



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, 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.










<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](#)

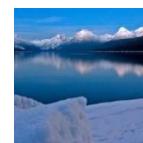
[Grand Canyon National Park](#)

[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](#)



3rd

# Student eLearning Activities Log Week 9 – May 18 – May 21

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	
Activities/ Assignments					

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



## Registro de actividades de aprendizaje electrónico semana 9 del 18 de mayo al 21 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 Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	
Actividades/ Tareas					

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

Name \_\_\_\_\_

equipment	accidental	purpose	respond
disasters	prevention	harmful	careless

**A. Read each clue. Then write the vocabulary word that best fits the clue.**

1. causing harm or pain \_\_\_\_\_
2. tools needed for a job \_\_\_\_\_
3. not planned \_\_\_\_\_
4. reason \_\_\_\_\_
5. react \_\_\_\_\_
6. sudden misfortunes \_\_\_\_\_
7. stopping \_\_\_\_\_
8. not paying attention \_\_\_\_\_

**B. Read the sentences below. Then edit them by crossing out the word or words that can be substituted with a vocabulary word. Write that word on the line.**

9. The winds from the strong storm were destructive and caused many trees to fall. \_\_\_\_\_
10. He was not paying attention and failed to answer all the questions on the test. \_\_\_\_\_

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Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

<b>Details</b>

↓

<b>Author's Point of View</b>
-------------------------------

Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

## True Teamwork

10 We try to predict, or know, about emergencies before they  
21 happen. They surprise us though. If we can't predict, we can  
21 still prepare. In an emergency, it is best to work as a team.

34 When people work together they can help more people.

43 On August 29, 2005, Hurricane Katrina struck Louisiana.

51 It was one of the strongest storms in 100 years. The wind, rain,  
64 and floods destroyed much of the Gulf Coast, and some people  
75 lost all they had. They lost their homes, clothes, cars, and more.  
87 These people needed help. Teams were formed to give relief, or  
98 help, to them. This was a hard time for the victims, or people  
111 hurt by the storm. Teams helped victims find food and shelter.

122 We do not always know when a storm, flood, or other event  
134 is coming. But there are teams who are always ready to help  
146 when they do. They know how to get food, water, and doctors to  
159 people. They work as a team to give help all over the world.

Name \_\_\_\_\_

It is good to know that there are teams who can help after a disaster. However, your family should still be prepared.

It is important to know how to work as a team in an emergency. Talk to

your neighbors. You can all work together to be prepared.

Working as a team is encouraging and gives you hope. You all have the same goal. It is a lot of work to prepare for an emergency alone. Your neighbors can work with you and this can make you feel better. You can all work together to be prepared. It is important to have a "Go Kit." Do you know what this is? It is a kit that has essential or important things you need to survive. It can have food, water, and flashlights in it. You might need a flashlight in an emergency. What if you forget one? If your neighbors have packed one, they can help you. This is working as a team.

Nobody knows when an emergency might happen. It could be today. It could be next year. Perhaps you might never need to use your Go Kit. Yet knowing that you and your neighbors can work as a team makes everyone feel better. People feel more secure working as a team in an emergency than working alone.



Win Henderson/FEMA photo

Name \_\_\_\_\_

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

**1. In the first paragraph, what does the author think about people working as a team? Circle the letter of the best answer.**

- a. The author thinks that only teams can predict emergencies.
- b. The author thinks it is best to work as a team.
- c. The author thinks that people should work alone.

**2. Based on the information in the fifth paragraph, what do you infer the author would think about neighbors not working as teams?**

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**3. How do your thoughts and beliefs about working as a team compare with the author's?**

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

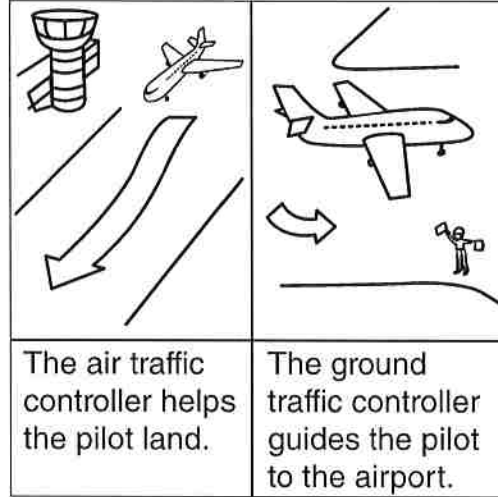
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Teamwork at the Airport

The pilot of a plane calls the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway and makes sure that there are no planes on it. If the runway is clear, the controller tells the pilot to land.

