

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

3RD GRADE WEEK 3 APRIL 6th-10th

Contents

INTRODUCTION	1
HELPFUL INFORMATION	3
Distribution Sites/Information	3
Leadership Team	3
DIGITAL LESSON PACING GUIDE	4
ConnectED Instructions	4
USATestPrep Instructions	4
Pacing Guide	4
ELA PRINT MATERIAL	5
MATH PRINT MATERIALS	6
SCIENCE/SOCIAL STUDIES PRINT MATERIAL	7
ADDITIONAL RESOURCES (EDUCATIONAL)	8

INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

3rd Grade Teachers Contact Information:

Ms. Neimeic:

Email: aneimeic@erieriseacademy.org Phone: (814) 460-8359

Mrs. Brown:

Email: tbrown@erieriseacademy.org Phone: (724) 331-8398

Mrs. Shanti: mshanti@erieriseacademy.org

Please contact the teacher for your Class Dojo Class Code!!!

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

USA Test Prep Week 3 Assignments:

Math Assignments: 4/6, 4/7, 4/8, 4/9, 4/10

ELA Assignments: 4/6, 4/7, 4/8, 4/9, 4/10

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 4 Lesson 3 Day 1 <u>Assignment:</u> April 6	<u>Lesson:</u> Unit 4 Lesson 3 Day 2 <u>Assignment:</u> April 7	<u>Lesson:</u> Unit 4 Lesson 3 Day 3 <u>Assignment:</u> April 8	<u>Lesson:</u> Unit 4 Lesson 3 Day 4 <u>Assignment:</u> April 9	<u>Lesson:</u> Unit 4 Lesson 3 Day 5 <u>Assignment:</u> : April 10
Math	<u>Lesson:</u> Chapter 13 Lesson 1 <u>Assignment:</u> April 6	<u>Lesson:</u> Chapter 13 Lesson 2 <u>Assignment:</u> April 7	<u>Lesson:</u> Chapter 13 Lesson 3 <u>Assignment:</u> April 8	<u>Lesson:</u> Chapter 13 Lesson 4 <u>Assignment:</u> April 9	<u>Lesson:</u> Chapter 13 Lesson 5 <u>Assignment:</u> : April 10
Science/ Social Studies	Lesson: Heat <i>Printed</i>	Lesson: Insulator and Conductor <i>Printed</i>	Lesson: Magnets <i>Printed</i>	Lesson: Environment <i>Printed</i>	Lesson: Pollution <i>Printed</i>

ELA PRINT MATERIAL

Day 1-

Foundational Skills:

1. Review Spelling Words
 - a. Highlight words with -ion, -tion, -sion and -al
2. Complete Skills Practice book pages 29-30

Reading and Responding

1. Read Story: Einstein Anderson and the Mighty Aunts
2. Answer Discussion Question: Text Connections page 66

Day 2-

Foundational Skills

1. Write Spelling Words 3 times each
2. Complete Skills Practice book pages 31-32

Reading and Responding

1. Highlight Vocabulary words throughout story
2. Complete Skills Practice book pages 33-34 (Vocabulary)

Day 3-

Foundational Skills

1. Write half of Spelling words in a sentence.
2. Complete Skills Practice book pages 35-36

Reading and Responding

1. Reread Story

Day 4

Foundational Skills

1. Write other Half of Spelling Words in a sentence.
2. Complete Skills Practice book pages 39-40

Reading and Responding

1. Complete Skills Practice book pages 37, 41-42

Day 5

Foundational Skills

1. Have someone quiz student on spelling words

Reading and Responding

1. Reread story
2. Answer Look Closer- Keys to Comprehension Questions page 67

WRITING PRINT MATERIALS

Day 1: Adding Descriptive Details Writing Assignment

Day 2: Fiction or Nonfiction Writing Assignment

Day 3: Go with the Flow Writing Assignment

Day 4: Sensory Details Writing Assignment

Day 5: Sequence: A Nightly Routine Writing Assignment

MATH PRINT MATERIALS

Day 1: Lesson 2 Reteach

Day 2: Lesson 4 Reteach

Day 3: Chapter 13 Check my Progress

Day 4: Lesson 5 Homework

Day 5: Lesson 6 Reteach

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Day 1:

- Read "Heat" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

Day 2:

- Read "Insulator and Conductor" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

Day 3:

- Read "Magnets" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

Day 4:

- Read "Environment" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions for the passage

Day 5:

- Read "Pollution" 3 times aloud to someone in your house
- Answer the corresponding comprehension questions

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

Khan Academy (please contact us for usernames and passwords)

<https://www.khanacademy.org/coach/dashboard>

Virtual Fieldtrips

https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoG1kgE3iExmi3qh2KRRku_w/mo bilebasic

