Distance Learning Packet
Week 4

Name:

_____

(First and Last Name)

Teacher: _____

3RD GRADE

Weekly Planner

Teacher: ____ **Grade:** 3 **Week 4: May 11th - May 15th**

Welcome to our Virtual Classroom!

Student Time Expectation per day: 2-3 hours

Daily Routine Practice and Rehearsal (In any order that fits your family's home routine) *Times are approximate.*

- 20 min. Reading Independently (Reading aloud, being read to, or reading silently)
- 20 min. Writing- Daily Prompt: See Calendar / Criteria: Thoughtful response with main idea supported by details, connections to self/other texts/the world, proper capitalization and punctuation.
- 10 Min. Multiplication Practice
- 20 Scientific Observation: Information Processing of field work, virtual field trips, Mystery Science or articles through Sense Making Notebooks
- 30 minutes Reading / ELA, 30 Minutes Math,

Content Area	Learning Objectives	Assignments: Daily Routines + These Tasks
Language Arts *Vehicles may be Science or Social Studies* Wonders/ Read Works Provided Passages & Graphic Organizers for Writing	• I can ask and answer questions about text that I read. • I can determine the main idea of a text and recount key details and explain how they support the main idea.	☐ Read the Read Works passages a few times and answer questions. "Goodbye to Tag" ☐ Social Studies, read the passage and answer the questions throughout. *"How have California Indians lived in their environment?"* pages 29 – 32 ☐ Your Turn Pages 70-72 – *"Get a Backbone"* ☐ Your Turn Pages 97-98 – *"Discovering Life Long Ago"*
Mathematics Connect Ed/MyMath Prodigy Provided Activities	• I can relate area to the operations of multiplication and addition. • I can tile or use a formula. • I can solve area and perimeter word problems.	☐ Worksheets pages: 9-10, 13, 16 – 17, 78, 105
Science District Adopted Materials, Twig Packets and/or Other Activities	• I can obtain and combine info to describe climates in different regions of the world.	☐ Optional: https://mysteryscience.com/mini-lessons/germs-sanitizer?code=d1220d5754c6fab7c9de53d6654f41d6 Write a paragraph about your observations. ☐ "World Climates" and "What's the Forecast?" – Read and answer questions

Teacher Office Hours	*I have two hours scheduled every day for emails, phone calls, conference calls, and virtual experience.* *Please see the newsletter for office hours. If your student needs additional help, please reach out and we will find a way.*

Submission of Work: *Assignments can be turned in digitally sooner, but the paper drop off is scheduled at our site for Fri., 5/8/20*
Submit Logs & Products: Scan / photo /upload/or deliver

Our Daily Routines

Log for May 11th – 15th	Log Your Reading	Writing	Math Games or Fluency
Monday	*Title:* Parent initial _____ to verify reading	**Prompt:** Would you ever want one (or another) younger sibling? Why or why not? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Tuesday	*Title:* Parent initial _____ to verify reading	**Prompt:** Who do you respect the most? Why? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Wednesday	*Title:* Parent initial _____ to verify reading	**Prompt:** How much time do you spend online each week? What do you do on the Internet? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Thursday	*Title:* Parent initial _____ to verify reading	**Prompt:** Why is it so important to send thank you notes when you receive gifts? Parent initial _____ to verify	Game: Parent initial _____ to verify play
Friday	*Title:* Parent initial _____ to verify reading	**Prompt:** If you could have any superpower, what would you choose? How would you use it? Parent initial _____ to verify	Game: Parent initial _____ to verify play

Goodbye to Tag?

Some kids who want to play tag are out of luck. The game was **banned** at Willet and McCarthy elementary schools in Massachusetts. (*Banned* means "not allowed.") Those students are not alone. A growing number of schools across the country have put an end to the playground game.

Recess is safer without tag, say some school officials. At Freedom Elementary School in Cheyenne, Wyoming, the game often led to pushing and fighting. "To be safe, [all students] must keep their hands and feet to themselves," the principal, Cindy Farwell, told *WR News*.

Others think banning tag goes too far. "It's telling children we don't trust them to be safe when they play games," says Rhonda Clements. She teaches physical education at a college in New York. Clements also says kids should be able to choose whom they play with and what they play.

