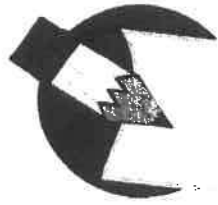

Third Grade Materials

Week of April 13th

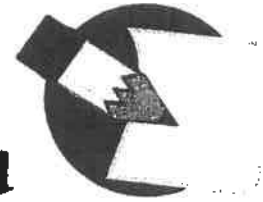
Reader Response Menu

Read for at least 20 minutes and choose a response to complete.

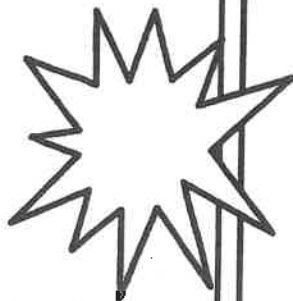
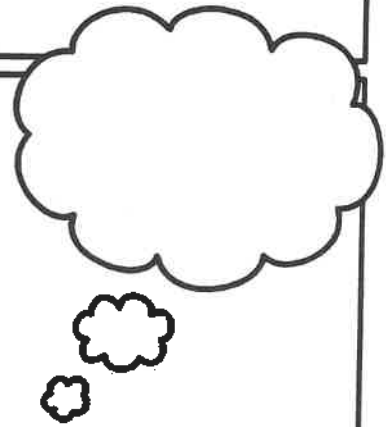
Text to Self Connection Does the story remind you of something that has happened in your life? This reminds me of...	Favorite Part What was your favorite part of the story? Why: My favorite part was....because...	Character Think about the main character. What are six words to describe your character? The main character is...because...
Problem and Solution What is the problem in the story and how was it solved? The main problem in the story is...	Write a Letter Pick a character in a story to write a letter to. Give the character advice or ask him or her questions. Dear...	Summary Write a summary of the book following this pattern: Somebody, Wanted, But, So, Then
Compare and Contrast Compare a character to yourself. How are you similar? How are you different?	Different Ending Write a different ending to the story or write what might happen next.	Cause and Effect Pick a part of the story that shows cause and effect. Describe what event caused another event.
Text to text Connection Does this story remind you of another book you have read? Why: This reminds me of...	Main Idea and Details What is the main idea of the text? What are 3 supporting details? The main idea of the text is...3 ideas that support the main idea are...	Lesson Learned What lesson does the main character learn at the end of the story? Why is this lesson important? The lesson is...
Questioning What questions did you have before you read? What questions did you have while reading? What questions did you have after you read the text?	Text Features Name a text feature that you used when reading to learn. (for example: glossary, diagram, table of contents, chart, etc.) What did you learn? I used.. I learned...	Sequence of Events What are the four main events of the story? How does the story begin and end? Make sure to use transition words: First, Next, Then, Last.

