

# Mrs. Felicia & Mrs. Jeanette's 3<sup>rd</sup> Grade

Email: fcummins@acornmontessori.com

Week 33: April 13<sup>th</sup> – 17<sup>th</sup>

**3<sup>rd</sup> Grade:** Below is the materials for our distance learning.

## **Go Math 3.1: Count Equal Groups (3.OA.A.1) *digital***

For this lesson we will be focusing on counting equal groups. We are going to start reviewing previous lessons that we did earlier in the school year. Please use the link below and select chapter 3 and lesson 3.1. This will open a new window for the lesson (headphones or earbuds needed). Then you should complete the interactive lesson and please don't worry about the personal trainer. Watch the instructional video and complete the appropriate page from the PDF. If you cannot download and print the PDF, you may also do this on a separate piece of paper. Make sure if doing so, write the lesson and number each problem. Please follow the grading process that was sent out. I will include this in these instructions. If you are picking up packets, I will be grading those as I receive them from the school.

[https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr3/online\\_interactive\\_student\\_book\\_9780544349018\\_/index.html](https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr3/online_interactive_student_book_9780544349018_/index.html)

## **Go Math 3.2: Relate Addition and Multiplication (3.OA.A.1) *digital***

For this lesson, we will be focusing on how to relate addition and multiplication. Please use the link below and select chapter 3 and lesson 3.2. This will open a new window for the interactive lesson. We will follow the same format for submitting work as we did on lesson 3.1.

[https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr3/online\\_interactive\\_student\\_book\\_9780544349018\\_/index.html](https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr3/online_interactive_student_book_9780544349018_/index.html)

## **Go Math 3.3: Skip Count on a Number Line (3.OA.A.3) *digital***

For this lesson, we will be focusing on skip counting on a number line. Please use the link below and select chapter 3 and lesson 3.3. This will open a new window for the interactive lesson. We will follow the same format for submitting work as we did on lesson 3.1 and 3.2.

[https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr3/online\\_interactive\\_student\\_book\\_9780544349018\\_/index.html](https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr3/online_interactive_student_book_9780544349018_/index.html)

## **Math Facts**

Below is a link to do math drills, please do at least one of either Multiplication or Division math drill a day. Please select either multiplication or division and then select a drill you would like to

complete. You will need to print the worksheet and then take a picture and send it to me via email, to show work completion.

<https://www.k5learning.com/free-math-worksheets/third-grade-3>

**Wonders U5W2: How Can We Reuse What We Already Have? (RL.3.1, L.3.1a, RF.3.3a, SL.3.1b) *print***

For this week we will be focusing on how to reuse what we already have. We will be using printed consumables to complete this lesson. We will have a PDF available. This will have a few assignments as well as the associated story for those pages. There will also be a spelling page to complete where we will practice our weekly spelling words. We will be working with inflectional endings (-ed, -ing, & -s). If you would like to read the story online, please use the link below. I have each student's login in card, message me if you need it. If you unable to print or scan the pages, please complete them on a separate page, label it with page number and question numbers and scan/picture email it to me.

**Online**

Please use the following link if you would like to access the story online:

<https://connected.mcgraw-hill.com/connected/pictorialLoginSchool.do?code=h9e2>

Games:

<https://www.eslgamesplus.com/adjectives-ing-ed-catapult/>

<http://www.fun4thebrain.com/English/basewordBaseball.html>

**Social Studies**

**Recycling**

In Social Studies, we will be focusing on recycling. What is recycling? Why should we recycle? Students will watch the links below related to recycling. After, watching educational videos students may access recycling activities on our goggle classroom.

<https://youtu.be/VIRVPum9cp4>

<https://youtu.be/7UuUeoyYmxI>

<https://youtu.be/V0IQ3lj140>

<https://youtu.be/-jAAux3g17k>

**Science (S1C2PO2)**

**Solar System and the Sun**

In science, we will be focusing on the Solar system and the Sun. Students will watch the links below on the Solar System and Sun. After, students will read a Solar system and Sun passages answer questions. Once students have completed assignments, they may access our Google classroom activities.

<https://youtu.be/Qd6nLM2Q1Ww>

<https://youtu.be/libKVRa01L8>

[https://youtu.be/2HoTK\\_Gqi2Q](https://youtu.be/2HoTK_Gqi2Q)

<https://youtu.be/VkW54j82e9U>

#### Outdoor Science: Shadow Recording

The objective of this experiment is to observe Earth's rotation during the day. Students will observe that sun appears to be in different places of the sky during different points of the day. When conducting this experiment choose a sunny day. Go outside four different times in the same day. For example, 8 AM, 10 AM, 12 PM, 2 PM

#### Materials:

- A Bright, Sunny Day
- Recording Sheet
- Watch or clock
- Sidewalk chalk
- Paved Area

#### Directions:

1. The student stands still on the pavement. Parent or sibling traces around student's foot. Then student traces along parents or siblings' feet and shadow.
2. Student and partner record time and draw their shadow in the first box.
3. Complete same steps at various times throughout the day and conclusion.

#### **Writing (Due April 24<sup>th</sup>)**

We will be working on an informative writing assignment, How to Save the Earth! In the PDF, you will see a "Save the Earth" organizer and two pages to write your final draft, with an illustration included. Please be sure to complete both the organizer and the writing portion of this assignment. This writing assignment needs to be 2 to 3 paragraphs. If you can't print or get a packet from the school, you can write this assignment on paper and scan/picture email it.

#### **Book Report (Due April 24<sup>th</sup>)**

You will complete a book report on a book of your choice. Please be sure you choose a chapter book for this assignment, not a picture book. A worksheet is available in the PDF. If you can't print, please use a separate piece of paper. This assignment will be submitted the same as all previous assignments, through email.

**Reading Log**

Please don't forget your reading logs. It is so important that your kids are still reading. Please make sure to complete the reading log each week.

**Galileo (Complete by Friday, April 17<sup>th</sup>)**

This week we will complete a Math and ELA test on Galileo. Students are required to take both tests. For the ELA test, please be sure you have read this week's story before you take the test. Please email or send me a remind to get your login card so you can access your tests. Click the link below to access the Galileo website.

<https://www.assessmenttechnology.com/StudentCenter>

**Printable Assessment (Due April 24<sup>th</sup>)**

The printed tests included in the packet are only to be completed by students who do not have access to Galileo. If you have been doing Galileo, please do not do the tests within the packet. Thank you!

## Turning in Work for Grading

Mrs. Felicia	Mrs. Jeanette	Mrs. Lorraine
Reading Logs	Science	ELA (Reading and Vocab)
Math	Social Studies	Book Reports
Writing Projects		
Paper Packets		
Email:	Email:	Email:
fcummins@acornmonetessori.com	acornjeanette@cableone.net	lvasquez@acornmontessori.com

Starting this week, we are going to implement a new grading system. Grading has been very hard and a bit overwhelming for me. So, we got together today and came up with a plan. From here on

out, we will be grading by subject. All reading logs, math assignments, writing projects, and paper packets will be graded by Mrs. Felicia. Science and social studies will be graded by Mrs. Jeanette. All ELA assignments and book reports will be graded by Mrs. Lorraine. ELA assignments are the reading and corresponding story pages and the vocabulary page in the packet or PDF.

When submitting work, please send each subject as one email to the corresponding teacher. Emails should be sent only ONCE a week. Please send your student's work every Friday. Also, title the email as to what week the work is from (e.g. "Week 3 Math"). I have graded all work submitted from week's one and two, so unless you have not submitted those previous assignments, DO NOT resubmit.

If you have any questions about an assignment, please send a remind to the teacher that grades that subject. It will be easier to keep track of assignments and who needs help with what.

We are all still here for everyone, so please don't think you can only talk to one of us. This is just to make the workload a little easier for us as your teachers. I hope that this will be easier to follow and easier on me as far as grades go. Thank you for your cooperation and understanding. I look forward to seeing everyone's progress as we continue our distant learning! I am so proud of each one of you.

