At Home Learning Resources

Grade 3 - Week 5

Grade 3 ELA Week 5

Read the poems about the earth and Earth Day. Think about what they mean. What does the poet want you to learn? Then try the Haiku challenge, or write your own poems.

Earth Haikus by Tashiana Osborne

Earth, I love you so

Mountains, rivers, trees and sky

A beauty beyond

***

Red rock above all

A copper desert sunset

Coyotes will howl

***

Ocean meeting sky

Warm wind gentle and freeing

Breathing sea breeze air

***

Pillows in the sky

Bringing water to the ground

Freely floating past

***

Twisted at their base

through their webs of rooted life

Trees, swaying yet firm

***

Mountains that humble

Even the strong and mighty

A strength to reflect

***

Water carved canyons

Waves crashing, thunder roaring

Forces of nature

***

A place we call home

Free for us to be living

Uniting us all

Earth Day Mixup

I was telling my friend all about Earth Day
She heard me wrong and thought I said "birthday"

She said she would rush down to the mall
And buy a dollhouse or a doll

I said she shouldn't buy all that stuff
The landfills are full of trash, enough!

Then she knew that she'd made a mistake
And said she would make a birthday cake

I cheered about that, I said "hooray!"
So that's how we're celebrating Earth Day

Now she's learning about recycling trash
And not only that but she saved her cash!

WHAT YOU CAN DO

When you see litter in the streets
And the air smells of pollution
When you feel like it's all piling up
Remember there is a solution

There's something each of us can do
To keep the rivers clean
To keep fresh the air we breathe
And keep the forests green

Help clean a beach
Or recycle bottles and cans
Learn about the problems we face
And help others understand

It doesn't have to be a lot
If we each just do our share
So take time out on Earth Day
To show the Earth you care

KEEP A HAIKU DIARY FOR ONE WHOLE DAY

A HAIKU IS, GENERALLY, A THREE-LINE POEM WHOSE LINES CONTAIN FIVE, SEVEN, AND FIVE SYLLABLES, RESPECTIVELY.

YOU COULD COMPOSE A POEM AT EVERY MEAL, OR WRITE ONE EVERY HOUR. PAY ATTENTION. BE OBSERVANT. LOOK FOR "POEM-WORTHY" THINGS AROUND YOU.

EXAMPLE:

FRUIT LOOPS FOR BREAKFAST
MY MILK BECAME A RAINBOW
I GULPED IT ALL DOWN

BONUS ACTIVITY: **ILLUSTRATE** YOUR HAIKUS!

BONUS BONUS ACTIVITY: LOOK UP SOME OTHER **POETIC FORMS** AND KEEP ANOTHER POEM DIARY!

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THIS ACTIVITY WAS INSPIRED BY → JILL MERKLE!

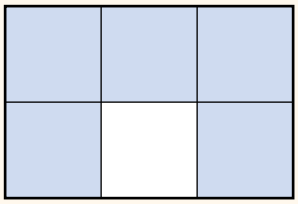
Name: _____ LESSON 20 SESSION 2

Practice Describing Parts of a Whole with Fractions

Study how the Example shows how to write a fraction for parts of a whole. Then solve problems 1–8.

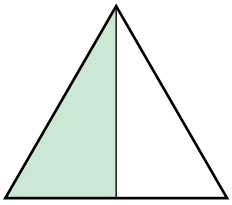
EXAMPLE

- There are 6 equal parts.
- Each part is one sixth, or $\frac{1}{6}$.
- 5 parts are shaded.
- Five sixths of the whole is shaded.
- This model shows the fraction $\frac{5}{6}$.



Fill in the blanks to describe each shape in problems 1 and 2.

1

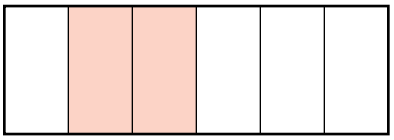


equal parts: .....

shaded part(s): .....

fraction of the whole that is shaded: .....

2



equal parts: .....

shaded part(s): .....

fraction of the whole that is shaded: .....

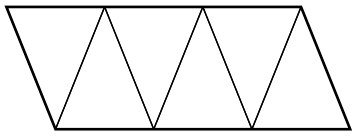
Vocabulary

fraction a number that names equal parts of a whole.

Solve.

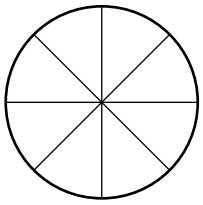
3 Shade this shape to show $\frac{3}{4}$.

4 Shade this shape to show $\frac{2}{6}$.



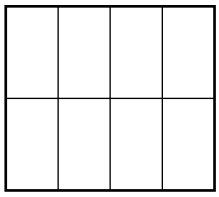
5 Shade 3 parts of this shape.

