

3rd Grade Materials
for 4/20-6/3

Name: _____

Teacher: _____

3rd Grade Reading

April 20th - May 1st

- Read or have someone read with you, "When the Giant Stirred" and "Why the Sky is Far Away". You will want to read these stories a couple of times over the next 2 weeks.
- Pick 4 activities from the Reading Response Choice Board to complete with this story.
- Don't forget to read a book of your choice at least 20 minutes a day!

May 4th - May 15th

- Read or have someone read with you, "Cinder Al and the Stinky Footwear". You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities from the Reading Response Choice Board to complete with this story.
- Don't forget to read a book of your choice at least 20 minutes a day!

May 18th - June 3rd

- Read or have someone read with you, "Compay Mono and Comay Jicotea". You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities from the Reading Response Choice Board to complete with this story.
- Don't forget to read a book of your choice at least 20 minutes a day!

Anchor Charts for Reading Skills

Please reference these to help you complete the reading activities.

Traditional Tales

Traditional tales are stories that are usually passed from one generation to the next.

Purpose: to entertain

- ☆ characters may be animals or people with super-human or magical abilities
- ☆ the setting is usually not like real life
- ☆ the plot has a conflict and resolution, but the events may not happen in real life
- ☆ include a plot with a setting, characters, and a sequence of events
- ☆ often include a moral or lesson learned

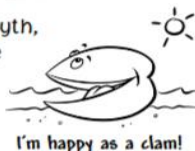
Be kind to others.

Beware of flatterers.

Don't give up.

- ☆ may be a folktale, a legend, a myth, a tall tale, a fable, or a fairy tale

- ☆ may include figurative language to describe characters and events



Make and Confirm Predictions

A prediction is a guess you make about what is going to happen in a selection or story.

The comic strip is divided into three horizontal panels, each with a sunburst icon and the text "READING".

- Before READING:** A girl is looking at a book cover. A speech bubble says "What will happen next?".
 - Look at the cover and read the title.
 - Look at the text features and illustrations.
 - Then predict what the text will be about.
- During READING:** The girl is reading the book. A speech bubble says "What will happen next?".
 - Stop and think about what you read.
 - What do you think will happen next?
- After READING:** The girl is holding the book and smiling. A speech bubble says "Yes! I was right!".
 - Confirm or adjust your prediction.
 - Ask: Was I right?

Ask and Answer Questions

When?

- Before reading
- During reading
- After reading

Why?

- To get information
- To help you understand the text
- To practice being "awake" and thinking while reading
- To be curious and wonder as you read



How?

Use question words to **ASK**:

**who what where
why when how**



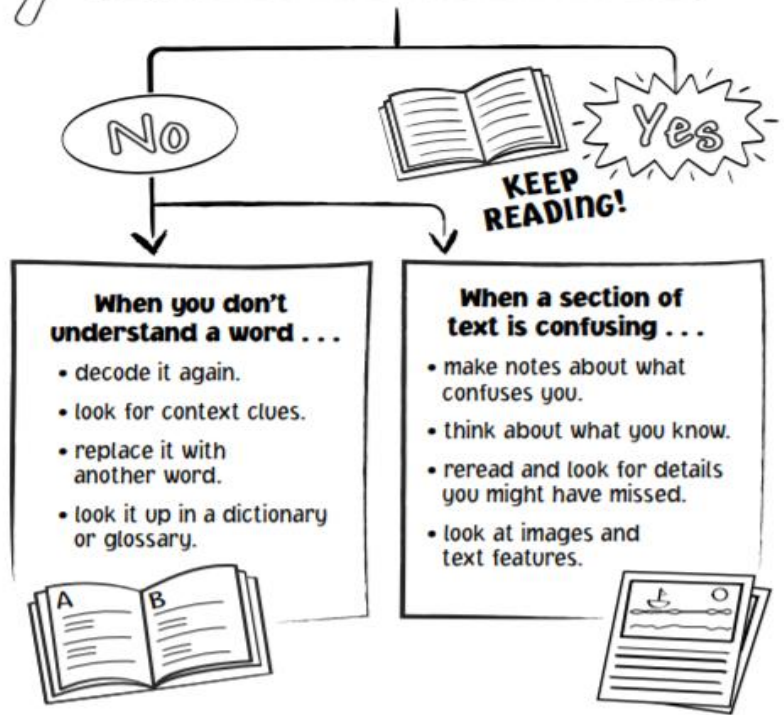
Look around in the text and pictures for evidence, or details, to help you **ANSWER**.

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Monitor and Clarify



ASK: Do I understand what I just read?



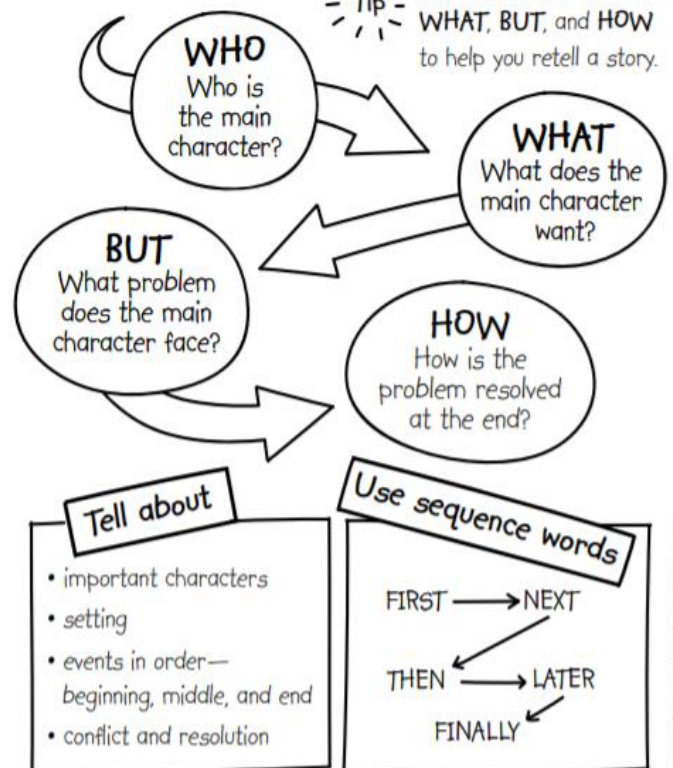
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RETELL

Retelling a story helps you understand it better.



Think about **WHO**, **WHAT**, **BUT**, and **HOW** to help you retell a story.



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THEME

The theme is the main message, lesson, or moral of the text.

The theme can be stated in text. Fables and myths might tell the theme at the end.



The theme can be implied. Use text clues to figure it out.

- ♥ What happens to the characters?
- ♥ How do the characters react?
- ♥ What do the characters learn?
- ♥ How do the characters grow or change?

ASK: What is the author trying to teach me?

EXAMPLES

Be kind to others.

Friends are important.

Don't give up.

Make Connections

When you read, find ways that the text is like things in your own life and other texts you have read.



Text to Self

Connect the text to your life. This reminds me of when I . . .



Text to Text

Connect the text to a text you've read. This is like another book I read . . .



Text to World

Connect the text to the world around you. This is like something that happened in my community . . .

CHARACTER

Major characters are central to a story. Minor characters support the major characters. Authors bring their characters and subjects to life in five key ways.

Appearance
What does the character look like?

Traits
What qualities or abilities does the character have?

Voice and Dialogue
How does the character sound?
How does the character speak to others?

Behaviors
How does the character act around others?
How does he or she respond to conflicts or problems?

Thoughts and Emotions
What does the character think and feel?

Figurative Language

Figurative Language includes “figures of speech” that compare, exaggerate, or mean something different from what is expected.

Simile A comparison of two things using “like” or “as”



I'm happy as a clam!

Metaphor A comparison of two things by saying one thing is another thing

You must be a walking encyclopedia to know all those facts.



Hyperbole Exaggerations that make things sound bigger, better, or more than what they truly are



I waited for 100 years!

Idiom An expression that means something different from the meaning of its individual words



I feel sick as a dog.

Figurative Language

Figurative Language creates a special effect or feeling or makes a point.

Onomatopoeia A word that imitates the sound of what it describes



Alliteration A sound device used to repeat the same consonant sound at the beginning of nearby words



Sally sent Susan some samples of soup.

Personification Gives human qualities or characteristics to an animal or object



The moon follows me when I walk at night.

Imagery Language that describes how something looks, sounds, feels, smells, or tastes



I bit into the juicy, sweet apple.

**Reading Response Choice Board- Remember you only have to complete 2 per week!
(Unless you *want* to do more!)**

Skill & Standard	Response Choice #1	Response Choice #2
Ask and Answer Questions (see anchor chart) ELA-LITERACY.RL.3.1	Write 2 questions from your story that can be answered from the text. Answer those questions.	Write 2 questions from your story that can be answered from the pictures in your story. Answer your questions.
Theme/Moral (see anchor chart) .ELA-LITERACY.RL.3.2	Choose a character from the story and write about the lesson that they learned in the story.	What is the central message, lesson, or moral of the story? Use evidence from the story to explain.
Characters (see anchor chart) ELA-LITERACY.RL.2.5	How do the characters' actions help move the plot along?	What words/phrases in the text help you understand how the characters were feeling?
Clarify Literal/Nonliteral (see anchor chart) ELA-LITERACY.RL.2.4	Pick two words that were difficult for you to figure out. What do the words mean and explain what strategy you used to figure them out?	Find two examples of figurative language. Why did the author use figure language? What are they trying to describe?
Craft and Structure .ELA-LITERACY.RL.2.7	What mood does the illustration portray? Did it help you understand the text?	What do the illustrations tell you about what the character is like?
Connections .ELA-LITERACY.RL.2.9	Discuss how you relate to one of the stories.	Choose two of your stories. How are the themes alike? How are they different?

April 20th - May 1st

Response #1

Response #2

Response #3

Response #4

May 4th- May 15th

Response #1

Response #2

Response #3

Response #4

May 18th-June 3

Response #1

Response #2

Response #3

Response #4

3rd Grade Word Study

ELA-LITERACY.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Using the words below, each week you will choose 3 activities from the **Word Study Choice Board** (below the anchor charts) to complete in the given response space.

baby	brother	son	teacher	paragraph	syllables
test	written	kept	ride	shall	wide
believe	felt	happy	love	blue	care
sign	wish	drop	forest	rain	moon
region	village	century	months	time	held
picked	raised	dance	paint	speak	center
clothes	direction	instruments	divided	simple	whether
exercise	job	race	solve	pushed	result
third	beside	describe	million	return	beautiful
soft	tail	appear	buy	developed	lay
cells	meet	subject	wild	cause	heart
represent	factor	present	record	discovered	energy
matter	difference	length	square	sum	anything
everything	outside	eggs	farmer	root	store
ice	snow	weather	arms	legs	members
can't	edge	main	ready	summer	west
winter	perhaps	probably	suddenly	general	glass
mind	train	jumped	sat	sit	sleep
floor	metal	wall	window	either	finished
gone	flowers	hill	sky	bill	cross
drive	caption	claim	evidence	reasoning	idiom

Spelling Words with Prefixes and Suffixes

● A prefix is a word part that is added to the front of a word. ●

A prefix changes the meaning of the word but not its spelling.

{ prefix (meaning) + word = new word (meaning) }
pre- (before) + view = preview (view before)

Some common prefixes are . . .

<i>anti-</i> (against)	<i>de-, dis-</i> (opposite of)	<i>mis-</i> (wrongly)
<i>re-</i> (again)	<i>trans-</i> (across)	<i>un-, non-</i> (not)

● A suffix is a word part that is added to the end of a word. ●

A suffix changes the form of the word. Sometimes, a suffix changes the spelling of the word:

{ base word + suffix = new word (double final consonants) }
chat + -ed = chatted

{ base word + suffix = new word (change y to i) }
happy + -ness = happiness

{ base word + suffix = new word (drop final e) }
shake + -ing = shaking

Use what you know about prefixes and suffixes to spell new words.

Spelling Words Using Syllable Division Patterns

Knowing how to divide words into syllables can help you spell them correctly.

VCV Pattern

- There is one consonant between two vowels.
- If the vowel sound in the first syllable is long, divide the word after the vowel:

mo/ment
V/CV

- If the vowel sound in the first syllable is short, divide the word after the consonant:

fin/ish
VC/V

VCCCV Pattern

- There are three consonants between two vowels. Two of the consonants work together as a consonant blend.
- Divide the word before or after the consonant blends:

sur/prise *pump/kin*
VC/CCV VCC/CV

VCCV Pattern

- There are two consonants between two vowels.
- Divide the word between the two consonants:

nap/kin *but/ton*
VC/CV VC/CV

VV Pattern

- There are two vowels together and each vowel makes its own sound.
- Divide the word between the two vowels:

gi/ant *po/em*
V/V V/V

Alphabetical Order

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

1 How do I put words in alphabetical order?

Look at the first letter in each word.
Then arrange the words in ABC order.

apple banana cheese

2 What if the first letters are the same?

Look at the second letter in each word.
Then arrange the words in ABC order.

banana berry butter

3 What if the first and second letters are the same?

Look at the third letter in each word.
Then arrange the words in ABC order.

cheese chicken chocolate




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Spelling Compound Words and Contractions

A **compound word** is made up of two smaller words joined together.

TIP

To help you spell a compound word, think about how to spell each smaller word.

	+		=	
tooth	+	brush	=	toothbrush
snow	+	man	=	snowman
mail	+	box	=	mailbox
sun	+	flower	=	sunflower

TIP

A **contraction** is the shortened form of two words written as one word.

An apostrophe takes the place of the missing letter or letters from the second word.

I	+	have	=	I've	→	h and a are missing
they	+	are	=	they're	→	a is missing
would	+	not	=	wouldn't	→	o is missing
can	+	not	=	can't	→	n and o are missing

Use what you know about compound words and contractions to spell new words.

Spelling Homophones

Homophones are words that sound the same but have different meanings and, usually, different spellings.

Look at the homophones in these sentences.

I was so hungry that I **ate eight** bananas!



The sky was clear and **blue**.

As the wind **blew**, the trees swayed.

How can you make sure to spell each word correctly?

- Think about each word's meaning.
- Memorize each word's spelling.
- Practice, practice, practice!



ate	eight
ant	Aunt
blue	blew
four	for
one	won
reign	rain
wait	weight
write	right



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3rd Grade Word Study Choice Board

Write your responses in the weekly spaces provided below.

Turn two of the words into superheros and write a sentence describing them (using the word).	Find 10 words to add a prefix or suffix to (or both) in order to make a new word.	Choose 10 words and total up the value of each one of your words. Vowels = 5 points Consonants = 2 points	Select 15 words and write them in alphabetical order.	Write a poem using at least 10 of the words.
Choose 10 words and divide each word into syllables.	Make a word search using ten of the words.	Create a comic strip using at least 10 words.	Choose 5 words and write a sentence for each word.	Choose 15 words and sort them into 2 or 3 categories.
Find all the compound words. Find the contraction word and write the two words it combined.	Select 10 words and sort those words into long vowels and short vowels.	Make 2 sets of flashcards with 10 words and play memory with them.	Draw meaningful pictures for 10 of the words.	Find 10 words that have more than 3 syllables.
Find some words that you can combine to make compound words.	Create a crossword puzzle using 10 of the words.	Select 7 words that have a suffix. Change the suffix and tell how it changed the meaning of the word.	Write a note to a friend. Use at least 10 of the words.	Find words that have homophones and write the definition for both words.

April 20th - April 24th

Activity 1

Activity 2

Activity 3

April 27th - May 1st

Activity 1

Activity 2

Activity 3

May 4th-May 8th

Activity 1

Activity 2

Activity 3

May 11th-May 15th

Activity 1

Activity 2

Activity 3

May 18th-May 22nd

Activity 1

Activity 2

Activity 3

May 25th- June 3rd

Activity 1


Activity 2

Activity 3

3rd Grade Writing

While you are at home, we would like you to keep a journal. You are to make a journal entry at least twice a week. You can choose from activities on the writing choice board or you can choose what you want to write.

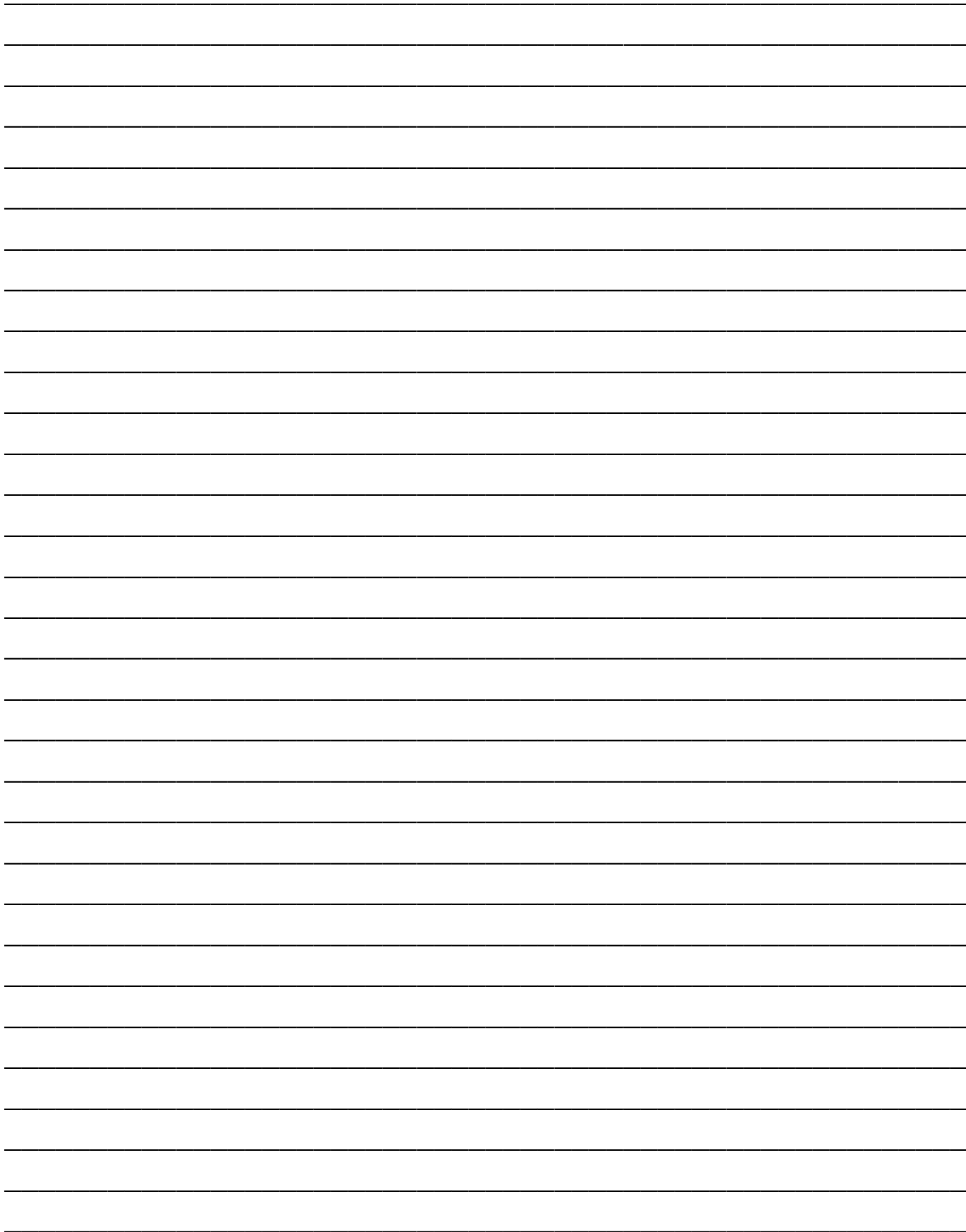
Writing Choice Board

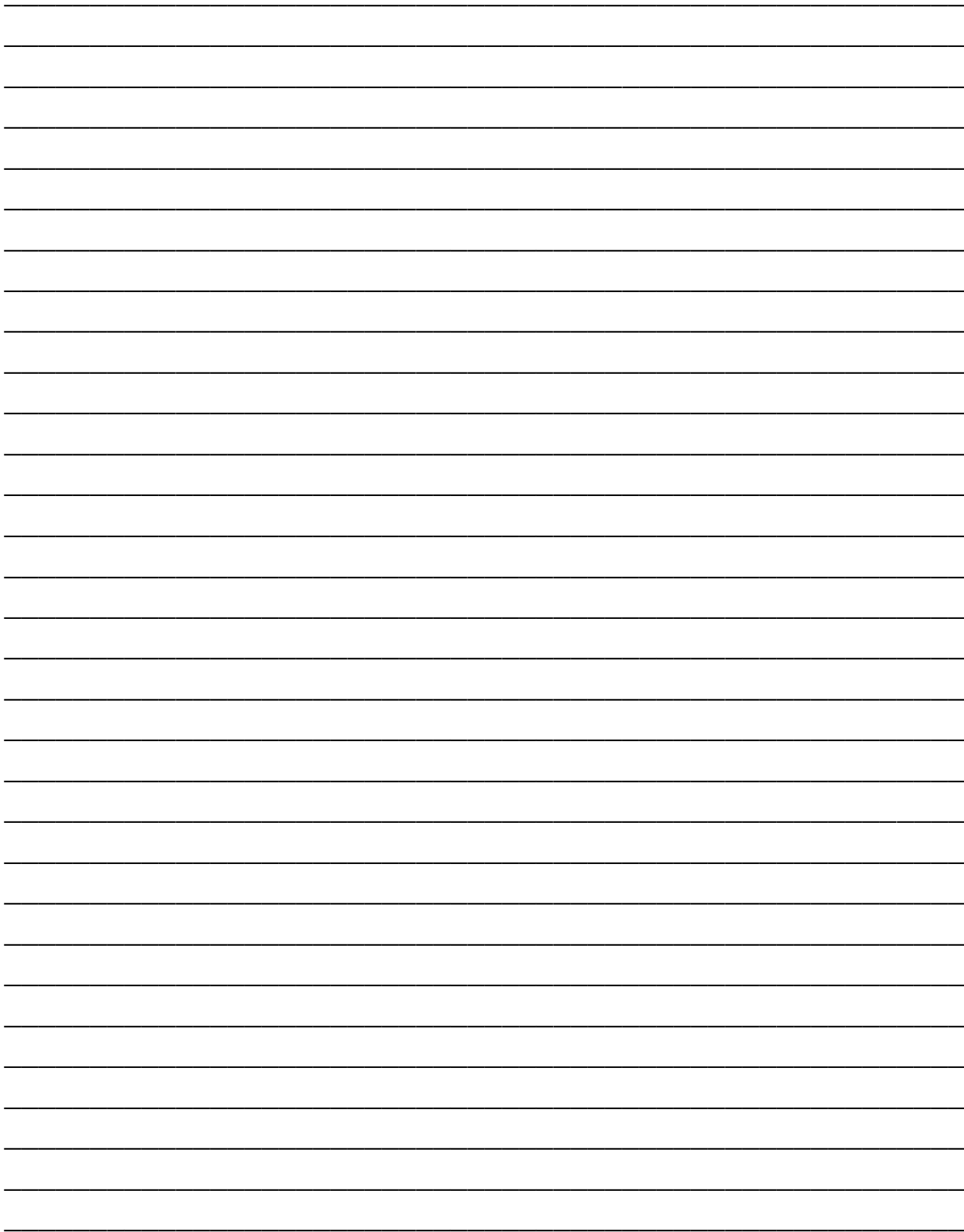
Free write in your journal entry from a 1st person point of view. (using words like "I" or "we")	Free write in your journal entry from a 3rd person point of view. (using words like "she" or "they")	Make a comic for today's journal entry. You can use family members or pets as superheros.	Interview a family member. What are some interesting facts you learned about that person?	What's something kind you could do for another person today? How will that help them?
Interview your pet. What would they say if they could talk?	Rewrite one of your HMH stories as a poem.	Write your teacher a letter about what you have been doing.	Write a letter to a friend that you miss seeing.	What age are you most excited to reach?
What culture would you like to learn more about? What would you like to know about that culture?	What are some ways we can all live in harmony with each other?	What do you know about your family's heritage? What are some other things you want to know about and who could you ask?	How did characters and people in the stories you read learn from each other's differences?	If you could throw a party for the entire school, what would it be like?
What new words did you encounter as you read the stories and how did you figure out what they mean?	What do you like more: doing school work at home or doing school work at school? Why?	Research a topic and write about what you learned.	What are you doing to keep yourself busy during the day?	What do you miss about going to school? What do you enjoy about being home from school?
What are you looking forward to in the future? 	If you could invent something, what would it be? Draw a picture of it to go with your writing.	What are you worried about? What can you do to make yourself feel better?	What is something creative you've done or something new you've made?	Is it better to have older or younger siblings? Tell why you feel that way.

