



Sign up for important updates from Felicia Cummins.

Get information for **Acorn Montessori Charter School** right on your phone—not on handouts.

Pick a way to receive messages for **Mrs. Felicia 3rd Grade**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/fcummi

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @fcummi to the number 81010.

If you're having trouble with 81010, try texting @fcummi to (972) 776-2885.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/fcummi on a desktop computer to sign up for email notifications.

Name _____

extremely

weird

courageous

adventurous

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Helga's Aunt Gerta invited her to go hiking. Aunt Gerta hiked all the time in the canyon near her house. She even took pictures as she hiked the trails. Helga always enjoyed looking at the photographs of trees, birds, and even _____ looking bugs that she had never seen before.

Helga was very excited about going hiking in the canyon. The last time she had done something _____ was a nature walk she took in the field behind her house. But that was hardly as daring and exciting as a hike in a canyon. Helga remembered one of her favorite stories about a _____ explorer who had been brave enough to climb Mount Everest. The canyon wasn't exactly Mount Everest, but it was a start.

There was a knock on the door. Helga ran to answer it, with her mother close behind. It was her aunt. "Are you ready for our adventure, Helga?" asked Aunt Gerta.

"More than you know!" said Helga. "Let me grab my backpack!"

"Your backpack is on the couch," said Helga's mother. "The summer sun is already shining brightly so it will be _____ hot on the trails. I put two bottles of cold water and some apple slices in there for you."

"Thanks, Mom!" said Helga. Then she ran to join Aunt Gerta for their hiking adventure.

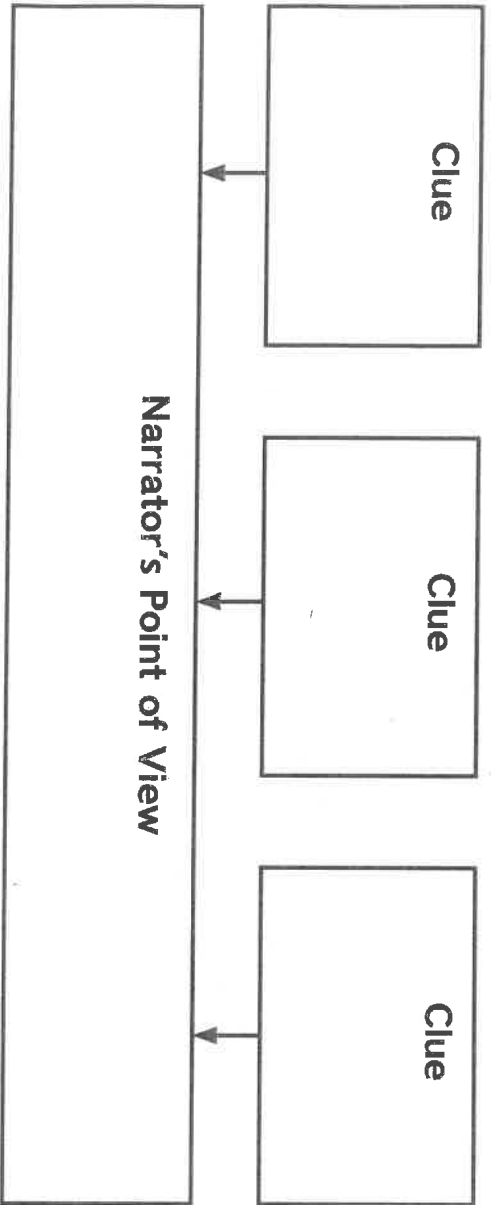
The Winningest Woman of the Iditarod Dog Sled Race

? How does the poet help you understand how the narrator feels about finishing the Iditarod?



Talk About It Reread page 361. Talk with a partner about what the Iditarod was like.

Cite Text Evidence What words and phrases show how the narrator feels about finishing the race? Write text evidence in the chart.



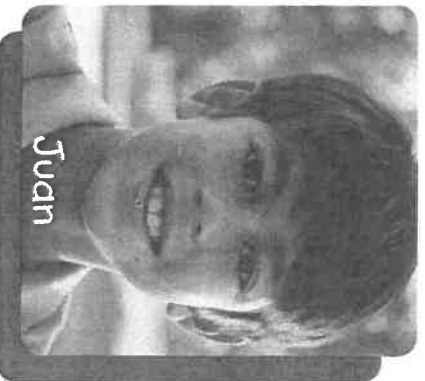
Write The poet helps me understand how the narrator feels by



Literature Anthology:
pages 360-362



When I reread, I can think about how the poet uses words and phrases. I look for text evidence to answer questions.



