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3rd Grade Language Arts Packet
Weeks 3 and 4
10 Day Packet - April 20 - May 1, 2020

Day One, Monday, April 20, "Lesson 31, Real Life Connections" Pages 20 and

21 Read the directions. Then, read the questions and answer them.

Day Two, Tuesday, April 21, "Lesson 33, Words for Time and Space"

Pages 31 and 32

Read the directions. Then, read the questions and answer them.

Day Three, Wednesday, April 22, "Grandma's Treasures"

Read the passage.

Questions and Answers

Short writing response question **(Try to write at least 3 sentences!)**

Day Four, Thursday, April 23, "Pajama Day at school"

Read the passage.

Questions and Answers

**If your grown-ups allow, you can wear your favorite pajamas tomorrow to work on your writing prompt that matches our passage from today!*

Day Five, Friday, April 24, "Pajama Day at School, Writing Prompt"

Read the writing prompt for the day. Write about your favorite pajamas!

Day Six, Monday, April 27, “The Wildest Guess”

Read the passage.

Questions and Answers

Short writing response question **(Try to write at least 3 sentences!)**

Day Seven, Tuesday, April 28, “It’s Your Fault!”

Read the passage.

Questions and Answers

Day Eight, Wednesday, April 29, “It’s Your Fault! Writing Prompt”

Day Nine, Thursday, April 30, “Floating on the Wind”

Read the passage.

Questions and Answers

Day Ten, Friday, May 1, “Zook: A Polar Bear’s Tale of Global Warming”

Read the passage.

Questions and Answers

Try your best! Contact your reading teachers if you have any questions about this work!

Sincerely,

Your Third Grade Reading Teachers

Lesson 31

Real-Life Connections

 **Introduction** When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

A friendly classmate smiled and said, "Hi."

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

A friendly lady in town gives neighbors vegetables from her garden.

Friendly dogs wag their tails and want to be patted.

 **Guided Practice**

Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.

HINT To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

1 A helpful person might _____ .

do chores break a glass trip and fall

2 If a person is curious, she might _____ .

go to sleep read a book wrap a gift

3 It would be selfish to _____ .

take all the toys give presents help others

4 A student could interrupt a class by _____ .

writing a story doing math talking loudly

Independent Practice

For numbers 1–5, choose the correct answer to each question.

- 1** How might a **patient** person act?
- B** run to be first in line
 - C** refuse to wait for someone
 - D** teach a baby something new
- 2** What might a **stubborn** person say?
- A** "I like this new food after all."
 - B** "I won't eat that even if it's good for me."
 - C** "I agree with you about that."
- 3** What might a **generous** person do?
- A** help a friend with homework
 - B** eat candy without sharing
 - C** disobey his parents
- 4** How might someone cause **confusion**?
- A** by solving a problem
 - B** by telling the truth
 - C** by giving poor directions
- 5** What is a **rude** thing to do?
- B** talk while others are talking
 - C** offer to wash the dishes
 - D** help a neighbor plant a garden

Section 2 Activities

Lesson 33

Words for Time and Space

 **Introduction** How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon,* and *in the morning* are some words and phrases that tell when events happen.

When Plan your garden in the winter.

 First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to,* and *on the right* are some words and phrases that tell where.

Where Vegetables grow best in sunny areas.

 Some flowers can grow under trees or climb up walls.

Complete each sentence.

 **Guided Practice** If the parentheses () say when, add a word or phrase that tells *when*.

If they say where, add a word or phrase that tells *where*.

HINT Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

- 1 _____, get a shovel and loosen the soil. (**when**)
- 2 Plant your seeds, and be sure to water them _____
 _____ . (**when**)
- 3 The roots of the tiny seedlings will grow _____
 _____ . (**where**)
- 4 The stems and leaves will grow _____
 _____ . (**where**)
- 5 Don't forget to weed your garden _____
 _____ . (**when**)



Independent Practice

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

- 1** If you have packets of seeds, _____ read the directions.
- A** slowly
 - B** first
 - C** carefully
- 2** It's a good idea to plant _____.
- A** vegetables
 - B** many seeds
 - C** in the morning
- 3** You can grow corn, squash, and beans _____.
- A** near one another
 - B** if you want
 - C** for food
- 4** Some seeds sprout _____.
- A** in just a few days
 - B** with little water
 - C** but others do not
- 5** Once your vegetables grow, you can share them _____.
- B** easily
 - C** too
 - D** at school



Name _____

Grandma's Treasures

By Kathleen W. Redman

Every week, Jacob went to his aunt's house. He liked going there. There was always a lot to do. Aunt Rose let him watch the television programs he liked. She had lots of toys for him. She had a big yard for when he wanted to be outside.



But there was something that bothered him. Aunt Rose had lots of very old things. She didn't like for him to touch them. Jacob didn't understand why. Most of the stuff looked like old junk to him.

One time he was playing inside. He

accidentally broke a plate. His aunt was very upset. She told him that the plate was an antique.

Jacob still did not understand why Aunt Rose was so upset. He had some old toys at home. He didn't think he would be all that upset if someone accidentally broke one of his toys.

"Aunt Rose, why was that plate so important to you?" he asked. "I am sorry I broke it, but it was just an old plate."

Jacob's aunt explained to him why the plate meant so much to her. "This plate is sixty years old," she said.

"Wow! That is **very** old," Jacob said.

"Yes. It belonged to your grandmother when she was a little girl," Aunt Rose said.

"Grandma was a little girl?" Jacob

Name _____



asked.

"Yes, a long time ago. It was a very special plate to your grandmother. She once told me that she kept it because the flowers on it were blue like her eyes. She kept it until last year," she said. "Then she gave it to me."

Jacob looked around the room. There were many more old things on the shelves and tables.

"Aunt Rose, are there any other old things that belonged to my grandmother?" he asked.

"Yes, and there are some things here that belonged to your grandfather, too. They are antiques now because they are so old."

Jacob's aunt showed him other antiques. She had many plates. She

also had old toys. Some were made of wood. Some made funny noises. One was a mechanical bird that swallowed pennies!

Jacob's aunt gave him a soft cloth.

"What is this for?" Jacob asked.

"I need your help in cleaning them," Aunt Rose said. "Antiques need lots of care. Pick one up carefully. Do not drop it while you are cleaning it."

"I will be careful, Aunt Rose. All of these old things -- I mean antiques -- remind me of my grandparents now. I will help you take care of them."

Aunt Rose smiled. "Today is Cherish an Antique Day," she said. "We'll spend the afternoon cleaning the antiques."

So Jacob and his aunt polished cups. They cleaned old coins. They dusted shelves full of old pictures. Jacob's

Name _____



aunt told him lots of stories about his family. It seemed like each one of the antiques had a story to go with it.

And when they were finished, Aunt Rose let Jacob play with the toy bird that ate pennies!

Grandma's Treasures

Questions

____ 1. What is Jacob's aunt's name?

- A. Kelly
- B. Daisy
- C. Rose

2. What did Jacob like about going to Aunt Rose's house?

3. What bothered him at his aunt's house?

____ 4. What did Jacob accidentally break one day?

- A. a plate
- B. a toy bird
- C. a toy airplane

____ 5. Aunt Rose said that the plate had belonged to Jacob's _____.

- A. father
- B. great aunt
- C. grandmother

Name _____



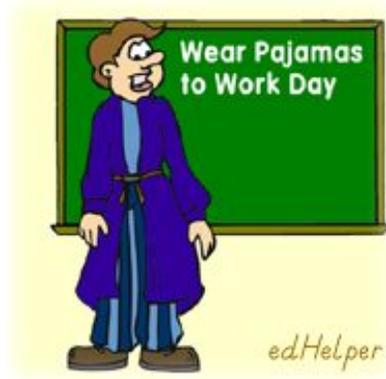
Pajama Day at School

By Phyllis Naegeli

"Dad! Why aren't you dressed? We'll be late for school!" said Amber as she rushed into the kitchen for breakfast.

"I am dressed for school," Dad answered casually.

"Really, Dad. You can't teach history in your pajamas," Amber replied sarcastically.



"I can on Wear Your Pajamas to Work Day," Dad smiled.

"That's cool," Amber's little brother Brad said.

"Don't encourage him," Amber said. Leaving the kitchen, she called for her mother, "Mom!"

"Yes?" Mom called from the top of the stairs.

"Tell Dad to get dressed!" Amber yelled to her mom.

Mom appeared at the top of the stairs in her pajamas.

"Not you, too!" Amber cried in alarm, dropping down to sit on the bottom stair.

Mom came down the stairs and sat next to Amber. "What's wrong with us participating in this?"

"It's embarrassing," said Amber. "Dad teaches at my school. All my friends will laugh at me."

"I understand," said Mom. "But Dad won't be the only teacher in his pajamas. Why don't you wait and see?"

Amber looked up at her mom with a grimace. "I guess I don't have a choice." She rose from the stairs and headed back to the kitchen. "I'm ready, Dad. Come on, Brad, let's go to the car," Amber said, grabbing Brad's arm and heading out the door.

Amber's father turned to her mother. "Do you think she'll get over this?" he asked in a low voice.

"I think once she realizes that all the teachers are dressing the same way she'll be O.K." said Mom. "Well, I guess I should get going, too."

Dad put on his coat. "I'll see you tonight."

"Bye, dear," said Mom, heading out the door.

Amber was quiet and sullen in the car. They dropped Brad off at the elementary school and headed to the middle school. As they pulled into the parking lot, Amber tried to suppress a giggle. Dad found a parking spot and turned off the car. Turning to face Amber in the seat next to him, he asked, "What's so funny?"

"I didn't laugh," she said, before losing control and bursting into a belly laugh.

"You didn't, huh?" said Dad, joining in her laughter.

"Mr. Ashton is wearing Dalmatian pajamas!" Amber blurted out. "And Mrs. Daly has her hair in curlers. This is too funny."

Name _____



Turning back to her dad, Amber looked him over. "At least your pajamas are striped. I'm sorry, Dad, I guess this will be fun. There's Jenny! I'll see you later."

Dad smiled and went to his classroom.

That night at the dinner table, they discussed the events of the day.

"Mr. Collins wore a nightcap and a long nightshirt," said Brad. "It was so much fun today. We even got to lay down on mats for reading. In history, Miss Martin closed the shades and turned off all the lights to read us 'The Midnight Ride of Paul Revere.' It was great!"

Mom told how all the secretaries wore their pajamas, some with nightcaps, and others with sleep masks. One woman even pulled her sleep mask over her face to take a nap. Even a few lawyers in the office wore their pajamas.

Mom turned to Amber. "Well, how did it go with your friends?"

"We decided we are going to ask for a Wear Pajamas to School Day. Here's the petition; will you sign it?"

Dad smiled. "I'd be glad to."

"I bet you feel a little silly about being mad this morning," Brad teased.

Amber rolled her eyes at her little brother and then smiled. "Yeah, I guess I do."

Pajama Day at School

Questions

1. Why was Amber upset?

_____ 2. What did Amber's father do for work?

- A. He was a lawyer.
- B. He was the principal at her school.
- C. He taught history.

_____ 3. What happened when Amber and her dad arrived at the school?

- A. Amber refused to go to school.
- B. Dad changed into a suit.
- C. Amber started to giggle.

_____ 4. Brad's teacher wore curlers in her hair.

- A. true
- B. false

5. What did Amber and her friends decide to do?

Name _____



_____ 6. Dad wore striped pajamas.

- A. false
- B. true

_____ 7. Which of the following events happened first?

- A. Mom left for work.
- B. Amber started to giggle.
- C. Amber called to her mom.

Name _____



Day 6 - Apr. 27

The Wildest Guess

By Mary Lynn Bushong

"Hold still while I tie on this blindfold, Tony," said Dad as he adjusted it and made sure it was snug. "Is that too tight?" he asked.

"No," said Tony, "but where are we going?"

"That is for me to know and you to find out," said Dad.

Tony could hear the smile in his voice as he checked Tony's seatbelt.

Dad spoke again. "If you want to make some wild guesses, I might give you some clues about where we are going."

Tony nodded his head and wondered what Dad had planned. It felt strange not to be able to see, but it did make it easier to hear things. He felt the car move after hearing Dad start it and put it into gear. Tony leaned as the car turned onto the road at the



end of the driveway. Tony concentrated on trying to figure out where they were going. It wasn't long before he was lost. He had to get some clues!

"I know where we are going," said Tony. "We are going to the junk yard to get some parts for the truck."

"Is that what you call a wild guess?" asked Dad. "It's not very wild. In fact, it seems quite tame to me."

Tony frowned. This was harder than he thought.

"I've always wanted to sample all the kinds of popcorn at the store in the mall. Is that where we're going?" he asked.

"That was much better," said Dad. "We're not going there, but I'll give you a clue. You have family living there."

Family, thought Tony. They had to be living close by because he and Dad needed to be home in two hours. They were going to Grandma McKay's, Aunt Sue's house, or Uncle Justin's home. He hoped it was Uncle Justin's house. He had a tree house in the backyard.

Tony listened for clues that would tell him whose house they were nearing. They bumped over railroad tracks. There were tracks near Grandma's house. He needed more clues.

Name _____



"Are we going to ride winged horses at the beach?" he asked.

"That was a very good wild guess," said Dad. "That really deserves a clue. Let me see, you have good times there."

Tony frowned. That wasn't any help. He'd had good times at all three places. He needed another clue!

"Dad," asked Tony, "are we going to eat bananas until we turn into monkeys?"

Dad laughed. "I guess you want another clue?"

Tony nodded.

"Okay," said Dad. "The place we are going to has ribbons, balloons, and wrapping paper."

"Are we going to a store that has party supplies?" asked Tony.

"That's not a wild guess," said Dad. "We will be there in a few minutes. Then you can see how close your guesses were."

Tony rolled down the window to listen for clues. He smelled the air to see if that would help. The car

slowed down and turned. It moved more slowly, and then it stopped. Tony was sure he could hear people, but no one was speaking.

Dad got out of the car. He came around the helped Tony out. Then he removed the blindfold. Tony was at home! There was Grandma McKay, Aunt Sue, and Uncle Justin. His friends and cousins were there too!

Tony turned around and saw balloons tied to a table. On the table were presents wrapped in paper and ribbons.

"Happy birthday!" everyone shouted.

"Did you have the clues figured out, Tony?" asked Dad.

Tony shook his head and grinned. "Not with my wildest guess!"

The Wildest Guess

Questions

____ 1. Why did Dad have to check Tony's seatbelt?

- A. Tony was deaf.
- B. Tony's hands didn't work.
- C. Tony was blindfolded.

Name _____



2. How did Tony know the car had turned?

3. What senses worked better for Tony when he was blindfolded?

_____ 4. Why did Tony want to go to Uncle Justin's house? He wanted to:

- A. Play in the tree house
- B. Skip rope
- C. Ride ponies

5. What did the clues tell Tony?

_____ 6. Which of these was not one of the three clues?

- A. You have good times there.
- B. The place has ribbons, balloons, and wrapping paper.
- C. You can eat cake there.

_____ 7. Tony's friends did not come for his birthday.

- A. False
- B. True

8. Why might Tony's dad ask him to make wild guesses?

Name _____



"It's Your Fault!"

By Brenda B. Covert

Tate and Max were friends. They liked to play games. On rainy days, they played board games and video games. Sometimes they played tag and hide-and-seek.

Tate's mother did not like it when they played those games in the house. It was so hard to slow down and walk! Tate and Max were always in a hurry. Running was more fun!

"If you run in the house, something or someone will get hurt," Tate's mother always said.