-Mrs. Felicia

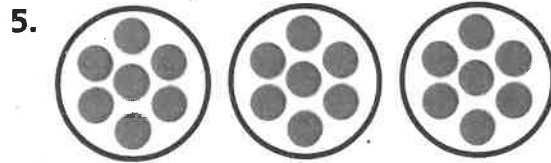
Name \_\_\_\_\_

Draw equal groups. Skip count to find how many.

2. 2 groups of 6 \_\_\_\_\_

3. 3 groups of 2 \_\_\_\_\_

Count equal groups to find how many.



\_\_\_\_\_ groups of \_\_\_\_\_

\_\_\_\_\_ groups of \_\_\_\_\_

\_\_\_\_\_ in all

\_\_\_\_\_ in all

### On Your Own

Draw equal groups. Skip count to find how many.

6. 3 groups of 3 \_\_\_\_\_

7. 2 groups of 9 \_\_\_\_\_

8. **GO DEEPER** A toy car costs \$3. A toy truck costs \$4. Which costs more—4 cars or 3 trucks? Explain.

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9. **MATHEMATICAL PRACTICE 3** **Make Arguments** Elliott has a collection of 20 toy cars. Will he be able to put an equal number of toy cars on 3 shelves? Explain your answer.

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Name \_\_\_\_\_

**Draw a quick picture to show the equal groups. Then write related addition and multiplication sentences.**

2. 3 groups of 6

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3. 2 groups of 3

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

### On Your Own

**Draw a quick picture to show the equal groups. Then write related addition and multiplication sentences.**

4. 4 groups of 2

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

5. 5 groups of 4

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

**Complete. Write a multiplication sentence.**

6. Zach buys 4 packs of pens. Each pack has 4 pens. Write a multiplication sentence to show how many pens Zach buys.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

7. Ada has 3 vases. She puts 5 flowers in each vase. Write a multiplication sentence to show how many flowers Ada puts in the vases.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

8. **GO DEEPER** Mrs. Tomar buys 2 packs of vanilla yogurt and 3 packs of strawberry yogurt. Each pack has 4 yogurts. How many yogurts does Mrs. Tomar buy?

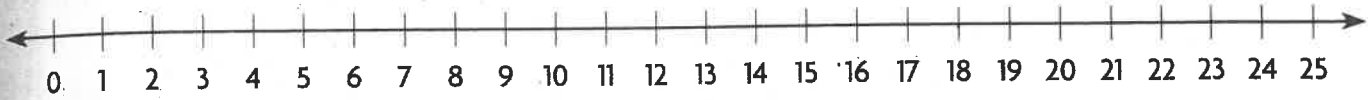
9. **GO DEEPER** Murray buys 3 packs of red peppers and 4 packs of green peppers. Each pack has 4 peppers. How many peppers does Murray buy?

Name \_\_\_\_\_

### On Your Own

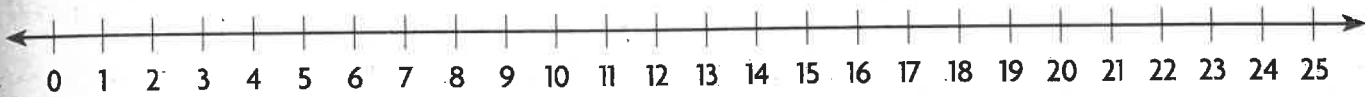
Draw jumps on the number line to show equal groups. Find the product.

5. 6 groups of 4



$6 \times 4 =$  \_\_\_\_\_

6. 7 groups of 3



$7 \times 3 =$  \_\_\_\_\_

7. Sam, Kyra, Tia, and Abigail each have 10 pennies. How many pennies do they have in all?

\_\_\_\_\_

9. Ashley digs 7 holes. She puts 2 seeds in each hole. She has 3 seeds left over. How many seeds are there in all?

\_\_\_\_\_

11. **GO DEEPER** A band marches in rows of 5. Each row has 6 people. There are 4 people who carry flags. How many people are in the marching band?

\_\_\_\_\_

8. Eddie bought snacks for a picnic. He has 3 bags of snacks. Each bag has 4 snacks. How many snacks does Eddie have in all?

\_\_\_\_\_

10. **GO DEEPER** Carla puts 8 pictures on each page of a photo album. She fills 3 pages. She has 5 pictures left. How many pictures does she have?

\_\_\_\_\_

12. **GO DEEPER** In Mr. Gupta's classroom, there are 4 rows of desks. Each row has 6 desks. Mrs. Loew's classroom has 3 rows of 9 desks. How many desks are in Mr. Gupta's and Mrs. Loew's classrooms?

\_\_\_\_\_



Name \_\_\_\_\_

names	hopes	dances	drops	wraps
named	hoped	danced	dropped	wrapped
naming	hoping	dancing	dropping	wrapping

**Combine each word with the ending. Then write the spelling word on the line.**

1. name + ed \_\_\_\_\_
2. dance + ed \_\_\_\_\_
3. name + ing \_\_\_\_\_
4. hope + s \_\_\_\_\_
5. wrap + ed \_\_\_\_\_
6. dance + ing \_\_\_\_\_
7. drop + s \_\_\_\_\_
8. wrap + s \_\_\_\_\_
9. wrap + ing \_\_\_\_\_
10. name + s \_\_\_\_\_
11. drop + ed \_\_\_\_\_
12. hope + ing \_\_\_\_\_
13. dance + s \_\_\_\_\_
14. hope + ed \_\_\_\_\_
15. drop + ing \_\_\_\_\_

Reread

# Bravo, Tavo!

**?** How does the author use dialogue to help you understand Tavo and Papa's problems?



COLLABORATE

**Talk About It** Reread page 393. Turn to a partner and discuss how Tavo feels.

**Cite Text Evidence** What do Tavo and Papa say that helps you know what their problems are? Write text evidence in the chart.

Tavo		Papa	
What He Says	What It Means	What He Says	What It Means

Write The author uses dialogue to help me understand \_\_\_\_\_



Literature Anthology:  
pages 390-409

## Tip of the Week

When I reread, I can think about how the author uses dialogue. I look for text evidence to answer questions.



Jody

**?** How does the illustration help you understand Tavo's new problem?



**COLLABORATE**

**Talk About It** Look at the illustration on page 401. Talk about what it shows about Tavo's new problem.

**Cite Text Evidence** What clues in the illustration show Tavo's new problem? Write the clues in the chart.

Clues	How It Helps

Write The illustration helps me understand that \_\_\_\_\_

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**QUICK TIP**

I can use these sentence frames when we talk about Tavo's problem.  
The illustration shows...  
The illustration helps me understand...

