

Journey to Learning

PASSPORT



FOR AT HOME
LEARNING

3rd Grade

Student's Name: _____

School: _____

Teacher: _____

Dear Richland One Families,

Thank you for your support, patience, and flexibility during what has proven to be a time marked with immense uncertainty. You truly are what makes our school district R1Strong!

In this packet, you will find learning activities for your child. In the “Everyday Learning” section, you will find learning activities that students should complete each school day. These include activities such as reading daily, writing about what was read, and practicing math fluency. Activities in the “Daily Learning Assignments” section are labeled by the day number. **Day 1 refers to Tuesday, March 31.** Your child’s teachers may contact you regarding additional assignments. In that case, the teachers’ assignments should be completed first, and the assignments in this packet should be completed as time permits.

Students should be able to complete some of the assignments independently; however, there will be some assignments that require your support. While we expect students to work hard each day, they may or may not complete all of the listed assignments. Children may return to a previous day’s work to complete any missed assignments, or move ahead if they have completed assignments quickly. To allow for all students to work at their own pace, we have planned for more assignments than are needed at this time. Furthermore, if your child qualifies for accommodations through either an IEP or 504, please connect with the teacher or other service provider to ensure accommodations are provided.

In the coming days, additional learning activities will be posted to the Richland One website (www.richlandone.org) as well as on our Richland One Television Channel (ROTV). You may contact your child’s teachers for assistance using the already established communication protocol. Additionally, teachers will continue to provide office hours daily from 9:30 a.m. – 11:00 a.m. and 1:00 p.m. – 2:30 p.m.

In closing, we hope that you and your family are able to stay healthy and safe. If you have questions, please do not hesitate to reach out to your child’s teacher and/or principal.

Office of Early Childhood Education
Division of Teaching and Learning

Everyday Learning Activities

Your child should complete the following activities each school day.



English Language Arts	Math
<p>Read for 30 minutes each day. Students may choose to read a book, magazine, newspaper, recipe, and any other reading material.</p> <p>Record your reading on the provided reading log for the Superintendent's Book Club.</p>	<p>Practice your multiplication facts. You can use cut up paper or index cards to study facts daily.</p>
<p>Parents, choose two (2) questions from the Questions to Ask About Reading pages (located later in the packet) to ask your child during and/or after they have read each day. They can answer orally or written.</p> <p>Write about what you have read by choosing one of the included questions (see Questions to Ask About Reading) in a journal.</p>	<p>Complete daily Problem of the Day (located later in the packet).</p>
<p>Select 1-2 affixes from the Prefix-Suffix-Root List (located later in the packet). Create word lists using the chosen affixes. Record the word lists in a journal. Use the words in your writing when appropriate.</p>	<p>Write your own math problem about the skill you are working on.</p>
<p>Complete Lexia Core 5 lessons if you access to a device and the internet.</p>	<p>Complete Dreambox assignments if you access to a device and the internet.</p>

Questions to Ask About Reading—Fiction/Literary

Parents, **choose two (2) questions** to ask your child during and/or after they have read each day. They can answer orally or written.

Students, **choose one question** below to answer in writing about your reading.

Meaning and Context

Characters

- How do the illustrations emphasize the character? (RL8)
- What information from illustrations and the text help you understand the character's traits? (RL8)
- What kind of person is each character? (RL8)
- Is the character changing? Why? (RL8)
- What is keeping the character working towards resolution? What is motivating the character? (RL8)
- Use text evidence to describe the character's traits, motivations, and feelings. (RL 8)

Setting

- How does the setting impact the plot (the big events and the problem-solution)? (RL8)
- How do the illustrations emphasize the setting? (RL7)

Plot

- Explain how the character's actions contribute to the development of the plot. (RL8)
- What problem is the character facing and how does the character react to the problem? (RL8)

Theme

- What key details (big events) helped determine the theme? (RL6)
- What is the character learning? (RL8)
- What is the life lesson? (RL6)

Language, Craft and Structure

Author's Craft

- How did the author use words, phrases and conventions to shape meaning? (i.e., rhythm, repetition, simile, metaphor, onomatopoeia, alliteration, idioms, personification) (RL9)
- How does the author use words and phrases to create mood? (RL9)
- How does the author use words and phrases to emphasize aspects of a character or setting? (RL9)

Author's Purpose/Perspective

- Why did the author write this story? Was it to entertain, to inform, to persuade? Explain your answer. (RL11)
- Whose point of view am I hearing? (1st or 3rd person) Explain your answer. (RL11)
- Compare and contrast the reader's point of view to that of the narrator or character. (RL11)

Questions to Ask About Reading—Nonfiction/Informational

Parents, **choose two (2) questions** to ask your child during and/or after they have read each day. They can answer orally or written.

Students, **choose one (1) question** below to answer in writing about your reading.

<u>Meaning and Context</u>	
<u>Predictions/Inferences</u> <ul style="list-style-type: none">• What predictions can you make? Cite text evidence to support your answer. (RI5)• What inferences can you make? Cite text evidence to support your answer. (RI5)	<u>Central or Main Idea/Key Details</u> <ul style="list-style-type: none">• Summarize using key details to support the central idea. What is this text mostly about? (RI6)
<u>Language, Craft and Structure</u>	
<u>Author's Craft/Text Features</u> <ul style="list-style-type: none">• How did the author use words, phrases, illustrations, and photographs to shape meaning? (RI8)• How did the author use text features (appendices, timelines, maps, charts, index, headings, bullets, and captions) to shape meaning? (RI8)• Explain the relationship between the text features and the text. (RI8)	<u>Author's Purpose/Perspective</u> <ul style="list-style-type: none">• What is the author's purpose (to inform, explain, or describe)? (RI10)• How is one's own perspective different from the author? (RI10)
<u>Text Structure</u> <ul style="list-style-type: none">• What text structure did the author use in this text? (RI11)<ul style="list-style-type: none">◦ Sequential order◦ Cause and effect◦ Compare and contrast◦ Problem-Solution◦ Question-Answer• Describe the text structures an author used to support specific points. (RI11)	

3RD GRADE PREFIX-SUFFIX-ROOT LIST

(Generally, prefixes and suffixes change the meanings of roots, but it is usually the suffix that denotes the part of speech.)

Affixes are added to the beginning or end of a word to create a new word with a new meaning.

<i>Prefix</i>	<i>Suffix</i>	<i>Definition</i>	<i>Examples</i>	<i>Origin</i>
<i>un-</i>		not/ opposite	unlock, unsafe	Anglo-Saxon
<i>re-</i>		again/ back	reread, rewrite, return	Latin
	<i>-er</i>	person connected with/ comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon
	<i>-est</i>	superlative degree	biggest, coldest, tallest	Anglo-Saxon
<i>dis-</i>		not/ opposite of	dislike, distrust	Latin
<i>in-</i>		not	inactive, insane, inexpensive	Latin
	<i>-ful</i>	full of	beautiful, painful	Anglo-Saxon
	<i>-less</i>	without	careless, helpless	Anglo-Saxon
	<i>-y</i>	characterized by/ like	cloudy, fishy	Anglo-Saxon
	<i>-ly</i>	characteristic of	badly, friendly, quickly	Anglo-Saxon

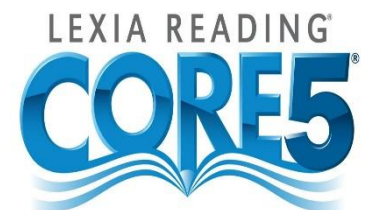
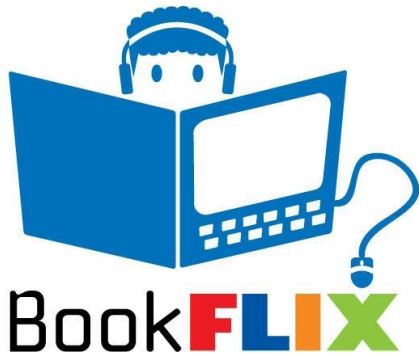


Date	Book Title	Author	# of pages read

If you run out of space, create a reading log on another sheet of paper and add it to this workbook.

Traveling through the World Wide Web...

Use the resources below to access books or for additional practice if a device and internet is available.



Storyline Online



ReadWorks



Contact your teacher if you do not have login information for any of the above resources.



3rd Grade Math Reference Sheet

This reference sheet is designed to help with most math assignments in this packet. Refer to this resource as needed.

Symbols

\times multiply \div divide $=$ equals $>$ greater than $<$ less than

Equal Shares



A **whole** is all of the parts of one shape or group.



2 equal parts or
halves



3 equal parts or
thirds



4 equal parts or
fourths



6 equal parts or
sixths



8 equal parts or
eighths

Fractions



$\frac{1}{4}$ \leftarrow **numerator**
 \leftarrow **denominator**

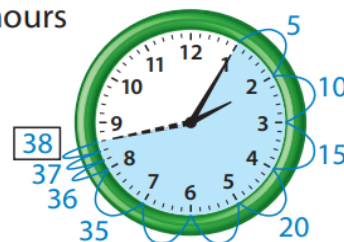
A **fraction** is a number that represents part of a whole.

Time

1 minute (min) = 60 seconds (sec)

1 hour (h) = 60 minutes

1 day (d) = 24 hours



The elapsed time is 38 minutes.

Liquid Volume



1 liter (L) = 1,000 milliliters (mL)

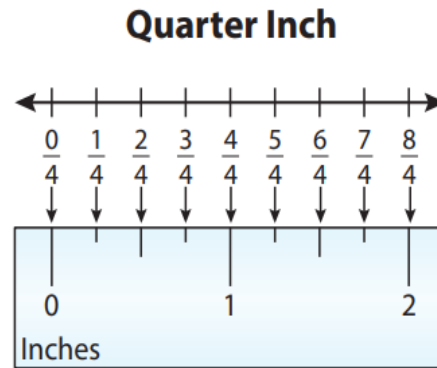
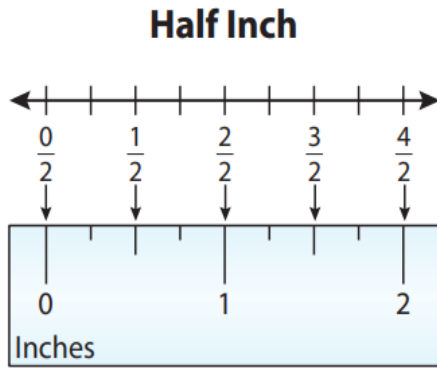
Mass



1 kilogram (kg) = 1,000 grams (g)

3rd Grade Math Reference Sheet, cont...

Length



Area and Perimeter



$$\text{Area} = 5 \times 2 = 10 \text{ square meters}$$

$$\text{Perimeter} = 2 + 5 + 2 + 5 = 14 \text{ meters}$$

or

$$\text{Perimeter} = 2 \times 2 + 2 \times 5 = 14 \text{ meters}$$

Shapes

A **polygon** is a closed two-dimensional shape with three or more sides.



A **quadrilateral** is a polygon with four sides. Quadrilaterals have four vertices and four angles. They can have parallel sides and right angles.

Trapezoid



exactly 1 pair
of parallel sides

Parallelogram



2 pairs of
parallel sides

Rectangle



2 pairs of parallel sides
4 right angles

Rhombus



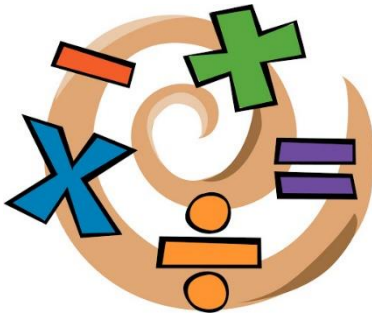
2 pairs of parallel sides
4 equal sides

Square



2 pairs of parallel sides
4 equal sides
4 right angles

Problems of the Day



Please complete the appropriate problem of the day.

Day 1

3.NSBT.1

What is 470 rounded to the nearest hundred? Explain your answer.

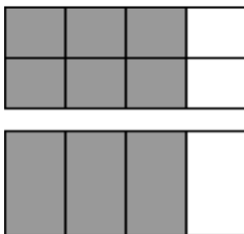
- A. 400 because 470 is closer to 400 than 500
- B. 450 because on the number line 470 is closer to 450 than 500.
- C. 470 because on the number line 470 is itself rounded to nearest ten.
- D. 500 because 470 is closer to 500 than 400.

Justify your answer using words, pictures, and/or numbers.

Day 2

3.NSF.3

Models of two fractions are shown below:



Select all the true statements.

- A. The fractions cannot be compared.
- B. The fractions are equivalent.
- C. $\frac{6}{8} > \frac{3}{4}$
- D. $\frac{6}{8} = \frac{3}{4}$

Day 3

3.ATO.9

What rule do the numbers in the highlighted column follow?

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

- A. Add 7
- B. Add 14
- C. Add 1
- D. Add 63

Day 4

3.G.2

Select all the shapes that are quadrilaterals.



- A) JK Only
- B) JK and NO
- C) NO only
- D) LM

Explain how you know using words, pictures, and/or numbers.

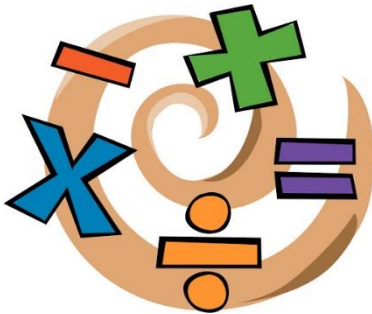
Day 5

3.MDA.2

The ice cream case at a store has 8 containers of ice cream. Each container holds 4 liters of ice cream. How many liters of ice cream are there in all?

Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 6

3.NSBT.3

Use the multiplication table below to help you answer the question. $4 \times 90 = ?$

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

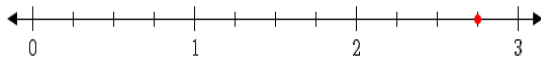
A. 3,600 B. 320 C. 450 D. 360

Explain how you know using words, pictures, and/or numbers.

Day 7

3.NSF.3

The number line below has a point marked to show which fraction?



A. $2\frac{2}{6}$ B. $2\frac{3}{4}$ C. $2\frac{2}{4}$ D. $3\frac{1}{4}$

Explain how you know using words, pictures, and/or numbers.

Day 8

3.ATO.8

Roger counted the kids in the cafeteria on Monday. There were 8 tables with 4 kids at each table at the start of lunch. In the middle of lunch, 13 kids came in and sat down. How many kids were in the cafeteria then?