One day as they hurried from Tate's bedroom to the back yard, someone bumped a table. It was a small, round table. It held a set of angels and a small lamp. One of the angels fell to the floor. The boys heard an awful sound. It was the breaking sound that no child likes to hear.

"Oh no!" Tate said, bending down. "Look what you did!" He held up the angel. One wing had



broken off.

"I didn't do that!" Max said. He sounded upset. "You bumped the table. It's your fault!"

"You made me bump into the table," Tate said firmly. "You pushed me into it!"

"I did not!" Max said, a little louder this time.

"You did too!" Tate yelled.

Tate's big sister, Layne, came out of her room. "Hey!" she called, "what is this?-Blame Someone Else Day? Tell me what happened."

Tate and Max loudly blamed each other for breaking the angel's wing. They did not sound like good friends any more.

Layne frowned. She shook her head. When the boys stopped talking, she asked, "Do you know that taking the blame for your mistakes is a sign of manhood? You'll never be truly grown up until you can face the music when you are wrong."

"What?" Max did not know Layne very well. Sometimes she didn't make sense.

"One of you did this. Why not admit it and be done with it?" Layne asked. The boys still blamed each other. No one took Layne's advice. Then Max got his coat and left. He did not want to play with a liar.

Name _____



It's Your Fault!"

Questions

1. How many people spoke in this story? Name them.

2. What part of the games 'tag' and 'hide-and-seek' did Tate's mother not like?

_____ 3. What was the setting for this story?

- A. a rainy day
- B. Tate's backyard
- C. Tate's house

_____ 4. Which of these words rhymes with the word "fault" in the story's title?

- A. shout
- B. failed
- C. salt

_____ 5. What did Layne mean by "face the music"? Choose the best answer.

- A. not making things worse
- B. waste no time
- C. accept the bad results of something you did

6. Tate and Max played the _____ game. (fill in the blank with a word that rhymes with "game.")

_____ 7. What caused the angel's wing to break?

- A. the boys running in the hall
- B. Max pushing Tate
- C. Tate bumping into the table

_____ 8. Who do you think was at fault for breaking the angel?

- A. someone else
- B. Layne
- C. Tate

Name _____
Thursday, April 30

Floating on the Wind

By Cindy Grigg

I can fly high into the sky. I'm not a bird. I'm not alive. I am very big! Usually I am shaped like a big, round ball. I can have other funny shapes, though. I could be shaped like a hot dog or an animal. I could be shaped like a castle or a bug.



I am made of cloth. I have an opening at the bottom. Under the opening is a heater. It is called a burner. The burner heats the air inside me. Hot air is lighter than cold air. That makes me go up, up, up!

Under the heater is a basket. People can ride in the basket. It is called a gondola (GONE-dil-uh). Some gondolas are small. They can only hold one or two people. Others are bigger. More people can ride in them.

Some people like to float above houses and trees in me. They like to go wherever the wind takes them. Other people are afraid to ride in me. Many people like to watch me float by. They enjoy my pretty colors and funny shapes. What am I?

Floating on the Wind

Questions

1. What object is this story about?

_____ 2. The object is made of _____.

- A. plastic
- B. rubber
- C. cloth

_____ 3. A _____ heats the air inside the object.

- A. camp fire
- B. hair dryer
- C. burner

_____ 4. The basket that people ride in is called a _____.

- A. gondola
- B. hot dog
- C. boat

5. What makes the object go up?

Name _____
Friday, May 1



Zook: A Polar Bear's Tale of Global Warming

By Jennifer Kenny

Zook is a polar bear. He lives in Canada. He lives in a place near western Hudson Bay. Zook and the other polar bears there may be in real trouble. Why is that? Global warming is hurting where they live.



What is global warming? There are some gases that keep Earth warm. We need them or Earth would be too cold for humans. The problem, though, is what people do. People are creating more gases when they use factories and drive cars. Too many extra gases warm up Earth too much.

For polar bears like Zook, global warming is melting the sea ice. Zook and other polar bears need the sea ice. They need the ice to find food, raise families, and travel.

Polar bears are the largest bears. They live in the Arctic. There are around 20,000 polar bears. They spend most of their time near water.

Polar bears are used to cold. In the Arctic, it can be 40 or more degrees below zero in winter and no warmer than 50 degrees in summer. The bears have a thick coat. A layer of fat keeps them warm. Their paws are like snowshoes. They have sharp teeth. They need to eat around 4 pounds of fat a day.

Polar bears are excellent swimmers. They go onto the ice to hunt and to start families. Their favorite animal to hunt is the ringed seal. Bearded and harp seals are also hunted by polar bears. Sometimes polar bears eat walruses, beluga whales, and seabirds. Polar bears like Zook are most likely to find what they are hunting for at the edge of the ice.

Global warming is causing the ice to break up earlier and earlier each year. Polar bears like to wait at breathing holes until the ringed seals come up. It becomes harder to hunt for the ringed seal because the polar bear can't go out on the ice to reach them. In fact, the sea ice where Zook lives is breaking up around 3 weeks earlier now than 20 years ago.

Less time to hunt means less food for Zook. Less food means less stored fat. Adult male polar bears normally weigh about 900 to 1300 pounds. Polar bears like Zook weigh about 150 pounds less than they used to weigh. Still Zook needs to live off his stored fat when the ice is not around. When Zook is really hungry now, he sometimes wanders closer to people to look in their garbage for food.

Scientists study polar bears. They've seen bears that are thinner. They see fewer cubs. They see fewer cubs that live. They see all this where Zook lives. Scientists are worried that Zook's home habitat will disappear. Zook can't stop this from happening. Zook needs people to stop it.

What could people do to help Zook? They could save energy. They could use renewable resources. They could use fewer fossil fuels, such as coal, oil, and gasoline. If people don't, the Arctic sea ice may go away completely. Scientists think there will be fewer polar bears. One day there may be none at all.

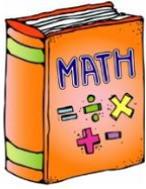
Name _____
Friday, May 1



Zook: A Polar Bear's Tale of Global Warming

Questions

- _____ 1. Zook is a brown bear.
A. false
B. true
- _____ 2. Global warming means Earth is warming up too much.
A. false
B. true
- _____ 3. Polar bears are the largest bears.
A. false
B. true
- _____ 4. Polar bears live _____.
A. in hot places
B. near the equator
C. in the Arctic
- _____ 5. Right now there are about _____ polar bears on Earth.
A. 20,000
B. 10,000
C. 5,000
- _____ 6. Polar bears mostly hunt _____.
A. other polar bears
B. ringed seals
C. foxes
- _____ 7. Scientists noticed _____.
A. polar bears are thinner
B. polar bears are having fewer cubs
C. fewer polar bear cubs live
D. all of the above



3rd Grade Mathematics Schedule (April 20-24)

Monday 4-20 - Lesson 22 Family Letter

Lesson 22 – Metric Liquid Volume- pages 244-245

Practice pages – 257-258

Tuesday 4-21 - Lesson 22– Estimating Liquid Volume - pages 246-247

Practice pages – 259-260

Wednesday 4-22 - Lesson 22– Solving Problems About Liquid Volume– pages 248-249

Practice pages – 261-262

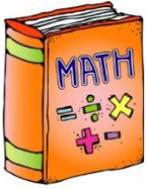
Thursday 4-23- Lesson 22– Solving Problems About Liquid Volume – 250-253

Friday. 4-24- Lesson 22 - Practice pages – 263-264

Lesson 22 Quiz

****REMEMBER TO CHECK YOUR *iready* ONLINE LOGIN FOR VIDEO**

INSTRUCTION AND PRACTICE FOR YOUR LESSON THIS WEEK!*



3rd Grade Mathematics Schedule (April 27 – May 1)

Monday 4-27 - Lesson 22A Family Letter

Lesson 22A – Standard Liquid Volume- pages 254-255

Practice pages – 267-268

Tuesday 4-28 - Lesson 22A– Estimating Liquid Volume - pages 256-257

Practice pages – 269-70

Wednesday 4-29 - Lesson 22A– Measuring Liquid Volume– pages 258-259

Practice pages – 271-272

Thursday 4-30- Lesson 22A– Finding Liquid Volume – 260-263

Friday. 5-1- Lesson 22A - Practice pages – 273-74

Lesson 22A Quiz

****REMEMBER TO CHECK YOUR *iready* ONLINE LOGIN FOR VIDEO INSTRUCTION AND PRACTICE FOR YOUR LESSON THIS WEEK!***

Dear Family,

This week your child is learning about measuring liquid volume using liters.

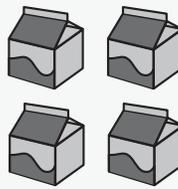


Liquid volume is the amount of space a liquid takes up.

One unit used to measure liquid volume is called a liter. A **liter** is about the same amount as a quart. It is helpful to picture about how much a liter is. A liter is approximately:



the amount of water
in a large water bottle



the amount of milk in
4 small milk cartons

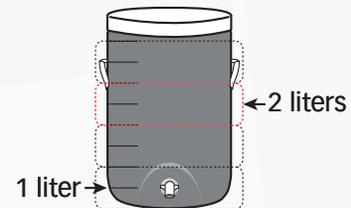


the amount of milk in
 $\frac{1}{4}$ of a gallon

Your child will use addition, subtraction, multiplication, and division to solve word problems related to liquid volume.

For example, the dotted lines on this water jug show sections that each hold 2 liters. There are 4 sections, so the container holds a total of 8 liters.

If this 8-liter container is filled with juice, and 4 teams want to share it equally, how many liters of juice will each team get?



Your child might write number sentences like these to solve this problem:

$$8 \div 4 = ? \quad \text{or} \quad 4 \times ? = 8$$

Invite your child to share what he or she knows about measuring liquid in liters by doing the following activity together.

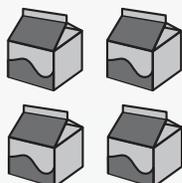


Liquid Volume Activity

Help your child develop familiarity with the size of a liter. Go on a scavenger hunt to find containers that hold *about one liter*, *less than one liter*, and *more than one liter*. Record the containers on the chart below. Remember, one liter is about



the amount of water in a large water bottle



the amount of milk in 4 small milk cartons



the amount of milk in $\frac{1}{4}$ of a gallon

Some containers you might find are a flower vase, a baby food jar, a garbage can, or a paper cup. Any of these can be a good start to your list.

About one liter	Less than one liter	More than one liter

If you have a 1-liter (or 1 quart) plastic beverage bottle or yogurt container, use it to check your thinking.

- Fill the liter bottle with water and then pour into each container to check whether the liter bottle holds more, less, or almost the same amount.
- Make the activity more challenging by estimating how many liters each of the larger objects holds, and then check your estimates!



Monday 4-20-20

Use What You Know

In Lessons 20 and 21, you learned about measuring time using minutes and hours. You can also measure liquid volume. Take a look at this problem.

Zeke has a small bucket and a large bucket. He wants to know how much water each of the two buckets can hold. He has a ruler and a measuring cup. How can Zeke measure the amounts of water each bucket can hold?



a. Think about measuring how tall each bucket is. Explain how you would do this.

b. Does measuring how tall each bucket is help you know how much water each bucket can hold? Explain why or why not.

c. What tool can Zeke use to measure the amount of water each bucket can hold?

d. Explain how Zeke can measure the amount of water each bucket can hold.



Find Out More

Monday 4-20-20

When you measure how much water is in a bucket, you measure **liquid volume**.

To measure the amount of water each bucket can hold, Zeke must use something that holds liquid, like the measuring cup. He can count how many times he fills the measuring cup and pours it into each bucket until the bucket is full. The total number of measuring cups describes the liquid volume of each bucket.

There are standard units for measuring liquid volume. A **liter** is a standard unit of liquid volume. You can measure the number of liters in a container by using a measuring cup or a liter beaker.

A picture can help you understand about how much liquid 1 liter is. Each of the three pictures below show about 1 liter of liquid.



the amount of water
in a large water bottle



the amount of milk
in 4 small milk cartons



the amount of milk
in $\frac{1}{4}$ of a gallon

Reflect

- 1 Name one container that definitely holds less than 1 liter, one container that holds about 1 liter, and one container that definitely holds more than 1 liter.

Metric Liquid Volume

Name: _____

Prerequisite: Use Measurement Tools

Monday 4-20-20

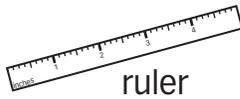
Study the example showing how to choose a tool to measure an object. Then solve problems 1–7.

Example

Which tool can you use to find out how much water the fish tank can hold?



scale



ruler



clock



measuring cup



Use the measuring cup. Fill the one-liter measuring cup with water, and pour it into the fish tank. Count how many times you pour a full liter into the tank. Then you know how much water the fish tank can hold.

1 Which tool can you use to find out how long the fish tank is?

2 Which tool can you use to find out how tall the fish tank is?

3 Which tool can you use to find out how heavy the fish tank is?



Solve.

Chang emptied one full water bottle into a small bowl. The picture shows the result.



- 4 Which can hold more water, the bottle or the bowl? Explain your answer.

- 5 Do you think Chang could pour two full bottles of water into the bowl? Explain your answer.

- 6 Leo has a different-size bottle of water. He empties his bottle into a small bowl just like Chang's. Will the bowl be full? Explain your answer.

- 7 Petra has some bottles of water exactly the same size as Chang's bottle. She empties 3 bottles of water into a different-size bowl. Do you think Chang's bowl or Petra's bowl is larger? Explain your thinking.

Learn About

Estimating Liquid Volume

Read the problem below. Then explore different ways to estimate to solve a word problem about liquid volume.

Kayla will use a liter carton to fill her goldfish's small fish tank. Estimate how many liters of water the fish tank can hold.



1 liter

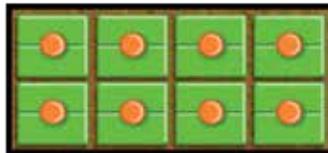


Picture It You can use a model to help you estimate.

You can picture how many liter cartons would fit inside the fish tank.



Front View



Top View

Count the number of cartons. This is your estimate.

Model It You can model the problem in another way to help you estimate.

This shows 1 liter of water in the fish tank.



You can think about what fraction of the fish tank is filled when it has 1 liter of water in it.

▶ **Connect It** Now you will estimate to solve the problem from the previous page.

2 Look at the 1 liter of water shown in the fish tank in *Model It*. Explain how to find the fraction of the fish tank that is filled with water.

3 Explain how you can use this fraction to estimate how many liters of water the fish tank holds.

4 About how many liters of water does the fish tank hold? _____

5 Now look at the picture of the cartons inside the fish tank in *Picture It*. Is your estimate close to the estimate this picture shows? _____

6 Explain how to estimate the number of liters of water it would take to fill a container.

▶ **Try It** Use the picture of the liter carton and what you just learned to help you estimate the liquid volume of each container.

7 
1 liter

8 
1 liter

Estimate Liquid Volume with Metric Units

Tuesday 4-21-20

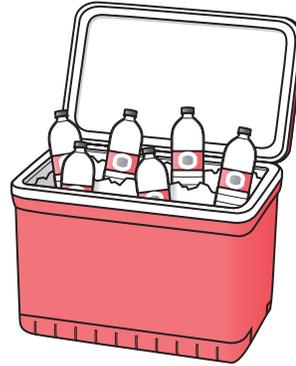
Study the example showing how to estimate liquid volume. Then solve problems 1–7.

Example

Jan is going to pour water into a picnic cooler. She is trying to estimate how many liters it can hold when it's full.

It looks like the cooler can hold about 12 bottles.

