

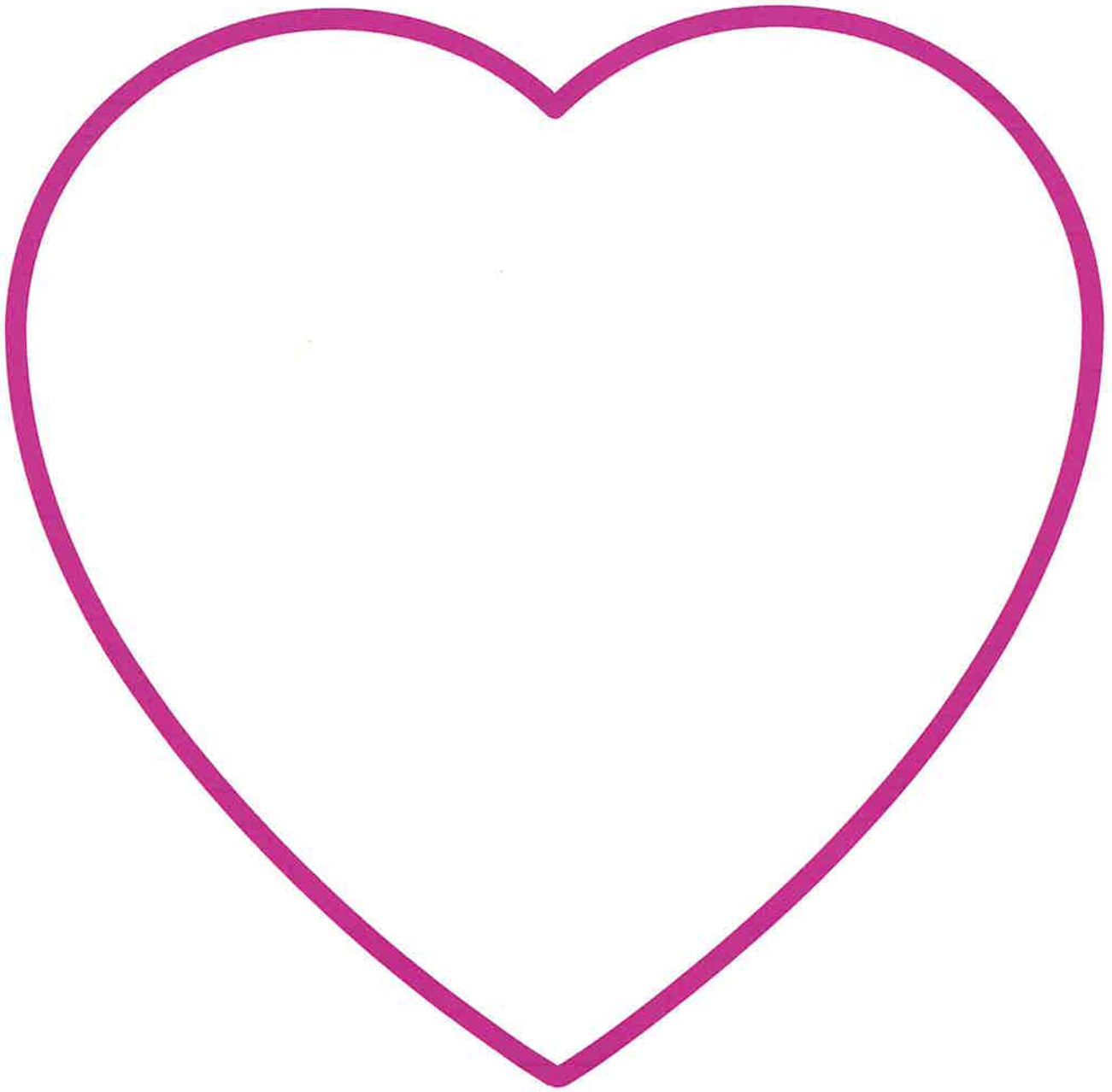
Caesar Rodney School District-Snow Day Activity Board

<p>Reading</p> <p>30 Minutes of Rider Reading Time</p> <p>All students will bring home their Rider Reading Bags with 3-5 books to support reading and power goal work. Please complete the 100 Book Challenge Reading Log.</p>	<p>Math- Grade Level Practice Problems</p> <p>All students will work on grade level practice problems based on previously taught concepts.</p>
<p>Science</p> <p>Students will work on the science extensions.</p> <p>Social Studies</p> <p><u>Grades K-2</u>: Students will create a story map using key memorable events of their life. (See Example)</p> <p><u>Grade 3</u>: Students will interview members of their household or community. (See Example)</p> <p><u>Grades 4-5</u>: Students will think of problems, challenges, or issues that affect your school or community. Create a business that will solve a problem.</p>	<p>Writing/Word Study</p> <p><u>Grades K-2</u>: Students will work on word study activities based on previously taught concepts</p> <p><u>Grades 3-5</u>: Students will work on writing activities based on previously taught concepts.</p>

Students can use the Clever platform to access apps including i-Ready, ARC bookshelf Reading, SORA, EPIC, etc.

Writing

Heart Map: Fill the heart below with images and words that represent you and what you care about.



