

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

3RD GRADE WEEK 4 APRIL 13th-17th

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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: 4/13, 4/14, 4/15, 4/16, 4/17

ELA Assignments: 4/13, 4/14, 4/15, 4/16, 4/17

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 4 Lesson 4 Day 1 <u>Assignment:</u> April 13	<u>Lesson:</u> Unit 4 Lesson 4 Day 2 <u>Assignment:</u> April 14	<u>Lesson:</u> Unit 4 Lesson 4 Day 3 <u>Assignment:</u> April 15	<u>Lesson:</u> Unit 4 Lesson 4 Day 4 <u>Assignment:</u> April 16	<u>Lesson:</u> Unit 4 Lesson 4 Day 5 <u>Assignment</u> : April 17
Math	<u>Lesson:</u> Chapter 13 Lesson 6 <u>Assignment:</u> April 13	<u>Lesson:</u> Chapter 13 Lesson 7 <u>Assignment:</u> April 14	<u>Lesson:</u> Chapter 13 Lesson 8 <u>Assignment:</u> April 15	<u>Lesson:</u> Chapter 13 Lesson 9 <u>Assignment:</u> April 16	<u>Lesson:</u> Chapter 13 Lesson 10 <u>Assignment</u> : April 17
Science (Printed)	Lesson: Does it Move on its Own? <i>Printed</i>	Lesson: That's My Type of Animal <i>Printed</i>	Lesson: Munchtime for Animals <i>Printed</i>	Lesson: Dinnertime for Animals <i>Printed</i>	Lesson: Animal Homes <i>Printed</i>
Social Studies (printed)	Lesson: My Community	Lesson: My Community	Lesson: My Community	Lesson: My Community	Lesson: My Community

ELA PRINT MATERIAL

Day 1-

Foundational Skills:

1. Review Spelling Words
 - a. Highlight words with -ness and -er
2. Complete Skills Practice book pages 43-44

Reading and Responding

1. Read Story: **Amazing Animals**
2. Answer Discussion Question: Text Connections page 84

Day 2-

Foundational Skills

1. Write Spelling Words 3 times each
2. Complete Skills Practice book pages 45-46

Reading and Responding

1. Highlight Vocabulary words throughout story
2. Complete Skills Practice book pages 47-48 (Vocabulary)

Day 3-

Foundational Skills

1. Write half of Spelling words in a sentence.
2. Complete Skills Practice book pages 55-56

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 53-54

Reading and Responding

1. Complete Skills Practice book pages 49-50

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 85

WRITING PRINT MATERIALS

Day 1: Organizing a Characters Action Assignment

Day 2: Narrative Text Types Assignment

Day 3: Ordering Events Assignment

Day 4: Transition Words in Sequencing a Story Assignment

Day 5: Transition Words Showing Sequence II Assignment

MATH PRINT MATERIALS

Day 1: Chapter 13 lesson 7 homework page

Day 2: Chapter 13 lesson 8 Reteach

Day 3: Chapter 13 Check my Progress (2)

Day 4: Chapter 13 lesson 9 Reteach

Day 5: Chapter 13 lesson 10 Reteach

SCIENCE PRINT MATERIAL

Day 1:

- Does it move on its own? (read and answer questions)

Day 2:

- That's my type of animal (read and answer questions)

Day 3:

- Munchtime for animals (read and answer questions)

Day 4:

- Dinnertime for animals (read and answer questions)

Day 5:

- Animal homes (read and answer questions)

Social Studies Print Material

Day 1:

- Define the word Community and write what that means to you.

Day 2:

- Write about who is a part of your community.

Day 3:

- If you could create your own community what would it look like?

- Draw a picture and/or write about it.

Day 4:

- What would people do for fun in your community?
- Draw a picture and/or write about it.

Day 5:

- What is something that you wish you could do in your community this weekend?
- Draw a picture and/or write about it.

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/>

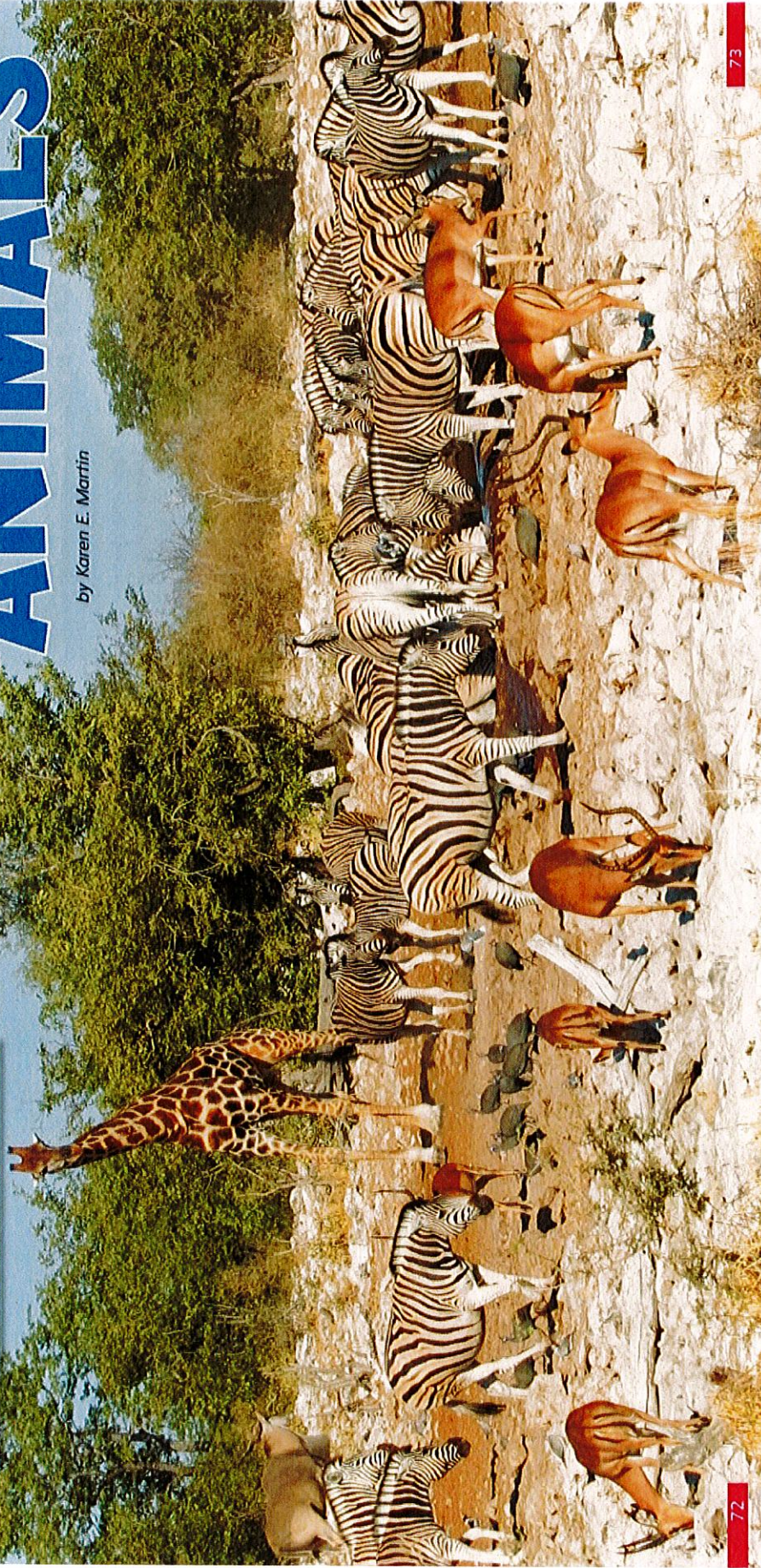
Genre Informational Text

Essential Questions

What are some animals that have unique traits or abilities? How do animals use their unique traits or abilities to survive?

Amazing ANIMALS

by Karen E. Martin





What unique traits does this animal have?

Unique ties

People have different traits that help them succeed in life. People who are tall, fast, or strong may become athletes. Someone with musical talent could become a popular singer. A person who is good with language might become a writer. Each person uses his or her own special traits to get along in the world.

Animals have special traits, too. Some animals have special coloring that helps them hide from predators. Other animals are amazingly strong or fast. They can work hard or run away from danger. Many animals have special traits that help them survive in difficult habitats. They may be able to tolerate very cold weather or even go without water for a long time. Each animal's unique traits and abilities help it survive—and thrive—in the natural world.

74



Safety in Numbers

The zebra is one animal that has special coloring: black and white stripes all over its body. These stripes can confuse predators such as lions or hyenas. When a herd of zebras runs, the stripes make the animals blur together, making it difficult to tell one animal from another. Predators then have a harder time trying to catch them.

The stripes may help ward off insects too. Insects seem to avoid the zebra's stripes for some reason. Why is this important? Because some insects in the zebra's habitat carry deadly diseases. When insects bite animals, the animals can become sick and die. Fewer bites mean fewer sick zebras.



Many other animals use special coloration to hide in plain sight. Can you see the animals in these photos? (Check your answers on page 81!)