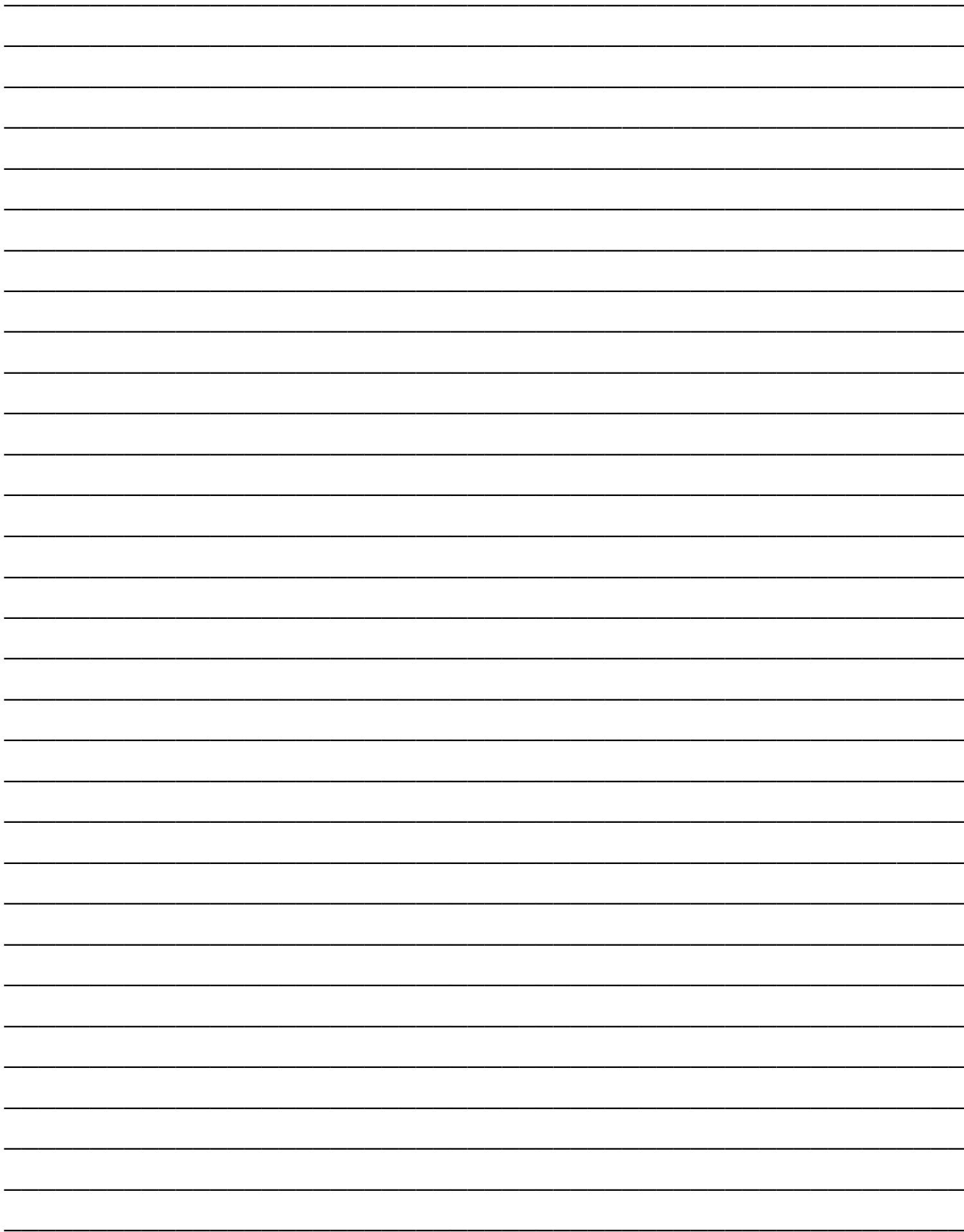
*Where appropriate, follow the 5 sentence paragraph form, including a topic sentence, 3 detail sentences about the topic, and a closing sentence.

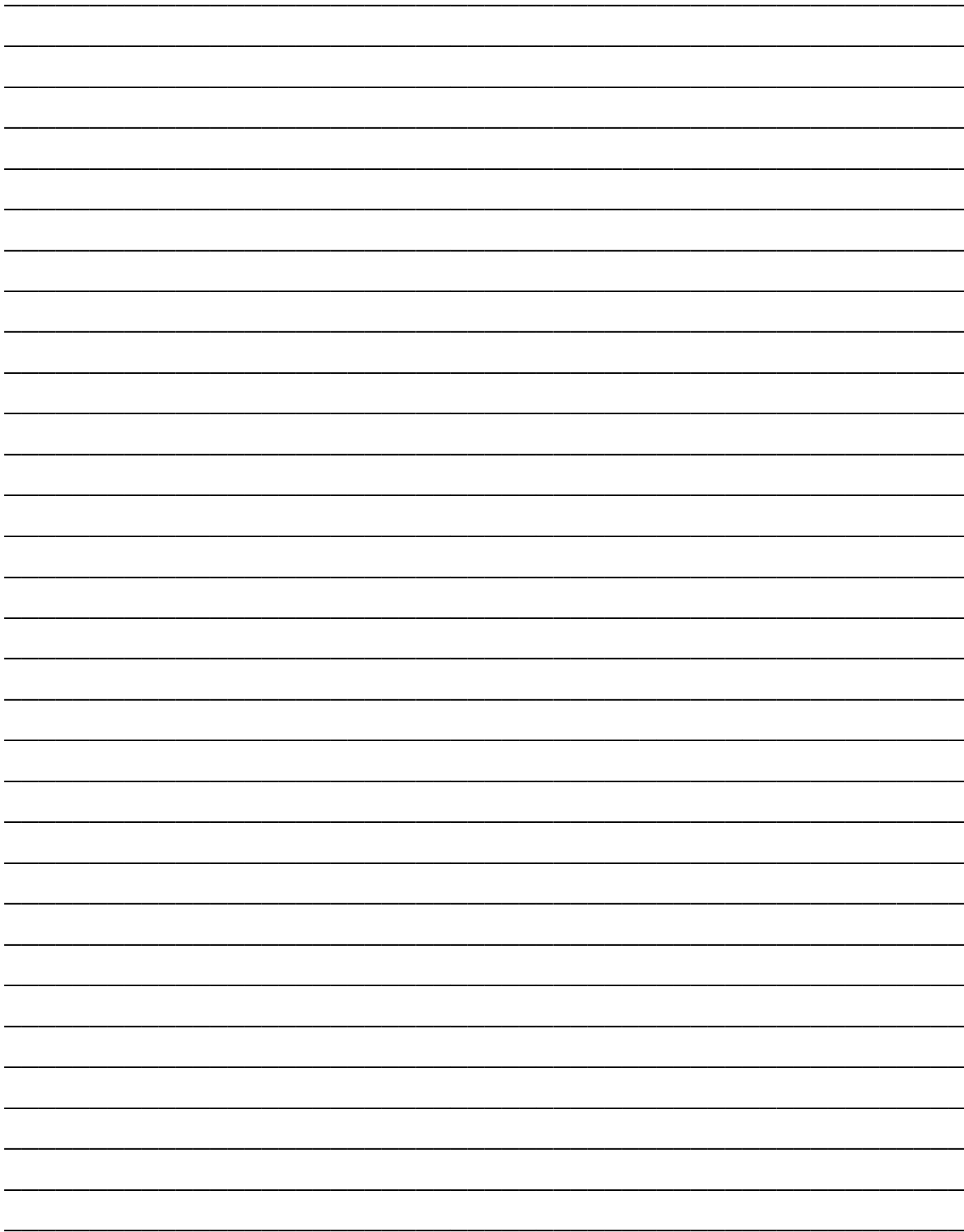
Third Grade Writing Checklist

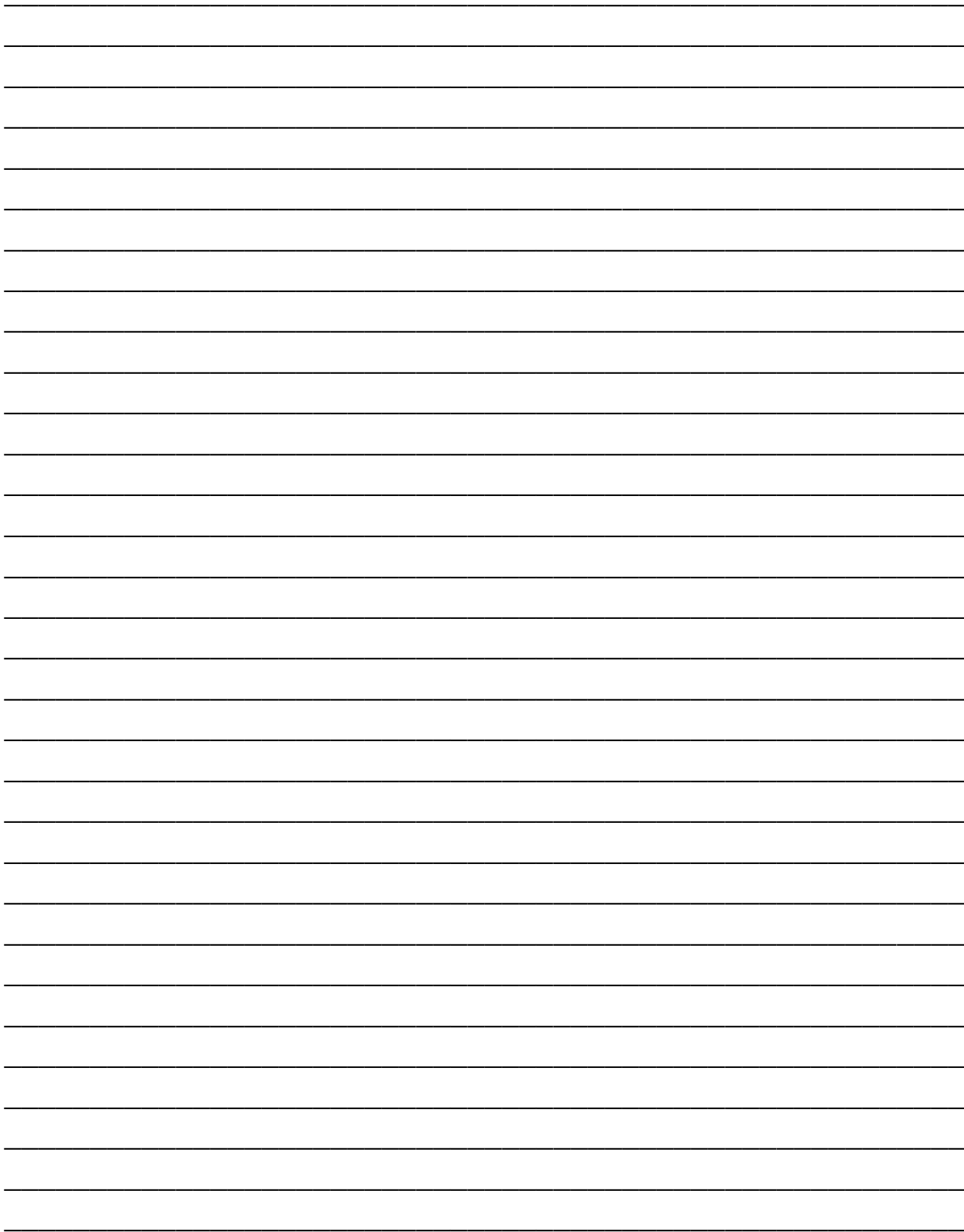
Did I use capitals?	Did I include punctuation marks?
Do my sentences make sense?	Did I write neatly?
Did I sound out my words?	Did I stay on topic?
Did I choose the best (no boring) words?	Did I include details?