Writing

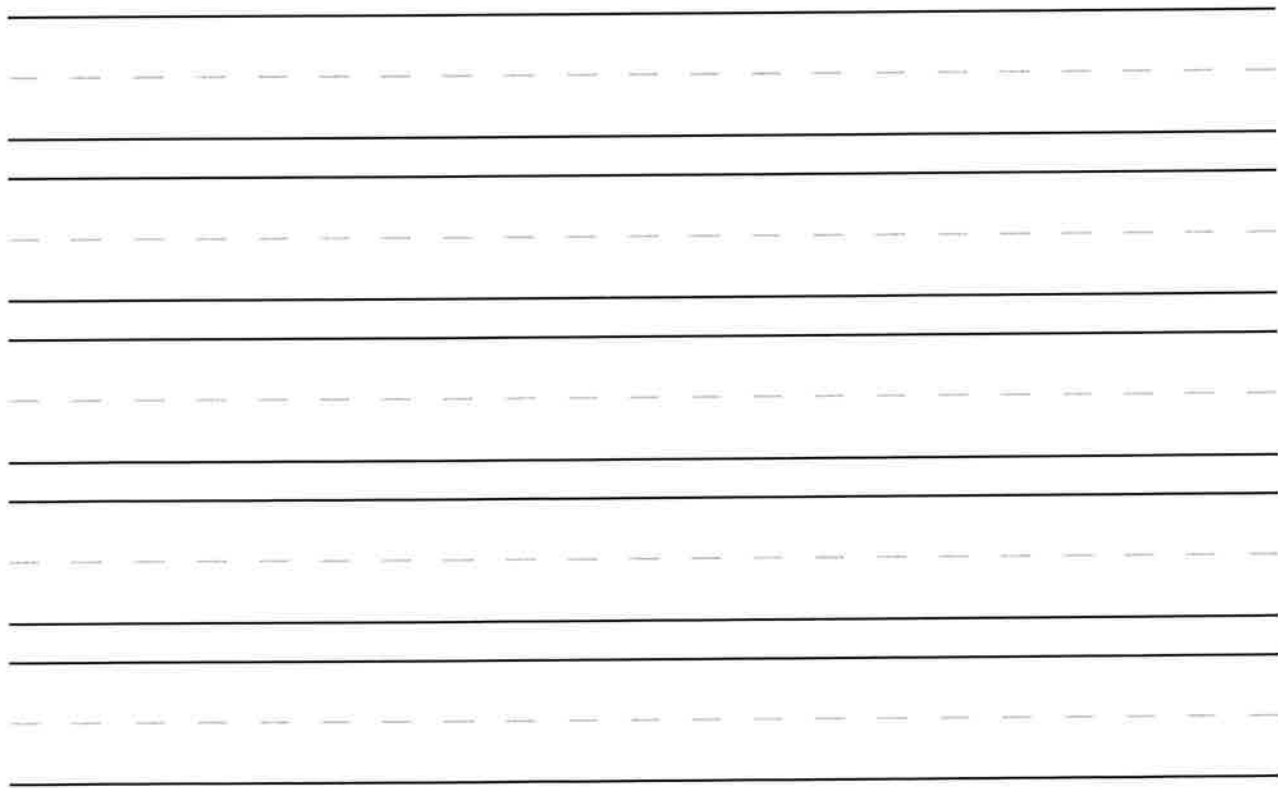
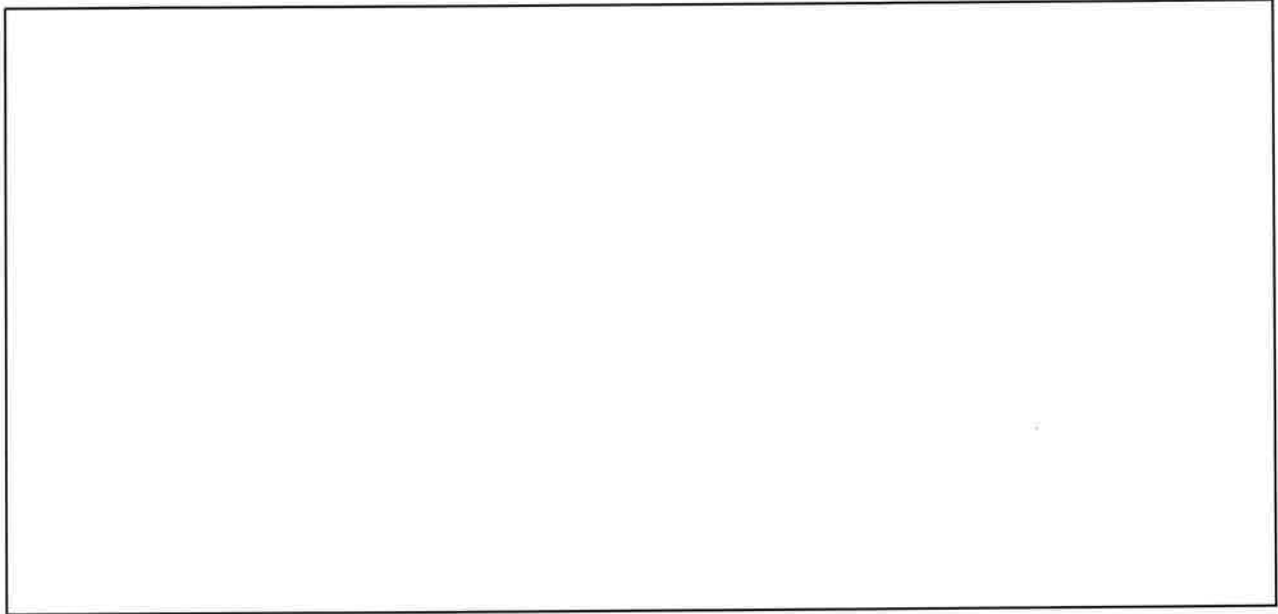
Now pick something from your Heart Map and explain what it means to you.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times for writing.

Writing

Look back at your Heart Map. Pick one thing you care about and write an argument trying to convince people that this thing is important. Make sure that you include at least three details or examples that are relevant to your argument to help you prove your point.

Everyone Should Love _____



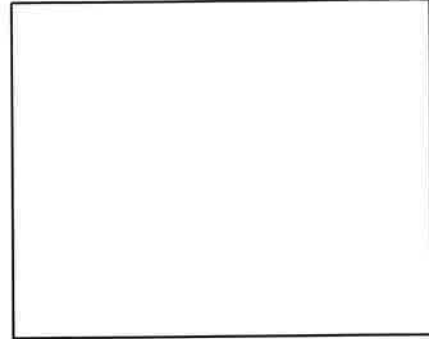
Writing (cont.)

The page contains ten sets of horizontal lines for writing practice. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The sets are arranged vertically down the page, providing a structured space for handwriting practice.

Section A: Practice Problems

1. Pre-unit

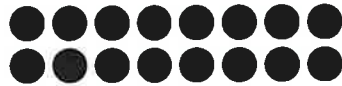
- Partition the rectangle into 4 equal rows and 5 equal columns.
- How many small squares are there in the rectangle?



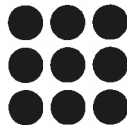
2. Pre-unit

Is the number of dots in each image even or odd? Explain how you know.

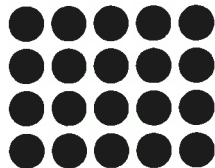
a.



b.



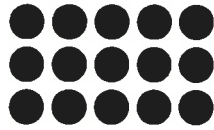
c.



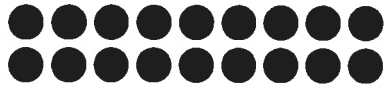
3. Pre-unit

How many dots are in each array? Explain or show your reasoning.

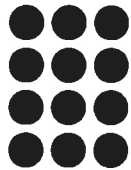
a.



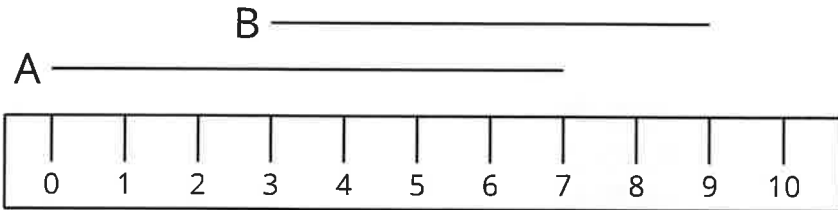
b.



c.