75

Underwater Adaptations

To deal with both predators and prey, the octopus uses its many unique traits. One is its ability to change color. An octopus can instantly change color to blend in with the terrain. Because an octopus has no bones, its soft, flexible body can squeeze into tiny spaces. This allows it to hide from predators.

An octopus has arms that are pure muscle. The arms can move in any direction to help the octopus walk, swim, hunt, and eat. The arms have suckers that can grasp prey, too.



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Once it has something in its grasp, the octopus uses its sharp beak to bite or break open the food. An octopus can even drill through a clam's shell with its beak.

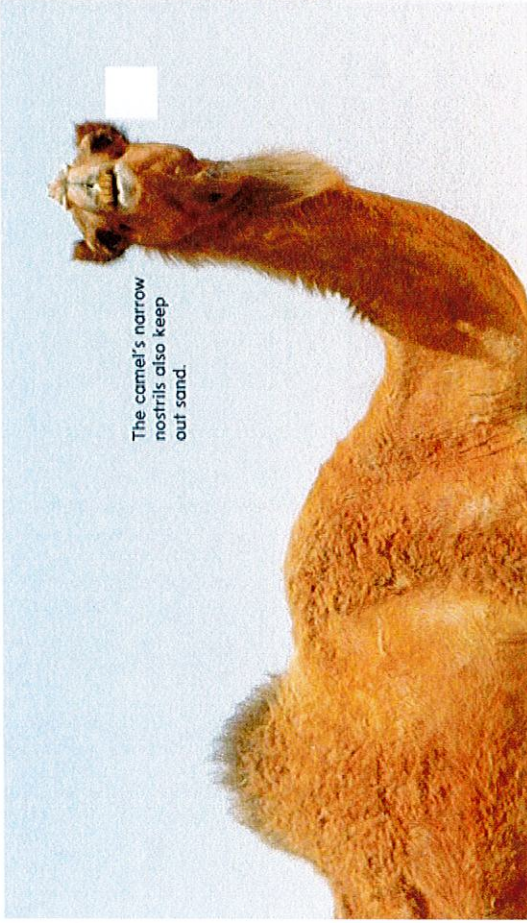
The octopus has some unusual defenses, too. When it is in trouble, it can squirt a dark cloud of ink to confuse predators. Then it uses its siphon to swim away—fast! A siphon is like a tube. The octopus jets water through it at speeds of up to 25 miles per hour!

And in a real emergency, an octopus can break off its own arm to escape. The arm will then grow back.



Another sea creature possessing a very unusual trait is the anglerfish. It lives in the deepest, darkest part of the ocean. Food is hard to find there. Luckily, the anglerfish has a light on the top of its head. It uses the light to lure prey into its waiting jaws. *Munch!*

77



The camel's narrow nostrils also keep out sand.

Dunes Dweller

A camel has many traits that help it survive in the desert—a place where few other animals can live. Wide feet keep a camel from sinking into the sand. Hairy eyelashes keep sand out of its eyes. Thick fur keeps it warm at night. This fur also protects the camel from sun and heat during the day.

A camel's most famous trait is its hump. Its hump is made of fat—up to 80 pounds of it! The camel's body can break down this fat into energy and water. This creates a big advantage in the desert, where it is often hard to find food and water. A camel can go for weeks without eating or drinking. When it does find water, it can drink 30 gallons in just 13 minutes! That's as much water as one person drinks in two months.

78



Small but Powerful

Ants are some of the strongest creatures on Earth. They can carry up to 50 times their own body weight, which is about the same as a person lifting a truck! This strength allows ants to do massive amounts of work. They find and carry food. They dig dirt, build nests, and keep things clean. They care for the queen ants and their young.

Ants fight off enemies, too. Some ants have super-fast jaws that snap shut like a trap. These jaws can spring shut at up to 145 miles per hour! They can bite off the head of another insect.



Fire ants have another incredible trait: they work together to form "rafts" during a flood. The ants use their legs to hold onto each other. Then they float on top of the water. Fire ants can survive like this for months.

79



Frozen Frogs?

You probably know that bears hibernate in the winter. They store fat and then go to sleep for many months while winter passes.

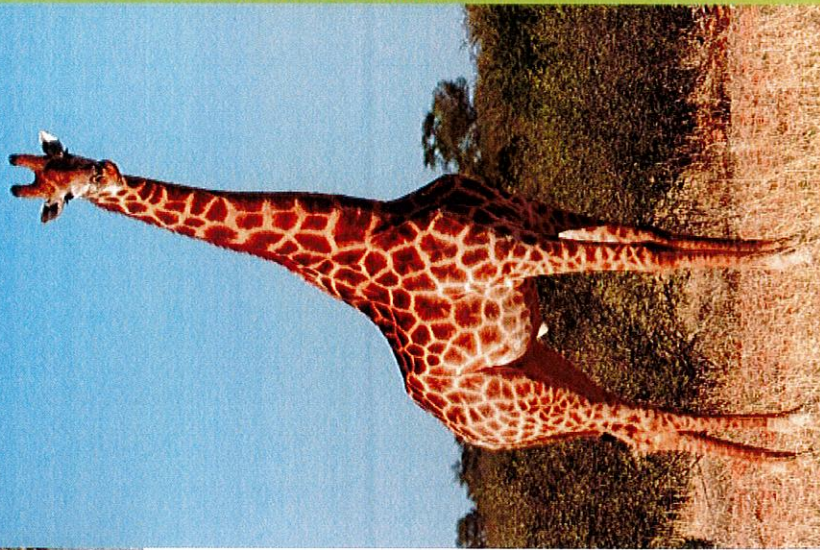
But have you heard about the wood frog? It doesn't just hibernate for the winter—it freezes! As soon as a wood frog touches ice, it begins to freeze. Its heart stops. Its breathing stops. Its brain activity stops. Ice fills the space between its vital organs. The wood frog can remain this way for days, weeks, or even months.

How does this happen? Before winter arrives, the frog stores up sugar. When cold weather comes, the sugar floods the frog's cells. The sugar acts like antifreeze in a car: it lowers the freezing point of the cells. Some of the water from the cells freezes, but not all of it. That allows the cells to survive—so the frog survives as well.

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Amazing Animals

Animals use many different traits to stay alive. These traits help them survive in places that other animals could not. They help the animals avoid predators. They also help the animals catch prey. What special animal trait do you think is the most amazing?



Did you find the animals in the photos from page 75?



The Platypus

by Sharon Kanakus

Yes, I look a little strange
waddling in the muck.
I have the tail of a beaver
but the bill of a duck!

My feet are like an otter's,
and I hold a secret there.
I'll sting you with my spur
if you come near my lair.

Yes, I look a little strange,
but that's what nature planned.
My features help me thrive
in water and on land.



Essential Questions

What kinds of animals can live on land
and in water? How are they similar?
How are they different?

Respond

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

Comprehension

Text Connections

1. Think about the unique ar | traits described in this selection. What are some general ways in which these traits help animals survive?
2. Look at the photo of a giraffe in its habitat on page 81. What do you think the giraffe's color and markings have to do with its survival? Explain your answer.
3. In "Einstein Anderson and Mighty Ants," Einstein says that ants naturally work together and are very strong for their size. How do these traits help an ant survive?
4. New technologies are often inspired by the ways that animals adapt to their environments. Can you think of a human invention that mimics one of the animal traits described in this selection? What is the invention, and how does it make use of the animal's trait?

Did You Know?

Skunks can spray smelly oil to defend themselves, but they only do so when it is absolutely necessary. This is because it takes skunks up to 10 days to replenish their oil.

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Write

Observe a wild animal from your neighborhood. Then describe one or two traits that help it survive.

Look Closer

Keys to Comprehension

1. Reread the second paragraph on page 74. What sentence tells the main idea for the whole selection?
2. Reread page 80. What details in the third paragraph help explain?

Writer's Craft

3. Find the word *predators* on page 75. What do you think this word means? What context clues help you understand the word's meaning?
4. What text features does the text contain? How do they help readers understand and locate information within the text?

Concept Development

5. Writers often use words such as *because*, *so*, and *therefore* to signal causes and effects. Reread the last paragraph on page 80. What signal word for cause and effect is used in this paragraph? What cause does it signal? What effect does it signal?



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Suffixes *-ness* and *-er*

FOCUS

A **suffix** is a word part added to the end of a base word. The suffix ***-ness*** can be added to some adjectives and means “state of being.”

- The suffix *-ness* changes a word—usually an adjective—into a noun.

dark (“having no light”) → **darkness** (“the state of having no light”)

- If the base word ends in *y*, change the *y* to *i* before adding *-ness*.

empty → **emptiness**

The suffix ***-er*** can be added to some verbs and means “someone or something who” does something.

- The suffix *-er* changes a verb into a noun.

lead (“to guide”) → **leader** (“one who helps to guide other people”)

- If the base word ends in *e*, drop the *e* and add *-er*.

manage → **manager**

PRACTICE Read each word with the suffix *-ness* or *-er* below. Write the base word on the line.