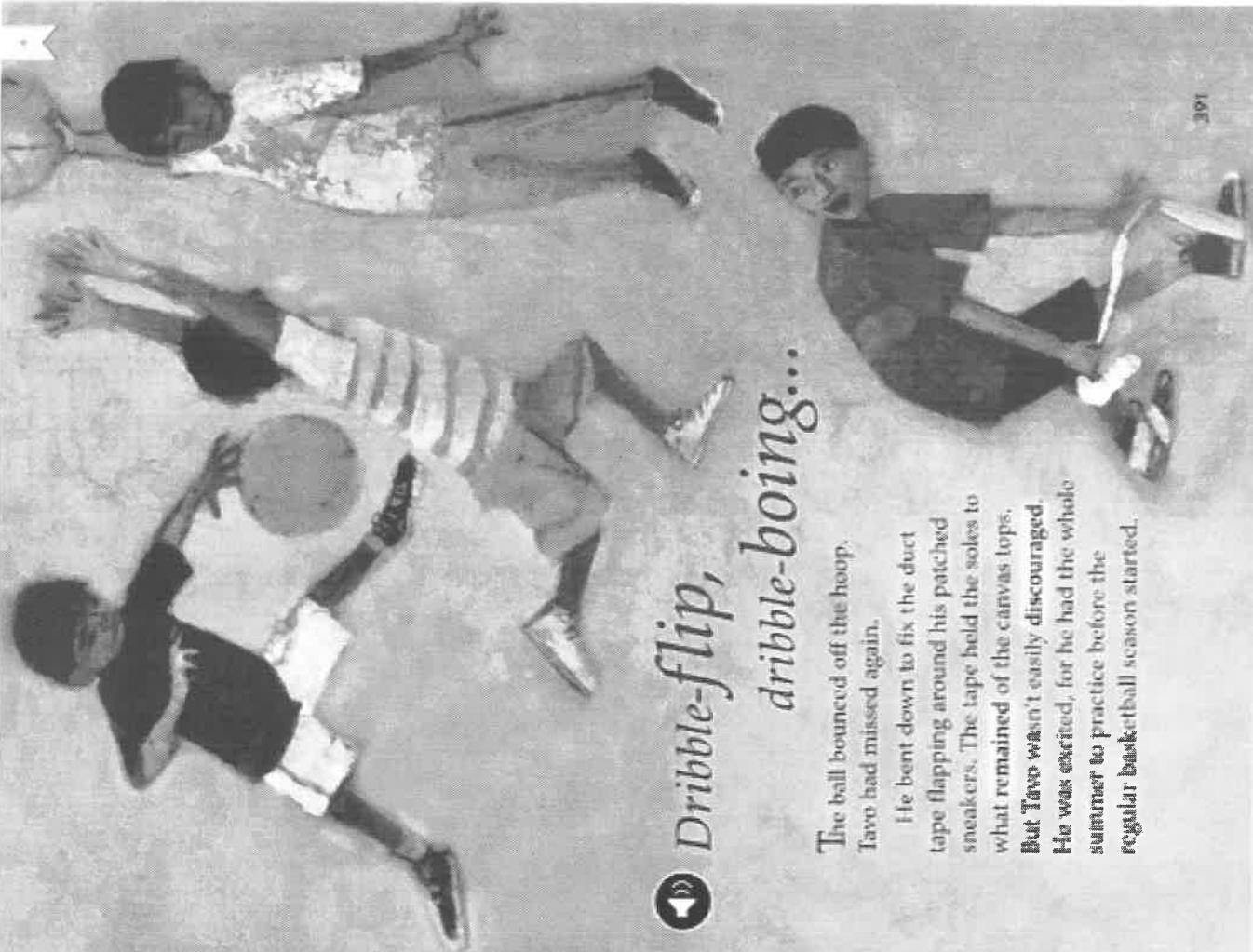
# BRAVO! TAVO!

by Brian Meunier  
illustrated by Perky Edgerton

### Essential Question

How can we reuse what we already have?

Read about how how Tavo finds a way to reuse an old pair of sneakers.



## Dribble-flip, dribble-boing...

The ball bounced off the hoop. Tavo had missed again.

He bent down to fix the duct tape flapping around his patched sneakers. The tape held the soles to what remained of the canvas tops. But Tavo wasn't easily discouraged. He was excited, for he had the whole summer to practice before the regular basketball season started.

Tavo had seen the NBA games on the new satellite TV at the village store, and he wanted to play ball like one of those big American players.

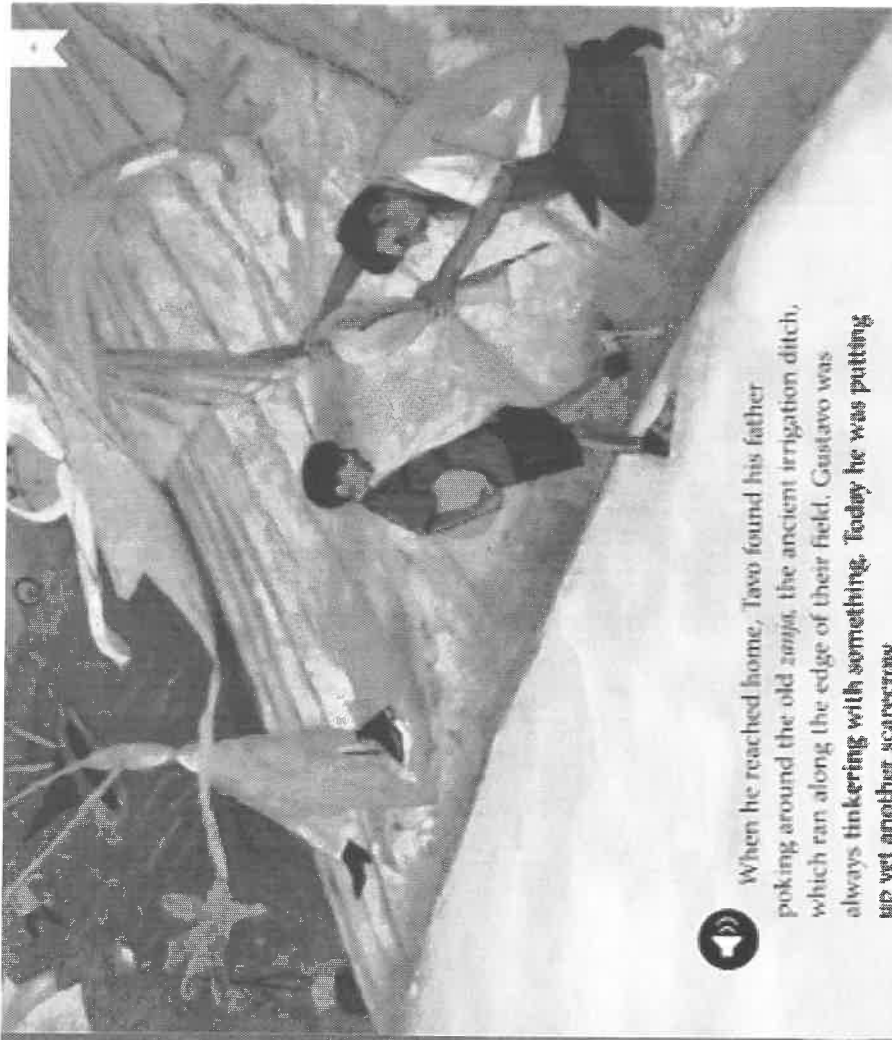
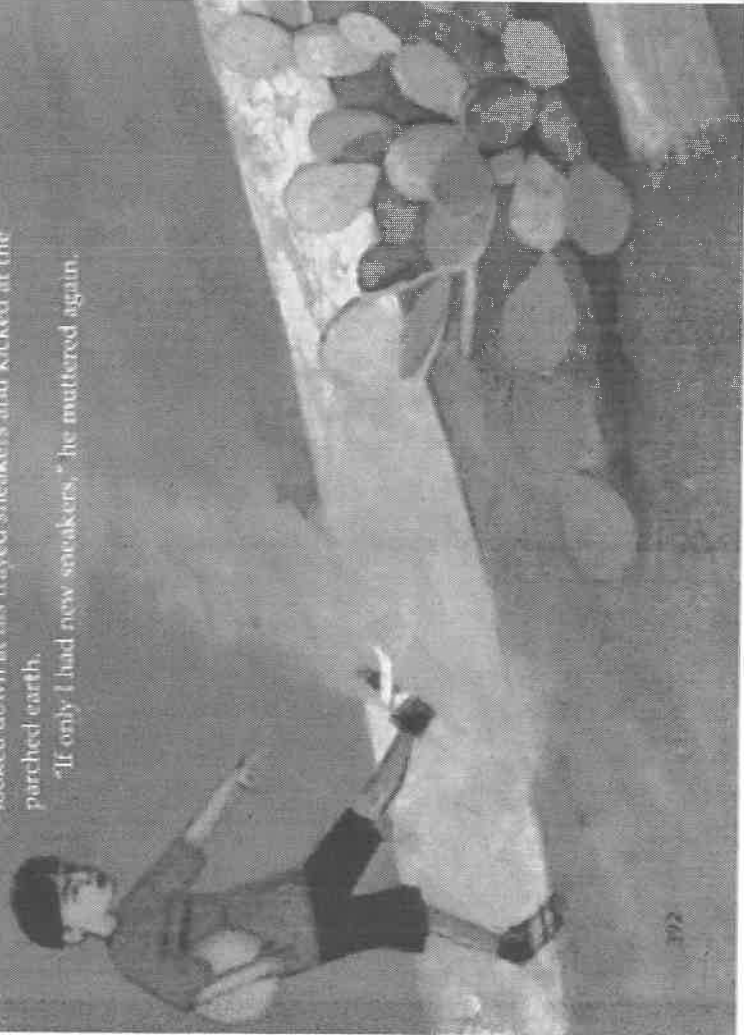
He imagined that one day he, too, would have a great basketball name. A name like Air or Magic.

