Here two frogs are racing.

Temperature

When you say that ovens are hot or freezers are cold, you are thinking about **temperature**. A thermometer is the tool used to measure temperature. The base units of temperature are called degrees, but all degrees are not the same.

Scientists usually measure temperature in degrees Celsius. Most people around the world use Celsius, too. In the United States, however, degrees Fahrenheit are used to report the weather, body temperature, and in cooking.

▶ The first frog finished the race in 19 seconds. The second frog finished the race in 47 seconds. How much more quickly did the winning frog finish the race?

Sum It Up!

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

The idea web below summarizes this lesson. Complete the web.

How Scientist Use Tools

1 They use hand lenses and microscopes to make things look _____.

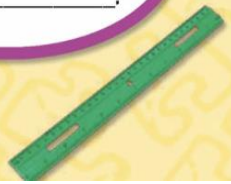
They use tools to measure.

2 Length is measured with _____ _____.

3 A graduated cylinder measures _____.

4 Pan balances measure _____.

5 They measure time with clocks and _____.



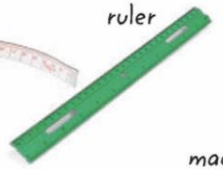
Apply Concepts

In 2–5, tell which tool(s) you would use and how you would use them.

thermometer

measuring spoons

measuring tape



ruler

magnifying box

2 Find out how long your dog is from nose to tail.

_____

_____

_____

3 Decide if you need to wear a sweatshirt outdoors.

_____

_____

_____

4 Make a bubble bath that has just the right amount of bubbles and is not too hot or too cold.

_____

_____

_____

_____

5 Examine a ladybug and count its legs without hurting it.

_____

_____

_____

_____

Take It Home!

Share what you have learned about measuring with your family. With a family member, identify examples of objects you could measure in or near your home.

Elementary Art-Learning in Place Packet

Grades 2-3 April 6- April 24, 2020

Grades 2-3			
April 6...	Go outside and find leaves. Place the leaves under your paper. Turn your crayon horizontal and create a leaf rubbing. Complete multiple leaf rubbings on your paper in different colors. If you have watercolors, wash them over the leaf rubbing for a wax resist technique.	Horizontal Background Foreground Resist Texture	
April 20...	Draw the first letter of your first name to fill the entire sheet of paper. Use crayons, markers, colored pencils or watercolors to fill the (positive space) of your letter with color and pattern. If you choose to color your background (negative space), choose one solid color.	Pattern Color Line Positive Space Negative Space	

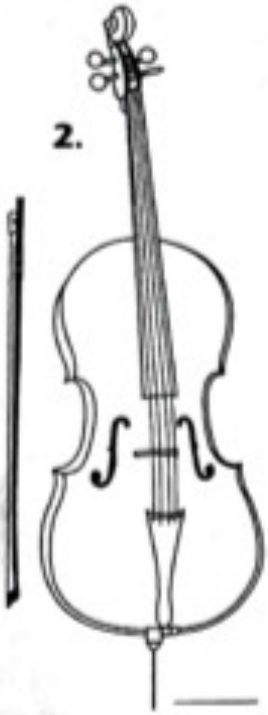
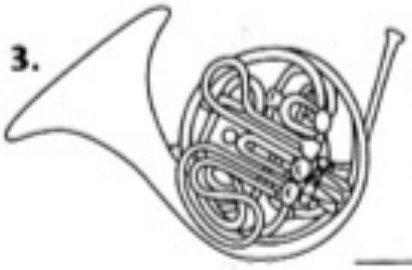
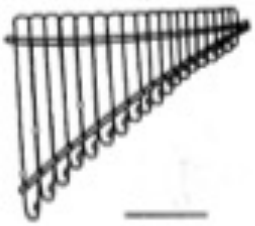
Name_____ Teacher_____

Family Ties

Each instrument below belongs to one of the four families of instruments.

S = Strings P = Percussion W = Woodwinds B = Brass

Write the correct letter in the space provided for each instrument.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

MUSIC

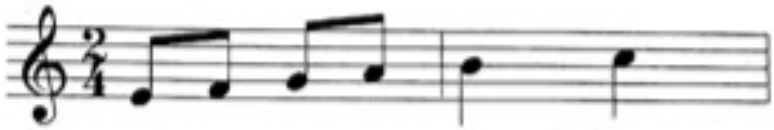
3rd Grade Learning in Place April 20-24

Name_____ Teacher_____

Up, Down, or Same?

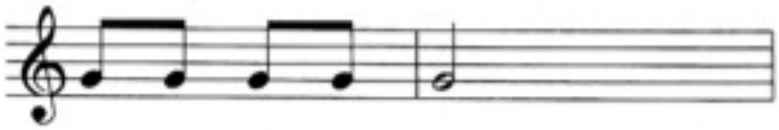
Circle the word that shows the direction of the melody.