What fraction is shaded? .....



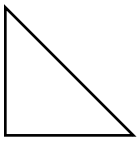
6 Shade 7 parts of this shape.

What fraction is shaded? .....



7 ☐ is $\frac{1}{4}$ of a rectangle.

Draw the rectangle. Show the parts.

8  is $\frac{1}{4}$ of a rectangle.

Draw the rectangle. Show the parts.

Then shade $\frac{2}{4}$ of your rectangle.

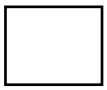
Refine Ideas About What a Fraction Is

APPLY IT

Complete these problems on your own.

1 CREATE

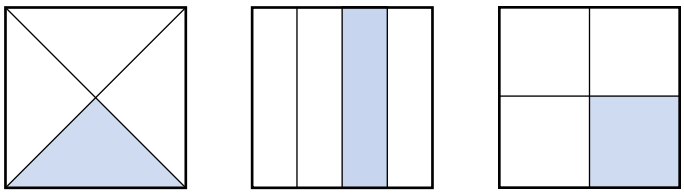
The part shown is $\frac{1}{6}$ of a rectangle. Draw a model to show what the whole rectangle might look like.



2 EXPLAIN

Look at these squares. Each is divided into equal parts.

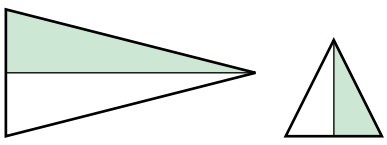
Lynn says each square has the same fraction shaded. Rose says each square has a different fraction shaded. Explain who is correct and why.



3 COMPARE

Look at these triangles. Each is divided into equal parts.

What is the same about the fraction of each model that is shaded?



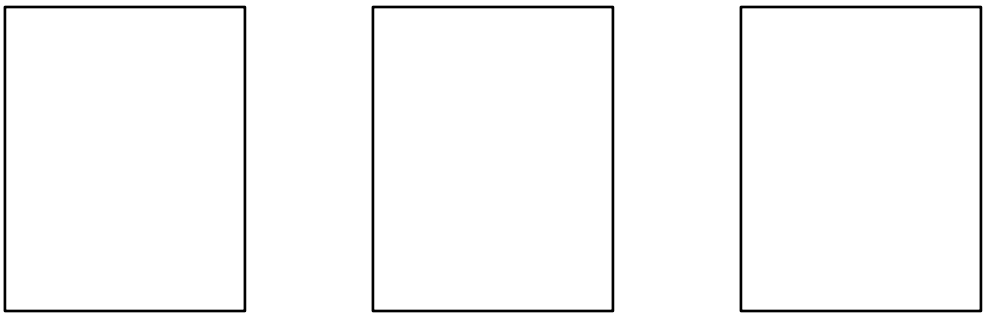
What is different about the fraction of each model that is shaded?

PAIR/SHARE

Discuss your solutions for these three problems with a partner.

Use what you have learned to complete problem 4.

4 Adam has $\frac{1}{3}$ of a pizza, Hillary has $\frac{2}{6}$ of a pizza, and John has $\frac{3}{8}$ of a pizza.



Adam Hillary John

Part A Show the number of equal parts in each pizza. Then shade each pizza to show the fraction each person has.

Part B Circle one of the pizzas. Explain how you knew how many equal parts to show and how many parts to shade.

5 MATH JOURNAL

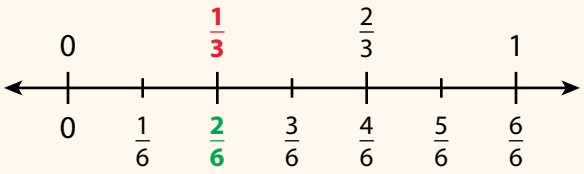
Mike has a circle divided into equal parts. One part is shaded, and the other three parts are not. Mike says his circle shows the fraction $\frac{1}{3}$. Is he correct? Draw a picture to help you explain.

Practice Finding Equivalent Fractions

Study the Example showing how to find equivalent fractions. Then solve problems 1–8.

EXAMPLE

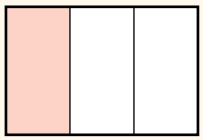
Maria colors $\frac{1}{3}$ of her art paper red. Erica colors $\frac{2}{6}$ of her art paper green. The papers are the same size. Do the two girls color the same amount of their art papers?



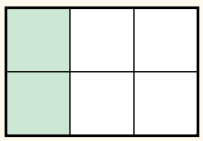
One third is equal to two sixths.

$$\frac{1}{3} = \frac{2}{6}$$

The girls color the same amount of their art papers.