VOOKS- storybooks brought to life

www.vooks.com/parent-resources

XtraMath- basic math facts

<https://xtramath.org/#/home/index>

GoNoodle

<https://www.gonoodle.com/>

ABCYa

<https://www.abcya.com/grades/3>

StudyJams

<http://studyjams.scholastic.com/studyjams/>

52-53

Genre Realistic Fiction

Essential Questions

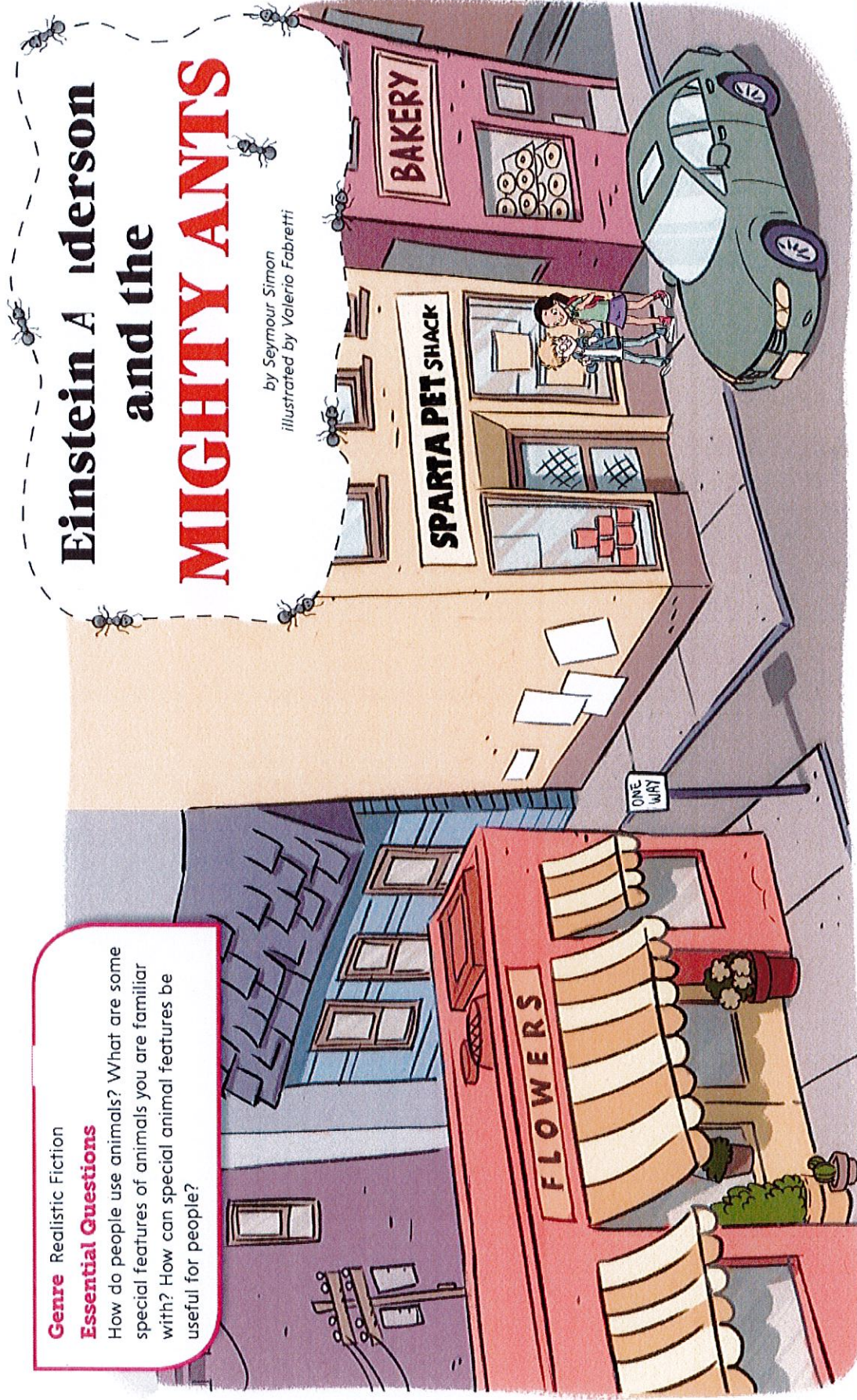
How do people use animals? What are some special features of animals you are familiar with? How can special animal features be useful for people?

Einstein A Iderson

and the

MIGHTY ANTS

by Seymour Simon
illustrated by Valerio Fabretti

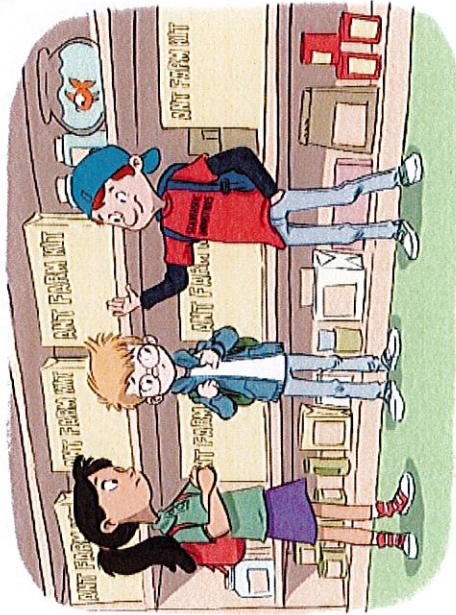


"This is more than just a pet, Einstein," said Stanley Roberts. "This is going to create a whole new economy and StanTastic Industries will be the center of it!"

"Oh, come on, Stanley," replied Paloma, shaking her head and frowning. Her long, black ponytail swayed back and forth. "This is another of your crazy schemes."

Einstein Anderson pushed his glasses back onto the bridge of his nose and looked from Paloma to Stanley, then sighed. Paloma was right, this did seem like another crazy scheme.

He and Paloma and Stanley were standing in Sparta Pet Shack, a large pet store right in the middle of town. The aisles of the store were lined with brightly lit fish tanks, bird cages with colorful birds, and more tanks with all sorts of small animals. But Einstein and his friends were looking at a display of ant farm kits.



"I don't care what you say, Einstein," Stanley said, mockingly. "You think you're such a genius, but this time, you're wrong."

Stanley was in Einstein and Paloma's class at Sparta Middle School. He thought he knew a lot about science, too. Unfortunately, he never bothered to read much about science or even watch a science show on television. Stanley's big dream was to invent some new kind of technology and become a billionaire like Mark Zuckerberg or Steve Jobs. He'd even thought up his own corporation, StanTastic Industries.

Usually Stanley dressed the way he imagined the CEO of a big corporation would dress, in a suit jacket, a white shirt, and red and blue striped tie. But today, to visit the pet store, he was dressed like Einstein, in blue jeans, T-shirt, and sneakers.



"Come on, Stanley," Paloma protested. "This is just like the time you bought a baby Loch Ness Monster. Remember that?"

Stanley looked a little embarrassed. It was true. Einstein and Paloma had proved that his baby "Loch Ness Monster" was really just a salamander.

"I knew it wasn't a Loch Ness Monster," he said. "I was just joking around. Anyway, this time is different."

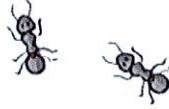
Paloma frowned. "Yeah, right!" she muttered.

Paloma was almost always right, but sometimes Einstein thought she was a little too quick to tell people they were wrong. Like now.

"Stanley, what are you going to do with all these ants?" she said, sounding annoyed. "Train them to do tricks?"

"Do you think I'm nuts?" Stanley quipped. Then, before Paloma could reply, he added dramatically,

"I'm going to create a breed of giant ants. We'll be able to harness them to do work. Think of all the energy we'll save! And all the money I'll make."



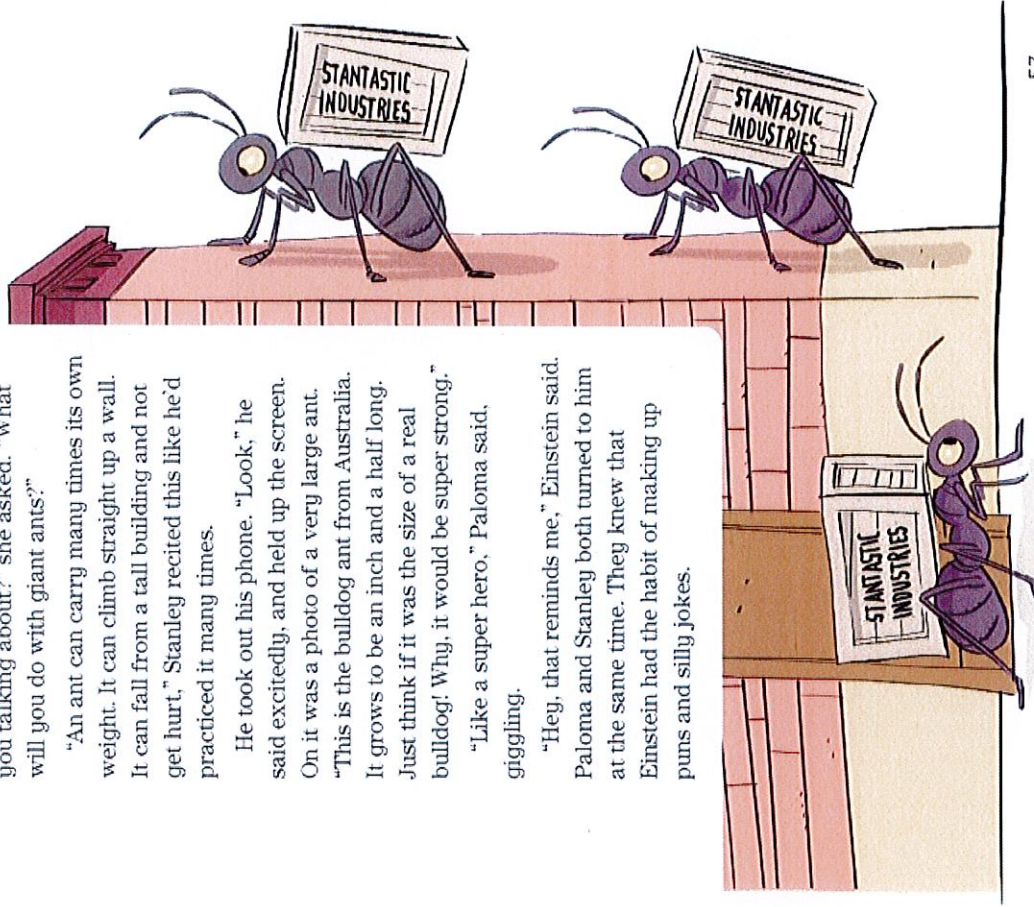
Paloma turned to Stanley. "What are you talking about?" she asked. "What will you do with giant ants?"

