Language Arts Packet

10 Day Packet - May 4 -15, 2020

Day One, Monday, May 4, "Lesson 10, Irregular Verbs" Pages 11 and

12 Read the directions. Then, complete the practice questions.

Day Two, Tuesday, May 5, "Adventures of the Growing Nation" Pages 15-17

Read the passage. Then, complete the graphic organizer.

Also, complete the short response writing prompt. Write at least 3 sentences to list the important events from the passage. Remember to look back in the passage, if needed, to help you!

Day Three, Wednesday, May 6, "William Becknell and the Santa Fe Trail" Pages 18-20

Read the passage.

Then, read and answer the questions.

Also, complete the short response writing prompt. Try to write at least 3 sentences telling why his second trip to Sante Fe was an important historical event. Look back in the passage, if needed, to help you!

Days Four and Five, Thursday and Friday, May 7 and 8, "Sacagawea's Journey Into History" Pages 21-25

Read the passage.

Then, read and answer the questions.

Take your time and reread the passage, as needed, to complete the questions/activities!

Day Six, Monday, May 11, "Build the Perfect Sand Castle" Pages 27-31

Read the passage.

Then, read and answer the questions.

Day Seven, Tuesday, May 12, "Lesson 4, Adjectives" Pages 35 and 36

Read the directions. Then, complete the practice questions.

Day Eight, Wednesday, May 13, Writing Prompt

Read the writing prompt for the day. Write about your perfect sandcastle! *Optional addition to this prompt would be to write where you made this sandcastle and who may have helped you make it!

Day Nine, Thursday, May 14, "Riiip! Thanks George!" Pages 45-49

Read the passage.

Then, read and answer the questions.

Day Ten, Friday, May 15, "Riiip! Thanks George!" Writing Prompt Page 50

Answer the short response question explaining how Velcro works. Reread the passage from yesterday and look back at the photographs in the passage to help you answer the prompt. Write at least 5 sentences. *Optional addition to this prompt would be to use as many adjectives as you can!

Try your best! Contact your reading teachers if you have any questions about this work! Sincerely, Your Third Grade Reading Teachers

Lesson 10

Irregular Verbs

Introduction

Most verbs are regular. Regular verbs end in *-ed* when they show that something happened in the past. Some verbs are irregular. **Irregular verbs** change in special ways to show past time.

Present	Sometimes I make my own lunch.
Past	Yesterday I made a sandwich.

Another way to tell about the past is to use the helping verb *has*, *have*, or *had* with the past form of the main verb. Some irregular verbs change spelling when they are used with *has*, *have*, or *had*.

Present	Past	Past with *Has*, *Have*, or *Had*
begin	began	(has, have, had) begun
come	came	(has, have, had) come
eat	ate	(has, have, had) eaten
go	went	(has, have, had) gone
make	made	(has, have, had) made
see	saw	(has, have, had) seen
run	ran	(has, have, had) run
give	gave	(has, have, had) given

Guided Practice

Circle the form of the verb that correctly completes each sentence.

HINT To know which past form of the verb to use, look for the helping verb *has*, *have*, or *had*. Sometimes the word *not* or another word comes between the helping verb and the main verb.

1 I have always _____ each day with a healthy breakfast.

begun **began**

2 Yesterday Mom _____ me a bowl of oatmeal with fruit.

given **gave**

3 My dad has _____ yummy banana bread.

made **maked**

4 Grandma had not _____ yet, so she had some, too.

eaten **eat**

Independent Practice

For numbers 1–5, read each sentence. Then choose the word that replaces the underlined verb and makes the sentence correct.

1 Mom and I go to the store last week.

A gone

B goed

C went

2 We had ran out of healthy snacks.

A run

B runned

C ranned

3 At the store, we see a lot of cookies and candy.

A seen

B seened

C saw

4 Mom has never give me snacks like those.

A gave

B gaven

C given

5 We come home with carrots and raisins.

A camed

B came

C camen

Read

Genre: History Text

Adventures of the Growing Nation

by Teri Hillen

1 Imagine that in one day, our country doubled in size. That's what happened to the United States in 1803. President Thomas Jefferson asked France to sell the United States a vast area of land. Overnight, America added more than 828,000 square miles of land west of the Mississippi River. This is known as the Louisiana Purchase.

2 Jefferson wanted to know the fastest way across the new land. At the time, there were no maps of the whole country. Jefferson asked Meriwether Lewis to explore the area. Lewis was an army captain whom Jefferson trusted. Lewis chose another soldier, William Clark, to help him lead the party.

3 To get ready, they first had a large boat built. The boat took the men down the Ohio River. Then they built a base camp near St. Louis, Missouri. They spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark began their famous trip into the new territory; 50 men went with them.

4 They traveled for over 18 months. Finally, the group made it to the Pacific Ocean. On November 7, 1805, Clark wrote, "Ocean in view! O! The joy." The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.

5 Lewis and Clark arrived in St. Louis in September 1806. They were greeted with a big party. A century later, in 1904, the World's Fair was held in St. Louis. People honored Lewis and Clark's journey at the fair.

Close Reader Habits

Underline signal words that tell you the order in which events happened. Think about how those events are related.

Explore **What happened after the United States bought land from France?**

Sometimes you need more than signal words to understand how events are related. Ask questions such as "Why did this happen?"

Think

1 Reread the text to find out the events of Lewis and Clark's journey. List those events in the graphic organizer.

Lewis and Clark's Exploration	
First	President Jefferson asks Meriwether Lewis to explore the new land.
Winter 1803	
May 1804	
November 1805	
September 1806	

Talk

2 Reread paragraphs 2, 3, and 4. Talk with a partner about how the events in those paragraphs are related.

HINT Use details from your graphic organizer to organize your response.

Write **Use the space below to write your answer to the question on page 41.**

Adventures of the Growing Nation

3 **Short Response** What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer.

HINT Use details from your graphic organizer to organize your response.

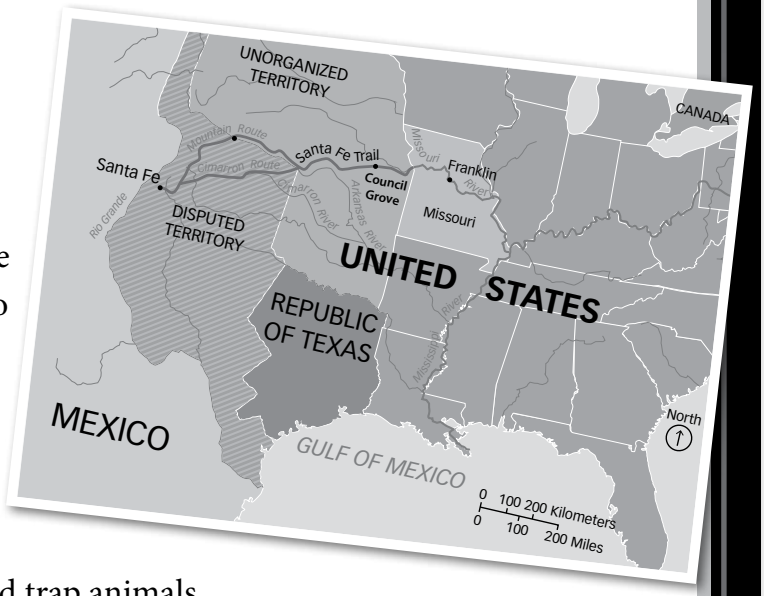
Don't forget to check your writing.

Read

Genre: Biography

WILLIAM BECKNELL and the SANTA FE TRAIL

by Joy Adams



1 William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.

2 In Missouri, Becknell traded salt. His business wasn't very successful. So, in the summer of 1821, he planned a trip west. Traveling on horseback, Becknell and his group hoped to trade horses and mules and trap animals.

3 When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

4 About a year later, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!

5 Becknell's route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the growth of the United States.

Close Reader Habits

What route did Becknell follow on his second trip to Santa Fe? **Number** the places where he stopped. The numbers should show the order in which he reached them.

Think

When two events are near each other in a sequence, think about how they might be related.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What important event happened soon after Becknell set off on his trip to the West?

A Becknell decided to trade horses instead of salt.

B Traders were told they couldn't go to Santa Fe.

C The Spanish lost their power in New Mexico.

Part B

Underline the sentence in this paragraph that supports your choice in Part A.

When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

Talk

2 Discuss with a partner Becknell's second trip to Santa Fe. Use sequence words to describe the events of that journey.

Write **Use the space below to write your answer to the question on page 43.**

WILLIAM BECKNELL and the SANTA FE TRAIL

3 **Short Response** Describe Becknell's second trip to Santa Fe. Why was this an important historical event?

HINT Look at the last paragraph. What did Becknell's new trail help do?

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Read

Genre: Biography

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **expedition**
- **fellow**
- **gap**

SACAGAWEA'S JOURNEY INTO HISTORY

by Jeanette Cannon

1 You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?

2 Sacagawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.

3 In 1803, President Thomas Jefferson decided to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.

4 In May of 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.

5 In November of 1804, Lewis met Charbonneau and hired him as a translator. Sacagawea joined her husband on the expedition. Their baby was born soon after the journey began.

6 Though Sacagawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark's diary entries from May 14, 1805, tells how Sacagawea's calm bravery saved important objects and information from being lost forever.

7 One day, a terrible storm caused Sacagawea's canoe to tip over. All the men were trying to get the canoe upright. Sacagawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.

8 Later that year, the explorers came to Shoshone territory. Sacagawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.

9 A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.

10 In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacagawea helped the two groups speak to each other. On the way back east, Sacagawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.

11 The journey ended for Sacagawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.

12 In 2000, two centuries after Sacagawea was born, a special U.S. dollar coin was created. It honors a brave young woman who helped explore a new nation.

Lewis and Clark's winter camp at Fort Clatsop is now a National Historic Park near Astoria, Oregon.

The U.S. Postal Service issued this stamp in honor of Sacagawea in 1994.

Timeline of Some Events in the Life of Sacagawea

1788 Sacagawea is born.

1799–1801 Sacagawea is captured by Hidatsas.

Lewis and Clark Expedition

1804

November 1804 Sacagawea and her husband Charbonneau join the Lewis and Clark expedition.

1805

May 1805 Sacagawea saves important information during a storm.

August 1805 Sacagawea helps Lewis and Clark trade for Shoshone horses.

November 1805 The company reaches the Pacific Ocean.

December 1805 The explorers build Fort Clatsop and camp there for the winter.

1806

May 1806 The group meets up with several Nez Perce chiefs. Charbonneau and Sacagawea translate.

July 1806 Sacagawea and the group reach Yellowstone River.

1811

March 1811 Sacagawea and Charbonneau move to South Dakota.

Think Use what you learned from reading the selection to respond to these questions.

1 Look again at the time line. Based on the sequence shown there, which **two** statements are true?

A Sacagawea met Charbonneau during the expedition.

B Lewis and Clark reached the Yellowstone River near the end of their journey.

C Sacagawea helped prepare for the journey by buying horses.

D The group faced a dangerous storm early in their journey.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What event happened **first** after Sacagawea helped the explorers buy horses from the Shoshone?

A The group stayed at Fort Clatsop for the winter.

B The group met with Nez Perce Indians.

C Sacagawea married Toussaint Charbonneau.

Part B

Where did you find the specific information needed to answer Part A?

3 Look at the sequence words and phrases in the first column. They show the order of events. Write the letter of the event that belongs with each one.

Sequence	Event
____ In 1803	**A** Sacagawea and Charbonneau join the expedition.
____ In May of 1804	**B** Sacagawea remembers trails that lead to the Yellowstone River.
A In November of 1804	**C** The explorers build a camp to stay in over the winter.
____ In May of 1805	**D** Sacagawea saves important information from being lost.
____ Later that year	**E** The explorers begin their journey to the American West.
H A few months after they cross the mountains	**F** Jefferson asks Lewis and Clark to explore the new land.
____ Before beginning the journey home	**G** Sacagawea helps find a route through the mountains.
____ On their way back east	**H** The explorers reach the Pacific Ocean.

4 What important sequence information does paragraph 5 include?

- **A** It explains why the expedition was necessary.
- **B** It describes Sacagawea's husband as a brave man.
- **C** It tells when Sacagawea joined the expedition.

5 Read this sentence from paragraph 8.

Sacagawea helped them find a route through the mountains.

What is the meaning of *route* in this context?

- **A** wide tunnel to travel through
- **B** train tracks in the mountains
- **C** way of getting from place to place

Build the Perfect Sand Castle

by Greg Mission

The beach isn't just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

Tools and Supplies

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

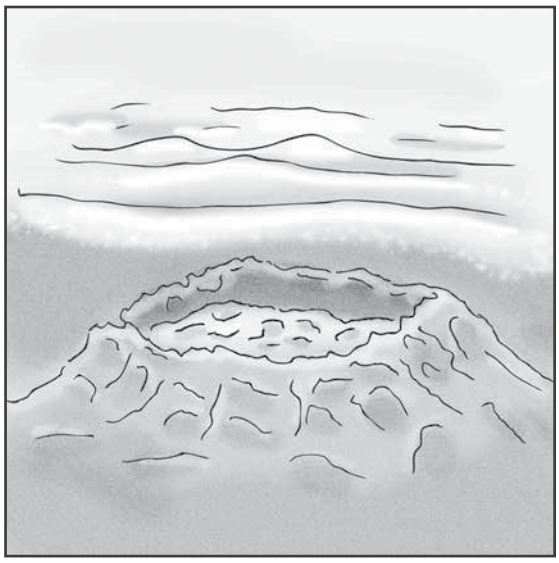
- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can't be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

Step 1: Draw a Plan

First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.

Step 2: Make A Sand Bowl

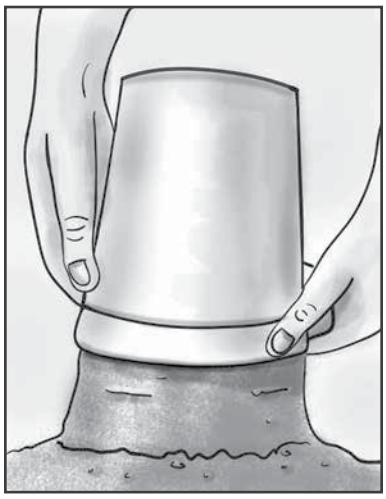


Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a "bowl" shape in the middle of the pile.

Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)

Step 4: Creating Towers



First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.

Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It's up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks

Use a funnel to make a pointy roof.

Use a spray bottle to keep sand wet.

Use egg cartons to make small towers.

Use an ice cube tray to make bricks.

Go On

7 What is the main reason to shape the pile of sand like a bowl?

A to give the sand castle a round shape

B to help get the entire pile of sand wet

C to form a wall around the castle

8 What does the illustration next to Step 4 help you understand?

A how large the base of the sand castle should be

B where to build the base of the sand castle

C how the sand stays in the shape of the container

9 According to the Tips and Tricks sidebar, what is one way the funnel can be used?

A to pour water onto the sand pile

B to draw an outline in the sand

C to form a pointed roof on the castle

10 Which of the following tells how this passage is organized?

A It compares building sand castles to building real castles.

B It gives steps to follow to create your own sand castle.

C It explains what happens when water is added to sand.

11 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the meaning of the word "container" in Step 4?

A a type of funnel

B a type of tower

C a place to hold things

Part B

Which sentence from the passage best supports the answer to part A?

A "First, fill a bucket with sand."

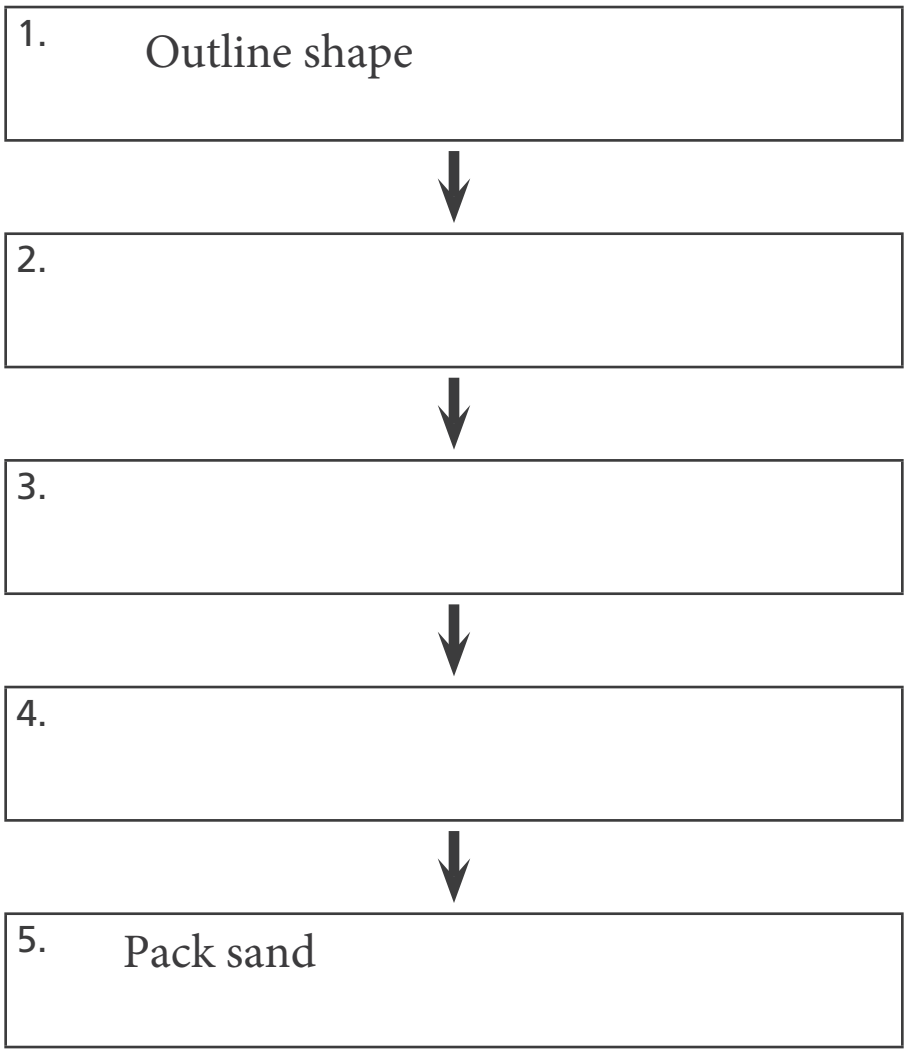
B "Then, turn the bucket upside down and place it on top of the base."

