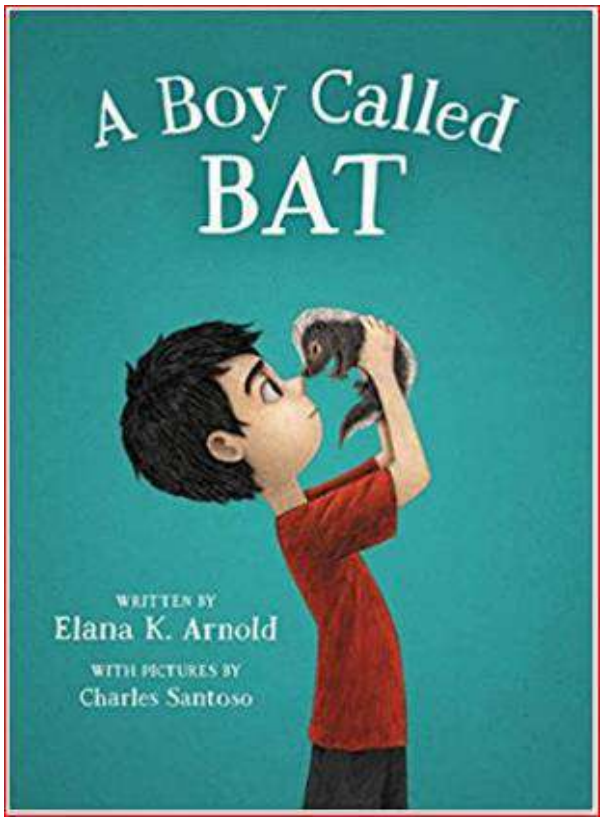
Santa Rosa County School District

# One District One Book

## 3rd Grade

## Learning Packet




Read to Them®
Creating a Culture of Literacy in Every Home™

Santa Rosa County District Schools

# One District, One Book Project for parents and care-givers

Our district is proud to be participating in this family-focused program. Over the coming weeks, we will **ALL** be invited to participate in our first "One District, One Book" experience.

**What is it?** In short, all families and staff will be given a copy of the same book. A learning packet will go home with the copy of the book on May 4. The packet will guide your family as you read the book over the coming weeks.

**What does this mean for me as a parent?** Our school is asking that regardless of whether your child is a kindergartner or a fifth grader, you read every word out loud as a family. For a few short weeks we will ask you to make reading this book an extra-special daily or nightly event in your home. In the learning packets, you will find grade level specific activities in reading, math, and science. At the end of each packet you will find extensions and resources to continue learning. Your child's teacher will check in weekly to talk about the book and activities.

**Why?** Readtothem.org shares that, "The benefits of reading aloud are remarkable! Studies have shown that reading to children helps them to listen better and longer, build better vocabularies, understand concepts better, feel positive about both books and learning, and more. When an entire school reads the same book, the buzz and excitement around the book being read increases these benefits, and there is the added joy of building community in the school family." This is not to mention the added benefit of spending real quality time with your children while simultaneously promoting the benefits of reading and school!

**The big question! How can a fifth grader and kindergartner read the same book?** The simple truth: they can't all read it, but if it is read to them, they can all enjoy a good story.

**Visit our district's website!** There is a special place on our website dedicated to this program. On this page, your family will find videos of each chapter being read aloud, all the information that is being sent home, a few of the pictures we are collecting along the way, and much more!

# Suggested Reading Schedule

| Weeks | Day 1 | Day 2 | Day 3 | Activities |
|---|---|---|---|---|
| May 4-8 | Chapters 1-2 | Chapters 3-5 | Chapters 6-7 | Reading/Math #1 & #2<br>Science #1 |
| May 11-15 | Chapters 8-9 | Chapters 10-12 | Chapters 13-14 | Reading/Math #3 & #4<br>Science #2 |
| May 18-22 | Chapters 15-16 | Chapters 17-18 | Chapters 19-20 | Reading/Math #5 & #6<br>Science #3 |
| May 25-29 | Chapters 21-22 | Chapters 23-24 | Chapter 26 | Reading/Math #7 & #8<br>Science #4 |

*This is just a suggested schedule. Feel free to adjust this to meet your needs.