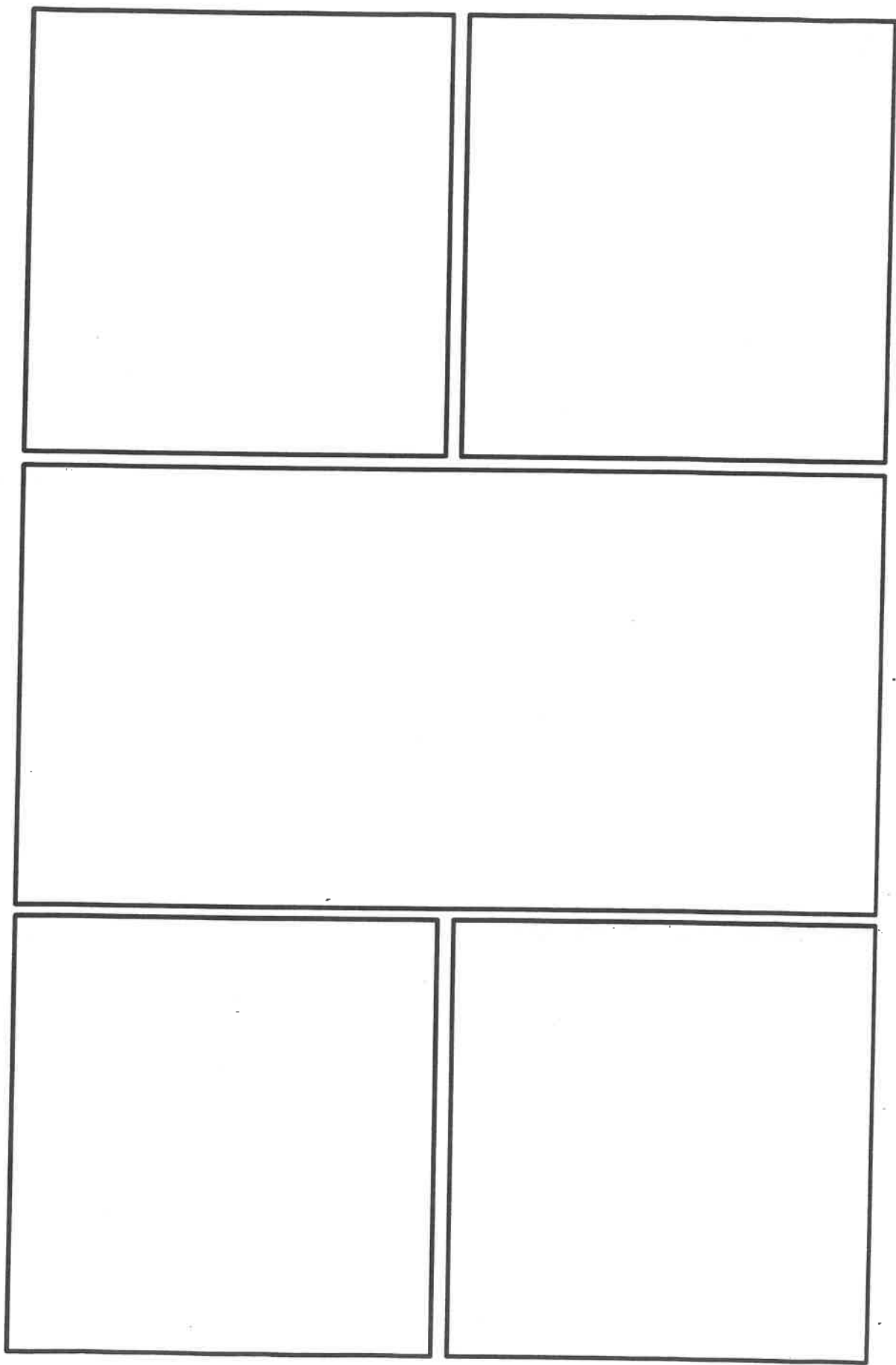


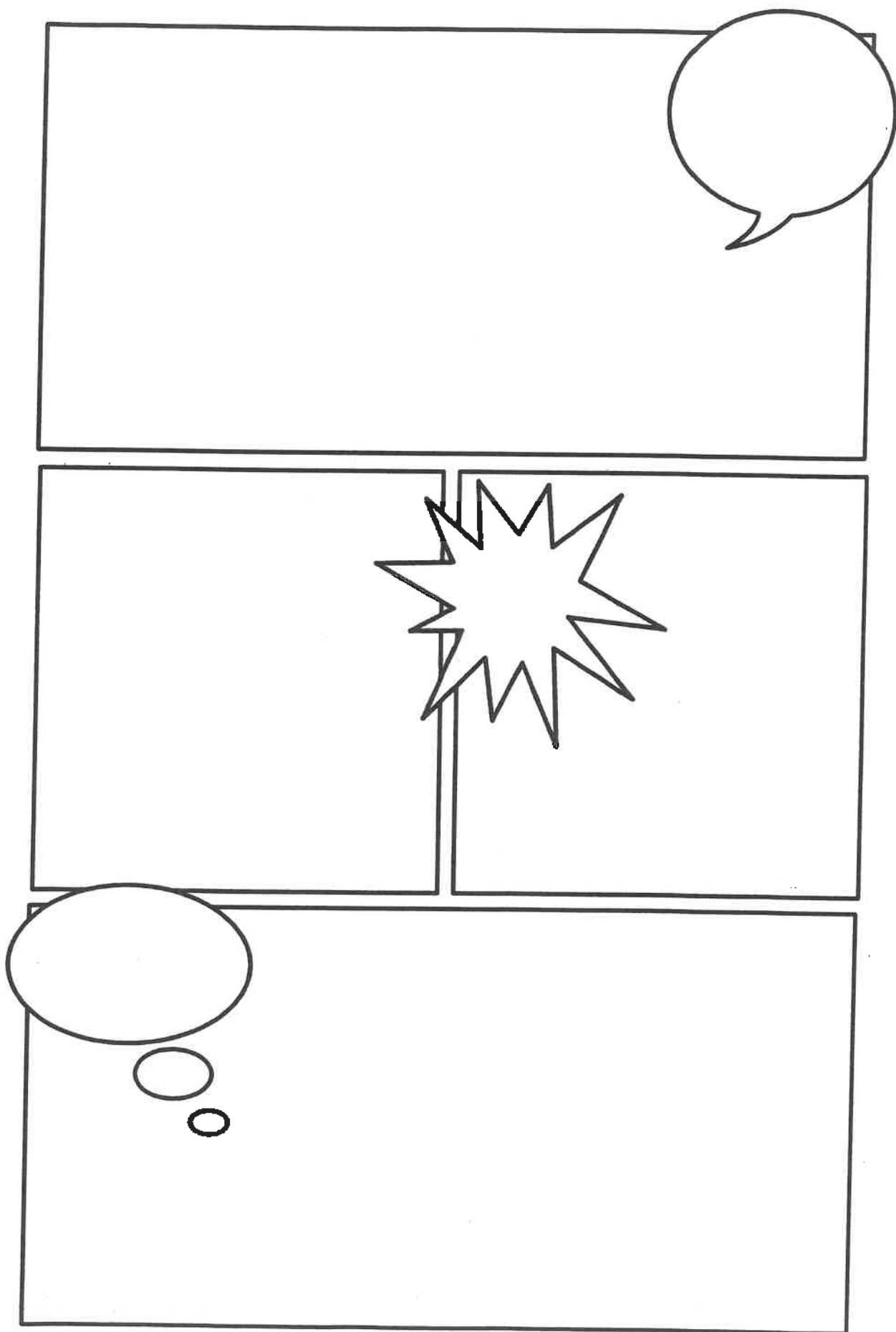
Writing Menu



Write a letter to someone special.	Create a book review about a book you are reading.	Write a report about your favorite animal.	Write a book to teach someone how to do something.
Write an autobiography (a story all about you.)	Write a journal entry about your day and what you did.	Write a thank you note to somebody.	Write your own version of a fairy tale.
Compare two books you have read. How are they alike? How are they different?	Write about a time you did something really fun.	Write a poem. It does not have to rhyme.	Write a story of your choice.
Write a summary of a book you have recently read.	Interview someone at home and write a biography about them.	Write about your favorite field trip.	Write and draw a comic strip.
Write about your favorite holiday.	Write a toy review.	Write a recipe to make your favorite food.	Write a story in the dark with a flashlight.







A **CRASH** course in onomatopoeia

Onomatopoeia (pronounced: on-uh-MAT-uh-pea-uh) is a word that imitates the sound it describes, like *buzz* or *murmur*.

Write the onomatopoeia word that describes the sound each item makes. Some words may have more than one sound!



phone _____



pencil on paper _____



wolf _____

racecar _____

bee _____

watch _____

raindrops _____

bell _____

rooster _____

hands _____

cow _____



CHOICE WORD WORK HOMEWORK MENU

Complete a different word work homework activity each night, Monday through ~~Saturday~~ Friday.

