

































































































BSD Third Grade Remote Learning Packet (English)

<p>Dear Families, English</p> <p>This packet includes remote learning activities for your child for April 20-May 8. In addition to these daily lessons, we recommend that your child spends time each day reading independently, writing letters to friends or family, playing strategy or math games, playing outside, practicing mindfulness, and getting 60 minutes of physical activity. Your child's teacher may try to call you to answer questions. The packet is organized by:</p> <table border="1"> <tr> <td> 3-week calendar of activities</td> <td> Math Lesson (complete in one day)</td> <td> Reading Lesson (complete in one day)</td> </tr> <tr> <td> Social Studies Lesson (week-long)</td> <td> Science Lesson (week-long)</td> <td> Extra Activities</td> </tr> </table>	 3-week calendar of activities	 Math Lesson (complete in one day)	 Reading Lesson (complete in one day)	 Social Studies Lesson (week-long)	 Science Lesson (week-long)	 Extra Activities	<p>Estimadas Familias: Español</p> <p>Este paquete informativo incluye actividades de aprendizaje remoto para su hijo del 20 de abril al 8 de mayo. Además de estas lecciones diarias, recomendamos que su hijo pase tiempo todos los días leyendo independientemente, escribiendo cartas a amigos o familiares, jugando juegos de estrategia o matemáticas, jugando afuera, practicando mindfulness (concientización) y haciendo 60 minutos de actividad física. El maestro de su hijo puede intentar llamarlo para responder a sus preguntas. El paquete informativo está dividido de la siguiente manera:</p> <table border="1"> <tr> <td> Calendario de actividades para 3 semanas</td> <td> Lección de Matemáticas (complete en un día)</td> <td> Lección de Lectura (complete en un día)</td> </tr> <tr> <td> Lección de Estudios Sociales (para una semana)</td> <td> Lección de Ciencias (para una semana)</td> <td> Actividades Adicionales</td> </tr> </table>	 Calendario de actividades para 3 semanas	 Lección de Matemáticas (complete en un día)	 Lección de Lectura (complete en un día)	 Lección de Estudios Sociales (para una semana)	 Lección de Ciencias (para una semana)	 Actividades Adicionales	<p>اللغة العربية العائلات الكرام</p> <p>تتضمن هذه الحزمة أنشطة التعليم عن بعد لطفلك في الفترة من ٢٠٢٠/٤/٢٠ - ٢٠٢٠/٥/٨. بالإضافة إلى هذه الدروس اليومية، نوصي بأن يقضي طفلك الوقت كل يوم في القراءة بشكل مستقل، وكتابة الرسائل إلى الأصدقاء أو العائلة، أو لعب ألعاب ذات القوانين الاستراتيجية، الألعاب والمسائل الحسابية، أو اللعب خارج المنزل، والحصول على ٦٠ دقيقة من النشاط البدني. قد يحاول معلم طفلك الاتصال بك للإجابة على أسئلتكم. تم تنظيم الحزمة حسب الآتي</p> <p> تقويم الأنشطة لمدة 3 أسابيع</p> <p> درس رياضيات (أكمل في يوم واحد)</p> <p> درس القراءة (أكمل في يوم واحد)</p> <p> درس الدراسات الاجتماعية (لمدة أسبوع)</p> <p> درس العلوم (لمدة أسبوع)</p> <p> الأنشطة الإضافية</p>						
 3-week calendar of activities	 Math Lesson (complete in one day)	 Reading Lesson (complete in one day)																		
 Social Studies Lesson (week-long)	 Science Lesson (week-long)	 Extra Activities																		
 Calendario de actividades para 3 semanas	 Lección de Matemáticas (complete en un día)	 Lección de Lectura (complete en un día)																		
 Lección de Estudios Sociales (para una semana)	 Lección de Ciencias (para una semana)	 Actividades Adicionales																		
<p>Qoysaska Qaaliga ahow, Somali</p> <p>Xirmadan waxaa ku jiro howlaha waxbarista fog oo loogu talagalay ilmahaaga Abriil 20-Maajo 8. Marka lagu daro casharadan maalinlaha ah, waxaan kugula talineynaa in cunuggaaga waqti geliyo maalin kasta aqrinta iskiis ah, u qorista waraaqaha asxaabta ama qoyska, ciyaaro istaraatiijiyadda ama cayaaraha xisaabta, banaanka ku ciyaaro, barbarto feejignaanta, iyo helitaanka 60 daqiiqo oo jimicsi ah. Cunugaaga macalinka isaga ayaa laga yaabaa inuu ku soo waco si aad uga jawaabto su'aalo.</p> <p>Xirmada waxaa diyaariyay::</p> <table border="1"> <tr> <td> Jadwalka howlaha 3-isbuuc</td> <td> Casharka Xisaabta (mid dhameey maalinti)</td> <td> Casharka Aqrinta (mid dhameey maalinti)</td> </tr> <tr> <td> Casharka Cilmiga Bulshada (Isbuucodhan)</td> <td> Casharka Sayniska (Isbuucodhan)</td> <td> Howlaha Dheeraad ah</td> </tr> </table>	 Jadwalka howlaha 3-isbuuc	 Casharka Xisaabta (mid dhameey maalinti)	 Casharka Aqrinta (mid dhameey maalinti)	 Casharka Cilmiga Bulshada (Isbuucodhan)	 Casharka Sayniska (Isbuucodhan)	 Howlaha Dheeraad ah	<p>Уважаемые родители, Russian</p> <p>Этот пакет включает в себя занятия по дистанционному обучению вашего ребенка с 20 апреля по 8 мая. В дополнение к этим ежедневным занятиям мы рекомендуем, чтобы ваш ребенок каждый день проводил время за самостоятельным чтением, написанием писем друзьям или членам семьи, игрой в стратегические или математические игры, игрой на свежем воздухе, практикуя осознанность и получая 60 минут физической активности. Возможно учитель вашего ребенка вам позвонит, чтобы ответить на вопросы. Этот пакет составлен:</p> <table border="1"> <tr> <td> Календарь занятий на 3 недели</td> <td> Урок Математики (закончить за 1 день)</td> <td> Урок Чтения (закончить за 1 день)</td> </tr> <tr> <td> Общественные науки (на неделю)</td> <td> Естественные науки (на неделю)</td> <td> Дополнительные занятия</td> </tr> </table>	 Календарь занятий на 3 недели	 Урок Математики (закончить за 1 день)	 Урок Чтения (закончить за 1 день)	 Общественные науки (на неделю)	 Естественные науки (на неделю)	 Дополнительные занятия	<p>학부모님께, Korean</p> <p>다음은 학부모님의 자녀가 4월 20-5월 8일까지 하게 될 원격 학습 수업 및 활동들입니다. 이 매일의 수업 이외에, 혼자 책 읽기, 친구 또는 가족에게 편지 쓰기, 전략적 사고를 필요로 하는 게임 또는 수학 게임하기, 야외에서 놀기, 마음 수련하기, 60분 동안 신체 활동하기 등을 매일 할 것을 권장합니다. 학생의 선생님께서 학부모님의 질문에 답하기 위해 연락할 것입니다. 수업 및 활동들은 다음과 같이 짜여 있습니다:</p> <table border="1"> <tr> <td> 3주 동안 활동 캘린더</td> <td> 수학 수업 (하루에 하나 완성)</td> <td> 읽기 수업 (하루에 하나 완성)</td> </tr> <tr> <td> 사회 수업 (일주 동안)</td> <td> 과학 수업 (일주 동안)</td> <td> 과외 활동</td> </tr> </table>	 3주 동안 활동 캘린더	 수학 수업 (하루에 하나 완성)	 읽기 수업 (하루에 하나 완성)	 사회 수업 (일주 동안)	 과학 수업 (일주 동안)	 과외 활동
 Jadwalka howlaha 3-isbuuc	 Casharka Xisaabta (mid dhameey maalinti)	 Casharka Aqrinta (mid dhameey maalinti)																		
 Casharka Cilmiga Bulshada (Isbuucodhan)	 Casharka Sayniska (Isbuucodhan)	 Howlaha Dheeraad ah																		
 Календарь занятий на 3 недели	 Урок Математики (закончить за 1 день)	 Урок Чтения (закончить за 1 день)																		
 Общественные науки (на неделю)	 Естественные науки (на неделю)	 Дополнительные занятия																		
 3주 동안 활동 캘린더	 수학 수업 (하루에 하나 완성)	 읽기 수업 (하루에 하나 완성)																		
 사회 수업 (일주 동안)	 과학 수업 (일주 동안)	 과외 활동																		

