



Dear 3rd – 5th 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, pídeles 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.









Access these programs from Clever at https://www.clever.com/in/maywood89	
	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	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



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



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


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

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

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

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

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

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es 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](#)

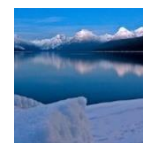
[Grand Canyon National Park](#)

[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 7 – May 4 – May 8

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning	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 7 del 4 de mayo al 8 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning	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 _____

admit	considered	humble	payment
creation	magnificent	reluctantly	barter

Label each statement as *True* or *False*. If the statement is false, rewrite it as a true statement.

1. When people *admit* something, they tell what happened.

2. If you are doing something *reluctantly*, you are doing it willingly.

3. If you *considered* a decision, you thought about it carefully.

4. Money is involved when people *barter*.

5. The palace of a king is usually described as *humble*.

6. A *creation* is something that you make or build.

7. *Payment* is what is given for a service.

8. Something is *magnificent* when it is not special or grand.

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

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Name _____

Read the passage. Use the summarize strategy to make sure you understand what you read.

Otomo Otomo Spins Gold

14 It is not easy to be a Japanese gnome. Nothing in the world is
 26 made to fit my size. That's one problem. Another problem is that
 38 everyone thinks that I am bad. Sometimes I play tricks on people.
 53 But that is rarely the case. I'll tell you a story and then you can
 56 decide for yourself.

56 I was out for a walk, looking at the **scenery**. I heard the
 69 **unmistakable** sound of a young woman crying. I climbed up the
 80 wall to the window. She told me that she had a big problem. She
 94 needed to use a spinning wheel to turn a bale of hay into string
 108 made of gold. It needed to happen every night for five nights.
 120 If she could not a rich king would make her leave the kingdom.

133 Spinning straw into gold is my **specialty**, so we made a deal.
 145 I'd spin gold for her, and all she had to do was guess my name.
 160 (It is Otomo Otomo.) She got three chances every night. If she
 172 couldn't guess it, then she would come to live with me and my
 185 sisters. It seemed like a good deal to me. She seemed confident,
 197 so I shook her hand. Then I took the straw to my house.

Name _____

The next night, I brought her gold. She was **overjoyed**. She made bad guesses at my name. They were Norman, Takemura, and Pete. I thought it would be very nice to have someone tall around. She could clean the top of my bookshelf.

The next three nights happened the same way. I took her straw home. I sat and sang my spinning songs, I made her gold and brought it back. Each night she made **uninformed** guesses at my name. They were hard to hear, since they were so bad.

On the last night, I came back with the gold. She looked less defeated. She almost looked **relieved**. I started to get nervous. I put the gold down and asked, “What is my name?” She made her first two guesses: Roy and Yoshida. My tiny heart jumped. I thought she would come home with me. But then she smiled and said, “Otomo Otomo. That is your name.”

I asked her how she knew my name. She told me that she heard me singing my songs the night before. My spinning songs all have my name in them. So I went home alone. You see? I am not cruel or mean. We made a deal and it ended badly for me. Someone will always need my help. But there is always a price. Do you need anything?



Name _____

A. Reread the passage and answer the questions.

1. A character often has a point of view, or perspective, about events or other characters in a story. In the first paragraph, what is Otomo Otomo's point of view about himself?

2. In paragraph 3, what is Otomo Otomo's point of view about his deal?

3. Has Otomo Otomo's point of view changed about his deal at the end in the last paragraph? Explain.

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

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

Name _____

The Dragon in the Apple Orchard

Long ago, an old man lived near a forest of apple trees. Lots of fruit grew in the forest, and the old man got all the food he needed there. In fact, getting his food so easily had made him lazy. It was fall, and the apples had to be picked. However, the old man did not feel like doing the work. "I can pick apples whenever I need them," he thought.

But one day the old man woke up and saw something awful. A dragon was in the forest eating the apples! The old man was afraid. "If that dragon eats all of my apples, what will I eat?" he thought.

Soon the dragon fell asleep. As it slept, the old man thought, "I may not get another chance like this!" He quietly went out to the orchard, picked all the apples he needed, and went back home. "I had better pick my apples quickly next year," the old man thought. "I'm not the only one who wants them!"