FLASH CARDS

Make a set of flashcards and have a buddy quiz you on the spelling of each word.

MEMORY MATCH

Write each word on two small pieces of paper. Shuffle the words and play a game of memory.

RHyme TIME

Write each word and a word that rhymes with each word in a two-column list.

SYNONYMS

Write each word and a synonym for each word in a two-column list.

RAINBOW WORDS

Write your words with colored pencils or markers. Make each word or each letter a different color.

VIBRANT VOWELS

Write each word using one color for the vowels (a, e, i, o, u) and another color for the consonants.

ABC ORDER

Write all your words in alphabetical (ABC) order. Then write then in alphabetical order using the last letter of each word.

FRIENDLY LETTER

Use all the words on your list to write a letter to a friend.

REPITITION

Write each word 5 times. Say the word aloud as you write.

CARTOON CREATOR

Create a cartoon strip using at least 10 of your words. Can you use descriptive language in your cartoon?

TYPE 'EM UP

Type your words four times using a different font each time.

SENTENCES

Write one sentence for each of the 5 words you find most challenging or most interesting.

CLASSIFICATION

Classify your words in groups according to the part of speech.

CONSONANTS

Write each word once. Then highlight the consonants in each word.

SILLY STORY

Write a silly story that includes all the words on your list. Can you include punctuated dialogue in your story?