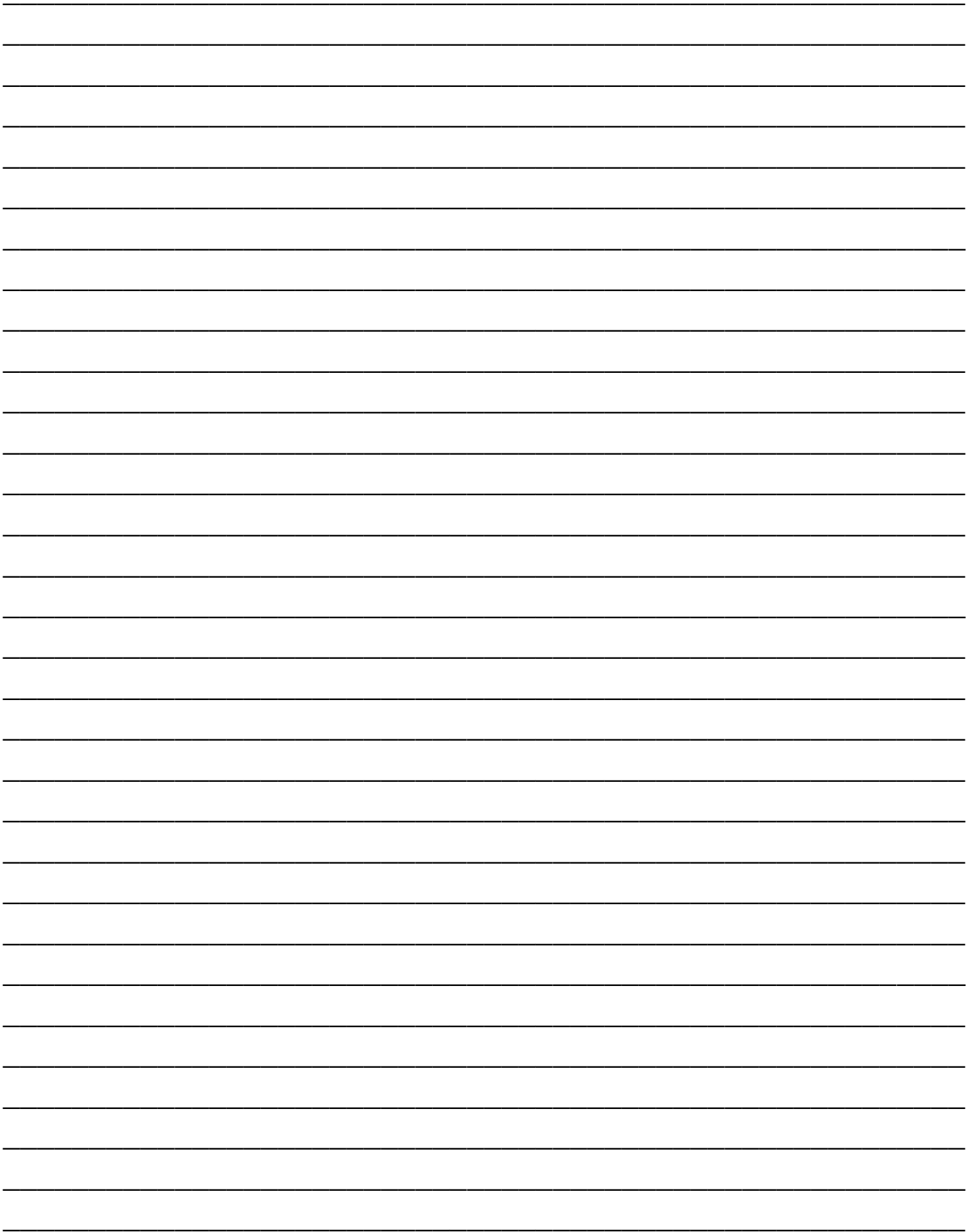


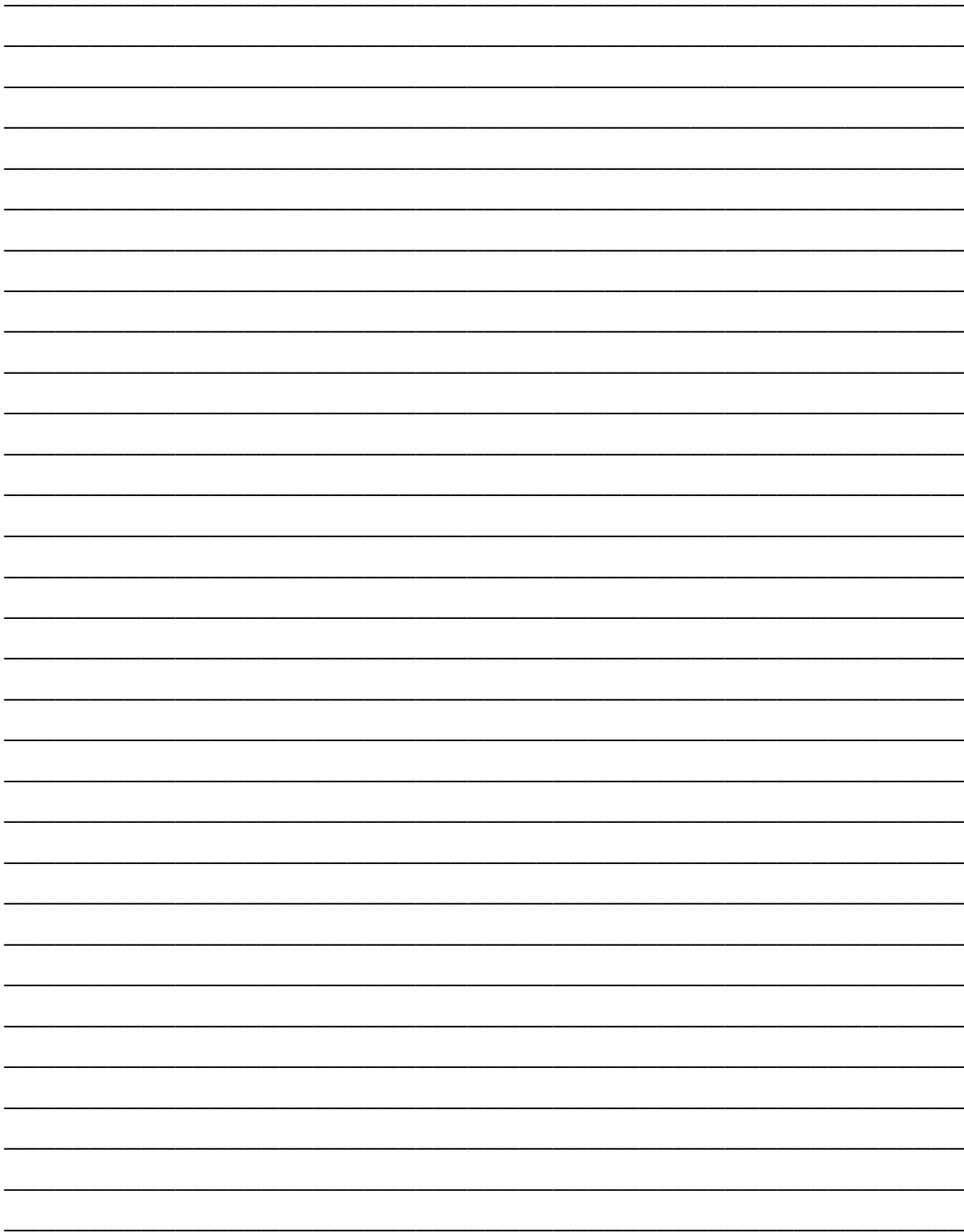


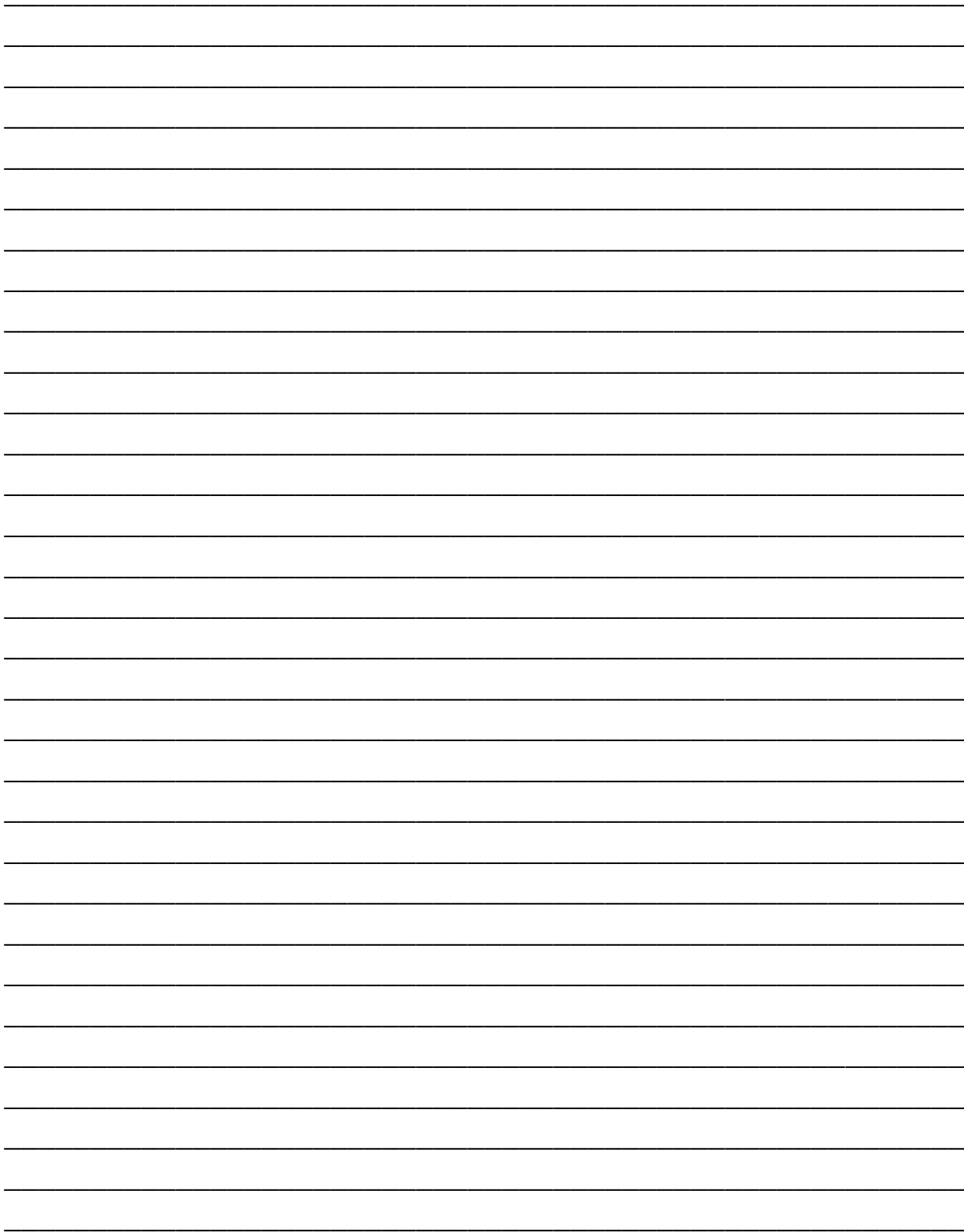


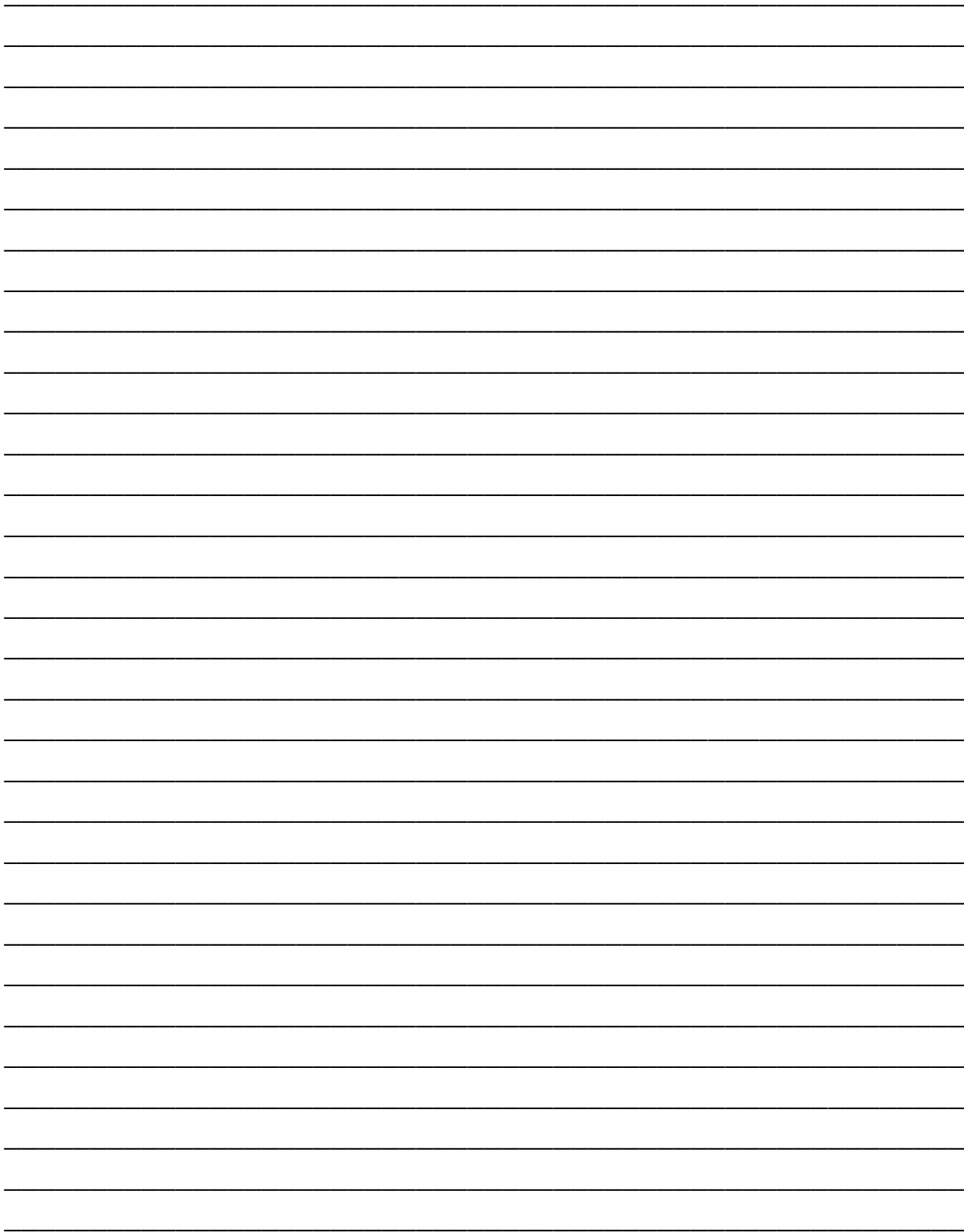


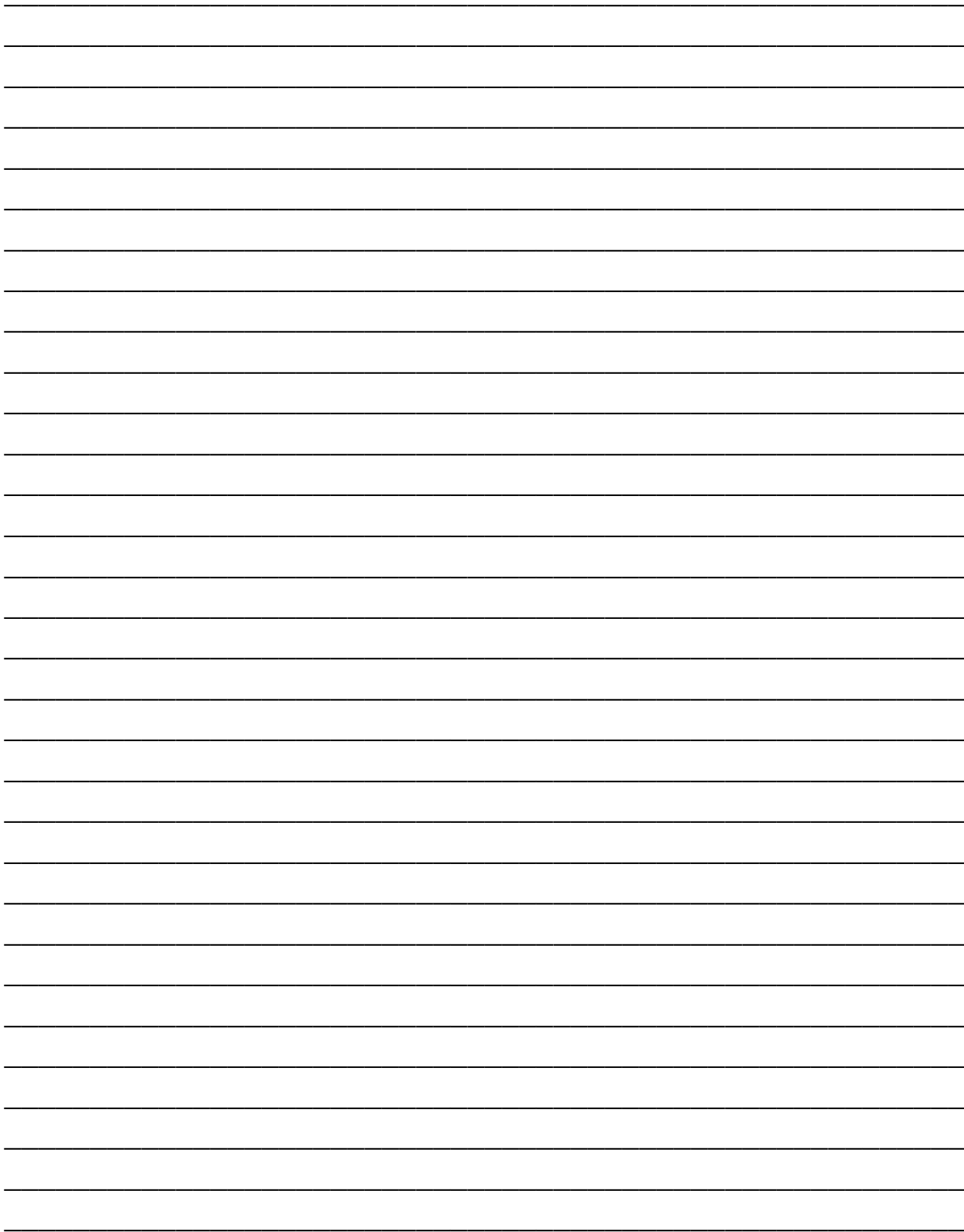










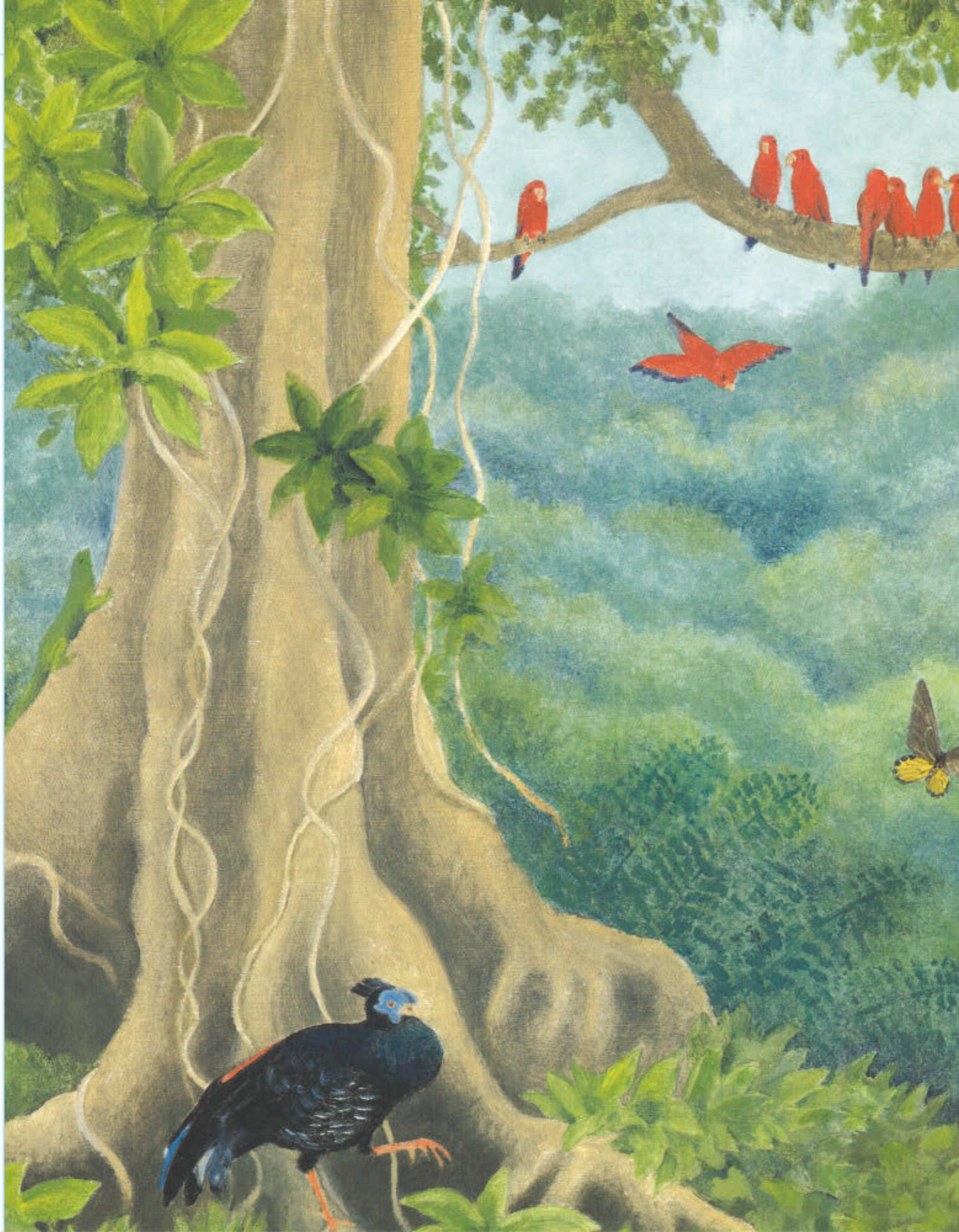






When the Giant Stirred

by Celia Godkin





- 1 Long, long ago
in a blue, blue sea
lay a green, green island.

- 2 On the island
there were white, sandy beaches
with coconut palms,
where great sea turtles
came by moonlight
to bury their eggs in the sand.

- 3 On the island
there were leafy, green forests
with brightly colored butterflies,
where noisy, red parrots
screeched and chattered
from the treetops.

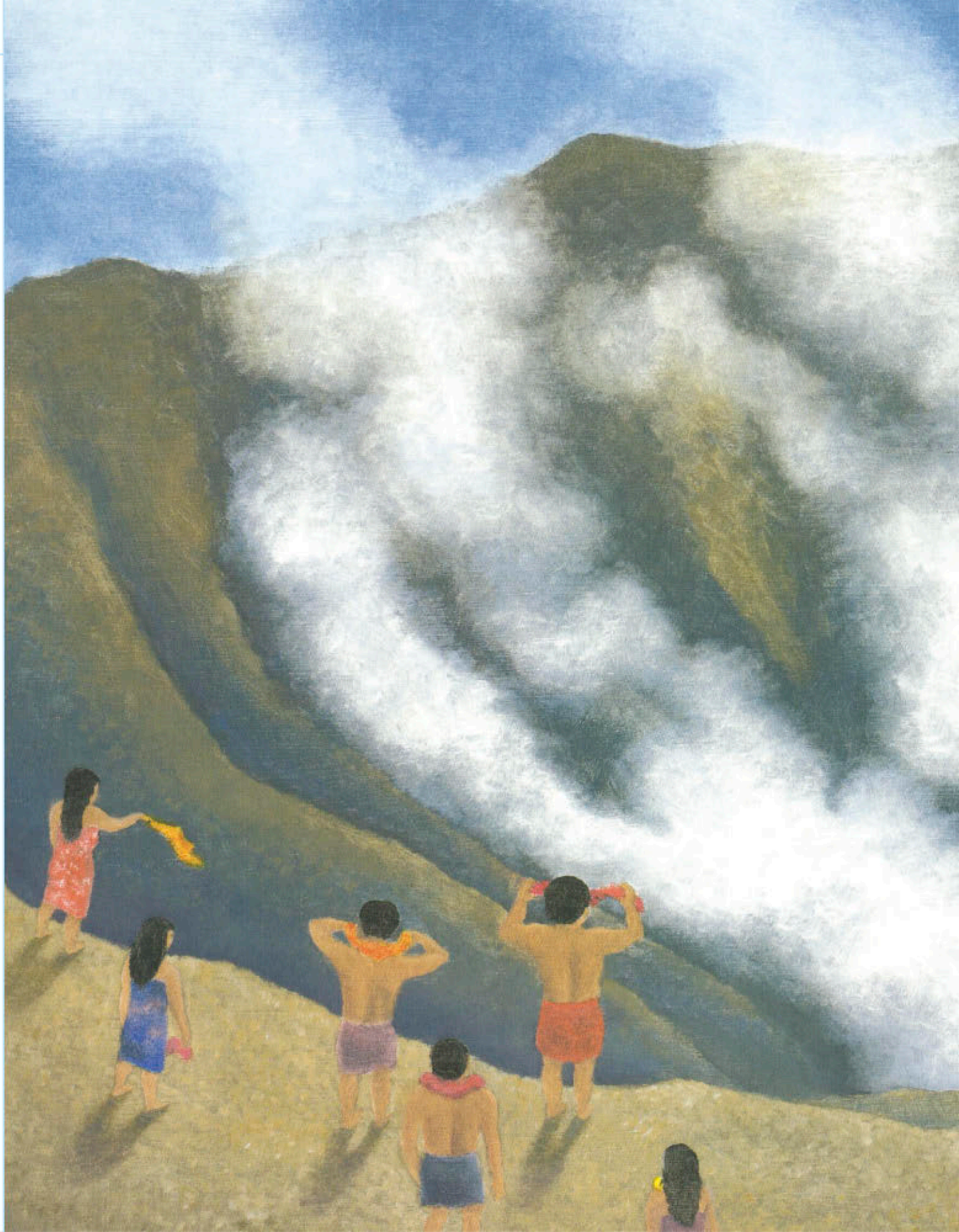
- 4 On the island
there was a cool, blue lagoon,
where many silvery fish
swam in an underwater garden
of strange and wondrous animals.

lagoon A lagoon is an area of seawater that is separated from the ocean by rocks or sand.



- 5 On the island
there was a sleepy village
of grass-thatched houses
where gentle, smiling people
went about their daily lives.
- 6 They collected
coconuts from the beaches,
fruit from the forest,
and fish from the lagoon.
- 7 Over all of this peaceful island
towered a great,
cone-shaped mountain.
Most of the time it was quiet,
but sometimes
it let out a puff of smoke
or rumbled like a giant
mumbling in his sleep.







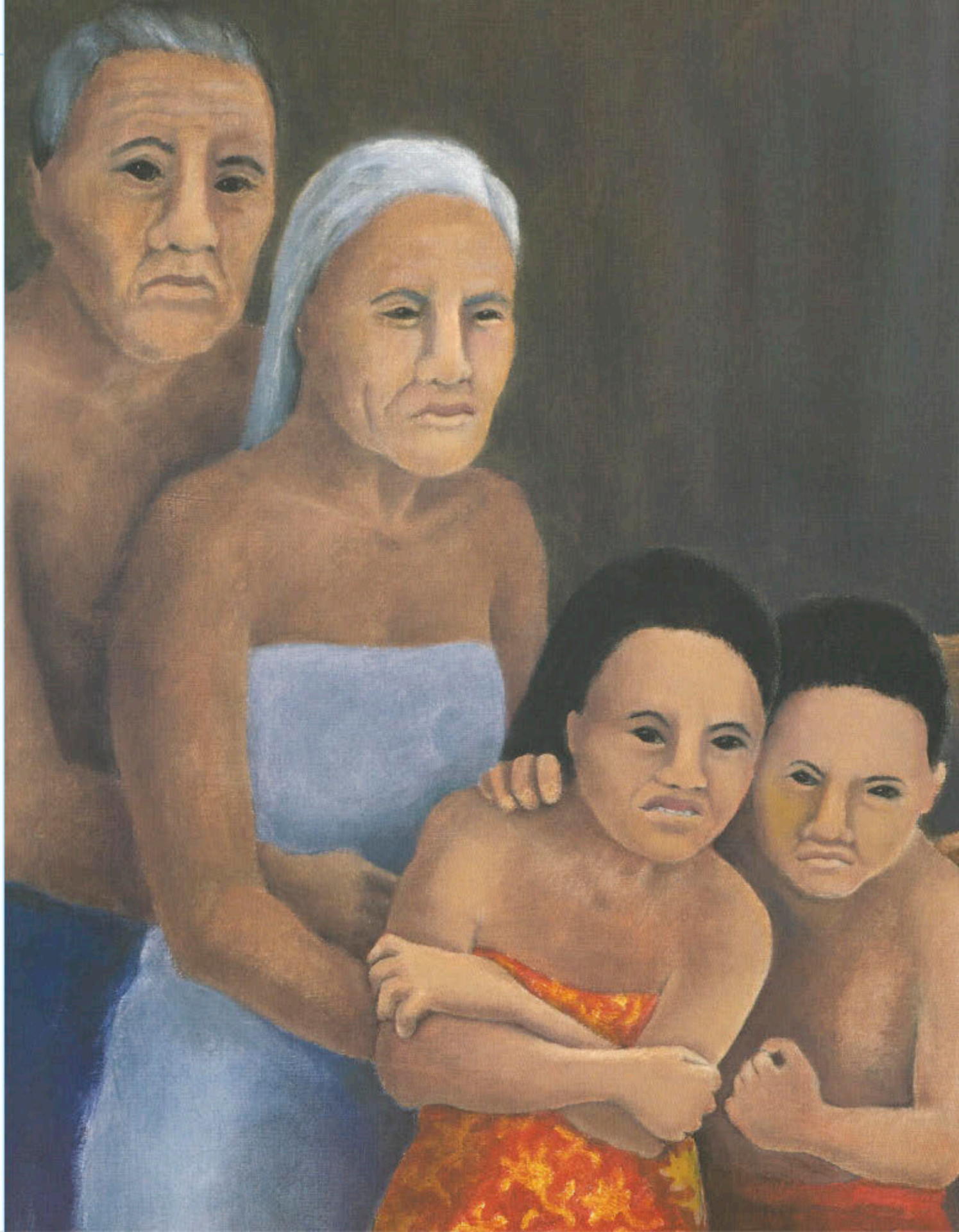
8 When the giant stirred,
the people of the village
took **garlands** of flowers
up the mountain and threw them
in the crater at the top.
They prayed that the sweet,
heavy scent of the flowers
would put their mountain god
back to sleep
and give him pleasant dreams.

9 But there came a day
when the mountain
would not go back to sleep.
It rumbled and roared.
It **belched** out black smoke,
which fell as a rain of **cinders**
on the village.

garlands Garlands are ropes made of flowers or leaves.

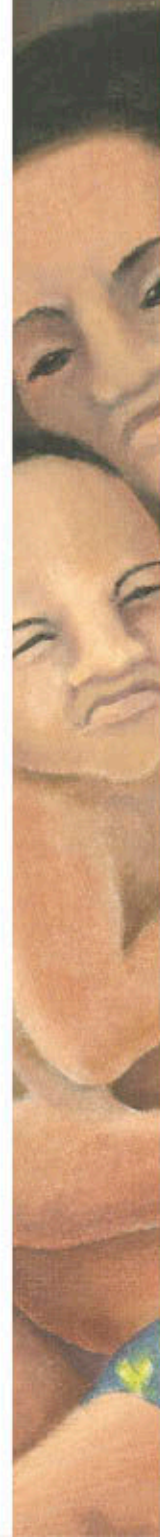
belched If a volcano or chimney belched, it suddenly pushed out a large amount of smoke or fire.

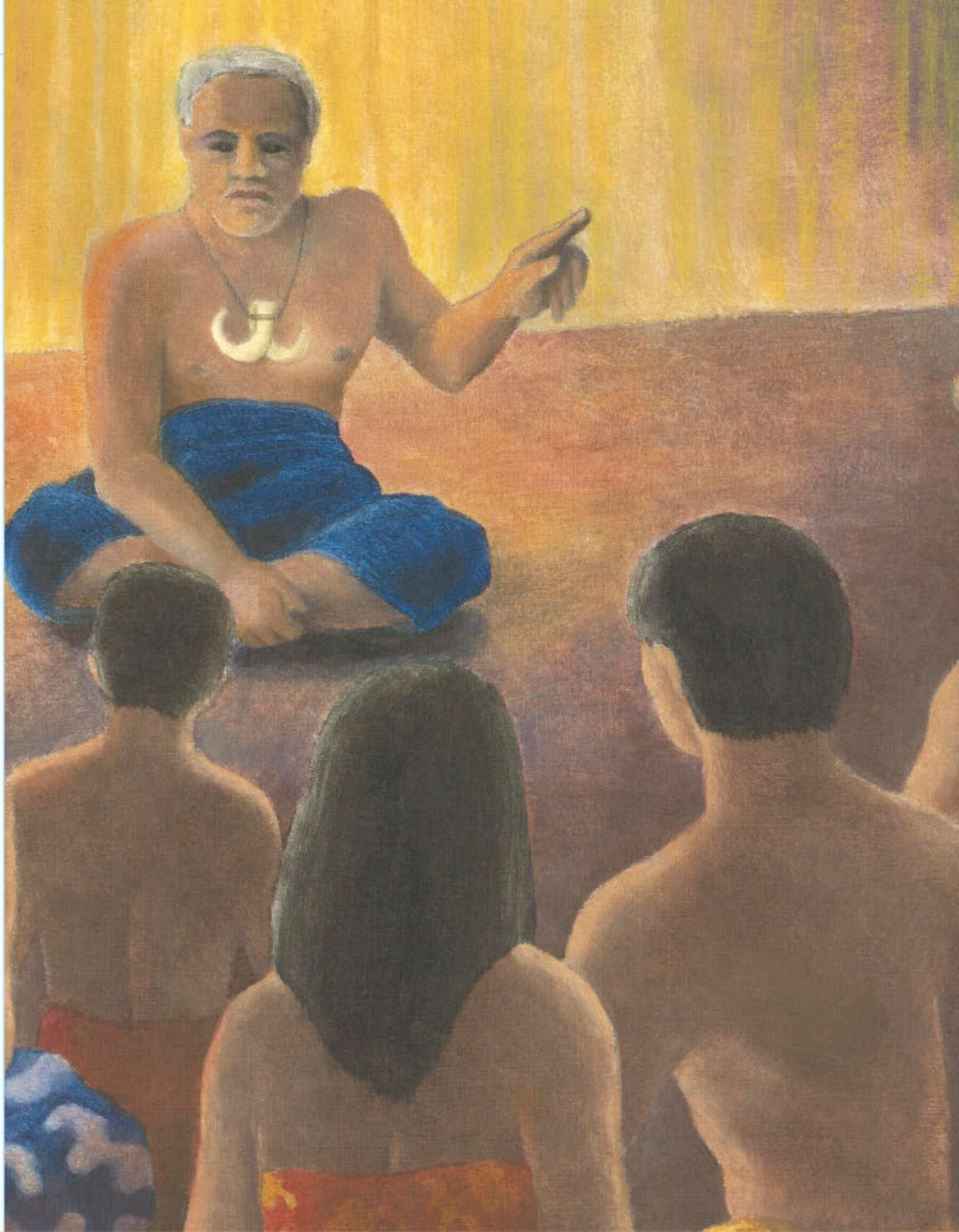
cinders Cinders are small black pieces of ash that are left after a fire has burned.





- 10 The people were afraid to go up the mountain. Instead, they huddled fearfully in their homes.
- 11 The parrots and all the other birds flew screeching and chattering up into the sky. They made a great, colorful, noisy cloud, which flew away across the sea in search of another island on which to live.







- 12 The chief of the village gathered his people around him. He told them that the birds were the messengers of the gods. He said that, when the birds left, the mountain would awake in anger, and no amount of flowers would **appease** their mountain god now.
- 13 The chief told his people it was time to leave their beautiful island home.
- 14 The people did as they were told. They gathered their belongings and hurried with them to the beach. They loaded the boats and paddled away across the sea, looking for another island on which to live.

appease If you appease someone, you try to make the person less angry by giving in to what he or she wants.

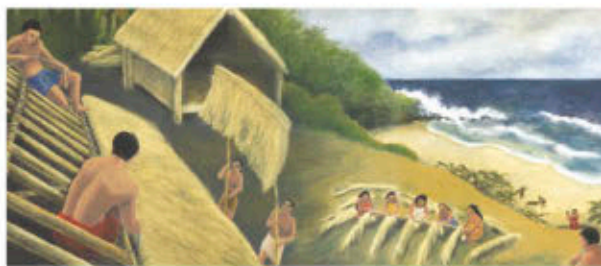


15 For days after the people left,
the mountain
belched out black smoke.
It rumbled and roared
till the ground
shook and shook and shook.

16 Then—

17 The island people
heard the explosion
miles away across the sea.
They had just landed
on another island,
but they knew
they were not yet safe.
Their legends told them
the anger of the gods
stretched across oceans.

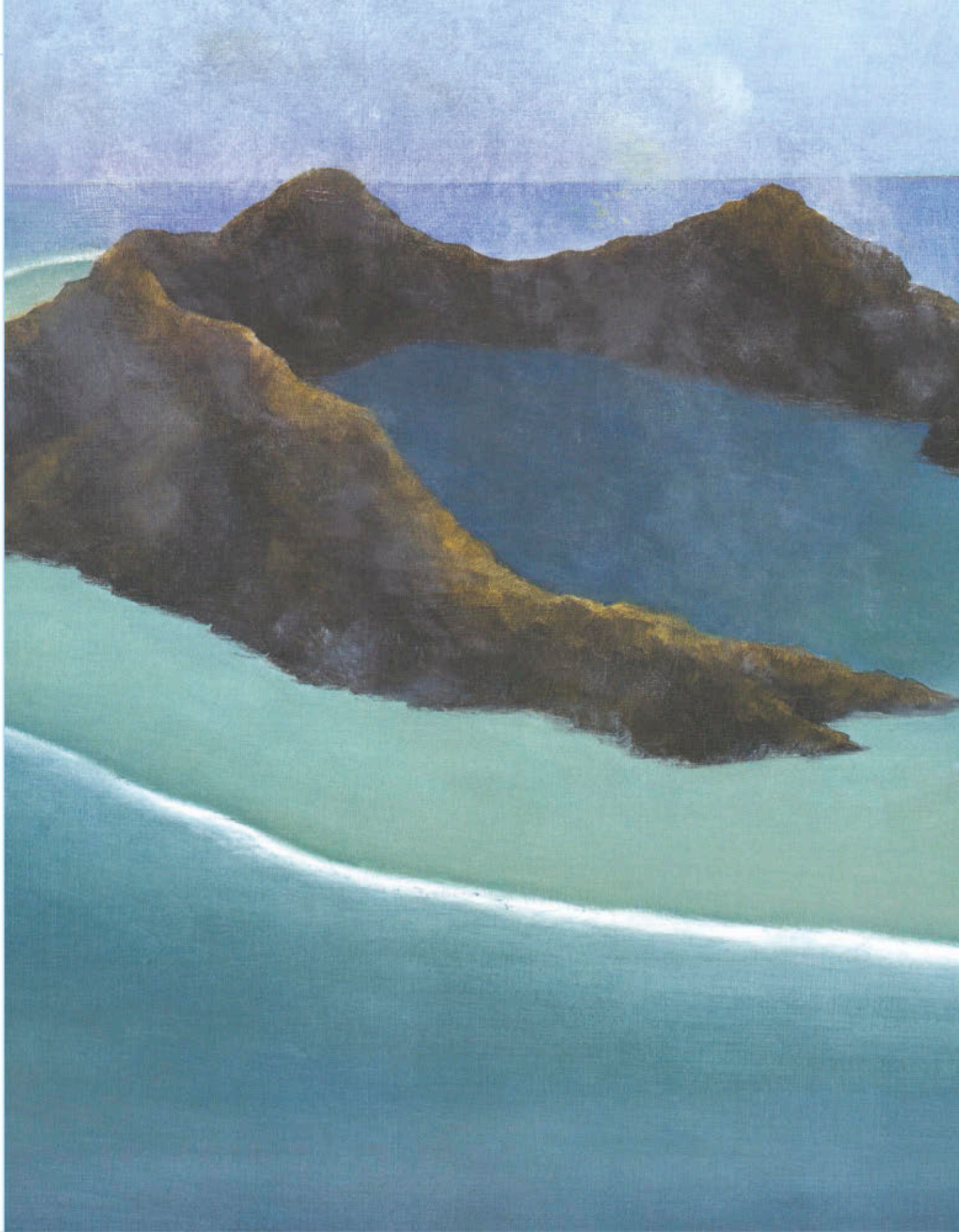





- 18 So they scrambled up
the mountainside
of their new island
as fast as they could go.
When they were safely out of reach,
they stopped and looked back
as a great tidal wave
swept toward them.
- 19 For days afterward
huge waves crashed against the shore.
For weeks afterward
the sky was black with smoke,
and cinders rained down from above.
But the people were safe
in their new island home,
and they began to build a village.
- 20 But what of the old island?



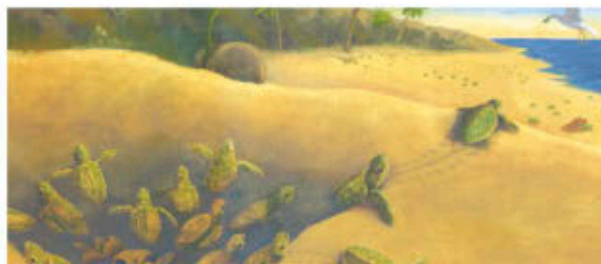






- 
- 21 It was just a smoking ruin.
The mountain, in its fury,
had split apart.
Not a single living creature
had survived.
- 22 For many months, the island
was just a **barren**, black rock
in a blue, blue sea.
- 23 Little fishes swam around it,
and some found their way
into the lagoon.
Strange and wondrous animals
began to grow there.
- 24 One day,
some seeds blew over in the wind
and lodged in a crevice in the rock.
Little plants began to grow.
Later, bigger plants began to grow.

barren If an area of land is barren, it is dry and cannot grow plants or trees.



