



Whiteriver Unified School District

Third Grade Packet

Week 1

Name: _____

School:

Teacher:

Fun Music Company Curriculum-at-home

Grade 3 - Lesson 4
Elvis

Teacher's Note:

Dear Parent/Caregiver,

This is a CONNECT lesson, where students will complete a worksheet and send it back to me.

We have the worksheet for this purpose, for students to complete and send back to me. You can do this via email to rserrano@wusd.us

Hope you are all well. I miss you all!

Mrs. Serrano

Dear Grade Three students,

Today we will be watching a video from Elvis Presley, recorded in 1956.

Step 1 - Watch this video and listen to the music:

<https://funmusicmembers.com/at-home/314-1/>

Step 2 - Complete the worksheet questions.

I have attached a worksheet. Please follow the instructions in this and complete it. If you aren't sure of the answers for the first section, you can go to this page and press "show answers" to get the solution for the first section.

<https://funmusicmembers.com/at-home/314-2/>

For questions in the second section, any answer is acceptable. There isn't really a right or wrong answer to these questions - it is about your impression and what you heard in the music. Watch the video over again a few times if you need to.

When you have completed the worksheet, save it and email it back to me.

Mrs. Serrano

Okay! we are nearing the end of the school year! So for the students of Cradleboard Elementary School we need to review some of the Apache words from the past school year, here we go. These words need to be written down five times each. Remember just the Apache words. Please!

September Words:

Father-Shitaá

Mother- Shimaa

Brother/ Sister- Shik'isn

Grandma/ Grandpa- Shiwoyé

September-Binest'ancho

October Words:

October-Ghaazhi

Black Cat- Gidi Dithit

Ghost- Ch'iidn

Witch- Inłgaashń

Owl- Buh

November- Zas nłt'ees

Corn- Nadá

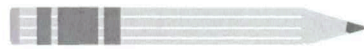
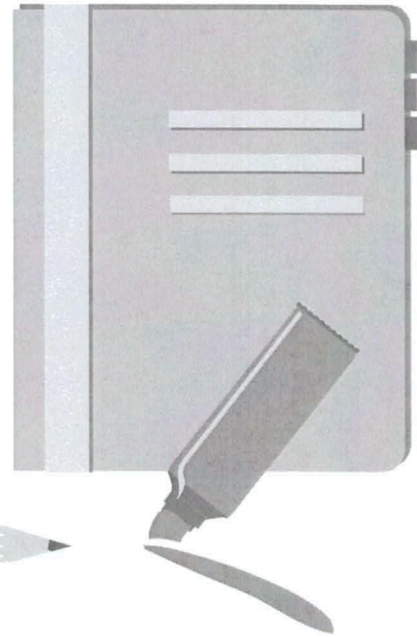
Apple- Masaana

Onion- Sawooya

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities



Directions & Tips



- There is a schedule for each day. You may complete the activities 1 in morning and 1 in the afternoon.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Math	Word Problems Learning Check	Hundreds Board Challenge	Two-Step Addition and Subtraction Word Problems	Two-Step Addition and Subtraction Word Problems	Missing Digits: Addition and Subtraction and Math Puzzle Boxes

Dear parents:

Due to the Coronavirus Pandemic, Governor Ducey and State Superintendent Hoffman announced that school districts will continue school closures through until the end of the 2019-2020 school year. **to control the spread of the virus. Your child's safety and health as well as the school staff safety is of utmost importance during this time.**

Per guidance from the Arizona Department of Education:

“School closure is **NOT** a complete shutdown of school operations and instructional obligations to students. During school closures, staff are still expected to engage in work-related activities, and **students and families are expected to meet the instructional requirements of their teachers and schools.**”

School leaders, teachers, staff and parents must work together to plan for continuity in education and critical services during this time. Specifically, during the closure, educators and community leaders are called on to:

Continue to deliver educational opportunities to the extent possible through remote learning and independent study, which may or may not include online learning or printed materials, among other options

Provide school meals...”

Therefore, WUSD will continue to provide meals and instructional support to children through May 22, 2020.

The packet for the week in 3rd Grade MATH is a review on Fluently add and subtract.

Students will work on 2 activities daily from Monday to Friday (1 in the morning and 1 in the after-noon,).

Each activity is given with an example on how to work / do the problems.

Please keep your family safe and in good health. We miss our students dearly. Please give them a big hug from all of us! Thank you so much for your time and understanding.

Parent/Guardian Signature: _____

3rd Grade ELA May 4th – 8th 2020

Dear parents/guardians:

Due to the Coronavirus Pandemic, Governor Ducey and State Superintendent Hoffman announced that school districts will continue school closures through until the end of the 2019-2020 school year. **To control the spread of the virus. Your child's safety and health as well as the school staff safety is of utmost importance during this time.**

Per guidance from the Arizona Department of Education:

"School closure is **NOT** a complete shutdown of school operations and instructional obligations to students. During school closures, staff are still expected to engage in work-related activities, and **students and families are expected to meet the instructional requirements of their teachers and schools.** School leaders, teachers, staff and parents must work together to plan for continuity in education and critical services during this time. Specifically, during the closure, educators and community leaders are called on to: Continue to deliver educational opportunities to the extent possible through remote learning and independent study, which may or may not include online learning or printed materials, among other options provide school meals..."

Therefore, WUSD will continue to provide meals and instructional support to children through May 22, 2020.

The ELA Packet includes 5 reading passages with comprehensions question and a choice board. The student will need to pick two activities from the choice board to complete. They can read the story and answer the comprehension question in the morning and do the choice board activities in the afternoon.

Day 1 Narrative: Happy Trails

Day 2 Informational: Bread Baking Now and Then

Day 3 Narrative: The Big Hike

Day 4 Informational: Traditional Native American Homes

Day 5 Poetry: Stopping by Woods on a Snowy Evening

Also, please have students practice their Reading Fluency by reading one of the passages aloud every day. Third graders need to be reading 119 words per minute by the end of the school year and it's important they reach this goal.

Please keep your family safe and in good health. We miss our students dearly. Please give them a big hug from all of us! Thank you so much for your time and understanding.

Name: _____

Date: May 04, 2020/Morning activity

Word Problems Learning Check

Directions: Solve the problems below. Be sure to show your work!

1. A group of friends had money to spend at the store on summer toys. They bought bags of water balloons and bubbles. Each bag of water balloons cost \$2.00 and each bottle of bubbles cost \$1.00. They purchased 3 bags of water balloons and 5 bottles of bubbles. How much money did they spend?