Name: _____ Date: _____

1. In this passage, the author seems to feel

    A. kids should decide whether or not they should play tag.

    B. that kids should play tag.

    C. that kids should not play tag.

    D. none of the above.

2. We know that the author is neutral on this issue, because

    A. she says that kids are 'out of luck'.

    B. she presents both sides of the argument.

    C. she quotes Cindy Farwell.

    D. she quotes Rhonda Clements.

3. Some school officials want to ban tag because

    A. it sometimes leads to pushing and fighting.

    B. most kids do not like playing tag.

    C. students are not completing their homework.

    D. students are getting their feelings hurt when they are not "it".

4. When the author says, "kids are out of luck", she is communicating

    A. that kids should not be playing tag at all.

    B. that kids do not have the option of playing tag anymore.

    C. that kids are not getting hurt by tag.

    D. that kids should stop pushing each other.

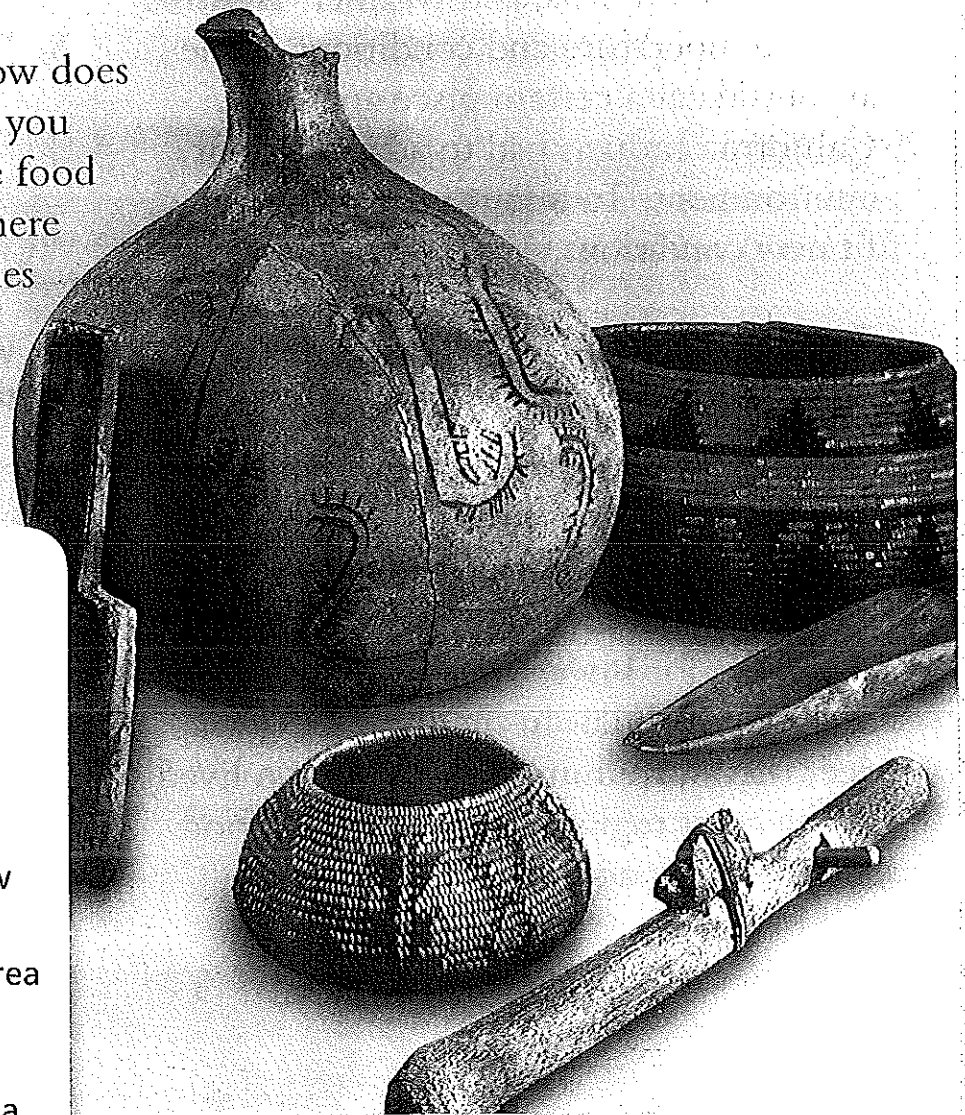**5.** Should tag be banned at your school? Support your opinion with reasons.

_____

_____

_____

Name:

How have California Indians lived in their environment?

CONNECT TO YOU How does where you live affect how you live? California Indians ate food they found in the areas where they lived. They built homes from wood, grasses, and other plants that grew around them.

Preview the Lesson

Vocabulary

weather *(n.)* the temperature and conditions of the air outside at a certain place and time

adapt *(v.)* to change to fit new conditions

climate *(n.)* the weather an area usually has year after year

Vocabulary Activity
Write a sentence below using a vocabulary word from the list above that describes the climate of your region.

Reading: Cause and Effect

A *cause* is why something happens. An *effect* is what happens as a result of the cause. As you read, underline parts of the text that tell why the Achumawi were called Pit River Indians.