SYLLABICATION

Write each word once. Then circle each of the syllables.

Choose your own challenge words to add to the list!

Grade 3
Spelling
Words



Write It Two Times!

Write each of the spelling words two times.

1. between

2. own

3. base

4. country

5. plant

6. slip

7. lunch

8. pond

9. front

10. thump

11. inches

12. yard

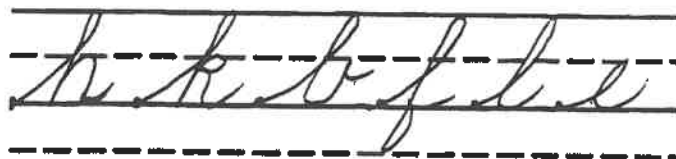
13. area

14. formula

15. width

16. calculate

Loop Group



Practice this long kite string, which loops as it approaches the top line. Learn to “slant a lot and loop over the top.” This pattern will be adapted for the remainder of the letters in this group.

hop

hit

kit

kid

lop

fat

ear

bib

bad

elf

for

elk

hat

fit

lip

bit

egg

ell

Math Menu

Keep a journal of your activities and math findings.

<p>Practice your 3's.</p> <p><u>3</u> <u>6</u> _____</p> <p>_____</p> <p>_____</p> <p>What patterns do you see?</p>	<p>Practice your 4's using the double double strategy.</p> <p>$4 \times 6 = 6+6+6+6$ or double 6 then double again. Write out all the products and sing the tune of Old MacDonald.</p>	<p>Practice your 6's. If you do not know 6×6, think of 5 groups of 6 and add 1 more group of 6. Write down your results.</p>	<p>Sing the multiples of 7 to the tune of Happy Birthday. 7, 14, 21,... 28, and 35, 42.... And 49, 56, and 63. Practice without looking at the numbers. :-)</p>	<p>Practice your 8's. Try the double, double, double strategy.</p> <p>$3+3+3+3+3+3+3+3 =$ $6+6+6+6 = 12 + 12 = \dots$ Or double 3 to 6, double 6 to 12, double 12 to ...</p>
<p>Using cards or dice*, create addition problems and find the sum.</p> <p>$34,208 + 5,397$</p>	<p>Using cards or dice, create the largest 4 digit number and smallest 3 digit number. Find the difference (-). Check with addition.</p>	<p>Using cards or dice, create 2 digit by 1 digit multiplication problems and solve using area models or standard algorithms.</p>	<p>Using cards or dice, create a division problem. Solve using the box method or standard algorithm.</p>	<p>Create word problems for each of operations (addition, subtraction, multiplication and division).</p>
<p>Make a schedule of your day with times and events. Write about your favorite part of the day.</p>	<p>Go on a geometric scavenger hunt (shapes, parallel and perpendicular lines) and make a graph of your findings.</p>	<p>Create an obstacle course or exercise routine (run in place, sit ups, jumping jacks, push ups, planks). Chart your progress.</p>	<p>Measure the length of your foot inches then measure the length of your room using your foot. Could you figure out the actual length of your room using your foot measurement?</p>	<p>Using measuring cups, determine how many $\frac{1}{2}$ cups make a whole cup. How many $\frac{1}{4}$ cups make a whole cup. Write down your findings.</p>
<p>Pick a target number and see how many different equations you can make that result in the target number. Ex. Target is 4.</p> <p>2×2, $10 - 6$, $20 \div 5$, $1 + 3$ or $20 - 4 + 3 - 15$</p>	<p>Time how long it takes to accomplish something. Example: Cleaning your room, making your bed. Write down the start and end times and calculate the elapsed time.</p>	<p>Make a recipe with your family. What if you needed to double it? Write down the new recipe.</p>	<p>Using old magazines or newspapers, make a collage of numbers (dates, prices, numbers in word form, numbers on graphs, estimates).</p>	<p>Measure a book, table top or room in your home and find the perimeter and area. Indicate the measurement you used... and try different ones (inches, feet, centimeters)</p>

*No cards or dice - just write the digits 0-9 on a piece of paper and cut up to make your own cards.



Use subtraction to solve the following problems.