2. To prepare for swim team tryouts, Leann swam in the pool. On Monday, she swam for 24 minutes. On Tuesday, she swam for 18 minutes. On Wednesday, Thursday, and Friday, she swam for 30 minutes each day. How many minutes did Leann swim this week?

3. There were 34 people at the barbecue. 19 people are adults, and they ate hamburgers. The rest of the people are kids. If each kid ate 2 hot dogs, how many hot dogs were eaten?

4. On a beautiful day, there are 65 cars in the beach parking lot. 26 more cars parked in the parking lot before noon, but 17 cars left. How many cars are in the beach parking lot?

5. Gracie and Eleanor played in the ocean. Their mom said they could play in the water for 45 minutes. First, they jumped into the waves for 13 minutes. Then, they floated on their backs for 7 minutes. How many more minutes can they play in the ocean?

Word Problems Learning Check

Directions: Solve the problems below. Be sure to show your work!

6. There are six crackers in each package. If the family brought seven packages on the road trip and had 4 crackers leftover, how many crackers did they eat?

7. Sasha made cups of lemonade to sell at her stand. She sold 9 cups of lemonade in the first hour. For each hour after that, she sold five cups. She was outside for a total of 4 hours. How many cups of lemonade did she sell?

8. The friends went strawberry picking for the birthday party. Erica picked 56 strawberries. Casey picked 47 strawberries. Katie picked 61 strawberries. Together, they ate 14 strawberries. How many strawberries did they pick all together?

9. Alyssa made 6 trays of popsicles. Each tray makes 8 popsicles. She gave 5 friends a popsicle. How many popsicles does she have left over?

10. Summer camp has 80 kids in the program. They have 15 preschoolers and 40 elementary school kids. How many middle school kids are in the program?

Choice Board

Students will need to pick two activities below and complete it.

<p><u>Story #1</u> Write about a time you were scared to do something new.</p>	<p><u>Story #2</u> Write another story using the same characters from Happy Trails.</p>	<p><u>Comic Strip</u> Create a comic strip with pictures and dialogue from the story. Use at least 5 drawings.</p>
<p><u>Character Description</u> Draw a picture of the main character and write at least 5 sentences describing the main character.</p>	<p><u>Compare and Contrast</u> Read another fiction story and compare and contrast the two stories.</p>	<p><u>Timeline</u> Create a timeline showing the sequence of events in the story.</p>
<p><u>Friendly Letter</u> Write a friendly letter to one of the characters in the story. Talk to them about events that happen in the story. You can also ask them questions.</p>	<p><u>Poem or Song</u> Create a poem or song that summarizes the story. Include the title, author, illustrator, setting, characters, and summary.</p>	<p><u>Dictionary Skills</u> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

Read the short story. Then answer each question.

Happy Trails

The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. On the other hand, maybe a good breakfast is exactly what I need.

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"Just like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man is hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes.

"Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

Grade 3 Reading Comprehension Worksheet

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but definitely not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Questions:

1. Recount the story in your own words.

2. What advice does Maria's mom give her before going to camp?

3. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

4. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

Hundreds Board Challenge

Directions: Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade the value of a dime and 2 pennies.
2. Shade the number that is 7 times 2.
3. Shade the numbers between 16 and 20.
4. Shade the number that is double 11.
5. Shade the number that is one penny less than a quarter.
6. Shade the number that is $10 + 10 + 8$.
7. Shade the number that is two more than 30.
8. Shade the number that is $15 \times 2 + 4$.
9. Shade the number that is 2 less than the value of 4 dimes.
10. Shade the numbers between 41 and 45.
11. Shade the number that is 2 less than 50.
12. Shade the number that represents the value of 5 dimes and 2 pennies.
13. Shade the number that is 9×6 .
14. Shade the number that is 100 less than 158.
15. Shade the value of 12 nickels and 2 pennies.
16. Shade the number that is 12 less than 76.
17. Shade the number that is $7 \times 10 - 2$.
18. Shade the number that is 21 less than 93.
19. Shade the number that is one penny less than 3 quarters.
20. Shade the numbers between 76 and 80.



Hundreds Board Challenge

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

More worksheets at www.2007.education-2020.com/worksheetsEducation.com

Choice Board

Students will need to pick two activities below and complete it.

<p><u>Research #1</u> Research how a different culture makes bread and write a paragraph about it.</p>	<p><u>Brochure</u> Create a brochure (fold a paper into 3rds) about bread and what people need to know about it.</p>	<p><u>Friendly Letter</u> Write a letter to your friend about what you've learned about the bread making process.</p>
<p><u>Text Features</u> Create text features for this story. Include bold print, headings, table of content, glossary, maps/charts/diagrams, and pictures with captions.</p>	<p><u>Compare and Contrast</u> Read another article about a bread and compare and contrast the two.</p>	<p><u>Research #2</u> Research another way something is cooked including the ingredients and process and write about what you have learned.</p>
<p><u>Connect</u> Make a connection between the article and something from your life, another text, or the world around you. You can write about how bread is made in your home.</p>	<p><u>Questions</u> Write 5 questions about the text with the answers included.</p>	<p><u>Dictionary Skills</u> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

Bread Baking Now and Then

by ReadWorks

Did you know that bread is one of the earliest human inventions? Bread is a food made of flour and water. Other ingredients and shape can vary. Scientists have learned that humans have been eating bread in some form or another for 30,000 years.

Ancient Egyptians ate a lot of bread. In fact, because they had no potatoes or rice, bread was the most important carbohydrate source in the ancient Egyptian's diet.

Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to irrigate their fields. Egyptian farmers paid a portion of their grain harvest to the Egyptian treasury.

Archaeologists have discovered illustrations of bakeries and loaves of bread in ancient Egyptian burial sites. Professional bakers and home-bakers used the same production techniques. Home-bakers, usually women, baked only the bread they would need for that day.

Egyptians used a grain from emmer wheat for their bread. The grain was ground by hand on a millstone. This process cracked and crushed the grain into coarse flour. The flour was mixed with water and sometimes a little old dough. It was placed in a pot and baked in a clay oven.

This Egyptian bread was a flatbread. Indian naan and Middle Eastern pita are two examples of flatbreads eaten today. At the end of the ancient Egyptian period, however, around 300 B.C., Egyptian bakers added to their bread an important ingredient: yeast. Yeast is a microscopic fungus. It makes bread rise.

Today bread production is more complicated. Yes, you can still bake your own bread at home with store-bought flour and yeast. You can also buy bread made at small bakeries. But the fluffy bread you see in grocery stores in the United States today is made in large commercial facilities. These commercial facilities, or plants, have business contracts to bake many different bread brands.