▷

29

Different Environments

California has mountains, valleys, deserts, and a long coastline. These different areas usually have different environments. This means they have different plants, animals, landforms, and weather. **Weather** is the temperature and conditions of the air outside at a certain place and time. California Indians had to adapt to their environment. To **adapt** is to change to fit new conditions.

Food

California Indians ate the food that they could find around them. The Achumawi (ah chu MAH we) lived in the mountain region. They ate acorns and deer, which were found in the mountains. They were called the Pit River Indians because they used pits, or holes in the ground, to trap deer they were hunting. The Pomo lived in the coast region. They gathered food such as seeds, acorns, and berries.
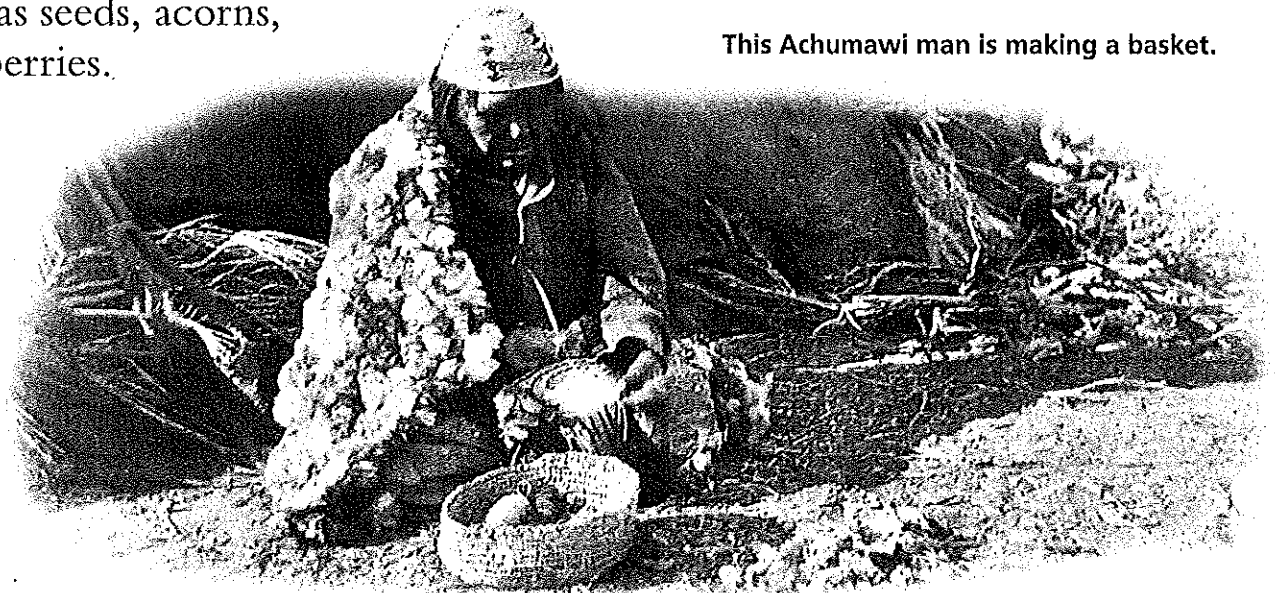
1. Fill in the effect box below

Cause:

Land areas in California have different environments.

Effect:

2. What kinds of food did the Pomo eat? Explain why.

This Achumawi man is making a basket.

Homes

California Indians also adapted how they lived based on their climate. **Climate** is the weather an area usually has year after year. The Modoc lived in the mountain region. They lived in warm homes because winters in the mountains are cold and snowy. The Miwok in the valley region lived in houses made of branches, bark, small bushes, or grass. The Yuma in the desert region made houses from branches and small bushes. They covered their homes with soil or sand to stay cool in the hot sun.

( )

The Hupa in the mountain region made houses out of cedar wood.

Clothing and Tools

California Indians used plants and animal skins to make clothing. Often groups traded with other groups for things that they wanted or needed. The Washo, who lived in the mountain region, hunted deer. They used deer skins to make shirts and pants. They used deer antlers as tools for digging and cutting. The Chumash lived in the coast region. Chumash women wore skirts made from sea grass they found along the coast. California Indians who lived in the desert, such as the Mojave and Yuma, dressed in light clothing to stay cool.