C "Your sand tower should now be on top of your base."

Go On

12 Copy the words from the word box into the correct location on the graphic to show the steps for creating a base for a sand castle as described in "Build the Perfect Sand Castle."

wet sand
pile sand
~~pack sand~~
~~outline shape~~
dig bowl



Lesson 4

Adjectives

Introduction

An **adjective** is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing.

Some adjectives tell *what kind*. They describe how something looks, feels, sounds, tastes, or smells. In the example below, *blue* describes the noun *ocean*. *Cold* describes *water*.

We swam in the blue ocean. The water was cold.

Other adjectives tell *how many* there are of something.

We saw three whales. There were many dolphins.

What Kind	old, calm, bright, damp, noisy, sour, smoky
How Many	three, twelve, forty, many, several, some

Guided Practice

Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

HINT Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

1. The Davis family goes to a beautiful beach in July.
2. The dunes at the beach are huge.
3. Maddy loves to feel the soft sand between her toes.
4. She likes to jump in the foamy waves.
5. The warm air smells salty from the ocean.
6. Little Chloe digs in the wet sand.
7. Yesterday, she found several shells.
8. Three shells were round.

Independent Practice

For numbers 1–3, choose the word in each sentence that is an adjective.

1 The cottage they stay in is two blocks from the ocean.

A two

B cottage

C stay

2 Father takes the happy children to the beach.

A to

B happy

C beach

3 The children like the smell of the tangy air.

A like

B smell

C tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

4 The hot sand burns in the sun.

A how the sand sounds

B how the sand smells

C how the sand feels

5 The water is salty.

A how the water feels

B how the water looks

C how the water tastes

Day 7 - 5/13/2020

Writing Prompt:

If you were to build the perfect sandcastle, what would it look like? Imagine that someone couldn't see it and you wanted them to picture it in the head (visualizing). Use describing words (adjectives) to tell about it! Write at least 5 sentences to do so.

Read

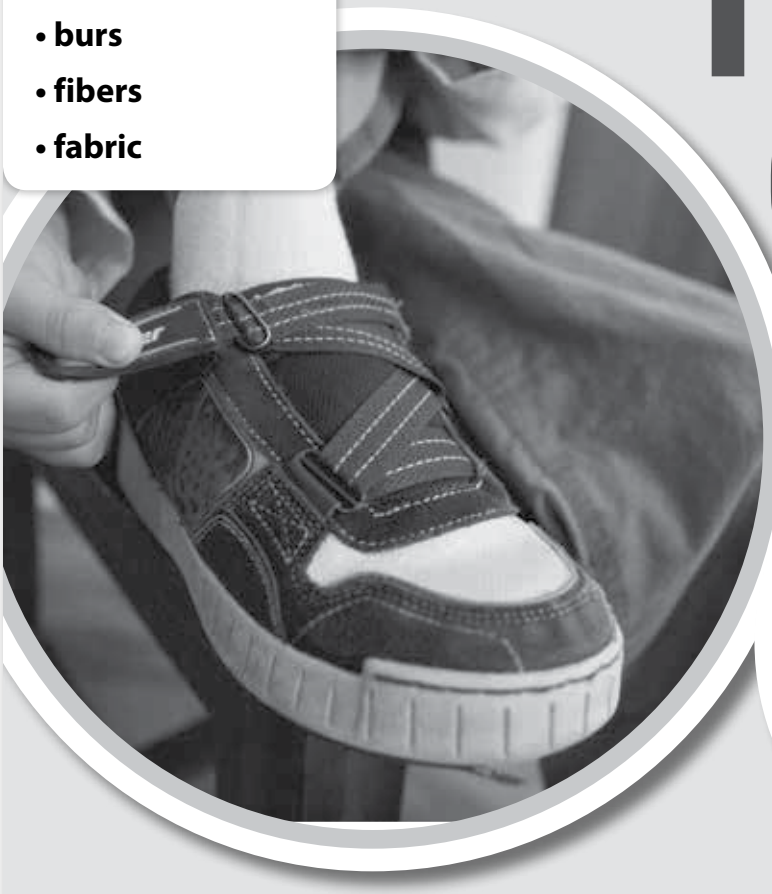
Genre: Magazine Article

Riiip! Thanks, George!

by Hannah Ford

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **burs**
- **fibers**
- **fabric**



1 Riiip! That familiar sound is what we might hear when we undo our shoes or open our backpacks. It's Velcro™! One side is fuzzy. The other side is prickly. It sort of feels like . . . a prickly plant? Well, that's because a prickly plant was the inspiration for Velcro.

2 George Mestral, the man who invented Velcro, lived in a country in Europe called Switzerland. One day, he was hiking in the Jura Mountains near his home. When he came home, he found lots of sticky burs on his pants and socks. *What makes these stick?* he wondered. He decided to look at them under a microscope.

3 Close up, George saw that each little spike on the bur ended in a hook. When he looked at the fibers of his pants and socks, he noticed they were little loops. The hooks from the burs got caught on the little loops. That got George thinking. *These things have real sticking power. Imagine if they could stick things together in a useful way!*

4 After many years of experimenting, George was able to re-create the sticking power of the little burs. He made two pieces of fabric: one piece that was covered in prickly hooks, the other covered in soft, fuzzy loops. Put them together and they hung on tight! With a hearty tug, riiip! They came apart!

5 George was eager to share his invention. A lot of people told him it was silly. George knew better. He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed. In 1951, he patented his invention. He named it "Velcro," a combination of the words *velour* ("velvet") and *crochet* ("hook"). He began manufacturing it, sure that it would have thousands of uses. He was right.

6 Velcro's first big fan was NASA. Astronauts had lots of bulky equipment to put on and take off. Velcro proved to be a strong, easy-to-pull-off fastener for space suits. It could hold tools in place so they wouldn't float away. Skiers also wore bulky suits. They liked how Velcro fasteners held tight and opened easily. Sneaker makers saw Velcro straps as kid-friendly. Even toddlers could fasten and unfasten their straps!

7 From something most people find annoying, George Mestral gave us a wonderful convenience. The next time you hear that riiip, thank him!

Think Use what you learned from reading the selection to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
How did George Mestral come up with the idea for Velcro?

- **A** He saw special fabrics that were fuzzy on one side and prickly on the other.
- **B** He had been asked to invent a new kind of fastener.
- **C** He noticed that burs were sticking to his pants and socks after a hike.

Part B
Which sentence from the passage **best** supports your answer to Part A?

- **A** "Close up, George saw that each little spike on the bur ended in a hook."
- **B** "After many years of experimenting, George was able to re-create the sticking power of the little burs."
- **C** "He named it 'Velcro,' a combination of the words *velour* ('velvet') and *crochet* ('hook')."

2 According to both the photographs and the text of the passage, how is a bur similar to Velcro?

- **A** Both grow on a plant.
- **B** Both are brownish in color.
- **C** Both have tiny hooks on the ends.

.

3 Reread paragraph 4 and look again at the photographs. Which **two** of the following details explain how Velcro is made?

A It is made with spikes and hooks pulled from burs.

B It uses two different pieces of fabric.

C It uses the same fibers that socks are made from.

D It has prickly hooks on one side and loops on the other.

4 What is one reason that astronauts first started to use Velcro?

A It held tools in place so they wouldn't float away.

B It allowed astronauts to wear sneakers.

C It allowed astronauts to walk inside a spaceship.

5 Why was Velcro popular with skiers?

6 Read these sentences from paragraph 5.

> **He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed.**

What are **two** ways to figure out the meaning of *fasteners?*

A Use the meaning of *invention*, which means something similar.

B Use the examples in the next sentence, which are all objects used to join things together.

C Think about the meaning of *fasten*, which means "to hold in place."

7 Why would Velcro be **most** useful on clothing meant for children?

A Children usually wear bulky clothing.

B Velcro makes a ripping sound that children enjoy.

C Velcro straps are easy to fasten and unfasten.

8 Which sentence does the photograph of the astronaut on page 291 help you understand?

A "Velcro's first big fan was NASA."

B "It could hold tools in place so they wouldn't float away."

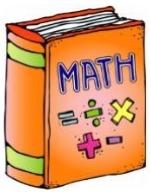
C "Astronauts had lots of bulky equipment to put on and take off."

Write

9 **Short Response** Write a paragraph explaining how Velcro works. Use details from both the text and the photographs in your answer.

Learning Target

Now that you've read articles that contain text and pictures, explain how both are important to understanding a topic.



3rd Grade Mathematics Schedule (May 4-15)

Monday 5-4 - Lesson 24 Family Letter

Lesson 24 – Solving Problems Using Scaled Graphs- pages 288-289

Practice pages – 301-302

Tuesday 5-5 - Lesson 24– Reading and Interpreting Pictographs - pages 290-291

Practice pages – 303-304

Wednesday 5-6 - Lesson 24– Reading and Interpreting Bar Graphs– pages 292-293

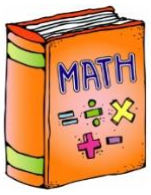
Practice pages – 305-306

Thursday 5-7 - Lesson 24– Solving Problems Using Scaled Graphs – 294-297

Friday 5-8 - Lesson 24 - Practice pages – 307-308

Lesson 24 Quiz

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



3rd Grade Mathematics Schedule (May 4-15)

Monday 5-11 - Lesson 27 Family Letter

Lesson 27 – Understand Area- pages 320-321

Tuesday 5-12 - Practice pages – 333-334

Lesson 27– Area Using Different Square Units - pages 322-323

Wednesday 5-13 - Practice pages – 335-336

Thursday 5-14 - Lesson 27– Ideas About Finding Area - pages 324-325

Practice pages – 337-338

Friday 5-15 - Lesson 27 - Find Area– Ready Center Activity 3.41

Lesson 27 Quiz

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

Monday 5-4-20

Dear Family,

This week your child is learning to solve problems about data in scaled graphs.

In a scaled pictograph, like the one to the right, each symbol represents more than one item.

Using a scale of 2 or more allows more information to fit into a smaller space. Learning about scaled graphs gives your child a chance to apply the multiplication and division facts he or she has been practicing.

Points Scored During the Game

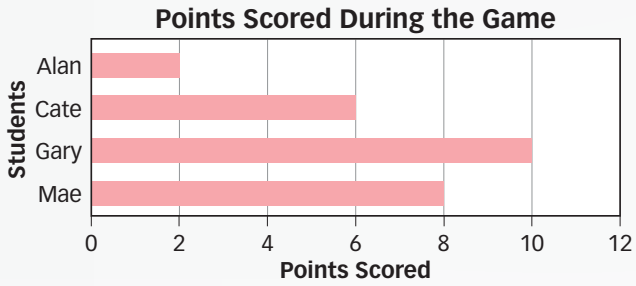
Alan	🏀
Cate	🏀🏀🏀
Gary	🏀🏀🏀🏀🏀
Mae	🏀🏀🏀🏀

Each 🏀 stands for 2 points.

Pictograph: uses pictures or symbols to show data.
Key: tells what each symbol stands for.

In this pictograph, the key tells us that each 🏀 stands for 2 points. You multiply the number of 🏀 by 2 to find the total points each student scored. You can see that Cate scored 2×3, or 6 points.

Your child might see the same data on a scaled **bar graph**.



Your child will interpret the graph to answer questions like "How many points did Mae score?" or "How many more points did Mae score than Alan?".

Invite your child to share what he or she knows about solving problems using scaled graphs by doing the following activity together.

NEXT

Solving Problems Using a Scaled Graph Activity

Do this activity to support your child in learning to use multiplication and division facts to interpret scaled graphs.

Talk with your child about the data on this pictograph. Discuss questions such as:

- What does this graph show?
- How many teams are shown and what are their names?
- What does each soccer ball stand for?

Soccer Goals Scored This Season

Bears	⚽⚽⚽⚽⚽
Cheetahs	⚽⚽
Eagles	⚽⚽⚽⚽⚽
Falcons	⚽⚽⚽⚽⚽⚽⚽
Lions	⚽⚽⚽
Tigers	⚽⚽⚽⚽⚽⚽⚽⚽

Each ⚽ stands for 5 goals.

Then ask each other questions that require using an operation such as addition, subtraction, multiplication, or division to solve. For example:

- How many more goals did the Eagles score than the Lions? (One equation used to solve this is $25 - 15 = 10$.)
- If 8 players on the Tigers' team each scored the same number of goals, how many goals did each player score? (One equation used to solve this is $40 \div 8 = 5$.)

For real-world practice, keep an eye out for pictographs or bar graphs in magazines, online, and so on. Utility bills can be a good source of bar graphs, for example. Share these examples with your child, and notice that most of them use a scale of two or more to show the data.

Solve Problems Using Scaled Graphs

PA Core:
CC.2.4.3.A.4
Eligible Content:
M03.D-M.2.1.2

Monday 5-4-20

Use What You Know

You have had practice modeling and solving word problems. In this lesson, you will use information from graphs to solve word problems. Take a look at this problem.

Ron kept track of the points scored by his teammates during a basketball game. He recorded his data in the pictograph shown below. How many points did each teammate score?

Points Scored During the Game	
Alan	🏀
Cate	🏀🏀🏀
Gary	🏀🏀🏀🏀🏀
Mae	🏀🏀🏀🏀

Key: Each 🏀 stands for 2 points.

a. The sentence at the bottom of the graph tells you that each 🏀 stands for _____ points.

b. There is 1 🏀 next to Alan's name. That means that Alan scored 2 points.

There are 3 🏀 next to Cate's name.

How many points did Cate score? _____ points

c. How many 🏀 are next to Gary's name? _____

d. How many points did Gary score? _____ points

e. Explain how you could find the number of points Mae scored.

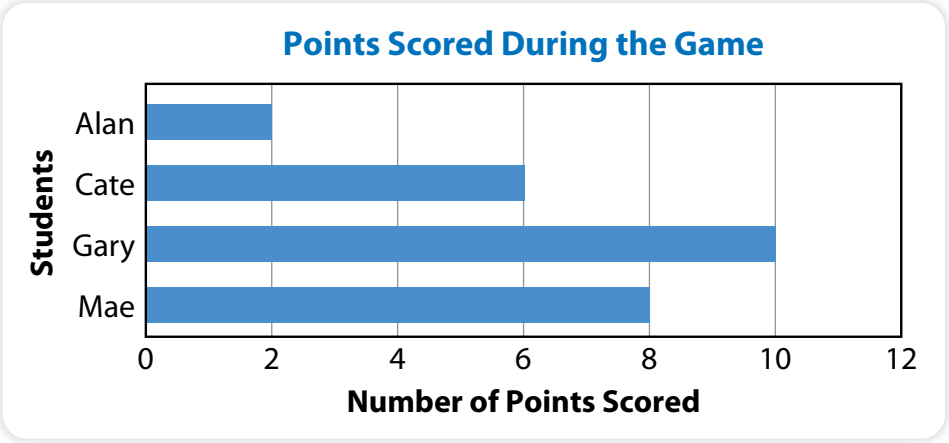
_____

Find Out More

Look at Ron's **pictograph** on the previous page. The **key** tells you that each 🏀 stands for **2 points**. You can multiply the number of 🏀 by 2 to find the total number of points each student scored.

Student	Number of 🏀	×	Points for each basket	=	Total Number of Points
Alan	1	×	2	=	2
Cate	3	×	2	=	6
Gary	5	×	2	=	10
Mae	4	×	2	=	8

The same basketball data can be shown on a **bar graph**. The bars on the bar graph below show how many points each student scored.



The numbers along the bottom of the bar graph are called the **scale**. The scale marks off equal sections. On this graph, each number on the scale is 2 more than the number before it. The scale counts by 2s.