Most breads today are made using four basic ingredients: flour, yeast, salt, and water. Farmers across the United States grow wheat in large quantities. Half of the wheat produced is used in the United States. The other half is exported to other countries.

Grain is processed into flour by companies which then sell the flour to commercial bakeries. These bakeries produce the dough and bake the bread, then package it and arrange for its distribution to stores.

1. The sequence of bread-baking by the ancient Egyptians is described in the passage. When ancient Egyptians first baked bread, what happened before the flour was mixed with water?

- A. A little bit of old dough was mixed in with the new dough.
- B. The grain was ground by hand on a millstone.
- C. The dough was placed in a pot and baked in a clay oven.
- D. Home bakers baked the bread they would need for the day.

2. Choose the answer that best completes the sentence below.

Most breads today are made from four main ingredients, _____, flour, water, salt, and yeast.

- A. thus
- B. also
- C. ultimately
- D. namely

3. What is Yeast and what does it do?

4. Describe the sequence in which grains end up as bread in a store

5. How has bread baking changed over time? Support your answer using information from the passage.



Hundreds Board Challenge

Directions: Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade all single-digit numbers.
2. Shade all multiples of 10.
3. Shade all numbers with a 1 in the ones place.
4. Shade the number with the value of 5 nickels and 3 pennies.
5. Shade the number that is $11 + 11 + 11$.
6. Shade the number that is one cent less than a quarter.
7. Shade the number that is $10 \times 3 + 4$.
8. Shade the number that is 9×3 .
9. Shade the number that is 3 less than 40.
10. Shade the number that is 40 less than 68.
11. Shade the value of 3 dimes, 1 nickel and 3 pennies.
12. Shade the value of 2 quarters and 3 pennies.
13. Shade the number that is 3 less than 61.
14. Shade the number that is 3 more than the number of minutes in an hour.
15. Shade the even number between 66 and 69.
16. Shade the even numbers between 73 and 79.
17. Shade the odd numbers between 72 and 78.
18. Shade the numbers between 91 and 100.

Hundreds Board Challenge

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Find worksheets, games, lessons & more at [education.com/resources](https://www.education.com/resources)

© 2007 - 2019 Education.com



Choice Board

Students will need to pick two activities below and complete it.

<p><u>Animal Features</u> Write a story about a time you went to a new place with your family.</p>	<p><u>Story</u> Write another story using the same characters from The Big Hike.</p>	<p><u>Comic Strip</u> Create a comic strip with pictures and dialogue from the story. Use at least 5 drawings.</p>
<p><u>Character Description</u> Draw a picture of the main character and write at least 5 sentences describing the main character.</p>	<p><u>Compare and Contrast</u> Read another story about a new adventure and compare and contrast the two stories.</p>	<p><u>Timeline</u> Create a timeline showing the sequence of events in the story.</p>
<p><u>Friendly Letter</u> Write a friendly letter to one of the characters in the story. Talk to them about events that happen in the story. You can also ask them questions.</p>	<p><u>Poem or Song</u> Create a poem or song that summarizes the story. Include the title, author, illustrator, setting, characters, and summary.</p>	<p><u>Dictionary Skills</u> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

Read the short story. Then answer each question.

The Big Hike

Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike. Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep.

They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before.

She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish

swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

"Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Questions:

1. 8. How does Tamara feel when she wakes up?

2. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

3. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

Two-Step Addition & Subtraction Word Problems Check-in

Directions: Solve the problems below. Be sure to show your work!

1. This morning, there were 26 fish in an aquarium and 32 fish in the other aquarium. At noon, 11 fish were sold. How many fish are left in the aquariums?

2. There are 52 cars in the movie theater parking lot. 12 more cars parked in the parking lot before the movie started, but 3 cars left. How many cars are in the parking lot?

3. There are 44 people on the train. At the first stop, 16 more people got on the train. 9 people got off the train. How many people are on the train?

4. There were 18 volleyballs in the bag. There were 13 volleyballs in the basket. 10 balls were used for practice. How many volleyballs were not used?

5. My mom baked 36 cookies for the bake sale. I baked 24 cookies. My brother ate 5 cookies. How many cookies are there for the bake sale?

Name: _____

Date: May 07, 2020/Afternoon activity

Two-Step Addition & Subtraction Word Problems Check-in

Directions: Solve the problems below. Be sure to show your work!

6. Jeremiah's class collected 61 cans for the food drive. Jennifer's class collected 73 cans. 14 cans fell off the table and had to be thrown away. How many cans did they have left?

7. McKenzie had 50 dollars. She spent 37 dollars. Then she earned 20 more dollars. How many dollars does she have?

8. There were 27 pieces of candy in the bag. The boy bought 14 more pieces of candy. He ate 12 pieces. How much candy does he have left?

9. Mickey earned 92 points in his game. The second time he played it, he lost 43 points. Then he earned 75 points. How many points does Mickey have?

10. There were 94 people at the football game. 34 more people came to watch the game. 16 people left early. How many people were at the football game?

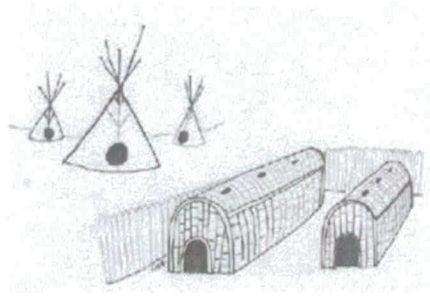
Choice Board

Students will need to pick two activities below and complete it.

<p><u>Research #1</u> Research Alaskan Natives homes and write a paragraph about what is not included in this article.</p>	<p><u>Brochure</u> Create a brochure (fold a paper into 3rds) about the different types of Native American homes for a museum.</p>	<p><u>Friendly Letter</u> Write a letter to your friend about what you've learned about .</p>
<p><u>Text Features</u> Create text features for this story. Include bold print, headings, table of content, glossary, maps/charts/diagrams, and pictures with captions.</p>	<p><u>Compare and Contrast</u> Read another article about an Native American homes and compare and contrast the two species.</p>	<p><u>Research #2</u> Research a tribe mentioned in the articles and write about what you've learned about them.</p>
<p><u>Connect</u> Make a connection between the article Native American homes and something from your life, another text, or the world around you.</p>	<p><u>Questions</u> Write 5 questions about the text with the answers included.</p>	<p><u>Dictionary Skills</u> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

Traditional Native American Homes

by ReadWorks



Many people have heard of cone-shaped teepees. They are probably the most well-recognized traditional Native American home. However, traditional Native American houses came in many other shapes and sizes.

On the Northwest coast, tribes lived in slant-roofed houses. These houses were built out of cedar planks. The houses were huge - around 40 feet wide and 10 feet high.