But for now, he was just Tavo. Gustavo the second named after his father.

"If only I had new sneakers," Tavo said to himself as he tucked the ball under his arm and started up the path toward home. "Then I'd play better."

The ground crunched beneath his shoes, leaving trails of dust. The mountainside stretched before him, a patchwork of plowed fields separated by the remnants of ancient irrigation ditches called *amjas*. It reminded him of the quilt on his bed, but in shades of brown. Tavo looked down at his frayed sneakers and kicked at the parched earth.


"If only I had new sneakers," he muttered again.



When he reached home, Tavo found his father poking around the old *amja*, the ancient irrigation ditch, which ran along the edge of their field. Gustavo was always tinkering with something. Today he was putting up yet another scarecrow.

"Papa . . . look. Look at my sneakers. They are turning into sandals! I bet you can't fix them anymore," said Tavo. "Tavo, I've told you this already," Gustavo replied wearily. "We can't afford new sneakers right now. Not until the rains come."


Sure, Tavo thought in frustration. And then . . . I'll have to wait for the corn to grow. Then, to dry in the sun. Then, to be harvested. Then, to be brought to the molino to be ground into flour. Then, to be sold in the market. The basketball season will be over by then!



Tavo looked up at the sky as some dark thunderclouds rumbled with the promise of rain. One cloud slipped through the peaks and drifted out over the valley.

The two Gustavos watched silently as the cloud broke apart in the blazing sun, like a bursting piñata.

"Hopeless!" Gustavo said, throwing up his hands in exasperation. "There is only one thing left to do. I have a plan, and I'm going to present it at the meeting tonight."



The villagers had been called to an emergency meeting to discuss the drought. As the two Gustavos neared the village square, they could hear that the meeting had already begun. To Tavo's surprise, his father marched right up to the front and faced the crowd.

"We cannot wait for the rains to begin," he said. "Our ancestors knew the solution. The solution is in the *zanjil*. We must dig them up again, up into the mountains until we reach the ancient source of the water!"

"Gustavo," the mayor said, pausing for effect. "Go talk to your scarecrows!" The crowd burst into laughter. "If the *zanjil* worked so well in the past, why did our ancestors stop using them?" The mayor puffed up his chest and poked his finger in the air. "We must move forward, not backward!"

Gustavo abruptly turned and walked out. Tavo ran after him, his back burning with embarrassment.



Early the next morning, Tavo awoke with a start. His father was shaking his shoulder.

"Tavo, wake up."

Tavo rubbed his eyes and protested, "It is still dark outside!"

"Get up, Tavo. We have a lot of work to do."

"But Papa, I have practice today."

Gustavo handed Tavo a shovel. "Son, basketball comes later."



The two Gustavos started work at the edge of their field. All day long they shoveled out the silt that had filled in the ancient *zanja*. When night finally came, Tavo slumped into bed, every bone in his body aching.

They began all over again the next morning. Digging and digging and digging some more. Hours turned into days. Days turned into weeks as father and son slowly worked their way up the mountain.



STOP AND CHECK

Summarize What has happened so far in the story? Tell the important events in order.



There was one house high up in the mountain. It belonged to an old widow. Tavo had heard strange stories about her.

"Is it true what they say about her, that she is a *brujá*, a witch?" he asked his father nervously.

"Tavo," his father laughed. "Don't believe everything you hear. Señora Rosa is just a widow. People are always suspicious of anyone who is different."

"Señora Rosa?" Gustavo called out.

There was no answer, but in the yard they saw a patchwork quilt draped over a chair. A needle dangling from a silver thread swayed in the air.

As they left, Gustavo carved a channel to connect Señora Rosa's small garden to the main *zanja*. He turned toward Tavo with a mischievous smile. "Even witches need water."







Higher and higher, they continued to dig. Weeks passed this way, and Tavo's muscles no longer ached from the hard work. One day the two Gustavos worked their way up into a shadowy ravine near the top of the mountain. Under their feet the ground was soggy and green. "We did it, Tavo! We found the spring!" Gustavo cried.

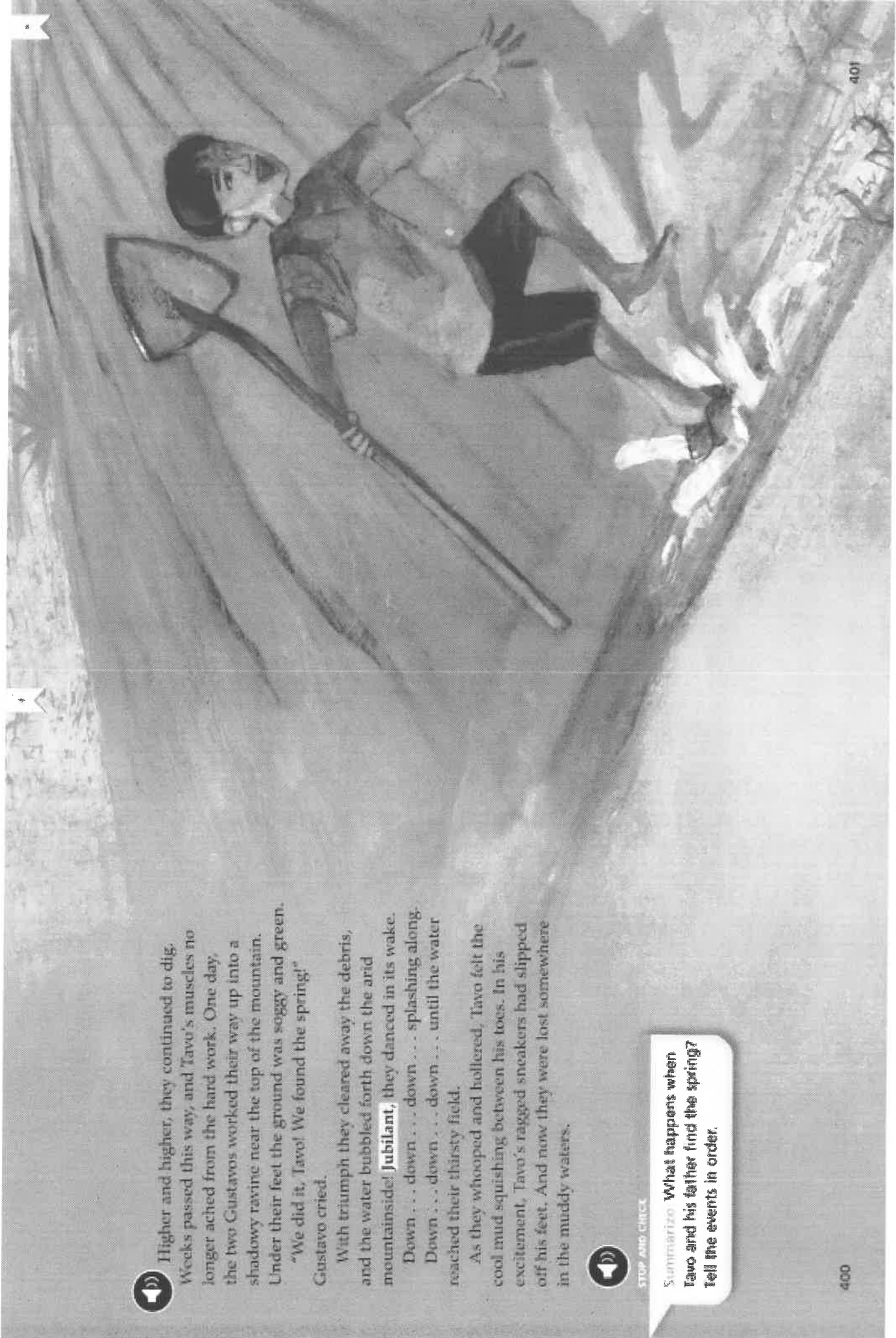
With triumph they cleared away the debris, and the water bubbled forth down the arid mountainside! **Jubilant**, they danced in its wake. Down . . . down . . . down . . . splashing along. Down . . . down . . . down . . . until the water reached their thirsty field.

