Third Grade

UCPS
UNION COUNTY PUBLIC SCHOOLS

May 2020

Hello Parents,

We hope that this letter finds your family healthy and settled into a “new normal”. Over the last two weeks, teachers began teaching new standards in Language Arts and Math instruction. New standards for Science will begin the week of May 4th and Social Studies, the week of May 11th.

As a school district, we continue to work to offer resources that support learners at home through print and online opportunities. Attached you will find lesson activities and support for you as you help guide your child through new learning. This material will look different from the last two weeks in that there are specific activities for each lesson, not choice boards. Your child’s teacher will also be providing learning support during this time.

Please remember, all activities are optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Estimados Padres,

Esperamos que al recibir esta carta su familia se encuentre saludable y establecida en una "nueva normalidad". Durante las últimas dos semanas, los maestros empezaron a enseñar nuevos estándares en Artes del Lenguaje y Matemáticas. Los nuevos estándares para Ciencias comenzarán la semana del 4 de Mayo y para Estudios Sociales, la semana del 11 de Mayo.

Como distrito escolar, continuamos trabajando para ofrecer recursos que apoyen a los estudiantes en el hogar a través de oportunidades impresas y en línea. Adjunto encontrará actividades de las lecciones y apoyo para usted mientras ayuda a guiar a su hijo a través de un nuevo aprendizaje. Este material parecerá diferente al de las dos últimas semanas en los que hay actividades específicas para cada lección, no tableros de elección. El maestro de su hijo también proporcionará apoyo de aprendizaje durante este tiempo.

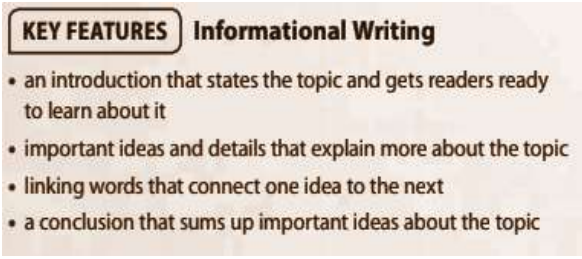
Por favor recuerde, todas las actividades son opcionales y una vez que complete el trabajo **no** necesitará devolverlo a la escuela para calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

Grade: 3 Subject: English Language Arts Week of: May 4

STANDARD	ACTIVITY	LESSON SUPPORT
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**Reading:** Complete I-Ready Lesson 9- Unfamiliar Words (pages 146-151) **This is included in the packet.** **Lesson 9** **Unfamiliar Words** rning Target **Context clues in the text can help you figure out the meaning of unfamiliar words.** **Read** When you are reading about new **topics,** it is important that you read like a word detective by asking questions about words you don't understand. Word detectives look around an unknown word for clues that the author may have included to help them figure out the meaning and understand new topics. These clues are called **context clues.**	Answer Key page 147: **Unknown Word: *Essential*** **Context Clues** • "were also useful" • "killed dangerous snakes" • "caught mice and rats to protect stores of grain" • "helped gather food" **What the Word Means** Sample response: "needed or very important" Page 149: **Explore** How can you figure out the meaning of unfamiliar words in the passage about reading therapy dogs? **Think** 1 Complete the chart to help you figure out the meaning of the word *therapy*. Fill in context clues in the first column. Then write your definition. Sometimes the clue to the meaning of a word is another word with the *opposite* meaning. **Unknown Word: *Therapy*** **Context Clues** • "The dog helps its new friend relax." • "It offers the child support." • "can enhance reading skills" • "Shy readers gain confidence." • "They begin to feel better about their reading." **What the Word Means** Sample response: "a way of treating or fixing some kind of problem" Page 151: **Think** 1 Explain the meaning of *antennae* as it is used in this passage. Use clues from the passage in your response. **Sample response: Antennae, or feelers, are organs at the top of bees' heads that the bees use to identify odors.** 2 Read these sentences from the passage. **Scientists repeat this *process* over and over. Finally, the bees connect the smell with a treat.** What is the meaning of *process* as it is used above? (A) a series of actions taken for a certain purpose B a reward for having done something correctly C something that can happen only once D a secret way of training animals

<table>
<tr>
<td>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Writing: Informational writing is a type of text that tells readers about a topic. It uses facts, definitions, and details to answer Who? What? When? Where? Why? and How? questions about the topic. For the next three weeks, you will help your child write an informational piece of writing about plants. In the science lessons for this week, students will be learning about <u>plants</u>. Their writing will include the following topics using the information from the science lessons in the packet:
● The parts of a flowering plant and each part's job (this week)
● The life cycle of a flowering plant
● How different soil types help plants


</td>
<td>Before starting this writing activity, students will need to read over the information in the science lessons portion of the packet. This week, students will only write an introduction to their whole piece and a paragraph about the parts of a plant and describe each part's job. Have students choose a flowering plant they see near their home.
Before writing the paragraph about the parts of the plant and each part's job, students can organize their writing with a box and bullet format, then transfer their ideas into paragraph form.
<table>
<tr><td>Topic sentence of paragraph example:

The sweet smelling tulip plant in my yard has several important parts.</td></tr>
<tr><td>● Supporting detail</td></tr>
<tr><td>● Supporting detail</td></tr>
<tr><td>● Supporting detail</td></tr>
</table>
When transferring your ideas to a paragraph, make sure to write in complete sentences with subject verb agreement, use punctuation and your best spelling. The challenge is to write in cursive!

***Please keep your child's writing in a safe place because they will continue working on it next week.</td>
</tr>
<tr>
<td>L.3.4 Recognize and use synonyms and antonyms based on grade 3 reading and content.</td>
<td>Word Study:
● Some words that mean the same or almost the same are called synonyms. Write the synonym words in the packet on small pieces of paper or on index cards, spread them out and place them face down. Play concentration to try to match the words that are synonyms.
● Words that mean the opposite are called antonyms. Write the antonym words in the packet on small pieces of paper or on index cards, spread them out and place them face down. Play concentration to try to match the words that are antonyms.</td>
<td><u>Synonym concentration answer key:</u>
notice-observe reply- answer
empty-vacant collect- gather
many-numerous fortunate-lucky
occupation- job select-choose
peaceful- tranquil

<u>Antonym concentration answer key:</u>
forget- remember young- elderly
attract- repel poor- wealthy
for- against numerous- few</td>
</tr>
</table>

NCSCS RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Lesson 9
Unfamiliar Words

Learning Target

Context clues in the text can help you figure out the meaning of unfamiliar words.

Read When you are reading about new **topics,** it is important that you read like a word detective by asking questions about words you don't understand. Word detectives look around an unknown word for clues that the author may have included to help them figure out the meaning and understand new topics. These clues are called **context clues.**

Read the paragraph below about cats in ancient Egypt. Circle any words you don't know.

Cats played an essential role in ancient Egypt. They were prized pets. But they were also useful. For example, cats killed dangerous snakes. They caught mice and rats to protect stores of grain. Some cats even helped gather food. Egyptian hunters trained them to bring back birds and fish from the marshes.