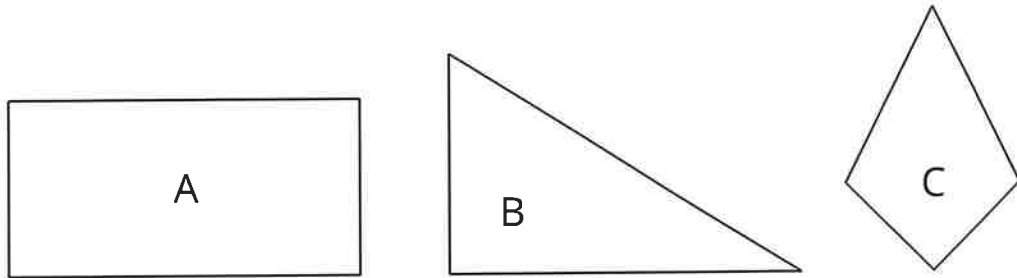


4. Pre-unit



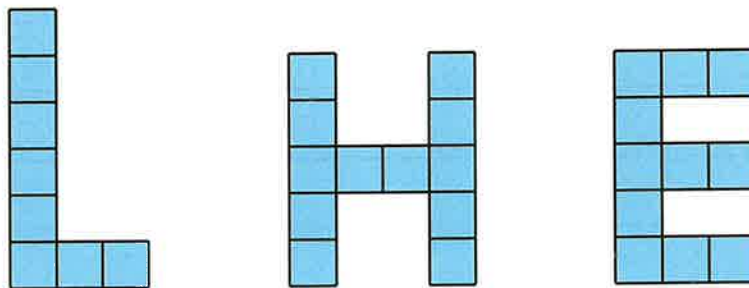
Use the centimeter ruler to find the lengths of the two line segments A and B. Explain your reasoning.

5. Which shape is the largest? Which shape is the smallest? Explain your reasoning. You may trace and cut out the shapes if it is helpful.



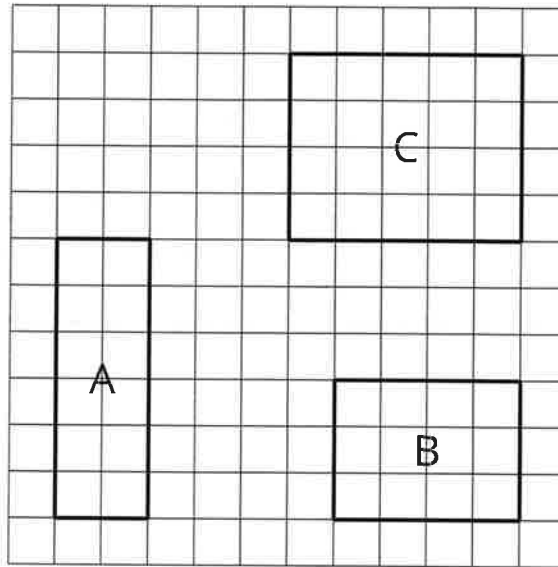
(From Unit 2, Lesson 1.)

6. Lin, Han, and Elena made letters from squares. Put the letters in order from least area to greatest area. Explain your reasoning.



(From Unit 2, Lesson 2.)

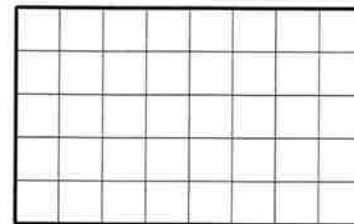
7. a. Find the area of each rectangle.



- b. Can rectangles with different shapes have the same area? Explain your reasoning.

(From Unit 2, Lesson 3.)

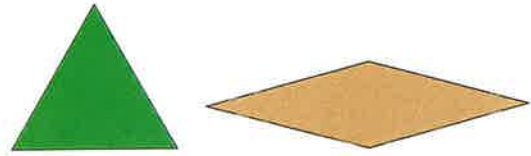
8. Find the area of the rectangle. Explain or show your reasoning.



(From Unit 2, Lesson 4.)

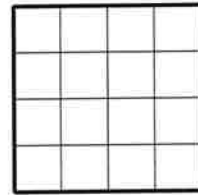
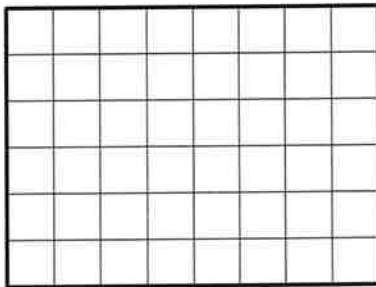
9. Exploration

Which shape has greater area, a green triangle pattern block or a tan rhombus pattern block? Explain your reasoning.



10. Exploration

Here are two rectangles.



- What is the area of the larger rectangle?
- What is the area of 3 smaller rectangles?
- Can you cover the first rectangle with 3 of the smaller rectangles without cutting them up? Explain or show your reasoning.

11. Exploration

a. How many different rectangles can you make with 36 square tiles? Describe or draw the rectangles.

b. How are the rectangles the same? How are they different?

Section A: Practice Problems

1. Pre-unit

Which number could be labeled on the number line?



- A. 23
- B. 45
- C. 77
- D. 92

2. Pre-unit

There are 85 students on the playground. There are 57 fewer students in the classroom than on the playground. How many students are in the classroom? Explain or show your reasoning.

3. Pre-unit

Jada says she can find $87 - 59$ by taking away 60 from 87 and adding 1 so it is the same as $27 + 1$ or 28. Explain or show why Jada's method to calculate $87 - 59$ makes sense.

4. Pre-unit

Find the value of $316 + 514$. Explain or show your reasoning.

5. Pre-unit

Put a $<$ or $>$ in the blank to make each statement true.

a. 197 _____ 311

b. 567 _____ 555

c. 908 _____ 809

6. Pre-unit

Find the value of each expression.

a. $206 + 543$

.

b. $327 + 181$

c. $674 - 129$

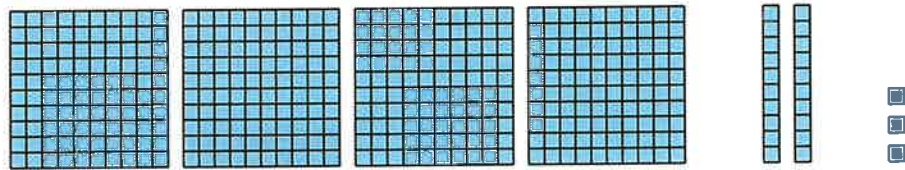
7. Select **all** representations of the number four hundred twenty-three.