As they whooped and hollered, Tavo felt the cool mud squishing between his toes. In his excitement, Tavo's ragged sneakers had slipped off his feet. And now they were lost somewhere in the muddy waters.



**STOP AND CHECK**

**Summarize** What happens when Tavo and his father find the spring? Tell the events in order.





Without sneakers, Tavo could no longer practice with the team. Instead, he practiced his shots using an old barrel hoop that his father had nailed to a tree in their yard.

Even so, Tavo continued to go down to the village to watch his teammates practice. But he often found himself **razin'** up at the mountainside, at the one patch of green in that blanket of brown—his father's field.

*If I can't see it, they can't see. But why aren't people talking about this?* Tavo puzzled. And then it dawned on him. Maybe they were just too proud to admit that Gustavo's idea had been a good one.

All of a sudden, Tavo had his own good idea.

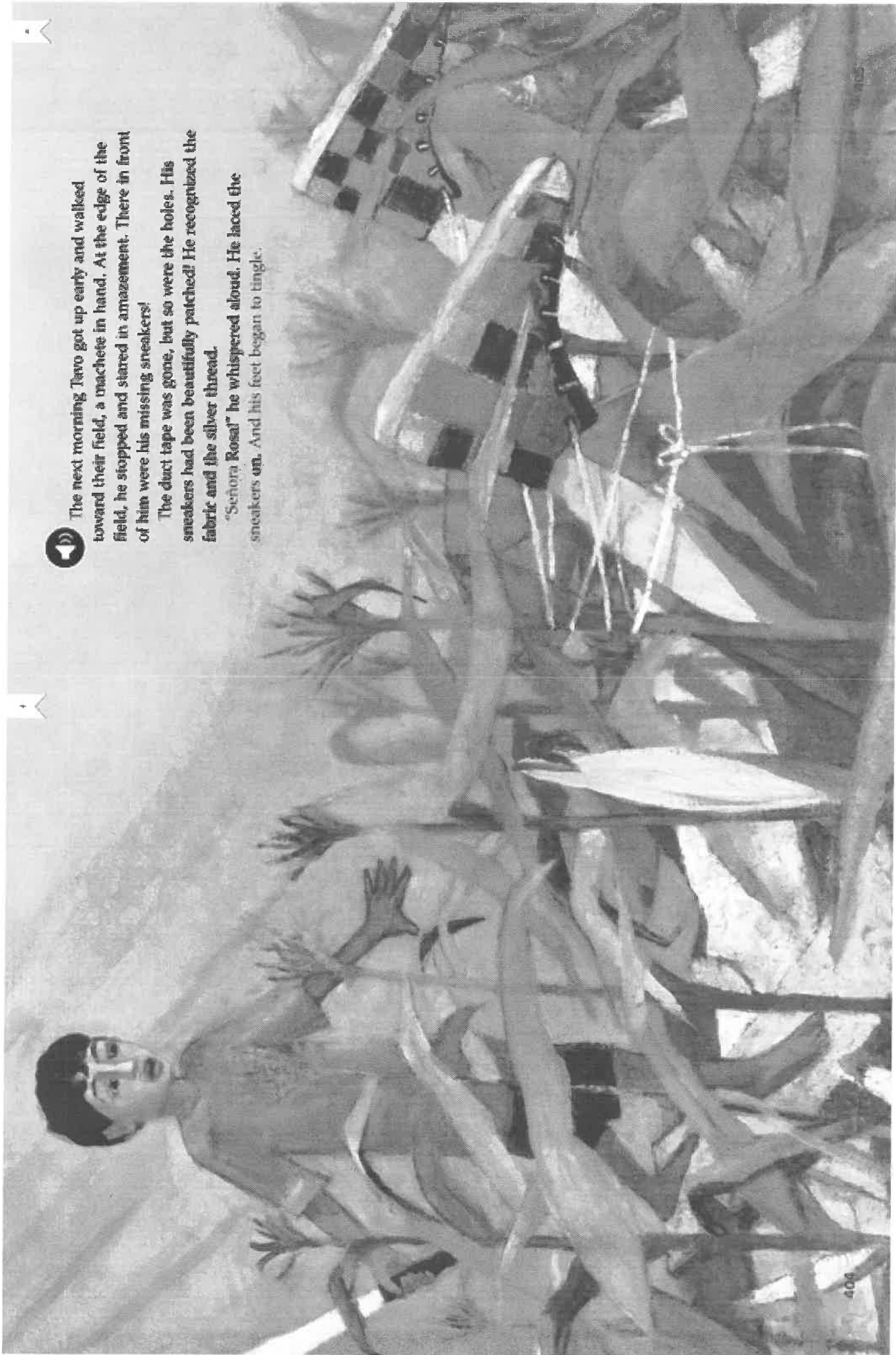




The next morning Tavo got up early and walked toward their field, a machete in hand. At the edge of the field, he stopped and stared in amazement. There in front of him were his missing sneakers!

The duct tape was gone, but so were the holes. His sneakers had been beautifully patched! He recognized the fabric and the silver thread.

"Senora Rosal" he whispered aloud. He faced the sneakers on. And his feet began to tingle.





Tavo grabbed a cornucopia and set it close to the ground. Then he rosed down the mountain path, straight to the mayor's house. With the magic sneakers on his feet, he felt as if he could fly.

Though it was still early, Tavo eagerly knocked on the door. The mayor opened it, blinking sleepily in the morning light.

Tavo raised the stalk high. But he didn't say anything. Then the mayor let out a sigh, his face softening.

"Yes, Tavo . . . yes. I see it. I believe it's time we all see your father's field."



For the next several weeks, Gustavo was much in demand helping the other villagers connect their own fields to the main *zappiz*. And Tavo rejoined his teammates on the basketball court for the first game of the season.

From midcourt, Tavo could see his father, sitting in a place of honor next to the mayor. Then the game began.





And what a game it was! One minute, Tavo's team was ahead, and the next minute, behind. At the end, the game was tied. It went into overtime. Then the ball was in Tavo's hands.

He planted himself, and crouched. He felt the tingling sensation in his feet shoot upward, through the muscles of his arms made so strong from shoveling. The ball soared toward the basket.

**Sw-o-o-o-sh!**

The villagers went wild.

"Tavo, Tavo! Bravo, Tavo!" They chanted in unison.

And he liked the sound of it. Tavo was a great basketball player!



It was late by the time the two Gustavos started up the mountain toward home.

Gustavo looked over the moonlit fields high with corn. He stopped and put his hands on Tavo's shoulders.

"Son, it's time for new sneakers. What do you think?"

Tavo wiggled his toes. They still tingled with magic energy.

"No, Papa, these will do."



LISTEN AND CHECK

Reread Why doesn't Tavo want new shoes at the end of the story? Reread pages 408 and 409 to find the answer.





# Recycling Facts



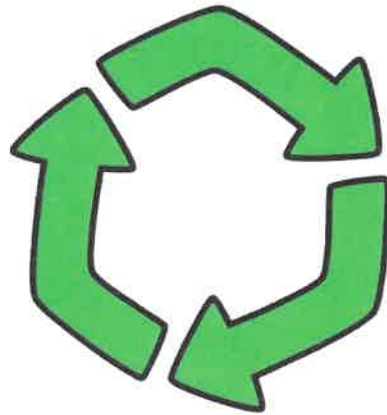
- If everyone in the U.S. recycled just 10% of their newsprint, we would save 25 million trees a year!
- Recycling one aluminum can saves enough energy to run a TV set for 3 hours or a lightbulb for 20 hours!
- Aluminum can be recycled from cans, bicycles, computers, cookware, wires, cars, planes and other sources.
- Recycling old aluminum uses only 5% of the energy that is needed to make new aluminum.
- Recycling 1 ton of paper saves 17 trees, 7,000 gallons of water and 4,000 hours of electricity.



# Recycling

## What is recycling?

Recycling takes trash and turns it into new products. Many things can be recycled. Plastic, glass, metal, paper and electronics are materials that can be recycled. Many things are made from these materials. Soda cans, milk cartons, newspapers, old computers and boxes can be recycled.



## Why should we recycle?

There are many reasons to recycle. When we recycle there is less trash. There is less in dumps and landfills.

