



At Home Learning Resources

Grade 3 - Week 12



Get Counted
2020 Census

The Census starts in April
More info | www.2020census.gov | Job opportunities

How to take the 2020 Census



Online



Phone



Mail

Why it matters

Federal funding
For local programs and organizations

Better planning
For roads, schools, healthcare and emergency services

Determines representation
In Congress and the state legislature

Helps businesses
Locate factories and stores, recruit employees and conduct market research

Shape your future
Your community, your voice

<https://2020census.gov/>

Grade 3 ELA Week 12

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3799>

This week completes a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on exploring new vocabulary each week.

Reading: Students need to read each day. They can read the text included in this packet and/or read any of the fiction books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading and get ready for summer. Students can also reflect back on the school year and write a bit about what they liked or learned.

Writing: Students will finish working on narrative stories this week. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 3 Narrative Writing Choice Board](#). Click on the images to watch the video tutorials. This writing should finish this week. Students will be writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing.

Word Work: Students can work on learning new vocabulary words using clues in the text. Students can choose any words they find in their reading.

My Summer Reading Plan



Books/Authors I want to read:











Where I will get books:

☐
☐

Borrow from the library
Buy at a bookstore

☐
☐

Read online
Buy Online

☐
☐

Trade books with friends
Other _____

Where I will read:

☐
☐

In my bedroom
In my car

☐
☐

In the living room
At the beach

☐
☐

Outside
Other _____

Log all of the books that you read. If you read 1 book, write it down. If you read 100, write them down. You can write them here. If you run out of room, add another piece of paper.

OR

Looking for an even easier way to log your books, do it online. [Click here](#) to enter your book titles online. Your school will keep a list of all of the books that you read.

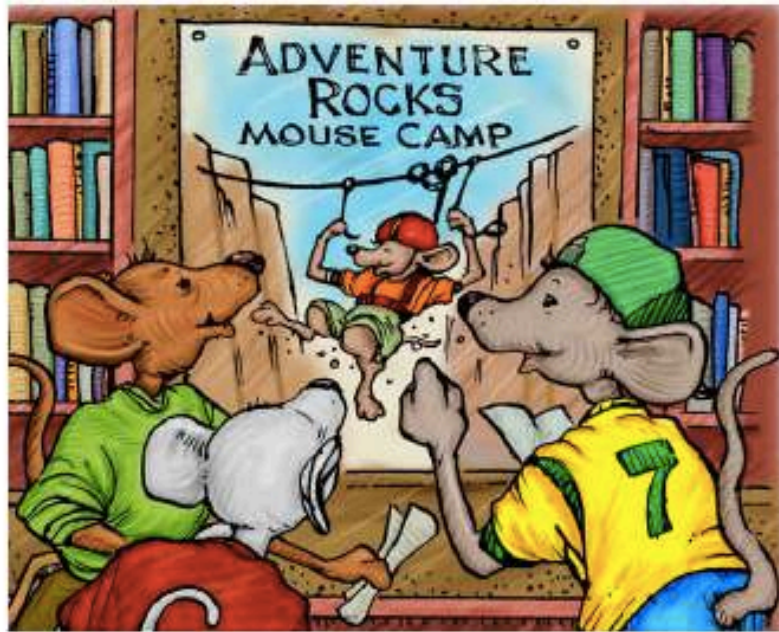
Remember, you only need to log your books on paper ~~or~~ online. NOT BOTH!

Happy Summer Reading!

Morty's Roadside Refreshments



Written by Kathy Hoggan
Illustrated by Joel Snyder



Morty was checking out his library books when it caught his eye—a poster for Adventure Rocks Mouse Camp.

“Check this out!” Morty called to Ben and Fred as he grabbed three brochures and scampered to catch up with his best buddies. They all stopped, books in paws, to stare at the pictures of mice flying above canyons suspended from zip lines. They instantly believed the brochure’s headline: Summer won’t be complete until you *Take it to the Limit* at Adventure Rocks Mouse Camp.

Ben broke the silence, “We have less than two weeks until registration opens, and it says the camp fills up fast.”

“I have an idea,” Morty announced. “Tonight we all talk to our parents. It will take our best pitch ever to persuade them to let us go AND to pay for it.” The mice all nodded. Morty scratched his ear, “Let’s all report back in the morning.”

Ben, Fred, and Morty were munching on crispy cheese squares in Morty’s kitchen the next morning as they summarized the situation.

Morty needed to earn the entire amount for six days at camp. Ben’s parents offered to pay for half the price if Ben earned the other half. Fred’s mother had no problem letting him go to camp; but she couldn’t pay for it, and Fred had to leave camp two days early for a family reunion.



"Let's figure this out," Morty said, grabbing a pencil. Camp was \$500 for a whole week or \$100 per day if you stayed less than six days.

Mouse	Length of Stay	Cost
Morty	whole week	\$500
Ben	whole week	\$500 (x 1/2)
Fred	4 days	\$400

Morty added up the total cost:

\$500
\$250
+ \$400
\$1,150



"Okay, we need to earn \$1,150 in two weeks," Morty said with a sigh.

The usually noisy friends sat quietly staring at the sum.

Then an idea popped into Morty's head. "Why don't we sell lemonade and snacks by the side of the road? We can pool our allowance savings to buy supplies."

"That's a great idea," Ben said.

"Everyone get their savings and meet back here right away," Morty said.

Ben, Fred, and Morty returned to Morty's kitchen to count their combined funds. In total they had 13 wrinkled dollar bills, 32 quarters, 60 dimes, 23 nickels, and 476 pennies.

It was Fred's turn to do the math.

"Thirty-two times twenty-five cents equals . . ." said Fred.

"Wait!" said Ben, "There is an easier way. Use thirty-two divided by four, since there are four quarters in one dollar."

Fred continued with the math.



Fred stared at the number and asked, "How will we turn \$32.91 into \$1,150?"

"We can do it!" Morty said. "Let's take the money and buy lemons, sugar, and paper cups. We can save our treats from school lunches this week to sell."

"I'll make you a pan of brownies," his sister offered as she reached for a crispy cheese square.

"Thanks!" Morty said.

"We should have the sale next Saturday—that is the day that everyone is out and about—on Main Street," Ben advised.

"It's a plan. I have some poster board, so I'll make a sign," Morty offered.