- | | |
|--------------------|----------------------|
| 1. computer _____ | 5. massiveness _____ |
| 2. craziness _____ | 6. reporter _____ |
| 3. quickness _____ | 7. mixer _____ |
| 4. bowler _____ | 8. sickness _____ |

APPLY Read each sentence below. The definition of each missing word is shown in parentheses. Complete the sentence by writing the correct word with the suffix *-ness* or *-er* on the line.

9. Some people think the _____ of lemons tastes unpleasant. (“the state of being bitter”)
10. Gemma loves the _____ of clean sheets on her bed. (“the state of being fresh”)
11. The company hired a _____ to create its new website. (“one who designs”)
12. Our campfire glowed in the _____ as we sat and told stories. (“the state of being dark”)
13. Marissa asked for _____ after she broke the vase. (“the state of forgiving”)
14. Ernest Shackleton was an _____ who made three trips to Antarctica in the early 1900s. (“one who explores”)
15. My older brother is learning to become a _____. (“one who drives”)
16. The extreme _____ of the lights gave me a headache. (“the state of being bright”)
17. Tania works as an _____ at the Japanese embassy. (“one who interprets”)
18. A _____ sends signals to the pitcher. (“one who catches”)

Content Words and Words with the Same Base

FOCUS

- **Content words** are specific to a topic or a subject area. They provide meanings and examples as a way of better understanding a given topic or subject area.
Example: A *squall* is “a sudden, violent storm.” Therefore, *squall* is a content word related to *weather*.
- **Words with the same base** belong to a family of words. When you add a prefix or suffix (or both) to a base word, the word’s meaning changes. Sometimes, the part of speech changes as well.
Example: Base word → *complete*
 Words with the same base as *complete* → *completely*, *incomplete*, *completion*

PRACTICE Read each set of words. Circle the content word in each set that is related to the topic of weather.

1. banker cyclone vacation lifeguard

2. hospital emergency meteorologist radio

Circle the words that belong to the same word family in each row. Then write the base word on the line.

3. reuse uncle misuse _____

4. agreement disagree meeting _____

5. preparation unprepared preparedness _____

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APPLY Read each sentence below. Then read the definition for the missing content word located under each sentence. Write a word from the word box to complete each sentence.

seasons

precipitation

forecast

fog

6. Rainforests get more _____ than most other ecosystems.
“water that falls to the ground in the form of rain, snow, or sleet”
7. There are four _____: winter, spring, summer, and autumn.
“specific time periods during a year marked by different patterns of weather”
8. It was very hard to see through the dense _____.
“particles of water floating near ground level, which creates a hazy effect”
9. The weather _____ indicates lots of sun and warm temperatures for the next five days.
“a prediction made about the weather after studying given data and information”

Read each sentence. Change the underlined word to a word from the same word family that makes sense in the sentence. Write the new word on the line.

10. Mr. Ackerman is teaching us divide rules. _____
11. The story’s surprise ending was expected. _____
12. The settle came to America seeking new opportunities and religious freedom. _____
13. Karla wise followed her aunt’s good advice. _____
14. He save only important documents and threw out the others.

15. We read the direct on the side of the box. _____

Vocabulary

FOCUS Review the selection vocabulary words from “Amazing Animals.”

advantage

defenses

lure

terrain

tolerate

ward off

PRACTICE Read each sentence. Replace the underlined word or phrase with the appropriate vocabulary word in parentheses. Write the vocabulary word on the line.

1. One of the protections that kept soldiers safe in the past was the fort. (**terrain, lure, defenses**) _____
2. In order to attract more customers to her lemonade stand, Brittany lowered her price. (**lure, ward off, tolerate**)

3. Nick did not think he could put up with such hot weather for much longer. (**lure, advantage, tolerate**)

4. Jamie has an edge over all the other piano players because she has long fingers. (**defenses, terrain, advantage**)

5. We must find a way to keep away all the ants that have been sneaking into the kitchen. (**ward off, advantage, terrain**)

6. The land of a desert is very different from that of a northern pine forest. (**lure, tolerate, terrain**) _____

APPLY Read each question. Write your answer as a complete sentence.

7. Do many animals in the wild need to have defenses? Why or why not?

8. When you are hiking, does the terrain affect what kind of shoes you wear? Why or why not?

9. Would you want to ward off a cold or the flu? Why or why not?

10. Could you tolerate a longer school day? Why or why not?

11. Do businesses want to lure good and talented workers? Why or why not?

12. Does great speed give one animal an advantage over others? Why or why not?

Classify and Categorize

FOCUS Remember that classifying the information in a text can help you understand and remember it. When you **classify**, you sort objects or ideas into **categories**. Categories name groups of things that are related in some way.

PRACTICE Classify the items in the box. Write each one under the correct category.

oak	ocean	bakery	pine	sculpture	lake
bank	painting	maple	mosaic	restaurant	pond

1. Forms of Art

3. Kinds of Trees

2. Bodies of Water

4. Types of Businesses

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APPLY The animals listed in the box are mentioned or shown in “Amazing Animals.” Classify these animals by writing them under the correct habitat.

zebra	octopus	anglerfish
wood frog	camel	giraffe

5. Live on Land

6. Live on or Near Water

Think of other categories you could use to classify animals. Then think of animals you could list under those categories. Write the categories and animals below.

7. Category: _____

11. Category: _____

8. Animals: _____

12. Animals: _____

9. Category: _____

13. Category: _____

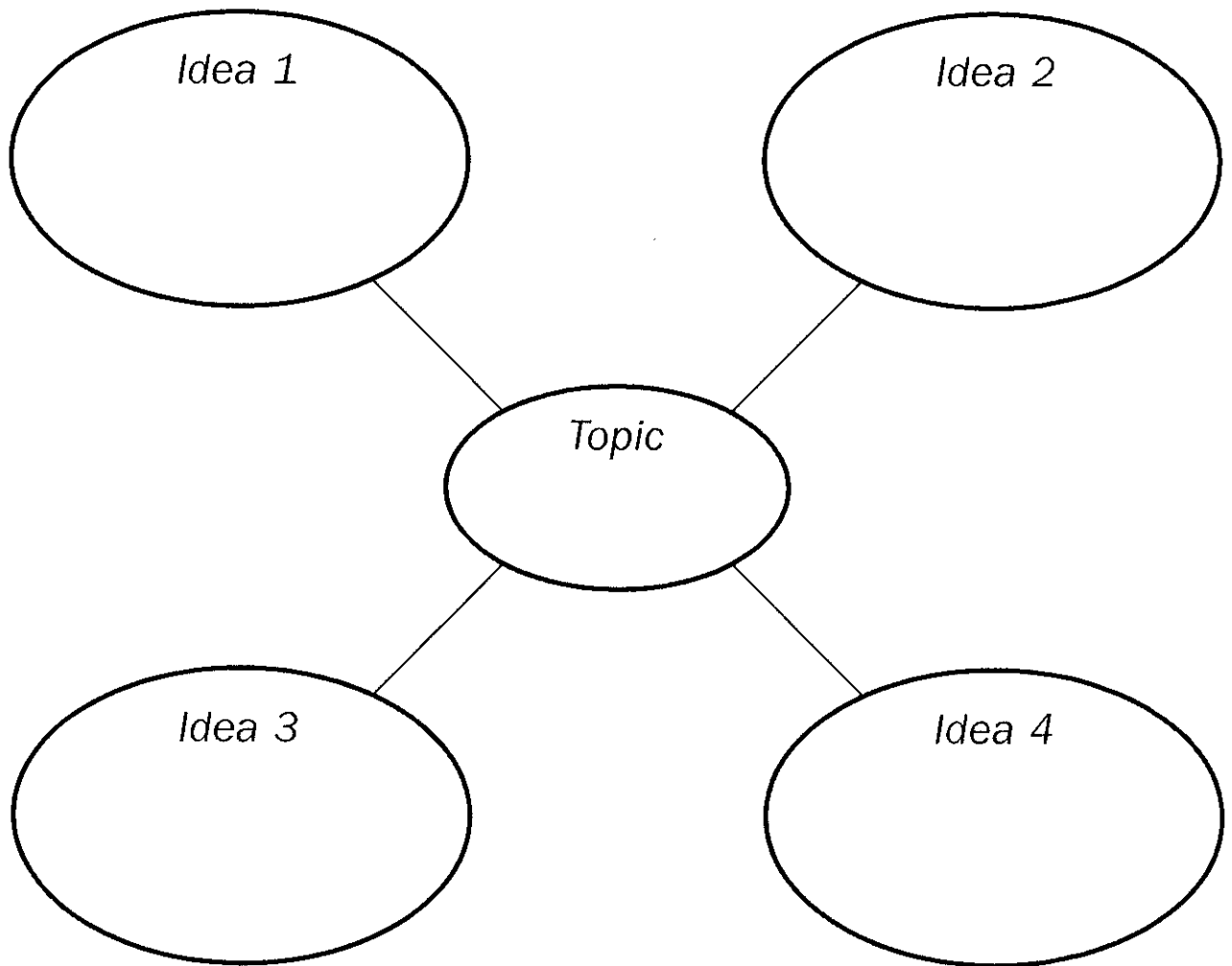
10. Animals: _____

14. Animals: _____

Using Multimedia to Illustrate

Planning

Brainstorm ideas for using multimedia sources to illustrate your research report. Record your ideas in the cluster web below.