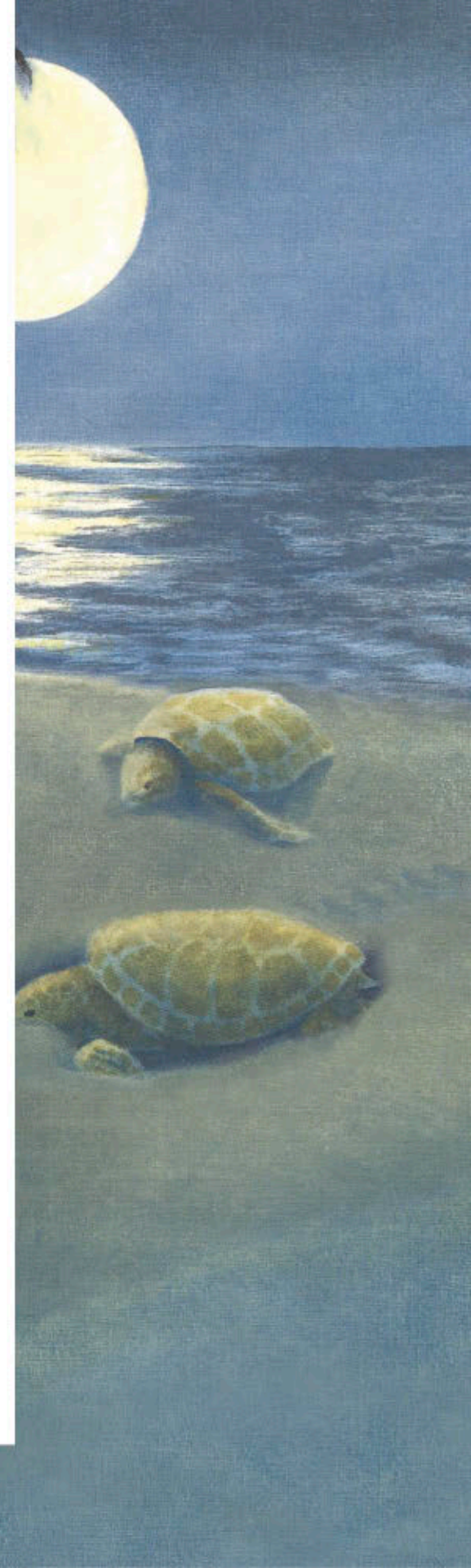
- 25 Storms washed white sand
up onto the shore.
Coconuts bobbed by in the water
and came to rest on the sand.
They put down roots
and began to grow
into coconut palms.
- 26 Then, great sea turtles
came by moonlight
to lay their eggs in the sand.
Weeks later, little hatching turtles
broke free from their nests
and scampered across the beach
into the sea.
- 27 Butterflies blew over on the wind
and found a home among the plants.
A pair of parrots flew by
and settled in the coconut palms.



28 Month by month, year by year,
plants and animals returned,
until there were once again
white, sandy beaches
with coconut palms,
leafy, green forests
with brightly colored birds
and butterflies,
and a cool, blue lagoon,
with silvery fish
in an underwater garden
of strange and wondrous animals.

29 Perhaps one day,
there would be also
a sleepy village
of grass-thatched houses
with gentle, smiling people.

30 For the legends say that,
just as the mountain gods
destroy themselves,
so too are they reborn as islands,
which rise out of the sea
in an endless cycle of destruction
and renewal.





WHY THE SKY IS FAR AWAY

A Nigerian Folk Tale

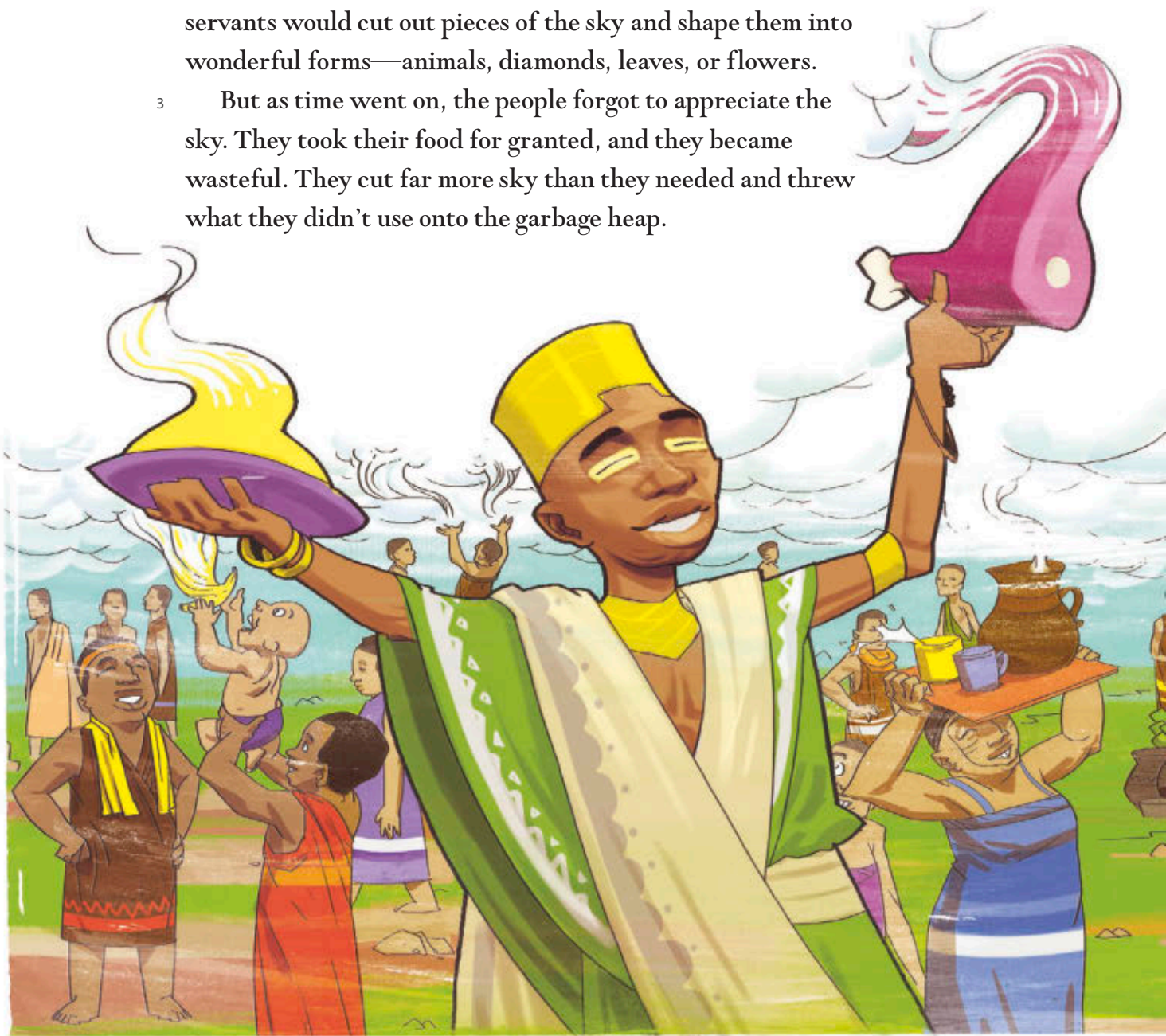
retold by Marci Stillerman

illustrated by Salim Busuru



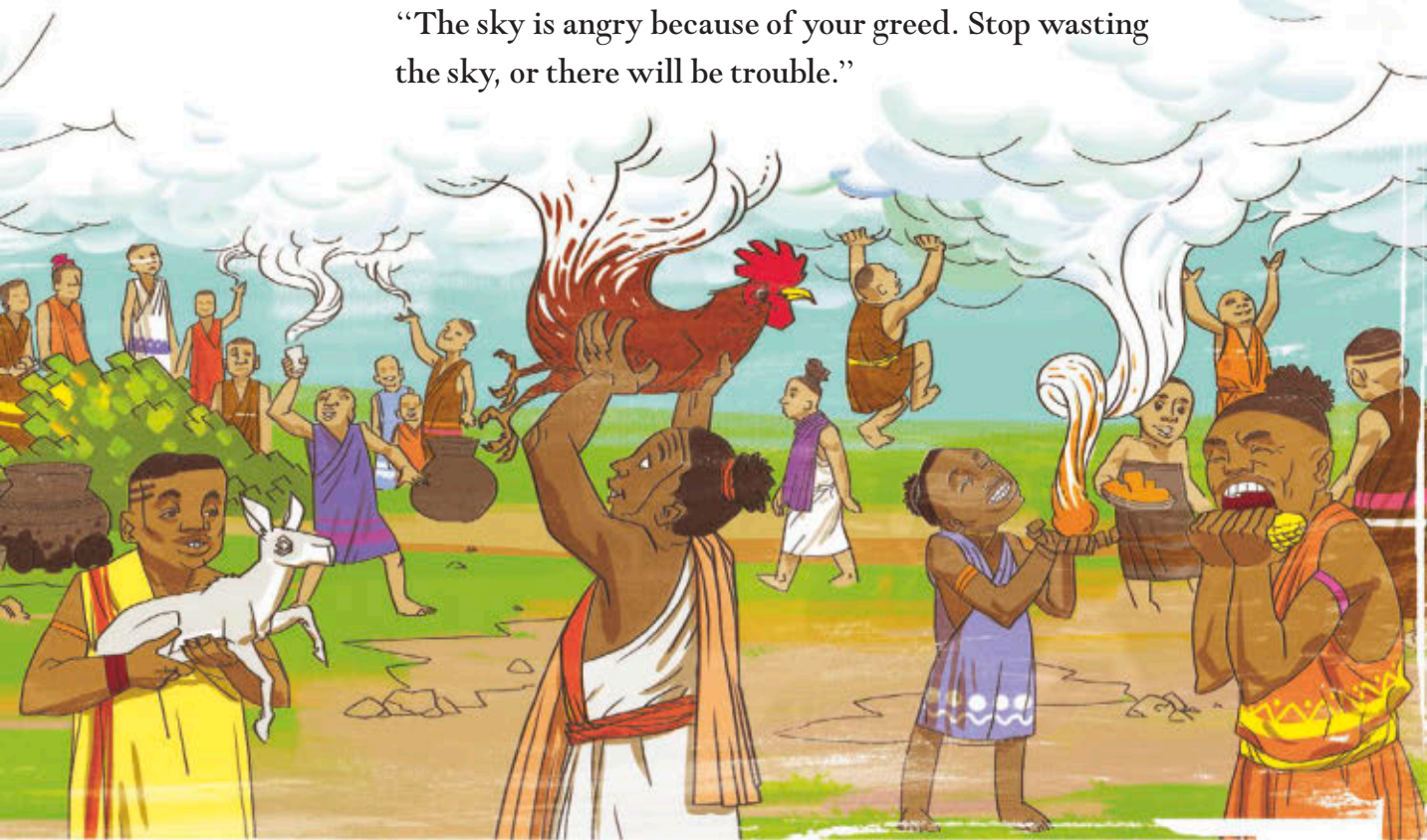


- I**n the beginning, the sky was close to the earth, and the people didn't have to work for their food. All they had to do was cut away a piece of sky to eat. It tasted delicious, like meat or corn or honey or anything else they felt like eating. Since they didn't have to hunt for their food, all they did was weave and carve and tell stories all day.
- When the great King Oba wanted to give a party, his servants would cut out pieces of the sky and shape them into wonderful forms—animals, diamonds, leaves, or flowers.
- But as time went on, the people forgot to appreciate the sky. They took their food for granted, and they became wasteful. They cut far more sky than they needed and threw what they didn't use onto the garbage heap.





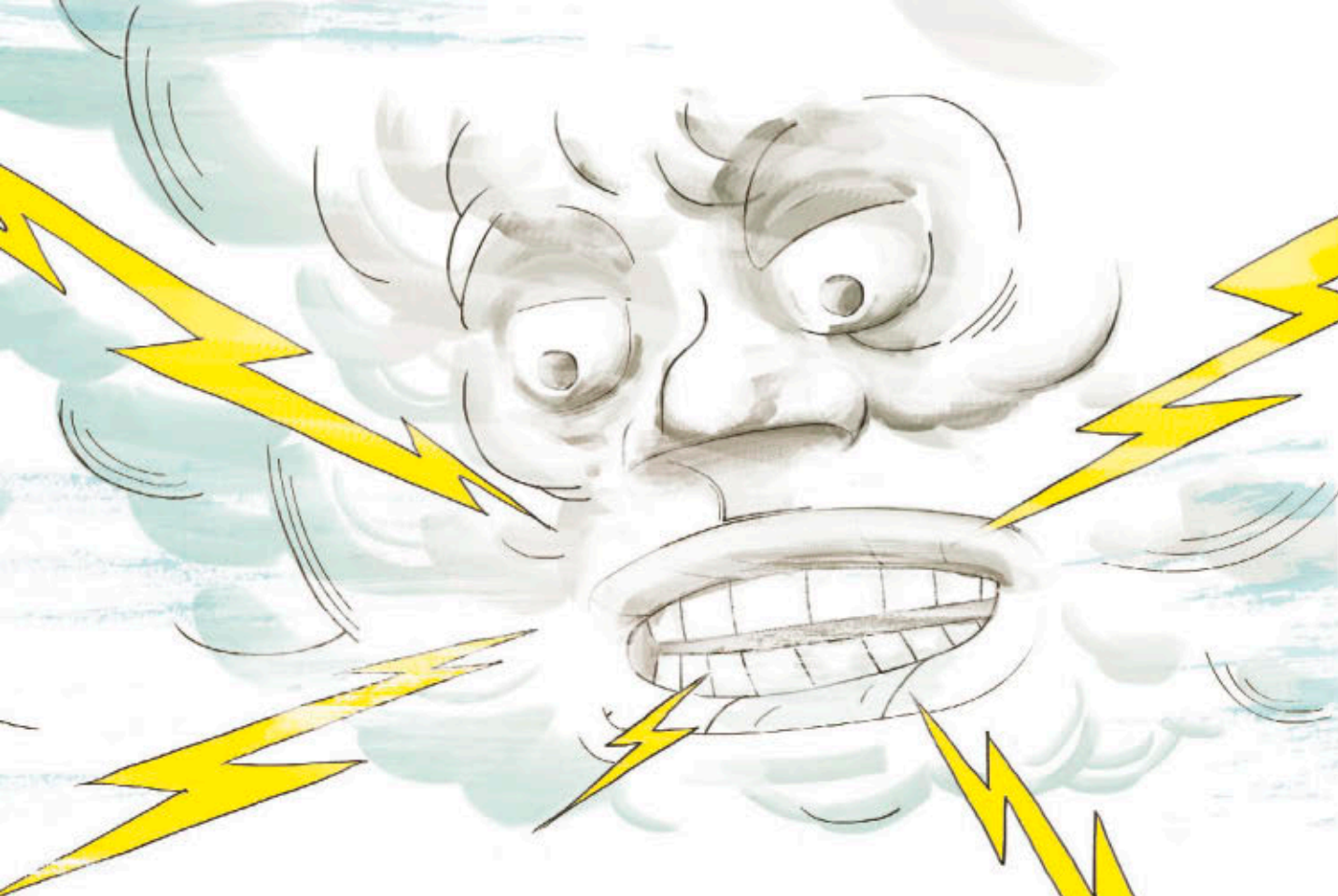
- 4 The sky became angry because of the waste and the people's ingratitude for his gift.
- 5 One day, the sky grew very dark. The people were frightened.
- 6 "Oba," a voice boomed above the king's palace. "Wasteful one, king of wasteful, ungrateful people. If you continue to waste food, you will have no more of the sky to cut."
- 7 Oba was terrified. He sent messengers all over his kingdom. "Take only what you need," they warned. "The sky is angry because of your greed. Stop wasting the sky, or there will be trouble."



- 8 For a while, the people were very careful. They cut only what they needed from the sky. They ate all they took. Nothing was thrown on the garbage heap. Nothing was wasted.
- 9 Once every year there was a great festival in Oba's kingdom in celebration of his greatness. All the people looked forward to wearing their best clothes, dancing all day and night, and feasting on wonderful foods.
- 10 Oba's servants prepared magnificent food. They pulled pieces of sky down and shaped them into flowers and animals and every imaginable form. They colored them and cooked them and placed them on huge platters so that the food looked **tempting** and inviting.
- 11 The people came in gorgeous robes. Music played, and everyone danced. Soon the people became hungry and started to eat. The food was so delicious that they ate and ate until everything was gone.

tempting If something is tempting, it's something you want very much.





12 But the people were greedy and wanted more, even though they were no longer hungry. They pulled down great **quantities** of the sky and gobbled them up. What they couldn't stuff into themselves, they threw on the garbage heap. Greedy and wasteful, they forgot all about the sky's warning.

13 Suddenly, while the festival was still going on, the sky grew **ominously** dark. Thunder rumbled and roared, and fearsome knives of lightning sliced through the sky.

14 "People of the earth," the sky boomed, "you are wasteful and greedy. I warned you. I will no longer give you food. You will have to work to eat."

quantities Quantities are amounts that can be counted.

ominously If something acts ominously, it makes you think that something bad might happen.



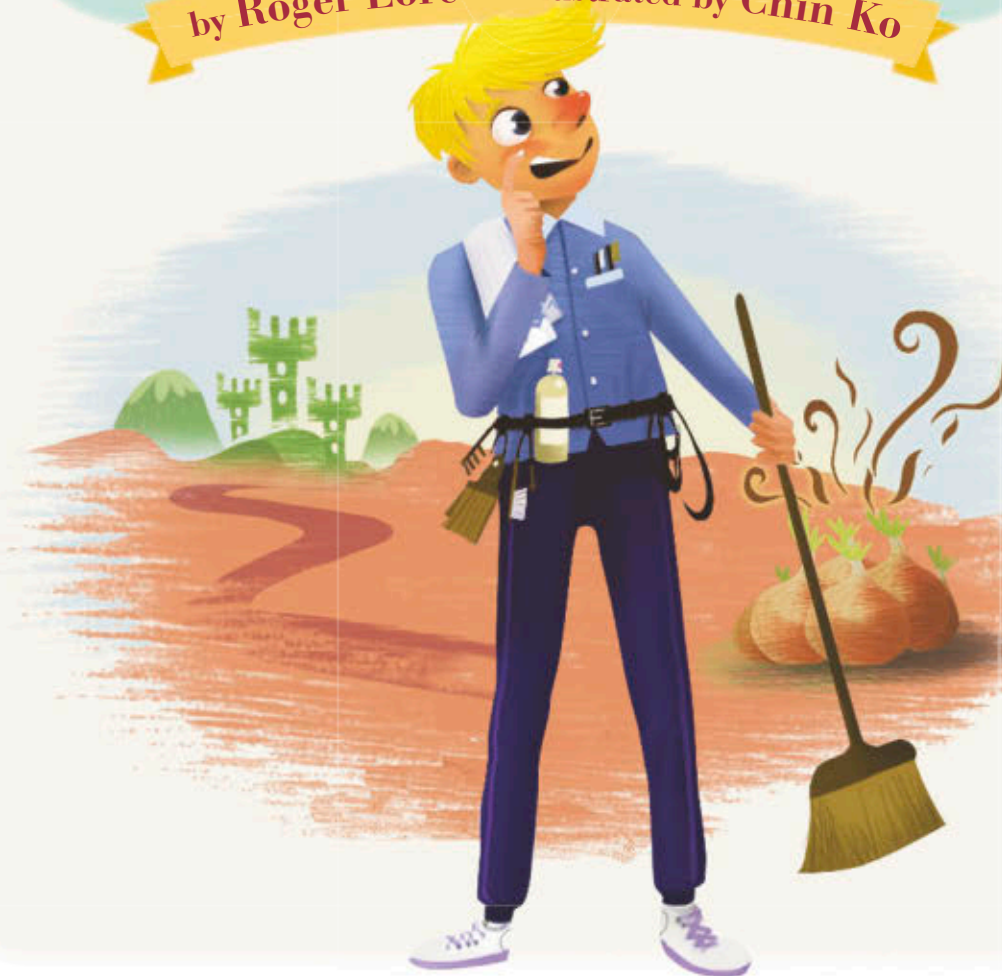
15 The sky sailed up high above the earth, far out of the reach of the tallest person. Ever since then, no one has been able to reach up and grab a piece of it, and the people must work hard on farms and in factories for their food.





Cinder Al and the Stinky Footwear

by Roger Lore • illustrated by Chin Ko





- O**nce upon a time in the land of Stinky Hollow . . .
- 1
 - 2 There lived three brothers. The oldest brother, Stinky Steve, was a mighty skunk wrestler, and wrestling skunks made Steve reek. The middle brother was Odoriferous Owen. Owen owned the biggest onion farm in the land, and he grew onions the size of ostriches! Growing giant onions made Owen pretty stinky, too.
 - 3 The third brother was Al. Al didn't stink. In fact, he loved nothing more than keeping things clean and sweetly scented. He polished the cottage floors with lemony-fresh oils, and he used lavender-scented soap to wash his clothes. His favorite pastime was cleaning the fireplace. He gathered the cinders and replaced them with flower petals and scented candles. Thanks to Al, the cottage (when his brothers weren't around) smelled like a flower shop. However, Al's stinky brothers didn't appreciate a clean fireplace and fresh aromas, so they made fun of him and called him Cinder Al.



- 4 Stinky Hollow was ruled by Princess Peeyu. Princess Peeyu was an even mightier skunk wrestler than Stinky Steve, and she could pin five skunks at one time. She was a more fantastic farmer than Odoriferous Owen. She grew ten-ton garlic in the Palace Garden.
- 5 Because of these mighty stinky abilities, Princess Peeyu was the stinkiest person in Stinky Hollow and she had no one to dance with at the **upcoming** Palace Ball, so she issued a royal **proclamation**.

upcoming If an event is upcoming, it will take place soon.

proclamation A proclamation is a statement or message about an important matter that everyone needs to know.

HEAR YE, HEAR YE, BLAH BLAH, ETC., ETC.

**THE STINKY BACHELOR WHO
CAN WEAR THE STINKY FOOTWEAR WILL
GET TO DANCE WITH PRINCESS PEEYU AT
THE PALACE BALL.**

(IF IT ALL WORKS OUT, THE TWO OF YOU MIGHT
GET MARRIED . . . BUT NO PROMISES.)





- 6 The stinky footwear was nothing more than a pair of elegant dancing shoes. However, these shoes came with one **pungent** problem. They reeked. They stank. They smelled like the biggest skunk sitting in a garbage dump on the hottest day of the year and eating four rotten eggs! Wearing these shoes and surviving their terrible stench wouldn't be easy, even for the stinkiest bachelors in Stinky Hollow.
- 7 However . . .
- 8 The rotten reek of the stinky footwear didn't stop Stinky Steve. He followed his nose straight to the palace. When he placed the footwear onto his feet, his eyes watered, his stomach churned, and his nose stung! Steve couldn't stand the stench, and he raced out of the palace, screaming, "I'd rather sniff seventy skunks!"
- 9 Odoriferous Owen went next, and he did far worse than his smelly brother. After one whiff of the stinky footwear, Owen fainted! He passed out, right in front of Princess Peeyu!

pungent If something is pungent, it has a strong smell that may be unpleasant.



10 “No one will ever wear the stinky footwear!” Steve and Owen argued back at home.

11 “But I haven’t tried yet,” said Cinder Al.

12 Cinder Al’s brothers **snickered**. “You? You’ll never be able to stand that stench, Cinder Al!”

13 That night, Cinder Al had a visit from his Fragrant Fairy Godmother (who always smelled as fresh as daisies on a beautiful spring day).

snickered If someone snickered, they laughed in a rude or disrespectful way.



14 “Listen, Al. You will wear the stinky footwear and dance
with Princess Peeyu. Here’s what to do.”

15 The next day, Cinder Al headed straight to the palace. With
him, he carried a clothespin and a bag of cleaning supplies.
He clipped the clothespin on his nose. Then he gave the
stinky footwear the cleaning of a lifetime, and in no time, the
slippers smelled like a bed of beautiful roses.

16 Best of all, they fit his feet perfectly!

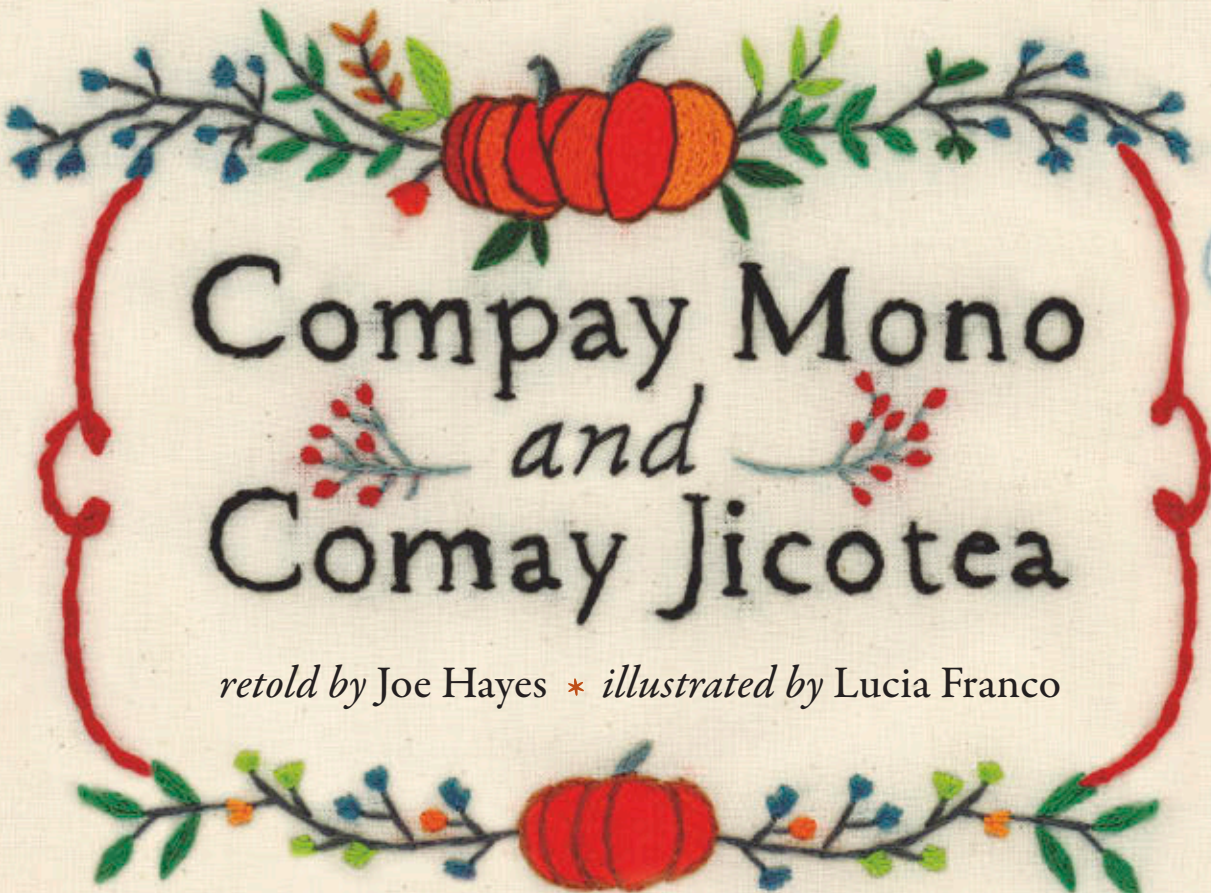
17 So, off to the Palace Ball went Cinder Al, sporting the
stinky footwear and a clothespin. (While Princess Peeyu was
really nice, she still liked to wrestle skunks and grow garlic,
which is, of course, disturbingly stinky.)