Since there would be space between the bottles, Jan estimates the cooler might hold about 15 liters of water.



1 The can of juice holds 1 liter. About how many liters could the pitcher hold? How did you decide?



1 liter



? liters

2 Which of these items could hold about 1 liter of water? Circle the letter for all that apply.

- A** a trash can **C** a coffee pot
- B** a bathtub **D** a flower vase

3 A kitchen sink holds about 40 liters of water. What could hold more than 40 liters of water? Circle the letter of the correct answer.

- A** a bathtub **C** a coffee cup
- B** a cooking pot **D** a cereal bowl

Vocabulary

liter a unit of capacity, or liquid volume. Some water bottles hold one liter of water.



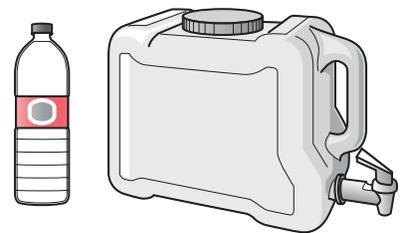
Solve.

4 This juice dispenser has 3 liters of juice in it. About how many liters does this juice dispenser hold when it is full? Circle the letter of the correct answer.



- A 2 liters
- B 3 liters
- C 6 liters
- D 10 liters

5 About how many liters of water can the large jug hold? Circle the letter of the correct answer.



1 liter

? liters

- A $\frac{1}{2}$ liter
- B 1 liter
- C 2 liters
- D 8 liters

6 Explain how you estimated the answer to problem 5.

7 Look closely at the 1-liter water bottle and the large jug in problem 5. Explain how to estimate the fraction of the large jug that can be filled with 1 liter of water.

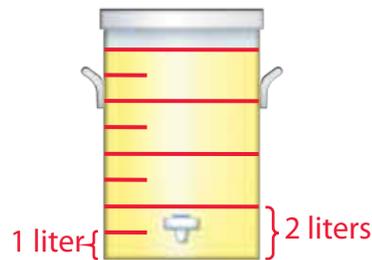
Learn About  **Solving Problems About Liquid Volume**

Read the problem below. Then explore different ways to solve a word problem about liquid volume.

Maria has a cooler full of 8 liters of lemonade. She wants to put the lemonade into pitchers to place on the tables at her party. Each pitcher holds 2 liters. How many pitchers will Maria need?

Picture It You can use a model to help you solve the problem.

The model below shows the lemonade in the cooler. Each mark on the left side of the cooler shows 1 liter. Each full line marks off 2 liter sections.



Model It You can model the problem in another way to help you solve it.

Each pitcher holds 2 liters. The pitchers need to hold 8 liters of lemonade in all.



▶ Connect It Now you will solve the problem from the previous page using an equation.

9 How does the picture of the cooler in *Picture It* show you how many liters of lemonade are in the cooler? _____

How can you use the picture of the cooler in *Picture It* to figure out how many pitchers are needed to hold all the lemonade? _____

10 What do you need to do to find the number of pitchers Maria needs?

11 Write a division equation using P for the unknown in the problem. Then write a related multiplication equation. Then solve the equations.

12 A complete answer has a label with the number, showing what is being counted. Write the answer to the problem, including a label. _____

Explain why it is important to label your answer. _____

▶ Try It Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

13 Ginny's sink was full of 10 liters of water. She drained 4 liters out of it. How much water was left in the sink? _____

14 Ethan has 7 jugs of water. Each jug contains 3 liters. How much water does Ethan have altogether? _____



Solve Word Problems about Liquid Volume Using Metric Units Wednesday 4-22-20

Study the example showing how to solve a word problem about liquid volume. Then solve problems 1–8.

Example

Bridget fills 7 water coolers for the school picnic. Each cooler holds 9 liters of water. How many liters of water are in all the coolers?

Each cooler has the same amount of water, so you can multiply to find the total.

$$7 \times 9 = 63 \text{ liters}$$

The coolers hold 63 liters of water.



- 1** Jose had a cooler with 25 liters of lemonade to take to school for his birthday party. Then he poured 1 liter from the cooler to keep at home. How many liters were left to take to school?

- 2** Ms. Lyon brought a cooler with 24 liters of lemonade to school to serve her students. The students are sitting at 8 different tables. She gives the same amount of lemonade to students at each table. How many liters does each table get?

- 3** Write a division sentence with an unknown to show how you solved problem 2.



Solve.

- 4** Samuel takes 5 coolers to his basketball game. Each cooler holds 9 liters of water. How many liters of water altogether did he take to the game?

Show your work.

Solution: _____

- 5** Look at problem 4. If 3 coolers are completely empty after the game, how many liters of water are left?

Show your work.

Solution: _____

- 6** The fuel tank in Janice’s car holds 60 liters of gas. She has 20 liters of gas in her tank. How much more gas does she need to fill up the tank?

Show your work.

Solution: _____

- 7** Bobby’s aquarium holds 32 liters of water. He uses a 4-liter bucket to fill the tank. How many buckets of water are needed to fill the tank?

Show your work.

Solution: _____

- 8** Terry has pitchers that hold 2 liters and 5 liters. How can he use these pitchers to measure out exactly 3 liters of water?



Practice

Solving Problems About Liquid Volume

Study the example below. Then solve problems 15–17.

Example

Coach Bond brought 15 liters of water to soccer practice. The players drank 9 liters during practice. How many liters of water are left?

Look at how you could show your work using an equation.

$$15 - 9 = 6$$

Solution 6 liters of water are left.



The student wrote a subtraction equation because the question asked how much was left.



Pair/Share

How else could you solve this problem?

- 15** Jack's mom has a 3-liter bottle of liquid laundry soap. Sophie's mom has a 5-liter bottle of liquid laundry soap. They want to combine the two bottles in one big container. How many liters must the big container be able to hold?

Show your work.



How many liters of liquid laundry soap do Jack's mom and Sophie's mom have altogether? The big container must be able to hold that much liquid.



Pair/Share

Use the information in the problem. What question could you ask that would be solved with a subtraction equation?

Solution _____

- 16 Mary poured the orange juice from a 1-liter bottle into a large container. The large container with the 1 liter of orange juice in it is shown below. Estimate the liquid volume of the large container.



You could think about how many 1-liter bottles would fit in the large container, or you could look at what fraction of the large container is filled by 1 liter of juice.

Solution _____

Pair/Share

What strategy did you use to estimate the liquid volume?

- 17 Jason keeps his turtle in a tank that holds 20 liters of water. He keeps his frog in a tank that holds 10 liters of water. How much greater is the volume of the turtle tank than the frog tank? Circle the letter of the correct answer.

- A 2 liters
- B 10 liters
- C 30 liters
- D 200 liters

Maya chose **C** as the correct answer. How did she get that answer?



You need to find out how much more water is in one tank than in the other. How can you do that?

Pair/Share

Does Maya's answer make sense?

Practice  **Solving Problems About Liquid Volume**

Thursday 4-23-20

Solve the problems.

- 1** The pot below contains 1 liter of water.



Which is the best estimate for how much water the pot could hold?

- A** 2 liters
 - B** 5 liters
 - C** 10 liters
 - D** 20 liters
- 2** Noah used 8 liters of water to water 4 flower beds. He used the same amount of water on each bed. He used all of the water. How much water did he use on each flower bed?
- A** 2 liters
 - B** 6 liters
 - C** 12 liters
 - D** 32 liters
- 3** Susan buys 10 liters of drinking water. If she drinks 1 liter each day, how much water will she have left after one week?

Solution _____

4 Choose all the containers that hold no more than 1 liter.

- A kitchen sink
- B tube of toothpaste
- C baby food jar
- D bathtub
- E paper cup

5 Molly filled a tub for her dog using a 4-liter bucket. She filled the bucket 6 times. How much water did Molly use to wash her dog?

Show your work.

Answer _____ liters



Self Check Go back and see what you can check off on the Self Check on page 213.

Solve Problems About Metric Liquid Volume

Friday 4-24-20

Solve the problems.

- 1 Jeff brought 12 liters of orange juice to a party. The guests drank 7 liters of orange juice. How many liters of orange juice were left?

Show your work.**Solution:** _____

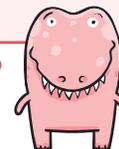
What operation do you need to use?



- 2 Cathy fills a 10-liter bucket with pond water. She uses a 2-liter jar to scoop out water from the pond and pours it into her bucket. How many times does Cathy need to scoop water from the pond to fill the bucket?

Show your work.**Solution:** _____

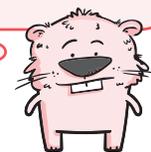
What is the unknown you need to find?



- 3 Maria is in charge of making punch for the party. She adds 2 liters of water to 1 liter of orange juice and 2 liters of soda. Then she adds 1 liter of crushed strawberry juice and 2 liters of pineapple juice to the mixture. How many liters of punch does Maria make?

Show your work.**Solution:** _____

How many numbers do you need to add?



Solve.

- 4 Jessica has to fill a large aquarium with 48 liters of water. She owns a water jug that can hold 6 liters of water. How many times does she need to pour the water from the jug to fill the aquarium?

Show your work.

Solution: _____

You can start by writing a number sentence.

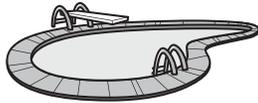


- 5 Estimate whether each object holds less than, equal to, or more than a liter. Write *less*, *more*, or *equal*.

a.



b.

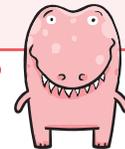


c.



a. _____ b. _____ c. _____

What is something you know that holds about one liter of water?



- 6 This jug has 2 liters of water in it. Which is the best estimate for how much water the jug could hold? Circle the letter of the correct answer.

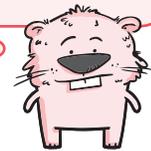


- A** 15 liters **C** 5 liters
B 10 liters **D** 2 liters

Alisha chose **A** as the correct answer.

Explain how you know she is wrong.

Is the jug more than half full or less than half full?



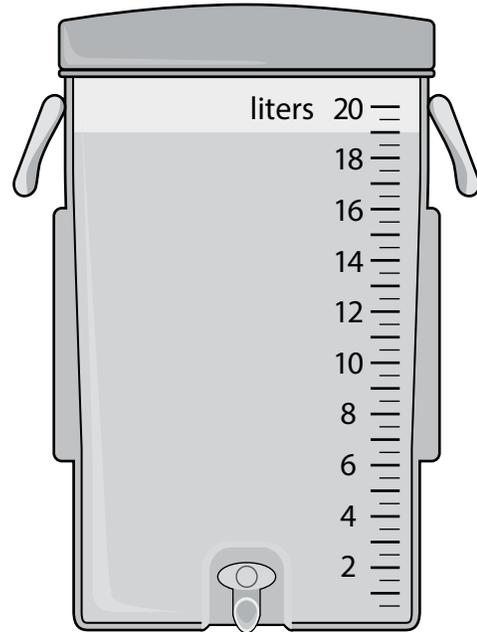
Ready® Mathematics

Friday 4-24-20

Lesson 22 Quiz**Solve the problems.**

1 Jeremy has this water cooler. He pours all the water from the cooler into 4 pitchers so that each pitcher has the same amount of water. About how much water is in each pitcher?

- A** 3 liters
- B** 4 liters
- C** 5 liters
- D** 16 liters



2 Can the container hold more than 2 liters?

Choose *Yes* or *No* for each container.

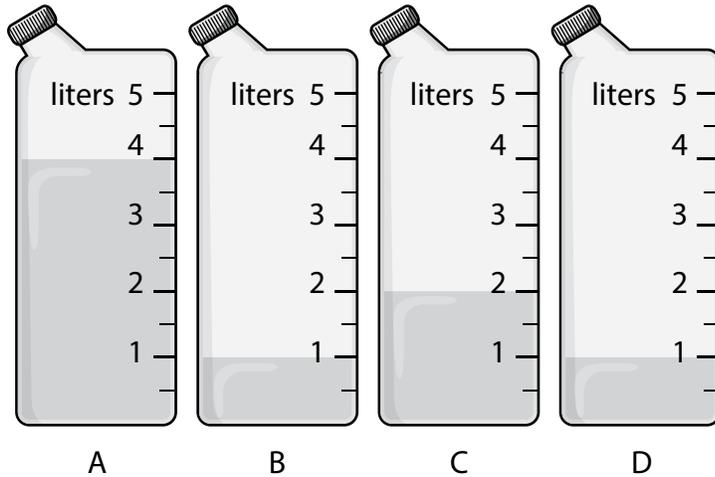
- a.** coffee mug Yes No
- b.** fish tank Yes No
- c.** can of soup Yes No
- d.** swimming pool Yes No
- e.** wastepaper basket Yes No
- f.** tube of hair gel Yes No



Lesson 22 Quiz continued

Friday 4-24-20

- 3 Elaine wants to pour the water among these jugs so that each jug has the same amount of water.



Which statements are true?

Circle all the correct answers. (choose 4)

- A** One of the jugs already has the right amount of water.
- B** She should pour 1 more liter into jug D.
- C** She should pour 2 more liters into jug B.
- D** Two of the jugs have too much water.
- E** When she is done, each of the jugs will have 2 liters of water.
- F** She should pour 2 liters out of jug A.
- 4 Martina has 9 pitchers of milk. Each pitcher holds 3 liters. How many liters of milk does Martina have in all?

Use the numbers in the box to complete the equation.

4	6	9	12	18	27
---	---	---	----	----	----

$$3 \times \underline{\quad} = \underline{\quad}$$



Monday 4-27-20

Dear Family,

This week your child is learning about measuring liquid volume using standard units.



Liquid volume is the amount of space a liquid takes up. The standard measurement system uses cups, pints, quarts, and gallons to measure liquid volume. Below are containers and the amounts they hold.



Your child will estimate and measure liquid volume with these units, as in the example below.

The beverage dispenser contains 1 gallon of juice.



Estimate: The dispenser appears to be $\frac{1}{3}$ full. If 1 gallon fills $\frac{1}{3}$ of the dispenser, it would take 3 gallons to completely fill the dispenser. The liquid volume of the beverage dispenser is about 3 gallons.

The milk jugs are used to fill the beverage dispenser.



Measure: It takes three 1-gallon containers to fill the dispenser. The liquid volume of the beverage dispenser is 3 gallons.

Invite your child to share what he or she knows about measuring liquid with standard units by doing the following activity together.



Standard Units of Liquid Volume Activity

Materials (optional): small milk carton (cup-size), carton of frozen yogurt (pint-size), large water bottle (quart-size), milk jug (gallon-size)

Help your child develop familiarity with the size of a cup, pint, quart, and gallon. Go on a scavenger hunt to find containers that hold about one cup, one pint, one quart, and one gallon. Also search for containers that hold less than one cup and more than one gallon. Record the containers in the chart below.

The containers you find might include a drinking glass, a can of vegetables, a bucket, or a paper cup.

Liquid Volume	Containers
Less than 1 cup	
About 1 cup	
About 1 pint	
About 1 quart	
About 1 gallon	
More than 1 gallon	

If you have a small milk carton (cup-size), carton of frozen yogurt (pint-size), large water bottle (quart-size), and milk jug (gallon-size), use the containers to check your thinking.

- Fill the small milk carton with water and pour it into each cup-size container that was found on the scavenger hunt. Check if the container holds about 1 cup of water. If the container holds much more or much less than 1 cup of water, discuss what may have contributed to the error.
- Repeat for pint, quart, and gallon.
- For each container that is less than 1 cup, estimate how many times you would need to fill and empty the container in order to fill 1 cup and/or 1 pint. Then check your estimate.
- For each container that is more than 1 gallon, estimate how many quarts and/or gallons it would take to fill the container. Then check your estimate.