Explain how you know using words, pictures, and/or numbers.

Day 9

3.G.1

I am thinking of a shape. The shape I am thinking of has 4 equal sides and does not have any right angles. What shape am I?



A.
Rectangle



B.
Square



C.
Rhombus



D.
trapezoid

Explain how you know using words, pictures, and/or numbers.

Day 10

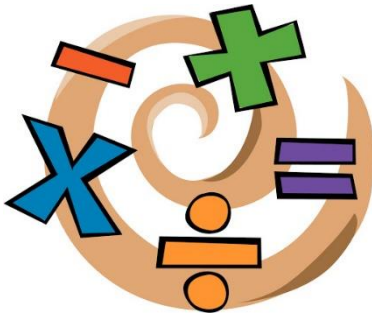
3.MDA.1

The students of Roosevelt Elementary School are planning a field trip to the aquarium. It will take 15 minutes to travel to the aquarium and 8 minutes for them to unload the bus. If the students leave the school at the time shown on the clock, what time will their field trip begin inside the aquarium?



Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 11

3.NSBT.1

Tyler had 403 coins in a jar. 129 coins were nickels and dimes. The rest were pennies. How many coins were pennies?



Justify your answer using words, pictures, and/or numbers.

Day 12

3.NSF.3

In Mario's soccer league, one soccer player is $\frac{1}{8}$ of a team. How many players are on the whole team?

Justify your answer using words, pictures, and/or numbers.

Day 13

3.ATO.8

The coach has 21 lollipops. He also has 7 packs of sweet tarts. He is going to share the treats among the 7 boys on the basketball team. **How many treats will each boy get?**



Justify your answer using words, pictures, and/or numbers.

Day 14

3.G.2

What kind of angles are seen on the stop sign?



A. Right B. Acute C. Obtuse

Explain how you know using words, pictures, and/or numbers.

Day 15

3.MDA.5

A rectangular room has a perimeter of 36 feet. One side is 10 feet long. How long is side S?

10 ft.

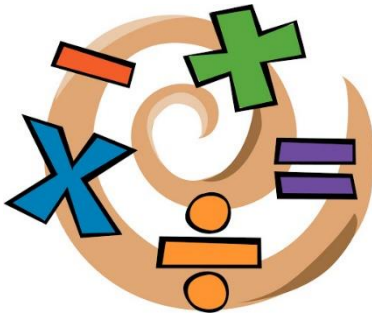


S

A. 6 ft. B. 8 ft. C. 26 ft. D. 10 ft.

Explain how you know using words, pictures, and/or numbers

Problems of the Day



Please complete the appropriate problem of the day.

Day 16

3.NSBT.3

What is 7×40 ? Justify your answer.

A. 28, because 7 sets of 4 rods is 28.

B. 47, because you add: $7 + 40 = 47$

C. 280, because each rod is 10, and $7 \times 4 \times 10$ is 280.

D.

Justify your answer using words, pictures, and/or numbers.

Day 17

3.NSF.3

Ronald drinks $\frac{1}{6}$ of a liter of water and $\frac{1}{2}$ of a liter of juice after a basketball game.
Which statement is true?

- A. $\frac{1}{2} = \frac{1}{6}$ $\frac{1}{2} < \frac{1}{6}$ C. $\frac{1}{2} > \frac{1}{6}$ D. $\frac{1}{6} > \frac{1}{2}$

Justify your answer using words, pictures, and/or numbers.

Day 18

3.ATO.9

Alisha went on a summer camp for 6 days and spent \$8 on food each day.

She thinks this pattern shows her expenses for food:

8, 16, 24, 32, 40, 48

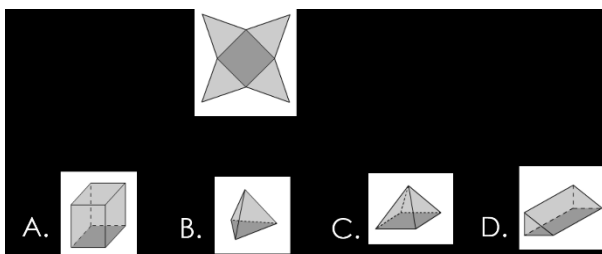
Is Alisha right? Why or why not?

- A. Yes. Every term in 8, 16, 24, 32, 40, 48 increases by 6 and there are 6 terms.
B. Yes. Every term in the pattern increases by 8 and there are 6 terms.
C. No. Every term in the pattern of 8 should increase by 6. The pattern should be 6, 12, 18, 24, 30, 36, 42, 48.
D. No. Every term in the pattern of 8 should increase by 8. The pattern should be 6, 14, 22, 30, 38, 46, 54, 62.

Day 19

3.G.4

Which of the following figures matches the given net?



Day 20

3.MDA.2

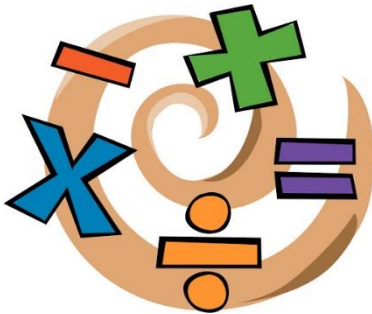
About how much water does a bottle of water hold?



- A. 1 quart
B. 1 cup
C. 1 gallon
D. 1 pint

Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 21

3.NSBT.3

There are 7 seats in each row in a theater. There are 50 rows of seats. What is the total number of seats in the theater?

Explain how you know using words, pictures, and/or numbers.

Day 22

3.NSF.1

A small pizza is cut into equal-size pieces. Emily ate 5 of the pieces. This was $\frac{5}{8}$ of the entire small pizza. Which fraction represents the size of one piece of the small pizza?

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

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

C. $\frac{1}{8}$

D. $\frac{3}{5}$

Day 23

3.ATO.2

Joan puts 42 cherries into 6 bowls.

She puts the same number of cherries into each bowl.

The number of cherries in each bowl can be found using the equation shown below.

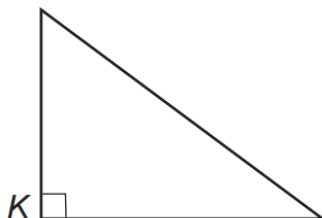
$$6 \times ? = 42$$

How many cherries are in each bowl?

Day 24

3.G.3

Kylie draws a shape.



A right angle is labeled K. What word describes the other angles in Kylie's shape?

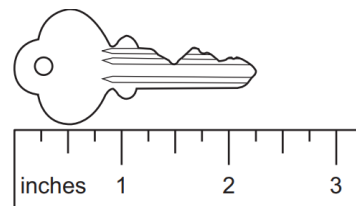
- A. acute
- B. open
- C. obtuse
- D. right

Explain how you know using words, pictures, and/or numbers.

Day 25

3.MDA.1

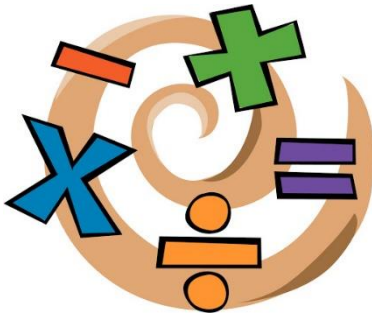
A key is shown with a ruler.



What is the length, to the nearest $\frac{1}{4}$ inch, of the key?

Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 26

3.NSBT.1

The table shows the number of adults and children who went to the zoo. On what day was the number of adults and children who went to the zoo about 1,600 altogether?

ZOO ATTENDANCE

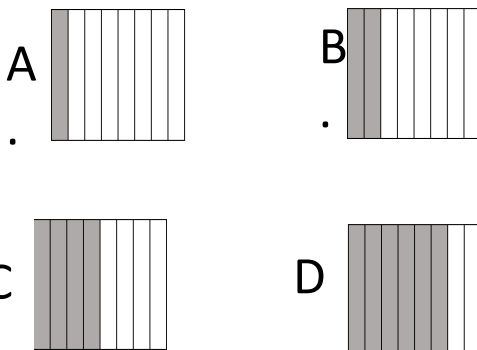
Day	Adults	Children
Thursday	757	649
Friday	774	742
Saturday	792	788
Sunday	801	726

- A. Thursday
- B. Friday
- C. Saturday
- D. Sunday

Day 27

3.NSF.2

There are 8 children on the playground. One-fourth of the children are on the swings. In which fraction model does the shaded part represent the children who are on the swings?



Day 28

3.ATO.3

Kim and Sara sold bags of cookies.

- Each bag had 8 cookies.
- Kim sold 4 bags of cookies.
- Sara sold 5 bags of cookies.

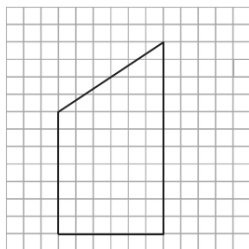
What is the total number of cookies Kim and Sara sold?

- | | | | |
|----|----|----|----|
| A. | B. | C. | D. |
| 52 | 60 | 72 | 17 |

Day 29

3.G.1

Which category describes the figure shown below?



- A. Rectangle
- B. Rhombus
- C. Hexagon
- D. Quadrilateral

Day 30

3.MDA.1

The bus schedule below has some missing times. The same amount of time passes between each bus.

Bus Times
3:05
3:20
3:35
?
4:05
?
4:35

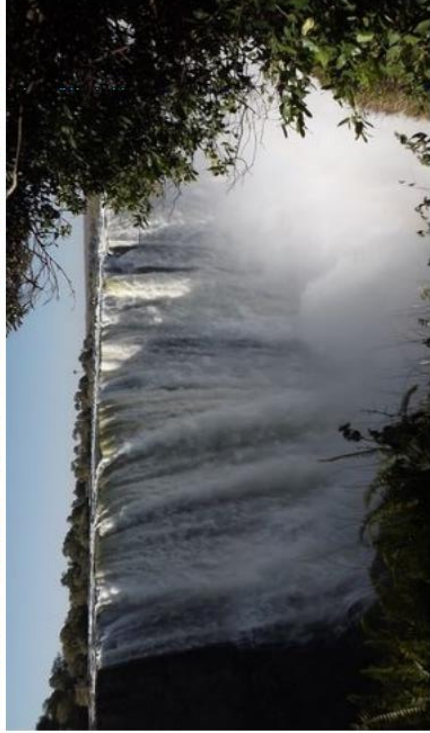
- | | |
|------------------|------------------|
| A. 3:40 and 4:10 | C. 3:50 and 4:20 |
| B. 3:45 and 4:15 | D. 3:55 and 4:25 |



Day 1

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can refer explicitly to the text to support inferences and conclusions.✓ I can identify words with silent consonants.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can tell time to the nearest hour and half hour.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Telling Time to the Nearest Hour and Half Hour worksheet.<input type="checkbox"/> Complete Counting by 4's worksheet.

Victoria Falls: The Smoke That Thunders



Victoria Falls in Africa

Victoria Falls is one of the most impressive waterfalls on the planet. It is located along the border of Zimbabwe and Zambia, two countries in southern Africa. There, the Zambezi River takes a plunge, forming the giant "sheet" of falling water. Victoria Falls is considered to be the largest waterfall in the world. And no wonder - it's about one mile wide and 360 feet high!

This amazing sheet of falling water can be heard from miles away. The spray and mist from the waterfall can be seen from many miles away, too. In fact, local tribes first called the waterfall "Mosi-oa-Tunya." That means "the smoke that thunders." But the falls received another name in 1855. That year, a Scottish explorer came across the waterfall. His name was David Livingstone. He named it Victoria Falls after Queen Victoria, who was ruling Great Britain at the time.

The mist caused by the falls also supports the surrounding environment. Around the waterfall is a rainforest-like ecosystem. Many species of trees, plants, and animals thrive there. If you travel there, you may catch a glimpse of the many different raptor species nearby, like falcons and black eagles. You may even spot elephants in the national parks on both sides of the river!

Today, the site is one of the Seven Natural Wonders of the World. Hundreds of thousands of people make the trip to Victoria Falls each year. They hope to see the spectacular "smoke that thunders" in person.

Victoria Falls: The Smoke That Thunders

1. What is Victoria Falls considered to be?

- A. It is considered to be the smallest waterfall in the world.
- B. It is considered to be the largest waterfall in the world.
- C. It is considered to be the loudest waterfall in the world.
- D. It is considered to be the oldest waterfall in the world.

2. Read these sentences from the text. "The mist caused by the falls also supports the surrounding environment. Around the waterfall is a rainforest-like ecosystem. Many species of trees, plants, and animals thrive there. If you travel there, you may catch a glimpse of the many different raptor species nearby, like falcons and black eagles. You may even spot elephants in the national parks on both sides of the river!"

What can be concluded about the ecosystem around the waterfall based on this information?

- A. The ecosystem doesn't have as many plant and animal species as it used to many years ago.
- B. The ecosystem is healthier than what it used to be like many years ago.
- C. The ecosystem is in danger, and many plant and animal species are close to dying out.
- D. The ecosystem is very healthy and has a variety of plant and animal species.

4. Why might the local tribes who lived near Victoria Falls first call it "the smoke that thunders"?

5. What is the central idea of this text?

4. Read these sentences from the text.

"The mist caused by the falls also supports the surrounding environment. Around the waterfall is a rainforest-like ecosystem. Many species of trees, plants, and animals thrive there. If you travel there, you may catch a glimpse of the many different raptor species nearby, like falcons and black eagles. You may even spot elephants in the national parks on both sides of the river!"

As used in the text, what does the word "thrive" most nearly mean?

- A. to grow healthy and strong
- B. to become tired and weak
- C. to die off
- D. to move to another place

5. What does the mist from Victoria Falls support?

6. Why hundreds of thousands of people go to see Victoria Falls each year in person? Support your answer with evidence from the text.

Word Study: Silent Consonants

You may find this week's words a little tricky to spell or pronounce because each one has a silent consonant in it.

- Find the silent consonant in each of your words.
- Read the words in the box below. First, cross out the words that do not have silent consonants. Then circle the silent consonant in the rest of the words.

knight	gnaw	doubt	thumb	wrong
sign	knock	climb	crumb	island
aisle	sword	whole	written	often

Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

REVIEW: Telling Time to the Hour and Half Hour

Name _____

Key Concept and Vocabulary

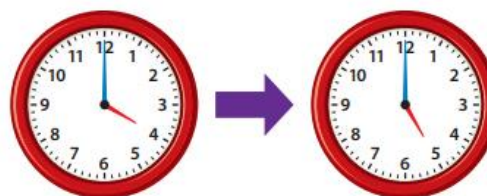


Skill Examples



Application Example

3. Basketball practice starts at 4 o'clock. It lasts an hour. At what time does basketball practice end?



An hour passes when the hour hand moves from one number to the next.