18 The princess and Al hit it off like onions and liver!
(Eww, stinky!)

19 . . . and the rest?

20 Well, let’s just say everything worked out
happily ever after . . .







Compay Mono
and
Comay Jicotea

*retold by Joe Hayes * illustrated by Lucia Franco*

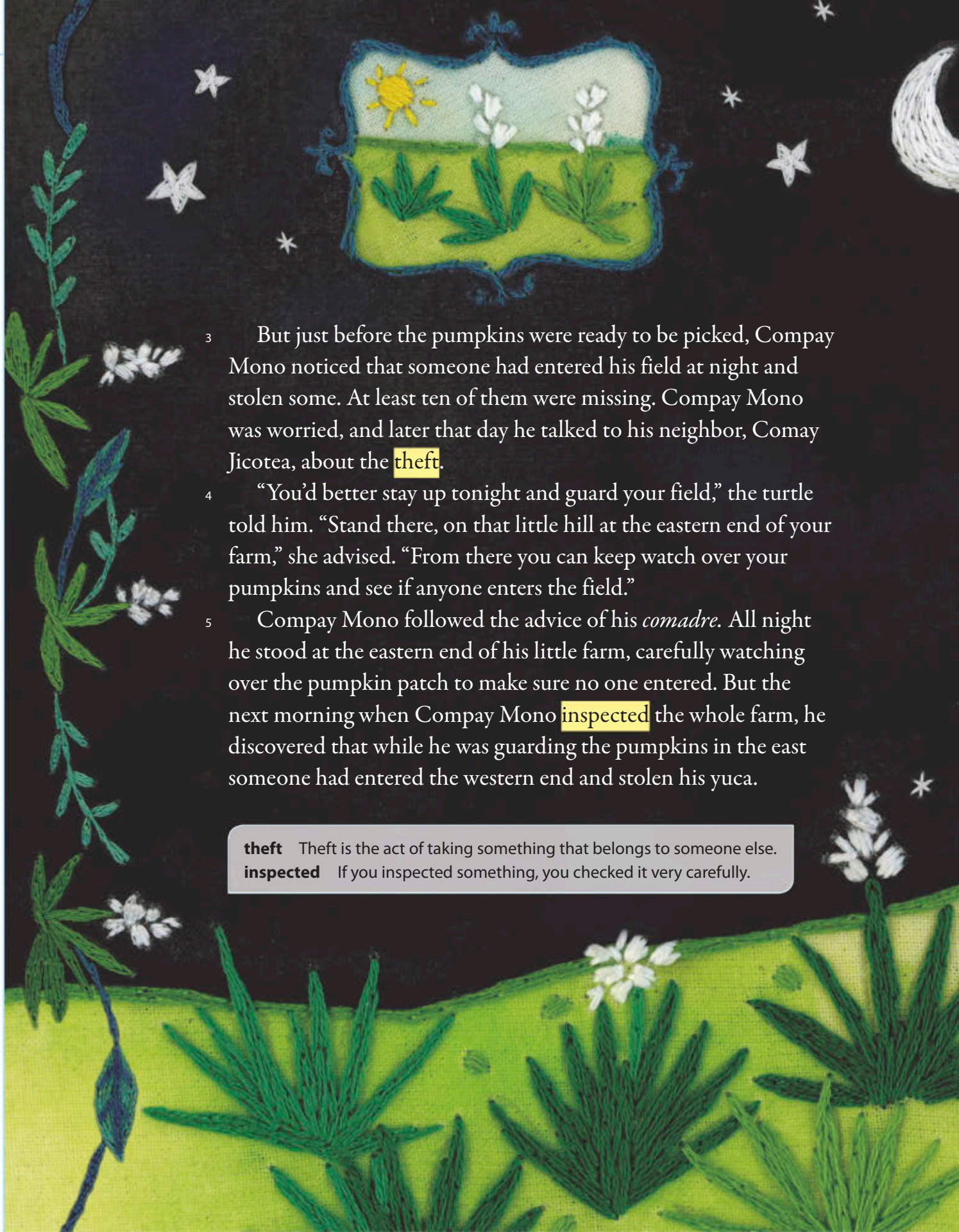


- 
- 1 *Compay* and *comay* are short for *compadre* and *comadre*. If a man is godfather to your child, he is your *compadre*. A woman who is godmother to your child is your *comadre*. Since people usually choose good friends to be their child's godparent, *compadre* and *comadre* often just mean "good friend."

- 
- 2 **COMPAY MONO THE MONKEY** and Comay Jicotea the turtle were neighbors and they seemed to be the very best of friends. Compay Mono was a hard worker. He had a fine little farm where he raised all sorts of good food. In the east he planted pumpkins and in the west cassava. In the north he raised sweet potatoes and in the south yams. Each day Compay Mono visited every corner of his farm to pull up the weeds and make sure no harm had come to his crops. He was looking forward to a very good harvest.







3 But just before the pumpkins were ready to be picked, Compay Mono noticed that someone had entered his field at night and stolen some. At least ten of them were missing. Compay Mono was worried, and later that day he talked to his neighbor, Comay Jicotea, about the **theft**.

4 “You’d better stay up tonight and guard your field,” the turtle told him. “Stand there, on that little hill at the eastern end of your farm,” she advised. “From there you can keep watch over your pumpkins and see if anyone enters the field.”

5 Compay Mono followed the advice of his *comadre*. All night he stood at the eastern end of his little farm, carefully watching over the pumpkin patch to make sure no one entered. But the next morning when Compay Mono **inspected** the whole farm, he discovered that while he was guarding the pumpkins in the east someone had entered the western end and stolen his yuca.

theft Theft is the act of taking something that belongs to someone else.

inspected If you inspected something, you checked it very carefully.



6 Compay Mono told Comay Jicotea what had happened.

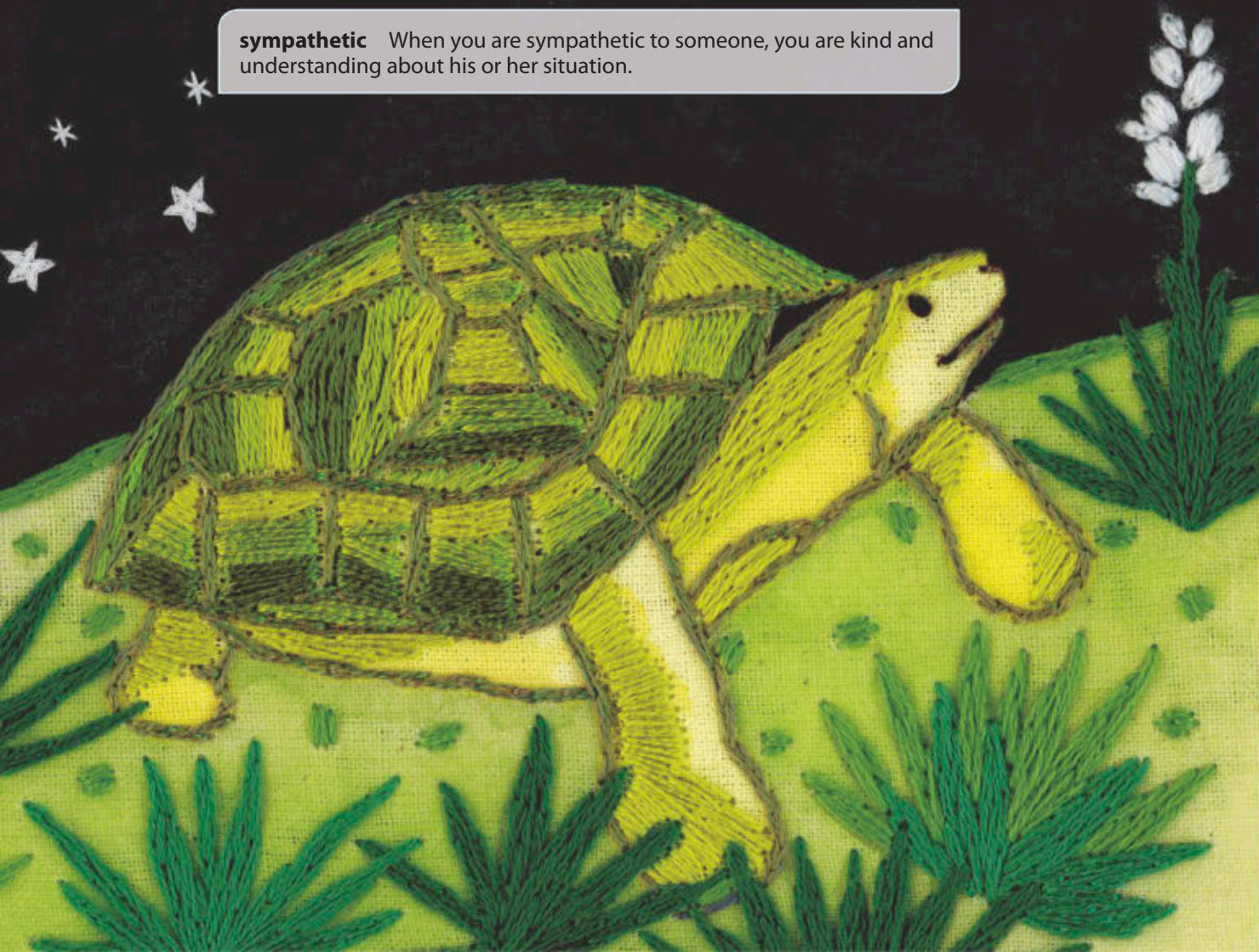
7 “You must have fallen asleep,” his *comadre* told him.

“Tonight let me guard your farm. The thief will probably enter the southern field this time. I’ll stand guard there so that no one can steal your *ñames*.”

8 Compay Mono agreed, and that night while Comay Jicotea guarded the yams in the southern field, someone stole the *boniatos* in the northern field.

9 The next day Compay Mono told the turtle what had happened. Of course, she was very surprised and **sympathetic**. “How could that be?” she said shaking her head. “I never closed my eyes all night long. This must be a very clever thief.”

sympathetic When you are sympathetic to someone, you are kind and understanding about his or her situation.





10 Compay Mono was beginning to get suspicious. He knew that Comay Jicotea had a reputation for being tricky. But monkeys can be tricky too, and Compay Mono thought of a way to find out what was going on.

11 “Yes,” the monkey said to his *comadre*, “there must be a very clever and dangerous thief in these parts. The next thing you know they’ll come into my house and steal my money. I know what I’d better do. I’m going to hide all my money up in the loft. No one would ever think of looking for it up there.”

12 That night Compay Mono lay awake in bed listening. Late in the night he heard someone tugging at the door. Slowly it opened and then in came the humped-back form of Comay Jicotea. She headed straight toward the loft and began climbing the ladder.

13 Compay Mono jumped out of bed and grabbed her. “You’re the thief!” he shouted. “You’re the one who stole my pumpkins and my yams and my yuca. And you thought you’d steal all my money too. I ought to throw you into the fire!”

suspicious If you are suspicious of someone, you are untrusting of that person.

reputation If you have a reputation for something, others know or remember you for that thing.



14 Comay Jicotea looked very ashamed. “You’re right,” she said. “I deserve to be punished. But it won’t help to throw me into the fire. My shell won’t burn and I’ll never learn a lesson from that. You should throw me into the river. I’m terrified of the cold water, but I know it’s just what I deserve.”

15 As everyone knows, monkeys are afraid of water, and so what that **crafty** Jicotea said made sense to Compay Mono. He picked up the turtle and ran to the river with her. He threw her as far out into the water as he could, and, of course, the tricky little Comay Jicotea swam away laughing to herself.

16 To this day, Comay Jicotea sometimes comes out to sun herself on the bank of the river, but she spends most of her time in the water. She knows Compay Mono still wants to catch her and punish her, but she knows that if she just jumps into the river, the monkey will never dive in after her.

crafty Someone who is crafty uses clever or tricky ways to get what he or she wants.



Name _____

Teacher _____

3rd Grade Math Work Packet Outline

	Week 4/20-4/24 Pick some activities from the Family Letter <i>Related Activities to Try at Home</i> Pages 7-8 to do this week.	
	Monday	Complete Student Practice Page # 2
	Tuesday	Complete Student Practice Page # 6
	Wednesday	Complete Student Practice Page # 16
	Thursday	Complete Student Practice Page # 18
	Friday	Complete Student Practice Page # 30

	Week 4/28-5/1 Pick some activities from the Family Letter <i>Related Activities to Try at Home</i> Page 69-70 to do this week.	
	Tuesday	Complete Student Practice Page # 68
	Wednesday	Complete Student Practice Page # 77
	Thursday	Complete Student Practice Page # 88
	Friday	Complete Student Practice Page # 96

	Week 5/4-5/8 Pick some activities from the Family Letter <i>Related Activities to Try at Home</i> Page 121-122 to do this week.	
	Monday	Complete Student Practice Page # 127
	Tuesday	Complete Student Practice Page # 160
	Wednesday	Complete Student Practice Page # 171
	Thursday	Complete Student Practice Page # 192
	Friday	Complete Student Practice Page # 203

	Week 5/11-5/15 Pick some activities from the Family Letter <i>Related Activities to Try at Home</i> Page 219-220 to do this week.	
	Monday	Complete Student Practice Page # 218
	Tuesday	Complete Student Practice Page # 229
	Wednesday	Complete Student Practice Page # 237
	Thursday	Complete Student Practice Page # 258
	Friday	Complete Student Practice Page # 270

	Week 5/18-5/22 Pick some activities from the Family Letter <i>Related Activities to Try at Home</i> Page 351-352 to do this week.	
	Monday	Complete Student Practice Page # 350
	Tuesday	Complete Student Practice Page # 363
	Wednesday	Complete Student Practice Page # 367
	Thursday	Complete Student Practice Page # 376
	Friday	Complete Student Practice Page # 391

	Week 5/26-5/29 Pick some activities from the Family Letter <i>Related Activities to Try at Home</i> Page 399-400 to do this week.	
	Tuesday	Complete Student Practice Page # 408
	Wednesday	Complete Student Practice Page # 447
	Thursday	Complete Student Practice Page # 457
	Friday	Complete Student Practice Page # 458

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DATE _____


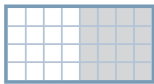
(PAGE 1 OF 2)

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about multiplication and division called Understanding Equal Groups. During this unit, students develop an understanding that we use multiplication to combine a number of equal groups and that we use division to split a quantity into equal groups. By the end of Grade 3, it is expected that students will be fluent with multiplication combinations up to 10×10 .

Throughout the unit, students work toward the following goals:

BENCHMARKS/GOALS	EXAMPLES
Demonstrate an understanding of multiplication and division as involving equal groups.	 <p>Here are 3 stars. Each star has 5 points. There are 15 points in all. $3 \times 5 = 15$</p>
Solve multiplication and related division problems using skip counting or known multiplication facts.	<p>Ms. Wilson's class is counting around the class by 4s. What number will the 8th student say? 4, 8, 12, 16, 20, 24, 28, 32</p>  <p>$4 \times 8 = (4 \times 4) + (4 \times 4)$ $4 \times 8 = 16 + 16$ $4 \times 8 = 32$</p>
Interpret and use multiplication and division notation.	<p>There are 35 flowers. Gina wants to put them in bouquets of 5 flowers each. She can make 7 bouquets. $35 \div 5 = 7$</p>

NAME _____

DATE _____

(PAGE 2 OF 2)

About the Mathematics in This Unit

BENCHMARKS/GOALS	EXAMPLES
Demonstrate fluency with the $\times 1$, $\times 2$, $\times 5$ and $\times 10$ multiplication combinations.	<div style="border: 1px dashed gray; padding: 20px; text-align: center;"> <p>5×6</p> <p>Start with _____</p> </div>

This unit is the first of three units in Grade 3 that focus on multiplication and division. Later this year, students will solve multiplication and division problems with larger numbers.

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you. Please look for more information and activities about equal groups that will be sent home in the coming weeks.



NAME

DATE

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Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the multiplication and division unit Understanding Equal Groups. You can use the activities to enrich your child's mathematical learning experience.

Things That Come in Groups In math class, your child has been investigating things that come in equal groups. Some examples are shown below.

Eggs come in a carton of 12.
Spiders have 8 legs.

Juice boxes come in packages of 3.
Cars have 4 tires.

Your family may continue to keep track of what kinds of things come in groups and how many come in a group. Are there some numbers for which many examples exist? Are there some that are very hard to find?

Skip Counting One way that your child has explored multiplication is by skip counting. You can continue to build on this work by asking questions such as the following:

- What number would we land on if we counted by 3s (3, 6, 9, and so on) and everyone in our family said one number?
- What would happen if we counted by 3s and everyone had two turns?
- How many people would have to count by 3s to reach 27? You can count off by 3s to check.



NAME

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(PAGE 2 OF 2)

Related Activities to Try at Home

Multiplication and Division Problems in Everyday

Situations Your child has also been working on understanding multiplication and division situations. Encourage your child to think about situations that involve equal groups as opportunities arise.

- How many legs are on the 7 pigeons we saw in the park?
- How many toes are under the table while we eat dinner?
- If we share this batch of cookies equally, how many cookies will each person in our family get?
- Five pencils cost \$1.00. How many pencils can we buy with \$4.00?

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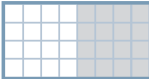
(PÁGINA 1 DE 2)

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas sobre la multiplicación y la división llamada *Grupos iguales*. En esta unidad, los estudiantes aprenderán que usamos la multiplicación para combinar varios grupos iguales y que usamos la división para repartir una cantidad en grupos iguales. Al finalizar el Grado 3, los estudiantes deben multiplicar con fluidez combinaciones de números hasta 10×10 .

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Demostrar la comprensión de la multiplicación y la división como operaciones con grupos iguales.	 Aquí hay 3 estrellas. Cada estrella tiene 5 puntas. Hay 15 puntas en total. $3 \times 5 = 15$
Resolver problemas de multiplicación y problemas de división relacionados usando el conteo saltado u operaciones de multiplicación conocidas.	La clase de la Sra. Wilson está contando de 4 en 4. ¿Qué número dirá el 8.º estudiante? 4, 8, 12, 16, 20, 24, 28, 32  $4 \times 8 = (4 \times 4) + (4 \times 4)$ $4 \times 8 = 16 + 16$ $4 \times 8 = 32$
Interpretar y usar la notación correcta de la multiplicación y de la división.	Hay 35 flores. Gina quiere repartirlas en ramos de 5 flores cada uno. Puede hacer 7 ramos. $35 \div 5 = 7$

NOMBRE _____

FECHA _____

(PÁGINA 2 DE 2)

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Demostrar fluidez en las operaciones de multiplicación $\times 1$, $\times 2$, $\times 5$ y $\times 10$.	<div style="border: 1px solid black; padding: 20px; text-align: center;"> <h1 style="margin: 0;">5 × 6</h1> <p style="margin: 10px 0;">Empieza en _____</p> </div>

Esta unidad es la primera de tres unidades del Grado 3 que se enfocan en la multiplicación y la división. Más adelante en el año, los estudiantes resolverán problemas de multiplicación y división con números más grandes.

En nuestra clase de matemáticas, los estudiantes discuten los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es muy importante que los estudiantes resuelvan los problemas matemáticos correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando. Puede encontrar más información y actividades sobre grupos iguales en los materiales que se enviarán al hogar en las próximas semanas.



NOMBRE

FECHA

(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad sobre multiplicación y división llamada *Grupos iguales*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Cosas que vienen en grupos En la clase de matemáticas, su hijo(a) ha investigado cosas que vienen en grupos iguales. A continuación, se muestran algunos ejemplos.

Los huevos vienen en cartones de 12.

Las arañas tienen 8 patas.

Los envases de jugo vienen en paquetes de 3.

Los carros tienen 4 llantas.

Su familia puede seguir llevando la cuenta de los tipos de cosas que vienen en grupos y cuántas unidades hay en un grupo. ¿Hay cantidades para las que existen muchos ejemplos? ¿Hay cantidades muy difíciles de encontrar?

Contar salteado Una manera en que su hijo(a) ha explorado la multiplicación es el conteo salteado. Usted puede continuar con este trabajo haciendo preguntas como las siguientes:

- ¿A qué número llegaríamos si contáramos de 3 en 3 (3, 6, 9 y así sucesivamente) y cada integrante de nuestra familia dijera un número?
- ¿Qué ocurriría si contáramos de 3 en 3 y cada uno tuviera dos turnos?
- ¿Cuántas personas tendrían que contar de 3 en 3 para llegar a 27? Puede contar de 3 en 3 para comprobarlo.



NOMBRE

FECHA

(PÁGINA 2 DE 2)

Actividades relacionadas para hacer en casa

Problemas de multiplicación y división en situaciones de la vida diaria Su hijo(a) también ha trabajado para comprender situaciones de multiplicación y división. Cuando tenga ocasión,

pida a su hijo(a) que piense en situaciones que incluyan grupos iguales.

- ¿Cuántas patas hay en las 7 palomas que vimos en el parque?
- ¿Cuántos dedos de los pies hay debajo de la mesa mientras cenamos?
- Si repartimos estas galletas por igual, ¿cuántas galletas recibirá cada miembro de nuestra familia?
- Cinco lápices cuestan \$1.00. ¿Cuántos lápices podemos comprar con \$4.00?



NAME _____

DATE _____

Things That Come in Groups

Talk with family members—or look around your home or in a store—to find things that come in groups of 2 to 10. Write the name of each item and the quantity the item comes in.

Item	Comes in Groups of This Many

NOTE

Students have been solving multiplication problems about things that come in groups of a certain amount. For example, there are 4 wheels on a car, juice boxes are packaged in groups of 3, and so on. Help your child find things at home, outside, or in a store that come in equal groups.

MWI Solving Multiplication Problems



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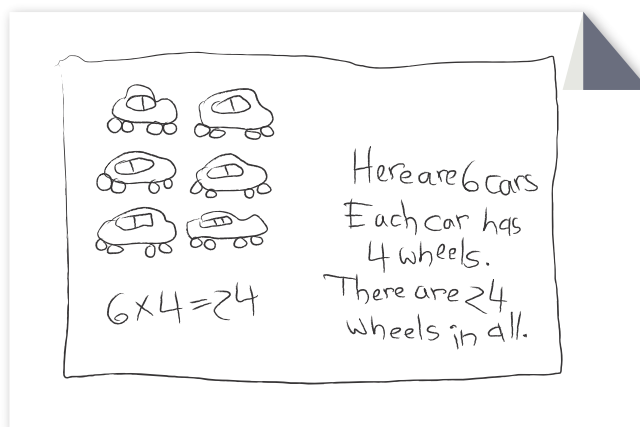
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Pictures of Things That Come in Groups

In class, we've been drawing pictures of things that come in groups. Choose another item that comes in groups. On a piece of paper:

- 1 Draw a picture of several groups of the item.
- 2 Write sentences about the three pieces of mathematical information in your picture.
- 3 Then write the multiplication equation that describes your picture.

Here is an example:



Choose ANOTHER item that comes in groups and follow the same steps. On another piece of paper draw a picture, write sentences, and write an equation.

NOTE

Students represent and solve problems involving multiplication.

MWI Solving Multiplication Problems



NAME _____

DATE _____

More Picture Problems

For each problem, write a multiplication equation, solve the problem, and show your solution.

- 1 In Kelley's picture, there are 6 shirts. Each shirt has 6 buttons. How many buttons are there altogether?
- 2 Pilar brought 5 packs of crayons. There are 8 crayons in each pack. How many crayons are there altogether?
- 3 Benjamin drew a picture of some dogs. Each dog has 4 legs. There are 28 legs in the picture. How many dogs did he draw?

NOTE

Students solve multiplication problems.

MWI Solving Multiplication Problems



NAME _____

DATE _____

Saving Nickels

Solve these problems and show your solutions.

- 1 Adam decided to save a nickel every day. How much money did Adam have after 2 days?
- 2 How much money did Adam have after 5 days?
- 3 How much money did he have after 10 days?
- 4 How much money did he have after 20 days?

NOTE

Students practice multiplying by 5s. All four problems are related to one another, and students may use the answer to one problem to help them find the answer to another.

MWI Related Multiplication Problems



NAME _____

DATE _____

Spiders, Cats, and People

Solve the problems and show your solutions.

In an old house, there live some spiders, cats, and people.

Cats have 4 legs.

Spiders have 8 legs.

People have 2 legs.

- 1 In one room, there are 4 cats and 3 spiders. How many legs are there altogether?
- 2 In another room, there are 3 people and 5 cats. How many legs are there altogether?
- 3 In another room, there are 16 legs. What could be in that room? Can you find more than one possibility? Explain your thinking.

NOTE

Students practice multiplying by 2s, 4s, and 8s.

MWI Learning Multiplication Facts

NAME

DATE

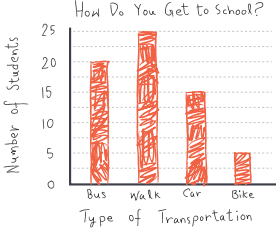
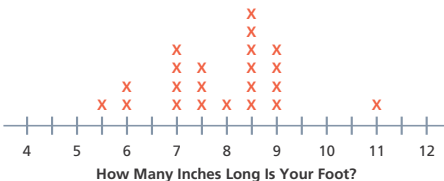
(PAGE 1 OF 2)

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about data called *Graphs and Line Plots*. During this unit, students collect, represent, describe, and interpret data.