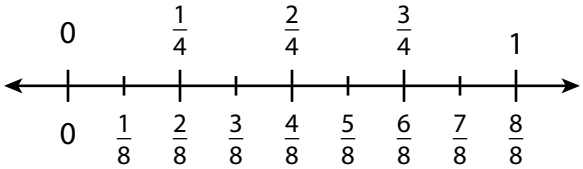


Maria colors $\frac{1}{3}$.



Erica colors $\frac{2}{6}$.

Use the number line to complete the equivalent fractions in problems 1–3.



1. $\frac{1}{4} = \frac{\square}{8}$

2. $\frac{6}{8} = \frac{\square}{4}$

3. $\frac{2}{4} = \frac{\square}{\square}$

Vocabulary

equivalent fractions fractions that name the same point on a number line. $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent.

Shade the models to show equivalent fractions in problems 4 and 5. Then fill in the blanks to write equivalent fractions.

4

$\frac{1}{2} = \frac{\square}{8}$

5

$\frac{2}{3} = \frac{\square}{6}$

Draw lines and shade to show equivalent fractions in problems 6 and 7. Then fill in the blanks to write equivalent fractions.

6

$\frac{1}{2} = \frac{\square}{4}$

7

$\frac{4}{6} = \frac{\square}{3}$

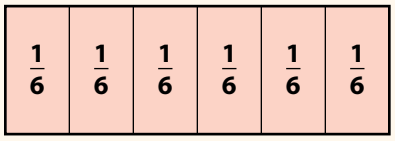
8 What is a fraction equivalent to $\frac{4}{4}$? Explain how you know.

Practice Writing a Whole Number as a Fraction

Study the Example showing different ways to write whole numbers as fractions. Then solve problems 1–13.

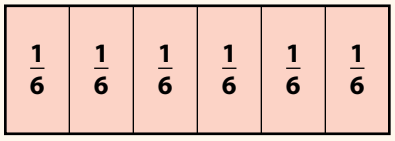
EXAMPLE

Mrs. Clark cuts 2 same-sized pieces of colored paper into sixths to make strips for paper chains. How many strips does she make?



1 whole = six $\frac{1}{6}$s

$1 = \frac{6}{6}$



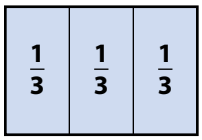
2 wholes = twelve $\frac{1}{6}$s

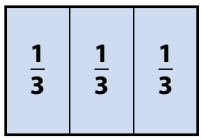
$2 = \frac{12}{6}$

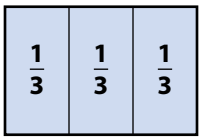
Each strip is $\frac{1}{6}$ of a whole piece of paper.

Mrs. Clark makes 12 strips.

Write the whole numbers as fractions in problems 1–4.







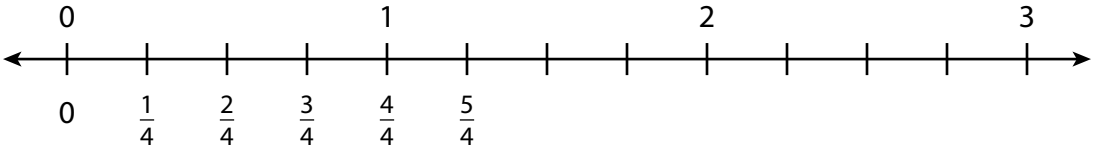
1. $1 = \frac{\square}{3}$

2. $2 = \frac{\square}{3}$

3. $3 = \frac{\square}{3}$

4. $4 = \frac{\square}{3}$

Use this number line to solve problems 5–8.



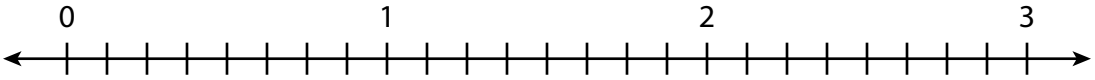
5 $1 = \frac{\square}{4}$

6 $2 = \frac{\square}{4}$

7 $3 = \frac{\square}{4}$

8 $0 = \frac{\square}{4}$

Use this number line to solve problems 9–11.



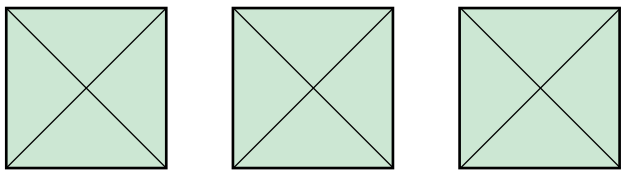
9 One whole is equal to _____ eighths.