A. 324

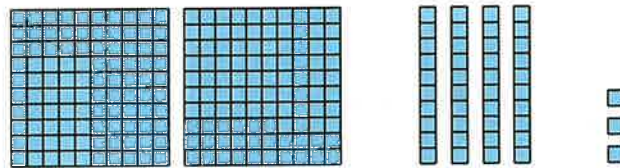
B. 423

C. $400 + 30 + 2$

D.



E.



(From Unit 3, Lesson 1.)

8. The height of the Empire State Building in New York City is 443 meters. The tallest building in the world is 830 meters. How many meters taller than the Empire State Building is the tallest building in the world?

(From Unit 3, Lesson 2.)

9. Find the value of each sum in any way that makes sense to you. Explain or show your reasoning.

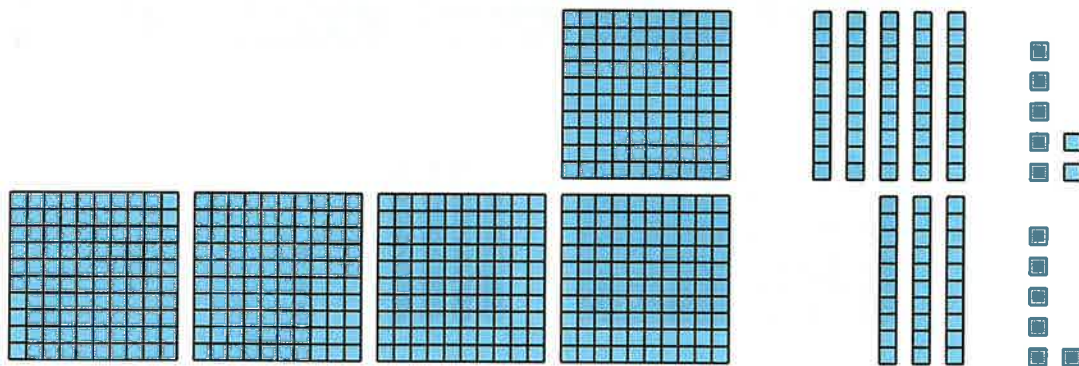
a. $456 + 231$

b. $372 + 165$

(From Unit 3, Lesson 3.)

10. Here are three different ways to find the value of $157 + 436$.

A



B

$$\begin{array}{r} 100 + 50 + 7 \\ + 400 + 30 + 6 \\ \hline 500 + 80 + 13 \end{array}$$

C

$$\begin{array}{r} 157 \\ + 436 \\ \hline 13 \\ 80 \\ 500 \\ \hline 593 \end{array}$$

How are the methods alike? How are they different? Explain your reasoning.

(From Unit 3, Lesson 4.)

11. Here is Elena's algorithm for finding $273 + 481$.

$$\begin{array}{r}
 273 \\
 + 481 \\
 \hline
 4
 \end{array}
 \quad \text{step 1}$$

$$\begin{array}{r}
 100 \\
 273 \\
 + 481 \\
 \hline
 54
 \end{array}
 \quad \text{step 2}$$

$$\begin{array}{r}
 100 \\
 273 \\
 + 481 \\
 \hline
 754
 \end{array}
 \quad \text{step 3}$$

a. Where does the 100 that Elena wrote in step 2 come from?

b. Use Elena's method to find $255 + 372$.

(From Unit 3, Lesson 5.)

12. a. What do the 1s above the 2 and 5 in 253 mean in this calculation?

$$\begin{array}{r}
 11 \\
 253 \\
 + 89 \\
 \hline
 342
 \end{array}$$

b. Use an algorithm or another strategy to find the value of each sum.

i. $572 + 268$

ii. $726 + 199$

(From Unit 3, Lesson 6.)

13. Exploration

Here is Lin's strategy to find the value of $596 + 385$: "I added 600 and then took away 4."

a. Explain why Lin's strategy works. Then, use it to find the value of $596 + 385$.

b. For which of these expressions would you use Lin's strategy? Explain or show your reasoning.

i. $436 + 173$

ii. $517 + 255$

iii. $787 + 135$

iv. $247 + 395$

14. Exploration

Write an addition problem with 3-digit numbers that you think is well suited for each of the following methods. Then, find the value of the sum using that method.

a. mental strategies

b. base-ten blocks

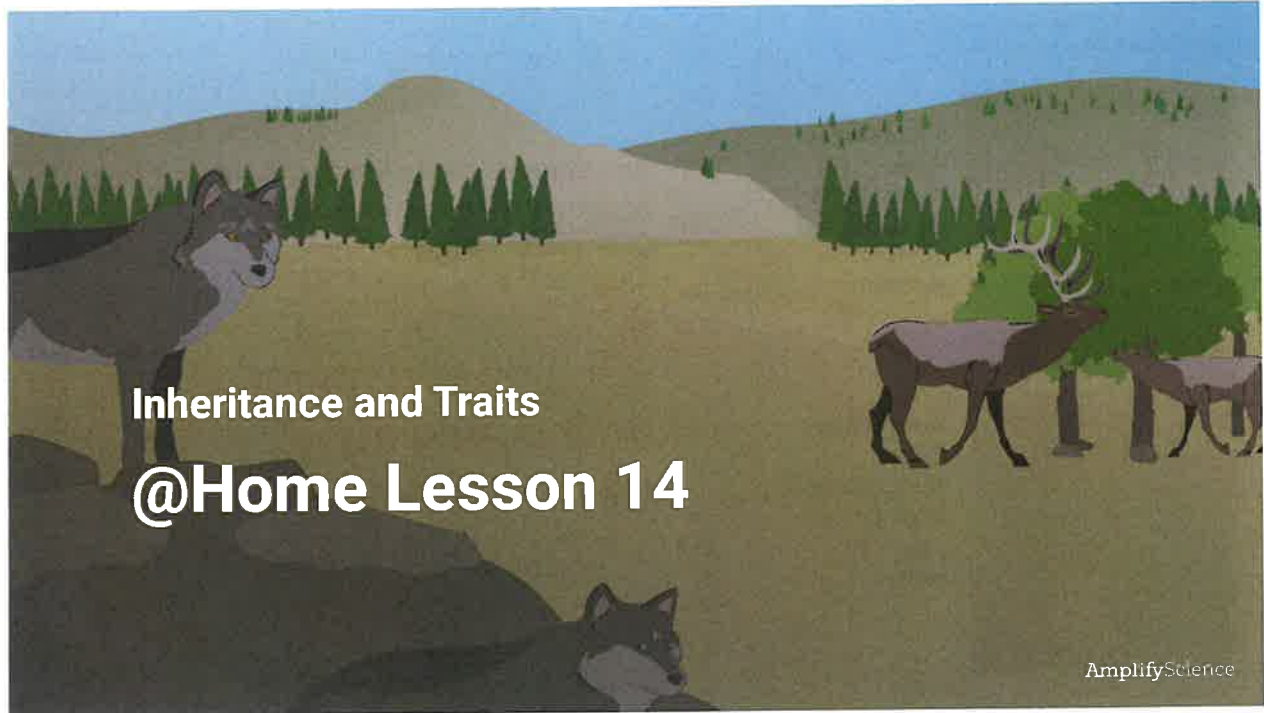
c. an algorithm

Science

Third Grade

Science





Inheritance and Traits @Home Lesson 14



We have been working as wildlife biologists to answer questions about Wolf 44.