Once the plane is on the ground, the pilot talks to the ground traffic controller. The ground traffic controller looks for the best route away from the runway and guides the plane to the airport.



Answer the questions about the text.

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

\_\_\_\_\_

2. What text feature is included?

\_\_\_\_\_

3. What does the chart show?

\_\_\_\_\_

4. What does the ground traffic controller help the pilot do?

\_\_\_\_\_



Name \_\_\_\_\_

A syllable that ends in a consonant is called a closed syllable. Most closed syllables have a short-vowel sound. In words with a vowel-consonant-vowel (VCV) spelling pattern, the word is usually divided between the two consonants.

bas / ket

num / ber

hid / den

**A. Read each word. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.**

- |            |   |               |
|------------|---|---------------|
| 1. butter  | <input checked="" type="radio"/> a. but / ter | b. bu / tter  |
| 2. follow  | a. foll / ow                                  | b. fol / low  |
| 3. problem | a. prob / lem                                 | b. pro / blem |
| 4. rabbit  | a. rab / bit                                  | b. ra / bbit  |
| 5. lesson  | a. less / on                                  | b. les / son  |

Related words share a common root or base word. For example, the words *bicycle* and *tricycle* share the common root *cycl*.

**B. Read each pair of related words. Choose a word from the word box that is the common root for each pair of words. Write the word on the line. The first one has been done for you.**

vita

auto

act

gram

num

- |              |            |             |
|--------------|------------|-------------|
| 1. diagram   | hologram   | <u>gram</u> |
| 2. autograph | automobile | _____       |
| 3. vitamin   | vital      | _____       |
| 4. active    | react      | _____       |
| 5. renumber  | numeral    | _____       |



Name \_\_\_\_\_

**A. Read the draft model. Use questions that follow the draft to help you create a strong paragraph.**

### **Draft Model**

One of a police officer's duties is to stop crime. They have radios to tell them where a crime is happening. Police officers arrest criminals so they can't commit any more crimes.

1. What is the main idea of the draft model? What topic sentence could you add to show this?
2. Do all of the other sentences support the main idea? Should any be deleted?
3. How can you strengthen the connection between the supporting sentences and the main idea?
4. Why are police officers important to a community?

**B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.**

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Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *How are wildfires a danger to the environment and the people living in their paths?*

Like hurricanes, wildfires can be very harmful to the natural world, as well as to people. They are fast-moving and hard to keep up with when they start. They spread quickly, and they are very easy to start. It only takes a spark from a campfire, a dropped match, or a single lightning strike to start a blaze. And this blaze can destroy a forest filled with trees, plants, and animals. Wildfires are also very dangerous to people. They easily burn up homes and fields with crops. The firefighters who try to control fires cannot just stop the fire the way Windy Gale stopped the hurricane. The fire can harm them, too. It doesn't take much to start a wildfire, but once one is burning, the fire can be a real threat to wildlife and people.

Reread the passage. Follow the directions below.

1. **Circle** the sentence the student uses to introduce the topic.
2. **Underline** important facts and details in the paragraph that support the topic sentence.
3. **Draw a box** around the concluding statement that sums up the paragraph.
4. **Write** an example of correct pronoun-verb agreement on the line.

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Name Answer Key

equipment

accidental

purpose

respond

disasters

prevention

harmful

careless

**A. Read each clue. Then write the vocabulary word that best fits the clue.**

- |                           |                   |
|---------------------------|-------------------|
| 1. causing harm or pain   | <u>harmful</u>    |
| 2. tools needed for a job | <u>equipment</u>  |
| 3. not planned            | <u>accidental</u> |
| 4. reason                 | <u>purpose</u>    |
| 5. react                  | <u>respond</u>    |
| 6. sudden misfortunes     | <u>disasters</u>  |
| 7. stopping               | <u>prevention</u> |
| 8. not paying attention   | <u>careless</u>   |

**B. Read the sentences below. Then edit them by crossing out the word or words that can be substituted with a vocabulary word. Write that word on the line.**

9. The winds from the strong storm were destructive and caused many trees to fall. harmful
10. He was ~~not paying attention~~ and failed to answer all the questions on the test. careless

Name \_\_\_\_\_ *Answer Key* \_\_\_\_\_

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

**1. In the first paragraph, what does the author think about people working as a team? Circle the letter of the best answer.**

a. The author thinks that only teams can predict emergencies.