亲爱的学生家庭： Chinese

这个数据包包括4月20日-5月8日为您孩子准备的远程学习活动。除了这些每天的日常课程外，我们建议您的孩子每天进行独立阅读，给朋友或家人写信，玩策略或数学游戏，在户外玩耍，练习正念及进行60分钟的体育锻炼活动。您孩子的老师可能会给您打电话来回答您的问题。


数据包包括：

 3周活动日历	 数学课程 (一天完成)	 阅读课程 (一天完成)
 社会学课程 (一周)	 科学课程 (一周)	 其他活动

保護者の皆様 Japanese

このパッケージには、4月20日から5月8日までのリモートラーニング（遠隔学習）アクティビティが含まれています。これらの毎日のレッスンに加え、以下を行うことを推奨します。読書、友人や親戚へ手紙を書く、算数に関連したゲームをする、外遊び、マインドフルネス、60分間の運動。ご質問があるか確認するため、教師より電話を差し上げることがあります。

パッケージは以下のように分類されています：

 3週間のアクティビティ	 算数のレッスン(1日で完了)	 リーディングレッスン(1日で完了)
 社会科学レッスン(一週間)	 理科レッスン(一週間)	 その他の活動

Thân gửi các gia đình, Vietnamese

Đây là những hoạt động học sinh cần để tham gia học Online (remote learning) từ 20 tháng tư đến 8 tháng năm. Ngoài các bài học thường ngày, các em nên dành thời gian đọc sách, viết thư cho bạn bè, gia đình, giải toán hay đặt ra các tình huống để có cách giải quyết, ra ngoài chơi, thả lỏng đầu óc và nhớ là nên vận động cơ thể 60 phút. Giáo viên có thể điện thoại tới nhà để trả lời những thắc mắc của phụ huynh.

Tài liệu được chuẩn bị bởi:

 Thời khoá biểu cho các hoạt động trong 3-tuần	 Toán (cần làm xong trong ngày)	 Đọc (Cần làm xong trong ngày)
 Khoa học xã hội Lesson (cho cả tuần)	 Khoa học (cho cả tuần)	 Các hoạt động phụ trội

3rd Grade Calendar



April 20-May 8

Week 1		
	Activities from the packet	Other Activities
Day 1	3rd Grade Book Club Learning Activity #1 Engineering Challenge: Tallest Tower	Play a math or strategy game
Day 2	Math Lesson 1	Work on Engineering Challenge Read 20 minutes
Day 3	3rd Grade Book Club Learning Activity #2	Work on Engineering Challenge Play a math or strategy game
Day 4	Math Lesson 2	Work on Engineering Challenge Read 20 minutes
Week 2		
	Activities from the packet	Other Activities
Day 5	3rd Grade Book Club Learning Activity #3 Grades 2 & 3 Social Studies: Storytelling	Play a math or strategy game
Day 6	Math Lesson 3	Work on Storytelling Read 20 minutes
Day 7	3rd Grade Book Club Learning Activity #4	Work on Storytelling Play a math or strategy game
Day 8	Math Lesson 4	Work on Storytelling Read 20 minutes
Week 3		
	Activities from the packet	Other Activities
Day 9	3rd Grade Book Club Learning Activity #5 Engineering Challenge: Build a Marble Run	Play a math or strategy game
Day 10	Math Lesson 5	Work on Engineering Challenge Read 20 minutes
Day 11	3rd Grade Book Club Learning Activity #6	Work on Engineering Challenge Play a math or strategy game
Day 12	Math Lesson 6	Work on Engineering Challenge Read 20 minutes

DAY 1- 3rd Grade Book Club

Hello Parents/Guardians,

A **Book Club** will be the focus for the next three weeks of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #1 (April 20):

1. After reading the summary of your book and flipping through the pages, what two questions do you have?

2. What predictions do you have about the book? What makes you predict that?

DAY 1- Engineering Challenge: Tallest Tower

Build the tallest tower using only newspaper and tape. The tower needs to stand on its own for at least 3 minutes.

Materials: 3 full sheets of newspaper or other large paper, 12 inches of tape.



Plan: What will your tower look like? Draw it here:

Predict: How high do you think your tower will be? Label it on your drawing above.

Make: Build your tower.

Test: How high did you build your tower? Measure its height in inches. _____

Reflect: What features made your tower stable? What did you learn about building a tall tower that you could improve?

Optional Extension:

Redesign: Using the same amount of materials that you did for your first tower, make a taller tower.

Challenge: Using the same amount of materials that you did for your first tower, build a tower that can stay standing in a wind (use a fan for the wind or blow on it very hard).



Directions: Read the story and then try and figure out the question in box #2.

Hints: By looking at the tiles (boxes) around the tables, how many of those squares would make up the desks? How can you prove it?

Challenge: What do you notice about the relationship among the desks? Does each student get the same amount of space? How do you know?

1. Mr. Forest is a third grade teacher and is ordering new tables for his classroom. He wants each table to seat four students. He sees some possible options in another third grade classroom down the hall and decides to check them out. He notices that the other classroom has the same large square tiles on the floor that his room does and he wonders if he can use that information to figure out how large the table top space is.