Answer the questions about the text.

- 1. A fairy tale tells about events that couldn't happen in real life. What in the story makes it a fairy tale?**

- 2. Is the ending of this fairy tale happy or sad?**

- 3. What literary element do fairy tales usually have at the end?**

- 4. What do you think the message or lesson of this fairy tale is?**

Name _____

A **root word** is the simplest form of a word. If you read a word that you do not recognize, look for the root word. Then use the root word to figure out the meaning of the word.

For example, the word *sink* is the root of the word *sinkable*. You know that the word *sink* means “to drop” or “fall,” so the word *sinkable* means “able to be made to drop or fall.”

Read each sentence below. Write the root of the word in bold. Then circle the letter of the correct definition of the word.

1. The math teacher’s **specialty** is fractions. _____
 a. something unimportant b. a special talent c. a special friend

2. She was **overjoyed** to find out she won the prize. _____
 a. having great joy b. feeling great sadness c. feeling slightly happy

3. The scent of roses is **unmistakable**. No other flower has the same scent.

 a. something confusing b. not important
 c. not able to be mistaken for something else

4. The guests were **uninformed** about what was being served for dinner. It was a surprise. _____
 a. not informed b. knowing all c. mistaken

Name _____

A compound word is made up of two words put together to make a single word. The meanings of the two smaller words can help you figure out the meaning of the compound word.

back + yard = backyard = a yard in back of a house

A. Read each sentence and circle the compound word. Write the two words that make up the compound word. The first one has been done.

1. My sister's birthday is next Friday.

Word parts: birth + day

2. I helped my father build a birdhouse.

Word parts: _____ + _____

3. The newspaper is on the front porch.

Word parts: _____ + _____

When a word ends in a consonant followed by *le*, the consonant + *le* usually form the last syllable of the word. An example is *table*: ta / ble.

The same rule applies to most words that end in *-el*, *-al*, and *-il*. For example, *angel*, an / gel; *oval*, o / val; *pupil*, pu / pil.

B. Underline the word that has a consonant + *le*, *el*, *al*, or *il* final syllable. Circle the final syllable. The first one has been done for you.

1. local lock

2. tool total

3. able also.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can vary sentence structures.

Draft Model

I went to my friend Alex's house last Saturday. Alex had a blue marble that I liked. I had a red marble that Alex liked. We traded the marbles.

1. How could you make the first sentence more interesting by starting it in a different way?
2. How could you combine the second and third sentences to make a compound sentence?
3. How could you make the last sentence more interesting by starting it in a different way?

B. Now revise the draft by using different kinds of sentences to make this story about trading something with a friend more detailed and interesting.

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Write a dialogue between the princess and Jack at the end of Clever Jack Takes the Cake.*

The princess took a big bite of her birthday cake. "I wish I could have tasted your cake," she said. "By the way, why did you trade your axe and your quilt to get the ingredients, Jack? I just don't get it!"

"Well, princess," said Jack, "the axe and the quilt were the only valuable things we had. Some people trade things they have too much of, like corn or grain. Native Americans trade beads called wampum for other goods. But we didn't have any corn, grain, or beads. All I had was my axe and my quilt."

"Then you will have a new quilt and a new axe! I really enjoyed hearing your amazing story," cried the princess. Her royal butler found the finest, softest quilt in the whole kingdom. He also found the sharpest, strongest axe. The princess gave these gifts to Jack at the end of the party. She also gave Jack a whole box full of leftover birthday cake to bring home to his mother. Everyone went to bed full, happy, and warm.

Reread the passage. Follow the directions below.

1. **Draw a box** around an example of dialogue in the last paragraph.
2. **Circle** a different kind of sentence with structure that makes the story interesting to read.
3. **Underline** the conclusion that sums things up.
4. **Write** one of the pronouns the student uses on the line.

Name _____

Answer Key

admit

considered

humble

payment

creation

magnificent

reluctantly

barter

Label each statement as *True* or *False*. If the statement is false, rewrite it as a true statement. Possible responses provided.

1. When people *admit* something, they tell what happened.

True.

2. If you are doing something *reluctantly*, you are doing it willingly.

False. If you do something *reluctantly*, you do it unwillingly.