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Revising

Use this checklist to revise your writing.

- Did you include a strong opening with an informative topic sentence?
- Did you include context clues to help readers understand new words?
- Did you use time and order words to connect ideas and organize the information?
- Did you vary the beginnings of sentences?
- Did you include interesting and descriptive details?
- Did you present facts and explanations about your topic in a logical sequence?
- Did you include a conclusion?

Editing/Proofreading

Use this checklist to correct mistakes in your writing.

- Did you use proofreading symbols when editing?
- Did you indent each new paragraph?
- Did you use possessive nouns and pronouns correctly?
- Did you use the correct end marks for different sentence types?
- Did you check your writing for spelling mistakes?

Publishing

Use this checklist to prepare your writing for publishing.

- Write or type a neat copy of your writing.
- Use a multimedia source to add an illustration or other visual element.

Spelling

FOCUS

- The suffix **-ness** means “state of being.”
- The suffix **-er** means “one who” or “something that.”
- **Content words** have specific meanings related to the subject of a text. For example, an article about basketball might have the following content words: *hoop, foul line, layup, referee.*
- Words sometimes share the **same base word**. Adding inflectional endings, prefixes, or suffixes to the base word can change its meaning. For example, the words *coloring, colorful, and discolor* all share the same base word: *color.*

Word List	Challenge Words
1. weakness	1. elevation
2. moved	2. unhappiness
3. manager	3. photographer
4. nation	
5. moving	
6. trumpeter	
7. fitness	
8. movement	
9. zipper	
10. equator	
11. blindness	
12. remove	
13. fairness	
14. continent	
15. swimmer	

PRACTICE Sort the spelling words under the correct heading.

Words with the same base

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

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Suffix -ness

5. _____

6. _____

7. _____

8. _____

9. _____

Suffix -er

10. _____

11. _____

12. _____

13. _____

14. _____

Content words related to the subject of world geography

15. _____

16. _____

17. _____

18. _____

Compound Subjects and Predicates

- FOCUS**
- The **subject** names who or what a sentence is about. A **simple subject** is the main word or words in a sentence.
My mother is a doctor.
 - A **compound subject** has two or more simple subjects combined by a conjunction.
Jonah and I went horseback riding.
 - The **predicate** tells what the subject is or does. A **simple predicate** tells one thing about the subject.
My sister visits her best friend.
 - A **compound predicate** tells two or more things about the same subject. They are connected by a conjunction.
The zebras eat and sleep at the zoo.

PRACTICE Read each sentence. If the underlined words are two simple subjects, write **S**. If they form a compound subject, write **C**.

1. Abraham Lincoln was born in 1809, and he first lived in Kentucky. _____
2. Then he lived in Illinois, and he got married. _____
3. Lincoln and his wife moved when he became president. _____

Read each sentence. If the underlined words are two simple predicates, write S. If they form a compound predicate, write C.

4. Lincoln read and thought, and then he wrote many speeches.

5. He helped slaves because he thought everyone should be free.

6. The North fought and won the Civil War, and slavery ended.

APPLY Read the following paragraphs. Circle compound subjects, and underline compound predicates.

A large number of Germans moved to Cincinnati in the 1800s. Most of these immigrants did not have much, and they wanted better lives. They lived and worked near a waterway. The Germans called it “the Rhine” because they remembered the Rhine River in their homeland. The waterway and nearby area were called Over-the-Rhine.

Few workers could afford to buy a house, so they worked and saved together. Friends and neighbors put some money in a pot every week. Then they drew straws. Whoever picked the right straw got all the money. That person and his family could then buy a house.



Organizing a Character's Actions

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Place the items in sequential order.

The Perfect Gift

Rosalie Gomez

- ¹Maurice looked at the calendar. He could not believe that he had almost forgotten his mother's birthday! He needed to buy her a gift, but he did not know what to get.
- ²Maurice borrowed his friend's bicycle to visit the stores nearby. He looked at different gift ideas, like a glass bowl and an apron. Neither of them seemed right. As he walked through a store, he thought about the things his mother enjoyed. She liked to read, and she enjoyed cooking. This gave him an idea.
- ³Maurice returned home. He asked his father to drive him to the bookstore. Since his mother liked reading and cooking, he wanted to buy her a cookbook. When he got to the store, he saw many types of cookbooks. There were so many different ones! He was not sure which one to choose. Then he saw a cookbook with pictures of colorful cakes on it. One of the cakes looked like the one his mother had baked for his last birthday. Maurice knew it was the perfect gift!
- ⁴He hurried to his room with the cookbook when he got home. He did not want his mother to see it! He wrapped the book carefully and placed a bow on it. The bow's color was pink. He knew that his mother liked pink as much as cakes, so he could not wait for her to open it. He finished his homework.
- ⁵Later that day, Maurice gave the gift to his mother and wished her a happy birthday. His mother opened it and smiled. She then thanked Maurice and gave him a big hug. He smiled, too.

Items:

- 1 Maurice borrows his friend's bicycle.
- 2 Maurice buys a cookbook about cakes.
- 3 Maurice decides to buy his mom a cookbook.
- 4 Maurice gets his dad to drive him to the bookstore.
- 5 Maurice looks at the calendar.
- 6 Maurice realizes it's his mother's birthday.
- 7 Maurice rushes to his room to wrap the gift.
- 8 Maurice thinks about how his mom likes to read and cook.
- 9 Maurice visits the shops in town looking for a gift.
- 10 Maurice's mother loves her birthday present.

- 1
- 2
- 3
- 4

5	
6	
7	
8	
9	
10	



Your Classroom Partner

Narrative Text Types

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Listed in the Item Bank are descriptions of narrative types of fiction, each of which is associated with one of the columns. Drag and drop each item into the correct column. Order does not matter.

Listed in the Item Bank are key terms and expressions, each of which is associated with one of the columns. Write the number for each item into the correct column. Order does not matter.

Items:

- 1 Characters and objects have special, magical powers
- 2 Characters are ordinary people and the setting is usually imaginary, but possible.
- 3 The setting is a real place and a definite period of time.
- 4 The style is as if a parent is passing on wisdom to a child.
- 5 There is a mixture of real and fictional events.

Realistic Fiction

Fable

Fantasy

Historical Fiction

--	--	--	--



Ordering Events

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Put the events from the story in the order they happened.

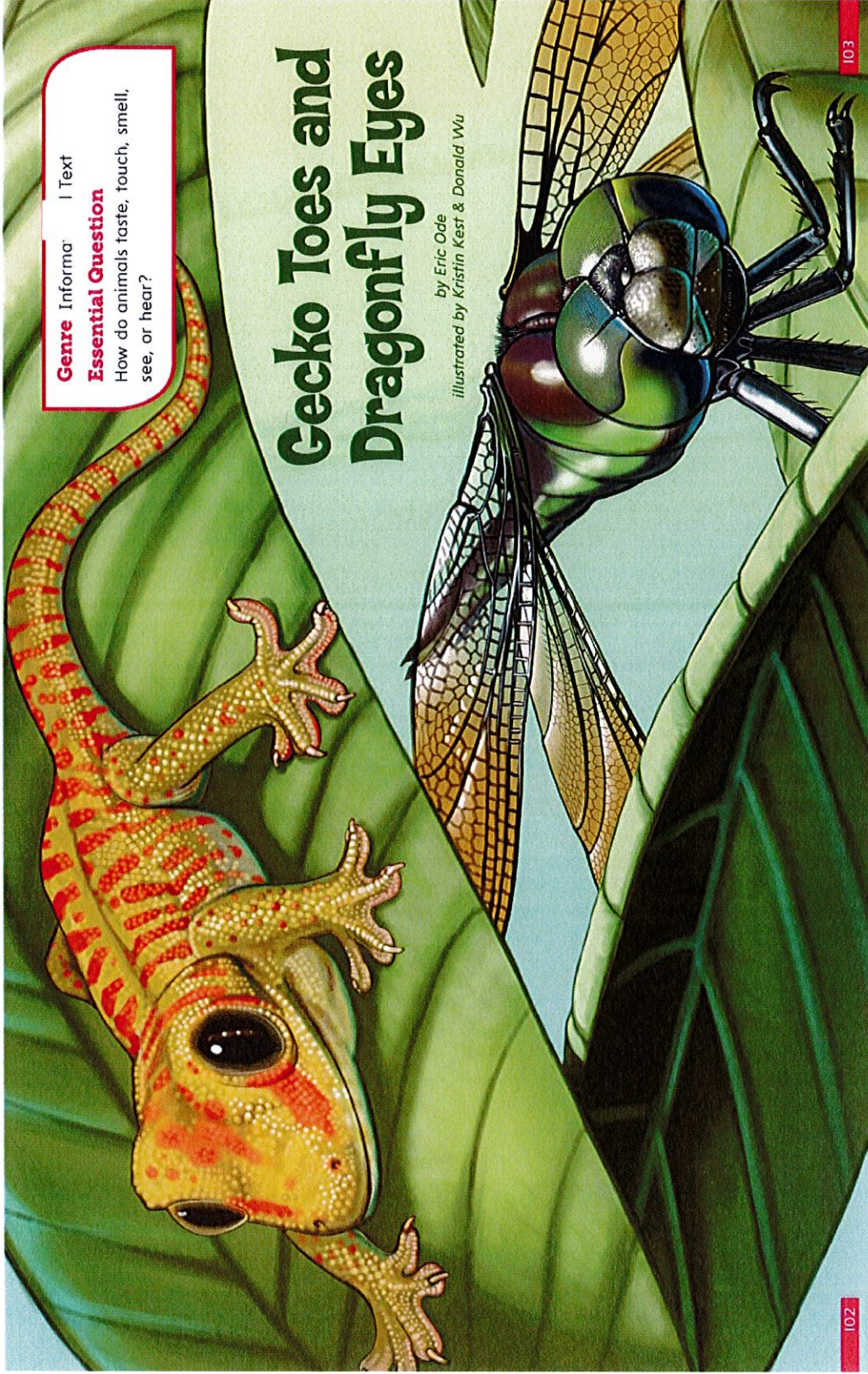
Collin went to the zoo this weekend with his aunt and cousin. First, they toured the African exhibit. They saw zebras, elephants, and giraffes. Next, they went to the snake exhibit, where they saw snakes of all sizes and colors. They had lunch at the restaurant at the zoo, and then they checked out the reptiles. After that, they went to Collin's favorite exhibit of all: the monkeys. They made him laugh as they chased each other. Finally, they got some ice cream and headed home.

