Arvin Union School District

Independent Study Packet

Third Grade

10 Day Planner

Page Intentionally Left Blank

Arvin Union School District
Independent Study Packet

Dear Parents,

This is your guide for the days your child will be absent from school. This packet includes daily assignments for each day of absence involving all curriculum areas. You can assist your child by providing them with a quiet time every day to complete their daily assignments. Daily independent reading is included and is just as important as completing the pages in this packet. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

NOTE: The physical education activities may be replaced with vigorous exercise that is a part of your travels (e.g., hiking, swimming, horseback riding, skateboarding, bicycling, etc.) The important thing is to make sure your child is participating in daily activities that promote good health.

Dear Students,

You are required to do these assignments. All work must be completed to receive credit. It is best to complete the assignments on a daily basis as outlined on the activity tracker. Please keep all of your work together, and be prepared to have it checked when you return. These activities were chosen so that you can continue learning while you are absent and have fun at the same time. Please do both while you are away!

Arvin Union School District
Paquete de estudio independiente

Queridos padres,

Esta es su guía para los días que su hijo (a) estará ausente de la escuela. Este paquete incluye tareas diarias para cada día de ausencia que involucran todas las áreas del plan de estudios. Puede ayudar a su hijo proporcionándole un momento de tranquilidad todos los días para completar sus tareas diarias. Lectura independiente está incluida y es tan importante como completar las páginas de este paquete. Todos los días su hijo puede marque las tareas completadas en el rastreador de actividad provisto. Al regresar a la escuela, traiga el rastreador de actividad completo, con las firmas de el padre y estudiante, junto con el paquete de trabajo.

NOTA: Las actividades de educación física pueden reemplazarse con ejercicio vigoroso que sea parte de sus viajes (por ejemplo, senderismo, natación, equitación, patineta, bicicleta, etc.). Lo importante es asegurarse de que su hijo participe en las actividades diarias. que promueven la buena salud.

Queridos estudiantes,

Debes hacer estas tareas. Todo el trabajo debe completarse para recibir crédito. Es mejor completar las tareas diariamente como se describe en el rastreador de actividad. Mantenga todo su trabajo junto y prepárese para que lo revisen cuando regrese. Estas actividades fueron elegidas para que pueda continuar aprendiendo mientras está ausente y divertirse al mismo tiempo. ¡Por favor haz las dos cosas mientras estás fuera!

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

classic warmup



neck tilts



neck rotations



torso rotations



chest expansions



side arm raises



arm rotations



arm cirles (wide)



side-to-side hops feet together



side-to-side hops

Daily PE Activities

Daily PE Activities

SPARTAN

LEVEL I 3 sets **LEVEL II** 5 sets **LEVEL III** 7 sets **REST** up to 2 minutes



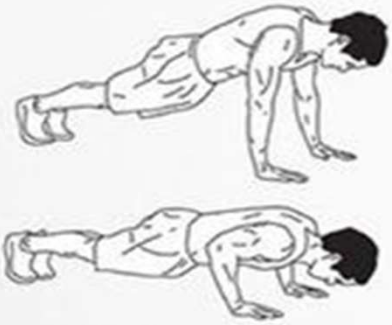
20 squats



10 jump knee tucks



20 slow climbers



to failure push-ups



20sec elbow plank



40 lunges



10 sit-ups



10 leg raises



10 reverse crunches

Day 1 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.
Exploring My Community pp. 4–5

- **Invite** your child to read aloud the selection.
- **Discuss** what the map, photos, and captions tell you about **St. Augustine**.

Day 1 Writing

Writing Prompt: Write about a unique quality you have that makes you special.

Grammar/Spelling: Reciprocal Pronouns

Day 1 Math

Start with the Day 1 Math Task: Rounding to 10 & 100. Continue with Day 1 Math activities. End with Day 1 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 1 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.
Exploring My Community pp. 4–5

• **Invite** a su hijo a leer la selección en voz alta.
• **Discuta** lo que el mapa, las fotos y los subtitulos dicen de **St. Augustine**.

Día 1 Escritura

Mensaje de escritura: Escribe sobre una cualidad única que tienes que te hace especial.

Gramática / Ortografía: Reciprocal Pronouns

Día 1 Matemáticas

Comience con la tarea matemática del dia 1: Rounding to 10 & 100.
Continúe con las actividades de Matemáticas del Día 1. Termine con el Día 1 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Short Read 1

Remember to annotate as you read.

Notes

Exploring My Community

by Lisa Benjamin

As the sun rises, my little city begins to wake. The 13,679 residents (as of 2013) start their day. Downtown, construction workers repair an old building. Meanwhile, off the coast, fishermen catch shrimp. All around St. Augustine, Florida, restaurant and hotel workers welcome tourists and other visitors.



St. Augustine is a small city in the northeastern part of Florida.

1 That's what a day is like in my community. A community is any place that people call home. Mine is on the coast of the Atlantic Ocean. We have beaches and wetland areas. Today is cool for December: 18 degrees Celsius (65 degrees Fahrenheit). (I know, lucky me!) The sun is out, so I am going to take pictures of my city's sights.



Some people say the beach is the best part of the city!



St. Augustine is not just a home for people. Alligators live in the area, too!

Notes

2 I am proud of St. Augustine. It is the oldest city in the United States, founded in 1565 by Pedro Menéndez de Avilés. He was an explorer from Spain.

3 History is important in my community. The local government does a really great job of taking care of the older buildings because tourists come here to see them. Keeping the old buildings in good shape keeps the past alive and makes sense for business, too.



Some buildings were constructed when Spanish settlers lived in the city.

4 As the sun sets, another day ends in St. Augustine. I wonder what I will do tomorrow.

Name _____ Date _____

Reciprocal Pronouns

Reciprocal pronouns help eliminate repetitive sentences or repetition within a sentence. Use the reciprocal pronoun **each other** to show that two people or things are performing the same action toward each other. Use the reciprocal pronoun **one another** to refer to three or more people or things.

They smiled at **each other**.

The teachers and students respect **one another**.

Rewrite the sentence or sentences using *each other* or *one another.*

1. Matt will meet Lin at the movies. Lin will meet Matt at the movies.

_____

2. My dog loves my cat, and my cat loves my dog.

_____

3. All the tourists stared at the monkeys, and all the monkeys stared at the tourists.

_____

4. Ken passed the ball to Juan. Juan passed the ball to Ken.

_____

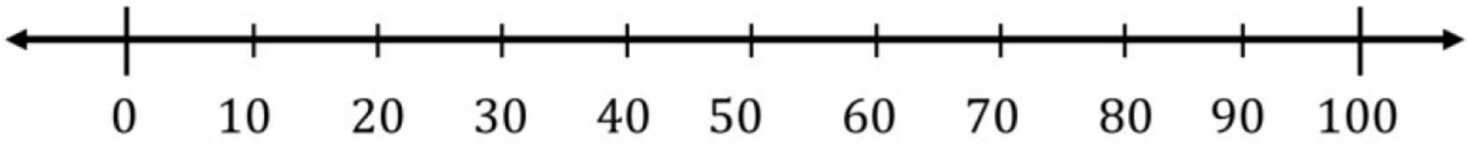
5. The members of the band thanked the fans, and the fans thanked the members of the band.

_____

Day 1 Math Task

Task: Rounding to 10 & 100

Plot 8, 32, and 79 on the number line.



a. Round each number to the nearest 10. How can you see this on the number line?

b. Round each number to the nearest 100. How can you see this on the number line?

Day 1 Math

3.OA.9

Addition Patterns

Lesson 3

ESSENTIAL QUESTION
How can place value help me add larger numbers?

Math in My World

Tutor

Example 1

The bank book shows how much money was added to Bart's account each time he visited the bank. How much money did Bart have after each trip to the bank? Complete Bart's bank book.



	Bart's Bank Book				
	$		5	7	5
$1 more	$		5	7	
$100 more	$			7	6
$1,000 more	$	,	6	7	6

1st trip

2nd trip

3rd trip

thousands	hundreds	tens	ones
	5	7	5
	5	7	(6)
	(6)	7	6
(1),	6	7	6

The circled digits show which place's value changed each time.
So, Bart had $ _____ after the first trip, $ _____ after the second trip, and $ _____ after the third trip.

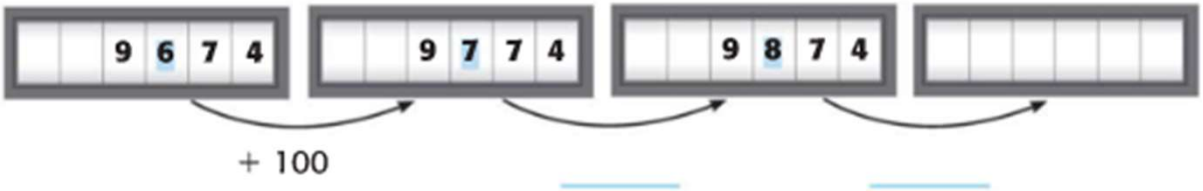
Bart added some money to the $1,676 he already had in his account. He now has $1,686. Complete the number sentence to show how much he added.

$1,676 + _____ = $1,686

Day 1 Math

Example 2

Patrick kept track of the miles his family traveled on a trip. Each time they stopped, he wrote down the miles from the odometer. Patrick noticed a pattern in the numbers he wrote. Describe the pattern.



Each time they stopped, the numbers increased by _____ miles.

Write the next number in the pattern above.

So, Patrick's family stopped every _____ miles.

Guided Practice

Write the number in the place-value chart.

1. 100 more than 3,728

thousands	hundreds	tens	ones
3	7	2	8

2. 1 more than 281

hundreds	tens	ones
2	8	1

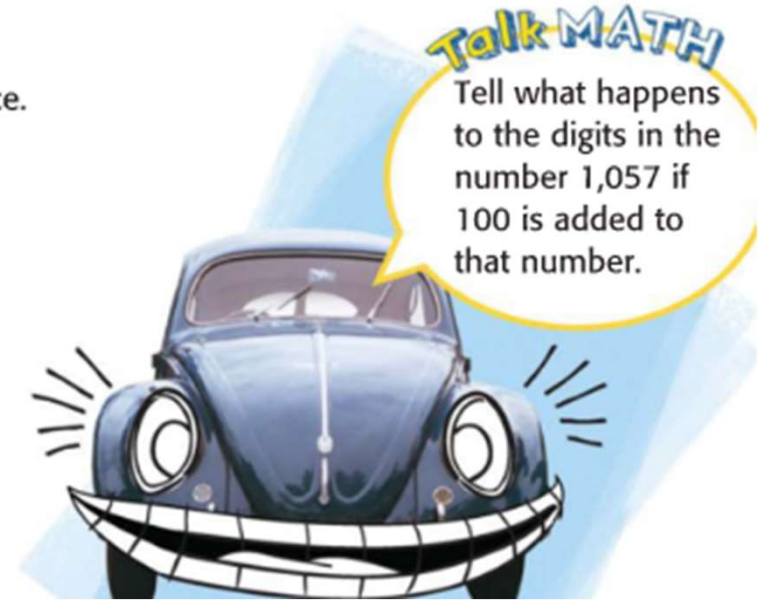
3. Complete the number sentence.

thousands	hundreds	tens	ones
6	3	2	5
6	4	2	5

6,325 + _____ = 6,425

Talk MATH

Tell what happens to the digits in the number 1,057 if 100 is added to that number.



Day 1 Math

Independent Practice

Write the number.

4. 1 more than 972

_____

5. 1,000 more than 374

_____

6. 10 more than 310

_____

7. 1,000 more than 8,993

_____

8. 10 more than 1,437

_____

9. 100 more than 2,819

_____

10. 100 more than 173

_____

11. 10 more than 6,910

_____

Complete the number sentence.

12. 974 + _____ = 975

13. 1,234 + _____ = 2,234

14. 8,264 + _____ = 9,264

15. 1,038 + _____ = 1,138

16. 6,123 + _____ = 6,223

17. 8,877 + _____ = 8,887

Identify and complete the number pattern.

18. 6,282; 7,282; _____; 9,282

The number pattern is _____.

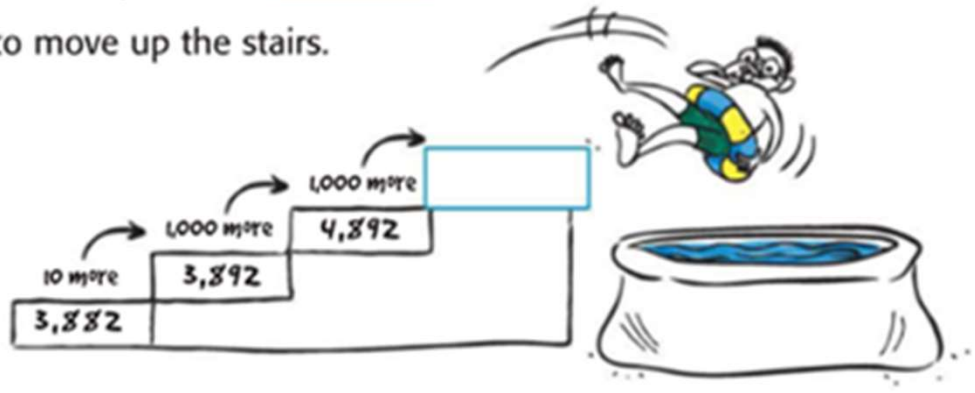
19. 9,379; _____; 9,381; 9,382

The number pattern is _____.

20. 7,874; 7,884; _____; 7,904; _____; _____

The number pattern is _____.

21. Add to move up the stairs.



Day 1 Math Fluency

Use any strategy

Use models or visuals

3,925 + 100

Write a story

How do you know your answer is correct?