"An ant can carry many times its own weight. It can climb straight up a wall. It can fall from a tall building and not get hurt," Stanley recited this like he'd practiced it many times.

He took out his phone. "Look," he said excitedly, and held up the screen. On it was a photo of a very large ant. "This is the bulldog ant from Australia. It grows to be an inch and a half long. Just think if it was the size of a real bulldog! Why, it would be super strong."

"Like a super hero," Paloma said, giggling.

"Hey, that reminds me," Einstein said. Paloma and Stanley both turned to him at the same time. They knew that Einstein had the habit of making up puns and silly jokes.



"Not now, Einstein," they said, ther.

"Well, at least I got you two to agree on something," he said. "But what I was going to say was, Stanley could call his giant ants eleph-ants!"

"Hey, that's not a bad idea!" Stanley said. "Uh, do you mind if I use it?"

"This is nuts," Paloma objected. "How are you going to train ants to get together and carry heavy objects?"

"Well, ants already work together," Einstein pointed out. "They do it naturally."

"See?" Stanley said. "They do it naturally!"

"And it is true that ants are very strong for their size," Einstein added. "They can carry maybe twenty times their weight, or more. An Olympic weightlifter can only lift about five or six times his own weight. Of course an ant weighs almost nothing, a tiny fraction of an ounce—just a few milligrams—so carrying twenty times its weight isn't that much."

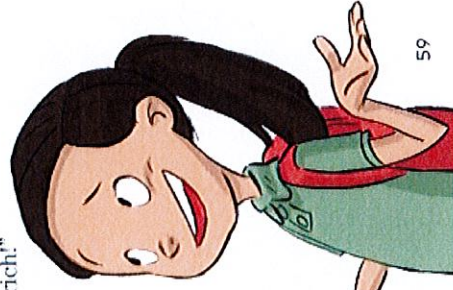
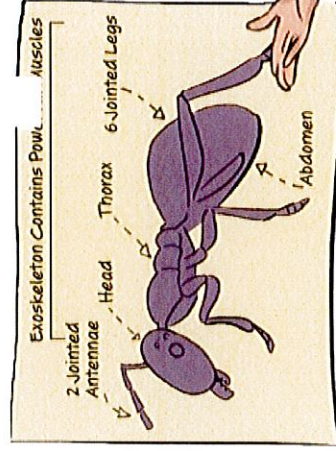
"Yeah," Stanley nodded. "But t j times their weight. Think about it."

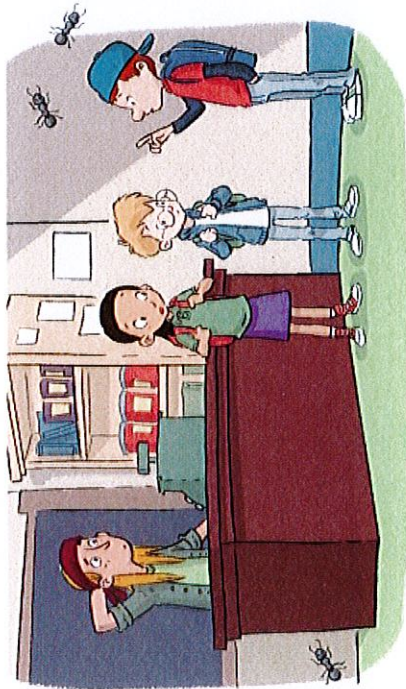
"I don't have to think about it!" Paloma replied impatiently. "I know all about ants. Like they don't have bones like us. Their shells are their skeletons—exoskeletons. Their muscles are *inside* their skeletons. Plus, they have very thick muscles compared to their size."

"Yeah, that's what I said," Stanley told them. "But the main thing is how strong they are. Imagine how much stronger they will be if they are the size of a dog. Or a horse! If an ant was a hundred pounds, it could carry two thousand pounds or more."

"Well, okay. Forget about the strength for a minute," Paloma said impatiently. "How are you going to breed the ants and make them bigger?"

"The instructions come with the kit," Stanley said, pointing to the ant farms. "I'll start with small ants and then pick the biggest queens. It will take a while, but at the end I'll be famous—and rich!"





Just then, the clerk near the front of the store called out. He was a tall, thin high-school kid, who wore a plaid flannel shirt and dirty tan pants. His long brown hair was held back by a bandana.

"Hey, kid!" the clerk said. "Are you going to order those ant farms or not?"

"Ant farms?" Paloma repeated. "How many are you going to buy?"

"Two dozen," Stanley said calmly. "The more ants I raise, the more money I'll make."

"But how much will that cost?" Paloma asked.

"All my savings," Stanley replied. "But I'll make it all back in profit."

"I'm afraid not," Einstein sighed and shook his head. "Stanley, even if you could figure out how to breed giant ants, which I doubt, your scheme won't work. And I can prove it."

Can you solve the mystery? Why won't Stanley's scheme work?

"Oh, you're just jealous," Stanley scoffed. "Because I thought of it and you didn't."

"Maybe you thought of it," Einstein told him, "but you didn't think of one important thing. An ant's muscles are relatively larger than bigger animals' muscles."

Stanley looked confused. "Relatively larger?" he said.

"That's what I've been trying to tell you."

Einstein explained. "It has more muscle for its weight than bigger animals. Compared to the whole ant, ant muscle is very thick. So it's not hard for an ant to lift many times its weight. But an ant is very, very tiny."

"But if you made the ant bigger..." Stanley began.

"Its muscles would get bigger," Einstein said.