3. If you *considered* a decision, you thought about it carefully.

True.

4. Money is involved when people *barter*.

False. When you *barter*, you trade things without using money.

5. The palace of a king is usually described as *humble*.

False. A small home could be described as *humble*.

6. A *creation* is something that you make or build.

True.

7. *Payment* is what is given for a service.

True.

8. Something is *magnificent* when it is not special or grand.

False. Something is *magnificent* if it is special or grand.

Name _____ *Answer Key*

A. Reread the passage and answer the questions.

Possible responses provided.

- 1. A character often has a point of view, or perspective, about events or other characters in a story. In the first paragraph, what is Otomo Otomo’s point of view about himself?**

Otomo Otomo feels that people think things about him that aren’t true.

- 2. In paragraph 3, what is Otomo Otomo’s point of view about his deal?**

Otomo Otomo feels he is making a good, fair deal. Spinning straw into gold is his specialty. The king was planning to send her away anyway.

- 3. Has Otomo Otomo’s point of view changed about his deal at the end in the last paragraph? Explain.**

Otomo Otomo’s point of view about his deal has not changed at the end.

He thinks his loss proves he is not mean. Even though he lost, he knows he can make another deal with someone else.

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

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

Name _____

Answer Key

The Dragon in the Apple Orchard

Long ago, an old man lived near a forest of apple trees. Lots of fruit grew in the forest, and the old man got all the food he needed there. In fact, getting his food so easily had made him lazy. It was fall, and the apples had to be picked. However, the old man did not feel like doing the work. "I can pick apples whenever I need them," he thought.

But one day the old man woke up and saw something awful. A dragon was in the forest eating the apples! The old man was afraid. "If that dragon eats all of my apples, what will I eat?" he thought.

Soon the dragon fell asleep. As it slept, the old man thought, "I may not get another chance like this!" He quietly went out to the orchard, picked all the apples he needed, and went back home. "I had better pick my apples quickly next year," the old man thought. "I'm not the only one who wants them!"

Answer the questions about the text.

1. A fairy tale tells about events that couldn't happen in real life. What in the story makes it a fairy tale?

Possible response: It has a dragon in it.

2. Is the ending of this fairy tale happy or sad?

happy

3. What literary element do fairy tales usually have at the end?

a message or lesson

4. What do you think the message or lesson of this fairy tale is?

Possible response: If you wait too long to do something, it might be too late.

Name _____

Answer Key

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- The math teacher’s **specialty** is fractions. special
 a. something unimportant b. a special talent c. a special friend
- She was **overjoyed** to find out she won the prize. joy
 a. having great joy b. feeling great sadness c. feeling slightly happy
- The scent of roses is **unmistakable**. No other flower has the same scent.
mistake
 a. something confusing b. not important
 c. not able to be mistaken for something else
- The guests were **uninformed** about what was being served for dinner. It was a surprise. inform
 a. not informed b. knowing all c. mistaken

Name _____ *Answer Key*

A compound word is made up of two words put together to make a single word. The meanings of the two smaller words can help you figure out the meaning of the compound word.

back + yard = backyard = a yard in back of a house

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Word parts: birth + day

2. I helped my father build a birdhouse.

Word parts: bird + house

3. The newspaper is on the front porch.

Word parts: news + paper

When a word ends in a consonant followed by *le*, the consonant + *le* usually form the last syllable of the word. An example is *table*: ta / ble.

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The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Write a dialogue between the princess and Jack at the end of Clever Jack Takes the Cake.*

The princess took a big bite of her birthday cake. "I wish I could have tasted your cake," she said. "By the way, why did you trade your axe and your quilt to get the ingredients, Jack? I just don't get it!"

"Well, princess," said Jack, "the axe and the quilt were the only valuable things we had. Some people trade things they have too much of, like corn or grain. Native Americans trade beads called wampum for other goods. But we didn't have any corn, grain, or beads. All I had was my axe and my quilt."

"Then you will have a new quilt and a new axe! I really enjoyed hearing your amazing story," cried the princess. Her royal butler found the finest, softest quilt in the whole kingdom. He also found the sharpest, strongest axe. The princess gave these gifts to Jack at the end of the party. She also gave Jack a whole box full of leftover birthday cake to bring home to his mother. Everyone went to bed full, happy, and warm.