The biologists in Graystone National Park have sent us some new data.



Elk Mountain Pack
Hunts elk in small groups (up to 4 wolves).



Bison Valley Pack
Hunts bison in large groups (up to 10 wolves).

We received new data about the hunting styles of two wolf packs. Observe the data.



What do you notice about the **hunting styles** of the two wolf packs?



Wolf 44
Hunts elk in small groups (up to 4 wolves).

We have also received data about how Wolf 44 hunts, or **Wolf 44's hunting style**.



Wolf 44
Hunts elk in
small groups
(up to 4
wolves).



**Elk Mountain
Pack**
Hunts elk in
small groups
(up to 4
wolves).



What do you notice about Wolf 44's hunting style as **compared to the Elk Mountain Pack**, which it lives with?



Wolf 44
Hunts elk in
small groups
(up to 4
wolves).



**Bison Valley
Pack**
Hunts bison in
large groups
(up to 10
wolves).



What do you notice about Wolf 44's hunting style as **compared to the Bison Valley Pack**, which its parents belong to?



You probably noticed that Wolf 44 **does not hunt like its parents** in the Bison Valley Pack. It has a **different hunting style**.

It has a **hunting style** that is like the Elk Mountain Pack.

We also have some other new data. Biologists at the park **measured the weights** of most of the wolves.

This is a lot of data, and you don't have to analyze it all right now. However, take a quick look and **see what you notice**.

Wolf Weight Data

Elk Mountain Pack

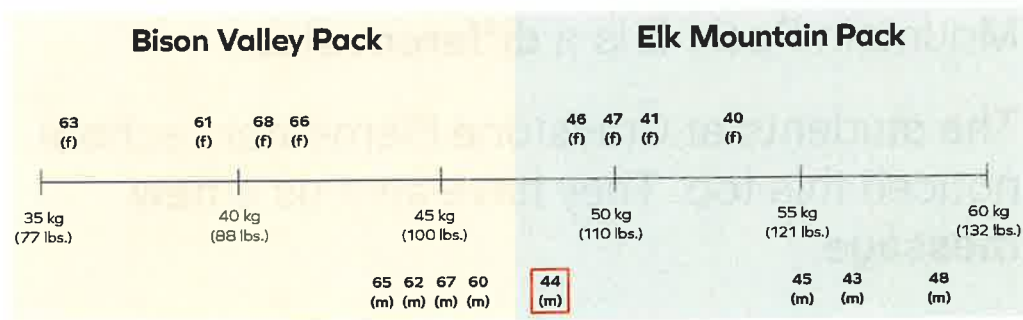
Wolf number	Weight
Wolf 40 (female)	53 kg (116 lbs.)
Wolf 41 (female)	51 kg (113 lbs.)
Wolf 42 (male)	-
Wolf 43 (male)	57 kg (127 lbs.)
Wolf 44 (male)	49 kg (106 lbs.)
Wolf 45 (male)	55 kg (122 lbs.)
Wolf 46 (female)	49 kg (108 lbs.)
Wolf 47 (female)	50 kg (110 lbs.)
Wolf 48 (male)	59 kg (130 lbs.)

Bison Valley Pack

Wolf number	Weight
Wolf 60 (male)	46 kg (102 lbs.)
Wolf 61 (female)	39 kg (87 lbs.)
Wolf 62 (male)	44 kg (97 lbs.)
Wolf 63 (female)	36 kg (80 lbs.)
Wolf 64 (female)	-
Wolf 65 (male)	43 kg (95 lbs.)
Wolf 66 (female)	42 kg (93 lbs.)
Wolf 67 (male)	45 kg (100 lbs.)
Wolf 68 (female)	41 kg (91 lbs.)

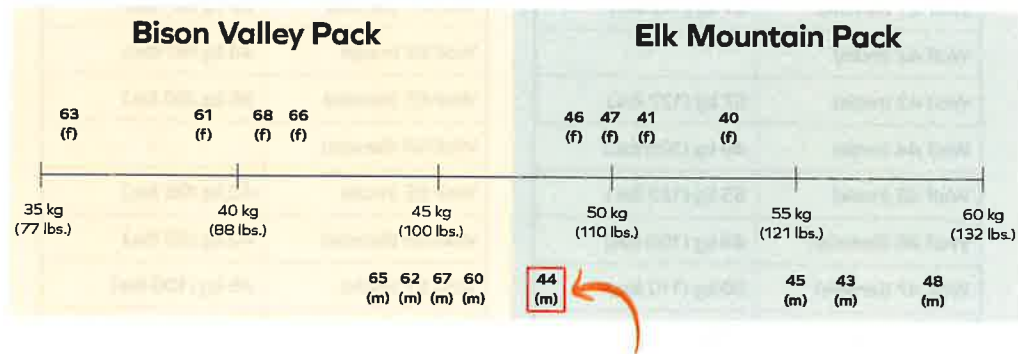
Inheritance and Traits: Traits and Traits

The biologists put the wolves' weights on a **number line** to help compare them.





What do you notice about Wolf 44's weight?



You probably noticed that Wolf 44 **weighs more** than the wolves in the Bison Valley Pack and less than the rest of the wolves in the Elk Mountain Pack. It is a **different size**.

The students at Graystone Elementary school noticed this too. They have sent us a **new message**.



To: Graystone National Park's Wildlife Biologist Team
From: Second Grade Students, Graystone Elementary School
Subject: Another Question

Hello Wildlife Biologist Team,

Thank you so much for explaining why Wolf 44 is similar in color to the Bison Valley Pack and different from the Elk Mountain Pack! We're curious about something. If Wolf 44 inherited traits from its parents in the Bison Valley Pack, why isn't Wolf 44 more like the Bison Valley Pack in hunting style and size? We are hoping that you can explain how this can be.

Thank you!

Inheritance and Traits > Lesson 11

The students at Graystone Elementary School have a question that they would like us to answer.

Chapter 3 Question

Why isn't Wolf 44 like the Bison Valley Pack in hunting style and size?