Juan

The Brave Ones

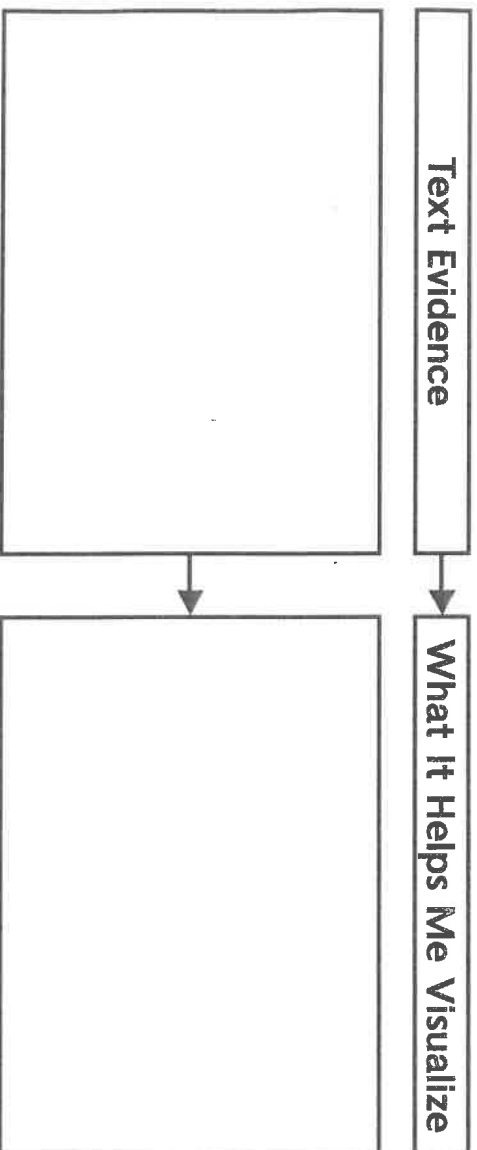
? How does the poet's use of repetition in "The Brave Ones" help you visualize what it is like to fight a fire?



COLLABORATE

Talk About It Reread page 362. Talk with a partner about how the poet's words and phrases make you feel.

Cite Text Evidence What words and phrases does the poet repeat? Write them in the chart.



Write The poet repeats words and phrases to help me visualize by

QUICK TIP

I can use these sentence frames when we talk about word choice.
The poet repeats...
This helps me...

Your Turn

How do the poets use repetition to help you understand the message in their poems? Use these sentence frames to organize your text evidence.

In "The Winningest Woman of the Iditarod Dog Sled Race" the poet repeats words to...

*The poet of "The Brave Ones" uses repetition to...
These words help me understand the theme of each poem by...*

Go Digital!

Write your response online.

Genre • Myth

Compare Texts

Read about how a hero finds a way to fly.