Reread the passage. Follow the directions below.

1. Draw a box around an example of dialogue in the last paragraph.
2. Circle a different kind of sentence with structure that makes the story interesting to read.
3. Underline the conclusion that sums things up.
4. Write one of the pronouns the student uses on the line.

Possible answers: it, you, she, we, he

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. $202 + 37 = \square$

2. $4 \times 8 = \square$

3. $4 \times 80 = \square$

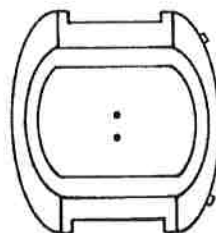
4. $27 \div 3 = \square$

5. Write 264 in expanded notation.

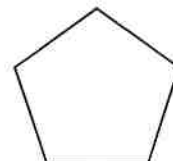
6. $2,000 + \square + 6 = 2056$

7. True or false? A playground has an area of more than 1 m^2 .

8. Write 9 minutes past 10 on the clock.



9. Complete the chart.



Number of Sides	
Number of Angles	
Number of Lines of Symmetry	
Name of Shape	

10. If you multiply me by 10, you get 120. 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.
$$\begin{array}{r} 47 \\ - 24 \\ \hline \end{array}$$

2. (Y) (N)

3. (Y) (N)

2. Six times ten is _____.

4. (Y) (N)

5. (Y) (N)

3. $82 \times 0 = \square$

6. (Y) (N)

7. (Y) (N)

4. What is the next even number after 680?

8. (Y) (N)

9. (Y) (N)

5. True or false?
 $\frac{1}{8}$ is less than $\frac{3}{8}$.

10. (Y) (N)

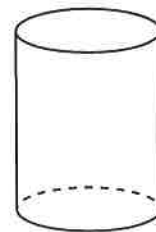
6. Fill in the missing number.

227, 231, _____, 239, 243

7. Name the first month of the year.

8. A movie starts at 7:20 P.M. It lasts for 2 hours and 10 minutes. What time will the movie end?

9. Is the object below a prism, a pyramid, or a cylinder?



10. There are 42 crackers in a box. There are 6 people at a party. If the crackers are shared equally, how many will each person get?

___ / 10

Total

NAME: _____

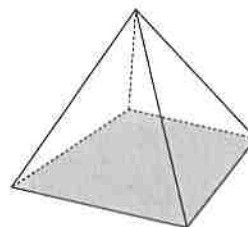
DIRECTIONS Solve each problem.

1. $3 + 4 + 6 = \square$

2.
$$\begin{array}{r} 17 \\ \times 3 \\ \hline \end{array}$$

3. What is the product of 4 and 10?

4. $8 \overline{)40}$

5. Write 4,512 in expanded notation.
_____6. True or false?
 $10 \times 3 = 6 \times 5$
_____7. True or false? A ruler has a mass greater than 1 kg.
_____8. What is the perimeter of a hexagon with six 2-inch sides?
_____9. What is the name for the part of the solid that is shaded?
_____10. Seventy-two students from Sharp Elementary School, eighty-five students from Lee Elementary School, and seventy-four students from Kennedy Elementary School go on a field trip to a museum. How many students go on the field trip?
_____**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. $24 - 12 = \square$

6. $36 \square 9 = 27$

2. (Y) (N)

7. Which is longer: 7 feet or 2 yards?

3. (Y) (N)

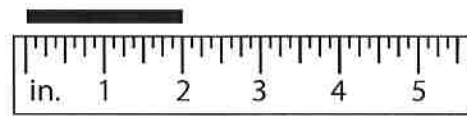
2.
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

4. (Y) (N)

8. Write the line length.

5. (Y) (N)

3. Seven times one is _____



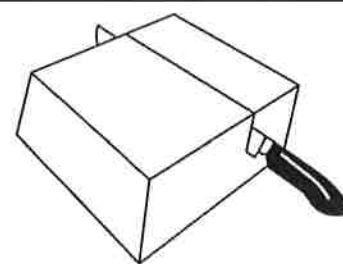
6. (Y) (N)

9. Name the shape of the cross-section.

7. (Y) (N)

8. (Y) (N)