We know that offspring inherit instructions for traits from their birth parents, but Wolf 44 **has two traits that its birth parents do not have.**



We want to **figure out why** Wolf 44 hunts like the wolves in the Elk Mountain Pack and why its size is between the sizes of the wolves in the two packs.

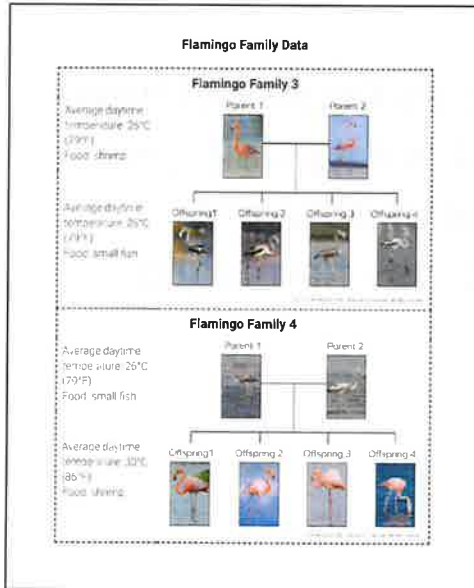


To help us figure out how Wolf 44 got its traits, we will look at different organisms—flamingos.



This is what a **young flamingo** looks like.

The flamingo parents might be **pink or gray**, and the **babies are born with gray coloring**.

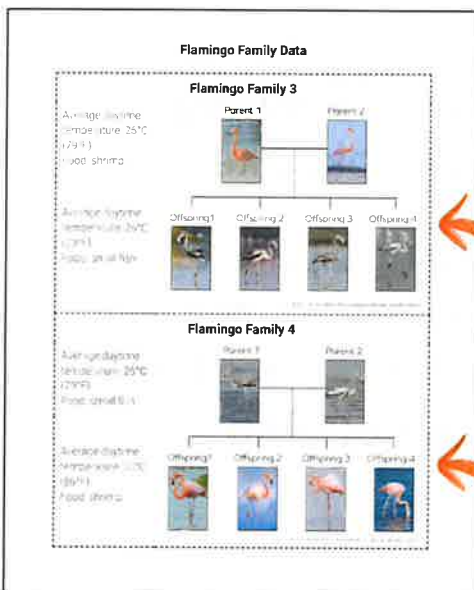


Find the Flamingo Family Data page.

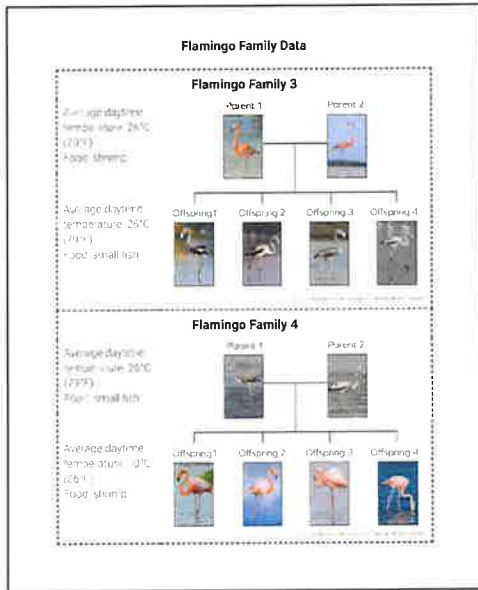


Observe the **Flamingo Family Data**.

What do you notice?



We know that **offspring inherit traits** from their parents, but **we observed** that the offspring from Family 3 and Family 4 **do not have similar traits to their parents**.



Remember, scientists look for patterns in the data to help them answer their questions.



What patterns did you notice?

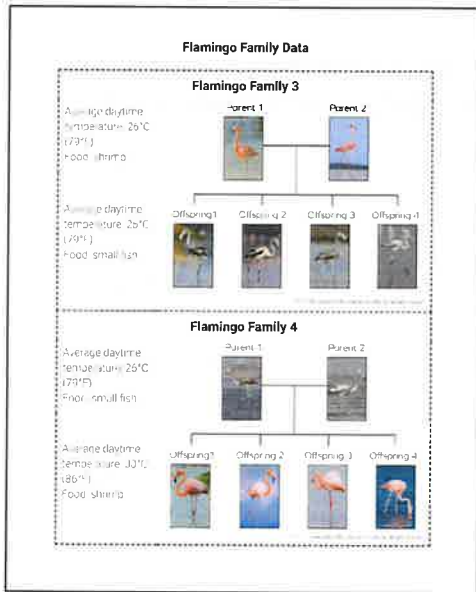
Do you think the **trait of feather color** comes from a flamingo's parents?

Why or why not?

We observed that flamingos that **eat the same kind of food** are the **same color**.

The **pink** flamingos **eat shrimp**, and the **gray** flamingos **eat fish**.

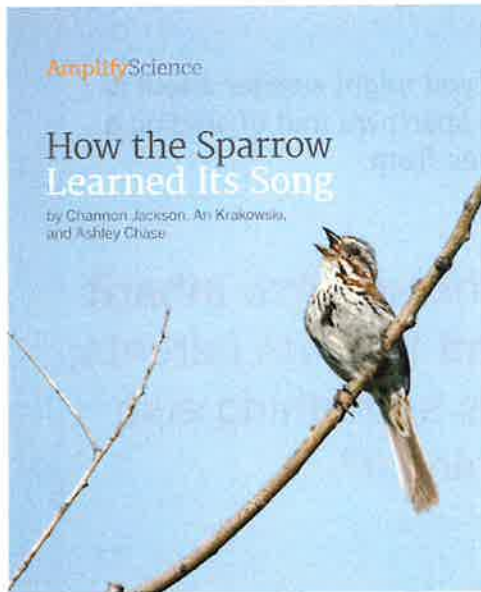
It seems like the **color** of the flamingos has something to do with what they eat.



Some students said they think that some flamingo traits **don't come from parents.**

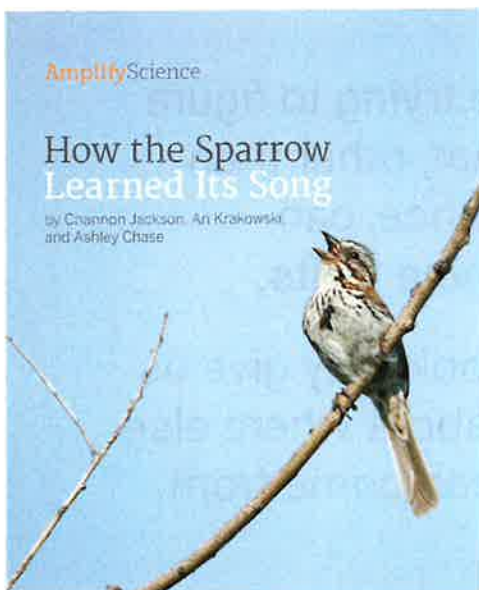
We will investigate this question to better understand where flamingos and Wolf 44 got their traits:

How else can an organism get traits other than from its parents?