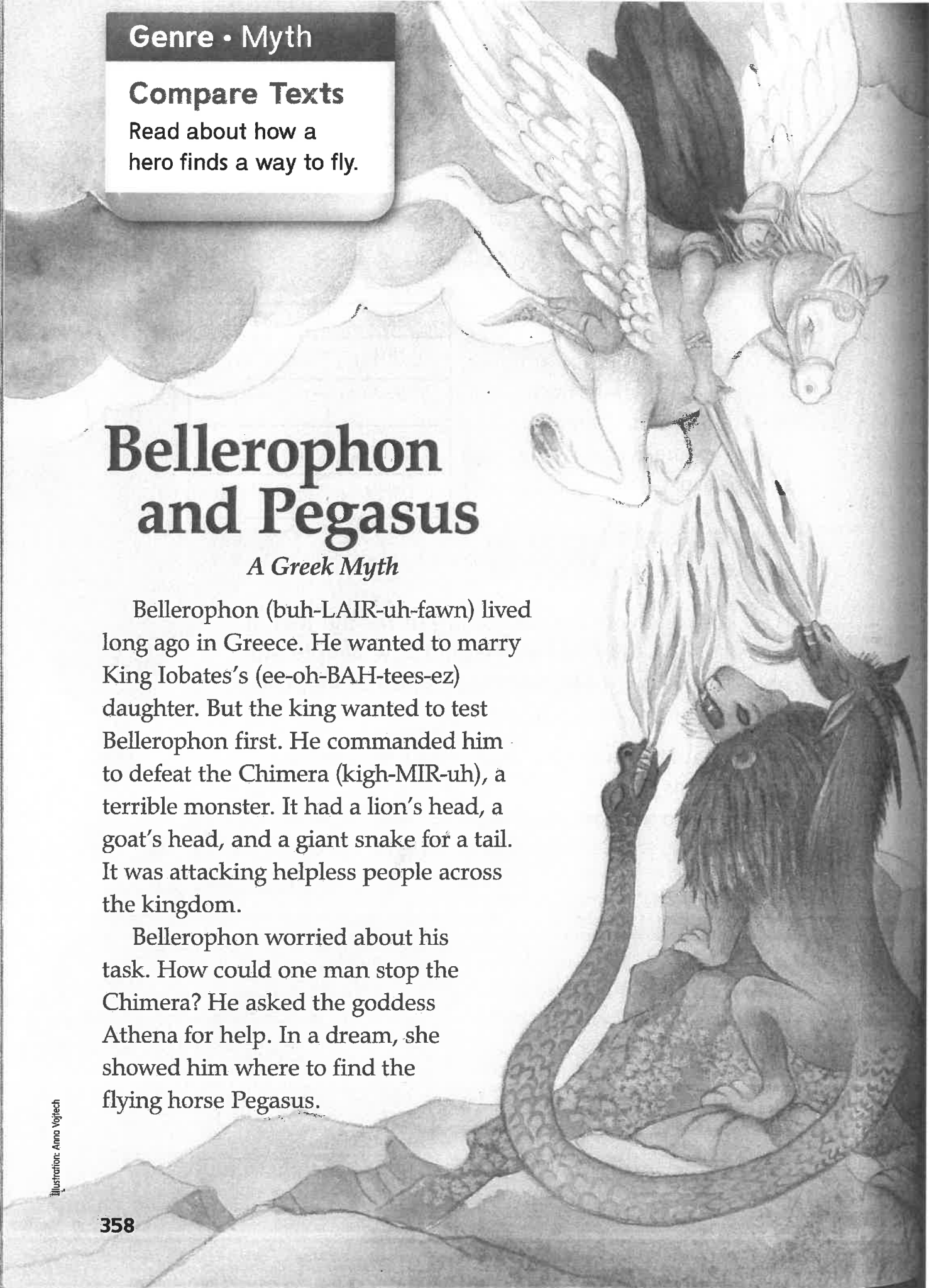
Bellerophon and Pegasus

A Greek Myth

Bellerophon (buh-LAIR-uh-fawn) lived long ago in Greece. He wanted to marry King Iobates's (ee-oh-BAH-tees-ez) daughter. But the king wanted to test Bellerophon first. He commanded him to defeat the Chimera (kigh-MIR-uh), a terrible monster. It had a lion's head, a goat's head, and a giant snake for a tail. It was attacking helpless people across the kingdom.

Bellerophon worried about his task. How could one man stop the Chimera? He asked the goddess Athena for help. In a dream, she showed him where to find the flying horse Pegasus.

Illustration: Anna Wojtech



Bellerophon woke up from the dream holding a golden bridle. It shone as brightly as the sun!

Bellerophon caught Pegasus with the golden bridle and leaped onto the creature's back. Pegasus snorted and stamped his hooves. He stretched his mighty wings with a strong **motion**. Then he carried his new master up, up, up, into the sky. They were in **flight**!

Bellerophon and Pegasus soared and circled above the countryside as they hunted the Chimera. At last they found the dreadful beast.

The monster's heads roared and hissed so loudly that the ground shook. Fire shot from the monster's mouths. Pegasus flew swiftly around the Chimera, swooping down and away. Again and again the monster lunged at the flying horse and his rider. Each time it missed them. Bellerophon swung his sword with all his might, three times. The monster fell.

Bellerophon and Pegasus flew back to King Iobates. To prove his victory, Bellerophon brought King Iobates a strand of lion's mane, a snake's scale, and a goat's horn from the Chimera.

At last King Iobates agreed to let Bellerophon marry his daughter. Everyone in the kingdom was invited to the wedding feast. And Pegasus got a golden bucket filled with the finest oats in the land.

Make Connections



Why was Bellerophon able to fly?

ESSENTIAL QUESTION

Compare flying in this myth with other stories you have read. **TEXT TO TEXT**

Genre • Poetry

The **Winningest Woman** of the **Iditarod Dog Sled Race**

Susan Butcher (1956–2006) Four-Time Winner



Essential Question

How can others inspire us?

Read about people who are courageous.