Day 2 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.
Exploring My Community pp. 4–5

Find your community on a map and draw a picture that shows what makes your community unique.

Day 2 Writing

Writing Prompt: What is something special about the community you live in?

Grammar/Spelling: Reciprocal Pronouns

Day 2 Math

Start with the Day 2 Math Task. Continue with Day 2 Math activities. End with Day 2 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 2 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.
Exploring My Community pp. 4–5

Encuentre su comunidad en un mapa y dibuje una imagen que muestre lo que hace que su comunidad sea única.

Día 2 Escritura

Mensaje de escritura: ¿qué tiene de especial la comunidad en la que vive?

Gramática / Ortografía: Reciprocal Pronouns

Día 2 Matemáticas

Comience con la tarea de matemática del día 2. Continúe con las actividades de matemáticas del día 2. Termine con el día 2 de fluidez de matemática donde se alienta al alumno a resolver un problema utilizando múltiples estrategias

Name _____ Date _____

Reciprocal Pronouns

Use the reciprocal pronoun **each other** to refer to two people or things performing the same action toward each other. Use the reciprocal pronoun **one another** to refer to three or more people or things.
Luiz and Jon were happy to see **each other**.
We and all the visitors greeted **one another.**

Write the reciprocal pronoun that correctly completes the sentence: *each other* or *one another*.

1. My sister and my mom look just like _____.

2. All the boats in the harbor were bumping against _____ in the storm.

3. When you meet a new classmate, you should tell _____ your names.

4. Can we all agree to get along with _____?

5. The team members shook hands with _____ after the game.

6. I cannot believe it has been one whole year since we have seen _____.

Day 2 Math Task

$230 = \square + 160$

What number should be placed in the box to make the equation true?

Tell how you found the missing number.

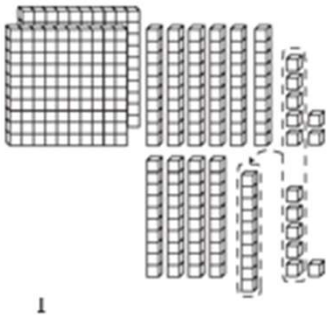
Day 2 Math

You can use models to add.

Find 267 + 46.

Step 1

Add the ones. Regroup if necessary.

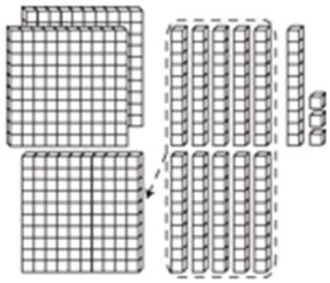


$$\begin{array}{r} {\scriptstyle 1} \\ 267 \\ +\ 46 \\ \hline 3 \end{array}$$

Think: 13 ones = 1 ten, 3 ones

Step 2

Add the tens. Regroup if necessary.

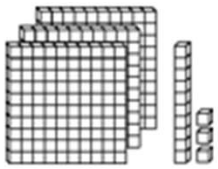


$$\begin{array}{r} {\scriptstyle 11} \\ 267 \\ +\ 46 \\ \hline 13 \end{array}$$

Think: 11 tens = 1 hundred, 1 ten

Step 3

Add the hundreds. Regroup if necessary.

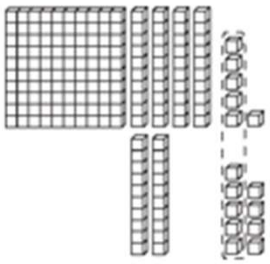


$$\begin{array}{r} {\scriptstyle 11} \\ 267 \\ +\ 46 \\ \hline 313 \end{array}$$

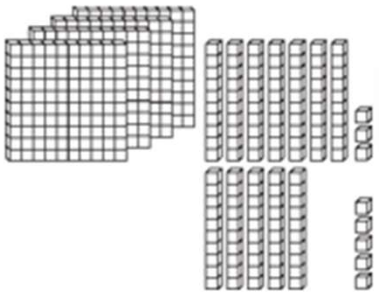
Think: 1 hundred + 2 hundreds = 3 hundreds

Find each sum. Use models to help.

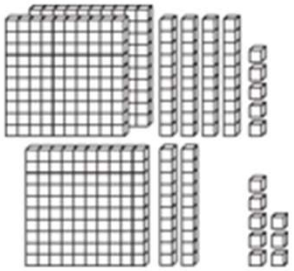
1. $\begin{array}{r} {\scriptstyle 1} \\ 146 \\ +\ 29 \\ \hline \end{array}$



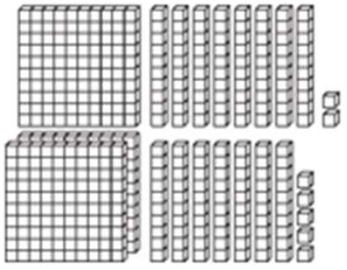
2. $\begin{array}{r} 473 \\ +\ 55 \\ \hline \end{array}$



3. $\begin{array}{r} 245 \\ +\ 128 \\ \hline \end{array}$



4. $\begin{array}{r} 182 \\ +\ 275 \\ \hline \end{array}$



Day 2 Math

Add Mentally

Lesson 4

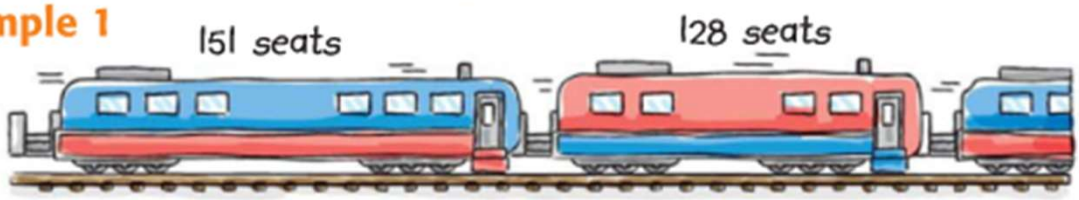
ESSENTIAL QUESTION

How can place value help me add larger numbers?

Math in My World

Watch Tutor

Example 1



How many seats are in the two train cars?

Find 151 + 128.

$$\begin{array}{r} 151 = 100 + 50 + 1 \\ +\ 128 = \square + \square + \square \\ \hline \square + \square + \square = \square \end{array}$$

Add the hundreds. Add the tens. Add the ones.

Helpful Hint

Expanded form gives the value of each digit in a number.

So, 151 + 128 = _____. There are _____ seats in the two train cars.

Example 2

It is easy to make 100 from numbers that end in 98 or 99.

Find 134 + 99.

$$\begin{array}{r} 134 + 99 \\ -1 \quad +1 \\ \hline \square + \square \end{array}$$

These numbers are easier to add.

133 + 100 = ☐

So, 134 + 99 = 233.

Copyright © The McGraw-Hill Companies, Inc.

Day 2 Math

Make either addend a ten such as 10, 20, 30, and so on. These numbers are easier to add mentally.

Example 3

There are 37 students from Grade 3A and 25 students from Grade 3B on the bus. How many students are on the bus? Use mental math to find 37 + 25.



One Way **Change 25 to 30.**

37 − 5 ← Take or subtract 5 from the first addend. → ☐

+ 25 + 5 ← Give or add 5 to the second addend. → ☐

32 and 30 are easier numbers to add.

So, _____ + _____ = _____. There are _____ students on the bus.

Another Way **Change 37 to 40.**

37 + 3 ← Give or add 3 to the first addend. → ☐

+ 25 − 3 ← Take or subtract 3 from the second addend. → ☐

40 and 22 are easier numbers to add.

So, _____ + _____ = _____. There are _____ students on the bus.

Guided Practice

1. Break apart the addends to add mentally.

79 = 70 + ☐

+ 54 = 50 + ☐

☐ = ☐ + ☐

2. Make a ten to add mentally.

64 + 8

− 2 + 2

☐ + ☐ = ☐

Talk MATH

Would you rather make a ten or a hundred when finding 156 + 262? Explain.



Copyright © The McGraw-Hill Companies, Inc. (t) Ken Cavanagh/The McGraw-Hill Companies, (b) Comstock Images/Alamy

Day 2 Math

Independent Practice

Break apart the addends to add mentally.

3. $46 = \square + \square$

$+ 53 = 50 + 3$

$99 = \square + 9$

4. $67 = \square + 7$

$+ 12 = 10 + \square$

$\square = \square + \square$

5. $63 = 60 + \square$

$+ 24 = \square + \square$

$\square = 80 + \square$

6. $325 = \square + \square + \square$

$+ 625 = \square + \square + \square$

$\square = \square + \square + \square$

Make a ten or a hundred to add mentally.

7. $47 + 99$

$-1 \quad +1$

$\square + \square = \square$

8. $31 + 299$

$-1 \quad +1$

$\square + \square = \square$

9. $447 + 123$

$+3 \quad -3$

$\square + \square = \square$

10. $539 + 356$

$\square \quad \square$

$540 + \square = \square$

11. $127 + 145$

$\square \quad \square$

$\square + \square = \square$

12. $799 + 134$

$\square \quad \square$

$\square + \square = \square$

Day 2 Math Fluency

Use any strategy

Use models or visuals

723+200

Write a story

How do you know your answer is correct?

Day 3 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

A New Life in Vermont pp. 6–9

• **Read** aloud the first the selection together, alternating paragraphs.

• **Ask** your child to describe some of the ways life in a farmhouse in Vermont may be different from life in the city.

Day 3 Writing

Writing Prompt: What is your greatest talent?

Grammar/Spelling: Suffixes -er, -or

Day 3 Math

Start with the Day 3 Math Task: Rounding to 100 & 1000. Continue with Day 3 Math activities. End with Day 3 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 3 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

A New Life in Vermont pp. 6–9

• **Lee** en voz alta la primera selección juntos, alternando párrafos.

• **Pídale** a su hijo que describa algunas de las formas en que la vida en una granja en Vermont puede ser diferente de la vida en la ciudad.

Día 3 Escritura

Mensaje de escritura: ¿cual es tu mayor talento?

Gramática / Ortografía : Suffixes -er, -or

Día 3 Matemáticas

Comience con la tarea de matemáticas del dia 3: redondeo a 100 y 1000. Continúe con las actividades de matemáticas del dia 3. Termine con el Día 3 de fluidez matemática, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Short Read 2

Remember to annotate as you read.

Notes

A New Life in Vermont

an excerpt from
How Tía Lola Came to ~~Visit~~ Stay

by Julia Alvarez

Miguel's parents have divorced and Miguel, age ten, his mother, and his younger sister, Juanita, have moved from New York City to Vermont. Miguel finds life in Vermont very different. His aunt, Tía Lola, is coming from the Dominican Republic to visit. Miguel knows that things are unpredictable when Tía Lola visits. What will happen when she comes to Vermont?

1 "Why can't we just call her *Aunt* Lola?" Miguel asks his mother. Tomorrow their aunt is coming from the Dominican Republic to visit with them in their new home in Vermont. Tonight they are unpacking the last of the kitchen boxes before dinner.

2 "Because she doesn't know any English," his mother explains.

3 "*Tía* is the word for aunt in Spanish, right, Mami?" Juanita asks. When their mother's back is turned, Juanita beams Miguel a know-it-all smile.

4 Their mother is gazing sadly at a blue bowl she has just unpacked. "So you see, Miguel,

if you call her Aunt, she won't know you're talking to her."

Notes

5 That's fine, Miguel thinks, I won't have much to say to her except "¡*Adios*!" Goodbye! But he keeps his mouth shut. He knows why his mother is staring at the blue bowl, and he doesn't want to upset her in the middle of a memory.

6 "So, please, Miguel," his mother is saying, "just call her Tía Lola. Okay?"

7 Miguel kind of nods, kind of just jerks his head to get his hair out of his eyes. It can go either way.



Notes

8 It is the last day of January. Four weeks ago, during Christmas break, they moved from New York City into a farmhouse Mami rented from a Realtor by phone. Miguel and Juanita's parents are getting a divorce, and Mami has been hired to be a counselor in a small college in Vermont. Papi is a painter who sets up department store windows at night in the city.

9 Every morning, instead of walking to school as they used to do in New York City, Miguel and Juanita wait for the school bus by the mailbox. It is still dark when they board and drive down the dirt road, past their neighbor's sheep farm to town. It is again dark when they get home at the end of the day and let themselves into the chilly house. Mami does not like the idea of Miguel and Juanita being alone without an adult, and that in large part is why she has invited Tía Lola to come for a visit.



10 Why not ask Papi to come up and stay with them instead? Miguel wants to suggest. He doesn't really understand why his parents can't stay married even if they don't get along. After all, he doesn't get along great with his little sister, but his mother always says, "Juanita's your *familia*, Miguel!" Why can't she say the same thing to herself about Papi? But Miguel doesn't dare suggest this to her. These days, Mami bursts out crying at anything. When they first drove up to the old house with its peeling white paint, Mami's eyes filled with tears.

11 "It looks haunted," Juanita gasped.

12 "It looks like a dump," Miguel corrected his little sister. "Even Dracula wouldn't live here." But then, catching a glimpse of his mother's sad face, he added quickly, "So you don't have to worry about ghosts, Nita!"

13 His mother smiled through her tears, grateful to him for being a good sport.

14 After some of the boxes have been cleared away, the family sits down to eat dinner. They each get to pick the can they want to bring to the table: Juanita chooses SpaghettiOs, their mother chooses red beans, and Miguel chooses a can of Pringles. "Only this one night, so we can finish getting settled for Tía Lola," their mother explains about their peculiar dinner.

Notes

Name _____ Date _____

Suffixes -er, -or

actors	bakers	owners	painters
players	sculptors	vendors	visitors

Write the spelling word that matches each definition.

