



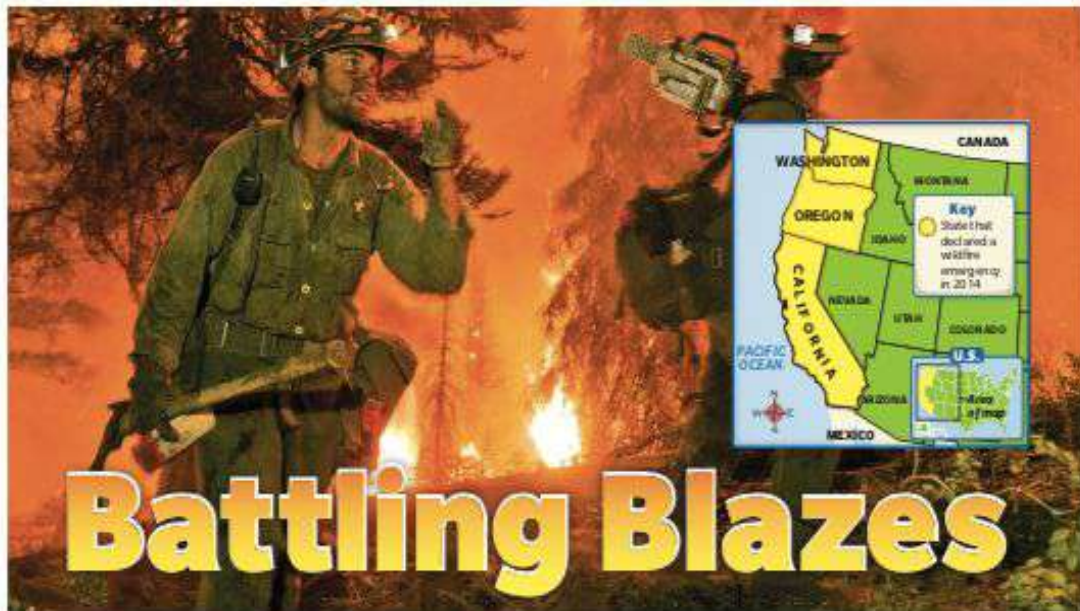
Kent County Public Schools

3rd Grade

Home Learning Materials



Keep these materials for ongoing learning.



In a California forest, lightning flashes. It strikes a tree, starting a small fire. But the fire doesn't stay small for long. It soon spreads through the whole forest. It destroys everything in its path.

This is a wildfire, a fire that starts in a wilderness area. Wildfires can be hard to control. Some spread to nearby towns.

Luckily, some firefighters are trained to battle these blazes. They're called hotshots. They get up close to wildfires to stop them from spreading.

"We're going to the hottest, deepest, nastiest parts of the fire," says hotshot Pat Moore.

Dry Times

This year has been a bad one for wildfires, especially in the western U.S. By late summer, wildfires had burned more than 2 million **acres** there.

One reason for the fires is a serious **drought** in western states. During a drought, grass, trees, and other plants get dry. All it takes to start a big blaze is lightning or a spark from a campfire.

Into the Flames

To fight wildfires, planes drop chemicals or water on the flames. And hotshots work on the ground. They use tools like chain saws and shovels. They remove branches and anything else that could

burn. They dig deep ditches around the fire so it has nowhere to go. They may spend weeks fighting a wildfire.

Dealing with the heat and thick smoke can be tough.

"You feel like you're on the surface of the sun," says Moore. "Your eyes are watering, and you're coughing all the time."

It's a hard and risky job. But Moore says that hotshots don't mind. "As long as we're doing things the right way, fear isn't a factor," he says.

Words to Know

acres: units used to measure land area; one acre is almost the size of a football field
drought: a period of little or no rainfall



To be used with the September 29, 2014, issue of SN3

Name: _____

Cause and Effect
Common Core RI.3.3

Why Did That Happen?

Read this week's cover story, "Battling Blazes."

Find cause-and-effect relationships and record them on this chart.