10 16 eighths is equal to _____ wholes.

11 $3 = \frac{\square}{8}$

12 Use the model below to write a fraction equivalent to 3.

$3 =$ _____



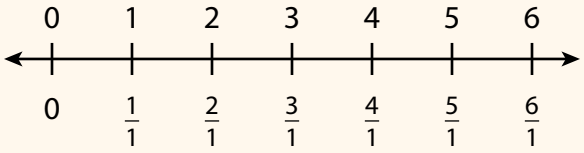
13 Draw a model to show $2 = \frac{8}{4}$.

Practice Writing a Whole Number as a Fraction with a Denominator of 1

Study the Example showing how to write a whole number as a fraction with a denominator of 1. Then solve problems 1–14.

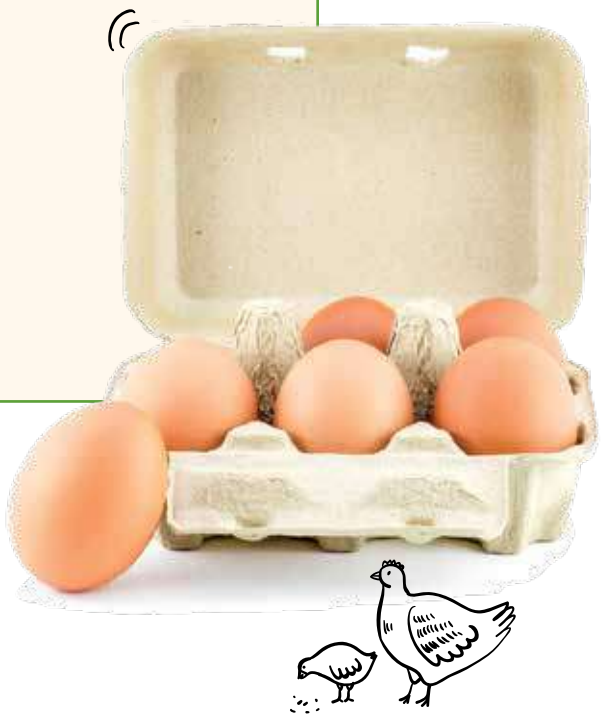
EXAMPLE

The spaces between whole numbers on this number line are not divided into smaller parts. So, each whole has only 1 part.



The number line shows that $\frac{3}{1}$ is equal to 3.

$\frac{3}{1}$ is a fraction name for 3.



Write the whole number for each fraction in problems 1–4.

1. $\frac{4}{1} =$ _____
2. $\frac{2}{1} =$ _____
3. $\frac{5}{1} =$ _____
4. $\frac{8}{1} =$ _____

Write a fraction with a denominator of 1 for each whole number in problems 5–8.

5. $2 =$ _____
6. $5 =$ _____
7. $1 =$ _____
8. $7 =$ _____

Write the whole number for each fraction in problems 9 and 10.

9 $\frac{9}{1} =$ .....

10 $\frac{10}{1} =$ .....

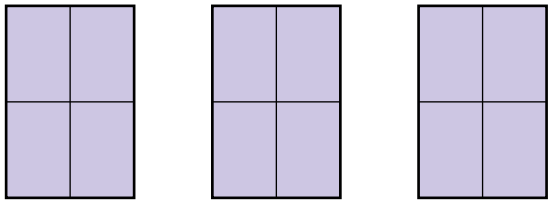
Write a fraction with a denominator of 1 for each whole number in problems 11 and 12.

11 $12 =$ .....

12 $18 =$ .....

13 Explain how to write a whole number as a fraction with a denominator of 1.

14 Bella says this model shows 3 wholes. She says it shows that if you write the whole number 3 as a fraction, you have to write $3 = \frac{12}{4}$.
How can you explain to Bella that there are other ways to write 3 as a fraction?



Vocabulary

numerator the number above the line in a fraction; it tells how many equal parts are being described.

denominator the number below the line in a fraction; it tells how many equal parts are in the whole.

Practice Comparing Fractions Using Symbols

Study the Example showing how to use symbols to compare fractions. Then solve problems 1–16.

EXAMPLE

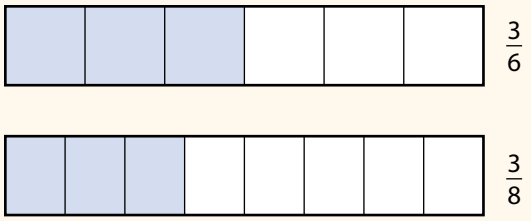
Compare the fractions $\frac{3}{6}$ and $\frac{3}{8}$.

$\frac{3}{6}$ is greater than $\frac{3}{8}$.

