

# 3<sup>rd</sup> Grade Distance Learning

May 11<sup>th</sup>-15<sup>th</sup>

STUDENT NAME \_\_\_\_\_ TEACHER \_\_\_\_\_

	Math	ELA	Reading Log
<b>Monday</b>	Quadrilateral Sort-Rhombus  Multiplication Facts	Read "Happy Trails" and answer the questions	20 minutes of reading  Parent initial _____
<b>Tuesday</b>	Let's Sharpen Our Rounding  Multiplication Facts	Read "The Problem with Ponies"	20 minutes of reading  Parent initial _____
<b>Wednesday</b>	Area & Perimeter  Multiplication Facts	Read "Looking for a Bear" and answer the questions.	20 minutes of reading  Parent initial _____
<b>Thursday</b>	Subtraction  Multiplication Facts	Opinion Writing- Think back to the stories you read Tues & Wed and use them to write about how to solve a problem in a positive way.	20 minutes of reading  Parent initial _____
<b>Friday</b>	Measurement Word Problems  Multiplication Facts	Grammar Contractions	20 minutes of reading  Parent initial _____

## - Teacher Office Hours-

MRS. EASLEY 8:30-10:30 MON-FRI AEASLEY@TUSD.NET

MS. INGLIMA 8:30-10:30 MON-FRI CINGLIMA@TUSD.NET

MRS. MILLER 8:30-10:30 MON-FRI JEMILLER@TUSD.NET

MRS. MORSE 8:30-10:30 MON-FRI LMORSE@TUSD.NET



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## Happy Trails

The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

*No breakfast today*, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear—I mean, grizzly beard—to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

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

1. At the beginning of the story, where is Maria about to go?

- A. a sleepover
- B. Camp Kanawa
- C. Aunt Jolie and Uncle Ed's
- D. school

2. How do Maria's feelings about camp change in the story?

- A. At first Maria is nervous, but then she is excited.
- B. At first Maria is excited, but then she is nervous.
- C. At first Maria is excited, but then she is bored.
- D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

- A. Maria decides to eat French toast for breakfast before going to camp.
- B. Maria's parents give her advice about making friends at camp.
- C. Maria and her mom joke with her dad about being hip and cool.
- D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

- A. Maria is confident that she will make friends.
- B. Maria is not sure if she will like her cabin mates.
- C. Maria is nervous about making friends.
- D. Maria has already made some new friends.

5. What is this story mostly about?

- A. Maria goes to camp for the first time.
- B. Maria really loves to eat French toast.
- C. Maria discovers her love for dragonflies.
- D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

- A. The powdered sugar was cold like falling snow.
- B. The powdered sugar was wet like falling snow.
- C. The powdered sugar smelled like falling snow.
- D. The powdered sugar looked like snow as it fell.

7. Choose the answer that best completes the sentence below.

\_\_\_\_\_, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

- A. Finally
- B. Initially
- C. Especially
- D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

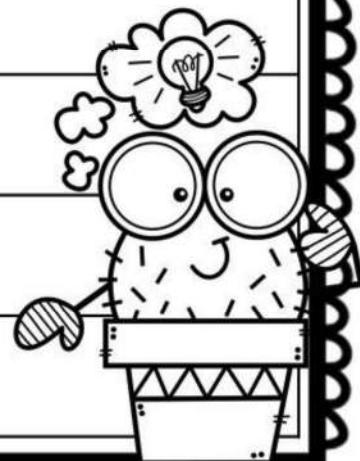
10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

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

## Let's Sharpen Our Rounding!

Directions: Look at the number in the middle column.  
Round to the nearest 10 and 100 place value.

ROUND TO 10		ROUND TO 100
	<b>785</b>	
	<b>212</b>	
	<b>401</b>	
	<b>359</b>	
	<b>596</b>	
	<b>353</b>	
	<b>908</b>	
	<b>155</b>	
	<b>555</b>	
	<b>278</b>	





## The Problem with Ponies by W.M. Akers

"I don't like ponies!" said Stacey.

"Too bad," said Jane. "It's my house."

Stacey looked at her friend. Jane was wearing a hat with a pony on it. Her shoes had ponies on them. So did her shirt, and her bracelet, and her pants. She was even wearing a ponytail. On the walls of her bedroom were posters of ponies. Her notebook was covered in pictures of ponies. All of her stuffed animals were ponies, except for one that was just a horse. She was a pony girl.