Reflect

1 What would it mean if the symbol for Alan was 🏀? Then how many points would Alan have scored? Explain. _____

_____

_____

Monday 5-4-20

Solve Problems Using Scaled Graphs

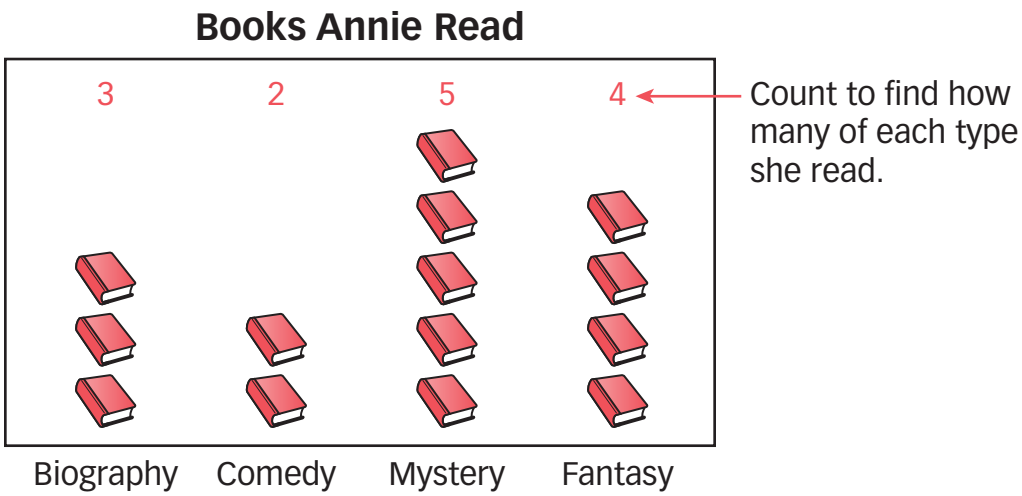
Name: _____

Prerequisite: Read Pictographs and Bar Graphs

Study the example showing how to use a pictograph to answer a question. Then solve problems 1–8.

Example

Annie made a pictograph to show the types of books she read last summer. How many more mystery books than comedy books did Annie read?



Write an equation to find the difference:
$5 - 2 = 3$

Annie read 3 more mystery books than comedy books.

Use the pictograph above to solve problems 1–3.

1. How many biography and fantasy books did Annie read in all? _____

2. How many fewer comedy books than biography books did Annie read? _____

3. How many books in all did Annie read last summer?

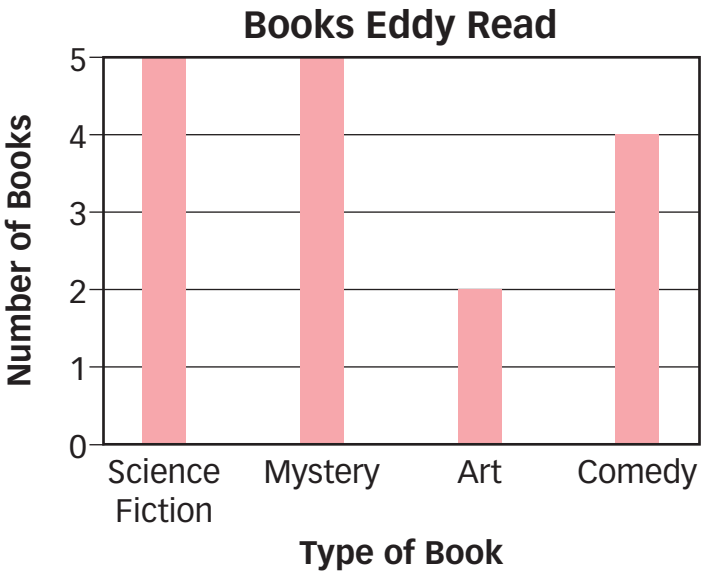
_____

Vocabulary

pictograph a graph using pictures or symbols to show data.

data pieces of information.

The bar graph shows the number of each type of book Eddy read last summer.



Use the bar graph to solve problems 4–8. Complete each sentence.

4 Eddy read the same number of _____ and _____ books.

5 Eddy read _____ more comedy books than art books.

6 Eddy read _____ mystery and art books.

7 Eddy read a total of _____ books that were not science fiction.

8 Last summer Eddy read _____ books altogether.

Vocabulary

bar graph a graph using bars to show data.

Learn About

Reading and Interpreting Pictographs

Read the problem below. Then explore different ways to answer questions about pictographs.

Jaime asked students in his school to choose their favorite season. The pictograph shows how students answered. How many more students chose summer than chose winter as their favorite season?

Favorite Season	
Winter	☺☺☺☺
Spring	☺☺☺
Summer	☺☺☺☺☺☺
Fall	☺☺☺☺☺

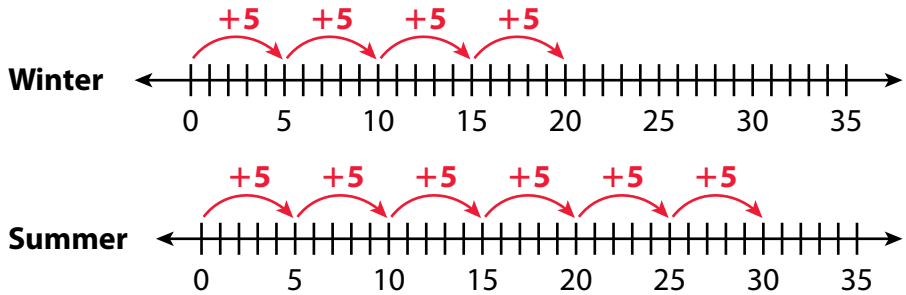
Key: Each ☺ stands for 5 students.

Picture It You can use pictures to understand the problem.

Remember that each ☺ stands for 5 students.

Model It You can also use number lines to help understand the problem.

Remember that each ☺ stands for **5 students**.



Connect It **Now you will solve the problem from the previous page using equations.**

2 What does the problem ask you to find?

_____

_____

3 Complete the key. Each ☺ stands for _____ students.

4 Complete the table. Find the number of students who chose winter and the number who chose summer.

Favorite Season	Number of ☺	×	Students for each ☺	=	Number of Students
Winter	4	×	5	=	_____
Summer	_____	×	5	=	_____

5 Complete the equation to find how many more students chose summer than chose winter.

30 − 20 = _____

So, _____ more students chose summer than chose winter.

6 Explain why the key is important when you are solving a problem that has a pictograph.

_____

_____

_____

Try It **Use the pictograph on the previous page and what you just learned to solve these problems. Show your work on a separate sheet of paper.**

7 How many students did NOT choose spring or summer? _____

8 How many more students chose spring or fall than chose summer? _____

Name: _____

Tuesday 5-5-20

Read and Interpret Pictographs

Study the example showing how to read and interpret a pictograph. Then solve problems 1–9.

Example

Some third graders went on a field trip to the zoo. They voted for their favorite animals. The pictograph shows their choices. How many students chose giraffes as their favorite?

The key shows that each picture stands for 5 students. The row for giraffes has 4 pictures.

You can add 5 four times:
$5 + 5 + 5 + 5 = 20$.
Or, you can multiply 4 by 5: $4 \times 5 = 20$.
So, 20 students chose giraffes.

Favorite Zoo Animals

Snakes	
Apes	
Lions	
Giraffes	

Each  stands for 5 students.

Use the pictograph above to solve problems 1–4. Show your work.

1. How many students chose lions? _____

2. How many students chose snakes? _____

3. How many more students chose giraffes than lions? _____

4. How many fewer students chose lions than apes? _____

Vocabulary

key explanation of what each symbol represents in a pictograph.

scale the numbers that show the units used on a graph.

Use the pictograph to solve problems 5–9. Show your work.

Students voted for their favorite animal at the petting zoo. The pictograph shows the number of students who voted for each animal.

Favorite Zoo Animals

Goats	
Rabbits	
Llamas	
Pigs	

Each  stands for 10 students.

5 How many students voted for llamas? _____

6 How many fewer students chose goats than pigs? _____

7 How many votes did goats and rabbits get altogether? _____

8 How many more students chose rabbits than llamas? _____

9 Make your own statement about the data in the pictograph. Show how you know your statement is true.

_____

_____

_____

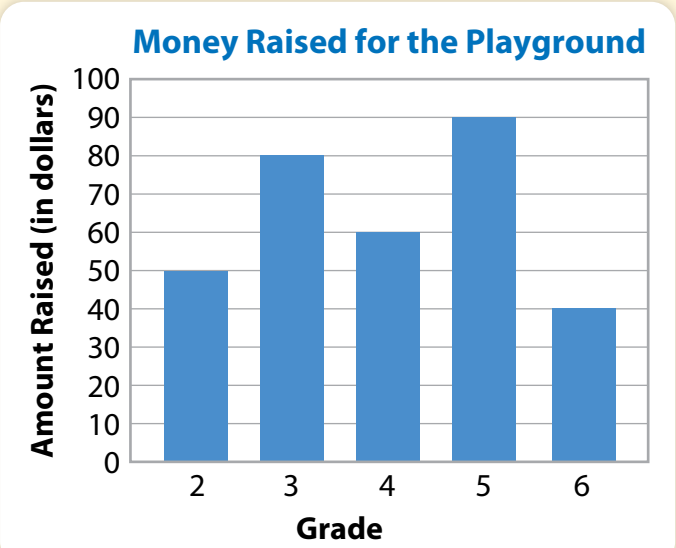
_____

Learn About

Reading and Interpreting Bar Graphs

Read the problem below. Then explore different ways to answer questions about a bar graph.

The Hart School wants to build a new playground. The graph shows the number of dollars each grade has raised to build the playground. Grade 3 and Grade 4 together want to raise $300. How much more money must they raise?



Explain It

You can use words to explain how to use the graph to find the number of dollars raised by each grade.

Third Grade

Point to the Grade 3 bar. Find the top of the bar. Follow the line at the top of the bar to the left. Stop at the number on the left side of the graph. This is the number of dollars Grade 3 raised.

Fourth Grade

Point to the Grade 4 bar. Find the top of the bar. Follow the line at the top of the bar to the left. Stop at the number on the left side of the graph. This is the number of dollars Grade 4 raised.

Connect It

Now you will solve the problem from the previous page using equations. Use the bar graph on the previous page to answer the questions.

9 What does each bar on the bar graph show? _____

_____

10 What do the numbers in the scale along the left side of the bar graph stand for?

_____

11 What is the difference between one number on the scale and the next number?

_____

12 Look at the Grade 3 bar. How much money did Grade 3 raise? _____

Look at the Grade 4 bar. How much money Grade 4 raise? _____

13 What operation do you use to find out how much money was raised by Grade 3 and Grade 4 altogether? _____

How much money did Grade 3 and Grade 4 raise altogether? _____

14 What operation do you use to find out how much more money must be raised in order for Grade 3 and Grade 4 to together raise $300? _____

How much more money must the two classes raise to raise a total of $300? _____

15 Explain how the numbers in the scale of a bar graph help you to understand what the bar shows. _____

_____

_____

Try It

Use the bar graph on the previous page and what you just learned to solve these problems. Show your work on a separate sheet of paper.

16 How much money in all have all the grades raised? _____

17 How much more money have Grade 4 and Grade 5 raised altogether than Grade 2 and Grade 3 altogether? _____

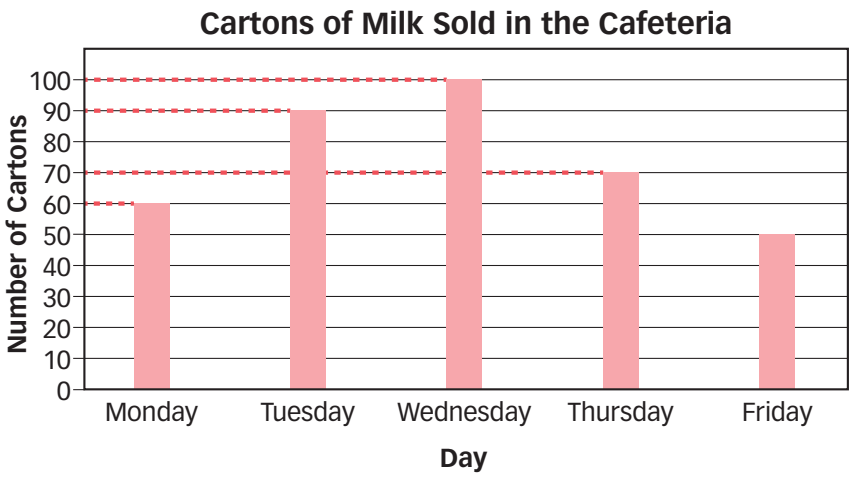
Name: Wednesday 5-6-20

Read and Interpret Bar Graphs

Study the example problem showing how to read and interpret a bar graph. Then solve problems 1–5.

Example

The bar graph shows the number of cartons of milk sold in one week. Were more cartons sold on Monday and Tuesday or on Wednesday and Thursday?



Look where the bars end. Read the scale on the left side of the graph:
Monday = 60, Tuesday = 90,
Wednesday = 100, Thursday = 70.

60 + 90 = 150 and 100 + 70 = 170

More cartons of milk were sold on Wednesday and Thursday than on Monday and Tuesday.

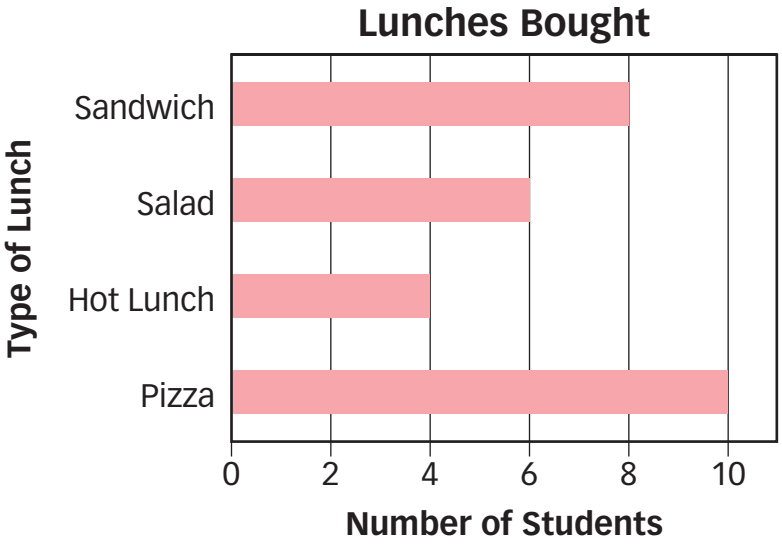
Use the bar graph above to solve problems 1 and 2. Show your work.

1 How many cartons of milk were sold on the two days with the least number of cartons?

2 How many cartons of milk were sold in all that week?

Use the bar graph to solve problems 3–5. Fill in the blanks. Show your work.

The bar graph shows what students in Ms. Owens' class bought for lunch one day.



3 The same number of students bought pizza for lunch as _____ and _____ together.

4 The number of salads bought is 2 less than the number of _____ bought.

5 Make your own statement about the data in the graph. Tell how you know your statement is true.

_____

_____

_____

Thursday 5-7-20

Practice

Solving Problems Using Scaled Graphs

Study the example below. Then solve problems 18–20.

Example

Ms. Santos buys markers for each class. Find how many more markers Ms. Santos buys for Grade 3 than for Grade 2.

Markers for Each Class	
Grade 2	
Grade 3	
Grade 4	
Grade 5	

Key: Each stands for 10 markers.

The student multiplied the number of marker symbols by the number shown in the key. He did this to find the number of markers Ms. Santos bought for each class.

Look at how you could show your work in a table.

Grade	Number of	×	Each stands for	=	Number of Markers
Grade 3	7	×	10	=	70
Grade 2	4	×	10	=	40

$70 - 40 = 30$

Solution 30 more markers

Pair/Share

How many more markers does Ms. Santos buy for Grade 4 than Grade 3?

18 Use the pictograph above. How many markers did Ms. Santos buy in all?

Show your work.

What steps will you use to solve this problem?

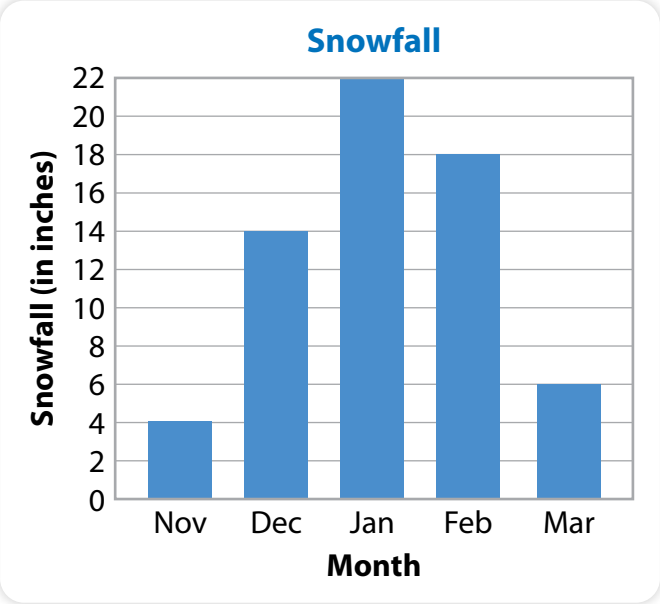
Solution _____

Pair/Share

How else could you solve this problem?