"But so would the rest of it," P: a jumped in. "And—here's the important part, its overall size would get much bigger compared to its muscles. Its muscles would be small compared to the rest of it. If the ant was one hundred times stronger, it would be one thousand times heavier. It wouldn't even be able to move."

"That means it wouldn't be able to carry anything," said a disappointed Stanley.

"It wouldn't even be able to carry itself," Einstein said. "A gigantic ant would collapse under its own weight."

"Giant ants are just something you see in movies," Paloma told him. "They can't really exist."

62

"Hey, kid!" the clerk called out n. "What about it?"

Stanley shook his head. "Uh, no thanks," he said. "I just realized my calculations were incorrect." The clerk shrugged and went back to texting on his phone.

"Don't feel bad, Stanley," Einstein said, as the three of them left the store. "I have a better idea for you."

"You do?" Stanley said, brightening up.

"Sure," Einstein said with a serious look. "You could breed ants that had frog legs."

"Ants with frog legs," Stanley replied, his eyes widening. "Is it possible?"

"Sure," Einstein told him. Then he started to laugh. "Haven't you ever heard of ant-pluibeans?"



63

Respond

You will answer the comprehension questions on these pages as a class.

Comprehension

Text Connections

1. What details does the story include about ways in which ants can show their strength?
2. Why does Stanley think it be easy to get his giant ants to do work for him?
3. Stanley does not say much about how he plans to raise ants the size of bulldogs. What do you think ants of that size would need in order to survive?
4. Einstein says that ants work together naturally. What is another story you have read in this unit about animals that work together? What are the animals, and how do they work together?



Did You Know?

Ants come from the same order of insects as wasps and bees.

Write

Describe a new type of animal that you would like to breed. What would it look like? What skills would it have?

Look Closer

Keys to Comprehension

1. According to Stanley, how would giant ants be a major benefit to our society?
2. What does Stanley hope would come someday? How would raising giant ants help him reach his goal?

Writer's Craft

3. Sometimes writers use similes to help readers understand something in a new way. A simile uses the word *like* or *as* to compare two things. Reread page 57 to find a simile about Stanley's giant ants. To what are the ants compared?



Concept Development

4. Look at the illustration on page 59. What technical term from the text does it help to explain?
5. Compare and contrast the setting of this story with the setting of "Einstein Anderson and the Hurricane Hoax." How are the themes, settings, and plots different or alike?

Essential Question

How do animals work together to shape their habitat?

Busy Buzzy Bees

by Tanya Anderson

One busy buzzy bee finds a field of fragrant flowers and—quick as can be—flies back to the hive.

She dances round and round, sharing the secret spot, signaling detailed directions to the rest of her worker sisters.

They take off toward the target, then land on the pretty petals, nibble at the nectar, and gather pollen on their furry legs.

Then, one by one, they return to the hive, the queen awaiting, to build the community comb, to turn the nectar into honey, these busy buzzy bees.



Use the different sections of this letter to begin conversations with your child about what he or she is learning.

Big Idea: How do animals interact with their environments?

Ask your child how this week’s reading selection helps him or her answer this question.

This week’s reading selection: *Einstein Anderson and the Mighty Ants*

Summary: Einstein and Paloma are back and faced with yet another scheme—and a scientific mystery to solve. Their classmate Stanley wants to breed and sell giant ants. He thinks his plan is foolproof, but he may not have biology on his side.

Essential Questions: How do people use animals? What are some special features of animals you are familiar with? How can special animal features be useful for people?

▶ **DISCUSS** with your child why having all the facts is important before pursuing any endeavor. Together, think of examples that illustrate this advice.

Vocabulary

Focus: The words below appear in this week’s reading selection.

corporation	<i>noun</i>	a group of people who have been given the legal power to act as one person
economy	<i>noun</i>	system of managing production and distribution of money and goods
exoskeletons	<i>noun</i>	external hard coverings, such as lobster shells
harness	<i>verb</i>	to control and make use of
schemes	<i>noun</i>	underhanded or secret plans or plots
technology	<i>noun</i>	the use of scientific knowledge for practical purposes

▶ **READ** aloud a definition, and ask your child to identify the correct vocabulary word.

Spelling

Focus: This week your child will spell multiple-meaning words and words with the suffixes *-ion/-tion/-sion* and *-al*.

- | | | |
|-------------|--------------|---------------|
| 1. normal | 6. comical | 11. match |
| 2. tension | 7. vacation | 12. reaction |
| 3. scale | 8. present | 13. content |
| 4. eruption | 9. second | 14. coastal |
| 5. lead | 10. criminal | 15. pollution |

Challenge

- | | | |
|-------------|-------------|--------------|
| 1. entrance | 2. survival | 3. explosion |
|-------------|-------------|--------------|

▶ **HAVE** your child practice spelling these words.

Language Arts

Writing: Your child will use an idea web to choose a topic for a research report. He or she will then use sources to research the topic, take notes, and use a graphic organizer to plan the report.

Grammar: Your child will also be learning about the correct use of capital letters and commas in dates, addresses, titles, and the names of cities and states.

▶ **ASK** your child to tell you what he or she has learned so far about the topic for the research report. Discuss which facts are important enough to be included in the report.

Suffixes *-ion/-tion/-sion* and *-al*

FOCUS

A **suffix** is a word part added to the end of a base word or root. The suffix ***-ion/-tion/-sion*** can be added to some verbs and means “action of” or “process of.” The spelling of the suffix depends on the spelling of the base word.

- The suffix *-ion/-tion/-sion* is added to verbs to make them nouns.

inspect (“to look carefully”) → **inspection**
 (“the action of looking carefully at something”)

The suffix ***-al*** can be added to some nouns and verbs and means “of” or “relating to.”

- The suffix *-al* is added to nouns and verbs to change them into adjectives.

logic (“a reasonable way of thinking”) →
logical (“relating to the process of reasoning”)

PRACTICE Combine each given base word and suffix. Write the new word on the line.

1. direct + *-ion* = _____

2. complete + *-ion* = _____

3. culture + *-al* = _____

4. subtract + *-ion* = _____

5. accident + *-al* = _____

6. invade + *-sion* = _____

APPLY Complete each sentence by writing a word from the Practice section on the line.

7. I made an _____ mistake on my test.
8. The festival included _____ traditions from Mexico.
9. In math class, we learned _____ before multiplication.
10. Which _____ do we take after we turn right at the stop sign?

Read the paragraph below. Find six mistakes the writer made when spelling words with the suffix *-ion/-tion/-sion* or *-al*. Cross out each incorrect word, and write the correct spelling above it.

In the 1800s, public educasion in the United States was much different than it is now. Depending on their locattion, most students attended school only a few months each year. They learned reading, writing, handwriting, and good manners. Most students did not attend school beyond the age of fourteen. When they were not in class, kids were expected to work on their family farms. This was known as agriculturæl work. Because families had many children and much work to do, it was more important that the kids work rather than learn.

By the early 1900s, a politicall movement had taken hold of the nation. With this new transformattion, lawmakers realized the need for all children to have equal access to schooling. Students began attending school nine months a year. The goal was to have as many students as possible go to school from kindergarten through high school. After completing the final year of school, students received diplomas at a graduateion ceremony.