Items:

- 1 They ate ice cream.
- 2 They ate lunch.
- 3 They toured the African exhibit.
- 4 They watched the monkeys.
- 5 They went to the snake exhibit.

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>

102-103



104-105

A woodpecker is at work. Rat-a-tat!
He pecks at a dead tree with his sharp beak. He
is looking for bugs. The bugs live in tunnels in
the dead wood. The woodpecker uses his
tongue to reach the bugs.



You have a tongue . Your tongue can taste
food. It can lick drips from a juicy orange.
It helps you speak.

106-107

The red-bellied woodpecker's tongue is so long, it doesn't all fit in his beak. It begins at the top of his beak and loops around the back of his head to reach his mouth. The tip of the woodpecker's tongue is sharp like a fishhook. Watch out, bugs!



Geckos eat bugs. Geckos are lizards. When a house gecko sees a bug on the ceiling, she walks straight up the wall. She even walks upside down on the ceiling! A gecko's toes are long like your fingers.

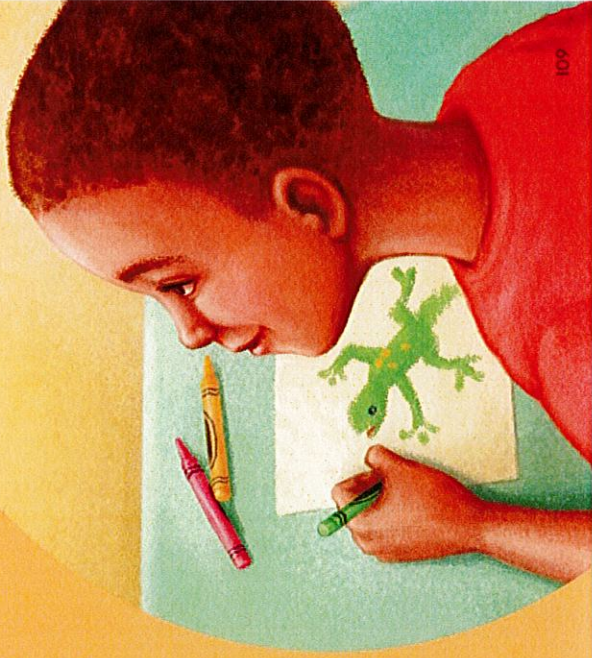
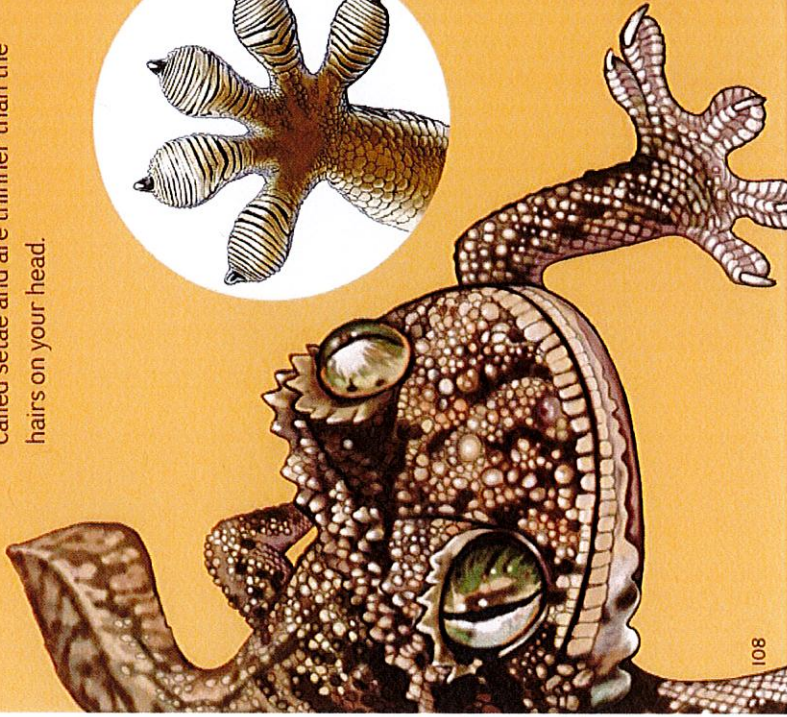
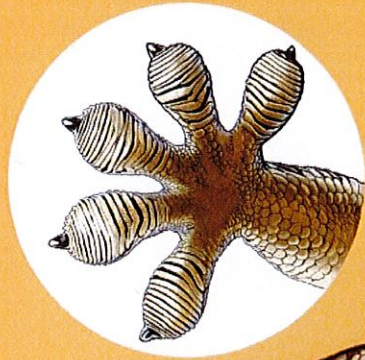


108-109

You can do mar [redacted] ings with your fingers. You can hold a pencil. You can tie your shoes. You can tell if something is hot or cold. Tiny hairs cover a gecko's toes. These hairs are called setae and are thinner than the hairs on your head.



Scientists believe [redacted] of these tiny setae create a force that moves energy. This is what helps the gecko stick to walls and ceilings without falling down.



110-111

In a cave, a spot [redacted] bat is sleeping.

She hangs upside down as her wings wrap around her body. Her large ears curl around her head to help her stay warm.



110

At night, the bat [redacted] s from the cave.

She is hungry and her ears stand tall. She listens for her food.



111

112-113



Your ears can hear shouts and whispers. They listen to music and can hear high and low notes. Your ears can tell which direction a sound is coming from.

The spotted bat's ears are very sensitive. As she flies, she makes a chirping sound. She hears the sound bounce off a moth flying in the night. Now the bat knows where to find her dinner.



114-115

A bullfrog sits quietly in the mud. He sees a dragonfly resting on a stem of grass. The bullfrog opens his mouth. He jumps, but the dragonfly has flown away.



114

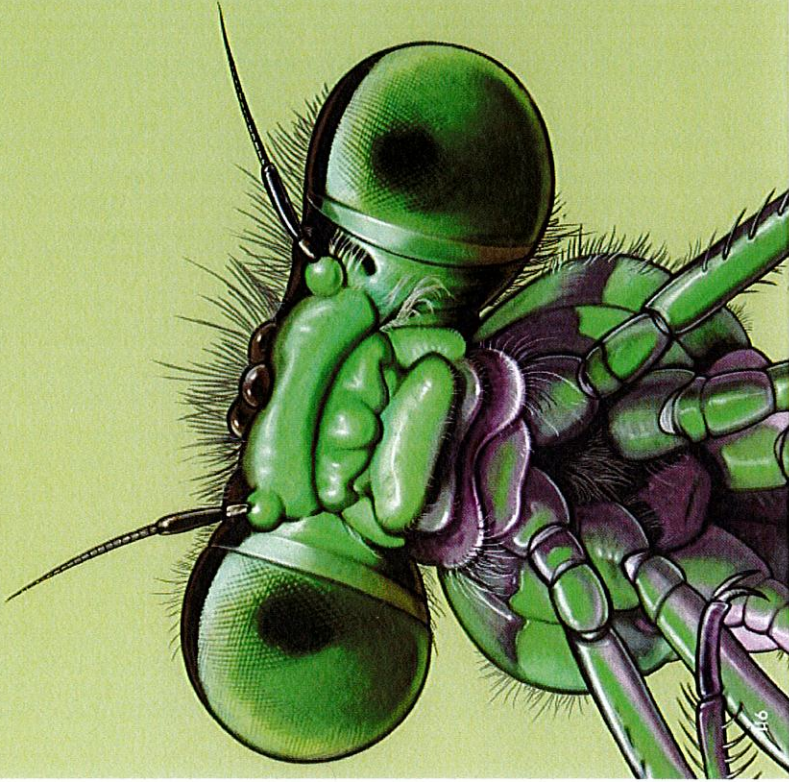


115

Your eyes work hard. They can see things close up and far away. They let you see in dark rooms or on sunny days. They watch things move.