Cause

(why something happens)

Effect

(what happens as a result)

1

There has been a serious drought in the western U.S. this year.



2

A spark from a campfire lands on dried-out grass.



3



Hotshots cough a lot and their eyes get watery.

4

Hotshots dig deep ditches around the fire.



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RI 3.3 Cause and Effect

Cause: the reason why something happened

Effect: the result of what happened



RL 3.6 Point of View

The author or character's perspective, opinion, or viewpoint.

It is the way someone views, looks at, or feels about someone or something.



Readers Response Question:

How does the author support the claim that this year has been a bad one for wildfires?

*Be sure to go back to the text to support your answer

**answer on a blank sheet of paper

*** Reminder to use correct spelling, punctuation, grammar usage, and your neatest handwriting.

Directions

Journal Entry: Look over the Think About chart, then answer the question below. Think about yourself, and use your own experiences, when answering the journal entry.

Think About...what quarantine means

- *Distancing yourself from others
- *Staying home
- *Schools are closed
- *No playdates
- *Restaurants closed- take out only

From a 3rd grader's point of view, how has the experience of being quarantined changed how you have to live your daily life?

A large rectangular box with a decorative, wavy border. Inside the box, there is a horizontal line near the top, followed by 20 horizontal lines for writing.

The author supports the claim that “this has been a bad one for wildfires” by ...

TEXT EVIDENCE:

TEXT EVIDENCE:

TEXT EVIDENCE:

THINK: What are three ways your life has changed since being quarantined

** Remember: being in quarantine means you have to distance yourself from others and public places such as grocery stores, shopping centers, movie theaters, Walmart, and more!

[illegible]

Kent County 3rd Grade Science

Science NGSS LS.4.A Some kinds of plants and animals that once lived on Earth are no longer found anywhere.

Read the article below and answer the questions.

Fossils & Dinosaurs - The Extinction of Dinosaurs By ReadWorks

Dinosaurs disappeared from the Earth approximately 65 million years ago. There are many theories about what happened to them. So far, no one can prove why these powerful creatures suddenly disappeared. It may remain a mystery forever.

Some scientists believe that a huge asteroid from space hit the Earth. The impact and the heat from the asteroid could have killed the dinosaurs. Others believe that the asteroid gave off too much gas in the Earth's atmosphere. This gas may have blocked rays from the sun. The cooler temperatures could have started an ice age. The low temperatures could have been too cold for the dinosaurs.

Another theory is that a gradual change in climate occurred for thousands of years. Scientists believe that winters became too cold. Summers became too hot for the dinosaurs to survive. Without fur or feathers, dinosaurs could not keep themselves warm in winter. They would have also had a hard time keeping cool in summer.

The truth is, we might not ever know what happened. It is a mystery.

1. When did dinosaurs disappear?

- A. a few thousand years ago
- B. about 15 billion years ago
- C. less than 1 million years ago
- D. about 65 million years ago

2. Read the following sentence: "Another theory is that a gradual change in climate occurred for thousands of years." The word gradual means


- A. unimportant
- B. over a long period of time
- C. accidental
- D. related to plants

3. The main idea of this passage is

- A. no one knows how the dinosaurs became extinct.
- B. an asteroid may have hit the Earth millions of years ago.
- C. dinosaurs could not adapt to changing temperatures.
- D. scientists are trying hard to find out why dinosaurs became extinct.

MULTIPLICATION CHOICE BOARD!

Directions: Choose FOUR activities to complete. Cross out the activities when you complete them!