49

1,058

1,624

4,385

2,425

1,499

639

7,001

3,199

2,995

$$\begin{array}{r} 1) \quad 2,009 \\ - \quad 510 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 4,003 \\ - 2,945 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 9,001 \\ - 2,000 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 7,003 \\ - 6,954 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 6,004 \\ - 1,619 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 3,007 \\ - 1,383 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 9,004 \\ - 6,009 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 7,003 \\ - 4,578 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 7,004 \\ - 6,365 \\ \hline \end{array}$$

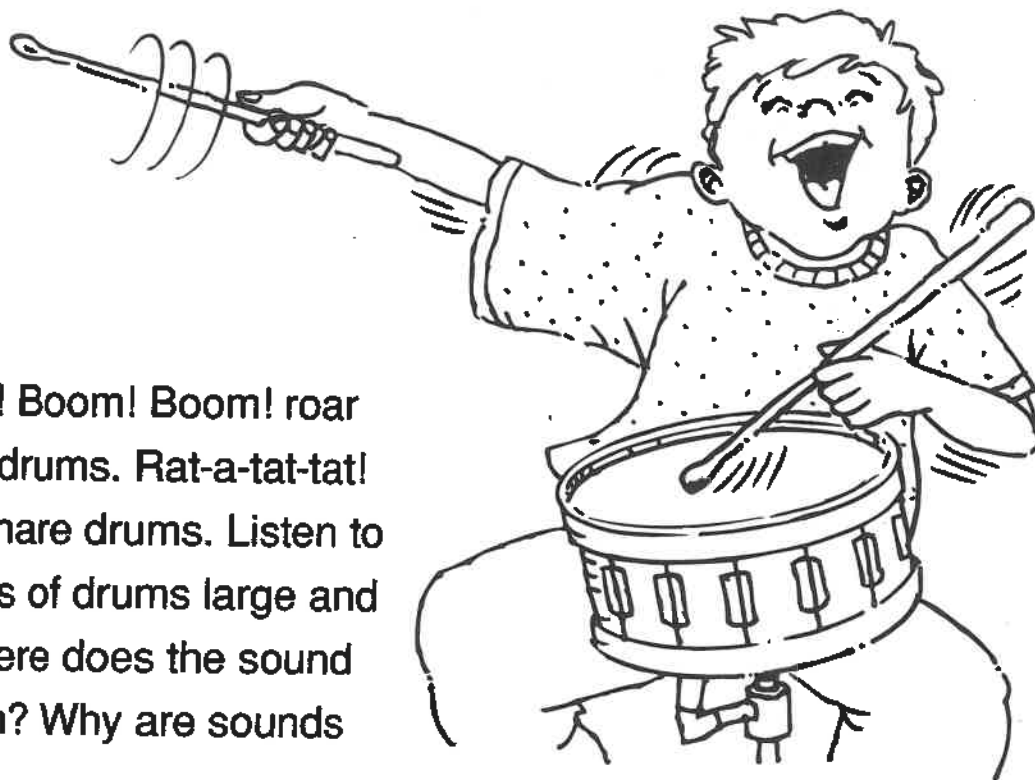
$$\begin{array}{r} 10) \quad 5,006 \\ - 1,807 \\ \hline \end{array}$$

3rd Grade Science & Social Studies Menu

Go on a nature or neighborhood scavenger hunt. Draw or write about the things you find.	Sit outside or take a walk. Make a list or chart about things that are living and nonliving outside. Think about how living and nonliving things depend on each other.	Search around your house for different forms of energy (light, heat, sound, etc.) Draw or write about the things you find.	Draw a diagram of a pond. What living and nonliving things are needed in the pond to make sure each living thing has what it needs to grow and survive?
Make a map of your backyard, house, or community. Include important landmarks that help people identify where they are.	Look up! Draw or write what you see (moon, sun, cloud, stars.)	Plan a dream vacation. Set a budget and plan for how you would use your budget to travel, eat, do fun activities, etc.	Make a travel brochure for a state you know a lot about. Include state facts, landmarks, food, natural resources, climate, etc.
Think of two living things that live in or near a pond. Draw a picture, make a list, or make a Venn diagram to explain how the living things are similar and different. Think about what they look like, what they eat, and what they need in order to survive.	Observe the moon and night time sky. Keep a record of your observations each night. Draw the different phases of the moon. Do you notice a pattern?	Go on a walk around your yard. Do you have any large puddles or vernal pools due to melting snow and ice? As the temperatures get warmer keep a record of changes you notice to the water. Are there any creatures living in this habitat?	Draw or write about a place in your community. Tell about what happens there. (Police station, bank, town hall, etc.)
Tell someone in your house about someone important in your life or in the community. What is the person's job? How does their job have an impact on you or the community?	Play charades. Use animals, community members, or get creative!	Create a food chain for an animal to show how energy is transferred from one living thing to another. (Example: sun → grass → deer → human)	Take a walk around your house. Look for ways you and your family can conserve energy. (Example: how can you conserve heat and electricity?)