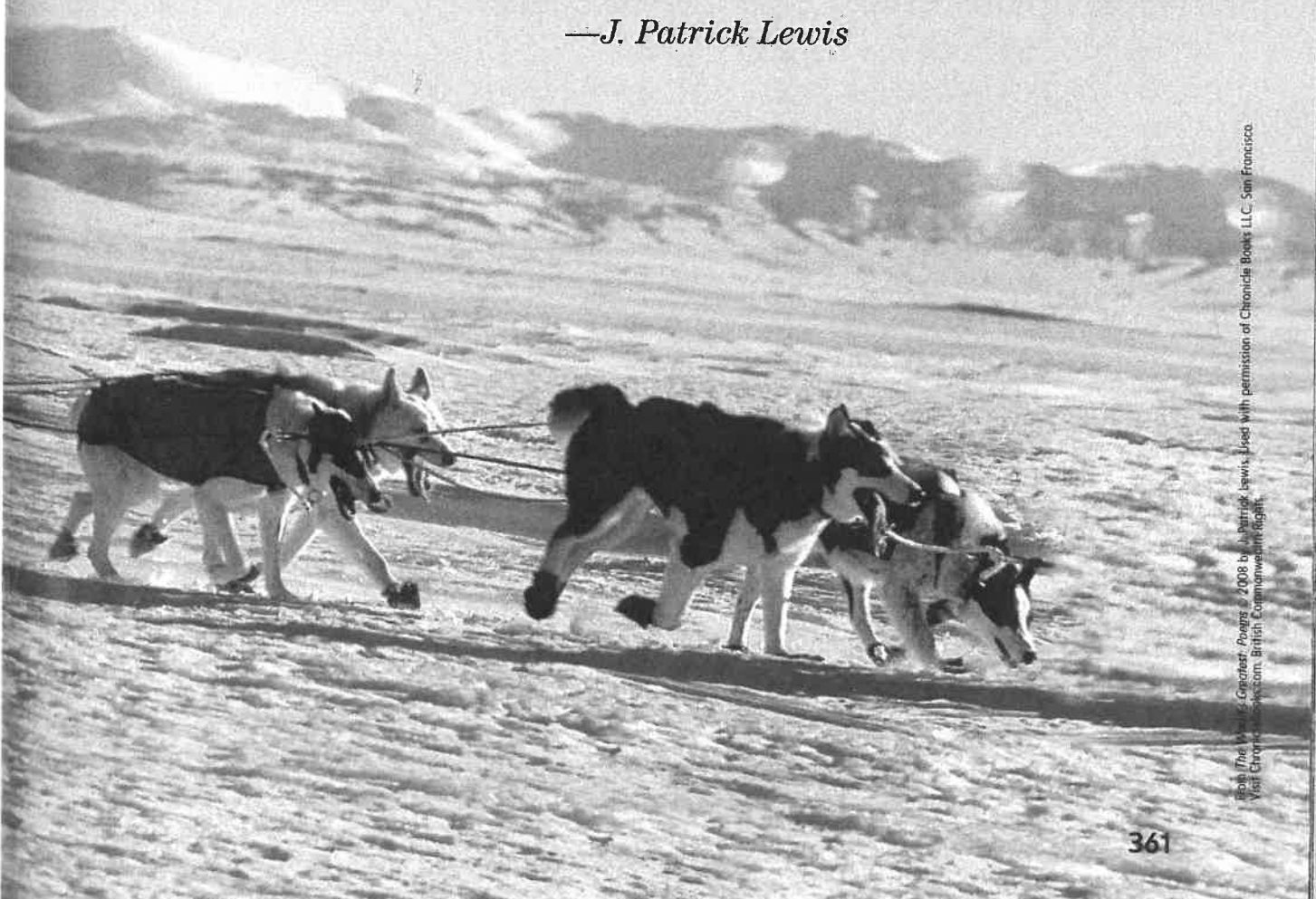


Go Digital!

I rode the whole Iditarod
From Anchorage to Nome!
The husky sleigh, eleven day
Iditarod to Nome.

Two moose can cause a traffic jam.
(There is no word in Moose for “*Scram!*”)
And over trails of ice and snow,
No musher knows which way to go.
The weather? Forty-two below
Could freeze the whiskers in a beard!
The huskies up front disappeared
And though it sounds a little weird—
Okay, you’re right, extremely odd—
I did I *did* Iditarod—
A bitter cold Iditarod—
My sled slid the Iditarod
From Anchorage to Nome.

—*J. Patrick Lewis*



Book: *The World's Greatest Poems*, 2008 by J. Patrick Lewis, used with permission of Chronicle Books LLC, San Francisco.
Visit ChronicleBooks.com, British Commonwealth rights.

Chapter 8 Vocabulary

denominator

denominador

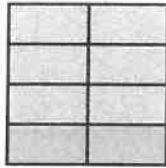
11

Eighths

octavos

17

These are eighths



The part of a fraction below the line, which tells how many equal parts there are in the whole or in the group

Example: $\frac{1}{5}$ ← denominator

Equal Parts
partes iguales

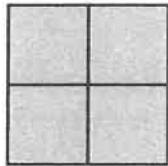
21

Fourths

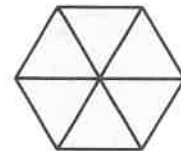
cuartos

26

These are fourths



Parts that are exactly the same size



6 equal parts

fraction

fracción

27

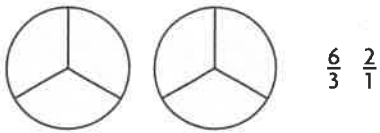
Fraction Greater than 1

fracción mayor que 1

28

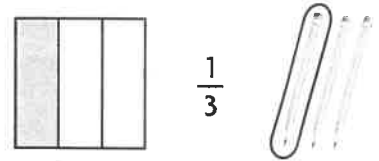
A number which has a numerator that is greater than its denominator

Examples:



A number that names part of a whole or part of a group

Examples:



Halves

mitades

29

numerator

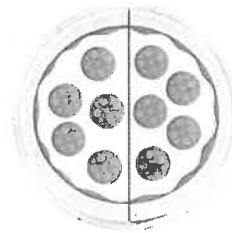
numerador

30

The part of a fraction above the line, which tells how many parts are being counted

Example: $\frac{1}{5}$ ← numerator

These are halves



Chapter 8 Vocabulary (continued)

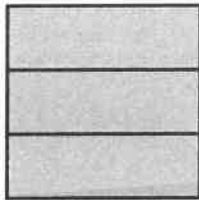
Sixths
sextos

74

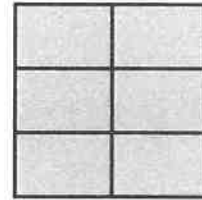
Thirds
tercios

77

These are thirds



These are sixths



unit fraction
fracción unitaria

79

Whole
entero

84

All of the parts of a shape or group

Example:



$$\frac{2}{2} = 1$$

This is one whole.

