

EMERGENCY Alternative Method of Instruction (AMI) Packet

Third Grade



Third Grade

Please complete at least one of the items listed in **each** column and turn in to your teacher. Draw an “X” over each activity you completed.

English/ Language Arts	Math	Science/ Social Studies	Electives
Cursive Connections	Numbers to 10,000 Review (page 1)	The Friction Stopper Challenge	Computers - Colorful Conditionals
Guess Which One Sentences	Numbers to 10,000 Review (page 2)	Missouri and its Neighbors	The Arts - Ludwig van Beethoven
Syllable Division			Physical Education - The Anytime Rhythm Creator Line Dance

Return this sheet and your completed activities to your teacher.

Name _____



Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in **previous Units**. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.



Forward Slant, most commonly used by right-handed students.



Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

male

mail

- 1 I will _____ the file to you.
- 2 The _____ kitten slept on the rock.
- 3 The _____ singer will help with our band.
- 4 Will you get your picture in the _____?
- 5 The _____ gold finch landed next to the nest.
- 6 I lost my _____ friend in the old shop.
- 7 If you _____ that check now it will not be late.
- 8 He is the only _____ child in that class.
- 9 Look for your gift in the _____.
- 10 Our _____ is always in the box by lunch time.



Syllable Division

Read each word. Scoop the word into syllables and circle the suffix. Then, write the base word on the lines as it was *before* the suffix was added, and add the suffix to the final line.

exploring = ex plore + ing

completed = _____ + _____

umpires = _____ + _____

inflatable = _____ + _____

cupcakes = _____ + _____

exposing = _____ + _____

tadpoles = _____ + _____

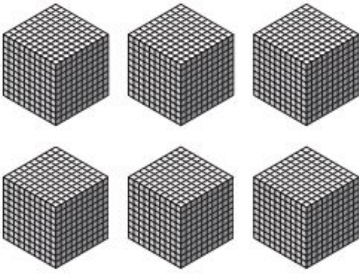
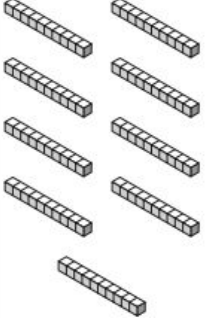
concluded = _____ + _____

ignoring = _____ + _____

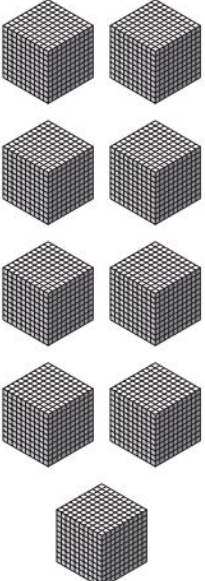
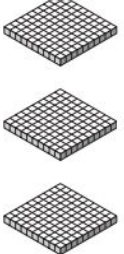
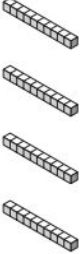
mistaken = _____ + _____

Chapter 1: Numbers to 10,000

Fill in the blanks.

Thousands	Hundreds	Tens	Ones
			

_____ thousands, _____ hundreds _____ tens _____ ones = _____

Thousands	Hundreds	Tens	Ones
			

_____ thousands, _____ hundreds _____ tens _____ ones = _____

In 8,349,

the digit 3 stands for _____.

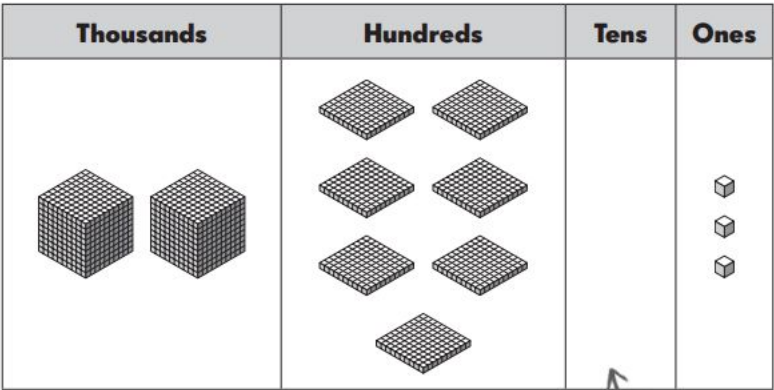
the digit 9 stands for _____.

the digit 8 stands for _____.