Use the bar graph below to solve problems 19 and 20.

Thursday 5-7-20



I think there are at least two different steps to this problem.

19 How much more snow fell in February and March combined than fell in November and December combined?

Show your work.

Solution _____

Pair/Share
What data on the bar graph do you need to solve the problem?

20 Which 2 months have the same amount of snowfall combined as January? Circle the letter of the correct answer.

A February and March

B December and March

C November and December

D November and February

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

_____

_____

_____

I think the first step is to find the snowfall for January.

Pair/Share
How did you and your partner decide whether to add or subtract?

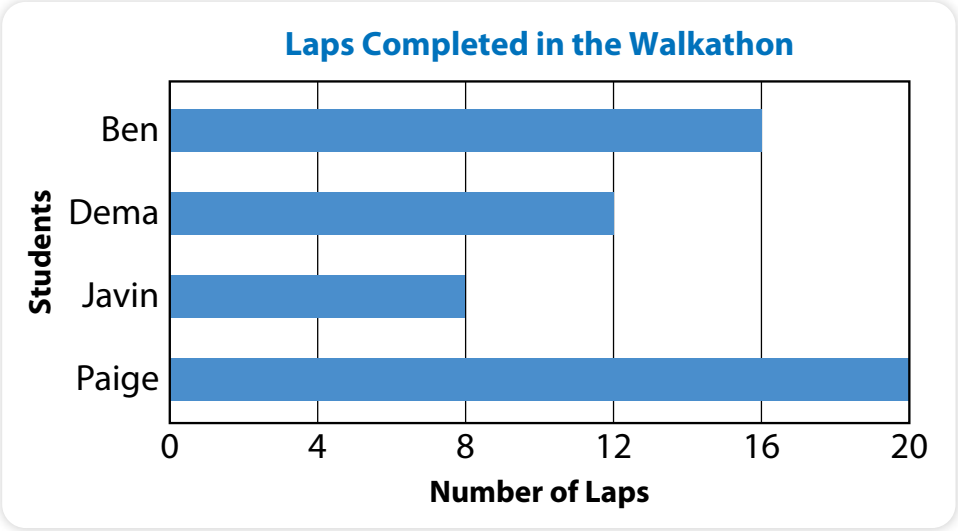
Thursday 5-7-20

Practice

Solving Problems Using Scaled Graphs

Solve the problems.

Use the bar graph below to solve problems 1 and 2.



1 The bar graph above shows the number of laps each student completed in a walkathon. How many laps in all did the students complete?

A 4

B 20

C 36

D 56

2 Use the bar graph above. How many more laps did Dema and Paige complete combined than Ben and Javin combined?

Answer _____ laps

Use the pictograph below to solve problems 3 and 4.

Soccer Goals Scored This Season	
Bears	⚽⚽⚽⚽⚽
Cheetahs	⚽⚽
Eagles	⚽⚽⚽⚽⚽
Falcons	⚽⚽⚽⚽⚽⚽⚽
Lions	⚽⚽⚽
Tigers	⚽⚽⚽⚽⚽⚽⚽⚽

Key: Each ⚽ stands for 2 goals.

3 Tell whether each sentence is *True* or *False*.

a. The Eagles scored 10 goals. ☐ True ☐ False

b. The Lions scored 3 goals. ☐ True ☐ False

c. The Tigers scored as many goals as the Bears and the Lions combined. ☐ True ☐ False

d. The Falcons scored 2 more goals than the Eagles. ☐ True ☐ False

4 Name teams that together scored 20 goals.

Show your work.

Solution _____

_____

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

Name: Friday 5-8-20

Solve Problems Using Scaled Graphs

Use the pictograph to solve the problems.

Mr. Green's science class does shadow experiments. The pictograph shows the items they use.

Materials for Shadow Experiments

Masks	★★★★★★
Flashlights	★★★★
Blocks	★★★★★★★
Gloves	★★★
Rulers	★★★★

Each ★ stands for 10 items.

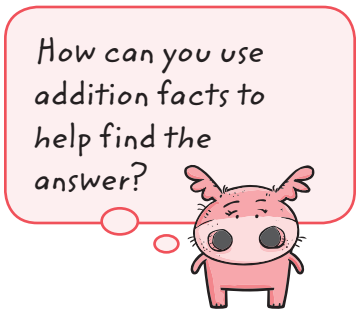
1 Which two items total 100? Circle the letter for all that apply.

A masks and rulers

B flashlights and blocks

C blocks and gloves

D masks and flashlights



2 How many gloves and rulers are used? Circle the letter of the correct answer.

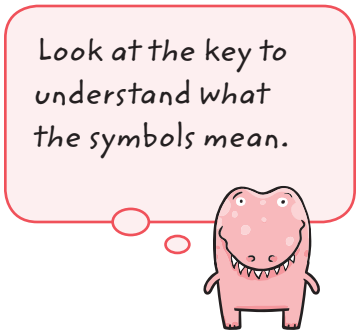
A 7

B 10

C 40

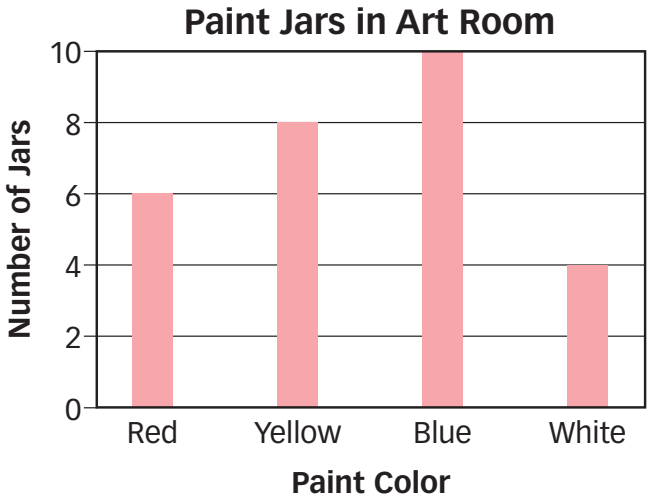
D 70

Leo chose **A** as the correct answer. How did he get that answer?



Use the bar graph to solve the problems.

Ms. Duddy counted the jars of paint that are in the art room. She made a bar graph to show the data.



3 Tell whether each sentence is *True* or *False*.

a. There are as many jars of blue paint as jars of red and white paint combined. ☐ True ☐ False

b. There are more than 25 jars of paint in all. ☐ True ☐ False

c. There are fewer jars of yellow and red paint than blue and white paint. ☐ True ☐ False

4 What two colors of paint have at least 16 jars altogether? List two different pairs of colors.

_____

_____

_____

_____

Friday 5-8-20

Name _____ Date _____

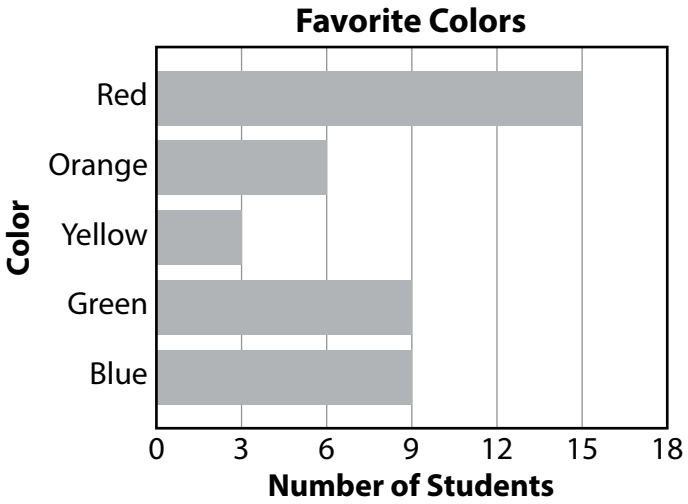
***Ready*® Mathematics**

Lesson 24 Quiz

Solve the problems.

1 Betsy asks some students to vote for their favorite colors.

She makes a graph to show their votes.



Which statements about the graph are true?

Circle all the correct answers. (Choose 3)

A There is 1 more vote for orange than for yellow because the bar for orange is 1 unit longer than the bar for yellow.

B There are the same number of votes for blue and green as there are for red and yellow because $9 + 9 = 15 + 3$.

C There are 18 more votes for blue than for yellow and orange because $9 + 3 + 6 = 18$.

D There are the same number of votes for yellow and orange as there are for blue because $6 + 3 = 9$.

E There are 3 fewer votes for red than for green and blue because $9 + 9 = 18$ and $18 - 15 = 3$.

Name _____ Date _____

Lesson 24 Quiz continued

2 Grace made a pictograph to show the number of cats that live on each street in her neighborhood.
How many cats live on Hill Street?

Use the numbers in the box to complete the equation and sentence.

1	2	3	4	8	10	12	16

_____ × _____ = _____

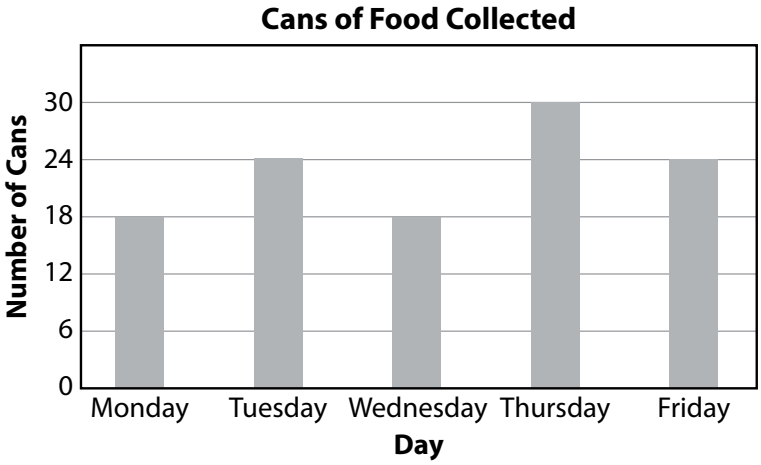
There are _____ cats living on Hill Street.

Cats in Grace's Neighborhood

Street	Number of Cats
Lake Street	
Hill Street	
Park Street	
Elm Street	

Each  stands for 4 cats.

3 The graph shows the number of cans collected each day for a food drive.



How many more cans were collected on Monday and Tuesday than on Thursday?

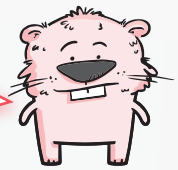
Show your work.

Answer: _____ cans

Monday 5-11-20

Dear Family,

This week your child is exploring the idea of measuring area.

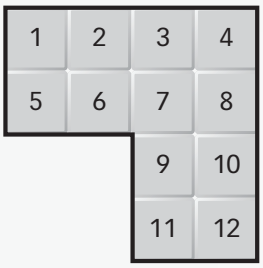


Area is the amount of space a shape covers. In this lesson children learn that area is measured with **square units**.

They measure the area of a shape by covering the shape with square units, using these three rules:

- All of the square units must be the same size.
- There can be no gaps between the squares.
- The squares cannot overlap each other anywhere.

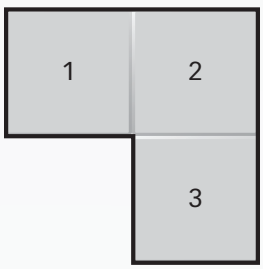
Then they count to find how many square units cover the shape.

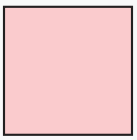


The area of this shape is 12 square units.

You can use smaller or larger square units to find the area of a shape. You just have to identify the size of the unit you're using.

Children will see that it takes fewer of the larger square units than the smaller square units to completely cover the shape.





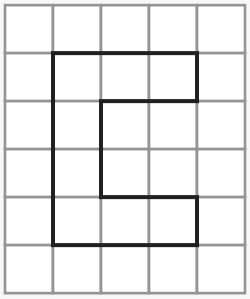
1 square unit

Invite your child to share what he or she knows about area by doing the following activity together.

NEXT

Area Activity

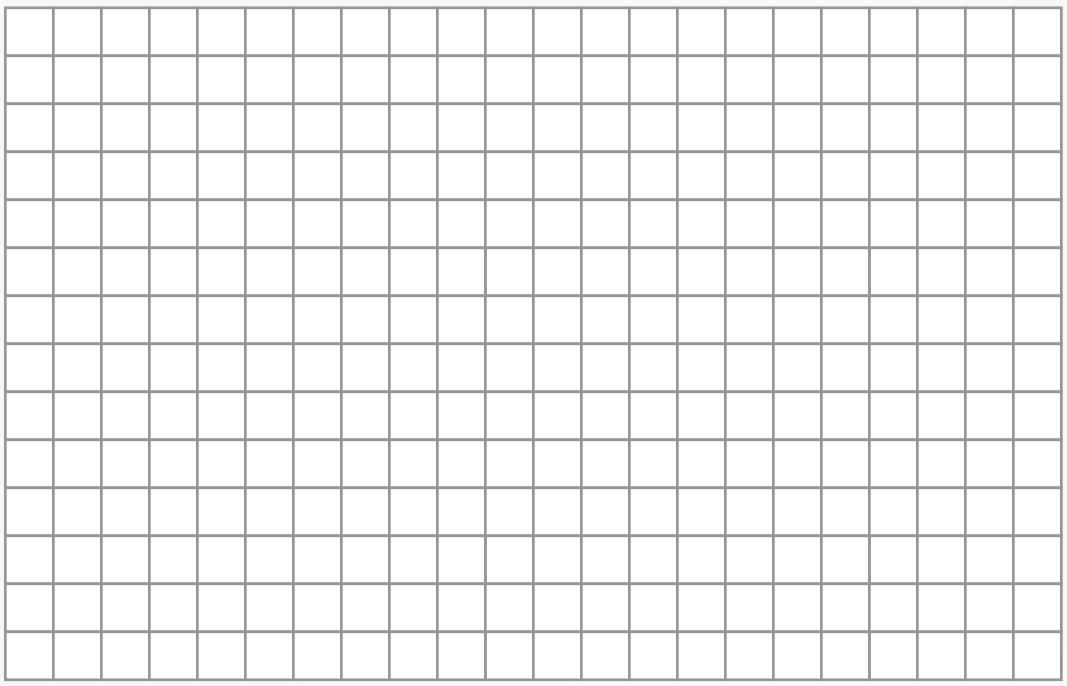
Work with your child to draw shapes that look like letters, and then find their areas.

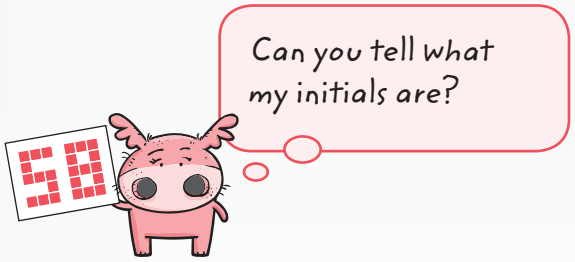


For example, this shape looks like the letter C.

Use this style to draw the initial of your first name on the grid paper below.

- Find the area of the initial you drew by counting the square units.
- Now make your initial another way so that it has a different area.
- Can different initials have the same area? Draw an example.





Understand Area

PA Core:
CC.2.4.3.A.5
Eligible Content:
M03.D-M.3.1.1

Think It Through

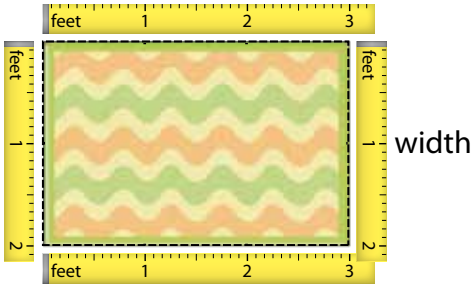
Monday 5-11-20

What are some ways that we measure shapes?

Think about different ways you can measure a rug that has the shape of a rectangle.

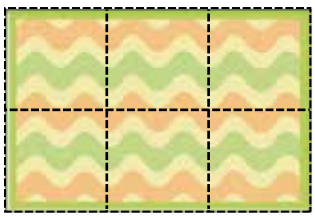
You can measure the length of the rug. The length tells how long the rug is from one end to the other. The rug at the right is 3 feet long.

You can also measure the width of the rug. The width tells how wide the rug is from one side to the other. The rug at the right is 2 feet wide.



Think **When you measure area, you measure both length and width.**

Suppose you want to know the area of the rug. What you want to know is how much floor the rug covers. **Area** is the amount of space a shape covers.



Underline the sentence that tells what area is.

You can use a measuring tape to find out how long the rug is and to find out how wide it is. But that won't tell you how much of the floor the rug covers. You want to know about the space between the sides of the rug.

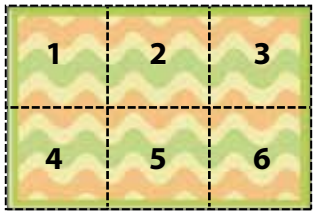
Think Area is the amount of space a shape covers.

You measure area in **square units**.

This square has an area of 1 square unit.

When I measure area, I make sure the square units line up with the edges of the shape. I also make sure the squares do not overlap or have gaps between them.