Multiple-Meaning Words

FOCUS **Multiple-meaning words** are words that share the same spelling but have different meanings. They may or may not have different pronunciations. Use a dictionary to determine if a word is a multiple-meaning word.

Example: **conduct**

conduct (kən duk't')
"to lead or direct"

conduct (kon' dəkt)
"how a person
behaves"

PRACTICE Read each sentence. Circle the correct definition for the underlined word based on the context of the sentence.

- My favorite state to visit is Colorado.
 - to express in speech or writing
 - a territory within a country
- The workers went on strike after their pay was reduced.
 - a protest organized by employees
 - to hit one's body part against something
- Jamie, the babysitter, will watch us while our parents go out for the evening.
 - to care for
 - a timepiece worn on the wrist
- Kamal turned right onto Fallingwell Street.
 - true or correct
 - a direction; the opposite of left
- The toddler shrieked in delight as she was pushed on the swing.
 - to cause to move back and forth
 - a movable seat found on a playground
- During math class, we learned about a new figure called an octagon.
 - a shape, such as a triangle or square
 - a person's bodily shape

APPLY Read the riddles below. Write the word from the word box that answers each riddle. Each word will be used twice.

minor

patient

pitcher

7. I am calm and forgiving. What am I? _____
8. I can be used for making and pouring lemonade. What am I?

9. I am not very important or valuable. What am I? _____
10. My goal is to strike out the batter. What am I? _____
11. You will find me in a doctor's office, as sick as can be.
What am I? _____
12. I am under the age of eighteen. What am I? _____

Read each sentence. Write a definition for each underlined multiple-meaning word based on the context of the sentence.

13. Sentence 1: Dahlia began to mold the clay for her art project.

Sentence 2: Mom said, "Clean the bathroom to keep mold from growing."

14. Sentence 1: Ms. Langley will train her dance team for the competition.

Sentence 2: The line of cars waited five minutes for the train to go by.

Vocabulary

FOCUS Review the selection vocabulary words from “Einstein Anderson and the Mighty Ants.”

corporation
economy
exoskeletons

harness
schemes
technology

PRACTICE Read each sentence and look at the underlined vocabulary word. Circle *True* or *False* to show whether the vocabulary word is used correctly.

1. You could harness the power of a horse to help you pull a cart.

True False

2. An economy is a system in which goods and services are exchanged for money.

True False

3. Schemes are what you would pack for a journey or trip.

True False

4. A corporation usually has a president and employees, or workers.

True False

5. Bears and moose have exoskeletons.

True False

6. You don't need current knowledge or skills to create new technology.

True False

APPLY Complete the following sentences. Make sure you show the meaning of the underlined vocabulary word.

7. One of the schemes I have come up with is _____

8. At the science fair, we saw several examples of new technology, such as _____

9. The mill will harness the power of the rushing waterfall to _____

10. Eli is learning about America's economy, or its system _____

11. Mia's aunt is the vice president of a corporation that _____

12. The exoskeletons of ants and other insects are important because _____

Compare and Contrast

FOCUS Remember that when you **compare**, you tell how characters, events, settings, or objects in a story are alike. When you **contrast**, you tell how these elements are different. Comparing and contrasting can help you better understand ideas and information that are presented in a text.

You can also compare characters, events, and settings in two different stories. These stories might be written by the same author or by different authors.

PRACTICE Answer the questions below with complete sentences. Each one asks you to compare or contrast.

1. How are cars and buses alike? _____

2. How are cars and buses different? _____

3. How are teachers and students alike? _____

4. How are teachers and students different? _____

APPLY Answer each question below about characters in “Einstein Anderson and the Mighty Ants.”

5. How are Stanley Roberts and Einstein Anderson similar? _____

6. How are Stanley Roberts and Einstein Anderson different? _____

7. How are Einstein and Paloma similar? _____

8. How are Einstein and Paloma different? _____

Answer each question below about the stories “Einstein Anderson and the Mighty Ants” and “Einstein Anderson and the Hurricane Hoax” from Unit 2.

9. How are the settings of the two stories alike? _____

10. How are the settings different? _____

11. How are the schemes of Dr. Raynes and Stanley similar? _____

12. How are the two schemes different? _____

Vary How Sentences Begin

FOCUS Sentences that all begin the same way can sound boring. Here are some tips for varying your sentence beginnings.

- Begin with an adverb: Hopefully you can come to my party.
- Begin with an adjective: Sad about missing the party, I went to bed early.
- Begin with a time or order word: Now it is time to eat cake!

PRACTICE Read the following paragraph. Then use the hints listed below to rewrite some of the sentences.

Sarah could not sleep. Sarah got out of bed. Sarah walked across the room in the dark. Sarah opened her window. Sarah looked out and saw the moon. The moon was full.

1. Change the beginning of a sentence. Use a pronoun instead of a noun.

2. Change the beginning of a sentence. Add a time or order word.

3. Change the order of the words in a sentence.

4. Change the beginning of a sentence. Use an adverb.

Proofreading Symbols

¶ Indent the paragraph.

^ Add something.

ℓ Take out something.

/ Make a small letter.

≡ Make a capital letter.

sp
○ Check spelling.

⊙ Add a period.

Spelling

FOCUS

- The suffix **-ion/-tion/-sion** means “action of” or “process of.” If a word ends in *t*, add *-ion*. If a word ends in *te*, drop the *te* and add *-tion*. If a word ends in *se*, drop the *se* and add *-sion*.
- The suffix **-al** means “relating to.”
- **Multiple-meaning words**, or homographs, are words with the same spelling but different meanings. Sometimes the words have different pronunciations as well.

Word List	Challenge Words
<ol style="list-style-type: none"> 1. normal 2. tension 3. scale 4. eruption 5. lead 6. comical 7. vacation 8. present 	<ol style="list-style-type: none"> 9. second 10. criminal 11. match 12. reaction 13. content 14. coastal 15. pollution
<ol style="list-style-type: none"> 1. entrance 2. survival 3. explosion 	

PRACTICE Sort the spelling words under the correct heading.

Add *-ion* to base word

Drop *te*, add *-tion*

1. _____

3. _____

2. _____

4. _____

Drop se, add *-sion*

5. _____

Drop *de*, add *-sion*

6. _____

Suffix *-al*

7. _____

8. _____

9. _____

10. _____

11. _____

Homographs with same pronunciations

12. _____

13. _____

14. _____

Homographs with different pronunciations

15. _____

16. _____

17. _____

18. _____

Capitalization and Commas—Dates, Cities and States, Addresses, Titles

- Focus**
- Capitalize the names of cities, states, and countries. Place a comma between the name of a city and the state or country where it is located.
Examples: El Paso, Texas Paris, France
 - Capitalize each part of a street name.
Examples: West Fourth Avenue Old Post Rd.
 - For an address within a sentence, place a comma between the street address and the name of the city as well as between the city and state.
Example: We live at 765 North Avenue, Austin, Texas 78710.
 - Capitalize names of days and months. Place a comma between the day and the month. Place a comma before the year if it is included.
Example: I will graduate on Tuesday, May 24, 2016.
 - Capitalize the first word, last word, and all important words in the title of a book.
Example: *Where the Sidewalk Ends*

PRACTICE Write **C** if the sentence has correct capitalization and punctuation. Write **I** if the sentence is incorrect.