$\frac{3}{6} > \frac{3}{8}$

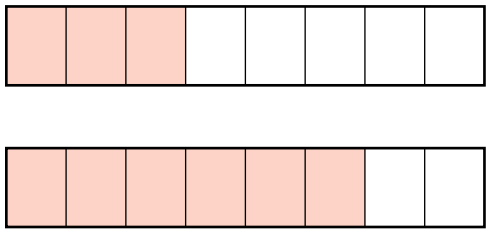
$\frac{3}{8}$ is less than $\frac{3}{6}$.

$\frac{3}{8} < \frac{3}{6}$



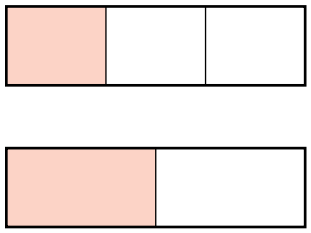
Use the models to compare the fractions in problems 1 and 2. Write <, >, or =.

1



$\frac{3}{8}$ ◯ $\frac{6}{8}$

2



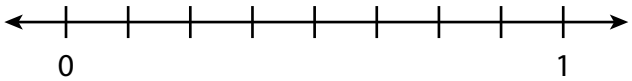
$\frac{1}{3}$ ◯ $\frac{1}{2}$

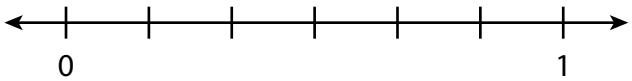
Use the number lines to compare the fractions in problems 3–5. Write <, >, or =.

3 $\frac{3}{8}$ ◯ $\frac{5}{8}$

4 $\frac{4}{6}$ ◯ $\frac{1}{6}$

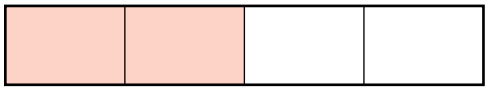
5 $\frac{5}{8}$ ◯ $\frac{5}{6}$



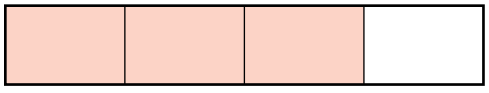


Write the fraction shown in problems 6–10.

6  .....

7  .....

8  .....

9  .....

10  .....

Compare the fractions in problems 11–14. You can use the models above to help you. Write <, >, or =.

11 $\frac{2}{4}$ ◯ $\frac{2}{6}$

$\frac{2}{6}$ ◯ $\frac{2}{4}$

12 $\frac{2}{3}$ ◯ $\frac{2}{6}$

$\frac{2}{6}$ ◯ $\frac{2}{3}$

13 $\frac{3}{4}$ ◯ $\frac{3}{8}$

$\frac{3}{8}$ ◯ $\frac{3}{4}$

14 $\frac{2}{4}$ ◯ $\frac{3}{4}$

$\frac{3}{4}$ ◯ $\frac{2}{4}$

Write a fraction to make the statement true in problems 15 and 16.

15 $\frac{6}{8} >$ .....

16 $\frac{1}{4} >$ .....

THE CASE OF THE

GRADE THREE - SCIENCE

MELTED CHOCOLATE

What does the greenhouse effect have to do with a melted treat?

"What a great day to be outside," said Danielle. She dropped an empty soda can into a bulging trash bag. She and her friend Peter were celebrating Earth Day with their science class by picking up trash in a local park.

"It's really warm out today," Peter agreed. "I wonder what the temperature is."

Danielle spotted their teacher walking over. "Maybe Mrs. Woodward knows," she said.

"Mrs. Woodward, do you know what the temperature is today?" asked Peter as their teacher approached.

"I don't know," replied Mrs. Woodward. "But we can check. I brought some thermometers for an experiment we are doing later. Let's go and find out."

Danielle and Peter followed their teacher to a nearby picnic table. Mrs. Woodward handed each of them a thermometer. Peter peered at the thermometer she passed him. "It's 70 degrees out!" he exclaimed.

"Wow! That's very warm for this time of year," said Mrs. Woodward. "You two can hang on to those thermometers until later. Right now, it's time for lunch."

Heating Up

Peter and Danielle sat at the picnic table to eat lunch with their classmates.

As they ate, Mrs. Woodward stood in front of the class. "After lunch, we are going to continue our Earth Day celebration by planting trees," she announced. "This activity could help prevent *climate change*."

Danielle raised her hand. Mrs. Woodward called on her. "How does planting trees help fight climate change?" Danielle asked.