4. What is the numeral for seven hundred twenty? _____



9. (Y) (N)

10. (Y) (N)

5. What is my change from \$2.35 if I spend 45¢? _____

10. Sue invites 40 people to a party. Only half of those she invites can come. How many people can come to Sue's party? _____

____ / 10

Total

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 79 \\ + 81 \\ \hline \end{array}$$

6. $3 \times 3 = 8 + \square$

2. $9 \times 1 = \square$

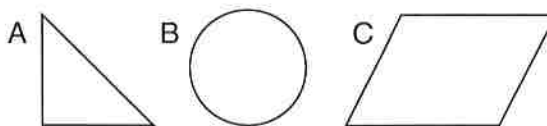
7. Is a pen longer or shorter than a meter?

3. $9 \times 10 = \square$

8. Could it be 92°F on a hot day?
Circle: yes no

4. What is 48 divided by 8?

9. Circle the parallelogram.



5. Make the smallest 4-digit number possible using each of the digits 0, 1, 2, and 3.

10. How many cups are there in 2 gallons?

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 161

- 239
- 32
- 320
- 9
- $200 + 60 + 4$
- 50
- true
- 10:09
- Number of Sides: 5
Number of Angles: 5
Number of Lines of Symmetry: 5
Name of Shape: pentagon
- 12

Day 162

- 23
- 60
- 0
- 682
- true
- 235
- January
- 9:30
- cylinder
- 7 crackers

Day 163

- 13
- 51
- 40
- 5
- $4,000 + 500 + 10 + 2$
- true
- false
- 12 inches
- base
- 231 students

Day 164

- 12
- 48
- 7
- 720
- \$1.90
-
- 7 feet

- 2 in.
- rectangle
- 20 people

Day 165

- 160
- 9
- 90
- 6
- 1,023
- 1
- shorter
- yes
- C
- 32 cups

Day 166

- 2
- 40
- 140
- 496
- \$22.50
- 19
- 1
- 8:50
- no
- 24 pizzas

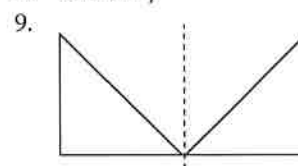
Day 167

- 68
- 36
- 160
- 9 twos
- \$0.80
- 58
- 5 inches
- 52 weeks
- The left shape should be circled.
- 990 words

Day 168

- 84
- 80
- 82
- 719
- greater than
- 34
- 20 minutes

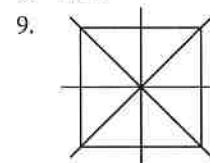
- February



- 5 cups

Day 169

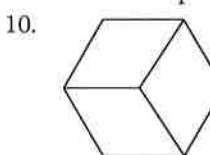
- 31
- 30 cans
- 90
- 5
- 3 ones or 3
- 36
- $3\frac{1}{2}$ in.
- inch



- \$17.05

Day 170

- 90
- 150
- 0
- 594
- \$1.10
- 3
- rooster
- 44 feet
- 113 fewer people



How can you recycle some materials?

Recycle, reuse, and reduce to save resources.

- 1. **Observe** the materials.
- 2. Brainstorm inventions you could make from the materials.



.....

.....

.....

- 3. Select one invention to make from the materials.
- 4. **Make a model** by drawing a diagram of your invention.

- 5. **Communicate** Share what your invention does.

Explain Your Results

- 6.  **Communicate** Describe how your invention uses recycled materials to save resources.

.....

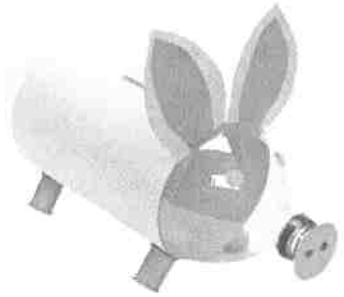
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Materials



Inquiry Skill
You can **make a model** to illustrate your ideas.