1. people whose works hang on museum walls _____

2. people who come to your home to see you _____

3. people who perform in plays and movies _____

4. the people to whom pets belong _____

5. people who carve objects out of clay _____

Circle the incorrect word in each sentence. Then write the spelling word that makes the sentence correct.

6. Those bankers make delicious pies and cakes. _____

7. Some venters at the market sell fruit, while others sell vegetables. _____

8. Who are the planners on the baseball team? _____

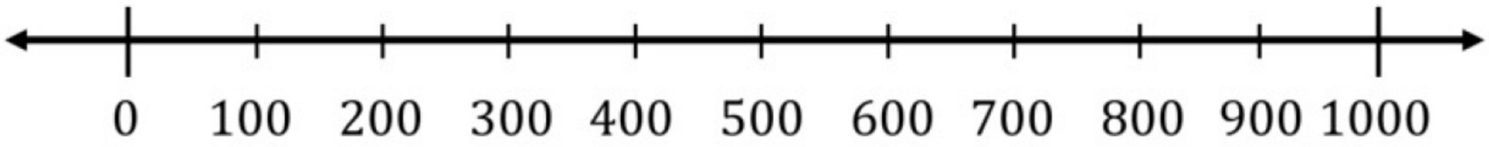
9. We are expecting visors for dinner. _____

10. The anchors in that play were great! _____

Day 3 Math Task

Task: Rounding to 100 & 1000

Plot the following numbers on the number line: 80, 328, 791



a. Round each number to the nearest 100. How can you see this on the number line?

b. Round each number to the nearest 1000. How can you see this on the number line?

Day 3 Math

3.NBT.2

Hands On
Use Models to Add

Lesson 6

ESSENTIAL QUESTION
How can place value help me add larger numbers?

Use a place-value chart and base-ten blocks to model three-digit addition with regrouping. To **regroup** means to rename a number using place value.



Build It

Tools

While on a trip, Rosa counted 148 red cars and 153 green cars. How many total cars did Rosa count?

Find 148 + 153.

1 Estimate the sum

$$\begin{array}{r} 148 \rightarrow \square \\ +\ 153 \rightarrow +\ \square \\ \hline \square \end{array}$$

2 **Model 148 + 153.**

Draw your models at the right. Use a ☐ for hundreds, | for tens, and ▫ for ones.

hundreds	tens	ones

3 **Add the ones.**

Regroup 10 ones as 1 ten.

hundreds	tens	ones

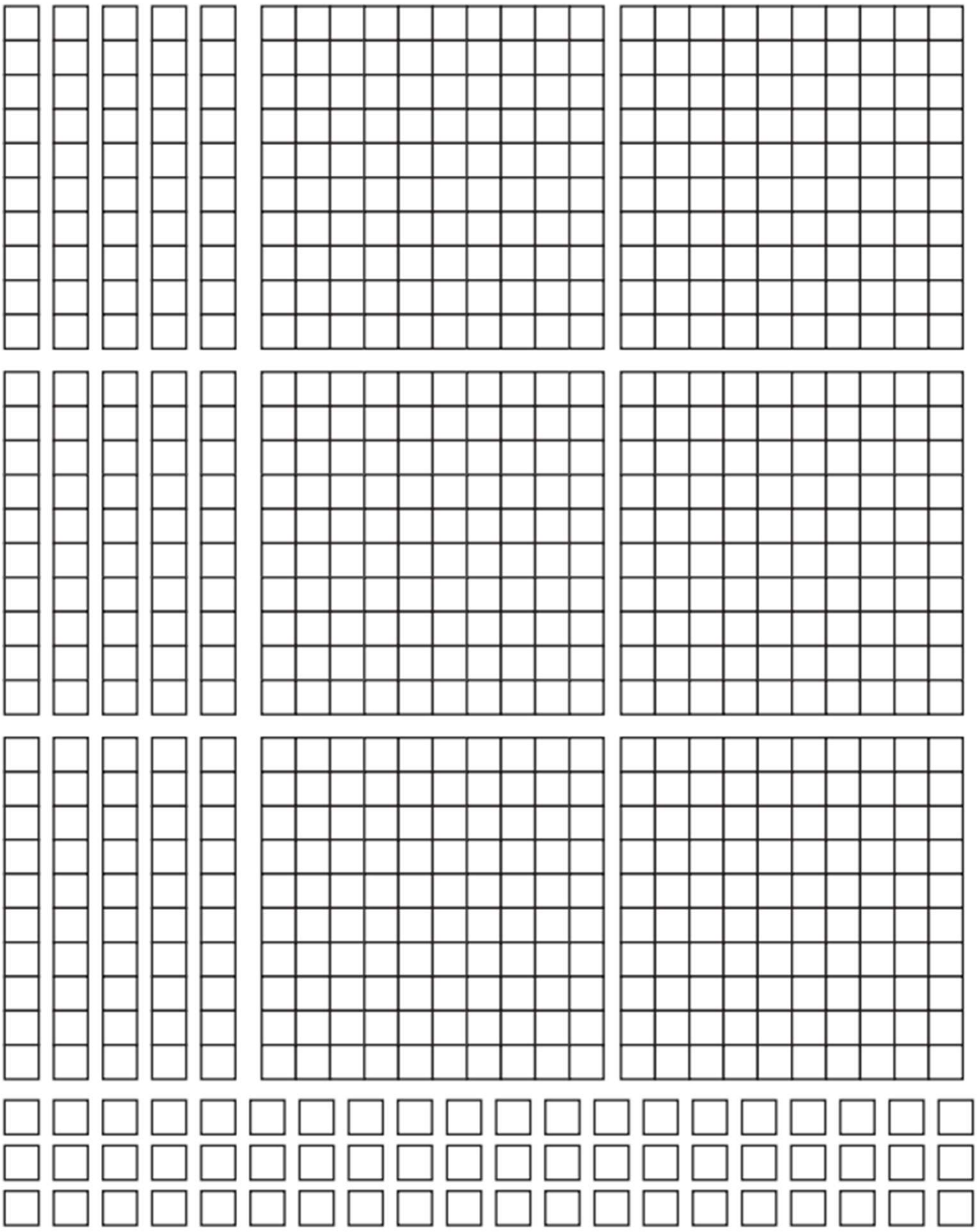
Draw your models.

hundreds	tens	ones

Copyright © The McGraw-Hill Companies, Inc. Ed-Imaging

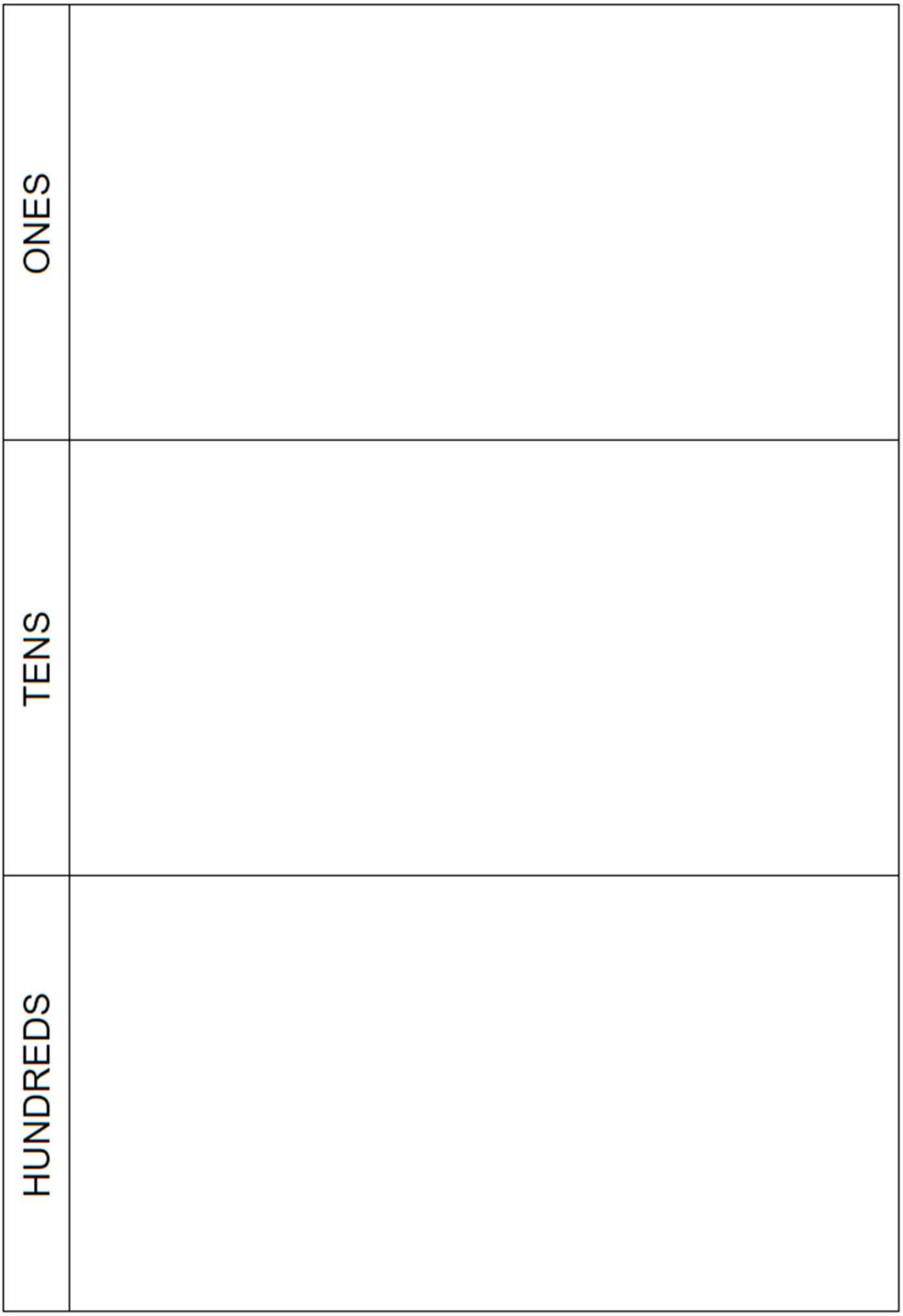
Day 3 Math

Hands on Model Cut-outs



This page is intentionally left blank.

Day 3 Math



This page is intentionally left blank.

Day 3 Math

4 Add the tens and the hundreds.

Regroup 10 tens as _____ hundred. Draw your models below.

hundreds	tens	ones

There are _____ hundreds, _____ tens, and _____ one.

So, 148 + 153 = _____.

Check for Reasonableness

Ask yourself if the answer makes sense. Is your answer **reasonable**?

301 is close to the estimate of 300. It makes sense. The answer is reasonable.

Talk About It

1. Explain how you know when you need to regroup.

2. Mathematical PRACTICE 6 **Be Precise** Why were the ones and tens regrouped?

3. Tell whether or not you need to regroup when finding the sum of 147 and 214. Explain.

Day 3 Math

Practice It

Use models to add. Draw the sum.

4. 259 + 162 = _____

5. 138 + 371 = _____

6. 541 + 169 = _____

7. 261 + 139 = _____

8. 342 + 204 = _____

9. 193 + 154 = _____

Day 3 Math Fluency

Use any strategy

Use models or visuals

324 + 228

Write a story

How do you know your answer is correct?

Day 4 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.
A New Life in Vermont pp. 6–9

• **Draw or cut** out images and make a collage of scenes of city life and country life.

• How are they different? How are they the same?

Day 4 Writing

Writing Prompt: Write about how city life and country life are similar and different.

Grammar/Spelling: Suffixes -er, -or

Day 4 Math

Start with the Day 4 Math Task. Continue with Day 4 Math activities. End with Day 4 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 4 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

.

A New Life in Vermont pp. 6–9

• **Dibuja o recorta** imágenes y haz un collage de escenas de la vida en la ciudad y en el campo.

• ¿en que son diferentes? ¿como son iguales?

Día 4 Escritura

Mensaje de escritura: escribe acerca de cómo la vida en la ciudad y la vida en el campo son similares y diferentes.

Gramática / Ortografía: Suffixes -er, -or

Día 4 Matemáticas

Comience con la tarea de matemáticas del día 4. Continúe con las actividades de matemáticas del día 4. Termine con el día 4 de fluidez matemática donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Name _____ Date _____

Suffixes -er, -or

actors	bakers	owners	painters
players	sculptors	vendors	visitors

Write the spelling words for the given suffix.

Spelling words that end with *-er*

1. _____ **2.** _____

3. _____ **4.** _____

Spelling words that end with *-or*

5. _____ **6.** _____

7. _____ **8.** _____

Complete each definition with a spelling word.

9. _____ are people who perform.

10. People who make breads and cakes are _____.

11. _____ are people who come to see you.

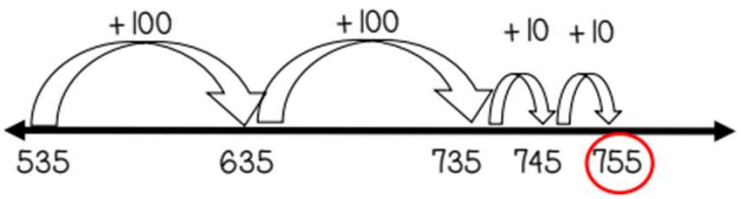
12. People who have pets are the pets' _____.

Day 4 Math Task

1. Roll the dice to create two 3-digit numbers.
2. Write your equation above the number line.
3. Find the sum by showing your jumps on the number line.
4. Remember to circle your final answer.

Example:

$$535 + 220 = \underline{755}$$



Howard County Public School System

a.) _____

b.) _____

c.) _____

Day 4 Math

Subtract Three-Digit Numbers

Lesson 5

ESSENTIAL QUESTION
How are the operations of subtraction and addition related?

Math in My World

Watch Tutor

Example 1

How many more sheets of craft paper does Will have than Liseta?