**(b)**. The author thinks it is best to work as a team.

c. The author thinks that people should work alone.

**2. Based on the information in the fifth paragraph, what do you infer the author would think about neighbors not working as teams?**

The author would want the neighbors to work together. That way

everyone can be more prepared and have hope.

**3. How do your thoughts and beliefs about working as a team compare with the author's?**

Possible response: I think everyone should work as a team in an

emergency. That way it is easier to help other people.

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

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

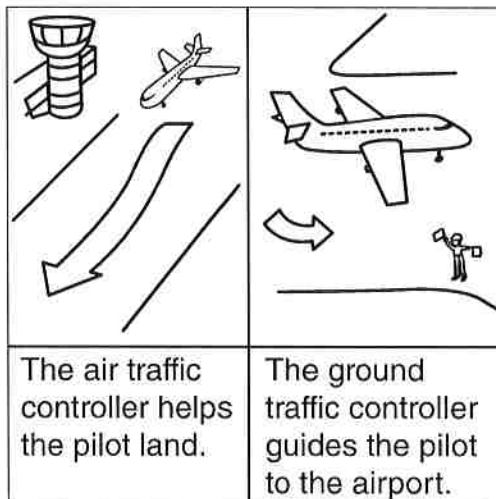
Name \_\_\_\_\_

*Answer Key*

## Teamwork at the Airport

The pilot of a plane calls the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway and makes sure that there are no planes on it. If the runway is clear, the controller tells the pilot to land.

Once the plane is on the ground, the pilot talks to the ground traffic controller. The ground traffic controller looks for the best route away from the runway and guides the plane to the airport.



Answer the questions about the text.

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

It tells how an airport crew works together to land a plane.

2. **What text feature** is included?

A chart

3. **What does the chart** show?

The chart shows who does what when a plane lands.

4. **What does the ground traffic controller** help the pilot do?

Get from the runway to the airport.



Name \_\_\_\_\_ *Answer Key*

A syllable that ends in a consonant is called a closed syllable. Most closed syllables have a short-vowel sound. In words with a vowel-consonant-vowel (VCV) spelling pattern, the word is usually divided between the two consonants.

bas / ket

num / ber

hid / den

**A. Read each word. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.**

- |            |  |   |
|------------|--|---|
| 1. butter  | <input checked="" type="radio"/> a. but / ter  | <input type="radio"/> b. bu / tter            |
| 2. follow  | <input type="radio"/> a. foll / ow             | <input checked="" type="radio"/> b. fol / low |
| 3. problem | <input checked="" type="radio"/> a. prob / lem | <input type="radio"/> b. pro / blem           |
| 4. rabbit  | <input checked="" type="radio"/> a. rab / bit  | <input type="radio"/> b. ra / bbit            |
| 5. lesson  | <input type="radio"/> a. less / on             | <input checked="" type="radio"/> b. les / son |

Related words share a common root or base word. For example, the words *bicycle* and *tricycle* share the common root *cycl*.

**B. Read each pair of related words. Choose a word from the word box that is the common root for each pair of words. Write the word on the line. The first one has been done for you.**

vita                  auto                  act                  gram                  num

- |              |            |  |
|--------------|------------|--|
| 1. diagram   | hologram   | <u>          <b>gram</b>          </u> |
| 2. autograph | automobile | <u>          <b>auto</b>          </u> |
| 3. vitamin   | vital      | <u>          <b>vita</b>          </u> |
| 4. active    | react      | <u>          <b>act</b>          </u>  |
| 5. renumber  | numeral    | <u>          <b>num</b>          </u>  |



Name \_\_\_\_\_

Answer key

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *How are wildfires a danger to the environment and the people living in their paths?*

Like hurricanes, wildfires can be very harmful to the natural world, as well as to people. They are fast-moving and hard to keep up with when they start. They spread quickly, and they are very easy to start. It only takes a spark from a campfire, a dropped match, or a single lightning strike to start a blaze. And this blaze can destroy a forest filled with trees, plants, and animals. Wildfires are also very dangerous to people. They easily burn up homes and fields with crops. The firefighters who try to control fires cannot just stop the fire the way Windy Gale stopped the hurricane. The fire can harm them, too. It doesn't take much to start a wildfire, but once one is burning, the fire can be a real threat to wildlife and people.