## Questions to Ask Before, During, and After Reading...

**Before Reading**

What do you think the story will be about?

What characters do you think might be in the story? Why do you think that?

**During Reading**

Who are the main characters in the story?

What do you think or predict will happen next?

How do the illustrations help you understand the story?

Who is telling the story? How do you know?

What is the story about so far?

**After Reading**

What was the main message of this book? What does the author want you to think about?

Were your predictions correct?

How might the story have been different if it was told by another character?

Do you think this was a good title for the book? Why or why not?

# Reading Activity 1: Characterization

**Character Traits**
We learn about characters by their thoughts, words, and actions.

**What can you tell about Bat based on the following words, quotes, and actions?**

When Bat realizes the surprise is a skunk kit, he wants to "learn everything he can about skunks."
What does this reveal about Bat?

This tells me that Bat _____

"Bat only liked certain snacks; he loved his room because he knew where everything was; he was upset when his mom wasn't home on time..."
What does this reveal about Bat?

This tells me that Bat _____

"I love him." Bat said, He hadn't meant to say it out loud. Mom laughed. "Careful or you might make me jealous." she said.
"But it's true," Bat said. "I love him."
What does this reveal about Bat?

This tells me that Bat _____

# Reading Activity 2: "Just the Facts"

Read the passage "Skunk" that is included in your packet. After reading, use the information from the passage <u>*as well as what you've read in the story*</u> to identify 5 new facts about skunks.

**Facts about Skunks**

1. _____
2. _____
3. _____
4. _____
5. _____

## Skunk

Skunks live all over North and South America, in rural areas, suburbs, and the city. But if you see one, watch out!

You may not have seen a skunk in your neighborhood, but you've probably smelled one. Their smelly spray, called musk, is not easy to ignore!

The spray, which comes from two glands near the base of the skunk's tail, can hit a target 12 feet (3.7 meters) away. If you are lucky, you may get a warning before being sprayed. If threatened, skunks stamp their front feet, lift their tail, and growl. Some species of skunk even spring into a handstand before spraying, which puts the skunk's warning markings on full display. If the person or animal doesn't retreat, the skunk aims the spray at the eyes, allowing the skunk to escape. The spray can remain on its target for days.

Skunks are nocturnal, which means they search for food at night and sleep in dens lined with leaves during the day. Their favorite foods include fruit and plants, plus insects, bird eggs, small rodents, and birds. Birds, like the great horned owl, prey on skunks. Scientists believe it's because the birds don't have a very good sense of smell, which makes the skunk's spray useless in an attack.

# Reading Activity 3: "Exploring the Genre"

*A Boy Called Bat* is a realistic fiction story.

Read the excerpt below from Elana Arnold's *A Boy Called Bat*. Underline three examples of realistic fiction that are evident in the text.

## Features of Realistic Fiction

- Tends to take place in the present or recent past
- Characters are involved in events that could happen
- Settings that could be or are real
- Characters seem like real people who do things in a realistic way
- Things that happen to characters are things the reader could experience in everyday life

Sometimes Bat wished that Janie went to his school, because it would be kind of neat to see her in the hallways and at lunchtime, but most of the time he was glad that his school was something that he didn't have to share with her. Janie attended Robert E. Willett Elementary School, but this was her last year. Next fall, she would be going to junior high school.

Bat went to a private school. It had smaller classes than the public school, and his parents thought it was a "better fit for him," which was fine with Bat. Mr. Grayson was a good teacher who never yelled and who usually let Bat wear his earmuffs if things got too loud. Also, his school-the Saw Whet School- was named after a type of owl

The main hallway of the Saw Whet School was a busy place until 8:35 a.m., when class officially started. Until then, it was full of parents walking the younger kids (those in kindergarten and first grade) to their classrooms and older kids walking themselves, all while the principal, Mrs. Martinez, stood outside of the administration office, smiling and being friendly.