When we recycle we use things again and again. This protects earth's resources. When we recycle there is less pollution. This helps keep our environment clean.

## The Recycling Loop

The recycling loop is a symbol for recycling. It is three arrows in a loop. Each arrow is for a different step in recycling. One arrow is for collecting things to recycle. The next loop is for processing the old material and making new things. The last arrow is for buying items that are made from recycled materials. Each step is very important.

# Love Our Earth ABC Order

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## Words

RECYCLE

EARTH

CONSERVE

REUSE

PLANTS

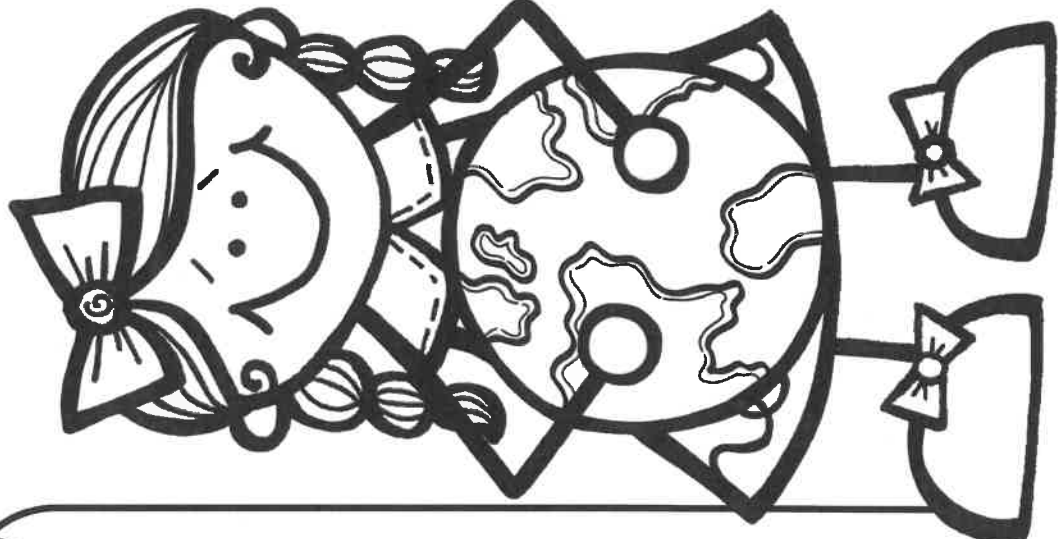
REDUCE

ENERGY

POLLUTION

LITTER

CLEAN





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

# The Solar System

The solar system is made of the sun, the **planets**, and their moons. The sun is at the center of the **solar system** and the planets **revolve**, or move around, the sun. The path that a planet takes as it moves around the sun is called its **orbit**. As the planets move around the sun, they also **rotate**, or spin, completing one day. As the planet faces the sun, it is day time. When the planet spins away from the sunlight, it is night .

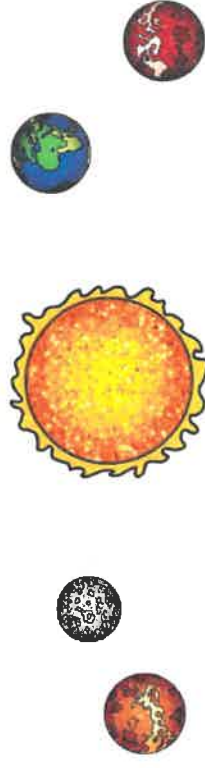
There are 8 planets in our solar system, including Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Pluto was once considered a planet, but is now called a “dwarf planet” because of its small size. Many of the planets also have moons which also revolve around them. The solar system is truly amazing!

Something new that I learned:



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



1. What is the solar system made of?  
\_\_\_\_\_
2. What is at the center of the solar system?  
\_\_\_\_\_
3. What is the name for the path a planet takes as it moves around the sun?  
\_\_\_\_\_
4. When does night occur?  
\_\_\_\_\_

Draw a picture of a planet revolving around the sun.

\_\_\_\_\_

**Words to Know:**

- solar system
- planet
- revolve
- orbit
- rotate

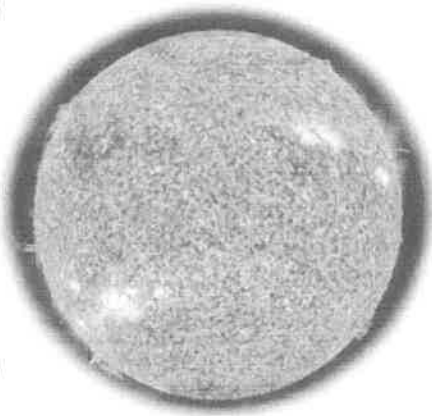
*The solar system is truly amazing!*

Is this a fact or opinion? \_\_\_\_\_

# The Sun

## Reading Comprehension

Name \_\_\_\_\_



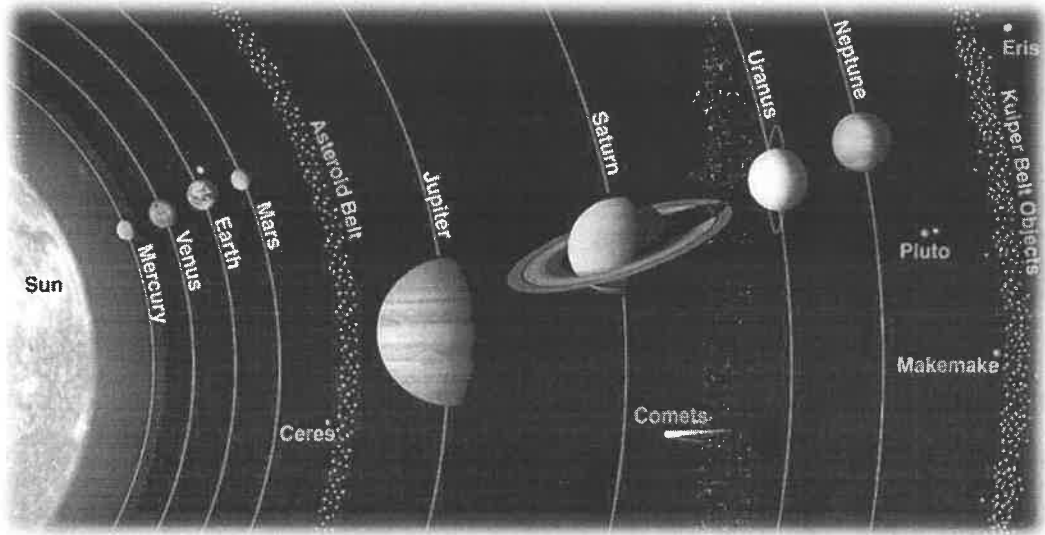
The Sun is a *star* that is in the center of the Solar System. It has the largest mass in our Solar System. This is why all of the planets orbit around the sun! It is 93 million miles away from Earth. *Solar flares* from the Sun are sudden bursts of brightness that happen in places near the sunspots.

*Sunspots* appear on the surface of the Sun and look dark because of lower temperatures near it. The inner core is the hottest part of the Sun and can reach the temperature of 27 billion degrees F. Most ancient civilizations have based their culture on the presence of the Sun. These civilizations include the *Egyptians, Aztecs, Greek, and the Inca.*

1. The Sun is a \_\_\_\_\_ in the center of our Solar System.
2. How many miles is the sun from Earth? \_\_\_\_\_
3. What are solar flares? \_\_\_\_\_  
\_\_\_\_\_
4. What is the hottest part of the Sun? \_\_\_\_\_
5. Name 3 civilizations that based their culture on the presence of the sun. \_\_\_\_\_
6. Why do all the planets orbit around the sun? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ **Inner and Outer Planets**

In our Solar System, astronomers often divide the planets into two groups — the Inner Planets and the Outer Planets. The inner planets are closer to the Sun and are smaller and rockier. The outer planets are further away, larger, and made up mostly of gas. They are separated by the Asteroid Belt.



Write the names of the planets under the correct heading.