Reread the passage. Follow the directions below.

1. **Circle** the sentence the student uses to introduce the topic.
2. **Underline** important facts and details in the paragraph that support the topic sentence.
3. **Draw a box** around the concluding statement that sums up the paragraph.
4. **Write** an example of correct pronoun-verb agreement on the line.

Possible answers: They/are; they/start; They/spread; It/takes;

They/burn; It/doesn't take

# 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.  $50 - 25 = \underline{\hspace{2cm}}$

6. Fill in the missing number.

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

2. (Y) (N)

2.  $8 \times 3 = \square$

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

3. (Y) (N)

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

8. How many inches are there in a yard?  
\_\_\_\_\_

4. (Y) (N)

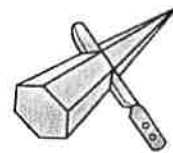
4. What is the numeral for five hundred thirty-four?  
\_\_\_\_\_

9. Name the shape of the cross-section.  
\_\_\_\_\_

5. (Y) (N)

5. Write 3,562 in expanded notation.  
\_\_\_\_\_  
\_\_\_\_\_

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

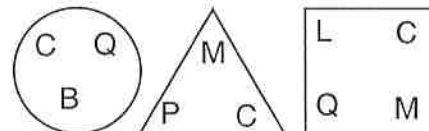


6. (Y) (N)

7. (Y) (N)

\_\_\_\_/10

Total



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

**DIRECTIONS** Solve each problem.

1.  $117 + 4 = \square$

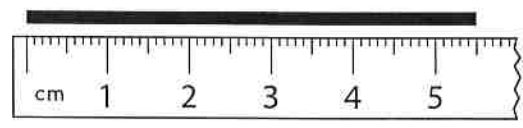
6.  $\square \div 6 = 8$

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**

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

**DIRECTIONS** Solve each problem.

SCORE

1. (Y) (N)

1.  $100 - 65 = \square$

7. Which has more mass: a pencil or a sheet of paper?

2. (Y) (N)

3. (Y) (N)

2. What is the product of 8 and 7?

8. Would you use cups or gallons to measure lemonade for the whole class?

4. (Y) (N)

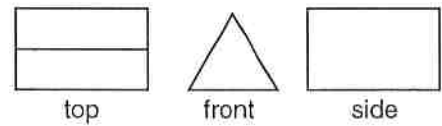
5. (Y) (N)

3.  $6 \times 5 = \square$

9. Look at the top, front, and side views. Is this a pyramid or prism?

6. (Y) (N)

4. What is the ordinal number right after 683rd?



7. (Y) (N)

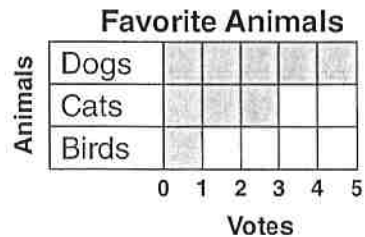
8. (Y) (N)

5. What is my change from \$1.00 if I spend 45¢?

10. Write a question using the data from the graph.

9. (Y) (N)

10. (Y) (N)



\_\_\_ / 10

Total

6.  $18 \div 9 = 1 \times \square$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**DIRECTIONS**

Solve each problem.

1. fifty + forty = \_\_\_\_\_

6.  $24 \square 66 = 90$

2. 
$$\begin{array}{r} 30 \\ \times 4 \\ \hline \end{array}$$

7. True or false? A tissue has an area of more than 1 m<sup>2</sup>.  
\_\_\_\_\_

3. How many wheels are there on 6 tricycles?  
\_\_\_\_\_

8. Could it be 85°F on a cold day?  
Circle: yes    no

4.  $8 \overline{)80}$

9. Circle the parallel lines on the capital H.

**H**

5. Write 5,270 in expanded notation.  
\_\_\_\_\_

10. Manuel weighs 62 pounds. He can play football when he weighs 85 pounds. How many more pounds will Manuel have to gain in order to play on the football team?  
\_\_\_\_\_

**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

1. 75
2. 48
3. 480
4. 719
5. \$10.50
6. -
7.  $1\frac{1}{2}$  yards
8. 2 hours 5 minutes
9. prism
10. yes

