

**School is out, but learning continues!**



**GRADE 3**

**ACADEMIC ENRICHMENT - DECEMBER 2015**

**Clayton County Public Schools**



# Clayton County Public Schools

## Chief Academic Office

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**LUVENIA JACKSON**  
Superintendent of Schools

**Folasade Oladele, Ed.D.**  
Chief Academic Officer

Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website ([www.clayton.k12.ga.us](http://www.clayton.k12.ga.us)) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

Thank you for your attention to this matter, and best wishes for the success of our children.

Regards.

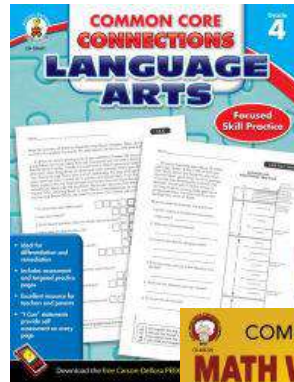
Folasade Oladele, Ed.D.

## Academic Support Resources for Parents

- There are **Common Core** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of \$9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.

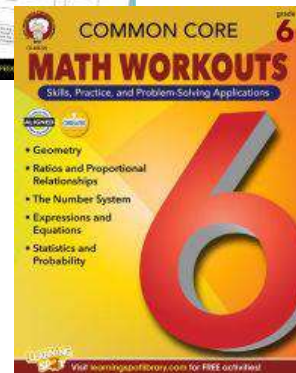
- Carson-Dellosa Publishing website

- Grades K-5
  - [Math Workbook](#)
  - [ELA Workbook](#)
- Grades 6-8
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## **D**irections

Read this story. Then answer questions XX through XX.

# Excerpt from *David and the Phoenix*

by Edward Ormondroyd

- 1 All the way there David had saved this moment for himself, struggling not to peek until the proper time came. When the car finally stopped, the rest of them got out stiffly and went into the new house. But David walked slowly into the back yard with his eyes fixed on the ground. For a whole minute he stood there, not daring to look up. Then he took a deep breath, clenched his hands tightly, and lifted his head.
- 2 There it was!—as Dad had described it, but infinitely more grand. It swept upward from the valley floor, beautifully shaped and soaring, so tall that its misty blue peak could surely talk face to face with the stars. To David, who had never seen a mountain before, the sight was almost too much to bear. He felt so tight and shivery inside that he didn't know whether he wanted to laugh, or cry, or both. And the really wonderful thing about the mountain was the way it *looked* at him. He was certain that it was smiling at him, like an old friend who had been waiting for years to see him again. And when he closed his eyes, he seemed to hear a voice which whispered, "Come along, then, and climb."
- 3 It would be so easy to go! The back yard was hedged in (with part of the hedge growing right across the toes of the mountain), but there was a hole in the privet large enough to crawl through. And just beyond the hedge the mountainside awaited him, going up and up in one smooth sweep until the green and tawny faded into hazy heights of rock. It was waiting for him. "Come and climb," it whispered, "come and climb."
- 4 But there was a great deal to do first. They were going to move into the new house. The moving van was standing out in front, the car must be unloaded. David would be needed to carry things. Regretfully, he waved his hand at the peak and whispered, "It shouldn't take long—I'll be back as soon

as I can." Then he went around to the front door to see what could be done about speeding things up.

5        Inside, everything was in confusion. Dad was pushing chairs and tables around in an aimless way. Mother was saying, "They'll all have to go out again; we forgot to put down the rug first." Aunt Amy was making short dashes between the kitchen and the dining room, muttering to herself. And Beckie was roaring in her crib because it was time for her bottle. David asked, "Can I do anything?"—hoping that the answer would be no.

6        "C'mere," Aunt Amy said, grabbing him by the arm. "Help me look for that ironing board."

7        When the ironing board was finally located, Mother had something for him to do. And when he was finished with that, Dad called for his help. So the afternoon wore on without letup—and also without any signs of progress in their moving. When David finally got a chance to sneak out for a breathing spell, he felt his heart sink. Somehow, in all the rush and confusion, the afternoon had disappeared. Already the evening sun was throwing shadows across the side of the mountain and touching its peak with a ruddy blaze. It was too late now. He would have to wait until morning before he could climb.

1. How does David feel when he sees the mountain for the first time? Use **two details** from the story to support your response.

2. What do paragraphs 4 through 7 show about David? Use **two details** from the story to support your response.

**Standard:** ELACC3W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

In this section, you will read two texts and then write an informational essay detailing the ways in which citizen naturalists like Eva use the scientific method to help scientists answer questions and solve problems. Be sure to use information from both texts in your informational essay.

Before you begin planning and writing, read these two texts:

1. "Nature All Around"
2. "Looking for Answers"

As you read the texts, think about what details from the texts you might use in your informational essay.

Now write your informational essay. Be sure to:

- Use information from the two texts so that your essay includes important details.
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Develop the topic with facts, definitions, details, or other information and examples related to the topic.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas.
- Show the relationships among ideas.
- Use clear language and vocabulary.
- Provide a concluding statement or section.
- Check your work for correct usage, grammar, spelling, and capitalization.

### Nature All Around

Eva stood still and listened to the song. She looked around to see where it was coming from. She smiled when she finally discovered the singing frog. It was hidden between tall blades of thick grass. She took out her pencil and drew a picture of what she saw. She hoped her mom was recording the song.

Eva and her parents are part of a science group that studies frogs and toads. They have learned to recognize the frogs and toads by the sounds (or songs) that they make. First, the group writes down what they see and hear. They also take pictures and record the sounds. Next, they post their findings online. Finally, scientists look at the information.