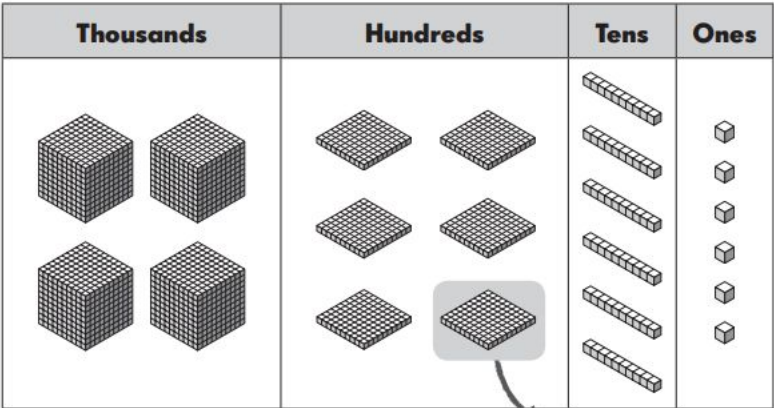
the digit 4 stands for _____.

Chapter 1: Numbers to 10,000

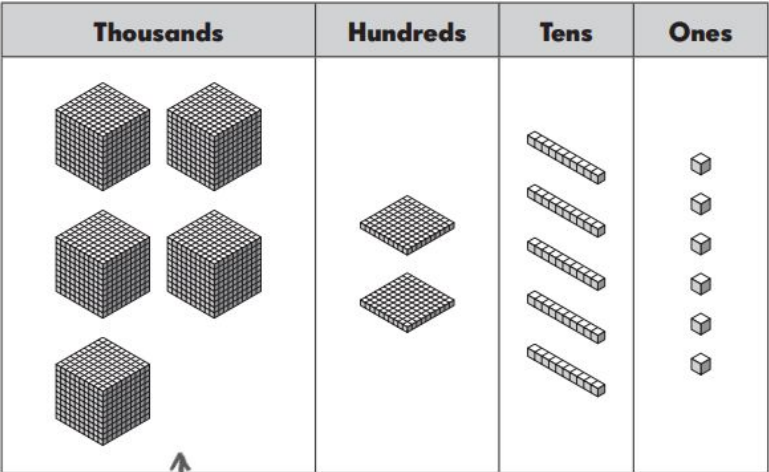
Fill in the blanks.
Use the place-value charts to help you.



_____ is 10 more than 2,703.



_____ is 100 less than 4,666.



_____ is 1,000 more than 5,256.

THE FRICTION STOPPER CHALLENGE



The Challenge: Investigating Friction

In this experiment, you will test how different surfaces affect how far a toy travels after it is pushed. The rougher the surface, the greater the force of **friction** acting against the toy's motion.