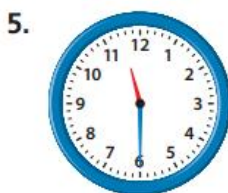
- ❖ Basketball practice ends at 5 o'clock.

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Check your answers at BigIdeasMath.com.

Write the time.



Draw to show the time.

7. half past 1



8. 10 o'clock



9. half past 6



10. **RECESS** Recess starts at 1 o'clock. It lasts a half hour. At what time does recess end? _____

Counting by 4s



1. Count by 4s.

0, 4, 8, _____, _____, _____, _____

2. What is 4 less than 32? _____
3. What is 4 more than 44? _____
4. Subtract 4 from 16. What is the answer? _____
5. What is 4 less than 40? _____
6. Count by 4s. Circle the numbers you say.
Cross out the ones you do not say.

12 16 21 29 17 40

36 27 7 11 14 32

7. There are 3 kids. Each kid has 4 pencils.
How many pencils in all? Draw a picture to solve. _____



Day 2

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can explain how the author uses words and phrases to inform, explain, or describe.✓ I can identify words with silent consonants.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can tell time to the nearest minute✓ I can multiply by 4's
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Telling Time to the Nearest Minute worksheet<input type="checkbox"/> Complete multiplying by 4's activity.

Stay Candle Safe



photos.com

Make a wish, but remember to use care in blowing out birthday candles

Candles are not something to be taken "lightly." Burning candles may be beautiful, but they also can be dangerous. Often they are the cause of deadly home fires. Over the last 10 years, the number of candle fires has tripled.

National Fire Prevention Week begins in October. The year [2005's] theme was "Use Candles with Care." Fire officials have these tips for staying safe:

- Make sure a grown-up is in the room when a candle is burning.
- Keep candles at least a foot away from anything that could catch on fire.
- Ask an adult to put out a burning candle before leaving the room.

Name: _____ Date: _____

1. The author wrote this article to

- A. inform the reader about ways to celebrate a birthday.
- B. warn the reader about the possible dangers of candles.
- C. teach the reader how to light a candle safely.
- D. urge people to not use candles.

2. The author informs the reader about National Fire Prevention Week, because

- A. the author wants us to know the theme and dates of National Fire Prevention Week.
- B. the author does not agree with the theme of "Use Candles with Care".
- C. it is the same week as the author's birthday.
- D. the author is a firefighter.

3. The author uses quotation marks around the word *lightly* in order to

- A. show that there are two meanings of the word.
- B. emphasize the importance of safety with candles.
- C. quote someone from National Fire Prevention week.
- D. point out *light* as a new word to many readers.

4. In the past 10 years there are _____ the number of candle fires.

- A. triple
- B. double
- C. one half
- D. one quarter

5. Why does the author give tips on candle safety?

Word Study: Silent Consonants

Use notecards to create flashcards using your words for this week. Sort your words into 2 or 3 categories. Record your categories and words on the table below.

knight gnaw doubt thumb wrong sign knock climb
crumb island aisle sword whole written often

Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

REVIEW: Telling Time to the Nearest Minute

Name _____

Key Concept and Vocabulary



Visual Model



It takes 1 minute for the minute hand to move from one mark to the next.

Skill Examples



Application Example

3. You eat lunch at 12 minutes after 11. Show and write the time you eat lunch.



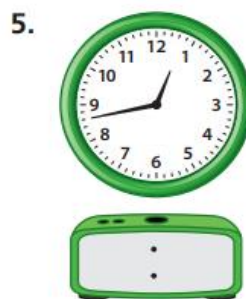
You eat lunch at 11:12.

PRACTICE MAKES PURR-FECT®

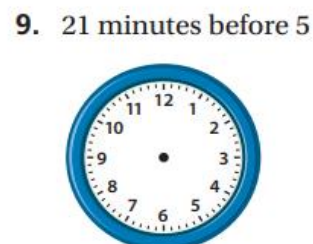
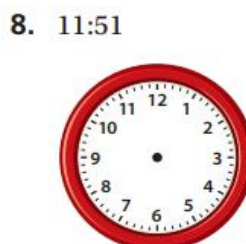
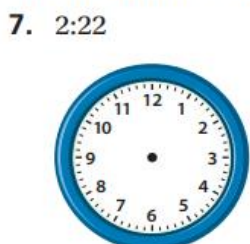


Check your answers at BigIdeasMath.com.

Write the time.



Draw to show the time.



Name: _____

Multiply by 4s

Skip count by 4s.

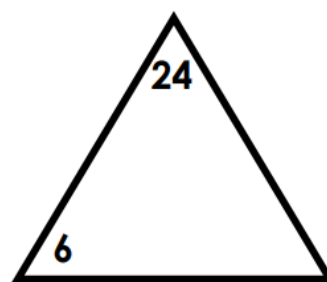
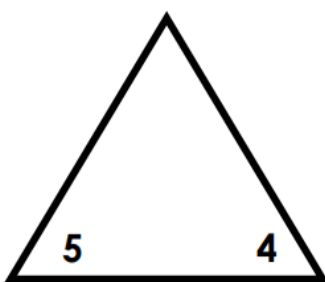
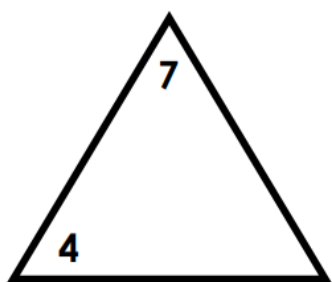
0	→	4	→		→		→		→		→		→		→		→	40
---	---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	----

Complete the Input/Output Table.

Input	2	6	8	3	7	10	5	1	0	4
Output										

Rule: Multiply by 4

Write the number missing from each fact family.

Compare. $<$, $>$, or $=$

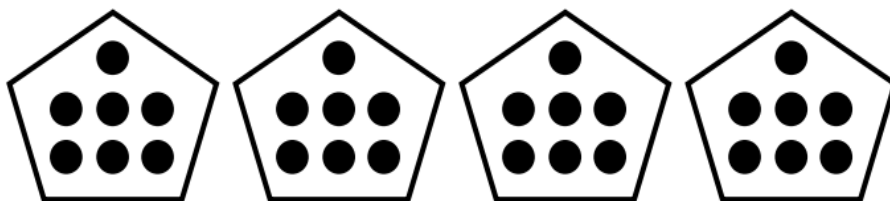
$4 \times 4 \quad \square \quad 20$

$4 \times 7 \quad \square \quad 4 \times 9$

$28 \quad \square \quad 4 \times 6$

$4 \times 6 \quad \square \quad 4 \times 7$

What fact is shown by the illustration?



$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Day 3

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can summarize multi-paragraph texts using key details to support the central idea.✓ I can identify words with silent consonants.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can find the amount of time that has passed between 2 given times.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Elapsed Time worksheet.<input type="checkbox"/> Complete Multiplication fact sheet.

First American Woman in Space:

Sally Ride



Sally Ride was the first woman astronaut from the U.S. to go into space. She flew two missions on the space shuttle. One was in August 1983, and the other was in October 1984. Both times she flew as a member of the crew of the space shuttle *Challenger*.

Sally Ride was born in 1951 in Los Angeles, California. She was interested in science, but she was also an excellent tennis player. She studied physics at Stanford University, where she earned her doctorate degree.

While Dr. Ride was at Stanford, she answered an ad in the student newspaper for students interested in the space program. She was accepted into the National Aeronautics and Space Administration (NASA) program in 1978 to become an astronaut.



Sally Ride in her astronaut uniform

During her space missions, she was the first woman to operate a robotic arm, and she also retrieved a satellite using the robotic arm. She spent a total of 343 hours in space, which is over 14 days.

Dr. Ride was getting ready for another mission in 1986 when the *Challenger* space shuttle exploded. She was appointed to a group that studied what had gone wrong with the shuttle. She later became part of a group at NASA that made plans for future space missions.

In 1987 Dr. Ride retired from NASA and began working and teaching at Stanford. In 2003 she was part of the investigation into the next shuttle accident, this time on the space shuttle *Columbia*.

Dr. Sally Ride died in 2012. Although she was famous as the first American woman in space, she said she always thought of herself just one way: as an astronaut. She inspired many people, both male and female.

Write a summary of the passage. Use key details to support the central idea.

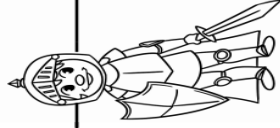
Fix the Misspelled Words

Circle the spelling word in each sentence.

If the word is spelled correctly, write **CORRECT** on the line.

If the word is spelled incorrectly, write the correct spelling on the line.

1. The dog was very bad; he ate the whole pizza. 1. _____
2. Please knock before entering the room. 2. _____
3. The cake was so good Sienna didn't leave a single crum. 3. _____
4. I doubt there will be many people at the mall this early. 4. _____
5. The baby sucks her thumb when she sleeps. 5. _____
6. It is a seven mile clime to the top of the mountain. 6. _____
7. For our honeymoon we're going to a tropical iland. 7. _____
8. In fairy tales there is usually a knight in shinning armor. 8. _____
9. The dog will gnaw at the bone until it is all gone. 9. _____
10. Noah had written a small speech to read at the wedding. 10. _____

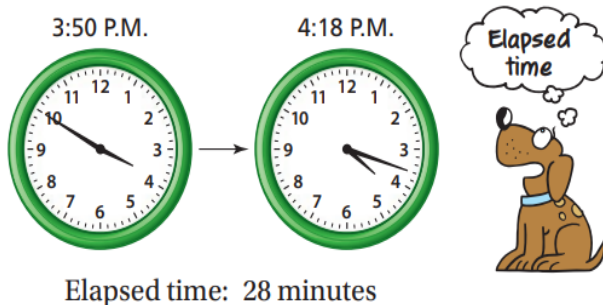


11. At night, I often have dreams that I'm flying. 11. _____
12. Maddy made a sine for tonight's football game. 12. _____
13. The bride looked beautiful as she walked down the ill. 13. _____
14. He places his sord on the ground after each battle. 14. _____
15. It is wong to tell a lie. 15. _____

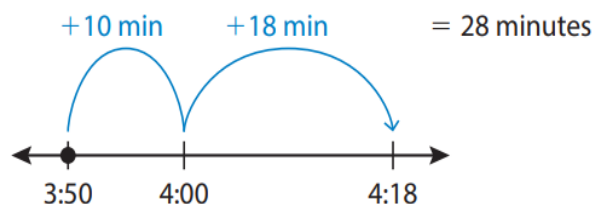
Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the *Questions to Ask About Reading* pages.

Key Concept and Vocabulary



Visual Model



Skill Examples

1. Start: 5:20 P.M.
End: 5:37 P.M.



❖ So, the elapsed time is 17 minutes.

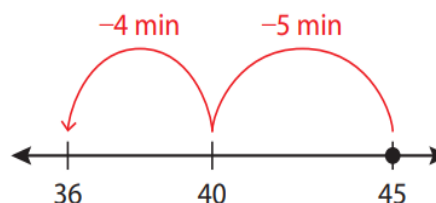
2. Start: 9:55 A.M.
End: 10:26 A.M.



❖ So, the elapsed time is 31 minutes.

Application Example

3. You have 45 minutes before you have to go to bed. You spend 9 minutes getting ready for bed and the rest of the time reading a book. How much time do you spend reading?



❖ You spend 36 minutes reading.

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Check your answers at BigIdeasMath.com.

Find the elapsed time.

- | | |
|--|--|
| 4. Start: 7:10 A.M. End: 7:53 A.M. _____ | 5. Start: 1:35 P.M. End: 1:43 P.M. _____ |
| 6. Start: 8:05 P.M. End: 8:29 P.M. _____ | 7. Start: 10:40 A.M. End: 11:02 A.M. _____ |
| 8. Start: 7:25 A.M. End: 8:11 A.M. _____ | 9. Start: 6:45 P.M. End: 7:39 P.M. _____ |

Find the end time.

- | | | |
|---|--|--|
| 10. Start: 12:30 P.M.
Elapsed time: 19 minutes
End: _____ | 11. Start: 6:15 A.M.
Elapsed time: 51 minutes
End: _____ | 12. Start: 2:41 P.M.
Elapsed time: 35 minutes
End: _____ |
|---|--|--|

13. **ART CLASS** Art class is 47 minutes long. During class, you spend 28 minutes drawing and the rest of the time painting. How much time do you spend painting? _____
14. **GAMES** You play a board game from 12:20 P.M. to 12:58 P.M. You stop and eat lunch. Then you play a video game from 1:26 P.M. to 2:18 P.M. How long do you play games in all? _____



Day 4

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can identify words with silent consonants.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can ask and answer questions about time using a chart.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Time to Get Clean.

Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

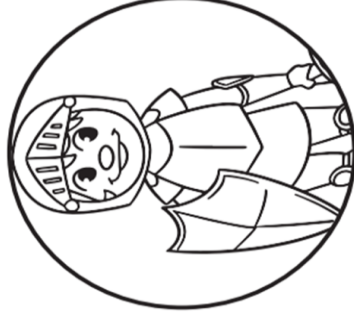
Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with vertical black lines. The lines are evenly spaced and run from the top to the bottom of the page, creating a series of narrow columns. There are no margins, text, or other markings on the paper.

Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

DOWN

2. to pound on a door
3. to go back in a video
6. opposite of seldom
7. paper or board with words for others to see
9. piece of land with water around it
11. tiny piece of cake or cookie
13. Two halves make a ____.
14. not correct
15. one of your fingers
16. spelling word that rhymes with file
1. king's soldier in shining armor
2. challenge word that rhymes with college
3. small, sweet fruit from a prickly plant
4. not known
5. spelling word that rhymes with mitten
7. weapon with a long, sharp blade
8. not truthful
10. to not believe or trust
11. I want to ____ a mountain.
12. to bite, nibble, or chew on

Time to Get Clean

This problem gives you the chance to: work with a table of activities and times

Here is a list showing what happens in Megan and Carl's bathroom every morning.

$$1 \text{ hour} = 60 \text{ minutes}$$



<i>Person</i>		<i>Time taken</i>
Megan	Showers, washes and dries hair, brushes teeth	$\frac{1}{2}$ hour
Carl	Showers, brushes teeth	10 minutes
Mom	Takes a bath, brushes teeth	45 minutes
Dad	Showers, shaves, brushes teeth	50 minutes
Grandpa	Showers, shaves	35 minutes

- Who spends the most time in the bathroom? _____
- Who spends the shortest time in the bathroom? _____
- How long do Dad and Carl spend in the bathroom, in all? _____
Show how you figured this out.
- How much longer does Megan spend in the bathroom than Carl? _____
- Mom goes into the shower at 6:05. At what time will Mom finish in the bathroom?

