3rd Grade AMI Learning Packet

This packet includes 5 days of tasks for:

- ELA (English Language Arts)
- Math
- Science

How to Use This Packet

- For each AMI day, complete one day's tasks in each subject.
- Work can be returned to school when we're back together.
- Do your best—just like in class!

Teacher Name: ______________________________

Student Name: ______________________________

Day 1

4.5 TAKE-HOME

The Verb *to be*

Using the present tense forms of the verb to be, *fill in the blanks in the following story. You may use the words more than once.*

am
is
are

Oh, To Be a Prince Again!

Once upon a time an ugly, green creature named Fred the Frog sat hopeful that his princess would come along and give him a magic kiss, so he could once again be a handsome prince. He sat all day looking up and down the road awaiting his princess! "I ______________ SO ugly!" he moaned. "Why won't my princess come to give me a kiss?" Fred the Frowning Frog looked at the other frogs in the pond and said, pitifully, "All of you ______________ hideous!" He then turned his back on the other frogs and fretted.

Fred the Fretting, Frowning Frog shouted to the trees, the flowers, and anything else that would listen, "A prince should not have to wait so long! You trees and flowers ______________ not helpful at all! Can't you send for my princess? This ______________ taking too long!"

Just then, along came a grand carriage carrying his princess. Fred the Faithful, Forward-Looking Frog hopped to the middle of the road and stood up tall and important (and hopefully regal) as he said, "Oh my princess, you ______________ just in time! The other frogs in this pond ______________ driving me crazy! Come give me a kiss so I can change back into your handsome prince."

Paula the Pretty Princess kissed Fred the Festive Frog and he magically transformed into Peter the Proud Prince. They lived happily ever after.

The End

Day 2

Write a short story using your imagination and the forms of the verb to be (am, is, are). *Add a title to your story.*

Day 1

25

Name

Use the Read–Draw–Write process to solve each problem.

1. A builder uses 235 bricks to build a path and 374 bricks to build a wall.

   a. How many bricks does the builder use altogether?

   b. The builder starts with 800 bricks. How many bricks are left?

2. Each week, Miss Diaz spends 15 minutes stretching before she exercises and 15 minutes stretching after she exercises.

   She stretches 3 days each week. She spends the same amount of time each day.

   In total, how many minutes does Miss Diaz spend stretching each day?

3. Mr. Davis buys 7 plants for $3 each. Then he buys a bag of soil for $39. In total, how much money does Mr. Davis spend?

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Third Grade Science Day 1 and 2

Day 1: Properties of Matter
Directions: Sing the song and answer the questions.

States of Matter Song *(to the tune of The Farmer in the Dell)* Solid, liquid, gas Solid, liquid, gas Three states of matter, Solid, liquid, gas. A solid keeps its shape Some are hard, some can break Like a table or roll of tape, A solid keeps its shape. A liquid's shape depends On the container that it's in, Like a cup, bottle, or metal tin, A liquid's shape depends. A gas you cannot see It's in the air that we breathe, Helium, Oxygen, or steam A gas you cannot see.	What are the 3 states of matter? Find an example of a solid in your house and draw it below. Find an example of a liquid in your house and draw it below. Find an example of a gas in your house. Explain why you know it is there.

Day 2: Ecosystem Scavenger Hunt
Directions: If it is safe, go on a walk, and find as many items on the scavenger hunt list as possible. Or, mark off what you can find by looking out the windows.

5 different kinds of trees	A tree den (hole where animal might live)	Something decomposing	4 different signs of animal life
a tree that takes two people to put your arms around	a place you would like to live if you were an animals	Animal tracks (footprints)	Something outside that is yellow
Something outside that is red	Something you learned about in school	A seed	A place where an animal has dug in the ground
a place where an animal could find water	A shady spot	Something that would be considered a pest if you found it inside	A piece of trash left by humans (and then throw it away!)

Day 2

1

Name

REMEMBER

1. Oka puts 35 muffins into baskets. Each basket has 5 muffins.

   How many baskets does she use?

   Write a division equation and a multiplication equation to describe the problem.

   Use a blank to represent the unknown.

Use the Read–Draw–Write process to solve the problem.