Stacey was not a pony girl. She thought horses were just okay. Sometimes, she liked to play Jane's games. They would make up names for different ponies. Names like Windcatcher, or Starfire. Sometimes, they would pretend to be ponies. They would run around and make pony noises and play pony games. Other times, they would pretend to ride ponies.

"Whee!" Jane would shout. "I'm riding a pony!"

After a while, though, Stacey would get tired of ponies. There were so many other games to play. They could play school. They could play house. They could even play pirates. But whenever her mother took her to Jane's house, it was only ponies. All the time.

Today, Stacey said no.

"I don't care," she said. "I want to play something different."

"Like what?" said Jane.

"What about pirates?"

"Pirates is a game for boys."

"Then what about house?"

"House is boring," said Jane. "You know what isn't boring?"

"What?" said Stacey.

"Ponies."

Stacey sat down. She dug her fingers into the dirt, and pulled up a thick clump of grass. She tried to think of a way to make them both happy.

"I have an idea," said Jane.



"What?" said Stacey.

"We could play unicorns."

"Unicorns are the same as ponies!"

"They are not," said Jane. "Ponies don't have a horn. Unicorns have one horn."

Stacey thought that Jane was difficult. That's what Stacey's mother said whenever she had to get her way, no matter what.

"What we need," said Stacey, "is a compromise."

"What's that?" said Jane.

"A compromise is where you get a little of what you want, and I get a little of what I want and then we're both happy."

Jane did not like the sound of this.

"I promise it will work," said Stacey.

"Okaaaaaaaaay," said Jane. "What is your idea for this compromise?"

"We play school," said Stacey. She saw Jane start to get mad. "But it isn't an ordinary school!"

"Why not?"

"It's pony school."

This made Jane smile.

"Am I a pony?" asked Jane.

"Yes."

"And you're a teacher?"

"Yes."

"But not a pony?"

"I'm not a pony."

Jane thought for a minute. She thought hard. Finally, she stood up. She made her pony face.

"Are we ready to begin the lesson?" asked Stacey.

"Whinney!" said Jane. They played pony school all day.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Area and Perimeter

Find the area and perimeter for each shape.

1. A square is 5 inches on each side.

What is the area?

What is the perimeter?

2. Find the area and perimeter.

4 cm



5 cm

A =

p =

3. A square is 1 cm on each side.

What is the area?

What is the perimeter?

4. Find the area and perimeter.



4 in

7 in

A =

p =

5. A square is 10 inches on each side.

What is the area?

What is the perimeter?

6. Find the area and perimeter.

3 cm



10 cm

A =

p =

# Looking for a Bear

By W.M. Akers

"I want to see the bears!"

"I don't care. I want to see the whales first."

"But bears are so much better."

"Yeah, if you're seven. I'm ten now. I like whales."

"So what? I want to see the bears."

"I don't care! Coming to the museum was my idea, and we're seeing the whales first."

"Bears!"

"Whales!"

"Bears!"

"Whales!"

"Mommmmm! Graham is being mean!" shouted Sarah. Everyone in the main lobby of the Museum of Natural History turned to look at her. Mom turned around with an embarrassed look on her face-the one that she called mortified.

"What did he do?" whispered Mom.

"He said that bears are for little kids, and that we have to see the whales first."

"We're going to see everything in the museum. We have all afternoon."

"But I want to start with the bears."

"Then you should have asked nicely instead of shouting. Graham, take us to the whales."

Sarah's heart sank. Graham didn't even have to say anything. The look he gave her was bad enough. He was smiling ear to ear like one of the chimpanzees in the Africa exhibit. She dragged her feet all the way to Ocean Life. She knew she shouldn't have shouted, but Graham made her so angry. And the simple fact was, they didn't have all afternoon. It was 3:00 PM now, and the museum closed at 5:15 PM. Sarah had seen the sign. She had read her mother's watch. She knew there was not much time left for bears.

Ever since they started learning about them the year before at school, Sarah had had bears on the brain. She had paid extra close attention during that unit and now knew all sorts of facts about bears. Grizzly bears were some of the biggest in the world, and they were her favorite.

"Did you know," she asked her mother, "that grizzly bears can get as big as 850 pounds?"

"I did, Sarah. You mentioned that several times in the car."

"Well, did you know they can run 35 miles an hour?"

"Yes, I did."

"That's speeding in some places!" said Sarah, but Mom didn't seem to care.

"Whales are way bigger than bears," said Graham. "That means they're better."

"Yeah, but whales live in the ocean."

"So what's wrong with the ocean?"

"It means they're wet all the time. And they smell like fish."

"You smell like fish!" Graham cracked up. Clearly, he thought he was very clever.