Lesson 22A Introduction

Standard Liquid Volume



PA Core:
CC.2.4.3.A.1
Eligible Content:
M03.D-M.1.2.1
M03.D-M.1.2.2

Use What You Know

Monday 4-27-20

In Lesson 22, you learned about liquid volume. You also learned that a liter is a unit used to measure liquid volume. In this lesson, you will learn about standard units of liquid measurement. Take a look at this problem.

The containers below are in order from least to greatest liquid volume. Brett wants to fill the red container using one of the smaller containers. Which container should he use if he wants to refill the smaller container the fewest number of times?



- a. Brett fills and empties the green container 16 times in order to fill the red container. What is the liquid volume of the red container when it is measured using the green container?

The red container is equal to _____ green containers.

- b. Next, Brett uses the yellow container to measure the liquid volume of the red container. Will the number of times that he fills and pours the yellow container be more or less than 16? Explain. _____

- c. Brett wants to refill a container the fewest number of times to find the liquid volume of the red container. Should he use the green container, the yellow container, or the blue container? _____



Find Out More

To measure liquid volume, Brett can use different units. The larger the unit, the fewer times he needs to fill a container.

A **cup**, a **pint**, a **quart**, and a **gallon** are standard units of measurement for liquid volume. The pictures below show these units.



1 cup (c)



the amount of milk in a small milk carton



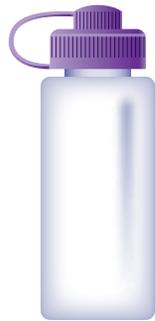
1 pint (pt)



the amount of frozen yogurt in a carton



1 quart (qt)



the amount of water in a large water bottle



1 gallon (gal)



the amount of milk in a large jug

Reflect

1 Talia says a pitcher has a liquid volume of 2 gallons. Eric says the same pitcher has a liquid volume of 2 quarts. Can they both be right? Explain.

Standard Liquid Volume

Name: _____

Monday 4-27-20

Prerequisite: Explore Liquid Volume

Study the example showing how to compare the liquid volume of different-sized containers. Then solve problems 1–7.

Example

Sort the containers from least liquid volume to greatest liquid volume.

Liquid volume is the amount of space a liquid takes up.



Compare the amount of liquid each container holds:
 The baby bottle holds the least amount of liquid.
 The pool holds the most amount of liquid.
 The beverage dispenser holds more liquid than the milk carton.

Least:
 ↓
Greatest:

baby bottle
 milk carton
 beverage dispenser
 pool

Refer to the containers in the Example and the measuring cup for problems 1–2.

- 1 Suppose you are using the measuring cup to fill each container with water. For which container would you need to refill the cup the fewest number of times? Explain.



- 2 Suppose you are using the measuring cup to fill each container with water. For which container would you need to refill the cup the most number of times? Explain.



Solve. Use the water bottle and the fish tank to answer problems 3–7.

3 How can you use the water bottle to determine the liquid volume of the fish tank?



4 Chelsea says the fish tank holds 5 bottles of water when it is completely full. Trent says the fish tank holds 6 bottles of water when it is completely full. Can they both be right? Explain.

5 Chelsea fills and empties the water bottle five times to fill the fish tank. What is the liquid volume of the fish tank when it is measured using the water bottle?

6 Trent fills and empties the water bottle eight times to fill a water cooler. Compare the liquid volume of the fish tank to the liquid volume of the water cooler.

7 Suppose Chelsea and Trent fill the tank and cooler with a pitcher that is larger than the water bottle. How many times will the pitcher need to be filled and emptied to fill the tank and the cooler? Describe the liquid volume of each container using this new unit of measure.

Learn About**Estimating Liquid Volume with Standard Units**

Read the problem below. Then explore different ways to estimate liquid volume.

Jodie collects rainwater in a pail. She uses the water for her garden. Estimate how many gallons of water the container holds.



Picture It You can use a smaller container to help you estimate.

A large milk jug holds 1 gallon.



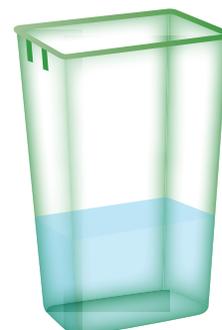
You can picture how many gallon jugs would fit inside the container.

This is your estimate.

Model It You can model the problem in another way to help you estimate.

This shows 1 gallon of rainwater in the container.

You can think about what fraction of the container is filled with 1 gallon of rainwater.



Connect It Now you will estimate to solve the problem from the previous page.

2 Look at the picture of the gallon jugs in *Picture It*. About how many gallon jugs do you estimate will fit in the large container? _____

3 Look at *Model It*. Explain how to find the fraction of the container that is filled with rainwater. Then write the fraction. _____

4 Explain how you can use this fraction to estimate how many gallons of rainwater the container holds.

5 About how many gallons of rainwater does the container hold?

about _____ gallons

6 Explain how to estimate the liquid volume of a container using gallons.

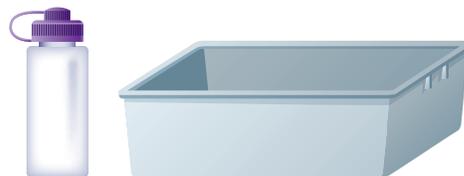
Try It Use what you just learned to help you estimate the liquid volume of each container.

7 This pitcher has 1 pint of lemonade in it. Estimate the liquid volume of the container.



estimate: about _____ pints

8 Use the model to estimate the liquid volume of the rectangular pan.



estimate: about _____ quarts

Estimate Liquid Volume with Standard Units

Tuesday 4-28-20

Study the example showing how to estimate liquid volume using standard units. Then solve problems 1–7.

Example

Gianna pours 1 quart of water into a small fish tank. Estimate the liquid volume of the fish tank.



The fish tank appears to be $\frac{1}{4}$ full, so 1 quart fills $\frac{1}{4}$ of the tank.

Imagine the fish tank divided into fourths. It would take four $\frac{1}{4}$ s to fill the fish tank.

The liquid volume of the fish tank is about 4 quarts.

Refer to the Example for problems 1–3. Write *more than* or *less than* to complete each statement.

- 1 The liquid volume of the fish tank is _____ 4 cups.
- 2 The liquid volume of the fish tank is _____ 4 pints.
- 3 The liquid volume of the fish tank is _____ 4 gallons.
- 4 Rory poured 1 pint of juice into the dispenser. Estimate the liquid volume of the dispenser.

**Vocabulary**

cup a unit of liquid volume in the standard measurement system. Four cups are equivalent to 1 quart.

pint a unit of liquid volume in the standard measurement system. One pint is equivalent to 2 cups.

quart a unit of liquid volume in the standard measurement system. One quart is equivalent to 4 cups.

gallon a unit of liquid volume in the standard measurement system. One gallon is equivalent to 4 quarts.

Solution: _____

Solve.

- 5 Use the model to estimate the liquid volume of the pot.

Solution: _____

- 6 The water cooler can hold 3 gallons of water. Shade the water cooler to show that it contains 1 gallon of water.



- 7 Draw one container with a liquid volume of 2 quarts. Then, draw another container with a liquid volume of 3 pints. Use the models to help you estimate the size of each container you draw.

My drawing of a container with a liquid volume of 2 quarts

My drawing of a container with a liquid volume of 3 pints



Learn About**Measuring Liquid Volume with Standard Units**

Read the problem below. Then explore different ways to measure liquid volume.

Ben is making smoothies.
How many cups of milk does he use?

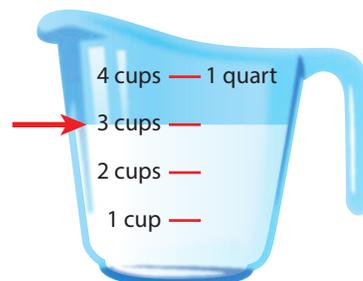


Picture It You can use a measurement tool.

Use the scale for cups.

Read the number on the scale that lines up with the top of the liquid.

The top of the milk lines up with a number on the left side of the scale. This number shows the liquid volume of the milk in cups.



Model It You can count the number of cup containers the liquid fills.

Pour the milk into 1-cup containers until the milk is gone.



Count the number of filled cups to find the liquid volume of the milk.

Connect It Now you will measure to solve the problem on the previous page.

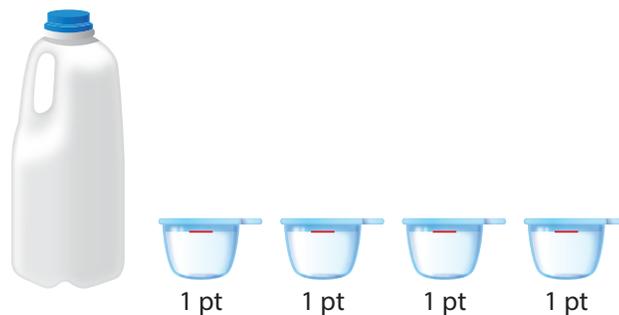
- 9 What number does the top of the milk line up with on the scale in *Picture It*? _____
- 10 *Model It* shows a different way to find how much milk Ben uses. Do you expect the liquid volume you find this way to be the same as you found in *Picture It*? Explain.

- 11 Look at the filled cups of milk in *Model It*. Write the number of cups of milk it shows Ben uses. _____ cups
- 12 When would you use the method in *Picture It* to measure liquid? When would you use the method in *Model It*? _____

Try It Use what you just learned about measuring liquid volume to solve these problems.

- 13 The water in the container was poured into 1-pint containers. How much water was in the container?

_____ pints



- 14 How many pints of tomato soup are in the container?

_____ pints



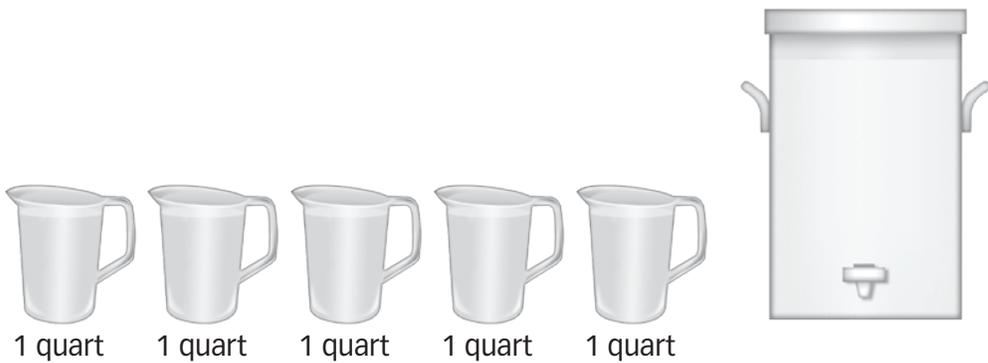
Wednesday 4-29-20

Measure Liquid Volume with Standard Units

Study the example showing how to measure liquid volume using standard units. Then solve problems 1–5.

Example

Finley makes lemonade for a party. She pours the lemonade into the cooler using 1-quart containers. How much lemonade does Finley make?



Count the number of quarts Finley pours into the cooler.

There are five 1-quart containers of lemonade.

Finley makes 5 quarts of lemonade.

1 How much chicken broth is in the container?

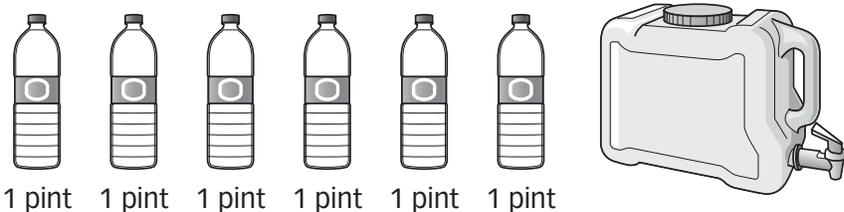


2 How much milk is in the container?

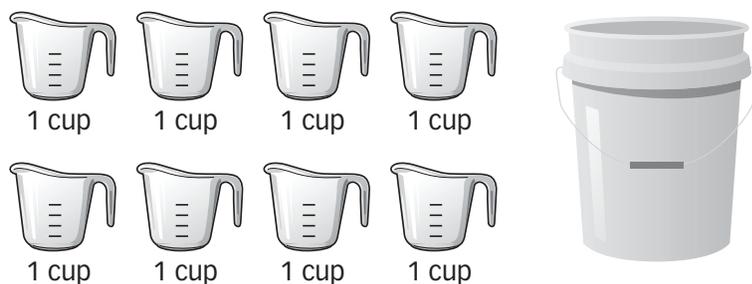


Solve.

- 3** Andrea uses all of the water in the large jug to fill the water bottles. How much water was in the jug?



- 4** Miranda is going to wash her car. She pours each cup of water into the bucket. How much water is in the bucket?



- 5** Before mowing his lawn, Marcus fills a 5-gallon can with gasoline. Draw a picture that models the liquid volume of the gas can.

Study the example below. Then solve Problems 15–17.

Example

Tomas pours 1 cup of grape juice into this pitcher. About how many cups will it take to fill the pitcher?



The student marked the pitcher to show the number of parts equal to 1 cup.

Look at how you could show your work using fractions.



pitcher is $\frac{1}{8}$ full of juice
8 eighths would fill the pitcher

Solution about 8 cups

Pair/Share

Would it take a greater or lesser number of pints to fill the pitcher? Explain.

- 15** Kalla wants to wash beach toys. She empties the buckets shown below into the tub. Each bucket holds 1 gallon of water. How much water is in the tub?



Is the water emptied into the tub measured in pints, quarts, or gallons?

Pair/Share

What addition equation could you write to find how many gallons of water are in the tub?

Solution _____

- 16 Greta fills her water bottle for soccer practice. Estimate how many pints of water her bottle can hold. Use the frozen yogurt carton as a model for 1 pint.



About how many cartons would fit inside the bottle?

Pair/Share
Explain how you would estimate the number of pints needed to fill four water bottles that size.

Solution _____

- 17 Dajin made pancake batter for his restaurant. He used this measuring cup. How much pancake batter did Dajin make?



Do you need to find the liquid volume of the measuring cup or of the pancake batter?

- A 1 quart C 3 quarts
B 2 quarts D 4 quarts

Dina chose **C** as the correct answer. How did she get that answer?

Pair/Share
How could Dajin use the measuring cup to measure 5 quarts of liquid?

Practice Finding Liquid Volume

Solve the problems.

- 1** Ava measures the liquid volume of a bucket using a pint measure. She finds it has a liquid volume of 8 pints.

Tell whether each sentence is *True* or *False* for the liquid volume of the bucket.

- a. The liquid volume is more than 8 cups. True False
- b. The liquid volume is more than 8 quarts. True False
- c. The liquid volume is more than 8 gallons. True False

- 2** The pot contains 1 quart of soup. Choose the closest estimate for the liquid volume of a full pot.

- A 3 quarts
B 5 quarts
C 8 quarts
D 10 quarts



- 3** Which containers have a liquid volume of more than 1 quart? Circle all correct answers.