Craft Paper	
Name	Sheets
Liseta	79
Will	265
Alano	128

Find the unknown. 265 − 79 = ■

Estimate

$$\begin{array}{r} 265 \\ -\ 79 \\ \hline \end{array} \rightarrow \begin{array}{r} 300 \\ -\ 100 \\ \hline \square \end{array}$$

1 Subtract ones.

Regroup 1 ten as 10 ones.

$$\begin{array}{r} \square\,\square \\ 2\ 6\ 5 \\ -\ \ 7\ 9 \\ \hline \square \end{array}$$

5 ones + 10 ones = 15 ones

Subtract.

2 Subtract tens and hundreds.

Regroup 1 hundred as 10 tens.

$$\begin{array}{r} \square \\ \square\ \ 5\ \ 15 \\ 2\ \ 6\ \ 5 \\ -\ \ 7\ \ 9 \\ \hline \square\,\square\ \ 6 \end{array}$$

5 tens + 10 tens = 15 tens

Subtract.

Check

$$\begin{array}{r} 265 \\ -\ 79 \\ \hline \square \end{array} \quad \begin{array}{r} 186 \\ +\ 79 \\ \hline \square \end{array}$$

same

Addition shows the subtraction answer is correct.

_____ is close to the estimate _____.
Estimation shows the answer is reasonable.

So, 265 − 79 = _____. Will has _____ more sheets of craft paper.

Copyright © The McGraw-Hill Companies, Inc. Permission is granted to reproduce for classroom use.

Day 4 Math

Example 2

Denzel wants to buy a remote control airplane for $125. He has $354. How much money will he have left?



Find the unknown. $354 − $125 = ■. ← unknown

Estimate $354 − $125 → $350 − $130 = _____

$$\begin{array}{r} \overset{}{\$} \overset{4}{3} \overset{14}{\cancel{5}} \overset{}{\cancel{4}} \\ -\ \$\ 1\ 2\ 5 \\ \hline \$\ \square\ \square\ \square \end{array}$$

$\square + 5 = 14$

$\square + 2 = 4$

$\square + 1 = 3$

Helpful Hint
Use addition to help you subtract by thinking of a related fact.

Check

same

$$\begin{array}{r} \$3\ 5\ 4 \\ -\$1\ 2\ 5 \\ \hline \square \end{array} \qquad \begin{array}{r} \$2\ 2\ 9 \\ +\$1\ 2\ 5 \\ \hline \square \end{array}$$

Addition shows the answer is correct.

_____ is close to the estimate _____.
The answer is reasonable.

So, $354 − $125 = _____. Denzel will have _____ left.

Talk MATH
Why do you need to rename the tens place twice in Exercise 2?



Guided Practice

Subtract. Use addition to check your answer.

1.

$$\begin{array}{r} \overset{}{\$} \overset{\square}{7} \overset{\square}{6} \overset{}{4} \\ -\ \$\ 1\ 3\ 8 \\ \hline \$\ \square\ \square\ \square \end{array}$$

Check:

$$\begin{array}{r} \$ \\ +\ \$ \\ \hline \$ \end{array}$$

2.

$$\begin{array}{r} \overset{\square}{} \overset{\square}{\square} \overset{\square}{\square} \overset{}{\square} \\ \$\ 6\ 1\ 4 \\ -\ \$\ 4\ 5\ 7 \\ \hline \$\ \square\ \square\ \square \end{array}$$

Check:

$$\begin{array}{r} \$ \\ +\ \$ \\ \hline \$ \end{array}$$

Copyright © The McGraw-Hill Companies, Inc. (t)Stockdisc/Getty Images, (b)Mike Harrington/Digital Vision/Getty Images

Day 4 Math

Name _____

Independent Practice

Subtract. Use addition to check your answer.

3.

	$	6	8	7
−	$	3	5	3

Check:

+ _____

4.

		1	7	7
−			9	4

Check:

+ _____

5.

	$	8	4	3
−	$	1	8	7

Check:

+ _____

Algebra **Subtract to find the unknown.**

6. $769 − $359 = ■

The unknown is $ _____.

7. 267 − 178 = ■

The unknown is _____.

8. 492 − 383 = ■

The unknown is _____.

Algebra **Use addition to find each unknown.**

9.

	6	1	■
−	4	1	7
	▲	0	2

■ = _____

▲ = _____

10.

	■	9	9
−	1	▲	0
	2	1	9

■ = _____

▲ = _____

11.

	7	9	8
−	■	9	7
	4	▲	1

■ = _____

▲ = _____

Copyright © The McGraw-Hill Companies, Inc.

Day 4 Math Fluency

Use any strategy

Use models or visuals

270 - 123

Write a story

How do you know your answer is correct?

Day 5 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

The Mission District p. 10

- **Get** scrap paper and pencils. Set a timer for sixty seconds.
- **See** who can find and list the most words with **-er** and **-or** endings.

Day 5 Writing

Writing Prompt: What are some of your family traditions that you have?

Day 5 Math

Start with the Day 5 Math Task: Classroom Supplies. Continue with Day 5 Math activities. End with Day 5 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 5 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

The Mission District p. 10

• **Consigue** papel y lapices. Configura un reloj automático a sesenta segundos.

• **Vea** quién puede encontrar y hacer una lista con más palabras que terminen con **-er** o **-or**.

Día 5 Escritura

Mensaje de escritura: ¿cuáles son algunas de las tradiciones familiares que tienes?

Día 5 Matemáticas

Comience con la tarea de matemáticas del día 5: suministros para el aula. Continúe con las actividades de matemáticas del día 5. Termine con el día 5 de fluidez en matemáticas donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Word Study Read

Remember to annotate as you read.

Notes

Informational Social Studies

The Mission District

1 Let's take a trip to the Mission District of San Francisco, California! It is a community in the center of the city, named for the old mission there. It is home to Latinos, who have been moving there for decades. Today the Mission District draws visitors from around the world. Food is a main attraction. In the streets, the rich scent of Mexican food fills the air. Restaurants serve traditional tamales and tacos. Bakers and grocers offer tasty Mexican treats.

2 Special events also draw visitors to the Mission District. Each year during the first week of November, the community holds a cultural festival. As festivalgoers stroll along the streets, they can see the work of local painters or sculptors. In May, a large carnival draws thousands of people. Carnival-goers enjoy food from street vendors. Musicians, dancers, and actors entertain the crowds.

3 Yet the Mission District is more than food and festivals. It's also a neighborhood. Workers, business owners, and families make it their home. At Mission Dolores Park, Latinos gather to play soccer. While watching the players, others sip sweet chocolate and discuss current events. Murals and artwork by and about

Latinos fill outdoor spaces. Shops sell Spanish-language books. The Mission District is a thriving community and home to people proud of their roots.

BuildReflectWrite

Build Knowledge

Compare and contrast the fictional Vermont community in "A New Life in Vermont" to the actual community of St. Augustine, Florida, as described in "Exploring My Community." Include details about town size, types of businesses present, and attitudes of the main characters.

Florida vs. Vermont	
Life in Florida	**Life in Vermont**

Reflect

What is a community?

Based on this week's texts, write down new ideas and questions you have about the essential question.

Writing to Sources

Informative/Explanatory

"Exploring My Community," "How Tía Lola Came to ~~Visit~~ Stay," and the Unit 1 text "Working Together" all present different pictures of what a community is. Write an essay in which you compare and contrast these different pictures of community.

Day 5 Math Task

Task: Classroom Supplies

Your teacher was just awarded $1,000 to spend on materials for your classroom. She asked all 20 of her students in the class to help her decide how to spend the money. Think about which supplies will benefit the class the most.

Supplies	Cost
A box of 20 markers	$5
A box of 100 crayons	$8
A box of 60 pencils	$5
A box of 5,000 pieces of printer paper	$40
A package of 10 pads of lined paper	$15
A box of 50 pieces of construction paper	$32
Books and maps	
A set of 20 books about science	$250
A set of books about the 50 states	$400
A story book (there are 80 to choose from)	$8
A map: there is one of your city, one for every state, one of the country, and one of the world to choose from	$45
Puzzles and games	
Puzzles (there are 30 to choose from)	$12
Board games (there are 40 to choose from)	$15
Interactive computer games (math and reading)	$75
Special Items	
A bean bag chair for the reading corner	$65
A class pet	$150
Three month's supply of food for a class pet	$55
A field trip to the zoo	$350

Day 5 Math

Task: Classroom Supplies

a. Write down the different items and how many of each you would choose. Find the total for each category.
   - Supplies
   - Books and maps
   - Puzzles and games
   - Special items

b. Create a bar graph to represent how you would spend the money. Scale the vertical axis by $100. Write all of the labels.

c. What was the total cost of all your choices? Did you have any money left over? If so, how much?

Day 5 Math

Name _____

Number and Operations in Base Ten
3.NBT.2

CCSS

MY Homework

Lesson 7
Add Three-Digit Numbers

Homework Helper

eHelp Need help? connectED.mcgraw-hill.com

A toy store sold 223 robots last year. This year, they sold 198 robots. How many robots did they sell over the two years?

Find 223 + 198.

Estimate 223 + 198 → 200 + 200 = 400

1 Add the ones.
3 ones + 8 ones = 11 ones
Regroup 11 ones as 1 ten and 1 one.

2 Add the tens and hundreds.
1 ten + 2 tens + 9 tens = 12 tens
Regroup 12 tens as 1 hundred and 2 tens.
1 hundred + 2 hundreds + 1 hundred = 4 hundreds

```
  1 1
  223
+ 198
-----
  421
```

Check for reasonableness
421 is close to the estimate of 400. The answer is reasonable.

So, 223 + 198 = 421.

The store sold 421 toy robots over the two years.

Practice

Add. Check for reasonableness.

1.

```
    1 | 7 | 8
+   | 9 | 9
-------------
      |   |
```

Estimate: _____

2.

```
    6 | 9 | 5
+ 1 | 4 | 1
-------------
      |   |
```

Estimate: _____

3.

```
    $ | 3 | 2 | 7
+ $ |   | 5 | 6
-----------------
      |   |   |
```

Estimate: _____

Copyright © The McGraw-Hill Companies, Inc.

Day 5 Math

Add. Use the Commutative Property to check for accuracy.

4.

	$	3	5	0
+ $	4	6	5
$			

	$	4	6	5
+ $	3	5	0
$			

5.

	1	9	6
+ 2	8	6

	2	8	6
+ 1	9	6

Algebra **Add to find the unknown.**

6. 661 + 99 = ■

+		

The unknown is ☐.

7. $258 + $337 = ■

+			

The unknown is ☐.

8. $739 + $81 = ■

+			

The unknown is ☐.

Problem Solving

9. Mathematical PRACTICE 1 **Make a Plan** The principal ordered 215 muffins and 155 bagels. How many muffins and bagels were ordered in all?

_____

Vocabulary Check

Choose the correct word to complete each sentence.

reasonable regroup unknown

10. To _____ means to rename a number using place value.

11. A missing number is the _____.

12. If an answer makes sense, it is _____.

Test Practice

13. Mrs. Lewis bought two statues for her garden. One cost $145 and one cost $262. What was the total cost?

Ⓐ $117 Ⓒ $407

Ⓑ $317 Ⓓ $410

Copyright © The McGraw-Hill Companies, Inc.

Day 5 Math Fluency

Use any strategy

Use models or visuals

812 + 68

Write a story

How do you know your answer is correct?

Day 1 Art

Materials: Pencil, paper (different colors), scissors, and glue
Instructions: This week you will be using different colored sheets of paper to design subjects for each assignment of each day. Then you will cut them and glue them on your artwork to create a masterpiece.

Designing a park: Think about different things you find in a park. Now draw those things, cut them out, and paste them onto your artwork.

Day 2 Art

Designing your yard: Take time to pay attention to all the details in your yard and select a few to represent in your artwork.

Day 3 Art

Designing your street: Now it's time to look at your neighborhood. Look at your street and pay attention to the details that you see. Create some of those details to add to your artwork.

Day 4 Art

Designing your car: It's time to design your car. Take a look at your car and use different colors of paper to represent different parts of the car. Add your car to your artwork.

Day 5 Art

Designing your family: Now, you have to use different shapes and colors to create your family. Be as creative as you can in order to have your artwork be complete!



Dia 1 Arte

Intención de Aprendizaje: Los artistas usará papel de construcción colorido para crear una composición de arte recortando sus piezas creadas y uniendolas a su lienzo de arte**.**
Criterios de éxito: Los artistas tendrán éxito cuando diseñen, corten, y peguen sus piezas de arte en su composición.
Materiales: Lápiz, papel (diferentes colores), tijeras y pegamento
Instrucciones: Esta semana usará diferentes hojas de colores para diseñar temas para cada tarea de cada dia. Luego los cortas y los pegas en tu composición para crear una obra maestra.

Dia 2 Arte

Diseñar un parque
Piensa en las diferentes cosas que encuentras en un parque. Ahora dibuja esas cosas, recorta y pegalas en tu composición.