"How big are whales?" asked Sarah.

"What do you mean?"

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah scoffed. Graham didn't even know anything about whales. He just wanted to make sure she was unhappy. She had been looking forward to this trip for months. She read about the museum online, about all the dioramas that were built in the 1940s. They were a very old-fashioned kind of exhibit, but they looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it. And now Graham was ruining the fun.

The Ocean Life exhibit was dark and quiet. Spooky sounds filtered down from the speakers which were supposed to make them feel like they were underwater. Sarah didn't feel underwater. She just felt grumpy.

"Oh look," she said. "A whale."

"That's a humpback whale," said Graham, doing his best to show off.

"No, it's not. It's a beluga whale. Read the sign."

The model of the beluga was one of the ugliest animals she had ever seen. It had a smooshed-up face and a sad grey color, and it looked like it definitely smelled like fish.

"Well I think it's so good that I'm going to stand here and appreciate it," said Graham.  
"For a while."

"Mom-can I please just go look at the bears by myself?" asked Sarah.

"No," said Mom. "You have to stay in this room."

As Graham pretended to be interested in the whale, Sarah watched the seconds tick by on her mother's watch. Finally, she couldn't take the beluga any longer. She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that wasn't ugly, boring, or stinky. And then, from across the room, she saw it.

It was a diorama of Alaskan seals swimming just below a sheet of ice. Above them, peering hungrily into the water was a polar bear, looking so real that Sarah flinched when she saw it. It had snow-white fur, a wet-looking, black nose, and claws as sharp as razor blades. As Sarah pressed her face up against the glass to look at it, she forgot about the whales behind her. The polar bear was the most beautiful thing she had ever seen.

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

**Use the article "Looking for a Bear" to answer questions 1 to 3.**

1. What does Sarah want to see first at the museum?
2. What does Graham want to see first at the museum?
3. Sarah is upset with Graham. Support this statement with information from the story.

**Use the article "The Problem with Ponies" to answer questions 4 to 8.**

4. What kind of games does Jane want to play?
5. What kind of games does Stacey want to play?
6. Stacey does not want to play the same kind of game as Jane. She says they need a compromise. What is a compromise?
7. What compromise do Stacey and Jane make? Support your answer with information from the story.
8. What effect does their compromise have on how they get along with each other? Support your answer with information from the story.

**Use the articles "The Problem with Ponies" and "Looking for a Bear" to answer question 9.**

9. Compare how Sarah and Graham get along with how Stacey and Jane get along. Support your answer with information from both stories.

**Use the article "Looking for a Bear" to answer question 10.**

10. What is a compromise that might have helped Sarah and Graham get along better? Support your answer with information from both stories.

Solve:

Name \_\_\_\_\_

$$\begin{array}{r} 807 \\ -528 \\ \hline \end{array}$$

$$\begin{array}{r} 843 \\ -597 \\ \hline \end{array}$$

$$\begin{array}{r} 446 \\ -239 \\ \hline \end{array}$$

$$\begin{array}{r} 547 \\ -228 \\ \hline \end{array}$$

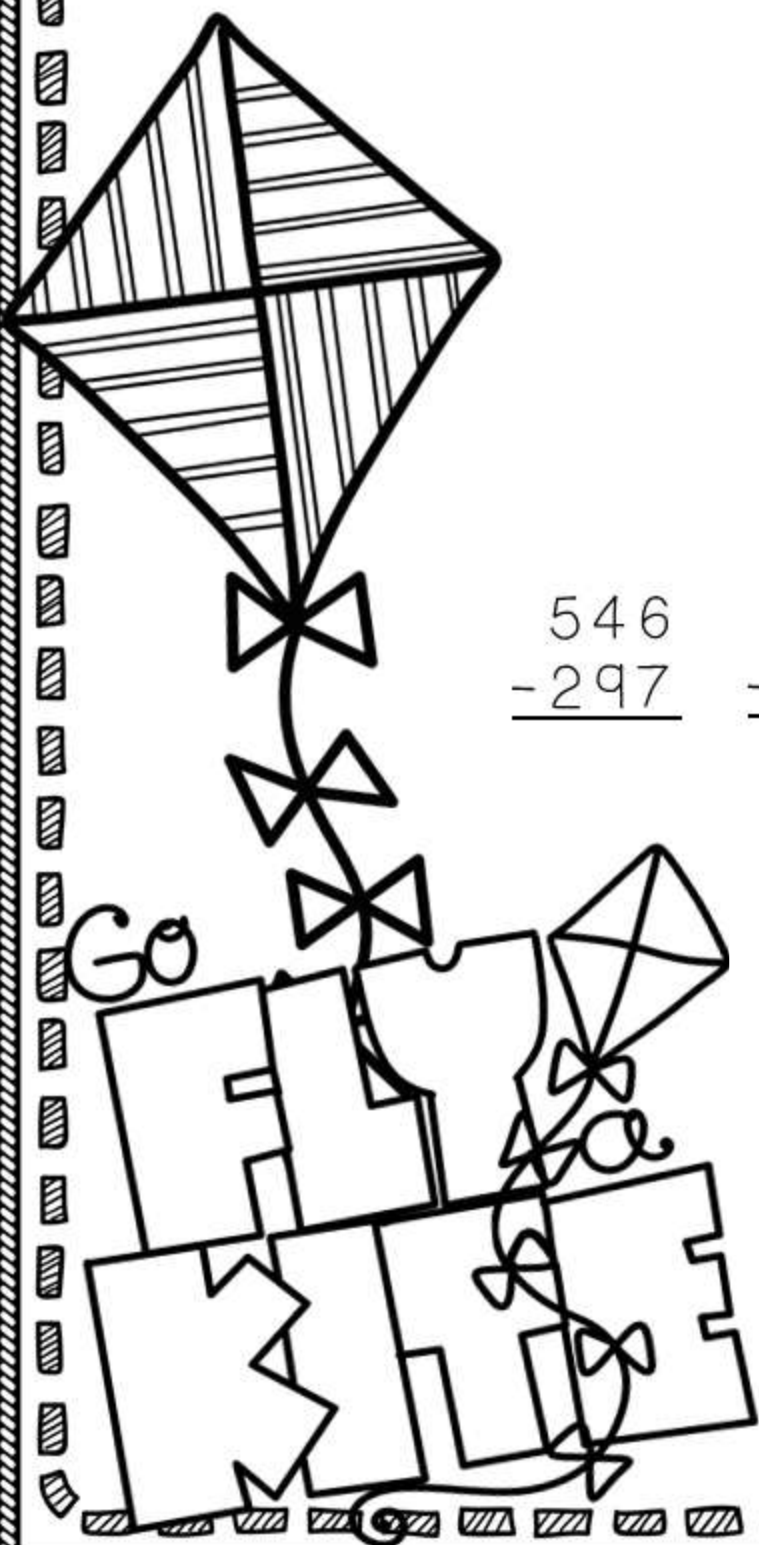
$$\begin{array}{r} 455 \\ -268 \\ \hline \end{array}$$

$$\begin{array}{r} 546 \\ -297 \\ \hline \end{array}$$

$$\begin{array}{r} 403 \\ -274 \\ \hline \end{array}$$

$$\begin{array}{r} 828 \\ -329 \\ \hline \end{array}$$

$$\begin{array}{r} 833 \\ -258 \\ \hline \end{array}$$







Directions: Write a paragraph, using evidence from the two texts, on how to solve a problem in a positive way between two people. You will need to add more details to make a complete paragraph. Make sure you include a topic sentence, transition words, and a conclusion.

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## Word Problems

Read and answer each question.

1. There are 6 bags of flour. If each bag weighs 5 pounds, what is the total weight of the flour?
2. A carton of milk has 32 fluid ounces. If we pour the milk into four mugs evenly, what is the volume of milk in each mug?
3. There are two eggs on the counter. The large egg weighs 56 grams and the small egg weighs 47 grams. How much heavier is the large egg?
4. The wedding cake is 45 ounces and the icing on the cake weighs 12 ounces. The tray the cake is on weighs 60 ounces. What is the total weight of the cake and tray in ounces?
5. A box of cookies is 360 grams. What is the weight of 2 boxes of cookies?
6. In a water bottle, there is 3 L of water. If the capacity of the bottle is 9 L, how much more water is needed to fill up the bottle?

# Contractions

Directions:

Circle the contraction in each sentence. Then write the two words that make up the contraction on the line.

1. She won't be coming to the party today. \_\_\_\_\_
2. I couldn't see the sky because of the dark clouds. \_\_\_\_\_
3. The dog can't put the ball in his small mouth. \_\_\_\_\_
4. You shouldn't feed your vegetables to your dog. \_\_\_\_\_
5. Why couldn't he run to first base? \_\_\_\_\_

Directions:

Draw a line to connect the contraction with the two words that make up the contraction.

6. Couldn't

We will

7. We've

Who is

8. Won't

Could not

9. Who's

Should not

10. They're

We have

11. We'll

They are

12. Shouldn't

Will not