116-117

A dragonfly's eyes are very large. They wrap around its head like a space helmet. They let the dragonfly see in every direction at once. That is very helpful when you don't want to be eaten by a bullfrog.



116

An elephant raises his trunk into the air. He smells water. He runs to the river and dips in his trunk. The elephant sucks water into his trunk and then he sprays the water over his back.



117

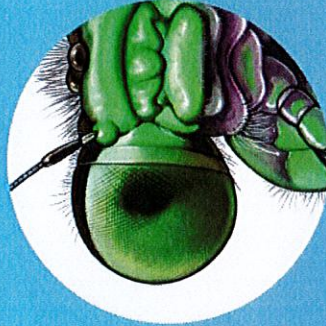
118-119

An elephant's trunk is its nose. You use your nose for smelling spring flowers and spicy foods. You use your nose for breathing. An elephant can do these things too. He can smell water from many miles away.



118

Our bodies can do many things. We taste and touch. We smell, see, and hear. Animals can do these things too!



119

Name _____ Date _____

/ōō/ Spelled _ew and u_e

Focus

Rule

The /ōō/ sound can be spelled _ew or u_e.

Examples

crew grew
tube prune

Word List

- | | |
|---------|-----------|
| 1. new | 6. rule |
| 2. drew | 7. tune |
| 3. stew | 8. tube |
| 4. blew | 9. rude |
| 5. flew | 10. flute |

Challenge Words

11. unscrew
12. costume

Practice Sort the spelling words under the correct heading.

/ōō/ spelled _ew

/ōō/ spelled u_e

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

Vocabulary

beak	energy	pecks	sensitive
believe	notes	resting	tie

Practice Write the word from the box that completes each sentence.

1. She is _____ after playing all day.

2. I hear _____ coming from music class.

3. Healthy food gives you _____.

4. The bird has a worm in its _____.

5. Will you help me _____ my shoes?

6. I _____ drinking lots of water is good for you.

Grammar, Usage, and Mechanics

Position Words

behind the box

beside the box

above the box

below the box

Prepositional Phrases

Rule

Prepositions are words that tell about the position or direction of a noun or pronoun. **Prepositional phrases** are parts of sentences that begin with a preposition and end with a noun or pronoun.

Example

The book is on the table.

Practice

Read each sentence. Circle the preposition and underline the prepositional phrase.

1. My school is near the park.
2. Luke is afraid of the snake.
3. We keep books under the stairs.
4. Lucy is across the street.
5. My dog sleeps in my sister's room.

Apply

Read each sentence. Write the prepositional phrase from the box that completes each sentence.

behind the chair

down the road

next to the plate

inside its box

6. Mom is standing _____.

7. We found the video _____.

8. The fork _____ is dirty.

9. The dog ran _____.

Write a sentence that uses the prepositional phrase **on the table**.

10. _____



Transition Words in Sequencing a Story

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

When placed into the correct order, the mixed-up sentences tell a story about young boy who took a hike with his father to see a waterfall. Using the transitional words in each sentence, place the sentences in their correct order.

Items:

- | | |
|---|---------------------------|
| 1 | Fifth Sentence |
| 2 | First Sentence |
| 3 | Fourth Sentence |
| 4 | Second Sentence |
| 5 | Sixth (and Last) Sentence |
| 6 | Third Sentence |

After Ethan and his dad returned home, they ate the most delicious meal ever--spaghetti!

Two hours later, Ethan and his dad were standing atop Rainbow Falls looking at a beautiful water-droplet filled rainbow.

Ethan woke up that morning even earlier than his dad because he was so excited about the hike they were taking that day.

Once they arrived at the trailhead, Ethan and his dad put on their backpacks and hit the trail.

While they were driving the truck to the trailhead, Ethan and his dad talked about hikes they'd gone on in the past.

After getting dressed, Ethan and his dad packed up their back-packs with snacks and drinks for the long hike up to Rainbow Falls.



Transitional Words Showing Sequence II

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Sort each transitional word or phrase according to whether it best shows the past, present, or future.

Items:

- 1 all of a sudden
- 2 at this moment
- 3 immediately
- 4 next week
- 5 soon
- 6 yesterday

Past

Present

Future



That's my type of animal!

Background knowledge

There are many different types of animals. Some look alike and some look quite different from one another. One way we can group animals is by the features they have in common. For example, animals that are warm blooded, lay eggs, lack teeth, and have feathers on their body and scales on their legs belong to a group of animals called birds.

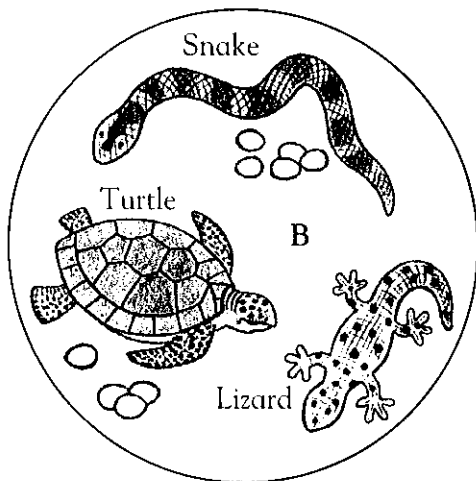
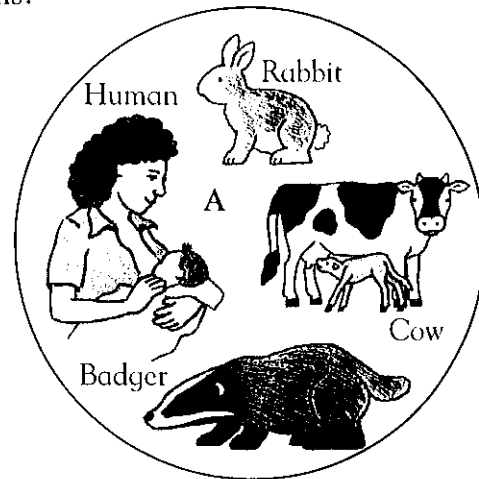
Science activity

What features do the animals in each group have in common?
What is the name of each group of animals?

Common features of group A animals:

.....
.....
.....
.....

These animals are



Common features of group B animals:

.....
.....
.....
.....

These animals are

Science investigation

Place some stuffed animals or animal toys together. Design and conduct an experiment to group them by their features. How many groups did you make? What features did you use? Compare your groups to the groups in the activity above.

Animal homes



Background knowledge

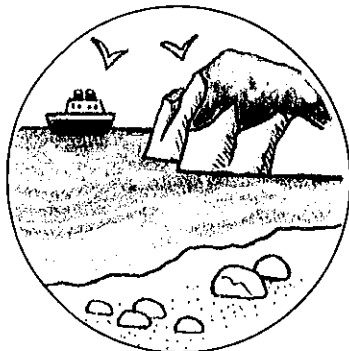
Animals can be found living in almost any place on Earth. The place where an animal normally lives is called its *habitat*. There are many different kinds of habitats, such as in grass, under the ground, in trees, in ponds or rivers, on the seashore, and in the ocean.

Science activity

Where would these animals normally live? Draw a line between each animal and its habitat.

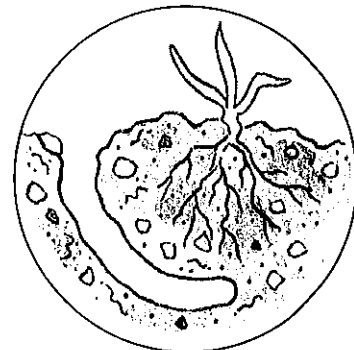


Pond



Ocean

- Worm
- Water snail
- Stickleback
- Centipede
- Crab
- Frog
- Rabbit
- Mackerel
- Millipede
- Butterfly
- Starfish
- Woodpecker



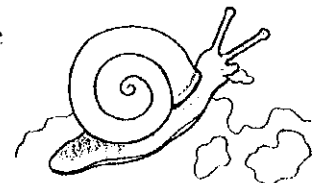
Soil



Woodland

Science investigation

Create a poster about one type of habitat. Include the plants and animals that live in the habitat. What type of habitat is it? What is the source of food and shelter for the animals?