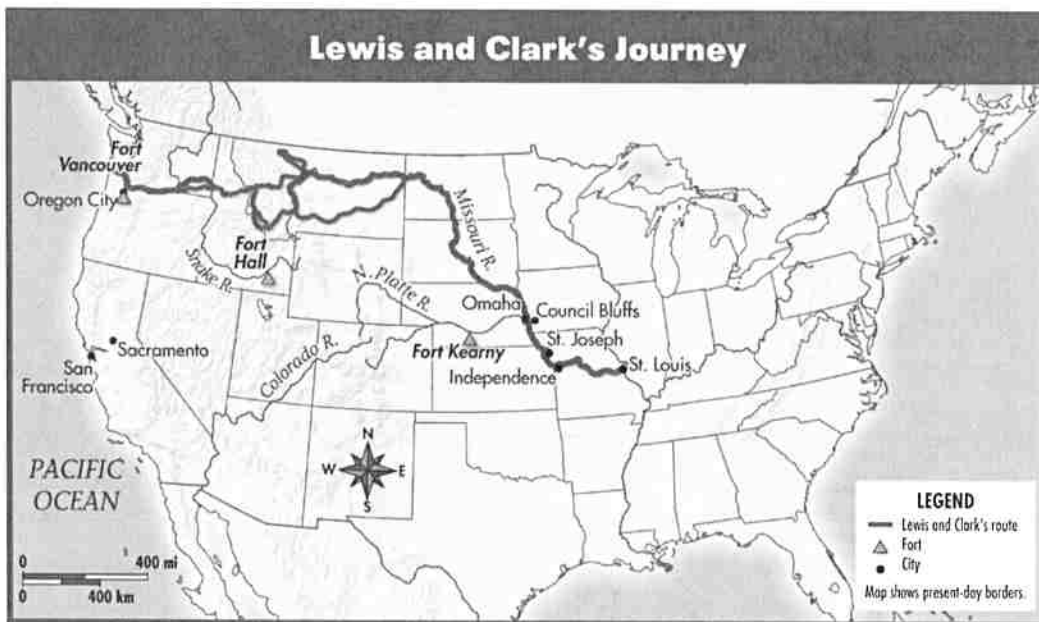


How do you travel from one place to another? You probably walk or ride in a car or bus. Long ago, explorers and settlers traveled by boat and by foot as they tried to learn about new lands.

Travel by Trails and Rivers

When Europeans arrived in North America in the 1500s, they knew nothing about the land. However, American Indians knew the land well. They traveled by boat on rivers and by foot on trails they had made.

The American Indians showed Europeans where to find what they needed. Later, explorers from Spain brought horses to North America. Horses made travel easier and faster.



As the country grew, many people wanted to explore the West. In 1803, President Thomas Jefferson hired Meriwether Lewis and William Clark to explore the land west of the Mississippi River. He asked them to learn about the American Indians and the land in the West.

Lewis and Clark set out in 1804 with about 48 other men. Sacagawea (sak uh juh WEE uh) was an American Indian who helped them understand the language of the American Indians they met.

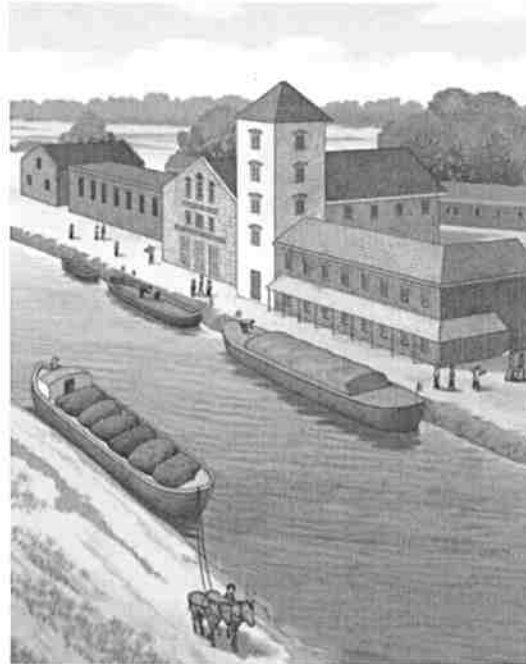
It took two years for Lewis and Clark to finish their trip. The map shows where they went.

Their stories spurred a great deal of interest about the West. People heard about the huge open spaces and the chance of getting land they could farm. Because of Lewis and Clark, many white settlers traveled to the West and set up new communities.