2. The grid lines in the picture on the next page are the floor tiles

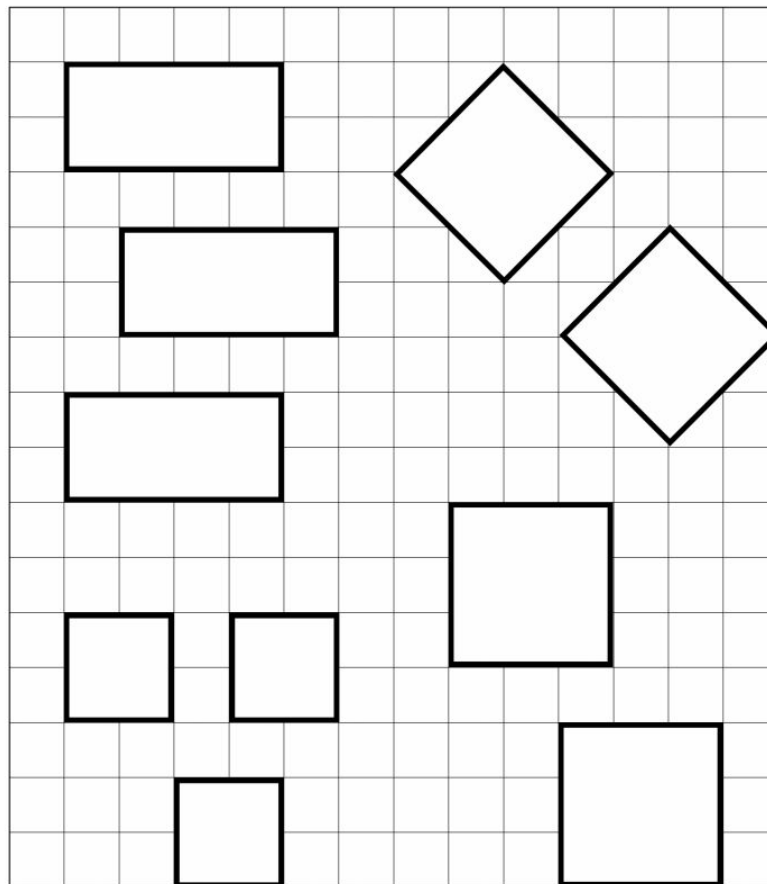
Each tile is 1 ft by 1 ft

How much workspace would each of the four students have at each table?

Show how you figured this out in the space below.

Appendix A – Mr. Forest's Tables

How can four students share each of these tables? How much space will each student have?



Day 3- 3rd Grade Book Club 

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #2 (April 22):

1. Choose a main character in your story and describe them. What character traits do they have? (*traits describe a person's behavior for instance - honest, brave, lazy, stubborn, kind*)

2. What makes you say that? What is your evidence from the text?



Directions: Read the story below and then try and figure out if the classrooms are the same size or different sizes.

Hints: How can you count the squares? Try not to count each square to figure this out.

Challenge: How can you use multiplication to figure out which room is bigger?

Mr. Forest and the art teacher, Ms. Suarez, have been chatting in the teacher's lounge. Ms. Suarez is thinking about rearranging her art tables.

Ms. Suarez says she doesn't think her room has as much space as Mr. Forest has in his classroom.

Mr. Forest disagrees. "Your room is just as big," he says. "I remember walking all around the edges when we hung up the students' pictures, and I'm sure it was the same distance around the room."

"That can't be right!" says Ms. Suarez. "Your room looks much larger, and I am sure there are more tiles needed to cover the floor's area."

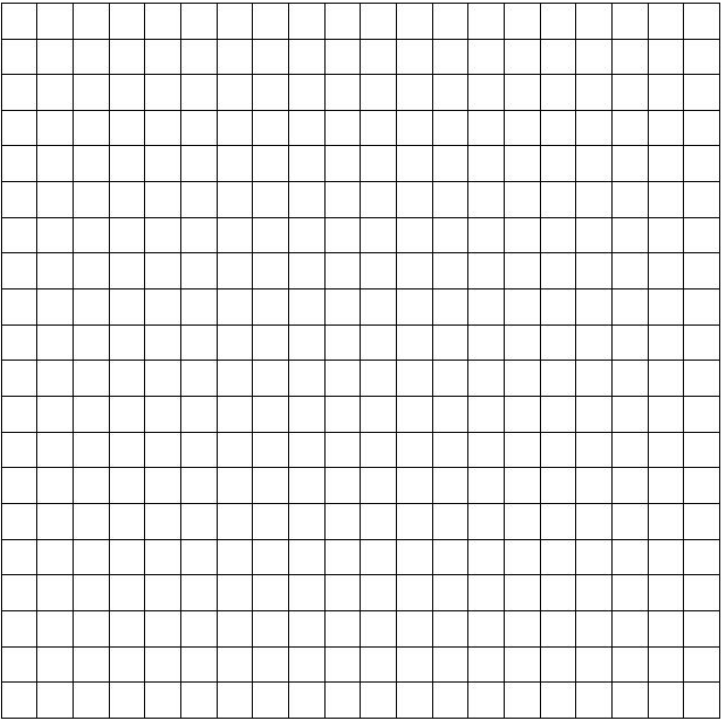
Mr. Forest's room is 20 feet long and 20 feet wide.

Ms. Suarez's room is a different shape and is 25 feet long and 15 feet wide.

Are the classrooms different sizes?

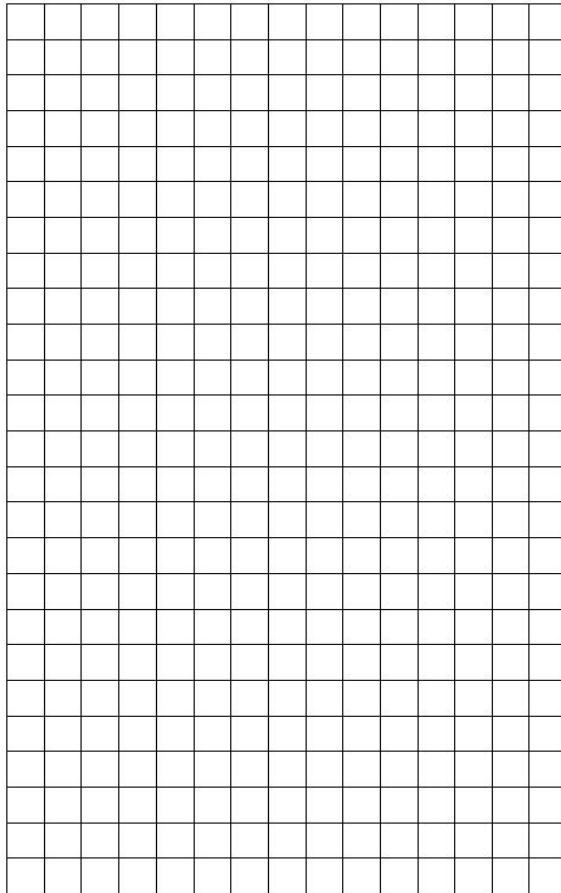
How can you prove it?

Mr. Forest's Room



See the next page for Ms. Suarez's Room.

Ms. Suarez's Room



Are the classrooms different sizes?

How can you explain to someone else how you figured out your answer? (What would you tell them?)

Do the classrooms take up the same amount of space (or area) inside the room? How do you know?

Was Mr. Forest remembering correctly when he said it was the same distance (or perimeter) around each room? How do you know?

Day 5- 3rd Grade Book Club 

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #3 (April 27):

1. In the box below, sketch or list a few characters you have been introduced to. Can you categorize them as primary characters (important ones...we will be getting to know them more in the story) or secondary characters (important, but we don't get to know them as well throughout the story)?

Day 5- GRADES 2 & 3 SOCIAL STUDIES



**this is a 1-2 week mini-project.*

Storytelling is a way of sharing and learning. People have been telling stories for thousands of years. Stories are a way of teaching and learning. **Stories have always played an important role in Native American culture.** Do you like stories?



Did you know?

Native Americans have lived here in Oregon for thousands of years.

There are 9 federally-recognized Native American tribes in Oregon today.