Throughout the unit, students work toward these goals:

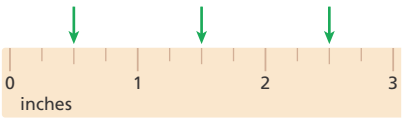
Benchmarks/Goals	Examples																					
Organize, represent, and describe categorical data, choosing categories that help make sense of the data.	<p>What is your favorite game?</p> <table border="1"> <tr> <td>Hopscotch</td> <td>Chess</td> <td>Tag</td> </tr> <tr> <td>Jump Rope</td> <td>Mancala</td> <td>Baseball</td> </tr> <tr> <td>Games you can play by yourself</td> <td>Ping Pong</td> <td>Hide and Seek</td> </tr> <tr> <td></td> <td>Crazy Eights</td> <td>Kickball</td> </tr> <tr> <td></td> <td>Games you play with a partner</td> <td>Capture the Flag</td> </tr> <tr> <td></td> <td></td> <td>Red Rover</td> </tr> <tr> <td></td> <td>Games you play with a group</td> <td></td> </tr> </table>	Hopscotch	Chess	Tag	Jump Rope	Mancala	Baseball	Games you can play by yourself	Ping Pong	Hide and Seek		Crazy Eights	Kickball		Games you play with a partner	Capture the Flag			Red Rover		Games you play with a group	
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Make and interpret a bar graph and a pictograph, including use of scales greater than 1.	<p>How Do You Get to School?</p>  <table border="1"> <caption>How Do You Get to School?</caption> <thead> <tr> <th>Type of Transportation</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Bus</td> <td>20</td> </tr> <tr> <td>Walk</td> <td>25</td> </tr> <tr> <td>Car</td> <td>15</td> </tr> <tr> <td>Bike</td> <td>5</td> </tr> </tbody> </table>	Type of Transportation	Number of Students	Bus	20	Walk	25	Car	15	Bike	5											
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Make a line plot for a set of measurement data, with a scale that includes inches and half-inches.	 <p>How Many Inches Long Is Your Foot?</p>																					

NAME

DATE

(PAGE 2 OF 2)

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Describe and summarize a set of data, describing concentrations of data and what those concentrations mean in terms of the situation the data represent.	<p>More than half of the students in the class have feet measuring longer than 8 inches. Three students have feet that measure less than 7 inches long.</p>
Generate measurement data by measuring lengths to the half-inch.	

Please look for more information and activities about *Graphs and Line Plots* that will be sent home in the coming weeks.

NAME

DATE

(PAGE 1 OF 2)

Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the data unit *Graphs and Line Plots*. You can use the activities to enrich your child's mathematical learning experience.

Guess My Rule During this unit, students collect data and learn about how to sort and classify these data. One way to build on this work is to play a guessing game about attributes and categories. One player lists things that belong to a category, and other players try to guess the category. For example, if the secret category is "things that are green," the person may say "grass, inchworms, dollar bills . . ."

You can also play *Guess My Rule* by gradually sorting a collection of 15 to 20 items (such as objects from the kitchen) into two groups. In one group, have objects that fit the rule, and in the other, have objects that do not fit the rule. A rule might be "is made of metal" or "is red." Start with just a few objects. As you continue to put objects into each group, your child tries to guess your rule.



Investigate a Topic Think of a question you want to answer about something in your house or your neighborhood. Collect data that will give you some information about your question. One investigation might be "How many times a day does our family use water?"

NAME

DATE

(PAGE 2 OF 2)

Related Activities to Try at Home

Together with your child, plan your data collection method. Make predictions about what you will find out. After you have collected your data, take some time to look closely at it. Does anything surprise you about the data you have collected? Do the data communicate any useful or interesting information about water use in your family? Your child may want to create some sort of representation of the data. Other questions you might investigate include "How much do we watch television?" or "Do cars stop at the stop sign at the end of our block?"

Data in the Media Look for examples of graphs in newspapers and magazines. Talk with your child about what these graphs represent. What do these graphs communicate? Discuss what choices the graph maker made and why the graph maker might have made these choices. What other choices might you make if you were creating a graph that represented these data?

NOMBRE

FECHA

(PÁGINA 1 DE 2)

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre datos llamada *Gráficas y diagramas de puntos*. En esta unidad, los estudiantes reúnen, representan, describen e interpretan datos.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos																					
Organizar, representar y describir datos por categorías, escogiendo categorías que ayuden a comprender los datos.	<p>¿Cuál es tu juego favorito?</p> <table border="1"> <tr><td>Rayuela</td><td>Ajedrez</td><td>La traes</td></tr> <tr><td>Saltar la cuerda</td><td>Mancala</td><td>Beisbol</td></tr> <tr><td>Juegos que puedes jugar solo</td><td>Ping-pong</td><td>Escondidas</td></tr> <tr><td></td><td>Crazy eights</td><td>Kickball</td></tr> <tr><td></td><td>Juegos para jugar con un compañero</td><td>Atrapar la bandera</td></tr> <tr><td></td><td></td><td>Rover rojo</td></tr> <tr><td></td><td></td><td>Juegos para jugar en grupo</td></tr> </table>	Rayuela	Ajedrez	La traes	Saltar la cuerda	Mancala	Beisbol	Juegos que puedes jugar solo	Ping-pong	Escondidas		Crazy eights	Kickball		Juegos para jugar con un compañero	Atrapar la bandera			Rover rojo			Juegos para jugar en grupo
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		Juegos para jugar en grupo																				
Hacer e interpretar una gráfica de barras y una pictografía, incluyendo el uso de escalas mayores que 1.	<p>¿Cómo vas a la escuela?</p> <table border="1"> <caption>Medio de transporte</caption> <thead> <tr> <th>Medio de transporte</th> <th>Número de estudiantes</th> </tr> </thead> <tbody> <tr> <td>Autobús</td> <td>20</td> </tr> <tr> <td>Camioneta</td> <td>25</td> </tr> <tr> <td>Carro</td> <td>15</td> </tr> <tr> <td>Bicicleta</td> <td>5</td> </tr> </tbody> </table>	Medio de transporte	Número de estudiantes	Autobús	20	Camioneta	25	Carro	15	Bicicleta	5											
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Hacer un diagrama de puntos para un conjunto de datos de medición, con una escala que incluya pulgadas y medias pulgadas.	<p>¿Cuántas pulgadas mide tu pie?</p> <table border="1"> <caption>¿Cuántas pulgadas mide tu pie?</caption> <thead> <tr> <th>Pulgadas</th> <th>Número de estudiantes</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> </tr> <tr> <td>7</td> <td>3</td> </tr> <tr> <td>8</td> <td>4</td> </tr> <tr> <td>9</td> <td>4</td> </tr> <tr> <td>11</td> <td>1</td> </tr> </tbody> </table>	Pulgadas	Número de estudiantes	6	2	7	3	8	4	9	4	11	1									
Pulgadas	Número de estudiantes																					
6	2																					
7	3																					
8	4																					
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11	1																					

NOMBRE

FECHA

(PÁGINA 2 DE 2)

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Describir y resumir un conjunto de datos, describiendo concentraciones de datos y lo que significan esas concentraciones en función de la situación que los datos representan.	<p>Más de la mitad de los estudiantes tienen pies que miden más de 8 pulgadas de longitud. Tres estudiantes tienen pies que miden menos de 7 pulgadas de longitud.</p>
Generar datos de medición midiendo longitudes hasta la media pulgada.	

En las próximas semanas enviaremos más información y actividades sobre *Gráficas y diagramas de puntos* para su consulta.



NOMBRE

FECHA

(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad sobre datos llamada *Gráficas y diagramas de puntos*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Adivina mi regla Durante esta unidad, los estudiantes reúnen datos y aprenden cómo agrupar y clasificar estos datos. Una manera de ampliar este trabajo es hacer un juego de adivinanzas sobre atributos y categorías. Un jugador hace una lista de cosas que pertenecen a una categoría y otros jugadores intentan adivinar la categoría. Por ejemplo, si la categoría secreta es “cosas que son verdes”, la persona puede decir “pasto”, “orugas”, “billetes de dólar”, etc.

También se puede jugar *Adivina mi regla* agrupando de manera gradual una colección de 15 a 20 objetos (como objetos de la cocina) en dos grupos. En un grupo, coloque objetos que cumplan la regla, y en el otro, coloque objetos que no cumplan la regla. Una regla puede ser “está hecho de metal” o “es rojo”. Comience con unos pocos objetos. A medida que usted coloca objetos en cada grupo, su hijo(a) intenta adivinar la regla.



Investigar un tema Piense en una pregunta que tenga sobre algo de su casa o su vecindario. Reúna datos que le proporcionen información sobre su pregunta. Una pregunta podría ser: “¿Cuántas veces al día usa agua nuestra familia?”.



NAME _____

DATE _____

Popular Pets

Here are data from Mr. Garcia's Grade 3 class about the pets that students have at home.

dog	cat	hamster	dog	lizard	cat
hamster	fish	bird	dog	fish	hamster
cat	bird	cat	cat	lizard	dog
dog	fish	dog	bird	hamster	dog

- 1 On a separate sheet of paper, organize the data above in a way that makes sense to you.

- 2 What can you say about the pets that students in Mr. Garcia's class have?

NOTE

Students organize data and list what they know from the data.

MWI Categorical Data



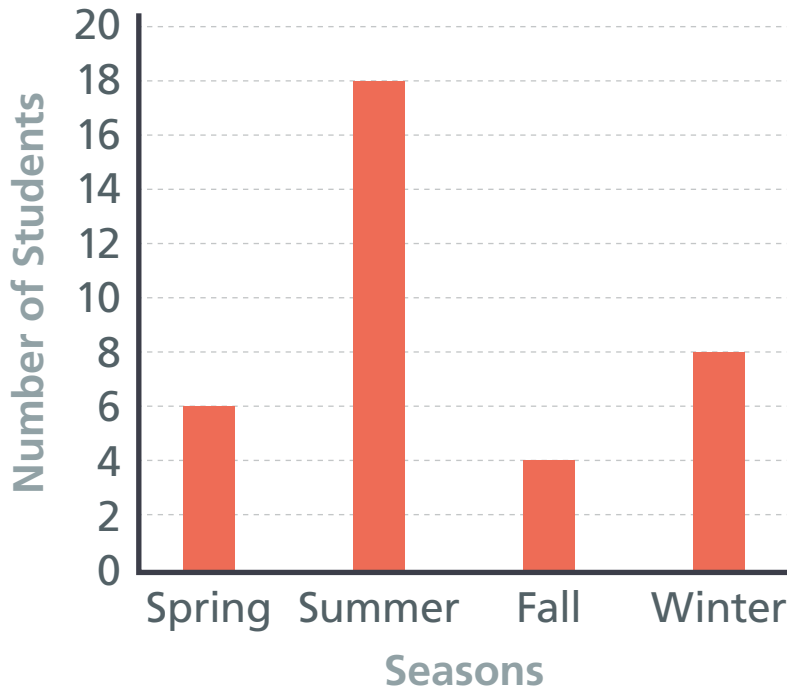
NAME _____

DATE _____

What Is Your Favorite Season?

Use the bar graph to answer the questions below.

What Is Your Favorite Season?



- 1 How many students participated in the survey?

- 2
 - a. Which season do students favor the most? _____
 - b. How many students chose this season as their favorite?

- 3 How many fewer students chose winter as their favorite season than chose summer? _____

NOTE

Students read and interpret data from a bar graph.

MWI Bar Graphs

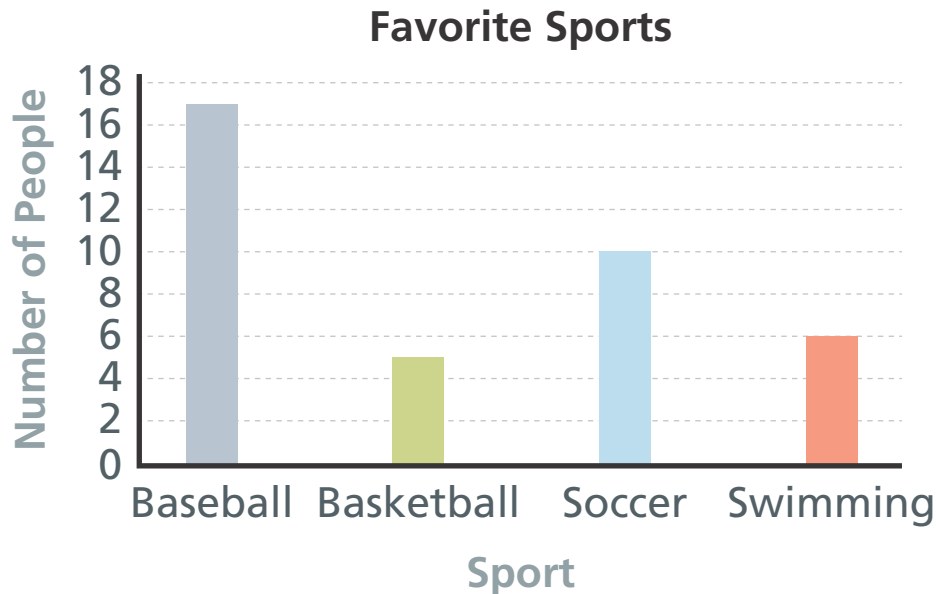


NAME _____

DATE _____

Favorite Sports

Use the bar graph to answer the questions below.



- 1 How many people picked baseball?
- 2 How many people picked swimming?
- 3 How many more people picked baseball than swimming?
- 4 How many people participated in the survey?
- 5 How many people did **NOT** pick baseball as the sport they like to do the most?

NOTE

Students interpret data on a bar graph to answer questions about the data.

MWI Describing and Summarizing Data



NAME _____

DATE _____

Multiplication and Division Story Problems

In 1 and 2, write an equation that represents each story problem. Then solve each problem and show your solution.

- 1 There are 2 flowers in each of 8 flower pots. How many flowers are there in all?
- 2 Kenji's dad ran 70 miles in 10 days. He ran the same distance each day. How many miles did Kenji's dad run each day?

In 3 and 4, write a math story problem for each expression. Then solve each problem and show your solution.

3 4×8

4 $81 \div 9$

NOTE

Students practice solving and writing multiplication and division story problems.

MWI Solving Multiplication Problems

NAME _____

DATE _____


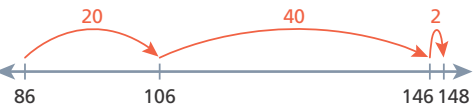
(PAGE 1 OF 2)

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about addition and subtraction called *Travel Stories and Collections*. In this unit, students practice and refine addition and subtraction strategies and solve different types of subtraction problems. They work on understanding the place value of 3-digit numbers and learn about the size of the number 1,000.

Throughout the unit, students work toward the following goals:

Benchmarks/Goals	Examples
Use knowledge of place value to read, write, sequence, and round numbers up to 1,000.	Put the following numbers in order on the number line below. Then circle the number you would round to 300 when rounding to the nearest 100. 423 234 432 342 
Solve addition problems with 3-digit numbers (up to 400) by using strategies that involve breaking numbers apart, either by place value or by adding one number in parts.	Solve: $\begin{array}{r} 286 \\ +138 \\ \hline 300 \\ 110 \\ + 14 \\ \hline 424 \end{array}$ $\begin{array}{r} 200 + 100 = 300 \\ 80 + 30 = 110 \\ 6 + 8 = 14 \\ 300 + 110 + 14 = 424 \end{array}$
Solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts or finding the difference by adding up or subtracting back.	Solve: $\begin{array}{r} 148 \\ - 62 \\ \hline \end{array}$ $\begin{array}{r} 148 - 2 = 146 \\ 146 - 40 = 106 \\ 106 - 20 = 86 \end{array}$ 

NAME _____

DATE _____

(PAGE 2 OF 2)

About the Mathematics in This Unit

This unit is the first of two units that focus on addition, subtraction, and the number system in Grade 3. Later this year, students will continue to work on developing accurate and efficient strategies for both addition and subtraction. In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you. Please look for more information and activities from Unit 3 that will be sent home in the coming weeks.



NAME

DATE

(PAGE 1 OF 2)

Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in this addition and subtraction unit. You can use the activities to enrich your child's mathematical learning experience.

Collect 1,000 Together you and your child can collect 1,000 of the same small objects to see what a collection of exactly 1,000 objects (such as pebbles, bread tabs, gallon milk lids, or popsicle sticks) looks like. As you collect the objects, organize them in groups of 10 and groups of 100 to help you keep track of them. Before you begin, estimate how long you think it will take to collect 1,000 objects and how much space you think your objects will take up. As your collection grows, you might adjust your estimates on the basis of how long it has taken so far or how much space several hundred take up.

What Time Is It? In this and other units, students practice telling time during an activity called What Time Is It? Students learn to tell time first to the nearest 5 minutes (5:20) and then to the nearest minute (5:28) on both digital and analog clocks. They also identify intervals of time, such as the starting and ending time of an activity.



NAME

DATE

(PAGE 2 OF 2)

Related Activities to Try at Home

What Time Is It? (continued)

You can continue to help your child practice telling time by asking questions, such as the following, as they come up during your everyday activities:

- Look at the clock. What time is it now?
- We are going to have dinner in 45 minutes. What time will it be then?
- How many more minutes until Aunt Sara gets here at 5:00?
- We left the house at 8:10 and returned at 9:05. How long were we gone?
- If you started reading at 5:17 and read for 30 minutes, what time was it when you stopped?

NOMBRE

FECHA

(PÁGINA 1 DE 2)

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre la suma y la resta llamada *Colecciones y cuentos de viajes*. En esta unidad, los estudiantes practicarán y perfeccionarán las estrategias de suma y resta y resolverán diferentes tipos de problemas de resta. Trabajarán para entender el valor de posición de números de 3 dígitos y aprenderán acerca del tamaño del número 1,000.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Usar el conocimiento del valor de posición para leer, escribir, poner en secuencia y redondear números hasta el 1,000.	<p>Coloca los siguientes números en orden en la recta numérica que aparece a continuación. Luego, encierra en un círculo el número que redondearías a 300 al redondear a la centena más cercana.</p> <p>423 234 432 342</p>
Resolver problemas de suma con números de 3 dígitos (hasta el 400) usando estrategias que incluyen descomponer números, ya sea por el valor de posición o sumando un número por partes.	<p>Resuelve:</p> $\begin{array}{r} 286 \\ +138 \\ \hline 300 \\ 110 \\ + 14 \\ \hline 424 \end{array}$ $\begin{array}{r} 200 + 100 = 300 \\ 80 + 30 = 110 \\ 6 + 8 = 14 \\ 300 + 110 + 14 = 424 \end{array}$
Resolver problemas de resta con números de 2 y 3 dígitos (hasta el 300) usando estrategias que incluyen restar un número por partes o hallar la diferencia sumando o volviendo a restar.	<p>Resuelve:</p> $\begin{array}{r} 148 \\ - 62 \\ \hline \end{array}$ $\begin{array}{r} 148 - 2 = 146 \\ 146 - 40 = 106 \\ 106 - 20 = 86 \end{array}$

NOMBRE

FECHA

(PÁGINA 2 DE 2)

Las matemáticas en esta unidad

Esta es la primera de las dos unidades del Grado 3 que se enfocan en la suma, la resta y el sistema numérico. Más adelante en el año, los estudiantes seguirán trabajando para desarrollar estrategias correctas y eficientes para la suma y la resta. En nuestra clase de matemáticas, los estudiantes discuten los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente y de manera eficiente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando. Puede encontrar más información y actividades de la Unidad 3 en los materiales que se enviarán al hogar en las próximas semanas.



NOMBRE

FECHA

(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de esta unidad sobre la suma y la resta. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Recolectar 1,000 Juntos, usted y su hijo(a) pueden reunir 1,000 unidades del mismo objeto pequeño para ver cómo es una colección de exactamente 1,000 objetos (como piedritas, clips para pan, tapas de envases de un galón de leche o palitos de paletas de helado). A medida que reúnan los objetos, organícenlos en grupos de 10 y grupos de 100 para llevar la cuenta. Antes de empezar, estimen cuánto tiempo les llevará reunir 1,000 objetos y cuánto espacio creen que ocuparán. A medida que su colección crezca, pueden ajustar sus estimaciones basados en cuánto tiempo les ha llevado hasta el momento o cuánto espacio ocupan varios cientos de unidades del objeto.

¿Qué hora es? En esta y otras unidades, los estudiantes practican cómo decir la hora durante una actividad llamada ¿Qué hora es? Los estudiantes aprenden a decir la hora, primero a los 5 minutos más cercanos (5:20) y, luego, al minuto más cercano (5:28), tanto en relojes digitales como analógicos. También identifican intervalos de tiempo, como la hora de comienzo y la hora de finalización de una actividad.



NOMBRE

FECHA

(PÁGINA 2 DE 2)

Actividades relacionadas para hacer en casa

¿Qué hora es? (continuación)

Puede ayudar a su hijo(a) a practicar cómo decir la hora haciéndole preguntas como las siguientes a medida que surjan en las actividades diarias:

- Mira el reloj. ¿Qué hora es?
- Cenaremos en 45 minutos. ¿Qué hora será?
- ¿Cuántos minutos faltan para que la tía Sara llegue a las 5:00?
- Nos fuimos de casa a las 8:10 y regresamos a las 9:05. ¿Cuánto tiempo estuvimos fuera?
- Si empezaste a leer a las 5:17 y leíste durante 30 minutos, ¿a qué hora dejaste de leer?



NAME _____

DATE _____

Stickers, Bottles, and Marbles

Write an equation that represents the problem. Then solve the problem, and show your work.

- 1 Seth went to Sticker Station. He bought 3 strips of 10 and 6 single soccer stickers, and he bought 8 strips of 10 and 3 single animal stickers. How many stickers did Seth buy?
- 2 Janelle collected bottles to bring to the recycling center. She collected 64 bottles on Saturday and 55 bottles on Sunday. How many bottles did she bring to the recycling center?
- 3 James had 67 marbles. He gave 30 of the marbles to his sister. How many marbles does he have now?

NOTE

These problems provide practice for adding and subtracting 2-digit numbers. Ask your child to explain how he or she solved each problem.

MWI Subtraction Strategies: Adding Up and Subtracting Back



NAME _____

DATE _____

Solving Addition Problems

Solve each problem and show your solution. For Problem 3, write an equation to go with the story problem.

1

$215 + 78 = \underline{\hspace{2cm}}$

2

$157 + 121 = \underline{\hspace{2cm}}$

3

The students in Ms. Suarez's class had 320 bottle caps in their collection at the end of last week. This week, the students collected 64 more bottle caps. How many bottle caps do they have now?

NOTE

Students practice solving addition problems with 2- and 3-digit numbers.

MWI Addition Strategies: Adding by Place



NAME _____

DATE _____

Addition Story Problems

For each problem, write an equation, solve the problem, and show your solution.

- 1 The South City Soccer League has 133 players on all of the teams. The Rivertown Soccer League has 148 players. When all of the players in both leagues get together for a tournament, how many players will there be?
- 2 The South City Soccer League bought 140 small T-shirts and 85 large T-shirts to give to the players, the parents, and the coaches. How many T-shirts did the league buy?
- 3 To pay for new equipment, the Rivertown Soccer League raised \$161 from a bake sale and \$244 from a car wash. How much money did the league raise in total?

NOTE

Students practice solving addition story problems with 2- and 3-digit numbers.

MWI Addition Strategies: Adding by Place



NAME _____

DATE _____

All About the Number

Answer the following questions about the number 432.
You may use your 1,000 Chart to help you.

1 Is 432 closer to 400 or 500? _____
How do you know?

2 Choose a landmark number that is close to 432.

3 Is 432 more or less than that landmark number?

4 How many 100s are in 432? _____

5 How many 10s are in 432?

6 What number is 30 more than 432? _____

7 What number is 20 less than 432? _____

NOTE

Students use a 1,000 Chart to answer questions about a given 3-digit number.

MWI Tools to Represent Subtraction Problems



NAME _____

DATE _____

Addition and Subtraction Practice

Solve the following problems and show your solutions.

1 $145 + 68 =$ _____

2 $227 + 114 =$ _____

3 $171 - 83 =$ _____

4 $250 - 166 =$ _____

NOTE

Students practice solving addition and subtraction problems with 2- and 3-digit numbers.

MWI Subtraction Strategies: Adding Up and Subtracting Back

NAME _____

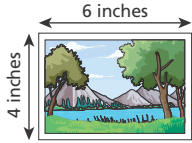
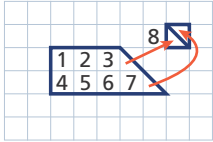
DATE _____

(PAGE 1 OF 2)

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about geometry and measurement called *Perimeter, Area, and Polygons*. During this unit, students measure length by using U.S. standard units (inches, feet, yards) and metric units (centimeters, meters). They investigate characteristics of triangles and quadrilaterals (4-sided polygons). They use right angles as a reference to identify other angles as being greater than or less than 90 degrees. Students solve problems about perimeter (the length of the border of a figure) and area (the measure of how much flat space a figure covers).

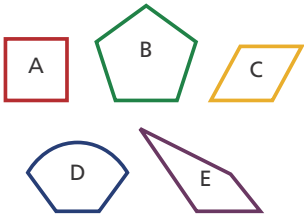
Benchmarks	Examples
Measure and find the perimeter of 2-D figures using U.S. standard and metric units.	<p>What is the perimeter of this photograph?</p>  <p>I measured the sides of the photograph by using inches.</p> <p>The bottom will measure the same as the top and the right side will measure the same as the left side.</p> $6 + 4 + 6 + 4 = 20$ <p>The perimeter of the photograph is 20 inches.</p>
Find the area of 2-D figures using U.S. standard and metric units.	<p>What is the area of this figure?</p>  <p>I counted 7 square units and two $\frac{1}{2}$ square units, so the total area is 8 square units</p>

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(PAGE 2 OF 2)

About the Mathematics in This Unit

Benchmarks	Examples
Categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.	<p>Which of these are quadrilaterals? Explain how you decided.</p>  <p>A, C, and E are quadrilaterals. They all have 4 straight sides.</p> <p>Which are rhombuses?</p> <p>A and C are rhombuses.</p>

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in a way that makes sense to them. At home, encourage your child to explain the math thinking that supports those solutions.

Please look for more information and activities from Unit 4 that will be sent home in the coming weeks.

 NAME

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Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the geometry and measurement unit *Perimeter, Area, and Polygons*. You can use the activities to enrich your child's mathematical learning experience.

Measuring Length Around the House Measurement questions occur often in our home lives. Typical questions that may come up include these: How far is it across our kitchen table? How many children can fit comfortably on the couch? What is the perimeter of the new rug, and will it fit in the bedroom? Encourage your child to estimate and measure distances in these practical situations. You may involve your child in your own measurement activities. Hobbies such as sewing and carpentry are a natural for this. You and your child can go outside to measure longer distances. How many yards is it to the end of the block? What is the distance in feet between two trees? Is the perimeter of the sandbox larger or smaller than the perimeter of the flower garden?

