



Dear 3<sup>rd</sup> – 5<sup>th</sup> Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



**Reading (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



**Writing (30 minutes)**- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



**Math (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



**Social Studies (20 minutes)** - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



**Science (20 minutes)**- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



**Exercise (60 minutes a day)** - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



**Lectura (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídale que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



**Escritura (30 minutos)**- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



**Matemáticas (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



**Estudios Sociales (20 minutos)** - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










**Ciencias (20 minutos)**- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










**Ejercicio (60 minutos al día):** es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






## Additional Resource Links






Reading	
	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> Choose books, videos, and activities by grade levels
	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Children's stories in Spanish
	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Actors and Actresses read books with illustrations
	<a href="https://www.getepic.com/">https://www.getepic.com/</a> 1000's of award winning books. English and Spanish Signup required, free 30 days
	<a href="https://newsela.com/">https://newsela.com/</a> English; <a href="https://newsela.com/rules/spanish">https://newsela.com/rules/spanish</a> Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	<a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Informational text at different grade levels
	<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a> Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids <a href="http://www.timeforkids.com">http://www.timeforkids.com</a>
	Scholastic News <a href="http://magazines.scholastic.com">http://magazines.scholastic.com</a> English <a href="https://classroommagazines.scholastic.com/spanish.html">https://classroommagazines.scholastic.com/spanish.html</a> Spanish
	Highlights Kids <a href="https://www.highlightskids.com/">https://www.highlightskids.com/</a>
	Sport Illustrated Kids <a href="http://www.sikids.com">http://www.sikids.com</a>
	National Geographic Kids <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a>



Writing	
	<a href="http://www.scholastic.com/teachers/story-starters/index.html">http://www.scholastic.com/teachers/story-starters/index.html</a> Story Starter ideas by grade level
	<a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a> Digital story telling with backgrounds, characters, and text


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

Math	
	<a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a> K-5 Math games, lessons, brainteasers
	<a href="https://minds-in-bloom.com/math-scavenger-hun/">https://minds-in-bloom.com/math-scavenger-hun/</a> K-5 Math scavenger hunt ideas
	<a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a> K-8 Practice early math through grade 8
	<a href="https://www.ixl.com/">https://www.ixl.com/</a> K-8 Practice early math through grade 8
	<a href="https://www.mathgames.com/math-games.html">https://www.mathgames.com/math-games.html</a> K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr <a href="https://jr.brainpop.com">https://jr.brainpop.com</a> BrainPOP Español <a href="https://esp.brainpop.com">https://esp.brainpop.com</a> BrainPop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a> BrainPopELL <a href="https://ell.brainpop.com">https://ell.brainpop.com</a> Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	<a href="https://www.eia.gov/kids/">https://www.eia.gov/kids/</a> Information and games about energy
	<a href="https://www.optics4kids.org/illusions">https://www.optics4kids.org/illusions</a> Optical illusions
	<a href="https://blockly.games/">https://blockly.games/</a> Programming games for kids
	<a href="https://www.education.com/activity/social-studies/">https://www.education.com/activity/social-studies/</a> Social Studies activities by grade level

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

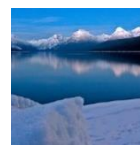
Art/Music	
	<a href="http://www.maywoodfinearts.org/?page_id=3043">http://www.maywoodfinearts.org/?page_id=3043</a> Take an online class with Maywood Fine Arts
	<a href="https://colormandala.com/">https://colormandala.com/</a> Color mandelas online

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

## Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)  
[Death Valley National Park](#)  
[Denali National Park](#)  
[Everglades National Park](#)  
[Glacier National Park](#)  
[Grand Canyon National Park](#)  
[Great Smoky Mountain National Park](#)  
[Redwood National and State Parks](#)  
[Rocky Mountain National Park](#)  
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)  
[San Diego Zoo](#)  
[Animal Planet Live](#)  
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live  
[Seattle Aquarium](#): YouTube virtual field trip and lesson  
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)  
[Pompeii](#)  
[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.  
Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)  
[Splash Mountain](#)  
[Test Track](#)  
[Expedition Everest](#)  
[Rock n Roller Coaster](#)  
[Soarin'](#)  
[Seven Dwarfs Mine Train](#)  
[Rise of the Resistance](#)  
[Mickey and Minnie's Runaway Railway](#)  
[Slinky Dog Dash](#)  
[Millenium Falcon/ Smuggler's Run](#)