Beaverton is on the ancestral homeland of the Tualatin Kalapuya tribe (within the Confederated Tribes of Grande Ronde).

Many tribes have many different stories.

In many tribes, people called Elders are the most important storytellers and teachers. Elders are older adults that could be parents, grandparents, or teachers. **Do you have any favorite stories? What are they about?**

Your learning - choose one and go!

Option 1: Who are your Elders? If you can, talk with one of your Elders home or on the phone or computer. Or you can look at family photos if you have them.

- Is there a story that is important to your family, elders, or culture? What was the story about? What did you learn?



at

Option 2: You are living through history right now with COVID-19. What story will you tell about this time in history?

- What have you learned about yourself, family and friends during this time?

Your turn: Pick one story. Write the story or draw a picture and include some words. Share it with your family and teacher!



Directions: Read the story and then find the area and perimeter of the shapes.

Hints: The area is the amount of space the butcher paper will cover. The perimeter is the length of tape to go around the edges of each table. You can make smaller shapes out of the bigger shapes if needed.
Challenge: What relationships do you notice between the area, perimeter and shapes on Appendices E and F?


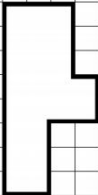

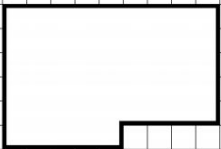






Ms. Suarez often covers her tables with butcher paper to protect them because many of her projects are messy.

She tapes along the edges (all along the perimeter) to hold the paper down. She wants to know the perimeter and the area of her tables so that she knows the sizes of the butcher paper and the length of the tape.

She is also planning to do a mural project, so she needs to make large tables to fit the art. She pulls some of the smaller tables together to make larger tables.

What would the area of these new tables be and what is the perimeter?

Fill in both appendices below.

Table	Area of the table (space inside)	Perimeter of table (distance around the edges)		Table	Area of the table (space inside)	Perimeter of table (distance around the edges)
						
						
						
						
						
						
						

When the tables were pushed together (Appendix E), did the area change? Did the perimeter change?

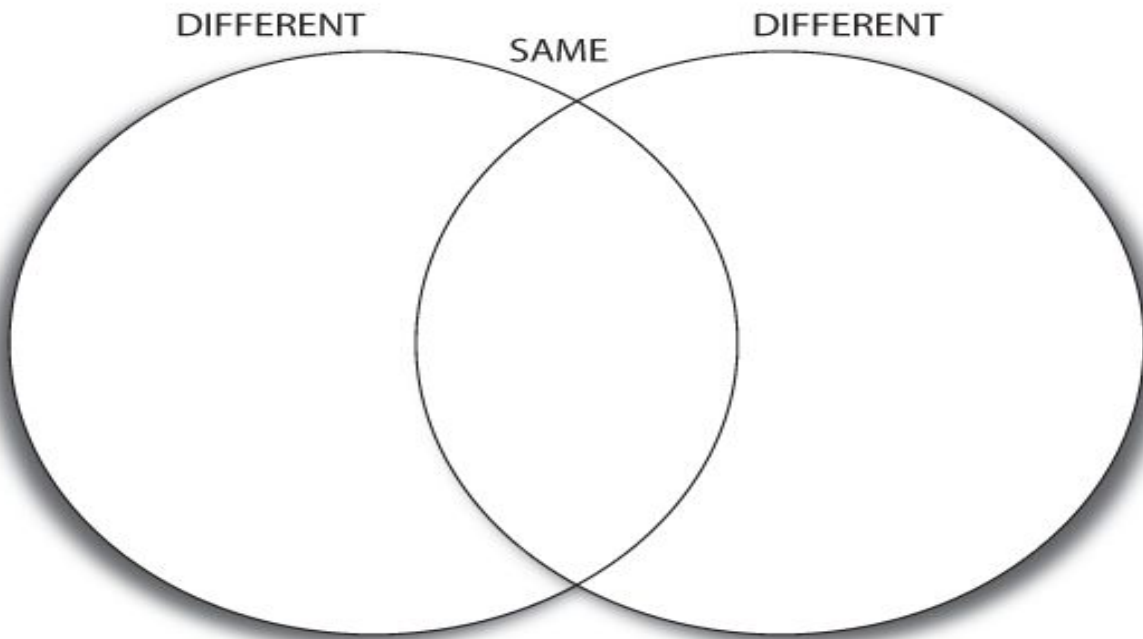
What was your strategy to find the area in Appendix F?

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #4 (April 29):

1. Think of another book you have read or a TV show you watch. Is there a character in that book or TV show that reminds you of a character in your book? Compare and Contrast a character from the book you reading now with a character from another book or TV show. You can use the Venn Diagram below to compare and contrast.

Venn Diagram





Directions: Read the story and then show proof if the students need other measurements or not.

Hints: The area is the amount of space inside the field and blacktop. The perimeter is the length around the field and blacktop.

Challenge: Is there a relationship between the field and the blacktop?

There is a field and a blacktop (paved) area behind the school for sports and other outdoor activities.

Two of Mr. Forest's students measure and find that the side of the field closest to the school (running east/west) is 50 meter long.

The side going back away from the school (running north/south) is 30 meters long. Two of Mr. Forest's students are discussing the area and perimeter of the field.

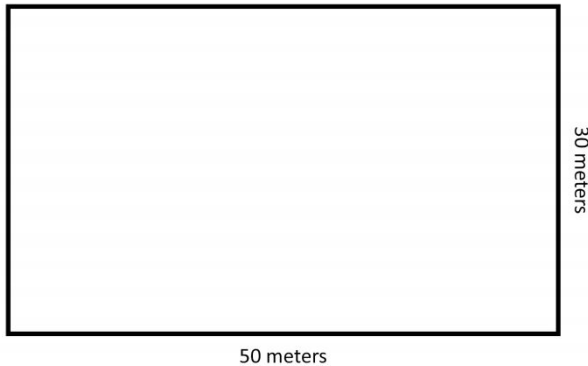
They also measure the blacktop area and find that one side is 20 meters long and the other side is 5 meters.

"That's it!" says Sadia. "Let's go back inside and find the area and perimeter."
"Are you sure we have enough information?" ask Aniyah.

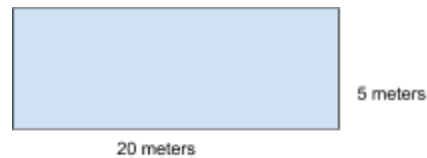
"Yes!" responds Sadia.

Do they only need those two measurements to find the area and the perimeter?

The field in the back of the school.



The blacktop area in the back of the school.



Can you find the perimeter and area of the field and the blacktop with only the measurements listed? Show how you figured it out below. (pictures are not to scale)

Day 9- 3rd Grade Book Club 

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #5 (May 4):

1. Now that you are nearing the end of your book, what kind of person is your main character? How do you know this?

2. Has your character changed from the beginning of the book? Use details from the story to support your answers.

Day 9- Engineering Challenge: Build a Marble Run

Build a marble run that will allow a marble to move from one place to another without falling.

Materials: You will need materials to make the ramps and tubes. This can be cardboard tubes, rolled recycled paper, or cereal or tissue boxes that you cut apart to make ramps. You can also use paper cups, recycled cans and milk cartons. You will also need tape, scissors, and a marble or small ball.