Inner Planets	Outer Planets

Jupiter      Mercury      Mars      Neptune      Uranus  
 Earth      Saturn      Pluto      Venus

How would you describe the inner planets? \_\_\_\_\_  
 \_\_\_\_\_

How would you describe the outer planets? \_\_\_\_\_  
 \_\_\_\_\_

# Shadow Recording Directions

The objective of this experiment is to observe Earth's rotation during the day. Students will observe that the sun appears to be in different places of the sky during different points of the day. When conducting this experiment in your classroom, choose a day where you are free to go outside four different times during the day. For example, 8 AM, 10 AM, 12 PM, 2 PM.

## Materials:

- A Bright, Sunny Day
- Recording Sheet
- Watch
- Sidewalk Chalk
- Large Paved Area



## Directions:


- 1 Assign a partner to each student.
- 2 As Partner A stands still on pavement, Partner B traces around their foot. Then Partner B traces along their Partner A's shadow.
- 3 Partner switch and Partner A traces Partner B's feet and shadows.
- 4 Students record the time and draw their shadow in the first box.
- 5 Complete same steps at various times throughout the day.
- 6 At the end of the day, students can describe their observations and conclusions.

# Shadow Recording Sheet


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

Record the time that you check your shadow. Draw where your shadow is at that time of day.


Time: \_\_\_\_\_




Time: \_\_\_\_\_



Time: \_\_\_\_\_



Time: \_\_\_\_\_



Name:-----

# Shadow Recording Observations and Conclusions

Describe the experiment.

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---

What did you observe during the experiment?

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---

---

What conclusions can you make about the Earth and the sun?

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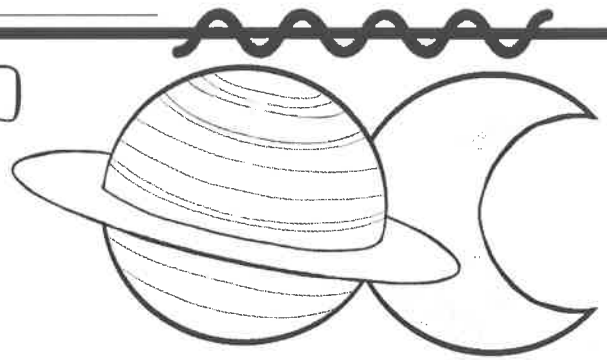
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Name: \_\_\_\_\_

# The Solar System



J	U	G	F	D	C	V	B	S	A	T	E	L	L	I	T	E
G	D	S	A	T	E	C	L	I	P	S	E	W	S	C	A	V
Z	J	U	N	A	H	Y	U	J	I	K	O	L	A	M	K	J
N	H	N	G	V	F	C	D	X	D	S	A	Z	T	Q	E	R
T	Y	U	T	O	M	E	R	C	U	R	Y	Q	U	E	F	T
G	H	Y	I	U	I	A	N	B	V	F	G	O	R	I	K	S
H	E	S	B	Q	D	R	G	R	E	U	I	O	N	K	N	Y
B	F	L	R	P	I	T	H	T	R	D	E	S	F	O	N	S
F	R	H	O	C	S	H	A	S	E	S	R	A	M	I	P	T
M	N	B	R	U	F	U	J	H	D	N	E	P	T	U	N	E
L	Y	G	R	R	S	D	C	V	B	G	T	H	J	A	O	M
S	S	O	L	A	R	S	B	E	T	R	Z	B	N	Y	I	J
U	T	R	E	N	S	C	E	B	U	I	N	J	H	X	F	D
N	A	M	N	U	U	J	I	O	K	H	O	T	R	A	F	U
E	L	O	N	S	A	S	U	F	J	U	O	P	L	L	E	W
V	C	F	R	E	T	I	P	U	J	M	M	G	B	A	A	L
I	O	P	U	R	E	W	X	A	V	C	G	H	U	G	M	N

MERCURY

VENUS

EARTH

MARS

JUPITER

SATURN

URANUS

SOLAR

SYSTEM

NEPTUNE

SUN

MOON

SATELLITE

ORBIT

ECLIPSE

GALAXY

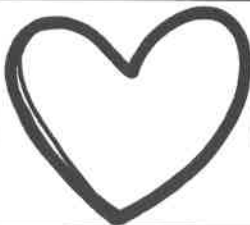
# Save the EARTH!

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

Ways to REDUCE!

Ways to REUSE!

Ways to RECYCLE!







A blank sheet of lined paper with a decorative border of small dots. The page features 20 horizontal lines for writing, evenly spaced across the page. The border consists of a solid outer line and a dotted inner line.

# Fiction

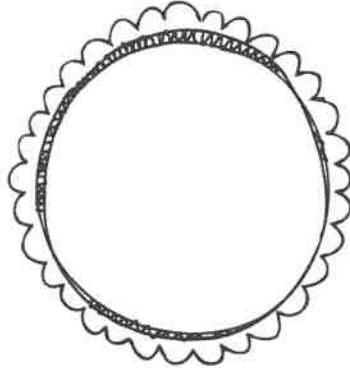
## Reading Log

Pages/Chapters

Date


### 2

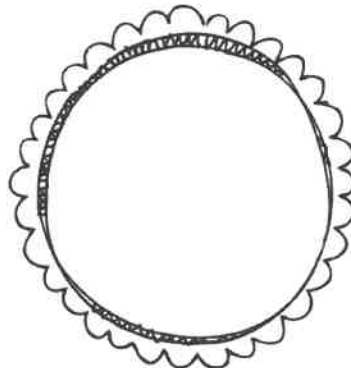
## Characters



Name:

Characteristics:

Evidence supporting characteristics:



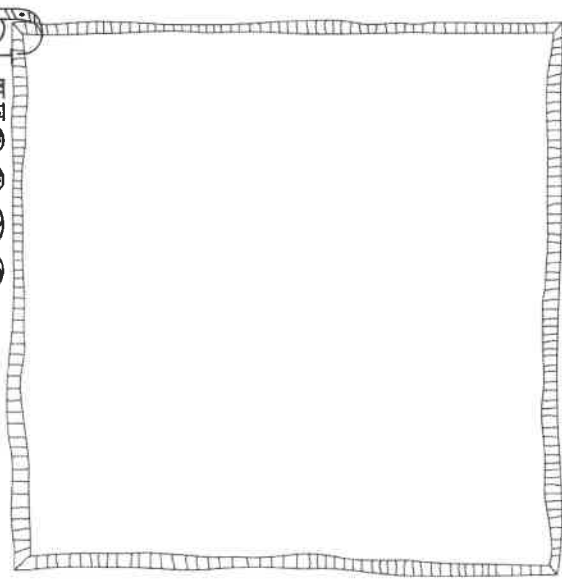
Name:

Characteristics:

Evidence supporting characteristics:

### 3

## Setting



Where did most of the story take place?

Explain how the setting is important to the story.

# Fiction Cont.

4

## Vocabulary

<u>page:</u>	<u>word:</u>
I think it means...	
because...	
dictionary meaning	
<u>page:</u>	<u>word:</u>
I think it means...	
because...	
dictionary meaning	

5

## Rate & Review

- 4 - Best book ever!
- 3 - It was good.
- 2 - I was just okay.
- 1 - I did not like it.



Explain your rating...