# Reading Activity 4:

# "Emojify the Story"

People use emojis to respond or show their feelings. Read each excerpt from the story. For each one, draw an emoji to represent a reaction to the quote.

| Excerpt from Story | |
|---|---|
| He cradled the bundle in his arms. He felt his face stretch into a wide smile, so wide it made his cheeks sore. | |
| "I'm doing it," Bat whispered. "I'm feeding him."<br>"You sure are," Mom said.<br>"I love him," Bat said. He hadn't meant to say it out loud. | |
| On Monday afternoon, after Miss Kiko rang the bell, Bat walked as fast as he could without running.<br>...But mom's burgundy station wagon wasn't in the line of waiting cars.<br>One by one Bat watched his classmates climb into cars... | |
| "I'm not sure it's a good idea to be naming the skunk," Mom said.<br>"If you name him, it will be too easy to get attached. And remember, he's only staying with us for few more weeks." | |
| "Thor can't sleep in your bed. Thor is a wild animal. Wild animals don't sleep in beds." | |
| "And tomorrow after school, instead of staying home with Janie, how about you come by the clinic? I'm going to weigh and measure Thor to make sure he's getting enough to eat, and you can help." | |

# Reading Activity 5: "Dear Diary"

In Chapter Nineteen, Bat has an idea that doesn't go as planned. Bat wanted to thank Janie for coming up with Thor's name so he put her unicorn pajama top in Thor's enclosure so Thor would know Janie's scent. When Janie realizes what Bat did, she is beyond upset. Bat is left feeling confused about why Janie is so upset. People have different ways of looking at things...this is called **POINT OF VIEW**.

If Janie kept a diary, what would she write in her diary on this fateful day? (Janie's Point of View)

Dear Diary,

_____
_____
_____
_____

If Bat kept a diary, what would he write in her diary on this fateful day? (Bat's Point of View)

Dear Diary,

_____
_____
_____
_____

# Reading Activity 6:

# "Figurative Language"

People sometimes use expressions that they do not mean to be taken literally. These are called "figures of speech." Because Bat takes most things people say literally, he can have trouble understanding the meaning of figures of speech.

An idiom is one example of figurative language. Idioms are phrases that do NOT mean exactly what they say. Look at the following examples.

| Examples | What it **Does NOT** Mean | What it Actually Means |
|---|---|---|
| Since we've been home during this quarantine, I've become a real **couch potato**. |  | Someone who sits around for most of the day |
| Those math problems were a **piece of cake**. |  | The problems were really easy |

Read the following quotes from the story. For each one, what do you think the character really means?

"You sure inherited my **sweet tooth**," Dad said, loading up his own plastic bag with jelly beans.

"Actually," Bat said, "teeth have nothing to do with it. People taste with their tongues and their noses."

I think Dad means

_____

_____

"Mr. Grayson," Bat said. "I need your help."

Mr. Grayson put the cap on his pen and set it down. **"I'm all ears,"** he said.

That was a funny expression, and for a second Bat pictures Mr. Grayson made entirely of ears, with ears for eyes and an ear for a nose and two tiny rows of little ears for teeth.

I think Mr. Grayson means

_____

_____

# Reading Activity 7: "I am…"

**I am BAT**

I am sensitive and kind.
I wonder how animals communicate.
I hear a bat sighing.
I see worlds spinning.
I want structure.
I am sensitive and kind.

I pretend I understand why grown-ups laugh at things.
I feel Mrs. Martinez rumple my hair.
I touch the rain in the sky.
I worry about Every Other Weekends.
I cry when things are out of place.
I am sensitive and kind.

I understand sometimes Janie is nice.
I say I know about hands.
I dream of being a veterinarian.
I try to take good care of Thor.
I hope I can keep Thor.
I am sensitive and kind.

We have learned a lot about our characters throughout the story.
Read the "I Am" poem about Bat.
You will now write your own version of an "I Am" poem. You may select to do your poem about a *different* character in the story OR you may choose to write the poem about yourself. Use the template included in your packet.

Using the "I Am Bat" model, write your own version of an "I Am" poem about *another* character in the story **OR** you may write one about yourself. Use the template below to fill in your responses.