Plan: How are you going to build your marble run? Will it be able to stand on its own or will it be attached to a wall, your refrigerator, or a table and chairs? Where do you want the marble run to start, and where do you want it to finish?



Make: Cut some pieces of tape so you have them handy to use. If you need to cut some tubes in half to make ramps, do that first. Then build your run!

Test: This is the most fun part. Test your run. Did your marble stay on the run? Do you need to make adjustments to your run so the marble makes it all the way to the end?



Reflect: What did you learn when you were building this marble run?

Optional/Extension:

Redesign: Try to redesign your run so the marble takes a longer or a faster time to get to the end. What did you change so that you met your goal?



Today's Story and Directions: Read the story and then fill in the chart for area and perimeter.	Hints: Can you draw a picture of the tables and label the dimensions? Challenge: What do you notice about the relationships among the tables?
--	--

<p>Mr. Forest has finally made his decision on what tables to order for his classroom. He orders twelve 2 x 4 tables for his room. To celebrate at the end of the year, he and his students will carry the tables out to the field.</p> <p>In the morning, the students carry out 6 tables to put the food on. They create 2 bigger tables; one for the food and one for the drinks.</p> <p>Table Dimensions: Food Table: 2 ft wide and 12 ft long Drink Table: 4 ft wide and 6 ft long</p>	<p>In the afternoon, they put the remaining six tables together for the students to sit at one big table. They discover there are a few possible big rectangle tables they could make!</p> <p>Big Rectangle Table Dimensions (4 Options): Option 1: 2 ft wide by 24 ft long Option 2: 4 ft wide by 12 ft long Option 3: 6 ft wide by 8 ft long Option 4: 8 ft wide by 6 ft long</p> <p>How much brown paper will it take to cover the food and drink tables from the morning? How much tape will go around the edges?</p> <p>How much brown paper and tape will it take for each of the big rectangle tables they could make in the afternoon?</p>
--	---

Show your work on the next page.

Table Dimensions:	Area of the Table (brown paper needed)	Perimeter of the Table (tape around the edges)
2 feet wide and 12 feet long (food table)		
4 feet wide and 6 feet long (drink table)		
2 feet wide and 24 feet long (option 1)		
4 feet wide and 12 feet long (option 2)		
6 feet wide and 8 feet long (option 3)		
8 feet wide and 6 feet long (option 4)		

After finding the area and perimeter of the shaded tables above, which table do you think would be best for the students to sit together in the afternoon? Why?

Page to show work from Lesson 5.

Day 11- 3rd Grade Book Club 

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #6 (May 6):

1. What is an important lesson that readers can learn from this story?

2. Write about a life lesson the character learned. Explain how a part of the story shows this lesson. Support your answer with evidence from the text.



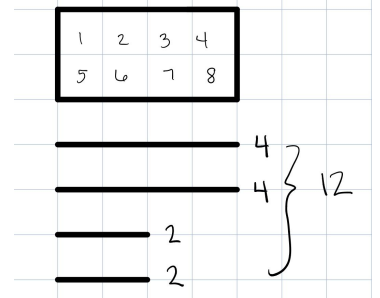
Today's Story and Directions:

- Anna is a gardener. She wants to create a garden box for her spring vegetables.
- The area needs to be 12 square feet.
- Help design different gardens that are 12 square units and figure out how much wood will be needed to make the garden box.



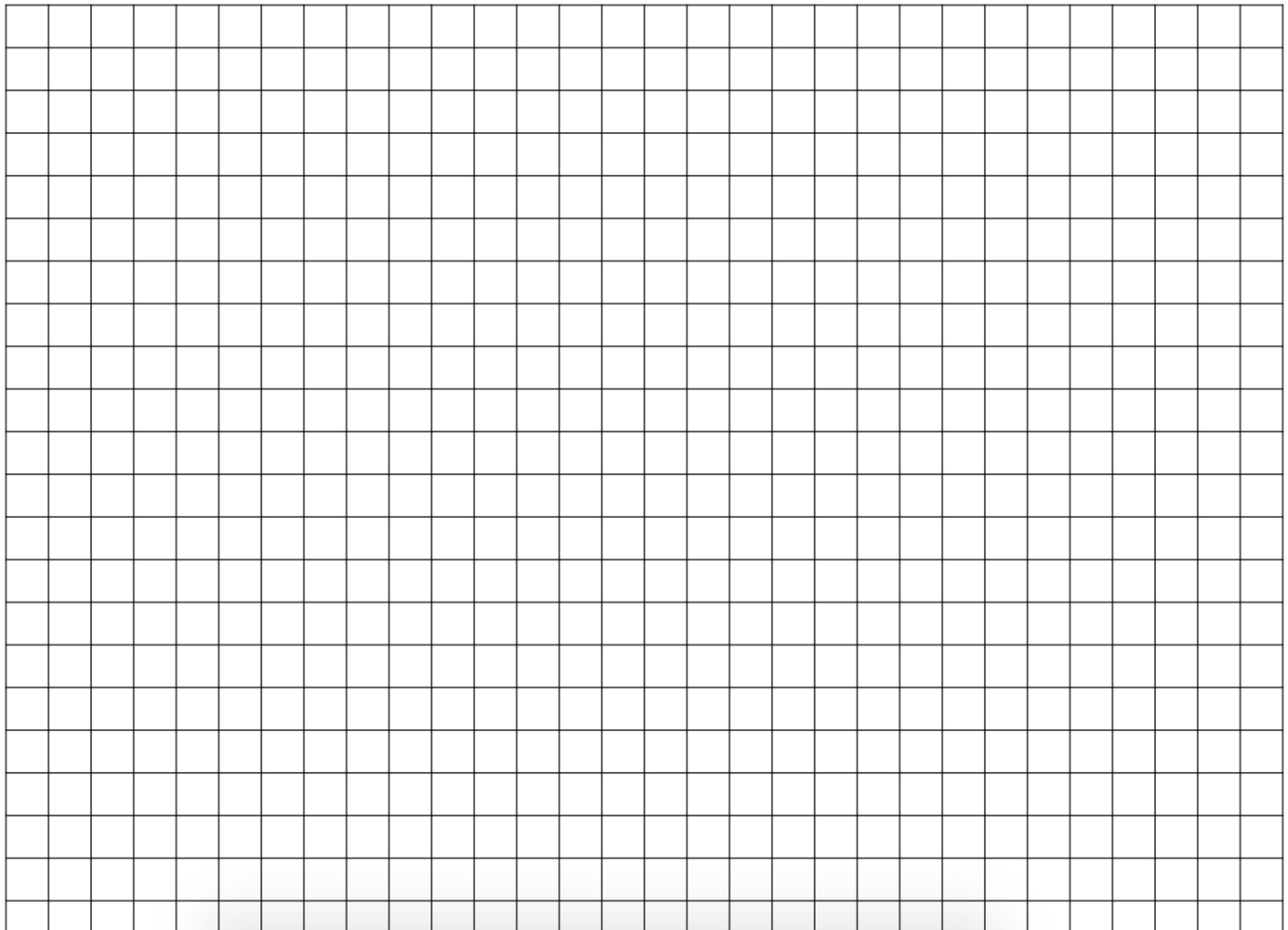
Hints:

Example: This garden box would have an area of 8 square feet. It would need two pieces of wood that are 4 feet long and two pieces that are 2 feet long, for a total of 12 feet of wood.