The Iroquois built even bigger houses. They were called longhouses. Longhouses were about 100 feet long. There was enough room in them for a large extended family. Parents, children, grandparents, uncles, aunts, and cousins all lived together. No one was left out.

In California, most tribes dwelled in simpler houses. Small shelters were covered in earth or brush. Other California tribes built redwood plank houses.

Farming tribes in the Southwest built pueblos. Pueblos looked a lot like apartment houses. They were made out of stone or adobe. Adobe is a clay mixture. It is usually made into bricks. The bricks are dried in the sun.

In the Midwest, around the Great Lakes, women were in charge of building wigwams. Even the young girls made tiny wigwams for their dolls. Wigwams are tent-like houses. They have frames made of wooden poles. A lot of these tribes moved from place to place. Everyone had to carry their belongings on their backs. When they moved, all they left behind were the frames of their wigwams.

1. What is the main idea of this passage?
 - A. Native Americans all lived in the same kind of house.
 - B. Different tribes built different kinds of houses.
 - C. In most tribes, women always built the houses.
 - D. Traditional Native American houses were very small.
2. The drawing with this passage most likely shows
 - A. teepees and longhouses
 - B. wigwams and pueblos
 - C. pueblos and longhouses
 - D. wigwams and teepees

3. Based on the passage, tribes in the Midwest most likely built wigwams
- A. because they wanted to fit many family members into them
 - B. because they could be packed up easily when they moved
 - C. out of adobe and stone
 - D. out of redwood planks

4. What was the author's purpose in writing this article?

5. Based on the passage, what did the Iroquois most likely think about family? Why?

6. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Most people think of teepees when they think of traditional Native American homes, _____, different tribes had different types of homes.

- A. so
- B. after
- C. however
- D. because

Missing Digits: Addition and Subtraction

Directions: Find the missing digits in the following problems. Place your answers in the boxes provided.

$$\begin{array}{r} 1. \quad 2 \square 56 \\ + \quad 2 \square 1 \\ \hline \square 597 \end{array}$$

$$\begin{array}{r} 2. \quad \square 86 \\ - \quad 34\square \\ \hline 3\square 9 \end{array}$$

$$\begin{array}{r} 3. \quad 796 \\ + \quad 3\square\square \\ \hline 1\square 80 \end{array}$$

$$\begin{array}{r} 4. \quad 372 \\ - \quad 5\square \\ \hline 3\square 6 \end{array}$$

$$\begin{array}{r} 5. \quad 4\square\square \\ + \quad 39\square \\ \hline \square 70 \end{array}$$

Name: _____

Date: May 08, 2020/Afternoon activity

Math Puzzle Boxes

Direction: Each puzzle contains the numbers 1-9. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

4			15
	5		20
3	1		10
14	8	23	

		2	15
	4	1	10
8			20
20	13	12	

	5		11
9			20
	6	1	14
18	14	13	

3			16
		7	13
8			16
12	16	17	

	5		15
3			16
	9		14
12	20	13	

8			17
	1		15
	4		13
19	7	19	

2			15
	4		14
		6	16
14	16	15	

	8		13
2			15
	5		17
15	19	11	

			16
6	1		11
		9	18
16	13	16	

Choice Board

Students will need to pick two activities below and complete it. One of the activities needs to have an asterisk symbol *

<p><u>Compare and Contrast #1</u> Read another poem and compare and contrast it to Stopping by Woods on a Snowy Evening.</p>	<p><u>Research #1</u> Research Vermont (the location of the poem) and write a paragraph about your findings.</p>	<p><u>Poem #1</u> Add 5 more lines to the poem.</p>
<p><u>Research #2</u> Research stars and write about traveling in the 19th century (1800's).</p>	<p><u>Compare and Contrast #2</u> Read another poem by Robert Frost and compare and contrast it in a paragraph.</p>	<p><u>Poem #2</u> Write and Acrostic Poem using SNOWY and EVENING</p>
<p><u>Friendly Letter</u> Write a friendly letter to the author and ask him questions about the poem.</p>	<p><u>Poem #3</u> Write a new poem about a different season</p>	<p><u>Dictionary Skills</u> Find 10 new words in the dictionary and write the definition of the word and write a sentence using the new word.</p>

Stopping by Woods on a Snowy Evening
by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Stopping by Woods on a Snowy Evening - Comprehension Questions

1. Why does the speaker of the poem stop?
 - A. to watch the woods fill up with snow
 - B. to find food for his or her horse
 - C. to say hello to the owner of the woods
 - D. to go skating on a frozen lake
2. What is the setting of this poem?
 - A. in the woods on a bright, snowy afternoon
 - B. in a village on a dark, snowy evening
 - C. by a frozen lake on a bright, snowy afternoon
 - D. near the woods on a dark, snowy evening
3. What is one thing that pulls the speaker of the poem away from the woods?
 - A. the freezing, harsh wind
 - B. the cold, snowy weather
 - C. the darkness of the evening
 - D. promises the speaker needs to keep

4. What might be a main theme of this poem?

- A. the fear of staying too long on someone else's land
- B. the pull of sleeping in nature against the pull of sleeping at home
- C. the pull of being alone in nature against the pull of responsibility
- D. the ability of nature to make a person feel tired and sleepy

5. 8. What does the speaker most likely do at the end of the poem? Use evidence from the text to support your answer.

7. Read the last Stanza of the poem. At the end of the poem, what does the speaker most likely WANT to do? Use evidence from the text to support your answer.

8. Why might the speaker of the poem be so drawn to the woods? Use evidence from the text to support your answer.





Whiteriver Unified School District

Third Grade Packet

Week 2

Name: _____

School:

Teacher:

3rd Grade Packet for Week of May 11

Reading:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Read the nonfiction article: <u>Every Hour Counts</u> and answer the questions that follow.	Read the fiction story: <u>Rachel Meets Harry</u> and answer the questions that follow.	Read the nonfiction article: <u>Kinkajous</u> and answer the questions that follow.	Read the fiction story: <u>The Story of the Three Little Pigs</u> and answer the questions that follow.	Read the poem: "Poppy's Jalopy" and answer the questions that follow.
PM	Choose one activity on the Choice Board. Write a response for Monday's journal prompt.	Choose one activity on the Choice Board. Write a response for Tuesday's journal prompt.	Choose one activity on the Choice Board. Write a response for Wednesday's journal prompt.	Choose one activity on the Choice Board. Write a response for Thursday's journal prompt.	Read the poem: "The Mysterious Egg" and answer the questions that follow. Write a response for Friday's journal prompt.

Read every day for 20 minutes.