"I'll buy the lemons, sugar, and cups," Ben volunteered.

"I'll borrow a table and chairs from my mom," Fred said.

"By this time next week, we'll be counting our money! Then we can count the days until we 'Take it to the Limit'!" Morty was shouting with excitement.

The sun had barely come up on Saturday morning when the mice set up their business. They chose a spot, asked permission from the homeowner, and then asked to use her garden hose for water to make lemonade.

They had 24 lemons, and it would take three for each pitcher of lemonade. They could get 12 cups of lemonade per pitcher. All week they saved the treats from their lunches and begged their friends for their treats, too. They had 23 yummy treats to sell.



Now the three mice stared at the brownie pan and discussed how to cut the brownies.

"We could do three rows of four," suggested Fred, thinking how he would like a large brownie.

"No, we should do four rows of four," said Ben.

"We need to sell LOTS of brownies. I think we should make it six rows of six," Morty said.

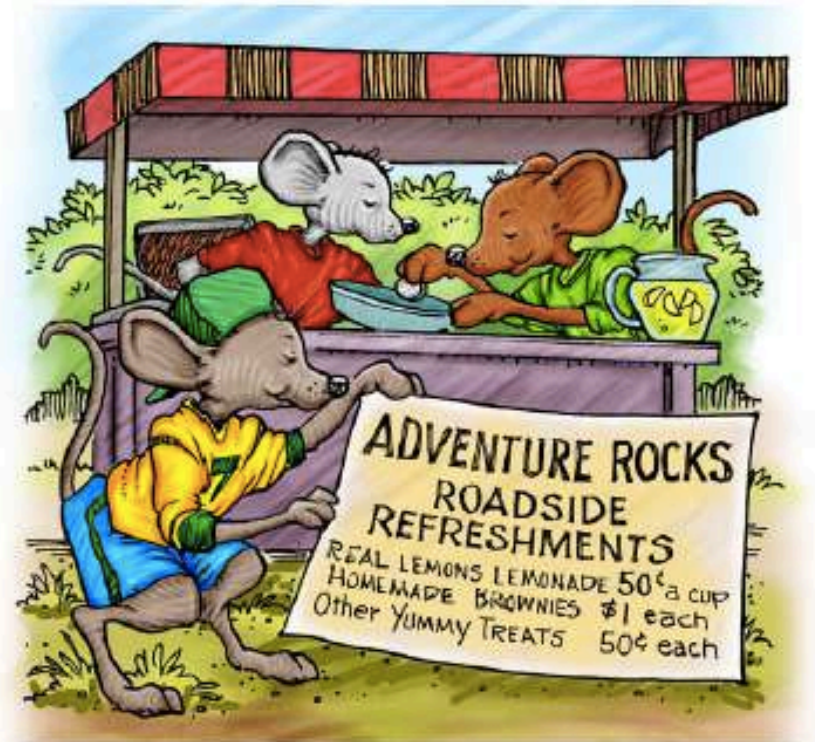
"That will make some mighty small brownies," Fred argued.

"Yeah, but do the math," Morty said. "We could sell 36 brownies instead of 12."

"You're right," Fred agreed. "The brownies would be a fair size for a fair price."



Morty hung the sign, and Ben sorted the change from shopping into the muffin tin that Fred brought. They would need to make change for their customers.



Morty was too busy greeting the first customer to do the math. A little calculation would have saved them from being surprised shortly after noon when Ben announced, "We only have one row of brownies left," as he held up a not-so-big pile of bills.

"We only have four cookies left, too, and we used the last three lemons on this pitcher," Fred added.

Morty looked at the small pile of bills. *We can't give up now*, he thought. There was only one thing to do, he decided—make their inventory go further.

"Ben, cut each of those brownies into fourths. If there are six now, we can get 24 by dividing the ones we have."

"Fred, when the pitcher gets down to one-fourth full, just fill it to the top with the water hose. I don't know how to stretch the cookies into more. They're so stale they'll probably crumble if we cut them."



"Hmm," Morty was thinking out loud, "I'll change the sign and make the fives into eights and charge 80 cents for the treats and lemonade."

Fred was refilling the pitcher with water for the third time when they sold the last of the treats. With only two brownies left, and two hours until sundown, Morty decided to cut the last two brownies into quarters, making each brownie the size of a quarter. After all, this was their last chance to try and make the money they needed for camp.

Just as Morty finished cutting the brownies, a vehicle rounded the corner. Morty saw the Mouse Minivan with his father at the wheel and his family inside. They pulled up to the curb, and his brothers and sisters jumped out, each clutching a coin or two. They were eager to support their brother's bustling business. Morty's family bought the last of the brownies and drank the last drop of watered-down lemonade.

Morty wanted to hide.



"Morty, can I speak with you over here?" His father motioned Morty over to the minivan. He had the brownie in the palm of one hand and was clutching his cup of lemonade in the other.

"Son, have you been taking money from our friends and neighbors for THIS?" he asked.

Now, there is one thing about Morty, HE ALWAYS TELLS THE TRUTH.

"Yes." Morty looked at his toes. His father waited for further explanation. "This morning we set fair prices for good products, but we were running out of lemons and brownies, so we kept trying to make what we had go further. This afternoon some customers were grumbling as they walked away."

"Morty, your integrity in our community is much more important than a week at camp," his father said. "It was unfair to charge so much for so little."



Morty felt terrible. He took down the sign and sat with Ben and Fred. *Third-grade mice don't cry over weak lemonade*, he thought as the tears welled up in his eyes.

"Let's get together in the morning and count the money in the muffin tin. I doubt we have enough money for camp, but I am sure that we need to do something to make it up to the mice we ripped off."



The next morning, Morty sat with Ben and Fred around the table in Morty's kitchen counting their earnings. All three mice looked grim.

Ben was the first to speak. "Wow! I thought we made lots more than that! At that rate, we would have to have lemonade stands for ten Saturdays to get enough money for camp."

"What's up?" Morty's father asked as he eyed a cheese pastry on the table. The grim-faced mice didn't answer. Father took a bite and, looking from face-to-face, quipped, "Has the cat got your tongue?"

Morty spoke up, "I have an idea." Ben and Fred looked up. Usually Morty's ideas weren't to be shared with a grown-up around.

"Next Saturday is supposed to be a really warm day. Let's use the money we earned to offer free treats at another roadside stand. Maybe some of the same mice we unfairly charged this weekend will get free treats next weekend," Morty said.