You can measure area by covering a shape with same-sized squares without gaps or overlaps. Then count to find out how many same-sized squares, or square units, cover the shape.



The rug is covered by 6 square units with no gaps or overlaps. So, the area of the rug is 6 square units.

Reflect

1 Explain how you use square units to find the area of a shape.

Understand Area

Name: _____

Tuesday 5-12-20

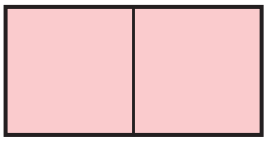
Prerequisite: How can you break up a rectangle into squares of the same size?

Study the example showing how to break a rectangle into squares of the same size. Then solve problems 1–9.

Example

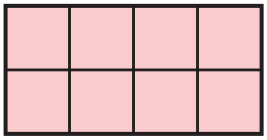
These rectangles are the same size. They are both broken into squares. Rectangle *A* is broken into bigger squares than Rectangle *B*.

Rectangle *A*



1 row of squares
2 squares in a row
2 squares in all

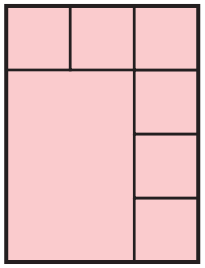
Rectangle *B*



2 rows of squares
4 squares in a row
8 squares in all

1 Owen started drawing same-size squares in Rectangle *C*. Finish drawing the squares.

Rectangle *C*



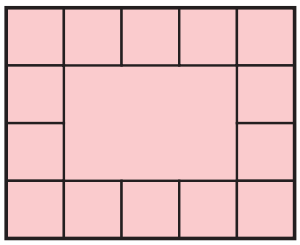
2 How many rows of squares are there? How many squares are in each row?

_____

3 How many squares are there in all? _____

4 Amelia started drawing same-size squares in Rectangle *D*. How many squares will there be altogether when she finishes? Tell how you know.

Rectangle *D*



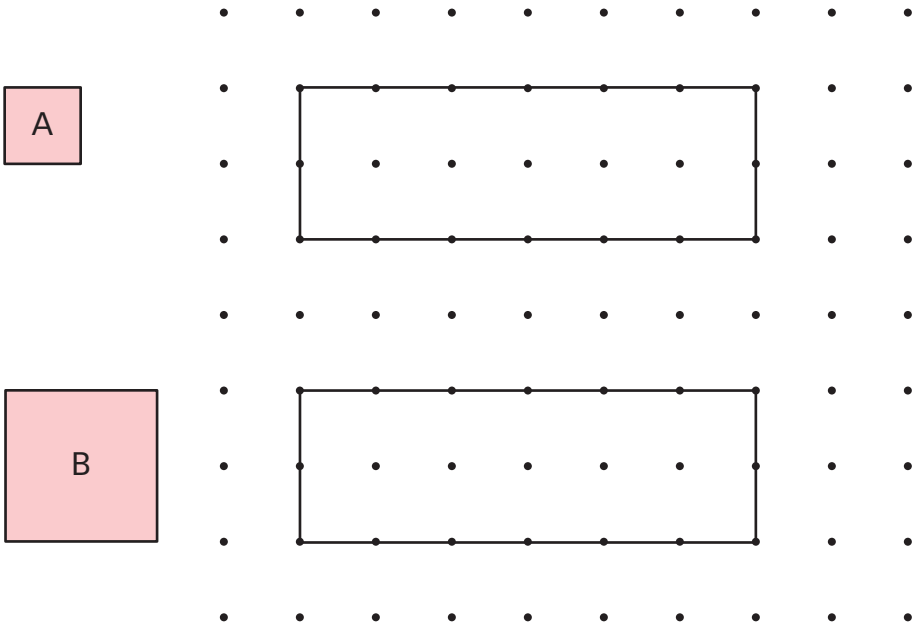
_____

_____

_____

Solve.

5 Draw lines to show how to fill the rectangle with the two different-size squares.



6 Look at square *A*. How many of these squares does it take to cover the rectangle? _____

7 Look at square *B*. How many of these squares does it take to cover the rectangle? _____

8 Explain why your answers to problems 6 and 7 are not the same.

_____

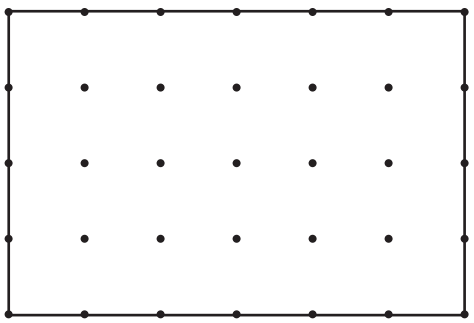
_____

_____

9 Show how to cover the shape with squares of the same size. Use the fewest squares that you can. How many squares did you use?

_____

_____



Tuesday 5-12-20

Think About

Area Using Different Square Units

Let's Explore the Idea

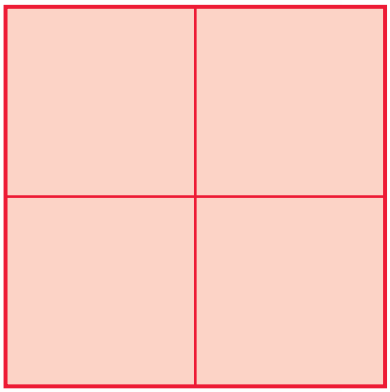
You find area by measuring and counting square units.

2 Use an inch ruler to measure the length and width of one square unit in Square *A*.

The square unit is _____ inch long and _____ inch wide.

So, 1 square unit has an area of _____ square inch.

Square *A*



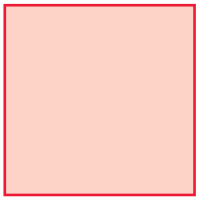
3 Count the square units in Square *A* to find the area.

The area of Square *A* is _____ square inches.

4 Use a centimeter ruler to measure the length and width of one square unit in Rectangle *B*.

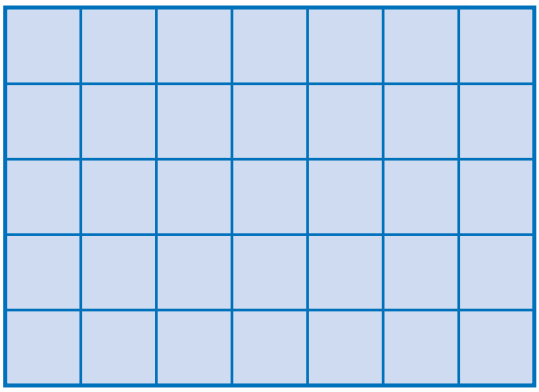
The square unit is _____ centimeter long and _____ centimeter wide.

So, 1 square unit has an area of _____ square centimeter.



1 square unit

Rectangle *B*



5 Count the square units in Rectangle *B* to find the area.

The area of Rectangle *B* is _____ square centimeters.

6 Suppose Square *A* is divided into smaller-sized square units. Can you also count these square units to describe the area of Square *A*? _____

1 square unit

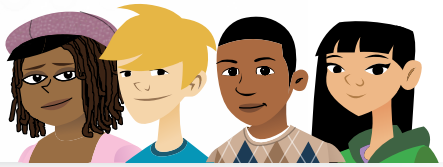
7 Does the size of the square unit that is used to cover a shape make a difference in how you find the area? Explain.

_____

_____

Let's Talk About It

Solve the problems below as a group.



8 How is finding the area of the Square *A* in square inches like finding the area of Rectangle *B* in square centimeters? _____

_____

9 If you found the area of Square *A* in square centimeters, do you think the number of square centimeters would be greater or less than the number of square inches you found for its area? Explain. _____

_____

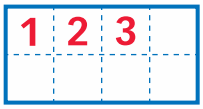
_____

10 Suppose you were measuring the area of a door. Would you need more square feet or more square inches to cover the door? Why? _____

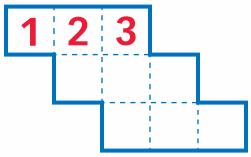
_____

_____

11 Number each square unit in the shapes below. Count the square units to find the area.



Area = _____ square units

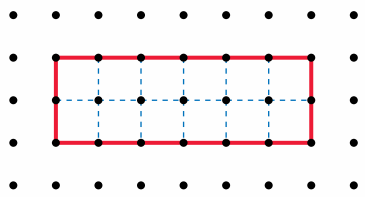


Area = _____ square units

Try It Another Way

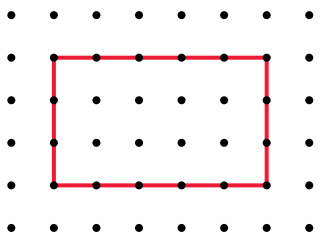
Work with your group to find the area of each shape.

12



Area = _____ square units

13



Area = _____ square units

Name: _____

Wednesday 5-13-20

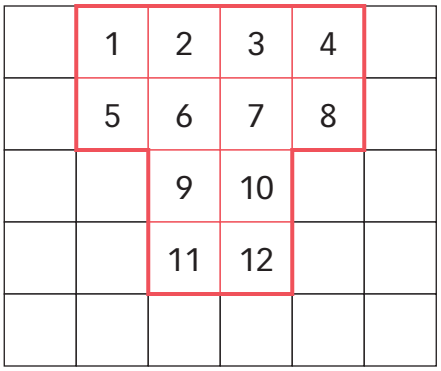
Find Area Using Different Square Units

Study the example showing how to count square units to find area. Then solve problems 1–7.

Example

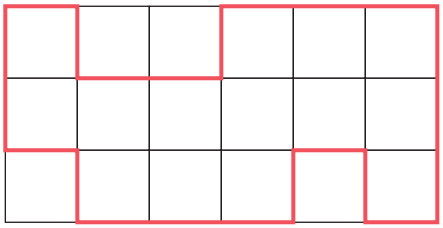
The red shape is covered with squares the same size. What is the area of this shape?

Count the square units. The area of the shape is 12 square units. You must use same-size squares to find the area in square units.

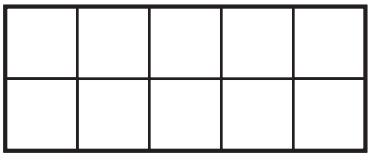


= 1 square unit

1 Count to find each area.

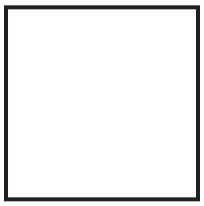


Area = _____ square units

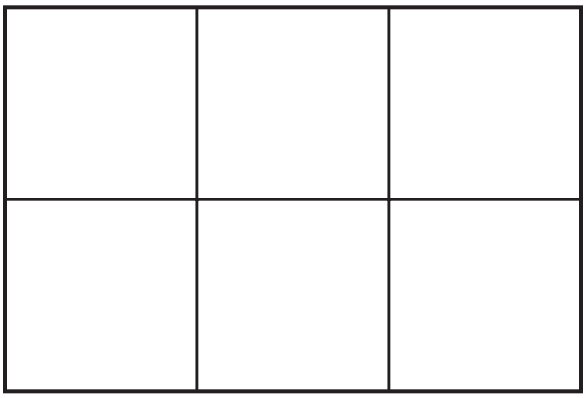


Area = _____ square units

2 What is the area?



1 square inch



Area = _____ square inches

Vocabulary

area the amount of space a shape covers.

square unit a square with side lengths of 1 unit that is used to measure the area of a figure.

Solve.

3 What is the area of this rectangle?

☐ = 1 square centimeter

_____

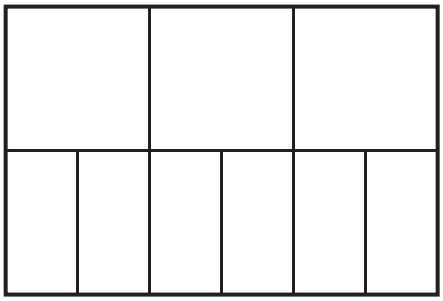
4 Ria says that the area of the Rectangle *A* is 9 square units. Do you agree? Explain.

_____

_____

_____

Rectangle *A*

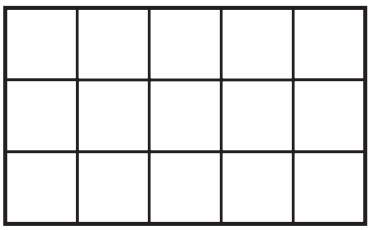


5 Fill in the blanks.

Rectangle *B* has _____ rows of squares.

There are _____ squares in each row.

Rectangle *B*



6 How can you skip count to find the area of Rectangle *B*? Explain. Write the area.

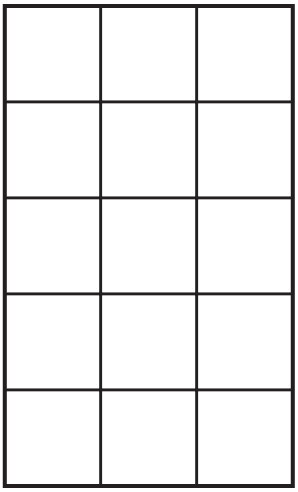
_____

_____

_____

_____

Rectangle *C*



7 What is the area of Rectangle *C*? How does this compare to the area of Rectangle *B*? Are both rectangles the same size? Explain why or why not.

_____

_____

_____

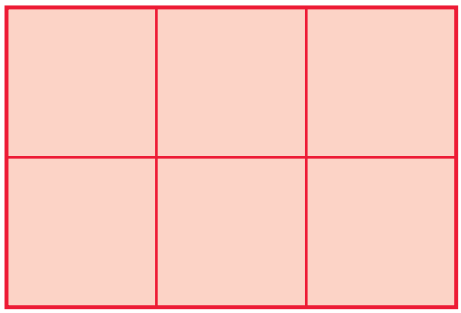
_____

Thursday 5-14-20

Connect Ideas About Finding Area

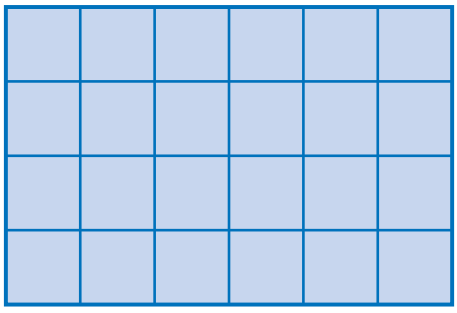
Talk through these problems as a class, then write your answers below.

14 Compare Find the area of each shape below.



Each  has an area of 1 square unit.

Area = _____



Each  has an area of 1 square centimeter.

Area = _____

15 Examine Anna counted the units in this rectangle. She said the area of the rectangle is 12 square units. What did Anna do wrong?

1	2	3
4	5	6
7	8	9
10	11	12

_____

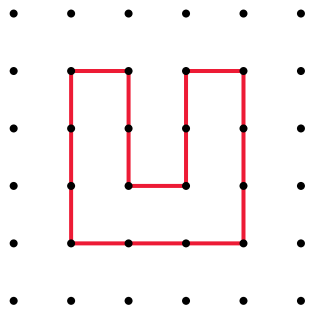
_____

16 Relate Think about how you could find the area of this shape.

First draw the square units.

Then number the square units to find the area of the shape.

Area = _____ square units



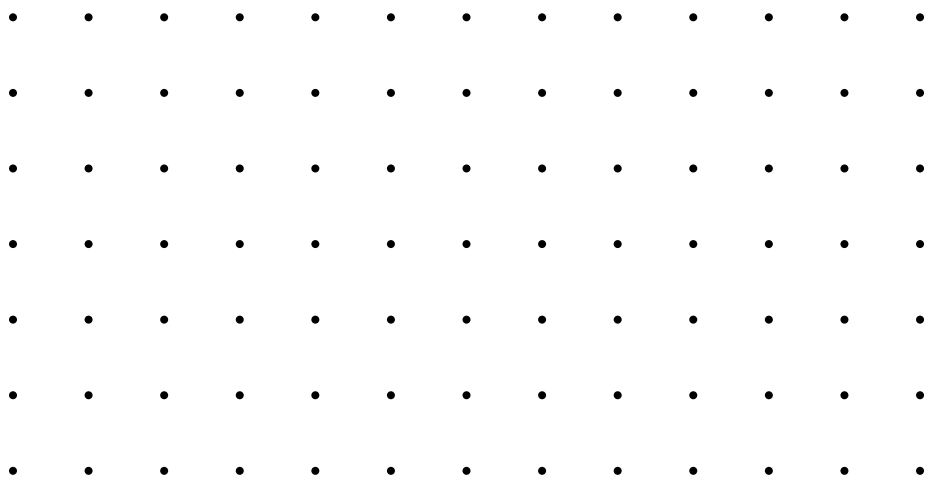
Thursday 5-14-20

Apply

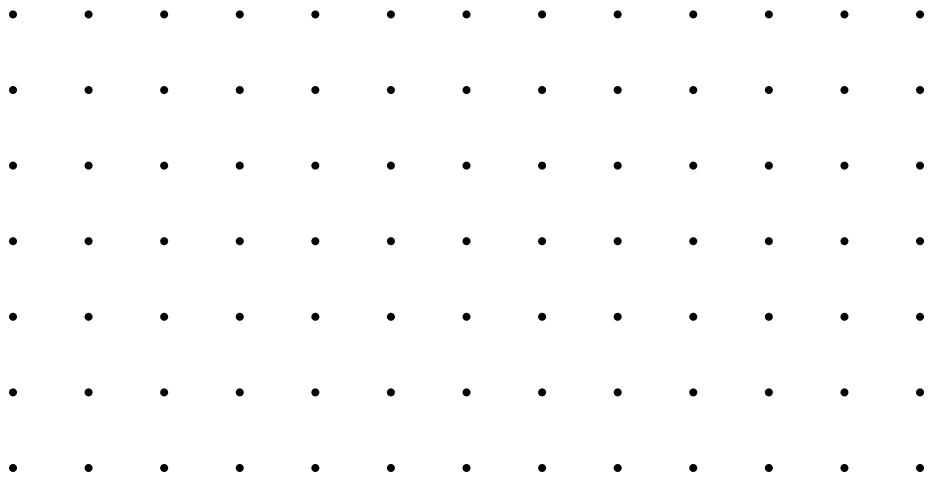
Ideas About Finding Area

17 Put It Together Use what you have learned to complete the task. Use a centimeter ruler.

Part A Draw a rectangle with an area of 8 square centimeters.