## Student eLearning Activities Log Week 5 – April 21 - 24

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico semana 5 del 21 de abril al 24 de abril

Nombre \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_

passenger	launched	direction	flight
impossible	popular	controlled	motion

**A. Write each word next to its definition.**

1. liked by many people \_\_\_\_\_
2. movement \_\_\_\_\_
3. a passing through the air \_\_\_\_\_
4. person who travels in a vehicle \_\_\_\_\_
5. cannot be done \_\_\_\_\_
6. adjusted or moved \_\_\_\_\_
7. put into motion \_\_\_\_\_
8. path on which something moves \_\_\_\_\_

**B. Write two sentences. Use one vocabulary word in each sentence.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.

Cause	Effect
<b>First</b>	→
<b>Next</b>	→
<b>Then</b>	→
<b>Finally</b>	→

Name \_\_\_\_\_

Read the passage. Use the reread strategy to be sure you understand what you read.

## History of Human Flight

### Wanting to Fly Like Birds

5 Humans have always wanted to fly. But it took a long time for  
18 them to learn how. At first, they tried to copy birds. They made  
31 wings out of wood. They put the wings on their arms. They tried  
44 to fly. But there was a problem. Birds and humans do not have  
57 the same kind of muscles. So the wings did not work.

68 The first big step for human flight was the kite. The kite was  
81 first made in China. This was 2,400 years ago. Some used kites  
93 for fun. Some used them to test the weather. Some people wanted  
105 to make flying objects that could carry humans. So, they made  
116 balloons and gliders.

### 119 Hot Air Balloons

122 The first hot air balloon was a silk bag. The bag was filled  
135 with smoke. This made the balloon lighter than the air. Because  
146 of this, the bag rose into the sky. Soon, humans began to travel  
159 in hot air balloons.

Name \_\_\_\_\_

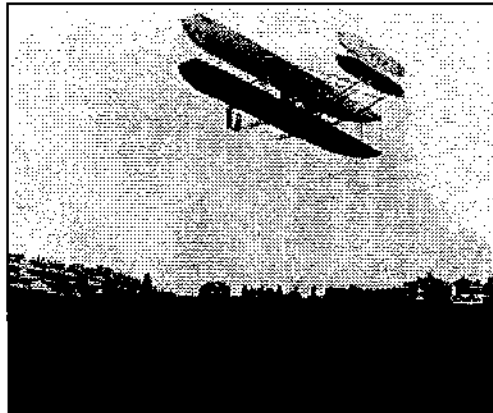
**Gliders**

The next big step in human flight was the glider. A glider does not float like a balloon. It falls to earth. But it falls so slowly that it stays in the air a long time. Gliders are easier to control than balloons. With gliders people could fly where they wanted.

A few people helped to make gliders better. George Cayley wanted to make the glider more stable. So, he added a tail. Otto Lilienthal made a glider that could go far. Sam Langley worked on powering the flight. He put an engine on the glider.

**Really Flying**

Gliders allowed people to fly. But they did not let people travel far. Octave Chanute read all he could find about human flight. He wrote it all in a book. Two brothers read the book. Their names were Wilbur and Orville Wright.



The Wright brothers' first "Flyer."