Dia 3 Arte

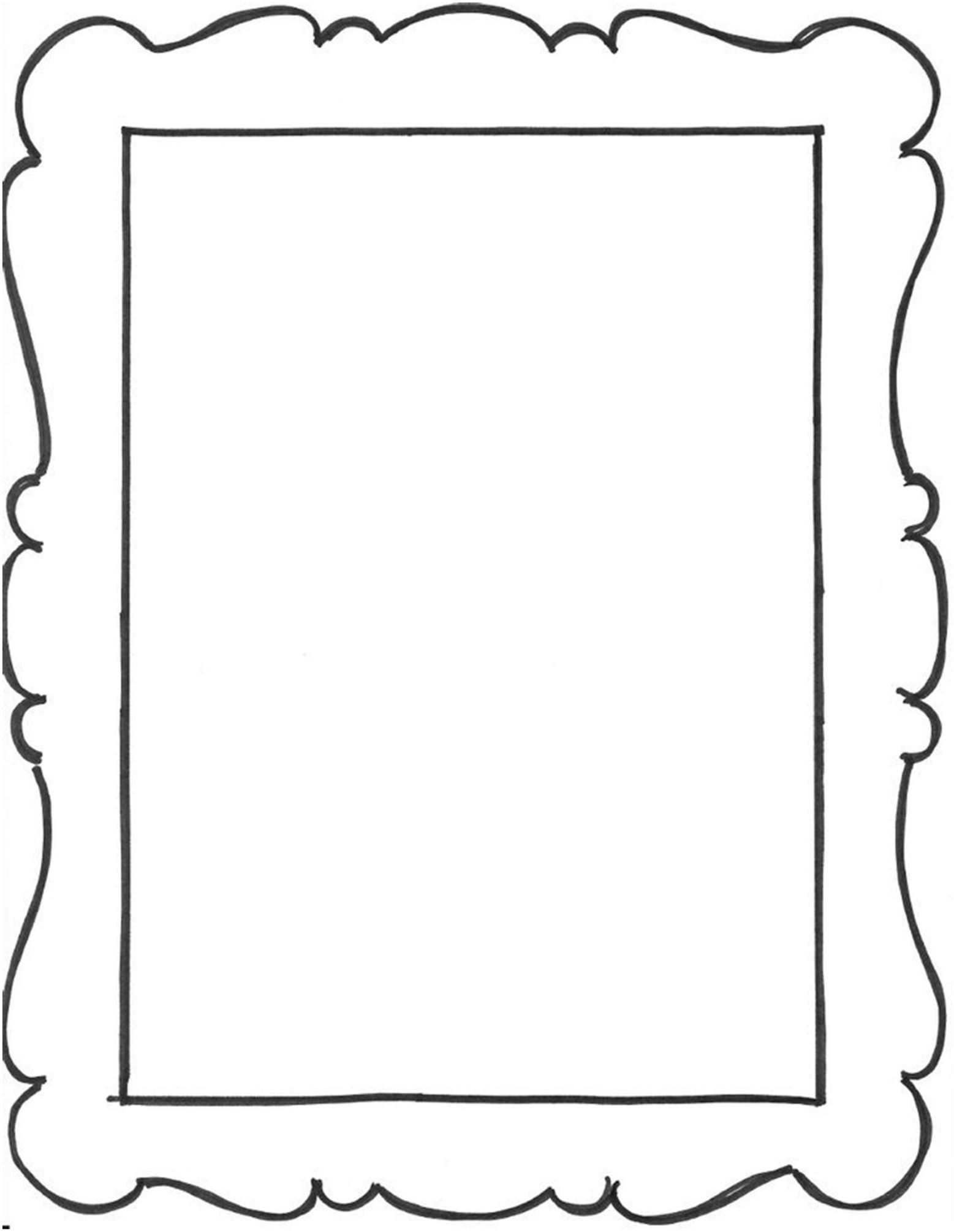
Diseñar tu yarda
Toma tiempo para poner atención a los detalles en tu yarda y escoge algunas cosas para representar en tu composición.

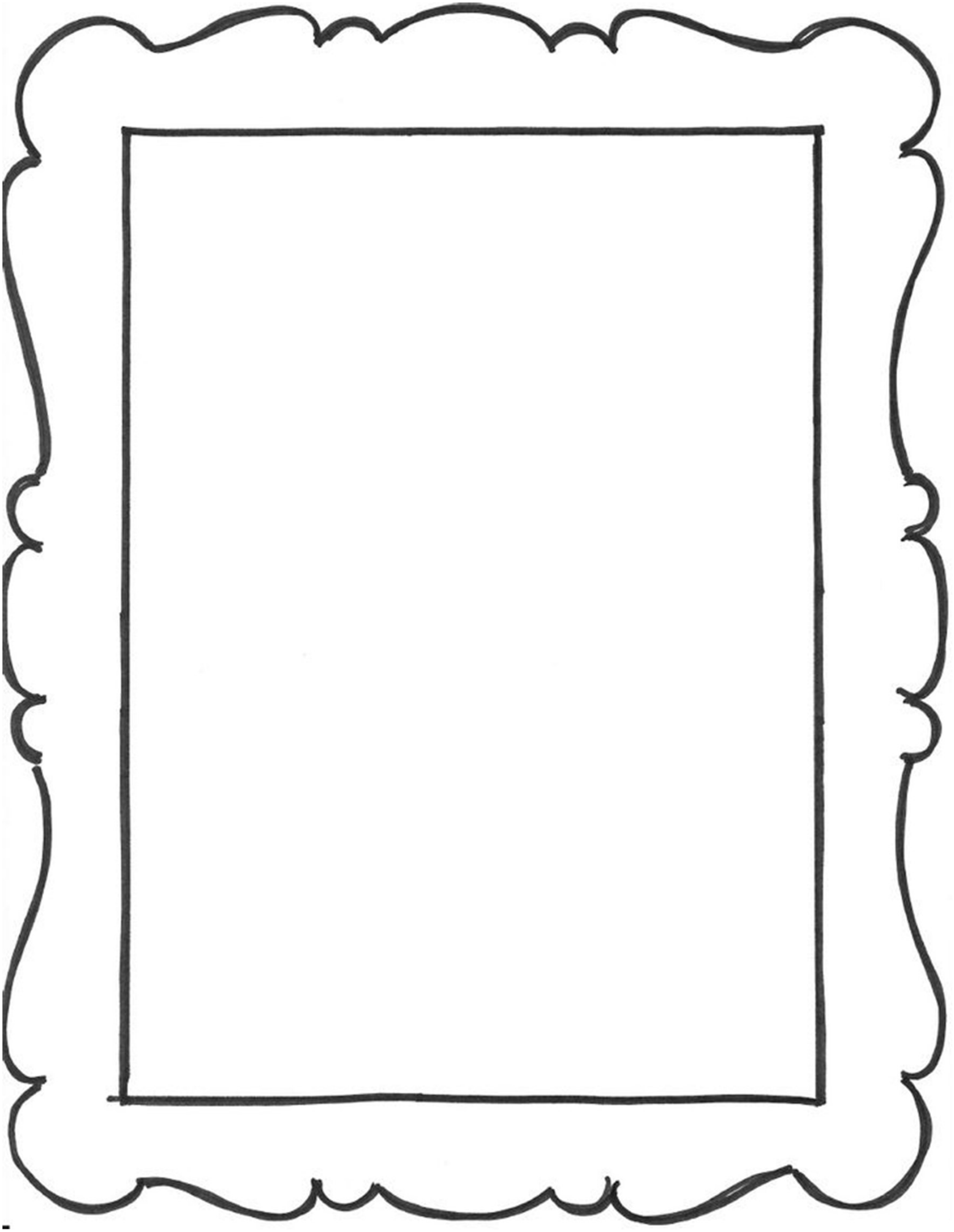
Dia 4 Arte

Diseñar tu carro
Es tiempo de disenar tu carro. Mira tu carro y usa papel de diferente colores para representar las diferentes partes del carro.

Dia 5 Arte

Disenar tu familia
Si, tu tienes que usar diferentes formas y colores para crear tu familia. Sé tan creativo como puedas para tener tu composición.





Day 6 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

All Kinds of Communities pp. 12–13

Read aloud the first two pages of the selection together, alternating paragraphs.

• **Ask** your child to describe his or her own community.

Day 6 Writing

Writing Prompt: Write about a person you admire. What qualities do you have in common with this person?

Grammar/Spelling: Standard English

Day 6 Math

Start with the Day 6 Math Task. Continue with Day 6 Math activities. End with Day 6 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 6 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.
All Kinds of Communities pp. 12–13

Lea en voz alta las dos primeras páginas de la selección juntas, alternando párrafos.
Pídale a su hijo que describa su propia comunidad.

Día 6 Escritura

Mensaje de escritura: escriba sobre una persona que admire. ¿Qué cualidades tienes en común con esta persona?

Gramática / Ortografía: **Standard English**

Día 6 Matemáticas

Comience con la tarea de matemáticas del día 6. Continúe con las actividades de matemáticas del día 6. Termine con el Día 6 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Extended Read 1

Remember to annotate as you read.

Notes

All Kinds of Communities

by Lisa Benjamin

1 People across the world live in all kinds of communities. A community is the place where you live. It can be a crowded city, a tiny town, or a suburb somewhere in between.

2 Communities across the United States vary in many ways besides size. Sometimes, it is the land or the physical environment that makes the difference. Some communities are in the middle of the country. Others are on the coasts. Some communities are cold most of the year. Others have warm weather year-round. Some communities are rainy wetlands, while others are dry deserts.

3 Sometimes, it is the type of jobs that makes a community different. For instance, many people in Gloucester, Massachusetts, make their living catching fish. Eugene, Oregon, is in an area with forests. Lumber mills are a big business there.



Millions of people live in this community.



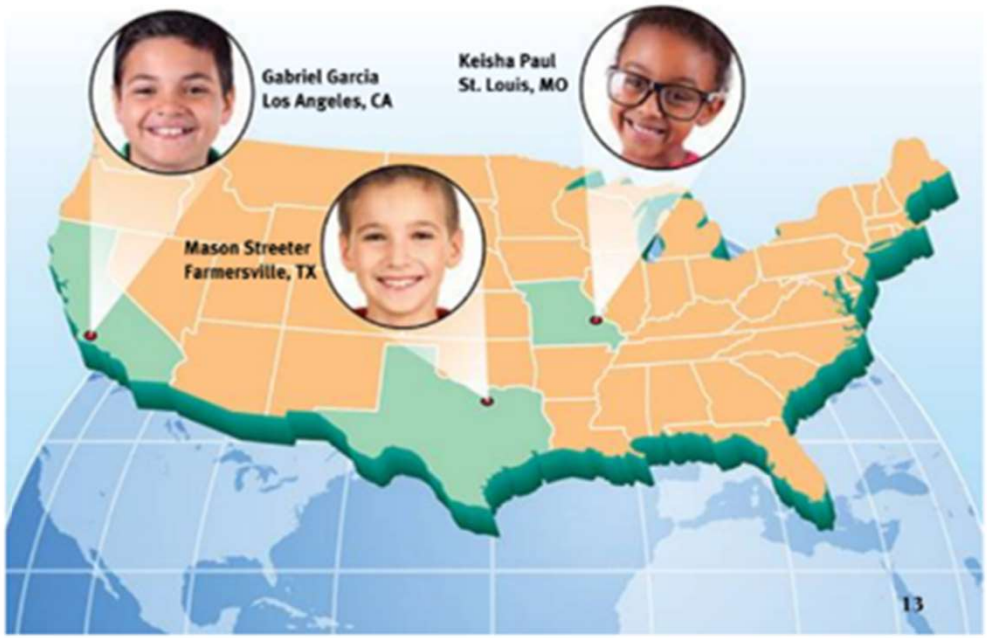
Only a few thousand people live in this community.

Notes

4 Sometimes, it is the population, or the people, that can make a community different. In some towns, many residents were born and raised in the area. They have their traditions, or special ways of doing things. In some cities, many residents are new. They have come from all over the world to live there. They bring their own culture, or way of doing things.

5 However, all communities have one thing in common. Each one is a place that people call home.

6 Meet three people from different communities across the United States. Let them tell you why their hometowns are special.



Notes

Farmersville, a Rural Community

by Mason Streeter

7 My town, Farmersville, is in a rural area of northern Texas. Rural means it is in the country. But that doesn't mean we are "hicks"! Dallas is only thirty-five miles away. We can drive there in half an hour.



Farmersville is a rural town in northern Texas. In 2012, the population was 3,414 people.

8 As the name of my town says, we have a lot of farms here. Farmers have called this place home since 1849. My great-great-great (and maybe one more great) granddaddy came here then. The area's fertile, black soil was perfect for growing crops. Those first settlers planted cotton, which became a big part of the area's economy. An economy includes all the businesses and workers in an area.

There are many fields in Farmersville.





Football and cheerleading are popular in Farmersville.

Notes

9 Cotton was king here until 1925. Then one farmer planted onions, and that turned into a bumper crop! Soon, other farmers planted onions. Onions became so big that the community started an "Onion Festival" in 1935. Now we have "Old Time Saturday" once a year. People dress up, go to the festival, and spend the day as they would have back in the times before TV.

10 Today, many people in Farmersville still work in farming. Onions remain a major crop, along with cotton and corn. The first Saturday of each month, farmers from the area sell their goods at a local market called the Onion Shed. People come from all over—even big city Dallas—to buy my community's fresh-grown food.

Notes

St. Louis, a River Community

by Keisha Paul

11 The Mississippi River flows through the middle of the United States. Many communities have grown along the banks of this mighty river. St. Louis, in Missouri, is one of the biggest. Almost three million people live in or around this city. I am one of those people!



St. Louis is a major city in the eastern part of Missouri.

12 The Mississippi River cuts through the middle of my city. With such easy access to water, it's no wonder many people here enjoy boating and fishing.

The Gateway Arch is the most famous sight in the city.



13 The Mississippi has affected the community in other ways, too. It brought many people into the area, beginning in the 1700s. The river was also the starting point for people moving west in the 1800s. That's how St. Louis got the nickname "Gateway to the West." Today, people call St. Louis the "Gateway City." Natives like me prefer the shorter "St. Louie."

14 The Mississippi River also helped create businesses. People built factories along the riverbanks. Also, ships could travel in and out of the city to deliver goods. As a result, manufacturing and shipping became two major industries in the community.