"That's a really nice idea," Morty's father said.

Ben, Fred, and Morty bought more lemons, sugar, and cups. They shopped for brownie and cookie ingredients, which Morty's sister showed them how to bake. Morty made a new sign that read: FREE brownies, cookies, and lemonade! By Saturday morning they were ready.

They set up their stand in the same spot and were soon swamped with customers. The surprised mice smiled broadly as they walked away with a treat and cup of lemonade. Morty felt like he could skip all around.

One mouse waiting in line asked why they were giving away treats for free. "Well, we were trying to raise money for Adventure Rocks Mouse Camp, but . . ." Morty said before he was interrupted.

"Oh wow, I did that when I was your age," one mouse said.

"How great!" said another.

"Here, I'd like to donate ten dollars for your registration fees," a third mouse said. Soon all the mice in line were offering to donate money.

"Really, we just want to make up for overcharging everyone. We can't take your money," Morty said. But after trying to refuse several times and mice still offering money, Morty, Ben, and Fred knew they needed to show they were grateful.



In the middle of the afternoon, they had run out of lemonade, brownies, and cookies, but somehow they had collected a huge pile of donated cash.

"Your customers were generous today, Morty," Morty's father said when he collected the mice in the Mouse Minivan. "I hope you appreciate their kindness."

Morty looked at Ben and Fred, whose grins stretched from ear to ear.

That evening Morty, Fred, and Ben counted the donations in Morty's kitchen.

"Two hundred ninety-eight, two hundred ninety-nine, three hundred," Fred said as he placed the last bill on the table.

Morty's ears perked up.

Three hundred dollars meant that each of them could go to camp for one day and take the ultimate adventure hike—crossing the canyon on a zip line, rappelling from the rocks, and shooting the rapids in a raft.

"Wow," Ben said.

"Yeah," agreed Morty and Fred.

"Your customers understood you were trying to make right what you had done wrong," Morty's father said from the doorway, grinning with pride at Morty.

"Let's take it to the limit!" Morty said to his best buddies.



Math Minute

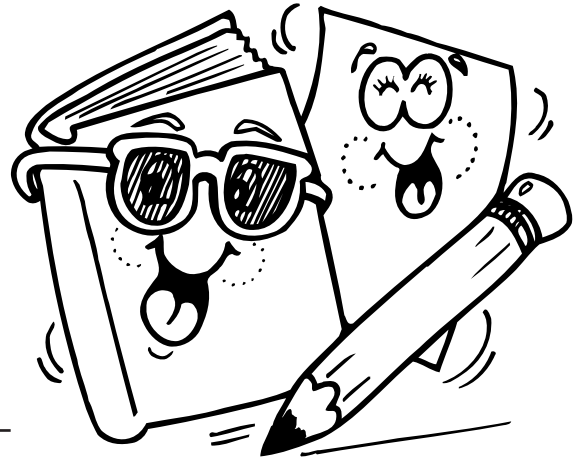
Did you do the math? How much money did Morty, Fred, and Ben make with their roadside refreshment stand?

Morty kept cutting the brownies into fourths until they had sold a total of 54 brownies at 1 dollar each. The mice also sold 19 yummy treats for 50 cents each, and 4 more yummy treats for 80 cents each. They sold 84 cups of lemonade for 50 cents each, and 36 more cups for 80 cents each.

How much money did the mice earn above the amount that they started with?



An End of the Year Letter to My Teacher!