A



B



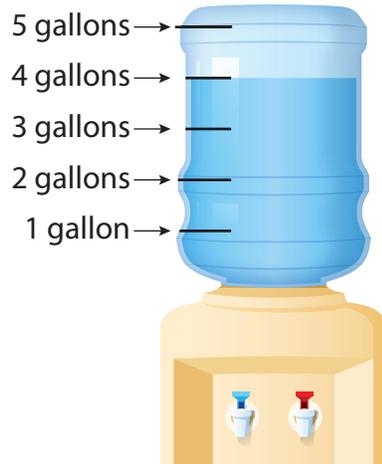
C



D



4 How much water is in the cooler?



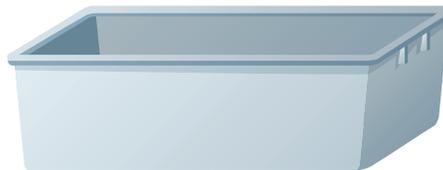
Answer _____

5 Tyler will fill this pan with pond water for his tadpoles.

Part A Use the 1-cup milk carton as a model. Estimate the liquid volume of the pan.



1 cup



Answer about _____

Part B Explain how you estimated the liquid volume of the pan.

Self Check Go back and see what you can check off on the Self Check on page 213.

Friday 5-1-20

Standard Liquid Volume

Solve the problems.

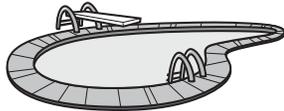
- 1** A sink basin can hold up to 10 quarts of water. Tell whether each sentence is *True* or *False* for the liquid volume of the sink basin.

- a. The liquid volume is more than 10 cups. *True* *False*
- b. The liquid volume is less than 10 pints. *True* *False*
- c. The liquid volume is less than 10 gallons. *True* *False*

Think about the size of each unit in this question.



- 2** Estimate whether each object holds less than, equal to, or more than 1 gallon of water. Write *less*, *equal*, or *more*.



Think of an object that you know holds about 1 gallon.



- 3** The jug contains 1 pint of water. Choose the closest estimate for the liquid volume of the jug.

- A 1 pint
B 2 pints
C 3 pints
D 5 pints



What fraction describes how much of the jug is filled with water?



Solve.

- 4 Use the model to estimate the liquid volume of the pitcher.

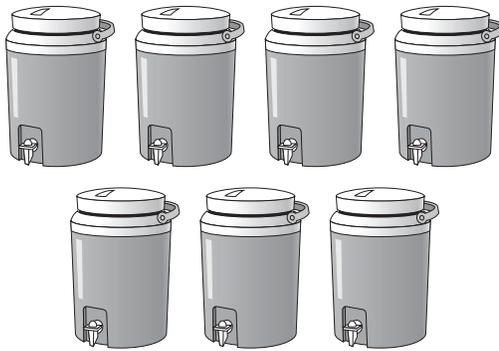
- A about 1 cup
- B about 3 cups
- C about 5 cups
- D about 7 cups



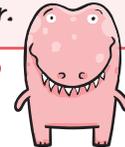
You may want to label the units on the pitcher.



- 5 A soccer team fills each cooler with sports drink. Each cooler holds 1 gallon of liquid. How much sports drink does the soccer team have in all?



It may help to label each cooler.



- 6 Grant makes the homemade salad dressing shown in this measuring cup. How much salad dressing does Grant make?

- A 1 pint
- B 2 pints
- C 3 pints
- D 4 pints



Read the measurement on the scale that lines up with the top of the salad dressing.



Natalie chose **D** as the correct answer. How did she get that answer?

Ready® Mathematics

Friday 5-1-20

Lesson 22A Quiz**Solve the problems.**

- 1** Emma puts water in a wading pool for her younger sister. The picture shows the buckets she will empty into the pool. How much water will be in the pool? Circle the letter of the correct answer.



- A** 1 gallon
- B** 6 gallons
- C** 6 quarts
- D** 7 quarts
- 2** Nancy uses milk to make a cake. The picture shows how much milk she will use. Write the liquid volume of the milk.



Answer: _____



Lesson 22A Quiz continued

Friday 5-1-20

3 This picture shows 1 pint of bubble liquid in a container. Estimate how much bubble liquid the full container can hold. Choose the best estimate.

- A 5 cups
- B 5 pints
- C 1 cup
- D 1 pint



4 Micah wants to fill a tank with water for his toy submarine.

Part A

Explain how Micah might use the quart-size water bottle to estimate the liquid volume of the tank.

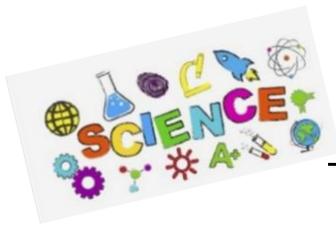


Part B

Estimate the liquid volume of the tank.

Answer: about _____





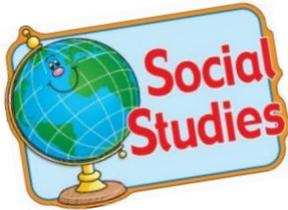
3rd Grade Science Schedule

April 20 to April 24

- * The Water Cycle comprehension.
- * Weather in a cup investigation.

April 27 to May 1

- * Types of Weather comprehension.
- * Make a Thunderstorm and Tornado investigation.



3rd Grade Social Studies Schedule

April 20 to April 24

- * A Pilgrim Child's Life, Colonial Schools, and Colonial Clothing comprehension.

April 27 to May 1

- * What's for Lunch? comprehension and writing prompt.
- * Colonial Kids booklet



April 20-24

THE WATER CYCLE



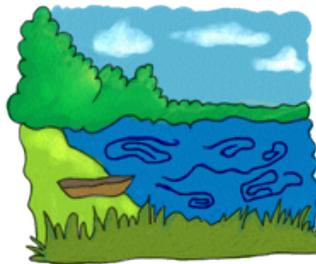
Condensation



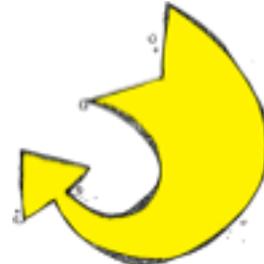
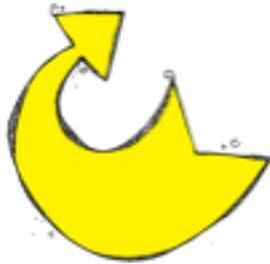
Precipitation



Evaporation



Accumulation



The continuous movement of water on Earth due to energy from the sun.

Name _____

The Water Cycle

April 20-24

Read the passage to answer the questions.

The **water cycle** is the way that water moves all around the earth. It doesn't have a beginning and it never really stops. It keeps going like a big circle. New water is not created. It just takes different forms as it moves through the water cycle.

Water on the surface of the ocean, lakes, or rivers will **evaporate** due to the heat from the sun. When this evaporation occurs, the water turns into water vapor. When this vapor water joins together with a lot of other water vapor, clouds are formed. Clouds are caused by **condensation**, or water vapor turning back into a liquid. These clouds move around the earth with the weather. When the clouds become so full of water, the water drops back to the earth as **precipitation**. This precipitation can be in the form of rain, sleet, snow, hail, and freezing rain. When the water falls back to earth it may flow back into the ocean, feed a garden, or be snow on a mountain. After this **collection**, the water will evaporate and the whole cycle will begin again.

1. Why doesn't the water cycle stop? _____

2. What makes water evaporate? _____
3. What happens when water vapor joins together with a lot of other water vapor? _____
4. What is condensation? _____

5. Clouds move around the earth with the _____

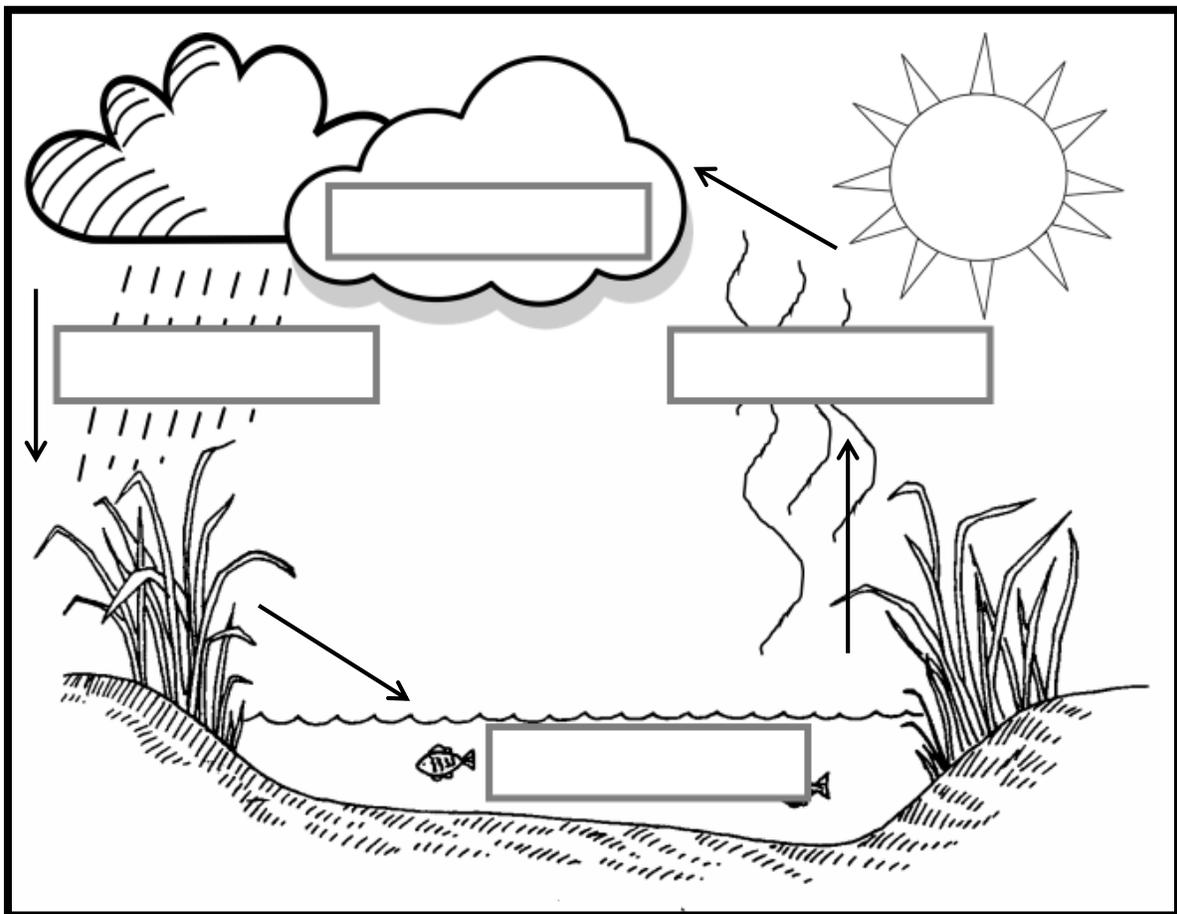
6. What happens when clouds become full of water? _____

7. What are the different forms of precipitation? _____

8. Where might water go when it lands on earth? _____

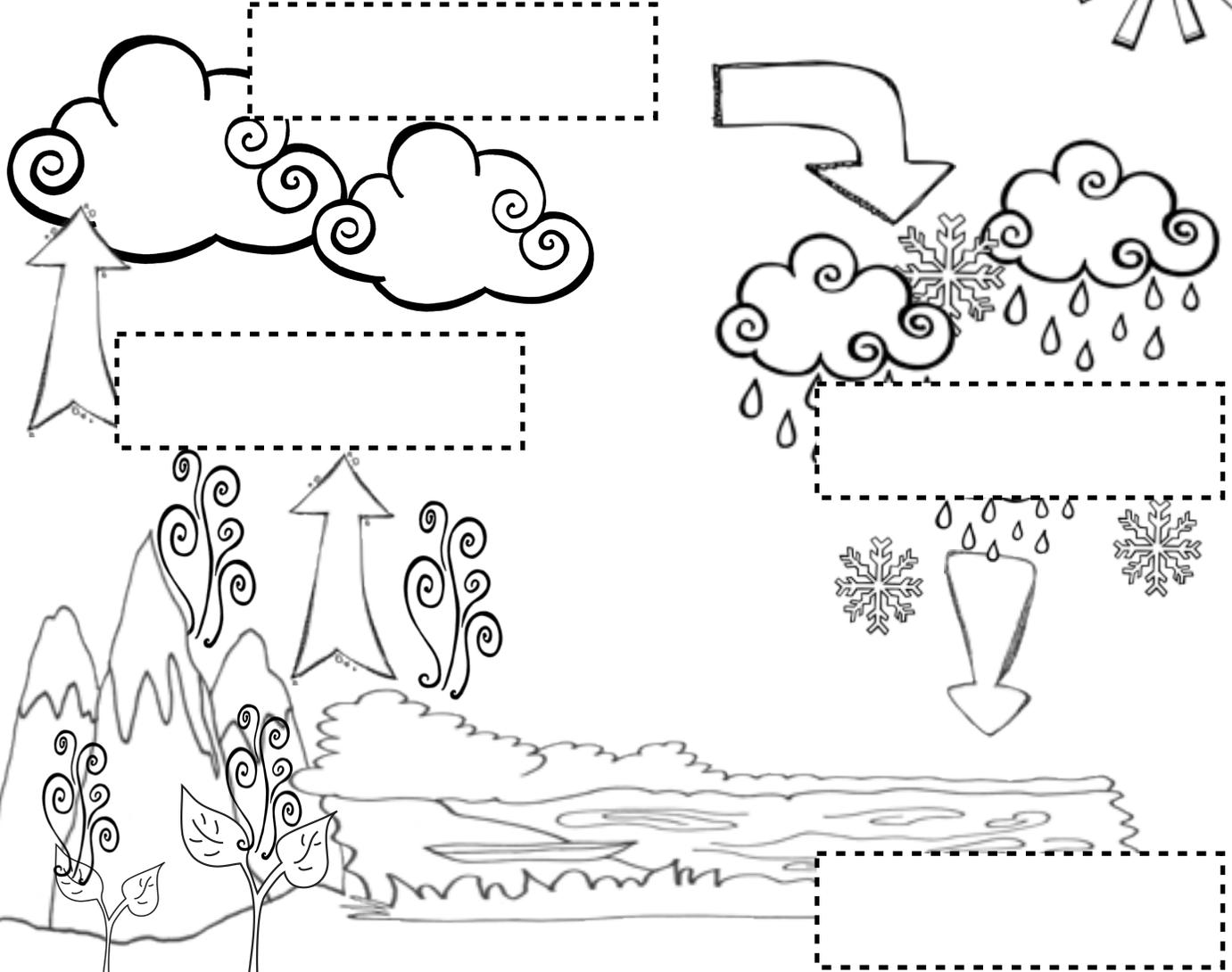
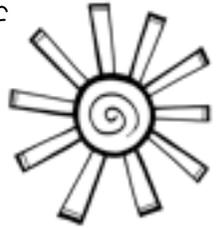
Label the water cycle:

Evaporation Condensation Precipitation Collection



WATER CYCLE CUT & PASTE

Look at the diagram below. Cut out the words on the bottom of the page and glue them into the empty boxes to complete the diagram!