Think Circle the word *essential* in the cat passage. Reread the passage and underline context clues in the text that helped you figure out the meaning of the word. Then complete the chart by adding the text evidence that you found in the passage. Ask yourself, does this meaning make sense?

Unknown Word: *Essential*	
Context Clues	**What the Word Means**

Talk Take turns with your partner talking about the context clues you you used to figure out the meaning of the word *essential*.

Academic Talk

Use this phrase and word to talk about the text.

- **context clues**
- **topic**

Read

Genre: Social Studies Article

Read Me a Story

by Kara Williams

1 Dogs cannot read. But they can help children who may not like to read, or who find reading difficult. Reading therapy dogs and their owners visit schools and libraries. The child sits on the floor with the dog. Then he or she reads the dog a story. The dog helps its new friend relax. It offers the child support.

2 Only some dogs can be reading therapy dogs. First, dogs are tested to make sure they are calm and friendly. They have to be able to handle different situations. Then the dogs are trained to be good listeners. Some even learn how to turn the pages of a book with their noses or paws.

3 Studies show that reading therapy dogs can enhance reading skills. The children can practice reading to the dogs without being afraid of making mistakes. Shy readers gain confidence. They begin to feel better about their reading. As a result, they enjoy reading more. The more that children read, the more their reading skills improve.

Close Reader Habits

As you read, **circle** words you don't know. When you reread, **underline** clues that help you figure out what the words mean.

Explore **How can you figure out the meaning of unfamiliar words in the passage about reading therapy dogs?**

Sometimes the clue to the meaning of a word is another word with the *opposite* meaning.

Think

1 Complete the chart to help you figure out the meaning of the word *therapy*. Fill in context clues in the first column. Then write your definition.

Unknown Word: *Therapy*	
Context Clues	**What the Word Means**

Talk

2 Reread the third paragraph. Work with your partner to figure out the meaning of the word *enhance*. Look for clues in the text. How do therapy dogs enhance children's reading skills?

Write

3 **Short Response** Use details from the article to explain how therapy dogs help children gain confidence. Reread paragraph 3 and use context clues to make sure you understand what *confidence* means. Use the space provided on page 152 to write your answer.

HINT What are the children like before they begin working with the dogs?

The BUZZ on Sniffer Bees

by Heather Roberson

1 Did you know that bees have a great sense of smell? You've seen the antennae, or feelers, on their heads. Those feelers have more than three thousand tiny smell organs. The organs help the bees identify more than 170 different odors. This is how they find food, water, and pollen.

2 Many animals have a better sense of smell than humans do. That's why people train dogs to sniff out scents. Bees have an even stronger sense of smell than dogs. So, scientists are looking for ways that trained bees can help people.

3 Scientists can teach bees to follow specific smells. First, the bees are given a smell to learn. Then they are sent toward the same smell in another area. When they find where the smell is coming from, they are rewarded with sugar water. Scientists repeat this process over and over. Finally, the bees connect the smell with a treat. Bees can be trained in about ten minutes.

4 Sniffer bees have been trained to find harmful materials. They can also sniff out health problems. They can smell a disease in someone's breath. They can uncover some kinds of cancer. They can spot a lung disease called tuberculosis (too ber kyoo LOW sis). They can also smell dangerous chemicals. In addition, they can find plant diseases or pests such as bedbugs. Sniffer bees make few mistakes.

5 One day, these tiny helpers may work in airports, farms, hospitals, and war zones. They will alert people to possible danger.

Close Reader Habits

How can rereading a passage help you understand unfamiliar words? **Underline** context clues that help you understand them.

Think

Remember that what you already know about a topic can help you figure out new words.

1 Explain the meaning of *antennae* as it is used in this passage. Use clues from the passage in your response.

_____

_____

_____

2 Read these sentences from the passage.

Scientists repeat this *process* over and over. Finally, the bees connect the smell with a treat.

What is the meaning of *process* as it is used above?

- **A** a series of actions taken for a certain purpose
- **B** a reward for having done something correctly
- **C** something that can happen only once
- **D** a secret way of training animals

Talk

3 Find the word *alert* in the last paragraph. Talk to your partner about what it means. What kinds of danger could bees alert humans to in airports?

Write

4 **Short Response** Describe the different ways sniffer bees can help humans. In your description, use some of the science words you learned from the passage. Use the space provided on page 153 to write your answer.

HINT Reread paragraph 4. Look for three things sniffer bees can detect.

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Week of May 4 Synonym concentration

notice	occupation	answer
reply	job	observe
empty	gather	choose
collect	select	vacant
many	lucky	numerous
fortunate	peaceful	tranquil

Week of May 4 Antonym concentration

forget	for	repel
young	wealthy	elderly
attract	remember	poor
poor	numerous	against

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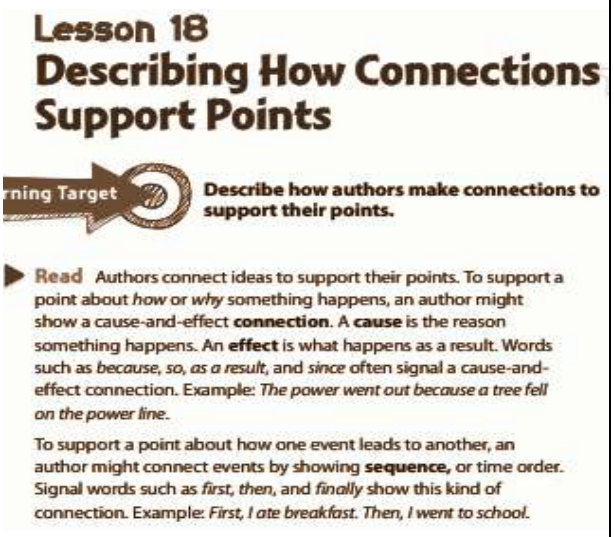
Grade: 3 Subject: English Language Arts Week of: May 11

STANDARD	ACTIVITY	LESSON SUPPORT
RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	**Reading:** Complete I-Ready Lesson 18: Describing How Connections Support Points (pages 296-301). **This is included in the packet.**	Answer Key Page 297:

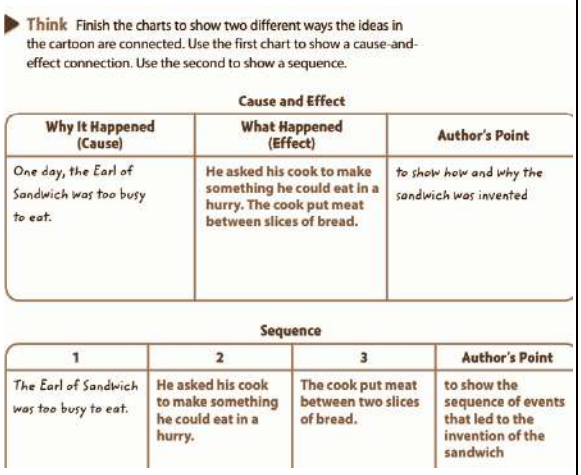


Lesson 18
Describing How Connections Support Points

rning Target **Describe how authors make connections to support their points.**

Read Authors connect ideas to support their points. To support a point about *how* or *why* something happens, an author might show a cause-and-effect **connection**. A **cause** is the reason something happens. An **effect** is what happens as a result. Words such as *because, so, as a result,* and *since* often signal a cause-and-effect connection. Example: *The power went out because a tree fell on the power line.*

To support a point about how one event leads to another, an author might connect events by showing **sequence,** or time order. Signal words such as *first, then,* and *finally* show this kind of connection. Example: *First, I ate breakfast. Then, I went to school.*



Think Finish the charts to show two different ways the ideas in the cartoon are connected. Use the first chart to show a cause-and-effect connection. Use the second to show a sequence.