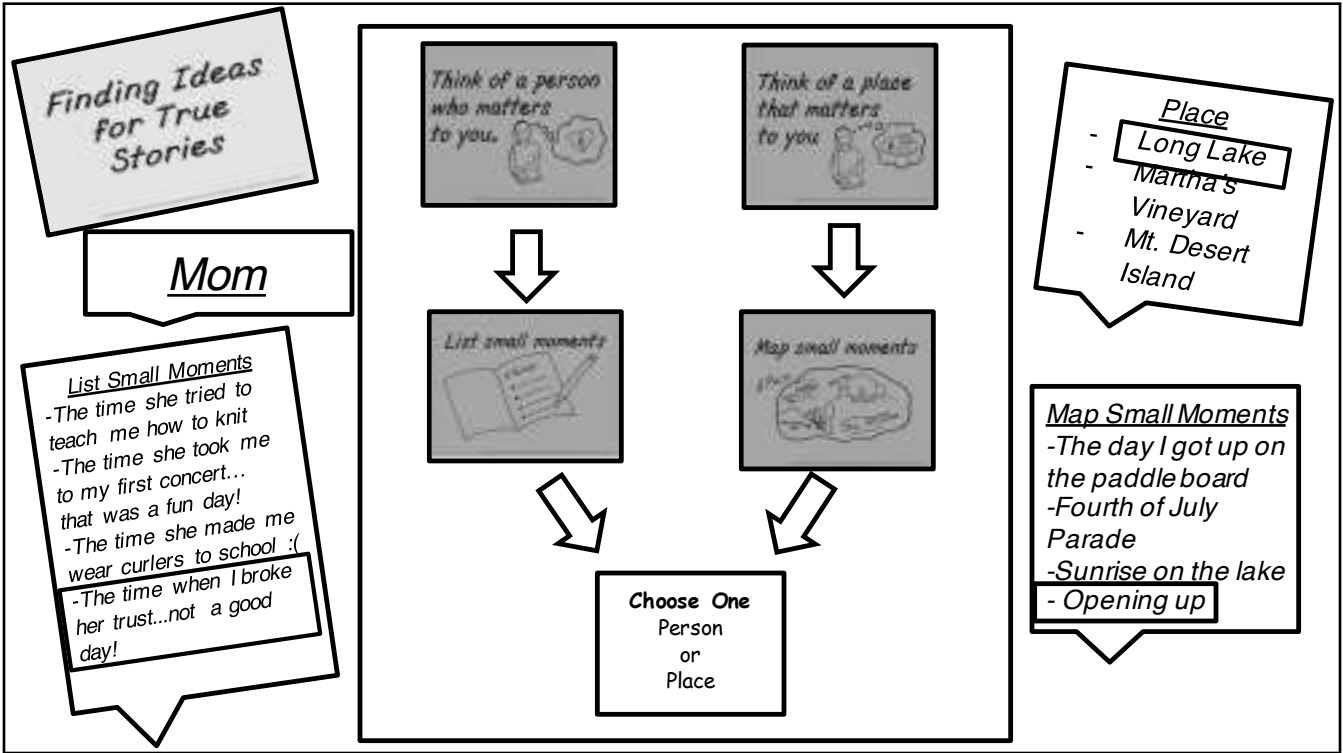
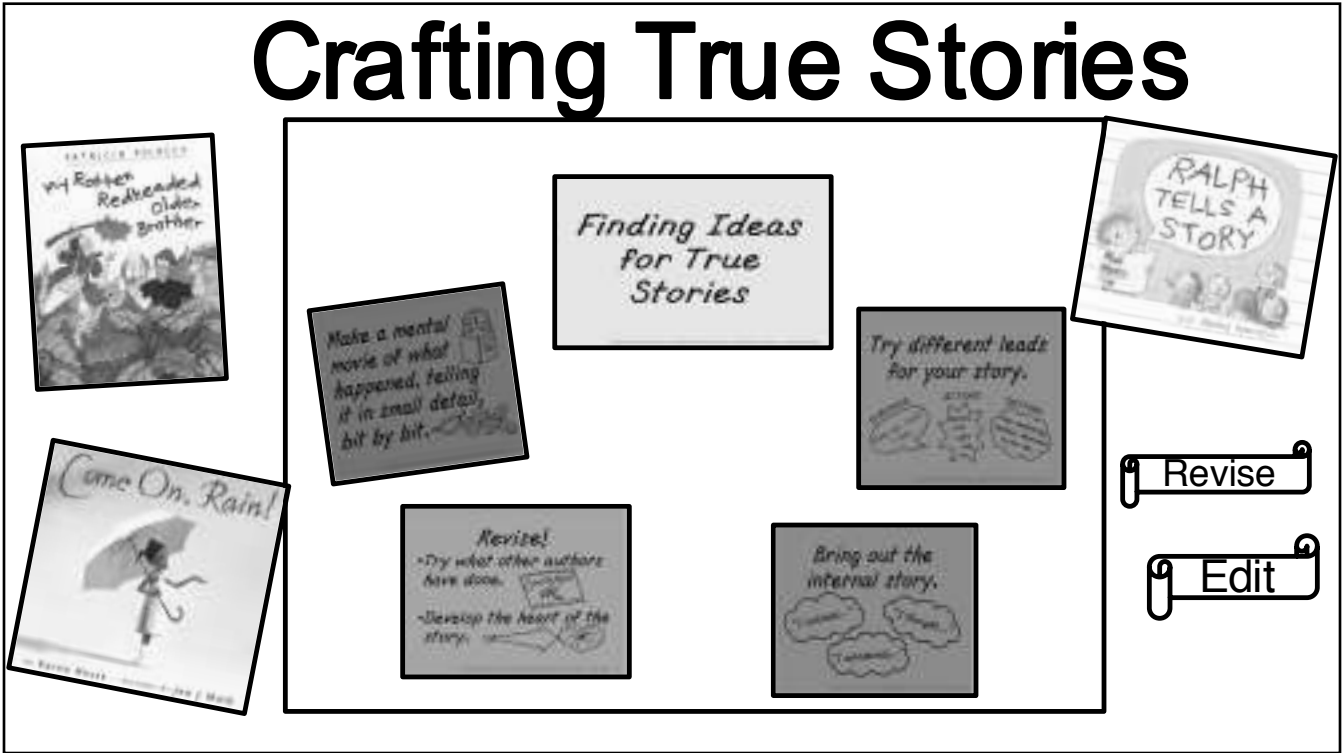


Date _____

Dear

Signed

Grade 3 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own true, narrative story.



Make a mental movie of what happened, telling it in small detail, bit by bit.

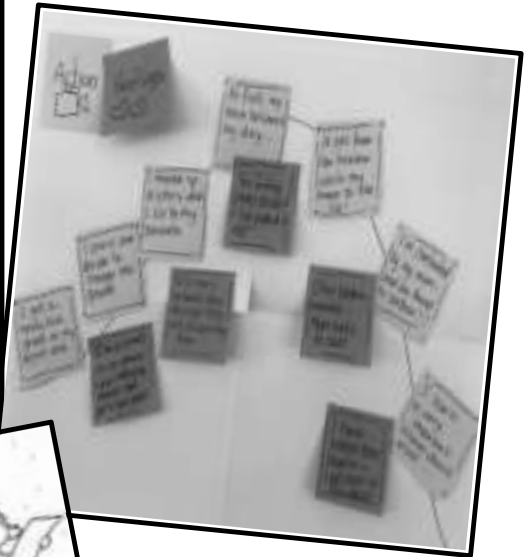


Writers remember to use your storytelling voice!

Help the reader feel like they're in the story by including **actions**, **thoughts** and **feelings**.

The Big Fourth Grade Lie

There I was in Mrs. Quinlan's fourth grade classroom. Anxiously waiting for the teacher to call my name. My stomach flipped and flopped dozens of butterflies making their way through my belly. Beatriz Cuesta "she called". I got up from my chair, and slowly reached for the yellow envelope resting on her old wooden desk stacked neatly in alphabetical order. I had returned to my seat, and with great hesitation methodically lifting the corners of the envelope. I yanked the report card out from the envelope. My eyes were immediately drawn to the grades on the left hand corner of the page...there it was a big fat D. Never before had I gotten such a horrible grade on anything. What would I do?



Try different leads for your story.

Dialogue

Dialogue

Setting

My teacher always said,

"Stories are everywhere!"

"Come on, rain!" I say.
squinting into the endless heat.

Mamma lifts a listless vine and sighs.
"Three weeks and not a drop,"
she says, sagging over her parched plants.



My brother and our mother and I all lived with my grandparents on their farm in Union City, Michigan.

Now my babushka, my grandmother, knew lots of things. She knew just how to tell a good story. She knew how to make ordinary things magical. And she knew how to make the best chocolate cake in Michigan.

After she told my brother and me a grand tale from her homeland, we'd always ask, "Bubshir, is that true?"

She'd answer, "Of course is true, but it may not have happened!" Then she'd laugh.



Notice how I used what I learned from looking at our mentor text to lead my story by introducing the **setting**.