I Am _____

I am _____ (two special characteristics)
I wonder _____ (something you are actually curious about)
I hear _____ (an imaginary sound)
I see _____ (an imaginary sight)
I want _____ (an actual desire)
I am _____ (the first line of the poem restated)

I pretend_____ (something you actually pretend to do)
I feel _____ (a feeling about something imaginary)
I touch _____(an imaginary touch)
I worry _____(something that really bothers you)
I cry _____ (something that makes you very sad)
I am_____ (the first line of the poem repeated)

I understand _____ (something you know is true)
I say _____(something you believe in)
I dream _____ (something you actually dream about)
I try _____ (something you really make an effort about)
I hope _____ (something you actually hope for)
I am _____ (the first line of the poem repeated)

# Reading Activity 8: "Summing it Up"

**SWBST** (Somebody Wanted But So Then) is a strategy that can be used to write a summary of a story.
It allows you to describe the most important parts of the story in a few words.

| | |
|---|---|
| Somebody | Who is the main character? |
| Wanted | What does the main character want? What is their goal? |
| But | What is the problem or what is keeping the character from reaching their goal? |
| So | How is the problem solved or how does the character reach their goal? |
| Then | How does the story end? |

Use the chart to the left to help you write a summary of the story A Boy Called Bat. Write your answers in complete sentences.

| | |
|---|---|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

# Optional Activities and Extensions

**Article: "Do Skunks Make Good Pets?"**
http://www.pbs.org/wnet/nature/is-that-skunk-do-skunks-make-good-pets/4569/

**Wild Explorers- Meet a Skunk**
https://www.youtube.com/watch?v=5RiErxwrVQ0

Based on the article and video, write a response to the following:
**Do *you* think a skunk would make a good pet? Why or why not?**
*Use information from both sources

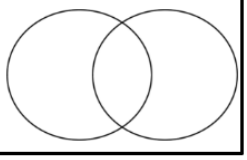
Do you think Bat was a good name for our main character? Why or why not? Write a response to explain. Using details from the text to support.

Create a Venn Diagram to compare and contrast two characters from the story.

How are they alike?

How are they different?

How are they the same?



**Idiom Pictionary**

In Activity 6 we identified some idioms that were found in the story.
Select an idiom from the list below. Draw the literal meaning and have someone try to guess the idiom. Then discuss what it actually means.
**Idioms:**
straight from the horse's mouth
up in the air
hit the books
blew me away
bite off more than you can chew
at the drop of a hat
under the weather
hit the hay
costs an arm and a leg
hit the nail on the head

Want to read more about Bat and his adventures? Check out the other stories that Elana Arnold has written in this series.

Bat and the Waiting Game

Bat and the End of Everything


Janie had some specific reasons for selecting Thor as the skunk kit's name.
Learn more at the following website:
https://www.storytimemagazine.com/news/stuff-we-love/norse-myths-for-kids/

Use information from the story and the article above to explain why Janie selected that name.

Bat was curious and loved to learn about animals. Select an animal that you would like to learn more about and research that animal. Would the animal you selected make a good pet? Why or why not?

**Additional Websites to Explore**
PBS Video on Skunks
https://youtu.be/vEcTVa6YjcQ

DK Find Out! Skunk Facts for Kids
https://www.dkfindout.com/us/animals-and-nature/weasels/skunks/

Skunk-National Geographic Kids
https://www.nationalgeographic.com/animals/mammals/s/striped-skunk/

# STEM Activities

**STEM Challenge: Rescue Device**

All living things need a place to live. Safety and comfort are key to the place where something lives. As you know, Bat is desperate to keep Thor and seems to think of him as his pet.

This STEM challenge is to create a pet rock and then design the perfect pet home environment for your pet rock. This will require you to learn about the properties of rocks.

Materials available include: recycled small boxes, pipe cleaners, masking tape, toothpicks, paper, straws, rubber bands, popsicle sticks, foil, wiggle eyes, paints, feathers.

Things to consider when creating your pet rock and its home environment:

- What will your pet rock look like?
- What home environment will make your pet rock comfortable and content?
- Will the environment provide for your rock's needs?

**STEM Challenge: Lego Pet**

If you don't already have a pet, you probably dream of having your own pet! Well, what if you could create a pretend pet for now?

This STEM challenge is to use **LEGO®** blocks to create a pet for yourself. Your **LEGO®** pet can be any animal you want it to be!

Optional: Research your pet's needs, traits, and habitat. Create a power point or poster about your pet.

**STEM Challenge: Pet Food Dispenser**

There are a lot of animals at Bat's mom Valerie Tam's veterinary clinic! Of course there are helpful vet techs like Laurence to help care for the animals which includes feeding.