Part B Draw another rectangle with an area greater than 8 square centimeters.



Part C How did you know how to draw a rectangle with an area that is greater than 8 square centimeters?

Name: _____

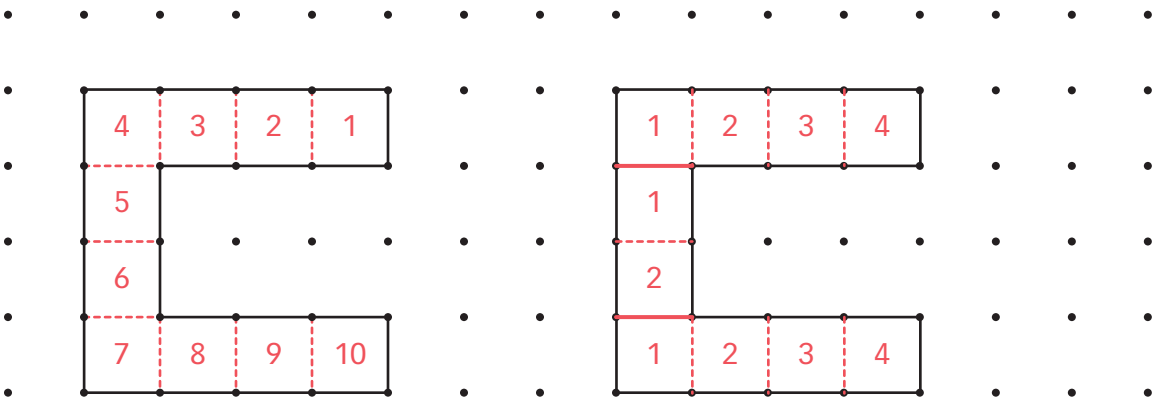
Reason and Write

Thursday 5-14-20

Study the example. Underline two parts that you think make it a particularly good answer and a helpful example.

Example

Show and explain two different ways to find the area of the "C" shape below. Tell how you know that both ways work.



One Way Another Way

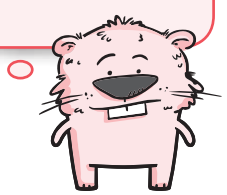
Possible answer: One way I found the area is by counting each square unit in the shape. There are 10, so the area is 10 square units.

Another way I found the area is by dividing the shape into 3 different rectangles. I counted the square units in each rectangle to get 4, 2, and 4. Then I added 4 + 2 + 4 to get 10 square units.

In both ways, I counted each square unit exactly once. I got the same area using both ways.

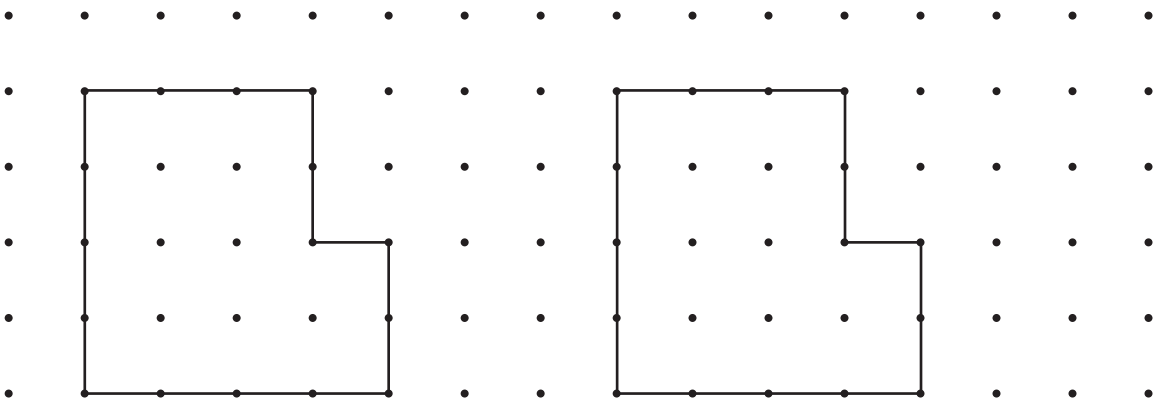
Where does the example . . .

- show the two ways to find the area?
- explain how to find the area using each way?
- tell why both ways work?



Solve the problem. Use what you learned from the example.

Show and explain two different ways to find the area of the shape below.
Tell how you know that both ways work.

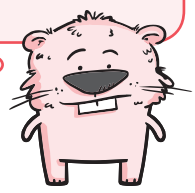


One Way

Another Way

Did you . . .

- show the two ways to find the area?
- explain how to find the area using each way?
- tell why both ways work?



Friday 5-15-20

Find Area

What You Need

- Recording Sheet

Check Understanding

Trace a smaller rectangle in one of the figures on the **Recording Sheet.** Explain how to find its area.

What You Do

1. Take turns. Choose a letter and read the number next to it.
2. Find the shape on the **Recording Sheet** that has an area with that number of square units.
3. Write the area on the **Recording Sheet.** Label the units.
4. Your partner counts square units to check your answer.
5. Repeat until all the letters are used.

A	6
B	14
C	15
D	2
E	12
F	4

Go Further!

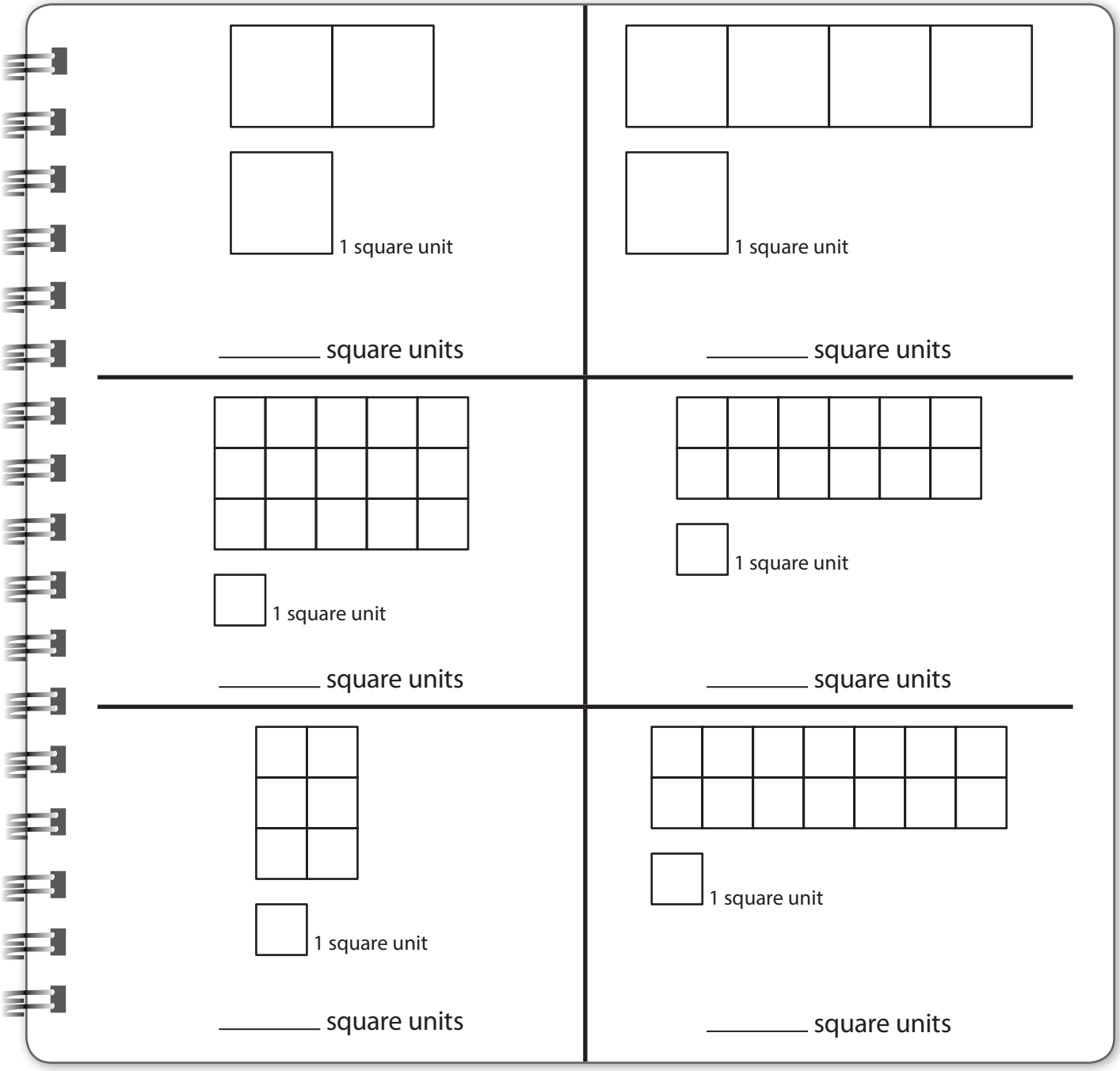
Choose a shape on the **Recording Sheet.** Find a classroom object that has a smaller area. Then find a classroom object that has a larger area.

Partner A _____

Partner B _____

Find Area

Friday 5-15-20



I can write a number in each box to count the square units.

Friday 5-15-20

Name _____ Date _____

***Ready*® Mathematics**

Lesson 27 Quiz

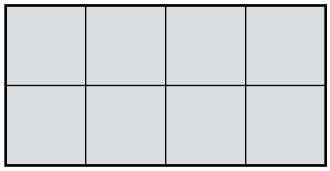
Solve the problems.

1 Lily wants to find the area of this piece of glass using gray square tiles. Each tile has the area of 1 square unit.

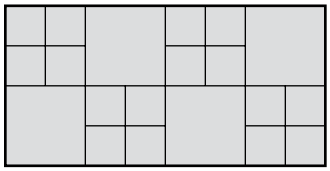
Which models show a way that Lily could find the area of the piece of glass?

Circle all the correct answers. (Choose 2)

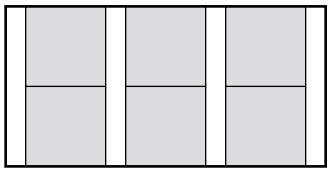
A



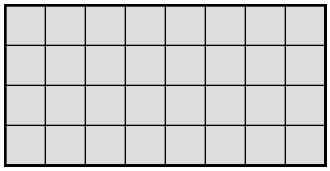
C



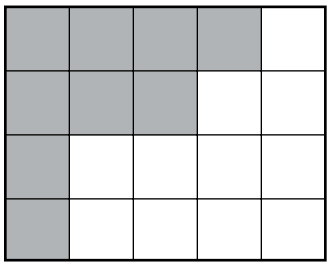
B



D



2 An artist paints a board using white and gray paint. Each square is 1 square foot.



What is the area of the section that the artist has painted gray?

Answer: _____ square feet

Name _____ Date Friday 5-15-20

Lesson 27 Quiz continued

3 Hannah is measuring the area of a quilt. She knows that an inch is longer than a centimeter but shorter than a foot.

Which sentence is true?

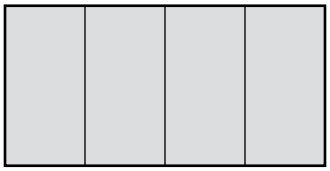
A Hannah will need more square centimeters than square inches to cover the quilt.

B Hannah will need fewer square centimeters than square inches to cover the quilt.

C Hannah will need more square feet than square centimeters to cover the quilt.

D Hannah will need fewer square inches than square feet to cover the quilt.

4 Vince says the area of this shape is 4 square units.



Is Vince correct? Explain your answer.

3rd Grade Science Schedule

May 4 to May 8

* States of Matter Comprehension.

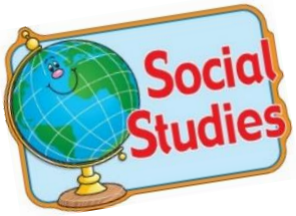
* States of Matter sort and experiment.

May 11 to May 15

*Digging Up Dirt & What is Soil? Comprehension.

*Soil Layers & Edible Soil Model

****



3rd Grade Social Studies Schedule

May 4 to May 8

*Candle and Soap Maker & The Blacksmith's Shop comprehension.

May 11 to May 15

*Small Town Life

*Home Sweet Home

*Build a Log Cabin Home

Name: _____ **Science May 4 - 8**

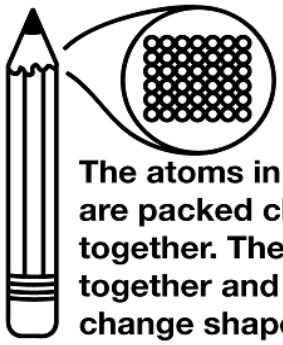
Why Does Matter Matter?

by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solid

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

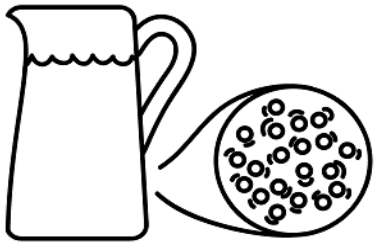


The atoms in a solid are packed closely together. They bond together and do not change shape.

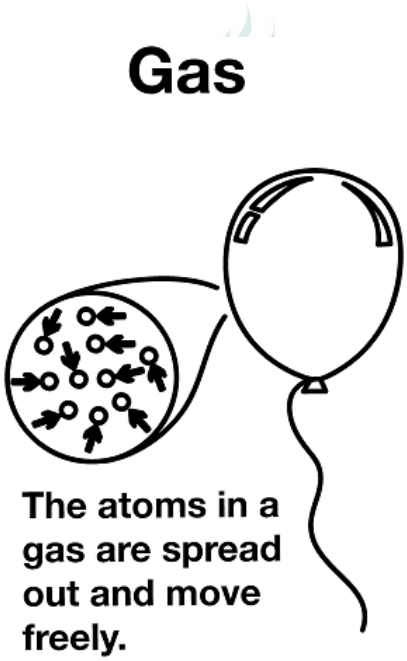
Liquid

Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

The atoms in a liquid are close together. They slide around.



Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.



The atoms in a gas are spread out and move freely.

When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.

You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.

Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?

Name: _____

Why Does Matter Matter?

by Kelly Hashway

solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

1. The three basic properties of matter are _____,

_____, and _____.

2. All matter is made up of tiny particles called _____.

3. Volume is the amount of _____ that matter takes up.

4. Mass is the amount of _____ an object has.

5. Liquids take the shape of their _____.

6. _____ do not have a definite shape or volume.

7. _____ do not have a definite shape, but they do have a definite volume.

8. _____ have a definite shape and volume.

9. A _____ and _____ are examples of solids.

10. _____ and _____ are examples of liquids.

11. _____ and _____ are examples of gas.

12. Solid ice is _____ when it is changing into a liquid.

Name: _____

What's the Matter?

Tell whether each is a solid, liquid, or gas.

1. milk - _____

2. cookie - _____

3. oxygen - _____

4. fish - _____

5. pencil - _____

6. maple syrup - _____

7. shampoo - _____

8. carbon dioxide - _____

9. ice cube - _____

10. paint - _____

11. oil - _____

12. salt - _____

13. water vapor - _____

14. gasoline - _____

15. helium - _____

16. sand - _____

Complete each sentence with the word <u>solid</u>, <u>liquid</u>, or <u>gas</u>.

A _____ has a definite shape. It does not take the shape of its container. It also has a definite volume because it can be measured.

A _____ does not have a definite shape. It takes the shape of its container. It does have a definite volume because it can be measured.

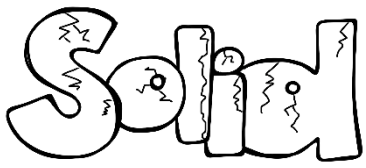
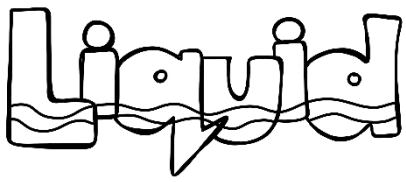
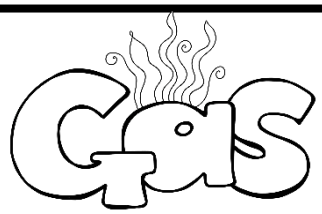
A _____ does not have a definite shape. It sometimes takes the shape of its container and sometimes flies freely around you. These particles are not connected to each other and takes up whatever space is available.