3. How did climate affect the homes the Yuma built?

4. Circle the sentences that describe clothes that California Indians made from things in their region.
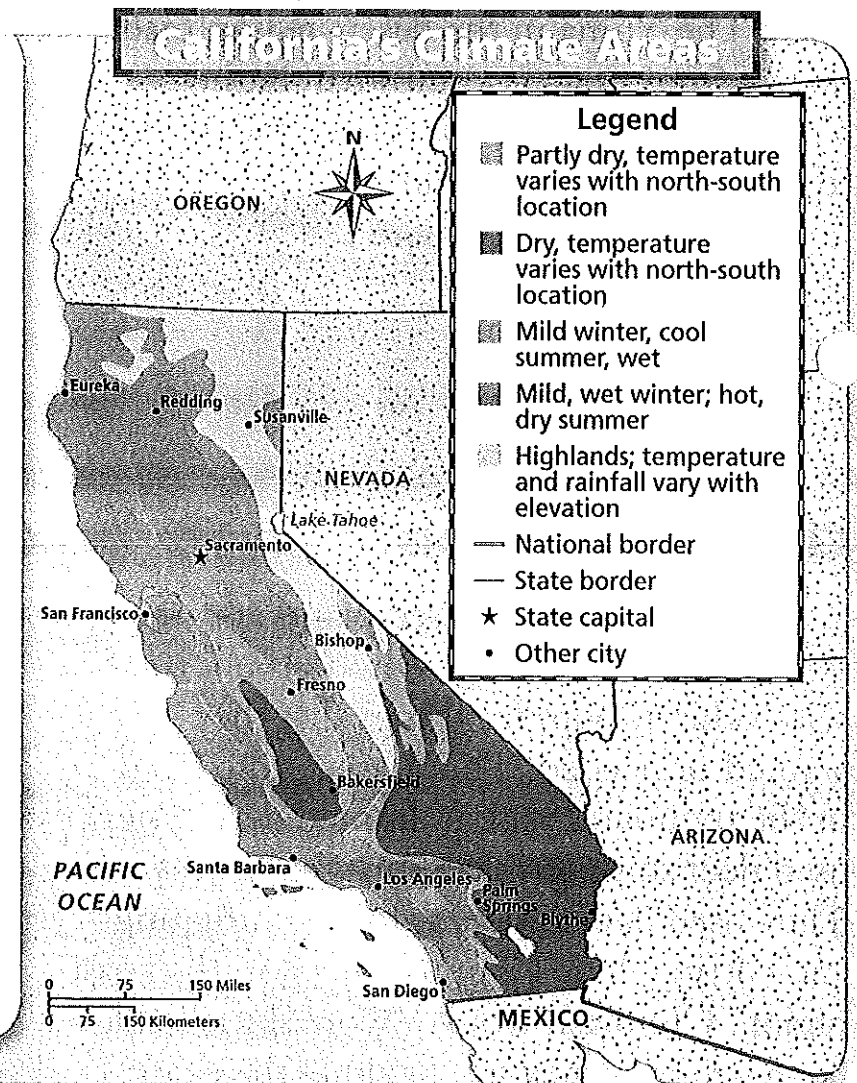
Summary

California Indians were able to live in many kinds of environments. How did climate affect how they lived?

Climate Maps

Learn More A climate map uses different colors to show the climate areas of regions. The climate map below shows the different climate areas in California. The map legend explains what climate each color on the map stands for. For example, the color green stands for a climate that has a mild, wet winter and a hot, dry summer. Use the map to answer the questions below.

Try It

1. How many different climate areas does this map show?

_____

2. What is the climate area of Sacramento?

_____

_____

3. Circle the words on the map legend that describe the climate area of Eureka.

4. Which color represents your climate area?

_____

California's Climate Areas

OREGON

N

Eureka
Redding
Susanville

NEVADA

Lake Tahoe

Sacramento

San Francisco

Bishop

Fresno

Bakersfield

PACIFIC
OCEAN

Santa Barbara

Los Angeles
Palm Springs
Blythe

ARIZONA

San Diego

MEXICO

0   75   150 Miles
0   75   150 Kilometers

Legend

▨ Partly dry, temperature varies with north-south location

▩ Dry, temperature varies with north-south location

▨ Mild winter, cool summer, wet

▨ Mild, wet winter; hot, dry summer

▨ Highlands; temperature and rainfall vary with elevation

— National border

— State border

★ State capital

• Other city

Get a Backbone!

Reread and use the prompts to take notes in the text.

Underline how the author helps you understand what a backbone is in paragraph 1. Look at the photograph and label. How does it help you understand more about what a backbone looks like? Use text evidence to write your answer.

[1] Most animals in the world fit in one of two groups. Some have backbones. The others do not. People, lizards, owls, frogs, and sharks all have backbones. Touch the back of your neck. That's where your backbone starts. It's a string of bones that goes all the way down your back to your tailbone.

Reread paragraph 2. Circle words that help you visualize how animals without backbones move.

[2] What would you be like without a backbone? You couldn't walk or sit up. You'd have to slither around like a worm or swim like an octopus. Those animals have no backbones.

Collaborate

Reread paragraph 3. With a partner, draw a box around the words the author uses to describe the different types of vertebrates.

[3] Animals with backbones are called vertebrates. All vertebrates have backbones. However, not all vertebrates are alike. They have different features. Some are huge. Others are tiny. Some swim, while others fly.