Cause and Effect

Why It Happened (Cause)	What Happened (Effect)	Author's Point
One day, the Earl of Sandwich was too busy to eat.	He asked his cook to make something he could eat in a hurry. The cook put meat between slices of bread.	to show how and why the sandwich was invented

Sequence

1	2	3	Author's Point
The Earl of Sandwich was too busy to eat.	He asked his cook to make something he could eat in a hurry.	The cook put meat between two slices of bread.	to show the sequence of events that led to the invention of the sandwich

page 299

Think

1 Read the point. Then finish the chart by adding details about cause and effect that support it.

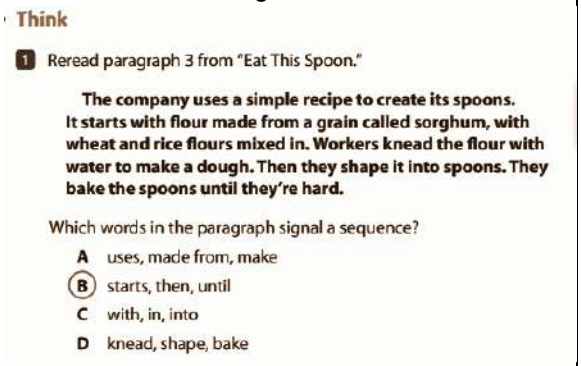
Look for facts and details that support the author's point.

Author's Point: Astronaut food has changed over time.

Why it Happened (Cause): Possible answer: Early astronauts traveled in small spacecraft and had to eat freeze-dried foods.

What Happened (Effect): Possible answer: Today, astronauts travel with freezers and ovens, so astronauts don't have to eat freeze-dried foods.

Page 301



Think

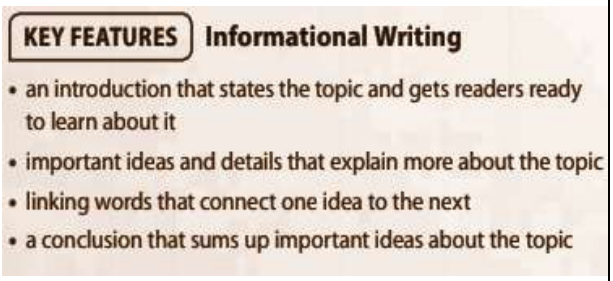
1 Reread paragraph 3 from "Eat This Spoon."

The company uses a simple recipe to create its spoons. It starts with flour made from a grain called sorghum, with wheat and rice flours mixed in. Workers knead the flour with water to make a dough. Then they shape it into spoons. They bake the spoons until they're hard.

Which words in the paragraph signal a sequence?

A uses, made from, make
B starts, then, until
C with, in, into
D knead, shape, bake

<table>
<tr>
<td>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Writing: Your child will continue writing their informational piece from last week. In the science lessons for this week, students will be learning more about <u>plants</u>. Their writing will include the following topics using the information from the science lessons in the packet:
● The parts of a flowering plant and each part's job
● The life cycle of a flowering plant (this week)
● How different soil types help plants


</td>
<td>This week, students will only write about the life cycle of a flowering plant they chose last week. Using the information from the science lessons in this packet, students will write a detailed paragraph about the life cycle of the plant they chose.

Students can organize their writing with a box and bullet format, then transfer their ideas into paragraph form.
<table>
<tr><td>Topic sentence of paragraph example:

The sweet smelling tulip plant blooms in the spring and then dies until next year.</td></tr>
<tr><td>● Supporting detail</td></tr>
<tr><td>● Supporting detail</td></tr>
<tr><td>● Supporting detail</td></tr>
</table>

When transferring your ideas to your piece, make sure to write in complete sentences with subject verb agreement, use punctuation and your best spelling. The challenge is to write in cursive !</td>
</tr>
<tr>
<td>L.3.1
Recognize and use homographs.</td>
<td>Word Study: A homograph is one of two or more words spelled alike but different in meaning or pronunciation.

Have your child read each sentence and determine what the meaning of the underlined homograph is. (These are enlarged on a separate sheet in the packet.)
1. Dad put on his <u>tie</u> when he got dressed up for the wedding.
2. I learned how to <u>tie</u> my shoes when I was in first grade.
3. The soccer game ended in a <u>tie</u> and the players were a little disappointed.
4. The dog had to <u>lead</u> the blind man across the street.
5. There were <u>lead</u> pipes in the house with water that made everyone sick.
6. I was in the <u>relay</u> race during field day.
7. Mom had to <u>relay</u> the phone message to me from grandma when I got home.
8. The apples are in the <u>produce</u> section of the grocery store.
9. The company can only <u>produce</u> 20 shirts per day.
10. The cruise <u>ship</u> was docked and the people were able to get off.
11. I asked Dad if Amazon will <u>ship</u> the package on Monday.</td>
<td>Reading a homograph in context helps determine the meaning and pronunciation of the word. Thinking about how the word works in the sentence helps. Readers can ask themselves questions about the word in context to better understand the meaning of the homograph.

See if your child can think of other homographs.

Some examples: bank, table, bass, down, bat, wound, row, dove</td>
</tr>
</table>

Lesson 18
Describing How Connections Support Points

Learning Target

Describe how authors make connections to support their points.

Read Authors connect ideas to support their points. To support a point about *how* or *why* something happens, an author might show a cause-and-effect **connection**. A **cause** is the reason something happens. An **effect** is what happens as a result. Words such as *because, so, as a result,* and *since* often signal a cause-and-effect connection. Example: *The power went out because a tree fell on the power line.*

To support a point about how one event leads to another, an author might connect events by showing **sequence,** or time order. Signal words such as *first, then,* and *finally* show this kind of connection. Example: *First, I ate breakfast. Then, I went to school.*

The Invention of the Sandwich

Think Finish the charts to show two different ways the ideas in the cartoon are connected. Use the first chart to show a cause-and-effect connection. Use the second to show a sequence.

Cause and Effect

Why It Happened (Cause)	What Happened (Effect)	Author's Point
One day, the Earl of Sandwich was too busy to eat.		to show how and why the sandwich was invented

Sequence

1	2	3	Author's Point
The Earl of Sandwich was too busy to eat.			

Talk Retell the story of the invention of the sandwich. Use signal words to show cause and effect or sequence. Tell what point you are supporting with your connection.