The Wright brothers were great thinkers. First they did tests with balloons and kites. Then they learned about wind. Then they worked on an engine. After five years of study, they used all their knowledge to make a "Flyer." On December 17, 1903, the Wright brothers tested their new Flyer. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. Reread paragraph 1. Why did wooden wings not work for human flight?**

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**2. Reread paragraph 2. Why did people make balloons and gliders?**

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**3. According to the paragraph 5, why did George Cayley add a tail to the glider?**

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**B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.**

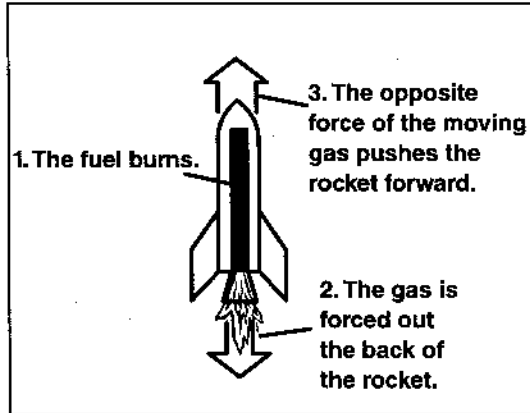
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	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## How Rockets Move

A rocket is filled with fuel. This fuel burns and makes gas. The gas then leaves the back of the rocket at a high speed. This gas has a lot of force, but it has to follow a basic law of nature. This law says that every action has an opposite reaction. This means that the force of the moving gas must have an opposite reaction. When the gas leaves the back of the rocket, it pushes the rocket in the opposite direction. This makes the rocket move forward.



Answer the questions about the text.

1. Expository text tells facts about a topic. What topic does this text tell about?

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2. What text feature does this text include?

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3. How does the text feature help you understand the text?

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Name \_\_\_\_\_

**Multiple-meaning words** have more than one meaning. When you come across a multiple-meaning word, find other words in the passage or sentence to help you figure out the correct meaning of the word. Look at this example:

Humans have always wanted to **fly**.

**Fly** can mean “a winged insect” or “to move through the air.” In the sentence above, **fly** refers to something humans have tried to do. This tells you that the meaning of **fly** is “to move through the air.”

**Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. Then circle the letter of the correct meaning of the word in bold.**

- The kite was first made in China. This was 2,400 years ago. Some used kites for fun. Some used them to **test** the weather.  
a. to measure                      b. an exam
- The bag was filled with smoke. This made the balloon lighter than the air. Because of this, the bag **rose** into the sky.  
a. lifted up                      b. a flower
- George Cayley wanted to make the glider more stable. So, he added a **tail**.  
a. to follow or observe      b. the part at the end of an airplane
- On December 17, 1903, the Wright brothers tested their new Flyer. It **worked**!  
a. labored                      b. did something successfully

Name \_\_\_\_\_

Homophones are words that sound alike but are spelled differently and have different meanings.

I blew the horn.

My coat is blue.

**A. Read each pair of homophones. Write the correct homophone on each line in the sentence. The first one has been done for you.**

- (sale, sail)** The new sail for our boat was on sale.
- (road, rode)** We \_\_\_\_\_ our bikes down the bumpy \_\_\_\_\_.
- (its, it's)** I don't think \_\_\_\_\_ funny that the puppy chewed \_\_\_\_\_ leash.
- (to, two)** She needs \_\_\_\_\_ dollars \_\_\_\_\_ buy the book.

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The vowel and the letter *r* usually appear in the same syllable.

person = per / son

report = re / port

**B. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Circle the *r*-controlled vowel syllable. The first one has been done for you.**

- This pen has purple ink.
- I need lots of water when I run.
- We can buy what we need at the market.
- She saw a turtle in the pond.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.**

### **Draft Model**

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

**B. Now revise the draft by adding a strong conclusion that retells the main idea.**

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Name \_\_\_\_\_

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that introduces the topic.
2. **Underline** an example of a detail that helps support the topic.
3. **Circle** a strong conclusion that sums up a paragraph.
4. **Write** one complex sentence from the model on the line.

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Name Answer key

passenger	launched	direction	flight
impossible	popular	controlled	motion

**A. Write each word next to its definition.**

- 1. liked by many people popular
- 2. movement motion
- 3. a passing through the air flight
- 4. person who travels in a vehicle passenger
- 5. cannot be done impossible
- 6. adjusted or moved controlled
- 7. put into motion launched
- 8. path on which something moves direction

**B. Write two sentences. Use one vocabulary word in each sentence. Possible responses provided.**

- 9. He is always nice to everyone and has become one of the most popular boys in school.
- 10. I enjoy being a passenger on the school bus.