2. Shen and Liz set up chairs in a classroom. Liz makes 6 rows of 4 chairs.

   Shen says there are 2 fewer chairs than they need.

   How many chairs do they need?

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How Are Shadows Made?

Do you remember any interesting facts about how light travels? In the last chapter, you learned that it travels in waves that can be measured as wavelengths. You also learned that it travels at a very high rate of speed. Here's another interesting fact—light waves travel from a source in straight lines that spread out in all directions, like rays.

Have you ever wondered what happens when a line or path of light bumps into something in its way? Different things may happen depending on what exactly is in the light's path.

If a path of light hits something that is **transparent**, most of the light will pass right through. Air, water, and glass are all **transparent**. When light hits these **transparent** objects, it passes through to the other side. It is almost as if the object isn't there.

Most buildings have glass windows so that natural sunlight can travel from the outdoors inside. Have you ever been in a building that has a glass roof or **skylight**? Sometimes you can even see blue sky and clouds through the **skylight**!

Light cannot travel through all materials. If a path of light hits something that is **opaque**, the light is **absorbed** and blocked by the object. It cannot continue in a straight line through the object. Wood, cardboard, and even a person's body are all **opaque** objects. Light cannot pass through to the other side. Instead, a **shadow** is created because the light is **absorbed**.

Look around your classroom. Do you see **transparent** objects through which light is passing? Can you also find **opaque** objects? You will probably find that your classroom has many more **opaque** objects than **transparent** objects. Do you see any **shadows**?

The **shadow** created by blocked light takes on the shape of the object.

Day 3

12

Name

Use the Read–Draw–Write process to solve each problem. Use a letter to represent the unknown.

1. There are 6 tables in the library. Each table has 8 chairs. How many chairs are there in all?

2. A bookcase has 3 shelves. There are 9 books on each shelf. How many books are there in all?

3. Coach Diaz wants to put basketballs equally into bins. There are 32 basketballs in all. She has 4 bins. How many basketballs go in each bin?

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REMEMBER

Use the Read–Draw–Write process to solve the problem.

4. There are 8 bags of apples.

   There are 5 apples in each bag.

   How many apples are there in all?

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Third Grade Science Day 3, 4 & 5

Day 3: Engineering Challenge – Create a Cup Tower
Directions: Use disposable cups, build multiple cup towers.

- Build the **<u>widest</u>** tower you can build. How many cups did you use? ____ cups
- Build the **<u>tallest</u>** tower you can build. How many cups did you use? ____ cups
- How tall was it? _____ cups
- What do you think is the secret to cup building?

Day 4: Water Cycle in a Bag
Materials: Gallon-size plastic bag, water, blue food coloring, marker, tape, window

1. Draw a model of the water cycle on the outside of your bag.
2. Add about 2 inches of water to the bag. Add a few drops of food coloring to the water.
3. Seal the bag and make sure it is totally shut!
4. Set or tape the bag to a sunny window with tape along the top edge.
5. Watch the bag for a few days and record your observations. Did you see all parts of the water cycle?

Day 5: Ice Cube Melt Race
Directions: Give everyone in your house 5 ice cubes. See who can melt the ice cubes the fastest.
What was the winning method?

Why did this method work best?

How Are Shadows Made?

Read the examples below carefully. If the light source causes a shadow, write "shadow" on the blank. If the light source does not cause a shadow, write "no shadow" on the blank.

1. The sunlight is streaming through a window hitting a rocking chair.

   ____

2. It is a rainy, cloudy day and you are standing outside under an umbrella.

   ____

3. It is midnight and there are no lights on anywhere. ____________________

4. It is a bright, sunny day at the beach and you are sitting under a beach umbrella. ______________________

5. You are swinging outside on a sunny, but cold day. ____________________

6. What is the main idea of this chapter?

Day 4

22

Name

Use the Read–Draw–Write process to solve each problem. Use a letter to represent each unknown.

1. There are 20 apple trees in a garden. Luke picks 6 apples from each tree.

   a. What is the total number of apples Luke picks?

   b. Eva picks 165 apples from the apple trees.

      How many more apples does Eva pick than Luke?

2. Mr. Endo buys 9 boxes of colored pencils. Each box has 30 colored pencils.

   a. How many colored pencils does Mr. Endo buy?

   b. Mr. Endo already had 144 colored pencils. How many colored pencils does Mr. Endo have now?