[Empty dashed box]

Transpiration

Evaporation

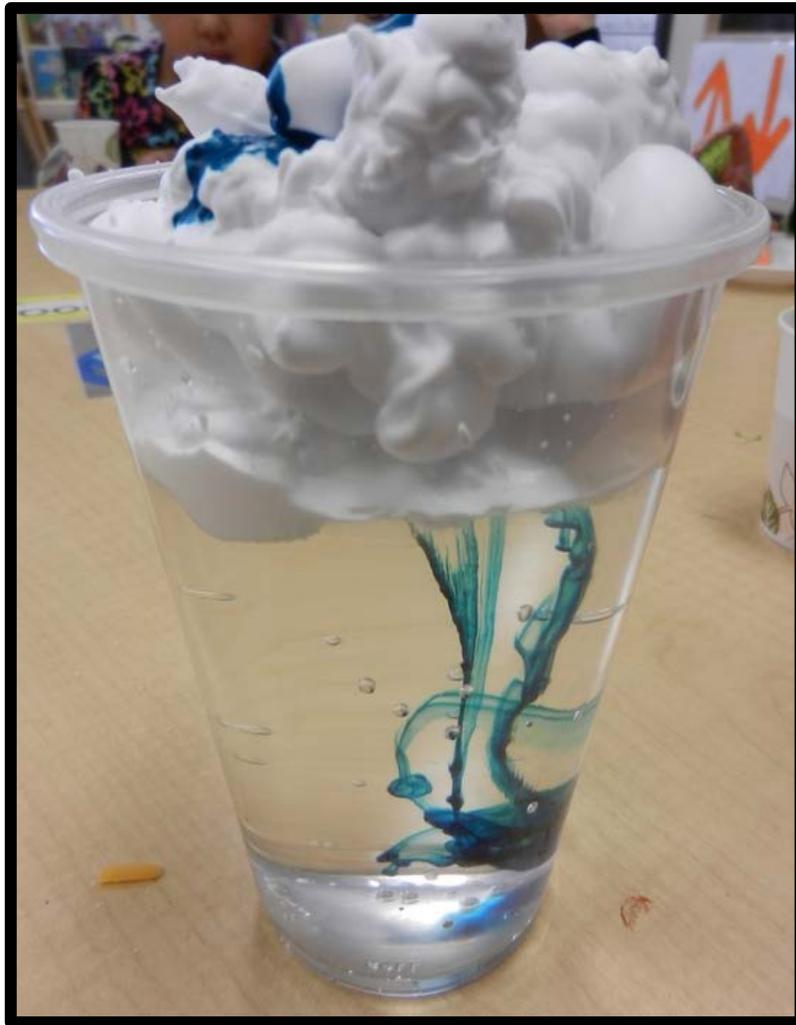
Condensation

Precipitation

Accumulation

April 20-24

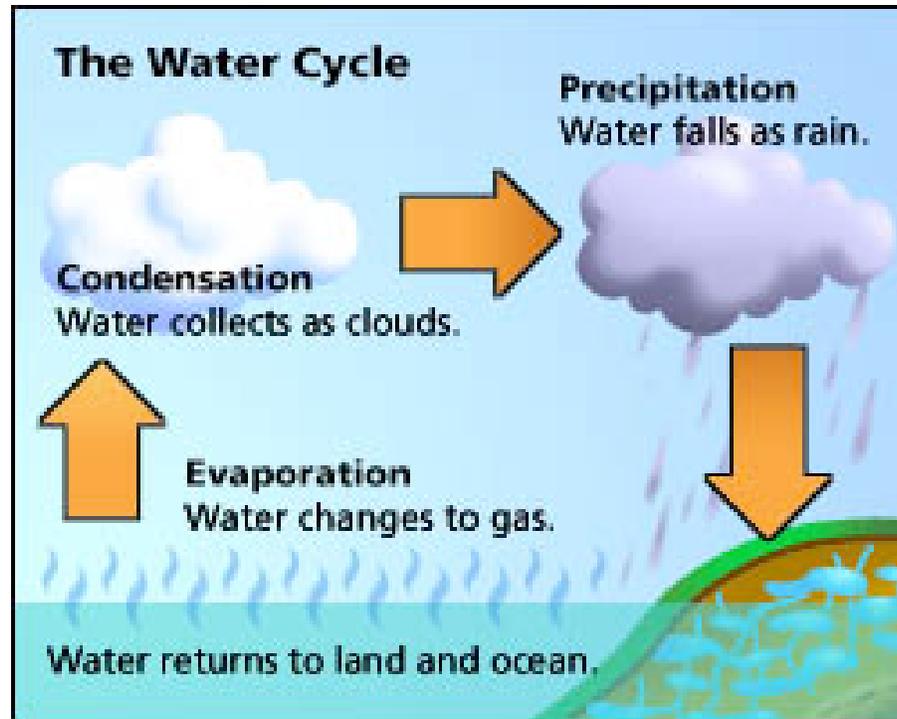
WEATHER IN A CUP!



This science investigation was inspired from Pinterest. The images are from Pinterest or Google images. Front from Kevinandamanda.com

WEATHER IN A CUP!

April 20-24



Directions

1. You will need 2 plastic cups. Fill both of them with water to the top.
2. In the first cup place shaving cream on top of the water. Place the label that describes the first part of the water cycle.
3. Then add food coloring into the shaving cream until it starts to fall down into the water. Place the label that describes the second part of the water cycle.
4. Now in the second cup you will need to add a little food coloring to make the water blue.
5. After the water is mixed set this cup outside in a sunny spot. Leave it there and return to check it at the end of the day.
6. Label the cup with the last step of the water cycle.

Name _____
Monday, April 27



Date _____
April 27 - May 1

An E-mail from Randy Raindrop

By Kathleen W. Redman

Hey, there! I hope you're doing okay and enjoying the weather. I got your e-mail that said you wanted to know more about me.

My name is Randy, and I'm a raindrop. I know you've seen me before. You might have even seen me in the last few days. Sometimes people are very happy to see me. Sometimes people absolutely hate to see me coming.

For lots of people, hearing me fall from the sky and splash on the ground is a nice thing. Some other people think I'm bad because I make everything wet and keep children inside. No matter what people think, I'm pretty important to just about everything.

Let me explain. The water that made me was once in the ocean. As ocean air warms, something very interesting happens. It's called evaporation. The warm air carries tiny little bits of moisture high up in the sky. All that moisture collects into clouds. When you look in the sky, you can see lots of different kinds of clouds. Some clouds are very new and won't produce rain for a while. Other clouds are very full of moisture and are just ready to pour rain.

When a cloud is so full of moisture it can't hold it anymore, raindrops start falling. Usually, we raindrops aren't very big. Some of us are just a half of a millimeter across. We travel a long way to the ground at about seven feet per second. The air up high where the clouds are is pretty cold, so we raindrops are also pretty cool when we fall from the sky.

When we raindrops hit the ground, we do lots of wonderful things. We help plants grow and give every living creature (including you) something to drink. We also help cool the ground. Most raindrops end up collecting in rivers, where we travel sometimes as many as several thousand miles before we end up back in the ocean.

Some parts of the world see raindrops more often than others. Some places get a lot of rain and other places get very little or no rain. Wherever we raindrops are, we're usually pretty important. Without us, plants, animals, and humans die. Of course, in places that get lots of rain, seeing raindrops can get old.

I hope you like rain, but I understand if sometimes you don't like having me around. I hope I've taught you a little about my life, and I hope you'll e-mail me again soon!

Love,
Randy Raindrop



Name _____

Monday, April 27



Date _____

April 27 - May 1

An E-mail from Randy Raindrop

Questions

- _____ 1. Where does a raindrop begin?
- A. in a plant
 - B. in an animal
 - C. in a cloud
- _____ 2. When the air and the water get warm, tiny bits of moisture are carried up into the sky. This is called:
- A. sleet
 - B. evaporation
 - C. wind
 - D. automation
- _____ 3. The tiny bits of moisture collect into _____
- A. winds
 - B. sleet
 - C. snow
 - D. clouds
- _____ 4. When a cloud is full of _____, it begins to rain.
- A. snow
 - B. moisture
 - C. dew
 - D. puffs
- _____ 5. Raindrops travel to the ground at about _____ feet per second.
- A. three
 - B. seven
 - C. two
 - D. five
- _____ 6. Raindrops are usually cool and not very big.
- A. false
 - B. true
- _____ 7. Animals would die without rain.
- A. false
 - B. true

Name _____

Tuesday, April 28



Date _____

April 27 - May 1

An E-mail from Sandy Snow

By Kathleen W. Redman

Hello! It was great to hear from you. I'm glad to know you're interested in me. My name is Sandy, and I'm a snowflake. If you've ever seen me or any of my friends, you probably liked us. Most children do. That's because of all kinds of weather, snow is some of the prettiest. We're white, soft, and light. And when we fall, we bring lots of fun to children.

My life as a snowflake starts way up high in the clouds where it is usually pretty cold. Clouds are made up of moisture. Moisture collects and freezes and starts to fall out of the sky. That's where I become a snowflake. As the moisture collects and freezes, snowflakes can grow into some beautiful shapes and sizes.

Ice freezes in very interesting ways. How I freeze and what I look like depends a lot on the weather. In most cases, I'm irregular, meaning that I don't have an exact shape. Sometimes, I look like I'm cut from paper, other times, I can look pretty messy.

You might have heard that no two snowflakes look exactly alike. In a way, we snowflakes are like people. We come from different places and all take different paths. So while it's not impossible for two of us to look alike, it's very, very rare.

There are some people who have never seen me before. There are many places all over the world where it is too warm to snow. I bet there are places in your country where it never snows. What do you think?

Many people like me. When I reach the ground, lots of times we snowflakes pile up. When we pile up, you can make snowballs and go sledding! Sometimes, though, snow can make lots of problems, too, because snow can make it hard for people to travel.

I hope that you like snow. I've enjoyed writing to you, and I hope you've liked reading about me!

Love,
Sandy Snow



Name _____

Tuesday, April 28



Date _____

April 27 - May 1

An E-mail from Sandy Snow

Questions

_____ 1. Most children who have seen snow like it.

- A. true
- B. false

_____ 2. What color is most snow?

- A. green
- B. white
- C. red
- D. orange

_____ 3. Are snowflakes heavy or light?

- A. light
- B. heavy
- C. The story doesn't say.

4. What collects in the clouds and freezes into snowflakes?

_____ 5. How a snowflake looks depends on _____.

- A. the weather
- B. the day of the week
- C. the phase of the moon
- D. the color of the clouds

_____ 6. Most of the time, no two snowflakes are alike.

- A. false
- B. true

_____ 7. There are people in the world who have never seen snow.

- A. true
- B. false

_____ 8. Snow can make it hard for people to _____

- A. talk
- B. travel
- C. cook
- D. read

Name _____
Wednesday, April 29



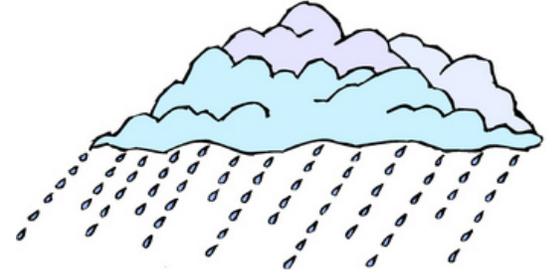
Date _____
April 27 - May 1

An E-mail from Sarah Sleet

By Kathleen W. Redman

Well, hello there! Thanks for writing me an email! It was very nice to hear from you. I understand that you don't know a lot about me. I'll be happy to tell you all about me and where I come from.

My name is Sarah Sleet. I'm cold, I'm wet, and no, I'm not snow. Snowflakes always give sleet a hard time. It's mostly because snowflakes think they're so much prettier than sleet. That may be true, but sleet has a lot more fun. Sleet bounces and snow doesn't. So there.



Very simply, sleet is tiny pieces of ice that fall from the sky. Depending on where you live, you may have never seen me before. That's because it takes very specific weather conditions to make sleet.

Every pellet of sleet starts its life as a snowflake or a raindrop high up in the sky. As we fall, the air around us gets warmer and snowflakes melt into rain. Then, if the weather conditions are just right, we will pass through a layer of cold air that freezes us into tiny bits of ice. From there to the ground, we stay intact as little balls of ice.

If you've ever seen a storm of sleet, you probably thought it was really cool. That's because us sleet pellets really know how to party. First of all, we're pretty loud. Because we're solid ice, we make little "tic-tac" noises when we hit hard surfaces like sidewalks and roofs. Also because we're solid, we bounce. When there's a lot of sleet falling, it looks like we're dancing when we hit the ground.

But that's really where the fun ends. After we hit the ground and stop dancing, we can really be a pain. We're slippery and can cause lots of accidents. We're also heavier than snow and harder to clean up.

Sleet does have a lot of fun, though. Like I said, it takes very specific weather conditions to make sleet, so you might not see sleet very often, if at all. But you'll know it when you do - sleet is really hard to miss!

Thanks for your email, and I hope to see you soon!

Love,
Sarah Sleet

Name _____
Wednesday, April 29



Date _____

April 27 - May 1

An E-mail from Sarah Sleet

Questions

_____ 1. Sleet is cold and _____
A. blue
B. light
C. wet
D. snow

_____ 2. Sleet is just like snow.
A. true
B. false

_____ 3. What does sleet do that snow does not do?
A. whistles
B. causes winds
C. bounces
D. turns to hail

_____ 4. Sleet is tiny pieces of _____ that fall from the sky.
A. clouds
B. snow
C. dust
D. ice

_____ 5. What does every pellet of sleet start as?
A. part of a cloud
B. a snowflake or a raindrop
C. a bit of dust
D. fog

6. Warm air up high causes snowflakes to become _____.

_____ 7. A layer of cold air freezes the rain into _____.
A. dew
B. fog
C. sleet
D. snowflakes

Name _____
Thursday, April 30



Date _____

April 27 - May 1

An E-mail from William Weather

By Kathleen W. Redman

Hello. My name is William Weather, but you can call me Bill. I'm probably one of the most important things you'll get to know. That's because I can control so much of what happens all over the world. If you'll read on, I'll tell you all about what I do.

First of all, I'm a big part of how healthy you are. Think about this week. Has it rained? Has it snowed? Has it been hot or cold? All of that I control. Imagine if every day for the rest of your life it was really cold outside. Do you think you would feel good? What if it was really hot?

Temperature is a very important part of what I do. Where I make it very cold, it is hard for plants, animals, and humans to live. Where I make it very hot, it's also hard for plants, animals, and humans to live. Most living things like a balance. Don't you?

Another important part of my job is delivering water. How do you think I do that? Imagine if you had to get a lot of water from one place to another. How would you do it? You would need something to carry the water in, right? Well, I do just the same thing. I carry water in clouds.

When the temperature warms during the day over oceans and lakes, tiny invisible particles of water rise up in the sky. When they get very high up in the sky, they join together. This is what forms a cloud. Then, with the wind I create, the clouds get blown over land. When the time is right, the clouds release all their water. When the water falls, plants, animals, and humans drink it. So you can see that making rain is a very important job.

Sometimes, though, I can be very mean. I can make storms of just about anything. I can mix a lot of wind with rain, snow, ice, and even sand. My storms can make a lot of problems for people all over the world. The lightning I create can start bad fires. Sometimes I can deliver too much rain and start floods.

Even though I can be bad sometimes, plants, animals, and people really need me. Without me, people would be too hot or too cold, people wouldn't have much to drink, and children wouldn't have snow to play in.

I hope you've enjoyed my e-mail and getting to know me. The next time it rains or snows, or even when it storms, remember all the important things I do.

Love,
Bill Weather



Name _____

Thursday, April 30



Date _____

April 27 - May 1

An E-mail from William Weather

Questions

1. A measure of how hot or how cold something is is called _____.

_____ 2. Weather carries water in _____.

- A. clouds
- B. jars
- C. winds
- D. buckets

3. What blows the clouds over land?

_____ 4. Plants, animals, and humans depend on rain.

- A. true
- B. false

_____ 5. _____ are a result of getting too much rain at one time.

- A. winds
- B. floods
- C. fires
- D. lightning bolts

_____ 6. Lightning can start little fires, but it can't really cause much damage.

- A. true
- B. false

_____ 7. Wind can mix with rain, snow, and sand.

- A. true
- B. false

April 27 - May 1

An E-mail from Hector the Hurricane

By Kathleen W. Redman

Caption: Hurricane Katrina, as pictured in the Gulf of Mexico on August 28, 2005.