Name \_\_\_\_\_

*Answer key*

**A. Reread the passage and answer the questions.**

Possible responses provided.

1. Reread paragraph 1. Why did wooden wings not work for human flight?

They did not work because birds and humans do not have the same kind of muscles.

2. Reread paragraph 2. Why did people make balloons and gliders?

People made them because they wanted to make flying objects that could carry people.

3. According to the paragraph 5, why did George Cayley add a tail to the glider?

He added a tail to make the glider more stable.

**B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.**

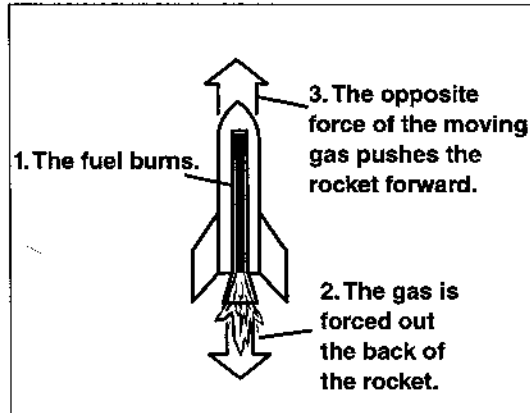
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name

Answer key

## How Rockets Move

A rocket is filled with fuel. This fuel burns and makes gas. The gas then leaves the back of the rocket at a high speed. This gas has a lot of force, but it has to follow a basic law of nature. This law says that every action has an opposite reaction. This means that the force of the moving gas must have an opposite reaction. When the gas leaves the back of the rocket, it pushes the rocket in the opposite direction. This makes the rocket move forward.



Answer the questions about the text.

1. Expository text tells facts about a topic. What topic does this text tell about?

It tells facts about how rockets move.

2. What text feature does this text include?

sidebar/diagram

3. How does the text feature help you understand the text?

Possible response: It uses arrows to show how actions and reactions

move the rocket.

Name \_\_\_\_\_

*Answer Key*

**Multiple-meaning words** have more than one meaning. When you come across a multiple-meaning word, find other words in the passage or sentence to help you figure out the correct meaning of the word. Look at this example:

Humans have always wanted to **fly**.

**Fly** can mean “a winged insect” or “to move through the air.” In the sentence above, **fly** refers to something humans have tried to do. This tells you that the meaning of **fly** is “to move through the air.”

**Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. Then circle the letter of the correct meaning of the word in bold.**

1. The kite was first made in China. This was 2,400 years ago. Some used kites for fun. Some used them to **test** the weather.

a. to measure                      b. an exam

2. The bag was filled with smoke. This made the balloon lighter than the air. Because of this, the bag **rose** into the sky.

a. lifted up                      b. a flower

3. George Cayley wanted to make the glider more stable. So, he added a **tail**.

a. to follow or observe                       b. the part at the end of an airplane

4. On December 17, 1903, the Wright brothers tested their new Flyer. It **worked**!

a. labored                       b. did something successfully

Name \_\_\_\_\_

*Answer Key*

Homophones are words that sound alike but are spelled differently and have different meanings.

I blew the horn.My coat is blue.

**A. Read each pair of homophones. Write the correct homophone on each line in the sentence. The first one has been done for you.**

- (sale, sail)** The new sail for our boat was on sale.
- (road, rode)** We rode our bikes down the bumpy road.
- (its, it's)** I don't think it's funny that the puppy chewed its leash.
- (to, two)** She needs two dollars to buy the book.

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The vowel and the letter *r* usually appear in the same syllable.

person = per / sonreport = re / port

**B. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Circle the *r*-controlled vowel syllable. The first one has been done for you.**

- This pen has purple ink.
- I need lots of water when I run.
- We can buy what we need at the market.
- She saw a turtle in the pond.

Name \_\_\_\_\_

Answer Key

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

Reread the passage. Follow the directions below.

1. Draw a box around the sentence that introduces the topic.
2. Underline an example of a detail that helps support the topic.
3. Circle a strong conclusion that sums up a paragraph.
4. Write one complex sentence from the model on the line.

Possible answer: They are alike because they move people through the  
air.