## Day 151

1. 82
2. 81
3. 10 feet
4. 8
5.  $\frac{1}{4}$
6. 5
7. 15 inches
8. meters
9. The left figure should be circled.
10. 63

## Day 152

1. 25
2. 24
3. 24
4. 534
5.  $3,000 + 500 + 60 + 2$
6. 351
7. 8
8. 36 inches
9. hexagon
10. C

## Day 153

1. 121
2. 52
3. 28
4. 10
5.  $2,000 + 90 + 4$
6. 48
7. true
8. 5.5 cm
9. chocolate
10. 48 inches

## Day 154

1. 35
2. 56
3. 30
4. 684th
5. \$0.55
6. 2
7. a pencil
8. gallons
9. prism
10. Answers will vary.

## Day 155

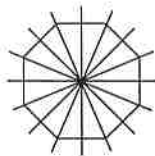
1. 90
2. 120
3. 18 wheels
4. 10
5.  $5,000 + 200 + 70$
6. +
7. false
8. no
- 9.



10. 23 pounds

## Day 156

1. 60
2. 35
3. 350
4. 593
5. 70¢
6. 3
7. minutes
8.  $9\text{ cm}^2$
- 9.



10. 8 months

## Day 157

1. 9
2. 75
3. 28
4. 7

5.  $7,000 + 20 + 1$
6. 18
7. 15 minutes
8. 6 L
9. Mon.: 35 tally marks  
Tue.: 30 tally marks  
Wed.: 45 tally marks  
Thur.: 20 tally marks
10. 5 times

## Day 158

1. 62
2. 15 fingers
3. 72
4. 181
5. \$1.55
6. 9
7. The right cupboard should be circled.
8. no
9. 8
10. 732

## Day 159

1. 22
2. 140
3. An array of 2 rows by 9 columns should be drawn.
4. 8
5. \$16.50
6. 6
7. The right floor should be circled.
8. 2 pints
9. intersecting lines
10. \$79.96

## Day 160

1. 45
2. 54
3. 64
4. odd number
5. 2 hundred or 200
6. 327
7. 3 pitchers
8. 48 hours
9. 8 angles
10. 16 people

### How does water temperature affect evaporation?

When water changes from a liquid to a gas, it evaporates.

- 1. **Predict** how water temperature affects evaporation.



.....

.....

- 2. Choose a water and fill the plastic cup halfway. Write your temperature on the cup.

- 3. Put the lid on the cup.

- 4. Put an ice cube on the lid.

- 5. **Observe** Describe what you see in your cup. Compare your results with other groups.


.....

.....

.....

.....

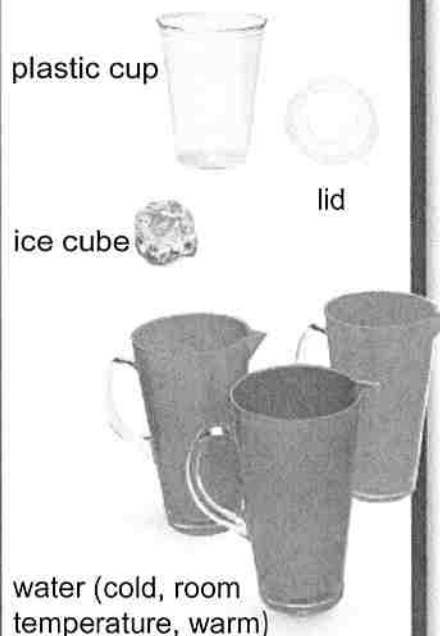
### Explain Your Results

- 6.  **Draw a Conclusion** How did water temperature affect evaporation?

.....

.....

### Materials



**Inquiry Skill**  
You use what you observe to help **draw a conclusion.**



## Lesson 1: What Makes a Community?



Where do you live? That's easy! You live in a community. A community is a place where people live, work, and have fun together.

Communities are alike in many ways. People in communities help each other. They care about the safety of their communities. They follow laws, or rules, to make their communities safe places to live, work, and play. Many people have jobs or businesses. For fun, people join clubs and sports teams, go shopping, and see movies.

A street found in the center of a community is convenient for all residents. These "main streets" are similar to others found throughout the United States.



## Why Communities Are Formed

People have settled in communities for many reasons. Some communities were formed so that people could be safe and have rules to follow. As new areas of our country were settled, people created laws and set up governments. Austin was formed to be the capital of the Republic of Texas. Other communities were formed so that people could be free to practice their religion. The Pilgrims came to this land to practice their religion freely.