The Big Fourth Grade Lie

There I was in Mrs. Quinlan's fourth grade classroom. Anxiously waiting for the teacher to call my name. My stomach flipped and flopped dozens of butterflies making their way through my belly. Beatriz Cuesta "she called". I got up from my chair, and slowly reached for the yellow envelope resting on her old wooden desk stacked neatly in alphabetical order. I had returned to my seat, and with great hesitation methodically lifting the corners of the envelope. I yanked the report card out from the envelope. My eyes were immediately drawn to the grades on the left hand corner of the page...there it was a big fat D. Never before had I gotten such a horrible grade on anything. What would I do?

Try different leads for your story.



How would I face my parents? Feeling terrified, I got the brilliant idea to change the grade on my report card.

I was torn by my decision. On the one hand I was distraught at the thought of lying to my parents who trusted me, and who had always put their faith in my doing the right thing. On the other hand there was this horrible grade. They would be so disappointed in me, and life as I knew it would be over...I probably be grounded for life.

That afternoon, as was typical, I strolled in through the back door. I handed mom the envelope, and in my calmest voice the lie just rolled off my tongue. Mom Mrs. Quinlan asked me to mention that she had made a last minute mistake on my report card, and that it might look a little messy. I felt horrible, but amazed that I had pulled this off.

No questions just this sort of genuine acceptance from my mother.

The next morning I prepared to go to school. Mom and dad wished me a good day "keep up the good work kiddo". As I walked

Revise!

"Try what other authors have done."

"Develop the heart of the story."

Revision is not about fixing errors, it's about adding more to the heart of your story just like Karen Hesse!

Write how people talk
**BREATHE,
MURMUR, SHOUT!**

"It's going to rain," I whisper.

"Put on your suit and come straight over."

Sweat trickles down her neck and wets the front of her dress and under her arms. Mamma presses the ice-chilled glass against her skin.

Use Descriptive Details

"Is there thunder?" Mamma asks.

"No thunder," I say.

"Is there lightning?" Mamma asks.

"No lightning," Jackie-Joyce says.

"You stay where I can find you," Mamma says.

"We will," I say.

Put In Exact Words People Say:

Write the story bit by bit!

Mamma sinks onto a kitchen chair and sweeps off her hat.

to school, I thought about their reaction. They trusted my word. They never doubted that I was telling anything but the truth. As awful as I felt I carried on.

My stomach was turning flipping and flopping, My heart thumping kind of it feels when you have the bass turned up really loud on the radio. I was panicking. I told myself to calm down. I had already done the hard part.

I arrived at school. I put my things away, and nonchalantly placed the signed envelope on the teacher's desk. She thanked us all for our prompt returns, and it was business as usual. With each passing hour I was convinced that all had gone well. I had managed to fool everyone.

That afternoon when I arrived home, I was as happy as a pig in mud. I greeted my mom, who was sitting on the couch with a huge hug. At the time it didn't dawn on me that it was unusual for her to be sitting on the couch. She was always flitting around getting ready for supper. "Betty" she said, "How was your day?" Oh fine! Is there anything you want to talk about? Anything new?

Include dialogue!

"Not really mom." At that very moment my mother released her arm that had been tucked behind her back. I hadn't noticed because I had been so preoccupied. In her hand was the yellow envelope.

Suddenly, the walls began to close in on me. My mind was spinning so fast. What had I done? I could see the overwhelming sadness in my mother's eyes. She was so disappointed. When I told her about Mrs. Quinlan's mistake she hadn't questioned me. "I trusted you," she said. "You have never given us a reason to doubt your word, but know you have."

It takes years to build the kind of relationship where you feel trusted by others when your word means something. With one lie I destroyed the trust that my parents had in me. It was going to take a long time before I would be worthy of their trust again.

I had lost my parents trust. From that day forward, and for what seemed like a very long time after that, my word wasn't going to be good enough.



Tell your story bit by bit. Use descriptive details

Remember to include the heart of your story. Ask yourself...why is this story important to tell

Bring out the internal story.



Now, I knew that she loved me all right, but I couldn't quite understand how she could even like my older brother, Richard. He had

Authors do not just add what characters say out loud, but what they say in their head as well!



I stare out over rooftops,
past chimneys, into the way off distance.
And that's when I see it coming,
clouds rolling in,
gray clouds, bunched and bulging under a purple sky.

A creeper of hope circles 'round my bones.
"Come on, rain!" I whisper.



I thought, I'll never be a great writer like Daisy.

Bring out the internal story.

"I realized..."
"I thought..."
"I wondered..."

Writers, let me share with you a couple of ways that I showed how I was feeling as I wrote my story. Notice I used words like **I thought** or **I realized** to show the reader what I was thinking in my head.

to school, **I thought** about their reaction. They trusted my word. They never doubted that I was telling anything but the truth. As awful as I felt I carried on.

My stomach was turning flipping and flopping. My heart thumping kind of it feels when you have the bass turned up really loud on the radio. I was panicking. I told myself to calm down. **I had already done the hard part.**

I arrived at school. I put my things away, and nonchalantly placed the signed envelope on the teacher's desk. She thanked us all for our prompt returns, and it was business as usual. With each passing hour I was convinced that all had gone well. I had managed to fool everyone.

That afternoon when I arrived home, I was as happy as a pig in mud. I greeted my mom, who was sitting on the couch with a huge hug. At the time it didn't dawn on me that it was unusual for her to be sitting on the couch. She was always flitting around getting ready for supper. "Betty" she said, "how was your day"? Oh fine! Is there anything you want to talk about? Anything new?

"Not really mom". At that very moment my mother released her arm that had been tucked behind her back. I hadn't noticed because I had been so preoccupied. In her hand was the yellow envelope.

Suddenly, the walls began to close in on me. My mind was spinning so fast. What had I done? I could see the overwhelming sadness in my mother's eyes. She was so disappointed. When I told her about Mrs. Quinlan's mistake she hadn't questioned me. "I trusted you," she said. "You have never given us a reason to doubt your word, but know you have."

It takes years to build the kind of relationship where you feel trusted by others when your word means something. With one lie I destroyed the trust that my parents had in me. It was going to take a long time before I would be worthy of their trust again.