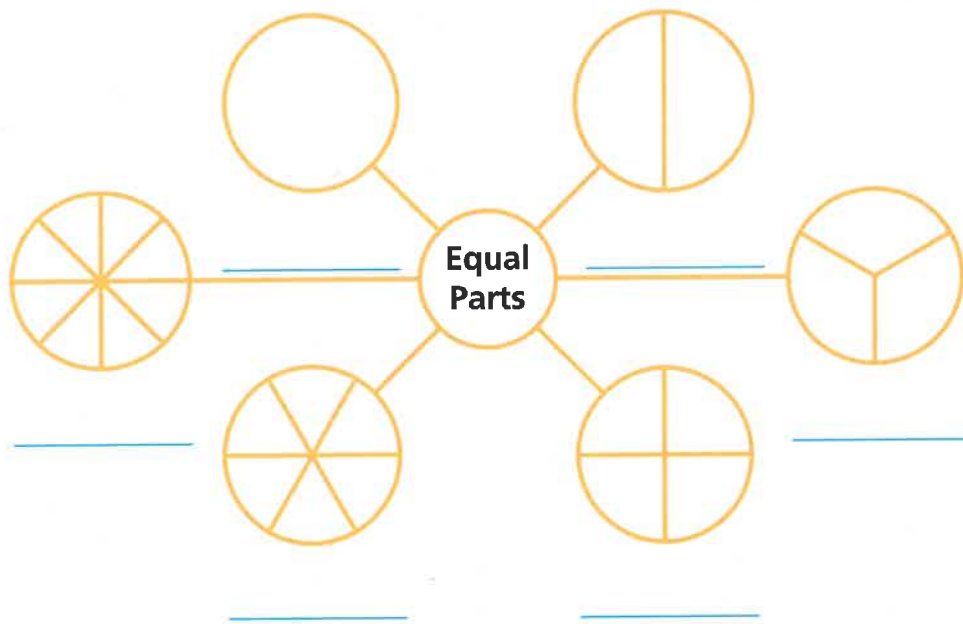
A fraction that has 1 as its top number, or numerator

Example: $\frac{1}{3}$ is a unit fraction

Vocabulary Builder

► Visualize It

Complete the bubble map by using the words with a ✓.



Preview Words

denominator
✓ eighths
equal parts
✓ fourths
fraction
fraction greater than 1
✓ halves
numerator
✓ sixths
✓ thirds
unit fraction
✓ whole

► Understand Vocabulary

Read the description. Write the preview word.

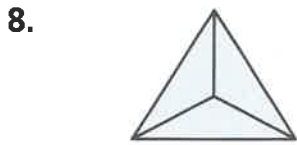
1. It is a number that names part of a whole or part of a group. _____
2. It is the part of a fraction above the line, which tells how many parts are being counted.

3. It is the part of a fraction below the line, which tells how many equal parts there are in the whole or in the group. _____
4. It is a number that names 1 equal part of a whole and has 1 as its numerator. _____

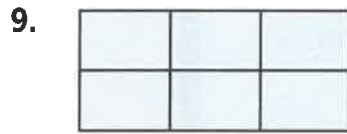
Name _____

On Your Own

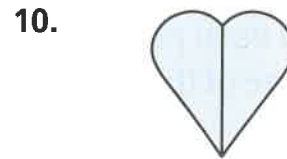
Write the number of equal parts. Then write the name for the parts.



_____ equal parts



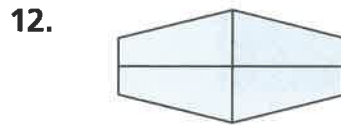
_____ equal parts



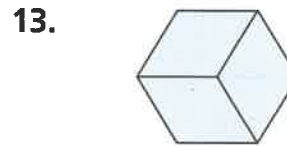
_____ equal parts



_____ equal parts



_____ equal parts

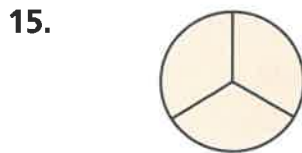


_____ equal parts

Write whether the shape is divided into *equal* parts or *unequal* parts.



_____ parts

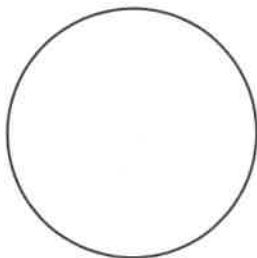


_____ parts



_____ parts

17. Draw lines to divide the circle into 8 eighths.



18. **GO DEEPER** Thomas wants to divide a square piece of paper into 4 equal parts. Draw two different quick pictures to show what his paper could look like.

Name _____

On Your Own

Draw lines to show how much each person gets. Write the answer.



4. 3 classmates share 2 granola bars equally.

5. 4 brothers share 2 sandwiches equally.



Draw to show how much each person gets. Shade the amount that one person gets. Write the answer.

6. 8 friends share 4 sheets of construction paper equally.

7. **MATHEMATICAL PRACTICE 4 Model Mathematics** 4 sisters share 3 muffins equally.

8. **Go DEEPER** Maria prepared 5 quesadillas. She wants to share them equally among 8 of her neighbors. How much of a quesadilla will each neighbor get?