15 Factories still produce cars and other products. Ships still transport oil, coal, and other goods. Banking, science, and medicine are important to the local economy, too.


Factory work is an important part of the economy in St. Louis.

16 Tourism is another important business. Visitors come from all over the world to see the mighty Mississippi and other sights, like the famous Gateway Arch. Baseball fans from far and near (like me!) come to watch our team, the Cardinals. Go Redbirds!

Notes

Notes

Los Angeles, a Diverse Community

by Gabriel Garcia



Los Angeles is a large city in the southern part of California.

17 Los Angeles is one of the biggest cities in the country. More than four million people live in the city. About six million more reside in the surrounding areas. Many of them work in creative industries, such as film and television.

18 The population of Los Angeles (L.A.) is not only big. It is also diverse! That means many different kinds of people live in the community. More than 200 languages are spoken in L.A.

19 Native Americans were the first people to make this area their home. Spanish settlers came in the 1700s. They named this place "Los Angeles." (That means "the Angels.") Since then, many other groups have moved here. Why not? The weather here is awesome! It is sunny and warm year-round.



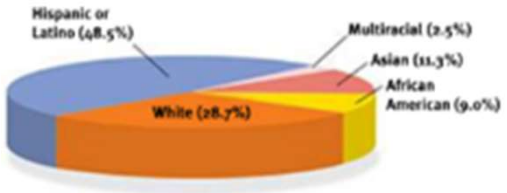
Los Angeles is a sprawling city that covers a large area.



Each May, Los Angeles holds Cinco de Mayo celebrations.

Notes

20 Today, Latinos make up the biggest group. A lot of Latino residents were born and raised in L.A.—including me. My family came from Mexico long ago. Other newer residents have come from Central America and other places. As a result, the city has a thriving immigrant population. Immigrants have brought their culture to this community and helped make it a fun place.



This circle graph shows the different groups of people living in Los Angeles.

21 Throughout the year, "Angelinos" enjoy all kinds of parades and festivals. For instance, Cinco de Mayo honors the traditions of Mexico.

The Golden Dragon Parade celebrates the Chinese New Year. These events reflect the rich culture in my diverse community.

Name _____ Date _____

Standard English

In writing, we use the conventions of standard English, which include complete sentences and proper vocabulary, and correct grammar, and punctuation. When we speak to one another or write dialogue in a story, we often bend the rules by using sentence fragments, slang, idioms, contractions, and everyday vocabulary.

Standard: Rosa was very excited to visit her grandmother.
Not Standard: Rosa was gonna see her grandmother.

Rewrite each sentence replacing any underlined word or phrase with the correct standard English word or phrase from the box.

going on	Are you	hurry up	any
going to	have to	I will see you later	

1. "If you don't move it, we're gonna be late!"

_____

2. "I can't eat no more!" groaned Mia.

_____

3. "What's up with Albert?"

_____

4. "You kidding me?"

_____

5. "I gotta go. Catch you later!"

_____

Day 6 Math Task

The table shows the weight of animals at the zoo. Use the table to answer the questions below.

Animal	Weight (in Pounds)
Tiger	667
Gorilla	408
Polar Bear	437
Zebra	568

How much do the polar bear and gorilla weigh together?

How much more does the tiger weigh than the zebra?

Day 6 Math

Name _____

Operations and Algebraic Thinking
3.OA.5, 3.OA.9

MY Homework

Lesson 1
Patterns in the Multiplication Table

Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

Find the product of 3 × 4.

1. Find 3 in the far left column.
2. Find 4 in the row along the top.
3. Follow the numbers across and down until they meet. This is the product.

factors → $3 \times 4 = 12$ ← product

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

The Commutative Property tells you that you can change the order of the factors without changing the product.

factors → $4 \times 3 = 12$ ← product

Practice

1. Look at the products with a factor of 5. What pattern do you see? The products with a factor of 5 end in _____ or _____.
2. Look at the products with a factor of 0. What do you notice? The products with a factor of 0 end in _____.

Copyright © The McGraw-Hill Companies, Inc

Day 6 Math

Multiplication Fact Table, to 12

×	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Day 6 Math

3. Find 10 × 5. Circle the factors and the product. Write the product.

_____

4. Shade a row of numbers yellow to show the products with a factor of 10. What do you notice about this row?

The products with a factor of 10 end in _____.

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Problem Solving

Mathematical PRACTICE 4 **5. Model Math** Mason has 1 notebook for science and 1 notebook for reading. He put 9 stickers on each notebook. How many stickers did Mason use in all? Write two multiplication sentences.

_____

Vocabulary Check

6. Label each with the correct word.

factors

product

$4 \times 2 = 8$

Test Practice

7. Which property states the order in which two numbers are multiplied does not change the product?

Ⓐ Associative Property of Addition

Ⓑ Commutative Property of Multiplication

Ⓒ Inverse Operations

Ⓓ Identity Property of Addition

Copyright © The McGraw-Hill Companies, Inc.

Day 6 Math Fluency

Use any strategy

Use models or visuals

8 x 3

Write a story

How do you know your answer is correct?

Day 7 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

All Kinds of Communities pp. 14–15

Read aloud the next two pages of the selection together, alternating paragraphs.

• **Ask** your child to design a flag to represent Farmersville, Texas.

Day 7 Writing

Writing Prompt: What is your greatest strength and why?

Grammar/Spelling: Simple, Complex, and Compound Sentences

Day 7 Math

Start with the Day 7 Math Task: Two Interpretations of Division. Continue with Day 7 Math activities. End with Day 7 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 7 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

All Kinds of Communities pp. 14–15

- **Lea en voz alta** las dos páginas siguientes de la selección juntas, alternando párrafos.
- **Pídale** a su hijo que diseñe una bandera para representar a Farmersville, Texas.

Día 7 Escritura

Mensaje de escritura: ¿Cuál es tu mayor fortaleza y por qué?

Gramática / Ortografía: **Simple, Complex, and Compound Sentences**

Día 7 Matemáticas

Comience con la tarea matemática del día 8. Continúe con las actividades de matemáticas del día 8. Termine con el día 8 de Fluidez matemática, donde se alienta al estudiante a resolver un problema utilizando múltiples estrategias.

Farmersville Flag

Name _____ Date _____

Simple, Complex, and Compound Sentences

A simple sentence has one subject and one verb. A compound sentence consists of two simple sentences joined by a comma and a coordinating conjunction, such as **and, or, but,** or **so**. A complex sentence joins a simple sentence and a fragment that cannot stand alone with a subordinating conjunction such as **although, because, since,** or **when.**

Simple: Mina excels at science.

Compound: Mina excels at science**, so** she may become a doctor.

Complex: Mina may become a doctor **because** she excels at science.

Underline whether each sentence is simple, compound, or complex. Circle the conjunction in the compound and complex sentences.

1. My mother is an immigrant from Haiti, but my father was born in California.
simple compound complex

2. My classmates come from many countries.
simple compound complex

3. I understand Creole, although we speak English at home.
simple compound complex

4. My family is diverse, so we have Haitian and American traditions.
simple compound complex

5. I am happy because we celebrate many different holidays, too!
simple compound complex

Day 7 Math Task

Task: Two Interpretations of Division

a. Maria cuts 12 feet of ribbon into 3 equal pieces so she can share it with her two sisters. How long is each piece?

b. Maria has 12 feet of ribbon and wants to wrap some gifts. Each gift needs 3 feet of ribbon. How many gifts can she wrap using the ribbon?

Day 7 Math

Name _____ Date _____

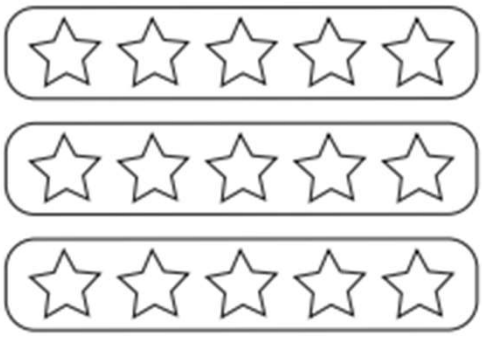
Lesson 2 Reteach

Divide by 3

You can use models to divide.

Find 15 ÷ 3. There are 15 stars in all.
Make 3 groups with 5 stars in each group.

15 ÷ 3 = 5



Divide.

1. 

12 ÷ 3 = _____

2. 

18 ÷ 3 = _____

3. 

24 ÷ 3 = _____

4. 

9 ÷ 3 = _____

5. 

27 ÷ 3 = _____

6. 

3 ÷ 3 = _____

7. 21 ÷ 3 = _____

8. 15 ÷ 3 = _____

9. 24 ÷ 3 = _____

10. 6 ÷ 3 = _____

11. 27 ÷ 3 = _____

12. 3 ÷ 3 = _____

13. $3\overline{)18}$ **14.** $3\overline{)21}$ **15.** $3\overline{)12}$ **16.** $3\overline{)27}$ **17.** $3\overline{)24}$

Copyright © The McGraw-Hill Companies, Inc. Permission is granted to reproduce for classroom use.

Day 7 Math Fluency

Use any strategy

Use models or visuals

18 ÷ 3

Write a story

How do you know your answer is correct?

Day 8 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

All Kinds of Communities pp. 16–17

Read aloud the next two pages of the selection together.

• **Think** of a list of other nicknames for St. Louis, Missouri, in addition to St. Louie

Day 8 Writing

Writing Prompt: Write about something that you have learned about communities.

Grammar/Spelling: Homophones

Day 8 Math

Start with the Day 8 Math Task. Continue with Day 8 Math activities. End with Day 8 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 8 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

All Kinds of Communities pp. 16–17

- **Lea en voz alta** las dos páginas siguientes de la selección juntas.
- **Piense** en una lista de otros apodos para St. Louis, Missouri, además de St. Louie

Día 8 Escritura

Aviso de escritura: escriba sobre algo que haya aprendido sobre las comunidades.

Gramática / Ortografía: Homophones

Día 8 Matemáticas

Comience con la tarea matemática del día 8. Continúe con las actividades de matemáticas del día 8. Termine con el día 8 de Fluidez matemática, donde se alienta al estudiante a resolver un problema utilizando múltiples estrategias.

Name _____ Date _____

Homophones

eight	so	wear	passed
past	ate	sew	where

Write a spelling word to complete each sentence.

1. It was raining, _____ the picnic was canceled.

2. Elena _____ pizza for lunch.

3. _____ is the lunchroom?

4. Please _____ the button on my coat.

5. My family has many traditions from _____ generations that we still practice today.

Write the spelling word that best completes each analogy.

6. **Ball** is to **play** as **needle** is to _____.

7. **Say** is to **said** as **eat** is to _____.

8. **Six** is to **three** as _____ is to **four**.

9. **Apple** is to **eat** as **hat** is to _____.

10. **Kicked** is to **soccer** as _____ is to **football**.

Day 8 Math Task

A bakery puts 3 chocolate cupcakes and 3 vanilla cupcakes in a box. It sells 5 of these boxes on Monday. How many cupcakes did the bakery sell on Monday?

Six inches of yarn are needed to make one bracelet. Lim has 26 inches of yarn.

How many bracelets can Lim make?



_____

When Lim measures the yarn again, she finds that she has only 24 inches of yarn. She knows that this will not change the number of bracelets she can make. Tell why you agree or disagree with Lim.

Day 8 Math

Name _____

Operations and Algebraic Thinking
3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.9

MY Homework

Lesson 1
Multiply by 3

Homework Helper

eHelp Need help? connectED.mcgraw-hill.com

Tyra has 3 posters on each of 3 walls in her bedroom. How many posters does Tyra have in her room? Find 3 × 3.

One Way **Use an array to model 3 rows of 3.**



The array shows that 3 rows of 3 equals 9.

Another Way **Use a number line.**



The number line shows that 3 jumps of 3 = 9.

So, 3 × 3 = 9. You can also write it like this.

$$\begin{array}{r} 3 \\ \times\ 3 \\ \hline 9 \end{array}$$

Tyra has 9 posters in her room.

Practice

Draw an array for each. Then write two multiplication sentences.

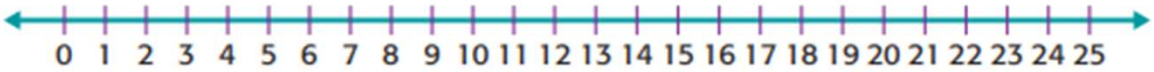
1. 3 rows of 8

2. 6 rows of 3

Copyright © The McGraw-Hill Companies, Inc.

Day 8 Math

Multiply. Use the number line to skip count if needed.



3. $5 \times 3 =$ _____

4. $8 \times 3 =$ _____

5. $7 \times 3 =$ _____

6. $4 \times 3 =$ _____

Algebra Find the unknown factor. Use the Commutative Property.

7. $\square \times 3 = 30$

$3 \times \square = 30$

The unknown is _____.

8. $3 \times \square = 18$

$\square \times 3 = 18$

The unknown is _____.

Problem Solving

Write a multiplication sentence with a symbol for the unknown for Exercises 9 and 10. Then solve.

9. A box of popcorn costs $3 at the baseball game. The vendor sells 5 boxes to people in row 22. How much money did the vendor collect for the popcorn?

10. Gloria has a study guide for her math, social studies, and science classes. Each study guide is 7 pages. How many pages of study guides does Gloria have in all?

11. Mathematical PRACTICE 1 **Make Sense of Problems**
Meredith feeds her 3 dogs twice a day. How many times does she feed the dogs in 3 days?

My Work!

Test Practice

12. There are 3 rows of cars in the parking lot. Each row has 5 cars. How many cars are in the parking lot?

Ⓐ 18 cars

Ⓑ 15 cars

Ⓒ 12 cars

Ⓓ 9 cars

Copyright © The McGraw-Hill Companies, Inc.