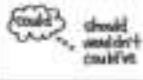
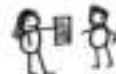
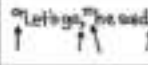

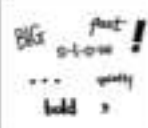
I had lost my parents trust. From that day forward, and for what seemed like a very long time after that, **I realized** that my word wasn't going to be good enough.

Narrative Writing Checklist		Grade 3	
STRUCTURE			
Goal	I had the story set by 1st		
	Did I do it like a 3rd grader?		
Lead	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told the story in order using phrases such as at this later and after that.	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I chose the action, feeling that would make a good ending and wanted to write it well.	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used key words and added them to accurately what happened to tell them what happened later (and finally) in my story.	<input type="checkbox"/>	<input type="checkbox"/>

Use this checklist as you revise. Look over your writing with the lens of a reader. Add, change, or make your draft even better!

Revise

Narrative Writing Checklist (continued)		Grade 3	
DEVELOPMENT			
	Did I do it like a 3rd grader?		
Characterization	I worked to show what happened to lead to my characters.	<input type="checkbox"/>	<input type="checkbox"/>
Draft	I not only told my story, but also wrote in ways that got readers to picture what was happening and that brought my story to life.	<input type="checkbox"/>	<input type="checkbox"/>

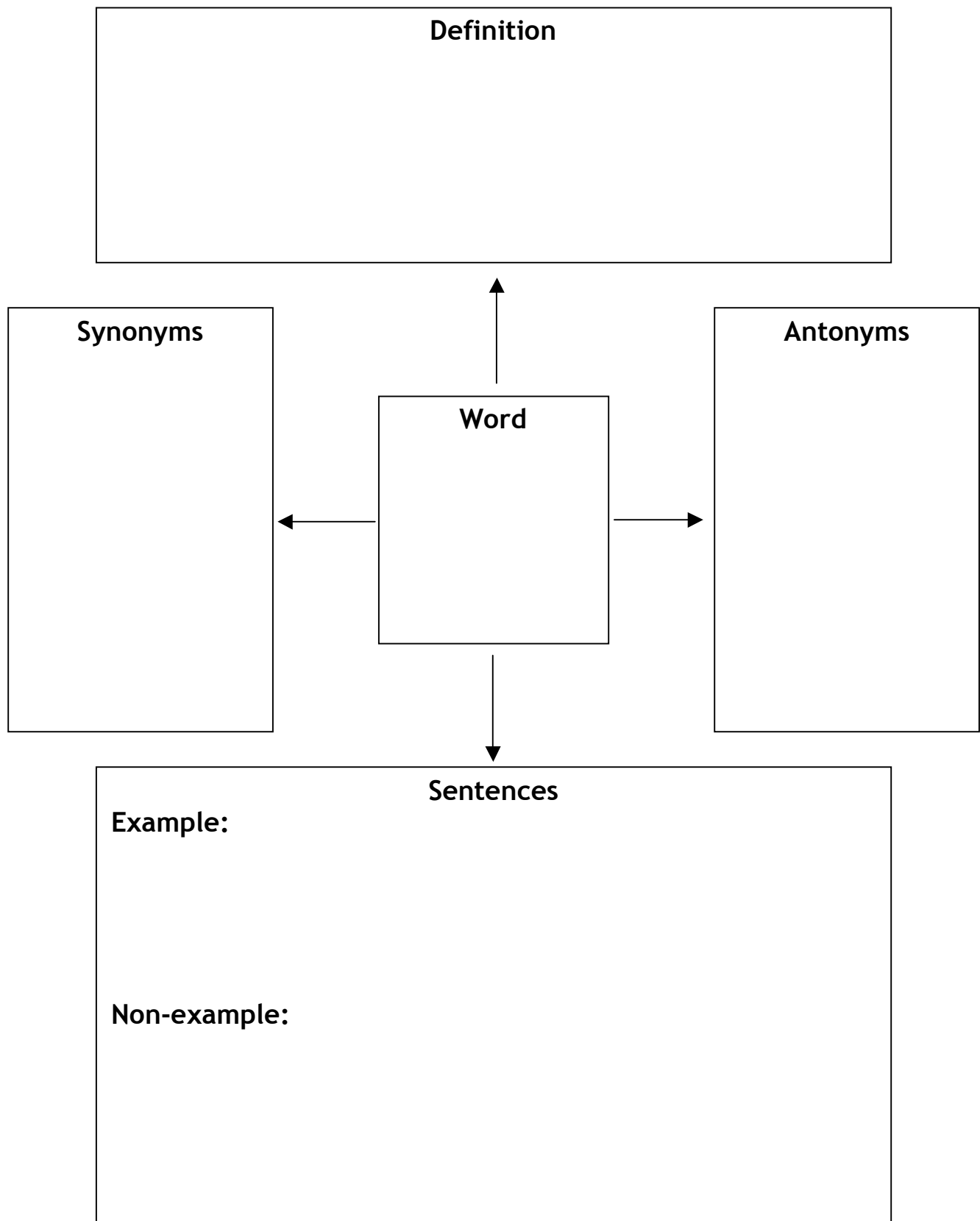
Narrative Writing Checklist (continued)				
Grade 3				
LANGUAGE: SPANISH				
	Do I do it like a first grader?		Yes	No
Spelling		I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>
		I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		I punctuated dialogue correctly, with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>
		When writing, I put punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>
		I wrote in a way that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.	<input type="checkbox"/>	<input type="checkbox"/>

Copyright © 2013 by Pearson Education, Inc. All rights reserved. This work is derived from the 2012 edition of the Common Core State Standards for English Language Arts and Mathematics, published by Pearson Education, Inc.

Edit

Use this checklist as you edit. Make sure your writing is clear- you used your best spelling, capital letters, and punctuation where you need it.

New Vocabulary Word: _____



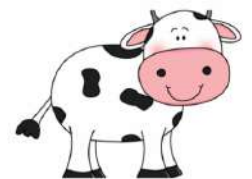
Application Problem Set #1

Mr. Parker has 982 pounds of grain. He feeds 240 pounds to his pigs and 460 to his cows. How much grain does he have left?



982		
240	460	

Aunt May milks her cows twice a day. This morning she got 365 gallons of milk. This evening she got 380 gallons. She sold 612 gallons to the local ice cream factory. How many gallons of milk does she have left?



Step 1: How much milk did she have altogether?