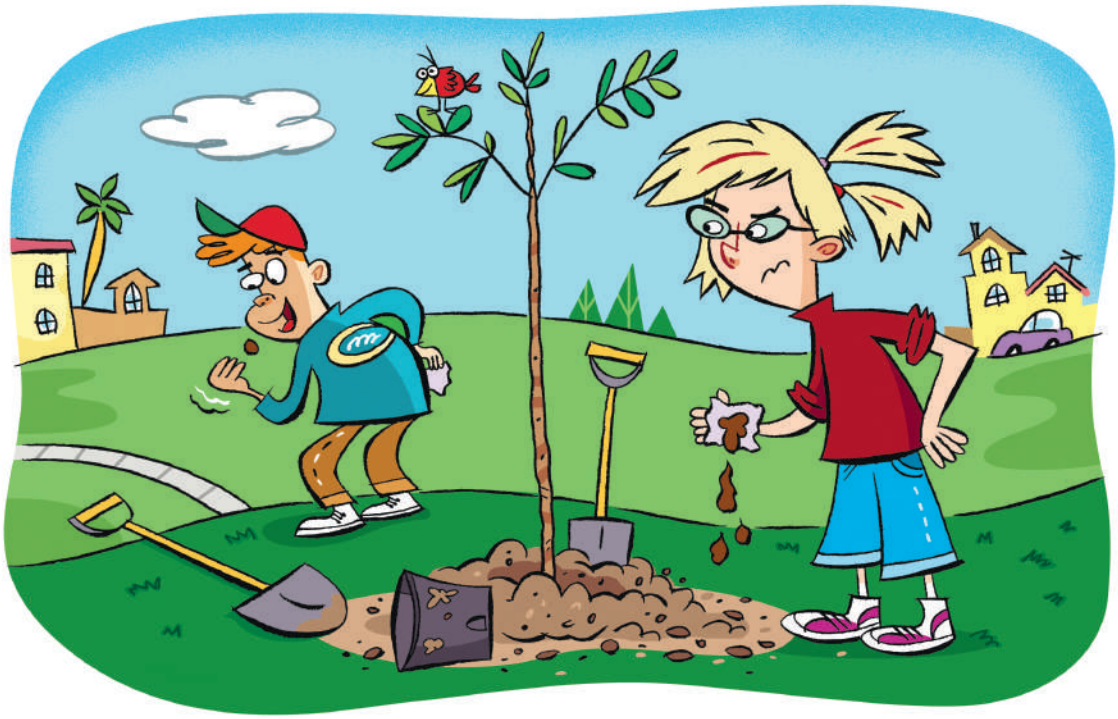
"Trees remove carbon dioxide from the air," replied Mrs. Woodward.

"That's interesting," said Danielle. "But how does carbon dioxide affect climate change?"

"Carbon dioxide is one of many gases that surround Earth," explained Mrs. Woodward. "This layer of gases acts like a blanket that traps the sun's heat in our atmosphere. That process is called the *greenhouse effect*. Without this greenhouse effect, our planet would be very, very cold. But if there is too much carbon dioxide in the air, extra heat will be trapped."

"And that can cause climate change?"

"Yes," answered Mrs. Woodward.



Leftovers

As Danielle and Peter finished their lunch, they each had a small piece of chocolate left over.

"Are you going to eat that?" asked Peter, eyeing Danielle's chocolate. "If not, I'll take it."

"Sorry, I am going to save it for later," replied Danielle.

"Oh, OK. I'll save mine too," said Peter. "I'm going to put mine in my sandwich container. Do you want to put yours in there?"

"That's OK," said Danielle. "I'll just leave it here." She placed her chocolate on the picnic table. Peter placed his in a container and covered the top with a piece of plastic wrap.

"Let's go plant some trees," said Peter.

Melted Mess

Much later, Peter groaned, "Planting trees is hard work!" He wiped sweat from his forehead.

Danielle patted down the dirt around a newly planted tree. "I know. Our chocolates would taste great right now," she said.

"I'll get them," offered Peter.

A minute later, Peter returned with the two pieces of chocolate. He handed one to Danielle.

"Oh, no!" exclaimed Danielle as she unwrapped her chocolate. Melted chocolate oozed from the wrapper and dripped onto the dirt. "My chocolate is ruined!"

She looked over at Peter. He had his back turned toward her.

"Hey, isn't your chocolate melted too?" she asked him.

"Um . . . no," he mumbled, popping the piece of chocolate into his mouth. "Mine must have stayed cool because it was covered with plastic wrap."

Danielle looked at Peter suspiciously. "That doesn't sound right. You took my chocolate, didn't you?"

"No, I didn't!" said Peter. "Why would I do that?"

"It was your chocolate that melted!" accused Danielle. "I can prove it." She stomped toward the picnic tables. Peter followed her.