Dr. Tam needs a pet food dispenser that the animals can use to feed themselves. This STEM task is to create a functioning pet food dispenser that will open to release food but also have a way to close off so the food doesn't continuously spill out. For this task you can also create pretend food.

Available materials include: *recycling cardboard boxes, plastic water bottles or clear "solo" cups, pipe cleaners, string, masking tape*

**STEM Challenge: Rescue Device**

In chapter 5 of *A Boy Called BAT*, we learn that Bat's mom has rescued a baby skunk after its mother had been hit by a car. Sometimes animals get stuck in challenging places and have to be rescued creatively. Thankfully, there are animal lovers like Bat and his mom who will go to great lengths to help animals in need!

This STEM challenge is to create a device that would **rescue an plastic animal from a well, deep enclosure or tight space**

Suggested materials include: *small plastic animals, straws, dixie cups, yarn, pipe cleaners, masking tape*

## Credit for Resources

**Ideas for the activities and resources included in this packet were inspired by:**

Hyperdoc created by Bobbi Hopkins
https://magic-of-reading.weebly.com/uploads/7/8/8/9/78899162/copy_of_a_boy_called_bat.pdf

Ideas adapted from the Educator's Resource for A Boy Called Bat available through the publisher Walden Pond Press.
https://www.walden.com/wp-content/uploads/2017/01/A-Boy-Called-Bat-Educators-Resource.pdf

National Geographic Kids
https://kids.nationalgeographic.com/animals/mammals/skunk/

**Math Activities**

**Math Activity 1:**
**"Let's Go For a Walk"**

BAT walks Thor the same number of times every day. BAT decided to calculate the total number of times he walked Thor for the past six days. He used a number line to find the total.

How many times have I walked Thor during the past six days?

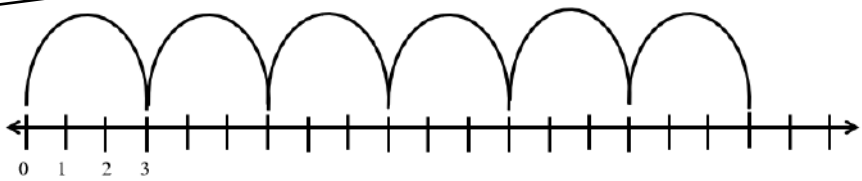
_____

How many times did I walk him each day?

_____

Write an equation that represents the problem that I solved using the number line.

_____




**Challenge:** If you have a pet, keep track of how often you walk them in a week. Create your own number line to find the answer.

**Math Activity 2:**
**"Painting a Mural"**

BAT's sister, Janie, loves art! She loves to be creative and paint beautiful pictures!

BAT wants Janie to paint a mural of a skunk on his bedroom wall. His wall is 10 feet wide and 8 feet tall.

What should the area of the mural be?

If the sky takes up the top 6 feet of the painting, what is the area of the sky?

What is the remaining area of the mural?

**Challenge**: Draw a mural of your favorite animal scene and find the areas of each section.

**Math Activity 3:**
**"S'more Fun"**

BAT and Janie love sweet foods and they've found a recipe for S'mores Trail Mix! As they get ready to make a batch, they discover all the measuring cups are dirty except for the one that measures 1/8 cup. Can you help them adjust the recipe so they can make a batch?

**S'mores Trail Mix**

**Directions**: Measure and pour ingredients into a large bowl, stir well to mix up the ingredients, serve and enjoy.

| Ingredients: | Recipe | Adjusted Recipe |
|---|---|---|
| Golden Grahams Cereal | 1 ¼ cups | $1\frac{}{8}$ cups |
| Chocolate chips | ½ cup | $\frac{}{8}$ cups |
| Mini marshmallows | ¾ cups | $\frac{}{8}$ cups |

**Challenge:**

Looks like BAT and Janie have friends coming over. Can you double the recipe? How much of each ingredient would you need?

**Math Activity 4:**
**"Sweet Tooth"**

Janie bought bags of candy at the candy store with BAT and her Dad.

Janie wants to share a bag of candy with her friends! She empties the contents of a bag on her table and counts 72 total pieces of candy.

If Janie shares evenly with **8** friends, how many pieces of candy would each of them get?