People have also formed communities looking for material well-being, or the chance to live comfortably. Some settlers settled communities because of their location, or where they were. They



People enjoy spending time outdoors in their communities.

chose areas with good **natural resources**, or something in nature that is useful to people. Having bodies of water nearby offered food and enjoyment. Farmers settled where there was good soil to help them grow crops and raise animals.

Trees were also an important land resource. People used trees for building homes, schools, and stores. As people kept building, their communities continued to grow. All of these things contributed to their material well-being.

## Communities in Regions

Communities have been settled in all 50 states of the United States. You already learned about the five regions of the United States: the Northeast, the Southeast, the Midwest, the Southwest, and the West. There are different groups of states located in each region.

You probably remember that some states in the Northeast and West are located where there are many mountains. The Rocky Mountains in the West are some of the highest in the United States. The Appalachian Mountains in the eastern United States are the oldest mountains in the country. People like to settle near mountains because of the activities they can enjoy there. They can ski and sled in winter. In summer, they can go camping, hiking, or mountain climbing.



A mountain community during the fall

Beach communities are found in some regions along the shoreline, near the coasts. Some people settle there because they enjoy swimming or surfing. Others settle near the shoreline for job opportunities including fishing, food service, and tourism.

Some regions have communities located near mineral resources such as coal or iron. A **mineral** is a resource that does not come from an animal or a plant. Businesses that **produce** items made with minerals are located in these communities.

# People in Communities

People all over the world form communities. Many people in communities have jobs to earn money. Some work as doctors, teachers, or police officers. When people are not working, they enjoy different activities. People might **participate** in their favorite activities, such as gardening, riding bicycles, or playing a sport. Others might try activities they have never done before.

Many communities have **diverse**, or different, cultures. **Culture** is the way of life of a group of people. Some communities hold cultural festivals, parades, and fairs. Naperville, Illinois, for example, is a diverse community.

Every year it hosts the Midwest SOARRING Foundation Harvest Powwow. This celebrates American Indian culture through food, dancing, and the arts.



A dance from American Indian culture

1.  **READING CHECK** Fill in the chart with examples that **describe** your community.


My Community			
Land Resources	Water Resources	Work	Activities

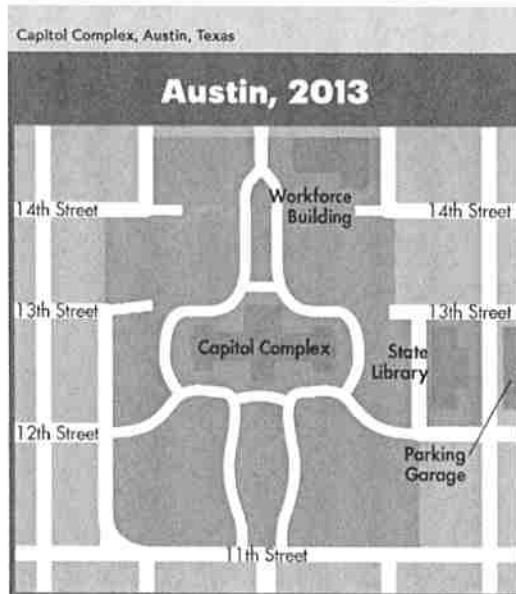
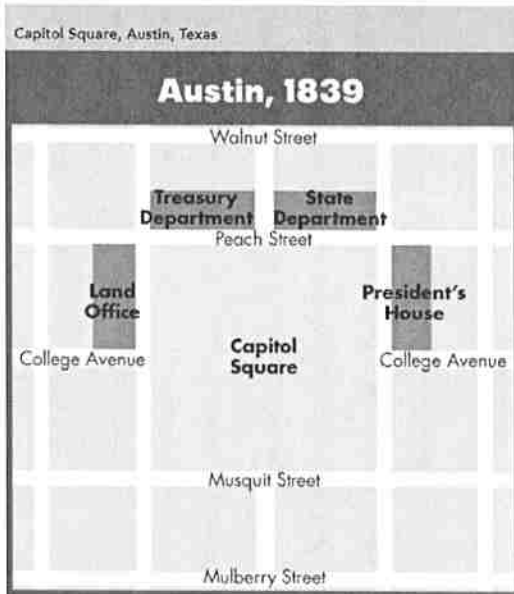
## Communities Change Over Time

Communities change over time. What was once an open field may be a parking lot. A small town could grow into a big city as more people settle there. New and different businesses open. A shop that sold farm supplies may now sell computers.