1. The mayor will speak to our class on Friday February 17. _____
2. Nadia is moving to Lansing, Michigan. _____

3. The police department is located at 45 East Trade Street, Chicago Illinois, 60603. _____
4. The most popular book in my class is *horton hears a Who!* _____

APPLY Read each sentence. Add commas where they are needed. Draw three lines under letters that should be capitalized.

5. The board meeting will be postponed until wednesday november 16 2016.
6. Our school's address is 2345 new hope road phoenix arizona 85010.
7. Have you ever read *on the banks of plum creek*?

Write a sentence with each of the following:

8. an address _____

9. a date _____

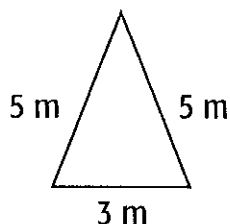
10. a book title _____

Lesson 2 Reteach

Perimeter

The perimeter is the distance around the outside of a figure or shape. To find perimeter, add the lengths of the sides.

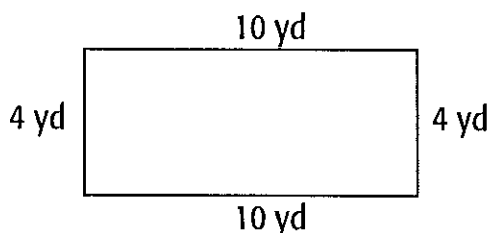
To find the perimeter of this triangle, add the lengths of the 3 sides.



$$5\text{ m} + 5\text{ m} + 3\text{ m} = 13\text{ m}$$

The perimeter is 13 meters.

To find the perimeter of this rectangle, add the lengths of the 4 sides.

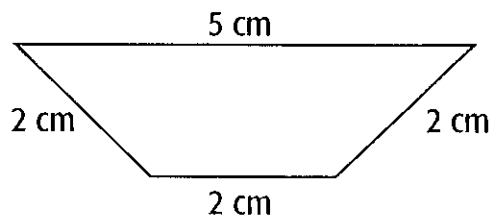


$$10\text{ yd} + 4\text{ yd} + 10\text{ yd} + 4\text{ yd} = 28\text{ yd}$$

The perimeter is 28 yards.

Complete the sentences.

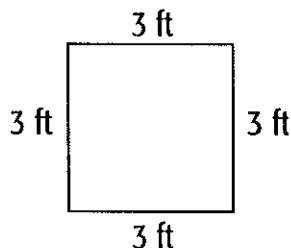
1. The trapezoid has _____ sides.
2. To find the perimeter of the trapezoid, I must _____ the lengths of the sides.
3. The lengths of its sides are _____, _____, _____, and _____.
4. Find the perimeter. $2\text{ cm} + 2\text{ cm} + 2\text{ cm} + 5\text{ cm} =$ _____ cm



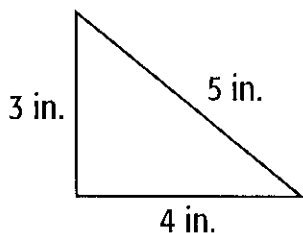
Copyright © The McGraw-Hill Companies, Inc. Permission is granted to reproduce for classroom use.

Find the perimeter of each figure.

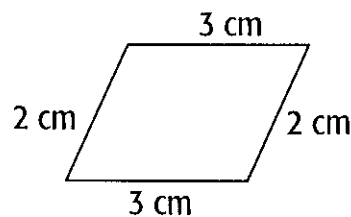
5.



6.



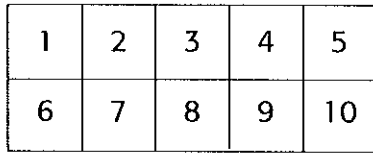
7.



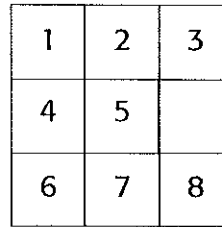
Lesson 4 Reteach

Measure Area

The number of square units needed to cover a figure without overlapping is called *area*. You can use grid paper to help you find the area of a figure.

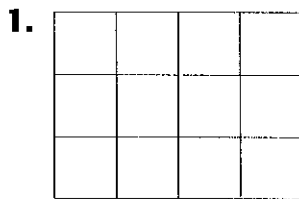


Count the units.
The area of this rectangle is
10 square units.

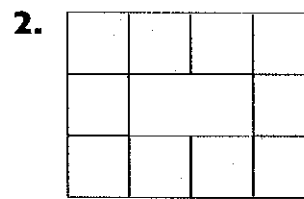


Count the units.
The area of this figure is
8 square units.

Find the area of each figure.

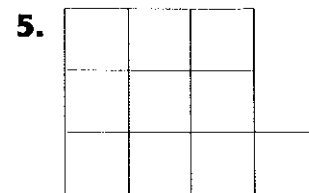
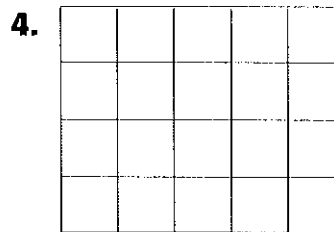
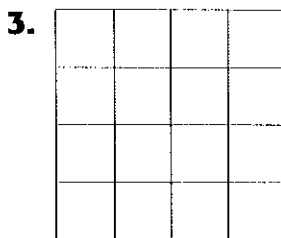


The rectangle has _____ square units. It has an area of _____ square units.



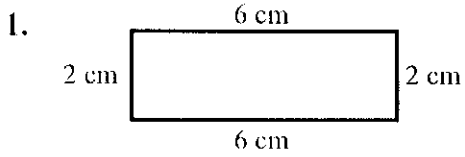
The shaded figure has _____ square units. It has an area of _____ square units.

Find the area of each figure.

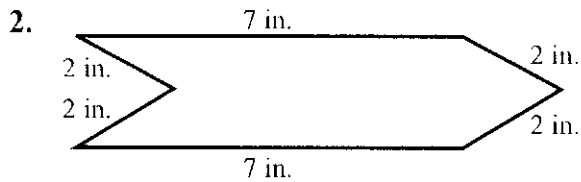


Check My Progress *(Lessons 1 through 4)*

Find the perimeter of each figure.

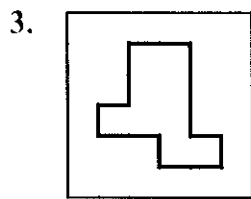


1. _____

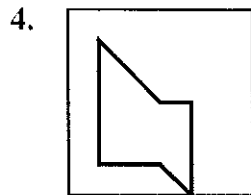


2. _____

Find the area of each figure.