If Janie shares evenly with **9** friends, how many pieces of candy would each of them get?

**Challenge**: How many pieces of candy would each friend get if Janie shares evenly with **4** friends? Is it possible to share evenly with **5** friends? Why or why not?

**Math Activity 5:**
**"My Shoes Have Eyes"**

Mr. Grayson's shoes always fascinated BAT!

Find a pair of shoes in your house that have eyelets. *Eyelets are the little holes that hold your laces.*

Count the eyelets on <u>one side</u> of <u>one</u> of your shoes. How can you find the total number of eyelets for your pair of shoes?

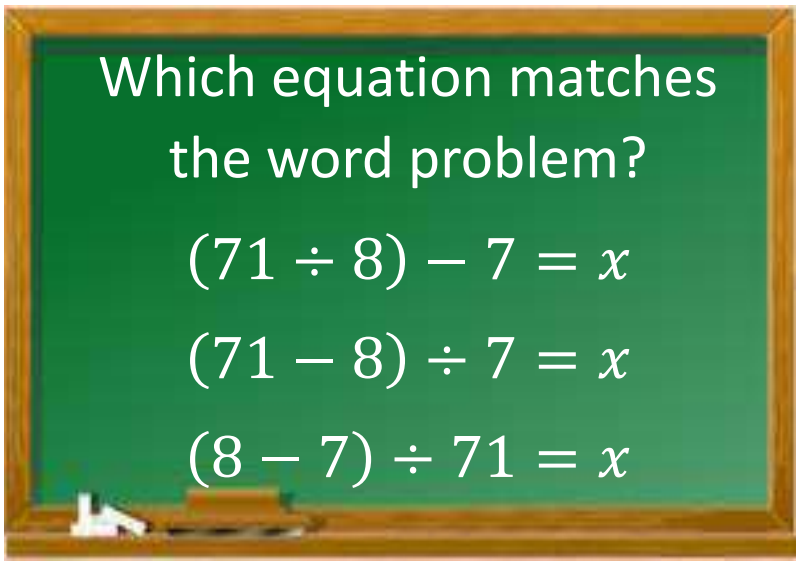
Find four pairs of shoes in your house that have eyelets. Write and solve an equation to find the total number of eyelets for all of the shoes.

**Math Activity 6:**
**"Zoo Field Trip"**

The Saw Whet School is going on a field trip to the zoo!

There are 71 students who paid to attend the field trip. Of those that paid, 8 students cannot go on the day of the trip. There needs to be 7 groups at the zoo and each group must have an equal number of students. How many students will be in each group on the field trip?

_____ students per group

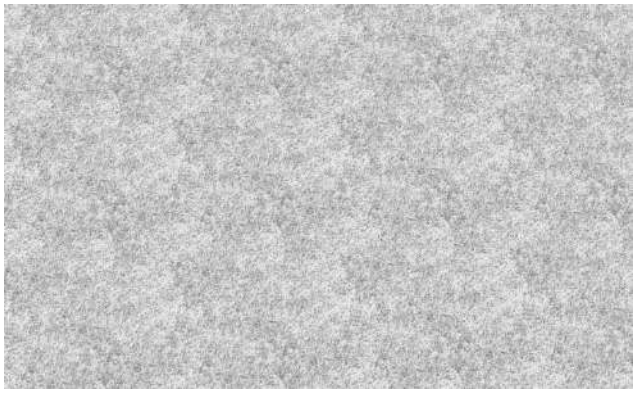


**Math Activity 7:**
**"Zoo Field Trip"**

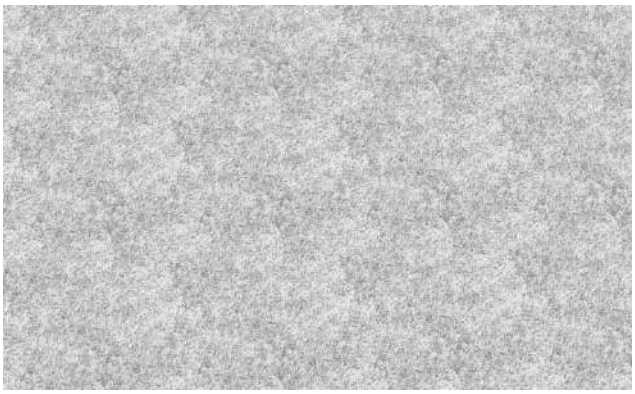
While at the zoo, Saw Whet students learn that the zoo is looking to build additional enclosures for their animals. They've identified a rectangular field that they'd like to split into four equally-sized enclosures.