Academic Talk

Use these words to talk about the text.

- **connection**
- **cause**
- **effect**
- **sequence**

Space Food

by Claire Daniels

1 Astronaut food has changed over the years. In the early days of space exploration, astronauts traveled in small spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.

2 As a result, astronauts in space ate freeze-dried foods. Freeze-dried foods don't spoil. They don't weigh much, and they don't take up much space. Add water and you have "fresh" peas, mashed potatoes, steak, or macaroni and cheese. There is even freeze-dried ice cream!

3 Foods are freeze-dried in a food plant. There are many steps to making freeze-dried foods. First, vegetables and fruits are washed and cut up. Foods like meats and pasta are cooked. Second, the food is frozen to −40 degrees Fahrenheit. Then workers grind the food into smaller pieces or into a powder. Finally, the foods are dried to remove 98 percent of the water.

4 Today, astronauts travel with freezers and ovens, so they don't depend on freeze-dried foods. Still, many people who go on backpacking and boat trips often use them.

Close Reader Habits

Circle words in paragraph 2 that signal cause and effect.
Underline words in paragraph 3 that show sequence.

Explore **How does the author support the point that astronaut food has changed over time?**

Look for facts and details that support the author's point.

Think

1 Read the point. Then finish the chart by adding details about cause and effect that support it.

Author's Point: Astronaut food has changed over time.
Why it Happened (Cause):
What Happened (Effect):

Talk

2 How has astronaut food changed over time? Talk with your partner about how eating in space is different now than it used to be.

Write

3 **Short Response** Another point the author makes is that there are many steps to making freeze-dried foods. In your own words, explain how freeze-dried foods are made. Use signal words correctly to show the sequence of steps. Use the space provided on page 302 to write your answer.

HINT Words such as *first*, *then*, and *finally* can signal sequence.

From

Eat This Spoon!

by Elizabeth Preston

1 Imagine you're at a picnic, enjoying some ice cream and fruit salad. Then you top off your meal by eating your spoon.

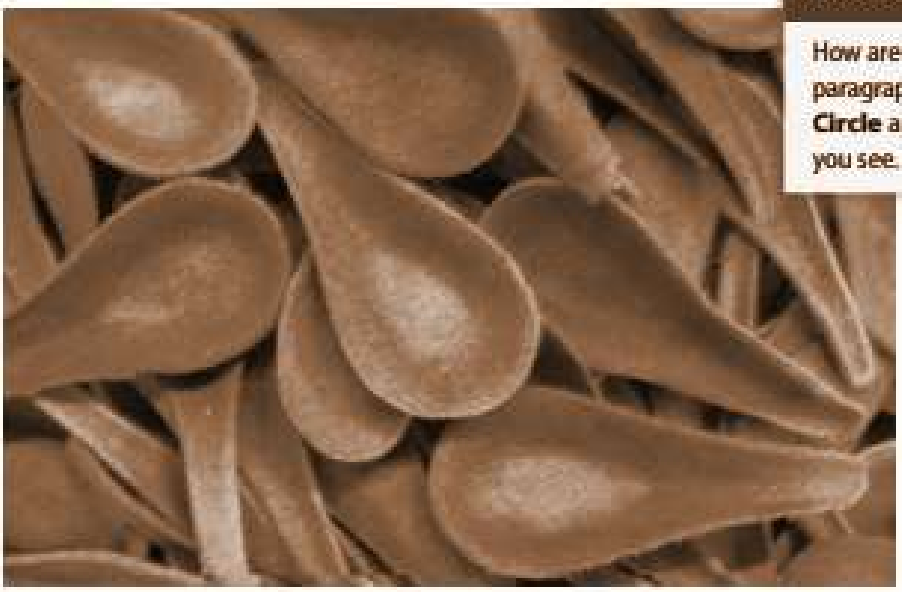
2 That's the vision of a company in India. They want to replace plastic forks and spoons with edible ones made out of food. This could cut down on how much plastic people use and throw away.

3 The company uses a simple recipe to create its spoons. It starts with flour made from a grain called sorghum, with wheat and rice flours mixed in. Workers knead the flour with water to make a dough. Then they shape it into spoons. They bake the spoons until they're hard.

4 An edible spoon is sturdy enough to handle cold ice cream or hot soup. You can also munch on one as a snack. The spoons are meant to be used only one time. They are not washed and reused. But if you're too full to eat your spoon after your meal, you can put it in a compost pile, or just throw it in the dirt. It should decompose in a week—unless bugs or animals eat it first!

Close Reader Habits

How are the ideas in paragraph 2 connected? **Circle** any signal words you see.



Think

Look for words that help you understand the order of events.

1 Reread paragraph 3 from "Eat This Spoon."

> **The company uses a simple recipe to create its spoons. It starts with flour made from a grain called sorghum, with wheat and rice flours mixed in. Workers knead the flour with water to make a dough. Then they shape it into spoons. They bake the spoons until they're hard.**

Which words in the paragraph signal a sequence?

- **A** uses, made from, make
- **B** starts, then, until
- **C** with, in, into
- **D** knead, shape, bake

Talk

2 Where did the writer show a cause-and-effect connection in paragraph 4? What is the cause and what is the effect? Hint: What happens if you throw an edible spoon in the dirt?

Write

3 **Short Response** Describe how the author uses a cause-and-effect connection in paragraph 4 to support her point that edible spoons are better than plastic spoons. Use the space provided on page 303 to write your response.

HINT Reread paragraphs 2 and 4 to find ways that edible spoons are different from plastic ones.

1. Dad put on his tie when he got dressed up for the wedding.
2. I learned how to tie my shoes when I was in first grade.
3. The soccer game ended in a tie and the players were a little disappointed.
4. The dog had to lead the blind man across the street.
5. There were lead pipes in the house with water that made everyone sick.
6. I was in the relay race during field day.
7. Mom had to relay the phone message to me from grandma when I got home.
8. The apples are in the produce section of the grocery store.
9. The company can only produce 20 shirts per day.
10. The cruise ship was docked and the people were able to get off and go home.
11. I asked Dad if Amazon will ship the package on Monday.

Grade: 3 **Subject: Math** **Week of: May 4**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.3.NF.3 Represent equivalent fractions with area and length models by: Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. Explaining that a fraction with the same numerator and denominator equals one whole. Expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers.	Recognize fractions that are equivalent to whole numbers -Complete pages 191-192 from Lesson 17, Find Equivalent Fractions (shown below)	Expressing whole numbers as fractions lays the groundwork for seeing a fraction as a division problem. The term “improper fraction” can cause misconceptions. This term can be a source of confusion as the word improper implies that this representation is not acceptable, which is not the case at all. Instead, try to use “fraction” or “fraction greater than 1.
NC.3.NF.3	Expressing whole numbers as fractions -Complete pages 193-194 from Lesson 17, Find Equivalent Fractions (shown below)	Review with your child the meaning of 4/1. The denominator names the number of parts in one whole. Since the denominator is 1, there is one part. So each part is one whole. The numerator tells how many parts, or wholes, there are.