365	380
Total gallons	
612	

Application Problem Set #2

Paul's class was trying to collect 747 cans total for the food drive. In the first month they collected 296 cans and in the next month they collected 260.

How many more cans do they need to collect?



A shipping company had 977 boxes to ship out. They sent out 448 boxes in the morning and 288 in the afternoon.

How many would they need to ship out that night to have shipped all the boxes?

Computation Problem Set #1

In each set of numbers, find the two numbers that will **add** up to the given sum.



Circle the numbers that add to 804

630 572 212 174



Circle the numbers that add to 639

493 216 423 276

In each set of numbers, find the two numbers that will subtract to produce the given difference.



Circle the 2 numbers whose difference is 178

434 291 256 514



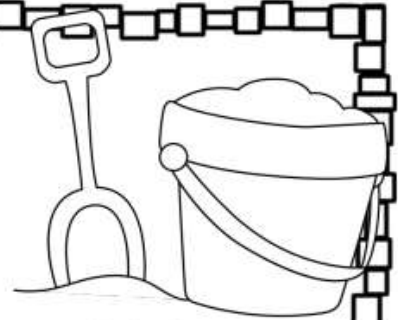
Circle the 2 numbers whose difference is 436

179 683 247 264

Computation Problem Set #2

Name: _____

Addition & Subtraction



$$\begin{array}{r} 359 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 783 \\ -495 \\ \hline \end{array}$$

$$\begin{array}{r} 524 \\ +509 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ -182 \\ \hline \end{array}$$

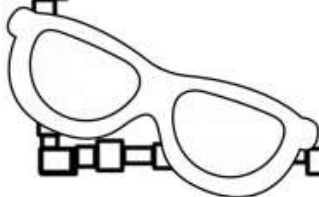
$$\begin{array}{r} 704 \\ +756 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ -672 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ 42 \\ +75 \\ \hline \end{array}$$

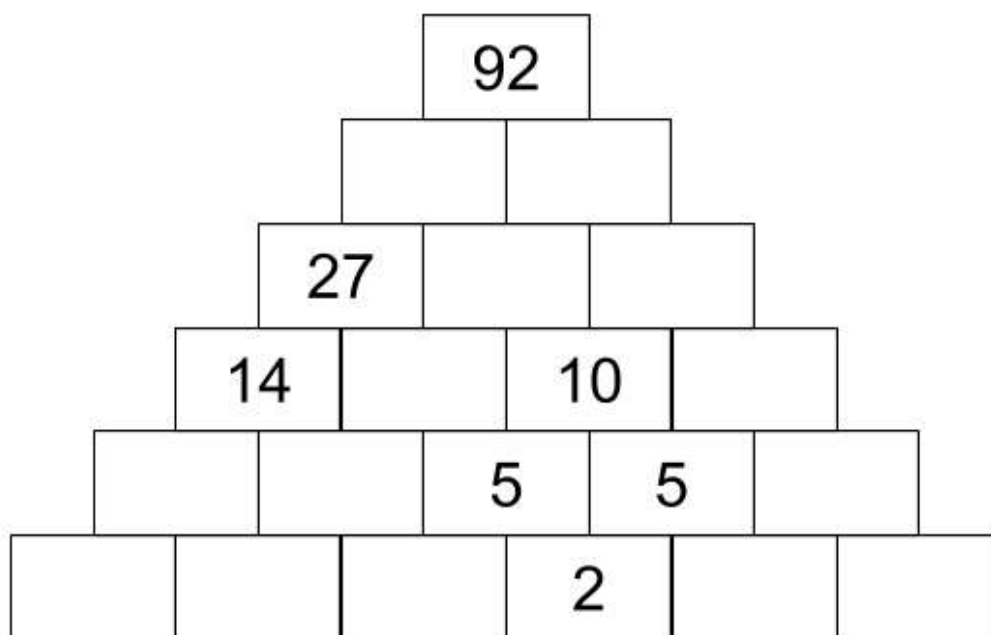
$$\begin{array}{r} 263 \\ 748 \\ +164 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ 842 \\ +275 \\ \hline \end{array}$$



Fluency Problem Set #1

Use Addition and/or Subtraction to fill in the puzzle. The number in each block is the sum of the two numbers directly below it.



Fluency Problem Set #2

Fill in the missing numbers to make a total of 1,000 in each box.

$480 + \underline{\quad} = 1,000$	$720 + \underline{\quad} = 1,000$
$210 + \underline{\quad} = 1,000$	$360 + \underline{\quad} = 1,000$
$840 + \underline{\quad} = 1,000$	$170 + \underline{\quad} = 1,000$
$670 + \underline{\quad} = 1,000$	$500 + \underline{\quad} = 1,000$

Fluency Problem Set #3

Find the missing digits that complete each equation.

a

$$\begin{array}{r} 6 _ _ \\ + _ 5 8 \\ \hline 8 9 0 \end{array}$$

b

$$\begin{array}{r} 2 5 _ \\ + _ _ 8 \\ \hline 3 9 5 \end{array}$$

c

$$\begin{array}{r} 3 _ 8 \\ + 1 7 _ \\ \hline 5 3 0 \end{array}$$

d

$$\begin{array}{r} 2 _ 6 \\ + _ 9 _ \\ \hline 5 4 5 \end{array}$$

Fluency Problem Set #4

Balance the Equation.

Fill in each box with the number that will make each side of the equation equal the other.



1.

$$24 + 38 = \square + 17$$

2.

$$36 + 17 = 26 + \square$$

3.

$$27 + \square = 82 - 34$$

4.

$$73 - 29 = 36 + \square$$

5.

$$43 + \square = 77 + 18$$

6.

$$\square + 58 = 49 + 24$$

7.

$$22 + \square = 45 + 25$$

8.

$$27 + 55 = 36 + \square$$

Fluency Problem Set #5

ADDING 1, 10, AND 100

- Practice adding one, ten and one hundred.
- For the last few questions, you may need to use your subtracting skills too. Work backward and find the beginning number first.

Number	+1	+10	+100
326	327	336	426
215			315
480			
528			
195			
309			
738			
465			
294			
	655		
		742	
	679		
		217	
			999
	186		



Create a pinball-like marble maze game using a paper plate, some basic craft supplies, and marbles.
Tilt your plate to make it run!