Draw lines on the rectangle to the right to split the field into 4 equal parts.

What fraction of the whole would one of these parts represent? What would two parts represent?



**Challenge:** Can you find another way to divide the field into four equal parts? What might be the advantages/disadvantages of building the enclosures the way you drew them in your first design versus your second design?



**Math Activity 8:**
**"Time Spent"**

BAT spends a lot of "time" thinking about time. He thinks about the time he's at school, the time he's not with Thor, the time he spends with his Dad.

Help BAT tell how much time is spent between each activity using the following time sheets!

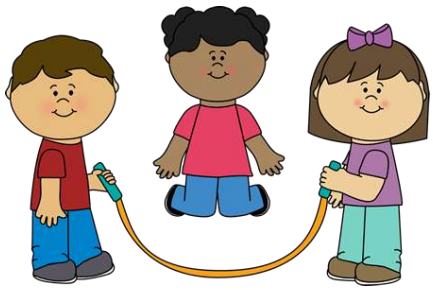
**“Time Spent” Time Sheet #1**

Clock A

Clock B

Recess began at the time shown on Clock A. Recess ended at the time shown on Clock B.

How many minutes were spent at recess?



**“Time Spent” Time Sheet #2**

Clock A

Clock B

BAT began reading at the time shown on Clock A. He stopped at the time shown on Clock B.

How many minutes did BAT spend reading?

**“Time Spent” Time Sheet #3**

With your family, make a list of special activities that you are doing during the day.

For one week (7 days): Record the time that you start. Record the time that you finish. Calculate how much time is spent doing each activity.

**Science Activities**

**Science Activity 1:**
**"Cooking"**

**BAT's mom prepared tea for her family** (page 81).

1. How do you think the temperature of the water that she poured into cups from the kettle compared to the temperature of the water that comes out of the tap?

2. Why do you think it is important to change the temperature of water to make tea?

3. Compare what would happen to a tea bag placed in cold water to a tea bag placed in hot water.

**BAT's mom also prepared spaghetti and meatballs for her family** (page 118).

4. Describe the temperature water must be in order to prepare spaghetti noodles and make them ready to eat.

5. What change of state does the water go through as the noodles cook?

6. **Challenge**: Go ask your parent to make you spaghetti for dinner. Offer to help them cook the noodles!

**Science Activity 2:**
**"Weather"**

**Saw Whet School's philosophy was that students should go outside at recess rain or shine or snow. BAT observed the weather closely because he did not enjoy going to recess in the rain.**

1. What weather-related event did BAT observe (page 45) that made him infer that recess would be wet?

2. What weather patterns have you observed that allow you infer that will rain?

3. Now, it's your turn to closely observe the weather just like BAT!
   On your paper, draw 5 blocks like the example provided. Record weather information over a period of 5 days in the chart you create. Go outside each morning and make careful observations about the weather. While outside, observe the sky, the temperature, and how the air feels. Record these observations in the weather observation box. After you've recorded your observations each morning, based on those observations, try to infer what the weather will be like all day. Will it be sunny, rainy, windy, cloudy? Do you expect the weather to change during the day? Record your inferences in the weather inference box. Each afternoon, return to your record sheet and note the actual weather. Compare your weather inference to the actual weather. Were your inferences correct? Your investigation has made you one step closer to being a meteorologist!

| Weather Observation: |
| --- |
| Weather Inference: |
| Actual weather: |

**Science Activity 3:**
**"The Sun"**

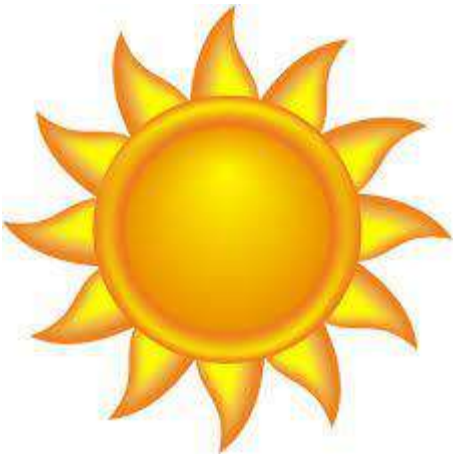
**BAT woke up early to a dark sky that was starting to change. He could hear birds singing as the sky began to lighten and turn violet and pink, then orangey red.**

1. What time of day do you think it was? What do you think was causing the sky to lighten and change colors? What do we call this object that appears large and bright in the sky?