One thing has not changed over time: people want to make their community a better place. They might work at food banks or pick up litter.

You can find out how your community was settled and how it has changed. Read about it. Compare and contrast past and present images and maps. Interview people who have lived in your community for a long time.

2.  **READING CHECK** Compare the maps. Turn to a partner and discuss what may



## Lesson 1 Check

3. **Main Idea and Details** Describe two ways that communities can grow and change over time.

 Notebook

4. **Identify** three jobs people in your community have to earn money. Describe how these jobs make your community a better place.

 Notebook

5. **Explain** two reasons why communities have been formed. Then tell why you think your community was formed.

# 1 What Makes a Community?

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

**Debate The BIG Question**  
I will know ways in which communities are the same and different.

**Vocabulary**

- community
- location
- natural resource
- mineral
- diverse
- culture

**Academic Vocabulary**

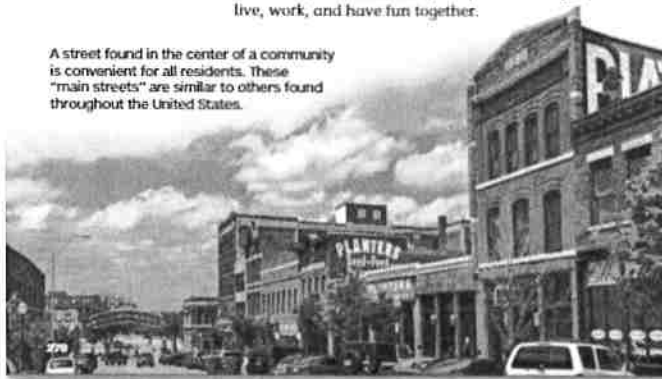
- produce
- participate

**Jumpstart Activity**

When you think of where you live, what are the first ideas that come to your mind? Make a list of words to describe where you live. Include words that tell about its location, streets, buildings, places, and people. Share your list with a partner.

Where do you live? That's easy! You live in a community. A **community** is a place where people live, work, and have fun together.

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A mountain community during the fall

**Academic Vocabulary**

- produce • v., to make or create

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A dance from American Indian culture

- Reading Check** Fill in the chart with examples that describe your community.

My Community			
Land Resources	Water Resources	Work	Activities
Answers	Answers	Answers	Answers
are based	are based	are based	are based
on the local	on the local	on the local	on the local
community.	community.	community.	community.



### Word Wise

#### Homophones

Homophones are words that are pronounced the same way but have different spellings and meanings. Find the word *their* in the second paragraph. *Their* and *there* are homophones. Write the meaning of each word.

### Communities Change Over Time

Communities change over time. What was once an open field may be a parking lot. A small town could grow into a big city as more people settle there. New and different businesses open. A shop that sold farm supplies may now sell computers.

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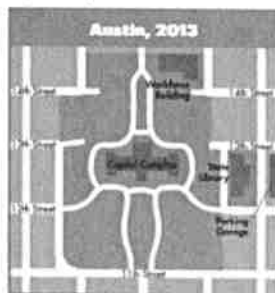
You can find out how your community was settled and how it has changed. Read about it. Compare and contrast past and present images and maps. Interview people who have lived in your community for a long time.

2. **Reading Check** Compare the maps. Turn to a partner and discuss what may have caused the Capitol area to change.

Capitol Square, Austin, Texas



Capitol Complex, Austin, Texas



### Lesson 1 Check

#### INTERACTIVITY

Check your understanding of the key ideas of this lesson.

3. Main Idea and Details **Describe** two ways that communities can grow and change over time.

Possible answer: People can change the land by building homes and businesses. The community might grow if more people keep coming to settle there.

4. **Identify** three jobs people in your community have to earn money. Describe how these jobs make your community a better place.

Possible answer: Teachers show us how to read, write, and do math. They also teach us how to behave.

Doctors help keep us healthy. Firefighters keep us safe.

5. **Explain** two reasons why communities have been formed. Then tell why you think your community was formed.

Possible answer: Communities were formed so people could be safe, free to practice their religion, or for their location. My community was formed for its location.