Name:_____

Science May 4 - 8

STATES OF MATTER

Directions: Cut and paste the word in the correct column.

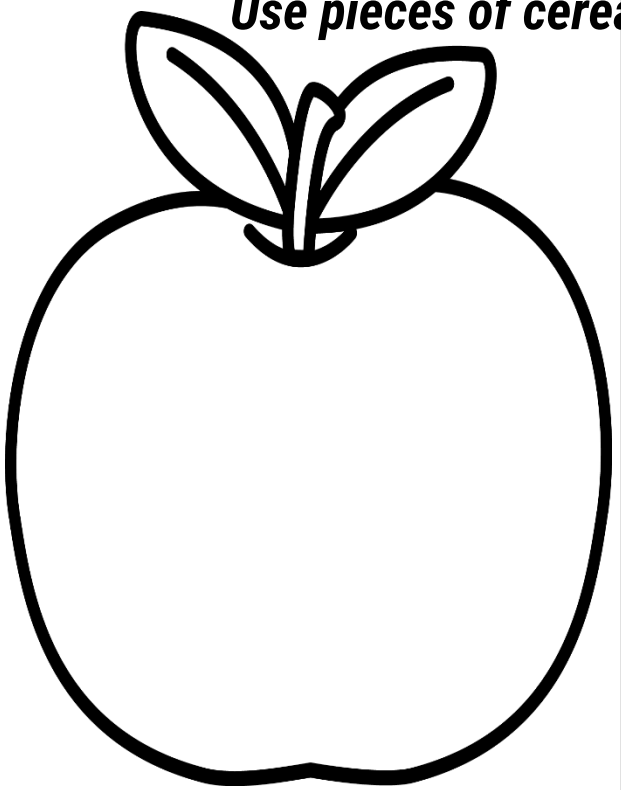
air	table	door	milk	smoke
water	river	steam	rock	apple
juice	brick	tree	wind	rain

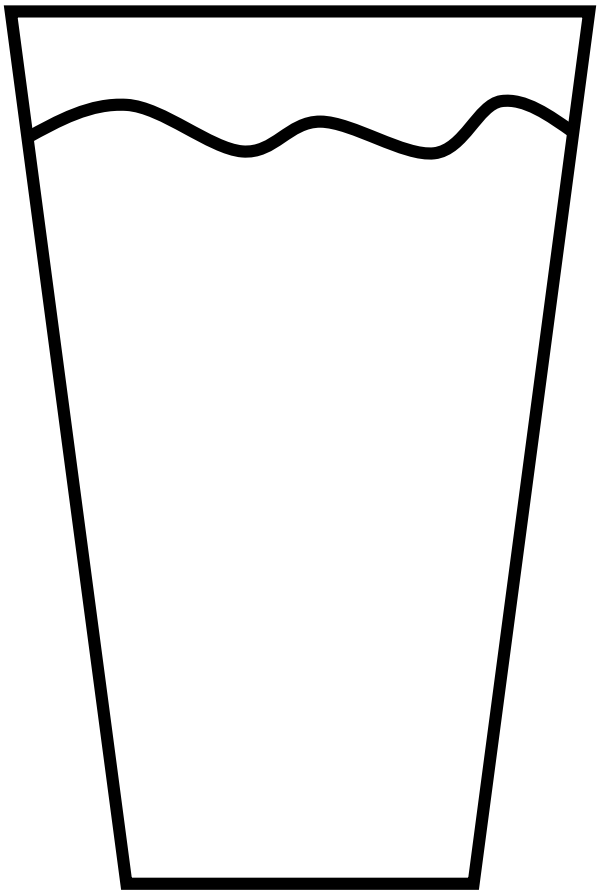
Name _____

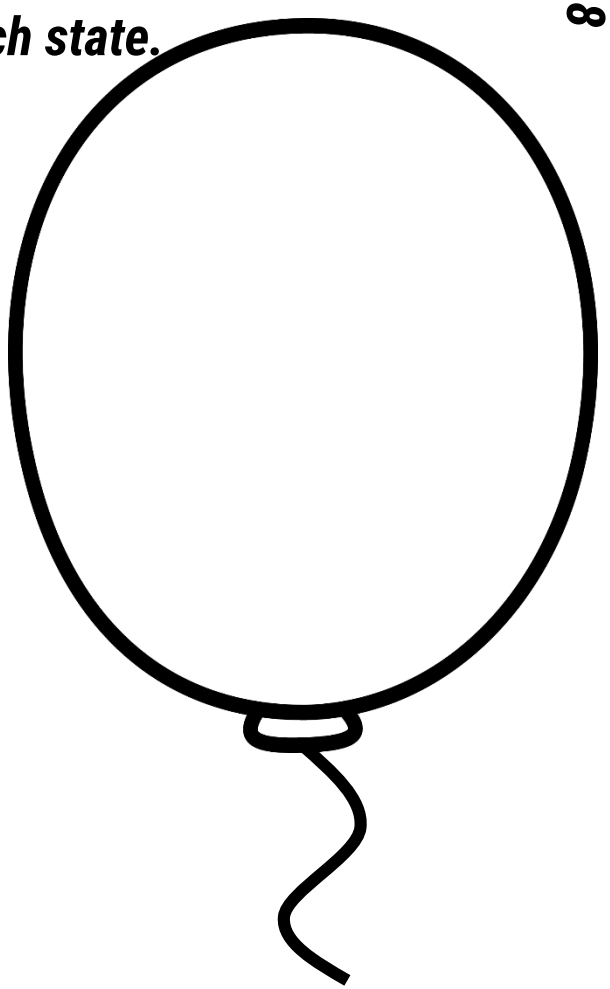
Make a representation of the atoms in each state of matter.

Science May 4 - 8

Solid	Liquid	Gas
Use pieces of cereal to show the molecules in each state.		







Name:_____ Date:_____

States of Matter Balloon Observation

Supplies

3 balloons  Water  Plastic tub 

Scholar will be able to observe all three states of matter contained within the balloons and observe changes in matter over time.

Directions:

1. The night before the experiment, fill one balloon with water and freeze it.
2. The day of the experiment blow up one balloon with air and fill the other with water. You will have one solid balloon, one liquid balloon and one gas balloon.
3. Put all three balloons in a tub or large plastic container.
4. Pop each balloon separately.
5. Observe

Frozen Balloon	Water Balloon	Air Balloon
		

The solid will retain its shape. The liquid will take the shape of the tub or container, and the air/gas balloon will appear to banish and spread throughout the air.

Name _____

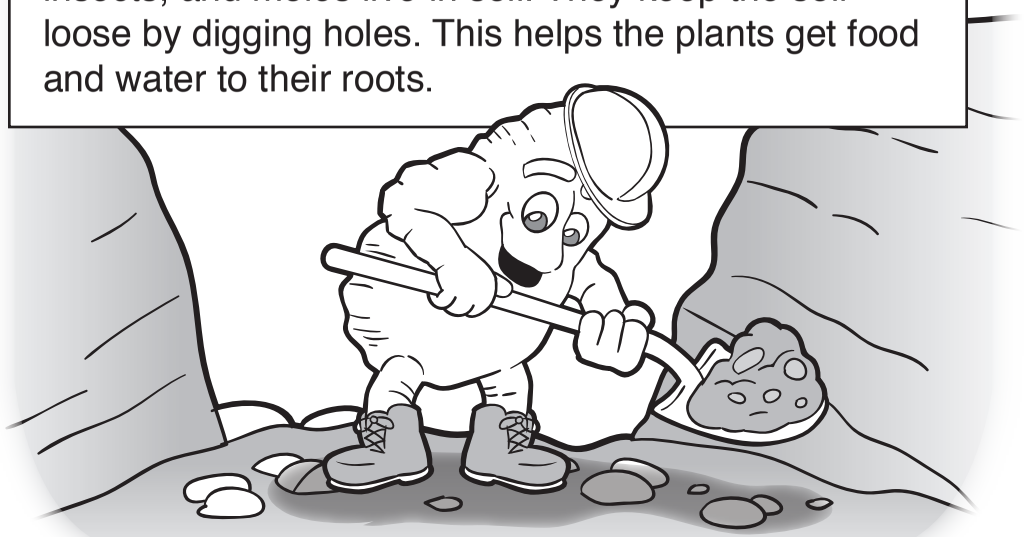
Digging Up Dirt

Read the passage.

Underground

Soil covers most of Earth's land. It is an important natural resource. It takes many years for soil to form. Parts of soil are nonliving things. Tiny pieces of rock are worn down by wind and water. These rock bits make up most of the soil. Parts of soil are things that used to be living. Dead plant and animal matter wastes away. It becomes part of the soil too.

Living things need soil. Soil gives living things food and shelter. Minerals from the tiny rocks in the soil give plants food. The dead plant and animal matter helps plants grow. Small animals such as worms, insects, and moles live in soil. They keep the soil loose by digging holes. This helps the plants get food and water to their roots.



Answer the questions.

1. What is soil made of?

   _____

   _____

2. Why do living things need soil?

   _____

   _____

3. What happens to soil when small animals dig holes in it?

   _____

   _____

4. What word means "something found in nature that living things value"?

   _____

5. Do you think soil is important? Why or why not?

   _____

   _____

   _____

   _____

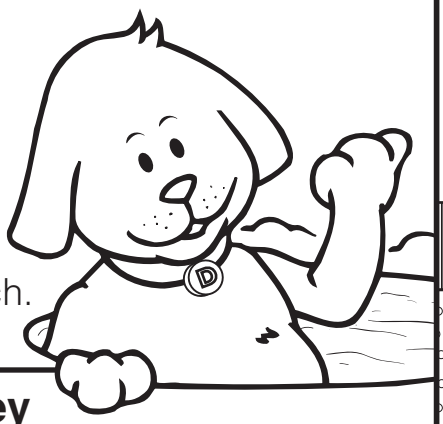
Name _____

What Is Soil?

Soil is made of many things.
Soil is made of different layers.

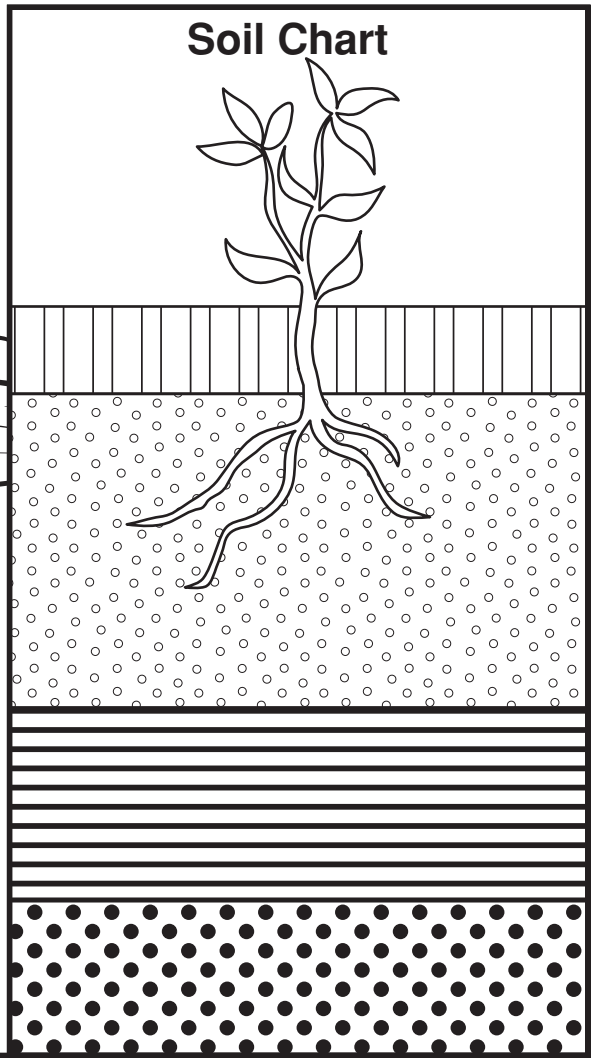
Study the soil chart.
Look at the layers.

Color each box in the key.
Use different colors.
Color the soil chart to match.



Key

- **Layer 1** — Plant and animal material called *humus*.
- **Layer 2** — Humus mixed with sand and clay.
- **Layer 3** — Minerals washed down from top layers.
- **Layer 4** — Weathered rock.



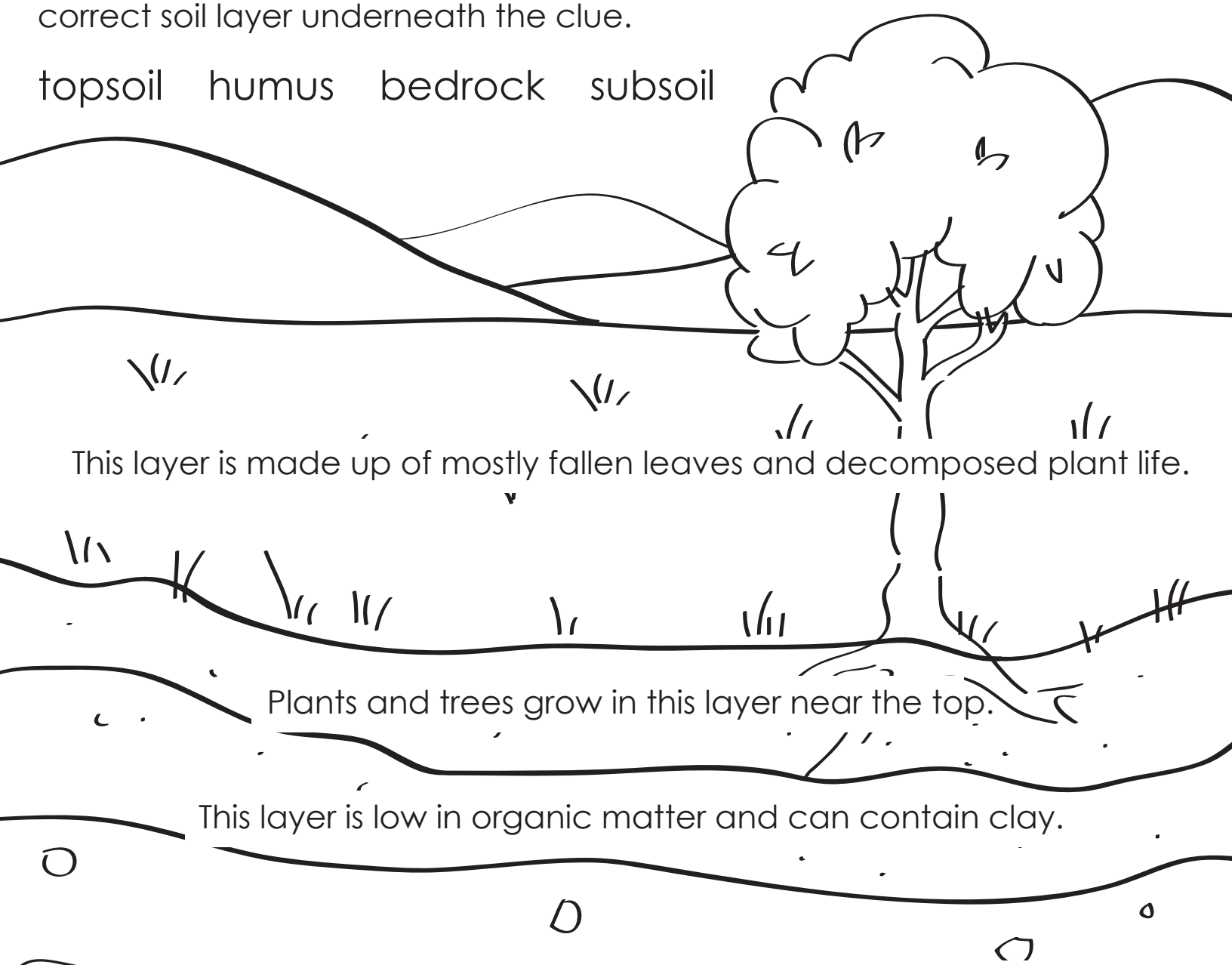
Read each sentence.
Color in true or false.
Use the key and chart to help you.

1. Plant materials are not in Layer 1. T F
2. Layer 1 is not very deep. T F
3. Sand and clay are in Layer 2. T F
4. Layer 2 has plant material. T F
5. Layer 3 has minerals from top layers. T F
6. Layer 4 has large pieces of rock. T F

Soil Layers

Each layer of soil has a specific name. Look at the drawing below, read the hints, and then write the name of the correct soil layer underneath the clue.

topsoil humus bedrock subsoil



This layer is made up of mostly fallen leaves and decomposed plant life.

Plants and trees grow in this layer near the top.

This layer is low in organic matter and can contain clay.

This layer is deep underground and is mostly large rocks.

Edible Soil model

Bedrock – Oreo cookie in the bottom of the cup.