Measuring Area Around the House Look for opportunities at home to talk with your child about area—the two-dimensional measure of the size of a surface.

- If you have square tiles covering a floor or bathroom wall, ask, "How many squares are there?"
- Ask your child to help you figure out the area of a tabletop or the floor of a room by using different common objects as the unit of measure. For example, how many sheets of notebook paper would it take to cover the kitchen floor? How many index cards would it take to cover a table? Your child can estimate the answer first and then use the sheets of paper or index cards to find the exact amount.

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Related Activities to Try at Home

Triangle and Quadrilateral Scavenger Hunt Look for examples of triangles and quadrilaterals (closed shapes with 4 straight sides) during your daily travels with your child. For example, when you are in the car together, your child can call out the triangles or quadrilaterals that he or she sees on signs, buildings, shop windows, and so on.

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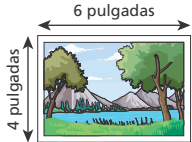
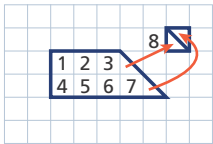
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(PÁGINA 1 DE 2)

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre la geometría y la medición llamada *Perímetro, área y polígonos*. En esta unidad, los estudiantes medirán longitudes usando unidades del sistema usual (pulgadas, pies, yardas) y unidades métricas (centímetros, metros). Investigarán las características de los triángulos y los cuadriláteros (polígonos de 4 lados). Usarán ángulos rectos como referencia para identificar otros ángulos como mayores o menores de 90 grados. Los estudiantes resolverán problemas sobre el perímetro (la longitud del borde de una figura) y el área (la medida del espacio plano que cubre una figura).

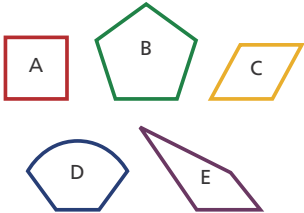
Puntos de referencia	Ejemplos
Medir y hallar el perímetro de figuras bidimensionales usando unidades del sistema usual y unidades métricas.	<p>¿Cuál es el perímetro de esta fotografía?</p>  <p>Medí los lados de la fotografía en pulgadas. El borde inferior medirá lo mismo que el borde superior y el borde derecho medirá lo mismo que el borde izquierdo.</p> $6 + 4 + 6 + 4 = 20$ <p>El perímetro de la fotografía es 20 pulgadas.</p>
Hallar el área de figuras bidimensionales usando unidades del sistema usual y unidades métricas.	<p>¿Cuál es el área de esta figura?</p>  <p>Conté 7 unidades cuadradas y dos $\frac{1}{2}$ unidades cuadradas, por tanto, el área total es 8 unidades cuadradas.</p>

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(PÁGINA 2 DE 2)

Las matemáticas en esta unidad

Puntos de referencia	Ejemplos
Clasificar cuadriláteros, incluyendo cuadrados, rombos y rectángulos, según sus atributos.	<p>¿Qué opciones son cuadriláteros? Explica cómo lo decidiste.</p>  <p>A, C y E son cuadriláteros. Todos tienen cuatro lados rectos.</p> <p>¿Qué opciones son rombos?</p> <p>A y C son rombos.</p>

En nuestra clase de matemáticas, los estudiantes discuten los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique el razonamiento matemático que apoya esas soluciones.

Puede encontrar más información y actividades de la Unidad 4 en los materiales que se enviarán al hogar en las próximas semanas.



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(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad sobre geometría y medición llamada *Perímetro, área y polígonos*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Medir longitudes en la casa Las preguntas sobre las mediciones aparecen a menudo en nuestra vida diaria. Estas son algunas de las preguntas típicas que pueden surgir: ¿Qué distancia hay entre los extremos de la mesa de la cocina? ¿Cuántos niños caben, cómodos, en el sofá? ¿Cuál es el perímetro de la nueva alfombra? ¿Cabrán en la habitación? Anime a su hijo(a) a que estime y mida distancias en estas situaciones prácticas. Puede incluir a su hijo(a) en sus propias actividades de medición. Los pasatiempos como la costura y la carpintería son perfectos para esto. Usted y su hijo(a) pueden salir para medir distancias más largas. ¿Cuántas yardas hay hasta el final de la cuadra? ¿Qué distancia en pies hay entre dos árboles? ¿Es el perímetro del arenero mayor o menor que el perímetro del jardín de flores?

Medir áreas en la casa En su casa, busque oportunidades para conversar con su hijo(a) acerca del área, la medida bidimensional del tamaño de una superficie.

- Si tiene azulejos cuadrados en un piso o una pared del cuarto de baño, pregunte: "¿Cuántos cuadrados hay?".
- Pida a su hijo(a) que lo ayude a calcular el área de una tabla o del piso de una habitación usando diferentes objetos comunes como unidades de medida. Por ejemplo, ¿cuántas hojas de cuaderno se necesitan para cubrir el piso de la cocina? ¿Cuántas tarjetas de fichero se necesitan para cubrir una mesa? Su hijo(a) puede estimar la respuesta primero y luego usar las hojas de papel o las tarjetas de fichero para hallar la cantidad exacta.



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(PÁGINA 2 DE 2)

Actividades relacionadas para hacer en casa

Búsqueda del tesoro de triángulos y cuadriláteros Busque ejemplos de triángulos y cuadriláteros (figuras cerradas que tienen 4 lados rectos) durante sus viajes diarios con su hijo(a). Por ejemplo, cuando estén juntos en el carro, su hijo(a) puede contar los triángulos o cuadriláteros que ve en carteles, edificios, vidrieras, etc.



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Perimeters at Home

Measure the perimeters of at least two objects at home.
Record your work below.

Object	Drawing of What I Am Measuring	Perimeter

NOTE

Students practice measuring the perimeter of objects, such as the top edge of the kitchen table or the front of the refrigerator door.

MWI Perimeter

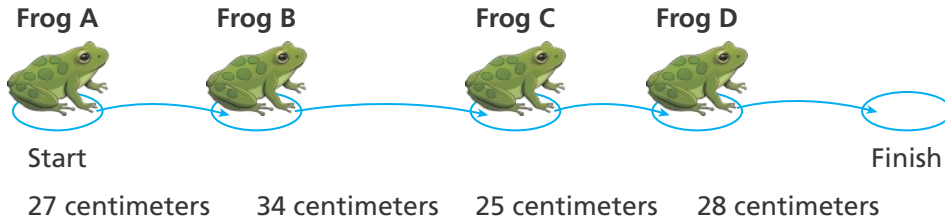


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Frog Jumps



1

Frogs A, B, C, and D had a jumping relay race. How many centimeters did they jump altogether?

2

Combine the jumps of frogs A and B and the jumps of frogs C and D. Which pair of frogs jumped farther? How much farther?

NOTE

Students practice adding and subtracting centimeters.

MWI Adding More Than Two Numbers



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More Missing Side Lengths

For each shape, write an equation or draw a picture to find the missing side lengths. Show your solutions.

- 1** Triangle D has a perimeter of 64 meters. Two of its side lengths are 32 meters and 16 meters. What is its missing side length?

- 2** Triangle E has a perimeter of 125 inches. Two of its side lengths are 26 inches and 55 inches. What is its missing side length?

- 3** Quadrilateral M has a perimeter of 79 yards. Three of its side lengths are 30 yards, 17 yards, and 17 yards. What is its missing side length?

- 4** Rectangle L has a perimeter of 108 centimeters. Opposite sides of the rectangle have lengths of 27 centimeters each. What are its missing side lengths?

NOTE

Given the perimeter and some side lengths, students find the missing side length.

MWI Solving Perimeter Problems



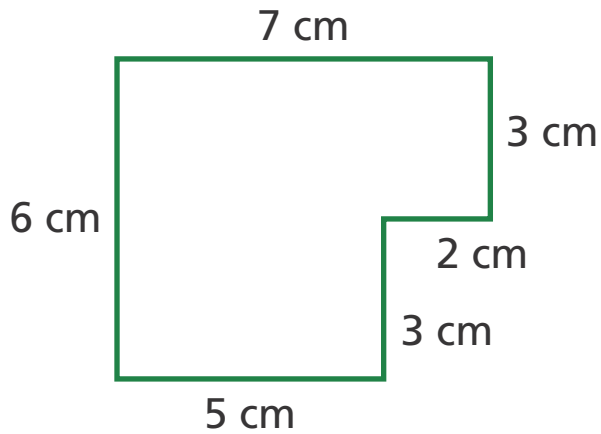
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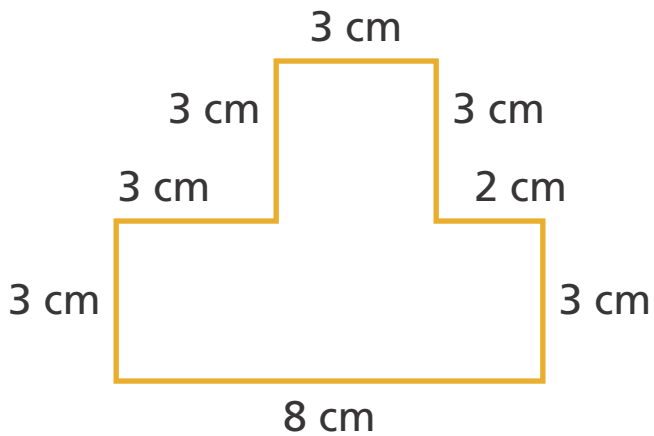
Area of Irregular Shapes

Find the area of each shape. Show your solutions.

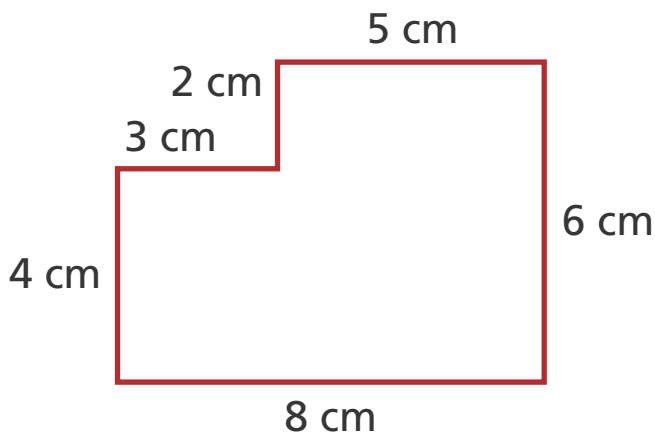
1



2



3



NOTE

Students find the area of shapes that can be divided into rectangles.

MWI Area



NAME _____

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Finding Triangles and Quadrilaterals at Home

Find examples of these shapes at home. List or draw them below.



Triangles



Squares



Rectangles

What other quadrilaterals can you find?

NOTE

Students have been using materials to build shapes that have three and four sides and identifying the characteristics of triangles and quadrilaterals. In this homework, they find these shapes in real-life objects.

MWI Polygons

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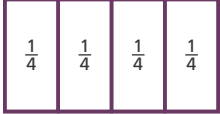


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About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about fractions called *Fair Shares and Fractions on Number Lines*. In this unit, students investigate the meaning of fractions and the ways fractions can be represented. They solve sharing problems (How can 2 people share 3 brownies equally?), represent fractions with area models and on number lines, compare fractions, and determine fraction equivalents ($\frac{2}{3} = \frac{4}{6}$).

Throughout the unit, students work toward these goals:

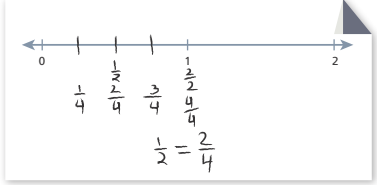
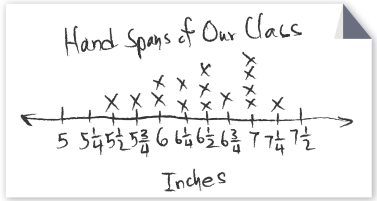
Benchmark/Goal	Examples
1. Partition a quantity into equal parts, and name those parts as fractions or mixed numbers.	
2. Represent fractions as numbers on a number line.	<p>Place the following fractions on the number line below: $\frac{3}{4}, \frac{9}{8}$.</p> 
3. Compare fractions with the same numerator or same denominator by reasoning about their size.	<p>Which is greater $\frac{2}{3}$ or $\frac{2}{4}$?</p>  <p>$\frac{2}{3} > \frac{2}{4}$ because $\frac{2}{4} = \frac{1}{2}$ and $\frac{2}{3}$ is more than $\frac{1}{2}$</p>

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About the Mathematics in This Unit

Benchmark/Goal	Examples
4. Identify equivalent fractions.	
5. Measure to the nearest fourth inch and represent measurement data to the nearest fourth inch on a line plot.	<p>Hand Spans of Our Class</p> 

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions.

Please look for more information and activities about *Fair Shares and Fractions on Number Lines* that will be sent home in the coming weeks.

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Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the fractions unit *Fair Shares and Fractions on Number Lines*. You can use the activities to enrich your child's mathematical learning experience.

Fractions Every Day Take advantage of any natural opportunities to use fractions as they arise. You and your child can share and compare strategies for solving problems such as these:

- If you cut a whole pizza into 6 equal slices and ate 3 of the slices, what fraction of the pizza did you eat?
- If you want to share 10 cookies among four people, how can you share them equally? How much does each person get?
- The gas tank in our car holds 12 gallons, but right now it is only one fourth full. How many gallons of gas do we need to buy to fill up the tank?

Making a Whole In class, your child will be figuring out ways to combine fractions to make a whole, such as $\frac{1}{4} + \frac{3}{4} = 1$. You might build on this while cooking. If a recipe calls for one cup (or one-half cup) of an ingredient, pretend that the measuring cup that holds that amount is missing or broken. Ask your child how else you could measure that amount. What other cups might be combined (for example, $\frac{1}{2} + \frac{1}{4} + \frac{1}{4} = 1$, or $\frac{1}{2} + \frac{1}{2} = 1$)? You might check the prediction by pouring those amounts into the one-cup measure to see whether they fill the cup exactly.

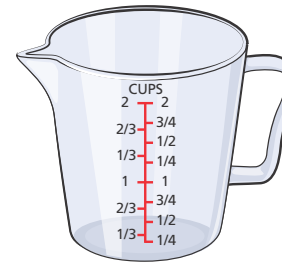
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Related Activities to Try at Home

Fraction Scavenger Hunt In class, your child has been exploring fractions and fair shares. To build on this work, you and your child might investigate where and when you use fractions in your home or at the grocery store. You might have a Scavenger Hunt to locate fractions on such things as measuring cups, tools, food packages, in newspapers, and so on.



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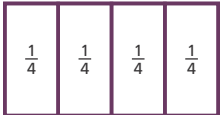
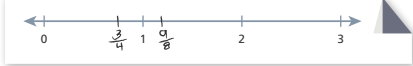

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Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre las fracciones llamada *Partes iguales y fracciones en rectas numéricas*. En esta unidad, los estudiantes investigarán el significado de las fracciones y las maneras en que se pueden representar. Resolverán problemas sobre repartir (¿Cómo pueden 2 personas repartir 3 *brownies* por igual?), representarán fracciones con modelos de área y en rectas numéricas, compararán fracciones y determinarán fracciones equivalentes ($\frac{2}{3} = \frac{4}{6}$).

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

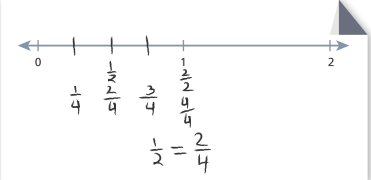
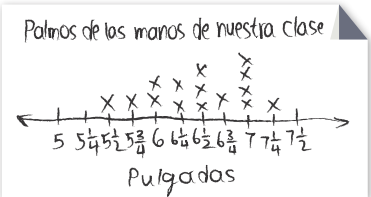
Puntos de referencia/Objetivos	Ejemplos
1. Dividir una cantidad en partes iguales y nombrar esas partes como fracciones o números mixtos.	
2. Representar fracciones como números en una recta numérica.	Ubica las siguientes fracciones en la recta numérica: $\frac{3}{4}, \frac{9}{8}$. 
3. Comparar fracciones que tienen el mismo numerador o el mismo denominador razonando sobre su tamaño.	¿Qué fracción es mayor: $\frac{2}{3}$ o $\frac{2}{4}$?  $\frac{2}{3} > \frac{2}{4}$ porque $\frac{2}{4} = \frac{1}{2}$ y $\frac{2}{3}$ es más que $\frac{1}{2}$

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Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
4. Identificar fracciones equivalentes.	
5. Medir al cuarto de pulgada más cercano y representar datos de mediciones al cuarto de pulgada más cercano en un diagrama de puntos.	Palmas de los manos de nuestra clase  Pulgadas

En nuestra clase de matemáticas, los estudiantes analizan los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique el razonamiento matemático que apoya esas soluciones.

Puede encontrar más información y actividades sobre *Partes iguales y fracciones en rectas numéricas* en los materiales que se enviarán al hogar en las próximas semanas.

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(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad sobre fracciones llamada *Partes iguales y fracciones en rectas numéricas*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Fracciones todos los días Aproveche las oportunidades para usar fracciones a medida que surjan. Usted y su hijo(a) pueden comentar y comparar estrategias para resolver problemas como estos.

- Si cortaste una pizza entera en 6 porciones iguales y comiste 3 porciones, ¿qué fracción de la pizza comiste?
- Si quieres repartir 10 galletas entre cuatro personas, ¿cómo puedes repartirlas por igual? ¿Cuánto recibe cada persona?
- En el tanque de gasolina de nuestro carro caben 12 galones, pero ahora solo está lleno un cuarto de su capacidad. ¿Cuántos galones de gasolina tenemos que comprar para llenar el tanque?

Formar un entero En clase, su hijo(a) hallará maneras de combinar fracciones para formar un entero, como $\frac{1}{4} + \frac{3}{4} = 1$. Puede trabajar en esto mientras cocina. Si una receta lleva una taza (o media taza) de un ingrediente, simule que la taza de medir en la que cabe esa cantidad se perdió o se rompió. Pregunte a su hijo(a) de qué otra manera podrían medir esa cantidad. ¿Qué otras tazas se podrían combinar (por ejemplo, $\frac{1}{2} + \frac{1}{4} + \frac{1}{4} = 1$ o $\frac{1}{2} + \frac{1}{2} = 1$)? Puede comprobar la predicción vertiendo esas cantidades en un recipiente en el que quepa una taza para ver si se llena por completo.

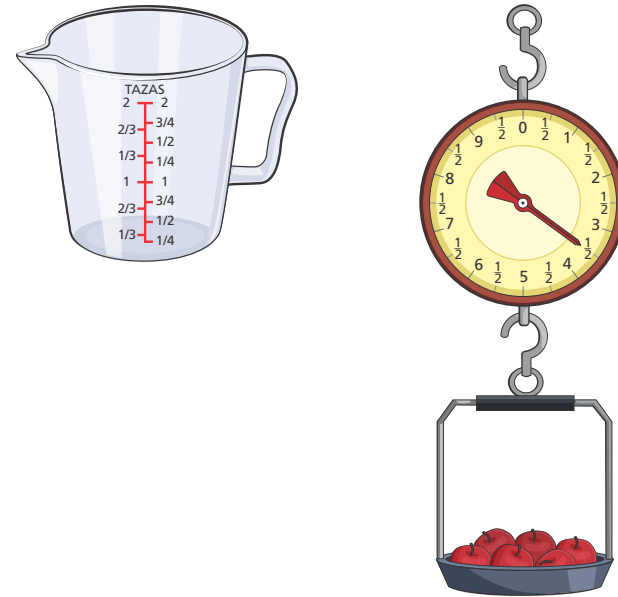
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Actividades relacionadas para hacer en casa

Búsqueda del tesoro de fracciones En clase, su hijo(a) ha explorado fracciones y partes iguales. Para continuar este trabajo, usted y su hijo(a) pueden investigar dónde y cuándo usan fracciones en su casa o en la tienda de abarrotes. Pueden hacer una búsqueda del tesoro para ubicar fracciones en cosas como tazas de medir, herramientas, paquetes de alimentos, periódicos, etc.





NAME _____

DATE _____

Unit Fractions

Divide each rectangle into the number of pieces indicated. Try to make them as equal as possible, but they do not have to be exactly equal.

1

Divide into 4 equal pieces. Color in 1 piece.



What fraction of the rectangle is colored in?

2

Divide into 8 equal pieces. Color in 1 piece.



What fraction of the rectangle is colored in?

3

Divide into 3 equal pieces. Color in 1 piece.



What fraction of the rectangle is colored in?

4

Divide into 6 equal pieces. Color in 1 piece.



What fraction of the rectangle is colored in?

NOTE

Students divide rectangles into fractional pieces and name the fraction pieces.

MWI What Is a Fraction?



NAME _____

DATE _____

Are These Equal?

Answer each question. Show your work.

1

Does $\frac{1}{2} = \frac{2}{4}$? _____

Show how you know:

2

Does $\frac{1}{2} + \frac{1}{2} = \frac{2}{4} + \frac{2}{4}$? _____

Show how you know:

3

Does $\frac{2}{8} = \frac{1}{4}$? _____

Show how you know:

NOTE

Students use drawings or stories to show whether these fractions are equivalent.

MWI Equivalent Fractions



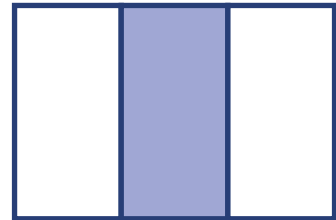
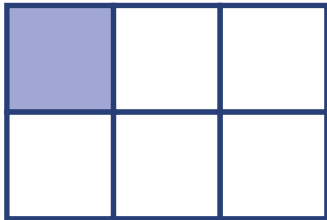
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Least to Greatest

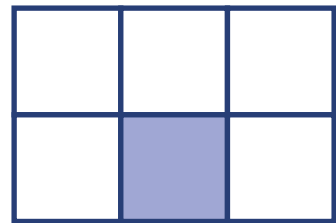
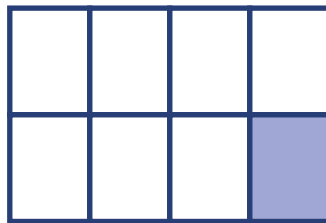
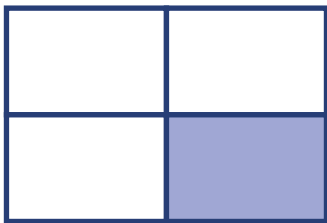
For each set of rectangles below, label the shaded part as a fraction of the rectangle. Then write the fractions in order from least to greatest.

Set 1



From least to greatest: _____

Set 2



From least to greatest: _____

Choose one of the sets above and tell how you figured out the order from least to greatest.

NOTE

Students practice putting fractions in order from least to greatest.

MWI Comparing Fractions with the Same Numerator or Denominator



NAME _____

DATE _____

Comparing Fractions

Compare each pair of fractions. Use words, number lines, or drawings to show how you know. Record your solution by using $<$, $>$, or $=$.

1

Lily ran $\frac{2}{3}$ of a mile. Sara ran $\frac{1}{3}$ of a mile. Who ran farther? Or did they run the same distance?

Explain or show how you know.

2

Compare $\frac{5}{6}$ and $\frac{5}{8}$. Which fraction is greater? Or are the fractions equal?

Explain or show how you know.

3

What is a fraction that is equivalent to $\frac{4}{8}$?

NOTE

Students compare fractions and show how they know which fraction is greater.

MWI Comparing Fractions with the Same Numerator or Denominator



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DATE _____

More Story Problems

Write an equation. Solve the problem. Show your work.

1

a. Kim is packing cookies into bags. She packs 8 cookies into each of 8 bags. How many cookies does she pack?

b. What if Kim wanted to fill 9 bags with 9 cookies each? How many cookies would she need?

2

Mr. Reid's class was counting around the class by 30s. What number did the 7th person say?

3

The next day, Mr. Reid's class counted around the class by 60s. What number did the 7th person say?

NOTE

Students solve multiplication story problems.

MWI Solving Multiplication Problems

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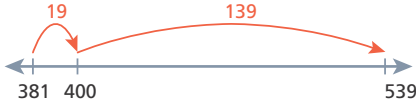
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About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about addition and subtraction called *How Many Miles?* During this unit, students build on the work from Unit 3 as they practice and refine addition and subtraction strategies working with 3-digit numbers.

Throughout the unit, students work toward these goals:


Benchmark/Goal	Examples														
Solve addition and subtraction problems involving masses or volumes.	A juice carton has 300 milliliters of juice in it. A different juice carton has 145 milliliters in it. How much juice is in both cartons?														
Solve 3-digit addition problems using at least one strategy fluently.	Solve: <table style="display: inline-table; vertical-align: middle;"> <tr><td>438</td><td>438</td></tr> <tr><td>+ 257</td><td>+ 200</td></tr> <tr><td>600</td><td>638</td></tr> <tr><td>80</td><td>+ 50</td></tr> <tr><td>+ 15</td><td>688</td></tr> <tr><td>695</td><td>+ 7</td></tr> <tr><td></td><td>695</td></tr> </table>	438	438	+ 257	+ 200	600	638	80	+ 50	+ 15	688	695	+ 7		695
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Solve 3-digit subtraction problems fluently.	Solve: <table style="display: inline-table; vertical-align: middle;"> <tr><td>539</td><td>$381 + 19 = 400$</td></tr> <tr><td>-381</td><td>$400 + 139 = 539$</td></tr> <tr><td></td><td>$139 + 19 = 158$</td></tr> </table> 	539	$381 + 19 = 400$	-381	$400 + 139 = 539$		$139 + 19 = 158$								
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NAME

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About the Mathematics in This Unit

Benchmark/Goal	Examples
Estimate and measure liquid volume and mass using standard units.	How many liters does the container hold? 

In our math class students spend time discussing problems in depth and are asked to share their reasoning and solutions.

It is important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities related to Unit 7 that will be sent home in the coming weeks.

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Related Activities to Try at Home

Dear Family,

The activities described here are related to the mathematics in the addition and subtraction unit *How Many Miles?* You can use the activities to enrich your child's mathematical learning experience.

Estimating and Making Change Look for opportunities to practice adding and subtracting with your child in stores and in restaurants.

When you and your child are buying something, figure out together what the change will be. For example, if you buy an item that costs \$3.89 and give the clerk \$5.00, figure out how much you should get back.

When you buy several things, ask your child to help you estimate how much all the items will cost. For example, if you buy three items that cost \$4.95, \$3.21, and \$7.15, you might ask, "About how many dollars will these items cost?"

People do these problems in many different ways. Whenever these problems come up, encourage your child to figure out ways of estimating and making change, and share your ways of doing it.