2. **Circle the underlined phrase that completes the following sentence.**

The Sun is a star and appears large and bright because it is the:

closest star to Earth  furthest star from Earth



3. What time of day can you see the Sun rise in the sky? Is the sky getting darker or lighter during this time? Have you ever watched a morning sunrise? If yes, what colors did you see?

4. What time of day can you see the Sun set in the sky? Is the sky getting darker or lighter during this time? Have you ever watched an evening sunset? If yes, what colors did you see?

**Science Activity 4:**
**"Classifying Animals"**

**"BAT" was what almost everyone called Bixby Alexander Tam for a couple of reasons: the initials of his name- *B, A, and T*- spelled BAT, he wore earmuffs for his sensitive hearing, and he flapped his hands like a bat flaps its wings. BAT didn't mind. Animals were his very favorite thing.**

BAT loved to read his animal encyclopedia, and many different animals were mentioned throughout the story:

| | | | | | |
|---|---|---|---|---|---|
| bat | owl | mayfly | caterpillar | ferret | cat |
| hawk | rabbit | gorilla | horse | badger | weasel |
| skunk | butterfly | kangaroo | dog | | |

1. A mammal is a warm-blooded vertebrate (have a backbone) animal. Mammals have hair or fur, female mammals produce milk for their young, and typically give birth to live young.

Put a **circle** around animals in the list above that are **mammals**.

2. Birds are warm-blooded egg-laying vertebrates (have a backbone). Birds have feathers, wings, and a beak and are typically able to fly.

**Underline** animals in the list above that are **birds**.

3. Arthropods are invertebrate (have no backbone) animals, such as insects, spiders, or crustaceans.

Put a **star** next to animals in the list above that are **arthropods**.

4. Vertebrates are animals that have a backbone, and invertebrates are animals that do not have a backbone.

Put a **"V"** for **vertebrate** next to animals in the list above that <u>have a backbone</u>. Put an **"I"** for **invertebrate** next to animals in the list above that <u>do not have a backbone</u>.

**Reading Standards Addressed**

**Questions before, during and after reading:** LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.; LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text; LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.; LAFS.3.RL.2.6-Distinguish their own point of view from that of the narrator or those of the characters.; LAFS.3.RL.3.7 Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Activity 1: LAFS.3.RL.1.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Activity 2: LAFS.3.RI.3.9- Compare and contrast the most important points and key details presented in two texts on the same topic. LAFS.3.RI.4.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.LAFS.3.RL.4.10-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 42-3 text complexity band independently and proficiently.

Activity 3: LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; LAFS.3.RL.4.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Activity 4: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Activity 5: LAFS.3.RL.2.6- Distinguish their own point of view from that of the narrator or those of the characters.

Activity 6: LAFS.3. L.3.5- Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context

Activity 7: LAFS.3.RL.1.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Activity 8: LAFS.3.RL.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## Math Standards Addressed

Activity 1: MAFS.3.OA.1.1 - Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

Activity 2: MAFS.3.MD.3.7.b&d - Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Activity 3: MAFS.3.NF.1.3 - Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Activity 4 & 5: MAFS.3.OA.1.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Activity 6: MAFS.3.OA.4.8 - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Activity 7: MAFS.3.G.1.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

Activity 8: MAFS.3.MD.1.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

## Science Standards Addressed

Activity 1: SC.3.P.8.1 - Measure and compare temperatures of various samples of solids and liquids. SC.3.P.9.1 - Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

Activity 2: SC.3.N.1.3 - Keep records as appropriate such as pictorial, written, or simple charts and graphs of investigations conducted. SC.3.N.1.6 - Infer based on observation.

Activity 3: SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.

Activity 4: SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.