3. Gabe builds 26 tables and 34 chairs. He takes 4 hours to build each table or chair.

   What is the total number of hours Gabe takes to build the tables and chairs?

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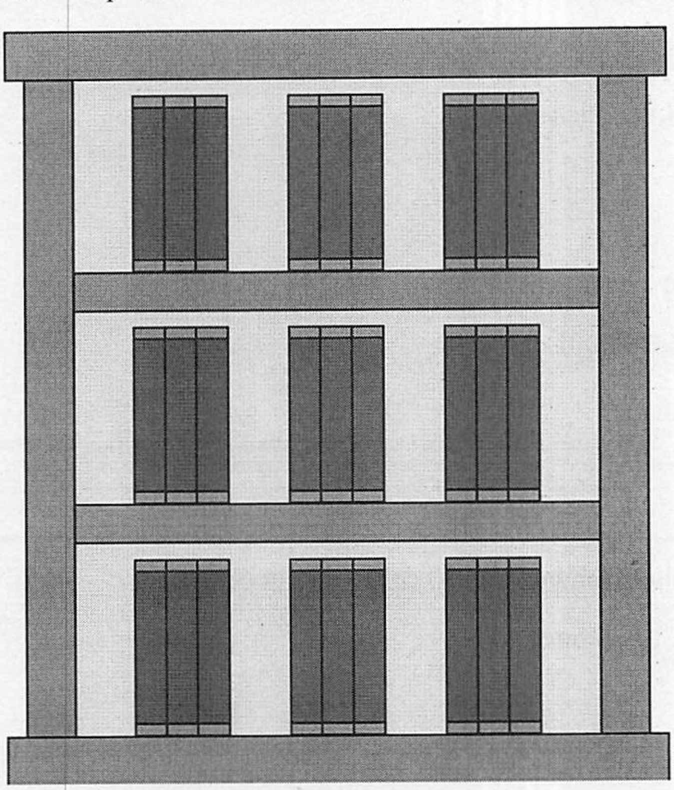
REMEMBER

4. Use the picture to write a word problem that can be represented with the expression 3×9.



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Day 5

Make Adverbs with the Suffix *–ly*

- *Draw a wiggly line under the verb.*
- *Then, change the adjective under the blank to an adverb by adding* –ly *to complete the sentence.*
- *Draw a triangle around the adverb and an arrow from the adverb to the verb. Then, answer the question after the sentence.*

Example:

Tom answered honestly that he did not know how the vase got broken.
(honest)

Tom answered how? honestly

1. The man on the subway ______________________ offered his seat to the older woman.
   (kind)

   How did the man offer his seat? ____________________

2. The little boy walked ______________________ down the stairs.
   (quick)

   How did the little boy walk? ____________________

3. The mayor ______________________ announced that he would retire.
   (official)

   How did the mayor announce he would retire? ____________________

4. Our teacher ______________________ explained what we were to do

(clear)

for homework.

How did our teacher explain the homework? ____________________

5. My sister ________________________ dropped her jacket on the floor.

(careless)

How did my sister drop her jacket? ____________________

Write a sentence using each adverb. Remember, the adverb should describe the verb.

1. *softly*

2. *tightly*

Day 5

25

Name

Use the Read–Draw–Write process to solve each problem.

Item	Cost of Each
Drinks (Pack of 12)	\$9
Party Sub	\$35
Watermelon	\$8
Snack Tray	\$10

Mia invites 60 people to a pool party.

1. Mia buys 3 snack trays. What is the total cost of the snack trays?

2. Mia buys 6 packs of drinks.

   a. Does she buy enough drinks for everyone to have 1 drink? Explain how you know.

   b. What is the total cost of the drinks?

3. Mia spends \$83 on a party sub and watermelons. How many watermelons does she buy?

4. What is the total cost of the food and drinks that Mia buys?

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REMEMBER

5. Complete the equations to find $56 \div 8$.

$56 \div 8 = (40 \div 8) + (\_\_\_\_\_\_ \div 8)$

$= \_\_\_\_\_\_ + \_\_\_\_\_\_$

$= \_\_\_\_\_\_$

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