1. Upward Downward Same

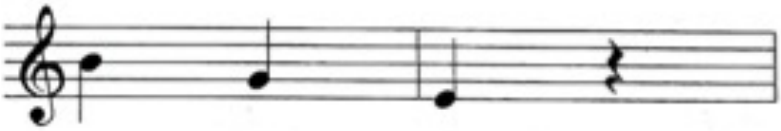


2. Upward Downward Same

3. Upward Downward Same

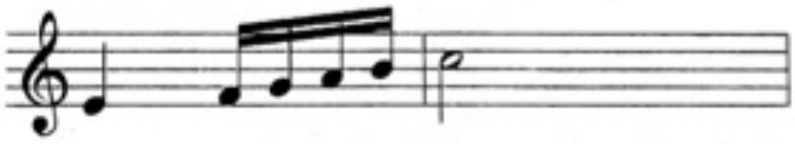


4. Upward Downward Same



5. Upward Downward Same

6. Upward Downward Same



APRIL DEAM Calendar

Drop Everything And Move

SPRING into action

Name:	Teacher:

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.

Grade 3: Gifted Opportunities

Gifted Education & Academic Rigor

April 6 – April 24

Communication Skills

Complete the activity for each week. Please complete your responses on your own paper, and be ready to share the answers with your Gifted Resource Teachers when you see them.	
Week 1 April 6 - 10	**Invent a new animal** -- Describe what it looks like, what it sounds like, how it moves, and what it eats. Is it scary or cuddly or something else altogether? Would it be a pet or live in the wild (or in a zoo)? Your description should be at least 1-page in length and include a picture of your animal.
Week 2 April 13 - 17	**SPRING BREAK.** Enjoy and have fun! Dance to your favorite songs, take a walk outside and look for rabbits, feel the sunshine on your face!
Week 3 April 20-24	**About My Book** 1. Choose any book to read. 2. Draw a detailed picture of your favorite part of the story. 3. Now decide how you would like to be involved in this part of the story and add yourself to the picture. 4. In writing, tell what caused you to become part of the story and how you changed this particular event.
Don't forget to read everyday!!	

Mathematics

Complete the activity for each week. Please complete your responses on your own paper, and be ready to share the answers with your Gifted Resource Teachers when you see them.	
Week 1 April 6 – 10	**Extra Snack Bars.** There are two hundred ninety-eight first graders in the school. There are three hundred two second graders in the school. Each student will eat one snack bar for snack. Ms. Mason has two hundred fifty snack bars. Mr. Wilson says he can give Ms. Mason the extra snack bars so that every student can have a snack. How many extra snack bars does Mr. Wilson give Ms. Mason? Show all your mathematical thinking.
Week 2 April 13 - 17	**SPRING BREAK** –Have FUN with your family, play chess or Life, go outside and count how many squirrels you see running through your yard!
Week 3 April 20-24 	**Walking Dogs.** Joe has a dog-walking business. Joe needs to walk a total of forty-eight dogs. Joe only has thirty leashes. What are three ways Joe can walk the forty-eight dogs in equal size groups? Show all of your mathematical thinking.

Topic: Jobs

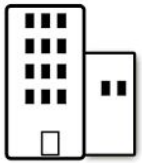
Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

Directions: Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday
Point to each picture above and say the words 3 times. Think of 2-3 other jobs. Draw each job and label. **Example**: Roofer 	Watch a movie or TV show. What jobs did you see in the movie or TV show? Write 2-3 sentences: I watched _____, and I saw a _____. **Example**: I watched <u>The Cat and The Hat,</u> and I saw a <u>roofer</u>.	Read a book or magazine in English or your home language. What jobs did you read about? Talk to a family member about the jobs you read about. **Example**: I read about a roofer. A roofer fixes leaks on houses.	What jobs do you do at home to help your family? Write 2-3 sentences and draw a picture for each sentence: At home I _____. **Example**: At home I <u>wash the dishes</u>. 	Ask your family members what jobs they do. (Mom, what is your job?) Write 2-3 sentences and draw a picture for each sentence: My _____ is a _____. **Example**: My <u>mom</u> is a <u>chef</u>. 

NPS ESL Learning in Place Plan, Grade 3-5, April 20-24

Topic: Job Locations

Bank	Shopping Center	Hospital	Office Building	School	Restaurant
 A **banker** works at a **bank**.	 A **cashier** works at a **shopping center**.	 A **doctor** works at a **hospital** or an **office building**.	 A **nurse** works at a **hospital** or an **office building**.	 A **teacher** works at a **school**.	 A **waiter** works at a **restaurant**.

Directions: Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday
Point to each picture above and read each sentence 3 times. Think of 2-3 other job locations. Draw each job location and label. **Example**:  library	Watch a movie or TV show. What job locations did you see in the movie or TV show? Write 2-3 sentences: I watched _____. A _____ works at a _____. Example: I watched Word Girl. A librarian works at a library.	Read a book or magazine in English or your home language. What job locations did you read about? Talk to a family member about the job locations you read about. **Example**: I read about a library. A library has books and magazines for people to read.	Think about where you do your jobs at home. Write 2-3 sentences and draw a picture for each sentence: I _____ in the _____. **Example**: I wash the dishes in the kitchen. 	Ask your family members where they work. Write 2-3 sentences and draw a picture for each sentence: My _____ is a _____, and he/she works at a _____. **Example**: My mom is a chef, and she works at a restaurant.