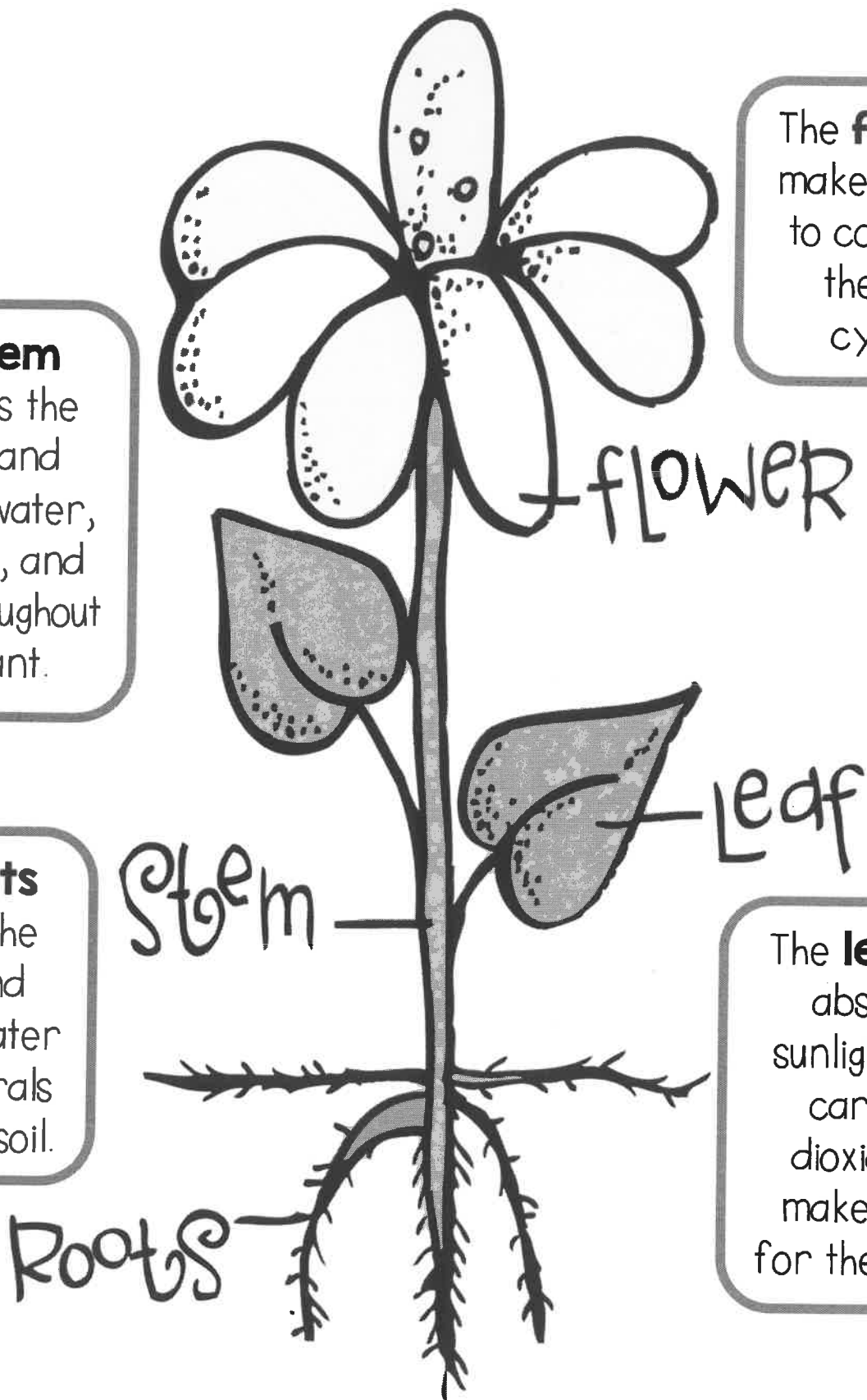


Parts of A Plant

The **stem** supports the leaves and carries water, minerals, and food throughout the plant.

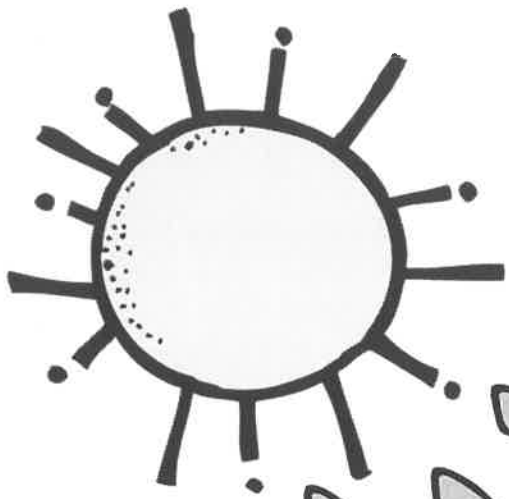
The **roots** anchor the plant and absorb water and minerals from the soil.

The **flower** makes seeds to continue the life cycle.



The **leaves** absorb sunlight and carbon dioxide to make food for the plant.