[4] Vertebrates can be birds, amphibians, fish, reptiles, or mammals. Animals in each group share a unique quality that

BACKBONE

Reread paragraphs 5 and 6. Number in the margins the ways that birds can be different from each other. Then, underline the sentence that states what all birds have in common.

COLLABORATE

Reread paragraph 8. Talk with a partner about what the word *cold-blooded* means. Circle how the author helps you understand what that means.

Then, draw a box around the places that reptiles live. Write them here:

1. _____

2. _____

Birds

[5] Most birds can fly, but bees and bats can, too! Some birds, like ostriches and penguins, can't fly at all. Ostriches run. Penguins walk and swim. So what makes birds special?

[6] Feathers, of course! Feathers keep birds warm. They can help birds to fly and steer through the air. The color of a bird's feathers can help it hide from predators or attract other birds.

Reptiles

[7] Lizards and snakes are reptiles. All reptiles have scales covering their bodies.

[8] Because reptiles are cold-blooded, they must live in warm places. Some snakes, turtles, and crocodiles live mostly in warm water. Some reptiles live in dry deserts. Most reptiles have low bodies, four short legs, and a tail. Only snakes have no legs at all.

How does the author organize the information to help you understand more about backbones?

Talk About It Reread the excerpt on page 70. Talk with a partner about what the author does to make the information easier to understand.

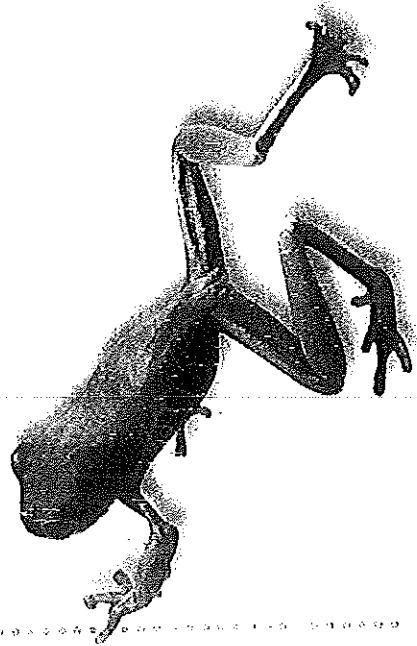Cite Text Evidence How does the author organize the information? Write evidence in the chart.

Text Evidence	How it helps

Write The author helps me understand about backbones by _____

QUICK TIP

When I reread, I can use the way the author organizes information to understand the topic better.

Reread and use the prompts to take notes in the text.

Discovering Life Long Ago

1 In the past, people wrote in diaries and journals. They wrote letters to friends and families. They also wrote autobiographies to tell their life stories. Diaries, journals, and autobiographies tell us what people thought and felt. They also give details about daily life in the past. They describe the food people ate. They tell what kind of transportation they used.

2 Posters, newspapers, and old photographs also give details about events in the past. So do speeches and songs. Photographs show people's clothes and how they had fun.

3 Both words and pictures from the past help us see how people lived long ago. They tell a history of people, places, and things. They take us back in time.

Reread paragraphs 1 and 2. Underline the ways people use to tell about the way life was long ago. In the margin, number the different things we can learn. List three of them here:

_____

_____

_____

COLLABORATE

Turn and talk with a partner about how the author organized the information in this selection. Circle the paragraph that summarizes all the information.

How does the author help you understand how people learn about events in the past?

COLLABORATE

Talk About It Reread paragraphs 1 and 2 on page 97. Talk with a partner about the ways people learn more about the past.

Cite Text Evidence How does the author arrange the information to help you understand how we learn about life long ago? Write text evidence here.

Paragraph 1	Paragraph 2	This Helps Because...

Write The author helps me understand how people learn about the past by _____

_____

_____

Round to the Nearest Ten

Round the number to the nearest ten.

1. 52   2. 47   3. 95   4. 107   5. 423

_____   _____   _____   _____   _____

6. 676   7. 209   8. 514   9. 673   10. 19

_____   _____   _____   _____   _____

11. 478   12. 313   13. 627   14. 789   15. 204

_____   _____   _____   _____   _____

Problem Solving and Test Prep

USE DATA For 16–17, use the table below.

16. To the nearest ten, what was the number of sea lions spotted on Friday?

_____

17. To the nearest ten, what was the number of sea lions spotted from Friday to Sunday?

_____

Sea Lions Spotted Off the Pier	
Day	Number of Sea Lions Spotted
Friday	48
Saturday	53
Sunday	65

18. The number of stamps in Krissy's collection, rounded to the nearest ten, is 670. How many stamps could Krissy have?

  A 679
  B 676
  C 669
  D 664

19. On a number line, the number labeled X is closer to 350 than it is to 360. Which number could X be?

  A 354
  B 356
  C 361
  D 365

Round to the Nearest Hundred

Round the number to the nearest hundred.