3. _____

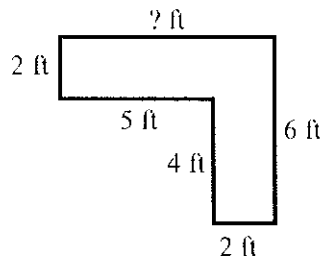


4. _____

Solve.

5. The figure below has a perimeter of 26 feet. Find the length of the missing side.

5. _____



6. A stop sign has 8 equal sides. If each side is 11 inches in length, what is the perimeter of the stop sign?

6. _____

Lesson 6 Reteach

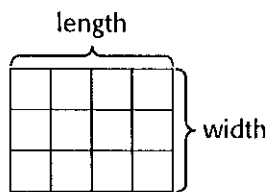
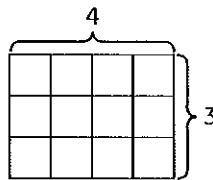
Area of Rectangles

Area is the number of square units needed to cover a figure.

Find the area of this figure.

There are two ways to find the area of a rectangle.

- Count the number of square units.
There are 12 square units.
The area is 12 square units.
- Multiply the length times the width.
 $4 \times 3 = 12$
The area is 12 square units.



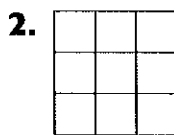
Find the area of each rectangle.



length: _____ units

width: _____ units

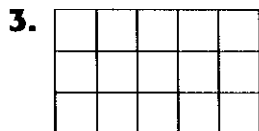
area: _____ square units



length: _____ units

width: _____ units

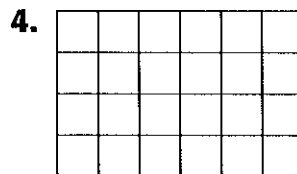
area: _____ square units



length: _____ units

width: _____ units

area: _____ square units



length: _____ units

width: _____ units

area: _____ square units

Name _____

Measurement and Data

3.MD.5, 3.MD.5a, 3.MD.5b,
3.MD.6, 3.MD.7, 3.MD.7a, 3.MD.7b

MY Homework

Lesson 5

Hands On: Tile Rectangles to Find Area

Homework Helper



Need help? connectED.mcgraw-hill.com

Find the area of the rectangle at the right by tiling it.

1 Tile the rectangle by separating the rectangle into unit squares. Draw unit squares so the length of the rectangle is 7 unit squares and the width is 3 unit squares.

2 Count the total number of unit squares. There are 21 unit squares.

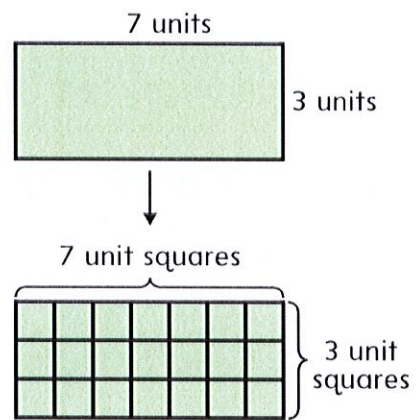
So, the area of the rectangle is 21 square units.

Tiling the rectangle results in an array.

The array has 3 rows and 7 columns.

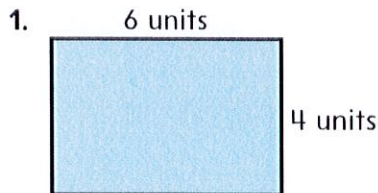
Find 3×7 . $3 \times 7 = 21$

The product of 3×7 and the total number of unit squares tiled in the rectangle are the same.

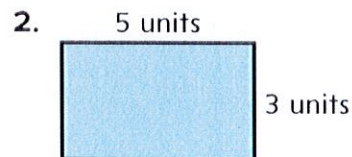


Practice

Tile each rectangle to find its area. Draw unit squares on each rectangle.

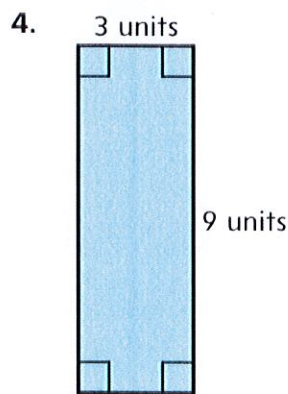
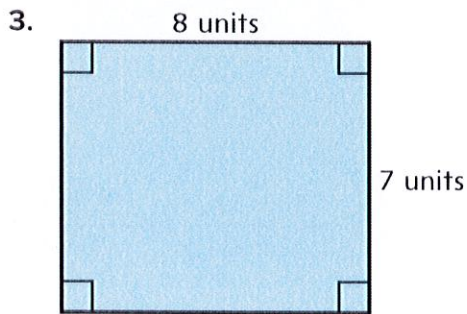


The area is _____ square units.



The area is _____ square units.


Algebra Find the area of each rectangle without tiling it.
Write a multiplication equation.



Problem Solving

Algebra Write a multiplication equation to solve Exercises 5 and 6.

5. A piece of poster board is in the shape of a rectangle.
The length of the poster board is 2 feet and the width is
one foot. What is the area of the piece of poster board?

- Mathematical PRACTICE**  **Model Math** A rectangular garden
has a length of 8 meters and a width of 5 meters.
What is the area of the garden?

7. Circle the number sentence that correctly represents
the area of a rectangle, in square inches, with a
length of 4 inches and a width of 10 inches.

$$4 + 10 = 14$$

$$4 \times 10 = 40$$

$$4 + 10 + 4 + 10 = 28$$

Fiction and Nonfiction

Name: _____

Class: _____

Teacher: _____

Date: _____

Directions: For each text, decide if it is fiction or nonfiction and place a checkmark in the appropriate column.

Text	Fiction	Nonfiction
a biography about Charles Dickens		
a book about how to lose weight		
a book describing the history of people's beliefs about vampires		
a book of fairy tales, folk tales, and legends		
a manual explaining how to set up a new computer		
a newspaper article about the economy		
a novel about an ambitious boy by Charles Dickens		
a novel about vampires		
a short story about revenge by Edgar Allan Poe		
a story about other worlds by C. S. Lewis		



Your Classroom Partner

© USATestprep, Inc., All Rights Reserved

Sequence: A Nightly Routine

Name: _____

Class: _____

Teacher: _____

Date: _____

Directions: Everyday tasks often occur in sequence. Starting with "1" and ending with "5," order the steps of this common nightly task from start to finish.

#	Sentences
	After that, I place each lens back into the case-ready for tomorrow morning!
	Before I take off my contacts, I place the solution and the case on the counter.
	Finally, I get my glasses out of the drawer and slip them on.
	Once my supplies are ready, I wash my hands.
	The next thing I do is carefully remove each contact lens.



Your Classroom Partner

© USATestprep, Inc., All Rights Reserved

ADDING DESCRIPTIVE DETAILS

Name:
Teacher:

Class:
Date:

Directions: Rewrite each of the following sentences by adding at least THREE (3) descriptive details. Think about the who, what, when, where, and why. Don't forget sensory details. Each sentence should be AT LEAST ten (10) words long.