# HOW TO USE THIS BOOK

*180 Days of Math for Third Grade* offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

## Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every third-grade practice page provides 10 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Addition or Subtraction	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates; Understands various meanings of multiplication and division; Develops fluency in adding, subtracting, multiplying, and dividing whole numbers; Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Multiplication	
3		
4	Division or Number Sense	
5	Place Value or Fractions, Decimals, and Money	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Computes fluently and makes reasonable estimates
6	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
7	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
8		
9	Geometry or Data Analysis	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships; Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them
10	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Applies and adapts a variety of appropriate strategies to solve problems

*Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.*



NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1. 
$$\begin{array}{r} 63 \\ + 19 \\ \hline \end{array}$$

6.  $\square \times 6 = 30$

2.  $9 \times 9 = \square$

7. Which is longer: 1 foot or 15 inches?

\_\_\_\_\_

3. How many feet are there on 5 children?

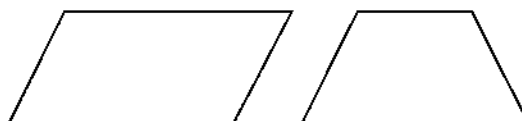
\_\_\_\_\_

8. Would you use centimeters or meters to measure the height of a flag pole?

\_\_\_\_\_

4.  $64 \div 8 = \square$

9. Circle the parallelogram.



5. Which is smaller:  $\frac{1}{4}$  or  $\frac{7}{8}$ ?

\_\_\_\_\_

10. If you divide me by 9 you get 7. What number am I?

\_\_\_\_\_

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_\_ / 10

Total

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

SCORE

1. (Y) (N)

**1.**  $50 - 25 =$  \_\_\_\_\_

**6.** Fill in the missing number.

339, 342, 345, 348, \_\_\_\_\_

2. (Y) (N)

3. (Y) (N)

**2.**  $8 \times 3 =$

**7.** \_\_\_\_\_ cups = 2 quarts

4. (Y) (N)

5. (Y) (N)

**3.** Six times four is \_\_\_\_\_.

**8.** How many inches are there in a yard?

\_\_\_\_\_

6. (Y) (N)

7. (Y) (N)

**9.** Name the shape of the cross-section.

\_\_\_\_\_

8. (Y) (N)

**4.** What is the numeral for five hundred thirty-four?

\_\_\_\_\_



9. (Y) (N)

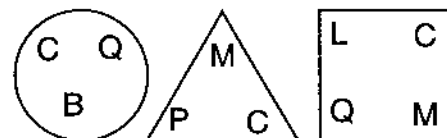
**5.** Write 3,562 in expanded notation.

\_\_\_\_\_

\_\_\_\_\_

**10.** Which letter is in the triangle, the circle, and the square?

\_\_\_\_\_



\_\_\_\_ / 10

Total

NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1.  $117 + 4 = \square$

6.  $\square \div 6 = 8$

2. 
$$\begin{array}{r} 26 \\ \times 2 \\ \hline \end{array}$$

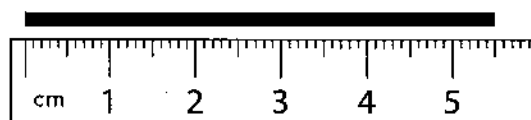
7. True or false? Your friend has a mass greater than 1 kg.

\_\_\_\_\_

3.  $4 \times 7 = \square$

8. Write the line length.

\_\_\_\_\_



4. How many groups of 10 are there in the number 100?

\_\_\_\_\_

9. Which flavor do the children like best?

**Favorite Flavors**

Chocolate	Cherry	Lemon
248	127	68

5. Write 2,094 in expanded notation.

\_\_\_\_\_

10. How many inches are there in 4 feet?

\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_\_ / 10

**Total**

# ANSWER KEY *(cont.)*

## Day 150

- 75
- 48
- 480
- 719
- \$10.50
- 
- $1\frac{1}{2}$  yards
- 2 hours 5 minutes
- prism
- yes

## Day 151

- 82
- 81
- 10 feet
- 8
- $\frac{1}{4}$
- 5
- 15 inches
- meters
- The left figure should be circled.
- 63

## Day 152

- 25
- 24
- 24
- 534
- $3,000 + 500 + 60 + 2$
- 351
- 8
- 36 inches
- hexagon
- C

## Day 153

- 121
- 52
- 28
- 10
- $2,000 + 90 + 4$
- 48
- true
- 5.5 cm
- chocolate
- 48 inches

## Day 154

- 35
- 56
- 30
- 684th
- \$0.55
- 2
- a pencil
- gallons
- prism
- Answers will vary.