You can read fiction or non-fiction texts. You can also look online for books or articles to read (here are a few possibilities): getepic.com, readworks.org, and newsela.com. *(You may need to sign up as a parent or ask your teacher for a class code if they have one.)*

Math:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Place Value: "Ancient Egyptian Numbers"	Comparing 3-Digit Numbers: "Hungry Alligators"	Adding Fractions: "Adding Fractions"	Subtracting 3-Digit Numbers: "Rabbit on a Vacation"	"Multiple-Step Word Problems"
PM	Place Value: "Rearranging Digits"	Comparing 3-Digit Numbers: "Comparing 3-Digit Numbers"	Adding Fractions: "Fractions of a Group"	Subtracting 3-Digit Numbers: "Shape Subtraction"	"Multiple-Step Word Problems" continued




Practice addition and/or multiplication facts every day for 20 minutes.

You can use flashcards, playing cards, write facts down on paper, make your own addition or multiplication table, play online math fact games, or have a family member quiz you.

Name: _____

Ancient Egyptian Numbers

Learn how to write like an ancient Egyptian.

	stick	1
	heel bone	10
	coiled rope	100

11 = 

64 = 

423 = 

507 = 

Write the ancient Egyptian numbers.

445 - _____

80 - _____

182 - _____

39 - _____

663 - _____

Name: _____

Ancient Egyptian Numbers

Write the Arabic numerals.

☉☉|||| - _____

∩||||||| - _____

∩∩∩∩∩||||| - _____

☉☉☉☉∩∩∩∩ - _____

Add. Write the sums in ancient Egyptian.

$$\begin{array}{r} \text{☉☉☉∩∩∩} \\ + \quad \text{☉∩∩∩} \\ \hline \end{array}$$

$$\begin{array}{r} \text{☉∩∩∩} \\ + \quad \text{∩∩} \\ \hline \end{array}$$

$$\begin{array}{r} \text{∩∩∩∩} \\ + \quad \text{∩∩∩∩} \\ \hline \end{array}$$

$$\begin{array}{r} \text{☉☉∩||||} \\ + \quad \text{☉||||} \\ \hline \end{array}$$

Rearranging Digits

Rearrange each set of digits to make the largest number possible.

example:

$$\begin{array}{ccc} \mathbf{053} & - & \mathbf{530} \\ \text{digits} & & \text{largest number you} \\ & & \text{can make with the digits} \end{array}$$

a. $\mathbf{213}$ _____

b. $\mathbf{689}$ _____

c. $\mathbf{657}$ _____

d. $\mathbf{402}$ _____

d. $\mathbf{077}$ _____

e. $\mathbf{673}$ _____

Rearrange each set of digits to make the smallest number possible.

example:

$$\begin{array}{ccc} \mathbf{913} & - & \mathbf{139} \\ \text{digits} & & \text{smallest number you} \\ & & \text{can make with the digits} \end{array}$$

f. $\mathbf{197}$ _____

g. $\mathbf{464}$ _____

h. $\mathbf{168}$ _____

i. $\mathbf{752}$ _____

j. $\mathbf{311}$ _____

k. $\mathbf{948}$ _____

Name: _____

Comparing three-digit numbers; Greater Than & Less Than

The Hungry Alligators

"Greater Than" Alligator

415

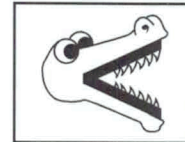


412

415 is **greater than** 412

"Less Than" Alligator

623



632

623 is **less than** 632

Step 1: Cut out the alligators at the bottom of the page.

Step 2: Glue "Greater Than" Alligator or "Less Than" Alligator in each square to show which number is larger. Be sure the alligator is eating the bigger number.

Step 3: Write the answer in words below each alligator.

248



242

491



530

656



566

862



789

136



163

97



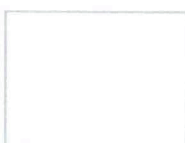
102

729

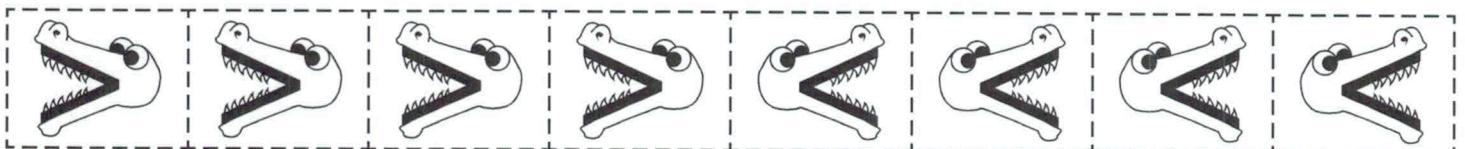


734

435



427



Comparing Three-Digit Numbers

Part 1: Write <, >, or = on each line.

a. 234 _____ 432

b. 768 _____ 786

c. 967 _____ 697

d. 55 _____ 231

e. 712 _____ 721

f. 866 _____ 866

g. 337 _____ 373

h. 544 _____ 454

i. 765 _____ 99

j. 121 _____ 45

k. 511 _____ 511

l. 113 _____ 131

Part 2: On each line, write out the words, "is greater than," "is less than," or "is equal to."

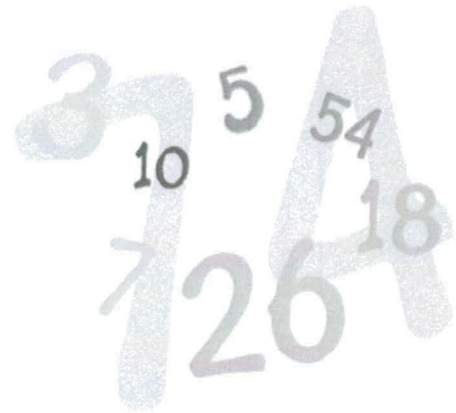
m. 45 _____ 300

n. 252 _____ 162

o. 989 _____ 998

p. 515 _____ 515

q. 234 _____ 43



Part 3: Circle the greater number in each pair.

r. 678, 234

s. 407, 470

t. 890, 980

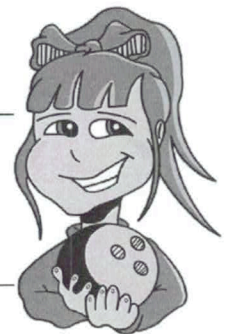
u. 333, 322

Part 4: Read and answer the questions.

v. Jan and her sister Cindy went bowling. Jan bowled a score of 161. Cindy bowled a 158. Who got the higher score?