- What is 1 question you can ask using the table above?



Day 5

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can review math skills and concepts.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Complete ReadyTest.<input type="checkbox"/> Read for 30 minutes and write a response.<input type="checkbox"/> Work on Lexia if internet is available.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Maintaining Math<input type="checkbox"/> Finish up any incomplete work.<input type="checkbox"/> Work on Dreambox if internet is available.

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *Sinkhole Science* by Sean McCollum

- ① Sinkholes happen all over the world, in the middle of cities and in the middle of nowhere. Though sinkholes take years to form, each time a new sinkhole opens up in the earth, it takes people by surprise.

What Causes Sinkholes?

- ② The ground we stand on feels solid. Underground, however, a lot is happening. Water trickles and flows, slowly eroding, or wearing away, rocks and soil. This creates underground spaces. These result in sinkholes.
- ③ Sinkholes don't happen just anywhere, though. Most natural sinkholes form where there are certain kinds of soft bedrock. Bedrock is a layer of underground rock. The ground above it and on the surface is called the *overburden*.

- ④ Rain or underground water drips and flows into this bedrock and erodes it. This creates open spaces such as underground caves or caverns. Over time, these spaces get bigger.

- ⑤ Eventually, the overburden may slowly drop down to form a sinkhole. Sometimes, though, sinkholes can open suddenly and swallow buildings, cars, and people.

Two Types

- ⑥ There are two main types of sinkholes. The first is a cover-subsidence sinkhole (*subside* means to sink or settle). A cover-subsidence sinkhole forms when water wears a space in the underground bedrock. The overburden above the bedrock then shifts downward.

- ⑦ Most sinkholes of this kind form slowly and may measure only a few yards across. The overburden may contain a lot of sand that easily slides into the underground space. These sinkholes often create a bowl shape on the surface. They may become ponds or wetlands if water has no way to drain out.

- ⑧ The second type is a cover-collapse sinkhole. This sinkhole forms when a space gets bigger and bigger under the surface. The overburden gets thinner as dirt, sand, and other sediment fall into the space. The ground around this kind of sinkhole may contain a lot of sticky clay. Clay helps hold the overburden together. Without warning, though, the surface may collapse into the underground space.



The arch-shaped hollow continues to grow until very little overburden remains above it.

The fallen sediment leaves an arch-shaped hollow in the remaining overburden.

Eventually, that thin layer of overburden collapses. The result is a sudden and dramatic sinkhole.

1. Part A

Where would you go in the passage to quickly find information about the events that lead to a sinkhole?

- (A) the introduction paragraph
- (B) the “What Causes Sinkholes?” section
- (C) the “Two Types” section
- (D) the two illustrations

Part B

Where would you go in the passage to quickly find detailed information about the kinds of sinkholes?

- (A) the introduction paragraph
- (B) the “What Causes Sinkholes?” section
- (C) the “Two Types” section
- (D) the two illustrations

2. According to paragraph 1, why do sinkholes surprise people?

- (A) Sinkholes happen all over the world.
- (B) Sinkholes happen in the middle of cities.
- (C) Sinkholes take years to form.
- (D) Sinkholes can open up at any time.

3. Part A

What does the word **overburden** mean in paragraph 3?

- (A) soft underground rock
- (B) underground material
- (C) ground over bedrock
- (D) natural sinkholes

Part B

Which phrase from the passage best supports the meaning of **overburden**?

- (A) “Most natural sinkholes”
- (B) “certain kinds of soft bedrock”
- (C) “a layer of underground rock”
- (D) “ground above it and on the surface”

4. Part A

What is the main idea for the section “What Causes Sinkholes?”

- (A) Sinkholes happen in bedrock, which is a layer of underground rock.
- (B) Sinkholes happen when water erodes rocks and soil to create spaces underground.
- (C) Sinkholes don’t happen everywhere because they only form in soft bedrock.
- (D) The overburden eventually drops into an underground hole.

Part B

Which two key details support the correct main idea in Part A?

- (A) The overburden eventually drops into an underground hole.
- (B) The ground feels solid most of the time.
- (C) Water drips and flows into soft bedrock.
- (D) Buildings, cars, and people can fall when a sinkhole collapses.

5. Why does the author include the phrase “subside means to sink or settle” in paragraph 6?

- (A) to help readers understand the scientific term *cover-subside sinkhole*
- (B) to show readers his or her knowledge of scientific vocabulary
- (C) to give readers extra information they may not need
- (D) to demonstrate his or her ability to use parentheses

6. Part A

Which three characteristics describe a cover-subside sinkhole?

- (A) may contain sticky clay
- (B) collapses into an underground space
- (C) creates a bowl shape on the surface
- (D) happens when a hole gets bigger under the surface
- (E) may become ponds or wetlands
- (F) happens when water makes a hole in bedrock

Part B

Which three characteristics describe a cover-collapse sinkhole?

- (A) may contain sticky clay
- (B) collapses into an underground space
- (C) creates a bowl shape on the surface
- (D) happens when a hole gets bigger under the surface
- (E) may become ponds or wetlands
- (F) happens when water makes a hole in bedrock

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Maintaining SC Ready Math Skills 3rd Grade

1

Directions: Write the correct answer to each question.

Algebraic Thinking and Operations

1. What multiplication and division problem can be solved using the model below?



Number Sense and Base Ten

2. Justin's math workbook is 287 pages long. When rounded to the nearest hundred, about how many pages is Justin's math workbook?

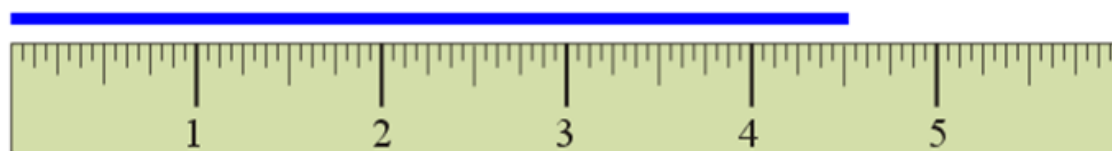
Geometry

3. Draw a right angle. Explain why it is a right angle.

Measurement and Data Analysis

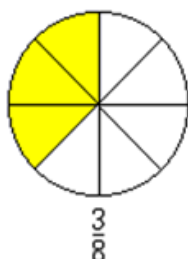
4.

What is the length of the line to the nearest half inch?

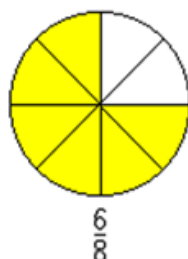


Number Sense and Operations – Fractions

5. Use the models to compare the following fractions using $>$, $<$, or $=$.



—





Day 6

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can refer explicitly to the text to support inferences and conclusions.✓ I can use context clues to determine the meaning of unknown words.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can identify when two sides of a quadrilateral are parallel.✓ I can identify right angles of a quadrilateral.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Sides and Angles of Quadrilaterals worksheet.<input type="checkbox"/> Complete Counting by 6's worksheet.

Trouble in the Ocean

Save the Ocean Animals

Some sea creatures need help.

Many kinds of animals live in the ocean. Some of those animals are endangered. That means they are in danger of dying out. Only a few are left in the world. Scientists are trying to keep endangered animals safe.

Green Sea Turtle



Pacific Monk/SuperStock

The green sea turtle lives in warm waters. An adult green sea turtle eats mostly plants. It can weigh up to 440 pounds. Its shell can grow to 4 feet long. A green sea turtle can't pull its head into its shell the way some turtles can.

Why are green sea turtles endangered? People hunt them for their meat and eggs. The turtles also get trapped in nets used to catch fish. Pollution hurts the turtles too. If turtles eat trash, it can kill them.

Blue Whale



Denis Scott/Corbis

The blue whale is the largest animal in the world. It is as big as an airplane. The whale can grow to 90 feet long and weigh more than 100 **tons**. A ton is equal to 2,000 pounds.

The blue whale lives in all the oceans. It eats tiny animals called krill. A blue whale can eat about 4 tons of krill each day.

Blue whales are endangered. People once hunted them for their meat and fat. The fat was used to make oil for lamps. Special laws now protect blue whales. People no longer hunt them.

Great White Shark



Stephen Frink/Science Faction/Corbis

The great white shark is the largest meat-eating shark. It grows to about 15 feet long. It weighs up to 5,000 pounds. The shark has rows of long, sharp teeth. It eats fish, dolphins, seals, and other ocean animals.

Great white sharks are often found in waters near the coast. A coast is land next to the ocean.

People are a threat to great white sharks. People hunt them for their teeth, jaws, and meat. The sharks also get caught in fishing nets.

6. Read this sentence from the text:

"People are a threat to great white sharks. People hunt them for their teeth, jaws, and meat."

What does the author mean by the sentence, "People are a threat to great white sharks"?

- A. People put great white sharks in danger.
- B. People scare great white sharks.
- C. Great white sharks put people in danger.
- D. Great white sharks scare people.

7. Choose the answer that best completes the sentence.

Blue whales were once hunted for their meat and fat, _____ now special laws protect them from being hunted.

- A. soon
- B. also
- C. like
- D. but

8. What has helped protect blue whales?

Name: _____ Date: _____

1. What does "endangered" mean?

- A. in danger of dying out
- B. in danger of being eaten
- C. in danger of getting sick
- D. in danger of being hunted

2. What does the text list and describe?

- A. three laws passed to protect ocean animals
- B. three endangered ocean animals
- C. three types of pollution that harm ocean animals
- D. three ways people are working to protect oceans

3. Fishing nets can be harmful to a number of species. What evidence from the text supports this conclusion?

- A. Some ocean animals are endangered, or in danger of dying out.
- B. People are a threat to great white sharks.
- C. Green sea turtles and great white sharks get trapped in fishing nets.
- D. Blue whales used to be hunted for their meat and fat.

4. What is a common threat of great sea turtles, blue whales, and great white sharks?

- A. fishing nets
- B. food shortages
- C. pollution
- D. humans

5. What is the main idea of this text?

- A. Green sea turtles, blue whales, and great white sharks are protected by special laws.
- B. Green sea turtles, blue whales, and great white sharks live in the ocean.
- C. Green sea turtles, blue whales, and great white sharks are endangered animals.
- D. Green sea turtles, blue whales, and great white sharks get caught in fishing nets.

Definition

Facts/Characteristics

endangered

Examples

Non-Examples

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Think and Grow: Sides and Angles of Quadrilaterals


A **polygon** is a closed, two-dimensional shape with three or more sides.

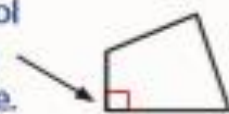


A **quadrilateral** is a polygon with four sides. Quadrilaterals have four vertices and four angles.



Quadrilaterals can have parallel sides and right angles. **Parallel sides** are two sides that are always the same distance apart. A **right angle** is an L-shaped angle.

The symbol  shows a right angle.



1 right angle



1 pair of parallel sides



4 right angles

2 pairs of parallel sides

Example Identify the number of right angles and pairs of parallel sides.



Right angles: _____

Pairs of parallel sides: _____



Right angles: _____

Pairs of parallel sides: _____

Show and Grow I can do it!

Identify the number of right angles and pairs of parallel sides.

1.



Right angles: _____

Pairs of parallel sides: _____

2.



Right angles: _____

Pairs of parallel sides: _____

Name _____



Apply and Grow: Practice

Identify the number of right angles and pairs of parallel sides.



Right angles: _____

Pairs of parallel sides: _____



Right angles: _____

Pairs of parallel sides: _____



Right angles: _____

Pairs of parallel sides: _____



Right angles: _____

Pairs of parallel sides: _____



Right angles: _____

Pairs of parallel sides: _____



Right angles: _____

Pairs of parallel sides: _____

9. **YOU BE THE TEACHER** Your friend says the yellow sides are parallel. Is your friend correct? Explain.



Name: _____

Multiply by 6s

Skip count by 6s.

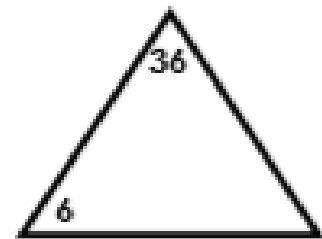
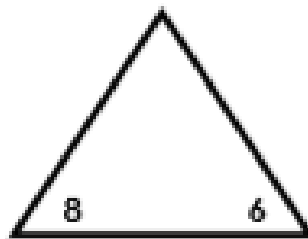
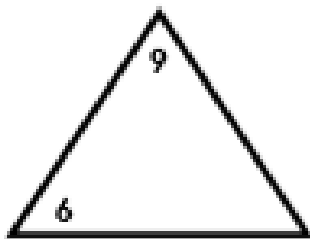
0	→	6	→		→		→		→		→		→		→		→	60
---	---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	----

Complete the Input/Output Table.

Input	5	6	1	3	7	10	9	8	0	2
Output										

Rule: Multiply by 6

Write the number missing from each fact family.

Compare. \leq , \geq , or $=$

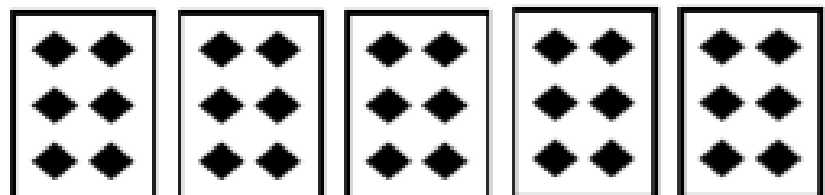
7×6 48

6×4 6×5

54 6×9

9×2 3×9

What fact is shown by the illustration?



_____ \times _____ = _____



Day 7

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can explain how the author uses words and phrases to inform, explain, or describe.✓ I can use context clues to determine the meaning of unknown words.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can use sides and angles to identify a quadrilateral.✓ I can explain why a quadrilateral can have more than one name.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Identifying Quadrilaterals worksheet.<input type="checkbox"/> Complete Counting by 6's worksheet.