Danielle picked up one of the thermometers from the picnic table. She placed it inside Peter's plastic container and covered it with his plastic wrap. Then she placed the other thermometer on the picnic table next to his container. "We'll know the truth soon," she said.

A half hour later, Danielle peered at the two thermometers. "I know whose chocolate was melted!" she announced.

Whose chocolate treat melted? To find out, do the hands-on activity on your "Solve the Mystery" handout.

THE CASE OF THE

MELTED CHOCOLATE

Whose chocolate treat melted? Find out here.

You'll Need:

- plastic wrap
- scissors
- plastic container (large enough to hold a thermometer)
- 2 thermometers
- large rubber band
- lamp or sunny windowsill
- clock or timer

1. Cut a piece of plastic wrap large enough to cover the top of the plastic container.
2. Record the starting temperature of both thermometers in the chart below.
3. Place one thermometer inside the container. Lay the plastic wrap over the container and use the rubber band to hold it in place. Put the container beneath a lamp or on a warm, sunny windowsill.
4. Place the other thermometer next to the container.
5. If you're using a lamp, position it so that the light bulb is the same distance from each of the thermometers.
6. After 30 minutes have passed, check the temperature on each thermometer. Record the temperatures below.

Thermometer	Starting temperature	Ending temperature
inside the container		
outside the container		

Think About It: What made one chocolate melt, while the other one stayed solid?

Take It Further

What else might make temperature rise faster than normal? Design an experiment to see what else affects temperature change (for example, type of material, color, and so on).

Pitch In!

Draw a picture that shows you doing something to help Earth. Then describe how you are helping our planet in the picture.

Nonfiction Read & Write Booklets: Holidays Scholastic Teaching Resources

My Book About Earth Day

by _____

The Man Who Began Earth Day

Gaylord Nelson was always interested in the environment, even as a boy. When he grew up, he became a **senator**. A senator is someone who helps make laws in our country. Nelson worked to write laws to protect the environment. The laws helped, but he wanted to do more.

He had an idea. Why not have a day on which people learn about Earth's problems and work on solutions? More than 20 million people from across the country took part in the first Earth Day on April 22, 1970. Today, people all over the world make promises to help our planet on Earth Day.

Thank you, Gaylord Nelson, for helping us see that Earth needs our attention and help!

Choose an endangered or threatened animal to research. Complete the chart with the information you learned about this animal.

Draw your animal here.

Animal: _____

You Can Help

When we protect the environment, we also protect animals' habitats. Some of these animals are endangered or threatened.

Animal	Bengal Tiger 	Bald Eagle 
Where is the animal's habitat?	Bengal tigers live in grasslands, shrublands, rain forests, and mangroves in India, Nepal, and Southeast Asia.	Bald eagles build nests on edges of rivers, lakes, and seashores, and along high peaks in North America.
Why is the animal endangered or threatened?	People kill tigers for their fur and use the tigers' fat and crushed bones to make medicine.	A farm chemical called DDT made fish sick. Eagles ate the fish. The DDT made their eggs soft. Few babies hatched.
How is the animal being protected?	Reserves and conservation programs protect tigers. The government of Nepal tags tigers to keep track of them.	In 1972, DDT was banned. Zoos also began to breed bald eagles and release them into the wild.

Problem-Solution Chart

What are some of the problems in our environment? What are some possible solutions? Fill in the chart below.