Listen for the Sounds

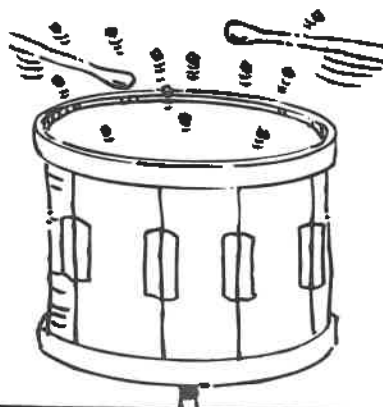
Boom! Boom! Boom! roar the kettle drums. Rat-a-tat-tat! sing the snare drums. Listen to the sounds of drums large and small. Where does the sound come from? Why are sounds different?



When the top of the drum is struck by a stick or mallet, it **vibrates** (moves back and forth). As the drum vibrates, it moves the air around it. The sound **vibrations** travel through the air in all directions.

You hear the drum when the sound vibrations reach your ear. The vibrations are caught by your **outer ear** (the part you can see). They are carried through your **inner ear** (the part you cannot see) to your brain. Then your brain tells you that you are hearing a drum. This all happens very quickly.

You can't see sound vibrations, but if you put cereal on the drum head and hit the drum, you can see the results of sound vibrations.



Sound can move through a **gas** such as air. It can move through a **liquid** such as water. It can move through a **solid** such as the ground we walk on.

Our world is filled with sound. Sounds such as planes or barking dogs can be unpleasant. We call these sounds noise. Sounds such as music and laughter are pleasant sounds.

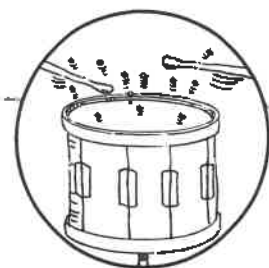


If you are close to a jet plane, the sound will be very loud. You may need to cover your ears to protect them from the noise. If the jet is flying far away, you will hear a much softer sound. Sounds are louder close up and softer far away.

Long ago, Native Americans knew that sound travels better through the solid ground than through the air. They would put an ear to the ground to listen for the sound of moving horses or buffalo. The sound could be heard through the ground before it could be heard in the air.



Name _____



Questions about *Listen for the Sounds*

A. How do you hear the sound of a drum?

Number the steps in order.

- ☐ The top of the drum moves back and forth (vibrates).
- ☐ The sound vibrations move through the air.
- ☐ The top of the drum is struck with a stick.
- ☐ Boom! You hear the drum.
- ☐ Your outer ear catches the sound.
- ☐ As the drum vibrates, it makes the air around it vibrate.
- ☐ Your inner ear carries the sound to your brain.

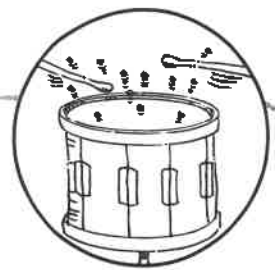
B. Pretend you are in your bedroom. Circle the loudest sound you would hear.

an alarm clock going off by your bed

a baby crying in another room

a dog barking outside in the street

Name _____



Vocabulary

A. Write each word next to its meaning.

sound	water	noise
vibration	outer ear	brain

1. something that can be heard

2. the part of the ear you can see

3. a quick movement back and forth

4. a kind of liquid

5. an unpleasant sound

6. the part of the body that hears
sound

B. Use the words from the story to complete the sentences.

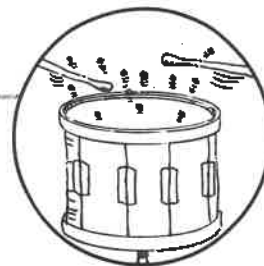
1. An _____ can be made when sound bounces off
an object.

2. Sound can move through _____, _____,
and _____.

3. Your _____ carries sound vibrations to
your brain.

Name _____

Note: Reproduce this page for each student as homework.
Students return the page on the specified date.



What Do You Hear?

Listen to the sounds around you. Make a list of the sounds you hear. Return the paper on _____.

1. Circle the pleasant sounds.
2. Make an X by the noisy sounds.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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