Fossils and Dinosaurs - Fossils

by ReadWorks



fossil of a fish

Mrs. Lomas, my science teacher, had a very special trip planned for my class. We had been learning a whole lot about fossils and dinosaurs, so she took us on a trip to Central Park to be paleontologists for the day. Paleontologists have the coolest job. They get to spend some days digging in the earth looking for fossils. How cool is that?

Central Park had this special program for schools. They set up a large sandbox with fossils buried inside the soil. We all got special digging tools and took a spot around the sandbox. It sounds easy, but the soil was very rocky and tough. Once we started finding fossils, it got really exciting. We found fossils of bugs, fish, and small plants. One lucky person dug up a piece of amber that had a whole bug inside of it.

After the fossil hunting, we talked about what we found. Most of the fossils were thousands of years old. Fossils are remains of ancient plants and animals. They are found in the earth or in a rock. Some fossils are small, like the outline of a leaf. Other fossils are huge, like a dinosaur bone! Fossils are cool because they can tell you so much about the world thousands, millions, or billions of years ago.

After the trip, everyone was really excited. Everyone wanted to become a paleontologist now. Of course, I had always wanted to be one, long before our trip.

Name: _____ Date: _____

1. The students looked for fossils using

- A. special digging tools
- B. a metal detector
- C. a magnifying glass
- D. climbing gear

2. Why does the author describe things that students found on their trip?

- A. to show that the trip was not fun
- B. to say who won a competition
- C. to give examples of fossils
- D. to describe how amber is formed

3. Based on the passage, why does the author state that fossils can "tell you so much about the world thousands, millions, or billions of years ago"?

- A. because people have been digging up fossils for thousands of years
- B. because fossils can teach you about plants and animals from the past
- C. because people forgot about fossils for thousands of years until recently
- D. because most fossils are books from long ago that describe human history

4. Read the following sentence: "Some fossils are small, like the outline of a leaf."

The word **outline** means

- A. an enlarged version
- B. something attached to another thing
- C. a large group
- D. a line in the shape of something

5. This passage is mostly about

- A. a class trip where students are allowed to work on their favorite types of sciences.
- B. why fossils are most easily found in the soil of North America.
- C. going digging for fossils, which are the remains of ancient living things.
- D. studying in college to become a professional paleontologist.

6. What is a fossil?

7. Based on the passage, how did the students' trip help them with learning about dinosaurs?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

After the field trip everyone wanted to be a paleontologist, _____ I always wanted to be one.

- A. since
- B. but
- C. because
- D. instead of

Definition

Facts/Characteristics

Examples

Non-Examples

ancient

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Think and Grow: Identify Quadrilaterals

You can identify a quadrilateral using its sides and angles. A quadrilateral can have more than one name.

Quadrilateral



4 sides
4 angles

Trapezoid



exactly 1 pair of
parallel sides

Parallelogram



2 pairs of parallel sides

Rectangle



2 pairs of parallel sides
4 right angles

Rhombus



2 pairs of parallel sides
4 equal sides

Square



2 pairs of parallel sides
4 equal sides
4 right angles

Example Circle all of the names for the quadrilateral.



Pairs of parallel sides: _____

Equal sides: _____

Right angles: _____

Rhombus

Rectangle

Square

Parallelogram

Show and Grow *I can do it!*

Circle all of the names for the quadrilateral.

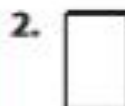


Trapezoid

Rectangle

Rhombus

Parallelogram



Square

Parallelogram

Rectangle

Trapezoid

Name _____

**Apply and Grow: Practice**

Write all of the names for the quadrilateral.

3.



4.



Name all of the quadrilaterals that can have the given attribute.

5. 2 pairs of parallel sides

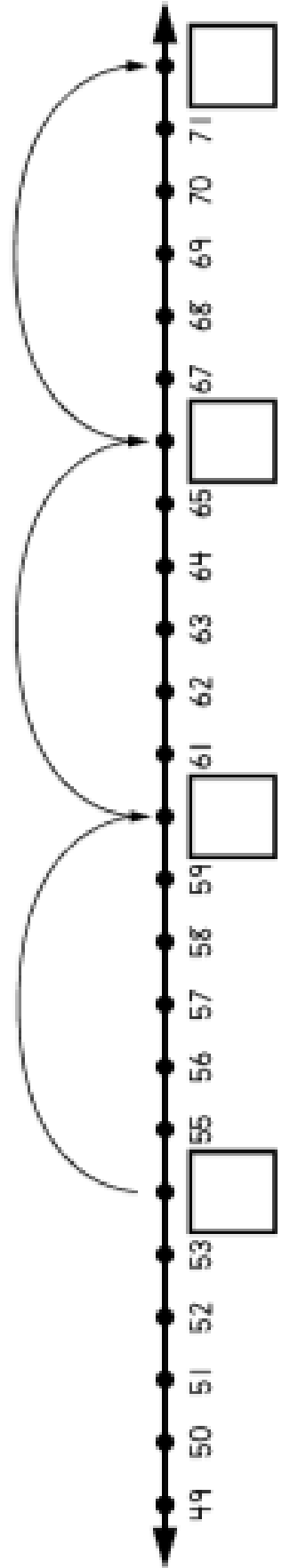
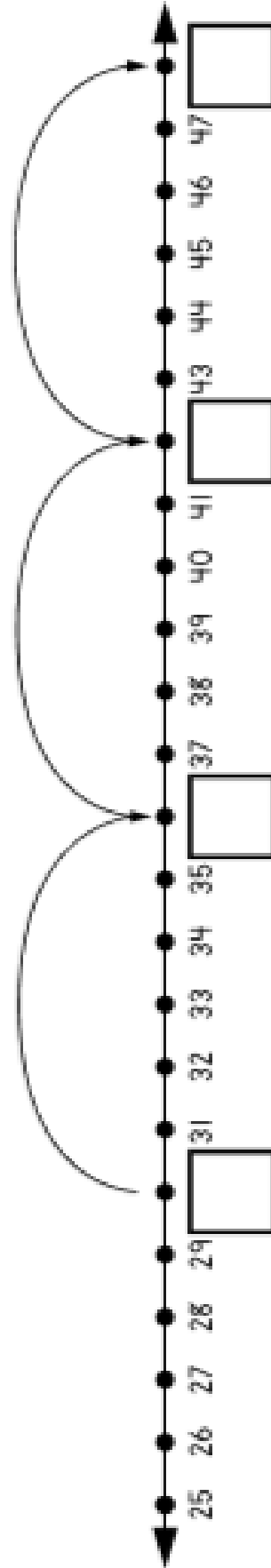
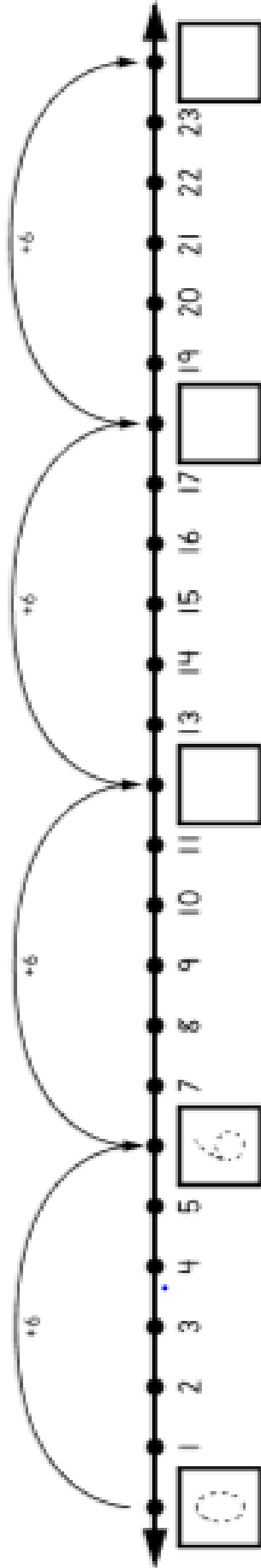
6. 4 right angles

7. **MP Precision** Is the shape a rhombus? Explain.8. **YOU BE THE TEACHER** Your friend says the shape is *not* a rhombus. Is your friend correct? Explain.

Name: _____

Count by 6s

Count by 6s and fill in the missing numbers on the number lines.





Day 8

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can recognize parts in compound words.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can tell what is alike between two groups of quadrilaterals.✓ I can tell what is different between two groups of quadrilaterals.✓ I can classify two types of quadrilaterals in one or more ways.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete the Classify Quadrilaterals worksheet.<input type="checkbox"/> Complete Multiplication fact sheet.

Word Study

Recognizing parts in Compound Words

Using the passage, *Native Americans- Traditional Native American Homes*, list each compound word located in the passage. Write the two words that make up the compound word.

1. _____ = _____ + _____

2. _____ = _____ + _____

3. _____ = _____ + _____

4. _____ = _____ + _____

5. _____ = _____ + _____

6. _____ = _____ + _____

7. _____ = _____ + _____

8. _____ = _____ + _____

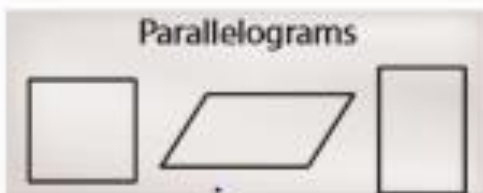
Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Think and Grow: Classify Quadrilaterals

Example How are the parallelograms and rhombuses alike?
How are they different?



Ways they are alike:

Each has ____ sides.

Each has ____ angles.

Each has ____ pairs of parallel sides.

What names can you use to classify all parallelograms and rhombuses?

_____ and _____

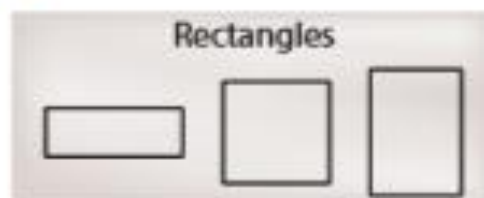
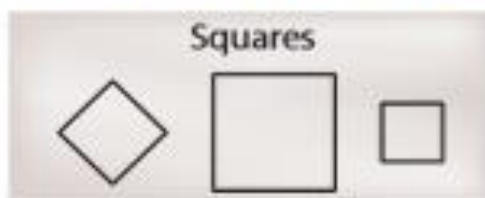


Ways they are different:

Rhombuses always have

_____ equal sides.

Show and Grow *I can do it!*

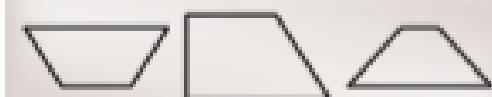


- How are squares and rectangles alike? How are they different?
- What names can you use to classify all squares and rectangles?
- Draw a quadrilateral that is not a square or a rectangle. Explain.

Name _____

**Apply and Grow: Practice**

Trapezoids

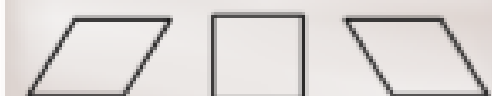


Parallelograms



4. How are trapezoids and parallelograms alike? How are they different?
5. What name can you use to classify all trapezoids and parallelograms?

Rhombuses



Squares



6. How are rhombuses and squares alike? How are they different?
7. What names can you use to classify all rhombuses and squares?
8. Draw a quadrilateral that is a rhombus but *not* a square.
9. Draw a quadrilateral that is *not* a rhombus or a square. Explain.

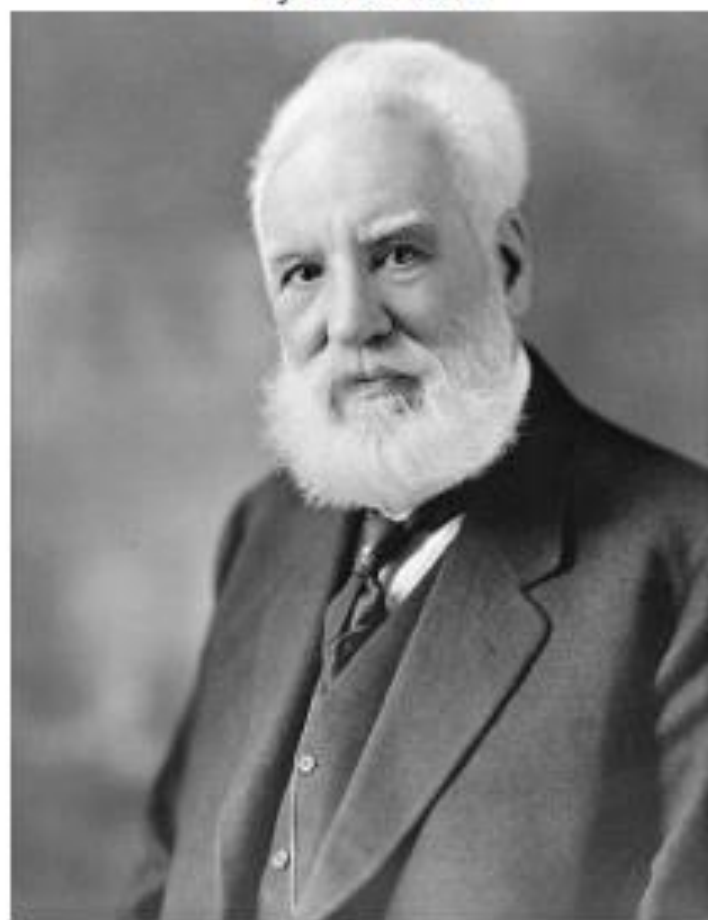


Day 9

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can refer explicitly to the text to support inferences and conclusions.✓ I can identify prefixes.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can classify quadrilaterals using their attributes.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Sally's Shape Sort.

Famous Inventors - Alexander Graham Bell: You Rang?

by ReadWorks



Have you heard of Alexander Graham Bell? He invented something that you probably use every day. He invented the telephone.

Bell became interested in communication because his mother was deaf. His parents communicated with each other through sign language. He wanted to help everyone communicate better. Bell studied speech patterns and discovered that they could be sent in electric waves. In 1876, he and his partner Thomas Watson invented the telephone. The first words ever spoken over a telephone were "Mr. Watson, come here. I want to see you." Watson heard Bell clearly. Their invention worked.

It took many years before the telephone was commonly used. By the 1930s many homes had telephones.

If it were not for the invention of the telephone, we might be writing letters instead of making phone calls.

Name: _____ Date: _____

1. Bell's interest in communication began because

- A. he grew up on a farm far away from other people.
- B. he wanted to speak to his partner Watson at any time.
- C. his mother was deaf and his parents used sign language.
- D. he knew he could make a lot of money from telephones.