Hello, there! I've got a little time right now to send you an e-mail. I'm actually between jobs right now. I'm taking a little break before I have to go back to work.

I'll bet you've heard of me before, especially if you live in North America. I'm a really, really big storm. When I'm at my biggest, I can cover hundreds and hundreds of miles with wind and rain! If that sounds pretty scary, you're right. I'm a pretty scary storm.

I can be found in many parts of the world. In different areas, I'm called by different names. In countries on the western side of the Pacific Ocean, I'm a typhoon. Most people in the Americas and Europe call me a hurricane.

I'm born in the tropics. The tropics are warmer areas near the Earth's equator. I'm born far out at sea. For me to be born, there are a few things that have to happen. Two of them are warm air and water. Of course, there are plenty of both in the tropical oceans.

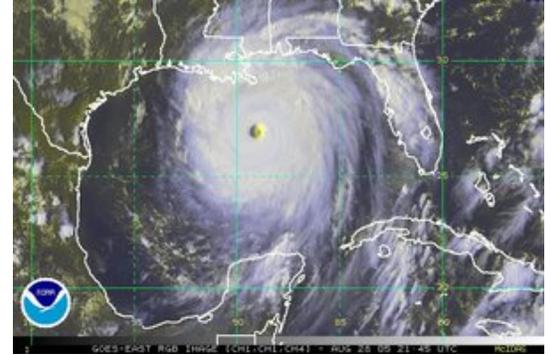
Meteorologists call me a tropical cyclone. I'm a cyclone because I spin. Winds whirl around my center, called the eye. In the eye, it's somewhat calm. There aren't a lot of high winds or clouds in the eye. Just outside the eye, though, watch out!

There's a part of me called the eye wall. In the eye wall are my strongest winds and rain. My winds can be as fast as 200 miles per hour! I also bring a lot of rain and thunderstorms. If it sounds like I can be very bad for people, you're right. My winds cause lots of damage when I move over land. I've destroyed many areas in the United States.

Wind and rain are only part of the damage I bring, though. When I arrive on land, I bring what's called a storm surge. A storm surge is a rise in the level of the ocean. This rise can be many feet high and can wash very far inland. Sometimes, the storm surge can be my most dangerous effect.

I know I sound like a really bad guy, but I'm not all bad. Even though I make a lot of messes and create a lot of problems, I'm actually a good deliveryman. I bring warm air and moisture to places that sometimes don't get much of either. Without me, the weather would actually be a lot worse all over the world.

Well, I've got to get back to work. Next time you see me somewhere being really rough, try to remember I'm not all bad!



Name _____
Friday, May 1



Date _____
April 27 - May 1

An E-mail from Hector the Hurricane

Questions

- _____ 1. A hurricane can cover _____ of miles with wind and rain.
- A. thousands
 - B. tens
 - C. millions
 - D. hundreds

2. What is a hurricane called on the western side of the Pacific Ocean?

3. Where is a hurricane born?

- _____ 4. What two things are necessary for a hurricane?
- A. warm air and cold water
 - B. warm water and cold air
 - C. cold air and cold water
 - D. warm air and warm water

- _____ 5. The tropics are warm areas near the _____.
- A. continent of Antarctica
 - B. South Pole
 - C. North Pole
 - D. equator

- _____ 6. What do meteorologists call a hurricane?
- A. a tsunami
 - B. a thunderstorm
 - C. a tropical cyclone
 - D. a tornado

MAKE A THUNDERSTORM

What you need:

Clear, plastic container (size of shoebox)
Red food colouring
Ice cubes made with blue food colouring
Water

What to do:

Fill the plastic container two-thirds full with lukewarm water
Let the water sit for one minute.
Place a blue ice cube at one end of the plastic container.
Add a few drops of red food coloring to the water at the other end of the plastic container.

Make notes on what happens:

MAKE A THUNDERSTORM

The Explanation:

The blue water represents the cold air mass and the red water represents the warm, unstable air mass.

The blue cold water sinks while the red warm water rises.

This happens because of convection.

A thunderstorm is caused by unstable air and convection plays an important part.

The warm front is forced to rise due to meeting the cold front where the air meets is unstable and thus causing a thunderstorm.

Draw an explanation of convection:

TORNADO IN A BOTTLE

What you need:

PET bottle
Tsp liquid dish soap
Tsp vinegar
Water
Glitter

What to do:

Fill the bottle about 3/4 full of water.
Put a teaspoon of the liquid soap into the bottle.
Also, add a teaspoon of vinegar into the bottle.
Add the glitter
Tighten the lid and shake the jar to mix up the ingredients.
Now, swirl the jar in a circular motion.
The liquid will form a small tornado.

Make notes on what happens:

TORNADO IN A BOTTLE

The Explanation:

The swirling motion you give the bottle forms a vortex and is a easy way to create your own tornado.

One way tornadoes form when the weather conditions are unstable. Than means the wind shear (the direction of the wind changing) and the wind speed increasing with height combined with warm and humid conditions in the lower atmosphere and cooler than usual conditions in the upper atmosphere make the conditions unstable.

Random fact: 95% of all tornadoes spin cyclonically (counter-clockwise)

Draw an explanation of how a tornado works:

A Pilgrim Child's Life

By Cindy Grigg

Rewritten as a short reader by Cindy Grigg

What was life like for Pilgrim children? At meals, they stood up to eat. Before breakfast the Bible was read. They had plates made of wood. These plates were called trenchers. One side of the trencher was flat. The other side was like a bowl. It could hold soup. Children had to share trenchers with a brother or sister. They did not have forks. Most food was eaten with the fingers. They used clam shells for spoons. Everyone drank from the same bowl. Most people wore a hat at the table. That was thought to be good manners.

Everyone worked. The smaller children could pick up wood for fires. They pulled weeds from the gardens. They picked berries and nuts. Older girls helped cook. They learned to spin yarn and weave it into cloth. They helped make soap and candles. They helped wash the clothes. Older boys learned how to cut down trees. They helped saw wood for building houses. They learned how to plant and reap crops. They helped fish and hunt for food. Water for washing, cooking, and drinking had to be carried from the brook that ran behind the houses.



Before they ate supper at night, the children would say their ABC's. They would be asked questions about the Bible. At bedtime, a parent read a chapter from the Bible. They made their own toys. They used pine cones, rags, or corn husks. They played a game like soccer. They used anything that would roll for a ball. They played a game like marbles they called "knickers." Pilgrim children worked hard. They also liked to play games just like you!

A Pilgrim Child's Life

Questions

1. At meals, Pilgrim children _____ to eat.

_____ 2. What were wooden plates called?

- A. fencers
- B. trenchers
- C. knickers
- D. china

Colonial Schools

By Sharon Fabian

Suppose colonial kids could have looked into the future. They would have been amazed. They would have been surprised to see our schools. They would have been surprised to see what our school day is like, too.

They would see what we do in the morning. We put on jeans and a T-shirt. We grab a box of cold cereal. We eat breakfast fast. Then, we grab our heavy backpacks. We run outside just in time to catch the bus.

The colonial kids would see our day in school. We have reading, spelling, and writing. We have math, science, and history. We have pizza for lunch in the cafeteria. We have art, music, and library. We have recess for fun. Then, we ride the bus home.

The colonial kids would see how we spend the rest of our day. After school, we are ready for a break. We have a snack and play video games. Later, we do homework. We watch TV, read, and go to bed.

Why would the colonial kids be so surprised? Our day is much different from theirs.

Colonial kids got up very early. They had chores to do before school. They fed animals and did farm chores. They helped cook breakfast. Every day, they did chores before school. The animals had to be fed every day. Breakfast had to be cooked every day, too. Everyone had to do his work.

Some kids went to a schoolhouse. Some went to school in a neighbor lady's house. They learned reading, writing, and arithmetic. They learned about the Bible. Some boys learned trades. Some girls learned to keep house. Most kids walked to school.

Colonial kids didn't carry big backpacks. They didn't have heavy textbooks with colored pictures. Some kids learned from a hornbook. Some of them learned from the *New England Primer*.

What was a hornbook? It wasn't really a book at all. It was one sheet of paper glued to a wooden paddle. The paper was covered with a sheet of clear horn. Horn really was made from a cow's horn. It was to protect the paper.

The hornbook had the alphabet. It had both capital and small letters. It had syllables for the kids to sound out. It also had something to read from the Bible. Some hornbooks had the Lord's Prayer.

The *New England Primer* was a little reading book. It had words to learn. Two of the words were *godliness* and *impudence*. It had text and poems to read, too. It had little poems for each letter of the alphabet. Here is one poem. "In Adam's fall, We sinned all." Here is another one.



Name _____
Tuesday, April 21



Date _____
April 20 - 24

"The cat doth play, And after slay." The *New England Primer* taught reading and Bible lessons together. It was the first book to have the prayer, "Now I lay me down to sleep. . ."

Colonial kids didn't carry paper and pencils. Paper was too expensive. So, they wrote on slates. Slates were like little chalkboards.

When school ended, the kids walked home. They had chores to do before supper. After supper, they kept busy too. They did more chores or schoolwork.

Colonial kids had lots of responsibility. They were treated like little adults. They were expected to spend their time doing something useful. School was just one part of their busy day.

Colonial Schools

Questions

- _____ 1. Colonial kids were all taught at home.
 - A. false
 - B. true

- _____ 2. In colonial schools, kids learned to read and write.
 - A. true
 - B. false

- _____ 3. Colonial kids used up lots of paper and pencils in school.
 - A. true
 - B. false

- _____ 4. Colonial kids did chores _____.
 - A. both
 - B. after school
 - C. before school

- _____ 5. A wooden paddle holding a sheet of paper with the alphabet and other print on it was called a _____.
 - A. slate
 - B. New England Primer
 - C. hornbook

- _____ 6. The *New England Primer* taught kids _____.
 - A. to read
 - B. about the Bible
 - C. both

Colonial Clothing

By Sharon Fabian

What did colonial people wear? Did they have lots of clothes? What styles were popular? How did they take care of their clothes? Where did they buy them?

The way people dressed back then was much different from the way we dress now. The clothes were different. The fabrics were different. The way they got their clothes was different. The way they took care of their clothes was different, too.

Colonial clothing was made of natural fabrics. Many clothes were made of cotton, linen, or wool. Dressy clothes were made of silk, velvet, or brocade. An outfit of clothes could take months to make.

Some colonists had only two outfits - one for every day, one dressy. Some colonists made their own clothes. They spun the thread, wove the cloth, and sewed the clothes, called homespun. Some families made all of their own clothes by hand.

Some clothes made in the colonies were colorful. They were dyed blue, violet, red, or another color. Dyes were made from things like indigo plants and certain bugs.

Some people bought their clothes. They ordered them from England. Then they waited months for their clothes to arrive by ship. Clothes were expensive to buy. In cities like Williamsburg, colonists kept up with the latest fashions from Europe.

Some clothes were washed by hand. The colonists used a washboard and a tub of water for this job. This type of washing was used for shirts and underclothes. Some clothes were not washed. Waistcoats, jackets, and other heavy clothes were not usually put in the wash. Dirt spots on them were cleaned as needed.

What did a colonial outfit look like? There were three main types. There were clothes for men, clothes for women, and clothes for young children. Children over the age of eight or so dressed like adults. There were no teenage styles.

Women wore long dresses, often made in two parts. The top part was called a bodice. The bottom was a full skirt, called a petticoat. The bodice buttoned up the front. It had long sleeves. Sometimes, the sleeves were separate pieces too. The skirt was gathered at the waist. It came down to the ankles.

Fancier dresses had layers of petticoats to make the skirt fuller. Women wore corsets with stays that were pulled tight to make their waist small. Lace collars and cuffs might be added to the dress.

Men wore loose shirts, waistcoats, and breeches. A waistcoat was a sleeveless vest worn over the shirt. Breeches were pants that stopped just below the knees. Men also wore stockings that looked





Name _____

Date _____

like the tights girls wear today.

A dressy outfit for men might include a fancy waistcoat and a jacket. Some were made of brocade or velvet. Men wore lace collars and cuffs, too. They wore three-cornered hats.

Young children wore loose dresses, called shifts. Both boys and girls wore this comfortable style. Some toddlers wore a padded cap called a pudding cap. It was like a little helmet; it protected the toddler's head. Clothes were passed down to younger brothers and sisters.

This is how people dressed in colonial times. Can you draw a picture of a family in colonial style clothing?

Colonial Clothing

Questions

- _____ 1. Colonial women wore _____.
- A. jeans and T-shirts
 - B. long dresses
 - C. three-cornered hats
 - D. suits
- _____ 2. Colonial men wore _____.
- A. suits with matching slacks and jackets and a tie
 - B. jogging suits
 - C. shirts, waistcoats, and breeches
 - D. khaki pants and sweaters
- _____ 3. Young colonial children wore _____.
- A. blanket sleepers
 - B. super hero T-shirts
 - C. shifts
 - D. waistcoats and breeches
- _____ 4. Clothes worn in the colonies were made of _____.
- A. wool
 - B. cotton
 - C. silk
 - D. all of the above

Name _____
Monday, April 27

Date _____

- _____ 5. Colonial clothes were sewn by _____.
- A. hand
 - B. home sewing machine
 - C. factory machines
 - D. all of the above
- _____ 6. Colonists _____ kept up with the latest fashions.
- A. on the frontier
 - B. in the cities
 - C. on the *Mayflower*
 - D. none of the above
- _____ 7. Colonists washed their clothes in a _____.
- A. washing machine
 - B. tub
 - C. well
 - D. laundromat
- _____ 8. Colonial dress was different from today's dress because the colonists _____.
- A. had fewer clothes
 - B. washed their clothes less often
 - C. wore only handmade clothes
 - D. all of the above

What's for Lunch?

By Sharon Fabian

The colonists planned to raise their own food. They brought seeds to America. With seeds, they could plant vegetable gardens. They brought farm animals, too. They planned to raise crops and animals each year.

Things didn't work out quite as they had planned. Some of their seeds didn't grow in American soil. They didn't have time to start farms right away. Soon, the colonists were very hungry. They ate whatever food they could find.

Then they had to find ways to get more food. The Native Americans helped the colonists. They taught them about crops that would grow here. They brought the colonists pumpkins, sweet potatoes, corn, and squash.

Corn became very important to the colonists. It became their main food. Many colonists ate corn every day. Some colonists ate corn for breakfast, lunch, and supper.

There was yellow corn, white corn, blue corn, and red corn. Corn was a lifesaver for the colonists.

The colonists made pudding, pancakes, and soup from corn. They cooked succotash, a mixture of corn and beans. They made cornstarch candy. They made journey cakes that they could carry in their pockets.

The colonists also dried corn to preserve it for winter. Dried corn could be ground into corn meal for baking cornbread. They also made hominy from dried corn.

Corn was important for another reason. It was used to feed the livestock. So, corn helped the colonists raise animals for meat, too.

In addition to raising livestock, the colonists hunted for meat. They shot deer and raccoons for meat. They caught fish and turtles. They found oysters.

Each home had its own garden to raise vegetables and herbs. They raised onions and lettuce. They raised cabbage. They raised turnips and radishes. They raised leeks, spinach, beets, cucumbers, and parsnips. They raised corn.

The colonists found maple syrup and honey for sweetening food.