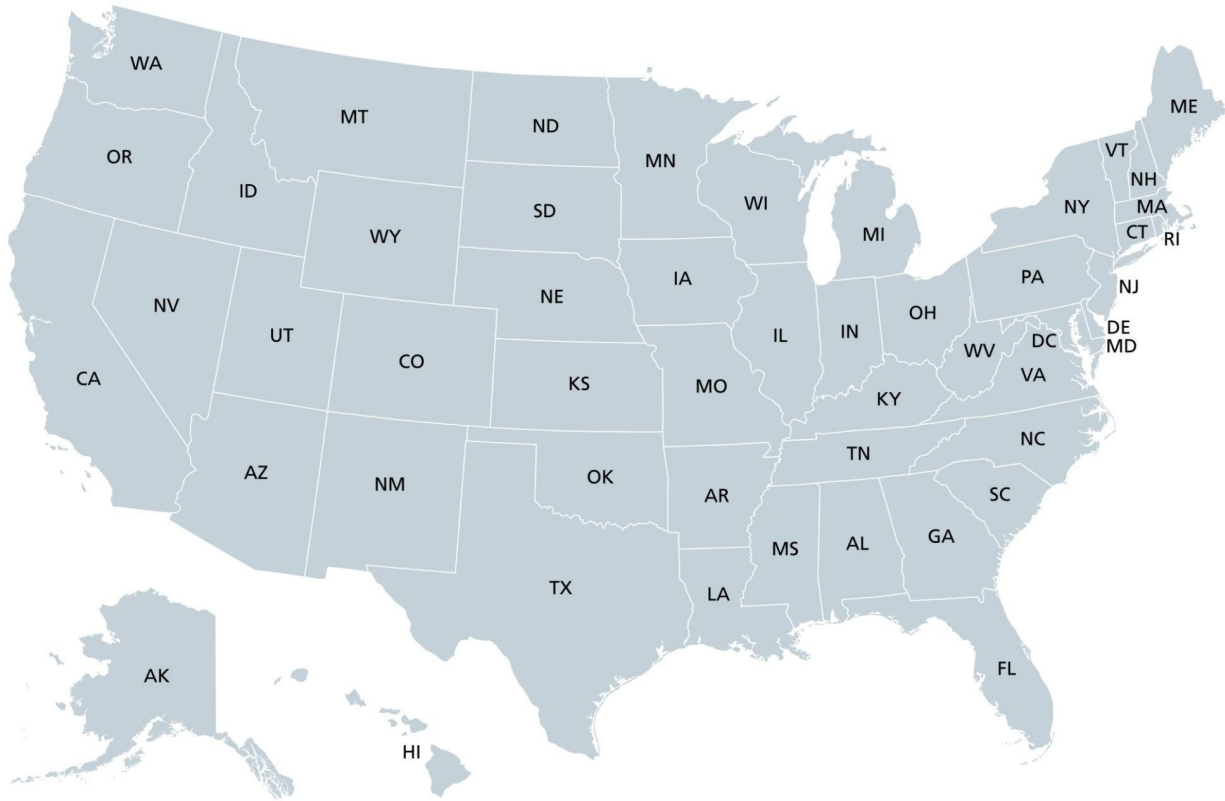
Materials Needed (Simple Household Items)

- A **small, easy-to-slide object** (e.g., a small toy car, a plastic block, or a shoebox lid).
- **Three different flat surfaces** (e.g., a kitchen table, a smooth wood/tile floor, a rug or towel, or a bedspread).
- A **marker or tape** for a starting line.
- A **piece of paper or a book** for non-standard measuring (see Step 3).
- **Pencil and paper** to record data.

Procedure (Steps to Follow)

1. **Select Your Surfaces:** Choose three flat areas that have noticeably different textures:
 - **Surface 1 (Smooth):** _____
 - **Surface 2 (Medium):** _____
 - **Surface 3 (Rough):** _____
2. **Set Up the Start:** Place a piece of tape or draw a marker line on each surface. This is your starting line.
3. **The Fair Push:** It is critical to give the object the **same push** (the same force) for every single trial. Practice this until you can give your object a steady, medium push each time.
4. **Create the Data Table:** Use the table below for your results. You will measure the distance using a **non-standard unit**, like the length of a book or the length of your shoe.

MISSOURI AND ITS NEIGHBORS



Use these maps to answer the questions on the next page.



MISSOURI AND ITS NEIGHBORS

1. **The Show-Me State:** What is one major river that runs through or borders Missouri?
 - **River:**

2. **Bordering States:** Missouri has 8 states that border it (are right next to it). Use the map to list three of them.
 1.

 2.

 3.

3. **My Location:** Which one of the bordering states is closest to where you live right now?

Colorful Conditions

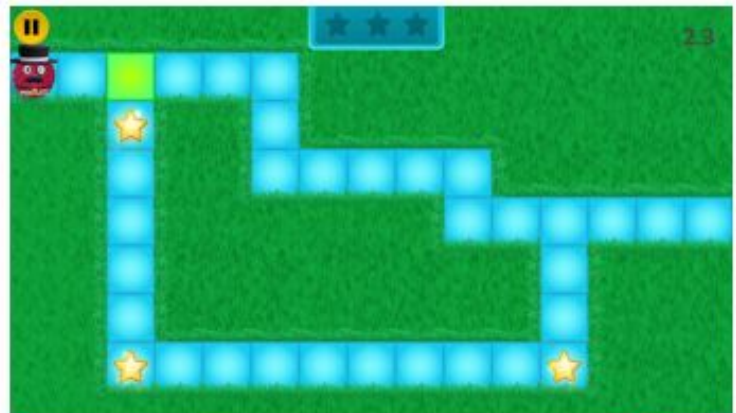
Name: _____ Date: _____

Directions:

Which way should the Fuzz roll when it reaches the condition tile?