2. Why does the author describe the background of Bell's interest in communication?

- A. to give biographical information that affected his career as an inventor
- B. to show that the telephone was almost never invented
- C. to show why Bell needed help from Watson with the invention
- D. to tell the story of how Bell discovered electric waves

3. Why does the author most likely include the information that Bell discovered that speech patterns could be sent in electric waves?

- A. to show that Bell studied many scientific issues besides communication
- B. to say that Bell was actually not the first person to invent the telephone
- C. because that information helped Bell and Watson invent the telephone
- D. because Bell only had a small part in the invention, and Watson did the rest

4. Read the following sentences: "It took many years before the telephone was commonly used. By the 1930s many homes had telephones."

The word **commonly** means

- A. in a polite manner
- B. no longer, not anymore
- C. for business purposes
- D. often, by many people

5. What is the main purpose of this passage?

- A. to explain why telephones were not very popular for years after their invention
- B. to describe the invention of the telephone and the man who invented it
- C. to tell the story of the childhood of Alexander Graham Bell
- D. to show how many important inventions are only invented by accident

6. What were the first words ever spoken on a phone?

7. Explain why the fact that Bell's mother was deaf had an impact on his career as an inventor.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Bell became interested in communication _____ his mother was deaf.

- A. before
- B. so
- C. even though
- D. because

Word Study

Prefixes

A prefix is a group of letters added to the beginning of a base word, and when they remove a prefix from a word, the base word has its own meaning.

Using the passage, *Famous Inventors- Alexander Graham Bell: You Rang?*, list the compounds words found in the passage. List other compound words with the same prefix.

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

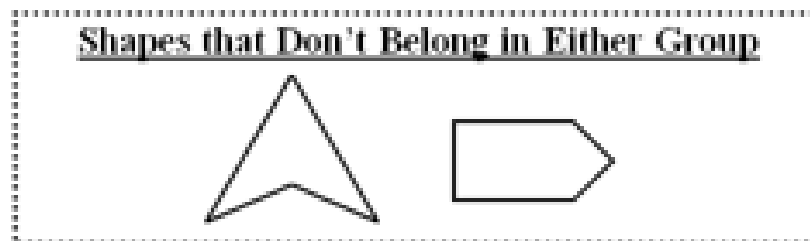
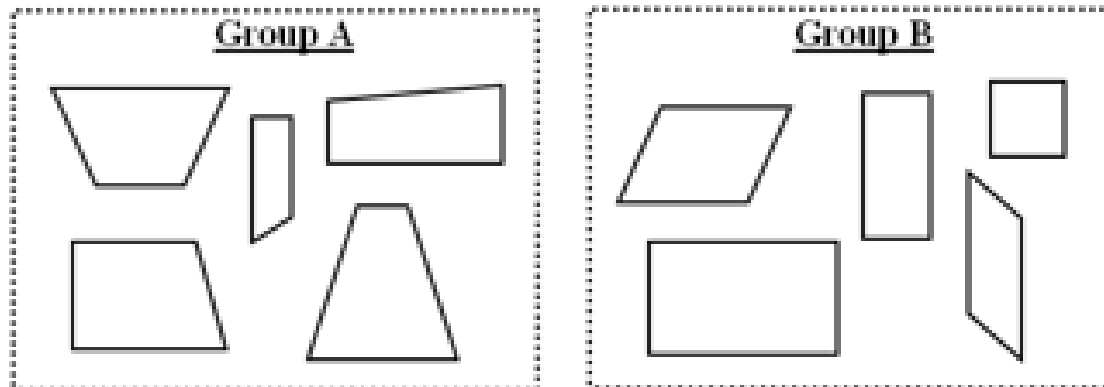
[illegible]

Name _____

Date _____

Sally's Shape Sort

Sally sorted some shapes into groups.



What rule did Sally use to sort the shapes?
Explain your reasoning using precise vocabulary.

Draw two more shapes for each of Sally's boxes.



Day 10

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can review math skills and concepts.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Complete ReadyTest.<input type="checkbox"/> Read for 30 minutes and write a response.<input type="checkbox"/> Work on Lexia if internet is available.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Maintaining Math<input type="checkbox"/> Finish up any incomplete work.<input type="checkbox"/> Work on Dreambox if internet is available.

Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.

Excerpt from *Clouds, Wind, and Storms* by Kira Freed

What Is Wind?

- ① Wind is simply air on the move. We can't see it, but we can feel it. And we can see its effects on plants, flags, wind chimes, and other things.
- ② As air near Earth's surface gets warmed by its heat, the air gets lighter. The colder air, which is heavier, pushes down on it, squeezing it upward. As the warm air rises, it cools. As the cold air gets closer to the ground, it warms. Air is always moving, warming, and cooling, which makes wind.
- ③ Think about the city of Chicago, which is on Lake Michigan. When the Sun is shining, the air over land heats up more than the air over water. As warm air over the city rises, cooler air over the lake moves toward the land to replace the rising warm air. The movement of air creates a breeze from the lake to the land. This is called a *sea breeze*.
- ④ Why is wind strong sometimes and just a light breeze at other times? Wind is stronger when the difference in temperature between the warm air mass and the cool air mass is great. When this happens, the cold air "chases" the warm air faster.
- ⑤ Changes in weather are created when air masses of different temperatures meet each other. The line where a warm air mass and a cold air mass meet is called a *front*. Changes in weather tend to happen along a front. Have you ever noticed the lines on a weather map? Those lines show the location of fronts.

Measuring the Wind

We measure the wind with an instrument called an *anemometer*. People measure the wind for many reasons.

- Information about wind speeds helps scientists predict the weather.
 - Airplane pilots cannot take off or land if the wind is blowing too hard.
 - Ship captains require safe wind speeds to enter harbors.
 - Machines called *wind turbines* convert fast-moving wind into electricity.
- In some locations, the wind is too calm to use wind turbines.



1. Part A

Which text structure does the author use most often to explain things about the wind?

- Ⓐ The heat of the Sun is the cause of wind.
- Ⓑ Wind and the Sun are compared.
- Ⓒ The Sun is a problem and the wind is the solution.
- Ⓓ All weather happens in the same order because of the Sun and the wind.

Part B

Which detail from the text supports the correct answer in Part A?

- Ⓐ Wind is simply air on the move.
- Ⓑ The movement of air creates a breeze from the lake to the land.
- Ⓒ Think about the city of Chicago, which is on Lake Michigan.
- Ⓓ This is called a *sea breeze*.

2. Part A

What is a main idea of the passage *Clouds, Wind, and Storms*?

- Ⓐ People measure the wind for many reasons.
- Ⓑ We can't see the wind, but we can feel it.
- Ⓒ The city of Chicago is on Lake Michigan.
- Ⓓ Temperature changes cause air to move, and this creates wind.
- Ⓔ Wind is stronger when the difference in temperature between the warm and the cool air is great.
- Ⓕ Cold air "chases" the warm air.

Part B

Which two details support the correct main idea from Part A?

- Ⓐ People measure the wind for many reasons.
- Ⓑ We can't see the wind, but we can feel it.
- Ⓒ The city of Chicago is on Lake Michigan.
- Ⓓ Temperature changes cause air to move, and this creates wind.
- Ⓔ Wind is stronger when the difference in temperature between the warm and the cool air is great.
- Ⓕ Cold air "chases" the warm air.

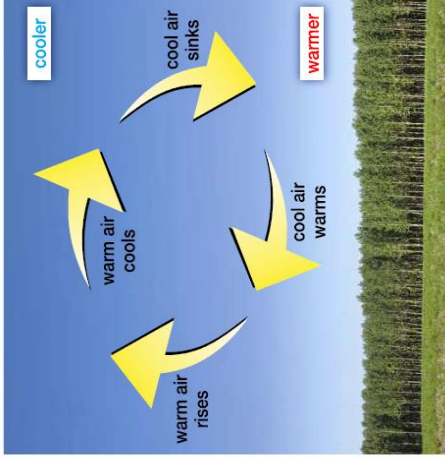
3. How does paragraph 3 about Chicago and Lake Michigan help readers better understand the main idea?

- Ⓐ It defines the phrase "sea breeze."
- Ⓑ It explains how land and lakes are different.
- Ⓒ It is a real-world example of how air moves.
- Ⓓ It tells why Chicago is called the "Windy City."

4. What is an **anemometer**?

- Ⓐ a wind turbine
- Ⓑ a very strong wind
- Ⓒ a pilot or ship's captain
- Ⓓ a tool that shows wind speeds

5. Look at this diagram.



On the basis of what you read in the text, what does this diagram illustrate?

- Ⓐ where trees grow best
- Ⓑ how moving air creates wind
- Ⓒ why it is warmer near the ground
- Ⓓ ways wind warms and cools the Earth

"Just the Wind" by Ned Jensen

- 1 The still air stirs and begins to blow. It swirls and whirls both to and fro.
- 2 It blows through the woods and through the trees. It blows quite hard when elephants sneeze.
- 3 It blows over wheat fields shimmering gold. It sometimes blows hot and sometimes cold.
- 4 It blows from fields to the sandy shore. It sweeps off seashells and much more.
- 5 Next it blows out over the sea. It whips up waves as big as trees.
- 6 It blows back 'round into the town. It huffs and puffs to blow a house down.
- 7 It lifts the shingles off Ms. Green's shop. It blows so long, it might never stop.
- 8 It blows the hat right off my head. It blows me home and into my bed.
- 9 I'm afraid to leave my house to play. I'm scared the wind might blow me away.
- 10 "Don't fret or worry your little head. It's just the wind," my grandpa said.

6. Part A

Which part of the poem tells about a problem for the narrator?

- Ⓐ The still air stirs and begins to blow. It swirls and whirls both to and fro.
- Ⓑ It blows over wheat fields shimmering gold. It sometimes blows hot and sometimes cold.
- Ⓒ Next it blows out over the sea. It whips up waves as big as trees.
- Ⓓ I'm afraid to leave my house to play. I'm scared the wind might blow me away.
- Ⓔ "Don't fret or worry your little head. It's just the wind," my grandpa said.

Part B

Which part of the poem offers a solution?

- Ⓐ The still air stirs and begins to blow. It swirls and whirls both to and fro.
- Ⓑ It blows over wheat fields shimmering gold. It sometimes blows hot and sometimes cold.
- Ⓒ Next it blows out over the sea. It whips up waves as big as trees.
- Ⓓ I'm afraid to leave my house to play. I'm scared the wind might blow me away.
- Ⓔ "Don't fret or worry your little head. It's just the wind," my grandpa said.

7. Part A

Who is the narrator of "Just the Wind"?

- Ⓐ a child
- Ⓑ the wind
- Ⓒ an elephant
- Ⓓ Ms. Green

Part B

Which parts of "Just the Wind" support the correct answer to Part A? You can choose more than one.

- Ⓐ The still air stirs and begins to blow. It swirls and whirls both to and fro.
- Ⓑ It blows through the woods and through the trees. It blows quite hard when elephants sneeze.
- Ⓒ It lifts the shingles off Ms. Green's shop. It blows so long, it might never stop.
- Ⓓ It blows the hat right off my head. It blows me home and into my bed.
- Ⓔ I'm afraid to leave my house to play. I'm scared the wind might blow me away.
- Ⓕ "Don't fret or worry your little head. It's just the wind," my grandpa said.

8. Which part of "Just the Wind" makes the wind seem softest?

- Ⓐ The still air stirs and begins to blow. It swirls and whirls both to and fro.
- Ⓑ It blows through the woods and through the trees. It blows quite hard when elephants sneeze.
- Ⓒ Next it blows out over the sea. It whips up waves as big as trees.
- Ⓓ It blows back 'round into the town. It huffs and puffs to blow a house down.

11. Part A

Where you would expect to find "Just the Wind" in a library?

- Ⓐ in a poetry book
- Ⓑ in an encyclopedia
- Ⓒ in a science magazine
- Ⓓ in a collection of short stories

Part B

Where you would expect to find *Clouds, Wind, and Storms* in a library?

- Ⓐ in a poetry book
- Ⓑ in an encyclopedia
- Ⓒ in a science magazine
- Ⓓ in a collection of short stories

10. Which word in the poem is a synonym for **fret**?

- Ⓐ worry
- Ⓑ little
- Ⓒ leave
- Ⓓ wind

12. Think about the different ways "Just the Wind" and *Clouds, Wind, and Storms* tell about the wind. Then answer the following questions.

Part A

Which text structures are used in "Just the Wind"? Choose all that apply.

- ☐ Ⓐ Rhyme and rhythm
- ☐ Ⓑ Descriptions
- ☐ Ⓒ Stanzas
- ☐ Ⓓ Paragraphs
- ☐ Ⓔ Dialogue
- ☐ Ⓕ Diagram and sidebar

Part B

Which text structures does the author of *Clouds, Wind, and Storms* use? Choose all that apply.

- ☐ Ⓐ Rhyme and rhythm
- ☐ Ⓑ Descriptions
- ☐ Ⓒ Stanzas
- ☐ Ⓓ Paragraphs
- ☐ Ⓔ Dialogue
- ☐ Ⓕ Diagram and sidebar

13. You have read two texts about the wind. Write an essay that compares and contrasts:

- the genre of each text
- the central ideas in the two texts

Be sure to include specific details from both texts to support your response.

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

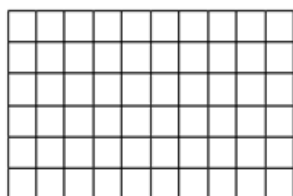
Maintaining SC Ready Math Skills 3rd Grade

Directions: Write the correct answer to each question.

2

Algebraic Thinking and Operations

1. Which division fact could be modeled using the figure below? _____ Explain



Number Sense and Base Ten

2. The Girl Scouts sold 587 boxes of cookies in March. In April, they sold 314 more. How many boxes of cookies did they sell in all?

Geometry

3. Which 2 figures below are formed with right angles? _____ Explain.



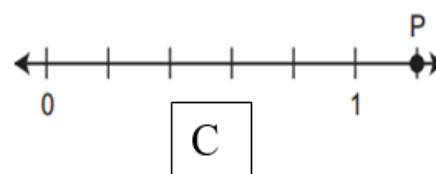
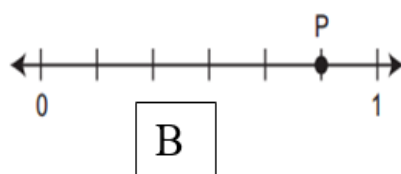
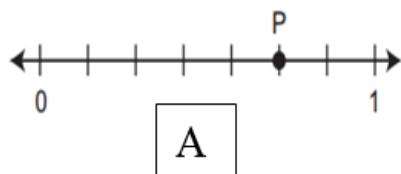
Measurement and Data Analysis

4. What time is on the clock?



Number Sense and Operations – Fractions

5. Paula finished $\frac{5}{6}$ of her homework. Which number line marks the fraction of Paula's homework that is finished with point P?