## Day 155

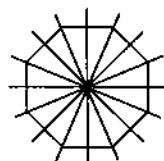
- 90
- 120
- 18 wheels
- 10
- $5,000 + 200 + 70$
- +
- false
- no
- no



- 23 pounds

## Day 156

- 60
- 35
- 350
- 593
- 70¢
- 3
- minutes
- $9\text{ cm}^2$
- no



- 8 months

## Day 157

- 9
- 75
- 28
- 7

- $7,000 + 20 + 1$
- 18
- 15 minutes
- 6 L
- Mon.: 35 tally marks  
Tue.: 30 tally marks  
Wed.: 45 tally marks  
Thur.: 20 tally marks
- 5 times

## Day 158

- 62
- 15 fingers
- 72
- 181
- \$1.55
- 9
- The right cupboard should be circled.
- no
- 8
- 732

## Day 159

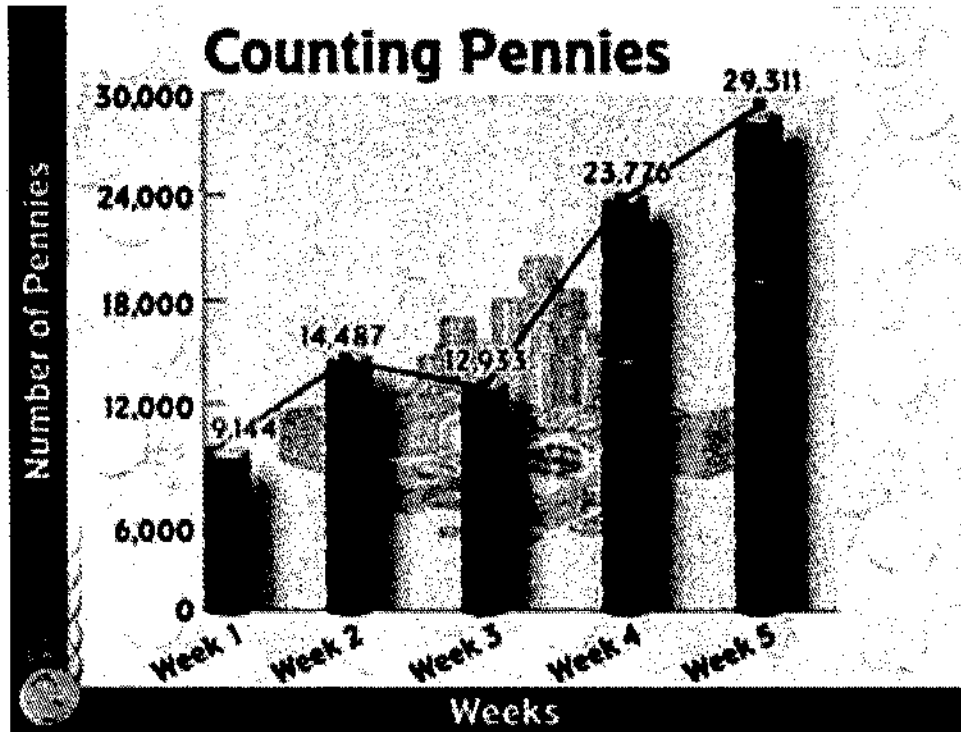
- 22
- 140
- An array of 2 rows by 9 columns should be drawn.
- 8
- \$16.50
- 6
- The right floor should be circled.
- 2 pints
- intersecting lines
- \$79.96

## Day 160

- 45
- 54
- 64
- odd number
- 2 hundred or 200
- 327
- 3 pitchers
- 48 hours
- 8 angles
- 16 people

## Saving for a Cause!: Pennies for Your Health!

Have you ever saved money to do or buy something special? Cindy Evans and her third-grade class saved pennies as part of a class project. What do you think Evans and her class did with the more than 1 million pennies they collected?