Photosynthesis



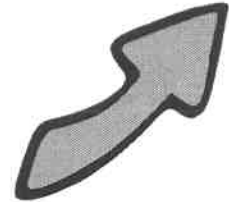
Energy



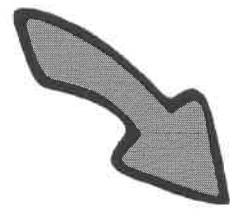
Carbon
Dioxide



Oxygen
is released

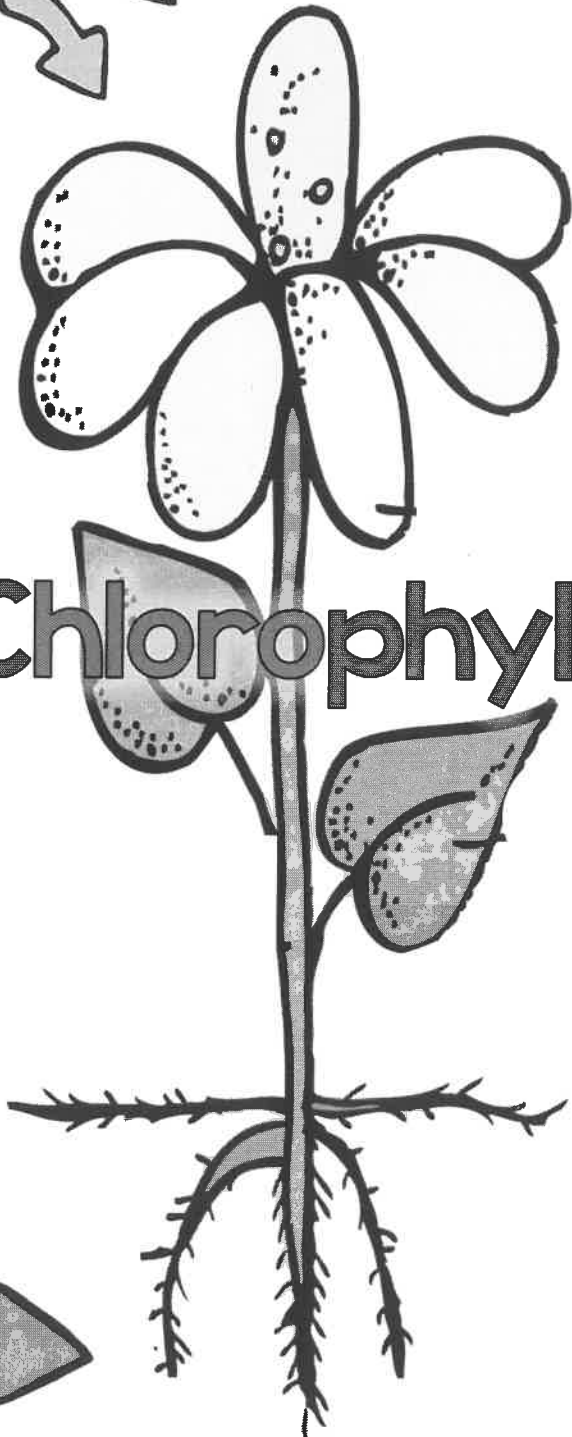
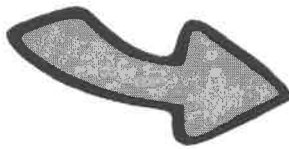


Chlorophyll



Glucose
is formed

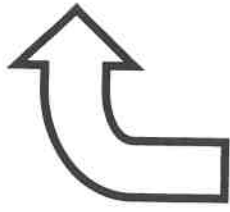
Water is
absorbed



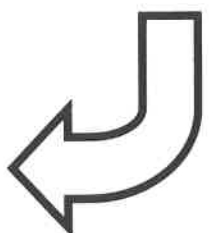
Name: _____

Plant Life Cycle - Sequencing

1.

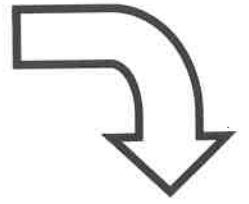


4.



3.

2.



Citizenship

A citizen is an official member of a nation, state, or community. Citizens do their part in your community every day. There are good citizens and bad citizens in every community. Good citizens help to make the community, state, or nation a better place. They obey the rules and laws. They do not litter, and may help to pick up litter to make the community a cleaner place to live. Good citizens also do things like obey speed limits and other traffic laws. By being a good citizen, you can make your classroom or community a better place to be.

When many citizens come together, they can do even more good for their communities. Some people volunteer. Volunteering means that a person is working for the good of the community without getting paid for their work. Volunteers work for the common good, or what helps most people in the community.

There are many organizations that take volunteers to work for the common good. Most of these organizations are nonprofit. Nonprofit means that they do not receive money from the people that they help. These organizations just want to make the world a better place to live. Some examples of nonprofit organizations would be animal shelters, the Red Cross, and even some children's hospitals.

You can help others in your community. Your school is a community of learners. Schools all over the United States start programs to make their school a better place to be. You could start a recycling program, pick up litter on the playground, or raise money for charity. You may do some of these things already. By doing these things, you are being a good citizen.

Your school is not the only place you can help. All around you there are people that could use your help. Whether it is carrying in groceries for the lady across the street, or mowing someone's lawn when they are sick.

The most important thing that good citizens do is take an active role in their community. There are many ways to be active. When elections come for class president, you have to be there to vote and give your opinion. In a community, everyone's point of view is important.