Day 11

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can read independently for sustained periods of time to build stamina.✓ I can use resources to determine the meaning of key words.	<ul style="list-style-type: none">✓ I can identify angles.✓ I can draw angles.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage. <u>Be sure to visualize what is happening in the text and check for understanding.</u> You will answer questions about the passage later.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Identify and Draw Angles of worksheet.<input type="checkbox"/> Complete Counting by 7's worksheet.

Katie Kazoo

SWITCHEROO

Use this passage for Days 11-14.

from *Katie Kazoo Switcheroo, Any Way You Slice It* by Nancy Krulik

Katie Kazoo visits her favorite pizza shop with her friends. Louie, the pizza maker, is very skilled at making pizzas. Then something unexpected happens.

1. Katie loved everything about Louie's Pizza Shop. She loved the jukebox in the corner. She loved the Italian ice and spumoni counter. She loved the smell of warm pizza coming out of the oven. But most of all she loved Louie. He looked just like a pizza chef should, with his big white shirt, long apron, and dark, twirly moustache.

2. "Hey, Katie Kazoo, over here!" somebody called out.

3. There was only one person in the world who called her Katie Kazoo—George Brennan. Katie quickly spotted George and his best pal, Kevin Camilleri. The boys were sitting at a big table with Kevin's older brother, Ian.

4. "Where have you been?" George asked as Katie, Suzanne, and Jeremy sat down. "You were supposed to be here ten minutes ago."

5. "Shhh. Louie's just about to do a double twist," Ian interrupted excitedly.

6. Katie turned to look at Louie. The pizza chef tossed the big circle of dough in the air. Then he spun around twice, reached his hands out, and caught the pizza just before it hit the counter.

7. "All right!" Jeremy cheered.

8. "Louie, you rock!" Ian shouted. "That pie's going to be pepperoni," George told the others. "And I'm getting a slice!"

9. Katie was a vegetarian. She'd been hoping that Louie's next pie would be a spinach pizza. Oh well. She could wait. Katie couldn't go home from the mall until her mother got off work.



10. Louie ladled the sauce onto the pizza. His arm moved swiftly, leaving red sauce all over the dough. Next, he tossed some cheese into the air. The white mozzarella bits fell like snow from the sky. Then Louie took a few steps back and started flinging pepperoni slices at the pizza.

11. The pepperoni looked like little Frisbees as they flew through the air and landed on top of the cheese. Then, as he sang loudly, he added a pinch of his secret herbs. Finally, he slid the finished pizza into the oven.

12. The crowd cheered.

13. Louie took a bow and picked up another ball of dough. "Now for a Louie's veggie special!" he announced, smiling at Katie.

14. Just then, Becky Stern came running into Louie's Pizza Shop.

15. "Where have you been?" Suzanne asked her. "Louie already made a pepperoni pie."

16. "I'm sorry I'm late," Becky apologized in her soft Southern accent. "My mother wanted to stop and get a slice of pizza." She grabbed a chair and sat down next to Jeremy.

17. "Why didn't she get the pizza here?" Katie asked her.

18. "Yeah," Jeremy agreed. "Louie makes the greatest pizza in the whole world."

19. Becky smiled at him. "I believe you, Jeremy. After all, you do have the best taste!"

20. Jeremy blushed.

21. "But my mother had a coupon for a free slice at Olives and Oregano," Becky continued.

22. "Olives and Oregano is on the other side of town," Katie said, raising her eyebrows. "Why did you go all the way over there?"

23. Becky shook her head. "There's a new Olives and Oregano right here in the Cherrydale Mall. It's next to the Flower Power flower shop. Today is the Grand Opening. They're giving out all sorts of free food."

24. "Did you say free food?" a woman at the next booth asked Becky.

25. Becky nodded. "Free pizza and soda. I just had some."

26. The woman stood up. She grabbed her little girl by the hand. "Come on, Alexandra," she said, "Let's try the new restaurant."

27. Then a terrible thing happened.

28. Something that had never happened before.

29. Louie dropped the pizza dough.

30. "Sorry, folks," Louie said, as he scooped up the dirty dough from the floor, changed his rubber cooking gloves, and picked up a new ball of dough. "Let's try that again."

31. Louie tossed the new ball of pizza dough in the air. He spun around in a circle as it flew through the air, and sang an Italian song. But he wasn't smiling the way he usually did when he was making pizza.

32. Louie was obviously upset. And Katie was pretty sure it didn't have anything to do with the fallen pizza dough.

Glossary

jukebox—a machine that plays music when money is added

spumoni—an Italian style of ice cream with a smooth texture

vegetarian—a person who does not eat meat

Word Study: Word Meaning Vocabulary

This week's passage included a glossary. We use glossaries to determine or clarify the meaning of key words or phrases.

After rereading the glossary section in *Katie Kazoo Switcharoo*, draw an illustration for each word.

jukebox	spumoni	vegetarian

Independent Reading Response

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Identify and Draw Angles Name _____

Learning Target: Identify and draw angles.

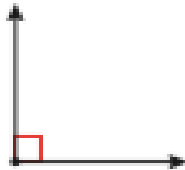
Success Criteria:

- I can identify angles.
- I can draw angles.

Think and Grow

Angles can be either right, straight, acute, or obtuse.

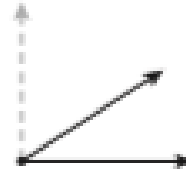
A right angle is an L-shaped angle.



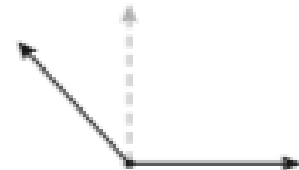
A **straight angle** forms a straight line.



An **acute angle** is open less than a right angle.

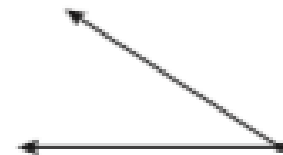


An **obtuse angle** is open more than a right angle and less than a straight angle.



Example Classify the angle.

The angle is open _____ a right angle.



So, it is an _____ angle.

Show and Grow

Classify the angle.

1.



2.



3.



Draw the angle.

4. right

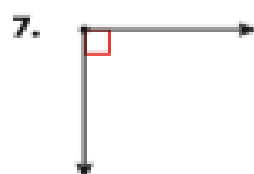
5. acute

6. obtuse

Practice

Name _____

Classify the angle.



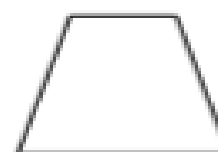
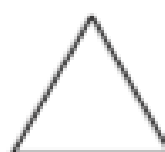
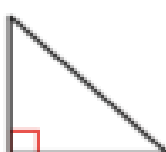
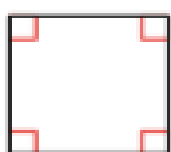
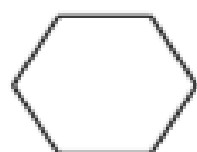
Draw the angle.

10. obtuse

11. acute

12. straight

13. **MP Precision** Circle the shape that has all obtuse angles. Draw a square around the shape that has all acute angles.

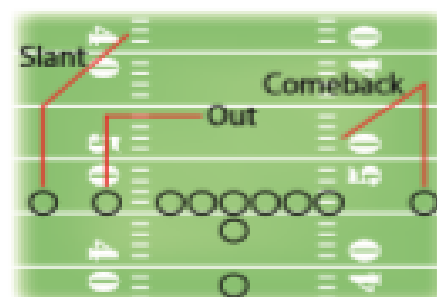


14. **MP Structure** Write a capital letter that has more than two acute angles.

15. **DIG DEEPER!** Draw the hands of the clock to represent 3:55. Classify the angle formed by the hands.



16. **Modeling Real Life** Which football play forms an acute angle?



Name: _____

Multiply by 7s

Skip count by 7s.

0	→	7	→		→		→		→		→		→		→		→	70
---	---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	----

Complete the multiplication table.

X	4	2	8	1	5	9	3	10	6	7	0
7											

Write the missing factors.

$7 \times \underline{\quad} = 49$

$7 \times \underline{\quad} = 42$

$\underline{\quad} \times 7 = 63$

$\underline{\quad} \times 7 = 7$

$10 \times \underline{\quad} = 70$

$7 \times \underline{\quad} = 28$

Compare. $<$, $>$, or $=$

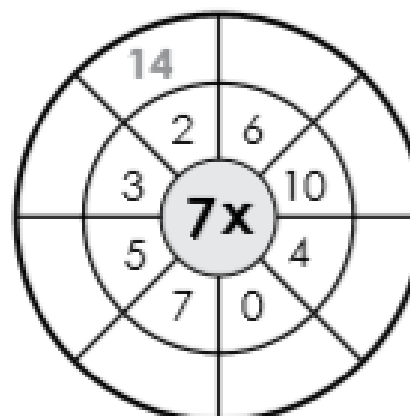
$7 \times 4 \quad \square \quad 5 \times 7$

$60 \quad \square \quad 7 \times 8$

$6 \times 7 \quad \square \quad 7 \times 6$

$7 \times 9 \quad \square \quad 70$

Complete the multiplication wheel.





Day 12

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can determine the meaning and context of a passage.✓ I can use resources to determine the meaning of key words.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can tell the difference between a milliliter and a liter.✓ I can identify which unit to use to measure a liquid volume.✓ I can estimate a liquid volume.✓ Understand and estimate liquid volumes in metric units.✓ I can measure a liquid volume in liters and milliliters.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete #1-9 on the Understand Liquid Volume worksheet.<input type="checkbox"/> Complete Counting by 7's worksheet.

Name _____

Directions: Reread the passage from Katie Kazoo Switcharoo from Day 11 to answer each question.

Question #1

According to the passage, what did Katie love most about Louie's Pizza shop?

- a. the jukebox machine
- b. the spumoni counter
- c. the spinach pizza
- d. the pizza chef

Question #2

Part A: What is the theme of the text?

- a. Tricks and songs cannot make up for poor tasting food.
- b. A restaurant that serves only one type of food will lose customers.
- c. It is important to try new things.
- d. Even experts can have bad days and make mistakes.

Question #3

Part B: Which statement from the passage best supports the answer to Part A?

- a. "The pizza chef tossed the big circle of dough in the air. Then he spun around twice, reached his hands out, and caught the pizza just before it hit the counter."
- b. "Come on Alexandra," she said, "Let's try the new restaurant."
- c. "Katie was a vegetarian. She'd been hoping that Louie's next pie would be a spinach pizza."
- d. "Then a terrible thing happened. Something that had never happened before. Louie dropped the pizza dough."

Question #4

Which event caused Becky to be late to the pizza shop?

- a. A She ate pizza at another shop.
- b. She picked up ingredients to make a homemade pizza.
- c. She bought flowers at the flower shop.
- d. She was across town with her mom.

Question #5

What character trait does Louie have that attracts people to Louie's Pizza Shop?

- a. Louie is entertaining when he makes pizza.
- b. Louie is messy when he makes pizza.
- c. Louie is fast and makes his pizza quickly.
- d. Louie is generous and gives away free pizza.

Word Study: Word Meaning Vocabulary

This week's passage included a glossary. We use glossaries to determine or clarify the meaning of key words or phrases.

Use the glossary in *Katie Kazoo Switcharoo* to help you understand the meaning of each word.

Key Word	Meaning/Definition (In your own words)	Memory Clue/Picture (What can help you remember the meaning of this word?)
jukebox		
spumoni		
vegetarian		

Independent Reading Response

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Understand Liquid Volume

Liquid volume is the amount of liquid in a container.

A **liter (L)** is the standard metric unit used to measure liquid volume.

A **milliliter (mL)** is another metric unit used to measure liquid volume.

Remember *capacity* is the total amount of liquid that a container can hold.

20 drops of liquid from an eyedropper is about 1 milliliter.

There is about 1 liter of liquid in the water bottle.



$$1,000 \text{ milliliters} = 1 \text{ liter}$$

Example Which units should you use to measure the liquid volume, *liters* or *milliliters*? Explain.



A fishbowl contains _____ liquid than a 1-liter water bottle.



A small glass contains _____ liquid than a 1-liter water bottle.

Show and Grow *I can do it!*

Which units should you use to measure the liquid volume, *liters* or *milliliters*? Explain.

1.



2.



Name _____

**Apply and Grow: Practice**

Which units should you use to measure the liquid volume, *liters* or *milliliters*? Explain.

3.



4.



Choose the better estimate.

5.



250 mL

250 L

6.



15 mL

15 L

7.



30 mL

3 L

8.



4 L

40 L

9. **MP Reasoning** Match.



60 mL



4 L



2 L



200 mL

Name: _____

Counting by 7s

1. Count by 7s.

7, 14, 21, _____, _____, _____, _____, _____

2. What is 7 less than 70? _____

3. What is 7 more than 77? _____

4. Subtract 7 from 28. What is the answer? _____

5. What is 7 less than 49? _____

6. Count by 7s. Circle the numbers you say.
Cross out the ones you do not say.

49 7 18 54 56

84 24 70 28 32

7. There are 7 coins. Each coin is worth five cents.
How much money is there in all? _____

8. You have 7 shelves. Each shelf has
9 books on it. How many books do you
have altogether? _____



Day 13

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can analyze how the author's choices interact with the text.✓ I can use resources to clarify the meaning of key words.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can tell the difference between a gram and a kilogram.✓ I can identify which unit to use to measure the mass of an object.✓ I can estimate the mass of an object.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Read the passage and answer the questions.<input type="checkbox"/> Complete word study activity.<input type="checkbox"/> Read for 30 minutes and write a response.	<ul style="list-style-type: none"><input type="checkbox"/> Complete #1-12 on the Understand Mass worksheet.<input type="checkbox"/> Complete Multiplication fact sheet.

Directions: Reread the given passages from Katie Kazoo Switcharoo from Day 11 to answer each question.

Question #1

Part A What does the author mean by the phrase “took a bow” in paragraph 13?