1. My friend and I ate soup.

2. Jane took her dog on a walk.

3. David cleaned his room.

4. Your dog looks silly.

5. His brother is a soccer player.

6. My dad is working in the yard.

7. Lauren helped her mom bake a cake.

8. The frog jumped into the mud.



Your Classroom Partner

© USATestprep, Inc., All Rights Reserved

SENSORY DETAILS

Name:
Teacher:

Class:
Date:

Directions: Brainstorm sensory details for each telling sentence. Then, incorporate your best detail or two into a new **SHOWING** sentence!

***Remember to **SHOW** the reader what something looks like, tastes like, smells like, etc. Writing that something is "good" is not descriptive at all - back it up with sensory details.

Telling Sentence: The chocolate soup was so good!

Showing Sentence: I could feel the smooth, rich chocolate flow down my mouth like a waterfall.

1. Telling Sentence: *My socks are gross.*

Appearance: _____

Smell: _____

Touch: _____

Showing Sentence: _____

2. Telling Sentence: *Your puppy is cute.*

Appearance: _____

Sound: _____

Touch: _____

Showing Sentence: _____

3. Telling Sentence: *The cupcake tastes yummy.*

Appearance: _____

Taste: _____

Smell: _____

Showing Sentence: _____

Name _____

Date _____

Go with the Flow

Transitional words make your writing flow!

Circle the transitional word or phrase that makes the MOST sense in the paragraph.

Matt was getting ready for his camping trip. (Soon, First) he made a “to do” list. (Next, Soon) he needed to choose which clothes he would take. (After, Next) checking that off, he got out his camping gear. (Immediately, Later) he saw a rip in his pup tent. (Next, So) he quickly made the repair. (Quickly, So) he checked the kitchen pantry to see what snacks were available for his backpack. (Finally, Later) he walked to Billy’s house to wait on the youth bus to pick them up. (At last, Eventually) they were on the road!

Now, rewrite the paragraph with the correct transitional words. Add punctuation as needed.

Heat

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What do we call heat energy from the sun? _____

2. What is an example of a chemical reaction? _____

3. How is friction produced? _____

4. Where does the heat from volcanoes come from? _____

5. In a paragraph describe why solar energy is the most important source of heat on Earth.

Insulator and Conductor

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is a conductor? _____

2. What is an insulator? _____

3. When do you need an insulator? _____

4. How does heat move? _____

5. In a paragraph compare and contrast conductors and insulators.

Magnets

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What are magnets attracted to? _____

2. Where are magnets the strongest? _____

3. What some items magnets not attracted to? _____

4. What are some uses of magnets? _____

5. Using the information in the passage draw and label the poles of two magnets that are connected to each other.

Environment

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is the environment? _____

2. How can we reduce the amount of trash we throw away?

3. What items can we recycle? _____

4. What is something we can reuse? _____

5. In a paragraph, explain the difference between reducing and reusing.

Pollution

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is pollution? _____

2. What are four types of pollution? _____

3. What is a major cause of asthma? _____

4. What is noise pollution? _____

5. In an opinion paragraph, describe what type of pollution you believe is most harmful to your community.

Heat

We can see and feel examples of heat all around us. We 12
can feel heat when we go outside in the sunshine. The Sun is 24
the most important source of heat on earth, and nearly all- 35
living things rely on the Sun in order to survive. Heat energy 47
from the sun is called solar energy. 54

There are many different ways heat is produced. One 63
way to produce heat is through a chemical reaction, such as 74
burning. A fuel is something that can be burned for heat and 86
energy. Wood, coal, oil, and gas are all examples of fuels. Our 98
bodies produce heat through a chemical reaction in the 107
digestive system. Friction is another source of heat. When 116
two things rub together, they create friction. You can feel 126
this type of heat when you rub your hands together or rub 138
a piece of sandpaper on wood. The inside of the earth also 150
produces heat, which results in volcanoes and geysers. Heat 159
is frequently produced through electricity. 164

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				

Insulators and Conductors

Heat moves differently through different surfaces, and 8
it always moves from hot to cold. On a hot day, you shut 20
your doors to keep the heat outside from moving inside. On a 32
cold day, you shut your doors to keep the heat inside from 44
moving outside. 46

A conductor helps heat to move quickly through an 55
object. Metals are usually great conductors. Conductors 62
are useful for cooking or whenever you want something to 72
heat up quickly. That is why pots and pans are made of 83
metal. 84

An insulator slows heat down, so heat cannot move 93
quickly through the material. We use insulators to help keep 102
us warm or to keep us cool. We wear insulators as sweaters 114
and jackets in the wintertime. We use them as potholders 124
when we cook to keep our hands from burning. Many people 135
use insulators in lunchboxes to keep their food either hot or 146
cold. Wool and foam are often used as insulators. 154

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				

Magnets

A magnet is a material that produces a magnetic field. A	11
magnetic field is invisible to the human eye but can be seen	23
with iron filings. They are attracted to things made of iron	34
and steel. Materials like glass, plastic, and wood are not	44
attracted to magnets. Each magnet has a north and south	54
pole, and magnets are typically strongest at their poles.	63
Opposite poles attract, and like poles repel. Magnets are	72
very useful. We know they can be used to attract metal	83
objects, but there are many other uses of magnets. They	93
can be used to make electric motors and generators.	101
Telephones, doorbells, and computers all use electromagnets.	110
Magnets are also used in compasses. Some people are	121
surprised to find that magnets are used for the black strip	126
on top of credit cards.	131

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				

Environment

The environment is everything around you including the air, 9
 water, land, and plants. There are three great ways to help 20
 protect our environment. Those three things are to reduce, 29
 reuse, and recycle. We can reduce the amount of trash we 40
 throw away by limiting our use of things that will soon be 52
 thrown away. Try not to buy single serving items such as 63
 juice boxes. We can also reduce the amount of paper we 74
 use by writing on both sides of our paper. We can reuse 86
 objects like water bottles and lunch bags rather than 95
 throwing them away. Instead, we can reuse those items for 105
 other purposes. It's also important to recycle goods made 114
 from paper, plastic, and glass. Making new items from 123
 recycled ones takes less energy than making a new material. 133
 It also uses fewer resources than making products from 141
 brand new materials. Working together, we can have less 150
 garbage polluting the earth. 154

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				

Pollution

Pollution means any dirtying of air, soil, or water. There are 11
 four different types of pollution. Air pollution is caused when 21
 harmful gases go into the air. The smoke released from 31
 burning fuel, factories, and cars are major sources of air 41
 pollution. Air pollution is one of the major causes of coughs, 52
 asthma, and burning eyes. Water pollution is caused when 61
 dirty water drains through the pipes into rivers and oceans 71
 dirtying the water. Chemicals from factories sometimes drain 79
 into rivers. There are many diseases you can get from 89
 drinking polluted water. Land pollution is caused when 97
 garbage is thrown on the ground. This can also cause 107
 diseases. The fourth type of pollution is noise pollution. That 118
 is when music or other noise is too loud. 126

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				