Challenge: Which garden design do you think would be the best? Write a letter to Anna explaining why it would be the best design.

Use the graph paper below to show gardens that are 12 square feet in area and figure out how many feet of wood is needed to go around the box:



Name _____



Proofreading statements
and questions

A Happy Camper







Complete:

Every sentence begins with a _____.

A statement ends with a _____.

A question ends with a _____.

Uh oh! Dalton was in a hurry when he wrote this letter. Help him find 10 mistakes. Circle them.

	<p>Dear Mom and Dad,</p> <p>camp is so cool? today we went swimming? do you know what the best part of camp is. i think fishing is my favorite thing to do. did you feed my hamster. I really miss you?</p> <p style="text-align: right;">Love, Dalton</p>	
		

Now choose two questions and two statements from Dalton's letter. Rewrite each correctly.

1. _____
2. _____
3. _____
4. _____



On another sheet of paper, write a letter to a friend or family member. Include two statements and two questions.



Wagon Train

Will and Kate thought it would be a great adventure to travel west with the wagon train. In the spring of 1880, their family left their home in Pennsylvania and joined a wagon train headed for California. For months, their only home was the wagon. A large canvas was spread over metal hoops on top of the wagon to make a roof. Will helped his father oil the canvas so that the rain would slide off and keep them dry inside. Each day Kate and Will gathered wood as they walked beside the wagon. In the evening when the wagons stopped, Kate and her mother built a campfire for cooking supper. They hauled supplies with them so that they could cook beans and biscuits. Sometimes the men went hunting and brought back fresh deer meat or a rabbit for stew. When it rained for several days, the roads were so muddy that the wagons got stuck. There was always danger of snakes and bad weather. There were rivers and mountains to cross. There was no doctor to take care of those who got sick or injured. Will and Kate were right. Traveling with a wagon train was a great adventure, but it was a very hard life.

Unscramble the words to make a complete sentence that tells the main idea.

wagon dangerous. on a Life hard and was train _____

Choose a word from the wagon to complete each detail.

1. _____ the canvas

2. _____
wood

3. _____ over a
campfire

4. _____ supplies

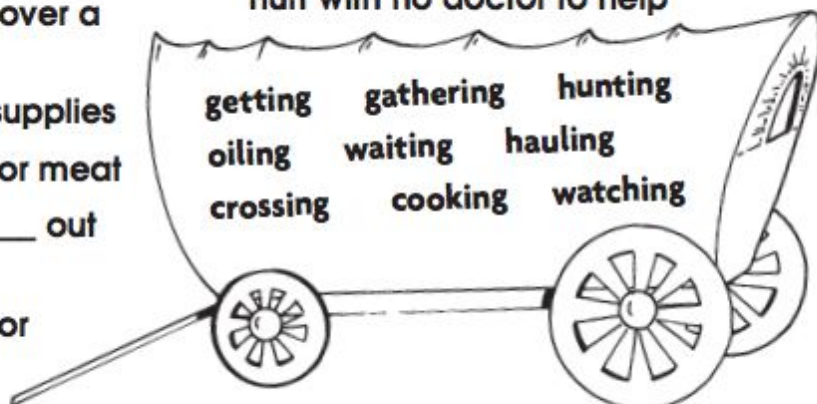
5. _____ for meat

6. _____ out
for snakes

7. _____ for
the rain to stop

8. _____ rivers
and mountains

9. _____ sick or
hurt with no doctor to help



Catch Me If You Can

Read the social studies article.

Then follow the directions in the Text Marking box.

Children all over the world enjoy running. This has been true throughout history. The pleasure of this kind of play eventually led to the creation of “chase” games. In these contests, one child would run from another to avoid being caught.


The names of chase games may have changed over time. But some of them are played today much like they were years ago.


During the 1800s, *Hunt the Hare* was a popular chase game. In it, one child ran from another around the outside of a circle of players holding hands. The “hare” raced to avoid capture. One way to safety for the hare was to duck under the players’ hands to get inside the circle. What game do you play today that reminds you of *Hunt the Hare*?

Other simple chase games were versions of the game we know as *Tag*. *Touch Wood* is an example. Runners in that game could escape being tagged by touching a tree or a fence. What kind of object might have saved a runner in *Touch Iron*?

Text Marking

Find the main idea and supporting details.

 Circle the main idea in each paragraph.

 Underline supporting details for each main idea.



Children playing a chase game in 1899

Catch Me If You Can

► Answer each question. Give evidence from the article.

1 Which of the following would also make a good title for this article?

- ☐ A. Games for Children ☐ C. Chase Games Throughout History
☐ B. Hunt the Hare ☐ D. Circle Games

What in the text helped you answer? _____

2 Which thing might a player tag for safety in a game of *Touch Iron*?

- ☐ A. an ironing board ☐ C. a maple tree
☐ B. a chain-link fence ☐ D. a rabbit

What in the text helped you answer? _____

3 Why have chase games always been popular?

4 Explain in your own words what *Hunt the Hare* and *Touch Wood* have in common.

Synonyms

foe	purchase	absent	feeble	sturdy
vast	drowsy	prank	annual	reply

A **SYNONYM** IS A WORD THAT MEANS THE SAME OR ALMOST THE SAME AS ANOTHER WORD.

When you **purchase** something, you buy it.

A **foe** is an enemy. / If something is **vast**, it is huge.

Drowsy means the same as sleepy.

If you are **absent**, you are missing.

A **prank** is a trick. / If you are **feeble**, you are weak.

An **annual** event is a yearly one.

If something is **sturdy**, it is strong. / A **reply** is an answer.



A. Read the word in the first column. Find and circle two other words that mean almost the same thing

1. prank	joke	parade	trick
2. foe	friend	enemy	opponent
3. reply	answer	request	respond
4. feeble	foolish	weak	frail
5. drowsy	sleepy	drippy	tired
6. sturdy	weak	strong	tough
7. vast	huge	enormous	short

B. Cross out the word in each box that does not belong.

1.	gone	absent	missing	here
2.	buy	get	dunk	purchase

Homophones

ant	stake	peak	council	threw
aunt	steak	peek	counsel	through

A **HOMOPHONE** IS A WORD THAT SOUNDS LIKE ANOTHER WORD BUT HAS A DIFFERENT MEANING AND A DIFFERENT SPELLING.

A **stake** is a stick that you drive into the ground.

A **steak** is meat that people eat.

The top of a mountain is a **peak**.

If you **peek** at something, you look at it.

A **council** is a group of people that plans something.

A parent or teacher can **counsel** you about a problem.


Threw is the past tense of *throw*. / You can walk **through** a door.


We both like picnics though!





An **ant** is an insect; an **aunt** is a female person.