1. 349   2. 251   3. 765   4. 3,218   5. 6,552

_____   _____   _____   _____   _____

6. 4,848   7. 5,298   8. 6,342   9. 7,112   10. 412

_____   _____   _____   _____   _____

11. 901   12. 5,451   13. 2,982   14. 9,216   15. 1,543

_____   _____   _____   _____   _____

Problem Solving and Test Prep

USE DATA For 16–17, use the table below.

16. To the nearest hundred, how many feet below sea level is California's lowest point?

_____

17. To the nearest hundred, how many square miles is California's water area?

_____

California Geography	
Feature	Size
Coastline	840 miles
Lowest Point (below sea level)	282 feet
Water Area	7,734 square miles

18. Which number does NOT round to 500, when rounded to the nearest hundred?

   A 451

   B 499

   C 533

   D 552

19. On a number line, point P is closer to 300 than to 200. Which number could point P stand for?

   A 219

   B 247

   C 273

   D 202

Practice

Algebra: Missing Addends

Find the missing addend. You may want to use counters.

1. $3 + \square = 10$ 2. $\square + 9 = 14$ 3. $\square + 6 = 11$ 4. $\square + 2 = 5$

5. $\square + 7 = 13$ 6. $2 + \square = 4$ 7. $\square + 9 = 12$ 8. $9 + \square = 17$

9. $6 + \square = 12$ 10. $\square + 1 = 10$ 11. $3 + \square = 8$ 12. $\square + 4 = 4$

Find the missing number. You may want to use counters.

13. $9 + 9 = \underline{\quad}$ 14. $3 + \square = 12$ 15. $5 + 5 = \underline{\quad}$ 16. $7 + 0 = \underline{\quad}$

17. $6 + 8 = \underline{\quad}$ 18. $2 + \square = 10$ 19. $\square + 5 = 12$ 20. $\square + 0 = 3$

21. $8 + \square = 12$ 22. $4 + 7 = \underline{\quad}$ 23. $6 + \square = 11$ 24. $2 + 7 = \underline{\quad}$

Problem Solving and TEST Prep

25. **Fast Fact** A squirrel can run 12 miles per hour. A house mouse can run 8 miles per hour. How many miles per hour faster can a squirrel run than a house mouse can run?

_____

26. Sophia went to an amusement park. She went on 18 rides in all. Seven of the rides Sophia went on were roller coasters. How many rides that Sophia went on were not roller coasters?

_____

27. Which is the sum?
    $2 + 7 = \underline{\quad}$
    A 5
    B 6
    C 8
    D 9

28. Which is the missing addend for $11 + \underline{\quad} = 15$?
    A 3
    B 4
    C 5
    D 6

Practice

Model 3-Digit Addition

Use base-ten blocks to find each sum.

1. 128 + 356 = _____   2. 147 + 266 = _____   3. 594 + 245 = _____

4. 649 + 248 = _____   5. 392 + 455 = _____   6. 288 + 477 = _____

7. 388 + 256 = _____   8. 133 + 267 = _____   9. 818 + 103 = _____

Find each sum.

10. 821
+143

11. 765
+154

12. 217
+265

13. 291
+645

14. 608
+154

15. 309
+512

16. 485
+180

17. 789
+101

18. 236
+319

19. 167
+418

20. 189
+178

21. 248
+318

22. 378
+147

23. 320
+575

24. 256
+127

25. 444
+328

26. 701
+199

27. 225
+387

28. 821
+143

29. 765
+154

30. 635
+364

31. 528
+122

32. 137
+303

33. 412
+101

34. 862
+112

Add 3- and 4-Digit Numbers

Estimate. Then find each sum.

1. 205
    + 582

2. 725
    + 237

3. 317
    + 445

4. 377
    + 429

5. 199
    + 534

6. 2,627
    + 4,312

7. 2,336
    + 5,248

8. 7,743
    + 1,185

9. 6,812
    + 2,309

10. 3,476
    + 358

11. 2,503
    + 2,507

12. 7,883
    + 1,374

13. 3,612
    + 4,174

14. 1,975
    + 585

15. 2,109
    + 1,177

16. $832 + 415 =$ _____

17. $2,358 + 5,329 =$ _____

18. $4,210 + 688 =$ _____

Problem Solving and Test Prep

19. Margie flies 2,604 miles from Boston to Los Angeles for a vacation. She then flies the same distance to return home. How many miles does Margie fly in all?

    _____

20. Shawn has climbed 697 steps of the Eiffel Tower. He has 974 steps left to climb to reach the top. How many steps are on the Eiffel Tower?