Dinnertime for animals

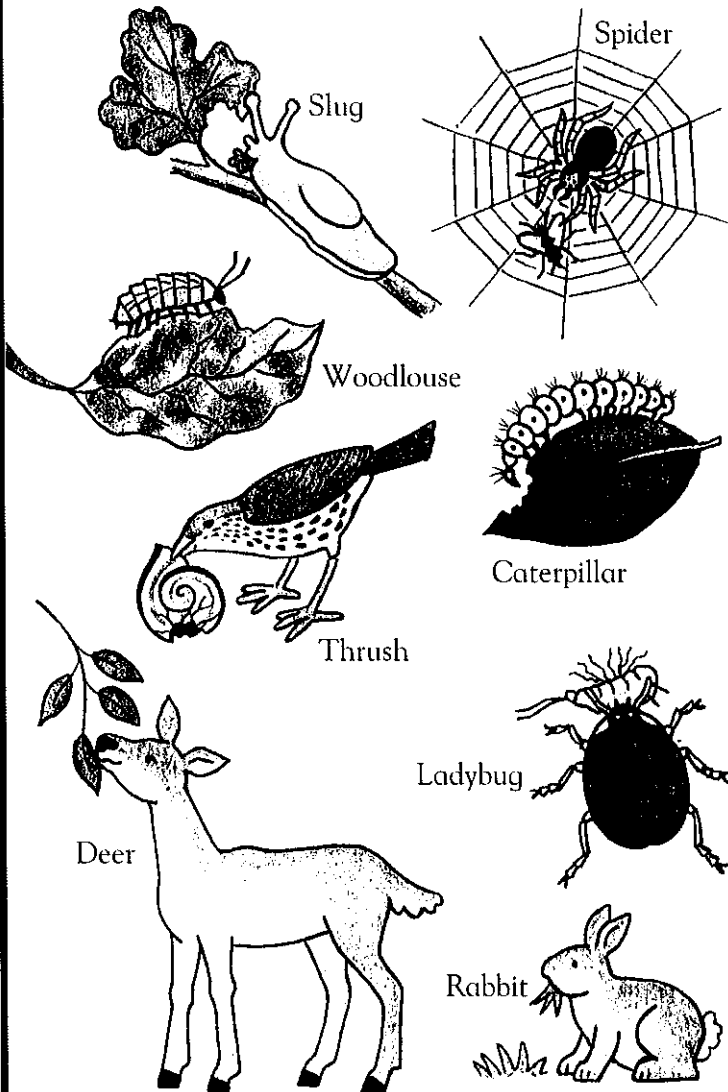


Background knowledge

When animals feel hungry, they need to eat. Food provides the animals with carbohydrates, fats, and proteins, which are important nutrients they need to grow and live. Some animals have to hunt for their food while other animals eat mostly plants. Plants can make their own food using sunlight and gases from the air and water. Animals that eat plants are called *herbivores*. Animals that eat herbivores are called *carnivores*.

Science activity

Can you spot the herbivores in this group of animals? Write their names in the box.



Herbivores

.....
.....
.....
.....
.....

Science investigation

Find some pictures to compare the skull and teeth of carnivores and herbivores. How do they differ? Draw a picture that compares their teeth. Make paper puppets of carnivore and herbivore dinosaurs and act out a play that shows how dinosaurs eat.

Munchtime for animals

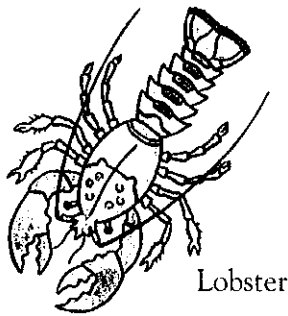


Background knowledge

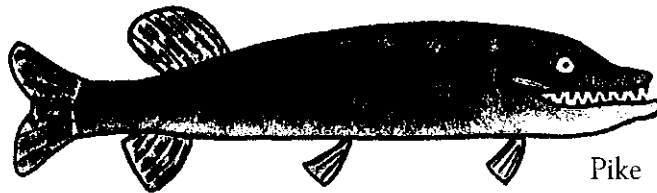
Many animals get the proteins, fats, and carbohydrates they need by eating plants. These animals are called *herbivores*. Some animals catch and eat other animals. These meat eaters are called *carnivores*. Carnivores have special features to help them catch and kill their prey. For example, hawks and owls have excellent vision that lets them see their prey from a distance.

Science activity

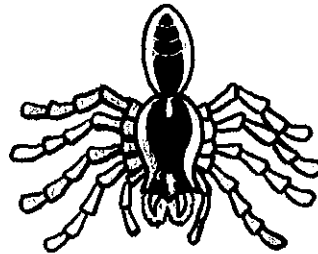
The animals below are all carnivores. Draw a ring around the parts of each animal that help it catch and kill its prey.



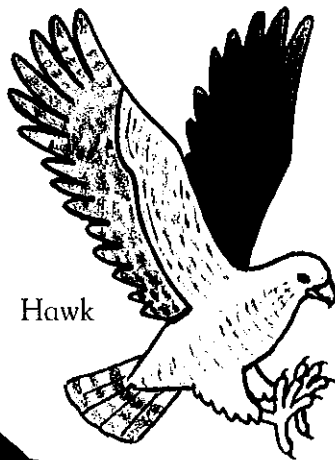
Lobster



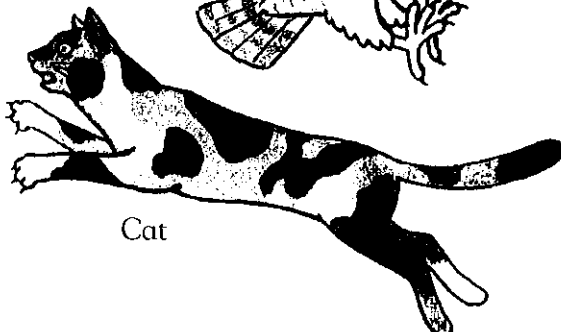
Pike



Spider



Hawk



Cat

Science investigation

Make a scrapbook or poster of 10 different animals: 5 carnivores and 5 herbivores. Write what carnivores eat and how they catch their prey. Explain what herbivores eat and how they get their food, as well as who eats them! You might include pictures from magazines.

Name

Measurement and Data
3.MD.5, 3.MD.7, 3.MD.7c

MY Homework

Lesson 7

Hands On: Area and the Distributive Property

Homework Helper



Need help? connectED.mcgraw-hill.com

Use the Distributive Property to find the area of the rectangle.



Decompose one factor.

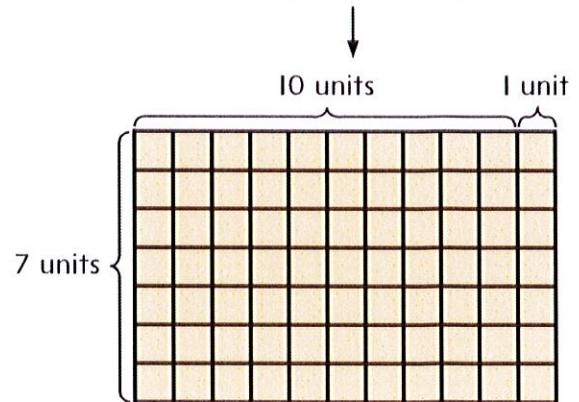
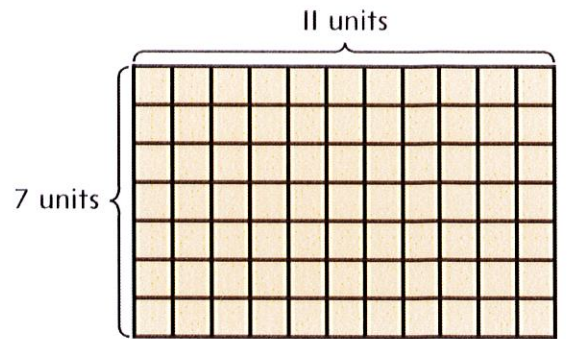
$$11 = 10 + 1$$



Find the area of each smaller rectangle. Then add.

$$\begin{aligned} 7 \times 11 &= (7 \times 10) + (7 \times 1) \\ &= 70 + 7 \\ &= 77 \end{aligned}$$

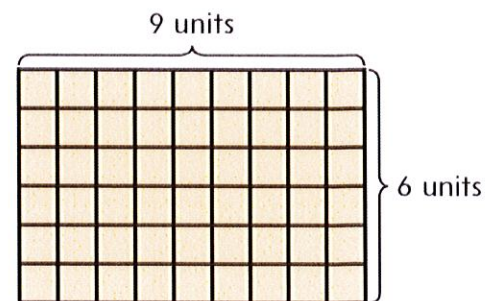
So, the area of the rectangle is 77 square units.