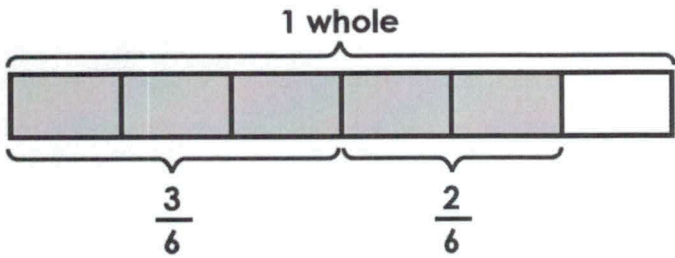
w. John the carpenter earned 637 dollars in January. He earned 643 dollars in February. In which month did he earn more money?

x. Leah has 353 jellybeans in a jar. Grant has 335 jellybeans in a bag. Who has fewer jellybeans?



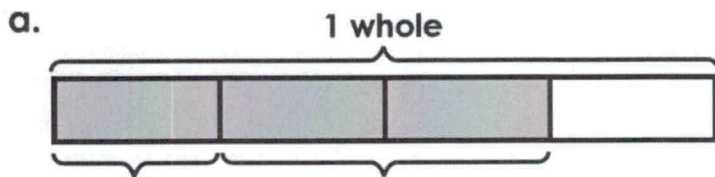
Name: _____

Adding Fractions

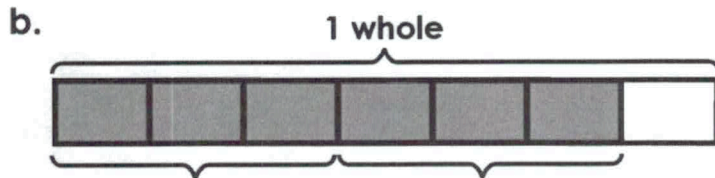


number sentence: $\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$

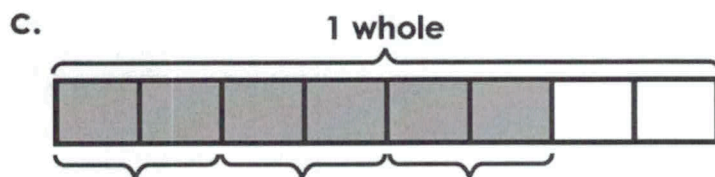
Label each tape diagram. Then write the number sentence shown by each diagram.



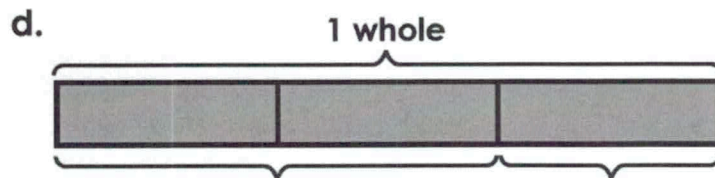
number sentence: _____



number sentence: _____



number sentence: _____

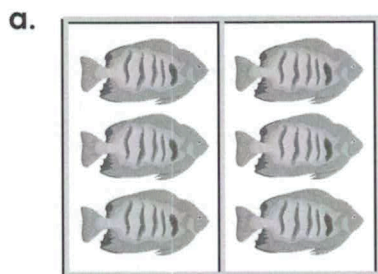


number sentence: _____

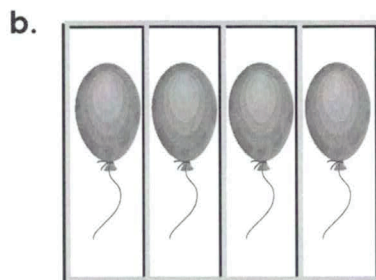
Name: _____

Fractions of a Group

Complete the fraction equation for each picture.



$$\frac{1}{2} \text{ of } 6 = \underline{\hspace{2cm}}$$



$$\frac{1}{4} \text{ of } 4 = \underline{\hspace{2cm}}$$



$$\frac{1}{3} \text{ of } 9 = \underline{\hspace{2cm}}$$



$$\frac{1}{5} \text{ of } 5 = \underline{\hspace{2cm}}$$



$$\frac{1}{6} \text{ of } 12 = \underline{\hspace{2cm}}$$



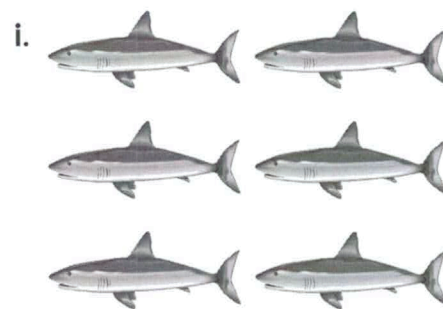
$$\frac{1}{3} \text{ of } 6 = \underline{\hspace{2cm}}$$



$$\frac{1}{3} \text{ of } 15 = \underline{\hspace{2cm}}$$



$$\frac{1}{2} \text{ of } 4 = \underline{\hspace{2cm}}$$



$$\frac{1}{6} \text{ of } 6 = \underline{\hspace{2cm}}$$

j. Tony saw 6 birds in a tree. $\frac{1}{6}$ of them flew away. How many were left?

k. Bob got 8 presents for his birthday and opened $\frac{1}{2}$ of them. How many did he open?

Rabbits on Vacation

Subtract to find the differences.
Then match the letters to the
blanks below to solve the riddle.

$$\begin{array}{r} \text{E} \quad 465 \\ - 239 \\ \hline \end{array}$$

$$\begin{array}{r} \text{N} \quad 239 \\ - 84 \\ \hline \end{array}$$

$$\begin{array}{r} \text{I} \quad 888 \\ - 295 \\ \hline \end{array}$$

$$\begin{array}{r} \text{E} \quad 619 \\ - 461 \\ \hline \end{array}$$

$$\begin{array}{r} \text{A} \quad 212 \\ - 190 \\ \hline \end{array}$$

$$\begin{array}{r} \text{N} \quad 770 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad 532 \\ - 341 \\ \hline \end{array}$$

$$\begin{array}{r} \text{P} \quad 548 \\ - 98 \\ \hline \end{array}$$

$$\begin{array}{r} \text{A} \quad 534 \\ - 519 \\ \hline \end{array}$$

$$\begin{array}{r} \text{L} \quad 300 \\ - 190 \\ \hline \end{array}$$

$$\begin{array}{r} \text{A} \quad 912 \\ - 672 \\ \hline \end{array}$$

$$\begin{array}{r} \text{R} \quad 467 \\ - 58 \\ \hline \end{array}$$



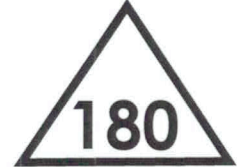
How do rabbits travel?