Rivers and Canals

In the early 1800s, rivers were an important way to carry heavy goods. However, some rivers were too narrow or too fast for big boats. Sometimes a canal was built to let boats get through safely. A **canal** is a waterway that is dug by people.

In 1825, the Erie Canal helped connect the Great Lakes to New York City. Goods from what are now Wisconsin and Michigan were shipped over the Great Lakes. The goods were then carried down the Erie Canal to the Hudson River and then on to New York City. Soon, New York City became an important port. A port is a town or city that has a place for ships to land.



The Erie Canal improved transportation of

Wagon Trains

Another form of transportation in the early 1800s was the covered wagon. Many people traveled to the West in wagon trains. A **wagon train** is a group of covered wagons that travels together for safety.

To make traveling west easier, Congress built the National Road. Many families began their trip on this paved road. It started in Maryland and ended in Illinois. From the end of the National Road, people traveled to the Oregon Trail, which began in Independence, Missouri. They followed this trail to Oregon.

The trip to Oregon took about six months. People faced harsh weather, sickness, and steep mountains. Although more than 12,000 people went west in the 1840s, a safer and faster way to travel was needed.

1. **READING CHECK** Identify and highlight ways in which people in communities met their needs for transportation.

Railroads Cross the Country

The first steam locomotive was built in 1804. Steam locomotives are trains that run with steam engines. As improvements were made over the next ten years, they became powerful and could go long distances. Soon, people began planning railroads.



Highways Cross the Nation

Many new roads were built in the United States in the 1800s. These roads made travel easier.

Some landowners built toll roads on their land. A **toll** is money that is paid for using a road. Tolls helped pay for building and fixing roads.

Word Wise

Compound Words A compound word is made up of two smaller words. Often you can figure out the meaning of a compound word by thinking about the meanings of the two smaller words. How does this method help you figure out the meaning of *highways*, *airplanes*, and *railroads*?

The roads were used much less, though, after railroads were built. However, they became important again when many people started driving cars.

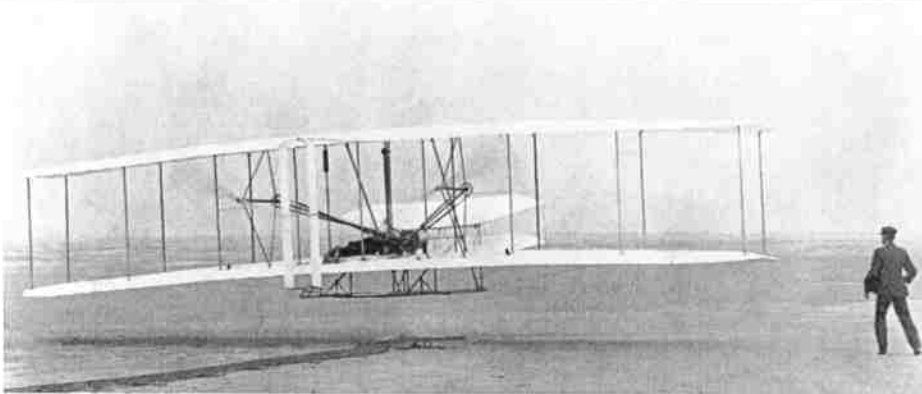
A huge highway system was finally built in the 1900s with money from the Federal-Aid Highway Act of 1956. At last, people could travel easily across the United States.

In 1863, two companies began building a railroad line across America. One company began east of the Mississippi River and one near the West Coast. On May 10, 1869, the two lines met in Promontory, Utah. The new railroad was called the transcontinental railroad. **Transcontinental** means “across the continent.”

Railroads were a big improvement over slow canal boats, muddy roads, and narrow trails. Now, people could travel quickly and safely from Omaha, Nebraska, to Sacramento, California.

2. **READING CHECK** Highlight the sentence that **identifies** what transcontinental means.

The Wright brothers' first successful flight was in Kitty Hawk, North Carolina.



3. **READING CHECK** **Draw Conclusions** Explain how travel changed in the 1900s.

Notebook

Airplanes

In the early 1900s, transportation **continued** to improve. Two brothers, Orville and Wilbur Wright, began building airplanes. On December 17, 1903, their first airplane flew. It stayed in the air for 12 seconds. Suddenly, people could fly!