Answer Key Week of: May 4

NC.3.NF.3	**Page 191** 1. 3/3 2. 6/3 3. 9/3 4. 12/3	**Page 192** 5. 4/4 6. 8/4 7. 12/4 8. 0/4 9. 8 10. 2 wholes 11. 3= 24/8 12. 3= 12/4 13. Could use a number line or partition shapes
NC.3.NF.3	**Page 193** 1. 4 2. 2 3. 5 4. 8 5. 2/1 6. 5/1 7. 1/1 8. 7/1	**Page 194** 9. 9 10. 10 11. 12/1 12. 18/1 13. Write the whole number as the numerator of the fraction, and use 1 as the denominator. 14. I would tell Bella that the denominator could be 1 instead of 4 if you don’t divide the whole into pieces.So you could write 3 as 3/1. You could also divide the whole into a different number of parts. If you divided each whole into 2 parts, you would get 3= 6/2.

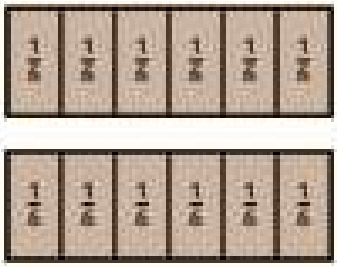
Name: _____

Write 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 cut 2 same-size pieces of colored paper into *sixths* to make strips for paper chains. How many strips did she make?



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

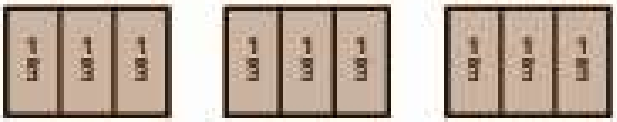
$1 = \frac{6}{6}$

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

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

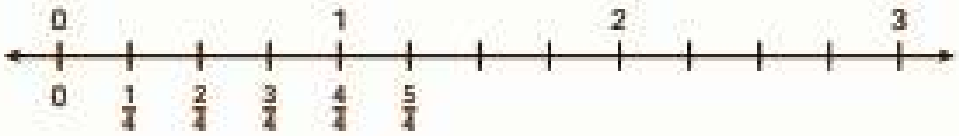
Mrs. Clark made 12 strips. Each strip is $\frac{1}{6}$ of a whole piece of paper.

Write the whole numbers as fractions.



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 answer 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 answer problems 9–11.

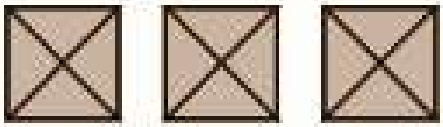
9. One whole is equal to _____ eighths.

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

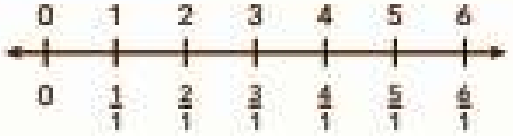
Name: _____

Write a Whole Number as a Fraction with a Denominator of 1

Study the example showing different ways 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.

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

Write the fraction for each whole number.

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

Write the whole number for each fraction.

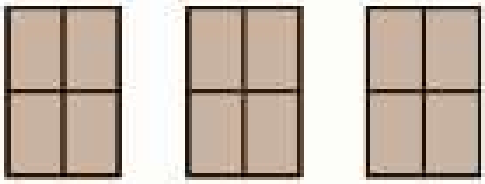
9 $\frac{9}{1}$ = _____ M 10 $\frac{10}{1}$ = _____

Write the fraction for each whole number.

11 12 = _____ M 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 described.

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

Grade: 3 **Subject: Math** **Week of: May 11**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.	Recognize that fraction comparisons are only valid if the wholes are identical. -Complete the Justify Bread and Who Ate More? activities (shown below)	Use items in your kitchen to help your child visualize and solidify this concept. Could try with two different sized cookies, soda bottles, bowls, etc.  
NC.3.NF.4	Understand when a whole is divided into more parts the pieces get smaller. -Complete pages 201-202 from Lesson 18 (shown below)	Don't worry about using the > < or = symbols during this lesson. Instead, explore with models or fraction strips how pieces get smaller as the denominator gets larger.

Answer Key Week of: May 11

NC.3.NF.4	**Who Ate More?** Ben ate more pizza than Todd because a large pizza is bigger than a small pizza. Lisa ate less popcorn than Sam because a small bag of popcorn is smaller than a large bag of popcorn. **Justify Bread Problem** Lianna is correct. The wholes have to be the same size to compare fractions, and their loaves of bread are not the same size.
NC.3.NF.4	**Page 201** 1.Circle 2/3 2. Circle 4/6 3. Circle 1/4 **Page 202** 4. Circle 1/3 5. Circle 1/8 6. Circle 4/8 7. 6/8 is shaded in the first rectangle. Second rectangle could show 1/8, 2/8, 3/8, 4/8, or 5/8 shaded. 8. Possible answers: 1/6, 1/8

Justify Jace and Lianna each baked a loaf of bread. Jace cut his loaf into halves and Lianna cut her loaf into thirds. The models below show their loaves of bread.

Jace says they can use their loaves of bread to show that $\frac{1}{2}$ is less than $\frac{1}{3}$. Lianna says they can't. Who is correct? Explain why. _____

_____

_____

Who Ate More?

1. Ben and Todd bought one large and one small pizza. Ben ate ½ of the large pizza. Todd ate ½ of the small pizza. Did Ben eat less pizza, more pizza, or the same amount of pizza as Todd?

   Explain your thinking. Use a diagram to prove your answer.

2. At the movies Lisa and Sam bought one large and one small bag of popcorn. Lisa ate ¼ of the small bag of popcorn. Sam ate ¼ of the large bag of popcorn. Did Lisa eat less popcorn, more popcorn, or the same amount of popcorn as Sam?

   Explain your thinking. Use a diagram to prove your answer.

Name: _____

Use Models to Compare Fractions

Study how the example uses models to compare fractions. Then solve problems 1–8.

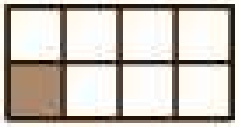
Example

Both rectangles are the same size.

If you make 8 equal parts, the parts are smaller than if you make 4 equal parts.

$\frac{1}{8}$ is less than $\frac{1}{4}$.

$\frac{1}{4}$ is greater than $\frac{1}{8}$.



$\frac{1}{8}$

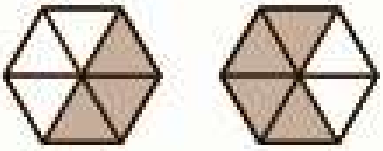
$\frac{1}{4}$

Write the fraction for the shaded parts. Circle the fraction that is *greater*.