$$\begin{array}{r} \hline 593 \\ \hline \end{array} \quad \begin{array}{r} \hline 155 \\ \hline \end{array} \quad \begin{array}{r} \hline 15 \\ \hline \end{array}$$

$$\begin{array}{r} \hline 191 \\ \hline \end{array} \quad \begin{array}{r} \hline 240 \\ \hline \end{array} \quad \begin{array}{r} \hline 409 \\ \hline \end{array} \quad \begin{array}{r} \hline 226 \\ \hline \end{array} \quad \begin{array}{r} \hline 450 \\ \hline \end{array} \quad \begin{array}{r} \hline 110 \\ \hline \end{array} \quad \begin{array}{r} \hline 22 \\ \hline \end{array} \quad \begin{array}{r} \hline 714 \\ \hline \end{array} \quad \begin{array}{r} \hline 158 \\ \hline \end{array}$$

Name: _____

Shape Subtraction



Subtract the number in the **pentagon** from the number in the **heart**.

Subtract the number in the **hexagon** from the number in the **circle**.

Subtract the number in the **square** from the number in the **trapezoid**.

Subtract the number in the **star** from the number in the **octagon**.

Subtract the number in the **triangle** from the number in the **diamond**.

Subtract the number in the **pentagon** from the number in the **square**.

3RD GRADE MATH

Multiple-Step Word Problems

Steps to Solve a Problem: UPS Check!

<h3 style="margin: 0;">Understand</h3> <p>Read the problem. What am I looking for? <small>[Bracket the question]</small></p> <p>What do I know? <small>Circle the important numbers. Underline labels.</small></p>	<h3 style="margin: 0;">Plan</h3> <p>Choose a strategy. <small>• Draw a Picture or Make a Table</small></p> <table border="1" style="font-size: small; margin: 5px auto;"> <tr> <td>Step</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>Strategy</td> <td>JUG</td> <td>SUG</td> <td>CUG</td> <td>JEG</td> <td>SEG</td> <td>SEG</td> <td></td> </tr> <tr> <td>Problem</td> <td>+</td> <td>-</td> <td>-</td> <td>x</td> <td>÷</td> <td>÷</td> <td></td> </tr> </table>	Step	1	2	3	4	5	6	7	Strategy	JUG	SUG	CUG	JEG	SEG	SEG		Problem	+	-	-	x	÷	÷	
Step	1	2	3	4	5	6	7																		
Strategy	JUG	SUG	CUG	JEG	SEG	SEG																			
Problem	+	-	-	x	÷	÷																			
<h3 style="margin: 0;">Solve</h3> <p>Show all your work. Label your answer.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <table style="font-size: x-small; border-collapse: collapse;"> <tr><td style="text-align: right;">3</td><td></td></tr> <tr><td style="text-align: right;">+5</td><td></td></tr> <tr><td colspan="2" style="border-top: 1px solid black; text-align: right;">8 crayons</td></tr> </table> </div>	3		+5		8 crayons		<h3 style="margin: 0;">Check</h3> <p> Explain & Justify</p> <p>Is your answer REASONABLE?</p>																		
3																									
+5																									
8 crayons																									

- Step 1: **Understand the problem.** Find the information needed to solve it.
- Step 2: **Make a plan.** Choose a way to solve the problem.
- Step 3: **Solve the problem.**
- Step 4: **Check your answer.**

“Colleen has a roll of film that can take 24 pictures. She has already taken 13 pictures. A roll of film costs \$5. How many more pictures are left to take?”

Study and follow the following step to solve a Multiple-step Word Problem.

Step 1: Understand the problem.

1. What is the problem asking?

2. A roll of film can take 24 pictures. Do you need this information to solve the problem? _____
3. Colleen has already taken 13 pictures. Do you need this information to solve the problem? _____
4. A roll of film costs \$5. Do you need this information to solve the problem? _____

Step 2: Make a plan.

5. Which way is best to solve this problem?
 - a. Add
 - b. Subtract
 - c. Multiply
 - d. Divide

Step 3: Solve the problem.

6. Write a number sentence and solve the problem.

Step 4: Check your answer.

7. Show a way to check the math in your answer.

Sometimes it's helpful to write a sentence to answer the question in the problem.

There are _____ more pictures left to take.

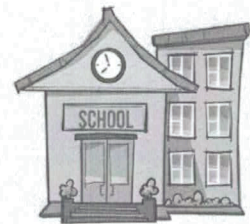
Solve the word problems. Show your work. Write your answer in each box.

1. Haruto has tomato plants in his backyard. This year the plants grew 127 tomatoes. Birds had eaten 19 of the tomatoes. 23 tomatoes had been ruined by bugs. He picked the rest. How many tomatoes did Haruto pick?



What is the problem asking?	Given numbers in the problem:
Operation to be used:	Solution:

2. Webster Elementary School has 124 first graders and 130 second graders. On Friday, 12 first graders and 9 second graders were absent. How many first and second graders were in school on Friday?



What is the problem asking?	Given numbers in the problem:
Operation to be used:	Solution:

3. Cole and Bryson went to Video Game Land. Cole won 152 tickets. Bryson won 84 tickets. They want to put their tickets together to get a large toy monkey that costs 300 tickets. How many more tickets do they need?



What is the problem asking?	Given numbers in the problem:
Operation to be used:	Solution:

_____ 's ELA Choice Board

Choose 5 activities for the week of 5/11 - 5/15

Animal Menu

Pretend you are opening a restaurant for an animal of your choice. Create a menu (with prices!) featuring meals your animal would want to eat. You can also draw pictures of the meals to match the items.

Song/Rap

Write a song or a rap describing the life cycle of a butterfly or a frog. Make your own beat or use the beat of a popular song. You can have a family member listen to your song or even make a music video for it.

The Places You'll Go!

Make a list of 10 places you want to visit. Think big, it can be anywhere!! Once you made your list, make a t-chart for common and proper nouns. Separate your list where they belong.

Read for 30 mins.

Using a book from home or Epic!, read a book for at least 20 mins and write a short summary on what the book was about and who the characters are.

Cut & Paste Spelling

Using previous spelling words, cut letters from newspapers or magazines.

OR

Write all the letters you need on any kind of paper, cut them out, and paste to make a spelling list.

Guess the Word

Choose 4 words from previous vocabulary lists and draw out a picture that shows the word. Then make a family member try and guess what word you chose. Make it a challenge!

Add It Up

Choose 10 previous spelling words and write them down. Add up each letter to find the value of the word.

Vowels = 3 points

Consonants = 1 point

Then put them in order from greatest value to least.