    _____

21. Which is the sum of 2,485 and 821?

    A 2,206
    B 3,306
    C 3,206
    D 4,306

22. Which is the sum of 5,093 and 1,652?
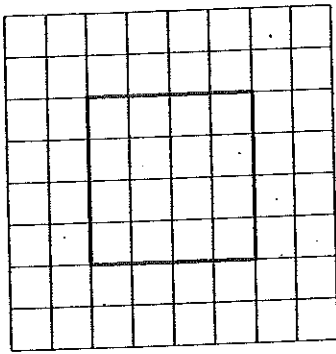
    A 3,441
    B 6,645
    C 5,745
    D 6,745

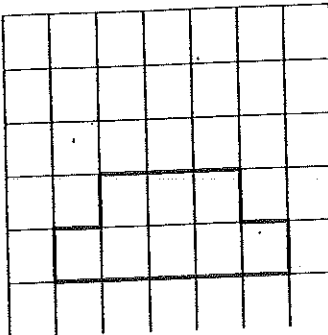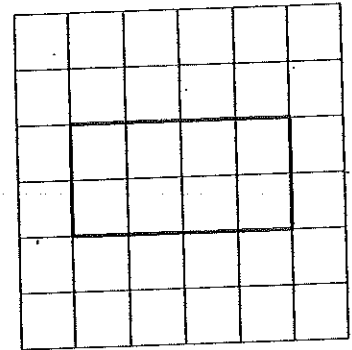Practice

Perimeter

Find the perimeter of each figure.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Practice
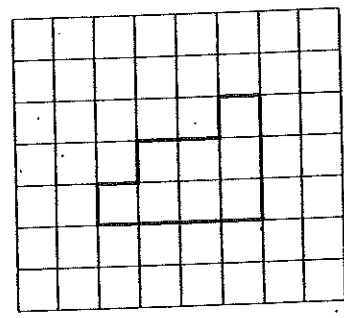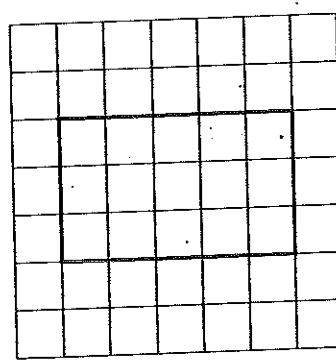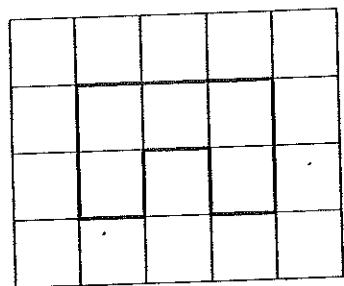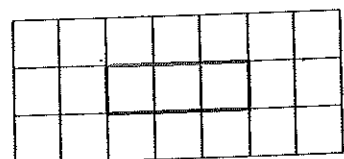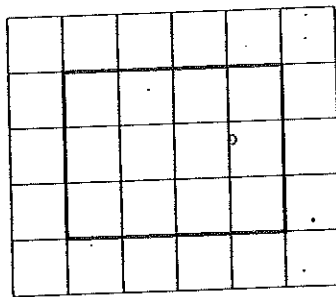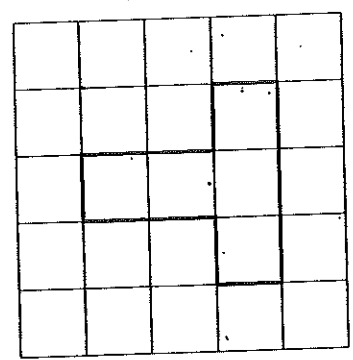
Name_____

Compare and Order Fractions

Compare. Write $<$, $>$, or $=$ for each $\bigcirc$.

1.

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{3}$	$\frac{1}{3}$

$\frac{4}{8} \bigcirc \frac{2}{3}$

2.

$\frac{1}{2}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{2} \bigcirc \frac{3}{6}$

3.

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{5}$	$\frac{1}{5}$
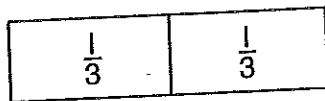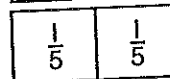
$\frac{3}{4} \bigcirc \frac{2}{5}$

4. $\frac{3}{8} \bigcirc \frac{1}{4}$

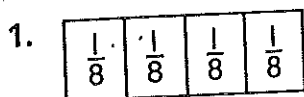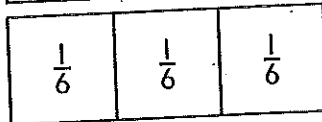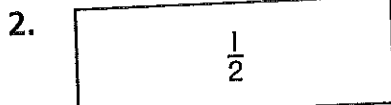**5.** $\frac{2}{3} \bigcirc \frac{5}{6}$

6. $\frac{4}{8} \bigcirc \frac{3}{6}$

Problem Solving and Test Prep

USE DATA For 7–8, use the table below.