Practice

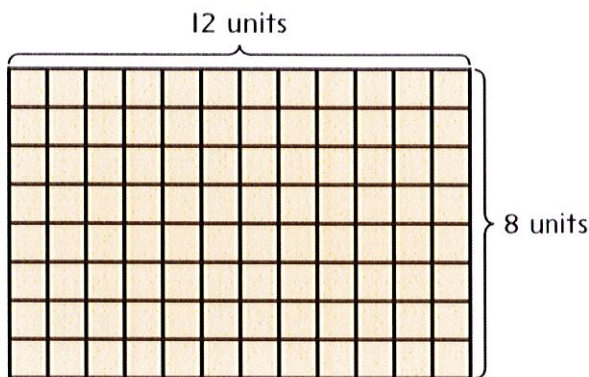
1. Use the Distributive Property to find the area of the rectangle.

$$\begin{aligned} 6 \times 9 &= (6 \times 5) + (6 \times 4) \\ &= \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

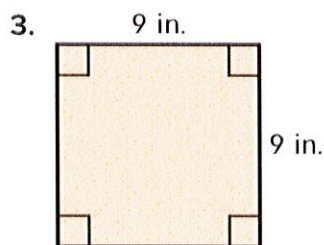


2. Use the Distributive Property to find the area of the rectangle.

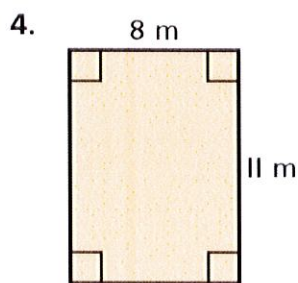
$$\begin{aligned}
 8 \times 12 &= (8 \times 10) + (8 \times 2) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$



Find the area of each rectangle. Use the Distributive Property to decompose the longer side. Show your steps.



The area is _____ square inches.



The area is _____ square meters.



Problem Solving

5. **Mathematical PRACTICE** **Identify Structure** Erika is painting a rectangular painting. The painting has a length of 12 inches and a width of 10 inches. Use the Distributive Property to decompose the factor 12. Then find the area of the painting.

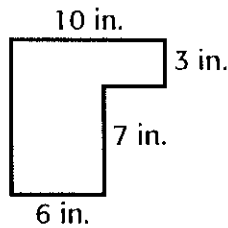
6. Hector will build a deck in his backyard. The deck has a length of 9 meters and a width of 8 meters. Use the Distributive Property to decompose the factor 9. Then find the area of the deck.

Lesson 8 Reteach

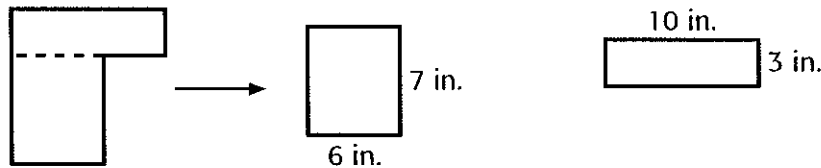
Area of Composite Figures

A composite figure is made up of two or more shapes. You can find the area of a composite figure by breaking it into smaller parts.

Find the area of this figure.



- 1 Divide the composite figure into smaller rectangles.



- 2 Find the area of each smaller rectangle.

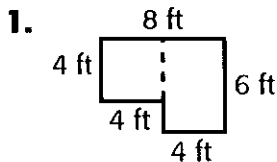
$$6 \text{ in.} \times 7 \text{ in.} = 42 \text{ square in.} \quad 3 \text{ in.} \times 10 \text{ in.} = 30 \text{ square in.}$$

- 3 Add the areas of the smaller rectangles.

$$42 \text{ square in.} + 30 \text{ square in.} = 72 \text{ square in.}$$

So, the area of the figure is 72 square inches.

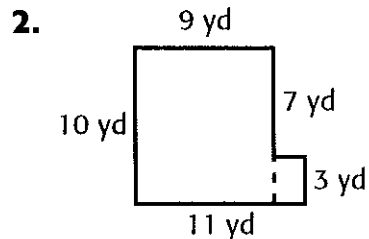
Find the area of each figure.



area of 4×4 rectangle = _____

area of 4×6 rectangle = _____

total area = _____



area of 10×9 rectangle = _____

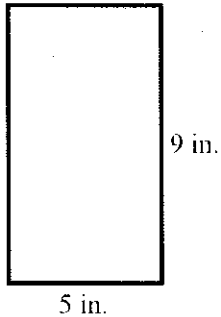
area of 3×2 rectangle = _____

total area = _____

Check My Progress *(Lessons 5 through 8)*

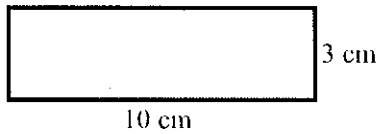
Find the area of each rectangle.

1.



1. _____

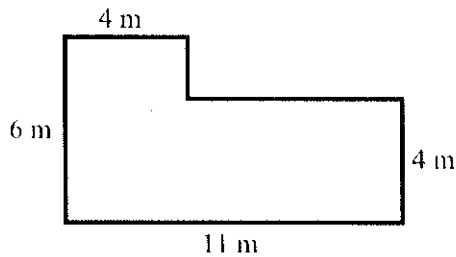
2.



2. _____

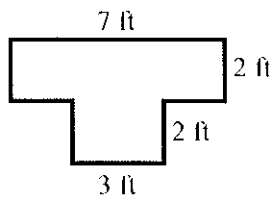
Find the area of each composite figure.

3.



3. _____

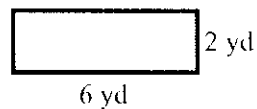
4.



4. _____

Solve.

5. Describe the length and width of a rectangle that has the same area but a different perimeter than the rectangle shown.



5. _____

6. Mariana is painting one rectangular wall in her bedroom. The wall has a length of 14 feet and a height of 8 feet. Use the Distributive Property to decompose the factor 14 into a sum. Then find the area of the wall.

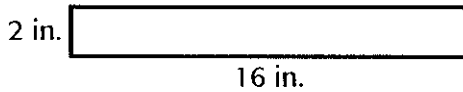
6. _____

Lesson 9 Reteach

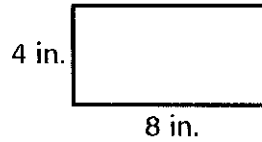
Area and Perimeter

Rectangles can have the same area but different perimeters. Two rectangles can also have the same perimeter, but different areas. The rectangles below each have an area of 32 square inches. Find the perimeter for each rectangle.

Rectangle A



Rectangle B

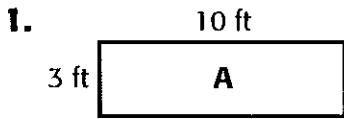


Rectangle A: $2 \text{ in.} + 16 \text{ in.} + 2 \text{ in.} + 16 \text{ in.} = 36 \text{ in.}$

Rectangle B: $4 \text{ in.} + 8 \text{ in.} + 4 \text{ in.} + 8 \text{ in.} = 24 \text{ in.}$

So, both rectangles have an area of 32 square inches, but Rectangle A has a perimeter of 36 inches, and Rectangle B has a perimeter of 24 inches.

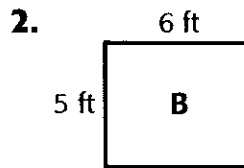
Find the area and perimeter of each pair of rectangles.



Rectangle A

area = _____

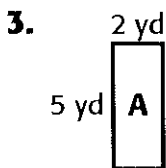
perimeter = _____



Rectangle B

area = _____

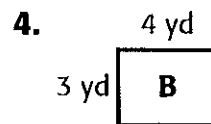
perimeter = _____



Rectangle A

area = _____

perimeter = _____



Rectangle B

area = _____

perimeter = _____

Lesson 10 Reteach

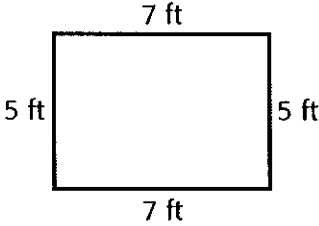
Problem Solving: Draw a Diagram

Camille is making a rectangular blanket. The blanket will be 7 feet by 5 feet. What will be the perimeter of the blanket?

<p>Step 1 Understand</p>	<p>Be sure you understand the problem.</p> <p>Read carefully.</p> <p>What facts do you know?</p> <ul style="list-style-type: none"> • The blanket will be _____ feet by _____ feet. <p>What do you need to find?</p> <ul style="list-style-type: none"> • The perimeter of the blanket
<p>Step 2 Plan</p>	<p>Make a plan.</p> <p>I will draw a diagram to help me solve the problem.</p>

Lesson 10 Reteach

Problem Solving (continued)

<p>Step 3 Solve</p>	<p>Carry out your plan.</p> <p>First, draw a diagram of the blanket. Label the length and width.</p> <div style="text-align: center;">  </div> <p>Find the perimeter of the blanket.</p> <p>$5\text{ ft} + 7\text{ ft} + 5\text{ ft} + 7\text{ ft} = \underline{\hspace{2cm}}$ feet</p>
<p>Step 4 Check</p>	<p>Since $(7+7) + (5+ 5)$ gives the perimeter, $14 + 10 = 24$. So, the answer is correct.</p>

Solve.

- Tracie’s dad is building a deck around their swimming pool. The deck will have a railing all the way around it. The deck has 8 sides with each side measuring 6 feet. How many feet of wood will Tracie’s dad need for the railing?

- Honey is making a square picture frame for her grandmother. She is gluing yarn around the outside edge, which measures 4 inches by 4 inches, and the inside edge, which measures 2 inches by 2 inches. How much yarn will she need to go around both edges?