Even though Eva is only eight years old, she is a "citizen naturalist." Citizen naturalists are ordinary people who care about Earth. They want to keep it safe and clean for people, plants, and animals. Citizen naturalists are curious about the world around them. They spend time outside observing (or carefully looking at) nature.

Eva's group learns about frogs and toads, but there are different types of groups around the country. People come together to watch different things in nature. Some groups watch birds. Others count fireflies. Still others help protect monarch butterflies. Some groups even watch the stars. Like Eva's group, these groups collect facts and share them with scientists.

Many of the people who start these groups feel it is important for young people to notice and care about nature. Kids can join groups that meet in their neighborhoods, at parks, or at their schools. Groups may be led by parents, teachers, scientists, or people from the neighborhood who simply love wildlife. Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature.

### Looking for Answers

Have you ever wondered what makes a seed grow into a plant? Or have you wondered why certain animals only come out at night? The curious learner is full of questions. One way of seeking answers to those questions is known as the scientific method.

Scientists have lots of questions. They are interested in learning about the world around them. They pay careful attention to what they see. Often, scientists want to solve problems to make the world a better place in which to live.

Scientists often write things down because they want to remember what they see. This is known as **observation** [ob-zur-VEY-shuhn]. When scientists have a question to answer, they make observations. Once they have a few observations, they come up with a guess about what the answer to their question might be. This guess is called a **hypothesis** [hi-POTH-uh-siz].

Next, it is time for an **experiment**. An experiment [ek-SPER-uh-ment] is a test to find something out. Scientists think of ways to test if the hypothesis is correct. Then they watch to see what happens. Do you remember what it is called when scientists watch to see what happens? Observation! They write down the facts that they see. A fact is something that is true.

Scientists look at the facts they've gathered and think about what they might mean. This helps the scientists know if the hypothesis, or guess, is likely to be correct. Based on the observations, the facts, and the experiment, scientists make a **conclusion**. A conclusion [kuhn-KLOO-zhuhn] is a short paragraph about what was learned from the experiment.

Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answers to his or her question.



Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Mathematics

**MCC3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

**MCC3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**MCC3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

The table shows the types of shoes sold at a store in one week.

Type	Number Sold	Number Sold (Rounded to Nearest 10)	Estimated Number Sold in 8 Weeks
Running	73		
Sandals	49		
Dress	24		
Other	75		

### Part A

Round the number sold of each type of shoe to the nearest ten. List your answers in the table.

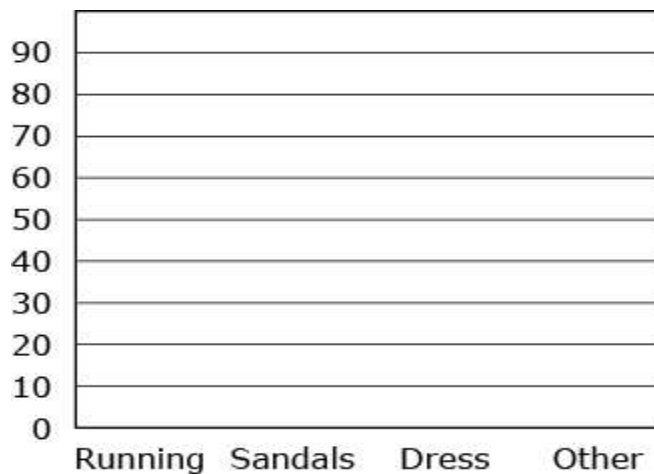
Estimate how many of each type of shoe would be sold in 8 weeks. Explain how you determined your answers.

### Part B

The owner of the store said the number of running shoes and sandals together was more than the number of dress and other types of shoes together. Without adding the numbers, explain why the owner's statement does or does not make sense.

### Part C

Complete the bar graph, using the numbers given in the table, to show the number of each type of shoe sold at the store. Be sure to include a title and labels on your bar graph.



## 3<sup>rd</sup> Grade Science

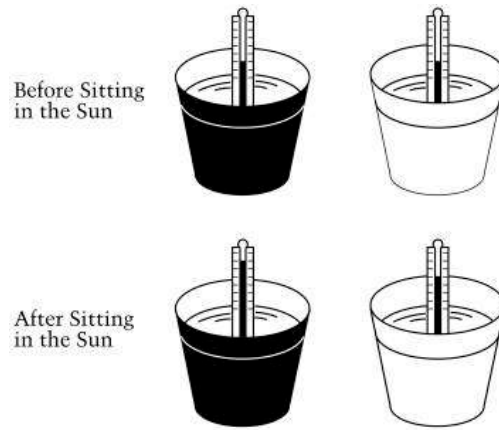
### Standard

**S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.**

- c. Investigate the transfer of heat energy from the sun to various materials.
- d. Use thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time.

One hot, sunny day Sally left two buckets of water out in the sun. The two buckets were the same except that one was black and one was white. At the end of the day, Sally noticed that the water in the black bucket felt warmer than the water in the white bucket.

Sally wondered why this happened, so the next day she left the buckets of water out in the hot sun again. She made sure that there was the same amount of water in each bucket. This time she carefully measured the temperature of the water in both buckets at the beginning of the day and at the end of the day. The pictures below show what Sally found.



A. What changes do you see?

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B. Tell why the changes happened.

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## 3<sup>rd</sup> Grade Social Studies

### Standard

**SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.**

- a. Explain why in the United States there is a separation of power between branches of government and levels of government.
- b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).
- c. State an example of the responsibilities of each level and branch of government.

**Use your Social Studies knowledge and research from your textbook, informational articles, and other nonfiction texts to respond to the writing prompts below.**

This task has more than one (1) part. Read each part carefully and respond.

### **Part A**

Explain one reason the powers of the national government in the United States are split among three separate branches.

### **Part B**

Explain one reason government power in the United States is split between the national government and state governments.