Remember to be a good citizen every day. Next time you see someone in need, or litter on the ground, take a second to be a good citizen. If we all work together, we can make the world a better place.

Name:

Citizenship

1. RI.1 Write a question you still have about citizenship.

2. RI.1 Write 2 ways someone can be a good citizen.

- _____
- _____

3. RI.2 What is the main idea of the article?

5. RI.1 How can you make your community a better place to live?

6. RI.6 The author thinks that it is important to be a good citizen because it makes the world a better place. Do you think it is important to be a good citizen? Why or why not? Support your answer with your own thinking.

Name: _____

Week 2

*Please read for at least 20 min for 5 days!
Keep track of the reading you complete this month by filling in a section of this chart each day you read.

Date	Book Title and Author's Name	Minutes Read	Student Initials	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

to init
Don't
forge
you
had
has
tea

MY SPRING WRITING NOTEBOOK

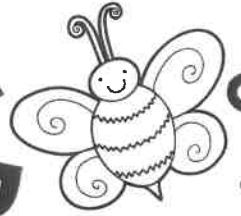


BELONGS TO :

NAME:



NARRATIVE WRITING



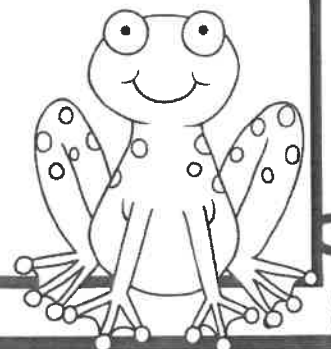
INTRO/ HOOK

DETAIL

DETAIL

DETAIL

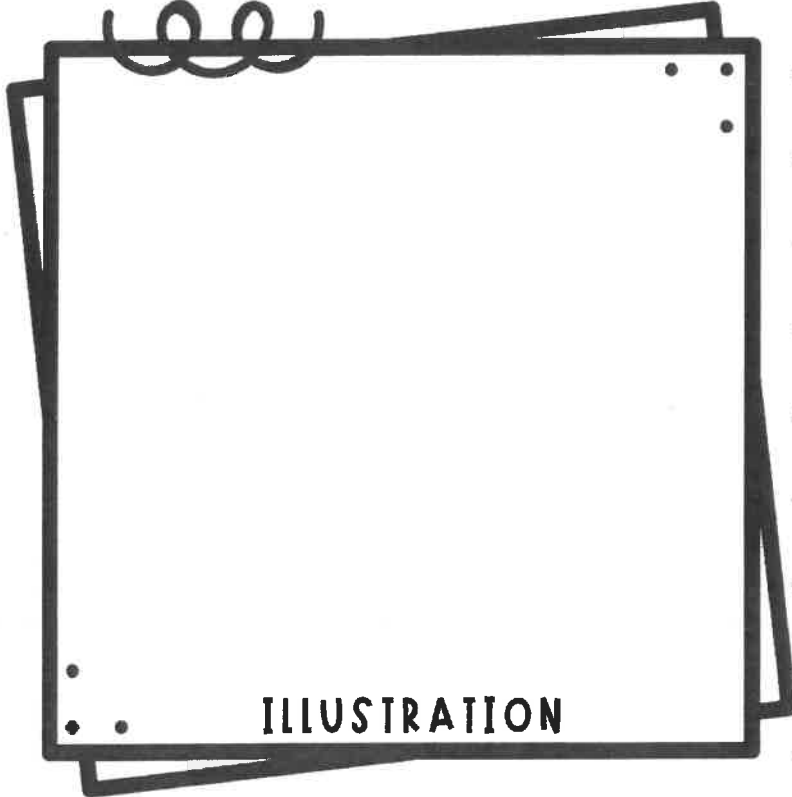
IN CONCLUSION,



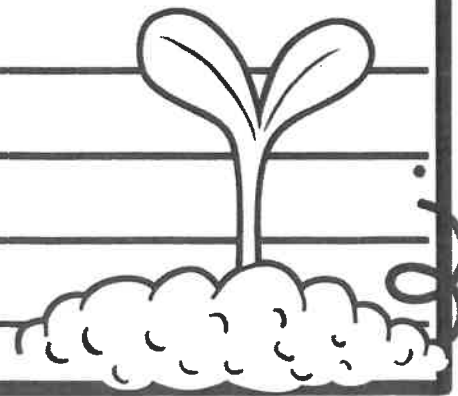
NAME:

WRITING PROMPT

WRITE A STORY FROM THE POINT OF VIEW OF A BRAND NEW
SPRING FLOWER.



ILLUSTRATION



Name: _____

Date you started the book: _____

Date you finished the book: _____

FWAFA 3rd grade Book Report Form

Please mark: Student Read Parent (or other person) read to student

Introduction:

I read _____ by _____.

It is a story about _____

_____. I chose this book because

Setting:

This story takes place _____

Main Characters:

The main character(s) in the story is _____

I would describe this character as _____

This character is important because _____

Plot:

The story is about _____

The biggest problem in the book is _____

Conclusion:

I liked or disliked this book because _____

One thing I learned from this story is _____

From 0-5 how well did you like this book? (5 is the best) Circle your answer.

0—1—2—3—4—5