Informative Write

Choose an animal you love or know a lot about. Create a pamphlet about everything you know about that animal.

Include:

- Habitat
- Food
- Body
- Behavior
- Fun Facts

Teach Me!

What is something you know how to do really well? Write down the steps in order using as many details as possible. Use this to teach someone in your family how to do it.

Every Hour Counts

Do you ever stay up late to play video games or watch TV? If so, you may want to think twice the next time. Experts say even one extra hour of sleep a night counts. A recent study showed that extra sleep can help kids perform better in school.

For two nights, a group of kids who took part in the study went to bed at their usual bedtime. Afterward, they were given tests for memory and attention span. Both of those things are important for learning in school.

On the third night, some kids went to bed one hour earlier than usual. Others went to bed one hour later. The next day, experts tested the kids again.

Here is what the experts found: The kids who slept an extra hour improved their test scores. Some kids did better by as much as two grade levels! The kids who lost an hour of sleep did not improve their scores.



U.S. Department of Health and Human Services
A recent study showed that extra sleep can help kids perform better in school.

You Snooze, You Lose

Most third graders need at least nine hours of sleep each night, say experts. However, studies show that many kids are not sleeping enough. That can make it hard for kids to pay attention in school.

Going to bed early is not easy, experts agree. But it's worth it! One extra hour of sleep may mean the difference between doing well and falling asleep in class.

Get Your Zzzzs!

Here are some tips to help you get a good night's sleep:

Do

relax with quiet time before going to sleep.
go to bed at the same time each night.

Don't

eat a big meal or exercise right before bed.
drink soda pop with caffeine in the evening.

Name: _____ Date: _____

1. Kids who get an extra hour of sleep have better memory skills, while kids who get less sleep

- A. are better readers in all their classes.
- B. come late to school constantly.
- C. are grumpy during the day at school.
- D. may have a hard time paying attention in school.

2. _____ is a result of losing an hour of sleep while _____ is a result of sleeping an extra hour.

- A. Doing well in math / doing well in reading
- B. Better memory / a poor test score
- C. A poor test score / an improved test score
- D. Gaining weight / losing weight

3. The following sentence is an opinion:

- A. it is hard to get extra sleep.
- B. studies show that extra sleep helps students.
- C. students that get extra sleep do better on tests.
- D. extra sleep increases attention span.

4. Kids who sleep better might go to bed the same time each night, while kids who have sleeping problems might

- A. eat a small meal before bedtime.
- B. relax before bedtime.
- C. drink soda in the evening.
- D. exercise in the morning.

5. Why might it be hard for some kids to get extra sleep? What can they do to sleep better?

3rd Grade Daily Journal Writing for Week of May 11

Name: _____

Instructions: Write a response to each question/prompt for each day of the week listed. Write in complete sentences. Start with a capital letter and end it with a period/punctuation mark. Write 3 or more sentences for each of them. (You can also access this document online through Google Classroom in "Johnson 3rd". You can join the class with code: pf6ysgo if you haven't already.)

Monday: The best thing to do on a snow day is...

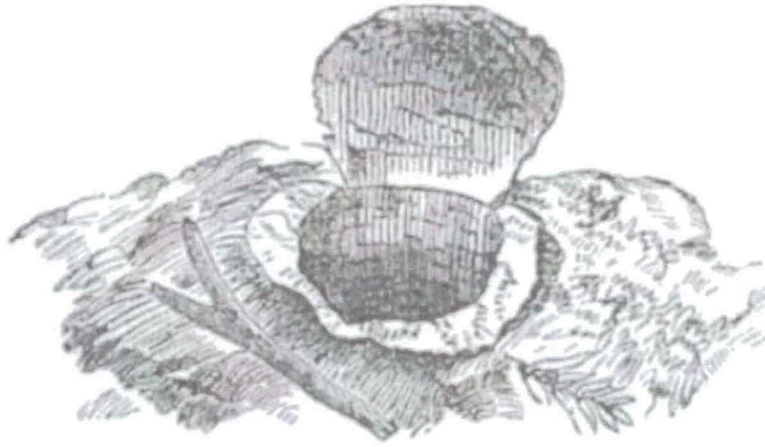
Tuesday: If you can be any animal, what would you be and why?

Wednesday: Running through the forest is...

Thursday: If you could create a new creature, what would it look like? Describe it in detail.

Friday: The greatest present I ever received was...

Rachel Meets Harry



trapdoor spider nest open

Rachel Spider lived in a garage. She was very happy there. She spun a web in the corner of the garage every morning. Then she waited. Sometimes a juicy fly flew into her web. Moths and gnats got caught in her web, too. Rachel liked to eat them all.

The garage was always very dark and quiet. Tools hung on the walls. There was an old motorcycle there, too. It was very dusty. Humans hardly ever came into the garage. There was a dirty window on the wall near Rachel's web. Rachel never looked outside. She had everything she wanted in her little corner.

One morning there was a terrible storm outside. The wind blew open the garage window. The strong wind reached Rachel's corner. She tried to cling to her web, but it was no use. The wind carried her away. The wind dropped Rachel on a piece of dusty ground. She was very scared. She didn't know where she was. Cold raindrops began to fall.

"Over here!" someone called out. The voice came from a hairy spider. He was sticking his head out of the ground. "You'll be safe from the rain!" said the spider. Rachel wasn't sure what to do. But she didn't like the rain at all. She hurried to the spider. He lived in a strange hole in the ground. A lid of dirt covered the hole.

"Hi," Rachel said. "I'm Rachel." "I'm Harry," said the spider. Rachel looked around. Harry's hole was dark and quiet. The wall and floor was made of dirt. But Rachel didn't see a web anywhere.

"Where is your web?" Rachel asked. "I don't need a web," Harry said. "I'm a trapdoor spider. I trap bugs in my hole here. The hole keeps me nice and safe, too." "That's very interesting," Rachel said. She had never met a spider like Harry before!

Name: _____ Date: _____

1. This passage is

- A. historical fiction.
- B. realistic fiction.
- C. science fiction.
- D. fantasy.

2. The author describes the garage with a lot of detail. Which of the following is true about the garage?

- A. The garage is bright and loud.
- B. The garage has a window.
- C. Humans constantly enter the garage.
- D. Tools are scattered on the garage floor.

3. Which statement accurately describes Harry's hole?

- A. The hole is large and cold.
- B. The hole is wet and dark.
- C. The hole is bright and loud.
- D. The hole is dark and quiet.

4. Harry seems

- A. very hungry.
- B. dangerous.
- C. kind.
- D. lazy.

5. How are Rachel and Harry's homes similar? Explain.