<p>Practice your facts for 20 minutes.</p> <p>Some Ideas-</p> <ol style="list-style-type: none"> 1. Use flashcards. 2. Have an adult quiz you out loud. 3. Play an online game. 	<p>Use a snack to complete the following arrays.</p> <p>3x2 7x3 6x4 5x4 4x3</p> <p>Example snacks: Goldfish Cereal M&Ms Jellybeans</p> <p>*Remember - "x" means "groups of". Each row in your array is a group!</p>	<p>Complete the multiplication table on the back of this page!</p>
<p>Create 5 multiplication facts and draw an equal group picture to go with them.</p> <p>Example:</p> <p>6x7=42 (6 groups of 7)</p>  <p>*Remember - "x" means "groups of"</p>	<p>Be the teacher! Choose from <u>one</u> of the following:</p> <ol style="list-style-type: none"> 1. Create a poster that teaches how to solve a multiplication problem using at least 2 strategies. 2. Choose a times table and create a song or rap to help someone memorize the multiples to 12 in that times table. (Ex. 2's - 0,2,4,6,8,10,12,14,16,18,20,22,24). Come up with a catchy beat! 	<p>Write! Choose <u>one</u> of the following activities:</p> <ol style="list-style-type: none"> 1. Write about 5 different ways people use multiplication in real life situations. 2. Write 5 multiplication word problems about spring! <p>Example: I picked flowers from my garden. I had 6 vases and put 7 flowers in each vase. How many flowers did I pick?</p>

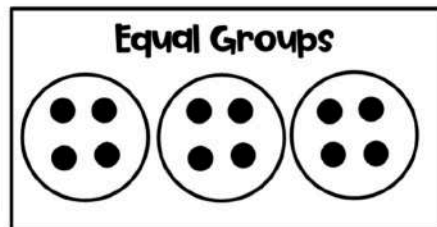
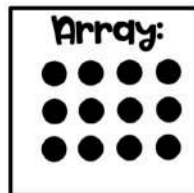
Math Standard: 3.OA.1 Interpret products of whole numbers.

Multiplication Table

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Multiplication Strategies

All models represent 3×4



Commutative Property

$$4 \times 3 = 12$$

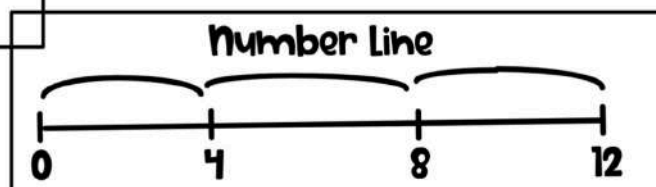
Distributive Property

$$3 \times 2 = 6 \quad 3 \times 2 = 6$$

$$6 + 6 = 12$$

Skip Counting

$$4 + 4 + 4 = 12$$



TYPES OF RESOURCES

NATURAL RESOURCES: Resources that are found in nature to make a good. Examples of this could be: Gold, Oxygen, Water, Trees, etc.

CAPITAL RESOURCES: Resources that are made from other resources used to do a job (things that money can buy). Examples could be: Pen, Truck, Hammer, etc.

HUMAN RESOURCES: Resources that are actual people working to make goods or provide services. Examples could be: Teacher, Baker, UPS Driver

Part A: Draw a line to match the resource to listed to the type of resource that it is.

Book

Human Resource

Dentist

Natural Resource

Strawberries

Capital Resource

Part B: What types of resources might be found at a school? List as many as possible.

Natural Resources	Capital Resources	Human Resources

Part C: Write the type of resource of the underlined word in the sentence on the line provided.

1. _____ The rich soil in the Midwest is good for growing corn and wheat.
2. _____ When oranges in Florida are ripe, farmers pick them.
3. _____ A farmer owns different machines to help them harvest such as tractors and trucks.

Dear 3rd Grade Families,



We hope you are all doing well and staying healthy!

In this packet there are a two reading assignments, a math choice board, a science activity and a social studies activity. These are for your child to work on independently, and review skills we have worked on in class. Your child is also encouraged to get on the educational programs we use in school, such as Lexia and Dreambox. If your family has access to an internet device your child can log onto both programs using their Clever account.

Most of all, we want to thank you for the support you are giving to your children and us teachers while we continue to tackle the idea of distance learning. Please, do not hesitate to contact your child's teacher if you have any questions or concerns.

Thank you,
KCPS 3rd Grade Teachers