7. Whose house is closer to school, Todd's or Al's? _____

8. Dan walked from his house to school. Then Dan walked to Todd's house. Which distance is farther?

Houses in Relation to School	
Whose House?	**Distance from School**
Al's	$\frac{3}{6}$ mile
Dan's	$\frac{2}{5}$ mile
Todd's	$\frac{3}{4}$ mile

9. I am greater than $\frac{2}{8}$ but less than $\frac{5}{6}$. My denominator is 2. Which fraction am I?

A $\frac{1}{2}$ C $\frac{3}{8}$

B $\frac{0}{2}$ D $\frac{2}{2}$

10. Which fraction is greater than $\frac{3}{5}$?

A $\frac{3}{6}$ C $\frac{7}{8}$

B $\frac{1}{4}$ D $\frac{6}{10}$

© Harcourt

Practice

World Climates

Cross-Curricular Focus: Earth Science

Earth's atmosphere is the layers of gases that surround our planet. A climate is the usual condition of the atmosphere in a certain area. The climate of a certain area can change a little from day to day. A climate is what the weather is usually.

There are quite a few different **climates** found in the world. Scientists have identified 11 different climates on Earth. They are named either for the region where they occur or for the weather found there. The polar regions of Earth are the areas near the North Pole and the South Pole. They have two extremely cold climates, called ice caps and tundra. The regions near the equator are warm and tropical. They have three separate climates, known as monsoon, wet and savannah/grasslands. The subtropical regions are between the tropical regions and the polar regions. They have six different climates, These are called dry summer, dry winter, humid, marine west coast, Mediterranean and wet.

Why are the warmest climates found near the equator? Earth is shaped like a sphere. The equator is the line that is equal distance from the North Pole and the South Pole. The sun shines directly on the equator when Earth is facing the sun. The surface of the Earth curves as it moves away from the equator. Those curved areas receive less direct sunlight. The poles, at the top and bottom of Earth, receive the least direct sunlight of all. The poles don't get enough warmth from the sun. That's why they have a layer of ice all year.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a climate?_____

_____

2) What is the climate of the region where you live? _____

_____

3) Why is it coldest in the polar regions?

_____

_____

4) How does the shape of Earth affect the climate of different regions?_____

_____

_____

_____

_____

5) Are you more likely to have a warm climate in Canada or in Mexico? Why? _____

_____

_____

What's the Forecast?
Cross-Curricular Focus: Earth Science

The weather forecast predicts what the temperature and air conditions will be in the near future. There is a wide variety of types of weather. The weather can be sunny or stormy. It can be warm or cool. It also can be rainy, cloudy or windy. Sometimes, weather is severe. A blizzard, a thunderstorm or a hurricane may happen quickly. When we get information ahead of time, we can prepare for it. Being prepared helps us stay safe.

A meteorologist is a person whose job it is to forecast the weather. There are many tools available to help the meteorologist do his job. A common tool for getting an accurate measurement of the temperature is a thermometer. A high temperature probably means plenty of sunshine for everyone.

In rainy weather, a meteorologist uses a rain gauge. A rain gauge gives numerical data about how much rain is falling outdoors. After it rains, you may be able to see a rainbow. A rainbow appears when the sun comes out and there is still rain in the air.

Wind brings us weather. It blows clouds from one place to another. It is helpful to know which direction the wind is blowing. A wind vane provides this information. Knowing the wind direction helps a meteorologist know what weather is coming.

Weather forecasts are not always right. As our knowledge about weather gets better, the forecasts become more accurate.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a weather forecast?

_____

_____

2) What is a person whose job it is to forecast the weather called? _____

3) Name one weather tool and tell what it is used for.

_____

_____

_____

4) What is your favorite kind of weather? Why?

_____

_____

5) Do you think the job of a meteorologist is difficult or easy? Explain your thinking.

_____

_____

Mystery Science

How does hand sanitizer kill germs?

Write a paragraph about your observations.

_____

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Writing Prompts

Write 2-3 sentences per prompt, please use complete sentences and punctuation.

Monday: Would you ever want one (or another) younger sibling? Why or why not?

_____

_____

_____

_____

Tuesday: Who do you respect the most? Why?

_____

_____

_____

_____

Wednesday: How much time do you spend online each week? What do you do on the Internet?

_____

_____

_____

_____

Thursday: Why is it so important to send thank you notes when you receive gifts?

_____

_____

_____

_____

Friday: If you could have any superpower, what would you choose? How would you use it?

_____

_____

_____

_____