Leigh Haeger

The graph above shows the number of pennies Cindy Evans and her class collected during each of the five weeks of their project.

In 2000, Cindy Evans's third-grade class was reading about the Great American Smokeout in *Weekly Reader*. Ms. Evans teaches at Big Beaver Elementary School in Big Beaver, Pennsylvania.

The Smokeout is a day to help people quit smoking. The American Cancer Society organizes, or runs, the event.

"We read that about 1 million people quit smoking each year," said Ms. Evans. That's when her students asked her the question, "What does a million look like?" Ms. Evans told her class the only way to see 1 million was to collect 1 million objects.

"I was thinking about collecting macaroni," said the teacher. But her students had a better

idea: to collect 1 million pennies to donate to the American Cancer Society. Soon the class was on a mission to collect 1 million pennies, or \$10,000, by June.

## A Project for All

The class project of collecting pennies quickly involved the whole community. According to Ms. Evans, the local bank had to order extra supplies of pennies because so many people were collecting the coins.

That June, the class presented the local office of the American Cancer Society with 1,177,500 pennies, or \$11,775.

## The Great American Smokeout

The Great American Smokeout will take place on November 15, [2012]. For the past 36 years [since 1976], the American Cancer Society has run this event to help people quit smoking. The group helps fight **cancer**, an illness that can cause death. Many doctors say that smoking tobacco causes several deadly illnesses.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Before the class collected over 14,000 pennies, they collected

- A. over 9,000 pennies.
- B. over 23,000 pennies.
- C. over 12,000 pennies.
- D. over 29,000 pennies.

2. The author included a graph

- A. to show how many pennies were collected each week.
- B. to show how many students collected pennies.
- C. to show the total number of pennies the class collected.
- D. to show how many pennies the class needed to collect.

3. After the students collected 1 million pennies,

- A. Ms. Evans suggested they collect macaroni.
- B. the class decided to start collecting 1 million more pennies.
- C. the class donated the money to the American Cancer Society.
- D. the class read about the Great American Smokeout.

4. The bank had to order extra pennies because

- A. so many people in the community were donating pennies.
- B. 1 million people quit smoking each year.
- C. the class wanted to collect one million pennies.
- D. the class wanted to donate money to the American Cancer Society.

5. What were some things that the class did before the first week of collecting pennies?

Explain.

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  - A. **over 9,000 pennies.**
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  - D. the class read about the Great American Smokeout.
  
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  - D. the class wanted to donate money to the American Cancer Society.
  
5. What were some things that the class did before the first week of collecting pennies? Explain.

Answers will vary. Before the first week, the students read about the Great American Smokeout and wondered what 1 million looked like; the teacher decided that they should collect 1 million things, and the class decided to collect 1 million pennies.



# Bug Power

## Teamwork

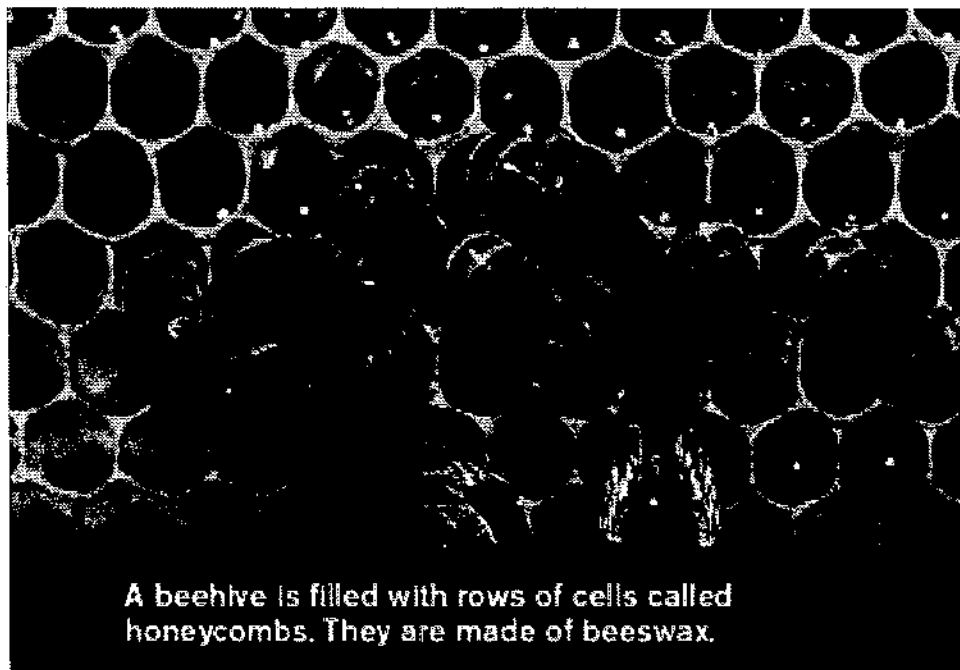
### How do some insects work together?