A. Complete each riddle with a vocabulary word. Use the picture to help you.

1.  I sound like *aunt*,
but I am an _____.

2.  I sound like *peek*,
but I am a _____.

3.  I sound like *stake*,
but I am a _____.

4.  I sound like *counsel*,
but I am a _____.

B. Read the words in each row. Then write a vocabulary word that is a synonym.

1. post, stick, pole _____

2. glance, look, see _____

3. tossed, heaved, flung _____

4. advise, discuss, consult _____

Homophones

ant	stake	peak	council	threw
aunt	steak	peek	counsel	through

A. Use what you know. Write the best word to complete each sentence.

1. The bus drove _____ many towns.
2. It took hours for the climbers to reach the _____.
3. An _____ is a sister of your mother or father.
4. Donna _____ the trash in the basket.
5. The _____ met to elect a new leader.
6. Put a _____ in the ground to mark the boundary.
7. An _____ can carry food that weighs more than it does.
8. Take a _____ at this picture.
9. The president looked to his advisors for _____.
10. Dad will grill a _____ for supper.

B. Read each question. Choose the best answer.

- | | | |
|------------------------------|----------------------------------|---------------------------------|
| 1. Who is a relative? | <input type="checkbox"/> ant | <input type="checkbox"/> aunt |
| 2. What's at the top? | <input type="checkbox"/> peak | <input type="checkbox"/> peek |
| 3. Who threw the ball? | <input type="checkbox"/> pitcher | <input type="checkbox"/> batter |
| 4. What can you see through? | <input type="checkbox"/> wall | <input type="checkbox"/> window |



Writing to Learn

Choose two vocabulary words. Use them in a comic strip that you create.

“How Did That Taste, Doggie?”

Read the life science essay.

Then follow the directions in the Text Marking box.

If you have ever spent any time with dogs, you have noticed how much better their sense of smell is than yours. They can smell things before you do. They can detect smells that you cannot. But how does a dog's sense of taste compare with ours?

Their sense of taste is not as good as ours. You get one clue simply by watching them gobble up food as if they are starving and don't seem to even taste what they are wolfing down. Well, dogs just don't seem to care much about taste. That's because they have fewer taste buds than you do.

Taste buds are groups of cells that let us know how things taste. They tell us whether foods are sweet, salty, sour, bitter, or savory. Taste buds are located on the surface of the tongue. There are also some on the roof of the mouth and in the back of the mouth. The more taste buds you have, the better your sense of taste is. Whereas humans have about 9,000 of these, canines have about 1,700.

But compared to cats, dogs are foodies. Poor cats have only about 470 taste buds in their mouths.



A puppy wolfing down dinner

Text Marking

Find the main idea and supporting details.



Circle the main idea in each paragraph.



Underline supporting details for each main idea.

“How Did That Taste, Doggie?”

► Answer each question. Give evidence from the essay.

- 1 Which of the following words has the same meaning as *detect* (paragraph 1)?

☐ A. avoid ☐ B. enjoy ☐ C. identify ☐ D. taste

What in the text helped you answer? _____

- 2 Which statement is *true* about the connection between number of taste buds and the ability to taste different things?

☐ A. An animal with more taste buds has a weaker sense of taste.
☐ B. An animal with more taste buds senses more kinds of smells.
☐ C. The fewer taste buds an animal has, the weaker its sense of taste.
☐ D. There is no connection because all animals can taste the same things.

What in the text helped you answer? _____

- 3 In your own words, explain what you think it means to “wolf down” food.

- 4 Suggest a different title that would work for this piece. Explain your thinking.

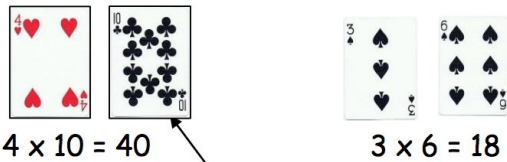
Third Grade Math Games☆

Multiplication Top-It

Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Each player turns over two cards and multiplies to get a product. The player with the largest product wins all the cards. Continue until all the cards are gone.



Player 1 wins all four cards.

Make the game easier by taking higher digit cards out of the deck. Make the game harder by playing with 2-digit x 1-digit multiplication.

101 and Out







Players 2

Materials: 1 die, scratch paper







How to Play: Copy the game board below. Roll the die six times. Each roll has to count. You can count the rolls as either ones or tens. Keep a running total as you play. The closest to 101 *without going over* wins.

1	1 or 10	4	4 or 40
2	2 or 20	5	5 or 50
3	3 or 30	6	6 or 60

Player 1

											
10	+	50	+	4	+	20	+	4	+	3	=
Total <u>91</u>											

Player 2

											
50	+	6	+	10	+	30	+	2	+	4	=
Total <u>102 so out</u> Player 1 wins!											

Pig



Players 2

Materials: 2 dice, scratch paper to keep score

How to Play: Be the first one to reach 100 points! Players take turns rolling two dice and finding their sum. On a turn, a player can keep rolling - be a PIG - and add to their score. But beware - if a player rolls a 1 on either dice, all points for that turn are lost.

Examples:

Joe rolls so his is 5.

He keeps rolling, and gets for 6 points.

Now his running score is 11. He can stop at 11 or keep going.

He rolls one more time, for 9 points.

Now his score is 20. He decides to stop and keep 20 for his score that round.

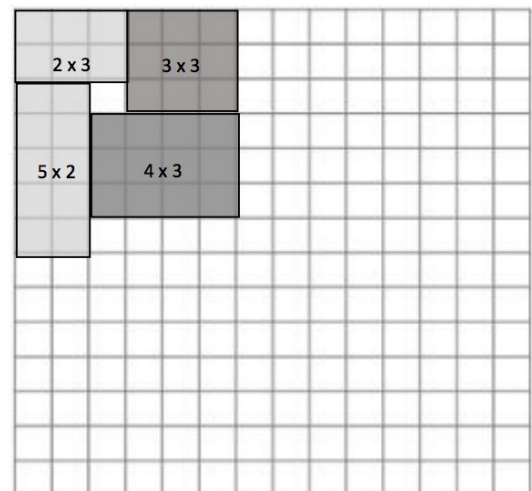
Jane rolls for 11 points. She rolls one more time and gets a Since she rolled a 1, her score is 0 for that round.