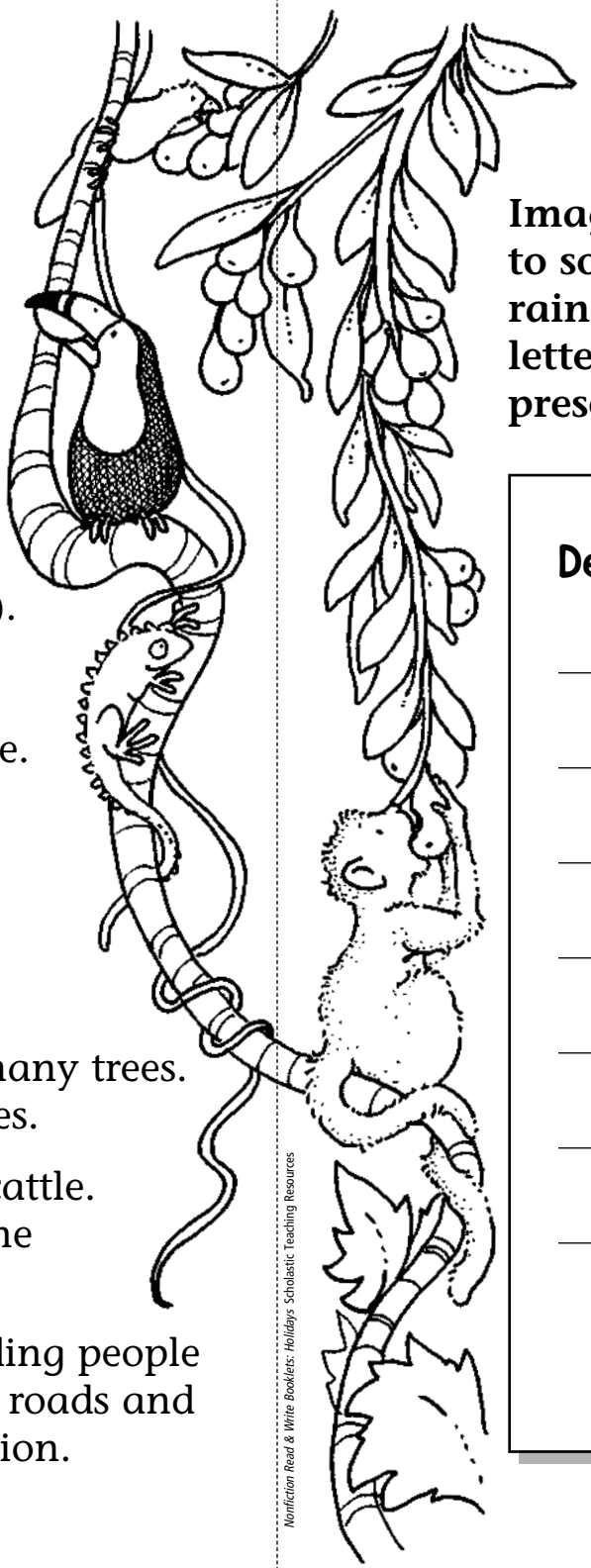
Problem	Possible Solution
1. People use a lot of gas to drive their cars. This pollutes the air.	1. People can carpool or take the bus so that there are fewer cars on the road. They can also walk to places that are nearby.
2.	2.
3.	3.

How Rain Forests Help the World

- More than half of the world's animal species live in the rain forest.
- Almost half of all the medicines we use come from the rain forest.
- Rain forests take in huge amounts of carbon dioxide (a poisonous gas). Through **photosynthesis**, leaves on plants and trees change carbon dioxide into oxygen that we breathe.

How People Harm the Rain Forest

- Logging companies cut down too many trees. As a result, animals lose their homes.
- Cattle ranchers clear land to raise cattle. When the cattle destroy the land, the ranchers move on to new land.
- Many tourists visit rain forests, leading people to cut down trees to make room for roads and hotels. This also causes more pollution.



Imagine you are writing a letter to someone who doesn't think the rain forest is important. In your letter, explain why we need to preserve the rain forest.

Dear _____,

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

ESL at Home 3-5 Weeks 5-6

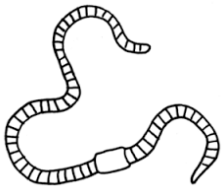
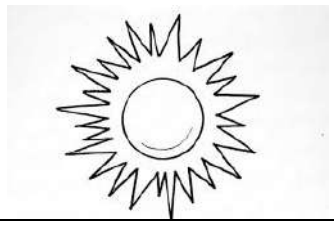
Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.	Look at the food in your home. Create a pretend menu for lunch. **Example**: Pretzel and jelly sandwich with a side of tuna fish: $4.67 Chocolate chip scrambled eggs with salsa ice cream: $5.99	Unscramble these animal names, then draw the animal. caro rwmo cnaotu rumle	Make a t-chart of healthy and unhealthy foods in your home. 	Create your own superhero. Draw and label a costume and superpowers. Write about a time the superhero saved someone.
Monday	Tuesday	Wednesday	Thursday	Friday
Use boxes or books to create a ramp. Find five things to roll down the ramp. What rolls the farthest? What rolls the shortest?	Design a plan for your dream neighborhood. Draw and label a map of the homes, streets, and businesses you would have.	Create a commercial for your new neighborhood. Tell what makes it special and why people should move there.	Listen to any song. Write down any similes you hear. Ex: "I came in LIKE a wrecking ball." 	Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it, and write about its habitat, predators, and prey.

Name: _____

Celebrate Earth Day (April 22): Nature Walk

Directions: Check ✔ off the items you find on your walk.

☐ dirt 	☐ acorn 	☐ grass 
☐ leaf 	☐ flower 	☐ tree 
☐ bird 	☐ worm 	☐ ant 
☐ dog 	☐ butterfly 	☐ squirrel 
☐ bee 	☐ sun 	☐ cloud