Of course, there were no refrigerators in colonial times. The colonists had to use their food before it spoiled. Sometimes they stored food in a cold cellar to keep it from spoiling.

Colonists cooked in their fireplace. They cooked most of their food in one big pot. It was hung on



Name _____
Tuesday, April 28



Date _____
April 27 - May 1

a hook above the fire. For baking, they built ovens into the sides of the fireplace. The heat from the fireplace baked cornbread and other breads and cakes.

The colonists had many recipes for soups and stews. One recipe called fish muddle was a stew with all kinds of seafood.

Some of their recipes took a long time to cook. A pot of baked beans for Sunday dinner was put into the fireplace on Saturday.

For treats, mothers and daughters baked sugar cookies, apple cookies, and raisin cookies. Sometimes they baked gingerbread.

The colonists never ate packaged dinners. They never ate fast food. The colonists had to provide all of their own food. Every day, three meals a day, someone had to cook.

What's for Lunch?

Questions

- _____ 1. The colonists brought _____ to America.
 - A. seeds
 - B. animals
 - C. both A and B
 - D. neither A nor B

- _____ 2. The seeds they brought grew well in America.
 - A. true
 - B. false

- _____ 3. The Native Americans helped the colonists find food.
 - A. false
 - B. true

- _____ 4. Native Americans taught the colonists to grow _____.
 - A. celery
 - B. lettuce
 - C. green beans
 - D. corn

- _____ 5. Corn was used to feed animals.
 - A. true
 - B. false

How to Use Pages 45–54

April 27 - May 1

Use this booklet project to help students learn about how children lived during colonial times. Give each child a copy of pages 45, 47, 49, 51, 53, and 54. Also give her a copy of the picture cards below. Have each student follow the directions below to complete her booklet.

Directions for Each Student

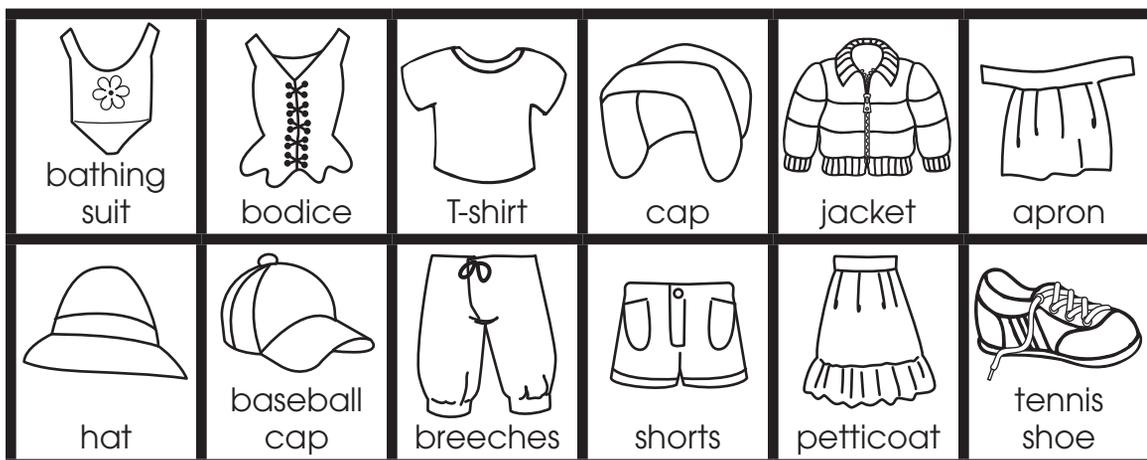
1. Sign the booklet cover and color it.
2. Cut out the cover and booklet pages.
3. Stack the pages in order. Place the cover on the stack. Staple the entire stack as shown.
4. Page 1: Cut out the picture cards. Sort the picture cards to show whether they are more likely to be colonial or contemporary children's clothing. Then glue the cards in place.
5. Page 2: Use the code to label the five chores that are more likely to be colonial chores for Caleb and the five chores that are more likely to be contemporary chores for Mike.
6. Page 3: Complete each sentence with a word from the word bank. Then color the picture of the activity that you would most enjoy.
7. Page 4: Read the passage. Then read the sentences and circle yes or no.
8. Page 5: Read. Answer the questions.

Finished Sample



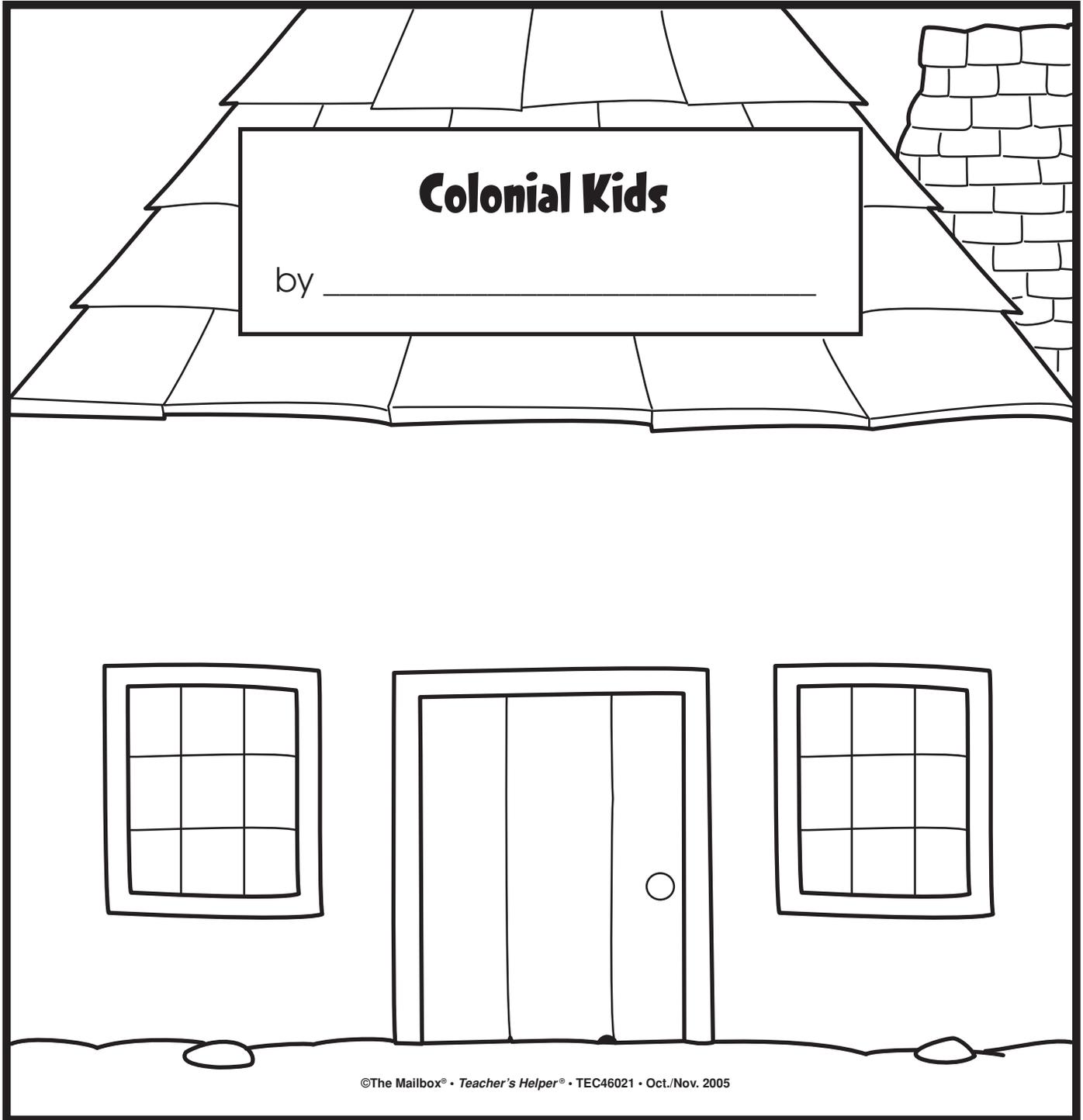
Picture Cards

Use with the directions on this page.

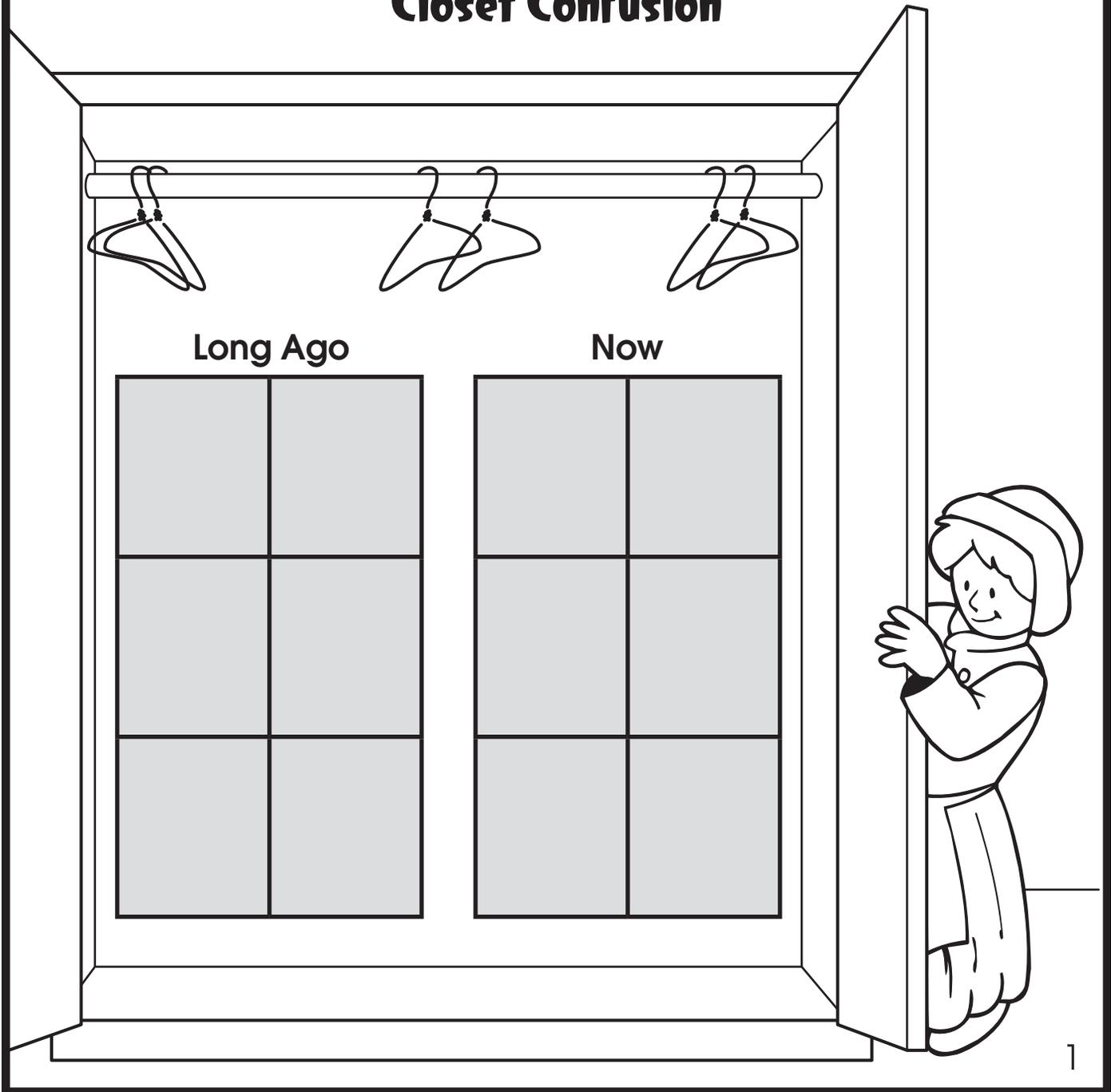


Booklet Cover

Use with the directions on page 46.



Closet Confusion



Whose Chores?

Code

C—Caleb M—Mike



Caleb

- _____ 1. Feed the hens.
- _____ 2. Help wash the car.
- _____ 3. Dust the TV.
- _____ 4. Bring in wood.
- _____ 5. Fill the dishwasher.
- _____ 6. Plow the fields.
- _____ 7. Milk the cows.
- _____ 8. Clean the garage.
- _____ 9. Plant corn.
- _____ 10. Vacuum the rug.



Mike



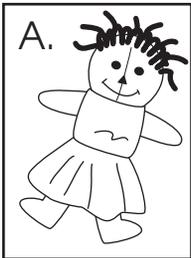
After the Chores

Word Bank

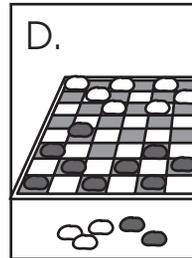
stick	marbles
doll	rocks
top	game



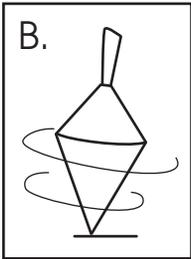
What would you do?
Color the picture.



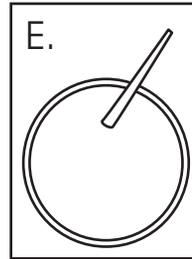
Play with a rag
_____.



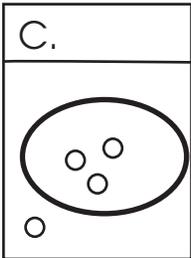
Play checkers with
_____.



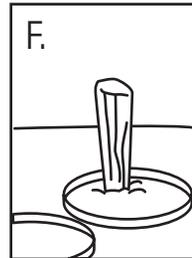
Spin a toy
_____.



Roll a hoop with a
_____.



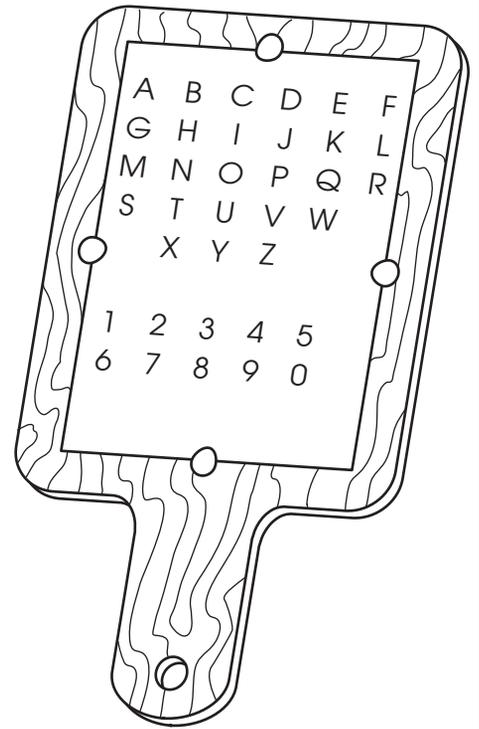
Play a game of
_____.



Play a ring-toss
_____.

Time for School!

Long ago, schools had just one room. There was only one teacher in each school. Children had hornbooks at school. A hornbook was not a book. It looked like a wood paddle. It had letters on it. It had numbers too. Schools did not have a lot of books many years ago.



- | | | |
|--|-----|----|
| 1. Long ago, schools had many rooms. | yes | no |
| 2. Each school had just one teacher. | yes | no |
| 3. A hornbook had letters and numbers. | yes | no |
| 4. Hornbooks were big books. | yes | no |
| 5. There were lots of books at school. | yes | no |

Colonial Comparison

Think about how you help at home.
Think about what you like to play.
Think about your school.



1. How are you like the children from long ago?

2. How are you different from them?