Circle the arrow command that will help the fuzz collect all the stars.

Example:



If , then  or 

Now You Try!



If , then  or 

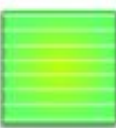


Which direction should the fuzz roll?



If , then  or 



If , then  or 

Ludwig van Beethoven



Beethoven composing
about 1811

Ludwig van Beethoven was born in 1760 in what is now Germany. His father was a noted musician who taught his son music. Beethoven showed great musical talent at a very young age. He began playing the piano in public concerts at just seven years old.

Beethoven moved to Vienna, Austria when he was a young man. There he continued to study and perform in concerts. By 1795, he became a serious composer. In 1800 he published his first symphony. He became financially successful through his performances and through his published works.

About 1796, Beethoven began to have trouble hearing sounds. Over time it became worse, and by 1814, he was unable to hear anything. Still, Beethoven continued to perform until 1811. He

continued to compose music until his death. He wrote some of his greatest works after he became deaf. His famous Ninth Symphony, completed in 1824, was written after he had lost his hearing.

Beethoven died in 1827. He was a very popular musician and over 20,000 people attended his funeral. He is considered one of the greatest composers of all time. His symphonies, concertos and sonatas are some of the most famous pieces of classical music in the world today.



A painting of
Beethoven about 1820

What Do You Think?

Why do you think Beethoven had to stop performing when he lost his hearing, but was able to keep composing?

Sound Vibrations

When his hearing loss began, Beethoven used sound vibrations to help him with when he played and composed music. Sound vibrations happen when an air wave passes through an object. In our ears, our auditory nerve receives information from the waves and sends the information to our brain, which translates the waves as sound.

We can also feel the sound waves with our skin. The nerve endings feel the waves as it reaches them. You can feel this by placing your fingertips on a television with the sound off. Then turn the television on, and you will "feel" the sound.

Beethoven cut the legs off of his piano and placed it on the floor. He could then feel the vibrations when he played. He also had a device that connected the sound board of his piano to his temples, so he could feel the vibrations.

THE ANYTIME RHYTHM CREATOR

Line Dance

Step 1: Find Your Beat (The Music)

1. **Choose your music!** Turn on a song you like.
2. **Find the *Beat* (Pulse):** Clap your hands or tap your foot to the steady, strongest rhythm of the song. This is your beat.
3. **Count the *Measure*:** Practice counting the beats in groups of four: **1 – 2 – 3 – 4** (This is one phrase or "measure"). You will use 4-count or 8-count phrases for all your steps.

Step 2: Learn the Four-Part Line Dance Sequence

You will create a repeatable sequence using four main movements. Remember to do each one to the beat of your music!

Part	Move Name	Counts	Description	Movement Type
A	The Two-Step	Count 1-2-3-4	Step right, tap left. Step left, tap right. (Do this twice total).	Locomotor/Rhythmic
B	The V-Step	Count 5-6-7-8	Step forward-out with right, forward-out with left (making a "V" shape). Step back-in with right, back-in with left.	Locomotor/Rhythmic
C	The Power Punch	Count 1-2-3-4	Do two big, strong arm punches (or claps) on the beat. Jump or tap your feet twice.	Non-Locomotor/Stren gth
D	The Turn	Count 5-6-7-8	Take four walking steps to turn completely around in place (Turn for 4 counts).	Locomotor/Balance

Step 3: Put it Together and Perform!

Your line dance sequence is the combination of all four parts: **A** → **B** → **C** → **D**

1. Start your music and find the beat.
2. Get into a line dance "ready" position (standing tall, hands at your sides).
3. Perform the entire sequence:
 - **A:** Two-Step (4 counts)
 - **B:** V-Step (4 counts)
 - **C:** Power Punch (4 counts)
 - **D:** The Turn (4 counts)
4. Once you finish Part D, start over immediately with Part A! Keep repeating the sequence until the song is over.

Step 4: Reflect and Modify

How did it go? Was it an easy or hard dance to remember? Were you able to do the steps easily? How would you modify the dance to make it more challenging?