## Grade

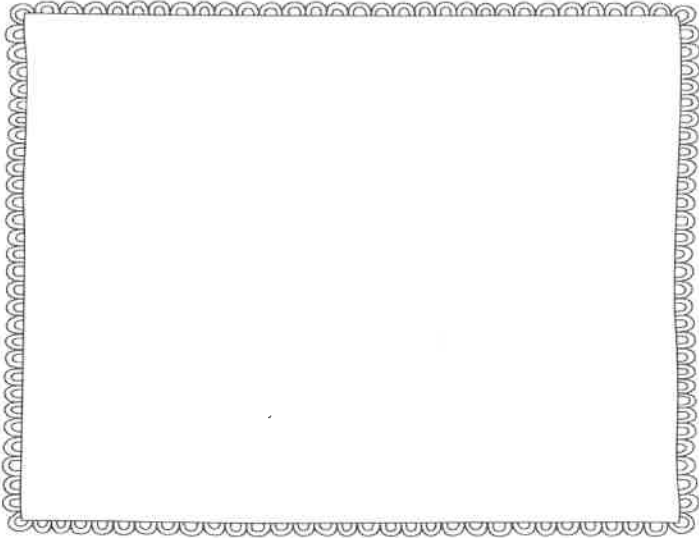
	3	2	1
Complete Sentences			
Neatness			
Page 1			
Page 2			
Page 3			
Page 4			
Page 5			
	/21		

Report Score \_\_\_\_\_ + AR Score \_\_\_\_\_ =

's

# BOOKMARK

## Book Report



Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Started: \_\_\_\_\_ Finished: \_\_\_\_\_

# of chapters: \_\_\_\_\_ pages: \_\_\_\_\_

Nonfiction

# 1 Reading Log

Pages/Chapters

Date


## 2

### FACTS

Main Idea:

Detail:

Detail:

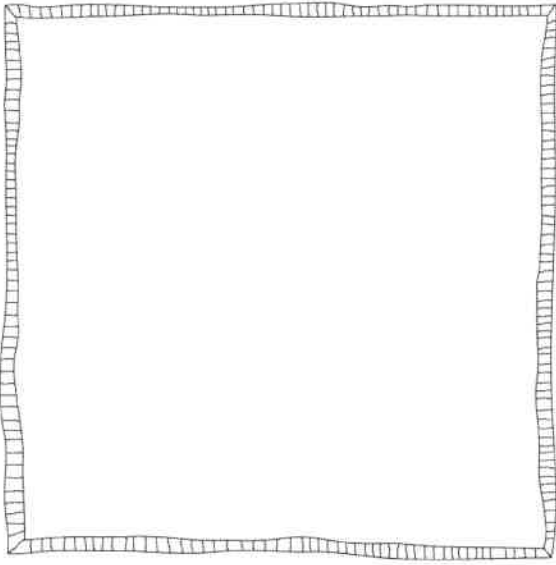
Main Idea:

Detail:

Detail:

## 3

### TEXT FEATURES



What text features does your book have?

- pictures
- labels
- headings
- maps
- cutaways
- sidebars
- captions
- bold print
- index
- table of contents
- glossary

Pick one text feature, draw it in the box and explain why it's important.

# Nonfiction Cont.

4

## Vocabulary

page:	word:
I think it means...	
because...	
dictionary meaning	
page:	word:
I think it means...	
because...	
dictionary meaning	

5

## Rate & Review

- 4 - Best book ever!
- 3 - It was good.
- 2 - I was just okay.
- 1 - I did not like it.



Explain your rating...

<del>Grade</del>	
<del>3</del>	<del>2</del>
<del>1</del>	<del>1</del>
Complete Sentences	
Neatness	
Page 1	
Page 2	
Page 3	
Page 4	
Page 5	
____/21	
Report Score _____	+ AR Score _____ =

's

# BOOKMARK

## Book Report



Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Started: \_\_\_\_\_ Finished: \_\_\_\_\_

# of chapters: \_\_\_\_\_ pages: \_\_\_\_\_

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

# \_\_\_\_\_

# \*Please read for at Daily Reading Log

least 20 min for  
Keep track of the reading you complete this month by filling in a section of  
5 days!

this chart each day you read.



Don't  
forget

to fill  
Parent  
Student  
Initials  
Initials  
you  
Shed  
has  
Sea

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

**U5 W2, Selection Test, GR3**

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

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

Section 1

1 What does the word *discouraged* mean?

- A) not having hope or confidence
- B) telling others they are right
- C) refusing to give up
- D) being brave

2 What does the word *frustrated* mean?

- A) feeling angry or upset
- B) helping someone feel better
- C) seeing something you feel is wrong
- D) needing time to focus on a situation

3 What does the word *recycling* mean?

- A) making new items
- B) replacing old items
- C) throwing items away
- D) using old items again

4 What does the word *jubilant* mean?

- A) unkind
- B) very happy
- C) extremely smart
- D) changing your mind

5 Read the dictionary entry below.

*verb* 1. to look at something for a long time

Which selection vocabulary word matches the dictionary entry?

- A) discouraged
- B) frustrated
- C) gazing
- D) remained

6 Read the dictionary entry below.

*noun* 1. protection of natural resources

Which selection vocabulary word matches the dictionary entry?

- A) conservation
- B) jubilant
- C) remained
- D) tinkering

7 What does the word *remained* mean?

- A) stayed behind
- B) looked ahead
- C) moved forward
- D) aimed upward



8 What does the word *tinkering* mean?

- A) thinking about something
- B) listening to someone speak
- C) helping someone on a project
- D) making small changes to fix something

Section 2

1 What does Tavo want more than anything?

- A) to help his father
- B) a new house
- C) new shoes
- D) rain

2 Why do the villagers attend the emergency meeting?

- A) to seek shelter from the storm
- B) to watch a basketball game
- C) to discuss the drought
- D) to see Tavo's shoes

3 Why did Senora Rosa MOST likely fix Tavo's shoes?

- A) She wanted to watch Tavo play basketball again.
- B) She wanted to show thanks for helping her.
- C) She made shoes for all the children.
- D) She thought they were ugly.

4 Why is Tavo unable to practice basketball?

- A) his father wants him to attend a meeting not allow him to practice
- B) his shoes are lost in the muddy waters
- C) he is too sore from all the digging
- D) the other boys do not like him

5 What do you learn about Tavo's father when he connects Señora Rosa's garden to the zanja?

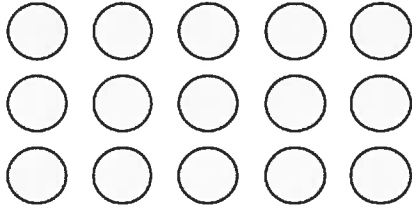
- A) He is afraid of the witch.
- B) He is tired of working.
- C) He is very kind.
- D) He is funny.

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

### 3.OA.A.1 Assessment

I can determine the factors and product in a multiplication equation

1. Write a multiplication equation that matches the given array:



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

I can solve multiplication problems using an array or other model

2. Joshua says that an array with 6 rows and 2 columns will have a total of 10 items.

Draw an array:

Is he correct? (*Circle one*) YES NO

Explain why or why not: \_\_\_\_\_  
\_\_\_\_\_

I can solve problems with multiplication using my understanding of equal groups

3. Liam and two of his friends head to a hawker centre after school every day during the week. The chart below shows the amount he spent every day.

If Liam had planned to spend \$20 at the hawker for the whole week, did he spend more, equal to, or less than his budget? Draw a model and write an equation to prove your answer.

Draw a model:

Day	Cost
Monday	\$4
Tuesday	\$4
Wednesday	\$4
Thursday	\$4
Friday	\$4

Write an equation:  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

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

### 3.OA.A.3 Assessment

I can solve word problems using multiplication or division

1. Lian is growing 2 rows of flowers, with 6 flowers in each row.

How many total flowers did she plant?

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2. Meiling has read 3 Level A books and 5 Level B books. Complete the chart to find the number of points Meiling has earned.

Level	Points
Level A	2
Level B	5

Level	Number of Books She Read	Points per Book	Total Points Earned
Level A	3	2	
Level B		5	25

I can use models such as arrays and equal groups to solve word problems

3. Isaac picks mangos for 2 days, and picks a total of 14 mangos. If he picked the same amount each day, how many mangos did he pick each day?

A) Draw an array:

B) How many mangos did he pick each day? \_\_\_\_\_

C) If Isaac decides to pick 2 more mangos every day for 4 more days, how many mangos will he have picked total (including the previous days)?

Isaac will have picked \_\_\_\_\_ total mangos.

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

### 3.OA.B.5 Assessment

I can identify properties of operations to solve multiplication problems

1. What property helps you understand that  $7 \times 5$  and  $5 \times 7$  have the same product?

Property: \_\_\_\_\_

I can apply properties of operations to solve multiplication problems

2. Use the distributive property to solve  $6 \times 8$ .

3. Emma is trying to multiply a set of numbers ( $2 \times 6 \times 3$ ) using mental math but is having trouble keeping them organized in her head.

Describe a property that she can use to solve the problem, and then find the product.

Property: \_\_\_\_\_

$2 \times 6 \times 3 =$  \_\_\_\_\_