What do termites, ants, and honeybees have in common? They are all **social (SOH-shuhl) insects**. Social insects live together in large groups called **colonies**. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

## Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

## Busy Bees



A beehive is filled with rows of cells called honeycombs. They are made of beeswax.

Gerry Ellis/Getty Images

Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

## Talented Termites



Oxford Scientific/Jupiter Images

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what do termites, ants, and honeybees have in common?

- A. They are all social insects.
- B. They are all antisocial insects.
- C. They are all worker insects.
- D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

- A. what social insects are
- B. an ant colony's underground nest
- C. all of the chores that worker bees do
- D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

[...]

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

- A. Ants live underground, whereas termites live above ground.
- B. Ants live in nests, whereas termites live in hives.
- C. Ants only have one queen, whereas termites can have more than one queen.
- D. Ants have soldier ants that protect the colony, whereas termites do not.

4. Based on the information in the text, how are worker ants and worker bees similar?

- A. Worker ants and worker bees both care for the other insects in their colonies.
- B. Worker ants and worker bees both lay eggs for their colonies.
- C. Worker ants and worker bees both build homes for their colonies.
- D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?

- A. Soldier termites protect the colony.
- B. Social insects always have at least one queen.
- C. Social insects live and work together in colonies.
- D. Ants often live in underground nests.

6. Read this sentence from the text.

"How do some insects work together?"

Why might the author have begun the text with this question?

- A. to introduce a key question that the text will answer
- B. to signal an argument that the text will be making
- C. to persuade readers to answer the question
- D. to show the author's confusion about how insects work together

7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, \_\_\_\_\_ a beehive only contains one queen.

- A. like
- B. if
- C. but
- D. then

**8.** Social insects always have at least one queen. What does the queen do?

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**9.** Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

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**10.** Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.

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---

1. According to the text, what do termites, ants, and honeybees have in common?

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# Answer Key

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- C. Social insects live and work together in colonies.**
- D. Ants often live in underground nests.

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Why might the author have begun the text with this question?

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- B. to signal an argument that the text will be making
- C. to persuade readers to answer the question
- D. to show the author's confusion about how insects work together

7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, \_\_\_\_\_ a beehive only contains one queen.

- A. like
- B. if
- C. but**
- D. then

8. Social insects always have at least one queen. What does the queen do?

The queen lays the eggs.

# Answer Key

9. Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

Worker ants take care of all the other ants. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. They also make food for all the bees in the hive. Worker termites build the nest and care for the eggs.

10. Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.

Answers may vary but should be supported by the text. Students may argue that worker insects are just as important as queen insects. Students may note that queen insects lay eggs, which brings new life into the colonies. Worker insects care for the queens, eggs, and other members of the colony. In addition, they make food and build and clean the colonies' homes. This also helps to keep the colonies healthy. Both queen insects and worker insects have important jobs. In contrast, students may argue that worker insects are more important than queen insects because they do all the work that keep the colonies healthy. Alternatively, students may argue that queen insects are more important than worker insects because there is a limited number of them, and they lay the eggs that bring new life into the colonies.