The Wright brothers kept improving their **design**. The idea of traveling by airplane became popular.

Over the years, airplanes grew larger and more powerful. Today, jets carry people and items all over the world. A trip across the country, which once took months, now takes less than six hours.

Lesson 1 Check

4. **Draw Conclusions Analyze** each statement. Then write a conclusion you can draw about each statement.

Railroads were a big improvement over muddy roads.

Highways helped people travel across the United States.

Notebook

5. **Explain** why wagon trains were the best way to travel across the country in the early 1800s.

Notebook

6. Work in groups to **research** a mode of transportation. Use both print and digital sources. Use keyword searches, the table of contents, and the glossary or index to help you find information. Then **create** an advertisement for the mode of transportation as if it were brand new.

Notebook

Answer Key

1 New Ways to Travel

INTERACTIVITY
Participate in a class discussion to preview the content of this lesson.

Vocabulary
canal
wagon train
transcontinental
toll


Academic Vocabulary
continue
design

Unlock The BIG Question
I will know how new ways of traveling have changed people's lives.

Jumpstart Activity
Work with a partner. List as many types of transportation as you can think of. Put a check mark by those you have used.

Travel by Trails and Rivers
When Europeans arrived in North America in the 1500s, they knew nothing about the land. However, American Indians knew the land well. They traveled by boat on rivers and by foot on trails they had made.
The American Indians showed Europeans where to find what they needed. Later, explorers from Spain brought horses to North America. Horses made travel easier and faster.
Boats helped Lewis and Clark explore the West.

Lewis and Clark's Journey



As the country grew, many people wanted to explore the West. In 1803, President Thomas Jefferson hired Meriwether Lewis and William Clark to explore the land west of the Mississippi River. He asked them to learn about the American Indians and the land in the West.
Lewis and Clark set out in 1804 with about 48 other men. Sacagawea (sah uh juh WEE uh) was an American Indian who helped them understand the language of the American Indians they met.
It took two years for Lewis and Clark to finish their trip. The map shows where they went.
Their stories made many people want to move west. People heard about the huge open spaces and the chance of getting land they could farm. Because of Lewis and Clark, many people traveled to the West and set up new communities.



The Erie Canal improved transportation of goods and people.

Rivers and Canals

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Railroads were a big improvement over slow canal boats, muddy roads, and narrow trails. Now, people could travel quickly and safely from Omaha, Nebraska, to Sacramento, California.

2. **Reading Check** Underline the sentence that identifies what transcontinental means.

Word Wise

Compound Words
A compound word is made up of two smaller words. Often you can figure out the meaning of a compound word by thinking about the meanings of the two smaller words. How does this method help you figure out the meaning of *highways*, *airplanes*, and *railroads*?

Academic Vocabulary

continue • v., to keep on, extend
design • n., outline, plan, details

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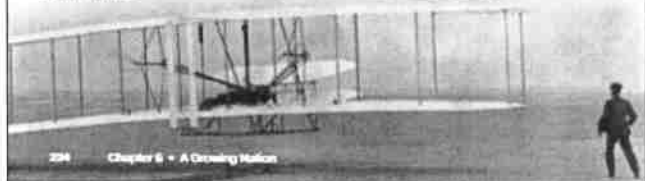
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Over the years, airplanes grew larger and more powerful. Today, jets carry people and items all over the world. A trip across the country, which once took months, now takes less than six hours.



3. **Reading Check** Draw Conclusions Explain how travel changed in the 1900s.
Highways made car travel easier, and people could travel faster by airplane.

Lesson 1 Check

INTERACTIVITY
Check your understanding of the key words of the lesson.

4. Draw Conclusions Analyze each statement. Then write a conclusion you can draw about each statement.
Railroads were a big improvement over muddy roads.
Railroads could move people and goods faster.
Highways helped people travel across the United States.
Highways made travel across the country easier.
5. Explain why wagon trains were the best way to travel across the country in the early 1800s.
Wagon trains probably made the trip safer because people could watch out for one another. They helped move goods more easily.
6. Work in groups to research a mode of transportation. Use both print and digital sources. Use keyword searches, the table of contents, and the glossary or index to help you find information. Then create an advertisement for the mode of transportation as if it were brand new.
Support students' research, and help students assess their work.