Day 8 Math Fluency

Use any strategy

Use models or visuals

12 x 5

Write a story

How do you know your answer is correct?

Day 9 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

All Kinds of Communities pp. 18–19

• **Finish reading** aloud the selection together.

• **Ask** your child to explain how the maps, photos, and graphs support the information in the text.

Day 9 Writing

Writing Prompt: Name and describe three qualities that you love about yourself.

Grammar/Spelling: Homophones

Day 9 Math

Start with the Day 9 Math Task: Analyzing Word Problems Involving Multiplication. Continue with Day 9 Math activities. End with Day 9 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 9 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

All Kinds of Communities pp. 18–19

• **Termine de leer** en voz alta la selección juntos.
• **Pídale** a su hijo que le explique cómo los mapas, fotos y gráficos apoyan la información en el texto.

Día 9 Escritura

Mensaje de escritura: nombra y describe tres cualidades que te gustan de ti mismo.

Gramática / Ortografía: **Homophones**

Día 9 Matemáticas

Comience con la tarea matemática del día 9: análisis de problemas de palabras que implican multiplicación. Continúe con las actividades de matemáticas del día 9 Termine con el día 9 de Fluidez matemática, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Name _____ Date _____

Homophones

eight	so	wear	passed
past	ate	sew	where

Write the spelling words for the given number of letters.

Spelling words with 2 letters

1. _____

Spelling words with 3 letters

2. _____ **3.** _____

Spelling words with 4 letters

4. _____ **5.** _____

Spelling words with 5 letters

6. _____ **7.** _____

Spelling word with 6 letters

8. _____

Write the spelling word that matches each clue.

9. consumed food _____

10. the total number of shoes in four pairs _____

11. opposite of the present _____

12. fix with a needle and thread _____

Day 9 Math Task

Task: Analyzing Word Problems Involving Multiplication

Many problems can be solved in different ways. Decide if the following word problems can be solved using multiplication. Explain your thinking. Then solve the problem.

a. Liam is cooking potatoes. The recipe says you need 5 minutes for every pound of potatoes you are cooking. How many minutes will it take for Liam to cook 12 pounds of potatoes?

b. Mel is designing cards. She has 4 different colors of paper and 7 different pictures she can glue on the paper. How many different card designs can she make using one color of paper and one picture.

c. Nina can practice a song 6 times in an hour. If she wants to practice the song 30 times before recital, how many hours does she need to practice?

d. Owen is building a rectangular tile patio that is 4 tiles wide and 6 tiles long. How many tiles does he need?

Day 9 Math

MY Homework

Lesson 3

Hands On: Double a Known Fact

Homework Helper

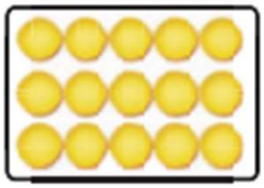
eHelp Need help? connectED.mcgraw-hill.com

Find 6 × 5.

Decompose, or separate, the factor 6 into two equal addends of 3 + 3. Then you can double the known fact, 3 × 5.

1 Model the known fact, 3 × 5.

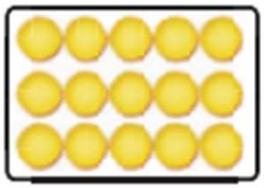
Use counters to make an array that shows 3 rows of 5.



3 × 5 = **15**

2 Double the known fact.

Make another array that shows 3 rows of 5.



3 × 5 = **15**

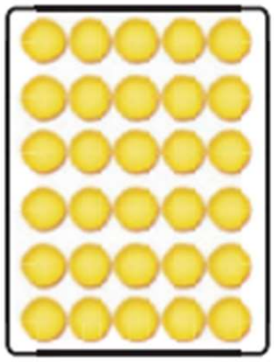
3 Find 6 × 5.

Push the two arrays together into 6 rows of 5.

Add the products from the two arrays:

15 + 15 = 30

The combined arrays show 6 × 5 = 30.



6 × 5 = **30**

Practice

1. Draw counters to model a known fact that will help you find 4 × 5. Draw the model two times.

4 × 5 = _____

Known fact: 2 × 5 = _____

Double the product: 10 + 10 = _____

Copyright © The McGraw-Hill Companies, Inc.

Day 9 Math

Double the known fact. Write the product it helps you find.

2. $3 \times 7 =$ _____

$3 \times 7 =$ _____

_____ × _____ = _____

3. $3 \times 3 =$ _____

$3 \times 3 =$ _____

_____ × _____ = _____

4. $2 \times 6 =$ _____

$2 \times 6 =$ _____

_____ × _____ = _____

5. $2 \times 9 =$ _____

$2 \times 9 =$ _____

_____ × _____ = _____

Problem Solving

Double a known fact to solve.

6. Dr. Berry sees 3 patients every hour. If she works 8 hours, how many patients does she see?

_____

7. The Johnson twins and the Clayton twins went to the fair. Each child rode 5 rides. What is the total number of times all four children went on a ride?

_____

8. Mathematical PRACTICE 7 **Identify Structure** Vince drinks 4 large glasses of water each day. How many glasses of water does Vince drink in 7 days?

_____

My Work!

Vocabulary Check

Choose the correct word(s) to complete each sentence.

known fact decompose

9. One way to _____ the number 8 is to write it as 4 + 4.

10. A fact that you have memorized is a _____.

Copyright © The McGraw-Hill Companies, Inc.

Day 9 Math Fluency

Use any strategy

Use models or visuals

15 x 3

Write a story

How do you know your answer is correct?

Day 10 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

The Levi Coffin House p. 20

- **Invite** your child to read aloud the selection.
- **Then discuss** how the Underground Railroad was its own community

Day 10 Writing

Writing Prompt: What does it feel like when someone recognizes something you worked hard to do?

Day 10 Math

Start with the Day 10 Math Task. Continue with Day 10 Math activities. End with Day 10 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Día 10 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

The Levi Coffin House p. 20

- **Invite** a su hijo a leer en voz alta la selección.
- **Luego discuta** cómo el ferrocarril subterráneo era su propia comunidad

Día 10 Escritura

Mensaje de escritura: ¿Qué se siente cuando alguien reconoce algo por lo que trabajó duro?

Día 10 Matemáticas

Comience con la tarea de matemáticas del día 10. Continúe con las actividades de matemáticas del día 10. Termine con el Día 10 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Word Study Read

Remember to annotate as you read.

Notes

Informational Social Studies

The Levi Coffin House

1 On a street in what is now Fountain City, Indiana, there is a redbrick house. The house is old and simple, but it is an important part of America's past. The house is the Levi Coffin House. It was a main stop along the Underground Railroad.

2 The Underground Railroad was a network that helped enslaved people escape to freedom in the 1800s. The network was called "underground" because it was secret. It had "stations," or safe places, where escapees could hide. As people passed from one station to another, they were given shelter and aid. Levi Coffin was an important part of this network. Although he knew it was illegal, Coffin began helping escapees in 1826. He would pay little heed to the dangers. He opposed slavery, so he'd take many risks for his beliefs.

3 In 1839, Coffin and his wife moved to the redbrick house. The house was perfect for their needs. It had eight rooms, many with two exits. It had storage places where people could hide, and a big attic, too. Coffin's neighbors would sew new clothes for the escapees to wear. The escapees ate and slept in safety. Then after days or weeks, they moved on. It is said that everyone who hid in Levi Coffin's house made it to freedom. Today the Levi Coffin House is a National Historic Landmark.

BuildReflectWrite

Build Knowledge

Compare the three communities you read about and then develop an argument about which one you would want to live in. Include specific facts to support your opinion.

How Communities Differ			
City	**Farmersville**	**St. Louis**	**Los Angeles**
Area of Country			
Type of Community/ Size			
Businesses			
People/Culture			
The best place to live is _____ because _____.			

Reflect

What is a community?

Based on this week's texts, write down new ideas and questions you have about the essential question.

Writing to Sources

Narrative

Imagine that Miguel from "How Tía Lola Came to Visit Stay," Lisa Benjamin from "Exploring My Community," and one of the students from "All Kinds of Communities" met up to talk about their communities. How would each person describe his or her community? Write a dramatic scene in which these characters talk about their communities. Use details from each text to help you write your play.

Day 10 Math Task

There were 24 people in a marching band. They lined up in equal rows. Show how they could have lined up. Write an equation that represents your drawing.

A group of 30 people are going to the Raven's game together. They decide to carpool. Each car can hold 5 people. How many cars will they need to use? Show your work below.

Day 10 Math

Name _____ Date _____

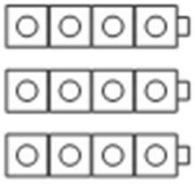
Lesson 1 Reteach

Multiply by 3

There are different ways to find answers for multiplication exercises. One way is to use models to represent the exercise.

Find 3 × 4.

Using Models



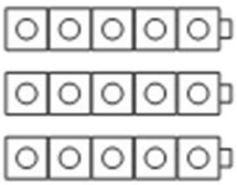
3 groups of 4 cubes

Using Paper and Pencil

Number of Groups		Number in Each Group		Total
3	×	4	=	12
↓		↓		↓
factor		factor		product

Use models to multiply.

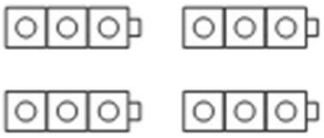
1.



3 groups of 5 = _____

3 × 5 = _____

2.



4 groups of 3 = _____

4 × 3 = _____

3.



3 groups of 8 = _____

3 × 8 = _____

4.



3 groups of 7 = _____

3 × 7 = _____

Day 10 Math Fluency

Use any strategy

Use models or visuals

5 x 10

Write a story

How do you know your answer is correct?

Day 6 Art

Shapes
What are shapes?
What are colors?
What are patterns?

Day 7 Art

Henri Matisse, French artist
Used vivid colors
Late in life he did cut-outs

Day 8 Art

Draw geometric shapes.
Color them.

Day 9 Art

Cut shapes.
Cut 3 same shapes. (to create a pattern)
Color them in so they are different colors.

Day 10 Art

Paste shapes into the vase template.
Do reflection page.



Dia 6 Arte

Figuras
¿Cuales son las figuras?
¿Cuales son los colores?
¿Cuales son los patrones?

Dia 7 Arte

Henri Matisse, artista frances
Usó colores vividos
Al final de su vida trabajó en recortes

Dia 8 Arte

Dibuja figuras geométricas.
Coloréalas

Dia 9 Arte

Recorta figuras.
Recorta 3 figuras iguales (para crear un patrón)
Coloréalas de un color diferente cada una.

Dia 10 Arte

Pega las figuras en el modelo del vaso
Llena la pagina de reflexión.

INTRODUCTION-SHAPES

Shapes

What are shapes? Identify these shapes.



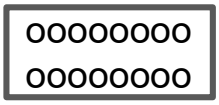
What is in your home that looks like these shapes? (point out 5 objects)

What are colors? Color is reflected light.

Find objects in your home or outside that are RED, BLUE, YELLOW, ORANGE, PURPLE

What are patterns? A pattern is a repeated design on paper or fabric.

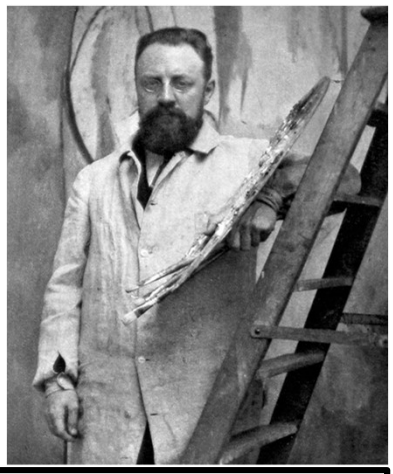
Find objects in your home that have a pattern.





Draw a triangle below. Draw a simple pattern 3 times inside your triangle. Third grade draw 2 shapes with a different pattern inside each shape.

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?
He was from France and liked to paint with very bright colors.
Late in life he began to do paper cut-outs and made some of his most famous pieces.

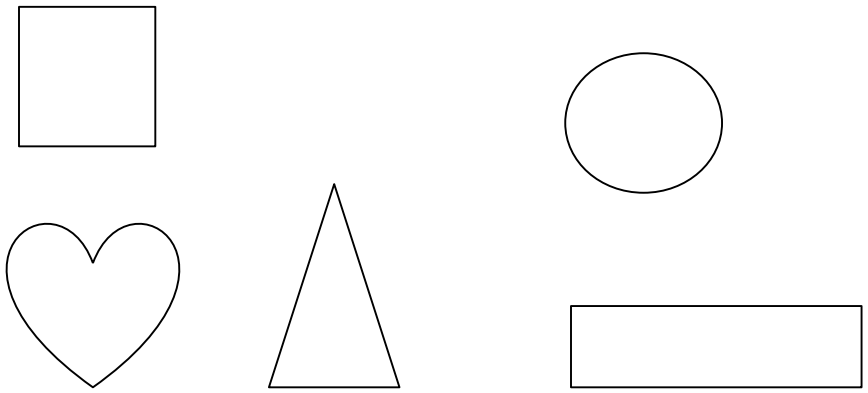


Copy the pattern that you see here in this Cut-out composition.

What shapes do you see in this painting?

Circle the shapes that you see.