Next you will read the book, *How the Sparrow Learned Its Song*.

You can access a digital version of the book [here](#) or watch a video read-aloud at tinyurl.com/AMPIAT-06.



Remember that as readers, we ask questions to help us understand what we are reading and learn more about science ideas.



What questions do you have when you look at the cover of this book?



One thing you might wonder about is where the sparrow's trait of singing a song comes from.

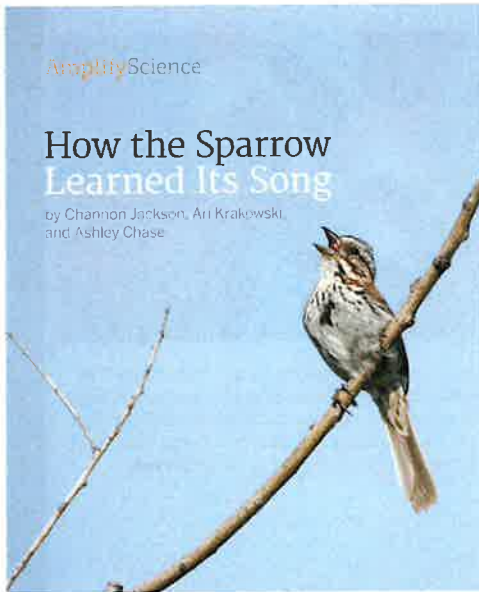


Does the sparrow **inherit this trait** from its parents, or does something else determine it?

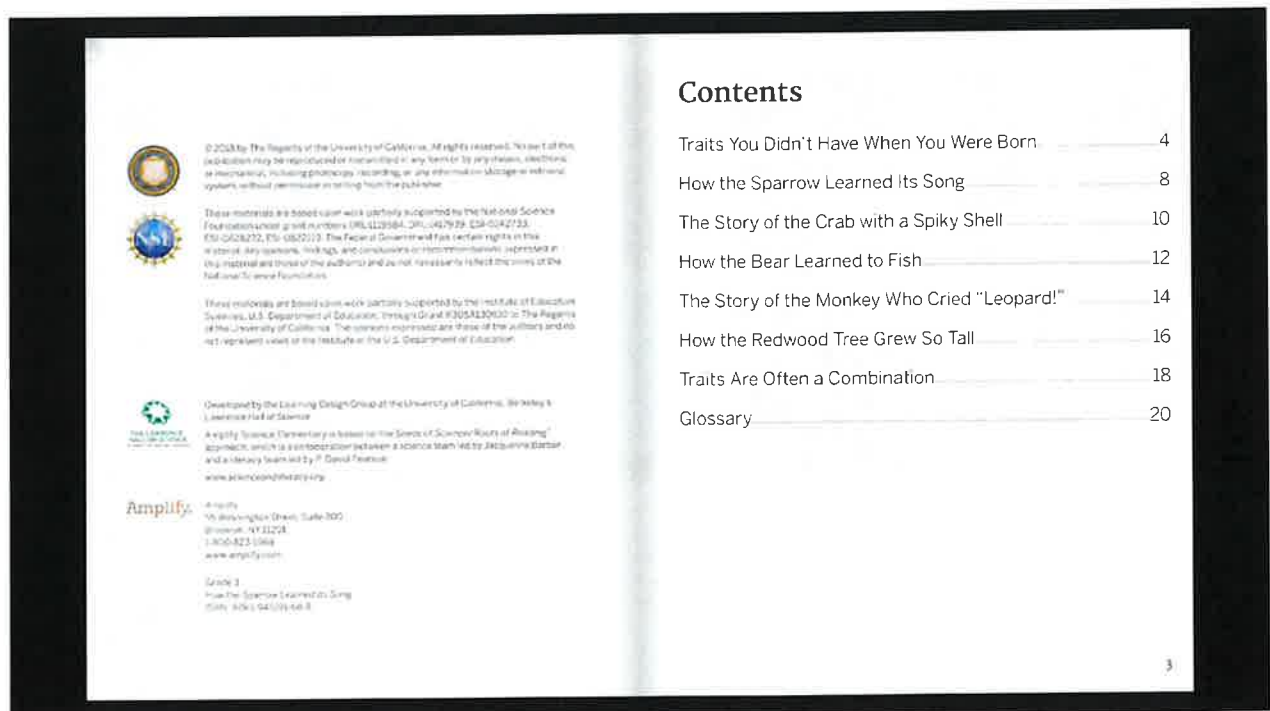


We are trying to figure out what, other than inheritance, can **determine traits**.

This book may give us ideas about where else traits can come from.



Read the book and think about any **questions** you have while you read.



Traits You Didn't Have When You Were Born



You are born with certain **traits**, like a pointy chin or dark eyes and hair. Those are traits you **inherited** from your birth parents. Some traits are different, though. Some traits come from your **environment**. Your environment is everything around you. It's the place where you live, the food you eat, the things you see, and the people you meet. When you interact with your environment, you may get new traits.

4



You can get traits from things you do and from things that happen to you. For example, you may play sports and build up your muscles. You may have a scar from a bad cut. You were not born with a scar or big muscles. These traits came from the way you interacted with your environment.

5



You can learn things from your environment, too. You were not born knowing how to read. That's something you had to learn. You may learn how to bake a pie, fix a bike, or play a song. Traits like these are determined by your environment.

6



In this book, we'll look at a few different **organisms**. Like you, the organisms in this book have all interacted with their environments. Something happened to them, or they learned something new. The environment helped determine their traits.

7

How the Sparrow Learned Its Song



This bird is a song sparrow. It is singing a song with many different notes. The sparrow hatched with the ability to sing. However, it did not hatch knowing how to sing this particular song. The sparrow had to learn the notes of its song.

When it was young, the song sparrow listened to the adult sparrows singing in its environment. The young sparrow tried to copy their songs.

8



As the song sparrow grew older, it kept practicing. After some time, the young sparrow's song became more and more like the songs of the adults in its environment. That's how the sparrow learned its song. This trait was determined by the sparrow's environment.

If you travel around and listen closely, you can find **variation** in sparrow songs. That's because song sparrows learn their songs from other birds in their environment. Song sparrows that grow up in different environments learn different songs.

9

The Story of the Crab with a Spiky Shell



This is a decorator crab. Look at the sharp spikes pointing up from its shell! The crab did not hatch with spikes on its shell. How did the crab get them? It picked up a spiky sea urchin and put the sea urchin on its shell. Now the spikes help hide and protect the crab.