1

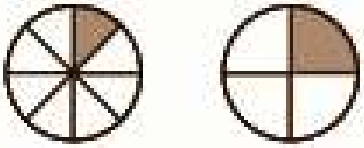
Fractions: _____ _____

2



Fractions: _____ _____

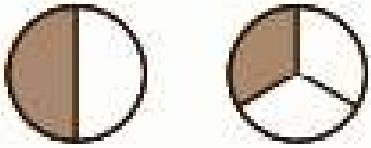
3



Fractions: _____ _____

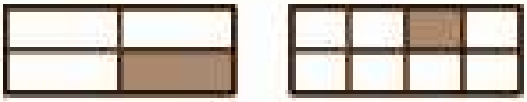
Write the fraction for the shaded parts. Circle the fraction that is *less*.

4



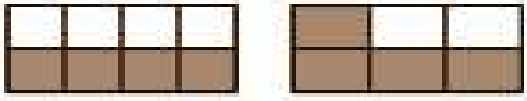
Fractions: _____ _____

5



Fractions: _____ _____

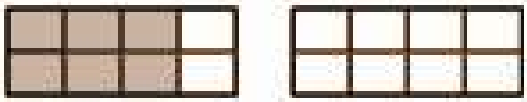
6



Fractions: _____ _____

Write the fraction for the shaded rectangle. Then shade the blank rectangle to show a fraction that is less. Write the fraction.

7

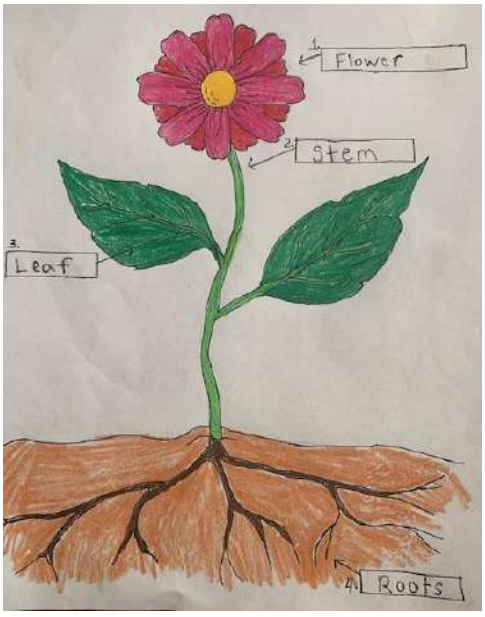


Fractions: _____ _____

8 Write a fraction less than $\frac{1}{4}$ that has a numerator of 1.

_____

Grade: 3 **Subject:** Science **Week of**: May 4

STANDARD	ACTIVITY	LESSON SUPPORT
Day 1 3.L.2.1 Remember the function of the following plant structures as it relates to the survival of plants in their environments: *Roots - absorb nutrients *Stems - provide support *Leaves - synthesize food *Flowers - attract pollinators and produce seed for reproduction.	A. Go outside and explore plants in your yard. Bring a notebook or sketch pad and draw a few pictures of different plants.	A. As your child is outside closely looking at plants (trees and bushes are plants too) ask some questions to get him/her to notice the details. (colors, thickness of branches/stems, number of leaves on a stem, height of plant etc.) ❖ What are you noticing about the plants you are sketching? ❖ How are they the same? ❖ How are they different?
	B. Explain the 4 main parts of a flowering plant.	B. The 4 main parts of a flowering plant are: ❖ **Roots** - the part that holds the plant in the ground ❖ **Stems** - the green part that holds the leaves ❖ **Leaves** - part that makes food for the plant ❖ **Flowers** - colorful part that makes seeds ● Only talk about the names of the plant parts - day 2 will focus on the jobs of each part.
	C. Have your child label and color this Label Plant Parts diagram. Encourage your child to go back outside to identify the parts of plants they explored at the beginning of the lesson.	*C. <u>Answer Key</u>* 

Label Plant Parts 3rd grade Day 1

Grade: 3 **Subject:** Science **Week of**: May 4

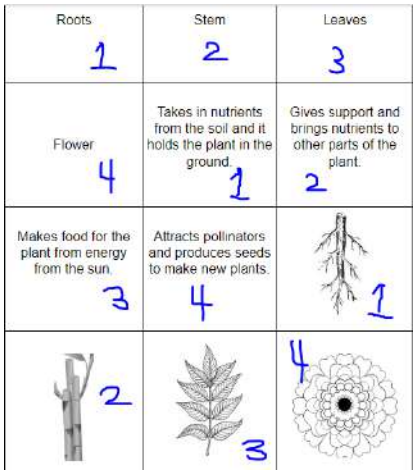
<table>
<tr><th>STANDARD</th><th>ACTIVITY</th><th>LESSON SUPPORT</th></tr>
<tr><td rowspan="3">Day 2

3.L.2.1 Remember the function of the following plant structures as it relates to the survival of plants in their environments:

*Roots - absorb nutrients
*Stems - provide support
*Leaves - synthesize food
*Flowers - attract pollinators and produce seed for reproduction.</td><td>A. Ask your child to tell you each part of a plant while he/she points to them on the plant diagram from day 1.</td><td>A. Make sure that your child knows the names of the parts of the flowering plant. We will add to this understanding today.</td></tr>
<tr><td>B. Explain the jobs each of the parts of the plant play in the growth of a plant.</td><td>B. The jobs of the 4 main parts of a flowering plant are:
❖ Roots - absorb (take in) nutrients (vitamins and minerals) from the soil so the plant can grow. The roots also hold the plant in place.

❖ Stems - gives support to the leaves and flowers. The stem also brings the nutrients to the other parts of the plant.

❖ Leaves - make food by using energy from the sun.

❖ Flowers - attract pollinators (bees, birds, bats, butterflies, wasps etc.) and produce seeds to make new plants.</td></tr>
<tr><td>C. Have your child play this matching game by cutting out the cards to practice remembering the name of each part, what the parts of the plant look like, and what they do for the plant. Save these cards future learning.</td><td>C. <u>Answers</u>
 
</td></tr>
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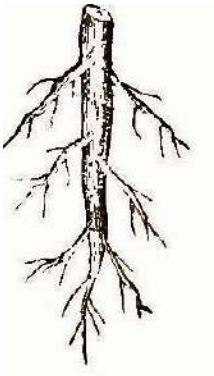
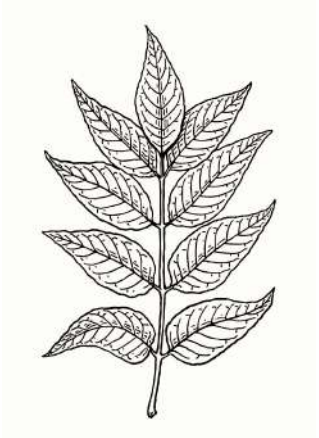
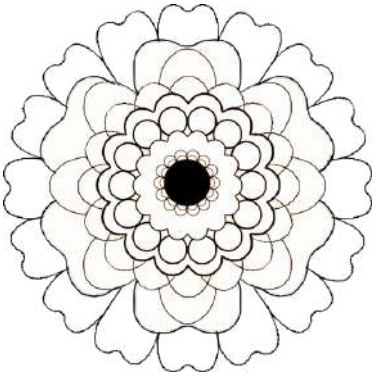
Matching Game - 3rd grade Day 2

Roots	Stem	Leaves
Flower	Takes in nutrients from the soil and it holds the plant in the ground.	Gives support and brings nutrients to other parts of the plant.
Makes food for the plant from energy from the sun.	Attracts pollinators and produces seeds to make new plants.	
		