- a. Louie bent over to pick up the pizza dough that he dropped.
- b. Louie bent over to acknowledge the cheering crowd.
- c. Louie bent over to get a new piece of pizza dough.
- d. Louie bent over because he was feeling upset.

Question #2

Part B Which detail from the passage supports the answer to Part A?

- a. “Finally he slid the finished pizza into the oven.”
- b. “The crowd cheered.”
- c. “‘Now for a Louie’s veggie special.’”
- d. “‘There’s a new Olives and Oregano right here in the Cherrydale Mall.’”

Question #3

Part A What is the meaning of the word flinging in paragraph 10?

- a. cooking
- b. decorating
- c. eating
- d. throwing

Question #4

Part B Which detail from the passage best supports the answer to Part A?

- a. “...flew through the air...”
- b. “...top of the cheese.”
- c. “...as he sang loudly...”
- d. “...added a pinch...”

Question #5

What can the reader conclude about Louis from his actions in paragraphs 27 through 32?

- a. Louis was angry that he wasted the pizza dough.
- b. Louis was worried about losing customers to the new pizza restaurant.
- c. Louis was nervous that he would run out of ingredients.
- d. Louis was troubled that he was losing his pizza making skills.

Question #6

How does paragraph 1 help the reader understand the passage?

- a. It introduces Louie’s problem in the passage.
- b. It describes how Katie solves the problem in the passage.
- c. It describes the setting and Katie’s feelings toward Louie.
- d. It explains why Louie enjoys making pizza and Katie enjoys eating it.

Question #7

From which point of view is the story told?

- a. The passage is told from the third-person point of view because it is told by someone who is outside the action.
- b. The passage is told from the third-person point of view because it is told by someone who is participating in the action.
- c. The passage is told from the first-person point of view because it is told by someone who is outside the action.
- d. The passage is told from the first-person point of view because it is told by someone who is participating in the action.

Word Study: Word Meaning Vocabulary

Use the space below to create a sentence using the given vocabulary word.

Key Word	Sentence
jukebox	<hr/> <hr/> <hr/>
spumoni	<hr/> <hr/> <hr/>
vegetarian	<hr/> <hr/> <hr/>

Independent Reading Response

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Understand Mass

Mass is the amount of matter in an object.

A **gram (g)** is the standard metric unit used to measure mass.

A **kilogram (kg)** is another metric unit used to measure mass.

The mass of a paper clip is about 1 gram.



The mass of a baseball bat is about 1 kilogram.



$$1,000 \text{ grams} = 1 \text{ kilogram}$$

Example Which units should you use to measure the mass, *grams* or *kilograms*? Explain.



An apple has _____ matter than a baseball bat.



An watermelon has _____ matter than a baseball bat.

Show and Grow I can do it!

Which units should you use to measure the mass, *grams* or *kilograms*? Explain.

1.



2.



Name _____



Apply and Grow: Practice

Which units should you use to measure the mass, *grams* or *kilograms*? Explain.

3.



4.



Choose the better estimate.

5.



300 g

300 kg

6.



27 g

27 kg

7.



8 g

1 kg

8.



15 g

150 g

9. **YOU BE THE TEACHER** Your friend says 50 grams is a greater unit of measurement than 50 kilograms because 50 liters is greater than 50 milliliters. Is your friend correct? Explain.

10. **MP Reasoning** A bowling ball and a beach ball are the same size. Do the objects have about the same mass? Explain.

Think and Grow: Modeling Real Life

Use the mass of the small bag of potatoes to estimate the mass of the large bag of potatoes.

Compare:



2 kg

_____ kg

The mass is about _____ kilograms.

Show and Grow *I can think deeper!*

11. Use the mass of the banana to estimate the mass of the bunch of bananas.



120 g

_____ g

12. **DIG DEEPER!** Use the mass of the small egg carton to estimate the mass of the larger egg cartons.



290 g



_____ g



_____ g



Day 14

ELA

Math

I can:

- ✓ I can write narratives to develop events.
- ✓ I can use resources to determine the meaning of key words.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can estimate which customary and metric units to use when measuring a variety of objects.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete STEAM Performance Task.

Question #1

You have read an excerpt from *Katie Kazoo Switcheroo, Any Way You Slice It* by Nancy Krulik.

In the story, Louie is an entertaining pizza chef who receives some unexpected news. Write a narrative story retelling the story from Louie's point of view. Be sure to use supporting details from the passage.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

[illegible]

Word Study: Word Meaning Vocabulary

Drama/Acting: Use your knowledge of the meaning of jukebox, spumoni, and vegetarian to act out each word. Bonus: Try to get someone to guess which word you're demonstrating. Then have them act out the word and you guess which vocabulary word they're demonstrating.



vegetarian
jukebox

spumoni

Independent Reading Response

Based on the type of text you read, choose a question to respond to about your independent reading from the *Questions to Ask About Reading* pages.

Name _____

STEAM Performance Task

1-12

Name _____

1. Newton and Descartes are warming up for a baseball game.
- a. Which units should be used to measure the mass of the baseball bat, *grams* or *kilograms*? Explain.
- b. Which units should be used to measure the liquid volume of the team water jug, *milliliters* or *liters*? Explain.
- c. Who practices baseball longer, Newton or Descartes? Explain.

Baseball Practice		
Activity	Newton's Time Interval	Descartes's Time Interval
Hitting	29 min	24 min
Fielding	8 min	9 min
Throwing	20 min	27 min

2. Your doctor recommends that you exercise about an hour each day, get plenty of sleep, and drink about 1,500 milliliters of water daily.
 - a. What are some ways you like to exercise?
 - b. You drink 3 cups of water. Each cup holds 300 milliliters. Did you drink enough water to meet your doctor's recommendation?

- 3.** Your heart rate is the number of times your heart beats in 1 minute. Your heart rate is lower when you are at rest and higher when you are active. One way doctors measure your health is finding your resting heart rate.

Remember, there are 60 seconds in one minute.



- a. You count the number of times your heart beats in 6 seconds. How can you use this number to find the number of times your heart beats in 1 minute?
- b. Your heart beats 8 times in 6 seconds while you are at rest. What is your resting heart rate?
- c. After playing outside, your heart beats 13 times in 6 seconds. How much greater, in beats per minute, is your heart rate now than when you were at rest?
- d. Your friend says that another way to find the number of beats per minute is to multiply the number of times your heart beats in 10 seconds by 6. Is your friend correct? Explain.

4. You can use your pulse to find your heart rate.



- b.** Count the number of times your heart beats in one minute. How does this number compare to your answer above? Explain.



Day 15

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none">✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers.✓ I can read independently for sustained periods of time to build stamina.	<ul style="list-style-type: none">✓ I can review math skills and concepts.
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><input type="checkbox"/> Complete ReadyTest.<input type="checkbox"/> Read for 30 minutes and write a response.<input type="checkbox"/> Work on Lexia if internet is available.	<ul style="list-style-type: none"><input type="checkbox"/> Complete Maintaining Math<input type="checkbox"/> Finish up any incomplete work.<input type="checkbox"/> Work on Dreambox if internet is available.

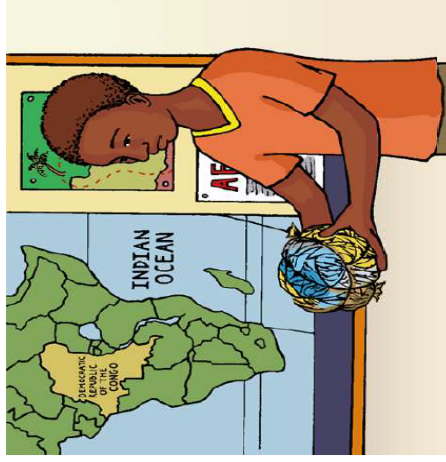
Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *The New Soccer Ball* by Rebecca Hughes

- 1 In this story, African immigrant David struggles to make friends. After his classmate Jacob kicks his new soccer ball over the fence, David tells his teacher what happened.
- 2 Mrs. Marquez replied, "I know it's difficult to lose something. It's even harder when you're at a new school in an entirely different country and continent. I think the students would understand how you feel if you told them about your life in Africa."
- 3 "I don't think they care," said David.
- 4 "We'll see," said Mrs. Marquez. "Tomorrow I want you to bring in a few drawings, photos, or special objects to show us what your life was like in Africa."

5 The next day, David brought a large box to school. He told his teacher that he was ready to share about his life in Africa. First, he took out a map of Africa. He showed the other students where his family was from and where they had moved to. He held up pictures showing all the differences between his life in Africa and his life in America. Finally, he pulled out of the box a ball made from plastic bags and string.

- 6 "What is that thing?" Jacob asked. "And what's it for?"



- 7 David told his classmates how he had played soccer almost every day with this kind of ball. He told them how they didn't have places to buy real soccer balls. Another student said, "I wish I lived in Zimbabwe. Then I wouldn't have to go to school. You were so lucky."
- 8 David explained, "No, you are all lucky to be in school. At the camp, we got to play soccer, but we didn't have money to buy new books or games. We could never leave the camp because it wasn't safe. I am really happy to live here now."
- 9 After David's presentation, the other students applauded, and Mrs. Marquez announced that it was recess time. As David was walking out the door to the playground, he felt a tap on his shoulder. He turned and saw Jacob holding out a shiny soccer ball. "Here," Jacob offered, "you can have my soccer ball."
- 10 "Thanks," smiled David. "It's perfect!"
- 11 "C'mon, let's play!" called Jacob as he raced out the door.

1. Part A

What does David think about his classmates at the beginning of the story?

- Ⓐ He thinks he will have to try very hard to be friends with them.
- Ⓑ He thinks he will need his teacher's help to talk to his classmates.
- Ⓒ He thinks they want to learn about Africa from his teacher, not from him.
- Ⓓ He thinks they do not want to learn about him or his life in Africa.

Part B

Which piece of evidence from the story best supports the correct answer to Part A?

- Ⓐ David struggles to make friends.
- Ⓑ David tells his teacher what happened.
- Ⓒ I don't think they care.
- Ⓓ Tomorrow I want you to bring in a few drawings, photos, or special objects to show us.

2. Part A

Which of the following statements describe David? Choose all that apply.

- Ⓐ likes playing soccer
- Ⓑ has trouble making friends
- Ⓒ feels lucky to be safe and in school
- Ⓓ kicks a soccer ball over the fence
- Ⓔ learns to see another perspective
- Ⓕ makes a new friend

Part B

Which of the following statements describe Jacob? Choose all that apply.

- Ⓐ likes playing soccer
- Ⓑ has trouble making friends
- Ⓒ feels lucky to be safe and in school
- Ⓓ kicks a soccer ball over the fence
- Ⓔ learns to see another perspective
- Ⓕ makes a new friend

3. Part A

On the basis of information from the story, which of the following is the best inference you can make about David's life in Africa?

- Ⓐ David played soccer almost every day and enjoyed everything about life at the camp.
- Ⓑ David did not have much access to education, and the area where he lived was dangerous.
- Ⓒ David moved around a lot when he lived in Africa.
- Ⓓ David misses his life in Africa and wants to move back.

Part B

Which two pieces of evidence support the correct inference from Part A?

- Ⓐ David told his classmates how he had played soccer almost every day with this kind of ball.
- Ⓑ He showed the other students where his family was from and where they had moved to.
- Ⓒ "Then I wouldn't have to go to school. You were so lucky."
- Ⓓ "I know it's difficult to lose something."
- Ⓔ "We could never leave the camp because it wasn't safe."
- Ⓕ "I am really happy to live here now."

4. Part A

Look at the illustration after paragraph 6. Which of the following phrases best describes David's mood in the illustration?

- Ⓐ sad and a little homesick
- Ⓑ extremely confident
- Ⓒ very afraid
- Ⓓ excited and proud

Part B

Which sentence best supports the correct answer to Part A?

- Ⓐ He told his teacher that he was ready to share about his life in Africa.
- Ⓑ He held up pictures showing all the differences between his life in Africa and his life in America.
- Ⓒ David told his classmates how he had played soccer almost every day with this kind of ball.
- Ⓓ After David's presentation, the other students applauded, and Mrs. Marquez announced that it was recess time.

5. How does the second half of the story, starting with paragraph 5, build on ideas from the first half of the story?

- Ⓐ The second half starts with David bringing in a large box, which builds on the fact that he brought in a real soccer ball in the first half.
- Ⓑ The second half shows David talking to his classmates instead of ignoring them as he did in the first half.
- Ⓒ The second half focuses on David teaching the class just as Mrs. Marquez did in the first half.
- Ⓓ The second half shows David telling his classmates about his life in Africa just as Mrs. Marquez suggested in the first half.

6. Read the following paragraph from *The New Soccer Ball*:

Mrs. Marquez replied, "I know it's difficult to lose something. It's even harder when you're at a new school in an entirely different country and continent. I think the students would understand how you feel if you told them about your life in Africa."

On the basis of the rest of the story, was Mrs. Marquez right about her students? Briefly explain your answer.

7. Part A

Which of the following themes best describes the overall message of *The New Soccer Ball*?

- Ⓐ Learning about others can help people relate to each other.
- Ⓑ It is really hard for people to listen to each other.
- Ⓒ Talking about countries on a map can help you learn about other cultures.
- Ⓓ It is hard to move to a new country.

Part B

Which two pieces of evidence support the correct theme from Part A?

- Ⓐ "I think students would understand how you feel if you told them about your life in Africa."
- Ⓑ Mrs. Martinez replied, "I know it's difficult to lose something."
- Ⓒ "No, you are all lucky to be in school. At the camp, we got to play soccer, but we didn't have money to buy new books or games."
- Ⓓ "Here," Jacob offered, "you can have my soccer ball."

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Maintaining SC Ready Math Skills

Directions: Write each question and the answer.

3

Algebraic Thinking and Operations

1. How many groups of 6 are in 24? _____ Use the hearts and write an equation to show how you found your answer. _____

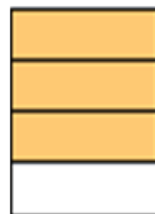


Number Sense and Base Ten

2. EE Taylor's third grade classes collected 747 cans of food for the food drive. The next month they collected 431 more. How many cans of food did they collect in all? _____

Number Sense and Operations – Fractions

3. The rectangle is split into equal parts. How big is each part of the rectangle? _____



Measurement and Data Analysis

4. Tim arrived home at 3:10 pm. It took him 20 minutes to complete his homework. Then it took him 12 minutes to eat a snack. What time did he finish with his snack? _____

Geometry

5. Circle all the shapes that are quadrilaterals. Explain how you know.