All decorator crabs decorate their shells. However, there is variation in the decorations that different crabs have. Not all decorator crabs end up with spikes.

10



Decorator crabs use whatever decorations they can find in their environment. A crab's environment determines this trait. Some crabs decorate their shells with sea sponges. Others use coral or seaweed. Since the decorations come from the environment, they help the decorator crab blend in and hide.

The spiky crab can't pass on its spikes to its **offspring**. The crab's offspring will find their own decorations in their environment. The offspring may look very different from the crab with the spiky shell.

11

How the Bear Learned to Fish



This grizzly bear can catch a fish in its mouth! That isn't easy to do. The bear has to be in just the right spot. It waits for a fish to leap, then grabs it. The bear wasn't born knowing how to catch fish this way. It had to learn to fish. When the bear was a young cub, it watched adult bears catching fish. As it got older, it started trying to fish for itself. Over time, it learned to catch fish in its mouth.

12



Not all grizzly bears catch fish in this style. Some grizzlies jump into the water to catch fish. Others sit in the water and wait for fish to swim by. Fishing style is something a young bear has to learn from the other bears in its environment. Bears that grow up in different environments may learn different fishing styles. Bears show variation in this trait.

13

The Story of the Monkey Who Cried "Leopard!"



Have you ever heard the saying "There's safety in numbers"? Vervet monkeys live together in big groups. Living in a group helps the monkeys stay safe.

This vervet monkey is yelling an alarm call to its group. The call means: "Watch out for leopards!" When other monkeys hear this call, they know to run high up a tree. Different calls tell the group to hide from different predators. If a monkey makes a different call, the group might hide under a bush instead.

14



This monkey wasn't born knowing the different alarm calls. The monkey learned the calls by listening to the other monkeys in its group. The monkey got this trait by interacting with its environment.

If this monkey has offspring, they won't be born knowing the alarm calls either. Just like their parents, the monkey's offspring will have to learn how to make the right alarm call.

15

How the Redwood Tree Grew So Tall



This redwood tree is tall—more than 100 meters (330 feet) tall! To get this tall, the redwood tree needed help from its environment. This redwood tree sprouted in an environment that had everything the tree needed. It got lots of sunlight, nutrients, and water, so the tree grew to its full height. That doesn't always happen. If a redwood tree sprouts in an environment where it doesn't get enough light, nutrients, or water, the tree will never grow as tall as this one.

16

However, that's not the whole story. Redwoods are the tallest trees on Earth. Most kinds of trees can never grow as tall as this redwood, no matter how much sunlight, water, and nutrients they get. To get this tall, the redwood tree *also* had to inherit the ability to grow this tall. Redwoods inherit that ability from their parents.

So did the redwood tree's height come from inheritance or from the environment? Actually, it came from both! This trait came from inheritance and also from the environment.



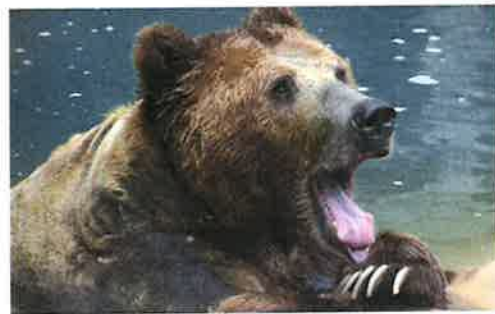
17

Traits Are Often a Combination



In the last example, we saw that the height of a redwood tree is a combination of inheritance and environment. No matter what environment it grows in, a dogwood tree will never grow as tall as a redwood tree. The dogwood tree didn't inherit the ability to grow that tall. Many traits in many different organisms are combinations like this one. These traits come from inheritance and from interacting with the environment.

18



We started this book with the sparrow's song. A sparrow's environment determines the particular song it sings. Still, inheritance is part of the story, too. Some parts of the sparrow's song are inherited, like the types of notes it can sing. Other organisms, like bears, can't inherit that ability. No matter how hard it practiced, a bear could never learn to sing like a sparrow.

19

Glossary

environment: all the living and nonliving things in an area

inherit: to get something that is passed down

offspring: living things that come from parents

organism: a living thing, such as a plant or an animal

trait: something that can be observed about an organism, such as color or size

variation: differences

Books for *Inheritance and Traits*:

Blue Whales and Buttercups
The Code
Scorpion Scientist
How the Sparrow Learned Its Song
Handbook of Traits

Lawrence Hall of Science:

Program Directors: Jacqueline Barber and P. David Prentiss
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End of @Home Lesson



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Flamingo Family Data

Flamingo Family 3

Average daytime temperature:
26°C (79°F)

Food: shrimp

Parent 1



Parent 2



Average daytime temperature:
26°C (79°F)

Food: small fish

Offspring 1



Offspring 2



Offspring 3



Offspring 4



Flamingo Family 4

Average daytime temperature:
26°C (79°F)

Food: small fish

Parent 1



Parent 2



Average daytime temperature:
30°C (86°F)

Food: shrimp

Offspring 1



Offspring 2



Offspring 3



Offspring 4



Standard Benchmark	History 2a: Students will use artifacts and documents to gather information about the past.
Grade Band	K-3
Vocabulary	Historian, artifact, document, oral history/historians

Interviews help us learn about the past



Historians use artifacts and documents to learn about the past. Oral history is another way. Oral means using your voice. **Oral history** is when someone asks a person questions about their life or an event. **Oral historians** are the people who ask questions and use the answers and figure out about the past. They are able to learn about an event from different points of view.

Think about something you want to learn about. Maybe it is, what was school like in the past or what did you do for fun when you were a kid?

Topic/Question: _____

Ask someone older than you. Maybe a family member, like a grandparent.

Person's name: _____

Pick 3 questions you can ask about your topic. After you ask your question, put the answer below.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Thank the person you interviewed!

Standard Benchmark	History 3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	K-3
Vocabulary	Historian, oral history/historians, conclusion

Making Conclusions



Congratulations on becoming an oral historian. You asked questions and were given answers about a topic. You learned about the past from someone's point of view. The next step is to make a conclusion about what you learned. When you make a **conclusion** you are figuring something out. You need to think about what makes the most sense. You may have questions about some of the answers. You may wonder, why did people do certain things? Historians also look for how things changed and what stayed the same.

Let's practice making a conclusion!

Charlie threw a tennis ball across the yard and said.
"Fetch, Pebbles!"

That probably means:

	Charlie is playing with his dog.
	Charlie is playing soccer with his friend Carlos.

Now you are ready to make a conclusion about your interview.

Write a conclusion you can make from your interview.

Write 1-2 questions you still have from your interview.

I wonder, _____

I wonder, _____