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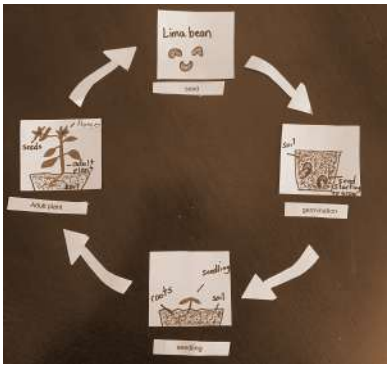
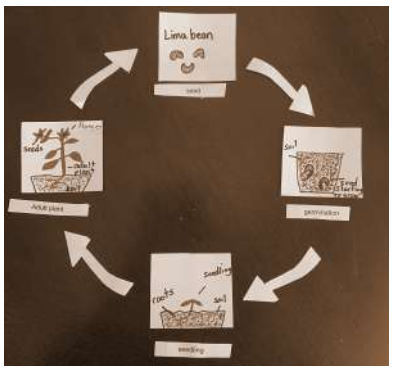
Grade: 3 **Subject:** Science **Week of**: May 11

STANDARD	ACTIVITY	LESSON SUPPORT
Day 3 3.L.2.3 Summarize the distinct stages of the life cycle of seed plants. (seed, germination , seedling, adult)	A. Have students draw what they believe are the stages of a plant's life cycle. Students should add color and labels as needed.	A. While your child is drawing the life cycle of a plant, here are some questions to ask: **(answers are in bold)** ❖ How do plants start their life? **(As a seed)** ❖ What happens after the seed is planted in the soil? **(the seed begins to germinate and it sends out a root.)** ❖ What happens before the new plant pops out of the soil? **(The seedling begins to make its own food and grow into an adult plant.)** ❖ How do we get seed to start the life cycle over again? (the store might be an answer - bring your child's thinking back to nature; how does it happen naturally?) **(The flower makes the seeds as it begins to die. These seeds will then begin the life cycle of the next plant.)**
	B. Explain the 4 different stages of a plant's life cycle.  	B. The life cycle of a plant should have 4 stages and is a continuous circle ❖ **seed**, ❖ **germination** when the root begins to push out of the seed but the plant has not broken through the soil, ❖ **seedling**, a baby plant one or two leaves and a short stem ❖ **adult plant**, plant with many leaves and a flower
	C. Have students go outside to find the different life cycles of a plant in the yard. Take pictures of these stages or have your child sketch and label the stages in a notebook.	C. Help your child connect the stages of a person (baby, teenager, parent, grandparent) with the stages of a plant.

STANDARD	ACTIVITY	LESSON SUPPORT
Day 4 3.L.2.3 Summarize the distinct stages of the life cycle of seed plants. (seed, germination, seedling, adult)	A. Review the life cycle of a plant by having your child talk through the stages and what happens during each stage.	A. Use the information from Day 3 to support your child's review.
	B. Ask your child if he/she thinks all plants go through the same life cycle? Have some discussion about why he/she thinks this way.	B. All flowering plants go through the same life cycle: seed, germination, seedling and adult plant
	C. With your help, have your child come up with 3 different seeds and what the stages of each plant should look like.	C. Think of 3 different seeds your child might be familiar with (suggestions: watermelon seeds, cucumber seeds, sunflower seeds, grass seed, tomato seeds, corn seed (kernel), dandelion, lima bean)
	D. Use this 4 column chart so your child can write down his/her sketches and labels. *Encourage your child to label the parts of the plant he/she learned in previous lessons. Examples:   	D. While your child is creating his/her diagrams, some questions to ask: ❖ How can we use the life cycle of a plant we already learned about to help us create this chart? ❖ Have we seen this seed grow before? (students have planted lima bean seeds in first grade) ❖ How are these plants' life cycles similar? ❖ How are these plants' life cycles different? ❖ Remember what we saw outside the other day, how can we add that to our chart? ● Suggestion after this lesson- you can cut up this chart as individual pictures and have your child sort out the life cycle of each plant. Remember it shouldn't be put in a straight line. A life cycle is a circle. 

3rd grade Day 4

Do All Flowering Plants Have the Same Life Cycle?

seed	germination	seedling	adult plant

Grade: 3 **Subject:** Social Studies **Week of:** May 4

Continue to complete activities from the choice board.

Grade: 3 **Subject:** Social Studies **Week of**: May 11

STANDARD	ACTIVITY	LESSON SUPPORT
3.C.1.1 Compare languages, food, and traditions of various groups living in local and regional communities	Day 1: Immigration to Union County ● Social Scientists will know that the various cultures represented in a community are influenced by patterns of immigration.	1. Ask students to share with you about what they know about immigration to the United States. Ask students to share lessons learned while in the classroom. Begin this lesson by having students look back at an activity regarding immigration mapping of the settlers who came to Union County. 2. Help students to understand and track early immigration to Union County. Read the passage together and map out the paths the immigrants took. 3. Record information about each group of immigrants that is important to our community. ** Students may have done this activity before, but is it important for the next lesson to review.*
	Day 2: Immigration to Union County ● Social Scientists will know that the various cultures represented in a community are influenced by patterns of immigration.	1. Ask students about the different activities done before in school about immigration. Allow time for students to share what they know about immigration. 2. Have students make predictions about the number of immigrants from Mexico, Germany and India to North Carolina. Record the predictions on the worksheet. 3. Read the passage about immigration that still happens today to Union County and North Carolina. 4. Use the passage to complete the worksheet. 5. Ask students about their predictions. Were they correct? What does this information tell us? Do you think immigration to Union County will continue? Why? 6. Write a short reflection to the lesson: Do you see any evidence of these cultures in the community where you live, go to school, or play?

Day 1: Passage/Worksheet

Background Information: Movement of Early Settlers to Union County

The Waxhaw area was the first area to be settled in what is now Union County. Scotch-Irish immigrants originally settled in Pennsylvania, then came to this area around 1755. They were looking for land, freedom to practice their religion, and a better life. These immigrants believed in education and religion. They established a Presbyterian Church in modern-day Union County that was also used as a school. Many Scotch-Irish brought knowledge of farming to this community.

The **southern** part of Union County was settled by German immigrants who came to this area for many of the same reasons as the Scotch-Irish. Most of the Germans who settled in this community were Lutheran. These immigrants brought traditional dances (the Polka), the decoration of Christmas trees, and wonderful baked goods (apple pie and strudel) to our community.