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Related Activities to Try at Home

Making Sense of Large Numbers With your child, look for large numbers in the newspaper, on packages, on signs, and around your home and neighborhood. Talk about the numbers. For example: "How much would this television cost if you get a \$200 discount?"



How Did You Solve That? Ask your child to tell you about how he or she is adding and subtracting. Show that you are interested in these approaches. Because these strategies may be unfamiliar to you, listen carefully to your child's explanation; you might even try using the new procedure to do a problem or two yourself. Let your child be the teacher! By explaining their thinking, students increase their understanding of addition and subtraction.

NOMBRE

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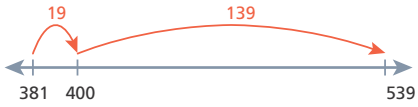
(PÁGINA 1 DE 2)

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre la suma y la resta llamada *¿Cuántas millas?* En esta unidad, los estudiantes continuarán con el trabajo de la Unidad 3 mientras practican y perfeccionan las estrategias de suma y resta trabajando con números de 3 dígitos.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:


Puntos de referencia/Objetivos	Ejemplos														
Resolver problemas de suma y resta que tratan de masas o volúmenes.	Un envase de jugo tiene 300 mililitros de jugo. Otro envase de jugo tiene 145 mililitros. ¿Cuánto jugo hay en ambos envases?														
Resolver sumas con números de 3 dígitos usando al menos una estrategia con fluidez.	Resuelve: <table style="display: inline-table; vertical-align: middle;"> <tr><td style="padding-right: 20px;">438</td><td>438</td></tr> <tr><td style="padding-right: 20px;">+ 257</td><td>+ 200</td></tr> <tr><td style="padding-right: 20px;">600</td><td>638</td></tr> <tr><td style="padding-right: 20px;">80</td><td>+ 50</td></tr> <tr><td style="padding-right: 20px;">+ 15</td><td>688</td></tr> <tr><td style="padding-right: 20px;">695</td><td>+ 7</td></tr> <tr><td></td><td>695</td></tr> </table>	438	438	+ 257	+ 200	600	638	80	+ 50	+ 15	688	695	+ 7		695
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Las matemáticas en esta unidad

Punto de referencia/Objetivo	Ejemplos
Estimar y medir el volumen de los líquidos y la masa usando unidades estándar.	¿Cuántos litros caben en este recipiente? 

En nuestra clase de matemáticas, los estudiantes analizan los problemas a fondo y se les pide que comenten sus ideas y soluciones.

Es importante que los estudiantes resuelvan problemas de matemáticas correctamente y de manera eficiente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades relacionadas con la Unidad 7 en los materiales que se enviarán al hogar en las próximas semanas.



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(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad sobre la suma y la resta llamada *¿Cuántas millas?* Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Estimar y calcular el cambio Busque oportunidades para practicar cómo sumar y restar con su hijo(a) en tiendas y restaurantes.

Cuando esté comprando algo con su hijo(a), calculen juntos cuánto será el cambio. Por ejemplo, si compran un artículo que cuesta \$3.89 y le dan \$5.00 al dependiente, calculen cuánto debería devolverles.

Cuando compren varias cosas, pida a su hijo(a) que lo ayude a estimar cuánto costarán todos los objetos. Por ejemplo, si compran tres artículos que cuestan \$4.95, \$3.21 y \$7.15, puede preguntar: "¿Aproximadamente cuántos dólares costarán estos artículos?".

Las personas resuelven estos problemas de muchas maneras diferentes. Cuando surjan estos problemas, pida a su hijo(a) que halle maneras de estimar y calcular el cambio, y comenten sus maneras de hacerlo.



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(PÁGINA 2 DE 2)

Actividades relacionadas para hacer en casa

Entender números grandes Junto con su hijo(a), busquen números grandes en el periódico, en paquetes, en carteles y en su casa y su vecindario. Hablen sobre los números. Por ejemplo: "¿Cuánto costaría este televisor si obtuvieras un descuento de \$200?".



¿Cómo resolviste eso? Pida a su hijo(a) que le explique cómo suma y resta. Muéstrole que está interesado en estos enfoques. Como estas estrategias pueden resultarle desconocidas, escuche con atención la explicación de su hijo(a); también puede usar el nuevo procedimiento para resolver uno o dos problemas. ¡Deje que su hijo(a) sea el maestro! Al explicar la manera en que están pensando, los estudiantes entienden mejor la suma y la resta.



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How Many Students?

For each problem, write an equation, solve the problem, and show your solution.

- 1 South City School has 427 girls and 353 boys. How many students does the school have altogether?
- 2 Riverside School had 517 students last year. This year, 60 students moved away before school started. How many students does the school have now?
- 3 Westburg School has 284 students altogether. There are 136 girls. How many boys are there in the school?
- 4 Ocean View School had 641 students last year. This year, there are 168 more students. How many students does the school have now?

NOTE

Students practice solving addition and subtraction problems in story contexts.

MWI Subtraction Strategies: Adding Up and Subtracting Back



NAME _____

DATE _____

Problems About Money

Solve these problems. Show your solutions.

1 Eve had \$4.75 in her piggy bank. She earned \$2.50 babysitting. How much money does Eve have now?

2 $\$3.28 + \$7.46 = \underline{\hspace{2cm}}$

3 Marcus had \$5.98 in his wallet. He bought a notebook for \$2.68. How much money does Marcus have now?

4 $\$6.00 - \$1.49 = \underline{\hspace{2cm}}$

NOTE

Students practice solving addition and subtraction problems in the context of money.

MWI Subtraction Strategies: Adding Up and Subtracting Back



NAME

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Plan a Meal

Doctors say you should eat meat or beans, grains, fruits, and vegetables every day. It is suggested that a third grader eat between 600 and 800 calories for dinner.



Food	Calories
Peanut butter and jelly sandwich	440
Grilled cheese sandwich	436
Hamburger with bun	275
Slice of cheese pizza	290
Taco	210
1 orange or apple	85
1 banana	109
Apple juice	120

Food	Calories
Small salad with dressing	166
Green beans	20
Peas	55
Corn on the cob	123
Broccoli	27
Tomato soup	161
Vegetable soup	145
Low-fat milk	122

NOTE

Students solve real-world problems involving the math content of this unit.

MWI Solving a Multi-Step Problem



NAME _____

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Plan a Meal

- 1** Use the food chart to plan a meal. Try to make the total number of calories as close to 800 as you can.
 - a. Write an equation to show the total calories.
 - b. How close to 800 calories did you get?

- 2** Plan a different meal with close to 800 calories.
 - a. Write an equation to show the total calories.
 - b. How close to 800 calories did you get?

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3rd Grade Computer Science & Integrated Technology “Unplugged” Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

Computer Science & Integrated Technology	Innovative Designer	Digital Citizen	Creative Communicator	Computational Thinker
WEEK 1 April 20 – April 24	Fold a piece of paper different ways to see how to make it fall faster	Explain to a family member why it is important to have a secure password	Have a parent share about a favorite video game from their childhood	Draw and name as many computer parts as you can
WEEK 2 April 27 – May 1	Make something from empty paper towel or toilet paper rolls	Draw your own “digital footprint”	Write instructions to make a sandwich and let someone follow them exactly	Name the eight home row keys on a keyboard without looking
WEEK 3 May 4 – May 8	Make a blueprint of your house	Create a list of rules to help your family have device-free moments	Play a card game that involves numbers and letters and share how you might change the rules of the game	Learn about a computer scientist of your choice
WEEK 4 May 11 – May 15	Fix a broken toy (instead of throwing it away)	Share with a family member why it is important to not share private information online	Draw 20 circles and turn each into something (pizza, planets, wheels, etc.)	Play Checkers or Chess
WEEK 5 May 18 – May 22	Draw a picture using only triangles and rectangles	Visit the website www.common sense.org/family-tips-on-privacy and learn something new online privacy	Find something in your house that you have to program or set up. Write about it, or draw a picture	Calculate how many books would reach your ceiling or fill your room
WEEK 6 May 25 – May 29	Watch an episode of “How Its Made” from the Science Channel	Create a “Digital Citizen SuperHero” and describe what they do to be an upstander and a super digital citizen!	Have a family member help you find the oldest item in your house and write a story about when the item was new.	Name one computer input device and one computer output device, and what they do

We all miss you and look forward to seeing you again!

Our contact information:

Bordewich Elementary: Mr. Crittenden - jcrittenden@carson.k12.nv.us

Empire Elementary: Mr. Koop - jakoop@carson.k12.nv.us

Fremont Elementary: Mr. Ellis - kellis@carson.k12.nv.us

Fritsch Elementary: Mrs. Waltz - iwaltz@carson.k12.nv.us

Mark Twain Elementary: Ms. Bobula - tbobula@carson.k12.nv.us

Seeliger Elementary: Mr. Dineen - ddineen@carson.k12.nv.us

Elementary PE Activity Calendar

Students: As we continue remote learning during this uncertain time, your PE teachers would like you to understand that one of our biggest goals in teaching is to get you to love movement and learning through movement. As we conclude this school year, please use this calendar below as a starting point, at least one time during the day, if not more, to be physically active. As you do these activities, please take this time to learn what you enjoy doing. This is a perfect time in your life to develop a love of physical activity. We want you to love it. So, please try different activities. Please create your own activity. Being physically active while being asked to stay at home is an important part of your overall health, both physically and mentally. We miss you, we think about you and we can't wait to see you again. Should you have any questions, please email your PE teacher listed below; we would be glad to help you in any way. Parents, we encourage you to continue to email pictures of your children doing these activities as we truly miss their smiles.

INSTRUCTIONS: Choose at least one activity from each day. Check box when completed.
 Below are the standards we are focusing on during this time. Please stay active and be safe.
 Standards: 1.2.4 & 1.5.4 "Demonstrate safe practices while participating in physical activities."
 Standards: 3.2.2 & 3.5.2 "Demonstrate healthy activity patterns by participating in physical activity."

Contact(s):

Fritsch Elementary: bhenry-herman@carson.k12.nv.us
 Bordewich Elementary: lhurzel@carson.k12.nv.us
 Mark Twain Elementary: ckaten@carson.k12.nv.us
 Student Support Services: vmidboe@carson.k12.nv.us

Empire Elementary: mgardner@carson.k12.nv.us
 Fremont Elementary: drand@carson.k12.nv.us
 Seeliger Elementary: thornemann@carson.k12.nv.us

	Monday	Tuesday	Wednesday	Thursday	Friday
April 20-24	<ul style="list-style-type: none"> <input type="checkbox"/> Watch your favorite TV show, during commercials run in place. <input type="checkbox"/> Crab walk to another room. <input type="checkbox"/> Have a dance party to at least one song. <input type="checkbox"/> Physical activity of your choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> How long can you balance on one leg? Try both sides. <input type="checkbox"/> Go for a fifteen-minute walk. <input type="checkbox"/> Jump rope thirty times, with or without a rope. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Create your own game. <input type="checkbox"/> Thirty jumping jacks. <input type="checkbox"/> Hold a plank as long as you can. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Read a book while doing a wall-sit. <input type="checkbox"/> Take a walk. <input type="checkbox"/> Perform daily stretches. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk straight lines, walk curved lines, and then walk backward. <input type="checkbox"/> How many push-ups can you do? <input type="checkbox"/> Complete a chore around the house. <input type="checkbox"/> Physical activity of your choice
April 27- May 1	<ul style="list-style-type: none"> <input type="checkbox"/> Do ten burpees. <input type="checkbox"/> Play a vigorous game of hide and seek. <input type="checkbox"/> Draw different formations of lines with chalk on your sidewalk/drive-way and balance on them. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Toss with a partner or self-toss an object (underhand). <input type="checkbox"/> Do planks during commercials while watching your favorite show. <input type="checkbox"/> Go outside for a walk and find five things that start with the first letter of your first name. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Jump side to side over an object or line. <input type="checkbox"/> Crawl like a seal: lay on your stomach and use your arms to pull your body along. <input type="checkbox"/> Bear crawl for 1-3 minutes. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> 30 squats. <input type="checkbox"/> Practice juggling with empty plastic bags; toss, toss, catch, catch. <input type="checkbox"/> 20 front kicks, 3 times throughout the day. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Go for a walk and find three things that make you smile. <input type="checkbox"/> Lunge to a destination and bear crawl back. <input type="checkbox"/> Do as many wall push-ups as you can. Do three times throughout the day. <input type="checkbox"/> Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 4-8	<ul style="list-style-type: none"> <input type="checkbox"/> Play a game with your family. <input type="checkbox"/> Play a song and make up a dance. <input type="checkbox"/> Balance a book on your head and walk around the house. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> 64 basketball jump shots with or without a ball. <input type="checkbox"/> Make a ball out of a sock and play toss and catch. <input type="checkbox"/> Skip around your house. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Have a sit-up or curl-up challenge with a partner. <input type="checkbox"/> Roll a ball at an empty can and see how many times you can knock it over in a minute. <input type="checkbox"/> Spell your first and last name while doing jumping jacks. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Have a plank challenge with a partner. <input type="checkbox"/> Practice your bottle flip, outside preferred. <input type="checkbox"/> Stand in front of a mirror and flex every muscle you can think of. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Stretch all your body parts. <input type="checkbox"/> While laying on your back see how long you can keep your legs in the air. Legs straight and off the ground. <input type="checkbox"/> Do three sets of twenty bicycle crunches in one day. <input type="checkbox"/> Physical activity of your choice
May 11-15	<ul style="list-style-type: none"> <input type="checkbox"/> Dribble a ball for fifteen minutes. <input type="checkbox"/> Juggle and/or kick a ball around with your feet. <input type="checkbox"/> Go for a ten-minute walk. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Pretend hula hoop to a song. <input type="checkbox"/> High knees or marches to a song. <input type="checkbox"/> Hold a squat and/or wall-sit for as long as you can. Perform three times throughout the day. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> How long can you hold your arms out in front of you? Perform three times. <input type="checkbox"/> Balance on your various body parts. <input type="checkbox"/> Rock-paper-scissors with a partner. The loser does 5 jumping jacks. Winner gets a drink. Play multiple rounds. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Jump over an object twenty times. <input type="checkbox"/> Pretend there is a puddle in front of you. Practice jumping in it, over it, around it, etc. <input type="checkbox"/> Throw sock balls into a laundry basket, repeat multiple times. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Make up a dance to a song. <input type="checkbox"/> Make bubbles and chase them around the yard. <input type="checkbox"/> Go on a ten-minute walk. <input type="checkbox"/> Physical activity of your choice
May 18-22	<ul style="list-style-type: none"> <input type="checkbox"/> Have a scavenger hunt in your house. <input type="checkbox"/> Go on a walk with your family. <input type="checkbox"/> Volley a balloon. How many times can you keep it up? <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Frog hop or leapfrog around your house. <input type="checkbox"/> Flutter like a butterfly around your house. <input type="checkbox"/> Crab walk around your house. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Set up your own obstacle course. <input type="checkbox"/> Make a jump rope and jump. Try different supplies to make one. <input type="checkbox"/> Get on some wheels (with your helmet) and cruise around safely. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Waddle like a penguin and swim like a fish. <input type="checkbox"/> Jump from room to room. <input type="checkbox"/> Show me your ninja moves. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Pop like popcorn and melt like a popsicle. <input type="checkbox"/> Jungle yoga: stand like a lion, hang like a monkey, and sit like a panda. <input type="checkbox"/> Pretend to be a PE teacher and make up a routine for someone. <input type="checkbox"/> Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 25-29	HOLIDAY Enjoy the break!	<ul style="list-style-type: none"> <input type="checkbox"/> Go for a walk. Time yourself how fast you can walk around your house. <input type="checkbox"/> Bounce pass a ball with a partner. Dribble and toss the ball back and forth. <input type="checkbox"/> Volley a ball or balloon with someone. <input type="checkbox"/> Physical activity of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Google: "Minute to Win It" games and play one with your family. <input type="checkbox"/> Go for a hike. <input type="checkbox"/> Go for a walk and find 5 yellow things. <input type="checkbox"/> Physical activity of your choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Toss and catch a penny or other coin. <input type="checkbox"/> Take a mindful minute. (i.e. breathing, relaxation, etc) <input type="checkbox"/> Drink six cups of water today. <input type="checkbox"/> Physical activity of your choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Eat healthy today. <input type="checkbox"/> Do bicep curls with a can or other items. <input type="checkbox"/> How far can you roll a ball? Roll a ball 5 times as far as you can. <input type="checkbox"/> Physical activity of your choice.
6/1 - 6/3	Physical activity that makes your heart beat fast.	Physical activity that makes you sweat.	Physical activity that makes you happy.		

3rd Grade Music Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

M	U	S	I	C
<u>WEEK 1</u> April 6 – April 10	Listen to a favorite song. Describe it in as much detail as you can. Can you write about its speed? Its volume? The instruments in it? What is it about?	Draw squiggly lines and try making your voice follow the path you created.	Try to find a fast song. Now, find a slow song. Maybe find a song that's medium speed. Try dancing to show the unique Tempo of each song.	Sing your favorite music class songs to a family member or your stuffed animals.
<u>WEEK 2</u> April 27 – May 1	Close your eyes and listen to music from a cartoon or movie. Can you tell what is happening with the music used?	Blow a bubble and follow it with your voice. Draw an interesting line and then trace it with your voice.	What are all of the ways you can move your body to music? Can you wiggle like a worm or bounce like a rabbit?	Sing a song in a loud voice. Sing a song in a soft voice. Sing a song in a medium voice. Which is your favorite?
<u>WEEK 3</u> May 4 – May 8	Take a listening walk (inside or outside) and list all of the sound you hear around you.	Have someone read you a story. Add sound effects using your voice and household items.	Move to the steady beat of a song. Is there a bigger, slower beat you can move to? Or a faster, smaller beat?	Make up your own song and sing it to your family.
<u>WEEK 4</u> May 11 – May 18	Listen to a song, and draw a picture while you listen. Show your picture to someone. Can they guess what the song was about?	Find something in your house you can use as a drum and play rhythms you make up.	Put on some music and march, skip, or hop to the beat. Change your movement when the music changes.	Sing and Dance to your favorite song for your family or pets!
<u>WEEK 5</u> May 18 – May 22	Ask a family member to play an instrument or sing to you.	Use found sounds (Pencils, Keys, Spoons) to tap the beat with your favorite song	Teach somebody your favorite dance moves!	Play an instrument you have or you make for your family or a stuffed animal.
<u>WEEK 6</u> May 25 – May 29	Can you find things in your house that move Slow, Medium, or Fast? Write or draw pictures of those things.	Clap rhythms you make up to your favorite song.	Practice singing a song. Move your hand to show where it goes higher, lower, or stays the same.	Put on a concert for your family, either singing or playing and instrument.

We all miss you and look forward to seeing you and making music again! If you need to contact your music teacher, below are our email addresses and links to additional music resources you can use if you want even more music fun!

Bordewich- Mr. Catron- acatron@carson.k12.nv.us **Empire-** Ms. Robinson- crobinson@carson.k12.nv.us

Fremont- Mrs. Van Orman- sreynolds@carson.k12.nv.us **Seeliger-** Mr. Van Orman- dvanorman@carson.k12.nv.us

Fritsch- Ms. Witkowski- nwitkowski@carson.k12.nv.us or you can reach her on Class Dojo

Mark Twain- Mrs. Bourne- cbourne@carson.k12.nv.us or visit her school webpage <https://bit.ly/2Vfofga> or her YouTube Channel "Bourne to Teach Music"



Carson City School District
1402 West King Street,
Carson City, Nevada 89703
(775)-283-2000 Phone
(775)-283-2090 Fax
CarsonCitySchools.com

Greetings to our WONDERFUL CCSD Families!

I am including some resources that may be helpful for you as we go through this time of being at home together with our families while working on mobile learning. There are some resources on dealing with emotions we are all having, such as anxiety and negativity. I am also including resources for reading since reading and dialoguing about what we read is a great way to support positive family time as well as to ensure your child is growing as a reader. So, I am providing some of the resources our GATE teachers have created as well as resources I have created which hopefully will be a way we can provide resources regarding some of the best loved books to read at home during this time. I included lists of books starting with recommendations from our 3rd grade GATE teachers, but I also included a list of books from one of our amazing kindergarten teachers, Michelle Cacioppo, so you have resources that extend from kinder through middle school.

In terms of "Where" are these resources, the book list created by our GATE teachers and myself will be in the grade level packets distributed to families. In order to save money on copies, the rest of the resources will be under "GATE Resources" on our district webpage for accessing mobile resources. So, both digital resources and paper resources are available to you.

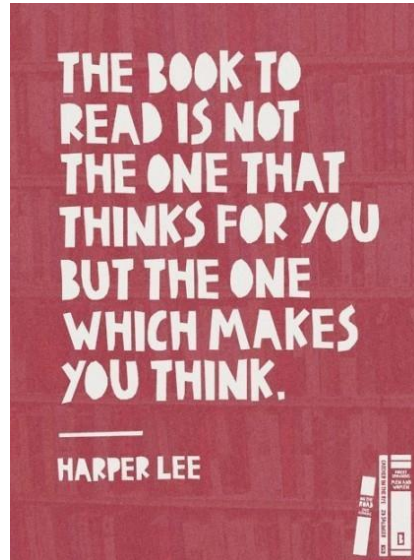
Stay safe, healthy, and happy reading☺!

Together in Education,

Joanna Kaiser
GATE Implementation Specialist, TOSA

Carson City School District's GATE Teachers

"Best Loved Books" List



Luonne Gerow, Fremont-3rd grade teacher

- Charlotte's Web**
- The One and Only Ivan**
- The BFG
- Lemonade War

Jana Raab, Fritsch-3rd grade teacher

- The One and Only Ivan**
- Charlotte's Web**
- The Green Book
- I Survived Books**
- Cricket in Times Square
- Tales of a Fourth Grade Nothing
- Superfudge

Joanna Kaiser, GATE Implementation Specialist, 3rd grade teacher

- Because of Winne Dixie/**Charlotte's Web**
- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- All Kate DiCamillo books
- Where the Red Fern Grows
- Summer of the Monkeys
- Fantastic Mr. Fox (all Roald Dahl books)
- Shiloh (and the Shiloh trilogy)
- Island of the Blue Dolphins
- Sarah, Plain, and Tall
- Tales of a Fourth Grade Nothing**
- Superfudge**
- Percy Jackson and the Lightning Thief Series**
- Harry Potter Series**
- Chronicles of Narnia Series**

- ☐ **A Wrinkle in Time (Trilogy)**
- ☐ **I-Survived True Stories**
- ☐ Time for Kids Biographies-Theodore Roosevelt, Harriet Tubman, Jackie Robinson, Thomas Edison, Eleanor Roosevelt, Franklin D. Roosevelt, Benjamin Franklin, Henry Ford
- ☐ DK Readers: Thomas Edison, The Wright Brothers

Toni Nielsen, Seeliger-4th grade teacher

- ☐ Wonder
- ☐ Auggie and Me
- ☐ 365 Days of Wonder: Mr. Browne's Precepts (Wonder)
- ☐ Ugly...autobiography version of Wonder

Read Aloud ideas:

- ☐ What To Do with An Idea
- ☐ What To Do With A Chance
- ☐ What To Do With a Problem
- ☐ Rosie Revere Engineer
- ☐ The Most Magnificent Thing
- ☐ She Persisted
- ☐ Mistakes that Worked

Katrina Trautwein, Bordewich Bray-4th grade teacher

- ☐ The Wish Tree
- ☐ Out of My Mind
- ☐ The Secret Knowledge of Grown-ups
- ☐ Bridge to Terabithia

Stacie Brady, Mark Twain-5th grade teacher

- ☐ The Cay
- ☐ Artemis Fowl series
- ☐ **Chronicles of Narnia series**
- ☐ **Percy Jackson and all other Rick Riordan books**
- ☐ Redwall series
- ☐ Lord of the Rings/Hobbit series
- ☐ **The Giver**
- ☐ Frindle
- ☐ From the Mixed-Up Files of Mrs. Basil E. Frankweiler
- ☐ All books by EL Konigsburg
- ☐ **Harry Potter series**
- ☐ Hatchet
- ☐ Holes
- ☐ **I Survived Series**

Amy Jensen, Bordewich Bray-5th grade teacher

All of Stacie Brady's choices and...

- ☐ Among the Hidden

- The Rangers Apprentice (series)
- The Wednesday Wars

Susan Lowther, Seeliger-5th grade teacher

- **The Giver**
- The View from Saturday
- The Witch of Blackbird Pond

Greg Spriggs, EVMS-6th grade English teacher

- **A Wrinklein Time**
- **Wonder**
- Schooled
- Hatchet
- **Wherethe Red Fern Grows**
- Treasure Island
- The Sword and the Circle: King Arthur and the Knights of the Round Table

Teneya Cramer, EVMS-7th and 8th grade English teacher

- **The Giver**
- The Outsiders
- **Wonder**
- The Book Thief
- The Diary of Anne Frank
- Bud, Not Buddy
- I am Malala
- Speak
- Refugee
- The House on Mango Street

Other Favorites:

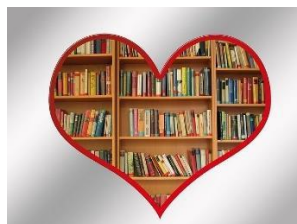
Stargirl

A Long Walk to Water

Miracle's Boys

The Lions of Little Rock Millicent Min, Girl Genius Stanford

Wong Flunks Big Time



How do you make sure a book is at the right reading level?

1. Check out your child's MAP scores on the "Student Progress Report". This is easy for teachers to access, so if you don't have the report, ask your child's teacher.
2. Once you know which Lexile level range is right for your child, use this website to check books that are at the right level. <https://fab.lexile.com/>
3. Remember that we do not always choose books based on our Lexile level because sometimes we simply read a book for fun that may be in the "easy" range for our reading ability. So, make sure there is challenge, at the right Lexile level, but make sure you don't only stick to Lexile as a way to choose books.

Why is at-home reading essential to your child's success in school?

From Handbook of Reading Research, Volume IV

By fourth grade, Guthrie (2004) found that students reading at grade level engaged in an average of 60 minutes per day of reading during free time and homework and another 60 minutes per day during teacher-guided instruction. Fourth grade readers at the second grade level engaged in only 10 minutes per day of reading during free time and homework and spent only 20 in teacher-guided instruction. The amount of reading in these early years has been found to predict reading comprehension years later... Clearly, reading experience matters in developing fluent and strategic reading, but it is also likely to contribute to student's vocabulary, knowledge about the world, and understanding of features, and ways of engaging with, different kinds of written texts.