Bedrock is solid rock. Parent material is formed from the bedrock after a long weathering process. There are two basic ways that weathering can happen – physical and chemical. Physical weathering includes things like wind or water erosion, glacial activity, freezing and thawing, and biotic activity (plant roots, animals, micro-organisms). Chemical weathering includes leaching, oxidation, carbonation, and hydration.

Parent Material – Crumbled cookies as the next layer.

This is the C horizon in a soil profile. It is called the parent material because it is the weathered rock and partly weathered soil from which the soil layers above are formed. What influences does the parent material have on the other horizons? (Size of the particles would determine the texture of the soil.)

Subsoil – Vanilla pudding as the next layer.

This is the B horizon from the soil profile. Why is it lighter in color than the A or O horizons? It is lighter in color because it has less top soil and organic matter.

Topsoil – Chocolate pudding as the next layer. Add a gummy worm to the pudding.

This is the top layer of soil. Nutrients, bacteria, fungi, and small animals are abundant. Plants thrive in it because of the nutrients in it.

Litter – Sprinkles on the top.

The sprinkles represent the organic matter. This layer is usually less than an inch thick. Litter decomposes into nutrients that enrich the soil. In areas where the temperature is lower, the composition of organic matter is slower.

Name _____ Date _____

Candle and Soap Maker

By Sharon Fabian

Today, some people make candles for fun. They add colors and scents. They make the candles in pretty shapes. Handmade candles make nice decorations. Some people like to make soap too. They make little bars of scented soap. Maybe they wrap up a few with a bow and give them as gifts.

The colonists made candles and soap too. It wasn't a hobby for them. It was a necessity.

Some colonists had the job of making soap and candles. They were called chandlers. Their soap and candles were sold in town. Soap was cut from a big block when a customer wanted to buy some. It was sold by the pound. Candles were sold in bundles of maybe ten or twelve, since the colonists used lots of candles.

Many colonists made their own soap and candles at home.

Soap making was a big job. It was done once or twice each year. The colonists made soap in the fall. This way, they could use the animal fat from the fall butchering. Maybe they would make soap in the spring too.

Animal fat wasn't the only thing they needed to make soap. They also needed wood ash. Wood ash was just the ashes from the fireplace. It was also called potash. The colonists had plenty of that too, since they heated their houses by burning wood.

There were three steps in making soap. The first step was to make lye from the potash. To make lye, they poured water slowly through the potash. This made a brown liquid called lye.

The second step was to render the fat. Rendering the fat made it cleaner. To do this, they boiled the fat with water. They boiled it in a big kettle. They always boiled it outdoors because it smelled really bad. Then they let it cool. The fat floated to the top. Everything else settled to the bottom. Now they had clean fat, called tallow, that they could use.

Step three was to mix the lye and the tallow. The lye and the tallow were boiled together in the big kettle. They were boiled until they were thick and bubbly.

Now, they had soap. It was a soft, mushy soap that they kept in a barrel. Whenever they needed to use some soap, they could scoop a little out with a ladle.

Candles were often made in the fall too. They would be the colonists' only source of light on dark winter nights.

Candles were also made from tallow. Many colonists made them by dipping. The first step was to make a wick. One way to make a wick was to braid cotton thread. The next step was to melt a pot of tallow. Next, the wicks were dipped in the tallow. Several wicks tied to a stick could be dipped at once. The wicks had to be dipped many times. They couldn't be held in the tallow too long. They had to cool a little between each dipping. Making candles took a long time.

Name _____ Date _____

Making soap and candles were two jobs that many colonial families did for themselves. They were two jobs done by colonial workers in town too. All of the colonists were glad to have soap and candles. Soap and candles made their lives a little more comfortable.

Candle and Soap Maker

Questions

_____ 1. Another word for animal fat is _____.

A. potash
B. lye
C. tallow
D. wood ash

_____ 2. Another word for fireplace ashes is _____.

A. soap
B. lye
C. potash
D. tallow

_____ 3. Soap was made from _____ and _____.

A. lye and potash
B. tallow and wax
C. tallow and lye
D. bubbles and dye

_____ 4. Candles were made from _____.

A. tallow
B. lye
C. potash
D. none of the above

_____ 5. From the information in this article, you can tell that soap and candles probably _____.

A. smelled like flowers
B. smelled bad
C. were colorful
D. smelled sweet

_____ 6. Soap was made in a _____.

A. microwave
B. pot on top of the stove
C. small kettle in the fireplace
D. big kettle outdoors

Name _____  Date _____

_____ 7. Workers who made soap and candles were called _____.

A. chandlers
B. candlers
C. boilers
D. soapers

_____ 8. In colonial times, soap and candle making were _____.

A. hobbies
B. useful crafts
C. both
D. neither

Many colonists made their own soap and candles. They made many other useful items too. Make a list of everyday items that you think the colonists might have made at home.

Name _____ Date _____

Tuesday, May 5

The Blacksmith's Shop

By Sharon Fabian

Look at that building. It has six chimneys! Let's go see what kind of building it is.

It isn't a house. Even though today is a hot day, smoke is coming out of the chimneys. It must be some kind of shop.

The door is wide open; let's look inside.

It looks like some kind of workshop. There are lots of people hard at work here. Some are working by the hot fireplaces, and some are working at small iron workbenches. I know what this is - it's the blacksmith's shop!

Those iron workbenches are called anvils. An anvil is small, but it is heavy.

It can weigh 200 pounds or more. A blacksmith uses an anvil to shape iron. He pounds iron on the flat surface of the anvil. This way he can bend it to any shape. An anvil might have attachments for pounding out round shapes too. You can hear the blacksmith's hammer ring out as he pounds the iron into shape.

The fireplaces in a blacksmith's shop are called forges. Each forge has a bellows. A bellows is made of leather. It pumps air. The blacksmith pulls a cord to pump air onto the fire. This makes the fire burn hotter.

A blacksmith needs a hot fire. He needs a fire hot enough to soften iron.

When a blacksmith wants to make something, he puts on his leather apron and chooses an iron bar. He puts the end of the iron bar into the fire. The fire starts to soften the iron. It turns the iron bright red, orange, or yellow.

When it is hot enough, the blacksmith takes the iron bar to his anvil. He begins to pound it into shape. Soon, it starts to cool. Then he puts it back into the fire until it is glowing hot again. Then he can shape it some more.

Sometimes a blacksmith uses a metal file to help shape a piece of work. Sometimes he needs to weld two or more pieces of iron together.

To cool a finished piece of ironwork, the blacksmith can dip it in a bucket of water.

Blacksmiths in colonial times made a large variety of items. They made household items and tools used by farmers. They also made tools and parts used by many other craftsmen. They did repair work too.

Name _____ Date _____

Social Studies May 4-8

Many of the blacksmith's creations can be seen in a colonial kitchen. Look at the fireplace. The heavy racks and hooks were all made by a blacksmith. So were the kettles and the cooking utensils.

Blacksmiths made the nails and hinges used in building colonial houses.

Blacksmiths made many tools. Farmers used plows, knives, axes, nails, and horseshoes made by a blacksmith. Other craftsmen used these tools too.

Blacksmiths also made metal hoops used by the cooper to make barrels.

Blacksmiths made most of their items of iron, but they also sometimes used steel for a special item like an axe blade.

Other craftsmen made objects from other metals. The silversmith made silver household items such as decorative, polished silver plates. The pewterer made sturdy pewter mugs. The tinsmith made shiny candle lanterns. All of these craftsmen made many other items too.

Blacksmiths, and other smiths, worked hard every day in colonial times. The smoke from their forges and the sounds of clanging metal let the colonists know that useful and beautiful things were being made.

The Blacksmith's Shop

Questions

_____ 1. A fireplace in a blacksmith's shop is called a _____.

A. anvil
B. forge
C. bellows
D. none of the above

_____ 2. This tool is used to add more air to a fire.

A. anvil
B. forge
C. bellows
D. none of the above

_____ 3. A blacksmith pounds metal on this.

A. anvil
B. forge
C. bellows
D. none of the above

Name _____ Date _____

____ 4. Blacksmiths used _____ most of the time.

A. tin
B. iron
C. silver
D. steel

____ 5. These are (who nade things from meta

A. blacks
B. pewte
C. silversmith
D. all of the above

____ 6. Before a blacksmith can shap iron, he has to __ __ it.

A. dry
B. soften
C. paint
D. all of the above

____ 7. Blacksmiths made _____.

A. horseshoes
B. kettles
C. hoops
D. all of the above

____ 8. In colonial times, blacksmithing was a _____.

A. part-time job
B. game
C. full time job
D. hobby

NAME _____ **Social Studies May 11-15**

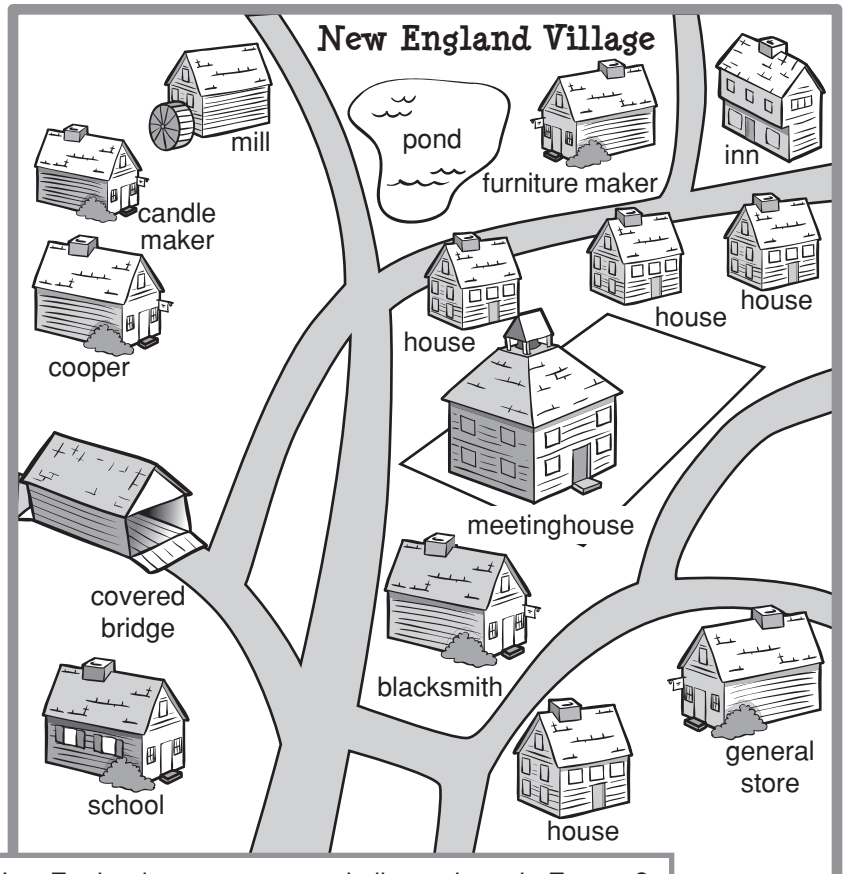
DATE _____

Small-Town Life

Read the passage. Then fold on the dotted line so the passage is hidden.
Follow the directions beside the map.

Would you rather live in a small town or a big city? If you had lived in colonial New England, you would not have had a choice. Most towns were small with very few buildings. The most important part of each town was the meetinghouse. It was used as a church, as a town hall, and for social events. Most of the time it was built at the end of a large field, called a common. Important people like church leaders lived in houses closest to the meetinghouse. A town's stream powered the wood and flour mills. When a town grew, people added buildings such as a blacksmith's shop or a general store. If the town were large, it might have had an inn. Most towns had a school so the children could learn. In fact, the colonists' towns looked a lot like their villages from Europe.

1. Color each building mentioned in the passage.
2. Draw a cross on top of the building that served as the church, town hall, and social center.
3. Draw a star on the houses of the most important people.
4. Color the common green.
5. Draw a blue stream where you think it belongs on the map. On another sheet of paper, explain why this is the best place for the stream.
6. Unfold the paper and reread the passage. Correct any mistakes you might have made.



Bonus: Why do you think the New England towns were so similar to those in Europe?

Home, Sweet Home

Decide whether each phrase best describes a house from colonial times or from the present time. Color the house in the matching column.

	Then	Now
1. carpeted floors	A	Y
2. hut made of wood and mud	H	D
3. kitchen with a dishwasher	L	C
4. mattresses filled with straw	I	G
5. one-room house	E	M
6. toilets that flush	B	L
7. air-conditioning	N	S
8. fireplace as the only heat source	O	R
9. car in the garage	E	V
10. dirt floors	T	H
11. electronic doorbell	S	D
12. only benches or stools to sit on	N	T

How were the early American settlers like ants?
To solve the riddle, write each circled letter from above on its matching numbered line below.

___	___	___	___		___	___	___	___	___		___	___		___	___	___	___	___	___	___	___
10	2	5	1		6	4	9	5	11		4	12		3	8	6	8	12	4	5	7

Look-Inside Log Cabin

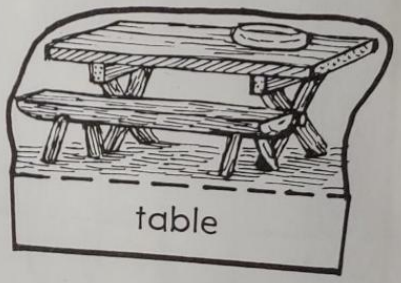
dog

inside cabin

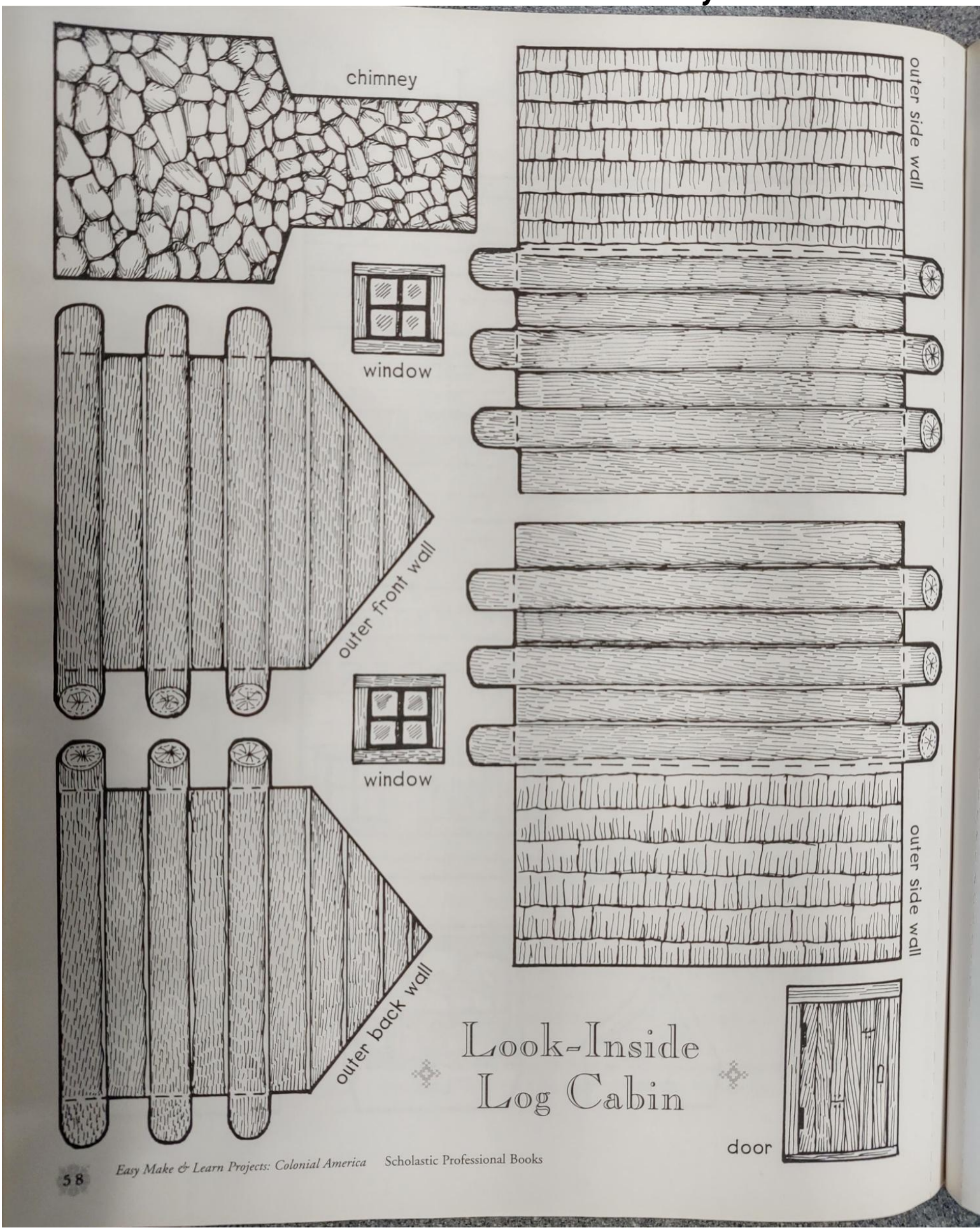
woman

boy

bed



table



Look-Inside Log Cabin