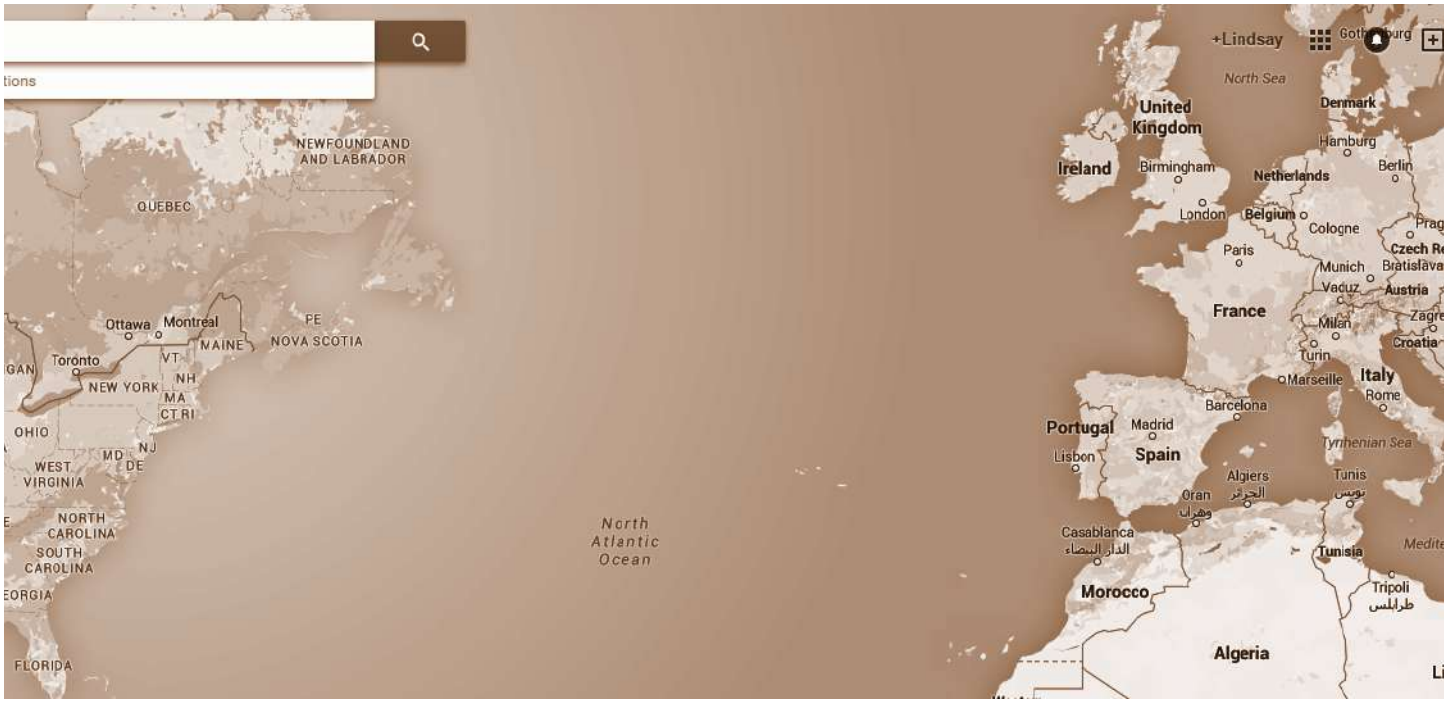
Instead of settling in southern Union County, many German immigrants continued traveling north. As eastern North Carolina began to develop, settlers from the area started moving north as well. Both groups of people made their homes in the **northwestern** part of the county.

The **eastern** part of the county was settled by people from other parts of North Carolina and Virginia who originally emigrated from Great Britain. The immigrants of British descent brought to our community a language that we speak today, traditions (Thanksgiving), and a good business sense.

The **central** portion of the county, now Monroe, had very few settlers until 1760. It was developed only when other parts of the county were populated, and settlers moved there simply for more room.

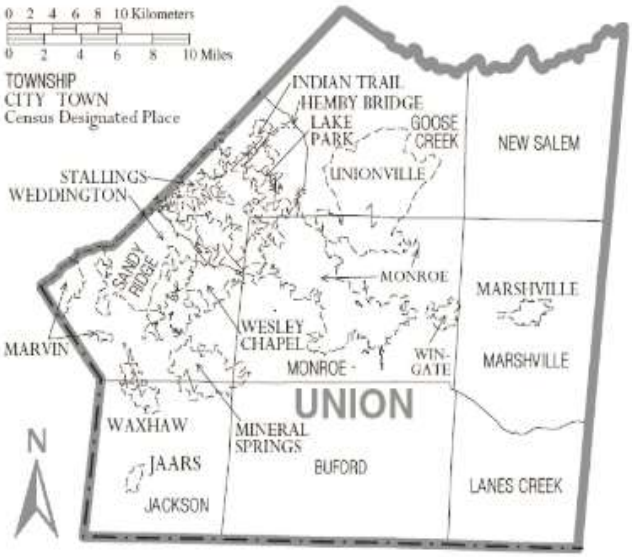
The early settlers of Union County were hardworking people who could handle the challenges of life in our community in those early days. For the most part, they came here for many of the same reasons. They were looking for freedom to live the way they wanted to, for affordable land, a good climate, and soil that would help them provide for their families. They established farms and began trading with their nearby neighbors for the goods they could not produce.

Resources:
The History of Union County H. Nelson Walden
The Way We Lived in North Carolina Joe Mobley
Union County and the Old Waxhaw Settlement Robert Ney McNeely



German Immigrants

British Immigrants



Scotch-Irish Immigrants

Day 2: Worksheet/Passage

Name_____

Present Day Immigration Analysis

1. How many people do you think migrated to North Carolina in the year 2016 from the following countries? Write your predictions in the chart below.

Mexico	India	Germany
My Prediction:	**My Prediction:**	**My Prediction:**

2. How many people actually immigrated from these countries to North Carolina in the year 2016? Write your answers after reading the passage in the chart below.

Mexico	India	Germany
Actual Data:	**Actual Data:**	**Actual Data:**

3. Compare your predictions to the passage that you read. Were your predictions too high or too low? What surprised you and why?

Present Day Cultures of Union County

Union County is located south of Charlotte, NC, one of the largest cities in North Carolina. Today, people may migrate, or move from one place to another for reasons similar to the settlers of Union County long ago. People want to be free to live free, such as practicing a religion. People may also be seeking out a new job or an opportunity to attend college. Another reason could be for their children to attend a school in North Carolina or Union County. Three different places in the world are where some citizens of North Carolina have come from.

The largest group or community first knew the country of Mexico as home. Mexico is located in North America, south of the United States. Approximately 250,000 people from Mexico immigrated to the United States during the year 2016. Mexico City is the capital of Mexico and is 2,000 miles away from Charlotte.

The second largest group that immigrated to North Carolina in 2016 came from India. Approximately, 53,000 people immigrated to North Carolina. India is located in Asia. The capital city, New Delhi is over 12,000 miles from Charlotte. This much further away from Mexico.

The third largest group that immigrated to North Carolina in 2016 came from the country of Germany. Approximately, 40,000 people choose to leave their home and move to North Carolina from Germany. Berlin is the capital of Germany and is located 4,500 miles away from Charlotte.

Resources:

Data USA