Materials:



- Paper plate (the kind with high edges works best)
- Scissors
- Construction paper
- Tape
- Markers
- Marble
- Optional: Wikki Stix, chenille stems, and/or straws

Start with building some paper arches and taping them to your plate. You can create pockets, ramps, and even assign point values for different arches! Keep designing and testing until you have a paper plate marble run that is fun to play. Share it with your family!

Grade 3 Science

The peppered moth feeds and mates during the night. During the day they hide on trees to avoid their main predator, birds. As air pollution has decreased over the last 50 years the color of trees has turned from black to white. This has affected the peppered moths living on these trees.



- |  <p>source</p> |  <p>source</p> |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Similarities in Traits | Difference in Traits |
| | |





 This work is licensed by the author(s) under a Creative Commons [Attribution-NonCommercial 4.0 International](https://creativecommons.org/licenses/by-nc/4.0/) License.
Hosted by [The Wonder of Science](https://www.thewonderofscience.com/)

New Environment

A group of peppered moths move into an area with lichen-covered trees. The group contains an equal number of black and white boths.



Three black moths on lichen covered trees	Three white moths on lichen covered trees
	

[Source](#)

How will the new environment affect the survival of the two types of moth?	
Claim: Answer the question	
Evidence: Provide evidence from the photographs	
Reasoning: Use reasoning to logically connect the evidence to the claim.	



This work is licensed by the author(s) under a Creative Commons [Attribution-NonCommercial 4.0 International](#) License.

Hosted by [The Wonder of Science](#)

Civics Day

Our study of the history of the city of Lowell ends with Civics Day. Usually this would involve a walking tour of downtown Lowell. Instead, to socially distance this year, we will do a virtual tour! Using Google Earth, you will be able to see some important places in downtown Lowell that are paid for by our taxes. Paying taxes and participating in our community government are ways we can be good citizens.

Click on the link below to access the Lowell Civics Day website. On the top you'll find a video that shows you how to use the website.

<https://sites.google.com/view/lowellcivicsday/home>

After reading about these important sites and seeing them on Google Earth, write a paragraph to respond to the writing prompt on the last page.

Lowell City Hall



City Hall is the most important building in Lowell. City leaders meet here and decide how the city should be run. The leaders have to make a lot of important decisions. How do we keep people safe? How do we have good schools? How do we keep the roads safe and the parks clean?

One of the biggest jobs is how much to spend each year. Everyone who owns property pays what is called a “tax” to the city. City leaders then decide how much to spend for each service the city provides, like police officers, firefighters, and people who pick up the trash.

The leaders are chosen by a vote of all the residents, called an election. The people who get the most votes win. When you become an adult you'll get to vote, too. Voting is important, so you have to learn a lot about the people who want to be city leaders, and think about if they are the best people to do the job.

But you don't have to be elected to help. You can volunteer, even if it means mowing the lawn of the person who lives next door.

Pollard Memorial Library

In 1844 the City Council decided to use tax money to start a library, so that everyone could read even if they couldn't buy a book. In 1981 the library was named for Samuel Pollard, who was a mayor.



John F. Kennedy Civic Center

This is the home of the Lowell Police Department, where more than 200 officers help keep the city safe. Other city workers work here, too. The plaza is used for many cultural events, such as the Lowell Folk Festival.

Tsongas Arena

The Tsongas Arena was built using taxpayer dollars. Sporting events and concerts happen here. It's the home to the University of Massachusetts Lowell River Hawks, who play basketball and hockey here. The arena is named for Paul Tsongas, a United States senator who grew up in Lowell, and loved the city.





Lowell High School

Lowell High is one of the largest schools in the state. It has three buildings! Do you see all that construction equipment? The city is spending tax dollars to fix the school, so it will be like new when you go there in a few years.

Lowell Masonic Center

A group known as the Masons meet here. Masons try to make the city a better place by doing good deeds. This building was built in 1928. That sounds really old, but it's one of the newer buildings downtown!



Lowell Telecommunications

This is where people create television shows to tell you what is happening in the city, and why it's important to you. You can watch sporting events or cultural events, and meetings of the leaders at City Hall.

National Streetcar Museum

What's a streetcar? It's really another name for a trolley. Streetcars used to follow tracks all around Lowell. But when cars became popular in the 1930s, people didn't use them much anymore. But they came back! The Lowell National Historical Park uses this trolley to move people around. Maybe you'll visit the park some day and ride on it.

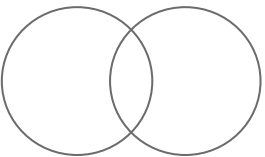


Pretend you are on the City Council, and found an extra \$10,000 in the budget. Which of the sites on the Civics Day should receive the money, and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ESL at Home 3-5 Weeks II-12

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a TV Show or Movie and write a review for it! Include a summary and why you like it/don't like it.</p> <p>First, _____. Next, _____. Last, _____. I like this/don't like this because _____. Another reason is because _____.</p>	<p>Find 10 food random items of your choice in your house. Line them up in alphabetical order. A-Z.</p> <p>Example: Crackers, Apple, Banana</p> <p style="text-align: center;">↓</p> <p>Apple, Banana, Crackers</p>	<p>Go on a walk outside. What are some natural resources that you see? What are some physical features of your area? Sketch and label.</p> <p>Natural resources: water, plants, sunlight.</p> <p>Physical Features: Mountain, hills, river.</p>	<p>Design your dream house. Draw and label rooms, furniture, and the fun features you would put at your house!</p>	<p>Write your own math problem and solve it. Then, write to explain how you solved it.</p> <p>Example: $468+782=$</p> <p>First, _____. Next, _____. Last, _____.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read two books. Compare/contrast the characters, setting, problem, solution, etc. using a venn diagram.</p> 	<p>Use things around your house to create an invention to launch items into the air using force. How do you get items to go farther? Less distance? Higher? Sketch and label your invention.</p>	<p>Practice reading aloud to someone in your family. Then, ask your family member questions about the text to see if they were listening!</p>	<p>Find 5 things in your home that have acute angles.</p> <p>Find 5 things in you home that have obtuse angles.</p> <p>Find 5 things in your home with lines that are parallel.</p> <p>Sketch and label these items!</p>	<p>Write your opinion on distance learning. How do you feel about learning from home? Do you like it/dislike it? Why? Write three reasons.</p> <p>I like/dislike distance learning. First, _____ because _____. Another reason I _____ is because _____. Finally, _____.</p>