Block Out

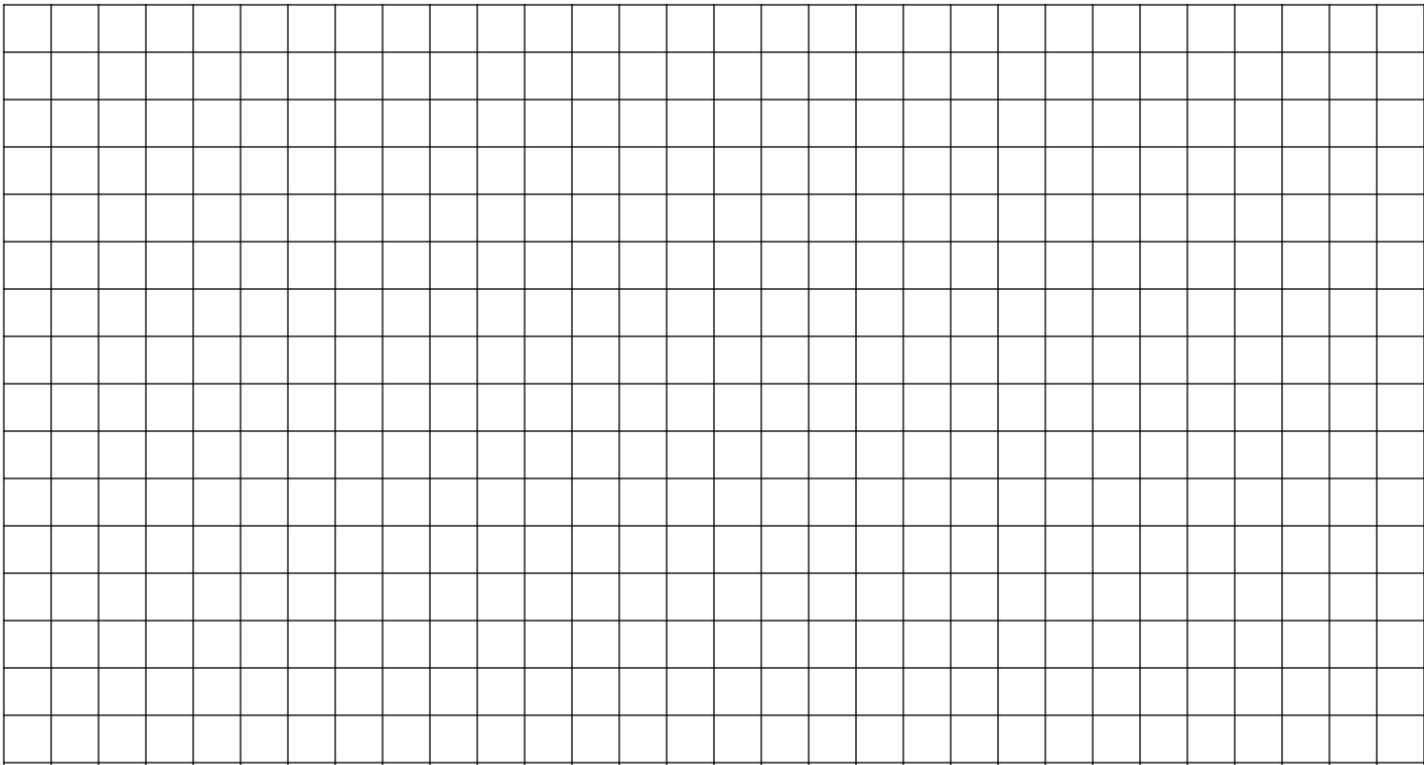
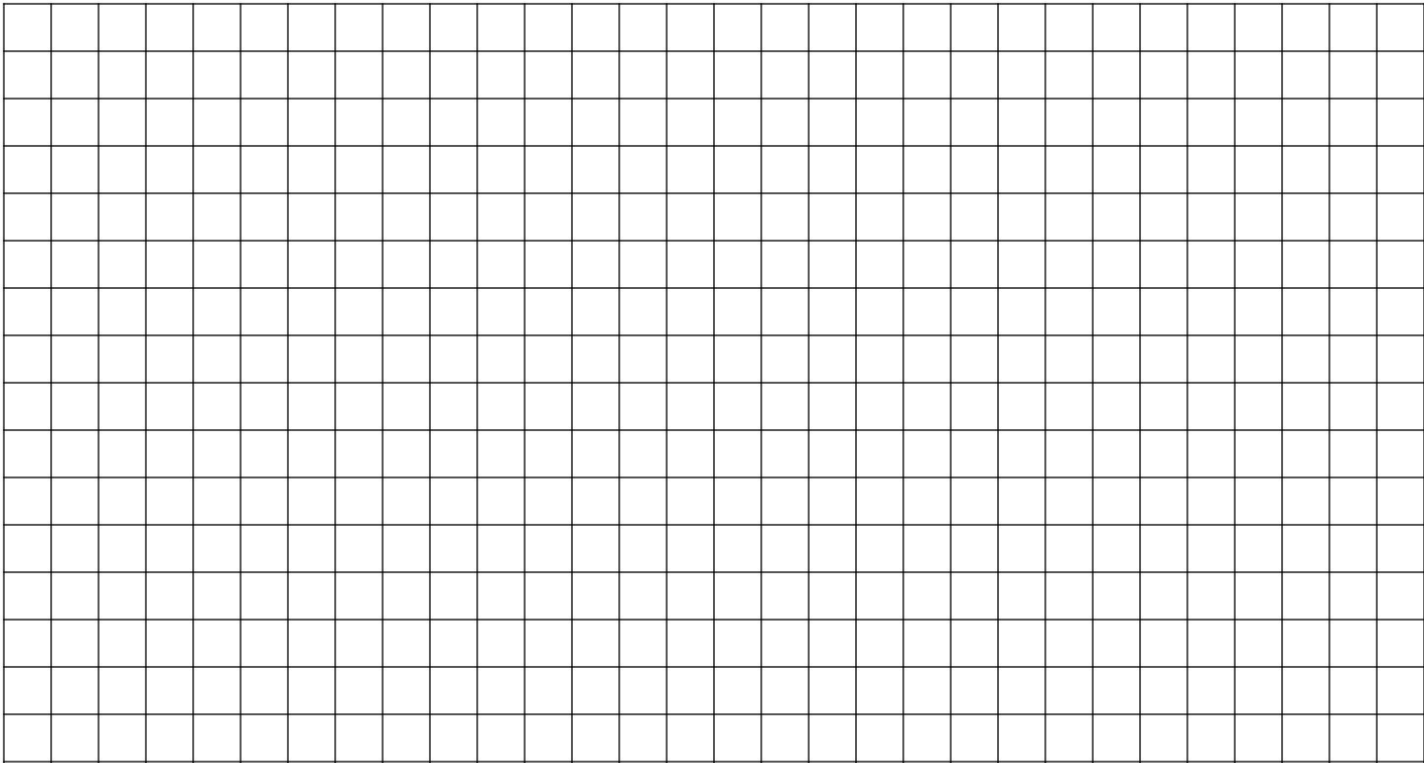
Players 2

Materials: 2 dice, graph paper, colored pencil or crayon for each player

How to Play: Roll 2 dice and draw a rectangle using the numbers rolled as the length and width on graph paper. Continue until there is no room to draw any more rectangles. Add the areas of all your rectangles and the highest score wins.



Graph Paper (if you need it for solving the math lessons or playing Block Out) ☆



Elementary Body and Movement Calendar ☆

SHAPE America
health.moves.minds.

April 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
National Health Observances <ul style="list-style-type: none"> National Autism Awareness Month National Minority Health Month National Distracted Driving Awareness Month Stress Awareness Month April 7: World Health Day 						
5 Mindful Snack When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	6 Teacup Tip-ups Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	7 World Health Day Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	8 Musical Frogs This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	9 Bear Walk With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	10 Before Bed Breathing While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	11 Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
12 Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds.	13 Play Catch Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.	14 Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	15 Mindful Senses What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	16 Crawl Like a Seal Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	17 How Fast Can You Go? Pick a distance and see how fast you can run the distance.	18 Inchworms Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
19 Garland Pose Practice your balance with this pose!	20 Rock Paper Scissors Tag Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	21 Commercial Break Can you hold a plank for an entire TV commercial break?	22 Wake and Shake As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	23 Chair Pose Hold for 30 seconds, relax then repeat.	24 Positive Talk Be sure to talk to yourself today like you would talk to someone you love.	25 Jump, Jump Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
26 Put your favorite song on and make up a dance or fitness routine!	27 Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	28 Step Jumps Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	29 A Gratitude Attitude Write down something you're thankful for and why.	30 Try Savasana again. Use this to relax and wind down all year!	SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising! Yoga photos from www.forteyoga.com	