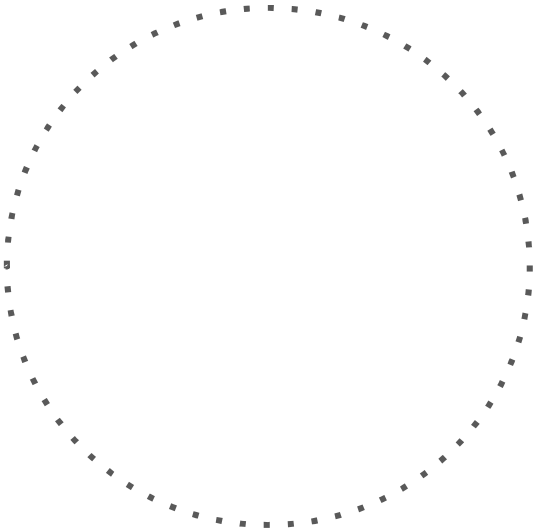


Day 2

Connect the lines to draw these shapes.



What shape is this?

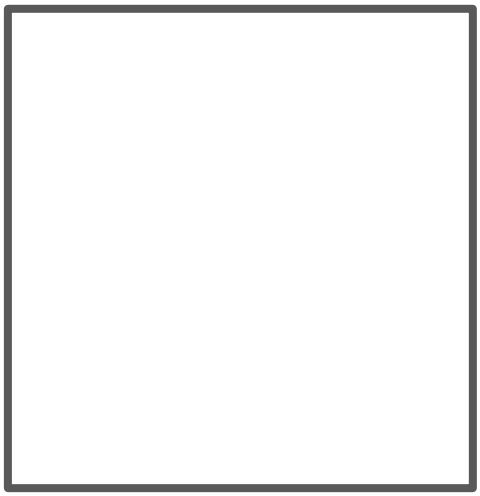


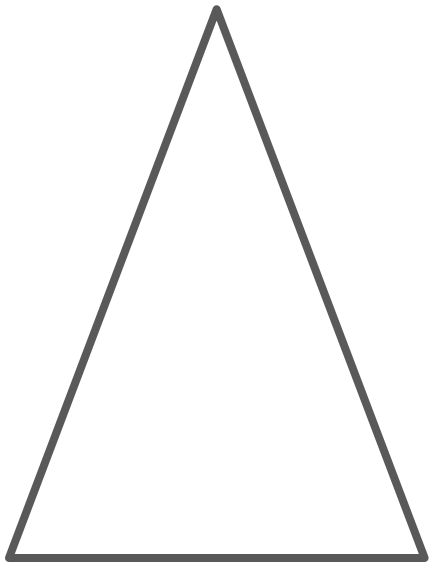
What shape is this?

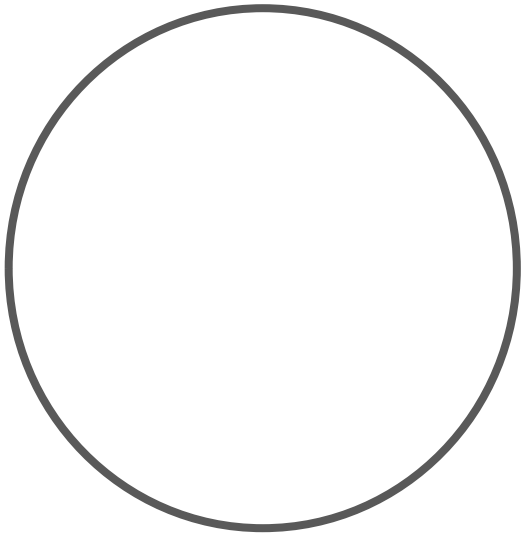
Draw one shape and color it a bright color.

Cut-out shapes and paste

Color the shapes. Then with the help of an adult, cut out the shapes and paste into your vase.







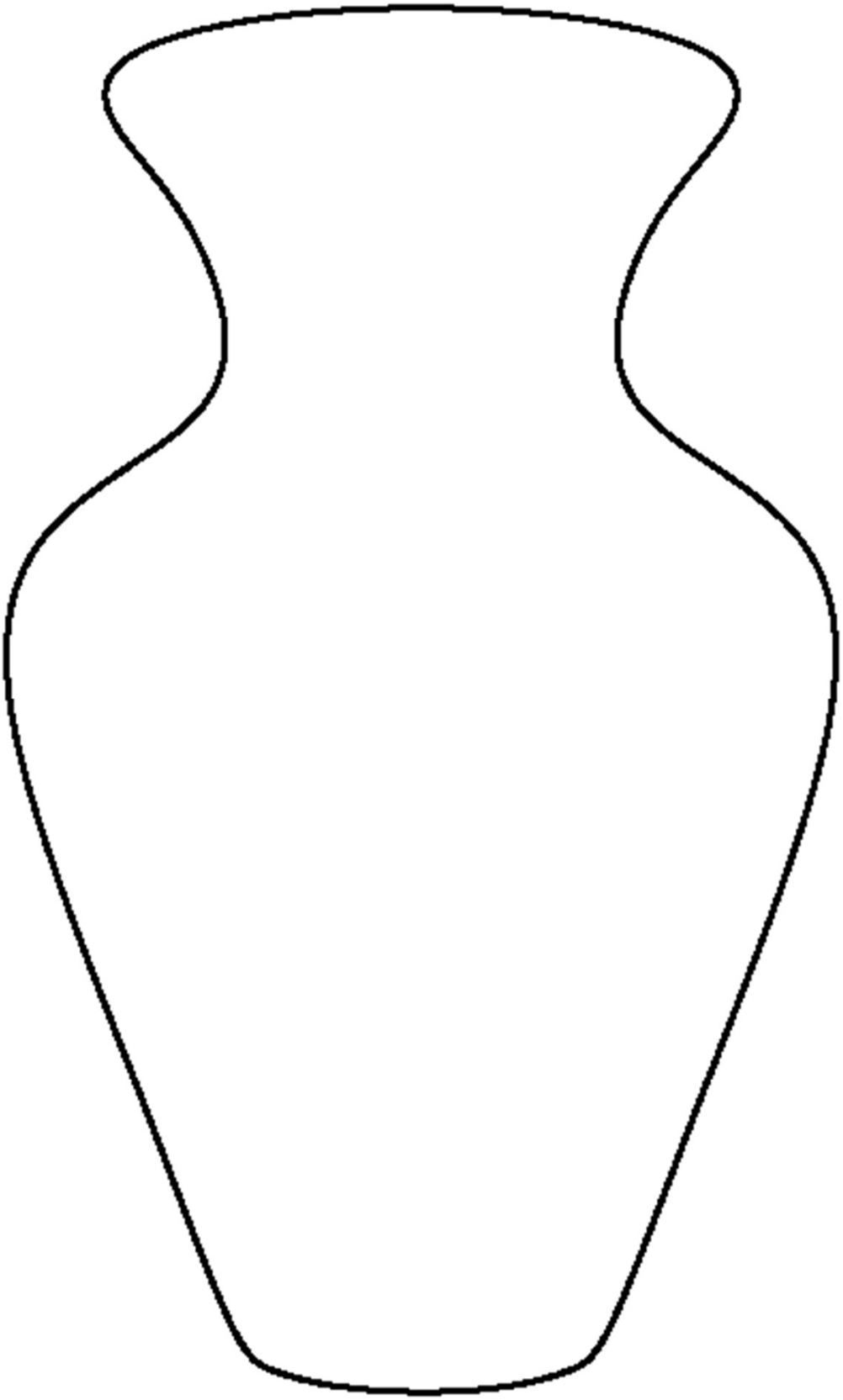
Cut out more shapes so that you have 3 of the same. You may use other paper.

Day 4 and 5

Page Intentionally Left Blank

Vase template

Name: _____



Page Intentionally Left Blank

Artist Reflection

Grade:

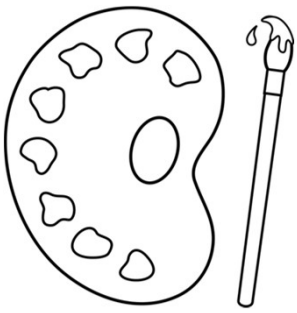
My name is _____.

I created a _____.

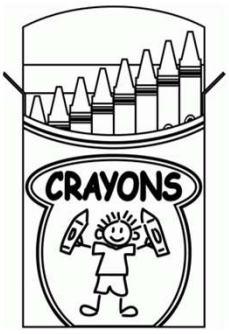
I learned about the artist _____.

These are the materials I used:

paint







scissors





pencil





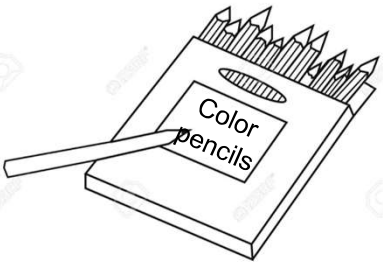
Glue

tape

pen



ruler



I LIKE DON'T LIKE this because

_____

_____.

Overall I feel  about my work. (Circle a face.)

Attach to your artwork composition!

These Squirrels Are Pigs!

Article

PORTLAND, Maine (Achieve3000, October 12, 2018). In the summer of 2018, states in New England had a bumper crop—of squirrels. The bushy-tailed animals were everywhere. Farmers weren't too pleased. The squirrels chomped through some crops.

Robert Randall is a farmer in the U.S. state of Maine. He said that squirrels treated his crops like their own all-you-can-eat restaurant. He said he'd never seen anything like it.

"They're eating the pumpkins. They're eating the apples. It's the worst I've ever seen," Randall said.

The squirrels could even be seen dragging entire ears of corn out of fields.

Squirrels are common in New England. They usually eat beechnuts, acorns, berries, and seeds. There's a reason why they decided to start eating pumpkins, apples, and corn.



Photo credit: AP/Robert F. Bukaty

A squirrel carries a walnut in Portland, Maine.

First, in 2017, there were more acorns. This led to more squirrels the following summer. Then, in the summer of 2018, there were fewer acorns. The squirrels had to eat, so they turned to eating crops.

There's good news for farmers. Boom years for both acorns and squirrels don't happen often!

Information for this story came from AP.

LEGOs Around the World

Article

BILLUND, Denmark (Achieve3000, May 17, 2018). In January 2018, LEGO turned 60 years old. LEGOs are plastic bricks that lock together. Ole Kirk Kristiansen from Denmark created LEGOs. He wanted kids to be able to build just about anything they could imagine. Today, LEGOs are no longer just for kids.

There are many kinds of LEGO lovers. Some are young, some are older. They may be scientists, artists, or teachers. But they all love LEGOs.

Some adults set up events to share their LEGO creations. Some of these creations use tens of thousands of bricks. They can take hours to make. Events to show them take place around the world.



Credit for photo and all related images: AP/Marcia Dunn

This is a scene from the movie Toy Story. It was built with LEGOs for Brickworld Chicago.

One of these LEGO events is held every year in the U.S. It's called Brickworld Chicago. The event is for adults, but teens and tweens are welcome with an adult. The event shows hundreds of LEGO creations.

People come to the convention to talk, trade, and win LEGOs. They watch LEGO films. They also enjoy the LEGO creations. LEGO machines battle. LEGO flowers bloom. And LEGO trains chug. It's great fun!

If you ever go to a LEGO event, keep a few things in mind. Builders are often asked the same questions over and over. So skip asking how long it took to build something or how many pieces were used. And builders want to keep their creations safe. So be careful not to bump into them. Just enjoy what's amazing about LEGOs. For example, just six LEGO bricks can be put together in more than 915 million combinations.

Information for this story came from AP.

Color Me Blue

Article

LAUCHRINGEN, Germany (Achieve3000, March 15, 2019). If you had been in Lauchringen, Germany, on February 16, 2019, you might not have believed your eyes. Thousands of creatures with blue faces, bright yellow hair, puffy white beards, and red-and-white caps dropped in, well…from out of the blue.

What was happening?

This blue-faced crowd of *exactly* 2,726 people wanted to set the Guinness World Record for the most people dressed as Smurfs. The event was held by a German group called Dä Traditionsverein.

Believe it or not, there was a record to beat—2,510 people. In fact, this was Dä Traditionsverein's second try at breaking the record. They came up short in June 2016. This time they did it.

Just what are Smurfs? They're tiny. They're blue. And they live in mushroom houses in a make-believe village. They first appeared in Belgian comics in 1958.



Image from Pixabay

Maybe it's the blue skin. Maybe it's the white cap. Whatever it is, thousands of people had fun dressing like these Smurfs and setting a world record.

So let's meet the gang. Smurfette has bright yellow hair. Papa Smurf has a beard and a red cap. Painter Smurf, Poet Smurf, and others have white caps. They're stars. They've starred in three Hollywood movies and a TV series. And if you haven't guessed, they have many true-blue fans.

But Smurfs are not the only group setting records. There are many others. Why do people like to set group records? It's fun. And it feels good to be part of a group. No matter how silly the activity may be.

A Game Like No Other

Article

ELK GROVE VILLAGE, Illinois (Achieve3000, September 6, 2018). Long before video games, there was pinball. It's an arcade game. The game uses a steel ball that travels through a field of play. The player gets points as the ball goes toward a "drain," or a hole. The player uses flippers to keep the ball from falling into the hole. The aim is to get the highest score possible. For a while, it looked as if pinball was dying out. But not anymore.

Over the last 10 years, more people have been playing pinball. In 2006, there were 500 players in 50 competitions worldwide. In 2017, there were more than 55,000 players in nearly 4,500 competitions.

"Pinball is not going away," said Zach Sharpe. He plays pinball. He also works for Stern Pinball, Inc. It's the world's leading pinball maker.

People of all ages like to play pinball. Escher Lefkoff is one. At age 13, he won a world championship.

Escher started playing pinball when he was 2 years old. His dad, Adam Lefkoff, also plays. He says the game teaches Escher life lessons.



Credit for photo and all related images: AP/Teresa Crawford

Pinball player Escher Lefkoff stands next to a pinball machine. In 2017, he won a world championship playing the game.

"The ball is going to drain. That is [certain]," said Adam Lefkoff. "It's important what you do while the ball is in play."

Information for this story came from AP.